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

Course Number: SW395K

Unique Number: 61770
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Meeting Place: HLB 1.111

Instructor: Sandy Magaña, PhD, MSW
smagana@austin.utexas.edu
Office: 3.130H
Office Phone: 512-232-9216
Office Hours: Tuesdays 3:30-5 or by appt.
Day/Time: Tuesdays 5:30 to 8:30PM

Teaching Assistant: Qusay Hussein qusay.hussein@utexas.edu

Leadership Training in Autism and Neurodevelopmental Disabilities

Interprofessional Instructional Team

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

Name	Training	Affiliation
Meredith Brinster, PhD	School Psychology	Dell Children's Medical Group
Audrey Brumback, MD	Neurology	Dell Med Neurology
Julia Campbell, PhD, AuD	Audiology, Neurosciences	UT, Speech, Language, and Hearing
Lauren Hampton, PhD	Special Ed, BCBA	UT, Special Education
Kristen Padilla PhD	Special Ed, BCBA	Baylor, Educational Psychology
Sheri Ravenscroft, MD	Pediatrics	Dell Medical School Pediatrics
Sal Silinonte, BA	ABA	UT, LEND faculty member
Sandra Vanegas, PhD	Developmental Psychology	Texas State, School of SW
Nick Winges-Yanez	Social Work/Dis Studies	Texas Center for Disability Studies
Nina Zuna, PhD	Special Education	Texas Center for 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. The course will be offered as a hybrid model with UT students attending in person and Baylor and Texas State students and others will attend virtually. In Burdine Hall we have the support of LAITS who have designed a special "studio" classroom just for us! They will provide technology support for the classroom. Some instructors will join us in person and others remotely.

IV.   Required Materials

Readings and materials for each week will be available on canvas. This may include articles, book chapters, and links to reports or other materials. There may also be prerecorded lectures or other video or online based materials for each session.

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. Students can miss one class without point deduction.

Discussion on Weekly Readings and Materials- students will enter comments and/or questions on Canvas discussion by 10PM the night before class, based on the readings and materials for that week. Students should use these questions/comments in class as a basis for class participation. There will be 12 opportunities for posting and students should post 10 out of 12 weeks. Each weekly posting is worth 2 points, total 20.

Out of Classroom training, reflection, and discussion- Students who are not in the ACT LEND program will choose two ACT LEND clinical training sessions and write a two or more-page reflection on each observation. ACT LEND trainees enrolled in the class will attend most of the trainings but will reflect on two. 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 26 points (13 for each training). All reflections are due by 11/29. The trainings will be listed on a separate handout with dates/times.

Policy Brief- Working together in interprofessional teams, the class will prepare a 1-2-page policy brief. In-class instruction will be provided. Students will work on this activity in teams of 2 or 3. This brief will be the basis of Capitol visits in the Spring for LEND trainees and other interested students. This assignment is worth 20 points and will be due 11/8/21. Students will share their experiences in class on 11/8.

Research, Clinical or Leadership Project- Students can use their existing internships or research assignments or engage in new ones (opportunities will be discussed in 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. Each student should set up a time to meet with the TA or professor by the end of September to discuss your ideas on the project. At the end of the semester, students will conduct a 5-minute presentation of the project in the last class. This assignment is worth 20 points.

Summary of Assignments and Points

Assignment	Points
Class participation and attendance (13 out of 14)	14
Weekly reading questions (10 weekly postings, you choose which weeks)	20
Out of classroom training (2 activities, 13 points each)	26
Research, clinical or leadership project (including final presentation)	20
Policy brief (group project)	20
Total	100

VI. GRADES

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

VII. COURSE SCHEDULE

Week	Date	Topic/Readings	Assignments Due
1	Tues 8/23	Review course goals, objectives & syllabus. Overview of autism and other neurodevelopmental disabilities, terminology, definitions, etc. Sandy Magaña and Nina Zuna **Readings:** America's Children and the Environment, Third Edition (2015). Neurodevelopmental Disorders. Gauy, Blanco-Viera, & Monzani da Rocha (2018). Diagnostic Classification Systems. In J.L. Matson (ed.) *Handbook of Childhood Psychopathology and Developmental Disabilities Assessment*. Switzerland; Springer Nature. **Additional Resource:** Developmental Disabilities Act 2000 (See section 102 for definitions, pp. 6-12).	
2	Tues 8/30	Frameworks for the course: Life course theory, Sandy Magaña; Cultural diversity in working with children and families, Sandra Vanegas	Reading discussion

		Readings: Magaña S. & Vanegas, S. (2020). Culture, Race, and Ethnicity and Intellectual and Developmental Disabilities. In L.M. Glidden (Ed.) APA Handbook of Intellectual and Developmental Disabilities. American Psychological Association. Heller, T., & Parker Harris, S. (2012). Chapter 1: Introduction, background, and history. In *Disability through the life course* (pp.1-28). Sage, Thousand Oaks, CA.	
3	Tues 9/6	Medical diagnosis of autism and neurodevelopmental disabilities: Drs. Sheri Ravenscroft & Meredith Brinster **Online Materials:** Autism Case Training Modules from CDC https://www.cdc.gov/ncbddd/actearly/autism/case-modules/index.html **Readings:** Holley, M., Ravenscroft, S., Brukilacchio, B., Engelmann, M., & Autumn Fikki (2020). Dell Children's (S)TAAR Model of Early Autism Assessment. In M.B. McClain et al. (eds.) Interprofessional Care Coordination for Pediatric Autism Disorder. Switzerland: Springer Nature.	Reading discussion
4	Tues 9/13 Start at 6PM today	Biology and genetics of neurodevelopmental disabilities: Audrey Brumback **Readings:** Furfaro, Hannah (2019). Autism diagnosis often followed by identification of other conditions. Spectrum News. State & Sestan (2012). The emerging biology of autism spectrum disorders. Science, 337, 1301-1303. Simons Foundation (2018). Noncoding mutations contribute to autism risk. https://www.simonsfoundation.org/2018/12/13/noncoding-mutations-autism/	Reading discussion
5	Tues 9/20	Racial and Ethnic Disparities in Autism and Developmental Disabilities Sandy Magaña **Readings:** Bishop-Fitzpatrick, & Kind (2017). A scoping review of health disparities in autism spectrum disorder. Journal of Autism and Developmental Disorders, 47, 3380-3391. Magaña, S., Parish, S., Morales, A., Li, H., & Fujiura G. (2016). Racial and ethnic disparities among people with	Reading discussion

		intellectual and developmental disabilities. Intellectual and developmental disabilities, 3, 161-172.	
6	Tues 9/27	Person Centered Practice, Laura Buckner from TCDS **Readings:** Person Centered Thinking, Planning and Practice: A National Environmental Scan of Indicators	Reading discussion
7	Tues 10/4	Disability legislative policy and advocacy: **Readings:** TBA, See links on canvas	Reading discussion
8	Tues 10/11	Special Education and school-based interventions, Kristen Padilla **Readings:** Wright, P., and Wright, P. (2006). Chapter 4: An overview of IDEA 2004. in Wrightslaw: Special Education Law, 2nd Edition. de Bruin, C. L., Deppeler, J. M., Moore, D. W., & Diamond, N. T. (2013). Public school-based interventions for adolescents and young adults with an autism spectrum disorder: A meta-analysis. *Review of Educational Research, 83*(4), 521-550.	Reading discussion
9	Tues 10/18	The importance of Audiology in neurologic assessments, Julia Campbell **Readings:** Meizen-Derr, J., Wiley, S., Bishop, S., Manning-Courtney, P., Choo, D. I., & Murray, D. (2013). Autism spectrum disorders in 24 children who are deaf or hard of hearing. *International Journal of Pediatric Otorhinolaryngology, 78*(2014), 112-118. Fitzpatrick, E. M., Lambert, L. Whittingham, J. & Leblanc E. (2014). Examination of characteristics and management of children with hearing loss and autism spectrum disorders. *International Journal of Audiology, 53*(9), 577-586. Miron, O., Beam, A. L., & Kohane, I. S. (2018). Auditory brainstem response in infants and children with Autism Spectrum Disorder: A meta-analysis of wave V. *International Society for Autism Research and Wiley Periodicals, 11*, 355-363.	Reading discussion Share observations /policy briefs
10	Tues 10/25	Models of disability/ Disability Studies perspectives, Nick Winges-Yanez **Readings:**	Reading discussion

		Olkin, R. (2002). Could you hold the door for me? Including disability in diversity. Cultural Diversity and Ethnic Minority Psychology, 8, 130-137. Roush, S., & Sharby, N. (2011). Disability reconsidered: The paradox of physical disability. Advances in Disability Research.	Share observations /policy briefs
11	Tues 11/1	Transitions to Adulthood/Adult Issues: Nina Zuna/Nick Winges-Yanez. **Readings:** 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.) Adolescents and Adults with Autism Spectrum Disorders. New York: Springer. Helsey, M. (2015). This Is What Sex Ed for the Intellectually Disabled Looks Like. *Vice.* Retrieved from https://broadly.vice.com/en_us/article/pg79xm/this-is-what-sex-ed-for-the-intellectually-disabled-looks-like **Additional Resources:** Disability and Desire (supplemental) NPR - Sex Ed and Intellectual Disability (supplemental) Guest Room short video (supplemental)	Reading discussion Share observations /policy briefs
12	Tues 11/8	Early intervention for children on the autism spectrum and those with a high likelihood for autism, Lauren Hampton **Readings:** Schreibman et al., (2015). Naturalistic developmental behavioral interventions: Empirically validated treatments for autism spectrum disorder. Journal of Autism and other Developmental Disorders, 45:2411-2428. Roberts, et al., (2014). Effects of the teach-model-coach-review instructional approach on caregiver use of language support strategies and children's expressive language skills.	Reading discussion Policy Brief due Policy Presentations
13	Tues 11/15	Quality of Life in Adults with Autism and Developmental Disabilities - Amy Yu and Sal Silinonte **Readings:** Schalock, R. L. & Verdugo, M. A. (2014). Quality of life as a change agent. *International Public Health Journal, 6*(2): 105-117.	Reading discussion Student Presentations

		Kim, S. Y. (2019). The experiences of adults with autism spectrum disorder: Self-determination and quality of life. *Research in Autism Spectrum Disorders, 60*, 1-15.	
	11/22	Fall Break- no class	
14	Tues 11/29	Presentation of final projects/ celebrate and evaluations	Observation Papers due Student Presentations

VIII. 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.

IX. UNIVERSITY POLICIES

COVID-19 RELATED INFORMATION. The University's policies and practices related to the pandemic may be accessed at: https://protect.utexas.edu/

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.

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://diversity.utexas.edu/disability/.

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 race, 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. This atmosphere includes working intentionally to recognize and dismantle racism, sexism, heterosexism, and ableism in the classroom. 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 https://cmhc.utexas.edu/.

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 (e.g. Facebook, Twitter, Instagram) and other forms of electronic communication (e.g. blogs) 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 ACADEMIC INTEGRITY. Students who violate University rules on academic 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 academic dishonesty will be strictly enforced. For further information, please visit the Student Conduct and Academic Integrity website at: http://deanofstudents.utexas.edu/conduct.

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.

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.

UNIVERSITY ELECTRONIC MAIL STUDENT NOTIFICATION. Electronic mail (email), like postal mail, is a mechanism for official University communication to students. The University will exercise the right to send email communications to all students, and the University will expect that email communications will be received and read in a timely manner.Students can find UT Austin's policies and instructions for updating their e-mail address at https://it.utexas.edu/policies/university-electronic-mail-student-notification-policy.

RELIGIOUS HOLY DAYS. A student who misses classes or other required activities, including examinations, for the observance of a religious holy day should inform the instructor as far in advance of the absence as possible so that arrangements can be made to complete an assignment within a reasonable period after the absence. A reasonable accommodation does not include substantial modification to academic standards, or adjustments of requirements essential to any program of instruction. Students and instructors who have questions or concerns about academic accommodations for religious observance or religious beliefs may contact the Office for Inclusion and Equity. The University does not maintain a list of religious holy days.

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 on the basis of sex https://titleix.utexas.edu/. Faculty, field instructors, staff, and/or teaching assistants in their supervisory roles are mandated reporters of incidents of sex discrimination, sexual harassment, sexual violence, stalking, dating violence, or any other forms of sexual misconduct. Students who report such incidents will be informed of University resources. Incidents will be reported to the University's Title IX Coordinator. Further information, including student resources related to Title IX, may also be found at https://titleix.utexas.edu/.

CAMPUS CARRY POLICY. The University's policy on campus carry may be found here: https://campuscarry.utexas.edu.

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 and COVID-19 ADVICE LINE (BCCAL). If students have concerns about their behavioral health, or if they are concerned about the behavioral health of someone else, students may use the Behavior Concerns and COVID-19 Advice Line to discuss by phone their concerns. 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 https://safety.utexas.edu/behavior-concerns-advice-line. The Behavior Concerns and COVID-19 Advice Line has been expanded to support The University of Texas at Austin community during the COVID-19 pandemic. By calling 512-232-5050 - Option 2 for COVID-19, students, faculty and staff can be assisted in English and Spanish with COVID-19 support.

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.

X. BIBLIOGRAPHY

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