



Recommended Readings, Websites & Resources

AUTISM SUPPORT & INFORMATION GROUPS

Austin Families for Effective Autism Treatment (Austin FEAT)

FEAT is a parent a parent group that holds monthly meetings in the Austin area to provide families with information on empirically-validated interventions.

<http://www.feat-austin.org/>

Autism Society of America (ASA)

This is a national group that offers many support chapters.

www.autism-society.org

<http://www.autism-society.org/chapter244>

Cure Autism Now (CAN)

CAN is an organization of parents, clinicians and scientist promoting biomedical research in autism through raising money for research projects & education.

<http://www.autismspeaks.org/index.php>

Talk About Curing Autism (TACA)

TACA focuses on providing support and information for families addressing autism from a biomedical perspective.

<http://www.talkaboutcuringautism.org/index.htm>

Thoughtful House Center for Children

Thoughtful House is a nonprofit organization specializing in the biomedical needs of children with autism. The Thoughtful House is a great resource for families in the Austin area.

www.ThoughtfulHouse.org

WEBSITES PROVIDING APPLIED BEHAVIOR ANALYSIS INFORMATION & SUPPORT

Association for Applied Behavior Analysis

This organization holds informative annual conferences and has many local branches.

www.abainternational.org

Behavior Analyst Certification Board (BACB)

The BACB credential practitioners in the field of Applied Behavior Analysis and provides consumer information regarding the competencies in the field of ABA.

www.bacb.com

Cambridge Center for Behavior Studies

CCBS provides scientifically validated information regarding the use of ABA as a treatment for autism.

www.behavior.org

New York's Clinical Practice Guideline Report

This provides the Assessment & Intervention recommendations for children with autism up to 3 years of age. It sites ABA as the most effective treatment option.

http://www.health.state.ny.us/community/infants_children/early_intervention/autism/index.htm



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Surgeon's General Report on Autism

This site provides general information on autism and again sites ABA as the most effective treatment option.

<http://www.surgeongeneral.gov/library/mentalhealth/chapter3/sec6.html#autism>

LEGAL RESOURCES

Wrightslaw

This site provides information special education laws and advocacy for children with disabilities.

www.wrightslaw.com

GENERAL ABA & AUTISM BOOKS

Cooper, J.O., Heron, T. & Heward, W. (1989). *Applied behavior analysis*. Columbus, OH: Merrill.

Freeman, S. & Drake L. (1996). *Teach me language: A language manual for children with autism, Asperger's Syndrome, and related developmental disorders*. Langley, British Columbia: SKF Books.

Lovass, O.I. (2002). *Teaching individuals with developmental delays: Basic intervention techniques*. Austin, TX: PRO-ED.

Leaf, R. & McEachin, J. (1998). *A work in progress: Behavior management strategies and a curriculum for intensive behavioral treatment of autism*. New York: Different Roads to Learning.

Maurice, C., Green, G., Luce, Stephen, C. (1996). *Behavioral intervention for young children with autism – A manual for parents and professionals*. Austin, TX: PRO-ED.

Sundberg, Mark L. & Partington, James W. (1998). *Teaching language to children with autism or other developmental disabilities*. Pleasant Hill, CA: Behavior Analyst Inc.

Howlin, P., Baron-Cohen, S., & Hadwin, J. (1999). *Teaching children with autism to mind-read: A practical guide for parents and professionals*. West Sussex, England: John Wiley & Sons, Ltd.

Maurice, C., Green, G. & Fox, R. (2001). *Making a difference: Behavioral intervention for autism*. Austin, TX: PRO-ED.

Smith, M. (2001). *Teaching playskills to children with autism spectrum disorder: A practical guide*. New York: Different Roads to Learning.

Weiss, M.J., & Harris, S.L., (2001). *Reaching out, joining in: Teaching social skills to young children with autism*. Bethesda, MD: Woodbine House.



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RESEARCH SUPPORTING ABA & INTENSIVE EARLY INTERVENTION

Outcome Studies

Cohen, H., Amerine-Dickens, M., & Smith, T. (2006). Early intensive behavioral treatment: Replication of the UCLA model in a community setting. *Developmental and Behavioral Pediatrics, Vol. 27(2)*, pages 145-155.

Eldevik, S., Eikeseth, S., Jahr, E., & Smith, T. (2006). Effects of low-intensity treatment for children with autism and mental retardation. *Journal of Autism and Developmental Disorders, Vol. 36(2)*, pages 211-224.

Howard, J.S., Sparkman, C.R., Cohen, H.G., Green, G., Stanislaw, H. (2005). A comparison of intensive behavior analytic and eclectic treatments for young children with autism. *Research in Developmental Disorders, 21*, 281-290.

Lovass, O.I. (1987). Behavioral treatment and normal educational and intellectual functioning in young autistic children. *Journal of Consulting and Clinical Psychology, Vol. 55*, pages 3-9.

McEachin, J.J., Smith, T. & Lovass, O.I., (1993). Long-term outcomes for children with autism who received early intensive behavioral treatment. *American Journal on Mental Retardation, Vol. 97*, pages 359-372.

NYS Department of Health, Consensus Panel (1999) Clinical Practice Guideline: The Guideline Technical Report. Autism/Pervasive Developmental Disorders, Assessment and Intervention for Young Children (ages 0-3 years), no. 4217, NYS Department of Health, Albany, NY.

Sallows, G.O., & Graupner, T.D. (2005). Intensive behavioral treatment for children with autism: Four year outcome and predictors. *American Journal on Mental Retardation, Vol. 110*, pages 417-438.

Verbal Behavior

Drash, P.W., High, R.L., & Tudor, R.M. (1999). Using mand training to establish an echoic repertoire in young children with autism. *Analysis of Verbal Behavior, 16*, 29-44.

Hall, G., & Sundberg, M.L. (1987). Teaching mands by manipulating conditioned establishing operations. *The Analysis of Verbal Behavior, 5*, 41-53.

Sundberg, M.L. (1993). The application of establishing operations. *The Behavior Analyst, 16*, 211-214.

Sundberg, M.L., & Michael, J. (2001). The benefits of Skinner's analysis of verbal behavior for children with autism. *Behavior Modification, 25*, 698-724.

Incidental Teaching/ Natural Environment Training (NET)

Koegal, R.L., O'Dell, M.C., & Koegal, L.K. (1987). A natural language teaching paradigm for non-verbal autistic children. *Journal of Autism and Developmental Disorders, 17(2)*, 187-200.

Mcgee, G.G., Morrier, M.J., & Daly, T. (1999). An incidental teaching approach to early intervention for toddlers with autism. *Journal of the Association for Persons with Severe Handicaps, 24(3)*, 133-146.



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Weiss, M.J. (2001). Expanding ABA intervention in intensive programs for children with autism: The inclusion of natural environment training and fluency based instruction. *The Behavior Analyst Today*, 2(3), 182-185.

Theory of Mind

Baron-Cohen, S.(2000). Theory of mind and autism: A fifteen year review. In S. Baron-Cohen, H. Tager-Flusberg, & D.J. Cohen (Eds.), *Understanding other minds: Perspectives from developmental Cognitive Neuroscience* (pp.1-20). Oxford University Press.

Mundy, P. & Crowson, M. (1997). Joint attention and early social communication: Implications for research on intervention with autism. *Journal of Autism and Developmental Disorders*, 27(6), 853-676.

Ozonoff, S. & Miller, J. (1995). Teaching theory of mind: a new approach to social skills training for individuals with autism. *Journal of Autism and Developmental Disorders*, 25(4), 415-433.

Rogers, S.J. (2000). Interventions that facilitate socialization in children with autism. *Journal of Autism and Developmental Disorders*, 30(5), 299-409.

TEACHING MATERIALS

Different Roads to Learning
www.difflearn.com

Lakeshore Learning Materials
www.lakeshore.com

Super Duper Publications
www.superduper.com