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Soggetti	Developmental psychology School psychology Social psychiatry Public health Pediatrics Developmental Psychology School Psychology Developmental Disabilities Clinical Social Work Public Health Psicologia del desenvolupament Psicologia escolar Psiquiatria social Salut pública Pediatria Llibres electrònics
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Nota di contenuto	Chapter 1. An Introduction to Autism Intervention Training -- Chapter 2. Training Versus Mentorship: What Is the Difference and Why It Is Important -- Chapter 3. Building Effective Training Systems Within Organizations -- Chapter 4. Quality Trainer Repertoires -- Chapter 5. Assessment to Inform Training Goals -- Chapter 6. The Importance of a Common Vocabulary in Staff Training -- Chapter 7. Evidence-Based

Staff Training -- Chapter 8. Pyramidal Staff Training and Evidence-Based Practices -- Chapter 9. Virtual/Remote Staff Training -- Chapter 10. Using Behavioral Skills Training to Train Staff -- Chapter 11. Using the Teaching Interaction Procedure to Train Staff -- Chapter 12. Comprehensive Staff Training Programs -- Chapter 13. Developing Clinical Judgment Skills -- Chapter 14. Training Effective and Efficient Shapers -- Chapter 15. Training Staff to Implement Preventive Interventions -- Chapter 16. Training Staff to Implement Function Based Interventions -- Chapter 17. Training Staff to Implement Social Skills Interventions -- Chapter 18. Training Staff to Implement Mealtime Interventions -- Chapter 19. Training for Intervention Across the Lifespan -- Chapter 20. Cultural Considerations Related to Staff Training -- Chapter 21. Considerations for Training School Staff -- Chapter 22. Considerations for Training Parents and Caregivers -- Chapter 23. Common Challenges and Solutions Related to Training -- Chapter 24. Future Directions in Research and Practice.

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## Sommario/riassunto

This handbook addresses evidence-based training practices for individuals providing applied behavior analysis (ABA) interventions for individuals on the autism spectrum. It provides specific examples of interventions across various contexts and skills and addresses the importance of effective and efficient training as it relates to ABA-based interventions for individuals on the autism spectrum. Additional areas of coverage include, but are not limited to, staffing, clinical judgment, shaping, mealtime interventions, qualities of effective trainers and developing effective training systems. Key areas of coverage include:

- Training versus mentorship.
- Developing systems and contingencies related to training within an organization.
- Ensuring a common vocabulary with trainers and trainees.
- Development of clinical judgment.
- Cultural considerations within training.

The Clinical Handbook of Autism Intervention Training is a must-have resource for clinicians, therapists, and other practitioners and professionals as well as researchers, professors, and graduate students across such interrelated disciplines as clinical child, school, and developmental psychology, child and adolescent psychiatry, clinical social work, public health, rehabilitation medicine/physical and occupational therapy, special education, pediatrics, and neurology. .

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