



## Autism Resources (updated)

This issue features updated library resources on Autism Resources. 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](http://www.texashealthlibrary.com).

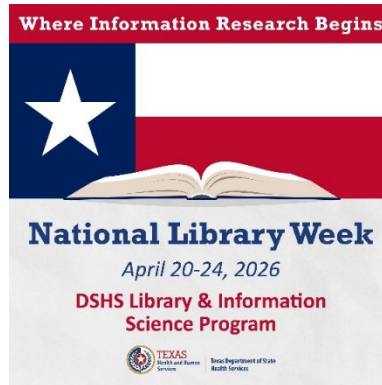
Library materials may be borrowed upon request. Electronic library materials may be accessed on any device with internet access.

Please email any ECI library requests or questions to [avlibrary@dshs.texas.gov](mailto:avlibrary@dshs.texas.gov).

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## National Library Week 2026



In honor of National Library Week 2026 (April 20-24, 2026), the DSHS Library and Information Science program will host four fun and informative webinars. Click on the links below to register.

Monday, April 20 @ 2-3 p.m. - [DSHS IRB: What It Is & How It Works](#)  
Precious Ohemeng, DSHS IRB Administrator

Designed to provide core information about the Texas DSHS Institutional Review Board (IRB) and its processes, this webinar will describe the responsibility, purpose, and composition of the Texas DSHS IRB, examine the three functions of the Texas DSHS IRB, review each step in the Texas DSHS IRB process, and provide an overview of DSHS IRB policies.

Wednesday, April 22, 10-11 a.m. - [Grant Readiness: Moving Beyond Eligibility to Capacity](#)

Betsy Cox, DSHS Grant Development Center Coordinator

Are you constantly pursuing grant opportunities but not seeing results? Set your organization up for lasting success with a smart, funder-focused grants approach. This workshop welcomes government agencies and nonprofits who are new or looking to sharpen their grant skills.

Thursday, April 23, 10-11 a.m. - [Achieve Your Potential: Career & Workforce Resources at the DSHS Library](#)

Anne Tarpey, MSIS, Senior Medical & Research Librarian

The DSHS Library & Information Science program offers many resources to assist HHS employees with career growth and workforce advancement. Anne Tarpey, Senior Medical & Research Librarian, will discuss the resources freely available to HHS employees to help them achieve their career goals.

Friday, April 24, 10-11 a.m. - [Power Up Your Team Huddles: Micro Learns That Stick in 5 Minutes or Less](#)

Katy Glazebrook, MS, CHES, CWP, CTCM, Workforce Development Training Specialist

Team huddles are prime real estate for quick, high impact learning—if used well. This session demonstrates how microlearning can be used effectively in team huddles, highlighting common formats, a simple design model, and lightweight ways to measure impact—without adding prep burden.

Visit the [library webpage](#) for more National Library Week information.

### Selected Journal Abstracts

Table of contents from current ECI journals are listed below. To receive articles listed in the table of contents, email [avlibrary@dshs.texas.gov](mailto:avlibrary@dshs.texas.gov). Please include article title, journal title, volume, issue, and date listed in the table of contents. A full-text copy of the article will be emailed to you.

**Aligning intervention for autistic beginning communicators with language development milestones using NDBIs.** Ousley, C.L., Gevarter, C. & D’Agostino, S.R. (2024). *Young Exceptional Children*, 27(4), 224-237. <https://doi.org/10.1177/10962506241300168>

Antonio is a 3-year-old who was recently diagnosed with autism. He attends preschool for 4 half-days a week and enjoys dinosaurs, vehicles, and the classroom sensory table. Antonio has recently started speaking and can say around 20 words in English and Spanish of items that he will request by name (e.g., ball). When requesting items that are not within his vocal repertoire, he uses the sign for MORE. His teacher, Mrs. Beck, met with Antonio’s parents to discuss his language learning targets. The parents would like Antonio to expand his vocal repertoire to include (a) other parts of speech beyond nouns (e.g., verbs, adjectives) and (b) additional pragmatic functions beyond requesting (e.g., rejecting, labeling, gaining attention). While Antonio and his parents are bilingual (i.e., English and Spanish), they would like the school-based intervention to focus on English words.

**Supporting family capacity-building: Initial effects for providers, parents and toddlers with autism.** Schertz, H.H., Odom, S.L., Zook, L., Baggett, K.M., Horn, K., Liu, X. & Swaminathan, H. (2025). *Topics in Early Childhood Special Education*. <https://doi.org/10.1177/02711214251331144>

This article describes a pilot study in which community-based professionals were supported in forging partnerships with families to address early social

communication as signs of autism first emerge in toddlers. We examined the preliminary effects of supporting 12 community-based early intervention providers to facilitate capacity-building for families of toddlers with early signs of autism within typical 1-hr weekly home-based intervention sessions. Providers were guided to apply mediated learning practices to facilitate parent conceptual learning related to mediating their toddlers' active engagement in preverbal social learning. We used a single-case design to analyze independent observational coding of video and audio-recorded data. Results demonstrated that, overall, providers adapted their practices to facilitate parent learning, parents learned to apply mediated learning practices to promote toddlers' social communication, and toddlers achieved targeted social communication outcomes. Post-intervention surveys of providers and parents supported the intervention's usability, acceptability, and feasibility. Early intervention practitioners are tasked with supporting learning for families of very young children with emerging signs of autism. This learning requires consideration of how the core autism challenge, social communication, affects early child development and the parent-child relationship and how to address it.

## Selected Journal Table of Contents

**Infant Mental Health Journal.** Volume 47, Issue 2; March 2026. e70076.  
<https://doi.org/10.1002/imhj.70076>

Trauma-informed care in early intervention: Providers' barriers, boundaries, and needs. e70075. Williams, C.S., Chudzik, M. & Holden, E.E.

Phenomenological research in the field of Infant Mental Health and Early Childhood (IECMH)-A mapping review. e70073. Sorsa, M., Bente Dahl, B. & Røseth, I.

Infant and early childhood mental health Endorsement: Participant reports and perceptions. e70056. Tomlin, A., McCormick, A.N., Martin, A.M., Battles, A., Moberg, L., Gutierrez-Albrecht, J., Pariborzi, N., McGinn, A., Brown, S., Longtin, K. & Morelen, D.

Household instability and self-regulation in Head Start children: The mediating and moderating roles of bedtime routines. e70071. Zhang, Y., Pudasainee-Kapri, S., Razza, R.A. & Madre, N.

Family socioeconomic status and problem behaviors among Chinese migrant preschool children: The serial mediating roles of mindful parenting and resilience. e70053. Huang, H. & Wang, X.

Birth experience partially mediates link between prenatal mental health

symptoms and postpartum bonding. e70074. Barnes, E.D., Brown, H.L., Elansary, M., Vogt, D., Kulkarni, V. & Nilni, Y.I.

Examining associations between Adult Attachment Interview responses and multiple indicators of parental mentalizing. e70072. Parkin, N., Bird, A., Henderson, A.M.E., Risi, A. & Pickard, J.A.

**Topics in Early Childhood Special Education.** Volume 45, Issue 4; February 2026.

Future Topics. p. 251.

Advances in measuring the intersection of talk and contextual features on the early childhood playground. p. 252-263. Irvin, D.W., Rous, B., Luo, Y., Lane, J., Hadley, E.B., Rojas, J., Irvin, A. & Bergstrom, H.

Disrupting inequitable family-professional decision-making in EC/ECSE: alternate possibilities through the humanist frame. p. 264-275. Hancock, C.L. & Morgan, C.W.

Overview of reviews of peer-mediated interventions for young children with disabilities. p. 276-290. Reichow, B. & Song, J.

Enhancing early intervention for caregivers of autistic children with online reciprocal imitation training learning modules. p. 291-304. Higgins, J.P., Kaczmarek, L.A. & King, S.A.

Understanding parent perspectives of preemptive intervention for toddler siblings of autistic children. p. 305-316. Hampton, L.H., Rodriguez, E.M., Garza, A. & Potter, S.E.

Conference Calendar. p. 317.

Author Guidance. p. 318.

## Continuing Professional Education Resources (CPEs)

**Autism parent handbook: Start with the end goal in mind.**

Raun Melmed, 2021. CPE=4.25 (WS 350.8 P4 M527 2021 ECI)

**Autism spectrum disorders sourcebook**, 5<sup>th</sup> ed. eBook. James Chambers, 2022. CPE=12.5

**Autistic logistics: A parent's guide to tackling bedtime, toilet training, tantrums, hitting, and other everyday challenges.** Kate Wilde, 2015. CPE=6.0 (WS 350.8 P4 W671 2015 ECI)

**Coming home to autism: A room-by-room approach to supporting your child at home after ASD diagnosis.** Tara Leniston, 2018. CPE=5.0 (WS 350.8 P4 L566 2018 ECI) This title is also available in eBook format.

**The complete guide to becoming an autism friendly professional: Working with individuals, groups, and organizations.** eBook. Robert Jason Grant, 2022. CPE=6.0

**Developing differently: A guide for parents of young children with global developmental delay, intellectual disability, or autism.** Joshua Muggleton, 2022. CPE=5.75 (WS 107.5 M951 2022 ECI) This title is also available in eBook format.

**Sleep better! A guide to improving sleep for children with special needs.** Vincent Mark Durand, 2014. CPE=7.0 (WM 188 D948 2013 ECI)

### Selected Children Books

**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)

### New Audiovisual

**A life unbound.** [Streaming](#) or DVD. 53 min. 2020. (DV1488)  
Whether it is autism, cerebral palsy, stroke, or dementia, cutting edge neuroscience is beginning to change what is possible when it comes to recovery and prevention. The world's top neuroscientists explore brain plasticity strategies and the role these strategies can play in revolutionizing human experience.

### New Books

**What really works for children with autism.** Peter Vermeulen, 2024.

CPE=3.0 (WS 350.8 P4 V524 2024 ECI)

This book aims to be a guide for anyone who has a child with autism, as well as for educators and caregivers. Many difficulties for these children arise due to a lack of knowledge about exactly what autism is and what its consequences are. When you get to know the specific characteristics, abilities, challenges and needs of a child with autism better, you will see their behavior in a different light. Knowing how their brain works and what their real needs are will give you a deeper understanding of why things can be difficult for them and you.

**Parent training for autism spectrum disorder: Improving the quality of life for children and their families.** Cynthia R. Johnson, 2019.

(RJ506 .A9P286 2019 ECI)

This book presents parent training as a unique approach that is accessible and one of the most promising methods for promoting long-term behavioral improvements in children with ASD. Backed by decades of research, parent training is a psychotherapeutic technique in which clinicians team parents effective parenting skills and behaviors, so that parents are the main drivers of change for their children. This clinical guide shows practitioners how to apply this approach with caregivers of children with ASD. Learn strategies for implementing various assessment and intervention techniques and for maintaining parental engagement throughout treatment. This title is also available in eBook format.

### [New eBook](#)

**Developing early verbal skills through music: Using rhythm, movement and song with children and young people with additional or complex needs.** eBook. Tracy Jeffery, 2023. CPE=6.75

Drawing on current research about the connections between music and speech, this book explains how and why musical activities can be used to support the mechanisms and processes needed for speech. It contains guidance on the physiological, neurological, and learning differences children face when trying to make sense of speech, including hypermobility, autism spectrum conditions, Down syndrome, auditory processing differences and motor timing difficulties. It provides an in-depth evaluation into how you can enhance your practice. Discover evidence-based and easy-to-use activities such as how to use whistles for breathing, drums to support the ability to 'hear' or produce speech sounds, and how to use songs to support speech.

## Selected Audiovisuals

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

**Autism spectrum disorders and stuttering.** DVD. 120 min. 2012. (DD0648)

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

**Oops, wrong planet: Understanding Asperger's syndrome.** DVD. 55 min. 2008. (DD0403)

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

## Selected eBooks

**Autism spectrum disorder: What every parent needs to know,** 2<sup>nd</sup> ed. Alan Rosenblatt, 2019.

This accessible and authoritative guide helps parents understand how autism spectrum disorder is defined and diagnosed and offers an overview of the most current behavioral and developmental therapies for children with autism spectrum disorder (ASD). Topics include symptoms, accessing care, services in the community, and the role of complementary and alternative medicine. Parents will also find inspirational and relatable stories from other caretakers, helping them feel less alone.

**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.

**Pediatric collections: Autism spectrum disorder.** 2020.

Pediatric Collections offers what you need to know - original, focused research in a snapshot approach. Over the last 15 years abundant progress has been made in the awareness of and research about autism spectrum disorder (ASD). New information has come to light on the identification of ASD, the importance of early intervention, and disparities in treatment of children with

ASD. Advances in genetics and genomics have confidently associated more than 100 genes and genomic regions with ASD.

**Sincerely, your autistic child: What people on the autism spectrum wish their parents knew about growing up, acceptance, and identity.** 2021.

This book represents a resource for parents written by people with autism. It tackles the everyday joys and challenges of growing up with autism while honestly addressing the emotional needs, sensitivity, and vibrancy of these kids, youth, and young adults. Contributors reflect on what they have learned while growing up on the autism spectrum and how parents can avoid common mistakes and overcome challenges while raising their child.

### Selected Websites

**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.

**Health and Human Services-Autism Information** provides a collection of information on featured topics including signs and early detection; screening and diagnosis; treatment; causes and prevalence; as well as research and data.

**MedlinePlus** provides a collection of full-text links on **autism spectrum disorders** from reliable sources compiled by the National Library of Medicine.

**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.

**National Institute of Mental Health** 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.

### Useful Library Information

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

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

Texas Department of State Health Services ECI Library Services

Email: [avlibrary@dshs.texas.gov](mailto:avlibrary@dshs.texas.gov)

Phone: 512-776-7260 | Toll-free: 1-888-963-7111 ext. 7260

Fax: 512-776-7474

Hours: Monday-Friday, 7:30 a.m.-5 p.m.

Address: 1100 W. 49th St., Moreton Building, 6<sup>th</sup> Floor, Room M-652, Austin, TX 78756

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