

# APPENDICES

---

## IN THE APPENDICES

Appendix A: Glossary	208
Appendix B: Resources	209
Appendix C: References	211

# Appendix A: Glossary

---

## **Accommodations**

Special teaching and assessment strategies, human supports, and/or individualized equipment required to enable a student to learn and demonstrate learning. Accommodations do not alter the provincial curriculum expectations for the grade.

## **Alternative expectations**

Learning expectations that are developed to help students acquire knowledge and skills that are not represented in the Ontario curriculum

## **Assistive technology**

Any technology that allows one to increase, maintain, or improve the functional capabilities of an individual with special learning needs (Edyburn, 2000)

## **Augmentative and Alternative Communication (AAC)**

Communication that makes use of services and devices, such as visual symbols, signs, or voice output devices, to supplement (augment) or replace (serve as an alternative to) a student's current method of communication

## **Autism Spectrum Disorders (ASD)**

A subset of the Pervasive Developmental Disorders (PDDs) that includes Autistic Disorder, PDD NOS, and Asperger's Disorder. These disorders have three areas of concern:

- Qualitative impairments in social skills
- Qualitative impairments in verbal and non-verbal communication
- Restricted and repetitive interests or behaviours.

## **Collaboration**

Planning, implementing, shared decision-making, and working together to provide services (Minister's Autism Spectrum Disorders Reference Group, 2007)

## **Comorbid disorders**

Two or more disorders diagnosed simultaneously in an individual

## **Echolalia**

Repetition of words or phrases used by others

## **Functional behaviour assessment (FBA)**

A systematic process that is designed to look beyond the student's behaviour and focus on identifying its function or purpose

## **Functional analysis**

A systematic process to develop or confirm a hypothesis about the function of behaviour

## **Modified expectations**

Learning expectations that differ in some way from the regular grade expectations as outlined in the Ministry of Education's curriculum policy documents

## **Splinter skills**

Highly developed skills in a very specific area of ability

## **Transition planning**

A coordinated set of activities that prepare students for change (Ministers' Autism Spectrum Disorders Reference Group, 2007)

# Appendix B: Resources

---

## Websites for Information and Resources on ASD

ABA Resources [www.abaresources.com](http://www.abaresources.com)

Ability OnLine [www.ablelink.org](http://www.ablelink.org)

Alberta Teachers' Association – Behaviour, Observation, Assessment and Teaching Strategies (BOATS) [www.specialeducation.ab.ca/](http://www.specialeducation.ab.ca/)

A Rhyme a Week: Nursery Rhymes for Early Literacy [http://curry.edschool.virginia.edu/go/wil/rimes\\_and\\_rhymes.htm](http://curry.edschool.virginia.edu/go/wil/rimes_and_rhymes.htm)

ASD: Canadian-American Research Consortium [www.autismresearch.ca](http://www.autismresearch.ca)

Asperger Society Ontario [www.aspergers.ca](http://www.aspergers.ca)

Autism Ontario [www.autismontario.com](http://www.autismontario.com)

Autism Research Institute [www.autism.com/ari](http://www.autism.com/ari)

Autism Society Canada  
[www.autismsocietycanada.ca/](http://www.autismsocietycanada.ca/)

Autisme Montréal [www.autisme-montreal.com](http://www.autisme-montreal.com)

AutismToday [www.autismtoday.com](http://www.autismtoday.com)

Canadian Autism Intervention Research Network (CAIRN) [www.cairn-site.com](http://www.cairn-site.com)

ConnectAbility [www.connectability.ca](http://www.connectability.ca)

Do2Learn [www.do2learn.org](http://www.do2learn.org)

Geneva Centre for Autism  
[www.autism.net/index.php](http://www.autism.net/index.php)

Indiana Resource Center for Autism (IRCA)  
[www.iidc.indiana.edu/~irca/welcome2.html](http://www.iidc.indiana.edu/~irca/welcome2.html)

International Rett Syndrome Association  
[www.rettsyndrome.org](http://www.rettsyndrome.org)

Ministry of Children and Youth Services  
[www.children.gov.on.ca](http://www.children.gov.on.ca)

Picture Communication Symbols <http://mayer-johnson.com/Downloads.aspx>

Online Asperger Syndrome Information and Support (O.A.S.I.S.) [www.udel.edu/bkirby/asperger/](http://www.udel.edu/bkirby/asperger/)

Sensory Resources [www.sensoryresources.com](http://www.sensoryresources.com)

Société québécoise de l'autisme  
[www.autisme.qc.ca](http://www.autisme.qc.ca)

Special Needs Opportunity Window  
<http://snow.utoronto.ca/>

Temple Grandin – Teaching Tips for Children and Adults with Autism [www.autism.org/temple/tips.html](http://www.autism.org/temple/tips.html)

The Gray Center for Social Learning & Understanding [www.thegraycenter.org](http://www.thegraycenter.org)

## Children's Books on ASD

Amenta, Charles A. III (1992). *Russell Is Extra Special: A Book About Autism for Children*. Magination Press. The story of an autistic boy and his family who help children and adults understand this developmental disorder.

Band, Eve B., Hecht, Emily, & Cotton, Sue Lynn (2001). *Autism Through a Sister's Eyes: A Book for Children About High-Functioning Autism and Related Disorders*. Future Horizons. Ten-year-old Emily explains her feelings and her search for answers about why her brother Daniel did the things he did.

• Appendices

Bishop, Beverly (2003). *My Friend with Autism: A Coloring Book for Peers and Siblings*. Future Horizons.

Edwards, Becky (1999). *My Brother Sammy*. Bloomsbury Publishing. Sammy's older brother learns that Sammy's way of doing things may not be so bad.

Haddon, Mark (2004). *The Curious Incident of the Dog in the Night-Time*. Anchor Canada. Fifteen-year-old Christopher has a condition similar to autism and does not like to be touched, meet new people, or make small talk. When his neighbour's dog is killed, Christopher begins an investigation that disrupts his perfectly ordered life.

Hoopmann, Kathy (2000). *Blue Bottle Mystery: An Asperger Adventure*. Jessica Kingsley Publishers. A fantasy story about an adventure with a mysterious old bottle Ben, who has Asperger's Syndrome, and his friend Andy find in the schoolyard.

Lears, Laurie (1997). *Ian's Walk: A Story About Autism*. Albert Whitman & Company. A story about a girl who realizes how much her little brother, who has autism, means to her as she searches for him when he is lost.

Messner, Abby Ward (1996). *Captain Tommy*. Potential Unlimited Publishing. A story about a young boy who at first reluctantly agrees to play with and then makes friends with a boy who has PDD.

Murrell, Diane (2001). *Tobin Learns to Make Friends*. Future Horizons. A picture book about Tobin, a train that learns to make friends and engage in proper social activities.

Ogaz, Nancy (2002). *Buster and the Amazing Daisy*. Jessica Kingsley Publishers. A fictional

story about Daisy, who faces new challenges and makes new friends when she joins a mainstream class and trains Buster the rabbit for a pet show.

Thompson, Mary (1996). *Andy and His Yellow Frisbee*. Woodbine House. The new girl at school tries to befriend Andy, an autistic boy who spends every recess by himself spinning a yellow Frisbee under the watchful eye of his older sister.

Watson, Esther (1996). *Talking to Angels*. Harcourt Brace. A non-fiction book about the author's autistic sister.

Welton, Jude (2005). *Adam's Alternative Sports Day: An Asperger Story*. Jessica Kingsley Publishers. A nine-year-old child with Asperger's Syndrome copes with the everyday challenges of school.

# Appendix C: References

---

- Adams, J.I. (1995). *Autism – PDD: Introducing strategies for parents and professionals*. Kent Bridge, ON: Adams Publications.
- Alberta Learning (2003). *Teaching students with Autism Spectrum Disorders*. Edmonton, AB: Alberta Learning.
- Alberto, P.A., & Troutman, A.C. (2006). *Applied Behaviour Analysis for teachers*. Upper Saddle River, N.J.: Pearson Prentice Hall.
- Allen, D.A. (1988). Autistic spectrum disorders: Clinical presentation in preschool children. *Journal of Child Neurology*, Vol. 3, pp. 48–56.
- American Psychiatric Association (APA) (2000). *Diagnostic and statistical manual of mental disorders–IV Text revision (DSM-IV-TR)*. Washington, D.C.: American Psychiatric Association.
- American Psychiatric Association (APA) (1994). *Diagnostic and statistical manual of mental disorders–IV (DSM-IV)*. Washington, D.C.: American Psychiatric Association.
- American Psychiatric Association (APA) (1980). *Diagnostic and statistical manual of mental disorders–III (DSM-III)*. Washington, D.C.: American Psychiatric Association.
- Attwood, T. (2007). *The complete guide to Asperger’s Syndrome*. London, U.K.: Jessica Kingsley Publishers.
- Autism Genome Project Consortium (2007). Mapping autism risk loci using genetic linkage and chromosomal rearrangements. *Nature Genetics*, Vol. 39, No. 3, pp. 319–328.
- Autism Society Ontario (2002). *Navigating the special education system in Ontario – A handbook for parents of children with Autism Spectrum Disorders*. Toronto: Autism Society Ontario.
- Barnard, J., Harvey, V., Potter, D., & Prior, A. (2001). *Ignored or ineligible? The reality for adults with Autism Spectrum Disorders*. London: The National Autistic Society.
- Bauer, S. Asperger Syndrome, *Online Asperger Syndrome Information and Support*, [www.udel.edu/bkirby/asperger/as\\_thru\\_years.html](http://www.udel.edu/bkirby/asperger/as_thru_years.html).
- Bellini, S. (2003). Making (and keeping) friends: A model for social skills instruction. *IRCA Reporter*, Vol. 8, No. 3, pp. 1–10.
- Bellini, S., & Akullian, J. (2007). A meta-analysis of video modeling and video self-modeling interventions for children and adolescents with Autism Spectrum Disorders. *Exceptional Children*, Vol. 73, No. 3, pp. 264–287.
- Biederman, G.B., Fairhall, J.L., Raven, K.A., & Davey, V.A. (1998). Verbal prompting, hand-over-hand instruction, and passive observation in teaching children with developmental disabilities. *Exceptional Children*, Vol. 64, No. 4, pp. 503–511.
- Blischak, D.M., & Schlosser, R.W. (2003). Use of technology to support independent spelling by students with autism. *Topics in Language Disorders*, Vol. 23, pp. 293–304.
- Brannon, E. (2005). The independence of language and mathematical reasoning. *Proceedings of the National Academy of Science*, Vol. 102, No. 9.

- British Columbia Ministry of Education (2000). *Teaching students with autism: A resource guide for schools*. British Columbia Ministry of Education.
- Broun, L.T. (2004). Teaching students with Autism Spectrum Disorders to read: A visual approach. *Teaching Exceptional Children*, Vol. 36, No. 4, pp. 36–40.
- Bryson, S.D. (1996). Brief reports: Epidemiology of autism. *Journal of Autism and Developmental Disorders*, Vol. 26, pp. 25–35.
- Buckley, S.D., & Newchok, D.K. (2004) Differentiated impact of response effort within response chain on use of mands in a student with autism. *Research in Developmental Disabilities*, Vol. 26, pp. 77–86.
- Chakrabarti, S., & Fombonne, E. (2005) Pervasive developmental disorders in preschool children: Confirmation of high prevalence. *American Journal of Psychiatry*, Vol. 162, pp. 1133–1141.
- Coffey, K.M., & Obringer, S.J. (2004). A case study on autism: School accommodations and inclusive settings. *Education*, Vol. 124, No. 4, pp. 632–639.
- Dalrymple, N.J. (1995). Environmental supports to develop flexibility and independence. In K.A. Quill (Ed.), *Teaching children with autism: Strategies to enhance communication and socialization*. Albany, NY: Delmar.
- Delano, M., & Snell, M.E., The effects of social stories on the social engagement of children with autism. *Journal of Positive Behavior Interventions*, Vol. 8, No. 1, Winter 2006, pp. 29–42.
- DiSalvo, C.A., & Oswald, D.P. Peer-mediated interventions to increase the social interaction of children with autism: Consideration of peer expectancies. *Focus on Autism and Other Developmental Disabilities*, Vol. 17, No. 4, Winter 2002.
- Durand, V.M., & Merges, E. (2001). Functional communication training: A contemporary behavior analytic intervention for problem behaviors. *Focus on Autism and Other Developmental Disorders*, Vol. 16, pp. 110–119.
- Edyburn, D.L. (2000). Assistive technology and students with mild disabilities. *Focus on Exceptional Children*, Vol. 32, No. 9, pp. 1–24.
- Fombonne, E. (2003). Epidemiological surveys of autism and other pervasive developmental disorders: An update. *Journal of Autism and Developmental Disorders*, Vol. 33, No. 4, pp. 365–382.
- Fombonne, E., Zakarian, R., Bennett, A., Meng, L., & McLean-Heywood, D. (2006). Pervasive developmental disorders in Montreal, Quebec, Canada: Prevalence and links with immunizations. *Pediatrics*, Vol. 118, No. 1, pp. 139–150.
- Geneva Centre for Autism  
[www.autism.net/index.php](http://www.autism.net/index.php)
- Grandin, T. (2007). Autism from the inside. *Educational Leadership*, Vol. 64, No. 5, pp. 29–32.
- Grandin, T. (1995). *Thinking in Pictures*. New York: Doubleday.
- Gresham, F.M. (1995). Best practices in social skills training. In A. Thomas and J. Grimes, (Eds.), *Best practices in school psychology*. Washington, DC: National Association of School Psychologists.
- Harris, S.L. (2004). Autism intervention. In Centre of Excellence for Early Childhood Development (CEECD), *Encyclopedia on early childhood development*. Published online July 8, 2004. [www.excellence-earlychildhood.ca/documents/HarrisANGxp.pdf](http://www.excellence-earlychildhood.ca/documents/HarrisANGxp.pdf)
- Heflin, L.J., & Alaimo, D.F. (2007). *Students with Autism Spectrum Disorders: Effective instructional practices*. Upper Saddle River, N.J.: Pearson Prentice Hall.

- Higgins, D.J., Bailey, S.R., & Pearce, J.C. (2005). Factors associated with functioning style and coping strategies of families with a child with an autism spectrum disorder. *Sage Publications and the National Autistic Society*, Vol. 9, No. 2, pp. 125–137.
- Hodgdon, L.A. (1999). *Solving behavior problems in autism*. Troy, MI: QuickRoberts Publishing.
- Howlin, P. (1998). Practitioner review: Psychological and educational treatments for autism. *Journal of Child Psychology and Psychiatry and Allied Disciplines*, Vol. 39, No. 3, pp. 307–322.
- Iovannone, R., Dunlap, G., Huber, H., & Kincaid, D. (2003). Effective educational practices for students with Autism Spectrum Disorders. *Focus on Autism and Other Developmental Disabilities*, Vol. 18, No. 3, Fall, pp. 150–165.
- Jackson, L. (2002). *Freaks, geeks and Asperger Syndrome*. London, U.K.: Jessica Kingsley Publishers.
- Judge, S.L. (2001). Computer applications in programs for young children with disabilities: Current status and future directions. *Journal of Special Education Technology*, Vol. 16, No. 1, pp. 29–40.
- Kanner, L. (1943). Autistic disturbances of affective contact. *Nervous Child*, Vol. 2, pp. 217–250.
- Kluth, P. (2003). *You're going to love this kid: Teaching students with autism in the inclusive classroom*. Baltimore, MD: Paul H. Brooks Publishing.
- Lawson, W. (1998). *Life behind glass: A personal account of Autism Spectrum Disorder*. London, U.K.: Jessica Kingsley Publishers.
- Layton, T.L., & Watson, L.R. (1995). Enhancing communication in nonverbal children with autism. In K.A. Quill (Ed.), *Teaching children with autism: Strategies to enhance communication and socialization*. Albany, NY: Delmar.
- Manitoba Education, Citizenship and Youth (2005). *Supporting inclusive schools: A handbook for developing and implementing programming for students with Autism Spectrum Disorder*. Winnipeg: Manitoba Education, Citizenship and Youth.
- Ministers' Autism Spectrum Disorders Reference Group (2007). *Making a difference for students with Autism Spectrum Disorders in Ontario schools: From evidence to action*. Toronto: Queen's Printer for Ontario.
- Mirenda, P. (2003). He's not really a reader ... Perspectives on supporting literacy development in individuals with autism. *Topics in Language Disorders*, Vol. 23, pp. 271–282.
- Myles, B.S., & Simpson, R.L. (1998). *Asperger Syndrome: A guide for educators and parents*. Austin, TX: PRO-ED.
- National Research Council (2001). *Educating children with autism*. Committee on Educational Interventions for Children with Autism. Catherine Lord and James P. McGee (Eds.). Division of Behavioral and Social Sciences and Education. Washington, D.C.: National Academy Press.
- New Brunswick Department of Education (2005). *Teaching students with Autism Spectrum Disorders*, pp. 47–48. Fredericton: New Brunswick Department of Education.
- Olley, J.G. (1999). Curriculum for students with autism. *School Psychology Review*, Vol. 28, pp. 595–607.

- Ontario Ministry of Education (2007a). Policy/Program Memorandum No. 140, Incorporating methods of Applied Behaviour Analysis (ABA) into programs for students with Autism Spectrum Disorders (ASD). Toronto: Ontario Ministry of Education.
- Ontario Ministry of Education (2007b). *Special education funding guidelines: Special Equipment Amount (SEA) and Special Incidence Portion (SIP), 2007–08*. Toronto: Ontario Ministry of Education.
- Ontario Ministry of Education (2005a). *Education for all: The report of the Expert Panel on Literacy and Numeracy Instruction for Students With Special Education Needs, Kindergarten to Grade 6*. Toronto: Ontario Ministry of Education.
- Ontario Ministry of Education (2005b). *Planning entry to school: A resource guide*. Toronto: Ontario Ministry of Education.
- Ontario Ministry of Education (2004). *The Individual Education Plan (IEP): A resource guide*. Toronto: Ontario Ministry of Education.
- Ontario Ministry of Education (2002). *Transition planning: A resource guide*. Toronto: Ontario Ministry of Education.
- Ontario Ministry of Education (2001). *Special education: A guide for educators*. Toronto: Ontario Ministry of Education.
- Ontario Ministry of Education (2000). *Individual Education Plans: Standards for development, program planning, and implementation*. Toronto: Ontario Ministry of Education.
- Ontario Ministry of Education (1982). Policy/Program Memorandum No. 11, Early identification of children's learning needs. Toronto: Ontario Ministry of Education.
- Ontario Regulation 181/98, Identification and placement of exceptional pupils. Regulation made under the Education Act. [www.e-laws.gov.on.ca/DBLaws/Statutes](http://www.e-laws.gov.on.ca/DBLaws/Statutes).
- Parsons, S., & Mitchell, P. (2002). The potential of virtual reality in social skills training for people with autistic spectrum disorders. *Journal of Intellectual Disability Research*, Vol. 46, No. 5, pp. 430–443.
- Perry, A., & Condillac, R. (2003). *Evidence-based practices for children and adolescents with Autism Spectrum Disorders: Review of the literature and practice guide*. Toronto: Children's Mental Health Ontario.
- Quill, K.A. (Ed.). (1995). *Teaching children with autism: Strategies to enhance communication and socialization*. Albany, NY: Delmar.
- Randle, K. (2005). *A research study investigating the use of assistive technology with students in British Columbia*. Special Education Technology – British Columbia (SET-BC) website, March 2007.
- Richard, G.J. (1997). *The source for autism*. East Moline, IL: LinguiSystems, Inc.
- Rydell, P.J., & Prizant, B.M. (1995). Assessment and intervention strategies for children who use echolalia. In K.A. Quill (Ed.), *Teaching children with autism: Strategies to enhance communication and socialization*. Albany, NY: Delmar.
- Saskatchewan Education (1999). *Teaching students with autism: A guide for educators*, pp. 32–33. Saskatchewan Education.
- Saulnier, C.A., Klin, A., Sparrow, S.S., Cicchetti, D.V., Volkmar, F.R., & Lord, C. (York Child Study Center). (2006). Does high IQ in Autism Spectrum Disorders translate into real-life success? *Materials of the 5th Annual International Meeting for Autism Research (IMFAR)*, p. 40.
- Simpson, R.L. (2007). Issues, trends, and scientifically-based practices for learners with Asperger Disorder. *Progress and challenges in the behavioral treatment of autism*, Association for Behavioral Analysis International, February 2–4, 2007.

- Szatmari, P., Jones, M.B., Zwaigenbaum, L., & MacLean, J.E. (1998). Genetics of autism: Overview and new directions. *Journal of Autism and Developmental Disorders*, Vol. 28, No. 5, pp. 351–368.
- Tanguay, P.B. (2002). *Nonverbal learning disabilities at school: Educating students with NLD, Asperger Syndrome, and related conditions*. London: Jessica Kingsley Publishers.
- Twachtman, D.D. (1995). Methods to enhance communication in verbal children. In K.A. Quill (Ed.), *Teaching children with autism: Strategies to enhance communication and socialization*. Albany, NY: Delmar.
- Weber, K., & Bennett, S. (2004). *Special education in Ontario schools* (5th ed.). Palgrave, ON: Highland Press.
- Welton, E., Vakil, S., & Carasea, C. (2004). Strategies for increasing positive social interactions in children with autism: A case study. In *Teaching Exceptional Children*, Vol. 37, No. 1, Sept./Oct., p. 45.
- Williams White, S., Scahill, L., Klin, A., Koenig, K., & Volkmar, F.R. (2006). Educational placements and service use patterns of individuals with Autism Spectrum Disorders. *Journal of Autism and Developmental Disorders*, November.
- Wing, L. (1988). The continuum of autistic disorders. In E. Schopler & G.M. Mesibov (Eds.), *Diagnosis and assessment in autism*, pp. 91–110. New York: Plenum Press.
- Wolfberg, P.J. (2003). *Peer play and the autism spectrum: The art of guiding children's socialization and imagination*. Shawnee Mission, KS: Autism Asperger Publishing.



MINISTRY OF EDUCATION

07-212

ISBN 978-1-4249-4957-1 (Print)

ISBN 978-1-4249-4958-8 (PDF)

ISBN 978-1-4249-4959-5 (TXT)

© Queen's Printer for Ontario, 2007



Printed on recycled paper