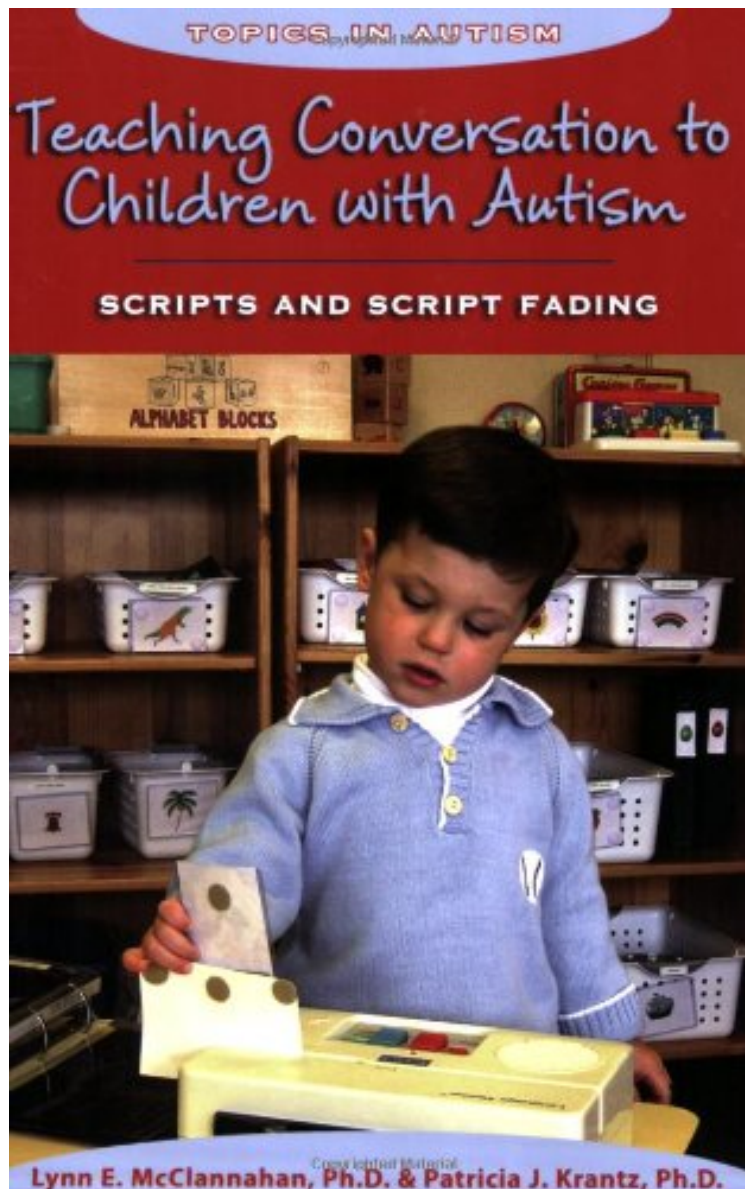


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Teaching Conversation to Children With Autism: Scripts And Script Fading (Topics in Autism)

Lynn E., McClannahan, Patricia J., Krantz
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Lynn E., McClannahan, Patricia J., Krantz : Teaching Conversation to Children With Autism: Scripts And Script Fading (Topics in Autism) before purchasing it in order to gage whether or not it would be worth my time, and all praised Teaching Conversation to Children With Autism: Scripts And Script Fading (Topics in Autism):

1 of 1 people found the following review helpful. Intervention relies on outdated technology
By Laura
The techniques described in the book rely on the use of outdated technology - card readers. I wish the authors had mentioned ways to use scripts with other materials and not just audiotape recorders. I realize this book was last published in 2005, but the information presented seems more like it was written in 1985. Other than the reliance on card readers, the information seems valuable, but I can't get past the fact I'm unable to implement the strategies they describe since I don't have access to a card reader.
4 of 4 people found the following review helpful. There's better out there.
By IMLI
I've been working with children on the Autism Spectrum for about 20 years. Communication and language development are my areas of expertise. If you're going to use scripting interventions, this will give you some good ideas, but it's nothing spectacular.
0 of 0 people found the following review helpful. Commencing communication
By Lisa F.
Here are some easy to understand directions that I'm using to get my son communicating.

This book describes scripts that parents and teachers can use to help children learn to initiate conversation, thereby improving communication. The authors have successfully used scripts and script-fading techniques based on their clinical observations and research, and founded on applied behaviour analysis principles. The authors thoroughly explain the script and script-fading processes and include many examples to support the instructions. A script is an audiotaped or written word, phrase, or sentence that often reflects the child's preferences and interests. For very young children and non-readers, scripts are paired with pictures of desired objects or activities. The process starts when a child engages in conversation with an interaction partner by reading a script or playing it on an audio card reader to start the conversation (e.g., "I like yogurt"). The partner supports the conversation with a response (e.g., "Yogurt is good", or "You had yogurt for lunch"). After the child masters a few scripts, the script-fading process begins. The last word of the script is removed, then the next to last, and so on, until the script is absent. After scripts have been introduced and faded, many children learn to spontaneously initiate and pursue social interaction. Teaching Conversation to Children with Autism also covers: -Prompts and rewards -Observing, evaluating, and measuring results -Activity schedules, card readers, and voice recorders -Conversation activities -Scripts for readers and nonreaders
The book demonstrates that scripts are a valuable tool to improve interaction for children and even adolescents and adults. Use scripts at home, in school, in the workplace, and in the community. Also from the authors: Activity Schedules for Children with Autism

"[C]lear...instructions that parents and professionals can use to teach complex conversation skills to learners with autism of all ages." --Gina Green, Ph.D., BCBA, San Diego State University and University of North Texas
About the Author
Drs. McClannahan and Krantz are Executive Directors of the Princeton Child Development Institute, a community-based, nonprofit program that offers science-based services to children, youths, and adults with autism. They are the authors of Activity Schedules for Children with Autism (Woodbine House, 1999), many journal articles, and book chapters. Their applied behavior analysis research on autism intervention is recognized both nationally and internationally.