

**The University of Texas at Austin  
Steve Hicks School of Social Work**

**Course Number: SW395K**  
**Unique Number: 60179**  
**Semester: Spring 2019**  
**Meeting Place/time: SSW 1.214**  
**Thursdays 5:30 to 8:30PM**

**Instructor: Sandy Magaña, PhD, MSW**  
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**Leadership Training in Autism**

**Interprofessional Instructional Team**

Professor Sandy Magaña from Social Work will lead the course, which will be team taught with the following faculty:

<u>Name</u>	<u>Training</u>	<u>Affiliation</u>
Meridith Brinster	Psychology	Dell Children’s Medical Group
Audrey Brumback, MD	Neurology	Dell Med Neurology
Lauren Hampton	Special Education, BCBA	Special Education
Naz Heydarian, PhD	Health Psychology	School of Social Work
Rajinder Koul, PhD	Speech Language Pathology	Communication Sciences & Dis.
Rebecca Neal-Beevers, PhD	Psychology	Psychology
Kristen Padilla-Mainor	Special Ed, BCBA	Baylor, Educational Psychology
Sheri Ravenscroft, MD	Pediatrics	Dell Medical School Pediatrics
Michael Sandbank, PhD	Special Education	Special Education
Sandra Vanegas, PhD	Developmental Psychology	Texas State University School of SW
Nichole Wings-Yanez	Social Work	Texas Center on Disability Studies
Nina Zuna, PhD	Special Education	Texas Center on Disability Studies

**I. STANDARDIZED COURSE DESCRIPTION**

This course provides interdisciplinary leadership training to students in social work and other health professions on Autism Spectrum Disorders (ASD) and other related disabilities. The course is modeled after the federally funded *Leadership Education in Neurodevelopmental and Related Disabilities (LEND)* programs which are offered across the country. Therefore, the course emphasizes core objectives from LEND to advance knowledge and skills in improving health care delivery for all children with developmental disabilities. Like LEND, this course will emphasize the importance of understanding the integration of services, developing community partnerships, and promoting innovative practices to enhance cultural competency, family-centered care, and interdisciplinary partnerships.

**II. STANDARDIZED COURSE OBJECTIVES**

1. Demonstrate knowledge of neurodevelopmental and related disabilities.
2. Discuss the special healthcare needs of individuals with disabilities across the lifespan and their families.
3. Evaluate systems of care at the local, regional and national levels.
4. Demonstrate skills in cultural sensitivity and competence with respect to disability, age, gender, sexual orientation, religion, race/ethnicity, national origin and culture.

5. Critically analyze research, frameworks and clinical practices as they relate to disability issues.

### **III. TEACHING METHODS**

This course takes an interprofessional education approach to learning. Students will be guided by discussions in which they share their experiences in their professional training programs, and reflect upon and share their professional perspectives about the course content. Instructors will ensure that the content presented is inclusive of the different professions represented by students in the class. Students across professional programs will work together on at least one group assignment.

### **IV. REQUIRED MATERIALS**

Readings for each week will be available on canvas.

### **V. COURSE REQUIREMENTS**

Class Participation and Attendance- In order to have a rich interprofessional experience, class attendance and participation are important. Students will have the opportunity to learn from each other in lecture and classroom activities. Attendance is worth 14 points.

Weekly Readings- students will enter 1 to 2 questions to Canvas by 10PM the night before class based on the readings for that week. Students should use these questions in class as a basis for class participation. Each weekly posting is worth 2 points, total 26.

Out of Classroom observation, reflection and discussion- Students will choose 2 observations from a list handed out in class (the following list are possible examples) and write a one page reflection on each observation. During class time, students will have the opportunity to share their experiences with each other noting similarities and differences in professional perspectives. This assignment is worth 20 points (10 for each observation).

- a. Visit the Comprehensive Autism Program (CAP) clinic and observe administration of the ADOS
- b. Visit with a family member or self-advocate (parent or self-advocate coach)
- c. Observe therapy (e.g., ABA, speech and language therapy, etc.)
- d. Observe an audiology evaluation

Research, Clinical or Leadership Project- Students can use their existing internships or research assignments, or engage in new ones (opportunities will be discussed in the first class). The goal is to develop a product that is related to your experience and people with autism or developmental disabilities. It can be a resource for families, or clinicians, a small research study, etc. At the end of the semester, students will present their project in a poster session. This assignment is worth 25 points.

Policy Brief- Working together in interprofessional teams, the class will prepare a 1-2 page policy brief. In-class instruction will be provided along with a list of legislative topics for the current Texas legislature or for federal legislation. Students will work on this activity during class time. This assignment is worth 15 points.

## Summary of Assignments and Points

Assignment	Points
Class participation and attendance (14 out of 15)	14
Weekly reading questions (13 weekly postings)	26
Out of classroom observation (2 observations)	20
Research, clinical or leadership project	25
Policy brief	15
Total	100

## VI. GRADES

94.0 and Above	A
90.0 to 93.999	A-
87.0 to 89.999	B+
84.0 to 86.999	B
80.0 to 83.999	B-
77.0 to 79.999	C+
74.0 to 76.999	C
70.0 to 73.999	C-
67.0 to 69.999	D+
64.0 to 66.999	D
60.0 to 63.999	D-
Below 60.0	F

## VII. CLASS POLICIES

**1. Conduct and Civility:** Students adhere to the student standards for professional conduct of their respective discipline/profession and assume responsibility for their conduct. Scholastic honesty and integrity are consistent with professional values. Practitioners respect others; therefore, differences in values, opinions, and feelings of class members and guest speakers are respected. Students will help create and support a learning environment that does not interfere with the learning of fellow students.

**2. Readings and Preparatory Assignments:** Students are expected to be active and participate in the learning process, and in an interactive framework between collegiate students and professors. Students are also expected to complete readings and preparatory assignments prior to class.

**3. Professional Communication and Interactions:** In this course, students will have the opportunity to practice interprofessional communication. This includes listening and learning from students in different professional training programs and sharing your perspective, all in a respectful way.

**4. Class Attendance Policy:** Class attendance is important as interprofessional learning and activities are a key part of class. Attendance is defined as students' attentive physical presence in class for the entire class. It is your responsibility to sign the class attendance sheet. The instructor should be notified in advance of any planned absence and as soon as possible in the case of an unforeseen, serious emergency. *Each day counts as 1 point of the attendance grade, students can miss one class and receive full points.*

**5. Assignments and Grades:** Assignments should be turned in online or in person on the date they are due, barring serious, unforeseen medical illness or family emergencies.

**6. Use of Canvas:** The professor uses Canvas Web-based course management/collective workspace. An orientation will be given the first day of class. If you do not have a personal computer with personal Internet access, there are computers available for your use at the SW Learning Resource Center (LRC), the Flawn Academic Center, campus and public libraries.

**7. Course Modification:** To ensure achievement for course objectives, the professor reserves the right to make modifications to any part of this syllabus related to schedule and assignment due dates. Should any modifications be made, students will be notified in class and modifications will be posted to Canvas. Students should check their email frequently. Note that some of the links to documents and videos on the Internet may change. Documents, new links or alternate options will be provided.

### **XIII. UNIVERSITY POLICIES**

**THE UNIVERSITY OF TEXAS HONOR CODE.** The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

**PROFESSIONAL CONDUCT AND CIVILITY IN THE CLASSROOM.** The professor expects students to act as professionals in class. This means students should arrive on time for class, be prepared to participate in the class discussion, and show respect for one another's opinions. A course brings together a group of diverse individuals with various backgrounds. Students are influenced and shaped by such factors as ethnicity, gender, sex, physical abilities, religious and political beliefs, national origins, and sexual orientations, among others. We expect to learn from each other in an atmosphere of positive engagement and mutual respect. Social Work also deals with complex and controversial issues. These issues may be challenging and uncomfortable, and it would be impossible to offer a substantive classroom experience that did not include potentially difficult conversations relating to challenging issues. In this environment we will be exposed to diverse ideas and opinions, and sometimes we will not agree with the ideas expressed by others. Nevertheless, the professor requires that students engage one another with civility, respect, and professionalism.

**UNANTICIPATED DISTRESS.** Students may experience unexpected and/or distressing reactions to course readings, videos, conversations, and assignments. If so, students are encouraged to inform the professor. The professor can be responsive and supportive regarding students' participation in course assignments and activities, but students are responsible for communicating clearly what kind of support is desired. If counseling is needed, students may contact a service provider of their choosing, including the UT Counseling Center at 512-471-3515 or online at [www.utexas.edu/student/cmhc/](http://www.utexas.edu/student/cmhc/).

**POLICY ON SOCIAL MEDIA AND PROFESSIONAL COMMUNICATION.** Public social networks are not private. Even when open only to approved or invited members, users cannot be certain that privacy will exist among the general membership of sites. If social work students choose to participate in such forums, please assume that anything posted can be seen, read, and critiqued. What is said, posted, linked to, commented on, uploaded, subscribed to, etc., can be

accessed and archived, posing potential harm to professional reputations and prospective careers. Social work students who use social media (i.e. Facebook, Twitter, etc.) and other forms of electronic communication (i.e. blogs, etc.) must be mindful of how their communication may be perceived by clients, colleagues, faculty, and others. Social work students are expected to make every effort to minimize material which could be considered inappropriate for a professional social worker in training. Because of this, social work students are advised to manage security settings at their most private levels and avoid posting information/photos or using any language that could jeopardize their professional image. Students are asked to consider the amount of personal information posted on these sites and are obliged to block any client access to involvement in the students' social networks. Client material should not be referred to in any form of electronic media, including any information that might lead to the identification of a client or compromise client confidentiality in any way. Additionally, students must critically evaluate any material that is posted regarding community agencies and professional relationships, as certain material could violate the standards set by the School of Social Work, the Texas Code of Conduct for Social Workers, and/or the NASW Code of Ethics. Social work students should consider that they will be representing professional social work practice as well as The University of Texas at Austin School of Social Work program while in the classroom, the university community, and the broader area communities.

**POLICY ON SCHOLASTIC DISHONESTY.** Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information, the student may refer to the Web Site of the Student Judicial Services, Office of the Dean of Students (<http://deanofstudents.utexas.edu/sjs/>).

**USE OF COURSE MATERIALS.** The materials used in this course, including, but not limited to exams, quizzes, and homework assignments, are copyright protected works. Any unauthorized duplication of the course materials is a violation of federal law and may result in disciplinary action being taken against the student. Additionally, the sharing of course materials without the specific, express approval of the professor may be a violation of the University's Student Honor Code and an act of academic dishonesty, which could result in further disciplinary action. This sharing includes, among other things, uploading class materials to websites for the purpose of distributing those materials to other current or future students.

**DOCUMENTED DISABILITY STATEMENT.** Any student who requires special accommodations must obtain a letter that documents the disability from the Services for Students with Disabilities area of the Division of Diversity and Community Engagement (471- 6259 voice or 471-4641 TTY for users who are deaf or hard of hearing). A student should present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed and followed. The student should remind the professor of any testing accommodations no later than five business days before an exam. For more information, visit <http://www.utexas.edu/diversity/ddce/ssd/>.

**RELIGIOUS HOLIDAYS.** By UT Austin policy, students must notify the professor of a pending absence at least fourteen days prior to the date of observance of a religious holy day. If the

student must miss a class, examination, work assignment, or project in order to observe a religious holy day, the professor will give the student an opportunity to complete the missed work within a reasonable time after the absence.

**TITLE IX REPORTING.** In accordance with Title IX of the Education Amendments of 1972, the University of Texas at Austin is committed to maintaining a learning environment that is free from discriminatory conduct based on gender. Faculty, instructors, staff, and/or teaching assistants in their supervisory roles are mandated reporters of incidents of sex discrimination, sexual harassment, sexual violence, or sexual misconduct. Students who report such incidents will be informed of University resources. Incidents will be reported to the University's Title IX Coordinator and/or the Title IX Deputy for the SSW, Professor Tanya Voss. Students, faculty and staff may contact Professor Voss to report incidents or to obtain information. Further information, including student resources related to Title IX, may also be found at <http://socialwork.utexas.edu/dl/files/academic-programs/other/qrg-sexualharassment.pdf>.

**CAMPUS CARRY POLICY.** The University's policy on concealed fire arms may be found here: <https://campuscarry.utexas.edu>. You also may find this information by accessing the Quick Links menu on the School's website.

**CLASSROOM CONFIDENTIALITY.** Information shared in class about agencies, clients, and personal matters is considered confidential per the NASW Code of Ethics on educational supervision and is protected by regulations of the Family Educational Rights and Privacy Act (FERPA) as well. As such, sharing this information with individuals outside of the educational context is not permitted. Violations of confidentiality could result in actions taken according to the policies and procedure for review of academic performance located in sections 3.0, 3.1, and 3.2 of the Standards for Social Work Education.

**7 USE OF E-MAIL FOR OFFICIAL CORRESPONDENCE TO STUDENTS.** Email is recognized as an official mode of university correspondence; therefore, students are responsible for reading their email for university and course-related information and announcements. Students are responsible for keeping the university informed about a change of e-mail address. Students should check their e-mail regularly and frequently—daily, but at minimum twice a week—to stay current with university-related communications, some of which may be time-sensitive. Students can find UT Austin's policies and instructions for updating their e-mail address at <https://cio.utexas.edu/policies/university-electronic-mail-student-notification-policy>.

**SAFETY.** As part of professional social work education, students may have assignments that involve working in agency settings and/or the community. As such, these assignments may present some risks. Sound choices and caution may lower risks inherent to the profession. It is the student's responsibility to be aware of and adhere to policies and practices related to agency and/or community safety. Students should notify the professor regarding any safety concerns.

**BEHAVIOR CONCERNS ADVICE LINE (BCAL).** If students are worried about someone who is acting differently, they may use the Behavior Concerns Advice Line to discuss by phone their concerns about another individual's behavior. This service is provided through a partnership between the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC),

the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit <http://www.utexas.edu/safety/bcal>.

EMERGENCY EVACUATION POLICY. Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation: • Familiarize yourself with all exit doors in the classroom and the building. Remember that the nearest exit door may not be the one you used when entering the building. • If you require assistance to evacuate, inform the professor in writing during the first week of class. • In the event of an evacuation, follow the professor’s instructions. Do not re-enter a building unless you are given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

## IX. COURSE SCHEDULE

Week	Date	Topic/Readings	Assignments Due
1	8/29	<p>Review course goals, objectives &amp; syllabus.            Overview of autism and other neurodevelopmental disabilities, terminology, definitions, etc. Sandy Magaña and Nina Zuna</p> <p><b>Readings:</b>            America’s Children and the Environment, Third Edition (2015). Neurodevelopmental Disorders.</p> <p>Gauy, Blanco-Viera, &amp; Monzani da Rocha (2018). Diagnostic Classification Systems. In J.L. Matson (ed.) <i>Handbook of childhood Psychopathology and Developmental Disabilities Assessment</i>. Switzerland; Springer Nature.</p> <p><b>Additional Resource:</b>            Developmental Disabilities Act 2000 (See section 102 for definitions, pp. 6-12).</p>	
2	9/5	<p>Medical diagnosis of autism and neurodevelopmental disabilities: Drs. Sheri Ravenscroft &amp; Meridith Brinster</p> <p><b>Readings:</b>            Simms, M., &amp; Jin, XM (2019). Autism, language disorder, and social (pragmatic communication disorder: DSM-V and differential Diagnoses. <i>Pediatrics in Review</i>, 36, 355-363.</p> <p>Farmer, L., Lemay, S., &amp; Rieske, R. (2018). Assessment of autism spectrum disorders. In J.L. Matson (ed.) <i>Handbook of childhood Psychopathology and Developmental Disabilities Assessment</i>. Switzerland; Springer Nature.</p>	Reading Questions

3	9/12	<p>Cultural diversity in diagnosis and treatment of neurodevelopmental disorders: Sandra Vanegas/Sandy Magaña</p> <p><b>Readings:</b>  Vanegas, S., Magaña, S., Morales, M., &amp; McNamara, E. (2016). Clinical validity of the ADI-R in a US-Based Latino Population. <i>Journal of Autism and Developmental Disorders</i>, 46, 1623-1635.</p> <p>Magaña, S., &amp; Arnold, C.K. (2017). Intellectual Disability: Cultural Factors. In Wenzel, A. (Ed.) <i>The SAGE Encyclopedia of Abnormal and Clinical Psychology</i>. Thousand Oaks, CA: SAGE Publications.</p>	Reading Questions
4	9/19	<p>Evidence-based intervention for children with autism  Lauren Hampton</p> <p><b>Readings:</b>  TBA</p>	Reading Questions
5	9/26	<p>Biology and genetics of neurodevelopmental disabilities:  Audrey Brumback</p> <p><b>Readings:</b>  TBA</p>	Reading Questions
6	10/3	<p>Models of disability/ Disability Studies perspectives: Naz Heydarian &amp; Nick Wings-Yanez</p> <p><b>Readings:</b>  Olkin, R. (2002). Could you hold the door for me? Including disability in diversity. <i>Cultural Diversity and Ethnic Minority Psychology</i>, 8, 130-137.</p> <p>Roush, S., &amp; Sharby, N. (2011). Disability reconsidered: The paradox of physical disability. <i>Advances in Disability Research</i>.</p>	Reading Questions
7	10/10	<p>Local, state and federal systems of care, and Person Centered Planning, Lauren Chenoweth, and Mary Bishop from HHSC</p> <p><b>Readings:</b>  Hagner, D., May, J., Kurtz, A., &amp; Cloutier, H. (2014). Person centered planning for transition aged youth with autism spectrum disorders. <i>Journal of Rehabilitation</i>, 80, 4-10.</p> <p>Claes, Van Hove, Vandeveld, van Loon, &amp; Schalock (2010). Person-centered planning: Analysis of research and effectiveness. <i>Intellectual and Developmental Disabilities</i>, 48, 432-453.</p> <p><b>Additional Resources:</b></p>	Reading Questions Work on Policy Brief in Class



		SB7: Legislation of the state of Texas on services and supports for people with IDD.  Resources about legislation on HCBS in Texas	
8	10/17	Transitions to Adulthood/Adult Issues adults: Nina Zuna/Nick Wings-Yanez, Guest speakers from Ireland, Fionn and Jonathon Angus, father son (with Down Syndrome) team. <b>Readings:</b> Schall, C. Wehman, & Carr, S. (2014). Transition from high school to adulthood for adolescents and young adults with autism spectrum disorders. In F. Volkmar, B. Reichow, & J. McPartland (Eds.) <i>Adolescents and Adults with Autism Spectrum Disorders</i> . New York: Springer.  Helsey, M. (2015). This Is What Sex Ed for the Intellectually Disabled Looks Like. <i>Vice</i> . Retrieved from <a href="https://broadly.vice.com/en_us/article/pg79xm/this-is-what-sex-ed-for-the-intellectually-disabled-looks-like">https://broadly.vice.com/en_us/article/pg79xm/this-is-what-sex-ed-for-the-intellectually-disabled-looks-like</a>  <b>Additional Resources:</b> <a href="#">Disability and Desire</a> (supplemental) <a href="#">NPR - Sex Ed and Intellectual Disability</a> (supplemental) <a href="#">Guest Room short video</a> (supplemental)	Reading Questions Policy Brief Due
9	10/24	Special Education and school-based interventions Kristen Padilla-Mainor Readings: TBA	Reading Questions
10	10/31	Augmentative and alternate communication interventions for individuals with ASD: Rajinder Koul <b>Readings:</b> Schlosser, R. W., & Koul, R. (2015). Speech output technologies in interventions for individuals with Autism Spectrum Disorders: A scoping review. <i>Augmentative and Alternative Communication</i> , 31, 285-309.  Schlosser, R. W., & Wendt, O. (2008). Effects of augmentative and alternative communication intervention on speech production in children with autism: A systematic review. <i>American Journal of Speech-Language Pathology</i> , 17(3), 212-230.  Iacono, T., Trembath, D., & Erickson, S. (2016). The role of AAC for children with Autism: Current Status	Reading Questions

		and Future Trends. Neuropsychiatric disease and Treatment, 2349-2361.	
11	11/7	<p>Social communication and social cognitive development in high risk infant siblings: Rebecca Neal-Beevers</p> <p><b>Readings:</b>  Rogers, S. (2009). What are infant siblings teaching us about autism in infancy? <i>Autism Research</i>, 2, 125-137.</p> <p>Iverson, Northrup, Leezenbaum, Parlade, Koterba, &amp; West (2018). Early gesture and vocabulary development in infant siblings of children with autism spectrum disorder. <i>Journal of Autism and Developmental Disorders</i>, 48, 55-71.</p>	<p>Reading Questions</p> <p>Observation Papers due</p> <p>In class discussion on observations</p>
12	11/14	<p>Special Education for children with disabilities: Micheal Sandbank</p> <p><b>Readings:</b></p> <ol style="list-style-type: none"> <li>1. Your Child's Rights: Six principles of IDEA</li> <li>2. Categories of Disability Under IDEA</li> <li>3. Basics of Early Intervention Process Under Part C of IDEA</li> <li>4. Supports, Modifications, and Accommodations for Students</li> </ol>	Reading Questions
13	11/21	<p>Current research on interventions with children with ASD/Evidence-based practice-what counts as evidence: Micheal Sandbank</p> <p><b>Readings:</b>  Gersten, R., Fuchs, L. S., Compton, D., Coyne, M., Greenwood, C., &amp; Innocenti, M. S. (2005). Quality indicators for group experimental and quasi-experimental research in special education. <i>Exceptional children</i>, 71(2), 149-164.</p>	Reading Questions
14	12/5	Poster session of final projects/ celebrate and evaluations	Present printed posters

## X. BIBLIOGRAPHY

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Grossman, B., & Magaña, S. (2016). Introduction to the special issue: Family support of persons with disabilities across the life course. *Journal of Family Social Work*, 19, 237-251.

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Iacono, T., Trembath, D., & Erickson, S. (2016). The role of AAC for children with Autism: Current Status and Future Trends. *Neuropsychiatric disease and Treatment*, 2349-2361.

Iverson, Northrup, Leezenbaum, Parlade, Koterba, & West (2018). Early gesture and vocabulary development in infant siblings of children with autism spectrum disorder. *Journal of Autism and Developmental Disorders*, 48, 55-71.

Magaña, S., & Arnold, C.K. (2017). Intellectual Disability: Cultural Factors. In Wenzel, A. (Ed.) *The SAGE Encyclopedia of Abnormal and Clinical Psychology*. Thousand Oaks, CA: SAGE Publications.

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Roush, S., & Sharby, N. (2011). Disability reconsidered: The paradox of physical disability. *Advances in Disability Research*.

SB7: Legislation of the state of Texas on services and supports for people with IDD.

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Vanegas, S., Magaña, S., Morales, M., & McNamara, E. (2016). Clinical validity of the ADI-R in a US-Based Latino Population. *Journal of Autism and Developmental Disorders*,46, 1623-1635.