



An Activity-Based Approach to Early Intervention, Fourth Edition

By JoAnn Johnson Ph.D., Naomi Rahn Ph.D., Diane Bricker Ph.D.

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Early childhood professionals—learn the nuts and bolts of **activity-based intervention (ABI)**, the trusted, child-directed approach for young children **birth to 5**. With the fourth edition of this classic textbook and professional guide, you'll discover how to **embed learning opportunities in everyday activities** to help children **acquire and generalize functional skills and reach their developmental goals**.

You'll get a comprehensive introduction to the benefits, challenges, and foundations of ABI, and you'll find in-depth guidance on how to apply this popular approach with children in center- and home-based programs. Case stories, examples, and sample forms throughout clarify important points and procedures. **Updated with practical new information on ABI training, implementation, and more**, this book is a keystone of professional preparation for early interventionists and special educators.

THE TEXT THAT HELPS YOU:

- Implement ABI in multiple settings with diverse groups of young children, including kids with disabilities and those at risk
- Create multiple and varied learning opportunities within young children's natural routines and interactions
- Seamlessly link screening, assessment, goal development, intervention, and evaluation
- Develop individualized IFSP and IEP goals
- Observe children before and after intervention to determine next steps
- Understand and address the challenges of establishing evidence-based practices
- Work as a team with other professionals and families

WHAT'S NEW:

- **New chapters** on conducting high-quality child observations, applying ABI in centers and in homes, and using ABI with children who have significant disabilities
- **Expanded information on key topics**, including training paraprofessionals on ABI and keeping families involved
- **Updated course companion website** with PowerPoint slides, study questions, and application activities

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Editorial Review

Review

“An outstanding resource! Everything you need for the practical application of ABI is included, as well as the empirical evidence supporting its effectiveness and use. This fourth edition is by far the best yet!”
(Jane Squires, Ph.D.)

About the Author

JoAnn (JJ) Johnson, Ph.D., is associate professor in the Child and Family Studies Department in the School of Education at Saint Cloud State University in Minnesota. Previously, she worked at University Centers for Excellence in Developmental Disabilities in Louisiana, Oregon, and Nevada, serving as a center-based coordinator and teacher for young children ages 2–5, as a Graduate Teaching Fellow and home services coordinator, and as an adjunct faculty member, grant and contract director, project administrator, and service provider. She was also Director of the Research and Educational Planning Center and the Nevada University Center for Excellence in Developmental Disabilities from 2001 to 2008.

Her professional experiences in disabilities services and studies include hospital-, home-, and center-based early intervention and developmental services; developmental assessment and evaluation; supervision and program coordination; and university and outreach training and instruction. Since the 1990s, Dr. Johnson has worked with both federal and numerous state departments of education and provided workshops and training throughout the United States and internationally on the use of the AEPS and activity-based intervention for families and professionals. In her spare time, Dr. Johnson likes to read, work on home projects, and observe young children’s development.

Dr. Rahn is an assistant professor of special education at West Virginia University. She has worked as a preschool special education teacher and early interventionist. Her areas of interest include naturalistic intervention strategies, early language and literacy interventions, response to intervention (RtI), and personnel preparation. Dr. Rahn's research is focused on vocabulary and language interventions for young children with disabilities and at risk for disabilities.

Dr. Bricker served as Director of the Early Intervention Program at the Center on Human Development, University of Oregon, from 1978 to 2004. She was a professor of special education, focusing on the fields of early intervention and social-communication.

Her professional interests have addressed three major areas: early intervention service delivery approaches, curricula-based assessment and evaluation, and developmental-behavioral screening. Dr. Bricker's work in early intervention approaches has been summarized in two volumes: *An Activity-Based Approach to Early Intervention, Fourth Edition* (with J. Johnson & N. Rahn; Paul H. Brookes Publishing Co., 2015) and *An Activity-Based Approach to Developing Young Children’s Social Emotional Competence* (with J. Squires; Paul H. Brookes Publishing Co., 2007). Her work in curricula-based assessment/evaluation has focused on the development of the *Assessment, Evaluation, and Programming System for Infants and*

Children, Second Edition (AEPS®; with B. Capt, K. Pretti- Frontczak, J. Johnson, K. Slentz, E. Straka, & M Waddell; Paul H. Brookes Publishing Co., 2004). This measure and curricula provides intervention personnel with a system for the comprehensive assessment of young children with results that link directly to curricular content and subsequent evaluation of child progress.

Dr. Bricker has been a primary author of the *Ages & Stages Questionnaires®* (ASQ; with J. Squires; Paul H. Brookes Publishing Co., 1995, 1999, 2009) and directed research activities on the ASQ system starting in 1980. *Developmental Screening in Your Community: An Integrated Approach for Connecting Children with Services* (Bricker, Macy, Squires, & Marks; Paul H. Brookes Publishing Co., 2013) offers a comprehensive system for creating and operating community-wide developmental-behavioral screening programs for young children.

Dr. Bricker's distinctions include the Division of Early Childhood, Council for Exceptional Children Service to the Field Award, December 1992, and the Peabody College Distinguished Alumna Award, May 1995.

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