

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

***Nouvelles acquisitions  
Septembre 2015***

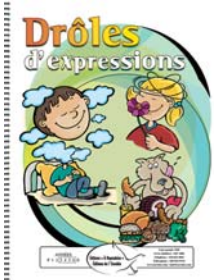


centre de  
**RESSOURCES**  
**AUTISME**

RHÔNE-ALPES

**Catalogue en ligne sur**  
[http://www.cra-rhone-alpes.org/cid/opac\\_css](http://www.cra-rhone-alpes.org/cid/opac_css)

**Drôles d'expressions.** Lévis: Editions "A Reproduire" - Editions de l'Envolée, 2002. 35 p.



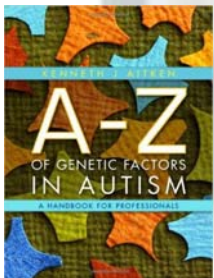
Drôles d'expressions propose à l'élève, seul ou en équipe, une recherche d'expressions et de leur signification. À partir des quatre dessins d'une page, l'élève trouve et écrit les expressions se rapportant au thème de la page. Des thèmes tels les animaux, les fruits, les parties du corps, etc., sont présents. Amusant et culturel, Drôles d'expressions fournit un vocabulaire utile à l'oral et à l'écrit. Un corrigé est proposé à la fin du document.

**Non au taxage !** Lévis: Editions "A Reproduire" - Editions de l'Envolée, 2011. 38 p.



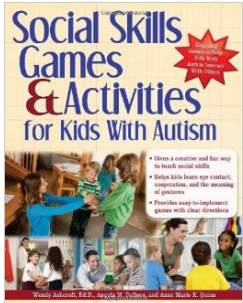
Non au taxage ! présente des ressources afin de conscientiser les enfants au problème de l'intimidation, principalement au taxage. Des activités orales et écrites permettent à l'élève de s'exprimer sur le sujet et de chercher des pistes de solution au problème. Les cycles cibles sont indiqués pour chaque activité. Un CD, sur lequel trois pièces musicales (version chantée et instrumentale) servent de compléments aux activités, est disponible avec le document.

**Aitken KJ. An A-Z of Genetic Factors in Autism : A Handbook for Professionals.** Londres: Jessica Kingsley Publishers, 2010. 542 p.



Our understanding of the biological bases to the autistic spectrum disorders (ASDs) is advancing rapidly. Over 80 genetic conditions have now been reported in people who have also been diagnosed with ASDs. Many of these conditions have specific implications for the presenting phenotype and for treatment, management, and intervention. If the basis to the presenting behavioural phenotype is not identified, this can result in a sub-optimal level of care, complications, or even permanent damage. Kenneth J. Aitken shows that the notion of a single condition known as 'autism' is no longer tenable, and challenges current trends in the diagnosis and management of these behaviours as a homogenous group by drawing on recent research into brain function, genetics, epidemiology and neurology. This volume explains the biology and genetics of ASD, and provides clinicians and researchers with a comprehensive summary of each genetic factor including the research that links it to ASD, diagnosis and treatment issues, and related animal models, as well as detailing relevant professional organisations and avenues for further research. An A-Z of Genetic Factors in Autism is an essential resource for a wide range of researchers, clinical professionals and students interested in autism spectrum disorders, including clinical and educational psychologists, dieticians, psychiatrists, and neurologists.

Ashcroft W, Dellosa AM, Quinn AMK. **Social Skills Games and Activities for Kids With Autism**. Waco TX: Prufrock Press, 2013. 207 p.



Social Skills Games and Activities for Kids With Autism provides complete instructions for using fun, engaging games and activities to teach social skills to children with autism spectrum disorders. The games include directions for assessing skills such as asking for toys, getting the attention of others, reading nonverbal gestures, understanding perspectives, and cooperating to solve problems. Using the principles of Applied Behavior Analysis, the book takes teachers through motivating, prompting, shaping, modeling, and reinforcing social skills while playing the games and helping students learn to participate in other activities such as demonstrating the social skill in role plays and the natural environment. Perfect for teachers struggling to help their students with autism learn to interact socially with their peers, these games are sure to become a much-loved part of students' daily routines.

Aubert E, Pourre F. **Sociab'Quizz : Les habiletés sociales en questions**. Paris: Valorémis, st éla



Sociab'Quizz est une médiation ludique destinée aux Groupes d'Entraînement aux Habiletés Sociales pour les professionnels intervenant auprès d'une population infanto-juvénile (11-17 ans) : médecin, psychiatre, psychologue, orthophoniste, psychomotricien, éducateur spécialisé, infirmier. SOCIAB'QUIZZ permet l'acquisition et l'amélioration des compétences sociales des enfants et adolescents. Médiation attractive au service des groupes d'entraînement aux habiletés sociales, il répond au besoin de créer immédiatement un cadre motivant favorable à la cohésion du groupe et à l'implication des participants. Enfin, cet outil actualise des stratégies thérapeutiques spécifiques (expression et gestion des émotions, jeux de rôle, techniques cognitives, résolution de problèmes...) pour une meilleure adaptation socio-émotionnelle.

Azri S, Belair F, Lansac J-L. **Tous les enfants peuvent être des superhéros : Activités pour développer les habiletés sociales, l'estime de soi et la résilience**. Montréal (Québec): Chenelière Education, 2015. 152 p. Didactique. Citoyenneté et comportement.



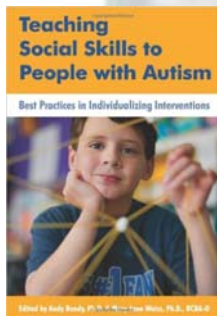
Faites découvrir à vos élèves les superhéros Estimo, Relationix, Optimus, Angélix, Zen, Tranquilo, Nina et Lina et Supersanté. Ils ne tarderont pas à s'identifier à eux, ce qui les aidera à développer leurs habiletés sociales et à améliorer leur estime de soi et leur résilience. Les 10 ateliers de cet ouvrage offrent des activités clés en main et près de 100 fiches reproductibles illustrées pour développer chez les jeunes de 8 à 12 ans : - la confiance en soi; - les habiletés de communication; - la pensée positive; - le deuil et la perte; - la gestion du stress et de l'anxiété; - la gestion de la colère; - des relations saines; - un esprit sain dans un corps sain. Que vous soyez enseignant, psychoéducateur ou tout autre intervenant jeunesse, vous adorerez accompagner les jeunes dans cet univers de bande dessinée et de superhéros qui leur permettra de vivre en harmonie avec eux-mêmes et avec les autres.

Beukelman DR, Mirenda P. **Augmentative and Alternative Communication : Supporting Children and Adults with Complex Communication Needs**. Baltimore: Brookes Publishing, 2013. 593 p.



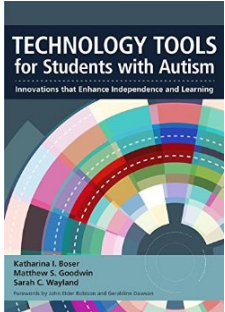
As AAC use continues to flourish and new technology revolutionizes the field, tomorrow's service providers need current, authoritative information on AAC for children and adults with communication disorders. That's why David Beukelman and Pat Mirenda have revised and updated the bestselling Augmentative and Alternative Communication - the trusted, widely adopted graduate-level text on communication disorders and AAC. The foundational textbook for SLPs, OTs, PTs, teachers, and other professionals in clinical and educational settings, this fourth edition is a definitive introduction to AAC processes, interventions, and technologies that help people best meet their daily communication needs.

Bondy A, Weiss MJ. **Teaching Social Skills to People with Autism : Best Practices in Individualizing Interventions**. Bethesda MD: Woodbine House, 2013. 177 p.



Social skills are a significant challenge for people with autism and typically become an important focus of their behavior therapy. This groundbreaking compendium, written by the leading practitioners in the field, examines the most current and effective methods of teaching social skills to children and adults with ASD. The authors present various evidence-based approaches, and include case studies to illustrate how each strategy is used in practice. Examples of the topic covered include how to: - Train parents on increasing a child's engagement and play - Distinguish social skills from communication/language skills - Combine approaches in small group settings with typically developing peers - Target core deficits of autism with Pivotal Response Treatment - Use conventional scripts, video modeling, and peer-mediated interventions - Employ naturalistic teaching strategies - Promote and develop specific social skills - Collect and analyze data and chart progress ABA therapist, teachers, early interventionists, SLPs, college students, and families can use this authoritative book to prepare, implement, and modify a social skills treatment plan and monitor its success.

Boser KI, Goodwin MS, Wayland SC, Robison JE, Dawson G. **Technology Tools for Students with Autism : Innovations that Enhance Independence and Learning**. Baltimore: Brookes Publishing, 2014. 335 p.



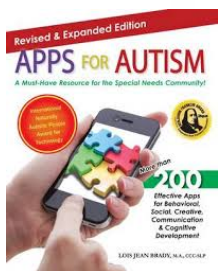
Technology holds great promise for helping students with autism learn, communicate, and function effectively in the modern world. Start leveraging that power today with this forward-thinking book, your in-depth guided tour of technologies that support learners with autism and help them fully participate in their classroom and community. You'll learn about readily available technologies you can use right now - from apps to video modeling - and explore next-wave innovations that will help shape the future of autism intervention, such as therapeutic robots and advanced virtual reality technologies. You'll also get critical guidance on how to select the appropriate technology for your needs, weave technology into a universal design for learning framework, and conduct effective professional development so teachers make the most of new tools and strategies.

Bourdon S, Mercier A, Leduc L. **Les Kriks : Le jeu des ressources**. Montréal: CECOM - Centre de Communication en Santé Mentale, 2012.



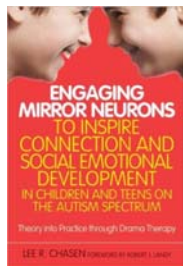
Résolument ludique et interactif, le jeu « Les Kriks » est d'abord et avant tout un outil psychoéducatif novateur que les divers professionnels œuvrant auprès des adolescents (12-17 ans) apprécieront utiliser dans leurs interventions quotidiennes. Stimulant et amusant, il présente l'avantage de favoriser l'acquisition du savoir, du savoir-faire et du savoir-être sous une forme qui rallie spontanément les jeunes et suscite leur participation. Les principaux objectifs du jeu sont les suivants : Permettre au jeune d'identifier les ressources d'aide disponibles dans sa communauté. Amener le jeune à réaliser qu'il possède des forces, des compétences et des habiletés. favorables à la résolution de problèmes. Sensibiliser le jeune à l'utilisation de moyens concrets pour surmonter ses difficultés

Brady LJ. **Apps for Autism : More than 200 Effective Apps for Behavioral, Social, Creative, Communication, and Cognitive Development**. Arlington (Texas): Future Horizons, 2015. 436 p.



Actually, there are more than 200 apps for autism, and this book will guide you through them so you can confidently utilize today's technology to maximize your child or student's success! Speech Language Pathologist Lois Jean Brady wrote this book in order to educate parents, teachers, and other professionals about the breakthrough method she calls «iTherapy» - which is the use of Apple products (iPhone, iPad, iPod Touch) and various apps (computer applications) in meeting students' individual educational goals. Lois believes that all persons on the spectrum can learn how to use technology in a way that is relevant to them. She shares important tips on how to use apps responsibly and effectively by maintaining a child-centered, team approach to teaching and learning, taking into account the individual's interests, strengths/challenges, vision, motor planning, attention, sensory processing, memory, cognitive ability, environment, and access to tools.

Chasen LR, Landy RJ. **Engaging Mirror Neurons to Inspire Connection and Social Emotional Development in Children and Teens on the Autism Spectrum : Theory into Practice through Drama Therapy**. Londres: Jessica Kingsley Publishers, 2014. 320 p.



This innovative drama therapy program develops social skills in children and teens on the autism spectrum. Drawing on research into the mirror neuron system, it details 30 sessions involving creative tools such as guided play, sociometry, puppetry, role-play, video modeling and improvisation.

Coulombe J. **Fais-moi penser 5**. Lévis: Editions "A Reproduire" - Editions de l'Envolée, 2006. 59 p.



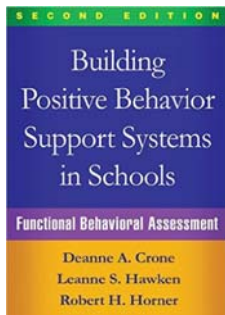
Ce document est élaboré selon les habiletés affectives et cognitives nécessaires au développement de la pensée critique. Les exercices proposés amènent l'élève à penser indépendamment et intelligemment, à préciser son opinion, à générer des solutions, à clarifier sa pensée avec un vocabulaire approprié, à définir ses valeurs et à développer son intégrité par des discussions et des débats. Tous les thèmes du programme d'éthique au secondaire sont étudiés : la liberté, l'autonomie, l'ordre social, la tolérance, la justice, l'ambivalence de l'être humain ainsi que l'avenir de l'humanité.

Crocq M-A, Guelfi J-D, Boyer P, Pull C, Pull-Erpelding M-C. **DSM-5 : Manuel Diagnostique et Statistique des Troubles Mentaux**. Issy-les-Moulineaux: Masson, 2015. 1114 p.



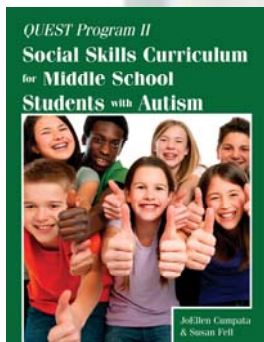
Le DSM-5 est le fruit de 12 années de travail impliquant des centaines d'experts internationaux dans tous les domaines de la santé mentale. Cet ouvrage de référence propose une classification des troubles mentaux, tous décrits de façon claire, concise et systématique. Ce qui est nouveau dans le DSM-5 : - Les troubles apparus dans l'enfance sont pris en compte dans une perspective développementale et longitudinale, ce qui aboutit à un chapitre sur les troubles neurodéveloppementaux et à la définition d'un "trouble du spectre de l'autisme".

Crone DA, Hawken LS, Horner RH. **Building Positive Behavior Support Systems in Schools : Functional Behavioral Assessment.** New-York: Guilford Press, 2015. 288 p.



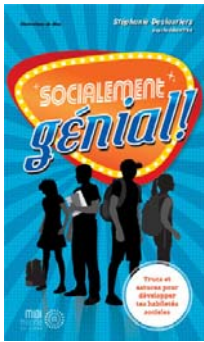
A widely used practitioner guide and text, this book presents a blueprint for meeting the challenges of severe problem behavior in grades PreK-8. It shows how to provide effective behavior support for the 1-5% of students who require intensive, individualized intervention. Case examples illustrate step-by-step procedures for identifying student needs using functional behavioral assessment (FBA) and designing, implementing, and evaluating team-based behavior support plans (BSPs). The book also describes how to build school- and districtwide capacity to conduct FBA-BSPs. Reproducible forms and worksheets are included; purchasers get access to a Web page where they can download and print the reproducible materials in a convenient 8½" x 11" size. New to This Edition: - Incorporates current FBA-BSP research and best practices. - Chapters on developing districtwide capacity; FBA apps and software; applications for academic problems; and early childhood settings. - Increased attention to FBA-BSP as a Tier III intervention within a multi-tiered framework.

Cumpata J, Fell S. **Quest Program II. Social Skills Curriculum for Middle School Students with Autism : Ready to use lessons with games, role-play activities, and more!** Arlington (Texas): Future Horizons, 2015. 333 p.



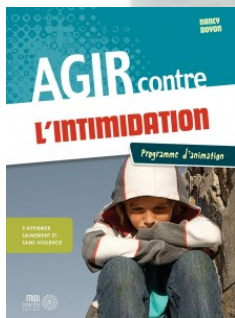
Why start a social skills program? The question is not why, but why not? With inclusive education becoming the norm in schools nationwide, teachers often struggle to address students non-academic needs, but teachers need ready-to-use lessons that won't interfere with their curriculum. Quest Program II is a social skills program created to help middle school students with autism who struggle with social skills and pragmatic language. Developed by a school social worker and speech language pathologist, the program uses an intensive, proactive approach to teaching social skills, combining written instruction with games, activities, and student interaction. Six helpful units: School Survival Basics, Understanding and Managing Emotions, Communication Skills, Making Friends and Interacting with Peers, Personal Safety, Vocational Readiness can be implemented either chronologically or on their own. Evidence-based research supports the methods used and students have a great time learning-by-doing, through role-play and real-world experience. Parents are kept in the loop with email updates and evaluations. Everyone wins with this program! Best of all, the book includes a CD of printable worksheets, letters, forms, and more! QUEST Program II covers: Greetings, Paying Attention, Daily Hygiene, Asking for Help, Understanding Feelings, Getting Angry/Calming Down, Managing Stress, Starting a Conversation, Making and Keeping Friends, Gossiping, Bullying, and Teasing, Resisting Peer Pressure, Dating, Internet and E-mail Safety, and many more!

Deslauriers S, Mao. **Socialement génial ! : Trucs et astuces pour développer tes habiletés sociales.** Québec: Midi Trente Editions, 2014. 110 p.



Être socialement génial, c'est très « cool » ! Et développer ses habiletés sociales, alors ça, c'est vraiment Wow ! Quelle que soit l'époque à laquelle il a vécu, l'Homme (et donc la femme, l'enfant et l'ado aussi) a toujours été ce qu'on appelle un être social. Encore aujourd'hui, il se joint à d'autres personnes de son espèce (même si parfois, il préfère son chien, son chat ou son iPod !) pour apprendre, jouer, rigoler, collaborer, se confier, évoluer, travailler, partager ses passions, ses idées et ses pensées... Mais parlons de toi. Quel genre d'être social es-tu ? En relation avec les autres, es-tu plutôt maladroit ou assuré ? Sociable ou réservé ? Conventionnel ou excentrique ? Et surtout, as-tu envie de développer des trucs pour mieux t'entendre avec les autres ? Pour t'aider à résoudre tes conflits ? Pour te faire des amis plus facilement ou simplement pour acquérir de l'assurance dans tes relations sociales ?

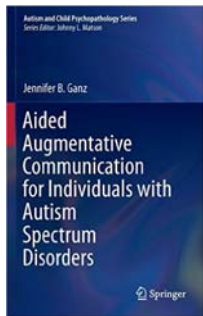
Doyon N, Boudreault F. **Agir contre l'intimidation : S'affirmer sainement et sans violence. Programme d'animation.** Québec: Midi Trente Editions, 2014. 125 p.



« Il est possible de contrer l'intimidation ! Les intimidateurs peuvent continuer d'avoir du leadership et d'être populaires tout en respectant les autres. Les victimes ne méritent pas ce qui leur arrive et peuvent reprendre leur pouvoir et apprendre à se défendre tout en demeurant de gentilles personnes. Et les témoins ont le pouvoir d'agir sur la situation, même s'ils ne sont pas directement concernés. » - Nancy Doyon Ce programme d'animation est conçu pour sensibiliser les enfants au phénomène de l'intimidation et pour les outiller afin qu'ils puissent se défendre efficacement, sans violence. Ce qui distingue la démarche suggérée par Nancy Doyon, c'est qu'elle propose de prévenir et de contrer l'intimidation par l'enseignement d'habiletés d'affirmation de soi et par l'acquisition de saines habiletés sociales. Les activités s'adressent donc à tous les acteurs impliqués : les intimidateurs, les victimes et les témoins. Structuré et détaillé, le programme comprend également des fiches téléchargeables qui soutiendront l'apprentissage de techniques et de stratégies éprouvées, et ce, par le biais d'activités variées : discussions, mises en situation, allégories, exercices pratiques, travail sur la posture et le ton de voix, etc. Ce guide peut être utilisé tant par les parents désirant accompagner leurs enfants que par les enseignants et les intervenants scolaires qui souhaitent implanter un programme complet dans leur milieu.

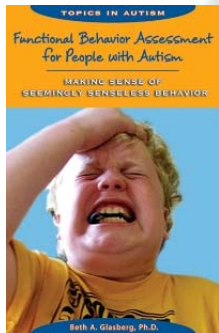


Ganz JB. **Aided Augmentative Communication for Individuals with Autism Spectrum Disorders**. Berlin: Springer, 2014. 141 p. Autism and Child Psychopathology Series.



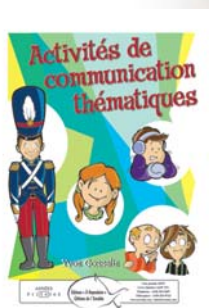
Just as autism is a continuum of disorders, it is associated with a broad range of neurodevelopmental, social, and communication deficits. For individuals with autism spectrum disorders (ASD), augmentative and alternative communication (AAC) has a major impact on their daily lives, often reducing the occurrence of challenging behaviors. Aided Augmentative Communication for Individuals with Autism Spectrum Disorders is a practical guide to the field, offering readers a solid grounding in ASD, related complex communication needs (CCN), and AAC, especially visual and computer-based technologies.

Glasberg B, Larue RH. **Functional Behavior Assessment for People with Autism : Making Sense of Seemingly Senseless Behavior**. Bethesda MD: Woodbine House, 2015. 171 p. Topics in autism.



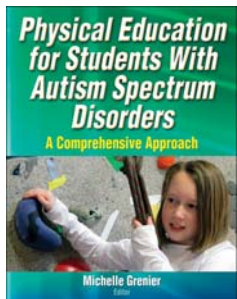
Many children and adolescents with autism engage at least occasionally in behavior that doesn't make sense - behavior that can alienate them from peers or limit their participation in school or family activities. This book is the one-stop guide to functional behavior assessment (FBA), the «gold-standard» approach used to identify and address factors contributing to problem behavior. It provides step-by-step instructions for conducting FBAs, and includes strategies for their use outside of the clinic - in home, school, and community settings. The latest research about FBAs, forms to record data, and an overview on how to turn assessment results into effective intervention plans are included. With this book, parents, educators, and therapists will find that they don't have to be experts to use FBAs to unlock an unwanted behavior's purpose, and then change it.

Gosselin Y. **Activités de communication thématiques**. Lévis: Editions "A Reproduire" - Editions de l'Envolée, 2005. 58 p.



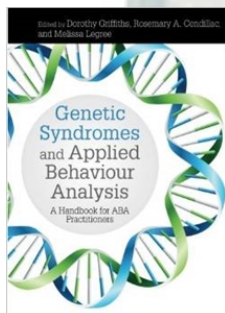
Activités de communication thématiques a été conçu à partir des thèmes que l'on retrouve dans le matériel pédagogique de l'enseignement des langues secondes. Ce document est donc le parfait complément au programme des enseignants et enseignantes qui travaillent par thèmes et qui cherchent une façon simple, amusante et interactive de développer les habiletés langagières de leurs élèves. Il s'agit essentiellement d'activités interactives d'introduction de mots de vocabulaire.

Grenier M. **Physical Education for Students With Autism Spectrum Disorders : A Comprehensive Approach**. Champaign, IL: Human Kinetics, 2014. 141 p.



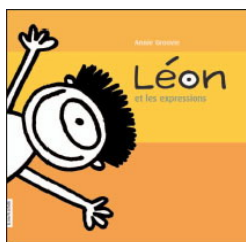
Current estimates are that 1 out of 88 children will be diagnosed with some form of autism. Planning a curriculum that includes all students, including those with ASD, can be a challenging task but well worth the effort. This book identifies strategies that highlight students' skills, interests, and abilities through collaborative practices, environmental design, and assistive technologies. *Physical Education for Students With Autism Spectrum Disorders: A Comprehensive Approach* - introduces the inclusion spectrum as a tool to help teachers analyze appropriate instruction for students, aligning abilities with curriculum and activity context; - provides information on tools such as scripts, video modeling, social stories, and choice boards to assist teachers in developing programs; - presents a variety of activities that teachers can choose from to help students with ASD develop social and motor skills; and - assimilates best practices from general and adapted PE as well as autism training and research that offer solutions for increased student engagement in physical education.

Griffiths D, Condillac RA, Legree M. **Genetic Syndromes and Applied Behaviour Analysis : A Handbook for ABA Practitioners**. Londres: Jessica Kingsley Publishers, 2014. 336 p.



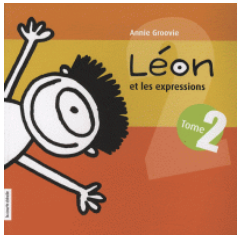
This ground-breaking resource demonstrates how genetic knowledge can influence our understanding of a child's behaviour and therefore inform their behavioural support plan. With expert advice and clear instructions, it shows exactly how to go about incorporating syndrome knowledge into ABA practice and start treating children with specific genetic syndromes more effectively. Six different genetic syndromes are covered in detail, ranging from Angelman syndrome to Williams syndrome. The book also includes general sections on genetic intellectual disability syndromes and an explanation of ABA methodology. This will be an invaluable and enlightening book for ABA practitioners and other professionals supporting people with intellectual disabilities caused by a specific genetic syndrome from age 3 to young adult, providing the missing link between ABA and the role that genetics can play in accurate assessment and intervention.

Groovie A. **Léon et les expressions. Tome 1**. Montréal: La courte échelle, 2007. 29 p.



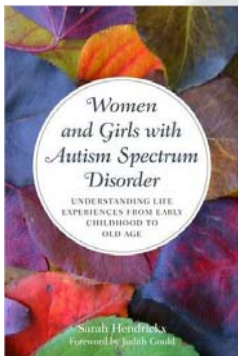
*Léon et les expressions* est le premier album d'une nouvelle série où se mêlent l'humour et l'absurde. Léon est un personnage loufoque qui présente en images et avec beaucoup d'humour trente expressions telles que «passer du coq à l'âne», «manger sur le pouce» ou «vider son sac». Dans l'univers de Léon, chaque expression est illustrée par une mise en scène dynamique et fantaisiste de type bandes dessinées. Cette nouvelle série sort de l'ordinaire, tant en raison de son thème que de son traitement. Elle est idéale pour faire découvrir aux jeunes des expressions en utilisant l'humour. Les prochains titres porteront sur les bonnes manières et sur les superstitions. *Léon et les expressions*: un album amusant et rafraîchissant qui divertira les lecteurs de tout âge!

Groovie A. **Léon et les expressions. Tome 2.** Montréal: La courte échelle, 2007. 29 p.



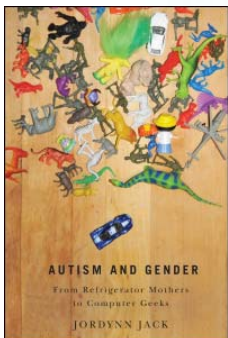
Léon et les expressions est le premier album d'une nouvelle série où se mêlent l'humour et l'absurde. Léon est un personnage loufoque qui présente en images et avec beaucoup d'humour trente expressions telles que «passer du coq à l'âne», «manger sur le pouce» ou «vider son sac». Dans l'univers de Léon, chaque expression est illustrée par une mise en scène dynamique et fantaisiste de type bandes dessinées. Cette nouvelle série sort de l'ordinaire, tant en raison de son thème que de son traitement. Elle est idéale pour faire découvrir aux jeunes des expressions en utilisant l'humour. Les prochains titres porteront sur les bonnes manières et sur les superstitions. Léon et les expressions: un album amusant et rafraîchissant qui divertira les lecteurs de tout âge!

Hendrickx S, Gould J. **Women and Girls with Autism Spectrum Disorder : Understanding Life Experiences from Early Childhood to Old Age.** Londres: Jessica Kingsley Publishers, 2015. 248 p.



The difference that being female makes to the diagnosis, life and experiences of a person with an Autism Spectrum Disorder (ASD) has largely gone unresearched and unreported until recently. In this book Sarah Hendrickx has collected both academic research and personal stories about girls and women on the autism spectrum to present a picture of their feelings, thoughts and experiences at each stage of their lives. Outlining how autism presents differently and can hide itself in females and what the likely impact will be for them throughout their lifespan, the book looks at how females with ASD experience diagnosis, childhood, education, adolescence, friendships, sexuality, employment, pregnancy and parenting, and aging. It will provide invaluable guidance for the professionals who support these girls and women and it will offer women with autism a guiding light in interpreting and understanding their own life experiences through the experiences of others.

Jack J. **Autism and Gender : From Refrigerator Mothers to Computer Geeks.** Champaign, IL: University of Illinois Press, 2014. 320 p.



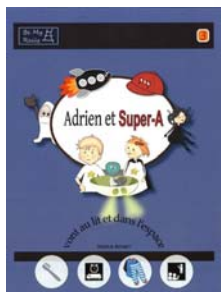
The reasons behind the increase in autism diagnoses have become hotly contested in the media as well as within the medical, scholarly, and autistic communities. In *Autism and Gender: From Refrigerator Mothers to Computer Geeks*, Jordynn Jack focuses on the ways gender influences popular discussion and understanding of autism's causes and effects. She identifies gendered theories like the «refrigerator mother» theory, for example, which blames emotionally distant mothers for autism, and the «extreme male brain» theory, which links autism to the modes of systematic thinking found in male computer geeks. Jack's analysis reveals how people employ highly gendered theories to craft rhetorical narratives around stock characters--fix-it dads, heroic mother warriors rescuing children from autism--that advocate for ends beyond the story itself while also allowing the storyteller to gain authority, understand the disorder, and take part in debates. The first book to look at how gender informs popular discussion about autism, offers new insights into the ways rhetorical inquiry can and does contribute to conversations about gender and disability.

Jensen J. **Se laver et attendre avec Adrien et Super-A. Leçons de vie pour enfants avec autisme ou TDAH : Les petits nouveaux 2**: Be My Rails, 2015. 26 p.



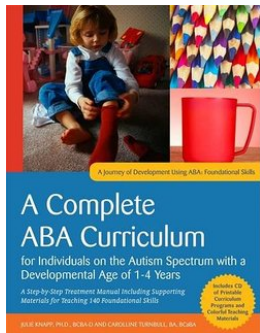
Cahier N°1, 3-9 ans : Les petits nouveaux : Dans ce cahier d'exercices sur des leçons de vie, votre enfant aidera Adrien et Super-A à attendre leur tour dans différentes situations. Apprenez aussi ensemble avec notre jeune super-héros et son frère quand et comment se laver les mains. Et... devrait-on vraiment nous essuyer les mains sur le T-shirt de Maman ? Les exercices développent les capacités de penser en plusieurs étapes et de comprendre les avis des autres. Ce cahier d'exercices va avec le livre livre 1 : Adrien et Super-A cuisinent et aiment autrement mais peut très bien être utilisé sans.

Jensen J. **Adrien et Super-A vont au lit et dans l'espace**: Be My Rails, 2015. 26 p.



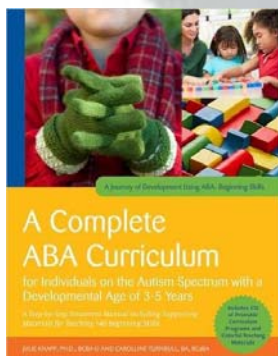
Ces adorables leçons de vie sont basées sur la technique des scénarios sociaux et sont complétées par des pictogrammes. Adrien et Super-A est une série de livres interactifs faite sur mesure pour les enfants atteints d'autisme et de TDAH, mais qui convient à tout enfant curieux. Les histoires peuvent être ajustées en fonction de l'âge ou des capacités de votre enfant. Adrien veut aider le dragon triste. Rejoins Adrien et la petite super-héros dans l'espace et découvre la Planète Dentifrice et la Forêt Brossadent. Adrien et Super-A nous apprendront à bien nous brosser les dents et à rester au lit lorsqu'il est l'heure de dormir. Mais... Pourquoi le dragon avec les dents en Lego est-il triste ? Un livre amusant sur l'heure d'aller au lit... sur les horloges avec des étoiles du sommeil... sur l'importance de dire à Maman où tu vas... et sur le fait d'aider les autres quand tu peux. Rejoins l'histoire interactive avec les vers de Bon Pouce : si c'est bien... pouce vers le haut ! Les compétences de la vie quotidienne dans ce livre : - Enfiler son pyjama - Rester au lit toute la nuit - Se brosser les dents - Dire où on va

Knapp JA, Turnbull C. **A Complete ABA Curriculum for Individuals on the Autism Spectrum with a Developmental Age of 1-4 Years : A Step-by-Step Treatment Manual Including Supporting Materials for Teaching 140 Foundational Skill.** Londres: Jessica Kingsley Publishers, 2014. 492 p.



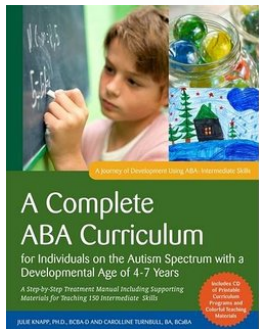
Developed for individuals on the autism spectrum with a developmental age of approximately 1 - 4 years, this comprehensive ABA curriculum contains everything needed to teach foundational level skills such as appropriate sitting, attention, eye contact, motor skills, basic receptive and expressive language skills, play, and foundational skills of daily living. Evidence-based, the resource guides instructors step-by-step through using ABA to teach over 140 foundational skills. The program can be individualized to meet the needs and interests of the individual, and instructions are given on how to do this. An accompanying CD contains the teaching materials needed to implement the program, including over 1000 color picture cards, handy printable copies of the curriculum programs, data forms and checklists. The authors also provide guidance on creating an effective ABA teaching environment, as well as a wealth of practical teaching strategies for ensuring therapy success. This is an unparalleled resource for professionals working with children with ASDs who are looking for a robust and ready-to-implement ABA curriculum. It will be a valuable tool for behaviour analysts, teachers, psychologists, occupational therapists and students in these fields, as well as to parents working with professionals to implement an ABA program.

Knapp JA, Turnbull C. **A Complete ABA Curriculum for Individuals on the Autism Spectrum with a Developmental Age of 3-5 Years : A Step-by-Step Treatment Manual Including Supporting Materials for Teaching 140 Beginning Skills.** Londres: Jessica Kingsley Publishers, 2014. 479 p.



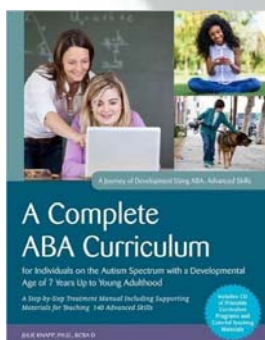
Containing everything needed to teach beginning skills such as imitation, visual spatial awareness, expressive and receptive language skills and skills of daily living, this comprehensive ABA curriculum has been developed for individuals on the autism spectrum with a developmental age of approximately 3 - 5 years. Evidence-based, the resource guides instructors step-by-step through using ABA to teach over 140 beginning skills. The program can be individualized to meet the needs and interests of the individual, and instructions are given on how to do this. An accompanying CD contains the teaching materials needed to implement the program, including over 1000 color picture cards, handy printable copies of the curriculum programs, data forms and checklists. The authors also provide guidance on creating an effective ABA teaching environment, as well as a wealth of practical teaching strategies for ensuring therapy success. This is an unparalleled resource for professionals working with children with ASDs who are looking for a robust and ready-to-implement ABA curriculum. It will be a valuable tool for behaviour analysts, teachers, psychologists, occupational therapists and students in these fields, as well as to parents working with professionals to implement an ABA program.

Knapp JA, Turnbull C. **A Complete ABA Curriculum for Individuals on the Autism Spectrum with a Developmental Age of 4-7 Years : A Step-by-Step Treatment Manual Including Supporting Materials for Teaching 150 Intermediate Skills.** Londres: Jessica Kingsley Publishers, 2014. 495 p.



Covering intermediate skills such as comprehension of abstract language, social and play skills, emotional and behavioral regulation, and academic skills, this comprehensive ABA curriculum has been developed specifically for individuals on the autism spectrum with a developmental age of approximately 4-7 years. Evidence-based, the resource guides instructors step-by-step through using ABA to teach 150 intermediate skills. The program can be individualized to meet the needs and interests of the individual, and instructions are given on how to do this. An accompanying CD contains the teaching materials needed to implement the program, including over 1000 printable color picture cards and worksheets, handy printable copies of the curriculum programs, data forms and checklists. The authors also provide guidance on creating an effective ABA teaching environment, as well as a wealth of practical teaching strategies for ensuring therapy success. This is an unparalleled resource for professionals working with children with ASDs who are looking for a robust and ready-to-implement ABA curriculum. It will be a valuable tool for behaviour analysts, teachers, psychologists, occupational therapists, and students in these fields, as well as to parents working with professionals to implement an ABA program.

Knapp JA, Turnbull C. **A Complete ABA Curriculum for Individuals on the Autism Spectrum with a Developmental Age of 7 Years Up to Young Adulthood : A Step-by-Step Treatment Manual Including Supporting Materials for Teaching 140 Advanced Skills.** Londres: Jessica Kingsley Publishers, 2014. 512 p.



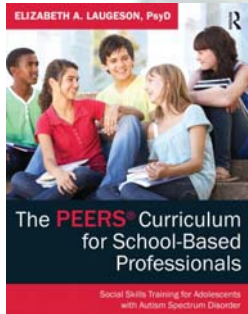
The first comprehensive ABA program designed specifically for individuals on the autism spectrum aged approximately 7 years up to young adulthood, this complete step-by-step resource contains everything needed to teach advanced skills such as organizational skills, advanced self-care skills, academic and vocational skills and advanced skills for daily living. Evidence-based, the resource guides instructors step-by-step through using ABA to teach over 140 advanced skills. The program can be individualized to meet the needs and interests of the individual, and instructions are given on how to do this. An accompanying CD contains the teaching materials needed to implement the program, including over 1000 color picture cards and worksheets, printable copies of the curriculum programs, data forms and checklists. The author also provides guidance on creating an effective ABA teaching environment, as well as a wealth of practical teaching strategies for ensuring therapy success. This is an unparalleled resource for professionals working with children and young people with ASDs who are looking for a robust and ready-to-implement ABA curriculum.

Lancioni G, Singh NN. **Assistive Technologies for People with Diverse Abilities**. Berlin: Springer, 2014. 326 p. Autism and Child Psychopathology Series.



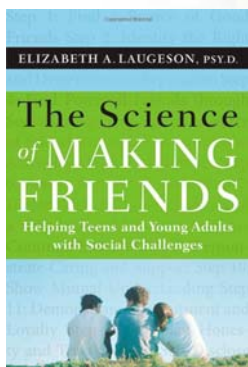
The familiar image of the disabled tends to emphasize their limitations and reduced quality of life. However, many people with cognitive, motor, and other difficulties also have the capacity to enhance their social interactions, leisure pursuits and daily activities with the aid of assistive technology. Assistive devices from the simple to the sophisticated, have become essential to intervention programs for this population. And not surprisingly the numbers of devices available are growing steadily. Assistive Technologies for People with Diverse Abilities offers expert analysis of pertinent issues coupled with practical discussion of solutions for effective support. Its comprehensive literature review describes current and emerging devices and presents evidence-based guidelines for matching promising technologies to individuals.

Laugeson E. **The PEERS Curriculum for School-Based Professionals : Social Skills Training for Adolescents with Autism Spectrum Disorder**. London: Routledge, 2014. 461 p.



The PEERS® Curriculum for School-Based Professionals brings UCLA's highly acclaimed and widely popular PEERS program into the school setting. This sixteen-week program, clinically proven to significantly improve social skills and social interactions among teens with autism spectrum disorder, is now customized for the needs of psychologists, counselors, speech pathologists, administrators, and teachers. The manual is broken down into clearly divided lesson plans, each of which have concrete rules and steps, corresponding homework assignments, plans for review, and unique, fun activities to ensure that teens are comfortable incorporating what they've learned. The curriculum also includes parent handouts, tips for preparing for each lesson, strategies for overcoming potential pitfalls, and the research underlying this transformative program.

Laugeson E, Robison JE. **The Science of Making Friends : Helping Socially Challenged Teens and Young Adults**. San Francisco CA: Jossey-Bass, 2013. 364 p.



This book offers parents a step-by-step guide to making and keeping friends for teens and young adults with social challenges - such as those diagnosed with autism spectrum disorder, ADHD, bipolar, or other conditions. With the book's concrete rules and steps of social etiquette, parents will be able to assist in improving conversational skills, expanding social opportunities, and developing strategies for handling peer rejection. Each chapter provides helpful overview information for parents; lessons with clear bulleted lists of key rules and steps; and expert advice on how to present the material to a teen or young adult. Throughout the book are role-playing exercises for practicing each skill, along with homework assignments to ensure the newly learned skills can be applied easily to a school, work, or other "real life" setting. The bonus DVD shows role-plays of skills covered, demonstrating the right and wrong way to enter conversations, schedule get-togethers, deal with conflict, and much more.