

OCALI
linking research to real life.

Autism Spectrum Disorders

Issues and Solutions

Columbus Public Schools
December 12, 2012

A division of the ESC of Central Ohio



OCALI

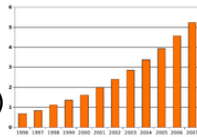
OCALI
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Educational Identification of Individuals with Autism Spectrum Disorders

A division of the ESC of Central Ohio

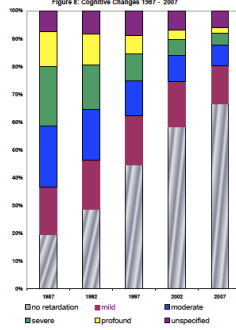
Prevalence of Individuals with ASD

- 1 in 88 (US)
- 1 in 54 boys
- 1 in 38 (South Korea)



Autistic Spectrum Disorders

Figure 8: Cognitive Changes 1987 - 2007

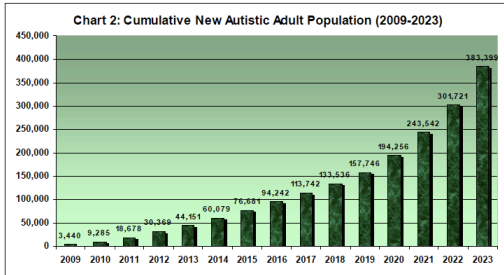


Diversity of Individuals with ASD

Brenda Smith Myles, AUCD 2009



Chart 2: Cumulative New Autistic Adult Population (2009-2023)



Brenda Smith Myles, AUCD 2009



DSM-V



- Scheduled for release May 2013
- Autism Spectrum Disorders
- Social and communication criteria combined
- Sensory is considered

THIS WILL NOT IMPACT EDUCATIONAL ELIGIBILITY



The Purpose of Special Education (IDEA)

... all children with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to meet their **unique** need and **prepare** them for **further education**, **employment**, and **independent living**.

§300.1 (emphasis added)

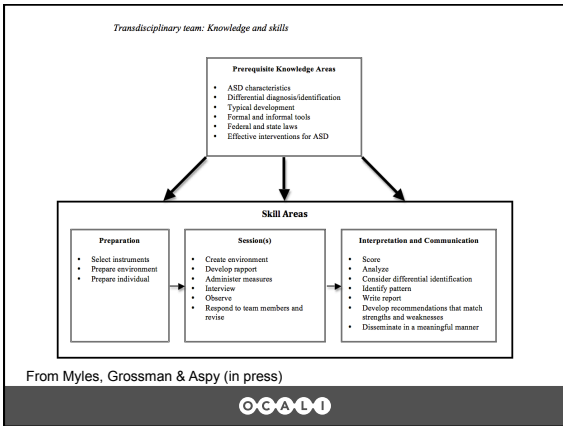
Brenda Smith Myles, AUCD 2009



IDEA 2004 defines autism as....

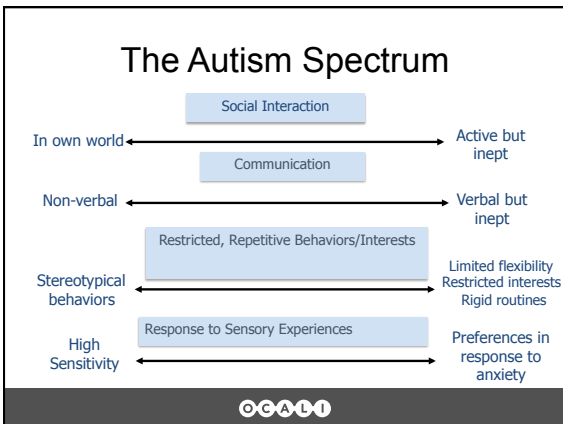
- Developmental disability
- Significantly affecting:
 - Non-verbal and verbal communication
 - Social interaction
- Generally evident prior to age 3
- Other characteristics often associated with autism:
 - Engagement in repetitive activities and stereotypic movement
 - Resistant to environmental change or change in daily routine
 - Unusual responses to sensory experiences



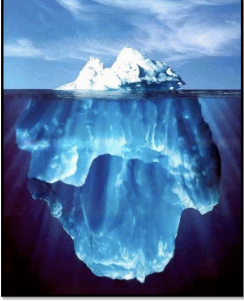


While individuals on the autism spectrum have some similar characteristics, *no two individuals with autism spectrum disorders (ASD) will appear the same.*

O C A L I



Underlying Characteristics



OCALI

The image shows a large iceberg floating in the ocean. Only a small, jagged peak of the iceberg is visible above the water's surface, while the vast majority of the iceberg is submerged and hidden beneath the water. The water is a deep blue, and the sky is a lighter blue with some clouds. The OCALI logo is centered at the bottom of the slide.

OCALI
linking research to real life.

**Underlying Characteristics
Checklist**

Barry Grossman and Ruth Aspy
texasautism.com

The slide features the OCALI logo at the top, which includes the text 'linking research to real life.' Below the logo, the title 'Underlying Characteristics Checklist' is centered in a bold font. Underneath the title, the authors' names 'Barry Grossman and Ruth Aspy' and the website 'texasautism.com' are listed.

Social

- Has difficulty recognizing the feelings and thoughts of others (Mindblindness)
- Uses poor eye-contact
- Has difficulty maintaining personal space, physically intrudes on others
- Lacks tact or appears rude
- Has difficulty making or keeping friends

OCALI

The slide has a dark grey header with the OCALI logo. The main content area is white and contains the word 'Social' in bold, followed by a bulleted list of five characteristics. The OCALI logo is repeated at the bottom of the slide.

Social

- Has difficulty joining an activity
- Is naïve or easily taken advantage of
- Tends to be less involved in group activities than most same age individuals
- Has difficulty understanding others' nonverbal communication
- Has limited understanding of own emotions



Social

- Has difficulty understanding jokes
- Other



Restricted Behaviors/Interests

- Expresses strong need for routine or "sameness"
- Expresses desire for repetition
- Has eccentric or intense preoccupation/absorption in own unique interests
- Asks repetitive questions
- Seems to be unmotivated by customary rewards



Restricted Behaviors/Interests

- Displays repetitive movements or paces
- Has problems handling transition and change
- Has strong need for closure or difficulty stopping a task before it is completed
- Other



Communication

- Has difficulty with rules of conversation (e.g., interrupts others, asking questions)
- Has difficulty starting, joining, and/or ending a conversation
- Has difficulty asking for help
- Makes irrelevant comments
- Has difficulty expressing thoughts and feelings



Communication

- Speaks in an overly formal way
- Gives false impression of understanding more than actually does
- Talks incessantly
- Uses an advanced vocabulary
- Speech sounds “unusual” (mechanical, sing-song, etc.)
- Has difficulty following instructions



Communication

- Has difficulty with multiple meanings such as idioms or humor
- Has difficulty talking about others' interests
- Other



Sensory Differences

- Displays significant differences in response to sounds such as sudden unexpected noises, high-pitched continuous sounds, or complex/multiple noises
- Displays significant differences in response to pain (overreacts, or seems unaware of an illness or injury)



Sensory Differences

- Displays significant differences in response to taste (e.g., resists certain textures, flavors, brands, etc.)
- Displays significant differences in response to light or color (e.g., focuses on shiny items, shadows, reflections, shows preference or strong dislike for certain colors)



Sensory Differences

- Displays significant differences in response to temperature
- Displays significant differences in response to smells
- Seeks activities that provide touch, pressure, or movement (e.g., swinging, hugging, pacing, hand flapping, etc.)



Sensory Differences

- Avoids activities that provide touch, pressure, or movement (e.g., resists wearing certain types of clothing, strongly dislikes to be dirty, resists hugs, etc.)
- Other



Cognitive Differences

- Has narrow interests
- Displays poor problem-solving skills
- Has poor organizational skills
- Withdraws into complex inner worlds/ fantasizes a lot
- Is easily distracted by unrelated details—has difficulty knowing what is relevant



Cognitive Differences

- Displays weakness in reading comprehension with strong word recognition
- Knows many facts and details but has difficulty with abstract reasoning (weak central coherence)
- Has difficulty applying learned skills in new settings



Cognitive Differences

- Has academic skills deficits
- Has attention problems
- Displays very literal understanding
- Has difficulty understanding the connection between behavior and consequences
- Memory seems to be inconsistent (seems to forget previously learned information)
- Other



Motor Differences

- Has balance difficulties
- Strongly resists handwriting
- Has poor handwriting
- Motor coordination is poor (e.g., accident prone, difficulty using fasteners, etc)
- Writes slowly
- Has athletic skills deficits



Motor Differences

- Displays an awkward gait
- Other



Emotionality Vulnerability

- Is easily stressed – worries obsessively
- Seems to be depressed or sad
- Exhibits rage reactions or “meltdowns”
- Has difficulty tolerating mistakes
- Has low frustration tolerance
- Has low self-esteem, makes negative comments about self



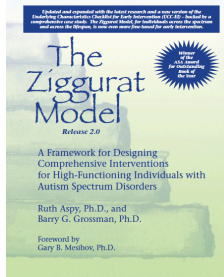
Emotionality Vulnerability

- Has difficulty identifying, quantifying, expressing, and controlling emotions (e.g., can only recognize and express emotions in extremes)
- Has a limited understanding of own and others' emotional responses
- Has difficulty managing stress and anxiety
- Other



From the wonderful book ...

The Ziggurat Model
by
Ruth Aspy and
Barry Grossman



Characteristics of ASD



The Big Bang Theory - pilot



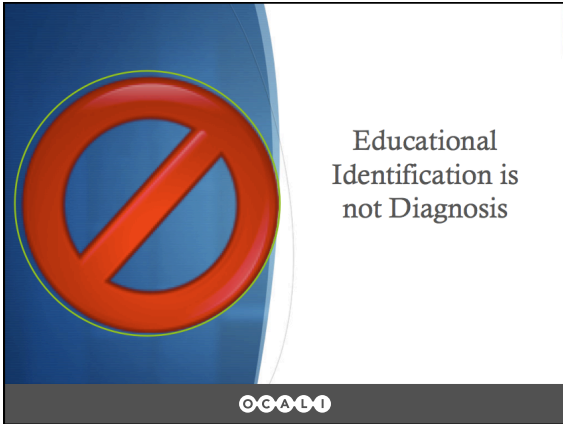
Diagnosis vs. Eligibility

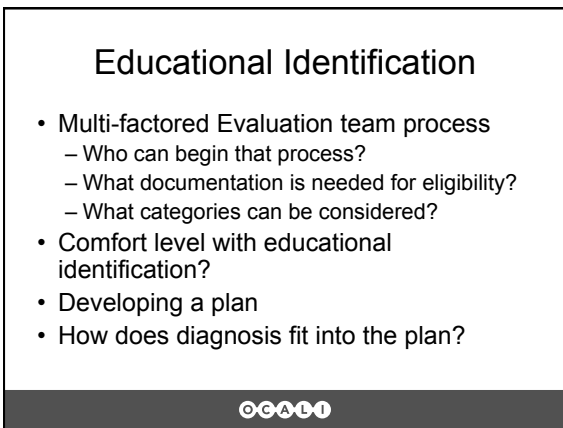


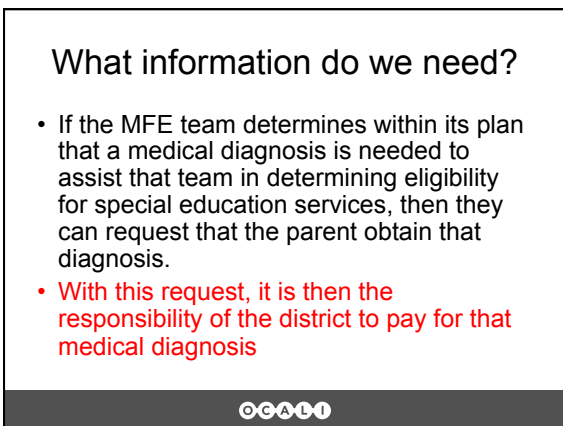
Parents are not required to obtain a diagnosis from a physician or any other medical professional as a part of the eligibility determination process.

IDEA 2004 clearly states this.

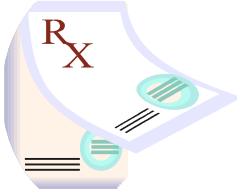








If a parent brings in an outside evaluation...



If it is just a "prescription pad" diagnosis, the team should request a report to consider along with that "prescription pad"

If a report is presented, the MFE team **must consider** that report along with all the other aspects of the plan they have developed for determining eligibility. It need not be given more or less weight than any other piece of information



What categories can be considered?

- It is left to the discretion of the MFE team whether they consider autism or another category when determining eligibility for special education services
- To be eligible for the autism scholarship the child must have an educational eligibility for special education under the category of autism OR have a diagnosis of PDD-NOS and be eligible for special education services under another categorical label such as LD, OHI, etc.



**Common Misconceptions
"He can't have ASD, he ..."**

- | | |
|--------------------------------------|--|
| • Is affectionate | • Has a sense of humor |
| • Doesn't have stereotypic movements | • Isn't mean |
| • Makes eye contact | • Is too angry |
| • Is too social | • Didn't have problems in early school years |
| • Is too smart | • Was delightfully socially with me! |
| • Has a friend | |



Common Misperceptions

- Just because a child is intelligent does not mean he is not VERY IMPAIRED
- There is a continuum of disabilities that is independent of IQ
- IF YOU DON' T ASK YOU DON' T GET (i.e., many times the questions you need to ask the parents are about things the child DID NOT do)
- Understanding the child' s personality is crucial
- Early symptoms often instill a sense of pride, rather than alarm



What Precipitates an Evaluation Request for a Child with ASD?

- Depending on age of the individual:
 - Social interaction problems
 - Lack of understanding the environment/hidden curriculum/common sense
 - "Cluelessness"
 - Overactivity
 - Anxiety/stress
 - Fears
 - Sensory issues
 - Lack of regulation




What Precipitates an Evaluation Request for a Child with ASD?

- Depending on age of the individual:
 - Disorganization
 - Depression
 - Perfectionism
 - Inattention
 - Home schooling
 - Multiple diagnoses
 - 2+ suspicious
 - ADHD, OCD, ODD, Bipolar Disorder



Eligibility Procedures

- Administration of evaluation instruments
- Interview parents/caretakers/educators, including developmental history
- Observation of child



Interdisciplinary Team




The screenshot shows the OCALI website interface. On the left is a navigation menu with icons for Autism Center, Transition Center, National Center for Learning Center, Autism Technology Center, Oregon Assessment Center, and Family Center. The main content area features a video player with a play button and a video title: 'Video: How to Assemble an Interdisciplinary Autism Evaluation Team'. The video shows two people, a man and a woman, sitting at a table.



Ask the Parent About...

- Sensory issues
- Friendships
 - Does he always want to be the leader? How does he get along with peers? If, he has says he has friends, what do they do together?
- Organization
- Long and short-term memory
- Anxiety
- Problems related to change or unanticipated events



Ask the Parent About ...

- Academic strengths and weaknesses
- Handwriting
- Life skills/adaptive behaviors
 - Taking showers, brushing teeth, combing hair
 - Answering the phone
 - Making change
 - Ordering at restaurants



Ask the Parent About ...

- Areas of interest
- Naivety
- Problem solving
 - Can't find something
 - What if the bus left him at the wrong stop
- Sharing
- Friendliness (appropriateness/inappropriateness)



Believe the Parents

- Ask:
 - How was the child as a baby (easy to please, required nonstop attention, etc ...)?
 - How did he play as a toddler? Did he want you to play with him all of the time? Did he always want to play alone? What happened if you tried to change his play activities? Was the play creative?



Believe the Parents

- Ask:
 - Does the child imitate gestures, facial expressions?
 - Does the child use language primarily to get what he needs for to share feelings and stories?
 - If you are in a grocery store and the child is complimented on his t-shirt, how does he react?
 - Does he say embarrassing things to people?



Believe the Parents

- Ask:
 - Is he at times inappropriately friendly?
 - Does he seem naïve for his age?
 - Do you ever worry he might wander off?
 - What would he/she do if the bus left him at the wrong stop?
 - Does he share and what does he share?
 - How does he sleep?





DO NOT TRUST YOUR INSTINCTS IN AN OFFICE OR OTHER STRUCTURED SITUATION!

Do Not Trust Your Instincts

- Children and youth with autism spectrum disorders often appear to have little difficulties/challenges when talking with adults.



Do Not Trust Your Instincts

- In interviews, adults tend to focus on (a) intelligent conversation, (b) above average vocabulary, (c) interesting topic of discussion, and (d) adult-manner. Affect and eye contact may appear normal.



Your Best Bet

- Observe in an unstructured setting
- Observe in the hallway, cafeteria, playground or other less structured setting



In School

- In class, compare with same age/gender peers ...
 - Interactions with others
 - On/off task behavior
 - Odd or silly behaviors
 - Help needed by peers and teacher
 - Ease in transition between classes/activities
 - Lunch, recess, physical education behaviors





Other Co-Morbid Conditions

- Attention Deficit Hyperactive Disorder
- Anxiety Disorder
- Bipolar Disorder
- Conduct Disorder or Oppositional Defiant Disorder
- Depression
- Obsessive Compulsive Disorder
- Tourette Syndrome
- Elective Mutism



WELCOME SIBBA L. BIRTH
PEOPLE HELP LOGOUT

AUTISM INTERNET MODULES
Linking research to real life.

MODULE NAVIGATOR - SCREENING ACROSS THE LIFESPAN FOR AUTISM SPECTRUM DISORDERS

TABLE OF CONTENTS

- Introduction
- Pre-Assessment
- Objectives
- Overview
- CEC Professional Standards
- What is Screening?
- Why Screen for ASD and Other Developmental Disabilities?
- What are the Early Red Flags of ASD?
- Who is Involved in Screening?
- Universal Screening
- Screening Tools
- What if the Screening Suggests a Possible Delay?
- Summary
- Frequently Asked Questions (FAQs)
- Citation and References
- Post-Assessment

Introduction

Video: Screening Across the Lifespan - Introduction

Patricia Wright, PhD
National Director
Autism Services, Easter Seals

00:08 01:27

O CAT I

ASD Specific Screening Tools

Instrument	Age	Admin. Time	Description
Asperger Syndrome Diagnostic Scale (ASDS) (Myles, Bock, & Simpson, 2001) The ASDS is available in English or Spanish through Pro-Ed Inc. at www.proedinc.com/customer/product/view.aspx?ID=1842&SearchWord=ASDS Video describing the ASDS can be found at: www.ocali.org/view.php?hr_id=203 Administrator: Parent/Caregiver or Teacher	5 – 18 years	10 – 15 min	The ASDS consists of 50 items that are rated for presence or absence of behaviors related to Asperger Syndrome. • Results yield standard scores and percentiles for the five subscales. Raw scores from the subscales are summed to create the Asperger Syndrome Quotient (ASQ), which is a standard score.
Autism Behavior Checklist (ABC) (Krug, Arick, & Almond, 2008) The ABC is available for purchase from www.proedinc.com/customer/product/view.aspx?ID=1827&SearchWord=asbp Administrator: Parent/Caregiver or Teacher	3 – 14 years	10 – 15 min	The ABC, a subset of the ASIEP-3, is a questionnaire containing 37 items answered in a yes/no format. • Results indicate cutoff score ranges based on different diagnoses.
Autism Spectrum Screening Questionnaire (ASSQ) (Eliens, Gillberg & Wing, 1999) The full ASSQ article and screening tool is available at www.chiildps.se/dokument/assenqslsh.pdf Video describing the ASSQ can be found at: www.ocali.org/view.php?hr_id=203 Administrator: Parent/Caregiver	7 – 16 years	5 – 10 min	The ASSQ consists of 27 items that are rated on a 3-point scale. The items are designed to screen for AD and other high-functioning disorders on the autism spectrum. • Results are reported in cut-off scores, with higher scores being more indicative of an ASD.

O CAT I

Instrument	Age	Admin. Time	Description
Autism Spectrum Quotient (AQ) (Baron-Cohen, Wheelwright, Skinner, Martin & Clubley, 2001) The AQ can be accessed at: www.autismresearchcentre.com/aqc_tests Video describing the AQ can be found at: www.ocali.org/view.php?hr_id=203 Administrator: Child and Adolescent Version: Parent/Caregiver; Adult Version: Self-Report	4 – adult	5 – 10 min	Three AQ versions have been developed: children, adolescents, adults. The 50-item AQ is structured around five subdomains: social interaction, communication, attention to detail, attention switching and imagination. Items are completed using a 4-point Likert scale. • Cut-off score of 76 indicates a positive screen for ASD.
Autism Spectrum Quotient – 10 (AQ-10) (Allison, Auyeung, & Baron-Cohen, 2012) The AQ-10 can be accessed at: www.autismresearchcentre.com/aqc_tests Administrator: Child and Adolescent Version: Parent/Caregiver; Adult Version: Self-Report	18 – 24 months	5 min	This 10-item scale uses a 5-point Likert scale (always, usually, sometimes, rarely, never). • A score of 3 or more indicates a positive screen for ASD.
Checklist for Autism in Toddlers (CHAT) (Baron-Cohen, Allen, & Gillberg, 1992) The CHAT is available online for free through the Autism Research Centre at www.autismresearchcentre.com/aqc_tests Administrator: Parent/Caregiver	18 – 24 months	5 – 10 min	The CHAT is designed to be completed by a physician with parents during a child's 18-month check-up. Five key items indicate autism risk: pretend play, protodeclarative pointing, following a point, pre-empting and producing a point. • Results are reported as yes/no and indicate need for additional surveillance or referral.

O CAT I

OCALI Find content about: Topics in: Media Types

A Guide for Assessment > Assessment Measures

Movies
A Guide for Assessment
[View Assessment Measures Movies](#)

Special Education Assessment and the Law
 Selecting the appropriate means of assessment is a fundamental step in the assessment process. A variety of assessment tools as well as information collected from parents should be used to gain relevant data about the student's strengths and challenges is essential. Collecting data through a variety of measures (e.g., observations, interviews, formal assessments) and from an array of sources (e.g., parents, teachers, related service personnel, psychologists) results in a clear understanding of the student's abilities and needs.

Assessment Measures
 This section contains information on various assessment measures.

Test Administration
Links
 The Texas Autism Resource Guide for Effective Teaching: TARGET
 A manual that contains information to support professionals developing practices from initial referral to program development and implementation. Sections include eligibility vs. diagnosis, educational implications, evaluation, interventions and a glossary.
<http://www.texasautism.net/manual.html>

Documents
Parent Interview of Social Functioning
 A set of questions (PISF, 2005) for parents/caregivers related to social skills (i.e., social functioning, social communication, and interests) as they relate to the child with an autism spectrum disorder.
[Download Document \(PDF\)](#)

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Texas Statewide Leadership for Autism Training

Welcome
Regional Autism Contacts
Eligibility
Commissioner's Rule Related to Autism
TARGET: Texas Autism Resource Guide for Effective Teaching
Links
Resources
Trainings: Online
Trainings: Regional
Model Sites
Contact Us
Texas State Conference on Autism
REGION VIII
TEA

TARGET: Texas Autism Resource Guide for Effective Teaching
 The TARGET manual is divided into four sections: Introduction, Glossary, Evaluation, and Interventions.

Introduction
Introduction

- Introduction
- Evaluation for Identification and Programming and Issues Related to Eligibility
- Educational Implications

Glossary

- Glossary

Evaluation
 The items in this section are listed in alphabetical order; this listing does not reflect any endorsement or miracle. The instruments are examples of resources, while comprehensive, the listing is not exhaustive. Instruments may have multiple uses and functions. Some assessment personnel may use certain instruments to determine or support identification of a disability. Others may use them to help guide program development.

- Autism Screening and Assessment
- Academic Achievement Assessment
- Adaptive Behavior Assessment
- Developmental Assessment
- Emotional and Behavioral Assessment
- Functional Behavior Assessment
- Motor Assessment
- Other Assessments
- Sensory Assessment
- Social and Relationship Assessment
- Speech-Language Assessment
- Transition and Vocational Assessment

Interventions

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Movies
Asperger Syndrome Diagnostic Scale (ASDS)
 Dr. Brenda Smith-Myles introduces the Asperger Syndrome Diagnostic Scale, also known as the ASDS. The ASDS is a rating scale that can help to determine whether an individual has Asperger Syndrome.
[PLAY MOVIE](#)

Autism Diagnostic Observation Schedule (ADOS)
 Dr. Ruth Aspy and Dr. Barry Grossman briefly discuss the Autism Diagnostic Observation Schedule, commonly referred to as the ADOS. The ADOS is a semi-structured developmental observational assessment tool designed to assess autism spectrum disorders in children, adolescents, and adults.
[PLAY MOVIE](#)

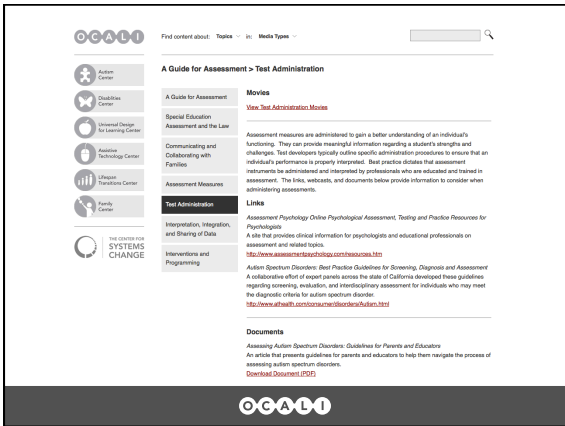
Autism Spectrum Quotient (AQ)
 Penne Law introduces the Autism Spectrum Quotient or AQ. The AQ is a screening tool designed to detect autistic characteristics in children between the ages of 4 and 11 years old.
[PLAY MOVIE](#)

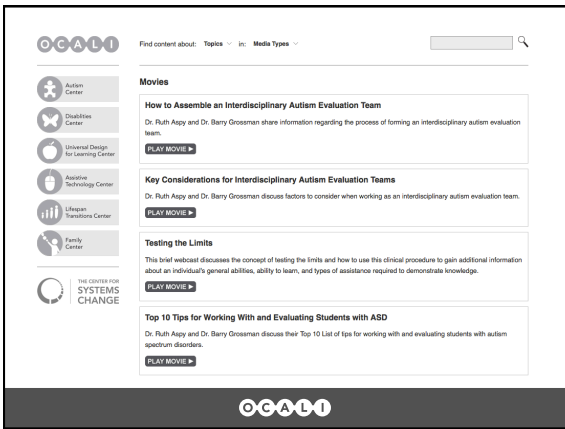
Autism Spectrum Screening Questionnaire (ASSQ)
 Penne Law briefly discusses the Autism Spectrum Screening Questionnaire, also known as the ASSQ. The ASSQ is a rating scale designed to detect social impairment and screen for symptoms related to autism and other high-functioning disorders.
[PLAY MOVIE](#)

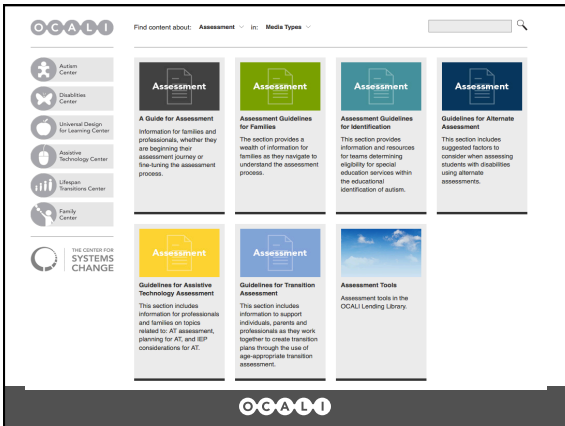
Psychoeducational Profile 3rd Edition (PEP-3)
 Dr. Ruth Aspy and Dr. Barry Grossman introduce the Psychoeducational Profile, 3rd Edition, also known as the PEP-3. The PEP-3 is an assessment tool used for interdisciplinary evaluation of autism spectrum disorders.
[PLAY MOVIE](#)

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Assessment Guidelines for Identification

Movies
[View Guidelines for Identification Movies](#)

Autism is a disability category under the special education regulations (DOA 2004). Autism is defined as "a developmental disability significantly affecting verbal and nonverbal communication and social interaction, usually evident before age 3 that adversely affects a child's educational performance. Other characteristics often associated with ASD are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences. The term does not apply if a child's educational performance is adversely affected because the child has an emotional disturbance" (24 C.F.R. 300.80(c)(1)). Eligibility determination for all disability areas, including autism, is the responsibility of local education agencies (L.E.A.).

This section provides information and resources for teams determining eligibility for special education services within the educational identification of autism.

Links
AIM Module "Screening Across the Lifespan for Autism Spectrum Disorders"
 Early screening promotes early diagnosis and intervention, offering the best outcomes. However, screening can occur across the lifespan. This module addresses the importance of screening, who should be involved, recommended screening processes and procedures and screening tools.
<http://www.aimcenter.com/modules>

Online module addressing Early Identification of Autism Spectrum Disorders developed by the National Professional Development Center on Autism Spectrum Disorders
 This module addresses the importance of early identification, describes early characteristics of autism spectrum disorders (ASD) and provides a recommended set of practices that can assist with early identification of ASD. A description of screening and diagnostic assessment tools is included within this web-based module.
<http://autismprep.org.us.edu/center/early-identification-module.html>

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Movies

Educational Assessment of Autism: A Team Approach
 The Miami Valley Regional Center Autism Assessment Team provides information on an effective way to conduct autism assessment in order to gain reliable information to determine eligibility.
[PLAY MOVIE](#)

Solutions and Strategies for Educational Identification of Students with ASD
 Dr. Amy and Dr. Doermer provide information on educational identification of autism spectrum disorders. Topics covered include: legal foundations, when to evaluate for ASD, diagnosis vs. eligibility, and the team process.
[PLAY MOVIE](#)

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ASQ
Autism Spectrum Questionnaire
 Children develop skills at their own pace. How is your child doing?
 Check with the Ages & Stages Questionnaire®, offered at no cost by Easter Seals and a grant from the CVIC/Connecticut Children's Trust.

The Autism Center at OCALI
 The Autism Center at OCALI provides a clearinghouse of information on research, resources and trends to address the autism challenge. The center offers a variety of training, technical assistance, resources, and consultation to build program capacity and individual learning and growth.

Assessment Resources
 Information for families and professionals, alerting them to beginning their assessment journey or beginning the assessment process.

BGSU
BOE ABID Graduate Certificate
 The certificate is interdisciplinary and will provide skills and procedures necessary for identifying and programming for individuals with ASD.

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MAKE THE FIRST FIVE COUNT

HOME TELL A FRIEND ABOUT DONATE MEDIA

ASQ Ages & Stages Questionnaires

Developmental Milestones Screening

The first five years are critical in a child's life. And this is the most important time to get your child support for a developmental delay or special need.

Children develop skills, or "milestones," at their own pace. How is your child doing? You only need 10-20 minutes to check with the Ages & Stages Questionnaire, Third Edition. Your ASQ-3™ results will help you see if your child's developmental progress is on time and alert you to concerns that you can talk over with your health care provider.

Please note: ASQ-3™ is designed for screening, not diagnosis. It is a quick check for children from birth through age five. If your child is age six or older, please discuss his or her development with your child's health care provider, your local school district, or your child's teacher. Results from the questionnaire will be emailed to you within two weeks.

Take the Questionnaire

Free online access to ASQ-3™ is made possible by a grant from:

CVS Charitable CAREMARK Trust

Ages & Stages Questionnaire® is a registered trademark of Paul H. Brookes Publishing Co., Inc.

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Lending Library

To create a Lending Library account, please download the PDF application and mail or fax it to OCALI. Once your application has been processed and your account has been established, we will notify you via email or mail. For assistance with the OCALI Lending Library, please contact OCALI toll free at 866.688.2254 and ask for the lending library or email support@ocali.org.
[Browse the Lending Library](#)

December Spotlight 2012 - Accessible Toys

Top Ten Toys
Tessa Clifton

I get by with a little help... Do you ever feel like you're in the parenting thing alone? Like no one understands what you're going through? Parenting children on the autism spectrum is an obstacle with countless twists and turns. However, with a little help from 44 fellow parents and professionals your daily journey can be a little less harrowing. Top Ten Toys shows 100 practical, tested and true tips. The book is organized so that you don't have to read through theories or lengthy descriptions - it's all practical, short and sweet. The stuff you want to know NOW! The book is broken down into nine chapters with topics ranging from family outings, holidays, and frequent activities (park time, meal time, etc.). This is your supertool and will help families with a child on the autism spectrum navigate their way through everyday activities and occurrences. Contributors include speech language therapists, occupational therapists, autism experts, parents, and individuals on the spectrum.
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