

**San José State University
Department of Special Education
EDSE 218B**

**Autism Spectrum Disorders:
Students with Mild to Moderate Disabilities, Section 80
Spring 2016**

Instructor: Chris Hagie, Ph.D
Office Location: Sweeney Hall 204
Telephone: (408) 924-3695
Email: (christine.hagie@sjsu.edu)
Office Hours: (by appointment)
Class Days/Time: Online

College of Education Mission Statement

The mission of the Lurie College of Education is to empower graduates with the skills, knowledge and dispositions that ensure access to excellence and equity in education for every student in our diverse, technologically complex, global community.

Department of Special Education Mission Statement

The Department of Special Education prepares professionals to be effective educators, leaders in the field, and lifelong learners. We accomplish this goal in collaboration with other departments and community partners. Together we promote equity and excellence in our curricula and instruction by infusing evidence based best practices endorsed nationally.

Course Description:

Examination of the theoretical foundations and application of evidence-based best practices for students with an Autism Spectrum Disorder (ASD) who have mild to moderate disabilities including social language interventions, social stories, integrated playgroups, positive behavior support, self-advocacy skills, inclusive education, recreation and leisure, and special interventions for young children.

California Commission on Teacher Credentialing (CCTC) Standards:

Program Standard 11: Typical and Atypical Development

The program prepares candidates to demonstrate comprehensive knowledge of typical and atypical human development from the prenatal stage through adulthood including knowledge of developmental stages and their implications for learning. Candidates will demonstrate comprehensive knowledge of atypical development associated with various disabilities and risk conditions (e.g. visual impairment, autism spectrum disorders, cerebral palsy), resilience and protective factors (e.g. attachment, temperament), and their implications for learning. Candidates will recognize the potential influence of varying cultural factors and practices on development. Candidates will demonstrate skills required to provide information to family members regarding typical developmental expectations as well as the impact of the disability on developmental progress. Candidates will demonstrate skills required to ensure that the intervention and/or instructional environment are appropriate to the student's chronological age, developmental differences, and disability-specific needs.

Program Standard 13: Curriculum and Instruction of Students with Disabilities

The program provides opportunity for candidates to demonstrate the ability to develop, implement, adapt, modify, and evaluate a variety of pedagogical approaches to instruction, including instructional sequences, unit and lesson plans, that provide students with disabilities with equitable access to the content and experiences found in the state-approved core curriculum. Candidates acquire and demonstrate strategies and best practices to develop differentiated lessons and instructional sequences that are appropriate for individuals with diverse strengths and needs in a variety of educational environments. Candidates must be able to apply these skills as they pertain to their specific area of specialization and credential authorizations across age and grade levels.

Autism Spectrum Disorder Added Authorization Standards (ASDAA)

ASDAA Standard 1: Characteristics of ASD

The program provides opportunities for the candidate to be able to identify the unique characteristics of students with ASD. The candidate demonstrates unique knowledge of cognition and neurology and the core challenges associated with language and communication, social skills, behavior, and processing and their implications for program planning and service delivery.

ASDAA Standard 2: Teaching, Learning and Behavior Strategies for Students with Autism Spectrum Disorder

The program ensures that each candidate is able to demonstrate knowledge, skills and abilities to become proficient in implementing evidence-based and multi-faceted methodologies and strategies necessary in teaching and engaging students with ASD from acquisition to generalization.

ASDAA Standard 3: Collaborating with Other Service Providers and Families

The program will ensure that each candidate teaching students with ASD is able to demonstrate the ability to collaborate as a member of a multidisciplinary team with all service providers and effectively interact with families.

Knowledge Base:

The foundation for this course is built upon the research and theories of individuals who originally identified and researched ASD including Leo Kanner (1956), Lorna Wing (1988), Uta Frith (1991), and Hans Asperger, 1991. There are many different methodologies and instructional and behavioral strategies for working with individuals with ASD. The evidence-based best practices for students with ASD defined and reviewed in this course originate from the studies and writings of Carol Grey (1993) (Social Stories), Michele Garcia Winner (2005) (communication and pragmatics), Pamela Wolfberg (1999), (Integrated Playgroups), Stanley Greenspan (1995) (Floor Time), Eric Schopler (1995) (TEACCH strategies), Ivar Lovaas (1996) (Discrete Trial/Applied Behavior Analysis), and Tony Attwood 2007). First hand experience of life with ASD comes from the work of Temple Grandin (1995), among others.

Course Pre-Requisites:

Department or instructor consent.

Required Texts/Readings

Textbook

1. *The Complete Guide to Asperger's Syndrome* by Tony Attwood.

This book is an “eBook”, which means it is completely online (or you can buy it in the bookstore). The link for M.L. King Library is: http://discover.sjlibrary.org/iii/encore_sjsu/record/C_Rb4916537?lang=eng From there, click link that says, “An eBook available to SJSU Students & Faculty” in the middle of the page, then “Read Online (Available)” on the left side.

2. *Evidence-Based Practices for Children, Youth, and Young Adults with Autism Spectrum Disorder* by Connie Wong, Samuel L. Odom, Kara Hume, Ann W. Cox, Angel Fettig, Suzanne Kucharczyk, Matthew E. Brock, Joshua B. Plavnick, Veronica P. Fleury, and Tia R. Schultz. This is available in the online course through Canvas.

[Click here for the link to this PDF](#)

Other Readings

There will additional readings each week online in web sites, and articles.

Course Requirements and Assignments

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

Course Requirements: EDSE 218B online consists of the following:

1. **Participation** in thirteen weekly Modules*, in which there is a reading assignment (from the text and online links provided in the unit), homework assignments and a discussion assignment (post in the “Discussions” link and respond to other postings)
 2. **Professional Development Project**
 3. **Program Observation and Reflection**
 4. **Five Quizzes**
 5. **Evidence-Based Project and Final Presentation**
 6. **Modules: AIMS and AFIRM Modules**
- *Please note that the Modules include assignments to complete during the week that are open on Tuesday morning (at midnight) and the work (and postings and submission of the assignments) is expected to be completed by the following Monday at midnight. Late discussion group postings will not receive any points.*
 - *The points for all other assignments turned in late will be reduced by 10% each day that it is late.*

1. Participation (10 points weekly or 130 points) (PS 11, 13; ASDAA 1,2,3)

Active weekly participation and collaboration is critical to your success in this course. There are thirteen Modules in this class. Post a Discussion Board Posting (*Critical Reflection*) related to the assignment prompt, and respond to two other Discussion Board Postings. The three postings should be added to the Discussion Board during the week, and are due by midnight Monday night. The rubric for grading the postings follows:

Posting/total points:	8-6 Points:	5-4 Points	3-1 Points
<i>Discussion: Critical Reflection/8</i>	The posting demonstrates your understanding of the reading or homework at a deep level with a comment that furthers discussion	The posting demonstrates some understanding of the reading or homework, but not at a deep level, with a comment that furthers little discussion or with a question that	The posting demonstrates little understanding of the reading or homework, with a comment that does not further discussion.

	or with a question that invites critical thinking and discussion.	invites little critical thinking and discussion.	
	2 Points:	1 Points:	0 Points:
<i>Discussion: Response/2 each</i> (two Responses are required in each Module)	The posting furthers the conversation that was initiated by the Critical Reflection and demonstrates critical thinking.	The posting furthers some conversation but little critical thinking.	The posting does not illustrate critical thinking about the Critical Reflection posting.

2. Professional Development Project (20 points) (ASDAA 1, 2)

Create a professional development presentation using Powerpoint or Prezi, and designed for either general education teachers, para-educators, or students to learn more about Asperger’s syndrome and/or autism spectrum disorders. Identify the aspects that you want to present and title the presentation. Plan on this session being an hour long and incorporate group activities in which you ask participants to read something and/or reflect, talk to each other for brief periods of time, or draw something (for example). Guidelines for any activities should be in the powerpoint. This assignment is designed for you to use in a face-to-face setting (you will not actually present this in person, except online in the class); post the powerpoint in this course in Week/Module 7. See the point break-down in the table below.

During Week/Module 7, you will review at least three other Professional Development Projects and the *Critical Reflection* will relate to what you read.

Element of the Presentation:	Points total:
Clarity of the presentation	(5 points)
Comprehensive information presented	(5 points)
Creative presentation; keeps interest of the viewer	(5 points)
Activities presented; age appropriate and clearly described	(5 points)
Total Points:	(20 points)

3. Program Observation and Reflection (30 points) (PS 13; ASDAA 1,3)

Complete this assignment by visiting a classroom or program for at least two hours that has been determined by the instructor. Visit the program in March or early April (a schedule will be set up for the visits). Identify two questions that you have about teaching, the school climate, supportive behavior support, or social thinking skill

development, (for example) you want to ask that relate to individuals with Autism. Write a paper about this experience (see below for more information about the paper).

Select a date between **March 2nd through April 8th**. **Email Chris with the date** and your **two questions** by at least February 22nd (Week/Module 3).

Write a 2-3 page paper in which you reflect about your experience in the classroom/program. Address the bullet points below in the paper. **Note: DO NOT** use any first or last names of students or teachers in the paper; this is not a critique of this program, but a reflection of the practices you observed that might help you work with individuals with autism. This paper is due at the end of Week/Module 11 by midnight (see calendar). One or two critical ideas that you took away from this experience will be posted in the Discussion Group in Week/Module 11.

- Describe characteristics and/or behaviors of the students you observed that are possibly unique to Autism spectrum disorders and different for the developmental stages of typical students at the same age.
- Describe unique teaching strategies, language, behavior plans, or other support that you observe.
- Reflect about any idea, strategy or process that you took away from this observation that you might consider utilizing in your work. Reflect about your two questions.
- Comment about any other ideas that you might develop to support individuals with autism spectrum disorders.
- What impact did this visit have on your in your present role or future goals?

Reflection Paper:	Points:
Describe characteristics and/or behaviors of the students you observed that are possibly unique to Autism spectrum disorders and different for the developmental stages of typical students at the same age.	(6 points)
Describe unique teaching strategies, language, behavior plans, or other support that you observed in the Newton Program.	(6 points)
Reflect about any idea, strategy or process that you took away from this observation that you might consider utilizing in your work.	(6 points)
Comment about any other ideas that you might develop to support individuals with autism spectrum disorders.	(6 points)
What impact did this visit have on your in your present role or future goals?	(6 points)
Total Points:	(30 points)

4. Five Quizzes (10 points each or 50 points) (PS 11, 13; ASDAA 1,2)

Six quizzes with ten multiple choice or short answer questions will be scheduled in Weeks/Modules 2, 4, 6, 8, and 10.

5. Final: Evidence-Based Practice (EBP) Project (30 Points) (ASDAA 1,2,3)

Throughout this course, we will be reviewing evidence-based practices for students with Autism Spectrum Disorders from the manual called, *Evidence-Based Practices for Children, Youth, and Young Adults with Autism Spectrum Disorder* (available online on the course home page). This manual describes the process for the identification of 27 Evidence-Based Practices (EBPs) and then describes each in the Appendix. Select one Evidence-Based Practice from Appendix B (from the 27 Fact Sheets) that you are interested in learning more about; **do not select EBPs that you have already used for this assignment in EDSE 218A**. Read the Fact Sheets and two articles from the section called “Research Studies Providing Evidence” that will provide information and evidence that supports this intervention. Find a third article from a peer-reviewed journal (you can find this online through the King Library). Write a paper that 1. Introduces the EBP with the name and brief statement about what it involves. 2. Summarizes the three articles reviewed, (one page), 3. Describes how you can use this intervention in terms of the following (two pages):

- a) Age and grades of the students
- b) Describe the setting (i.e., school? Home? Community? Subject? What part of the day?) and the number of students
- c) Behaviors or skills that you want to increase or teach and those you want to decrease (if appropriate); goal of the intervention
- d) Description of how you could use this intervention; what will you do to implement this intervention?

Component of the EBP Project: (two different EBPs/papers)	Points total: (two different EBPs/papers)
Introduction of the EBP	(2 points)
Summary of the articles	(4 points)
Implementation Steps	(10 points)
Professional Writing style: accuracy and error-free (grammar, professional writing and spelling)	(4 points)
Presentation online with a Powerpoint or Prezi (you summarized points that could have an impact on others' work with students with ASD)	(10 points)
Total Points:	(30 points)

6. Modules: AIMS and AFIRM Modules (40 Points, 10 points each) (ASDAA 1,2,3)

Complete eight AFIRM and AIMS online and submit. Create an account for yourself with AIMS https://www.autisminternetmodules.org/user_login.php and AFIRM <http://afirm.fpg.unc.edu/afirm-modules> Complete the following modules from these web sites and submit the Post –Assessment results.

AIMs: Social Skills Groups
Rules and Routines

AFIRM: Cognitive Behavior Interventions
Peer Mediated Instruction and Interventions

Grading Criteria:

1. Participation	130 points	40%
2. Professional Development Project	20 points	6%
3. Program Observation and Reflection	30 points	10%
4. Five Quizzes	50 points	16%
5. Evidence-Based Practice (EBP) Project	30 points	10%
6. AIMS and AFIRM Modules	40 points	13%
Total:	300 points	100%

A+ = 300-290 points	C+ = 239-230 points
A = 289-280 points	C = 229-220 points
A- = 279-270 points	C- = 219-210 points
B+ = 269-260 points	D+ = 209-200 points
B = 259-250 points	D = 199-190 points
B- = 249-0 points	D- = 189-180 points

University Policies

General Expectations, Rights and Responsibilities of the Student

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU’s policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. See University Policy S90–5 at <http://www.sjsu.edu/senate/docs/S90-5.pdf>. More detailed information on a variety of related topics is available in the SJSU catalog, at <http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html>. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not serve to address the issue, it is recommended that the student contact the Department Chair as a next step.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. Information on add/drops are available at [EDSE 218B, Autism Spectrum Disorders: M/M Disabilities, Spring 2016](http://info.sjsu.edu/web-</u></p></div><div data-bbox=)

[dbgen/narr/soc-fall/rec-324.html](http://www.sjsu.edu/sac/advising/latedrops/policy/) . [Information about late drop is available at http://www.sjsu.edu/sac/advising/latedrops/policy/](http://www.sjsu.edu/sac/advising/latedrops/policy/) . Students should be aware of the current deadlines and penalties for adding and dropping classes.

Information about the latest changes and news is available at the [Advising Hub](http://www.sjsu.edu/advising/) at <http://www.sjsu.edu/advising/>.

Consent for Recording of Class and Public Sharing of Instructor Material

[University Policy S12-7](http://www.sjsu.edu/senate/docs/S12-7.pdf), <http://www.sjsu.edu/senate/docs/S12-7.pdf>, requires students to obtain instructor's permission to record the course and the following items to be included in the syllabus:

- “Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”
 - It is suggested that the greensheet include the instructor's process for granting permission, whether in writing or orally and whether for the whole semester or on a class by class basis.
 - In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.
- “Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”

Academic integrity

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy S07-2](http://www.sjsu.edu/senate/docs/S07-2.pdf) at <http://www.sjsu.edu/senate/docs/S07-2.pdf> requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The [Student Conduct and Ethical Development website](http://www.sjsu.edu/studentconduct/) is available at <http://www.sjsu.edu/studentconduct/>.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. [Presidential Directive 97-03](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the [Accessible Education Center](http://www.sjsu.edu/aec) (AEC) at <http://www.sjsu.edu/aec> to establish a record of their disability.

Unit:	Topic:	Reading (Text) There will be links to articles each week	Due this week: There will be weekly assignments online as well
Week 1: <i>February 2nd - 8th</i>	Characteristics and Criteria for Autism Spectrum Disorders; proposed changes of criteria; school supports and specialized programs	Chapters 1,2	
Week 2: <i>February 9th-15th</i>	Social situations and challenges	Chapters 3,4	Quiz 1
Week 3: <i>February 16th-22nd</i>	Social Thinking	Web Sites	Select date for Observation and submit two questions AIMs Module: Social Skills Groups
Week 4: <i>February 23rd - February 29th</i>	Theory of Mind; expression of emotions	Chapters 5, 6	Quiz 2
Week 5: <i>March 1st -7th</i>	Executive Function	Web Sites and links	
Week 6: <i>March 8th-14th</i>	Special Interests	Chapter 7	Quiz 3 AIMs Module: Rules & Routines
Week 7: <i>March 15th- arch 21st</i>	Language	Chapter 8	Professional Development Project: post ppt in Discussion
Spring Break <i>March 28th-April 1st</i>			
Week 8: <i>April 5th - 11th</i>	Cognitive Abilities	Chapter 9	Quiz 4 AFIRM Module: Cognitive Behavior Interventions
Week 9: <i>April 12th -18th</i>	Physical Abilities and Challenges	Web Sites and links	

Week 10: <i>April 19th -25th</i>	Sensory Challenges	Chapter 11	Quiz 5
Week 11: <i>April 26th – May 2nd</i>	Transition and Life After High School	Chapters 12 and 13	Program Observation and Reflection
Week 12: <i>May 3rd -9th</i>	Inclusive Education: supporting students on the autism spectrum	Web Sites and links	AFIRM Module: Peer Mediated Instruction and Intervention
Week 13: <i>May 10th -16th</i>			
Final: <i>May 19th; 5:15pm-7:30pm</i>			Evidence-Based Practice (EBP) Project

Journals: (The following journals are available through the Martin Luther King Library)

- Journal of Autism and Developmental Disabilities
- Teaching Exceptional Children
- Intervention in School and Clinic
- Journal of Special Education
- Topics in Language Disorders
- Journal of Early Intervention
- Behavior Disorders
- Autism Spectrum Quarterly

Related References: (many of the following books are available in the M.L.K. Library or online from an inter-library loan)

Attwood, T. (1998). *Asperger's Syndrome: A guide for parents and professionals*. London: Jessica Kingsley.

Asperger, H. & Frith, U. (1991) [1944]. 'Autistic psychopathy' in childhood. in Frith, U. *Autism and Asperger syndrome*. Cambridge University Press. pp. 37–92

Bellini, S., Peters, J. K., Benner, L., & Hopf, A. (2007). A meta- analysis of school-based interventions for children with autism spectrum disorders. *Remedial and Special Education*, 28(3), 153–162.

Blakemore, S.-J., & Choudhury, S. (2006). Development of the adolescent brain: Implications for executive function and social cognition. *Journal of Child Psychology and Psychiatry*,

47(3/4), 296–312.

- Coucouvani, J. (2005). *Super skills: A social skills group program for children with Asperger Syndrome, high-functioning autism and related challenges*. Shawnee Mission, KS: Autism Asperger Publishing Co.
- Coyne, P., Nyberg, C., & Vandenburg, M. L. (1999). *Developing leisure time skills for persons with Autism: A practical approach for home, school and community*. Arlington: Future Horizons.
- Crooke, P. J., Hendrix, R. E. & Rachman, J. Y. (2007). Brief report: Measuring the effectiveness of teaching social thinking to children with Asperger Syndrome (AS) and high functioning autism (HFA). *Journal Autism Developmental Disorders*,
- Delfos, M. F. (2005). *A strange world: Autism, Asperger's Syndrome and PDD-nos: A guide for parents, partners, professional carers, and people with ASDs*. London: Jessica Kingsley Publishing.
- Gevers, C., Clifford, P., Mager, M., & Boer, F. (2006). Brief Report: A theory-of-mind Social-cognition training program for school- aged children with pervasive Developmental disorders: An open study of its effectiveness. *Journal of Autism and Developmental Disorders*, 36(4), 567–571.
- Grandin, T. (1986). *Emergence: Labeled autistic*. Novato, CA: Arena Press.
- Haddon, M. (2003). *The curious incident of the dog in the night-time*. London: Jonathon Cape.
- Harris, S. L. (1994). *Siblings of children with Autism: A guide for families*. Bethesda, MD: Woodbine House.
- Hodgdon, L. A. (1999). *Visual strategies for improving communication*. Michigan: QuirkRoberts Publishing.
- Howlin, P. (1998). *Children with Autism and Asperger Syndrome: A guide for practitioners and carers*. Chichester, NY: John Willey.
- Jackson, L. (2002). *Freaks, geeks and Asperger Syndrome: A user guide to adolescence*. London: Jessica Kingsley.
- Kanner L. & Eisenberg, L. (1956). Early infantile autism 1943–1955. *American Journal of Orthopsychiatry*, 26: 556–66.
- Keenan, M., Kerr, K., & Dillenburger, K. (2000). *Parents' education as autism therapists: Applied Behavior Analysis in context*. London, Philadelphia: Jessica Kingsley.
- Klin, A., Volkmar, F. R., & Sparrow, S. S. (2000). *Asperger Syndrome*.

- Koegel, R. L., & Koegel, L. K. (1995). Teaching children with autism: Strategies for initiating positive interaction and improving learning opportunities.. Baltimore: Paul H. Brookes.
- Koning, C., & Magill-Evans, J. (2001). Social and language skills in adolescent boys with asperger syndrome. *Autism*, 5, 23–36.
- Kowalski, T. (2002). *The Source for Asperger's Syndrome*, LinguiSystems.
- Laurent, A. C. & Rubin, E. (2004). Emotional regulation challenges in Asperger syndrome and high functioning autism. *Topics in Language Disorders*, 24, 4.
- Marans, W.D., Rubin, E. & Laurent, A. (2005). Addressing social communication skills in individuals with high functioning autism and Asperger Syndrome; Critical priorities in educational programming. In F.R. Volkmar, A. Klin, & R. Paul (Eds.), *Handbook of autism and pervasive developmental disorders (Third Edition)*. New York: John Wiley.
- Marriage, K. J., Gordan, V., & Brand, L. (1995). A social skills group for boys with Asperger's syndrome. *Australian and New Zealand Journal of Psychiatry*, 29, 58–62.
- Quinn, B., & Malone, A. (2000). Pervasive developmental disorder: An altered perspective.
- Rubin, E. & Lennon, L. (2004). Social communication challenges in Asperger syndrome and high functioning autism. *Topics in Language Disorders*, 24, 4.
- Rubin, E. & Laurent, A. C. (2004). Implementing a curriculum-based assessment to prioritize learning objectives in Asperger syndrome and high functioning autism. *Topics in Language Disorders*, 24, 4.
- Savner, J. L., & Smith Myles, B. (2000). Making visual supports work in the home and community: strategies for individuals with Autism and Asperger Syndrome. Shawnee Mission, Kansas: Autism and Asperger Publishing.
- Solomon, M., Goodlin-Jones, B. L., & Ander, T. (2004). A social adjustment enhancement intervention for high functioning autism, asperger's syndrome, and pervasive developmental disorder NOS. *Journal of Autism and Developmental Disorders*, 34, 649–668.
- Tsatsanis, C., Foley, C., & Donehower, C. 2004 Contemporary outcome research and programming guidelines for Asperger syndrome and high-functioning autism. *Topics in Language Disorders*, 24(4), 249–259.
- Tse, J., Strulovitch, J., Tagalakis, V., Meng, L., & Fombonne, E. (2007). Social skills training for adolescents with Asperger syndrome and high-functioning autism. *Journal of Autism and Developmental Disorders*, Online Paper #s10803-006-0343-3.

- Volkmar, F., Klin, A., Schultz, R. Rubin, E. & Bronen, R. (2000). Clinical case conference: Asperger's disorder. *American Journal of Psychiatry*, 157, 2, 262-267.
- Wagner, S. (1999). *Inclusive programming for elementary students with Autism*. Arlington, Texas: Future Horizons.
- Wagner, S. (2002). *Inclusive programming for middle schools students with autism/Asperger's syndrome*. Arlington, TX: Future Horizons.
- Williams, C., & Wright, B. (2004). *How to live with Autism and Asperger Syndrome: Practical strategies for parents and professionals*. London: Jessica Kingsley.
- Wing, L. (1980). *Autistic children: A guide for parents*. London: Constable & Co.
- Winner, M. G. (2000). *Inside out: What makes a person with social cognitive deficits tick?* San Jose, CA: Think Social Publishing.
- Winner, M. G. (2002). *Thinking about you thinking about me*. San Jose, CA: Think Social Publishing.
- Winner, M. G. (2005). *Think Social! A social thinking curriculum for school-age students*. San Jose, CA: Think Social Publishing.