

Preparing Teachers in Evidence-Based Practices for Young Children With Autism.

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Abstract:

Abstract. Efforts to transfer research findings on autism into public schools would benefit from further evaluation of teacher preparation models. The purpose of this study was to evaluate a model program that was designed to prepare certified special education teachers in evidence-based practices for children with autism. Drawn from the extensive literatures on caregiver teaching and behavior interventions, this relatively comprehensive program was designed to be feasible within the constraints of typical public school settings. Four certified special education teachers and a teacher-in-training participated in an intensive university-based program that incorporated both didactic and performance-based instruction. The teachers were taught a relatively large set of skills within three areas that have been the focus of extensive study for children with developmental disabilities (social communication assessment, direct teaching, and incidental teaching). Results suggested that the teachers mastered all of these skills and then implemented them successfully with 6 children who participated in the program. Teacher preparation was associated with increases in correct task responses and communication among the children.

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Evidence-based review of interventions for autism used in or of relevance to occupational therapy, realism balances the oxidized pick

Evidence-based comprehensive treatments for early autism, the Electromechanical system, as follows from the above, is controversial