



Introduction to the Second Edition

So much has changed since 2008, when this book was first written. Technology has improved the lives of many children with autism spectrum disorders (ASD): Smartphones and iPads can now be used as augmentative and alternative communication (AAC) devices. Siri can provide information and answers to questions instantly. Video security cameras can monitor the activities in many homes 24/7. Parents can choose from hundreds of educational apps that 2-year-olds can operate with one finger. Families can easily connect in Facebook groups. With many more tools for studying genetics and scanning the brain, researchers can now accomplish whole genome sequencing in a matter of days. A big change came in 2013 with the publication of the *Diagnostic and Statistical Manual of Mental Disorders—Fifth Edition (DSM-5)*, when the diagnostic criteria for ASD were revised. This second edition of *The Source[®] Intervention in Autism Spectrum Disorders* explains these changes and adds up-to-date developments in research and intervention. It also provides practical tactics and templates for evaluation that can be put into immediate use.

Not everything has changed, however. The children and their families still have the same challenges that require tried-and-true intervention strategies. Although we are learning more and more about ASD, we don't know how and why it occurs. It is still difficult to obtain appropriate services in many areas of the country, and adult services are woefully lacking. Public awareness is increasing, but obtaining public support and insurance coverage is problematic.

It is hoped that this second edition will inspire clinicians, parents, and students to embrace what is new while building on prior knowledge and strategies as we help those with ASD reach their full potential.

Phyllis

Introduction to the First Edition

When graduate students come to the Center for Speech and Language Disorders (CSLD) for their practicum experiences, they are usually amazed as they meet the children, adolescents, and adults with ASD. The students often are surprised to see how different individuals with ASD are from one another. Each individual has a set of strengths and weaknesses and a unique personality. The expression of symptoms varies widely. As the students get to know them, they recognize the core symptoms and the learning style common to those with ASD. They observe their difficulties with language, academics, and social functioning. They understand the role of families in working with their children with ASD and the impact these children have on family members.

This book serves four purposes:

- to introduce students, professionals, and parents to the complexities of ASD;
- to describe the common learning style of individuals with ASD;
- to discuss strategies developed to improve academics, language, and social skills; and
- to suggest tactics for intervention and teaching.

You will read about issues that arise throughout the lifespan of an individual with ASD. You will meet many children, teens, and adults through the stories and illustrative examples. I hope

that through these stories, you will gain insight into the inner workings of their minds and hearts. I hope that you will see them not just as cases, but as people deserving of our best efforts.

Chapter 1 describes and defines ASD. Information about diagnosis, comorbid and related conditions, and issues of scientific study of ASD are presented.

Chapter 2 discusses the particular learning style of those with ASD as it affects language development; academic achievement in reading, writing, and math; visual motor challenges; social learning; and the development of theory of mind.

Chapter 3 deals with assessing the child, family, school, and community in order to identify goals, objectives, and treatment strategies.

Chapter 4 presents general and specific tactics for language intervention, academics, and social skill development. A chart in the Chapter 4 Appendix allows you to easily locate tactics and to find related suggestions for intervention.

Chapter 5 addresses priorities and concerns that families have about those with ASD from early childhood through young adulthood.

As you read this book, think of a child, adolescent, or adult with ASD. Think of how the descriptions and suggestions fit that particular person. When you see the plethora of news releases, breakthroughs, treatments, and research reported so often in the media, analyze them carefully in light of what you learn about ASD and about your particular individual.

I am lucky to have been a part of the treatment programs for hundreds of individuals with ASD and their families and to be able to follow their progress over decades. They have taught me a great deal about communication, cognition, and social interactions. They have shown me the power of human resilience. They have helped me see the beauty of tiny details. They have taught me how to teach them and to experience joy in small successes. I am grateful to be able to share these insights with you.

Phyllis

Note: I am grateful to the families of children and adults with ASD for allowing me to use their stories. The stories are all true, but some of the names have been changed to protect the identity of the individuals.