

Contents

Foreword	vii
Acknowledgements	viii
Dedication	ix
Author profiles	x
Introduction	1
Vijaya Dharan	
<i>Part One: Interventions</i>	
Chapter 1 Using an adapted SCERTS framework with a 4-year-old Anna Christie	17
Chapter 2 Picturing the future: A video modelling package Tracy Watkin	32
Chapter 3 The development of a Makaton resource for Samoan children Heather Polson	49
Chapter 4 Social Scripts: SpongeBob helps Sam Tangi Johnson-Ross	68
Chapter 5 Colourful semantics: An approach for teaching literacy and communication to children with ASD Dervla Hayes	82
Chapter 6 TEACCH in a New Zealand regular classroom setting Sharon Ketter	95
Chapter 7 Creating a social skills toolkit: An approach for supporting learners with ASD to develop appropriate social communication with their peers Fran Dowson	109
Chapter 8 Pivotal response training for individuals with ASD June Chiaroni	125
Chapter 9 The Ziggurat Model in planning interventions for students with autism spectrum disorder Jenny Tippett	138

Part Two: Issues

Chapter 10 The role of culture in the perception, assessment, diagnosis, treatment and education of children and young people with autism spectrum disorder	155
Jill Bevan-Brown and Alexandrina Moldovanu	
Chapter 11 Narrative assessments: Inclusive educational ‘selfies’	169
Natalie Paltridge	
Chapter 12 Dual diagnosis of deafness and autism spectrum disorder: Diagnostic challenges, implications for intervention and education and the story of a New Zealand family	183
Sharyn Gousmett	
Chapter 13 Sensory therapies and interventions for individuals with autism spectrum disorder	198
Julianne Swanepoel	
Chapter 14 PATH: Planning alternative tomorrows with hope	210
Alison Browning	
Index	224