

# **Centre d'Information et de Documentation**

## **Nouvelles acquisitions - Ouvrages Mars 2009**

CRA



Centre de Ressources Autisme  
Rhône-Alpes

## Social Skills Programmes / Maureen AARONS

Social Skills Programmes [texte imprimé] : An Integrated Approach from Early Years to Adolescence / Maureen AARONS, Auteur; Tessa GITTENS, Auteur. - Milton Keynes (70 Alston Drive, Bradwell Abbey, MK13 9HG, Grande-Bretagne) : Speechmark Publishing, 2003. - 176 p.: ill.; 21cm x 29,7cm x 1cm.

ISBN 0-86388-310-9.

**Résumé** : From the authors of Autism: A Social Skills Approach for Children Adolescents, this publication contains detailed photocopiable session plans for different age groups ranging from early years to adolescence. The emphasis is on integrated working practices that cross professional boundaries particularly for teachers and speech language therapists. Although it would make sense to apply the programme primarily to able and verbal children with an autistic spectrum disorder, the authors believe that a social-skills approach is relevant to the needs of a much wider group of children than those with a formal diagnosis. At the early-years level the programme introduces children to good attention behaviour, which includes looking, listening and turn-taking. By adolescence, the participants are helped to deal effectively with real-life situations, as well as gaining some insight into the thoughts, perspectives and intentions of others. "The programmes can be integrated to include aspects of the national curriculum, and their usefulness lies in their flexibility. "The session plans can be used as presented, or adjusted to meet the needs of particular groups in both clinical and educational settings. "Reflects the current focus for inclusion and the integration of children with special needs into mainstream educational settings.

**Plan de classement** : USU (Usuels - Classifications - Ouvrages encyclopédiques - Supports de cours)

## Autism : A Social Skills Approach for Children & Adolescents / Maureen AARONS

Autism : A Social Skills Approach for Children & Adolescents [texte imprimé] / Maureen AARONS, Auteur; Tessa GITTENS, Auteur. - Milton Keynes (70 Alston Drive, Bradwell Abbey, MK13 9HG, Grande-Bretagne) : Speechmark Publishing, 1998. - 106 p.: ill.; 21cm x 29,7cm x 0,7cm.

ISBN 0-86388-319-2.

**Résumé** : An excellent source of practical ideas that form the basis for programmes of intervention for children with autism. The content is primarily aimed at those working with children who have normal, or near normal, cognitive abilities, rather than those who work with children whose autism accompanies severe learning disabilities. - Offers children with autism an accessible route to a social skills programme and practitioners the opportunity to help students enhance their quality of life. - This approach to remediation appreciates that a disorder affecting social functioning should be remediated by focusing on this area. - The authors are speech language therapists who work both in the community and in educational settings.

**Plan de classement** : USU (Usuels - Classifications - Ouvrages encyclopédiques - Supports de cours)

## Dietary Interventions in Autism Spectrum Disorders / Kenneth J. AITKEN

Dietary Interventions in Autism Spectrum Disorders [texte imprimé] : Why They Work When They Do, Why They Don't When They Don't / Kenneth J. AITKEN, Auteur. - Londres (116 Pentonville Road, N1 9JB, Angleterre) : Jessica Kingsley Publishers, 2009. - 272 p.; 24,2cm x 16cm x 2,5cm.

Bibliogr., Index . - ISBN 1-84310-939-5.

**Résumé** : 'Often overlooked by professionals, dietary interventions in autistic spectrum disorders can be very helpful and more importantly, are something that parents and

carers can actually do to help the children. However, many different diets have been suggested and parents/carers can waste time and money trying the wrong diet for their particular child. Dr Aitken's book gives much-needed practical advice on matching the diet to the child and clear explanations about the biochemical background involved. Essential reading for anyone caring for a child with ASD.'

- Dr Rosemary Waring, University of Birmingham

'Given the increased interest in the relationship between diet and autism spectrum conditions, this is a timely publication which is both thorough and balanced in content. Parents and professionals alike will find this book of use by virtue of Ken's meticulous reviews of current scientific evidence for a variety of diets combined with practical advice on the application of such interventions.'

- Dr. Paul Whiteley, Autism Research Unit

'Dr. Aitken provides a timely synthesis of diet interventions in autistic spectrum disorders set within a framework of historical and political references. This informative work offers invaluable assistance to the wider clinical team, further enabling effective support and guidance to the ASD community in its quest for a healthy future.'

- Rosemary Kessick, former CEO of AiA (Allergy Induced Autism)

Following the increasing amount of scientific research relating to autism, various dietary approaches are being advocated to help those with Autism Spectrum Disorders (ASDs). This book provides an introduction to the clinical conditions that can cause autistic behaviour and what can be done to significantly improve many of them.

The book explores the known genetic conditions linked to autism and describes various dietary interventions. For each approach, the author explores the potential benefits; evidence for and against the diet; and information, where available, on relevant publications, web resources and support groups. The author also looks at the Simple Restriction Diet (SRD) in detail, describing how to implement this approach and how to evaluate its effects.

This book will be a valuable resource for families, individuals and professionals wishing to understand and explore the possibilities of dietary interventions and the benefits they can have for those on the autism spectrum.

**Plan de classement** : THE (Thérapies - Prises en charge)

### **Comment aider l'enfant autiste / Marie-Dominique AMY**

Comment aider l'enfant autiste [texte imprimé] : Approche psychothérapique et éducative / Marie-Dominique AMY, Auteur. - 2e édition revue et augmentée. - Paris (5 rue Laromiguière, 75005, France) : Dunod, 2009. - 207 p.: ill.; 15,5cm x 24cm x 1,4cm. - (Psychothérapies, ISSN 1635-6128) .

Bibliogr., Index . - ISBN 2-10-052643-X.

**Résumé** : Les enfants autistes ont besoin, pour être aidés au mieux, qu'on les approche dans leur totalité.

Dépasser les querelles d'école, faire le point sur l'état des connaissances - qu'elles soient génétiques, neurologiques, psychodynamiques ou cognitives -, exposer les moyens thérapeutiques disponibles, tels sont les principaux objectifs de ce livre. Dans cette seconde édition, Marie Dominique Amy s'attache encore davantage à souligner combien ces enfants doivent être entendus, reconnus et suivis dans une perspective constante d'articulation entre leurs difficultés psychiques et cognitives.

Les clivages professionnels ne peuvent que renforcer ceux des personnes autistes. C'est pourquoi les pratiques éducatives et psychothérapiques doivent être abordées en commun et dans un partenariat constant. Elle présente dans un premier temps ces différentes approches et explique clairement comment il est possible de les articuler.

Ensuite, elle redéfinit les principaux termes, fréquemment utilisés dans les pathologies autistiques (communication, attention, mémoire, langage, pensée, émotion, imitation etc.). Elle explique enfin, avec de nombreux cas cliniques, comment mettre en place le soin et la collaboration avec les parents. L'auteur relate notamment le parcours complet de la psychothérapie de François. Ce parcours, commencé dans le désert autistique le plus sévère l'a accompagné dans son éveil à la relation, à la parole, aux apprentissages. Ce livre passionnera tous ceux - psychologues, médecins, psychothérapeutes, orthophonistes, psychomotriciens, éducateurs, parents - qui ont à faire face au quotidien avec l'enfant autiste.

Marie-Dominique Amy est psychologue, psychanalyste. Elle a créé une unité de soin pour les enfants autistes en institution. Elle assure des supervisions et des formations intra et extra hospitalières en périnatalité. Elle est membre du CPGF (Collège de psychanalyse groupale et familiale) et de la SFPEADA (Société française de psychiatrie de l'enfant et de l'adolescent et disciplines associées). En 2008, elle a publié Construire et soigner la relation mère enfant.

**Plan de classement** : THE (Thérapies - Prises en charge)

### **Méthode d'observation et de relevé des structures en tant qu'offres de réponses aux personnes avec autisme/troubles envahissants du développement / Association Nationale des CREAI**

Méthode d'observation et de relevé des structures en tant qu'offres de réponses aux personnes avec autisme/troubles envahissants du développement [texte imprimé] / Association Nationale des CREAI, Auteur. - Paris (5, rue Las Cases, 75007, France) : Association Nationale des CREAI, 2008. - 189 p.; 21cm x 29,7cm x 1cm.

**Plan de classement** : THE (Thérapies - Prises en charge)

### **The Asperger Couple's Workbook / Maxine ASTON**

The Asperger Couple's Workbook [texte imprimé] : Practical Advice and Activities for Couples and Counsellors / Maxine ASTON, Auteur; Tony ATTWOOD, Préfacier, etc; Antony CORBETT, Illustrateur; William ASTON, Illustrateur. - Londres (116 Pentonville Road, N1 9JB, Angleterre) : Jessica Kingsley Publishers, 2008. - 144 p; ill.; 24,6cm x 17,3cm x 1cm.

Bibliogr., Index . - ISBN 1-84310-253-6.

**Résumé** : Asperger Syndrome (AS) can affect some of the fundamental ingredients required to make a relationship work, such as emotional empathy and communication. Maxine Aston, author of Aspergers in Love, has created this workbook to help couples where one of the partners has Asperger Syndrome deal with the difficulties that may arise in their relationship.

With candid advice, activities and example worksheets, the book explores a variety of approaches that couples can use to counteract these difficulties. Whilst acknowledging that all relationships are different and each needs to be viewed as a unique case, the author identifies specific issues that can be problematic in an Asperger relationship, such as verbal and non-verbal communication, sexual issues, socializing and parenting, and comes up with simple and effective ways of addressing these issues.

This practical book is designed for use by couples and families affected by AS, either on their own or in conjunction with a counsellor. It will also be of interest to couples counsellors, or other professionals working with people with AS.

'This book is a positive addition to Asperger Syndrome (AS)/Neurotypical (NT) relationship literature providing not only information, but also useful tools and strategies

to deal with typical AS/NT issues. Maxine has included excellent definitions and explanations of the differences between the AS and NT partner and places strong emphasis on the fact that being different doesn't mean being wrong. We would recommend this workbook to AS/NT couples seeking practical solutions to many of the day-to-day issues that this type of relationship brings. This book will really make a difference to those who want to live more harmoniously together.'

- Sarah Hendrickx and Keith Newton, authors of Asperger Syndrome - A Love Story

**Plan de classement** : ASP (Syndrome d'Asperger - Autisme de haut niveau)

### **Making Sense of Sex / Sarah ATTWOOD**

Making Sense of Sex [texte imprimé] : Forthright Guide to Puberty, Sex and Relationships for People with Asperger's Syndrome / Sarah ATTWOOD, Auteur; Jonathon POWELL, Auteur. - Londres (116 Pentonville Road, N1 9JB, Angleterre) : Jessica Kingsley Publishers, 2008. - 320 p.: ill.; 23,4cm x 15,5cm x 2cm. - (Making sense of) .

Webogr., Index . - ISBN 1-84310-374-5.

**Résumé** : 'Sarah's book is an essential resource for all families who have an adolescent with an Autism Spectrum Disorder, such as Asperger's syndrome. The information is detailed and accurate, and addresses just about all the issues relating to the important subject of sexuality, which is all too often distorted and presented in a biased way. Sarah's approach is to explain the facts neutrally and realistically, while acknowledging individual values and respecting personal choice. I will certainly be recommending this book to all my clients.'

- Isabelle Hénault PhD. Author of Asperger Syndrome and Sexuality: from Adolescence through Adulthood

Puberty is a time of huge change in the physical body, in emotional experience and in social relationships. Having an understanding of these developments and learning how to deal with them is essential, and for people with Asperger's syndrome it can be a challenge to get to grips with the social and emotional aspects of puberty, sex and relationships.

This book is ideal for those who need clear, detailed explanations and direct answers to the many questions raised by puberty and sexual maturity. Sarah Attwood describes developments in both the male and female body, and explains how to maintain hygiene and personal care, and to promote general good health. She examines emotional changes, including moods and sexual feelings, and provides comprehensive information on sex, sexual health and reproduction. She looks at the nature of friendship, how it changes from childhood to adulthood and its importance as a basis for sexual encounter. She also offers coping strategies for different social experiences, from bullying to dating, and includes essential tips on the politics of mature behaviour, such as knowing the difference between public and personal topics of conversation.

Making Sense of Sex is a thorough guide written in unambiguous language with helpful diagrams, explanations and practical advice for young people approaching puberty and beyond.

**Plan de classement** : ASP (Syndrome d'Asperger - Autisme de haut niveau)

### **Interventions éducatives, pédagogiques et thérapeutiques proposées dans l'autisme / Amaria BAGHDADLI**

Interventions éducatives, pédagogiques et thérapeutiques proposées dans l'autisme [texte imprimé] / Amaria BAGHDADLI, Auteur; Charles AUSSILLOUX, Auteur; Magali NOYER, Auteur. - Paris (127, rue de Grenelle, 75007, France) : Direction Générale de l'Action Sociale - DGAS ; Montpellier (BP 35567 ZAC de Tournezy, 135, allée Sacha Guitry, 34072, France) : CREAL Languedoc-Roussillon, 2007. - 319 p.; 21cm x 29,7cm x

1,6cm.

Bibliogr. .

**Plan de classement** : THE (Thérapies - Prises en charge)

### **Description de l'accueil en établissements et services des personnes avec des troubles envahissants du développement : enquête pilote en Languedoc-Roussillon / Amaria BAGHDADLI**

Description de l'accueil en établissements et services des personnes avec des troubles envahissants du développement : enquête pilote en Languedoc-Roussillon [texte imprimé] / Amaria BAGHDADLI, Directeur de publication; Bernard AZEMA, Auteur; Evelyne BARTHEYE, Auteur; Nathalie MARTINEZ, Auteur; Bernard LEDESERT, Auteur; Hafid OULAHTOUF, Auteur; Charles AUSSILLOUX, Auteur; Cécile MICHELON, Auteur; Carine THOMAS, Auteur. - Paris (127, rue de Grenelle, 75007, France) : Direction Générale de l'Action Sociale - DGAS ; Montpellier (BP 35567 ZAC de Tournezy, 135, allée Sacha Guitry, 34072, France) : CREAL Languedoc-Roussillon, 2007. - 127 p.; 21cm x 29,7cm x 1cm.

**Plan de classement** : THE (Thérapies - Prises en charge)

### **Recommandations pour la pratique professionnelle du diagnostic de l'autisme / Amaria BAGHDADLI**

Recommandations pour la pratique professionnelle du diagnostic de l'autisme [texte imprimé] / Amaria BAGHDADLI, Auteur. - France : Fédération Française de Psychiatrie - FFP, 2005. - 167 p.; 21cm x 29,7cm x 1cm.

Bibliogr. .

**Plan de classement** :

### **The Ethics of Autism / Deborah R. BARNBAUM**

The Ethics of Autism [texte imprimé] : Among Them, but Not of Them / Deborah R. BARNBAUM, Auteur. - Bloomington - Indiana (601 North Morton Street,, 47404-3797, Etats-Unis) : Indiana University Press, 2009. - 248 p.: ill.; 15,5cm x 23,5cm x 1,6cm. - (Bioethics and the Humanities) .

Bibliogr., Index . - ISBN 0-253-22013-0.

**Résumé** : "How many of us, when first thinking about the problems raised by autism, would have imagined that one of the most cogent ethical problems is whether one ought to cure the disorder if a cure were to become available? Why this is a true ethical problem is only one of many insights to be gained from Deborah R. Barnbaum's meticulous analysis. Along the way, we confront perhaps the greatest challenge—what would it actually be like for us to get inside the heads of persons with autism, and experience life as they do?"

Howard Brody, MD, PhD, Director, Institute for the Medical Humanities, University of Texas Medical Branch, and author of The Future of Bioethics and Hooked : Ethics, the Medical Profession, and the Pharmaceutical Industry.

"I know of no other work that tries to draw on the extensive and emerging psychological literature on autism to examine this disorder for its philosophical and ethical implications. . . . Its conclusions challenge many leading theories of ethics' claims regarding necessary and sufficient cognitive capabilities for moral reasoning. In practical terms, it challenges assumptions about the appropriateness of some parental decision making and research in relation to autism." —

Ronald M. Green, author of *Babies by Design: The Ethics of Genetic Choice*

"This book will be of great interest to philosophers and students of philosophy on the issues of autism and what it means to be a person."

Temple Grandin, author of *Thinking in Pictures*

Autism is one of the most compelling, controversial, and heartbreaking cognitive disorders. It presents unique philosophical challenges as well, raising intriguing questions in philosophy of mind, cognitive science, and philosophy of language that need to be explored if the autistic population is to be responsibly served. Starting from the "theory of mind" thesis that a fundamental deficit in autism is the inability to recognize that other persons have minds, Deborah R. Barnbaum considers its implications for the nature of consciousness, our understanding of the consciousness of others, meaning theories in philosophy of language, and the modality of mind. This discussion lays the groundwork for consideration of the value of an autistic life, as well as the moral theories available to persons with autism. The book also explores questions about genetic decision making, research into the nature of autism, and the controversial quest for a cure. This is a timely and wide-ranging book on a disorder that commends itself to serious ethical examination.

Deborah R. Barnbaum is Associate Professor of Philosophy at Kent State University and editor (with Michael Byron) of *Research Ethics: Text and Readings*. She lives in Kent, Ohio.

**Plan de classement** : GEN (Généralités sur l'autisme - Synthèse - Vulgarisation scientifique)

### **Hints and Tips for Helping Children with Autism Spectrum Disorders / Dion E. BETTS**

Hints and Tips for Helping Children with Autism Spectrum Disorders [texte imprimé] : Useful Strategies for Home, School, and the Community / Dion E. BETTS, Auteur; Nancy J. PATRICK, Auteur. - Londres (116 Pentonville Road, N1 9JB, Angleterre) : Jessica Kingsley Publishers, 2008. - ; 23,4cm x 15,6cm x 1cm.

ISBN 1-84310-896-8.

**Résumé** : If you have a child on the autism spectrum who struggles with the challenges of daily life, then this book is for you! Hints and Tips... is peppered with vignettes and stories of real-life situations and successes, and offers clever ideas for tackling everyday difficulties, such as bathing, bedtime, school trips, and selecting the right child minder.

Dion E. Betts and Nancy J. Patrick provide creative, practical strategies to help parents and caregivers to support their child, and to enable their child to develop the social skills needed to manage and enjoy daily life to the fullest. The book is split into five parts: home life, hygiene, community, medical, and schools and organizations. Common problem areas are also tackled in a toolkit section, which includes checklists, 'to do' lists, visual schedules, and mnemonics to aid memory and retrieval.

Hints and Tips for Helping Children with Autism Spectrum Disorders is an essential aid for parents and carers to make small and simple changes that result in big improvements in the quality of life of children, their families, and carers.

**Plan de classement** : GUI (Guides pour les parents - Vie quotidienne - Qualité de vie)

### **Using Intensive Interaction and Sensory Integration / Phoebe CALDWELL**

Using Intensive Interaction and Sensory Integration [texte imprimé] : A Handbook for Those who Support People with Severe Autistic Spectrum Disorder / Phoebe CALDWELL, Auteur; Jane HORWOOD, Auteur. - Londres (116 Pentonville Road, N1 9JB, Angleterre) :

Jessica Kingsley Publishers, 2008. - 112 p.; 23,4cm x 15,6cm x 0,7cm.

Bibliogr., Index . - ISBN 1-84310-626-4.

**Résumé** : People with severe autism experience the sensory information they receive from the world completely differently to those not on the spectrum. They feel cut off and overwhelmed, and their behaviour can become very distressed. This handbook shows how we can engage with people who are non-verbal or semi-verbal and sometimes even those who have speech but lose the power to process it when they are in crisis. We can help them to make sense of the world.

Intensive Interaction uses a person's own body language to make contact with them and Sensory Integration develops the capacity of an individual to receive, process and apply meaning to information provided by the senses through targeted physical activities. These techniques can be used to develop an environment tailored to the particular sensory needs of the person with severe autism, reducing factors that cause distress.

With illustrations, case examples and a wide range of tried-and-tested techniques, this practical guide provides indispensable tools for parents, carers and other professionals supporting people with severe autism and other learning disabilities.

**Plan de classement** : THE (Thérapies - Prises en charge)

### **Autism Spectrum Disorders in Infants and Toddlers / Katarzyna CHAWARSKA**

Autism Spectrum Disorders in Infants and Toddlers [texte imprimé] : Diagnosis, Assessment, and Treatment / Katarzyna CHAWARSKA, Directeur de publication; Ami KLIN, Directeur de publication; Fred R. VOLKMAR, Directeur de publication; Michael D. POWERS, Préfacier, etc. - New-York (72 Spring Street, 10012, Etats-Unis) : Guilford Press, 2008. - 348 p.; 16cm x 23,5cm x 3cm.

Bibliogr., Index . - ISBN 1-593-85649-0.

**Résumé** : Rich with clinical insights, this volume reviews the state of the science of identifying and treating autism spectrum disorders (ASD) in very young children. Leading authorities examine critical research issues and present innovative approaches to assessing social, cognitive, adaptive, communication, and sensory-motor impairments in the first two years of life. Providing a comprehensive discussion of developmental, behavioral, and medical intervention models, the book also addresses ways to support families in coping with an early ASD diagnosis and becoming effective advocates for their children. A special chapter discusses popular but controversial treatments, including how to help families make informed decisions about their use.

Katarzyna Chawarska, PhD, is Assistant Professor at the Yale Child Study Center, Yale University School of Medicine, where she is also Director of the Developmental Disabilities Clinic for Infants and Toddlers. Dr. Chawarska's research focuses on early expression of ASD and on experimental studies of face and gaze processing in infants and toddlers.

Ami Klin, PhD, is the Harris Associate Professor of Child Psychology and Psychiatry at the Yale Child Study Center. He directs the Autism Program at Yale, which is one of the National Institutes of Health's Autism Centers of Excellence. Dr. Klin's primary research activities focus on the social mind and the social brain, and on various aspects of autism from infancy through adulthood. He is the editor or coeditor of several books and special issues of professional journals.

Fred R. Volkmar, MD, is the Irving B. Harris Professor of Child Psychiatry, Pediatrics, and Psychology and Director of the Yale Child Study Center. He is also the Chief of Child Psychiatry at Yale–New Haven Hospital. Dr. Volkmar was the primary author of the American Psychiatric Association's DSM-IV autism and Pervasive Developmental

Disorders section. He is the author, coauthor, or coeditor of several hundred scientific papers and chapters and a number of books, and is Editor-in-Chief of the Journal of Autism and Developmental Disorders.

**Plan de classement** : GEN (Généralités sur l'autisme - Synthèse - Vulgarisation scientifique)

### **Using Drama with Children on the Autism Spectrum / Carmel CONN**

Using Drama with Children on the Autism Spectrum [texte imprimé] / Carmel CONN, Auteur. - Milton Keynes (70 Alston Drive, Bradwell Abbey, MK13 9HG, Grande-Bretagne) : Speechmark Publishing, 2007. - 256 p.: ill.; 21cm x 29,7cm x 1,6cm.

ISBN 0-86388-601-9.

**Résumé** : This practical manual contains more than 150 activities for use with children aged 5-11 years old. Written for mainstream and special needs teachers, speech & language therapists, drama teachers and dramatherapists, the book shows how using drama with children across the autism spectrum can help to develop: · Social skills · Playfulness and pretence · Verbal and non-verbal communication · Self-awareness and self-esteem. Taking a developmental approach, the book is divided into two parts: Simple child-focused activities (Units 1-2) for children in a special school setting who are at an early stage of engagement; and Group-orientated activities (Units 3-9) for use in inclusive settings where mixed groups of children, with and without autism, can work together to develop personal and social skills. Each unit focuses on one skill area at a time and follows a similar format which includes a brief theoretical background, a clear set of aims, an assessment profile and a set of drama activities to develop the focus skill. Complete with case studies, photocopiable resources and step-by-step guidance on how to deliver a drama programme, this practical resource will be invaluable for all those who are looking for new ways of engaging children on the autism spectrum.

**Plan de classement** : COM (Communication - Langage - Orthophonie)

### **Référentiel départemental de bonnes pratiques pour l'accueil des personnes adultes atteintes d'autisme / Conseil Général de l'Isère - Direction Santé Autonomie**

Référentiel départemental de bonnes pratiques pour l'accueil des personnes adultes atteintes d'autisme [texte imprimé] / Conseil Général de l'Isère - Direction Santé Autonomie, Auteur; CREA Rhône-Alpes, Auteur. - Grenoble (Hôtel du Département, 7, rue Fantin Latour - BP 1096, 38022, France) : Conseil Général de l'Isère - Direction Santé Autonomie, 2005. - 40 p.; 21cm x 29,7cm x 0,5cm.

**Résumé** : Pourquoi un référentiel départemental ?

Dépasser le passionnel, les différentes sensibilités exprimées pour construire les ingrédients d'un bon projet ouvert à toutes les personnes souffrant d'autisme tel était le but et il a été atteint.

Ce document à caractère opérationnel est le fruit d'un travail mené durant un an en partenariat étroit avec l'ensemble des acteurs associatifs et professionnels isérois de l'autisme, je devrais écrire des autismes, tant cette pathologie continue d'interroger nos connaissances et pratiques médicales et sociales actuelles.

Elaboré avec l'aide du CREA Rhône-Alpes, ce référentiel départemental a vocation à devenir dès 2005 un outil partagé et utilisé par les professionnels et les responsables des associations ou des établissements publics médico-sociaux.

Il viendra constituer la trame du cahier des charges des futurs appels à projets des équipements médico-sociaux pour adultes ayant un handicap « lourd ».

La capacité qu'auront les équipes à s'approprier ce nouvel outil départemental, j'en suis

convaincue, sera le meilleur témoignage que nous pourrons apporter ensemble en Isère afin d'améliorer l'offre et l'accueil des personnes adultes souffrant d'autisme. Loin d'être gravé dans le marbre, ce guide des bonnes pratiques s'enrichira des expériences des usagers et des opérateurs de terrain, contribuant ainsi à la réalisation des recommandations du futur schéma d'organisation sociale et médico-sociale en direction des personnes handicapées de l'Isère.

Gisèle PEREZ

Vice-Présidente chargée du personnel, de la santé et de la solidarité avec les personnes âgées et les personnes handicapées

**Plan de classement** : ADU (Autisme à l'âge adulte)

### **Séminaire sur l'autisme et la psychose infantile / Pierre DELION**

Séminaire sur l'autisme et la psychose infantile [texte imprimé] / Pierre DELION, Auteur. - Ramonville Saint-Agne (11 rue des Alouettes, 31520, France) : Editions Erès, 2009. - 194 p.; 11cm x 18cm x 1,3cm. - (Poche, ISSN 1762-2298) .

Bibliogr. . - ISBN 2-7492-1026-7.

**Résumé** : " Il serait dramatique de penser l'autisme et les troubles envahissants du développement uniquement en termes de neuro- développement, d'éducation et de pédagogie spécialisés, sans permettre à tous les enfants de bénéficier d'une approche thérapeutique dont certains ont absolument besoin du fait de la toxicité spécifique de leurs angoisses archaïques.

Les hôpitaux de jour qui ont à se transformer pour se mettre au niveau de ces changements récents dans l'approche de l'autisme et à intégrer les autres approches dans une philosophie d'ouverture, restent les pivots à partir desquels des propositions de soins articulés aux autres prises en charge éducatives et pédagogiques peuvent se réfléchir et s'organiser sous l'égide des parents. " Dans la nouvelle introduction qu'il a rédigée pour cette édition, Pierre Delion fait le point des avancées cliniques et théoriques qui ont marqué les années écoulées depuis la parution de son séminaire en 1997.

Ce qui a changé, nous dit-il, c'est surtout la possibilité, voire la nécessité, d'intégrer désormais le champ des neurosciences, sans idéalisation, mais aussi sans craintes. Mais ce qui n'a pas changé, et qui était pertinent à l'époque de Tosquelles, ce sont les questions institutionnelles. Les nombreux exemples cliniques, qui ponctuent cet ouvrage, montrent conceptuellement et concrètement les raisons de la complexité du dispositif souhaitable (ouvert sur différents partenaires : parentaux, médicaux, pédagogiques, sociaux...) et les aspects nécessairement institutionnels de la prise en charge de ces enfants.

Pierre Delion est professeur de pédopsychiatrie à la faculté de médecine de Lille 2 et chef de service au CHU de Lille.

Depuis longtemps engagé dans la défense de la psychiatrie de secteur et de la psychothérapie institutionnelle, il a acquis une véritable notoriété auprès des professionnels de la santé mentale et de tous ceux qui s'intéressent aux prémices de la vie psychique.

**Plan de classement** : GEN (Généralités sur l'autisme - Synthèse - Vulgarisation scientifique)

### **Les bébés à risque autistique / Pierre DELION**

Les bébés à risque autistique [texte imprimé] / Pierre DELION, Directeur de publication. - 2e édition. - Ramonville Saint-Agne (11 rue des Alouettes, 31520, France) : Editions Erès, 2008. - 140 p.; 11,5cm x 16cm x 2cm. - (Mille et un bébés, ISSN 1286-7608) .

Bibliogr. . - ISBN 2-7492-0973-0.

**Résumé** : L'autisme est devenu un problème central dans la pathologie des enfants ;

non pas tant en raison du nombre des enfants qui en souffrent que du fait de la particularité de leur fonctionnement psychique.

En remontant aux sources des histoires d'enfants autistes, des praticiens-chercheurs et des parents ont découvert que certains d'entre eux pouvaient, bébés, adresser des signes spécifiques de leur souffrance singulière. Cet ouvrage pluriel envisage ces signes précoces des bébés à risque autistique. En effet, apprendre à écouter ces messages sans paroles peut aider les bébés et leur famille à rencontrer les personnes compétentes qui pourront les accompagner efficacement.

Quel peut être le vécu des bébés à risque autistique? Quels sont les dispositifs de soin auxquels les parents pourront avoir recours? Quels sont les problèmes éthiques qui ne manquent pas d'être ici convoqués?

Pierre Delion est professeur de psychiatrie de l'enfant et de l'adolescent, chef du service de pédopsychiatrie, CHU de Lille.

**Plan de classement** : GEN (Généralités sur l'autisme - Synthèse - Vulgarisation scientifique)

### **Libres propos philosophiques d'une autiste / Annick DESHAYS**

Libres propos philosophiques d'une autiste [texte imprimé] / Annick DESHAYS, Auteur. - Paris (12, Avenue d'Italie, 75627, France) : Presses de la Renaissance, 2009. - 194 p.; 12cm x 21cm x 1,5cm.

ISBN 2-7509-0473-0.

**Résumé** : "Je pratique une méthode de communication tout autant fiable pour nous que la parole.

Pire que tout c'est le putain de silence forcé et trucident. Unir notre désir de communiquer boude toutes les différences. Moi j'utilise une machine comme vous utilisez votre voix. Pourquoi toujours privilégier une dimension tout empreinte de paroles qui troublent une vraie communication ? Toutes les idées fusent dans nos têtes comme dans les vôtres. Les partager aide notre pensée à se fortifier. Faites-nous parler, c'est une question de vie forte.

Tuer les mots détruit notre raison de vivre. Un grand pont fixe notre itinéraire. Il nous fait circuler dans les deux sens. Merci de l'emprunter le plus souvent possible"

**Plan de classement** : TEM (Témoignages - Récits personnels)

### **The Story Maker / Frances DICKENS**

The Story Maker [texte imprimé] / Frances DICKENS, Auteur; Kirstin LEWIS, Auteur. - Milton Keynes (70 Alston Drive, Bradwell Abbey, MK13 9HG, Grande-Bretagne) : Speechmark Publishing, 2007. - 224 p.: ill.; 20cm x 24,5cm x 1,5cm.

ISBN 0-86388-602-7.

**Résumé** : This innovative handbook aims to help children write creatively. Designed for children aged 4-11 years, it is suitable for children of all abilities. The strong visual emphasis will inspire children to write their own stories and expand their vocabulary. Writer's tips' front each of the twelve story elements; Characters; Feelings; Size; Speech & Sound; Speed; Settings; Texture; Colours; Objects; Time; and weather. The Story Maker is integral to teaching the National Literacy Strategy Objectives at Key Stages 1, 2 and 3. · Simple layout with colour coded tab system that will appeal to children and ESL Students. · Fully illustrated in colour throughout to inspire story making · Broadens vocabulary · Photocopiable storyboards at the beginning of each section to encourage children to sequence · Separate introduction for older children who can work alone

**Plan de classement** : COM (Communication - Langage - Orthophonie)

## **Groupwork for Children with Autism Spectrum Disorder Ages 11-16 / Alyson EGGETT**

Groupwork for Children with Autism Spectrum Disorder Ages 11-16 [texte imprimé] : An Integrated Approach / Alyson EGGETT, Auteur; Kerrie OLD, Auteur; Liz Ann DAVIDSON, Auteur; Christina HOWE, Auteur. - Milton Keynes (70 Alston Drive, Bradwell Abbey, MK13 9HG, Grande-Bretagne) : Speechmark Publishing, 2008. - 256 p.; 21cm x 29,9cm x 1,5cm.

ISBN 0-86388-595-0.

**Résumé** : This book includes a short, easy-to-read theoretical background to ASD focusing on the underlying impairments and their impact on sensory processing, motor development, play, language and communication skills, social skills, emotional development and behaviour for the relevant age group. Each developmental area is intrinsically linked and progress in one aspect of development is dependent on progress in another so a multi-disciplinary approach is essential. All the books examine the role of various individual professionals while emphasising the need to develop a multi-disciplinary approach combining their areas of expertise. The book also describes a multi-disciplinary approach to groupwork providing practical advice and photocopiable resources to enable readers to: • Assess individual needs • Organise groups (including group members, venue and transport) • Set individual group targets • Plan group sessions (examples of activities for each developmental area are provided) • Evaluate progress. It offers ideas for developing good teamwork, including peer review, and working towards a trans-disciplinary approach where professionals can step into each others' roles where appropriate. 256pp, A4, wire-o-bound Ages 11-16.

**Plan de classement** : USU (Usuels - Classifications - Ouvrages encyclopédiques - Supports de cours)

## **Rapport sur le bilan de la loi du 11 février 2005 et de la mise en place des Maisons Départementales des Personnes Handicapées / Patrick GOHET**

Rapport sur le bilan de la loi du 11 février 2005 et de la mise en place des Maisons Départementales des Personnes Handicapées [texte imprimé] / Patrick GOHET, Auteur. - Paris (127, rue de Grenelle, 75007, France) : Délégation interministérielle aux Personnes handicapées -DIPH, 2007. - 68 p.; 21cm x 29,7cm x 1cm.

Rapport remis à Xavier Bertrand, Ministre du travail, des Relations Sociales et de la Solidarité et à Valérie Létard, Secrétaire d'Etat en charge de la solidarité .

**Plan de classement** : RAP (Rapports - Documents officiels)

## **Assessment of Autism Spectrum Disorders / Sam GOLDSTEIN**

Assessment of Autism Spectrum Disorders [texte imprimé] / Sam GOLDSTEIN, Auteur; Jack A. NAGLIERI, Auteur; Sally OZONOFF. - New-York (72 Spring Street, 10012, Etats-Unis) : Guilford Press, 2009. - 404 p.; 16cm x 23,5cm x 3cm.

Bibliogr., Index . - ISBN 1-593-85983-X.

**Résumé** : Significant progress has been made in assessing children with autism spectrum disorders, but the field has lacked a single, comprehensive resource that assembles current best practices within a unified assessment framework. This authoritative book demonstrates how to craft a complete, scientifically grounded, and clinically useful portrait of a child's strengths and difficulties in social behavior, language and communication, intellectual functioning, motor skills, and other key areas of impairment and comorbidity. Leading experts illustrate ways in which school and clinical practitioners can integrate data from a variety of sources to improve the accuracy of diagnosis and inform the development of individualized interventions.

Sam Goldstein, PhD, is Assistant Clinical Professor of Psychiatry at the University of Utah and Affiliate Research Professor of Psychology at George Mason University. He is a clinical neuropsychologist and nationally certified school psychologist. Dr. Goldstein is Editor in Chief of the Journal of Attention Disorders and is on the editorial boards of six journals. His publications include 26 texts, numerous book chapters, and peer-reviewed research articles. With Jack A. Naglieri, he is the author of the Autism Spectrum Rating Scales.

Jack A. Naglieri, PhD, is Professor of Psychology at George Mason University and Senior Research Scientist at the Devereux Foundation's Institute for Clinical Training and Research. He is a Fellow of Division 16 of the American Psychological Association and recipient of its 2001 Senior Scientist Award. Dr. Naglieri's recent research includes specific learning disability eligibility determination, cognitive assessment and interventions, and measurement of psychopathology and resilience. He is the author of more than 250 publications, including a number of tests.

Sally Ozonoff, PhD, is Endowed Professor and Vice Chair for Research in the Department of Psychiatry and Behavioral Sciences and the M.I.N.D. Institute at the University of California, Davis. Her current research focuses on onset patterns in autism, very early identification, and risk factors for autistic regression. Dr. Ozonoff has written over 100 peer-reviewed articles and chapters and two other books, A Parent's Guide to Asperger Syndrome and High-Functioning Autism and Autism Spectrum Disorders: A Research Review for Practitioners.

**Plan de classement** : GEN (Généralités sur l'autisme - Synthèse - Vulgarisation scientifique)

### **Accompagnement à la vie affective et sexuelle - Guide pratique pour l'animation des groupes de parole / Handicap International**

Accompagnement à la vie affective et sexuelle - Guide pratique pour l'animation des groupes de parole [texte imprimé] / Handicap International, Auteur. - Lyon (14 avenue Berthelot, 69007, France) : Handicap International, 2007. - 103 p.; 21cm x 29,7cm x 1cm.

**Plan de classement** : AFF (Affectivité - Sexualité)

### **Love, Sex and Long-Term Relationships / Sarah HENDRICKX**

Love, Sex and Long-Term Relationships [texte imprimé] : What People with Asperger Syndrome Really Really Want / Sarah HENDRICKX, Auteur; Stephen M. SHORE, Préfacier, etc. - Londres (116 Pentonville Road, N1 9JB, Angleterre) : Jessica Kingsley Publishers, 2008. - 144 p.; 23,4cm x 15,5cm x 0,7cm.

Bibliogr., Index . - ISBN 1-84310-605-1.

**Résumé** : What are the motivations and desires behind relationship choices and sexual behaviour? Are they very different for those with Asperger Syndrome (AS) than for anyone else? Does having extreme sensitivity to physical touch or an above average need for solitude change one's expectation of relationships or sexual experience?

Many people on the autism spectrum have limited knowledge of how to establish or conduct sexual relationships: drawing on extensive research with people on the autism spectrum, the book openly explores such questions. For the first time people with AS discuss their desires, needs and preferences in their own words. AS attitudes to issues such as gender, sexual identity and infidelity are included, as well as positive advice for developing relationships and exploring options and choices for sexual pleasure.

This accessible book is an invaluable source of information and support for those with Asperger Syndrome and couples in which one or both partners has Asperger Syndrome,

as well as counsellors and health and social care professionals.

**Plan de classement** : ASP (Syndrome d'Asperger - Autisme de haut niveau)

### **Making Sense of Children's Thinking and Behavior / Leslie HOLZHAUSER-PETERS**

Making Sense of Children's Thinking and Behavior [texte imprimé] : A Step-by-Step Tool for Understanding Children with NLD, Asperger's, HFA, PDD-NOS, and other Neurological Differences / Leslie HOLZHAUSER-PETERS, Auteur; Leslie TRUE, Auteur. - Londres (116 Pentonville Road, N1 9JB, Angleterre) : Jessica Kingsley Publishers, 2008. - 192 p.; 24,6cm x 17,3cm x 1,2cm. - (Making sense of) .

Index . - ISBN 1-84310-888-7.

**Résumé** : Making Sense of Children's Thinking and Behavior offers parents and professionals a tool for understanding children with neurological differences. These children have an atypical view of the world, unique to their particular disability, which can make their behaviour confusing and at times challenging. Each child therefore requires individualized accommodations in understanding and responding to them.

The Systematic Tool for Analysing Thinking (STAT) offers such a system. It provides a step-by-step method for forming a hypothesis about a child's behavior, by laying bare the thinking behind it. It then suggests appropriate ways of responding, in order to try and both explain and eventually remedy the difficult behavior.

This book will be invaluable for parents and professionals working with children with NLD, Asperger's, HFA, PDD-NOS, and other Neurological Differences.

**Plan de classement** : GEN (Généralités sur l'autisme - Synthèse - Vulgarisation scientifique)

### **Écouter l'autisme / Anne IDOUX-THIVET**

Écouter l'autisme [texte imprimé] / Anne IDOUX-THIVET, Auteur. - Paris (77, rue du Faubourg-Saint-Antoine, 75011, France) : Autrement, 2009. - 210 p.: ill.; 15cm x 23cm x 1,5cm. - (Mutations, ISSN 1290-7332; 252) .

Bibliogr., Index . - ISBN 2-7467-1223-7.

**Résumé** : La prise en charge des enfants autistes fait aujourd'hui l'objet d'âpres débats en France.

On y oppose bien souvent les tenants des méthodes éducatives à ceux d'une prise en charge exclusivement psychiatrique ; on renvoie dos à dos parents et soignants. Par peur de bousculer les vieilles certitudes, on hésite à les enrichir en s'appuyant sur les fabuleuses perspectives qu'ouvrent les neurosciences. Ce témoignage, écrit par la mère de Matthieu, un petit garçon autiste, veut réconcilier les deux approches et décloisonner les mondes.

Journal de bord, mode d'emploi, guide pratique. Ce récit se présente sous la forme d'un abécédaire, composé de 26 mots clés pour raconter sa vie avec un autiste :

"Accompagner", "Ballon", "Dédramatiser", "Eau", "Sublimier", "Union". On passe de la vie quotidienne (l'école, le goûter, la sieste, le bain, les vacances ou la visite chez l'orthophoniste) à des questions plus profondes et ambivalentes sur l'éducation, les relations entre les parents, la quête de l'épanouissement, les causes de la maladie.

À la fois léger, pudique, généreux et grave, le livre est motivé par l'idée d'accompagner : accompagner les parents et les autres proches d'autistes, comme Anne et son mari, Thierry, accompagnent Matthieu. L'auteure ne donne pas de leçon ni de mode d'emploi ; elle s'adresse à tous les parents, aux soignants et à tous ceux qui côtoient l'autisme de près ou de loin. Il ne s'agit plus seulement de partir en guerre contre l'autisme ou de le vaincre, mais de l'appivoiser en jouant, pour sortir l'enfant de son isolement.

**Plan de classement** : TEM (Témoignages - Récits personnels)

## Hope for the Autism Spectrum / Sally KIRK

Hope for the Autism Spectrum [texte imprimé] : A Mother and Son Journey of Insight and Biomedical Intervention / Sally KIRK, Auteur. - Londres (116 Pentonville Road, N1 9JB, Angleterre) : Jessica Kingsley Publishers, 2008. - 432 p.; 23,4cm x 15,6cm x 2,7cm.

Bibliogr., Index . - ISBN 1-84310-894-1.

**Résumé** : "Ms. Kirk's book is clear, concise and informative. She takes rather complicated topics and translates them into easy-to-understand concepts. I highly recommended this book for parents and professionals who want to learn the basics about biomedical interventions."

-Steve Edelson, PhD, Director of the Autism Research Institute

"Sally Kirk has written a heart-warming report of her journey into biomedical therapies for her ASD son. Readers will readily identify with the questions she faced about this new way to treat autism. I particularly liked her husband's conversion from skeptic to enthusiastic supporter about these strategies as he saw his son improve. The book is helpful and enjoyable reading, highly recommended for new families starting on the long path of healing for our deserving and wonderful children."

-Jaquelyn McCandless, MD, author of Children with Starving Brains and a regular speaker at Defeat Autism Now! conferences

"Sally Kirk has done a fantastic job taking a very complicated subject and explaining it in a way that is easy to understand and even entertaining, while staying true to the science. I think this book is a must-read for every parent of a child with autism and anyone else who wants to better comprehend the medical treatment options for the disorder."

-Bryan Jepson, MD, Thoughtful House Center for Children, author of Changing the Course of Autism

"This is a book that transforms the hard-to-understand aspects of autism into everyday language ...not too hard and not too simple - it's just right."

-Jon Pangborn, PhD, co-founder of DAN! and co-author of Autism: Effective Biomedical Treatments

"An extremely helpful resource for the newly-diagnosed child with autism spectrum disorder, providing the family with practical information on biomedical interventions, as well as offering emotional support from a mother who's been there."

-Kenneth A. Bock, MD, author of Healing the New Childhood Epidemics: Autism, ADHD, Asthma and Allergies

"Parents, particularly moms, have been at the core of the long effort Dr. Bernard Rimland began more than 40 years ago to listen to the individual and collective narratives of children with developmental problems. They, that is moms, were present in the 1995 meeting that initiated the collaborative movement (Defeat Autism Now!) that has given rise to most of the science and practice that Sallie Kirk reviews so eloquently in this book, where you can find the voice, the wisdom and the expertise of a mom whose words will take you up the path and give you her indispensable view of the landscape of autism."

-Sidney M. Baker, MD, Co-founder, Defeat Autism Now!

"[this book] choked me up inside, bringing tears to my eyes because of the emotions and the enlightenment. It is so honest, written with such heart-a truly informative help that brims with humor and smiles. I couldn't put this down."

-Eileen Abbott, mother of a child with Asperger's syndrome

When Sally Kirk's son, Will, was diagnosed with an Autism Spectrum Disorder (ASD), she did everything she could to understand his condition and to find ways of improving his quality of life. In this book, Sally shares the story of her journey with Will and how her discovery of biomedical interventions significantly improved his behavior and changed their lives for the better.

Based on personal experience and extensive biomedical research, the book shows how important it is to understand both the child's mind and body, and explores how, when underlying physical problems are treated, brain function and troublesome behaviors often improve. It describes in depth the most common physical problems for those on the autism spectrum and the variety of treatments available such as minimizing exposure to heavy metals and toxins, alterations in diet, and use of vaccinations.

This positive, practical book tells a personal story of hope and provides a wealth of essential information on biomedical interventions for parents of children on the autism spectrum. It will also be a useful resource for therapists, medical professionals and adults with autism-spectrum diagnoses.

**Plan de classement** : GEN (Généralités sur l'autisme - Synthèse - Vulgarisation scientifique)

### **Reaching and Teaching the Child with Autism Spectrum Disorder / Heather MacKENZIE**

Reaching and Teaching the Child with Autism Spectrum Disorder [texte imprimé] : Using Learning Preferences and Strengths / Heather MacKENZIE, Auteur. - Londres (116 Pentonville Road, N1 9JB, Angleterre) : Jessica Kingsley Publishers, 2008. - 272 p.: ill.; 24,6cm x 17,3cm x 1,7cm.

Index . - ISBN 1-84310-623-X.

**Résumé** : 'This is an entertaining, informative and very practical book that will assist readers to 'walk the talk' through a more positive paradigm for enabling children with autism. It is based on careful and systematic thinking by the author and incorporates methodology based on research and best practice experience.'

- Carmen Hengeveld, M.Sc., Registered Speech-Language Pathologist

'Dr. Heather MacKenzie has used a unique blend of theories of personality type, multiple intelligences and mediated learning to create an elegant and practical method. I have seen how well the application of the Learning Preferences and Strengths model works for children with autism. It is my firm belief that this method has broad applicability for any learner.'

- Teeya Scholten, Ph.D., Registered Psychologist

'This is a practical, inspiring and stimulating book.'

- Allison Waks, M.A., Registered Psychologist

Reaching and Teaching Children with Autism provides a positive approach to understanding and educating children on the autism spectrum. The book gives greater insight into the perspective and behavior of a child with autism and explores how the child's learning preferences, strengths and interests can be used to facilitate learning and enhance motivation.

Based on well-researched theory and extensive clinical experience, the author provides a comprehensive model for developing lifelong independent learning skills in children with autism between the ages of 3 and 12 years old. The book describes the underlying principles, learning preferences and strengths typical of children with autism and offers a

detailed but flexible program structure based on these concepts. Easy to follow activities and approaches are described in each chapter, along with clear examples and illustrations.

This accessible and practical book is an essential resource for parents, teachers, support workers, therapists and others concerned with learning and development in children with autism.

**Plan de classement** : EDU (Education - Pédagogie)

### **Le monde d'Éloi / Sophie MARTEL**

Le monde d'Éloi [texte imprimé] / Sophie MARTEL, Auteur; Christine BATTUZ, Illustrateur. - Saint-Lambert - Québec (300, rue Arran, J4R 1K5, Canada) : Editions Enfants Québec, 2008. - 30 p.: ill.; 22cm x 28,5cm x 0,7cm. - (Une histoire sur...) .

Bibliogr. . - ISBN 2-923347-71-4.

**Plan de classement** : JEU (Ouvrages pour la jeunesse)

### **Autism: An Integrated View from Neurocognitive, Clinical, and Intervention Research / Evelyn McGREGOR**

Autism: An Integrated View from Neurocognitive, Clinical, and Intervention Research [texte imprimé] / Evelyn McGREGOR, Directeur de publication; Juan Carlos GOMEZ, Directeur de publication; Katie CEBULA, Directeur de publication; Maria NUNEZ, Directeur de publication. - Oxford (9600 Garsington Road, OX4 2DQ, Royaume-Uni) : Blackwell Publishing Ltd., 2008. - 352 p.: ill.; 16cm x 24cm x 2,5cm.

Bibliogr., Index . - ISBN 1-405-15695-3.

**Résumé** : "Autism is one of the most heterogeneous conditions there is, and this is matched by a proliferation of theories that try to explain it. Can ideas about the brain derived from neuroscience and ideas about treatments derived from best practice ever speak to each other? This book proves that they can. It not only provides state of the art reviews by the leading proponents of a whole range of theories, but also tries to integrate the new knowledge. The result is an exhilarating journey through all that is best in current thinking about autism."

Uta Frith, University College London

Research on autism has flourished in recent years. As a result, specialism has developed and lines of research have become specialized and isolated. This collection of research on autism spectrum disorders investigates and cross-references a wide range of neurocognitive, clinical, and interventionist perspectives on autistic spectrum disorders research – from functional Magnetic Resonance Imaging (MRI) studies to naturalistic intervention.

Accessible to students, parents and practitioners, Autism provides an overview of high profile research

Features contributions from teams at the forefront of research output in the UK, Europe and the United States

Introductory and concluding chapters highlighting major research themes while exploring broader issues on the integration of autism research.

Evelyn McGregor is a Lecturer in Developmental Psychology at the University of St Andrews. She is a founder of the Scottish Autism Research Group. Her research interests in autism include cognitive intervention, narrative ability and attitudes to inclusion.

María Núñez is a Lecturer in the Department of Psychology at Glasgow Caledonian University. Her current research in relation to autism includes the cognitive basis of

reasoning in interpersonal exchange.

Katie Cebula currently holds a Leverhulme Early Career Fellowship in the School of Education at the University of Edinburgh. Her research is in exploring the impact of interventions for children with autism on the wider family.

Juan Carlos Gómez is a Lecturer in the School of Psychology at the University of St. Andrews. His current research in relation to autism includes development of prelinguistic communication and early theories of mind in human infants, primates and children with autism.

**Plan de classement** : COG (Cognition - Sciences Cognitives - Neurosciences)

### **Girls Growing Up on the Autism Spectrum / Shana NICHOLS**

Girls Growing Up on the Autism Spectrum [texte imprimé] : What Parents and Professionals Should Know About the Pre-Teen and Teenage Years / Shana NICHOLS, Auteur; Gina Marie MORAVCIK, Auteur; Samara Pulver TETENBAUM, Auteur; Liane HOLLYDAY-WILLEY, Préfacier, etc. - Londres (116 Pentonville Road, N1 9JB, Angleterre) : Jessica Kingsley Publishers, 2009. - 352 p.; 23,4 x 15,6cm x 2,2cm.

Bibliogr., Index . - ISBN 1-84310-855-0.

**Résumé** : "This book is not only reassuring; it is inspiring, and bursting with ideas and achievable strategies. The authors write with authority and conviction, and tackle even the most difficult and delicate of topics. If ever you needed to be convinced that girls with ASD can overcome the difficulties and challenges of puberty and adolescence, have successful friendships and relationships and enjoy a healthy sexuality, then take the time to read this book-it is a must-have for families, teachers and therapists alike."

-Sarah Attwood, author of Making Sense of Sex: A Forthright Guide to Puberty, Sex and Relationships for People with Asperger's Syndrome

"The authors tackle an important and sensitive issue for young people with ASC. The information presented is based in research and presented clearly in a most usable format. I would not hesitate to recommend this book to young people (it might even help a few boys!) with ASC and their parents."

-E. Veronica Bliss, psychologist and Director of Missing Link Support Services, Ltd

Growing up isn't easy, and the trials and tribulations of being a teenager can be particularly confusing for girls with Autism Spectrum Disorders (ASDs). This book covers all the concerns commonly faced by girls with ASDs and their parents, from periods and puberty to worries over friendships and "fitting in".

Taking a good look at these adolescent issues, and many more, within the context of specific areas of difficulty for girls with ASDs, the authors provide families with the knowledge and advice they need to help their daughters - and the whole family - through the teenage years. This book addresses core issues such as cognition, communication, behavior, sensory sensitivities, and social difficulties; it gives candid and realistic advice on a wide range of important teenage topics.

Providing professional perspectives alongside personal experiences from mothers, daughters and educators, this is a unique and indispensable guide for families and their daughters with ASDs, as well as the teachers and professionals who work with them.

**Plan de classement** : GUI (Guides pour les parents - Vie quotidienne - Qualité de vie)

### **Social Skills for Teenagers and Adults with Asperger Syndrome / Nancy J. PATRICK**

Social Skills for Teenagers and Adults with Asperger Syndrome [texte imprimé] : A Practical Guide to Day-to-Day Life / Nancy J. PATRICK, Auteur. - Londres (116

Pentonville Road, N1 9JB, Angleterre) : Jessica Kingsley Publishers, 2008. - 208 p. ; 23,4cm x 15,6cm x 1,2cm.

Bibliogr., Index . - ISBN 1-84310-876-3.

**Résumé** : This resource provides practical strategies for helping teenagers and adults with Asperger Syndrome to navigate social skills, friendships and relationships at home and in the community.

The author offers advice and useful strategies for tackling day-to-day problems such as visits to the dentist or the doctor, searching for a job, sorting out personal finances, going on vacation, and dealing with public transport, as well as more intimate topics such as dating and acquiring and maintaining friendships. The chapters are structured around real-life scenarios and the challenges they present, followed by step-by-step solutions and suggestions. A final section provides a set of practical self-help tools, which encourage the reader to note down answers to the questions posed and record personal reflections.

This accessible guide will be essential reading for teenagers and adults with Asperger Syndrome and their families, teachers, therapists, counsellors, carers, social and health work professionals.

**Plan de classement** : ASP (Syndrome d'Asperger - Autisme de haut niveau)

### **Animal-assisted Interventions for Individuals with Autism / Merope PAVLIDES**

Animal-assisted Interventions for Individuals with Autism [texte imprimé] / Merope PAVLIDES, Auteur; Temple GRANDIN, Préfacier, etc. - Londres (116 Pentonville Road, N1 9JB, Angleterre) : Jessica Kingsley Publishers, 2008. - 208 p.: ill.; 23,4cm 15,6cm x 1,2cm.

Bibliogr., Index . - ISBN 1-84310-867-4.

**Résumé** : "...[E]ssential reading for families, teachers, and anyone who is interested in using service animals to help individuals on the autism spectrum"  
- from the foreword by Temple Grandin

This book looks at how therapies involving animals can be used to help individuals with autism to develop skills, including sensory and social skills, to manage challenging behaviors, and improve quality of life.

Whether participating in therapeutic horseback riding, utilizing a trained service dog, visiting a dolphin therapy center, or simply experiencing companion animal therapy, people with autism can reap a multitude of benefits from interaction with furry, feathered, and finned friends. Merope Pavlides relates the success stories of different animal-assisted interventions, as well as noting the challenges of working with particular animal species. She also emphasizes the importance of tailoring interventions to the specific needs of the individual and of monitoring progress.

With recommendations for resources and further reading, this book will be of great interest to people with autism, their parents, and the professionals who work with them.

**Plan de classement** : THE (Thérapies - Prises en charge)

### **Art-thérapie / Jean-Pierre ROYOL**

Art-thérapie [texte imprimé] : Quand l'inaccessible est toile / Jean-Pierre ROYOL, Auteur. - Jargeau (9, Boulevard Carnot, 45150, France) : Dorval Editions, 2008. - 146 p. 14cm x 21cm x 1cm. - (Harmonie de soi) .

ISBN 2-358-57000-1.

**Résumé** : L'art-thérapie est une méthode thérapeutique qui consiste à créer les conditions favorables à l'expression subjective et au dépassement des difficultés personnelles par le biais d'une stimulation des capacités créatrices. Elle trouve aujourd'hui sa place dans le cadre d'une prise en charge globale des troubles psychosomatiques, des conduites addictives et dans celui de pathologies psychiques plus sévères telles que les psychoses et l'autisme.

**Plan de classement** : THE (Thérapies - Prises en charge)

### **La maman et son bébé : un regard / Rosella SANDRI**

La maman et son bébé : un regard [texte imprimé] : Les apports de l'observation du nourrisson selon Esther Bick, à la compréhension de l'autisme / Rosella SANDRI, Auteur. - 2e édition revue et augmentée. - Meyzieu (51, rue de la République, 69330, France) : Césura, 2008. - 330 p.: ill.; 15cm x 21,5cm x 1,7cm. - (Collection l'Enfant, ISSN 0993-4103) .

Bibliogr., Index . - ISBN 2-905709-88-X.

**Résumé** : Je ne doute pas que le lecteur soit touché, comme je l'ai été, par l'émotion qui émane du texte de Rosella Sandri...

... L'auteur nous entraîne à sa suite, avec de grandes qualités d'observatrice et de thérapeute, dans deux grandes aventures : celle de l'observation du bébé Nadja, celle du traitement de l'enfant autiste Sophie et de l'enfant psychotique Daniel.

... La scansion de l'activité de pensée est au coeur de la méthode d'observation décrite par Esther BICK : le temps d'attention, c'est l'heure d'observation hebdomadaire ; le temps de notation, c'est la prise de notes détaillées juste après l'observation ; le temps d'élaboration, c'est celui du séminaire de contrôle consacré à une réflexion à partir des notes pour émettre des hypothèses sur le sens conscient et inconscient des séquences d'observation ; ... c'est bien FREUD lui-même qui nous a montré l'importance pour penser d'être attentif d'abord, d'engranger les données d'observation ensuite, de chercher à leur donner un sens seulement après. Ce n'est rien d'autre qu'un entraînement intensif à cette discipline psychique que nous propose E. BICK et à quoi nous convient les bébés.

Si nous savons nous y plier, nous sommes récompensés de nos efforts et de notre modestie par la richesse que nous découvrons dans leur monde psychique, par la familiarité que nous acquérons avec le langage archaïque qu'ils nous parlent et qui est celui des pulsions, et par l'émerveillement qui est le nôtre d'assister aux premières ébauches d'une vie psychique, émouvantes comme une naissance, belles comme une aurore.

**Plan de classement** : PSY (Psychanalyse et autisme)

### **Social Cognition: Development, Neuroscience and Autism / Tricia STRIANO**

Social Cognition: Development, Neuroscience and Autism [texte imprimé] / Tricia STRIANO, Directeur de publication; Vincent REID, Directeur de publication. - Oxford (9600 Garsington Road, OX4 2DQ, Royaume-Uni) : Blackwell Publishing Ltd., 2009. - 376 p.: ill.; 17cm x 25cm x 2,5cm.

Bibliogr., Index . - ISBN 1-405-16217-1.

**Résumé** : How we perceive and interpret the actions of others is crucial if we are to develop into healthy adults. It has even been argued that a lack of social cognitive skills lays a strong foundation for a variety of atypical developmental disorders, including autism.

Fortunately, our understanding of how humans process and interpret each other's actions

has increased by leaps and bounds in the past decade. At the vanguard of these encouraging developments has been groundbreaking research in the fields of cognitive neuroscience, developmental psychology, and autism. *Social Cognition: Development, Neuroscience and Autism* is the first volume to fully integrate these areas of cutting-edge research on social cognition through contributions from some of the world's foremost experts in all three disciplines.

The text is edited by distinguished development specialists who preface each section with chapter by chapter summaries that seamlessly link each of the contributing essays. Sections include related chapters on perspectives on social cognition, social cognition during infancy, social cognition and the adult brain, and social cognition: the challenge of autism. The text's final section serves as a commentary highlighting the fundamental issues that have been addressed in the text. *Social Cognition: Development, Neuroscience and Autism* is an indispensable addition to the rapidly expanding field of social cognition—and will provide valuable new insights on how we think and learn.

Tricia Striano is Associate Professor of Psychology at Hunter College, City University of New York. She is specialist of social and cognitive development in early infancy. Striano is author of over 80 publications and recipient of the Sofja Kovalevskaja Prize of the Alexander von Humboldt Foundation [www.infancyresearch.com](http://www.infancyresearch.com).

Vincent Reid is a lecturer in psychology at Durham University, England. He has authored numerous papers on early social-cognitive development across a broad array of topics from the neural correlates of biological motion detection through to goal anticipation.

**Plan de classement** : COG (Cognition - Sciences Cognitives - Neurosciences)

### **Asperger Syndrome and Alcohol / Matthew TINSLEY**

*Asperger Syndrome and Alcohol* [texte imprimé] : *Drinking to Cope?* / Matthew TINSLEY, Auteur; Sarah HENDRICKX, Auteur. - Londres (116 Pentonville Road, N1 9JB, Angleterre) : Jessica Kingsley Publishers, 2008. - 144 p.; 23,4cm x 15,6cm x 1cm.

Bibliogr., Index . - ISBN 1-84310-609-4.

**Résumé** : *Asperger Syndrome and Alcohol* exposes the unexplored problem of people with Autism Spectrum Disorders (ASDs) using alcohol as a coping mechanism to deal with everyday life. Alcohol can relieve the anxiety of social situations and make those with ASDs feel as though they can fit in. Ultimately, however, reliance on alcohol can lead the user down a path of self-destruction and exacerbate existing problems.

Utilising their professional and personal experience, the authors provide an overview of ASDs and of alcohol abuse, and explore current knowledge about where the two overlap. Tinsley explores his own personal history as someone with an ASD who has experienced and beaten alcohol addiction. He discusses how the impact of his diagnosis and his understanding of the condition played a huge part in his recovery, and how by viewing his life through the prism of autism, his confusion has been replaced by a greater understanding of himself and the world around him.

This inspiring book on an under-researched area will be of interest to professionals working with people with ASDs, as well as individuals with ASDs who may be dealing with alcohol or substance misuse, and their families.

**Plan de classement** : ASP (Syndrome d'Asperger - Autisme de haut niveau)

## **Les jeunes enfants autistes à la garderie et à l'école / Clarissa WILLIS**

Les jeunes enfants autistes à la garderie et à l'école [texte imprimé] : Stratégies et conseils pour les éducateurs et les enseignants / Clarissa WILLIS, Auteur; Rachel FORTIN, Adaptateur; Isabelle ROBERGE, Adaptateur; Julie ROBIN, Adaptateur; Cynthia TURCOTTE, Adaptateur; Erika DUCHESNE, Traducteur. - Montréal (Québec) (7001, boulevard Saint-Laurent, H2S 3E3, Canada) : Chenelière Education, 2009. - 232 p.: ill.. - (Chenelière/Didactique. Gestion de classe) .

Bibliogr., Index . - ISBN 2-7650-2277-1.

**Résumé** : Cet ouvrage est un guide simple et concret, destiné à tous ceux qui travaillent avec de jeunes enfants autistes. Il explique les principales caractéristiques associées à l'autisme et aide les enseignants et les éducateurs à comprendre la manière dont les enfants autistes interagissent et fonctionnent au quotidien. Chaque chapitre présente des stratégies qui visent, entre autres, à préparer un environnement qui favorise les apprentissages, à stimuler l'autonomie, à soutenir la communication, à encourager le jeu et l'interaction avec les autres et, finalement, à collaborer avec la famille de l'enfant autiste. Le guide Les jeunes enfants autistes à la garderie et à l'école outille les enseignants et les éducateurs pour qu'ils puissent interagir de multiples façons avec tous les enfants et favoriser ainsi les apprentissages chez les enfants autistes et leur épanouissement.

Cet ouvrage s'adresse Au préscolaire et au 1er cycle du primaire : aux enseignants, aux orthopédagogues, aux enseignants ressources, aux conseillers pédagogiques, aux parents, aux éducateurs en garderie ainsi qu'aux éducateurs spécialisés.

Clarissa Willis est directrice associée du Center of Excellence in Early Childhood Learning and Development de l'Université d'État de l'Est du Tennessee, à Johnson City. Au cours de sa carrière, elle a travaillé en orthophonie, en intervention précoce et en éducation spécialisée. Ses articles dans les domaines de la petite enfance et de l'éducation spécialisée ont été publiés au États-Unis et ailleurs dans le monde.

**Plan de classement** : EDU (Education - Pédagogie)

## **Autism / Andrew W. ZIMMERMAN**

Autism [texte imprimé] : Current Theories and Evidence / Andrew W. ZIMMERMAN, Directeur de publication. - Berlin (Heidelberger Platz 3, 14197, Allemagne) : Humana Press, 2008. - 474 p.: ill.; 24cm x 16cm x 2,5cm. - (Current Clinical Neurology).

Bibliogr., Index . - ISBN 1-603-27488-X.

**Résumé** : Creative thinking and collaborative scientific research have advanced our understanding of autism and we are now beginning to synthesize the data into evidence and theories. Autism: Current Theories and Evidence presents current theories about autism and the evidence that supports them. The goal is to show how the scientific method is revealing the biological bases of this spectrum of disorders, thereby leading the way to their treatment and prevention using evidence-based medicine. This book has 20 chapters divided into 6 sections: Molecular and Clinical Genetics; Neurotransmitters and Cell Signaling; Endocrinology, Growth and Metabolism; Immunology, Maternal-Fetal Effects and Neuroinflammation; Neuroanatomy, Imaging and Neural networks; and Environmental Mechanisms and Models. The subjects cover a wide range of current scientific work in the field of autism, with strong and growing evidence to support them, and demonstrate both the breadth and depth of current autism research. The reader is encouraged to consider how theories and the scientific method, in the hands of these and other dedicated researchers, are leading to greater knowledge and continued progress in autism research.

**Plan de classement** : GEN (Généralités sur l'autisme - Synthèse - Vulgarisation scientifique)



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