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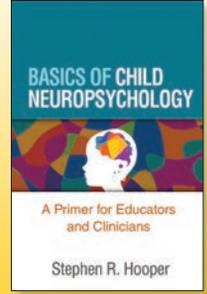
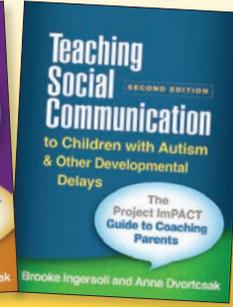
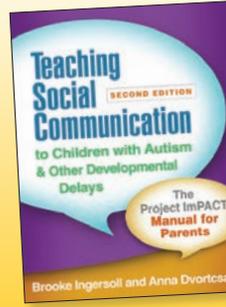
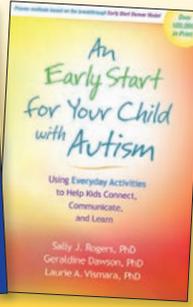
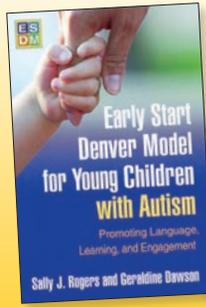
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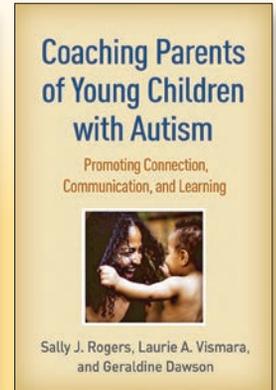
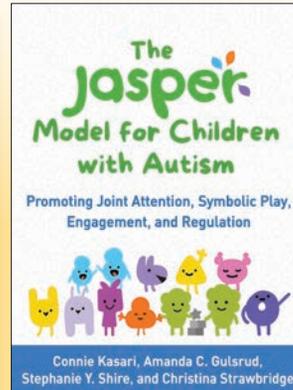
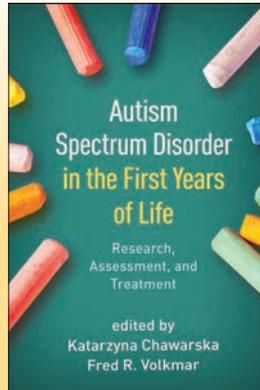
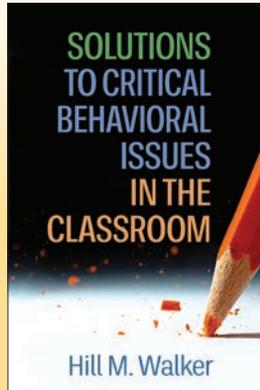
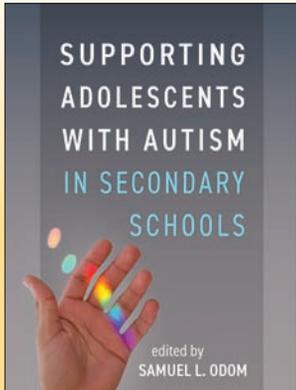
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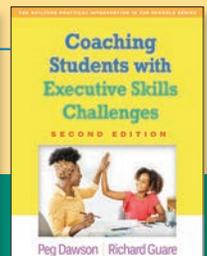
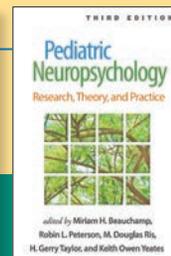
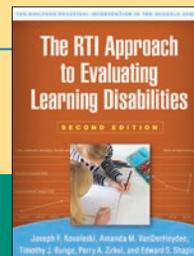
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# Supporting Adolescents with Autism in Secondary Schools

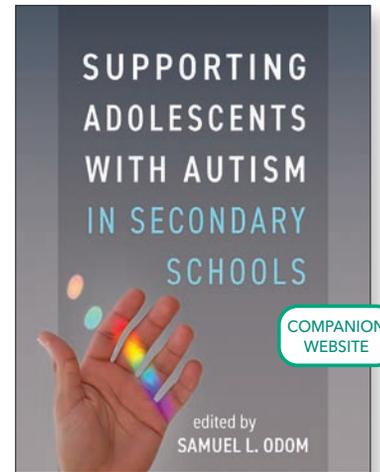
Edited by **Samuel L. Odom, PhD**

In a convenient large-size format, this book presents the first research-based, comprehensive program designed to support high school students with autism spectrum disorder (ASD). Developed and tested in public schools by the Center on Secondary Education for Students with Autism Spectrum Disorder (CSESA), the program addresses four critical areas—literacy, social competence and peer relationships, independence, and postschool transition preparation for students and their families. Chapters provide a roadmap for implementation of each component, complete with intervention guidelines, case vignettes, key findings, lessons learned, and **reproducible forms that can be downloaded and printed at the companion website**. The book also helps readers navigate the wealth of additional resources freely available from CSESA.

## CRITICAL ACCLAIM

“Odom and his contributing authors present the most current scholarship on supporting adolescents with ASD, yet take care to ground this knowledge in the perspectives of students and their families.... This is a strong book, grounded in clear values, practical experience, and empirical documentation.”  
—**Robert H. Horner, PhD**

“A much-needed resource.... The case examples and practical resources will be very useful to secondary teams as they grapple with how to serve their students with ASD more effectively.”  
—**Patricia Schetter, MA, BCBA**



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## ABOUT THE EDITOR



**Samuel L. Odom, PhD**, is Senior Research Scientist at the Frank Porter Graham Child Development Institute (FPG) at the University of North Carolina at Chapel Hill, and Adjunct Professor of Special Education at San Diego State University. Dr. Odom was Principal Investigator of the Center on Secondary Education for Students with ASD. At FPG, he codirects the National Clearinghouse on Autism Evidence and Practice.

## CONTENTS

1. Somewhere to Go, Something to Do, Someone to Love: Adolescents in High School and the CSESA Comprehensive Program, *Samuel L. Odom & Kara A. Hume*
2. Foundations of the CESA Program, *Samuel L. Odom*
3. Transition, *Bonnie R. Kraemer, Sara L. McDaniel, Catherine H. Fowler, & Tara Regan*
4. Academics/Literacy, *Christopher Brum, Laura J. Hall, & Colleen K. Reutebuch*
5. Peer and Social Domain, *Jessica R. Steinbrenner, Laura J. Hall, Erik W. Carter, & Janine Stichter*
6. Independence and Behavior: Promoting Independence and Self-Management (PRISM), *Kara A. Hume, Suzanne Kucharczyk, Lindsay F. Rentschler, & Brian A. Boyd*
7. Families, *Leann Smith DaWalt & Kate Szidon*
8. Implementation Process, *Laura J. Hall, Jessica R. Steinbrenner, Suzanne Kucharczyk, & Yolanda Perkins*
9. Research and Evaluation, *Kara A. Hume & Samuel L. Odom*

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**APPENDIX 3.5. School Resource Mapping**

**School Resource Mapping Form**

**Directions:** In and around each hexagon, write the corresponding information to help your school community identify important information about each topic. These forms should provide additional information to identify resources to be used to assist in the transition planning process.

144 SUPPORTING ADOLESCENTS WITH AUTISM AT SECONDARY SCHOOLS

Date: \_\_\_\_\_ **Weekly Observation—PRISM** Student ID: \_\_\_\_\_

Conducted during:  Teaching session  Generalization Time: \_\_\_\_:\_\_\_\_

Location: \_\_\_\_\_ Length: \_\_\_\_ min.

**Observation of PRISM goals**

Goal 1: *Add Goal here*

<b>Was the goal targeted?</b>	Yes <input type="radio"/>	No <input type="radio"/>
<b>Was the skill demonstrated by the student? If so...</b>	Yes <input type="radio"/>	No <input type="radio"/>
<b>Frequency?</b>	# of occurrences	
<b>Latency?</b>	Time in seconds / minutes	
<b>Other?</b>	Metric: _____	
<b>Level of support Notes/Anecdotal</b>	Ind. <input type="radio"/>	Low <input type="radio"/> Med. <input type="radio"/> High <input type="radio"/>

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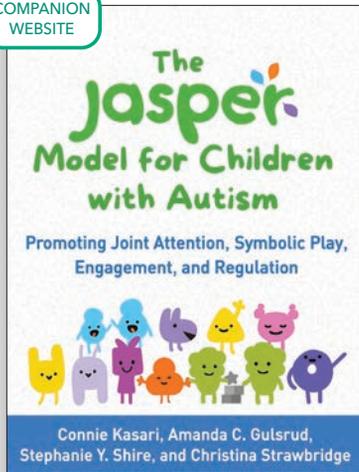
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This full-color clinician’s manual is the authoritative guide to implementing the JASPER intervention. With a strong evidence base, JASPER provides a clear, flexible structure to bolster early skills core to social communication development. The authors show how to assess 1- to 8-year-olds with autism spectrum disorder (ASD), set treatment targets, choose engaging play materials, tailor JASPER strategies to each individual, and troubleshoot common challenges.

■ Cited as an evidence-based practice by the National Clearinghouse on Autism Evidence and Practice

★ **Bestseller**

## Teaching Social Communication to Children with Autism and Other Developmental Delays (2-Book Set)

SECOND EDITION

*The Project ImPACT Guide to Coaching Parents* and *The Project ImPACT Manual for Parents*

**Brooke Ingersoll, PhD, BCBA-D**, Michigan State University

**Anna Dvortcsak, MS, CCC-SLP**, private practice, Portland, OR

An Accessible and Practical Parent Training Program

“This two-book set is a terrific resource for coaching parents to promote their child’s social communication development. It includes case studies, downloadable forms, and online video clips. Providers working in community and clinical settings alike will appreciate the flexibility of this intervention.”

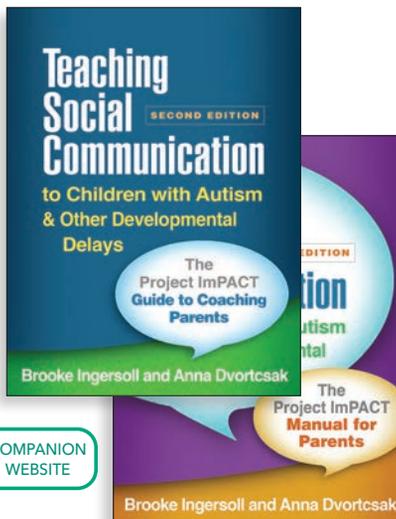
–Wendy L. Stone, PhD

Recognized as one of the most effective coaching programs for parents of young children (up to age 6) with ASD and related social communication delays, this two-book set presents everything needed to implement Project ImPACT, an intervention curriculum that teaches parents ways to enhance children’s social engagement, communication, imitation, and play skills, within meaningful activities and daily routines. The *Guide to Coaching Parents* provides a complete introduction and step-by-step coaching procedures for practitioners working with individual parents or groups. The *Manual for Parents*, which includes 20 reproducible forms, helps parents master the strategies and use them at home. Both volumes have a convenient large-size format. The parent manual is also sold separately (see [www.guilford.com/p/ingersoll2](http://www.guilford.com/p/ingersoll2)).

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## Autism Spectrum Disorder in the First Years of Life

*Research, Assessment, and Treatment*

Edited by **Katarzyna Chawarska, PhD** and **Fred R. Volkmar, MD**

“This outstanding work has particularly strong chapters relating to screening and diagnosis. The book thoughtfully describes current practices, barriers, controversies, and guidelines for accurate and early identification of autism spectrum disorder (ASD). This is a great book for students who will be screening or diagnosing children with ASD and for professionals who wish to stay abreast of current issues in the field.”

—Lynn Kern Koegel, PhD, CCC-SLP

Synthesizing an explosion of recent research, this text presents dramatic advances in understanding and treating ASD in very young children. Leading authorities describe the innovative tools and methods that are enabling clinicians to more effectively identify 0- to 5-year-olds with the disorder and those at risk for related problems. Chapters discuss the early core symptoms and co-occurring characteristics of ASD, the best diagnostic instruments, and lessons learned from large-scale screening and surveillance, including sibling studies. The book reviews evidence-based interventions and explores practical issues in treatment of young children and their families.

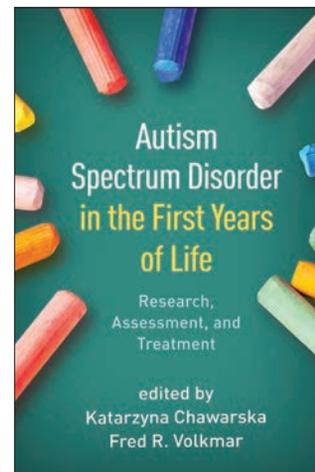
### CONTENTS

Introduction, *Chawarska & Volkmar*

1. The Evolution of Autism as a Diagnostic Concept, *Volkmar & Øien*
2. Screening for ASD and Developmental Delays in Infants and Toddlers, *Campi et al.*
3. Psychological Development of Toddlers with ASD, *Macari et al.*
4. Early Interventions for Young Children with ASD, *Pizzano & Kasari*
5. Development of Infant Siblings of Children with ASD, *Chawarska et al.*
6. Brain and Behavioral Development in High-Risk Infants, *Sifre et al.*

7. Long-Term Outcomes of Infants at Risk for ASD, *Miller & Ozonoff*
8. Intervention during the Prodromal Stages of ASD, *Green*
9. Providing Medical Care to Young Children with ASD, *Volkmar et al.*
10. Advancing Technology to Meet the Needs of Infants and Toddlers at Risk for ASD, *Shic et al.*
11. Potential Challenges of Importing ASD Screening and Diagnostic Tools from High-Income Countries to Resource-Poor Settings, *Abubakar et al.*

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### ABOUT THE EDITORS



**Katarzyna Chawarska, PhD**, is Emily Fraser Beede Professor of Child Psychiatry in the Child Study Center at Yale University School of Medicine. She is Director of the Social and Affective Neuroscience of Autism Program and the Infant and Toddler Developmental Disabilities Clinic.



**Fred R. Volkmar, MD**, is Goodwin Endowed Chair of Special Education (part-time) at Southern Connecticut State University and Irving B. Harris Professor of Child Psychiatry, Pediatrics, and Psychology (part-time) in the Child Study Center at Yale University School of Medicine. He has served as Director of the Child Study Center as well as Chief of Child Psychiatry at Yale New Haven Hospital.

★ **Bestseller**

## Assessment of Autism Spectrum Disorder

SECOND EDITION

Edited by **Sam Goldstein, PhD**, University of Utah School of Medicine;

Neurology, Learning, and Behavior Center, Salt Lake City

**Sally Ozonoff, PhD**, University of California, Davis

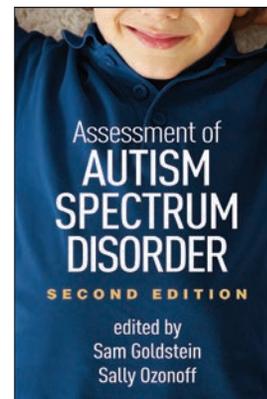
“Goldstein and Ozonoff have assembled an excellent compendium of information on assessment of people with ASD...I will definitely keep this volume close at hand for my own clinical practice and as an essential training guide.”

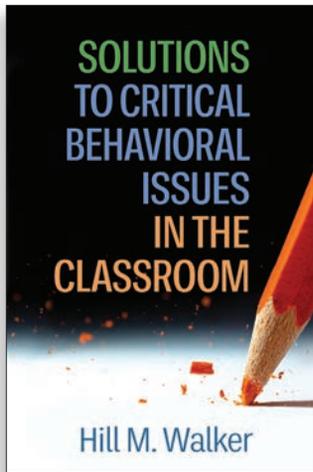
—Catherine E. Rice, PhD

This authoritative resource, now thoroughly revised for DSM-5, has set the standard for the comprehensive assessment of ASD. Leading experts demonstrate how to craft a scientifically grounded profile of each child’s strengths and difficulties, make a formal diagnosis, and use assessment data to guide individualized intervention in clinical and school settings.

2020, 6" x 9" Paperback, 494 Pages, ISBN 978-1-4625-4596-4, \$52.00

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**Autism and Joint Attention***Development, Neuroscience, and Clinical Fundamentals***Peter C. Mundy, PhD,**

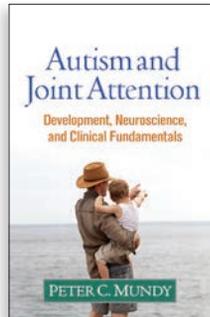
University of California, Davis

“An instant classic...Integrating the literature on this topic and helping us understand implications for learning and development, this volume will be of great interest to clinicians and researchers alike.”

—Fred R. Volkmar, MD

From a preeminent researcher, this book looks at the key role of joint attention in both typical and atypical development.

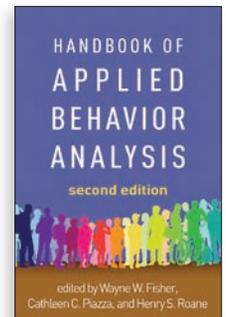
Peter C. Mundy shows that no other symptom dimension is more strongly linked to early identification and treatment of ASD. He synthesizes a wealth of knowledge on how joint attention develops, its neurocognitive underpinnings, and how it helps to explain the learning, language, and social-cognitive features of ASD across the lifespan. Clinical implications are explored, including reviews of cutting-edge diagnostic methods and targeted treatment approaches.

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**Cathleen C. Piazza, PhD,**

Rutgers, The State University of New Jersey; Children's Specialized Hospital

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SUNY Upstate Medical University2021 • 624 Pages  
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“This comprehensive handbook is an ideal text for a graduate course in applied behavior analysis (ABA) and an invaluable reference for practitioners and students.”

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In this authoritative work, leading experts present evidence-based procedures for supporting positive behaviors and reducing problem behaviors with children and adults in diverse contexts. Chapters delve into applications in autism treatment, education, addictions, behavioral pediatrics, and other areas. Covering everything from behavioral assessment and measurement to the design and implementation of individualized interventions, the *Handbook* is a complete reference and training tool for ABA practitioners and students.

**New—Ideal for Professional Development****Solutions to Critical Behavioral Issues in the Classroom****Hill M. Walker, PhD,** University of Oregon, Eugene (Emeritus); Oregon Research Institute

“This multifunctional work is unique in both content and format—it provides an almost instant source of practical, evidence-based strategies for management and motivation of students with emotional or behavioral problems. This book will serve as a wonderful methods textbook for teacher preparation courses in special and general education, and as a critical resource for professionals in school counseling, educational administration, school psychology, and child psychiatry.”

—Steven R. Forness, EdD

“A ‘must read’ for every professional providing instruction and support to K–6 students...I can see the case studies being used in university classrooms with preservice teachers, as well as by technical assistance providers working with inservice educators. Educators everywhere will appreciate the guidance and the clarity!”

—Kathleen Lynne Lane, PhD, BCBA-D

This highly practical reference is organized around the problem behaviors that K–6 teachers see as the greatest barriers to student success—and the positive behaviors they value the most. Of particular value to educators, the book matches proven intervention techniques to specific target behaviors. Hill M. Walker presents exemplary strategies for managing such classroom challenges as defiance, low motivation, and aggression. He also reviews ways to build all students’ skills for following directions, staying on task, coping with frustration, getting along with peers, and more. The book includes illustrative case examples and a section that clearly explains key principles of behavior management. **Reproducible handouts and forms can be downloaded and printed in a convenient 8½" x 11" size.**



## Coaching Parents of Young Children with Autism

*Promoting Connection, Communication, and Learning*

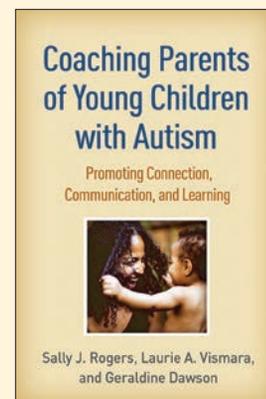
**Sally J. Rogers, PhD**, University of California, Davis  
**Laurie A. Vismara, PhD**, Early Start Denver Model Online, Sacramento, CA  
**Geraldine Dawson, PhD**, Duke University

“Filled with wisdom, practical advice, immediately usable tools, examples, and summaries of the science (to which the authors themselves have contributed greatly).” —**Samuel L. Odom, PhD**

From preeminent experts, this practical book explores the role of the coach and reviews the “whats,” “whys,” and “how-tos” of successful collaboration with parents. Topics include structuring coaching sessions, identifying children’s needs, facilitating playful engagement, and deepening parents’ understanding of how they can boost skills development during everyday activities.

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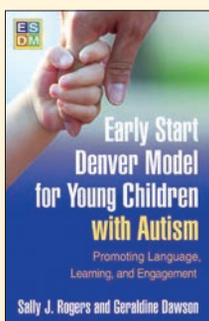
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*Promoting Language, Learning, and Engagement*

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“The book’s attention to the needs of children under three...as well as its comprehensive scope and reader-friendly style should guarantee it a well-deserved place on the bookshelves of all who are engaged in the difficult task of optimizing the developmental trajectory of young children with this syndrome.” —**Journal of Autism and Developmental Disorders**

### ★ Bestseller—

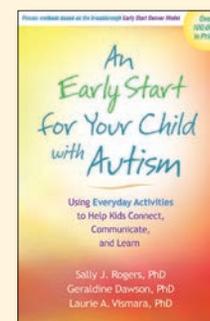
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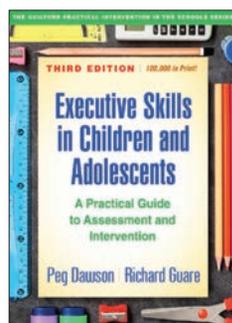
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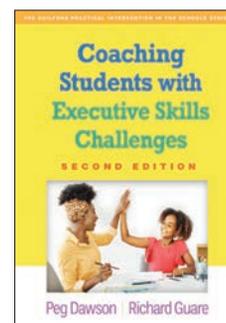
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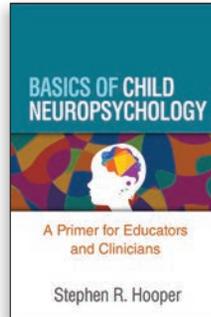
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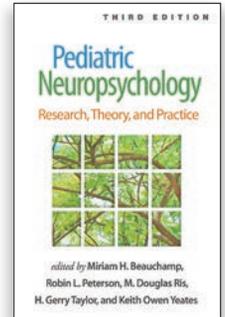
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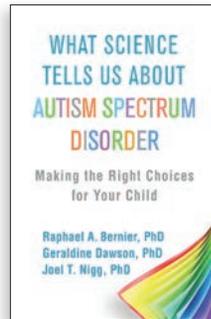
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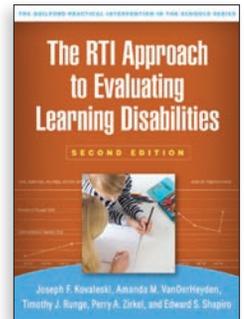
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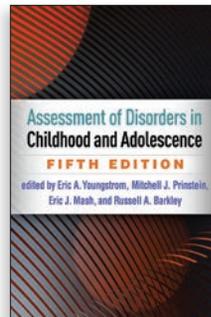
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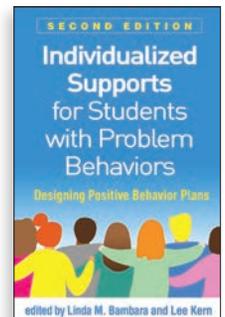
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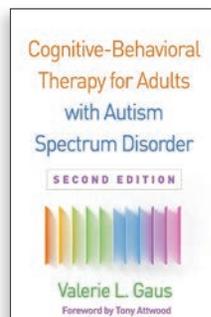
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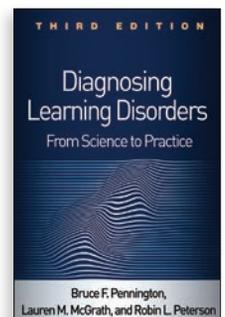
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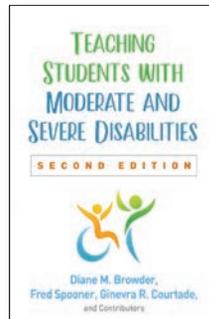
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