



Binoculars, Teachers and Thermostats: *Increasing the Academic Performance of Students with High Functioning Autism*

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This presentation provides educators with an overview of how to improve the reading and writing performance of students with high functioning autism through the use of explicit instruction in self-regulation skills and academic strategies. The materials listed below provide detailed information about the strategies discussed in this presentation.

Resources

Books

Agran, M., King-Sears, M., Wehmeyer, M. & Copeland, S. (2003). *Student Directed Learning*. Baltimore: Brookes Publishing.

Harris, K., Graham, S., Mason, L. & Friedlander, B. (2008). *Powerful Writing Strategies for All Students*. Baltimore: Brookes Publishing.

Mason, L., Reid, R., & Haganan, J. (2012). *Building Comprehension in Adolescents: Powerful Strategies for Improving Reading and Writing in Content Areas*. Baltimore: Brookes Publishing.

Perner, D. and Delano, M.E. (2013). *A Guide to Teaching Students with Autism Spectrum Disorders*. Arlington, VA: CEC-DADD.

Zimmerman, B., Bonner, S. & Kovach, R. (2009). *Developing Self-Regulated Learners: Beyond Achievement to Self-Efficacy*

Journal Articles

Delano, M. E. (2007). Improving the written language performance of adolescents with Asperger Syndrome. *Journal of Applied Behavior Analysis*, 40, 345-351.

Delano, M. E. (2007). The use of strategy instruction to improve the written responses of a student with Asperger Syndrome. *Focus on Autism and Other Developmental Disabilities*, 22, 252-258.

Pennington, R. (2010). Exploring new waters: Writing instruction for students with autism. *Beyond Behavior*, 19(1), 17-25

Pennington, R. & Delano, M. E. (2012). Writing instruction for students with autism spectrum disorders: A review of the literature. *Focus on Autism and Other Developmental Disabilities*, 27, 158-167.

