## 7182EDN



Banerjee, R., and E. Horn. 2013. 'Supporting Classroom Transitions Between Daily Routines: Strategies and Tips'. Young Exceptional Children 16 (2): 3–14. https://doi.org/10.1177/1096250612446853.

Beamish, W., D. Meadows, and M. Davies. 2012. 'Benchmarking Teacher Practice in Queensland Transition Programs for Youth With Intellectual Disability and Autism'. The Journal of Special Education 45 (4): 227–41. https://doi.org/10.1177/0022466910366602. Berkell Zager, Dianne, Michael L. Wehmeyer, and Richard L. Simpson. 2012. Educating Students with Autism Spectrum Disorders: Research-Based Principles and Practices. Electronic resource. New York: Routledge.

http://libraryproxy.griffith.edu.au/login?url=https://ebookcentral.proquest.com/lib/griffith/detail.action?docID=728252.

Branson, Diane M, and Ann Bingham. 2009. 'Using Interagency Collaboration to Support Family-Centered Transition Practices'. Young Exceptional Children 12 (3): 15–31. https://doi.org/10.1177/1096250609332306.

Buron, Kari Dunn, Pamela J. Wolfberg, and Carol Gray. 2008. Learners on the Autism Spectrum: Preparing Highly Qualified Educators. 1st ed. Shawnee Mission, Kan: Autism Asperger Pub. Co.

Cihak, David F. 2011. 'Comparing Pictorial and Video Modeling Activity Schedules during Transitions for Students with Autism Spectrum Disorders'. Research in Autism Spectrum Disorders 5 (1): 433–41. https://doi.org/10.1016/j.rasd.2010.06.006.

Dettmer, Sarah, Richard L. Simpson, Brenda Smith Myles, and Jennifer B. Ganz. 2000. 'The Use of Visual Supports to Facilitate Transitions of Students with Autism'. Focus on Autism and Other Developmental Disabilities 15 (3): 163–69.

http://libraryproxy.griffith.edu.au/login?url=http://search.proquest.com/docview/20505356 0/fulltext?accountid=14543.

Dillon, G. V., and J. D. M. Underwood. 2012. 'Parental Perspectives of Students With Autism Spectrum Disorders Transitioning From Primary to Secondary School in the United Kingdom'. Focus on Autism and Other Developmental Disabilities 27 (2): 111–21. https://doi.org/10.1177/1088357612441827.

Dockett, Sue, Bob Perry, and Emma Kearney. 2012. 'Family Transitions as Children Start School'. Family Matters: Newsletter of the Australian Institute of Family Studies, no. 90: 57–67.

http://libraryproxy.griffith.edu.au/login?url=https://search.informit.com.au/documentSummary;dn=789878526345705;res=IELFSC.

Gabriels, Robin L., Dina E. Hill, and ebrary, Inc. 2007. Growing up with Autism: Working with School-Age Children and Adolescents. New York: Guilford Press. http://libraryproxy.griffith.edu.au/login?url=http://site.ebrary.com/lib/griffith/Top?id=10201035.

Hagner, D., A. Kurtz, H. Cloutier, C. Arakelian, D. L. Brucker, and J. May. 2012. 'Outcomes of a Family-Centered Transition Process for Students With Autism Spectrum Disorders'. Focus on Autism and Other Developmental Disabilities 27 (1): 42–50. https://doi.org/10.1177/1088357611430841.

Hall, Laura J. 2012. Autism Spectrum Disorders: From Theory to Practice. 2nd ed. Boston: Pearson.

Held, Mary F., Colleen A. Thoma, and Karen Thomas. 151AD. 'Focus on Autism and Other Developmental Disabilities'. Focus on Autism and Other Developmental Disabilities 19 (3): 177–88.

http://libraryproxy.griffith.edu.au/login?url=http://search.proquest.com/docview/205062020/37E3C85E56E24089PQ/7?accountid=14543.

Hemmeter, Mary Louise, Michaelene M. Ostrosky, Kathleen M Artman, and Kiersten A Kinder. 2008. 'Moving Right Along . . .: Planning Transitions to Prevent Challenging Behavior'. YC Young Children 63 (3): 18–25.

http://libraryproxy.griffith.edu.au/login?url=http://www.jstor.org/stable/42730994?seq=1#page\_scan\_tab\_contents.

Hetherington, S. A., L. Durant-Jones, K. Johnson, K. Nolan, E. Smith, S. Taylor-Brown, and J. Tuttle. 2010. 'The Lived Experiences of Adolescents with Disabilities and Their Parents in Transition Planning'. Focus on Autism and Other Developmental Disabilities 25 (3): 163–72. https://doi.org/10.1177/1088357610373760.

Hewitt, Lynne E. n.d. 'Perspectives on Support Needs of Individuals With Autism Spectrum Disorders: Transition to College'. Topics in Language Disorders 31 (3): 273–85. http://libraryproxy.griffith.edu.au/login?url=http://ovidsp.ovid.com/ovidweb.cgi?T=JS& CSC=Y&NEWS=N&PAGE=fulltext&AN=00011363-201107000-00008& LSLINK=80&D=ovft.

Keane, Elaine, Fiona Jane Aldridge, Debra Costley, and Trevor Clark. 2012. 'Students with Autism in Regular Classes: A Long-Term Follow-up Study of a Satellite Class Transition Model'. International Journal of Inclusive Education 16 (10): 1001–17. https://doi.org/10.1080/13603116.2010.538865.

Lacava, P. G. 2005. 'Facilitate Transitions'. Intervention in School and Clinic 41 (1): 46–48. https://doi.org/10.1177/10534512050410011201.

Lawson, W. 1998. 'My Life as an Exchange Student with Asperger Syndrome on an Exchange Programme from Monash University, Australia to the University of Bradford, England'. Autism 2 (3): 290–95. https://doi.org/10.1177/1362361398023007.

McIntosh, Kent. 2004. 'Teaching Transitions: Techniques for Promoting Success Between Lessons'. Teaching Exceptional Children 37 (1): 32–38. http://libraryproxy.griffith.edu.au/login?url=http://search.proguest.com/docview/20116857

6?accountid=14543.

Milley, Allison, and Wendy Machalicek. 2012. 'Decreasing Students' Reliance on Adults: A Strategic Guide for Teachers of Students With Autism Spectrum Disorders'. Intervention in School and Clinic 48 (2): 67–75. https://doi.org/10.1177/1053451212449739.

Quintero, Nicole, and Laura Lee Mcintyre. 2011. 'Kindergarten Transition Preparation: A Comparison of Teacher and Parent Practices for Children with Autism and Other Developmental Disabilities'. Early Childhood Education Journal 38 (6): 411–20. http://libraryproxy.griffith.edu.au/login?url=https://search.proquest.com/docview/853332677/C64087230F934F99PQ/3?accountid=14543.

Roberts, K. D. 2010. 'Topic Areas to Consider When Planning Transition From High School to Postsecondary Education for Students With Autism Spectrum Disorders'. Focus on Autism and Other Developmental Disabilities 25 (3): 158–62. https://doi.org/10.1177/1088357610371476.

Smith, Leann E, and Kristy A Anderson. 2014. 'The Roles and Needs of Families of Adolescents With ASD'. Remedial and Special Education 35 (2): 114–22. https://doi.org/10.1177/0741932513514616.

Smith, Tristram, Deborah Reich, and Ebooks Corporation. 2012. Making Inclusion Work for Students with Autism Spectrum Disorders: An Evidence-Based Guide. New York: Guilford Press.

http://libraryproxy.griffith.edu.au/login?url=http://www.griffith.eblib.com.AU/EBLWeb/patro n/?target=patron&extendedid=P 793713 0.

Sterling-Turner, Heather E., and Sara S. Jordan. 2007. 'Interventions Addressing Transition Difficulties for Individuals with Autism'. Psychology in the Schools 44 (7): 681–90. https://doi.org/10.1002/pits.20257.

Taylor, Julie Lounds, and Marsha Mailick Seltzer. 151AD. 'Employment and Post-Secondary Educational Activities for Young Adults with Autism Disorders during the Transition to Adulthood'. Journal of Autism and Developmental Disorders 41 (5): 566–74. http://libraryproxy.griffith.edu.au/login?url=https://search.proquest.com/docview/8618023 48/fulltextPDF?accountid=14543.

Test, David W, Leann E Smith, and Erik W Carter. 2014. 'Equipping Youth With Autism Spectrum Disorders for Adulthood: Promoting Rigor, Relevance, and Relationships'. Remedial and Special Education 35 (2): 80–90. https://doi.org/10.1177/0741932513514857.

Thiemann-Bourque, Kathy. 2010. 'Navigating the Transition to Middle School: Peer Network Programming for Students With Autism'. ASHA Leader 15 (5): 12–15. http://libraryproxy.griffith.edu.au/login?url=https://search.proquest.com/docview/2180953 27/3C1CEC6DB0DD40B3PQ/14?accountid=14543.

Wildenger, Leah K., Laura Lee McIntyre, Barbara H. Fiese, and Tanya L. Eckert. 2008. 'Children's Daily Routines during Kindergarten Transition'. Early Childhood Education Journal 36 (1): 69–74. https://doi.org/10.1007/s10643-008-0255-2.

Zager, D., and C. S. Alpern. 2010. 'College-Based Inclusion Programming for Transition-Age Students With Autism'. Focus on Autism and Other Developmental Disabilities 25 (3): 151–57. https://doi.org/10.1177/1088357610371331.