CALIFORNIA STATE UNIVERSITY SAN MARCOS

School of Education and Extended Learning

EDEX 637:

Technology and Communication for Special Populations- Autism Spectrum Disorder Emphasis

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Instructors:

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CALIFORNIA STATE UNIVERSITY SAN MARCOS
SCHOOL OF EDUCATION

EDEX 637: Technology and Communication for Special Populations:
Autism Spectrum Disorder Emphasis (3 semester units)

Instructors:
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COURSE DESCRIPTION
EDEX 637 Technology and Communication for Special Populations: Autism Spectrum Disorder Emphasis (3 semester units).

Contemporary information and issues regarding the use of technologies inclusive of augmentative and alternative communication methods for students with Autism Spectrum Disorder and other disabilities and communication challenges. Requires laboratory work.

Using structured teaching methods and visual supports with an emphasis on supporting individuals with Autism Spectrum Disorder in a special education and regular education environment. Requires laboratory work.

SCHOOL OF EDUCATION MISSION STATEMENT
The mission of the School of Education Community is to collaboratively transform public education by preparing thoughtful educators and advancing professional practices. We are committed to diversity, educational equity, and social justice, exemplified through reflective teaching, life-long learning, innovative research and on-going service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism, and shared governance. *(Adopted by COE Governance Community, October, 1997).*

AUTISM SPECTRUM DISORDER AUTHORIZATION
This course is specially designed to develop candidates' competence in supporting individuals with various learning and communication challenges, in particular individuals with Autism Spectrum Disorder (ASD). With successful completion of this course and the EDEX 636 companion course, candidates who hold or are eligible for a Preliminary Education Specialist teaching credential may be recommended for the ASD Added Authorization.

The ASD Added Authorization courses may be considered part of coursework for completing a Clear Education Specialist program.

REFLECTION ON ASD STANDARDS REQUIREMENT

The course objectives, assignments, and assessments have been aligned with the CCTC (California Commission on Teacher Credentialing) standards for the Autism Spectrum Disorder Added Authorization (ASD AA). ASD AA candidates are required to provide descriptions and artifacts that evidence that the three ASD AA standards listed below are met.

ASD Standard 1: Characteristics of Students with Autism Spectrum Disorder (ASD)
The program provides opportunities for the candidate to be able to identify the unique characteristics of students with ASD. The candidate demonstrates unique knowledge of cognition and neurology and the core challenges associated with language and communication, social skills, behavior, and processing and their implications for program planning and service delivery.

ASD Standard 2: Teaching, Learning and Behavior Strategies for Students with ASD
The program ensures that each candidate is able to demonstrate knowledge, skills and abilities to become proficient in implementing evidence-based and multi-faceted methodologies and strategies necessary in teaching and engaging students with ASD from acquisition to generalization.

ASD Standard 3: Collaborating with Other Service Providers
The program will ensure that each candidate teaching students with ASD is able to demonstrate the ability to collaborate as a member of a multidisciplinary team with all service providers and effectively interact with families.

STUDENT LEARNING OUTCOMES RELATED TO
ASD AUTHORIZATION STANDARDS 1, 2, & 3

In this course, candidates demonstrate:

1.1 The ability to plan for instruction of a student with ASD based upon the characteristics of ASD and the student's cognitive functioning. (Projects)
1.2 Knowledge of unique verbal and nonverbal communication and language development characteristics/challenges of students with ASD and implications for program planning and service delivery. (AAC/VOCA, creating a communication system)
2.1 Knowledge of AAC assessment and implementing instruction and supports inclusive of high and low tech assistive technology and augmentative communication systems that matches and meets the unique communication, language, neurological and cognitive needs of students with ASD (Boardmaker, Structured Teaching Final Project)
2.2 Skill in designing and maintaining a structured and organized learning environment that includes routines, visual strategies and physical arrangements that support the teaching and learning of students with ASD. (All software labs & lectures, classroom tour & written response)
2.3 Knowledge of sensory processing issues and strategies that can be effective when planning a program for students on the autism spectrum
2.4 Knowledge of hidden curriculum issues and strategies to support students with ASD
3.1 Understanding of the roles and resources offered by the various professional, paraprofessional and outside agency personnel who may support a student with ASD and his/her family. (Lab &lecture, reading reflections)

Upon completion of this course candidates will be able to:

1. Identify characteristics of effective augmentative and alternative communication (AAC) and research and actions required to make AAC methods meaningful and motivating
2. Identify assessment issues regarding AAC for individuals with ASD
3. Have knowledge of communication modalities (i.e., presymbolic communication, manual signs, graphic symbols, speech output and speech-generating devices) for persons with ASD
4. Have knowledge of AAC interventions used with children with autism (e.g., PECS)
5. Use evidenced-based AAC interventions to:
   - facilitate students' full participation in inclusive classrooms
   - build students' social interaction skills
   - give students socially acceptable ways of expressing needs and preferences
   - replace students' unconventional with more conventional communicative behaviors
   - modify students' challenging behavior
   - promote students' natural speech and language development
   - expand students' literacy skills
   - build students' social networks within the community
6. Assist individuals with ASD to benefit from
   - speech generating devices
   - visual schedules and other types of visual supports
   - peer-mediated interventions
   - manual signing and gesturing
   - graphic symbols
   - written supports
7. Understand structured teaching theory and demonstrate the ability to create highly structured environments (e.g. visual schedules, physical arrangement) and tasks for students with ASD
8. Determine a student's area(s) of communication breakdown and create a communication system (e.g. PECS, object exchange, other augmentative communication systems) to assist them in better communicating their wants and needs

REQUIRED TEXT, READINGS, WEBSITES

Required Course Text
Dunn Buron, K. & Wolfberg, P. (2008). *Learners on the Autism Spectrum - Preparing Highly Qualified Educators.* Kansas: Autism Asperger Publishing Co. ISBN: 978-1-934575-07-9

Required Course Reader

Selected Chapters (Texts do not need to be purchased)
Selected Chapters from: Boutot, E. A., & Smith Myles, B. (2011). *Autism spectrum disorders: Foundations, characteristics, and effective strategies.* ISBN 10: 0205545750

Selected Chapters from: Miranda, P. & Iacono, T. (2009). *Autism spectrum disorders and AAC.* Baltimore: Brookes. ISBN 978-1-55788-953-7 (Ch. 5 Assistive Technology Devices to Enhance Speech Communication; Ch. 12 – Assistive Technology for Students with Autism)

Website
http://www.sfweekly.com/2010-08-11/news/ihelp-for-autism/ (iHelp for Autism)

REQUIRED SUPPLIES

University print card: You will be required to submit hard print copies of assignments. You may purchase this card in the Kellogg Library on the 2nd floor (street level) near the Student Technology Help Desk. You may add money to the card on the 4th floor of University Hall, but you must have a card first in order to do this.

USB/flash drive for storage of documents. Bring to every class.

Access to a PC computer for the purposes of loading software required to complete online-based assignments. While some free, trial/demo software may be available in a Mac platform, they almost always are (only) available in PC format.

Please do not feel like you need to purchase a PC computer for this course. A PC can be borrowed or shared, provided you have permission to load the trial software.

ADMINISTRATIVE REQUIREMENTS

School Of Education Attendance Policy:
Due to the dynamic and interactive nature of courses in the School of Education, all students are expected to attend all classes and participate actively. At a minimum, students must attend more than 80% of class time, or s/he may not receive a passing grade for the course at the discretion of the instructor. **Individual instructors may adopt more stringent attendance requirements**. Should the student have extenuating circumstances, s/he should contact the instructor as soon as possible. *(Adopted by the COE Governance Community, December, 1997).*

Student with Disabilities Requiring Reasonable Accommodations:
Students must be approved for services by providing appropriate and recent documentation to the Office of Disable Student Services (DSS). This office is located in Craven Hall 4300, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

All University Writing Requirement:
Every course at the university is required to have a writing requirement of at least 2500 words. In EDEX 637 this requirement is met via written components of labs, reflections, projects, and the ASD AA Standards Checklist descriptions of evidences.

CSUSM Academic Honesty Policy:
 "Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral assignments must be original work. All ideas/materials that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks.

Students are responsible for honest completion of their work. There will be no tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor's attention. If in doubt as to whether your work is paraphrased or plagiarized, see the Plagiarism Prevention for Students website, http://library.csusm.edu/plagiarism/index.html.

The instructors reserve the right to discipline any student for academic dishonesty in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an assignment or the class.

PROFESSIONAL REQUIREMENTS

1. Use "person-first" language (e.g., Student with a Traumatic Brain Injury as opposed to "The Traumatic Brain-Injured student") throughout all written and oral assignments and discussions. Always write professional and formally, respectfully.
2. Keep a copy of all of your work. Keep these records at least until you have received your grade for the semester. Also, you will want these copies for your records and for potential future use as professional portfolio entries.
3. Complete and hand in all assignments on the due dates for full credit. If you have extraordinary circumstances that impact completion of your assignments, please inform the instructor. Any time you have questions or concerns, please contact the designated instructor(s).
4. Participate in class discussions and group activities and demonstrate positive interpersonal skills with classmates and guests. Be on time to class and when returning from breaks.
5. Candidates are responsibility for obtaining handouts. If a class is missed, contact class colleagues to obtain missed information. Be sure to exchange contact information with at least two other candidates in your course section.

WEB COMMUNICATION GUIDELINES

Communications by e-mail will be via the e-mail you provide to the instructors on the first evening of class. ***Check this email at least twice a week and it is always suggested you check 2 hours prior to live class in the event that an emergency arises and class must be cancelled.***

- Never give your password to anyone else or allow anyone else to access this course using your password.
- All work must be written professionally and respectfully from an academic (not casual, conversational) standpoint. If an interactive lesson takes place and you disagree with another person's perspective, do so respectfully and provide clear reasons for your position.
- Always use person first language.

GRADING

Grading Scale
93% = A   90% = A-   87% = B+   83% = B   80% = B-   77% = C+
A grade of C+ or better is required for the course to count toward the added authorization.
Points below 77 = F.

COURSE SCHEDULE

CLASS # DATE & LOCATION	ASSIGNMENT(S)	ITEM [S] DUE: always due <u>BEFORE</u> class unless otherwise indicated
1.OCEANSIDE Jan 11	Introductions; syllabus review; Matrix review	Begin readings: **Dunn Buron & Wolfberg & Course Reader**
2.OCEANSIDE Jan 18	Social Skills (areas of challenge/assessment, conversation groups, social stories, video modeling, comic strip conversations	
3.OCEANSIDE Jan 25	Communication Using structure to expand communication	Social Story due (10 points)
4. **ONLINE** Feb 1	Boardmaker online assignment	Online assignment; Readings: Ch. 12: *Assistive technology for Students with Autism* Ch. 5: *Assistive Technology Devices to Enhance Speech Communication*
5. CA AVE Feb 8	AAC Devices (low to high tech); AAC assessment, Team Approach	Boardmaker Project due (10 points) Language Sample & Communication System due (10 points)
6. **CA AVE** Feb 15	Sensory Processing and ASD Guest Speaker: Dr. Abby Green	Reading Reflections due: (10 points) Ch. 12: *Assistive technology for Students with Autism* Ch. 5: *Assistive Technology Devices to Enhance Speech Communication*
7. CA AVE Feb 22	Structured Teaching; Classroom Tour Physical Structure	**Dunn Buron & Wolfberg,** Reading Reflection due Ch. 6: *Sensory Processing: Identifying Patterns and Support Strategies* (5 points)
8. **ONLINE** Feb 29	*Online* No Live Class	Online assignment; Readings
9. **CA AVE** Mar 7	Visual Schedules Structuring Tasks and Independent Work Systems	Written reflection on classroom tour and (10 points) Structured Environment Design due
10.**ONLINE** Mar 14	**Dunn Buron & Wolfberg**, Reading Reflections Ch. 5: *Structured Teaching and Environmental Supports* Ch. 14: *Educ. Experiences Across the Lifespan: A personal Perspective*	Online assignment; Readings:
11. **CA AVE** Mar 21	Hidden Curriculum Video Academic Supports/Technology in the Classroom	Visual Schedule due (10 points) Reading Reflections due (10 points) In-class discussion/video review (5 points)
12.**CA. AVE** Apr 4	"Pulling it all together" Final Project Presentations	Final Project Presentations (20 points) ASD AA Standards Checklist completed and signed off by instructors

TOTAL POINTS: 100

ASD STANDARDS CHECKLIST - REQUIRED FOR ASD AUTHORIZATION

Each ASD AA candidate is required to formally address the three (3) CCTC standards for the Autism Spectrum Disorder Added Authorization. In partial fulfillment of this requirement, each candidate provides descriptions of the evidence(s) submitted to illustrate achievement of the 13 elements of the standards described on the *Cal State San Marcos Autism Spectrum Disorder Added Authorization Standards Checklist*. **Completion of the competency checklist is required to receive a grade in the class and for the ASD AA to be recommended by the College of Education's Student Services Center.**

ASSIGNMENTS

Reading Reflections: Dunn Buron & Wolfberg (15 points)
Three reading reflections (5 points each) are based upon readings from the course text.

> Chapter 6: Sensory Processing: Identifying Patterns and Support Strategies

> Chapter 5: Structured Teaching and Environmental Supports

> Chapter 14: Educational Experiences Across the Lifespan: A Personal Perspective

DIRECTIONS FOR READING REFLECTIONS
In a typed 2-3 page reflection summarize the reading by answering questions provided. You will also draw upon your professional experience to write about what you learned from the chapter read, how you will apply that information or dismiss that information in your professional practices, etc. Discuss whether or not you learned anything of value and what your opinion is as an educator, regardless of whether you see yourself as a novice or expert regarding students with ASD and the subject matter of the reading.

CHAPTER 5 REVIEW QUESTIONS (pg. 137)

1. What is meant by "structure" in teaching?
2. What is TEACCH?
3. Explain Structured Teaching including theoretical foundations, as well as implications for students with ASD an their families.
4. What is meant by the "Culture of Autism" and what are some examples?
5. What are the five questions Structured Teaching should answer by providing the learner with visual information and organization of the environment?
6. What is the importance of each of the following in the instruction of individuals with ASD; schedules, task organization, work/activity systems, and routines?
7. For each of the five questions of Structured Teaching, provide two or three examples of strategies.

CHAPTER 6 REVIEW QUESTIONS (pg. 158)

1. What is sensory processing?

2. List and describe the systems involved in sensory processing.

3. What are modulation and thresholds in terms of sensory input to the brain?

4. What is the purpose of sensory systems transmitting information to the brain?

5. Give examples of arousal/alerting and discrimination/mapping descriptors.

6. Why is it useful to incorporate various sensory inputs into therapeutic programs?

7. Explain Dunn's conceptual model for understanding patterns of sensory processing.

8. How do individuals with ASD differ from neurotypical peers in terms of sensory processing?

9. What is the goal of a sensory processing framework for intervention?

10. Give examples of sensory processing interventions that address each type of pattern and that support student learning.

CHAPTER 14 QUESTIONS (pg. 332)

1. List and describe three experiences discussed by the chapter author.

2. Define narration and explain why the chapter author believes it is important for children with ASD.

3. What is the "hidden Curriculum: and why does the chapter author believe it is crucial to directly teach it to students with ASD?

4. How did using his special interests assist the chapter author in being successful?

Assistive Technology Reading Reflections (10 points)
Two reading reflections (of 5 points each) are based upon course readings related to students with ASD and assistive technology. (Chapters are in the course reader).

Ch. 12 – Assistive Technology for Students with Autism

Chapter 5 - Assistive Technology Devices to Enhance Speech Communication

DIRECTIONS FOR READING REFLECTIONS
In a typed 2-3 page reflection summarize the each reading. Draw upon your professional experience to write about what you learned from the chapters read, how you will apply that information or dismiss that information in your professional practices, etc. Discuss whether or not you learned anything of value and what your opinion is as an educator, regardless of whether you see yourself as a novice or expert regarding students with ASD and the subject matter of the reading.

Social Story (10 points)
Following class lecture, candidates will write a Social Story for a target behavior that is impacting a student with ASD in either an educational or social setting. Include a brief summary

about the student, the setting that is difficult for the student and if the story improved the experience for the student

Boardmaker Web-Based Instruction and Application (10 points)
Online assignments are to be completed as instructed. The requirements for the online assignment will be reviewed briefly in a live session before the due date. However, it is the responsibility of the candidate to follow directions and complete the assignment. All work is due on the date indicated in the course schedule. Late work is not accepted.

Boardmaker Lab Assignment Description
Go to www.mayer-johnson.com. Go to the **Download Center** in the middle column toolbar. Select **Trials & Demos**. Download a free 30 day trial of Boardmaker Software Family v6 Trial. Make sure you download the correct one in English. (Mac users should contact Mayer-Johnson ASAP @ 800-588-4548 or mayer-johnson.usa@dynavoxtech.com for a Mac version trial—inquire as to if they will send you a link/how long it may take for a disk to arrive to complete your lab…) Install the software, you will need to create a DynaVox account, you may opt to not receive future emails/unsubscribe at anytime…)

On the home page, select "**Education & Resources**" on the top mid-left column. You will then select "**Accelerated Learning**" & "**Recorded Web Classes**". Choose "**Boardmaker Basics**" - near the bottom of the page by Lisa Kehoe. (The tutorial incorrectly says 5 minutes—it is actually 45 minutes—M.J. may have fixed/be fixing this but be advised the tutorial is 45 minutes long.) Watch the entire 45 minute demo, pausing/rewinding as needed to take notes so you know how to make your own boards. You will submit two *completely original*, separate boards for either the same (theoretical) student or for two different kiddos. (i.e. one board could be foods; one could be emotions; one could be school subjects/a schedule, other chores)

When finished creating your two boards, write a brief 1-2 paged double-spaced reflection describing for "whom" you created the board (age, challenges within disability with respect to language, etc, gender, etc.) and why you created each board. Attach both boards along with your reflection as a Microsoft Word document. Plan three hours for this lab (although it may take you more or less time to complete). You may partner on this lab, in which case each of you choose one student, still complete the reflection, and each turn in your own hard copy on the due date. You will briefly demonstrate your communication boards in class and explain why you created the board, its features, etc

Creating a Communication System for Students with Autism (10 points)
Based upon information provided in class lecture, students will obtain a language sample/communication observation from one child in their own class or school. Students will analyze that language sample to determine areas of communication breakdown and create a communication system to assist the child in making his/her wants and needs known to others.

Students are encouraged to collaborate with other school staff (instructional assistants, co-teachers, speech therapists) to create the most meaningful and effective communication system for the child.

Students should consider the following when creating a communication system: child's age, child's level of functioning (object level, picture level, written), child's interests & purposes for communicating, portability of communication system, child's visual skills (size of pictures, font).

For full credit, students will bring their language sample and created communication system to class and share in a brief oral presentation. (5-10 minutes).

Designing a Structured Learning Environment (Writing Reflection) (10 points)
Students will tour a highly structured classroom that includes visual schedules, visual strategies and physical arrangement. A classroom teacher with autism background will be available to answer questions regarding the philosophy and set-up of that classroom.

For full credit on this assignment, each student will tour the classroom and submit a typed 2-3 page document to include the following information:

1) What did I observe in this classroom (schedules, transitioning strategies, placement of furniture, etc)?
2) What purpose does this level of structure provide to students?
3) What did I like/dislike about the set-up of this classroom?
4) What ideas or strategies, if any, might I consider implementing in my own classroom?
5) Describe and/or provide a drawing that will demonstrate your classroom design and any changes you would make in your classroom set up.

Creating an Individual Visual Schedule (10 points)
Following class lecture and discussion on types of visual schedules used for students on the Autism Spectrum, candidates will create a visual schedule for one of their students.. Candidates will bring their created visual schedule and give an oral presentation that includes a brief description of the student that will use the schedule; why this particular schedule was developed and describe the schedule and how it will be used.

Factors to consider when creating the visual schedule is the symbolic level of understanding for hour student; length of the schedule; placement of the schedule; how to transition student to the schedule; where student places schedule card when they arrive at their location.

Video review of Last One Picked, First One Picked On (5 points – in class assignment)
Following video and in-class discussion, each candidate will write a one-two page summary of some of the key points that made an impression; how you would use the information in your own setting and a personal reflection.

Structured Teaching Application – Final Project (20 points)
Each student will create two (2) tasks in two separate areas of instruction (i.e. reading, writing, math, leisure, self-help, vocational). Each task should visually answer the questions: 1) What work is expected of the child? 2) How much work is to be done?
3) When is the task finished?

Each student will give an oral presentation and demonstration of their two tasks the last night of class. All tasks will be displayed and students are encouraged to take photos of the different tasks for their own professional growth.

Students will be graded on the quality of their two tasks and ability of those tasks to visually answer the questions listed above.

Edex 637: TEACCH – Structured Teaching Application Final Project

Components	Does Not Meet Expectations (0 points)	Beginning to meet Expectations (3 points)	Approaching Expectations (5 points)	Meets Expectations (16 points)	Points Earned
Structured Task # 1	**No assignment/task completed.**	**Task was created but only answered one of the 3 questions. Task needed more structure.**	**Task was created but only answered two of the 3 questions.**	**Task was created in an area of instruction and answered all three questions.**	
Structured Task #2	**No assignment/task completed.**	**Task was created but only answered one of the 3 questions. Task needed more structure.**	**Task was created but only answered two of the 3 questions.**	**Task was created in a different area of instruction and answered all three questions.**	
Oral Presentation	**No oral presentation presented.**	**One task was presented.**	**Two tasks were presented but only in one area of instruction.**	**(4 points) Two tasks were presented in two areas of instruction.**	
Total Points Earned for Project, with comments:					____ **20**

GRADING RUBRIC

Edex 637:   Language Sample & Communication System

Components	Does Not Meet Expectations (0 points)	Beginning to meet Expectations (4 points)	Approaching Expectations (7 points)	Meets Expectations (10 points)	Points Earned
Language Sample or communication observations collected (for nonverbal student)	No assignment/ task completed.	Less than 10 utterance language sample collected or less than 10 communication observations documented (for nonverbal student).	Less than 20 utterance language sample collected or less than 20 communication observations documented (for nonverbal student).	20+ utterance language sample collected or 20+ communication observations documented (for nonverbal student). Sample was analyzed and an area of communication breakdown was determined.	
Communication system created	No assignment/ task completed.	Communication system was created but failed to effectively address an area of communication breakdown.	Communication system was created but only partially addressed an area of communication breakdown.	Communication system was created and effectively addressed an area of communication breakdown.	
Oral Presentation	No oral presentation presented.	Only one component of assignment presented.	Both components of assignment were presented, but language sample/observations were inadequately analyzed and the communication system only partially addressed an area of communication breakdown.	Both components of assignment were presented in class and a clear correlation was made between the language sample/ communication observations and the communication system created.	
Total Points Earned for Project, with comments:					**/10**

RECOMMENDED SUPPLEMENTAL TEXTS, MATERIALS, AND WEBSITES

Broderick, A., & Kasa-Hendrickson, C. (2001). " Say just one word at first": The emergence of reliable speech in a student labeled with autism. *The Journal of the Association for People with Severe Handicaps, 26,* 13-24.

CNN Productions and State of the Art, Inc. (2004). *"Autism is a world"* DVD documentary about Sue Rubin's life with autism. Order from www.autismisaworld.com

Gray, C. (2010). *The new social story book.* Arlington, TX: New Horizons, Inc. ISBN: 978-1-935247-05-6

Kasa-Hendrickson, C., Broderick, A. A., & Hanson, D. (2009). Sorting out speech: Understanding multiple methods of communication for persons with autism and other developmental disabilities. *Journal of Developmental Processes, 4*(2), 116-133.

Kluth, P. (2010). *"You're going to love this kid!" Teaching students with autism in the inclusive classroom* (2nd ed.). Baltimore: Paul H. Brookes. ISBN-10: 1-59857-079-X

Kluth, P. & Schwarz, P. (2008). *"Just give him the whale!" 20 ways to use fascinations, areas of expertise, and strengths to support students with autism.* Baltimore: Paul H. Brookes. ISBN: 978-1-55766-960-5

Mesibov, G., Stern, Shopler, E. (2004). *The TEACCH Approach to Autism Spectrum Disorders; Issues in Clinical Child Psychology*

Mirenda, P. (2008). A back door approach to autism and AAC. *Augmentative and Alternative Communication* 24(3), 220-234.

Mukhopadhyay, T.R. (2000). *Beyond the silence: My life, the world and autism.* London: National Autistic Society.

http://www.autism-hub.co.uk/ (Autism Hub – The Place to Blog on autism, advocacy, science, and parenting)

http://www.teacch.com (TEACCH homepage)

http://www.preschoolfun.com (California Ave. School home page)

http://www.paulakluth.com (free tips and resources by the author of your text)

http://www.patrickschwarz.com (links and inspirations by a recommended author)

http://www.ocali.org (Ohio Center for Autism and Low Incidence)

http://www.autisminternetmodules.org (free online training modules)

http://www.dotolearn.com/sitemap/index.htm (teacher resource for classroom activities)
http://setbc.org/pictureset/resource.aspx (free pictures to use for communication, schedules, etc.)

http://autismpdc.fpg.unc.edu (National Professional Development Center on Autism Spectrum Disorders)

http://www.mayerjohnson.com (software for creating interactive symbol based communication and educational materials)

http://polyxo.com/visualsupport (ideas for creating visual supports)

http://www.scatc.org (Southern California Autism Training Collaborative)

http://www.usevisualstrategies.com (recommends books and tools and offers a free E-newsletter)