

DISABILITIES

Abraham, M. R., Morris, L. M., & Wald, P. J. (1993). ***Inclusive Early Childhood Education***. Tucson, AZ: Communication Skill Builders.

This book describes the theory and practice of implementing a program that serves the individual needs of normally developing children as well as children with mild to moderate developmental delays.

Alberto, Paul A. and Troutman, Anne C. (2009). ***Applied Behavior Analysis for Teachers***. Upper Saddle River, NJ: Pearson.

The body of the work progresses from identifying a target behavior to collecting and graphing data, selecting an experimental design, conducting a functional analysis, arranging consequences, arranging antecedents, and generalizing behavior change.

Anderson, J.M. (1998). ***Sensory Motor Issues in Autism***. San Antonio, TX: Therapy Skill Builders.

Occupational therapists have collaborated with physical therapists and speech therapists to design activities for children that maximize opportunities for sensory integration and gross-motor, fine-motor, and oral-motor development. This fully illustrated 220-page manual contains: Sensory systems; strategies for modifying activities; activities, games, and songs; easy-to-make equipment; tips for paper and tool selections; proper desk and chair positions.

Appelbaum, MaryIn. (2009) ***How to Handle Hard-to-Handle Preschoolers***. Thousand Oaks, CA: Corwin Press.

User friendly resource for early childhood educators; illustrates ways to help young children to develop the ability to regular their own behavior, solve problems, replace negative behaviors with positive ones, handle their emotions appropriately and succeed in the classroom and in everyday life.

Aspy, Ruth, Ph.D. and Grossman, Barry G., Ph.D. (2008). ***Designing Comprehensive Interventions for Individuals with High-Functioning Autism and Asperger Syndrome: The Ziggurat Model***. Shawnee Mission, KS: Autism Asperger Publishing Company. Features: learner objectives, vocabulary, chapter highlights, chapter review questions, chapter review answers, glossary focusing on the higher functioning population.

Aspy, R. & Grossman, B.G. (2011). ***The Ziggurat Model: A Framework for Designing Comprehensive Interventions for High-Functioning Individuals with Autism Spectrum Disorders***. Shawnee Mission, KS: Autism Asperger Publishing Company.

This version of the critically acclaimed Ziggurat Model also offers a special section on how to integrate it with The Comprehensive Autism Planning System. This book is written explicitly for those who are higher functioning. The book includes assessment tools, case scenarios, and interventions developed with their needs in mind.

Attwood, T., (2004). ***Exploring Feelings: Cognitive Behaviour Therapy to Manage Anger***. Arlington, TX: Future Horizons.

Guide to a highly structured, interesting, and successful approach to encourage the cognitive control of emotions. There is a worksheet and places for comments to share with the student.

Attwood, T., (2004). ***Exploring Feelings: Cognitive Behaviour Therapy to Manage Anxiety***. Arlington, TX: Future Horizons.

Guide to a highly structured, interesting, and successful approach to encourage the cognitive control of emotions. There is a worksheet and places for comments to share with the student.

Bailey, Jon and Burch, Mary. (2010). ***25 Essential Skills and Strategies for the Professional Behavior Analyst***. New York, NY: Routledge Taylor and Francis Group.

Teaches all of the skills one needs to survive and succeed in the professional world; etiquette, negotiation, and using power effectively.

Baker, J. E. (2003). ***Social Skills Training for Children and Adolescents with Asperger Syndrome and Social-Communication Problems***. Shawnee Mission, KS: Autism Asperger Publishing Co.

The majority of this book is dedicated to skills training lessons for students have social skills deficits. Also included are sensitivity training lessons for typical peers to be more accepting of students with special needs.

Balsamo, T. & Rosenbloom, S. (2004). ***Souls: Beneath and Beyond Autism***. New York, NY: McGraw-Hill.

Through the media of photography and writing, this book hopes to educate and inspire by breaking apart stereotypes associated with autism while showing vividly that love is omnipotent in trials and triumphs.

Balsamo, T. & Rosenbloom, S. (2004). ***Souls: Beneath and Beyond Autism***. New York, NY: McGraw-Hill.

This DVD contains images from the book of the same name, set to the Sara Evans song "I Could Not Ask for More." It provides a glimpse into the soul of children with autism, their siblings, parents and caregivers.

Banks, J. (1994). ***All of Us Together: The Story of Inclusion at the Kinzie School***. Washington, DC: Gallaudet University Press.

This book is the story of the Kinzie School from 1982, when the hearing and nonhearing populations were kept in separate parts of the school, to the present in which all students intermingle freely and achieve together.

Barton, E. and Harn, B. (2012). ***Educating Young Children with Autism Spectrum Disorders***. Thousand Oaks, CA.

Drawing on current research and evidence-based practice, the authors discuss the causes of autism and present methods for educating children and assisting their families in supporting the educational process. Included are forms, charts, and activities to help practitioners and families fulfill learning programs. This book will give you insight and tools to make a difference in the learning and lives of students with autism spectrum disorders.

Bazeghi, B. (2003). ***Recipe Handbook of Easy to Use Activities for Teaching Autistic Children and Children with Autism Spectrum Disorders and other Learning Disabilities***. Santa Barbara, CA: Reach Publications.

A new approach for activities, methods, problem solving, and a commercial resource index.

Ben-Arieh, Josefa, and Helen J. Miller. (2009). ***The Educator's Guide to Teaching Students with Autism Spectrum Disorders***. Thousand Oaks, CA: Corwin.

Use this guide to identify students with ASD, organize the classroom; manage time; promote independence, communication, and appropriate behaviors; and select visual strategies, tools, and curriculum resources.

Bernard-Optiz, Vera & HauBler, Anne. (2011). ***Visual Support for Children with Autism Spectrum Disorders***. Shawnee Mission, KS: AAPC Publishing.

Perfect resource for the typical autistic student, who most like is a visual learner. Teaching activities and materials.

Betts, S. W., Betts, D. E., and Gerber-Eckard, L. N. (2007). ***Asperger Syndrome in the Inclusive Classroom: Advice and Strategies for Teachers***. London: UK Jessica Kingsley Publishers, Ltd.

Offers a goldmine of practical strategies that will be of benefit to teachers with or without experience. Offers support and techniques for teachers who work with children with Asperger Syndrome.

Bilmes, J. & Welker, T. (2006). ***Common Psychological Disorders in Young Children: A Handbook for Child Care Professionals***. St. Paul, MN: Redleaf Press.

This resource brings together in one handy reference book the most common psychological disorders—such as ADHD, autism, and -anxiety—that childcare providers encounter. Information on symptoms, behaviors, medications, classroom management, and parent communication is included.

Brack, J. (2004). ***Learn to Move, Move to Learn***. Shawnee Mission, KS: Autism Asperger Publishing Company.

Resource book packed with useful information and engaging sensory integration activities that can be used to support children of diverse ages and abilities.

Brannen, S. J., Cooper, E. B., & others. (2000). ***Developing Educationally Relevant IEPs : A Technical Assistance Document for Speech-Language Pathologists***.

Reston, VA: The Council for Exceptional Children.

This document provides information, based on the final Part B regulations implementing statutory changes made by IDEA '97 that will assist speech-language pathologists in their role in developing the IEP as IEP team members and in implementing those portions of the IEP for which they are responsible.

Cardon, T. A. (2007) ***Initiations and Interactions: Early Intervention Techniques for Parents of Children with Autism Spectrum Disorders***. Shawnee Mission, KS: Autism Asperger Publishing Co.

A host of ideas for parents to help their children on the autism spectrum develop basic communication skills

Cavallaro, C. C., and Haney, M. (2005). ***Preschool Inclusion***. Baltimore, MD: Paul H. Brookes Publishing Co.

Provides field-tested, research-based strategies for including young children with disabilities in early childhood programs.

Chandler, P. A. (1994). ***A Place for Me***. Washington, DC: National Association for the Education of Young Children.

This encouraging, practical book helps teachers and caregivers become aware of the real challenges that inclusion of special needs children in regular early childhood settings can present.

Coleman, J. G. (1999). ***The Early Intervention Dictionary : A Multidisciplinary Guide to Terminology***. Bethesda, MD: Woodbine House.

From *acidosis* to *zygote*, this dictionary defines hundreds of medical, therapeutic, and educational terms commonly used in the early intervention field. Disciplines covered include pediatric medicine, child development, physical and occupational therapy, speech/language therapy, audiology, counseling, child life, social work, education of the hearing and visually impaired, and early childhood general and special education.

Coling, M.C. & Garrett, J.N. (1995). ***Activity-Based Intervention Guide With More Than 250 Multisensory Play Ideas***. Tucson, AZ: Therapy Skill Builders.

Activity-based therapy is an intervention strategy in which goals and objectives are incorporated into various activities that emphasize natural, functional, and meaningful interactions with the environment. When children are engaged in structured activities, such as playing dress-up, finger painting, or helping to

make a snack, they are learning skills in many developmental domains that they can generalize to real-life situations. *Activity-Based Intervention Guide* shows you how to use this approach in your early intervention program.

Cooke, J. (1996). ***Early Sensory Skills***. Bicester, Oxon, UK: Speechmark Publishing Ltd.

A compilation of practical and enjoyable activities for vision, taste, touch and smell, this manual outlines major principles and aims in six easy to follow sections containing basic activities, everyday activities, games and topics to stimulate and develop the senses.

Cooper, John O., Heron, Timothy E. & Heward, William L. (2007). ***Applied Behavior Analysis (2nd edition)***. Upper Saddle River, NJ: Pearson Education Ltd.

Provides a complete description of the principles and procedures needed to systematically change socially significant behavior and to understand the reasons for that change. Includes ways to help students, educators, practitioners acquire conceptual and technical skills necessary to foster socially adaptive behavior in diverse individuals.

Crump, M. (2005). ***No B.O.! The Head-to-Toe Book of Hygiene for Preteens***. Minneapolis, MN: Free Spirit Publishing, Inc.

An entertaining, suggestion filled book for dealing with hygiene issues for preteens dealing with the onset of puberty.

Daniels, E. & Stafford, K. (2002) ***Creating Inclusive Classrooms***. Washington, DC: Children's Resources International, Inc.

A guide for teachers to form partnerships with parents, observe and assess children's performance, develop IEPs, use thematic instruction, locate helpful resources.

Data Research, Inc. (1996). ***Students with Disabilities and Special Education***. Rosemount, MN.

This book was published in response to the need of school administrators and others involved in providing special education services to have a reference available when confronted with any of the multitude of problems in the special education area.

DC:0-3R. (2005). ***DC:0-3R*** Washington, DC: Zero to Three.

Provides clear and specific criteria for all diagnostic categories, explains criteria for identifying Autism Spectrum Disorders, introduces new criteria for disorders of sleep, eating, and relating and communicating, includes checklists for identifying relationship problems and psychosocial and environmental stressors.

Debbaudt, D. (2002). ***Autism, Advocates, and Law Enforcement Professionals***. London: England. Jessica Kingsley Publishers.

Essential information for police and private investigators as it explores the typical behaviors such as running away, unsteadiness, etc.,

Dobbs, J. (2004). ***Kids on Wheels: A Guide to Wheelchair Lifestyle for Parents, Teachers, and Professionals***. Horsham, PA.: Leonard Media Group.

This book is a guide to wheelchair lifestyle for parents, teachers, and professionals.

Dobbs, J. (2004). ***Kids on Wheels: A Young Person's Guide to Wheelchair Lifestyle***. Horsham, PA.: Leonard Media Group.

This book is a young person's guide to wheelchair lifestyle.

Dowling, J. L. and Mitchell, T. C. (2007). ***I Belong***. Ypsilanti, MI: High/Scope Press.

Looks at the core principles of High/Scope's participatory learning approach in which young children actively construct their knowledge of the world through their interaction with people, events, materials, and ideas.

Doyle, B.T. & Iland, E.D. (2004). ***Autism Spectrum Disorders from A to Z: Assessment, Diagnosis...& More!*** Arlington, TX: Future Horizons.

This comprehensive book goes step-by-step through the symptoms, definitions, assessments, and diagnoses of autism spectrum disorders (ASDs). The authors describe ASDs in terms of the parents, teachers, the school system, medical professionals, adult service providers, and private agencies involved. In addition to revealing what parents and professional can expect, this book also provides practical strategies to improve the assessment process and help the child or adult deal with the stress of the evaluations. Finally, they tackle the controversial issues surrounding the causes of ASD and available treatment options.

Doyle, Mary Beth. (2008). ***The Paraprofessional's Guide to the Inclusive Classroom, Working as a Team.*** Baltimore, MD: Paul H. Brooks.

Guide will help schools meet the requirements for highly qualified personnel in every classroom. Helps teachers and paraprofessionals work together to create the most effective inclusive classrooms.

Duker, Pieter, Didden, Robert, and Sigafos. (2004) ***One-to One Training, Instructional Procedures for Learners with Developmental Disabilities.*** Austin, TX: Pro Ed, Inc.

Focuses exclusively on establishing adaptive behaviors using a structured one-to-one format.

Eckenrode, L., Fennell, P., & Hearsey, K. (2003). ***Tasks Galore.*** Raleigh, NC: Tasks Galore.

First in a series of three, *Tasks Galore* has creative ideas for teachers, therapists, and parent, working with exceptional children. Along with the pictorial series of multi-modal tasks this book assists in creating a fun and meaningful collection of your own tasks and helps children feel successful.

Eckenrode, L., Fennell, P., & Hearsey, K. (2004). ***Tasks Galore For the Real World.*** Raleigh, NC: Tasks Galore.

This is the second installment of the *Tasks Galore* series and is designed for teachers, therapists, and parents. This book includes over 240 photos of highly organized, multi-modal tasks that emphasize functional skills needed for daily living. This book is also a valuable tool in preparing your exceptional student for the "real world."

Eckenrode, L., Fennell, P., & Hearsey, K. (2005). ***Tasks Galore: Making Groups Meaningful.*** Raleigh, NC: Tasks Galore.

This is the third book in the *Tasks Galore* series, it includes full color photographs that help teachers, parents, and therapists apply structured teaching techniques to classroom groups and other school activities such as, music, dance, and physical education as well as home parties.

Epstein, R. (2000). ***The Big Book of Stress Relief Games.*** New York, NY: McGraw-Hill.

These quick games, exercises and activities provide fast, fun stress relief whenever and wherever it is needed.

Ernsberger, L., & Wendel, D. (2007). ***Girls Under the Umbrella of Autism Spectrum Disorders.*** Shawnee Mission: KS. Autism Asperger Publishing Company.

Full of techniques for parents and caregivers of autistic spectrum disordered girls.

Ernsperger, L. & Stegen-Hanson, T. (2004). ***Just Take A Bite: Easy, Effective Answers to Food Aversions and Eating Challenges.*** Arlington, TX: Future Horizons, Inc.

This book is written for parents and professionals working with children with food aversions and eating challenges. The authors provide clear and concise strategies and practical lessons for assisting children in eating a balanced diet.

Flodin, Mickey. (1994). ***Signing Illustrated: The Complete Learning Guide.*** NY, NY: Berkley Publishing Group.

Over 1350 signs, clear illustrations, accurate descriptions, concise format, signing basics.

Flowers, T. (1992). ***Reaching the Child with Autism through Art.*** Arlington, TX: Future Education.

Too often children with autism are "left out" of art class because they are difficult to reach. The experiences in the Artistic Autistic have been "Autism Tested" and given the "lick, sniff, twiddle" seal of approval by children with autism everywhere.

Fouse, B. & Wheeler, M. (1997). ***A Treasure Chest of Behavioral Strategies for Individuals with Autism.*** Arlington, TX: Future Horizons, Inc.

This resource manual applies theory and best practices in behavior management to individuals with autism.

Foxman, Paul. (2004). ***The Worried Child: Recognizing Anxiety in Children and Helping Them Heal.*** Alameda, CA: Hunter House.

This guide covers the importance of adequate rest, sleep, and exercise and provides detailed lists, skill exercises, sample dialogues, and case studies.

Ginsberg, D. (2002). ***Raising Blaze.*** NY, NY: HarperCollins Publishers, Inc.

A mother's journey through the educational maze with her "square peg" son.

Gilpin, R. W. (1993). ***Laughing and Loving with Autism.*** Arlington, TX: Future Education, Inc.

This book contains a collection of "real life" warm and humorous stories.

Gagnon, E., & Myles, B. (1999). ***This is Asperger Syndrome.*** Shawnee Mission, KS: Autism Asperger Publishing Co.

Experience the world from the perspective of a young child with Asperger Syndrome.

Gould, P. & Sullivan, J. (1999). ***The Inclusive Early Childhood Classroom: Easy Ways to Adapt Learning Centers for All Children.*** Beltsville, MD: Gryphon House.

This book suggests different ways to approach classroom design and daily routines so all children can be successful. Six categories of needs are addressed: developmental delays, orthopedic disabilities, autism/PDD, ADHD/behavioral issues, motor planning problems, and visual impairments.

Gorman, J. C. (2004). ***Working with Challenging Parents of Students with Special Needs.*** Thousand Oaks, CA: Corwin Press.

Presents research and discusses the reasons behind particular problems, followed by clear main strategies to the problems and actions to avoid.

Gray, C., & White, A. L. (2002). ***My Social Stories Book*** London: England, Philadelphia: PA. Jessica Kingsley Publishers

Takes children step by step through boring basic daily activities, personal hygiene issues, going to school, shopping, the doctor

Gray, C. (2000). ***The New Social Story Book—Illustrated Edition***. Arlington, TX: Future Horizons, Inc.

Children and adults with autistic spectrum disorders struggle to read, interpret and respond effectively to their social world. Social Stories address this social confusion by requiring parents and professionals to first stop and consider the situation from the perspective of the child or adult with ASD and then to identify and share information that may be missing with a Social Story.

Greenspan, S. & Wieder, S. (1998). ***The Child with Special Needs***. US: DeCapo Press.

An individualized approach to each child and their strengths, weaknesses, similarities as a special needs child. Helps to remove the focus from special needs to individualized needs.

Grisham-Brown, J., Hemmeter, M. L., and Pretti-Fronczak, K. (2005). ***Blended Practices for Teaching Young Children in Inclusive Settings***. Baltimore, MD: Paul Brookes Publishing Co.

What teachers need to bridge the gap between special and general education. Helps teachers ensure that all of their students are progressing toward positive outcomes.

Gutstein, S. E. (2000). ***Autism Aspergers: Solving the Relationship Puzzle***. Arlington, TX: Future Horizons, Inc.

This book describes Relational Development Intervention that takes social skills teaching to the next level of steering children with autism onto a path of self discovery and social awareness.

Guyer, B.P. (Ed.). (2000). ***ADHD: Achieving Success in School and in Life***. Boston, MA: Allyn & Bacon.

Written by experts in the field of ADHD, the chapters are written in a clear style easily understood by professionals, teachers, and parents. There are several case studies in most chapters, making the topics more concrete and realistic. Specific teaching techniques are recommended so that the reader may more easily adapt theory into practice and experience success more quickly.

Haddon, M. (2003). ***The Curious Incident of the Dog in the Night-time***. NY: NY. Vintage Books, a division of Random House.

A novel dealing with the insights of a young autistic man garnered from the death of a neighborhood dog.

Harris, S. L. & Handleman, J. S. (1994). ***Preschool Education Programs for Children with Autism***. Austin, TX: Pro-Ed.

This book contains detailed descriptions of ten different settings for young children with autism. It serves to sensitize the reader to the variables that must be considered in the creation of a classroom, possible solutions to problems, and methods of measuring progress to document the efficacy of one's interventions.

Heiman, H. (2007). ***Running on Dreams***. Shawnee Mission: KS. Autism Asperger Publishing Co.

A moving account of two young men as they move through the adolescent world of firsts: first date, being cool, familial pressure to succeed.

Henry, S. & Myles, B. S.. (2007) ***The Comprehensive Autism Planning System (CAPS) for Individuals with Asperger Syndrome, Autism, and Related Disabilities: Integrating Best Practices Throughout the Student's Day***. Shawnee Mission: KS. Autism Asperger Publishing Co.

Gives teachers the organizing tools they need to take advantage of teachable moments during the day. General enough to allow for scheduling of any active teaching goal.

Holbrook, M. C., Editor. (1996). ***Children with Visual Impairments--A Parent's Guide***. Bethesda, MD: Woodbine House, Inc.

This book answers many of the most important questions of families of children with visual impairments. It is designed to help parents feel better equipped to raise their child.

Hudson, J. & Coffin, A. B. (2007). ***Out and About. Preparing Children with Autism Spectrum Disorders to Participate in Their Communities***. Shawnee Mission: KS. Autism Asperger Publishing Co.

A hands-on guide for parents and professionals to assist children in mapping out their trips within the community.

Hundert, Joel. (2009). ***Inclusion of Students with Autism***. Austin, TX: Pro-Ed., Inc. How to use ABA-Based supports in general education.

Isbell, C. & Isbell, R. (2005) ***The Inclusive Learning Center Book for Children with Special Needs***. Beltsville, MD: Gryphon House.

Brings a fully included classroom together. Includes adaptations for learning centers, adaptations for speech/language students, developmentally or physically challenged students.

Isbell, C. & Isbell, R. (2007) ***Sensory Integration***. Beltsville, MD: Gryphon House.

Helps to identify children with sensory integration issues, explains SI, provides practical solutions to meet the needs of individual children

Jackson, Luke, (2002, 2006). ***Freaks, Geeks, & Asperger Syndrome***. London, England & Philadelphia, PA: Jessica Kingsley Publishers.

Gives guidance on bullying, friendship, when and how to tell others about AS, problems at school, the adolescent era.

Janzen, J. E. (1996). ***Understanding the Nature of Autism: (2nd ed.)***. Austin, TX: Hammill Institute on Disabilities.

This book is the revision of the landmark 1996 book. This book expands on the first addition and has incorporated new research in used to support individuals is ASD.

Johnson, A. M. & Susnik, J. (1995) ***Social Skills Stories : Functional Picture Stories for Readers and Non-Readers K-12 & More Social Skills Stories*** (1996) Solana Beach, CA ::Mayer-Johnson LLC.

A series of short social skill stories that depict the use of appropriate and inappropriate use of communication and social skills.

Johnson-Tyler, J. (2007). ***The Mom's Guide to Asperger Syndrome***. Shawnee Mission, KS : Autism Asperger Publishing Company.

A hand book for parents to guide them through the educational, social, and behavioral networks of AS children.

Kabot, Susan, Ed.D., CCC-SLP * Reeve, Christine, Ph.D., BCBA-D. (2010). ***Setting Up Classroom Spaces That Support Students with Autism Spectrum Disorders***. Shawnee Mission, KS : APC.

Answers the questions of how and why to set up classrooms with the environmental supports needed.

Kaweski, W., (2011). ***Teaching Adolescents With Autism***. Thousand Oaks, CA: Corwin.

This book offers secondary teachers practical strategies and heartfelt insights based on his extensive experience as an autism specialist, inclusion coordinator, and father of a son with Asperger syndrome.

Klein, M.D., Cook, R.E. & Richardson-Gibbs, A.M. (2001). ***Strategies for Including Children with Special Needs in Early Childhood Settings***. Albany, NY: Delmar.

This practical, hands-on text is required reading for early childhood professionals who work with children with special needs. It includes information on the most common disabilities, including cerebral palsy, Down syndrome, autism, visual impairment, and behavior disorders, as well as strategies and activities to facilitate the children's participation in all components of the daily routine. It also shows how to adapt common early childhood activities for children of varying abilities to maximize their success.

Kliewer, C. (2008). ***Seeing All Kids as Readers: A New Vision for Literacy in the Inclusive Early Childhood Classroom***. Baltimore, MD: Paul H. Brookes Publishing.

For young children with moderate to severe disabilities, developing literacy skills can lead to more active and fulfilling membership in society. This book presents an innovative social model of literacy to enrich the skills of children with and without disabilities.

Kluth, Paula and Schwarz, Patrick. ((2008). ***“Just Give Him the Whale!”*** Baltimore, MD: Paul H. Brooks.

Teachers will discover ways to help their students learn standards-based academic content, develop social connections, minimize anxiety, expand communication skills. (two copies)

Koegel, Robert L. and Koegel, Lynn Kern. ((2006). ***Pivotal Response Treatments for Autism***. Baltimore, MD: Paul H. Brooks Publishing Company.

Uses natural learning opportunities to target and modify key behaviors in young children with autism, leading to widespread positive effects on communication, behavior, and social skills.

Koomer, J. & Szklut, S. (2005). ***Answers to Questions Teachers Ask About Sensory Integration***. Las Vegas, NV: Sensory Resources.

This book contains an extensive and easy-to-use set of checklists and other tools invaluable to those who work with children with sensory challenges.

Kranowitz, C. S. ***Getting KIDS in Sync (Video)***. Las Vegas, NV: Sensory Resources.

This video offers sensory-motor activities to help children develop body awareness and integrate their senses.

Kranowitz, C. S. (2003). ***The Out-of-Sync Child Has Fun: Activities for Kids with Sensory Integration Dysfunction***. New York, NY: Penguin Putnam Inc.

Carol Kranowitz knows that parenting and educating an out-of-sync child doesn't always feel like fun and games. She also knows that fun and games can be an important part of helping children strengthen their sensory processing skills. This book features more than 100 playful activities that are sensory motor appropriate.

Kranowitz, C. S. (1998). ***The Out-of-Sync Child: Recognizing and Coping with Sensory Integration Dysfunction***. New York, NY: Berkley Publishing Group.

This guide offers comprehensive, easily understood information on Sensory Integration Dysfunction—and a drug-free treatment approach—for children who need help.

Kranowitz, C. S. (2000). ***The Out-of-Sync Child: Recognizing & Coping with Sensory Integration Dysfunction (Video)***. Las Vegas, NV: Sensory Resources.

The informative and clearly presented video guide to Dysfunction in Sensory Integration (DSI) provides a drug-free approach that offers new hope for parents.

Kumin, L. (1994). ***Communication Skills in Children with Down Syndrome: A Guide for Parents***. Bethesda, MD: Woodbine House.

This book provides parents with a wealth of information about speech and language development in young children with Down syndrome. Parents learn what to expect as communication skills progress from infancy through early adolescence, how Down syndrome can affect those skills, and what they can do to help maximize their child's potential in this crucial area of development.

Leon-Guerrero, RinaMarie & Martin, Jaime. (2011). ***Show Me the Data! Data-Based Instruction Decisions Made Simple and Easy***. Shawnee Mission, KS: APC.

Data sheets targeting adaptive, behavior, cognitive, communication, general, motor, routines/directions and social skills.

Lindbert, J.A., Walker-Wied, J. & Beckwith, K.M. (2006). ***Common-Sense Classroom Management for Special Education Teachers Grades K-5***. Thousand Oaks, CA: Corwin.

This practical guide gives teachers simple strategies for organizing their classrooms and pacing their day to ensure that learners with special needs experience success.

Linder, Toni W. (2008). ***Transdisciplinary Play-based Intervention***. Baltimore, MD: Paul H. Brookes Pub.

Create customized play-based interventions that help children make real progress across four domains—sensorimotor, emotional and social, communication, and cognitive.

Lougy, Richard, DeRuvo, Silvia, and Rosenthal, David, MD. (2007) ***Teaching Young Children with ADHD***. Thousand Oaks, CA: Corwin Press.

Provides general education teachers with a solid understanding of ADHA, detailed descriptions of how it manifests in preschool and the primary grades, and research-based approaches for designing and adapting instruction to meet the needs of all young children.

Lowell, J. & Tuchel, T. (2005). ***My Best Friend Will***. Shawnee Mission, KS: Autism Asperger Publishing Company.

Through wonderful photographs, My Best Friend Will shows the power and value of friendship through the eyes of a fifth grader.

Maguire, A. (2000). ***Special People, Special Ways***. Arlington, TX: Future Horizons, Inc.

This book presents a positive image of person with disabilities. It shares the message that even though each of us may have something different about us, we share many commonalities.

Mah, Ronald. (2007). ***Difficult Behavior in Early Childhood: Positive Discipline for PreK-3 Classrooms and beyond***. Thousand Oaks, CA: Corwin.

The author assists teachers in observing and understanding children so that they can respond appropriately to difficult behaviors, and enable children to make good behavioral choices for themselves.

Maurice, C. (1996). ***Behavioral Intervention for Young Children with Autism: A Manual for Parents and Professionals***. Austin, TX: Pro-Ed.

This manual gives the reader concrete information on how to evaluate treatment options and differentiate scientifically validated interventions from fads and “miracle cures”; assess children's skills, needs, and progress, teach children a wide variety of skills; and determine who is competent to deliver and supervise behavioral intervention.

McWilliam, R. A. & Casey, A. M. (2008). ***Engagement of Every Child in the Preschool Classroom***. Baltimore, MD: Paul H. Brookes Publishing.

This book provides concrete strategies to help reduce wasted time and misbehavior, encourage developmental progress, maximize classroom efficiency and engagement, write functional classroom goals, and integrate therapy into classroom routines.

Moore, S. T. (2002). ***Asperger Syndrome and the Elementary School Experience: Practical Solutions for Academic & Social Difficulties***. Shawnee Mission, KS: Autism Asperger Publishing Co.

This book describes practical solutions for addressing academic and social needs of elementary-aged children with Asperger Syndrome. Forms, checklists and other visuals make these helpful ideas easy to implement.

Myles, B. S. & Adreon, D. (2001). ***Asperger Syndrome and Adolescence: Practical Solutions for School Success***. Shawnee Mission, KS: Autism Asperger Publishing Co.

This book provides an overview as to the challenges that many learning with Asperger Syndrome face as they enter their teens. It provides easy to implement solutions for teachers, aides, parents and who work with these emerging adults.

Myles, B. S. & Simpson, R. L. (1998). ***Asperger Syndrome: A Guide for Educators and Parents***. Austin, TX: Pro-Ed.

This book provides an overview and definition of Asperger Syndrome and information concerning educational assessment, basic academic support measures, social and behavior management methods, and information and suggestions for helping children with Asperger Syndrome.

Myles, Brenda Smith, Trautman, Melissa, L., & Schelvan, Ronda L. (2004). ***The Hidden Curriculum: Practical Solutions for Understanding Unstated Rules in Social Situations***. Shawnee Mission, KS: APC.

Help for individuals with social-cognitive difficulties make sense of unspoken rules and expectation that govern how we interact with others in everyday life.

Neisworth, J. T. & Wolfe, P. S. (2005). ***The Autism Encyclopedia***. Baltimore, MD: Paul H. Brookes Publishing.

Synonyms and relevant cross-references are included for terms related to autism spectrum disorders. Two appendices describe assessment tools and curricula and list autism-related study centers and organizations.

Oelwein, P. L. (1995). ***Teaching Reading to Children with Down Syndrome: A Guide for Parents and Teachers***. Bethesda, MD: Woodbine House.

This book describes a nationally known reading program that ensures success for children with Down Syndrome by presenting lessons which are both imaginative and functional and can be tailored to meet the needs of each student.

Ostrosky, M. & Sandall, S. (Editors). (2001). ***Teaching Strategies: What to do to Support Young Children's Development***. Denver, CO: Division for Early Childhood.

This monograph describes several approaches that will help teachers become more responsive to young students with disabilities, including enhancing children's vocabulary, embedding learning opportunities across the day, increasing the complexity and duration of appropriate behavior, and using time delay to teach important skills and activities.

Paasche, C.L., Gorrill, L. & Strom, B. (2004). ***Children With Special Needs in Early Childhood Settings: Identification, Intervention, Inclusion***. Clifton Park, NY: Delmar Learning.

This text covers the spectrum of conditions, disabilities, syndromes and other types of developmental differences that teachers and caregivers may encounter in children from infancy through age eight. For each disability or condition, a very concise definition is presented in straightforward language. Following the definition is a wealth of information in an easy-to-follow column format. Particular emphasis is placed on finding effective ways to include the children with special needs in the group. Suggested Web sites at the end of each section offer further opportunity for research.

Packer, A. J. (1992). ***Bringing Up Parents: The Teenager's Handbook***. Minneapolis, MN: Free Spirit Publishing.

Straight talk, specific suggestions, lots of ideas and laughs for helping you raise parents that act like adults.

Papolos, D. & J. (2002). ***The Bipolar Child: The Definitive and Reassuring Guide to Childhood's Most Misunderstood Disorder***. New York, NY: Broadway Books.

This book describes the diagnosis and treatment, genetic and psychological aspects, and living and coping with bipolar disorder.

Quill, K. A. (2000). ***Do-Watch-Listen-Say: Social and Communication Intervention for Children with Autism***. Baltimore, MD: Paul H. Brookes Publishing Co.

Backed by research-based methodology, this comprehensive assessment and intervention guide features an assessment tool along with hundreds of creative ideas to promote social and communication skills; also included are guidelines for designing and implementing intervention plans.

Rief, S. F. (1993). ***How to Reach and Teach ADD/ADHD Children***. West Nyack, NY: The Center for Applied Research in Education.

This resource is packed with classroom-tested techniques and practical know-how for helping children with attention deficit disorders--with or without hyperactivity. Focusing on the "whole child" and a team approach, this book helps you guide these children toward academic as well as personal success.

Riffel, Laura A. (2011). ***Positive Behavior Support at the Tertiary Level: Red Zone Strategies***. Thousand Oaks, CA: Corwin.

Laura A. Riffel describes in teacher-friendly terms how to use this model to create an intervention plan to modify behavior that disrupts learning.

Sakai, K. (2005). ***Finding Our Way***. Shawnee Mission, KS: APC Publishing Company.

A mother's story of finding practical solutions for creating a supportive home and community for the AS family. Tips for dealing with community situations, parent/AS child/school relationships.

Sandall, S. & Smith, B.J Askew, L., Hemmeter, M.L., (2005). ***DEC Recommended Practices Workbook***. Missoula, MT: Division for Early Childhood.

This workbook is the companion to the *DEC Recommended Practices* and is designed to help every practitioner and every program that provides services to young children. This workbook is a ready-to-use tool to assess, evaluate, and plan changes that will ensure high-quality services for young children with disabilities and other special needs.

Sandall, S., McLean, M. E., & Smith, B. J. (2000). ***DEC Recommended Practices in Early Intervention/Early Childhood Special Education***. Denver, CO: Division for Early Childhood.

This book bridges the gap between current research and practice, offering much-needed guidance to parents and professionals who work with young children with disabilities. Topics covered include child-focused interventions, family-based practices, interdisciplinary models, learning environments, assessment, and more.

Sandall, S. & Ostrosky, M. (2000). ***Natural Environments and Inclusion***. Denver, CO: Division for Early Childhood.

This monograph addresses the importance of natural environments and inclusion and includes provisions of early intervention, strategies for implementing inclusive environments within natural settings, ways to ensure that preschools nurture positive attitudes and provide valuable experiences, and examples of state and legal regulations that clarify changes in early intervention.

Sandall, Susan R. and Schwartz, Ilene S. (2008). ***Building Blocks for Teaching Preschoolers with Special Needs (2nd edition)***. Baltimore, MD: Paul H. Brookes Publishing Company.

Lifeline for every preschool teacher, especially those new to inclusion. The key to fully including children with disabilities in early childhood classrooms.

Santomauro, J. & D. (2007). ***Asperger Download: A Guide to Help Teenage Males with Asperger Syndrome Tackle Life's Challenges***. Shawnee Mission, KS: Autism Asperger Publishing Company.

Mother-son team provides enlightening insights into the teenage years of a young man with Asperger Syndrome accompanied by comments by his mother.

Schwarz, Patrick & Kluth, Paula. (2007). ***You're Welcome***. Portsmouth, NH: Heinemann.

Three handbooks: Differentiation instruction in the inclusive classroom, Collaboration and Teaming in the inclusive classroom, and Positive and peaceful behavior supports for the inclusive classroom.

Shapiro, Bruce K., MD and Accardo, Pasquale J., MD. (2008). ***Autism Frontiers: Clinical Issues and Innovations***. Baltimore, MD: Paul H. Brookes Publishing Company.

Brings together the biggest names in autism research to examine the most important medical and clinical issues related to this complex spectrum of disorders. Give clinician in-depth, up-to-date, and readily applicable research and insight on the pressing issues, i.e. early intervention, labeling and diagnosis.

Shapiro, Lawrence E. (2010). ***The ADHD Workbook for Kids: Helping Children Gain Self-confidence, Social Skills & Self-control***. Oakland, CA: Instant Help.

All kids with attention-deficit hyperactivity disorder (ADHD) want to manage their symptoms in order to get along better with others, build confidence, and succeed in school, but most don't have the skills they need to get their impulsive behavior under control. **The ADHD Workbook for Kids** offers a simple way to help children with ADHD learn these critical skills in just ten minutes a day.

Simpson, Richard L. and Myles, Brenda Smith. (2008). ***Educating Children and Youth with Autism***. Austin, TX: Pro-Ed, Inc.

Strategies in effective practice, definitions, diagnosis, instructional methods social interactions.

Small, M. & Kontente, L. (2003). ***Everyday Solutions: A Practical Guide for Families of Children with Autism Spectrum Disorders***. Shawnee Mills: KS. APC Publishing Company.

A landmark book for suggestions for caregivers and their dealing with AS children. Filled with practical solutions to everyday problems, including the isolation of parents.

Snell, Martha E. & Janney Rachel. (2005). ***Collaborative Teaching (2nd edition)***. Baltimore, MD: Paul H. Brookes Publishing.

Easy to use guide helps teachers form and maintain effective collaborative teams that stimulate students' academic progress and promote positive social behavior.

Streissguth, A. (1997). ***Fetal Alcohol Syndrome***. Baltimore, MD: Paul H. Brookes Publishing Co.

Topics included in this book are diagnosis, teratology and brain damage, physical and behavioral manifestations, education, services for high-risk mothers, employment and advocacy, and public policy.

Taylor, J. F. (2006). ***The Survival Guide for Kids with ADD or ADHD***. Minneapolis, MN: Free Spirit Publishing.

Book is written for school age students to help them manage their day at home, at school, and with friends. Suggestions for dealing with feelings and guidelines for understanding medication they may be taking.

Twachtman-Cullen, D. (2000). ***How to be a Para Pro: A Comprehensive Training Manual for Paraprofessionals***. Higganum, CT: Starfish Specialty Press.

For paraprofessionals working with children with autism, this provides examples, anecdotes and practical strategies; categories of educational support; reproducible data and record-keeping forms; take home messages; and bottom line statements.

Wall, K. (2004). ***Special Needs and Early Years, 2nd edition***. Thousand Oaks, CA: Paul Chapman Publishing.

Covers the full range of new SEN and early years initiatives and legislation, current examples of good practice, updated information on interagency issues and working with parents.

Waltz, M. (1999). ***Pervasive Developmental Disorders: Diagnosis, Options and Answers***. Arlington, TX: Future Horizons, Inc.

This book is for parents (or newly diagnosed adults) who struggle with this neurological condition. Medications, therapies, and education techniques can address symptoms and improve the lives of people with PDD.

Weber, J. D. (2000). ***Children with Fragile X Syndrome, A Parent's Guide***. Bethesda, MD: Woodbine House, Inc.

This book is a guide to helping families understand their child's strengths and weaknesses and know where to seek help and expertise.

Webber, Jo and Scheuermann. (2008). ***Educating Students with Autism: A Quick Start Manual***. Austin, TX: Pro-Ed.

Book for all individuals who have the responsibility of teaching children and youth with autism. Especially designed for educators who need guidance to plan, organize, implement, and monitor an educational program.

Wehman, Paul, Smith, Marcia Datlow, & Schall, Carol. (2009). ***Autism & the Transition to Adulthood: Success Beyond the Classroom***. Baltimore, MD: Paul H. Brookes Publishing Company.

Guide to conduct successful assessment, implementation of positive behavior support, community-based instruction, SS disability benefits, college prep, supported/customized employment strategies.

Weyandt, L. L. (2001). ***An ADHD Primer***. Needham Heights, MA: Allyn & Bacon.

This book is packed with current, practical and useful information. It is geared towards classroom teachers and other educators. It provides a comprehensive summary of the literature concerning ADHD across the lifespan while also addressing assessment, diagnosis and treatment issues.

Whalen, Christina. (2009). ***Real Life, Real Progress: for Children with Autism Spectrum Disorders***. Baltimore, MD: Paul H. Brookes Publishing Company.
Teaching guide for educators using generalization for autistic individuals.

Wheeler, M. (2004). ***Toilet Training for Individuals with Autism & Related Disorders***. Arlington, TX: Future Horizons, Inc.
This book offers effective strategies for teaching toileting skills.

Wheeler, M. & Pratt, C. (1996). ***Record Book for Individuals with Autism***. Bloomington, IN: Indiana Resource Center for Autism.
This book provides forms for an easy and organized method for documenting information about a child's progress in such areas as developmental milestones, sensory interests, diagnostic and medical history, and social skill development.

Whitaker, P. (2001). ***Challenging behaviour and autism: Making sense—making progress***. London: The National Autistic Society.
This book offers practical strategies for preventing or managing challenging behaviour. The book's core message can be summed up in a single phrase: to change a child's behaviour you need to be able to make sense of that behavior—an making sense of that behaviour means making sense of his or her autism.

Widerstrom, A. (2005). ***Achieving Learning Goals Through Play***. Baltimore, MD: Paul H. Brooks Publishing Company.
Ready to use strategies for weaving individual learning goals into play activities.

Williams, K.E. & Foxx, R.M. (2007). ***Treating Eating Problems of Children with Autism Spectrum Disorders and Developmental Disabilities***. Austin, TX: Pro-Ed.
This is a two-part book written for caregivers and professionals who work with children with feeding problems. It presents behavioral interventions and approaches on solving a child's resistance to eating. The behavioral interventions and procedures presented in this book can also be integrated into oral motor or dysphagia therapy. Includes references and brief descriptions.

Williams, M. S. & Shellenberger, S. (2001). ***Take Five! Staying Alert at Home and School***. Albuquerque, NM: TherapyWorks, Inc.
This book shares activities to support optimal alertness to enhance daily routines and provide sensorimotor strategies for self-regulation.

Willis, C. (2006). ***Teaching Young Children with Autism Spectrum Disorders***. Beltsville, MD: Gryphon House, Inc.
Straightforward, easy to understand guide to working with children who have autism. Explains major characteristics associated with autism and helps teachers understand the ways children with autism relate to the world.

Winebrenner, S. (1996). ***Teaching Kids with Learning Difficulties in the Regular Classroom***. Minneapolis, MN: Free Spirit Publishing, Inc.
This practical guide presents a rich and varied menu of options, strategies and teacher-tested techniques to help reach students with learning difficulties in every classroom. It has more than 50 reproducible forms and handouts that will benefit all of your students.

Winner, M. G. (2005). ***Strategies for Organization: Preparing for Homework and the Real World***. Kentwood, MI: The Gray Center for Social Learning and Understanding.

Author uses warm style to explain different types of organizational tasks, how to help students focus more on their strengths than their weaknesses which approaching a homework assignment. Presents 10 steps for organizing and producing homework.

Wolery, R. A. & Odom, S. (2000). ***An Administrator's Guide to Preschool Inclusion***. Chapel Hill: University of North Carolina, FPG Child Development Center, Early Childhood Research Institute on Inclusion.

The purpose of this guide is to address some of the issues raised by administrators in inclusive settings, including barriers, practical strategies, and illustrations of how to make high quality early childhood inclusion a reality.

Wolfberg, P. J. (2003). ***Peer Play and the Autism Spectrum: The Art of Guiding Children's Socialization and Imagination***. Shawnee Mission, KS: Autism Asperger Publishing Company.

This is a user-friendly resource for parent and educators who understand that quality intervention for young children with autism must include play.

Wood, Karren Ikeda and Youcha, Victoria. (2009). ***The ABCs of the ADA: Your Early Childhood Program's Guide to the Americans with Disabilities Act***. Baltimore, MD: Paul H. Brookes Publishing Company.

Offers to directors and managers of early childhood programs: requirements of ADA, development of policies, procedures and program materials to meet ADA requirements, helps them to program staff, parents to accept inclusive practices, makes accommodations, meet the needs of children with chronic health conditions.