

## References

# TalkAbility™ — People Skills for Verbal Children on the Autism Spectrum: A Guide for Parents

## Chapter 1: How Your Child Learns

Greenspan, S. (1998). *The Child with Special Needs* (p. 295). Reading, Massachusetts: Addison-Wesley.

Kranowitz, C. (1998). *The Out-of-Sync Child*. New York: The Berkley Publishing Group.

Laurent, A., & Rubin, E. (2004). Challenges in Emotional Regulation in Asperger Syndrome and High Functioning Autism. *Topics in Language Disorders*, 24(9), 286-297.

Smith Myles, B., et al. (2000). *Asperger Syndrome and Sensory Issues*. Shawnee Mission, Kansas: Autism Asperger Publishing Co.

Sussman, F. (1999). *More Than Words* (pp. 124-127). Toronto, Ontario: The Hanen Centre.

## Chapter 2: Help Your Child Understand What You Say Without Words

Baron-Cohen, S., et al. (1997). Is There a “Language of the Eyes”? *Visual Cognition*, 4(3), 311-331.

Bono, M.A., Daley, L.T., & Sigman, M. (2004). Joint Attention, Intervention, and Language Development. *Journal of Autism and Developmental Disorders*. 34(5), 495-505.

Chin, H. Y., & Bernard-Opitz, V. (2000). Teaching Conversational Skills to Children with Autism: Effect on the Development of Theory of Mind. *Journal of Autism and Developmental Disorders*, 30(6), 569-583.

Downs, A., & Smith, T. (2004). Emotional Understanding, Cooperation, and Social Behavior in High-Functioning Children with Autism. *Journal of Autism and Developmental Disorders*, 34(6), 625-635.

Gutstein, S., & Sheely, R. (2002). *Relationship Development Intervention with Young Children*. London & Philadelphia: Jessica Kingsley Publishers Ltd.

Herba, C., & Phillips, M. (2004). Development of Facial Expression Recognition from Childhood to Adolescence: Behavioural and Neurological Perspectives. *Journal of Child Psychology and Psychiatry*, 45:7, 1185-1198.

Klin, A., et al. (2002). Visual Fixation Patterns during Viewing of Naturalistic Social Situations as Predictors of Social Competence in Individuals with Autism. *Archives of General Psychiatry*, 59, 809-816.

Langton, S., et al. (2000). Do the Eyes Have It? Cues to the Direction of Social Attention. *Trends in Cognitive Sciences*, 4(2), 50-59.

Schwarzer, G., & Leder, H. (2003). *The Development of Face Processing*. Göttingen, Germany: Hogrefe & Huber Publications.

Winner, M.G. (2002). *Thinking About YOU Thinking About Me*. San Jose, California: Michelle Garcia Winner.

## References

### Chapter 3: Get Ready for Conversation: “Break the ICE”

Gabor, D. (1983). *How to Start a Conversation and Make Friends*. New York: Simon and Schuster, Inc.

MacDonald, J. (2005). *Conversation Guide*. Retrieved [January 7, 2005] online at [www.comeunity.com/disability/speech/conversations](http://www.comeunity.com/disability/speech/conversations)

McAfee, J. (2002). *Navigating the Social World* (pp. 64-108). Arlington, Texas: Future Horizons Inc.

### Chapter 4: Use Your “I-Cues” for Better Conversations

Kremer-Sadlik, T. (2004). How Children with Autism and Asperger Syndrome Respond to Questions: A Naturalistic Theory of Mind Task. *Discourse Studies*, 6(2), pp.185-206.

Leventhal-Belfer, L., & Coe, C. (2004). *Asperger's Syndrome in Young Children* (p. 151). London, UK: Jessica Kingsley Publishers.

Ochs, E., Kremer-Sadlik, T., Sirota, K., & Solomon, O. (2004). Autism and the Social World: An Anthropological Perspective. *Discourse Studies*, 6(2), 147-183.

Rubin, E. (2004). Implementing a Curriculum-Based Assessment. *Topics in Language Disorders*, 24(9).

Sussman, F. (1999). *More Than Words* (pp. 124-127). Toronto, Ontario: The Hanen Centre.

Weitzman, E., & Greenberg, J. (2002). *Learning Language and Loving It* (139-140). Toronto, Ontario: The Hanen Centre.

### Chapter 5: Help Your Child Tune In to Others

Cherney, I. (2003). Young Children's Spontaneous Utterances of Mental Terms and the Accuracy of Their Memory Behaviors: A Different Methodological Approach. *Infant and Child Development*, 12, 89-105.

De Villiers, J. (2000). Language and Theory of Mind: What Are the Developmental Relationships? In S. Baron-Cohen, H. Tager-Flusberg & D.J. Cohen (Eds.), *Understanding Other Minds: Perspectives from Developmental Cognitive Neuroscience* (pp. 83–123). Oxford, UK: Oxford University Press.

German, T., & Leslie, A. (2001). Children's Inferences from “Knowing” to “Pretending” and “Believing.” *British Journal of Developmental Psychology*, 19, 59-83.

Gopnik, A., Slaughter, V., & Meltzoff, A.N. (1994). Changing Your Views: How Understanding Visual Perception Can Lead to a New Theory of the Mind. In C. Lewis & P. Mitchell (Eds.), *Origins of a Theory of Mind* (pp. 157-181). Mahwah, New Jersey: Erlbaum.

Hale, C., & Tager-Flusberg, H. (2003). Influence of Language on Theory of Mind: A Training Study. *Developmental Science*, 6, 346-359.

Howlin, P., Baron-Cohen, S., & Hadwin, J. (1999). *Teaching Children with Autism to Mind-Read*. Toronto: John Wiley & Sons Canada Ltd.

## References

- Lohmann, H., & Tomasello, M. (2003). The Role of Language in the Development of False Belief Understanding. *Child Development, 74*(4), 1130-1144.
- Perner, J., Ruffman, T., & Leekam, S.R. (1994). Theory of Mind Is Contagious: You Catch It from Your Sibs. *Child Development, 9*, 1228-1238.
- Peterson, C., Wellman, H.M., & Liu, D. (2005). Steps in Theory-of-Mind Development for Children with Deafness or Autism. *Child Development, 76*(2), 502-517.
- Repacholi, B.M., & Gopnik, A. (1997). Early Understanding of Desires: Evidence from 14 and 18 Month Olds. *Developmental Psychology, 33*(1), 12-21.
- Rieffe, C., Meerum Terwogt, M., & Stockmann, L. (2000). Atypical Emotions in Children with Autism. *Journal of Autism and Developmental Disorders, 30*(3), 195-203.
- Ruffman, T., Slade, L., & Crowe, E. (2002). The Relation Between Children's and Mothers' Mental State Language and Theory-of-Mind Understanding. *Child Development, 73*(3), 734-751.
- Sabbagh, M., & Callanan, M. (1998). Metarepresentation in Action: 3, 4, and 5-Year-Olds' Developing Theories of Mind in Parent-Child Conversations. *Developmental Psychology, 34*(3), 491-502.
- Shatz, M., Wellman, H., & Silber, S. (1983). The Acquisition of Mental Verbs: A Systematic Investigation of the First Reference to Mental State. *Cognition, 14*, 301-321.
- Shure, M. (1994). *Raising a Thinking Child*. New York: Pocket Books, Simon & Schuster.
- Tager-Flusberg, H. (2000). Language and Understanding Minds: Connections in Autism. In S. Baron-Cohen, H. Tager-Flusberg & D. Cohen (Eds.), *Understanding Other Minds* (pp. 124-149). Oxford, UK: Oxford University Press.
- Timler, G. (2003). Reading Emotion Cues: Social Communication Difficulties in Pediatric Populations. *Seminars in Speech and Language, 24*(2), 121-130.
- Travis, L., Sigman, M., & Ruskin, E. (2001). Links Between Social Understanding and Social Behavior in Verbally Able Children with Autism. *Journal of Autism and Developmental Disorders, 31*(2), 119-130.
- Wellman, H., & Lagattuta, K. (2000). Developing Understandings of Mind. In S. Baron-Cohen, H. Tager-Flusberg & D. Cohen (Eds.), *Understanding Other Minds* (pp. 21-35). Oxford, UK: Oxford University Press, 21-35.
- Wellman, H., Cross, D., & Watson, J. (2001). Meta-Analysis of Theory-of-Mind Development: The Truth about False Belief. *Child Development, 72*(3): 655-684.

## Chapter 6: Learn About the World Together

- Fivush, R. (2002). Remembering to Relate: Socioemotional Correlates of Mother-Child Reminiscing. *Journal of Cognition and Development, 3*(1), 73-90.
- Friedman, W.J. (2000). The Development of Children's Knowledge of the Times of Future Events. *Child Development, 71*, 913-932.

## References

- Hudson, J. (2002). "Do You Know What We're Going to Do This Summer?": Mother's Talk to Preschool Children About Future Events. *Journal of Cognition and Development, 3*(1), 49-71.
- Marvin, C.A., & Privatsky, A. (1999). After-School Talk: The Effects of Materials Sent Home from Preschool. *American Journal of Speech-Language Pathology, 8*, 231-240.
- Mullen, M., & Yi, S. (1995). The Cultural Context of Talk About the Past: Implications for the Development of Autobiographical Memory. *Cognitive Development, 10*, 407-419.
- Weitzman, E., & Greenberg, J. (2003). *Learning Language and Loving It* (pp. 267-281). Toronto, Ontario: The Hanen Centre.

## Chapter 7: Stay Tuned In with Books

- Adrian, E., et al. (2005). Parent-Child Picture-Book Reading, Mothers' Mental State Language and Children's Theory of Mind. *Journal of Child Language, 32*, 673-686.
- Kintsch, E. (2005). Comprehension Theory as a Guide for the Design of Thoughtful Questions. *Topics in Language Disorders, 25*(1) 51-64.
- Lundy, J. (2003). Helping Deaf Students Develop a Theory of Mind. *Odyssey, Winter 2003, Vol.4*(2), 36-39.
- Mirenda, P. (2003). "He's Not Really a Reader ...": Perspectives on Supporting Literacy Development in Individuals with Autism. *Topics in Language Disorders, 23*(4), 271-282.
- Nation, K., & Frazier Norbury, C. (2005). Why Reading Comprehension Fails: Insights from Developmental Disorders. *Topics in Language Disorders, 25*(1), 21-32.
- O'Connor, I.M., & Klein, P.D. (2004). Exploration of Strategies for Facilitating the Reading Comprehension of High-Functioning Students with Autism Spectrum Disorders. *Journal of Autism and Developmental Disorders, 34*(2), 115-127.

## Chapter 8—Help Your Child Become a Story-Teller

- Cazden, C. B. (1988), *Classroom Discourse*. Portsmouth, NH: Heinemann Educational Books, Inc.
- Ervin-Tripp, S.M., & Kuntay, A. (1997). Conversational Narratives. In T. Givon (Ed.), *Typological Studies in Language*, (pp. 133-166). Philadelphia, PA: John Benjamins Publishing Co.
- Haden, C., Haine, R. & Fivush, R. (1997). Developing Narrative Structure in Parent-Child Reminiscing Across the Preschool Years. *Developmental Psychology, 13*(2), 295-307.
- Peterson, C. & McCabe, A. (2004). Echoing Our Parents: Parental Influences on Children's Narration. In M.W. Pratt & B.E. Fiese (Eds.), *Family Stories and the Lifecourse: Across Time and Generations*. (pp. 27-54). New Jersey: Allyn & Bacon,.
- Solomon, O. (2004). Narrative Introductions: Discourse Competence of Children with Autistic Spectrum Disorders. *Discourse Studies, 6*(2), 253-276.

## References

### Chapter 9: Make the Most of Make-Believe

- Bergen, D. (2002). The Role of Pretend Play in Children's Cognitive Development. *Early Childhood Research & Practice*, 4(1) Retrieved from Early Childhood Research & Practice website at [www.ecrp.uiuc.edu/](http://www.ecrp.uiuc.edu/).
- Bretherton, I. (1984). Representing the Social World in Symbolic Play: Reality and Fantasy. In I. Bretherton (Ed.), *Symbolic Play: The Development of Social Understanding* (pp. 3-41). Burlington, MA: Academic Press, Inc.
- Howe, N., et al. (2005). "This Is a Bad Dog, You Know ...": Constructing Shared Meaning During Sibling Pretend Play. *Child Development*, 76(4), 783-794.
- Howe, N., et al. (1988). "All the Sheeps Are Dead. He Murdered Them": Sibling Pretense, Negotiation, Internal Stage Language, and Relationship Quality. *Child Development*, 69(1), 182-191.
- Howlin, P., & Baron-Cohen, S. (1999). Teaching Children with Autism to Mind-Read. (pp. 259-272). Chichester, UK: John Wiley & Sons Ltd.
- Lillard, A. (2001). Pretend Play as Twin Earth: A Social-Cognitive Analysis. *Developmental Review*, 21, 495 -531.
- Myles, B.S., & Southwick, J. (2005). *Asperger Syndrome and Difficult Moments: Practical Solutions for Tantrums, Rage and Meltdowns*. Shawnee Mission, Kansas: Autism Asperger Publishing Co.
- Sussman, F. (1999). *More Than Words*. (pp. 391-406). Toronto, Ontario: The Hanen Centre.
- Weitzman, E., & Greenberg, J. (2003). *Learning Language and Loving It*. (pp. 291-317). Toronto, Ontario: The Hanen Centre.

### Chapter 10: Know Your Child's Friendship Skills

- Blum-Kulka, S., Huck-Taglicht, D., & Avni, H. (2004). The Social and Discursive Spectrum of Peer Talk. *Discourse Studies*, 6(3), 307-328.
- Brown, W.H. (2001). An Intervention Hierarchy for Promoting Young Children's Peer Interactions in Natural Environments. *Topics in Early Childhood Special Education*, 21(3), 162-175.
- English, K., et al. (1997). Promoting Interactions Among Preschoolers With and Without Disabilities: Effects of a Buddy Skills-Training Program. *Exceptional Children*. 63(2), 229-242.
- Leventhal-Belfer, L., & Coe, C. (2004). *Asperger's Syndrome in Young Children* (pp. 160-190). London, UK: Jessica Kingsley Publishers.
- Sussman, F. (1999). *More Than Words* (pp. 407-419). Toronto, Ontario: The Hanen Centre.
- Weitzman, E., & Greenberg, J. (2003). *Learning Language and Loving It* (pp. 187-192). Toronto, Ontario: The Hanen Centre.

## References

### Chapter 11: Be Your Child's Play Coach

Holmes-Longeran, H.A. (2003). Preschool Children's Collaborative Problem-Solving Interactions: The Role of Gender, Pair Type, and Task. *Sex Roles: A Journal of Research*, June 505-518.

Kyratzis, A. (2000). Tactical Use of Narratives in Nursery School Same-Sex Groups. *Discourse Processes*, 29(3), 269-299.

Rubin, K. (2004). *The Friendship Factor*. New York: Penguin Group.

### Chapter 12—Step Out ... and Step In Again

Craig-Unkefer, L.A. (2002). Improving the Social Communication Skills of At-Risk Preschool Children in a Play Context. *Topics in Early Childhood Special Education*, 22(1), 3-11.

Hadley, P.A., & Schuele, C.M. (1995). Come Buddy, Help, Help Me!: Adults' Facilitation of Peer Interaction in a Preschool Language Intervention Classroom. In M.L. Rice & K.A. Wilcox (Eds.), *Building a Language-Focused Curriculum for the Preschool Classroom: Volume 1—A Foundation for Lifelong Communication* (pp. 105-125). Baltimore: Brookes.

Timler, G.R., Olswang, L.B., & Coggins, T. (2005). Social Communication Intervention for Preschoolers: Targeting Peer Interactions During Peer Group Entry and Cooperative Play. *Seminars in Speech and Language*, 26 (3), 170-180

Wolfberg, P. (2003). *Peer Play and the Autism Spectrum*. Shawnee Mission, Kansas: Autism Asperger Publishing Co.

### Chapter 13—Use Visual Helpers to Show Your Child How to Be a Friend

Buggey, T. (2005). Video Self-Modeling Applications with Students with Autism Spectrum Disorder in a Small Private School Setting. *Focus on Autism and Other Developmental Disabilities*. 20(1), 52-64.

Gray, C. (1994). *Comic Strip Conversations*. Arlington, Texas: Future Education.

Gray, C. (2004). Social Stories™ 10.0. *Jenison Autism Journal*, 15(4).

Nowicki, S., & Duke, M. (1992). *Helping the Child Who Doesn't Fit In*. Atlanta: Peachtree Publishers, Ltd.

Sofronoff, K., Leslie, A., & Brown, W. (2004). Parent Management Training and Asperger Syndrome. *Autism*, 8(3), 301-317.

Sussman, F. (1999). *More Than Words* (pp. 213-255). Toronto, Ontario: The Hanen Centre.