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| Nota di contenuto | Chapter 1. Background and Conceptualization of RRBIs: Development of Classification -- Chapter 2. RRBIs in ASD Across Childhood -- Chapter 3. Subtypes of Sensory Modulation Disorders in Children with ASD -- Chapter 4. Stereotyped Speech -- Chapter 5. Neurobiology of RRBIs: Animal and Human Models -- Chapter 6. Neurocognitive Deficits Underlying Mechanisms of Adherence to Routines, Ritualized Patterns, and Restricted and Fixated Interests -- Chapter 7. Underlying Mechanisms for RRBIs Across Typical and Atypical Development -- Chapter 8. RRBIs and Social Communication Skills in ASD -- Chapter 9. The Function of RRBIs: First-Hand Accounts of Adults with ASD -- Chapter 10. Assessment of RRBIs -- Chapter 11. RRBIs in ASD: An Intervention Model -- Chapter 12. From Restricted Interests to Work: Reframing ASD Diagnostic Criterion as a Vocational Advantage -- Chapter 13. Future Directions in RRBIs Research and Practice. . |

This volume examines repetitive and restrictive behaviors and interests (RRBIs) affecting individuals with autism spectrum disorder (ASD). The various aspects of RRBIs, an umbrella term for a broad class of behaviors linked by repetition, rigidity, invariance, and inappropriateness to place and context are reviewed by an international team of expert leaders in the field. Key topics of coverage include: Neurological Mechanisms Underlying Repetitive: Animal and human models Underlying mechanisms of RRBs across typical and atypical development The relationship between RRBI and other characteristics of ASD (communication, social, sensory aspects) RRBIs and adults with ASD Diagnosing RRBIs An RRBI intervention model The book bridges the gap between the neurobiological and neurocognitive bodies of knowledge in relation to RRBIs and their behavioral aspects and examines associations with other domains of ASD. In addition, the volume addresses related assessment and treatment of RRBI in ASD. This is an essential resource for researchers, graduate students, clinicians and related therapists and professionals in developmental psychology, behavioral therapy/rehabilitation, social work, clinical child and school psychology, child and adolescent psychiatry, pediatrics, occupational therapy and special education. .
