Supporting the Education of Children with Autism Spectrum Disorders

Part of the Advances in Early Childhood and K-12 Education Book Series

Yefim Kats (Chestnut Hill College, USA)

Description:
Special education encompasses a broad range of techniques and tools for catering to children with unique educational needs. Children in need of additional learning support, including children on the autism spectrum, benefit from continued research in emerging educational tools and pedagogies for best catering to their needs.

Supporting the Education of Children with Autism Spectrum Disorders focuses on a well-rounded approach to special education, including perspectives on administration and leadership, course development, psychological and counseling support, educational technologies, and classroom management strategies. Emphasizes timely research focused on creating opportune learning environments for children on the autism spectrum.

Readers:
This publication is an essential reference source for educators, school administrators, graduate-level students, and researchers in the field of education.


Topics Covered:
- Assistive Technologies
- Education Administration
- Social Skills
- Special Education
- Speech Pathology and Therapy
- Therapeutic Programs
- Virtual Learning

Hardcover + Free E-Book: $185.00
E-Book + Free Hardcover: $185.00

Order Information
Phone: 717-533-8845 x100
Toll Free: 1-866-342-6657
Fax: 717-533-8661 or 717-533-7115
Online Bookstore: www.igi-global.com
Table of Contents

Preface
Yefim Kats

Section 1: Introduction

Chapter 1: Educational Leadership and Integrated Support for Students with Autism Spectrum Disorders
Kats, Y.

Section 2: Psychological and Counseling Support for Children and Young Adults with Autism Spectrum Disorders

Chapter 2: Higher Education Transitions and Autism
Browning, S., Pease, L.

Chapter 3: The Social Experience of College Students on Autism Spectrum
Altman, K.

Chapter 4: Transition to Gainful Employment of High School Students with Autism Spectrum Disorders
Caywood, K., Langford Rousseau, D.

Section 3: Special Education Support for Children and Young Adults with Autism Spectrum Disorders

Chapter 5: Educational Support at School for Students with Autism Spectrum Disorder, Intellectual and Developmental Disabilities: The Relationship between Teachers’ Priorities, Students’ Achievements, and Educational Implementation
Seok, S., Boaventura, D.

Chapter 6: Handmade Content and School Activities for Autistic Children with Expressive Language Disabilities
Ikuta, S., Nemoto, F., Yamaguchi, K., Ishitobi R., Urishihata, C., Haruka, N.

Chapter 7: Assessing the Functions of Behaviour for Students with Autism in the Inclusive Classroom Environment
Gilic, L., Chamblin, M.

Chapter 8: Assistive Technology-Based Programs to Support Adaptive Behaviours by Children with Autism Spectrum Disorders: A Literature Overview
Stasolla, S., Boccasini, A., Perilli, V.

Chapter 9: Remediation and Assistive Technologies for Communication Deficits in Autistic Spectrum Disorders
Beals, K.

Chapter 10: The Promise and relevance of Emerging Technologies in the Education of Children with Autism Spectrum Disorder
Begoli, E., DeFalco, J. A., Ogle, C.

Chapter 11: Technological Tools and Interventions to Enhance Learning of Children with Autism
Sharma, A., Khosla, A., Khosla, M., Yogeswar, R.

Chapter 12: Social Stories in Robot-Assisted Therapy for Children with ASD
Silvera-Tamil, D., Strnadova, I., Cumming, T. M.

Chapter 13: Potential of Human Tracking in Assistive Technologies for Children with Cognitive Disabilities
Tsun, M. T. K., Theng, L. B., Jo, S. H., Lau, S. L.

Chapter 14: The Use of iPad Devices and “Apps” for ASD Students in Special Education and Speech Therapy
O’Connor

Yefim Kats received his PhD from the Graduate Center of the City University of New York. His teaching and research interests include educational technology, instructional design, educational leadership, e-Learning, and social implications of technology. He has taught courses in instructional technology, computer science, education and social sciences. Dr. Kats has an extensive curriculum development and teaching experience with traditional, hybrid, and online courses. His research record includes peer-reviewed publications in informatics, curriculum development, instructional methodology, e-Learning, and social aspects of technology. Dr. Kats is a recipient - as the Principle Investigator - of the federal research grants from the National Research Council and the National Institute of Health. He is currently a chair of the Computer Science and Information Technology Department and the Coordinator of the Graduate Instructional Technology Program at Chestnut Hill College, Philadelphia, USA.