REFERENCES

Module 1: Overview of Autism in Adolescents and Adults

Chapter 1.1: Introduction to Autism


Chapter 1.2: Specific Deficits in Autism


Chapter 1.3: Comorbidity


Module 2: Key Components in Residential Service Provision

Chapter 2.1 Staff Stress and Stress Management

Part 1: Key Components of Stress and Burnout


Chapter 2.1 Staff Stress and Stress Management

Part 2: Effective Coping Mechanisms


Chapter 2.2: Functional Behavioral Assessment

Part 1: Enhancing Staff Communication Using Functional Behavioral Assessment


Chapter 2.2: Functional Behavioral Assessment

Part 2: Advanced Clinical Applications of Functional Behavioral Assessments


Chapter 2.3: Core Elements for Enhancing Quality of Life


Chapter 2.4: Social Networks and Personal Choice


Module 3: Skill Development and Learning for Life

Chapter 3.1: How Individuals with Autism Learn and Adapt


Chapter 3.2: Basic Components of Effective Skill Development

Part 1: Positive and Negative Reinforcement


Chapter 3.2: Basic Components of Effective Skill Development

Part 2: Deceleration: Issues and Terminology


Chapter 3.2: Basic Components of Effective Skill Development

Part 3: Extinction


Part 4: Token Economy


Part 5: Stimulus Control and Establishing Operations


Part 6: Prompting


Part 7: Fading

Chapter 3.2: Basic Components of Effective Skill Development

Part 8: Shaping


Chapter 3.2: Basic Components of Effective Skill Development

Part 9: Task Analysis and Chaining


Chapter 3.2: Basic Components of Effective Skill Development

Part 10: Generalization and Maintenance


Chapter 3.3: Additional Supports for Skill Development

Part 1: Structural and Visual Supports


17. Stokes, S. Structured teaching: Strategies for supporting students with autism. Written by Susan Stokes under a contract with CESA 7 and funded by a discretionary grant from the Wisconsin Department of Public Instruction, Retrieved 8/27/2008, from [http://www.specialed.us/autism/structure/str.10.htm](http://www.specialed.us/autism/structure/str.10.htm)


Chapter 3.3: Additional Supports for Skill Development

Part 2: Schedules and Transitional Supports


Module 4: Monitoring and Evaluating Individual Progress - Conceptual Overview and Implementation

Chapter 4.1: Monitoring and Evaluating


Chapter 4.2: Evaluation Methods, Practice and Feedback


Chapter 4.3: Individualization of Program Goals and Behavioral Supports

Module 5: Communication in Social Interaction

Chapter 5.1: Conceptual Introduction

Part 1: Effective Communication and Quality of Life


Chapter 5.1: Conceptual Introduction

Part 2: Supporting Functional, Intentional and Spontaneous Communication


Chapter 5.2: Strategies for Intervention

Part 1: Functional Speech and Augmentative Communication


Chapter 5.2: Strategies for Intervention

Part 2: Expanding Vocabulary

Chapter 5.3 Programmatic Issues

Part 1: Challenges Implementing Communication Programs


Chapter 5.3 Programmatic Issues

Part 2: Common Barriers in the Development of Communication


Chapter 5.3 Programmatic Issues

Part 3: Communication Fluency

Module 6: Issues in Relationships and Sexuality

Chapter 6.1: Conceptual Introduction


Chapter 6.2: Strategies for Intervention

Part 1: Skill Building


Chapter 6.2: Strategies for Intervention

Part 2: Functional Transition Programming


Chapter 6.3: Programmatic Issues

Part 1: Social Skills Deficits and Sexuality


Chapter 6.3: Programmatic Issues
Part 2: Generalizing Skills Across Settings