



References

- Alberto, P. A., & Troutman, A. C. (2002). *Applied behavior analysis for teachers* (6th ed.). Upper Saddle River, NJ: Merrill.
- Alberto, P. A., & Troutman, A. C. (2009). *Applied behavior analysis for teachers* (8th ed.). Upper Saddle River, NJ: Pearson.
- Arick, J., Daniels, M., Gill, J., Magee, S., Magee-Arick, K. & Shepherd, K. (2012). *Sunshine literacy kit*. Portland, OR: STAR Autism Support.
- Arick, J., & Falco, R. (1989). *Project QUEST: Final report*. Portland, OR: Portland State University.
- Arick, J., & Krug, D. A. (1978, September). Autistic children: A study of learning characteristics and programming needs. *American Journal of Mental Deficiency, 83*(2), 200–202.
- Arick, J. R., Nave, G., Hoffman, T., & Krug, D. A. (2004). *FACTER: Functional assessment and curriculum for teaching everyday routines*. Austin, TX: PRO-ED.
- Arick, J., Willis, J., Nakada, B., & Lasley, D. (2012, October 3). *Evaluation of the Oregon program autism training sites: Preschool study*. Presented at the Confederation of Oregon School Administrators Conference, Eugene, OR.
- Arick, J., Young, H., Falco, R., Loos, L., Krug, D., Gense, M., & Johnson, S. (2003). Designing an outcome study to monitor the progress of students with autism spectrum disorder. *Focus on Autism and Other Developmental Disabilities, 18*(2), 75–87.
- Arick, J., Young, H., Falco, R., Loos, L., Krug, D., Gense, M., et al. (2004). *Autism Spectrum Disorders Outcome Study: Final report*. Salem: Oregon Department of Education.
- Autism Society of America. (n.d.). Retrieved from <http://www.autism-society.org/living-with-autism/>
- Azrin, N., & Lindsley, O. (1956). The reinforcement of cooperation between children. *Journal of Abnormal and Social Psychology, 52*, 100–102.
- Bacon, E., Dufek, S., Schreibman, L., Stahmer, A., Pierce, K., & Courchesne, E. (2014). Measuring outcome in an early intervention program for toddlers with autism spectrum disorder: Use of a curriculum-based assessment. *Autism Research and Treatment, 2014*, 1–9.
- Baer, D. M., Wolf, M. M., & Risley, T. R. (1968). Some current dimensions of applied behavior analysis. *Journal of Applied Behavior Analysis, 1*, 91–97.
- Bagnato, S. I., Neisworth, I. T., & Munson, S. (1997). *Linking assessment and early intervention: An authentic curriculum-based approach*. Baltimore, MD: Brookes.
- Baker-Ericzen, M. J., Stahmer, A. C., & Burns, A. (2007). Child demographics associated with outcomes in a community-based pivotal response training program. *Journal of Positive Behavioral Interventions, 9*(1), 52–60.
- Banda, D. R., & Grimmert, E. (2008). Enhancing social and transition behaviors of persons with autism through activity schedules: A review. *Education and Training in Developmental Disabilities, 43*, 324–333.
- Belfiore, P. J., Fritts, K. M., & Herman, B. C. (2008). The role of procedural integrity: Using self-monitoring to enhance discrete trial instruction (DTI). *Focus on Autism and Other Developmental Disabilities, 23*, 95–102.

- Bennett, K., Reichow, B., & Wolery, M. (2011). Effects of structured teaching on the behavior of young children with disabilities. *Focus on Autism and Other Developmental Disabilities, 26*(3), 143–152.
- Blum-Demaya, A., Reeve, S. A., & Reeve, K. F. (2010). Teaching children with autism to play a video game using activity schedules and game-embedded simultaneous video modeling. *Education and Treatment of Children, 33*, 351–370.
- Bolton, J., & Mayer, M. D. (2008). Promoting the generalization of paraprofessional discrete trial teaching skill. *Focus on Autism and Other Developmental Disabilities, 23*, 103–111.
- Bondy, A., & Frost, L. (1994). The picture exchange communication system. *Focus on Autistic Behavior, 9*, 1–19.
- Bricker, D. (1998). *An activity-based approach to early intervention* (2nd ed.). Baltimore, MD: Brookes.
- Brigance, A. (2010). *Comprehensive inventory of basic skills* (Rev. ed.). North Billerica, MA: Curriculum Associates.
- Browder, D. M., Flowers, C., & Wakeman, S. Y. (2008). Facilitating participation in assessments and the general curriculum: Level of symbolic communication classification for students with significant cognitive disabilities. *Assessment in Education: Principles, Policy & Practice, 15*(2), 137–151.
- Brown, F., Evans, I. M., Weed, K. A., & Owen, V. (1987). Delineating functional competencies: A component model. *Journal of the Association for Persons with Severe Handicaps, 12*, 117–124.
- Brownell, R. (2010). *Expressive one-word picture vocabulary test*. Novato, CA: Academic Therapy.
- Bryan, L. C., & Gast, D. L. (2000). Teaching on-task and on-schedule behaviors to high-functioning children with autism via picture activity schedules. *Journal of Autism and Developmental Disorders, 30*(6), 553–567.
- Buschbacher, P., Fox, L., & Clarke, S. (2004). Recapturing desired family routines: A parent-professional behavioral collaboration. *Research and Practice for Persons With Severe Disabilities, 29*(1), 25–39.
- Cafiero, J. (1998). Communication power for individuals with autism. *Focus on Autism and Other Developmental Disabilities, 13*(2), 113–121.
- Cale, S. I., Carr, E. G., Blakely-Smith, A., & Owen-DeSchryver, J. S. (2009). Context-based assessment and intervention for problem behavior in children with autism spectrum disorder. *Behavior Modification, 33*(6), 707–742.
- Carnahan, C., & Snyder, K. (2011). Rules and routines: Autism Internet module (Online training module). Retrieved from the Ohio Center for Autism and Low Incidence (OCALI) Web site: www.autisminternetmodules.org
- Carr, E., Dunlap, G., Horner, R., Koegel, R., Turnbull, A., & Sailor, W. (2002). Positive behavior support: Evolution of an applied science. *Journal of Positive Behavior Interventions, 4*, 4–16.
- Carr, E. G., Horner, R. H., Turnbull, A. P., Marquis, J. G., Magito-McLaughlin, D., McAtee, M. L., et al. (1999). Positive behavior support for people with developmental disabilities. *American Association on Mental Retardation Monograph Series, 1*, 99–108.
- Carter, M., & Grunsell, J. (2001). The behavior chain interruption strategy: A review of research and discussion of future directions. *Journal of Applied Behavior Analysis, 26*, 37–49.
- Charlop, M., Kurtz, P., & Casey, F. (1990). Using aberrant behaviors as reinforcers for autistic children. *Journal of Applied Behavior Analysis, 23*(2), 163–181.
- Charlop-Christy, M., & Haymes, L. (1998). Using objects of obsession as token reinforcers for children with autism. *Journal of Autism and Developmental Disorders, 28*(3), 189–198.
- Charlop-Christy, M. H., & Kelso, S. E. (2003). Teaching children with autism conversational speech using a cue card/written script program. *Education and Treatment of Children, 26*, 108–127.
- Charman, T. (1997). Brief report: Prompted pretend play in autism. *Journal of Autism and Developmental Disorders, 27*, 325–352.
- Cohen, H., Amerine-Dickens, M., & Smith, T. (2006). Early intensive behavioral treatment: Replication of the UCLA model in a community setting. *Journal of Developmental and Behavioral Pediatrics, 27*, S145–S155.
- Cooper, J. O., Heron, T. E., & Heward, W. L. (1987). *Applied behavior analysis*. Columbus, OH: Merrill.
- Cooper, J. O., Heron, T. E., & Heward, W. L. (2007). *Applied behavior analysis* (2nd ed.). Upper Saddle River, NJ: Pearson.

- Corona, R., Dissanayake, M., Arbelle, S., Wellington, P., & Sigman, M. (1998). Is affect aversive to young children with autism? Behavioral and cardiac responses to experimenter distress. *Child Development, 69*, 1494–1502.
- Crockett, J. L., Fleming, R. K., Doepke, K. J., & Stevens, J. S. (2007). Parent training: Acquisition and generalization of discrete trial teaching skills with parents of children with autism. *Research in Developmental Disabilities, 28*, 23–36.
- Dadds, M., Schwartz, S., Adams, T., & Rose, S. (1988). The effects of social context and verbal skill on the stereotypic and task-involved behavior of autistic children. *Journal of Child Psychology & Psychiatry, 29*(5), 669–676.
- Dawson, G., & Adams, A. (1984). Imitation and social responsiveness in autistic children. *Journal of Abnormal Child Psychology, 12*, 209–226.
- Dawson, G., Hill, A., Spencer, L., & Watson, L. (1990). Affective exchanges between young autistic children and their mothers. *Journal of Abnormal Child Psychology, 18*, 335–345.
- Dawson, G., & Osterling, J. (1997). Early intervention in autism: Effectiveness and common elements of current approaches. In M. J. Guralnick (Ed.), *The effectiveness of early intervention: Second generation research* (pp. 307–326). Baltimore, MD: Brookes.
- DeMyer, M. K., Alpern, G. D., Barton, S., DeMyer, W. E., Churchill, D. W., Hingtgen, J. N., et al. (1972). Imitation in autistic, early schizophrenic, and nonpsychotic subnormal children. *Journal of Autism and Childhood Schizophrenia, 2*, 264–287.
- DeMyer, M. K., Hingtgen, J. N., & Jackson, R. K. (1981). Infantile autism reviewed: A decade of research. *Schizophrenia Bulletin, 7*, 388–451.
- Dettmer, S., Simpson, R., Myles, B., & Ganz, J. (2000). The use of visual supports to facilitate transitions of students with autism. *Focus on Autism and Other Developmental Disabilities, 15*, 163–170.
- Donnellan-Walsh, A. (1976). *Teaching makes a difference*. Santa Barbara, CA: Santa Barbara County Schools Autism Dissemination Project.
- Dunlap, G., & Kern, L. (1996). Modifying instructional activities to promote desirable behavior: A conceptual and practical framework. *School Psychology Quarterly, 11*, 297–312.
- Dunlap, L. (1942). Technique of negative practice. *American Journal of Psychology, 55*, 270–273.
- Dunn, L., & Dunn, D. (2007). *PPVT-IV, Peabody Picture Vocabulary Test manual* (4th ed.). Minneapolis, MN: Pearson.
- Edmark Reading Program* (2nd ed.). (2011). Austin, TX: PRO-ED.
- Eldevik, S., Hastings, R. P., Hughes, C., Jahr, E., Eikeseth, S., & Cross, S. (2009). Meta-analysis of early intensive behavioral intervention for children with autism. *Journal of Clinical Child & Adolescent Psychology, 38*, 439–450.
- Engelmann, S., & Brunner, E. (2003). *Reading mastery program*. De Soto, TX: SRA/McGraw-Hill.
- Falco, R., Janzen, J., Arick, J., & DeBoer, M. (1990). *Project QUEST inservice manual*. Unpublished manuscript, Portland State University.
- Flippin, M., Reszka, S., & Watson, L. R. (2010). Effectiveness of the Picture Exchange Communication System (PECS) on communication and speech for children with autism spectrum disorders: A meta-analysis. *American Journal of Speech-Language Disorders, 19*, 178–195.
- Fox, L., Dunlap, G., & Philbrick, L. (1997). Providing individual supports to young children with autism and their families. *Journal of Early Intervention, 21*, 1–14.
- Fox, L., Hanline, M., Vail, C., & Galant, K. (1994). Developmentally appropriate practice: Applications for young children with disabilities. *Journal of Early Intervention, 18*, 243–257.
- Frye, V., & Walker, K. (1998). Review of the Autism Screening Instrument for Educational Planning (2nd ed.). *Journal of Psychological Assessment, 16*, 280–285.
- Fuller, P. (1949). Operant conditioning of a vegetative human organism. *American Journal of Psychology, 62*, 587–590.
- Ganz, J. B. (2007). Classroom structuring methods and strategies for children and youth with autism spectrum disorders. *Exceptionality, 15*(4), 249–260.
- Ganz, J. B., Earles-Vollrath, T. L., & Cook, K. E. (2011). Video modeling: A visually based intervention for students with autism spectrum disorder. *Teaching Exceptional Children, 43*(6), 8–19.

- Ganz, J. B., & Flores, M. M. (2008). Effects of the use of visual strategies in play groups for children with autism spectrum disorders and their peers. *Journal of Autism and Developmental Disorders*, 38, 926–940.
- Garfin, D., & Lord, C. (1986). Communication as a social problem in autism. In E. Schopler & G. Mesibov (Eds.), *Social behavior in autism* (pp. 237–261). New York: Plenum Press.
- Garretson, H., Fein, D., & Waterhouse, L. (1990). Sustained attention in autistic children. *Journal of Autism and Developmental Disorders*, 20, 101–114.
- Gilliam, J. (2014). *Gilliam autism rating scale* (3rd ed.). Austin, TX: PRO-ED.
- Goldstein, H., Kaczmarek, L., Pennington, R., & Shafer, K. (1992). Peer-mediated intervention: Attending to commenting and acknowledging the behavior of preschoolers with autism. *Journal of Applied Behavior Analysis*, 25, 97–117.
- Goldstein, H., & Strain, P. (1988). Peers as communication intervention agents: Some new strategies and research findings. *Topics in Language Disorders*, 9, 44–57.
- Gray, C. (1993). *The social story book*. Jenison, MI: Jenison Public Schools.
- Gray, C. (1995). Teaching children with autism to read social situations. In K. Quill (Ed.), *Teaching children with autism: Strategies to enhance communication and socialization* (pp. 219–242). Albany, NY: Delmar.
- Gray, C., & Garand, J. (1993). Social stories: Improving responses of students with autism with accurate social information. *Focus on Autistic Behavior*, 8, 1–10.
- Green, G. (1996). Early behavioral intervention for autism: What does the research tell us? In C. Maurice, G. Green, & S. C. Luce (Eds.), *Behavioral intervention for young children with autism: A manual for parents and professionals* (pp. 15–27). Austin, TX: PRO-ED.
- Green, G. (2001). Behavior analytic instruction for learners with autism: Advances in stimulus control technology. *Focus on Autism and Other Developmental Disabilities*, 16, 72–85.
- Greenspan, S. J., & Wieder, S. (1997). Developmental patterns and outcomes in infants and children with disorders in relating and communication: A chart review of 200 cases of children with autism spectrum diagnosis. *Journal of Developmental and Learning Disorders*, 1, 87–141.
- Gutierrez, A. Jr., Hale, M. N., O'Brien, H. A., Fischer, A. J., Durocher, J. S., & Alessandri, M. (2009). Evaluating the effectiveness of two commonly used discrete trial procedures for teaching receptive discrimination to young children with autism spectrum disorders. *Research in Autism Spectrum Disorders*, 3, 630–638.
- Handleman, J. S., Harris, S. L., Kristoff, B., Fuentes, F., & Alessandri, M. (1991). A specialized program for preschool children with autism. *Language, Speech, & Hearing Services in School*, 22, 107–110.
- Haring, T., & Kennedy, C. (1988). Units of analysis in task-analytic research. *Journal of Applied Behavior Analysis*, 21, 207–215.
- Harris, L. L., & Handleman, J. S. (Eds.). (2008). *Preschool education programs for children with autism*. Austin, TX: PRO-ED.
- Hawken, L., & Johnston, S. (2007). Preventing severe behavior in young children: The behavior education program. *Journal of Early and Intensive Behavior Intervention*, 4(3), 599–613.
- Hayward, D. W., Gale, C. M., & Eikeseth, S. (2009). Intensive behavioural intervention for young children with autism: A research-based service model. *Research in Autism Spectrum Disorders*, 3, 571–580.
- Heflin, L. J., & Alberto, P. A. (2001). Establishing a behavioral context for learning for students with autism. *Focus on Autism and Other Developmental Disabilities*, 16(2), 93–101.
- Henderson, J. A., Barry T. D., Bader, S. H., & Jordan, S. S. (2011). The relation between sleep, routines, and externalizing behavior in children with an autism spectrum disorder. *Research in Autism Spectrum Disorders*, 5(2), 758–767.
- Hines, E., & Simonsen, B. (2008, Fall). The effects of picture icons on behavior of a young student with autism. *Beyond Behavior*, 9–17.
- Hodgedon, L. (1995). *Visual strategies for improving communication*. Troy, MI: Quirk Roberts.
- Holding, E., Bray, M. A., & Kehle, T. J. (2010). Does speed matter? A comparison of the effectiveness of fluency and discrete trial training for teaching noun labels to children with autism. *Psychology in the Schools*, 48, 166–183.

- Hoyson, M., Jamieson, B., & Strain, P. S. (1984). Individualized group instruction of normally developing and autistic-like children: The LEAP curriculum model. *Journal of the Division of Early Childhood, 8*, 157–172.
- Hume, K., & Odom, S. (2007). Effects of an individual work system on the independent functioning of students with autism. *Journal of Autism and Developmental Disorders, 37*, 1166–1180.
- Hwang, B., & Hughes, C. (2000). Increasing social–communicative skills of preverbal children with autism through social interactive training. *Journal of the Association for Persons with Severe Handicaps, 25*, 18–26.
- Ingersoll, B., & Dvortcsak, A. (2010). *Teaching social communication to children with autism: A practitioner's guide to parent training and a manual for parents*. New York: Guilford Press.
- Iovannone, R., Dunlap, G., Huber, H., & Kincaid, D. (2003). Effective educational practices for students with autism spectrum disorders. *Focus on Autism and Other Developmental Disabilities, 18*(3), 150–165.
- Janzen, J. E., & Zenko, C. B. (2012). *Understanding the nature of autism* (3rd ed.). Austin, TX: Hammill Institute on Disabilities.
- Kabot, S., & Reeve, C. E. (2010). *Setting up classroom spaces that support students with autism spectrum disorders*. Shawnee Mission, KA: Autism Asperger.
- Kanner, L. (1943). Autistic disturbances of affective contact. *Nervous Child, 2*, 217–250.
- Karkhaneh, M., Clark, B., Ospina, M. B., Seida, J. C., Smith, V., Hartling, L. (2010). Social stories to improve social skills in children with autism spectrum disorder: A systematic review, *Autism, 14*, 641–662.
- Kasari, C., Rotheram-Fuller, E., Locke, J., & Gulsrud, A. (2012). Making the connection: Randomized controlled trial of social skills at school for children with autism spectrum disorders. *Journal of Child Psychology and Psychiatry, 53*(4), 431–439.
- Kasari C., Sigman, M., Mundy, P., & Yermiya, N. (1990). Affective sharing in the context of joint attention interactions of normal, autistic, and mentally retarded children. *Journal of Autism and Developmental Disorders, 20*, 87–100.
- King, D. (2001). *Boardmaker application software* [Computer software]. Solano Beach, CA: Mayer-Johnson.
- Koegel, L. (1995). Communication and language intervention. In R. Koegel & L. Koegel (Eds.), *Teaching children with autism* (pp. 17–32). Baltimore: Brookes.
- Koegel, L. K., Koegel, R. L., Harrower, J. K., & Carter, C. M. (1999). Pivotal response intervention, I: Overview of approach. *Journal of the Association for Persons with Severe Handicaps, 24*, 174–185.
- Koegel, L. K., Koegel, R. L., Shoshan, Y., & McNeerney, E. (1999). Pivotal response intervention, II: Preliminary long-term outcome data. *Journal of the Association for Persons with Severe Handicaps, 24*, 186–198.
- Koegel, R. L., O'Dell, M. C., & Koegel, L. K. (1987). A natural language paradigm for teaching nonverbal autistic children. *Journal of Autism and Developmental Disorders, 17*, 187–199.
- Koegel, R. L., Schreibman, L., Good, A., Cerniglia, L., Murphy, C., & Koegel, L. K. (1989). *How to teach pivotal behaviors to children with autism: A training manual*. Santa Barbara: University of California.
- Koegel, R. L., Tan, Q. H., Mossman, A., & Koegel, L. K. (2006). Incorporating motivational procedures to improve homework performance. In R. L. Koegel & L. K. Koegel (Eds.), *Pivotal response treatments for autism*. Baltimore: Brookes.
- Kohler, F. W., Greteman, C., Raschke, D., & Highnam, C. (2007). Using a buddy skills package to increase the social interactions between a preschooler with autism and her peers. *Topics in Early Childhood Special Education, 27*(3), 155–163.
- Krantz, P. J., McDuff, M. T., & McClannahan, L. E. (1993). Programming participation in family activities for children with autism: Parents' use of photographic activity schedules. *Journal of Applied Behavior Analysis, 26*, 137–138.
- Krantz, P. J., Zalewski, S., Hall, L., Fenski, E., & McClannahan, L. (1981). Teaching complex language to autistic children. *Analysis and Intervention in Developmental Disabilities, 1*, 259–297.
- Krug, D., Arick, J., & Almond, P. J. (2008). *Autism screening instrument for educational planning* (3rd ed.). Austin, TX: PRO-ED.
- Krug, D., Arick, J., Almond, P., Rosenblum, J., Scanlon, C., & Border, M. (1979). Evaluation of a program of systematic instructional procedures for pre-verbal autistic children. *Improving Human Performance, 8*, 29–41.

- Krug, D. A., Rosenblum, J. F., Almond, P. J., & Arick, J. R. (1981). *Autistic and severely handicapped in the classroom: Assessment, behavior management, and communication training*. Portland, OR: ASIEP Education.
- Kuhn, L. R., Bodkin, A. D., Devlin, S. D., & Doggett, R. A. (2008). Using pivotal response training with peers in special education to facilitate play in two children with autism. *Education and Training in Developmental Disabilities, 43*(1), 37–45.
- Landry, R., & Bryson, S. E. (2004). Impaired disengagement of attention in young children with autism. *Journal of Child Psychology and Psychiatry, 45*(6), 1115–1122.
- Laski, K. E., Charlop, M. H., & Schreibman, L. (1988). Training parents to use the natural language paradigm to increase their autistic children's speech. *Journal of Applied Behavior Analysis, 21*, 391–400.
- Leaf, R., & McEachin, J. (1999). *A work in progress: Behavior management strategies and a curriculum for intensive behavioral treatment of autism*. Austin, TX: PRO-ED.
- Levin, C. G., & Weatherly, J. J. (1997, October). *Point-counterpoint: The Lovaas controversy*. Paper presented at Special Education and the Law Conference, Portland, OR.
- Libby, S., Powell, S., Messer, D., & Jordan, R. (1998). Spontaneous play in children with autism: A reappraisal. *Journal of Autism and Developmental Disorders, 28*, 487–497.
- Loiacono, V., & Valenti, V. (2010). General education teachers need to be prepared to co-teach the increasing number of children with autism in inclusive settings. *International Journal of Special Education, 25*, 24–32.
- Lord, C., & McGee, J. (Eds.). (2001). *Educating children with autism: Committee on Educational Interventions for Children with Autism*. Washington, DC: National Academy Press.
- Lord, C., & Paul, R. (1997). Language and communication in autism. In D. Cohen & F. Volkmar (Eds.), *Handbook of autism and pervasive developmental disorders* (pp. 195–225). New York: Wiley.
- Lord, C., & Rutter, M. (2012). *Autism diagnostic observation schedule*. Torrance, CA: Western Psychological Services.
- Lovaas, O. I. (1981). *Teaching developmentally disabled children: The me book*. Austin, TX: PRO-ED.
- Lovaas, O. I. (1987). Behavioral treatment and normal educational and intellectual functioning of young autistic children. *Journal of Consulting and Clinical Psychology, 55*, 3–9.
- Lovaas, O. I., Koegel, R. L., & Schreibman, L. (1979). Stimulus overselectivity in autism: A review of the research. *Psychological Bulletin, 86*, 1236–1254.
- MacDuff, G. S., Krantz, P. J., & McClannahan, L. E. (1993). Teaching children with autism to use photographic activity schedules: Maintenance and generalization of complex response chains. *Journal of Applied Behavior Analysis, 26*, 89–97.
- Mancil, G. R. (2006). Functional communication training: A review of the literature related to children with autism. *Education and Training in Developmental Disabilities, 41*(3), 213–224.
- Mandlawitz, M. (1996, November). *Lovaas, TEACCH, and the public system: The court as referee*. Paper presented at the 17th National Institute, National Association of Directors of Special Education, Alexandria, VA.
- Mandell, D. (2010). *Simply because: A community health report*. Philadelphia: University of Pennsylvania Health System.
- Mandell, D. (2011, April). *The Philadelphia autism instructional methods study*. Paper presented at the UCLA CART Lecture series, Los Angeles, CA.
- Mandell, D. (2014, April). *Comprehensive plan to support school districts in serving students on the autism spectrum disorder*. Presentation at the National Council for Exceptional Children's Conference, Philadelphia, PA.
- Mangum, A., Roane, H., Fredrick, L., & Pabico, R. (2012). The role of context in the evaluation of reinforcer efficacy: Implications for the preferences assessment outcomes. *Research in Autism Spectrum Disorders, 6*(1), 158–167.
- Marcus, L., Schopler, E., & Lord, C. (2008). TEACCH services for preschool children. In J. S. Handleman & S. L. Harris (Eds.), *Preschool education programs for children with autism*. Austin, TX: PRO-ED.
- Massey, G., & Wheeler, J. J. (2000). Acquisition and generalization of activity schedules and their effects on task engagement in a young child with autism in an inclusive preschool classroom. *Education and Training in Mental Retardation and Developmental Disabilities, 35*(3), 326–335.

- Maurice, C., Green, G., & Luce, S. C. (1996). *Behavioral intervention for young children with autism: A manual for parents and professionals*. Austin, TX: PRO-ED.
- McArthur, D., & Adamson, L. (1996). Joint attention in preverbal children: Autism and developmental disorders. *Journal of Autism and Developmental Disorders*, 26, 481–496.
- McClannahan, L. E., & Krantz, P. J. (1999). *Activity schedules for children with autism: Teaching independent behavior*. Bethesda, MD: Woodbine House.
- McCoy, K., & Hermanson, E. (2007). Video modeling for individuals with autism: A review of types and effects. *Education and Treatment of Children*, 30(4), 183–213.
- McEachin, J. J., Smith, T., & Lovaas, O. I. (1993). Long-term outcome for children with autism who received early intensive behavioral treatment. *American Journal on Mental Retardation*, 97, 359–372.
- McBride, B. J., & Schwartz, I. S. (2003). Effects of teaching early interventionists to use discrete trials during ongoing classroom activities. *Topics in Early Childhood Special Education*, 23(1), 5–17.
- McConnell, S. R. (2002). Interventions to facilitate social interaction of young children with autism: Review of available research and recommendations for educational intervention and future research. *Journal of Autism and Developmental Disorders*, 32(5), 351–372.
- McGee, G. G., Almeida, M. C., Sulzer-Azaroff, B., & Feldman, R. S. (1991). Promoting reciprocal interactions via peer incidental teaching. *Journal of Applied Behavior Analysis*, 25, 117–126.
- McGee, G. G., Daley, T., & Jacobs, H. A. (2008). The Walden preschool. In S. Harris & J. S. Handleman (Eds.), *Pre-school education programs for children with autism* (pp. 127–162). Austin, TX: PRO-ED.
- McGee, G. G., Morrier, M. J., & Daly, T. (1999). An incidental teaching approach to early intervention for toddlers with autism. *Journal of the Association for Persons with Severe Handicaps*, 24, 133–146.
- Meadan, H., Ostrosky, M. M., Triplett, B., Michna, A., & Fettig, A. (2011). Using visual supports with young children having autism spectrum disorder. *Teaching Exceptional Children*, 49(6), 28–35.
- Mechling, L. C., Gast, D. L., & Seid, H. H. (2009). Using a personal digital assistant to increase independent task completion by students with autism spectrum disorder. *Journal of Autism and Other Developmental Disorders*, 16, 141–151.
- Minschew, N., Goldstein, G., Muenz, L., & Patton, J. (1992). Neuropsychological functioning of non-mentally retarded autistic individuals. *Journal of Clinical and Experimental Neuropsychology*, 14, 749–761.
- Mirenda, P. (2001). Autism, augmentative communication, and assistive technology: What do we really know? *Focus on Autism and Other Developmental Disorders*, 16, 141–151.
- Mirenda, P., & Erickson, K. A. (2000). Augmentative communication and literacy. In A. M. Wetherby & B. M. Prizant (Eds.), *Autism spectrum disorders: A transactional developmental perspective* (pp. 333–367). Baltimore: Brookes.
- Minjarez, M. B., Williams, S. E., Mercier, E. M., & Hardan, A. Y. (2011, January). Pivotal response group treatment program for parents of children with autism. *Journal of Autism and Developmental Disorders*, 41(1), 92–101.
- Morse, T. E., & Schuster, J. W. (2000). Teaching elementary students with moderate intellectual disabilities how to shop for groceries. *Exceptional Children*, 66(2), 273–288.
- Mundy, P., Sigman, M., & Kasari, C. (1990). A longitudinal study of joint attention and language development in autistic children. *Journal of Autism and Developmental Disorders*, 20, 115–128.
- Munk, D. D., & Repp, A. C. (1994). The relationship between instructional variables and problem behavior: A review. *Exceptional Children*, 60, 390–401.
- Nash, M. J. (2002). The secrets of autism. *Time*, 159, 46–56.
- National Autism Center. (2009a). *The national standards project findings and conclusions: Addressing the need for evidence-based practice guidelines for autism spectrum disorders*. Randolph, MA: Author.
- National Autism Center. (2009b). *The national standards report*. Randolph, MA: Author.
- National Research Council. (2001). *Educating children with autism*. Committee on Educational Interventions for Children With Autism, Division of Behavioral and Social Sciences and Education. Washington, DC: National Academy Press.

- Neitzel, J. (2010). Positive behavior supports for children and youth with autism spectrum disorders. *Preventing School Failure, 24*(4), 247–255.
- Newborg, J. (2004). *Battelle developmental inventory* (2nd ed.). Itasca, IL: Riverside.
- Newcomer, L., (2012). *Universal positive behavior support for the classroom*. Retrieved from <https://www.pbis.org/common/cms/files/Newsletter/Volume4%20Issue4.pdf>
- Odom, S., Boyd, B., Hall, L., & Hume, K. (2010). Evaluation of comprehensive treatment models for individuals with autism spectrum disorder. *Journal of Autism Developmental Disorder, 40*, 425–436.
- Odom, S. L., & Strain, P. S. (1986). A comparison of peer-initiation and teacher-antecedent interventions for promoting reciprocal social interaction of autistic preschoolers. *Journal of Applied Behavior Analysis, 19*, 59–71.
- Ogilvie, C. R. (2011). Step by step: Social skills instruction for students with autism spectrum disorder using video models and peer mentors. *Teaching Exceptional Children, 43*(6), 20–26.
- Ogletree, B. T., Bruce, S. M., Finch, A., Fahey, R., & McLean, M. (2011). Recommended communication-based interventions for individuals with severe intellectual disabilities. *Communications Disorders Quarterly, 32*(3), 164–175.
- Olley, J. G., Robbins, F. R., & Morrelli-Robbins, M. (1993). Current practices in early intervention for children with autism. In E. Schopler, M. E. Van Bourgondien, & M. M. Bristol (Eds.), *Preschool issues in autism* (pp. 223–245). New York: Plenum Press.
- Olmi, D. (1998). Review of the Autism Screening Instrument for Educational Planning (2nd ed.). In J. C. Impara & B. S. Plake (Eds.), *The thirteenth mental measurements yearbook* (pp. 73–77). Lincoln, NE: The Burros Institute of Mental Measurements.
- Ozonoff, S., South, M., & Provençal, S. (2005). Executive functions. In F.R. Volkmar, R. Paul, A. Klin, & D. Cohen, (Eds.), *Handbook of autism and pervasive developmental disorders: Vol.1. Diagnosis, development, neurobiology and behavior* (3rd ed., pp. 606–627). Hoboken, NJ: Wiley.
- Piazza, C., Moes, D., & Fisher, W. (1996). Differential reinforcement of alternative behavior and demand fading in the treatment of escape-maintained destructive behavior. *Journal of Applied Behavior Analysis, 29*(4), 569–572.
- Pierce, K., & Schreibman, L. (1994). Teaching daily living skills to children with autism in unsupervised settings through pictorial self-management. *Journal of Applied Behavior Analysis, 27*, 471–481.
- Pierce, K., & Schreibman, L. (1995). Increasing complex social behaviors in children with autism: Effects of peer-implemented pivotal response training. *Journal of Applied Behavior Analysis, 28*, 285–295.
- Pierce, K., & Schreibman, L. (1997). Multiple peer use of pivotal response training to increase social behaviors of classmates with autism: Results from trained and untrained peers. *Journal of Applied Behavior Analysis, 30*, 157–160.
- Premack, D. (1959). Toward empirical behavior laws: I. Positive reinforcement. *Psychological Review, 66*, 219–233.
- Ploog, B. (2010). Stimulus overselectivity four decades later: A review of the literature and its implications for current research in autism spectrum disorder. *Journal of Autism and Developmental Disorders, 40*, 1332–1349.
- Prizant, B. M., & Rubin, E. (1999). Contemporary issues in interventions for autism spectrum disorders: A commentary. *Journal of the Association for Persons with Severe Handicaps, 24*, 199–208.
- Prizant, B., & Wetherby, A. (1998). Understanding the continuum of discrete-trial traditional behavioral to social-pragmatic developmental approaches in communication enhancement for young children with autism/PDD. *Seminars in Speech and Language, 19*, 329–353.
- Quill, K. (1995). Visually cued instruction for children with autism and pervasive developmental disorders. *Focus on Autistic Behavior, 10*, 10–22.
- Quill, K. (1997). Instructional considerations for young children with autism: The rationale for visually cued instruction. *Journal of Autism and Developmental Disorders, 27*, 697–714.
- Quill, K. A. (2000). *Do–watch–listen–say: Social and communication intervention for children with autism*. Baltimore: Brookes.
- Rao, S. M., & Gagie, B. (2006). Learning through seeing and doing: Visual supports for children with autism. *Teaching Exceptional Children, 38*(6), 26–33.

- Reszka, S. S., Odom, S. L., & Hume, K. A. (2012). Ecological features of preschools and the social engagement of children with autism. *Journal of Early Intervention, 34*(1), 40–56.
- Rogers, S. J. (1996). Brief report: Early intervention in autism. *Journal of Autism and Developmental Disabilities, 26*, 243–246.
- Rogers, S. J. (2000). Interventions that facilitate socialization in children with autism. *Journal of Autism and Developmental Disorders, 30*, 399–413.
- Rogers, S. J., Hall, T., Osaki, D., Reaven, J., & Herbison, J. (2008). The Denver model: A comprehensive, integrated educational approach to young children with autism and their families. In J. S. Handleman & S. L. Harris (Eds.), *Preschool education programs for children with autism* (2nd ed.). Austin, TX: PRO-ED.
- Rosenblatt, J., Bloom, P., & Koegel, R. L. (1996). Overselective responding: Description, implications, and intervention. In R. L. Koegel & L. K. Koegel (Eds.), *Teaching children with autism* (pp. 33–42). Baltimore: Brookes.
- Ruble, L. A., & Dalrymple, N. J. (2002). COMPASS: A parent–teacher collaborative model for students with autism. *Focus on Autism and Other Developmental Disabilities, 17*(2), 76–83.
- Runco, M. A., Charlop, M. H., & Schreibman, L. (1986). The occurrence of autistic children’s self-stimulation as a function of familiar versus unfamiliar stimulus conditions. *Journal of Autism & Developmental Disorders, 16*(1), 31–44.
- Schopler, E., Mesibov, G. B., & Hershey, K. (1995). Structured teaching in the TEACCH system. In E. Schopler & G. B. Mesibov (Eds.), *Learning and cognition in autism* (pp. 243–267). New York: Plenum Press.
- Schopler, E., Van Bourgondien, M., Wellman, G., & Love, S. (2010). *Childhood autism rating scale* (2nd ed.). Los Angeles: Western Psychological Services.
- Schreibman, L. (1975). Effects of within-stimulus and extra-stimulus prompting on discrimination learning in autistic children. *Journal of Applied Behavior Analysis, 8*, 91–112.
- Schreibman, L. (2000). Intensive behavioral/psychoeducational treatments for autism: Research needs and future directions. *Journal of Autism and Developmental Disorders, 30*(5), 373–378.
- Schreibman, L., Kaneko, W. M., & Koegel, R. L. (1991). Positive affect of parents of autistic children: A comparison across two teaching techniques. *Behavior Therapy, 22*, 479–490.
- Schreibman, L., & Koegel, R. L. (1996). Fostering self-management: Parent-delivered pivotal response training for children with autistic disorder. In E. D. Hibbs & P. S. Jensen (Eds.), *Psychosocial treatment for children and adolescent disorders: Empirically based strategies for clinical practices* (pp. 525–552). Washington, DC: American Psychological Association.
- Schreibman, L., Stahmer, A. C., Barlett, V. C., & Dufek, S. (2009). Brief report: Toward refinement of a predictive behavioral profile for treatment outcome in children with autism. *Research in Autism Spectrum Disorders, 3*, 163–172.
- Schroeder, S. S., Bickel, W. K., & Richmond, G. (1986). Primary and secondary prevention of self-injurious behaviors: A life-long problem. *Advances in Learning and Behavioral Disabilities, 5*, 63–85.
- Schwartz, L., Garfinkle, A., & Bauer, J. (1998). The picture exchange communication system: Communicative outcomes for young children with disabilities. *Topics in Early Childhood Special Education, 18*, 144–159.
- Shin, S., Stahmer, A., Marcus, S., & Mandell, D. (2010, May). *Student, teacher and classroom-level mediators of outcomes for children with autism spectrum disorders*. Paper presented at International Meeting for the International Society for Autism Research (INSAR), Philadelphia, PA.
- Siegel, B. (1996). *The world of the autistic child*. New York: Oxford University Press.
- Skinner, B. F. (1938). *The behavior of organisms: An experimental analysis*. New York: Appleton-Century-Crofts.
- Simpson, R. L. (2005). *Autism spectrum disorders interventions and treatments for children and youth*. Thousand Oaks, CA: Corwin Press.
- Smith, S. M. (2007). Visual supports: Autism Internet module (Online training module). Retrieved from Ohio Center for Autism and Low Incidence (OCALI) Web site: www.autisminternetmodules.org
- Smith, T. (2001). Discrete trial training in the treatment of autism. *Focus on Autism and Other Developmental Disabilities, 16*, 86–92.

- Sparrow, S., Balla, D., & Cicchetti, D. (1984). *Vineland adaptive behavior scales: Interview edition* (2nd ed.). Circle Pines, MN: American Guidance Service.
- Stahmer, A. C. (1995). Teaching symbolic play skills to children with autism using pivotal response training. *Journal of Autism and Developmental Disorders*, 25, 123–141.
- Stahmer, A. C., Suhrheinrich, J., Reed, S., Schreibman, L., & Bolduc, C. (2011). *Classroom pivotal response teaching for children with autism*. New York: Guilford Press.
- Stewart, R., Benner, G., Martella, R., & Marchand-Martella, N. (2007). Three-tier models of reading and behavior: A research review. *Journal of Positive Behavior Intervention*, 9(4), 239–253.
- Stichter, J. P., Randolph, J., Gage, N., & Schmidt, C. (2007). A review of recommended social competency programs for students with autism spectrum disorders. *Exceptionality*, 15(4), 219–232.
- Stiegler, L. N. (2007). Discovering communicative competencies in a non-speaking child with autism. *Language, Speech & Hearing Services in Schools*, 38, 400–413.
- Stichter, J. P., Randolph, J., Gage, N., & Schmidt, C. (2007). A review of recommended practices in effective social competency programs for students with ASD. *Exceptionality*, 15, 219–232.
- Stone, W., Ousley, O., Yoder, P., Hogan, K., & Hepburn, S. (1997). Nonverbal communication in 2- and 3-year old children with autism. *Journal of Autism and Developmental Disorders*, 27, 677–696.
- Strain, P. S., & Schwartz, I. (2001). ABA and the development of meaningful social relations for young children with autism. *Focus on Autism and Other Developmental Disabilities*, 16, 120–128.
- Swanson, T. (2005). Provide structure for children with learning and behavioral problems. *Intervention in School and Clinic*, 40, 182–187.
- TEACCH, Autism Society of North Carolina. (n.d.). *Structured teaching*. Retrieved September 18, 2002, from <http://www.teacch.com>
- Tabor-Doughty, T., & Jasper, A. D. (2012). Does latency in recording data make a difference? Confirming the accuracy of teachers' data. *Focus on Autism and Other Developmental Disabilities*, 27(3), 168–176.
- Thorndike, E. L. (1921). *The psychology of learning*. New York: Columbia University Teachers College.
- Thorpe, D. M., Stahmer, A. C., & Schreibman, L. (1995). Effects of socio-dramatic play training on children with autism. *Journal of Autism and Developmental Disorders*, 25, 265–282.
- Tien, K. C., & Lee, H. J. (2007). Structure/modifications. In S. Henry & B. S. Myles (Eds.), *The comprehensive autism planning system (CAPS) for individuals with Asperger syndrome, autism, and related disabilities: Integrating best practice throughout the student's day* (pp. 23–44). Shawnee Mission, KS: Autism Asperger.
- Tsatsanis, K. S. (2005). Neuropsychological characteristics in autism and related conditions. In F. R. Volkmar, R. Paul, A. Klin, & D. Cohen (Eds.), *Handbook of autism and pervasive developmental disorders, Vol. 1: Diagnosis, development, neurobiology and behavior* (3rd ed., pp. 365–381). Hoboken, NJ: John Wiley & Sons.
- Watson, J. B. (1913). Psychology as a behaviorist views it. *Psychological Review*, 20, 158–177.
- Westling, D. L., Fox, L., & Carter, E. W. (2015). *Teaching students with severe disabilities* (5th ed.). Upper Saddle River, NJ: Pearson.
- Wetherby, A., Prizant, B., & Hutchinson, T. (1998). Communicative, social-affective, and symbolic profiles of young children with autism and pervasive developmental disorder. *American Journal of Speech-Language Pathology*, 7, 79–91.
- Williams, K. A. (2007). *Expressive vocabulary test* (2nd ed.). Bloomington, MN: Pearson Clinical Assessment Group.
- Wong, C., Odom, S., Hume, K., Cox, A., Fettig, A., Kucharczyk, S., & Schultz, T. (2014). *Evidence-based practices for children, youth, and young adults with autism spectrum disorder*. Chapel Hill: The University of North Carolina, Frank Porter Graham Child Development Institute, Autism Evidence-Based Practice Review Group.