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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
