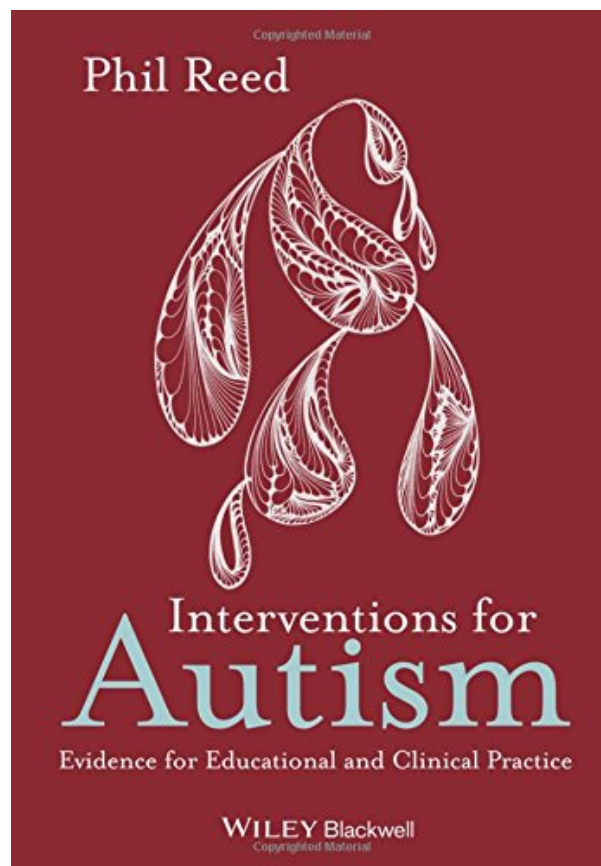


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## From the Back Cover

This much-needed review of the latest empirical research into teaching interventions for Autism Spectrum Disorder (ASD) provides an up-to-date account of research results from pre-school to secondary school level. The author translates evaluative academic research into practical guidance for readers who are education practitioners rather than scholars. In doing so, he provides access to a wealth of new knowledge about ASD – information that is often slow to filter down to those in the front line of designing and delivering educational and clinical services.

The book reviews data from studies of the effectiveness of diverse teaching approaches, and explores how this information might improve education and clinical practice. The author draws on his wide experience in academic scholarship and public service to suggest ways in which the research covered may affect local authority policy decisions on special education provision. Shaping academic research into useful guidance, this book puts knowledge into the hands of those who need it most – the professionals helping young people with ASD to overcome their disadvantages and fulfil their potential.

## About the Author

Phil Reed is Professor of Psychology at Swansea University, UK. A leading authority on Autism Spectrum Disorder (ASD), he edited the book Behavioral Theories and Interventions for Autism (2009) and has published more than 190 papers on ASD, behaviour analysis, learning and memory, and schizophrenia. Professor Reed has served on the editorial boards of several journals in his field, and has also held posts in the UK's Department for Education (Special Educational Needs), the Department of Health, and was a member of the Children in Wales Policy Council.

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Providing a vital link between theory and practice, this unique volume translates the latest research data on the effectiveness of interventions for Autism Spectrum Disorder (ASD) into practical guidance for education professionals working with ASD pupils.

- Reformulates new research data on interventions for ASD into guidance for professionals, drawing on the author's in-depth academic knowledge and practical experience
  - Offers a comprehensive review of up-to-date evidence on effectiveness across a wide range of interventions for ASD
  - Focuses on environmental factors in understanding ASD rather than outdated 'deficit' approaches, and discusses key issues in education provision such as inclusion
- 
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