Innovative Technologies to Benefit Children on the Autism Spectrum

Part of the Advances in Medical Technologies and Clinical Practice Book Series

Nava R. Silton
(Marymount Manhattan College, USA)

More than ever, emerging technology is assisting individuals with autism in a variety of ways. However, many parents, schools, and special education professionals are not aware of the recent technological developments that are available to assist these individuals.

Innovative Technologies to Benefit Children on the Autism Spectrum brings together relevant theoretical frameworks and empirical research concerning the emerging technologies that benefit individuals living with autism. This book is an essential reference source for parents, teachers, special educators, researchers, academics, and other professionals seeking relevant information on the emerging technological advances available for individuals with neurodevelopmental disorders.

Topics Covered:
- Assistive Technologies
- Augmentative and Alternative Communication Devices
- Affective Technology
- Collaborative Virtual Environment Technologies
- ICT and Autism
- Mobile Technology for Individuals with Autism
- Software Designed for Individuals with Autism
- Technology Assisted Social Communication
- Video Modeling for Individuals with Autism

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Market: This premier publication is essential for all academic and research library reference collections. It is a crucial tool for academicians, researchers, and practitioners. Ideal for classroom use.

Nava R. Silton, Ph.D. received her B.S. from Cornell University and her M.A. and Ph.D. from Fordham University. Silton has worked at Nickelodeon, Sesame Workshop, and Mediakidz. She has taught both undergraduate and graduate psychology courses at Fordham University, Hunter College, Touro College and began a tenure-track line in the Department of Psychology at Marymount Manhattan College in the fall of 2011. She was a Postdoctoral Templeton Fellow at the Spears Research Institute at the Healthcare Chaplaincy from 2009-2010 and she has conducted research at the Autism Seaver Center at Mount Sinai Hospital and at Sesame Street Workshop. Her primary research interests include determining how best to enhance typical children's sensitivity to children with disabilities, how to teach social emotional skills to children on the spectrum and looking at the interface between religion and health. She is currently producing a children's television show, with a stop bullying platform as a primary focus.
Section 1: Assistive and Computer Technology for Children with Autism

Chapter 1
The Promise and Limitations of Assistive Technology Use among Children with Autism
Kari Andersen (Fordham University, USA)
Lauren Levenson (Fordham University, USA)
Fran C. Blumberg (Fordham University, USA)

Chapter 2
Addressing Executive Function Using Assistive Technology to Increase Access to the 21st Century Skills
Brenda Smith Myles (Ohio Center for Autism and Low Incidence, USA)
Jan Rogers (Ohio Center for Autism and Low Incidence, USA)

Chapter 3
Incorporating Mobile Technology into Evidence-Based Practices for Students with Autism
Iva Strnadová (University of New South Wales, Australia)
Therese M. Cumming (University of New South Wales, Australia)
Cathi Draper Rodriguez (California State University – Monterey Bay, USA)

Chapter 4
The Use of Computer-Based Technologies to Increase the Academic, Behavioral, and Social Outcomes of Students with Autism Spectrum Disorders in Schools
Frank J. Sansosti (Kent State University, USA)
Mary Lynn Mizerko (Kent State University, USA)
Allison Krupko (Kent State University, USA)

Chapter 5
Information and Computer Technology for Individuals with Autism
Zandile P. Nkabinde (New Jersey City University, USA)

Section 2: Single User Devices for Children with Autism

Chapter 6
Augmentative and Alternative Communication for Learners with Autism Spectrum Disorders
Jody M. Pirtle (Northern Arizona University, USA)
Elizabeth A. West (University of Washington, USA)

Chapter 7
Using Handheld Applications to Improve the Transitions of Students with Autism Spectrum Disorders
Michael Ben-Avie (SCSU Center of Excellence on Autism Spectrum Disorders, USA)
Deborah Newson (Southern Connecticut State University, USA)
Brian Reichow (A Pappanikou Center for Excellence in Developmental Disabilities University of Connecticut Health Center, USA)

Chapter 8
Improving Socialization and Emotion Recognition for Children with Autism Using a Smartphone App
Cassidy Lamm (University of Alabama, USA)
Lauren Lamberti (University of Alabama, USA)
Joshua Wolfe (University of Alabama, USA)
Jeff Gray (University of Alabama, USA)
Angela Bahe (University of Alabama, USA)
Gary Edwards (United Cerebral Palsy of Greater Birmingham, USA)

Chapter 9
A Visible Option?
Julie E. N. Irish (University of Minnesota, USA)

Chapter 10
A Task Assistant for Individuals with Autism Spectrum Disorder
Joo Tan (Kutztown University, USA)

Section 3: Video and Virtual-Based Instruction for Children with Autism

Chapter 11
Robots and Autism Spectrum Disorder
Amie Senland (Fordham University, USA)

Chapter 12
Video Games as a Form of Therapeutic Intervention for Children with Autism Spectrum Disorders
Toby Mehl-Schneider (City University of New York, USA)
Shimon Steinmetz (Brooklyn College, City University of New York, USA)

Chapter 13
Video Modeling for Individuals with Autism Spectrum Disorders
Christine R. Ogilvie (University of West Florida, USA)
Peggy Whidy (University of Arkansas, USA)

Chapter 14
The Development of Virtual Reality Technologies for People on the Autism Spectrum
Nigel Newbutt (Bath Spa University, UK)

Chapter 15
Realabilities
Nova R. Silton (Marymount Manhattan College, USA)
Senada Arucevic (Marymount Manhattan College, USA)
Rebecca Rushlin (Marymount Manhattan College, USA)
Vanessa Norkus (Marymount Manhattan College, USA)

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