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## Autism Resources (updated)

*In this issue, we are updating the list of books, videos, and websites on autism, including Asperger syndrome and Pervasive Developmental Disorder.*

*Check out the new additions to the entire ECI collection on pages 25-26!*

## Autism – Selected Articles

**Autism and other developmental disabilities research programs of the Maternal and Child Health Bureau.** Hae YP, Harwood RL, Yu SM, Kavanagh L, Lu MC. *Pediatrics*. 2016;137(suppl 2):S61-S66. In the United States, it is estimated that 1 in 68 children have autism spectrum disorder (ASD) according to data from the Centers for Disease Control and Prevention's Autism and Developmental Disabilities Monitoring Network. Based on data from the 2011–2012 National Survey of Children's Health, a recent report suggests an even higher prevalence estimate of 1 in 50 children with ASD. These increasing prevalence data indicate that ASD continues to be a major public health concern in the United States requiring coordinated and collaborative efforts at the national, state, and community levels.

**A comprehensive inclusion program for kindergarten children with autism spectrum disorder.** Sainato D, Morrison R, Jung S, Axe J, Nixon P J *Early Interv*. 2015;37(3):208-225.

To date, reports of empirically validated comprehensive intervention programs for children with autism spectrum disorder (ASD) have been limited to preschool-age children. We examined the effects of a model inclusive kindergarten program for children with ASD.

Forty-one children received instruction in an inclusive kindergarten program with their peers for 28 hours a week. A comparison group (n=21) received instruction in an eclectic intervention in public, general education, kindergarten classrooms. Examiners administered standardized tests of cognitive, language, and adaptive behavior skills to children in both groups at the beginning and the end of the school year. There were no differences in test scores between the two groups at baseline. Following intervention, the model program group had higher mean standard scores in all skill domains. The differences were statistically significant for all domains except adaptive behavior and spoken language. These findings are consistent with reports of success for inclusive programs for preschool children with ASD.

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**Demographic profile of families and children in the Study to Explore Early Development (SEED): case-control study of autism spectrum disorder** [published online ahead of print January 29, 2016]. DiGiuseppi CG, Daniels JL, Fallin DM, et al. *Disabil Health J*. doi: 10.1016/j.dhjo.2016.01.005.

Background: The Study to Explore Early Development (SEED) is designed to enhance knowledge of autism spectrum disorder characteristics and etiologies. Objective: This paper describes the demographic profile of enrolled families and examines sociodemographic differences between children with autism spectrum disorder and children with other developmental problems or who are typically developing. Methods:

This multi-site case-control study used health, education, and birth certificate records to identify and enroll children aged 2-5 years into one of three groups: 1) cases (children with autism spectrum disorder), 2) developmental delay or disorder controls, or 3) general population controls. Study group classification was based on sampling source, prior diagnoses, and study screening tests and developmental evaluations. The child's primary caregiver provided demographic characteristics through a telephone (or occasionally face-to-face) interview. Groups were compared using ANOVA, chi-squared test, or multinomial logistic regression as appropriate. Results: Of 2768 study children, sizeable proportions were born to mothers of non-White race (31.7%), Hispanic ethnicity (11.4%), and foreign birth (17.6%); 33.0% of households had incomes below the US median. The autism spectrum disorder and population control groups differed significantly on nearly all sociodemographic parameters. In contrast, the autism spectrum disorder and developmental delay or disorder groups had generally similar sociodemographic characteristics. Conclusions: SEED enrolled a sociodemographically diverse sample, which will allow further, in-depth exploration of sociodemographic differences between study groups and provide novel opportunities to explore sociodemographic influences on etiologic risk factor associations with autism spectrum disorder and phenotypic subtypes.

**Diagnosis of autism spectrum disorder by developmental-behavioral pediatricians in academic centers: a DBPNet study.** Hansen RL, Blum NJ, Gaham A, Shults J. *Pediatrics* 2016;137(suppl 2):S79-S89.

Objectives: To describe the clinical practices of physicians in the Developmental-Behavioral Pediatrics Network (DBPNet) to (1) diagnose autism spectrum disorders (ASDs), identify comorbidities, and evaluate etiology and (2) compare actual practice to established guidelines. Methods: A total of 56 developmental-behavioral pediatricians completed encounter forms, including demographic/clinical information, for up to 10 consecutive new-patient visits given a diagnosis of ASD. Data were summarized by using descriptive statistics. Analysis of the statistical significance of differences between sites ( $n = 10$ ) used general estimating equations and mixed-effects logistic regression to adjust for clustering by clinician within site. Results: A total of 284 ASD forms were submitted. Most assessments (56%) were completed in 1 visit (27.5% in 2 visits, 8.6% in 3 visits). Use of the Childhood Autism Rating Scale, Autism Diagnostic Observation Schedule, or Screening Tool for Autism in Toddlers and Young Children varied across sites from 28.6% to 100% of encounters ( $P < .001$ ). A developmental assessment was reviewed/completed at 87.7% of encounters (range: 77.8%–100%;  $P = .061$ ), parent behavior rating scales were reviewed/completed at 65.9% (range: 35.7%–91.4%;  $P = .19$ ), and teacher behavior rating scales were reviewed/completed at 38.4% (range: 15%–69.2%;  $P = .19$ ). Only 17.3% (95% confidence interval: 12.8%–21.7%) of evaluations were completed by an interdisciplinary team. A majority (71%) of patients had at least 1 comorbid diagnosis (31% had at least 2 and 12% had at least 3). Etiologic evaluations were primarily genetic (karyotype: 49%; microarray: 69.7%; fragile X: 71.5%). Conclusions: Despite site variability, the majority of diagnostic evaluations for ASD within DBPNet were completed by developmental-behavioral pediatricians without an interdisciplinary team and included a developmental assessment, ASD-specific assessment tools, and parent behavior rating scales. These findings document the multiple components of assessment used by DBPNet physicians and where they align with existing guidelines.

**Dismantling the active ingredients of an intervention for children with autism.** Pellecchia M, Connell JE, Beidas RS, Xie M, Marcus SC, Mandell DS. *J Autism Dev Disord*. 2015;45(9):2917-27.

This study evaluated the association of fidelity to each of the components of the Strategies for Teaching based on Autism Research (STAR) program, a comprehensive treatment package for children with autism that includes discrete trial training, pivotal response training, and teaching in functional routines, on outcomes for 191 students ages 5-8 years in a large public school district. Fidelity to all components was relatively low, despite considerable training and support, suggesting the need to develop new implementation strategies. Fidelity to pivotal response

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training, but not discrete trial training or functional routines, was positively associated with gains in cognitive ability despite low levels of fidelity, and may be an effective intervention choice in under-resourced settings.

**Efficacy of the ADEC in identifying autism spectrum disorder in clinically referred toddlers in the US.**

Hedley D, Nevill RE, Monroy-Moreno Y, Fields N, Wilkins J, Butter E, Mulick JA. *J Autism Dev Disord*. 2015;45(8):2337-48.

The Autism Detection in Early Childhood (ADEC) is a brief, play-based screening tool for the assessment of autism spectrum disorder (ASD) in children aged 12-36 months. We examined the psychometric properties of the ADEC in a clinical sample of toddlers (n = 114) referred to a US pediatric hospital for assessment due to concerns of developmental delay or ASD. The ADEC (cutoff = 11) returned good sensitivity (.93-.94) but poorer specificity (.62-.64) for best estimate clinical diagnosis of ASD, and compared favorably with the ADOS-2. Internal consistency was acceptable,  $\alpha = .80$ , and inter-rater reliability was high, ICC = .95. Results support the use of the ADEC as a clinical screen for ASD.

**Iconicity influences how effectively minimally verbal children with autism and ability-matched typically developing children use pictures as symbols in a search task.** Hartley C, Allen ML. *Autism*. 2015;19(5):570-579.

Previous word learning studies suggest that children with autism spectrum disorder may have difficulty understanding pictorial symbols. Here we investigate the ability of children with autism spectrum disorder and language-matched typically developing children to contextualize symbolic information communicated by pictures in a search task that did not involve word learning. Out of the participant's view, a small toy was concealed underneath one of four unique occluders that were individuated by familiar nameable objects or unfamiliar unnamable objects. Children were shown a picture of the hiding location and then searched for the toy. Over three sessions, children completed trials with color photographs, black-and-white line drawings, and abstract color pictures. The results reveal zero group differences; neither children with autism spectrum disorder nor typically developing children were influenced by occluder familiarity, and both groups' errorless retrieval rates were above-chance with all three picture types. However, both groups made significantly more errorless retrievals in the most-iconic photograph trials, and performance was universally predicted by receptive language. Therefore, our findings indicate that children with autism spectrum disorder and young typically developing children can contextualize pictures and use them to adaptively guide their behavior in real time and space. However, this ability is significantly influenced by receptive language development and pictorial iconicity.

**Improving access to care at autism treatment centers: a system analysis approach.** Austin J, Manning-Courtney P, Johnson ML, Weber R, Johnson H, Murray D, Ratliff-Schaub K, Tadlock AM, Murray M. *Pediatrics*. 2016;137 (suppl 2):S149-S157.

Objective: The prevalence of autism spectrum disorder is steadily increasing and placing more demands on already overburdened diagnostic and treatment systems. A thoughtful, systematic reorganization of autism service delivery may reduce delays and better meet the growing need. Methods: Two clinical centers in the Autism Intervention Research Network on Physical Health, Cincinnati Children's Hospital Medical Center (CCHMC) and Nationwide Children's Hospital (NCH), undertook a year-long access improvement project to reduce delays to care by using system analysis to identify sources of delay and to target changes by using a set of defined access principles. Although both sites addressed access, they focused on slightly different targets (reducing number of patients with autism spectrum disorders waiting for follow-up appointments at NCH and reducing delay to new diagnosis at CCHMC). Results: Both sites achieved dramatic improvements in their complex, multidisciplinary systems. A 94% reduction in number of patients on the waitlist from 99 to 6 patients and a 22% reduction in median delay for a new ongoing care appointment were realized at NCH. A 94% reduction in third next available appointment for new physician visits for children 3 to 5 years old was realized at CCHMC. Conclusions: This article demonstrates that 2 different clinical systems improved access to care for autism diagnosis and follow-up care by identifying sources of delay and using targeted changes based on a set of access change principles. With appropriate guidance and data analysis, improvements in access can be made.

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**Improving the social skills of children with HFASD: an intervention study.** Waugh C, Peskin J. *J Autism Dev Disord.* 2015;45(9):2961-80.

The present study examines the efficacy of a social skills and Theory of Mind (S.S.ToM) intervention for children with high-functioning ASD. Children were taught to identify and consider their peer's mental states, e.g., knowledge, emotions, desires, beliefs, intentions, likes and dislikes, while learning friendship-making skills and strategies, through the use of visual scaffolds in story format. Compared to two control groups, S.S.ToM participants demonstrated significantly greater gains on measures of Theory of Mind and social responsiveness. At a 3-month follow-up assessment, improvements appeared to have been maintained and continued gains were observed. These results provide support for the utility of a visually supported Theory of Mind and social skills intervention that may be delivered in community settings.

**Instruction in letter-sound correspondences for children with autism and limited speech.** *Topics Early Child Spec Educ.* Benedek-Wood E, McNaughton D, Light J. 2016;36(1):43-54.

This study used a multiple probe across participants' research design to evaluate the effects of instruction on the acquisition of letter-sound correspondences (LSCs) by three young children with autism spectrum disorder and limited speech. All three children (ages 3–5 years) reached criterion for identifying the LSCs targeted during instruction, and a Nonoverlap of All Pairs (NAP) analysis showed evidence of medium to strong treatment effects. All three children also provided evidence of maintenance and generalization of LSC skills to other tasks. Implications for instruction and future research directions are discussed.

**Internet-based parent-implemented intervention for young children with autism.** Meadan H, Snodgrass M, Meyer L, Fisher K, Chung M, Halle J. *J Early Interv.* 2016;38(1):3-23.

Both naturalistic communication and parent-implemented interventions are evidence-based practices for young children with disabilities, but demonstrations of effective methods for teaching parents to implement naturalistic interventions successfully with their children are still warranted. The purpose of this study was to examine the effects of a training and coaching program on parent implementation of naturalistic teaching strategies and on concomitant child communication skills using a telepractice service-delivery model (i.e., Internet-Based Parent-Implemented Communication Strategies [i-PiCS]). We found that parents learned to implement the targeted naturalistic teaching strategies with fidelity when, and only when, they were provided with training and coaching over the Internet. The parents' implementation of these strategies also corresponded with positive changes in their children's communication skills. The limitations and implications of this investigation are discussed.

**Limitations in social anticipation are independent of imaginative and theory of mind abilities in children with autism but not in typically developing children.** Angus DJ, de Rosnay M, Lunenburg P, Meerum Terwogt M, Begeer S. *Autism.* 2015;19(5):604-12.

Anticipating future interactions is characteristic of our everyday social experiences, yet has received limited empirical attention. Little is known about how children with autism spectrum disorder, known for their limitations in social interactive skills, engage in social anticipation. We asked children with autism spectrum disorder and their typically developing counterparts to consider an interaction with another person in the near future. Our results suggest that children with autism spectrum disorder and typically developing children performed similarly when anticipating the age, gender, and possible questions of another person, but children with autism spectrum disorder struggled more to anticipate what they would say in response to an anticipated interaction. Furthermore, such responses were robustly associated with imaginative capacities in typically developing children but not children with autism spectrum disorder. Our findings suggest that the cognitive mechanisms of social anticipation may differ between these groups.

**Pattern of diagnosis and co-occurring symptoms in adopted children with autism spectrum disorder.**

Ezell J, Shui A, Sanders K, Veenstra-VanderWeele J. *Pediatrics.* 2016;137(suppl 2):S90-7.

Objectives: To determine whether adopted children with autism spectrum disorder (ASD) differ from the general ASD population in terms of diagnosis, internalizing and externalizing behaviors, sleep problems, and medications. Methods: We studied 163 adoptees in the Autism Speaks Autism Treatment Network (ATN) in comparison with 5624 nonadopted ATN participants (aged 1.5-17.6 years; mean [SD] = 6.2 [3.4] years). Gender, age, race,

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ethnicity, IQ, and categorical Diagnostic and Statistical Manual of Mental Disorders, Fourth Edition, ASD diagnosis were tested for differences by group (adopted versus nonadopted) by using independent-samples *t* tests for continuous variables and Fisher's exact tests for categorical variables. Logistic or linear regression models were used to examine the association between adoption status and several outcome variables, after controlling for covariates. Results: After controlling for demographics and diagnosis, there were significant differences in group characteristics, including greater propensity for externalizing behavior ( $P < .001$ ), internalizing behavior ( $P = .001$ ), and sleep problems ( $P < .001$ ) in the adopted population. Adoptees were also prescribed psychotropic medications ( $P < .001$ ) more often than the nonadoptees. Adoptees received a diagnosis of pervasive developmental disorder-not otherwise specified significantly more frequently than controls (odds ratio = 1.8; CI = 1.3-2.5;  $P < .001$ ), despite no significant difference in symptoms on standardized measures. Conclusions: These results suggest that the population of adopted children with ASD differs from the general ASD population both with regard to diagnostic subtype and co-occurring behavioral problems. Future research should evaluate the contributions of specific factors associated with adoption such as biological family history, pregnancy history, early childhood experience, and age at adoption.

**Research for young children with autism spectrum disorders.** Ledford J, Hall E, Conder E, Lane J. *Topics Early Child Spec Educ.* 2016;35(4):223-233.

The social and ecological validity of a body of research may impact the degree to which interventions will be used outside of research contexts. The purpose of this review was to determine the extent to which social and ecological validity were demonstrated for interventions designed to increase social skills for young children with autism spectrum disorders (ASD). Results indicated that although the percentage of studies including social validity assessment has remained stable over the 20-year review period, subjective assessments of social validity have increased and objective assessments have decreased. Acceptability was measured more often than feasibility or importance. Approximately half of the studies included indigenous implementers, typical social partners, or typical settings. Suggestions include additional research on the validity of measures, explicit reporting by researchers, and the use of multiple, objective, and psychometrically sound social validity assessments.

**Strategies for teaching children with autism who display or demonstrate circumscribed interests.** Brown TS, Stanton-Chapman T. *Young Except Child.* 2015;18(4):31-40.

Ms. Lewis is a kindergarten teacher in a full-day inclusion program with 22 students, 3 of whom were identified as being on the autism spectrum disorder (ASD). Ms. Lewis co-teaches with Mr. Charles, a special education teacher, and they have an assistant teacher who works with the children with disabilities. Collectively, the kindergarten teachers have a reading goal that kindergarten students will know his or her letters and consonant letter sounds by the beginning of the holiday break in December. They also have a school-wide goal of using engaging and relevant material to capture student interests and increase reading ability. The results of the recent end of the first-quarter reading readiness assessments showed that 40% of the students are still struggling with letter recognition and letter-sound associations that they should have mastered. Ms. Lewis and Mr. Charles think the students who are struggling should receive targeted instruction, additional classroom practice, and one-on-one assistance, so that they will meet the grade-level reading goal as scheduled. They also decide that these students should have engaging classroom content and fun packets sent home, so these skills can be practiced with their families. Ms. Lewis and Mr. Charles also decide they should add additional individualized instruction for the students with autism to identify their individual, personal interests. They feel that engaging these students in academic content using their unique interests may elicit their attention to educational materials and/or instruction, and will serve as a reinforcer for new learning. Both teachers hope their efforts will result in skill improvement by the targeted goal. The purpose of this article is to identify specific steps special and general education professionals can take to utilize circumscribed interests (CIs) to increase desirable behaviors and academic engagement in their classroom.

**Video-feedback Intervention to promote Positive Parenting Adapted to Autism (VIPP-AUTI): A randomized controlled trial.** Poslawsky IE, Naber FB, Bakermans-Kranenburg MJ, van Daalen E, van Engeland H, van IJzendoorn MH. *Autism.* 2015;19(5):588-603.

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In a randomized controlled trial, we evaluated the early intervention program Video-feedback Intervention to promote Positive Parenting adapted to Autism (VIPP-AUTI) with 78 primary caregivers and their child (16-61 months) with Autism Spectrum Disorder. VIPP-AUTI is a brief attachment-based intervention program, focusing on improving parent-child interaction and reducing the child's individual Autism Spectrum Disorder-related symptomatology in five home visits. VIPP-AUTI, as compared with usual care, demonstrated efficacy in reducing parental intrusiveness. Moreover, parents who received VIPP-AUTI showed increased feelings of self-efficacy in child rearing. No significant group differences were found on other aspects of parent-child interaction or on child play behavior. At 3-months follow-up, intervention effects were found on child-initiated joint attention skills, not mediated by intervention effects on parenting. Implementation of VIPP-AUTI in clinical practice is facilitated by the use of a detailed manual and a relatively brief training of interveners.

## Autism – DVDs

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

Vivian Sisskin, M.S., CCC-SLP, summarizes the literature pertaining to disfluency in autism, and provides basic principles to aid in differential diagnosis and treatment planning. A case study, demonstrating effective treatment for final part-word repetitions, highlights a problem-solving approach to clinical management, using both learning style in autism and strategies from traditional fluency therapies.

**Autism spectrum disorders and the SCERTS model: a comprehensive educational approach (3 Parts).** 106 min. 2004. (DD0192).

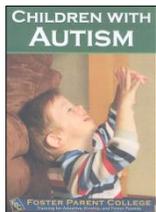
This DVD provides an overview of the SCERTS model and demonstrates its application in classroom, community, and home environments for children in early intervention through the primary school grades. This model is designed for those interested in a comprehensive framework that builds meaning, logic, and predictability into daily functional activities for children with autism and their social partners.

**Avoiding the turbulence: guiding families of children diagnosed with autism.** 12 min. 2005. (DD0351).

This DVD informs professionals and parents about the importance of early intervention and diagnosis in a case of autism. Mothers tell about their experiences with their primary care providers. Parents are encouraged to be advocates for their children.

**Be your child's best play partner.** 174 min. 2004. (DD0387).

Dr. Richard Solomon presents a workshop based on the DIR theory of Dr. Stanley Greenspan. Parents and their children with autism demonstrate effective play-based interventions such as floor time. Dr. Solomon discusses research on autism and suggests techniques and strategies for home and school. He explains how children with autism perceive their world and compares children on different ranges of the autism spectrum.



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

Dr. Robert Nickel offers insight into autism spectrum disorders (ASD) based on his many years of experience as a developmental pediatrician. This DVD examines the core deficits of autism: communication, social skills, and play. Also covered are developmental delay, the Functional Behavior Assessment, Asperger syndrome, and medical issues commonly experienced by children with autism.

**Dad's in heaven with Nixon.** 86 min. 2010. (DD0642).

When doctors told Chris Murray's mother that her son should be institutionalized because of his cognitive disabilities, Janice Murray refused. "What Chris needs is love," she said, beginning an odyssey that culminated in her son living as an independent, happy adult. Using a combination of home movies and interviews with Chris and other family members, this program, filmed by Chris's brother, is a tale of three generations coping with bipolar disorder and autism. Chris has gone on to become an acclaimed artist, his creative expression triggered by the death of his father, whom he imagines to be playing cards with Nixon in the hereafter.

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**Difficult moments for children and youth with autism spectrum disorders.** 25 min. 2005. (DD0080).

Daily life can present stress to all of us, but for individuals with autism spectrum disorders everyday life can be particularly challenging. When not addressed early on, stress can quickly escalate, culminating in rage. The DVD recommends interventions for each stage in the rage cycle.

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

This presentation is part of the *Brain to five* lecture series that was given on March 5, 2008. Susan Ellis Weismer, a professor of communicative disorders, takes parents and caregivers through the stages of child language development. Weismer shares comparisons among typically developing children, late talkers, and toddlers with autism spectrum disorders. She discusses the early identification of language learning difficulties and delays.

**Embracing play: teaching your child with autism.** 47 min. 2002. (DD0193).

This DVD, which is intended for parents of a child newly diagnosed with autism, presents ways they can interact with their child through using household objects and toys in various play situations. It demonstrates strategies for creating the structure necessary to foster the child's play skills. Because play comes naturally to most children, it is a good way to immediately keep the child engaged.

**Echoes of autism.** 23 min. 2006. (DD0084).

This *ABC News* program segment examines autism in the context of sibling connections.

**ECI teleconference: practical comprehensive approach to treating autism and related disorders.** 107 min. 2002. (DD0180).

This DVD conference presents Mary Ellen Galvan, who addresses the six major elements of effective intervention, and Cheryl Baucum, who addresses the developmental milestones children with autism grow through and ways to identify their individual differences and strengths.

**ECI teleconference: routines based intervention for children with autism/PDD and other severe communication challenges.** 112 min. 2006. (DD0179).

This DVD teleconference was presented by Kathy Fad, Ph.D. on February 8, 2006. Viewers will learn how to incorporate interventions for children with autism/PDD and other severe communication challenges into typical, everyday routines. They will learn how to identify routines which can be used to improve communication, socialization, and behavior, and will also learn how to incorporate practical strategies for communication into these routines.

**Family to family.** 90 min. 2004. (DD0083).

This program is designed to assist families in dealing with the daily challenges of autism spectrum disorders. Alyson Beytien is a parent/teacher trainer and a mother of three children with autism. Her knowledge of intervention theories combined with her twelve years of practical experience is shared in front of a live parent audience.

**First look: autism awareness.** 17 min. 2007. (DD0254).

This DVD offers a basic overview of the complexities of autism spectrum disorder, and asks viewers to be more accepting and seek understanding of persons with autism as people first. Experts discuss symptoms of autism, history of interventions and educational components for persons with autism. Also featured are families and persons with autism, from young children to adults.

**Floor time techniques.** 2001. (DD0053-DD0065).

Stanley I. Greenspan, M.D. and Serena Wider, Ph.D. demonstrate the Developmental, Individual Difference, Relationship-Based (DIR) model and Floor Time strategies for different types of children and families with special needs.

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

This DVD helps parents of children with autism create structure and predictable environments within which their children learn to interact and develop more conventional and spontaneous communication in everyday situations.

**On the spectrum: children and autism.** 25 min. 2006. (DD0139).

This program will enable pediatric practitioners, clinicians, and early childhood educators to recognize the early warning signs of autism spectrum disorders in early childhood and to understand the impact of early and appropriate intervention.

**Oops, wrong planet: understanding Asperger's syndrome.** 55 min. 2008. (DD0403).

Einstein, Beethoven, Mozart, Van Gogh: all displayed symptoms of Asperger syndrome (AS). But not every person with the syndrome is a genius. This Australian program follows a self-described eccentric who, after discovering he matches up with the general profile of a person with Asperger syndrome, sets out on a quest to learn all he can about the disorder. Along the way, he speaks with Temple Grandin, Tony Attwood, Wired magazine's Steve Silberman, Professor Simon Baron-Cohen, and a number of children and adults with AS about topics ranging from Asperger syndrome traits, to possible causes of the condition, to Geek Syndrome and the AQ Test.



**Passport to friendship: facilitating peer play for children with ASD.** 37 min. 2006. (DD0082).

This program presents a step-by-step approach to helping young children with autism spectrum disorder learn to play with other kids. Using examples, insights from parents, and commentary by Hilary Baldi of the Behavioral Intervention Association, this program demonstrates how to build structure and predictability into peer play to help the child with autism improve his interaction skills.

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

Since the early 1990's an autistic rights movement has challenged accepted views of autism and worked to change how the world sees people with autism. Meet some of the people at the forefront of this growing movement and find out what they see as the positive aspects of living with autism.

**Relationship based intervention.** 180 min. 2006. (DD0069).

This three part presentation is designed for anyone who works with young children with autism spectrum disorders. The information presented by Rebecca Klaw is based on her own experience in the field as well as the work of Dr. Stanley Greenspan, Dr. Richard Solomon, and Susan Sonders. She also incorporates recent research into her training program. Clinical techniques are illustrated with interesting and informative video clips. This item consists of 2 DVDs and 1 CD-ROM.

**Riding the shotgun with ASD.** 54 min. 2007. (DD0286).

This documentary features Jack Parish, the subject of the documentary, *Come back Jack*, and his father, filmmaker Robert Parish. His father uses their journey to teach why it may be better to embrace a diagnosis of autism, which many feel may be the key to helping children and adults with the disorder reach their full potential. The Parishes, along with teachers, parents, therapists, and advocates share their knowledge, experience, and expertise.

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

Viewers will learn how to de-escalate meltdowns, prevent problems with comprehensive behavior plans, teach social skills, develop strategies to generalize skills, and create accepting peer environments.

**NEW! Toilet training for children with special needs.** 120 min. 2009. (DD0705).

This DVD provides an overview of practical toilet training techniques and core principles for success. Dr. Susan Hepburn, Clinical Psychologist and Associate Professor of Psychiatry at the University of Colorado Denver, takes

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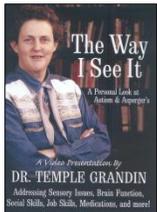
viewers through the toilet training process. The program concludes with a parent's perspective on the techniques presented and words of wisdom for other parents going through the toilet training process.

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

This DVD contains 4 segments: Program one: features puppets and explains autism to siblings 4 through 7 years. Program two: includes interviews with siblings and narration for siblings ages 7 through 12 years. Program three: for siblings 12-adult. Program four: includes interviews with parents of children on the autism spectrum and narration.

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

This DVD contains 4 segments: Program one: features puppets and explains Asperger syndrome to siblings 4 through 7 years. Program two: includes interviews with siblings and narration for siblings ages 7 through 12 years. Program three: for siblings 12-adult. Program four: includes interviews with parents of children with Asperger syndrome and narration.



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

In this DVD Temple Grandin, who has autism herself, explains how to relate to people with autism. She explains how and why people with autism think differently. She discusses early intervention programs that work. She covers sensory sensitivities and which behaviors are caused by a disability. The program gives employment ideas for adults with autism. The library also owns the book version of this title (WM 203.5 G753w 2008 ECI).

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

This DVD provides training for writing effective social stories. Carol Gray explains the elements that make social stories so successful and how to tailor the text of a story to an individual's specific needs. Viewers will learn how to properly implement a social story while viewing examples of do's and don't's.

## Autism – Compact Disc

**Living in the spectrum.** 55 min. 2004. (CA0003).

Researchers, lawyers, doctors, parents, and people within the spectrum of autism and Asperger syndrome share their knowledge and hopes for the future.

## Autism – Multimedia

**Autism: caring for children with autism spectrum disorders: a resource toolkit for clinicians.** 2006. (CR0042).

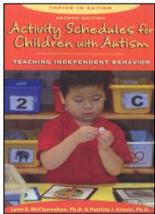
The materials in this toolkit assist in identifying children who may have developmental problems, including autism spectrum disorder (ASD). It contains screening and surveillance algorithms, example screening tools, guidelines summary charts, management checklists, developmental checklists and growth charts, web site links, early intervention referral forms, record-keeping tools, and emergency information forms. It also includes ASD coding tools, reimbursement tips, sample letters to insurance companies, and ASD management fact sheets. System requirements: Windows 98 or newer; Internet explorer with Active Content enabled, or Netscape, Mozilla, Firefox, Opera, or any browser able to use Java and JavaScript. Adobe Reader 5.0 or later.

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**Developmental disabilities: faces, patterns, possibilities.** 2002. (CR0013).

This CD-ROM gives basic information about autism, cerebral palsy, epilepsy, and intellectual and developmental disabilities. A glossary of related terms, bibliographies, and interactive quizzes are provided. To view the content you must have QuickTime 5.0.2 or greater and Adobe Acrobat Reader 4.0 or greater.

## Autism – Books



**Activity schedules for children with autism: teaching independent behavior**, 2<sup>nd</sup> ed. Lynn E. McClannahan and Patricia J. Krantz, 2010. (WS 350.8 P4 M12ba 2010 ECI).

In this book, parents and professionals will find detailed instructions and examples to help them assess a child's readiness to use activity schedules; prepare an activity schedule; understand graduated guidance; monitor progress; expand social skills; and progress to written schedules.

**NEW! Addressing young children's challenging behaviors.** 2013. (LC 4019.3 A227 2013 ECI).

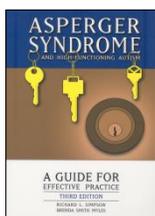
This book provides strategies that address the needs of young children who exhibit challenging behaviors and are served in inclusive settings. One chapter discusses using visual supports to promote appropriate behavior in young children with autism.

**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. This title is available through Ebsco eBooks. Contact the library at (512) 776-7559 for more information.

**Asperger syndrome and difficult moments: practical solutions for tantrums, rage, and meltdowns.** Brenda Smith Myles and Jack Southwick, 2005. (203.5 M997a 2005 ECI).

This book presents information for families of children with Asperger syndrome concerning factors affecting behavior, how to deal with the rage cycle, strategies promoting self-awareness, self-calming, and self-management, and practical suggestions for the parents.



**Asperger syndrome and high-functioning autism: a guide for effective practice**, 3<sup>rd</sup> ed. Richard L. Simpson, 2011. (WS 350.8 P4 S613a 2011 RHB).

This book for educators and parents describes the characteristics of children with Asperger syndrome. It then discusses the assessment of students and how to teach academic content to students with Asperger syndrome. It also includes chapters on planning for behavioral and for social success and ends with a chapter on understanding the impact of Asperger syndrome on the family.

**Asperger syndrome and psychotherapy: understanding Asperger perspectives.** Paula Jacobsen, 2003. (203.5 J17 2003 RHB).

In this book the author uses case studies of children and family members she has worked with as examples to help the reader to understand these individuals from the perspective of the person with Asperger syndrome.

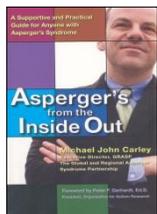
**Asperger syndrome and sensory issues: practical solutions for making sense of the world.** Brenda Smith Myles, et al., 2000. (203.5 M997 2000 ECI).

This book contains practical advice for analyzing sensory processing difficulties. It provides useful information on Asperger syndrome and realistic intervention strategies to help families succeed with their child with Asperger syndrome.

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**NEW! Asperger syndrome the OASIS guide: advice, inspiration, insight, and hope, from early intervention to adulthood**, 3<sup>rd</sup> ed. Patricia Romanowski Bashe, 2014. (WS 350.8 P4 2014 ECI).

Author Patricia Romanowski Bashe has revised this edition to reflect the latest knowledge in working with professionals, learning about special education from early intervention through transition to adulthood, health and safety issues, health care, and insurance coverage. She explores interventions, with an emphasis on established guidelines for evidence-based treatments, including medication, applied behavior analysis, cognitive-behavior therapy; social stories, comic strip conversations, and more



**Asperger's from the inside out: a supportive and practical guide for anyone with Asperger's syndrome.** Michael John Carley, 2008. (203.5 C281a 2008 RHB).

This book explains what it is like to have Asperger syndrome. It discusses how to navigate relationships, nurture interests and talents, disclose the diagnosis, deal with family and loved ones, and learn coping mechanisms.

**Asperger's...what does it mean to me?** Catherine Faherty, 2006. (203.5 F157a 2006 RHB).

This workbook explains self-awareness and life lessons to the child or youth with high functioning autism or Asperger syndrome. It also includes structured teaching ideas for home and school for parents and teachers.

**The Autism acceptance book: being a friend to someone with autism.** Ellen Sabin, 2006. (203.6 S116a 2006 RHB).

This book is an activity book, a conversation-starter, and an educational tool that engages children in learning to embrace people's differences and treat others with respect, compassion, and kindness. It helps children see that we are all different from each other and we all like to be understood and accepted. It teaches children about autism; helps them imagine how things might feel for those with autism, and lets them think of ways to be understanding and accepting of people with autism.

**Autism and its medical management: a guide for parents and professionals.** Michael G. Chez, 2008. (203.6 C531 2008 RHB).

This book begins with an overview of autism spectrum disorders and how the disorders are diagnosed. It goes on to identify the different types of autism and to describe relevant medical interventions. This book is written for parents and explains clinical aspects of autism and treatment options in an easy to read format.

**Autism and pervasive developmental disorders sourcebook**, 2<sup>nd</sup> ed. 2011. (WS 350.8 A939 2011 ECI).

This book provides basic consumer health information about the causes, risk factors, symptoms, and diagnosis of autism spectrum disorders and related conditions, along with facts about interventions and treatments, educational guidelines, and coping tips for families.

**Autism and the transition to adulthood: success beyond the classroom.** Paul Wehman, 2009. (WM 203.5 W413a 2009 RHB).

This guide discusses transition planning for students with autism. It explains how to conduct an assessment of a young person's goals, strengths, and skills; how to implement positive behavior support; provide community-based instruction at naturally occurring times; show students and families how to use SSA disability benefits; assist students with college preparation; and use supported or customized employment strategies.

**The Autism encyclopedia.** John T. Neisworth, 2005. (WS 350.8 P4 N416a 2005 ECI).

This book is a guide to the wide range of terminology related to autism spectrum disorders. More than five hundred entries are included. Appendices contain a list of screening and assessment tools and a list of organizations.

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**Autism frontiers: clinical issues and innovations.** Bruce K. Shapiro, 2008. (WS 350.8 A939 2008 RHB).

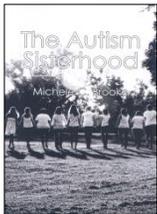
This professional reference on autism describes early intervention, labeling and diagnosis, complementary and alternative medicine, overlap with other syndromes and disorders, strategies and interventions for improving school outcomes, and effectiveness of medication.

**NEW! Autism interventions: exploring the spectrum of autism.** Carolyn Murray Slutsky, 2014. (WS 350.8 P4 M981a 2014 ECI).

This book provides best practice assessment and intervention techniques for children on the autism spectrum. Written by occupational, physical and speech-language therapists, researchers and education and behavioral specialists, it is useful for all parents and professionals working with children with an autism spectrum disorder. It includes valuable treatment techniques for dealing with sensory processing, communication difficulties, motor control, coordination and motor planning, as well as providing behavioral and educational strategies.

**Autism methodologies: best practices and legal trends.** Stephen Bevilacqua, 2004. (203.6 B571 2004 ECI).

This booklet provides advice for school districts and parents on how to help students with autism. The first section of this booklet, *Methodology and the IEP* addresses some program pitfalls and other pertinent advice about IEP meetings. The second section addresses individual programming for students with autism. The third section sheds light on statements that can jeopardize school-to-parent relationships. Summaries of legal cases at both the federal and state level involving autism methodology disputes are also presented.



**The Autism sisterhood.** Michele C. Brooke, 2010. (203.6 B872a 2010 ECI).

This book is designed to be a starting point for mothers once their children have been diagnosed with autism. It provides simple suggestions for activities that mothers and children can do together to help children learn. It includes many words of encouragement. Please note that DSHS does not endorse products mentioned in this book but makes this book available for consumer education.

**Autism spectrum disorders: a concise encyclopedia.** Carol Turkington, 2007. (203.6 T939a 2007 ECI).

This encyclopedia on autism spectrum disorders provides a reference guide to different types of autism, treatments, social impact, possible causes, and more. Appendices are included with relevant organizations, sources for further reading, a glossary, and a bibliography. It also goes by the title, *The A to Z of autism spectrum disorders*.

**Autism spectrum disorders: a transactional development perspective.** Amy M. Wetherby and Barry M. Prizant, 2000. (203.6 W539 2000 ECI).

This cross-disciplinary reference offers a thorough overview of the communication, language, social, and behavioral issues characteristic of autism spectrum disorders. The authors offer practical guidelines for intervention designed for children with autism and their families.

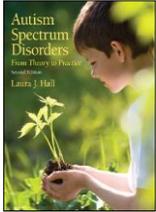
**Autism spectrum disorders and AAC.** Pat Mirenda, 2009. (203.6 A939s 2009 RHB).

This book for professionals explains what the most effective augmentative and alternative communication methods are for persons with autism and language delay. It discusses how to promote children's natural speech and language development; expand literacy skills; modify challenging behavior; build children's social interaction skills; encourage students' full participation in inclusive classrooms; and help adolescents and adults develop strong social networks within the community.

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**Autism spectrum disorders from A to Z: assessment, diagnosis, and more.** Barbara T. Doyle, 2004. (WS 350.8 P4 D754a 2004 ECI).

This book explains what autism is, how it is diagnosed, and theories behind the cause of autism. It presents real case studies to illustrate points being made. It presents an even-handed look at therapies and assessments. It discusses reactions to the diagnosis, how to support the family, and practical advice for sharing information with other people. Also available in Spanish: *Los trastornos del espectro de autismo: de la A a la Z* (203.6 D754a 2005 ECI).



**Autism spectrum disorders: from theory to practice**, 2<sup>nd</sup> ed. Laura J. Hall, 2013. (WS 350.8 P4 H177a 2013 ECI).

This book provides information about common practices used by educators who are involved with students with autism spectrum disorders. It is organized by the theoretical perspective on which each practice is based. It includes chapters on classification and the physiological approach; assessment; identifying evidence-based educational practices; applied behavior analysis to increase skills; applied behavior analysis to replace behavior; developmental and social-relational approaches; cultural approaches; focus on communication; building social skills and social relationships; and systems of support and accountability.

**Autism spectrum disorders: the complete guide to understanding autism, Asperger's syndrome, pervasive developmental disorder, and other ASDs.** Chantal Sicile-Kira, 2004. (WS 350.8 P4 S566 2004 MHSA).

This book presents practical information on how to diagnose autism spectrum disorders, the different categories of autism, treatments based on behavioral, physiological and biomedical interventions, coping strategies for families, and more.

**Autism's false prophets: bad science, risky medicine, and the search for a cure.** Paul A. Offit, 2008. (WS 350.8 P4 O32a 2008 ECI).

This book discusses the history of autism research and some of the theories of the causes of autism. The author is an expert on vaccines and explains the controversy about vaccines, as well as discussing some of the alternative therapies that have no basis in science.

**The autistic brain: thinking across the spectrum.** Temple Grandin, 2013. (WM 203.5 G753a 2013 RHB).

The author brings her singular perspective to a thrilling journey through the autism revolution. Weaving her own experience with remarkable discoveries, she introduces the neuroimaging advances and genetic research that link brain science to behavior, even sharing her own brain scans from numerous studies. We meet the scientists and self-advocates who are introducing innovative theories of what causes, how we diagnose, and how best to treat autism. She highlights long-ignored sensory problems and the treatments that might help them, and warns of the dangers of politics defining the diagnosis of autism spectrum. Most exciting, in the science that has begun to reveal the long-overlooked strengths conferred by autism, she finds a route to more effective mainstreaming and a way to unleash the unique advantages of people with autism.

**Beyond the autism diagnosis: a professional's guide to helping families.** Marion O'Brien, 2006. (WS 350.8 P4 O13b 2006 ECI).

The author provides advice on how doctors, therapists, educators, and early interventionists can best help parents. He provides tips on how to communicate accurately and how to improve the assessment and intervention process.

**Beyond the wall: personal experiences with autism and Asperger syndrome.** Stephen Shore, 2002. (203.6 S559 2002 RHB).

In this book, the author provides an unusually interesting, well-written, and insightful autobiographical account of the life of a person with high-functioning autism/Asperger syndrome.

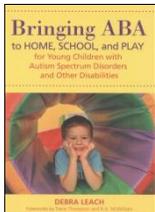
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**The biology of the autistic syndromes.** Christopher Gillberg and Mary Coleman, 2000. (203.6 G475 2000 RHB).

This book presents current information on the syndrome of different conditions called autism and what is known about molecular biology and autism.

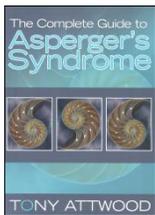
**Born on a blue day: inside the extraordinary mind of an autistic savant: a memoir.** Daniel Tammet, 2007. (WM 203.5 T158b 2007 RHB).

The author is a man with autism who is able to live independently. He describes his life and the way that he sees the world around him. He is a savant and able to perform extraordinary calculations in his head and learn new languages fluently in a week. This book helps people who do not have autism understand more about how this man with autism thinks and feels.



**Bringing ABA to home, school, and play for young children with autism spectrum disorders and other disabilities.** Debra Leach, 2012. (WM 203.5 L434 2012 ECI).

Ideal for use with children birth to five, this guidebook combines ABA (Applied behavior analysis) with natural environment intervention. Professionals and caregivers will learn the fundamental principles and research behind ABA and natural environment intervention and will get a clear and practical framework for conducting effective assessment of behavior, skills, routines, and caregiver priorities. This book will help them to set meaningful goals that increase the child's active participation in routines; address the goals with tailored ABA teaching procedures; create powerful intervention plans that support children in specific developmental domains and routines; select an appropriate data collection method; monitor progress toward goals and make adjustments as needed; ensure consistent implementation of ABA interventions; and coach others in the ABA approach.



**The complete guide to Asperger's syndrome.** Tony Attwood, 2008. (203.5 A886c 2008 ECI).

This book brings together a wealth of information on all aspects of Asperger syndrome from children to adults. It provides useful information for both family members and the person with Asperger syndrome and is written by a leading expert on Asperger syndrome.

**The curious incident of the dog in the night-time.** Mark Haddon, 2003. (WM 203.5 H127c 2003 RHB).

Despite his overwhelming fear of interacting with people, Christopher decides to investigate the murder of a neighbor's dog and uncovers secret information about his mother and his family history. Christopher is a fifteen-year-old boy who is mathematically-gifted and has autism. Although a fictional story, the book provides a fascinating view into the mind of a person with autism.

**Dancing dialogue: using the communicative power of movement with young children.** Suzi Tortora, 2006. (256 T712d 2006 ECI).

This book shows professionals how to assess the behavior and movement of children with autism and other issues and use what they learn to develop appropriate interventions. These interventions involve dance movement therapy.

**Dangerous encounters: avoiding perilous situations with autism.** Bill Davis, 2002. (203.6 D261 2002 RHB).

In this book, the authors describe the characteristics of individuals with autism spectrum disorder for law enforcement officers, rescue personnel, emergency workers, retailers, and other first responders. They present the steps and guidelines that explain how to successfully handle encounters with someone who has autism. By taking emergency responders and parents through everyday situations, stressing safety and awareness, this book shows how both professionals and parents can work to avoid serious situations when a person with autism is involved.

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**The early identification of autism spectrum disorders: a visual guide.** Patricia O'Brien Towle, 2013.

Identifying autism spectrum disorder (ASD) as early as possible in children's lives can have a significant, positive impact on their journey to adaptation and independence. Yet very few diagnoses take place at an early, developmentally crucial stage. This unique visual guide aims to equip readers with the skills to recognize ASD in very young children. The book 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 presenting or absent behaviors. It is written in an accessible style and covers all of the core aspects of ASD, giving readers everything they need to be able to successfully identify the behavioral indicators of autism. 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. This title is available through Ebsco eBooks. Contact the library at (512) 776-7559 for more information.

**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).

Parents can play a huge role in helping toddlers and preschoolers with autism spectrum disorders (ASD) connect with others and live up to their potential. This guide provides doable, practical strategies you can use every day. The authors turn daily routines like breakfast or bath time into fun and rewarding learning experiences that target crucial developmental skills. Examples illustrate techniques for promoting play, language, and engagement.

**Eating an artichoke: a mother's perspective on Asperger syndrome.** Echo R. Fling, 2000. (203.5 F622 2000 ECI).

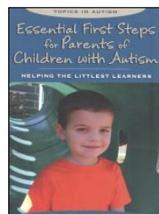
This book, in which the author shares her experiences, thoughts, and feelings she kept in a journal about having a child diagnosed with Asperger syndrome, will be very helpful to parents and teachers of children with this syndrome.

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

This book is written by an adult with Asperger syndrome. He clears up some misconceptions about autism and demonstrates that people with autism can be intelligent, insightful, and inspired human beings. He also shatters myths about high-cost therapies and medications.

**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). This title is available through Ebsco eBooks. Contact the library at (512) 776-7559 for more information.



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

When autism is diagnosed or suspected in young children, overwhelmed parents wonder where to turn and how to begin helping their child. This book helps to eliminate the confusion and guesswork by outlining the steps parents can take now to optimize learning and functioning for children age 5 and younger.

**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

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in this book, parents will learn how to turn potentially stressful situations into calm, manageable moments. This title is available through Ebsco eBooks. Contact the library at 512-776-7559 for more information.

**Families, infants, and young children at risk: pathways to best practice.** Gail Ensher, 2009. (556 E59f 2009 ECI).

This book explains the neurological and psychosocial development of children from birth to 8. It covers a full range of issues in early childhood special education. It discusses autism, sensory processing disorders, early identification of delays, family systems and environments, effects of prematurity, evaluation and care of newborns, pain management, cultural diversity, abuse and neglect, and more.

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

This book offers an introduction for the father or carer of a child diagnosed with Asperger syndrome. It is a support tool in the initial period after diagnosis. Besides factual information, it also includes poems, stories, illustrations, and activities to help fathers understand and deal with the diagnosis.

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

The author is a parent of a child with autism and knows firsthand how overwhelming it can be to grapple with the diagnosis. Her book prioritizes what actions can be taken by the parent in order to deal with a wide range of medical and lifestyle concerns. The actions are presented day by day, week by week, and month by month.

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

This book explains why children with autism have meltdowns. It discusses how to stop meltdowns before they start. It helps parents identify triggers, use functional behavioral assessment to uncover behavior patterns, and improve communication skills. Simple tips and strategies will help improve the quality of life for both children with autism and their families.

**A full life with autism: from learning to forming relationships to achieving independence.** Chantal Sicile-Kira, 2012. (WM 203.5 S566f 2012 RHB).

This book deals with issues relevant to adults with autism. It might be helpful for parents who want to read about what their children might encounter in the future. It offers real solutions to a host of difficult questions, including how young adults across the autism spectrum can negotiate adult life in this new economy where adult service resources are scarce, cope with the difficulties of living apart from the nuclear family, create and maintain a support network, including friends, support staff, and therapists, find and keep a job that provides meaning, stability and an income, and discover the joys of fulfilling relationships.

**Handbook of autism and pervasive developmental disorders,** 4<sup>th</sup> 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. This title is available through Ebsco eBooks. Contact the library at (512) 776-7559 for more information.

**Health, risk, and news: the MMR vaccine and the media.** Tommy Boyce, 2007. (WA 110 B789h 2007).

This book tells the story of the power of the media to affect immunization programs in Great Britain, specifically discussing the controversy over the measles, mumps, and rubella (MMR) vaccine and autism. Drawing on comprehensive research, on media coverage, interviews with a range of journalists and sources, and analysis of audience opinions, this book explores how medical controversies are covered by the media. It discusses balance and objectivity, expertise, news values, risk, and media effects.

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**Homespun remedies: strategies in the home and community for children with autism spectrum and other disorders.** Dion E. Betts, 2006. (203.61 B565 2006 ECI).

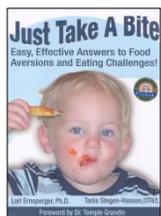
This book provides creative, practical strategies for helping children with autism spectrum disorders function effectively at home and in the community. It provides solutions for daily struggles such as bathing, feeding, haircuts, and shopping. The book has four parts covering home life, community, hygiene, and schools or organizations. It lists common problem areas alphabetically and provides practical advice for each one.

**The horse boy: a father's quest to heal his son.** Rupert Isaacson, 2009. (WS 350.8 P4 I73h 2009 RHB).

When his son Rowan was diagnosed with autism, Rupert Isaacson was devastated, afraid he might never be able to communicate with his child. But when Isaacson, a lifelong horseman, rode their neighbor's horse with Rowan, Rowan improved immeasurably. He was struck with an idea: why not take Rowan to Mongolia, the one place in the world where horses and shamanic healing intersected?

**Infant and early childhood mental health: core concepts and clinical practice.** 2014. (WS 105.5 M3 I43 2014 ECI).

This book contains the chapter *Autism spectrum disorders: the importance of parent-child relationships* by Mary Beth Steinfeld and Ruby Moye Salazar. The authors stress the importance of therapeutic work to scaffold, advance, and or treat children with autism and their families.



**Just take a bite: easy, effective answers to food aversions and eating challenges.** Lori Ernsperger, 2004. (WS 130 E71j 2004 ECI).

This book offers a comprehensive plan to address food aversions and selectivity by children with special needs, especially with autism or Asperger syndrome. It provides insight as to the causes of eating challenges and specific techniques for increasing food selections and assisting children in eating a balanced diet.

**Kids in the syndrome mix of ADHD, LD, Asperger's Tourette's, Bipolar and more!**, 2<sup>nd</sup> 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. This title is available through Ebsco eBooks. Contact the library at (512) 776-7559 for more information.

**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.

Bringing up a child with developmental disabilities can present a range of challenges for parents. This book aims to provide a source of support for parents dealing with the everyday realities of bringing up children with developmental disabilities, especially autism. Drawing on the author's experiences of working with families of children with autism; the book provides an insight into the issues that affect family life. 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. The book provides a deeper understanding of the issues that families face and gives parents much needed support, encouragement, and practical help. This title is available through Ebsco eBooks. Contact the library at (512) 776-7559 for more information.

**Life in the Asperger lane: Asperger syndrome success tips and techniques for parents and educators.** Dan Coulter, 2012. (WS 350.8 P4 C855 2012 RHB).

This is a collection of articles written by the father of a boy with Asperger syndrome. He writes about parenting children with special needs and about ways to promote success in these children. Some of the topics include

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acquiring social skills, taking a positive approach, generating awareness of Asperger syndrome, fostering success at school, parenting, siblings, and more.

**Making a difference: behavioral intervention for autism.** Catherine Maurice, 2001. (203.6 M447 2001 ECI). This book presents suggestions and advice by various experts in the field for effective intervention and help to people with autism, to their families, and to those who teach and work with them using Applied Behavior Analysis.

**Making sense of autism.** Travis Thompson, 2007. (203.6 T477m 2007 ECI). Expertly clarifying research and science, this primer on autism helps the reader make sense of brain development and differences in children with autism; types of early intervention and assessment; commonly prescribed medications and their effects; controversies surrounding autism treatments; positive behavior support; families' complex perspectives and challenges; disabilities associated with autism, such as fragile X syndrome, dyslexia, and ADHD; and curricular and environmental adaptations.

**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). The author compiles decades of research and clinical work in a guide to the sometimes bewildering array of therapy options and intervention programs for children with autism. The book explains what autistic spectrum disorders are, possible causes, the variety of treatment options available, and how to help children succeed to the best of their abilities.

**Motor development and movement activities for preschoolers and infants with delays: a multisensory approach for professionals and families.** Jo E. Cowden, 2007. (545 C874m 2007 ECI). 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.

**The neurology of autism.** Mary Coleman, 2005. (203.6 N494 2005 RHB). This book discusses medical aspects of autism using a neurological framework. It explains the role of the cerebellum, the cranial circumference, and other neurological signs and symptoms in autism. One chapter discusses the epidemiology of autism and talks about whether it is increasing. Other chapters discuss diseases with a temporary autistic phase or if there is reversible autistic behavior. Alternative treatments for autism are evaluated. The final chapter calls for an integrated approach to therapy and continued research on the wide range of disabilities and behaviors involved in autism.

**NEW! Neurotribes: the legacy of autism and the future of neurodiversity.** Steve Silberman, 2015. (WM 203.5 S54 2015). This book upends conventional thinking about autism and suggests a broader model for acceptance, understanding, and full participation in society for people who think differently. What is autism: a devastating developmental disorder, a lifelong disability, or a naturally occurring form of cognitive difference akin to certain forms of genius? In truth, it is all of these things and more. The author finds surprising answers to the crucial question of why the number of diagnoses has soared in recent years. Going back to the earliest days of autism research and chronicling the brave and lonely journey of people with autism and their families through the decades, the author provides long-sought solutions to the autism puzzle, while mapping out a path for our society toward a more humane world in which people with learning differences and those who love them have access to the resources they need to live happier, healthier, more secure, and more meaningful lives.

**The new social story book: illustrated edition.** Carol Gray, 2000. (WS 350.8 P4 G778n 2000 ECI). This book aids the teacher of students with autism of all ages to teach them to understand social concepts. It includes stories that effectively teach relationships, manners, caring, appropriate behavior, hygiene, managing fears, and much more.

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

Using anecdotes and lessons from his own experiences, former football star Rodney Peete imparts essential wisdom for parents everywhere, whether their children have special needs or not, as he writes with striking honesty about learning to overcome his own doubts and expectations of fatherhood to focus on the daily challenges and joys of raising a child.

**Panic virus: a true story of medicine, science, and fear.** Seth Mnoonkin, 2011. (WA 115 M686p 2011).

This book describes the fallout from a paper published in a respectable medical journal that linked autism to a vaccine. The allegations were later proven to be false but much harm was done. The author interviews parents, public health advocates, scientists, and anti-vaccine activists to tackle a fundamental question, "How do we decide what the truth is?" This is a true medical detective story that explores the limits of rational thought.

**Parallel play: growing up with undiagnosed Asperger's.** Tim Page, 2009. (WM 203.5 P133p 2009 RHB).

A poignant portrait of a lifelong search for answers by Pulitzer Prize winner Tim Page, this autobiography provides a unique perspective on Asperger syndrome and the well of creativity that can spring forth as a result of the condition.

**Parenting across the autism spectrum: unexpected lessons we have learned.** Maureen F. Morrell, 2006. (WS 350.8 P4 M873p 2006 ECI).

This book offers personal and practical guidance for parents, especially those whose children are newly diagnosed with autism. It gives a moving account of the challenges the parents faced and the surprising consolations they found along their sons' very different paths in life.

**NEW! A parent's guide to high-functioning autism spectrum disorder: how to meet the challenges and help your child thrive,** 2<sup>nd</sup> ed. Sally Ozonoff, 2015. (WS 350.8 P4 O99 2015).

Packed with real-life stories and everyday problem-solving ideas, this book gives parents the facts they need about high-functioning autism spectrum disorder (ASD), including Asperger syndrome. The authors describe ways to work with these kids' unique impairments and capabilities so they can grow into happy, self-sufficient adults. Parents learn practical strategies for helping their son or daughter relate more comfortably to peers, learn the rules of appropriate behavior, and succeed in school. The book also discusses what scientists currently know about ASD and how it is diagnosed, as well as what treatments and educational supports have been shown to work. This edition clearly explains the diagnostic changes in DSM-5.

**A picture's worth: PECS and other visual communication strategies in autism.** Andy Bondy, 2001. (203.6 B711 2001 ECI).

This guide presents detailed information about the PECS, Picture Exchange Communication System, to help children with autism express their needs and desires by using pictures without being prompted by another person.

**Pivotal Response Treatments for autism: communication, social, and academic development.** Robert L. Koegel and Lynn Kern Koegel, 2006. (203.6 K77p 2006 ECI).

Pivotal Response Treatment uses natural learning opportunities to target and modify key behaviors in children with autism, leading to widespread positive effects on communication, behavior, and social skills.

**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).

Toilet training children with autism and related disorders can be very challenging due to their unique characteristics, especially with communication and sensory issues. This book shares strategies that have produced results for parents of children with autism and related disorders. The book systematically guides readers through the entire toileting journey.

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**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. This title is available through Ebsco eBooks. Contact the library at (512) 776-7559 for more information.

**Practical ideas that really work for students with autism spectrum disorders.** Kathleen McConnell and Gail Ryser, 2007. (203.6 M129 2007 ECI).

This book, which is intended for use with students in grades preschool through 12, is designed for educators who work with students who have autism or other developmental disorders that interfere with their ability to learn and to function in social situations.

**Preschool education programs for children with autism,** 2<sup>nd</sup> ed. Sandra L. Harris and Jan S. Handleman, 2008. (203.63 H316 2008 ECI).

This second edition presents current procedures of demonstrated value to help teachers and other professionals become aware of the strategies to educate preschool aged children with autism.

**Raising Blaze: bringing up an extraordinary son in an ordinary world.** Debra Ginsberg, 2003. (WS 350.8 P4 G493r 2003 RHB).

This is a mother's story about her exceptional child and the struggles she goes through to help him get an education and try to fit into the world.

**Reaching out, joining in: teaching social skills to young children with autism.** Mary Jane Weiss and Sandra L. Harris, 2001. (203.6 W431 2001 ECI).

This book, which is for parents and professionals, shows how to help young children with autism develop their social skills. It focuses on four broad topics: play skills; the language of social skills; understanding another person's perspective; and using these skills in an inclusive classroom.

**The reason I jump: the inner voice of a thirteen-year-old boy with autism.** Naoki Higashida, 2007. (WM 203.5 H634 2013 ECI).

Written by Naoki Higashida, a thirteen-year-old boy with autism, this book is a one-of-a-kind memoir that demonstrates how a young person with autism thinks, feels, perceives, and responds in ways few of us can imagine.

**Relationship development intervention with young children: social and emotional development activities for Asperger syndrome, autism, PDD, and NLD.** Steven E. Gutstein and Rachelle K. Sheely, 2002. (203.6 G984 2002 ECI).

Friendship is a difficult skill for children with autism spectrum conditions to learn. This comprehensive set of activities for children between the ages of two and eight emphasizes foundation skills such as social referencing, regulating behavior, conversational reciprocity, and synchronized actions. The authors include objectives to help plan and evaluate a child's progress. Parents, counselors, and teachers will find the activities helpful to use with children.

**The SCERTS model: a comprehensive educational approach for children with autism spectrum disorders.** Barry M. Prizant, Emily Rubin, and Amy M. Wetherby, 2006. (203.6 P961s 2006 ECI).

Volume I provides practical guidance on using the SCERTS model to assess the communication and social-emotional abilities of preschool and elementary school children with autism spectrum disorders (ASD). Volume II gives instruction on setting social communication and emotional regulation goals for children with ASD. It helps choose meaningful activities to help reach the goals; it links transactional support goals to social communication

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and emotional regulation goals; and it uses the SCERTS model at each of three communication stages: social partner, language partner, and conversational partner.

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

This is the story of one mother's encounter with autism and her struggles to get the correct diagnosis and treatments for her son. It is an uplifting story of struggle and acceptance. Parents of children with autism will relate to this story and realize that they are not alone.

**Send in the idiots: stories from the other side of autism.** Kamran Nazeer, 2006. (WM 203.5 N335s 2006 RHB).

In 1982, at age four, Kamran Nazeer was enrolled in a small school in New York City alongside a dozen other children diagnosed with autism. Calling themselves the Idiots, these kids received care that was at the cutting edge of developmental psychology. Kamran visits four of his old classmates to find out the kind of lives that they are living now, how much they've been able to overcome, and what remains missing. Using the author's own experiences to examine such topics as the difficulties of language, conversation as performance, and the politics of civility, this is also a rare and provocative exploration of the way that people learn to think and feel.

**Siblings of children with autism: a guide for families,** 2<sup>nd</sup> ed. Sandra L. Harris, 2003. (203.6 H316 2003 ECI).

This second edition presents an in-depth description of what it is like to grow up as a sibling of a child with autism. This book helps parents see autism through the eyes of their other children, how to explain autism to the siblings, and how to help siblings share their feelings.

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

This book provides help for parents of children with special needs who struggle with nighttime problems. It includes highly effective strategies for children with special needs such as autism, Tourette syndrome, and cerebral palsy and research-based solutions to the toughest nighttime challenges.

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

This book helps parents pinpoint and solve the problems underlying sleep difficulties and improve their entire family's quality of life with effective interventions. It is based on a multi-year study of sleep in children with ASDs which concluded that parent training was the key to resolving children's sleep problems.

**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. This title is available through Ebsco eBooks. Contact the library at (512) 776-7559 for more information.

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**Special diets for special kids two: more great tasting recipes and tips for implementing special diets to aid in the treatment of autism and related developmental disorders.** Lisa Lewis, 2001. (203.6 L674s 2001 ECI).

This book presents more recipes for a gluten-free diet, which some people believe may help children with autism and other related developmental disorders.

**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 with the support of pictures. The book describes how picture scripts can help facilitate play and learning and provides 40 photocopyable 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, story-telling, and choice-making. It is intended for use by special education teachers, early childhood practitioners, speech and language therapists, and occupational therapists. This title is available through Ebsco eBooks. Contact the library at (512) 776-7559 for more information.

**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).

Problems with children's eating are compounded when children have special needs, because their motivational, socialization, communication, and cognitive deficits, or their ritualistic or behavioral excesses make the problems more difficult. The information in this book helps solve children's eating problems or assists parents in finding the appropriate people and places to have the children treated with behavioral interventions.

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

This book is useful for speech-language pathologists, educators, and families who work with children with autism spectrum disorders. It provides a thorough introduction to twelve widely used evidence-based interventions, including augmentative and alternative communication strategies, enhanced milieu teaching, functional communication training, joint action routines, peer-mediated support strategies, Picture Exchange Communication System, Pivotal Response Treatment, and video modeling.

**Understanding autism for dummies.** Stephen M. Shortell, 2003. (203.6 S559u 2003 ECI).

This guide explains in easy to understand language the symptoms of autism, how it is diagnosed, and options for treatment. It includes coverage of special-needs financial planning, legal rights for education, and handling issues unique to adults with autism.

**Understanding autism spectrum disorders (ASDs).** 2006. (WS 350.8 P4 A512u 2006 ECI).

Autism spectrum disorders (ASD) are a group of related brain-based disorders that affect a child's behavior, social, and communication skills. This booklet was written by the American Academy of Pediatrics to answer some common questions about ASD.

**The unwritten rules of social relationships.** Temple Grandin and Sean Barron, 2005. (WM 203.5 G753u 2005 RHB).

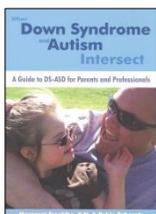
This book describes the personal experiences of two successful adults with autism. They explain the unwritten rules and patterns of social relationships that they have learned over the years through painful trial and error. They describe guidelines for living and working with others.

**The way I see it: a personal look at autism and Asperger's.** Temple Grandin, 2008. (WM 203.5 G753w 2008 ECI).

This book by an author who has autism herself explains how to relate to people with autism. It explains how and why people with autism think differently. It discusses early intervention programs that work. It talks about sensory

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sensitivities and which behaviors are caused by a disability. It gives employment ideas for adults with autism and much more. The library also owns the DVD version of this title (DD0243).



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

This book offers a thorough examination of the unique profile of a Down Syndrome-Autism Spectrum Disorder (DS-ASD) diagnosis and best practices for screening, treatment, and caretaking through the lifespan. This resource will greatly benefit families whose child is already diagnosed, and also those who suspect something more than Down syndrome. Professionals will find information on how to distinguish DS-ASD from a diagnosis of just Down syndrome, and guidance on providing services for children and adults.

**A will of his own: reflections on parenting a child with autism.** Kelly Harland, 2002. (WS 350.8 P4 H283w 2002 ECI).

This book is a collection of essays, written about a boy with autism by his mother. They are a testimony to the irrepressible nature of love, hope, and motherhood.

## Autism – Children’s Books

**Keisha’s doors / las puertas de Keisha.** Marvie Ellis, 2005. (805.1 E47k 2005 ECI).

An older sister can’t understand why her little sister, Keisha, won’t play with her. The family finds out that Keisha has autism and goes to see a therapist to understand what autism means to them.

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

A girl tells what it is like living with her twin brother who has autism and sometimes finds it hard to communicate with words, but who, in most ways, is just like any other boy. It includes a note about autism written by the authors.

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

My friend Zack has a disability called autism. But that doesn’t matter to us. We talk about airplanes, build models, and enjoy hanging out together. I’m glad Zack is my friend!

**Of mice and aliens: an Asperger adventure.** Kathy Hoopmann, 2001. (805 H798 2001 ECI).

In this book, Ben, who is learning to cope with his newly diagnosed Asperger syndrome, and Andy, his best friend, discover an alien that has crash landed in Ben’s backyard. They are faced with a problem of how to help the alien they name Zeke. Can Zeke be trusted?

**Tacos anyone?: an autism story.** Marvie Ellis, 2005. (805.1 E47t 2005 ECI).

Michael is a four year old boy with autism. His older brother, Thomas, doesn’t understand why Michael behaves the way he does. The service provider teaches Thomas how to play with Michael, making sibling time fun again.

## Autism – Selected Websites

The **Autism Internet Modules** website 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. See <http://www.autisminternetmodules.org/>

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The **Autism Navigator** allows viewers to watch side-by-side videos that show the early signs of autism in toddlers. See [www.autismnavigator.com](http://www.autismnavigator.com)

The **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. See <http://www.autismsciencefoundation.org>.

The **Autism Society of America** promotes access and opportunity for all individuals within the autism spectrum through advocacy and education. The website includes many resources for persons with autism and their families and provides links to other organizations. See <http://www.autism-society.org>.

**Autism Speaks** is an organization dedicated to funding global biomedical research into the causes, prevention, treatments, and cure 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. Included are toolkits for steps to take during the 100 days after diagnosis (look under the Family Services tab). See <http://www.autismspeaks.org/index.php>.

The **Centers for Disease Control (CDC) Autism Information Center** includes information on autism, as well as activities related to autism by the CDC and other federal and state agencies. It includes resources for families and researchers. See <http://www.cdc.gov/ncbddd/autism/index.htm>.

**A Closer Look at Autism: 30 days 30 topics.** May Institute and National Autism Center experts share practical information about autism across the lifespan. See [http://www.mayinstitute.org/news/press\\_releases.html?year=2016&id=1862](http://www.mayinstitute.org/news/press_releases.html?year=2016&id=1862)

**Environmental influences on autism:** This web page links to many studies that the National Institute of Environmental Health Sciences is doing to determine environmental influences that may be related to autism. See <http://www.niehs.nih.gov/health/topics/conditions/autism/>.

The **Interactive Autism Network (IAN)** at the Kennedy Krieger Institute facilitates research that will lead to advancements in understanding and treating autism spectrum disorder (ASD). In addition to summaries of the latest research it also has web page links to interactive features and videos. See <http://iancommunity.org/>.

**Learn the signs. Act early** autism fact sheet has been translated into multiple languages by the USC University Center for Excellence in Developmental Disabilities. Find the fact sheet in Arabic, Armenian, Farsi, French, German, Italian, Japanese, Korean, Mandarin, Tagalog, Thai, and Vietnamese at <http://uscucedd.org/component/downloads/send/8-autism-fact-sheets/26-autism-fact-sheet-all-languages-combined>. The original fact sheet in English and Spanish is at <http://www.cdc.gov/ncbddd/actearly/downloads.html>.

The **Mayo Clinic** provides a summary of information on autism spectrum disorders including causes, risk factors, alternative medicine, coping, and support. See <http://www.mayoclinic.org/diseases-conditions/autism-spectrum-disorder/basics/prevention/con-20021148>.

**MedlinePlus** provides a collection of full-text links from reliable sources compiled by the National Library of Medicine. See <http://www.nlm.nih.gov/medlineplus/autism.html>. See also the page on Asperger syndrome: <http://www.nlm.nih.gov/medlineplus/aspergerssyndrome.html>.

**Parent's guide to autism spectrum disorders:** This guide, produced by the National Institute of Mental Health, is intended to help parents understand what autism spectrum disorder is, recognize common signs and symptoms, and find the resources they need. See <http://www.nimh.nih.gov/health/publications/a-parents-guide-to-autism-spectrum-disorder/index.shtml>.

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**Screening and diagnosing children with autism:** This guideline summary for parents and caregivers was produced by the American Academy of Neurology to explain what tests can be done to diagnose if a child has autism. See [http://tools.aan.com/professionals/practice/guidelines/guideline\\_summaries/Autism\\_Guideline\\_for\\_Patients.pdf](http://tools.aan.com/professionals/practice/guidelines/guideline_summaries/Autism_Guideline_for_Patients.pdf).

**Social brain circuits disrupted in autism:** This web page summarizes a study that was recently completed showing a difference in the brains of adolescents with autism and those without autism. See <http://www.nimh.nih.gov/science-news/2012/social-brain-circuits-disrupted-in-autism.shtml>.

**Texas Autism Research & Resource Center:** The TARRC's primary purpose is to coordinate resources for individuals with autism spectrum disorder and their families in Texas. See <http://www.dars.state.tx.us/tarrc/index.html>.

**The Texas Council on Autism and Pervasive Developmental Disorders** coordinates state efforts on how to meet the challenges of autism in the state of Texas. State plans, links to resources, and organizations doing research are at <http://www.dars.state.tx.us/councils/Autism/autism.shtml>.

**The 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, see <http://autism.esc2.net/>.

**Therapies for children with autism spectrum disorders**, is a review by the Agency for Healthcare Research and Quality. Treatments reviewed include behavioral, educational, medical, allied health, and complementary and alternative medicine interventions. A summary of their findings aimed at clinicians and also one aimed at consumers, are available. See <http://www.effectivehealthcare.ahrq.gov/search-for-guides-reviews-and-reports/?pageaction=displayproduct&productid=1946>.

Training modules on ADEPT (Autism Distance Education Parent Training) Interactive Learning are available. Module 1 is **Strategies for teaching functional skills** and Module 2 is **Positive behavior strategies for your child with autism**. See [http://ucdmc.ucdavis.edu/mindinstitute/centers/cedd/cedd\\_adept.html](http://ucdmc.ucdavis.edu/mindinstitute/centers/cedd/cedd_adept.html)

## New Additions – Books

**Amazing me: it's busy being 3.** Julia Cook, 2012. (WS 103 C771a 2012 ECI).

In this story, an amazing kangaroo named Joey shows all of the amazing things he can do now that he is 3 years old. These amazing things are called developmental milestones. This book shows parents and caregivers what to look for as a child grows and develops. This book is also available in Spanish, *Soy maravilloso*.

**Assistive technology for young children: creating inclusive learning environments.** Kathleen C. Sadao, 2010. (LC 4019.3 S124a 2010 ECI).

This book will help educators assess children's assistive technology (AT) needs; choose from high- and low-tech strategies; use AT to support development of critical skills such as communication, play, literacy, and computer use; embed AT into activity-based intervention; and more. The CD-ROM contains forms, checklists, an AT confidence scale, and case studies.

**Early intervention every day! : embedding activities in daily routines for young children and their families.**

Merle J. Crawford, 2014. (LC 4019.3 C897e 2014 ECI).

Targeting 80 skills in 6 key developmental domains for children birth to three, this guide gives professionals dozens of ideas for helping families and caregivers embed learning opportunities in their everyday routines. Early interventionists will learn strategies that enhance child development, strengthen attachment, and help children with developmental delays participate fully in family life.

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**Fine motor skills for children with Down syndrome: a guide for parents and professionals, 3<sup>rd</sup> ed.**

Maryanne Bruni, 2006. (WS 107 B896f 2015 ECI).

This book is a guide to helping toddlers, teens, and adults develop the hand skills they need for daily living. It presents a visual model of the building blocks of fine motor development, stability, bilateral coordination and sensation, which form the base for dexterity. Activities, as well as lists of toys and materials, are included to develop and practice fine motor skills.

**Infant and toddler development and responsive program planning: a relationship-based approach, 3<sup>rd</sup> ed.**

Donna Sasse Wittmer, 2014. (LC 4019.3 W832i 2014 ECI).

This comprehensive introduction to infant and toddler development, responsive program planning, and relationship-based curriculum presents the why and how of providing quality care for infants and toddlers. The book maintains a focus on the importance of families' and teachers' relationships and responsiveness in interactions with children. It also emphasizes child-centered planning, especially for infants and toddlers with special needs, and focuses on the effects of culture, families and quality programs on infant-toddler development and interactions.

**Promoting language and literacy in children who are deaf or hard of hearing.** 2015. (WV 271 P965 2015 ECI).

What are today's best interventions for supporting language acquisition and literacy for children who are deaf or hard of hearing? This comprehensive text provides guidance on evidence-based approaches to the promotion of speech and language development in children birth through school age who are deaf or hard of hearing. Due to advanced screening and intervention options (e.g., cochlear implants), this population's needs and abilities are constantly changing and require flexibility and individualization of treatment, with a continued focus on families' preferences. A DVD is included that shows interventions in action.

**Raising a talker: easy activities for birth to age 3!** Renate Zangl, 2014. (WS 105.5 C8 Z29 2014 ECI).

Combining fun, easy-to-do activities with research based tips and developmental overviews, this book naturally transforms play sessions into meaningful language-learning experiences. Little tweaks and easy changes in the everyday play time create memorable learning experiences where communication and discovery can flourish.

**Tackling the tough stuff: a home visitor's guide to supporting families at risk.** Angela M. Tomlin, 2016. (LC 4019.3 T659t 2016 ECI).

Home visits with at-risk families present unique, complex challenges that professionals must be ready to address with skill and sensitivity. The problem-solving framework in this practical guide will help home visitors manage even the most difficult on-the-job challenges and support and empower vulnerable families of children birth to three.

**Why love matters: how affection shapes a baby's brain,** 2<sup>nd</sup> ed. Sue Gerhardt, 2015. (WS 350 G368w 2015 ECI).

This book explains why love is essential to brain development in the early years of life and how early interactions between babies and their parents have lasting and serious consequences. Earliest relationships shape the baby's nervous system. Development of the brain determines future emotional well-being and early pathways can affect the way people respond to stress. This book is an easy to read interpretation of findings in neuroscience, psychology, psychoanalysis, and biochemistry.

Early Childhood Report – April 2016

# Early CHILDHOOD Report

Children With Special Needs & Their Families

VOLUME 27, ISSUE 4

APRIL 2016

## LEGAL SPOTLIGHT

### YOU BE THE JUDGE

Does child's 8-day bus suspension require MDR?  
Page 2

### WASHINGTON WATCH

Task force stays unwilling to recommend universal autism screening; Obama tries again to expand early intervening services; New parent group aims to promote family engagement. Page 7

### DECISIONS & GUIDANCE

Read recent legal decisions in early childhood cases. Pages 10-12

#### Quick Tip

When a child is identified as having a disability, it can be a traumatic experience for the child's family. Reach out to provide families a much-needed map for the road ahead by taking these steps:

- Connect families with local support groups.
- Provide families with local and national resources that focus on activities they can do with their child.
- Promote an optimistic mindset.

Get additional tips on page 9.

## COVER STORY

### Build inclusive play opportunities for young learners with visual impairments

Social play behaviors exhibited by preschool-age children with visual impairments differ from those exhibited by their sighted peers. For example, children without visual disabilities tend to talk about what they've done and what they're going to do, says Mindy Ely, an early learning visual impairment services, training, and advancement project coordinator. "Their language is more experience-driven. Whereas children with visual impairments, their language is very concrete about how they're feeling."

These differences often mean young learners with visual impairments are excluded from many play and social opportunities with peers. As such, early childhood educators must engage in intentional teaching for the child with the visual impairment as well as the child's peers to provide them with strategies for interaction, Ely says. **Full story, page 4.**

#### Model behavior

Explicitly teach children with visual impairments what is in the play environment and what to do. See page 4.

## HIGHLIGHTS

### Recognize signs of trauma in struggling students

Beware of misinterpreting effects of trauma in students as characteristics of disabilities, such as ADHD or autism, to avoid missing a key reason for lack of progress. Page 3

### Eye on Autism: Uncover target of intervention via FBA

Don't assume a young child with autism who engages in challenging behavior wants to avoid classwork. Look at what occurs *after* the misconduct to get a full picture. Page 5

### Focus on child when divorced parents resist meeting

Promote compromise and communication when dealing with divorced parents who refuse to attend their child's IEP meeting together. Page 6

### Don't use tablets to reinforce disruptive behavior

Tablets sometimes become "digital babysitters" for students with disabilities, says Laura Kenneally, director of the Advance Learning Center in New Jersey. Start using tablets as a more effective educational tool with these pointers. Page 8

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### **Infant Mental Health Journal – March/April 2016**

Maternal self-reported depressive symptoms and maternal cortisol levels interact to predict infant cortisol levels (pages 125–139)

Jennifer E. Khoury, Andrea Gonzalez, Robert Levitan, Mario Masellis, Vincenzo Basile and Leslie Atkinson

Randomized controlled trial of parent–infant psychotherapy for parents with mental health problems and young infants (pages 97–114)

Peter Fonagy, Michelle Slead and Tessa Baradon

Supporting preterm infant attachment and socioemotional development in the neonatal intensive care unit: staff perceptions (pages 160–171)

Aoife Twohig, Udo Reulbach, Ricardo Figuerdo, Anthony McCarthy, Fiona McNicholas and Eleanor Joan Molloy

Moments of meeting: the relevance of Lou Sander's and Dan Stern's conceptual framework for understanding the development of pathological social relatedness (pages 172–188)

Theodore J. Gaensbauer

A longitudinal examination of toddlers' behavioral cues as a function of substance-abusing mothers' disengagement (pages 140–150)

Hannah F. Rasmussen, Jessica L. Borelli, Cindy Decoste and Nancy E. Suchman

---

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**Journal of Early Intervention – March 2016**

Hedda Meadan, Melinda R. Snodgrass, Lori E. Meyer, Kim W. Fisher, Moon Y. Chung, and James W. Halle  
Internet-Based Parent-Implemented Intervention for Young Children With Autism: A Pilot Study  
Journal of Early Intervention March 2016 38: 3-23, doi:10.1177/1053815116630327

Sarah Urlacher, Mark Wolery, and Jennifer R. Ledford  
Peer Modeling of Commenting During Small Group Direct Instruction for Academic Behaviors  
Journal of Early Intervention March 2016 38: 24-40, doi:10.1177/1053815116636645

Johanna M. Rudolph and Laurence B. Leonard  
Early Language Milestones and Specific Language Impairment  
Journal of Early Intervention March 2016 38: 41-58, doi:10.1177/1053815116633861

Joana M. Mas, Natasha Baqués, Anna Balcells-Balcells, Mariona Dalmau, Climent Giné, Marta Gràcia, and Rosa Vilaseca  
Family Quality of Life for Families in Early Intervention in Spain  
Journal of Early Intervention March 2016 38: 59-74, doi:10.1177/1053815116636885

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## **Texas Child Care – Spring 2016**

### Features

Children’s imaginary companions: Dispelling myths and rumors by Melissa McInnis Brown

Imaginary companions are often portrayed in media as signs of social-emotional disturbance or, at the least, immature behavior.

Magnets: A first step to high tech by Barbara Langham

No science or discovery center would be complete without magnets. Activities with these common objects not only delight children but also help build a foundation for future learning.

Infant caregiving: How to be responsive

Responsive caregiving is essential to the well-being of infants and children birth to 3 years old (Brebner, Hammond, Schaumloffle, and Lind 2015). Infants are ready from birth to form social relationships with their caregivers. They babble, smile, and wriggle with anticipation.

Outdoor play: Supervision promotes safety and health by Elizabeth Morgan Russell

Outdoor play has a long history in early care and education programs. Friedrich Froebel, a 19th century pioneer in the field, was one of the first to promote outdoor play for children.

Eight questions all teachers ask about guidance by Louise Parks

Whenever teachers, directors, and adult educators gather, the conversation inevitably turns to classroom management.

### Departments

Back to basics: Vision impairments

Early Childhood Intervention: Making inclusion work

Child Care Licensing: Rewarding, but risky, business

Building a business: Need more learning materials? / Child Care Tax Credit: Reminder for parents / Tips for preventing theft

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## **Topics in Early Childhood Special Education – May 2016**

Table of Contents

May 2016; 36 (1)

Contributions of Single Case Research Methodology to Early Childhood Special Education

Editorial

Select this article

Glen Dunlap

Opening Editorial

Topics in Early Childhood Special Education May 2016 36: 3, doi:10.1177/0271121416631543

Erin E. Barton, Jennifer R. Ledford, Justin D. Lane, Jessica Decker, Sara E. Germansky, Mary Louise Hemmeter, and Ann Kaiser

The Iterative Use of Single Case Research Designs to Advance the Science of EI/ECSE

Topics in Early Childhood Special Education May 2016 36: 4-14, first published on February 26, 2016

doi:10.1177/0271121416630011

Lindsay R. Dennis

The Effects of a Multi-Component Intervention on Preschool Children's Literacy Skills

Topics in Early Childhood Special Education May 2016 36: 15-29, first published on April 6, 2015

doi:10.1177/0271121415577399

Carolyn H. Hughes-Scholes, Sarah L. Gatt, Kate Davis, Nicole Mahar, and Susana Gavidia-Payne  
Preliminary Evaluation of the Implementation of a Routines-Based Early Childhood Intervention Model in Australia: Practitioners' Perspectives

Topics in Early Childhood Special Education May 2016 36: 30-42, first published on June 23, 2015

doi:10.1177/0271121415589546

Elizabeth Benedek-Wood, David McNaughton, and Janice Light

Instruction in Letter-Sound Correspondences for Children With Autism and Limited Speech

Topics in Early Childhood Special Education May 2016 36: 43-54, first published on July 2, 2015

doi:10.1177/0271121415593497

Catherine Corr, Rosa Milagros Santos, and Susan A. Fowler

The Components of Early Intervention Services for Families Living in Poverty: A Review of the Literature

Topics in Early Childhood Special Education May 2016 36: 55-64, first published on July 14, 2015

doi:10.1177/0271121415595551

Future Topics

Topics in Early Childhood Special Education May 2016 36: 65, doi:10.1177/0271121416637073