

ECI Library Matters

Autism Resources (updated)

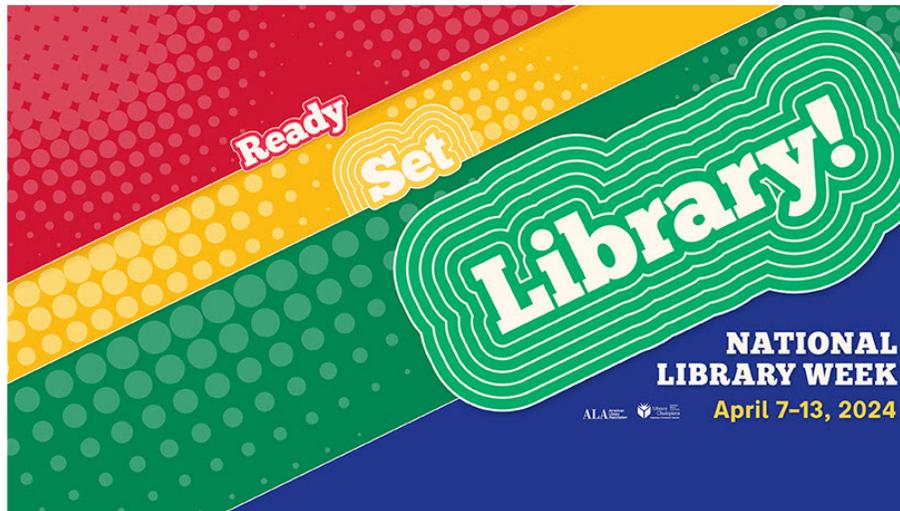
In honor of Autism Acceptance Month, this issue of ECI Library Matters features updated library resources on Autism. Abstracts of journal articles on this ECI topic are also included. For a complete listing of library titles, go to the online library catalog at www.texashealthlibrary.com.

Library materials may be borrowed upon request. Electronic library materials may be accessed on any device with internet access. Please email any ECI library requests or electronic access questions to avlibrary@dshs.texas.gov.

In This Issue

- [**National Library Week 2024**](#)
- [**Selected Journal Abstracts**](#)
- [**Selected Journal Table of Contents**](#)
 - [**Journal of Early Intervention**](#)
Volume 46, Issue 1; March 2024
- [**New Audiovisuals**](#)
- [**New Books**](#)
- [**Selected Audiovisuals**](#)
- [**Selected Books**](#)
- [**Selected Children's Books**](#)
- [**Selected eBooks**](#)
- [**Selected Websites**](#)
- [**Useful Library Information**](#)

National Library Week – April 7-13, 2024



In honor of National Library Week, please join the Texas Department of State Health Services Library and Information Science program for a free series of interesting and informative webinars:

- [Grant Writing Essentials](#)
Tuesday, April 9, 1:30 p.m.
- [The Power of PubMed](#)
Wednesday, April 10, 1 p.m.
- [Mindful Productivity for Knowledge Professionals & Teams](#)
Thursday, April 11, 10 a.m.
- [Impostor Syndrome](#)
Friday, April 12, 11 a.m.

Selected Journal Abstracts

Bridging priorities between Naturalistic Developmental Behavioral Interventions for autism and educational practice in inclusive early childhood education. Siller, M., Landa, R., Vivanti, G., Ingersoll, B., Jobin, A., Murphy, M., Pellecchia, M., Boyd, B., D’Agostino, S., Zierhut Ursu, C., Stapel-Wax, J., Fuhrmeister, S., & Morgan, L. (2023). *Topics in Early Childhood Special Education*. <https://doi.org/10.1177/02711214231213285> Practice guidelines for early childhood education (ECE) and clinical autism interventions (Naturalistic Developmental Behavioral Intervention, NDBI) have emerged separately in history, represent different disciplines, and operate within different service systems. This manuscript identifies priorities,

principles, and practices that are shared across the NDBI and ECE frameworks, unique to each framework but compatible with the other, or in conflict. Both frameworks support converging inclusive ECE models focused on autism in that they are both grounded in responsive relationships, natural learning environments, and strategies to promote children’s motivation and active engagement. While compatible in general, each framework extends the other in important ways. For example, NDBI goes beyond the ECE frameworks by focusing on a more fine-grained examination of learning strategies and targets. Opportunities for bridging gaps are identified, including the use of implementation science frameworks to integrate perspectives from different stakeholder groups, supporting the scale-up of inclusion preschools in community settings.

Emotional regulation and language in young children with and without autism traits. Cibralic, S., Kohlhoff, J., Wallace, N., McMahon, C., & Eapen, V. (2023). *Journal of Early Intervention*, 105381512311761. <https://doi.org/10.1177/10538151231176188>

Language ability has been associated with emotion regulation (ER) ability. Children on the autism spectrum have greater rates of language delays and lower ER ability. Despite this, autism traits have not been considered or controlled for in past research. This study therefore examined the association between language ability and ER in young children with and without autism traits. An exploratory analysis was also conducted to examine the types of ER strategies used by young children with autism traits compared with young children without such traits. Ninety mother–toddler dyads participated in the study. Results showed greater receptive language ability was significantly associated with greater parent-reported ER ability both when children with, and children without, autism traits were included in the sample. Furthermore, greater expressive language ability was significantly associated with greater observed ER but only when children with autism traits were excluded from the analysis. These findings have clinical implications for early intervention development for both children with and without autism traits.

Interdisciplinary competencies for implementing NDBIs with young children with autism and other social communication challenges. Ingersoll, B., Douglas, S.N., Brodhead, M.T., Barber, A., & Kaczmarek, L.A.

(2023). *Journal of Early Intervention*.

<https://doi.org/10.1177/10538151231218928>

Over the past decade, a newer class of interventions has emerged specifically designed for young children with or at high likelihood of autism, which are called Naturalistic Developmental Behavioral Interventions (NDBIs). NDBIs are particularly well-suited as a discipline agnostic, primary intervention for young children with autism and other social communication challenges; however, community providers from multiple disciplinary backgrounds who serve these children typically do not develop competencies in areas crucial for effectively implementing NDBI. The goal of this commentary is to: (a) describe the interdisciplinary competencies needed to deliver NDBIs effectively and (b) provide recommendations for moving the field of early intervention for autism and social communication delays forward. Resources for building these competencies for providers at the pre- and in-service level are also provided.

Virtual mindfulness workshops for parents of children on the autism spectrum. Curl, E.L., & Hampton, L.H. (2023). *Journal of Early Intervention*, 105381512311699.

<https://doi.org/10.1177/10538151231169950>

Mindfulness strategies can have a large impact on emotional regulation, emotional intelligence, and interpersonal relationships. Parents of children on the autism spectrum may experience greater stress, depression, and strained interpersonal relationships than those with typically developing children or those with children experiencing other developmental delays. The purpose of the current study was to evaluate the feasibility, acceptability, and initial effects of a virtual Mindful Self-Compassion workshop for parents of children on the autism spectrum and the impact on stress, self-compassion, parenting self-efficacy, and mindfulness. This pilot study used a mixed-method approach to test this hypothesis. Participants completed surveys before and after the brief workshop and participated in a 1-hr focus group within 1 week of completing the surveys. The findings indicate that a short, 3-day virtual workshop may be effective toward improving parents' mindfulness and self-compassion. Parents reported feeling more mindful in their day-to-day life, more self-compassionate during difficult times, and more patient with themselves and other people in their family. A brief, virtual workshop may be effective for short-term improvements in outcomes for parents of children on the autism spectrum.

Selected Journal Table of Contents

Journal of Early Intervention. Volume 46, Issue 1; March 2024

A review of the literature: Distance coaching in early childhood settings. p. 3-18. McLeod, R. H., Hardy, J. K., & Carden, K. C.

Parents' experiences navigating early intervention and early childhood special education services: A qualitative metasynthesis. p. 19-38. Batz, R. & Yadav, A.

Small-group emergent literacy intervention dosage in preschool: Patterns and predictors. p. 39-57. Piasta, S. B., Hudson, A., Sayers, R., Logan, J. A. R., Lewis, K., Zettler-Greeley, C. M., & Bailet, L. L.

Parents' experiences transitioning from early intervention services to school services. p. 58-75. Rios, K. & Buren, M.

Perspectives on how to implement developmental screening and intervention for children with sickle cell disease. p. 76-93. Hoyt, C. R., Erickson, J., Luo, L., Varughese, T., Han, T., Houston, A. J., & King, A. A.

Professional development and use of evidence-based practice in autism early intervention. p. 94-112. Luskin-Saxby, S., Zimmer-Gembeck, M., Sulek, R., & Paynter, J.

Trauma-informed care: The professional development needs of early childhood special education teachers. p. 113. Chudzik, M., Corr, C., & Fisher, K. W.

New Audiovisuals

Early intervention for autism. DVD. 408 min. 2018. (DD0860)

Early detection is critical for effective autism treatment. In this video, expert Griffin Doyle will address important questions such as: at what age can you effectively identify autism and begin treatment? Do you know how to start treatment with young children? Viewers will gain insight into new and

improved strategies to bridge the gap between understanding autism and starting early treatment.

New Books

Anxiety management for kids on the autism spectrum: Your guide to preventing meltdowns and unlocking potential. Christopher Lynch, 2019. (WS 350.8 P4 L987 2019 ECI)

This book identifies five factors that are commonly known to elicit anxiety in children with autism and breaks down how to tackle each topic in a manageable and effective way.

Autism parent handbook: Start with the end goal in mind.

Raun Melmed, 2021. (WS 350.8 P4 M527 2021 ECI)

This book walks parents through the steps of early intervention by demonstrating ways to achieve the most optimal outcomes.

A parent's guide to early intervention: A comprehensive model for children with special needs. Alex Lia, 2021. (LC 4019.3 L693 2021 ECI)

Do you have a confirmed or suspected diagnosis of autism spectrum disorder (ASD) or related special needs for your child? Are you asking yourself...What can I do about it? Where should I seek help? Should I focus on just specific therapies? Can I outsource this intervention and not get involved? How can I get my child out of early intervention programs and back to mainstream schools? This book will help you navigate the questions above with simple step-by-step processes.

New eBooks

Autism spectrum disorder: What every parent needs to know, 2nd ed. Alan Rosenblatt, 2019.

This accessible and authoritative guide helps parents understand how autism spectrum disorder is defined and diagnosed and offers an overview of the most current behavioral and developmental therapies for children with ASD. Topics include symptoms, accessing care, services in the community, and the role of complementary and alternative medicine. Parents will also find inspirational and relatable stories from other caretakers, helping them feel less alone.

Pediatric collections: Autism spectrum disorder. 2020.

Pediatric Collections offers what you need to know - original, focused research in a snapshot approach. Over the last 15 years abundant progress has been made in the awareness of, and research about, autism spectrum disorder (ASD). New information has come to light on the identification of ASD, the importance of early intervention, and disparities in treatment of children with ASD. Advances in genetics and genomics have confidently associated more than 100 genes and genomic regions with ASD.

Selected Audiovisuals

Autism & the family. DVD. 90 min. 2015. (DV1446)

Early intervention for social-emotional development. DVD. 39 min. 2017. (DD0827)

Just like you - Autism. [Streaming](#). 21 min. 2014.

Uniquely human: A different way of seeing autism. Audiobook. 540 min. 2015. (CA0044)

Selected Books

Assessment of autism spectrum disorder, 2nd ed. 2018. (WS 350.8 P4 A846 ECI 2018)

Autism intervention every day! Embedding activities in daily routines for young children and their families. Merle J. Crawford, 2016. (WS 350.8 P4 C899 2016 ECI)

Autism spectrum disorder in the first years of life: Research, assessment, and treatment. Katarzyna Chawarska and Fred R. Volmar, 2020. (WS 350.8 P4 A939 2020 ECI)

Coaching parents of young children with autism: Promoting connection, communication, and learning. Sally J. Rogers, 2021. (WS 350.8 P4 R724 2021 ECI)

Coming home to autism: A room-by-room approach to supporting your child at home after ASD diagnosis. Tara Leniston, 2018.
(WS 350.8 P4 L566 2018 ECI) This title is also available in eBook format.

Do watch listen say: Social and communication intervention for autism spectrum disorder, 2nd ed. Kathleen A. Quill, 2017.
(WS 350.8 P4 Q6 2017 ECI)

Effective early intervention: The developmental systems approach. Michael J. Guralnick, 2019. (LC 4019.3 G978e 2019 ECI)

Helping children develop a positive relationship with food: A practical guide for early years professionals. Jo Cormack, 2018.
(WS 130 C811 2018 ECI)

Integrating technology into modern therapies: A clinician's guide to developments and interventions. 2019. (WS 83 I61 2019 ECI)

Mickey and me: Life with my exceptional sister. Teresa Sullivan, 2017.
(HV 894 S949 2017 ECI)

Pivotal response treatments for autism spectrum disorders, 2nd ed. Robert L. Koegel, 2019. (WS 350.8 P4 K77 2019 ECI)

Teaching social communication to children with autism and other developmental delays. Brooke Ingersoll, 2019.
(WS 350.8 P4 I47 2019 ECI)

Teaching social communication to children with autism and other developmental delays: The project impact manual for parents. Brooke Ingersoll, 2019. (WS 350.8 P4 I47 2019 ECI)

Ten things every child with autism wishes you knew. Ellen Notbohm, 2019. (WS 350.8 P4 N899 2019 ECI)

Understanding ethics in Applied Behavior Analysis: Practical applications. Ann Beirne, 2019. (WM 425.5 A7 B422 2019 ECI)

Video modeling: Visual-based strategies to help people on the autism spectrum. Stephen Lockwood, 2018. (WS 350.8 P4 L817 2018 ECI)

Selected Children Books

Andy and his yellow frisbee. Mary Thompson, 1996.
(805.1 T474a 1996 ECI)

My brother Charlie. Holly Robinson Peete, 2010.
(WS 107.5 R5 P375m 2010 ECI)

My friend has autism. Amanda Doering Tourville, 2010.
(805.1 T733m 2010 ECI)

Selected eBooks

The activity kit for babies and toddlers at risk: How to use everyday routines to build social and communication skills. Deborah Fein, 2016.
Fein presents more than 100 games and activities designed to support development in children from birth to age 3. A child's daily routines are transformed into learning opportunities that promote crucial abilities, like how to imitate others or use simple hand gestures for wants and needs.

The complete guide to becoming an autism friendly professional: Working with individuals, groups, and organizations. Robert Jason Grant, 2022.

This book empowers the everyday professional to a better understanding and skill in working with, interacting with, serving, and teaching children and adults who have autism spectrum disorder (ASD). After a thorough explanation of ASD and how it affects children, adults, families, and communities, this guide describes the autism friendly training program and gives the reader insight into what it means to become autism friendly and to be an autism friendly training presenter.

A practical guide to autism: What every parent, family member, and teacher needs to know. Fred R. Volkmar, 2021.

This book walks parents, teachers, family members, and other caregivers through the most frequently experienced medical and behavioral issues exhibited by children on the spectrum. The guide also explains how to teach adaptive and coping skills, deal with sleep problems, handle sibling and family issues, and plan for future care into adulthood.

Selected Websites

Autism Navigator is a unique collection of web-based tools and courses using extensive video footage to bring autism resources to families and professionals. It was created by faculty and staff in the Autism Institute at the Florida State University (FSU) College of Medicine. The early signs of autism are easy to miss. No need to wait and see. Learn more about the research projects in the FSU Autism Institute that contributed to the content of Autism Navigator - the FIRST WORDS® Project and the Early Social Interaction Project (ESI).

Autism Science Foundation supports autism research by providing funding and other assistance to scientists and organizations conducting, facilitating, publicizing, and disseminating autism research. The organization also provides information about autism to the general public and serves to increase awareness of autism spectrum disorders and the needs of individuals and families affected by autism.

Autism Society of America promotes access and opportunity for all individuals within the autism spectrum through advocacy and education. It includes many resources for persons with autism and their families and provides links to other organizations.

Autism Speaks is an organization dedicated to funding global biomedical research into the causes, prevention, and treatments for autism; to raising public awareness about autism and its effects on individuals, families, and society; and to bringing hope to all who deal with the hardships of this disorder.

Centers for Disease Control (CDC) Autism Spectrum Disorder includes information on autism, as well as activities related to autism by the CDC and

other federal and state agencies. It also includes resources for families and researchers.

Mayo Clinic provides a summary of information on autism spectrum disorders including causes, risk factors, alternative medicine, coping, and support.

MedlinePlus provides a collection of full-text links on [autism spectrum disorders](#) from reliable sources compiled by the National Library of Medicine.

National Institute of Environmental Health Sciences Autism links to many studies that the institute is conducting to determine environmental influences that may be related to autism.

National Institute of Mental Health has an [autism spectrum disorders informational webpage](#) that is intended to help parents understand what autism spectrum disorder is, recognize common signs and symptoms, and find the resources they need.

Sesame Workshop: Autism free, bilingual (English and Spanish) resources to help support the autistic children in your life. Sesame Workshop is a global impact nonprofit organization with a mission to help children everywhere grow smarter, stronger, and kinder.

Useful Library Information

Texas Department of State Health Services
ECI Library Services

HHSC ECI Website

ECI Library Matters

Email: avlibrary@dshs.texas.gov

Phone: 512-776-7260 | **Toll-free:** 1-888-963-7111 ext. 7260

Fax: 512-776-7474 | **Hours:** Monday-Friday, 7:30 a.m.-5 p.m.

Physical Address: 1100 W. 49th St. Moreton Building, 6th floor, Room M-652, Austin, TX 78756

Mailing Address: PO Box 149347, Mail Coode 1955, Austin, TX 78714-9347

Library Website

Library Catalog