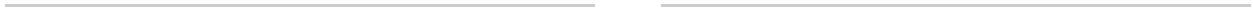


See discussions, stats, and author prof



&

A

B, * B, r, L, A.

(*Acer saccharum*)

43

<0.5%

<0. %

<2%

<4%

(, 1964; , 1966; r , 1989).

(r T , 1969), r , 1970

(r , 1989; r , 1991),

r , r , 1980 (B r r , 1988 , , ; , 1988; B r r , 1989; r , 1989; B A , 1992; , 1995; r , 1995; , 1995), r , 1980 1990 (r , 1993; L , 1997; r , 2000).

r (r r , r /r)

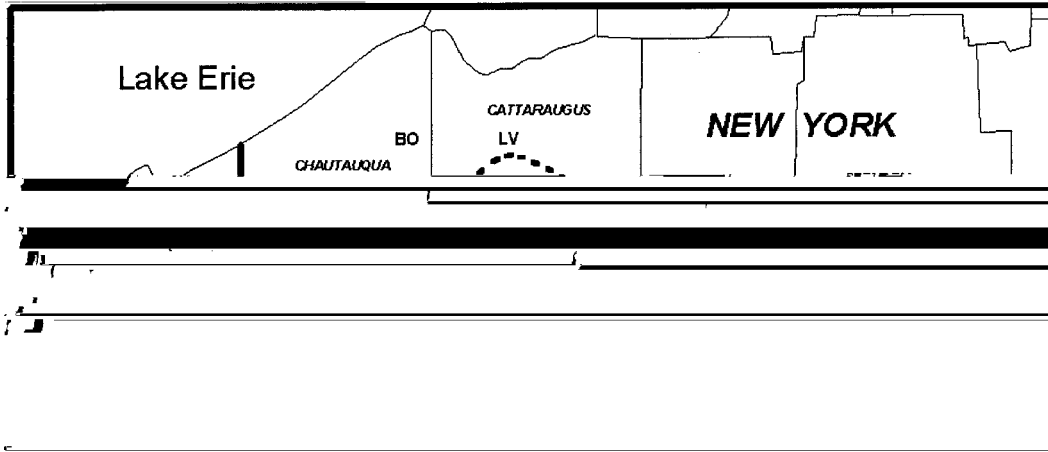
r r , r (r r , r T , 1969; B r r B r , 1988 , , ; r , 1989; A , 1992; r , 1993; , 1995; L , 1997; r , 2000).

r r (<10)

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The present study was designed to evaluate the effectiveness of a
 teaching procedure for teaching the concept of "more" to
 children with autism. The study was conducted in a
 laboratory setting. The participants were 10 children with
 autism, ranging in age from 3;0 to 5;6. The children
 were divided into two groups: a control group and an
 experimental group. The control group received no
 instruction, while the experimental group received
 instruction in the concept of "more" using a
 teaching procedure that involved the use of
 visual aids and verbal prompts. The results of the
 study showed that the children in the experimental
 group showed significantly greater improvement in
 their understanding of the concept of "more" than
 the children in the control group. The results
 also showed that the children in the experimental
 group showed greater generalization of their
 learning to new situations than the children in
 the control group. The results of this study
 suggest that the teaching procedure used in
 this study is an effective way to teach the
 concept of "more" to children with autism.

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 procedure used in this study is an
 effective way to teach the concept
 of "more" to children with autism.



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(2000).

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(1993) 130
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(... .., 2000). A r (J)
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 (... : <30%; ... : 30-60%; r ... : >60%). J
 , r r
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 r (... 10) r
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 r 1

1. *Journal of the American Statistical Association*

Year	Volume	Issue	Page	Page	Page	Page
1998	93	1	1	1	1	1
1998	93	2	1	1	1	1
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1998	93	98	1	1	1	1
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2. ...

...	0.404 (0.00)	0.5 (<0.001)	0.51 (<0.001)
...	0.425 (0.004)	0.55 (<0.001)	0.0 (<0.001)
...	0.44 (0.003)	0.3 (<0.001)	0.1 (<0.001)
...	0.35 (0.013)	0.1 (<0.001)	0.5 (<0.001)
...	0.0 (0.55)	-0.1 (0.30)	0.12 (0.414)
...	-0.25 (0.055)	-0.235 (0.12)	-0.035 (0.22)
...	0.4 (<0.001)	0.532 (<0.001)	0.454 (0.002)
...	0.2 (<0.001)	0.54 (<0.001)	0.44 (0.001)
...	0.3 (0.010)	0.5 (<0.001)	0. (<0.001)
...	0.4 (0.002)	0.4 (<0.001)	0.2 (<0.001)
...	0.40 (0.00)	0.4 (<0.001)	0.12 (<0.001)
...	0.23 (0.0)	0.53 (<0.001)	0.15 (<0.001)
...	0.02 (0.5)	-0.05 (0.0)	0.13 (0.35)
...	-0.30 (0.04)	-0.212 (0.13)	0.005 (0.2)
...	0.4 (<0.001)	0.521 (<0.001)	0.443 (0.003)
...	0.34 (0.023)	0.304 (0.04)	0.305 (0.04)

... (2000) ... (T ... 1). ... (T ... 2) ... (T ... 3). ... (p < 0.01) ... (T ... 2). ... (r = 0.680, 0.683 ...).

4.

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	(4)	(2441)	(13 1)	0. 55	5.5
	()	(2 4)	(12 1)	0. 4	5.1
	(-3.2)	(240)	(331)	0.	-0.2
	(-3.2)	(3 1)	(123)	0.	0.0
	(-4.2)	(3)		0. 25	0.5

$r - r_{A_1} r_{A_2}$ A A - A
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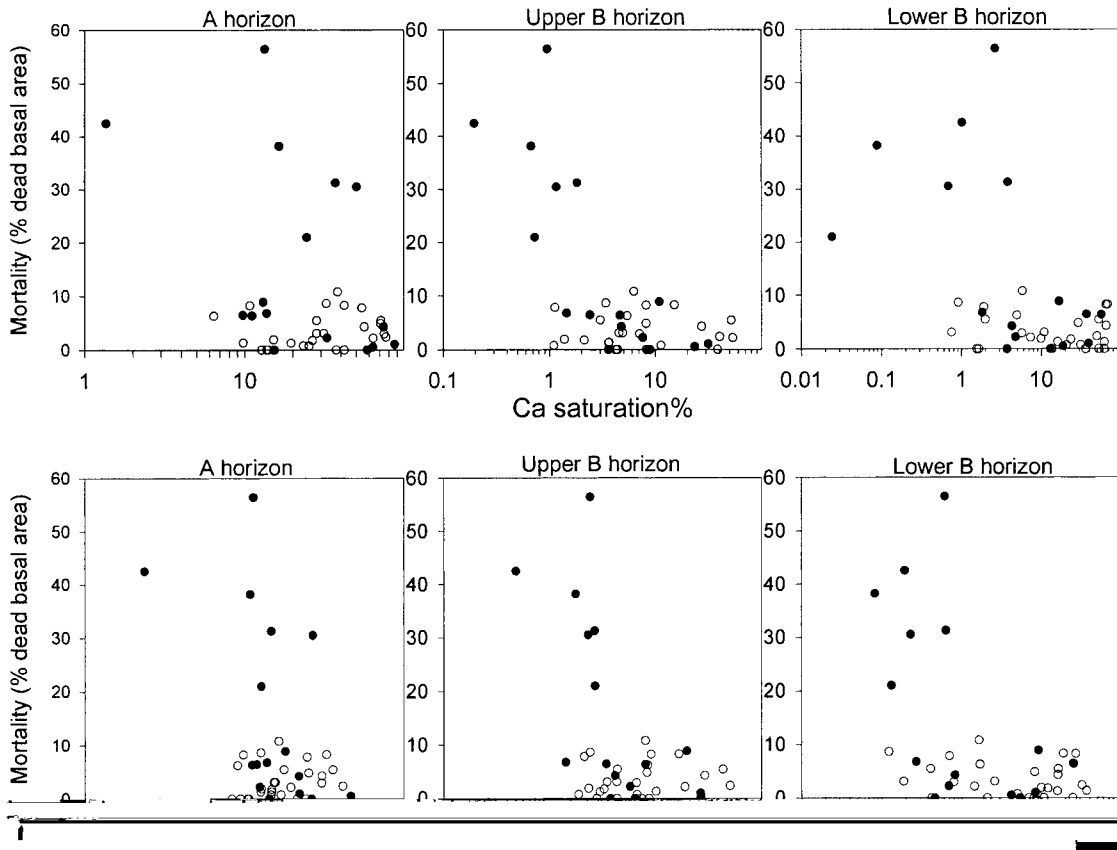


Fig. 2. Mortality of *C. americana* (●) and *C. americana* (○) in the A horizon (left), Upper B horizon (middle) and Lower B horizon (right) of a temperate forest site. The number of plots is indicated in parentheses. Note that the x-axis is on a log scale.

and *C. americana* (Fig. 2). In the A horizon, *C. americana* mortality was significantly higher than *C. americana* mortality in 3 of 10 plots (Fig. 2).

In the Upper B horizon, *C. americana* mortality was significantly higher than *C. americana* mortality in 13 of 100 plots (Fig. 2). In the Lower B horizon, *C. americana* mortality was significantly higher than *C. americana* mortality in 24 of 1000 plots (Fig. 2).

In the A horizon, *C. americana* mortality was significantly higher than *C. americana* mortality in 3 of 10 plots (Fig. 2). In the Upper B horizon, *C. americana* mortality was significantly higher than *C. americana* mortality in 13 of 100 plots (Fig. 2). In the Lower B horizon, *C. americana* mortality was significantly higher than *C. americana* mortality in 24 of 1000 plots (Fig. 2).

The number of *C. americana* and *C. americana* trees that were dead in the A horizon (Table 1). In the A horizon, the number of *C. americana* trees that were dead was significantly higher than the number of *C. americana* trees that were dead in 3 of 10 plots (Fig. 2).

(Table 1). In the A horizon, the number of *C. americana* trees that were dead was significantly higher than the number of *C. americana* trees that were dead in 3 of 10 plots (Fig. 2).

In the Upper B horizon, *C. americana* mortality was significantly higher than *C. americana* mortality in 13 of 100 plots (Fig. 2). In the Lower B horizon, *C. americana* mortality was significantly higher than *C. americana* mortality in 24 of 1000 plots (Fig. 2).

The number of *C. americana* and *C. americana* trees that were dead in the Upper B horizon (Table 1). In the Upper B horizon, the number of *C. americana* trees that were dead was significantly higher than the number of *C. americana* trees that were dead in 13 of 100 plots (Fig. 2).

In the Lower B horizon, *C. americana* mortality was significantly higher than *C. americana* mortality in 24 of 1000 plots (Fig. 2). In the Lower B horizon, the number of *C. americana* trees that were dead was significantly higher than the number of *C. americana* trees that were dead in 24 of 1000 plots (Fig. 2).

The number of *C. americana* and *C. americana* trees that were dead in the Lower B horizon (Table 1). In the Lower B horizon, the number of *C. americana* trees that were dead was significantly higher than the number of *C. americana* trees that were dead in 24 of 1000 plots (Fig. 2).

Б. р. р. Б., 1988.

Б. р. р. Б., 1989.

Б. А. 1990.

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(*Acer saccharum*),

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. А 9:1059. 1072.

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454. *In* Б (. . .)

. А, Л Т. Б Т. А. р Т. Б 1998. Т 41:89. 173.

Б. Б р 41:89. 173. 1997. р

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62:1428. 1439.

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1996. р р А

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