

UNIVERSITY OF CENTRAL FLORIDA
EEX 6297: Assessment, Diagnosis and Curriculum Prescriptions
For Students with Autism Spectrum Disorder & Severe Disabilities

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Course Description:

This course will highlight current research regarding neurodevelopmental issues in autism; the diagnostic criteria used to identify children with ASD; assessment and intervention considerations in communication, social interaction and play; and, the selection and use of appropriate screening & evaluation tools, and intervention strategies with an evidence-base. The course will also focus on developing an understanding of the role of families in the assessment and intervention of children and adolescents with ASD in consideration of their cultural values and beliefs. Further, the course will create a framework for understanding and implementing effective interventions; and, profiling the strengths and challenges of each intervention including ways to match children's strengths and needs, family capacity and the family's cultural values and beliefs with the interventions selected. Students will be exposed to collaborative and interdisciplinary models of service delivery that ensure family-centered and culturally competent approaches to assessment and intervention.

A variety of teaching tools and teaming activities will be used to facilitate the students' interdisciplinary learning. Assignments will include journal study in specific areas of research around ASD as well as developing an interdisciplinary assessment profile or treatment protocol for a child or adolescent with ASD that is individually appropriate, family-centered and culturally sensitive. Students will also be asked to deliver an assessment to a child with ASD. The final assignment will be an application of learning or a comprehensive search of the literature in a current area of research and practice need.

Intended Audience: The overall outcome of this class is to provide an overview of the procedures used to collect information related to decisions regarding the planning of the most appropriate programs and instructional strategies for students with exceptional needs. These decisions should be data-based. This course will provide a knowledge base for determining the best assessment strategies for making data-based decisions related to screening, placement, individualized planning, program evaluation, and monitoring the progress of exceptional students.

COURSE OBJECTIVES:

1. To increase knowledge and skill in applying family-centered and culturally competent care to the assessment and intervention of children and adolescents with ASD and their families.
2. To increase awareness and knowledge of both formal and informal methods of assessment for children and adolescents with ASD, especially in the areas of

- receptive & expressive language, cognitive communication, social aspects of communication, communication modalities, play and behavior.
3. To increase understanding of the diagnostic criteria used to identify children and adolescents with ASD.
 4. To create diagnostic profiles of children and adolescents with ASD leading to meaningful, evidence-based intervention planning.
 5. To increase understanding of the various interventions proposed for serving the needs of children and adolescents with ASD and their families as described in the literature.
 6. To increase knowledge and use of creative problem solving, conflict management and mediation strategies to support team decision making around selection and development of intervention programs for children with ASD and their families.
 7. To create treatment protocols for serving children with ASD leading to meaningful, evidence-based intervention across a variety of settings.
 8. Students will understand and use effective interaction and personal qualities to collaborate with students, families and other professional colleagues to provide the most appropriate model of service delivery for children and adolescents with ASD.

REQUIRED TEXT:

Prelock, P. A. (2006). *Autism Spectrum Disorders: Issues in Assessment & Intervention*. Austin, TX: Pro-Ed Publishers.

Supplemental Text for student consideration but not required to purchase:

National Research Council (2001). *Educating children with autism*. Washington, DC: National Academy Press.

Volkmar, F., Paul, R., Cohen, D., & Klin, A. (2005). *Handbook of autism and pervasive developmental disorders-3rd edition*. Hoboken, NJ: John Wiley & Sons.

Sattler, J. M., (2009) *Assessment of Children: Behavioral, Social and Clinical Foundations 5th ED*

Sattler, J. M., (2009) *Assessment of children: Cognitive foundations Fifth Edition*

Overton, T. (2008). *Assessing Learners with Special Needs: An Applied Approach (6th ed.)*. Alexandria, VA: Prentice Hall

Resources:

Additional resources to enhance instruction to meet course goals and standards are the following web-based, IRIS Modules from Vanderbilt University.

IRIS Modules
<u>Accountability</u> : High Stakes Testing for Students with Disabilities (Evertson/Poole)
<u>Classroom Assessment (Part 1)</u> : An Introduction to Monitoring Academic Achievement in the Classroom (<i>Fuchs/ Fuchs</i>)
<u>Classroom Assessment (Part2)</u> : Evaluating Reading Progress (<i>Fuchs</i>)
<u>Functional Behavior Assessment</u> (<i>Kathleen Lane</i>)
<u>RTI (Part 2)</u> : Assessment (<i>Fuchs/ Fuchs/ Vaughn/ Woodruff</i>)

Objectives	Standards and Competencies	Students' Outcomes
Describe the philosophies and legislation underlying multi-disciplinary, nondiscriminatory assessment from schools, families, public organizations, etc	ESE1.2; CEC-ICC8K2, IGC8K2, IGC8K3; FEAP1; PEC 1; CECA4	Concept Map
Describe the ethical concerns and issues related to assessment and due process, rights related to assessment, eligibility and placement with a continuum of services.	ESE 1.2; CEC-ICC8K3, ICC8K4, ICC1K6, IGC1K1, IGC1K4; ESOL 3 (1.1.d), 19(5.1.d), FEAP 1; PEC 1	Concept Map
Identify strategies for promoting non-biased assessment of students from culturally diverse backgrounds.	FEAP/PEC 5, 14; ESOL 3(1.1.d), 19(5.1.d); ESE 3.2 CEC CC1K5, ICC8S2	Concept Map Written Informal Assessment
Obtain knowledge of students through tests, observations, and student records.	ESE 2.5; CEC-ICC7S15; ICC8S1, ICC8S3, PEC 14; CECA4	Case Study/Psycho-Educational Report
Develop, Differentiate or modify types of assessment to meet unique needs	ESE 2.3; CEC-IGC8S2, IGC8S3, ICC7S15, ICC8S4, ICC8S5; FEAP/PEC 1; CECA4	Case Study/Psycho-Educational Report
Demonstrate skill in the administration, scoring, and interpretation of selected standardized tests(e.g. exceptionality specific)	FEAP/PEC 1;CEC-ICC8S7, ICC8S4, ICC8S9, ICC8S2; ESOL 20(4.2.a); ESOL 21(5.1.b); ISTE 4A, 4B, PEC 14	Case Study/Psycho-Educational Report
Demonstrate skill in interpreting formal and informal assessment results to students, parents, teachers, administrators and other professionals using appropriate communication and interpersonal skills	FEAP/PEC 1,2; ESE 2.4; ESE 3.1; CEC- ICC7S15; ICC8S5, IGC8S1, ICC8S7. ICC10S2; CECA4	Case Study/Psycho-Educational Report Written Informal Assessment
Identify, select and apply appropriate data-based instructional measures in making instructional and behavioral decisions for eligibility and planning individual student programs (e.g., IEPs, etc.)	FEAP/PEC 1 ,10; ESOL 15(2.3.c), ESE 3.2; CEC-ICC7S15; ICC8S6; IGC7K1, K2, K3, K4, ICC8S6; ESE 1.3; CECA4	Case Study/Psycho-Educational Report
Use performance data and teacher/student/parent input to make or suggest instructional decisions and/or modifications, as appropriate in the learning environment, and placement	FEAP/PEC 1; ESOL 14(2.1.c); ESE 3.7; CEC-ICC7S15; ICC8S7, IGC4S12,ICC8S6, ICC5S6; FEAP 7;	Case Study/Psycho-Educational Report

decision, including those with CLD backgrounds.	CECA4;PEC 14	
Identify, formulate, and evaluate goals and services consistent with the Florida Sunshine Standards and Matrix of Services as appropriate based upon individual student needs	ESE 1.1; CEC-IGC8K3, ICC8K5; PEC 14; CECA4	Online module on Florida rules, disabilities, eligibility criteria, and services
Select and demonstrate skill in the design, administration, and interpretation of informal assessment techniques and procedures.	FEAP1 ; PEC 1; ESOL 25 (5.1.e); PEC 14; ESE 2.5; CEC-ICC8K5, ICC8S5; CECA4	Written Informal Assessment
Discuss and critique nondiscriminatory strategies for the formal and informal assessment of school performance and behavior including learning aptitude, social skills, emotional behavior, and academic achievement in reading, math, written language, and other selected areas	FEAP/PEC 5 & 6; PEC 14; ESOL 19(5.1.d); ESE 2.3; CEC-IGC1K7, PEC 14	Assessment Centers; In class activity
Define measurement terminology and describe appropriate use and limitations of each type of assessment.	ESE 2.5; FEAP/PEC 1;CEC-ICC8K1, IGC8K1, ICC8K4	Course synthesis/tests
Differentiate, evaluate, and critique numerous informal and formal assessment tools, including technology and task analysis.	FEAP/PEC 1; ESE 2.5; CEC-IGC8S4, ICC7S5, ICC8K1; CECA4	Assessment Centers; In class activity
Identify, select, and construct methods for monitoring and self monitoring, evaluating results, and maintaining records of student progress as related to individual student programs	CEC- ICC7S15; ICC8S8; FEAP 1; PEC 1; CECA4	Assessment Centers; In class activity, Psycho-Educational Report, and Written Informal Assessment
Describe the purposes and steps in the educational assessment and placement process.	ESE 2.1; CEC- IGC8K2, IGC8S2; FEAP/PEC 1	Concept Map, Online module on Florida Rules disabilities, eligibility criteria, and services
Explain the definitions, classifications, eligibility criteria, and rights and responsibilities of programs for students with exceptional needs within the state of Florida	ESE 1.1; CEC IGC1K1; IGC9S2,ICC1K5, ICC8K1, ICC8K2, ICC8K5 FEAP1; PEC 1; FEAP 2; PEC 2	Online module on Florida Rules, disabilities, eligibility criteria, and services
Identify procedures for early identification of young children who may be at risk for disabilities and/or for individuals with atypical response abilities.	CEC-IGC1k1, ICC8K3, ICC8S6; CECA4	Online module on Early Childhood and Family Assessment.

Implement procedures for assessing, monitoring, and reporting both appropriate and problematic social behaviors of individuals with disabilities	CEC-IGC8S1; ICC7S14,ICC8S1, ICC8S7; CECA4	In class activity, quiz, and tests.
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Course Objectives:

Key : **ESE= Florida Subject Area Competencies**
 CEC = Council of Exceptional Children Competencies
 CECA = Council of Exceptional Children Advance Content

Competencies

FEAP = Florida Educators Accomplished Practices
PEC = Professional Educators Competencies
ESOL = English for Speakers of Other Languages
ISTE = International Society for Technology in Education

ESOL Standards 2010

Artifacts for the portfolio

10 (2.1.b) 14 (2.1.c) 15 (2.3.c) 20 (4.2.a) 21(5.1.b)	Case Study/ Psychoeducational Report. Students will be evaluated on 3 major tasks: 1. Analyze and summarize students’ performance documentation including levels of English proficiency; 2. Complete the RtI chart with interventions and accommodations for the 3 tiers, 3. Test interpretation and recommendations for adequate instructional programming (variety of materials and resources including native language and technology). A reflection on this project is also required to document professional growth and learning.
14 (2.2.c) 21 (5.1.b), 25(5.1.e)	Develop a Assessment instrument demonstrating accommodations for linguistically and culturally diverse students.

COURSE REQUIREMENTS:

1. Readings & Participation: Attendance and participation in all class sessions is required. To fully benefit from each class session &/or topic of discussion, students should be familiar with the material indicated on the syllabus prior to each class. Both required and recommended readings are indicated. Students are encouraged to read in particular areas of interest.
2. Journal Article Reviews (36 points): Each student is required to critically review three journal articles or chapters listed as a required or recommended reading or one they have selected (which has been approved by the course instructor). Only one article/chapter should be taken from each of those listed for a particular class session so that the student is reading in three different topic areas. To facilitate your critical reflection on what has been read, the following questions should be addressed in your review:
 - a. In what way does this information expand your knowledge regarding the assessment or intervention process for children or adolescents with ASD and their families, specifically related to receptive/expressive language (1

pt.), cognitive communication (1pt.), social aspects of communication(1pt.), & communication modalities (1pt.), (Total=>4 points)

- b. Based on your current views of children and adolescents with ASD, describe how the information you read supports or refutes your beliefs and practices regarding receptive/expressive language (1pt.), cognitive communication (1pt.), social aspects of communication (1pt.) & communication modalities (pt.1) (Total=>4 points)
- c. Explain how you will apply the knowledge you gained from reading the article as you collaborate with team members (which includes families) to support the needs of children and adolescents with ASD specifically related to receptive/expressive language (1pt.), cognitive communication (1pt.), social aspects of communication (1pt.), & communication modalities(1pt.), (you may relate your application to a specific child or adolescent with a diagnosis of ASD if you wish) (4 points)

The grading rubric that will be used to evaluate each of the three article reviews is provided with the syllabus. Each article review is worth 12 points, for a total of 36 points. These article reviews are due on or before January 28, February 25, & April 1 as indicated in the course outline. Article reviews should be no more than 3 typed pages.

Learning Goals:

- Students will demonstrate their knowledge of the etiologies and characteristics of
 - receptive/expressive language, cognitive communication, social aspects of communication & communication modalities in individuals with autism spectrum disorders (ASD) (ASHA Standard III-C).
 - Students will possess knowledge of methods of prevention, assessment, & intervention for communication disorders in individuals with ASD (ASHA Standard III-D).
 - Students will demonstrate an ability to analyze, synthesize & evaluate information regarding methods of prevention, assessment, & intervention for communication disorders in individuals with ASD (ASHA Standard III-D).
 - Students will demonstrate knowledge of research & integration into evidence-based clinical practice for individuals with ASD (ASHA Standard III-F).
 - Indicator of Achievement: Students will achieve the learning goals above & obtain at least 31 of the total 36 points for these assignments.
3. *****Choice Assessment/Psycho-Educational Report (100 pts) (LiveText & TESOL):**

Based on students' observations and test results, you will be required to make educational recommendations for future program planning. The final project will include the scored protocol, a report of the findings and recommendations, and a final reflection about the experience. This assignment must be uploaded to Livetext & TESOL.

- a. Advanced Requirement Assignment for M.Ed. students
The critical need of guiding educational decisions with evidence based knowledge, requires teachers to analyze student data to modify their instructional practices. You have student performance data in your case study. Use that data to evaluate the effectiveness of your instructional practices. Determine how to modify your instruction and make

accommodations so your student could have access to the general curriculum while reaching his/her fullest potential. Be sure to link these changes to the empirical literature found within special education. To complete the Choice Assessment/Psychoeducational Report you will first choose of 1 of the 3 assessments to deliver below (100 pts.) (TESOL)

Option A: Develop a Written Informal Assessment:

Use the IRIS Modules Classroom Assessment (Part I and II) as a research resource for this activity. Students will develop a Criterion Reference Test. (CRT). This involves developing curriculum based assessment probes for Math, Reading, and Writing. For students with autism (see rubric for required parts)

Steps:

1. You will work individually.
2. Determine a grade level to be used for the three probes. Select a grade level that you are either teaching or will likely teach.
3. Decide which skill you will assess for each area. For example in Math – Computation; in Reading - Comprehension, and in Writing- Spelling. Look below for the description of each area.
4. Get Reading, Math, and Writing textbooks or curriculum materials for the grade you selected. Study the objectives and exercises because you are most likely going to use these as examples for your probes.
5. Create the probes following the instructions below.
6. Deliver the assessment to a student and record the procedure.
7. Upload the video to teacher tube and submit the paperwork to professor for grade

Option B: Standardized Academic Assessment

- b. The purpose of this assignment is to deliver a standardized assessment with proper procedures.
- c. The student will be required to administer a standardized assessment to a child while video recording the procedure.
- d. Upload the video to teacher tube and send professor link for review
- e. Upload a report of the data with suggested goals and objectives for the student. (see rubric for required parts)

Option C: Social/Emotional Assessment

- a. Students will deliver a social skills assessment, identify at least one skill a child needs to work on within your class.
- b. The data will be used to develop a 2-3 page report with recommendations.
- c. Make sure to upload a video to teacher tube and send professor link. (see rubric for required parts)

Learning Goals:

- Students will demonstrate their knowledge of the nature of receptive/expressive language, cognitive communication, social aspects of communication & communication
- modalities in individuals with autism spectrum disorders (ASD).

- Students will possess knowledge of methods of prevention, assessment, & intervention for communication disorders in individuals with ASD.
- Students will demonstrate an ability to analyze, synthesize & evaluate information regarding methods of prevention, assessment, & intervention for communication disorders in individuals with ASD.
- Students will demonstrate knowledge of research & integration into evidence-based clinical practice for individuals with ASD.
- Students will demonstrate knowledge of individuals with ASD with diverse backgrounds.
- Students will demonstrate an understanding of ways to communicate effectively and collaborate with children with ASD, their families and the professionals who serve them.

IMPORTANT NOTES FOR STUDENT CONSIDERATION:

1. Any student in this course who has a disability that may prevent him/her from fully demonstrating his/her abilities should contact the course instructor no later than the second week of classes so we can discuss accommodations necessary to ensure full participation and facilitate your educational opportunity.
2. All students are expected to exhibit the Personal Attributes set forth by the College of Education Code of Professional Conduct and UCF's Golden Rule. Please be cordial during email/discussion correspondence. It is sometimes difficult to interpret intentions with written communication and it is best to be overly friendly rather than short and terse when communicating with everyone online.
3. There will be a 100% reduction in grade (i.e. zero credit) for each assignment turned in late except for extraordinary circumstances as determined by the instructor and communicated 24 hours in advance.
4. Students should submit in writing to the instructor by the end of the second full week of classes their documented religious holiday schedule for the semester. Students who miss class work for the purpose of religious observance should make arrangements with the course instructor to make up any work that they might miss.

Technology Policies:

Technology	Expectations for Use
E-mail:	Please use course email for class related issues. If you are experiencing technical difficulties with webcourses please contact the technicians at the help desk before you email me. Expect a 24 hour response time frame for emails unless otherwise stated. Plan ahead.
Webcourses:	There will be some online modules to complete on the assigned days. Course email should be used only for that purpose.
Laptop Usage:	You may use a laptop in class for note taking (if meeting face-to-face).
Other communication devices:	You will be required to have access to a headset or microphone for Adobe Connect sessions and to participate during the assessment checkout

Additional Policies

Grading and evaluation	Grading will be completed following the rubrics included in this syllabus and other academic content assigned by the professor. All assignments (unless otherwise noted by the instructor) must be typed or word-processed. Submit assignments in either .doc, .docx, or .pdf format only. Any other format will not be graded and I will send back the file to the student to make the necessary changes. Assignments should be neat, clearly written, contain no misspellings or grammatical errors. Refer to the APA 6th edition reference guide for professional writing. Students are encouraged to make copies for their own records. Points will be awarded as per specific project rubric, including quality of assignment, on time completion, excellent writing format in APA style, and adherence to specific project criteria. Points will be deducted if assignments do not adhere to the above criteria. When you turn in Assignments make sure the file is labeled with your last name followed by A1 for assignment 1, A2 for assignment 2, etc. For example, if you name is Jane Smith you would label your assignment (SmithA1).
Assignment File Format	Given that all assignment will be turned in digital format, Label all assignments as Last name then assignment number A1. For example, Assignment 1 is the Academic assessment. Your file should be named SmithA1 If I receive a file without your last name first and then the assignment number I will send the file back once to correct the file name. the rest of the time you will receive zero points for incorrect files.
Late, make-up and extra credit work	I do not accept late work of any kind and late assignments will be given zero points. If you need an extension I may grant only one if the request is made 24 hours prior to the assignment due date.
Accommodations for the differently-abled (alternate testing opportunities, support for signers, etc.)	The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need accommodations in this course must contact the professor at the beginning of the semester to discuss needed accommodations. No accommodations will be provided until the student has met with the professor to request accommodations. Students who need accommodations must be registered with Student Disability Services, Student Resource Center Room 132, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor.

Assignments

Critical Article Reviews	60
Final Exam	130
Choice Assessment/Psychoeducational Report	100
Total	300

Module 1

Understanding the Autism Spectrum: Diagnostic & Neurobiological Considerations

Questions to consider:

- What characteristics are shared across the autism spectrum?
- What are the problems in diagnosis?
- What are the neurological underpinnings of the disorder?

REQUIRED READINGS:

- Bauman, M. L., & Kemper, T. L. (2005). Structural brain anatomy in autism: What is the evidence? In M. L. Bauman & T. L. Kemper (Eds.), *The neurobiology of autism*-2nd edition (pp. 121-135). Baltimore, MD: The John Hopkins University Press.
- Lord, C., Risi, S., DiLavore, P. S., Shulman, C., Thurm, A., & Pickles, A. (2006). Autism from 2 to 9 years of age. *Arch Gen Psychiatry*, 63, 694-701.
- Prelock, P. A. & Contompasis, S. H. (2006). Autism & related disorders: Trends in diagnosis and neurobiologic considerations. In P. A. Prelock, *Autism Spectrum Disorders: Issues in Assessment & Intervention* (pp.3-63). Austin, TX: Pro-Ed Publishers. (required text)
- Prelock, P. A. & Contompasis, S. H. (2006). Health care considerations for children with ASD. In P. A. Prelock, *Autism Spectrum Disorders: Issues in Assessment & Intervention* (pp.541-571). Austin, TX: Pro-Ed Publishers. (required text)

RECOMMENDED READINGS:

- Fombonne, E. (2005). Epidemiological studies of pervasive developmental disorders. In F. R. Volkmar, R. Paul, D. Cohen & A. Klin, *Handbook of autism and pervasive developmental disorders*-3rd edition (pp.42-69). Hoboken, NJ: John Wiley & Sons. (recommended text)
- Howlin, P. (2005). Outcomes in autism spectrum disorders. In F. R. Volkmar, R. Paul, D. Cohen & A. Klin, *Handbook of autism and pervasive developmental disorders*-3rd edition (pp.201-220). Hoboken, NJ: John Wiley & Sons. (recommended text)
- Minschew, N. J., Sweeney, J.A., Bauman, M. L., Webb, S. J. (2005). Neurologic aspects of autism. In F. R. Volkmar, R. Paul, D. Cohen & A. Klin, *Handbook of autism and pervasive developmental disorders*-3rd edition (pp. 473-514). Hoboken, NJ: John Wiley & Sons. (recommended text)
- Rutter, M. (2005). Genetic influences and autism. In F. R. Volkmar, R. Paul, D. Cohen & A. Klin, *Handbook of autism and pervasive developmental disorders*-3rd edition (pp. 425-452). Hoboken, NJ: John Wiley & Sons. (recommended text)
- Volkmar, F. R., & Klin, A. (2005). Issues in the classification of autism and related conditions. In F. R. Volkmar, R. Paul, D. Cohen & A. Klin, *Handbook of autism*

and pervasive developmental disorders-3rd edition (pp.5-41). Hoboken, NJ: John Wiley & Sons. (recommended text)

Module 2

Understanding the Role of Families in the Assessment & Intervention of Children & Adolescents with ASD

Questions to consider:

- What is the role of families in assessment & intervention?
- How can practitioners engage families in service delivery?
- In what ways can teams establish priorities for children and adolescents with ASD in collaboration with families? 12

REQUIRED READINGS:

Cosden, M., Koegel, L. K., Koegel, R. L., Greenwell, A., & Klein, E. (2006). Strength-based assessment for children with ASD. *Research & Practice for Persons with Severe Disabilities* 31 (2), 134-143.

Prelock, P. A. & Beatson, J. (2006). Learning to work with families to support children with ASD. *Autism Spectrum Disorders: Issues in Assessment & Intervention* (pp. 65-92). Austin, TX: Pro-Ed Publishers. (required text)

Prelock, P.A., Beatson, J., Bitner, B., Broder, C., & Ducker, A. (2003). Interdisciplinary assessment of young children with Autism Spectrum Disorder. *Language, Speech and Hearing Services in Schools*, 34, 194-202.

Stoner, J. B., Bock, S. J., Thompson, J. R., Angell, M. E., Heyl, B. S., & Crowley, E. P. (2005). Welcome to our world: Parent perceptions of interactions between parents of young children with ASD and education professionals. *Focus on Autism and Other Developmental Disabilities*, 20 (1), 39-51.

RECOMMENDED READINGS:

Beatson, J. E. & Prelock, P. A. (2002). The Vermont Rural Autism Project: Sharing experiences, shifting attitudes. *Focus on Autism & Other Developmental Disabilities*, 17 (1), 48-54.

Diehl, S. F. (2003). The SLP's role in collaborative assessment and intervention for children with ASD. *Topics in Language Disorders*, 23 (2), 95-115.

Marcus, I. M.,Kunce, L. J., Schopler, E. (2005). Working with families. In F. R.Volkmar, R. Paul, D. Cohen & A. Klin, *Handbook of autism and pervasive developmental disorders-3rd edition* (pp. 1055-1086). Hoboken, NJ: John Wiley & Sons. (recommended text)

National Research Council (2001). Family roles. In *Educating children with autism*. Washington, DC: National Academy Press (Chapter 3, pp. 32-39). (recommended text)

Module 3

Early Identification & Assessment

Questions to consider:

- What are some early indicators of autism & how might practitioners assess these?
- What tools should be used in the assessment of children & adolescents suspected of ASD?
- What information do standard measures provide that is relevant to the core deficits in autism?

REQUIRED READINGS:

Bryson, S. E., Zwaigenbaum, L., Brian, J., Roberts, W., Szatmari, P, Rombough, V., & McDermott, C. (2007). A prospective case series of high-risk infants who developed autism. *Journal of Autism & developmental Disorders*, 37 (1), 12-24.

Clifford, S., Young, R., & Williamson, P. (2007). Assessing the early characteristics of autistic disorder using video analysis. *Journal of Autism & Developmental Disorders*, 37(2), 301-313.

Dietz, C., Swinkels, S., van Daalen, E., van Engeland, H., & Buitelaar, J. K. (2006). Screening for ASD in children aged 14-15 month, II: Population screening with the ESAT questionnaire. Design & general findings. *Journal of Autism & Developmental Disorders* 36 (6), 713-722.

Kleinman, J. M., Robins, D. L., Ventola, P. E. et al. (2008). The Modified Checklist for Autism in Toddlers: a follow-up study investigating the early detection of autism spectrum disorders. *Journal of Autism & Developmental Disorders*, 38 (5), 827-839.

Prelock, P. A. (2006). An interdisciplinary, family-centered, and community-based assessment model for children with ASD. In *Autism Spectrum Disorders: Issues in Assessment & Intervention* (pp. 93-165) Austin, TX: Pro-Ed Publishers. (required text)

Ventola, P., Kleinman, J., Pandey, J., et al. (2007). Differentiating between autism spectrum disorders and other developmental disabilities in children who failed a screening instrument for ASD. *Journal of Autism & Developmental Disorders*, 37 (3), 425-436.

RECOMMENDED READINGS:

Coonrod, E. E., & Stone, W. L. (2005). Screening for autism in young children. In F. R. Volkmar, R. Paul, D. Cohen & A. Klin, *Handbook of autism and pervasive developmental disorders-3rd edition* (pp. 707-729). Hoboken, NJ: John Wiley & Sons. (recommended text)

Lord, C., & Corsello, C. (2005). Diagnostic instruments in Autistic Spectrum Disorders. In F. R. Volkmar, R. Paul, D. Cohen & A. Klin, *Handbook of autism and pervasive developmental disorders-3rd edition* (pp. 730-771). Hoboken, NJ: John Wiley & Sons. (recommended text)

- National Research Council (2001). Diagnosis, assessment and prevalence. In Educating children with autism. Washington, DC: National Academy Press (Chapter 2, pp. 23-31). (recommended text)
- Ozonoff, S., Young, G. S., Goldring, S., Greiss-Hess, L., Herrera, A. M., Steele, J., Macari, S., Hepburn, S., & Rogers, S. J. (2008). Gross motor development, movement abnormalities, & early identification in autism. *Journal of Autism and Developmental Disorders*, 38 (4), 644-656.
- Watson, L. R., Baranek, G. T., Crais, E. R., Reznick, J. S., Dykstra, J., & Perryman, T. (2007). The first year inventory: Retrospective parent responses to a questionnaire designed to identify one-year-olds at risk for autism. *Journal of Autism & Developmental Disorders*, 37 (1), 49-61.
- Yirmiya, N., & Ozonoff, S. (2007). The very early autism phenotype. *Journal of Autism and Developmental Disorders*, 37 (1), 1-11.

ASSESSMENT TOOLS:

- Baron-Cohen, S., Allen, J. & Gillberg, C. (1992). Can autism be detected at 18 months? The needle, the haystack and the CHAT. *British Journal of Psychiatry*, 161, 839-843.
- Gilliam, J. E. (2006). Gilliam Autism Rating Scale-2(GARS-2). Austin, TX: Pro-Ed.
- Gilliam, J. E. (2001). Gilliam Asperger's Disorder Scale. Austin, TX: Pro-Ed.
- Krug, D. A., Arick, J. R., & Almond, P. J. (1993). Autism screening instrument for educational planning (2nd ed.). Austin, TX: Pro-ED.
- Krug, D. A., & Arick, J. R. (2004). Krug Asperger's Disorder Index (KADI). Los Angeles, CA: Western Psychological Services.
- LeCouteur, A., Lord, C., & Rutter, M. (2003). Autism Diagnostic Interview-Revised (ADI-R). Los Angeles, CA: Western Psychological Services.
- Lord, C. Rutter, M., DiLavore, P. C. & Risi, S. (1999). Autism Diagnostic Observation Schedule-Generic (ADOS-G). Los Angeles, CA: Western Psychological Services.
- Myles, B. S., Bock, S. J., & Simpson, R. L. (2001). Asperger Syndrome Disorder Scale. Austin, TX: Pro-Ed.
- Robins, D. L., Fein, D., Barton, M. L., & Green, J. A. (2001). The Modified Checklist for Autism in Toddlers (M-CHAT): An initial study investigating the early detection of autism and pervasive developmental disorders. *Journal of Autism & Developmental Disorders*, 31 (2), 131- 144.
- Schopler, E., Reichler, R. J. & Renner, B. R. (1986). The childhood autism rating scale. (CARS). NY: Irvington Publishers.
- Siegel, B. (2004). Pervasive developmental disorders screening test-II (PDDST-II): Early Childhood Screener for Autism Spectrum Disorders. San Antonio, TX: PsychCorp.

Module 4

Assessing Communicative Intentions: Behavior Regulation, Social Interaction & Joint Attention in Young Children with ASD

Questions to consider:

- How should profiles of communication be developed for children with ASD?
- What is the role of joint attention in children's communication, social interaction and play?

- How might practitioners utilize the Communication Symbolic Behavior Scales to identify strengths and challenges in young children with ASD?

REQUIRED READINGS:

- Clifford, S. M., & Dissanayake, C. (2008). The early development of joint attention in infants with autistic disorder using home video observations and parental interview. *Journal of Autism & Developmental Disorders*, 38 (5), 791-805.
- Drew, A., Baird, G., Taylor, E., Milne, E., & Charman, T. (2007). The Social Communication Assessment for Toddlers with Autism (SCATA): An instrument to measure the frequency, form and function of communication in toddlers with autism spectrum disorders. *Journal of Autism & Developmental Disorders*, 37 (4), 648-666.
- Murray, D. S., Craghead, N. A., Manning-Courtney, P, Shera, P. K., Bean, J., & Prendeville, J. (2008). The relationship between joint attention and language in children with autism spectrum disorders. *Focus on Autism & Other Developmental Disabilities*, 23 (1), 5-14.
- Prelock, P. A. (2006). Understanding and assessing the communication of children with ASD. In *Autism Spectrum Disorders: Issues in Assessment & Intervention* (pp. 167-173). Austin, TX: Pro-Ed Publishers. (required text)
- Sullivan, M., Finelli, J., Marvin, A., Garrett-Mayer, E., Bauman, M., & Landa, R. (2007). Response to joint attention in toddlers at risk for autism spectrum disorder: A prospective study. *Journal of Autism & Developmental Disorders*, 37 (1), 37-48.
- Wetherby, A. M., Watt, N., Morgan, L., & Shumway, S. (2007). Social communication profiles of children with autism spectrum disorders late in the second year of life. *Journal of Autism & Developmental Disorders*, 37 (5), 960-975.

RECOMMENDED READINGS:

- National Research Council (2001). Development of communication. In *Educating children with autism*. Washington, DC: National Academy Press (Chapter 5, pp. 47-65). (recommended text)
- Paul, R. (2005). Assessing communication in autism spectrum disorders. In F. R. Volkmar, R. Paul, D. Cohen & A. Klin, *Handbook of autism and pervasive developmental disorders-3rd edition* (pp. 799-816). Hoboken, NJ: John Wiley & Sons. (recommended text)
- Paul, R., & Sutherland, D. (2005). Enhancing early language in children with autism spectrum disorders. In F. R. Volkmar, R. Paul, D. Cohen & A. Klin, *Handbook of autism and pervasive developmental disorders-3rd edition* (pp. 382-405). Hoboken, NJ: John Wiley & Sons. (recommended text)
- Tager-Flusberg, H., Paul, R., & Lord, C. (2005). Language and communication in autism. In F. R. Volkmar, R. Paul, D. Cohen & A. Klin, *Handbook of autism and pervasive developmental disorders-3rd edition* (pp. 335-364). Hoboken, NJ: John Wiley & Sons. (recommended text)
- Toth, K., Munson, J., Meltzoff, A. N., & Dawson, G. (2006). Early predictors of communication development in young children with autism spectrum disorder: Joint attention, imitation and toy play. *Journal of Autism & Developmental Disorders*, 36 (8), 993-1006.

ASSESSMENT TOOLS:

Wetherby, A.M. & Prizant, B. M. (1993). *Communication and Symbolic Behavior Scales*. Chicago, IL: Riverside Press.

Wetherby, A.M. & Prizant, B. M. (2002). *Communication and Symbolic Behavior Scales- Development Profile*. Brookes Publishing.

Module 5

Considerations for the Assessment & Intervention of Play in Children with ASD

Questions to consider:

- What is the role of play-based assessment in profiling the strengths and challenges of children with ASD?
- What is the interaction between play, language, and cognition?
- In what situations should play be assessed for children with ASD

REQUIRED READINGS:

Naber, F. B. A., Bakermans-Kranenburg, M.J., van IJzendoorn, M. H., et al. (2008). Play behavior and attachment in toddlers with autism. *Journal of Autism & Developmental Disorders*, 38 (5), 857-866.

Prelock, P. A. (2006). Understanding and assessing the play of children with ASD. In *Autism Spectrum Disorders: Issues in Assessment & Intervention* (pp. 221-250). Austin, TX: Pro-Ed Publishers. (required text)

Prelock, P. A. (2006). Interventions to support the play of children with ASD. In *Autism Spectrum Disorders: Issues in Assessment & Intervention* (pp. 459-478). Austin, TX: Pro-Ed Publishers. (required text)

Rutherford, M.D., Young, G. S., Hepburn, S., & Rogers, S. J. (2007). A longitudinal study of pretend play in autism. *Journal of Autism & Developmental Disorders*, 37 (6), 1024-1039.

Stanley, G. C., & Konstantareas, M. M. (2007). Symbolic play in children with autism spectrum disorders. *Journal of Autism & Developmental Disorders*, 37 (7), 1215-1223.

RECOMMENDED READINGS:

Corbett, E., & Prelock, P. A. (2006). Language play in children with Autism Spectrum Disorder (ASD): Implications for practice. *Seminars in Speech and Language*, 27 (1), 21-31.

Koegel, R. L., Werner, G. A., Vismara, L. A., & Koegel, L. K. (2005). The effectiveness of contextually supported play date interactions between children with autism and typically developing peers. *Research and Practice for Persons with Severe Disabilities*, 30 (2), 93-102.

Lantz, J. F., Nelson, J. M., & Loftin, R. L. (2004). Guiding children with autism in play: Applying the integrated playgroup model in school settings. *Teaching Exceptional Children*, 37 (2), 8-15.

Liber, D. B., Frea, W. D., & Symon, J. B. G. (2008). Using time delay to improve social play skills with peers for children with autism. *Journal of Autism & Developmental Disorders*, 38 (2), 312-323.

Lifter, K., Ellis, J., Cannon, B., & Anderson, S. R. (2005). Developmental specificity in targeting and teaching play activities to children with pervasive developmental disorders. *Journal of Early Intervention*, 27 (4), 247-267.

Rogers, S. J., Cook, I., & Meryl, A. (2005). Imitation and play in autism. In F. R. Volkmar, R. Paul, D. Cohen & A. Klin, Handbook of autism and pervasive developmental disorders-3rd edition (pp. 382-405). Hoboken, NJ: John Wiley & Sons. (recommended text)

ASSESSMENT TOOLS:

Linder, T. W. (1993). Transdisciplinary play-based assessment: A functional approach to working with young children (revised edition). Baltimore, MD: Paul H. Brookes Publishing.

Westby, C. E. (2000). A scale for assessing development in children's play. In K. Gitlin-Weiner, A. Sandgrun, & C. Schaefer (Eds.), Play diagnosis and assessment (pp. 135-163). New York: John Wiley.

Westby, C. E. (1988). Children's play: Reflections of social competence. Seminars in Speech and Language, 9, 1-13.

Westby, C. E. (1980). Assessment of cognitive and language abilities through play. Language, Speech, and Hearing Services in Schools, 11, 154-168.

Module 6

Understanding the Social-Emotional Development of Children & Adolescents with ASD

Questions to consider:

- What are the features of social-emotional development in children & adolescents with ASD that compromise their ability to relate?
- In what ways can the Functional-Emotional Assessment Scale be used to assess the social-emotional development of children with ASD?
- How does information from a social-emotional assessment support the development of goals & intervention strategies for increasing attachment, relating and social interaction?

REQUIRED READINGS:

Lindner, J. L., & Rosen, L. A. (2006). Decoding of emotion through facial expression, prosody, and verbal content in children and adolescents with Asperger's syndrome. Journal of Autism & Developmental Disorders 36 (6), 769-777.

Markova, G., & Legerstee, M. (2008). How infants come to learn about the mind of others. Zero to Three, 28 (5), 26-31.

Mazefsky, C. A., & Oswald, D. P. (2007). Emotion perception in Asperger's syndrome and high-functioning autism: The importance of diagnostic criteria and cue intensity. Journal of Autism & Developmental Disorders, 37 (6), 1086-1095.

Muller, E., & Schuler, A. (2006). Verbal marking of affect by children with Asperger syndrome and high functioning autism during spontaneous interactions with family members. Journal of Autism & Developmental Disorders, 36 (8), 1089-1100.

Prelock, P. A. (2006). Understanding & assessing the social-emotional development of children with ASD. Autism Spectrum Disorders: Issues in Assessment & Intervention (pp. 251- 301). Austin, TX: Pro-Ed Publishers. (required text)

Warren, H. K., Denham, S. A., & Bassett, H. H. (2008). The emotional foundations of social understanding. Zero to Three, 28 (5), 32-39.

RECOMMENDED READINGS:

- Carter, A. S., Davis, N. O., Klin, A., & Volkmar, F. R. (2005). Social development in autism. In F. R. Volkmar, R. Paul, D. Cohen & A. Klin, Handbook of autism and pervasive developmental disorders-3rd edition (pp. 312-334). Hoboken, NJ: John Wiley & Sons. (recommended text)
- Greenspan, S. I. (2001). The affect diathesis hypothesis: The role of emotions in the core deficit in autism and in the developmental of intelligence and social skills. *The Journal of Developmental and Learning Disorders*, 5 (1), 1-45.
- Kasari, C., Chamberlain, B., & Bauminger, N. (2001). Social emotions and social relationships: Can children with autism compensate? In J. A. Burack, T. Charman, N. Yirmiya, & P. R. Zelazo (Eds.), *The development of autism: Perspectives from theory and research* (pp. 309-324). Mahwah, NJ: Lawrence Erlbaum Associates.
- National Research Council (2001). Social development. In *Educating children with autism*. Washington, DC: National Academy Press (Chapter 6, pp. 66-81). (recommended text)

ASSESSMENT TOOLS:

- Greenspan, S. I. (1992). *Infancy and early childhood: The practice of clinical assessment and intervention with emotional and developmental challenges*. Madison, CT: International Universities Press.
- Greenspan, S. I., DeGangi, G., & Wieder, S. (2001). *The Functional Emotional Assessment Scale (FEAS) for Infancy and Early Childhood*. Bethesda, MD: Interdisciplinary Council on Developmental and Learning Disorders.

Module 7

Establishing Relationships to Support Children with ASD: Floor Time & Relationship Development Intervention

Questions to consider:

- How do you tune into a child with ASD?
- What is floor time and how is it used to facilitate goals for relating with adults and peers?
- What is the evidence for relationship-based interventions?

REQUIRED READINGS:

- Gutstein, S.E., Burgess, A. F., & Montfort, K. (2007). Evaluation of the relationship development intervention program. *Autism*, 11 (5), 397-411.
- Ingersoll, B., Dvortcsak, A., Whalen, C., & Sikora, D. (2005). The effects of a developmental, social-pragmatic language intervention on rate of expressive language production in young children with ASD. *Focus on Autism and Other Developmental Disabilities*. 20 (4) 213-222.
- Mahoney, G., & Perales, F. (2003). Using relationship-focused intervention to enhance the social-emotional functioning of young children with autism spectrum disorders. *Topics in Early Childhood Special Education*, 23 (2), 77-89.
- Prelock, P. A. (2006). Interventions to support the social –emotional needs of children with ASD. In *Autism Spectrum Disorders: Issues in Assessment & Intervention* (pp.479-486). Austin, TX: Pro-Ed Publishers. (required text)

RECOMMENDED READINGS:

- DeGangi, G. A. & Greenspan, S. I. (1997). The effectiveness of short-term interventions in treatment of inattention and irritability in toddlers. *The Journal of Developmental and Learning Disorders*, 1, 277-298.
- Greenspan, S. I. & Wieder, S. (1997). Developmental patterns and outcomes in infants and children with disorders in relating and communicating: A chart review of 200 cases of children with autistic spectrum diagnoses. *Journal of Developmental & Learning Disorders*, 1, 87-141.
- Ingersoll, B. (2008). The social role of imitation in autism: Implications for the treatment of imitation deficits. *Infants & Young Children*, 21 (2), 107-119.

RESOURCES:

Floortime DVD series (www.floortime.org): 1) The Basics: Relating & Communicating; 2) Sensory Regulation & Social Interaction & Symbolic & Logical Thinking

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- Greenspan, S. I. & Wieder, S. (1998). *The child with special needs: Encouraging intellectual and emotional growth* (see Chapters 8-12 on ‘The Floor Time Approach’ (pp. 121-292). Reading, MA: Addison-Wesley.
- Greenspan, S., & Wieder, S. (2001). *Floor Time Techniques and the DIR Model: For Children and Families with Special Needs*. Bethesda, MD. ICDL Publications.
- Gutstein, S. E. (2000). *Autism/Aspergers: Solving the relationship puzzle*. Arlington, TX: Future Horizons.
- Gutstein, S. E., & Sheely, R. K. (2002a). *Relationship development intervention with children, adolescents & adults: Social and emotional development activities for Asperger syndrome, autism, PDD & NLD*. Philadelphia, PA: Jessica Kingsley Publishers.
- Gutstein, S. E., & Sheely, R. K. (2002b). *Relationship development intervention with young children: Social and emotional development activities for Asperger syndrome, autism, PDD & NLD*. Philadelphia, PA: Jessica Kingsley Publishers.

Module 8

Relationship Building to Support Children with ASD: SCERTS Model, More Than Words & Joint Attention Training

Questions to consider:

- How might the SCERTS model be used to support program planning for children with ASD?
- What strategies can be used to facilitate joint attention?
- How can parents support social communication in children with ASD in the home?

REQUIRED READING:

- McConachie, H., Randle, V., Hammal, D., Le Couteur, A. (2005). A controlled trial of a training course for parents of children with suspected autism spectrum disorder. *Journal of Pediatrics*, 147, 335-340.
- Prelock, P. A. (2006). Interventions to support the social –emotional needs of children with ASD. In *Autism Spectrum Disorders: Issues in Assessment & Intervention* (pp.486-539). Austin, TX: Pro-Ed Publishers. (required text)

- Schertz, H. H., & Odom, S. L. (2007). Promoting joint attention in toddlers with autism: A parent-mediated developmental model. *Journal of Autism and Developmental Disorders*, 37 (8), 1562-1575.
- Warreyn, P., Roeyers, H., Van Wetswinkel, U., & De Groote, I. (2007). Temporal coordination of joint attention behavior in preschoolers with autism spectrum disorder. *Journal of Autism & Developmental Disorders*, 37 (3), 501-512.
- Whalen, C., Schreibman, L., & Ingersoll, B. (2006). The collateral effects of joint attention training on social initiations, positive affect, imitation, & spontaneous speech for young children with autism. *Journal of Autism & Developmental Disorders* 36 (5), 655-664.

RECOMMENDED READINGS:

- Prizant, B. M., & Wetherby, A. M. (2005). Critical issues in enhancing communication abilities for persons with autism spectrum disorders. In F. R. Volkmar, R. Paul, D. Cohen & A. Klin, *Handbook of autism and pervasive developmental disorders-3rd edition* (pp. 925-945). Hoboken, NJ: John Wiley & Sons. (recommended text)
- Prizant, B.M., Wetherby, A.M., Rubin, E., & Laurent, A. C. (2003). The SCERTS Model: A transactional, family-centered approach to enhancing communication and socio-emotional abilities of children with autism spectrum disorders. *Infants and Young Children*, 16 (4), 296- 316.

RESOURCES:

- Prizant, B.M., Wetherby, A.M., Rubin, E., Laurent, A. C., & Rydell, P. (2004). *The SCERTS Model: Enhancing communication and socioemotional abilities of children with autism spectrum disorders*. Port Chester, NY: National Professional Resources, Inc.
- Prizant, B., Wetherby, A., Rubin, E., and Laurent, A. (November, 2005). *THE SCERTSTM Model Manual: Enhancing Communication and Socioemotional Abilities of Young Children with ASD*. Baltimore, MD: Paul H. Brookes Publishing.
- Quill, K. A. (2000). *Do-watch-listen-say: Social and communication intervention for children with autism*. Baltimore, MD: Paul H. Brookes Publishing.
- Sussman, F. (1999). *More than words: Helping parents promote communication and social skills in children with autism spectrum disorders*. Toronto, Ontario: A Hanen Centre Publication.

Module 9

Understanding the Language, Executive Function & Theory of Mind of Children & Adolescents with Autism & Asperger Syndrome

Questions to consider:

- What are the language characteristics of verbal children and adolescents with ASD?
- What is the role of executive function in the social, behavioral and academic experiences of children and adolescents with ASD?
- In what way does theory of mind explain the challenges often reported for children with ASD?

REQUIRED READINGS:

- Chiang, H-M., & Carter, M. (2008). Spontaneity of communication in individuals with autism. *Journal of Autism & Developmental Disorders*, 38 (4), 693-705.
- Gabig, C. S. (2008). Verbal working memory and story retelling in school-age children with autism. *Language, Speech & Hearing Services in Schools*, 39 (4), 498-511.
- Loth, E., Gomez, J. C., & Happe, F. (2008). Event schemas in autism spectrum disorders: The role of theory of mind and weak central coherence. *Journal of Autism & Developmental Disorders*, 38 (3), 449-463.
- Prelock, P. A. (2006). Understanding and assessing the communication of children with ASD. In *Autism Spectrum Disorders: Issues in Assessment & Intervention* (pp. 174-219). Austin, TX: Pro-Ed Publishers. (required text)
- Reichow, B., Salamack, S., Paul, R., Volkmar, F. R., & Klin, A. (2008). Pragmatic assessment in autism spectrum disorders: A comparison of a standard measure with parent report. *Communication Disorders Quarterly*, 29 (3), 169-176.
- Saalasti, S., Lepisto, T., Toppila, E., Kujala, T., Laakso, M., Nieminen-von Wendt, T., von Wendt, L., & Jansson-Verkasalo, E. (2008). Language abilities of children with Asperger syndrome. *Journal of Autism & Developmental Disorders*, 38 (8), 1574-1580.

RECOMMENDED READINGS:

- Abele, E., & Grenier, D. (2005). The language of social communication: Running pragmatics groups in schools and clinical settings. In L. J. Baker, & L. A. Welkowitz (Eds.), *Asperger's syndrome: Intervention in schools, clinics, and communities* (pp. 217-239). Mahwah, NJ: Lawrence Erlbaum Associates, Inc.
- Chiang, H-M., & Lin, Y-H. (2008). Expressive communication of children with autism. *Journal of Autism & Developmental Disorders*, 38 (3), 538-545.
- Gevers, C., Clifford, P., Mager, M., & Boer, F. (2006). Brief report: A theory of mind based social cognition training program for school-aged children with PDD: An open study of its effectiveness. *Journal of Autism & Developmental Disorders* 36 (4), 567-571.
- Marans, W. D., Rubin, E., Laurent, A. (2005). Addressing social communication skills in individuals with high-functioning autism and Asperger syndrome: Critical priorities in educational programming. In F. R. Volkmar, R. Paul, D. Cohen & A. Klin, *Handbook of autism and pervasive developmental disorders-3rd edition* (pp. 977-1002). Hoboken, NJ: John Wiley & Sons. (recommended text)
- Tsatanis, K. (2005). Neuropsychological characteristics in autism and related conditions. In F. R. Volkmar, R. Paul, D. Cohen & A. Klin, *Handbook of autism and pervasive developmental disorders-3rd edition* (pp. 365-381). Hoboken, NJ: John Wiley & Sons. (recommended text)
- Verte, S., Geurts, H. M., Roeyers, H., Oosterlaan, J., & Sergeant, J. A. (2006). Executive functioning in children with an ASD: Can we differentiate within the spectrum? *Journal of Autism and Developmental Disorders* 36 (3), 351-372.

Module 10

Approaches to Selecting Intervention Strategies and Planning Collaboratively for Serving Children and Adolescents with ASD and their Families

Questions to Consider:

- What are best practices in early intervention for children with autism spectrum disorders?
- How do you select intervention strategies that meet a child's goals?
- What are some ways to collaboratively plan for intervention?
- How do you make evidence-based decisions to select interventions?

REQUIRED READINGS:

- Prelock, P. A. (2006). Making intervention decisions to better serve children with ASD and their families. In *Autism Spectrum Disorders: Issues in Assessment & Intervention* (pp. 347-395). Austin, TX: Pro-Ed Publishers. (required text)
- Reichow, B., Volkmar, F. R., & Cicchetti, D. V. (2008). Development of the evaluative method for evaluating and determining evidence-based practices in autism. *Journal of Autism & Developmental Disorders*, 38 (7), 1311-1319.
- Simpson, R. L. (2005). Evidence-based practices and students with autism spectrum disorders. *Focus on Autism and Other Developmental Disabilities*, 20 (3), 140-149.
- Smith, T., Scahill, L., Dawson, G., Guthrie, D., Lord, C., Odom, S., Rogers, S., & Wagner, A. (2007). Designing research studies on psychosocial interventions in autism. *Journal of Autism & Developmental Disorders*, 37 (2), 354-366.
- Wong, H. H. L., & Smith, R. G. (2006). Patterns of complementary and alternative medical therapy use in children diagnosed with ASD. *Journal of Autism & Developmental Disorders* 36 (7), 901-909.

RECOMMENDED READINGS:

- Chorpita, B. F., Kim, L. M., Donkervoet, J. C., et al. (2002). Toward large-scale implementation of empirically supported treatments for children: A review and observations by the Hawaii empirical basis to services task force. *Clinical Psychology: Science & Practice*, 9 (2)165-190.
- Harris, S. L., Handleman, J. S., & Jennett, H. K. (2005). Models of educational intervention for students with autism: Home, center and school-based programming. In F. R. Volkmar, R. Paul, D. Cohen & A. Klin, *Handbook of autism and pervasive developmental disorders-3rd edition* (pp. 1043-1054). Hoboken, NJ: John Wiley & Sons. (recommended text)
- National Research Council (2001). Social development. In *Educating children with autism*. Washington, DC: National Academy Press (Chapter 11, pp. 133-139). (recommended text)
- National Research Council (2001). Social development. In *Educating children with autism*. Washington, DC: National Academy Press (Chapter 12, pp. 140-172). (recommended text)
- Romanczyk, R. G., & Gillis, J. M. (2005). Treatment approaches for autism: Evaluating options and making informed choices. In D. Zager (Ed.), *Autism spectrum disorders: Identification, education, and treatment—3rd edition* (pp, 515-535). Mahwah, NJ: Lawrence Erlbaum Associates.

Module 11

The Picture Exchange Communication System & the Use of other Visual & AAC Strategies to Facilitate Communication in Children & Adolescents with ASD

Questions to consider:

- How does the Picture Exchange Communication system (PECS) work?
- Who might benefit from the use of PECS?
- What other visual supports should be provided to children & adolescents with ASD?
- What other AAC strategies are effective to support communication in individuals with ASD?

REQUIRED READINGS:

- Carr, D., & Felce, J. (2007). The effects of PECS teaching to Phase III on the communicative interactions between children with autism and their teachers. *Journal of Autism & Developmental Disorders*, 37 (4), 724-737.
- Ganz, J. B., & Flores, M. M. (2008). Effects of the use of visual strategies in play groups for children with autism spectrum disorders and their peers. *Journal of Autism & Developmental Disorders*, 38(5), 926-940.
- Prelock, P. A. (2006). Interventions to support the communication of children with ASD. In *Autism Spectrum Disorders: Issues in Assessment & Intervention* (pp. 397-407). Austin, TX: Pro-Ed Publishers. (required text)
- Schlosser, R. W., & Wendt, O. (2008). Effects of augmentative and alternative communication intervention on speech production in children with autism: A systematic review. *American Journal of Speech-Language Pathology*, 17 (3), 212-230.
- Spencer, T. D., Petersen, D. B., & Gillam, S. L. (2008). Picture exchange communication system (PECS) or sign language: An evidence-based decision-making example. *Teaching Exceptional Children*, 41 (2), 40-47.

RECOMMENDED READINGS:

- Charlop-Christy, M. H., Carpenter, M., Le., L., LeBlanc, L. A., & Kellet, K. (2002). Using the Picture Exchange Communication System (PECS) with children with autism: Assessment of PECS acquisition, speech, social-communicative behavior, and problem behavior. *Journal of Applied Behavior Analysis*, 35, 213-231.
- Ganz, J. B., & Simpson, R. L. (2004). Effects on communicative requesting and speech development of the Picture Exchange Communication System in children with characteristics of autism. *Journal of Autism & Developmental Disorders*, 34 (4), 395-409.
- Kravits, T. R., Kamps, D. M., Kemmerer, K., & Potucek, J., (2002). Increasing communication skills for an elementary-aged student with autism using the Picture Exchange Communication System. *Journal of Autism and Developmental Disorders*, 32, (3) 225-230.
- Tincani, M. (2004). Comparing the Picture Exchange Communication System and sign language training for children with autism. *Focus on Autism and Other Developmental Disabilities*, 19 (3), 152-163.

RESOURCES:

- Frost, L. A., & Bondy, A. S., (2002). *The Picture Exchange Communication System Training Manual* (2nd edition). Newark, DE: Pyramid Educational Products, Inc.
- Hodgdon, L. A. (1998). *Visual strategies for improving communication*. Troy, MI: Quirk Roberts Publishing.

Module 12

Other Interventions to Support Language & Social Communication in Children with ASD: Prelinguistic & Enhanced Milieu Teaching, Minimal Speech Approach, Time Delay, & Video Modeling

Questions to consider:

- In what ways can practitioners enhance the language & social communication of children with ASD?
- How can Video Modeling support the social communication needs of children with ASD?

REQUIRED READINGS:

- Goldstein, H. (2002). Communication intervention for children with autism: A review of treatment efficacy. *Journal of Autism & Developmental Disorders*, 32 (5), 373-396.
- Kashinath, S., Woods, J., & Goldstein, H. (2006). Enhancing generalized teaching strategy use in daily routines by parents of children with autism. *Journal of Speech, Language & Hearing Research* 49 (3), 466-485.
- Nikopoulos, C. K., & Keenan, M. (2007). Using video modeling to teach complex social sequences to children with autism. *Journal of Autism & Developmental Disorders*, 37 (4), 678- 693.
- Ogletree, B. T. (2007). What makes communication intervention successful with children with autism spectrum disorders? *Focus on Autism and Other Developmental Disabilities*, 22 (3), 190- 192.
- Prelock, P. A. (2006). Interventions to support the communication of children with ASD. In *Autism Spectrum Disorders: Issues in Assessment & Intervention* (pp. 407-458). Austin, TX: Pro-Ed Publishers. (required text)
- Walker, G. (2008). Constant and progressive time delay procedures for teaching children with autism: A literature review. *Journal of Autism and Developmental Disorders*, 38 (2), 261-275.

RECOMMENDED READINGS:

- Charlop-Christy, M. H., & Daneshvar, S. (2003). Using Video Modeling to Teach Perspective Taking to Children with Autism. *Journal of Positive Behavior Interventions*, 5 (1), 12-21.
- Delprato, D. J. (2001). Comparisons of discrete-trial and normalized behavioral language intervention for young children with autism. *Journal of Autism and Developmental Disorders*, 31 (3), 315-325.
- Ducker, P., Didden, R. & Sigafos, J. (2004). Single-component response training: Prompting sequences. In *One-to-one training: Instructional procedures for learners with developmental disabilities* (1-32). Austin, TX: Pro-Ed.
- Graetz, J. E., Mastropieri, M. A., & Scruggs, T. E. (2006). Show time: Using video self-modeling to decrease inappropriate behavior. *Teaching Exceptional Children*, 38 (5), 43-48.
- Grela, B. G., & McLaughlin, K. S. (2006). Focused stimulation for a child with ASD: A treatment study. *Journal of Autism and Developmental Disorders* 36 (6), 753-756.

RESOURCE:

- Potter, C. & Whittaker, C. (2001). *Enabling communication in children w/ autism*. Philadelphia, PA: Jessica Kingsley Press.

Module 13

Scripting for Language Learning & Creating Social Stories & Comic Strip Conversations to Support Children and Adolescents with ASD

Questions to consider:

- How do you support language learning through scripted intervention?
- What are social stories and how can they help support a child/ adolescent's ability to recognize and respond to social cues & routines?
- How might comic strip conversations support the perspective taking of children & adolescents with ASD?
- What is the impact of social skills interventions for children & adolescents with ASD?

REQUIRED READINGS:

Ganz, J. B., Kaylor, M., Bourgeois, B., & Hadden, K. (2008). The impact of social scripts and visual cues on verbal communication in three children with autism spectrum disorders. *Focus on Autism & Other Developmental Disabilities*, 23 (2), 79-94.

Hutchins, T. J. & Prelock, P. A. (2006). Using social stories and comic strip conversations to promote socially valid outcomes for children with autism. *Seminars in Speech and Language*, 27 (1), 47-59.

Prelock, P. A. (2006). Interventions to support the social-emotional needs of children with ASD. In *Autism Spectrum Disorders: Issues in Assessment & Intervention*. Austin, TX: Pro-Ed Publishers. pp. 511-539 (required text)

Rao, P. A., Beidel, D. C., & Murray, M. J. (2008). Social skills interventions for children with Asperger's syndrome or high-functioning autism: A review and recommendations. *Journal of Autism & Developmental Disorders*, 38(2), 353-361.

Reynhout, G., & Carter, M. (2006). Social stories for children with disabilities. *Journal of Autism & Developmental Disorders* 36 (4), 445-469.

White, S. W., Keonig, K., & Scahill, L. (2007). Social skills development in children with autism spectrum disorders: A review of the intervention research. *Journal of Autism & Developmental Disorders*, 37 (10), 1858-1868.

RECOMMENDED READINGS:

Adams, L., Gouvousis, A., VanLue, M., & Waldron, C. (2004). Social story intervention: Improving communication skills in a child with an autism spectrum disorder. *Focus on Autism and Other Developmental Disabilities*, 19 (2), 87-94.

Crozier, S., & Tincani, M. J. (2005). Using a modified social story to decrease disruptive behavior of a child with autism. *Focus on Autism and Other Developmental Disabilities*, 20 (3), 150-157.

Parsons, L. D. (2006). Using video to teach social skills to secondary students with autism. *Teaching Exceptional Children*, 39 (2), 32-38.

Thieman, K. S., & Goldstein, H. (2001). Social stories, written text cues, and video feedback: Effects on social communication of children with autism. *Journal of Applied Behavior Analysis*, 34, 425-446.

Tse, J., Strulovitch, J., Tagalakis, V., Meng, L., & Fombonne, E. (2007). Social skills training for adolescents with Asperger syndrome & high-functioning autism. *Journal of Autism & Developmental Disorders*, 37 (10), 1960-1968.

RESOURCES:

- Gray, C. (1994). The new social story book. Jenison, MI: Jenison Public Schools.
- Gray, C. (1993). The original social story book. Jenison, MI: Jenison Public Schools.
- Gray, C. (1995). Social stories and comic strip conversations: Unique methods to improve social understanding. Jenison MI: Jenison Public Schools.
- Gray, C. (1994). Comic strip conversations. Jenison, MI: Jenison Public Schools.

Module 14

Strategies for Inclusive Practice: Priming, Pivotal Response Training, Self-Management Strategies

Questions to consider:

- What are the advantages & challenges of a natural language paradigm for supporting the interactions of children & adolescents with ASD?
- In what ways can the interactions of children & adolescents with ASD be facilitated through Pivotal Response Training?
- How is priming and self-management used to support students with ASD in the inclusive classroom?

REQUIRED READINGS:

- Hart, J. E., & Whalon, K. J. (2008). Promote academic engagement and communication of students with autism spectrum disorder in inclusive settings. *Intervention in School and Clinic*, 44 (2), 116-120.
- Lee, S-H., Simpson, R. L., & Shogren, K. A. (2007). Effects and implications of self-management for students with autism: A meta-analysis. *Focus on Autism and Other Developmental Disabilities*, 22(1), 2-13.
- Prelock, P. A. (2006). Inclusionary practice for children with ASD. In *Autism Spectrum Disorders: Issues in Assessment & Intervention* (pp. 573-601). Austin, TX: Pro-Ed Publishers. (required text)
- Prelock, P. A. (2006). Interventions to support the social-emotional needs of children with ASD. In *Autism Spectrum Disorders: Issues in Assessment & Intervention* (pp. 506-510). Austin, TX: Pro-Ed Publishers. (required text)

RECOMMENDED READINGS:

- Harrower, J. K., & Dunlap, G. (2001). Including children with autism in general education classrooms: A review of effective strategies. *Behavior Modification*, 25 (5), 762-784.
- Koegel, L.K., Carter, C. M., & Koegel, R. L. (2003). Teaching children with autism self initiations as a pivotal response. *Topics in Language Disorders*, 23 (2), 134-145.
- Koegel, L. K., Koegel, R. L., Frea, W., & Green-Hopkins, I. (2003). Priming as a method of coordinating educational services for students with autism. *Language, Speech, and Hearing Services in Schools*, 34 (3), 228-235.
- Simpson, R. L., de Boer-Ott, S. R., & Smith-Myles, B. (2003). Inclusion of learners with autism spectrum disorders in general education settings. *Topics in Language Disorders*, 23 (2), 116-133.

RESOURCE:

- Koegel, R. L., & Koegel, L. K. (2006). *Pivotal response treatments for autism: Communication, social & academic development*. Baltimore, MD: Brookes.

Module 15

Using Peer Mediated Interventions to Enhance the Social Interactions of Children & Adolescents with ASD

Questions to consider:

- What is the role of peer-mediated intervention in meeting the social interaction needs of children & adolescents with ASD?
- What is the role of the adult in facilitating interactions among children with ASD and their typical peers?
- What strategies have been used to support the social interaction and friendship building between children with ASD & their typical peers?

REQUIRED READINGS:

- Kohler, F. W., Greteman C., Raschke, D., & Highnam, C. (2007). Using a buddy skills package to increase the social interactions between a preschooler with autism and her peers. *Topics in Early Childhood Special Education*, 27 (3), 155-163.
- Owen-DeSchryver, J. S., Carr, E. G., Cale, S. I., & Blakeley-Smith, A. (2008). Promoting social interactions between students with autism spectrum disorders and their peers in inclusive school settings. *Focus on Autism & Other Developmental Disabilities*, 23 (1), 15-28.
- Prelock, P. A. (2006). Interventions to support the social-emotional needs of children with ASD. In *Autism Spectrum Disorders: Issues in Assessment & Intervention* (pp. 496-506). Austin, TX: Pro-Ed Publishers. (required text)
- Prendeville, J., Prelock, P. A., & Unwin, G. (2006). Peer play interventions to support the social competence of children with Autism Spectrum Disorders (ASD). *Seminars in Speech and Language*, 27 (1), 32-46.
- Webb, B.J., Miller, S. P., Pierce, T. B., Strawser, S., & Jones, W. P. (2004). Effects of social skill instruction for high-functioning adolescents with autism spectrum disorders. *Focus on Autism and Other Developmental Disabilities*, 19 (1), 53-62.

RECOMMENDED READINGS:

- Bauminger, N. (2002). The facilitation of social-emotional understanding and social interaction in high-functioning children with autism: Intervention outcomes. *Journal of Autism and Developmental Disorders*, 32 (4), 283-298.
- DiSalvo, C. A., & Oswald, D. P. (2002). Peer-mediated interventions to increase the social interaction of children with autism: Consideration of peer expectancies. *Focus on Autism and Other Developmental Disabilities*, 17 (4), 198-207.
- Kamps, D., Royer, J., Dugan, E., Kravits, T., Gonzalez-Lopez, A., Garcia, J., Carnazzo, K., Morrison, L., & Kane, L. G. (2002). Peer training to facilitate social interaction for elementary students with autism and their peers. *Exceptional Children*, 68 (2), 173-188).
- Krasny, L., Williams, B.J., Provencal, S., & Ozonoff, S. (2003). Social skills interventions for the autism spectrum: Essential ingredients and a model curriculum. *Child and Adolescent Psychiatric Clinics in North America*, 12, 107-122.
- Thiemann, K. S., & Goldstein, H. (2004). Effects of peer training and written text cueing on social communication of school-age children with pervasive developmental disorder. *Journal of Speech, Language & Hearing Research*, 47, (1) 126-144.

JOURNAL ARTICLE REVIEW FORMAT

NAME: _____ DATE: _____

TITLE & AUTHOR OF ARTICLE/CHAPTER REVIEWED:

1. In what way does this information expand your knowledge regarding the assessment or intervention process for children or adolescents with ASD and their families, specifically related to receptive expressive language (1 pt.), cognitive communication (1 pt.), social aspects of communication(1 pt.) & communication modalities (1 pt.) (Total=>4 points)
2. Based on your current views of children and adolescents with ASD, describe how the information you read supports or refutes your beliefs and practices regarding receptive expressive language (1 pt.), cognitive communication (1 pt.), social aspects of communication (1 pt.) & communication modalities (1pt.) (Total=>4 points)
3. Explain how you will apply the knowledge you gained from reading the article as you collaborate with team members (which includes families) to support the needs of children and adolescents with ASD specifically related to receptive expressive language (1pt.), cognitive communication (1 pt.), social aspects of communication (1 pt.) & communication modalities(1 pt.) (you may relate your application to a specific child or adolescent with a diagnosis of ASD if you wish) (Total=>4 points)

TOTAL POINTS: ___/12 points ADDITIONAL COMMENTS:

-Books Written By Families &/or Individuals with ASD

- Andron, L. (2001). *Our journey through high functioning autism and Asperger syndrome*. Philadelphia, PA: Jessica Kingsley Publishers.
- Barron, J. & Barron, S. (2002). *There's a boy in here: Emerging from the bonds of autism*. Arlington, TX: Future Horizons.
- Birch, J. (2002). *Congratulations! It's Asperger syndrome*. NY: Jessica Kingsley Publishers.
- Collins, P. *Not Even Wrong—Adventure in Autism*. http://www.amazon.com/Not-Even-Wrong-Adventures-Autism/dp/1582343675/sr=8-3/qid=1170616775/ref=sr_1_3/103-9560373-7514209?ie=UTF8&s=books
- Davis, B. & Schunick, W. G. (2001). *Breaking Autism's barriers: A father's story*. Philadelphia, PA: Jessica Kingsley Publishers.
- Downey, M. K. & Downey, K. (2002). *The people in a girl's life: How to find them, better understand them and keep them*. Philadelphia, PA: Jessica Kingsley Publishers.
- Fleisher, M. (2003). *Making sense of the unfeasible: My life journey with Asperger Syndrome*. NY: Jessica Kingsley Publishers
- Fling, E. R. (2000). *Eating an artichoke: A mother's perspective on Asperger syndrome*. Philadelphia, PA: Jessica Kingsley Publishers.
- Freedman, J. L. (2007). *Unstrange Minds: Remapping the world of autism*. Basic Books.
- Gilpin, W. (2002). *Much more . . . laughing and loving with autism*. Arlington, TX: Future Horizons.
- Grandin, T. (1986). *Emergence: Labeled Autistic*. Norvato, CA: Arena Press.
- Grandin, T. (1995). *Thinking in Pictures and Other Reports From my Life With Autism*. NY: Bantam Doubleday Dell Publishing.
- Hall, K. (2000). *Asperger syndrome, the universe and everything*. Philadelphia, PA: Jessica Kingsley Publishers.
- Hart, C. (1989). *Without reason: A family copes with two generations of autism*. NY: Harper & Row Publishers.
- Hoopmann, K. (2000). *Blue bottle mystery: An Asperger adventure*. Philadelphia, PA: Jessica Kingsley Publishers.
- Hoopmann, K. (2002). *Lisa and the lacemaker: An Asperger adventure*. Philadelphia, PA: Jessica Kingsley Publishers.
- Hoopmann, K. (2001). *Of mice and aliens: An Asperger adventure*. Philadelphia, PA: Jessica Kingsley Publishers.
- Johnson, C. & Crowder, J. (1994). *Autism: From tragedy to triumph*. Boston, MA: Branden Books.
- Kaufman, B.N. (1994). *Son rise: The miracle continues*. Tiburon, CA: H.J. Kramer, Inc.
- Kephart, B. (1998). *A slant of sun*. NY: W.W. Norton & Company.
- Lawson, W. (2001). *Understanding and working with the spectrum of autism: An insider's view*. Philadelphia, PA: Jessica Kingsley Publishers.
- Ledgin, N. (2002). *Asperger's and self-esteem: Insight and hope through famous role models*. Arlington, TX: Future Horizons.
- Leonard-Toomey, P. (Ed.) (1997). *In our words: Stories by brothers and sisters of children with autism & PDD*. Fall River, MA: Adsum, Inc.

- Martin, E. P. (1999). *Dear Charlie: A guide for living your life with autism—a grandfather's love letter*. Arlington, TX: Future Horizons.
- Maurice, C. (1993). *Let me Hear your Voice: A family's triumph over autism*. Austin, TX: Pro-Ed.
- McCabe, P., McCabe, E., & McCabe, J. (2002). *Living and loving with Asperger syndrome: Family viewpoints*. NY: Jessica Kingsley Publishers.
- Mesner, A. W. (1996). *Captain Tommy*. Stratham, NH: Potential Unlimited Publishing.
- Meyers, D. J.(Ed.) (1995). *Uncommon Fathers Reflections on Raising a Child with a Disability*. Bethesda, MD: Woodbine.
- Meyers, D. J. (Ed.) (1997). *Views from our shoes: Growing up with a brother or sister with special needs*. Bethesda, MD: Woodbine House.
- Mont, D. (2002). *A different kind of boy: A father's memoir about raising a gifted child with autism*. Philadelphia, PA: Jessica Kingsley Publishers.
- Morse, D., Gayhardt, V., & Wallace, R. S. (1998). *At home with autism: Three families' stories*. Stratham, NH: Potential Unlimited Publishing.
- Mukhopadhyay, T. R. (2003). *The mind tree: A miraculous child breaks the silence of autism*. NY: Arcade Publishing.
- Ogaz, N. (2002). *Buster and the amazing daisy: Adventures with Asperger syndrome*. Philadelphia, PA: Jessica Kingsley Publishers.
- Overton, J. (2003). *Snapshots of autism: A family album*. NY: Jessica Kingsley Publishers.
- Park, C. C. (2001). *Exiting Nirvana: A daughter's life with autism*. NY: Little, Brown & Company.
- Park, C.C. (1982). *The Siege: The First 8 Years of an Autistic Child*. Canada: Little, Brown, & Company Limited.
- Peers, J. (2003). *Asparagus Dreams*. NY: Jessica Kingsley Publishers
- Powers, M. D. (Ed.)(1989). *Children with autism: A parent's guide*. Bethesda, MD: Woodbine House.
- Prince-Hughes, D. (Ed.) (2002). *Aquamarine blue: Personal stories of college students with autism*. Athens, OH: Swallow Press/ Ohio University Press.
- Prince-Hughes, D. (2004). *Songs of the gorilla nation: My journey through autism*. NY: Harmony Books.
- Pyles, L. (2001). *Hitchhiking through Asperger syndrome*. Philadelphia, PA: Jessica Kingsley Publishers.
- Rankin, K. (2000). *Growing up severely autistic: They call me Gabriel*. Philadelphia, PA: Jessica Kingsley Publishers.
- Reed, D. (1996). *Paid for the privilege: Hearing the voices of autism*. Madison, WI: DRI Press.
- Romkema, C. (2002). *Embracing the sky*. Philadelphia, PA: Jessica Kingsley Publishers.
- Satkiewicz-Gayhardt, V., Peerenboom, B., & Campbell, R. (1998). *Crossing bridges: A parent's perspective on coping after a child is diagnosed with Autism/PDD*. Stratham, NH: Potential Unlimited Publishing.
- Schneider, E. (1999). *Discovering my autism: Apologia Pro Vita Sua (with apologies to Cardinal Newman)*. Philadelphia, PA: Jessica Kingsley Publishers.
- Schneider, E. (2002). *Living the good life with autism*. Philadelphia, PA: Jessica Kingsley Publishers.

- Schulze, C.B. (1993). *When Snow Turns to Rain: One Family's Struggle to Solve the Riddle of Autism*. Rockville, MD: Woodbine House.
- Seroussi, K. (2000). *Unraveling the mystery of Autism and Pervasive Developmental Disorder: A mother's story of research and recovery*. NY: Simon & Schuster.
- Shaw, J. (2002). *I'm not naughty – I'm autistic: Jodi's journey*. Philadelphia, PA: Jessica Kingsley Publishers.
- Shore, S. (2001). *Beyond the wall: Personal experiences with Autism and Asperger's Syndrome*. Shawnee Mission, KS: Autism Asperger Publishing Co.
- Stacey, P. (2003). *The Boy who Loved Windows*.
- Stehli, A. (1995). *Dancing in the rain*. Westport, CT: Georgiana Organization, Inc.
- Stehli, A. (1991). *The Sound Of A Miracle: A Child's Triumph Over Autism*. New York: Avon Books.
- Stone, F. (2004). *Autism—the eighth colour of the rainbow: Learn to speak autistic*. NY: Jessica Kingsley Publishers.
- Wiley, L. H. (1999). *Pretending to be normal: Living with Asperger's Syndrome*. Philadelphia, PA: Jessica Kingsley Publishers.
- Williams, D. (1998). *Autism and sensing: The unlost instinct*. Philadelphia, PA: Jessica Kingsley Publishers.
- Williams, D. (1996). *Autism: An inside-out approach*. Philadelphia, PA: Jessica Kingsley Publishers.
- Williams, D. (2004). *Everyday heaven*. NY: Jessica Kingsley Publishers.
- Williams, D. (2002). *Exposure anxiety – the invisible cage: An exploration of self-protection responses in the autism spectrum*. Philadelphia, PA: Jessica Kingsley Publishers.
- Williams, D. (1998). *Like colour to the blind*. Philadelphia, PA: Jessica Kingsley Publishers.
- Williams, D. (1992). *Nobody nowhere: The extraordinary autobiography of an autistic*. NY: Avon Books.
- Williams, D. (2004). *Not just anything: A collection of thoughts on paper*. NY: Jessica Kingsley Publishers.
- Williams, D. (1994). *Somebody's somewhere: Breaking free from the world of autism*. New York: Times Books.
- Wilson, R. (2000). *The Legendary Blobshocker*. Arlington, TX: Future Horizons.
- Zimmerman, S. (1996). *Grief dancers: A journey into the depths of the soul*. Gotten, CO: Nemo Press.