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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

based on more than ten years of research all students can succeed presents a comprehensive review of research related to direct instruction di a highly structured method of teaching based on the assumption that all students can learn if given appropriate instruction the authors identify over 500 research reports published over the last 50 years and encompassing almost 4 000 effect sizes no doubt the largest meta analysis of any single method of instruction ever published extensive statistical analyses show that estimates of di's effectiveness are consistent over time with different research approaches across different school environments students from all types of backgrounds different comparative programs and both academic achievement and non academic outcomes including student self confidence effects are substantially stronger than those reported for other curricula when students have di for more time and when teachers implement the programs as designed the effects are even stronger results indicate that di has the potential to dramatically change patterns of student achievement in the united states in an even handed style accessible to policy makers educators and

parents the authors describe the theory underlying di its development use and history systematically examine criticisms and discuss policy implications extensive appendices provide detailed information for researchers

this book discusses the challenge for today s schools to find the ways in which students with learning disabilities ld learn best and to deliver those opportunities for learning the chapters focus on 1 the elements of effective learning that belong in every classroom and the characteristics of students with ld 2 theories of teaching and learning including developmental theory behavioral theory metacognitive theories and psycholinguistic theory 3 remediation of and skills in reading spelling written language mathematics affective skills physical education and learning strategies 4 forms of learning compensation in language mathematics socioemotional and behavioral skills and cognitive strategies 5 enrichment and content in the areas of literature writing and communication mathematics science and computers visual arts and performing arts and social sciences business and economics 6 the assessment process including regulations descriptions of types of assessment and sample checklists and assessment forms 7 establishing the quality of assessment in content areas learning processes and transition 8 detailed descriptions of 15 wisconsin programs and less detailed information about efforts in other states and 9 recommendations for creating a collaborative school appendices discuss resources wisconsin ld eligibility criteria the multidisciplinary team process individualized education programs preventing inappropriate referrals of language minority students to special education transition services sample learning style and strategies questionnaire and sharing resources each chapter contains references jdd

this practical accessible book was written for practitioners who work with children and youth with autism it presents the vital material required by special educators to plan and implement effective programs to meet the needs of students with autism it begins with an overview of autism including etiology characteristics diagnosis and definition followed by in depth coverage of teaching methodologies throughout the book the authors present state of the art information in a step by step user friendly format the book s optimistic viewpoint is grounded in the premise that well planned and accurately implemented applied behavior analytical interventions will increase the potential for more independent and mainstream functioning

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