Table of Contents

Foreword Preface Acknowledgments	
PART I—AUTISM: A PERSPECTIVE	
PRELIMINARY COMMENTS	
1. The Characteristics of Autism —C.D. Webster	5
 Autism: A Search for a Perspective —C.D. Webster 	12
3. Then There Was Joey —Jack Muskat	19
PART II—THE FAMILY PERSPECTIVE	
PRELIMINARY COMMENTS	29
4. The Family Phenomenon —Judith E. Mack and C.D. Webster	31
 5. "The Runaround": How Parents View the Professional's View of Their Autistic Child —Judith E. Mack and C.D. Webster 	41
6. A Hope That Is Not Conditional —Elizabeth Marmura	46
7. A Sibling's View — Stephen Dukoff	53
PART IIIPROGRAMS	
PRELIMINARY COMMENTS	61
 Educating the Autistic Child: Some Ideas and Inspirations from th Misses Keller and Sullivan —C.D. Webster, Erison Keffer and Denise Fruchter 	e 63
 Family Work: Some Case Examples and Implications for the Design of Family-Centered Programs —C.D. Webster, Lise Somjen, Leon Sloman, Susan Bradley, Sharon Mooney, and Judith E. Mack 	75

viii Contents

10.	Where Are They Now and How Are They Faring? Follow-Up of 51	93
	Severely Handicapped Speech-Deficient Children Four Years	
	After an Operant-Based Program	
	-Judith E. Mack, C.D. Webster, and Ilhami Gokcen	

 Kerry's Place: An Educational Program for Autistic Adolescents in 107 a Rural Setting —Judith E. Mack, M. Mary Konstantareas and Brian G. Finlayson

PART IV—ADDITIONAL NOTES ON PROGRAMS FOR AUTISTIC CHILDREN

PREI	LIMINARY COMMENTS	119
12.	A Negative Reaction to the use of Electric Shock With Autistic Children: A Personal Note -C.D. Webster	121
13.	How To Fail As Director of a Program for Autistic Children $-C.D.$ Webster and Joel Oxman	125
PAR	Γ V—RESEARCH METHODOLOGY AND EXPERIMENTATION	
PREI	LIMINARY COMMENTS	135
14.	Comments on Research Strategy M. Mary Konstantareas	137
15.	Measuring and Promoting Social Activity in Children with Severe Communication Disorders —Maxine Gallander Wintre and C.D. Webster	144
16.	Some Experiments to Determine the Perceptual Capacities of Autistic Children C.D. Webster, Janice Li, and M. Mary Konstantareas	156
17.	To What is the Autistic Person Responding: Notes on the Problem of Isolating the Sources of Behavioral Control -C.D. Webster, Joel Oxman, and M. Mary Konstantareas	170
	Γ VI—SIMULTANEOUS COMMUNICATION WITH ISTIC CHILDREN: A NEW APPROACH	
PREI	IMINARY COMMENTS	177
18.	Gestures as a Means of Communication With an Autistic Boy: A Case Study C.D. Webster, Heather McPherson, Leon Sloman, Mary Anne Evans, and Eva Kuchar and Denise Fruchter	179
19.	An Alternative to Speech Training: Simultaneous Communication M. Mary Konstantareas, C.D. Webster, and Joel Oxman	187

20.	Individual Differences in the Acquisition of Sign Language By Severely Communicatively-Impaired Children —Stephanie Stull, Connie Edkins, Max Krause, Gina McGavin, Linda Hill Brand, C.D. Webster	202
21.	Teaching Sign Language: Some Practical Advice —Linda Hill Brand and C.D. Webster	212
	T VII—A THEORY OF AUTISM: FURTHER RESEARCH ELOPMENTS	
PREI	LIMINARY COMMENTS	219
22.	The Perception and Processing of Information by Severely Dysfunctional Nonverbal Children: A Rationale for the Use of Gestural Communication —Joel Oxman, C.D. Webster and M. Mary Konstantareas	221
23.	Autism and the Condon Effect: An Elaboration of the Evidence with Additional Hypotheses and Suggestions for Educational Programs —Muffet McGowan and C.D. Webster	235
24.	Further Research into the Nature and Relevance of Simultaneous Communication with Autistic Children —M. Mary Konstantareas and Joel Oxman	244
25.	Simultaneous Communication: Work in Progress —M. Mary Konstantareas	255
Biblio	ography	259
	Name Index	
Subje	Subject Index	
Abou	About the Contributors	