SUGGESTED READINGS
### Suggested Readings

_Suggested Readings_ is a selection of readings and resources about ASD organized into the major subject groupings identified below. Its purpose is to provide a sampling of current information about a range of topics concerning ASD. Many of these items were referenced earlier in the document, particularly Chapters 4 and 5.

#### Subject

Readings are listed in the following categories:

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**Applied Behaviour Analysis**


This text provides a comprehensive outline of basic behavioural approaches, their application to children with ASD, and the use of discrete trial training.


*Focus on Autism and Other Developmental Disabilities* 16:2 (Summer, 2001). Special Issue (untitled).


-- -- --. *Behavioral Intervention for Young Children with Autism.* Austin, TX: PRO-ED Inc., 1996.


<www.nap.edu/execsumm/0309072697.html>


<www.health.state.ny.us/nysdoh/eip/autism/autism.htm>
Asperger’s Syndrome (AS)/High Functioning Autism (HFA) (see also Explaining ASD, Social Skills)


This text covers practical topics including coping with AS, anger and AS, getting the message across, sex, and “AS cannot be blamed for everything.” <www.asperger.net>


This text includes eight chapters that cover diagnosis, social behaviour, language, interests and routine, motor clumsiness, cognition, sensory sensitivity, and frequently asked questions, with emphasis on practical suggestions and strategies. <www.TonyAttwood.com>


This small text provides suggestions for behaviours associated with the major diagnostic features of ASD. <www.asperger.net>


This text includes chapters that cover Assessment and Diagnosis, Educational Implications of Current Theories, Educational Interventions, Behavioural Interventions, and Precision in Assessment and Teaching. Checklists are provided for assessing social interaction skills, and suggestions are included for linking observation to programming. <www.fultonbooks.co.uk>


Focus on Autism and Other Developmental Disabilities. 16:1 (Spring, 2001). Special Issue (untitled).


This text describes a variation on the use of the social stories technique; real or fictional characters of special interest to the child are used to provide explanations or instructions, which are then condensed into a business card-sized Power Card which children with ASD can carry with them. <www.asperger.net>
A literary mystery written from the perspective of a 15-year-old boy with AS, this novel could potentially be used with older AS students.

This text includes chapters that cover Teaching about Emotions, Teaching about Information States, Developing Pretend Play and Future Directions; includes all graphics and step-by-step instructions needed to teach the programs. <www.wiley.com>

This is a general introduction to Asperger’s Syndrome with many useful suggestions and checklists for interventions for typical difficulties in the school setting. <www.linguisystems.com>

This is an easy-to-use problem-solving manual, with a format of identifying a typically occurring problem, providing some possible reasons and making brief management suggestions. It would be useful for parents and teachers. <www.asperger.net>

This workbook assists those with AS to understand the impact of AS on their employment experiences. <www.asperger.net>

This text offers practical suggestions for day-to-day issues. Chapters cover: What is Asperger; Five Areas of Impairment, Organizational Accommodations, Accommodations in the Curriculum, Developing Social Skills, Team Work. <www.asperger.net>
This text includes chapters that contrast school experiences for neurotypical Middle Years and high school students and those with Asperger and discuss assessment, interventions, and transition planning. <www.asperger.net>

There is some overlap in content with *Asperger Syndrome: A Guide for Educators and Parents,* but this text contains very useful chapters on the rage cycle and Functional Assessment of Behaviour in the cycle. <www.asperger.net>

This text includes chapters that cover Sensory Processing, AS and Associated Sensory Characteristics, Assessing Sensory Processing Issues and Interventions for Sensory Issues, plus a case study and a highly usable trouble-shooting chart. <www.asperger.net>

This text provides a useful discussion of modifications in curriculum content and teaching style. Chapters cover Understanding Meaning and Nature of Asperger Syndrome, Assessing Students, Teaching Academic Content, Planning for Social and Behavioural Success and Planning for Life after School, and Impact on the Family, including case studies. <www.asperger.net>

Life is full of subtle social rules and cues which most people learn automatically but which must be taught directly to people with social/cognitive deficits. This book offers a wealth of practical suggestions and curriculum items. <www.asperger.net>

Compiled by Families of Adults Afflicted with Asperger’s Syndrome (FAAAS Inc.), this text makes up a collection of positive and negative experiences of individuals who are close to those with AS. <www.faaas.org>


This text contains sections that deal with diagnostic, educational, and social issues, as well as parental and first-person accounts.


This text for professionals functions as a workbook for students with Asperger Syndrome, High Functioning Autism, Non-Verbal Learning Disability, or Pervasive Developmental Disorder—Not Otherwise Specified. <www.asperger.net> or <www.socialthinking.com>

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A companion to *Inside Out*, this text serves as a hands-on workbook for professionals working individually or with groups on social-cognitive skills such as thinking out loud, perspective-taking, and social mapping. It contains a good bibliography and suggested activity resources. <www.asperger.net> or <www.socialthinking.com>
**Autobiographies/Biographies** (see also Explaining ASD)


In the mid-1990s school psychologist Barnhill, taking doctoral coursework in Autism and the newly-recognized area of Asperger Syndrome, recognized the learning and behavioural difficulties experienced by her 21-year-old son Brent. This first-person account describes Brent’s childhood, adolescence, and adulthood from the perspectives of his parents, friends, and family, and of Brent himself. <www.asperger.net>


This text contains parallel reflections from the mother of a boy with Autism and the boy himself, who is now a well-functioning adult, about his very difficult growing-up process within a family.<www.exceptionalresources.com>


Temple Grandin’s mother relates the story of her daughter’s birth and diagnosis in the 1950s, and Temple’s growth to adulthood as a designer of animal handling equipment and an advocate for persons with ASD.


Grandin is a woman with ASD as well as the holder of a Ph.D, and is one of the world’s foremost experts in the design and construction of livestock handling facilities. These texts describe her childhood and young adulthood, and discovery of ways to understand her own ways of thinking and managing anxiety, and the process of channelling her particular gifts into a career.


Grandin discusses the application of her theories on Autism to understanding animal behaviour.

Hart writes: “For the first thirty years of my life I lived with family members disabled by autism without understanding their disability or even knowing that others had a name for this baffling condition that had affected my brother and my oldest son.”

This text contains sections that deal with diagnostic, educational, and social issues, as well as parental and first-person accounts.

Shore is completing a doctoral degree in special education. He offers an explanation of his own growing-up experiences and advice for others with high-functioning autism or AS.

Willey is a doctor of education, a researcher, a person with AS, the parent of an AS daughter and, she believes, the daughter of a father with AS. This text is a companion to Pretending to Be Normal (below). <www.aspie.com> or <www.jkp.com>

A first-person story that contains many suggestions for persons with AS and their families. <www.aspie.com> or <www.jkp.com>

An autobiography of a woman with ASD who was not diagnosed until she was in her early 20’s; Williams wrote it to help put the disconnected pieces of her life together and to better understand herself.

A follow-up to Nobody Nowhere, this text describes the four years following Williams’ diagnosis.
Communication


*Focus on Autism and Other Developmental Disabilities* 16.3 (Summer, 2001). Special Issue (untitled).


ISBN: 0-9657565-0-5. Hardcover, spiral-bound, 8x11, 410 pp. This workbook is designed for individual or small group therapeutic use by clinicians, other personnel or parents; it task-analyzes into exercises and activities many aspects of social language, general knowledge, grammar and syntax, advanced language development, and language-based academic concepts. Also available is a companion book of forms. ISBN: 0-9657565-1-3. <www.skfbooks.com>


Written for children 8 years old and up who have difficulty using figurative language and humour, this text contains eight units which focus on specific elements of humour. <www.asperger.net>


ISBN: 0-921145-02-0. Softcover, 8x11, 151 pp. This text is similar to Fern Sussman’s *More Than Words*, but is intended for more general communication difficulties. It is written in clear language with good graphics. <www.hanen.org>


Watson Linda R., Catherine Lord, Bruce Schaffer, and Eric Schopler. *Teaching Spontaneous Communication to Autistic and Developmentally Handicapped Children*. Austin, TX: Pro-Ed, 1989. This text describes the widely-used curriculum developed by TEACCH (Division for the Treatment and Education of Autistic and related Communication handicapped CHildren, Department of Psychiatry, University of North Carolina, Chapel Hill.) Included are instructions for assessing, identifying goals and objectives, and structuring activities.


Early Development
(see also Parenting, Social Relationships)


Chapters discuss Autism and early development, and characteristics and patterns of play and give many examples of play sequences and a questionnaire for play observation. <www.asperger.net>


Greenspan and Wieder provide a comprehensive, step-by-step approach called Floor-Time to understand the nature of developmental problems in children and individualized techniques to help children reach their potential.


In his forward, Gutstein writes: “The greatest tragedy of the disorder of Autism is that it robs children of thousands of hours of joy, wonder and creative excitement that relationships provide the rest of us.” He describes this text as a “new developmental program that opens the door to lifelong social and emotional growth.” The text outlines Gutstein’s approach and Relationship Development Intervention, and discusses ways to help children with ASD move beyond memorizing social scripts and rote behavioural responses, and to develop the ability to participate in and to enjoy the “relational dance.” There are two accompanying how-to manuals (see below and under Social Relationships).  
<www.connectionscenter.org>


This “how-to” manual is full of examples of goals and activities that are highly usable in home, early intervention, or school settings. Also see manual for children, adolescents, and adults listed under Social Relationships. <www.connectionscenter.org>


Part of a series, this text focuses on the pre-school and school setting and is useful for parents and professionals.  
<www.asperger.net>


Suggested Readings

**Autism Spectrum Disorder**

**Education** (see also Asperger’s Syndrome, Early Development, Parenting)


This is a comprehensive, field-tested support manual to assist school teams with tasks such as identifying family priorities and additional learning outcomes and supports needed, managing logistics of IEP construction, scheduling, and adapting lesson plans and evaluation.


This three-book set provides objectives and activities requiring few specialized materials. <www.psychcorp.com>


This text is comprehensive on every aspect of Autism Spectrum Disorder, with many useful reproducible forms.


This would be useful for resource teachers or administrators who need to understand students with Autism and Asperger’s Syndrome from the inside out, to explain their perspectives to others and to support them in inclusive classrooms.


This text contains chapters from different authors on typical difficulties with ASD and strategies for teaching and managing. <www.brookespublishing.com>
This short text contains step-by-step instructions for introducing, evaluating, and expanding the use of visual schedules for activities, choice-making, and social interaction. <www.woodbinehouse.com>


These texts are designed for ages 3-5 (Level 1) and ages 5-9 (Level 2) but would be useful also for older children with language and cognitive weaknesses. They include useful line-drawing representations of concepts such as “what happened,” “why/because,” “what should,” and “what if.”

This study, undertaken at the request of the US Department of Education’s Office of Special Education Programs, reports scientific evidence on the effectiveness of early educational intervention on young children with ASD. Sections cover: Goals for Children with Autism and Their Families; Characteristics of Effective Interventions; and Policy, Legal and Research Contexts. This is a comprehensive summary of research, rather than a how-to book.

This text is written for a British audience, but oriented to school/curriculum issues. <www.fultonbooks.co.uk>

This comprehensive and easy-to-use manual combines behavioural and developmental approaches to building social and communications skills for children with Autism (rather than high-functioning children or those with Asperger’s Syndrome). It can be used at home or in the classroom and contains an assessment instrument and a wealth of activity suggestions to address communication and socialization objectives.
Suggested Readings


This text contains twelve chapters including Perspectives, Communication Enhancement and Promoting Socialization, and others. <www.delmar.com/delmar.html>


This text is part of the series *Individualized Assessment and Treatment for Autistic and Developmentally Disabled Children*. It contains the theoretical and application guidelines of TEACCH.


An overview that assists educators in establishing a self-contained classroom, this text contains extensive lesson plans for a range of objectives in early childhood and elementary domains.


This easy-to-read text is divided into two parts. Autism Spectrum Disorders “101”: A Short Course for People in the Trenches, gives a basic overview of the major features of ASD and ways to understand the individual student; the second part discusses the art and science of working as a paraprofessional in schools.

<www.starfishpress.com>


This text discusses issues regarding the “how” of structuring an IEP and includes templates for some of the “what” regarding the content of an IEP for a child with ASD.


Both texts provide a good overview of challenges and strategies for meeting the needs of children with ASD in regular school and regular classroom settings.
Explaining ASD
(see also Asperger’s Syndrome)

Subtitled “A Book for Children about High-Functioning Autism and Related Disorders,” this text is appropriate for Middle School children, adolescents, and sibling groups.

Written for young children in colouring book format, each page has a large black and white illustration of a particular feature of Autism as it affects the “friend” in the book.

This text provides information on ASD and covers typical concerns in Q&A format (e.g., “Why does my brother or sister…?”). It ends with a section that identifies some of the feelings and frustrations common to siblings and is appropriate for elementary and older children. <www.asperger.net>

Written for young to Middle Years children, this text explains Autism from the first-person perspective of a child talking to other children.

This small booklet is written to answer common questions of siblings of children with ASD and would be useful for Middle Years children and older.

The author writes: “This is a story about differences. It’s about trying to understand people’s different ways of being…”. The story is told from the first person perspective of a “maladaptive” computer who is wired differently and whose life is brightened with the appearance of a differently wired computer technician. This would be useful for elementary years and up. <www.asperger.net>

This is an excellent resource with many forms and activities useful for individuals or groups.
This text is written from the perspective of the AS child with large black and white illustrations and short descriptions of typical difficulties. It is suitable for children/adolescents. <www.asperger.net>

An expansion of the original “Sixth Sense” included in Gray’s *Taming the Recess Jungle*, this text is a valuable addition to the literature on “how to explain to classmates” and “how to help classmates support a child with ASD,” despite its length.

This small text provides a brief explanation of AS to children and adolescents who have AS, with simple black and white illustrations. <www.nas.org.uk> or <www.asperger.net>

Written for young children with nice black and white illustrations, this book looks at similarities and differences between 6-year-old Joey and his 5-year-old autistic brother. <www.reallifestories.com>

Written for young to Middle Years children with large colour illustrations, this story explores a sister’s feelings about having to be responsible for her young brother and then losing him at the park.

Written for young to Middle Years children with coloured illustrations, this text describes the experience of a boy trying to make friends with a child with Autism.

Tobin the red engine, who shows many of the social skills deficit of children with ASD, learns to make friends and to cope with common situations such as crowding, interrupting, taking turns, and following rules.

This is a self-help book for more able children with ASD, told from a child’s point of view, and would be useful for explaining or discussing the disorder. Brief problem-solving suggestions are offered on topics such as “if you receive a gift you don’t care for” or “if you are stuck in an elevator.” <www.asperger.net>

Written from the perspective of an eight-year-old, this text uses primary-style illustrations and would be useful for young and Middle Years children.

Written from a first-person perspective with large illustrations, this text is suitable for elementary and Middle Years, and contains suggestions for inclusionary classroom activities. <www.simonsaysbook.com>

Written from the first-person perspective of a child with Asperger’s Syndrome, this small text discusses topics such as Friends, Social Sillies, and Sports, using simple language, lots of white space, and helpful graphics.

This informally written text discusses many aspects of “coping” with social expectations and social problem-solving from the perspective of a university graduate in biochemistry with AS speaking to others with AS.

This text is written with black and white illustrations from the first-person perspective of a child explaining his Autism/Asperger Syndrome to other people. It is useful for young and Middle Years children.
General

A good general reference in readable language; the first two chapters quote extensively from firsthand accounts of Autism by parents and autistic individuals.

This text contains eight chapters cover history, family studies, adulthood, thinking and problem-solving style particular to AS, and autobiographical writings.

This small collection of anecdotes by parents provides helpful insight into how a particular child with ASD sees the world.

An easy-to-read, good general introduction.
<www.linguisystems.com>

The author writes: “Here are seven narratives of nature—and the human spirit—as these have collided in unexpected ways. The people in this book have been visited by neurological conditions as diverse and Tourette’s Syndrome, autism, amnesia and total colorblindness.” The title chapter is devoted to Temple Grandin.

Part I covers “What It Means to Have Autism,” including characteristics of the syndrome and family responses. Part II covers “Treatment Resources” for children and adolescents, and medications and non-mainstream treatments.
<www.parentbookstore.com>
Parenting (see also Early Development)


This text covers many questions common to parents, from diagnosis to education to adulthood.


This small book is designed for parents and caregivers and provides many suggestions in areas such as tantrums, sleeping, eating, toileting, perseverations, and destructive behaviour. <www.asperger.net>


The author writes: “This book is about helping inflexible, easily frustrated, explosive children and their parents think and interact more adaptively.” It is equally useful for school professionals and other caregivers.


Written by a father and a brother of persons with Autism, this text covers many questions common to parents, from diagnosis to education to adulthood.


Written by the mother of a child with Asperger’s Syndrome, this text provides tips gained through experience and many case studies contributed by parents. <www.asperger.net>


Written for families with many kinds of exceptional children, this text contains many strategies suggested by parents and siblings. <www.brookespublishingco.com>


The first author writes: “As much as this book is about Asperger Syndrome, it is about living with Asperger Syndrome.” This is a clearly written support manual for parents of children from early childhood through adolescence.
This text covers many questions common to parents, from diagnosis to education to adulthood. <www.woodbinehouse.com>


Intended for use by parents and written clearly, this text outlines steps to identify missing “getting along” skills in all children and how to help children to practise and learn them. <www.sopriswest.com>

Written for parents and professionals, this text provides case studies of many friendships between actual children and gives suggestions for supporting friendships in schools, homes, and communities. <www.woodbinehouse.com>

This text is full of real-life examples of how various parents with different kinds of children have approached the “human side of estate planning.” Charts and checklists are provided to help parents assess their child’s needs and interests, and suggest many avenues for developing community relationships. <www.woodbinehouse.com>

Dr. Szatmari has written this book, using a series of descriptive case studies, to assist parents and other caregivers to understand how their children with ASD perceive and interpret the world.
Related Disabilities

This classroom-oriented text contains many practical suggestions in point-form layout. <www.hopepress.com>

Case studies, written for Middle Years children, explain various kinds of learning disabilities and suggest compensatory and remedial strategies children can use themselves. <www.allkindsofminds.org>

There is some overlap with Educational Care (below). Thirteen chapters address components of learning including Attention Control, Memory, Language, Spatial and Sequential Ordering Systems, Higher Thinking Systems, and Social Thinking Systems. <www.allkindsofminds.org>

Written for educators and other professionals, this text provides suggestions for assessment, understanding, and remediation in areas of learning such as Attention Control, Memory, Chronic Misunderstanding, Deficient Output, Delayed Skill Acquisition, and Poor Adaptation. <www.allkindsofminds.org>

Written for children, adolescents, and parents, this text explains various aspects of brain function and how learning is affected. This book and *All Kinds of Minds* would be useful for a professional doing groups with children. <www.allkindsofminds.org>

This text provides a useful discussion of the similarities and differences in learning profiles among children with different but related disabilities, with suggested strategies. <www.jkp.com>
A comprehensive video-based curriculum to teach students with special educational needs social/sexual concepts and rules of intimacy. <www.stanfield.com>

Although not specific to ASD, this text offers many practical suggestions.

This small pamphlet briefly discusses issues such as Developing an Individualized Curriculum, Prevention of Sexual Abuse, and Establishing a Menstrual Routine, and has references to more detailed resources. Available from Autism Society Manitoba.

This short book contains information and advice in Q&A format from an author who has written widely on this subject.

The first half of this clearly written book walks parents or caregivers through every step of the process; the second half is a story book with colour illustrations for children.

The authors both have Asperger’s Syndrome and have written this guide to dating, relationships, and sexuality as if they were having a conversation with other AS adolescents or adults. This would be useful for parents/caregivers or as part of a family life curriculum in a school or counselling setting.

This text provides an exhaustive task analysis of nearly all possible skills in the areas of Adaptive Skills, Basic Housekeeping and Safety, Health, and Sensory-Motor, and would be most useful for teachers or others working with children with significant levels of handicap and/or in life skills activities or settings. <www.phc.com>

This text deals with every stage of toilet training, beginning with assessing for readiness.


This ready-to-use curriculum guide includes a collection of social story examples of dozens of typical self-care and sexuality issues.
Sensory/Self-Regulation


This workbook would be very useful for early to Middle Years students who need assistance with visualizing and planning self-regulation strategies and activities.


This workbook is written by two Autism specialists, one a parent of a child with ASD, and uses a variety of scales to help children rate feelings of anger or pain, helping children to “talk in numbers” rather than in socially- or emotionally-laden words.


Much of this manual is devoted to procedures for helping children to learn postural and breathing techniques to promote relaxation.

<www.researchpress.com/>


This manual is full of ideas and activities for identifying sensorimotor disorders and adapting home and classroom environments, and contains good reproducible forms and checklists.


This manual presents many ideas for activities to be used by parents with very young children, and is equally applicable for school settings.


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These two texts are intended for teachers and parents whose children show significant over- or under-sensitivity to sensory stimulation.
This manual is clearly written with many specific suggestions for getting and keeping attention, teaching organizational skills, and subject instruction; it also contains two good chapters on guided imagery and visualization.

This manual describes the theory behind the Alert Program™ and step-by-step suggestions to implement it, and contains many reproducible forms and charts.

This text provides many activities to help children regulate arousal levels. <www.AlertProgram.com>

This text contains nine chapters that explain occupational therapy and sensory integration, and provides many useful checklists for assessing the source of children’s difficulties, as well as strategies and management suggestions. It is a good resource and contains information not usually available in other books.
Social Relationships


This text contains a general overview of social skills group activities for pre-school and school-age children, with some useful forms for parents and teachers.


This workbook contains activities and worksheets to help children recognize and develop tools to manage anxiety. It could be used with Middle Years and older students by resource teachers or clinicians.


See description below.


These texts focus on children diagnosed with dyssemia (difficulty in using and understanding non-verbal signs and signals), but strategies and suggestions for interpreting and using all aspects of non-verbal communication are applicable to ASD as well. <www.peachtree-online.com>


Both volumes contain many ideas, activities, and forms for teaching basic interaction skills.


Useful on a school-wide, group, or individual basis, this text contains useful and reproducible forms for social problem-solving and anger management. <www.sopriswest.com>
Suggested Readings


See description below.

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These texts offer practical, useful, and illustrated suggestions for helping children understand and manage emotions and understand others, for improving the recess experience, and for explaining ASD to a child’s classmates as the lack of the sixth or “social” sense. <www.TheGrayCenter.org>


This volume accompanies Gutstein’s *Autism Asperger: Solving the Relationship Puzzle* (see Early Development.) This “how-to” manual is full of examples of goals and activities, highly usable in home, school, or other settings. <www.connectionscenter.org>


Subtitled *Practical Solutions for Surviving the Social World*, this text identifies characteristics of AS that make students with AS more likely to be bullied, individual and systemic strategies that these students can use and first-person accounts. <www.asperger.net> or <heinrichs@aspergerinformation.org>


This text is useful for teaching individual and group social skills and contains many reproducible forms and posters. Part of a series. <www.sopriswest.com>

Both texts provide large and small black and white illustrations and accompanying worksheets describing common social situations and teaching appropriate responses.

**Mahoney, Gerald and Frida Perales.** “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 (Summer 2003): 77-89.


This text is full of practical, hands-on strategies, and lesson plans for addressing social deficits as they appear in classrooms.


Part of a series, this text is useful for teaching individual and group social skills and contains many useful and reproducible forms and posters. <www.sopriswest.com>


This is a practical hands-on guide written by a parent and medical doctor who saw a need to incorporate play skills into her son’s intensive Applied Behavior Analysis therapy. This book would be very useful to parents, and community and school professionals, providing a rationale for “why” as well as many suggestions for “how-to” teach children to explore their world, to entertain themselves, and to play and interact with other people.


This book contains many line drawings of appropriate behaviours in classroom, social, and other settings, with suggestions for customizing for individual situations and for use of behaviour charts.


This text provides suggestions for teaching play skills, social communication, and social interaction.


This is a companion to the volume below, and would also serve as a hands-on workbook for professionals working individually or with groups on social-cognitive skills such as thinking out loud, perspective-taking, and social mapping. It contains a good bibliography and suggested activity resources. <www.asperger.net> or <www.socialthinking.com>

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This text for professionals functions as a workbook for students with Asperger Syndrome, High Functioning Autism, Non-Verbal Learning Disability, or Pervasive Developmental Disorder—Not Otherwise Specified. <www.asperger.net> or <www.socialthinking.com>

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This is an exhaustive, step-by-step manual to assess levels of play skills and to plan and operate Integrated Play Groups. It would be most useful for resource teachers and guidance counsellors in school settings and for those working in daycare or other community settings. <www.wolfberg.com> or <www.autisminstitute.com>
**Social Stories** (see also Social Relationships)


This text combines social skills training with a social stories approach, using coloured photos of children to illustrate the right and wrong ways to handle interactions involving communication, play, and emotions.


Illustrated and updated from previous editions, this text contains social stories written under the supervision of Carol Gray. 
<www.TheGrayCenter.org>


Intended for young children, this text contains dozens of stories relating to self-care and home and community issues, some with illustrations. For example: “When do children brush their teeth?” “What is a doorbell?” and “What do people do at the beach?”


Each of these sets, available separately, has five softcover 8x11 books with illustrated examples of social stories that describe many typical situations for children with ASD at each age level. The illustrations are simple black and white line drawings, allowing the stories to be customized for specific situations. 
<www.linguisystems.com>

Also see:

**Gagnon** under Asperger’s Syndrome/HFA

**Johnson and Susnik and Street** under Social Relationships

<www.usevisualstrategies.com> and <www.do2learn.com> for line drawings for use in social stories
Visual Strategies


This text provides a good description of the Picture Exchange Communication System written by the originator of PECS, as well as other augmentative strategies for children with limited or no verbal skills. <www.woodbinehouse.com>


Both contain a wealth of practical suggestions and illustrations. <www.usevisualstrategies.com>


This is a very good brief introduction, for parents and others, to the use of visual supports to help children to learn routines, to manage emotions, and to gain independence. Every page has several good visual examples. <www.asperger.net>

Books on this list are available from publishers as noted, and most are also available from one of these companies.

Autism Asperger Publishing Company
P.O. Box 66283
Shawnee Mission, KS
66283 USA
<www.asperger.net>

Exceptional Resources
116-11728 Kingsway Avenue
Edmonton, AB
T5G 0X5
<www.canadianautism.com>

The Hanen Centre
1075 Bay Street Suite 403
Toronto, ON
M5S 3B1
<www.hanen.org>

Indiana Resource Center for Autism
Institute for the Study of Developmental Disabilities
Indiana University
2853 East Tenth Street
Bloomington, IN
47405 USA
Tel: (812) 855-6508

Mayer-Johnson, Inc.
P.O. Box 1579
Solana Beach, CA
92075-7579 USA

National Autistic Society
393 City Road
London, England EC1V 1NG
<www.nas.org.uk>

Parentbooks
201 Harbord Street
Toronto, ON
M5S 1H6
<www.parentbookstore.com>

For Canadian purchasers, most of these books are available from <www.parentbookstore.com> or <www.canadianautism.com> or <www.autismawarenesscentre.com>

Books may also be ordered from local bookstores.
Suggested Readings

**ASD Adults**
<www.faaas.org>
<www.amug.org/~a203/jobsheld.html>
<www.inlv.demon.nl/>
<www.narppa.org>

**Asperger/High Functioning Autism**
<www.udel/edu/bkirby.asperger.html>
<www.iol.ie/~wise.autinet>
<www.TonyAttwood.com>
<www.socialthinking.com>
<www.aspie.org>
<www.asperger.org>
<www.aspenj.org>
<www.connectionscenter.com>
<www.maapservices.org>

**Communication**
<www.usevisualstrategies.com>
<www.do2learn.com>

**Early Intervention**
<http://www.coping.org>

**Explaining about ASD**
<kidshealth.org/kid/health_problems/brain/autism.html>

**General**
<www.TheGrayCenter.org>
<www.autism.org>
<www.autism-society.org>
<www.autismsocietycanada.org>
<www.iide.indiana.edu/~irca>

**Parenting (see also Explaining)**
<www.do2learn.com>
<www.seattlechildrens.org/sibsupp>
<www.nichcy>