1.

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Autore	Sansosti Frank J
Titolo	High-functioning autism/Asperger syndrome in schools : assessment and intervention / / Frank J. Sansosti, Kelly A. Powell-Smith, Richard J. Cowan
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Edizione	[1st ed.]
Descrizione fisica	1 online resource (276 p.)
Collana	The Guilford practical intervention in the schools series
Altri autori (Persone)	CowanRichard J
	Powell-SmithKelly A
Disciplina	371.94
Soggetti	Autism spectrum disorders
	Autistic children - Education - United States
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Cover; Copyright Page; Dedication; About the Authors; Preface; Contents; 1. Introduction: What Is High- Functioning Autism/Asperger Syndrome?; Diagnostic Definitions/Issues; Contemporary Conceptualization of HFA/AS; Developmental Course; Preschool Years; Elementary School; Middle/High School; Long-Term Outcomes; Prevalence; Epidemiology; Educational Placement and Service Delivery Trends; Looking Ahead; 2. Areas of Impairment; Overview; Core Areas of Impairment; Social Interactions; Behavioral Rigidity and Circumscribed Interests; Language and Communication Abilities Associated Areas of ImpairmentResponses to Sensory Stimuli; Academic Performance Difficulties; Sleep Disturbances; Motor Abilities; Anxiety and Depression; Theoretical Frameworks for Understanding Areas of Impairment; Theory of Mind; Executive Functioning; Central Coherence; Conclusion; 3. Consultation and Collaboration Efforts; Overview; The

Ecological Model of School-Based Services; The Roles of Parents and Other Key Stakeholders; Parents as Primary Stakeholders; Educators and Student Support Services Personnel as Key Stakeholders
Other Health Professionals and Community-Based Providers as Key StakeholdersCollaborative Problem Solving as a Foundation for Effective Practice; Conjoint Behavioral Consultation; Conjoint Needs Identification; Conjoint Needs Analysis; Plan Implementation; Conjoint Plan Evaluation; CBC Case Study: Alex; Conclusion; 4. Conducting a Comprehensive Assessment; Overview; Traditional School-Based Assessment; Assessing Intellectual Functioning; Issues in Intellectual Assessment; Considerations in Selecting a Cognitive Measure; Measures of Intellectual Functioning; Assessing Academic Skills
Traditional Academic MeasuresCurriculum-Based Assessment; Assessing Adaptive Behavior; Assessing Diagnostic Characteristics of HFA/AS; Assessing Behavioral Skills; Functional Behavioral Assessment; Assessing Social Skills; Interviews; Observations; Rating Scales; Assessing Emotional Difficulties; Conclusion; 5. Improving Academic Skills; Overview; General Strategies; Task Presentation; Teacher Communication; Priming; Assignments; Homework and Study Skills; Specific Strategies; Reading Support; Writing Support; Math Support; Conclusion; 6. Providing Behavioral Supports; Overview
Effective Behavioral SupportPreventative Approaches; Environmental Modifications; Choice and Preference; Visual Supports; Direct Intervention Strategies; Teaching Replacement Behaviors; Providing Contingent Positive Reinforcement; Contingency Agreements and Behavioral Contracts; Token Economies; Self-Management; Conclusion; 7. Enhancing Social Skills; Overview; Programming for Social Skills in Schools; Schoolwide (Primary) Approaches; Schoolwide Positive Behavior Support; Character Education; Large-Group Social Skills Instruction; Small-Group (Secondary) Approaches; Social Skills Groups
Peer-Mediated Approaches

| Sommario/riassunto | Meeting a growing need for school-based practitioners, this book provides vital tools for improving the academic, behavioral, and social outcomes of students with high-functioning autism or Asperger syndrome (HFA/AS). Research-based best practices are presented for conducting meaningful assessments; collaborating with teachers, students, and parents to prevent school difficulties and problem solve when they occur; and developing effective individualized education programs (IEPs). In a large |

2. Record Nr.   UNINA9910557346903321

   Autore   Deschrijver Dirk

   Titolo   Improving Energy Efficiency through Data-Driven Modeling, Simulation
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                       Institute, 2021

   Descrizione fisica 1 online resource (201 p.)

   Soggetti   Technology: general issues

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   Formato   Materiale a stampa

   Livello bibliografico   Monografia

   Sommario/riassunto In October 2014, the EU leaders agreed upon three key targets for the
                       year 2030: a reduction by at least 40% in greenhouse gas emissions,
                       savings of at least 27% for renewable energy, and improvements by at
                       least 27% in energy efficiency. The increase in computational power
                       combined with advanced modeling and simulation tools makes it
                       possible to derive new technological solutions that can enhance the
                       energy efficiency of systems and that can reduce the ecological
                       footprint. This book compiles 10 novel research works from a Special
                       Issue that was focused on data-driven approaches, machine learning,
                       or artificial intelligence for the modeling, simulation, and optimization
                       of energy systems.