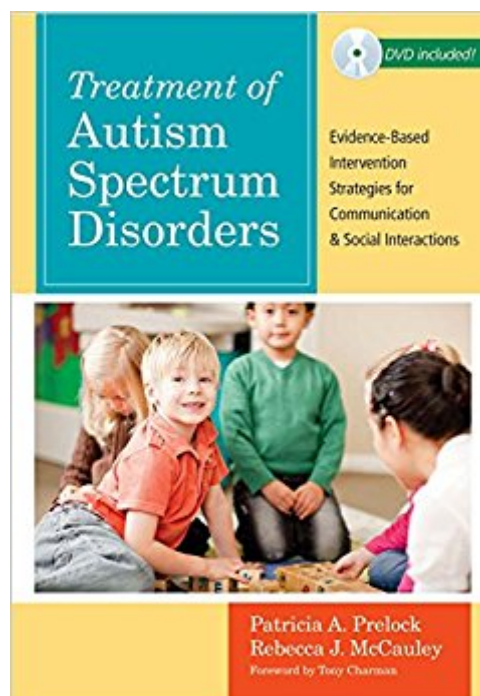




The book was found

Treatment Of Autism Spectrum Disorders: Evidence-Based Intervention Strategies For Communication And Social Interactions (CLI)



Synopsis

With video clips that show the interventions in action! For SLPs preparing to work with children who have autism spectrum disorders, selecting effective interventions for communication and social challenges is critically important. This accessible textbook gives SLPs the in-depth knowledge they need to evaluate, choose, and apply today's best interventions for communication and social interactions. With contributions from 25 top autism experts across multiple disciplines, this student-friendly text gives SLPs a thorough introduction to 12 widely used evidence-based interventions, including augmentative and alternative communication strategies the Developmental Individual-Difference Relationship Based (DIR®) model Enhanced Milieu Teaching functional communication training joint action routines peer mediated support strategies Picture Exchange Communication System Pivotal Response Treatment Social Stories™ video modeling applications To help readers find the information they need and compare interventions easily, each chapter clearly lays out key details on each intervention's theoretical and empirical basis, practical requirements, components, applications for both children and adults, and considerations for children from diverse cultural and linguistic backgrounds. Brief, illustrative video clips and case studies show the interventions in action, and helpful learning activities prepare SLPs to make sound decisions in scenarios they're likely to encounter in the field. With this practical, expertly organized textbook, tomorrow's SLPs will expertly choose and apply interventions that improve the communication and social skills of people with autism spectrum disorders. Treatment of Autism Spectrum Disorders is a part of the Communication and Language Intervention Series

Book Information

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Customer Reviews

"A welcome contribution to the clinical literature on communication treatment for children with ASD . . . provides clinicians with invaluable guidance in selecting methods to address the core symptoms of this disorder." (Rhea Paul, Ph.D., CCC-SLP)

Erik Carter is a Professor in the Department Special Education at Vanderbilt University and a member of the Vanderbilt Kennedy Center. His research and teaching focuses on evidence-based strategies for supporting access to the general curriculum and promoting valued roles in school, work, and community settings for children and adults with intellectual and developmental disabilities. Prior to receiving his doctorate, he worked as a high school teacher and transition specialist with youth with significant disabilities. He has published widely in the areas of educational and transition services for children and youth with significant disabilities. He was the recipient of the Distinguished Early Career Research Award from the Council for Exceptional Children and the Early Career Award from the American Association for Intellectual and Developmental Disabilities. His research interests include adolescent transitions from school to adult life; peer relationships and peer support interventions; students with severe disabilities, access to the general curriculum; and religion, congregational supports, and disabilities.

Marc E. Fey, Ph.D., Professor, Hearing and Speech Department, University of Kansas Medical Center, 3901 Rainbow Boulevard, Kansas City, Kansas 66160 Dr. Fey's primary research and clinical interests include the role of input on children's speech and language development and disorders and the efficacy and effectiveness of speech and language intervention with children. Dr. Fey was editor of the American Journal of Speech-Language Pathology from 1996 to 1998 and was chair of the American Speech-Language-Hearing Association Publications Board from 2003 to 2005. Along with his many publications, including articles, chapters, and software programs, he has published three other books on language intervention—*Language Intervention with Young Children* (Allyn & Bacon, 1986) and *Language Intervention: Preschool Through the Elementary Years* (co-edited with Jennifer Windsor & Steven F. Warren; Paul H. Brookes Publishing Co., 1995), and *Treatment of Language Disorders in Children* (co-edited with Rebecca McCauley; Paul H. Brookes Publishing Company, 2006). Dr. Fey received the American Speech-Language-Hearing Association's Kawana

Award for Lifetime Achievement in Publication in 2010 and the Honors of the Association in 2011. Alan G. Kamhi, Ph.D., is Adjunct Professor in the Department of Communicative Disorders at Northern Illinois University. Since the mid-1970s, he has conducted research on many aspects of developmental speech, language, and reading disorders. He has written several books with Hugh Catts on the connections between language and reading disabilities as well as two books with Karen E. Pollock and Joyce Harris on communication development and disorders in African American speakers. His current research focuses on how to use research and reason to make clinical decisions in the treatment of children with speech, language, and literacy problems. He began a 3-year term as the Language Editor for the Journal of Speech, Language, and Hearing Research in January 2004 and served as Editor of Language, Speech, and Hearing Services in Schools from 1986 to 1992. Patricia A. Prelock's primary academic appointment is Professor of Communication Sciences and Disorders; she has a secondary appointment in pediatrics in the College of Medicine. Her primary research interests include collaborative, interdisciplinary practice and the nature and treatment of autism, including social perspective taking, peer play, emotion regulation, and the neural pathways involved in social discourse. She has served as Associate Editor for Language, Speech, and Hearing Services in Schools, was named an American Speech-Language-Hearing Association Fellow in 2000, and is President-elect of the American Speech-Language-Hearing Association. Dr. Prelock was the cochair of Vermont's statewide Autism Task Force for four years and is a member of the workgroup for the Autism Training Program through the Higher Education Collaborative. Dr. Prelock has more than 120 publications and more than 400 peer-reviewed and invited presentations in the areas of autism, collaboration, language assessment and intervention, and phonology. Dr. Prelock received the 1998 Friends Award through the Vermont Parent Information Center, UVM's Kroepsch's "Maurice Excellence in Teaching Award in 2000, and the first annual Autism Society of Vermont Excellence in Service Award in 2000. She was named a University Scholar in 2003. In 2010, she was awarded the Puppet's Choice Award for Autism through the Kids on the Block Program. Dr. Prelock earned her bachelor's and master's degrees from Kent State University and her doctoral degree from the University of Pittsburgh. She is a board-recognized child language specialist. Rebecca J. McCauley, Ph.D., Professor, Department of Speech and Hearing Science, The Ohio State University, 1070 Carmack Road, Columbus, OH 43210 Dr. McCauley is a board-recognized specialist in child language and an associate editor of the American Journal of Speech-Language Pathology. Her

interests include issues in assessment and treatment of communication disorders, especially in children. She has authored one book on assessment – •Assessment of Language Disorders in Children (2001). In addition to co-editing the first edition of this book, she has co-edited three other books on treatment – •Interventions for Speech Sound Disorders in Children (with A. Lynn Williams & Sharynne McLeod; Paul H. Brookes Publishing Co., 2010), Treatment of Stuttering (with Barry Guitar; Lippincott, Williams, & Wilkins/Wolters Kluwer, 2010), and Treatment of Autism Spectrum Disorders: Evidence-Based Intervention Strategies for Communication and Social Interaction (with Patricia Prelock; Paul H. Brookes Publishing Co., 2012). She is currently completing work on the Dynamic Evaluation of Motor Speech Skill in Children, a test developed with Edythe Strand (to be published by Paul H. Brookes Publishing Co.). V. Mark Durand, Ph.D., is known worldwide as an authority in the area of autism spectrum disorders. He is a professor of psychology at the University of South Florida St. Petersburg, where he was the founding Dean of Arts & Sciences and Vice Chancellor for Academic Affairs. Dr. Durand is a fellow of the American Psychological Association. He has received more than \$4 million in federal funding since the beginning of his career to study the nature, assessment, and treatment of behavior problems in children with autism spectrum disorders. Before moving to Florida, he served in a variety of leadership positions at the University at Albany-State University of New York (SUNY-Albany), including Associate Director for Clinical Training for the doctoral psychology program from 1987 to 1990, Chair of the Psychology Department from 1995 to 1998, and Interim Dean of Arts and Sciences from 2001 to 2002. There he established the Center for Autism and Related Disabilities at SUNY-Albany. He received his B.A., M.A., and Ph.D. degrees – • all in psychology – • at Stony Brook University. Dr. Durand was awarded the University Award for Excellence in Teaching at SUNY-Albany in 1991 and in 2007 received the Chancellor's Award for Excellence in Research and Creative Scholarship at the University of South Florida St. Petersburg. Dr. Durand is currently Co-editor of the Journal of Positive Behavior Interventions, is a member of the Professional Advisory Board for the Autism Society of America, and is on the Board of Directors of the international Association of Positive Behavioral Support. He serves on a number of editorial boards, has reviewed for dozens of journals, and has more than 100 publications on functional communication, educational programming, and behavior therapy. His books include several best-selling textbooks on abnormal psychology, Severe Behavior Problems: A Functional Communication Training Approach (Guilford Press, 1990), Sleep Better! A Guide to Improving Sleep for Children with Special Needs (Paul H. Brookes Publishing Co., 1998), and When Children Don't Sleep Well: Interventions for Pediatric Sleep Disorders, Therapist Guide (Oxford University Press, 2008). In his leisure time,

he enjoys long-distance running and just completed his third marathon. Ann P. Kaiser, Ph.D., Susan W. Gray Professor of Education and Human Development, Department of Special Education, Peabody College, Vanderbilt University, Nashville, Tennessee 37203 Dr. Ann Kaiser is the Susan W. Gray Professor of Education and Human Development at Peabody College of Vanderbilt University. Dr. Kaiser's research focuses on early language interventions for children with developmental disabilities and children at risk due to poverty. She has developed and researched an early communication program to improve the language outcomes for young children with intellectual and developmental disabilities, children with autism, and children at risk due to behavior problems.

Connie Kasari, Ph.D., Professor, Human Development and Psychology, Center for Autism Research and Treatment, University of California Los Angeles, 68-268 Semel Institute, 760 Westwood Plaza, Los Angeles, California 90024 Dr. Connie Kasari is Professor of Human Development and Psychology at UCLA with a joint appointment in the Department of Psychiatry. Since 1990 she has been on the faculty at UCLA where she teaches both graduate and undergraduate courses, and has been the primary advisor to more than 40 Ph.D. students. Her research projects include targeted interventions for early social communication development in at risk infants, toddlers and preschoolers with autism, and peer relationships for school-aged children with autism. She is on the science advisory board of the Autism Speaks Foundation, and regularly presents to both academic and practitioner audiences locally, nationally, and internationally.

Amy M. Wetherby, Ph.D., is Professor and former Chair of the Department of Communication Disorders at Florida State University. She received her doctorate from the University of California-San Francisco/Santa Barbara in 1982. She has had more than 20 years of clinical experience in the design and implementation of communication programs for children with autism and severe communication impairments and is an American Speech-Language-Hearing Association fellow. Dr. Wetherby's research has focused on communicative and social-cognitive aspects of language difficulties in children with autism and, more recently, on the early identification of children with communicative impairments. She has published extensively on these topics and presents regularly at national conventions. She is a co-author of the Communication and Symbolic Behavior Scales (with Barry M. Prizant [Applied Symbolix, 1993]). She is the Executive Director of the Florida State University Center for Autism and Related Disabilities and is Project Director of U.S. Department of Education Model Demonstration Grant No. H324M980173 on early identification of communication disorders in infants and toddlers and Personnel Preparation Training Grant No. H029A10066 specializing in autism.

This text book does an excellent job reviewing evidenced based intervention programs for individuals with ASDs. I feel that it would be much more useful for parents of children with a disorder or for teachers/interventionists who want to know their options than it was for me as a psychology Ph.D. student.

It has come in handy for school.

Wonderful wealth of knowledge is provided in this text! I highly recommend adding this to your bookshelf.

Contains lots of information on different treatment options for individuals with ASD.

Exactly what was needed for school. Book was in excellent condition. Thank you.

It has been a good read for class.

Good book, reached on time.

Just scanning through it, I can tell this book is going to be very informative in an easy to read manner. sent it very quickly, and I received it about a week before the expected delivery date.

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