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Autism Resources – Updated

April is Autism Awareness Month. In this issue, we are updating the list of books, videos, and websites on autism, including Asperger syndrome and Pervasive Developmental Disorder.

Autism – Books

The ABA Program Companion: Organizing Quality Programs For Children With Autism And PDD. J. Tyler Fovel, 2002. (203.6 F783 2002 ECI).

Based on the extensive clinical experience of the author and using numerous illustrations, tables, and real-life examples, this book is written to help the reader integrate important theory and concepts from Applied Behavior Analysis into powerful, practical, and comprehensive educational programming, from assessment through program methodology and evaluation.

Annotated Bibliography on Autism Spectrum Disorders. Kathy T. Whaley, 1999. (203.6 W552a 1999 ECI).

This bibliography contains selected materials which reflect a variety of viewpoints, resources, programs, models, research, and approaches. This document is designed to be useful for service providers, state-level early childhood early intervention and preschool special education staff, training and technical assistance providers, preservice and inservice educators, university faculty, families, health care professionals, and others who are interested in this population of children.

NEW! Asperger Syndrome: A Guide For Educators And Parents. Brenda Smith Myles and Richard L. Simpson, 2003. (203.5 M997 2003 ECI).

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

Asperger Syndrome: A Practical Guide For Teachers. Val Cumine, Julia Leach and Gill Stevenson, 1998. (203.5 C969 1998 RHB).

This clearly written and concise guide aids effective classroom practice for teachers and support assistants working with children with Asperger syndrome in integrated schools and non-specialist settings. Professionals in special schools, INSET providers, education psychologists, parents and caregivers will find this book helpful.

Autism – Books (continued)

Asperger Syndrome and Difficult Moments: Practical Solutions for Tantrums, Rage, and Meltdowns.

Brenda Smith Myles and Jack Southwick, 1999. (203.5 M997 1999 ECI).

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

Asperger Syndrome and Psychotherapy: Understanding Asperger Perspectives.

Paula Jacobsen, 2003. (203.5 J17 2003 RHB).

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

Asperger Syndrome and Sensory Issues: Practical Solutions for Making Sense of the World.

Brenda Smith Myles, et al., 2000. (203.5 M997 2000 ECI).

This book, which contains practical advice for analyzing sensory processing difficulties, provides current information on Asperger syndrome, realistic intervention strategies to help families succeed with their child with AS.

Asperger's Huh? A Child's Perspective.

Rosina G. Schnurr, 1999. (203.5 S362 1999 ECI).

This book presents a practical and positive approach giving a simple and insightful view into the world of a child with Asperger syndrome.

Asperger's Syndrome: A Guide for Parents and Professionals.

Tony Attwood, 1998. (203.5 A886 1998 ECI).

This book on the most rapidly growing area of the PDD spectrum encompasses diagnosis, understanding, behavior modification, and stress relief for the parent and person with Asperger's syndrome. It was written as a guide to assist in the identification and treatment of children and adults with this condition.

NEW! The Autism Encyclopedia.

John T. Neisworth, 2005. (203.6 N416 2005 ECI).

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

Autism: Information and Resources for Professionals and Parents.

Richard L. Simpson and Paul Zions, 2000. (203.6 S613 2000 ECI).

This book, written primarily for parents and professionals, focuses on answering commonly asked questions about autism and autism-related disorders. The information included is scientifically valid, but presented in a manner that individuals with limited background in autism and behavioral sciences will find beneficial.

NEW! Autism Methodologies: Best Practices and Legal Trends.

Stephen Bevilacqua, 2004. (203.6 B571 2004 ECI).

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

Autism Spectrum Disorders: A Transactional Development Perspective.

Amy M. Wetherby and Barry M. Prizant, 2000. (203.6 W539 2000 ECI).

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

Autism Training Sourcebook.

Cleta Bowman, 1997. (203.6 B787 1997).

This sourcebook, a collection of articles and bibliographies written by staff from the Indiana Resource Center for Autism, presents a diverse range of topics, including characteristics of autism, diagnosis and assessment, family support issues, education, supported living, supported employment, positive behavior supports, communication, recreation, social interactions, and medical and social issues.

Autism – Books (continued)

Autism: Understanding the Disorder. Gary Mesibov, 1997. (203.6 M578 1997 ECI).

This book presents a historical review of autism; a definition of the syndrome; current biological theories of causation; language and cognition; various intervention approaches; and treatment issues that have generated controversy.

Behavioral Intervention for Young Children with Autism: A Manual for Parents and Professionals.

Catherine Maurice, Gina Green and Stephen C. Luce, 1996. (203.6 M447 1996 ECI).

This manual gives parents and professionals concrete information on how to evaluate treatment options and differentiate scientifically validated interventions from fads and “miracle cures;” assess children’s skills, needs, and progress objectively and systematically; teach children a wide variety of skills; and more.

Beyond the Wall: Personal Experiences with Autism and Asperger Syndrome. Stephen Shore, 2002. (800.1 S559 2002).

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

The Biology of the Autistic Syndromes. Christopher Gillberg and Mary Coleman, 2000. (203.6 G475 2000 RHB).

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

Children with Autism: A Developmental Perspective. Marian Sigman, 1997. (203.6 Si22 1997 ECI).

This book includes information on: What Is Autism? Physiological Regulation, Perception, and Cognition in the Early Years; Development of Social and Emotional Understanding; Language Acquisition and Use; Middle Childhood; Adolescence; Stability of Individual Differences and Prediction Over Time; In Search of Core Deficits and Causes of Autism; and Interventions.

Children with Autism: A Parents’ Guide. Michael D. Powers, 2000. (203.6 P874 2000 ECI).

This second edition, with a forward by Temple Grandin, introduces autism and provides diagnostic information, extensive coverage of Applied Behavior Analysis as an intervention, a discussion of the social dynamics of family and marriage, use of the internet, and the 1997 reauthorization of the IDEA.

Children with Autism: Diagnosis and Interventions to Meet Their Needs. Kenneth Aitken, Despina Papoudi, and Jaqueline Robarts, 1998. (203.6 T812 1998 ECI).

This edition is a comprehensive survey of autism based on research conducted worldwide. It is informative and provides essential material for parents, teachers, therapists, researchers, and care givers.

NEW! Dangerous Encounters: Avoiding Perilous Situations with Autism. Bill Davis, 2002. (203.6 D261 2002 RHB).

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

Eating an Artichoke: A Mother’s Perspective on Asperger Syndrome. Echo R. Fling, 2000. (203.5 F622 2000 ECI).

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

Autism – Books (continued)

Exploring the Spectrum of Autism and Pervasive Developmental Disorders: Intervention Strategies.

Carolyn Murray-Slutsky and Betty A. Paris, 2000. (203.6 M981 2000 ECI).

This book, which is intended as a source of information for parents, teachers, and other professionals, provides a holistic view of autistic spectrum disorders and the children who experience these disorders by examining the interrelationship between behaviors, mannerisms, sensory processing, motor control, speech and language, and functional skills.

Handbook of Autism and Pervasive Developmental Disorders. Donald J. Cohen, 1997. (203.6 C678 1997 ECI).

This enlarged second edition reflects substantial advances in knowledge during the decade that separates it from its predecessor. This edition is guided by a developmental psychopathological orientation. Within this framework, principles and findings about typical development are used to illuminate how development may become derailed and lead to pathological conditions; conversely, studies of disorders such as autism are used to cast light on typical developmental processes.

Let Me Hear Your Voice: A Family's Triumph Over Autism. Catherine Maurice, 1993. (800.1 M444 1993 ECI).

This is an account of one family's experiences with their daughter who developed autism. It tells of the birth and infancy of Anne-Marie, of their medical nightmares in finding a diagnosis, of their hopes in miracle cures, and finally of the intensive behavioral therapy that helped.

Living with Autism: The Parents' Stories. Kathleen M Dillon, 1995. (203.6 D587 1995 ECI).

This book contains both an objective medical description of autism and personal experiences and the world of individuals with autism and their families. In addition to supporting parents of children with autism, this book is for the families and friends of these parents to help them understand what the parents are experiencing, in the hope that they may be more empathetic and supportive.

Making a Difference: Behavioral Intervention for Autism. Catherine Maurice, 2001. (203.6 M447 2001 ECI).

This book presents suggestions and advice by various experts in the field for effective intervention and help to people with autism, to their families, and to those who teach and work with them using Applied Behavior Analysis.

The New Social Story Book. Carol Gray, 1994. (203.6 G778 ECI).

This book aids the teacher of students with autism of all ages in understanding social concepts. It includes stories that effectively teach relationships, manners, caring, appropriate behavior, hygiene, managing fears and much more.

The New Social Story Book: Illustrated Edition. Carol Gray, 2000. (203.6 G778 ECI).

This book aids the teacher of students with autism of all ages to teach them to understand social concepts. It contains stories written by high school students trained to write their own social story. It includes stories that effectively teach relationships, manners, caring, appropriate behavior, hygiene, managing fears and much more.

Ninos Autistas: Guia para Padres, Terapeutas y Educadores. Michael D. Powers, 1999. (203.6 P888 1999 ECI).

This Spanish translation of the English version of Michael Powers' book, "Children with Autism: Parent's Guide" introduces autism and provides information on its effects and treatments.

The Original Social Story Book. Carol Gray, 1994. (203.6 G778 ECI).

This book contains over 200 social stories that provide individuals with autism with accurate information regarding situations they encounter. For some students with autism, this type of written information on functional skills appears to have a positive impact on their responses to social situations.

Autism – Books (continued)

Pervasive Developmental Disorders: Finding a Diagnosis and Getting Help. Mitzi Waltz, 1999. (203.8 W241 1999 ECI).

In this book, the author provides comprehensive information on Pervasive Developmental Disorders (PDD) and relevant aspects of the wide range of neurological disorders making up PDD-NOS (not otherwise specified) and atypical PDD. She also includes real life stories from parents who are raising children with PDD.

A Picture's Worth: PECS and Other Visual Communication Strategies in Autism. Andy Bondy, 2002. (203.6 B711 2001 ECI).

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

NEW! Pivotal Response Treatments for Autism: Communication, Social, and Academic Development.

Robert L. Koegel and Lynn Kern Koegel, 2006. (203.6 K77p 2006 ECI).

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

Play and Imagination in Children with Autism. Pamela J. Wolfberg, 1999. (203.6 W855 1999 ECI).

In this book the author presents a variety of situations for children with autism to express themselves and learn through play and ways to utilize their imagination.

Practical Ideas That Really Work for Students with Autism Spectrum Disorders. Kathleen McConnell and Gail Ryser, 2000. (203.6 M129 2000 RHB).

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

Preschool Education Programs for Children with Autism. Sandra L. Harris and Jan S. Handleman, 2001. (203.63 H316 2001 ECI).

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

Pretending to Be Normal: Living with Asperger's Syndrome. Liane Holliday Willey, 1999. (800.1 W714p 1999).

This autobiography of the author, which presents the world as it is known to a person with Asperger syndrome, is a highly informative and insightful account of her life and a glimpse into her daily struggles and challenges.

Reaching the Autistic Child: A Parent Training Program. Martin A. Kozloff, 1998. (203.6 K849 1998 ECI).

This book, which presents detailed procedures for producing social and behavioral change in children with autism and in their families, discusses how the child must learn to initiate and reciprocate interactions with the environment that are adaptive for him, acceptable to others, and which he can, over time, learn to enjoy. Parents must also learn how to initiate, reciprocate, and manage interactions with their child.

Reaching Out, Joining In: Teaching Social Skills to Young Children with Autism. Mary Jane Weiss and Sandra L. Harris, 2001. (203.6 W431 2001 ECI).

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

Report of the Recommendation: Autism/Pervasive Developmental Disorders. New York State Department of Health, Early Intervention Program, 1999. (203.6 R425 ECI).

This guideline contains the full text of all the recommendations, the background information, and a summary of the supporting evidence used in this report of recommendations on autism and pervasive developmental disorders.

Autism – Books (continued)

Resource Collection on Autism Spectrum Disorders. Kathy T. Whaley and Evelyn Shaw, 1999. (203.6 W552r 1999 ECI).

This book/resource collection has been developed by the National Early Childhood Assistance System as a part of the technical assistance and dissemination activities of its National Forum on Autism Spectrum Disorders.

Right From the Start: Behavioral Intervention for Young Children with Autism: A Guide for Parents and Professionals. Sandra L. Harris and Mary Jane Weiss, 1998. (203.6 H316 1998 ECI).

This guide shows how early behavioral intervention can benefit young children with autism and related disorders, especially in the first years. Examples show how speech and language, social, motor, and adaptive skills can be broken down and taught through a system of repetition, reward, and goal adjustment. Also covered are curriculum, professional's roles, parent involvement, inclusion, and the pros and cons of a home-based vs. center-based program.

NEW! The SCERTS Model: A Comprehensive Educational Approach for Children with Autism Spectrum Disorders. Barry M. Prizant, Emily Rubin, and Amy M. Wetherby, 2006. (203.6 P961s 2006 ECI).

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

Service Guideline 1: PDD/Autism Intervention Guidance for Service Providers and Families of Young Children with Characteristics of PDD or Autism. Debbie Richards, 1997. (203.6 R514 1997 ECI).

This booklet contains guidelines designed to assist families and service providers with developing individualized family service plans for families of children who exhibit characteristics of Pervasive Developmental Disorder, autism, or related disorders.

Siblings of Children with Autism: A Guide for Families. Sandra L. Harris, 2003. (203.6 H316 2003 ECI).

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

NEW! Taking Care of Myself: A Healthy Hygiene, Puberty and Personal Curriculum for Young People with Autism. Mary Wrobel, 2003. (203.61 W957t 2003 RHB).

This book is specifically designed to address the health and safety needs of students aged five and up with autism spectrum disorders. Through a combination of social stories and easy-to-understand activities, this book will reduce the fear and confusion surrounding issues of health, hygiene, puberty and more.

Targeting Autism: What We Know, Don't Know, and Can Do to Help Young Children with Autism and Related Disorders. Shirley Cohen, 1998. (203.6 C66 1998 ECI).

The treatment of children with autism can be emotion-laden and contentious. The author, who has no stake in any of the various forms of treatment, offers an analysis of the approaches currently available, especially the educational interventions designed for young children.

Teach Me Language: A Language Manual for Children with Autism, Asperger's Syndrome and Related Developmental Disorders. Sabrina Freeman, 1996. (227.2 F855t 1996 ECI).

This book, which is designed to teach language skills to children with autism, Asperger syndrome, and other related pervasive developmental disorders, uses a step-by-step manual of instructions, examples, games, and cards to convey this information.

Autism – Books (continued)

Toilet Training for Individuals with Autism and Related Disorders: A Comprehensive Guide for Parents And Teachers. Maria Wheeler, 1998. (203.6 W563 1998 ECI).

This guide, which discusses the special difficulties encountered when toilet training an individual with autism, brings many useful tips and case examples for the reader.

A Treasure Chest of Behavioral Strategies for Individuals with Autism. Beth Fouse, 1997. (203.6 F781 1997 ECI).

This book offers comprehensive insights and answers into the entire spectrum of behavior challenges of a person with autism/PDD. It starts with the author's position that behavior is caused by attempts to communicate and the need to respond to the cause of the behavior. It continues with the author's techniques and therapies and discusses the different behavior intervention options in clear, concise language.

NEW! Understanding Autism Spectrum Disorders (ASDs). 2006. (203.6 A512u 2006 ECI).

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

A Will of His Own: Reflections on Parenting a Child with Autism. Kelly Harland, 2002. (203.6 H283 2002 ECI).

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

The World of the Autistic Child: Understanding and Treating Autistic Spectrum Disorders. Bryna Siegel, 1996. (203.6 Si15 1996 ECI).

This book is directed toward parents of children with autism and to the professionals who work with them. It has two sections: What It Means to Have Autism (Defining autism, PDD, and other autistic spectrum disorders; social development; communication skills; activities and interest; diagnosis; and family issues) and Treatment Resources (finding resources; importance of early intervention; selecting a classroom; behavior management; teaching communication skills; medications; and non-mainstream treatments).

Autism – Videos

Asperger Syndrome: Living Outside the Bell Curve. 18 minutes. (203.5 A883 2001).

This video addresses the causes of, the symptoms of, and strategies to cope with Asperger syndrome and focuses on 12 year old Andrew who demonstrates it is possible to flourish outside the accepted social and educational bell curve.

Asperger's Syndrome: Autism and Obsessive Behavior. 30 minutes. (203.5 F487 1999).

This video, the original BBC broadcast titled: "I'm Not Stupid," profiles the symptoms of Asperger syndrome and how individuals and their families can overcome the limitations it imposes. The video follows the daily lives of several individuals.

Autism and the New Law: Resources for Treatment, Hope for Cure. 23 minutes. (203.6 H241 2001).

This video, hosted by Anthony Edwards of the ER television program, presents interviews with parents, a doctor and others who discuss the components of "The Advancement of Pediatric Autism Research Act" which became law in October 2000.

Autism – Videos (continued)

Autism Spectrum Disorders and the SCERTS Model: A Comprehensive Educational Approach (3 Parts). 106 minutes. (VT0084).

These three videos and accompanying booklet, which recognize the core needs of children with autism spectrum disorders (ASD) and their families, presents the SCERTS model outlining supports for children and their families through the development of specific goals and strategies in three critical domains: Social Communication, Emotional Regulation, and Transactional Supports. Using this individualized, multidisciplinary model, parents, educators, and therapists will develop strong teamwork skills and learn specific approaches for creating learning opportunities within daily activities for children who have ASD.

Come Back Jack. 55 minutes. (203.6 B97).

This documentary, which chronicles the ups and downs of the therapeutic journey of two parents responding to their son's diagnosis of autism, covers a six-year period. This journey ultimately led them to the Language and Cognitive Development Center in Lynnfield, Massachusetts.

Early Identification for Children with Autism - May 25, 1999. 90 minutes. (203.6 W542 1999).

Moderator, Heidi Wettlaufer, presents the speakers and leads the discussion in this teleconference from Pennsylvania on May 25, 1999.

Embracing Play: Teaching Your Child with Autism. 47 minutes. (203.6 B177 2000).

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

Meeting Tough Challenges in IDEA Implementation: Autism Spectrum Disorders: An Update on Policies and Interpretations. 90 minutes. (VT0083).

This teleconference, sponsored by the National Association for State Directors of Special Education and held March 21, 2001 in Pennsylvania, provides participants with a review of policies and interpretations of autism spectrum disorder. The presenters were Evelyn Shaw, from the University of North Carolina, and Samuel Odom, from Indiana University.

A Practical Comprehensive Approach to Treating Autism and Related Disorders. 120 minutes. (VT0082).

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

Sensory Challenges and Answers. 26 minutes. (VT0100).

Dr. Temple Grandin who has autism, discusses the sensory problems she had growing up and those of other children and adults who have autism. She describes how different individuals with autism have a wide range of reactions to touch, sound, and visual stimulus... some can tolerate it and even like it while others cannot tolerate it.

Straight Talk About Autism with Parents and Kids: Childhood Issues. 41 minutes. (203.6 S896 1998).

This video features interviews with parents of children with autism who talk about recognizing the first signs that let them know their child was different; when they got the first diagnosis and whether it was correct; how many misdiagnoses they received before autism was diagnosed; and what the grief and relief period was like and how long it lasted. The parents and some of their children discuss the ways the kids experience hypersensitivity and the splinter skills these children developed.

Autism – Children’s Books

Andy and His Yellow Frisbee. Mary Thompson, 1996. (805.1 T474a 1996).

This is a children’s story about Andy, a boy with autism, who is fascinated with objects in motion. It is his obsession with spinning a frisbee and a new classmate’s curiosity about his actions that sets the story in motion. Rosie, his protective sister, supplies background information on Andy and autism, as well as a sibling’s perspective.

Ian’s Walk: A Story About Autism. Laurie Lears, 1998. (805.1 L438 1998).

A young girl realizes how much she cares about her brother who has autism when he gets lost at the park.

The Legendary Blobshocker. Ryan Wilson. (805.1 W752L).

This colorful storybook is written and illustrated by a nine-year-old, high-functioning boy with autism who has a delightful personality and great imagination. The author, a fourth grader, participated in the “Image-Making Within The Writing Process” which is an innovative approach to teaching essential literacy skills through a dynamic integration of collage art into the Language Arts curriculum.

Of Mice And Aliens: An Asperger Adventure. Kathy Hoopmann, 2001. (805H798 2001).

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

Autism and related disorders – Selected Websites

The **Autism Society of America** promotes access and opportunity for all individuals within the autism spectrum through advocacy and education. The website includes many resources for persons with autism and their families and provides links to other organizations.

<http://www.autism-society.org>

Centers for Disease Control (CDC) Autism Information Center includes information on autism, CDC and other federal and state activities concerning autism. It also includes resources for families and researchers.

<http://www.cdc.gov/ncbddd/dd/ddautism.htm>

MAAP Services for Autism and Asperger Syndrome is a nonprofit organization dedicated to providing information and advice to families of “More advanced individuals with Autism,” Asperger syndrome, and pervasive developmental disorder (PDD).

<http://www.maapservices.org/index.html>

MedlinePlus provides a collection of full-text links from reliable sources compiled by the National Library of Medicine.

<http://www.nlm.nih.gov/medlineplus/autism.html>

See also the page on Asperger Syndrome:

<http://www.nlm.nih.gov/medlineplus/aspergerssyndrome.html>

National Dissemination Center for Children with Disabilities, funded through federal education funds, provides basic information and referral services for children with many types of disabilities. See especially NICHCY Connections... to Autism Resources at <http://www.nichcy.org/resources/autism.asp>. There are also links to specific syndromes such as Asperger, Rett and PDD.

Online Asperger Syndrome Information & Support (OASIS), a website created by parents of children with Asperger syndrome, provides a wealth of resources concerning this syndrome.

<http://www.udel.edu/bkirby/asperger/>

New Additions - Books

Activities That Teach. Tom Jackson, 1993. (550 J14a 1993 ECI).

This is a collection of sixty active learning lesson plans that present information so students will remember; that involve students in the learning process; that help students internalize concepts and make activities meaningful and fun.

Baby Play: 100 Fun-Filled Activities to Maximize Your Baby's Potential. 2001. (655.2 B115 2001 ECI).

Sharing play time with infants is one of the best ways to give them a great start in life. This book is full of simple activities that parents and babies can do together. The activities stimulate a baby's physical and social development.

Infant and Toddler Development and Responsive Program Planning: A Relationship-Based Approach.

Donna Sasse Wittmer, 2006. (525 W832i 2006 ECI).

This book is an introduction to infant and toddler development. Students will learn practical aspects of the relationship-based approach to child development.

The New Language of Toys: Teaching Communication Skills to Children with Special Needs. Sue Schwartz, 2004. (535 S399n 2004 ECI).

This book explains how to use everyday toys, both store-bought and homemade, to stimulate language development in children with special needs from birth through age six.

Toddler Play: 100 Fun-Filled Activities to Maximize Your Toddler's Potential. 2001. (655.2 T636 2001 ECI).

Fun-filled play is one of the most practical ways to ensure toddlers receive the best start in life. This book teaches parents how to teach their child by providing ideas and inspiration to enliven quality playtime. Each of the 100 activities will also provide children with the foundations for many of the skills they need in preschool.

What's Going On in There?: How the Brain and Mind Develop in the First Five Years of Life. Lise Eliot, 1999. (530 E42w 1999 ECI).

This book charts brain development from conception through the first five years. It discusses the ongoing debate between the role of genes versus environment in a child's behavior and personality. It shows parents and caregivers ways they may enrich their child's brain and encourage healthy development.

Your Child's Growing Mind: Brain Development and Learning from Birth to Adolescence. Jane M. Healy, 2004. (530 H434y 2004 ECI).

This book serves as a guide to learning skills for children. The author begins by translating current scientific theories on nervous system development into practical information for parents. She then explains in detail how children develop language and memory, and addresses academic learning — reading, writing, spelling and mathematics.

New Additions - Videos

Challenging Behaviors in Young Children - DD0017

DVD color 50 min. 2004 Adult, Professional

This DVD gives educators and parents the ability to observe firsthand the techniques used by teachers, in a state of the art preschool and research facility, effectively managing children with challenging behaviors. Experts offer their advice which is then implemented in the classroom. This DVD contains live classroom footage.

Early Childhood Report - March 2006

Early CHILDHOOD Report

Children With Special Needs & Their Families

VOLUME 17, ISSUE 3

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LEGAL SPOTLIGHT

YOU BE THE JUDGE

Could parents invoke stay-put for this 3-year-old's transition out of Part C? **Page 2.**

WASHINGTON WATCH

Learn the possible reasons why nearly all states have chosen specific curriculum under the federal Reading First program. **Page 3.**

HOTLAW

View an important early childhood decision to find out when a prosthetic device qualifies as assistive technology under Part C of the IDEA. **Page 5.**

RULINGS & DECISIONS

Find out why a district must comply with 'stay-put' for a 4-year-old and two others; learn why OCR has ruled a district must take steps to make playgrounds accessible for children with disabilities; discover why a Massachusetts hearing officer ruled parents can't dictate which evaluators a district can use. **Pages 10-12.**

COVER STORY

Start simple when considering assistive technology for young children

Early child care providers, unsure of what assistive technology needs their young charges may have, should first consider effective low-tech options before investing in sophisticated high-tech devices, say several experts. In some cases, of course, AT experts will determine that only a high-tech device will truly help the child. But sometimes equally effective low-tech options are more adaptable for the child care setting. When choosing AT, consider the level of technology that is best suited to a child's individual needs so that he can participate fully in mainstream classrooms, given available space and resources. **See full story on pages 4-5.**

Early intervention

- Learn about a promising assistive technology device for children as young as eight months old who have autism, Down syndrome and cerebral palsy. **Page 4**

HIGHLIGHTS

Learn why funding for young learners may fall flat

Discover why congressional interest in the country's preschoolers did little to build the president's support for early learning in the proposed 2007 budgets. **Page 6.**

Emulate these model programs to improve services

Learn why having trained teachers and intensive services is no guarantee for success; then view common traits of effective early childhood programs. **Page 7.**

Ask key questions to uncover causes of misbehavior

Ask and answer these five questions to assess the root cause of misbehavior and intervene for students who are struggling to interact with their peers. **Page 8.**

See why culture plays a big role in parent partnerships

Poor parental involvement is one of the most common stumbling blocks to any early childhood program. Gain insight into basic ways you can connect with parents from diverse backgrounds. **Page 9.**

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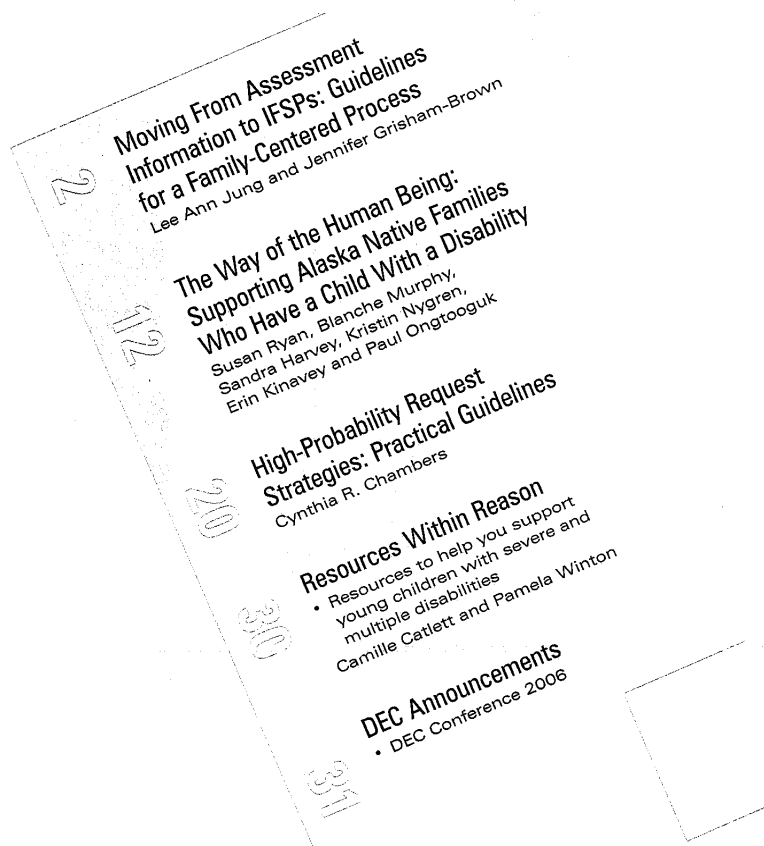
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Young Exceptional Children is a peer-reviewed publication produced by the Division for Early Childhood (DEC) of the Council for Exceptional Children (CEC), designed for teachers, early care and education personnel, administrators, therapists, family members, and others who work with or on behalf of children from birth through eight years of age who have identified disabilities, developmental delays, are gifted/talented, or are at risk for future developmental problems. *Young Exceptional Children* is published four times per year and serves as a practitioner's magazine and as a complement to the DEC's *Journal of Early Intervention*, as well as the major source of printed communication between DEC and its membership.

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