

# ECI LIBRARY MATTERS

April 2008



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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.

Check out the new additions to the collection on page 13!

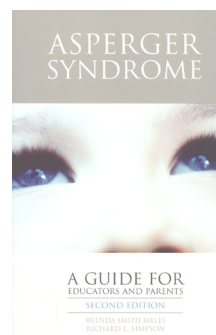
## Autism - Books

**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.



**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.

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## Autism - Books (continued)

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

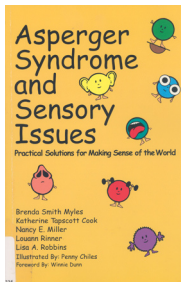
This clearly written and concise guide aids effective classroom practice for teachers and support assistants working with children with Asperger syndrome in integrated schools and non-specialist settings. Professionals in special schools, INSET providers, education psychologists, parents and caregivers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

**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 contains practical advice for analyzing sensory processing difficulties. It provides current information on Asperger syndrome and 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 syndrome. It was written as a guide to assist in the identification and treatment of children and adults with this condition.

**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 Zionts, 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.

**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.

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## Autism - Books (continued)

**Autism Training Sourcebook.** Cieta Bowman, 1997. (203.6 B787 1997 ECI).

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.

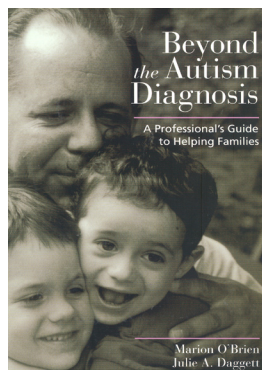
**Autism: Understanding the Disorder.** Gary Mesibov, 1997. (203.6 M578 1997 ECI).

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 Autism Diagnosis: A Professional's Guide to Helping Families.** Marion O'Brien, 2006. (203.6 O13b 2006 ECI).

The author provides advice on how doctors, therapists, educators and early interventionists can best help parents. He provides tips on how to communicate accurately and how to improve the assessment and intervention process.

**Beyond the Wall: Personal Experiences with Autism and Asperger Syndrome.**

Stephen Shore, 2002. (800.1 S559 2002 RHB).

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.

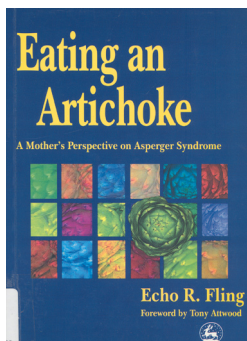
**The Curious Incident of the Dog in the Night-Time.** Mark Haddon, 2003. (805 H126c 2003 RHB).

Despite his overwhelming fear of interacting with people, Christopher decides to investigate the murder of a neighbor's dog and uncovers secret information about his mother and his family history. Christopher is a fifteen-year-old boy who is mathematically-gifted and has autism. Although a fictional story, the book provides a fascinating view into the mind of a person with autism.

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## Autism - Books (continued)

**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.

**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.** Fred R. Volkmar, 2005. (203.6 H236 2005 ECI).

This handbook consists of two volumes. The first volume includes comprehensive information on diagnosis, development, neurobiology, and behavior of children with autism or pervasive developmental disorders. The second volume covers assessment, interventions and policy.

**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.

**NEW! Making Sense of Autism.** Travis Thompson, 2007. (203.6 T477m 2007 ECI).

Expertly clarifying research and science, this primer on autism helps the reader make sense of brain development and differences in children with autism; types of early intervention and assessment; commonly prescribed medications and their effects; controversies surrounding autism treatments; positive behavior support; families' complex perspectives and challenges; disabilities associated with autism, such as fragile X syndrome, dyslexia, and ADHD; and curricular and environmental adaptations.

**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.

**Niños 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.

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## Autism - Books (continued)

**The Oasis Guide to Asperger Syndrome: Advice, Support, Insight, and Inspiration.** Patricia Romanowski Bashe, 2005. (203.5 B298o 2005 ECI).

This book by two mothers of children with Asperger Syndrome (AS) is a treasure, full of practical information about AS. It describes what AS is and how it is diagnosed. It discusses the special needs of children with AS and gives lifesaving advice about how to deal with the child, schools and other situations.

**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.

**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).

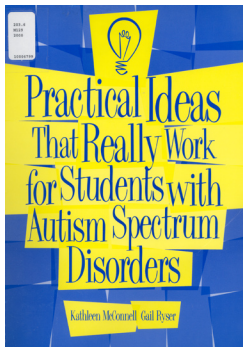
This guide presents detailed information about the PECS, Picture Exchange Communication System, to help children with autism express their needs and desires by using pictures without being prompted by another person.

**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 RHB).

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.

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## Autism - Books (continued)

**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.

**Relationship Development Intervention with Young Children: Social and Emotional Development Activities for Asperger Syndrome, Autism, PDD and NLD.** Steven E. Gutstein and Rachelle K. Sheely, 2002. (203.6 G984 2002 ECI).

Friendship is a difficult skill for children with autism spectrum conditions to learn. This comprehensive set of activities for children between the ages of two and eight emphasizes foundation skills such as social referencing, regulating behavior, conversational reciprocity and synchronized actions. The authors include objectives to help plan and evaluate a child's progress. Parents, counselors and teachers will find the activities helpful to use with children.

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

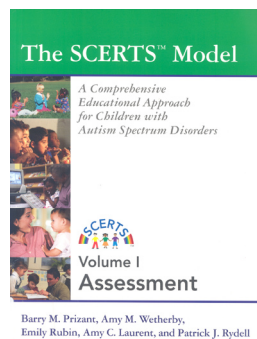
This guideline contains the full text of all the recommendations, the background information, and a summary of the supporting evidence used in this report of recommendations on autism and pervasive developmental disorders.

**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.



**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.

**NEW! Send in the Idiots: Stories from the Other Side of Autism.** Kamran Nazeer, 2006. (203.6 N335s 2006 RHB).

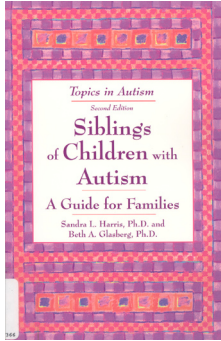
In 1982, at age four, Kamran Nazeer was enrolled in a small school in New York City alongside a dozen other children diagnosed with autism. Calling themselves the Idiots, these kids received care that was at the cutting edge of developmental psychology. Kamran visits four of his old classmates to find out the kind of lives that they are living now, how much they've been able to overcome, and what remains missing. Using the author's own experiences to examine such topics as the difficulties of language, conversation as performance, and the politics of civility, this is also a rare and provocative exploration of the way that people learn to think and feel.

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## Autism - Books (continued)

### **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.

### **Snapshots of Autism: A Family Album.** Jennifer Overton, 2003. (800.1 O96 2003 ECI).

Starting and ending on her son Nicholas' birthday, Jennifer Overton uses key calendar events in the year to illustrate the roller coaster of emotions that accompany life with her son, a child with autism. She describes the grief involved in parenting an autistic child, but at the same time shares the overall sense of joy in her son's accomplishments through entertaining and insightful vignettes.

### **Special Diets for Special Kids: Understanding and Implementing Special Diets to Aid in the Treatment of Autism and Related Developmental Disorders.** Lisa Lewis, 1998. (203.6 L674s 1998 ECI).

This book describes the effects food intolerance may have on individuals with autism. Topics include detecting sensitivities, medical tests, research, and eliminating gluten and casein from the diet. Over 150 recipes are provided.

### **Special Diets for Special Kids Two: More Great Tasting Recipes and Tips for Implementing Special Diets to Aid in the Treatment of Autism and Related Developmental Disorders.** Lisa Lewis, 2001. (203.6 L674s 2001 ECI).

This book presents more recipes for a gluten-free diet, which some people believe may help children with autism and other related developmental disorders.

### **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.

### **Thinking in Pictures and Other Reports from My Life with Autism.** Temple Grandin, 2006. (800.1 G764 2006 RHB).

In this biography, the author describes in her own words what it is like to live with autism, and to be a person who has broken through many of the neurological impairments associated with autism.

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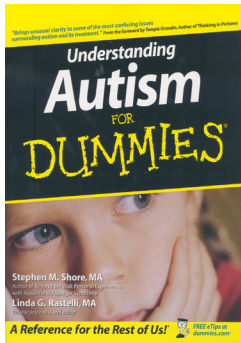
## Autism - Books (continued)

### **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 for Dummies.** Stephen M. Shortell, 2003. (203.6 S559u 2003 ECI).

This guide explains in easy to understand language the symptoms of autism, how it is diagnosed and the current options for treatment. It includes coverage of special-needs financial planning, legal rights for education and handling issues unique to adults with autism.

### **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.

### **The Unwritten Rules of Social Relationships.** Temple Grandin and Sean Barron, 2005. (203.61 G753u 2005 RHB).

This book describes the personal experiences of two successful adults with autism. They explain the unwritten rules and patterns of social relationships that they have learned over the years through painful trial and error. They describe guidelines for living and working with others.

### **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).



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## Autism - Audiovisuals

**Asperger Syndrome: Living Outside the Bell Curve.** 18 minutes. 2001. (VT1249).

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. 1999. (VT1250).

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. 2001. (VT1261).

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.

**NEW! Autism is a World.** 40 minutes. 2004. (DD0099).

This documentary takes the viewer on a journey into the mind of Sue Rabin, a woman with autism.

**Autism: Now What Do I Do?**

A no nonsense roadmap  
to fast-tracking your child's  
medically necessary  
autism treatment



**Autism: Now What Do I Do?** 35 minutes. 2003. (DD0050).

This program is designed for parents of a child just diagnosed with autism who want a step-by-step roadmap for medically necessary autism treatment. This DVD provides concise and practical information that parents can use in setting up a science-based treatment program.

**Autism Spectrum Disorders and the SCERTS Model: A Comprehensive Educational Approach (3 Parts).** 106 minutes. 2004. (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. 1999. (VT1254).

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.

**Different Shades of Autism.** 33 minutes. 2003. (VT2520).

This video features medical information to aid in screening and diagnosis of autism spectrum disorder, including an overview of the different autism subtypes, as well as interviews with pediatricians and pediatric neurologists. It incorporates the AAP-endorsed practice parameters of the American Academy of Neurology. It is intended for medical professionals. However, parents might find it helpful because it could provide them with an idea of what questions to ask their pediatrician.

**Difficult Moments for Children and Youth with Autism Spectrum Disorders.** 25 minutes. 2005. (DD0080).

Daily life can present stress to all of us, but for individuals with autism spectrum disorders everyday life can be particularly challenging. When not addressed early on, stress can quickly escalate, culminating in rage. Interventions for each stage in the rage cycle are recommended.

**Early Identification for Children with Autism - May 25, 1999.** 90 minutes. 1999. (VT1269).

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

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## Autism - Audiovisuals (continued)

**NEW! Echoes of Autism.** 23 minutes. 2006. (DD0084).

This ABC News program segment examines autism in the context of sibling connections.

**ECI Teleconference: Routines Based Intervention for Children with Autism/PDD and Other Severe Communication Challenges.** 112 minutes. 2006. (VT0618).

This video teleconference was presented by Kathy Fad, Ph.D. on February 8, 2006. Viewers of this videotape will learn how to incorporate interventions for children with autism/PDD and other severe communication challenges into typical, everyday routines. They will learn how to identify routines which can be used to improve communication, socialization and behavior, and will also learn how to incorporate practical strategies for communication into these routines.

**Embracing Play: Teaching Your Child with Autism.** 47 minutes. 2002. (VT1253).

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.

**Family to Family.** 90 minutes. 2004. (DD0083).

This program is designed to assist families in dealing with the daily challenges of autism spectrum disorders. Alyson Beytien is a parent/teacher trainer and a mother of three children with autism. Her knowledge of the latest intervention theories combined with her twelve years of practical experience is shared in front of a live parent audience.

**Floor Time Techniques.** 2001. (DD0053-DD0065).

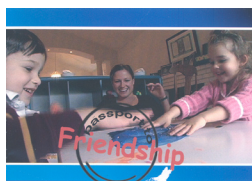
Stanley I. Greenspan, M.D. and Serena Wider, Ph.D. demonstrate the Developmental, Individual Difference, Relationship-Based (DIR) model and Floor Time strategies for different types of children and families with special needs.

**Meeting Tough Challenges in IDEA Implementation: Autism Spectrum Disorders: An Update on Policies and Interpretations.** 90 minutes. 2001. (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.

**NEW! On the Spectrum: Children and Autism.** 25 minutes. 2006. (DD0139).

This program will enable pediatric practitioners, clinicians, and early childhood educators to recognize the early warning signs of autism spectrum disorders in early childhood and to understand the impact of early and appropriate intervention.



Passport to Friendship  
Facilitating Peer Play for Children with ASD



**Passport to Friendship: Facilitating Peer Play for Children with ASD.** 37 minutes. 2006. (DD0082).

This program presents a step-by-step approach to helping young children with autism spectrum disorder learn to play with other kids. Using examples, insights from parents, and commentary by Hilary Baldi of the Behavioral Intervention Association, this program demonstrates how to build structure and predictability into peer play to help the child with ASD improve his interaction skills.

**A Practical Comprehensive Approach to Treating Autism and Related Disorders.** 120 minutes. 2002. (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.

---

## Autism - Audiovisuals (continued)

### **Relationship Based Intervention.** 180 min. 2006. (DD0069).

This three part presentation is designed for anyone who works with young children with autism spectrum disorders (ASD). The information presented by Rebecca Klaw is based on her own experience in the field as well as the work of Dr. Stanley Greenspan, Dr. Richard Solomon and Susan Sonders. She also incorporates current research into her training program. Clinical techniques are illustrated with interesting and informative video clips. This item consists of 2 DVDs and 1 CD-ROM.

### **Sensory Challenges and Answers.** 26 minutes. 1998. (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. 1999. (VT1279).

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 - Compact Disc

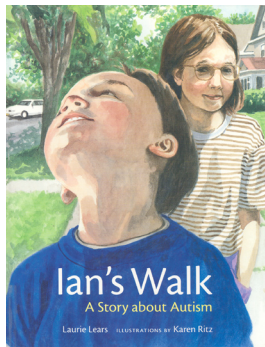
### **Living in the Spectrum.** 55 minutes. 2004. (CA0003).

Researchers, lawyers, doctors, parents and people within the spectrum of autism and Asperger syndrome share their knowledge and hopes for the future.

## Autism - Children's Books

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

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 ECI).

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

### **Keisha's Doors / Las puertas de Keisha.** Marvie Ellis, 2005. ( 805.1 E47k 2005 ECI).

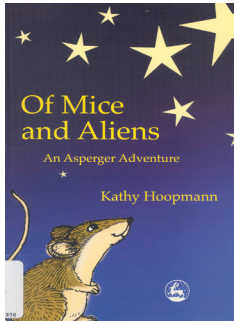
An older sister can't understand why her little sister, Keisha, won't play with her. The family finds out that Keisha has autism and goes to see a therapist to understand what autism means to them.

### **The Legendary Blobshocker.** Ryan Wilson, 1999. (805.1 W752L 1999 ECI).

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.

---

## Autism - Children's Books (continued)



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

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?

**Tacos Anyone?: An Autism Story.** Marvie Ellis, 2005. (805.1 E47t 2005 ECI).

Michael is a four year old boy with autism. His older brother, Thomas, doesn't understand why Michael behaves the way he does. The service provider teaches Thomas how to play with Michael, making sibling time fun again.

## Autism – Multimedia

**NEW! Developmental Disabilities Faces Patterns Possibilities.** 2002. (CR0013).

This CD-Rom gives basic information about autism, cerebral palsy, epilepsy and intellectual and developmental disabilities. A glossary of related terms, bibliographies and interactive quizzes are provided. To view the content you must have QuickTime 5.0.2 or greater and Adobe Acrobat Reader 4.0 or greater.

## 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/autism/index.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." <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/>

**Texas Autism Advocacy** provides information and resources on autism, specifically for those persons located in Texas. They include a list of support groups around the state and a calendar of events. See <http://www.texasautismadvocacy.org/index.html>

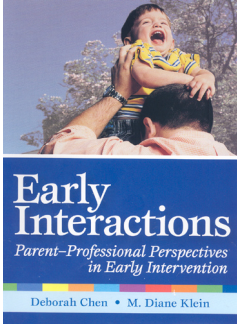
The **Texas State Conference on Autism** is held annually to provide quality information, education, and resources to parents, professionals, and school personnel involved in the lives of individuals with Autism Spectrum Disorders. See <http://autism.esc2.net/> for more information.

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## New Additions - Videos

**Touchpoints.** 123 min. 1991. (D00154)

According to host Dr. T. Berry Brazelton, touchpoints are times in a child's development that precede a rapid burst in learning for both the parent and the child, critical to future development. In this DVD, Brazelton covers the touchpoints of pregnancy to the toddler years. He explains delivery, newborn assessment, attachment, cognitive and motor development, feeding and sleep. He touches on behavioral challenges such as negativism, tantrums, teasing, sibling rivalry. Discipline and toilet learning are also explored.



**Early Interactions** (closed captioned). 45 min. 2007. (DD0150)

Viewers of this DVD will watch footage of two young children with disabilities as parents and professionals conduct observations during typical home activities. In the first segment, Ryan, an infant with visual impairment and cerebral palsy, carries out a range of developmental activities with the expert guidance of his mother and a physical therapist. In the second segment, Michael, a toddler with visual impairment and hearing loss, engages in play by himself and with his parents and sibling.

**Ten Things Every Child Needs.** 60 min. 1997. (DD0153)

Ten simple things influence the brain development of children: interaction, loving touch, stable relationships, safe healthy environments, self esteem, quality child care, play, communication, music and reading. This DVD program offers a simple checklist that parents, teachers, family child care providers and babysitters can follow to give children the best start in life.

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Early Childhood Report - March 2008

# Early CHILDHOOD Report

Children With Special Needs & Their Families

VOLUME 19, ISSUE 3

MARCH 2008

## LEGAL SPOTLIGHT

### You Be the Judge

Do this district's limited placement options satisfy LRE mandate? **Page 2**

### Washington Watch

Find out about a federal report that says Head Start lacks administrative oversight; learn the winners of the 3rd Annual JoLeta Reynolds Service to Special Education Award. **Page 3**

### Decisions & Guidance

Read recent judicial rulings and SEA decisions, including cases involving abuse and placement. **Pages 10-12**

### Part C Primer

Under proposed IDEA Part C section 303.24, "multidisciplinary" means the involvement of two or more individuals from separate disciplines or professions, or one individual who is qualified in more than one discipline or profession. This applies when it comes to an IFSP team, IFSP development, and evaluation and assessment of a child. ■

## COVER STORY

### Model for early childhood RTI draws inspiration from special education tenets

Can professionals apply response to intervention at the early childhood level? Piloting of a University of North Carolina at Chapel Hill approach called Recognition and Response will begin this fall at 10 sites in each state to find out. The framework borrows from the special educator's toolkit, including language on "scaffolding," and asserts that children with disabilities will get help quickly. **See full story, page 4.**

#### Pre-K RTI?

See what experts envision response to intervention might look like if applied in the early childhood arena. **Page 4**

## HIGHLIGHTS

### Verify appropriate provision of respite care under IDEA

Find out the appropriate ways you can provide families of infants and toddlers respite care under IDEA Part C. Also learn how to note respite care on IFSPs. **Page 5**

### Collaborate to serve children with multiple disabilities

Learn why you should forge a relationship with a local hospital and create a multidisciplinary team to ease service delivery to children who have multiple disabilities. **Page 6**

### Work with high schools, colleges to stem staff shortages

See why facilitating a partnership among high schools, community colleges and universities can help pave the way for more highly qualified early childhood educators. **Page 7**

### Eye on Autism: Recognize key gender differences

Uncover ways to detect autism in girls, whose symptoms often go unnoticed because of gender stereotypes and expectations. Also learn why the content of interventions should differ according to a child's gender. **Page 8**

### Emphasize accountability in behavioral interventions

Find out about a contract-based, individualized behavioral intervention for young students that centers on fidelity and parent involvement. **Page 9**

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Early Childhood Report - April 2008

# Early CHILDHOOD Report

Children With Special Needs & Their Families

VOLUME 19, ISSUE 4

APRIL 2008

## LEGAL SPOTLIGHT

### You Be the Judge

Can LEA exit this child from special ed without parental consent? **Page 2**

### Washington Watch

Parents win round in Ohio case that reached U.S. Supreme Court last year over the parents' desire to represent themselves; President Bush's FY 2009 budget reduces enrollment in Head Start by more than 14,000 slots. **Page 3**

### Decisions & Guidance

Read recent judicial rulings, an OCR letter, and SEA decisions, including cases involving autism and enrollment. **Pages 10-12**

### Part C Primer

Proposed IDEA Part C Section 303.302 would require that the referral of a child for an evaluation be as soon as possible after the child has been identified. This is a change from the requirement in current § 303.321(d)(2)(ii), which requires the referral to occur within two working days. ■

## COVER STORY

### Broaden range of strategies to meet needs of preschoolers at risk for ADHD

At least 2 percent of preschoolers have significant enough symptoms of inattention and impulsivity to be at risk for ADHD, according to Lee Kern, special education professor at Lehigh University in Bethlehem, Pa. Make sure your early childhood educators use diverse behavioral strategies to prevent children's unnecessary expulsion, said Kern, who spoke at the annual conference of the Council for Exceptional Children April 2-5 in Boston. **Full story, page 4.**

#### Enlist parents

Involve parents of children at risk for ADHD in shaping their children's behavior so they reinforce your efforts. **See page 4.**

## HIGHLIGHTS

### Learn why you should discuss ESY services now

Find out how you can determine if a child needs extended school year services this summer by gauging his ability to bounce back after short school breaks. **Page 5**

### Avoid FAPE denial during job vacancies

See how you can ensure children receive needed services despite related service provider shortages. Also learn how you should share your efforts to find new employees with parents. **Page 6**

### Don't succumb to cerebral palsy methodology demands

Review why omitting specific methodologies, such as conductive education, from IEPs you develop for children with cerebral palsy can give you more flexibility in delivering interventions. **Page 7**

### Eye on Autism: Create sensory processing retreat

Uncover how you can ease the sensory processing difficulties of young children with autism by creating a safe haven that addresses touch, light and sound. **Page 8**

### Facilitate interagency coordination to improve services

Learn how you can build camaraderie among early childhood educators and therapeutic service providers to ensure children receive the services they need. **Page 9**

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BY MICHAEL ROTH, DC & RICHARD DRUCKER, BS, MS, ND, PHD

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Naya Buchanan (left) and Abigail Callison (right) both attend pre-school in an integrated classroom at Siskin Children's Institute in Chattanooga, TN. Photo courtesy of Dennis Wilkes.

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Exceptional Parent - March 2008

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#### On The Cover

Award-winning L.A. playwright and actor, Lynn Manning, who is blind, performed his one-man show, *Weights*, at La Salle University in Philadelphia and participated in a reading of his newest play, *In the Absence of Light*, at Amaryllis Theatre Company during the *Independence Starts Here* Disability Arts Festival.

Photo by Christopher Voelker.

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Young Exceptional Children - March 2008

# Young Exceptional Children

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**Y**oung 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 8 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 journal 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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