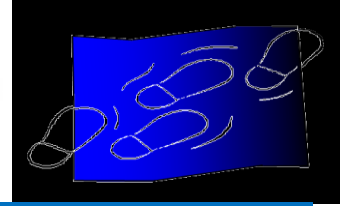


LSS Pathfinder



Autism Spectrum Disorder (ASD) 2017-18

“Autism Spectrum Disorder (ASD), commonly referred to as Autism, is a complex developmental brain disorder caused by a combination of genetic and environmental influences. ASD is characterized, in varying degrees, by communication difficulties, social and behavioural challenges, and repetitive behaviours and is considered to be a lifespan disorder. An estimated 1 in 68 diagnosed children is on the autism spectrum. Studies also show that autism is **four to five times more common among boys than girls**. An estimated **1 out of 42 boys** and **1 in 189 girls** are diagnosed with autism.”

(Source: <http://www.autismspeaks.ca/about-autism/what-is-autism/>)

This is a guide to information on Autism Spectrum disorders, including Asperger’s Syndrome, currently available at the WSD Library Resource Centre. Books for students, books for educators, journal articles and websites are all included. To borrow these resources, contact the Library Resource Centre at wlsslibrary@wsd1.org or call 204-788-0203 ext. 343 (VOIP 101343). These resources can also be booked online by clicking the image of a resource or its title in this pathfinder, then selecting the **Place Hold** button and logging in to the catalogue.

SEARCH TERMS:

Keywords: ASD, aspie

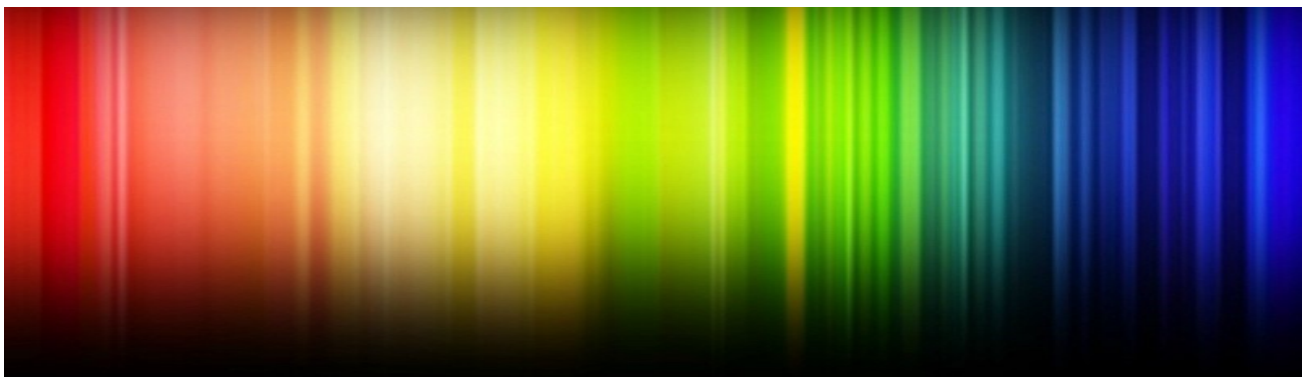
Subject Headings: autism, autism spectrum disorders, Asperger’s syndrome, nonverbal communication

Related Pathfinders: [All Pathfinders](#) including:

ADHD

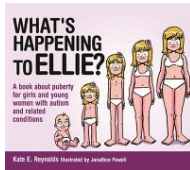
Mindfulness

Sexuality Education for Students with Developmental Disabilities



BOOKS FOR STUDENTS

J 616.85 REY

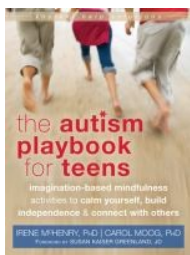


Reynolds, Kate E. [What's happening to Ellie?: a book about puberty for girls and young women with autism and related conditions](#) London: Jessica Kingsley Publishers, 2015.

Ellie notices that her body is changing. Hair is growing in new places and there are other changes happening too. Ellie's mum helps her understand that she has started growing into a woman. Following Ellie as she begins to notice changes to her body, this simple resource helps parents and carers teach girls with autism and related conditions about puberty.

Audience: Grades 5 to 9

J 616.85882 MCH

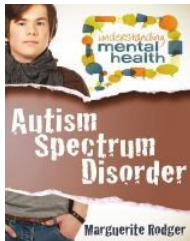


McHenry, Irene. [The autism playbook for teens: imagination-based mindfulness activities to calm yourself, build independence & connect with others](#) Oakland, CA: Instant Help Books, an imprint of New Harbinger Publications, Inc., 2014.

This book offers a unique, strengths-based approach to help teens with autism spectrum (including Asperger's Syndrome) develop social skills, strengthen communication, and thrive. The activities contained in each chapter are custom-designed to work with the unique perspectives, sensory processing, neurological strengths and challenges that teens with autism bring to their encounters with the social world. By engaging in these activities, teens will gain an authentic awareness of their surroundings, leading to better social interaction that is also rewarding, interesting, and fun.

Audience: Grade 7 and up

J 616.85882 ROD

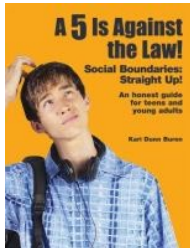


Rodger, Marguerite. [Autism spectrum disorder](#). St. Catharines, Ontario; New York: Crabtree Publishing Company, 2014.

Autism Spectrum Disorder is a term used to describe a group of developmental disorders that include autism, Asperger syndrome, Pervasive Developmental Disorder, and others. The fastest-growing serious developmental disability in North America, one in 88 children is affected by ASD. This informative book provides insight into how children diagnosed with ASD experience the world around them and helps promote understanding and acceptance.

Audience: Grades 6 to 9

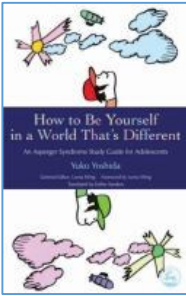
J 616.858820 BUR



Buron, Kari Dunn. [A 5 is against the law!: social boundaries: straight up!](#) Shawnee Mission, Kan.: Autism Asperger Pub., 2007.

Building on Kari Dunn Buron's bestselling title, The Incredible 5-Point Scale 2nd Edition, this book takes a narrower look at challenging behavior with a particular focus on behaviors that can spell trouble for adolescents and young adults who have difficulty understanding and maintaining social boundaries. Using a direct and simple style with lots of examples and hands-on activities, the book speaks directly to young adults.

Audience: Grades 7 to 12

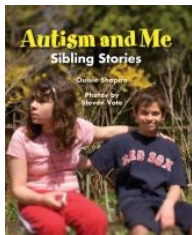


J 616.858832 YOS

Yoshida, Yūko. [How to be yourself in a world that's different: an Asperger's Syndrome study guide for adolescents](#). London: Jessica Kingsley, 2007.

How to Be Yourself in a World that's Different is an accessible guide to Asperger's syndrome (AS) written for young readers who have been diagnosed with AS and autism spectrum conditions. The book features clear explanations of the condition, including symptoms that are common to people on the autism spectrum, such as a hypersensitivity to touch and difficulties with balance and coordination. This informative and encouraging text highlights the positive aspects of autism spectrum conditions, such as diligence, fairness and a knack for unique ideas, but it also acknowledges the daily challenges faced by young people with AS and, crucially, offers strategies for dealing with these.

Audience: Grades 7 to 12

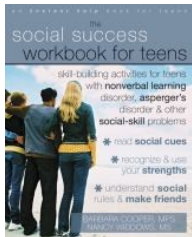


J 618.92 SHA

Shapiro, Ouisie. [Autism and me: sibling stories](#). Morton Grove, Ill.: Albert Whitman, 2009.

"If you see a kid with autism on the street, don't yell at her if she's doing something wrong. She can't help it. Autism is really challenging," explains Christian, who tells about life with his sister, Mary Gwen, a beautiful girl who loves to swim. In these moving essays, Christian and many other kids tell what it's like to live with siblings who have autism. Sometimes they can't talk much. Sometimes they have tantrums. It can be tough for a family, but there are happy surprises, too.

Audience: Grades 3 to 9

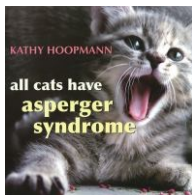


J 618.928588 COO

Cooper, Barbara. [The social success workbook for teens: skill-building activities for teens with nonverbal learning disorder, asperger's disorder & other social-skill problems](#). Oakland, CA: Instant Help Books/New Harbinger Publications, 2008.

Making friends is a skill like any other-there are rules to follow, ways to measure your progress, and reasons why some people are better at it than others. This workbook includes forty activities you can do to recognize and use your unique strengths, understand the unspoken rules behind how people relate to each other, and improve your social skills.

Audience: Grades 7 to 12

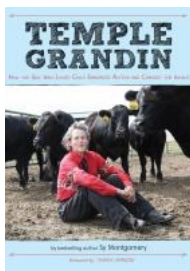


J 618.92858832 HOO

Hoopmann, Kathy. [All cats have Asperger Syndrome](#). London; Philadelphia: Jessica Kingsley Publishers, 2006.

A playful look at Asperger Syndrome (AS), drawing inspiration from the feline world in a way that will strike a chord with all those who are familiar with AS. Delightful colour photographs of cats bring to life familiar characteristics such as sensitive hearing, scampering at the first sign of being stroked, and particular eating habits. Touching, humorous and insightful, this book evokes the difficulties and joys of raising a child who is different and leaves the reader with a sense of the dignity, individuality, and potential of people with AS.

Audience: Grades 2 to 6



J 921 GRA

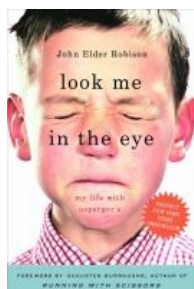
Montgomery, Sy. [Temple Grandin: how the girl who loved cows embraced autism and changed the world](#). Boston: Houghton Mifflin Books for Children/Houghton Mifflin Harcourt, 2012.

When Temple Grandin was born, her parents knew that she was different. Years later she was diagnosed with autism. While Temple's doctor recommended a hospital, her mother believed in her. Temple went to school instead.

Today, Dr. Temple Grandin is a scientist and professor of animal science at Colorado State University. Her world-changing career revolutionized the livestock industry. As an advocate for autism, Temple uses her experience as an example of the unique contributions that autistic people can make.

Audience: Grade 5 and up

BOOKS FOR EDUCATORS

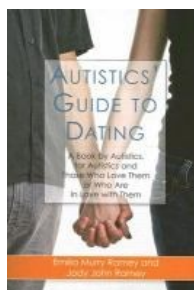


362.196 ROB

Robison, John Elder. [Look me in the eye: my life with Asperger's](#). New York: Crown Publishers, 2007.

The author describes life growing up different in an odd family, his unusual talents, his struggle to live a "normal" life, his diagnosis at the age of forty with Asperger's syndrome, and the dramatic changes that have occurred since that diagnosis.

Audience: Educators, Parents, Caregivers

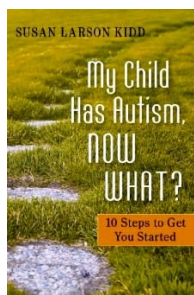


362.19685882 RAM

Ramey, Emilia Murry. [Autistics' guide to dating: a book by autistics, for autistics and those who love them or who are in love with them](#). London: Jessica Kingsley Publishers, 2008.

For people on the autism spectrum dating is so often an elusive art form, requiring the very skills - in communication, in social perception - that don't come naturally to them. This book presents strategies for overcoming social skills deficits and sensory issues, to make for relationship success.

Audience: Educators

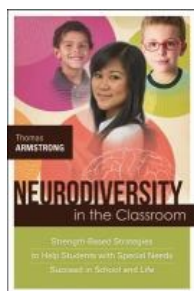


362.1989285882 KID

Kidd, Susan Larson. [My child has autism, now what?: 10 steps to get you started](#). London: Jessica Kingsley, 2011.

"Your child has autism" – four small words with the power to leave parents feeling helpless, overwhelmed, and confused. This concise, no-nonsense book will enable parents to regain control of the situation and take the first practical steps towards a calm and happy life with their newly-diagnosed child.

Audience: Educators, Parents

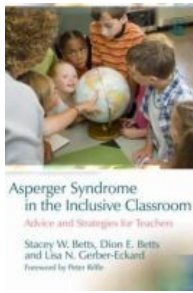


371.9 ARM

Armstrong, Thomas. [Neurodiversity in the classroom: strength-based strategies to help students with special needs succeed in school and life](#). Alexandria, Virginia USA: ASCD, 2012.

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. This innovative book focuses on five categories of special needs: learning disabilities, attention deficit hyperactivity disorder, autism, intellectual disabilities, and emotional and behavioral disorders. The author provides an in-depth discussion of the positive attributes associated with each category, and modifications in the school environment that allow for seamless inclusion of neurodiverse students in the regular classroom.

Audience: Educators



371.94 BET

Betts, Stacey W. [Asperger syndrome in the inclusive classroom: advice and strategies for teachers](#). London: Jessica Kingsley Publishers, 2007.

Offers support and practical techniques for teachers who work with children with Asperger Syndrome (AS). Based on the successful experiences of classroom teachers, and written from a teacher's perspective, this book provides creative and easy-to-apply strategies that support and encourage AS students in the mainstream classroom, from organization and time management techniques to framing classroom instructions to make lessons more accessible for children with AS.

Audience: Educators

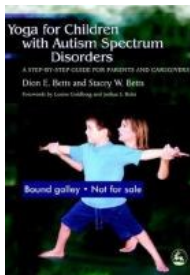


612.6 ATT

Attwood, Sarah. [Making sense of sex: a forthright guide to puberty, sex and relationships for people with Asperger's syndrome](#). London: Jessica Kingsley Publishers, 2008.

Puberty is a time of huge change in the physical body, in emotional experience and in social relationships. Having an understanding of these developments and learning how to deal with them is essential, and for people with Asperger's syndrome it can be a challenge to get to grips with the social and emotional aspects of puberty, sex and relationships. This book is ideal for those who need clear, detailed explanations and direct answers to the many questions raised by puberty and sexual maturity.

Audience: Educators



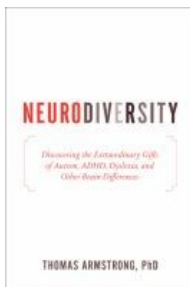
613.7046083 BET

Betts, Dion E. [Yoga for children with autism spectrum disorders: a step-by-step guide for parents and caregivers](#). London; Philadelphia, PA: Jessica Kingsley, 2006.

This fully-illustrated book offers a range of gentle and fun yoga positions and breathing techniques that are effective in dealing with the increased levels of anxiety, disorientation and tactile sensitivity often found in children with autism spectrum disorders (ASDs).

The authors give step-by-step descriptions of warming-up, strengthening, calming, and tension-releasing exercises that are suitable for reducing coping mechanisms, such as hand-flapping, and increasing muscle tone, muscle strength and body awareness. They also offer a range of short and long sequences that can be tailored to fit the needs of the individual child.

Audience: Educators, Parents, Caregivers

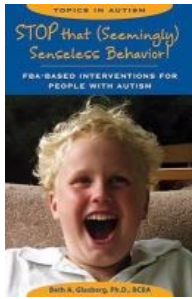


616.8 ARM

Armstrong, Thomas. [Neurodiversity: discovering the extraordinary gifts of autism, ADHD, dyslexia, and other brain differences](#). Cambridge, Mass.: Da Capo Lifelong, 2010.

Psychologist Thomas Armstrong offers a revolutionary perspective that reframes many neuropsychological disorders as part of the natural diversity of the human brain rather than as definitive illnesses. Neurodiversity emphasizes their positive dimensions, showing how people with ADHD, bipolar disorder, and other conditions have inherent evolutionary advantages that, matched with the appropriate environment or ecological niche, can help them achieve dignity and wholeness in their lives.

Audience: Educators

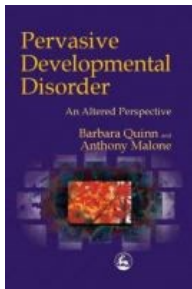


616.858 82 GLA

Glasberg, Beth A. [Stop that seemingly senseless behavior!: FBA-based interventions for people with autism](#). Bethesda, MD: Woodbine House, 2008.

A guide to developing an effective behaviour intervention plan to stop undesirable behaviours such as hitting, screaming or repetitive questioning. It outlines an educational approach for parents, teachers and service providers that not only reduces the problem behaviour but also teaches the individual with autism new skills to get his or her needs met.

Audience: Educators, Parents, Caregivers

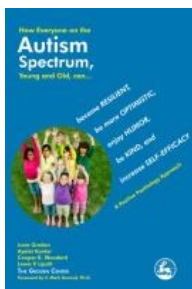


616.858 82 QUI

Quinn, Barbara. [Pervasive developmental disorder: an altered perspective](#). London: Jessica Kingsley Publishers, 2000.

Pervasive Developmental Disorder, or PDD, is the umbrella term used to cover the whole family of autistic spectrum disorders - including autism and Asperger Syndrome. Within this group there is a subgroup called NOS - not otherwise specified. Because PDD covers such a wide spectrum, it presents very differently from child to child.

Audience: Educators



616.85882 HOW

[How everyone on the autism spectrum, young and old can-- become resilient, be more optimistic, enjoy humor, be kind, and increase self-efficacy](#). London: Jessica Kingsley, 2011.

Encouraging people on the autism spectrum to foster positive emotions and character traits can dramatically improve their lives in every way, and help to strengthen their ability to cope with everyday challenges and setbacks. Drawing on the key concepts of positive psychology, this book looks in detail at five positive character traits - resilience, optimism, humor, kindness, and self-efficacy - and offer tried and tested strategies for bolstering each strength in individuals with ASD.

Audience: Educators

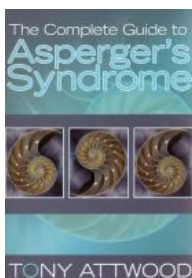


616.85882 SOC

[Social behavior and self-management: 5-point scales for adolescents and adults](#). Shawnee Mission, Kansas: AAPC Publishing, 2012.

This book uses scales as a way of explaining social and emotional concepts to individuals who have difficulty understanding such information but have a relative strength in understanding systems. The 5-point scales can be used to increase communication between the person on the autism spectrum and their support person. The result? It can increase self-management skills and, once learned, it can serve as an excellent self-advocacy tool.

Audience: Educators



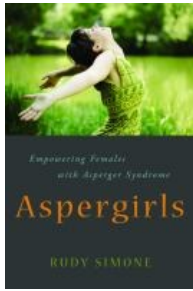
616.858832 ATT

Attwood, Tony. [The complete guide to Asperger's syndrome](#). London: Jessica Kingsley, 2008.

This definitive handbook for anyone affected by Asperger's syndrome (AS). Chapters examine causes and indications of the syndrome, the perception of emotions in self and the effect of AS on language and cognitive abilities, sensory sensitivity, movement and co-ordination skills.

Essential reading for families and individuals affected by AS as well as teachers, professionals and employers coming in contact with people with AS.

Audience: Educators, Parents, Caregivers

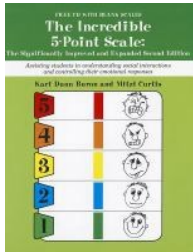


616.858832 SIM

Simone, Rudy. [Aspergirls: empowering females with Asperger Syndrome](#). London: Jessica Kingsley, 2010.

Girls with Asperger's Syndrome are less frequently diagnosed than boys, and even once symptoms have been recognised, help is often not readily available. The image of coping well presented by AS females of any age can often mask difficulties, deficits, challenges, and loneliness. This book will be essential reading for females of any age diagnosed with AS, and those who think they might be on the spectrum.

Audience: Educators, Parents

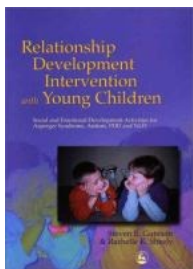


618.92 85882 BUR

Buron, Kari Dunn. [The incredible 5-point scale: assisting students in understanding social interactions and controlling their emotional responses](#). Shawnee Mission, Kan.: AAPC Pub., 2012.

Supporting emotional regulation has become a critical priority in effective programming for students with ASD. This expanded Second Edition of the now classic resource expands on the core idea of the original scale by providing current clinical examples of how to use the scale across different age groups and functioning levels. New scales are offered specifically designed for young children and those individuals with more classic presentations of autism, including an expanded use of the Anxiety Curve. Another addition is a list of goals and objectives related to incorporating scales in students' IEP's.

Audience: Educators

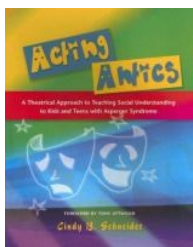


618.92 898203 GUT

Gutstein, Steven E. [Relationship development intervention with young children: social and emotional development activities for Asperger syndrome, autism, PDD, and NLD](#). London; Philadelphia: Jessica Kingsley Publishing, 2005.

Friendship, even for the most able, requires hard work, and the odds are heavily stacked against those with autism spectrum conditions. Designed for younger children, typically between the ages of two and eight, this comprehensive set of enjoyable activities emphasizes foundation skills such as social referencing, regulating behavior, conversational reciprocity and synchronized actions.

Audience: Educators, Parents, Caregivers

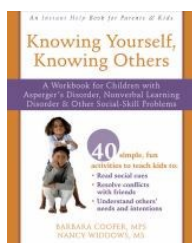


618.92 SCH

Schneider, Cindy B. [Acting antics: a theatrical approach to teaching social understanding to kids and teens with Asperger syndrome](#). London; Philadelphia, PA: Jessica Kingsley Publishers, 2007.

This fun and inspiring step-by-step program provides the full set of tools for developing social understanding in children with Asperger Syndrome (AS) through drama. This complete, practical program provides a wealth of enjoyable educational ideas for parents, teachers, and therapists of children with Asperger Syndrome.

Audience: Educators, Parents, Caregivers

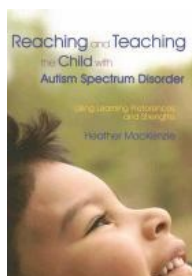


618.928588 COO

Cooper, Barbara. [Knowing yourself, knowing others: a workbook for children with Asperger's disorder, nonverbal learning disorder, and other social-skill problems](#). Oakland, CA: Instant Help Books, 2008.

This illustrated workbook offers simple exercises you can use to facilitate this important process of learning to read social cues, avoid meltdowns, understand others' needs and intentions, resolve conflicts with friends, build basic nonverbal skills, and more.

Audience: Educators, Parents, Caregivers

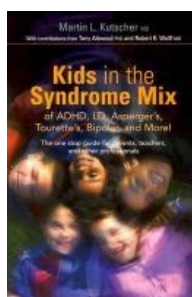


618.9285882 MAC

MacKenzie, Heather. [Reaching and teaching the child with autism spectrum disorder: using learning preferences and strengths](#). London: Jessica Kingsley, 2008.

The book gives greater insight into the perspective and behavior of a child with autism and explores how the child's learning preferences, strengths and interests can be used to facilitate learning and enhance motivation. Based on well-researched theory and extensive clinical experience, the author provides a comprehensive model for developing lifelong independent learning skills in children with autism between the ages of 3 and 12 years old. Easy to follow activities and approaches are described in each chapter, along with clear examples and illustrations.

Audience: Educators.

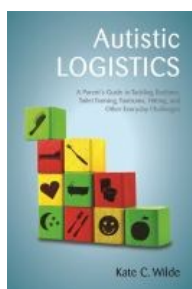


618.9289 KUT

Kutscher, Martin L. [Kids in the syndrome mix of ADHD, LD, Asperger's, Tourette's, bipolar, and more!: the one stop guide for parents, teachers, and other professionals](#). Philadelphia: Jessica Kingsley, 2007.

This concise, scientifically up-to-date, all-in-one guide to the whole range of often co-existing neuro-behavioral disorders in children covers everything from attention deficit hyperactivity disorder (ADHD), obsessive-compulsive disorder, and bipolar disorder to autistic spectrum disorders, nonverbal learning disabilities, sensory integration problems, and executive dysfunction.

Audience: Educators, Parents, Caregivers



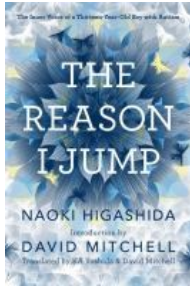
649.151 WIL

Wilde, Kate. [Autistic logistics: a parent's guide to tackling bedtime, toilet training, tantrums, hitting, and other everyday challenges](#). London: Jessica Kingsley Publishers, 2015.

Have you ever wished that your child with autism spectrum disorder (ASD) came with a manual? This book provides just that, offering clear, precise, step-by-step advice on everything you want to know, toilet training, sleeping patterns, food interests and more.

The unique approach featured in the book, which encourages you to support your child's need for control rather than fight against it, can have transformative results. Not only will you learn to see through your child's eyes and help your child in a way that honors his/her specialness, but you will also begin to free yourself from the pressure and discomfort that can so often accompany everyday challenges.

Audience: Educators, Parents, Caregivers



921 HIG

Higashida, Naoki. [The reason I jump: the inner voice of a thirteen-year-old boy with autism](#). Toronto: Alfred A. Knopf Canada, 2013.

Naoki Higashida was a middle-schooler when he began to write. Autistic and with very low verbal fluency, Naoki used an alphabet grid to painstakingly spell out his answers to the questions he imagines others most often wonder about him: why do you talk so loud? Is it true you hate being touched? Would you like to be normal? The result is an inspiring, attitude-transforming book. Naoki examines issues as diverse and complex as self-harm, perceptions of time and beauty, and the challenges of communication, and in doing so, discredits the popular belief that autistic people are anti-social loners who lack empathy.

This book is mesmerizing proof that inside an autistic body is a mind as subtle, curious, and caring as anyone else's.

Audience: Educators, Parents, Caregivers

JOURNAL ARTICLES

Alzrayer, Nouf M., et al. **"Teaching Children with Autism Spectrum Disorder and Other Developmental Disabilities to Perform Multistep Requesting Using an iPad."** AAC: Augmentative & Alternative Communication, vol. 33, no. 2, June 2017, pp. 65-76. EBSCOhost, [doi:10.1080/07434618.2017.1306881](https://doi.org/10.1080/07434618.2017.1306881)

Many children with autism spectrum disorders (ASD) and/or developmental disabilities are unable to meet their daily communication needs with speech alone. The purpose of this study was to determine the effectiveness of systematic instruction on teaching multistep requesting skills using an iPad loaded with [Proloquo2Go](#) to children with ASD and other developmental disabilities. All participants were successful to varying degrees in navigating across pages and combining symbols to request preferred items.

Asaro-Saddler, Kristie, et al. **"Using Technology to Support Students with Autism Spectrum Disorders in the Writing Process: A Pilot Study."** Insights into Learning Disabilities, vol. 12, no. 2, 01 Jan. 2015, pp. 103-119. EBSCOhost.

Writing is an important content area that pervades all subject areas and is required for post-school success, yet many students with autism spectrum disorders (ASD) often struggle in written expression. In this article we discuss the characteristics of students with ASD that make writing difficult, and the strengths, such as the use of technology, that can help support writing development.

Daou, Nidal, et al. **"Teaching Children with Autism Spectrum Disorder to Recognize and Express Emotion: A Review of the Literature."** International Electronic Journal of Elementary Education, vol. 9, no. 2, Dec. 2016, pp. 419-431. EBSCOhost.

This review examines the developmental and behavioral approaches in the study of affect in autism; it reviews behavior analytic interventions that have been carried out in this context and evaluates reasons and potential solutions for the underrepresentation of this topic. Finally, this review offers recommendations for social-skills training that could be adopted by educators and practitioners.

Ezzamel, Nadia and Caroline Bond. **"The Use of a Peer-Mediated Intervention for a Pupil with Autism Spectrum Disorder: Pupil, Peer and Staff Perceptions."** *Educational & Child Psychology*, vol. 34, no. 2, June 2017, pp. 27-39. EBSCOhost.

There is promising evidence for the use of Peer-Mediated Interventions (PMI) to facilitate pupil-peer relationships for pupils with autism spectrum disorder (ASD). This study aimed to evaluate an innovative PMI developed and delivered in collaboration with school staff for a Year 3 male pupil with ASD, and his typically developing peers.

Ingvarsson, Einar T. **"Tutorial: Teaching Verbal Behavior to Children with ASD."** International Electronic Journal of Elementary Education, vol. 9, no. 2, Dec. 2016, pp. 433-450. EBSCOhost.

Early and intensive behavioral intervention has been shown to result in favorable outcomes for children with autism spectrum disorder.

McKenney, Elizabeth L. W., et al. **"Defining Success for Students with Autism Spectrum Disorder: Social Academic Behavior in Secondary General Education Settings."** Education and Training in Autism and Developmental Disabilities, vol. 51, no. 3, 01 Sept. 2016, pp. 318-327. EBSCOhost.

An exploratory, observation-based study sought to strengthen understanding of the development of social communication skills that facilitate academic success, particularly within general education settings. Sixteen middle and high school students with Autism Spectrum Disorders (ASD), all of whom participated in at least one period per day of core academic instruction in a general education classroom, were observed over a period of one to three months each. Students observed were more likely to engage in appropriate, facilitative behaviors within the classroom setting than they were to demonstrate communicative symptoms of ASD. Implications for educational decision-making, progress monitoring, and future research are discussed.

Petrina, Neysa et al. **"Teacher Perception of the Importance of Friendship and Other Outcome Priorities in Children with Autism Spectrum Disorder."** Education & Training in Autism & Developmental Disabilities, vol. 52, no. 2, June 2017, pp. 107-119. EBSCOhost.

This study investigated perceptions of teachers of children with autism spectrum disorder (ASD) on the importance of friendship development in comparison to other outcome priorities. Perceptions of teachers working in special classes were compared to those of teachers of mainstream classes. The implications of these findings for future educational service delivery are discussed.

Ting, Liu, et al. **"Motor Skill Assessment in Autism Spectrum Disorder: A Case Study."** Physical Educator, vol. 74, no. 2, Apr. 2017, pp. 239-254. EBSCOhost, [doi:10.18666/TPE-2017-V74-I2-7148](https://doi.org/10.18666/TPE-2017-V74-I2-7148)

Without proper motor assessment, children with autism spectrum disorder may be placed in educational settings that are inappropriate for their motor abilities. However, many practitioners find it challenging to choose which assessment to use to assess these children, especially with the number of instruments available. The purpose of this study was to present findings from a case study that compared and contrasted four widely used developmental instruments. Results revealed that each motor assessment instrument has strengths and limitations.

WEBSITES

Autism Speaks Canada

www.autismspeaks.ca

At Autism Speaks Canada, our mission is to change the future for all who struggle with autism spectrum disorders. We are dedicated to funding global research into the causes, prevention, treatments, and cure for autism; to raising public awareness about autism and its effects on individuals, families, and society; and to bring hope to all who deal with the hardships of this disorder.

Autism Spectrum Disorder. *Government of Canada*

<https://www.canada.ca/en/public-health/services/diseases/autism-spectrum-disorder-asd.html>

Learn about Autism Spectrum Disorder, its causes, signs and symptoms, health effects and available support.

Autism and Autism Spectrum Disorder. *eMentalHealth.ca*.

<http://www.ementalhealth.ca/Manitoba/Autism-and-Autism-Spectrum-Disorders/index.php?m=heading&ID=29>

Directory of Autism and Autism Spectrum Disorders. Provides a listing of organizations and services, info sheets, screening tools, and external links.

Autism Spectrum Disorders Manitoba (ASDMB)

<http://asdm.ca/information/>

This website provides information about Autism Spectrum Disorders (ASD) in the various stages and areas of a person's life. Resources and services provided are specific to Manitoba families who have a child with ASD. In the education section of this website, learn about therapy options, recreation groups, and playgroups that are available to ASD families in Manitoba.

Directory of Services. Manitoba Education and Training.

<https://www.edu.gov.mb.ca/k12/specedu/programming/autism.html>

This is a directory listing organizations within Manitoba that are supportive of students, families and school teams who provide programming for Manitoba students with Autism Spectrum Disorder.

Handy Links. *Autism Society Manitoba*.

<http://www.autismmanitoba.com/links.php>

Provides links to supports and services in Manitoba.

Medical/Disability Information for Classroom Teachers. Government of Alberta Education.

<https://www.learnalberta.ca/content/inmdict/html/medicaldisabilityinformation.pdf>

Understanding medical and disability implications is essential for getting to know students, planning effective instruction and providing the right level of classroom support. This resource provides strategies that teachers can use as a starting point to inform their classroom practice, and better support students with specific medical conditions, including Autism Spectrum Disorders, and other disabilities.

Supporting Inclusive Schools: A Handbook for Developing and Implementing Programming for Students with Autism Spectrum Disorder. Manitoba Education and Training.

<https://www.edu.gov.mb.ca/k12/specedu/aut/index.html>

This support document is intended to be a planning and programming resource for school teams who support students with ASD. The handbook includes information on planning for the student with ASD as well as evidence based teaching and instructional strategies.