

Centre d'Information et de Documentation du CRA Rhône-Alpes

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centre de
RESSOURCES
AUTISME

RHÔNE-ALPES

Catalogue en ligne sur
http://www.cra-rhone-alpes.org/cid/opac_css

Enseigner aux élèves ayant des troubles du spectre autistique / Alberta Education

Enseigner aux élèves ayant des troubles du spectre autistique / Alberta Education. - Edmonton : Government of Alberta - Education, 2005. 197 p.

La ressource à l'intention du personnel enseignant ainsi qu'aux professionnels en adaptation scolaire aidera à créer une programmation appropriée pour les élèves ayant des troubles du spectre autistique. Les sujets traités incluent les caractéristiques de l'élève, la collaboration avec les parents, des stratégies d'enseignement pour gérer les comportements difficiles, ainsi que d'autres renseignements de base sur les troubles du spectre autistique.

<http://education.alberta.ca/francais/admin/speced/persscol/autisme.aspx>

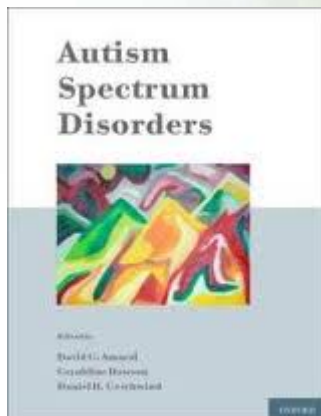
Définir les tendances actuelles et les soutiens requis pour les étudiants atteints de troubles du spectre autistique qui font la transition au palier postsecondaire / ALCORN MACKAY, Susan

Définir les tendances actuelles et les soutiens requis pour les étudiants atteints de troubles du spectre autistique qui font la transition au palier postsecondaire / ALCORN MACKAY, Susan . - Toronto (Ontario) : Conseil ontarien de la qualité de l'enseignement supérieur, 2010. - 46 p.

Ce document a deux objectifs : 1) déterminer le nombre d'étudiantes et d'étudiants atteints de troubles du spectre autistique (TSA) qui ont obtenu un diplôme d'études secondaires de l'Ontario et qui font la transition au palier postsecondaire en 2009, 2010 et 2011, et 2) procéder à une analyse des lacunes pour comparer les services offerts dans les écoles secondaires aux services offerts au palier postsecondaire à l'heure actuelle. Il est à souhaiter que les conclusions serviront à aider les établissements postsecondaires à planifier et à préparer les services et les soutiens pour les étudiantes et étudiants atteints de TSA.

http://www.heqco.ca/SiteCollectionDocuments/ASD_FR.pdf

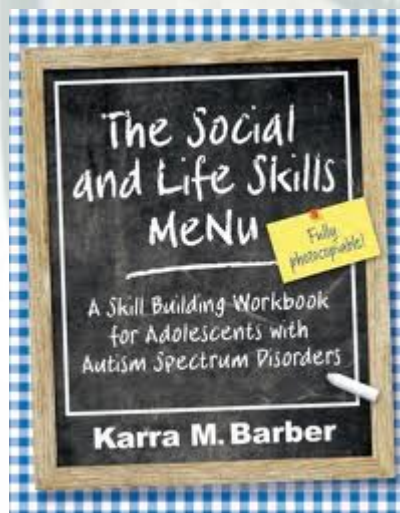
Autism Spectrum Disorders / AMARAL, David G.



Autism Spectrum Disorders / AMARAL, David G. ; DAWSON, Geraldine. Oxford : Oxford University Press, 2011. - 1456 p.

Autism is an emerging area of basic and clinical research, and has only recently been recognized as a major topic in biomedical research. Approximately 1 in 150 children are diagnosed as autistic, so it is also an intense growth area in behavioral and educational treatments. Financial resources have begun to be raised for more comprehensive research and an increasing number of scientists are becoming involved in autism research. In many respects, autism has become a model for conducting translational research on a psychiatric disorder. This text provides a comprehensive summary of all current knowledge related to the behavioral, experiential, and biomedical features of the autism spectrum disorders including major behavioral and cognitive syndromology, common co-morbid conditions, neuropathology, neuroimmunology, and other neurological correlates such as seizures, allergy and immunology, gastroenterology, infectious disease, and epidemiology.

The Social and Life Skills MeNu / BARBER, Karra M.



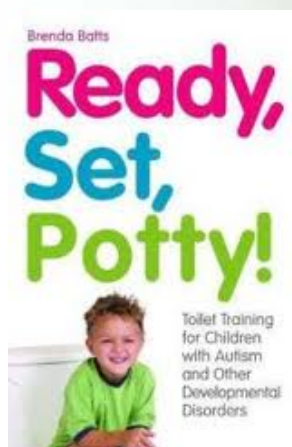
The Social and Life Skills MeNu : A Skill Building Workbook for Adolescents with Autism Spectrum Disorders / BARBER, Karra M. . - Londres : Jessica Kingsley Publishers, 2011. - 336 p.

During adolescence social development and social status among peers is of crucial importance. For teenagers with Autism Spectrum Disorders (ASD) social interaction does not come naturally and often needs to be carefully learned. This workbook provides guided strategies to help those with ASD engage and connect with other people at home, school, work, at social gatherings and in the community.

Using a restaurant menu as a template, The Social and Life Skills MeNu guides readers through each step of a conversation with starter statements to initiate conversation, main course topics to convey the purpose of the interaction, and treats that bring the exchange to a close. Packed with questionnaires, discussion logs and hypothetical social scenarios, this workbook encourages students to think through their responses and consider the consequences of what they say and how others might react. By practicing these easy techniques students can improve self-awareness, increase self-confidence and build on their daily life skills.

This book will be a life-changing tool for all teenagers and young adults with social cognitive disorders, as well as their parents and the teachers and other professionals who work with them.

Ready, Set, Potty! / BATTS, Brenda



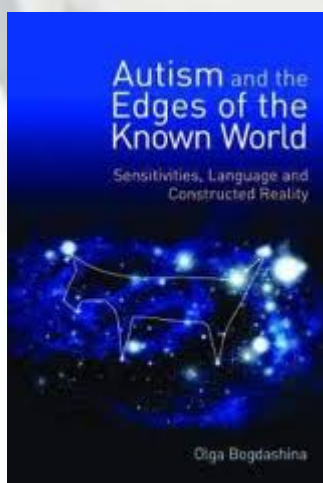
Ready, Set, Potty! : Toilet Training for Children with Autism and Other Developmental Disorders / BATTS, Brenda . - Londres : Jessica Kingsley Publishers, 2010. 144 p.

Potty training a child with developmental disorders can be a real challenge, and sometimes the extra difficulties make you feel as though you've tried everything, and failed. In this book, Brenda Batts shows how you can overcome problems, big and small, and provides tried and tested methods that really work, tailored to each individual child.

Bursting with ideas on how to see past conventional strategies and adapt toilet training to suit your child, this book outlines methods that have helped even the most despairing of parents and caregivers. Examples of success stories range from two-year-olds to adults aged 20, and show that no matter how difficult it may seem, a little creativity and adaptation can get anyone toilet trained, however many previous attempts have failed. The program itself is supported by plenty of helpful hints and tips, as Brenda covers all you need to get your child past the diaper stage and help them to achieve a big step towards independence.

This book is a must for anybody looking to toilet train someone with developmental disorders.

Autism and the Edges of the Known World / BOGDASHINA, Olga

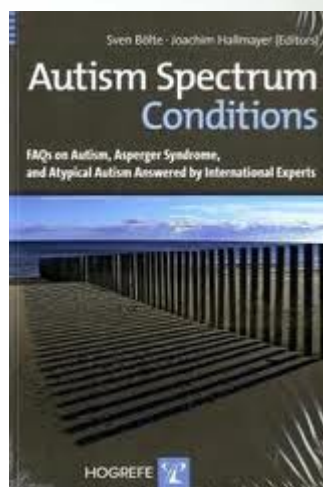


Autism and the Edges of the Known World : Sensitivities, Language and Constructed Reality / BOGDASHINA, Olga ; PEETERS, Theo , Préfacier. Londres : Jessica Kingsley Publishers, 2010. - 224 p.

In this intelligent and incisive book, Olga Bogdashina explores old and new theories of sensory perception and communication in autism. Drawing on linguistics, philosophy, neuroscience, psychology, anthropology and quantum mechanics, she looks at how the nature of the senses inform an individual's view of the world, and how language both reflects and constructs that view.

Examining the 'whys' and 'hows' of the senses, and the role of language, Olga Bogdashina challenges common perceptions of what it means to be 'normal' and 'abnormal'. In doing so she shows that autism can help to illuminate our understanding of what it means to be human, and of how we develop faculties that shape our cognition, language, and behaviour. In the final chapter, she explores phenomena often associated with the paranormal - including premonitions, telepathy and déjà vu - and shows that these can largely be explained in natural terms.

Autism Spectrum Conditions / BÖLTE, Sven



Autism Spectrum Conditions : FAQs on Autism, Asperger Syndrome, and Atypical Autism Answered by International Experts / BÖLTE, Sven ; HALLMAYER, Joachim F. : Hogrefe, 2011. - 283 p.

For all who work with autism spectrum clients – 78 FAQs about autism, Asperger, and atypical autism answered by 66 of the world's leading experts!

Autism Spectrum Conditions (ASC), which include autism, Asperger syndrome, and atypical autism, are puzzling, controversial, and a challenge – and the subject of both increasing interest and a multitude of myths. While many questions about ASC remain unanswered to date, our knowledge of the roots, characteristics, outcome, and effective intervention options has improved hugely in recent years. In this unique book, leading clinical and research authorities help explode myths and answer frequently asked questions on ASC: What are ASC? What are their causes? How prevalent are they? How are ASC diagnosed and by whom? What are the first signs? How should people with ASC be educated and treated? How do people with ASC think? What can parents, teachers, and experts do? What can be done for adults with ASC? Where can information and support be found?

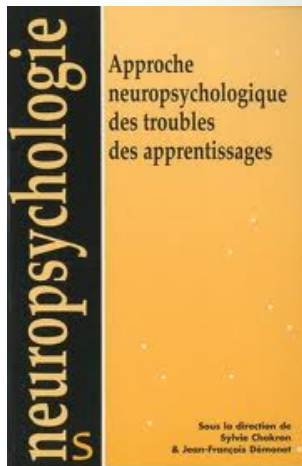
These and other areas are covered by this clearly written book to provide concise, scientifically sound, state-of-the-art, and practical information about autism spectrum conditions for all who work with ASC clients, as well as for families and friends.

Prise en charge orthophonique fondée sur la prise d'indices visuels et les inférences: impact sur le traitement inférentiel de deux adolescents diagnostiqués autistes / BORDEYNE, Cécile

Prise en charge orthophonique fondée sur la prise d'indices visuels et les inférences: impact sur le traitement inférentiel de deux adolescents diagnostiqués autistes / BORDEYNE, Cécile ; JULLIEN Sarah. Villeurbanne : Université Claude Bernard Lyon 1, 2011. - 111 p.

Le monde qui nous entoure est rempli d'implicite et de sous-entendus. Nos conversations sont composées d'une infinité d'énoncés dont le sens du message ne découle pas directement du code linguistique. Chaque interlocuteur doit alors procéder à un traitement inférentiel lui permettant de reconstruire la part de non-dit de l'énoncé pour accéder au sens réel. Cette reconstruction est particulièrement difficile pour les personnes atteintes d'autisme, dont l'accès à l'implicite est déficitaire, altérant leurs capacités de communication. Elles présentent notamment une interprétation littérale des énoncés, une absence de prise en compte du contexte, ainsi qu'une incapacité à inférer des états mentaux chez autrui, provoquant de nombreuses incompréhensions en interaction.

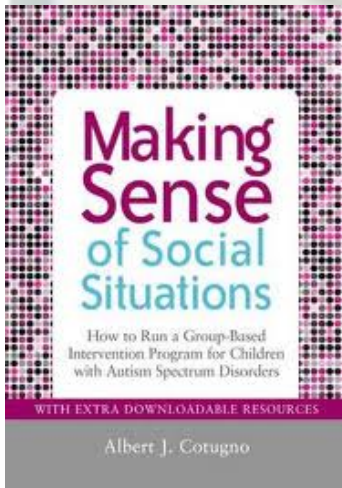
Approche neuropsychologique des troubles des apprentissages / CHOKRON, Sylvie



Approche neuropsychologique des troubles des apprentissages / CHOKRON, Sylvie ; DEMONET, Jean-François ; Société de neuropsychologie de langue française. - Marseille (111 rue Sainte-Cécile, 13005, France) : Solal, 2010. 382 p.

Environ 5% des enfants tout-venant sont considérés par l'école et les spécialistes comme présentant un trouble des apprentissages. Malgré ce chiffre relativement important, les troubles des apprentissages restent l'un des domaines les moins connus et les plus débattus. Ces troubles font obstacle à la réussite scolaire, peuvent apparaître dans un contexte de retard global, ou être plus spécifiques en cas de déficit limité à un certain processus cognitif. Ils concernent une large palette de troubles qui va des troubles du langage et de la parole aux troubles des aptitudes perceptives ou motrices.

Making Sense of Social Situations / COTUGNO, Albert J.



Making Sense of Social Situations: How to Run a Group-Based Intervention Program for Children with Autism Spectrum Disorders / COTUGNO, Albert J. . - Londres : Jessica Kingsley Publishers, 2011. 368 p.

Children with Autism Spectrum Disorders (ASD) often demonstrate significant deficiencies in social interaction and social communication skills, so it is critical to understand and develop interventions which directly address these needs. This book explores the core areas of ASD development and related deficits, and introduces a practical program to assess and remediate these social competency issues.

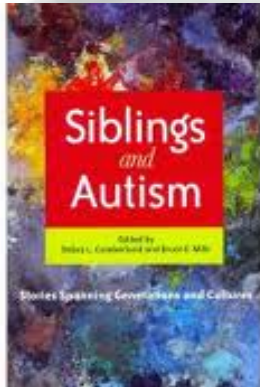
This book addresses the primary issues of social development in children with ASD by emphasizing the underlying theoretical and pragmatic considerations. Dr. Cotugno employs concepts and theories of group therapy and cognitive-development and integrates them with skill-based instructional approaches to develop the comprehensive Social Competence Enhancement Program (SCEP). This peer-based, group-focused program is explained in detail, including a step-by-step guide to its implementation and a full range of tasks and activities that can be used by practitioners at each stage of the process.

This book will be a valuable resource for teachers, clinicians and all other professionals working with children with ASD who are interested in using group interventions as a means to improve social competency and treat social skills deficits.

Troubles envahissants du développement et rapports à l'espace / COURTEIX, Stéphan

Troubles envahissants du développement et rapports à l'espace / COURTEIX, Stéphan . - Vaulx-en-Velin (3 rue Maurice-Audin, 69512, France) : ENSAL - École Nationale Supérieure d'Architecture de Lyon, 2009. - 35 p.

Siblings and Autism / CUMBERLAND, Debra L.



Siblings and Autism: Stories Spanning Generations and Cultures / CUMBERLAND, Debra L. ; MILLS, Bruce E. . - Londres : Jessica Kingsley Publishers, 2010. 240 p.

What is it like to grow up with a sibling on the autism spectrum? What kind of relationship do such siblings have? How does that relationship change as the siblings get older?

In this moving collection of beautifully-written personal accounts, siblings from a variety of backgrounds, and in different circumstances, share their experiences of growing up with a brother or sister with autism. Despite their many differences, their stories show that certain things are common to the "sibling experience": the emotional terrain of looking on or being overlooked; the confusion of accommodating resentment, love, and helplessness; and above all the yearning to connect across neurological difference.

Siblings and Autism is a thought-provoking book that will appeal to anyone with a personal or professional interest in autism, including parents of siblings of children on the spectrum, teachers, counsellors, and psychologists.

Etude de l'évolution de la compétence communicative chez deux enfants autistes grâce à l'application d'un protocole visant à développer les comportements de réponse à l'attention conjointe / DEIBER, Adeline

Etude de l'évolution de la compétence communicative chez deux enfants autistes grâce à l'application d'un protocole visant à développer les comportements de réponse à l'attention conjointe / DEIBER, Adeline ; DUFOUR, Floriane . - Villeurbanne : Université Claude Bernard Lyon 1, 2010. - 107 p.

Le déficit des comportements d'attention conjointe chez les enfants porteurs d'autisme est aujourd'hui largement accepté par la communauté de chercheurs. Or, d'après le modèle développemental de Carpenter, Nagell et Tomasello (1998), la mise en place de ces comportements permet à l'enfant normo-typique de développer la majorité des habiletés socio-communicatives et notamment le langage référentiel. Ainsi, le développement atypique des comportements d'attention conjointe semble en partie responsable des altérations de la communication verbale et non verbale des personnes autistes. Dans la continuité des travaux de Corkum et Moore (1995), qui ont montré qu'il était possible de développer des comportements d'attention conjointe par apprentissage, notre recherche étudie l'évolution de la compétence communicative chez deux enfants autistes grâce à l'application d'un protocole visant à développer les comportements de réponse à l'attention conjointe

Grandir ensemble / DREW, Naomie

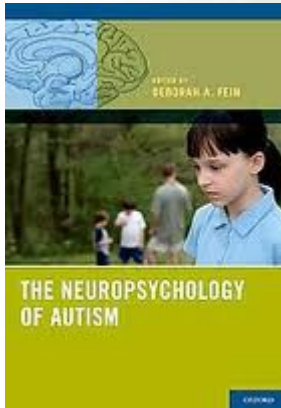


Grandir ensemble : Activités pour enseigner des habiletés de résolution de conflits / DREW, Naomie ; BELAIR, Francine , Adaptateur; STEENHOUDT, Muriel. Montréal : Chenelière Education, 2011. 165 p.

Un guide pour les enseignants et les professionnels de l'éducation

Enseigner les compétences nécessaires à la résolution des conflits et à la prévention de la violence peut sembler être un défi de taille, mais c'est la seule façon de rendre nos foyers, nos écoles et nos communautés plus pacifiques. Les élèves sont désireux d'apprendre ces compétences. Ils ne veulent pas avoir peur et se sentir en danger ou menacés, et ils aimeraient mettre un terme aux violences émotionnelles et parfois physiques qu'ils observent ou vivent tous les jours. Comme un élève le disait : « Si nous arrêtons de nous battre, notre vie sera bien plus belle. »

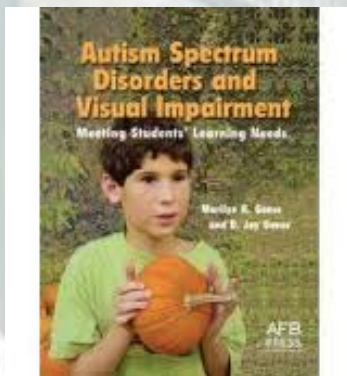
The Neuropsychology of Autism / FEIN, Deborah



The Neuropsychology of Autism / FEIN, Deborah. - Oxford : Oxford University Press, 2011. - 560 p.

The fields of autism and the fields of neuropsychology have grown tremendously in the past 40 years. This comprehensive volume draws together what is known about the neuropsychology of autism spectrum disorders (ASD) from leaders in the field. It introduces the basics of clinical presentation, genetics, neurochemistry, and neuroanatomy in ASD, as well as a review of overarching neuropsychological theories. The book then presents detailed and up-to-date reviews of key neuropsychological functions, including language, memory, attention, social cognition, and sensory and motor functions. The final section of the book presents leading and novel theories about the full syndrome, and concludes with a summary of advances in the field and a blueprint for the next stage of research.

Autism Spectrum Disorders and Visual Impairment / GENSE, Marilyn H.

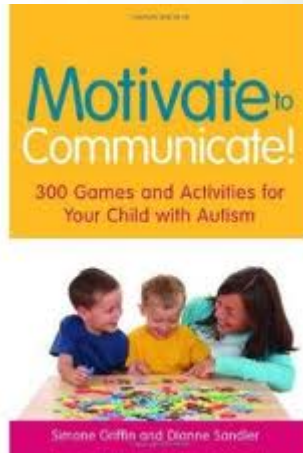


Autism Spectrum Disorders and Visual Impairment : Meeting Students' Learning Needs / GENSE, Marilyn H. ; GENSE, D. Jay . - New York : AFB Press (American Foundation for the Blind), 2005. - 352 p.

Amid the current controversy around autism, this timely book focuses on the complex and varied effects on learning and behavior that result when a child with an autism spectrum disorder is also visually impaired. In this comprehensive look at how autism spectrum disorders interact with visual impairments, two exceptional educators condense their years of personal and professional experience into a one-of-a-kind handbook of effective ways to work with students. Helpful resources include:

- suggestions and approaches for assessment, instruction, and program planning
- Numerous forms and tools for capturing vital information
- Information on assessment instruments, instructional materials, and web sites rich in important advice

Motivate to Communicate! / GRIFFIN, Simone



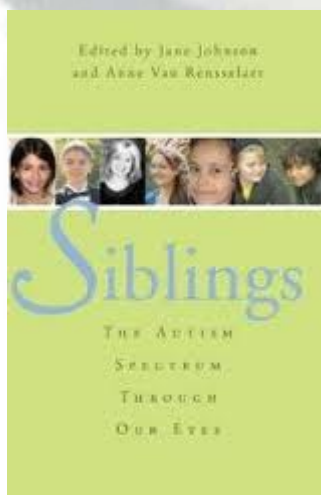
Motivate to Communicate! : 300 Games and Activities for Your Child with Autism / GRIFFIN, Simone ; SANDLER, Dianne. Londres : Jessica Kingsley Publishers, 2009. - 208 p.

This practical resource is brimming with exciting ideas and guidance for motivating children with autism and other communication difficulties. The clear, user-friendly format enables quick access to over 300 practical, fun-filled games and activities for developing your child's communication skills.

The book suggests creative ways to use everyday toys and objects. For example, if your child likes to pop bubbles, perhaps he would also enjoy counting bubbles, catching bubbles on a wand, stomping them with his feet or even playing bubble volleyball! The innovative ideas in this book have been developed over 40 years of clinical and educational experience, and are designed to be fun for both the adult and the child. All resources mentioned in this book are readily available and can be used to advance communication skills at all levels, from reaching out for an item, to extending verbal communication.

Motivate to Communicate! is perfect for supporting parents, care-givers and professionals in motivating and developing the communication skills of children on the autism spectrum.

Siblings / JOHNSON, Jane



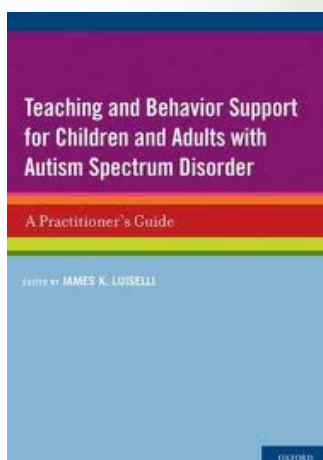
Siblings : The Autism Spectrum Through Our Eyes / JOHNSON, Jane ; VAN RENSSELAER, Anne . - Londres (116 Pentonville Road, N1 9JB, Angleterre) : Jessica Kingsley Publishers, 2010. 96 p.

Growing up with a sibling on the autistic spectrum can be difficult, and the needs of a child with autism often overwhelm a family, leaving neurotypical children feeling overshadowed. For the first time, the 'neurotypical' siblings get to have their say. They recount the good, the bad, and the downright annoying in a way that all young people in a similar situation will immediately recognise.

Young siblings of all ages candidly recount how being 'the neurotypical one' can be tiring, frustrating, and lonely, but equally rewarding, and every story is injected with wisdom gained by young people who often have to grow up a lot more quickly than their peers.

This book is essential reading for children and teenagers with a sibling on the autistic spectrum, and for parents wishing to understand how autism in the family will affect their neurotypical child.

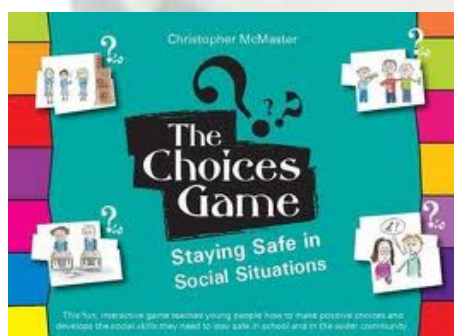
Teaching and Behavior Support for Children and Adults with Autism Spectrum Disorder / LUISELLI, James K.



Teaching and Behavior Support for Children and Adults with Autism Spectrum Disorder : A Practitioner's Guide / LUISELLI, James K. . – Oxford Oxford University Press, 2011. - 240 p.

The number of children diagnosed with autism has increased dramatically in the last decade, and a growing number of behavior analysts, psychologists, educators, and speech pathologists-to name a few-are just starting to regularly treat individuals with autism. Children and adults with autism spectrum disorder (ASD) require specialized instruction and behavior support to teach them critical skills and establish a meaningful quality of life. However, these objectives can only be achieved if professional and paraprofessional service providers have access to the most effective evidence-based and empirically supported methods for teaching children with autism. Similarly, practitioners must know about effective intervention methods that can be implemented to reduce and eliminate problem behaviors frequently displayed by people who have ASD.

The Choices Game / McMASTER, Christopher



The Choices Game : Staying Safe in Social Situations / McMASTER, Christopher. Londres : Jessica Kingsley Publishers, 2011.

Vulnerable young people such as those with Autism Spectrum Disorders, intellectual disabilities, or social, behavioural and emotional difficulties – often lack the skills to make the right decisions when faced with potentially dangerous scenarios. This fun and interactive game helps to open up discussion and teach young people the social skills they need to stay safe in school and in the wider community.

The Choices Game has been specially designed to help older children and teenagers learn how to make positive choices. As players move around the game board, they pick up Choice Cards which invite them to imagine themselves in a scenario and make a choice about how they would respond in that situation. The outcome of their decision is then revealed, and the more safe choices they make the further they progress in the game!

This game will be an invaluable tool for teachers, parents, social workers and anyone else teaching social skills and personal safety to young people with special needs or emotional difficulties. It includes a helpful teacher's guide with advice to aid learning through discussion.

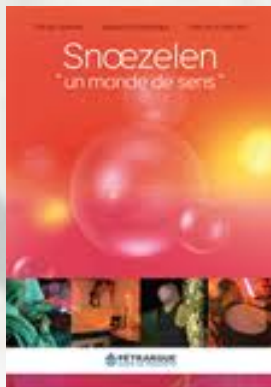
Etude de trajectoires de soins d'enfants porteurs d'autisme ou de troubles envahissants du développement / MIOLAND, Sophie

Etude de trajectoires de soins d'enfants porteurs d'autisme ou de troubles envahissants du développement / MIOLAND, Sophie ; MOLLA, Ingrid. Villeurbanne : Université Claude Bernard Lyon 1, 2009. - 77 p.

Ce mémoire s'inscrit dans le champ des sciences sociales. Nous interrogeant au départ sur les temporalités du diagnostic de l'autisme, nous avons choisi une méthodologie exclusivement qualitative. Notre démarche inductive nous a menées à la question suivante : comment les trajectoires de soins des enfants porteurs de TED sont-elles influencées et différenciées par des éléments internes (représentations, stratégies...) et externes (contexte historique) ?

Pour répondre à cette question, nous avons décidé d'interroger des usagers du système de santé parents d'enfants porteurs de TED. Ces parents proviennent majoritairement de deux réseaux associatifs distincts (une association de parents d'enfants porteurs de TED et une association généraliste de parents d'enfants porteurs de handicap mental).

Snoezelen / QUENTIN, Olivier



Snoezelen : "un monde de sens" / QUENTIN, Olivier ; GODDERIDGE, Bernard ; D'ARFEUILLE, Patrice. Ris Orangis : Pétrarque, 2010. 166 p.

Philosophie, démarche, concept...L'approche Snoezelen a vu le jour aux Pays-Bas dans les années 1970 auprès des personnes handicapées. Elle s'est développée en France dans les établissements qui prennent en charge des publics fragilisés : Handicap, autisme, psychiatrie, mais aussi chez les personnes désorientées et atteintes de la maladie d'Alzheimer. Elle est une réponse aux professionnels qui souhaitent mettre en place un accompagnement non médicamenteux et adapté.

Cette approche favorise la proposition d'expériences sensorielles et permet dans un cadre relationnel sécurisant d'apporter détente et bien être. C'est un outil médiateur d'une relation humanisante basée sur les notions du prendre soin des personnes, elle trouve son intérêt chez les professionnels des secteurs médico-social et sanitaire.

Troubles du sommeil et Handicap / Réseau Lucioles



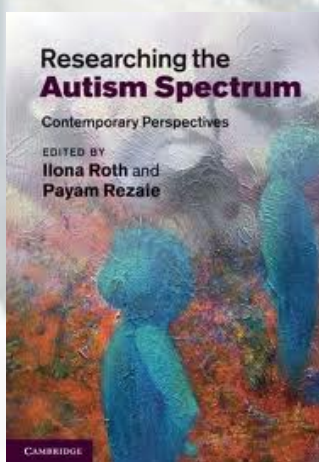
Troubles du sommeil et Handicap : Votre enfant est en situation de handicap ? Il souffre de troubles du sommeil ? Ce livret est pour vous, pour lui... / Réseau Lucioles; Réseau Régional de Rééducation et de Réadaptation Pédiatrique en Rhône Alpes (R4P). - Lyon : Réseau Luciole. 2011. 29 p.

Ce livret aborde des thèmes importants tels que les troubles du rythme circadien, les causes comportementales, médicamenteuses et médicales qui peuvent conduire à des insomnies, des conseils aux parents pour leur vie au quotidien.

Ce livret est une version abrégée d'un document Internet plus complet, bientôt disponible sur les sites du Réseau-Lucioles et du Réseau R4P, document qui vous proposera, outre de nombreux témoignages de parents d'enfants handicapés, des informations médicales, des conseils, des astuces pour le quotidien, des fiches techniques, pour vous permettre de mieux vivre vos nuits avec votre enfant.

<http://www.reseau-lucioles.org/IMG/pdf/Version-imprimable.pdf>

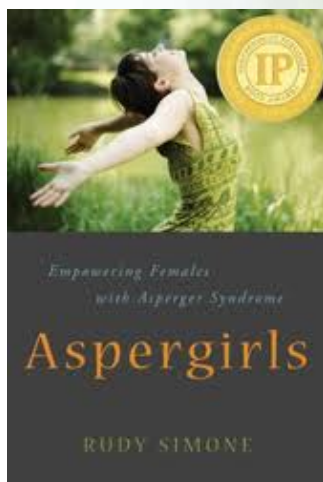
Researching the Autism Spectrum / ROTH, Ilona



Researching the Autism Spectrum : Contemporary Perspectives / ROTH, Ilona ; REZAIE, Payam . - Cambridge : Cambridge University Press, 2011. - 148 p.

This selection of contemporary research provides up-to-date perspectives from leading investigators who are at the cutting edge of studies in autism spectrum disorders. The book allows readers to grasp new approaches to understanding the autism spectrum. Key areas of theory and research are covered, from classification and diagnosis, genetics, neurology and biochemistry, to socio-cognitive, developmental and educational perspectives, essential to a broader understanding of the autism spectrum. In addition it introduces new emphases on MEG, epilepsy and memory. In highlighting both biomedical and psychological perspectives, this book reflects the multi-level emphasis of contemporary thinking about autism. By addressing key unanswered questions, Researching the Autism Spectrum acts as a guidepost for future research and provides an authoritative and multidisciplinary perspective.

Aspergirls / SIMONE, Rudy



Aspergirls : Empowering Females with Asperger Syndrome / SIMONE, Rudy ; HOLLYDAY-WILLEY, Liane , Préfacier. Londres : Jessica Kingsley Publishers, 2010. 240 p.

Girls with Asperger's Syndrome are less frequently diagnosed than boys, and even once symptoms have been recognised, help is often not readily available. The image of coping well presented by AS females of any age can often mask difficulties, deficits, challenges, and loneliness.

This is a must-have handbook written by an Aspergirl for Aspergirls, young and old. Rudy Simone guides you through every aspect of both personal and professional life, from early recollections of blame, guilt, and savant skills, to friendships, romance and marriage. Employment, career, rituals and routines are also covered, along with depression, meltdowns and being misunderstood. Including the reflections of over thirty-five women diagnosed as on the spectrum, as well as some partners and parents, Rudy identifies recurring struggles and areas where Aspergirls need validation, information and advice. As they recount their stories, anecdotes, and wisdom, she highlights how differences between males and females on the spectrum are mostly a matter of perception, rejecting negative views of Aspergirls and empowering them to lead happy and fulfilled lives.

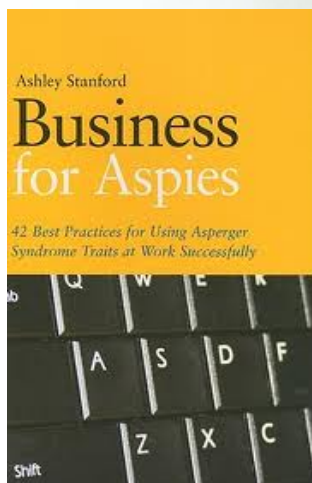
La littérature de jeunesse au service des interactions chez les élèves autistes / SOUBEYRAND, Marion

La littérature de jeunesse au service des interactions chez les élèves autistes / SOUBEYRAND, Marion ; BOIZARD, Emeline . - Villeurbanne : Université Claude Bernard Lyon 1, 2011. - 115 p.

La problématique de notre mémoire est relative à la mise en place de stratégies pédagogiques efficaces pour permettre à un élève autiste scolarisé en petite section de maternelle d'interagir avec son environnement. L'utilisation d'un support suscitant un intérêt particulier chez cet enfant lui permet d'entrer plus facilement dans les activités et ainsi de développer des compétences lexicales et sociales.

L'apprentissage d'un vocabulaire relatif à ce support, en l'occurrence l'album de jeunesse Boucle d'Or d'Annelore Parot, a été suivi d'une mise en pratique lors d'activités interindividuelles dérivées de cet ouvrage. Celles-ci ont pour but de faciliter les interactions de cet élève avec ses pairs et de lui faire prendre conscience du sens de la communication. L'acquisition d'un lexique sera alors un outil permettant de communiquer avec autrui. Notre expérimentation s'attache donc à montrer l'intérêt de la littérature de jeunesse dans le cadre de la scolarisation en milieu ordinaire d'un enfant ayant des troubles autistiques.

Business for Aspies / STANFORD, Ashley



Business for Aspies : 42 Best Practices for Using Asperger Syndrome Traits at Work Successfully / STANFORD, Ashley. Londres : Jessica Kingsley Publishers, 2011. - 240 p.

Most workplaces are a frenzied swirl of social interaction - between employees and bosses, customers and clients, and anyone else present. People with a mental framework better suited to non-social tasks can often be overlooked and underutilised in such an environment, but this book explains exactly how those with Asperger Syndrome can get their talents recognised and become successful and indispensable employees.

Following the DSM system and an easy to use format, Ashley Stanford addresses all of the issues that can arise once a person with AS secures employment, through the eyes of both employee and employer. Describing what might be expected of any employee, she offers helpful tips and workarounds not only to enable AS individuals achieve their fullest potential, but to take advantage of their strengths. In a positive and upbeat tone, she shows that with the right supports and strategies, it is possible to overcome the day-to-day challenges that trip up even the most savvy Aspie, including negotiating pay rises, employer/employee relationships, team meetings, career advancement, and choosing when to take vacation time. Drawing on her experience as CEO of a computer software company, she also suggests steps that employers and managers can take to improve the working environment for people with AS, and take advantage of their strengths to enable them to become outstanding employees.

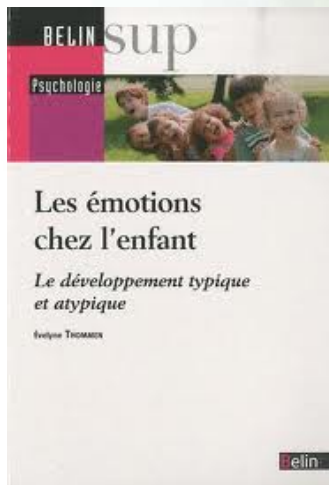
L'enfant et les connaissances sur autrui / THOMMEN, Evelyne



L'enfant et les connaissances sur autrui / THOMMEN, Evelyne ; RIMBERT, Guillaume. - Paris : Belin, 2005. 303 p.

Qu'est-ce que croire, ignorer, mentir, imaginer, rire ? La réponse des enfants à cette question est au centre de cet ouvrage. Les auteurs analysent en détail les conceptions des enfants sur les phénomènes mentaux, à travers de nombreuses expériences mises en oeuvre pour les explorer. Voici une vingtaine d'années que la psychologie a découvert la théorie de l'esprit des enfants de cinq ans. Les recherches et la réflexion se sont considérablement élargies et approfondies depuis. L'approche adoptée, résolument constructiviste, critique les tendances innéistes actuelles en s'appuyant sur des résultats méconnus du développement de l'enfant.

Les émotions chez l'enfant / THOMMEN, Evelyne

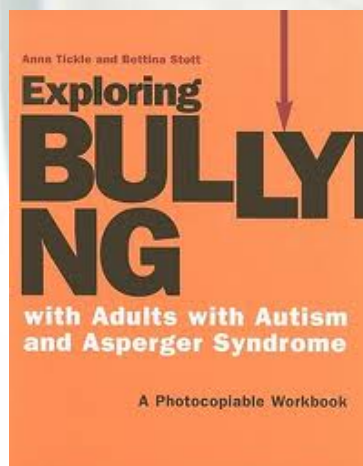


Les émotions chez l'enfant : Le développement typique et atypique / THOMMEN, Evelyne . - Paris : Belin, 2010. - 255 p.

La question du développement des émotions chez l'enfant est aujourd'hui encore souvent limitée par la conception psychanalytique qui le décrit selon les stades freudiens et les théories sur les mécanismes de défense. L'auteur propose ici une approche biopsychosociale du développement humain, en étudiant les relations entre les émotions et la raison d'un point de vue développemental. Cet ouvrage, en parcourant les données de la recherche sur le développement de la régulation des émotions comme de ses perturbations, se propose d'apporter des éléments de discussion et de mise en perspective des modèles classiques.

Il s'adresse autant aux psychologues de l'enfant qu'aux pédopsychiatres qui y trouveront des pistes pour l'intervention auprès des enfants en difficulté.

Exploring Bullying with Adults with Autism and Asperger Syndrome / TICKLE, Anna



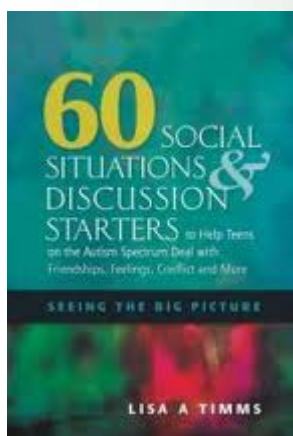
Exploring Bullying with Adults with Autism and Asperger Syndrome : A Photocopiable Workbook / TICKLE, Anna ; STOTT, Bettina . Londres: Jessica Kingsley Publishers, 2010. - 320 p.

Bullying is a serious and pervasive issue for people with autism and Asperger Syndrome. This photocopiable workbook encourages adults who have been involved with bullying - as either victims or perpetrators - to explore what bullying is, the effects it can have and how it can be tackled successfully.

In this accessible and jargon-free book, with a wealth of case studies and summaries, readers are invited to consider the thoughts, feelings and actions associated with bullying and offered helpful strategies for dealing with it. The book comprises a general introduction to bullying, followed by sections that examine the issue from the perspectives of victim and perpetrator. This dual approach is designed to stamp out the problem at its source - the bully - rather than simply supporting the victim. It also recognises that while people on the spectrum are all too often bullied for being 'different', character traits such as difficulty with empathy mean they may unintentionally bully others.

This practical book can be worked through independently or with any of the wide range of professionals involved in supporting an adult with autism or Asperger Syndrome and other learning disabilities, to reach a new level of understanding about bullying.

60 Social Situations and Discussion Starters to Help Teens on the Autism Spectrum Deal with Friendships, Feelings, Conflict and More / TIMMS, Lisa A.

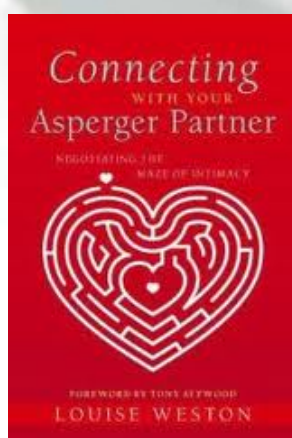


60 Social Situations and Discussion Starters to Help Teens on the Autism Spectrum Deal with Friendships, Feelings, Conflict and More : Seeing the Big Picture / TIMMS, Lisa A. . Londres : Jessica Kingsley Publishers, 2011. 160 p.

Teenagers and older children on the autism spectrum are, like everyone else, surrounded by complex social codes and rules that govern everyday interaction, but have much more difficulty in interpreting them. Reading cues such as sarcasm, idioms and body language often presents an impossible challenge, but this book of realistic and thought-provoking stories provides much needed help.

Written with both parent and teen in mind, every story outlines a real-life situation that young people on the autism spectrum are likely to encounter. Each story is followed by questions such as 'what else might he have done?', 'how do you think she felt?' and 'why do you think they were upset?' along with practical tips for parents on how to initiate constructive discussions. As teens consider these questions with adults, they will begin to be able to put themselves into someone else's shoes and think about how their actions and behaviour may affect those around them. This process will equip them to transfer this invaluable understanding and confidence to other everyday life situations. Packed with 60 stories exploring real-life situations, this book will be an essential tool for parents, caregivers, teachers, and anyone else wishing to enable young people on the autism spectrum to acquire great social skills.

Connecting With Your Asperger Partner / WESTON, Louise

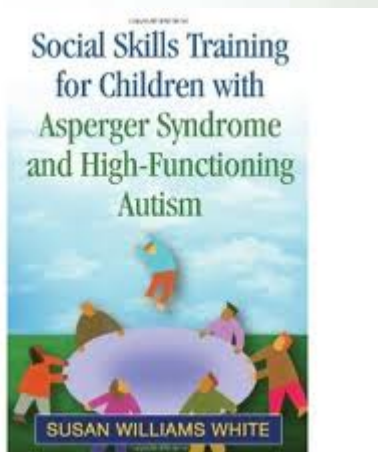


Connecting With Your Asperger Partner : Negotiating the Maze of Intimacy / WESTON, Louise ; ATTWOOD, Tony , Préfacier.. - Londres : Jessica Kingsley Publishers, 2010. - 208 p.

Communication and intimacy can feel like a constant struggle in relationships where one partner has Asperger Syndrome (AS). For the neuro-typical partner (NT) in particular, this can be an endless source of frustration, misunderstandings, and tears.

Drawing on her own experience of being married to a man with AS, Louise Weston shows that the road to intimacy begins with letting go of expectations and looking after your own physical and emotional needs. She provides tried-and-tested strategies for relating to and connecting with your AS partner, as well as useful tips for coping with hurtful words and meltdowns, helping your partner to interpret emotions, and finding further sources of help and support. Above all, she shows that although your AS/NT relationship will challenge you beyond what you ever thought possible, by letting go of expectations and respecting each others' differences, this unique partnership really can be both happy and successful.

Social Skills Training for Children with Asperger Syndrome and High-Functioning Autism / WILLIAMS WHITE, Susan



Social Skills Training for Children with Asperger Syndrome and High-Functioning Autism / WILLIAMS WHITE, Susan. New-York : Guilford Press, 2011. - 182 p.

This practical, research-based guide provides a wealth of tools and strategies for implementing social skills training in school or clinical settings. Numerous case examples illustrate common social difficulties experienced by children with Asperger syndrome and high-functioning autism; the impact on peer relationships, school performance, and behavior; and how social skills training can help. Chapters delve into the nuts and bolts of teaching and reinforcing core skills in classroom, small-group, or individual contexts, emphasizing ways to tailor interventions to each individual's needs. Reproducible forms and worksheets can also be downloaded and printed in a convenient 8 1/2" x 11" size.