

Suggested Resources for Parents and Professionals

Marilyn J. Monteiro, Ph.D.

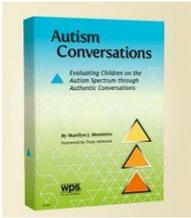
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The following reference list contains some of the books and other resources I use in my work supporting the development children on the autism spectrum. The three sections in this packet are: social skills programs, self-regulation guides, and self-advocacy guides.

The social skills programs section provides suggested resources to help children and adolescents develop social communication skills. Each resource listed contains a brief description and includes information about the targeted audience (professionals, parents or both; individual or group use).

The self-regulation guides section provides suggested resources to teach the recognition and regulation of emotions in children and adolescents on the autism spectrum.

The self-advocacy guides section provides suggested resources to help parents prepare to discuss their child's diagnosis with him or her. Resources for children and adolescents to read and better understand the diagnosis as part of the development of a positive self identity are included.



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Social Skills Programs

Attwood, Tony, Callesen, Kirsten and Møller Nielsen, Annette (2009). *The CAT-kit: The new Cognitive Affective Training program for improving communication*. Arlington, Texas: Future Horizons Publishers.

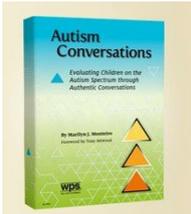
This program is a great resource for counselors, psychologists and social skills teachers. Topics include teaching an emotion vocabulary, developing a social narrative and positive identity, and strategies for managing emotions. The kit includes an emotion thermometer, a body diagram to chart emotions and other visual teaching supports.

Baker, Jed (2001) *The Social Skills Picture Book Teaching Play, Emotion, and Communication to Children with Autism*. Arlington, TX: Future Horizons.

This book of photograph social stories is geared towards young children through upper elementary school. Dr. Baker covers social skills (starting and maintaining a conversation; maintaining body boundaries) play skills (sharing; dealing with losing) and emotion-related skills (accepting “no” for an answer; trying something new).

Baker, Jed (2003). *Social Skills Training for Children and Adolescents with Asperger's Syndrome and Social-Communication Problems*. Kansas: Autism Asperger Publishing Company.

This book is an excellent resource for teaching conversation and social skills to high-functioning children and adolescents on the autism spectrum. The skills in each lesson contain exercises and prompts so the skills can be practiced in the natural setting. Good for teachers, counselors, psychologists, teachers, and parents.



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Social Skills Programs

Baker, Jed (2006) *The Social Skills Picture Book for High School and Beyond*. Arlington, TX: Future Horizons.

This book of photograph social stories is geared towards adolescents. Topics include how to handle bullying, recognizing when to interrupt a teacher, and joining a peer group conversation.

Bellini, Scott (2006). *Building Social Relationships: A Systematic Approach to Teaching Social Interaction Skills to Children and Adolescents with Autism Spectrum Disorders and Other Social Difficulties*. Kansas: Autism Asperger Publishing Company.

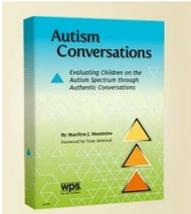
This book has some great information about building social relationships using a positive framework. The emphasis is on concepts so it is a better guide for teachers and other professionals than for parents.

Coucovanis, Judith (2005). *Super Skills: A Social Skills Group Program for Children with Asperger Syndrome, High-Functioning Autism and Related Challenges*. Kansas: Autism Asperger Publishing Company.

This book has great practical exercises and worksheets to use with social skills groups. The exercises and content are geared towards verbal children and adolescents.

www.coultervideo.com Manners for the Real World: Basic Social Skills.

This is one of several excellent DVDs from the Coulter video group. This DVD has short, practical lessons on important topics including hygiene, greetings, entering and ending a conversation and using the telephone and electronic messaging. An excellent resource not only for professionals and parents but also for adolescents on the spectrum.



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Social Skills Programs

LoGuidice, Carolyn and McConnell, Nancy (2004). *Room 28: A Social Language Program*. Illinois: Linguistics Publishing.

This social skills curriculum for upper elementary and middle school students includes a teacher guide and an activity book with practical worksheets that target key skills. This curriculum is a great resource for small group social skills lessons.

McConnell, Nancy and LoGuidice, Carolyn (1998). *That's Life! Social Language*. Illinois: Linguistics Publisher.

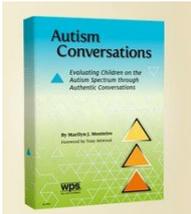
This social skills curriculum targets communication skills for adolescents and emphasizes self-monitoring and self-evaluation. This curriculum is a great resource for small group social skills lessons.

McGinnis, Ellen and Goldstein, Arnold, P. (1997). *Skillstreaming series (preschool, elementary and secondary): New strategies and perspectives for teaching prosocial skills*. New York: Research Press Publisher.

These books provide a comprehensive breakdown of social and emotional regulation skills for each of the targeted age ranges. The series includes cards that summarize the behaviors involved in each of the targeted social and emotional skills areas, providing teachers and counselors with ready access to descriptive language regarding specific skills.

www.modelmekids.com Videos for modeling social skills.

These excellent video and photograph social stories cover the range of ability levels from nonverbal to highly verbal children and adolescents on the autism spectrum. The photo social stories, including getting a haircut, going to a restaurant and going to the playground can also be downloaded as an iPhone app. These are a great resource for parents and professionals and provide a model for how to create your own photograph social stories for individual situations.



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Social Skills Programs

Myles, Brenda Smith, Trautman, Melissa, L., and Schelvan, Ronda L. (2004). *The Hidden Curriculum: Practical Solutions for Understanding Unstated Rules in Social Situations*. Kansas: Autism Asperger Publishing Company.

This book focuses on teaching children to recognize and understand the unwritten rules of social behavior. Included in this practical guide are the topics of life skills, social situations, bathroom rules and birthday parties. Good resource for professionals and parents.

Quill, Kathleen Ann (2000). *Do-Watch-Listen-Say: Social and Communication Intervention for Children with Autism*. Baltimore, MD: Brookes Publishing Company.

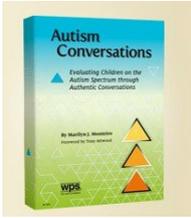
This social skills curriculum contains practical information for teachers and parents to teach basic social and communication skills to children on the spectrum.

Wilson, Carolyn (1993). *Room 14: A Social Language Program*. Illinois: Linguistics Publishing.

This book is an excellent curriculum for teachers and targets elementary school-aged children who have some reading and language abilities.

Winner, Michelle Garcia. *I LAUGH curriculum*. www.socialthinking.com

This excellent curriculum for teachers focuses on teaching specific social skills, including learning to take the perspective of others. Michelle Garcia Winner has developed a six-point model of social thinking and her website offers a wide range of teaching tools.



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Self Regulation Guides

Attwood, Tony (2004). *Exploring Feelings: Cognitive Behavior Therapy to Manage Anxiety*. Future Horizons: Arlington, Texas.

This excellent book lays out a step-by-step guide to helping children with high-functioning forms of autism to identify thoughts and feelings and to create a social identity that is positive and competent. This is a great counseling resource that contains practical worksheets to guide the individual through a systematic process of developing adaptive coping skills.

Do2Learn (2008). *Feelings and Emotions Activity Book*. Virtual Reality Aids, Publisher.
www.do2learn.com

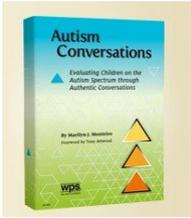
This is an excellent resource for teaching the recognition of emotions. In addition to cards and activities, there is a computer program that allows children to view a complex range of emotions as a powerful teaching tool. Children and adolescents can also use the computer simulation program to manipulate facial components as a way to attend closely to subtle facial emotion cues.

Dunn, Kari and Curtis, Mitzi (2004). *Incredible 5-Point Scale : Assisting Students with Autism Spectrum Disorders in Understanding Social Interactions and Controlling Their Emotional Responses*. Kansas: Autism Asperger Publishing Company.

This is a great resource for professionals and parents in the area of developing a visual scale to help children and adolescents self-monitor and regulate emotions.

Moore, Susan Thompson (2002). *Asperger Syndrome and the Elementary School Experience: Practical Solutions for Academic and Social Difficulties*. Kansas: Autism Asperger Publishing Company.

This book is an excellent resource for general education elementary teachers who are looking for tools to adapt aspects of the classroom for students with high-functioning autism spectrum differences.



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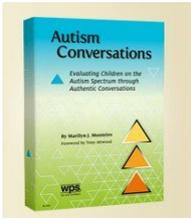
Self Regulation Guides

Myles, Brenda Smith and Adreon, Diane (2001). *Asperger Syndrome and Adolescence: Practical Solutions for School Success*. Kansas: Autism Asperger Publishing Company.

This book is an excellent resource for general education middle school and secondary teachers who are looking for tools to adapt aspects of the classroom for students with high-functioning autism spectrum differences.

Sigafoos, Jeff, O'Reilly, Mark, and de la Cruz, Berenice (2007). *How to Use Video Modeling and Video Prompting*. Pro-Ed Series on Autism Spectrum Disorders: Austin TX, Pro-Ed Publishers.

This is a good guide for teachers and counselors to introduce them to specific ways in which video modeling can be used as a social and emotional skills training tool.



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Self Advocacy Guides

www.coultervideo.com *Asperger Syndrome: Transition To College and Work DVD*

This DVD targets high-school aged students with Asperger's syndrome. A young man with Asperger's syndrome discusses the steps needed to successfully make the transition through high school and into college. Professionals are also interviewed and offer their advice.

Etlinger, Rebecca, and Tomassi, Mark (2005). *To Be Me: Understanding What It's Like to Have Asperger's Syndrome*. Los Angeles, CA: Creative Therapy Store.

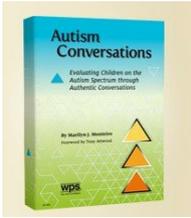
This illustrated guide for children with high-functioning autism is written with sensitivity and clarity. The concept of differences in the way brains work is laid out through the perspective of a 10 year old boy with Asperger's syndrome. This is a great resource for parents and children as they approach the family milestone of discussing the diagnosis with the child. Many parents read it together with their child but it can also be read by the child on his or her own prior to a follow-up family discussion.

Fullerton, Ann, Stratton, Joyce, Coyne, Phyllis and Gray, Carol (1996). *Higher Functioning Adolescents and Young Adults with Autism: A Teacher's Guide*. Austin, TX: Pro-Ed Publisher.

This teacher's guide is also useful for parents because it contains explanations about common challenges faced by adolescents on the spectrum and their parents. Topics include learning to organize materials, complete homework, break down assignments, and manage social information.

Haddon, Mark (2004). *The Curious Incident of the Dog in the Nighttime*. New York: Vintage Press.

This novel insightfully captures the sensory world of children with autism spectrum differences. Great for pre-adolescents, adolescents and adults in terms of increasing an understanding of the unique worldview that characterizes autism spectrum disorders.



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Self Advocacy Guides

Ives, Martine (2002). *What is Asperger's Syndrome and How Will It Affect Me?* Shawnee Mission, KS: Autism Asperger Publishing Company.

This clearly written and accessible book for adolescents who are learning about their diagnosis is an excellent family resource. Many parents like to read this book before discussing their child's diagnosis with him or her and then give the book to their adolescent to read on his or her own.

Jackson, Luke (2002). *Freaks, Geeks and Asperger Syndrome: A User Guide to Adolescence*. London: Jessica Kingsley Publisher.

This book written with humor and insight by a 13year old with Asperger's Syndrome is ideal for adolescents learning about their diagnosis.

Mesibov, Gary and Faherty, Catherine (2000). *Asperger's... What Does It Mean To Me? : A workbook explaining self awareness and life lessons to the child or youth with high-functioning autism or Asperger's*. Arlington, TX: Future Horizons, Inc.

This workbook is a great resource for upper elementary-aged children who are learning about their diagnosis. The worksheets in the book guide the child through a process of developing his or her identity. The lessons include helpful self evaluation exercises such as circling, for example, the listed reasons why conversations might be confusing. Designed to be used as a workbook along with an adult (teacher or parent).

Vermeulen, Peter (2008). *I Am Special: Introducing Children and Young People to Their Autistic Spectrum Disorder*. London: Jessica Kingsley Publishing.

This excellent workbook guides the individual through a process of identifying the multiple levels of understanding oneself. From graphics that show the physical function of the body to exercises that help develop an understanding of individual talents and styles, this guide helps adolescents through the process of integrating the diagnosis into an overall self-concept and positive identity. Designed to be used by adolescents with discussion with parents and/or teachers.