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Titolo	Empowering Parents of Children with Autism Spectrum Disorder : Critical Decision-making for Quality Outcomes // by Amanda Webster, Joy Cumming, Susannah Rowland
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Nota di contenuto	Part 1 Effective practice and decision-making for parents of children with autism spectrum disorder -- 1 Defining the problem -- 2 Evidence-based practice and autism spectrum disorder -- 3 The Cycle of Learning: A framework for decision-making -- Part 2 Empowering parents to create education plans for their children with autism spectrum disorder -- 4 Empowering parents to create a vision for their children with autism spectrum disorder -- 5 Developing education plans within curriculum frameworks: Creating profiles and goals -- 6 Facilitating self-determination through education planning -- 7 Developing effective transition plans -- Part 3 Systems advocacy: Facilitating change at the systems level -- 8 Parent advocacy with schools: A success story -- 9 Creating a community of practice -- 10 Empowering parents to become informed advocates and decision-makers -- 11 Understanding law and policy to gain the best educational opportunities for children with autism spectrum disorder

-- 12 Finding the common thread: Bringing it all together.

Sommario/riassunto

This book presents an international research-based framework that has empowered parents of children with autism spectrum disorder (ASD) to become critical decision makers to actively guide their child's learning and self-advocacy. Parents can use this framework to identify their child's vision and dreams, and to work with educators and service providers to establish specific learning goals and to implement effective interventions and programs that enable their child to achieve those goals and realise their vision for the future. The book begins by reviewing available research on evidence-based practice for children with ASD and outlining the Cycle of Learning decision-making framework for parents and professionals. Throughout the remainder of the book, case studies are presented to illustrate the ways in which different parents have successfully utilised this framework to develop effective plans for their child and to advocate for learning and education programs for both their child and other children with ASD in school and community settings. In addition, it highlights concrete examples of how parents have used the framework to empower their children with ASD to develop their self-awareness and self-determination, and to be able to self-advocate as they move through adolescence and into adult life.
