Newsletter
New Publications
autism education trust
JUNE 2012

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Scientific Approach

Title: The power of autism
Author: L. Mottron
Source: Nature, 2011, 479(7371), pp. 33-35
- This is an important article in one of the main peer-reviewed scientific journals concluding that it is more important to give people with autism opportunities and support rather than treatment. The author believes that emphasising the abilities and strengths of people with autism, while avoiding labelling autism as a defect, would provide an entirely different discussion. He also states that autism should be described and investigated as a variant within the human species, for example a variation in gene sequence, rather than an illness.

Title: Adolescents and adults with Asperger condition: major concerns
Author: G. Mesibov
Source: http://www.awares.org/conferences
- A study of how autism in an individual changes over their lifespan. The vast majority of individuals diagnosed with ASD as children continue to meet diagnostic criteria of the condition in adulthood but there are some changes in symptoms and functioning over the lifespan. Among specific ASD symptoms language skills are the most likely to improve, with as many as 93% of adolescents and adults showing improved language and communication skills over their lifetime. Most outcome studies report improvements in social skills as well, in particular in responsiveness and conversational skills.
Download from:
http://www.awares.org/conferences/show_paper.asp?section=000100010001&conferenceCode=000200140019&id=367

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Title: Developmental neuroscience of time and number: implications for autism and other neurodevelopmental disabilities
Author: M.J. Allman, K.A. Pelphrey, W.H Meck
Source: Frontiers in Integrative Neuroscience, 2012, Mar 06 [Epub ahead of print]
- The focus of this review is on the development of time and number sense across infancy and childhood, and neuropsychological findings as they relate to time and number discrimination in infants and adults. A basic sense of time and number likely serves as the foundation for advanced numerical and temporal competence, and aspects of higher cognition. This is discussed in relation to certain developmental disorders, including autism.
Download from: http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3294544/?tool=pubmed

Title: Atypical sensory processing in adolescents with an autism spectrum disorder and their non-affected siblings
Author: W. De la Marchea, J. Steyaerta, I. Noens
Source: Research in Autism Spectrum Disorders, 2012, Vol.6 (2), pp. 639-645
- Atypical sensory processing is common in autism spectrum disorders (ASD) and this study focuses specifically on the profiles for adolescents. Identifying traits of ASD that are shared by individuals with ASD and their non-affected family members can shed light on the genetic underpinnings of ASD. Adolescents with ASD differed significantly from the neuro-typical controls in particularly in the areas of Sensation Seeking and Sensation Avoidance. These results confirm the presence of atypical sensory processing in adolescents with ASD.

Transition

Title: Launching into adult life: skills needed for transitioning to higher education or the world of work
Author: M. Garcia Winner, P. Crooke P.
Source: Autism Asperger's Digest, 2011, July-August, pp. 26-33
- This article covers transition from school to higher education or work. It recommends starting early to prepare young people for the change. It discusses how to help young people develop life skills to help them to live independently, as well as how to prepare young people for the transition to adult life.

Title: Getting ready for the first day they DON'T go to school! Teaching the "hidden curriculum" of post-secondary life
Author: T. Bolick
Source: Autism Spectrum Quarterly, 2011, Fall, pp. 31 - 34

- Discusses practical ways to prepare for the years after schooling has ended for young people with an autism spectrum disorder (ASD). Offers advice on transition planning, and "hidden curriculum" skills to teach.

Title: To work or college and beyond: intervention strategies for life
Author: L. R. Audet L. R., M. A. Devine
Source: Autism Spectrum Quarterly, 2011, Fall, pp. 16 - 19
- Four principles are key to preparation for life after school for individuals with high-functioning autism and Asperger syndrome. These principles are employment prior to high school graduation; career exploration and skill development support prior to graduation; adopting an expansive view of social skills development; and the development and use of self-advocacy skills. This article examines how these principles can be integrated into specific intervention strategies.

Inclusion

Title: School factors associated with mainstream progress in secondary education for included pupils with autism spectrum disorders
Author: L.A. Osborne L.A., P. Reed
Source: Research in Autism Spectrum Disorders, 2011, Vol.5(3), pp. 1253-1263
- This research examined the factors promoting inclusion of young people with autism in mainstream secondary schools. It finds social–emotional behaviours are better facilitated in mainstream secondary schools with larger numbers of other children with SEN statements, individual support, good teacher-training and a sense of school belonging.

Title: Making inclusion work for students with autism spectrum disorders: an evidence-based guide
Author: T. Smith
- This book is a resource guide for educators and autism specialists, featuring practical aspects on how to include students with ASD in general education settings.
Publisher: Guilford Press
ISBN: 9781606239322

Title: Mainstreaming autism: making it work
Author: G.D. Morewood, N. Humphrey, W. Symes
Source: Good Autism Practice, 2011, Vol. 12(2), pp.62-68
- The process of effectively including children and young people on the autism spectrum in mainstream school environments is widely acknowledged as one of the most difficult and complex areas of education. Research suggests that pupils with autism attending mainstream schools are at an increased risk of a range of negative outcomes. However,

there are schools where such children thrive. This paper presents a 'saturation' model encapsulating the work undertaken at Priestnall School, a mainstream secondary school in the north-west of England. Key elements of this model include having a central 'agent of change', creating a positive ethos, developing the school environment, training and development of staff, policy development and embedding practice, peer education and awareness, flexible provision, and direct support and intervention.

Title: The outcomes from attendance on selected mainstream further education courses, for a group of learners at a specialist college for young people on the autism spectrum
Author: M.G. Priestley M.G.
Source: Good Autism Practice, 2011, Vol. 12 (2), pp.69-72
- This paper follows the ongoing experiences of a group of five students on the autism spectrum who attended course sessions at the local affiliated mainstream college. This is a follow-up paper that looks at the impact that these experiences had on the students' subsequent learning and outcomes.

Social Skills

Title: Making the connection: randomized controlled trial of social skills at school for children with autism spectrum disorders
Author: C. Kasari et al
Source: Journal of Child Psychology and Psychiatry, and allied disciplines, 2011, Nov 26. [Epub ahead of print]
- This study compared two interventions for improving the social skills of high functioning children with autism spectrum disorders in general education classrooms. One intervention involved a peer-mediated approach (PEER) and the other involved a child-assisted approach (CHILD). The data suggests that significant improvements can be made in peer social connections for children with autism spectrum disorders in general education classrooms with a brief intervention, and that these gains persist over time.

Title: Just another social scene: Evidence for decreased attention to negative social scenes in high-functioning autism
Author: Santos A. et al
Source: Journal of Autism and Developmental Disorders, 2011, Dec 8 [Epub ahead of print]
- This study compared attention to social scenes in 15 high-functioning individuals with autism (ASD) and matched typically developing (TD) individuals. Eye-tracking was recorded while participants were presented with pairs of scenes, either emotional positive-neutral, emotional negative-neutral or neutral-neutral scenes. The results support the

hypothesis of an early atypical allocation of attention towards natural social scenes in ASD that is compensated in later stages of visual processing.

Title: Why is recess so hard for students with autism?
Author: D. Luetkenhoelter
Source: Autism Spectrum Quarterly, 2011, Fall, pp. 22 - 23
- Discusses why break times can be difficult for children with an autism spectrum disorder (ASD) and suggests interventions to alleviate anxiety, and develop skills for play time.

Title: Big picture thinking using central coherence theory to support social skills: a book for students
Author: A.Z. Collucci
- This book has been presented as a workbook for students. It covers essential skill areas needed to develop social competence. The concept of "Big picture thinking" is to help students 'see' how smaller individual pieces fit into a larger context. The author says she has used the book with young
Publisher: AAPC Publishing
ISBN: 9781934575864

Title: Social skills success for students with autism/Asperger's; helping adolescents on the spectrum to fit in
Author: F. Frankel, J.J. Wood
- The book is designed to help teacher, working with high-functioning adolescents on the spectrum who are in special education settings or partially or fully included in regular education classes. Parents may be interested in the book as a resource for their child's teachers. It deals with teaching conversation skills, body language, initiating and participating in get-togethers and managing anxiety.
Publisher: Jossey-Bass
ISBN: 9780470952382

Title: Practical social skills for autism spectrum disorders: designing child-specific interventions
Author: K. Koenig
- Through discussion and case studies, the author explains how important it is for children and young people to learn and integrate new social skills into day-to-day situations. The social interventions presented are evidence-based and child-specific.
Publisher: W. W. Norton & Company Inc.
ISBN: 9780393706987

Title: Social isolation
Author: The National Autistic Society

- People on the autism spectrum can experience social isolation. The information sheet look at the possible reasons for this, and ways in which people, their family, friends and carers can improve matters.
Download from: www.autism.org.uk/30863

Title: Social anxiety and social skill competencies
Author: M.G. Winner
Source: Autism Asperger's Digest, 2011, November - December pp. 21 - 24
- This article is written concerning students with social learning challenges in relation to Asperger's syndrome, ADHD, and high-functioning autism. The author expands on her treatment strategy called The Spirals of Social Success and Failure

Communication Skills

Title: Jumpstarting communication skills in children with autism: a parents' guide to applied verbal behavior
Author: M. J. Weiss, V. Demiri
- Describes how an applied behaviour analysis (ABA) approach can help young children with communication issues learn to understand and use speech and language. This book focuses on using Applied Verbal Behaviour method (AVB), an approach to tackling communication issues in children with an autism spectrum disorder (ASD). AVB therapy involves observing and analysing a child's communication behaviours, breaking them down into separate parts, and then teaching and reinforcing needed skills. In addition to AVB, the book presents other methods (Picture Exchange Communication System (PECS), sign language, video modeling, scripts, and Social Stories) and provides suggestions on how parents can support the process by teaching and reinforcing communication skills at home.

Title: Brief report: a comparison of statistical learning in school-aged children with high functioning autism and typically developing peers
Author: J. Mayo, I.M. Eigsti
Source: Journal of Autism and Developmental Disorders, 2012, Mar 2 [Epub ahead of print]
- Individuals with autism spectrum disorders have impairments in language acquisition, but the underlying mechanism of these deficits is poorly understood. This study investigated the relationship between implicit learning and current language abilities in school-aged children with high functioning autism and a history of language delay and in children with typical development using a well-studied artificial language learning task. Results suggest that high functioning children with autism (HFA) and TD groups were equally able to implicitly learn transitional probabilities from a lengthy stimulus stream.

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Behaviour

Title: Biters, chewers, suckers and pickers
Author: L. Biel
Source: Autism Asperger's Digest, 2011, September - October, pp. 40 - 41
- Explains what may cause children to habitually bite, chew, suck objects or pick their noses. Gives strategies to help them acquire sensory comfort from more socially acceptable sources.

Title: Autism and challenging behaviour
Author: P. Carpenter
Source: In S. Hardy and T. Joyce eds. (2011), Challenging behaviour and people with learning disabilities. Brighton Pavilion Publishing pp. 109 - 117
- A brief account of the main causes of the occurrence of challenging behaviour in people with autism, with an outline of strategies of how to help them.

Title: The autistic child's guide to how to behave. Introducing SPARK*: self-regulation program of awareness and resilience in kids
Author: H. Mackenzie
- spark* is a program for teaching self-regulation of behaviour, thinking and emotions to young children on the autism spectrum as well as other developmental disabilities. Based on theory and clinical experience, the spark* program includes 69 step-by-step lessons for helping the child move from imitation of easy actions through to self-direction and self-control.

Title: Managing anxiety in people with autism: a treatment guide for parents, teachers, and mental health professionals
Author: Chalfant A.M
- This book has been written to provide information on anxiety difficulties and how anxiety is experienced in people with autism spectrum disorders. It outlines practical treatment options for parents, teachers, and related health professionals.
Publisher: Woodbine House
ISBN: 9781606130049

Title: Dear worried grandma
Author: L. Biel
Source: Autism Asperger's Digest, 2011, November - December, pp. 26 - 27
- This article is based on a letter from a grandmother concerning her grandson's sensory processing issues in noisy, crowded environments. When family members, therapists and teachers learn more about auditory challenges they can understand behavioural reactions to certain situations

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Title: Let's make more smiles!: encouraging positive behaviour
Author: W. Usher
- This book is written as a resource book, to support these adults working or living with children who display challenging behaviour that may become harmful or dangerous.
Publisher: The Play Doctors Publishing Company
ISBN: 9780956669049

Title: A sense of calm: sensory relaxation therapy
Author: P. Higgins (director)
- Some adults and children become anxious when they are asked to perform certain everyday tasks. The purpose of this DVD is to give a sensory experince that may help to calm and relax people when they are feeling anxious. DVD is 60 minutes long featuring six videos of sensory images and music.
Publisher: A Sense of Calm Ltd
www.asenseofcalm.com

Title: Sleep difficulties and autism spectrum disorders: a guide for parents and professionals
Author: K.J. Aitken
- In relation to autism spectrum disorders, a range of sleep disorders is discussed along with possible treatment approaches. The book also examines why some problems are more common in people with autism spectrum disorders than others. It is a resource for parents, carers and professionals.
Publisher: Jessica Kingsley Publishers
ISBN: 9781849052597

Title: Risk factors associated with self-injurious behaviors in children and adolescents with autism spectrum disorders
Author: E.G. Duerden et al
Source: Journal of Autism and Developmental Disorders, 2012, Mar 16, [Epub ahead of print]
- While self-injurious behaviours (SIB) can cause significant morbidity for children with autism spectrum disorders (ASD), little is known about its associated risk factors. In assessing the factors that may influence self-injury, abnormal sensory processing was the strongest single predictor followed by sameness, impaired cognitive ability and social functioning.

Title: Temperament and sensory features of children with autism
Author: M.E. Brock et al

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Source: Journal of Autism and Developmental Disorders, 2012, Feb 25. [Epub ahead of print]

- This study sought to characterise temperament traits in a sample of children with autism and to determine the potential association between temperament and sensory features in autism. Individual differences in sensory processing may form the basis for aspects of temperament and personality, and aberrations in sensory processing may inform why some temperamental traits are characteristic of specific clinical populations.

Intervention

Title: Designing comprehensive interventions for high-functioning individuals with autism spectrum disorders: the Ziggurat model. Release 2.0

Author: R. Aspy, B.G. Grossman

- This is a textbook describing the components and strengths of the Ziggurat model, in relation to people with high-functioning autism. According to the authors "all positive interventions fit into the framework of the Ziggurat model" and the aim of the textbook is to present a process and framework for designing comprehensive interventions for individuals of all ages with ASD.

Publisher: AAPC Publishing

ISBN: 9781934575963

Title: What helps? perceptions of pupils on the autism spectrum about metacognitive strategies

Author: K. Harper-Hill, S. Lord

Source: Good Autism Practice, 2011, Vol. 12 (2), pp.72-84

- There is an increasing emphasis in asking children and adults with autism about different aspects of the interventions and experiences provided and planned. This paper describes a system for seeking the views of children with autism on the helpfulness of different strategies. It is very important to ascertain the understanding of the child to the questions asked and to have some way of ascertaining the experience they have had of the interventions. This paper has addressed both, but acknowledges more work needs to be done in this area and with those children who are not able to understand and access current ways of gaining their views.

Title: Computer-based interventions to improve social and emotional skills in individuals with autism spectrum disorders: a systematic review

Author: S. Ramdoss et al

Source: Developmental Neurorehabilitation, 2012, Vol. 15(2), pp. 119-135
- This review provides a systematic analysis of studies investigating computer-based interventions (CBI) to improve social and emotional skills (e.g. emotion recognition) of individuals with ASD. Overall, this review suggests that the use of CBI to improve the social and emotional skills of individuals with ASD is a promising practice. A comparison of CBI plus tutoring and face-to-face social skills training suggests that CBI can be as effective as face-to-face instruction.

Title: A systematic review with meta-analysis of comprehensive interventions for preschool children with autism spectrum disorder (ASD): study protocol
Author: Y. Tachibana, J. Green, Y. Hwang, R. Emsley
Source: BMJ Open, 2012, Vol. 2(2), e:000679.
- There are many different interventions for preschool children with ASD in use with different theoretical background and orientation, each of which tend to use different trial designs and outcome measures. This study conducts a comprehensive systematic review and meta-analyses of intervention studies for preschool children with ASD, covering studies of adequate quality across different intervention types and measurement methods, with a view to identifying the best current evidence for preschool interventions in the disorder. The authors classify the interventions under three models: behaviour, multimodal developmental and communication focused and strongly believe thwie findings will be able to translated into the clinical practices and patients and their family benefits.
Download from: http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3298837/?tool=pubmed

Puberty

Title: The girls' guide to growing up: choices and changes in the tween years
Author: Couwenhoven T.
Publisher: Woodbine House
ISBN: 9781606130261
- This book is written for girls aged 8-14 and covers the changes that occur during puberty. It is designed to be read alone or with a parent.

Title: Intimate relationships and sexual health: a curriculum for teaching adolescents/adults with high-functioning autism spectrum disorders and other social challenges
Author: C. Davies, M. Dubie M.
- This book is for using in the education curriculum for teaching adolescents and adults with high-functioning autism spectrum disorders, and other social challenges, about

relationships and sexual health. Also contains a CD of the forms in pdf format.
Publisher: AAPC Publishing
ISBN: 9781934575888

Teaching Strategies and Resources

Title: Getting physical
Author: A. Durrant
Source: Communication, 2012, Spring, pp. 39-41
- The author teaches gymnastics to people with autism and in this article shares her experiences and learning over the years. Includes useful pointers about reducing stress and anxiety in class, and approaches that have worked for her as a teacher.

Title: New entry points
Author: C. Davies
Source: Special, 2012, March, pp.36-38
- The feature, written by Christopher Davies, an autistic director of Bamboozle, describes a projec, in collaboration with Yeoman Park school, using a creative approach of aesthetic and practical means, to achieve a level of engagement and enjoyment in activities for students.

Title: Versatile, accessible listening!
Author: E. Johnson
Source: Special, 2012, March, pp.43-46
- Eleanor Johnson has written an ICT guide to the potential of using MP3 players in schools, for children with special needs. Through a robust wireless audio system (StoryPhones), she discusses three different school case studies and the effect of MP3 players in focusing children's listening and attention skills. This article includes what to look for in MP3 players and audio resource references.

Title: Speak, move, play and learn with children on the autism spectrum: activities to boost communication skills, sensory integration and coordination using simple ideas from speech and language pathology and occupational therapy
Author: L.J. Brady et al
- This book combines aspects of speech, assistive technology, sensory integration, and motor planning through activities presented. It is aimed at parents, teachers, or professionals, that may want to create easy lessons for children with autism.
Publisher: Jessica Kingsley Publishers
ISBN: 9781849058728

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Title: Teaching children with autism to seek help when lost in public
Author: R. Bergstrom, A.C. Najdowski, J. Tarbox
Source: Journal of Applied Behavior Analysis, 2012, Vol. 45(1), pp. 191-195
- Children with autism may not develop safety skills (e.g., help-seeking behaviours) without explicit teaching. One potentially hazardous situation is when a child with autism becomes separated from caregivers in a retail establishment or other public setting. The purpose of this study was to evaluate a treatment package (rules, role playing, and praise) delivered in the natural environment for teaching three boys with autism to seek assistance from store employees when they became lost.

Title: A comparative study: completion of fine motor office related tasks by high school students with autism using video models on large and small screen sizes
Author: L.C. Mechling, K.M. Ayres
Source: Journal of Autism and Developmental Disorders, 2012, Feb 22 [Epub ahead of print]
- The purpose of this investigation was to compare fine motor task completion when using video models presented on a smaller screen size (Personal Digital Assistant) compared to a larger laptop screen size. The investigation included four high school students with autism spectrum disorders and mild to moderate intellectual disabilities and used an adapted alternating treatments design with baseline, extended baseline, comparison, and final treatment conditions. Results showed that although independent completion of fine motor office related tasks increased under both procedures, use of video models on the larger screen resulted in a higher percentage of correct responses across all four students.

Title: Key factors mediating the use of a mobile technology tool designed to develop social and life skills in children with autistic spectrum disorders
Author: J. Mintz et al
Source: Computers & Education, 2012, Vol. 58 (1), pp.53-62
- Building on recent developments in using mobile technology to support children with ASD, the HANDS project has developed a mobile cognitive support application for smartphones, based on the principles of persuasive technology design, which supports children with ASD with social and life skills functioning, areas of ability which tend to be impaired in this population. The software application has been piloted in four special schools for children with ASD. This paper reports on a qualitative interpretivist evaluation, which explores which factors may mediate how the software application is incorporated in to existing practice and what influence it has on practice.

Title: Teaching board games to two children with an autism spectrum disorder

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Author: M.L. Oppenheim-Leaf, J.B. Leaf. N.A. Call
Source: Journal of Developmental and Physical Disabilities, 2012, Mar 14 [Epub ahead of print]
- One way to get children with on the autism spectrum to interact with their peers is through structured games. The purpose of this study was to teach two children diagnosed with ASD three different age-appropriate structured board and card games, and found both participants were able to learn all three games during these naturalistic probes.

Title: Play and joint attention of children with autism in the preschool special education classroom
Author: C. Wong, C. Kasari
Source: Journal of Autism and Developmental Disorders. 2012, Feb 17, [Epub ahead of print]
- This study examines play and joint attention in children with autism as compared to children with other developmental delays in public preschool special education classrooms. Results show that children with autism spent more of their time unengaged and less time engaged in symbolic play and joint attention behaviours as compared to children with other developmental delays. Additionally, teachers seldom focused directly on symbolic play and joint attention in their teaching. These findings suggest the importance of educating teachers to target play and joint attention skills in their preschool special education classes, specifically for children with autism.

Title: Built for learning?
Author: Loughran G.
Source: Autism eye, 2011, 3, pp. 18 - 20
- Offers advice on improving the school environment through design. Discusses ventilation, lighting, decor, acoustics, flooring, and layout. Covers new build and how to adapt older buildings.

Title: Single focused attention: teaching children with an autism spectrum condition
Author: S. Rackow
- This book is a teaching resource book to help teachers, and aims to provide information and understanding of single attention (monotropism) and children on the autism spectrum. It describes how this way of focusing on one thing at a time can affect the pupil's learning and experiences in school and gives strategies to support pupils with autism spectrum disorders in the classroom.
Publisher: First and Best in Education Ltd
ISBN: 9781860837821

Title: Mutual attraction? how do we identify and attract the right people to

work in the field of autism?
Author: J.A. Smith J.A.
Source: Good Autism Practice, 2011, Vol. 12(2), pp.43-50
- This study explored the characteristics of staff thought to be effective in working with children and young people with autism in residential specialist schools. This paper summarises the qualities and skills that staff thought were most important in working with this group of students. Some of the traits required often create a staff group that is challenging for leaders to manage and lead!

Title: The use of video modeling with the picture exchange communication system to increase independent communicative initiations in preschoolers with autism and developmental delays
Author: D.F. Cihak
Source: Focus on Autism and Other Developmental Disabilities, 2012, Vol. 27(1),
- The use of video modeling (VM) procedures in conjunction with the picture exchange communication system (PECS) to increase independent communicative initiations in preschool-age students was evaluated in this study. Based on the data, the authors concluded that all students learned to use PECS and increased the number of independent communicative initiations; however, the students' rate of learning was quicker when using VM.

Title: Beyond time out and table time: today's applied behavior analysis for students with autism
Author: E.A Boutot, K. Hume
Source: Education and Training in Autism and Developmental Disabilities, 2012, Vol. 47 (1), pp.23-38
- Recent mandates related to the implementation of evidence-based practices for individuals with autism spectrum disorder (ASD) require that autism professionals both understand and are able to implement practices based on the science of applied behaviour analysis (ABA). This is a review of the history of ABA and its application to individuals with ASD, in addition to a discussion about practices that are/are not based on the science of ABA. It discusses common myths related to ABA and ASD, as well as challenges practitioners face when implementing practices based on the science of ABA in public school settings.

Leisure Time

Title: Visiting the Kent countryside: a guide for parents of children with autism
Author: D. Blakesley, S. Payne

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- The booklet has been written primarily to help parents and carers of children with autism in Kent to access the natural environment. The aims are to demonstrate the health benefits of nature and the countryside for autistic people, and to present a guide to places in Kent to visit.

Publisher: Autism and Nature
ISBN: 9780958152502
Download from: http://visitwoods.org.uk/en/visit-woods/things-to-do/peace/Documents/Visiting%20the%20Kent%20Countryside.pdf

Title: Gardening for children with autism spectrum disorders and special educational needs: engaging with nature to combat anxiety, promote sensory integration and build social skills
Author: N. Etherington

- This book is about learning experiences for special needs children through a simple gardening programme. It outlines positive physical, cognitive, sensory and social benefits of getting out into the garden, and how gardening activities can help with anxiety, physical aggression and self-esteem.

Publisher: Jessica Kingsley Publishers
ISBN: 9781849052788