

INDEX

A

- A to Z Home's Cool Web site, 72
- Ability Awareness activities, 184
- Academic instruction, dissatisfaction with, 20–23
- Academic success and homeschooling, 13–15
- Access to therapies and services, 59–60
- Accommodations for curricular success, 168–177
- Admission to college, 186–188
- Advantages of homeschooling, 1–2, 41–50, 112–113
- Aggression, responding to, 158–159
- Ajay, C., 19, 21, 24, 38, 39, 40, 45, 52, 64, 68, 88, 92, 103, 117, 123, 140, 172, 205–207
- Anxiety and depression, 8, 23
- Armstrong, T., 72
- Asperger's Homeschool, 69
- Asperger's Syndrome (AS): defined, 4, 5; information about, 70, 74–75
- Assignments: quantity of, 170; time to complete, 171
- Attention Deficit Disorder (ADD), 4
- Attwood, T., 50, 75, 207
- Autism Education Foundation, 74
- Autism Resources Page, 74
- Autism Spectrum Disorder (ASD), defined, 3–5

B

- Baker, J., 80
- Baron-Cohen, S., 78, 106
- BayShore Educational* Web site, 73
- Beginning steps for homeschoolers, 91–99
- Behavior Detective Forms, 162–167
- Behavior Detective School: depersonalizing and, 145–146; five laws of, 142–145; functional behavior assessment, 142, 146–148; positive behavior support plan, 148–161
- Behavior support plans (BSP), 10
- Behavioral issues, resources on, 79–80
- Belcher, R., 196
- Belief-based homeschooling, 30–32
- Bell, D., 71
- Blackmon, D., 80
- Bolick, T., 80
- Bondy, A., 84
- Books, helpful, 70–71, 190, 191, 196
- Books, recorded, 74
- Brain Gym Web site, 153
- Break Cards, 156, 157
- Bullying and teasing, 19, 181
- Burnout, 64–65, 99

C

- California Legislative Blue Ribbon Commission on Autism, 75
- Campus-Free College Degrees*, 194

- Catholic homeschooling, 31
 Challenges of homeschooling, 50–65
 Chassman, M., 84
 Chatham-Carpenter, A., 15
 Children, interviews with home-schooled, 213–221
 Choice, opportunities for, 154
 Christian homeschooling, 30, 70, 73
 Cluster organizer, 126, 128–131
 Coe, A., 19, 22, 42, 44, 48, 54, 55, 63, 109, 133, 136, 141, 160, 169, 170, 171, 173, 208–211
 Cognitive organization, creating systems of, 123–124. *See also* Thinking tools
 Cohen, C., 187
 Cohen, M., 37, 78
 College: options besides, 194–197; transition to, 185–194
 Comic Strip Conversations, 107
 Computer-assisted therapy, 82
Computers for Handicapped Independence Program Web site, 73
 Conduct Disorder (CD), 4
 Conferences, homeschooling, 99
 Conversation cards, 113–115
 Cooper, B., 78
 Cooperatives, private, 32–33
 Corbett, B., 11
 Correspondence programs, 33–35
 Cortisol secretion, 11
 Cost of homeschooling, 61–63
 Cowlshaw, K., 70
 Coyne, P., 78, 85
 Credits, calculating, 187
 Crum, K., 21, 23, 28, 38, 44, 47, 49, 50, 55, 57, 58, 63, 68, 77, 95, 97, 99, 102, 110, 138, 155, 174, 177, 180, 181, 193, 203–205
 Curriculum, accessing, 75–84, 95–96
 Curtis, M., 80
- D**
 Daily routine and future employment, 195–196
 Daily schedules, 136–141
 Davies, A., 115
 Davis, M., 71
 Decompression time, 94–95
 Depression and anxiety, 8, 23
 Designated Instructional Services (DIS), 28, 30
 Detective School, Behavior: depersonalizing and, 145–146; five laws of, 142–145; functional behavior assessment, 142, 146–148; positive behavior support plan, 148–161
Developing Talents: Careers for Individuals with Asperger Syndrome, 196
 Distance learning programs, 33–35, 193–194
 Distance Learning Resource Network's Web site, 34
 Dobson, L., 71
 Dowty, T., 70, 75
 Duke, M. P., 78
 Dunn-Buron, K., 80
 Duvall, S. F., 16
- E**
 Echolalic (repetitive) speech, 4, 9
 Eclectic schooling, 36
 Elliott, G. R., 79
Embracing Play (instructional video), 104
 Emotional impacts of ASD, 8–9
 Emotional regulation, resources on, 80
 Ensign, J., 16
 Executive dysfunction, interventions for, 120–124
 Executive functions, defined, 7, 118
 Extracurricular activities, 98
- F**
 Faherty, C., 190
 Fair Test Web site, 188
 Families for Early Autism Treatment (FEAT), 205
 Family routines, socialization within, 113–115
 Field, C., 71
 Fine motor skills, 8

Fitzgerald, M., 81
 Five laws of behavior, 142–145
 Ford, A., 85
 Functional Behavior Assessment (FBA),
 142, 146–148

G

Garcia-Winner, M., 78, 79, 109, 110
 General Equivalency Diploma (GED), 188
 Gerland, G., 81, 190
 Glaser, T., 70
 Grandin, T., 37, 116, 132, 133, 195, 196
 Gray, C., 107, 108, 109
 Gray Center, 83–84, 108
 Greene, R., 72
 Griffin, C., 196
 Gross motor skills, 8

H

Hadwin, J., 106
 Hammis, D., 196
 Handwriting Without Tears, 83
 Harpur, J., 81
 Hartnett, M. K., 70
 Help Cards, 156, 157
 Hensley, S., 69
 Hertzog, J., 72
High-Functioning Autism, 196
 Hodgdon, L., 37
 Holland, O., 53, 70
 Home School Legal Defense Association
 (HSLDA), 71, 91–92
 Homeschool program: choosing a,
 36–41; getting started with, 91–99
 Homeschooled children, interviews
 with, 213–221
 Homeschooling: academic success and,
 13–15; advantages of, 1–2, 41–50;
 reasons for choosing, 17–25; research
 supporting, 12–17; social skills and,
 15–16
 Homeschooling, types of: belief-based,
 30–32; cooperatives, 32–33; distance
 learning programs, 33–35; eclectic
 schooling, 36; public charter schools,

29–30; public homeschool, 27–28;
 umbrella and satellite schools, 32
 Homeschooling parents, interviews
 with, 199–211
 Homeschooling plan, 94–98
Homeschooling: The Teen Years,
 187–188
 Howley, M., 78
 Howlin, P., 106

I

Idioms, explanations about, 83
 Independence, teaching, 131
 Independent Study, 27–28
 Individual Education Plan (IEP):
 defined, 28, 59; entitlement to services
 and, 88–90, 98; modifications and,
 168; transitions and, 183, 193
 Individual Service Plan (ISP), 90
 Individualized attention, 45–46
 Individualized Education Program
 (IEP), 19, 41
 Individuals with Disabilities Education
 Act (IDEA), 168, 183
 Information, too much, 150
*Inside Out: What Makes a Person with
 Social Cognitive Deficits Tick?*, 109
 Instructional strategies, resources
 for, 78
 Interests, incorporating child's, 131–136
 Internet homeschooling web sites, 69,
 71–75
 Interviews with homeschooled children,
 213–221
 Interviews with parents, 199–211
 Iowa Tests of Basic Skills (ITBS), 14
 Ishizuka, K., 71
 Islamic homeschooling, 31

J

Jackson, L., 81, 190
 Jewish homeschooling, 31
 Jon's Homeschool Resource Page, 71
 Juhrs, P., 196
Just Give Him the Whale!, 133

K

King, M., 21, 57, 137, 186, 207–208
 Koomar, J., 153
 Korin, E. S., 82, 191
 Kranowitz, C., 80, 152, 153
 Krantz, P., 78

L

Latter-Day Saints Homeschooling
 Organization, 31
 Lawlor, M., 81
 Laws and regulations, 60–61, 91–92, 93
 Laws of behavior, five, 142–145
 Lawson, W., 75
 Leaf, R., 85
 Learning styles, 36, 37
*Learning the R.O.P.E.S. for Improved
 Executive Functioning*, 123, 169
 Legal issues, 60–61, 91–92, 93
 Lesson planning, 85–88
 Levine, M., 73
 Lewis, J., 25, 43, 48, 52, 76, 89, 97, 111,
 114, 122, 131, 132, 140, 182, 193,
 199–203
 Lighthall, K., 107, 183, 184
 Lindamood-Bell's programs, 83
 Linsenbach, S., 113
 Local Education Agency (LEA), 90
 Long-distance learning, 35. *See also* Dis-
 tance learning programs
 Lovaas, I., 12

M

Marquette, J., 81
 Martin, E. A., 78
 Maurice, C., 85
 McAfee, J., 79, 106, 109
 McClannahan, L., 78
 McEachin, J. A., 85
 McIntire, D., 71
 Medlin, R., 15
 Mesibov, G. B., 78, 190
 Meyer, R., 81
 Middle school and high school,
 challenges in, 6–8

Miller, J., 79
 Modifications for curricular success,
 168–177
 Molloy, H., 81
 Motivation to learn, 42–43
 Moyes, R., 79

N

NATHHAN (National Challenged
 Homeschoolers Associated Network)
 Web site, 73
 National Home Education Network
 (NHEN), 72
 National Home Education Research
 Institute (NHERI), 72
 Native Americans Homeschool
 Association, 31
Navigating the Social World, 106, 109
 Neurological basis for organizational
 skill/thinking deficits, 117–119
 Noncompliance, responding to, 159
 Nowicki, S., 78
 Nybery, C., 78, 85

O

OASIA (Online Asperger Syndrome
 Information), 70
 Object-focused play, 103
 Obsessive Compulsive Disorder (OCD),
 4
 Online support groups, 69–70
 Oppositional Defiant Disorder (ODD),
 4
 Organizational skills and thinking:
 interventions for executive
 dysfunction, 120–124; neurological
 basis for, 117–119
 Ozonoff, S., 1180

P

Palmer, A., 81
 Parent/child relationship, change in,
 53–54
 Parents, interviews with, 199–211
Passport to Friendship (video), 105

- Perner, L., 81, 189, 196
- Personalized Learning Plan (PLP), 29–30
- Pervasive Developmental Disorder—Not Otherwise Specified (PDD-NOS), 4
- Physical organization systems, setting up, 120–121
- Picture Exchange Communication System (PECS), 153
- Plan, homeschooling, 94–98
- Play, teaching, 103–105
- Play dates, 104–105
- Play skills, 102
- Positive Behavior Support Plan, 148–161
- Positive reinforcers, 173–174
- Power Cards, 134, 135
- Predictable routines, 152
- Prior, M. R., 11
- Private belief-based homeschooling, 30–32
- Private cooperatives, 32–33
- Private correspondence programs, 33–35
- Private school placement and entitlement to services, 90–91
- Problematic behaviors: Behavior Detective School and, 142–148; Positive Behavior Support Plan for, 148–161; prevention of, 151–154; resources on, 79–80; traditional schooling and, 10–11; triggers for, 149–151
- Products, Web site resources for, 82–84
- Pros and cons of homeschooling, 93–94. *See also* Advantages of homeschooling; Challenges of homeschooling
- Public charter schools: description of, 29–30; and entitlement of services, 88–91
- Public homeschool: description of, 27–28; and entitlement of services, 88–91
- Publications and products, Web site resources for, 82–84
- Punishment and behavior change, 143, 145
- Pyles, L., 71
- Pyramid Educational Products, 83
- R**
- R.E.A.D.Y. for Inclusion*, 183
- Recorded books, 74
- Registration process, 98–99
- Reider, J., 185
- Replacement behavior, 155, 158
- Research supporting home schooling, 12–17
- Research to do before starting homeschool, 91–93
- Richdale, A. L., 11
- Rogers, S., 12
- Rudner, L., 14
- S**
- Safety and homeschooling, 18
- Sandwiching, 135
- Savner, J., 37
- Schedules: daily, 136–141; predictable, 152
- Schelvan, R. L., 79
- Schetter, P., 107, 118, 160
- Schnurr, R. G., 82, 190
- Scholarships, 188–189
- School settings, traditional: challenges in, 5–11; transition to, 179–185
- Schopler, E., 78
- Schuler, A. L., 79
- Schwartz, S., 79
- S’cool Moves Web site, 153
- Self-awareness, resources related to, 81–82
- Self-calming, strategies for, 157
- Self-doubt, 58–59
- Self-help and life skills, 24–25
- Self-injurious behaviors, responding to, 159

Sensory and emotional regulation, resources on, 80
 Sequential thinking tool, 126, 127
 Seventh Day Adventist, 32
 Severe autism and traditional school settings, 9–10
 Severe disabilities, resources on, 84–85
 Shea, V., 78
 Shore, S., 132, 189, 191
 Silverman, S., 81
 Sloan, D., 37, 78
 Smith, M., 196
 Smith Myles, B., 37, 79, 80, 153
 Social opportunities, incorporating, 111–117
 Social Skill Builder software, 83
 Social skills and homeschooling, 15–16
 Social Stories, 108
 Socialization: curriculum, 78–79; pyramid, 101, 102; teaching strategies, 101–110; traditional school campus and, 180
 Southwick, J., 80
 Special day classrooms (SDC), 10
 Special education services, entitlement to, 88–91, 98
 Statistics: on autism, 1; on charter schools, 29; on homeschooling, 18
 Stress, signs of, 11
 Successful Living with Autism through Training and Education (S.L.A.T.E.), 203
 Sulzer-Asaroff, B., 84
 Support: lack of, 54, 56; resources for, 67–69
 Support groups, online, 69–70
 Sutton, J., 72, 73

T

Tammet, D., 132
 Tantrums, responding to, 159–160
Teaching Asperger's Students Social Skills Through Acting, 115
 Teaching strategies: behavioral issues, 141–167; child's interests, 131–136;

daily schedule, 136–141; modifications for curricular success, 168–177; for organizational skills, 117–131; for social skills, 101–117
 Tests of Achievement and Proficiency (TAP), 14
 Theory of Mind (ToM), teaching, 105–107
Thinking in Pictures, 196
 Thinking tools: cluster organizer, 126, 128–131; defined, 240; sequential thinking tool, 126, 127; Venn diagram 124–125
 Thorson, M., 194
 Time demands of homeschooling, 51–53
 Time organization, creating systems of, 121–122
 Time Timer company, 84
 Time to complete a task, 171
 Traditional educational settings, transition back to, 179–185
 Traditional schooling: children's input on, 214–215, 216–217, 219, 220; parents' input on, 201–203, 204–205, 206, 208, 209–210
 Transition planning, 80–81
 Transition: to college, 185–194; defined, 241; to postsecondary options besides college, 194–197; to traditional educational settings, 179–185
 Trautman, M. L., 79
 Types of homeschooling: belief-based, 30–32; cooperatives, 32–33; distance learning programs, 33–35; eclectic schooling, 36; public charter schools, 29–30; public homeschool, 27–28; umbrella and satellite schools, 32

U

Ultimate Learning for Kids software, 84
 Umbrella and satellite schools, 32

V

Vandenburg, M., 78, 85
 Vasil, L., 81

Venn diagram 124–125
Virtual schools, 33–35
Visual learners, 37
Visually based strategies for teaching
 social thinking, 107–110

W

Weinfeld, R., 81
White Boards Words and Thoughts, 107

Widdows, N., 78
Willey, L. H., 132, 189, 191
Williams, D., 132
Wolfberg, P., 79, 104
World Autism Awareness Day, 1
Writing, fine motor demands of, 8

Y

Yoshida, Y., 82, 190

