
SUGGESTED READINGS

SUGGESTED READINGS

About 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	Page
Readings are listed in the following categories:	
• Applied Behaviour Analysis	4
• Asperger's Syndrome (AS)/High-Functioning Autism (HFA)	5
• Autobiographies/Biographies	9
• Communication	11
• Early Development	13
• Education	15
• Explaining ASD	19
• General	22
• Parenting	23
• Related Disabilities	25
• Self-Management/Human Sexuality	26
• Sensory/Self-Regulation	28
• Social Relationships	30
• Social Stories	34
• Visual Strategies	35
<hr/>	
• Sources	36
• Local Websites	37
• Other Websites	38

Applied Behaviour Analysis

- Harris, Sandra L., and Mary Jane Weiss.** *Right From the Start: Behavioural Intervention for Young Children with Autism*. Bethesda, MD: Woodbine House, 1998.
- Leaf, Ron, and John McEachin, eds.** *A Work in Progress: Behaviour Management Strategies and a Curriculum for Intensive Behavioural Treatment of Autism*. New York, NY: DRL Books, 1999. ISBN: 0-9665266-0-0. Softcover, 8x11, 344 pp. plus appendices.
- This text provides a comprehensive outline of basic behavioural approaches, their application to children with ASD, and the use of discrete trial training.
- Lovaas, O.I.** *Teaching Developmentally Disabled Children: The Me Book*. Austin, TX: PRO-ED Inc., 1981.
- — —. *Teaching Individuals with Developmental Delays: Basic Intervention Techniques*. Austin, TX: PRO-ED Inc., 2003.
- Focus on Autism and Other Developmental Disabilities* 16:2 (Summer, 2001). Special Issue (untitled).
- Martin, Garry, and Joseph Pear.** *Behavior Modification: What It Is and How to Do It*. 4th ed. Englewood Cliffs, NJ: Prentice Hall, 1992.
- Maurice, C.** *Let Me Hear Your Voice*. New York, NY: Fawcett Columbine, 1993.
- — —. *Behavioral Intervention for Young Children with Autism*. Austin, TX: PRO-ED Inc., 1996.
- Maurice, Green G., and R.M. Foxx.** *Making a Difference: Behavioral Intervention for Autism*. Austin, TX: PRO-ED Inc., 2001.
- Maurice, Green G., and S.C. Luce.** *Behavioral Intervention for Young Children with Autism: A Manual for Parents and Professionals*. Austin, TX: PRO-ED Inc., 1996.
- National Academy of Science Committee on Educational Interventions for Children with Autism.** *Educating Children with Autism*. Washington, DC: National Academy Press, 2001.
<www.nap.edu/execsumm/0309072697.html>
- New York State Department of Health Early Intervention Program.** *Clinical Practice Guidelines: Autism/Pervasive Developmental Disorders (Technical Report)*. Albany, NY: New York State Department of Health Early Intervention Program, 1999.
<www.health.state.ny.us/nysdoh/eip/autism/autism.htm>

Asperger's Syndrome (AS)/High Functioning Autism (HFA)

(see also **Explaining ASD, Social Skills**)

Aston, Maxine C. *The Other Half of Asperger Syndrome – A Guide to Living in an Intimate Relationship with a Partner Who Has Asperger Syndrome*. London: National Autistic Society, 2001. ISBN 1-899280-37-5.

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>

Attwood, Tony. *Asperger's Syndrome*. London: Jessica P. Kingsley Publishers, 1998. ISBN: 1-85302-5571. Softcover, 6x9, 224 pp.

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>

Attwood, Tony. *Why Does Chris Do That? Some Suggestions Regarding the Cause and Management of the Unusual Behaviour of Children and Adults with Autism and Asperger's Syndrome*. Shawnee Mission, KA: AAPC, 2003. ISBN: 1-931282-50-1. Softcover, 5x8, 80 pp.

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

Cohen, Shirley. *Targeting Autism*. Los Angeles, CA: University of California Press, 1998.

Cumine, Val, Julia Leach, and Gill Stevenson. *Asperger Syndrome: A Practical Guide for Teachers*. London: David Fulton Publishers, 1998. ISBN: 1-85346-499-6. Softcover, 8x11, 90 pp.

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. 15:4 (Winter, 2000). Special Issue (untitled).

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

Gagnon, Elisa. *Power Cards: Using Special Interests to Motivate Children and Youth with Asperger Syndrome and Autism*. Shawnee Mission, KA: AAPC, 2001. ISBN: 1-931282-01-3. Coil-bound, 8x11, 63 pp.

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>

Haddon, Mark. *The Curious Incident of the Dog in the Night-Time.*

Toronto: Doubleday, 2003. ISBN: 0-385-65979-2. Hardcover, 5x8, 226 pp.

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.

Howlin, Patricia, Simon Baron-Cohen, and Julie Hadwin. *Teaching Children with Autism to Mind-Read.* London: John Wiley & Sons, 1999. ISBN: 0-471-97623-7. Softcover, 6x9, 290 pp.

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>

Kowalski, Timothy. *The Source for Asperger's Syndrome.* East Moline, IL: LinguiSystems, 2002. ISBN: 0-7606-0473-8. Softcover, 8x11, 148 pp.

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>

Leicester City Council and Leicestershire County Council. *Asperger Syndrome: Practical Strategies for the Classroom.* London: National Autistic Society, 1998. ISBN: 1-9311282-08-0. Softcover, 8x11, 51 pp.

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>

Meyer, Roger N. *Asperger Syndrome Employment Workbook: An Employment Workbook for Adults with Asperger Syndrome.* London: Jessica Kingsley Publishers, 2000. ISBN: 1-85302-796-0.

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

Moore, Susan Thompson. *Asperger Syndrome and the Elementary School Experience: Practical Solutions for Academic and Social Difficulties.* Shawnee Mission, KA: AAPC, 2002. ISBN: 1-931282-13-7. Softcover, 6x9, 195 pp.

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>

Myles, Brenda Smith, and Diane Adreon. *Asperger Syndrome and Adolescence: Practical Solutions for School Success*. Shawnee Mission, KA: AAPC, 2001. ISBN: 0-9672514-9-4. Softcover, 6x9, 226 pp.

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>

Myles, Brenda Smith, and Jack Southwick. *Asperger Syndrome and Difficult Moments: Practical Solutions for Tantrums, Rage and Meltdowns*. Shawnee Mission, KA: AAPC, 1999. ISBN: 0-9672514-3-5. Softcover, 6x9, 106 pp.

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>

Myles, Brenda Smith, Katherine Tapscott Cook, Nancy E. Miller, Louann Rinner, and Lisa A. Robins. *Asperger Syndrome and Sensory Issues: Practical Solutions for Making Sense of the World*. Shawnee Mission, KA: AAPC, 2000. ISBN: 0-9672514-7-8. Softcover, 6x9, 120 pp.

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>

Myles, Brenda Smith, and Richard L. Simpson. *Asperger Syndrome: A Guide for Educators and Parents*. Austin, TX: PRO-ED Inc., 1998. ISBN: 0-9672514-3-5. Softcover, 6x9, 140 pp.

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>

Myles, Brenda Smith, Melissa L. Trautman, and Ronda L. Schelvan. *The Hidden Curriculum: Practical Solutions for Understanding Unstated Rules in Social Situations*. Shawnee Mission, KS: AAPC, 2004. Softcover, 6x8, 76 pp.

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>

- Rodman, Karen E., ed.** *Asperger's Syndrome and Adults...Is Anyone Listening?: Essays by Partners, Parents, and Family Members of Adults with Asperger's Syndrome*. London: Jessica Kingsley, 2003. ISBN 1-84310. Softcover, 5x8, 185 pp.
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>
- Schopler, Eric and Gary B. Mesibov, eds.** *High-Functioning Individuals with Autism*. New York, NY: Plenum, 1992. Hardcover, 5x8, 316 pp.
This text contains sections that deal with diagnostic, educational, and social issues, as well as parental and first-person accounts.
- Winner, Michelle Garcia.** *Inside Out: What Makes a Person with Social Cognitive Deficits Tick*. Shawnee Mission, KA: AAPC, 2000. ISBN: 0-970132-0-X. Softcover, spiral-bound, 201 pp.
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>
- — —. *Thinking about You, Thinking about Me: Philosophy and Strategies to Further Develop Perspective Taking and Communicative Abilities for Persons with Social-Cognitive Deficits*. Shawnee Mission, KA: AAPC, 2000. ISBN: 0-9701320-1-8. Softcover, 8x11, 207 pp.
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)

- Barnhill, G.** *Right Address Wrong Planet: Children with Asperger Syndrome Becoming Adults*. Shawnee Mission, KA: AAPC, 2002. ISBN: 1-931282-02-1. Softcover, 6x9, 214 pp. plus a resource list. 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>
- Barron, Judy, and Sean Barron.** *There's a Boy in There: Emerging from the Bonds of Autism*. Arlington, TX: Future Horizons, 1994. ISBN: 1-88-5477-86-4. Softcover, 5x8, 264 pp. 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>
- Cutler, Eustacia.** *A Thorn in My Pocket: Temple Grandin's Mother Tells the Family Story*. Arlington, TX: Future Horizons, 2004. ISBN: 1-932565-16-7. Hardcover, 9x10, 228 pp. 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, Temple.** *Thinking in Pictures and Other Reports from My Life with Autism*. New York, NY: Vintage, 1996. ISBN: 067977289. 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, Temple, and Catherine Johnson.** *Animals in Translation: Using the Mysteries of Autism to Decode Animal Behavior*. New York, NY: Scribners, 2005. ISBN: 0-7432-4769-8. Hardcover, 6x8, 342 pp. Grandin discusses the application of her theories on Autism to understanding animal behaviour.
- Grandin, Temple, and Margaret M. Scariano.** *Emergence: Labeled Autistic*. Novato, CA: Arena Press, 1986. ISBN: 0-87879-524-3. Softcover, 5x8, 184 pp.

Hart, Charles. *Without Reason: A Family Copes with Two Generations of Autism.* New York, NY: Signet, 1989. ISBN: 0-451-16940-9. Paperback, 267 pp.

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.”

Schopler, Eric, and Gary B. Mesibov, eds. *High Functioning Individuals with Autism.* New York, NY: Plenum, 1992. Hardcover, 5x8, 316 pp.

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

Shore, Stephen. *Beyond the Wall: Personal Experiences with Autism and Asperger Syndrome.* Shawnee Mission, KA: AAPC, 2003. ISBN: 1-931282-19-6. Softcover, 6x9, 214 pp.

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, Liane Holliday. *Asperger Syndrome in the Family: Redefining Normal.* London: Jessica P. Kingsley, 1999. ISBN: 1-85302-873-8. Softcover, 6x9, 172 pp.

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>

— — —. *Pretending To Be Normal: Living with Asperger’s Syndrome.* London: Jessica P. Kingsley, 1999. ISBN: 1-85302-949-9. Softcover, 6x9, 170 pp.

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

Williams, Donna. *Nobody Nowhere.* Toronto, ON: Doubleday, 1992. ISBN: 0-385-25372-9. Hardcover, 6x9, 219 pp.

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.

— — —. *Somebody Somewhere.* Toronto, ON: Doubleday, 1994. ISBN: 0-385-25447-4. Hardcover, 6x9, 238 pp.

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

Communication

Beukelman, David R., and Pat Mirenda. *Augmentative and Alternative Communication: Management of Severe Communication Disorders in Children and Adults*. Baltimore, MD: Paul H. Brookes, 1992.

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

Freeman, Sabrina, and Lorelie Dake. *Teach Me Language: A Language Manual for Children with Autism, Asperger's Syndrome and Related Developmental Disorders*. Langley, BC: SKF Books, 1996.

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>

Hamersky, Jean. *Cartoon Cut-Ups: Teaching Figurative Language and Humor*. Shawnee Mission, KA: AAPC, 1995.

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>

Manolson, Ayala. *It Takes Two to Talk: A Parent's Guide to Helping Children Communicate*. Toronto, ON: The Hanen Centre, 1992.

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>

Ruiter, Irma D. *Allow Me: A Guide to Promoting Communication Skills in Adults with Developmental Delays*. Toronto, ON: The Hanen Centre, 2000. ISBN: 0-921145-15-2. Softcover, 8x11, 140 pages.

This text contains strategies for ideas and activities applicable to older and/or more able students. <www.hanen.org>

Sussman, Fern. *More Than Words: Helping Parents Promote Communication and Social Skills in Children with Autism Spectrum Disorder*. Toronto, ON: The Hanen Centre, 1999. Softcover, 8x11, 424 pp.

Designed for use with young children or children with minimal communication and social communication skills, this text describes stages of developing communication skills and is full of ideas and suggestions and coloured illustrations. Video also available.

<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.
- Wilson, Carolyn C.** *Room 14: A Social Language Program, Activities Book.* East Moline, IL: LinguiSystems, 1993. ISBN 1-55999-862-8. Softcover, spiral-bound, 8x11, 113 pp. This activity book contains reproducible forms and activity suggestions for teaching social communication skills such as introducing yourself, asking questions, and complaining, for children developmentally 6-10 years.
- — —. *Room 14: A Social Language Program, Instructors Manual.* East Moline, IL: LinguiSystems, 1993. ISBN 1-55999-862-8. Softcover, spiral-bound, 8x11, 197 pp. This text accompanies the above activity book.

Early Development (see also **Parenting, Social Relationships**)

Beyer, Jannik, and Lone Gammeltoft. *Autism and Play*. London: Jessica P. Kingsley, 1998. ISBN: 1-85302-845-2. Softcover, 6x9, 112 pp. 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, Stanley I., and Serena Wieder. *The Child with Special Needs: Encouraging Intellectual and Emotional Growth*. Cambridge, MA: Perseus Books, 1998. ISBN: 0-201-40726-4. Hardcover, 6x9, 498 pp.

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.

Gutstein, Steven. *Autism Asperger: Solving the Relationship Puzzle*. London: Jessica P. Kingsley, 2000. ISBN: 1-885477-70-8. Softcover, 8x11, 186 pp.

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>

Gutstein, Steven, and Rachelle Sheely. *Relationship Development Intervention with Young Children: Social and Emotional Development Activities for Asperger Syndrome, Autism, Pervasive Developmental Disorder, and Nonverbal Learning Disability*. London: Jessica P. Kingsley, 2001. ISBN: 1-84310-714-7. Softcover, 8x11, 250 pp.

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>

Hannah, Liz. *Teaching Young Children with Autistic Spectrum Disorders to Learn*. London: National Autistic Society, 2001. ISBN: 1-931282-09-9. Softcover, 8x11, 115 pp.

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

<www.asperger.net>

Harris, Sandra L., and Mary Jane Weiss. *Right From the Start: Behavioural Intervention for Young Children with Autism*. Bethesda, MD: Woodbine House, 1998. ISBN: 1-890627-02x. Softcover, 5x8, 138 pp.

This text describes behavioural principles of intervention.

Leicestershire County Council, and Fosse Health Trust. *Autism: How to Help Your Young Child*. London: National Autistic Society, 1998. ISBN: 1-899280-65-0. Softcover, 8x11, 55 pp.

Part of a series, this text is useful for parents and professionals. Chapters cover Social Interaction, Communication and the Need for Sameness, with practical examples of typical problems and suggested solutions in each area. <www.asperger.net>

Schwartz, Sue, and Joan E. Heller Miller. *The New Language of Toys: Teaching Communication Skills to Children with Special Needs*. Bethesda, MD: Woodbine House, 1996. ISBN: 0933149735. Softcover, 7x10, 288 pp.

This easy-to-use guide for parents and teachers of children from birth to 6 years suggests ways to use homemade and familiar commercial toys to stimulate development.

<www.woodbinehouse.com>

Whitaker, Philip. *Challenging Behaviour and Autism: Making Sense-Making Progress*. London: National Autistic Society, 2001. ISBN: 1-931282-07-2. Softcover, 8x11, 125 pp.

Part of a series, this text is useful for parents and professionals. Its main aims are: putting the emphasis on prevention; helping make sense of challenging behaviour; offering examples of helpful solutions; providing a framework for solving problems. An alphabetical "Index of Problems" is included. <www.asperger.net>

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

Garrity, Carla, Kathryn Jens, William Porter, Nancy Sager, and Cam Short-Camilli. *Bully-Proofing Your School*. Longmont, CO: Sopris West, 1998.

Giangreco, Michael F., Chigee Cloniger, and Virginia Salce Iverson. *COACH 2: Choosing Outcomes and Accommodations for Children: A Guide to Educational Planning for Students with Disabilities*. Baltimore, MD: Paul H. Brookes, 1998. Softcover, 8x11, spiral-bound, 375 pp.

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.

Gilroy, Pamela J. *Kids in Motion: An Early Childhood Movement Education Program*. San Antonio, TX: Communication Skill Builders, 1985. ISBN: 0-88450-923-0. Softcover, 8x11, 70 pp.

---. *Kids in Motion: Developing Body Awareness in Young Children*. San Antonio, TX: Communication Skill Builders, 1986. ISBN: 0-88450-960-5. Softcover, 8x11, 75 pp.

---. *Discovery in Motion: Movement Exploration for Problem-Solving and Self-Concept*. San Antonio, TX: Communication Skill Builders, 1989. ISBN: 0-88450-373-9. Softcover, 8x11, 125 pp.

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

Janzen, Janice E. *Understanding the Nature of Autism: A Guide to the Autism Spectrum Disorders*. 2nd ed. San Antonio, TX: Therapy Skill Builders, 2003. ISBN: 076164126-2.

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

Kluth, Paula. *You're Going to Love this Kid; Teaching Students with Autism in the Inclusive Classroom*. Baltimore, MD: Paul H. Brookes, 2003. ISBN: 1-55766-614-8. Softcover, 8x10, 286 pp.

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.

Koegel, Robert L., and Lynn Kern Koegel, eds. *Teaching Children with Autism: Strategies for Initiating Positive Interactions and Improving Learning Opportunities*. Baltimore, MD: Paul H. Brookes, 1995. ISBN: 1-55766-180-4. Softcover, 6x9, 260 pp.

This texts contains chapters from different authors on typical difficulties with ASD and strategies for teaching and managing. <www.brookespublishing.com>

McClanahan, Lynn E., and Patricia J. Krantz. *Activity Schedules for Children with Autism*. Bethesda, MD: Woodbine House, 1999. ISBN: 0-933149-93 Softcover, 5x8, 116 pp.

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>

Mulstay-Muratore, Linda. *Autism and PDD: Abstract Concepts, Level 1*. East Moline, IL: LinguiSystems, 2002. ISBN: 0-7606-0458-2 Softcover, 8x11, 190 pp. .

– – –. *Autism and PDD: Abstract Concepts, Level 2*. East Moline, IL: LinguiSystems, 2002. ISBN: 0-7606-0459-2. Softcover, 8x11, 196 pp.

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.”

National Research Council. *Educating Children with Autism*. Washington, DC: National Academy Press, 2001. ISBN: 0-309-07269-7. Hardcover, 6x8, 307 pp.

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.

Powell, Stuart, and Rita Jordan. *Autism and Learning: A Guide to Good Practice*. London: David Fulton, 1997. ISBN: 1-85346-421-X. Softcover, 6x9, 170 pp.

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

Quill, Kathleen Ann. *Do-Watch-Listen-Say: Social and Communication Intervention for Children with Autism*. Baltimore, MD: Paul H. Brookes, 2000. ISBN: 1-55766-453-6. Softcover, 8x11, 430 pp.

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.

— — —. *Teaching Children with Autism*. Scarborough, ON: Delmar, 1995. ISBN: 0-8273-6269-2. Softcover, 6x9, 315 pp.

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

Schopler, Eric, Robert J., Reichler, Ann Bashford, Margaret Lansing, and Lee M. Marcus. *Psychoeducational Profile Revised (PEP-R) Individualized Assessment and Training for Autistic and Developmentally Disabled Children. Vol. 1*. Austin, TX: PRO-ED Inc., 1990. ISBN: 0-89079-238-0.

Schopler, Eric, Robert J. Reichler, and Margaret Lansing. *Psychoeducational Profile: Teaching Strategies for Parents and Professionals. Vol. 2*. Austin, TX: PRO-ED Inc., 1980. ISBN: 0-89079-138-4.

Schopler, Eric, Margaret Lansing, and Leslie Waters. *Psychoeducational Profile: Teaching Activities for Autistic Children. Vol. 3*. Austin, TX: PRO-ED Inc., 1982. ISBN: 0839118007.

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.

Sewell, Karen. *Breakthroughs: How to Reach Students with Autism*. Verona, WI: Attainment Company, 1998. ISBN: 1-57861-060-5. Softcover, spiral-bound, 8x11, 243 pp.

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.

Twachtman-Cullen, Diane. *How to be a Para Pro*. Higganum, CT: Starfish Specialty Press, 2000. ISBN: 0-9666529-1-6. Softcover, 8x11, 200 pp.

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>

Twachtman-Cullen, Diane, and Jennifer Twachtman-Reilly. *How Well Does Your IEP Measure Up?: Quality Indicators for Effective Service Delivery*. Higganum, CT: Starfish Specialty Press, 2002. ISBN: 0-9666529-2-4. Softcover, 250 pp.

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.

- Wagner, Sheila.** *Inclusive Programming for Elementary Students with Autism.* Arlington, TX: Future Horizons, 1999. ISBN: 1-885477-54-6. Softcover, 8x11, 225 pp.
- — —. *Inclusive Programming for Middle School Students with Autism/Asperger's Syndrome.* Arlington, TX: Future Horizons, 2002. ISBN: 1-885477-84-8. Softcover, 8x11, about 225 pp.

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**)

- Band, Eve B., and Emily Hecht.** *Autism through a Sister's Eyes: A Young Girl's View of Her Brother's Autism*. Arlington, TX: Future Horizons, 2001. Softcover, 5x8, 67 pp.
Subtitled "A Book for Children about High-Functioning Autism and Related Disorders," this text is appropriate for Middle School children, adolescents, and sibling groups.
- Bishop, Beverly.** *My Friend with Autism*. Arlington, TX: Future Horizons, 2003. ISBN: 1-885477-89-9. Softcover, 8x11, 30 pp.
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.
- Bleach, Fiona.** *Everybody is Different: A Book for Young People Who Have Brothers and Sisters with Autism*. London: National Autistic Society, 2001. ISBN: 1-931282-06-4. Softcover, 5x7, 79 pp.
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>
- Dalrymple, Nancy.** *Learning Together*. Bloomington, IN: Indiana Resource Center for Autism, 1979. Softcover, 5x8, 28 pp.
Written for young to Middle Years children, this text explains Autism from the first-person perspective of a child talking to other children.
- Davies, Julie.** *Children with Autism: A Booklet for Brothers and Sisters*. Nottigham, UK: The Early Years Diagnostic Centre, 1994. Softcover, 8x8, 24 pp.
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.
- Espin, Roz.** (2003) *Amazingly...Alphie!* Shawnee Mission, KS: AAPC, 2003. Softcover, 8x10, 46 pp.
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>
- Faherty, Catherine.** *What Does It Mean to Me?: A Workbook Explaining Self-Awareness and Life Lessons to the Child or Youth with High Functioning Autism or Aspergers*. Arlington, TX: Future Horizons, 2000. ISBN: 1-885477-25-2. Hardcover, coil-bound, 8x11, 300 pp.
This is an excellent resource with many forms and activities useful for individuals or groups.

- Gagnon, Elisa, and Brenda Smith Myles.** *This is Asperger Syndrome*. Shawnee Mission, KA: AAPC, 1999. ISBN: 0-9672514-1-9. Softcover, 8x11, 27 pp.
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>
- Gray, Carol.** *The Sixth Sense II*. Arlington, TX: Future Horizons, 2002. ISBN: 1-885477-90-2. Softcover, 8x11, 23 pp.
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.
- Ives, Martine.** *What Is Asperger Syndrome and How Will It Affect Me?* London: National Autistic Society, 2001. ISBN: 1-931282-05-6. Softcover, 6x9, 27 pp.
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>
- Katz, Illana, and Edward Ritvo.** *Joey and Sam*. Northridge, CA: Real Life Storybooks, 1993. ISBN: 1-882388-00-3. Hardcover, 8x11, 38 pp.
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>
- Lears, Laurie.** *Ian’s Walk: A Story about Autism*. Morton Grove, IL: Albert Whitman and Co., 1998. ISBN: 0-8075-3480-3. Hardcover, 8x11, 28 pp.
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.
- Messner, Abby Ward.** *Captain Tommy*. Stratham, NH: Potential Unlimited Publishing, 1996. ISBN: 0-9650700-0-X. Hardcover, 8x11, 30 pp.
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.
- Murrell, Diane.** *Tobin Learns to Make Friends*. Arlington, TX: Future Horizons, 2001.
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.
- Myles, Haley Morgan.** *Practical Solutions to Everyday Challenges for Children with Asperger Syndrome*. Shawnee-Mission, KS: AAPC, 2002. ISBN: 1-931282-15-3. Softcover, spiral-bound, 34 pp.

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>

Peralta, Sarah. *All About My Brother.* Shawnee Mission, KA: AAPC, 2002. ISBN: 1-931282-11-0. Hardcover, 8x11, 27 pp.

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.

Shapiera, Michelle. *Simon Says: A Book about PDD.* Minden, ON: Epic Press, 2000. ISBN: 1-55036-179-9. Softcover, 8x11, 30 pp.

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>

Schnurr, Rosina G. *Asperger's, Huh?: A Child's Perspective.* Gloucester, ON: Anisor Publishing, 1999. ISBN: 0-964473-0-9. Softcover, 9x9, 49 pp.

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.

Segar, Mark. *Coping; A Survival Guide for People with Asperger Syndrome.* Nottingham, UK: The Early Years Diagnostic Centre, 1997. Spiral-bound, 8x11, 44 pp.

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.

Simmons, Karen Leigh. *Little Rainman: Autism through the Eyes of a Child.* Arlington, TX: Future Horizons, 1996. ISBN: 1-885477-29-5. Softcover, 8x11, 71 pp.

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

- Cohen, Shirley.** *Targeting Autism*. Berkeley, CA: University of California Press, 1998. ISBN: 0-520-21309-2. Softcover, 6x9, 215 pp.
A good general reference in readable language; the first two chapters quote extensively from firsthand accounts of Autism by parents and autistic individuals.
- Frith, Uta.** *Autism and Asperger Disorder*. London: Cambridge UP, 1991. ISBN: 0-521-38608-X. Softcover, 6x9, 246 pp.
This text contains eight chapters cover history, family studies, adulthood, thinking and problem-solving style particular to AS, and autobiographical writings.
- Gilpin, R. Wayne, ed.** *Laughing and Loving with Autism*. Future Education Inc, 1993. Softcover, 5x8, 125 pp.
This small collection of anecdotes by parents provides helpful insight into how a particular child with ASD sees the world.
- Richard, Gail A.** *The Source for Autism*. East Moline, IL: LinguiSystems, 1997. ISBN: 0-7606-0146-1. Softcover, coil-bound, 167 pp.
An easy-to-read, good general introduction.
<www.linguisystems.com>
- Sacks, Oliver.** *An Anthropologist on Mars*. New York, NY: Random House, 1995. ISBN: 0-394-28151-9. Softcover, 5x8, 328 pp.
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.
- Siegel, Bryna.** *The World of the Autistic Child: Understanding and Treating Autistic Spectrum Disorders*. London: Oxford UP, 1996. ISBN: 0-19-507667-2. Softcover, 6x9, 350 pp.
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)

- Brill, Marlene Targ.** 1994. *Keys to Parenting the Child with Autism*. 2nd ed. Hauppauge, NY: Barron's Educational Series, 2001. ISBN: 0-76411-292-9. Softcover, 5x8, 200 pp.
This text covers many questions common to parents, from diagnosis to education to adulthood.
- Dickinson, Paul, and Liz Hannah.** *It Can Get Better: Dealing with Common Behaviour Problems in Young Autistic Children*. London: National Autistic Society, 1998. Softcover, 5x8, 59 pp.
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>
- Greene, Ross W.** *The Explosive Child*. 2nd ed. New York, NY: Harper Collins, 2001. ISBN: 0-06-093102-7. Softcover, 5x8, 336 pp.
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.
- Harris, Sandra L.** *Siblings of Children with Autism: A Guide for Families*. Bethesda, MD: Woodbine, 1994.
- Hart, Charles A.** *A Parent's Guide to Autism*. New York, NY: Pocket Books, 1993. ISBN: 0-671-75099-2. Softcover, 5x8, 244 pp.
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.
- Legge, Brenda.** *Can't Eat, Won't Eat: Dietary Difficulties and Autistic Spectrum Disorders*. London: Jessica P. Kingsley, 2002. ISBN: 1-85502-974-2. Softcover, 6x9, 208 pp.
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>
- Powell, Thomas H., and Peggy Ahrenhold Gallagher.** *Brothers and Sisters: A Special Part of Exceptional Families*. 2nd ed. Baltimore, MD: Paul H. Brookes, 1993. Softcover, 6x9, 290 pp.
Written for families with many kinds of exceptional children, this text contains many strategies suggested by parents and siblings.
<www.brookespublishingco.com>
- Powers, Michael D., and Janet Poland.** *Asperger Syndrome and Your Child: A Parent's Guide*. New York, NY: Harper Collins, 2003. ISBN: 0-060093488-3. Softcover, 5x8, 302 pp.
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.

Powers, Michael D., ed. *Children with Autism: A Parents' Guide*. Bethesda, MD: Woodbine House, 1989. ISBN: 0-933149-16-6.

This text covers many questions common to parents, from diagnosis to education to adulthood. <www.woodbinehouse.com>

Randall, Peter, and Jonathan Parker. *Supporting the Families of Children with Autism*. Toronto, ON: John Wiley and Sons, 1999.

Sheridan, Susan M. *Why Don't They Like Me?: Helping Your Child Make and Keep Friends*. Longmont, CO: Sopris West, 1998. ISBN: 1-57035-124-4. Softcover, 6x9, 172 pp.

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>

Staub, Debbie. *Delicate Threads: Friendships between Children with and without Special Needs in Inclusive Settings*. Bethesda, MD: Woodbine House, 1998. ISBN: 0-933149-90-5. Softcover, 6x9, 243 pp.

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>

Stengle, Linda J. *Laying Community Foundations for Your Child with a Disability: How to Establish Relationships That Will Support Your Child after You've Gone*. Bethesda, MD: Woodbine House, 1996. ISBN: 0-933149-67-0. Softcover, 6x9, 216 pp.

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>

Szatmari, Peter. *A Mind Apart: Understanding Children with Autism and Asperger Syndrome*. New York, NY: Guilford Press, 2004. ISBN: 1-57230-544-4.

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

- Dornbush, Marilyn P., and Sheryl K. Pruitt.** *Teaching the Tiger: A Handbook for Individuals Involved with the Education of Students with Attention Deficit Disorders, Tourette Syndrome or Obsessive Compulsive Disorders.* Duarte, CA: Hope Press, 1995. ISBN: 1-878267-34-5. Softcover, spiral-bound, 8x11, 268 pp. This classroom-oriented text contains many practical suggestions in point-form layout. <www.hopepress.com>
- Levine, Mel.** *All Kinds of Minds: A Young Student's Book about Learning Disabilities.* Cambridge, MA: Educators Publishing Service, 1993. ISBN: 0-8388-2090-5. Hardcover, 6x9, 200 pp. 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>
- — —. *A Mind at a Time.* New York, NY: Simon and Schuster, 2002. ISBN: 0-7432-0223-6. Softcover, 5x8, 342 pp. 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>
- — —. *Educational Care: A System for Understanding and Helping Children with Learning Problems at Home and In School.* Cambridge, MA: Educators Publishing Service, 1994. ISBN: 0-8388-1987-7. Hardcover, 9x10, 323 pp. 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>
- — —. *Keeping Ahead in School: A Student's Book about Learning Abilities and Learning Disorders.* Cambridge, MA: Educators Publishing Service, 1990. ISBN: 0-8388-2069-7. Hardcover, 6x9, 200 pp. 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>
- Tanguay, Patricia.** *Non Verbal Learning Abilities: Educating Students with Non-Verbal Learning Disabilities, Asperger Syndrome and Related Disabilities.* London: Jessica P. Kingsley, 2002. ISBN: 1-85302-941-6. Softcover, 9x10, 285 pp. 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>

Self-Management/ Human Sexuality

- Champagne, Marklyn P., and Leslie Walker-Hirsch.** *Circles I: Intimacy and Relationships*. Program 1 in the CIRCLES series. Santa Barbara, CA: James Stanfield Publishing Company, 1988.
A comprehensive video-based curriculum to teach students with special educational needs social/sexual concepts and rules of intimacy. <www.stanfield.com>
- Fegan, Lydia, Anne Rauch, and Wendy McCarthy.** *Sexuality and People with Intellectual Disability*. Baltimore, MD: Paul H. Brookes, 1993. ISBN: 1-55766-140-5. Softcover, 5x8, 131 pp.
Although not specific to ASD, this text offers many practical suggestions.
- Gray, Susan, Lisa Ruble, and Nancy Dalrymple.** *Autism and Sexuality: A Guide for Instruction*. Bloomington, IN: Autism Society of Indiana, 2000. Softcover, 5x8, 27 pp.
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.
- Hingsburger, Dave.** *Openers: Parents Ask Questions about Sexuality and Children with Developmental Disabilities*. Vancouver, BC: Family Support Institute, 1993. Softcover, 5x8, 88 pp.
This short book contains information and advice in Q&A format from an author who has written widely on this subject.
- Mack, Alison.** *Toilet Learning: The Picture Book Technique for Children and Adults*. Boston, MA: Little, Brown and Company, 1978. ISBN: 0-316-54237-7. Softcover, 6x9, 109 pp.
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.
- Newport, Jerry, and Mary Newport.** *Autism – Asperger’s and Sexuality: Puberty and Beyond*. Arlington, TX: Future Horizons. ISBN: 1-885477-88-0. Softcover, 5x8, 168 pp. plus addendum.
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.
- Talarico, Ron, and Francella H. Slusher.** *Taxonomy of Behavioral Objectives for Habilitation of Mentally Handicapped Persons*. Portland, OR: Portland Habilitation Center, Inc, 1984. Hardcover, 8x11, 515 pp.
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>

Wheeler, Maria. *Toilet-Training for Individuals with Autism and Related Disabilities: A Comprehensive Guide for Parents and Teachers.* Arlington, TX: Future Horizons, 1998. ISBN: 188-5477-457. Softcover, 8x11, 122 pp.

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

Wrobel, Mary. *Taking Care of Myself: A Hygiene, Puberty and Personal Curriculum for Young People with Autism.* Arlington, TX: Future Horizons, 2003. ISBN: 1-885477-94-5. Softcover, 8x11, 245 pp.

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

Buron, Kari Dunn. *When My Autism Gets Too Big: A Relaxation Book for Children with Autism Spectrum Disorders.* Shawnee Mission, KA: AAPC, 2004. ISBN: 1-931282-51x. Softcover, 8x11, 38 pp.

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

Buron, Kari Dunn, and Mitzi Curtis. *The Incredible Five-Point Scale: Assisting Students with Autism Spectrum Disorders in Understanding Social Interactions and Controlling Their Emotional Responses.* Shawnee Mission, KA: AAPC, 2004. ISBN: 1-931282-52-8. Softcover, 8x11, 78 pp.

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.

Cautela, Joseph R., and June Groden. *Relaxation: A Comprehensive Manual for Adults, Children, and Children with Special Needs.* Champaign, IL: Research Press, 1978. ISBN: 0-87822-186-7. Softcover, 8x11, spiral-bound, 92 pp.

Much of this manual is devoted to procedures for helping children to learn postural and breathing techniques to promote relaxation. <www.researchpress.com/>

Haldy, Mary, and Laurel Haack. *Making It Easy: Sensorimotor Activities at Home and School.* San Antonio, TX: Therapy Skill Builders, 1995. ISBN: 0761743494. Softcover, spiral-bound, 8x11, 174 pp.

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.

Hong, Chia Swee, Helen Gabriel, and Cathy St. John. *Sensory Motor Activities for Early Development.* Oxon, UK: Winslow Press, 1996. ISBN: 0-86388-153-X. Softcover, spiral-bound, 8x11, 93 pp.

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

Kranowitz, Carol Stock. *The Out-of-Sync Child: Recognizing and Coping with Sensory Integration Dysfunction.* New York, NY: Berkley, 1998. ISBN: 0-399-52386-3.

— — —. *The Out-of-Sync Child Has Fun: Activities for Kids with Sensory Integration Dysfunction.* New York, NY: Berkley, 2003. ISBN: 0-399-52843-1. Softcover, 6x9, 323 pp.

These two texts are intended for teachers and parents whose children show significant over- or under-sensitivity to sensory stimulation.

Rief, Sandra F. *How to Reach and Teach ADD/ADHD Children.* West Nyack, NY: Center for Applied Research in Education, 1993. ISBN: 0-87628-413-6. Softcover, 8x11, 239 pp.

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.

Williams, Mary Sue, and Sherry Shellenberger. *How Does Your Engine Run?: A Leader's Guide to The Alert Program™ for Self-Regulation.* Albuquerque, NM: TherapyWorks, 1996. Softcover, coil-bound, 8x11.

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

— — —. *Take Five! Staying Alert at Home and School.* Albuquerque, NM: TherapyWorks, 2001. Softcover, spiral-bound, 86 pp.

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

Yack, Ellen, Shirley Sutton, and Paula Acquilla. *Building Bridges through Sensory Integration: Occupational Therapy for Children with Autism and Other Pervasive Developmental Disorders.* Weston, ON: 1998. Softcover, coil-bound, 8x11, 186 pp.

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

Aarons, Maureen, and Tessa Gittens. *Autism: A Social Skills Approach for Children and Adolescents.* Oxon, UK: Winslow Press, 1998. ISBN: 0-86388-202-1. Softcover, 8x11, coil-bound, 97 pp.

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.

Attwood, Tony. *Exploring Feelings: Cognitive Behaviour Therapy to Manage ANXIETY.* Arlington, TX: Future Horizons, 2004. Softcover, 8x11, 79 pp.

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.

Duke, Marshall P., and Stephen Nowicki, Jr. *Helping the Child Who Doesn't Fit In.* Atlanta, GA: Peachtree Publishers, 1992. ISBN: 1-56145-025-1. Softcover, 6x9, 175 pp.

See description below.

Duke, Marshall P., Stephen Nowicki, Jr, and Elizabeth Martin. *Teaching Your Child the Language of Social Success.* Atlanta, GA: Peachtree Publishers, 1996. ISBN: 1-56145-126-6. Softcover, 6x9, 175 pp.

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>

Gajewski, Nancy, Polly Hirn, and Patty Mayo. *Social Star: General Interaction Skills (Book 1) and Social Star: Peer Interaction Skills (Book 2.)* Eau Claire, WI: Thinking Publications, 1993. ISBN: 0-930599-79-9 (Book 1) and 0-930599-91-8 (Book 2). Both softcover, 8x11, 460 pp.

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

Garrity, Carla, Kathryn Jens, William Porter, Nancy Sager, and Cam Short-Camilli. *Bully-Proofing Your School.* Longmont, CO: Sopris West, 1994-1998. ISBN: 0-1696786-1-5. Softcover, 8x11, 368 pp.

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>

- Gray, Carol.** *Comic Strip Conversations*. Arlington, TX: Future Horizons, 1994. Softcover, 8x11, 25 pp.
See description below.
- . *Taming the Recess Jungle: Socially Simplifying Recess for Students with Autism and Related Disorders*. Jenison, MI: Jenison Public Schools, 1993. Softcover, 8x11, 25 pp.
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>
- Greenspan, Stanley I., and Serena Wieder.** *The Child with Special Needs: Encouraging Intellectual and Emotional Growth*. Cambridge, MA: Perseus Books, 1998.
- Gutstein, Steven.** *Autism Asperger: Solving the Relationship Puzzle*. London: Jessica P. Kingsley, 2000.
- Gutstein, Steven, and Rachelle Sheely.** *Relationship Development Intervention with Young Children: Social and Emotional Development Activities for Asperger Syndrome, Autism, Pervasive Developmental Disorder and Nonverbal Learning Disability*. London: Jessica P. Kingsley, 2001. ISBN: 1-84310-714-7. Softcover, 8x11, 250 pp.
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>
- Heinrichs, Rebekah.** *Perfect Targets: Asperger Syndrome and Bullying*. Shawnee Mission, KA: AAPC, 2003. ISBN: 931282-18-8. Softcover, 5x8, 186 pp.
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>
- Jenson, William R., Ginger Rhode, and H. Kenton Reavis.** *The Tough Kid Tool Box*. Longmont, CO: Sopris West, 1994-2000. ISBN: 1-57035-000-0. Softcover, 8x11, 213 pp.
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>
- Johnson, Anne Marie, and Jackie L. Susnik.** *Social Skills Stories: Functional Picture Stories for Readers and Non-Readers K-12 and More Social Skills Stories*. Solana Beach, CA: Mayer-Johnson, 1995. ISBN: 1-884135-21-8. Softcover, 8x11, spiral-bound, 397 pp.

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.

Moyes, Rebecca A. *Incorporating Social Goals into the Classroom: A Guide for Teacher and Parents of Children with High Functioning Autism and Asperger's Syndrome.* London: Jessica P. Kingsley, 2001. ISBN: 1-85302-967x. Softcover, 5x8, 181 pp.

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

Quill, Kathleen Ann. *Teaching Children with Autism: Strategies to Enhance Communication and Socialization.* Toronto, ON: Delmar, 1995.

Sheridan, Susan M. *The Tough Kid Social Skills Book.* Longmont, CO: Sopris West, 1997. ISBN: 1-57035-051-5. Softcover, 8x11, spiral-bound, 219 pp.

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>

Smith, Melinda J. *Teaching Play Skills to Children with Autistic Spectrum Disorder.* New York, NY: DRL Books, 2001. ISBN: 0-9665266-3-5. Softcover, 8x11, 173 pp.

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.

Street, Annabelle, and Robert Cattoche. *Picture the Progress.* Eugene, OR: Educational Horizons, 1995. Softcover, spiral-bound, 109 pp.

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.

Sussman, Fern. *More Than Words: Helping Parents Promote Communication and Social Skills in Children with Autism Spectrum Disorder.* Toronto, ON: The Hanen Centre, 1999.

Weiss, Mary Jane, and Sandra L. Harris. *Reaching Out, Joining In: Teaching Social Skills to Young Children with Autism.* Bethesda, MD: Woodbine House, 2001. ISBN: 1-890627-24-0. Softcover, 5x7, 155 pp.

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

Wilson, Carolyn C. *Room 14: A Social Language Program, Instructor's Manual*. East Moline, IL: LinguSystems, 1993.

Winner, Michelle Garcia. *Thinking about You, Thinking about Me: Philosophy and Strategies to Further Develop Perspective Taking and Communicative Abilities for Persons with Social-Cognitive Deficits*. Shawnee Mission, KA: AAPC, 2000. ISBN: 0-9701320-1-8. Softcover, 8x11, 207 pp.

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>

— — —. *Inside Out: What Makes a Person with Social Cognitive Deficits Tick*. Shawnee Mission, KA: AAPC, 2000. ISBN: 0-970132-0-X. Softcover, spiral-bound, 201 pp.

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>

Wolfberg, Pamela J. *Peer Play and the Autism Spectrum: The Art of Guiding Children's Socialization and Imagination*. Shawnee Mission, KA: AAPC, 2003. ISBN: 1-931282-17-X. Softcover, 8x11, 264 pp.

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)

Baker, J. *The Social Skills Picture Book: Teaching Play, Emotion and Communication to Children with Autism*. Arlington, TX: Future Horizons, 2001.

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.

Gray, Carol. *Taming the Recess Jungle: Socially Simplifying Recess for Students with Autism and Related Disorders*. Jenison, MI: Jenison Public Schools, 1993.

— — —. *Comic Strip Conversations: Colorful, Illustrated Interactions with Students with Autism and Related Disorders*. Jenison, MI: Jenison Public Schools, 1994.

— — —. *The New Social Story Book*. Arlington, TX: Future Horizons, 2000.

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

<www.TheGrayCenter.org>

Gray, Carol, and Abbie Leigh White, eds. *My Social Stories Book*. London: Jessica P. Kingsley, 2002. Softcover, 6x9, 141 pp.

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?”

Reese, Pam Britton, and Nena C. Challenner. *Primary, Intermediate and Adolescent Social Skills Lessons*. East Moline, IL: LinguSystems, 1999.

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

- Frost, Lori A., and Andrew S. Bondy.** *PECS (The Picture Exchange Communication System: Training Manual)*. Cherry Hill, NJ: Pyramid Educational Consultants, 1994.
- — —. *A Picture's Worth: PECS and Other Visual Communication Strategies in Autism*. Bethesda, MD: Woodbine House, 2001. ISBN: 0-933149-96-4. Softcover, 5x7.
- 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>
- Hodgdon, Linda, M.** *Visual Strategies for Improving Communication*. Troy, MI: Quirk Roberts, 1995. ISBN: 0-676986-1-5.
- — —. *Solving Behaviour Problems in Autism: Improving Communication with Visual Strategies*. Troy, MI: Quirk Roberts, 1999. ISBN: 0-9616786-2-2. Softcover, 8x11, 222 pp.
- Both contain a wealth of practical suggestions and illustrations. <www.usevisualstrategies.com>
- Moore, Susan Thompson.** *Asperger Syndrome and the Elementary School Experience: Practical Solutions for Academic and Social Difficulties*. Shawnee Mission, KA: AAPC, 2002.
- Myles, Brenda Smith, and Diane Adreon.** *Asperger Syndrome and Adolescence: Practical Solutions for School Success*. Shawnee Mission, KA: AAPC, 2001.
- Reese, Pam Britton, and Nena C. Challenner.** *Primary, Intermediate and Adolescent Social Skills Lessons*. East Moline, IL: LinguiSystems, 1999.
- Savner, Jennifer L., and Brenda Smith Myles.** *Making Visual Strategies Work in the Home and Community: Strategies for Individuals with Autism and Asperger Syndrome*. Shawnee Mission, KS: AAPC, 2000. ISBN: 0-9672514-6-X. Softcover, coil-bound, 33 pp.
- 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>
- Street, Annabelle, and Robert Cattoche.** *Picture the Progress*. Eugene, OR: Educational Horizons, 1995.

Sources

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.

ASD Adults

<www.faaas.org>
<www.amug.org/~a203/jobsheld.html>
<www.inlv.demon.nl/>
<www.narpaa.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.iidc.indiana.edu/~irca>

Parenting (see also Explaining)

<www.do2learn.com>
<www.seattlechildrens.org/sibsupp>
<www.nichcy>

