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Children who have autism require comprehensive educational and treatment services. There are a myriad of approaches currently recommended to practitioners and parents, but little is known about their efficacy. Which are the most effective in teaching skills, overcoming behavior challenges, and improving quality of life? Methods must be based in research settings, but be easily extended to real world settings where children with autism live, go to school, socialize, and recreate. Identifying and validating effective practices is a complex and multi-faceted process, but an essential one for responsible research and practice. This book brings together multiple and contemporary perspectives on intervention effectiveness for autism education and behavior support. With contributors from a variety of disciplines and orientations, *Effective Practices for Children with Autism* presents a critical appraisal of current practice standards, emphasizing empirically supported procedures and research-to-practice applications. By bringing together a diverse group of authors, the editors have ensured that the vast field of information on interventions for children with autism is thoroughly examined, and that no topic has gone untouched. Written for practitioners, research scientists, and clinicians, the book is an essential framework for evaluating educational and treatment procedures, selecting those that are most effective, and evaluating outcomes.

After the loss of her eye, 10-year old Ellen begins the year thinking the very worst thing that can possibly happen already has. But the year--1954--progressively presents more dangerous and chilling challenges for Ellen, including her mother's strange, new silence as her older brother Buck's behavior spirals out of control.

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Educational Interventions for Students with Autism offers educators a vital resource for understanding and working with autistic students. Written by nationally acclaimed experts in the field and published in collaboration with the world-renowned UC Davis M.I.N.D. Institute, the book aims to deepen educators' appreciation of the challenges surrounding autism in a classroom setting and the current best practices in education for autism. To best meet the practical needs of teachers, school administrators, and parents, the book includes integrative summaries throughout, with recommendations for real-world classroom use. Topics covered include: how autism affects student learning, autism and its impact on schools, a teacher's view of autism and the classroom, best practices and challenges of working with students with ASD in the classroom, working with high-functioning autism (HFA) in schools, successful community-school partnerships, options for teacher training, and more.

To show the importance of stochastic processes in the change of gene frequencies, the authors discuss topics ranging from molecular evolution to two-locus problems in terms of diffusion models. Throughout their discussion, they come to grips with one of the most challenging problems in population genetics--the ways in which genetic variability is maintained in Mendelian populations. R.A. Fisher, J.B.S. Haldane, and Sewall Wright, in pioneering works, confirmed the usefulness of mathematical theory in population genetics. The synthesis their work achieved is recognized today as mathematical genetics, that branch of genetics whose aim is to investigate the laws governing the genetic structure of natural populations and, consequently, to clarify the mechanisms of evolution. For the benefit of population geneticists without advanced mathematical training,

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Professors Kimura and Ohta use verbal description rather than mathematical symbolism wherever practicable. A mathematical appendix is included.

Twelve years after the first charter school was launched, the charter school movement is now entering its adolescence. Like many pre-teens, it's had its share of growing pains, but I am confident that it is about to hit a growth spurt. That is because charter schools are enormously popular with their primary clients --parents and students-- and because they are starting to show promising results in terms of student achievement. The basic tenets of charter schools--give them room to be innovative, hold them accountable for results, and let parents decide if they meet the needs of their children --are perfectly aligned with the historic No Child Left Behind Act (NCLB), which also focuses on accountability for results in return for more flexibility, and with providing more options for parents than ever before. One of the promises of charter schools is that they can serve as laboratories of innovation --they can be public education's "R&D" arm. Because they have greater autonomy than traditional public schools, and since they tend to attract pioneering educators, they can try out new approaches to education that, if proven effective, can be transplanted back into the larger public education system. It is in this spirit that we highlight eight of the most successful charter schools in the United States. These schools were chosen after an exhaustive national search. They were primarily selected because they have demonstrated success over time in boosting student achievement. Surely many more charter schools could have been identified, and these should not be considered "the best" charter schools in the nation. Nevertheless, they are among the best, and each has much to teach other charterschools --and traditional public schools-- about teaching and learning, management strategies, staff

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development, and many other topics.

Where would we be without conversation? Throughout history, conversations have allowed us to see different perspectives, build ideas, and solve problems. Conversations, particularly academic conversations ... push students to think and learn in lasting ways. Academic conversations are back-and-forth dialogues in which students focus on a topic and explore it by building, challenging, and negotiating relevant ideas. [The] authors ... have identified five core communication skills to help students hold productive academic conversations across content areas. These skills are: elaborating and clarifying, supporting ideas with evidence, building on and/or challenging ideas, paraphrasing and synthesizing. This books shows teachers how to weave the cultivation of academic conversation skills and conversations into current teaching approaches.

Acronym agglomeration is an affliction of the age, and there are acronym addicts who, in their weakness, find it impossible to resist them. More than once in recent months my peers have cautioned me about my apparent readiness to use not only acronyms, but abbreviations, foreign isms, codes, and other cryptic symbols rather than common, ordinary American words. Many among us, though, either have not received or have chosen to ignore such advice. As a consequence, what we write and speak is full of mystery and confusion. It is then for the reader and listener and for the writer and speaker that Reta C. Moser has compiled this guide. Its effective application to the art of communication is urged. Such use should help avoid many of the misunderstandings involving terminology which occur daily. Although such misunderstandings are certainly crucial in humanistic and social situations, they are often of immediate import and the

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trigger to disaster in scientific, technical, and political situations. Some 15,000 acronyms and 25,000 definitions are provided (a 50- and 47 -percent increase over the 1964 edition!), with due credit to Miss Moser's diligence in making the compilation and with the acknowledgment that the acronymical phenomenon is very much with us. This edition, like the first, is certain to be of value to writers, librarians, editors, and others who must identify and deal with acronyms.

In this important and pioneering book Frederick Newmeyer takes on the question of language variety. He considers why some language types are impossible and why some grammatical features are more common than others. The task of trying to explain typological variation among languages has been mainly undertaken by functionally-oriented linguists. Generative grammarians entering the field of typology in the 1980s put forward the idea that cross-linguistic differences could be explained by linguistic parameters within Universal Grammar, whose operation might vary from language to language. Unfortunately, this way of looking at variation turned out to be much less successful than had been hoped for. Professor Newmeyer's alternative to parameters combines leading ideas from functionalist and formalist approaches which in the past have been considered incompatible. He throws fresh light on language typology and variation, and provides new insights into the principles of Universal Grammar. The book is written in a clear, readable style and will be readily understood by anyone with a couple of years' study of linguistics. It will interest a wide range of scholars and students of language, including typologists, historical linguists, and theorists of every shade.

In a society driven by celebutante news and myspace profiles, women of class, style and charm are hard to come

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by. The Audrey and Katharines of the world continue to lose their luster as thongs, rehab and outrageous behavior burn up the daily headlines. But, despite appearances, guys still want a girl they can take home to their mom, employers still like to see a tailored suit and peers still respect classy conduct. So is it possible to maintain old fashioned virtues in a modern world without looking like a starchy Amish grandma? Christy shows women how in this guide to glamorous style, professional success and true love...the classy way. Full of fun assignments, notable names and real-life examples, Christy offers a new look at seemingly "old fashioned" advice. She covers diet, speech, work ethic, friends, relationships, manners, makeup, and fashionable yet modest clothing, showing modern ladies how they can be beautiful, intelligent and fun while retaining values and morals.

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