

# TABLE OF CONTENTS

Preface	xix
Acknowledgments	xxiii
SECTION I. THE EVOLVING UNDERSTANDING OF AUTISM SPECTRUM DISORDER	1
Chapter 1. Historical Overview of Autism and the Role of the Family	3
Autism as a Distinct Disorder 5	
Leo Kanner 5	
Hans Asperger 5	
Asperger’s Syndrome 6	
Kanner and Asperger: A Comparison 7	
Historical Conceptualization of Autism 7	
Autism Throughout the Ages 9	
Treatment Before Autism Was Recognized as a Unique Syndrome 10	
The Middle Ages: Inhumanity Toward Those With Disabilities 11	
The Enlightenment: A Clinical Approach 11	
Institutions for Individuals With Disabilities 11	
Psychoanalysis and Mother-Blaming 12	
Psychoanalysis as a Treatment for Autism 13	
Extending Freud’s Work: Treating Children 14	
Bettelheim: The Champion of Mother-Blaming 14	
Debunking the Myth of the “Refrigerator Mother” 15	
The Legacy of Psychoanalysis and ASD 16	
The Impact of Society’s Changing Views About childhood on Understanding of Autism 16	
Children as Little Adults 16	
“Spare the Rod, Spoil the Child” 16	
Children as Innately Good 17	
<i>Tabula Rasa</i> : Children Born “Blank Slates” 17	
Formal Study of Childhood as a Distinct Period of Development 17	

Codification of Mental Disorders and Formalized Definitions of Autism	18
Early Attempts to Categorize Types of Disabilities	19
Omission of Autism From the DSM-I and the DSM-II	19
DSM-III Introduces Autism as a Distinct Disorder	19
Inclusion of Asperger Disorder in the DSM-IV	20
The New Zeitgeist	21
Cognitive Psychology and Autism	22
Humanistic Psychology and Empowerment	23
Coming Full Circle: The Decade of the Brain and the Human Genome Project	24
The Decade of the Brain	24
The Human Genome Project	24
Contemporary Understanding of ASD	26
Prevalence: Autism on the Rise	26
Current Prevalence Rate	27
Explaining Increases in ASD	28
Actual Increases in Cases of ASD	29
Teaching Tips	30
Summary	30
Discussion and Reflection Questions	31
Recommended Further Readings and Internet Sources	31

## Chapter 2. Current Understanding of Autism Spectrum Disorder 35

Autism as a Spectrum Disorder	38
The Triad of Core Deficits	39
Social Development	40
Verbal and Nonverbal Communication	41
Restricted, Repetitive, and Stereotyped Patterns of Behavior, Interests, and Activities	45
Other Proposed Core Deficits	46
Classification Systems for Defining ASD	47
Diagnostic and Statistical Manual of Mental Disorders, Fourth Edition, Text Revision	48
International Classification of Diseases	50
Individuals with Disabilities Education Act	50
The 0–3 Infant Diagnostic Classification System	51
Coexistence of ASD With Other Disorders	51
ASD and Attention Deficit Hyperactive Disorder	52
ASD and Intellectual Disabilities	53

ASD and Seizure Disorders	55
ASD and Sleep Disorders	56
ASD and Psychiatric Disorders	56
Teaching Tips	56
Summary	57
Discussion and Reflection Questions	57
Recommended Further Readings and Internet Sources	58

### Chapter 3. Biological Issues and Etiology of Autism Spectrum Disorder

63

Neurobiology and Development: Questions	
Parents May Ask	65
Parents May Ask: Did I Cause My Child to Have ASD?	65
Parents May Ask: Is ASD a Genetic Disorder?	66
Parents May Ask: How Does ASD Impact My Child's Brain Development?	67
The Genetics of ASD	71
Is There Just One Type of Autism?	71
Fragile X Syndrome	72
Tuberous Sclerosis	72
The Search for Chromosomes and Candidate Genes Associated With ASD	73
G-Banded Chromosomal and FISH Analyses	73
Whole Gene Microarray	74
Genetic Screening and ASD	74
Genetic Screening and ASD: Cautions and Limitations	75
Environmental Toxins as Triggers for ASD	76
Gastrointestinal Disorders and Dietary Interventions	76
Gluten- and Casein-Free Diets	77
Secretin	77
The Need to Address GI Difficulties	78
Known Environmental Toxins That Negatively Impact Development	79
The MMR Vaccination and ASD	79
Other Theories About the Etiology of ASD	80
Immunological Dysfunction	80
Viral Infection	81
Interventions Linked to Biological Theories of ASD	81
Psychopharmacological Treatments	81

Treating Seizure Disorders	83
Administering and Monitoring Medication at School	84
Complementary and Alternative Medicine	85
Candida Yeast	86
Vitamins	86
Detoxification of Mercury (Chelation)	86
Sensory-Integration Therapy	87
The Future of CAM to Treat Children With ASD	88
Teaching Tips	88
Summary	89
Discussion and Reflection Questions	89
Recommended Further Readings and Internet Sources	89

**SECTION II. COLLABORATING WITH FAMILIES FOR DIAGNOSIS AND SETTING EDUCATIONAL GOALS** 97

**Chapter 4. Collaborating With and Supporting Families of Children With ASD** 99

The Family as a Valuable Partner	99
Establishing Trust	100
Authentic Caring	101
Theoretical Framework for Family–Educator Partnerships	101
Family Systems Theory	102
Bronfenbrenner’s Bioecological Theory	104
Vygotsky’s Social-Cultural Theory	106
Sociocultural Characteristics of Families and Their Children With ASD	108
The Impact of ASD on the Family System	108
Families of Divorce	109
Single-Parent Households	110
Remarriage and Blended Families	110
Empowering Families of Children With ASD	113
Recognizing and Building on Strengths in the Family System	113
Siblings	114
Addressing Needs of Siblings of Children With ASD	116
Social Support	116
Quality Time With Parents	117
Partnering With Families From Diverse Ethnic Backgrounds	117
Summary	118

Teaching Tips	119
Discussion and Reflection Questions	119
Recommended Further Readings and Internet Sources	120

## Chapter 5. Identification and the Diagnostic Process 125

Tests Designed for Early Surveillance and Screening	125
Response to Intervention	130
Purpose of RTI	130
Data Collection and the Multidisciplinary Team	130
The Data Collection Process	131
The Role of Teachers in the Data Collection Process	132
The Role of Parents in the Data Collection Process	132
Components of a Nondiscriminative Multifaceted Evaluation	132
Assessments of Children Ages 0–3 and Individuals	
With Severe Impairments	134
Interview, Survey, and Behavior Checklists With Caregivers and Teachers	134
Review of Records	136
Assessing Developmental Level	136
Assessment Tools Designed for Diagnosing ASD	137
Childhood Autism Rating Scale, Second Edition	137
The “Gold Standard” in ASD Assessment	137
Assessment of Intellectual Ability and Cognitive Processes	140
Intellectual Assessment: The Challenge of Measuring Intellectual Potential	140
Assessment of Cognitive Processes	141
Attention	142
Perspective Taking (Theory of Mind)	142
Executive Functioning	143
Assessment of Academic Skills or Academic Readiness	144
Assessment of Emotional Functioning	145
Other Types of Assessments	147
Assessment of Speech and Language	147
Assessment of Gross and Fine Motor Skills	149
Assessment of Maladaptive or Atypical Behaviors	149
Assessment of Sensory Issues	150
Teaching Tips	152
Summary	152
Discussion and Reflection Questions	153
Recommended Further Readings and Internet Sources	154

<b>Chapter 6. Early Intervention and Transitioning to Elementary School</b>	<b>161</b>
The Importance of Early Intervention	161
The Need for Early Diagnosis	162
Early Detection of ASD	163
Parent Perceptions of Early Intervention Services	163
Meeting the Needs of Families That Have Young Children With ASD	163
Helping Parents Cope With the Initial Diagnosis	164
The Family-Centered Approach	168
Describing a Family-Centered Approach to Early Intervention	168
The Individualized Family Service Plan	168
Effective Programs for Young Children With ASD	170
Components of Effective Early Intervention Programs	170
Examples of Effective Early Intervention Programs	171
Transitioning From Early Intervention to Special Education Services	176
The Individuals with Disabilities Education Act: The Spirit of Partnership	177
Creating a Supportive Academic Environment for Children With ASD	180
Teaching Tips	183
Summary	183
Discussion and Reflection Questions	184
Recommended Further Readings and Internet Sources	185
<b>SECTION III. ADDRESSING THE NEEDS OF INDIVIDUALS WITH ASD WITHIN THE SCHOOL SETTING AND THE GREATER COMMUNITY</b>	<b>189</b>
<b>Chapter 7. Interventions Based on Applied Behavior Analysis at School, Home, and Within the Community</b>	<b>191</b>
Overview of Applied Behavior Analysis	191
Theoretical Framework	191
Classical Conditioning	192
Operant Conditioning	192
Lovaas and the Application of ABA to Children With ASD	193
Strengths of Interventions Based on ABA	194
Empirical Validation	194

Interventions Tailored to Meet Individual Needs	195
Flexibility and Generalization of Interventions	195
Criticisms and Myths Surrounding ABA	196
Myth of the Robotic Child	196
Myth of Reinforcement as a Bribe That Does Not Provide Authentic Learning	198
Myth of the Use of Aversive Punishment to Teach Behaviors	199
Successful Implementation of ABA Interventions	200
Intensity and Duration Key to Success	200
Generalizing Skills to Settings Outside the School setting	201
Limitations and Challenges to Implementing ABA Interventions	201
Coordinating Data Analysis: The Home–School Connection	203
Types of ABA Programs	204
Discrete Trial Instruction	204
Incidental Teaching	205
Pivotal Response Teaching	206
Programs That Blend ABA With Other Models of Intervention	206
Using ABA to Target Challenging Behaviors	207
Functional Behavioral Assessment to Understand Behavior	207
Modifying the Environment to Meet Immediate Needs	212
Teaching Coping Skills	213
Targeting Aggression	213
Targeting Self-Injurious Behaviors	214
Targeting Escape Behaviors (Running Away)	215
Integrating ABA Interventions Into the Family–School Intervention Plan	216
Teaching Tips	217
Summary	218
Discussion and Reflection Questions	218
Recommended Further Readings and Internet Sources	218

## Chapter 8. Environmental Supports

223

*Cindy Golden, PhD*

Addressing Diagnostic Criteria	223
Addressing Individual Need	224

Types of Educational Settings	225
Evidenced-Based Practices for Supporting Children With ASD in the Classroom	226
Antecedent Package	227
Behavioral Package	227
Comprehensive Behavioral Treatment for Young Children	228
Joint Attention Interventions	228
Modeling	228
Naturalistic Teaching Strategies	229
Peer Training Package	229
Pivotal Response Treatment	229
Schedules	229
Self-Management	230
Story-Based Intervention Package	230
Creating a Supportive Environment for Children With ASD	230
Addressing Environmental Needs	231
Addressing Communication Needs	238
Addressing Social Interaction Needs	244
Addressing Sensory Needs	250
Teaching Tips	254
Summary	255
Discussion and Reflection Questions	255
Recommended Further Readings and Internet Sources	256

## Chapter 9. The Development of Communication

263

The Importance of Social Communication	263
Defining Social Communication as a Core Deficit in ASD	263
Social Communication and Language	264
Developmental Milestones in Typically Developing Children	265
Development of Receptive Language	265
Receptive Language in Children With ASD	266
Development of Expressive Language	266
Expressive Language in Children With ASD	267
Echolalia	268
Components of Language and ASD	270
Vocabulary	271



Pragmatic Language Skills	272
Nonverbal Communication	276
Assessing Communication Skills	276
Interactive Sampling	276
The Speech-Language Pathologist	278
Examples of Standardized Tests for Assessment of Communication Functioning for Individuals With ASD	278
Building Social Communication Skills	279
Choosing Evidence-Based Interventions	279
Speech-Language Therapy	281
Strategies That Promote Communication Skills Based on Applied Behavior Analysis	281
Social Communication Emotional Regulation Transactional Supports	283
Augmentative and Alternative Communication Systems	285
Teaching Tips	290
Discussion and Reflection Questions	291
Summary	291
Recommended Further Readings and Internet Sources	292

## Chapter 10. Social Development in Children With ASD 299

Core Deficits of Socialization Associated With ASD	299
Motivation to Interact With Others	300
Impairments in Nonverbal Communication	300
Failure to Develop Age-Appropriate Peer Relationships	301
Socio-Emotional Reciprocity	301
Individual Differences: Atypical Behavior or Deficit?	303
Foundation Skills for Developing Peer Relationships	304
Social Cognition and Social Competence	304
The Development of Play and Social Reciprocity	304
Developing Peer Relationships and Friendships	306
Assessment of Social Functioning and Identification of Target Goals	309
Assessment Tools for Evaluating Social Skills in Children With ASD	309
Identifying and Prioritizing Social Skill Goals	311
Interventions for Supporting Social Skill Development	313
Determining Evidence-Based Practice	313

Social Skill Interventions Based on Applied Behavior Analysis	314
Strategies That Build on Visual Strengths and Address Need for Predictability	316
Relationship- and Developmental-Based Interventions	319
Increasing Social Opportunities	321
Teaching Tips	323
Summary	324
Discussion and Reflection Questions	324
Recommended Further Readings and Internet Sources	325

## **Chapter 11. Transitioning to Adulthood: Promoting Independence and Self-Determination**

**331**

ASD and Adulthood	331
Self-Determination	332
Self-Determination Recognized as a Fundamental Human Right	332
Facilitating the Development of Self-Determination	333
Person-Centered Planning	335
Cultural Issues Related to Self-Determination	336
Transitioning From High School	336
Research on Evidence-Based Practice	336
The Individualized Transition Plan	337
Housing	338
Lack of Residential Supports	338
Residential Options	340
Planning for Employment	344
Transition Planning	344
Employment Models	345
Competitive Employment	345
Supportive Employment	345
Other Opportunities for Meaningful Work Experiences	346
Postsecondary Education	347
Legislation Supporting Postsecondary Education for People With Disabilities	347
Postsecondary Education and ASD	348
Teaching Tips	350
Summary	351

Discussion and Reflection Questions	351
Recommended Further Readings and Internet Sources	352

<b>Appendix: Addressing CEC'S Standards for Teachers of Individuals with Developmental Disabilities/Autism</b>	<b>357</b>
Glossary	371
Index	383
About the Authors	397