



FROM THE CDR LIBRARY STACKS

New Additions to the CDR Library:

- **Developing Talents (2008)**
- **Good Blood, Bad Blood (2012)**
- **Backyards and Butterflies (1993)**
- **Health Promotion for Individuals with Intellectual and Developmental Disabilities (2005)**
- **SenseAble Strategies (2005)**
- **South Carolina's Infant and Toddler**

Center for Disability
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The Library's Latest:

May

A Note From the Coordinator

2013

—Over the past month the library had the following circulation statistics:

- ♣ Checkouts: 4
- ♣ Renewals: 18
- ♣ Information Requests: 100
- ♣ Web articles/printouts sent out: 101
- ♣ Pamphlets sent out: 129
- ♣ New Patrons: 1
- ♣ Mediated Searches: 10
- ♣ Out of State Requests: 2

♣ Web Sites' Page Visits:

- CDR Library: 245
- Library Blog: 1246
- CDR: 391
- TECS: 899
- Supported Living: 65
- InfoAble Portal: 82

—Make sure to check out the list of New Additions on the newsletter's left side column and on the subsequent pages.



CDR Library Coordinator,
Steven Wilson
803-216-3206

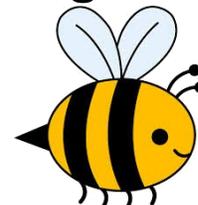
—Also, if you have any announcements that you'd like me to post on the blog site or the newsletter, just send them to:

steve.wilson@uscmed.sc.edu



See What's New in the CDR Blog!

- Doggone Days of Summer Camp
- Stride for Autism
- Transportation Options and Accommodations for Individuals with Disabilities Webinar
- Study Finds Age-Related Differences in Autism
- Abundant Life Equipment Lending Library Events!
- Youth Leadership Forum Application Due May 9th!



Note: To read these and other articles click here:

<http://cdrlibraryblog.blogspot.com/>

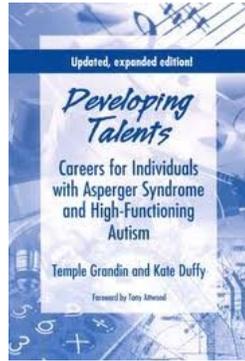
Great Books and Videos

"Libraries are our friends."

-Neil Gaiman

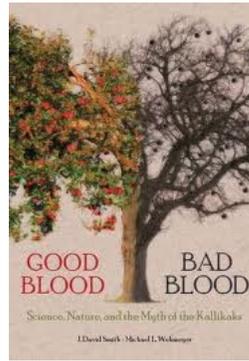


Spotlight on These New Additions...



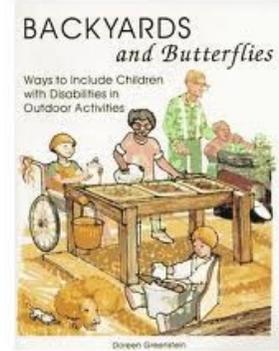
Developing Talents: Careers for Individuals with Asperger Syndrome and High-Functioning Autism (2008)

"This book will be very useful to individuals with Asperger Syndrome or high-functioning autism, and especially valuable to parents and others who inspire to be 'helpers.' Written with clarity and directness, Temples' illustrations from her own youthful experiences are convincing and will inspire hope and impart partial guidance. The book covers all aspects of the search for suitable careers for individuals on the autism spectrum. This is a unique and very important book."



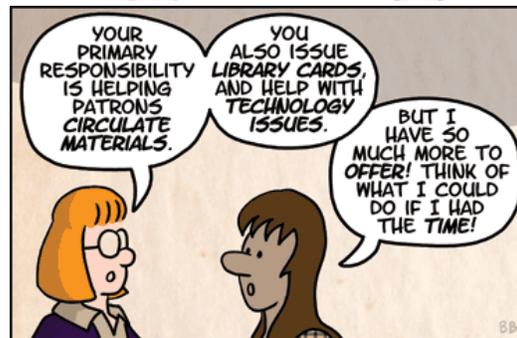
Good Blood, Bad Blood: Science, Nature, and the Myth of the Kallikaks (2012)

"Good Blood, Bad Blood is a riveting if horrifying account of an American tragedy. This is the most thorough account ever of a woeful chapter in our history. It needs to be told so that we can hear the warning to our own time: Eugenics, under whatever disguise, is a crime against humanity."



Backyards and Butterflies: Ways to Include Children with Disabilities in Outdoor Activities (1993)

"This book was written by four mothers sitting around a kitchen table. Besides being mothers, we are also a developmental psychologist, an occupational therapist, a special educator and an illustrator. Most of the ideas in the book have been thought of, and made, by parents. Others have been made by us, for children we've worked with. This book is for children. This book is for parents. This book is for families."



UNSHELVED by Gene Ambaum & Bill Barnes

www.unshelved.com

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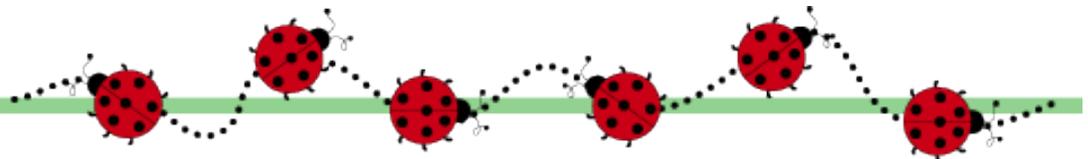
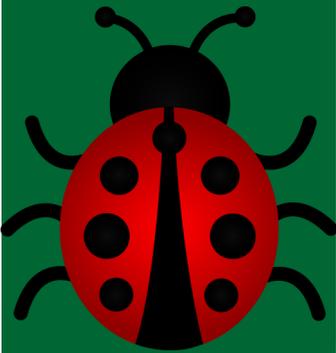
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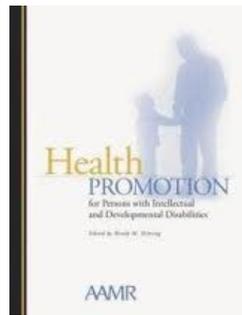
**Great
Books
and
Videos**

*"To add a library to
a house is to give
that house a soul."*

**-Marcus Tullius
Cicero**

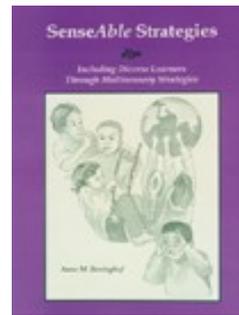


Spotlight on These New Additions...



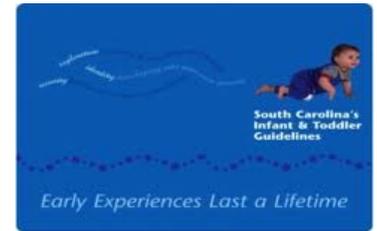
Health Promotion for Persons with Intellec- tual and Developmen- tal Disabilities (2005)

"This key report summarizes current research on 14 topics affecting the health and well being of persons with intellectual and developmental disabilities. The book provides a solid foundation for developing interventions and solutions to eliminate health disparities among persons with intellectual disabilities."



SenseAble Strategies: Including Diverse Learn- ers Through Multisen- sory Strategies (1998)

"Every day, teachers are faced with classes of students who demonstrate learning in a wide variety of ways. This book helps meet the challenge of this diversity of learning styles with classroom-tested, easy-to-implement methods for teaching through the four modalities (visual, auditory, tactile, and kinesthetic), paying special attention to the often-underutilized tactile and kinesthetic modalities."



South Carolina's Infant & Toddler Guidelines: Early Experiences Last a Lifetime (2008)

"These guidelines are meant to be the critical first step in ensuring that all of South Carolina's children, birth to three, have responsive, reciprocal and respectful care. It is our hope that, as a result of the care, children will be ready for school and for a productive adulthood. These Infant and Toddler Guidelines are meant for three diverse yet critically important groups of people in the lives of infants and toddlers: parents and families, providers, and policy makers."

Young Adults with Autism Can Thrive in High-Tech Jobs

The job hunt is complicated enough for most high school and college graduates — and even tougher for the growing number of young people on the autism spectrum. Despite the obstacles that people with autism face trying to find work, there's a natural landing place: the tech industry. Amelia Schabel graduated from high school five years ago. She had good grades and enrolled in community college. But it was too stressful. After less than a month she was back at home, doing nothing. "I did go to a community college for a semester, but that definitely was not for me," she says. Schabel has Asperger's syndrome, a disorder on the "high functioning" end of the autism spectrum. According to the latest figures from the Centers for Disease Control and Prevention, one in 88 children in the U.S. has an autism spectrum disorder. For people like Schabel, attending college and interacting socially can be tough.

To read the rest of the article, click [here](#).

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**News
and
Events**

*"People can lose their
lives in libraries.
They ought to be
warned."*

-Saul Bellow



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Puzzle Pieces: Tips for the Extended Family of a Child with Autism

By: Laura Kane



My sister recently asked me to write a guest post for her blog. Why? Because April is Autism Awareness Month, and Peter – the youngest of my three sons – has autism. When she called to talk to me about the guest post, she seemed to be struggling to express her idea. “Can you write something about how we can help?” she asked. “When the families are together, I want to help you with Peter, but I never know if you *want* the help,” she continued. “When would you prefer to handle things alone? What should we say, or – for that matter – what should we *not* say? What can we do to make things easier for you guys?”

I can understand her confusion and frustration. Autism is an extremely puzzling disease, which is why the puzzle piece has become a widely known symbol for autism spectrum disorders. Recent statistics indicate that 1 in 50 school-age children are affected by autism. This fact is staggering and alarming. What makes things worse is that the disease is different for every child, and every family struggles with different issues. There is no manual that would be helpful for all families who face autism. However, I can speak for my own family, and maybe some things that work for us might work for others. So here is my attempt at offering tips to those who have a child with autism in the extended family:

To Help or Not to Help

You watch as your sister and brother-in-law face a difficult situation with the child. The exact issue does not matter; you just want to know if you should step in and help. A simple rule of thumb would be this: help when you are asked to help. If I say, “Can you help?” I know that you will jump up immediately. But if I don’t ask, it means we have the situation under control. This might not be the case for parents who find it difficult to ask for help. It took me long time to learn to ask for help without feeling as though I am imposing on someone. But I have learned that I can’t “do it all” if I want to remain in a healthy place physically and emotionally. So I promise that I will ask for help when I need it.

Should We Offer to Babysit?

You worry that your loved one might be insulted if you offer to babysit, as if you thought they couldn’t handle their own child. There was a time when I thought I didn’t need a break; that I could handle everything. If I left my child with a sitter, even if it was a family member, I felt guilty for taking a bit of time for myself. I even felt that nobody could care for my child as well as I could, so I had no right to give that responsibility to someone else. I have since learned that those attitudes were detrimental to the well-being of our entire family. EVERYONE needs time away from care giving in order to refresh and renew. This is called “respite” and studies have shown that periods of respite are beneficial not only to the family care givers but also to the child.

So the answer is: Absolutely! Offer to babysit! I may not take you up on the offer immediately, but I’m pleased to have the option. There may be a reason why I refuse the offer at the moment, but keep offering because it is greatly appreciated.

The Best Time to Talk

Sometimes I just don’t want to talk about it. That is the plain truth. Parents who have a child with autism are constantly bombarded with information and advice, questions, statistics, studies, doctor’s reports, therapies... it’s hard to find a moment when autism and its effects are NOT on your mind. It is exhausting. There are times – like on a holiday, for example – when I just want to enjoy being together with my extended family, to relax, and not have to be in my “autism advocate” role. You might think that a family get-together is a perfect time to catch up on the progress the child has made, or to discuss controversial therapies, new studies, alarming statistics. But try to resist asking too many questions around a dinner table. When that happens, I personally feel like I am on trial and I immediately stop enjoying my meal. There will be other opportunities to catch up on the facts. If I offer some information without being asked, that’s a clue that I am ready to talk.

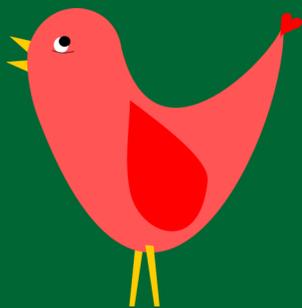
Continued on Page 5



**News
and
Events**

"What in the world
would we do without
our libraries?"

**-Katharine
Hepburn**



Puzzle Pieces: Tips for the Extended Family of a Child with Autism

Continued From Page 4

Carry on Like Normal

We recently celebrated Easter Sunday at my sister's house. During the meal, there was a potty training "incident" with our son, and it took me and my husband about 20 minutes to get everything cleaned up and settled. When we returned to the dinner table, everyone was carrying on with the meal and the conversation as if nothing had happened. I truly appreciated that. Nobody made a big deal about the incident, and I was relieved. Sometimes we just wish everything were "normal" and when family members take things in stride without making a big deal about them, it makes things just a little bit easier.

What NOT to Say

I hear it all the time. "This is Mary. She is *autistic*." "Joey is *autistic*." That word – *autistic* – bothers me. I am not denying the diagnosis. My son *has autism*. But he is not "autistic." Autism is a disease. The word "autistic" takes the disease and turns it into an adjective. If someone has cancer, do you say, "This is Lisa. She is cancerous"? If someone suffers from dementia, do you introduce him by saying, "This is Jim. He is demented"? Of course not. Saying that a child is "autistic" sounds as if you are defining the child by that adjective; that you are describing him or her with that one word – a word that carries with it some very inaccurate stereotypes. How can anyone's personality be described with one word? My child's personality is made up of many different characteristics – some good and some not-so-good. When introducing him to someone, rather than saying, "This is Peter. He is autistic," I say, "This is Peter. He is four years old. He's a happy, very busy little guy." In the course of the conversation, I may eventually say, "Peter has autism," but I choose not to define him as primarily "autistic." It's a meaningful distinction.

Be Aware and Reserve Judgment

I can remember, in years past, seeing a child misbehave in a grocery store and thinking, "What a brat! That parent needs to do a better job disciplining that child." In the process of learning more about autism during the past four years, I have also learned to avoid being judgmental about a child's behavior. I am not as quick to jump to conclusions when I see a child "acting out" in public. Remember – one in every 50 children you see may have autism. You never know what might be at issue with a child or a family; you never know what struggles they might be facing. Some children are extremely sensitive to light and sound or any kind of visual or auditory stimulation. Imagine how torturous it would be to go to a grocery store if you felt as though you were being bombarded with images and sounds. You would be frightened and overwhelmed and would just want to escape. The distress would be compounded if you could not speak and could not express what you were feeling. So, please – the next time you see a child "misbehaving" in public, say a quick prayer for that family and reserve your judgment.

There are many more issues that could be discussed regarding autism; there are a multitude of pieces to this puzzle. But it is my hope that at least some of what I've written here will be helpful to other families who are struggling with the same issues that we are. I have to say, though, that simply having a family that is supportive and caring can go a long way to easing the burdens of autism.

Laura Townsend Kane, parent of a child with autism

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—About the Library—

The library is a collaborative effort between BabyNet/South Carolina Department of Health and Environmental Control, the Center for Disability Resources, the South Carolina Department of Disabilities and Special Needs, and the University of South Carolina School of Medicine Library.

The CDR Library consists of books, videos, brochures, and audiotapes covering a variety of disability-related topics. The Center for Disability Resources Library is located within the University of South Carolina School of Medicine Library on Garners Ferry Road.