

Gars Gilliam Autism Rating Scale Aemuy

This leading text and clinical guide offers best-practice recommendations for assessing a comprehensive array of child and adolescent mental health problems and health risks. Prominent authorities present evidence-based approaches that can be used in planning, implementing, and evaluating real-world clinical services. Coverage encompasses behavior disorders, mood disorders, anxiety disorders, developmental disorders, maltreatment, and adolescent problems. The volume emphasizes the need to evaluate clients' strengths as well as their deficits, and to take into account the developmental, biological, familial, and cultural contexts of problem behavior.

Generally recognized as the standard work in its field, Behavioral, Social, and Emotional Assessment of Children and Adolescents provides a comprehensive foundation and guide for conducting conceptually sound, culturally responsive, and ecologically-oriented assessments of student social and emotional behavior. It is aimed at graduate students, practitioners, and researchers in the fields of school psychology, child clinical psychology, and special education, but will also be of interest to those in related disciplines such as counseling psychology, child psychiatry, and social work. Keeping intact many of the same premises and pedagogy of the previous editions, this revised and updated fourth edition has been re-organized to emphasize culturally responsive reflective practice, with added content including updated assessment tools and strategies to be used within a Response to Intervention (RtI) framework. In addition to updating all chapters to reflect current research and data, authors Sara Whitcomb and Kenneth Merrell move away from a more narrow view of social skills to reflect an expanded notion of strengths-based assessment, which includes such traits as coping skills, resilience, problem-solving ability, emotional knowledge, and empathy. Throughout, they strive to increase professional standards in the practice of psychological and educational assessment of children and adolescents, providing a solid, evidence-based foundation for assessment.

This textbook provides in-depth instruction for conducting psychoeducational assessments of children in grades K-12 and conveying results through detailed, well-written reports. It takes readers step by step through the assessment process – collecting data, writing reports, and communicating conclusions – for students with conditions spanning the range of IDEA classifications such as autism, learning disabilities, emotional disturbances, and conditions covered by Section 504. The book offers not only a broad understanding of assessment and communication skills, but also of the ethical, legal, cultural, and professional considerations that come with psychoeducational evaluation. And its sample reports model clear, well-organized results accessible to parents and caregivers as well as teachers and colleagues. Key areas of coverage include:

- Assessment basics: the testing environment and protocols, interviewing, and observation.
- Report writing section by section, from reason for referral to summary and recommendations.
- Guidelines for oral reporting, with case examples.
- Special issues in psychoeducational assessment and report writing.
- Sample psychoeducational reports using this framework.

Psychoeducational Assessment and Report Writing is an essential text for graduate students, researchers, professors, and professionals in child and school psychology; assessment, testing, and evaluation; social work; and psychological methods/evaluation.

GARS Gilliam Autism Rating Scale Gilliam Autism Rating Scale GARS 3 Encyclopedia of Autism Spectrum Disorders The Childhood Autism Rating Scale (CARS).

Autism is no longer considered a rare disease, and the Center for Disease Control now estimates that upwards of 730,000 children in the US struggle with this isolating brain disorder. New research is leading to greater understanding of and ability to treat the disorder at an earlier age. It is hoped that further genetic and imaging studies will lead to biologically based diagnostic techniques that could help speed detection and allow early, more effective intervention. Edited by two leaders in the field, this volume offers a current survey and synthesis of the most important findings of the neuroscience behind autism of the past 20 years. With chapters authored by experts in each topic, the volume explores etiology, neuropathology, imaging, and pathways/models. Offering a broad background of ASDs with a unique focus on neurobiology, the volume offers more than the others on the market with a strictly clinical focus or a single authored perspective that fails to offer expert, comprehensive coverage. Researchers and graduate students alike with an interest in developmental disorders and autism will benefit, as will autism specialists across psychology and medicine looking to expand their expertise. Uniquely explores ASDs from a neurobiological angle, looking to uncover the molecular/cellular basis rather than to merely catalog the commonly used behavioral interventions Comprehensive coverage synthesizes widely dispersed research, serving as one-stop shopping for neurodevelopmental disorder researchers and autism specialists Edited work with chapters authored by leaders in the field around the globe - the broadest, most expert coverage available

The only comprehensive reference devoted to special education The highly acclaimed Encyclopedia of Special Education addresses issues of importance ranging from theory to practice and is a critical reference for researchers as well as those working in the special education field. This completely updated and comprehensive A-Z reference includes about 200 new entries, with increased attention given to those topics that have grown in importance since the publication of the third edition, such as technology, service delivery policies, international issues, neuropsychology, and RTI. The latest editions of assessment instruments frequently administered in special education settings are discussed. Only encyclopedia or comprehensive reference devoted to special education Edited and written by leading researchers and scholars in the field New edition includes over 200 more entries than previous edition, with increased attention given to those topics that have grown in importance since the publication of the third edition—such as technology, service delivery policies, international issues, neuropsychology, and Response to Intervention, Positive Behavioral Interventions and Supports (PBIS), Autism and Applied Behavior Analysis Entries will be updated to cover the latest editions of the assessment instruments frequently administered in special education settings Includes an international list of authors and descriptions of special education in 35 countries Includes technology and legal updates to reflect a rapidly changing environment Comprehensive and thoroughly up to date, this is the essential, A-Z compilation of authoritative information on the education of those with special needs.

Written from a developmental perspective, Abnormal Child and Adolescent Psychology is organized around five prominent and recurring themes: the course of normal development proceeds in an orderly and predictable direction; maladaptive behaviors represent deviations from the normal path; maladaptive behavior is represented by a continuum of severity (symptoms, syndromes, disorders) based on the degree to which behaviors deviate from the norm; individual, interpersonal, contextual and cultural factors interact in a reciprocal way to influence normal development and abnormal deviations; theoretical input from diverse perspectives can guide our understanding of underlying processes that precipitate and maintain behaviors and the different developmental pathways that might result. The revision will be divided into 5 sections, all integrating the DSM-5, and will include a new chapter on child maltreatment and self injurious behavior.

For courses in Introductory Statistics Real-world applications connect statistical concepts to everyday life. Biostatistics for the Biological and Health Sciences uses a variety of real-world applications to bring statistical theories and methods to life. Through these examples and a friendly writing style, the 2nd Edition ensures that you understand concepts and develop skills in critical thinking, technology, and communication. The result of collaboration between a biological sciences expert and the author of the #1 statistics book in the country, Biostatistics for the Biological and Health Sciences provides an excellent introduction to statistics for readers interested in the biological, life, medical, and health sciences. Also available with MyLab Statistics MyLab(tm) Statistics is an online homework, tutorial, and assessment program designed to work with this text to engage students and improve results. Within its structured environment, students practice what they learn, test their understanding, and pursue a personalized study plan that helps them absorb course material and understand difficult concepts. Note: You are purchasing a standalone product; MyLab(tm) does not come packaged with this content. Students, if interested in

purchasing this title with MyLab, ask your instructor for the correct package ISBN and Course ID. Instructors, contact your Pearson representative for more information. If you would like to purchase both the physical text and MyLab, search for: 0134768345 / 9780134768342 Biostatistics for the Biological and Health Sciences Plus MyLab Statistics with Pearson eText -- Title-Specific Access Card Package, 2/e Package consists of: 0134039017 / 9780134039015 Biostatistics for the Biological and Health Sciences 0134748875 / 9780134748870 MyLab Statistics with Pearson eText -- Standalone Access Card -- for Biostatistics for the Biological and Health Sciences

Since the early 1940s, when first identified as childhood psychosis and autistic psychopathy, autism spectrum disorder (ASD) has continued to burgeon into a major focus of inquiry and interest among researchers, practitioners, and the public alike. With each passing decade, the number of scholarly articles addressing ASD and related disabilities continues to soar. Today, thousands of papers on autism are published annually across various disciplines and journals, making it challenging – if not impossible – to keep pace with, let alone synthesize, all the latest developments. Based on a solid historical foundation of autism theory and research, the *International Handbook of Autism and Pervasive Developmental Disorders* integrates the broad scholarly base of literature with a trenchant analysis of the state of the field in nosology, etiology, assessment, and treatment. Its expert contributors examine recent findings and controversies (e.g., how prevalent autism actually is), along with longstanding topics of interest as well as emerging issues. Coverage includes: A survey of diagnostic criteria and assessment strategies. Genetic, behavioral, biopsychosocial, and cognitive models. Psychiatric disorders in persons with ASD. Theory of mind and facial recognition. Diagnostic instruments for assessing core features and challenging behaviors. Evidence-based psychosocial, pharmacological, and integrative treatments. Interventions specifically for adults with ASD. Training issues for professionals and parents. A review of findings of successful and promising therapies, coupled with guidance on how to distinguish between dubious and effective treatments. The *International Handbook of Autism and Pervasive Developmental Disorders* is an indispensable resource for researchers, professors, graduate students, and allied practitioners in clinical child and school psychology, child and adolescent psychiatry, education, social work, rehabilitation, pediatric medicine, and developmental psychology.

Trusted for more than 15 years, the groundbreaking DO-WATCH-LISTEN-SAY has revolutionized social and communication intervention for children of all ages with autism spectrum disorder. Now a new edition is here, reimagined and expanded for the next generation of children and support teams. Whether you're a professional already or in training to be one, this is the resource you need to address complex social and communication challenges for children with autism from ages 3 to 18. In one comprehensive volume, you'll have everything you need to conduct effective assessment, set goals and objectives for the child, plan interventions that work, ensure generalization of skills, and monitor progress. Immediately useful new additions including a more extensive assessment tool and a system to monitor skill development make this a cornerstone resource for every professional working with children and youth with autism. **WHAT'S NEW** Expanded and revised assessment and intervention planning tool, with an emphasis on tracking generalization of new skills The very latest evidence-based practices and intervention approaches for enhancing social and communication skills 29 new printable activity sheets with ideas for fun and motivating activities to teach social, communication, and community skills A look at how ritualistic behaviors affect learning and development (one of the most underexplored areas of autism) Guidance on prioritizing goals and objectives, linking them to assessment, and designing interventions. New chapter on progress monitoring that includes a full data collection toolkit for tracking the generalization of social and communication skills Updated vignettes and extended case stories illustrating social and communication challenges characteristic of autism **PRACTICAL MATERIALS:** Assessment tool; activities to build play, group skills, and communication; more than a dozen forms to help monitor progress toward skill mastery and generalization. "

Includes testing booklet and rating form.

This handbook details best practices and discusses ongoing challenges in assessment and diagnosis of autism spectrum disorder (ASD). Chapters address assessment and diagnostic protocols, developmental considerations in ASD assessment, and issues concerning comorbid psychological and medical conditions. Various aspects of the disorder are emphasized throughout the handbook - from assessment in adolescent and adult populations to the latest findings in neuropsychology. The book concludes with future directions for research and clinical applications, focusing on universal screening, improved assessment methods, and earlier and more accurate diagnosis. Topics featured in this handbook include: Types of ASD assessment. Report writing for ASD evaluations. Stress and satisfaction in the diagnostic process. Clinical and neuropsychological perspectives from comorbid diagnosis of ASD and ADHD. Executive functions in ASD. The *Handbook of Assessment and Diagnosis of Autism Spectrum Disorder* is an essential reference for researchers, clinicians, professionals, and graduate students in clinical child and school psychology, child and adolescent psychiatry, and social work as well as rehabilitation medicine/therapy, behavioral therapy, pediatrics, and educational psychology.

Autism spectrum disorder has received increasing research in recent years, with more information on assessment and treatment than can be readily assimilated from primary literature by clinicians. *Clinical Assessment and Intervention for Autism Spectrum Disorders* summarizes evidence-based assessments and intervention for Autism across the life-span, providing clinicians with a practical overview of how best to assess and treat this disorder. The book begins with a discussion of what warrants a determination of being "evidence based" and a description of the disorder from a life span perspective. The book also provides a chapter on differential diagnosis of autism relative to other disorders. What follows are separate sections on assessment and intervention. These chapters discuss first how to assess and then separately how to treat behavioral problems, communication and social skills issues, academic and vocational skills, and the use of pharmacology and an assessment of possible pharmacological effects. Intended for practitioners assessing and treating children with developmental delays, the book provides clinicians with best practices for assessing and treating delays associated with autism. Covers the full range of Autism Spectrum Disorders Covers the lifespan Focuses on evidence-based assessment and treatment

This handbook identifies the various social deficiencies widely associated with children and youth diagnosed with autism spectrum disorder (ASD). It discusses possible causes as well as the lifelong effects if these deficiencies are not addressed. The handbook presents current behavioral and curriculum-based methods for assessing social deficits. Chapters examine the various interventions that have been used to improve social skills and behavior, including video modeling, peer-mediated interventions, and script fading. Chapters also assess various interventions using empirically based procedures, evaluate the research of each of these procedures, provide guidelines for treatment planning, and offer clinical recommendations. The handbook concludes with future directions for the development of both social behavior and clinical social skills interventions. Topics featured in the *Handbook* include: Impairments in social behavior that may result in negative outcomes such as depression, loneliness, and suicide in individuals with ASD. Bullying among youth with ASD. Behavioral skills training to promote social behavior of individuals with ASD. The Early Start Denver Model approach to helping young children with ASD. The implementation of social skills groups for individuals diagnosed with ASD. The *Handbook of Social Skills and Autism Spectrum Disorder* is a must-have resource for researchers, clinicians/professionals, and graduate students in clinical child, school, and developmental psychology, behavioral therapy, and social work, as well as such interrelated disciplines as child and adolescent psychiatry, rehabilitation medicine/therapy, pediatrics, and special education/educational psychology.

Psychologists offer an increasing variety of services to the public. Among these services, psychological assessment of personality and behavior continues to be a central activity. One main reason is that other mental health professionals often do not possess a high level of competence in this area. And when dealing with children and adolescents, psychological assessment seems to take on an even greater role. Therefore, it follows that comprehensive graduate-level instruction in assessment should be a high priority for educators of psychologists who

will work with these youth. This textbook is organized into three sections, consistent with the authors' approach to teaching. Part I provides students with the psychological knowledge base necessary for modern assessment practice, including historical perspectives, measurement science, child psychopathology, ethical, legal, and cultural issues, and the basics of beginning the assessment process. Part II gives students a broad review of the specific assessment methods used by psychologists, accompanied by specific advice regarding the usage and strengths and weaknesses of each method. In Part III, we help students perform some of the most sophisticated of assessment practices: integrating and communicating assessment results and infusing assessment practice with knowledge of child development and psychopathology to assess some of the most common types of behavioral and emotional disorders in youth. A text focusing on assessment practices must be updated every four to six years to keep pace with advances in test development. For example, several of the major tests reviewed in the text, such as the Behavioral Assessment System for Children and the Child Behavior Checklist, have undergone major revisions since the publication of the last edition making the current content outdated. Further, another major test, the Conners' Rating Scales, is undergoing substantial revisions that should be completed before publication of the next edition. Finally, the evidence for the validity of the tests and the recommendations for their appropriate use evolve as research accumulates and requires frequent updating to remain current. For example, there was a special issue of the *Journal of Clinical Child and Adolescent Psychology* published focusing on evidenced-based assessment of the major forms of childhood psychopathology that will need to be integrated into the chapters in Part 3. This latter point reflects an important trend in the field that should influence the marketing of the book. That is, there are several initiatives being started in all of the major areas of applied psychology (e.g., school, clinical, and counseling) to promote evidenced-based assessment practices. These initiatives have all emphasized the need to enhance the training of graduate students in this approach to assessment. This has been the orientation of this textbook from its first edition: that is, *Clinical Assessment of Child and Adolescent Personality and Behavior* has focused on using research to guide all recommendations for practice. The ability of the textbook to meet this training need should be an important focus of marketing the book to training programs across all areas of applied psychology.

The latest and most comprehensive resource on autism and related disorders Since the original edition was first published more than a quarter-century ago, *The Handbook of Autism and Pervasive Developmental Disorders* has been the most influential reference work in the field. Volume 2 of this comprehensive work includes a wealth of information from the experts in their respective specialities within the larger field of autism studies: Assessment, Interventions, and Social Policy Perspectives. Within the three sections found in Volume 2, readers will find in-depth treatment of: Screening for autism in young children; diagnostic instruments in autism spectrum disorders (ASD); clinical evaluation in multidisciplinary settings; assessing communications in ASD; and behavioral assessment of individuals with autism, including current practice and future directions Interventions for infants and toddlers at risk; comprehensive treatment models for children and youth with ASD; targeted interventions for social communication symptoms in preschoolers with ASD; augmentative and alternative communication; interventions for challenging behaviors; supporting mainstream educational success; supporting inclusion education; promoting recreational engagement in children with ASD; social skills interventions; and employment and related services for adults with ASD Supporting adult independence in the community for individuals with high functioning ASD; supporting parents, siblings, and grandparents of people with ASD; and evidence-based psychosocial interventions for individuals with ASD Special topic coverage such as autism across cultures; autism in the courtroom; alternative treatments; teacher and professional training guidelines; economic aspects of autism; and consideration of alternative treatments The new edition includes the relevant updates to help readers stay abreast of the state of this rapidly evolving field and gives them a guide to separate the wheat from the chaff as information about autism proliferates.

Cet instrument de mesure est utilisé auprès de personnes autistes âgées entre 3 et 22 ans et qui rencontrent des problèmes de comportements importants. Le but de cet instrument est d'aider les professionnels à poser un diagnostic d'autisme et il peut être compilé par quiconque a des contacts directs et continus avec un individu (enseignants, parents, intervenants, personnes significatives). Il se base sur la définition de l'autisme donnée par l'Autism Society of America que l'on retrouve dans le *Diagnostic and Statistical Manual of Mental Disorders: Fourth Edition (DSM-IV)* de l'American Psychiatric Association et donne des informations sur l'autisme et les critères de diagnostic.

Mental disorders such as attention-deficit hyperactivity disorder (ADHD), depression, and autism have devastating consequences on the lives of children and adolescents. Early assessment of their mental health problems is essential for preventative measures and intervention. This timely, authoritative guide will be of interest to everyone involved i

From leading clinical researchers, this volume presents important recent advances in understanding and treating autism spectrum disorders (ASD) in very young children. The book is grounded in cutting-edge findings on the social-communication behavior of typically and atypically developing infants, toddlers, and preschoolers. The contributors highlight the connections between ASD and specific early social-communication impairments - including problems with joint attention, imitation, and play - with a focus on what clinicians can do to help. Innovative screening and assessment procedures are reviewed, as are evidence-based intervention and prevention strategies. Throughout, attention to both real-world practice and research considerations enhances the book's utility as a clinical reference and text.

Expert advice from a physician/parent caregiver.

Handbook of Pediatric Psychological Screening and Assessment in Primary Care provides an overview of the principles of screening, monitoring, and measuring of the treatment outcomes of behavioral health disorders in pediatric primary care. The Handbook serves as a guide to the selection of psychometric measures that can be used to screen for and/or assess behavioral health problems of children and adolescents. The Handbook is an invaluable reference to behavioral health clinicians in maximizing potential benefits in efficient assessment and effective treatment of children and adolescents in pediatric primary care settings as well as other health care settings.

La 2e édition de cet instrument de mesure est utilisée auprès de personnes autistes âgées entre 3 et 22 ans et qui rencontrent des problèmes de comportements importants. Le but de cet instrument est d'aider les professionnels à poser un diagnostic d'autisme et il peut être compilé par quiconque a des contacts directs et continus avec un individu (enseignants, parents, intervenants, personnes significatives). Il se base sur la définition de l'autisme donnée par l'Autism Society of America que l'on retrouve dans le *Diagnostic and Statistical Manual of Mental Disorders: Fourth Edition (DSM-IV)* de l'American Psychiatric Association et donne des informations sur l'autisme et les critères de diagnostic. Cet instrument est constitué de 42 items simples et clairement identifiés touchant les caractéristiques comportementales des personnes autistes. Ces items sont regroupés en trois sous échelles: les comportements stéréotypés, la communication et les interactions sociale

Winner in the Education/Academic category of the 2011 Next Generation Indie Book Awards *Shortlisted for the 2011

NASEN Award 'The Special Needs Academic Book'* With a focus on best practice and the importance of early diagnosis, this book provides a practical and scientifically-based approach to the assessment and diagnosis of Asperger Syndrome and autism spectrum conditions. This book offers a balance of conceptual, practical and empirical information designed to bridge the research-to-practice gap in identifying, assessing, and treating school-aged children with autism-related conditions. Assessment tools and intervention strategies will support school-based professionals in:

- identifying and assessing young people with high-functioning autism spectrum conditions
- developing and implementing classroom-based intervention programs
- initiating a dialogue between parents and teachers
- accessing community resources
- promoting special needs advocacy.

With illustrative case studies, FAQs, quick reference boxes, and a glossary, this accessible guide will appeal to teachers, counsellors, psychologists, social work practitioners and students.

This proposed volume will provide in-depth coverage about a construct known as the broad autism phenotype (BAP). This complete guide to LEGO® Therapy contains everything you need to know in order to set up and run a LEGO® Club for children with autism spectrum disorders or related social communication difficulties and anxiety conditions. By providing a joint interest and goal, LEGO® building can become a medium for social development such as sharing, turn-taking, making eye-contact, and following social rules. This book outlines the theory and research base of the approach and gives advice on all practical considerations including space, the physical layout of the room and choosing and maintaining materials, as well as strategies for managing behaviour, further skill development, and how to assess progress. Written by the pioneer of the approach alongside those who helped form it through their research and evaluation, this evidence-based manual is essential reading for professionals working with autism who are interested in running a LEGO® Club or learning more about the therapy.

The pace of research on Autism Spectrum Disorders (ASD) has expanded exponentially in recent years. It is difficult for anyone to keep up with all developments. This book will assist the experienced and non-specialist reader to keep up with recent developments. The book opens with a focus on the evolutionary aspects of autism and then focuses on the public's attitude towards autism including the stigma issue. Then there is a focus on cortical modularity and electrophysiology followed by treatment issues including sensory, medical and community-based interventions. Finally, forensic issues are dealt with and the importance of the built environment is focused on. The book will be relevant to psychiatrists, psychologists, paediatricians, social workers, speech and language therapists, occupational therapists and care workers. This book provides a comprehensive foundation for conducting clinical assessments of child and adolescent social-emotional behavior in a practical, scientific, and culturally appropriate manner. It is aimed at graduate students, practitioners, and researchers in the fields of school psychology, child clinical psychology, and special education but will also be of interest to those in related disciplines such as counseling psychology, child psychiatry, and social work. Section I, Foundations and Methods of Assessment, covers basic professional and ethical issues, classification and diagnostic problems, and comprehensive introductions to six primary assessment methods: behavioral observation, behavior rating scales, clinical interviewing, sociometric techniques, self-report instruments, and projective-expressive techniques. Section II, Assessment of Specific Problems, Competencies, and Populations, includes six chapters for assessing specific socio-emotional behavior domains: externalizing problems, internalizing problems, other problems, social skills and peer relations, young children, and diverse cultural groups. Key features include: New Material - Provides expanded coverage of ethnic, cultural, and linguistic diversity within socio-emotional assessment; new material on conducting assessments within the context of ecological theory and public health models; increased information on assessing children with Asperger's disorder or high-function Autism, and discussions of several new assessment tools and systems. Evidence-Based Focus - Maintains a focus on empirically validated methods that research has shown to have adequate validity and reliability. Problem Solving Focus - Throughout the book, assessment is linked to decision-making within a problem-solving framework. Functional Focus - Maintains a focus on making assessments functional within specific contexts and environments.

GARS is used for the assessment of individuals ages 3 through 22 having behavioral problems, and is designed to help professionals diagnose autism.

The Gilliam Autism Rating Scale - Second Edition (GARS-2; Gilliam, 2006) is a widely used screening tool that assists in the identification and diagnosis of autism spectrum disorders (ASDs). Although this assessment measure is commonly used during autism assessments, there has been little research on its psychometric properties. The purpose of this study was to examine the factor structure, internal consistency and screening sensitivity of GARS-2 ratings completed by special education teaching staff for a sample of students (N = 216) with autism spectrum disorders. The exploratory factor analysis supported the retention of three factors labeled Stereotyped and Repetitive Behaviors, Social Avoidance and Withdrawal, and Atypical Language and Communication. These three factors were very similar to those found in prior research by Lecavalier (2005) on the original GARS and Volker et al. (under review) using the GARS-2 with a more mixed developmental disabilities sample. In the present study, internal consistency estimates met or exceeded standards for screening and were generally higher than those in previous studies. Using an Autism Index cut score of 85 yielded a screening sensitivity of . 5879, while a cut score of 90 yielded a sensitivity of . 4537. These sensitivity results were generally similar to those of prior studies involving the GARS or GARS-2. It is noteworthy that the three-factor solution retained in the present study matches very closely with those from two prior studies with different samples (i.e. , Lecavalier, 2005; Volker et al. [under review])--suggesting the presence of a robust three-factor structure. However, this factor structure was different from the four-factor structure found by Pandolfi, Magyar and Dill (2010) using the GARS-2 standardization sample. Although this study provides some psychometric support for the use of the GARS-2 as a screening tool, the sensitivity estimates for the Autism Index suggest that the instrument results in a high percentage of false negative results for ASD. This significantly limits the GARS-2's utility and, along with the factor analytic results, suggests the need to substantially revise the instrument. Implications for instrument revision and future research are provided.

Generally recognized as the standard work in its field, Behavioral, Social, and Emotional Assessment of Children and Adolescents is a comprehensive guide for conducting conceptually sound, culturally responsive, and ecologically oriented assessments of students' social and emotional behavior. Written for graduate students, practitioners, and researchers in the fields of school psychology, child clinical psychology, and special education, it will also be of interest to those in related disciplines. Building on the previous editions, this fifth edition includes updated references to DSM-5 and federal standards as well as an integrated approach to culturally competent assessment throughout the text. In Part I, Foundations and Methods of Assessment, the author provides a general foundation for assessment practice and outlines basic professional and ethical issues, cultural considerations, and classification and diagnostic problems. Part II, Assessment of Specific Problems, Competencies, and Populations, includes material on assessing specific social-emotional behavior domains, including externalizing problems, internalizing problems, social skills and social-emotional strengths, and the unique needs of young children. A chapter on school-wide screening methods was also added with this edition. By weaving together the most recent research evidence and common application issues in a scholarly yet practical matter, Behavioral, Social, and Emotional Assessment of Children and Adolescents continues to be the pre-eminent foundation for assessment courses.

Wilkinson and contributors make sense of the often conflicting information available and synthesize it in a best-practice guide to screening, assessment, and intervention. It includes procedures to help identify children with ASD using the new DSM-5 symptom criteria and offers essential guidance for assessing a verity of emotional, behavioral, and academic problems. The book provides practitioners with an evidence-

based assessment battery which includes tests of cognitive, academic, neuropsychological, and adaptive functioning.

The state of North Carolina has had a longstanding concern and commitment to the understanding and treatment of autistic, communications handicapped children and their families. This commitment found expression in the only comprehensive statewide program for families confronted with this disability, Division for the Treatment and Education of Autistic and related Communication handicapped Children (Division TEACCH). Our program staff has been privileged to respond to this commitment by developing and providing the needed services, and to engage in research informed by our clinical experience. Although many of the problems concerning these developmentally disabled children remain to be solved, substantial progress has been made during this past decade of collaboration among professionals, parents, and their government representatives. The TEACCH staff has resolved to mark the effectiveness of this collaboration by holding a series of annual conferences focused on the several major issues confronting these children and their families. The conferences are held in order to bring together the best research knowledge available to us from throughout the country, and to encourage participation by the different professional disciplines and concerned parents. In addition these annual meetings form the basis for a series of books based on the conference theme. These books are, however, not merely the published proceedings of the presented papers: some chapters are expanded from conference presentations and many others were solicited from experts in the related areas of research and their service application. Now expanded to two volumes, this invaluable reference work provides a comprehensive review of all information presently available about these disorders, drawing on findings and clinical experience from a number of related disciplines such as psychiatry, psychology, neurobiology, pediatrics, etc. The Handbook covers descriptive and diagnostic characteristics, biological contributions, intervention techniques, legal and social issues. The Third Edition is updated to include the newest work in animal models, genetics, neuropsychological processes, screening and assessment methods.

Cognitive Behavioral Therapy (CBT) has been shown to be effective for treating mental health problems such as anxiety and depression in individuals both with and without autism spectrum disorders. This book bridges the gap between research and practice and shows adults on the spectrum practical ways to manage their emotions. Many adults on the autism spectrum experience isolation, interpersonal difficulties, anxiety, depressed mood, and coping problems. By applying theory and concepts from autism research, this book will help adults on the spectrum to understand their challenges. The author takes the best of CBT self-help strategies, to encourage self-analysis, and to help adults on the spectrum make better decisions in activities such as employment or relationships. This is an essential self-help guide for adults on the spectrum looking for ways to cope with emotional challenges, and will also be a useful resource for clinicians, psychologists, therapists, and counselors working with them.

This authoritative resource, now thoroughly revised for DSM-5, has set the standard for the comprehensive assessment of autism spectrum disorder (ASD). Leading experts demonstrate how to craft a scientifically grounded profile of each child's strengths and difficulties, make a formal diagnosis, and use assessment data to guide individualized intervention in clinical and school settings. Chapters review state-of-the-art instruments and approaches for evaluating specific areas of impairment in ASD and co-occurring emotional and behavioral disorders. Considerations in working with children of different ages are highlighted. With a primary focus on children, several chapters also address assessment of adolescents and adults. • New to This Edition *Chapter on key implications of DSM-5 diagnostic criteria, plus related updates throughout the volume. *Chapter on advances in early identification (ages 0-3). *Chapter with in-depth case examples illustrating the evaluation decision-making process and common diagnostic challenges. *Chapters on pseudoscience (including strategies for advising parents) and future directions in the field. *Current assessment data, numerous new and revised measures, and cutting-edge screening approaches.

All parents experience stress as they attempt to meet the challenges of caring for their children. This comprehensive book examines the causes and consequences of parenting distress, drawing on a wide array of findings in current empirical research. Kirby Deater-Deckard explores normal and pathological parenting stress, the influences of parents on their children as well as children on their parents, and the effects of biological and environmental factors. Beginning with an overview of theories of stress and coping, Deater-Deckard goes on to describe how parenting stress is linked with problems in adult and child health (emotional problems, developmental disorders, illness); parental behaviors (warmth, harsh discipline); and factors outside the family (marital quality, work roles, cultural influences). The book concludes with a useful review of coping strategies and interventions that have been demonstrated to alleviate parenting stress.

"Comic Strip Conversations are based on the belief that visualization and visual supports, found useful in structuring the learning of students with autism, may also improve their understanding and comprehension of conversation ... the use of a basic set of symbols [and colours] are used in [this book] to illustrate social skills which are abstract and difficult for students with autism to understand."--Page 1

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