



Autism and Early Years Practice

SECOND EDITION

Kate Wall



Autism And Early Years Practice

Jin-Ying Zhang



Autism And Early Years Practice:

Autism and Early Years Practice Kate Wall, 2009-11-18 This new edition of the leading book in autism and early years practice continues to provide excellent guidance for all early years students and practitioners on how to work with young children who have autism or who appear on the autistic spectrum Kate Wall's wise words will resonate with all as she sets out clear and realistic suggestions for ways to include young children with autism in mainstream settings supporting her advice with case studies based on her own experience as a practitioner Each chapter also looks at key issues and offers suggestions for discussion Highlights of the new edition include coverage of the latest developments in research reference to current early years legislation including the Early Years Foundation Stage EYFS new case studies covering the full 0 to 8 age range more suggestions for discussion updated key texts for further reading Every early years student and early years practitioner needs this book it is an invaluable guide to best practice on how to work with young children with such particular needs Kate Wall is Principal Lecturer in Childhood Studies at the University of Chichester She has worked extensively as a practitioner in the early years in both mainstream and specialist settings *Autism and Early Years Practice* Kate Wall, 2004-05-11 This is an exceptionally well laid book offering broad perspectives on autism in the early years For anyone who wants a one stop informative book which can be used as a starter book for those embarking on a career on working with children with autism or as a reference book to be used over the years this is a gem REACH Journal of Special Needs Education in Ireland The book is timely and important and will be a very useful resource to parents and practitioners of young children with autism Autism The International Journal of Research and Practice The book gives lots of excellent information about the autistic spectrum with descriptions of characteristics and tendencies There are interesting case studies to help the reader apply the theory to children they know The book would be a valuable addition to a settings special needs literature Nursery World Autism and Early Years Practice A Guide for Early Years Professionals Teachers and Parents will be an important book for both trainees and existing staff in the ECEC field whatever their professional background and titles Tricia David from the Foreword A remarkable reference resource It is without a doubt the most absorbing and easily absorbed book we have seen setting out the most comprehensive survey of the history definitions needs of carers and sufferers issues of diagnosis and much much more Nurturing Potential With every early years setting now expected to be more inclusive early years professionals are increasingly working with children who have autism or who appear on the autistic spectrum This book is written with the needs of the practitioner firmly in mind It offers advice based on the author's own experience as a practitioner and provides the reader with sound knowledge of the area which will support and inform practice Useful practical realistic and constructive suggestions will be made by exploring research and current examples of good practice these will be supported by individual case studies as exemplars Each chapter will highlight key issues offer suggestions for discussion and direct the reader to key texts for further reading Subjects covered include definitions of

autism the demands of relevant legislation considering the needs of the family issues of diagnosis and assessment understanding the world of the child with autism programmes of intervention including young children with autism working effectively within a multi disciplinary system current issues and suggestions for the future All early years students and professionals working with children in a variety of early years settings will find this book helpful and closely matched to their needs Kate Wall is Early Childhood Studies Programme Director at Canterbury Christ Church University College She has worked extensively as a practitioner in early years mainstream and special needs settings

Autism and Early Years Practice Kate Wall,2004-05-11 This resource offers advice based on the author s own experience as a practitioner and provides the reader with sound knowledge of the area to support and inform practice *Educating Pupils with Autistic Spectrum Disorders* Martin Hanbury,2005-02-14 This book will help practitioners employ appropriate teaching and learning strategies when working with autistic spectrum disorder students

A Team Approach to Behaviour Management Chris Derrington,Barry Groom,2004-02-17 This is an accessible and clearly set out book with a consistently positive and empowering tone The examples and level of the material are realistic and likely to promote discussion which is skilfully handled would lead to a more consistent approach *European Journal of Special Needs* Trying to know something about everything is a tall order but this book can ease the burden considerably if you feel the teaching assistants or any staff in your school would benefit from help and advice on behaviour management This is just the thing for a busy SENCO although as a special needs adviser I can already see how I might use and adapt some of the excellent resources and activity ideas to add sparkle to my own centre and school based training *British Journal of Special Education* The resource is designed for SENCOs trainers who work with TAs and it really does hit its target audience striking a good balance between the SENCO s need for comprehensive coverage of the material and the TA s need for an accessible training and developmental experience In addition there are clearly potential applications for perhaps slightly tweaked elements of the resource with other teaching and non teaching staff in schools The resource costs 16.99 which works out at just 2.50 per unit Setting aside the real value of the resource in terms of the improved behaviour management performance of our TA s and other school staff the value to the SENCO trainer of having a comprehensively packaged resource which includes so much useful material and which requires little if any tweaking before being presented to its target audience in the individual school is vastly greater than what is essentially just the price of a pint of beer per unit Spare Chair According to the SENCO in the school where I work It s just what I ve been looking for All the work has been done for me where can I buy one This book is well laid out easy to access and simple to understand *Teaching Assistant News* This book provides a clear structure for the SENCO to deliver in school training on behaviour management Each unit offers suggestions for practical school based follow up work that TAs can undertake It would be a useful support to SENCOs who are planning training Brendan Cunnane Teaching and Learning Consultant for KS3 Behaviour and Attendance notes that the book chimes fully with the messages of the KS2 pilot on

developing SEBS Social Emotional and Behavioural Skills and the KS3 B A Strand Good exercises and strategies which are clearly explained A good practical compendium with theoretical underpinnings East Riding Teaching Assistant News The materials are comprehensive and thought provoking They deal with the issues of behaviour management at an individual team and school level and the participant activities provided are at once engaging and insightful TA Help Website Developed from training courses run by the authors for SENCOs and teaching assistants this book provides a clear structure for the SENCO to deliver in school training on behaviour management to teaching assistants and other school staff The emphasis is on planning for a team approach to problem solving within the context of whole school improvement The book is split up into a series of units that are designed to develop awareness and understanding through shared training Each unit offers suggestions for practical school based follow up work that the teaching assistant can undertake and provides materials to allow the teaching assistant to maintain a reflective log of their work to support their professional development The authors place their material in the context of the increasingly managerial role SENCOs are undertaking with their teaching assistants take into account the proposed development of the role of the teaching assistant as outlined in recent DfES guidance provide the SENCO with all training materials photocopiable worksheets suggested aims and objectives discussion topics tasks and activities The units offer a flexible training programme that schools can tailor to their individual needs and everything is written in a highly practical and user friendly style SENCOs should find it an invaluable training tool for use with teaching assistants and other school staff It is suitable for use at both primary and secondary level

Partnership Working to Support Special Educational Needs & Disabilities Rona Tutt, 2010-10-15 In order to achieve the best outcomes for all children and young people schools must work in partnership with students parents other professionals and the wider community In this changing landscape of education the notion of the traditional school is fast disappearing This book looks at what is possible in this exciting new world and how some teachers and other professionals are putting into practice the best principles of multi agency working Finding innovative ways of supporting children and young people with special educational needs and disabilities SEND in this context is more important than ever as children are being diagnosed with increasingly complex needs Those working with children need to be aware of the fresh opportunities that are opening up and which can help every individual to maximise their full potential This book examines how partnership working affects children with SEND by considering the diversity of additional needs the role of specialist schools that have an SEN specialism partnership working between mainstream and special schools partnership working with groups of schools including those that are co located or federated the growth of academies and trust schools schools and other services working together the work of extended schools and children s centres a wide range of other services for children young people and families Filled with case studies of effective practice from real schools and services this book is a must have for those looking at how to work together to achieve positive outcomes for all Rona Tutt OBE is a Past President of the National Association of Head Teachers

NAHT and works as a consultant writer and researcher on all matters relating to education in general and special educational needs and disabilities in particular

Transition Programs for Children and Youth with Diverse Needs Kate Scorgie, Chris Forlin, 2022-01-17 Providing a focus on meaningful involvement and participation in communities and activities of choice that secure benefits for all the chapter authors examine both innovative evidence based practices that facilitate transition and potential barriers supplemented by informative case studies

An Introduction to Early Childhood Studies Trisha Maynard, Nigel Thomas, 2004-10-18 An Introduction to Early Childhood Studies is a comprehensive text that has been designed to provide students with an introduction to the main theories and issues within the field of early childhood studies The book adopts a multi disciplinary approach and pulls together all the key themes involved in the study of young children and childhood Written by a team of leading academics and practitioners this is a lively and engaging text that will be a core text for all those involved in the study of childhood

Autism in the Early Years Val Cumine, Julia Leach, Julia Dunlop, Gill Stevenson, 2000 The authors describe the characteristics of autism as they present themselves in the early years consider the nature of autism and the issues surrounding assessment and diagnosis and offer practical strategies for effective intervention

Early Childhood Report, 2007 *The Autism Program* Georgia Winston, 2006 **The British National Bibliography** Arthur James Wells, 2006 **EBOOK: Understanding Autism in the Early Years** Prithvi Perepa, 2013-06-16 This book provides an introduction to the autism spectrum and explores some of the theories and research which help in understanding the characteristics of young children who may be on the autism spectrum and the likely impact on their development and learning It offers in depth information on some of the key features which can lead to a child being diagnosed with autism and discusses the diversity of the spectrum as well as presenting information on available screening tools The book considers the main areas of difficulties that children with autism display social interaction social communication and imagination and play and explores the role that early years practitioners have in supporting the child and helping them to develop appropriate communication and social skills As well as advice on key aspects of early years practice such as working with parents other professionals and preparing the children for the move to primary school there are specific chapters on the pertinent aspects of behaviour and sensory issues Each chapter includes reflective activities which enable you to apply the information within your own context Key points and further sources of information are indicated at the end of each chapter helping you to check your understanding and expand your knowledge on specific topics With its practical strategies for supporting children with autism during the early years this book is key reading for students studying early years or special education as well as for practitioners working with children on the autism spectrum in early years settings This is a timely and very practical book addressed to all those working in early years settings who are working with or who will be working with children on the autism spectrum i e all staff in any early years setting It gives clear and authoritative information on current understanding of the autism spectrum and draws on a wide range of literature to do so

while being written in a clear direct style that should be accessible to all It would also be of benefit to family members who want to understand their child and how to best work with the systems and services they encounter The book is realistic about the challenges but is also full of practical positive suggestions which respect the contribution of all to enabling effective practice staff in the early years setting support services the family and not least the children themselves Professor Rita Jordan BSc MSc MA PhD C Psychol AFBPS OBEEmeritus Professor in Autism Studies University of Birmingham UK Early years practitioners are absolutely vital partners in recognising autism and in adjusting their practice in response to the needs of children with autism The impact they can make on families and outcomes for children is immeasurable therefore a book like this which gives a mixture of practical strategies underpinned by evidence is a wonderful tool With a prevalence rate of 1 in 100 all early years practitioners will encounter young children with autism in their careers The difference they can make by being able to recognise the condition support families and adapt their practice is immeasurable This clear and easy to read book will be a real boon to all early years practitioners Carol Povey Director of the Centre for Autism National Autistic Society Understanding Autism in Early Years is a clearly written and very useful book Early years practitioners will find it helpful for recognising the signs of autism spectrum conditions in young children working with families and adapting their practice in ways that will help those they care for learn and develop Dr Mitzi Waltz Senior Lecturer in Autism Sheffield Hallam University UK

Early Childhood Inclusion Michael J. Guralnick, 2001 This book comprehensively evaluates early childhood inclusion over the past 25 years Based on their research and extensive experience the authors examine benefits and drawbacks of inclusion leading influences on inclusion and issues that face children in different environments with different developmental challenges The book shows professionals instructors and students in early intervention and early childhood education where inclusion is today and what they need to do to keep the field moving forward The final chapter presents a national in scope agenda for change a framework of ideas for meeting challenges and achieving an agreed upon set of principles and practices in order to create optimal educational environments for all children

The SCERTS Model: Program planning & intervention Barry M. Prizant, 2006 This two volume set provides a multidisciplinary approach to enhancing communication and socioemotional abilities of young children with Autism Spectrum Disorder ASD and related disorders The approach is a practical model that is systematic and semi structured but is flexible to respond to the individual differences of children and families

Exceptional Child Education Resources, 2002

Developmental disabilities abstracts, 1977-10

Understanding Child Development Rosalind Charlesworth, 2008 Understanding Child Development 7e is a text designed for students in early childhood teacher preparation programs and for teachers in service and those in related in service and preparation programs It is now available in the seventh edition and includes many new features and benefits For students it introduces the unique qualities of the young child as distinguished from older children and demonstrates how to work with young children in ways that correspond with their individual developmental level and

social and cultural environment For in service teachers the text offers an opportunity to evaluate their views of young children and compare them with the views presented in the text In each section of the book critical social and cultural factors are related to young children s development and factors relevant to working with children with special needs are integrated throughout the text Other areas covered include developmentally appropriate practice readiness assessment working with children and families from diverse cultures development of early stages of reading the importance of brain development and play and learning Content is connected directly to the importance of play and technology to a young child s learning is included along with the popular theoretical views of learning Many real life examples and anecdotes are included in the text in order to make theory and research come alive The text is organized in larger sections with chapter divisions that provide the reader with easily digested segments of material Each chapter includes boxed problems for reflection and for further learning as well as further activities reference lists and review questions at the end of each chapter The text includes many examples explanatory charts and full color photographs and the online resources are expanded

Forthcoming Books
Rose Arny,2004 **Current Research in Britain** ,1998

Autism And Early Years Practice Book Review: Unveiling the Magic of Language

In a digital era where connections and knowledge reign supreme, the enchanting power of language has become more apparent than ever. Its ability to stir emotions, provoke thought, and instigate transformation is truly remarkable. This extraordinary book, aptly titled "**Autism And Early Years Practice**," published by a very acclaimed author, immerses readers in a captivating exploration of the significance of language and its profound impact on our existence. Throughout this critique, we will delve into the book's central themes, evaluate its unique writing style, and assess its overall influence on its readership.

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