# Table of Contents

Preface xix  
Acknowledgments xxiii  

## Section I. The Evolving Understanding of Autism Spectrum Disorder 1  

### Chapter 1. Historical Overview of Autism and the Role of the Family 3  

* Autism as a Distinct Disorder 5  
  * Leo Kanner 5  
  * Hans Asperger 5  
  * Asperger’s Syndrome 6  
  * Kanner and Asperger: A Comparison 7  
* Historical Conceptualization of Autism 7  
* Autism Throughout the Ages 9  
* Treatment Before Autism Was Recognized as a Unique Syndrome 10  
  * The Middle Ages: Inhumanity Toward Those With Disabilities 11  
  * The Enlightenment: A Clinical Approach 11  
  * Institutions for Individuals With Disabilities 11  
* Psychoanalysis and Mother-Blaming 12  
* Psychoanalysis as a Treatment for Autism 13  
  * Extending Freud’s Work: Treating Children 14  
  * Bettelheim: The Champion of Mother-Blaming 14  
* Debunking the Myth of the “Refrigerator Mother” 15  
* The Legacy of Psychoanalysis and ASD 16  
* The Impact of Society’s Changing Views About childhood on Understanding of Autism 16  
  * Children as Little Adults 16  
  * “Spare the Rod, Spoil the Child” 16  
  * Children as Innately Good 17  
* Tabula Rasa: Children Born “Blank Slates” 17  
* Formal Study of Childhood as a Distinct Period of Development 17
Codification of Mental Disorders and Formalized Definitions of Autism 18
Early Attempts to Categorize Types of Disabilities 19
Omission of Autism From the DSM-I and the DSM-II 19
DSM-III Introduces Autism as a Distinct Disorder 19
Inclusion of Asperger Disorder in the DSM-IV 20
The New Zeitgeist 21
Cognitive Psychology and Autism 22
Humanistic Psychology and Empowerment 23
Coming Full Circle: The Decade of the Brain and the Human Genome Project 24
Genome Project 24
The Decade of the Brain 24
The Human Genome Project 24
Contemporary Understanding of ASD 26
Prevalence: Autism on the Rise 26
Current Prevalence Rate 27
Explaining Increases in ASD 28
Actual Increases in Cases of ASD 29
Teaching Tips 30
Summary 30
Discussion and Reflection Questions 31
Recommended Further Readings and Internet Sources 31

Chapter 2. Current Understanding of Autism Spectrum Disorder 35

Autism as a Spectrum Disorder 38
The Triad of Core Deficits 39
Social Development 40
Verbal and Nonverbal Communication 41
Restricted, Repetitive, and Stereotyped Patterns of Behavior, Interests, and Activities 45
Other Proposed Core Deficits 46
Classification Systems for Defining ASD 47
Diagnostic and Statistical Manual of Mental Disorders, Fourth Edition, Text Revision 48
International Classification of Diseases 50
Individuals with Disabilities Education Act 50
The 0–3 Infant Diagnostic Classification System 51
Coexistence of ASD With Other Disorders 51
ASD and Attention Deficit Hyperactive Disorder 52
ASD and Intellectual Disabilities 53
Chapter 3. Biological Issues and Etiology of Autism Spectrum Disorder

Neurobiology and Development: Questions
Parents May Ask 65
- Parents May Ask: Did I Cause My Child to Have ASD? 65
- Parents May Ask: Is ASD a Genetic Disorder? 66
- Parents May Ask: How Does ASD Impact My Child’s Brain Development? 67

The Genetics of ASD 71
- Is There Just One Type of Autism? 71
- Fragile X Syndrome 72
- Tuberous Sclerosis 72
- The Search for Chromosomes and Candidate Genes Associated With ASD 73
- G-Banded Chromosomal and FISH Analyses 73
- Whole Gene Microarray 74
- Genetic Screening and ASD 74
- Genetic Screening and ASD: Cautions and Limitations 75

Environmental Toxins as Triggers for ASD 76
- Gastrointestinal Disorders and Dietary Interventions 76
- Gluten- and Casein-Free Diets 77
- Secretin 77
- The Need to Address GI Difficulties 78
- Known Environmental Toxins That Negatively Impact Development 79
- The MMR Vaccination and ASD 79

Other Theories About the Etiology of ASD 80
- Immunological Dysfunction 80
- Viral Infection 81

Interventions Linked to Biological Theories of ASD 81
- Psychopharmacological Treatments 81
SECTION II. COLLABORATING WITH FAMILIES FOR DIAGNOSIS AND SETTING EDUCATIONAL GOALS

Chapter 4. Collaborating With and Supporting Families of Children With ASD

The Family as a Valuable Partner
Establishing Trust
Authentic Caring
Theoretical Framework for Family–Educator Partnerships
Family Systems Theory
Bronfenbrenner’s Bioecological Theory
Vygotsky’s Social–Cultural Theory
Sociocultural Characteristics of Families and Their Children With ASD
The Impact of ASD on the Family System
Families of Divorce
Single-Parent Households
Remarriage and Blended Families
Empowering Families of Children With ASD
Recognizing and Building on Strengths in the Family System
Siblings
Addressing Needs of Siblings of Children With ASD
Social Support
Quality Time With Parents
Partnering With Families From Diverse Ethnic Backgrounds
Summary
Chapter 5. Identification and the Diagnostic Process

Tests Designed for Early Surveillance and Screening

Response to Intervention

Purpose of RTI

Data Collection and the Multidisciplinary Team

The Data Collection Process

The Role of Teachers in the Data Collection Process

The Role of Parents in the Data Collection Process

Components of a Nondiscriminative Multifaceted Evaluation

Assessments of Children Ages 0–3 and Individuals

With Severe Impairments

Interview, Survey, and Behavior Checklists With Caregivers and Teachers

Review of Records

Assessing Developmental Level

Assessment Tools Designed for Diagnosing ASD

Childhood Autism Rating Scale, Second Edition

The “Gold Standard” in ASD Assessment

Assessment of Intellectual Ability and Cognitive Processes

Intellectual Assessment: The Challenge of Measuring Intellectual Potential

Assessment of Cognitive Processes

Attention

Perspective Taking (Theory of Mind)

Executive Functioning

Assessment of Academic Skills or Academic Readiness

Assessment of Emotional Functioning

Other Types of Assessments

Assessment of Speech and Language

Assessment of Gross and Fine Motor Skills

Assessment of Maladaptive or Atypical Behaviors

Assessment of Sensory Issues

Teaching Tips

Summary

Discussion and Reflection Questions

Recommended Further Readings and Internet Sources
## Chapter 6. Early Intervention and Transitioning to Elementary School

- The Importance of Early Intervention 161
- The Need for Early Diagnosis 162
- Early Detection of ASD 163
- Parent Perceptions of Early Intervention Services 163
- Meeting the Needs of Families That Have Young Children With ASD 163
- Helping Parents Cope With the Initial Diagnosis 164
- The Family-Centered Approach 168
- Describing a Family-Centered Approach to Early Intervention 168
- The Individualized Family Service Plan 168
- Effective Programs for Young Children With ASD 170
- Components of Effective Early Intervention Programs 170
- Examples of Effective Early Intervention Programs 171
- Transitioning From Early Intervention to Special Education Services 176
- The Individuals with Disabilities Education Act: The Spirit of Partnership 177
- Creating a Supportive Academic Environment for Children With ASD 180
- Teaching Tips 183
- Summary 183
- Discussion and Reflection Questions 184
- Recommended Further Readings and Internet Sources 185

### Section III. Addressing the Needs of Individuals With ASD Within the School Setting and the Greater Community

## Chapter 7. Interventions Based on Applied Behavior Analysis at School, Home, and Within the Community

- Overview of Applied Behavior Analysis 191
- Theoretical Framework 191
- Classical Conditioning 192
- Operant Conditioning 192
- Lovaas and the Application of ABA to Children With ASD 193
- Strengths of Interventions Based on ABA 194
- Empirical Validation 194
Chapter 8. Environmental Supports

Cindy Golden, PhD

Addressing Diagnostic Criteria 223
Addressing Individual Need 224
Types of Educational Settings  225
Evidenced-Based Practices for Supporting Children With ASD in the Classroom  226
  Antecedent Package  227
  Behavioral Package  227
  Comprehensive Behavioral Treatment for Young Children  228
  Joint Attention Interventions  228
  Modeling  228
  Naturalistic Teaching Strategies  229
  Peer Training Package  229
  Pivotal Response Treatment  229
  Schedules  229
  Self-Management  230
  Story-Based Intervention Package  230
Creating a Supportive Environment for Children With ASD  230
  Addressing Environmental Needs  231
  Addressing Communication Needs  238
  Addressing Social Interaction Needs  244
  Addressing Sensory Needs  250
Teaching Tips  254
Summary  255
Discussion and Reflection Questions  255
Recommended Further Readings and Internet Sources  256

Chapter 9. The Development of Communication  263
  The Importance of Social Communication  263
  Defining Social Communication as a Core Deficit in ASD  263
  Social Communication and Language  264
Developmental Milestones in Typically Developing Children  265
  Development of Receptive Language  265
  Receptive Language in Children With ASD  266
  Development of Expressive Language  266
  Expressive Language in Children With ASD  267
  Echolalia  268
Components of Language and ASD  270
  Vocabulary  271
Pragmatic Language Skills 272
Nonverbal Communication 276
Assessing Communication Skills 276
Interactive Sampling 276
The Speech-Language Pathologist 278
Examples of Standardized Tests for Assessment of Communication Functioning for Individuals With ASD 278
Building Social Communication Skills 279
Choosing Evidence-Based Interventions 279
Speech-Language Therapy 281
Strategies That Promote Communication Skills Based on Applied Behavior Analysis 281
Social Communication Emotional Regulation Transactional Supports 283
Augmentative and Alternative Communication Systems 285
Teaching Tips 290
Discussion and Reflection Questions 291
Summary 291
Recommended Further Readings and Internet Sources 292

Chapter 10. Social Development in Children With ASD 299
Core Deficits of Socialization Associated With ASD 299
Motivation to Interact With Others 300
Impairments in Nonverbal Communication 300
Failure to Develop Age-Appropriate Peer Relationships 301
Socio-Emotional Reciprocity 301
Individual Differences: Atypical Behavior or Deficit? 303
Foundation Skills for Developing Peer Relationships 304
Social Cognition and Social Competence 304
The Development of Play and Social Reciprocity 304
Developing Peer Relationships and Friendships 306
Assessment of Social Functioning and Identification of Target Goals 309
Assessment Tools for Evaluating Social Skills in Children With ASD 309
Identifying and Prioritizing Social Skill Goals 311
Interventions for Supporting Social Skill Development 313
Determining Evidence-Based Practice 313