

Subject Index

- AAPEP. *See* Adolescent and Adult Psychoeducational Profile (AAPEP)
- ABA. *See* Applied behavioral analysis (ABA)
- ABC. *See* Autism Behavior Checklist (ABC)
- Aberrant Behavior Checklist (ABC), 762
- Abnormal Involuntary Movement Scale (AIMS), 848
- Academic skills, functional (NRC instructional priorities), 928
- Academic supports, 1018–1020. *See also* School(s)/school-based programs
- Acculturation theory, 398
- Achenbach System of Empirically Based Assessment, 748
- Achievement:
- academic, 294–295 (*see also* School(s)/school-based programs)
 - clinical assessment, 786
- Acting-Out scale, 747
- Action level imitation, 383
- Action on objects, 384
- Active-but-odd group, 250, 586, 598–599
- Adaptive Behavior Scale-School Version, American Association of Mental Deficiency (AAMD), 751
- Adaptive functioning/behavior, 114, 238, 251, 294–295, 792–793, 1178
- Addison-Schilder disease, 76
- ADHD. *See* Attention Deficit Hyperactivity Disorder (ADHD)
- ADI-R. *See* Autism Diagnostic Interview-Revised (ADI-R)
- Administrative organization (TEACCH), 1176
- Adolescent and Adult Psychoeducational Profile (AAPEP), 743, 758
- Adolescents with autism, 288–305
- and average intelligence, 303
 - clinical issues, 300–304
 - emotion, 411–414
 - and mental retardation, 300–303
 - outcome studies, 288–300
 - peer relationships, 303
 - school, 303, 1013–1023 (*see also* School(s)/school-based programs)
- ADOS. *See* Autism Diagnostic Observation Schedule (ADOS)
- Adulthood, transition to, 875–876, 1022–1023
- Adults with autism, 288–305
- and average intelligence, 303–304
 - college, 303–304
 - consultants on care for, 1137
 - deterioration in, 213–214, 289–290
 - jobs/work (*see* Employment)
 - and mental retardation, 300–303
 - neuro-psychiatric conditions, 589–590
 - outcome studies, 288–300
 - sexuality, 304
 - work, 304
- Advocacy, 1063, 1064, 1078, 1308–1309
- Aerobic exercise, antecedent, 900
- Affect, interpersonal coordination of, 409–410. *See also* Emotion(s)
- Affective development, 324–325
- Affective disorder, 428
- Affective symptoms, 27–28
- Ages and Stages Questionnaire, Second Edition (ASQ), 712
- Akathisia Ratings of Movement Scale (ARMS), 848
- Allergies, 539
- Aloof group, 249, 595–597
- Alpine Learning Group, 1044–1045
- Amalgamatic nucleus, 1229
- Ambulation (Rett syndrome), 153
- Americans with Disabilities Act (ADA), 1091
- Aminoacidopathies, 76. *See also* Phenylketonuria (PKU)
- Amino acids and acetylcholine, 462–463
- Amygdala, 497, 525–526
- Anatomic studies, 1305. *See also* Neuroimaging studies
- Angelman/Prader-Willi syndromes, 76, 135, 551–552
- Animal models and studies of portmortem brain tissues, 440–441
- Anorexia nervosa, 590
- Antecedent interventions, 899–902
- Antipsychotics, atypical, 1102–1106
- Anxiety, 100–101, 178, 208, 269, 428, 1013–1015, 1282–1283
- Appearance, physical, 1057–1058
- Applied behavioral analysis (ABA), 949, 959, 964, 1005, 1006–1007, 1046, 1125–1126
- Apprenticeships, 1147
- Apraxia, 150–151, 387, 951
- Argentina. *See* Latin America
- Aripiprazole, 1106
- Aristaless-related homeobox gene (ARX syndrome), 544
- ASIEP. *See* Autism Screening Instrument for Educational Planning (ASIEP-2)
- Asperger syndrome, 88–118
- alternative diagnostic concepts, 97–98
 - autism versus, 92
 - cachet of diagnosis, 1308
 - classification/diagnosis, 89–90, 91–95, 165, 166, 167, 169
 - criteria, 735–736, 1306
 - historical perspective, classification, 6, 8, 24–25, 90–96, 169
 - clinical assessment, 111–113
 - clinical features, 94, 98–102

I • 40 Subject Index

- Asperger syndrome (*Continued*)
 differential diagnosis, 81, 173–174
 epidemiology, 53, 54, 102
 future research directions, 109–111
 genetics, 108–109
 ICD10 research diagnostic guidelines for, 93
 instruments, 760–762
 language, 335, 1306
 medical and neurobiological studies, 106–108
 natural history, 186–187
 neuropsychological studies, 102–104
 original clinical concept (Asperger's), 89–90, 96–97
 outcomes, 109–110, 213
 psychiatric disorders/conditions and, 28, 208, 209–210, 269
 social-cognitive studies, 104–106
 social skills interventions/curricula, 872
 terminology (versus “autistic psychopathy”), 584
 treatment and interventions, 113–116
 undiagnosed, 1245
 validity, 102–111, 872
 versus HFA (high-functioning autism), 91–92, 95–96, 103–104, 628–629
- Asperger Syndrome Diagnostic Interview (ASDI), 113, 743, 760–761
- Assessment, 705–706. *See also* Clinical evaluation in autism spectrum disorders
- Assessment of Basic Language and Learning Skills (ABLLS), 929
- Attachment, 238, 322–323
- Attention, 28, 234–235, 367–369, 610, 1307. *See also* Joint attention
- Attention Deficit Hyperactivity Disorder (ADHD), 265, 614, 616–617, 619, 629, 644, 1016
 differential diagnosis (PDD-NOS), 177
 executive function, 373
 stimulants, 1109–1111
 treatment studies, in developmentally disabled populations, 1110–1111
- Attention Process Training (APT) program, 619
- Attributions, first-order/second-order, 105
- Atypical antipsychotics, 1102–1106
- Atypical autism (PDD-NOS), 6, 25
- Atypical PDD, 16
- Auditory brainstem response (ABR), 844
- Auditory potentials:
 brainstem evoked (exogenous), 476–478
 cognitive, 479–482
 long latency, 478–479
 middle latency, 478
- Augmentative and alternative communication (AAC)
 strategies, 149, 801–803, 885, 941, 955–957
- Australia, 1197–1201
- Australian Scale for Asperger's Syndrome (ASAS), 743, 761
- Austria and Germany, 1212–1215
- Autism:
 classification/diagnosis (overview), 1–3
 diagnosis/classification, 1–3, 5–34
 differences in, 1283–1285
 differential diagnosis, 81, 94, 174–175
 epidemic, 1308
 essence of, 419
 history of concepts, 583–587
 versus mental retardation, 226
 past and future, 1304–1313
 primary/secondary, 7–8
 public policy perspectives, 1119–1121
 subtyping, 28–31
 theoretical perspectives, 579–581
- Autism Behavior Checklist (ABC), 714–715, 719–720, 723, 740–741, 742, 747, 750–751, 754, 762, 1204
- Autism Diagnostic Interview-Revised (ADI-R):
 defined/described, 753–755
 overview table, 743
 usage/comparison, 176, 214, 228, 232, 289, 293, 315, 326, 342, 712, 722, 734, 740, 743, 751, 760, 762, 780
- Autism Diagnostic and Observation Scale, 820
- Autism Diagnostic Observation Schedule (ADOS), 326, 739, 740–741, 743, 753, 756–757, 760, 762, 780
 ADOS-G (Generic), 176, 214, 228, 551, 712, 722
 PL-ADOS (Pre-Linguistic), 756
- “Autism in schizophrenia” (1916 term), 89
- Autism Screening Instrument for Educational Planning (ASIEP-2), 1006
- Autism Screening Questionnaire/Social Communication Questionnaire (ASQ/SCQ), 714–715. *See also* Social Communication Questionnaire (SCQ)
- Autism Services Center (ASC), Huntington, West Virginia, 1255–1264
- Autism specialists, preparation of. *See* Training (preparation of autism specialists)
- Autism spectrum disorders (ASDs), 88, 535, 586
- Autistic continuum, 586, 1233
- Autistic disorder, 25, 535
- Autistic psychopathy, 584
- Aversive/nonaversive interventions, 915–916
- Avoidant personality disorder, 178, 179
- Babbling, 91, 349
- Backhanded bullying, 1022
- BAEPs. *See* Brainstem auditory evoked potentials (BAEPs)
- Barnes Akathisia Scale, 848
- Baron-Cohen's “eyes task,” 643
- Basal ganglia, 497–498
- Bayley Scales of Infants Development-II, 791
- Beery Buktenica Developmental Test of Visual-Motor Integration (VMI), 794, 844
- Behavior, development and, 221–222
- Behavioral assessment (functional ecological approach), 817–827
 characteristics, 817–821
 domains, 821–825
 treatment plan development, 825–827
- Behavioral Assessment Scale of Oral Functions in Feeding, 847
- Behavioral competencies, and provider training, 1140, 1143–1146
 hands-on training, 1143–1146
 operational definitions, 1144
- Behavioral curricula, 874–875
- Behavioral Development Questionnaire, 820
- Behavioral difficulties:
 adolescents/adults, 290
 Asperger syndrome, 89–90
 conduct disorder, 268
 deviance from normal, 14
 public (stressors confronting families), 1058
 violent/criminal behavior, 101
- Behavioral interventions, 882–892, 897–917
 antecedent interventions, 899–902
 Asperger syndrome, 114–115
 augmentative and alternative communication strategies, 885
 aversive and nonaversive, 915–916
 in the community, 916
 computer applications, 916–917
 consequence-based interventions, 902–910
 differential efficacy of strategies, 914
 extinction procedures, 907
 functional communication training (FCT), 910–912
 future directions, 887–892
 interruption and redirection, 902–903

- issues in (current and future), 914–917
 language and communication skills, 910–912
 maintenance and generalization, 887, 914–915
 naturalistic, 883–885
 versus nonbehavioral approaches, 890
 noncontingent reinforcement, 907–908
 parents/families, 1061, 1062
 pivotal response training, 883–885, 888, 954 (*see also*
 Pivotal response training (PRT))
 punishment procedures, 908–910
 reinforcement-based interventions, 903–907
 respondent conditioning procedures, 913–914
 self-management, 885–886, 913
 skill acquisition, 910–913
 social skills, 912–913
 social validity, 916
 stimulus change procedures, 902
 strategies, 882–887
 structured, 883
 teacher variables, 888
 video instruction, 886–887
 Behavioral momentum, 901
 Behavioral studies, 1305–1307
 Behavioral Summarized Evaluation-Revised (BSE-R)
 (overview table), 742, 751
 Behavior Observation Scale (BOS), 745
 Behavior Rating Instrument for Autistic and Atypical
 Children (BRIAAC), 742, 744
 Behavior Rating Inventory of Executive Functions
 (BRIEF), 794
 Behavior Rating Scale (BRS), 791
 Behavior Summarized Evaluation-Revised (BSE-R), 751
 Biological studies/findings. *See* Genetics; Neuroimaging
 studies
 Biological vulnerabilities, anxiety and, 269
 Blindness, congenital, 417–419, 553–555
 Block Design test, 635, 642, 643
 Blood 5-HT, 454–455
 Blood oxygen level dependent (BOLD) signal, 517
 Body mapping, 387, 389
 Body movements, imitation of, 384–385
 Brain. *See also* Central nervous system; Neuroimaging
 studies:
 animal models, portmortem studies, 440–441
 extreme male brain (EMB) theory, 634
 systems, and initiating social behavior, perception of
 social behavior, 645
 Type B (balanced), 633–634
 Type E (empathizing), 633–634
 Type S (systemizing), 633–634
 volume/weight, 488, 492–494
 Brain behavior:
 correlates (play), 397
 joint attention and, 662–665
 theory of mind and, 665–668
 Brainstem, 499
 Brainstem auditory evoked potentials (BAEPs), 476–478
 Brigance Screens, 712
 Broad descriptive orientation (enhancing communication
 abilities), 930
 Broader autism phenotype. *See* Phenotype, broader autism
 Bruininks-Oseretsky Test of Motor Proficiency (BOTMP),
 794, 846, 847
 Bruxism, 902
 Bullying, 1021–1022
 Business community, developing active ties, 1097

 Cambridge Neuropsychological Test Automated Battery
 (CANTAB), 609, 615, 618, 620
 Canada, 1201–1203
 Candidate genes (leads/strategies), 433–434, 440
 “Can’t” versus “won’t” dilemma, 1057

 Cardiff Acuity Test, 842
 Cardiovascular, 459
 CARS. *See* Childhood Autism Rating Scale (CARS)
 Catatonia, 589–590
 CATCH 22 (chromosome 22q11 deletion syndrome), 552
 Categorical definitions:
 of autism, approaches to, 14–25
 DSM-III, 15
 DSM-III-R, 16–17
 DSM-IV and *ICD-10*, 17–18
 DSM-IV field trial, 18–21
 from *ICD-9* to *ICD-10*, 17
 problems with, 583–600
 Causality, models of, 655
 CBCL, 748
 Celiac antibodies, 539
 Center-based programs, 1043–1047
 differences/similarities among programs, 1045–1047
 specific programs, 1044, 1047
 strengths/limitations, 1051–1052
 terminology (mainstreaming, inclusion, integration),
 1047
 Central coherence, 640–646
 cognitive style, normal variation, 644–645
 deficit accounts, 643–644
 evidence (at three levels of processing), 641–643
 extended phenotype of autism, 645
 savant skills, 644
 social development, 326
 theory, 635
 weak central coherence (WCC) hypothesis, 669
 Central nervous system:
 function, 474–488
 structure, 488–500
 Cerebellar hemispheres, 498–499
 Cerebellar vermis, 499
 Cerebellum, 498
 Cerebral palsy, 50, 51
 Cerebrospinal fluid, 459
 CHARGE association, 544
 Checklist for Autism in Toddlers (CHAT), 227, 229,
 713–716, 723, 741
 Checklist-based performance appraisals, 1152
 Child-centered approaches, 959
 Child Development Inventories (CDIs), 712
 Childhood, disorders beginning in (conditions causing
 diagnostic problems), 587–589
 Childhood Autism Rating Scale (CARS):
 defined/described, 720–721
 overview table, 714–715, 742
 use of/comparisons, 543, 546, 553, 657, 667, 723,
 734, 744, 745, 748–750, 758, 820, 1176, 1204,
 1227
 validity, 714, 740–741, 742
 Childhood disintegrative disorder (CDD), 70–84
 associated medical conditions, 76
 autism and, 79–80
 behavioral and clinical features, 74–75
 case report, 83–84
 clinical features, 72–74
 course and prognosis, 75
 definition, 71–72
 development of diagnostic concept, 6, 17, 21–23, 25,
 70–72
 differential diagnosis, 81–82, 175
 epidemiology, 53–56, 75, 185
 evaluation and management, 82–83
 genetics, 77–79
 neurobiological findings and etiology, 75–77
 onset (age/characteristics), 72–74
 Rett syndrome and, 78, 81
 validity as diagnostic category, 79–81

I • 42 Subject Index

- Childhood onset pervasive developmental disorder (COPDD), 15, 16, 71
- Childhood psychosis, 1239–1240
- Childhood schizophrenia. *See also* Schizophrenia:
differential diagnosis, 81–82
terminology/classification, 9, 584
- Children of school age, with an autistic spectrum disorder, 247–276
developmental issues, 245–265
language and communication, 254–260
psychiatric and behavioral problems, 265–270
- Children's Global Assessment Scale, 762
- Children's Psychiatric Rating Scale, 1107
- Children's Social Behavior Questionnaire (CSBQ), 742, 747, 748
- Children's Unit for Treatment and Evaluation (State University of New York at Binghamton), 1035, 1044, 1047, 1130, 1131
- China, 1203–1206
- Chromosomal abnormalities and genetically determined medical conditions, 429–430, 544. *See also* Genetics
- Cingulate cortex, 496
- Citalopram, 1109
- Clancy Behavior Scale, 1204
- Classification. *See* Diagnosis/classification
- Classroom structure. *See* Curriculum and classroom structure
- Clinical evaluation in autism spectrum disorders, 772–795
comprehensive developmental approach, 773–776
diagnostic formulation and differential diagnosis, 781–782
diagnostic work-up, 778–781
medical workups, 782–783
psychological assessment, 777, 783–795
speech, language, and communication, 777–778
- Clinical Linguistic and Auditory Milestone Scale, 800
- Clinical neurology, 500–503
- Clinical web sites, 305
- Clomipramine, 1106–1107
- Clozapine, 1103
- Cluster and factor analysis, 29–30
- Cluster reports (epidemiological studies), 64–65
- Coactive model of organism-environment interaction, 659
- Cognition/cognitive:
behavioral studies, 1306
executive function, 619–620
families, approach with, 1062, 1064
outcomes (changes in ability), 205
profiles (neuropsychological characteristics), 374–375
remediation, 619–620
Rett syndrome, 146–148
skills, 872–873
strengths/challenges (school-based programs), 1016–1017
style, central coherence and normal variation in, 644–645
theories (TEACCH philosophy/principles), 1178
theory of mind and, 872–873
- Cohen syndrome, 544
- Collaborative Program of Excellence in Autism (CPEA), 1196
- College:
adolescents/adults with autism, 303–304
student trainees/providers, 1137–1138
- Colombia. *See* Latin America
- Communication:
language (*see* Language)
nonverbal, 235–236
preverbal, 235–236
protoimperative/protodeclarative, 320
requestive, 320
vocalizations, 235
- Communication abilities, enhancing, 925–942. *See also* Language interventions
approaches, 928–931
behavioral problems, relation to, 926–928
challenges, 927
dimensions, critical, 931–941
NRC guidelines and other tenets of practice, 927–928
priority of, in treatment, 925–926
- Communication assessment, 799–814
children with advanced language, 807–817
early linguistic communication, 804–807
prelinguistic, 799–804
- Communication boards, 149
- Communication Competence Checklist (CCC), 753
- Communication Intention Inventory, 801
- Communication and Symbolic Behavior Scale (CSBS), 743, 758–759, 800–801
- Communicative Development Inventory, 800
- Community:
behavioral interventions, 916
interpersonal supports for members of, 993–995
- Community-integrated residential services for adults with autism (working model, mother's perspective), 1255–1264
components of a successful residential program, 1257–1264
historical perspective, 1256–1257
introduction, 1255–1256
- Comorbidity:
Asperger syndrome, 100–102
autism, 26
- Competencies and coping (TEACCH principle), 1067–1068
- Component process analyses, 607–611
- Computational models, enactive mind (EM) framework versus, 686
- Computer applications, behavioral interventions, 916–917. *See also* Technology/computers
- Conduct problems. *See* Behavioral difficulties
- Congenital rubella. *See* Rubella
- Consequence-based interventions, 902–910
- Contingencies or reinforcement, 827
- Contingent electric shock as a punisher, 909
- Continuum orientation, 930–931. *See also* Spectrum/continuum
- Conversation. *See also* Communication; Language; Speech:
manner assessing communication, 806–807
skills (school-age children), 257–259, 873
- Coordination disorder, developmental, 588
- COPDD. *See* Childhood onset pervasive developmental disorder (COPDD)
- Core characteristics, two triads, 629
- Corpus callosum, 494–495
- Cortical language areas, 495–496
- Cortisol secretion, 460
- Cost issues, 1143, 1169, 1170
- Course of development, uneven/unusual (stressors confronting families), 1056
- Coworker training/support, 1097
- Criminal justice system, autism and, 299–300
- Cronbach's alphas, 747
- Cross-cultural issues. *See* Cultural issues
- Cross-model matching and body mapping, 389
- CSBQ. *See* Children's Social Behavior Questionnaire (CSBQ)
- CSF 5-HIAA, 456–457
- CSF HVA, 457
- CTRF, 748
- Cues, multiple, 954
- Cultural issues:
assessment/diagnosis, 32
cross-cultural programs, 1174–1187

- Curriculum and classroom structure, 863–877
 behavioral curricula, 874–875
 classroom structure, 866–867
 cognitive skills, 872–873
 comprehensive curricula, 873–875
 inclusion settings, 867–868
 outcomes, 865–867
 pivotal response training, 874 (*see also* Pivotal response training (PRT))
 play skills, 870, 1011, 1012 (*see also* Play)
 preschool curricula, 873–874
 publishers, 864
 settings, 867–868
 social skills, 868–872
 social validity, 876
 transition to adulthood, 875–876
- Curriculum content (school-based programs), 1010–1012
 communication skills (expressive/receptive language and spontaneous language), 1010, 1012
 daily routines, 1010, 1012
 instructional strategies and curriculum areas (STAR program), 1012
 play skills, 1011, 1012
 preacademic skills, 1010–1011, 1012
 social interaction skills, 1011, 1012
- Daily Living Skills, 793
 Daily routines (school-based), 1010, 1012
 DAMP (Disorders of Attention, Motor Control, and Perception) syndrome, 28, 182–184, 588
 DAS. *See* Differential Abilities Scales (DAS)
 DDDC. *See* Douglass Development Disabilities Center (DDDC)
- Deafness, congenital, 553–555. *See also* Hearing
 Declarative memory, 370
 Deficit acceptance, 1178
 DeGangi-Berk Test of Sensory Integration, 846
 Deictic terms, use of, 347
 Delaware Autistic Program, 1036
 Delay, deviance versus, 227–229, 386–387, 397–398, 776
 Delayed nonmatch to sample (DNMS), 663
Dementia infantilis, 8, 75
Dementia precocissima catatonica, 584
 Denmark. *See* Nordic nations
 Denver Development Screening Test (DDST), 1204
 Denver Model at University of Colorado, 712, 953, 1050–1051
 Depression, 11, 100–101, 208
 Detection of Autism by Infant Sociability Interview (DAISI), 227
 Deterioration in adulthood, 213–214, 289–290
 Development, behavior and, 221–222
 Developmental, Individualized, Relationship-based (DIR) model, 873, 929, 932, 934, 939, 957, 959
 Developmental approach, 14
 Developmental change, 31
 Developmental continuum (principles of TEACCH), 1068
 Developmental delay, deviance versus, 227–229, 386–387, 397–398, 776
 Developmental disorder(s):
 autism as (principles of TEACCH), 1066
 language disorders, 175, 587–588
 learning disability of the right hemisphere, 98
 “other” (problems of categorical classification systems), 587
 pervasive (*see* Pervasive developmental disorder (PDD))
 Developmental-pragmatic approaches/strategies, 947, 953–955, 957–960, 966–967
 Developmental psychosis, 1233–1234
 Developmental regression, 30–31
 Developmental sensitivity, 818
 Diagnosis/classification, 1–3, 5–34
 behavioral definition (versus biological), 1307
 categorical definitions of autism:
 approaches to, 14–25
 problems with, 583–600
 classification issues, 9–13
 controversies, 25–33
 development of autism as diagnostic concept, 6–9
 diagnostic confusion, as stress to families, 1056
 diagnostic process, 1, 9
 dimensional versus categorical classification, 10–11
 early diagnosis, 31–33, 232–233, 707–709, 1204
 etiologies and causes, 12
 general issues in diagnosis of autistic spectrum disorders, 730–741
 history of concepts of autism, 583–587
 labels, 2, 10
 misconceptions about, 10–11
 misuse of classification systems, 12
 multidimensional diagnostic formulation, 594–599
 active-but-odd group, 250, 586, 598–599
 aloof group, 249, 595–597
 passive group, 249–250, 597–598
 “official” status, diagnostic systems, 10
 pervasive developmental disorder (PDD), term introduced (*DSM-III*, 1980), 2
 research, role of, 13–14
 spectrum with fuzzy borders and overlaps, autism as, 1307–1308
 stigmatization, potential for, 12–13
 theory, role of, 11
- Diagnosis/classification systems, official, 2, 10, 591–594
- Diagnostic instruments in autistic spectrum disorders, 730–763
 for Asperger syndrome, 760–762
 direct observation scales, 756–758
 first empirically developed rating scales and questionnaires, 744–745
 interviews, 753–756
 measuring change in core behaviors, 761–762
 overview tables, 742–743, 787
 psychometric issues, 735
 rating scales, currently used, 748–752
 recommended, 787
 related diagnostic and behavioral assessment instruments, 758–760
 reliability, 736–740
 scales measuring core deficits, 746–748
 validity, 740–741
- Diagnostic interviews, 753–756
- Diagnostic Interview for Social and Communication Disorders (DISCO), 594–595, 735–736, 743, 745, 755–756
- Diagnostic problems, associated conditions causing, 587–591
 anorexia nervosa, 590
 attention deficit/hyperactivity disorder (ADHD), 588
 borderlines of normality, 591
 catatonia, 589–590
 deficits of attention, motor control, and perception (DAMP syndrome), 588
 developmental coordination disorder, 588
 developmental language disorders, 587–588
 disorders beginning in childhood, 587–589
 eccentric normality, 587
 generalized mental retardation, 587
 hearing impairments, 588–589
 neuro-psychiatric conditions in adults, 589–590
 obsessive-compulsive disorder (OCD), 590
 personality disorders (schizoid and schizotypal), 590
 psychosocial deprivation, 591
 schizophrenia, 590

I • 44 Subject Index

- Diagnostic problems, associated conditions causing
(*Continued*)
Tourette's syndrome, 588
visual impairments, 589
- Diagnostic and Statistical Manual of Mental Disorders (DSM)* of the American Psychiatric Association, 2, 71–72, 92, 184, 232, 592–594, 748
- DSM-IV/ICD-10* systems as epistemological backbone of this *Handbook*, 2
- problems of *DSM-IV/ICD-10* system of classification, 592–594
- autism, 14–25
definition of autism (in *DSM-IV* and *ICD-10*), 20–21
definition of nonautistic PDDs, 21–25
DSM-III, 15
DSM-III-R, 16–17
DSM-IV and *ICD-10*, 17–18
DSM-IV field trial, 18–21
- Didactic approaches, 947, 959, 963, 1141–1142, 1143
- Differential Abilities Scales (DAS), 787, 789
- Differential diagnosis, 25
Asperger syndrome, 25
autistic disorder, 25
childhood disintegrative disorder, 25, 81–82
involuntary movements, 847
PDD-NOS, 25, 172–184
Rett syndrome, 25, 132–135
- Differential reinforcement procedures, 904–910
of Alternative Behavior (DRA/DRAIt), 904, 905, 906, 907
of Incompatible Behavior (DRI), 904, 905, 906, 907, 908, 909
of Low Rates of Responding (DRL), 904, 906
of Other Behavior (DRO), 904–905, 906, 907, 910
- Difficult life events, 302–303
- Dimensional versus categorical classification, 10–11
- Direct observation scales, 756–758
- DISCO. *See* Diagnostic Interview for Social and Communication Disorders (DISCO)
- Discourse management, 806, 808
- Discrete trial training (DTT), 883, 941, 948, 949, 959, 1004, 1005, 1007–1009
- Discriminant validity problem (EF hypothesis), 616–617
- Disembodied cognition, 686, 690
- Disintegrative PDDs, 33. *See also* Childhood disintegrative disorder (CDD); Rett syndrome
- Disintegrative psychosis (Heller's syndrome), 8, 15, 71, 135
- DMFC/AC (dorsal medial-frontal cortex), 645, 663–673
- Dopamine, 457
- Douglas Development Disabilities Center (DDDC), 1045, 1046, 1047, 1131, 1132
- Down syndrome, 50, 51, 235, 321, 345, 547–548
- DRA/DRI/DRL/DRO. *See* Differential reinforcement procedures
- Drawings, 794–795
- DSM*. *See* *Diagnostic and Statistical Manual of Mental Disorders (DSM)* of the American Psychiatric Association
- Due process, 1167
- Dyskinesia, 839, 848
- Dyskinesia Identification System Condensed User Scale (DISCUS), 848
- Dyslexia, 263, 618, 645
- Dysmorphic features (minor physical anomalies; MPAs), 501
- Dyspraxia, 387
- Early diagnosis, 31–33, 232–233, 707–709, 1204
- Early inclusion, 1035–1038. *See also* Mainstream
- Early infantile autism, 584
- Early intervention, 238–239
- Early Language Milestone Scale, 800
- Early Social-Communication Scales (ESCS), 654, 662
- Eating problems, 847
- Eccentric normality (problems of categorical classification systems), 587
- Echoes, 963, 965
- Echolalia, 255–256, 346–347, 804, 805, 961, 964
- Ecological approach, functional (behavioral assessment), 817–827
- Ecological model of autism, experiential effects on pretend play, 398–399
- Ecological/setting event interventions (versus immediate antecedents), 899
- Ecological validity, 826, 827
- Ecuador. *See* Latin America
- Education:
Asperger syndrome, 986–998
as intervention (overview), 1310
legal issues (*see* Legal issues, educating children with autism)
outcomes, 205–208
personal perspective (Grandin), 1276–1277
of public (press/TV/Internet), 1309
Rett, 154–155
- Educational interventions:
with families, 1061, 1062
models of, 1043–1053 (*see also* Center-based programs; Home-based programs; School(s)/school-based programs)
social communication, 987–989
- Education for All Handicapped Children Act of 1975, 867
- Efficiency (behavioral assessment), 822
- Effort (behavioral assessment), 822
- Ego skin, 1230
- Electroencephalograms (EEGs), 144–145, 503, 538, 663, 665, 1204
- Elizabeth Ives School for Special Children (New Haven, CT), 1287
- Elementary and Secondary Education Act (No Child Left Behind), 863
- Embarrassment, 415
- Embedded Figures Task (EFT), 635, 642, 643, 645
- Embodied cognition, 686, 690
- Emergence of mind, 687
- Emotion(s), 406–420
abstract (sibling's perspective), 1271
complex, 415–417
conceptual issues, 406–408
emotional expressiveness, 410–411
Grandin (gradual change and my emotional life), 1283
interpersonal coordination of affect, 409–410
later childhood and adolescence, 411–414
self-conscious, 414–417
social impairment in congenitally blind children and Romanian orphans, 417–419
stress/anxiety during adolescence, 1014–1015
systematic studies, early years, 408–409
- Emotional assessment, 794–795
- Emotional regulation, 934, 939, 980–983
- Emotional support (families), 1062, 1064
- Emotional vulnerability, supports for, 1015
- Empathizing:
in autism spectrum conditions, 631
mindblindness, 629–631
normal development of, 630–631
theory of mind and, 629–631
- Empathizing-systemizing theory, 631–634
- Empathy, defined, 629–630
- Empirically supported treatments, 1038, 1059
- Employment, 298–299, 304, 1087–1098
average intelligence and, 304
entrepreneurial supports, 1094–1095
family, role of, 1092–1093

- historical overview, 1089
- legislation, 1089–1091
- mental retardation and, 301–302
- outcomes, 205–208
- personal perspective (Grandin), 1277–1278
- poll results, 1088
- protected, 1313
- recommendations toward greater employability, 1096–1097
- school-to-work transition process, 1091–1093
- secure, 1095
- service models, 1093–1096
- sheltered workshops, 1095
- supported, 207, 302, 1093–1094
- Emulation, 383
- Enactive mind (EM), 682–699
 - computational models versus framework of, 686
 - emergence of mental representations, 689–694
 - explanation of term, 686
 - social cognition as social action, 695–698
 - social development, 326
 - social world as open-domain task, 687–689
 - temporal constraints on models of social adaptation, 694–695
- Entrepreneurial supports, 1094–1095
- Environmental engineering/modifications, 899, 997
- Epidemiology, 42–65, 434
 - Asperger's syndrome, 53, 54
 - autism and social class, 64
 - autistic disorder, 46–49
 - characteristics of autistic samples, 45–51
 - childhood disintegrative disorder (CDD), 53–56, 75
 - cluster reports, 64–65
 - design/selection of studies, 42–45
 - gender, 46–49
 - immigrant status, ethnicity, social class, and other correlates, 62–65
 - international (countries), 46–49
 - Australia, 1197–1198
 - China, 1203–1204
 - Israel, 1219
 - IQ, 46–49
 - pervasive developmental disorders, 51–56, 184–185
 - Rett syndrome, 135–136
 - time trends, 56–62
- Epigenetic mechanisms/models, 439–440, 655
- Epilepsy, 50, 51, 82, 151, 295–296, 502–503, 544, 629
- Episodic memory, 370
- ERN (error-related negativity), 669
- Erythrocyte glutathione peroxidase, 539
- Escitalopram, 1109
- ESCS. *See* Early Social-Communication Scales (ESCS)
- Ethics (provider training), 1139
- Ethnicity, 62–65
- Etiology, 12, 75–77, 136–139, 185–186, 594, 1229–1231
- Evaluation of Sensory Processing (ESP), 843
- Evoked potentials, 475–483
- Executive function (EF), 606–621
 - coherence, 644
 - component process analyses, 607–611
 - deficits and broader autism phenotype, 617–618
 - emerging issues, 612–617
 - flexibility and inhibition, 608–611
 - future directions, 617–620
 - generativity hypothesis, 396
 - imitation, 388
 - language and intelligence, 616
 - literature review, 606–611
 - model of cognitive development in autism (theory of mind), 634–635
 - neuropsychological characteristics, 372–374
 - remediation, cognitive, 618–620
 - repetitive behavior, 616
 - skills, 234, 325–326
 - social processes and, 613–616
 - specificity to autism, 616–617
 - working memory, 611, 788
- Exercise, physical, 900, 1015
- Experience-expectant neural development, 657–658
- Explicit memory, 370
- Exploration and play, 236–237. *See also* Play
- Extended school year, 1171
- Extinction procedures, 901, 907, 910
- Extreme emotional dysregulation, 940
- Extreme male brain (EMB) theory, 634
- Eye(s):
 - “eyes task” (Baron-Cohen), 643
 - gaze, 317–319, 962
 - pointing (augmentative communication systems), 149
 - tracking/movement studies, 318, 483–485, 683–684, 688, 695
- Faces, 149, 318, 385, 519–520, 696, 697
- Facilitated Communication (FC), 1185. *See also* Augmentative and alternative communication (AAC) strategies
- Fads/unproven therapies (stresses on families), 1059
- False alarm errors, 610
- False-belief task, 615
- Family(ies), 1055–1079. *See also* Parent(s)
 - advocacy training/support, 1063, 1064
 - behavioral approach, 1061, 1062
 - cognitive approach, 1062, 1064
 - education approach, 1061, 1062
 - emotional support, 1062, 1064
 - goals, 1060
 - implications, 1065–1066
 - instrumental support, 1063, 1064
 - life cycle, autism and, 1068–1078
 - modalities, 1064–1065
 - parent(s) as cotherapist(s), 1061, 1062
 - patterns/studies, 90, 137, 426–429, 437–438, 617–618, 632–633
 - principles, 1060–1061
 - relationship enhancement methods, 1061–1063
 - school-to-work transition process and, 1092–1093
 - social classes, 7, 64
 - stressors confronting, 1055–1059
 - support, 989, 997–998, 1059–1066
 - targeted outcomes, 1061–1064
 - TEACCH approach (principles), 1066–1068
 - techniques, 1065
- FAPE standard (free appropriate public education), 1163–1164
- Feedback on provider work performance, 1127
- Feeding problems, 146, 540–542
- Fetal alcohol syndrome, 544
- Fetal anticonvulsant syndrome, 555–556
- Fetal valproate syndrome (FVS), 555–556
- First words (normal language development), 337–340
- Floor Time, 873, 889, 957
- Fluoxetine (Prozac), 1107, 1282–1283
- Fluvoxamine, 1107–1108
- Foot deformities (Rett syndrome), 154
- Fragile X syndrome (FXS), 26, 50, 51, 185, 429–430, 442, 534, 537, 545–547
- France, 1206–1212
- Frontal lobe findings, 525
- Functional adjustment, 775–776
- Functional analysis, 949
- Functional Analysis Screening Tool (FAST), 824
- Functional Assessment and Curriculum for Teaching Everyday Routines (FACTER), 1023
- Functional communication training (FCT), 910–912

I • 46 Subject Index

- Functional ecological approach, 817–827
 Functional magnetic resonance imaging (fMRI), 355. *See also* Neuroimaging studies
 Functional routines (FR), teaching, 1004, 1005
 Functioning:
 levels (low, medium, high) autism spectrum conditions, and theory of mind, 628–629
 specific areas of (infancy and early childhood), 233–238
 Fusiform face area (FFA), 520–523
 Fusiform gyrus (FG), 695
 Future research directions, 109–111, 440–441, 617–620, 887–892, 914–917, 1311–1313
- Gait, 500
 Gangliosidosis, 76
 Gastrointestinal inflammation, 629
 GAUTENA Autism Society, 1237
 Gaze, 317–319, 962
 Generalization and maintenance, treatment gains, 826, 887, 914–915, 928, 935–936
 Generalized anxiety disorder, 178
 Generativity hypothesis (play), 395–396
 Genetic counseling, 441–443
 Genetics, 425–444, 1309–1310
 animal models and studies of portmortem brain tissues, 440–441
 Asperger syndrome, 108–109
 biological findings, 439
 candidate gene strategies, 433–434
 childhood disintegrative disorder, 77–79
 chromosomal abnormalities and genetically determined medical conditions, 429–430
 clinical implications, 441–443
 epidemiological findings, 434
 epigenetic mechanisms, 439–440
 familial clustering, 437–438
 family studies, 426–429
 future directions, 440–441
 genetic partitioning of autism, 436–440
 genome-wide screens of sib pair samples, 432–433
 leads for candidate genes, 440
 linkage evidence, 438–439
 molecular genetics, 430–434
 multiplex-singleton comparisons: developmental regression, 438
 neurocognitive endophenotypes, 439
 nongenetic risk factors, 434–436
 quantitative genetics, 425–429
 quantitative trait loci (QTL) approaches, 440
 twin studies, 425–426
 Germany and Austria, 1212–1215
 Gesturing, protoimperative versus protodeclarative, 320
 Gilliam Autism Rating Scale (GARS), 542, 714–715, 721–722, 723, 742, 751–752
 Goldenhar syndrome, 544
 Grading/tests, modifying, 1019
 Grandin, Temple:
 contributions to public education on autism, 1184–1186, 1311
 personal perspective of autism, 1276–1285
 Greece, 1215–1218
 Group homes, 1312
 Group work and class discussions, 1019
 Guardianship (adolescents/adults), 301
 Guilt, 415
- Habilitation programs, 1183–1184
 Hair analysis for trace elements, 538
 Handedness, nonright-, 629
 Handicaps, Behavior, and Skills schedule (HBS), 214, 745
 Hand splinting, 152
 Hanen approach, 958, 959
- Head circumference, 500–501, 536
 Headstart, 1037
 Hearing:
 assessment, 537, 842
 impairment, 50, 540, 553–555, 588–589
 sound sensitivity, 1281–1282
 Heller's syndrome (disintegrative psychosis), 8, 15, 71, 135
 High probability (high *p*) requests, 901
 Hippocampus, 496–497
 Histidinemia, 544
 HIV, 76
 Holistic orientation, 1178–1179
 Home-based programs, 1043, 1047–1049
 pivotal response training (PRT) at University of California at Santa Barbara, 1049
 strengths/limitations, 1051
 Young Autism Project at UCLA, 1047–1049
 Home Life Checklist, 1023
 Homework/assignments, modifying, 1019
 Hydrotherapy (Rett syndrome), 153
 Hyperlexia, 263, 354, 629, 691
 Hypomelanosis of Ito, 544
 Hypothalamic-pituitary adrenal axis, 459, 460–461
 Hypothyroidism, 76
 Hypotonia, 150
- IBR skill. *See* Initiating behavior requests (IBR skill)
ICD-10. See International Statistical Classification of Diseases and Related Health Problems of the World Health Organization (ICD/ICD-10)
- Iconic systems, 885
 Id, 1229
 IDEA (Individuals with Disabilities Education Act), 1090, 1091, 1124, 1161–1162, 1171
 Identity development, 1022
 If-then rules, embedded use of, 615
 IJA/RJA (initiating/responding to joint attention) skills, 654, 655, 662, 663, 664, 667, 672
 I LAUGH model, 992, 996
 Imitation, 320–321, 382–391, 400–401, 889
 action level, 383
 action on objects, 384
 of body movements (intransitive acts), 384–385
 cross-model matching and body mapping, 389
 delay versus deviance, 386–387
 development and, 382–384
 developmental correlates, 385–386
 emulation, 383
 executive functions, 388
 kinesthesia, 388–389
 methodological issues, 390–391
 model of interpersonal development, 383
 motor problems in autism, 387–388
 neural mechanisms, 389–390
 oral-facial, 385
 possible mechanisms underlying imitation problem, 387–389
 praxis and body mapping, 387
 reciprocal, 889
 response facilitation, 383
 social development, 320–321
 stimulus enhancement, 383
 symbolic content, 388
 Immigrant status (epidemiological studies), 62–65
 Immune/immunological factors, 539, 542
 Impairments in Communication and Social Interaction scale, 667
 Incidental teaching, 951
 Inclusion. *See* Mainstream
 Index of Productive Syntax (IPSyn), 345
 Individualization, 1035, 1066–1067, 1178

- Individualized Education Program (IEP), 1073, 1164–1165, 1171
- Individualized Family Service Plan (IFSP), 1164, 1168
- Infant(s)/toddlers, autism in, 31–33, 223–240
- areas of functioning, 233–238
 - autism versus mental retardation, 226
 - autism versus typical and developmentally delayed peers, 225–226, 230
 - communication, 230
 - early diagnosis, 31–33, 232–233
 - early intervention, 238–239
 - methodological limitations, 231
 - social interaction, 230
 - stereotypical behaviors and repetitive patterns, 230
 - symptoms in first year of life, 223–227
 - symptoms in second and third years, 227–231
- Infant(s)/toddlers with disabilities, services for:
- identification/assessment, 1168
 - Individualized Family Service Plan (IFSP), 1164, 1168
 - services for (legal issues), 1167–1169
 - transition, 1168
- Infant Behavioral Summarized Scale (IBSS), 229
- Infant Behavior Summarized Evaluation (IBSE), 712
- Infantile autism (terminology), 134, 314
- Infantile spasms/West syndrome, 544
- Infant/Toddler Checklist, 713
- Infections, congenital/acquired, 76, 544. *See also* Rubella
- Initial Communication Processes Scale, 800
- Initiating behavior requests (IBR skill), 653, 662, 664, 665
- Initiation of communication, 954
- Instrument(s). *See* Diagnostic instruments
- Instrumental support for families, 1063, 1064
- Intellectual disability, 8
- Intellectualization of affect, 89
- Intelligence, autism and, 290–292, 628–629, 1313
- clinical assessment, 786, 787–792
 - epidemiology, 46–49
 - outcome and, 215–216
- Intentional stance, 629
- Interests, circumscribed/all absorbing, 94, 100
- International perspectives, 1193–1247
- Australia, 1197–1201
 - Canada, 1201–1203
 - China, 1203–1206
 - comparative analysis, 1193–1194, 1197
 - France, 1206–1212
 - Germany and Austria, 1212–1215
 - Greece, 1215–1218
 - Israel, 1218–1221
 - Italy, 1221–1222
 - Japan, 1223–1226
 - Korea, 1226–1228
 - Latin America, 1228–1233
 - Netherlands, 1233–1235
 - Spain, 1235–1238
 - Sweden and other Nordic nations, 1238–1243
 - United Kingdom, 1243–1247
 - United States, 1194–1196
- International Statistical Classification of Diseases and Related Health Problems of the World Health Organization (ICD/ICD-10)*, 2, 10, 591–594. *See also*
- Diagnosis/classification
 - definition of autism (in *DSM-IV* and *ICD-10*), 20–21
 - DSM-IV* and *ICD-10*, 17–18
 - DSM-IV/ICD-10* systems as epistemological backbone of this *Handbook*, 2
 - from *ICD-9* to *ICD-10*, 17
 - ICD-10* PDD classification (overactive disorder with mental retardation), 6
 - ICD10* research diagnostic guidelines, 93
 - problems of *DSM-IV/ICD-10* system of classification, 592–594
- Interpersonal development, model of, 383
- Interpersonal relationships versus relatedness, 417
- Interpersonal supports (social communication), 989–995
- for members of the community, 993–995
 - for peers, 990–992
 - for teachers and professionals, 992–993
- Interruption/redirection, 902–903
- Interventions/treatment, 859–861, 1310–1311
- Asperger, 113–116
 - behavioral approaches (*see* Behavioral interventions)
 - education as, 1310 (*see also* Educational interventions)
 - language/communication enhancement (*see* Communication abilities, enhancing; Language interventions)
 - PDD-NOS, 187–190
 - psychopharmacologic, 1310 (*see also* Psychopharmacology)
 - treatment plan development, 825–827
- Intestinal permeability studies, 539
- Intradimensional-Extradimensional Shift Task (ID/ED), 609–610, 618, 620
- Intraverbals, 964, 965
- Intrinsic reinforcers, 947, 959
- In vivo protocol, 810, 811
- Involuntary movements, 838–840, 847–848
- Isocentric chromosome 15q syndrome, 550–551
- Israel, 1218–1221
- Italy, 1221–1222
- Japan, 1223–1226
- Job carving, 1097
- Job duties, specification of (provider training), 1126
- Joint attention, 650–674
- brain behavior research, 662–668
 - brain volume in autism, 660–662
 - deficits, 889, 1007
 - defined, 650
 - initiating/responding skills (IIA/RJA), 654, 655, 662, 663, 664, 667, 672
 - neural plasticity and, 657–660
 - neurodevelopmental models of autism, 650–674
 - role of dorsal medial-frontal cortex in social and nonsocial behavior, 668–673
 - skills, 946
 - social communication, 979
 - social development, 319–320
 - social impairment and, 652–655
 - social orienting model, 655–662
 - theory of mind and, 665–668
- Joubert syndrome, 544
- Kanner's description, early controversies, 6–8
- Karyotype and DNA analysis for Fragile X, 537
- Kaufman-Assessment Battery for Children (K-ABC-II), 789, 794
- Kinesthesia (imitation), 388–389
- Kleinfelter's syndrome, 544
- Knowledge:
- examples of "need to know" orientation competencies (provider training), 1139
 - "knowing that" versus "knowing how," 687
 - trainee skills and, 1138–1140
- Korea, 1226–1228
- Labels, 2, 10
- Landau-Kleffner syndrome, 82, 135
- Language. *See also* Communication:
- acquisition (sibling's perspective), 1266–1267
 - behavioral interventions, 910–912
 - deficits, 335, 427, 1306
 - executive function, 616
 - expressive versus receptive, 961

I • 48 Subject Index

- Language (*Continued*)
 neuroimaging studies of, 517–519
 supports for comprehension (school-based), 1018
- Language/communication development, 335–356
 Asperger syndrome, 94, 99–100, 115
 in autism, 227, 292–294, 335–336, 341–356
 adolescents/adults, 292–294
 articulation, 343–344
 babbling, 349
 characteristics of speech, 256
 conversational skills, 257–259
 course and developmental change, 341–343
 deficits overlapping with other disorders, 335
 echolalia, 255–256, 346–347
 infancy and early childhood, 227
 intonational peculiarities, 348
 language comprehension in autism, 349–351
 language use, 351–354
 narrative storytelling, 259–260
 personal pronouns, 256–267, 347
 reading, 354–355
 school-age children, 254–260
 suprasegmental aspects of language, 347–349
 syntax and morphology, 345–346
 theories of origin, 355–356
 use of deictic terms, 347
 word use, 344–345
 deficits in relatives, 427
 in typical populations (non-autistic), 336–341
- Language Development Survey, 800
- Language disorder, autism versus (infancy and early childhood), 227
- Language interventions, 946–970. *See also* Communication abilities, enhancing
 core communicative deficits:
 early language stage, 963–969
 methodological elements common to ABA approaches, 949
 methods (three major approaches), 947, 959
 prelinguistic stage, 947–961
- Latin America, 1228–1233
- Law enforcement agencies, fostering awareness, 994–995
- Lead level, 537
- LEAP program (Learning Experiences, an Alternative Program for Preschoolers and Their Parents), 940, 953, 1035–1036, 1045, 1046–1047
- Learning characteristics/styles, 114, 983–986, 1007–1008
- Learning/educational supports, 989, 995–997
- Least restrictive environment (LRE), 1165–1166
- Legal issues:
 classification, 9
 educating children with autism, 1161–1172
 FAPE standard (free appropriate public education), 1163–1164
 IDEA (Individuals with Disabilities Education Act), 1090, 1091, 1124, 1161–1162, 1171
 Individualized Education Program (IEP), 1164–1165, 1171
 Individualized Family Service Plan (IFSP), 1164, 1168
 least restrictive environment (LRE), 1165–1166
 employment for adolescents/adults with autism, 9, 1089–1091
 Americans with Disabilities Act, 1091
 Vocational Rehabilitation Act of 1973 (employment), 1090–1091
- Leigh disease, 76
- Leiter International Performance Scale Revised (Leiter-R), 374, 787, 789, 844
- Lesch-Nyhan syndrome, 544
- Levels of Narrative Development, 813
- Life skills, 1023
- Limbic system, 495–496, 497, 525–526
- Lipofuscinosis, 76
- Litigation, parent-initiated, 1124–1125
- Living arrangements (adolescents/adults), 297–298
- Loss/death of parent, 1273–1274
- Luria-Nebraska Neuropsychological battery, 844
- Mainstream, 1029–1039
 definition, 1029
 early education and beyond, 1037–1038
 early inclusion, 1035–1036
 empirically supported interventions, 1038
 individualized, comprehensive programming, 1035
 laws/regulations, 1120
 models of inclusion, 1035
 outcomes of inclusion, 1034–1035
 peers, role of, 1037
 peers initiation, 1030
 planning inclusion activities, 1037
 settings, 867–868
 social skills, 1029–1033
 statewide services, 1036–1037
 teachers' and parents' perspectives, 1033–1034
 terminology (mainstream/inclusion/integration), 1029
 training inclusion providers, 1129–1130
- Maintenance and generalization, 826, 887, 914–915, 928, 935–936
- Mands, 963, 965
- Manual signs, 955
- Mastery criterion (provider training), 1146–1147
- Maternal drug/alcohol abuse, 436, 544
- Maternal hypothyroidism, 436
- May Center for Early Childhood Education, 1036
- Mean Length of Utterance (MLU), 345, 805
- Measles-mumps-rubella (MMR) vaccination, 435–436, 541. *See also* Rubella
- Measurement, qualitative/quantitative, 935–936
- MECP2 gene, 130–132, 136, 148. *See also* Rett syndrome
- Mediation, 1166
- Medical conditions associated with autism, 7, 50, 543–556.
See also specific conditions
 Angelman/Prader-Willi syndromes, 76, 135, 551–552
 CATCH 22, 552
 cerebral palsy, 50
 congenital blindness and deafness, 553–555
 congenital rubella, 50
 Down syndrome, 50, 547–548
 epidemiological studies, 50–51
 epilepsy, 50
 fetal anticonvulsant/valproate syndrome, 555–556
 fetal valproate syndrome (FVS), 555–556
 Fragile X, 50, 545–547
 hearing deficits, 50
 isodicentric chromosome 15q syndrome, 550–551
 mitochondrial disorders, 549–550
 Möbius syndrome, 552–553
 neurofibromatosis, 50
 phenylketonuria (PKU), 50, 553
 semantics (versus autism associated with medical conditions), 535
 syndromic associations, 544
 tuberous sclerosis, 50, 543–545
 velocardiofacial syndrome (VCFS), 552
 visual deficits, 50
 Williams-Beuren syndrome (WBS), 548–549
- Medical conditions associated with CDD, 76
- Medical evaluation in autism, 536–539, 782–783
 definitive hearing test, 537
 electroencephalography, 538
 karyotype and DNA analysis for Fragile X, 537
 lead level, 537
 metabolic testing, 538

- neuroimaging studies, 538
 physical and neurologic examination, 536–537
 head circumference, 536
 recurrence risk estimate for ideopathic autism, 537
 sensorimotor function, 536–537
 tests of unproven value, 538–539
 Medical signs/symptoms associated with autism, 539–543
 Medications. *See* Psychopharmacology
 Memory, 369–372, 388, 611, 788, 1279
 Mental Development Index (MDI), 791
 Mental representations (enactive mind), 689–694
 Mental retardation:
 Asperger syndrome, 94
 autism and, 28, 51, 291, 300–303
 autism diagnosis more acceptable than, 1308
 autism versus (infancy and early childhood), 226
 categorical classification systems, problems of, 587
 differential diagnosis (PDD-NOS), 176–177
 difficult life events, 302–303
 guardianship, 301
 ICD-10 PDD classification (overactive disorder with
 mental retardation), 6
 lifestyle risk factors and, 297
 and mental retardation, 300–303
 self-help skills, 300–301
 sexuality, 301
 work, 301–302
 Metabolic testing, 538
 Metachromatic leukodystrophy, 76
 Metaphoric language, 691
 Methylphenidate, 1110
 Mexico. *See* Latin America
 Milieu teaching, 950–951, 959
 Miller Assessment for Preschoolers (MAP), 844, 846, 847
 Mindblindness/empathizing theory, 629–631
 Mind-mind problem, 691
 Mind reading, 629, 873
 Minimal speech approach (MSA), 952, 959
 Minor physical anomalies (MPAs), 501
 Mirtazapine, 1109
 Mismatch negativity (MMN), 481
 Mitochondrial deficits/disorders, 76, 549–550
 MMR vaccine. *See* Measles-mumps-rubella (MMR)
 vaccination
 Möbius syndrome, 552–553
 Modeling, 870
 Modified Checklist for Autism in Toddlers (M-CHAT),
 229, 714–715, 716–717. *See also* Checklist for Autism
 in Toddlers (CHAT)
 Modified Rogers Scale, 848
 Molecular genetics, 430–434. *See also* Genetics
 Monozygotic twinning as risk factor, 434
 Montgomery County Public School System Preschool for
 Children with Autism, 1037
 Mood stabilizers, 1111
 More Than Words program, 958
 Morphology, syntax and, 345–346
 Mortality and causes of death, 212–213, 296–297
 Motivation, 954, 1231
 Motivation Assessment Scale (MAS), 824
 Motor. *See also* Sensory and motor features in autism:
 apraxia, 500
 Asperger syndrome, 94, 100
 assessments, 845–848
 autism, 387–388
 clumsiness, 94
 features, 834–835
 imitation, 237–238
 skills and praxis, 845–847
 Motor Free Visual Perception Test, 844
 Mullen, 787, 791
 Multiaxial diagnostic approaches, 14
 Multidisciplinary training (TEACCH component), 1177
 Multiple Complex (or Multiplex) Developmental Disorder
 (MCDD), 182–184, 186
 Multiplex developmental disorder, 587
 Multiplex-singleton comparisons, 438
 Mutual regulation, 940

 Naltrexone, 1111–1112
 Narrative assessment, 810–813
 Narrative Rubrics, 813
 Narrative storytelling (school-age children), 259–260
 National Research Council (NRC) guidelines, 927–928
 Natural environments (staff performance), 1130
 Naturalistic approaches, 883–885, 947, 950, 959, 964–966
 Natural Language Paradigm (NLP), 929, 930, 937, 940,
 941, 952
 Negative priming effect, 609
 NEPSY, 787, 793–794
 Netherlands, 1233–1235
 Neural basis for autism (genetics), 443
 Neural mechanisms (imitation), 389–390
 Neurobiological factors, 75–77, 79, 140–141
 Neurochemical abnormalities (tests of unproven value),
 539
 Neurochemical alterations, Rett syndrome, 141–143
 Neurochemical studies of autism, 453–465
 amino acids and acetylcholine, 462–463
 blood 5-HT, 454–455
 cardiovascular, 459
 cerebrospinal fluid, 459
 CSF 5-HIAA, 456–457
 CSF HVA, 457
 dopamine, 457, 458
 hypothalamic-pituitary adrenal axis, 459, 460–461
 neuroendocrine studies of serotonergic functioning, 456
 norepinephrine, 458–459
 peptide research, 461–462
 plasma, 457–458, 459
 purines and related compounds, 463–464
 serotonin, 453–456
 stress response systems in autism, 459
 thyroid hormone and TRH test, 460–461
 tryptophan metabolism, 455–456
 urine, 459
 urine 5-HIAA and 5-HT, 455
 Neurocognitive endophenotypes, 439
 Neurofibromatosis, 50, 51, 544
 Neuroimaging studies, 515–527, 538
 blood oxygen level dependent (BOLD) signal, 517
 communication and language, 355, 517–519
 face perception deficits, 519–520
 fMRI, 516–517
 frontal lobe findings, 525
 fusiform face area (FFA), 520–523
 PDD-NOS, 171–172
 role of amygdala, 525–526
 social cognition, 524–525
 social perception, 520–524
 Neurolipidosis, 76
 Neurological/medical issues (overview), 423–424
 Neurologic aspects of autism, 473–504
 central nervous system function, 474–488
 central nervous system structure, 488–500
 clinical neurology, 500–503
 dysmorphic features (minor physical anomalies; MPAs),
 501
 electroencephalograms (EEGs) in autism, 503
 epilepsy in autism, 502–503
 evoked potentials, 475–483
 head circumference, 500–501
 neurologic examination, 500
 neuropathology, 488–490

I • 50 Subject Index

- Neurologic aspects of autism (*Continued*)
 neuropsychologic profile, 486–488
 oculomotor physiology, 483–485
 pathogenesis, theories of, 490–491
 postural physiology, 485–486
 structural brain imaging, 491–500
 Neuropathology, 139–140, 488–490
 Neuropsychological assessment, 786, 793–794
 Neuropsychological characteristics in autism and related conditions, 365–376
 attention, 367–369
 cognitive profiles, 374–375
 executive function, 372–374
 memory, 369–372
 sensory perception, 366–367
 Neuropsychological studies, 102–104, 171, 486–488, 645
 New situations (sibling's perspective), 1269
 Nomothetic measures, 820
 Noncontingent reinforcement, 907–908
 Nonright-handedness, 629
 Nonverbal communication, 89, 235–236
 Nonverbal intelligence, 272
 Nonverbal learning disabilities (NLD), 97
 Nordic nations, 1238–1243
 Norepinephrine, 458–459
 Normality:
 borderlines of (problems of categorical classification systems), 591
 eccentric, 587
 physical appearance, 1057–1058
 Nuclear autism, 184
 Nutrition:
 feeding problems, 146, 540–542
 growth patterns and (Rett syndrome), 145–146
- Observational assessments, 843–845
 Observational studies (emotion), 409
 Obsessive-compulsive disorder (OCD), 178, 265, 275, 590
 Obsessive Desire for Sameness, 667
 Obstetrical complications/risk factors, 434–435, 539–540
 Oculomotor physiology, 483–485
 "Official" status, diagnostic systems, 10
 Olanzapine, 1105
 Onset:
 age/type of, and problems of categorical classification systems, 593
 Asperger syndrome, 90, 94, 98–99
 childhood disintegrative disorder (CDD), 72–74
 criteria (autism versus Asperger syndrome), 92
 Operant conditioning procedures, early educational applications of (provider training), 1125
 Optimal arousal, 940
 Oral-facial imitations, 385
 Oral-motor apraxia or dyspraxia, 500
 Organization(s):
 parent (international), 1206, 1211–1212, 1214–1215, 1219, 1222–1223, 1228
 school-based, 1019–1020
 Organizational behavior management (OBM), 1128
 Organizational citizenship, 1139
 Original narcissism, 1229
 Orthogonal movement disorder exams, 847
 Orthopedic aspects and intervention (Rett syndrome), 150–154
 Outcome(s), 201–217, 288–300
 adaptive behavior, 294–295
 adolescents/adults, 288–300
 Asperger syndrome, 109–110, 213
 changes in recent years, 203–205
 cognitive ability, changes in, 205
 criminal justice system, autism and, 299–300
 deterioration in adulthood, 213–214
 developmental course, 288–290
 education, 205–208, 294–295
 employment, 205–208, 298–299
 epilepsy, 295–296
 higher functioning individuals, and risk of psychiatric disturbance, 210–211
 of inclusion, 1034–1035
 intelligence, 290–292
 language, 292–294
 living arrangements, 297–298
 marriage, 299
 mortality/causes of death, 212–213, 296–297
 predictors of, 215–216
 psychiatric disorders, 208–212, 295
 social, 201–204
 suicide, 212
 victims of crime, 299
- Parent(s). *See also* Family(ies):
 advocacy, 1308–1309
 associations (international), 1206, 1211–1212, 1214–1215, 1219, 1222–1223, 1228
 collaboration with:
 provider training, 1129
 TEACCH component, 1067, 1176, 1178
 consent (education, legal issues), 1166
 as cotherapists, 1061, 1062
 death of, 1273–1274
 involvement, 775, 936
 litigation (impact on provider training), 1124–1125
 pathogenesis (history of autism), 7
 reports, 225, 227, 408–409, 712
 stressors confronting families, 1055–1059
 training, 1061
 Paroxetine, 1108
 Passive group, 249–250, 597–598
 Pathogenesis, theories of, 490–491
 Pathological demand avoidance syndrome (PDA), 586
 Patty-cake, 320
Pay Attention! program, 619
 Peabody Developmental Motor Scales (PDMS), 846
 Peabody Picture Vocabulary Test (PPVT/PPVT-R/PPVT-III), 147, 293, 790, 804
 Pediatric epilepsy syndromes, 544. *See also* Epilepsy
 Pediatric Evaluation of Disability Inventory (PEDI), 845
 Pediatric Speech Intelligibility Test, 844
 Peekaboo, 320
 Peers:
 interpersonal support for, 990–992
 relationships with, 303, 323–324, 1020
 role of, in interventions, 938–939, 968–969, 1037
 Peptide research, 461–462
 Perception-for-action systems, 691–693
 Perceptual coherence, 642
 Perceptual reasoning, 788
 Performance appraisal (provider training), 1128, 1144
 Perinatal factors, 539–540
 Perseveration, 1231, 1307
 Personality, clinical assessment, 786
 Personality disorders:
 avoidant, 178, 179
 differential diagnosis (PDD-NOS), 178–180
 schizoid, 97, 178, 179, 586, 590
 schizotypal, 179, 590
 Personal perspectives, 1253
 mother (working model, community-integrated residential services for adults with autism), 1255–1264
 personal (Grandin), 1276–1285
 sibling, 1265–1275
 teacher, 1287–1303
 Personal pronouns, 256–267

- Pervasive developmental disorder (PDDs):
 conditions currently classified as (in *ICD-10* and *DSM-IV*), 6
 nonautistic, defined, 21–25
 term introduced (*DSM-III*, 1980), 2
- Pervasive developmental disorder not otherwise specified (PDD-NOS), 165–191
 Asperger syndrome and, 173–174, 735
 Attention Deficit Hyperactivity Disorder (ADHD) versus, 177, 268
 biological studies of, 169–172
 case of James, 274–275
 classification issues, 2, 6, 16–17, 25, 233, 275
 conceptual background, 167–169
 differential diagnosis, 172–184
 Asperger syndrome, 173–174
 Attention Deficit Hyperactivity Disorder (ADHD), 177
 autistic disorder, 174–175
 childhood disintegrative disorder, 175
 childhood-onset conditions, 177–178
 developmental language disorders, 175
 generalized anxiety disorder, 178
 mental retardation, 176–177
 obsessive-compulsive disorder (OCD), 178
 other developmental disorders, 175–176
 other PDD entities, 172–175
 personality disorders, 178
 pragmatic language impairment (PLI), 175–176
 reactive attachment disorder, 180
 schizophrenia, 180–181
 semantic-pragmatic disorder, 175
 social phobias, 181–182
 table, conditions to be considered, 172
- epidemiology, 53, 184–185
 etiology, 185–186
 multiple meanings, 168–169
 natural history, 186–187
 nosology, 166
 self-injury, 189
 subgroups (two potential) within, 182–184
 treatment, 187–190
- Pervasive Developmental Disorder Problems Scale, 748
 Pervasive Developmental Disorders Rating Scale (PDDRS), 742, 746–747
 Pervasive Developmental Disorders Screening Test (PDDST):
 Stage 1, 714–715, 717, 723
 Stage 2, 714–715, 717–718, 723
- Pharmacotherapy. *See* Psychopharmacology
 Phenocopies, 436
 Phenomenological approach/systems, 12
 Phenotype, broader autism, 32–33, 116, 427, 428, 617–618, 645, 1058, 1308
 Phenotype versus genotype, 12
 Phenylketonuria (PKU), 50, 51, 76, 136, 141, 553
 Phonics, learning to read with, 1284
 Phonology, 338
 Physical and neurologic examination, 536–537
 Piagetian stages, 148
 Pica, 905–906
 Picture Arrangement, 788
 Picture Exchange Communication System (PECS), 155, 885, 891, 929, 955–957, 959, 964
 Pivotal response training (PRT), 883–885, 888, 912, 929, 930, 941, 953
 behaviors, 954
 curriculum, 874
 defined, 1004
 school-based, 1004, 1005
 UCSB (UC at Santa Barbara), 1049
 Plasma, 457–458, 459
- Plasticity, neural, 657–660
 Play, 236–237, 382, 391–400
 autism-specific findings in pretend play, 392
 brain behavior correlates, 397
 clinical evaluation, 795
 curricula/teaching skills, 870, 928, 1011, 1012
 deficient imaginative, 1307
 delay versus deficit, 397–398
 ecological model of autism, 398–399
 generativity hypothesis, 395–396
 impaired sensorimotor and functional play, 394–395
 intact symbolic abilities, 393–394
 methodological issues, 399–400
 normal development (language and communication), 339
 sibling's perspective, 1271
 social development, 321–322
 symbolic, 391–397
- Positive Behavioral Support (PBS), 934–935
 Postural physiology, 485–486
 Prader-Willi. *See* Angelman/Prader-Willi syndromes
 Pragmatic language impairment (PLI), 98, 175–176
 Pragmatic Rating Scale (PRS), 808–810
 Pragmatics, 339, 805–806, 962
 Praise, behavior-specific (provider training), 1127
 Praxis, 387, 845–847
 Precedence rule, 92
 Predictive value (negative/positive) of screening measures, 711–712
 Pre-Linguistic Autism Observation Schedule, 740
 Prelinguistic Communication Assessment, 801
 Preschool curricula, 873–874
 Preschool Language Scale, 800, 804
 Pressure/squeeze machine, 1281, 1282
 Preverbal communication, 235–236
 Pride, asocial form of, 415
 Princeton Child Developmental Institute (PCDI), 873, 875, 1035, 1045, 1047, 1131, 1132
 Problem solving, 1016–1017, 1280
 Procedural reliability, 826, 827
 Process, diagnostic, 1, 9
 Processing speed, 788
 Professional relationships, family stress and, 1058–1059
 Professional training. *See* Training (preparation of autism specialists)
- Profile scatter (clinical assessment), 775
 PROMPT system, 951–953, 957, 959
 Pronoun use, 347, 804–805, 961
 Prosody, 962
 Prosody Voice Screening Protocol (PVSP), 813–814
 Provider training. *See* Training (preparation of autism specialists)
- Psychiatric conditions:
 adolescents/adults with autism, 295
 categorical classification systems, problems of, 587
 outcomes, 208–211
 personality disorders (*see* Personality disorders)
 psychopathology (Japan), 1224–1225
 psychosis/psychotic, 210, 1229
 risk of, and level of functioning, 210–211
 schizophrenia (*see* Schizophrenia)
- Psychoanalytic conceptions, 1229
 Psychodynamic treatment approaches, 1239, 1242–1243
 Psychoeducational Profile-Revised (PEP-R), 543, 743, 757–758, 1227
 Psychogenic theories/hypothesis, 7, 1304–1305
 Psychological assessment. *See* Clinical evaluation in autism spectrum disorders
 Psychomotor Development Index (PDI), 791
 Psychopathy (terminology), 91
 Psychopharmacology, 1102–1113
 aggression, 906
 anxiety, 269

I • 52 Subject Index

- Psychopharmacology (*Continued*)
 Asperger syndrome, 116
 atypical antipsychotics, 1102–1106
 Japan, 1226
 mood stabilizers, 1111
 naltrexone, 1111–1112
 secretin, 1112
 need for research, 1310
 PDD-NOS, 189
 personal perspective (Grandin), 1282–1283
 Rett syndrome, 143–145
 self-injury, 906
 serotonin reuptake inhibitors (SRIs), 1106–1109, 1282–1283
 single-mechanism intervention research, 1183
 stimulants, 1109–1111
- Psychosis, 210, 1229
- Psychosocial deprivation (problems of categorical classification systems), 591
- PTSD, 12
- Public policy perspectives, 1119–1121
- Publishers, curricula, 864
- Punishment procedures, 908–910
- Purines and related compounds, 463–464
- Qualitative versus quantitative approaches, 935
- Quality of care, defined, 1127
- Quality of life improvements, 1134–1136
- Quantitative genetics, 425–429, 440
- Quantitative trait loci (QTL), 440
- Quetiapine, 1105
- Rainman*, 1097, 1245, 1299, 1311
- Rapid motor imitation (RMI) response approach, 948, 959
- Reactive attachment disorder (differential diagnosis, PDD-NOS), 180
- Reading, 354–355, 1284
- Real-Life Rating Scale (RLRS), 742
- Reception by feature, function, and class (RFFC), 964
- Receptive (sequence of teaching verbal behavior), 965
- Receptive-Expressive Emergent Language Scale (REEL), 83, 800
- Recreation:
 school-based, 1023
 sibling's perspective, 1270–1271
 sports, 994
- Regional centers, 1176
- Register variation, 806, 808
- REHABIT program, 620
- Reinforcement:
 assessment of natural communities of, 827
 behavioral interventions based on, 903–907
 differential, 904–910
 of Alternative Behavior (DRA/DRAIt), 904, 905, 906, 907
 of Incompatible Behavior (DRI), 904, 905, 906, 907, 908, 909
 of Low Rates of Responding (DRL), 904, 906
 of Other Behavior (DRO), 904–905, 906, 907, 910
- Relationship development intervention (RDI) model, 929, 940, 958–959
- Relationship enhancement methods, 1061–1063
- Relaxation techniques, 913, 1016
- Reliability, 736–740
- Repetitive behavior, 616, 635. *See also* Stereotypies
- Research:
 future directions, 109–111, 440–441, 617–620, 887–892, 914–917, 1311–1313
 gap between clinical application and, 1181–1182, 1186
 role of, 13–14
- Residential services, 1076, 1077, 1205, 1255–1264
- Residual autism, 15–16
- Respondent conditioning procedures, 913–914
- Response facilitation (imitation), 383
- Responsibility/guilt (sibling's perspective), 1265–1266
- Rett syndrome, 126–156, 500
 ambulation, 153
 apraxia-ataxia, 150–151
 clinical characteristics, 133
 clinical presentation and natural history, 126–129, 133
 cognitive and adaptive functioning, 146–148
 communication abilities, 148–150
 definition, 21
 diagnostic criteria, 129–130, 131, 132
 differential diagnosis features, 25, 81, 132–135
 drug therapy, 143–145
 educational implications, 154–155
 EEG characteristics, 145
 epidemiology, 135–136
 etiology, 136–139
 feeding problems, 146
 foot deformities, 154
 genetics (MECP2 mutation), 78–79, 130–132, 431–432
 growth patterns and nutrition, 145–146
 hydrotherapy, 153
 ICD-10 and DSM-IV inclusion, 6, 8, 11
 infantile autism compared to, 134
 neuroanatomy, 140–141
 neurochemical alterations, 141–143
 neurologic examination, 500
 neuropathology, 139–140
 orthopedic aspects and intervention, 150–154
 scoliosis, 154
 spasticity, 153
 stages, 128–129, 133
 stereotypic hand movements, 127, 150, 151–153
 variants, 130–132
- Revised Knox Preschool Play Scale (PPS), 845
- Reynell Developmental Language Scales, 83, 800, 804
- Rigidity, 1307
- Rimland Diagnostic Form for Behavior Disturbed Children, 742–743, 744
- Risk estimate, recurrence (for ideopathic autism), 537
- Risk factors, nongenetic, 434–436
- Risperidone, 1103–1105
- Ritvo-Freeman Real Life Rating Scale (RLRS), 745
- RJA/IJA (initiating/responding to joint attention) skills, 654, 655, 662, 663, 664, 667, 672
- Romanian children, 418–419
- Rorschach Inkblot Test, 794
- Rosetti Infant Toddler Language Scale, 800
- Rubella:
 congenital, 7, 50, 51
 measles-mumps-rubella (MMR) vaccination, 435–436
- Rumination, treatment of, 901–902
- Safety (provider training), 1139
- Safety net for student, 1015
- Salaries, 1148
- Saliency, topology of, 688, 695
- Sameness, insistence on, 667, 871
- Savant skills, 354, 644
- SCAN (Screening Test for Auditory Processing Disorders), 844
- Scanning patterns in response to social visual/verbal cues, 685
- SCERTS model. *See* Social Communication, Emotional Regulation, Transactional Support (SCERTS) model
- Schizoid personality disorder, 97, 178, 179, 586, 590
- Schizophrenia:
 Asperger syndrome, 101, 187
 classification:
 historical perspective, 8, 15, 27, 70, 89, 584
 problems of categorical systems, 590

- differential diagnosis, PDD-NOS, 179, 180–181
 echolalia, 255
 outcomes, 209–210
 retrospective studies, 428
 Schizophrenic psychosis in childhood, 585
 Schizophrenic syndrome of childhood, 585, 1243
 Schizotypal personality disorder, 179, 590
 School(s)/school-based programs, 303, 1003–1023, 1044, 1049–1051, 1312
 academic supports, 1018–1020
 applied behavioral analysis (ABA), 1005–1007
 cognitive strengths and challenges, 1016–1017
 communication skills, 1010, 1012
 curriculum content, 1010–1011
 daily routines, 1010, 1012
 discrete trial training (DT), 1004, 1005, 1007–1009
 emotions, stress, anxiety during adolescence, 1014–1015
 functional routines (FR), 1004, 1005
 group work and class discussions, 1019
 instructional techniques, 1008–1010
 learning characteristics of children with autism related to curriculum needs, 1007–1008
 life skills and recreation, 1023
 models, 1044, 1049–1051
 Denver Model at University of Colorado, 1050–1051
 strengths/limitations, 1052
 TEACCH, 1049–1050
 organizations and time management, 1019–1020
 pivotal response training, 1004, 1005 (*see also* Pivotal response training (PRT))
 play skills, 1011, 1012
 preacademic skills, 1010–1011, 1012
 problem solving, 1016–1017
 progress in recent decades, 1312
 sensory differences, 1013–1014, 1015
 social interaction skills, 1011, 1012
 social supports, 1020–1022
 strategies, 1004–1008, 1011–1013
 teaching areas, 1011–1013
 transition to adulthood, 1022–1023
 visual thinking, 1017
 School-age children. *See* Children of school age, with an autistic spectrum disorder
 School Function Assessment (SFA), 845
 School-to-work transition process, 1091–1093
 Scoliosis, 154
 Screeners versus instruments, diagnostic, 112–113
 Screening measures (for autism in young children), 707–724
 autism-specific, 713–717
 early identification of autism and, 707–709
 general characteristics, 709–712
 level 1, 712–717
 level 2, 717–723
 non-age-specific, 719–723
 nonspecific, 712–713
 overview table, 714–715 (*see also specific measures*)
 positive and negative predictive value, 711–712
 psychometric characteristics, 710–712
 retrospective analysis of home videotapes, 708
 sensitivity and specificity, 710–711
 Screening Tool for Autism in Two-Year-Olds (STAT), 714–715, 718–719, 723
 Scripts, 871
 Secretin, 1112, 1183
 Seizures, 7, 76, 144. *See also* Epilepsy
 Self-help skills, 300–301
 Self-initiated actions, 673
 Self-injurious behavior, 189, 901, 906, 909–910, 1267–1268
 Self-knowledge, identity development and, 1022
 Self-management, 871–872, 885–886, 913
 Self-monitoring (provider training), 1128
 Self-organizing facility, 654
 Self-regulation, 940, 954, 981
 Self-support, 116
 Semantic memory, 370
 Semantic-pragmatic disorder, 97–98, 175
 Semantics, 338
 Sensitivity/specificity, 710–711
 Sensory conditions, behavioral assessment and, 824
 Sensory Experiences Questionnaire (SEQ), 843
 Sensory Integration and Praxis Test (SIPT), 844, 846, 847
 Sensory and motor features in autism, 536–537, 831–850
 clinical assessment, 840–848
 development, 831–840
 intervention considerations, 848–849
 motor assessments, 845–848
 play, and, 394–395
 questionnaires and structured interviews, 842–843
 sensory assessment, 841–845
 sensory differences, and school-based interventions, 1013–1014, 1015
 sensory features, 831–834
 sensory perception, 366–367
 sensory problems (Grandin), 1280–1282
 Sensory Processing Assessment (SPA), 844
 Sensory Profile, 843
 Sensory Sensitivity Questionnaire-Revised, 843
 Separation (sibling's perspective), 1271–1273
 Sequenced Inventory of Communicative Development (SICD), 83, 804
 Serotonin, 453–456
 Serotonin reuptake inhibitors (SRIs), 1106–1109
 Sertraline, 1108
 Service-research interaction (TEACCH component), 1175–1176
 Setback phenomenon, 223
 Severe developmental language disorder (SDLD), 588
 Sex education, 1313
 Sex hormones, 461
 Sexual abuse allegations, 1185
 Sexuality, 301, 304
 Sheltered workshops, 1095
 Shutdown, 940
 Sibling's personal perspective, 1265–1275
 Sib pair samples, genome-wide screens of, 432–433
 Signing, manual, 885, 955
 Simpson-Angus Scale for Extrapyraximal Symptoms, 848
 Situations Options Choices Strategies and Stimulation (SOCCSS) program, 996
 Skill acquisition/enhancement, 910–913, 1178
 Skill-based learning opportunities, 937–938
 Skinnerian categories of verbal behaviors, 963–964
 Sleep disorders/disturbances, 503, 542–543
 Small Wonders Preschool class, 1046
 Smith-Lemli-Opitz syndrome, 544
 Social anxiety, 428
 Social Attribution Task (SAT), 666
 Social class, 7, 62–65
 Social cognition, 104–106, 519–525, 695–698
 Social communication:
 atypical (stressors confronting families with autism), 1057
 high-functioning autism and Asperger syndrome, 917–999
 core challenges, 978–983
 educational programming, 986–998
 emotional regulation, 980–983
 environmental modifications, 997
 family support, 989
 family supports, 997–998
 interpersonal supports, 989–995
 joint attention, 979

I • 54 Subject Index

- Social communication (*Continued*)
 learning and educational supports, 989, 995–997
 learning style differences, impact on intervention planning, 983–986
 mutual regulation, 981
 self regulation, 981
 symbol use, 979
 transactional supports, 989
 visual and organizational supports, 995–997
- Social Communication, Emotional Regulation, Transactional Support (SCERTS) model, 929, 932–941, 959, 966, 988–989
- Social Communication Questionnaire (SCQ), 714–715, 722, 740, 753, 740
- Social development in autism, 312–327
 social dysfunction as diagnostic feature, 313–316
 specific social processes, 317–325
 studying social behavior in autism, 316–317
 theoretical models of autistic social dysfunction, 325–326
- Social-emotional assessment, 794–795
- Social-emotional maladjustment (SEM), and Asperger syndrome, 114
- Social impairment/functioning, 89, 94, 99, 230, 652–655, 1306
- Social interventions, school-based, 1011, 1012, 1020–1021
- Socialization (sibling's perspective), 1268–1269
- Social orienting model, 655–657, 660–662
- Social outcomes, 201–204
- Social perception, 519–526
- Social phobias (differential diagnosis, PDD-NOS), 181–182
- Social processes and executive function, 613–616
- Social Responsiveness Scale (SRS), 742, 746
- Social skills:
 behavioral interventions, 912–913
 curricula, 868–872
 mainstream, 1029–1033
 personal perspective (Grandin), 1279
- Social stories, 869–870, 996
- Social supports (school-based), 1020–1022
- Social validity, 876, 916
- Social world as an open-domain task (enactive mind), 687–689
- Son-Rise program, 958
- Sound sensitivity, 1281–1282. *See also* Sensory and motor features in autism
- Spain, 740, 1235–1238
- Spasticity (Rett syndrome), 153
- Special Olympics, 994
- Spectrum/continuum:
 of autistic disorders, 88
 of interventions, 1183–1184
 orientation, 930–931
 of professionals, 1183
 of services, 1177
 of social roles, 1182–1183
- Speech. *See also* Communication; Language:
 assessment, 777–778
 characteristics (school-age children), 256
 minimal speech approach (MSA), 952
 patterns of development, 335
 as predictor of outcome (age 5), 216
 responsiveness to, 805
 social (interest in), 319
- Sports, 994
- Squeeze machine (Grandin), 1281, 1282
- Stanford-Binet, 374
- STAR program, 1005–1006, 1008, 1012
- State and local educational agencies (SEA, LEA), 1162
- Statewide services, 1036–1037
- Statistical approaches (subtyping), 29–30
- Stay-put requirement (legal issues), 1167
- Stereotyped movement disorder, 27
- Stereotypies:
 autism, 27, 230, 500, 635, 847
 executive function and, 616, 635
 versus involuntary movements (tics/dyskinesias), 847
 research about, lack of, 1307
 Rett syndrome, 127, 150, 151–153
 treatment, noncontingent reinforcement, 908
- Stigmatization, potential for, 12–13
- Stimulants, 1109–1111
- Stimulus/stimuli, 383, 902, 1231
- Story Structure Decision Tree, 813
- Strengths/needs, emphasis on, 820
- Stress:
 exercise for, 1015
 response systems (sympathetic/adrenomedullary and hypothalamic-pituitary-adrenal axis function), 459
 sources of, for families, 1055–1059
- Strong Narrative Assessment Procedure (SNAP), 813
- Structural brain imaging (CNS function), 491–500
- Structured behavioral interventions, 883
- Structured classrooms/teaching, 937, 1067, 1177, 1178.
See also Curriculum and classroom structure
- Structured descriptive assessment (SDA), 824
- Studies to Advance Autism Research and Treatment (STAART), 1196
- Subacute sclerosing panencephalitis, 76
- Subtyping autism, 28–31, 440
- Suicide, 208, 212
- Supervisory attention system (SAS), 670
- Supported employment, 207, 302, 1093–1094. *See also* Employment
- Symbiotic psychosis (Mahler), 8–9, 584
- Symbolic behavior, 947
- Symbolic content (imitation), 388
- Symbolic play. *See* Play
- Symbol use (social communication), 979
- Syndromic associations, 544
- Syntax, 338, 345–346, 963
- System(s):
 abstract, 631
 aided/unaided (AAC), 801
 motoric, 631
 natural, 631
 organizable, 631
 social, 631
 technical, 631
- Systemizing. *See* Empathizing-systemizing theory
- Tact(s), 964, 965
- Tactile Defensiveness and Discrimination Test-Revised (TDDT-R), 844
- Task analysis, 949
- TEACCH (Treatment and Education of Autistic and Related Communication Handicapped Children) at University of North Carolina, 1049–1050, 1174–1180
 components, 1175–1177
 educational interventions, 1049–1050
 philosophy and principles, 1177–1179
 principles (working with families), 1066–1068
 professional training, 1131, 1132
 related issues, 190, 207, 289, 302, 619–620, 867, 889, 932–933, 953, 1036, 1037, 1043, 1055, 1061, 1064, 1066–1068, 1070–1071, 1073, 1131, 1132, 1184, 1237
 supported employment, 302
- Teacher(s), 888, 948–950, 1033–1034
- Teacher's personal perspective (adult outcomes), 1287–1303
 data collection, 1287–1288, 1303
 implications, 1299–1302

- students:
 Bill, 1288–1290
 David, 1290–1291
 Eric, 1297–1299
 Jimmy, 1292–1293
 John, 1293–1295
 Karen, 1291–1292
 Polly, 1295–1296
 Tom, 1296–1297
- Teach Me Language, 959, 963–964
- Team sports, 994
- Teasing/bullying from peers, 1021–1022
- Technology/computers, 115–116, 871, 916–917, 955, 1142
- Temperament and Atypical Behavior Scale Screener (TABS Screener), 713
- Temporal analysis (behavioral assessment), 824
- Temporal constraints on models of social adaptation, 694–695
- Test of Early Language Development, 804
- Test of Playfulness (ToP), 845–846
- Test of Visual Motor Skills-Revised (TVMS), 847
- Test of Visual-Perceptual Skills (nonmotor) Revised, 844
- Thalamus, 498
- Thalidomide, 436, 544
- Theoretical perspectives, 579–581
 categorical classification systems (problems), 583–600
 enactive mind, 682–699
 executive functions, 606–621
 joint attention and neurodevelopmental models of autism, 650–674
 language/communication, theories of origin, 355–356
 models of autistic social dysfunction (social development), 325–326
 role of theory in diagnosis/classification, 11
 weak central coherence account of autism, 640–646
- Theory of mind, 628–636
 attributional component-629
 autism versus Asperger, 104–106
 autism spectrum conditions, 628–629
 central coherence theory, 635
 cognitive development, 634–635
 curricula, 872–873
 empathizing-systemizing theory, 631–634
 executive function and, 615
 executive function theory, 634–635
 extreme male brain (EMB) theory, 634
 impairment, 613
 joint attention, 660, 665–668
 mindblindness/empathizing theory, 629–631
 neuropsychological perspective, 519, 527
 social development, 325
 task, second-order, 698
 Williams-Beuren syndrome, 549
- Thyroid hormone and TRH test, 460–461, 539
- Time management, 1019–1020
- Time trends (epidemiological studies), 56–62
 approaches, 58
 comparison of cross-sectional surveys, 59–60
 incidence studies, 61
 overview table, 57
 referral statistics, 58–59
 repeat surveys in defined geographic areas, 60–61
 successive birth cohorts, 61
- Toddler Infant Motor Evaluation (TIME), 846
- Toe walking, 500
- Toilet training (sibling's perspective), 1267
- Tooth grinding, 902
- Topology of salience, 688, 695
- Touch sensitivity (Grandin), 1280–1281
- Tourette's syndrome/disorder, 27, 101, 255, 268, 354, 588, 838
- Tower tasks, 373, 607, 615
- Train-and-hope strategy, 826
- Training (preparation of autism specialists), 1123–1155
 addressing current intervention trends, 1129–1130
 behavior analysis, 1125–1126
 behavior-specific praise, 1127
 best practices, 1130–1132
 big picture, 1139
 college student trainees/providers, 1137–1138
 comprehensive systems, 1130–1132
 consultants on adult care, 1137
 demand for qualified personnel, 1124–1125
 didactic training, 1141–1142, 1143
 dissemination, 1139, 1142–1143
 distinctive features, 1139
 empirical evolution of best practice provider preparation, 1125–1128
 ethics, 1139
 evaluating curriculum, 1153–1155
 feedback on work performances, 1127
 hands-on training, behavioral competencies, 1143–1146
 inclusion providers, 1129–1130
 job duties, specification of, 1126
 limitations of staff training research, 1132
 maintaining new skills, 1152–1153
 managing training system, 1153
 manuals, behavior modification, 1126
 mastery criterion, 1146–1147
 methods most effective, 1141–1147
 natural environments, 1130
 objectives, 1140, 1141
 operant conditioning procedures, 1125
 operational definitions of behavior competencies, 1144
 organizational behavior management (OBM), 1128
 organizational citizenship, 1139
 parent-professional relationships, 1129
 performance appraisals, 1128, 1144, 1152
 primary group factors, 1132–1134
 prioritizing according to immediate need, 1141
 privileges as positive reinforcement, 1127–1128
 professionalism, 1139
 quality of life, 1134–1136
 research/development, 1126–1128
 rewarding trainees/staff for exceptional performances, 1148–1150
 safety, 1139
 self-monitoring, 1128
 sequencing dilemmas, 1141
 supervision, ongoing, 1152–1153
 technological innovations, 1142
 trainee considerations, 1136–1140
 trainer selection/preparation, 1150–1152
 Walden Incidental Teaching Checklist, 1145
 Walden Special Art Activities (SA) Checklist, 1146
 workshops/lectures, 1126–1127
- Transactional supports, 989
- Triads, 586, 629
- Tryptophan metabolism, 455–456
- Tuberous sclerosis (TS), 26, 50, 51, 135, 185, 442, 543–545
- Turner syndrome, 354, 544
- Twin(s):
 monozygotic twinning as risk factor, 434
 studies (genetics), 425–426
- UCLA Young Autism Project, 1131, 1132, 1141, 1142
- United Kingdom, 1243–1247
- United States, 1194–1196
- Upright/inverted figures, 693–694
- Urine, 455, 459, 539
- Uzgiris-Hunt Ordinal Scale of Infant Development, 792

I • 56 Subject Index

- Vacations (sibling's perspective), 1270
 Validity, 102–111, 740–741
 Valproate syndrome, fetal (FVS), 555–556
 Valproic acid, maternal use, 436
 Velocardiofacial syndrome (VCFS), 552
 Ventricles, 499–500
 Verbal apraxia or apraxis of speech, 336
 Verbal auditory agnosia, 502
 Verbal behavior, 959, 963–964. *See also* Language
 Verbal communication, idiosyncrasies in, 89
 Verbal comprehension, 788
 Verbal intelligence, 103
 Verbal-semantic coherence (EF), 641
 Victims of crime, 299
 Video instruction, 886–887
 Videotape analysis studies, 225–227, 708
 Vineland Adaptive Behavior Scales (VABS), 83, 315, 316, 762, 787, 793, 800, 804, 845
 Violent/criminal behavior, 101
 Visual deficits, 50, 589
 Visual-Motor Integration, Developmental (VMI) test, 847
 Visual-Motor Skills-Revised-Upper Limits, 847
 Visual/somatosensory cognitive potentials, 482–483
 Visual supports (enhancing communication abilities), 936–937, 995–997
 Visual thinking, 1017, 1278–1280
 Visuo-spatial constructional coherence (EF), 642
 Visuospatial orienting task, 610
 Vocalizations (infancy and early childhood), 235
 Vocational Rehabilitation Act of 1973, 1090–1091
 Vocational training, 116. *See also* Employment
- Voice output communication aids (VOCAs), 925, 937, 955
 Voluntary movements/praxis (sensory/motor), 835–838
- Walden model, 1045
 categorical orientation and, 929, 930
 communication enhancement, 929, 930, 940, 953
 inclusion, 1035–1036
 preschool curricula, 873–874
 professional training, 1131, 1132
 Incidental Teaching Checklist, 1145
 Special Art Activities (SA) Checklist, 1146
 WCST. *See* Wisconsin Card Sorting Test (WCST)
 Weak central coherence (WCC) hypothesis, 640–646, 669.
See also Central coherence
 Wechsler scales, 292, 374, 545, 643, 731, 787–789, 1204
 Williams-Beuren syndrome (WBS), 548–549
 Wisconsin Card Sorting Test (WCST), 606–609, 611, 614, 620
 Word use, 344–345, 805
 slowed down version of normal, 961
 unusual and idiosyncratic, 962
 Working memory, 611, 788
 Workshops/lectures (provider training), 1126–1127
- Yale Global Tic Severity Scale (YGTSS), 848
 Yale In Vivo Pragmatic Protocol, 810, 811
 Young Autism Project at UCLA, 1047–1049
- Ziprasidone, 1105–1106
 Zolof, 1283