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Altri autori (Persone)	HouriganRyan M
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Nota di contenuto	Cover; Contents; Foreword; Preface; Acknowledgments; 1. What Is Autism Spectrum Disorder? An Explanation of the Diagnosis; Autism Spectrum Disorders: Diagnostic Information; Change in Diagnostic Criteria; Characteristics or Features of Autism Spectrum Disorder; How Do I Know I Am Teaching a Student with Autism Spectrum Disorder?; Early Intervention; Typical Interventions and Treatment Models; Applied Behavior Analysis and Discrete Trial Training; Treatment and Education of Autistic and Related Communication-Handicapped Children (TEACCH) Curriculum; DIR/Floortime; Cognitive Coaching Social StoriesConclusion; References; Discussion Questions; 2. A Team Approach to Teaching Music to Students with Autism Spectrum Disorder; Learning about Your Student(s) with Autism Spectrum Disorder; Learning about Other Educators, Therapists, and Professionals in the District; Building Relationships with Parents; Building Relationships with Other Staff Members; Administrative Support; Participation in Meetings; Understanding the Least Restrictive Environment and a Student with Autism Spectrum Disorder; Student Profile Revisited; Questions for the IEP/504 Meeting; Conclusion; References Discussion Questions and Suggested Activities3. Understanding

Communication and Students with Autism Spectrum Disorder; Unique Communication Characteristics of Persons with Autism; Complications with Eye Gaze or Eye Contact; Eye Contact and Theory of Mind; Inattentiveness and Eye Contact; Echolalia; Joint Attention; Reciprocal communication; Receptive and Expressive Language Skills; Receptive Language; Expressive Language Development (Cause and Effect); Strategies for Music Educators in Expressive and Receptive Language; Steps to Affective Communication with Students with Autism in the Music Classroom

Step 1: Establish Eye ContactStep 2: Encourage Joint Attention; Step 3: Encourage Reciprocal communication; Augmentative and Alternative Communication for Students with Autism; Communication Interruptions (a Failure to Communicate); Social Stories; Conclusion; References; Discussion Questions; 4. Understanding Cognition and Students with Autism Spectrum Disorder; Theory of Mind and Cognition; Weak Central Coherence; Strategies for Assisting with Central Coherence Challenges; Executive Function; Joint Attention (as It Relates to Cognition) Musical Cognition, Perception, and Response in Students with AutismConclusion; References; Discussion Questions; 5. Classroom Behavior and Students with Autism; Child Behavior Development and Students with Autism; Understanding Applied Behavior Analysis and Discrete Trial Training; Outbursts, Meltdowns, and Other Disruptions; The Antecedent; The Behavior; The Consequence; Odd or Repetitive Behavior; Behavior and Communication; Schedule, Routine, and the Link with Behavior; Creating a Behavior Plan for a Student with Autism; Social Skills and Behavior; Related Medical Issues and Behavior Conclusion: Assessment of Behavior (Taking Data for the IEP)

Sommario/riassunto

Teaching Music to Students with Autism is a comprehensive resource for everyone who works with students with autism within the music classroom. The authors focus on understanding autism, advocating for students and music programs, and creating and maintaining a team approach by working together with colleagues effectively. A significant portion of the book is focused on understanding and overcoming the communication, cognition, behavior, sensory, and socialization challenges inherent in working with students with autism. The authors suggest ways to structure classroom experiences and learning
