

Appendix

Toys, Materials, and Books for Your Young Child with Autism

Age-Appropriate Toys for Children through Prekindergarten

Playthings in Your Cupboard

Tupperware; measuring cups; rolling pins and dough; clothespins; jelly jars; silverware tray; plastic cups, bowls, spoons, forks, and knives; child scissors; crayons and markers; shelf paper or printer paper; magazines and photos of people in the family; pictures of various objects, animals, and people that you take and store on your cell phone; empty cereal boxes; oatmeal containers; magazines; dishwashing soap (for bubbles); laundry basket; trowels from the yard; and many more.

Playthings You or Others Can Purchase

This list is meant just to give you a wealth of ideas to choose from; it is not a shopping list.

- Board books with large pictures, simple stories (see “Age-Appropriate Books for Young Children,” below)
- Books with photographs of babies
- Blocks
 - 1-inch wooden blocks with letters or pictures
 - Multicolor, multishape block set
- Nesting toys
 - Cups, boxes
- Simple shape sorters
- Legos/Duplos
- Magna Doodle
- Pegboards with pegs
- Puzzles
 - Wooden inset puzzles with knobs
 - Wooden inset puzzles with matching pictures
 - Noninterlocking puzzles of up to five pieces
 - Simple interlocking puzzles of three to six pieces

- Toys that encourage make-believe play (toy lawn mower, kitchen sets, brooms, etc.)
- Digging toys (bucket, shovel, rake)
- Dolls of all sizes
- Cars, trucks, trains
- Unbreakable containers of all shapes and sizes
- Bath toys (boats, containers, floating squeak toys)
- Balls of all shapes and sizes
- Push and pull toys
- Outdoor toys (slides, swings, sandbox)
- Beginner's tricycle
- Connecting toys (links, large stringing beads, S shapes)
- Stuffed animals
- Farm set with barn and animals
- Little dollhouse set with small plastic people
- Zoo animals
- Child keyboard and other musical instruments
- Art supplies
 - Large crayons
 - Markers
 - Dot markers
 - Stamps
 - Play dough (Play-Doh or other brands) and accessories
 - Stickers
 - Child-safe scissors
- Toy telephone
- Unbreakable mirrors of all sizes
- Dress-up clothes
- Wooden spoons; old magazines; baskets; cardboard boxes and tubes; other similar safe, unbreakable items the child "finds" around the house (such as pots and pans)
- CD or MP3 player
- CDs or MP3s of popular songs
- Large wooden beads for stringing

Other Fun Items to Encourage Engagement and Communication

- Bubbles
- Balloons
- Play food

Age-Appropriate Books for Young Children

Books are a great way to share enjoyment and time with children. Books are also an important teaching material that can be used in your everyday life as well as in your

child's early intervention program. Following are suggested children's books, many of which are available at your local library. This list is by no means exhaustive. We encourage you and your child to continue to discover great new books!

Great Books for Young Children with ASD

Quiet Loud, by Leslie Patricelli
Big Little, by Leslie Patricelli
Happy Baby Words, by Roger Priddy
My First Word Board Book, by DK Publishing Staff
My First Colors Board Book, by DK Publishing Staff

Animal Books

Brown Bear, Brown Bear, What Do You See? by Bill Martin (Eric Carle, illustrator)
Polar Bear, Polar Bear, What Do You Hear? by Bill Martin (Eric Carle, illustrator)
Panda Bear, Panda Bear, What Do You See? by Bill Martin (Eric Carle, illustrator)
Carl's Afternoon in the Park, by Alexandra Day
Good Dog, Carl (Classic Board Books Series), by Alexandra Day
Moo, Baa, La La La! by Sandra Boynton
Touch and Feel: Farm, by DK Publishing Staff
Baby Einstein: Baby MacDonald on the Farm, by Julie Aigner-Clark (Nadeem Zaidi, illustrator)
My First Farm Board Book, by DK Publishing Staff
My First Animal Board Book, by DK Publishing Staff
The Very Busy Spider, by Eric Carle

Counting Books

1, 2, 3 to the Zoo, by Eric Carle
Fish Eyes: A Book You Can Count On, by Lois Ehlert

Books about People, Faces, and Body Parts

Oh, Baby!: A Touch-and-Feel Book, by Elizabeth Hathon
Baby Faces, by DK Publishing Staff, Funfax
Where Is Baby's Belly Button? by Karen Katz
Baby Einstein: Mama and Me, by Julie Aigner-Clark (Nadeem Zaidi, illustrator)
My First Body Board Book, by DK Publishing Staff
Toes, Ears, and Nose! by Marion Dane Bauer (Karen Katz, illustrator)

Books about Actions

Baby Einstein: Mirror Me! by Julie Aigner-Clark (Nadeem Zaidi, illustrator)
Fuzzy Fuzzy Fuzzy!: A Touch, Skritch, and Tickle Book, by Sandra Boynton
That's Not My Teddy . . . : Its Paws Are Too Woolly, by Fiona Watt (Rachel Wells, illustrator)
That's Not My Puppy . . . : Its Coat Is Too Hairy, by Fiona Watt (Rachel Wells, illustrator)
That's Not My Dinosaur . . . : Its Body Is Too Squashy, by Fiona Watt (Rachel Wells, illustrator)
Snap! Button! Zip! by Abigail Tabby (Christopher Moroney, illustrator)

Resources

Associations, Organizations, and Independent Websites

Autism-Specific

United States

American Academy of Pediatrics (AAP)

www.aap.org/healthtopics/autism.cfm

The AAP is a nonprofit organization of pediatricians. This section of its website offers numerous parent resources about ASD, including checklists for early warning signs by age and informational brochures and booklets about typical developmental milestones, understanding ASD, and related medical information. It also includes “Sound Advice for Autism,” a collection of interviews with pediatricians, researchers, and parents to answer diagnostic, treatment, and general care questions about ASD. At *www.aap.org/pressroom/aappr-autism-issuekit.htm*, you can click on “Media Kits,” which links to an “Autism Issue Kit” of recent research articles on ASD. Other links to additional scientifically supported ASD websites are provided.

Association of University Centers on Disabilities

www.aucd.org/directory/directory.cfm?program=UCEDD

The University Centers for Excellence in Developmental Disabilities Education, Research, and Service (UCEDDs) are part of the Association of University Centers on Disabilities. The UCEDDs work with people with disabilities, families, government agencies, and community providers in projects that provide training, technical assistance, service, research, and information sharing, with a focus on building the capacity of communities to sustain all their citizens. The UCEDD section of the Association’s website has a national directory for all 67 UCEDDs, listing technical assistance resources.

Autism-PDD.net

www.autism-pdd.net

This is an information and resource site for parents that provides an online support community forum and message board, as well as a place to post personal stories, photos, and local events. It also provides basic information about symptoms, diagnostic criteria, and treatment options. At *www.autism-pdd.net/resources-by-state.html*, you can search for ASD resources in your state, including legal, educational, and financial planning and assistance.

Autism Service Dogs of America

<http://autismservicedogsofamerica.com>

This nonprofit, community-based organization raises and trains service dogs specifically for children with ASD. The website includes information about what an Autism Service Dog can do for a child with ASD, how the dogs are trained, and how to submit an application.

Autism Society

www.autism-society.org

The Autism Society is the leading grassroots ASD organization in the United States. It is dedicated to increasing public awareness about the day-to-day issues faced by people on the autism spectrum; advocating for appropriate services for individuals; and providing the latest information on treatment, education, research, and advocacy. The website features links to nationwide ASD-related services and supports by location.

Autism Speaks

www.autismspeaks.org

Autism Speaks is the nation's largest ASD science and advocacy organization. It is dedicated to funding research into causes, prevention, treatments, and a cure; increasing awareness of ASD; and advocating for the needs of individuals with ASD and their families. Its website is one of the most comprehensive sites for families, providing links to the other major online resources. A resource link (www.autismspeaks.org/community/fsdb/search.php) offers specific services by geographic location to families of children with ASD. Click on your state for a list of diagnostic, intervention, educational, and community support resources. The 100 Day Kit (www.autismspeaks.org/community/family-services/tool-kits/100-day-kit) helps families navigate the first 100 days after diagnosis, providing critical information about autism and its effects on development, tips for assembling services for your child, various intervention approaches, a glossary of key terms, and week-by-week plans to help you stay organized. The Autism Speaks Official Blog (www.autismspeaks.org/blog), updated daily, provides up-to-date information on autism news, research, advocacy efforts, and family resources.

Centers for Disease Control and Prevention (CDC)

www.cdc.gov/ncbddd/autism/index.html

The CDC is a branch of the U.S. Department of Health and Human Services. This section of its website provides information about the prevalence of ASD, in addition to screening, treatment, and research resources.

Educating Children with Autism

www.nap.edu/openbook.php?isbn=0309072697

Here is the National Academy Press book *Educating Children with Autism* (2001), prepared by the National Research Council's Committee on Educational Interventions for Persons with Autism. Chapters on diagnosis and prevalence, family roles and planning, educational services, comprehensive and domain-specific treatment approaches, public policy and legal issues, and scientific recommendations can be downloaded for free via the links in the right-hand column.

Everyday Health

www.everydayhealth.com/info/v1ss/autism-basics.aspx

Everyday Health is a leading provider of online consumer health solutions and medical news that complies with the Health on the Net Foundation (HON) code standard for trustworthy health information to consumers. This section of the website shares basic information about ASD, caregiving information, treatment, and management of symptoms.

Families for Early Autism Treatment (FEAT)

www.feat.org

FEAT is a nonprofit organization of parents, family members, and treatment professionals, designed to help families with children who have ASD. It offers a network of support where families can discuss issues surrounding autism and treatment options. This website refers specifically to the FEAT in northern California, but it provides links to other FEAT programs around the United States, most of which have a directory of local resources.

First Signs

www.firstsigns.org

First Signs is a national nonprofit organization dedicated to educating parents and professionals about the early warning signs of ASD and related disorders. The website offers information to help you identify possible developmental concerns, a resource directory for services by state, and the free “ASD Video Glossary,” which contains over a hundred video clips to help you see the subtle differences between typical and delayed development in young children and to spot the early red flags for ASD.

Global Autism Collaboration (GAC)

www.autism.org

The GAC is a nonprofit organization created in response to a global need for networking and communication about ASD. The website gives information on the “Parents as Partners” research initiative. The GAC also offers free informational videos on ASD symptoms, community resources (e.g., going to dentist’s office or getting a haircut), and other forms of support.

Healthy Children

www.healthychildren.org

This website, powered by the AAP (see above), has information on developmental milestones, immunizations, health issues, safety, and family life.

Healing Thresholds: Connecting Community and Science to Heal Autism

http://autism.healingthresholds.com

Healing thresholds is an organization dedicated to healing the lives of families touched by ASD. The website includes information to help families deal with their child’s new diagnosis, as well as therapy fact sheets about the different treatment options and the science behind each approach’s effectiveness. The list of therapy options on this website is comprehensive (from diet to speech–language therapy to behavioral interventions) and includes the percentage of parents that chose each option. The site also provides daily updates of ASD therapy research and coverage in the news. A global directory of ASD-related therapists and services by geographic location is available.

Interactive Autism Network (IAN)

www.ianproject.org

The IAN is a nationwide online project connecting researchers with individuals and families affected by ASD to recruit more information about causes, diagnosis, family background, home environment, child behavior, and services received. Families can complete online questionnaires.

International Society for Autism Research (INSAR)

www.autism-insar.org

INSAR sponsors the annual International Meeting for Autism Research and the scientific journal *Autism Research* (issues of the journal are available on the website). The site includes links to upcoming events, foundations, professional organizations, scientific organizations and resources, and parent-led and community ASD organizations.

Mayo Clinic Health Information

www.mayoclinic.com/health/autism/DS00348

The Mayo Clinic is the first and largest integrated, not-for-profit group practice, with physical locations in Arizona, Minnesota, and Florida. Its website is compliant with the Health on the Net Foundation (HON) code standard for trustworthy health information to consumers, and received the 2010 *Time* Magazine Top 50 Websites award. This section of the site offers health information specific to ASD, such as risk factors, treatment and drug information, and coping and support resources. It also provides information to assist parents in communicating with their child's pediatrician about possible ASD symptoms (e.g., it describes what to expect during the visit and what questions and information about their child's development to discuss). The 21 research articles that were referenced to create these web pages are listed for review.

National Dissemination Center for Children with Disabilities (NICHCY)

http://nichcy.org

NICHCY is a division of the Office of Special Education Programs of the U.S. Department of Education. Its website provides information on specific disabilities; early intervention services for infants and toddlers; special education and related services for children in school; research on effective educational practices; resources and connections in every state; parenting materials; disability organizations and professional associations; education rights and what the law requires; and transition to adult life. Of particular interest to parents of children with ASD are links to information about how to write an individualized family service plan or IFSP (for children from birth to 3 years) and an individualized education program or IEP (for children from 3 to 22 years of age). In addition, this website provides links to numerous additional resources; a toll-free number that connects you to an information specialist; and resources in Spanish.

Organization for Autism Research (OAR)

www.researchautism.org

OAR is an online source for applied research to answer questions that parents, families, individuals with ASD, teachers, and caregivers confront daily. The website includes downloadable volumes in Spanish and English on research and assessment for parents.

Pathfinders for Autism

www.pathfindersforautism.org

Pathfinders for Autism is a parent-sponsored nonprofit organization that guides parents to resources in Maryland, where it is based. However, it also offers a free copy of the Modified Checklist for Autism in Toddlers, an ASD screening tool, which can be

completed by parents and shared with pediatricians to discuss possible symptoms. In addition, it provides a toll-free number for families to call to speak with a trained staff member, an email link to ask questions, and a sign-up to receive informational emails.

Schafer Autism Report

www.sarnet.org

The Schafer Autism Report is a nonprofit online newsletter produced entirely by volunteers to promote awareness and education toward finding the best treatments, preventions, and cures for the range of ASD. You can read the most recent issue free of charge and then subscribe to future issues.

University of California–Davis MIND Institute

www.ucdmc.ucdavis.edu/mindinstitute/resources

The University of California–Davis MIND Institute (MIND stands for Medical Investigation of Neurodevelopmental Disorders), a collaborative international research center, is committed to the awareness, understanding, prevention, care, and cure of neurodevelopmental disorders. This section of its website offers a comprehensive guide to medical and behavioral treatment approaches, disability information, state and federal resources, available print materials, and support group information. At *www.ucdmc.ucdavis.edu/mindinstitute/videos/video_autism.html*, the MIND Institute’s Distinguished Lecture Series videos on autism (featuring internationally renowned researchers) can be accessed. Each video is approximately 1 hour long.

Zero to Three

www.zerotothree.org/about-us/areas-of-expertise/free-parent-brochures-and-guides

Zero to Three is a national nonprofit organization that informs, trains, and supports professionals, policy makers, and parents in their efforts to improve the lives of infants and toddlers. This section of its website includes many parenting resources, including developmental milestones and ways to support your child’s development from birth to age 3 during everyday moments.

Canada

Autism Society Canada (ASC)

www.autismsocietycanada.ca

ASC is a national, incorporated, nonprofit charitable organization started by a group of parents committed to advocacy, public education, information and referral, and support for its regional societies.

Autism Speaks Canada

www.autismspeaks.ca

See U.S. Autism Speaks listing for details.

United Kingdom

National Autistic Society

www.autism.org.uk

Ireland

Irish Autism Action

www.autismireland.ie

Australia/New Zealand

Autism Spectrum Australia (Aspect)

www.autismspectrum.org.au

Child Care

Center for Inclusive Child Care

www.inclusivechildcare.org

The Center for Inclusive Child Care is a nonprofit organization that strives to create, promote, and support pathways to successful inclusive care for all children. Its website is a comprehensive resource network for inclusive early childhood programs, school-age programs, and providers. It also includes an online consultation service for child care providers to support retaining children with special needs or challenging behaviors in community child care programs.

Child Care Aware

<http://childcareaware.org>

Child Care Aware, a program of the National Association of Child Care Resource and Referral Agencies, is partly funded by the U.S. Department of Health and Human Services. The website provides articles titled “Learning about Inclusive Child Care” and “Is This the Right Place for My Child?”, which help parents select high-quality child care. Videos about high-quality child care can also be viewed from the website, and the online publication “Choosing High-Quality Childcare for a Child with Special Needs” can be accessed.

National Association for the Education of Young Children (NAEYC)

www.naeyc.org/families

NAEYC is dedicated to improving the well-being of all young children, with particular focus on the quality of educational and developmental services for all children from birth through age 8. NAEYC is committed to becoming an increasingly high-performing and inclusive organization. This section of its website provides information about high-quality child care, as well as inclusive care for children with disabilities.

National Child Care Information and Technical Assistance Center (NCCIC)

http://www.nifa.usda.gov/nea/family/part/childcare_part_nccic.html

The NCCIC, a division of the U.S. Department of Health and Human Services, provides comprehensive technical assistance and information services about early and school-age child care and education. This section of its website features links to information on quality in child care programs, including links to the quality rating systems in each state. These quality rating systems address best practices in early childhood education, above and beyond each state’s licensing requirements. Resources for choosing high-quality child care and different child care options are available at <http://childcareaware.org/parents-and-guardians>, as well as answers to frequently asked questions on child care. At http://www.fpg.unc.edu/~eco/pages/training_resources.cfm#ChildDevelopment, you’ll find each state’s link to early learning and development standards, benchmarks, or guidelines for children from birth to age 5.

National Respite Network and Resource Center

www.archrespite.org

This website provides information about respite care providers in each state and how to access these services.

Legal Issues

Child Care Law Center (CCLC)

www.childcarelaw.org/pubs-audience.shtml#parents

The CCLC, a national nonprofit legal services organization, is the only organization in the United States devoted exclusively to the complex legal issues that affect child care. This section of its website provides parent resources regarding child care for children with disabilities, including information about the Americans with Disabilities Act and child care, resources that address public benefits, civil rights, housing, economic development, regulation and licensing, and land use.

Disability Rights Advocates (DRA)

www.dralegal.org

The DRA is a nonprofit, no-fee law firm that advocates for disability rights through high-impact litigation, as well as research and education.

Other Parenting Resources

Children's Disabilities Information

www.childrensdisabilities.info/autism/index.html

Lists of support groups for parents of children with ASD, as well as many other resources, are available here.

Easter Seals

http://autismblog.easterseals.com

Numerous resources for families of children with ASD—primarily, a blog for parents to communicate their questions and concerns for community input—are available here.

FamilyEducation

www.familyeducation.com/home

This website offers child learning activities, health and nutritional, and general parenting tips from infancy through age 6 for typically developing children and children with special needs.

KidSource Online

www.kidsource.com/NICHCY/toll.free.phone.disa.all.2.html

This section of a website run by the NICHCY (see above) features a selected list of toll-free numbers for national organizations concerned with disability and children's issues, including respite care, education, disability awareness, mental health, and financial planning.

Parent to Parent USA

www.p2pusa.org

Parent to Parent USA is a national nonprofit organization that provides emotional and informational support to parents and other family members of children with special needs. The organization matches each parent looking for information and support with an experienced, trained parent of a child with special needs.

Sibling Support Project

www.siblingsupport.org

The Sibling Support Project is a national program dedicated to the brothers and sisters of people who have developmental disabilities and other special needs. Its website offers information about workshops, conferences, publications, and opportunities for siblings to connect with one another.

Toys, Books, and Activities**BabyCenter**

www.babycenter.com/0_games-to-play-with-your-toddler_1485454.bc

www.babycenter.com/preschooler-games-activities

www.babycenter.com/302_activities-play_1517839.bc

This website describes fun, simple games to play with your toddler (top link), preschooler (middle link), or older child (bottom link) to boost development.

Kids Fun and Games

www.kids-fun-and-games.com/index.html

This site lists play ideas for outdoor and indoor games, crafts, dress-up, and birthday parties.

Education.com

www.education.com/topic/books-toddlers

Information about developmentally appropriate books and literacy activities for young children is available here.

Everyday Health

www.everydayhealth.com/autism/toys-and-games.aspx

This section of the Everyday Health site (see above) provides a list of recommended toys for children with ASD, divided by age groups (0–2 years, 2–4 years, and 5+ years), with a brief description of how each toy can be used to teach developmentally appropriate skills.

KidsSource OnLine

www.kidsource.com/NICHCY/literature.html

This section of KidSource OnLine (see above) features the NICHCY bibliography of children's books that are written about or include characters with disabilities. The list is grouped according to disability and is coded for age/grade-level appropriateness.

University of Wisconsin–Madison, Cooperative Children's Book Center (CCBC)

www.education.wisc.edu/ccbc/books/choices.asp

Run by this university's School of Education, the CCBC produces an annual list of highly recommended books published for children (by age group) in that calendar year.

US Recall News

www.usrecallnews.com/section/toy-recalls

Each year's updated Toy Recall List is available here, as well as additional recall lists for other items (such as baby equipment).

Further Reading

Diagnosis and Interventions

- Harris, Sandra L., and Weiss, Mary Jane. *Right from the start: Behavioral intervention for young children with autism: A guide for parents and professionals* (2nd ed.). Bethesda, MD: Woodbine House, 2007.
- Robinson, Ricki. *Autism solutions: How to create a healthy and meaningful life for your child*. Buffalo, NY: Harlequin, 2011.
- Rogers, Sally J., and Dawson, Geraldine. *Early Start Denver Model for young children with autism*. New York: Guilford Press, 2010.
- Stone, Wendy, L., and DeGeronimo, Theresa F. *Does my child have autism?: A parent's guide to early detection and intervention in autism spectrum disorders*. San Francisco: Jossey-Bass, 2006.

Sleep

- Durand, V. Mark. *Sleep better*. Baltimore: Brookes, 1998.
- Durand, V. Mark. *When children don't sleep well: Interventions for pediatric sleep disorders: Parent workbook*. New York: Oxford University Press, 2008.

Siblings

- Bishop, Beverly. *My friend with autism: A coloring book for peers and siblings*. Arlington, TX: Future Horizons, 2011.
- Cassette, Mary. *My sister Katie: My 6 year old's view on her sister's autism*. Bloomington, IN: AuthorHouse, 2006.
- Healy, Angie. *Sometimes my brother: Helping kids understand autism through a sibling's eyes*. Arlington, TX: Future Horizons, 2005.
- Leimbach, Marti. *Daniel isn't talking*. New York: Nan A. Talese/Doubleday, 2006.
- Marshak, Laura, and Prezant, Fran P. *Married with special-needs children: A couple's guide to keeping connected*. Bethesda, MD: Woodbine House, 2007.
- Meyer, Donald J., ed. *Uncommon fathers: Reflections on raising a child with a disability*. Bethesda, MD: Woodbine House, 1995.

Songs, Finger Plays, and Other Games to Play with Young Children

- Beall, Pamela Conn, and Nipp, Susan Hagen. *Wee sing children's songs and fingerplays*. Los Angeles: Price Stern Sloan, 1979/2002.
- Cole, Joanna, and Calmenson, Stephanie (Tiegreen, Alan, illustrator). *The eentsy, weentsy spider: Fingerplays and action rhymes*. New York: HarperCollins, 1991.
- Katz, Alan (Catrow, David, illustrator). *Take me out of the bathtub and other silly dilly songs*. New York: Simon and Schuster, 2001.

Index

- ABC's of learning. *See also* Applied behavior analysis (ABA); Learning forms for, 196, 203, 207, 212 overview, 190–193, 316 refrigerator list regarding, 219 teaching to your child, 194–218
- Animate play, 262, 268–272. *See also* Pretend play
- Antecedent, 194–218, 204–207, 219
- Applied behavior analysis (ABA). *See also* Early Start Denver Model; Learning choosing a birth-to-3 program or preschool program and, 15–16 forms for, 196, 203, 207, 212 overview, 15, 190–193 refrigerator list regarding, 219 teaching the ABCs of learning to your child and, 194–218
- Art materials, 249, 325. *See also* Toys
- Attachment, 54, 58
- Attention to people. *See also* Attentional functioning; Imitating others; Joint attention; Social interactions applied behavior analysis (ABA) and, 192 forms for, 86, 89 nonverbal communication and, 148 overview, 3, 63–65, 315–316 refrigerator list regarding, 90 what you can do to increase, 65–88
- Attentional functioning, 20, 52, 261. *See also* Attention to people; Joint attention
- Autism Speaks website finding early intervention providers, 14 overview, 12, 328 risk factors and, 54 social support and, 44 use of multiple therapists and, 16
- B**abysitting, 32, 332–333. *See also* Respite care
- Back-and-forth interactions. *See also* Communication; Social interactions; Turn taking creating during other daily routines, 130–135 elaborating the joint activity and, 124–127 forms for, 136 imitation and, 168, 184–186 increasing, 115–135 joint attention and, 220–222 overview, 112–115 refrigerator list regarding, 137 setting the theme in, 121–124
- Bathing routines. *See also* Daily routines learning opportunities and, 318–319 nonverbal communication and, 146, 147 pretend play and, 265–266, 270–271 teaching your child to point at objects, 236, 239 understanding nonverbal communication of others and, 154
- Bathroom routines, 130–135, 318–319. *See also* Bathing routines; Daily routines
- Bedtime routines, 20, 22, 130–135, 318–319. *See also* Daily routines; Sleep problems
- Behavior regulation, 148, 149–150
- Behavioral challenges antecedents and, 204–207 changing, 213–216 consequences and, 197–204 early intervention and, 49 forms for, 196, 203, 207 gastrointestinal problems and, 23 learning and, 48 medical problems and, 20 overview, 3, 194–197 refrigerator list regarding, 219 replacement behaviors, 214–216 sleep problems and, 20 teaching the ABCs of learning to your child and, 194–218
- Body language, 147–148, 164, 165, 179–184. *See also* Nonverbal communication
- Book activities. *See also* Toys creating joint activities during, 133 lists of suggestions for, 325–326 pretend play and, 266 resource list and, 334 teaching your child to point at objects, 236 toy play and, 249
- Brain functioning, 48, 53–54, 58, 166–167

- C**aring for yourself. *See* Self-care
 Causes of ASD, 54
 Challenging behavior. *See* Behavioral challenges
 Childcare, 32, 332–333
 Chores, 266, 320. *See also* Daily routines
 Closing joint activity routines
 independent play and, 255
 overview, 127–130
 pretend play and, 269–270, 276, 281
 toy play and, 245–246, 251
 Communication. *See also* Back-and-forth
 interactions; Nonverbal communication;
 Social communication
 imitation and, 167–168
 joint attention and, 221
 language development and, 289–302, 303–311
 sensory social routines and, 101
 taking care of yourself and family and, 29
 teaching the ABCs of learning to your child
 and, 210–211
 Communication skills, 4, 47–49, 64–65, 317. *See also* Language development
 Consequences, 194–218, 197–204, 203, 219
 Conversations, 294–297, 302, 303–311. *See* Back-and-forth interactions; Communication
 Creativity, 100–103, 124–127, 143–148, 286
- D**aily routines. *See also* Bedtime routines;
 Mealtimes; Routines
 creating joint activities during, 130–135
 helping your child understand speech and,
 306–307
 imitation and, 182
 joint attention and, 224, 231, 236
 learning opportunities and, 317–320
 nonverbal communication and, 143–148,
 153–157, 157–164
 overview, 316
 pretend play and, 265–266, 270–271, 281–282
 teaching the ABCs of learning to your child
 and, 209–213
- Diagnosis
 discussing with siblings, 34–36
 early intervention and, 14, 49
 Internet research regarding ASD following,
 11–12
 resource list and, 335
- Diapering, 133, 147, 154, 182
- Dressing routines. *See also* Daily routines
 creating joint activities during, 130–135
 helping your child understand speech and,
 306–307
 imitation and, 182
 learning opportunities and, 318–319
 understanding nonverbal communication of
 others and, 154
- E**arly intervention. *See also* Evidence-based
 practices (EBPs); Parent-delivered early
 intervention
 benefits of, 3–4
 best practices for, 13–24
 finding, 10–24
 how it works, 49–52
 overview, 24–25, 58, 320–321
- Early Start Denver Model, 2–3, 56–57, 191, 314.
See also Applied behavior analysis (ABA)
- Elaboration, 124–127. *See also* Variation
- Emotional health, 31, 40–46
- Empathy, 30–31, 167
- Ending play. *See* Closing joint activity routines
- Energy level, 53, 107–110
- Environment, 74–79
- Evidence-based practices (EBPs), 13–14, 15–16,
 18–19, 54–59. *See also* Early intervention;
 Parent-delivered early intervention
- Expressions. *See* Facial expressions
- Expressive language. *See also* Speech development
 helping your child to build, 289–302
 helping your child understand speech and, 304
 overview, 287–289, 312
 refrigerator list regarding, 313
- Extinction, 200, 201–202, 203. *See also*
 Reinforcement
- Eye contact, 101, 223, 224–225, 231. *See also*
 Nonverbal communication
- Eye gaze, 3, 221, 238–239. *See also* Joint attention
- F**acial expressions, 58, 167, 179–184. *See also*
 Nonverbal communication
- Family, caring for, 27–37. *See also* Self-care
- Flexibility, 243–252, 286. *See also* Variation
- Following instructions. *See* Instructions, following
- Four-part framework of joint activities. *See* Joint
 activity routines; Turn taking
- Frustration of child, 142–143
- Fun quotient (FQ), 92–111. *See also* Play; Sensory
 social routines
- G**ames. *See also* Play
 attention to people and, 65–71
 helping your child to build expressive speech
 and language, 290–292, 301–302
 imitation and, 186–187
 resource list and, 334, 335
 sensory social routines and, 94–110
 sounds and, 290–292
- Gastrointestinal problems, 22–24, 213ⁿ–214ⁿ
- Gaze aversion, 79–80. *See also* Eye gaze
- Gestures. *See also* Nonverbal communication
 adding sounds to, 297–300
 antecedents and, 204–205
 helping your child to build expressive speech
 and language, 302
 helping your child to understand in others,
 153–154
 imitation and, 179–184
 increasing nonverbal communication and,
 148–151
 joint attention and, 221, 223
 learning and, 53
 overview, 3, 58, 317
 sensory social routines and, 101

- Gestures (*cont.*)
 teaching the ABCs of learning to your child and, 204–205, 210–211
 teaching your child to point at objects, 233–241
- Giving things to your child, 143–148, 242
- Goals, 45, 320–321
- H**Health, physical, 38–40, 213*n*–214*n*
- Help, offering
 attention to people and, 83–84, 85–87
 nonverbal communication and, 150
 teaching your child to give you objects and, 224–229
 understanding nonverbal communication of others and, 156–157
- Home-based interventions, 17, 21
- Household chores. *See* Chores
- I**maginative play. *See* Pretend play
- Imitating others
 antecedents and, 204–205
 applied behavior analysis (ABA) and, 192–193
 attention to people and, 64–65
 helping your child to build expressive speech and language, 299–300, 300, 302
 learning and, 53, 58
 overview, 3, 84–87, 166–169
 pretend play and, 263–264, 272–274
 refrigerator list regarding, 189
 sounds and, 290, 299–300
 teaching to your child, 169–188
 toy play and, 245–246
- Independent play, 252–258, 259, 272–274, 286, 321–322. *See also* Play
- Individualized education program (IEP), 12, 25
- Individualized family service plan (IFSP), 12, 25
- Individuals with Disabilities Education Improvement Act (IDEA), 14
- Infant learning, 49–50, 58. *See also* Learning
- Instructions, following, 306–311
- Insurance coverage, 16, 17
- Interactions with others. *See* Social interactions
- Interests of your child. *See also* Joint attention; Preferences of your child
 attention to people and, 65–71, 85–87
 joint activity routines and, 116–120, 127–130
 joint attention and, 221
 toy play and, 246–247
- Intervention, early. *See* Early intervention
- Intervention teams, 24–25. *See also* Therapists
- Intervention techniques. *See also* Early intervention; Parent-delivered early intervention
 attention to people and, 65–88
 overview, 56, 315–320
 resource list and, 335
 use of by parents, 56–57, 58–59
- J**oint activity routines. *See also* Turn taking
 closing and transitioning to the next activity, 127–130
 creating during other daily routines, 130–135
 elaborating, 124–127
 forms for, 136
 imitation and, 186–187
 nonverbal communication and, 157–164
 overview, 115–117, 120–121, 316
 pretend play and, 261, 262–285
 refrigerator list regarding, 137
 setting the theme in, 121–124
 setup phase of, 117–118
 symbolic substitutions and, 274–279
 toy play and, 118–120, 245–246
- Joint attention. *See also* Attention to people; Attentional functioning; Back-and-forth interactions; Interests of your child; Preferences of your child
 increasing, 222–241
 joint attention and, 223–241
 overview, 192, 220–222, 241
 refrigerator list regarding, 242
- L**abeling objects, 295–296. *See also* Naming objects
- Lacing, 249, 324–325. *See also* Toys
- Language development. *See also* Communication skills; Speech development
 discussing with siblings, 34
 helping your child to build expressive speech and language, 289–302
 helping your child understand speech, 303–311
 imaginative play and, 261
 imitation and, 167–168
 learning and, 48–49
 overview, 3, 312, 317
 pretend play and, 285
 refrigerator list regarding, 313
- Learning. *See also* Applied behavior analysis (ABA)
 attention to people and, 64–65
 back-and-forth interactions and, 114–115
 challenges associated with ASD and, 52–54
 energy level and, 107–110
 fun quotient (FQ) and, 92
 imitation and, 167–168
 overview, 47–49, 58, 190–193, 316
 scaffolding and, 51–52
 teaching the ABCs of learning to your child and, 194–218
 toy play and, 243–252
- Learning opportunity
 daily routines and, 317–320
 joint attention and, 242
 overview, 198, 315–320, 321–323
 teaching the ABCs of learning to your child and, 209–213, 218
 toy play and, 243–252
- Least-to-most prompting hierarchy, 273
- Legal rights, 14, 333
- Life experiences, 282–283
- Listening, 29–30, 82, 85–87, 301–302. *See also* Receptive language

- M**arriage, 28–33. *See also* Family, caring for
- Mealtimes. *See also* Daily routines
- attention to people and, 72–73, 75
 - creating joint activities during, 130–135
 - helping your child understand speech and, 306–307
 - imitation and, 176–177, 182
 - nonverbal communication and, 144–145, 150–151
 - overview, 317–318
 - pretend play and, 265–266, 270–271
 - teaching your child to point at objects, 236
 - understanding nonverbal communication of others and, 154
- Medical problems, 17, 20, 22–24
- Medications, 23, 41
- Motivation, social, 52, 66, 307
- Multiple interactions at once, 76
- Multitask tasks, 308–309, 311
- N**aming objects, 122–123, 238–239, 295–296
- Narrating your child's actions
- attention to people and, 82–83, 85–87
 - nonverbal communication and, 147–148
 - sensory social routines and, 104–105
 - turn taking and, 122–123
- Natural reinforcement, 305–307, 310. *See also* Reinforcement
- Needs of yourself and family. *See* Family, caring for; Self-care
- Negative reinforcement, 198, 203, 205. *See also* Reinforcement
- “No,” communicating, 150–151
- Nonverbal communication. *See also* Body language; Communication skills; Facial expressions; Gestures; Joint attention; Social communication
- adding sounds to, 297–300
 - forms for, 160–163
 - helping your child to understand in others, 153–157
 - imitation and, 167–168, 179–184
 - increasing, 140–153
 - joint attention and, 221
 - overview, 58, 138–140, 164
 - parent-delivered early intervention and, 56
 - planning activities to increase, 157–164
 - refrigerator list regarding, 165
 - sensory social routines and, 95–100
 - social comfort zone and, 79–80
 - teaching the ABCs of learning to your child and, 204–205, 210–211
 - teaching your child to point at objects, 233–241
- Nutrition, 38, 213ⁿ–214ⁿ
- O**bject play. *See also* Joint attention; Play; Toy play
- activity routines and, 119–120
 - daily routines and, 318–319
 - elaborating the joint activity and, 125
 - helping your child to build expressive speech and language, 295–296
 - imitation and, 173–178
 - joint attention and, 223–241
 - lists of suggestions for objects, 324–325
 - pretend play and, 263–268
 - sensory social routines and, 105–106
 - symbolic substitutions and, 274–279
- Observing your child, 195–197, 202–204, 208
- One-up rule, 308–309, 311, 323
- Organization, 252–254
- Other people, 153–157. *See* Attention to people; Joint attention
- P**arent-delivered early intervention, 4, 19, 21, 51–52, 54–59. *See also* Early intervention
- Pediatricians. *See* Physicians
- Physical closeness. *See* Positioning yourself and your child
- Physical health. *See* Health, physical
- Physical play, 65–71, 71, 145, 271. *See also* Games; Play
- Physicians, 17, 20, 23. *See also* Intervention teams
- Play. *See also* Fun quotient (FQ); Object play; Pretend play; Social play; Toy play; Turn taking
- attention to people and, 65–71, 71
 - back-and-forth interactions and, 113
 - daily routines and, 318–319
 - early intervention and, 4, 49
 - elaborating the joint activity and, 124–127
 - ending and transitioning to the next activity, 127–130
 - helping your child understand speech and, 306–307
 - imitation and, 173–178
 - increasing the fun quotient (FQ) and, 94–110
 - independent play, 252–258
 - learning and, 53
 - nonverbal communication and, 145
 - overview, 58, 316
 - parent-delivered early intervention and, 56
 - refrigerator list regarding, 259
 - siblings and, 34
- Pointing, 233–241, 242
- Positioning yourself and your child
- attention to people and, 70–72
 - independent play and, 256
 - nonverbal communication and, 152–153
 - overview, 79–81
 - teaching your child to point at objects, 234
 - toy play and, 247
- Positive reinforcement, 205. *See also* Reinforcement
- Praise, 174, 200. *See also* Consequences; Rewards
- Predictability, 154–156
- Preferences of your child, 65–71, 127–130, 246–247. *See also* Interests of your child; Joint attention
- Preschool, 12, 15–16, 18–19. *See also* Early intervention
- Pretend play. *See also* Play
- animate play and, 268–272
 - increasing, 262–285

- Pretend play (*cont.*)
 overview, 260–261, 285
 refrigerator list regarding, 286
 symbolic combinations and, 279–285
 symbolic substitutions and, 274–279
- Prompts, 179–180, 223–233, 273, 308–309
- Punishment, 200–202. *See also* Consequences;
 Rewards
- R**ceptive language, 287–289, 303–311, 312, 313.
See also Speech development
- Reciprocity, 95, 95–100
- Reinforcement. *See also* Rewards
 antecedents and, 205
 applied behavior analysis (ABA) and, 193
 forms for, 203, 212
 helping your child understand speech and,
 305–307, 310
 imitation and, 180
 overview, 198
 refrigerator list regarding, 219
 teaching the ABCs of learning to your child
 and, 194–218
- Resources
 associations, organizations, and websites,
 12–14, 16, 44, 54, 327–332
 book suggestions, 325–326
 child care, 332–333
 legal issues, 333
 lists of toy/object, 324–325
 parenting resources, 333–334
- Respite care, 32–33, 332–333
- Responding, 301–302, 304–307, 310
- Rewards, 194–218, 197–204, 305–307. *See also*
 Reinforcement
- Risk factors, 54
- Role reversal, 264
- Routines
 creating joint activities during, 130–135
 helping your child understand speech and,
 306–307
 imitation and, 182
 increasing the fun quotient (FQ) and, 94–110
 nonverbal communication and, 151, 153–157,
 157–164
 overview, 94, 314–315, 316
 pretend play and, 265–266, 270–271, 281–282
- S**cheduling, 22, 314–315. *See also* Daily routines;
 Routines
- Self-care. *See also* Family, caring for
 adjusting to caring for a child with ASD, 27–28
 emotional health, 40–46
 overview, 37, 322–323
 physical health, 38–40
 pretend play and, 266
- Sensory social routines. *See also* Fun quotient
 (FQ)
 attention to people and, 68
 back-and-forth interactions and, 114
 closing joint activities and transitioning to the
 next activity and, 127–130
 energy level and, 107–110
 increasing the fun quotient (FQ) and, 94–110
 nonverbal communication and, 154, 157–164
 overview, 91–94, 316
 pretend play and, 265–266
 refrigerator list regarding, 111
 rhythm of, 95–100
 sounds and, 292
- Setup phase of joint activities. *See also* Turn
 taking
 independent play and, 254–255
 overview, 117–118
 pretend play and, 264, 269, 275, 280
 toy play and, 245–250
- Shaking head “no,” 150–151. *See also* Nonverbal
 communication
- Sharing, 113. *See also* Back-and-forth interactions;
 Turn taking
- Showing activities, 237–238, 242. *See also* Pointing
- Siblings, 33–36, 257, 334, 335
- Signaling. *See* Nonverbal communication
- Sleep hygiene, 20, 22, 39. *See also* Sleep problems
- Sleep problems
 behavioral challenges and, 213*n*–214*n*
 overview, 20, 22
 resource list and, 335
 self-care and, 39, 41–42
- Social comfort zone, 79–81
- Social communication, 70–74. *See also*
 Communication; Nonverbal communication
- Social development, 34
- Social games. *See* Games; Sensory social routines
- Social interactions. *See also* Attention to
 people; Back-and-forth interactions;
 Communication; Joint attention
 attention to people and, 66, 76
 early intervention and, 4
 finding them to be rewarding, 92–94
 imitation and, 167–168
 learning opportunities and, 321
 multiple interactions at once, 76
 nonverbal communication and, 148, 153–157
 pretend play and, 285
 speech development and, 288
 teaching the ABCs of learning to your child
 and, 209–213
- Social motivation. *See* Motivation, social
- Social play. *See also* Play
 attention to people and, 75
 back-and-forth interactions and, 114
 daily routines and, 318–319
 increasing the fun quotient (FQ) and, 94–110
 learning opportunities and, 319
 overview, 3
 parent-delivered early intervention and, 56
- Social rules, 168, 285
- Social skills, 243–244
- Social support, 42–44, 46, 322–323
- Songs. *See also* Sounds
 attention to people and, 73
 daily routines and, 318–319
 imitation and, 170–171

- resource list and, 335
- sensory social routines and, 97–98, 101
- Sounds. *See also* Nonverbal communication; Songs
 - daily routines and, 318–319
 - helping your child to build expressive speech and language and, 289–294, 301–302
 - imitation and, 170–173
 - joint attention and, 221
 - overview, 289
 - refrigerator list regarding, 313
- Speech development, 139, 287–289, 317. *See also* Expressive language; Language development; Receptive language
- Speech-language therapists, 16. *See also* Intervention teams; Therapists
- Spirituality, 44
- Spontaneous play, 252, 272–274, 286, 321–322. *See also* Independent play
- Spontaneous utterances, 302. *See also* Expressive language
- Statistics regarding autism diagnosis, 1, 11–12
- Support groups, 43–44, 322–323
- Symbolic combinations, 262, 279–285. *See also* Pretend play
- Symbolic play. *See* Pretend play
- Symbolic substitution, 262, 274–279. *See also* Pretend play
- Symptoms, 49, 52–54
- T**aking care of yourself and family. *See* Family, caring for; Self-care
- Taking turns. *See* Turn taking
- Themes in play
 - back-and-forth interactions and, 121–124
 - creating joint activities during daily routines, 130–135
 - independent play and, 255
 - pretend play and, 264, 269, 270, 275–276, 277, 280, 281–282
 - toy play and, 245–246, 247–252
- Therapists
 - criteria for measuring the quality of a home-based intervention program and, 21
 - criteria for measuring the quality of an early intervention program and, 18–19, 21
 - in the home setting, 17
 - overview, 320–321
 - physicians and, 17, 20
 - sleep problems and, 22
 - team meetings and, 24–25
 - use of multiple therapists, 16
- Toileting routines. *See* Bathroom routines; Diapering
- Toy play. *See also* Object play; Play
 - attention to people and, 65–71
 - imitation and, 173–178
 - increasing variety, flexibility and learning opportunities in, 245–252
 - joint attention and, 223–241
 - learning and, 53, 319
 - overview, 3, 243–245, 258
 - parent-delivered early intervention and, 56
 - refrigerator list regarding, 259
- Toys. *See also* Book activities
 - activity routines and, 118–120
 - animate play and, 268–272
 - attention to people and, 65–71, 74–79
 - changing frequently, 256
 - elaborating the joint activity and, 125
 - imitation and, 173–178
 - independent play and, 252–254, 256
 - joint attention and, 223–241
 - lists of suggestions for, 324–325
 - organization of, 252–254
 - pretend play and, 263–268, 268–272
 - resource list and, 334
 - sensory social routines and, 103–106
 - symbolic substitutions and, 274–279
 - toy play and, 249
- Transitions
 - closing joint activities and transitioning to the next activity, 127–130
 - independent play and, 255
 - pretend play and, 269–270, 276, 281
 - toy play and, 245–246, 251
- Treatment. *See* Early intervention
- Turn taking. *See also* Back-and-forth interactions; Play
 - forms for, 136
 - imitation and, 168, 184–186
 - increasing, 115–135
 - learning and, 53
 - overview, 3, 112–115
 - refrigerator list regarding, 137
 - sensory social routines and, 101
 - setting the theme in, 121–124
 - teaching your child to give you objects, 224
- V**ariation. *See also* Creativity
 - elaborating the joint activity and, 124–127
 - imitation and, 184–186
 - independent play and, 255
 - pretend play and, 264, 269, 276, 280–281
 - refrigerator list regarding, 259
 - sensory social routines and, 102
 - toy play and, 243–252
- Voice, 291, 297–298. *See also* Expressive language; Language development; Sounds
- W**ants of child. *See also* Preferences of your child
- Websites regarding ASD
 - Autism Speaks website, 12, 14, 16, 44, 54, 328
 - National Professional Development Center on ASD website, 14
 - National Standards Project website, 13–14
 - overview, 11–12
 - resource list of, 327–332
- Words
 - helping your child to build expressive speech and language, 293, 294–297
 - helping your child understand speech and, 308–309, 311, 323
 - joint attention and, 221

About the Authors

Sally J. Rogers, PhD, is Professor of Psychiatry at the MIND Institute at the University of California, Davis. She is a pioneering autism researcher known for her work on early intervention for preschoolers, imitation deficits, family interventions, and autism in infancy. With Geraldine Dawson and colleagues, Dr. Rogers developed the Early Start Denver Model, the treatment approach that is the basis for this book.

Geraldine Dawson, PhD, is Chief Science Officer at Autism Speaks and Professor of Psychiatry at the University of North Carolina at Chapel Hill. She served as Founding Director of the renowned University of Washington Autism Center. An internationally recognized autism expert with a focus on early detection and intervention, brain imaging, and genetic studies, Dr. Dawson is a passionate advocate for families.

Laurie A. Vismara, PhD, is a clinical research scientist at the MIND Institute at the University of California, Davis, and a board-certified behavior analyst. Dr. Vismara's interests include developing innovative ways to teach early intervention techniques to professionals and parents.