

Selected References for the Introductory Workshop

1. Adams C, Green J, Gilchrist A, Cox A. (2002). Conversational behavior of children with Asperger syndrome and conduct disorder. *Journal of Child Psychology & Psychiatry*, 43, 679-690.
2. Adrien, J., Martineau, J., Barthelemy, C., Bruneau, & N. (2005). Disorders of regulation of cognitive activity in autistic children. *Journal of Autism & Developmental Disorders*, 25, 249-263.
3. Bacon, A., Fein, D., Morris, R., Waterhouse, L. & Allen, D. (1998). The responses of autistic children to the distress of others. *Journal of Autism and Developmental Disorders*, 28, 129-142.
4. Baltaxe, C., Russell, A., D'Angiola, N. & Simmons, J. (1995). Discourse cohesion in the verbal interactions of individuals diagnosed with autistic disorder or schizotypal personality disorder. *Australia & New Zealand Journal of Developmental Disabilities*, 20, 79-96.
5. Barnard, J., Harvey, V., Potter, D., and Prior, A. (2001). Ignored or ineligible? The reality for adults with autism spectrum disorders. *The National Autistic Society report for Autism Awareness Week*. London, NAS Publications
6. Baron-Cohen, S., Baldwin, D. & Crowson, M. (1997). Do children with autism use the speaker's direction of gaze strategy to crack the code of language? *Child Development*, 68, 48-57.
7. Baron-Cohen, S. (1995). *Mindblindness: An Essay on Autism and Theory of Mind*. Cambridge: MIT Press.
8. Bauminger, N., Shulman, C., & Agam, G. (2004). The link between perceptions of self and of social relationships in high-functioning children with autism. *Journal of Developmental & Physical Disabilities*, 16, 193-214.
9. Belmonte, M., Cook, E., Anderson, G., Rubenstein, J., Greenough, W., Beckel-Mitchener, A. et al. (2004). Autism as a disorder of neural information processing: Directions for research and targets for therapy. *Molecular Psychiatry*, 9, 646-663.
10. Berger, H., Aerts, F., van Spaendonck, K. & Cools, A. (2003). Central coherence and cognitive shifting in relation to social improvement in high-functioning young adults with Autism. *Journal of Clinical & Experimental Neuropsychology*, 25, 502-511.
11. Berger, M. (2006). A model of preverbal social development and its application to social dysfunctions in autism. *Journal of Child Psychology and Psychiatry*, 47, 338-371.
12. Berk, L. (2001). *Awakening Children's Minds: How Parents & Teachers Can Make a Difference*. Oxford: Oxford University Press
13. Bieberich, A. & Morgan, S. (1998). Affective expression in children with autism or downs syndrome. *Journal of Autism and Developmental Disorders*, 28, 4, 333-338.
14. Blanc, R., Adrien, J., Roux, S., & Barthelemy, C. (2005). Dysregulation of pretend play and communication development in children with autism. *Autism*, 9, 229-245.
15. Bono, M. Daley, T., & Sigman, M. (2004). Relations among joint attention, amount of intervention and language gain in Autism. *Journal of Autism & Developmental Disorders*, 34, 495-505.
16. Boucher, J. & Lewis, V. (1989). Memory impairments and communication in relatively able autistic children. *Journal of Child Psychology and Psychiatry*, 33, 843-859.
17. Bowler, D., Gardiner, J. & Grice, S. (2000). Episodic memory and remembering in adults with Asperger's syndrome. *Journal of Autism and Developmental Disorders*, 30, 305-316.

18. Bowler, D., Gardiner, J. & Berthollier, N. (2004). Source memory in adolescents and adults with Asperger's Syndrome. *Journal of Autism & Developmental Disorders*, 34, 533-542.
19. Bruner, J. and Sherwood, V. (1976). Peek-a-boo and the learning of rule structures. In J. Bruner, A. Jolly and K. Sylva (Eds.) *Play*. New York: Basic Books.
20. Bruner, J. S. (1983). Education as social invention. *Journal of Social Issues*, 39, 129-141.
21. Burack, J. (1994). Selective attention deficits in persons with autism: Preliminary evidence of an inefficient attentional lens. *Journal of Abnormal Psychology*, 103, 535-543.
22. Camaioni, L., Perucchini, P., Muratori, F., Parrini, B., & Cesari, A. (2003). The communicative use of pointing in autism: Developmental profile and factors related to change. *European Psychiatry*, 18, 6-12.
23. Capps, L., Kasari, C., Yirmiya, N. & Sigman, M. (1993). Parental perception of emotion expressiveness in children with autism. *Journal of Consulting and Clinical Psychology*, 3, 475-484.
24. Capps, L., Kehres, J. & Sigman, M. (1998). Conversational abilities among children with autism and children with developmental delays. *Autism*, 2, 325-344.
25. Carpenter, M., Pennington, B. & Rogers, S. (2002). Interrelations among social-cognitive skills in young children with autism. *Journal of Autism & Developmental Disorders*, 32, 91-106.
26. Carpenter, P., Just, M. Keller, T., Cherkassky, V., Roth, J. & Minshew, N. (2001). Dynamic cortical systems subserving cognition: fMRI studies with typical and atypical individuals. In J. McClelland & R. Siegler (Eds), *Mechanisms of cognitive development: Behavioral and neural perspectives*. (pp. 353-383). Mahwah, NJ: Lawrence Erlbaum Associates.
27. Channon, S., Charman, T., Heap, J., Crawford, S. & Rios, P. (2001). Real-life-type problem-solving in Asperger's syndrome. *Journal of Autism & Developmental Disorders*, 31, 461-469.
28. Charman, C. (2003). Why is joint attention a pivotal skill in autism? *Philosophical Transactions of the Royal Society of London*, 358, 315-324.
29. Charman, T., Baron-Cohen, S., Swettenham, J., Baird, G., Drew, A., & Cox, A. (2003). Predicting language outcome in infants with autism and pervasive developmental disorder. *International Journal of Language & Communication Disorders*, 38, 265-285.
30. Charman, T., Swettenham, J., Baron-Cohen, S, Cox, A, Baird, G, and Drew, A. (1997). Infants with autism: An investigation of empathy, pretend play, joint attention, and imitation. *Developmental Psychology*, 5, 782-789.
31. Courchesne, E. & Pierce, K. (2005). Brain overgrowth in autism during a critical time in development: Implications for frontal pyramidal neuron and interneuron development and connectivity. *International Journal of Developmental Neuroscience*, 23, 153-170.
32. Courchesne, E. & Pierce, K. (2005b). Why the frontal cortex in autism might be talking only to itself: Local over-connectivity but long-distance disconnection. *Current Opinion in Neurobiology*, 15, 225-230.
33. Craig, J. & Baron-Cohen, S. (1999). Creativity and imagination in Autism and Asperger Syndrome, *Journal of Autism and Developmental Disorders*, 29, 319-326.
34. Dawson, G., & McKissick, F. (1984). Self recognition in autistic children. *Journal of Autism and Developmental Disorders*, 14, 383-394.
35. Dawson, G., Toth, K., Abbott, R., Osterling, J., Munson, J., Estes, A. & Liaw, J. (2004). Early social attention impairments in autism: Social orienting, joint attention and attention to distress. *Developmental Psychology*, 40, 271-283.

36. Dennis, M, Lazenby, A. & Lockyer, L. (2001). Inferential language in high-function children with autism. *Journal of Autism & Developmental Disorders*, 31(1) 47-54.
37. Diehl, J. J., Bennetto, L., & Young, E. C. (2006). Story Recall and Narrative Coherence of High-Functioning Children with Autism Spectrum Disorders. *Journal of Abnormal Child Psychology*, 34, 87-102.
38. Downs, A. & Smith, T. (2004). Emotional understanding, cooperation, and social behavior in high-functioning children with Autism. *Journal of Autism & Developmental Disorders*, 34, 625-635.
39. Edelson, M. (2005). A car goes in the garage like a can of peas goes in the refrigerator: Do deficits in real-world knowledge affect the assessment of intelligence in individuals with autism? *Focus on Autism & Other Developmental Disabilities*, 20, 2-9.
40. Edelson, M. (2006). Are the majority of children with autism mentally retarded? A systematic evaluation of the data. *Focus on Autism and Other Developmental Disabilities*, 21, 66-83.
41. Emerich, D., Creaghead, N., Grether, S., Murray, D. & Grasha, C. (2003). The comprehension of humorous materials by adolescents with high-functioning autism and asperger's syndrome. *Journal of Autism and Developmental Disorders*, 33(3), 253-257.
42. Engstrom I., Ekstrom L. & Emilsson B. (2003). Psycho-social functioning in Swedish adults with Asperger's syndrome or high-functioning autism. *Autism*, 7, 99-110.
43. Farraly, M. (2001). What happens after school? Outcome for individuals with Asperger's syndrome/high functioning autism. *Frontline of Learning Disability*, 47, online edition.
44. Femia, L. A. & Hasselmo, M. E. (2002). Is autism partly a consolidation disorder? *Behavioral & Cognitive Neuroscience Reviews*, 1, 251-263.
45. Feuerstein, R., Klein, P. & Tannenbaum, A. (Eds.) (1991). *Mediated Learning Experiences*. London: Freund.
46. Fogel, A. & Thelen, E. (1987). Development of early expressive and communicative action: Reinterpreting the evidence from a dynamic systems perspective. *Developmental Psychology*, 23(6), 747-761.
47. Fogel, A. (1993). *Developing through relationships: Origins of Communication, Self, and Culture*. Chicago: University of Chicago Press.
48. Frith, U. & Happe, F. (1999). Theory of mind and self-consciousness: What is it like to be autistic? *Mind & Language*, 14, 1-22.
49. Ganz, J. & Sigafos, J. (2005). Self-monitoring: Are young adults with MR and Autism able to utilize cognitive strategies independently? *Education & Training in Developmental Disabilities*, 40, 24-33.
50. Gardiner, J., Ramponi, C. & Richardson-Klavehn, A. (1998). Experiences of remembering, knowing, and guessing. *Consciousness and Cognition*, 7, 1-26.
51. Gardner, H. (1995). *The Unschooled Mind: How Children Think and How Schools Should Teach*. New York: Basic Books.
52. Geller, E. (1998). An investigation of communication breakdowns and repairs in verbal autistic children. *British Journal of Developmental Disabilities*, 87, 71-85.
53. Gilchrist, A., Green, J., Cox, A., Burton, D., Rutter, M. & Le Couteur, A. (2001). Development and current functioning in adolescents with Asperger syndrome: A comparative study. *Journal of Child Psychology & Psychiatry & Allied Disciplines*, 42(2), 227-240.
54. Gipps, R. (2004). Autism and intersubjectivity: Beyond cognitivism and the theory of mind. *Philosophy, Psychiatry, & Psychology*, 11, 195-198.
55. Goldstein, G., Johnson, C. & Minshew, N. (2001). Attentional processes in autism. *Journal of Autism & Developmental Disorders*, 31, 433-440.

56. Goleman, D. (2006). *Social Intelligence: The New Science of Social Relationships*. New York: Bantam Books.
57. Gomez, C. & Baird, S. (2005). Identifying early indicators for autism in self-regulation difficulties. *Focus on Autism & Other Developmental Disabilities*, 20, 106-116.
58. Grant, C. M., Riggs, K. J., & Boucher, J. (2004). Counterfactual and Mental State Reasoning in Children with Autism. *Journal of Autism & Developmental Disorders*, 34, 177-188.
59. Green J, Gilchrist A, Burton D, Cox A. (2000). Social and psychiatric functioning in adolescents with Asperger syndrome compared with conduct disorder. *Journal of Autism and Developmental Disorders*, 30, 279-93.
60. Hale, C. & Tager-Flusberg, H. (2005). Social communication in children with autism: The relationship between theory of mind and discourse development. *Autism*, 9, 157-178.
61. Heerey, E., Keltner, D., & Capps, L. (2003). Making sense of self-conscious emotion: Linking theory of mind and emotion in children With Autism. *Emotion*, 3, 394-400.
62. Herbert M., Ziegler D., Deutsch C., O'Brien L., Lange N. & Bakardjiev A. (2003). Dissociation of cerebral cortex, subcortical and cerebral white matter volumes in autistic boys. *Brain*, 126, 1182-92.
63. Higgens, E. (2005). Humans as applied motivation scientists: Self-consciousness from “shared reality” and “becoming.” In H. Terrace & J. Metcalfe (Eds.). *The Missing Link in Cognition: Origins of Self-Reflective Consciousness*. Oxford, Oxford University Press.
64. Hill, E. & Russell, J. (2002). Action memory and self-monitoring in children with autism: Self versus other. *Infant & Child Development*, 11, 159-170.
65. Hill, E., Berthoz, S. & Frith, U. (2004). Brief report: Cognitive processing of own emotions in individuals with autistic spectrum disorder and in their relatives. *Journal of Autism & Developmental Disorders*, 34, 229-235.
66. Hillier, A. & Allinson, L. (2002). Understanding embarrassment among those with autism: Breaking down the complex emotion of embarrassment among those with autism. *Journal of Autism & Developmental Disorders*, 32, 583-592.
67. Hobson, P. (1993). *Autism and the Development of Mind*. London. Lawrence Erlbaum.
68. Hobson, P. (2002). *The Cradle of Thought: Exploring the Origins of Thinking*. Macmillan, London.
69. Hoeksma, M. Kemner, C., Verbaten, M. & Van Engeland, H. (2004). Processing capacity in children and adolescents with pervasive developmental disorders. *Journal of Autism and Developmental Disorders*, 34, 341-354.
70. Howlin, P. (2003) Outcome in high-functioning adults with autism with and without early language delays: Implications for the differentiation between autism and Asperger syndrome. *Journal of Autism & Developmental Disorders*, 33, 3-13.
71. Howlin, P. and Goode, S. (2000). Outcome in adult life for people with autism and Asperger's syndrome. *Autism*. 4(1), 63-83
72. Hughes, C., & Russell, J. (1993). Autistic children's difficulty with mental disengagement from an object: Its implications for theories of autism. *Developmental Psychology*, 29, 498-510.
73. Jarrold, C., Boucher, J. & Smith, P. (1996). Generativity deficits in pretend play in autism. *British Journal of Developmental Psychology*, 14, 275-300.
74. Just, M., Cherkassky, V., Keller, T., & Minshew, N. (2004). Cortical activation and synchronization during sentence comprehension in high-functioning autism: Evidence of underconnectivity. *Brain*, 127, 1811-1821.

75. Kanner, L. (1968). Followup study of eleven children originally reported in 1943. *Acta Paedopsychiatrica*, 35, 100-136.
76. Kasari, C., Sigman, M., Baumgartner, P. & Stipek, D. (1993). Pride and mastery in children with autism. *Journal of Child Psychology and Psychiatry and Allied Disciplines*, 34, 353-362.
77. Kasari, C., Sigman, M., Mundy, P. & Yirmiya, N. (1990). Affective sharing in the context of joint attention interactions of normal, autistic and mentally-retarded children. *Journal of Autism and Developmental Disorders*, 20, 87-100.
78. Kavanaugh, R. & Harris, P. (1994). Imagining the outcome of pretend transformations: Assessing the competence of normal children and children with autism. *Developmental Psychology*, 30, 847-854.
79. Kaye, K. (1982). *The Mental and Social Life of Babies*. Chicago: University of Chicago Press
80. Keen, D. (2003). Communicative repair strategies and problem behaviors of children with autism. *International Journal of Disability, Development & Education*, 50(1), 53-64.
81. Keen, D. (2005). The use of non-verbal repair strategies by children with autism. *Research in Developmental Disabilities*, 26, 243-254.
82. Klein, S., Chan, R. & Loftus, J. (1999). Independence of episodic and semantic self-knowledge: The case from autism. *Social Cognition*, 17, 413-436.
83. Kleinhans, N., Akshoomoff, N. & Delis, D. (2005). Executive functions in autism and asperger's disorder: Flexibility, fluency & inhibition. *Developmental Neuropsychology*, 27, 379-401.
84. Klin, A., Jones, W., Schultz, R. & Volkmar, F. (2003). The enactive mind, or from actions to cognition: Lessons from autism. *Philosophical Transactions of the Royal Society of London B*, 358, 345-360.
85. Klin, A., Jones, W., Schultz, R., Volkmar, F., & Cohen, D. (2002b). Defining and quantifying the social phenotype in autism. *American Journal of Psychiatry*, 159, 895-908.
86. Koshino, H., Carpenter, P., Minshew, N., Cherkassky, T. & Just, M. (2004). Functional connectivity in an fMRI working memory task in high functioning autism. *Neuroimage*, 23, online publication.
87. Landa, R. (2000). Social language use in Asperger syndrome and high functioning autism. In Klin, A., Volkmar, F.R., and
88. Landry, R. & Bryson, S. (2004). Impaired disengagement of attention in young children with autism. *Journal of Child Psychology & Psychiatry*, 45, 1115-1122.
89. Laurent, A. C. & Rubin, E. (2004). Challenges in emotional regulation in Asperger Syndrome and high-functioning autism. *Topics in Language Disorders*, 24, 286-297.
90. Lave, J. (1989). *Cognition in Practice*. New York: Cambridge University Press.
91. Loddo, S. (2003). The understanding of actions and intentions in autism. *Journal of Autism & Developmental Disorders*, 33, 545-546.
92. Lopez, B. & Leekam, S. R. (2003). Do children with autism fail to process information in context? *Journal of Child Psychology & Psychiatry*, 44, 285-300.
93. Lord C. and Magill-Evans J. (1995). Peer interaction of autistic children and adolescents. *Development and Psychopathology*, 17, 611-626.
94. Losh, M. & Capps, L. (2003). Narrative Ability in High-Functioning Children with Autism or Asperger's Syndrome. *Journal of Autism & Developmental Disorders*, 239-251.
95. Losh, M. & Capps, L. (2006). Understanding of emotional experiences in autism: Insights from the personal accounts of high-functioning children with autism. *Developmental Psychology*, 42, 809-818.

96. Loveland, K. & Landry, S. (1986). Joint attention and language in autism and developmental language delay. *Journal of Autism and Developmental Disorders*, 16, 335-349.
97. Luna, B., Minshew, N., Garver, K., Lazar, N., Thulborn, K., Eddy, W. & Sweeney, J. (2002). Neocortical system abnormalities in autism: An fMRI study of spatial working memory. *Neurology*, 59, 834-840.
98. Lyons, V. & Fitzgerald, M. (2004). Humor in Autism and Asperger Syndrome. *Journal of Autism & Developmental Disorders*, 34, 521-531.
99. Mackinlay, R., Charman, T. & Kamiloff-Smith, A. (2006). High functioning children with autism spectrum disorder: A novel test of multitasking. *Brain & Cognition*. 61, 14-24.
100. Mann, T. A. & Walker, P. (2003). Autism and a deficit in broadening the spread of visual attention. *Journal of Child Psychology & Psychiatry*, 44, 272-284.
101. Martin, I. & McDonald, S. (2004). An exploration of causes of non-literal language problems in individuals with Asperger syndrome. *Journal of Autism and Developmental Disorders*, 34(3), 311-328.
102. Mayes, S. & Calhoun, S. (2001). Non-significance of early speech delay in children with autism and normal intelligence and implications for DSM-IV Asperger's disorder. *Autism*, 5, 81-94.
103. McCann, J. & Peppe, S. (2003). Prosody in autism spectrum disorders: A critical review. *International Journal of Language & Communication Disorders*, 38, 325-350.
104. McGee, G., Feldman, R. and Chernin, L. (1991). A comparison of emotional facial display by children with autism and typical preschoolers. *Journal of Early Intervention*, 15, 237-245.
105. McGovern, C. & Sigman, M. (2005). Continuity and change from early childhood to adolescence in autism. *Journal of Child Psychology & Psychiatry*, 46, 401-408.
106. Michelotti, J., Charman, T., Slonims, V., & Baird, G. (2002). Follow-up of children with language delay and features of autism from preschool years to middle childhood. *Developmental Medicine & Child Neurology*, 44, 812-819.
107. Millward, C., Powell, S., Messer, D. & Jordan, R. (2000). Recall for self and other in autism: Children's memory for events experienced by themselves and others. *Journal of Autism & Developmental Disorders*. 30, 15-27.
108. Minshew, N. J., Meyer, J., & Goldstein, G. (2002). Abstract reasoning in autism: A disassociation between concept formation and concept identification. *Neuropsychology*, 16, 327-334.
109. Minshew, N., Williams, D. & Goldstein, G. (2004a). A further characterization of complex cognitive abilities in high functioning autism. *Paper presented at the International Meeting for Autism Research, 2004*.
110. Minshew, N., Goldstein, G. & Siegel, D. (1997). Neuropsychologic functioning in autism: Profile of a complex information processing disorder. *Journal of the International Neuropsychological Society*, 3, 303-316.
111. Mundy P, Kasari C, Sigman M (1992), Nonverbal communication, affective sharing and intersubjectivity. *Infant Behavioral Development*, 15, 377-381.
112. Mundy, P. and Crowson, M. (1997). Joint attention and early social communication: Implications for research on interventions with autism. *Journal of Autism and Developmental Disorders*, 6, 653-676.
113. Mundy, P., Kasari, C., Sigman, M., & Ruskin, E. (1995). Nonverbal communication and early language acquisition in children with Down syndrome and in normally developing children. *Journal of Speech & Hearing Research*, 38, 157-167.
114. Mundy, P., Sigman, M., & Kasari, C. (1990). A longitudinal study of joint attention and language development in autistic children. *Journal of Autism and Developmental Disorders*, 20, 115-128.

115. Nair, J. (2004). Knowing me, knowing you: Self-awareness in Asperger's and autism. In B. Beitman & J. Nair (Eds.), *Self-Awareness Deficits in Psychiatric Patients: Neurobiology, Assessment, and Treatment*. New York: W. W. Norton & Co.
116. Nichols, K. E., Fox, N., & Mundy, P. (2005). Joint attention, self-recognition, and neurocognitive function in toddlers. *Infancy*, 7, 35-51.
117. Norbury, C. & Bishop, D. V. M. (2002). Inferential processing and story recall in children with communication problems: A comparison of specific language impairment, pragmatic language impairment and high-functioning autism. *International Journal of Language & Communication Disorders*, 37, 227-251.
118. Paul, R., Augustyn, A., Klin, A., & Volkmar, F. R. (2005). Perception and production of prosody by speakers with Autism Spectrum Disorders. *Journal of Autism & Developmental Disorders*, 35, 205-220.
119. Pelphrey K., Sasson N., Reznick J., Paul G., Goldman B. & Piven J. (2002). Visual scanning of faces in autism. *Journal of Autism and Developmental Disorders*, 32, 249-61
120. Recchia, S. L. (1997). Establishing intersubjective experience: Developmental challenges for young children with congenital blindness and autism and their caregivers. 116-129.
121. Rees, R. & Bellon, M. (2002). The acquisition of communication skills by people with brain injury: Some comparisons with children with autism. *International Journal of Disability, Development & Education*, 49, 175-189.
122. Rinehart, N., Bradshaw, J., Moss, S., Brereton, A. & Tonge, B. (2000). Atypical interference of local detail on global processing in high-functioning autism and asperger's disorder. *Journal of Child Psychology and Psychiatry and Allied Disciplines*, 41, 769- 778.
123. Ring, H., Baron-Cohen, S., Whelwright, S., Williams, S., Brammer, M., Andrew, C. & Bullmore, E. (1999). Cerebral correlates of preserved cognitive skills in autism. *Brain*, 122, 1305-1315.
124. Robertson, J., Tanguay, P., L'Ecuyer, S., Sims, A., Waltrip, C. (1999). Domains of social communication handicap in autism spectrum disorder. *Journal of the American Academy of Child & Adolescent Psychiatry*. 38(6) 738-745.
125. Rogoff, B. (1990). *Apprenticeship in Learning: Cognitive Development in Social Context*. Oxford: Oxford University Press.
126. Rogoff, B. (1991a). Social interaction as apprenticeship in thinking: Guided participation in spatial planning. In L. Resnick & J. Levine (Eds.), *Perspectives on Socially Shared Cognition*. Washington, DC: American Psychological Association.
127. Rogoff, B. (1995). Observing sociocultural activity on three planes: Participatory appropriation, guided participation, and apprenticeship. In J. Wertsch, P. del Rio et al. (Eds.). *Sociocultural Studies of Mind*. (pp. 139-164). New York: Cambridge University Press.
128. Rogoff, B. (2003). *The Cultural Nature of Human Development*. New York: Oxford University Press.
129. Roser, K. & Buchholz, E. S. (1996). Autism from an intersubjective perspective. *Psychoanalytic Review*, 83, 305-323.
130. Rubin, E. & Lennon, L. (2004). Challenges in Social Communication in Asperger Syndrome and High-Functioning Autism. *Topics in Language Disorders*, 24, 271-285.
131. Ruble, L. & Scott, M. (2002). Executive functions and the natural habitat behaviors of children with autism. *Autism*, 6(4), 365-381.
132. Russell, J. & Hill, E. (2001). Action-monitoring and intention reporting in children with autism. *Journal of Child Psychology & Psychiatry & Allied Disciplines*, 42(3), 317-328.

133. Russell, J. & Jarrold, C. (1999). Memory for actions in children with autism: Self versus other. *Cognitive Neuropsychiatry*, 4, 303-331.
134. Rutherford, M., Baron-Cohen, S., & Wheelwright, S. (2002). Reading the mind in the voice: A study with normal adults and adults with Asperger syndrome and high functioning autism. *Journal of Autism & Developmental Disorders*, 32, 189-194.
135. Scott, F., Baron-Cohen, S. & Leslie, A. (1999). "If pigs could fly": A test of counterfactual reasoning and pretence in children with autism. *British Journal of Developmental Psychology*, 17, 349-362.
136. Seltzer, M. and Krauss, M. (2002) Adolescents and Adults with Autism: *A Profile of Adolescents and Adults with Autistic Spectrum Disorder*. (AAA Report #2) National Institute on Aging.
137. Seltzer, M., Shattuck, P., Abbeduto, L. & Greenberg, J. (2004). Trajectory of Development in Adolescents and Adults with Autism. *Mental Retardation and Developmental Disabilities Research Reviews*, 10, 234-247.
138. Shalom, D. (2003). Memory in autism: Review and synthesis. *Cortex*, 39, 1129-1138.
139. Shriberg, L., Paul, R., McSweeney, J., Klin, A. & Cohen, D. (2001). Speech and prosody characteristics of adolescents and adults with high-functioning autism and Asperger syndrome. *Journal of Speech, Language, & Hearing Research*, 44, 1097-1115.
140. Siegel, D. (1999). *The Developing Mind: How Relationships and the Brain Interact to Shape Who We Are*. New York, Guilford Press
141. Sigman M. (1998) Change and continuity in the development of children with Autism. *Journal of Child Psychology and Psychiatry*, 39, 817-827.
142. Sigman, M. & Capps, L. (1997). Development of social and emotional understanding. In M. Sigman and L. Capps (Eds.). *Children with Autism*. (pp.34-60). Harvard University Press. Cambridge, M.A.
143. Sigman, M. & McGovern, C. W. (2005). Improvement in Cognitive and Language Skills from Preschool to Adolescence in Autism. *Journal of Autism & Developmental Disorders*, 35, 15-23.
144. Sparks, B., Friedman, S., Shaw, D., Aylward, E., Echelard, D., Artru, A., Maravilla, K., Giedd, J., Munson, J., Dawson, G. & Dager, S. (2002). Brain structural abnormalities in young children with autism spectrum disorder. *Neurology*, 59, 184-192.
145. Sroufe, A. (1996). *Emotional Development: The Organization of Emotional Life in the Early Years*. Cambridge: Cambridge University Press.
146. Stahl, L. & Pry, R. (2002). Joint attention and set-shifting in young children with autism. *Autism*, 6, 383-396.
147. Sternberg, R. & Grigorenko, E. (2002). *Dynamic Testing: The Nature and Measurement of Learning Potential*. New York: Cambridge University Press.
148. Sternberg, R. (1986). *Intelligence Applied*. San Diego, CA: Harcourt.
149. Sternberg, R., & Spear-Swerling, L. (1996). *Teaching for Thinking*. Washington D.C.: American Psychological Association.
150. Sternberg, R., et al. (2000). *Practical Intelligence in Everyday Life*. New York: Cambridge University Press.
151. Stone, W. & Yoder, P. (2001). Predicting spoken language level in children with autism spectrum disorders. *Autism*, 5, 341-361.
152. Stone, W., Ousley, O., Yoder, P., Hogan, K. & Hepburn, S. (1997). Nonverbal communication in two- and three-year-old children with autism. *Journal of Autism & Developmental Disorders*, 27, 677-696.

153. Szatmari, P., Bryson, S., Boyle, M., Streiner, D. & Duku, E. (2003). Predictors of outcome among high functioning children with autism and Asperger syndrome. *Journal of Child Psychology & Psychiatry*, 44, 520-528.
154. Szatmari, P., Georgiades, S., Bryson, S., Zwaigenbaum, L., Roberts, W., Mahoney, W., Goldberg, J. & Tuff, L. (2006). Investigating the structure of the restricted, repetitive behaviors and interests domain of autism. *Journal of Child Psychology and Psychiatry*, 47, 582-590.
155. Szelag, E., Kowalska, J., Galkowski, T. & Pöppel, E. (2004). Temporal processing deficits in high functioning children with autism. *British Journal of Psychology*, 95, 269-282.
156. Tager-Flusberg, H. (2004). Do autism and specific language impairment represent overlapping language disorders? In M. Rice & S. Warren (Eds.), *Developmental Language Disorders: From Phenotypes to Etiologies*. Mahwah, NJ: Lawrence Erlbaum Associates.
157. Tanguay, P., Robertson, J. & Derrick, A. (1998). A dimensional classification of autism spectrum disorder by social communication domains. *Journal of the American Academy of Child and Adolescent Psychiatry*, 37, 271-277.
158. Tantum, D. (1992). Characterizing the fundamental social handicap in autism. *Acta Paedopsychiatrica*, 55, 83-91.
159. Toichi, M. & Kamio, Y. (2002). Long-term memory and levels-of-processing in autism. *Neuropsychologia*. Vol 40, 964-969
160. Toichi, M., Kamio, Y., Okada, T., Sakihama, M., Youngstrom, E. A., Findling, R. L. et al. (2002). A lack of self-consciousness in autism. *American Journal of Psychiatry*, 159, 1422-1424.
161. Tomasello, M. (1999). *The cultural origins of human cognition*. Cambridge: Harvard University Press
162. Tomasello, M. (2003). *Constructing a Language*. Cambridge: Harvard University Press.
163. Travis, L. & Sigman, M. (1998). Social deficits and interpersonal relationships in autism. *Mental Retardation & Developmental Disabilities Research Reviews*, 2, 65-72.
164. Travis, L., Sigman, M. & Ruskin, E. (2001). Links between social understanding and social behavior in verbally able children with autism. *Journal of Autism & Developmental Disorders*, 31(2), 119-130.
165. Trevarthen, C., Aitken, K., Papoudi, D. & Robarts, J. (1996). Where development of the communicating mind goes astray. *Children with Autism*. London: Jessica Kingsley Publishers Ltd.
166. Tronick, E. & Gianino, A. (1986). Interactive mismatch and repair: Challenges to the coping infant. *Zero to Three*, 6, 1-6.
167. Tronick, E. (1980). The primacy of social skills in infancy. In D. Sawin, R. Hawkins, L. Walker & J. Penticuff (Eds.), *Exceptional infant* (Vol. 4). New York: Bruner Mazel.
168. Tronick, E. (1989). Emotions and emotional communication in infants. *American Psychologist*, 44, 112-119.
169. Tzuriel, D. (2001). *Dynamic Assessment of Young Children*. New York: Plenum.
170. Volden, J. (2004). Conversational repair in speakers with autism spectrum disorder. *International Journal of Language & Communication Disorders*, 39, 171-189.
171. Vygotsky, L. (1962). *Thought and Language*. Cambridge: M.I.T. Press.
172. Vygotsky, L. (1978). *Mind in Society: The Development of Higher Psychological Processes*. Cambridge: Harvard University Press.
173. Whitehouse, A., Maybery, M. & Durkin, K. (2006). Inner speech impairments in autism. *Journal of Child Psychology and Psychiatry*, 47, 857-865.

Dr. Gutstein's Publications

174. Gutstein, S., Gutstein, H. & Baird, C. (Eds.) *My Baby Can Dance: Stories of Autism, Asperger's and Success Through the Relationship Development Intervention Program*. Houston, Texas: Connections Center Publications, 2006.
175. Gutstein, S., Burgess, A. & Montfort, K. (In Press) Evaluation of the Relationship Development Intervention Program. Accepted for publication, January 2007.
176. Gutstein, S. (In Press). The effectiveness of Relationship Development Intervention to remediate Experience-Sharing deficits of autism-spectrum children. *Journal of Autism & Developmental Disorders*.
177. Gutstein, S. (2005). Relationship Development Intervention: Developing a treatment program to address the unique social and emotional deficits of autism spectrum disorders. *Autism Spectrum Quarterly*, winter, 2005.
178. Gutstein, S. (2003). Can My Baby Learn to Dance? Friendship Development in adolescents with Asperger's Syndrome. In Willey, H. *Asperger's Syndrome in Adolescence*. London: Jessica Kingsley.
179. Gutstein, S. & Sheely, R. (2002a). *Relationship Development Intervention with Young Children. Social and Emotional Development Activities for Asperger Syndrome, Autism, PDD and NLD*. London: Jessica Kingsley.
180. Gutstein, S. & Sheely, R. (2002b). *Relationship Development Intervention with Older Children, Adolescents and Adults: Social and Emotional Development Activities for Asperger Syndrome, Autism, PDD and NLD*. London: Jessica Kingsley.
181. Gutstein, S. & Whitney, T. (2002c). The development of social competence in Asperger Syndrome. *Focus on Autism*.
182. Gutstein, S. (2000). *Solving the Relationship Puzzle*. Arlington, Texas: Future Horizons.
183. Gutstein, S. (1991). *Adolescent suicide: The loss of reconciliation*. In F. Walsh and M. McGoldrick, (Eds.). *Living Beyond Loss: Death in the Family*. New York: Norton.
184. Gutstein, S., Rudd, M. (1990). An outpatient treatment alternative for suicidal youth. *Journal of Adolescence*, 13, 265-277.
185. Gutstein, S., Rudd, M., Graham, J. & Rayha, L. (1988). Systemic crisis intervention as a response to adolescent crises: An outcome study. *Family Process*, 27, 201-211.
186. Gutstein, S. (1987). Family reconciliation as a response to adolescent crises. *Family Process*, 26, 475-491.
187. Gutstein, S. & Tarnow, J. (1983). Parental facilitation of children's preparatory play behavior in a stressful situation. *Journal of Abnormal Child Psychology*, 11,181-192.
188. Tarnow, J. & Gutstein, S. (1983). A research methodology for children's preparatory behavior in stressful situations. *Journal of the American Academy of Child Psychiatry*, 22, 365-369.
189. Tarnow, J. & Gutstein, S. (1982). Systemic consultation in a general hospital. *International Journal of Psychiatry in Medicine*, 12, 161-186.
190. Lewis, M., Gottesman, D. & Gutstein, S. (1979). The course and duration of crisis. *Journal of Consulting & Clinical Psychology*, 47, 128-134