

**New Library Resources
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DSA 029 Kluth, P. (Producer). (2012). *You're going to love this kid! A professional development package for teaching students with autism in the inclusive classroom* [DVD]. (Available from <http://www.brookespublishing.com/cgi-bin/quikstore.pl>)

This 55-minute video walks viewers through the what, why, and how of honoring and supporting all learners. Contained are clips of real teachers in successful inclusive classrooms and interviews, along with sample professional development plans, teaching strategies, and forms/checklists for evaluating practices and plan supports.

DSA 030 Buron, K. D. (2007). *A "5" could make me lose control! An activity-based method for evaluating and supporting highly anxious students*. Shawnee Mission, KS: Autism Asperger Publishing.

This activity book provides hands-on activities to help students who are highly anxious cope with their stress by classifying social and emotional information and analyzing how best to act.

DSA 039 Kluth, P., & Kluth, V. (2010). *A is for "All Aboard!"* Baltimore: Paul H. Brookes.

This book fosters literacy using trains, a popular interest of children with autism. Filled with vibrant, engaging, and uncluttered art, the book is written for children of all reading levels, with vocabulary ranging from basic concepts to special train jargon.

DSA 049b Gray, C. (1994). *Comic strip conversations: Illustrated interactions that teach conversation skills to students with autism and related disorders*. Arlington, TX: Future Horizons.

This book combines stick-figures with "conversation symbols" to illustrate what people say and think during conversations.

DSA 059 The Do2Learn Team. (2010). *Learning social skills: A conversation workbook*. Raleigh, NC: Do2Learn.com.

This workbook helps teens and young adults master basic conversational skills that will allow them to navigate in real world situations. Topics are broken down into individual skills and are accompanied by activities that reinforce what has been learned.

DSA 061 Baker, J. (Producer). (2007). *Social skills training and frustration management: A dynamic and comprehensive presentation for parents and professionals working with individuals with social difficulties* [DVD]. Arlington, TX: Future Horizons.

This 4.5 hour DVD addresses how to effectively de-escalate meltdowns, prevent problems with comprehensive behavior plans, increase motivation to learn social skills, develop strategies to teach and generalize skills, create accepting peer environments, and prevent bullying.

DSA 068 Henry, K.A. (2010). *How do I teach this kid to read? Teaching literacy skills to young children with autism, from phonics to fluency*. Arlington, TX: Future Horizons.

This book presents simple instructional strategies that can be used to help develop early literacy skills in young children with autism. Included are units on phonemic awareness, vocabulary, comprehension, and fluency.

DSA 069 Killion, W.K. (2003). *Functional independence skills handbook: Assessment and curriculum for individuals with developmental disabilities*. Austin, TX: Pro-Ed.

This handbook offers an assessment and 421 specific lessons targeted to teach in the domains of adaptive behavior, affective (emotional) skills, cognitive abilities, sensorimotor skills, socialization skills, speech/language skills, and vocational skills.

DSA 073 Behavioral Intervention Association (Producers). (2000). *Embracing play: Teaching your child with autism* [DVD]. Bethesda, MD: Woodbine House.

This DVD teaches parents how to keep a child with autism engaged through play. This video shows play sessions between parent or professional and child. Using a technique called *Object Focused Play*, developed by the Behavioral Intervention Association, the video teaches parents how to use toys to capture a child's attention and initiate learning.

DSA 074 Cohn, A. (2007). *Constipation, withholding, and your child: A family guide to soiling and wetting*. Philadelphia: Jessica Kingsley.

This book is a positive, accessible guide to dealing with common toileting problems in young children. It examines the different causes and provides practical techniques and strategies to help children overcome these problems.

DSA 076 Myles, B.S. (Producer). (2005). *The hidden curriculum: Teaching what is meaningful* [DVD]. Shawnee Mission, KS: Autism Asperger Publishing Company.

Using everyday examples, this 46-minute DVD emphasizes the importance of teaching hidden curriculum items directly to individuals with autism spectrum disorders and social-cognitive challenges.

DSA 084 O'Brien, M., & Daggett, J. A. (2006). *Beyond the autism diagnosis: A professional's guide to helping families*. Baltimore, MD: Paul H. Brookes.

This book serves as a guide for those interacting with autistic children and their caregivers. It aims to help readers improve the assessment and intervention process, demystify assessment results for parents, communicate accurately and sensitively, avoid misunderstandings, assist families in choosing and evaluating intervention services, and help families manage short- and long-term issues.

DSA 087 Mueller, M.M., & Nkosi, A. (2009). *Behavior analytic consultation to schools: A comprehensive guide to best practice in the assessment and treatment of severe behavior problems in school settings*. Marietta, GA: Stimulus Publications.

This book provides the first model of consultation to schools derived from the science of Applied Behavior Analysis, serving as a comprehensive guide to assessing and treating severe behavior in school settings. It walks the reader through a best practice series of steps from initial referral through problem elimination.

DSA 092 Breitenbach, M. (2000). *Basic Skills Checklists: Teacher-friendly assessment for students with autism or special needs*. Arlington, TX: Future Horizons.

This assessment tool focuses on pre-academic, readiness, and academic skills expected from learners in the early elementary years. It includes

checklists to serve children with autism and other developmental disabilities.

DSA 094 Porter, J. (2011). *Autism & reading comprehension: Ready-to-use lessons for teachers (Grade levels 1-5)*. Arlington, TX: Future Horizons.

The lessons contained in this book offer animal-themed, whole-group instruction. There are two student worksheets for each of nine animals; each worksheet has four variations and a ready-to-go lesson plan. Printable lesson plans and other resources are provided in the companion CD.

DSA 097 Coulter Video (Producer). (2000). *Asperger syndrome: Success in the mainstream classroom* [DVD]. (Available from www.coultervideo.com)

This 44-minute DVD presents techniques teachers can use to create a positive learning experience for students with Asperger syndrome in the mainstream environment.

DSA 165 Dubin, N. (Producer). (2006). *Being bullied: Strategies and solutions for people with Asperger's syndrome* [DVD]. Philadelphia: Jessica Kingsley.

This DVD describes the various types of peer abuse - taunting, nicknames, damaging property, stealing, and cyber bullying - and the devastating consequences, such as poor self-esteem, low academic achievement, depression, or even suicide.

DSA 193a, 193b, 193c Partington, J.W. (2010). *The Assessment of Basic Language and Learning Skills - Revised: Scoring instructions and IEP development guide*. Pleasant Hill, CA: Behavior Analysts.

This two book set presents the revised version of the ABLLS assessment tool and includes many new task items that were not included in the previous edition. The ABLLS-R is an assessment, curriculum guide, and skills tracking system for children with language delays.

DSA 210 Mueller, M.M. (2010). *The big book of ABA programs: An ABA program and IEP goal for every teachable step in the ABLLS-R*. Marietta, GA: Stimulus Publications.

This book details each of the ABA programs that can be used with dozens of different children. Each program contains specific instructions for data recording and implementation for baseline and ABA teaching. Each is also customizable.

DSA 194 Autism Concepts. (2006). *I'm learning to be me: ABLLS-R task organizer*. Lenexa, KS: Author.

This kit contains a series of 1003 flash cards with all the photographs and letter/word flash cards required to teach to the ABLLS-R criterion.

DSA 198 Partington, J.W. (2010). *Teach your children well* [DVD]. Walnut Creek, CA: Behavior Analysts.

Set of 2 DVDs. *Introduction to teaching language to children with autism or other developmental disabilities* teaches how to apply the principles of Applied Behavior Analysis with verbal behavior. *Introduction to the assessment of basic language and learning skills - revised (ABLLS-R)* allows viewers to identify skills a child needs to effectively communicate and learn from everyday experiences.

DSA 199 Coulter, D. (Director). (2011). *Intricate minds: Understanding classmates with Asperger syndrome* [DVD]. (Available from www.coultervideo.com).

This 14-minute video presents interviews with students who have Asperger Syndrome (AS) and offers an inside look at how teenagers with AS act, think, and feel – and how they're routinely treated.

DSA 201 Centers by Watch Me Learn. (2009). *Look...listen...I can do it! Curriculum bundle*. Greenlawn, NY: Watch Me Learn.

This full-scale curriculum is designed to address the needs of children at various functioning levels. The foundation of the program is video-modeling. Included are a DVD, 3 CDs, student workbook, lesson plans, and user guide.

DSA 202 Coulter Video (Producer). (2008). *Manners for the real world: Basic social skills* [DVD]. (Available from www.coultervideo.com)

This 44-minute video provides a guide to the right manners and behaviors for common social situations, with straightforward instructions and clear demonstrations. It is designed for ages from upper elementary school through adult.

DSA 203 Bishop, B. (2011). *My friend with autism: Enhanced edition*. Arlington, TX: Future Horizons.

This book encourages readers to foster tolerance and understanding among peers. Printable coloring pages are included on a CD.

DSA 204 Gray, C., & White, L. (2006). *My social stories book*. Philadelphia: Jessica Kingsley.

This book takes children with autism step-by-step through activities such as using the toilet, brushing their teeth, and wearing a safety belt in the car.

DSA 205 Harris, S.L., & Weiss, M.J. (2007). *Right from the start: Behavioral intervention for young children with autism*. Bethesda, MD: Woodbine House.

This book covers programs that use Early Intensive Behavioral Intervention, a treatment based on Applied Behavior Analysis (ABA). New information includes the latest research on its benefits, home-based professionals and their credentials, school-based programs.

DSA 207 Winner, M.G. (Producer). (2003). *Social thinking across the home and school day* [DVD]. Kentwood, MI: The Gray Center.

This 2-disk set of DVDs for parents and professionals helps facilitate social thinking and related skills. The video presents a workshop to help define the ILAUGH framework (a six-point model of social cognition), and demonstrates how to work with both elementary and high school aged children in individual and group sessions.

DSA 209 Western North Carolina Autism Preschool Program (Producer). (n.d.). *Principles of structured teaching* [DVD]. Asheville, NC: Centering on Children.

This 16-minute DVD highlights three important aspects of the TEACCH approach: elements and structure of the physical environment, independent work systems, and daily schedules.

DSA 211 Mueller, M.M., & Nkosi, A. (2010). *The big disc of ABA programs*. Marietta, GA: Stimulus Publications.

This CD contains more than 500 printable, modifiable, ABA teaching program protocols for every teachable step in the ABLLS-R.

PDE 016 Zaslow, M., Martinez-Beck, I., Tout, K., & Halle, T. (2011). *Quality measurement in early childhood settings*. Baltimore: Paul H. Brookes.

This book reviews what's working and how quality measurement can be improved in early childhood settings. Analyses of widely used tools and promising measures in both home- and center-based settings, factors that are key to school readiness - including early language and literacy, math and science, social and emotional competence, health-related factors, family-sensitive child care, and services for children with disabilities, and dual language learners are included. Aligning quality measures with professional development goals and desired child outcomes and making sound, data-driven decisions are also a focus.

PDE 017 Wood, K.I., & Youcha, V. (2009). *The ABCs of the ADA: Your early childhood program's guide to the Americans with Disabilities Act*. Baltimore: Paul H. Brookes.

This book explains the Americans with Disabilities Act (ADA) and shows early childhood programs what they need to do to promote inclusion and ensure compliance with the law. The guidebook gives readers everything they need to create, implement, and monitor the success of their plan for ADA compliance. It includes practical checklists, guidelines, and sample policy statements that programs can use to improve the physical accessibility of play areas, create parent handbooks and operations manuals, conduct program reviews, address staff development needs, and more.

PDE 018 Taylor, J.M., McGowan, J.R., & Linder, T. (2009). *The program administrator's guide to early childhood special education: Leadership, development, & supervision*. Baltimore: Paul H. Brookes.

This comprehensive research-based book guides both early childhood and special education administrators and supervisors through challenges they may face to lead high-quality programs for infants, toddlers, and preschoolers. Topics include family-centered systems; screening and evaluation of young children; budgeting; developing a comprehensive professional development program consistent with current best practices; improving staff performance through systematic, planned supervision of professionals, paraprofessionals, and volunteers; instructional and assistive technology; children's transitions between settings and types of services; legal issues and liabilities related to ECSE program management; and the health and safety of children with and without disabilities. Sample forms for creating IFSPs and IEPs, planning transitions, evaluating staff, and assessing the program as a whole are included.

PDE 050 Medina, J. (2010). *Brain rules for baby: How to raise a smart and happy child from zero to five*. Seattle, WA: Pear Press.

Dr. Medina bridges the gap between research and practice in the field of children's brain development. He provides information on development pre- and post- pregnancy through the first five years of life.