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**Promoting teachers' professional  
development and inclusion through  
the integration of emerging  
technologies in the teaching of  
children with autism**

**WP2-A2: Professional Development  
Programme Material for Educators**

**Leading partner**



**SPOŁECZNA AKADEMIA NAUK**  
UNIVERSITY OF SOCIAL SCIENCES



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### Introduction

Professional Development Programme for teachers based on micro-credential design aims to offer flexible learning for educators on VR and game design skills and teaching social skills to children with ASD through digital means to foster opportunities for professional development and upgrade of skills of teachers to integrate digital technologies in the learning of students with ASD and be able to design online games based on student-individual needs. Educators will be able to acquire a digital badge to foster motivation and encouragement.

This document aims to guide the trainers to complete this training and apply its solutions into their teaching.

### Materials to be used

Please describe here the material that the students will use during the lesson. Explain what the teacher needs to prepare before running this session.

### Special Request

Each module may have some requirements or peculiarities .Mentioned them and let the trainer know how to deal with them.

### Lesson Plan Template

MODULE 6	
Lesson	Managing stress for children with Autism
Duration	2h
Short description	<p>Children with autism spectrum disorder (ASD) behave in much the same way as children without ASD when it comes to stressful situations. One key difference is that stressful situations (even those that may not seem stressful to you) tend to elicit heightened reactions in children with ASD.</p> <p>Stress is often a major problem for an autistic student at school. High levels of stress, which may manifest as anger, can cause a serious barrier to learning at school, both socially and academically. Understanding the causes and early signs of stress for the autistic student is a huge step in helping them learn more effectively and even enjoy school. Once triggers and early signs are known, steps can be taken to prevent stress as much as possible. It is important to note that high stress levels are often the precursor to angry outbursts, tantrums and meltdowns.</p> <p>Here are some techniques that may help children with autism handle these types of situations more effectively.</p>

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Learning Outcomes	<p>Educators can find ways:</p> <ul style="list-style-type: none"> <li>-to manage autistic children when they are worried or stressed.</li> <li>-to have the ability to train them in ways that they can appropriately manage stress - their arousal, their special interests, their resistance to change and their routine.</li> <li>-to educate children with autism so that children can recognize their own anxious thoughts and feelings and can tell teachers when they feel anxious.</li> </ul>
Key vocabulary	Stress, distress, Visual schedule, learning environment, social stories, written and visual instructions
<b>Activities</b>	
Activity 1	<p>A 1.1.</p> <p>Build an emotional vocabulary</p> <p>Teach and learn about identifying and recognizing emotions. Label basic emotions (happy, stressed, sad, mad, disappointed, scared, etc.). Discuss degrees of different emotions, and list complex emotions. Play a game of emotional charades. Paint or draw while listening to music and discuss the emotions brought up. Sculpt emotions with dough. Build an emotional art.</p>
Aim of the activity	The aim of this activity is to teach our students to recognize the emotions and the moments when their anxiety manifests.
Equipment (if needed)	<p>music equipment</p> <p>drawing materials and papers</p>
Duration	8 min
Type of Activity	Visual instructions
Teaching Objectives	<ul style="list-style-type: none"> <li>• to help the students learn to recognize what anxiety looks like</li> <li>• to teach and learn about identifying and recognizing emotions</li> </ul>
Resources	<p><a href="https://www.autism.org.uk/good-practice/evidence-base/reflections-stress-and-autism">https://www.autism.org.uk/good-practice/evidence-base/reflections-stress-and-autism</a></p> <p><a href="http://www.autism-help.org/adults-aspergers-stress.htm">http://www.autism-help.org/adults-aspergers-stress.htm</a></p>

Activity 2	<p>A 1.1.2 Create a Calming Area</p> <p>Provide a calming place with fidget toys, pillows, bean bag and a soft blanket. This can be as simple as a corner in a room or even a small area rug with calming items behind a teacher's desk. Make sure to practice going there so the child will identify it as a safe place.</p>
Aim of the activity	The following strategies can help school staff successfully manage the stress for children with autism exhibit in the classroom.
Equipment (if needed)	Pillows, bean bag and a soft blanket.
Duration	8 min
Type of Activity	Verbal instructions
Teaching Objectives	This calming technique can be used and become part of the daily routine in the classroom, as this way every student with autism develops useful techniques that promote peace and quiet in the classroom.
Resources	Sofronoff, K., Attwood, T., Hinton, S., & Levin, I. (2006). A randomized controlled trial of a cognitive behavioral intervention for anger management in children diagnosed with Asperger Syndrome. <i>Journal of Autism and Developmental Disorders</i> , 37(7), 1203–1214. doi:10.1007/s10803-006-0262-3
Activity 3	<ul style="list-style-type: none"> <li>• A 1.1.3 Apply Calming Techniques</li> </ul> <p>Classroom staff can handle stress management challenges more successfully when they practice calming techniques with children, such as the following:</p> <p>taking deep breaths,</p> <p>counting to 10,</p> <p>taking a break,</p> <p>pushing a wall</p>

	These are some strategies that relieve stress in children.
Aim of the activity	To help individuals with autism master strategies for managing their stress in situations that arises in their school environment.
Equipment (if needed)	
Duration	8 min
Type of Activity	natural guidance
Teaching Objectives	<p>-to teach students strategies for managing stress including relaxation.</p> <p>-to help the students recognize their feelings so we can provide the support they need, at whatever level of stress they are experiencing.</p>
Resources	Lang. R., Regester. A., Lauderdale, S., Ashbaug. K., Haring. A. (2010). Treatment of Anxiety in autism spectrum disorders using cognitive behavior therapy: A systematic review. Developmental Neurorehabilitation, 13(1), 53-63.
Activity 4	<ul style="list-style-type: none"> <li>• A 1.1.4           <ul style="list-style-type: none"> <li>• Happy Box</li> </ul> </li> </ul> <p>When we are sad or stressed certain things can make us feel better, like looking at old pictures or smelling a nice candle. This is exactly the same for children. It might be a good idea to create a 'happy box' with your students, full of things that cheer them up so that they can easily access all the things they love when they need them the most. It might be useful to put one thing for each sense in the box i.e. something that smells nice, something that looks nice, something that feels nice, something that tastes nice and something that they enjoy listening to. Here are some ideas of what you can put in your students happy box...</p> <ul style="list-style-type: none"> <li>• A cuddly toy</li> <li>• A picture of family or friends</li> <li>• A piece of nice material</li> <li>• A little candle melt or material with some lavender oil</li> <li>• A small pack of something they like to eat</li> <li>• A musical devise with their favorite music</li> <li>• A letter written from someone they love</li> <li>• A fiddle toy</li> </ul>

Aim of the activity	Prevention is better than cure – the idea is to reduce children's stress and thus minimize meltdowns as much as possible.
Equipment (if needed)	A picture/photo of family or friends, musical devise, fiddle toy, cuddly toy
Duration	8 min
Type of Activity	Written instructions, visual and written plan.
Teaching Objectives	<p>-to eliminate stress. The autistic child needs to learn in a calm and quiet classroom</p> <p>-to create an environment that will help students with autism find ways to self-regulate their anxiety.</p>
Resources	Wood, J.J., Drahota, A., Sze, K., Har, K., Chiu, A., & Langer, D.A. (2009). Cognitive behavioral therapy for anxiety in children with autism spectrum disorders: A randomized, controlled trial. <i>Journal of Child Psychology and Psychiatry</i> , 50 (3), 224-234.
Activity 5	<p>A 1.1.5 Social Stories</p> <p>Use social stories to help students develop the necessary skills and strategies to calm them down when they are upset. We show the child a social story and a timeline. The social history describes what his family members do while he is at school and the schedule describes the time he will be able to see them again after the school day ends.</p>
Aim of the activity	The aim of this activity is to prepare children with autism for upcoming events or transitions, using the appropriate social history.
Equipment (if needed)	Pictures, written instructions
Duration	8 min
Type of Activity	<p>Combination of written and physical instructions</p> <p>Combination of sketches and pictures</p> <p>Simple sentences incorporating lots of graphics for non-readers.</p>



Teaching Objectives	To give students opportunities to practice handling stressful situations using social stories, with the ultimate goal of their greater autonomy.
Resources	Anxiety and Depression Association of America, (2016). Available: <a href="https://www.adaa.org/about-adaa/press-room/facts-statistics">https://www.adaa.org/about-adaa/press-room/facts-statistics</a>

Activity 1	<ul style="list-style-type: none"> <li>B 1.1. Address children's sensory sensitivities</li> </ul> <p>Address the child's sensory sensitivities to improve comfort. Educators can discover these sensitivities by observing the same child and talking to parents or carers. It may be impossible to remove or reduce sensory stimuli for every child, but simple changes such as dimming the lights or avoiding crowded hallways with other children can make a big difference in managing stress of the children.</p>
Aim of the activity	The aim of this activity is to create an environment that is not over stimulating.
Equipment (if needed)	
Duration	8 min
Type of Activity	Visual schedules
Teaching Objectives	To help children react calmly and without anxiety when disturbed by certain sounds or touching certain objects.
Resources	Sperry, L., Neitzel, J., & Engelhardt-Wells, K. (2010). Peer-mediated instruction and intervention strategies for students with autism spectrum disorders. Preventing school failure: Alternative education for children and youth, 54(4), 256-264.
Activity 2	<p>B 1.1.2</p> <p>Written or visual schedules clarify expectations, and verbal prompts can motivate students to move calmly from one lesson</p>

	to another or from one situation to the next. Creating a visual timetable is an effective and widely-used method for doing so. This involves placing images and simple words on a timetable, in chronological order, to describe the activities and transitions in the child's day. Having this visual aid gives the child a sense of security, while also acting as a reminder for those who support them.
Aim of the activity	To facilitate children with autism who often have difficulty transitioning from one place or activity to another.
Equipment (if needed)	
Duration	8 min
Type of Activity	visual schedules verbal prompts
Teaching Objectives	to help children with autism practice transitioning in unique ways so they are more prepared and able to cope with frequent changes.
Resources	Knight, V., Sartini, E., & Spriggs, A. D. (2015). Evaluating visual activity schedules as evidence-based practice for individuals with autism spectrum disorders. <i>Journal of autism and developmental disorders</i> , 45(1), 157-178.
Activity 3	<p>B 1.1.3</p> <p>Social story</p> <p>It can help children think of worry as something external. You can make them draw their worry, or even refer to it as their "worry bully". You can encourage them to tell you what it looks like.</p> <p>You can ask the children to think about things like "What would you say to a worrying bully?" and encourage them to tell him to leave.</p> <p>You could also try "If you were a superhero, what superpowers would you get? Get rid of these worries?" This superhero may have skills that will help him cope what they are struggling with. They may be able to stand up to bullies, they have refreshing powers to calm their face when they are embarrassed or give them a positive self talk when they feel nervous.</p>

Aim of the activity Στόχος της δραστηριότητας	Use social stories to help students develop the necessary skills and strategies to calm down when upset.
Equipment (if needed)	Written and visual instruction
Duration	8 min
Type of Activity Είδος Δραστηριότητας	physical and emotional tools
Teaching Objectives	<p>-to teach children with autism coping skills and calming strategies when they feel frustrated and anxious</p> <p>-to train children to accept providing physical and emotional tools to calm their bodies and minds in times of stress or sensory overload.</p>
Resources	Lang. R., Regester. A., Lauderdale, S., Ashbaug.. K., Haring. A. (2010). Treatment of Anxiety in autism spectrum disorders using cognitive behaviour therapy: A systematic review. Developmental Neurorehabilitation, 13(1), 53-63.
Activity 4	B 1.1.4

	<ul style="list-style-type: none"> <li>• Visual timelines</li> </ul> <p>We make "wait" cards for each of our students. When a student is asked to wait their turn, wait for a snack or activity, wait in line, etc. He or she is given a waiting card and asked to "wait, please". After waiting we say "thank you for waiting" and extend our hand to receive the card.</p> <p>Visual timelines help the learner move independently between activities and environments by telling them where to go next.</p> <p>Visual programs can be used in all settings (i.e. classroom, gym, Occupational Therapy, Speech Therapy, home, Sunday School, etc.).</p> <p>Visual timelines are based on a first-in, first-out strategy. i.e., "first you do ___, then you do ___," rather than an "if-then" approach (ie, "if you do ___, then you can do ___").</p> <p>This first-then strategy allows the "first" expectation (be it a task, activity, or assignment) to be modified as needed.</p> <p>Have a set time each week when the child can talk to you or another member of staff about how they are feeling and their fears.</p>
Aim of the activity	Create a structured environment with predictable routines
Equipment (if needed)	Cards, Visual programs
Duration	8 min
Type of Activity	
Teaching Objectives	Teach self-regulation and the ability to manage their emotions which are very important skills for children with autism to learn.
Resources	Chalfant. A., M., Rapee. R., & Carroll. L. (2007). Treating Anxiety Disorders in children with High Functioning Autism Spectrum Disorders: A controlled trial. <i>Journal of Autism and Developmental Disorders</i> , 37(10), 1842-57.
Activity 5	B 1.1.5

	<p>Manage changes and transitions.</p> <p>Since an autistic child's routine is vital to their comfort, changes and transitions cannot be overwhelming for them. Changes are often inevitable and even necessary at school, but you can relieve the stress of preparing your autistic child in advance.</p> <p>If you want to plan the lessons that you will do next week in another class, you can visit the class with the child a few days before, so that he gets to know the new environment in which he will do his lessons. Show him and give him pictures so he knows his schedule until the day of the change comes. So, in this way, we helped the child to understand the upcoming changes, as a result of which he felt less stress and had time to adapt mentally.</p>
Aim of the activity Στόχος της δραστηριότητας	Prepare the child for the upcoming changes, thus avoiding the anxiety that is created when faced with an unexpected new situation.
Equipment (if needed)	
Duration	8 min
Type of Activity	written instructions, visual tools
Teaching Objectives	Allow children with autism to practice transitioning in unique ways so that they are more prepared and able to cope with frequent changes.
Resources	Lang. R., Regester. A., Lauderdale, S., Ashbaug.. K., Haring. A. (2010). Treatment of Anxiety in autism spectrum disorders using cognitive behaviour therapy: A systematic review. <i>Developmental Neurorehabilitation</i> , 13(1), 53-63.
Activity 1	<p>C 1. 1.</p> <p>Rate student stress on a scale of 1-5. For each level, identify the behaviors you would observe. These are things you see or hear about that feeling. 1 is optimal behavior for balance and 5 is a "too late" or out-of-control behavior. One of the benefits of such</p>

	<p>a scale is that it is a visual tool to teach awareness and make the abstract concept of stress more concrete for your students.</p> <p>When the 5-point scale is used, you have to adjust according to the individual. For some children it may be a five point scale, while for others, it may be a 3, 7 or 10 point scale. The goal is to clearly define each stress stage for the individual so they know what level they are at what point in time based on these behavioral indicators of stress.</p> <p>There are many variations of behavior scales to visually display your students' stress levels or emotions. Note that these are used to teach awareness. They are not intervention tools in themselves. The key is to personalize the plan based on the needs of your students.</p> <p>Regardless of the type of scale used, the behavior scale is not only a tool to help your student identify their feelings, it is also a tool for you and others to provide support at each level of stress. By using clearly defined and observable behaviors, this ensures consistency of support. It also allows you to see earlier signs of stress so you can intervene long before your stress level gets so high that you are at crisis level.</p>
Aim of the activity	It is to help the student identify his/her feelings Provide information to teachers to help students manage students' anxiety.
Equipment (if needed)	
Duration	8 min
Type of Activity	written instructions visual tools behaviour scales
Teaching Objectives	Help students identify their feelings
Resources	Dubin, A., Lieberman-Betz, R., & Michele Lease, A. (2015). Investigation of Individual Factors Associated with Anxiety in

	Youth with Autism Spectrum Disorders. <i>Journal Of Autism &amp; Developmental Disorders</i> , 45(9).
Activity 2	<p>C 1.1.2</p> <p>Remember the rule of one</p> <p>Use the rule of one when a child is deeply stressed, anxious or in the middle of a meltdown. Have only one person talk to the child with autism and ask them to do only one thing. This should be something simple such as sit in a chair, go to your calm place, or take some deep breaths.</p> <p>Teachers can use schedules in the classroom in multiple ways in efforts to provide friendly instruction by enhancing representation. First, consider the format. Teachers can develop schedules using objects that represent each activity, photographs or symbols of activities paired with words, or with words on their own. Then, list the order of activities to be completed during the school day (e.g., math, reading) and post the schedule at the front of the classroom or in a visible place. Organize the schedule sequentially and refer to it after each activity is completed.</p>
Aim of the activity Στόχος της δραστηριότητας	Advanced notice may help reduce anxiety, allow students time to prepare for an activity, and may help students attend more to the material
Equipment (if needed)	Photographs, symbols of activities
Duration	8 min
Type of Activity	written Schedules visual warning
Teaching Objectives	Using a variety of visuals in the form of pictures, flip charts, posters, and cards help support students' needs. They are used to prepare students for transitions, to help make choices, to give them answer options to questions, etc.

	Teaching coping skills to best manage stress is one of the roles a teacher may need to take on. Only then will it be possible to teach new skills.
Resources	Wood, J.J., Drahotá, A., Sze, K., Har, K., Chiu, A., & Langer, D.A. (2009). Cognitive behavioral therapy for anxiety in children with autism spectrum disorders: A randomized, controlled trial. <i>Journal of Child Psychology and Psychiatry</i> , 50 (3), 224-234
Activity 3	<p>C 1.1.3</p> <p>Integrate their interests.</p> <p>One of the many things that make autistic children unique is how they can form highly-focused interests. Whether it's roller coasters, electronics, unicorns, or a certain period in history, these interests can all be used as gateways to learning. All it takes is some creativity and commitment in your lesson and homework planning.</p> <p>For example, if you know that their interest is unicorns, integrate words and pictures related to them in maths problems and spelling exercises. Doing so can make a huge difference to how engaged the autistic child is in these learning activities.</p> <p>Consider handwriting alternatives</p> <p>Writing can be a major source of tension and struggle for students with autism. Some students cannot write at all and others who can may have a difficult time doing so. In order to support a student struggling with writing, a teacher may try to give the child gentle encouragement as he or she attempts to do some writing - a word, a sentence, or a few lines. Teachers might also allow the student to use a computer, word processor, or even an old typewriter for some or all lessons. For some learners, being able to use a word processor when writing helps them focus on the task at hand (content) instead of on their motor skills (process).</p>
Aim of the activity	to utilize the personal interests of our student in order to achieve our teaching goals
Equipment (if needed)	written instructions, visual tools, computer



Duration	8 min
Type of Activity	Written instructions Combination of written and visual instructions
Teaching Objectives	Help children be able to incorporate their special interests into readings or activities in the classroom.
Resources	Chalfant, A.M., Rapee, R., & Carroll, L. (2006). Treating anxiety disorders in children with high functioning autism spectrum disorders: A controlled trial. <i>Journal of Autism and Developmental Disorders</i> , 37 (10), 1842- 1857.

Activity 5	<p>C 1.1.4</p> <p>Establish a routine with students.</p> <p>Creating a visual timeline is an effective and widely used method to do this. This involves placing pictures and simple words on a timeline, in chronological order, to describe the activities and transitions in the child's day. Having this visual aid gives the child a sense of security, while also acting as a reminder for those who support them.</p> <p>Teachers should also use schedules to highlight changes to the routine. For example, let students know in advance if the class has a substitute for a special class (e.g., art, music) or if a change is occurring during the day for a preferred activity. This will allow time for the student with ASD to prepare and will help reduce stress during the activity.</p>
Aim of the activity	To give the student with ASD time to prepare and reduce his/her anxiety during an activity without prompting or supervision
Equipment (if needed)	Pictures visual timeline
Duration	8 min
Type of Activity	written instructions

Teaching Objectives	<p>To teach each child the ability to use his/her own preferences according to the situations s/he faces.</p> <p>to anticipate the stressors they may encounter and to know in advance strategies for dealing with them.</p>
Resources	<p>Dubin, A., Lieberman-Betz, R., &amp; Michele Lease, A. (2015). Investigation of Individual Factors Associated with Anxiety in Youth with Autism Spectrum Disorders. <i>Journal Of Autism &amp; Developmental Disorders</i>, 45(9).</p>
Activity 5	<p>C. 1.1.5</p> <p>If the child becomes anxious when there is a change in their routine, visualizing their daily or weekly schedules can help prepare the child for the upcoming changes. When you know a change is coming – for example, no swimming lessons in the school holidays – you can fit that change into your schedule. Read the schedule regularly with the child so that he knows if his weekly routine will be different.</p> <p>Surprises may create challenges for students with ASD. Another idea is to create mini-schedules by writing down each activity within a lesson or class in the correct order (e.g., circle time, math). It can be as simple as deciding upon main activities for the lesson, and then writing them on a piece of paper placed on the student's desk or listing them on the board for the whole class.</p> <p>The teacher then refers to the activities and checks out each as it is completed.</p>
Aim of the activity Στόχος της δραστηριότητας	<p>To prepare student to know what time s/he will do something, who will do it and what will follow next. This will result in him/her being calm and able to follow his lesson plan without stress or nervousness.</p>
Equipment (if needed)	<p>Pictures timeline</p>
Duration	<p>8 min</p>
Type of Activity	<p>Written instructions</p>

	Combination of written and visual instructions Written Instructions on the computer
Teaching Objectives	Provide our students with autism with general strategies for dealing with various forms of stress.
Resources	Quill, K. (1997). Instructional considerations for young children with autism: The rationale for visually cued instruction. <i>Journal of Autism and Developmental Disorders</i> , 27, 697-714
Further Reading	
Resource 1 title	Knight, V., Sartini, E., & Spriggs, A. D. (2015). Evaluating visual activity schedules as evidence-based practice for individuals with autism spectrum disorders. <i>Journal of autism and developmental disorders</i> , 45(1), 157-178.
Resource 2 title	Sperry, L., Neitzel, J., & Engelhardt-Wells, K. (2010). Peer-mediated instruction and in- tervention strategies for students with autism spectrum disorders. <i>Preventing school failure: Alternative education for children and youth</i> , 54(4), 256-264.

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Sperry, L., Neitzel, J., & Engelhardt-Wells, K. (2010). Peer-mediated instruction and intervention strategies for students with autism spectrum disorders. Preventing school failure: Alternative education for children and youth, 54(4), 256-264.

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