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Nota di contenuto	From Goals to Data and Back Again; Contents; List of Exercises; List of Figures and Tables; Acknowledgments; 1. Why We Wrote This Book; The Big Picture; How to use this book; 2. Identifying Goals; Attention and basic social relatedness; Imitation; Affect; Self-regulation; Play; Social play; Pretend play; Drawing; Communication; Eye gaze; Receptive communication (understanding language); Expressive communication: body language and affect; Expressive communication: the use of symbols; Conversational skills/pragmatics; Sensory issues; Restricted interests and perseverative behaviors Concept developmentIncreasing awareness of others; Social skills with peers; Respecting social norms; School and camp skills; Leisure; Things to remember; 3. Writing Measurable Goals; Change in the child and change in the goals; Phase 1: Emergence; Phase 2: Consistency; Phase 3: Extension; Writing goals that can be measured; Ways of recording increasing or decreasing frequency; Using quantitative scales; Using a qualitative scale; Ways of recording increasing or decreasing duration; Ways of recording an increasing range of behavior; Ways of recording a decreasing prompt level

Considering goal-independent factors Things to remember; 4. Collecting the Data; Data questions; Formatting the data sheet; Frequency of data collection; Special suggestions for teachers; Monitoring goal-independent factors; Things to remember; 5. Putting It All Together - Joey, Tyler, and Mai Lin; Joey; Tyler; Mai Lin; Things to remember; 6. From Data Collection to Data Analysis; Types of data; Translating words to numbers to create raw data; Transferring the raw data to spreadsheets; Keeping in mind what the numbers really mean; First impressions: numbers versus pictures
Creating simple line graphs Real data is not pretty; Things to remember; 7. Detecting Change - The Mean; Patterns of change; Computing the mean; Evaluating change using mean values; Step 1: Dividing the data for the goal; Step 2: Computing the means and charting bar graphs; Step 3: Comparing the means; Things to remember; 8. Measuring Reliability - The Standard Deviation; Distance as a measure of representation; Computing graphing the standard deviation; Evaluating change using mean and standard deviation; Computing the comparison of means statistic; Things to remember
9. Exceptions That Prove the Rule - Factor Data Identifying an outlier in the data set; Predicting sub-patterns of behavior from factors; Correlation is not cause; Translating factor data to numbers and computing correlation; Negative correlation; You get what you ask for; Data analysis, revisited; Things to remember; 10. Coming Full Circle - Joey, Tyler, and Mai Lin; Joey; Tyler; Mai Lin; Things to remember; 11. Conclusions; Appendix A Basic Intervention Goals for Children with Autism; Attention and basic social relatedness; Imitation; Affect; Self-regulation; Play
Increasing the play repertoire

Sommario/riassunto

The authors argue that theory must be combined with data for it to be used effectively in developmental intervention. Aimed at professionals and parents, the authors explain how to write basic developmental goals, how to collect data and analyse it and how to use the results of analysis to inform the next round of intervention decisions.
