



Graduate School of Education

On line Course Syllabus - Winter, 2017
Course Title: Foundations in Autism Spectrum Disorder

Understanding the history and etymology of autism as well as how the core characteristics manifest across the spectrum, in addition to learning about the identification process, program planning, intervention, and transition across the lifespan.

Course Number: SPED: 410 Undergraduate Course
SPED: 510 Graduate Course

Credits: 3

Special Education Program "*Meeting our communities' lifelong educational needs.*"

Instructor

Sarah Anderson Telephone: 503-329-0815 (*used for extenuating circumstances only*).
D2L Office Hours: **By arrangement**
Email: Sarah Anderson sarahmiller97221@yahoo.com (*used for extenuating circumstances only*).

Instructors' Contact Information:

*NOTE: Primary means of instructor contact should be through D2L in the Class Questions area. If your question is more of a private nature, please ask it in the Tutorial area. *Email and phone numbers should be used for extenuating circumstances only.*

Disability Access Information: If you require accommodations (e.g. special seating, interpreter, note-taker, etc.), please inform your instructor immediately. Students with disabilities should register with the PSU Disability Resource Center (503-725-4150; TTY or Relay 503-725-4178) to document their need for accommodations and obtain support services. I will work with you to arrange the supports you need in this class." Further resources for faculty can be found here: <http://www.drc.pdx.edu/facultyresources.html>

Graduate School of Education Conceptual Framework:

Vision: Preparing professionals to lead life-long learning and development within our diverse communities

1. Diversity and Inclusiveness – Advocacy for Fairness and Respect.

1.1 Candidates work effectively with diverse populations.

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| 1.2 Candidates promote inclusive and therapeutic environments. |
| 2. Research based practices and professional standards – Professionalism. |
| 2.1 Candidates critically analyze and implement research-based practices. |
| 2.2 Candidates demonstrate appropriate professional knowledge, skills, and dispositions. |
| 3. Impact on Learning and Development – Commitment to learning. |
| 3.1 Candidates ensure that all learners and clients succeed. |
| 3.2 Candidates use technology to enhance learning and development. |
| 3.3 Candidates influence policy and provide leadership for organizations. |
| 4. Evidenced-informed decision making – Reflection. |
| 4.1 Candidates use evidenced to address problems of practice and make informed educational and therapeutic decisions. |

PSU Special Education Department Critical Concepts

The Special Education Department at PSU is dedicated to preparing and supporting professionals to improve the educational outcomes and quality of life for all learners. We strive to increase the use of evidence-based practices by preparing exemplary educators, collaborating with schools, building community partnerships and conducting and disseminating research.

This course and the ASD Specialist preparation program it is a part of is in close alignment with and strongly supports department-wide critical concepts emphasizing the importance of: (1) scaffolding instruction; (2) collaboration and teaming; (3) promoting inclusion; (4) engaging in data-based decision making, (5) individualizing assessment and instructional methods based upon the unique needs of each learner; and (6) demonstrating leadership and advocacy – all of which is in service of preparing learners with ASD for satisfying, productive, and maximally independent adult lives lived with dignity and self-determination.

Catalog Course Description

This introduction course to autism spectrum disorders presents an overview of current research, etiology, characteristics of specific spectrum disorders; as well as, effective practices, various support strategies, positive behavior supports, and interdisciplinary collaboration. A majority of this course will emphasize research-based information regarding the education of children with autism spectrum disorders with the goal to prepare highly qualified educators. The course will address commonly used interventions and treatments for children with autism and the level of research to support each. Additionally we will address federal and state requirements/laws and non-discriminatory assessment procedures for eligibility and issues involving family involvement and effectively preparing personnel to teach children with autism will additionally be discussed.

Course Objectives: The learning goals and assessments are based upon the [GSE Conceptual Framework](#) and the Teachers Standards and Practices Commission (TSPC) Autism Spectrum Disorder (ASD) Licensed Specialist [Standards and Competencies](#). This course specifically encompasses Standard 1 (Oregon Administrative Rule 584-066-0010).

| <p style="text-align: center;">Learner Outcomes</p> <p>Students will:</p> | <p style="text-align: center;">ASD Standards & Competencies and GSE Conceptual Framework</p> | <p style="text-align: center;">Activities and Requirements</p> |
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| <p>Identify characteristics, etiology, and incidence of autism. Discuss Federal and state requirements/laws, non-discriminatory assessment procedures for eligibility, and differentiate between 504 and IEP; as well as medical diagnosis vs. educational eligibility.</p> | <p>ASD Standard: 1 A, B, C, D & E</p> <p>GSE: 2.2</p> <p>Week 1, 2 F to F Session 1</p> | <p>Classroom Discourse and Online Queries</p> <p>Quiz</p> |
| <p>Discern between characteristics and definitions of the following: Kanner's Autism, High-Functioning Autism, and Asperger's Syndrome and state the six aspects characterizing autism. Explain why the six aspects can be considered a "continuum." Discuss research-based information regarding autism spectrum disorders</p> | <p>ASD Standard: 1 C & H</p> <p>GSE: 2.1 & 2.2</p> <p>Week 2 F to F Session 1</p> | <p>Classroom Discourse and Online Queries</p> <p>Quiz</p> <p>Group activity</p> |
| <p>Discuss neuro-psychological theories of autism i.e. Central Coherence Theory, Theory of Mind, and Executive Functioning. Describe what is meant by "social communication" and state how "theory of mind" is involved with social language learning.</p> | <p>ASD Standard: 1 F, P, Q & K</p> <p>GSE: 1.1</p> <p>Week 3 & 5</p> | <p>Classroom Discourse and Online Queries</p> <p>Quiz</p> <p>Group activity</p> |
| <p>Increase understanding of "Brain-Behavior Connections" in autism and overview of diagnostic criteria and educational impact. Understand the importance of creating a "culture of inclusion" for students.</p> | <p>ASD Standard: 1 C & F</p> <p>GSE: 1.1 & 1.2</p> <p>Week 2 & 3</p> | <p>Classroom Discourse and Online Queries</p> <p>Quiz</p> |
| <p>List and describe the key features of effective programs for young children with autism including applied behavioral analysis (ABA). Describe learning styles consistent with ASD.</p> | <p>ASD Standard: 1 F, I, & G</p> <p>GSE: 4.1</p> <p>Week 5 & 8 F to F Session 2</p> | <p>Classroom Discourse and Online Queries</p> <p>Group Activity Quiz Individual Presentation</p> |
| <p>Develop a strong understanding of structured teaching, environmental supports and sensory processing. Identify positive behavioral supports and</p> | <p>ASD Standard: 1 K</p> <p>GSE: 1.2 & 4.1</p> | <p>Classroom Discourse and Online Queries</p> |

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| methods to implement. | Week 3 & 4 | Group Activity Individual Presentation |
| Understand the importance of transition planning. Discuss cultural and family issues and demonstrate understanding of the importance of developing a positive, effective, interdisciplinary collaboration with our educational teams, medical or clinical service providers and families. | ASD Standard: 1 M, N, J, O & L GSE: 3.1,3.2 & 3.3 Week 6 & 7 | Classroom Discourse and Online Queries Quiz |

Required Text:

Dunn-Boron, K., & Wolfberg, P. (2014). *Learners on the autism spectrum: preparing highly qualified educators and related practitioners, second edition*. Shawnee Mission, Kansas: Autism Asperger Publishing Company.

Required Reading:

The National Professional Development Center on Autism Spectrum Disorders
<http://autismpdc.fpg.unc.edu/content/briefs> Evidence Based Practices, EBP Briefs.

Recommended Websites retrieved from: (please reference and bookmark for use)

Evidence-Based Practice and Autism in the Schools (ASD NAC Ed Manual)
http://www.nationalautismcenter.org/pdf/NAC%20Ed%20Manual_FINAL.pdf

http://www.livebinders.com/play/play_or_edit?id=168313

<http://autismpdc.fpg.unc.edu/content/presentations-and-videos>

http://www.autism.com/index.php/news_dsmV

<http://www.aspergersyndrome.org>

Suggested Additional Reading retrieved from:

Supporting articles for “Cognitive Behavioral Intervention”:

Drahota, A., Wood, J. J., Sze, K. M., & Van Dyke, M. (2011). *Effects of cognitive behavioral therapy on daily living skills in children with high-functioning autism and concurrent anxiety disorders*. *Journal of Autism and Developmental Disorders*, 41(3), 257-265. Retrieved from doi: 10.1007/s10803-010-1037-4

Singh, N. N., Lancioni, G. E., Manikam, R., Winton, A. S., Singh, A. N., Singh, J., & Singh, A. D. (2011). *A mindfulness-based strategy for self-management of aggressive behavior in adolescents with autism*. *Research in Autism Spectrum Disorders*, 5(3), 1153-1158. Retrieved from doi:10.1016/j.rasd.2010.12.012

Sofronoff, K., Attwood, T., & Hinton, S. (2005). *A randomized controlled trial of a CBT intervention for anxiety in children with Asperger syndrome*. *Journal of Child Psychology and Psychiatry*, 46(11), 1152-1160. Retrieved from doi: 10.1111/j.1469-7610.2005.00411.x

Winner, M. G. (2003). *Asperger syndrome across the home and school day*. *The ASHA Leader*.

Winner, M. G., & Crooke, P. J. (2009). *Social Thinking: A training paradigm for professionals and treatment approach for individuals with social learning/social pragmatic challenges*. *Perspectives on Language Learning and Education*, 16(2), 62-69.

Winner, M. G., & Crooke, P. J. (2009). *Social Thinking: A training paradigm for professionals and treatment approach for individuals with social learning/social pragmatic challenges*. *Perspectives on Language Learning and Education*, 16(2), 62-69.

Supporting articles for "Structured Play Groups":

http://autismpdc.fpg.unc.edu/sites/autismpdc.fpg.unc.edu/files/Structured_Play_Groups_fac_tsheet.pdf

Legoff, D. B., & Sherman, M. (2006). *Long-term outcome of social skills intervention based on interactive LEGO® play*. *Autism*, 10(4), 317-329. Retrieved from doi: 10.1177/1362361306064403

Loftin, R. L., Odom, S. L., & Lantz, J. F. (2008). *Social interaction and repetitive motor behaviors*. *Journal of Autism and Developmental Disorders*, 38(6), 1124-1135. Retrieved from doi: 10.1007/s10803-007-0499-5

Owens, G., Granader, Y., Humphrey, A., & Baron-Cohen, S. (2008). *LEGO® therapy and the social use of language programme: An evaluation of two social skills interventions for children with high functioning autism and asperger syndrome*. *Journal of Autism and Developmental Disorders*, 38(10), 1944-1957. Retrieved from doi: 10.1007/s10803-008-0590-6

Wolfberg, P. J., & Schuler, A. L. (1993). *Integrated play groups: A model for promoting the social and cognitive dimensions of play in children with autism*. *Journal of Autism and Developmental Disorders*, 23(3), 467-489. Retrieved from doi: 10.1007/BF01046051

APA Format Resources retrieved from:

Purdue's Online Writing Lab provides comprehensive guidance on using the APA format <http://owl.english.purdue.edu/owl/resource/560/01/>

Portland State University, Research Guide for Education provides useful external APA links http://library.pdx.edu/guides/resources.php?category=20&item_id=1806

Use of D2L - Distribution of course related materials. You are responsible for checking D2L course site scheduled by the instructor.

Students are advised to read additional class announcements, as they will be posted within our D2L system. This information will be continually updated throughout the course.

Class Policy and Grading Policy

Special needs: Students needing accommodations (e.g., interpreter, note-taker, large print) should inform the instructor as soon as possible. Students may be referred to Disability Services (725-4005) to document the need for accommodations and to provide support services where appropriate.

Incompletes – The instructor is not obliged to approve a grade of incomplete. Grades of Incomplete will only be given if the student has satisfactorily completed at least 50% of course requirements, accumulates to a grade of at least a C. A grade of B is the highest grade possible. The instructor reserves the right to request any documentation from the students supporting the need for an incomplete. A written agreement with the instructor about what is required to complete the course, highest grade possibly earned and target date for completion of these requirements (not to extend over one years time). This written agreement must be agreed upon and signed by student and instructor, no later than ninth week of the term. Please refer to page 46 of the PSU 2008-2010 PSU bulletin for more information.

Professionalism Demeanor and academic honesty: Students are expected to demonstrate the expected and appropriate dispositions aligned with professional and leadership standards. Students will be cognizant of their communicative demeanor that reflects tolerance and respect of all members in the class. Because students may not share the same opinions on certain topics in this class, it is important that we remember to respect the opinions and ideas of others. We expect all students to show respect and courtesy for all members of this class at all times. Please refer to PSU student code of conduct for more specifics by reviewing the student handbook available online at: www.pdx.edu/media/g/s/gse_handbook_student_conduct.pdf

Additionally, *students are required to use person first language in all online postings and assignments when referring to those with Autism*. To learn more about person first language, please read: <http://ftp.disabilityisnatural.com/documents/PFL8.pdf>.

Academic Integrity: In the PSU Student Conduct Code # 577-031-0136 Proscribed Conduct by Portland State University the following constitutes conduct as proscribed by Portland State University for which a student or student organization or group is subject to disciplinary action:

- (1) Obstruction or disruption of teaching, research, administration, disciplinary procedures or other University activities, including the University's public service functions or other authorized activities on University-owned or -controlled property, or any other location where teaching, research, administration, disciplinary procedures or other University activities take place.
- (2) All forms of academic dishonesty, cheating, and fraud, including but not limited to: (a) plagiarism, (b) the buying and selling of course assignments and research papers, (c) performing academic

assignments (including tests and examinations) for other persons, (d) unauthorized disclosure and receipt of academic information and (e) falsification of research data.

Behavior & Performance Expectations: Students are expected to be respectful of each other and their differing opinions. Language should reflect professionalism, respect, and a cordial tone. The expectation for student performance includes diligence in weekly participation which includes providing substantive input that will further the learning of fellow classmates. Please refer to PSU student code of conduct for more specifics by reviewing the student handbook available online at: www.pdx.edu/media/g/s/gse_handbook_student_conduct.pdf.

Changes to syllabus and course structure – The **instructor reserves the right to modify** the course content, timelines and course structure in order to better serve the needs of the class as a whole. Changes will be announced in class and students are responsible to adjust their course planning, accordingly.

Late posting/assignments: A 10 % deduction will be applied to any late assignments. No acceptations. All assignments are due as indicated in the course curriculum. Extenuating circumstances such as personal emergency may be considered. Technological difficulties are not considered as an extenuating circumstance.

NOTE - Do not email instructor completed assignments, using standard email address. They will not be read or counted as turned in. ALL assignments are to be posted using the **D2L** System.

Communication Standards and Expectations:

Instructor Expectations

- Students should allow for a variety of opinions and the respect of those opinions when posting to one another.
- Students may be asked to provide additional information to support their stance.
- Students should read the course outline and class syllabus **CAREFULLY**.
- Students should ask questions if the outline and/or syllabus are unclear.
- Students will participate in class discussions (see section entitled Online Postings).
- Students will complete the assigned reading selections prior to the lecture/discussion for the following week.
- Students will submit each of their **7** Substantive posts and responses by the Wednesday OF **EACH WEEK**.
- Instructors expect students to submit assignments on time and according to the course outline and/or syllabus. Extenuating circumstances are to be privately discussed directly with the instructor.
- Instructor expects students to contact instructor (confidnetially) if they are struggling with coursework.
- Since the instructor has other work responsibilities, please expect a **24-72** hour response when contacting the instructor, unless it is urgent. Please indicate urgency in you're intial

contact. Urgency related issues are those circumstances that relate medical needs or dire family situations.

Student Expectations

- Instructors will not single-out a student according to race, disability, age, gender, sexual orientation, or religion.
- Instructor will provide fair and equal treatment in all areas of academic concern. If students have specific learning needs or need additional instructional supports, please contact your instructors immediately, as instructors may not be aware.
- Instructor will treat students respectfully. If you feel you are being treated unfairly, you have the right to discuss the situation with the instructor first. If you continue to feel that you are being treated unfairly, you may contact: Tracy Williams, Program Manager, Graduate School of Education, at 503 725-8102, email: Tracy_Williamsmurphy@pdx.edu
- Instructors will provide an evaluation form for students to freely critique, provide suggestions for future classes, and/or provide positive feedback in regards to taking this course. Student's opinions will be taken into consideration and their feedback will not affect the outcome of their grades.
- Instructor will provide a fair evaluation of the student's work. Students should receive a grade based on coursework, research, knowledge of required material and participation in class discussion. If the student feels that their grade is based on anything other than these requirements, they are permitted to contact the instructor directly.
- Instructor will provide clearly stated criteria for evaluation. Instructors may make amendments to their class syllabus; however the workload will not be substantially increased. The syllabus is designed so students know what is to be expected of them and to allow students to plan accordingly.
- Instructor will provide assignments and activities that are designed to illustrate and reinforce concepts presented in the discussions and/or text.
- Instructor will assign activities that will require mastery of the concepts taught. Furthermore, the student will then be able to apply these concepts in relation to the provided topic.
- Instructor will provide organized readings, discussions, lectures, and/or queries to cover the material that is appropriate to the course objectives and overall outcome.
- Instructor will respond directly to **at least one of the student's Substantive postings. These postings are intended to generate discussion between students.**
- Instructor will provide a summary/response of the class for the class to view by the Tuesday evening prior to the next class discussion, *if the instructor finds it necessary to do so.*

- Student’s postings in the open discussion area may be used for future class discussions. Students can expect to be able to communicate freely about course topics in this course.
- Instructor will honor the privacy/confidentiality of the student’ grades and overall academic performance.
- Students have the right to challenge their grades or to appeal any academic discipline.
- Students who need to contact their instructors in regards to personal/individual needs or concerns will need to address those in the Tutorial section of the class D2L. Students will reserve phone calls for emergency purposes only that are outside regular office hours.

Grade Distribution:

| Undergraduate/Graduate Points | Grade |
|-------------------------------|-------|
| 300-274 | A |
| 270-274 | A- |
| 261-269 | B+ |
| 247-260 | B |
| 240-246 | B- |
| 228-239 | C+ |
| 211-227 | C |
| 210 | C- |
| 207 | D |

In order for students to receive full credit, ***assignments must be turned in no later than the identified due date by 10pm (unless otherwise indicated)***, discussions on the readings will be posted online for other classmates and the instructor to read. **ALL CLASS MEMBERS ARE EXPECTED TO TAKE PART IN THE DISCUSSIONS POSTED. THE INSTRUCTOR WILL BE READING AND TRACKING ALL POSTINGS.**

Assignments turned in past the deadline will receive 10% off for each day the assignment/paper was delayed in being turned in. Due to the nature of online learning, students will be learning from each other, in addition to lectures and reading assignments. This entails sharing work and reading each other’s work to gain perspective and insight.

* **NOTE:** *Additional readings or activities may be added during the course of the class in order to support content. Schedule, lectures, due dates and assignments are subject to change with reasonable notice.*

Online “Discussion” Substantive Post: Below is a rubric of what is required for students to receive points for discussions.

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| <p>Query: To earn 8-10 points the student must do the following upon due date:</p> <p>Substantive Responses: To earn 5 points the student must:</p> | <p>Query: To earn 6-8 points the student must:</p> <p>Substantive Responses: To earn 3-4 points the students must:</p> | <p>Query: To earn 3-5 points the student must:</p> <p>Substantive Responses: To earn 2-0 points the student must:</p> |
| <ul style="list-style-type: none"> • Directly answer the query. • Demonstrate a clear understanding of the week’s topic(s) by showing consideration of the subject matter and a thoughtful synthesis of the readings, lectures, and/or research that was required for the week through critical thinking and analysis. • Provide specific examples/references to support his or her post. • Further the knowledge and understanding of fellow students. • Write in an academic style, free of slang, criticism, or profanity. • Respect the differences of opinion amongst other students and have his or her post be free of language that denigrates or disrespects others and/or their postings. | <ul style="list-style-type: none"> • Directly answer the query. • Provide specific Examples or references to support his or her post. • Further the knowledge and understanding of fellow students. • Write in an academic style, Free of slang, criticism, or profanity. • Respect the differences of opinion amongst other students and have his or her post be free of language that denigrates or disrespects others and/or their postings | <ul style="list-style-type: none"> • The student does not answer the query with dead line • The student demonstrates a lack of respect towards other students in his/her postings, or includes language that denigrates or disrespects others in any way. |

Online Postings –115 points possible

Query Responses 70 Points Possible (10 points each):

Students are expected to respond to weekly queries by **Wednesday** of each week unless otherwise noted. Query Responses, also known as Substantive Discussions, that are late will have one point deducted from the score given by the instructor. Substantive Discussions completed *after* the end of Sunday will receive no points, as Monday will begin the next week’s set of topics and queries.

Students are also expected to respond to one student's posting by **Saturday** of each week, unless more responses are indicated for a specific week in the syllabus chart. Students who do not respond to fellow students' queries by the end of **Sunday** will receive no points, as Monday will begin the next week's set of topics and queries. It is therefore important for students to be mindful of the weekly online discussion requirements and deadlines in order to receive maximum points.

Students are not to work ahead and respond to queries ahead of the current week's topic(s). Online postings do not have to be placed in the Assignments turn in area on D2L.

Final Exam (Undergraduate level Only) - 100 Points; An undergraduate exam will be posted on D2L. Only UGs are required to complete the open book final, which will be cumulative. Students may use book and lecture notes to answer questions.

Seminar Development (Graduate Level Only) - 100 Points;

Graduate students are to develop a seminar PowerPoint and post it to D2L. Students may research topics related to communication, language acquisition, social skill development, social reciprocity, pragmatics, social-thinking, social behavior, nonverbal communication, and social programs. The PowerPoint must relate to topics discussed in class and include at least one peer-reviewed citation. Please **post in Discussion board** for students to review.

The purpose of this presentation is for students to create a piece of work to be prepared to present this to your colleagues, organization, fellow parents, etc. in the future. This seminar will include a PowerPoint presentation with 20 slides, your script, or an outline of your script, in the notes section of each slide on the PowerPoint. Your script should not be strictly reading information directly off the PowerPoint slides, but should expand on the content of the slides for most of the presentation. A bibliography should be included, as well as a resource list. In addition to the presentation, a resource list and bibliography section should be attached in a separate document that can be printed and used by your fellow classmates.

(Graduate Students) Please select your Seminar topic from the following list:

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| Antecedent-Based Interventions | Discrete Trial Training |
| Computer-Aided Instruction | Extinction |
| Differential Reinforcement | Functional Behavior Assessment |
| Naturalistic Intervention | Parent-Implemented Interventions |
| Peer-Mediated Instruction and Interventions | Picture Exchange Communication System (PECS) |
| Pivotal Response Training | Prompting |
| Reinforcement | Response Interruptions/Redirection |
| Self-Management | Social Narratives |
| Social Skills Groups | Structured Work Systems |
| Speech Generating Devices/VOCA | Task Analysis |
| Time Delay | Video Modeling |
| Visual Supports | 5 point Scale |

Book Review –

Students are to choose a fiction or non-fiction book from the list below that describes the social experiences of an individual with Asperger Syndrome (AS) or High Functioning Autism (HFA). A paper of approximately three pages must include: a summary of the storyline/book's content, reflections of the ways the individual described in the book demonstrated the characteristics of AS/HFA, as well as his or her strengths and needs as they related to areas outlined throughout the course content. Please post to Discussion Board for colleagues to review.

Suggested Readings for Book Review (or you can select your own)

- Barron, J., & Barron, S. (2002). *There's a Boy in Here: Emerging from the Bonds of Autism*. Arlington, TX: Future Horizons.
- Elder Robison, J.(2008). *Look Me in the Eye: My Life with Asperger's*. New York: Three Rivers Press.
- Grandin, T. (2006) *Thinking in Pictures, Expanded Edition: My Life with Autism*. New York: Vintage Books.
- Grandin, T., & Scarinano, M.M.(1996). *Emergence: Labeled Autistic*. New York: Warner Books.
- Hadcroft, W.(2004). *The Feeling's Unmutual – Growing Up with Asperger Syndrome (Undiagnosed)*. London: Jessica Kingsley Publishers.
- Haddon, M.(2004). *The Curious Incident of the Dog in the Night Time*. New York: Vintage Books.
- Hall, K.(2004). *Asperger Syndrome the Universe and Everything*. London: Jessica Kingsley Publishers.
- Heiman, H.(2007). *Running on Dreams*. Shawnee Mission, KS: Autism Asperger Publishing Company.
- Holliday Willey, L.(1999). *Pretending to Be Normal*. London: Jessica Kingsley Publishers.
- Luke, J.(2002). *Freaks, Geeks, and Asperger Syndrome*. London: Jessica Kingsley Publishers.
- Newport, J., & Newport, M.(2007). *Mozart and the Whale: An Asperger's Love Story*. New York: Touchstone.
- Shore, S.M.(2003). *Beyond the Wall: Personal Experiences with Autism and Asperger's Second Edition*. Shawnee Mission, KS: Autism Asperger Publishing Company.
- Tammet, D.(2007). *Born on a Blue Day: Inside the Extraordinary Mind of an Autistic Savant*. Free Press. New York: Free Press.

Williams, D. (1994). *Nobody Nowhere – The Remarkable Autobiography of an Autistic*.
New York: Random House.