



IEJEE

International Electronic Journal of Elementary Education

International Electronic Journal of Elementary Education is an international, multidisciplinary, peer-reviewed, open-access journal that is online publishes four times (March, June, September and December) in a year.

IEJEE aims to provide a platform for the publication of the most advanced high-quality research in the areas of learning, development, instruction and teaching at elementary level. IEJEE provides immediate open access to its content on the principle that making research freely available to the public to support a greater global exchange of knowledge.

© 2016 IEJEE ISSN: 1307-9298

Special Issue of 2016 (December)

Autism Spectrum Disorders (ASD): Approaches to Training, Teaching, and Treatment Vol.9, Issue 2.

Special Issue Editors

Kamil ÖZERK, University of Oslo, Norway Shahla ALA'I-ROSALES, University of North Texas, USA Svein EIKESETH, Oslo and Akershus University College of Applied Sciences, Norway

Editor in Chief:

Kamil ÖZERK, University of Oslo, Norway

Editors:

Turan TEMUR, Dumlupinar University, Turkey Gökhan ÖZSOY, University of Ordu, Turkey Karen M. ZABRUCKY, Georgia State University, United States Kathy HALL, University College Cork, Ireland Annemie DESOETE, Ghent University, Arteveldehogeschool, Sig, Belgium

Abstracting and Indexing:

ERIC, Scopus, ProQuest, DOAJ, EBSCO (Education Research Complete), Google Scholar, Index Copernicus, NSD (Norwegian Social Science Data Services), NewJour, Open J-Gate, Academic Journals Database, TEI (Turkish Education Index), ROAD

ISSN:1307-9298 Copyright © IEJEE www.iejee.com

Publication Information
All responsibility for statements made or opinions expressed in articles lies with the author.
nes with the dution.

International Advisory Board:

Bracha KRAMARSKI, Bar Ilan University, Israel Christian Watkin BECK, University of Oslo, Norway Colin Robert BOYLAN, Charles Sturt University, Australia David Warwick WHITEHEAD, The University of Waikato, New Zealand Havati AKYOL, Gazi University, Turkey H. Gül KURUYER, University of Ordu, Turkey Isabel KILLORAN, York University, Canada Janelle Patricia YOUNG, Australian Catholic University, Australia Jeanne Rolin-Ianziti, The University of Queensland, Australia Janet ALLEN, United States **Kouider MOKHTARI**, University of Texas at Tyler, United States **Lloyd H. BARROW**, University of Missouri, United States Lori G. WILFONG, Kent State University, United States Maria Lourdes DIONISIO, University of Minho, Portugal Maribel GARATE, Gallaudet University, United States Nacive AKSOY, Gazi University, Turkey Peter IOONG, Nipissing University, Canada Ruth REYNOLDS, University of Newcastle, Australia Therese Marie CUMMING, University of New South Wales, Australia Yüksel DEDE, Istanbul Medeniyet University, Turkey Ziya SELCUK, TED University, Turkey

Editorial Assistants:

Hasan TABAK, Gazi University, Turkey Mustafa BAKIR, Dumlupinar University, Turkey Ulaş YABANOVA, Dumlupinar University, Turkey Emel BAYRAK ÖZMUTLU, University of Ordu, Turkey Saniye Nur GÜNDÜZ, University of Ordu, Turkey

Proofreaders:

H.Ozge BAHAR, Turkey Lee COREY, United States

Graphic Design:

Erdoğan DIZDAR, Turkey

Table of Contents

Editorial	vi-vii
Introduction to the Special Issue on Autism Spectrum Disorders Approaches to Training, Teaching, and Treatment Kamil ÖZERK, Shahla ALA'I-ROSALES & Svein EIKESETH	239-242
Ole Ivar Lovaas - His life, Merits and Legacy Kamil ÖZERK, Gunvor Dalby VEA, Svein EIKESETH & Meral ÖZERK	243-262
The Issue of Prevalence of Autism/ASD Kamil ÖZERK	263-306
Current Trends in Psychological and Educational Approaches for Training and Teaching Students with Autism in California Trisha SUGITA	307-316
Bridging the Research to Practice Gap: A Case Study Approach to Understanding EIBI Supports and Barriers in Swedish Preschools Lise ROLL-PETTERSSON, Ingrid OLSSON & Shahla ALA'I-ROSALES	317-336
Establishing a Common Vocabulary of Key Concepts for the Effective Implementation of Applied Behavior Analysis Traci M. CIHON, Joseph H. CIHON & Guy M. BEDIENT	337-348
Exploring the Relationship between Classroom Type and Teacher Intervention Fidelity Jessica SUHRHEINRICH, Kelsey S. DICKSON, Sarah R. RIETH, Austin F. LAU & Aubyn C. STAHME	349-360
A Progressive Approach to Discrete Trial Teaching: Some Current Guidelines Justin B. LEAF, Joseph H. CIHON, Ronald LEAF, John McEACHIN & Mitchell TAUBMAN	361-372
Effects of Theory Training, Hands-on Supervision and a Self-instructional Treatment Manual on Staff Competency Linda Teikari HATLENES, Svein EIKESETH	373-384
A Preliminary Analysis of a Behavioral Classrooms Needs Assessment Justin B. LEAF, Ronald LEAF, Cynthia McCRAY, Carol LAMKINS, Mitchell TAUBMAN, John McEACHIN & Joseph H. CIHON	385-404
The Effects of Physical Activity on the On-Task Behavior of Young Children with Autism Spectrum Disorders Shane K. H. MIRAMONTEZ & Ilene S. SCHWARTZ	405-418
Teaching Children with Autism Spectrum Disorder to Recognize and Express Emotion: A Review of the Literature Nidal DAOU, Ryma T. HADY & Claire L. POULSON	419-432
Tutorial: Teaching Verbal Behavior to Children with ASD Einar T. INGVARSSON	433-450

Publication Information

Increasing Instructional Efficiency When Using Simultaneous Prompting Procedure in Teaching Academic Skills to Students with Autism Spectrum Disorders Elif İFTAR-TEKİN & Seray OLCAY-GÜL	451-472
A Parent-Oriented Approach to Rapid Toilet Training Dai DOAN & Karen A. TOUSSAINT	473-484
Generalized Use of Past Tense Verbs in Children with Autism Following a Sufficient Exemplar Training Procedure Sigmund ELDEVIK, Ellie KAZEMI & Greg ELSKY	485-498