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BACKPACKING TOURS IN MONTANA AND WYOMING

THAT PROMOTE WILDLIFE EDUCATION

A Thesis

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ABSTRACT

BACKPACKING TOURS IN MONTANA AND WYOMING

THAT PROMOTE WILDLIFE EDUCATION

by

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Master of Arts in Recreation Administration

California State University, Chico

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There has been increasing incidence and awareness of autism spectrum disorders in recent years. Improved outcomes due to early intervention and continued assistance throughout the school years have created the need for ongoing support for adults on the autism spectrum. Recent advances in computer technology and understanding of the human brain offer the possibility that specific computer based training may provide a cost effective means to deliver this necessary support. The affinity of individuals with autism towards all things computer combined with the limited side effects and availability anywhere, anytime, are a winning combination.

This case study examined to what extent, if any, training software produces improvements in the language and social skills of a bilingual, young adult who has autism. Primary focus was on working memory, sequencing, and facial recognition.

CHAPTER I

INTRODUCTION

Background

This research is a case study of a thirty-year old bilingual male, who has autism and his response to a computer-based training program. The participant’s mother is a German native living in the United States and fluent in both English and German. His father, a native English speaker, spoke both English and German with the participant. The participant responded to and spoke both languages without difficulty for the first three years of his life. Based on regular pediatric visits, and reports from his parents, the participant’s development and language skills were completely typical for his age. Parents reported significant changes in development occurred shortly after turning three years old.

The participant began his education in a parent-participation pre-school that required a parent accompany him anytime he was there. In kindergarten the participant attended a special school primarily for Down syndrome students and others with severe disabilities. In first and second grade, the participant was in a self-contained special education classroom at a Department of Defense school in Japan with four other students, a teacher and an aide. The participant’s school day was reduced to 2 ½ hours. During this time, the pediatric neurologist first used the label “PDD” (Pervasive Developmental Disorder) to describe the participant’s condition. The school psychologist suggested at an IEP meeting that the participant would never be able to read or write and his

or’s degree in computer science at