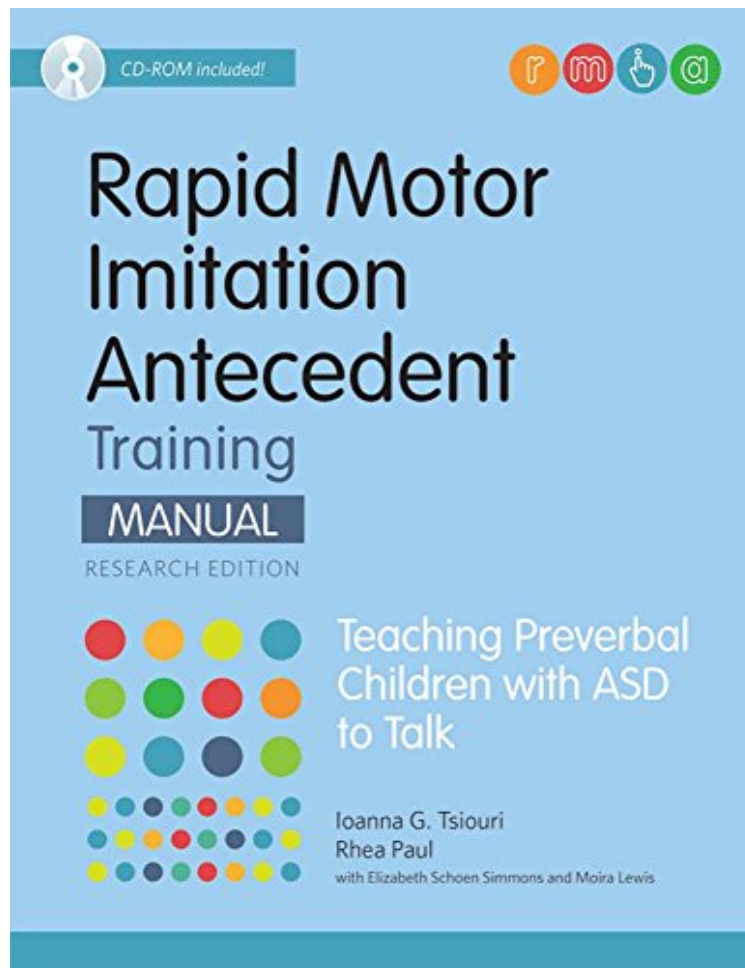


[Mobile library] Rapid Motor Imitation Antecedent (RMIA) Training Manual, Research Edition: Teaching Preverbal Children with ASD to Talk

# Rapid Motor Imitation Antecedent (RMIA) Training Manual, Research Edition: Teaching Preverbal Children with ASD to Talk

*Ioanna Tsiouri, Rhea Paul*

*ebooks | Download PDF | \*ePub | DOC | audiobook*



#194001 in Books 2012-06-12 2012-06-12 Original language: English PDF # 1 10.75 x 8.25 x .251, .71 #File Name: 159857242396 pages | File size: 43.Mb

**Ioanna Tsiouri, Rhea Paul : Rapid Motor Imitation Antecedent (RMIA) Training Manual, Research Edition: Teaching Preverbal Children with ASD to Talk** before purchasing it in order to gauge whether or not it would be worth my time, and all praised Rapid Motor Imitation Antecedent (RMIA) Training Manual, Research Edition: Teaching Preverbal Children with ASD to Talk:

When you're working with preverbal children on the autism spectrum, you need a complete toolbox of highly effective strategies to expand their communication skills. Add Rapid Motor Imitation Antecedent Training (RMIA), and you'll have one of the most promising interventions for helping young children say their first words. A discrete trial

intervention approach for preschoolers with autism who have severe language delays, RMIA is a crucial step on the path to improved communication function. It's an easy-to-use method: children imitate a rapid series of simple motor actions and are then asked to imitate a word. The momentum they build by performing the easy motor actions helps them comply with the more difficult task of word production. A must for SLPs and autism specialists, RMIA is an ideal addition to your current lineup of strategies and supports: Experimentally tested at the Yale Child Study Center, one of the nation's top autism treatment centers. Originally developed since 2002 at Teachers College, Columbia University and proven effective for helping young children develop functional speech. Perfect to use in tandem with naturalistic interventions like Parent Responsiveness Training. Focused specifically on initial imitation of words a critical step toward using language spontaneously. Quick and easy to implement RMIA should be administered in short, frequent doses, making it an easy fit with your everyday practices. The only product available that shows SLPs and autism specialists how to conduct RMIA, this manual-and-CD set gives you everything you need for successful implementation. You'll get complete, practical guidance in the accessible how-to manual, and the CD-ROM gives you a full hour of explicit demonstration videos that show case studies of RMIA in action. You'll also get printable data collection forms to help organize RMIA sessions and assist in data keeping (both blank forms and completed samples). A key component of your comprehensive intervention program for social communication, RMIA will help young preverbal children overcome the hurdles to saying their first words and start making real progress toward communicative competence.

Annotation only; August 2012  
About the Author Ioanna Tsiouri, Ph.D., Psychologist/Behavior Analyst, is currently working as a psychologist and behavior analyst in the Psychiatric Department of the University Hospital of Larisa in Greece. Her primary clinical research experience has been with nonverbal preschool children with autism spectrum disorders and their language development. Rhea Paul, Ph.D., received her bachelor's degree from Brandeis University in Waltham, Massachusetts, in 1971, her master's degree from Harvard Graduate School of Education in 1975, and her doctorate in communication disorders from the University of Wisconsin-Madison in 1981. Dr. Paul has published more than 90 journal articles, 40 book chapters, and 8 books. Her research on language development in toddlers with delayed language acquisition was funded by the National Institutes of Health. She has also held grants from the Meyer Memorial Trust, the American Speech-Language-Hearing Association (ASHA) Foundation, the Medical Research Foundation, and the National Association for Autism Research. Dr. Paul has been a fellow of ASHA since 1991 and received the 1996 Editor's Award from the American Journal of Speech-Language Pathology. In September 1997, she accepted a joint appointment in the Communication Disorders Department at Southern Connecticut State University and the Child Study Center at Yale University. She spent the summer of 1998 as a visiting professor at the University of Sydney in Australia. Dr. Paul received a Yale Mellon Fellowship for 1998-1999 and the Southern Connecticut State University Faculty Scholar Award for 1999. She was recently awarded an Erskine Fellowship to spend a semester as a visiting scholar at Canterbury University in Christchurch, New Zealand. The second edition of her textbook, *Language Disorders from Infancy Through Adolescence: Assessment and Intervention*, was published in 2001 by Mosby in St. Louis, Missouri. Dr. Paul has been teaching child language development and disorders courses for 20 years. Elizabeth Schoen Simmons, M.S., CCC-SLP, is a speech-language pathologist at the Yale Child Study Center, where she works as part of a multidisciplinary team to diagnosis and treat children with autism spectrum disorders. In addition to her clinical work, she has participated in and published research on early communication development in toddlers with autism spectrum disorder. Moira Lewis, M.S., CCC-SLP, is a certified speech-language pathologist working in clinical research at the Marcus Autism Center, an affiliate of Children's Healthcare of Atlanta. She leads social-communication assessment procedures within longitudinal research protocols designed to investigate early emergence of autism and diagnostic stability throughout development.