

# Autism Awareness



## High School Autism Awareness Pack

Prepare Now!



embrace  
difference

# AUTISM Awareness!

Your school is invited to join us in raising awareness of Autism Spectrum Disorder (ASD). Here are some suggestions how you can join with us and Go Blue for Autism at your school:

# 1

## **Attend an event!**

We will be hosting free events throughout Autism Awareness Week.

Visit [www.autism.org.au](http://www.autism.org.au) for more details.

# 2

## **Wear blue!**

Blue is the internationally recognised colour signifying Autism. On April 2nd, major landmarks around the world will light up blue to mark World Autism Awareness Day.

Why not have a free dress day and encourage everyone to wear blue during Autism Awareness Week?

# 3

## **Help raise awareness in your school**

Help increase Autism awareness in your school by including some useful information in your newsletter. This booklet includes an informative article written by our team which includes the early signs of Autism, the strengths that people with Autism have and positive outcomes which can be achieved when the right support is provided.

# 4

## **Teach peers!**

Help all your students understand, accept and embrace Autism.

# 5

## **Learn about Autism**

There are many resources available to help increase understanding of Autism. Read an article, share a book and talk about Autism. This booklet includes some information for training opportunities and available resources.

# 6

## **Fundraise**

Help support people with Autism by fundraising for the cause. Read on for some ideas for fundraising and how to get your school involved.

## **Like us on Facebook**

for more teacher resources across the year

[www.facebook.com/AutismWesternAustralia](http://www.facebook.com/AutismWesternAustralia)



# Attend an event

1

## Autism Awareness Events & Activities

While the Autism Association will be celebrating the lives of people with Autism and actively promoting awareness of Autism from March into April, we will also be mindful of our world community on the 2nd of April—World Autism Awareness Day.

It was in December 2007 that the United Nations General Assembly unanimously agreed that this day should be upheld each year to highlight the need to improve the lives of people with Autism worldwide. Thus, the first World Autism Awareness Day was marked 2nd April 2008. Ten years on we join hands with the rest of the world; Autism knows no bounds, transcending ethnic, cultural, economic and geographic boundaries. We unite in our quest to improve lives and loudly acclaim those lives worthy of celebration—not only for this week or that day, but every day.

## Wear blue!

2

## Dress up Blue

Join the *Light it up Blue* campaign by wearing blue—a free-dress day for fun and increasing awareness of Autism. If you want to fundraise, see section six for ideas!

### Take a photo

Take a photo of your class or your whole school wearing blue for Autism Awareness. Share it on Facebook and tag us so we can share it on our Facebook page @AutismWesternAustralia #AutismAwareness.

We will draw a winner who will receive a set of Autism Association publications for their school.



### Download!

A poster and  
money box  
template for your  
Blue Day

[www.autism.org.au](http://www.autism.org.au)





# Raise awareness in your school

# 3



## What is Autism? Poster

The poster provided with this pack shows a brief overview of the characteristics of Autism and some teaching tips and strategies.

Display the poster in your staff room, where everyone can read it.

## Create Your Own Posters!

Your students might enjoy creating their own posters to explain 'What is Autism?' Show us their eye-catching designs along with brief descriptions of what it means to have Autism.

Posters should show an understanding of:

- How school life may be difficult for classmates with Autism
- The unique strengths a classmate with Autism may have
- Importantly, how peers can help a classmate with Autism

Your students' posters and any photos you send us may be published on our website or our Facebook page.



# Understanding Autism

## Information and ideas for Teachers and Parents

Download the  
Word doc from  
our website &  
share in your  
newsletter

April 2nd is World Autism Awareness Day. This is a timely reminder for all of us to take the time to consider the extent of our knowledge of Autism, to acquire new information and to think about the concept of embracing difference.

Autism Spectrum Disorder ('Autism') is a complex, life-long developmental disability which is neurobiological in origin. Research shows that an estimated 1 in 160 to 1 in 100 people have Autism. It is very likely that there is a student with Autism in your school—perhaps your class—or amongst family and friends.

### Autism, the early signs

One of the first signs, which can alert a parent to the fact that their child is not developing in a typical way, is the manner in which their young child responds to them. The child may not learn to speak or have very limited speech. They may also have great difficulty in understanding the speech of others.

Some children with Autism can develop good spoken language. However, their language may be very concrete and literal; it may lack a social quality and is not used in a conversational manner. Parents may notice that their toddler with Autism does not seem interested in playing with other children. They may also notice that the child is not playing with toys in an imaginative way. Instead, they may spend time placing toys in neat lines; or engaging in the same sequence of play activity over and over again. While Autism presents differently in all children, these are very common similarities for children who will be diagnosed with Autism.

### Common Features of Autism

- Impaired social interaction e.g., a lack of spontaneous interest in sharing in activities or interests with others; or lack of appropriate social responsiveness.
- Lack of, or limited, make-believe play.
- Communication difficulties—some children may be non-verbal, while others are very verbal but use language in an unusual way.

- Impaired ability to initiate or sustain a conversation.
- Distress, or difficulty, with change to a routine.
- Narrow and restricted range of interests e.g., may have a preoccupation with an object; may only be interested in lining up objects or making collections of particular items; may only be interested in a single topic or amassing facts about a single interest.

### Strengths of Autism

People with Autism enjoy and function more efficiently with routines and predictability. They are inclined to pay close attention to detail, which is proving to be of great benefit for a future career. With aroused interest, the child with Autism shows ability to focus intently on a topic, learning through the process. Teachers are tapping into this ability, enabling the child to keep learning while enjoying their school work. Although social situations are often difficult, children and adults with Autism form strong bonds with people who they are close to, those with whom they form a trusting relationship.

### Positive Outcomes

Children do not grow out of Autism. However, with appropriate intervention they can be assisted to gain many of the skills we take for granted—skills such as learning to play, communicating and responding to others in a social way.

Children with Autism benefit enormously from programs which provide them with a means to communicate and to develop the skills they need to participate in everyday life. With appropriate education, and the support of dedicated people, a person with Autism can go on to lead a fulfilling life, engaging in social activities and vocational pursuits in later life. They are securing and retaining interesting work, proving themselves to be valuable employees.

# Acceptance, Embracing Difference & Inclusion

Through primary and into junior high school, many teachers have already adopted the approach of embracing differences. In a thoughtful discussion, students are invited to talk about what they are good at and what they are not so good at. It is emphasised that everyone has strengths but also areas where they are not so strong.

The student with Autism might require help to engage socially; sometimes they access visual supports to assist their communication skills. However, that same student may be very good at certain maths tasks or at drawing with a photographic eye. They certainly have their strengths.

## We are all different

The recognition amongst peers that we are all different may help to promote a more positive understanding amongst the group. The student with Autism is, just like everyone else, an individual with strengths and difficulties. There may be others in the class who would be reassured that their 'difference' is nothing they should hide from.

## Beyond acceptance—embrace difference

Fortunately, our Australian multi-cultural society has fostered an acceptance of 'difference' over the past decades. Many different cultures have joined to create the vibrant patchwork that is now Australia. But 'acceptance' alone doesn't really define the aims for newcomers to the country and certainly not for people with disabilities and especially not for our Autism population. Embracing difference is the key to our aims for all people with Autism—it goes beyond acceptance.

Embracing difference is all about supporting and nurturing the person who is perceived as different. It's all about making adjustments so they can take their place in the school community in a positive way, learning and engaging socially. It's all about enabling inclusion.

## Simple ways to enable inclusion

- See 25 Top Tips (page 10)
- Be mindful of the student's sensory needs. E.g., allow access to ear muffs if they are sensitive to sound.
- Provide visual supports so they can see what will be happening next.
- Label key aspects in the environment so they can see what goes where. They can join with others to find materials and put things away.

- Provide a quiet space so the student with Autism can retreat for a while to help stay calm—they are then more able to join with others.
- Enable them to participate in the same topic as others by providing a different pathway. For example, an assignment about the variety of shark life could be presented in a table/columns format: Species; Habitat; Diet; Structure with an added column—Movies. A student might be able to demonstrate good understanding of the topic, whereby an essay format could have left them not knowing where to start.
- Provide positive information about individuals with Autism (see the Lesson Plan).

## Teach Peers

If the family of a student with Autism agrees to the teacher providing some information about Autism to the class, it can be extremely helpful for all involved. It will be helpful especially for the person with Autism if his or her individual needs are understood—how Autism affects them. Every person with ASD is different. With understanding of a disability, peers can be very supportive of a classmate, providing help when needed.

Peers could help the child with Autism by:

- sharing interest in an activity or subject—they might be surprised at how knowledgeable the person is about something of interest.
- following the student's lead when and where appropriate.
- remaining mindful of the potential for teasing and bullying a person who is seen as 'different' and being prepared to intervene

Peers who chose to actively support a student with Autism do need some guidelines e.g., when and how they might intervene on the student's behalf. The aim will always be to encourage independence, rather than simply doing things for the person.

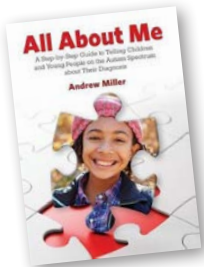
Fellow students would need to understand that sometimes the person with Autism prefers to be on their own. However, warm, friendly approaches can really help a student with Autism to experience better social engagement at school.



# Teach peers

## 4

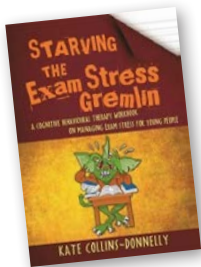
## Books for students with ASD, their peers, teachers and families



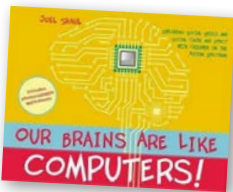
**All about Me—A Step-by-Step Guide to Telling Children and Young People on the Autism Spectrum about Their Diagnosis** By Andrew Miller. The All About Me guide is based on a program designed to introduce individual children to their Autism diagnosis in the context of their overall personal attributes. Includes practical guidance and tools for parents and professionals on how to approach the subject of a child's Autism diagnosis with downloadable templates and sample lesson plans.



**All Birds have Anxiety** By Kathy Hoopmann. With a light hearted depiction of bird behaviour this book uses colourful images and gentle humour to explore what it means to live with anxiety, and how to begin to deal with it. The book provides a sympathetic introduction to the anxiety often manifest with Autism.



**Starving the Exam Gremlin—A Cognitive Behavioural Therapy Workbook on Managing Exam Stress for Young People** By Kate Collins-Donnelly. When exam time comes around, the exam stress gremlin is in his element, feeding off your exam fears and anxieties. This workbook teaches you how to starve your gremlin by learning to cope with exam stress. Full of fun activities based on cognitive behavioural therapy, it is an ideal resource for supporting young people aged 10+.



**Our Brains are like Computers** By Joel Shaul. This highly visual social skills book uses diagrams and computer terminology to explain how our words and actions can affect other people. The book provides an innovative way of explaining social thinking to children/teens on the Autism spectrum. Photo copyable worksheets are included.



**Inside Asperger's Looking Out** By Kathy Hoopmann. Each page highlights traits that many people with ASD have in common, from sensitive hearing to literal thinking and difficulty understanding social rules and reading body language. The book also highlights and celebrates the unique characteristics of ASD. For families, teachers and classmates—those with ASD will also appreciate the book for the way it shares their perspective on life.



**Haze** By Kathy Hoopman. Seb is a loner. Brilliant with numbers but not so good with people, he prefers the company of computers and his only friend, Guzzle. Seb is soon caught up in a web of computer fraud and lies and turns to a mysterious cyber friend for help. Weaving the facts of Asperger Syndrome into the story, Haze is a riveting read for young teens of wide ranging abilities.

# Teach About Autism

Below is an example lesson plan for students in upper primary to high school. Like our Facebook page, to be updated on additional lesson plans across the year: [www.facebook.com/AutismWesternAustralia](https://www.facebook.com/AutismWesternAustralia)

## Lesson Plan – Case Study

James, who is 13 years old, has Autism Spectrum Disorder (ASD). This is often referred to simply as 'Autism'. It's called a 'spectrum disorder' because ASD covers such a wide range of abilities. Some people who have Autism have average, even high IQ. Others might have considerable learning difficulties. It is not unusual for a person with Autism to be highly skilled in one particular area and have great difficulty in other areas. James is brilliant at music. He is able to instantly play on the piano any tune he hears. While we know that people with Autism might have some impressive skills, James's ability with music is exceptional—a rare ability that might be described as a 'savant' skill—demonstrated occasionally by a person with Autism, certainly not by all.

In contrast to his music skills, James needs help with communication—getting his message across and understanding what others are saying. He uses and responds to visual supports, which help him a lot. People with Autism often have good visual skills. They are able to understand more from what they see, rather than from spoken words. A number of his visual supports are small cards, often showing a single word or 2 – 3 words (e.g., Take a Break). Or, a picture might convey the message. For example, James instantly knows that a picture of a water fountain means to go outside for a drink. If the teacher sees that James is becoming stressed she knows that a few minutes outside and a drink will help him to feel calm. Daily life is sometimes confusing for people with Autism—it's likely they may become stressed or anxious.

James also has difficulty tolerating certain sounds which don't seem very loud to most of us, but they might feel painfully loud to him. He often wears sound-protective ear muffs. He also prefers not to be touched. If students find themselves in a confined space so their arms or legs might touch he may become quite stressed as the touch can be experienced as an unpleasant or painful sensation. Not all people with Autism have sensory experiences like that, but a lot do. As we get to understand James's Autism, we realise there are things we can do to help him avoid those situations which could be painful for him. Happily for James, he usually tolerates music when it's quite loud.

### First 5 minutes — read case study

### 5 – 10 mins — brainstorm whole class

What have you learned about Autism?

### 10 – 25 mins

Go into groups and talk about how you might feel if you had Autism



### 25 – 55 mins

#### Class discussion on how best support a student who has Autism

Expect an understanding of:

- the need for visual supports (why?)
- communication difficulty
- sensory differences—apart from sound and touch could refer to taste and smell
- how other students can help a classmate who has Autism

If there is a student with Autism in the class who is able to talk to the others about how he or she prefers to be helped, it could be helpful for all. This should entail discussion with the family, beforehand.

Other students should be encouraged to talk about how they could provide help to a person with Autism in their class.



# 5

## Learn About Autism



### Attend a Workshop for Teachers

The Autism Association presents a range of seminars specifically for teachers and other professionals throughout the year: <https://www.autism.org.au/training/>



### Parent Training

We have over 100 workshops for parents across the year—encourage parents to visit our website and register to attend these fantastic workshops: <https://www.autism.org.au/training/>



### Autism Apps—App Review Website

Personal tablet devices, such as iPads, provide a wonderful opportunity for people with Autism to develop skills in a fun and engaging way. Visit [www.autismapps.org.au](http://www.autismapps.org.au) for more information and for specific Apps reviewed and rated by qualified therapy team.



### Like us on Facebook

For more teacher resources throughout the year: [www.facebook.com/AutismWesternAustralia](http://www.facebook.com/AutismWesternAustralia)



### Online Learning

Visit [www.positivepartnerships.com.au](http://www.positivepartnerships.com.au) for more easy-to-read information.



### Contact Us

If you would like further information, call the Autism Association on (08) 9489 8900.

# Learn About Autism cont...

## Top 25 Tips and Strategies

1. **Get to know your student** with Autism—develop a positive and trusting relationship.
2. **Gain from the family's expertise**—they know your student's strengths and potential difficulties.
3. Ensure **an I.E.P is prepared** as soon as possible.
4. **Integrate therapy goals** into the I.E.P. (Most students with Autism have a therapy provider).
5. Provide **a daily schedule** with images and/or words according to the student's ability.
6. Develop **structure in the classroom** along with clear and consistent daily routines.
7. Provide **visual warning of impending change** to routine, or of activity.
8. Provide **individualised visual supports** to support the student's communication, independence and sensory needs.
9. Where possible, **minimise the impact of environmental factors** that may prove difficult for the student e.g., sound, odours, flashing lights, busy crowded places.
10. Implement **a (visual) system of breaks** to enable the student to participate more effectively throughout the day.
11. Build their confidence with **work that allows for greatest success**.
12. **Gradually increase** the complexity of tasks.
13. **Help them to learn what to** do rather than focus on what not to do.
14. **Adapt the curriculum**, where appropriate, according to the student's ability.
15. Provide motivation by **incorporating the student's special interest** into tasks and projects, where appropriate.
16. Keep in mind the **perfectionism often inherent in Autism**. Stress is likely to escalate if they feel unable to complete a task successfully.
17. **Explore ways for them to understand** what's required and convey their knowledge e.g., by responding to a list of questions rather than having to write an essay.
18. Implement **a reward/reinforcement system** to provide motivation.
19. Provide **information and support to peers** without disabilities to build their confidence to engage in a positive way with students with Autism.
20. Liaise with other staff to **facilitate generalisation** by providing opportunities to practise skills across different settings throughout the school day.
21. **Maintain contact with families**, ensuring that skills acquired at home or in school can be transferred to the other environment, without loss of skill.
22. Take into account that, with Autism, **organisational skills may not be strong**. Provide support where organisation and forward planning is entailed.
23. Provide **structure and/or quiet time** during recess and lunch. These are often the most difficult times for students with Autism.
24. Develop a **routine for managing homework** e.g., entries in student's diary—what's to be done, books to go home.
25. Visit the Autism Association website **[www.autism.org.au](http://www.autism.org.au)** for further resources, professional training information and more.

# Myths & Misconceptions

**Awareness of Autism is growing rapidly and many people now know of, or have close involvement with a person with Autism. Our understanding of Autism continues to grow; we know a great deal more now than we did even ten years ago. Unfortunately, some commonly held beliefs about Autism which we know to be untrue still persist. The following outlines some common myths, pointing to what is now known to be fact.**

## **Myth: All people with Autism have the same skills and difficulties**

**The facts:** Although people with Autism share difficulties in the core areas of social communication, restricted and repetitive behaviours and sensory processing, every person with Autism is unique and has different abilities and interests. Many positive characteristics are common in people with Autism such as the ability to focus intensely on detail and learn about topics of interest.

## **Myth: All people with Autism have an outstanding 'savant' skill**

**The facts:** People with Autism generally have an uneven developmental profile, meaning that their level of ability may differ across different skills. All people with Autism have strengths and in some cases, a person may be very gifted in a particular skill or area which may be described as a 'savant skill'. This might be the ability to quickly compute complex mathematical equations or have a 'photographic' memory. Although some people with Autism do have these outstanding abilities, the majority do not.

## **Myth: Children with Autism cannot have another diagnosis**

**The facts:** Although many people with Autism do not have other conditions, there are also many who do. Some common conditions that people with Autism may be diagnosed with are Intellectual Disability, Epilepsy and Fragile X syndrome.

## **Myth: All people with Autism have an intellectual disability**

**The facts:** Some people with Autism also have an intellectual disability, however others have an Intelligence Quotient (IQ) within the typical range or higher. In some cases a measure of IQ is taken during the initial Autism assessment process. For children with Autism, measuring IQ can be more difficult and an accurate measure may not be possible.

## **Myth: Children with Autism do not speak**

**The facts:** Although some children with Autism may have delayed speech or may not use words to communicate, many have very well developed speech. In fact, some children may speak earlier than typically developing peers, but may have an unusual style of communication, such as overly formal speech or a strong preference to talk about particular subjects. There is a very wide range of skills and abilities amongst children with Autism in relation to speech.

## **Myth: Children with Autism are more aggressive than their peers**

**The facts:** As with other children there are those with Autism who may shout or hit out when they are distressed, but this is certainly not the case for all children. When it does occur, this challenging behaviour is often related to a lack of alternative skills, or difficulties coping in the sensory environment, regulating emotions or communicating needs. In some cases a child with Autism may show interest in the reactions of people who are hurt or upset, but the child may not understand what these emotions mean. Challenging behaviours are often a communication of last resort. It is rare for a child with Autism to intentionally cause harm to another person.

## **Myth: People with Autism do not experience the full range of emotions**

**The facts:** People with Autism may have difficulty expressing emotions, or may express them in a different way. Children with Autism experience the full range of emotions. It is common for people with Autism to have difficulty recognising and interpreting the emotions of others which can lead to misunderstanding when others assume they know how another person is feeling. Children with Autism can build skills and learn to respond to other people in ways that are more typical or expected. Children with Autism can and do show physical affection but often on their own terms. For some children, typical means of showing affection are more difficult, such as maintaining eye gaze and physical contact.



### Myth: Children with Autism are less affectionate than their peers

**The facts:** Children with Autism often have very strong bonds with important people in their lives. Because some children with Autism may show their emotions and affection in different ways, it may appear to others that they do not have strong relationships. However, some children with Autism show their affection quite openly.

### Myth: All children with Autism prefer to be alone rather than build relationships

**The facts:** Most people with Autism do want to have friends, but have difficulty engaging socially with others, and difficulty knowing how to recognise and respond to the intentions and emotions of others. The social skills required to form friendships often need to be taught explicitly to children with Autism. Planned activities around shared interests are often the key to supporting friendships.

### Myth: Autism is a behavioural/mental health disorder

**The facts:** Autism is a developmental disorder. In children with Autism, the brain develops differently to typically developing children, affecting many areas of development. No two children with Autism are the same but research has shown, with some children, there are marked differences to their typically developing peers in brain size and connectivity at certain stages of development.

### Myth: The incidence of Autism is rapidly increasing

**The facts:** The way Autism is diagnosed has changed; we now recognise a wider range of characteristics as forming part of the autism spectrum. It is likely that many children who have an Autism diagnosis today would not have met the diagnostic criteria if they were assessed against our previous definitions of Autism. Also, as awareness increases, parents and professionals are better able to identify early signs of Autism and are more likely to seek an Autism assessment. There is not enough evidence at this stage to say that the incidence of Autism is increasing.

### Myth: Autism is caused by parenting style

**The facts:** Autism is not caused by parents. We do not yet know the causes of Autism definitively; however, the research that has been conducted does not support the view that parenting style can cause Autism. It is likely that there are several causes including brain development and genetic factors. Because of difficulties with sensory processing and communication, some children with Autism respond negatively to some typical parenting

behaviours, such as touch and hugs, and may require direct communication in order to understand others. When parents adapt their behaviour to respond to their child's needs it may appear unusual to others, but it is important not to assume that the parenting style is causing the child's difficulties.

### Myth: Vaccinations cause Autism

**The facts:** There is no reliable scientific evidence that childhood vaccinations cause Autism. There is reliable evidence that not vaccinating children has led to an increase in preventable and sometimes life-threatening diseases. One well known but flawed research paper reported a link between the measles-mumps-rubella (MMR) immunisation and Autism. When the flaws in the study were revealed, the paper was later retracted. Several large scale studies have since examined the possibility of a link between MMR and Autism and have found no evidence to support the link.

### Myth: Autism can be cured

**The facts:** There is currently no known cure for Autism, but through appropriate intervention children can acquire many of the skills they need for a successful and full life. Although some proponents of certain treatments may describe children who have been 'cured', it is more likely that these children have been particularly successful in acquiring skills which enable them to function more effectively through their everyday life. For example, with enhanced social skills the child with Autism may appear indistinguishable from their typical peers. However, that same child may struggle to maintain those skills and deal with other aspects of Autism throughout their life. In some cases, children described as being 'cured' may have been wrongly diagnosed having displayed some features of Autism. A comprehensive assessment may have found the child did not display the signs required to meet the Autism diagnostic criteria. Although there is no known cure, the skills that can be acquired in early intervention can provide a firm basis for ongoing skill development. With the appropriate support, people with Autism – from childhood to adulthood – can lead happy and productive lives. The term Autism refers to a diverse range of conditions. Children with Autism are as different from one another as their typically developing peers are from one another. We do not yet know the causes of Autism, but we do know that it is a life-long condition related to differences in early development. Although there is no cure for Autism, early intervention can teach children the skills necessary for a full life.

# Fundraise

# 6 THANK YOU!

**for choosing to help raise vital funds for the Autism Association**

Fundraising for the Autism Association is a fun, social and rewarding way to make a difference to the lives of people with Autism and their families.

Your involvement will help us to raise awareness and funds to support people in WA living with Autism; and provide valuable support to their families.

## Fundraising for the Autism Association is as Simple as 1 2 3!

### 1. Register to Fundraise

Return the Application to Fundraise form on page 15 to [Fundraise@autism.org.au](mailto:Fundraise@autism.org.au), or download it from our website. We will then send you a letter to confirm you are fundraising for the Autism Association, along with additional resources such as balloons and stickers to support your event.

### 2. Get Creative & Host Your Event

Plan your event and download the fundraising poster and money box templates from our website to get started: <https://www.autism.org.au/donate/become-a-fundraiser/>

Invite students, teachers and community members to attend your event and get fundraising!

### 3. Returning Your Raised Funds

Deposit your funds via credit card through our secure online donation page OR send a cheque/money order according to the information on page 14. We are often available to come to your school assembly to accept the funds raised on behalf of the Autism Association.

**When we receive your Fundraising Application form, we'll send you additional resources, such as stickers and balloons to support your event!**

## The Fundraising Opportunities are Endless...

There are many things you can do to fundraise— keep it simple or really challenge yourself! Here are some ideas:

### Easy

- Dress up blue for a gold coin donation
- Jelly bean guessing competition
- Morning or Afternoon Tea—Bake Blue



### Moderate

- Trivia or Quiz Night
- Auction or Raffle
- BBQ or Picnic
- Movie Night
- Trash 'n' Treasure Sale



### Challenging

- Community Fun Day or Fete
- Gala Ball
- Golf Day Event
- Theatre Production or Concert
- Sponsored Fun Run or Marathon



## Legal Information

Before you start organising your event, please read the following guidelines to ensure your upcoming event is not only successful and fun, but also in accordance with the law.

### Money Management

It is your responsibility as the organiser to ensure appropriate financial management of your fundraising event. Here are some guidelines to help.

#### Banking

All funds raised from your event must be paid to the Autism Association of Western Australia. You can do this by:

#### 1. Bank Transfer

Account name: Autism Association of WA Gift Fund

BSB: 036 011

Account number: 282351 (Westpac)

Reference: Please use your reference number

Your reference number will be included in your event kit. If you are unable to use this number please email details of your deposit to [Fundraise@autism.org.au](mailto:Fundraise@autism.org.au) so we can accurately track it.

#### 2. Online Payment

To make an online payment using a credit card or debit card visit <https://www.autism.org.au/donate/>. Please list your reference number in the comments box.

#### 3. Send a Cheque

Send your cheque payable to Autism Western Australia: Locked Bag 2 SUBIACO WA 6904

Please remember to include your reference number.

### Fundraising Restrictions

Please note the following types of activities are neither endorsed nor permitted to be conducted on behalf of the Autism Association:

- Telemarketing
- Door-to-door fundraising.

### Issuing Receipts

**For cash donations**, the Autism Association can provide a tax deductible receipt for all donations of \$2 or more. Simply collect the donor's details and the Autism Association will issue receipts when all monies have been received. You can download the *Donor Receipt Form* from our website: <https://www.autism.org.au/donate/become-a-fundraiser/>

We are here to HELP for more information or support call our Fundraising Coordinator on (08) 9489 8900 or email [Fundraise@autism.org.au](mailto:Fundraise@autism.org.au)





## Fundraising Application Form

Please review our Fundraising guidelines at [www.autism.org.au/donations/become-a-fundraiser](http://www.autism.org.au/donations/become-a-fundraiser)

### Fundraisers Contact Details

Contact Name: ☐ Mr ☐ Mrs ☐ Ms

Organisation name: (if applicable)

Position: (if applicable)

Contact Tel:  Mobile:

Contact Email:

Postal Address:

Website: (if applicable)

**Event / Activity** Date(s) of event/activity:  
(Once approved your event will be listed on our website)

Name of event/activity:

Location of event/activity:

Description of event/activity:

I \_\_\_\_\_ (signature of fundraiser)  
have read and understood the Autism Association of Western Australia's Fundraising Guidelines.

Thank you! Please forward this form to [autismwa@autism.org.au](mailto:autismwa@autism.org.au)

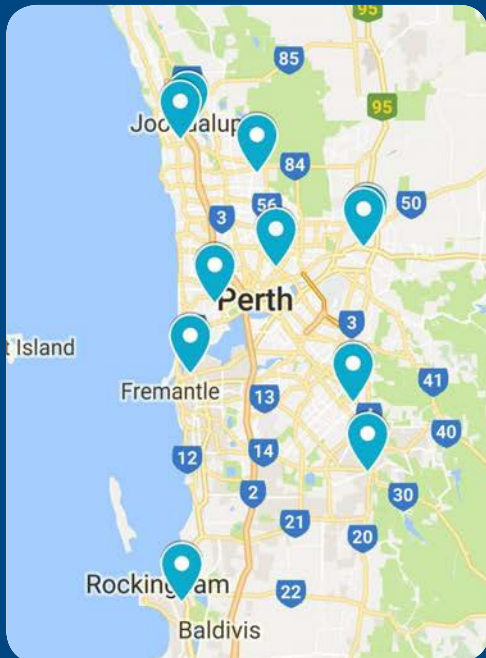
# About the Autism Association of Western Australia

The Autism Association of Western Australia is the largest specialist lifespan organisation providing services to people with an Autism Spectrum Disorder in Australia. Services are best practice and based on leading international peer-reviewed research in the field of Autism. The Autism Association has well established links both nationally and internationally.

## Services include:

- Diagnosis of Autism (2-12 years)
- Tailored support services for the lifespan of clients
- Job placement/business support for employment of people with Autism
- Education about Autism (with the aim to transforming communities by promoting understanding and acceptance)
- Training and Workshops for individuals, support networks and professionals
- Experiences for people with Autism (familiarisation, activities and life experiences)
- Advice related to Autism, funding and appropriate services
- Learning and life tools such as visual aids, handbooks and online education
- Housing and supported living for adults with Autism
- Partnership opportunities to schools providing on-site therapy and advice

## Our Centre Locations



## Contact us



(08) 9489 8900

**Regional:** 1800 636 427



[autismwa@autism.org.au](mailto:autismwa@autism.org.au)

Locked Bag 2, Subiaco WA 6904



[www.autism.org.au](http://www.autism.org.au)



[www.facebook.com/AutismWesternAustralia](https://www.facebook.com/AutismWesternAustralia)



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