

**Social Competence Strategies for Families**

**Part 2**

Using Evidence Based Practices

**RESOURCES**

***Books:***

Cohen, M. J., & Sloan, D. L. (2007). *Visual supports for people with autism: A guide for parents and professionals.* Bethesda, MD: Woodbine House.

This guide shows parents and educators how incorporating visual supports while teaching can improve academic performance, behavior, interaction with others, and self‐help skills.

Gray, C., & Attwood, T. (2010). *The new social story book, revised and expanded 10th anniversary edition: Over 150 social stories that teach everyday social skills to children with autism and Asperger syndrome, and their peers.* Arlington, TX: Future Horizons.

This book provides over 150 of the most requested social stories and also teaches you how to write social stories.

McKinnon, K., & Krempa, J. L. (2002). *Social skills solutions: A hands-on manual for teaching social skills to children with autism.* New York, NY: DRL Books.

This hands‐on manual provides instruction on how to build a social skills program and presents effective methods for teaching specific goals. There are concrete strategies broken down into simple steps for using visuals, video modeling, peer play and natural occurring situations to facilitate social skills learning.

Moore, S. T. (2002). *Asperger syndrome and the elementary school experience: Practical solutions for academic and social difficulties.* Shawnee Mission, KS: Autism Asperger Publishing Company.

Written by an educator and mother of two children with autism spectrum disorders, this resource is comprised of practical ideas for addressing the academic and social needs of elementary‐aged children with Asperger syndrome.

Sakai, K. (2005). *Finding our way: Practical solutions for creating a supportive home and community for the Asperger syndrome family.* Shawnee Mission, KS: Autism Asperger Publishing Company.

This book, written by the mother of three children on the autism spectrum, targets the major issues families face in creating a comfortable environment for every family member.

Savner, J. L., & Myles, B. S. (2000). Making visual supports work in the home and community: Strategies for individuals with autism and Asperger syndrome. Shawnee Mission, KS: Autism Asperger Publishing Company.

This book contains step-by-step directions and accompanying pictures to help families and individuals with autism spectrum disorders create visual supports that work across many settings.

White, A. L., Gray, C., & McAndrew, S. (2001). *My social stories book.* London, UK: Jessica Kingsley Publishers.

Taking the form of short narratives, the stories in My Social Stories Book take children step-by‐step through basic activities such as brushing your teeth, taking a bath and wearing a safety belt in the car. These stories are written for preschoolers aged 2-6 and form a useful primer for non-autistic as well as autistic children.

***Videos:***

Gray, C. (n.d.) *Writing social stories DVD.* Arlington, TX: Future Horizons

This 3‐hour video presentation and accompanying 71‐page workbook, Writing Social Stories with Carol Gray, provides step‐by‐step training; teaching others to write Social Stories.

Stanfield, J. (n.d.) *The be cool series*. Santa Barbara, CA: James Stanfield Company, Inc.

These modules help teach your child/family member to effectively respond to anger directed at them and to control their own anger. Available at: http://www.stanfield.com/products/conflict-management/

***Autism Internet Modules (AIM): Resources available at*** <http://www.autisminternetmodules.org>

Smith, S. M. (2007). Visual supports: Online training module (Columbus: Ohio Center for Autism and Low Incidence). In Ohio Center for Autism and Low Incidence (OCALI), Autism Internet Modules, www.autisminternetmodules.org. Columbus, OH: OCALI.

***Websites:***

<http://www.thegraycenter.org/social-stories>

<http://www.youtube.com>