

WE HELP KIDS AND FAMILIES  
BE THEIR HEALTHIEST



## AUTISM AND EDUCATION / AUTISME ET ÉDUCATION

*Kaitlin Atkinson Family Resource Library / Bibliothèque de  
ressources familiales Kaitlin Atkinson*

*Resource List / Ressources*

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**Addressing the challenging behavior of children with high-functioning autism/Asperger syndrome in the classroom: a guide for teachers and parents** / Moyes, Rebecca A. -- London: Jessica Kingsley, 2002.

*This book provides possible explanations for problem behavior and a wealth of practical help for both teachers and parents to address them. Teachers learn how to create environmental supports and how to incorporate specific teaching strategies. Students with autism learn the new skills they might need, and ways of making their behavior more acceptable.*

FAM RJ 506 .A94 M68 2002

**Asperger Syndrome and adolescence: practical solutions for school success** / Myles, Brenda -- Shawnee Mission, KA: Autism Asperger Publishing Company, 2001.

*Good tool to help children entering high school. Many specific scenarios about classroom interactions, and interventions to address challenges associated with the disorder.*

FAM RJ 506 .A94 M95 2001

**Autism spectrum and further education: a guide to good practice** / Breakey, Christine -- London: Jessica Kingsley, 2006.

*This guide for professionals working with students with autism spectrum conditions (ASCs) in further education meets the increasing demand for information and support on this subject. The author covers key areas and offers strategies and solutions for communicating effectively, helping students to manage transition, and understanding and minimising the causes of ASC behaviours as well as teaching social skills and ASC self-awareness.*

FAM RJ 506 .A94 B74 2006

**Do you understand me?: my life, my thoughts, my autism spectrum disorder** / Koborg Brosen, Sofie -- London, UK: Jessica Kingsley Publishers, 2006.

*Written by an 11 year old with autism spectrum disorder who wanted her classmates to understand her world, things she found difficult, and what she really liked. Ideal for parents, teachers, support workers and caregivers.*

FAM RJ 506 .A94 K6213 2006

**The effective teacher's guide to autism and communication difficulties: practical strategies** / Farrell, Michael -- London: Routledge Taylor & Francis Group, 2006.

*This clear, practical and teacher-friendly book examines the causes and consequences of autism and other communication difficulties. Focusing on educational aspects, the book pays particular attention to issues teachers may encounter with speech, grammar, meaning, use of language and comprehension.*

FAM RJ 506 .A94 F37 2006

**Everyday education: visual support for children with autism** / Dyrbjerg, Pernille -- London: Jessica Kingsley, 2007.

*Visual support aids can be highly effective tools for increasing levels of communication and independence in children with autism, who often have difficulty interpreting spoken language and non-verbal facial expressions.*

FAM RJ 506 .A94 D9713 2007

**Helping children with autism to learn** -- London: David Fulton Pub, 2000.

*This book considers how individuals with Autism can be enabled to learn through specific approaches to teaching that draw together understandings of how such individuals think and learn, and the implications for those who aim to teach them. Both teachers and parents will benefit from the insights this book.*

FAM RJ 506 .A94 H435 2000

**Higher functioning adolescents and young adults with autism: a teacher's guide** -- Austin, TX: Pro Ed, 1996.

*This guide provides important insights and practical strategies for teaching and supporting higher functioning students with autism in school.*

FAM RJ 506 .A94 F84 1996

**I need help with school: a guide for parents of children with autism & Asperger's syndrome /**

Moyes, Rebecca A. -- Texas: Future Horizons, 2003.

*Written especially for those dealing with autism and Asperger's Syndrome, this book also tackles important issues that will come up during your child's early school experience, such as developing social skills, addressing challenging behaviors, encouraging self-esteem, and dealing with teasing and bullying.*

FAM RJ 506 .A94 M6 2003

**Identifying, assessing, and treating autism at school /** Brock, Stephen E. -- New York: Springer, 2006.

*The book offers a one-stop resource that enables school psychologists to coordinate efforts between students and parents as well as other educators, administrators, and social services providers to determine which interventions are likely to be most effective in meeting the unique needs of children with autism. It is designed as a practical, easy-to-use reference for school psychologists and other educational professionals.*

FAM RJ 506 .A94 B76 2006

**Incorporating social goals in the classroom: a guide for teachers and parents of children with high-functioning autism and Asperger syndrome /** Moyes, Rebecca A. -- London: Jessica Kingsley, 2001.

*This book provides practical, hands-on strategies to teach social skills to children with high-functioning autism and Asperger Syndrome. It includes a detailed description of the social deficits of these children as they appear in the classroom - difficulties with such things as understanding idioms, taking turns in conversation, understanding and using tone of voice and body language and ways to address them.*

FAM RJ 506 .A94 M69 2001

**Keys to success for teaching students with autism /** Ensperger, Lori -- Arlington, TX: Future Horizons Inc. 2002.

*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.*

FAM RJ 506 .A94 E76 2002

**Making sense of art: sensory-based art activities for children with autism, Asperger syndrome, and pervasive development disorders /** Davalos, Sandra R. -- Shawnee Mission, KA: Autism Asperger Publishing Co. 1999.

*Making Sense of Art offers visual activities developed for children with autism, Asperger Syndrome, and other pervasive developmental disorders. The activities are designed to stimulate the child's senses through manipulation and exploration, arouse curiosity and creativity, and develop a sense of mastery.*

FAM RJ 506 .A94 D38 1999

**Navigating the special education system in Ontario: a handbook for parents of children with Autism Spectrum Disorders** -- Toronto: Autism Society Ontario, 2002.

*This publication of original material is a must for every parent whose child with autism is embarking on, or is in, the school system in Ontario. It includes the following sections: The Individual Education Plan (IEP) Process; How to represent your child at an Identification Placement & Review Committee (IPRC) meeting; Behavioral issues; Assessments; Parents' rights and responsibilities; How to develop an effective home-school communication book; How to teach your child to advocate for him/herself and Personal stories.*  
FAM RJ 506 .A94 N38 2002

**Naviguer à travers le système de l'enfance en difficulté de l'Ontario: un guide pour les parents d'enfants atteints de troubles envahissants du développement de d'autisme avec trouble connexes** -- Toronto: Autism Society Ontario, 2002.

*Cette publication de matériel original est un must pour tous les parents dont l'enfant avec l'autisme se lance dans, ou est dans le système scolaire de l'Ontario. Il comprend les sections suivantes: Le processus du plan d'enseignement individualisé; Comment représenter votre enfant à une réunion du Comité d'identification, de placement et d'examen; problèmes de comportement, des évaluations, les droits et les responsabilités des parents, comment élaborer un livre efficace de communication entre la maison-école, comment apprendre à votre enfant à plaider pour lui / elle-même et des histoires personnelles.*  
FAM RJ 506 .A94 N3814 2002

**Simple strategies that work!: helpful hints for all educators of students with Asperger syndrome, high-functioning autism, and related disabilities** / Myles, Brenda Smith -- Shawnee Mission, KA: Autism Asperger Publishing Co. 2006.

*Children and adolescents with Asperger Syndrome and high-functioning autism have great potential, but all too often their abilities are not realized. This guide provides effective approaches and strategies that teachers can take to help their student with AS/HFA on the road to success. It also discusses problems that may arise in the inclusion classroom and how educators can make even small adjustments to accommodate their students with autism, while not interfering with standard classroom routines.*  
FAM RJ 506 .A94 M98 2006

**Specialist support approaches to autism spectrum disorder students in mainstream settings** / Hewitt, Sally -- London: Jessica Kingsley Publishers, 2005.

*Hewitt promotes tried and tested initiatives to evaluate staff expectations, convey meaning in the classroom through alternative methods of communication, re-think the physical environment of pupils and celebrate achievement with rewards. With an abundance of cost- and time-effective management guidelines for teachers and support staff of affected pupils, this book facilitates a more inclusive school setting and stresses the importance of a consistent working approach both at school and home.*  
FAM RJ 506 .A94 H49 2005

**Teaching children with autism and related spectrum disorders: an art and a science** / Magnusen, Christy -- London, UK: Jessica Kingsley, 2005.

*By highlighting workable solutions to everyday problems, and emphasizing that teachers need to understand techniques and have the ability to adapt them to the situation that faces them, this book will be invaluable to all those involved in teaching children with ASDs.*  
FAM RJ 506 .A94 M32 2005

**Toilet training for individuals with autism & related disorders: a comprehensive guide for parents & teachers** / Wheeler, Maria -- Dallas, Texas: Future Horizons, 2004.

*This book contains specific issues involved in toilet training children with autism. It includes easy-to-read bulleted lists with do's and don'ts, along with fifty real-life examples. It helps readers to learn how to gauge 'readiness' and overcome fear of the bathroom.*

FAM RJ 506 .A94 W43 2004

**Visual supports for people with autism: a guide for parents and professionals** / Cohen, Marlene J. -- Bethesda, MD: Woodbine House, 2007.

*Visual supports are particularly beneficial to people with autism because they help make abstract concepts concrete and capitalise on the user's inherent visual learning strengths. This book shows parents and educators how incorporating these aids while teaching can improve academic performance, behaviour, interaction with others, and self-help skills.*

FAM RJ 506 .A94 C64 2007

### Web Sites / Sites internet

Autism Parent Resource Kit – Ministry of Children and Youth Services / Trousse de ressources sur l'autisme pour les parents – Ministère des services à l'enfance et à la jeunesse

<http://www.children.gov.on.ca/htdocs/English/topics/specialneeds/autism/aprk/index.aspx>

Knowledge Base – Autism Ontario / Base de connaissances - Autisme Ontario

<http://autismontario.novosolutions.net/homekb.asp>

Autism Canada / Autisme Canada

<http://autismcanada.org/>

Autism Ontario / Autisme Ontario

<http://www.autismontario.com/>

Autism Spectrum Disorder (ASD) - Government of Canada / Trouble du spectre autistique (TSA) – Gouvernement du Canada

[http://healthycanadians.gc.ca/diseases-conditions-maladies-affections/disease-maladie/autism-autisme/index-eng.php?\\_ga=1.243370949.1703783486.1410798277](http://healthycanadians.gc.ca/diseases-conditions-maladies-affections/disease-maladie/autism-autisme/index-eng.php?_ga=1.243370949.1703783486.1410798277)

Questions and Answers: Students with Autism Spectrum Disorders – Ontario Ministry of Education / Questions et réponses: Les élèves atteints de troubles du spectre autistique – Ontario ministère de l'éducation

<http://www.edu.gov.on.ca/eng/general/elemsec/speced/autism.html>

La Fédération québécoise de l'autisme et des autres troubles envahissants du développement (FQATED)

<http://www.autisme.qc.ca/accueil.html>

Autism Spectrum Disorder (ASD) Condition Information - National Institute of Child Health and Human Development

<http://www.nichd.nih.gov/health/topics/autism/conditioninfo/Pages/default.aspx>

Center for Study of Autism

<http://www.autism.org/>

Geneva Centre for Autism

<http://www.autism.net>

## Apps

### Sesame Street and Autism

- Sesame Workshop
- English
- Last updated Nov 2015
- From Google Play: These resources are for all families, with or without children with autism. They'll help build understanding, reduce stigma, and provide support with everyday routines. For parents and caregivers, the Sesame Street and Autism: See Amazing in All Children app provides tools to help families with preschool children with autism, as well as help those just learning about autism celebrate differences and build bridges of acceptance.
- Available from [Google Play](#) and [iTunes](#)

### iWritewords Lite

- PT. Global Dinamika Informatika
- English, French, Italian / anglais, français et italien
- Free with in-app purchase / Gratuit avec des achats
- Last updated May 2013 / Dernière mise-a-jour 2013 mai
- The lite version is limited to 3 letter and 3 words. How to play: Help Mr. Crab collect the numbered balls by dragging him with your finger and drawing the letter at the same time. Once all of the letters in the word are drawn properly, a cute drawing appears. Slide the letters into the spinning hole and advance to the next level. / La version Lite est limitée à 3 lettres et 3 mots. Comment jouer: aider M. Crab recueillir les boules numérotées en lui faisant glisser avec le doigt et le dessin de la lettre dans le même temps. Une fois que toutes les lettres du mot sont dessinés correctement, un dessin mignon apparaît. Faites glisser les lettres dans le trou de filage et passer au niveau suivant.
- Available from / Disponible depuis [iTunes](#)

### Sentence Builder for Special Needs Children Free

- Emmy Chen
- English
- Free with in-app purchase
- Last updated Dec 2014
- The app starts with simple sentences and progresses to more complex sentences. The sentences focus on daily life situations, with many references to numbers, colors and dialogue.
- Available from [iTunes](#)

## Local Contacts / Liaison régionales

### Ottawa Children's Treatment Centre

395 Smyth Rd  
Ottawa, ON K1H 8L2  
613-737-0871  
<http://www.octc.ca/index.php>  
[info@octc.ca](mailto:info@octc.ca)

### Autism Ontario – Ottawa Chapter

1140 Morrison Dr.  
Ottawa, ON K2H 8S9  
613-230-6305  
<http://www.autismontario.com/Ottawa>



[ottawa@autismontario.com](mailto:ottawa@autismontario.com)

Children at Risk  
235 Donald St., Suite 209  
Ottawa, ON K1K 1N1  
613-741-8225  
<http://www.childrenatrisk.ca>  
[car@childrenatrisk.ca](mailto:car@childrenatrisk.ca)

*This guide provides medical material for information purposes only and is not intended to replace the advice of your physician. The information may not always apply to your individual situation.*

*The guide represents material available in the Family Resource Library collection at CHEO. It is not intended to be an exhaustive list. Your local public library may also be able to provide you with information.*

*If you require materials in alternative formats, please contact the library at 613-737-7600 ext. 2157 or at [library@cheo.on.ca](mailto:library@cheo.on.ca).*

*Ce guide fournit du matériel médical pour informations seulement et ne vise pas à remplacer les conseils du médecin. Ces informations pourraient ne pas toujours s'appliquer aux situations individuelles.*

*Ce guide présente le matériel disponible à la bibliothèque de ressources familiales du CHEO. Ce n'est pas une liste complète. Votre bibliothèque publique locale pourrait aussi être en mesure de vous fournir des informations précieuses.*

*Si vous avez besoin des documents en formats alternatifs, s'il vous plaît contacter la bibliothèque au 613-737-7600 poste 2157 ou à [library@cheo.on.ca](mailto:library@cheo.on.ca).*

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