

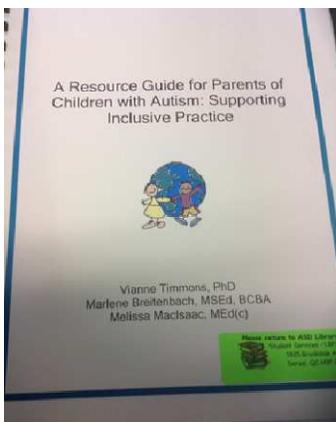
BOOKS ABOUT IEP's & INCLUSION



A Guide Related to Support Workers and your Individual with Exceptionalities

Adams, J.

This book will provide you with ideas ranging from 'how to find, to how to hire and train a support worker' for your family discussed along with helpful tips when a support worker must be replaced. A resource book which we recommend in the 'First Choice News, Edition 1', written by Janice Adams, mother of a young man who lives with autism.

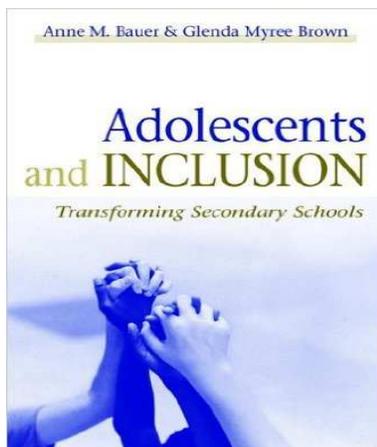


A Resource Guide for Parents of Children with Autism: Supporting Inclusive Practice

Timmons, Dr. V.

www.gov.pe.ca/photos/original/ed_autismres.pdf

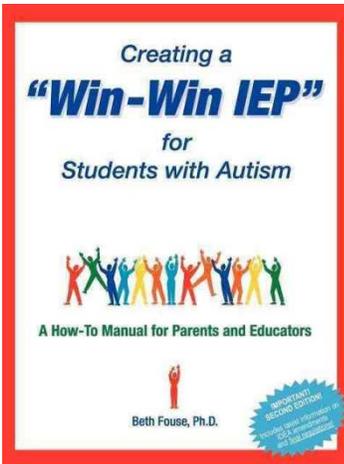
A Resource Guide for Parents of. Children with Autism: Supporting. Inclusive Practice. Vianne Timmons, PhD. Marlene Breitenbach, MSED, BCBA. Melissa MacIssac MEd(C)



Adolescents and Inclusion, Transforming Secondary Schools

Bauer, A.M., Myree Brown, G.

Bauer and Brown provide readers with a unique opportunity to experience inclusion and gain a sensory understanding of what secondary inclusive education may look like, sound like, taste like, and feel like." Craig A. Michaels, in Research and Practice for Persons with Severe Disabilities "Over the years, I have found a new richness in my teaching as a result of these students.... I know my students have as well." -Kathy Heekin, teacher at PMHS From the Mission Statement of Purcell Marian High School: "Purcell Marian embraces and promotes inclusivity in all areas. Respecting diverse academic levels, faith traditions, and socioeconomic backgrounds, we actively commit ourselves to innovative education of the whole person.



Creating a “WIN- WIN IEP”

Fouse, B.

This book is a must-read for every parent or educator who participates in the IEP process. Dr. Fouse takes readers through the entire range of a "child-centered" educational process, from the initial stages of identification and diagnosis to full implementation and monitoring of the individualized education program. She walks you through the process of setting goals and objectives, getting the most out of IEP meetings, determining proper placement, requesting assistive technology, and much more. She explains laws that you will need to know inside and out, such as the Individuals with Disabilities Education Act, Section 504, Americans with Disabilities Act, and FERPA. Finally, she lists some common mistakes that schools and parents often make, and gives great advice on how to avoid conflicts.

Educating Children about Autism in an Inclusive Classroom



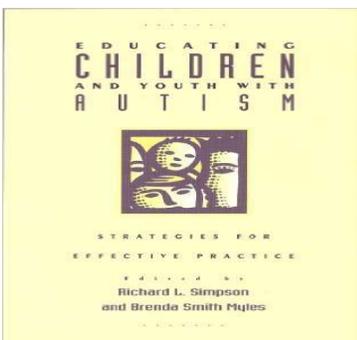
Vianne Timmons, PhD
 Marlene Breitenbach, MEd,
 BCBA
 Melissa MacIsaac, MEd(c)

Educating children about Autism in an Inclusive Classroom

Timmons, Dr. V.

The purpose of this project was to contribute to the knowledge and implementation of best practices for children with autism. The study identified current teaching and parenting practices in Prince Edward Island which address the educational challenges and individualized needs of children with autism spectrum disorders in included settings.

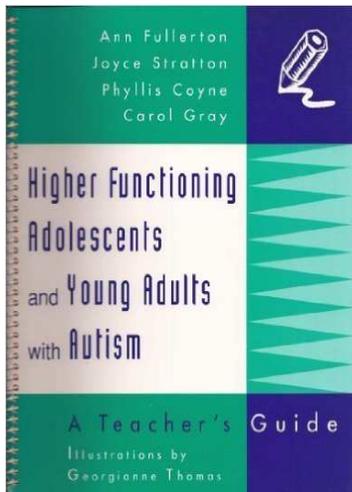
Researchers hope that the findings will directly influence services by reinforcing current best practices, providing specific suggestions for home and school, and establishing directions for supporting students with ASD in the future.



Educating Children and Youth With Autism

Simpson, R.L., Smith Myles, B.

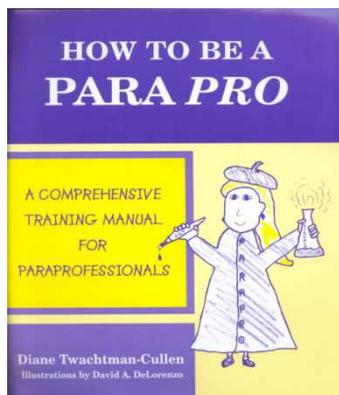
Autism spectrum disorders span a wide range of complex characteristics, developmental disabilities, behaviors, and functioning levels, from mild to severe. This diverse range contributes to the difficulty in designing effective educational and treatments programs, as each individual requires specific needs. Educating Children and Youth with Autism.



Higher functioning adolescents and young adults with Autism

Fullerton, A.

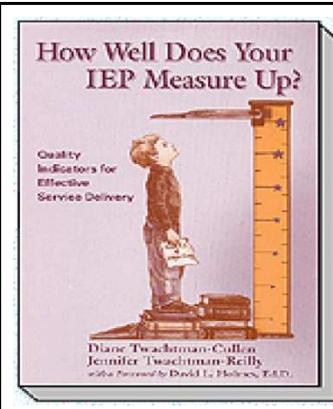
This guide offers strategies for working with students with autism in the areas of academic instruction, organization and time management, and social skills. The importance of considering the autistic student's use of language and thinking style is stressed. Chapter 1, "Who Are Higher Functioning Young Adults with Autism?" (Ann Fullerton), provides the current definition of higher functioning autism and describes the sensory, cognitive, and social experiences of these persons. Chapter 2, "Adolescence and Young Adulthood" (Ann Fullerton), explores the impact of adolescence on the young adult's changing relationship with peers and on identity formation. Chapter 3, "Adapting Instructional Materials and Strategies" (Joyce Stratton), provides strategies for assessing needs and providing different levels of assistance to enable higher functioning students to experience academic success. Chapter 4, "Organization and Time Management Strategies" (Phyllis Coyne), shows how to help persons with autism learn to sequence, organize, and use time concepts in their daily lives. The last chapter, "Social Assistance" (Carol Gray), offers strategies to provide adolescents with accurate social information and effective responses to social situations.



How to be a Para PRO

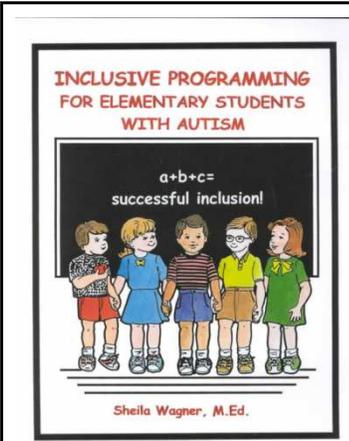
Twachtman-Cullen, D.

'This is the only autism-specific book that I know of that is written specifically for those underpaid angels of the inclusive classroom, the paraprofessional aides. Certainly aides can read the numerous other books about teaching students with autism spectrum disorders and learn a great deal from them. But this book discusses some issues that do not come up in those other books, such as what the relationship should be between the aide and the teacher.'



How Well Does Your IEP Measure Up?
Twachtman-Cullen, D., Twachtman-Reilly, J.

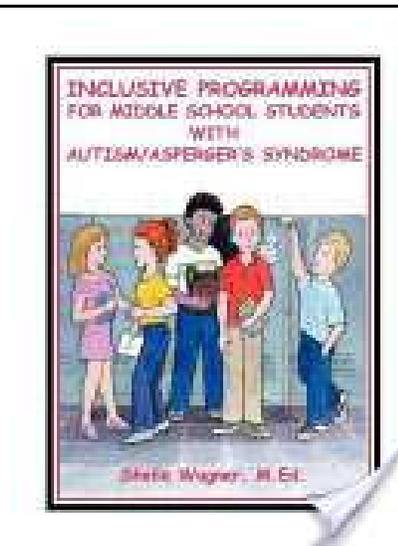
A step-by-step guide to help parents and professionals working with children on the ASD spectrum obtain or write an individualized education plan (IEP). The individual chapters set out the blueprint detailing the crucial building blocks for IEP development.



Inclusive Programming For Elementary Students with Autism.
Wagner, S., M.Ed.

Maximize your child or student's potential with a child-centered education program!

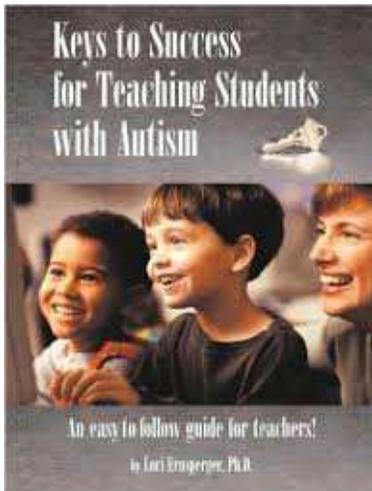
Winner of the Autism Society of America's Literary Work of the Year Award, this first book in Sheila Wagner's *Inclusive Programming* series provides an inclusion program for students with autism spectrum disorders. Teachers, parents, and students alike will benefit from Sheila's insight and presentation as she outlines both theories and applications of inclusive programming for elementary school students. Her engaging and readable style, coupled with her extensive knowledge and classroom practice, make this book indispensable for professionals and nonprofessionals alike.



Inclusive Programming for the Middle School Students with Autism
Wagner, S, M.Ed.

Middle school presents unique challenges to those with autism/Asperger's, but it can also be exciting and rewarding. Inclusive Programming addresses transitioning to and from middle school, and everything in between: hormones, cliques, bullying, aggression, and "fitting in." The ingredients for success are pre-planning, frequent monitoring of progress, teacher training, and regular communication between all concerned. Add committed teachers, peer mentors/tutors, sensible allowances for individual students' needs (extra test time, visual/oral format, concrete language, less or different homework, a sensory-safe environment, social skills training) as called for, and you have a recipe for success. You'll find

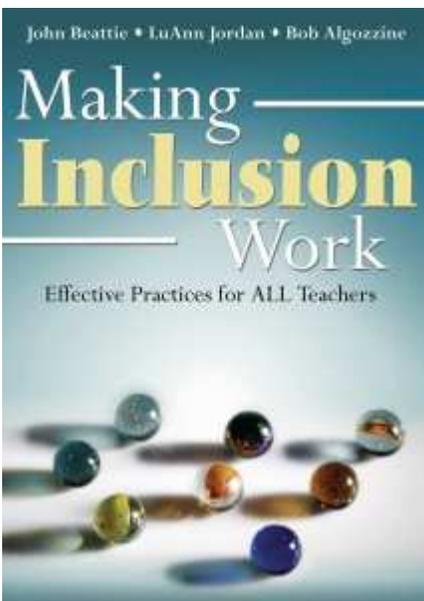
many helpful charts/resources in the Appendices.



Keys to Success for Teaching Students with Autism

Emsperger, L.

After more than 17 years of experience working with teachers struggling to implement an effective learning program for special needs kids, Dr. Lori Ernsperger decided it was about time someone created a comprehensive resource for practical use in the classroom. She wrote this book as a practical, step-by-step guide to educating students with autism. This much-needed resource unlocks the secrets of six critical teaching elements, including creating an effective classroom environment, curriculum development, instructional strategies, managing problem behaviors, data collection, and building collaborative teams. Perfect for new and veteran teachers, this book enables school personnel to efficiently create and implement an effective educational program for students with autism regardless of their level of experience or training.



Making Inclusion Work

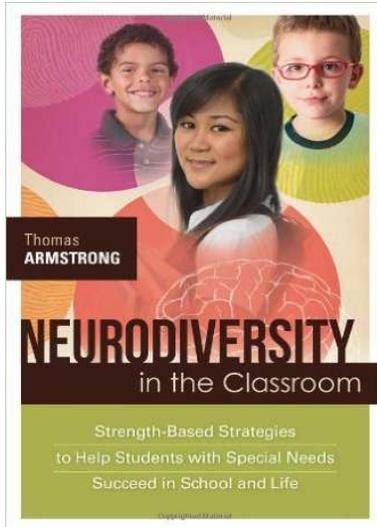
Beattie, J. Jordan, L., Algozzine, B.

In today's classrooms, teachers must meet the educational needs of students of all ability levels, including students with disabilities. This invaluable resource offers elementary and secondary teachers a deeper awareness of "what works" when teaching students with disabilities in general education classrooms. Grounded in extensive special education research, this book will enlighten teachers with a greater understanding of special education students and how to teach them successfully.

For teaching students with the most common disabilities in classes with their nondisabled peers, general and special education teachers alike will get the most current information on issues such as:

- Developing Individualized Education Programs
- Teaching reading successfully
- Managing behavior and motivating students
- Organizing classrooms and lessons effectively
- Using cognitive strategies successfully
- Making appropriate accommodations

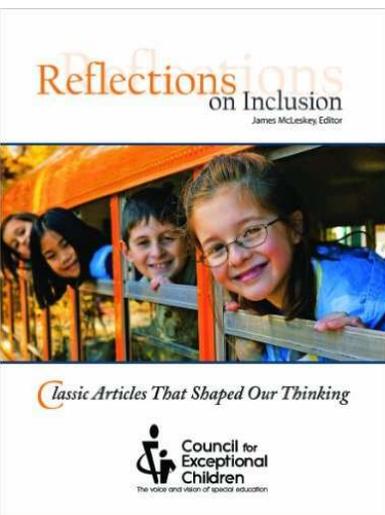
- Assessing students, grading, and collecting data
- Working with parents and families
- Collaborating with other teachers and parents



Neurodiversity in the Classroom

Armstrong, T.

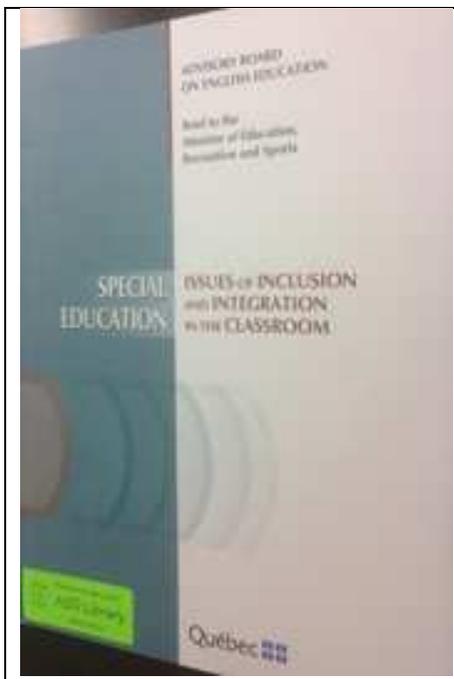
A new concept on human diversity has emerged over the past 10 years that promises to revolutionize the way educators provide services to students with special needs: neurodiversity. Just as we celebrate diversity in nature and cultures, so too do we need to honor the diversity of brains among our students who learn, think, and behave differently. In *Neurodiversity in the Classroom*, best-selling author Thomas Armstrong argues that we should embrace the strengths of such neurodiverse students to help them and their neurotypical peers thrive in school and beyond. This innovative book focuses on five categories of special needs: learning disabilities, attention deficit hyperactivity disorder, autism, intellectual disabilities, and emotional and behavioral disorders.



Reflections on Inclusion

McLeskey, J.

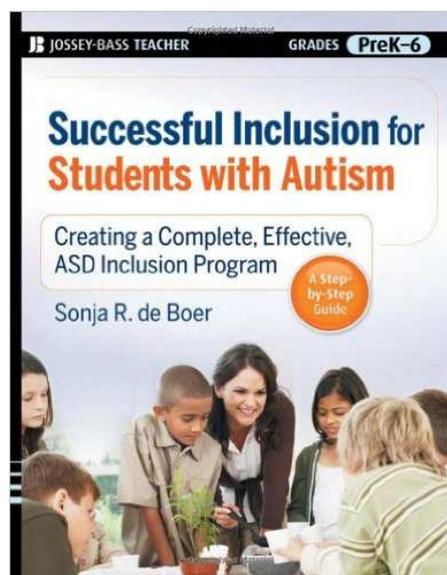
Excerpt from the book... *Not having a clear consensus regarding important publications that have documented the history of special education reform obviously does not mean that our history is not important. Moreover, these differences likely reflect a lack of consensus in the special education field, fueled in part by a lack of discussion in the professional literature regarding classic articles in special education. This book is an attempt to encourage such a discussion by providing a foundation for ensuring that we have a better understanding of the classic articles that have shaped the field, especially in the area of special education school reform.*



Special Education -Issues of Inclusion and Integration in the Classroom

Quebec Government_

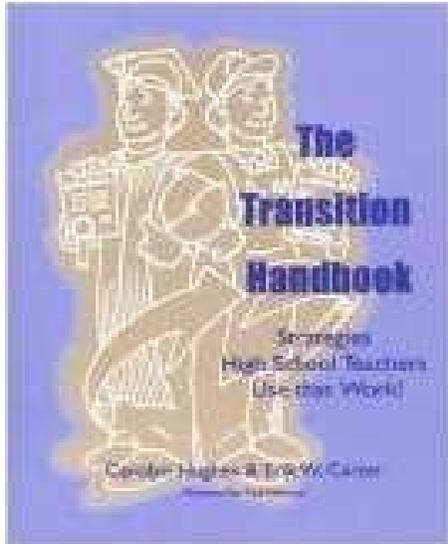
The Advisory Board on English Education (Commission de l'éducation en langue anglaise) has published its brief to the Minister entitled Special Education - Inclusion and Integration in the Classroom. The Commission wanted to explore the perceptions and the reactions of the people involved in and affected by the implementation of the Ministry's Policy on Special Education in English-language primary and secondary schools and to learn directly from them to what extent this implementation is working and which difficulties they encounter. The Commission met with various participants and observers including administrators of school boards, teachers, pedagogical consultants, resource teachers, staff working in schools for the handicapped, a human-rights lawyer, associations working with students with physical and intellectual handicaps and a university dean.



Successful Inclusion for Students With Autism

De Boer, S.R.

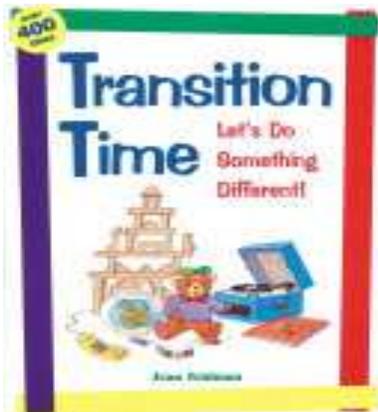
Successful Inclusion for Students with Autism gives teachers in both special and general education as well as administrators the information they need to start and maintain an effective inclusion program for children with autism spectrum disorders. The book offers step-by-step guidance for creating successful inclusion programs and includes specific information on key topics such as educator roles and responsibilities, ongoing program assessment, and evaluating student progress. De Boer offers specific advice for designing an appropriate inclusive education program, outlines legal guidelines for placement, and provides valuable teaching tips on a wide variety of topics including behavior management, boosting social and communication skills, and more.



The Transition Handbook

By Carolyn Hughes & Erik W. Carter

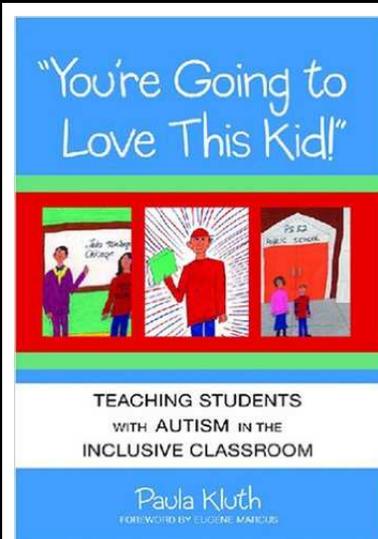
To help students with disabilities make a smooth transition from high school to adulthood, you need proven and practical strategies that prepare them for success in an increasingly complex world. You'll find more than **500 research-based, teacher-tested support strategies** in *The New Transition Handbook*—the modern transition guide for today's students and the professionals who support them. The revised edition of Hughes & Carter's bestselling *The Transition Handbook*, this thoroughly updated guide is everything transition teams want: it's ultra-practical, fast and easy to navigate, cost-effective, and reflects the latest research and legislation affecting young adults with disabilities. Packed with ready-to-use strategies for teaching key skills and developing effective school and community supports, this is the ultimate guide to helping students.



Transition Time

Feldman, J.R.

Children spend a great deal of time changing activities and waiting for the next one to begin. With careful planning, you can capitalize on these 'bits of time' with meaningful transitional activities.



You're Going to Love This Kid

Kluth P.

This book provides strategies and concepts to aid educators in creating an inclusive environment for students with autism in both primary and secondary schools, covering such topics as collaboration, lesson plans, supports, and community. The chapters are designed to highlight how any student with autism spectrum disorders can be supported to participate in academic instruction, school routines, and social activities. The book uses examples of how to plan lessons, engineer a safe and comfortable classroom, provide communication opportunities, and understand and support challenging behaviors. The author uses her own classroom and school observations and her experiences as an elementary and high school educator to explore methods of adapting the school environment to be comfortable and appropriate for students with autism and autism spectrum disorders.