

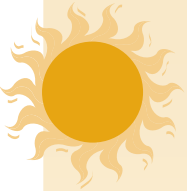
# The Sun

Newsletter

Spring 2018

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## Our mission

To help people and families affected by autism spectrum disorder (ASD)



### Individualized education program (IEP)

## What do the numbers mean?

When the conversation turns to "the numbers" at the IEP (individualized education program) meeting, mom and dad often get lost. They understand that the numbers refer to the results of some developmental or psychological testing, but they may struggle with how the results relate to their child. Complaints range from not understanding the test's specialized language to wanting to know how a norm-referenced test applies to their unique child with autism. And there are so many different tests!

Autism Delaware resource coordinator Heidi Mizell tells parents to ask as many questions as they need to feel comfortable with what they are hearing. *Why?* Because the results of developmental or psychological testing determine your child's education plan. If you need more time to review test results, schedule the IEP and evaluation review separately.

For now, here is an overview of what the numbers mean.



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In general, "the numbers" is a term used to refer to the results of developmental or psychological testing done for your child. They are like a photograph of your child as a student in this particular time and place. In other words, the results of a developmental or psychological test give you a picture of your child's individual characteristics, abilities, and educational needs for moving forward.

Because many different tests are on the market, an understanding of the numbers for a specific test needs to include the test's range of focus and specialized language as

well as your child's needs. As the parent, you are already the expert on your child's abilities, so your job is to make sure that you fully understand what test was given, why, and what the results mean for your child's education.

A test's name usually comes from the researchers who created it, such as Stanford-Binet, Woodcock-Johnson, the Kaufman scale, and Leiter, which is commonly used to assess nonverbal students.

Some "families" of tests offer a variety of assessments. For example, the Wechsler Intelligence Scale for

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## Striving for change

In 1998, a group of Delaware parents got together to share their common experience of autism. They began by supporting each other, sharing information, and creating a vision for a better future for all who are affected by autism in our state.

Twenty years later, a lot of work has been done by these founding parents as well as Autism Delaware's growing staff and many, many volunteers. In 2017, we were able to make more than 1,800 family contacts and hold more than 220 social, recreational, and training events throughout the state. Plus, 151 participants of our adult employment program are enjoying the benefits. Known as Productive Opportunities for Work and Recreation (or POW&R, for short), this program offers vocational services statewide thanks to more than 90 corporate partners.

Autism advocacy has also grown over the years. Autism Delaware volunteers have advocated not only to help pass much-needed insurance-coverage legislation but also to create and fund the Delaware Network for Excellence in Autism.

For this year's effort, Autism Delaware staff and volunteer

advocates are working on a number of issues that affect both children and adults with autism. The following are just a few of the pieces of legislation:

**H**ouse Bill 292 (HB292), if enacted, will make training and technical assistance resources available to teachers of students with autism in all Delaware school districts. Called the Alex Eldreth Autism Education Bill, the current version of HB292 creates a three-year pilot project that begins building the training teams at a lower cost than previous efforts.

**H**B104 increases funding for services for all adults with disabilities in our state. It also helps to bridge the massive \$42 million discrepancy between the cost of services and what providers receive to maintain services.

**H**B12 funds basic special education for students in kindergarten through third grade. As state funding, it is aimed at promoting earlier



**Teresa Avery**  
Executive Director

Continued on p. 5

### A service of Autism Delaware



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## What do the numbers mean? continued from page 1

Children (WISC) is for students aged 6–16, and separate Wechsler assessments are available for younger students, adults, and individuals with language delays.

Generally, a school psychologist chooses a specific test according to the student’s individual needs. But school psychologists also tend to have their own preferences for the tests they administer. *Why?* Because when the school psychologist is fluent in the test’s process and able to present the test well, the student will be less likely to become frustrated during the process.

### What do the tests look for?

Where achievement testing looks at the student’s success in school, cognitive testing looks at the student’s IQ (or intelligence quotient). The average score for a cognitive IQ test falls in the 85–115 range.

“Keep in mind that 68 percent of the population falls into the average score range between 85 and 115. Anywhere in that range is considered average, although you may see it described as ‘high average’ or ‘low average’” (Morin, Amanda. *What Evaluation Testing Results Mean*. Understood.org. [2014–18.] Accessed 2018). If the specialized language is unclear, parents should ask for an explanation.

Adaptive behavior testing looks at the environment’s demands on the student and his or her communication and socialization skills. Because these tests often use behavior rating scales, they are commonly known as “behavior raters.” Generally, the average score for most behavior raters is 40–60.

If you hear the term “percentile rank,” it refers to the percentage of your child’s peers who score higher than your child on a particular test. In other words, if your child scored in the 80th percentile, your child scored at or above 80 percent of his or her peers.

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**Your job is to make sure that you fully understand what test was given, why, and what the results mean for your child’s education.**

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**Note:** Each child with autism is unique, so don’t let the results or percentile rank limit your child’s academic expectations. Instead, use the evaluation results more like a guide to help develop your child’s IEP.

Sometimes, the word “range” is used as a descriptive score that utilizes words instead of num-

bers. Considering all the testing given to the student, range is a more general summary of a child’s abilities. The names of the range categories—from “very low” to “superior”—may change from test to test, but the same general meaning applies.

Last, the Autism Diagnostic Observation Schedule (ADOS) is usually given to students suspected of having autism. This evaluation looks at a student’s communication and social interaction skills and observes the student’s use of materials while at play. The current version is the ADOS-2.

Specific regulations say who can administer tests. The ADOS-2 should be administered by a qualified evaluator who has training and experience with this specific assessment tool. In a school environment, the test is often given by a team that consists of the school psychologist, speech language therapist, or other related service providers.

**Become familiar with Title 14, Section 925, of the Delaware Administrative Code. It’s important to know, according to the regulations, that**

- a school evaluation cannot use one single measure to determine if a child meets criteria for special-education services,
- parents can request an IEP (individualized education program) meeting at any time, and
- parents can view their child’s educational records or data. (A fee may be charged for copies.)

Read the code at <http://regulations.delaware.gov/AdminCode/title14/900/925.shtml#TopOfPage>.

From the desk of  
**Dafne Carnright, MS, LPCMH**  
 Autism Delaware™  
 Family Service Coordinator  
 (Kent & Sussex Counties)

## Evaluating the student

Sometimes, a child is already enrolled in his or her local school when behaviors or concerns about autism are first noticed. If these behaviors or concerns are affecting the child's education, an evaluation can be requested by the child's family, teacher, or other staff member. This evaluation tests for all areas of a suspected disability (which could include intellectual skills, autism, behavior, sensory needs, and communication, to name a few) and must comply with the state's regulations under Title 14,

Section 925, of the Delaware Administrative Code.

**Sometimes, the participants in a group study are the reason a specific test is chosen for a student evaluation (for example, male participants for a behavioral rating). Sean P. Scott, MS, NCSP, suggests that parents ask who the test is "normed on." In other words, who is your child being compared to?**

As part of the evaluation process, the school psychologist chooses from a number of tests and will opt for the best match for the student. For example, notes Delaware Autism Program (DAP) school psychologist Sean P. Scott, MS, NCSP, "the best way to assess the abilities of a student with language delays may be a nonverbal cognitive measure. Another version of the cognitive IQ test is available for students who are verbal."

Most of Scott's work at the Brennen School DAP involves

behavior testing and use of the autism rating scale. "An assessment often looks at behaviors commonly associated with ASD [autism spectrum disorder] as well as looking at the student's cognitive skills," explains Scott. "The evaluation will also often look at a student's adaptive behaviors or daily living skills as they relate to a range of settings."

Following the testing, the individualized education program (IEP) team—which includes the student's parents—meets to review the test's results and determine if the child is eligible for special education and qualifies for school services and supports. (For



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more about educational classification and eligibility criteria, see pages 6–7. See pages 5 and 8 for what to do if you don't agree with the test's results.)

At DAP's Brennen School, Scott makes his report available to the entire IEP team and helps the student's parents understand the results. *Why?* When the parents understand an evaluation's results, they are better able to advocate on behalf of their child. To this end, Scott suggests that parents give the numbers some leeway.

"When I look at the numbers with parents," says Scott, "I tell them, first, 'Do not fixate on numbers. Your child is not a number.' *But this number comes up how?* I'll translate the number into how it may affect performance. I discuss how the student did during the test. There are times, I may let the parents know that the numbers may not be of value because of how the student responded at the time.

"Second, I remind the parents that what the numbers mean and how they apply to their child may be different depending on the test. Psychometrics do not necessarily translate into what it means for the child in the actual classroom setting.

"Don't be afraid to talk to the school psychologist," advises Scott. "Go ahead and ask *What does this mean for my kid?* If your questions aren't answered during the IEP meeting, call your child's school psychologist. Or make an appointment if you need more time than a phone call."

## What is "the norm" my child is being compared to?

"A norm-referenced test compares your child's scores to the scores of other kids the same age. The 'norm group' is a large, random group of kids who have taken the same test. Their scores are used to determine what's typical for the age group" (Morin, Amanda. *What Evaluation Testing Results Mean*. Understood.org. [2014–18.] Accessed 2018).



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**Striving for change** continued from p. 2

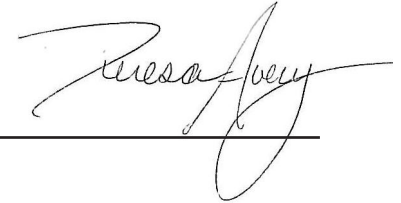
identification and support for students with basic special-education needs.

In addition to our work at Legislative Hall in Dover, we're working with state systems on critical issues, such as coordination of mental healthcare for individuals with developmental disabilities, improvements to the transportation system, and support for the statewide strategic plan for special education.

I invite all of you to support the issues that mean the most to you. Your voice—as a parent, caregiver,

or self-advocate—is absolutely critical to making needed changes. Whether you testify at a legislative committee meeting or write a letter, send an email, attend a community advocacy event, or make a phone call to your legislator, every action helps.

To get involved, contact Autism Delaware family services director Annalisa Ekbladh at (302) 224-6020, ext 218, or at [Annalisa.Ekbladh@delautism.org](mailto:Annalisa.Ekbladh@delautism.org).



**What if parents don't agree with the IEP?**

This article has been reprinted from *A Guide to the Individualized Education Program*, courtesy of the U.S. Department of Education (Jessup, Md.: Office of Special Education and Rehabilitative Services. July 2000: 15–16; <http://ed.gov/offices/OSERS>).

There are times when parents may not agree with the school's recommendations about their child's education. Under the law, parents have the right to challenge decisions about their child's eligibility, evaluation, placement, and the services that the school provides to the child. If parents disagree with the school's actions—or refusal to take action—in these matters, they have the right to pursue a number of options. They may do the following:

- *Try to reach an agreement.* Parents can talk with school officials about their concerns and try to reach an agreement. Sometimes the agreement can be temporary. For example, the parents and school can agree to try a plan of instruction or a placement for a certain period of time and see how the student does.
- *Ask for mediation.* During mediation, the parents and school sit down with someone who is not involved in

Sometimes, bringing a parent advocate can be helpful. Call Autism Delaware's family support team. We can help.

the disagreement and try to reach an agreement. The school may offer mediation if it is available as an option for resolving disputes prior to due process.

- *Ask for due process.* During a due process hearing, the parents and school personnel appear before an impartial hearing officer and present their sides of the story. The hearing officer decides how to solve the problem. (Note: Mediation must be available at least at the time a due process hearing is requested.)
- *File a complaint with the state education agency.* To file a complaint, generally parents write directly to the SEA [state educational agency] and say what part of IDEA [Individuals with Disabilities Education Act] they believe the school has violated. The agency must resolve the complaint within 60 calendar days. An extension of that time limit is permitted only if exceptional circumstances exist with respect to the complaint.

**Do you know about SPARC?**

The Delaware Department of Education has mediation services for parents who disagree with their child's individualized education program (IEP). Known as SPARC, for short, the Special Education Partnership for the Amicable Resolution

of Conflict is housed at the University of Delaware and offers mediation for both due process and non-due process requests, IEP meeting facilitation, and special-education training for parents, mentors, advocates, and educators. For more information, call (302) 831-8158.

# Defining “educational classification of autism”



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The information on this page and page 7 includes

- a brief explanation of the term “educational classification of autism.”
- its distinction from a medical diagnosis of autism.
- a summary of the special-education regulations used by IEP teams statewide.
- the eligibility criteria for an intellectual disability (used to determine an educational classification of autism) from the Delaware State Special Education Regulations.
- a brief explanation of the difference between an IEP and a 504 plan.

In *Understanding Educational Eligibility and Medical Diagnosis of Autism*, a brochure based on the Individuals with Disabilities Education Act and the Delaware Administrative Code, “[a]n educational classification of autism requires that the disability must impact student learning.... The term ‘educational eligibility’ is used by schools to determine if a disability ‘adversely affects a child’s educational performance’” (Delaware Department of Education, Center for Disabilities Studies. Newark, Del.: University of Delaware).

The process for determining eligibility involves looking at a student’s deficits. According to the Delaware State Special Education Regulations’ *Autism Eligibility Worksheet*, the student’s deficits must “demonstrate a significant, qualitative impairment in reciprocal social interaction” in at least two areas:

- using multiple nonverbal behaviors while interacting socially
- developing relationships with peers
- looking for opportunities to share enjoyment, interests, or achievements with other people
- taking part in mutual social or emotional exchanges

To be given an educational classification of autism, a child must also demonstrate an impairment in communication and restricted, repetitive, and stereotyped patterns of behavior. Further impairments include those that

- are inconsistent with the student’s overall levels of development and functioning,
- result in an educationally significant impairment in important areas of functioning,
- are not primarily accounted for by an emotional disorder, and
- are part of a clear pattern of behavior, which is consistently manifested across a variety of people, tasks, and settings and persist across a significant period of time.

**There are too many types of tests and assessments to describe them all here. If you are unclear about what your child has been evaluated for, be sure to ask during the IEP meeting.**

## What is the difference between an educational classification of autism and a medical diagnosis of autism?

Where an educational classification of autism requires that the student’s learning ability be impacted, “[t]he term ‘medical diagnosis’ is used by doctors and health-care providers to describe the process of determining which condition explains a person’s symptoms and signs,” explains the Delaware Department of Education–Center for Disabilities Studies brochure entitled *Understanding Educational Eligibility and Medical Diagnosis of Autism* (Newark, Del.: University of Delaware).

“The differences and similarities between an educational classification and a medical diagnosis of autism are important to understand.... [I]t is possible that a child who has been medically diagnosed with autism may not be eligible for special-education services.”

For more information, contact Autism Delaware family services at (302) 224-6020 or (302) 644-3410.

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**Delaware State Special Education Regulations**

**Eligibility criteria for intellectual disability**

**Mild intellectual disability**

- a level of intellectual functioning measured between 50 and 70 (+/- 5 points)
- an adaptive behavior assessment
- significant limitations in two or more areas of adaptive behavior
  - communication
  - self-care
  - home or school living
  - social and interpersonal
  - community use
  - self-direction or coping
  - health and safety
  - functional academics
  - leisure
  - play or work
- assessment for intellectual functioning and adaptive behavior conducted by a licensed psychologist or certified school psychologist
- written documentation that the child’s response to scientific, research-based intervention was assessed in accordance with 12.0 Response to Intervention Procedures [in Title 14 of the Delaware Administrative Code]
- age of eligibility is from 4th birthday to 20 years, inclusive

**Moderate intellectual disability**

- a level of intellectual functioning measured between 35 and 50 (+/- 5 points)
- an adaptive behavior assessment
- significant limitations in two or more areas of adaptive behavior
  - communication
  - self-care
  - home or school living
  - social and interpersonal
  - community use
  - self-direction or coping
  - health and safety
  - functional academics
  - leisure
  - play or work
- assessment for intellectual functioning and adaptive behavior conducted by a licensed psychologist or certified school psychologist
- age of eligibility is from 3rd birthday to 20 years, inclusive

**Severe intellectual disability**

- a level of intellectual functioning measured below 35
- significant limitations in two or more areas of adaptive behavior
  - communication
  - self-care
  - home or school living
  - social and interpersonal
  - community use
  - self-direction or coping
  - health and safety
  - functional academics
  - leisure
  - play or work
- assessment for intellectual functioning and adaptive behavior conducted by a licensed psychologist or certified school psychologist
- age of eligibility is from 3rd birthday to 20 years, inclusive

**Autism Delaware™ staff is currently taking part in a review of Title 14, Section 925, of the Delaware Administrative Code, which includes individuals with disabilities and the autism eligibility criteria. When the Delaware Department of Education asks for public comment, Autism Delaware will alert the autism community. Please submit your own personal comments following the process outlined by the state. As a parent, your voice matters!**

***What is the age of eligibility for children with autism?***  
From birth until the child receives a regular high school diploma or the end of the school year in which the child turns 21 (whichever comes first).

**The 504 plan vs. an IEP**

Both a 504 plan and an individualized education program (IEP) offer help for students with disabilities. Not only are they protected from discrimination, but they are also ensured equal access to a free, appropriate public education.

Where a 504 plan describes what accommodations and modifications the student needs, it tends to have fewer procedural safeguards than an IEP. And an IEP is more extensive than a 504 plan: An IEP can identify needs, goals, and services that the student will receive.

For details, visit <https://www.understood.org/en/school-learning/special-services>, and scroll down to The Difference Between IEPs and 504 Plans.



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## What is an IEE?

Short for “independent education evaluation,” an IEE is one of the possible next steps that a student’s parents can take if they do not agree with the results of the school’s evaluation of their child’s skills. Like the school’s testing, an IEE looks at the child’s skills and how they impact his or her education, but an IEE is done by a qualified evaluator who practices outside the student’s school district (<http://www.wrightslaw.com/blog/Independent-Evaluations/IEEs>). Families can choose the evaluator (Morin, Amanda. *What Evaluation Testing Results Mean*. Understood.org. [2014–18.] Accessed 2018).

The results of an IEE “shall be considered by the public agency [school], if it meets agency criteria” (<http://regulations.delaware.gov/AdminCode/title14/900/926.shtml#TopOfPage>). The IEE’s results help determine whether the student is eligible for special-education or related services to provide a free, appropriate public education to the student with a disability. On the other hand, consideration of the results does not mean that the school must accept every finding or carry out every recommendation. “It means that

the IEP team must review the IEE and discuss it as appropriate” (<http://www.wrightslaw.com/info/test.ieceedman.htm>).

If a student’s parents disagree with the school’s evaluation and would like an IEE, it can be provided at public expense. Because the parent is asking for the school district to pay for the IEE, Autism Delaware recommends putting the request in writing.

Only two responses are legal under federal statutes, writes nationally certified school psychologist and fellow



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of the American College of Forensic Examiners in educational and school psychology Margaret J. Kay, EdD, on her website:

1. “No. We think our evaluation is appropriate.” In other words, the school believes its testing has resulted in adequate information so the school can meet the student’s educational needs. At this point, the school district must file for a due process hearing to prove that its evaluation is appropriate and that the parent’s request for an IEE is unnecessary.
2. “Yes. We’d be happy to pay for an IEE. Will you be picking the person to do the evaluation on your own or do you need an all-inclusive list of every possible qualified evaluator?” In other words, the school supplies the names of qualified neurodevelopmental, clinical, and developmental psychologists located near the family home (<https://www.margaretkay.com/iee-legal-information.html>).

**For a student with a 504 plan, an IEE will not be provided at public expense.**

**See page 5 for other options for parents who do not agree with an evaluation.**

**For help through the IEE process as well as a recommendation for a qualified evaluator, contact your child’s school.**

**Autism Delaware’s family services team is also available:**

- In northern Delaware, call (302) 224-6020.
- In southern Delaware, call (302) 644-3410.

## What’s the difference between an IEE and an IEP?

Where the independent education evaluation (IEE) is an assessment, an individualized education program is a plan for educating a child with a disability: “Each public school child who receives special education and related services must have an individualized education program (IEP). Each IEP must be designed for one student and must be a truly individualized document. The IEP creates an opportunity for teachers, parents, school administrators, related services personnel, and students (when appropriate) to work together to improve educational results for children with disabilities. The IEP is the cornerstone of a quality education for each child with a disability” (<https://www2.ed.gov/parents/needs/speced/iepguide/index.html>).



## Following in Alex's footsteps

The day after Thanksgiving 2017, Alex Eldreth died. The loss of Autism Delaware's public policy and community outreach director was totally unexpected. Autism Delaware's staff continues to feel the loss.

Since Alex joined the staff in April 2014, we became his willing partners in crime on April Fool's Day, his uplifted colleagues at the annual Christmas party and, most importantly, his appreciative associates during Smart Cookie Day at the Delaware State Legislature.

Knowing he would hate any eulogy-sounding estimation of his character, we'll focus instead on his work because, here, he flourished with the families he supported. When things went right, he would exclaim out loud "I love this job!"

Among the many pieces of legislation that Alex focused on were bills to improve education:

- One bill improved and enhanced the IEP (individualized education program) process, allowing for greater parent participation and teamwork with school staff, increasing consistency and accountability across school districts, and making IEP training a statewide priority. With Alex's help, this bill was signed into law by Delaware Governor Jack Markell and went into effect for the 2015–16 school year.
- Another bill established the Delaware Network for Excellence in Autism (DNEA) and the Interagency Committee on Autism. The DNEA was needed to provide a resource for training and technical assistance for Delaware state agencies, schools, organizations, and other private entities that provide services and support to individuals and families affected by autism.

When this bill did not pass in 2015, Alex continued to drum up support until it was passed—this

time, unanimously in both the senate and house and signed into law by Gov. Markell in September 2016. And thanks to startup funding in the governor's budget, DNEA became a long-awaited reality.

Another bill that Alex worked on expands resources for teachers supporting students with autism. If enacted, this bill will create a pilot program that not only will recognize the need for specialized technical assistance and training staff but will also begin funding the pilot.

This bill also updates legal language that has not been addressed since the early 1980s. Yet the number of Delaware students with an educational classification of autism has jumped from 152 in 1991 to 2,109 for the 2017–18 school year.

When this bill moved through the legislature for a vote this spring, it was renamed the Alex Eldreth Autism Education Act.

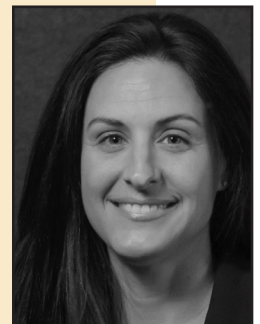
Like Alex, we have given our families every opportunity to speak to their elected representatives on Smart Cookie Day. Autism Delaware's goal is to continue the momentum created by Alex and many family advocates. *Why?* Because Alex believed our families' stories are key to getting their needs met: "Your story is important and needs to be told," he'd tell families. "That's why you make the best advocates. So, let your voices be heard!"



**St. Rep. Earl G. Jaques Jr. (D-Dist. 27) and Alex Eldreth at Smart Cookie Day last year**

## What makes an exemplary autism advocate?

Ask Melissa Martin. As the assistant director of Autism Delaware's adult employment program, Martin was honored on March 8 by Beebe Healthcare at its International Women's Day Girls Night Out. One of only a handful of honorees, Martin was acknowledged for her impact on the community. In addition to her work with Autism Delaware's Productive Opportunities for Work & Recreation (POW&R) program, Martin was lauded for her long-time effort as a past executive director of the Lower Delaware Autism Foundation and her innovative creation of new opportunities for individuals and families affected by autism.



# INSIDE Autism™ Delaware

## The new strategic plan

This year, as we celebrate the 20th anniversary of Autism Delaware and the 10th anniversary of our adult employment program, we are proud to introduce a new strategic plan. Created after a year of focus groups, surveys, and input from the community, this plan lays out how Autism Delaware services will work to achieve the organization's vision and ensure that all people with autism have the opportunity to learn, grow, and live full lives as included and valued members of their communities.

Autism Delaware's work is laid out in eight, long-term strategic goals. The first two goals are

- individuals and families affected by autism in Delaware report a higher overall quality of life and
- services for individuals with autism and their families are more widely available and easier to access throughout Delaware.

Other long-term goals focus on innovation, school quality, development of a range of living options, and strengthened community connections.

To bring the organization and community closer to these long-term goals, Autism Delaware will strive to achieve objectives for family services, advocacy, adult-supported living, and vocational services, as well as in organizational support areas, such as fundraising, human resources, and information technology.

To review the complete strategic plan, visit [AutismDelaware.org](http://AutismDelaware.org).

## Autism awareness all year

Every April, people throughout Delaware stage their own fundraising events at schools, churches, local gyms, bounce and trampoline centers, sports facilities, and other venues. During National Autism Awareness Month, they reach out to friends, family, coworkers, teammates, fellow students, and others to collectively raise thousands of dollars that go toward Autism Delaware's programs and services. Words feel inadequate to express our gratitude.

At any time of year, our development staff can provide ideas and resources for creating your own autism awareness event. We can also help you promote your event on social media.

Some activities that have been successful are jeans days at school or work, bake sales, car washes, sports competitions, Autism Day at local restaurants and cafés, talent shows, autism awareness displays, and community presentations.

A popular annual fundraiser in Sussex County is the Ride for Autism. Organized by Bridgeville resident Betty Grace Eskridge, the motorcycle-poker run begins and ends at Jeff's Tap Room. All proceeds benefit Autism Delaware.

If you have an event in mind or just want to brainstorm, call Autism Delaware development director David Woods at (302) 224-6020, ext. 206. Or send an email to [David.Woods@delautism.org](mailto:David.Woods@delautism.org).

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**Words feel inadequate to express our gratitude.**

—Autism Delaware

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**To Jersey Mike's Subs and all who took part on the Day of Giving:**

**Thank you!**

**One hundred percent of the proceeds— from five stores in Delaware and Maryland on March 28—was generously donated to Autism Delaware. We raised \$33,000 for programs and services!**



For more events, visit <https://www.delautism.org/events/event-calendar>.

## Consider summer beach camp

### Why?

Because your child will have an amazingly fun time while simultaneously being supported as needed.



*Remember when summer meant lots of fun?*

### Who is summer beach camp for?

Youth in third grade up to and including age 17 during the 2018–19 school year

### Where?

Children's Beach House, Lewes

### When?

August 20–23 from 9:00AM to 4:00PM

### How much?

\$300—and you may be able to use your child's DDS respite funds!

### Where do I get more information?

At [AutismDelaware.org](http://AutismDelaware.org). Or send an email of interest to [Dafne.Carrnright@delautism.org](mailto:Dafne.Carrnright@delautism.org).

## First-time two-fer raffle leads to Dining for Dollars donation

Made up of Autism Delaware staff, family, and friends, this year's Walk for Autism team split up to take part in the event this spring. Both the Lewes Walk for Autism team and Team Autism Delaware, Wilmington, walked to raise awareness and volunteered their time to make a success of the statewide event.

Some also fundraised. Team Autism Delaware, Wilmington, sold tickets for a first-time raffle that offered \$75 worth of gift certificates for two local restaurants. As a two-fer raffle, everyone who bought a ticket had two chances to win some of the finest Mediterranean food in Newark.

In addition to donating a \$50 gift card, the Olive Tree Café held a first-ever Dining for Dollars to benefit Autism Delaware's programs and services. Whether you dined in the Chestnut Hill Plaza location, had a meal catered, or ordered takeout, 15 percent of the bill was donated to Autism Delaware.

Many thanks to all who participated in this tasty fundraiser!



**The \$50 gift card for the Olive Tree Café was drawn by co-owner Stephanie Ferrell (pictured at top). The \$25 gift certificate for the Mediterranean Grille in the Newark Shopping Center was drawn by co-owner Akillas Papanicolas.**

## Change the world on race weekend!

Join Autism Delaware on May 4–6 as we partner with Dover International Speedway to present a weekend of events—to change the world!



A variety of activities are available:

- To help make a success of the events, volunteer at one or all three days.
- To enjoy the festivities, race tickets are available for all three days.
- Two special events will help raise funds and awareness:

- Track Walk at the Monster Mile on May 5
- Autism Awareness Day at the Races on May 6

To register, visit [AAADriveforAutism.com](http://AAADriveforAutism.com).

For more information, visit [AutismDelaware.org](http://AutismDelaware.org), or call Autism Delaware's development office at (302) 224-6020.



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Helping People and Families Affected by Autism

# Come out, and walk the high banks of the Monster Mile with friends, family, and Kenny Wallace!

**When?** Saturday, May 5

**What time?** Immediately following the One Main Financial 200 NASCAR XFINITY Series race

**Where?** At the kickoff at the Monster Monument in front of the Dover International Speedway



**Where do I pre-register?** [AutismDelaware.org/Change the World](http://AutismDelaware.org/Change the World)

**Ticket price** \$25 (pre-registration)  
\$30 (day-of registration)  
\$10 for children (12 and under)

**Discounts for educators and military**  
Get your discount code by sending an email to [development@delautism.org](mailto:development@delautism.org).

# AutismDelaware.org