

ECI Library Matters

Autism Resources (updated)

This issue features updated library resources on Autism. Abstracts of journal articles on this ECI topic are also included. For a complete listing of library titles, go to the online library catalog at www.texashealthlibrary.com.

Library materials may be borrowed upon request. Electronic library materials may be accessed on any device with internet access. Please email any ECI library requests or questions to avlibrary@dshs.texas.gov.

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National Library Week – April 24-28, 2023

In honor of National Library Week, please join the Texas Department of State Health Services Library and Information Science program for a free series of interesting and informative webinars:

- [5S for Success](#) - Monday, April 24, 10 a.m.
- [Feedback: Friend or Foe](#) - Tuesday, April 25, 11 a.m.
- [Finding e-Treasures in TexShare Databases](#) - Wednesday, April 26, 2- p.m.
- [Highlights of 7 Habits of Highly Effective People](#) - Thursday, April 27, 10 a.m.

Selected Journal Abstracts

Autism spectrum disorder screening practices of Part C early intervention providers: A brief report. Wiegand, S.D., Brown, J.A., & Lieberman-Betz, R.G. (2022). *Journal of Early Intervention*, 105381512211416. <https://doi.org/10.1177/10538151221141639>

An early diagnosis of autism spectrum disorder (ASD) can improve outcomes for children and assist families in accessing services. Part C providers are often tasked with screening for ASD. The purpose of this study was to survey Part C providers nationwide to understand their ASD screening practices and training needs and extend a survey conducted by Tomlin and colleagues. A total of 327 providers participated. Results indicated a majority of respondents (75.8%) screen for ASD using a variety of different measures, while only 26.9% are required by their program to conduct universal screenings. Most participants reported feeling confident in screening for ASD, discussing a child's red flags with a family, referring a child for further evaluation, and discussing recent evidence surrounding ASD. An area where providers were less confident was working with interpreters to screen for ASD or discuss screening results and ASD with families with cultural or linguistic diversity. Despite high confidence levels in screening for ASD, a vast majority of participants reported they would be interested in attending a training on screening for ASD. Professional development surrounding screening for ASD and discussing ASD with families from diverse backgrounds may assist in improving Part C provider screening practices.

Exploring growth in expressive communication of infants and toddlers with autism spectrum disorder. Buzhardt, J., Wallisch, A., Irvin, D., Boyd, B., Salley, B., & Jia, F. (2022). *Journal of Early Intervention*, 44(1), 3-22. <https://doi.org/10.1177/1053815121995578>

One of the earliest indicators of autism spectrum disorder (ASD) is delay in language and social communication. Despite consensus on the benefits of earlier diagnosis and intervention, our understanding of the language growth of children with ASD during the first years of life remains limited. Therefore, this study compared communication growth patterns of infants and toddlers with ASD to growth benchmarks of a standardized language assessment. We conducted a retrospective analysis of growth on the Early Communication Indicator (ECI) of 23 infants and toddlers who received an ASD diagnosis in the future. At 42 months of age, children with ASD had significantly lower rates of gestures, single words, and multiple words, but significantly higher rates of nonword vocalizations. Children with ASD had significantly slower growth of single and multiple words, but their rate of vocalization growth was significantly greater than benchmark. Although more research is needed with larger samples, because the ECI was designed for practitioners to monitor children's response to intervention over time, these findings show promise for the ECI's use as a progress monitoring measure for young children with ASD. Limitations and the need for future research are discussed.

Parent coaching in early intervention for autism spectrum disorder: A brief report. Pellecchia, M., Mandell, D.S., Beidas, R.S., Dunst, C.J., Tomczuk, L., Newman, J., Zeigler, L., & Stahmer, A.C. (2022). *Journal of Early Intervention*, 105381512210958. <https://doi.org/10.1177/10538151221095860>

Coaching caregivers of young children on the autism spectrum is a critical component of parent-mediated interventions. Little information is available about how providers implement parent coaching for children on the autism spectrum in publicly funded early intervention systems. This study evaluated providers' use of parent coaching in an early intervention system. Twenty-five early intervention sessions were coded for fidelity to established caregiver coaching techniques. We found low use of coaching techniques overall, with significant variability in use of coaching across providers. When providers did coach caregivers, they used only a few coaching strategies (e.g., collaboration and in vivo feedback). Results indicate that targeted training and implementation strategies focused on individual coaching components, instead of coaching more broadly, may be needed to improve the use of individual coaching strategies. A focus on strengthening the use of

collaboration and in vivo feedback may be key to improving coaching fidelity overall.

Parent-mediated targeted intervention for young children at risk for autism spectrum disorder. Azzano, A., Ward, R., Vause, T., & Feldman, M. (2022). *Infants & Young Children*, 35(4), 320-338.

<https://doi.org/10.1097/IYC.0000000000000226>

Interventions for young children at risk for autism spectrum disorder (ASD) may improve key developmental skills and remediate early ASD signs. Parents of 3 children (19, 23, and 26 months old) showing possible early signs of ASD participated. The Parent Observation of Early Markers Scale (POEMS) identified specific child concerns confirmed in baseline observations. Multiple baseline designs across parent and child behaviors evaluated a parent-mediated behavioral intervention, called Parent Intervention for Children At-Risk for Autism (PICARA), to increase targeted developmental skills (e.g., responding to name, imitation, requesting). Parents received individual behavioral skills training in their home 1 hr. per week over 12, 18, and 29 sessions, respectively, based on the number of child skills trained and child performance. All parent and child skills improved and were maintained at the 46-, 12-, and 6-week follow-up periods, respectively. With training, parents of young children at risk for ASD may be able to improve child skills deficits often seen in children with ASD.

A review of early motor issues in young children with autism spectrum disorder. Hebert, E.B., Nolan, K.W., & Smith, K.N. (2022). *Infants & Young Children*, 35(4), 339-355.

<https://doi.org/10.1097/IYC.0000000000000227>

The cardinal features of autism spectrum disorder (ASD) are recognized to include impairments in communication, social interactions, and restricted, repetitive behaviors and stereotyped interests. However, many children with ASD also have motor activity limitations that are often overlooked. The purpose of this review is to summarize the literature on neuromotor impairment and motor activity limitation in children with ASD. A literature search was conducted of citations from 1998 through 2021 using PubMed, EMBASE, and PsycINFO. Twenty-three search terms were used to encompass diverse articles focused on children with autism and motor activity. The search resulted in 78 articles that included the search terms and were also consistent with the aims of this literature review. The potential significance of motor activity limitations on development from an early age is explored and recommendations are offered for more holistic

surveillance in children with ASD, which can facilitate early access to services when indicated.

Toddlers at elevated likelihood for autism: Exploring sensory and language treatment predictors. Jatkar, A., Garrido, D., Zheng, S., Silverman, G., Elsayed, H., Huguely Davis, P., Lee, H., Crais, E.R., Sideris, J., Turner-Brown, L., Baranek, G.T., Watson, L.R., & Grzadzinski, R. (2023). *Journal of Early Intervention*, 45(1), 39-62.

<https://doi.org/10.1177/10538151211067227>

Baseline child characteristics may predict treatment outcomes in children with or at elevated likelihood of developing autism (EL-ASD). Little is known about the role of child sensory and language features on treatment outcome. Participants were randomly assigned to a parent-mediated intervention or control condition. Analyses explored the relationship between baseline child sensory and language characteristics and changes in ASD symptoms over approximately 9 months. Higher baseline sensory hyporeactivity was significantly related to less improvement in social communication (SC) for the treatment group only. More baseline atypical vocalizations were significantly related to less improvement on SC across treatment and control groups. This work provides an initial framework to encourage the tailoring of interventions for EL-ASD children, suggesting sensory reactivity and atypical vocalizations may be useful behaviors to consider in treatment planning.

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Topics in Early Childhood Special Education. Volume 42, Issue 4; February 2023.

Future Topics. p. 287.

Advances in the technical adequacy of the early problem-solving indicator progress monitoring measure for infants and toddlers. p. 289-301. Walker, D., Buzhardt, J., Jia, F., Schnitz, A., Irvin, D.W., and Greenwood, C.R.

Latina mothers of young children with special needs: Personal narratives capturing the impact of the COVID-19 Pandemic. p. 302-314. Luna, A., Zulauf-McCurdy, C.A., Harbin, S., and Fettig, A.

“El camino por recorrer”: Parent perspectives on early autism intervention in Mexico. p. 315-328. Hampton, L.H., Herrera-Carrillo, F.E., Londono, F.V., Villarreal, E.G., and Cueto, A.P.M.

Teaching therapeutic support staff to implement NDBI strategies for children with ASD using behavior skills training. p. 329-343. Mrachko, A.A., Kaczmarek, L.A., Kostewicz, D.E., and Vostal, B.

Making the invisible visible: Using a contextual measurement approach to identify children with social-emotional and behavioral needs in preschool classrooms. p. 344-356. Bulotsky-Shearer, R.J., Clopêt, T.M.C., Williford, A.P., Alamos, P., and Hasbrouck, S.

Preventing challenging behavior using physical activity with young children. p. 357-369. Winchester, C., Barton, E.E., Trimlett, G., and Ledford, J.R.

Finding common ground: Medical professionals and special education providers supporting young children and families. p. 370-382. Moran, K.K. and Sheppard, M.E.

Initial evaluation practices to identify young children’s social emotional difficulties. p. 383-394. Stein, R. and Steed, E.A.

Conference calendar. p. 395.

Author guidelines. p. 396.

Young Exceptional Children. Volume 26, Issue 1; March 2023.

Circle is for everyone: Using UDL to promote inclusion during circle times. p. 3-15. Gauvreau, A.N., Lohmann, M.J., and Hovey, K.A.

Strategies to support community inclusion of young children with disabilities. p. 16-28. Park, K.K., Horn, E.M., and Kurth, J.A.

Using DEC-recommended practices to support virtual classrooms and remote learning. p. 29-41. Fettig, A., Meyer, L.E., Locchetta, B.M., and Barton, E.E.

Moving toward more meaningful family participation during home visit decision-making. p. 42-54. Hancock, C.L.

DEC at the intersection: Re-imagining inclusion, equity, and social justice in EI/ECSE. p. 55. O'Grady, C., Batool, S., Batz, R., and Vinh, M.

New Books

Coaching parents of young children with autism: Promoting connection, communication, and learning. Sally J. Rogers, 2021.

(WS 350.8 P4 R724 2021 ECI)

A growing body of evidence supports the benefits of high-quality parent interventions for building social and communication skills in 0- to 5-year-olds with autism spectrum disorder (ASD). How can clinicians coach parents to effectively incorporate learning opportunities into daily routines at home? From preeminent experts, this book explores the role of the coach and reviews the "whats," "whys," and "how-tos" of successful collaboration with parents. Topics include structuring coaching sessions, identifying children's needs, facilitating playful engagement, and deepening parents' understanding of how they can boost skills development during everyday activities.

Integrating technology into modern therapies: A clinician's guide to developments and interventions. 2019. (WS 83 I61 2019 ECI)

This book provides clinicians with an innovative, research-based foundation for incorporating technology into clinical practice. It offers an overview of current technological developments in therapy, such as the use of therapeutic texting, virtual reality programs, tablet apps, and online games. Chapters examine therapeutic applications of technology for those who have experienced trauma and a variety of conditions including autism spectrum disorder, ADHD, and speech concerns. The book also offers suggestions for how technology can be used in hospitals, as well as with migrant, refugee, and homeless populations. Combining theory and research with a wealth of case studies and practical resources, this book will be relevant to all mental health, speech and language, and child life specialists. This title is also available in eBook format.

New eBooks

A practical guide to autism: What every parent, family member, and teacher needs to know. Fred R. Volkmar, 2021.

This book walks parents, teachers, family members, and other caregivers through the most frequently experienced medical and behavioral issues exhibited by children on the spectrum. The guide also explains how to teach adaptive and coping skills, deal with sleep problems, handle sibling and family issues, and plan for future care into adulthood.

Selected Audiovisuals

Autism & the family. DVD. 90 min. 2015. (DV1446)

Early intervention for social-emotional development. DVD. 39 min. 2017. (DD0827)

Just like you - Autism. [Streaming](#). 21 min. 2014.

Uniquely human: A different way of seeing autism. Audiobook. 540 min. 2015. (CA0044)

Selected Books

Addressing young children's challenging behaviors. 2013.
(LC 4019.3 A227 2013 ECI)

Asperger syndrome the OASIS guide: Advice, inspiration, insight, and hope, from early intervention to adulthood, 3rd ed. Patricia Romanowski Bashe, 2014. (WS 350.8 P4 B297a 2014 RHB)

Assessment of autism spectrum disorder, 2nd ed. 2018.
(WS 350.8 P4 A846 ECI 2018)

Autism intervention every day! Embedding activities in daily routines for young children and their families. Merle J. Crawford, 2016.
(WS 350.8 P4 C899 2016 ECI)

Autism interventions: Exploring the spectrum of autism. Carolyn Murray Slutsky, 2014. (WS 350.8 P4 M981a 2014 ECI)

Autism spectrum disorder in the first years of life: Research, assessment, and treatment. Katarzyna Chawarska and Fred R. Volmar, 2020. (WS 350.8 P4 A939 2020 ECI)

Autistic logistics: A parent's guide to tackling bedtime, toilet training, tantrums, hitting, and other everyday challenges. Kate Wilde, 2015. (WS 350.8 P4 W671 2015 ECI)

Bringing ABA to home, school, and play for young children with autism spectrum disorders and other disabilities. Debra Leach, 2012. (WS 350.8 P4 L434 2012 ECI)

Coming home to autism: A room-by-room approach to supporting your child at home after ASD diagnosis. Tara Leniston, 2018. (WS 350.8 P4 L566 2018 ECI) This title is also available in eBook format.

Do watch listen say: Social and communication intervention for autism spectrum disorder, 2nd ed. Kathleen A. Quill, 2017. (WS 350.8 P4 Q6 2017 ECI)

An early start for your child with autism: Using everyday activities to help kids connect, communicate, and learn. Sally J. Rogers, 2012. (WM 203.5 R729 2012 ECI)

Effective early intervention: The developmental systems approach. Michael J. Guralnick, 2019. (LC 4019.3 G978e 2019 ECI)

Essential first steps for parents of children with autism: Helping the littlest learners. Lara Delmolino, 2013. (WM 203.5 D359 2013 ECI)

Helping children develop a positive relationship with food: A practical guide for early years professionals. Jo Cormack, 2018. (WS 130 C811 2018 ECI)

Mickey and me: Life with my exceptional sister. Teresa Sullivan, 2017. (HV 894 S949 2017 ECI)

More than words: A parent's guide to building interaction and language skills for children with autism spectrum disorder or social communication difficulties, 2nd ed. Fern Sussman, 2012. (WS 350.8 P4 SU964 2012)

Neurotribes: The legacy of autism and the future of neurodiversity. Steve Silberman, 2015. (WM 203.5 S54 2015)

A parent's guide to high-functioning autism spectrum disorder: How to meet the challenges and help your child thrive, 2nd ed. Sally Ozonoff, 2015. (WS 350.8 P4 O99 2015 ECI)

Pivotal response treatments for autism spectrum disorders, 2nd ed. Robert L. Koegel, 2019. (WS 350.8 P4 K77 2019 ECI)

Solving sleep problems in children with autism spectrum disorders: A guide for frazzled families. Terry Katz, 2014. (WM 203.5 K11 2014 ECI)

Teaching social communication to children with autism and other developmental delays. Brooke Ingersoll, 2019. (WS 350.8 P4 I47 2019 ECI)

Teaching social communication to children with autism and other developmental delays: The project impact manual for parents. Brooke Ingersoll, 2019. (WS 350.8 P4 I47 2019 ECI)

Teaching young children with autism spectrum disorder. Clarissa Willis, 2015. (WS 350.8 P4 W734t 2015 ECI)

Ten things every child with autism wishes you knew. Ellen Notbohm, 2019. (WS 350.8 P4 N899 2019 ECI)

Treatment of autism spectrum disorders: Evidence-based intervention strategies for communication and social interactions. 2012. (WS 350.8 P4 T735 2012 ECI)

Understanding ethics in applied behavior analysis: Practical applications. Ann Beirne, 2019. (WM 425.5 A7 B422 2019 ECI)

Video modeling: Visual-based strategies to help people on the autism spectrum. Stephen Lockwood, 2018. (WS 350.8 P4 L817 2018 ECI)

When Down syndrome and autism intersect: A guide to DS-ASD for parents and professionals. Margaret Froehle and Robin Zaborek, 2013. (WS 107 W556 2013 ECI)

Selected Children Books

Andy and his yellow frisbie. Mary Thompson, 1996. (805.1 T474a 1996 ECI)

My brother Charlie. Holly Robinson Peete, 2010. (WS 107.5 R5 P375m 2010 ECI)

My friend has autism. Amanda Doering Tourville, 2010. (805.1 T733m 2010 ECI)

Selected eBooks

The activity kit for babies and toddlers at risk: How to use everyday routines to build social and communication skills. Deborah Fein, 2016. Fein presents more than 100 games and activities designed to support development in children from birth to age 3. A child's daily routines are transformed into learning opportunities that promote crucial abilities, like how to imitate others or use simple hand gestures for wants and needs.

The complete guide to becoming an autism friendly professional: Working with individuals, groups, and organizations. Robert Jason Grant, 2022.

This book empowers the everyday professional to a better understanding and skill in working with, interacting with, serving, and teaching children and adults who have autism spectrum disorder (ASD). After a thorough explanation of ASD and how it affects children, adults, families, and communities, this guide describes the autism friendly training program and gives the reader insight into what it means to become autism friendly and to be an autism friendly training presenter.

The early identification of autism spectrum disorders: A visual guide.

Patricia O'Brien Towle, 2013.

This book provides a systematic framework for understanding the complex nature of ASD. From social interaction to communication to repetition, each chapter focuses on a different area of development and uses photographs to illustrate and enhance understanding of behaviors. A final chapter touches on options for seeking treatment after diagnosis.

The essential guide to Asperger's syndrome. Eileen Bailey, 2012.

This book contains practical advice for dealing with many of the common situations that often confront those with Asperger syndrome and their parents. Through the practical tips in this book, parents will learn how to turn potentially stressful situations into calm, manageable moments.

Handbook of autism and pervasive developmental disorders, 4th ed.

Rhea Paul, Kevin Pelphrey, and Fred Volkmar, 2014.

This handbook includes comprehensive information on diagnosis, development, neurobiology, and behavior of children with autism or pervasive developmental disorders as well as assessment, interventions, and policy.

How everyone on the autism spectrum, young and old, can become resilient, be more optimistic, enjoy humor, be kind, and increase self- efficacy: A positive psychology approach. June Groden, 2012.

Parents learn how to bolster resilience, optimism, humor, kindness, and self- efficacy in their children with autism by using lesson plans tailored to increase these positive character traits.

Kids in the syndrome mix of ADHD, LD, autism spectrum, Tourette's, anxiety, and more! 2nd ed. Martin Kutscher and Anthony Attwood, 2014.

The book incorporates DSM-5 changes as well as other developments. The all-in-one guide covers the whole range of often co-existing neuro-behavioral disorders in children from attention deficit hyperactivity disorder (ADHD), obsessive-compulsive disorder, and anxiety to autism spectrum disorders, nonverbal learning disabilities, and disorders of executive dysfunction. The chapter on autism by Tony Attwood explains diagnostic criteria and the term Asperger syndrome.

Letters to the home front: Positive thoughts and ideas for parents bringing up children with developmental disabilities, particularly those with an autism spectrum disorder. John Clements, 2013.

This book provides support for parents dealing with the everyday realities of bringing up children with developmental disabilities, especially autism. With contributions from young people on the autism spectrum and family case studies, the book confirms the importance of the parents' role in the lives of their children. Designed as a collaborative companion that grows as the parenting journey continues, it deals with some of the topics that often arise in the parenting process such as making important decisions on behalf of the child and dealing with behavioral difficulties.

A practical guide to mental health problems in children with autistic spectrum disorder: It's not just their autism! Kalid Karim, Alvina Ali, and Michelle O'Reilly, 2014.

Exploring the relationship between ASD and mental health difficulties, this book offers practical guidance to help parents and professionals recognize and handle co-morbid conditions and dispels the myth that they are just a part of autism. The authors cover a wide range of common mental health problems experienced by children with ASD, including obsessive compulsive disorder (OCD), anxiety, ADHD, eating disorders, psychosis, stress, tics, and depression, and illustrate these issues with case studies.

A sourcebook for sensorimotor learning: Simple low-cost games and activities for young children including those with autism, ADHD, sensory processing disorder, and other learning differences.

Lisa A. Kurtz, 2014.

This practical sourcebook is packed full of fun, low-cost games and activities that encourage the development of motor skills, coordination, and sensory tolerance in young children. Using common materials, these games and activities are appropriate for all children, including those with autism, ADHD, sensory processing disorder, and other learning challenges. It includes clear descriptions of how to carry out each activity, helpful illustrations, and ways to adapt activities according to the child's individual needs.

Teach me with pictures: 40 fun picture scripts to develop play and communication skills in children on the autism spectrum.

Ruth Harris, Linda Hodgdon, and Simone Griffin, 2013.

This book provides fun and practical ideas to help motivate and extend communication and play skills in children with autism. It describes how picture scripts can help facilitate play and learning and provides 40 scripts across a range of different activities such as drawing, cooking, using construction toys, imaginative play, arts and crafts, and social games. Tasks are presented in small manageable step-by-step picture sequences

and support a range of skills including following instructions, increasing independence, comprehension, storytelling, and choice-making.

Selected Websites

Autism Navigator is a unique collection of web-based tools and courses using extensive video footage to bring autism resources to families and professionals. It was created by faculty and staff in the Autism Institute at the Florida State University (FSU) College of Medicine. The early signs of autism are easy to miss. No need to wait and see. Learn more about the research projects in the FSU Autism Institute that contributed to the content of Autism Navigator - the FIRST WORDS® Project and the Early Social Interaction Project (ESI). For more information, go to autismnavigator.com

Autism Science Foundation supports autism research by providing funding and other assistance to scientists and organizations conducting, facilitating, publicizing, and disseminating autism research. The organization also provides information about autism to the general public and serves to increase awareness of autism spectrum disorders and the needs of individuals and families affected by autism. For more information, go to autismsciencefoundation.org.

Autism Society of America promotes access and opportunity for all individuals within the autism spectrum through advocacy and education. It includes many resources for persons with autism and their families and provides links to other organizations. For more information, go to autismsociety.org.

Autism Speaks is an organization dedicated to funding global biomedical research into the causes, prevention, and treatments for autism; to raising public awareness about autism and its effects on individuals, families, and society; and to bringing hope to all who deal with the hardships of this disorder. For more information, go to autismspeaks.org

Centers for Disease Control (CDC) Autism Spectrum Disorder includes information on autism, as well as activities related to autism by the CDC and other federal and state agencies. It also includes resources for families and researchers. For more information, go to cdc.gov/ncbddd/autism/index.html

Mayo Clinic provides a summary of information on autism spectrum disorders including causes, risk factors, alternative medicine, coping, and support. For more information, go to mayoclinic.org/diseases-conditions/autism-spectrum-disorder/diagnosis-treatment/drc-20352934.

MedlinePlus provides a collection of full-text links on autism spectrum disorders from reliable sources compiled by the National Library of Medicine. For more information, go to medlineplus.gov/autismspectrumdisorder.html.

National Institute of Environmental Health Sciences Autism links to many studies that the institute is conducting to determine environmental influences that may be related to autism. For more information, go to niehs.nih.gov/health/topics/conditions/autism/.

National Institute of Mental Health Autism has an autism spectrum disorders informational webpage that is intended to help parents understand what autism spectrum disorder is, recognize common signs and symptoms, and find the resources they need. For more information, go to nimh.nih.gov/health/topics/autism-spectrum-disorders-asd.

Sesame Street in Communities: Autism. This website provides parents and caregivers online autism resources and videos, activities, information on a Sesame Street and Autism app and Autism on iTunes. For more information, go to sesamestreetincommunities.org/topics/autism/.

Texas Autism Virtual Conference is an annual event sponsored by the Texas Education Agency and the Texas Statewide Leadership for Autism Training. The conference goal is to promote increased awareness and understanding of evidence-based practices, interventions, standards, and services in the area of autism. It provides professional development and networking opportunities for families, students, educators, and professionals. For more information, go to www.txautism.net/conference.

Useful Library Information

[HHSC ECI Website](#)
[ECI Library Matters](#)

[Library Website](#)
[Library Catalog](#)

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