

Bibliography of Pertinent Arts & Autism Literature

Art and Autism - General

Arezzini, Lynn. "Music: A Window into the World of Autism." *Journal of the American Suzuki Association*. 40:3. May 1 2012.

A mother's story of engaging with her son through playing music together.

Baron-Cohen et al. "Can Emotion Recognition Be Taught to Children with Autism Spectrum Conditions?" *Philosophical Transactions: Biological Sciences*. 364:1535. 3567-74. Dec 12 2009. Authors studied whether one aspect of "cognitive empathy," the ability to recognize patterns of emotion signaling on human faces, can be taught to children with Autism by creating an entertainment/education DVD series called *Transporters* and showing it to children. Results suggest that improvement is possible, and parents suggested that their children became "more willing to discuss emotions and became more interested in facial expressions."

Berube, Clair T. "Autism and the Artistic Imagination: The Link Between Visual Thinking and Intelligence." *TEACHING Exceptional Children Plus*. 3:5. May 2007.

Focuses on the possibility that people with ASD bring a strength rather than a deficit to art-making, using Gardner's Theory of Multiple Intelligences as framing and Dr Temple Grandin's life as evidence.

Graham, Gordon. "Music and Autism." *Journal of Aesthetic Education*. 35:2. 39-47. 2001.

Challenges the presumption that music is only useful if it assists people with Autism in "personal expression" or emotional communication. "To depersonalize music is not...to rob it of any therapeutic power."

Grandin, Temple. "How Does Visual Thinking Work in the Mind of a Person with Autism? A Personal Account." *Philosophical Transactions: Biological Sciences*. 364: 1522. 1437-42. May 27 2009.

Grandin describes her own brain processes which she suggests are like an internet search engine and notes that "all my thinking is bottom-up instead of top-down. I find lots of little details and put them together to form concepts and theories."

Happe, Francisca and Vital, Pedro. "What Aspects of Autism Predispose to Talent?"

Philosophical Transactions: Biological Sciences. 364:1522. 1369-75. May 27 2009.

Explores different cognitive explanations (such as cortical reorganization, weak central coherence, executive dysfunction, mind-blindness, and exemplar-based memory) to move toward explaining the 1 in 10 people with Autism who seem to have exceptional skill in a particular arena like music or visual art. One useful statement: in ASC "there may be no default bias toward global processing - hence no 'talent-suppressing' top-down influences."

Mullen, Jill. *Drawing Autism*. New York: Mark Batty Publisher, 2012.

Features the artwork of 50 artists with Autism with the aim of showcasing "an array of unique perspectives on how these individuals see the world and their place in it."

Ohio Center for Autism and Low Incidence (2009), *Ohio's Parent Guide to Autism Spectrum Disorders, 2nd Edition, Developed by Ohio parents, for Ohio parents*, Ohio Department of Education. Available at www.ocali.org/up_doc/Ohio_Parent_Guide_to_ASD.pdf.

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Schleien, Stuart J. et al. "Participation of Children with Autism and Nondisabled Peers in a Cooperatively Structured Community Art Program." *Journal of Autism and Developmental Disorders*. 25:4. 1995.

An older study on an experiment in creating an inclusive classroom context in a museum, focused on studying interactions between children with Autism and their neurotypical peers. Conclusions included the helpfulness of preparing neurotypical students to encourage and include their peers with ASD in cooperative behavior.

Simpson, Kate and Keen, Deb. "Music interventions for children with Autism: Narrative review of the literature." *Journal of Autism and Developmental Disorders*. 41:11. 1507-14. 2011.

Focuses on 20 studies that support the use of music to help children with Autism in the areas of communication, social, and behavioral skills.

Tools and strategies for engaging children/young people with Autism in a classroom setting

Adamek, Mary. "Meeting Special Needs in Music Class." *Music Educators Journal*. 87:4. 23-6. January 2001.

Focuses on useful strategies for underprepared/undertrained music educators, including ways to achieve the goals of partial participation, interdependence, normalization, and individuality. Particularly of note is the emphasis on quality instruments or accommodations and the four part "Student Information at a Glance" form which can be a collaboration tool and helps teachers identify strengths, weaknesses, IEP details, and tried-and-true strategies.

Darrow, Alice A. "Adapting for Students with Autism." *General Music Today*. 22. 24-26. January 2009.

Makes suggestions for the music classroom, including predictability and structure, peer modeling, partial participation, visuals, limiting choice to start. Promotes the possibility that children with ASD have special music skill and their aptitude "can be use in the music classroom to highlight their abilities rather than the disability."

Furniss, G. J. "Art Lessons for a Young Artist with Asperger Syndrome." *Art Education*. 62:3. 18-23. May 2009.

Describes a one-on-one interaction with a young artist and engages behavior modification techniques, skill development with materials. Identified benefits include interpersonal and social communication skill increases, alongside an exhibition of his work.

Furniss, G.J. "Practical considerations for teaching artists with Autism." *Schoolarts: The Art Education Magazine for Teachers*. 106:9, 6. 2007.

Emphasizes the importance of individual engagement and the value of referencing people with previous experience with an individual. References Temple Grandin's book *Thinking in Pictures* to argue for the importance of routines like sitting in the same seat and to bring forward the possibility that people on the spectrum may be more likely to choose objects as subject matter.

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Greher, Gena R. et al. "SoundScape: An Interdisciplinary Music Intervention for Adolescents and Young Adults on the Autism Spectrum." *International Journal of Education and the Arts*. 11:9. August 2010.

Outlines data collected from a pilot community-based outreach program that brought together young adults with ASD and university departments of psychology and music, and aimed at developing generalizable strategies for working with people in groups outside the confines of a school.

Hammel, Alice. "Inclusion Strategies that Work." *Music Educators Journal*. 90:5. 33-7. May 2004.

Focuses on preparation strategies for music teachers that involve collaboration with students, their peers, and special education faculty that will allow students with disabilities to participate in the "least restrictive environment" possible. Especially of note is a list of possible adaptations.

Hourigan, Ryan and Hourigan, Amy. "Teaching Music to Children with Autism: Understandings and Perspectives." *Music Educators Journal*. 96:1. 40-5. September 2009.

Particular attention is paid here to helping children with Autism manage the stresses of transition, the loud room, and other environmental factors that might trigger them. Useful model provided of the "Picture Exchange Communication System" to manage transitions.

Levett Gerber, Beverly and Kellman, Julia (eds). *Understanding Students with Autism Through Art*. Reston VA: National Art Education Association. 2010.

A book-length volume that details up-to-date information about the diagnostic criteria, background/preparatory information about Autism, strategies for managing the classroom and collaborating with other educators. Also particularly of note are the "community programs" chapters which focus on experiences outside the classroom (like in museums).

Maclean, Jan. "The Art of Inclusion." *Canadian Review of Art Education: Research and Issues*. 35. 75-98. 2008.

Follows a qualitative analysis of a long-term engagement with a group of special-education secondary-education students including students with ASD called "The Story Project." Claims cognitive benefits for individuals with Autism such as active attending, increasing tolerance for ambiguity, keeping multiple ideas in the air at once, gaining a sense of agency, cultivating empathy, and focusing on symbolic forms; places value not only on including students into mainstream spaces but also "exchanging and sharing unique perspectives and approaches." Art "could offer students who struggle with learning logic and linguistics an alternative form of language."

Reynolds, Mishawn K. *A Complete Guide to Teaching Art to Those with Autism: Understanding the Elements and Principles of Design and Life Skills*. Bloomington, IN: AuthorHouse, 2011.

A resource guide on the basics of Autism, the history of and rationales for engaging people with ASD in art-making, and strategies and lesson plans.

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News, popular media, and human interest

Art of Autism. Website.

A "social entrepreneurship project" focused on promoting artists with Autism and educating people about Autism.

Bronski, Peter. "The Growing Autism Advocacy of Zoe Gross." *Vassar Newsletter*. 108:3, Fall 2012.

Zoe Gross has Autism and runs a blog titled *Illusion of Competence*. This blog entry tells some of her story, including the flow chart she uses to be sure she gets to class each day dressed, clean, and ready for the day.

Delma-Glass, Emmanuelle. "Painting the World with a Rainbow." *The Folk Art Messenger*. 17:2. 4-7. Fall/Winter 2004.

Focuses on the artwork of Jessica Park and on her life story, as she has gone from a young child who didn't speak and who seemed to live in a place her parents called "Nirvana" to a grown woman with a body of artwork.

Diament, Michelle. "In First, Sesame Street Goes Sensory Friendly." *Disability Scoop Blog*. February 6, 2013.

Sesame Street Live "Elmo Makes Music" is the first attempt by the organization to offer performances with sensory-friendly tactics: prepared ushers, adjusted lighting, quiet areas, extra space in seating areas.

Estep, Erica. "Art Therapy Provides Educational Breakthrough for Autistic Students." *6 News Blog*. July 12, 2012.

A group of children with ASD share stories about art-making in the lead-up to an exhibition of their work.

Gaidos, Susan and Wolinsky, Cary. "More Than a Feeling: Emotionally Evocative, Yes, But Music Goes Much Deeper." *Science News*. 178:4. 24-9. August 14, 2010.

Discusses recent research on music's impact on the brain and on how children with Autism process emotion, linking the two by proposing that children with ASD's response to music may give us insight into how their brains operate. "While these kids often have difficulty recognizing how others feel, they readily respond to the sentiments of a song," and "It seems like music acts as a sort of in, or doorway, to the [emotional] recognition system of children with Autism."

Gates, Sara. "Luis Paredes, 11-Year-Old Artist with Autism, Debuts Work at National Art Exhibition." *The Huffington Post*. August 18 2012.

Paredes won a competition sponsored by VSA National to create artwork about "What Inspires You."

Harmon, Amy. "The Autism Wars." *The New York Times*. April 7, 2012.

Discusses challenges of "Autism awareness" and communicating about the spectrum of challenges in the aftermath of CDC prevalence updates.

Rippe, Emily. "Second Annual Art & Autism." *Toledo.com*. August 28 2012.

Describes an event that came about as a collaboration between a hospital and the local art commission, with support from the business community.

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Thorne-Nottingham, Emma. "Kids With Autism Mimic 'More Efficiently.'" *Futurity Blog*. April 8 2013.

Cites new research from the University of Nottingham which finds that children with Autism are less likely to copy unnecessary actions (a social behavior) than neurotypical children when learning a task through modeling.

Music Therapy

American Music Therapy Association. "Autism Spectrum Disorders: Music Therapy Research and Evidence-Based Practice Support." 2010.

Essay that summarizes existing resource and overall serves as a rationale for the value of music experiences for children with Autism and the usefulness of music therapy for engendering non arts-centered outcomes such as increased attention, decreased agitation, decreased self-stimulation, and improved verbal skills.

Autism Resource Foundation. "Treatments for Autism - Music Therapy."

Summarizes arguments for the effectiveness of music therapy as a treatment option, presents a brief summary of research, and connects parents with the American Music Therapy Association.

Kern, Petra and Humpal, Marcia (eds). *Early Childhood Music Therapy and Autism Spectrum Disorders: Developing Potential in Young Children and their Families*. London and Philadelphia: Jessica Kingley Publishers. 2012.

A collection of essays that aim to bring together evidence for the effectiveness of music therapy interventions with young children on the spectrum, alongside strategies for engaging therapists and parents together in treatment. Particularly of note are the chapters that strategize overlaps between other evidence-based therapeutic practices and chapters on collaboration between music therapists and their parents.

Other Therapies, Including Art Therapy, Movement Therapy, and Theatre

American Art Therapy Association. "Autism Toolkit." 2012.

Many links to model art therapy programs, information on art therapy training, and contact databases for art therapists. Focuses on quotes promoting the strength of art experience for children with Autism such as this quote from Dr Laura JJ Dessauer: "The creative process of art-making allows for a child to move into the psychosocial stage of industry vs inferiority. During this period, a child with ASD can use the creative process to enhance competency..."

Emery, Melinda J. "Art Therapy as an Intervention for Autism." *Art Therapy: Journal of the American Art Therapy Association*. 21:3, 143-7. 2004.

Key observations include the criticality of parent involvement and consistent, one-on-one caregiving in identifying effective treatment strategies, the relation between Autism and difficulty with forming schema, and the importance of process. Concludes that nonverbal expression through the arts can help children with Autism develop their sense of self by representing experiences over time.

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Evans, Kathy and Dubowski, J.K. *Art Therapy with Children on the Autistic Spectrum: Beyond Words*. London: Jessica Kingsley Publishers. 2001.

Book-length text that explores the outcomes of art therapy treatments for children with ASD. Main suggestion is that art-making with a therapist alleviates "tension" and negative behaviors. Presented with the presumption that these therapies will be incorporated into other therapeutic practices.

Gray, Carol, "Social Stories" www.thegraycenter.org/social-stories. A Social Story™ describes a situation, skill or concept in terms of relevant social cues, perspectives, and common responses in a specifically defined style and format. The goal is to share accurate social information in a patient, reassuring manner that is easily understood by its audience.

Hartshorn, Kristin et al. "Creative Movement Therapy Benefits Children with Autism." *Early Childhood Development and Care*. 166:1. 2001.

Findings include increased ability to stay on-task, less sensitivity to being touched, less wandering, and less time resisting the teacher.

Martin, Nicole. "Art Therapy and Autism: Overview and Recommendations." *Art Therapy: Journal of the American Art Therapy Association*. 24:4, 187-90. 2009.

Identifies the contemporary approaches utilizing art practices (engaged by artists and non-artists alike), problems (including the scarcity of research and disconnect between art therapy and Autism advocacy and education organizations), and advantages of arts therapies. Arrives at the conclusion that more in-depth knowledge is required, beyond "anecdotal case studies."

Nisonger Center. "Shakespeare and Autism." 2013. Web.

Outlines pilot study and partnership between the Nisonger Center, the OSU Department of Theatre and Dance, and the Royal Shakespeare Company in Great Britain to test the efficacy of the Hunter Heartbeat Method, a set of tactics using Shakespeare's plays and characters to engage children with Autism and improve core symptoms of ASD (especially communication and social skills). At writing research and analysis is still underway. Website features video and links.

Renino, Christopher. "'Who's There?': Shakespeare and the Dragon of Autism." *The English Journal*. 99:1. 50-5. September 2009.

An English professor's account of engaging two teenaged boys with Autism in a dialogue about Shakespeare's drama.

Tactics, Strategies, and Rationales for Sensory-Friendly Environments

Boyle, Katherine. "Kennedy Center Offers Sensory-Friendly Concerts for Children with Special Needs." *Washington Post*. January 8, 2013.

Identifies some of the tactics employed by the Kennedy Center (such as vetted music, half-empty seats to allow children to move, and trained ushers) and notes that "the concert hall is arguably one of the most restrictive spaces in American culture."

The Kennedy Center (Spring 2013), *Sensory Friendly Programming for People with Social & Cognitive Disabilities: A Guide for Performing Arts Settings*. Available at www.kennedy-center.org/accessibility/education/lead/SensoryGuidebook.pdf.

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Theatre Development Fund. "Autism Theatre Initiative."

Describes efforts to make theatre in New York accessible for children with Autism and their families. Three productions have been made Autism-friendly so far. TDF subsidizes ticket costs for families. The webpage features three social stories, the list of accommodations (including light adjustments, a quiet area, and a staffed activity area) and lists of other theatre organizations who have made steps to create sensory-friendly performances.

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Appendix 4. Resources in Ohio

All About Autism Event
boydstire.com/blog/view/all-about-Autism-event-is-back

Autism Internet Modules
Autisminternetmodules.org

The Autism Puzzle
www.wcmhblogs.com/Autism/contact

Autism Society of Greater Cincinnati
www.Autismcincy.org

Autism Society of Northwest Ohio
asno.org

Autism Society of Ohio
Autismohio.org

Childhood League Center - Columbus
childhoodleague.org

Cincinnati Center for Autism
cincinnatiCenterforAutism.com

Embracing Autism
embracing-Autism.net

Families with ASD
familieswithasd@yahoo.com

Great Lakes Collaborative for Autism
greatlakesAutism.org/about/contact-us/

Haughland Learning Center
www.hauglandlearningcenter.com

Helping Hands Center for Special Needs
helpinghandscenter.com

Hope Academy for Autism
hopeacademyforAutism.com/curriculum

Interagency Work on Autism
iwg-Autism.org

Knapp Center for Childhood Development
knappcenter.org

The Lettuce Work Foundation
lettucework.org

Lil Mac Kids Foundation
www.lilmackkids.org

Milestones Autism Organization
milestones.org

Monarch Boarding Academy
monarchcenterforAutism.org

Nationwide Children's Hospital Autism Academy, nationwidechildrens.org

Nisonger Center at Ohio State University
nisonger.osu.edu/asd

Northeast Ohio Autism Group
northeastohioAutismgroup.org

Oakstone Academy and Children's Center for Developmental Enrichment
ccde.org

Ohio Center for Autism and Low Incidence
www.ocali.org

Rich Center for Autism
web.yzu.edu/richcenter/

Toledo Children's Hospital Foundation
artandAutism.org/home.html

Wingspan Care Group
wingspancg.org