Contents

Preface • xiii

Part 1

Introduction

CHAPTER 1

CHAPTER 2
Evaluating Claims about Treatments for Autism • 15
Gina Green
Science, Pseudoscience, and Antiscience
Why This Chapter? 16
Types of Evidence 17
Summary 2^r
Reco

Recommendations 26

Which Path: Science or seudoscience/Antiscience? 27

Acknowledgments, 27

References 27

CHAPTER 3

Early Behavioral Intervention for Autism: What Does Research Tell Us? • 29

Gina Green

The Intervention of Choice: Applied Behavior Analysis

Early Behavioral Intervention: Research Findings 31

Summary and Implications 38

Acknowledgments 43

References 43

CHAPTER 4

Are Other Treatments Effective? • 45

Tristram Smith

Special Education 45

Speech and Language Therapies 48

Sensory-Motor Therapies 48

Psychotherapies 52

Biological Treatments 53

Conclusions 56

Acknowledgments 56

References 56

Part 3

What to Teach

CHAPTER 5

Selecting Teaching Programs • 63

...ough

...ough

...d 64

...d 64

...dons of the Programs 64

...esources 65

Acknowledgments 65

Beginning Curriculum Guide 66

Intermediate Curriculum Guide 67

Advanced Curriculum Guide 68

esources 70

ograms 74–177 Bridget Ann Taylor and Kelly Ann McDonough

Part 4

How to Teach

CHAPTER 6

Teaching New Skills to Young Children with Autism • 181

Stephen R. Anderson, Marie Taras, and Barbara O'Malley Cannon

The Role of Parents 182

Deciding What to Teach 182

Developing a Plan for Instruction 183

Structuring the Learning Environment 185

Motivating Your Child to Learn 186

Using Good Instructional Methods 187

Developing the Specific Steps for Instruction 189

Programming Generalization 191

Promoting Lasting Change 191

Assessing Progress and Revising Instruction 192

Dealing with the Resistant Child 192

Summary 193

Useful Books on Applied Behavior Analysis 193

References 193

CHAPTER 7

copyrighted material by Profer Behavioral Analysis and Assessment: The Cornerstone to Effectiveness 195

Raymond G. Romanczyk

The Importance of Individualization 195

The Behavioral Approach 196

Importance of Anchor Points 196

Behavioral Assessment 196

Measurement 200

When Things Go Wrong 212

Summary 214

Acknowledgments 214

References 217

Part 5

Who Should Teach?

CHAPTER 8

Identifying Qualified Professionals in Behavior Analysis • 221

Gerald L. Shook and Judith E. Favell

What Formal Training Should Behavior Analysts Have? 221

What Experience Should the Professional Behavior Analyst Have?

To Which Professional Organizations are Behavior Analysts Likely to Belong? 222

What Universities Feature Graduate Programs in Behavior Analysis? 222

Are Any Graduate Programs Accredited to Provide Training in Behavior Analysis? 222

Are Individuals Who Hold Other Professional Licenses Qualified to do Behavior Analysis? 223

Does Any Professional Credential Offer a Specialization in Behavior Analysis? 223

What Knowledge, Skills, and Abilities Should a Qualified Behavior Analyst Have? 224

Summary 226

Behavior Analyst Certification 227

Addresses 228

Selected Readings 229

CHAPTER 9

Recruiting, Selecting, and Training Teaching Assistants • 231

Jack Scott

The Teaching Assistant's Role 231

Parent Responsibilities 232

Guidance from Professional Literature 233

Recruiting Teaching Assistants 233

Screening and Selection of Teaching Assistants 237

Training 238

CHAPTER 10

.ery • 241 .oral Treatment 242 .staff 243 .e 244 .pervision 245 .vorking with Parents 246 Working with Teachers 247 Failure in Mainstreamed Classes 247 Summary 247 References 248 The UCLA Young Autism Model of Service Delivery • 241

O. Ivar Lovaas

Part 6

Practical Support: Organizing and Funding

CHAPTER 11

Community-based Early Intervention for Children with Autism • 251

Ronald C. Huff

There Is Hope 251

Taking Charge 251

Partners for Progress 252

The First Step 252

Why Teach at Home? 252

Families for Early Autism Treatment (FEAT) 253

Business Planning and the FEAT Organization 260

Funding 262

Conclusion 265

Acknowledgments 265

References 265

CHAPTER 12

Funding the Behavioral Program: Legal Strategies for Parents • 267

Mark Williamson

Outline One: Special Education Funding 268

Outline Two: Insurance Law 275

Outline Three: The Americans with Disabilities Act 276

Appendix: State Offices 279

Part 7

Working with a Speech-Language Pathologist

CHAPTER 13

Incorporating Speech-Language Therapy into an Applied Behavior Analysis Program • 297

Robin Parker

Coordinating Speech-Language Pathology with an Applied Behavior Analysis Program 297

Aspects of Communication

Pragmatics 300

Symbolic Play 301

Additional Issues

Conclusions 302

Appendix: Symbolic Play Scale Check List 303

References 306

CHAPTER 14

Strategies for Promoting Language Acquisition in Children with Autism • 307

Margery Rappaport

General Recommendations 307

Section One 308

Section Two 309

Section Three 313

Summary 317

Appendix: Language Development Overview 318

Suggested Readings 319

Part 8

Working with the Schools

CHAPTER 15

What Parents Can Expect from Public School Programs • 323

Andrew Bondy

What Does the Delaware Autistic Program Offer? 323

What Should be Taught? 324

How Should Staff Teach? 326

How Should Staff be Trained?

What Is Full Inclusion? 329

Summary 329

References 330

CHAPTER 16

Supported Inclusion • 331

Susan C. Johnson, Linda Meyer, and Bridget Ann Taylor

Why Consider Supported Inclusion? 331

Will Your Child Benefit from an Inclusion Placement?

How Do You Identify Potential Inclusion Sites?

What Can Be Taught In an Inclusion Setting? 335

How Do You Teach Students In the Inclusion Setting?

How Do You Know If Your Child Is Learning in the Inclusion Site?

Is It Working? 340

Who's Responsible for Your Child In the Inclusion Setting? 341

Summary 342

Acknowledgments 342

References 342

Part 9

From the Front Lines: Parents' Questions, Parents' Voices

CHAPTER 17

Answers to Commonly Asked Questions • 345

Stephen C. Luce and Kathleen Dyer

Will Behavioral Intervention Turn My Child into a Robot? 345

What Is the Optimal Age for Starting Intensive Behavioral Therapy? 345

Which Is Better, Home-based Programming or School-based Programming?

What About Aversives? 346

How Should We Work with Dysfunctional Behaviors? 347

Should I Ignore Stereotypic Behavior or Redirect It? 350

How Much Does Home-based Intensive Therapy Cost? 352

How Many Hours Should My Child Be in Therapy? 352

Are There Behavioral Techniques That Can Help with Sleep Disturbances and Eating Disorders? 353

Are There Strategies I Can Use to Help My Typical Child Interact with His Sibling? 354

Summary 356

References 356

CHAPTER 18

In Search of Michael • 359

Margaret Harris

CHAPTER 19

Rebecca's Story • 365

Elizabeth Harrington

CHAPTER 20

© copyrighted material by PRO.ED, Inc. Brandon's Journey • 373

Cyndy Kleinfield-Hayes

CHAPTER 21

Peter's Story • 377

Elizabeth Braxton

About the Authors • 383

Index • 389