

**DOUGLASS DEVELOPMENTAL DISABILITIES CENTER**  
[gsappweb.rutgers.edu/dddc](http://gsappweb.rutgers.edu/dddc)

The DDDC is a state-operated program that has been serving children and adults with autism for 30 years, using the principles of Applied Behavior Analysis. We are committed to advancing contemporary knowledge about autism and other pervasive developmental disorders.

The DDDC offers:

**The Douglass School**, providing:

- Three special programs for preschoolers, including an integrated classroom.
- An upper school program, including community and work-related programming for adolescents and young adults
- Full-day, extended-year program

25 Gibbons Circle  
New Brunswick, NJ 08901  
Phone: 1-732-932-9137  
Fax: 1-732-932-8011

**The Division of Outreach Services**, providing:

- Evaluations and professional consultations
- Home-based programs
- Speech therapy

151 Ryders Lane  
New Brunswick, N.J. 08901  
Phone: 1-732-932-3902  
Fax: 1-732-932-4469

**The Division of Research and Training**, providing:

- Support for research in best clinical practices
- Coordination of staff training
- Community education

151 Ryders Lane  
New Brunswick, N.J. 08901  
Phone: 1-732-932-3017  
Fax: 1-732-932-3095

**The Division of Transition and Adult Services**, providing:

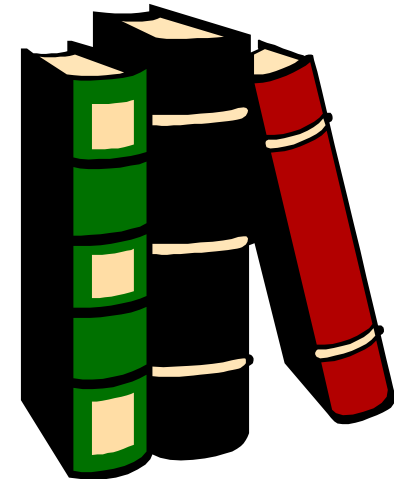
- Adult program
- Supported employment opportunities
- Community integrated life skills training

151 Ryders Lane  
New Brunswick, N.J. 08901  
Phone: 1-732-932-2791  
Fax: 1-732-932-0077

THE STATE UNIVERSITY OF NEW JERSEY  
**RUTGERS**

Douglass Developmental  
Disabilities Center

BOOKS ON  
AUTISM  
BY STAFF AT THE  
DOUGLASS DEVELOPMENTAL  
DISABILITIES CENTER



Preschool Education Programs  
For Children with Autism  
Second Edition

Edited by  
Jan S. Handleman & Sandra L. Harris

The educational strategies used today for preschool-aged children with autism are quite different from those of years past. However, disseminating information about these techniques has lagged behind their development. As a result, many classrooms still rely on strategies more appropriate to the early 1980s than to the turn of the century. This lack of widespread sharing of information about procedures of demonstrated value makes it urgent to ensure that information about preschool education is readily available. It is hoped that this second edition of our book will help the further clarify the many important issues and questions that are raised by parents and professionals. This edition focuses particularly on advance during the last 5 years.

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*ABOUT THE AUTHORS*

**Beth Glasberg, Ph.D., BCBA**, was an Assistant Research Professor at the Graduate School of Applied and Professional Psychology at Rutgers University. She also served as the Assistant Director of the Division of Research and Training at the Douglass Developmental Disabilities Center from 1999-2003. Her interests center around school consultation relevant to challenging behavior and inclusion, as well as addressing the needs of families of individuals with autism and related disorders. She has presented at regional and national conferences regarding these topics and has published several articles focusing on these issues.

**Jan S. Handleman, Ed.D.**, earned his doctoral degree in Special Education from Rutgers, The State University of New Jersey, in 1977. He is currently the Director of the Douglass Developmental Disabilities Center of Rutgers University and Professor of Psychology for the Graduate School of Applied and Professional Psychology. Dr. Handleman's interest in individuals with autism spans more than three decades. Dr. Handleman is the author of a number of books, book chapters, and articles and had widely presented at national and international conferences. He serves on numerous editorial boards and boards of agencies serving individuals with autism.

**Sandra Harris, Ph.D.**, is a Board of Governors Distinguished Service Professor at the Graduate School of Applied and Professional Psychology and the Department of Psychology at Rutgers, The State University of New Jersey. Dr. Harris is Executive Director of the Douglass Developmental Disabilities Center, a Rutgers University program for children, adolescents, and adults with autism that she founded in 1972. She is the author of several books, numerous book chapters and multiple journal articles concerning the needs of people with autism and the special needs of families that include a child with autism.

**Mary Jane Weiss, Ph.D., BCBA**, is an Assistant Research Professor at the Graduate School of Applied and Professional Psychology at Rutgers University. She is the Director of the Division of Research and Training at the Douglass Developmental Disabilities Center. Her interests center around identifying best practice ABA strategies and working with professionals to provide state of the art ABA interventions to individuals with autism. She has presented at local, national, and international conferences regarding these issues. Additionally, she has published extensively in the field of applied behavior analysis including articles, book chapters and books.

Sibling Stories  
Reflections on Life  
with a Brother or Sister  
on the Autism Spectrum

Lynne Stern Feiges, Esq., &  
Mary Jane Weiss, Ph.D., BCBA  
Forward by Sandra L. Harris

Sibling Stories is a unique opportunity to hear what it's like to have a sibling with autism from the brothers' and sisters' perspectives. The book is an intriguing mixture of facts and experiences that will benefit both siblings and parents.

The siblings' descriptions reflect a wide range of experiences and allow us a look into their day-to-day lives. An invaluable resource, not only for siblings, parents, and professionals, but also for anyone else whose life is in some way touched by ASB.

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Second Edition  
Siblings of Children with Autism  
A Guide for Families

Sandra L. Harris, Ph.D., and  
Beth A. Glasberg, Ph.D.

Siblings of Children with Autism takes an in-depth look at what it is like to grow up as a sibling of a child with autism. This book addresses a full range of questions and concerns, including how to explain autism to siblings, how to help siblings share their feelings, and how to balance the needs of the entire family.

This new edition also includes a chapter about the concerns and responsibilities of adult siblings. It is important for parents to see autism through the eyes of their other children, and this book will be immensely helpful throughout that process.

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[www.woodbinehouse.com](http://www.woodbinehouse.com)  
ISBN 1-890627-29-1

Reaching Out,  
Joining In:  
Teaching Social Skills to  
Young Children  
With Autism

Mary Jane Weiss, Ph.D., BCBA, &  
Sandra L. Harris, Ph.D.

This book shows parents and professionals how to help young children with autism with one of their most challenging areas of development—social behavior. The authors share their extensive experience with Applied Behavior Analysis (ABA), explain how children with autism develop social skills differently, and demonstrates how ABA teaching tools work.

This book focuses on four broad topics: play skills, the language of social skills; understanding another person's perspective; and using these skills in an inclusive classroom. This guide offers invaluable expertise and easy-to-understand activities parents and teachers can practice at home or at school.

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Right from the Start:  
Behavioral Intervention for Young  
Children with Autism: A Guide for  
Parents and Professionals

Sandra L. Harris, Ph.D., &  
Mary Jane Weiss, Ph.D., BCBA

Written in an accessible and friendly style, the book explains how the teaching method known as intensive behavioral intervention (IBI) can benefit young children with autism and related disorders.

This guide begins by discussing the field of Applied Behavioral Analysis (ABA), and the central components of intensive behavioral intervention. Readers learn how ABA can be used to teach speech and language, social, motor, and adaptive skills through a system of repetition, reward, and dynamic teaching. The authors also discuss what families should consider before choosing any treatment method for their child with autism, and specifically what key elements an IBI program should have.

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