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Altri autori (Persone)	LuiselliJames K
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Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Evidence-based, empirically supported, or best practice? : a guide for the scientist-practitioner / Ronnie Detrich -- Practice guidelines for autism education and intervention : historial perspective and recent developments / Raymond G. Romanczyk and Jennifer M. Gillis -- The National Standards Project : promoting evidence-based practice in autism spectrum disorders / Susan M. Wilczynski and Lauren Christian -- Single-case research methodology to inform evidence-based practice / David P. Wacker, Wendy K. Berg, and Jay W. Harding -- Early intensive applied behavior analysis (ABA) intervention for autism / William D. Frea and Erin K. McNerney -- Essential components for effective autism educational programs / Glen Dunlap, Rose Iovannone, and Donald Kincaid -- Generalized behavior change in young children with autism / Patrick M. Ghezzi -- Best practice methods in staff training / Peter Sturmey -- Discrete trial training as a teaching

paradigm / Rachael S. Tarbox and Adel C. Najdowski -- Skill acquisition, direct instruction, and educational curricula / Mary Jane Weiss -- Naturalistic teaching procedures / Keith D. Allen and Richard J. Cowan -- Video-based instruction / Felicia Darden-Brunson, Anna Green, and Howard Goldstein -- Teaching social skills in school settings / Wendy Machalicek ... [et al.] -- Developmental play assessment and teaching / Karin Lifter -- Augmentative and alternative communication intervention / Ralf W. Schlosser and Oliver Wendt -- Antecedent (preventive) intervention / James K. Luiselli -- Positive reinforcement intervention / Lee Kern and Anastasia Kokina -- Behavior-contingent (restrictive) intervention : a function-based approach / Dorothea C. Lerman -- Family support and participation / Jennifer B. G. Symon and Mendy A. Boettcher.

Sommario/riassunto

Children who have autism require comprehensive educational and treatment services. There are a myriad of approaches currently recommended to practitioners and parents, but little is known about their efficacy. Which are the most effective in teaching skills, overcoming behavior challenges, and improving quality of life? Methods must be based in research settings, but be easily extended to real world settings where children with autism live, go to school, socialize, and recreate. Identifying and validating effective practices is a complex and multi-faceted process, but an essential one for resp
