

**Social Competence Strategies for Families**

**Part 1**

Using Evidence Based Practices

**RESOURCES**

***Books:***

Adreon, D. & Myles, B. S. (2001). *Asperger syndrome and adolescence: Practical solutions for school success.* Shawnee Mission, KS: Autism Asperger Publishing Company.

This comprehensive book starts with an overview of those characteristics of Asperger syndrome that make adolescence particularly challenging and difficult. The centerpiece of the book is a look at strategies and supports for a successful school experience for students with Asperger syndrome at the middle and secondary levels.

Bellini, S. (2006). *Building social relationships: A systematic approach to teaching social interaction skills to children and adolescents with autism spectrum disorders and other social difficulties.* Shawnee Mission, KS: Autism Asperger Publishing Company.

This book organizes the myriad social skills strategies and resources currently available to make it easier for parents and educational professionals to teach social skills and design social skills programs for children with autism spectrum disorders (ASD).

Carter, M. A., & Santomauro, J. (2010). *Friendly facts: A fun, practical, interactive resource to help children explore the complexities of friends and friendship.* Shawnee Mission, KS: Autism Asperger Publishing Company.

An interactive workbook aimed for children ages seven through 11 looking at: What Is a Friend?; Being a Friend; Making Friends; Real Friends; and Staying Friends.

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.

Davies, A., & McAfee, J. (2004). *Teaching asperger’s students social skills through acting: All their world is a stage!* Arlington, TX: Future Horizons.

This book provides the theories and activities you'll need to set up acting classes that double as social skills groups for individuals with Asperger syndrome or high‐functioning autism. Included are acting exercises and plays that teach actors how to control and use body language, nonverbal communication, tone of voice, facial expressions, and movement, which are all important social skills.

Grandin, T., & Duffy, K. (2008). *Developing talents: Careers for individuals with Asperger syndrome and high-functioning autism-updated, expanded edition.* Shawnee Mission, KS: Autism Asperger Publishing Company.

This book uses real-life examples that point out that many of the unique characteristics of individuals on the autism spectrum lend themselves well to entrepreneurial ventures. It explores many unnoticed aspects of Vocational Rehabilitation programs that provide job training and placement for people with disabilities, as well as Social Security Administration programs that offer vocational assistance.

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.

Gutstein, S. E. (2001). *Autism aspergers: Solving the relationship puzzle – A new developmental program that opens the door to lifelong social and emotional growth.* Arlington, TX: Future Horizons.

A book that addresses the social development pathway of neurotypical children and the life changing detour taken by children on the autism spectrum. It describes practical ways to steer children with autism onto a path of self-discovery and social awareness.

Kavan, S., Kavan, B., & Buron, K. D. (2010). T*rainman: Gaining acceptance…and friends…through special interests.* Shawnee Mission, KS: Autism Asperger Publishing Company.

A story of a young boy with autism who loves trains, maps, and roads and how those around him learned to accept him and appreciate his interests.

Kluth, P., & Schwarz, P. (2008). *Just give him the whale! 20 ways to use fascinations, areas of expertise, and strengths to support students with autism.* Baltimore, MD: Brookes Publishing Company.

This book guides in the discovery of engaging and using fascinations/ special interests as positive teaching tools that calm, motivate and improve learning.

Myles, B. S., Trautman, M. L., & Schelvan, R. L. (2004). *The hidden curriculum: Practical solutions for understanding unstated rules in social situations.* Shawnee Mission, KS: Autism Asperger Publishing Company.

This book offers practical suggestions and advice for how to teach and learn those subtle messages that most people seem to pick up almost automatically but that have to be directly taught to individuals with social-cognitive challenges.

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

Szakacs, W. (2009). Restricted patterns of behavior, interests, and activities: Online training module (Columbus, OH: OCALI). In Ohio Center for Autism and Low Incidence (OCALI), Autism Internet Modules, www.autisminternetmodules.org. Columbus, OH: OCALI.

Wragge, A. (2011). Social narratives: Online training module (Columbus, OH: OCALI). In Ohio Center for Autism and Low Incidence (OCALI), Autism Internet Modules, www.autisminternetmodules.org. Columbus, OH: OCALI.

***Calendars:***

Trautman, M., Wragge, A., & McBride, K. (2011). *2011 hidden curriculum one‐a‐day calendar for kids.* Shawnee Mission, KS: Autism Asperger Publishing Company.

Endow, J., & McBride, K. (2011). *2011 hidden curriculum one‐a‐day calendar for older adolescents and adults.* Shawnee Mission, KS: Autism Asperger Publishing Company.