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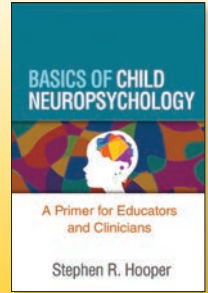
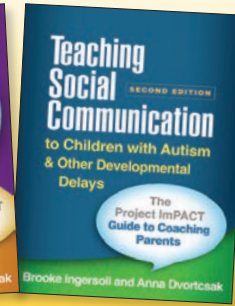
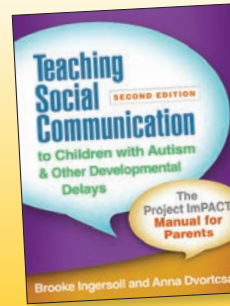
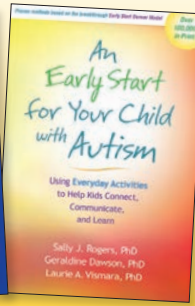
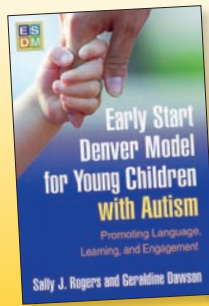
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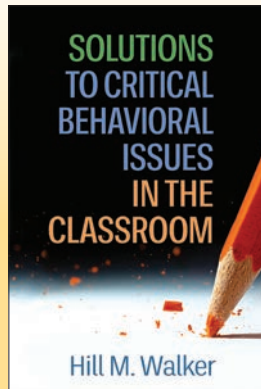
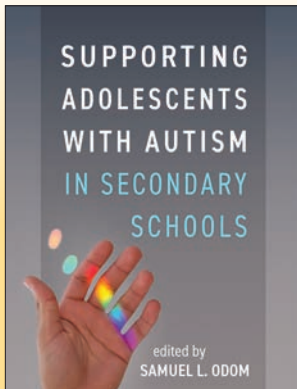
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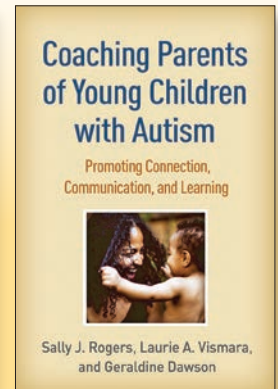
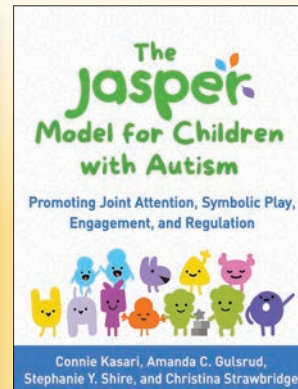
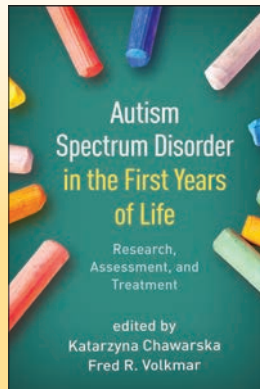
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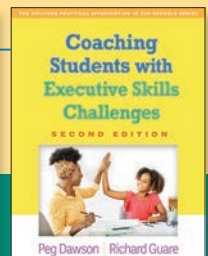
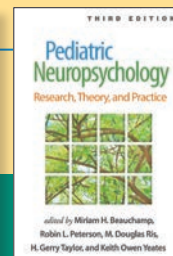
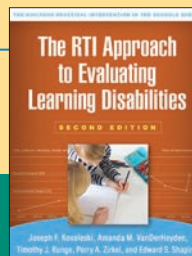
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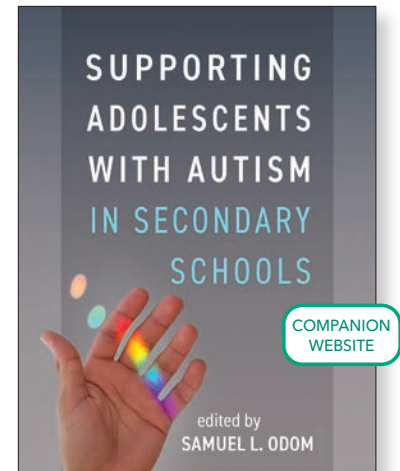
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“Odom and his contributing authors present the most current scholarship on supporting adolescents with ASD, yet take care to ground this knowledge in the perspectives of students and their families.... This is a strong book, grounded in clear values,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

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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.

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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.

School's mission, vision, goal:

School's telephone number:

School's name and address:

Main Office

School secretary's name:

School's website:

144 SUPPORTING ADOLESCENTS WITH AUTISM AT SECONDARY SCHOOLS

Date: _____ Weekly Observation—PRISM Student ID: _____

Conducted during: ☐ Teaching session ☐ Generalization Time: _____ min.

Location: _____ Length: _____ min.

Observation of PRISM goals

Goal 1: Add Goal here

Was the goal targeted?	Yes	No
Was the skill demonstrated by the student? If so...	<input type="radio"/>	<input type="radio"/>
Frequency?	<input type="radio"/>	<input type="radio"/>
Latency?	<input type="radio"/>	<input type="radio"/>
Other?	<input type="radio"/>	<input type="radio"/>
Level of support	<input type="radio"/>	<input type="radio"/>
Notes/Anecdotal	<input type="radio"/>	<input type="radio"/>

Metric: _____

Ind. Low Med. High

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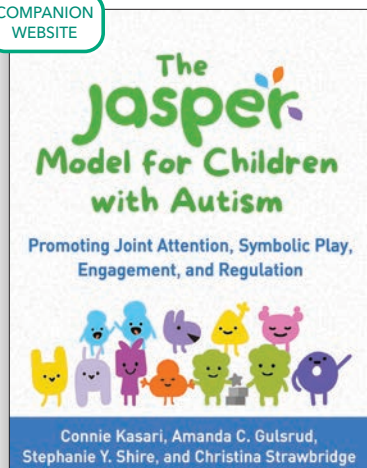
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The JASPER Model for Children with Autism

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Connie Kasari, PhD, University of California, Los Angeles (UCLA)

Amanda C. Gulsrud, PhD, UCLA

Stephanie Y. Shire, PhD, University of Oregon

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"The Joint Attention, Symbolic Play, Engagement, and Regulation (JASPER) intervention has been shown in a large number of gold-standard clinical trials to be highly effective in promoting social communication and cognitive and language skills."

—Helen Tager-Flusberg, PhD

"With clinical insight and careful research, the authors grounded JASPER in an understanding of early child development and the characteristics of autism that create learning and social communication challenges."

—Peter Mundy, PhD

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)

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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
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"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."

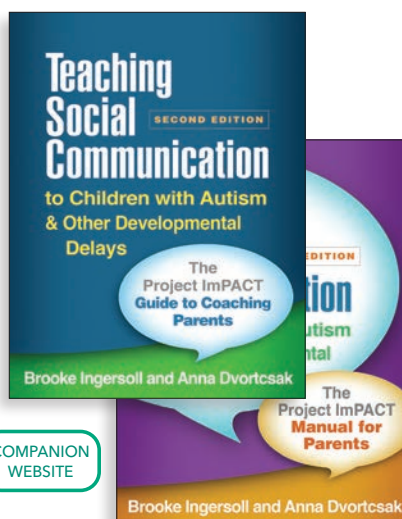
—Wendy L. Stone, PhD

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).

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

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New in Paperback**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."

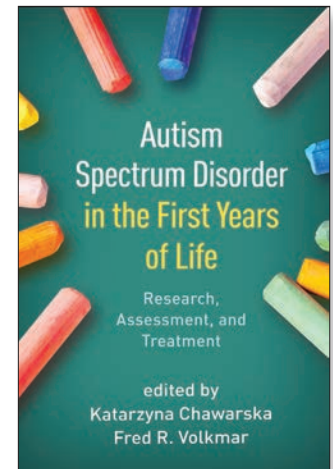
—Lynn Kern Koegel, PhD, CCC-SLP

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.

CONTENTSIntroduction, *Chawarska & Volkmar*

1. The Evolution of Autism as a Diagnostic Concept, *Volkmar & Øien*
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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

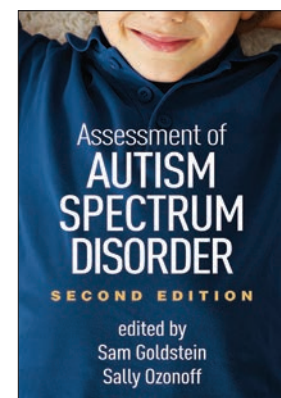
"Goldstein and Ozonoff have assembled an excellent compendium of information on assessment of people with ASD....I will definitely keep this volume close at hand for my own clinical practice and as an essential training guide."

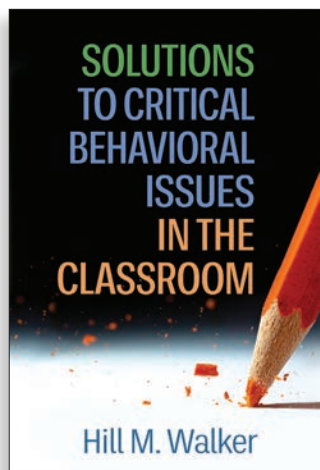
—Catherine E. Rice, PhD

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.

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

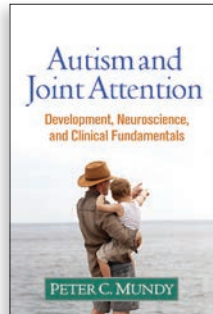
University of California, Davis

"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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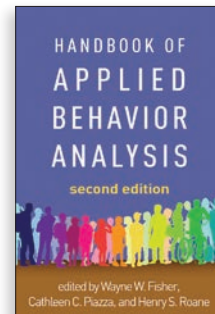
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Coaching Parents of Young Children with Autism

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

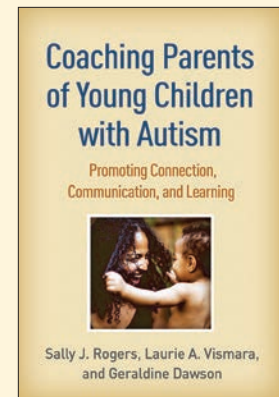
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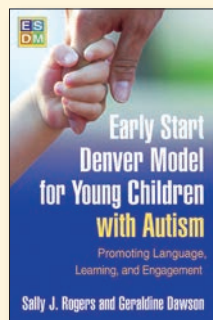
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Geraldine Dawson, PhD

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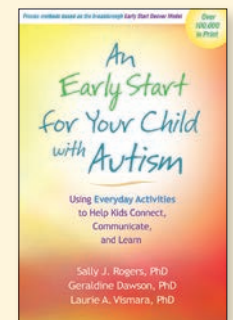
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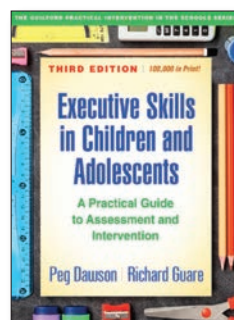
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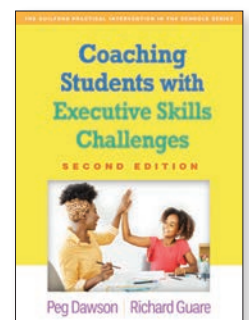
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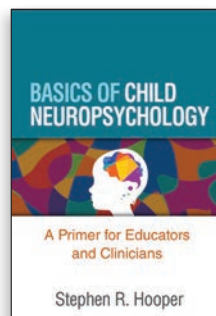
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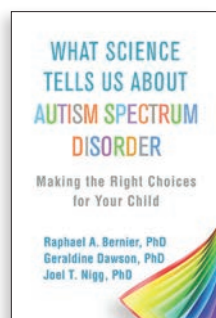
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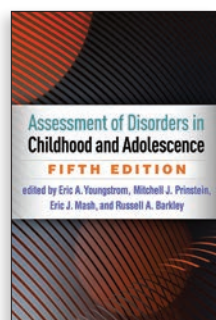
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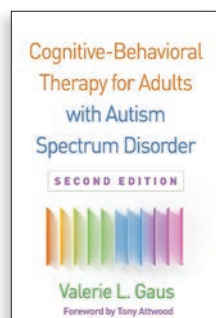
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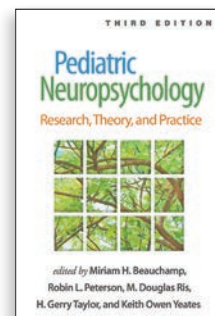
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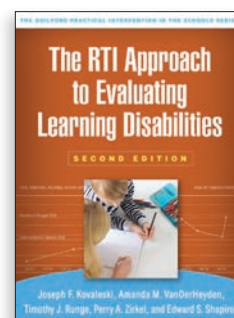
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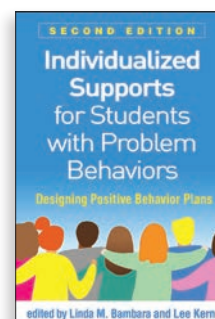
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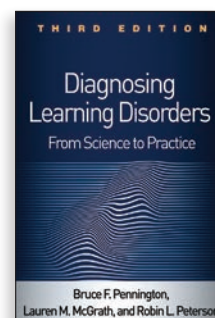
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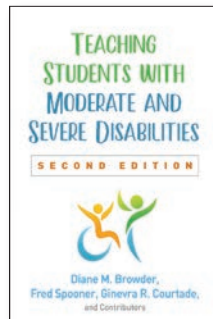
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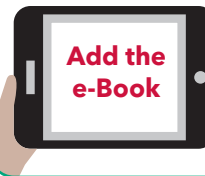
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