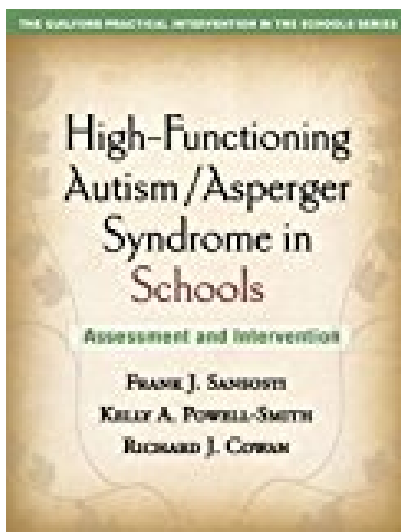


High-Functioning Autism Asperger Syndrome in Schools Assessment and Intervention Guilford Practical Intervention in the Schools



BOOK DETAILS

- Author : Frank J. Sansosti
- Pages : 257 Pages
- Publisher : The Guilford Press
- Language : English
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BOOK SYNOPSIS

"The authors use real-life examples to help school psychologists and educators navigate common but challenging situations. Sansosti, Powell-Smith, and Cowan bridge the gap from theory to practice, presenting information and applications with authority and clarity."---Don Saracusa, MA, MS, school psychologist, Akron Public Schools, Ohio "This book takes a practical, evidence-based approach to understanding students with HFA/AS and designing and implementing effective interventions. Coverage of such topics as positive behavior supports, academic interventions, assessment procedures that are directly linked to interventions, and ways to enhance social skills makes the book a gem."---William R. Jenson, PhD, Department of Educational Psychology, University of Utah "Highlights include specific teaching strategies across the primary subject areas, behavioral strategies that are easily adapted into any classroom, and recommendations for designing and implementing individualized education programs appropriate for each students needs. This resource is well organized and accessible, making it user friendly for school teams."---Shannon Crozier, PhD, BCBA-D, and Heather Baltodano Van Ness, PhD, University of Nevada, Las Vegas Center for Autism Spectrum Disorders "A very practical, user-friendly book. It contains a variety of useful reproducible materials to support your intervention work. Multimethod assessment and intervention strategies are grounded in an understanding of the needs, strengths, and potential obstacles to success that students with HFA/AS experience in the school setting. This is a book that school-based practitioners will reach for again and again. It will make an excellent supplemental text for graduate-level courses in exceptional children, behavioral methods, or school-based consultation."---Martin A. Volker, PhD, Department of Counseling, School and Educational Psychology, University at Buffalo, The State University of New York "This indispensable book provides a vast array of resources. It gives school personnel the tools and evidence-based practices necessary to provide effective behavioral and academic support to students with HFA/AS. This book will be highly treasured by psychologists, behavior analysts, administrators, and teachers for the depth and breadth of its practical and effective strategies."---Don Kincaid, EdD, College of Behavioral and Community Sciences, University of South Florida Meeting a growing need for school-based practitioners, this book provides vital tools for improving the academic, behavioral, and social outcomes of students with high-functioning autism or Asperger syndrome (HFA/AS). Research-based best practices are presented for conducting meaningful assessments; collaborating with teachers, students, and parents to prevent school difficulties and problem solve when they occur; and developing effective individualized education programs (IEPs). In a large-size format with lay-flat binding to facilitate photocopying, the book features a wealth of practical prevention and intervention strategies, illustrated with concrete examples. Over a dozen reproducibles include interview forms and observation sheets Photocopy Rights: The Publisher grants individual book purchasers nonassignable permission to reproduce selected materials in this book for professional use. For details and limitations, see copyright page.

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