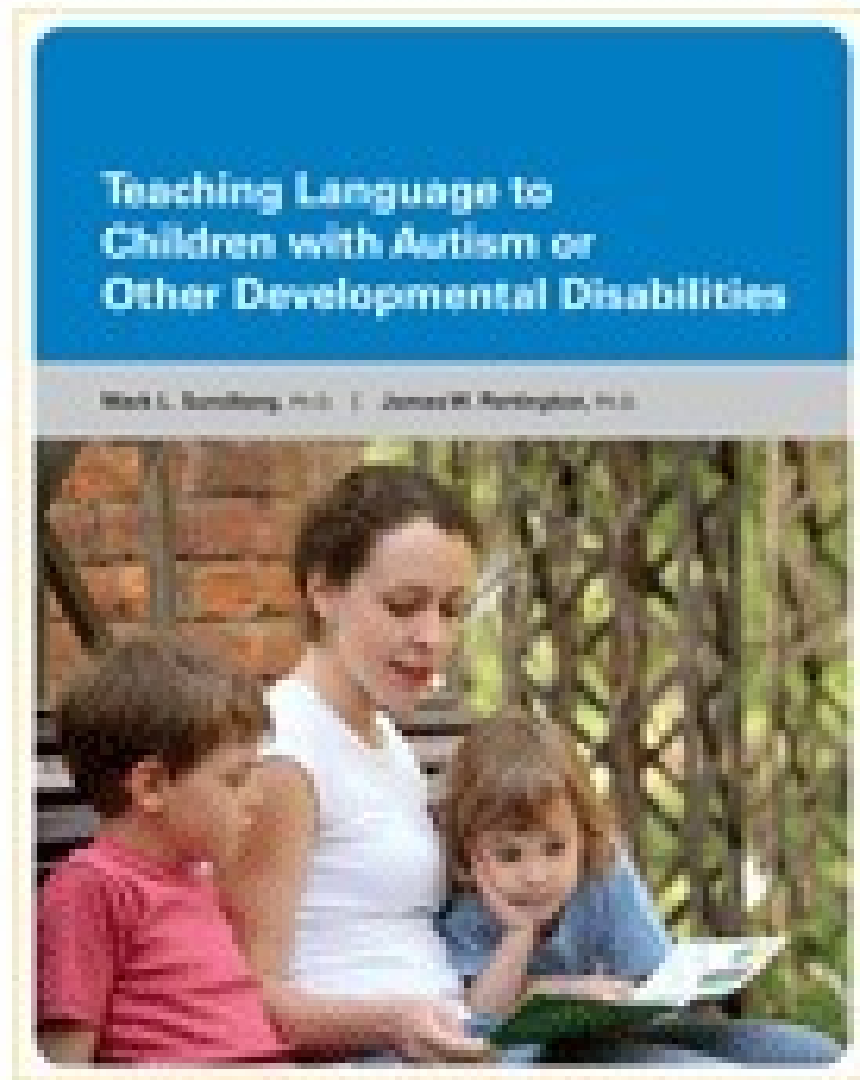




Teaching Language to Children with Autism and other Developmental Disabilities



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Description

by *Mark L. Sundberg & James W. Partington*

Teaching Language to Children with Autism and other Developmental Disabilities by
by Mark L. Sundberg & James W. Partington

Most children with autism or other developmental disabilities experience severe language delays or disorders. Teaching language to these children can be quite a challenge to parents and professionals. This book presents a state-of-the-art language assessment and intervention program based on B.F. Skinner's behavioral analysis of language, and the extensive body of empirical research that supports Skinner's analysis. The first section of the book provides information regarding preparation for language intervention, including a brief language assessment and a system to interpret the assessment in order to determine the best place to start intervention for an individual child. Section One also contains a chapter on augmentative communication and information on how to decide if it is necessary; and if so, which type might be the best for an individual child. Section Two focuses on the development of initial communication skills for nonverbal children, and Section Three focuses on teaching more advanced language and social skills. Section Four presents issues relevant to the implementation of a language program in a child's natural and school environments. In addition, there are a variety of data sheets and skills tracking forms located throughout the book.

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doi:10.1097/01.chi.0000196423.80717.32. Metrics. Atypical behaviors in children with autism and children with a history of language impairment. Kelli C. Dominick. a. Children with autism display many abnormal behaviors that, while not essential to the diagnosis, cause serious distress for both the child and the family. Unusual eating habits, abnormal sleep patterns, temper tantrums, and aggression to self and to others are among the most common of these abnormal behaviors. In order to achieve a greater understanding of abnormal behaviors in the context of autism, it is important to better characterize their frequency and course as well as to explore their relationship to other aspects of children's functioning including language, intelligence, and severity Interaction with other children can be encouraged through games, which allow some autistic children to accept a social interaction. A structured environment can make the child feel secure and more open to learning. The structure also prevents anxiety from exposure to any sensory triggers or confusion. Sign language: Some school systems teach sign language to children with autism who have not developed speech skills. Sign language works well for many children with autism because they respond more to hand motions than a person's face. American public schools are required by law to provide all children with disabilities with an individualized education plan (IEP). Even home schooled children are eligible for IEP plans.