

ECI Library Matters

Autism Resources (updated)

This issue features updated library resources on autism. Abstracts of articles on these topics are also included. For a complete listing of library titles, please visit the library's online catalog at texashealthlibrary.com.

Important News: Due to the COVID-19 pandemic, the DSHS Library is closed. Library staff are working remotely from home. Library materials may be borrowed by request only. Electronic library resources are available on any computer or mobile device with internet access. Please email any requests to avlibrary@dshs.texas.gov.

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Texas Department of State Health Services

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ECI Library Matters

CONTACT INFORMATION

**Texas Department of
State Health Services**
ECI Library Collection

Phone:
512-776-7260

Toll-free:
1-888-963-7111
ext. 7260

Fax:
512-776-7474

E-mail:
avlibrary@dshs.texas.gov

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Physical Address:
1100 W. 49th St.
Moreton Building, M-652
Austin, TX 78756

Mailing Address:
1100 W. 49th St.
PO Box 149347
Mail Code 1955
Austin, TX
78714-9347

Library Website

Library Catalog

Selected Journal Abstracts

How professionals collaborate to support infants and toddlers with disabilities in childcare. Weglarz-Ward, J. M., Santos, R. M., & Hayslip, L. A. (2020). *Early Childhood Education Journal*, 48(5), 643-655.

<https://doi.org/10.1007/s10643-020-01029-5>

As it is common for infants and toddlers with disabilities to receive their early intervention (EI) services in child care programs, this mixed method study examined the experiences of child care and EI providers (e.g., occupational therapists, physical therapists, speech-language pathologists) in collaborating to support infants and toddlers with disabilities in childcare settings. Through an online survey and in-person focus groups across a large state, findings indicated that although professionals may interact with each other during EI visits at childcare, meaningful collaboration such as including childcare providers in Individualized Family Service Plans and embedding intervention strategies into daily routines was minimal. Participants noted many barriers including liability concerns; information sharing; funding and time for collaboration; and minimal training and understanding of childcare and EI programming. Participants provided suggestions to support future collaboration including building relationships through shared training, substitute staffing to attend meetings, and clear program and state policies.

Brief report: Perceived evidence and use of autism intervention strategies in early intervention providers. Paynter, J., Luskin-Saxby, S., Keen, D., Fordyce, K., Frost, G., Imms, C., Miller, S., Sutherland, R., Trembath, D., Tucker, M., & Ecker, U. (2020). *Journal of Autism and Developmental Disorders*, 50(3), 1088–1094. <https://doi.org/10.1007/s10803-019-04332-2>

Use of empirically unsupported practices is a challenge in the field of autism spectrum disorder (ASD). We explored whether attitudes and perceived evidence were linked to intended practice use in early intervention staff. Seventy-one participants completed ratings of the evidence base, current and future use of six ASD intervention practices, and reported attitudes to research and evidence-based practice. Participants reported greater use and rated the evidence base higher for the empirically supported practices. However, variability in accuracy of evidence base ratings was observed across individuals. Higher perceived evidence was linked to greater future use intentions for empirically supported and unsupported practices. The need for accurate information across practice types is highlighted. Self-report methodology limitations and future research directions are discussed.

To request full-text copies of journal articles highlighted in the abstracts, please contact the library staff by email: avlibrary@dshs.texas.gov.

Selected Journal Abstracts (continued)

A parent-implemented playdate intervention for young children with autism and their peers. Raulston, T. J., Hansen, S. G., Frantz, R., Machalicek, W., & Bhana, N. (2020). *Journal of Early Intervention*, 42(4), 303-320.

<https://doi.org/10.1177/1053815119880943>

Children with autism spectrum disorder (ASD) present with social skills difficulties, which can create barriers for them to develop friendships with their peers. Playdates are a common way that young children practice play and friendship skills in home and community environments. Few studies have trained parents to embed social skills instruction into playdates for children with ASD, and such studies have been comprised of children with mild to moderate needs. In the current study, we employed a concurrent single-case multiple probe across three parent-child-peer triads design to evaluate the effects of training and coaching in a parent-implemented playdate intervention on parental strategy use and cascading effects on child-peer social interactions during playdates. Parents also rated the social validity of the intervention. Results indicated that two of the three parents reached criterion on the strategies quickly, and the third triad required a procedural modification. Challenging behavior appeared to be a barrier to implementation. Implications and future directions are discussed.

Improving autism and developmental screening and referral in US primary care practices serving Latinos. Zuckerman, K. E., Chavez, A. E., Wilson, L., Unger, K., Reuland, C., Ramsey, K., King, M., Scholz, J. & Fombonne, E. (2021). *Autism*, 25(1), 288-299. <https://doi.org/10.1177/1362361320957461>

Improving autism spectrum disorder screening and referral in primary care may reduce autism spectrum disorder disparities for Latino children. The REAL-START intervention aimed to increase primary care provider adherence to autism spectrum disorder and developmental screening guidelines, and to increase Early Intervention referral for children at developmental risk in primary care clinics serving Latinos. This quasi-experimental study enrolled six Oregon primary care clinics. Clinic staff attended one initial and three follow-up trainings. Trainings addressed screening, billing, referral, and follow-up issues specific to Latinos. Clinic leaders met with a quality improvement facilitator to review performance. Medical record review measured screening and referral at 18- and 24-month well-child visits at baseline and 3, 6, 9, and 12 months. State Early Intervention database queries assessed Early Intervention eligibility. Overall, 2,224 well-child visits were assessed (39% Latino). Clinics improved rates of autism spectrum disorder screening from 70% to 94% and general developmental screening from 62% to 95%. Adherence to screening guidelines increased from 46% to 91%. Proportion of children referred to Early Intervention was unchanged, but total referrals increased and age range of referred children broadened. Time to Early Intervention evaluation was slightly shorter among screening-age children. REAL-START may improve screening and referral for autism spectrum disorder and developmental delay in Latino communities.

To request full-text copies of journal articles highlighted in the abstracts, please contact the library staff by email: avlibrary@dshs.texas.gov.

Selected Journal Abstracts

Socioemotional and autism spectrum disorder screening for toddlers in early intervention: Agreement among measures. Kamara, D., Walton, K., & Witwer, A. N. (2020). *Journal of Early Intervention*, 42(4), 359-380.

<https://doi.org/10.1177/1053815119880607>

Identification of problems with socioemotional functioning is an important task in early childhood, particularly for children in early intervention (EI). However, socioemotional concerns raised by families may be under-identified in practice. In accordance with Division for Early Childhood (DEC) recommended practices, Part C providers could benefit from additional guidance on socioemotional screening and assessment, including additional research on available tools. Therefore, we examined agreement among three commonly used measures of socioemotional functioning in an EI sample (N = 50). Overall, the measures did not have adequate agreement. We found substantial agreement between the Ages and Stages Questionnaires: Social-Emotional (ASQ:SE, first edition) and the Brief Infant Toddler Social-Emotional Assessment (BITSEA), moderate agreement between the ASQ:SE and the Child Behavior Checklist (CBCL), and fair agreement between the BITSEA and CBCL. We also examined their potential to screen for autism spectrum disorder (ASD) by examining agreement with the Modified Checklist for autism in Toddlers, Revised with Follow-up (M-CHAT-R/F). The BITSEA had substantial agreement with the M-CHAT-R/F, providing initial support for its use as an ASD screener. These findings are preliminary and further study in larger, more diverse samples would be beneficial. Evaluation of the sensitivity and specificity of these tools is also needed.

Exploring growth in expressive communication of infants and toddlers with autism spectrum disorder. Buzhardt, J., Wallisch, A., Irvin, D., Boyd, B., Salley, B., & Jia, F. (2021). *Journal of Early Intervention*.

<https://doi.org/10.1177/1053815121995578>

One of the earliest indicators of autism spectrum disorder (ASD) is delay in language and social communication. Despite consensus on the benefits of earlier diagnosis and intervention, our understanding of the language growth of children with ASD during the first years of life remains limited. Therefore, this study compared communication growth patterns of infants and toddlers with ASD to growth benchmarks of a standardized language assessment. We conducted a retrospective analysis of growth on the Early Communication Indicator (ECI) of 23 infants and toddlers who received an ASD diagnosis in the future. At 42 months of age, children with ASD had significantly lower rates of gestures, single words, and multiple words, but significantly higher rates of nonword vocalizations. Children with ASD had significantly slower growth of single and multiple words, but their rate of vocalization growth was significantly greater than benchmark. Although more research is needed with larger samples, because the ECI was designed for practitioners to monitor children's response to intervention over time, these findings show promise for the ECI's use as a progress monitoring measure for young children with ASD. Limitations and the need for future research are discussed.

Selected Journal Table of Contents

Infant Mental Health Journal. Volume 42, Issue 2; March /April 2021.

Smartphones in the nursery: Parental smartphone use and the parental sensitivity and responsiveness within parent-child interaction in early childhood (0-5 years): A scoping review. p. 161-175. Braune-Krickau, K., Schneebel, L., Pehlke-Milde, J., & Gemperle, M.

Mind-mindedness versus mentalistic interpretations of behavior: Is mind-mindedness a relational construct? p. 176-187. Larkin, F., Schacht, R., Oostenbroek, J., Hayward, E., Fernyhough, C., Centifanti, L. C., & Meins, E.

Development and validation of the Attachment Relationship Inventory-Caregiver Perception 2-5 years (ARI-CP 2-5): Psychometric structure, external validity, and norms. p. 188-205. Spruit, A., Colonesi, C., Wissink, I., Uittenbogaard, R., Willems, L., Stams, G., & Noom, M.

Breaking the cycle of intergenerational abuse: A qualitative interview study of men participating in a perinatal program to reduce violence. p. 206-221. Domoney, J., & Trevillion, K.

A prospective study on the course of sleep disturbances in first-time fathers during the transition to parenthood. p. 222-232. Da Costa, D., Lai, J. K., & Zelkowitz, P.

A mental health course for developmental allied healthcare professionals: An exploration of potential effectiveness. p. 233-245. Zohar, O., Sher-Censor, E., & Elata, J.

The role of consultative alliance in infant and early childhood mental health consultation: Child, teacher, and classroom outcomes. p. 246-262. Davis, A. E., Barrueco, S., & Perry, D. F.

Perceptions of Portuguese parents about the acceptability of a multicomponent intervention targeted at behavioral inhibition during early childhood. p. 263-278. Guedes, M., Matos, I., Almeida, T., Freitas, M., Alves, S., Santos, A. J., Verissimo, M., Chronis-Tuscano, A., & Rubin, K. H.

Adaption of babies in three types of placement: An ethological approach. p. 279-291. Ducreux, E., & Puentes-Neuman, G.

Behavioral, emotional and rhythm-related disturbances in toddlers: Preliminary findings from a community-based study in Kerala, India. p. 292-298. Jacob, P., Jaisoorya, T. S., Sunil Kumar, G., Manoj, L., Gokul, Srinath, S., Thennarasu, K., & Srinath, S.

Factors associated with secondary traumatic stress and burnout in neonatal care staff: A cross-sectional survey study. p. 299. Scott, Z., O'Curry, S., & Mastroyannopoulou, K.

Selected Journal Table of Contents (continued)

Young Exceptional Children. Volume 24, Issue 1; March 2021.

Building practitioner resilience for change in EI/ECSE. p. 3-15. Gupta, S. S.

Responding to young children's social-emotional needs through video modeling. p. 16-27. Mitsch, M., Riggelman, S., & Buchter, J. M.

Collaborating with school psychologists: Moving beyond traditional assessment practices. p. 28-38. Albritton, K., Chen, C., Bauer, S. G., Johnson, A. & Mathews, R. E.

Teaching phonological awareness to preschoolers with Down syndrome: Boosting reading readiness. p. 39-51. Gesel, S. A., LeJeune, L. M. & Lemons, C. J.

From article to action: Responding to young children's social-emotional needs through video modeling. p. 52. Amilivia, J. M.

To request full-text copies of journal articles listed in the Table of Contents, please contact the library staff by email: avlibrary@dshs.texas.gov.

Autism Resources: New Books

Ten things every child with autism wishes you knew. Ellen Notbohm, 2019.
(WS 350.8 P4 N899 2019 ECI)

This book offers an exploration into how ten core characteristics of autism affect our children's perceptions and reactions to the surrounding physical, sensory and social environments. It focuses on these basic aspects while expanding on how our own perspectives shape the life of our child and ourselves, today, tomorrow, and for years to come. It illuminates the breadth of our power of choice and outlines potent strategies for strong decision-making in every situation.

Understanding ethics in applied behavior analysis: Practical applications.
Ann Beirne, 2019. (WM 425.5 A7 B422 2019 ECI)

This book provides the foundation for ethical practice in service for individuals with autism spectrum disorder (ASD) and other developmental disabilities. This book includes an explanation of each element in the Behavior Analyst Certification Board (BACB) Professional and Ethical Compliance Code for Behavior Analysts, along with insightful examples, thought-provoking considerations, and contributions from experts in the field. It also addresses professional behavior for the behavior analyst when fulfilling roles as teacher, employee, manager, colleague, advocate, or member of a multidisciplinary team.

Autism Resources: Selected Audiovisuals

Autism spectrum disorder in young children: A visual guide. DVD. 90 min. 2008. (DD0381)

Autism spectrum disorders and stuttering. DVD. 120 min. 2012. (DD0648)

Children with autism. DVD. 27 min. 2008. (DD0353)

Early intervention for social-emotional development. DVD. 39 min. 2017. (DD0827)

Early language and your toddler. DVD. 71 min. 2008. (DD0686)

First look: Autism awareness. DVD. 17 min. 2007. (DD0254)

More than words: Promoting the communication development of children with autism spectrum disorder and other social communication challenges. DVD. 300 min. 2008. (DD0634)

Positively autistic. DVD. 21 min. 2008. (DD0510)

Social skills training and frustration management. DVD. 270 min. 2007. (DD0383)

Toilet training for children with special needs. DVD. 120 min. 2009. (DD0705)

Understanding brothers and sisters on the autism spectrum. DVD. 94 min. 2007. (DD0274)

Understanding brothers and sisters with Asperger syndrome. DVD. 109 min. 2007. (DD0275)

Uniquely human: A different way of seeing autism. Audiobook. 540 min. 2015. (CA0044)

The way I see it: A personal look at autism and Asperger's. DVD. 90 min. 2008. (DD0243)

NOTE: The library also owns the print book of this title (WM 203.5 G753w 2008 ECI) and the audiobook (CA0045)

Writing social stories with Carol Gray. DVD. 157 min. 2007. (DD0677)

Autism Resources: Selected Books

- Activity schedules for children with autism: Teaching independent behavior**, 2nd ed. Lynn E. McClannahan and Patricia J. Krantz, 2010. (WS 350.8 P4 M126a 2010 ECI)
- Addressing young children's challenging behaviors**. 2013. (LC 4019.3 A227 2013 ECI)
- The art and practice of home visiting: Early intervention for children with special needs and their families**. Ruth E. Cook, 2008. (LC 4019.3 C771a 2008 ECI)
- Asperger syndrome and difficult moments: Practical solutions for tantrums, rage, and meltdowns**. Brenda Smith Myles, 2005. (203.5 M997a 2005 ECI)
- Asperger syndrome the OASIS guide: Advice, inspiration, insight, and hope, from early intervention to adulthood**, 3rd ed. Patricia Romanowski Bashe, 2014. (WS 350.8 P4 B297a 2014 RHB)
- Assessment of autism spectrum disorder**. 2nd ed. 2018. (WS 350.8 P4 A846 ECI 2018)
- Autism and its medical management: A guide for parents and professionals**. Michael G. Chez, 2008. (203.6 C531 2008 RHB)
- Autism and pervasive developmental disorders sourcebook**, 2nd ed. 2011. (WS 350.8 P4 A939 2011 ECI)
- Autism intervention every day! Embedding activities in daily routines for young children and their families**. Merle J. Crawford, 2016. (WS 350.8 P4 C899 2016 ECI)
- Autism interventions: Exploring the spectrum of autism**. Carolyn Murray Slutsky, 2014. (WS 350.8 P4 M981a 2014 ECI)
- The autism sisterhood**. Michele C. Brooke, 2010. (WS 350.8 P4 B872a 2010 ECI)
- Autistic logistics: A parent's guide to tackling bedtime, toilet training, tantrums, hitting, and other everyday challenges**. Kate Wilde, 2015. (WS 350.8 P4 W671 2015 ECI)
- Bringing ABA to home, school, and play for young children with autism spectrum disorders and other disabilities**. Debra Leach, 2012. (WS 350.8 P4 L434 2012 ECI)

Autism Resources: Selected Books (continued)

The complete guide to Asperger's syndrome. Tony Attwood, 2008. (WS 350.8 P4 A886c 2008 ECI)

Do watch listen say: Social and communication intervention for autism spectrum disorder, 2nd ed. Kathleen A. Quill, 2017. (WS 350.8 P4 Q6 2017 ECI)

An early start for your child with autism: Using everyday activities to help kids connect, communicate, and learn. Sally J. Rogers, 2012. (WM 203.5 R729 2012 ECI)

Effective early intervention: The developmental systems approach. Michael J. Guralnick, 2019. (LC 4019.3 G978e 2019 ECI)

Empowered autism parenting: Celebrating (and defending) your child's place in the world. William Stillman, 2009. (WS 350.8 P4 S857e 2009 ECI)

Essential first steps for parents of children with autism: Helping the littlest learners. Lara Delmolino, 2013. (WM 203.5 D359 2013 ECI)

Families, infants, and young children at risk: Pathways to best practice. Gail Ensher, 2009. (LC 4019.3 E59f 2009 ECI)

Fathering your special child: A book for fathers or carers of children diagnosed with Asperger syndrome. Josie Santomauro, 2009. (203.5 S237f 2009 ECI)

The first year: Autism spectrum disorders: An essential guide for the newly diagnosed child. Nancy D. Wiseman, 2009. (203.6 W814 2009 ECI)

Freedom from meltdowns: Dr. Thompson's solutions for children with autism. Travis Thompson, 2009. (203.61 T477f 2009 RHB)

Making sense of autistic spectrum disorders: Create the brightest future for your child with the best treatment options. James Coplan, 2010. (WS 350.8 P4 C748m 2010 ECI)

Neurotribes: The legacy of autism and the future of neurodiversity. Steve Silberman, 2015. (WM 203.5 S54 2015)

Not my boy! A father, a son, and one family's journey with autism. Rodney Peete, 2010. (203.6 P375 2010 ECI)

Autism Resources: Selected Books (continued)

A parent's guide to high-functioning autism spectrum disorder: How to meet the challenges and help your child thrive, 2nd ed. Sally Ozonoff, 2015. (WS 350.8 P4 O99 2015 ECI)

Pivotal response treatments for autism spectrum disorders, 2nd ed. Robert L. Koegel, 2019. (WS 350.8 P4 K77 2019 ECI)

The potty journey: Guide to toilet training children with special needs, including autism and related disorders. Judith A. Coucouvanis, 2008. (203.6 C853p 2008 ECI)

See Sam run: A mother's story of autism. Peggy Heinkel-Wolfe, 2008. (203.6 H468s 2008 ECI)

Sleep better! A guide to improving sleep for children with special needs. Vincent Mark Durand, 2014. (WM 188 D948 2013 ECI)

Solving sleep problems in children with autism spectrum disorders: A guide for frazzled families. Terry Katz, 2014. (WM 203.5 K11 2014 ECI)

Teaching young children with autism spectrum disorder. Clarissa Willis, 2015. (WS 350.8 P4 W734t 2015 ECI)

Treating eating problems of children with autism spectrum disorders and developmental disabilities: Interventions for professionals and parents. Keith E. Williams, 2007. (WS 350.8 P4 W724t 2007 ECI)

Treatment of autism spectrum disorders: Evidence-based intervention strategies for communication and social interactions. 2012. (WS 350.8 P4 T735 2012 ECI)

Video modeling: Visual-based strategies to help people on the autism spectrum. Stephen Lockwood, 2018. (WS 350.8 P4 L817 2018 ECI)

When Down syndrome and autism intersect: A guide to DS-ASD for parents and professionals. Margaret Froehlke and Robin Zaborek, 2013. (WS 107 W556 2013 ECI)

Autism Resources: Selected Children Books

Andy and his yellow frisbie. Mary Thompson, 1996. (805.1 T474a 1996 ECI)

My brother Charlie. Holly Robinson Peete, 2010. (WS 107.5 R5 P375m 2010 ECI)

My friend has autism. Amanda Doering Tourville, 2010. (805.1 T733m 2010 ECI)

Autism Resources: Selected eBooks

The activity kit for babies and toddlers at risk: How to use everyday routines to build social and communication skills. Deborah Fein (2016).

Fein demonstrates how everyday tasks can be terrific opportunities for building critical social and communication skills. She presents more than 100 games and activities designed to support development in children from birth to age 3. A child's daily routines are transformed into learning opportunities that promote crucial abilities, like how to imitate others or use simple hand gestures to convey wants and needs.

Art as an early intervention tool for children with autism. Nicole Martin (2009).

The early years are the most critical period of learning for a child with autism. Therapeutic art-making can be a useful tool to tap into their imaginations and help them to express their thoughts and feelings. This book includes practical advice on helping a child move beyond scribbling, organizing the child's environment for maximum comfort and relaxation, and providing physical and sensory support. This book is perfect for busy parents and as a practical reference for professionals such as psychologists, teachers, occupational therapists, and anyone working with a child on the autism spectrum.

The early identification of autism spectrum disorders: A visual guide. Patricia O'Brien Towle (2013).

This visual guide provides a systematic framework for understanding the complex nature of ASD. From social interaction to communication to repetition, each chapter focuses on a different area of development and uses photographs to illustrate and enhance understanding of behaviors. A final chapter touches on options for seeking treatment after diagnosis. Taking a visual approach to identifying ASD in very young children, this book will be a valuable resource for early intervention professionals, students, occupational therapists, speech and language therapists, educational psychologists, pediatricians, teachers, and parents.

Effective practices for children with autism: Educational and behavior support interventions that work. James K. Luiselli (2008).

This book brings together multiple perspectives on intervention effectiveness for autism education and behavior support. It presents a critical appraisal of practice standards, emphasizing empirically supported procedures and research-to-practice applications.

Engaging autism: Using the Floortime approach to help children relate, communicate, and think. Stanley I. Greenspan (2009).

This book explains what autism is and gives practical methods for engaging children with autism in meaningful interactions with family members and teachers. The methods are based on the developmental, individual-difference, relationship-based approach (DIR model).

Autism Resources: Selected eBooks (continued)

The essential guide to Asperger's syndrome. Eileen Bailey (2012).

Asperger syndrome is a complicated condition that is often misunderstood and misdiagnosed. Parents and caregivers can often find themselves bewildered by the circumstances and accompanying behaviors that are associated with raising a child with this syndrome. This book contains practical advice for dealing with many of the common situations that often confront those with Asperger syndrome and their parents. Through the practical tips in this book, parents will learn how to turn potentially stressful situations into calm, manageable moments.

Handbook of autism and pervasive developmental disorders, 4th ed. Rhea Paul, Kevin Pelphrey, and Fred Volkmar (2014).

This handbook includes comprehensive information on diagnosis, development, neurobiology, and behavior of children with autism or pervasive developmental disorders as well as assessment, interventions, and policy.

How everyone on the autism spectrum, young and old, can become resilient, be more optimistic, enjoy humor, be kind, and increase self-efficacy: A positive psychology approach. June Groden (2012).

Parents learn how to bolster resilience, optimism, humor, kindness, and self-efficacy in their children with autism by using lesson plans tailored to increase these positive character traits.

Kids in the syndrome mix of ADHD, LD, autism spectrum, Tourette's, anxiety, and more!, 2nd ed. Martin Kutscher and Anthony Attwood (2014).

The book incorporates DSM-5 changes as well as other new developments. The all-in-one guide covers the whole range of often co-existing neuro-behavioral disorders in children from attention deficit hyperactivity disorder (ADHD), obsessive-compulsive disorder, and anxiety, to autism spectrum disorders, nonverbal learning disabilities, and disorders of executive dysfunction. The chapter on autism by Tony Attwood explains diagnostic criteria and the term Asperger syndrome.

Letters to the home front: Positive thoughts and ideas for parents bringing up children with developmental disabilities, particularly those with an autism spectrum disorder. John Clements (2013).

This book provides support for parents dealing with the everyday realities of bringing up children with developmental disabilities, especially autism. With contributions from young people on the autism spectrum and family case studies, the book confirms the importance of the parents' role in the lives of their children. Designed as a collaborative companion that grows as the parenting journey continues, it deals with some of the topics that often arise in the parenting process such as making important decisions on behalf of the child and dealing with behavioral difficulties.

Autism Resources: Selected eBooks (continued)

Motor development and movement activities for preschoolers and infants with delays: A multisensory approach for professionals and families, 2nd ed. Jo E. Cowden (2007).

This book presents both a theoretical and practical approach to motor development and adapted physical activity programs. The effects of autism are discussed and activity interventions are presented.

A practical guide to mental health problems in children with autistic spectrum disorder: It's not just their autism! Kalid Karim, Alvina Ali, and Michelle O'Reilly (2014).

Exploring the relationship between ASD and mental health difficulties, this book offers practical guidance to help parents and professionals recognize and handle co-morbid conditions, and dispels the myth that they are just a part of autism. The authors cover a wide range of common mental health problems experienced by children with ASD, including Obsessive Compulsive Disorder (OCD), anxiety, ADHD, eating disorders, psychosis, stress, tics, and depression, and illustrate these issues with case studies.

A sourcebook for sensorimotor learning: Simple low-cost games and activities for young children including those with autism, ADHD, sensory processing disorder, and other learning differences. Lisa A. Kurtz (2014).

This practical sourcebook is packed full of fun, low-cost games and activities that encourage the development of motor skills, coordination, and sensory tolerance in young children. Using materials that are readily-available in most households or that can be purchased or made at a very low cost, these games and activities are appropriate for all children, including those with autism, ADHD, sensory processing disorder, and other learning challenges. The book includes clear descriptions of how to carry out each activity, helpful illustrations, and ways to adapt activities according to the child's individual needs. In addition, a comprehensive reference guide to the activities enables easy searching for games suited to the development of particular skills. This sourcebook contains easy-to-understand, low-cost, and effective games and activities that will support the development of sensorimotor skills.

Teach me with pictures: 40 fun picture scripts to develop play and communication skills in children on the autism spectrum. Ruth Harris, Ralph Bulter, Linda Hodgdon, and Simone Griffin (2013).

This book provides fun and practical ideas to help motivate and extend communication and play skills in children with autism. It describes how picture scripts can help facilitate play and learning and provides 40 photocopiable scripts across a range of different activities such as drawing, cooking, using construction toys, imaginative play, arts and crafts, and social games. Tasks are presented in small manageable step-by-step picture sequences and support a range of skills including following instructions, increasing independence, comprehension, storytelling, and choice-making. It is intended for use by special education teachers, early childhood practitioners, speech and language therapists, and occupational therapists.

Autism Resources: Selected Websites

Autism Internet Modules, created by the Education Service Center of Central Ohio, is designed to provide high-quality information and professional development for anyone who supports, instructs, works with, or lives with someone with autism. AIM modules are available at no cost. Each module guides you through case studies, instructional videos, pre- and post-assessments, a glossary, and much more. For more information, go to autisminternetmodules.org/

Autism Navigator will help you learn about what autism spectrum disorder (ASD) is, the early red flags of ASD in toddlers, and how ASD is diagnosed. View the online 16 Early Signs of Autism by 16 Months Lookbook and select a print version - 8 pages, 1 page, or fillable Checklist of the 16 Early Signs. Find printables with Autism Navigator messages in letter and tabloid size to download, print, and share. For more information, go to autismnavigator.com

Autism Science Foundation supports autism research by providing funding and other assistance to scientists and organizations conducting, facilitating, publicizing, and disseminating autism research. The organization also provides information about autism to the general public and serves to increase awareness of autism spectrum disorders and the needs of individuals and families affected by autism. For more information, go to autismsciencefoundation.org.

Autism Society of America promotes access and opportunity for all individuals within the autism spectrum through advocacy and education. It includes many resources for persons with autism and their families and provides links to other organizations. For more information, go to autism-society.org.

Autism Speaks is an organization dedicated to funding global biomedical research into the causes, prevention, and treatments for autism; to raising public awareness about autism and its effects on individuals, families, and society; and to bringing hope to all who deal with the hardships of this disorder. For more information, go to autismspeaks.org/

Centers for Disease Control (CDC) Autism Spectrum Disorder includes information on autism, as well as activities related to autism by the CDC and other federal and state agencies. It also includes resources for families and researchers. For more information, go to cdc.gov/ncbddd/autism/index.htm.

Mayo Clinic provides a summary of information on autism spectrum disorders including causes, risk factors, alternative medicine, coping, and support. For more information, go to mayoclinic.org/diseases-conditions/autism-spectrum-disorder/diagnosis-treatment/drc-20352934.

Autism Resources: Selected Websites (continued)

MedlinePlus provides a collection of full-text links on autism spectrum disorders from reliable sources compiled by the National Library of Medicine. For more information, go to medlineplus.gov/autismspectrumdisorder.html.

National Institute of Environmental Health Sciences Autism webpage links to many studies that the institute is conducting to determine environmental influences that may be related to autism. For more information, go to niehs.nih.gov/health/topics/conditions/autism/.

National Institute of Mental Health Autism has an autism spectrum disorders informational webpage that is intended to help parents understand what autism spectrum disorder is, recognize common signs and symptoms, and find the resources they need. For more information, go to nimh.nih.gov/health/topics/autism-spectrum-disorders-asd/index.shtml.

Sesame Street and Autism: See Amazing in All Children offers families of children with autism ways to manage common challenges, to simplify everyday activities, and to grow connections and support from family, friends, and community. For more information, go to autism.sesamestreet.org/

Texas State Conference on Autism is held annually to provide quality information, education, and resources to parents, professionals, and school personnel involved in the lives of individuals with autism spectrum disorders. For more information, go to autism.esc2.net/.