

Inside!

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Our mission

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



The Sun

Newsletter

Autumn 2022

A change in language

by Carla Koss

The R-word didn't start out as a stigmatizing insult. It was chosen by the medical community for its Latin

root, "retardare," to describe developmental delay in neutral terms. Ignorance and cruelty in the general population turned it into the R-word (<https://www.mentalhelp.net/intellectual-disabilities/history-of-stigmatizing-names-for-intellectual-disabilities-continued/>).

A concerted effort was needed to change the language so it respected the dignity of all human beings. Psychologists Carolyn Vash, PhD, and Beatrice A. Wright, PhD, in 1959 and 1960 respectively, advocated for placing the person before the diagnosis, but not until the 1980s and 1990s did [person-first language](#) gain momentum.

Numerous professional style guides—from the *Publication Manual of the American Psychological Association (APA)* to the *Associated Press (AP) Stylebook*—joined the movement. As the standard for writing in their fields, they prescribed person-first language (such as "person with autism").

Since the person-first movement began, though, point out researchers Amy F. Crocker, DPT, and Susan N. Smith, DPT, "the culture of disability has drastically



changed. There is greater integration of individuals with a disability and with that integration has come greater understanding and

acceptance. Increased community integration has allowed for greater opportunities for advocacy and has also forced a shift in how the community at large views people with a disability. This shift in how individuals with a disability are viewed has resulted in a change in language" (<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6371927/>).

Furthermore, the mid-1990's environment and the emerging internet allowed "a more accessible text-based means of communication and empowered a growing number of autistic people to connect and share ideas with one another. Out of the early autistic social groups of the 1990s emerged autistic culture, the autistic self-advocacy movement, and the assertion that autism is a valid way of being," note Kathy Leadbitter, PhD, and her team in their research published in 2021 on the *Frontiers in Psychology* website.

"This environment also gave rise to the [neurodiversity movement](#). Through the 2000s, the neurodiversity movement has

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A pandemic update

I learned last week that one of our parents believes the COVID-19 pandemic is over. How I wish that were true! We at Autism Delaware adhere to the science. According to the experts at the Centers for Disease Control and Prevention (the CDC), the daily average number of people dying from COVID-19 is trending downward—but more than one million Americans have died because of COVID! The exact number as I write this column is 1,041,816.

I don't know about you, but this number scares me. Our community includes too many individuals with autism who are vulnerable to COVID. Plus, our community includes all the folks who make up the support system for our loved ones with autism. And it's my job to ensure that each and every one of us remains safe in our community.

To this end, Autism Delaware continues to provide the best family support and adult services that we can:

- **Family support**—Our dedicated family support providers (FSPs) learned to use telehealth tools to implement virtual support services. As a result, our family support program not only offered services without interruption since the pandemic started, but also has been able to expand services. And our FSPs remained open to new contacts and referrals. To accommodate the influx of new referrals, Autism Delaware hired and trained three more FSPs. Turn to page 10 to meet them.

Our FSPs also restarted parent coffee hours across the state, but the get-togethers remain virtual because the CDC recommends wearing masks in-

doors. On the other hand, the CDC's outdoors-is-safer-than-indoors policy allowed us to schedule the annual summer picnic at the beach and a Blue Rocks game in August. We're keeping our fingers crossed for a full schedule of future social and recreational opportunities. For more information on family support offerings, turn to page 12.

- **Adult services**—Adult services' direct support professionals (DSPs) learned how to train our participants and their employers in the proper safety protocols for COVID-19. Our adult services program, which is known as Productive Opportunities for Work and Recreation (or POW&R, for short), aimed to keep participants healthy and working in the community. POW&R's task was undermined by unforeseen business closures and the Great Resignation. We are still striving to rebuild Autism Delaware's roster of community partners while also reaching out to new prospects who want to become highly regarded POW&R DSPs.

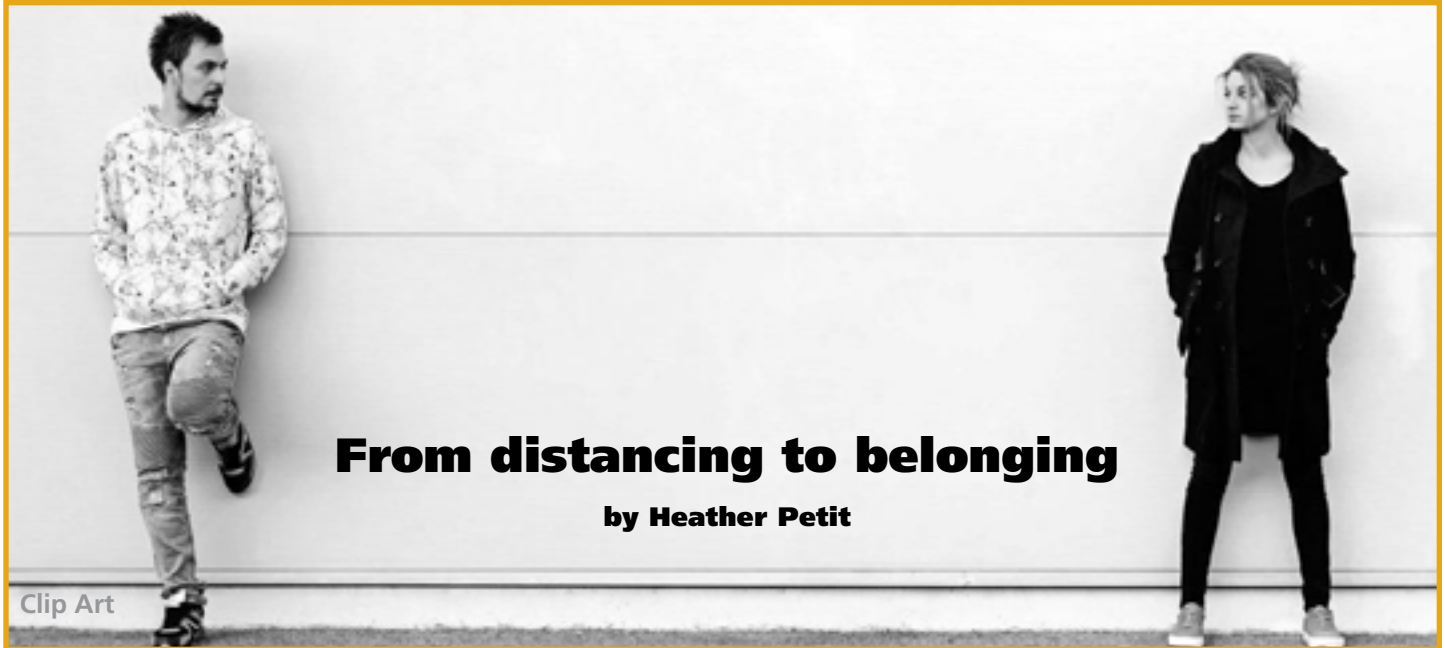
Please be assured: We continue to work to your benefit and will always have your best interests at heart.



Brian Hall, MSW
Executive Director

To apply to become a POW&R DSP, [click here](#).

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From distancing to belonging

by Heather Petit

When I first figured out I might be autistic, I used person-first language. I said “I’m on the spectrum” and “a person with features of autism.” These and other phrases acknowledged that there were people who were going to hear “autism” and think I was defective, imperfect, and less-than. Pushing away something as integral as my own neurology, naming it as merely a feature of me? I thought that would keep me socially safe. Me, over here; the autism, way over there.

That didn’t keep me safe. Instead of being more respectful, some people played along with the distancing. They acted like the autistic part of me was forgivable as long as I kept it out of sight. I participated in dismissing and diminishing something that wasn’t actually some unwelcome separate part of me. I was dismissing and diminishing me. Our neurology is central to how we function. It’s not a layer that can be peeled off or left behind.

As I got more comfortable with being different (with the help of both colleagues and friends), I began to notice when people treated me as broken. It hurt when someone said with hopeful

excitement “Oh, you’re doing so much better today. Maybe someday you won’t be autistic anymore!” For far too many people, being autistic is something horrible in itself, and everyone should want to be neurotypical. Instead of agreeing with them, I started to realize that there was no way to separate me from “that.” I also started to discover that it was possible to love myself as an autistic person—through and through. I might not like some of the features, but nobody is perfect. As frustrating as some of my traits are, I needed to learn to accept myself.

The more I accepted myself, the more other people were at ease with my differences, too. I learned I didn’t always have to tell people my neurotype, but there were times when it mattered. The more I became comfortable being myself in public, the more I felt a sense of belonging in the identity of autism. I met other autistic people/people who are autistic, I spent time in all-autistic spaces, and I found over time that many of my favorite people were also autistic. I stopped feeling like a terribly defective neurotypical person, and started feeling like “just me.” Identity-first language reflects that understand-

ing. I’m me, and I’m autistic. They’re inseparable truths.

Most autistic communities think that each of us should choose for ourselves: You need to be you—your way. This choice includes what language you choose for yourself, even if it changes, like it did for me. I’m good with whatever you use for you. For me, I’m autistic.

Recently promoted to director of an information technology

firm, Heather Petit is also a ministerial intern pursuing credentialed ministry with a social justice focus on neurodivergence and an autistic parent of four, two of whom are on the autism spectrum. Heather prefers she/they gender pronouns as well as identity-first language.



They will tell you who they are

by Jennifer Cohen, MEd

Clip Art

In my kindergarten classroom, not all of my students are ready to tell me who they are yet. So my job as their teacher is not to decide for them, but to listen to these amazing young people and empower each of them with the tools they need to tell me who they are—in their own time—with their own modalities.

When they are ready, my students will need to be taught to express how they wish to be identified. This step is one piece within a broad range of communication skills that will contribute to their greater self-advocacy.

When I was training to become a teacher, person-first language (such as “child with autism” or “individual on the autism spectrum”) was the only acceptable language. The purpose of using it was to be respectful by defining someone as a person rather than by a disability. This language came from good intentions on the part of teachers, parents, and caregivers, but we were not necessarily individuals on the spectrum ourselves. So who were we to define someone else?

To me, the current debate over the use of person-first and identity-first language is reminiscent of similar conversations

being held within other historically marginalized populations. In all of these cases, it is our responsibility as a society to listen to and amplify the voices from within the relevant community.

Recently, I asked a friend on the spectrum what he thinks of the debate. “Autism isn’t my identity!” my friend said emphatically. “Mike is my identity. That’s who I am.”

Now that he has told me the label of his choosing, being addressed person-first, that’s what he gets from me.

When people use identity-first language (“Autistic child” or simply “an Autistic”), I can infer a bit about how they might see themselves. Some Autistics have told me that they view their Autism-linked traits or a stereotyped way of thinking as a leading characteristic of their “them-ness” and take pride in membership within this group. To this end, I also capitalize the word “Autistic” when using it as an identifier, at the request of members of this movement.

However, that’s not the case for all folks on the spectrum. Disclosing a diagnosis of autism spectrum disorder (ASD) is a deeply personal decision. For those who choose not

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Listen: They will tell you who they are Continued from p. 4

to disclose, I imagine that being identified by their diagnosis would be extremely hurtful. So I use person-first language when speaking with and about them.

I believe that at the root of both sides of the person-first–identity-first debate is a desire to maintain respect for people. And if the purpose of this debate is to come from a place of genuine respect, support, and empowerment, then the only logical response is to listen. Their language will tell you how they identify. A person’s them-ness is so precious that it should be defined only by the individual. Just as I would with anybody regarding a nickname, title, and racial or gender identity, I defer to listening and believing they will tell me who they are.

Jennifer’s recommended resources

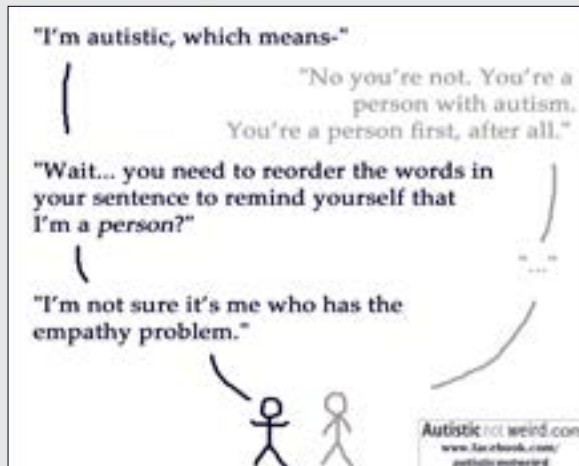
These publicly viewable Instagram accounts are from folks on the spectrum who are speaking out about their autism, their lives, and their identities:

- <https://www.instagram.com/autienelle/>
- <https://www.instagram.com/geeonthespectrum/>
- <https://www.instagram.com/aspergersgrowth/>
- <https://www.instagram.com/livedexperienceeducator/>
- https://www.instagram.com/autisticbailey_
- https://www.instagram.com/autism_happy_place
- <https://www.instagram.com/actuallyautisticiktoks>
- <https://www.instagram.com/autisticnotweird>



Jennifer Cohen, MEd, is a kindergarten teacher at the Brennen

School. This past spring, she was named the 2023 Christina School District Teacher of the Year.



Chris Bonello’s blog about his choice of identity-first language also includes his cartoons (as pictured here) at <https://autisticnotweird.com/autistic-person/>.

More resources on the person-first–identity-first debate

“The Significance of Semantics: Person-First Language: Why It Matters”

by Lydia X. Z. Brown, JD

<https://www.autistichoya.com/2011/08/significance-of-semantics-person-first.html>

“Autism Language: Person-first or identity-first?”

by Yolanda Loftus, BA, LLB, in Autism Parenting Magazine, Issue 128

<https://www.autismparentingmagazine.com/autism-language-person-first/>

“Ask a Self-Advocate: The Pros and Cons of Person-First and Identity-First Language”

by Jevon Okundye, BA

<https://www.massadvocates.org/news/ask-a-self-advocate-the-pros-and-cons-of-person-first-and-identity-first-language>

On the person with autism vs. autistic person debate

We can change the world if we decide to be constructive versus a bully.

by Kerry Magro, EdD

Currently serving on the Autism DelawareSM Board of Directors, Kerry Magro, EdD, had been nonverbal as a child. Today, Magro is a full-time professional speaker as well as a nationally known autism activist and a best-selling author.

An autism advocate I interviewed for a self-advocate video series a while back gave me a unique perspective into the ongoing conversation about person with autism (person-first language) versus an autistic person (identity-first language). She told me that we shouldn't infight. That we should let people choose what they would prefer to be called. That we have so many things we are pushing for in the autism community, such as health-care reform, that the language we use should not lead to being attacked.

As a public speaker who is also on the autism spectrum, I often get asked during my presentation's Q&A period "What is preferred in our community for self-advocates?"

Not too long ago, Autism Speaks shared a poll identifying that the majority of the poll-takers prefer identity-first language versus person-first language.

While some conversations have been constructive, I unfortunately have seen too many in our community be bullied because of their stance on "with autism" or "autistic." People have called myself and others sell-outs, fake autistics, and much more hateful language. Others have also ignored individuals because of their stance.

Those with autism are more likely to be bullied compared to their non-disabled peers. And that is not okay.

In the debate for "person with autism," some say you should always put the person before the disability. The other side of the debate says, if you use that language, you are saying that the person needs to be fixed or cured. But



Got a question? Just ask Kerry at KerryMagro@gmail.com.

then, if you use "autistic individual," you get reminded that autism should be embraced and validate the individual's identity.

A few months ago, the parent of a 10-year-old daughter on the autism spectrum said that she chooses to call her daughter "Emily."* And if Emily ever says what she prefers, the parent will respect her daughter's wishes.

As we move forward, let's teach our children and our adults to be kind and to listen to each other's perspectives in a way that's focused on progress versus

belittling. Let's keep moving forward, making allies and friendships where we can, and putting our energy into the many causes we are trying to support.

As we move forward, let's teach our children and our adults to be kind and to listen to each other's perspectives in a way that's focused on progress versus belittling.

* I used the pseudonym "Emily" to protect the privacy of the family mentioned here. The information in this piece was originally published in November 2019 as a [blog on my website](#).

The jump from the negative "A-word" to proudly proclaiming "I am Autistic"

by **James Turner III**



Clip Art

My name is James Turner III, and I am Autistic. As an Autistic person, finding out how to embrace this identifier has been a lifelong journey.

"Autism" had been a bad word for me when I was younger. I knew I was different from the other kids and that a stigma comes with being on the autism spectrum. I used to refer to Autism as the "A-word."

My official diagnosis is [Asperger's syndrome](#). As an adult, I rarely have disclosed that I'm Autistic, but when I have, I've always qualified it by saying that I have Asperger's syndrome. In a way, I feel like I was subconsciously trying to separate myself from Autism, like "I have Autism but a different kind."

As I've grown older, I've steadily been more personally accepting of my diagnosis. And I've had more of a desire to learn about my diagnosis and how it affects my everyday life. I believe it was a natural progression of maturing when

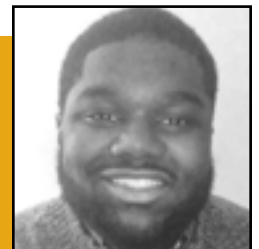
I realized that Autism is part of who I am, it always will be, and it's not a bad thing. During this process, I learned more about how other Autistic people have chosen to identify, and I have embraced being referred to as Autistic.

I am beginning to view being Autistic not as something negative that I "have" but as something positive that's part of who I am. Being Autistic makes me unique.

As I am beginning to fully embrace who I am, saying "I'm Autistic" is a part of my natural progression of maturing. Like when people claim proudly about themselves, they say "I'm creative" or "I'm intelligent."

I'm glad others with Autism are embracing who they are. They're learning that an Autism diagnosis is something they can be proud of instead of something to be ashamed of.

How do I prefer you refer to me? I am James Turner III, and I am Autistic.



A recent graduate of the University of Missouri—St. Louis, James Turner III earned a bachelor's degree in political science and government. Currently, he works as a district staffer for the City of St. Louis.

James considers his diagnosis significant so it warrants the upper-case A ("Autism"), and he takes pride in being a member of the Autism community.



People-first language: The philosophy that allowed my son to be known primarily by his name

by Jen Nardo

Clip Art

Growing up in the 1970s, I heard and used phrases that have since been deemed unacceptable—for good reason. It was commonplace to use the R-word when trying to make fun of someone else. We didn't realize how using that word took away the dignity of others, but we knew it was hurtful. I regret ever saying that word.

I wasn't exposed to kids with "special needs" in my public school, and I only knew of one teen boy in my neighborhood who lived with challenges. In the late '70s, I did a report for school on autism when it was still considered a psychological condition. I was very interested in psychology: Why do people do what they do? The research for my report gave me insight into the behavior and speech of those living with autism. I read about how they might respond positively to a question without using "yes" or "I like." I was intrigued with these differences and enjoyed learning about autism.

Twenty-two years ago, my family and I joined the special needs community when our younger son was diagnosed with [Fragile X syndrome](#) (FXS). When he entered the second grade, he was then diagnosed with [autism](#).

When meeting new people or talking to family and friends, I was uncertain how to describe my son and uncomfortable asking anyone

in the community I'd only recently joined. Concurrently, a movement began to use people-first language. This new way of communicating placed the person before his diagnosis. I should say "my son who lives with intellectual disability and autism" (instead of "my disabled son").

I agreed with this new language because it felt like a philosophy that allowed my son to be known primarily by his name and not by his diagnoses. The fact that he lives with challenges should be secondary to the kind, funny, sweet, and loving soul that he is.

Despite the new language, I was still reading and hearing the phrase "suffers with" when describing someone's diagnosis, which angered me. If learning difficulties, social anxiety, or a physical difference are handled with respect and a willingness to understand, no one "suffers" because we are not our diagnoses.

Establishing that our children are people first and foremost is a great gift we can give them. It is also our first step in advocating on their behalf, which in turn teaches our kids how to advocate for themselves. I look forward to a time when needs aren't special anymore because our kids are accepted just as they are and treated with the dignity they deserve.



Jen Nardo has been developing ideas and writing articles for *The Sun* for almost 14 years. Also a longtime volunteer for Autism DelawareSM fundraising events, Jen is the parent of two adult sons, one neurotypical and one on the spectrum.

A change in language Continued from p. 1

been galvanized in a large part due to the voices, advocacy and protest of the autistic community, facilitated through developments in online communication and networks, and is increasingly influencing academic, clinical and lay understanding of autism and other forms of neurological difference” (<https://www.frontiersin.org/articles/10.3389/fpsyg.2021.635690/full>).

Among their influences: Autistic individuals and social groups have been vocal proponents of [identity-first language](#). One reason, they note, is the unintended bias they hear in person-first language: “Person-first language is based on the premise that everyone, regardless of whether they have a disability, is a person first, and therefore everyone should be referred to with person-first language. However,” points out Morton Ann Gernsbacher, PhD, in her article on The Association for Child and Adolescent Mental Health website, “... person-first language is used more frequently to refer to children with disabilities than to refer to children without disabilities” (<https://acamh.onlinelibrary.wiley.com/doi/10.1111/jcpp.12706>).

Another reason for preferring identity-first language: It places the disability up front, “plays a role in who the person is, and reinforces disability as a positive cultural identifier” ([aucd.org/Resources/Portrayal of People with Disabilities](https://www.aucd.org/Resources/Portrayal_of_People_with_Disabilities); <https://www.aucd.org/template/page.cfm?id=605>). This structure voices the belief that autism is not a disability but a different way of thinking and being in the world.

Responding to the proponents of identity-first language, professional style guides offered revisions. For example, the [AP](#) and [APA](#) now recommend mixing person-first and identity-first languages, depending on the speaker’s or subject’s preference.

While a number of identity-first proponents take issue with this recommendation, a number of them also propose civil debate. For example, advocate, attorney, and writer Lydia X.Z. Brown, JD, supports the interaction for the opportunity to educate person-first proponents: “To those of you who use ‘person with autism,’ I will always respect your Constitutional right to express yourself however you like, but I urge you to reconsider the consequences of using such language. To those of you who use ‘Autistic person,’ I urge you to consistently use such phrasing everywhere possible, whenever discussing autism and issues that affect Autistic people, and to develop coherent, rational explanations for why you prefer this terminology, so that you can engage in such mutually respectful and civil exchanges with others” (<https://www.autistichoya.com/2011/08/significance-of-semantics-person-first.html>).



A two-time First State award winner for writing, Carla Koss has 28 years’ experience as a writer-editor in the disabilities field and is the content strategist-writer at Autism DelawareSM.

Are you thinking about changing the language you’re currently using? “Yes” or “No,” tell us why at delautism@delautism.org.

Defining “ableism”

Ableism is defined by *The American Heritage Dictionary of the English Language* as “discrimination or prejudice against people with disabilities, especially physical disabilities” (<https://www.ahdictionary.com/Search/Ableism>).

The National Conference for Community and Justice (NCCJ) adds intent to its definition: “the intentional or unintentional discrimination or oppression of individuals with disabilities” (<https://www.nccj.org/ableism>).

The American Psychological Association voices the intention as an understanding that nondisabled people are inherently superior: “Ableism, either subtly or directly, portrays individuals who are being defined by their disabilities as inherently inferior to nondisabled people” (<https://www.apa.org/ed/precollege/psychology-teacher-network/introductory-psychology/ableism-negative-reactions-disability>).

And advocate, attorney, and writer Lydia X.Z. Brown, JD, voices the effect of ableism on members of the disabilities community: “Ableism is not a list of bad words. Language is *one* tool of an oppressive system. Being aware of language—for those of us who have the privilege of being able to change our language—can help us understand how pervasive ableism is. Ableism is systematic, institutional devaluing of bodies and minds deemed deviant, abnormal, defective, subhuman, less than. Ableism is *violence*” (<https://www.autistichoya.com/p/ableist-words-and-terms-to-avoid.html>).

How do you define “ableism”? Tell us at delautism@delautism.org.

Meet our new family support providers!



A co-facilitator in Autism Delaware’s five-week workshop series known as the Parent to Parent program, Michele Smith is now also provisionally certified as one of Autism Delaware’s new family support providers (FSPs) who offer one-on-one support to families.

“I’m excited to share my experiences with parents,” says the mom of 20-year-old Eric, who is on the spectrum, and 16-year-old neurotypical Rachel, “and I hope to help parents and their children on their autism journey.”

A Pittsburgh [Penn.] native, Michele graduated from the University of Pittsburgh and is an avid Steelers fan. *Go Steelers!* She lived in Pennsylvania, Florida, Maryland, Virginia, California, Texas, and Florida before moving with her family to Delaware when her husband retired from the military in 2006.

After participating in one of Autism Delaware’s parent coffee hours, Roxanne Gadaingan decided she would like to help other parents navigate the autism journey.

“When my son was younger,” remembers the mom of 27-year-old Jon, who is on the spectrum, and two neurotypical children, Roy and Riz, “I wished there was someone to guide me. That’s why I now work in family support. We are a whole team of parents with a lot of knowledge and experience to share.”

In addition to being a provisionally certified family support provider (FSP), Roxanne owns and operates a successful print shop and is going back to college to earn a bachelor’s degree in entrepreneurship. To enjoy time together, she and her family get outdoors whenever they can and play disc golf.

Coaching and encouraging are two of Katie Urbanski’s favorite things to do. She helps coach her son’s flag football team and encourages her daughter at her lacrosse games—and now Katie also coaches and encourages families affected by autism as one of Autism Delaware’s provisionally certified family support providers (FSPs)

“Heidi Mizell was so helpful when I called about my son’s challenges,” says Katie about Autism Delaware’s family resource coordinator. “I’m grateful for the opportunity to assist families, too. Meeting a new family to create a personalized care plan is the most amazing moment!”

A lifelong Wilmington resident, Katie and her husband raised their two teenagers in the Red Clay and Brandywine school districts and look forward to hiking and biking the Delaware Greenways this fall.



Autism Delaware is pleased to announce the scholarship winners for the 2022–23 school year. These [scholarships](#) are awarded to individuals who qualify for financial support as

- **adults with autism,**
- **University of Delaware students pursuing an autism-related career in Delaware, and**
- **teachers in a Delaware public or charter school, working toward autism certification.**

Congrats to the winners of the Autism Delaware Adults with Autism Scholarship!

Karl Williams

A graduate of St. George’s Technical High School, Karl is enrolled at both Delaware Technical Community College and Delaware State University. With medicine as his career goal, Karl is majoring in biology.

Maxwell Wang

Having transferred from Delaware Technical Community College for his junior year, Maxwell is now a Spectrum Scholar* at the University of Delaware.

Melissa Gatti

Also a Spectrum Scholar*, Melissa is pursuing a bachelor’s degree in computer science from the University of Delaware. This is the second time she has earned an Autism Delaware scholarship.

MichaelBrandon Arocho

An incoming senior at the University of Delaware and a Spectrum Scholar*, MichaelBrandon is studying to become a video game designer.

*** A University of Delaware initiative, the Spectrum Scholars program offers a tiered system of support through services at the individual and community levels.**

Congrats to the winner of Autism Delaware’s Daniel and Lois Gray Memorial Scholarship!

Virginia Sticinski

A fourth-year graduate student at the University of Delaware, Virginia is doing research that focuses on the support and service needs of families who provide lifelong care to a family member with autism or a similar pervasive disability.

Her goal is to work with government and disability support organizations to inform, develop, and facilitate research-based policy and programs that assist families.

“Upon graduation,” notes Virginia, “I hope to continue my advocacy and research to support people with disabilities and their families.”

Virginia is also a valued contributor to Autism Delaware’s quarterly newsletter, *The Sun*.

Congrats to the winners of Autism Delaware’s Autism Teacher Certification Scholarship!

Kelly Lawand

With an MEd in special education, Kelly is enrolled at Wilmington University and needs three courses to earn Delaware certification as a teacher of students with autism and severe disabilities. Kelly has already received emergency certification so she can begin teaching at the Brennen School. Her 20 years of experience includes teaching middle and high school students with a variety of learning challenges.

Timika Gourdine

A second-year graduate student, Timika is enrolled in Wilmington University’s Master of Education in Special Education licensure/certification degree program. She intends to complete the program in December 2023 while working full time as a para in the Appoquinimink School District. Timika’s goal is to become a special-education teacher and work with kids with autism.

Two Autism Delaware scholarship recipients asked that their names be withheld.

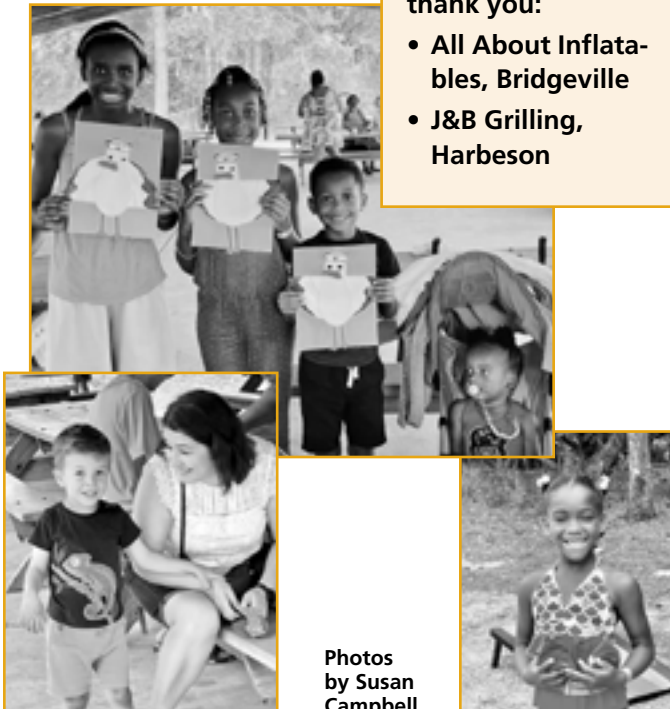
INSIDE **Autism** Delaware

Beach picnic fun

We were so looking forward to some summer fun at Cape Henlopen State Park that tickets sold out before the August 21 event! We ate too much, enjoyed arts and crafts, and played games on the beach.

For making our beach picnic fun and memorable, thank you:

- All About Inflatables, Bridgeville
- J&B Grilling, Harbeson



Photos by Susan Campbell

With the COVID-19 pandemic still threatening our vulnerable population, Autism Delaware recognized the relative safety of outdoor get-togethers and invited the community to our annual beach picnic and a Blue Rocks game. We look forward to offering more family outings when they can be enjoyed safely by all involved.

—Autism Delaware Executive Director Brian Hall, MSW

Smiles at a Blue Rocks game

The Blue Rocks took on Aberdeen at Frawley Stadium on August 28, and our kids were there to meet mascot Rocky Bluewinkle. Games and concessions were available just outside the picnic area. To ensure that our kids stayed safe, Autism Delaware provided a fun, enclosed space for them to move around freely, yet we were close enough to the action to feel like we were part of it!



Photos by Susan Campbell

Coming soon!

