Autism And Inclusion Teachers Perspectives On The

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The Complete Guide to Special Education
"You're Going to Love this Kid!" Physics and Chemistry of the Solar System
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Inclusive Education for Autistic Children
Autism Spectrum Disorder in the Inclusive Classroom
Grades K-8
Communication, Gaze and Autism
Handbook of Autism and Pervasive Developmental Disorders
Assessment, Interventions, and Policy
Classroom Behavior, Contexts, and Interventions
Physical Education for Students With Autism Spectrum Disorders
Children with Autism
National Strategy on Screening, Identification, Assessment and Support

The Complete Guide to Special Education, Third Edition, explores the special education process from testing and diagnosis to IEP meetings and advocating for special needs children. The stages of identification, assessment, and intervention are explained step by step to help you better understand special needs students' legal rights and how to become an active, effective member of a child's educational team. This third edition has been revised throughout and discusses Response to Intervention (RTI); provides updates on new laws and regulations; expands coverage of autism spectrum disorders and bipolar disorder; and includes a revamped Resources section for teachers and parents.

This book will support researchers in the field of education disability by outlining inclusive research approaches and their challenges, outcomes, and impact. Each chapter reports on school/university-based research supporting inclusion for young people on the autism spectrum. This research has been developed in Australian schools with students, families, teachers, and specialists. The intent of this approach is to mobilise new knowledge to the benefit of all students, including students on the autism spectrum, their families, teachers, and school communities. This book showcases how research can be more inclusive with a move to collaborative, participatory, and co-produced research that will impact on young people, families, and educators. The authors highlight the complex challenges and the positive outcomes of conducting research in inclusive ways and provide detailed practical strategies for researchers. Inclusive education is socially, emotionally, and academically beneficial for all students and positively impacts on respectful attitudes to difference. This book provides a groundbreaking approach to research that by design is inclusive and therefore provides an invaluable opportunity for building the foundations of an inclusive society for all. This book will be invaluable to researchers, educators, and professional learning in schools.

Asperger Syndrome in the Inclusive Classroom offers support and practical techniques for teachers who work with children with Asperger Syndrome (AS). Based on the successful experiences of classroom teachers, and written from a teacher's perspective, this book provides creative and easy-to-apply strategies that support and encourage AS students in the mainstream classroom, from organization and time management techniques to framing classroom instructions to make lessons more accessible for children with AS. The authors' straightforward, practical advice relates to every part of the school day and includes advice for teaching specific subject areas. They give tips on helping students navigate the school environment, how to handle social situations like lunch and breaks, and what to do during unstructured periods. This book is essential reading for teachers and school staff who want to fully include AS students in the classroom.

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 a comprehensive resource on 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.

Current estimates are that 1 out of 88 children will be diagnosed with some form of autism. Planning a curriculum that includes all students, including those with ASD, can be a challenging task but well worth the effort. This book identifies strategies that highlight students' skills, interests, and abilities though collaborative practices, environmental design, and assistive technologies. Physical Education for Students With Autism Spectrum Disorders: A Comprehensive Approach introduces the inclusion spectrum as a tool to help teachers analyze appropriate instruction for students, aligning abilities with curriculum and activity context; provides information on tools such as scripts, video modeling, social stories, and choice boards to assist teachers in developing programs; presents a variety of activities that teachers can choose from to help students with ASD develop social and motor skills; and assimilates best practices from general and adapted PE as well as autism training and research that offer solutions for increased student engagement in physical education. Written by contributors with extensive experience in developing inclusive programming for students with ASD, Physical Education for Students With Autism Spectrum Disorders: A Comprehensive Approach is an essential resource for physical education professionals and anyone involved in education for students with autism.
Education for Students With Autism Spectrum Disorders: A Comprehensive Approach is ideal for physical education and adapted physical education courses across the K-12 curriculum. Part I provides an understanding of students with ASD that offers insights from parents’ and teachers’ perspectives. From there, the authors examine the application of the inclusion spectrum that helps teachers plan for appropriate instruction. Readers will also find communication and social learning tools they can use to minimize the stress students may experience while optimizing learning experiences. Assessment protocols assist with the development of relevant IEP goals and objectives. Part II contains individualized and group games and activities that enhance lifelong learning for students with ASD. Physical Education for Students With Autism Spectrum Disorders: A Comprehensive Approach is a practical resource that helps teachers design optimal plans for including students with ASD in general and adapted physical education classes. The manual contains numerous strategies, tools, and resources that assist teachers with individualizing instruction in ways that foster positive peer relationships as well as development of social and motor skills. It’s a win-win situation for all—teachers, parents, and most of all the students.

Are teachers ready for inclusion? What is appropriate teacher education? Traditional approaches to inclusive education focused on learners with disabilities. Modern approaches, however, conceptualise inclusion in terms of providing educational equity and equality of access for all students within the same regular school system. Future Directions for Inclusive Teacher Education provides a wealth of ideas about how to support teachers to become inclusive through the application of positive training approaches. Written by some of the most influential internationally acknowledged experts in teacher education for inclusion and highly experienced researchers, together the authors provide a plethora of ideas for teacher educators to ensure that their training is pertinent, accessible, and futures-oriented. This up-to-date and accessible book combines three key areas related to teacher education for inclusion, which provide: A review of what is happening across the globe by offering examples from different regions; Preparation for teachers to support learners with a range of diverse needs including disability, poverty, ethnicity, gender, cultural diversity, learning disabilities, Autism Spectrum Disorder, sensory impairments and those who are considered gifted and talented; A consideration of systemic approaches, policy and partnerships, and how these can be better employed in the future. This highly topical text will support all teaching professionals, educational systems, and schools in their transformation of inclusive teacher education.

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. Visit SEN Magazine website: here

A practical guide to understanding students with autism and including them fully in the classroom.

This book examines the philosophically, motivational, and practical challenges of education theory, policy, and practice in the twenty-first century. There is a loud and persistent drum beat of support for schools, for citizenship, for diversity and inclusion, and increasingly for labor market readiness with very little critical attention to the assumptions underlying these agendas, let alone to their many internal contradictions. Merry does not neglect the historical, comparative international context so essential to better understanding where we are, as well as what is attainable in terms of educational justice. He argues that we must constructively critique some of our most cherished beliefs about education if we are to save the hope of real justice from the rhetoric of imagined justice.

This engaging, informative book now in its second edition provides both the knowledge you need to understand students with Autism Spectrum Disorder (ASD) and the strategies you need to help them learn."

Drawing together contributions from experts at the forefront of research in the field, Supporting Social Inclusion for Students with Autism Spectrum Disorders demonstrates that social inclusion is a defining feature of successful education of students with a spectrum disorder. Divided into three parts, this book begins by proposing a contemporary and operational definition of social inclusion that will help facilitate active engagement by all stakeholders involved in supporting social inclusion within educational settings. The relationship between well-developed social skills and positive social outcomes is also explored, and subsequent chapters explicate and contextualize social inclusion across a range of educational settings. The final chapters present case studies and viewpoints from stakeholders central to the successful social inclusion of students with the disorder. Through discussion of its findings, this book provides the reader with a deep understanding of social inclusion and confirms its importance in facilitating positive educational outcomes for students with Autism Spectrum Disorder. A unique contribution to the field, this book will be of key interest to postgraduates, researchers and academics in the area of inclusive education and Autism Spectrum Disorder. It will also appeal to those who research and work in the areas of special and inclusive education, and developmental psychology.

Intended to be of interest to clinicians, teachers, researchers, graduate students, and others who work with students with learning and behavioral disabilities, this book focuses on identify and review issues and outcomes associated with behavioral concerns of students with learning and behavioral disabilities.

The authors combine clinical vignettes, research findings, methodological considerations and historical accounts.

This book presents original, empirical research that reframes how educators should consider autism and educational inclusion. Rebecca Wood carefully unpicks common misapprehensions about autism and how autistic children learn, and reconsiders what inclusion can and should mean for autistic learners in school settings. Drawing on research and interwoven with comments from autistic child and adult contributors throughout, the book argues that inclusion will only work if the ways in which autistic children think, learn, communicate and exhibit their understanding are valued and supported. Such an approach will benefit both the learner and the whole classroom.

Considering topics such as the sensory environment, support, learning and cognition, school curriculums, communication and socialisation, this much needed book offers ideas and insight that reflect the practical side of day-to-day teaching and learning, and shows how thinking differently about autism and inclusion will equip teachers to effectively improve teaching conditions for the whole school.
Includes students with a range of abilities in today's classrooms paired with increasing inclusive practices has presented itself as a challenge for all educators. More specifically, students with autism spectrum disorders (ASD) have had an increased presence in general education settings. This study aimed to discover pre-service teachers' perceptions toward including students with ASD in a general education setting, examine pre-service teacher knowledge regarding ASD, and examine if any correlation between the two may exist. The main research instrument consisted of a set of 1) demographic questions (categorical data), 2) perceptions of inclusion of students with ASD measured in a Likert-scale component, and 3) measured knowledge of students with ASD (scaled score) component. Correlation results were analyzed using Pearson's r coefficient calculation and indicated a positive correlation between perspective and knowledge. Results supported prior research and indicated that the pre-service teachers possessed positive perceptions toward including students with ASD, but felt slightly different when including students with any range of abilities. In regards to participant knowledge of ASD, results indicated that pre-service teachers were knowledgeable about topics surrounding ASD.

Often thought of as a predominantly 'male' disorder, autism has long gone unidentified, unnoticed and unsupported in girls - sometimes with devastating consequences for their social and mental well-being. As current research reveals a much more balanced male-to-female ratio in autism, this book provides crucial insight into autistic girls' experiences, helping professionals to recognize, understand, support and teach them effectively. Drawing on the latest research findings, chapters consider why girls have historically been overlooked by traditional diagnostic approaches, identifying behaviours that may be particular to girls, and exploring the 'camouflaging' that can make the diagnosis of autistic girls more difficult. Chapters emphasize both the challenges and advantages of autism and take a multidisciplinary approach to encompass contributions from autistic girls and women, their family members, teachers, psychologists and other professionals. The result is an invaluable source of first-hand insights, knowledge and strategies, which will enable those living or working with girls on the autism spectrum to provide more informed and effective support. Giving voice to the experiences, concerns, needs and hopes of girls on the autism spectrum, this much-needed text will provide parents, teachers and other professionals with essential information to help them support and teach autistic girls more effectively.

Improving education is a key priority for governments around the world. While many suggestions on how best to achieve this are currently under debate, years of academic research have already revealed more about how to encourage change than is sometimes assumed. This volume brings together for the first time some of the most significant work of Karen Seashore Louis, one of the foremost thinkers and researchers in the field. Organizing for School Change presents a unique variety of research-based results from studies conducted over the past twenty-five years. What emerges is not an idealistic plan, but a realistic picture of what needs to be done if schools are to be made better. Drawing on a wide and comprehensive list of sources, the ideas brought together in this collection will prove invaluable and insightful reading, stimulating both newcomers and veterans of the field to consider educational research in new ways.

What does 'inclusion' mean? Is it working for people with autism and Asperger syndrome? This is the result of a major survey by the NAS of its membership to learn more about their views and experiences of inclusion within education and adult life. What does 'inclusion' mean? Is it working for people with autism and Asperger syndrome? The NAS carried out a major survey of its membership to learn more about their views and experiences of inclusion within education and adult life. Overall this report shows that whatever the provision or situation of a child or adult with autism or Asperger syndrome, it is essential that their individual needs are addressed and met.

This ground-breaking book considers current perspectives on special education reform in the Asia-Pacific region. It has a major focus on a new era of special education, and how this relates to education reform towards inclusive education. With major changes being proposed under current educational reform and confusion as to how to instigate these measures, this book provides ways to better prepare teachers. It is helpfully divided into three different sections of education reform: "Education Reform in the Asia-Pacific region" reviews broad trends and issues in special education across the region, including Taiwan, Korea, Australia, India, China and Hong Kong. "Preparing Teachers to work in Inclusive Classrooms" focuses on curricula and pedagogical practices for teacher education. This section considers different approaches to preparing teachers such as cross-categorical, collaborative, innovations, and the impact of teachers' attitudes, perceptions and concerns on inclusion. "Effective Special & Inclusive Practices" draws upon evidence-based research to provide best practice models to assist in developing inclusive school communities. Each section addresses a list of objectives and questions; suggests best practice pedagogy; and concludes with a support section with useful websites and suggested professional development activities.

This book will interest teachers, teacher educators, university lecturers in education and post graduate students.

The importance of enhancing students' well-being is recognised around the world, yet the well-being of autistic students remains largely unexplored. With the increasing enrolment of autistic students in mainstream schools, it is imperative to develop a comprehensive understanding of the well-being of autistic students to facilitate their sense of well-being in school. Enhancing the Well-Being of Students on the Autism Spectrum offers an in-depth understanding of the well-being of students on the autism spectrum using the innovative research methodology, Photovoice. Throughout the text, the author incorporates photographs taken by students on the autism spectrum, as well as interviews with the students, their teachers, and parents, to bring the authentic experiences of these students to the fore. The book also covers: An overview of the well-being of autistic students; Barriers to the well-being of autistic students and ways to overcome them; Protective factors of the well-being of autistic students and ways to develop these within the school context. This book is a necessary companion for postgraduate students in the field of education and special education, practitioners within the school context, and researchers interested in the area of autism spectrum condition or student well-being.

This book offers a powerful manifesto for schools to articulate a different vision of education that looks beyond exam success.

Physics and Chemistry of the Solar System, 2nd Edition, is a comprehensive survey of the planetary physics and physical chemistry of our own solar system. It covers current research in these areas and the planetary sciences that have benefited from both earth-based and spacecraft-based experimentation. These experiments form the basis of this encyclopedic reference, which skillfully fuses synthesis and explanation. Detailed chapters review each of the major planetary bodies as well as asteroids, comets, and other small orbitals. Astronomers, physicists, and planetary scientists can use this state-of-the-art book for both research and teaching. This Second Edition features extensive new material, including expanded treatment of new meteorite classes, spacecraft findings from Mars Pathfinder through Mars Odyssey 2001, recent reflections on brown dwarfs, and descriptions of planned NASA, ESA, and Japanese planetary missions.

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The first edition of this book gained recognition as the definitive textbook of diabetes epidemiology. The second edition builds on this...
success, gathering recent information on international trends and data for diabetes mellitus. In particular, the book highlights the dramatic rise of Type 2 diabetes in children, adolescents and the elderly throughout the world. One new section features prevention and screening of both Type1 and Type 2 diabetes. Other new chapters cover the epidemiology of obesity and the impact of nutrition, and review available guidelines for better worldwide glycemic control. Future challenges, including the effects of antipsychotic treatment and HIV infection on diabetes in children, are also addressed. All chapters have been completely revised and updated, covering: definitions, classification and risk factors for diabetes, new evidence for screening and prevention of Type 1 and Type 2 diabetes, epidemiology of complications and associated risk factors; economic aspects: the direct and indirect costs of diabetes. The Epidemiology of Diabetes Mellitus fills the need for a current compendium of diabetes epidemiology in the tradition of the first monumental text of the late Kelly West. It is essential reading for general practitioners, diabetologists, clinical endocrinologists, cardiologists, epidemiologists, nurses, dieticians, and other diabetes care providers, as well as health care decision makers.

The Irregular School explores the foundations of the current controversies and argues that continuing to think in terms of the regular school or the special school obstructs progress towards inclusive education.

Educating College Students with Autism Spectrum Disorders is one of the first books to specifically address the accommodation of students with significant learning disabilities in postsecondary education. Developed with the support of Autism Speaks, and piloted at Pace University, each component of this book is scientifically-based and provides a model of emerging best practices for college instruction involving students with ASD. The text is designed to give college faculty a deep understanding of students with ASD and help faculty to productively engage students with ASD, while also meeting the needs of all students in their classes. The strategies included in the manual are solidly grounded in principles of universal design and will prove indispensable for teaching college students of varying ability levels and diverse learning styles. A companion video shows clips of students and educators that are engaged in inclusive practices to illustrate approaches that have been successful in dealing with challenging situations in the classroom.

Fundamental rights for all people with disabilities, education and employment are key for the inclusion of people with autism. They play as facilitators for the social inclusion of persons with autism and as multipliers for their enjoyment of other fundamental rights. After outlining the international and European dimensions of the legal protection of the rights to education and employment of people with autism, the book provides an in-depth analysis of domestic legislative, judicial and administrative practice of the EU Member States in these fields. Each chapter identifies the good practices on inclusive education and employment of people with autism consistent with principles and obligations enshrined in the UN Convention on the Rights of Persons with Disabilities (Articles 24 and 27). The book contains the scientific results of the European Project “Promoting equal rights of people with autism in the field of employment and education” aimed at supporting the implementation of the UN Convention in the fields of inclusive education and employment.

Autism is a word most of us are familiar with. But do we really know what it means? Children with autism are challenged by the most essential human behaviors. They have difficulty interacting with other people—often failing to see people as people rather than simply objects in their environment. They cannot easily communicate ideas and feelings, have great trouble imagining what others think or feel, and in some cases spend their lives speechless. They frequently find it hard to make friends or even bond with family members. Their behavior can seem bizarre. Education is the primary form of treatment for this mysterious condition. This means that we place important responsibilities on schools, teachers and children’s parents, as well as the other professionals who work with children with autism. With the passage of the Individuals with Disabilities Education Act of 1975, we accepted responsibility for educating children who face special challenges like autism. While we have since amassed a substantial body of research, researchers have not adequately communicated with one another, and their findings have not been integrated into a proven curriculum. Educating Children with Autism outlines an interdisciplinary approach to education for children with autism. The committee explores what makes education effective for the child with autism and identifies specific characteristics of programs that work. Recommendations are offered for choosing educational content and strategies, introducing interaction with other children, and other key areas. This book examines some fundamental issues, including: How children's specific diagnoses should affect educational assessment and planning. How can we support the families of children with autism? Features of effective instructional and comprehensive programs and strategies. How we can better prepare teachers, school staffs, professionals, and parents to educate children with autism? What policies at the federal, state, and local levels will best ensure appropriate education, examining strategies and resources needed to address the rights of children with autism to appropriate education. Children with autism present educators with one of their most difficult challenges. Through a comprehensive examination of the scientific knowledge underlying educational practices, programs, and strategies, Educating Children with Autism presents valuable information for parents, administrators, advocates, researchers, and policy makers.

Offers step-by-step guidance for creating successful inclusion programs for children with autistic spectrum disorders, and includes information on such key topics as educator roles, ongoing program assessment, and evaluating student progress.

Providing a ‘one stop’ text, Understanding the Voices and Educational Experiences of Autistic Young People is a unique and comprehensive contribution to bridge the gap between theory, research and practice. Based on the author’s teaching and research experience, this book provides a theoretical and practical framework for participatory rights-based autism research and demonstrates the benefits of – and growing emphasis on – voice and participation research; if done correctly it can be of immense benefit to policy, practice and how we support autistic young people. Alongside a critical and extensive review of research literature and debate on the efficacy of mainstream inclusion for autistic children, the book provides practical advice on how to support autistic children in research and in school. Significantly, Goodall investigates and presents the educational experiences of autistic young people – including girls – and their suggestions to improve educational practice from their own perspectives, as opposed to adult stakeholders. This book will act as a key text for student teachers, practitioner-researchers, those already supporting autistic children in education or social settings (including teachers, school leaders, special education leads, policymakers) and academics researching in the areas of autism and inclusion.

In this innovative book on autism and gaze from a multimodal interaction perspective, Terhi Korkiakangas examines the role of gaze in everyday situations, asking why eye contact matters, and considering the implications of this crucial question for autism. Since persons on the autism spectrum tend to use it differently and might not engage in eye contact in social situations, gaze is a crucial topic for understanding autism, yet we know surprisingly little about this topic in a real-world context, beyond psychological experiments and the research lab. Drawing on her research on authentic video-recorded social interactions, Korkiakangas shows how a multimodal interaction perspective can shed new light on gaze: what an instance of gaze does, and when, why, and for whom gaze ‘matters’, from both children on the autism spectrum and their social partners’ perspective, including teachers and parents. Grounded in the interactional tradition of
conversation analysis, the multimodal interaction perspective offers a major contribution to our understanding of autism by examining communication beyond talk and linguistic resources. Communication, Gaze and Autism considers both mutual gaze and gaze aversion during talk or silence, alongside facial expressions, gestures, and other body movements, to understand what gaze is used for, and to rethink ‘eye contact’. The book includes a methodological introduction, practical tools for doing multimodal interaction research, and empirical findings. It also considers the voices of those people on the autism spectrum from the blogosphere, who suggest that eye contact has less significance for them and represents a communication difference, rather than a deficit. This book is designed for anyone with an academic, professional or personal interest in autism. It will particularly appeal to senior undergraduate and graduate students, researchers and practitioners in the fields of communication, social interaction and autism.

Inclusive education has grown as an international movement to not only support students with disabilities but also promote equitable access, participation, and success for all students. This book will transform the capacity of teachers and specialists working with students and families to effectively support an inclusive approach to education for students on the autism spectrum. This book addresses the urgent need to identify inclusive educational environments and strategies for students on the autism spectrum so that they have the best chance of social, behavioural, and academic success at school. Teachers who include students on the autism spectrum in primary and secondary classrooms require greater knowledge of how they can best support the learning, social, and behavioural needs of their students. Without such knowledge, the consequences can include unsatisfactory learning experiences for all students, and interrupted schooling for the student on the autism spectrum through reduced attendance and retention, lower academic performance, exclusion, disengagement, and pressure on parents to make alternative arrangements for their child’s education. Inclusive education is socially, emotionally, and academically beneficial for all students and positively impacts on respectful attitudes to difference. This book presents innovative, evidence-based practices that will build the capacity of teachers and specialists implementing an inclusive and contextually relevant approach to education that will support students on the autism spectrum and meet the diverse needs of all students in their classrooms.

In the last twenty years, governments around the world have signed policies and enacted legislation concerning the right of every child to be provided with education. The United Nations Convention on the Rights of Persons with Disabilities (2006), which states that every child with SEN should receive education in a mainstream setting, whenever possible stimulated, at least partly, the enactment of such policies. To some extent, the Mexican government has responded to the UN initiative by reporting a gradual increase in the number of children with SEN being placed in mainstream schools over the last ten years. However, despite the efforts of some parents and teaching assistants, there is an increasing concern that many children with ASD are not educated in mainstream schools or they have been included but without the support of a qualified teaching assistant or teacher, which has a negative effect on the quality of education. This situation has emphasized the need to improve strategies in order to overcome the barriers to effective inclusion for these children. Thus, the main aim of this study was to explore the extent to which children identified as having Autistic Spectrum Disorder are included within in mainstream schools in Mexico with the support from DOMUS a non-profit parent led organisation. This is done by examining the facilitators and barriers that affect the success of inclusion of children with ASD in Mexico. Multiple case studies of children with autistic spectrum disorders were conducted. The data on the perceptions about inclusion was gathered from interviews with head teachers, teachers, teaching assistants, and parents of children with ASD. In addition, observations of the children with ASD both in class and in the playground were carried out along with focus groups conducted with secondary age classmates, sociometric data, and a review of DOMUS’ records. Participants offered many perspectives on the facilitators and barriers that should be overcome in order to include a child with autism in mainstream schools in Mexico. Seven key themes and related subthemes that can act as facilitators or barriers emerged from the analysis. These included family factors, children with ASD’s social and academic abilities, school ethos, role of teaching assistant and DOMUS, and the influence of stakeholders’ experience in overcoming anxieties about inclusion, teachers’ competence, and stakeholders’ attitudes towards children with ASD. The findings are discussed in relation to the literature review. It was concluded that the Mexican government’s inclusive education policies should be taken further, although the teachers involved should initially receive further training in order to help them feel more confident. An ASD friendly school ethos, positive attitudes from stakeholders, and financial resources can also support inclusion. Stakeholders need to overcome their anxieties, and they can achieve this by embracing the opportunity to experience inclusion. This study provides a starting-point in by identifying the facilitators that should be strengthened and the barriers that should be reduced in order to enhance the inclusion of children with ASD in Mexico.

Because nonprofit and voluntary organizations are primary vehicles of citizen action and participation, they serve as important mechanisms to understand how the needs of children can be heard in the policymaking process and how the quality of children's lives can be improved. In Who Speaks for America’s Children, leading experts in children’s health policy, education policy, community organizing, and sociology focus on the ways nonprofit organizations and community groups influence policymaking on children’s issues. Seven chapters frame the issues, raise critical questions, and explore opportunities for further study.