

Special Education Teachers: Resources to Meet Your Needs



*A list of professional materials available for borrowing
from the Stewart Resources Centre – April 2014*



The STF Stewart Resources Centre – CHECK US OUT!

In order to serve you better, we have compiled the following list of resources that directly address some of your professional needs. We hope you find this publication helpful, and we would be pleased to hear from you if you would like us to continue producing more specialized resource lists, or if you have suggestions on how we can improve our service to you. We want to serve you better!

We make it easy for you to use the Stewart Resources Centre:

- For schools outside of Saskatoon, we mail our resources directly to you and provide a postage-paid mailing label for you to use to mail the resources back to us. (Audiovisual resources are excluded from the Canada Post library mailing rate, so you will need to pay postage to return these items.)
- For schools in Saskatoon, your resources arrive at your school through the weekly interschool mail delivery. Materials may also be returned to us using this courier system.
- You don't need to know the exact titles for resources you need. Provide a topic and an approximate grade level at which you would like to use the materials, and we will do the rest!
- We are accessible 24 hours a day through the STF website: www.stf.sk.ca You may search our catalog online or email us your resource requests at: src@stf.sk.ca
- Call us! STF members may call the Stewart Resources Centre toll-free at 1-800-667-7762, ext. 6323, or we can be reached at 373-1660, ext. 6323 for local calls.
- Visit us in person! We are open 8:30 a.m. to 5:00 p.m. from Monday to Friday.



PLEASE NOTE THIS BIBLIOGRAPHY COMPRISES A SELECTION OF OUR NEWEST SPECIAL EDUCATION RESOURCES ON A VARIETY OF TOPICS. THE STEWART RESOURCES CENTRE ALSO HAS SUBJECT-SPECIFIC BIBLIOGRAPHIES OF OUR RESOURCES ON TOPICS SUCH AS: AUTISM, DIFFERENTIATION, EAL/ESL, INCLUSIVE EDUCATION, LEARNING DISABILITIES, AND MORE.

371.94 P529

All about ADHD : the complete practical guide for classroom teachers (2nd ed.) / Piffner, Linda J.

New York, NY: Scholastic, 2011.

Subjects: Hyperactive children – Education. Attention-deficit-disordered children – Education.

Summary: The author shares research-based, classroom-tested strategies for creating an ADHD-friendly classroom, establishing effective routines, designing lessons that maximize attention, promoting peer acceptance and support, teaching social skills and organizational skills, implementing rules, creating individualized behavior programs, working with parents, and documenting progress.

371.9045 G796

Assistive technology in special education : resources for education, intervention, and rehabilitation (2nd ed.) / Green, Joan L.

Waco, TX: Prufrock Press, 2014.

Subjects: Special education – Technology innovations. Educational technology. Self-help devices for people with disabilities. Assistive computer technology. Communications devices for people with disabilities.

Summary: This book presents an overview of the uses of technologies to help readers zero in on specific, powerful, cutting-edge resources they can use to enhance success. The book features new tools to improve and compensate for challenges relating to speaking, understanding, reading, writing, thinking and remembering, as well as strategies to help students become more organized and efficient. The use of tablets such as the iPad and smartphones, as well as cloud-based products, is highlighted.

616.85882 G753

The autistic brain : thinking across the spectrum / Grandin, Temple. Panek, Richard.

Boston, MA: Houghton Mifflin Harcourt, 2013.

Subjects: Autism spectrum disorders. Autistic people – Mental health. Autism – Research.

Summary: Grandin introduces the neuroimaging advances and genetic research that link brain science to behaviour, even sharing her own brain scan to show us which anomalies might explain common symptoms. Grandin also highlights long-ignored sensory problems and the transformative effects we can have by treating autism symptom by symptom, rather than with an umbrella diagnosis. Most exciting, she argues that raising and educating kids on the spectrum isn't just a matter of focusing on their weaknesses; in the science that reveals their long-overlooked strengths she shows us new ways to foster their unique contributions.

*Annotations have been excerpted from book descriptions provided by the publishers.

371.90473 M214

Building transitional programs for students with disabilities : how to navigate the course of their lives / Mahanay-Castro, Christy.

Lanham, MD: Rowman & Littlefield, 2010.

Subjects: Special education. Students with disabilities – Education (Secondary).

Summary: Preparing students with disabilities for adult living is a challenge for schools. This book serves as a guide for parents, students, teachers and school administrators to build transition programs at the secondary level to facilitate a successful transition from school to adult living. The author includes a practical set of activities and worksheets to assist the special education teacher with facilitating the transition of students with disabilities.

371.58 M169

Bullying and students with disabilities : strategies and techniques to create a safe learning environment for all / McNamara, Barry E.

Thousand Oaks, CA: Corwin, 2013.

Subjects: Students with disabilities. Bullying in schools – Prevention.

Summary: Discover how bullying prevention programs typically fail students with disabilities. Find keys to develop and implement inclusive policies that address their particular needs.

371.9 H241

Common SENse for the inclusive classroom : how teachers can maximise existing skills to support special educational needs / Hanks, Richard.

London, England: Jessica Kingsley, 2011.

Subjects: Dyslexia. Dyspraxia. Developmental disabilities. Learning disabilities. Inclusive education. Asperger's syndrome in children. Special education. Attention-deficit hyperactivity disorder.

Summary: Suitable for non-specialist teachers supporting children with special educational needs in inclusive classrooms, this title includes background information on special educational needs including dyslexia, dyspraxia, Asperger's Syndrome, and attention deficit hyperactivity disorder.

371.9 T452

Demystifying transition assessment / Thoma, Colleen A. Tamura, Ronald.

Baltimore, MD: Paul H. Brookes, 2013.

Subjects: Youth with disabilities – Employment. School-to-work transition. Youth with disabilities – Education. People with disabilities – Functional assessment.

Summary: This guide prepares education professionals to use today's best assessment tools and strategies to identify which transition approaches really work. You'll discover how to: choose assessments appropriate for each situation and student; apply best assessment practices in 7 key areas; collect the right data at the right time; make the most of informal assessments and formal performance-based methods tailored to each student's needs; and translate assessment results into better, more personalized transition IEP plans.

371.9043 B458

Differentiating instruction for students with learning disabilities : new best practices for general and special educators (3rd ed.) / Bender, William N.

Thousand Oaks, CA: Corwin, 2012.

Subjects: Learning disabled children – Education. Individualized instruction.

Summary: By weaving together differentiated instruction, Response to Intervention, and educational technology, educators can increase achievement among students with learning disabilities and also foster the development of 21st-century skills. This guide offers: specific strategies for differentiating instruction within an RTI framework; strategies for using technology to instruct and assess students with learning disabilities; teaching tips and concrete examples of brain-friendly instruction; guidance

on a range of supportive instructional techniques; additional strategies based on the latest research in metacognition; and up-to-date techniques, such as using flipped classes and wikis, to enhance learning in general and special education settings.

371.94 B293

Educating young children with autism spectrum disorders / Barton, Erin Elizabeth. Harn, Beth. Thousand Oaks, CA: Corwin, 2012.

Subjects: Autistic children – Education (Early childhood).

Summary: The authors discuss the causes of autism and present methods for educating children and assisting their families in supporting the educational process. Each chapter focuses on a critical issue and offer solutions, including: improving skills for communication, socialization, generalization, and self-management; designing instruction, intervention, and assessment; including families in developing goals and interventions, and much more.

616.85 P135

High on the spectrum : Asperger's, high-functioning autism and related personalities / Paget, Mike. Frank, Kim.

Chapin, SC: YouthLight, Inc., 2012.

Subjects: Developmental disabilities. Asperger's syndrome in children. Autism spectrum disorders.

Summary: This guidebook is for educators helping young people maximize their strengths and manage weaknesses. It promotes an in-depth understanding of Asperger's Syndrome, nonverbal learning disabilities and related conditions and accommodations that may greatly increase long-term success. Grades K-12.

362.4 D231

High school transition that works! : lessons learned from Project SEARCH / Daston, Maryellen. Riehle, J. Erin.

Baltimore, MD: Paul H. Brookes, 2012.

Subjects: Vocational guidance. School-to-work transition. People with disabilities – Employment.

Summary: For more than 15 years, thousands of young adults with intellectual and developmental disabilities have benefited from Project SEARCH – the highly successful, business-led internship program that prepares students for competitive, integrated employment. This guidebook is your key to using principles of this transition model to help young adults succeed at a fulfilling job of their choice.

616.858832 H313

Jack has Asperger's syndrome / Harris, Alison. Oberholster, Nika.

Kirkby-in-Ashfield, England: TTS GROUP Ltd., 2010.

Subjects: Asperger's syndrome – Juvenile literature.

Summary: The story describes a day in the life of Jack who has Asperger's Syndrome. Jack's days includes descriptions of his relationship with his teacher, and his love of dinosaurs and bones; his strongly held feelings and difficulties with maintaining friendships. The second half of the book is aimed at the adults who support children with Asperger's Syndrome or high-functioning autism. It contains valuable information and suggested methods of supporting these children and enabling them to meet their potential.

618.928 H313

James has sensory processing disorder / Harris, Alison. Oberholster, Nika.

Kirkby-in-Ashfield, England: TTS GROUP Ltd., 2010.

Subjects: Sensory integration dysfunction in children – Juvenile literature.

Summary: This book is divided into two parts: the first half is James' story – written and illustrated for younger readers. James is sensitive to noise and struggles to sit still and listen in class. He uses a wobbly cushion and weighted equipment to help him focus. The second half of the book is for the adults who support these children, outlining areas to consider, and general strategies and techniques that may be helpful.

616.85882 H313

Katie has autism / Harris, Alison. Oberholster, Nika.
Kirkby-in-Ashfield, England: TTS GROUP Ltd., 2010.

Subjects: Autism. Special education.

Summary: This book is divided into two parts: the first half is Katie's story – about her day and how she is supported in school, how she uses a visual timetable and copes with common difficulties such as the dining hall and the playground. The second half of the book is aimed at the adults who support children with autism, and contains valuable information and suggested methods of supporting these children and enabling them to meet their potential.

371.90447 M235

Making math accessible to students with special needs. Grades K-2 : practical tips and suggestions

Bloomington, IN: Solution Tree, 2010.

Subjects: Special education. Children with disabilities – Education. Mathematics – Study and teaching.

Summary: Six chapters address topics critical to effective mathematical instruction such research-based instructional best practices in mathematics, and the selection, administration, and evaluation of accommodations for instruction and assessment. These topics are combined to offer teachers understandable, practical instructional procedures. The resource guides readers through the 5E instructional model, which provides an array of choices and strategies for providing high-quality instruction to all students.

371.90447 M235

Making math accessible to students with special needs. Grades 3-5 : practical tips and suggestions

Bloomington, IN: Solution Tree, 2010.

Subjects: Special education. Children with disabilities – Education. Mathematics – Study and teaching.

Summary: Six chapters address topics critical to effective mathematical instruction such research-based instructional best practices in mathematics, and the selection, administration, and evaluation of accommodations for instruction and assessment. These topics are combined to offer teachers understandable, practical instructional procedures. The resource guides readers through the 5E instructional model, which provides an array of choices and strategies for providing high-quality instruction to all students.

371.90447 M235

Making math accessible to students with special needs. Grades 6-8 : practical tips and suggestions

Bloomington, IN: Solution Tree, 2010.

Subjects: Special education. Children with disabilities – Education. Mathematics – Study and teaching.

Summary: Six chapters address topics critical to effective mathematical instruction such research-based instructional best practices in mathematics, and the selection, administration, and evaluation of accommodations for instruction and assessment. These topics are combined to offer teachers

understandable, practical instructional procedures. The resource guides readers through the 5E instructional model, which provides an array of choices and strategies for providing high-quality instruction to all students.

371.90447 M235

Making math accessible to students with special needs. Grades 9-12 : practical tips and suggestions

Bloomington, IN: Solution Tree, 2010.

Subjects: Special education. Children with disabilities – Education. Mathematics – Study and teaching.

Summary: Six chapters address topics critical to effective mathematical instruction such research-based instructional best practices in mathematics, and the selection, administration, and evaluation of accommodations for instruction and assessment. These topics are combined to offer teachers understandable, practical instructional procedures. The resource guides readers through the 5E instructional model, which provides an array of choices and strategies for providing high-quality instruction to all students.

618.928 A917

Making sense of your senses : a workbook for children with sensory processing disorder / Auer, Christopher R. Auer, Michelle M.

Oakland, CA: Instant Help Books, 2010.

Subjects: Sensory integration dysfunction in children – Treatment – Problems, exercises, etc.

Summary: This book is full of activities and skill-building exercises you can do with your child to help him or her balance sensory stimulation and practice self-calming techniques. Kids can use these techniques anytime they feel overwhelmed or have the urge to seek out intense sensory experiences.

371.94 C727

Managing the cycle of meltdowns for students with autism spectrum disorder / Colvin, Geoffrey. Sheehan, Martin R.

Thousand Oaks, CA: Corwin, 2012.

Subjects: Autistic children – Education. Autistic children – Behavior modification.

Summary: This book outlines practical steps for preventing and responding to the various phases of meltdown behavior in students with autism spectrum disorder (ASD). This guide provides special and general education teachers with a six-phase positive behavior support model that includes interventions for each phase.

371.9 M182

Mentorship of special educators / Madigan, Jennifer Booker. Schroth-Cavataio, Georganne.

Thousand Oaks, CA: Corwin, 2012.

Subjects: Mentoring in education – Handbooks, manuals, etc. Special education – Handbooks, manuals, etc. Special education teachers – Training of.

Summary: Centred on a toolkit of planners, templates, checklists, and case studies, this book is a step-by-step guide for mentoring teachers of students with special needs. Each chapter provides specific activities designed to facilitate understanding of a key topic in special education. This resource is full of helpful devices that teachers and mentors can use to advance learning for all students.

618.928588 K41

My sensory book : working together to explore sensory issues and the big feelings they can cause / Kerstein, Lauren H.

Shawnee Mission, KS: Autism Asperger Publishing, 2008.

Subjects: Senses and sensation in children. Sensory integration dysfunction in children. Sensory disorders in children.

Summary: This interactive workbook enables children to develop a better understanding of their sensory systems by helping their parents and teachers create an individualized sensory profile. Through numerous strategies broken down by the different sensory systems, tactile, vestibular, proprioception, visual, auditory, gustatory and olfactory, children can learn to cope more effectively with the world around them.

371.9 A738

Neurodiversity in the classroom : strength-based strategies to help students with special needs succeed in school / Armstrong, Thomas.

Alexandria, VA: ASCD, 2012.

Subjects: Special education. Children with disabilities – Education.

Summary: This book focuses on five categories of special needs: learning disabilities, attention deficit hyperactivity disorder, autism, intellectual disabilities, and emotional and behavioural disorders. For each category, Armstrong provides an in-depth discussion of: the positive attributes associated with that category, acclaimed neurodiverse adults who have excelled in their chosen fields, computer programs and applications that allow students with special needs to overcome obstacles and achieve success, networks of human resources both inside and outside of school that educators can draw upon to support the social and emotional lives of neurodiverse students, innovative learning strategies that are tailored to each student's unique strengths, future career paths for which a student's particular gifts might be a good fit, modifications in the school environment that allow for seamless inclusion of neurodiverse students in the regular classroom, and information about how to integrate the strategies and assessments for each category.

371.9 H893

The new transition handbook : strategies high school teachers use that work! / Hughes, Carolyn. Carter, Erik W.

Baltimore, MD: Paul H. Brookes, 2012.

Subjects: Youth with disabilities – Education (Secondary). School-to-work transition.

Summary: Packed with ready-to-use strategies for teaching key skills and developing effective school and community supports, this is the ultimate guide to helping students: achieve self-determination, access the general curriculum, increase social acceptance and participation, set and reach individualized goals, strengthen positive behaviour, prepare for postsecondary education, develop employment skills, access community resources, and learn critical functional skills.

618.928 B577

No longer a secret : unique common sense strategies for children with sensory or motor challenges / Bialer, Doreit Sarah. Miller, Lucy J.

Arlington, TX: Future Horizons, 2011.

Subjects: Sensory integration dysfunction in children. Children with disabilities – Education.

Summary: This resource helps teach cost effective, functional, on the spot tips to use for children with sensory issues at home, at school, or in a community setting. Any parent, teacher, or therapist can use this book and help a child with sensory or motor issues.

371.904337 H241

100 learning games for special needs with music, movements, sounds and – silence / Hanco, Johanne.

London, England: Jessica Kingsley, 2012.

Subjects: Special education – Activity programs. Children with disabilities – Education.

Summary: Games and activities are a great way for children with special needs to learn important skills. This book provides inspiration and guidance for special education teachers, teaching assistants, parents and caregivers on how to use lively and engaging play ideas to foster learning and development. Targeting key skills including listening, self-awareness, movement, creative thinking and relaxation, each game has been developed with the capabilities of children with special needs in mind. The appropriate age group is clearly identified, and possible variations for different abilities are provided.

618.928588 D337

101 games and activities for children with autism, Asperger's, and sensory processing disorders / Delaney, Tara.

New York, NY: McGraw-Hill, 2009.

Subjects: Asperger's syndrome in children – Patients – Rehabilitation. Sensory disorders in children – Patients – Rehabilitation. Autistic children – Rehabilitation. Games.

Summary: The author shows you how to teach children by moving their bodies through play. More than 100 games help children: make eye-contact, stay focused, and strengthen their motor skills; associate words with objects and improve language and numerical skills; and learn how to interact with others, how to take turns, and other social skills needed for attending preschool and school.

371.9 K21

Powerful practices for high-performing special educators / Kaufman, Roberta Brack.

Thousand Oaks, CA: Corwin, 2010.

Subjects: Special education teachers. Children with disabilities – Education.

Summary: These research-based strategies help teachers meet the academic needs of diverse students with disabilities (including those who are also English language learners) in areas such as setting up a classroom, managing student behaviour, designing effective instruction, incorporating technology, embracing diversity, and more.

305.235 L374

The science of making friends : helping socially challenged teens and young adults / Laugeson, Elizabeth A.

San Francisco, CA: Jossey-Bass, 2013.

Subjects: Social skills – Study and teaching. Developmentally disabled youth. Social skills in adolescence.

Summary: While a number of programs help young children with autism to develop social skills, until now there have been no such approaches for older kids and adults on the spectrum. This step-by-step guide helps parents, educators, and others to provide social coaching to teens and young adults on the spectrum.

371.9 S559

Self-determination and transition planning / Shogren, Karrie Ann.

Baltimore, MD: Paul H. Brookes, 2013.

Subjects: People with disabilities – Education. Autonomy (Psychology). Special education.

Summary: This book helps educators support students in communicating their interests and needs, setting and reaching goals, and managing their own lives. Ready-to-use worksheets and activities will help students take an active role in their transition planning, and true case stories highlight the benefits of self-determination instruction: smoother transitions, improved behaviour, and fulfilling lives beyond the classroom.

306.70874 H333

Sexuality and relationship education for children and adolescents with autism spectrum disorders : a professional's guide to understanding, preventing issues, supporting sexuality and responding to inappropriate behaviours / Hartman, Davida.

London, UK: Jessica Kingsley Publishers, 2014.

Subjects: Youth with autism spectrum disorders. Sex instruction for people with mental disabilities. Children with autism spectrum disorders.

Summary: This resource offers practical teaching advice geared towards the needs of young people on the autism spectrum. Beginning with information on good practice, policy, teaching methods and recent research, the book then divides into key sex education topics that assist professionals in developing their own individualized and developmentally appropriate curricula. Covering issues of gender, public and private, puberty, hygiene, emotions, sex and more, each topic provides an overview of the difficulties that children with autism might experience, discussion and activity ideas and photocopiable resources including instructional stories, checklists and illustrations.

371.9043 B929

Simplifying response to intervention : four essential guiding principles / Buffum, Austin. Mattos, Mike.

Bloomington, IN: Solution Tree, 2012.

Subjects: Slow learning children – Education. Learning disabled children – Education. Special education. Remedial teaching.

Summary: In this sequel to *Pyramid Response to Intervention*, the authors pick up where they left off – advocating that RTI is not a series of implementation steps to cross off on a list, but a way of thinking about how educators can ensure each child receives the time and support needed to achieve success. They go on to submit that for RTI to be effective, work must be divided between collaborative teacher teams and two school-wide teams (a leadership team and an intervention team).

371.94 F829

Social skills success for students with autism/Asperger's: helping adolescents on the spectrum to fit in / Frankel, Fred. Wood, Jeffrey J.

San Francisco, CA: Jossey-Bass, 2012.

Subjects: Social skills in adolescence. Youth with autism spectrum disorders – Behavior modification.

Summary: The book helps educators instruct youth on conversing with others, displaying appropriate body language, managing anxiety, initiating and participating in get-togethers, and more. The book is filled with helpful information on ASD to aid teachers who have received little training on the topic. Contains best practices for working with parents, which is the key to helping kids learn social skills. The authors discuss the pros and cons of teaching students with ASD in educational settings like full inclusion (good for academics but bad for social skills) and pull-out special day classes (where the reverse is true).

371.9 G471

Socially ADDept : teaching social skills to children with ADHD, LD, and Asperger's / Giler, Janet Z.

San Francisco, CA: Jossey-Bass, 2010.

Subjects: Social skills in children. Behavior disorders in children. Learning disabled children.

Summary: This book helps educators and parents teach the hidden rules of social behaviour to children with limited social skills, notably those with special needs like ADHD, learning disabilities, Asperger's and high-functioning autism, Tourette Syndrome, and nonverbal learning disabilities. *Socially ADDept* is presented in a hands-on workbook format, complete with reproducible student worksheets that are also available for free download from the publisher website.

371.9 G618

The special educator's toolkit : everything you need to organize, manage, & monitor your classroom / Golden, Cindy.

Baltimore, MD: Paul H. Brookes, 2012.

Subjects: Special education – Handbooks, manuals, etc. Children with disabilities – Education – Handbooks, manual, etc.

Summary: The author has based this toolkit on her popular OMAC (Organization and Management of All Classrooms) system – an innovative approach to creating effective classrooms for students with all types of disabilities. Special educators will get step-by-step guidance on managing six key aspects of their daily work: environment, communication, teaching methods and materials, behavioural systems, data and paperwork, and staff and home supports.

371.9 C745

Strategy instruction for middle and secondary students with mild disabilities : creating independent learners / Conderman, Greg. Hedin, Laura.

Thousand Oaks, CA: Corwin, 2013.

Subjects: Learning disabled children – Education (Secondary).

Summary: Driven by research, this resource features: evidence-based strategies for teaching vocabulary, reading, written language, math, and science, as well as study skills, textbook skills, and self-regulation; clear presentation that describes strategies in context; informal assessments for every content area or skill addressed; case studies that link assessment results, IEP goals, and learning strategies; and application activities with questions and suggested responses.

371.9043 D946

Students at risk (2nd ed.) / Duquette, Cheryll.

Markham, ON: Pembroke Publishers, 2013.

Subjects: Children with disabilities – Education. Special education. Individualized education programs.

Summary: This expanded and revised edition is a practical guide for working with all students in the regular classroom – students with different strengths and learning styles, intelligences, interests, and cultural backgrounds. New material includes a thorough exploration of differentiated instruction for all students, along with a step-by-step guide based on the real experiences of teachers. New insights into positive relationships with parents and families, along with organizing transitions for students with exceptionalities, are provided.

371.9 M178 OVERSIZE

Superflex : a superhero social thinking curriculum [kit] / Madrigal, Stephanie. Winner, Michelle Garcia.

San Jose, CA: Think Social Publishing, 2008.

Subjects: Social skills – Study and teaching. Children with disabilities – Education.

Summary: This kit provides educators and parents with fun and motivating ways to teach elementary school students with Asperger Syndrome and high-functioning autism how to build social skills. *Superflex* combines a book, comic book and CD to create a curriculum that develops in the students' brains a superhero who overcomes the social thinking challenges that arise in different social contexts.

371.9 B598

A survival guide for new special educators / Billingsley, Bonnie S. Brownell, Mary T.

San Francisco, CA: Wiley, 2013.

Subjects: Special education teachers. Special education.

Summary: This guide contains the most current research-based and classroom-tested strategies for working with a variety of special needs students. It also offers a wealth of helpful checklists, forms, and tools that educators can use every day in the classroom. The book covers a wide array of topics for new teachers, including how to: prepare for the first day of school; organize and manage time; manage paperwork and IEPs; get a handle on referrals, placement, and evaluations; work in inclusive settings; manage student behaviour; perform assessments; and more.

371.9 C712

Systematic instruction for students with moderate and severe disabilities / Collins, Belva C. Baltimore, MD: Paul H. Brookes, 2012.

Subjects: Students with disabilities – Education.

Summary: To ensure the best outcomes for students with moderate and severe disabilities, K-12 educators need to understand what constitutes good instructional practices and how to apply them in any classroom, with any curriculum. This book fully prepares teachers to use systematic instruction procedures to link core content with critical life skills.

371.9 W776

Think social! : a social thinking curriculum for school-age students / Winner, Michelle Garcia. San Jose, CA: Social Thinking Pub., 2008.

Subjects: Children with mental disabilities – Education. Social interaction in children – Study and teaching – Curricula. Social skills – Study and teaching – Curricula.

Summary: A social thinking curriculum for school-aged students for teaching social thinking and related social skills to students with high functioning autism, Asperger Syndrome, high-functioning Autism, ADHD, nonverbal learning disability, and for all others in the area of social thinking.

618.928 S822

This is Gabriel making sense of the world : a book about sensory processing disorder (2nd ed.) / Steiner, Hartley.

Arlington, TX: Sensory World, 2012.

Subjects: Sense and sensation – Juvenile literature. Children with social disabilities. Sensory disorders in children.

Summary: The author takes a look at some of the challenges that children with SPD (sensory processing disorder) face at school, using her own son Gabriel as an example.

155.4189042 L987

Totally chill : a stress management workbook for kids with social, emotional, or sensory sensitivities /

Shawnee Mission, KS: AAPC Pub., 2012.

Subjects: Social skills in children – Juvenile literature. Sensory integration dysfunction in children – Treatment – Juvenile literature. Stress management for children – Juvenile literature.

Summary: This workbook is designed to help students cope with and develop ways to prevent stress and anxiety. Topics include relaxation, flexible thinking, problem solving, getting organized, being healthy, getting along with other kids, and using strengths and talents.

618.9283 C752

The Tourette syndrome and OCD checklist : a practical reference for parents and teachers / Conners, Susan.

San Francisco, CA: Jossey-Bass, 2011.

Subjects: Tourette syndrome in children. Obsessive-compulsive disorder in children.

Summary: This book helps parents and teachers to better understand children and youth with TS and/or OCD and provide the support and interventions these children need. Presented in a simple,

concise, easy-to-read checklist format, the book is packed with the latest research, practical advice, and information on a wide range of topics. Includes strategies for discipline and behavior management, advice on supporting and motivating kids with TS and OCD, homework tips, and more.

372.43 A437

What really matters for struggling readers : designing research-based programs (3rd ed.) /

Allington, Richard L.

Boston, MA: Pearson, 2012.

Subjects: Reading – Remedial teaching. Reading – Research.

Summary: The author delivers a concise and balanced introduction to reading remediation and intervention programs; showing teachers how to use a variety of best practices with children who are struggling readers in order to transform them into proficient readers. This edition includes new findings on reading achievement and instruction, reading volume as it relates to reading proficiency, reader-text match, fluency development, comprehension strategies and instruction for struggling readers.

371.94 A618

Working with Asperger syndrome in the classroom : an insider's guide / Ansell, Gill D.

Philadelphia, PA: Jessica Kingsley, 2011.

Subjects: Asperger's syndrome. Autism spectrum disorders. Special education. Developmental disabilities.

Summary: This guide to the basics will provide busy teachers and teaching assistants with everything they need to know to make their job easier, and to make a real difference to any student with AS in their care. The book begins by exploring how children with AS operate and the implications this has for mainstream school settings. It goes on to give practical advice for one-on-one working, DIY resources for visual learners, tools for effective assessment, and much more.

371.9 H564

Writing measurable functional and transition IEP goals / Herr, Cynthia M. Bateman, Barbara D.

Verona, WI: IEP Resources, 2012.

Subjects: Children with disabilities – Education. Individualized education programs.

Summary: Students with severe and multiple disabilities typically do not get sufficient, direct, individual instruction in functional and transition skills areas. These include social skills, communication, transportation training, leisure-recreation, self-care, housekeeping, and many others. This lack of functional skill training can also be a problem for those with moderate or mild disabilities. This book addresses all these groups with its focus squarely on two instructional steps: writing measurable goals (target behaviours), and identifying steps on the way to those goals (task analysis).



Saskatchewan Teachers' Federation
2317 Arlington Avenue
Saskatoon SK S7J 2H8
Telephone: 306-373-1660 or 1-800-667-7762
Facsimile: 306-374-1122
Email: src@stf.sk.ca Website: www.stf.sk.ca