



# ECI Library Matters

## Autism Resources (updated)

This month, we are featuring library resources on autism. Abstracts of articles on autism are also included. For a complete selection, please go to the library's catalog at [www.texashealthlibrary.com](http://www.texashealthlibrary.com).

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## Texas Department of State Health Services

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Infant Mental Health Journal - Vol. 40 (2) March/April 2019

Associations between child physical abuse potential, observed maternal parenting, and young children's emotion regulation: is participation in Early Head Start protective? Paschall KW, Mastergeorge AM, Ayoub CC. p.169-185.

Maternal experience of their infants' crying in the context of war trauma: determinants and consequences. Lahti K, Vänskä M, Qouta SR, Diab SY, Perko K, Punamäki R-L. p. 186-203.

Influence of in utero exposure to maternal depression and natural disaster-related stress on infant temperament at 6 months: the children of superstorm Sandy. Nomura Y, Davey K, Pehme PM, Finik J, Glover V, Zhang W, Ham J. p. 204-216.

The link between child temperament and low-income mothers' and fathers' parenting. Padilla CM, Ryan RM. p. 217-233.

Like mother, like child? Maternal determinants of children's early social-emotional development. Behrendt HF, Scharke W, Herpertz-Dahlmann B, Konrad K, Firk C. p. 234-247.

Infant withdrawal and behavior problems in urban Chinese toddlers: roles of maternal sensitivity to infant distress and emerging delay ability. Liang X, Liu M, Wang M, Yu J, Wang Z, Lu S. p. 248-262.

Effects of male postpartum depression on father-infant interaction: the mediating role of face processing. Koch S, De Pascalis L, Vivian F, Meurer Renner A, Murray L, Arteché A. p. 263-276.

Moving into tummy time, together: touch and transitions aid parent confidence and infant development. Palmer CF, Rindler D, Leverone B. p. 277-288.

Case-contrast study about parent-infant interaction in a Brazilian sample of siblings of children with autism spectrum disorders. Garcia Durand J, Batista Geraldini SAR, Perez Paschoal L, Canguero L, Tamarozzi Mamede D, Scandiuzzi de Brito T, Lerner R. p. 289-301.

Book review: Finding your way with your baby: the emotional life of parents and babies. Hove, East Sussex, United Kingdom: Routledge, 2015, ISBN: 978-1-138-78706-3302-304. Warren MG. p. 302.

Texas Child Care - Vol. 42 (4) Spring 2019

Promoting imagination in preschool classrooms. De Assis R.

Make music: using rhythm instruments in early childhood classrooms. Parks L.

Emergency care and first aid: be ready. Langham B.

Manipulatives: sensory experiences that are safe, ethically sound, inexpensive, and fun.

Fathers in picture books: role models matter.

Stuff and new stuff: three colorful resources for the early childhood classroom.

Back to basics: language development.

Early Childhood Intervention: literacy for the young child.

Child care licensing: updates and reminders.

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Zero to Three - Vol. 39 (3) March 2019

An introduction to young children and families experiencing homelessness. Whitney G, Basloe M. p. 5.

Current data on infants and toddlers experiencing homelessness. Shaw S. p. 11.

Early childhood mental health consultation in homeless shelters: qualities of a trauma-informed consultation practice. Ondi L, Reinsberg K, Taranta A, Jaiswal A, Scott A, Johnston K. p. 21.

Better together: an Early Head Start partnership supporting families in recovery experiencing homelessness. Rebecca Cuevas R, Whitney G. p. 29.

My Baby's First Teacher: supporting parent-infant relationships in family shelters. Herbers JE, Henderson I. p. 35.

Building Early Links for Learning: connections to promote resilience for young children in family homeless shelters. Cutuli J, Willard J. p. 43.

Promoting caregiver and child health through housing stability screening in clinical settings. Sheward R, Bovell-Ammon A, Ahmad N, Preer G, Ettinger de Cuba S, Sandel M. p. 52.

Developmental consequences of homelessness for young parents and their children. Kull MA, Dworsky A, Horwitz B, Farrell AF. p. 60.

Also in this issue:

This issue and why it matters. Powers S, Whitney G. p. 2.

Competencies for prenatal to age 5. Professionals: understanding the P-5 competency domains. p. 4.

**Acceptability and cost comparison of a telehealth intervention for families of children with autism.** Little L, Wallisch A, Pope E, Dunn W. *Infants Young Child*. 2018;31(4):275-286.

Intervention services positively impact outcomes of children with autism spectrum disorder (ASD) and their families. However, families face many burdens when accessing high-quality intervention services such as availability of providers, time, and cost; these burdens are often magnified for underserved families. Therefore, the purpose of this study was to investigate the acceptability (n = 17) and cost-effectiveness (n = 18) of a 12-week telehealth intervention among families of young children with ASD. To understand the acceptability of the intervention, caregivers completed a questionnaire about the process and content of the intervention. We then used descriptive statistics to calculate estimated cost differences between a Clinic-based Model, an In-Home Model, and a Telehealth Model. Results suggest that families found the intervention highly acceptable and effective, and telehealth would result in exponential savings for both families and providers. Telehealth provides a promising method for serving an increased number of families, particularly those in underserved and rural areas.

**Assessing toddlers and preschool children using the Checklist for Autism Spectrum Disorder.** Mayes S. *Infants Young Child*. 2019;34(2):99-106.

Brief, clinically feasible instruments are needed to assess autism spectrum disorder (ASD) in toddlers and preschoolers so that children can access early evidence-based intervention. Study purposes were to (1) compare scores on the 30-item Checklist for Autism Spectrum Disorder (CASD) and 6-item CASD-Short Form (CASD-SF) for toddlers and preschoolers and older children with ASD to determine whether scores differed by age and (2) establish sensitivity and specificity for the CASD and CASD-SF for toddlers and preschoolers. Samples were 1,266 children with ASD 1-17 years of age, 97 toddlers and preschoolers with diagnoses other than ASD, and 65 typical toddlers and preschoolers. CASD and CASD-SF scores were somewhat higher for toddlers and preschoolers than for older children with ASD, indicating that young children were not at increased risk for being missed. All toddlers and preschoolers with ASD had CASD scores in the autism range, and 99.7% had CASD-SF scores in the autism range. CASD and CASD-SF scores correctly identified 100% and 96.9% of typical toddlers and preschoolers and 100% and 96.2% of toddlers and preschoolers with disorders other than ASD, respectively, as not having ASD. Results demonstrate high CASD and CASD-SF sensitivity and specificity for toddlers and preschoolers.

**Early intervention outcomes for toddlers with autism spectrum disorder and their families.** I Noyes-Grosser DMP, Elbaum BP, Wu YP, et al. *Infants Young Child*. 2018;31(3):177-199.

Autism spectrum disorder (ASD) can be diagnosed as early as 18 months of age. State Early Intervention (EI) programs under Part C of the Individuals with Disabilities Education Act (IDEA) are serving increasing numbers of children with ASD; however, little is known about outcomes of these services. This study evaluated the impact of EI for toddlers with ASD (n = 193) and other disabilities (n = 129) and their families, using measures that included federal Part C outcome indicators. Children with ASD showed reduced maladaptive behaviors and improved social and communication skills on the PDD Behavior Inventory; some also made progress on the Part C child outcome indicators. Families of children with ASD reported that EI helped them achieve many outcomes identified as important to families participating in EI. Results provide a rich description of outcomes experienced by children with ASD and their families in one of the largest EI programs in the United States. Implications for results-driven accountability and future research are discussed.

**Early regulation in children who are later diagnosed with autism spectrum disorder: a longitudinal study within the Danish National Birth Cohort.**

Lemcke S, Parner ET, Bjerrum M, Thomsen PH, Lauritsen MB. *Infant Ment Health J*. 2018;39(2):170-182.

Studies have shown that children later diagnosed with autism spectrum disorders (ASD) in their first years of life might show symptoms in main developmental areas and that these signs might be sensed by the parents. The present study investigated in a large birth cohort if children later diagnosed with ASD had deviations at 6 and 18 months in areas such as the ability to self-regulate emotions, feeding, and sleeping. The study was based on prospective information collected from 76,322 mothers who participated in the Danish National Birth Cohort. When the children reached an average age of 11 years, 973 children with ASD and a control group of 300 children with intellectual disability (IDnoASD) were identified via Danish health registries. Associations were found between short periods of breast-feeding and the children later diagnosed with ASD and IDnoASD as well as associations at 18 months to deviations in regulation of emotions and activity. The similarities in these associations emphasize how difficult it is to distinguish between diagnoses early in life.

**Prevalence of feeding problems in young children with and without autism spectrum disorder: a chart review study.** Seiverling L, Towle P, Hendy HM, Pantelides J. *J Early Interv.* 2018;40(4):335-346.

Feeding problems are known to be an important clinical issue for children with autism spectrum disorder (ASD), but the majority of studies on this topic have been carried out on children preschool age and older. It is important to understand whether these difficulties begin prior to age 3 years, as well as what parameters are important to study for both assessment and intervention. The present study used an early intervention chart abstraction method to examine prevalence of feeding problems in children below 3 years of age with ASD compared with those evaluated for non-ASD language delays (LD). Prevalence of feeding problems detected by speech therapists and psychologists was higher for the ASD group than for the comparison group, with the ASD group showing more food selectivity by texture (23.1% vs. 7.1%), more food selectivity by type (24.4% vs. 11.8%), more new food refusal (10.3% vs. 0%), and more food overstuffing (14.1% vs. 3.5%). We also examined the relationship between the total number of four feeding } problems and child characteristics/demographics (ASD or LD diagnosis, gender, age of first evaluation, neighborhood income). Significantly more feeding problems were seen for children with ASD. As well, feeding problems were more prevalent for males. Associations between feeding problems and the other variables, as well as interactions, were not significant.

**“Scared all her life”: using child-parent psychotherapy to treat anxiety in a child with neurodevelopmental differences.** Crespo MM, Sims JM, Ivins B. *Zero Three.* 2018;38(6):4-10.

Young children with developmental delays, neurodevelopmental disorders, or other developmentally atypical presentations are increasingly referred to the mental health system of care because of symptoms that include prolonged tantrums, aggression, anxiety, and sensory processing difficulties. Concerning behaviors can be viewed as constitutional components of a neurodevelopmental disorder as well as symptoms of a mental health diagnosis. This article presents highlights from the treatment of a child dually diagnosed with autism and anxiety. Child-Parent Psychotherapy (CPP) and a traumatic-stress framework were used to treat anxiety stemming from neurosensitivities, in combination with the integration of services for neurodevelopmental differences from other systems of care.

**Assessment of autism spectrum disorder**, 2<sup>nd</sup> ed. 2018. (WS 350.8 P4 A846 ECI 2018).

This resource, now thoroughly revised for DSM-5, has set the standard for the comprehensive assessment of autism spectrum disorder (ASD). Leading experts demonstrate how to craft a scientifically grounded profile of each child's strengths and difficulties, make a formal diagnosis, and use assessment data to guide individualized intervention in clinical and school settings. Chapters review state-of-the-art instruments and approaches for evaluating specific areas of impairment in ASD and co-occurring emotional and behavioral disorders.

**Autistic logistics: a parent's guide to tackling bedtime, toilet training, tantrums, hitting, and other everyday challenges.** Kate Wilde, 2015. (WS 350.8 P4 W671 2015 ECI).

Have you ever wished that your child with autism spectrum disorder (ASD) came with a manual? This book provides just that, offering clear, precise, step-by-step advice on everything you want to know to tackle bedtime, toilet training, tantrums, and other everyday challenges.

**Autism intervention every day!: embedding activities in daily routines for young children and their families.** Merle J. Crawford, 2016. (WS 350.8 P4 C899 2016 ECI).

This book presents real-world solutions for use with children birth to three, with or without an autism diagnosis. This practical guide includes suggestions for strengthening critical skills during daily routines, from dressing in the morning to getting ready for bed. Early interventionists and other professionals will learn how to coach families in weaving these activities into everyday life with their child, so that intervention continues long after the professional goes home.

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

This text addresses complex social and communication challenges of children with autism from ages 3 to 18. It covers assessment, goal setting and objectives for the child, planning interventions, ensuring generalization of skills, and monitoring progress. It includes an extensive assessment tool and a system to monitor skill development.

**Handbook of preschool mental health: development, disorders, and treatment.** 2017. (WS 350 H236 2017 ECI).

A chapter in this book provides updates on early interventions for autism spectrum disorder. The authors of the chapter take a historical perspective, briefly highlight the progress in the field, and examine developing trends in behavioral intervention.

**Helping children develop a positive relationship with food: a practical guide for early years professionals.** Jo Cormack, 2018. (WS 130 C811 2018 ECI).

This guide enables those working with young children to better understand, manage and support children's relationship with food. It contains advice on how special needs such as autism can affect children's feelings about food.

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

Help your child to learn new skills and overcome existing barriers quickly and independently, regardless of age or ability. Video modeling is an effective method of teaching that uses recorded videos. With repetitive and consistent exposure to video models, success stories include: a child who would not brush his teeth, a four-year-old who has not developed proper play-skills, a child who would not engage with her teachers in class, and much more. Learn how, using only your smartphone, to create educational and beneficial material to help learners with autism increase independence, facilitate learning, and improve quality of life.

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**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).

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

**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).

**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 B297a 2014 RHB).

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

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

**Autism and pervasive developmental disorders sourcebook**, 2<sup>nd</sup> ed. 2011. (WS 350.8 P4 A939 2011 ECI).

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

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

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

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

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

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

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

**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).

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

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

**Bringing ABA to home, school, and play for young children with autism spectrum disorders and other disabilities.** Debra Leach, 2012. (WS 350.8 B4 L434 2012 ECI).

**Children and youth with autism spectrum disorder (ASD): recent advances and innovations in assessment, education, and intervention.** 2014. (WS 350.8 P4 C536 2014 ECI).

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

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

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

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

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

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

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

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

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

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

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

**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).

**Making sense of autism.** Travis Thompson, 2007. (203.6 T477m 2007 ECI).

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

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

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

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

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

**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).

**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).

## Autism Resources (updated) - Selected Books (continued)

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

**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).

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

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

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

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

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

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

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

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

**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).

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## Autism Resources (updated) - Selected Children's Books

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

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

## Autism Resources (updated) - Selected DVDs

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

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

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

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

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

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

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

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

**Stories from our hearts: child behavior and mental health.** 17 min. 2011. (DD0808).

**Stories from our hearts: maternal mental abuse and domestic violence.** 17 min. 2011. (DD0806).

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

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

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

**Uniquely human: a different way of seeing autism (audiobook).** 540 min. 2015. (CA0044).

**The way I see it: a personal look at autism and Asperger's.** 90 min. 2008. (DD0243). Please note: The library also owns the book version of this title (WM 203.5 G753w 2008 ECI) and the audiobook (CA0045).

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

## Autism Resources (updated): Selected eBooks

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

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

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

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

### **The early identification of autism spectrum disorders: a visual guide.**

Patricia O'Brien Towle (2013).

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

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

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

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**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).

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## Autism Resources (updated): Selected eBooks (continued)

The following books and many more titles are available electronically to ECI state and program staff. You may access them on a computer or mobile device.

For access information, contact the library by email [avlibrary@dshs.texas.gov](mailto:avlibrary@dshs.texas.gov) or call (512) 776-7559 or toll-free 1-888-963-7111 x7559.

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

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

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

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

## Autism Resources (updated): 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. Go to [www.autisminternetmodules.org/](http://www.autisminternetmodules.org/)

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

**Autism Speaks** is an organization dedicated to funding global biomedical research into the causes, prevention, and treatments for autism; to raising public awareness about autism and its effects on individuals, families, and society; and to bringing hope to all who deal with the hardships of this disorder. Go to [www.autismspeaks.org/](http://www.autismspeaks.org/)

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. Go to [www.cdc.gov/ncbddd/autism/index.htm](http://www.cdc.gov/ncbddd/autism/index.htm).

**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. Go to [www.niehs.nih.gov/health/topics/conditions/autism/](http://www.niehs.nih.gov/health/topics/conditions/autism/).

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

## Autism Resources (updated): Selected Websites (continued)

**MedlinePlus** provides a collection of full-text links from reliable sources compiled by the National Library of Medicine. Go to [www.nlm.nih.gov/medlineplus/autism.html](http://www.nlm.nih.gov/medlineplus/autism.html).

**Sesame Street and autism: see amazing in all children:** This website offers families of children with autism ways to manage common challenges, to simplify everyday activities, and to grow connections and support from family, friends, and community. Go to <https://autism.sesamestreet.org/>.

**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, go to <http://autism.esc2.net/>.