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ASCC

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FROM THE PRESIDENT'S PEN

By Nagla Moussa

The year was 1995, autism rates were on the rise, and my family moved to Plano a couple of years back once we realized that my son needed special education in a more progressive school district. Plano ISD evaluated him and after many years of knowing he was developmentally delayed, we finally had a definitive label, autism. This is where I began to meet some families with children who attended the same class as my son, and whose children resembled my son.

On May 19th, 1995 a friend whose child and mine shared a summer program related a very disturbing incident to me that concerned us greatly. Plano police department received a 911 disturbance call. Upon arriving at the house, a teenager ran to the kitchen and came out with a knife. When the police officer asked him to drop the knife, he did not, and the officer shot and killed him! The teenager was Michael Clement. He was 15 years old, had autism and was mostly nonverbal. His family had just moved to Plano from another state because of his father, Warren Clement's new job.

The close knit autism community that I knew from my son's special education classroom, including the teachers, special education coordinator and director were rocked to their core. This young man, Michael, was not aggressive. He just did not know how to communicate and in a situation where he felt threatened, he did what he thought would protect him, and stop the threat. He was alone in a new environment, a respite home, where no one knew him and he was very frightened.

This was when the autism community united, and this was the impetus to start an autism organization to educate the community, police officers, emergency personnel, and respite home workers about autism. Michael's family with the help of friends, teachers and administrators in Plano ISD worked hard to make sense of this awful tragedy, and to make sure Michael's death would result in some meaningful changes that would help all children like him remain safe. They lobbied our legislators and were successful in passing a training bill that requires all police officers and emergency personnel to receive 16 hours of training specifically for children and adults who have developmental delays or mental health disease.

Why did I tell you this story now? You see I have a feeling that the time is very ripe right now for our autism community to unite again and even though we have grown in numbers and are very different in needs and political opinions, we all have one thing in common, we all want our children to receive the

FROM THE PRESIDENT'S PEN

education and services they need and deserve. We have a common goal to unite us and we need to work together despite our differences to help our children. Social media has made it very easy to connect and learn what is needed. It is simple to pick up the phone and call your elected representatives and make your concerns known. With enough of us calling and reminding them that we elected them and we have these concerns, we can help our children and we can make sure they are safe and are being educated in an appropriate environment. Here's a link that lets you know who represents you in Texas and in Washington, by entering your zip code :

<http://www.fyi.legis.state.tx.us/Home.aspx>

NAA-NT BOARD

President: Nagla Moussa
Vice President : Sherry Pearson
Secretary: Lucia Weber
Treasurer: Stacy Crowe

Board Members: ,Archana Dhurka, Julie Hornok, Alla Kellman, Sreedevi Nair, Carla Robbins, Leah Tesfa
Committee Members: MariAnn Gattelaró, Julie Liberman, Nicole Wallace

PLEASE SUPPORT OUR SPONSORS

St. Andrew United Methodist Church	Region 10 Educational Service Center
Concept Connections-Jenny Keese	Cutting Edge Pediatric Therapy
Junior League of Collin County	Therapy and Beyond - Regina Crone Ph.D
The Behavior Exchange - Tammy Cline-Soza	Help, Hope, Solutions – Cristina Busu
Gordon Biersch Restaurant/Kraft Works Corporation	Hunter's Glen Baptist Church

UPCOMING EVENTS

Tresi Weeks will be making a presentation on special needs trust and guardianship. Listen to her expert opinion and ask questions at our monthly speaker meeting in March.

Please RSVP for this meeting by emailing: nagla_alvin@verizon.net.

When: November 7th, 2017 7pm

Where: St. Andrew United Methodist Church, Theater Rm, 2nd floor, 1401 Mira Vista, Plano, TX 75093

Come to our monthly speaker meetings and enter a special drawing to win your annual NAA-NT Mom's Event entry !

UPCOMING EVENTS

APRIL IS...NATIONAL AUTISM AWARENESS MONTH

“Celebrate the Victories and Be a Part of our Future”

NAA-NT Teacher Appreciation Dinner.

Our Children are so precious, and we value everyone who loves them, helps them grow and reach their potential. This is a great opportunity for you to show your appreciation to those who work with your children. Invite your teachers, teacher assistants, therapists, and care givers; treat them to a delicious Dinner at a beautiful hotel venue, great entertainment by the famous jazz sax player Ray Baker, a gift bag, and a surprise present raffle.

Date : Tuesday, April 4th, 2017

Time : 7:00 – 9:00 pm

Venue : Glen Eagles Country Club, 5401 W Park Blvd, Plano, TX 75093

RSVP: [214-925-2722](tel:214-925-2722) or email: <mailto:nagla_alvin@verizon.net> nagla_alvin@verizon.net by 3/30/17 You may also RSVP by filling out this form and mailing by 3/28 to the address shown below.

Ticket Prices (all money to be paid at door) — \$11.00 for Adults and \$8.00 for Children under 12 Name

Address _____

City _____ State _____ Zip _____

Office phone (____) _____ Home phone (____) _____

Email _____

Number of People _____ X \$10.00 (Adults) = \$ _____

Number of People _____ X \$7.00 (Children under 12) = \$ _____

Total = \$ _____

NATIONAL AUTISM ASSOCIATION OF NORTH TEXAS (NAA-NT) PO Box 261209
Plano, TX 75026

MONTHLY SUPPORT GROUP MEETINGS

Parent Get Together and Support Group Meeting

For parents of children with autism of all ages:

When: 2nd Tuesday of each month, during the school year, 9:30a.m.-11:00a.m. at Original Pancake House, 2301 N. Central Expwy., Suite 156, Plano, Texas 75075

3rd Tuesday of each month, during the school year, 11:30am — 1:00pm, during the school year, Corner Bakery 2401 Preston Road Plano, TX 75093

Please note our new venue!

Spanish Parent Get Together and Support Group Meeting

For parents of children with autism of all ages - meetings will be conducted in Spanish

When : 1st Saturday of each month 6 7 pm – 8:30 pm

Where: St. Mark Pastoral Center 1100 W. 15th St. Rm 202 Plano, TX

Hosted by : Rose Henke , July Talevara Bekker, and Jesus Betancourt

Self-Advocacy Group

For Teens (7th Grade and up) & Adults with Autism Participants will learn about autism and its' effect on their lives while developing a great appreciation for their individual gifts and talents. It is important that participants know they have autism. Trained volunteers including some with autism, facilitate this group. Bring an object, book, picture or other item that represents your talents and interests, \$5.00 to pay for pizza, snacks and drinks.

When : 1st Tuesday of each month, during the school year, at 7:00 pm

Where : St. Andrew UMC, 1401 Mira Vista Blvd. Please check in at the Theater room upstairs on the 2nd floor), Plano, TX 75093

Sibshop Group

Siblings ages 6 to 10 years old will have a fun time with activities, snacks and friends who share their same experience of having a brother or a sister with ASD

When: March 11th , 2017 7 pm – 8:30 pm , 1st Saturday of April and May 7pm-8:30 pm

Where: St. Mark Pastoral Center 1100 W. 15th St. Rm 201 Plano, TX

Hosted by : Rose Henke Please RSVP Rosehenke@yahoo.com <mailto:Rosehenke@yahoo.com>

COMMUNITY EVENTS

On February 2nd, 2017 NAA-NT hosted the Ziggurat Group for a full-day workshop titled: ' Comprehensive Behavior Interventions for Individuals with ASD'. The workshop was attended by special education teams from local school districts, parents and behavior specialists.



THANK YOU TO OUR EVENT SPONSORS

ESC Region 10 : <https://www.region10.org/>
Hunter's Glen Baptist Church: <http://www.huntersglen.org/>
Cutting Edge Pediatric Therapy: <https://cuttingedgepediatrictherapy.com/>
Therapy and Beyond : <https://www.therapyandbeyond.com/>
Concept Connection : <http://cc.rhhincsearch.com/>

COMMUNITY EVENTS

Our 8th annual holiday party, on Dec 10, 2016 allowed several families to enjoy a relaxed meal with their family, and catch up with other familiar faces, while their kids were taken care of by volunteer buddies. Kids enjoyed art, a picture with our wonderful Santa, bounce house, playing around with fun musical instruments and the playground outside. We are thankful to our sponsors and volunteers for making this much-appreciated event for our families.



OUR AMAZING VOLUNTEERS

THANK YOU - SPONSORS & VOLUNTEERS

Therapy and Beyond, <http://www.myteachme.com/>

Jr. League of Collin County, <http://www.jlcollincounty.org/>

Behavior Network, <http://www.behaviornetwork.net/>

Wells Fargo – Taylor Goodman

Nicole Wallace

B vitamins are like spark plugs in the body. They function as coenzymes in many biochemical functions and are needed daily through diet or supplementation. Because they are water soluble, they are not stored well in the body. So many people can benefit from supplementation. At your local vitamin store you often see B-complex supplements that include most or all of the B vitamins. Taking these supplements is the easiest way for most people to get the B vitamins they need. However you can also dose them individually for specific conditions. Thiamine, riboflavin, niacin, biotin, pantothenic acid, pyridoxine, folate and cobalamin are highlighted here. Also considered B vitamins but not discussed in this article are Choline, Inositol, Para-aminobenzoic acid, B13 or Orotic acid, B16 or pagamic acid, and B17 or Laetrile.

B1 – Thiamine.

Thiamine helps with carb digestion, glucose metabolism, synthesis of acetylcholine, health of nerves and nervous system. High pyruvic acid or high lactic acid in your child's Great Plain's Organic Acid test testing indicates a need for thiamine. Benothiamine, Allithiamine, TTFD are all types of B1.

Derrick Lonsdale has written in-depth on thiamine and done research on thiamine and Gardasil victims. You can read more about that here: <http://www.hormonesmatter.com/post-gardasil-pots-thiamine-deficiency/>

B2 – Riboflavin.

Riboflavin is the reason your urine is a fluorescent yellow-green after taking a B-complex supplement. Riboflavin is necessary for normal cell growth and helps the recycling of glutathione. It is used for visual problems like eye fatigue and cataracts. It can also help acne, eczema and other skin issues. High doses are sometimes used for migraines. A need for B2 shows up as: high succinic, high glutaric and high 3-methylglutaric on an organic acid test. More about using B2 in autism here: <http://autismrecoverytreatment.com/Biomedical%20Autism%20Intervention/riboflavin/>

B3 - Niacin or nicotinic acid and nicinamide.

Niacin is a vasodilator. That means capillaries are dilated and the blood flow through the organs is increased when you ingest it. The first time you take niacin you may experience a flush. Some people think this is an adverse reaction but it is not. Niacin is sometimes used to reduce cholesterol by using 1-3grams per day. Stress, illness and tissue injury increase the body's need for niacin. B2 helps tryptophan convert to niacin. Dr. George Yu, MD recommends that a Niacin/sauna detox. You can read about that here: <http://www.flexyourbrain.com/niacin-detox-program/>

B5 - Pantothenic Acid.

Pantothenic acid supports the adrenal glands. It is an anti-stress vitamin and thought to support health aging. It is important in cellular health and metabolism of carbs and fats as well as the synthesis of acetylcholine. It may help with tantrums and ADHD. More about B5 here: <http://www.metaphoricalplatypus.com/articles/health-and-fitness/autism-and-aspergers-syndrome/treating-autism-with-vitamins-and-supplements/vitamin-b5-pantothenic-acidcalcium-pantothenate-for-autism-aspergers-syndrome/>

B6 Pyridoxine or the active coenzyme form P5P.

B6 is essential for many metabolic pathways involving protein and amino acids. B6 is a key player in sulfur metabolism. The combination of B6 and magnesium helped some hyperactive kids. On a urinary organic acids test, elevations in the xanthurenate or kynurenate markers are a good indicator of B-6 deficiency. More i

KNOW YOUR B VITAMINS

Information about B6 use in autism can be found here: <http://www.nutritionalmagnesium.org/autistic-children-vitamin-b6-magnesium-and-autism/>

B7 – Biotin.

Biotin coenzymes participate in the metabolism of fat. Biotin is needed for fat production and in the synthesis of fatty acids. It may be used to help normalize fat metabolism help reduce blood sugar.. Susan Owens of Low oxalate Diet suggests using biotin to combat yeast. You can read more about biotin here: www.chatelaine.com/health/wellness/biotin-can-boost-your-health/

B9 – Folate, methyl folate, folinic.

Folate is found in foliage or leafy green vegetables. You've probably hear a lot about folate because of Drs. Rossginol and Fry's study on Cerebral folate deficiency. Cerebral folate deficiency is a deficiency of 5-methyltetrahydrofolate in the cerebrospinal fluid, along with normal folate in the plasma and red blood cells. Only methyl-folate can get into the brain. Folic acid supplementation is not recommended especially for patients with any MTHFR mutation because it blocks folate receptors and methyl folate is not able to get into the brain. Methyl-folate is required for proper brain development. Many MAPS doctors are now prescribing high doses of folinic acid for their patients. Some also use methyl-folate directly or a combination of folinic and methyl folate. Learn more about cerebral folate deficiency here: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3578948/>

B12 – Cobalamin.

Vitamin B12 is needed to make red blood cells that carry oxygen through the body. Various proteins and they myelin sheath that surrounds nerve cells. There are several types of B12. Cyanocobalamin is common and cheap, but not a preferred form Hydroxocobalamin supports the reduction of nitric oxide and optimizes the levels. Dr. Amy Yasko often suggested hydroxyl B12 for patients she deemed over methylators. Adenosylcobalamin is a mitochondrial form of B12 typically in tablet form. High MMA in urine indicates an adenosylcobalamin deficiency. Methyl cobalamin was made popular in the DAN! movement by Dr. Neubrandner. Methylcobalamin supports methylation, but it needs methylfolate in order to work. So methylfolate and methylcobalamin are both needed to support methylation. You can find out more about methyl B12 here: <http://www.tacanow.org/family-resources/methyl-b12-a-treatment-for-asd-with-methylation-issues/>

Overall, B vitamins are important for our health and our children's health. And it is not uncommon to see B vitamin deficiencies in our kids. Commonly consumed substances like sugar for kids and coffee or alcohol for adults deplete B vitamins in the body. Stress, infections and high carb diets cause a greater need for B-vitamin supplementation. The NutraEval, Spectracell, and Organic Acid tests provide helpful information to determine B vitamin deficiencies.

Nicole Wallace is a warrior mom , who through her support and knowledge, has been an invaluable resource to the autism community. She works as a Care Manager at the Kotsanis Institute in Grapevine,TX. The information provided in this article is her opinion, and cannot be substituted for medical advice.

PARENT RESOURCE PACKET

Looking for an autism friendly pediatrician, dentist, private school, hair salon, attorney , therapy providers for speech, OT, ABA, or just about any services that make your child lives easier?

Email **Nagla Moussa** at nagla_alvin@verizon.net for a comprehensive parent resource packet. It's invaluable!

Alison Huebner-Woerner

“But do you think my child on the spectrum can actually learn a musical instrument?”
This question has been asked to me more times than I care to count.

As a violin and viola Instructor at The SIUE Suzuki Program, questions about music and teaching come with the territory. As a mother of two boys, one being on the autism spectrum, questions about how we have navigated the past 20 years since his diagnosis have also come with the territory.

The question of teaching children is very close to my heart, having spent the past 25 years teaching students ages 3-63. Through the years, many students have had a host of challenges, from physical, mental and emotional. Of course, what I've found is that students are people first, and their level of ability and challenges they face are merely guide posts on how to navigate the same learning process that every person faces; not by defining what is possible, but rather clues as to what modifications may be necessary along the way.

The question then is not if a student can learn (or benefit) from musical study, but rather what instrument would be a good place to start. Whether it is instrumental lessons (strings, winds, brass, percussion) or vocal study, there are of course very clear benefits to studying music.

First, there are several **Academic based advantages**:

Cognitive improvement. Deborah Torres Patel wrote about Spatial-Temporal Reasoning Skills (i.e. ability to read a map, putting puzzles together, forming mental images, transforming/visualizing timelines, recognizing relationships between objects) being improved through instrumental music study. It can improve problem solving and analytical thinking. In fact, in 2004 the Dana Arts and Cognition Consortium presented research solidifying the correlation between arts study and improved cognition, including specific links between musical training and the ability to manipulate information in both working and long-term memory.

There is also evidence that language can be improved, which for a mother of a person on the spectrum is particularly exciting. Music can provide the opportunity for expression and creativity. It has been shown to expand multiple intelligences and helps students transfer study, cognitive and communication skills.

Fine Motor Skills can be improved through coordination of hands, eyes and body. Memory can be radically improved, and musicians have a greater span of verbal working memory. I.Q. is enhanced by positive changes in brain structure through formal music training by forming significantly stronger neural enhancements and suppression effects, indicating better cognitive control.

More interestingly, what I've found through my teaching is that there are other benefits that are as important, if not more, to the students I've experienced on the autism spectrum.

These can be called **Social based advantages**:

Studying a musical instrument presents unique opportunities to experience both the benefits of individual study as well as group experiences.

Studying individually equates to private or one-on-one instruction with an instructor. This allows for individualized and tailored lessons which the timeline and content are chosen for the pace and ability of the

student. This also allows, depending on the instrument, lessons to be started as early as possible. This also allows a symbiotic relationship of sorts with Applied Behavioral Analysis Therapy (ABA).

As with any therapy or intervention, early exposure and instruction is a huge advantage for music study. That being said, Dr. Suzuki has a very famous quote that I refer to often: "They're rarely too young, and never too old to Twinkle", meaning that there is no magic moment when the ability to learn ends.

In the 2016 Summer edition of the American Suzuki Journal, I wrote an article about teaching students on the autism spectrum who were in an ABA therapy program. It followed the music journey of three students: Hank who began violin lessons at age 5, Jacob who began lessons at age 9, and Gregory who began lessons at age 14. Each of these amazing young men love playing violin, and have participated in their school string programs in varying degrees. Through coordination with their ABA team, we were able to sync up many of the goals and objectives already incorporated in their ABA program with the content we were covering in private lessons, as well as linking content to the classroom strings teacher and IEP team. Following a shared protocol, and interweaving content throughout the programming for the students created, as Pedagogue John Kendall stated, a 'Can't Fail Environment'. Each student required me to rethink everything I'd been told should happen, and the journey was indeed as much an education for me as for them.

Playing an instrument also presents the opportunity to participate in group based learning. Whether it is small ensembles, like quartets, or group classes or master classes, or even in orchestras, bands, or even playing on recitals. The possibilities are limited only by your energy and imagination.

Through these group experiences and the open cooperation between ABA implementers and music instruction personnel, many positive effects can happen. The group component promotes cooperation, discipline, working for a combined goal. Through Peer Modeling and integration, there are more chances for social cues and skills to be strengthened. In fact, performing has been linked to higher self-esteem and self-efficacy. The music experience has been shown to help students channel unexpressed emotions in a positive way and helps manage stress. Behaviors can be managed and even reduced significantly.

According to Richard Colwell in his book Teaching Instrumental Music, "Orchestra is an ideal learning situation to help students develop competence while functioning collectively within a symphonic whole", and "Students with cognitive impairments can attain many, if not most of the goals of the instrumental music program while benefitting in numerous social competencies". He goes on to state, "One needs to understand the students mental rather than chronological age, proceed slowly, and use direct instruction on small tasks, and in small groups. With this understanding and appropriate support, developmentally delayed students can become contributing members of most school ensembles." Thus, we can ascertain that the very tenants of ABA therapy have validity and proven implementation data for music study success and the benefits of this study across the curriculum, and in the very quality of life of students on the autism spectrum.

After watching many students on the spectrum, from 'classic' autism to Asperger's Syndrome, navigate musical study, there are a few things I'd like to add regarding if 'a student on the spectrum could benefit from learning to play an instrument':

1. Students in music accept each other. The Arts is a wonderful place for our children, with highly skilled, empathetic and giving professionals and participants that welcome all abilities. Of course, the world isn't perfect, but I am continually amazed at the generosity and support of teachers and musicians wherever I go (across America and throughout the world).
2. All students, especially those on the spectrum, DO have a real need to have purpose and a sense of creating something. I've seen a musical instrument become a student's voice, their therapy, or their solace,

TO PLAY OR NOT TO PLAY

regardless of any diagnosis. It serves as a tool for expression, and can eliminate the need for verbal expression, thus breaking down barriers and promoting a universal language.

3. The fun to be had making music is tangible for any student, but never more so than watching a child with autism experience this alongside their neuro-typical peers. Seeing students laugh, delight in mastering a piece or a new note, the sense of belonging, and having something to do that is not only socially acceptable but welcoming and gratifying...it's like nothing else. Seeing our children take pride in giving back their gift, and being able to share it with others, is beautiful.

4. There is a very real relationship between musical instrument study and academic and social success, especially when a concerted effort of an ABA therapy team, IEP team, and music professional team is implemented. Benefits are tangible, measurable, and can be profound.

5. The dedication and discipline involved to commit and stick with a goal teaches all students through our actions, especially those students on the spectrum, what we value and the benefits of continued dedication to a craft over time and through good and bad times. Although it may seem a child with ASD isn't paying attention to our words, what they learn by watching, and seeing what we value by making time for and a part of our daily lives can be surprising. By listening to music while driving, attending concerts, and making a regular practice schedule, we are giving them so much more than just music; we are giving them the skills they will need to succeed in other areas, and a lifelong gift of music and experiences that will last a lifetime.

So the answer to the question, "To play or not to play a musical instrument" is easily answered, regardless of the child's diagnosis. The clear and supported proof of enhanced academic and social improvements are documented. The unique abilities and needs of a student on the spectrum can be addressed and served through a thoughtful and sound effort of implementers, resulting in seemingly limitless rewards and previously discounted unlimited potential. By no means will every ASD student become a concert violinist, but neither is this the goal for neuro-typical students as well.

The vision for instrumental study goes deeper than the ability to make it one's profession. Dr. Shinichi Suzuki put it succinctly: "Teaching music is not my main purpose. I want to make good citizens. If children hear fine music from the day of their birth and learn to play it, they develop sensitivity, discipline, and endurance. They get a beautiful heart."

"A better quality of life is always the outcome of music instruction with the young, because music can aid in the rewiring of the brain, and this seems to be true with students that have cognitive delays as well. There is no known cutoff point below which students can't attain music competency." – Richard Colwell

"Any child can be developed, it depends on how you do it" – Dr. Shinichi Suzuki

Allison Huebner-Woerner has served as a faculty violin and viola instructor in the Suzuki Program at Southern Illinois University-Edwardsville for the past 22 years. In addition, she currently serves as director of the SIUE Suzuki International Tour Group, since 2001. Allison has performed and taught throughout American and in over 18 countries, and was conductor of the Edwardsville Youth Orchestra for ten years. She holds degrees from University Missouri-Columbia and SIUE in Music Education and Music Performance, Allison was Graduate Assistant to John Kendall while completing long-term Suzuki training, and was Doctoral Assistant to John Macleod during her doctoral studies at UM-C.

Allison resides in Ballwin, MO with her husband, two sons, and her Bach loving dog, Lucy.

Ryan Curry

To the parents,

I am going to give you suggestions on how to interact with your child.

1. Be willing to work extremely hard when you work with them. Thinking that you are too willing to help them is good, but not enough.
2. Great reading is key with kids. Finding the most interesting books will make a difference. They will appear to be not listening but don't let that deter you.
3. Don't make kids required to look directly into eyes. Eye contact is hard for me. Worried when people really stare at me. It makes me embarrassed.
4. Talk to us like we understand you the first time you say it. Bothers me when people try to kindly talk to me and they repeat things over and over, thinking that I don't hear them. Too kind of wishing to be talked to like everyone else.
5. Learning to include kids in decisions will help them participate better. I hate it when part of the conversation is about me and I can't weigh in. If they really can't communicate yet, give them choices first.
6. Thank them for their hard work. I love it when my parents go out of their way to give me praise.
7. Take them out in public. It might be really hard, but really important to do it. Try to go to really quiet places first. The noise can set them off.
8. You believing in them is key. Kids know if you think that they are dumb. You care with your thoughts, try to do it in real life.



Ryan is a 10 year old boy with autism and apraxia, living in North Richland Hills, TX with his family. Ryan's RPM journey began in January 2014. He has attended several workshops with different RPM providers and he works daily with his mom at home doing lessons. Ryan began with making paper choices, moved to three stencils, then moved to two stencils, then a rolled letter board with all 26 letters on it and now he uses a flat

board with 26 letters on it to spell out his thoughts. You can learn more about Soma RPM at <http://www.halo-soma.org>



Ryan's interests include reading, riding his bike, music, baseball, working out with his trainer and spending time with his new Skilled Companion dog, Freckles. Ryan states that he wants to be treated equal despite his autism.

Read more about his thoughts at <https://iaminmyhead.com/>



PO Box No. 261209 Plano, TX 75026-1209 | (214)925-2722 | Tax ID# 20-8388811 | <http://naa-nt.org/>

Did you know that

- all the money the NAANT raises goes directly to help families dealing with autism in the North Texas area?
- the NAANT uses donations to educate and serve our community by holding educational and advocacy seminars?
- the NAANT gives grants to local families with annual salaries below \$50,000 for autism treatments?
- the NAANT works with the law enforcement to ensure the safety of our kids?
- the NAANT holds weekly parent support groups including one in Spanish?
- the NAANT provides fun events to help families dealing with autism relax?
- the NAANT provides support for autism couples and financial assistance for counseling?
- the NAANT has an online parent and professional support yahoo group: <http://health.groups.yahoo.com/group/ascc2/> ?
- the NAANT has a Parent Resource Packet that is free?

The National Autism Association of North Texas (NAA-NT) is a 501C3 chapter of the National Autism Association (NAA). The mission of the National Autism Association is to educate and empower families affected by autism and other neurological disorders, while advocating on behalf of those who cannot fight for their own rights. By donating to NAANT you are helping children and their families who live in our community.

"No person was ever honored for what he received. He was honored for what he gave." – Calvin Coolidge

NAA-NT honors each and every one of our contributors that have made all of the above programs possible. It is from what you give that our families are able to move forward with success. Please consider a donation of any denomination. With your help, our new year will bring many new beginnings for our families affected by Autism.

Donations can be made by check to PO Box No. 261209 Plano, TX 75026-1209 or online at: <http://naa-ntorg.eventbrite.com>

This letter can serve as your tax deductible contribution receipt.

Date: _____ Amount given: _____
 Name: _____ email: _____
 Amount: \$10 \$20 \$30 \$40 \$50 other \$_____