



Autism Spectrum Disorder:

Information & Effective Intervention Strategies

Instructor Name: Dr. Marrea Winnega
Phone: 509-891-7219
Office Hours: 8 a.m. to 5 p.m. PST Monday – Friday
Email: marrea_winnega@virtualeduc.com
Address: Virtual Education Software
23403 E Mission Avenue, Suite 220F
Liberty Lake, WA 99019
Technical Support: support@virtualeduc.com

Introduction

Welcome to *Autism Spectrum Disorder*, an interactive computer-based instruction course designed to help you achieve a better understanding of Autism Spectrum Disorder, of intervention strategies to enhance communication and learning, and of methods for teaching more conventional behaviors. *Autism Spectrum Disorder* provides information about the characteristics of the disorder, learning styles associated with the disorder, communication weaknesses, and various intervention strategies that have proven to be successful when working with autistic students. The course helps you comprehend why individuals with Autism Spectrum Disorder act the way they do and what you can do to enhance more appropriate behavior. This course also lists resources for educators, related service personnel, and parents who would like more help or information on autism.

This computer-based instruction course is a self-supporting program that provides instruction, structured practice, and evaluation all on your home or school computer. Technical support information can be found in the Help section of your course.

Course Materials (Online)

Title: *Autism Spectrum Disorder: Information & Effective Intervention Strategies*
Author: Dr. Marrea Winnega, Ph.D. & Mary Coughlin, CCC-SLP
Publisher: Virtual Education Software, inc. 2001, Revised 2002, Revised 2004, Revised 2010, Revised 2014, Revised 2017, Revised 2020, Revised 2022, Revised 2024
Instructor: Dr. Marrea Winnega

Academic Integrity Statement

The structure and format of most distance-learning courses presume a high level of personal and academic integrity in completion and submission of coursework. Individuals enrolled in a distance-learning course are expected to adhere to the following standards of academic conduct.

Academic Work

Academic work submitted by the individual (such as papers, assignments, reports, tests) shall be the student's own work or appropriately attributed, in part or in whole, to its correct source. Submission of commercially prepared (or group prepared) materials as if they are one's own work is unacceptable.

Aiding Honesty in Others

The individual will encourage honesty in others by refraining from providing materials or information to another person with knowledge that these materials or information will be used improperly.

Violations of these academic standards will result in the assignment of a failing grade and subsequent loss of credit for the course.

Level of Application

This course is designed to be an informational course with application in work or work-related settings. The intervention strategies are designed to be used with autistic students who display a range of verbal abilities from use of few words or mute to very verbal and ranging in age from approximately 3 years to adulthood.

Expected Learning Outcomes

As a result of this course, participants will demonstrate their ability to:

- Define the characteristics of Autism Spectrum Disorder for better understanding of these disorders.
- Increase the ability to identify students having this disorder.
- Provide information on how individuals with this disorder are different from other students, and how to teach them given these differences.
- Understand their behavior in terms of their differences and communication styles.
- Develop an understanding of the communication differences and weaknesses in autistic students.
- Provide information on teaching strategies.
- Provide resources for teachers and parents.

Course Description

The course *Autism Spectrum Disorder* has been divided into four chapters and into five to eight exercises within each chapter. The first chapter is on the diagnosis of Autism Spectrum Disorder; it gives a clear picture of the characteristics that define this disorder. Although the information in this chapter is thorough, there is much information published about autism. We recommend that you complete readings and research outside the course materials to gain a fuller understanding of

these disorders and the variety of interventions. To cover all areas and issues affecting autistic students and their behavior would not be possible in one course. However, this introduction chapter and subsequent chapters should give you a firm understanding of the disorder and effective tools for facilitating positive changes with these students.

The second chapter of *Autism Spectrum Disorder* is “**Behaviors & Differences.**” This chapter discusses ways that autistic individuals are different from other learners. The information in this chapter serves to increase your understanding of Autism Spectrum Disorder so that an effective intervention plan can be developed to help the student with communication and/or behavioral difficulties. Gaining an understanding of the possible reasons for their behaviors will also help in the understanding of why certain interventions are more successful in teaching these students.

The third chapter is “**Communication & Language.**” In this chapter, you will be given information about the prerequisites of communication, the components of speech and language, and the profiles of nonverbal and verbal children with Autism Spectrum Disorder. You will be provided with interventions to enhance communication.

The final chapter covers “**Visually Supported Communication.**” You will learn how to use visual supports, schedules, and calendars to help autistic students monitor their time and program more effectively and independently. You will learn to use the strategy of “first/then” to help children finish important daily tasks before moving into pleasurable free-time activities. You will also be presented with some case examples to strengthen your understanding.

Please note that at this time we are using both identity-first language and person-first language to recognize the preferences of both autistic individuals and parents.

Student Expectations

As a student, you will be expected to:

- Complete all four information sections showing a competent understanding of the material presented in each section.
- Complete all four section examinations, showing a competent understanding of the material presented. **You must obtain an overall score of 70% or higher, with no individual exam score below 50%, and successfully complete ALL writing assignments to pass this course. *Please note: Minimum exam score requirements may vary by college or university; therefore, you should refer to your course addendum to determine what your minimum exam score requirements are.**
- Complete a review of any section on which your examination score was below 50%.
- Retake any examination, after completing an information review, to increase that examination score to a minimum of 50%, making sure to also be achieving an overall exam score of a minimum 70% (**maximum of three attempts**). ***Please note: Minimum exam score requirements may vary by college or university; therefore, you should refer to your course addendum to determine what your minimum exam score requirements are.**
- Complete all course journal article and essay writing assignments with the minimum word count shown for each writing assignment.

- Complete a course evaluation form at the end of the course.

Course Overview

Chapter 1 – Introduction & Characteristics

This section focuses on the characteristics that define the autism spectrum. The areas to be discussed are the social and communication deficits and the restricted, repetitive patterns of behavior, interests or activities exhibited by individuals with Autism Spectrum Disorder.

Chapter 2 – Behaviors & Differences

This section describes how autistic individuals perceive the world and their different learning styles. These differences will be applied to the behavioral challenges these students exhibit.

Chapter 3 – Communication & Language

This section discusses the prerequisites for communication, such as object permanence and cause and effect, the components of speech and language, and the communication profiles exhibited by individuals with Autism Spectrum Disorder. Enhancing communication in both the nonverbal and the verbal student will be addressed.

Chapter 4 – Visually Supported Communication

This section discusses how visual supports can be used to help students understand verbal directions and what they need to be doing. Visual supports include symbols, line drawings and pictures used as pictures on a ring, communication boards, schedules, lists, and first/then cards.

Examinations

At the end of each course chapter, you will be expected to complete an examination designed to assess your knowledge. You may take these exams a total of three times. Your last score will save, not the highest score. After your third attempt, each examination will lock and not allow further access. The average from your exam scores will be printed on your certificate. However, this is not your final grade since your required writing assignments have not been reviewed. Exceptionally written or poorly written required writing assignments, or violation of the academic integrity policy in the course syllabus, will affect your grade. As this is a self-paced computerized instruction program, you may review course information as often as necessary. You will not be able to exit any examinations until you have answered all questions. If you try to exit the exam before you complete all questions, your information will be lost. You are expected to complete the entire exam in one sitting.

Writing Assignments

All assignments are reviewed and may impact your final grade. Exceptionally or poorly written assignments, or violation of the Academic Integrity Policy (see course syllabus for policy), will affect your grade. Fifty percent of your grade is determined by your writing assignments, and your overall exam score determines the other fifty percent. ***Refer to the Essay Grading Guidelines, which were sent as an attachment with your original course link.***

You should also refer to the Course Syllabus Addendum, which was sent as an attachment with your original course link, to determine if you have any writing assignments in addition to the Critical Thinking Questions (CTQ) and Journal Article Summations (JAS). If you do, the Essay Grading Guidelines will also apply.

1) Critical Thinking Questions

There are four CTQs that you are required to complete. You will need to write a minimum of 500 words (maximum 1,000) per essay. You should explain how the information that you gained from the course will be applied and clearly convey a strong understanding of the course content as it relates to each CTQ. To view the questions, click on REQUIRED ESSAY and choose the CTQ that you are ready to complete; this will bring up a screen where you may enter your essay. Prior to course submission, you may go back at any point to edit your essay, but you must be certain to click SAVE PROGRESS once you are done with your edits.

You must click SAVE PROGRESS before you write another essay or move on to another part of the course.

2) Journal Article Summations

You are required to write, in your own words, a summary on a total of three peer-reviewed or scholarly journal articles (one article per JAS), written by an author with a Ph.D., Ed.D., or similar, on the topic outlined within each JAS section in the “Required Essays” portion of the course (blogs, abstracts, news articles, or similar are not acceptable). Your article choice must relate specifically to the discussion topic listed in each individual JAS. You will choose a total of three relevant articles (one article per JAS) and write a thorough summary of the information presented in each article (you must write a minimum of 200 words with a 400 word maximum per JAS). Be sure to provide the URL or the journal name, volume, date, and any other critical information to allow the facilitator to access and review each article. Your summaries must meet the minimum word count. In other words, the citations are not to be used as a means to meet the minimum word count.

To write your summary, click on REQUIRED ESSAYS and choose the JAS that you would like to complete. A writing program will automatically launch where you can write your summary. When you are ready to stop, click **SAVE PROGRESS**. Prior to course submission you may go back at any point to edit your summaries but you must be certain to click SAVE once you are done with your edits. For more information on the features of this assignment, please consult the HELP menu.

You must click SAVE PROGRESS before you write another summary or move on to another part of the course.

Instructor Description

Autism Spectrum Disorder has been developed by Marrea Winnega, PhD, BCBA, and by Mary Coughlin, CCC-SLP. Dr. Marrea Winnega, the instructor of record, is a licensed clinical psychologist and a board certified behavior analyst with more than 25 years of experience in the field of Autism Spectrum Disorder. Previously, she was an assistant professor of Clinical Psychology at the University of Illinois in Chicago’s Department of Disability and Human Development and the Department of Psychiatry. She facilitated numerous parent groups for parents of autistic children in

her position at the University of Illinois at Chicago Institute on Disability and Human Development (UAP). She has also conducted diagnostic evaluations, numerous workshops, in-services, and trainings throughout the United States. In 1998, Dr. Winnega developed the Autism Dynamic Beginnings classroom, an intensive, multimodal classroom for 3- to 6-year-olds with autism. This program has grown to multiple classrooms serving students ages 3 to 21. Currently, she is consulting in schools, supporting structured classrooms, and providing positive, proactive interventions for autistic students in their general education classrooms. She is also supporting school teams to identify students with educational autism. During school breaks, she conducts diagnostic assessments.

Mary Coughlin is a retired speech-language pathologist with more than 35 years of experience in the field. Her background includes working with students in both regular education and special education settings. She has taught in a communication development classroom and has worked with students with behavior disorders; students with severe-profound disabilities, birth to 5; and medically fragile children, as well as those with developmental delays and autism. She served on a diagnostic team serving early childhood children for more than 10 years. For the last 25 years, she has worked with students with autism and significant other impairments. She has presented numerous workshops for parents and professionals on the various aspects of communication, speech, and language. She worked with Dr. Winnega in Autism Dynamic Beginnings since its inception and was a consultant to the program (renamed the Students Teachers Achieving Results [STAR] program) incorporating the verbal behavior approach and structured teaching into effective teaching strategies for its students to maximize socially appropriate behavior and functional communication skills using a positive behavior approach. She also initiated the positive behavioral interventions and supports (PBIS) program for its use within a segregated school environment and has served on the committee for the Cooperative on which she worked for more than 10 years.

Contacting the Instructor

You may contact the instructor by emailing Dr. Winnega at marrea_winnega@virtualeduc.com or calling her at 509-891-7219, Monday through Friday, 8 a.m. – 5 p.m. PST. Phone messages will be answered within 24 hours. Phone conferences will be limited to ten minutes per student, per day, given that this is a self-paced instructional program. Please do not contact the instructor about technical problems, course glitches, or other issues that involve the operation of the course.

Technical Questions

If you have questions or problems related to the operation of this course, please try everything twice. If the problem persists, please check our support pages for FAQs and known issues at www.virtualeduc.com and also the Help section of your course.

If you need personal assistance then email support@virtualeduc.com or call 509-891-7219. When contacting technical support, please know your course version number (it is located at the bottom left side of the Welcome Screen) and your operating system, and be seated in front of the computer at the time of your call.

Minimum Computer Requirements

Please refer to VESi's website: www.virtualeduc.com or contact VESi if you have further questions about the compatibility of your operating system.

Refer to the addendum regarding Grading Criteria, Course Completion Information, Items to be Submitted, and how to submit your completed information. The addendum will also note any additional course assignments that you may be required to complete that are not listed in this syllabus.

Bibliography (Suggested Readings)

Please note that the authors do not support the use of the previous diagnostic category known as Asperger's Disorder. However, there are books and a body of literature listed below from before 2013 that use that terminology. These books continue to be useful references for interventions and descriptions.

Ai, W., Cunningham, W.A., & Lai, M.-C. (2024). The dimensional structure of the Camouflaging Autistic Traits Questionnaire (CAT-Q) and predictors of camouflaging in a representative general population sample. *Comprehensive Psychiatry*, 128, 152434. <https://doi.org/10.1016/j.comppsy.2023.152434>

Alsaedi, R. H., Carrington, S., & Watters, J. J. (2020). Behavioral and neuropsychological evaluation of executive functions in children with Autism Spectrum Disorder in the Gulf Region. *Brain Sciences*, 10(2). <https://doi.org/10.3390/brainsci10020120>

American Psychological Association. (2022). *Diagnostic and statistical manual of mental disorders text revision* (5th ed.). (DSM-5-TR). Author.

Antshel, K. M., & Russo, N. (2019). Autism spectrum disorders and ADHD: Overlapping phenomenology, diagnostic issues, and treatment considerations. *Current Psychiatry Reports*, 21. <https://doi.org/10.1007/s11920-019-1020-5>

Arwood, E. L., Brown, M. M., & Kaulitz, C. (2015). *Pro-social language: A way to think about behavior*. Apricot.

Aspy, R., & Grossman, B.G. (2022). *Underlying characteristics checklist: High functioning*. Texas: The Ziggurat Group. (Note: there are two additional checklists and two self-report checklists.)

Aspy, R., & Grossman, B. G. (2022). *The ziggurat model: A framework for designing comprehensive strategies and supports for autistic individuals Release 2.1*. The Ziggurat Group.

Attwood, T. (1998). *Asperger's Syndrome: A guide for parents and professionals*. Future Horizons.

Attwood, T. (2004). *Exploring feelings: Cognitive behavior therapy to manage anxiety*. Future Horizons.

Baker, J. (2006). *Social skills picture book: Teaching play, emotion, and communication to children with autism*. Future Horizons.

- Bal, V. H., Fok, M., Lord, C., Smith, I. M., Mirenda, P., Szatmari, P., Vaillancourt, T., Volden, J., Waddell, C., Zwaigenbaum, L., Bennett, T., Duku, E., Elsabbagh, M., Georgiades, S., Ungar, W. J., & Zaidman-Zait, A. (2020). Predictors of longer-term development of expressive language in two independent longitudinal cohorts of language-delayed preschoolers with autism spectrum disorder. *Journal of Child Psychology and Psychiatry, and Allied Disciplines*, 61(7), 826–835. <https://doi.org/10.1111/jcpp.13117>
- Barbera, M. (2021). *Turn autism around: An action guide for parents of young children with early signs of autism*. Hay House.
- Barbera, M., & Rasmussen, T. (2007). *The verbal behavior approach: How to teach children with autism and related disorders*. Jessica Kingsley.
- Bellini, S. (2023). *Building social relationships 3: A systematic approach to teaching social interaction skills to children and adolescents with autism spectrum disorders and other social challenges*. PDSA.
- Berenguer, C., Miranda, A., Colomer, C., Baixauli, I., & Roselló, B. (2018). Contribution of theory of mind, executive functioning, and pragmatics to socialization behaviors of children with high-functioning autism. *Journal of Autism and Developmental Disorders*, 48, 430–441. <https://doi.org/10.1007/s10803-017-3349-0>
- Betz, A., Higbee, T. S., & Reagon, K. (2008). Using joint activity schedules to promote peer engagement in preschoolers with autism. *Journal of Applied Behavior Analysis*, 41, 237–241. <https://doi.org/10.1901/jaba.2008.41-237>
- Bhat, A. N., Galloway, J. C., & Landa, R. J. (2010). Social and non-social visual attention patterns and associative learning in infants at risk for autism. *Journal of Child Psychology and Psychiatry*, 51, 989–997. <https://doi.org/10.1111/j.1469-7610.2010.02262.x>
- Bondy, A., & Frost, L. (2001). *Topics in autism: A picture's worth PECS and other visual communication strategies in autism*. Woodbine House.
- Bourson, L., & Prevost, C. (2022). Characteristics of restricted interests in girls with ASD compared to boys: A systematic review of the literature. *European Child & Adolescent Psychiatry*, 33(4), 987–1004. <https://doi.org/10.1007/s00787-022-01998-5>
- Buron, K. D., & Curtis, M. (2022). *The incredible 5-point scale* (2nd ed., Rev. ed.). 5 Point Scale.
- Buron, K.D. (2021). *A 5 is against the law: Social boundaries—A compassionate but honest guide for teens and young adults*. 5 Point Scale.
- CDC [Centers for Disease Control and Prevention]. (2023, March). Autism Spectrum Disorders: Data & statistics. www.cdc.gov/ncbddd/autism/data.html
- Cannon, L., Kenworthy, L., Alexander, K. C., Werner, M. A. & Anthony, L. G. (2011). *Unstuck and on target!* Paul H. Brookes.

- Carbone, V. J., O'Brien, L., Sweeney-Kerwin, E. J., & Albert, K. M. (2013). Teaching eye contact to children with autism: A conceptual analysis and single case study. *Education and Treatment of Children*, 36, 139–159. <https://doi.org/10.1353/etc.2013.0013>
- Cariveau, T., Kodak, T., & Campbell, V. (2016). The effects of intertrial interval and instructional format on skill acquisition and maintenance for children with Autism Spectrum Disorders. *Journal of Applied Behavior Analysis*, 49, 809–825. <https://doi.org/10.1002/jaba.322>
- Chen, S. F., Chien, Y. L., Wu, C. T., Shang, C. Y., Wu, Y. Y., & Gau, S. S. (2016). Deficits in executive functions among youths with autism spectrum disorders: An age-stratified analysis. *Psychological Medicine*, 46, 1625–1638. <https://doi.org/10.1017/S0033291715002238>
- Chen, L., Abrams, D. A., Rosenberg-Lee, M., Iuculano, T., Wakeman, H. N., Prathap, S., Chen, T., & Menon, V. (2019). Quantitative analysis of heterogeneity in academic achievement of children with autism. *Clinical Psychological Science: A Journal of the Association for Psychological Science*, 7, 362–380. <https://doi.org/10.1177/2167702618809353>
- Cochet, H., & Byrne, R. W. (2016). Communication in the second and third year of life: Relationships between nonverbal social skills and language. *Infant Behavior Development*, 44, 189–198. <https://doi.org/10.1016/j.infbeh.2016.07.003>
- Conlon, O., Volden, J., Smith, I. M., Duku, E., Zwaigenbaum, L., Waddell, Szatmari, P., Mirenda, P., Vaillancourt, T., Bennett, T., Georgiades, S., Elsabbagh, M., Ungar, W., & Pathways in ASD Study Team. (2019). Gender differences in pragmatic communication in school-aged children with Autism Spectrum Disorder (ASD). *Journal of Autism and Developmental Disorders*, 49, 1937–1948. <https://doi.org/10.1007/s10803-018-03873-2>
- Cola, M., Yankowitz, L. D., Tena, K., Russell, A., Bateman, L., Knox, A., Plate, S., Cubit, L. S., Zampella, C. J., Pandey, J., Schultz, R. T., & Parish-Morris, J. (2022). Friend matters: Sex differences in social language during autism diagnostic interviews. *Molecular Autism*, 13(1). <https://doi.org/10.1186/s13229-021-00483-1>
- Coucouvani, J. (2005). *Super skills: A social skills group program for children with Asperger Syndrome, high-functioning autism and related challenges*. Future Horizons.
- Daniels, A. M., Rosenberg, R. E., Kiely Law, J., Lord, C., Kaufmann, W. E., & Law, P. A. (2011). Stability of initial autism spectrum disorder diagnoses in community settings. *Journal of Autism and Developmental Disorders*, 41(1), 110–121. <https://doi.org/10.1007/s10803-010-1031-x>
- Davico, C., Marcotulli, D., Cudia, V. F., Arletti, L., Ghiggia, A., Svevi, B., Faraoni, C., Amianto, F., Ricci, F., & Vitiello, B. (2022). Emotional dysregulation and adaptive functioning in preschoolers with autism spectrum disorder or other neurodevelopmental disorders. *Frontiers in Psychiatry*, 13. <https://doi.org/10.3389/fpsy.2022.846146>

- Dean, M., Chang, Y. C., Shih, W., Orlich, F., & Kasari, C. (2023). Social engagement and loneliness in school-age autistic girls and boys. *Women's Health (London, England)*, 19. <https://doi.org/10.1177/17455057231170973>
- Delemere, E., & Dounavi, K. J. (2017). Parent-implemented bedtime fading and positive routines for children with Autism Spectrum Disorders. *Journal of Autism and Developmental Disorders*, 48(4), 1002–1019. <https://doi.org/10.1007/s10803-017-3398-4>
- Dell’Osso, L., Massoni, L., Battaglini, S., De Felice, C., Nardi, B., Amatori, G., Cremone, I. M., & Carpita, B. (2023). Emotional dysregulation as a part of the autism spectrum continuum: A literature review from late childhood to adulthood. *Frontiers in Psychiatry*, 14. <https://doi.org/10.3389/fpsy.2023.1234518>
- Delmolino, L., & Harris, S. (2004). *Topics in autism: Incentives for change motivating people with Autism Spectrum Disorders to learn and gain independence*. Woodbine House.
- Demetriou, E., Lampit, A., Quintana, D., Naismith, S., Song, Y. J. C., Pye, J., Hickie, I. & Guastella, A. (2018). Autism Spectrum Disorders: A meta-analysis of executive function. *Molecular Psychiatry*, 23, 1198–1204. <https://doi.org/10.1038/mp.2017.75>
- Ding, N., Fu, L., Qian, L., Sun, B., Li, C., Gao, H., Lei, T., & Ke, X. (2024). The correlation between brain structure characteristics and emotion regulation ability in children at high risk of autism spectrum disorder. *European Child & Adolescent Psychiatry*. Advance online publication. <https://doi.org/10.1007/s00787-024-02369-y>
- Donnellan, A., LaVigna, G., Negri-Shoultz, N., & Fassbender, L. (1988). *Progress without punishment: Effective approaches for learners with behavior problems*. Teachers College, Columbia University.
- Eikeseth, S., & Hayward, D. W. (2009). The discrimination of object names and object sounds in children with autism: A procedure for teaching verbal comprehension. *Journal of Applied Behavior Analysis*, 42, 807–812. <https://doi.org/10.1901/jaba.2009.42-807>
- Faja, S., & Nelson Darling, L. (2019). Variation in restricted and repetitive behaviors and interests relates to inhibitory control and shifting in children with Autism Spectrum Disorder. *Autism: The International Journal of Research and Practice*, 23, 1262–1272. <https://doi.org/10.1177/1362361318804192>
- Freeman, S., Dake, L., & Tamir, I. (1997). *Teach me language*. (Book and manual). ProEd. (800-897-3202). Must be used with professional guidance of a behavioral consultant or speech pathologist.
- Fridberg, E., Khokhlovich, E., & Vyshedskiy, A. (2021). Watching videos and television is related to a lower development of complex language comprehension in young children with autism. *Healthcare (Basel, Switzerland)*, 9(4). <https://doi.org/10.3390/healthcare904042>
- Frost, L., & Bondy, A. (2002). *The picture exchange communication system training manual* (2nd ed.). Pyramid Educational Products.

- Gilhuber, C. S., Raulston, T. J., & Galley, K. (2023). Language and communication skills in multilingual children on the autism spectrum: A systematic review. *Autism : The International Journal of Research and Practice*, 27(6), 1516–1531. <https://doi.org/10.1177/13623613221147780>
- Grandin, T. (2010). *Thinking in pictures, expanded edition: My life with autism*. Vintage.
- Grandin, T. (2020, November). *Different not less* (2nd ed.). Future Horizons.
- Grandin, T. (2020). *The way I see it* (5th ed., Rev. and expanded ed.). Future Horizons.
- Grandin, T. (2023). *Visual thinking: The hidden gifts of people who think in pictures, patterns, and abstractions*. Riverhead Books.
- Grandin, T., & Panek, R. (2014). *The autistic brain: Helping different kinds of minds succeed*. Mariner Books.
- Grandin, T., & Scariano, M. (1996). *Emergence: Labeled autistic*. Warner Books.
- Green, R. M., Travers, A. M., Howe, Y., & McDougle, C. J. (2019). Women and Autism Spectrum Disorder: Diagnosis and implications for treatment of adolescents and adults. *Current Psychiatry Reports*, 21(4). <https://doi.org/10.1007/s11920-019-1006-3>
- Greene, R. W. (2014). *The explosive child: A new approach for understanding and parenting easily frustrated, "chronically inflexible" children* (Rev. and updated ed.). Harper Collins.
- Haebig, E., McDuffie, A., Weismer, S. E., Hammer, C. S., & Brady, N. (2013). The contribution of two categories of parent verbal responsiveness to later language for toddlers and preschoolers on the autism spectrum. *American Journal of Speech-Language Pathology*, 22, 57–70. [https://doi.org/10.1044/1058-0360\(2012/11-0004\)](https://doi.org/10.1044/1058-0360(2012/11-0004))
- Hanley, G. P., Jin, C. S., Vanselow, N. R., & Hanratty, L. A. (2014). Producing meaningful improvements in problem behavior of children with autism via synthesized analyses and treatments. *Journal of Applied Behavior Analysis*, 47, 16–36. <https://doi.org/10.1002/jaba.106>
- Hanley et al. publications: <https://practicalfunctionalassessment.com/publications-2/>
- He, Y., Su, Q., Wang, L., He, W., Tan, C., Zhang, H., Ng, M. L., Yan, N., & Chen, Y. (2019). The characteristics of intelligence profile and eye gaze in facial emotion recognition in mild and moderate preschoolers with Autism Spectrum Disorder. *Frontiers in Psychiatry*, 10, 402. <https://doi.org/10.3389/fpsy.2019.00402>
- Hodgdon, L. (1995). *Visual strategies for improving communication*. QuirkRoberts. (Phone no. 248-879-2598)
- Hood, S. A., Luczynski, K. C., & Mitteer, D. R. (2017). Toward meaningful outcomes in teaching conversation and greeting skills with individuals with Autism Spectrum Disorder. *Journal of Applied Behavior Analysis*, 50, 459–486. <https://doi.org/10.1002/jaba.388>

- Howard, J., Herold, B., Major, S., Leahy, C., Ramseur, K., 2nd, Franz, L., Deaver, M., Vermeer, S., Carpenter, K. L., Murias, M., Huang, W. A., & Dawson, G. (2023). Associations between executive function and attention abilities and language and social communication skills in young autistic children. *Autism: The International Journal of Research and Practice*, 27(7), 2135–2144. <https://doi.org/10.1177/13623613231154310>
- Iao, L. S., Shen, C. W., & Wu, C. C. (2023). A longitudinal study of joint attention, motor imitation and language development in young children with autism spectrum disorder in Taiwan. *Journal of Autism and Developmental Disorders*. Advance online publication. <https://doi.org/10.1007/s10803-023-05950-7>
- Ibrahimagic, A., Patkovic, N., Radic, B., & Hadzic, S. (2021). Communication and language skills of autistic spectrum disorders in children and their parents' emotions. *Materia Socio-Medica*, 33(4), 250–256. <https://doi.org/10.5455/msm.2021.33.250-256>
- Johnson, K. A., Vladescu, J. C., Kodak, T., & Sidener, T.M. (2017). An assessment of differential reinforcement procedures for learners with autism spectrum disorder. *Journal of Applied Behavior Analysis*, 50, 290–303. <https://doi.org/10.1002/jaba.372>
- Jones, J., Lerman, D. C., & Lechago, S. (2014). Assessing stimulus control and promoting generalization via video modeling when teaching social responses to children with autism. *Journal of Applied Behavior Analysis*, 47, 37–50. <https://doi.org/10.1002/jaba.81>
- Kang, E., Santore, L., Rankin, J., & Lerner, M. (2020). Self-reported social skills importance ratings, not social skills themselves, predict sociometric status among youth with Autism Spectrum Disorder. *Research in Autism Spectrum Disorders*, 74. <https://doi.org/10.1016/j.rasd.2020.101552>
- Kleberg, J. L., Högström, J., Nord, M., Bölte, S., Serlachius, E., & Falck-Ytter, T. (2017). Autistic traits and symptoms of social anxiety are differentially related to attention to others' eyes in Social Anxiety Disorder. *Journal of Autism and Developmental Disorders*, 47, 3814–3821. <https://doi.org/10.1007/s10803-016-2978-z>
- Klin, A., Jones, W., Schultz, R., Volkmar, F., & Cohen, D. (2002). Visual fixation patterns during viewing of naturalistic social situations as predictors of social competence in individuals with autism. *Archives of General Psychiatry*, 59(9), 809–816. <https://doi.org/10.1001/archpsyc.59.9.809>
- Kluth, P. (2003). *You're going to love this kid! Teaching students with autism in the inclusive classroom*. Paul Brookes.
- Kodak, T., & Clements, A. (2009). Acquisition of mands and tacts with concurrent echoic training. *Journal of Applied Behavior Analysis*, 42, 839–843. <https://doi.org/10.1901/jaba.2009.42-839>
- Koegel, R. L. (2018). The evolution of positive behavioral intervention and support. *Journal of Positive Behavior Interventions*, 20, 4–5. <https://doi.org/10.1177/1098300717735058>

- Koegel, R. L., Bradshaw, J., Ashbaugh, K., & Koegel, L. K. (2014). Improving question-asking initiations in young children with autism using pivotal response treatment. *Journal of Autism and Developmental Disorders*, 44, 816–827. <https://doi.org/10.1007/s10803-013-1932-6>
- Koegel, R. L., Kim, S., Koegel, L. K., & Schwartzman, B. (2013). Improving socialization for high school students with ASD by using their preferred interests. *Journal of Autism and Developmental Disorders*, 43, 2121–2134. <https://doi.org/10.1007/s10803-013-1765-3>
- Koegel, R. L., & Koegel, L. K. (1995). *Teaching children with autism*. Paul Brookes.
- Koegel, R. L., Shirotova, L., & Koegel, L. K. (2009). Brief report: Using individualized orienting cues to facilitate first-word acquisition in non-responders with autism. *Journal of Autism and Developmental Disorders*, 39, 1587–1592. <https://doi.org/10.1007/s10803-009-0765-9>
- Koegel et al.'s research: <https://profiles.stanford.edu/robert-koegel?tab=publications>
- Kouklari, E., Tsermentseli, S., & Monks, C. (2019). Developmental trends of hot and cool executive function in school-aged children with and without Autism Spectrum Disorder: Links with theory of mind. *Development and Psychopathology*, 31, 541–556. <https://doi.org/10.1017/S0954579418000081>
- Kuypers, L. (2011). *The zones of regulation: A curriculum designed to foster self-regulation and emotional control*. Think Social.
- Lalani, S. J., Duffield, T. C., Trontel, H. G., Bigler, E. D., Abildskov, T. J., Froehlich, A., Prigge, M., Travers, B. G., Anderson, J. S., Zielinski, B. A., Alexander, A., Lange, N., & Lainhart, J. E. (2018). Auditory attention in Autism Spectrum Disorder: An exploration of volumetric magnetic resonance imaging findings. *Journal of Clinical and Experimental Neuropsychology*, 40, 502–517. <https://doi.org/10.1080/13803395.2017.1373746>
- Leach, D. (2010). *Bringing ABA into your inclusive classroom: A guide to improving outcomes for students with autism spectrum disorders*. Paul H. Brookes.
- Leaf, J. B., Cihon, J. H., Alcalay, A., Mitchell, E., Townley-Cochran, D., Miller, Leaf, R., Taubman, L., & McEachin, J. (2017). Instructive feedback embedded within group instruction for children diagnosed with Autism Spectrum Disorder. *Journal of Applied Behavior Analysis*, 50(2), 304–316. <https://doi.org/10.1002/jaba.375>
- Leaf, R., & McEachin, J. (Eds.). (1999). *A work in progress*. DRL Books.
- Leaf, R., Taubman, M., & McEachin, J. (2008). *It's time for school! Building quality ABA educational programs for students with autism spectrum disorders*. DRL Books.
- Lewis, L. F., & Stevens, K. (2023). The lived experience of meltdowns for autistic adults. *Autism: The International Journal of Research and Practice*, 27(6), 1817–1825. <https://doi.org/10.1177/13623613221145783>
- Libster, N., Knox, A., Engin, S., Geschwind, D., Parish-Morris, J., & Kasari, C. (2023). Sex differences in friendships and loneliness in autistic and non-autistic children across development. *Molecular autism*, 14(1). <https://doi.org/10.1186/s13229-023-00542-9>

- Liu, M., Brady, N. C., Boorom, O., Fleming, K., Yue, J., & Liu, Q. (2024). Prelinguistic communication complexity predicts expressive language in initial minimally verbal autistic children. *International Journal of Language & Communication Disorders*, 59(1), 413–425. <https://doi.org/10.1111/1460-6984.12956>
- Lord, C., Risi, S., DiLavore, P. S., Shulman, C., Thurm, A., & Pickles, A. (2006). Autism from 2 to 9 years of age. *Archives of General Psychiatry*, 63(6), 694–701. <https://doi.org/10.1023/A:1005592401947>
- Maenner, M. J., Warren, Z., Williams, A. R., Amoakohene, E., Bakian, A. V., Bilder, D. A., et al. (2023). Prevalence and characteristics of autism spectrum disorder among children aged 8 years — autism and developmental disabilities monitoring network, 11 sites, United States, 2020. *MMWR Surveillance Summaries*, 72(2), 1–14. <https://www.cdc.gov/mmwr/volumes/72/ss/ss7202a1.htm>
- Mahendiran, T., Dupuis, A., Crosbie, J., Georgiades, S., Kelley, E., Liu, X., Nicolson, R., Schachar, R., Anagnostou, E., & Brian, J. (2019). Sex differences in social adaptive function in Autism Spectrum Disorder and Attention-Deficit Hyperactivity Disorder. *Frontiers in Psychiatry*, 10. <https://doi.org/10.3389/fpsy.2019.0060>
- Mahler, K., Hample, K., Jones, C., Sensenig, J., Thomasco, P., & Hilton, C. (2022). Impact of an interoception-based program on emotion regulation in autistic children. *Occupational Therapy International*, 2022. <https://doi.org/10.1155/2022/9328967>
- Margari, L., Palumbi, R., Pescechera, A., Craig, F., de Giambattista, C., Ventura, P., & Margari, F. (2019). Sex-gender comparisons in comorbidities of children and adolescents with high-functioning Autism Spectrum Disorder. *Frontiers in Psychiatry*, 10, 159. <https://doi.org/10.3389/fpsy.2019.00159>
- Marsh, WW. (2022). *Recognizing autism in women and girls: When it has been hidden well*. Future Horizons.
- Mattila, M., Hurtig, T., Haapsamo, H., Jussila, K., Kuusikko-Gauffin, S., Kielinen, M., Linna, S., Ebeling, H., Bloigu, R., Joskitt, L., Pauls, D. L., & Mäolanen, I. (2010). Comorbid psychiatric disorders associated with Asperger Syndrome/High-functioning autism: A community-and clinic-based study. *Journal of Autism and Developmental Disorders*, 40(9), 1080–1093. <https://doi.org/10.1007/s10803-010-0958-2>
- Maurice, C. (1994). *Let me hear your voice: A family's triumph over autism* (Reprint ed.). Ballantine Books.
- Mazzoni, N., Landi, I., Ricciardelli, P., Actis-Grosso, R., & Venuti, P. (2020). Motion or emotion? Recognition of emotional bodily expressions in children with Autism Spectrum Disorder with and without intellectual disability. *Frontiers in Psychology*, 11. <https://doi.org/10.3389/fpsyg.2020.00478>
- McClannahan, L., & Krantz, P. (1999). *Topics in autism: Activity schedules for children with autism teaching independent behavior*. Woodbine House.

- McDonald, C. A., Donnelly, J. P., Feldman-Alguire, A. L., Rodgers, J. D., Lopata, C., & Thomeer, M. L. (2019). Special education service use by children with Autism Spectrum Disorder. *Journal of Autism and Developmental Disorders*, 49, 2437–2446. <https://doi.org/10.1007/s10803-019-03997-z>
- McKinnon, K., & Krempa, J. (2002). *Social skills solutions: A hands-on manual for teaching social skills to children with autism*. DRL Books.
- McLaughlin, S. (1998). *Introduction to language development*. Singular.
- Mesibov, G. & Shea, V. (2010). The TEACCH program in the era of evidence-based practice. *Journal of Autism and Developmental Disorders*, 40, 570–579. <https://doi.org/10.1007/s10803-009-0901-6>
- Mesibov, G. B., Shea, V., & Schopler, E. (2005). *The TEACCH approach to autism spectrum disorders*. Kluwer Academic/Plenum.
- Myles, B. S. (2024). *Autism and difficult moments: Practical solutions for reducing meltdowns* (25th Anniv. ed.). Future Horizons.
- Myles, B. S., Trautman, M. L., & Schelvan, R. L. (2004). *The hidden curriculum: Understanding unstated rules in social situations*. Future Horizons.
- Ni, H. C., Lin, H. Y., Chen, Y. C., Tseng, W. I., & Gau, S. S. (2020). Boys with Autism Spectrum Disorder have distinct cortical folding patterns underpinning impaired self-regulation: A surface-based morphometry study. *Brain Imaging and Behavior*, 14(6), 2464–2476. <https://doi.org/10.1007/s11682-019-00199-0>
- Norris, J. E., & Maras, K. (2022). Supporting autistic adults’ episodic memory recall in interviews: The role of executive functions, theory of mind, and language abilities. *Autism: The International Journal of Research and Practice*, 26(2), 513–524. <https://doi.org/10.1177/13623613211030772>
- Odom, S. L., Boyd, B. A., Hall, L. J., & Hume, K. (2010). Evaluation of comprehensive treatment models for individuals with autism spectrum disorders. *Journal of Autism and Developmental Disorders*, 40, 425–436. <https://doi.org/10.1007/s10803-009-0825-1>
- Odom, S. L., Cox, A., Sideris, J., Hume, K. A., Hedges, S., Kucharczyk, S., Shaw, E., Boyd, B., Reszka, S. S., & Neitzel, J. (2017). Assessing quality of program environments for children and youth with autism: Autism Program Environment Rating Scale (APERS). *Journal of Autism and Developmental Disorders* 48(3), 913–924. <https://doi.org/10.1007/s10803-017-3379-7>
- Olde Dubbelink, L. M., & Geurts, H. M. (2017). Planning skills in Autism Spectrum Disorder across the lifespan: A meta-analysis and meta-regression. *Journal of Autism and Developmental Disorders*, 47, 1148–1165. <https://doi.org/10.1007/s10803-016-3013-0>
- Orellana, L.M., Martínez-Sanchis, S., & Silvestre, F. J. (2014). Training adults and children with an Autism Spectrum Disorder to be compliant with a clinical dental assessment using a TEACCH-based approach. *Journal of Autism and Developmental Disorders*, 44, 776–785. <https://doi.org/10.1007/s10803-013-1930-8>

- Özyurt, G., & Eliküçük, Ç. D. (2018). Comparison of language features, autism spectrum symptoms in children diagnosed with Autism Spectrum Disorder, Developmental Language Delay, and healthy controls. *Archives of Neuropsychiatry*, 55, 205–210. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6138231/>
- Parsons, J. P., Bedford, R., Jones, E., Charman, T., Johnson, M. H., & Gliga, T. (2019). Gaze following and attention to objects in infants at familial risk for ASD. *Frontiers in Psychology*, 10. <https://doi.org/10.3389/fpsyg.2019.01799>
- Partington, J. W. (2008). *ABLLS-R: Assessment of Basic Language and Learning Skills-Revised*. Behavior Analysts.
- Paul, R., Loomis, R., & Chawarska, K. (2014). Adaptive behavior in toddlers under two with Autism Spectrum Disorders. *Journal of Autism and Developmental Disorders*, 44, 264–270. <https://doi.org/10.1007/s10803-011-1279-9>
- Pedreño, C., Pousa, E., Navarro, J. B., Pàmias, M., & Obiols, J. E. (2017). Exploring the components of advanced theory of mind in Autism Spectrum Disorder. *Journal of Autism and Developmental Disorders*, 47, 2401–2409. <https://doi.org/10.1007/s10803-017-3156-7>
- Petinou, K. (2021). Promoting speech intelligibility in Autism Spectrum Disorder through the implementation of phonologically similar stimuli. *Folia Phoniatica et Logopaedica*, 73(3), 174–184. <https://doi.org/10.1159/000511346>
- Phung, J., Penner, M., Pirlot, C., & Welch, C. (2021). What I wish you knew: Insights on burnout, inertia, meltdown, and shutdown from autistic youth. *Frontiers in Psychology*, 12. <https://doi.org/10.3389/fpsyg.2021.741421>
- Pomper, R., Ellis Weismer, S., Saffran, J., & Edwards, J. (2019). Specificity of phonological representations for children with Autism Spectrum Disorder. *Journal of Autism and Developmental Disorders*, 49, 3351–3363. <https://doi.org/10.1007/s10803-019-04054-5>
- Potter, C., & Whittaker, C. (2001). *Enabling communication in children with autism*. Jessica Kingsley.
- Quill, K. A. (Ed.). (1995). *Teaching children with autism: Strategies to enhance communication and socialization*. Delmar. (800-347-7707)
- Quill, K. A. (2000). *Do-Watch-Listen-Say: Social and communication intervention for children with autism*. Paul H. Brookes.
- Reetzke, R., Singh, V., Hong, J. S., Holingue, C. B., Kalb, L. G., Ludwig, N. N., Menon, D., Pfeiffer, D. L., & Landa, R. J. (2022). Profiles and correlates of language and social communication differences among young autistic children. *Frontiers in Psychology*, 13. <https://doi.org/10.3389/fpsyg.2022.936392>
- Richey, J. A., Damiano, C. R., Sabatino, A., Rittenberg, A., Petty, C., Bizzell, J., Voyvodic, J., Heller, A. S., Coffman, M. C., Smoski, M., Davidson, R. J., & Dichter, G. S. (2015). Neural mechanisms of emotion regulation in autism spectrum disorder. *Journal of Autism and Developmental Disorders*, 45(11), 3409–3423. <https://doi.org/10.1007/s10803-015-2359-z>

- Rodriguez, N. M., Levesque, M. A., Cohrs, V. L., & Niemeier, J. J. (2017). Teaching children with autism to request help with difficult tasks. *Journal of Applied Behavior Analysis*, 50, 717–732. <https://doi.org/10.1002/jaba.420>
- Rosen, N. E., Lord, C., & Volkmar, F. R. (2021). The diagnosis of autism: From Kanner to DSM-III to DSM-5 and beyond. *Journal of Autism and Developmental Disorders*, 51(12), 4253–4270. <https://doi.org/10.1007/s10803-021-04904-1>
- Sallows, G. O., & Graupner, T. D. (2005). Intensive behavioral treatment for children with autism: Four-year outcome and predictors. *American Journal of Mental Retardation*, 110, 417–438. [https://doi.org/10.1352/0895-8017\(2005\)110\[417:IBTFCW\]2.0.CO;2](https://doi.org/10.1352/0895-8017(2005)110[417:IBTFCW]2.0.CO;2)
- Santiago, J.L., Hanley, G.P., Moore, K., & Jin, C.s. (2016). The generality of interview-informed functional analyses: Systematic replications in school and home. *Journal of Autism and Developmental Disorders*, 46, 797–811. <https://doi.org/10.1007/s10803-015-2617-0>
- Sato, W., Kochiyama, T., Uono, S., Yoshimura, S., Kubota, Y., Sawada, R., Sakihama, M., & Toichi, M. (2017). Reduced gray matter volume in the social brain network in adults with Autism Spectrum Disorder. *Frontiers in Human Neuroscience*, 11. <https://doi.org/10.3389/fnhum.2017.00395>
- Schwartzman, J. M., & Bonner, H. R. (2023). Behavioral and social activation in autism and associations with youth depressive symptoms from youth and caregiver perspectives. *Journal of Autism and Developmental Disorders*. Advance online publication. <https://doi.org/10.1007/s10803-023-06039-x>
- Seng, G. J., Tseng, W. L., Chiu, Y. N., Tsai, W. C., Wu, Y. Y., & Gau, S. S. (2020). Executive functions in youths with Autism Spectrum Disorder and their unaffected siblings. *Psychological Medicine*, 1–10. <https://doi.org/10.1017/S0033291720001075>
- Skinner, B. F. (1957). *Verbal behavior*. Copley.
- Sng, C.Y., Carter, M., Stephenson, J., & Sweller, N. (2020). Partner perceptions of conversations with individuals with Autism Spectrum Disorder. *Journal of Autism and Developmental Disorders*, 50, 1182–1197. <https://doi.org/10.1007/s10803-019-04348-8>
- Spackman, E., Lerh, J. W., Rodgers, J., Hollocks, M. J., South, M., McConachie, H., Ozsivadjian, A., Vaughan Van Hecke, A., Libove, R., Hardan, A. Y., Leekam, S. R., Simonoff, E., Frazier, T. W., Alvares, G. A., Schwartzman, J. M., Magiati, I., & Uljarević, M. (2022). Understanding the heterogeneity of anxiety in autistic youth: A person-centered approach. *Autism Research*, 15(9), 1742–1754. <https://doi.org/10.1002/aur.2744>
- Spackman, E., Smillie, L. D., Frazier, T. W., Hardan, A. Y., Alvares, G. A., Whitehouse, A., & Uljarević, M. (2023). Profiles of circumscribed interests in autistic youth. *Frontiers in Behavioral Neuroscience*, 17. <https://doi.org/10.3389/fnbeh.2023.1037967>
- Sundberg, M. (2008). *VB-MAPP Verbal Behavior Milestones Assessment and Placement Program*. AVB Press.

- Sundberg, M., & Partington, J. (1998). *Teaching language to children with autism or other developmental disabilities*. Behavior Analysts.
- Szumski, G., Smogorzewska, J., Grygiel, P., & Orlando, A. (2017). Examining the effectiveness of naturalistic social skills training in developing social skills and theory of mind in preschoolers with ASD. *Journal of Autism and Developmental Disorders*, 49(7), 2822–2837. <https://doi.org/10.1007/s10803-017-3377-9>
- Thompson, T. (2009). *Freedom from meltdowns*. Paul H. Brookes.
- Tsermentseli, S., Tabares, J.F., & Kouklari, E.C. (2018). The role of every-day executive function in social impairment and adaptive skills in Autism Spectrum Disorder with intellectual disability. *Research in Autism Spectrum Disorders*, 53, 1–6. <https://doi.org/10.1016/j.rasd.2018.05.006>
- Tunç, B., Yankowitz, L. D., Parker, D., Alappatt, J. A., Pandey, J., Schultz, R. T., & Verma, R. (2019). Deviation from normative brain development is associated with symptom severity in autism spectrum disorder. *Molecular Autism*, 10. <https://doi.org/10.1186/s13229-019-0301-5>
- Vanselow, N. R., & Hanley, G. P. (2014). An evaluation of computerized behavioral skill training to teach safety skills to young children. *Journal of Applied Behavior Analysis*, 47, 51–69. <https://doi.org/10.1901/jaba.2005.26-04>
- Vargas, J. (2013). *Behavior analysis for effective teaching* (2nd ed.). Routledge.
- Vogan, V. M., Morgan, B. R., Smith, M. L., & Taylor, M. J. (2019). Functional changes during visuo-spatial working memory in autism spectrum disorder: 2-year longitudinal functional magnetic resonance imaging study. *Autism: The International Journal of Research and Practice*, 23, 639–652. <https://doi.org/10.1177/1362361318766572>
- Vogan, V. M., Leung, R. C., Safar, K., Martinussen, R., Smith, M. L., & Taylor, M. J. (2018). Longitudinal examination of everyday executive functioning in children with ASD: Relations with social, emotional, and behavioral functioning over time. *Frontiers in Psychology*, 9, 1774. <https://doi.org/10.3389/fpsyg.2018.01774>
- Venker, C. E., Edwards, J., Saffran, J. R., & Ellis Weismer, S. (2019). Thinking ahead: Incremental language processing is associated with receptive language abilities in preschoolers with autism spectrum disorder. *Journal of Autism and Developmental Disorders*, 49, 1011–1023. <https://doi.org/10.1007/s10803-018-3778-4>
- Vogindroukas, I., Stankova, M., Chelas, E. N., & Proedrou, A. (2022). Language and speech characteristics in autism. *Neuropsychiatric Disease and Treatment*, 18, 2367–2377. <https://doi.org/10.2147/NDT.S331987>
- Waddington, F., Hartman, C., de Bruijn, Y., Lappenschaar, M., Oerlemans, A., Buitelaar, J., Franke, B., & Rommelse, N. (2018). An emotion recognition subtyping approach to studying the heterogeneity and comorbidity of autism spectrum disorders and attention-deficit/hyperactivity disorder. *Journal of Neurodevelopmental Disorders*, 10, 31. <https://doi.org/10.1186/s11689-018-9249-6>

- Wagner, S. (1998). *Inclusive programming for elementary students with autism*. Future Horizons.
- Wagner, S. (2002). *Inclusive programming for middle schools students with autism/Asperger's syndrome*. Future Horizons.
- Wan, B., Hong, S. J., Bethlehem, R. A. I., Floris, D. L., Bernhardt, B. C., & Valk, S. L. (2023). Diverging asymmetry of intrinsic functional organization in autism. *Molecular Psychiatry*, 28(10), 4331–4341. <https://doi.org/10.1101/2023.04.05.535683>
- Wetherby, A. M., & Prizant, B. (2000). *Autism spectrum disorders: A transactional developmental perspective*. Paul Brookes.
- Xie, Y., Sun, J., Man, W., Zhang, Z., & Zhang, N. (2023). Personalized estimates of brain cortical structural variability in individuals with autism spectrum disorder: The predictor of brain age and neurobiology relevance. *Molecular Autism*, 14(1), 27. <https://doi.org/10.1186/s13229-023-00558-1>
- Zaidman-Zait, A., Mirenda, P., Szatmari, P., Duku, E., Smith, I. M., Zwaigenbaum, L., Vaillancourt, T., Kerns, C., Volden, J., Waddell, C., Bennett, T., Georgiades, S., Ungar, W. J., & Elsabbagh, M. (2021). Profiles and predictors of academic and social school functioning among children with Autism Spectrum Disorder. *Journal of Clinical Child and Adolescent Psychology* 50(5), 656–668. <https://doi.org/10.1080/15374416.2020.1750021>
- Zhou, K., Liu, X., Li, S., Zhang, Y., An, R., & Ma, S. (2024). The use of Treatment and Education of Autistic and Related Communication Handicapped Children in schools to improve the ability of children with autism to complete tasks independently: A single-case meta-analysis. *Child: Care, Health and Development*, 50(2). <https://doi.org/10.1111/cch.13234>
- Zhuang, S., Weiting Tan, D., Reddrop, S., Dean, L., Maybery, M., & Magiati, I. (2023). Psychosocial factors associated with camouflaging in autistic people and its relationship with mental health and well-being: A mixed methods systematic review. *Clinical Psychology Review*, 105. <https://doi.org/10.1016/j.cpr.2023.102335>

Latest information in a variety of journals, including *Journal of Autism and Developmental Disorders*; *Focus on Autism*; *Journal of Applied Behavior Analysis*

Books by Carol Gray:

The New Social Story Book and *The New Social Story Book—Illustrated Edition* (2015) and *Taming the Recess Jungle*. Available through Future Horizons.

Resources

Autism Society of North Carolina blog with useful information: <https://www.autismsociety-nc.org/blog/>

Contact the **Autism Society** for information including about the affiliate network: <https://www.autism-society.org/about-the-autism-society/affiliate-network/>

Journal of Applied Behavior Analysis, 46(1), Spring 2013 – Special Issue on Functional Analysis: Commemorating Thirty Years of Research and Practice. <https://onlinelibrary.wiley.com/toc/19383703/2013/46/1>

Resources for the ASD spectrum:

Autism Spectrum Connection (Formerly: OASIS [Online Asperger's Syndrome Information and Support]); MAAP Services for Autism and Asperger Syndrome

Website: <http://www.aspergersyndrome.org>

Autism Speaks statistics: <https://www.autismspeaks.org/autism-statistics>

Signs of autism in girls who are highly verbal:

<https://www.autismparentingmagazine.com/signs-of-autism-in-girls/>

<https://childmind.org/article/autistic-girls-overlooked-undiagnosed-autism/>

Lives in the balance:

www.livesinthebalance.org

<https://truecrisisprevention.org/unsolved-problems-vs-overt-behavior/>

National Standards Project, National Autism Center, www.nationalautismcenter.org ©2009 “The National Center is a nonprofit organization dedicated to supporting effective, evidence-based treatment approaches for Autism Spectrum Disorders (ASD) and to providing direction to families, practitioners, organizations, policy-makers, and funders. The Center’s goal is to serve individuals with ASD by responding to the rising demand for reliable information and by providing comprehensive resources for families and communities.”

Autism-Focused Intervention Resources & Modules: <https://afirm.fpg.unc.edu/>

Social Thinking by Michelle Garcia Winner: <https://www.socialthinking.com/>

Universal Design for Learning: <https://medium.com/udl-center/new-udlcenter-16ce1923fd19>

UDL Guidelines: <https://udlguidelines.cast.org/>

UDL at a

glance: <https://www.youtube.com/watch?v=bDvKnY0g6e4&list=PLR6ytVuE7QqQNii40DtLcM8RAYZd2VJt5>

Publishers/Bookstores

Future Horizons, Inc. <https://www.fhautism.com> (Also has webinars and conferences)

AAPC Publishing <https://www.aapcautismbooks.com/>

Course content is updated every three years. Due to this update timeline, some URL links may no longer be active or may have changed. Please type the title of the organization into the command line of any Internet browser search window and you will be able to find whether the URL link is still active or any new link to the corresponding organization's web home page.

Updated 8/9/24 JN



COURSE SYLLABUS ADDENDUM

Important - Please Read - Do Not Discard

It is each student's responsibility to read all course materials, including course syllabus and addendum, and to know and understand the course requirements, exam score minimum requirements, and deadlines. Students enrolled in VESi courses are required to check their email for any communications regarding the course until their final grade is posted with the college or university. Once your course materials are received by VESi and have been reviewed, the **GRADE IS FINAL**.

Grading Criteria:

You must obtain an overall score of 70% or higher, with no individual exam score below 50%, and successfully complete ALL writing assignments to pass this course. This course requires a minimum overall passing grade of "C-" to receive credit. The average from your exam scores will be printed on your certificate. However, this is not your final grade since your required writing assignments have not been reviewed. Exceptionally written or poorly written required writing assignments, or violation of the academic integrity policy in the course syllabus, will affect your grade. Fifty percent of your grade is determined by your writing assignments, and your overall exam score determines the other fifty percent.

No grade will be submitted for partial completion of course assignments, regardless of partial score. An F will be reported if course is not completed by the end of the term enrolled. Exceptions only apply to those that request an extension (must have extenuating circumstances) prior to course deadline.

Letter grades will be assigned as follows:	90% to 100%	A
	80% to 89%	B
	70% to 79%	C
	69% - lower	F

Course Completion Information:

Grading will take approximately two weeks from the time your materials are received by the instructor, after which we will submit grades to the college/university weekly. If you have a timeline to meet certain school or state requirements, please keep this time period in mind when planning your course completion dates.

Course Completion Instructions

- Once you have completed all of the course requirements, follow the instructions from the Complete Course toolbar to submit your materials to VESi's office for processing. You can only submit the course ONE TIME. Be sure that you have completed all requirements and exams.**
- Course Evaluation:** Please take a moment to fill out the course evaluation which is also found under the Complete Course toolbar.

- **Print Certificate:** You can print a copy of your course certificate for your records.

Accessing your NDSU Transcript:

After the grade for your course(s) is posted, approximately two weeks after the course submission, you can access your NDSU transcript for documentation of course completion and performance.

Instructions are found at this link: [Transcript Instructions | Continued Learning | NDSU](#)

Drops & Refunds:

Once learners have received the course materials, they are no longer eligible for a refund. Appeals will be considered on a case-by-case basis.

Questions or Concerns:

Please direct any questions or concerns regarding this class to ndsudce@ndsudce.edu. Please include the title of the course in your correspondence.