Financial Interest Statement

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Participant Learner Outcomes

- The participant will identify the impact of theory of mind, central coherence, and executive functioning on reading comprehension.

- The participant will identify strategies that support vocabulary, comprehension of non-specific words, summarization and character perspective taking in reading.
COGNITIVE CHARACTERISTICS

That May Contribute to Reading Comprehension Challenges in Children with ASD
Three Cognitive Characteristics that may challenge Reading Comprehension for Children with ASD (Sterboni, Kirby, & Shankey, 2015; Zein, Solis, Vaughn, McCulley, 2013)
Theory of Mind

- **ToM Beginnings**
  - Definition is the ability to impute mental states (intentions, desires, beliefs) to oneself and others (Premack and Woodruff, 1978)
  - Proposed as a single construct combining reasoning about both mental and emotional states of self (Westby, 2014)
  - Definition quickly applied to autism and proposed as unique to children with autism (Baron-Cohen, 1995)
- **Constructs** (Baron-Cohen, 2011; Westby 2014)
  - Cognitive ToM
    - Thoughts, beliefs and the intentions of others
  - Affective ToM
    - Thinking about and experiencing the emotions of others
  - Interpersonal/Intrapersonal (Westby, 2014)
    - Differentiates between understanding of self and others
Thinking about ToM
Theory of Mind/Reading Comprehension

• Strong links between language ability and reading comprehension (Norbury & Nation, 2011; Lindgren, Folstein, Tomblin, & Tager-Flusberg, 2009; Snowling & Frith, 1986)

• Typically, reading comprehension is predicted by oral language and decoding ability.

• Suggestion by researchers that for children with ASD the using broad oral language ability is not the whole picture (Norbury & Nation, 2011)
Theory of Mind and Reading Comprehension

- Norbury and Nation (2011) suggested that factors specific to the ASD diagnosis could have factor on reading performance.
- Inability of children with ASD to focus on global meaning.
- The inability to suppress irrelevant information could be influencing this finding.
- “Word recognition, oral language, and social impairments may all constrain reading comprehension in ASD” (Ricketts, Jones, Happe’, & Charman, 2013).
- Measures of social behavior and social cognition (Autism Diagnostic Observation Schedule-Generic; ADOS-G; Lord et al., 2000/ Strange Stories; Happe, 1994; Frith-Happe’ animations) predicted reading comprehension after controlling for variance explained by word recognition and oral language.
Theory of Mind and Reading Comprehension: Areas of Concern

• Difficulty with character perspective

• Difficulty understanding what may be important or unimportant in a story related to character goals

• Difficulty with certain text genre because of inferencing and social understanding requirements
  • Narratives may be harder than more factual expository genres
  • Trouble with persuasive arguments, debating, genre requiring multiple perspectives

• Some suggestion that comprehension differs according to content perspective and experience (White, Hill, Happe, & Frith, 2009)
Focus on Parts
Central Coherence

- The term is originally proposed by Frith (1989)
- “The natural human tendency to draw together several pieces of information to construct higher-level meaning in context” (Frith & Happé, 1994)
- Refers to the ability to form meaningful links across stimuli and to generalize over a wide range of contexts (Aljunied & Frederickson, 2011)
- Important to consider both parts of central coherence (1) global perception/meaning and (2) contextual sensitivity (Vermeulen, 2015)
Central Coherence (Continued)

- It is hypothesized that children with ASD focus on parts rather than the whole.
  - Tasks involving information that is local is easier than those tasks that require connections of global knowledge or connections between different stimuli in context (Happe’, 2000)
  - Posited to result in hyperfocusing, stimulus-overselectivity, poor text comprehension (Aljunied & Frederickson, 2011)
- Controversy about CC theory and ASD. Some studies showed that people with autism could process globally (Valla & Belmonte, 2013). Explanations include:
  - People with autism need to be asked to process globally but do not do it automatically (Mottron et al., 1999; Rinehart et al., 2000)
  - Suggested that successful participants had high general intellectual ability
  - Focus was on the global knowledge or connections but did not include the context (Vermeulen, 2015)
Central Coherence: Relationship to Language

- The meaning of words is derived from the context (i.e., Getting to “work” is highly dependent on context)

- Children with ASD often literally translate language rather than using context to support meaning; therefore figurative language is difficult (Kalandadze, Norbury, Naerland, & Naess, 2018).

- Pragmatic challenges in children with ASD are often because of the lack of context consideration

- Children with ASD are less efficient in determining meaning when there is semantic ambiguity (Norbury, 2005) or syntactic uncertainty (Joliffe & Baron-Cohen, 2000)
Central Coherence and Reading Comprehension  
(Cain, 2010; Perfetti et al., 2005)

- Understanding the gist or main idea
- Understand semantic use of ambiguous words according to context
- Integrate information from different sources to form a whole
- Generalization of information
EXECUTIVE FUNCTIONING AND READING COMPREHENSION
Executive Functioning: CEO of the brain
Executive Function: Definition
(Hughes, 2011; Joseph & Tager-Flusburg, 2004; Pelicano, 2009)

- Very broad term that incorporates the higher order processes that tap behavioral regulation and metacognition such as:
  - Suppress responses (Response inhibition)*
  - Selective attention* (Attending to most important occurrences in environment)
  - Working memory* (Manipulating information online)
  - Flexibility * (Changing cognitive strategies)
  - Emotional control (Self-regulation)
  - Plan/organize (Planning ahead)
  - Monitor (Checking one’s behavior/language)
- These abilities govern goal-directed action and adaptive responses to novel or complex situations
  *Related to development of Social Perspective Taking
Executive Functioning and Language

- Postulated that use of language facilitates EF (Bishop, Nation & Patterson, 2014; Gooch, Hulme, Nash, & Snowling, 2013; Jacques, Brocki, & Zelazo, 2009)

- Conversely, EF deficits found with language impairment (Gooch et al., 2013; Wittke, Spaulding & Schechtman, 2013)

- Several theories why:
  - Good attentional skills facilitate language learning (Bishop, Nation & Patterson, 2014)
  - Verbal mediation helps with EF tasks (Barley, 1977)
  - Genetic risk factors impacting neuronal migration or comorbidity factors (Gooch, Thompson, Nash, Snowling, & Hulme, 2016)
Executive Function and Reading Comprehension  
(Cartwright, Marshall, Dandy, & Isaac, 2010; Jarrold, Mansergh, & Whiting, 2010, Meltzer, 2007)

- Some suggest that difficulty with executive functioning highly interactive with development of social perspective issues
  - May focus on the act of decoding and not connect reading with meaning
  - Flexibility in connecting meaning
  - Self monitoring and self correction
  - Repair
COMPREHENSION ISSUES FOR CHILDREN WITH ASD
Particularly Challenging Areas in Reading Comprehension
(Brown, Oram-Candy, Johnson, 2013; Randi, Newman, & Grigorenko, 2010; Sensokossoff, 2016; Whalon, Al Otaiba, Delano, 2009)

- Connecting to prior knowledge
- Semantic Knowledge
- Anaphoric Reference
- Character Perspective
- Inferencing
- Summarizing
OVERALL PROCESS SUGGESTION
Guidance from Literature


Guidance from the literature takes five forms:

- There are a few interventions that have been specifically studied for children with ASD (anaphoric cuing; peer supports; collaborative grouping; visual supports; graphic organizers; QAR; technology; reciprocal questioning; taking text in smaller sections; repeated reading)
- Many authors have recommended that what is recommended for typical readers is good for children with ASD (implicit & explicit instruction; comprehension monitoring, story structure; question generation)
- Take EBP for typical readers and add visual supports
- Take EBP for ASD and adapt it for reading comprehension (video modeling; visual schedules; self management)
- Expect success and communicate your confidence in their ability to the children
Consider Using This Overall Process to Insert Strategies

- Activate Schema and Build Background Knowledge/Visuals
- Create Mental Images/Visuals/Make Connections/Visuals
- Engage in Consistent Discussions/Segment Small Sections/Visuals
- Summarize Understanding/Visuals
CHOOSING TEXT
What text provides the best vehicle?

- Select a passage with characters or multiple perspectives

- Consider passages with one or more of the following:
  - Passages with foreshadowing allow prediction
  - Parables and fables require inference allow with perspective
  - Passages that provide chances for children to discern meaning of vocabulary words from the passage
  - Passages that have opportunities for anaphoric reference
  - Passages from classroom text, related to social challenges, or related to classroom content
Boy Who Cried Wolf

A shepherd boy tended his master’s sheep near a dark forest not far from the village. Soon he found life in the pasture very dull. All he could do to amuse himself was to talk to his dog or play on his lyre.

One day as he sat watching the sheep and the quiet forest, and thinking what he would do should he see a wolf, he thought of a plan to amuse himself.

His master had told him to call for help should a wolf attack the flock, and the villagers would drive it away. So now, though he had not seen anything that even looked like a wolf, he ran toward the village shouting at the top of his voice, “Wolf! Wolf!”

As he expected, the villagers who heard the cry dropped their work and ran in great excitement to the pasture. But when they got there they found the boy doubled up with laughter at the trick he had played on them.

A few days later the shepherd boy again shouted, "Wolf! Wolf!" Again the villagers ran to help him, only to be laughed at again.

Then one evening as the sun was setting behind the forest and the shadows were creeping out over the pasture, a wolf really did spring from the underbrush and fall upon the sheep.

In terror the boy ran toward the village shouting "Wolf! Wolf!" But though the villagers heard the cry, they did not run to help him as they had before. "He cannot fool us again," they said.

The wolf killed a great many of the boy’s sheep and then slipped away into the forest.

Adapted from http://www.readingcomprehensionworksheets.net/
GENRE
<table>
<thead>
<tr>
<th>Type</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>Descriptive</td>
<td>This text gives facts about something.</td>
</tr>
<tr>
<td>How to</td>
<td>This text tells how to do something.</td>
</tr>
<tr>
<td>Problem/Solution</td>
<td>This text talks about a problem and how to solve it.</td>
</tr>
<tr>
<td>Compare/Contrast</td>
<td>This text talks about the sameness and difference between two things or ideas.</td>
</tr>
<tr>
<td>Cause Effect</td>
<td>This text fives a reason why something happened.</td>
</tr>
</tbody>
</table>
Use Graphic Organizers Wisely

- Make sure it fits the genre
- Don’t use too many kinds
  - Confusing
  - Want them to recreate
- Types
  - Descriptive-Semantic Map
  - How to-Progression
  - Compare/Contrast-Venn
  - Cause Effect-Arrow
INTERVENTION SUGGESTIONS

Vocabulary/Activating Schema/Building Semantic Knowledge

Before Reading
Pairs Vocabulary Hunt

- Team students have them lock arms so they have to plan their movement together.
- Put vocabulary pictures or words around room have students coordinate walking around and to collect them.
  - Use pictures to pre-teach vocabulary words
  - Use pictures to connect to knowledge
  - Prediction what the text is about
- Primes their vocabulary along with teaching how to titrate movement with another person.
Pre-teaching Multiple Meaning Words or Confusing Words using Visuals
KWLH
(Ogle & Carr, 1987)

- Group activity that helps students activate prior knowledge. Visually lets students see many students thoughts.
  - What I know
    - Brainstorming
  - What I want to know
    - Student directed discovery
    - Use multiple references
  - What I learned
    - Summarizing what learned
  - How can we learn more
## KWLH: Side Learning Unit about Grain

<table>
<thead>
<tr>
<th>What I know</th>
<th>What I need to know</th>
<th>What I learned</th>
<th>How can I learn more</th>
</tr>
</thead>
</table>
| | -What is a shepherd?  
-What does ‘crying wolf’ mean?  
-What is a fable? | -A shepherd guards the sheep.  
-This story is written by Aesop.  
-A fable teaches a lesson through a story. | -List books, websites, any other resources |
<p>| Sheep eat grass. | | | |</p>
<table>
<thead>
<tr>
<th><strong>Text and you</strong></th>
<th><strong>Have you ever seen a wolf or a sheep?</strong></th>
<th><strong>Has your friend seen a wolf or a sheep?</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Text and other books</strong></td>
<td><strong>Have you ever read any other books about a wolf (i.e., Three Little Pigs)?</strong></td>
<td><strong>What books have you and a friend both read?</strong></td>
</tr>
<tr>
<td><strong>Text and the world</strong></td>
<td><strong>Do you think we still have shepherds?</strong></td>
<td></td>
</tr>
</tbody>
</table>
Text to text, text to self, text to world... Leave it to school to take the fun out of texting.
Payoff of Activating Schema
INTERVENTION SUGGESTIONS
ASKING QUESTIONS, DISCUSSIONS, ANAPHORIC REFERENCE
Intervention Strategy: Shared Storybook Reading

Research supports the effectiveness of storybook sharing:

- A predictor of early reading abilities in children with ASD (Davidson & Weismer, 2013; Dynia, Lawton, Logan, & Justice, 2014)
- Increasing vocabulary development (Coyne et al., 2004; Sharif, Rieber, Ozuah, 2002)
- General linguistic performance (Crain-Thoreson & Dale, 1999; Mendelsohn, Mogilner, & Dreyer, 2001; Ruppar, Afacan, Yang, & Pickett, 2017).
- Emergent literacy knowledge (Justice, Pullen, Pence, 2008; Justice, 2002)

Most effective when reading aloud with children along with instructional strategies such as expansions, modeling, and praise (Whalon, Martinez, Shannon, Butcher, & Hanline, 2015)
Anaphoric Relations: Thinking About Nonspecific words
(O'Connor & Klein, 2004; Roux, Dion, Barette, Dupere, Fuchs, 2015)

- Anaphoric reference means that a word in a text refers back to other ideas in the text for its meaning.

- Students with autism have difficulty knowing what unspecified words refer to
  - He, She, It, Her, His, Us, We, You, Them, Their,
  - This, That, Those, There, Something

- What to do about it?
  - Give simple checks throughout reading

A shepherd boy tended his master's sheep near a dark forest not far from the village. Soon he found life in the pasture very dull. All he could do to amuse himself was to talk to his dog or play on his lyre.

Shepherd boy      Ariel      Villagers
Summarizing: Highlight Tape and Sticky Notes

- Have students read story together and either highlight important words/phrases with highlight tape

- Have students write them down on a sticky notes
- Form collaborative group or dyad
- Have them share notes in a discussion
- Put sticky notes in order on one page
- Write summary together from sticky notes
SUMMARIZING
Basic Intervention Process for Summarizing

- Even though summarizing is well recognized as a problem with students with ASD. There is no researched recommendations for working on this skill. The next few intervention strategies work on a basic process taken from recommendations from the National Reading Panel (2000) and using many of the EBP we know from National Standards Project (2015) and other meta-analyses and reviews.

- The basic process used on the following intervention involves using visuals (Knight & Sartini, 2015), sorting (Finnegan & Mazin, 2016), and graphic organizers (Finnegan & Mazin, 2016; National Reading Panel, 2000):
  - Using visuals to separate important from unimportant details
  - Using visuals to see important from supporting details
  - Taking important details to form a summarization
Summarizing: Building on Main Topic Work

- Use a variation of the word walk and put story sentence strips around the room
- Tell them they are gathering clues like a detective
- Add nonsense or unimportant strips
- Have them sort in important and unimportant boxes
- Put important ones together
- Copy to write summary
Summarizing: Sorting details

- Visual sorting tasks support the understanding of important versus not important.

The shepherd boy cried “Wolf!”

The shepherd boy kept the sheep from wandering away.

The Rebel Alliance fleet closes in on the second Death Star.

Important

Supporting

Not related
Summarizing: Choosing important details

- Have them practice by playing game ‘what doesn’t belong;” gradually increase discerning unrelated to slightly related determinations. Do this visually!
  - Wolves, Shepherds, Angry Bird
  - The shepherd boy watches the sheep. He is bored. He cries wolf and there is no wolf.

  Chewbacca is a very tall Wookie. The villagers run to help him when he calls wolf the first time.

- Move to choosing what sentences are important and not important.
  - The shepherd boy watches the sheep. The shepherd boy likes to run and skip. The shepherd boy wants to play a trick on the villagers. They don’t believe him because he lied to them to much.
Summarizing: Highlight Tape and Sticky Notes

- Have students read story and either highlight important words/phrases with highlight tape
- Have students write them down on a sticky notes
- Put sticky notes in order on one page or on a semantic map
- Write summary later from sticky notes or semantic map
Brent, it’s time to talk about the Shepherd boy. You can talk about Legos after class.

I made a cool robot out of Legos!

Ignored the cry for help when the boy kept lying

Helped at first with pitchforks

Bored

Watches sheep

Villagers

Boy who cried wolf

Shepherd Boy
<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shepherd Boy watches sheep</td>
<td>Bored</td>
<td>I'll play a trick</td>
<td>Villagers come to help.</td>
<td>Shepherd Boy laughing</td>
<td></td>
<td></td>
<td>Villagers didn’t come.</td>
<td>Nobody Helped because I lied!</td>
</tr>
</tbody>
</table>
INFERENCE
Inference, ASD, and EBP

- Children with ASD have inference deficits compared to typically developing children (Dennis, Lazenby, & Lockyer, 2001; Loukusa & Moilananen, 2009)

- Norbury & Bishop (2002) showed that children with ASD had more difficulty than typically developing children with story comprehension that require inferencing. Interestingly, they children with autism also gave the highest number of answers that were irrelevant to the story.

- Considering that an inference is a prediction or deduction about something in written text often to do with what the character may see, hear, smell, taste or feel. This requires contextually complex processing rather than mere observation, or literal language.

- Inference skills are used across the curriculum, including English language arts, science and social studies.
Visual Supports/Inference: Pictures

- Studies have found that children with ASD are less primed by semantically-related words but their priming through pictures is intact (Kamio, Robins, Kelley, Swainson, 2007 & Fein; Kamio & Taichi, 2000)

- Graphic organizers are an established strategy to support comprehension in children with ASD.

- In this strategy, we combine a visual schedule along with using the ability to gather semantic information through pictures.

- Pictures give the basic process of inference (1. gathering clues; 2. combining clues; 3 making a conclusion based on the clues)

- It introduces the process in a way, that provides immediate success.

- Then add a forth step which is to put it into language.
Using pictures to teach the steps of inferencing

<table>
<thead>
<tr>
<th>What clues do I know from seeing or reading?</th>
<th>What clues are in my head?</th>
<th>What can I infer?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Baby crying.</td>
<td>1. Sometimes water gets in your eye when you are shampooing.</td>
<td>1. The baby might be crying because water is in the baby’s eyes.</td>
</tr>
<tr>
<td>2. Baby has shampoo in hair.</td>
<td>2. Shampoo soap can sting your eyes.</td>
<td>2. The baby might be crying because shampoo stings the baby’s eyes.</td>
</tr>
<tr>
<td>3. Baby is rubbing eyes.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Transferring to text

<table>
<thead>
<tr>
<th>What clues do I know from reading?</th>
<th>What clues are in my head?</th>
<th>What can I infer?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The shepherd boy’s job was to watch the sheep and keep them safe</td>
<td>1. The boy thought it was funny to play a trick on the villagers.</td>
<td>1. If you lie, then people won’t believe you.</td>
</tr>
<tr>
<td>2. The boy was bored.</td>
<td>2. The villagers quit helping the boy because he did not tell the truth.</td>
<td>2. People may not help you when you need it if you lie.</td>
</tr>
<tr>
<td>3. He yelled that there was a wolf when there was no wolf.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. In the beginning, the villagers came to help.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
CHARACTER PERSPECTIVE
Compare/Contrast

**Shepherd**
- Watches sheep
- Bored
- Cried wolf

**Villagers**
- Need sheep for wool
- Don’t want wolf to eat sheep
- Want to help Shepherd boy
- Tired of jokes
- Don’t like lies
<table>
<thead>
<tr>
<th>Who</th>
<th>Did what</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Shepherd boy</td>
<td>1. Cried “wolf!”</td>
</tr>
<tr>
<td>2. Villagers</td>
<td>2. Didn’t believe shepherd boy because he lied</td>
</tr>
<tr>
<td>3. Wolf</td>
<td>3. Ate sheep</td>
</tr>
</tbody>
</table>
Character Role-Playing

- Write story board with speech and thought bubbles
- Choose characters
- Role play the characters
- Write story together that parallels the characters or actions in the story
- Role play characters
Thought bubbles have been used to help children with ASD understand thought representatives and develop theory of mind (Kerr, S., & Durkin, K., 2004; Paynter, J., & Peterson, C., 2013; Pelletier, J., & Astington, J. 2004; Wellman, H., Baron-Cohen, S., Caswell, R., Gomez, J., Swettenham, J., Toye, E., & Lagattuta, K., 2002).

Thought bubbles started to be widely used in Comic Strip Conversations (Gray, 1994). There was a main set of 6 symbols used in the process to help children with ASD visually make sense of what other minds are thinking.
Character Perspective: Thought Bubbles

This is boring. I think I will pull a trick on the villagers.

We are not going to help the shepherd boy anymore. He lies.
<table>
<thead>
<tr>
<th>The Shepherd Boy</th>
<th>The Villagers</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am bored watching sheep.</td>
<td>I trust the Shepherd Boy to watch the sheep.</td>
</tr>
<tr>
<td>I would like to tease the Villagers.</td>
<td>I will help the Shepherd Boy if he calls.</td>
</tr>
<tr>
<td>Sometimes I don’t tell the truth.</td>
<td>The Shepherd boy tricked me I don’t trust him anymore.</td>
</tr>
</tbody>
</table>
Using Thought Bubbles in Content Areas

Mr. Let’s Stay the Same. I think that there is no climate change.

I am Mr. Let’s Stay the Same. I think that there is no climate change.

I am Mr. Let’s Do Something. I think that climate change is real.

Mr. Let’s Do Something

Sample from Grade 7 FSA-ELA Writing Practice Test
### Graphic Organizer and Character Perspective

<table>
<thead>
<tr>
<th>Mr. Let’s Do Something</th>
<th>Mr. Let’s Stay the Same</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sea level rising will cause more storms and flooding.</td>
<td>We don’t have scientific consensus about what’s going on.</td>
</tr>
<tr>
<td>Greenhouse gases will produce more sickness.</td>
<td>It costs the government money unnecessarily and jobs will be lost.</td>
</tr>
<tr>
<td>Pollution is not easily fixed. It takes lots of time.</td>
<td>It is a natural part of Earth’s history.</td>
</tr>
</tbody>
</table>
Using Thought Bubbles in Content

- Writing Stem:
  - It’s no secret that sometimes great discoveries come as a result of really big mistakes. But are they always worth the problems they cause? Sometimes the mistakes lead to greatness, and sometimes they lead to disaster. Are mistakes key to making discoveries? Write an essay in which you take a position on whether or not mistakes are a key part of discovery.
Using Thought Bubbles in Essay Writing

I am Mr. Jones. I think that it’s good that discoveries come from mistakes.

I am Mr. Smith. I think that inventions should come from hard work.

Mr. Jones

Mr. Smith
**Graphic Organizer and Character Perspective**

<table>
<thead>
<tr>
<th>Mr. Smith</th>
<th>Mr. Jones</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mistakes are the origins of many discoveries.</td>
<td>Discoveries come from work over time.</td>
</tr>
<tr>
<td>Most discoveries are luck.</td>
<td>Most mistakes cause problems, not progress.</td>
</tr>
<tr>
<td>There are many discoveries that were made by accident such as the microwave, popsicles, and chocolate chip cookies</td>
<td>The role of a mistake is to show people how to do better next time.</td>
</tr>
</tbody>
</table>
Ticket out the door

1. Write down three things you will use in reading instruction
2. Share in a group
3. Have a lovely conference
Thank you for all you do!


Selected References


