Teaching Individuals With Developmental Delays Basic Intervention Techniques


Autism Spectrum Disorders This master-class-in-a-book is designed to guide teachers of mindfulness-based interventions (MBI) in continuing to develop more competence while raising global standards of practice and pedagogy. Starting with the central yet elusive concept of stewardship, it then expands upon the core components of MBI pedagogy. A series of reflective essays by MBI teachers from around the world foregrounds differences and challenges in meeting participants “where they are.” Such reflections are both inspiring and thought-provoking for teachers wherever they are. The book also provides practical guidance and tools for adjusting teaching style and content for special populations, from chronic pain patients to trauma survivors, from health care professionals to clergy, and including many others. Detailed scripts and practices, ready to adopt and adapt, offer opportunities to explore new directions in the classroom, and to continue the life-long development of the teacher. Included in the coverage: Deepening teachers’ skills of guidance of meditation practices Insights into the essential practice of inquiry and dialogue
with participants New practices that allow participants to explore mindfulness together in a spoken encounter How to keep up with, review, and make clear to participants the range of scientific evidence supporting the MBIs The breadth of practical insights and hands-on strategies makes Resources for Teaching Mindfulness a unique developmental asset for a wide range of practitioners around the world. Among those who will benefit are physicians and other medical practitioners, health and clinical psychologists, marriage and family therapists, nurses, clinical social workers, physical and occupational therapists, health educators, and organizational development specialists.

Toilet Training Success The Handbook of Intellectual Disability and Clinical Psychology Practice will equip clinical psychologists in training with the skills necessary to complete a clinical placement in the field of intellectual disability. Building on the success of the previous edition this handbook has been extensively revised. Throughout, the text, references, and website addresses and have been updated to reflect important developments since the publication the first edition. Recent research findings on the epidemiology, aetiology, course, outcome, assessment and treatment of all psychological problems considered in the book have been incorporated into the text. Account has been taken of changes in the diagnosis and classification of intellectual disability and psychological problems reflected in the AAIDD-11 and the DSM-5. New chapters on the assessment of adaptive behaviour and support needs, person-centred active support, and the assessment of dementia in people with intellectual disability have been added. The book is divided into eight sections: Section 1: Covers general conceptual frameworks for practice - diagnosis, classification, epidemiology and lifespan development. Section 2: Focuses on assessment of intelligence, adaptive behaviour, support needs, quality of life, and the processes of interviewing and report writing. Section 3: Covers intervention frameworks, specifically active support, applied behavioural analysis and cognitive behaviour therapy. Section 4: Deals with supporting families of children with intellectual disability, genetic syndromes and autism spectrum disorders. Section 5: Covers issues associated with intellectual disability first evident or prevalent in middle childhood. Section 6: Deals with adolescent concerns including life skills training, relationships and sexuality. Section 7: Focuses on residential, vocational and family-related challenges of adulthood and aging. Section 8: Deals with professional issues and risk assessment. Chapters cover theoretical and empirical issues on the one hand and practice issues on the other. They close with summaries and suggestions for further reading for practitioners and families containing a member with an intellectual disability. Where appropriate, in many chapters, practice exercises to aid skills development have been included. The second edition of the Handbook of Intellectual Disability and Clinical Psychology Practice is one of a set of three volumes which cover the lion’s share of the curriculum for clinical psychologists in training in the UK and Ireland. The other two volumes are the Handbook of Child and Adolescent Clinical Psychology, Third Edition (by Alan Carr) and the Handbook of Adult Clinical Psychology Practice, Second Edition (edited by Alan Carr & Muireann McNulty).

Handbook of Autism and Pervasive Developmental Disorders, Assessment, Interventions, and Policy Aligned with the core values and agenda of TASH, this visionary text prepares professionals to strengthen supports and services for people with disabilities across the lifespan.

Effective Practices for Children with Autism By implementing the techniques described in Derived Relational Responding, techniques based on a breakthrough new understanding of how humans acquire and use language, clinicians can make significant progress with their clients with autism and other developmental disabilities, limiting the loss of cognitive and social functioning that typically results from these conditions.
Autism Spectrum Disorders Autism is an emerging area of basic and clinical research, and has only recently been recognized as a major topic in biomedical research. Approximately 1 in 150 children are diagnosed as autistic, so it is also an intense growth area in behavioral and educational treatments. Financial resources have begun to be raised for more comprehensive research and an increasing number of scientists are becoming involved in autism research. In many respects, autism has become a model for conducting translational research on a psychiatric disorder. This text provides a comprehensive summary of all current knowledge related to the behavioral, experiential, and biomedical features of the autism spectrum disorders including major behavioral and cognitive syndromology, common co-morbid conditions, neuropathology, neuroimmunology, and other neurological correlates such as seizures, allergy and immunology, gastroenterology, infectious disease, and epidemiology. Edited by three leading researchers, this volume contains over 80 chapters and nine shorter commentaries by thought leaders in the field, making the book a virtual "who's who" of autism research. This carefully developed book is a comprehensive and authoritative reference for what we know in this area as well as a guidepost for the next several years in all areas of autism research.

Social and Communication Development in Autism Spectrum Disorders Developed for individuals on the autism spectrum with a developmental age of approximately 1-4 years, this comprehensive ABA curriculum contains everything needed to teach foundational level skills such as appropriate sitting, attention, eye contact, motor skills, basic receptive and expressive language skills, play, and foundational skills of daily living. Evidence-based, the resource guides instructors step-by-step through using ABA to teach over 140 foundational skills. The program can be individualized to meet the needs and interests of the individual, and instructions are given on how to do this. An accompanying CD contains the teaching materials needed to implement the program, including over 1000 color picture cards, handy printable copies of the curriculum programs, data forms and checklists. The authors also provide guidance on creating an effective ABA teaching environment, as well as a wealth of practical teaching strategies for ensuring therapy success. This is an unparalleled resource for professionals working with children with ASDs who are looking for a robust and ready-to-implement ABA curriculum. It will be a valuable tool for behaviour analysts, teachers, psychologists, occupational therapists and students in these fields, as well as to parents working with professionals to implement an ABA program.

Competencies for People Teaching Individuals with Autism and Other Pervasive Developmental Disorders Aux États-Unis, il y a quelques millions d'enfants qui ont reçu un diagnostic de troubles reliés à l'enfance. Le chiffre réel est inconnu, mais certains parlent de 3.5% des enfants Américains qui rencontrent diverses difficultés. Selon le DSM-IV et l'American Psychiatric Association, c'est la déficience intellectuelle et les troubles envahissants du développement qui sont les plus exigeants pour établir une intervention adéquate. Ces troubles seront présents toute la vie durant et nécessiteront une intervention intensive en raison de la déficience intellectuelle, de la déficience de la parole et du langage, de l'adaptation sociale et de la déficience physique associée avec ceux-ci. Dans l'optique d'une intervention précoce et de stratégies éducatives, le but de ce document est d'aider les parents et le personnel professionnel et spécialisé à mieux comprendre la déficience du langage et de la parole, ainsi qu'à leur offrir des lignes directrices pour la mise en place d'une évaluation et d'apprentissages individualisés. Il est question des enfants autistes, cependant, l'évaluation et le modèle d'intervention utilisés peuvent s'appliquer à une variété d'autres enfants rencontrant des difficultés du langage et de la parole telles : le syndrome d'Asperger, le syndrome de Down, le syndrome du X fragile ou de la déficience intellectuelle. Les aspects touchés par ce document portent sur l'évaluation du langage dans une perspective béhaviorale et de l'interprétation de cette évaluation, de la communication, de la mise en place d'une intervention pour le développement du langage, de l'imitation, de l'écholalie et de divers
The Use of Video Prompting on the Acquisition, Maintenance, and Generalization of a Line Dance by Adolescents with Autism Spectrum Disorders

Disability is the functional inability of an individual to perform any activity in the manner or within the range considered 'normal'. These are relatively permanent conditions and in most cases can be tackled only by early intervention and long-term therapy. The accurate diagnosis of a child with a disorder is an important prelude to planning the right programme for intervention and rehabilitation. The book is intended for early identification of such developmental problems in infants and pre-school children. It covers a wide range of impairments, disabilities and handicaps commonly seen in young children. It is meant to enable parents to appreciate their manifestations, prevalence and characteristics. The book recognizes the importance of home-based programmes and contains lists of more than 400 activities as non-formal curriculum for young children. It carries broad guidelines on how to train children for these activities at home or pre-school settings. This book will be of great help to parents and trainers who are searching for suggestions from professionals on not only what training to impart to these children, but also how to train them at low cost and within their home settings. The book also serves as a reference guide for students of disability management or rehabilitation sciences. All teaching objectives and items included in this practical guide are empirically validated and located along a hierarchical scale of developmental difficulty. They are worded in behavioural terms so that trainers can readily start working on the given goals for behaviour change in the children. This book is meant for students and professionals in the field of rehabilitation services for disabled, general or special education programmes, parents of pre-school children, those who run play schools or crèches, non-formal educators, speech therapists, occupational therapists, physiotherapists and paediatricians.

Treating Childhood Psychopathology and Developmental Disabilities

This book, designed for both parents and professionals, introduces the
reader to effective toilet training interventions for individuals with developmental disabilities. Topics discussed include urination training, bowel training, increasing requesting, and overnight training. Questions such as when to begin, how to use positive reinforcement, collect data and conduct necessary assessments prior to training are examples of just a few of the questions that the author addresses. The plans and procedures presented are applicable to a wide range of developmental disabilities and age ranges.

Handbook of Early Intervention for Autism Spectrum Disorders One of the largest and most complex human services systems in history has evolved to address the needs of people with autism and intellectual disabilities, yet important questions remain for many professionals, administrators, and parents. What approaches to early intervention, education, treatment, therapy, and remediation really help those with autism and other intellectual disabilities improve their functioning and adaptation? Alternatively, what approaches represent wastes of time, effort, and resources? Controversial Therapies for Autism and Intellectual Disabilities, 2nd Edition brings together leading behavioral scientists and practitioners to shed much-needed light on the major controversies surrounding these questions. Expert authors review the origins, perpetuation, and resistance to scrutiny of questionable practices, and offer a clear rationale for appraising the quality of various services. The second edition of Controversial Therapies for Autism and Intellectual Disabilities has been fully revised and updated and includes entirely new chapters on psychology fads, why applied behavioral analysis is not a fad, rapid prompting, relationship therapies, the gluten-free, casein-free diet, evidence based practices, state government regulation of behavioral treatment, teaching ethics, and a parents' primer for autism treatments.

Teaching Language to Children with Autism Or Other Developmental Disabilities ABSTRACT: Because many individuals with developmental disabilities prefer to be as independent as possible, strategies need to be developed to teach them functional skills. Video prompting is a fairly new technology, in which a person learns to engage in a complex behavior by viewing steps of a task analysis on video. The steps are broken down so that the task is more manageable for the individual. The present study evaluated how many steps needed to be presented in the video model for the learner to acquire a functional skill. Three individuals between the ages of 17 and 29 and diagnosed with mental retardation were selected as participants. The target behaviors were to complete a 10 component laundry skill in a group home setting. Starting with viewing the entire task on video, the task was broken down into halves, then thirds, and so on until the individual performed all steps to criterion. A multiple baseline design was used to show the results of the video prompting procedure. The results showed that one individual learned the task with 5 steps in each video segment, another learned the task with the video broken into 4, 3, and 3 segments, and the final participant did not learn from video. For this participant, a least to most prompting procedure was effective.

What Teachers Need to Know about Students with Disabilities Current rates of autism diagnoses have been cause for concern and research as well as rumor and misinformation. Important questions surround the condition: how early can an accurate diagnosis be made? At what age should intervention start? How can parents recognize warning signs? And what causes autism in the first place? There are no easy answers, but the Handbook of Early Intervention for Autism Spectrum Disorders gives researchers, practitioners, and academics the science and guidance to better understand and intervene. Background chapters survey the history of professional understanding of the disorders and the ongoing debate over autism as a single entity or a continuum. Chapters on best methods in screening, assessment, and diagnosis reflect the transition between the DSM-V and older diagnostic criteria. And at the heart of the book, the intervention section ranges from evidence-based strategies for developing core
skills to ethical concerns, cultural considerations, and controversial treatments. Included in the Handbook’s broad-based coverage: Designing curriculum programs for children with autism spectrum disorders (ASD). Mainstream education for children with ASD. Teaching independent living skills to children with ASD. Social skills and play. Behavioral and mental health disorders in children with ASD. Training and supporting caregivers in evidence-based practices. Teaching cognitive skills to children with ASD. The Handbook of Early Intervention for Autism Spectrum Disorders is a comprehensive reference for researchers, professors, and graduate students as well as clinicians and other scientist-practitioners in clinical child and school psychology, child and adolescent psychiatry, social work, rehabilitation, special education, and pediatric medicine.

A Complete ABA Curriculum for Individuals on the Autism Spectrum with a Developmental Age of 4-7 Years

Derived Relational Responding Ce document s'adresse aux parents et leur permet d'agir en tant que premiers intervenants auprès de leur enfant ayant une déficience du développement. Inspiré par ses premiers travaux (The Me Book; Lovaas, 1981), ce manuel propose une mise à jour des différentes interventions auprès des enfants ayant une déficience du développement élaborées par l'auteur il y a plus de 30 ou 40 ans. En plus de refléter les changements dans la pratique, il décrit les stratégies de la mise en place d'un programme d'intervention intensive par les parents. Ce premier livre s'intéresse aux notions élémentaires de l'intervention, aux stratégies de transition des interventions, au processus d'apprentissage du jeune enfant, au langage, aux diverses stratégies visuelles, à des considérations pragmatiques (implication des parents, maintien des acquis) ainsi qu'à la structure de réalisation du processus d'intervention (aspects légaux, législation etc.).

Implementing the Group-Based Early Start Denver Model for Preschoolers with Autism The latest and most comprehensive resource on autism and related disorders Since the original edition was first published more than a quarter-century ago, The Handbook of Autism and Pervasive Developmental Disorders has been the most influential reference work in the field. Volume 2 of this comprehensive work includes a wealth of information from the experts in their respective specialities within the larger field of autism studies: Assessment, Interventions, and Social Policy Perspectives. Within the three sections found in Volume 2, readers will find in-depth treatment of: Screening for autism in young children; diagnostic instruments in autism spectrum disorders (ASD); clinical evaluation in multidisciplinary settings; assessing communications in ASD; and behavioral assessment of individuals with autism, including current practice and future directions Interventions for infants and toddlers at risk; comprehensive treatment models for children and youth with ASD; targeted interventions for social communication symptoms in preschoolers with ASD; augmentative and alternative communication; interventions for challenging behaviors; supporting mainstream educational success; supporting inclusion education; promoting recreational engagement in children with ASD; social skills interventions; and employment and related services for adults with ASD Supporting adult independence in the community for individuals with high functioning ASD; supporting parents, siblings, and grandparents of people with ASD; and evidence-based psychosocial interventions for individuals with ASD Special topic coverage such as autism across cultures; autism in the courtroom; alternative treatments; teacher and professional training guidelines; economic aspects of autism; and consideration of alternative treatments The new edition includes the relevant updates to help readers stay abreast of the state of this rapidly evolving field and gives them a guide to separate the wheat from the chaff as information about autism proliferates.
An ABA Curriculum for Children with Autism Spectrum Disorders Aged Approximately 1-4 Years This book is to help clinical psychologists, clinical social workers, psychiatrists and counselors achieve the maximum in service to their clients. Designed to bring ready answers from scientific data to real life practice, The guide is an accessible, authoritative reference for today’s clinician. There are solid guidelines for what to rule out, what works, what doesn’t work and what can be improved for a wide range of mental health problems. It is organized alphabetically for quick reference and distills vast amounts of proven knowledge and strategies into a user friendly, hands-on reference.

Teaching Young Children: Choices In Theory And Practice This book presents early childhood students and staff with a broad and diverse range of teaching techniques to support children's learning. It examines 26 techniques ranging from simple ones, such as describing and listening, to more complex methods, such as deconstruction and scaffolding. The strategies selected are derived from the best current research knowledge about how young children learn. A detailed evaluation of each strategy enables childcare staff, early childhood teachers and students to expand their repertoire of teaching strategies and to critically evaluate their own teaching in early childhood settings. Vignettes and examples show how early childhood staff use the techniques to support children's learning and help to bring the discussion of each technique to life. Revised and updated in light of the latest research, new features include: * Coverage of the phonics debate * Addition of ICT content * Questions for further discussion * Revision to the chapter on problem solving * Updated referencing throughout Teaching Young Children is key reading for students and experienced early childhood staff working in diverse settings with young children.

Clinical Assessment and Intervention for Autism Spectrum Disorders Autism spectrum disorder has received increasing research in recent years, with more information on assessment and treatment than can be readily assimilated from primary literature by clinicians. Clinical Assessment and Intervention for Autism Spectrum Disorders summarizes evidence-based assessments and intervention for Autism across the life-span, providing clinicians with a practical overview of how best to assess and treat this disorder. The book begins with a discussion of what warrants a determination of being "evidence based" and a description of the disorder from a life span perspective. The book also provides a chapter on differential diagnosis of autism relative to other disorders. What follows are separate sections on assessment and intervention. These chapters discuss first how to assess and then separately how to treat behavioral problems, communication and social skills issues, academic and vocational skills, and the use of pharmacology and an assessment of possible pharmacological effects. Intended for practitioners assessing and treating children with developmental delays, the book provides clinicians with best practices for assessing and treating delays associated with autism. Covers the full range of Autism Spectrum Disorders Covers the lifespan Focuses on evidence-based assessment and treatment

Teaching Social Communication to Children with Autism and Other Developmental Delays, Second Edition (2-book set) One of the largest and most complex human services systems in Western nations has evolved to address the needs of people with developmental disabilities. In the U.S., for example, school budgets are stretched thin by legally mandated special education, and billions of Medicaid dollars annually are consumed by residential and professional services to this population. The temptation of a quick fix is strong. Many parents desperately seek the latest ideas and place pressure on program administrators, who often are not trained to think critically about the evidence base for intervention efforts. The problems of people with developmental disabilities have historically been targeted by a wide range of professionals who rely on clinical experience and intuition and do not submit their claims to the tests of scientific research. Professional entrepreneurs have energetically promoted their
treatments to a public perhaps too trustful of those with credentials. Thus, families and their children are buffeted by reforms founded on belief and ideologically driven management. Services fluctuate with the currents of social movements and rapidly shifting philosophies of care as policymakers and providers strive for increased responsiveness and individualization. These forces affect not only where and how, but how well people are served. Too often, services are less effective than they could be, or worse, damaging to personal growth and quality of life. Many treatments are based on poorly understood or even disproven approaches. What approaches to early intervention, education, therapy, and remediation really help those with mental retardation and developmental disabilities improve their functioning and adaptation? And what approaches represent wastes of time, effort, and resources? This book brings together leading behavioral scientists and practitioners to focus light on the major controversies surrounding these questions. The authors review the origins, perpetuation, and resistance to scrutiny of questionable practices, and offer a clear rationale for appraising the quality of services. In an era of increasing accountability, no one with a professional stake in services to individuals with mental retardation and developmental disabilities can afford not to read this book.

Teaching Choices

Evaluation of Behavioural Skills Training with Volunteers Teaching Motor Skills to Individuals with Developmental Disabilities This book examines a group-based adaptation of the Early Start Denver Model (ESDM) designed for use with preschoolers with autism spectrum disorder (ASD). It describes the principles and procedures of the Group-Based Early Start Denver Model (G-ESDM) and provides practical and empirical guidelines for implementing effective, affordable programs across public healthcare and educational settings. Chapters offer rationales and strategies for designing and evaluating interventions, building interdisciplinary teams, and organizing learning spaces to engage student interest. Examples discuss the social interactions in groups that provide opportunities for learning, improving interpersonal skills, and reducing problem behaviors. In addition, the book offers ideas for retooling teaching strategies when an individual child lags behind the rest of the group. Featured topics include: Creating treatment objectives in the G-ESDM. Setting up the G-ESDM team and learning environment. Development of the G-ESDM classroom curriculum. Practical tools such as decision-making trees, teaching templates, and fidelity systems. Facilitating learning through peer interactions and social participation. Implementing the Group-Based Early Start Denver Model for Preschoolers with Autism is a must-have resource for clinicians and practitioners as well as researchers, professors, and graduate students in the fields of child and school psychology, behavioral therapy, and social work along with psychiatry, pediatrics, and educational and healthcare policy.

Adaptive Behavior Strategies for Individuals with Intellectual and Developmental Disabilities As prevalence rates and awareness of Autism Spectrum Disorder (ASD) increase, there is a need for all educators to have a basic understanding of the disorder and how to teach affected children. Understanding Children with Autism Spectrum Disorders: Educators Partnering with Families introduces, in an accessible manner, the significant body of research and theory in the field of autism within the larger context of understanding the unique socio-cultural dimensions of individuals with ASD and their families. Engaging and user-friendly, Michelle Haney's text provides future educators insight into the complexity and diversity of children with ASD, the wide range of interventions and processes for make decisions about choosing interventions (teaming with parents to provide optimal educational opportunities), and the personal/professional growth that is likely to take place during such a journey.
Handbook of Research on Technology Tools for Real-World Skill Development

An indispensable resource for K-12 educators and autism specialists, this highly practical book shows how to include students with autism spectrum disorders (ASD) in general education settings. Tristram Smith and his associates present a research-based, step-by-step process for assessing students at a range of skill levels, planning and implementing successful inclusion programs, and working as a team with other professionals and with parents. The book is packed with specific strategies for helping students with ASD follow the daily routine, learn from the general education curriculum, interact with peers, and overcome problem behavior. In a large-size format for easy photocopying, it features dozens of reproducible worksheets and forms.

Applied Behavior Analysis for Children with Autism Spectrum Disorders

Education is expanding to include a stronger focus on the practical application of classroom lessons in an effort to prepare the next generation of scholars for a changing world economy centered on collaborative and problem-solving skills for the digital age. The Handbook of Research on Technology Tools for Real-World Skill Development presents comprehensive research and discussions on the importance of practical education focused on digital literacy and the problem-solving skills necessary in everyday life. Featuring timely, research-based chapters exploring the broad scope of digital and computer-based learning strategies including, but not limited to, enhanced classroom experiences, assessment programs, and problem-solving training, this publication is an essential reference source for academicians, researchers, professionals, and policymakers interested in the practical application of technology-based learning for next-generation education.

The Teaching of Self-medication Skills to Individuals with Developmental Disabilities

This practical guide for teaching numeracy to children with a developmental disability is based on core concepts from the landmark Mathematics Recovery® text Teaching Number (aka ‘the green book’) that have been adapted for children with developmental disabilities. It sets out key principles of teaching and learning underpinning an evidence-based teaching approach and provides clear guidance on how educators can plan and implement a structured teaching program so that every child can be given a positive experience in learning numeracy and achieve significant outcomes, maximizing their potential. The book is supported by a comprehensive set of online resources for use in the classroom, including 90+ lesson plans carefully tailored to provide sequenced learning experiences for children and school students who may need them most.

Equity and Full Participation for Individuals with Severe Disabilities

Recognized as one of the most effective coaching programs for parents of young children (up to age 6) with autism spectrum disorder (ASD) and related social communication delays, this two-book set has been fully revised and updated. It presents everything needed to implement Project ImPACT, an intervention curriculum that teaches parents ways to enhance children's social engagement, communication, imitation, and play skills, within meaningful activities and daily routines. The Guide to Coaching Parents provides a complete introduction and step-by-step coaching procedures for practitioners working with individual parents or groups. The Manual for Parents, which includes 20 reproducible forms, helps parents master the strategies and use them at home. Both volumes have a convenient large-size format. The parent manual is also sold separately (ISBN 978-1-4625-3808-9). Companion Websites Purchasers get access to a companion website featuring 42 reproducible forms for practitioners and parents (several of which can be filled in onscreen before printing), as well as video clips of the techniques and PowerPoint slides for use in teaching parent groups. A second companion website for parents features the parent forms and video clips only. New to This Edition *Reflects the latest research and the ongoing development of Project ImPACT.
*Streamlines the program for teaching parents--presents five main strategies that build on each other. *Appropriate for a broader range of
children, including those without an ASD diagnosis who have social communication delays. *Optional unit on managing significant behavioral
challenges. *Additional visuals, graphics, and forms that facilitate learning. *Expanded information on engaging parents, goal development, data
collection, and adapting the program for a variety of settings. Project ImPACT is one of two parent-implemented interventions cited as evidence-based practices by the National Clearinghouse on Autism Evidence and Practice.

Resources for Teaching Mindfulness Covering intermediate skills such as comprehension of abstract language, social and play skills, emotional
and behavioral regulation, and academic skills, this comprehensive ABA curriculum has been developed specifically for individuals on the autism
spectrum with a developmental age of approximately 4-7 years. Evidence-based, the resource guides instructors step-by-step through using ABA to
teach 150 intermediate skills. The program can be individualized to meet the needs and interests of the individual, and instructions are given on
how to do this. Accompanying online downloadable content contains the teaching materials needed to implement the program, including over 1000
 printable color picture cards and worksheets, handy printable copies of the curriculum programs, data forms and checklists. The authors also
provide guidance on creating an effective ABA teaching environment, as well as a wealth of practical teaching strategies for ensuring therapy
success. This is an unparalleled resource for professionals working with children with ASDs who are looking for a robust and ready-to-implement
ABA curriculum. It will be a valuable tool for behaviour analysts, teachers, psychologists, occupational therapists, and students in these fields, as
well as to parents working with professionals to implement an ABA program.

Making Inclusion Work for Students with Autism Spectrum Disorders Children who have autism require comprehensive educational and
treatment services. There are a myriad of approaches currently recommended to practitioners and parents, but little is known about their efficacy.
Which are the most effective in teaching skills, overcoming behavior challenges, and improving quality of life? Methods must be based in research
settings, but be easily extended to real world settings where children with autism live, go to school, socialize, and recreate. Identifying and
validating effective practices is a complex and multi-faceted process, but an essential one for responsible research and practice. This book brings
together multiple and contemporary perspectives on intervention effectiveness for autism education and behavior support. With contributors from
a variety of disciplines and orientations, Effective Practices for Children with Autism presents a critical appraisal of current practice standards,
emphasizing empirically supported procedures and research-to-practice applications. By bringing together a diverse group of authors, the editors
have ensured that the vast field of information on interventions for children with autism is thoroughly examined, and that no topic has gone
untouched. Written for practitioners, research scientists, and clinicians, the book is an essential framework for evaluating educational and
treatment procedures, selecting those that are most effective, and evaluating outcomes.

The Handbook of Intellectual Disability and Clinical Psychology Practice Provides an overview of the disabilities that teachers may encounter in
their classrooms. Explains how disabilities impact on students' learning and development. Covers intellectual disability, autism, Asperger
syndrome, other pervasive developmental disorders, physical and health impairments, vision and hearing impairments, language and learning
disorders, and emotional and behavioural disorders.
Practitioner's Guide to Evidence-Based Psychotherapy Reaching early motor milestones is essential for positive growth and development. Individuals with developmental disabilities may fail to reach these milestones due to gross and fine motor impairments. However, very few physical education programs address motor development issues that may be a concern for individuals with developmental disabilities. The Special Needs Activity Program at Brock University capitalizes on university student volunteers to support individuals with developmental disabilities in developing motor skills. Evaluating various methods to train these volunteers may positively impact training outcomes, and save valuable time and resources. This research employed a mixed methods evaluation to evaluate volunteer training through: (1) a component analysis of behavioural skills training for teaching volunteers how to also use this methodology to support individuals with developmental disabilities in a movement program; and (2) a thematic analysis of the volunteers' experiences and approaches to teaching this population. The component analysis results were variable across participants; however, following all training phases, all volunteers met a predetermined performance criterion. Through a qualitative analysis five themes in the volunteers' approach to teaching individuals with developmental disabilities were identified: individualization, respect, collaboration, flexibility, and commitment. Strengths and limitations of this evaluation are discussed and recommendations for future research are provided.

Teaching Functional Skills to Individuals with Developmental Disabilities Using Video Prompting From leading clinical researchers, this volume presents important recent advances in understanding and treating autism spectrum disorders (ASD) in very young children. The book is grounded in cutting-edge findings on the social-communication behavior of typically and atypically developing infants, toddlers, and preschoolers. The contributors highlight the connections between ASD and specific early social-communication impairments - including problems with joint attention, imitation, and play - with a focus on what clinicians can do to help. Innovative screening and assessment procedures are reviewed, as are evidence-based intervention and prevention strategies. Throughout, attention to both real-world practice and research considerations enhances the book's utility as a clinical reference and text.

Teaching Individuals with Developmental Delays

Controversial Therapies for Developmental Disabilities Autism was once thought of as a rare condition, until the Centers for Disease Control and Prevention’s Autism and Developmental Disabilities Monitoring Network released the statistic that about 1 in every 150 eight-year-old children in various areas across the United States is afflicted by an autism spectrum disorder, or ASD. This news led to a dramatic expansion of research into autism spectrum disorders and to the emergence of applied behavior analysis (ABA) as the preferred method of treatment, even among prescribing practitioners. Applied Behavioral Analysis for Children with Autism Spectrum Disorders ably synthesizes research data and trends with best-practice interventions into a comprehensive, state-of-the-art resource. Within its chapters, leading experts review current ABA literature in depth; identify interventions most relevant to children across the autism spectrum; and discuss potential developments in these core areas: Assessment methods, from functional assessment to single case research designs. Treatment methods, including reinforcement, replacement behaviors, and other effective strategies. The role of the differential diagnosis in ABA treatment planning. Specific deficit areas: communication, social skills, stereotypes/rituals. Target behaviors, such as self-injury, aggression, adaptive and self-help problems. ASD-related training concerns, including maintenance and transition issues, and parent training programs. This volume is a vital resource for researchers, graduate students, and
professionals in clinical child and school psychology as well as the related fields of education and mental health.

Children with Developmental Disabilities Abstract: Educators are in need of appropriate interventions for teaching individuals with autism spectrum disorders (ASD). A widely used (Bellini & Akullian, 2007; Delano, 2007) and evidence-based (Horner et al., 2005) instructional intervention for individuals with ASD is video modeling. Video modeling involves the learner viewing a video demonstration of a targeted behavior and subsequently performing what was viewed. A variation of video modeling is video prompting in which the learner views a video demonstration that is a single task analysis step or chunk of a targeted behavior followed by practice of that step/chunk. Video prompting has successfully been used to teach a number of behaviors to individuals with developmental disabilities including self-help skills (Norman, Collins, & Schuster, 2001), daily living skills (Cannella-Malone et al., 2006), and cooking related tasks (Graves, Collins, Schuster, & Kleinert, 2005; Sigafos et al., 2005). When selecting appropriate gross motor activities to teach individuals with ASD, physical educators must consider their developmental delays and deficits in movement behaviors (Pan, Tsai, & Chu, 2009). Dance is a common activity offered in physical education programs (NASPE, 2005). By performing appropriate dances, individuals with ASD may be able to benefit both physically (e.g., enhanced coordination and balance) and socially (e.g., enhanced inclusive recreation and leisure activities). Dance has positively impacted children and adolescents with disabilities as evidenced by increased participation and cooperation (Crain, Eisenhart, & McLaughlin, 1984). However, additional research is needed to investigate instructional dance interventions for children and adolescents with ASD. The current study employed a multiple probe across participants design to evaluate the effects of video prompting as an intervention for dance instruction. Seven participants with high-functioning ASD participated in the study. Six males (ages 12 to 16) and one female (age 15) received Cupid Shuffle dance training in a one-on-one instructional format. The researcher showed one video vignette (clip) at a time on a MacBook Pro® laptop computer. After viewing a vignette, participants were given the opportunity to reproduce the modeled steps. The researcher provided positive reinforcement, such as praise and/or a high-five for correctly performed steps. To correct errors, a 4-level least-to-most prompting system was implemented. Maintenance, generalization, and social validity were assessed. Results showed that six participants acquired the Cupid Shuffle from the video prompting intervention. Moreover, three participants demonstrated 100% maintenance and one participant demonstrated 99.1% maintenance at 1-week post-intervention. One participant demonstrated 100% maintenance at 8-days post-intervention. Participants achieved overall generalization probes percentages of 44-68%. In terms of generalizing the newly learned dance to a new situation by dancing alongside the trainer to music, four participants achieved overall generalization percentages of 89-100%. When generalizing the newly learned dance to the new situation of dancing alongside peers to music, three participants achieved overall generalization percentages of 97-100%. Furthermore, parents and participants who completed social validity questions reported that the goals, procedures, and outcomes were acceptable and important.

Handbook of Childhood Psychopathology and Developmental Disabilities Assessment An authoritative overview of language and speech disorders, featuring new and updated chapters written by leading specialists from across the field The Handbook of Speech and Language Disorders, Second Edition, provides timely and authoritative coverage of current issues, foundational principles, and new research directions within the study of communication disorders. Building upon the reputation of the landmark first edition, this volume offers an exceptionally broad and in-depth survey of the field, presenting original chapters by internationally recognized specialists that examine an array of language, speech, and cognitive disorders and discuss the most crucial aspects of this evolving discipline while providing practical information on analytical methods and
assessment. Now in its second edition, the Handbook features extensively revised and refocused content throughout, reflecting the latest advances in the field. Original and updated chapters explore diverse topics including literacy and literacy impairments, patterns of normal and disordered language development, hearing impairment and cochlear implants, language acquisition and language delay, dementia, dysarthria, ADHD, autism spectrum disorder, and many others. This acclaimed single-volume reference resource: Provides 26 original chapters which describe the latest in new research and which indicate future research directions Covers new developments in research since the original publication of the first edition Features in-depth coverage of the major disorders of language and speech, including new insights on perception, hearing impairment, literacy, and genetic syndromes Includes a series of foundational chapters covering a variety of important general principles, including labelling, diversity, intelligibility, assessment, and intervention The Handbook of Speech and Language Disorders, Second Edition, is essential reading for researchers, scholars, and students in speech and language pathology, speech, language and hearing sciences, and clinical linguisitcs, as well as active practitioners and clinicians.

Understanding Children with Autism Spectrum Disorders The field of autism has been growing at an unprecedented rate in recent years. In addition to an actual rise in the number of classic DSM-IV cases, broadened diagnostic criteria have uncovered a wider range of autistic behaviors and ability levels. The third edition of this well-known text continues the mission of its predecessors—to present a comprehensive, readable, up-to-date overview of the field of autism, one that links research, theory, and practice in ways that are accessible to both practitioners and parents. Key features include: *Expanded Coverage--To accommodate the recent explosion of research, the book has been expanded from 11 to 14 chapters that examine the impact of autism on the individual and the family from infancy through adulthood. *Expertise--Internationally recognized experts offer cutting-edge treatment and educational information on topics such as early diagnosis, medical treatment, assessment, educational methods, language development, behavior regulation, and family support. *Neurobiological Research--Comprehensive medical research and treatment chapters provide an understandable overview of neurobiological research and current treatments including when and how medication can be employed as part of a treatment plan. *Focus on Early Years--Old sections I and III have been combined and a new 3-chapter section on early identification and intervention added. *Focus on Parents and Families--In addition to a chapter on the evolving role of families, a new chapter addresses family needs during the preschool years. *Integration of Assessment and Intervention--The chapters on assessment and intervention have been reorganized and more closely integrated in keeping with current thinking about their inter-relatedness. *Future Directions--Two chapters discuss emerging directions in this exploding field and how to make informed decisions among a variety of approaches. This book is appropriate for anyone--students, practitioners, or parents--who must provide care for an autistic child.

Controversial Therapies for Autism and Intellectual Disabilities ?This handbook describes evidence-based methods of assessing psychological, educational, behavioral, and developmental problems in children and adolescents. It provides state-of-the-art analyses of leading assessment tools and methods. Chapters provide an overview of childhood assessment issues, diagnostic classification systems, interviewing and report writing, traditional assessment tools and methods, such as Applied Behavioral Analysis (ABA). In addition, chapters address daily living, academic, and social skills, commonly encountered psychological conditions, and developmental disorders, reviewing definitions and etiology, history of assessment and diagnosis, possible comorbid conditions, and current measures and procedures. The handbook also covers specific childhood disorders that often present assessment challenges in children, such as posttraumatic stress disorder, mood disorders, pain, and feeding and eating
disorders. Topics featured in this handbook include: Adaptive and developmental behavior scales. Diagnostic classification systems and how to apply them to childhood problems and disorders. Intelligence testing and its use in childhood psychological assessment. Assessment of Attention Deficit Hyperactivity Disorder (ADHD) in persons with developmental disabilities. Self-Injurious behavior in children. Prevalence and assessment of common sleep problems in children. The Handbook of Childhood Psychopathology and Developmental Disabilities Assessment is an essential resource for researchers, graduate students, clinicians, and related therapists and professionals in clinical child and school psychology, pediatrics, social work, developmental psychology, behavioral therapy/rehabilitation, child and adolescent psychiatry, and special education.

The Handbook of Language and Speech Disorders This book examines strategies for teaching adaptive behavior across the lifespan to individuals with intellectual and developmental disabilities who regularly experience difficulty learning the skills necessary for daily living. It details evidence-based practices for functional life skills, ranging from teaching such basic hygiene as bathing, brushing teeth, and dressing to more complex skills, including driving. In addition, the volume describes interventions relating to recreation, play, and leisure as well as those paramount for maintaining independence and safety in community settings (e.g., abduction prevention skills for children). The book details existing evidence-based practices as well as how to perform the interventions. Key areas of coverage include: Basic hygiene as bathing, brushing teeth, and dressing. Advanced, complex skills, including driving, recreation, play, and leisure. Skills to maintain independence and safety in community settings, including abduction prevention skills for children. Teaching new technology skills, such as using mobile telephones and apps as well as surfing the web. Training caregivers to promote and support adaptive behavior. Use of evidence-based practices for teaching and supporting adaptive behavior for individuals with intellectual disabilities and autism. Adaptive Behavior Strategies for Individuals with Intellectual and Developmental Disabilities is an essential reference for researchers, professors, and graduate students as well as clinicians, therapists, and other scientist-practitioners in developmental psychology, behavioral therapy/rehabilitation, social work, clinical child and school psychology, child and adolescent psychiatry, pediatrics, and special education.

JEBPS Vol 17-N2

Copyright code: ae1d6170549919b71be2e85e2d94edc4