

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

***Nouvelles acquisitions
Octobre 2015***



centre de
RESSOURCES
AUTISME

RHÔNE-ALPES

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Lauzier G. **À la conquête de mon univers 1 : Habiletés sociales.** Lévis: Editions "A Reproduire" - Editions de l'Envolée, 2009. 53 p.



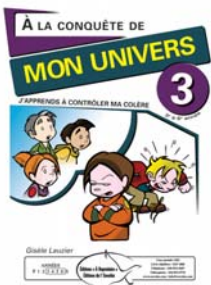
la conquête de mon univers 1 est un document destiné aux élèves du premier et du deuxième cycle du primaire. Il peut cependant être utilisé pour les élèves du troisième cycle si l'accent est mis sur les exercices. L'objectif est d'amener les élèves à modifier leur comportement par une approche de réflexion sur la connaissance de soi et l'acquisition d'habiletés. Le document est présenté sous forme d'ateliers. Pour favoriser les échanges et permettre aux élèves de s'exprimer, il est préférable que les ateliers soient faits en petits groupes. Il est aussi important de respecter l'ordre des ateliers, car les habiletés à développer sont présentées progressivement. Le premier atelier porte sur la connaissance de soi. L'enfant apprend à connaître ses qualités, ses goûts, ses sentiments, ses talents, ses valeurs, ses ambitions. Le deuxième atelier touche aux émotions. L'enfant approfondit sa connaissance sur ses sentiments et ses réactions. Il réalise que son attitude a une influence sur le comportement des autres et qu'il est aussi influencé par leurs comportements. Le troisième atelier traite de l'amitié. L'enfant apprend à se faire des amis et amies. Il apprend aussi à les garder.

Lauzier G. **À la conquête de mon univers 2 : Habiletés sociales.** Lévis: Editions "A Reproduire" - Editions de l'Envolée, 2009. 53 p.



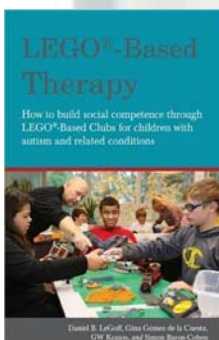
À la conquête de mon univers 2 est destiné autant aux élèves des deuxième et troisième cycles du primaire qu'à ceux ayant des difficultés de comportement. Ce cahier vise à amener les élèves à modifier leur comportement dans des situations de conflits. Le document est présenté sous forme d'ateliers. Pour favoriser les échanges et permettre aux élèves de s'exercer, il est préférable de travailler les ateliers en petits groupes. Les premiers ateliers portent sur le conflit ainsi que sur la démarche et les moyens pour le résoudre. La deuxième partie du document traite des techniques de résolution de conflits et présente plusieurs mises en situation et mises en scène permettant la mise en pratique de ces techniques. Après avoir pratiqué chaque technique de façon individuelle, vous trouverez en annexe un jeu d'improvisation permettant de les approfondir davantage.

Lauzier G. **À la conquête de mon univers 3 : J'apprends à contrôler ma colère.** Lévis: Editions "A Reproduire" - Editions de l'Envolée, 2011. 55 p.



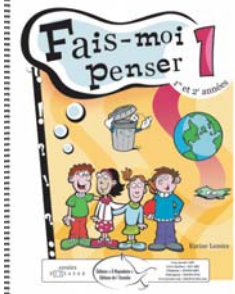
À la conquête de mon univers 3 « J'apprends à contrôler ma colère » fait suite à deux autres documents de la même série. Dans le tome 1, on trouve des ateliers portant sur la connaissance de soi. Le tome 2 traite des techniques et des moyens pour résoudre un conflit. « J'apprends à contrôler ma colère » est aussi présenté sous forme d'ateliers. Pour favoriser les échanges et pour permettre aux élèves de s'exercer, il est préférable de travailler les ateliers en petits groupes. Les premiers ateliers portent sur le fonctionnement de la colère dans le cerveau et l'apprentissage de techniques de relaxation et de visualisation. Les autres ateliers traitent des signes, des conséquences et des causes de la colère ainsi que de différents moyens pour la contrôler. Pour permettre de pratiquer et de développer les habiletés sur la maîtrise de soi et le contrôle de la colère, j'ai inclus quelques ateliers sous forme de jeux. Ce document est destiné aux élèves du deuxième et du troisième cycle du primaire. L'objectif est d'amener les élèves à modifier leur comportement par l'apprentissage et la pratique de comportements de remplacement.

Legoff DB, Gomez De La Cuesta G, Krauss GW, Baron-Cohen S. **LEGO® Based Therapy.** Londres: Jessica Kingsley Publishers, 2014. 144 p.



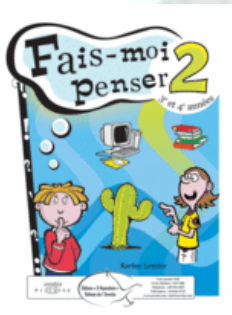
This complete guide to LEGO® Therapy contains everything you need to know in order to set up and run a LEGO® Club for children with autism spectrum disorders or related social communication difficulties and anxiety conditions. By providing a joint interest and goal, LEGO® building can become a medium for social development such as sharing, turn-taking, making eye-contact, and following social rules. This book outlines the theory and research base of the approach and gives advice on all practical considerations including space, the physical layout of the room and choosing and maintaining materials, as well as strategies for managing behaviour, further skill development, and how to assess progress. Written by the pioneer of the approach alongside those who helped form it through their research and evaluation, this evidence-based manual is essential reading for professionals working with autism who are interested in running a LEGO® Club or learning more about the therapy.

Lemire K. **Fais-moi penser 1**. Lévis: Editions "A Reproduire" - Editions de l'Envolée, 2008. 50 p.



Fais-moi penser 1 s'adresse aux élèves du premier cycle du primaire. Ce volume est élaboré selon les habiletés affectives, les macrohabiletés et les microhabiletés cognitives nécessaires au développement de la pensée critique. Les exercices proposés amènent l'élève à penser indépendamment et intelligemment, à préciser son opinion, à générer des solutions, à clarifier sa pensée avec un vocabulaire approprié, à définir ses valeurs, à évaluer des situations ou des comportements et à développer son intégrité à travers des discussions et des débats. Les différentes utilisations que permettent les activités du volume Fais-moi penser 1 facilitent le développement de la pensée critique et vous aideront à construire une communauté de penseurs dans votre classe, voire dans votre école !

Lemire K. **Fais-moi penser 2**. Lévis: Editions "A Reproduire" - Editions de l'Envolée, 2008. 50 p.



Fais-moi penser 2 s'adresse aux élèves du deuxième cycle du primaire. Ce volume est élaboré selon les habiletés affectives, les macrohabiletés et les microhabiletés cognitives nécessaires au développement de la pensée critique. Les exercices proposés amènent l'élève à penser indépendamment et intelligemment, à préciser son opinion, à générer des solutions, à clarifier sa pensée avec un vocabulaire approprié, à définir ses valeurs, à évaluer des situations ou des comportements et à développer son intégrité à travers des discussions et des débats. Les différentes utilisations que permettent les activités du volume Fais-moi penser 2 facilitent le développement de la pensée critique et vous aideront à construire une communauté de penseurs dans votre classe, voire dans votre école !

Lemire K. **Fais-moi penser 3**. Lévis: Editions "A Reproduire" - Editions de l'Envolée, 2006. 50 p.



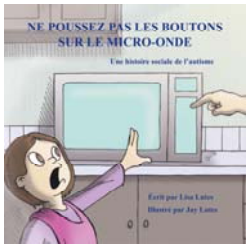
Fais-moi penser 3 est un document qui s'adresse aux élèves du troisième cycle du primaire. Il est élaboré selon les habiletés affectives, les macrohabiletés et les micro-habiletés cognitives nécessaires au développement de la pensée critique. Les exercices proposés amènent l'élève à penser indépendamment et intelligemment, à préciser son opinion, à générer des solutions, à clarifier sa pensée avec un vocabulaire approprié, à définir ses valeurs, à évaluer des situations ou des comportements et à développer son intégrité à travers des discussions et des débats. Les différentes utilisations que permettent les activités du document Fais-moi penser 3 facilitent l'enseignement de la pensée critique et permettent la formation d'une communauté de penseurs dans la classe, dans l'école !

Lutes J. **Le Dragon des Chips Pimentés : Un conte d'Halloween.** Kanata ON: Another Chapter Publishing, 2014. 32 p.



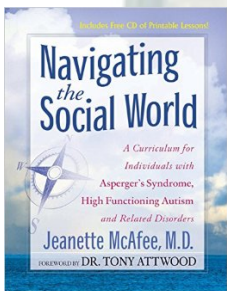
Sera et Emma se préparent pour l'Halloween, mais Emma a peur des monstres qu'elle pourrait rencontrer. Merci à sa soeur et au Dragon des Chips Pimentés, elle apprend à confronter ses craintes..

Lutes L, Lutes J. **Ne poussez pas les boutons sur le micro-onde : Une histoire sociale sur l'autisme.** Kanata ON: Another Chapter Publishing, 2015. 32 p.



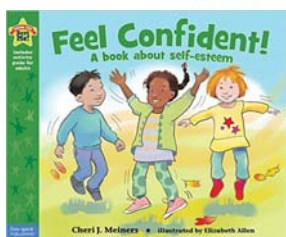
Sera aime aider avec le micro-onde, mais quand son besoin de contrôler est proche de l'obsession, elle apprend que ses sentiments ne sont pas nécessairement les seuls qui compte. Un livre humoristique pour les enfants atteint du spectre de l'autisme.

McAfee J, Attwood T. **Navigating the Social World : A Curriculum for Individuals with Asperger's Syndrome, High-Functioning Autism & Related Disorders.** 350 p.



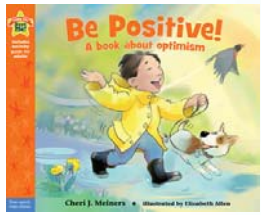
Pediatrician Jeanie McAfee originally created this user-friendly social curriculum for her daughter Rachel, who was diagnosed with Asperger's at age ten. Since then, it has become a staple for parents and educators. It addresses the most urgent problems facing those with Asperger's Syndrome, high-functioning autism, and related disorders. Dr. McAfee covers how to increase communication skills, recognize and cope with emotions, recognize and prevent stress, develop abstract thinking skills, address behavioral problems, and much more. Tasks are broken down into small steps, repeated until they are mastered, then generalized. Helpful handouts, templates, and forms will help keep teachers and learners on track.

Meiners CJ, Allen E. **Feel Confident! A book about self-esteem.** Minneapolis MN: Free Spirit Publishing, 2013. 35 p. Being the Best Me !



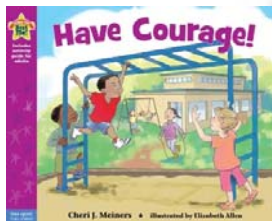
Empower children to recognize their individual worth and develop self-confidence, as well as confidence in their abilities and the choices they make. Children learn that they can speak up, expect and show respect, try new things, and believe in themselves. Confidence-building skills of accepting yourself, asking for what you need, making decisions, solving problems, and communicating are also discussed. Young children will respond to the true-to-life situations and colorful illustrations.

Meiners CJ, Allen E. **Be Positive ! A book about optimism.** Minneapolis MN: Free Spirit Publishing, 2013. 35 p. Being the Best Me !



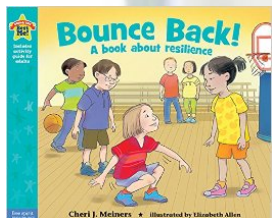
A sense of optimism is a key ingredient to success in life. Guide young children to develop a positive attitude and discover how the choices they make can lead to feeling happy and capable. This friendly, encouraging book on having a positive attitude introduces preschool and primary-age children to ways of thinking and acting that will help them feel good about themselves and their lives, stay on course when things don't go their way, and contribute to other people's happiness, too.

Meiners CJ, Allen E. **Have Courage !** Minneapolis MN: Free Spirit Publishing, 2014. 35 p. Being the Best Me !



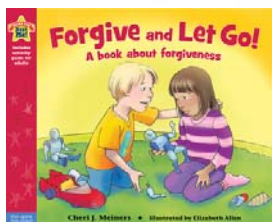
Help children develop the attitudes and skills of courage and assertiveness in order to make wise choices and work through challenges. Children learn to do what they think is right and be brave, even if it's hard. They learn to distinguish between expectations set by trusted adults and hurtful, wrong, or dangerous things adults or children might pressure them to do. The book also highlights trying new things, taking reasonable risks, and speaking up.

Meiners CJ, Allen E. **Bounce Back ! A book about resilience.** Minneapolis MN: Free Spirit Publishing, 2014. 35 p. Being the Best Me !



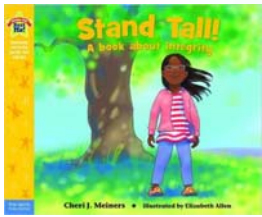
Resilience - the ability to recover or «bounce back» from problems, hurt, or loss - is critical for social and emotional health and helps people feel happy, capable, and in charge of their lives. Foster perseverance, patience, and resilience in children with this unique, encouraging book. Young children learn thought processes and actions that are positive, realistic, and helpful for bouncing back. The book also helps children recognize people who can support them in times of difficulty. Back matter includes advice for raising resilient children and fostering resiliency at school and in childcare.

Meiners CJ, Allen E. **Forgive and Let Go ! A book about forgiveness.** Minneapolis MN: Free Spirit Publishing, 2014. 35 p. Being the Best Me !



For young children, learning to forgive - when they've been let down or had their feelings hurt - can take time. Help children develop their forgiveness skills and learn how to accept an apology and move on without holding grudges. At the same time, encourage children to let go of disappointment and to accept when things don't go the way they hope. Back matter includes advice for teaching forgiveness at home, at school, and in childcare.

Meiners CJ, Allen E. **Stand Tall! A book about integrity.** Minneapolis MN: Free Spirit Publishing, 2015. 35 p. Being the Best Me !



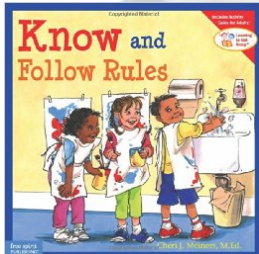
Integrity is an important trait for children to develop - especially as they grow, learn, and have more opportunities to make choices for themselves. With this encouraging book, support children in knowing right from wrong, making positive decisions, keeping promises, and staying true to themselves. Back matter includes advice for teaching integrity at home, at school, and in childcare.

Meiners CJ, Johnson M. **Share and Take Turns.** Minneapolis MN: Free Spirit Publishing, 2003. 35 p. Learning to Get Along.



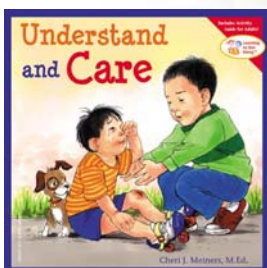
Sharing is a social skill all children need to learn - the sooner the better. Concrete examples and reinforcing illustrations help children practice sharing, understand how and why to share, and realize the benefits of sharing. Includes a note to teachers and parents, additional information for adults, and activities.

Meiners CJ, Johnson M. **Know and Follow Rules.** Minneapolis MN: Free Spirit Publishing, 2003. 35 p. Learning to Get Along.



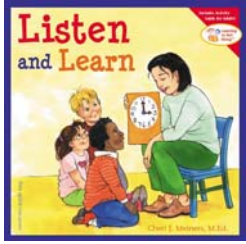
A child who isn't following the rules is a child who's always in trouble. This book starts with simple reasons why we have rules: to help us stay safe, learn, be fair, and get along. Then it presents just four basic rules: «Listen,» «Best Work,» «Hands and Body to Myself,» and «Please and Thank You.» The focus throughout is on the positive sense of pride that comes with learning to follow rules. Includes questions and activities adults can use to reinforce the ideas and skills being taught.

Meiners CJ, Johnson M. **Understand and Care.** Minneapolis MN: Free Spirit Publishing, 2003. 35 p. Learning to Get Along.



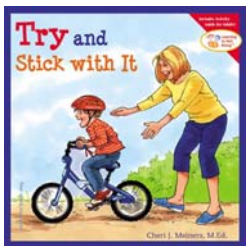
Empathy is key to positive, healthy relationships. This book builds empathy in children. In clear, child-friendly words and illustrations, it helps them to understand that other people have feelings like theirs - and different from theirs. It guides children to show they care by listening to others and respecting their feelings. Includes questions to discuss and empathy games to play.

Meiners CJ, Johnson M. **Listen and Learn**. Minneapolis MN: Free Spirit Publishing, 2003. 35 p. Learning to Get Along.



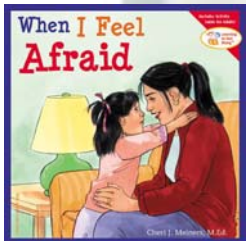
Knowing how to listen is essential to learning, growing, and getting along with others. Simple words and inviting illustrations help children develop listening skills, understand why it's important to listen, and recognize the positive results of listening. Includes a note to teachers and parents, additional information for adults, and activities.

Meiners CJ, Johnson M. **Try and Stick with It**. Minneapolis MN: Free Spirit Publishing, 2003. 35 p. Learning to Get Along.



It's hard to try new things - for adults as well as children. It's even harder to stay the course when something is more difficult than we thought it would be, or when things don't work out the way we hoped. Yet flexibility and perseverance are essential to success in all areas of life, at all ages and stages. This book introduces children to the benefits of trying something new and the basics of stick-to-it-iveness. Includes suggestions adults can use to reinforce the ideas and skills being taught.

Meiners CJ, Johnson M. **When I Feel Afraid**. Minneapolis MN: Free Spirit Publishing, 2003. 35 p. Learning to Get Along.



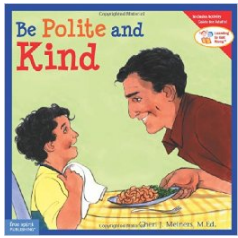
Children today have many fears, both real and imagined. Encouraging words and supportive illustrations guide children to face their fears and know where to turn for help. Little ones also learn simple ways to help themselves. Includes a special section for adults, with ideas for supporting children when they feel afraid and a list of additional resources.

Meiners CJ, Johnson M. **Join In and Play**. Minneapolis MN: Free Spirit Publishing, 2004. 35 p. Learning to Get Along.



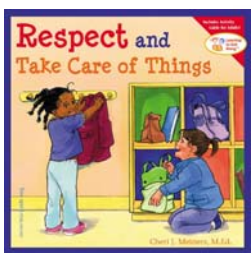
It's fun to make friends and play with others, but it's not always easy to do. You have to make an effort, and you have to know the rules - like ask before joining in, take turns, play fair, and be a good sport. This book teaches social skills for children using the basics of cooperation, getting along, making friends, and being a friend.

Meiners CJ, Johnson M. **Be Polite and Kind**. Minneapolis MN: Free Spirit Publishing, 2004. 35 p. Learning to Get Along.



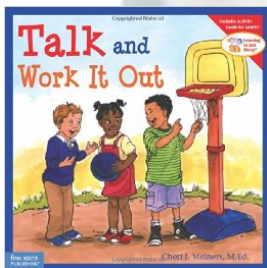
When children are kind, courteous, and respectful, people enjoy being around them and reciprocate with the same behavior. Teach manners using this book that helps kids understand the importance of showing politeness, speaking kindly, using basic courtesies («please,» «thank you,» «excuse me»), and respecting the feelings of others. Scenarios and role-play activities help adults reinforce the book's lessons.

Meiners CJ, Johnson M. **Respect and Take Care of Things**. Minneapolis MN: Free Spirit Publishing, 2004. 35 p. Learning to Get Along.



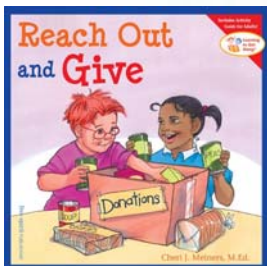
Everything has a place. Things last longer when we take care of them. Showing respect, responsibility, and stewardship are social skills that even young children can relate to - because they have things they value. This book encourages children to pick up after themselves, put things back where they belong, and ask permission to use things that don't belong to them. It also teaches simple environmental awareness: respecting and taking care of the earth. Includes ideas for adult-led activities and discussions.

Meiners CJ, Johnson M. **Talk and Work It Out**. Minneapolis MN: Free Spirit Publishing, 2005. 35 p. Learning to Get Along.



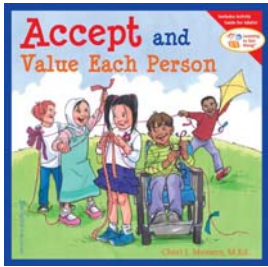
What's the best way to solve problems between people? By talking them over and working them out. It's never too soon for children to learn the process of peaceful conflict resolution. This book distills it into clear, simple language and supporting illustrations. Children learn to calm themselves, state the problem, listen, think of solutions, try one, evaluate results, and even agree to disagree when a solution isn't possible. Includes conflict resolution skill-building games and role plays for adults.

Meiners CJ, Johnson M. **Reach Out and Give**. Minneapolis MN: Free Spirit Publishing, 2006. 35 p. Learning to Get Along.



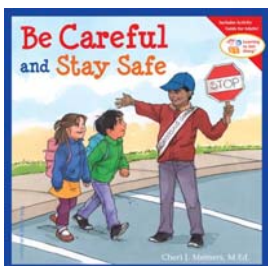
Even very young children can participate in service learning projects to help make the world a better place. This book begins with the concept of gratitude, because feeling grateful is a powerful motivator. Words and pictures show children contributing to their community in simple yet meaningful ways. Includes discussion questions, generosity games, and ideas for service projects.

Meiners CJ, Johnson M. **Accept and Value Each Person**. Minneapolis MN: Free Spirit Publishing, 2006. 35 p. Learning to Get Along.



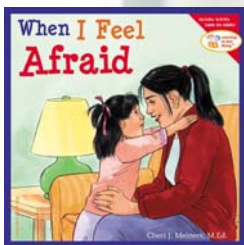
The world is becoming more diverse, and so are the daily lives of our children. Accepting and valuing people and groups who are different from oneself and one's immediate family are critical social skills. This book introduces diversity and related character education concepts: respecting differences, being inclusive, and appreciating people just the way they are. Includes questions, activities, and games that reinforce the ideas being taught.

Meiners CJ, Johnson M. **Be Careful and Stay Safe**. Minneapolis MN: Free Spirit Publishing, 2007. 35 p. Learning to Get Along.



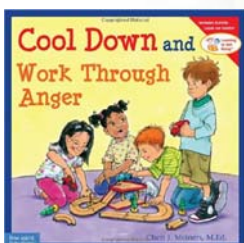
The world can seem so perilous, especially where our children are concerned. But even very young children can learn basic skills for staying safe in ordinary situations and preparing for emergencies. Without scaring kids (or alarming adults), this book about safety for kids teaches little ones how to avoid potentially dangerous situations, ask for help, follow directions, use things carefully, and plan ahead. Includes questions, activities, and safety games that reinforce the ideas being taught.

Meiners CJ, Johnson M. **When I Feel Afraid**. Minneapolis MN: Free Spirit Publishing, 2007. 35 p. Learning to Get Along.



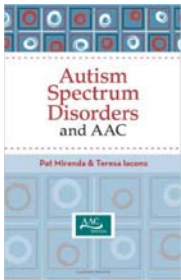
It's never too soon to learn the difference between what's true and what isn't. Words and pictures help young children discover that being honest in words and actions builds trust and self-confidence. They also learn that telling the truth sometimes takes courage and tact. Includes discussion questions, skits, scenarios, and games that reinforce the ideas being taught.

Meiners CJ, Johnson M. **Cool Down and Work Through Anger**. Minneapolis MN: Free Spirit Publishing, 2010. 35 p. Learning to Get Along.



Everyone gets angry, so it's never too early for children to learn to recognize feelings of anger, express them, and build skills for coping with anger in helpful, appropriate ways. Children learn that it is okay to feel angry - but not okay to hurt anyone with actions or words. They discover concrete social skills for anger management: self-calming, thinking, getting help from a trusted person, talking and listening, apologizing, being patient, and viewing others positively. Reassuring and supportive, the book helps preschool and primary children see that when they cool down and work through anger, they can feel peaceful again. Presented in a social story format, the book includes a special section for adults, with discussion questions, games, activities, and tips that reinforce improving social skills. Part of Free Spirit's popular Learning to Get Along series of social stories, Cool Down and Work Through Anger helps children learn to behave responsibly toward themselves and others as they develop the skills of anger management. For all homes, childcare settings, and primary classrooms as well as special education, including settings with children on the autism spectrum.

Mirenda P, Iacono T. **Autism Spectrum Disorders and AAC**. Baltimore: Brookes Publishing, 2009. 484 p. AAC Series.



For children, adolescents, and adults with autism, AAC can have a tremendous positive impact on communication, social skills, and behavior. Now there's a comprehensive, up-to-date research volume that shows professionals what today's most effective AAC methods are - and why they're a perfect fit with a variety of learning approaches that work for people with autism. Pat Mirenda - a leading authority on AAC and autism - and Teresa Iacono partner with more than 30 other experts to give readers the most current, in-depth information on a wide range of AAC methods and technologies.

O'Neill RE, Albin RW, Storey K, Horner RH, Sprague JR. **Functional Assessment and Program Development for Problem Behavior : A practical Handbook**. Andover: Cengage Learning, 2015. 133 p.



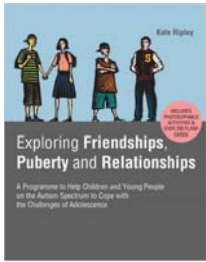
Functional Assessment and Program Development for Problem Behavior: a Practical Handbook, Third Edition, guides readers through the procedures of conducting a functional assessment, including a variety of strategies for assessing problem behavior situations. The book also presents a systematic approach for designing behavioral support programs based on those assessments. Professionals and students alike appreciate the step-by-step guidance as well as the wealth of examples and forms that equip users to begin conducting functional assessments and developing their own intervention programs. Features - Readers gain an understanding of the link between gathering assessment information and developing comprehensive support programs.

Perlin J, Lutes J. **Konrad, je te trouverai**. Kanata ON: Another Chapter Publishing, 2014. 32 p.



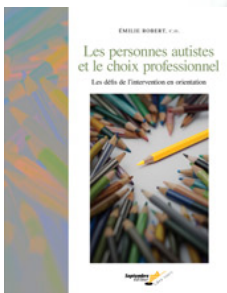
Konrad va commencer l'école et il s'inquiète. "L'école est si grande - qu'est-ce qui arrivera si vous ne pouvez pas me trouver?" Leurs parents essaient de le rassurer qu'ils pourraient le retrouver n'importe où - à l'école, sur une montagne, ou même dans l'espace. Grâce à un dialogue animé, ce livre fait vivre aux tout-petits des aventures formidables au fil des pages, et se veut rassurant pour les enfants qui s'inquiètent à l'idée d'être séparé de leurs parents.

Ripley K. **Exploring Friendships, Puberty and Relationships : A Programme to Help Children and Young People on the Autism Spectrum to Cope with the Challenges of Adolescence.** Londres: Jessica Kingsley Publishers, 2014. 147 p.



A comprehensive, evidence-based curriculum with supporting materials for helping young people on the autism spectrum aged 11+ to understand and cope with the many challenges of adolescence, including the important issues of puberty, sexuality, relationships, gender identity, safety and self-care.

Robert E. **Les personnes autistes et le choix professionnel : Les défis de l'intervention en orientation.** Québec: Septembre Editeur, 2015. 177 p. Libre Cours.



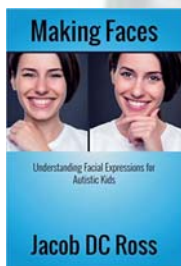
On estime qu'un jeune sur 115 a un trouble du spectre de l'autisme (TSA) au Canada et aux États-Unis, Dans les établissements d'enseignement collégiaux et universitaires du Québec, on observe une augmentation moyenne de 400% de la population étudiante avec un diagnostic de TSA. Si cela n'est pas déjà fait, les conseillers d'orientation recevront en consultation ces jeunes adultes afin de les guider vers un choix professionnel. Toutefois, la majorité des professionnels de l'orientation sentent que leurs méthodes d'intervention habituelles ne donnent pas les résultats escomptés avec ce type de client Froids et passionnés, indifférents et engagés. les jeunes autistes sont clairement différents des autres étudiants. Ils contrastent et ressortent dans un groupe, comme un crayon jaune parmi des crayons de couleur foncée. Or les jeunes ayant un TSA ont ni plus ni moins de capacités que les autres. Ils ont simplement un profil d'habiletés Inhabituel. Cet ouvrage a pour but de vous aider à mieux intervenir en orientation scolaire et professionnelle auprès de jeunes autistes de 16 à 25 ans. A partir de notions théoriques puisées dans les connaissances en psychologie, en neurologie et en génétique, l'auteure vous présente ce qu'est le TSA et vous en explique les manifestations dans la pensée et le comportement des personnes autistes. Ces informations vous permettront de comprendre quels sont les impacts de ces particularités sur une démarche d'orientation scolaire et professionnelle et de découvrir comment adapter les services d'orientation en conséquence. L'auteure vous propose plusieurs activités d'exploration professionnelle, des méthodes de communication et d'intervention ainsi que des activités de réflexion pour les clients autistes. Des histoires de cas illustrent différentes interventions suggérées. Enfin, des ressources pour les conseillers d'orientation vous sont présentées ainsi que des perspectives d'avenir possibles pour ces jeunes à la fois complexes et fascinants.

Roge B, Chossy J-F. **Autisme, comprendre et agir : Santé, éducation, insertion**. Paris: Dunod, 2015. 227 p. Psychothérapies.



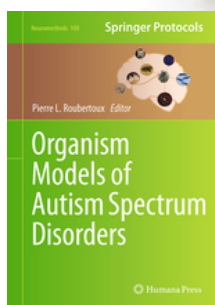
Cet ouvrage se tourne résolument vers l'actualité de l'autisme : il en décrit les ouvertures constructives et montre comment s'associer aux parents pour comprendre l'autisme et en alléger les conséquences au quotidien. Aider la personne atteinte d'autisme, c'est répondre à ses besoins selon trois axes principaux : médical, éducatif, social. C'est aussi aménager l'environnement pour le rendre lisible et donc attractif. Les parents doivent être soutenus dans leur démarche d'éducation et d'insertion sociale. Toutes ces mesures ont pour objectif d'améliorer la qualité de vie de l'enfant et de sa famille. À l'heure d'un plan autisme qui souligne l'importance d'un diagnostic précoce, de l'accompagnement depuis l'enfance de la personne avec autisme et du soutien aux familles, cet ouvrage représente un outil majeur pour la formation des professionnels et pour l'information des parents. Cette troisième édition est enrichie de nouvelles informations correspondant à l'évolution dans le domaine de la recherche.

Ross JDC. **Making Faces : Understanding Facial Expressions for Autistic Kids**, 2015. 27 p.



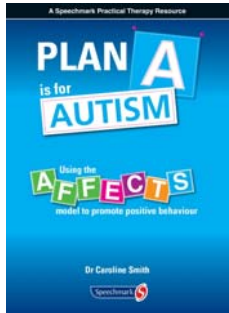
Help your child or student overcome the difficulty of understanding facial expressions with Making Faces! This book features photographs of over a dozen facial expressions, with clues that cue children in to what each facial expression means. There are explanations of each emotion, as well as advice on how to handle different situations during a conversation

Roubertoux P. **Organism models of autism spectrum disorders**. Berlin: Humana Press, 2015. 487 p. Neuromethods.



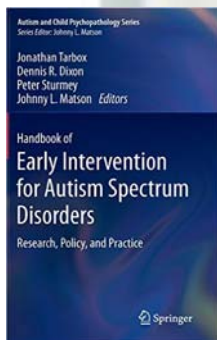
As autism is associated with many rare diseases, this extensive bench book examines how no one single model can be used; multiple organism models are needed, each one corresponding to one of the diseases or to one aspect of a disease. Split into five sections, Organism Models of Autism Spectrum Disorders explores selecting the good species for the specific disease, modeling autism spectrum disorders (ASD) at the brain level, studying communication and social interactions, using vertebrates or invertebrate models of ASD as defined by DSM-5R, as well as pursuing models of diseases associated with an increased incidence of ASDs. Written for the respected Neuromethods series, this detailed volume contains the kind of insight and useful, practical advice that ensures more successful results in the lab. Comprehensive and handy, Organism Models of Autism Spectrum Disorders will benefit psychiatrists and geneticists, as well as behavioral researchers who, realizing how important it is to improve their knowledge through more molecular approaches, are looking for the most suitable organisms.

Smith C. **Plan A is for Autism : using the AFFECTs model to promote positive behaviour.** Milton Keynes: Speechmark Publishing, 2015. 171 p.



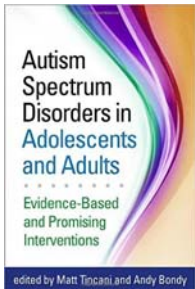
This practical resource provides a systematic process for helping teachers and others to promote positive behaviour in children and young people with Autistic Spectrum Disorders. This text provides an original multi-element approach leading to planned individual interventions. Drawn from the author's extensive knowledge of autism, it enables those living and working with children with Autism Spectrum Disorders (ASD) to jointly plan for change. This resource will: - provide an overview of the behaviours of children with autism - explore the underlying reasons why children with autism act and react as they do - consider quite carefully who is impacted by the behaviour of the child with autism, with outcomes for emotional well-being - explore how to make a difference in the shorter term by using the Two Time approach - help you to implement a unique and individual intervention plan for the child with autism using the AFFECTS plan.

Tarbox J, Dixon DR, Sturmey P, Matson JL. **Handbook of Early Intervention for Autism Spectrum Disorders : Research, Policy, and Practice.** Berlin: Springer, 2014. 834 p. Autism and Child Psychopathology Series.



Current rates of autism diagnoses have been cause for concern and research as well as rumor and misinformation. Important questions surround the condition: how early can an accurate diagnosis be made? At what age should intervention start? How can parents recognize warning signs? And what causes autism in the first place? There are no easy answers, but the Handbook of Early Intervention for Autism Spectrum Disorders gives researchers, practitioners, and academics the science and guidance to better understand and intervene. Background chapters survey the history of professional understanding of the disorders and the ongoing debate over autism as a single entity or a continuum. Chapters on best methods in screening, assessment, and diagnosis reflect the transition between the DSM-V and older diagnostic criteria. And at the heart of the book, the intervention section ranges from evidence-based strategies for developing core skills to ethical concerns, cultural considerations, and controversial treatments.

Tincani M, Bondy A. **Autism Spectrum Disorders in Adolescents and Adults : Evidence-Based and Promising Interventions.** New-York: Guilford Press, 2014. 334 p.



Bringing together leading experts, this book presents effective practices for helping people with autism spectrum disorders (ASD) to thrive in adulthood. As individuals with ASD mature, their needs change as well. The book reviews the growing research base and describes ways to support adolescents and adults in succeeding in higher education and work, living independently, enjoying leisure activities, navigating meaningful personal relationships, and more. Specific behavioral and instructional interventions - such as functional communication training, positive behavior support, and applied behavior analysis - are discussed. Case examples illustrate practical aspects of applying the strategies in real-world school and community settings.

Vera LP. **TDA/H chez l'enfant et l'adolescent : Trouble Déficit de l'Attention/Hyperactivité. Du diagnostic aux traitements.** Paris: Dunod, 2015. 256 p. Les Ateliers du praticien.



Le diagnostic du trouble de l'attention avec ou sans hyperactivité est difficile à établir, bien qu'il touche près de 5 % de la population infanto-juvénile. Il est donc impératif d'aider le professionnel à mieux repérer cette pathologie pour mieux la traiter. Les sept chapitres développés dans cet atelier décrivent les étapes qui conduisent de la suspicion du trouble à sa prise en charge. Les symptômes, les diverses manifestations ainsi que les comorbidités (notamment le trouble anxieux) qui en modifient la perception sont clairement exposés. L'alliance thérapeutique qui s'instaure tout au long de la relation, de l'entretien clinique aux traitements, est largement décrite. Des outils d'évaluation diagnostique, des illustrations cliniques détaillées, des définitions et des résumés de synthèse font de cet ouvrage un véritable guide pratique.

Werner James A, Tay K. **Autism and Appropriate Touch : A Photocopiable Resource for Helping Children and Teens on the Autism Spectrum Understand the Complexities of Physical Interaction.** Londres: Jessica Kingsley Publishers, 2015. 136 p.



Children and teens with Autism Spectrum Disorder can find the complicated social rules around touch very difficult, and this can leave them vulnerable. This educational resource provides ready-to-use lessons with photocopiable worksheets to teach about appropriate touch and social boundaries in family, educational, and community settings.