

References

- Buron, K. D. (2007) *A 5 Is against the Law! Social Boundaries: Straight Up! An honest guide for teens and young adults*. Shawnee Mission, KS: Autism Asperger Publishing Company.
- Buron, K. D. & Curtis, M. (2012). *The Incredible 5 Point Scale, Second Edition*. Shawnee Mission, KS: Autism Asperger Publishing Company.
- Crooke, P. J., Hendrix, R. E., & Rachman, J. Y. (2008). Brief report: Measuring the effectiveness of teaching social thinking to children with asperger syndrome (AS) and high functioning autism (HFA). *Journal of Autism and Developmental Disorders*, 38(3), 581-591.
- Jensen, A. (2011). *I Get It: Building Social Thinking and Reading Comprehension Through Book Chats*. San Jose, CA: Think Social Publications.
- Koning, C., Magill-Evans, J., Volden, J., & Dick, B. (2008). Efficacy of cognitive behavior therapy-based social skills intervention for school-aged boys with autism spectrum disorders. *Research in Autism Spectrum Disorders*, 7(10), 1282-1290.
- Kuypers, L.M. (2008). *The Zones of Regulation: A curriculum designed to foster self-regulation in students with neurobiological impairment*. San Jose, CA: Think Social Publications.
- Law, B. M. (2014). Beyond MeMind blindness, or difficulty seeing another person's perspective, underpins much of the social difficulty of autism interventions that

open children's eyes to others' points of view show promise for improving their social functioning. *The ASHA Leader*, 19(4), 40-47.

Lopata, C., Thomeer, M. L., Volker, M. A., & Nida, R. E. (2006). Effectiveness of a cognitive-behavioral treatment on the social behaviors of children with Asperger disorder. *Focus on Autism and Other Developmental Disabilities*, 21(4), 237-244.

Madrigal, S., Winner, M. G., & Knopp, K. (2008). *Superflex: A superhero social thinking curriculum*. San Jose, CA: Think Social Publications.

Moreau, M. R. and Fidrych, H. (2008). *The Story Grammar Marker*. Springfield: MindWing Concepts.

Myles, B. S., Trautman, M. L., & Schelvan, R. L. (2004). *The hidden curriculum: Practical solutions for understanding unstated rules in social situations*. Shawnee Mission, KS: Autism Asperger Publishing Company.

Tierney, C. D., Kurtz, M., Panchik, A., & Pitterle, K. (2014). "Look at me when I am talking to you": Evidence and assessment of social pragmatics interventions for children with autism and social communication disorders. *Current Opinion in Pediatrics*, 26(2), 259-264.

Winner, M. G., & Crooke, P. (2008). *You are a social detective!* San Jose, CA: Think Social Publications.

Winner, M. G., & Crooke, P. J. (2011). Social communication strategies for adolescents with autism. *ASHA Leader*, 16(1), 8-11.

Winner, M. G. (2005). *Think social!: A social thinking curriculum for school-age students*. San Jose, CA: Think Social Publications.

Winner, M. G. (2002). Assessment of social skills for students with Asperger syndrome and high-functioning autism. *Assessment for Effective Intervention*, 27(1-2), 73-80.

Winner, M. G. (2002) *Inside Out: What makes a person with social Cognitive deficits tick*. San Jose, CA: Think Social Publications.

Winner, M.G. (2007). *Thinking About You Thinking About Me*. San Jose, CA: Think Social Publications.

Winner, M. G., (2003). Asperger syndrome across the home and school day. *ASHA Leader*, 8(17), 4-7.

Winner, M. G., (2005). *Think social!: A social thinking curriculum for school-age students*. San Jose, CA: Think Social Publications.

Winner, M. G. (2005). *Worksheets for teaching social thinking and related skills*. San Jose, CA: Think Social Publications.

Winner, M. G. (2007). Homework and beyond!! teaching organizational skills to individuals with ASD. *Autism Asperger's Digest*, 40-45.

Winner, M.G. (2008). *A Politically Incorrect Look at Evidence-Based Practices and Teaching Social Skills*. San Jose, CA: Think Social Publications.

- Winner, M. G. (2010). *Sticker Strategies to Encourage Social Thinking and Organization, Second Edition*. San Jose, CA: Think Social Publications.
- Winner, M. G., Bosmeijer, J., & Horras, J. (2007). *Social behavior mapping*. San Jose, CA: Think Social Publications.
- Winner, M. G., & Crooke, P. (2011). *Socially curious, curiously social: A social thinking guidebook for bright teens and young adults*. San Jose, CA: Think Social Publications.
- Winner, M. G., & Crooke, P. (2014). Executive functioning and social pragmatic communication skills: Exploring the threads in our social fabric. *SIG 1 Perspectives on Language Learning and Education, 21(2)*, 42-50.
- Winner, M. G., & Crooke, P. J. (2009). Assessing the social mind in action: The importance of informal dynamic assessments. *Education/therapy, , 12*.
- Winner, M. G., & Crooke, P. J. (2009). Social thinking: A training paradigm for professionals and treatment approach for individuals with social learning/social pragmatic challenges. *SIG 1 Perspectives on Language Learning and Education, 16(2)*, 62-69.
- Winner, M. G., & Crooke, P. J. (2011). Social communication strategies for adolescents with autism. *ASHA Leader, 16(1)*, 8-11.
- Yadlosky, K. R. (2012). *Effects of the Superflex™ Curriculum on the Social Cognition of Primary Students with Attention Deficit Hyperactivity Disorder and Autism Spectrum Disorders*. California State University, Northridge.