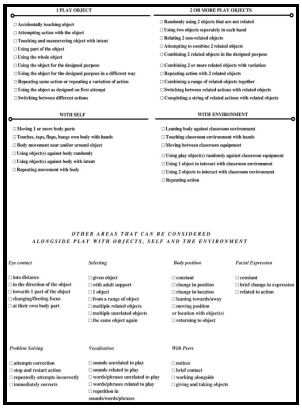
Can children with autism and severe communication difficuties be motivated to communicate spontaneously and functionally across a variety of contexts?

University of Birmingham - Effectiveness of functional equivalence training plus contingency mapping with a child with autism



Description: -
-Can children with autism and severe communication difficuties be motivated to communicate spontaneously and functionally across a variety of contexts?
-Can children with autism and severe communication difficuties be motivated to communicate spontaneously and functionally across a variety of contexts?
Notes: Thesis (M.Ed.) - University of Birmingham, School of Education, Faculty of Education and Continuing Studies.
This edition was published in 2000

Tags: #Childhood #Apraxia #of #Speech

The Effects of PECS Teaching to Phase III on the Communicative Interactions between Children with Autism and their Teachers

Celia Hooper, ASHA vice president for professional practices in speech-language pathology 2003—2005 , and Brian Shulman, ASHA vice president for professional practices in speech-language pathology 2006—2008 , served as the monitoring officers.

Parents and Course Leaders' Experiences of the ComAlong Augmentative and Alternative Communication Early Intervention Course

The intervention group received 15 h of PECS teaching over 5 weeks.

Parents and Course Leaders' Experiences of the ComAlong Augmentative and Alternative Communication Early Intervention Course

At the time this report was in preparation, a total of 35 cases including 15 affected members of the KE family had been reported in which severe speech sound disorder suspected to be CAS has been associated with genetic differences.

NIMH Data Archive

Journal of Speech, Language, and Hearing Research, 42, 187—194.

Childhood Apraxia of Speech

Individual differences among children will also underlie rationale for changing the form, content, and intensity of treatment throughout the course of

intervention.

NIMH Data Archive

Definitions of CAS, such as the one above, invariably include the proposed core problem, whereas the other two elements may or may not be addressed. Journal of Memory and Language, 35, 666—688. The acoustic differences were quantitative rather than qualitative.

NIMH Data Archive

According to them, considerable knowledge about communication development in children with disabilities is a prerequisite for leading the course.

Parents and Course Leaders' Experiences of the ComAlong Augmentative and Alternative Communication Early Intervention Course

Journal of Child Language, 8, 511—524.

Related Books

- Hallâj ou religion de la croix
- Planning for special needs - a whole school approach
- Kyūsekki
- Gjumi i tokës - poezi e zgjedhur
- Behind harem walls.