Human
Development
Center
Building Capacity
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LASARD
(Louisiana Autism Spectrum and Related Disabilities)Project

Reference Guide

Draft 10/29/2009

Key Area	Print Resources	Web Resources
Communication	Bondy, A. S., & Frost, L. A. (1994). The Picture Exchange Communication System. *Focus on Autistic Behavior, 9*, 1-19. Charlop-Christy, M. H., Carpenter, M., Le, L., LeBlanc, L., & Kellet, K. (2002). Using the Picture Exchange Communication System (PECS) with children with autism: Assessment of PECS acquisition, speech, and social-communication behavior, and problem behavior. *Journal of Applied Behavior Analysis, 35,* 213–231. Keen, D., Sigafoos, J., & Woodyatt, G. (2005). Teacher responses to the communicative attempts of children with autism. *Journal of Developmental and Physical Disabilities, 17,* 19-33.	http://www.dotolearn.com/ http://www.intellitools.com http://www.mayer-johnson.com http://www.speakingofspeech.com http://www.lburkhart.com
Environment	Carter, E., Cushing, L., Clark, N., & Kennedy, C. (2005). Effects of peer support interventions on students' access to the general curriculum and social interactions. *Research and Practice for Persons with Severe Disabilities (RPSD),* 30(1), 15-25. Mesibov, G. B., Browder, D. M., Kirkland, C. (2002). Using individualized schedules as a component of positive behavioral support for students with developmental disabilities. *Journal of Positive Behavior Interventions, 4,* 73-79. McGuire, J., Scott, S., & Shaw, S. (2006, May 1). Universal Design and Its Applications in Educational Environments. Remedial and Special Education, 27(3), 166-175.	http://kendrik2.wordpress.com/2007/10/10/12-tips-to-setting-up-an-autism-classroom/ http://www.ericdigests.org/2000-3/autism.htm http://www.child-autism-parent-cafe.com/autism-students-in-inclusive-classrooms.html http://www.cast.org/
Inclusive Practices	Cook, L., & Friend, M. (1995, November). Co-Teaching: Guidelines for creating effective practices. Focus on Exceptional Children, 28(3), 1. Ferguson, D., & Baumgart, D. (1991, December 1). Partial Participation Revisited. Journal of the Association for Persons with Severe Handicaps (JASH), 16(4), 218-27. Hitchcock, C., Meyer, A., Rose, D., & Jackson, R. (2002). Providing New Access to the General Curriculum: Universal Design for Learning. *TEACHING Exceptional Children, 35*8-17. Renzaglia, A., Karvonen, M., Drasgow, E., & Stoxen, C. (2003). Promoting a Lifetime of Inclusion. *Focus on Autism and Other Developmental Disabilities, 18*(3), 140-49.	http://www.inclusiveschools.org/ www.includingsamuel.com www.paulakluth.com

Collaboration	Dunlap, G. (1999). Consensus, engagement, and family involvement for young children with autism. *The Journal of the Association for Persons with Severe Handicaps, 24,* 222–225. Hunt, P., Soto, G., Maier, J., Muller, E., & Goetz, L. (2002). Collaborative teaming to support students with augmentative and alternative communication needs in general education classrooms. *Augmentative and Alternative Communication, 18,* 20–35. Held, M., Thoma, C., & Thomas, K. (2004, September 1). The John Jones Show: How One Teacher Facilitated Self-Determined Transition Planning for a Young Man with Autism. Focus on Autism and Other Developmental Disabilities, 19(3), 177-188.	http://www.specialconnections.ku.edu/cgi-bin/cgiwrap/specconn/main.php?cat=collaboration&section=main http://www.uvm.edu/~mgiangre/ www.inclusion.com /bkpathworkbook.html (link to publisher of PATH: Planning Possible Positive Futures.
Social Interaction	Owen-DeSchryver, J., Carr, E., Cale, S., & Blakeley-Smith, A. (2008, January 1). Promoting Social Interactions between Students with Autism Spectrum Disorders and Their Peers in Inclusive School Settings. Focus on Autism and Other Developmental Disabilities, 23(1), 15-28 Crozier, S., & Sileo, N. (2005, July). Encouraging Positive Behavior With Social Stories. Teaching Exceptional Children, 37(6), 26-31. Bellini, S., Peters, J., Benner, L., & Hopf, A. (2007). A Meta-Analysis of School-Based Social Skills Interventions for Children With Autism Spectrum Disorders. *Remedial and Special Education*, *28*(3), 153-162.	http://www.modelmekids.com/ http://www.iidc.indiana.edu/IRCA/SocialLeisure/socialskillstraining.html http://www.iidc.indiana.edu/irca/Staff/DrScottBellinni.html http://www.autismhelp.info/htm/education/early/social.htm
Curriculum & Instruction	Polychronis, S., McDonnell, J., Johnson, J., Riesen, T., & Jameson, M. (2004, September 1). A comparison of two trial distribution schedules in embedded instruction. *Focus on Autism and Other Developmental Disabilities*, *19,* 140-151. Soukup, J. H., Wehmeyer, M. L., Bashinski, S. M., Bovaird, J. A. (2007). Classroom variables and access to the general curriculum for students with disabilities. *Exceptional Children, 74,* 101-120. Stokes, T., & Baer, D. (1977). An implicit technology of generalization. *Journal of Applied Behavior Analysis*, *10*(2), 349-367. Brown, L., Branston, M., Hamre-Nietupski, S., Pumpian, I., Certo, N., & Gruenewald, L. (1979). A STRATEGY FOR DEVELOPING CHRONOLOGICAL-AGE-APPROPRIATE AND FUNCTIONAL CURRICULAR CONTENT FOR SEVERELY HANDICAPPED ADOLESCENTS AND YOUNG ADULTS. *Journal of Special Education*, *13*(1).	http://sda.doe.louisiana.gov/AccessGuide/ http://www.specialconnections.ku.edu/cgi-bin/cgiwrap/specconn/main.php?cat=instruction&section=main

Behavior	Freeman, R., Eber, L., Anderson, C., Irvin, L., Horner, R., Bounds, M., et al. (2006, March 1). Building Inclusive School Cultures Using School-Wide Positive Behavior Support: Designing Effective Individual Support Systems for Students with Significant Disabilities. Research and Practice for Persons with Severe Disabilities (RPSD), 31(1), 4-17. Killu, K. (2008, January 1). Developing Effective Behavior Intervention Plans: Suggestions for School Personnel. Intervention in School and Clinic, 43(3), 140-149. Sugai, G., Horner, R. H., Dunlap, G., Hieneman, M., Lewis, T., Nelson, C., Scott, T., Liaupsin, C., Sailor, W., Turnbull, A. P., Turnbull, H. R., Wickham, D., Ruef, M., & Wilcox, B. (2000). Applying positive behavior support and functional behavior assessment in the schools. Journal of Positive Behavior Interventions, 2, 131-143.	http://www.specialconnections.ku.edu/cgi-bin/cgiwrap/specconn/main.php?cat=behavior&section=main http://www.interventioncentral.org/ http://www.behaviordoctor.org/ http://www.pbis.org/
Transition	Stafford, A. (2005, July). Choice Making: A Strategy for Students With Severe Disabilities. *Teaching Exceptional Children*, *37*(6), 12-17. Banda, D., Grimmett, E., & Hart, S. (2009, March 1). Activity Schedules: Helping Students with Autism Spectrum Disorders in General Education Classrooms Manage Transition Issues. TEACHING Exceptional Children, 41(4), 1621.	http://www.iidc.indiana.edu/irca/education/transiti.html http://www.ode.state.or.us/gradelevel/hs/transition/asd.pdf http://www.iidc.indiana.edu/irca/education/TransitionTime.html

Evidence-based Strategy	Print Resources	Web Resources
Applied Behavior Analysis (ABA)	Durand, V. M., & Carr**,** E. G. (1991). Functional communication training to reduce challenging behavior: Maintenance and application in new settings. *Journal of Applied Behavior Analysis, 24,* 251-264. Steege, M., Mace, F., Perry, L., & Longenecker, H. (2007). Applied behavior analysis: Beyond discrete trial teaching. *Psychology in the Schools*, *44*(1), 91-99. Alberto, P.A. & Troutman, A.C. (2006). *Applied Behavior Analysis for Teachers.* Upper Saddle River, NJ: Pearson.	http://www.apa.org/divisions/div25/
Pivotal Response Training (PRT)	Koegel, L., Koegel, R., Harrower, J., & Carter, C. (1999). Pivotal Response Intervention I: Overview of Approach. *Journal of the Association for Persons with Severe Handicaps*, 24(3), 174-85. Koegel, L., Koegel, R., Shoshan, Y., & McNerney, E. (1999). Pivotal Response Intervention II: Preliminary Long-Term Outcome Data. *Journal of the Association for Persons with Severe Handicaps*, *24*(3), 186-98. Koegel, L., Carter, C., & Koegel, R. (2003). Teaching Children with Autism Self-Initiations as a Pivotal Response. *Topics in Language Disorders*, *23*(2), 134-45.	http://psy3.ucsd.edu/~autism/prttraining.html http://www.dbpeds.org/articles/detail.cfm?TextID=229
Discrete Trial Training (DTT)	Smith, T. (2001). Discrete Trial Training in the Treatment of Autism. *Focus on Autism and Other Developmental Disabilities*, *16*(2), 86-92. Lovaas, O. (2003). *Teaching Individuals with Developmental Delays: Basic Intervention Techniques*. Austin, TX: Pro-Ed	http://www.iidc.indiana.edu/irca/behavior/discretetrl.html
Picture Exchange Communication (PECS)	Bondy, A. S., & Frost, L. A. (1994). *PECS: The Picture Exchange Communication System training manual*. Cherry Hill, NY: Pyramid Educational Consultants.	www.pecs.com

Incidental Teaching	Cowan, R., & Allen, K. (2007). Using Naturalistic Procedures to Enhance Learning in Individuals with Autism: A Focus on Generalized Teaching within the School Setting. *Psychology in the Schools*, *44*(7), 701-715. McGee, G., & Daly, T. (2007). Incidental Teaching of Age-Appropriate Social Phrases to Children with Autism. *Research and Practice for Persons with Severe Disabilities (RPSD)*, *32*(2), 112-123. Charlop-Christy, M. H., & Carpenter, M. H. (2000). Modified incidental teaching sessions: A procedure for parents to increase spontaneous speech in their children with autism. *Journal of Positive Behavior Interventions, 2,* 98–112.	http://www.autismnetwork.org/modules/academic/incidental/index.html
Structured Teaching	Brower-Breitwieser, C., Brower-Breitwieser,, J., Miltenburg, R., Gross, A., & Fuqua, W. (n.d.). The use of concurrent operants preference assessment to evaluate choice of intervention for children diagnosed with Autism. *International Journal of Behavioral Consultation and Therapy*, 4(3), Hume, K., & Odom, S. (2006). Effects of an Individual Work System on the IndependentFunctioning of Students with Autism . *Journal of Autism & Developmental Disorders*, 37. Tsang, S., Shek, D., Lam, L., Tang, F., & Cheung, P. (2006). Brief Report: Application of the TEACCH Program on Chinese Pre-School Children with Autism—Does Culture Make a Difference?. *Journal of Autism & Developmental Disorders*, 37.	http://www.teacch.com/ http://www.specialed.us/autism/structure/str10.htm
Visual Supports	Dettmer, S., Simpson R. L., Myles, B. S., & Ganz, J. B. (2000). The use of visual supports to facilitate transitions of students with autism. *Focus on Autism and Other Developmental Disabilities, 15,* 163–169. Mesibov, G. B., Browder, D. M., Kirkland, C. (2002). Using individualized schedules as a component of positive behavioral support for students with developmental disabilities. *Journal of Positive Behavior Interventions, 4,* 73-79. O'Reilly, M., Sigafoos, J., Lancioni, G., Edrisinha C., and Andrews, A. (2005). An examination of the effects of a classroom activity schedule on levels of self-injury and engagement for a child with severe autism. *Journal of Autism and Developmental Disorders, 35,* 305-311.	images.google.com/ http://www.usevisualstrategies.com/Welcome.aspx http://www.lindahodgdon.com/

SCERTS	National Research Council, 2001; Prizant & Rubin, 1999 Prizant, Wetherby, Rubin & Laurent, (2007) Communication Crossroads Addressing social communication skills in individuals with high functioning autism and Asperger Syndrome; Critical priorities in educational programming, Marans, W.D., Rubin, E. & Laurent, A. (2005).. In F.R. Volkmar, A. Klin, & R. Paul (Eds.), Handbook of autism and pervasive developmental disorders (Third Edition). New York: John Wiley.	http://www.scerts.com/
Social Stories	Kuoch, H., & Mirenda, P. (2003). Social Story interventions for young children with autism spectrum disorders. Focus on Autism and Other Developmental Disorders, 18, 219–227. Scattone, D., Tingstrom, D., & Wilczynski, S. (2006). Increasing Appropriate Social Interactions of Children with Autism Spectrum Disorders Using Social Stories[TM]. *Focus on Autism and Other Developmental Disabilities*, *21*(4), 211-222. Swaggart, B., Gagnon, E., Bock, S. J., & Earles, T. L. (1995). Using social stories to teach social and behavioral skills to children with autism. Focus on Autistic Behavior, 10(1), 1-16.	http://www.thegraycenter.org/
Video Modeling	Parsons, L. (2006, November). Using Video to Teach Social Skills to Secondary Students With Autism. (cover story). Teaching Exceptional Children, 39(2), 32-38. Bellini, S., Akullian, J., & Hopf, A. (2007). Increasing Social Engagement in Young Children with Autism Spectrum Disorders Using Video Self-Modeling. *School Psychology Review*, *36*(1), 80-90. Delano, M. (2007). Video Modeling Interventions for Individuals with Autism. *Remedial and Special Education*, *28*(1), 33-42.	http://www.socialskillbuilder.com/articles/video-modeling-research.html

Peer Support	Carter, E., Cushing, L., Clark, N., & Kennedy, C. (2005). Effects of peer support interventions on students' access to the general curriculum and social interactions. *Research and Practice for Persons with Severe Disabilities (RPSD)*, *30*(1), 15-25. Thiemann, K. S., & Goldstein, H. (2004). Effects of peer training and written text cuing on social communication of school-aged children with PDD. *Journal of Speech, Language, and Hearing Research, 47,* 126–144. Owen-DeSchryver, J., Carr, E., Cale, S., & Blakeley-Smith, A. (2008, January 1). Promoting Social Interactions between Students with Autism Spectrum Disorders and Their Peers in Inclusive School Settings. *Focus on Autism and Other Developmental Disabilities*, *23*(1), 15-28. (ERIC Document Reproduction Service No. EJ798602) Retrieved September 16, 2009, from ERIC database.	http://www.autismsociety.org/site/PageServer?pagename=shop_downloads http://shop.danya.com/category_s/20.htm
Assistive Technology	Calculator, S. (2009). Augmentative and Alternative Communication (AAC) and Inclusive Education for Students with the Most Severe Disabilities. *International Journal of Inclusive Education*, *13*(1), 93-113. Stiebel, D. (1999). Promoting augmentive communication during daily routines: A parent problem-solving intervention. Journal of Positive Behavior Interventions, 1(3), 159-169. [Stiebel_1999.1] Sigafoos, J., Didden, R., & O'Reilly, M. (2003). Effects of speech output on maintenance of requesting and frequency of vocalizations in three children with developmental disabilities. AAC: Augmentative and Alternative Communication, 19(1), 37-47. [Sigafoos_2003.1]	http://www.atanswers.com/ http://olms.cte.jhu.edu/olms/output/page.php?id=3072 http://www.wati.org/ www.lati3.com http://sweb.uky.edu/~jszaba0/JoyZabala.html

General State and National Web Resources

Lousisana Autism Spectrum and Related Disabilities Project http://www.hdc.lsuhsc.edu/lasard/

LSU HSC Human Development Center http://www.hdc.lsuhsc.edu/index.html

Louisiana Low Incidence Disabilities Consortium (LALIDC) http://www.lalidc.org/

Louisiana State Autism Chapter www.lastateautism.org

Louisiana Developmental Disabilities Council http://www.laddc.org/main/

Office for Citizens with Developmental Disabilities http://www.dhh.louisiana.gov/offices/?ID=77

Louisiana State Department of Education www.louisianaschools.net

Louisiana Parent Training and Information Center http://laptic.org/

Families Helping Families (Google search to find the Families Helping Families Center in your region)

Louisiana Council for Exceptional Children http://www.lacec.org/

Intervention Central www.interventioncentral.org

Autism Society www.autism-society.org

Autism Speaks www.autismspeaks.org

Special Connections http://www.specialconnections.ku.edu/cgi-bin/cgiwrap/specconn/index.php

AutismHelp.Info http://www.autismhelp.info/main.htm

Indiana Resource Center for Autism http://www.iidc.indiana.edu/irca/

Wrightslaw http://www.wrightslaw.com/

Google Scholar http://scholar.google.com/