Social Skills Training Autism Spectrum Disorders

Jed E. Baker,Brenda Smith Myles

Social Skills Teaching for Individuals with Autism Keith C Radley,Evan H. Dart,2021-12-14 This book examines current trends and practices in social skills instruction for individuals with autism spectrum disorder (ASD), focusing on empirical support of current practices and for which populations such practices have been most frequently evaluated (e.g., ages, levels of functioning). It details key practices that may be implemented as social skills teaching strategies as well as the theoretical underpinnings of the teaching strategies, relevant empirical support, and a guide to utilization supported by the empirical evaluations. These guides to utilization are a practical tool for implementation of commonly evaluated social skills teaching strategies. In addition, the book describes limitations of social skills teaching and offers recommendations for future research and intervention strategies that may overcome its current limitations. Key topics featured include: Video modeling and social skills training for individuals with ASD. Behavioral skills training for ASD. Peer-mediated teaching of persons with autism. Social narratives of individuals with ASD. Social Skills Teaching for Individuals with Autism is a must-have resource for researchers, professors, and graduate students as well as clinicians, therapists, and other professionals in clinical child and school psychology, behavioral therapy/rehabilitation, social work, public health, and all interrelated disciplines.
Effectiveness of Social Skills Training on Children with Autism Spectrum Disorders in a Social Skills Training Program Jennifer Vogt,Shannon Mullen,2007
Social Skills Training for Children with Asperger Syndrome and High-Functioning Autism Susan Williams White,2011-08-03 This practical, research-based guide provides a wealth of tools and strategies for implementing social skills training in school or clinical settings. Numerous case examples illustrate common social difficulties experienced by children with high-functioning autism spectrum disorders (ASD) and Asperger syndrome; the impact on peer relationships, school performance, and behavior; and how social skills training can help. Chapters delve into the nuts and bolts of teaching and reinforcing core skills in classroom, small-group, or individual contexts, emphasizing ways to tailor interventions to each individual's needs. Reproducible forms and worksheets can be downloaded and printed in a convenient 8 1/2 x 11 size.
Social Skills Training Jed Baker,2023-08-01 Social Skills Training is the complete package: whether learning how long to look at somebody; how to shift topics, despite a desire to stick with that all-consuming special interest; how to say no to peer pressure; or dealing with sensitive topics—it's all here. In this comprehensive and user-friendly book, the author

translates years of experience working with students with autism and social communication differences. This is not just another social skills curriculum, but instead, a manual that lays out the key components of effective social skills training. Detailed chapters contain critical elements of skills training, including how to collaborate with and motivate clients, target relevant skills, match teaching strategy to language ability, generalize skills, create accepting peer programs, and measure progress. This 20th anniversary edition includes more than twenty-five new skill lessons and new research.

The PEERS Curriculum for School-Based Professionals Elizabeth A. Laugeson,2013-10-23 The PEERS® Curriculum for School-Based Professionals brings UCLA's highly acclaimed and widely popular PEERS program into the school setting. This sixteen-week program, clinically proven to significantly improve social skills and social interactions among teens with autism spectrum disorder, is now customized for the needs of psychologists, counselors, speech pathologists, administrators, and teachers. The manual is broken down into clearly divided lesson plans, each of which have concrete rules and steps, corresponding homework assignments, plans for review, and unique, fun activities to ensure that teens are comfortable incorporating what they've learned. The curriculum also includes parent handouts, tips for preparing for each lesson, strategies for overcoming potential pitfalls, and the research underlying this transformative program.

Handbook of Social Skills and Autism Spectrum Disorder Justin B. Leaf,2017-10-17 This handbook identifies the various social deficiencies widely associated with children and youth diagnosed with autism spectrum disorder (ASD). It discusses possible causes as well as the lifelong effects if these deficiencies are not addressed. The handbook presents current behavioral and curriculum-based methods for assessing social deficits. Chapters examine the various interventions that have been used to improve social skills and behavior, including video modeling, peer-mediated interventions, and script fading. Chapters also assess various interventions using empirically based procedures, evaluate the research of each of these procedures, provide guidelines for treatment planning, and offer clinical recommendations. The handbook concludes with future directions for the development of both social behavior and clinical social skills interventions. Topics featured in the Handbook include: Impairments in social behavior that may result in negative outcomes such as depression, loneliness, and suicide in individuals with ASD. Bullying among youth with ASD. Behavioral skills training to promote social behavior of individuals with ASD. The Early Start Denver Model approach to helping young children with ASD. The implementation of social skills groups for individuals diagnosed with ASD. The Handbook of Social Skills and Autism Spectrum Disorder is a must-have resource for researchers, clinicians/professionals, and graduate students in clinical child, school, and developmental psychology, behavioral therapy, and social work, as well as such interrelated disciplines as child and adolescent psychiatry, rehabilitation medicine/therapy, pediatrics, and special education/educational psychology.

Social Skills Instruction for Students with Autism Spectrum Disorders Tiffany Lynn Born,2015 Although there is a push to include students with autism spectrum disorders in the general academic context, students with autism are often not

fully included in the social environment of schools. Even when students with autism are in the same settings as their typically developing peers, they often have few social interactions with their peers (e.g., Carter, Hughes, Guth, & Copeland, 2005). One reason for the dearth of social interactions that students with autism have during the school day may be related to deficits in social skills which can interfere with interactions with peers. Peer networks, a type of peer-mediated intervention, have been shown to be effective in increasing the social contacts and relationships of students with disabilities. In peer networks, gains in social interactions are accomplished by providing training to general education peers who compromise a social network for the student with a disability (SWD) outside of the classroom setting. However, the literature on peer networks varies as to if specific social skills training for the SWD is included and often does not fully examine specific or even general social skills deficits of the SWD. This study examined the effectiveness of a peer network plus intervention which incorporated an explicit social skills training component within a peer network framework. Four participants with an educational diagnosis of autism participated in a 10 week peer network intervention. A social skills training component was added to the peer network systematically. The purpose of this study was to examine the effectiveness of the peer network plus intervention for (a) enhancing targeted social skills of the students with autism, (b) enhancing broader social skills as measured by multiple social skill and adaptive questionnaires, and (c) increasing the number of social contacts, friendships, and interactions students with autism have in high schools. In addition, the social validity of this intervention was measured in order to determine the feasibility and acceptability for use in schools and by school personnel. Finally, the study examined the sensitivity of the Autism Social Skills Profile (ASSP, Bellini & Hopf, 2007) for use as a progress monitoring tool with these interventions. Using a multiple baseline across participants design, this study demonstrated that the social skills component of the peer network plus intervention was effective at improving the targeted social skills of all four participants. Two independent coders found Strong Overall Evidence for improvements in social skills when the social skills component was added for each participant. There was Moderate Overall Evidence for the impact of the social skills training component on the number of interactions students with autism had with their peers during the network meetings. Students with autism, peers without disabilities, and school staff interventionists all rated the intervention favorably. The ASSP was not consistently sensitive enough to detect improvements in social skills for all participants. Implications of the study, as well as limitations and directions for future research, are discussed.

Social Skills for Teenagers with Developmental and Autism Spectrum Disorders Elizabeth A. Laugeson,Fred Frankel,2011-01-19 This book is essential reading for any clinician or researcher working with teens with autism spectrum disorders. This parent-assisted intervention for teens is based on a comprehensive, evidence-based, 14-week program at UCLA's Semel Institute for Neuroscience and Human Behavior, the manualization of the popular UCLA PEERS Program, and the success of the Children's Friendship Training (Routledge, 2002) manual for children. After reviewing techniques

designed to help parents and therapists tailor the manual to the needs of the teens with whom they are working, the text moves on to the individual treatment sessions and strategies for tackling issues such as developing conversational skills, choosing friends, using humor, get-togethers, teasing, bullying, gossiping, and handling disagreements. Each session chapter includes handouts, homework assignments, descriptions of what to expect (and how to handle challenges in delivering the intervention), and customized tips for both parents and therapists.

Play and Social Skills for Children with Autism Spectrum Disorder Marjorie H. Charlop,Russell Lang,Mandy Rispoli,2018-03-06 This book discusses the deficits in the development and presentation of play behavior and social skills that are considered central characteristics of autism spectrum disorder (ASD). The book explains why play provides an important context for social interactions and how its absence can further exacerbate social deficits over time. It highlights the critical roles of social skills in development, and the social, cognitive, communication, and motor components of play. Chapters offer conceptually and empirically sound play and social skills interventions for children with ASD. Play activities using diverse materials and including interactions with peers and parents are designed to promote positive, effective social behaviors and encourage continued development. The book provides unique strategies that can be tailored to fit individual children's strengths and deficits. Topics featured in this book include: Naturalistic Teaching Strategies (NaTS) for developing play and social skills. Teaching play and social skills with video modeling. Peer-mediated intervention (PMI) strategies that promote positive social interactions between children with ASD and their peers. Visual Activity Schedules and Scripts. Parent-implemented play and social skills intervention. Play and Social Skills for Children with Autism Spectrum Disorder is a must-have resource for researchers, clinicians, and graduate students in clinical child and school psychology, behavioral therapy/rehabilitation, social work, public health, and related psychology, education, and behavioral health fields.

Social Skills Across the Life Span Douglas W. Nangle,Cynthia A. Erdley,Rebecca Schwartz-Mette,2020-05-21 Social skills are critical to psychological adjustment across the lifespan. These skills are necessary for attaining a variety of important social, emotional, and interpersonal goals. Social skill definits and resulting negative social interactions are associated with a wide variety of adjustment problems and psychological disorders. Social Skills across the Life Span: Theory is a comprehensive social skills volume providing in-depth coverage of theory, assessment, and intervention. Divided into three major sections, the volume begins with the definition of social competence, developmental factors, and relations to adjustment. This is followed by coverage of general assessment and intervention issues across the lifespan. In the third section, program developers describe specific evidence-based interventions. - Identifies how social skills influence social competence and well being - Addresses the full lifespan - Reviews methods to assess and intervene with children and adults - Details evidence-based interventions for children and adults

Social Skills Training for Children and Adolescents with Asperger Syndrome and Social-communication Problems Jed E.

Baker,Brenda Smith Myles,2003-01-01 Finally a social skills program that covers all the bases! Whether it's learning how long one can look at somebody without being accused of staring; how to shift topics, despite one's desire to stick with that all-consuming special interest; how to say no to peer pressure; or dealing with a sensitive topic - it's all here... and more. In this comprehensive and user friendly book, the author translates years of experience working with students wiht Asperger Syndrome and social-communication difficulties. After brief introductory chapters on skills to target, instructional strategies, behavior management, promoting generalization, etc., as well as a special chapter by Brenda Smith Myles on relevant characteristics of autism spectrum disorders, the reader is presented with the essence of this must-have resource: 70 of the skills that most commonly cause difficulty for individuals with autism spectrum disorders and social-communications problems. The presentation of each skill consists of a reproducible skill handout, as well as activity sheets listing ways teachers and parents can demonstrate, practice, and reinforce the skill in the classroom and at home. A concluding chapter on promoting peer acceptance offers sensitivity training programs for both students of various age groups and school staff, making this a complete social skills training package for students of all ages.

Advances in Social Cognition Assessment and Intervention in Autism Spectrum Disorder Soumeyya Halayem,Isabelle Reine Amado,Asma Bouden,Bennett Leventhal,2022-10-06

Handbook of Social Behavior and Skills in Children Johnny L. Matson,2017-10-17 This handbook addresses a broad range of topics relating to children's social behaviors and skills. It examines numerous disorders and problems that are directly affected by excesses and deficits of social skills. The book begins by providing an overview of the history and definition of social skills, citing it as a critical aspect of children's development. Chapters discuss developmental issues, provide theories of social competence, and assemble proven strategies for promoting the growth of social skills and for treating their deficits. The handbook also reviews a variety of methods for assessing various social competencies, including direct and naturalistic observation, skills checklists, self-reports, and functional behavior analysis. In addition, it provides a comprehensive overview of various training methods, including social learning, parent and peer treatments, self-control methods, social skill group programs, and curricula. Topics featured in the Handbook include: Current research and practical strategies for promoting children's social and emotional competence in schools. Social skills in children with autism spectrum disorder. Intellectual disabilities and their effect on social skills. Attention-deficit/hyperactivity disorder and its effect on the development of social skills in children. Evidence-based methods of dealing with social difficulties in conduct disorder. The Handbook of Social Behavior and Skills in Children is a must-have resource for researchers, graduate students, clinicians, and related therapists and professionals in clinical child and school psychology, pediatrics, social work, developmental psychology, behavioral therapy/rehabilitation, child and adolescent psychiatry, and special education.

Evaluation of Social Skills Training Program for Youth with Autism Spectrum Disorders Alina Denton,Melenie LeRoy,Beth

Jordan,2007

    <u>Social Robotics</u> Haizhou Li,Shuzhi Sam Ge,Yan Wu,Agnieszka Wykowska,Hongsheng He,Xiaorui Liu,Dongyu Li,Jairo Perez-Osorio,2021-11-01 This book constitutes the refereed proceedings of the 13th International Conference on Social Robotics, ICSR 2021, held in Singapore, Singapore, in November 2021. The conference was held as a hybrid event. The 64 full papers and 15 short papers presented were carefully reviewed and selected from 114 submissions. The conference presents topics on humans and intelligent robots and on the integration of robots into the fabric of our society. The theme of the 2021 edition was "Robotics in our everyday lives", emphasizing on the increasing importance of robotics in human daily living.

    Practical Social Skills for Autism Spectrum Disorders Kathleen Koenig,2012-03-06 Building a child's social repertoire for more effective autism treatment.

    Introducing Autism Ruth Eren,2024-06-01 Written by educators for educators, Introducing Autism: Theory and Evidence-Based Practices for Teaching Individuals With ASD is an introductory text offering a broad picture of Autism Spectrum Disorder for students, teachers, related service providers, and other school personnel who are engaged in the education of individuals with ASD. Introducing Autism imparts knowledge and understanding of the broad spectrum of ASD and suggests evidence-based practices to support this population. Editor Dr. Ruth Eren and the text contributors provide readers with a firm foundation of facts, strategies, and processes that help explain and address the complex profile of an individual with ASD. As a result of this understanding, current and future practitioners will be equipped with the skills and strategies to work collaboratively and effectively with their school team as they create a program for a student on the spectrum. What's included in Introducing Autism: Content supported by case studies based in authentic educational settings Evidence-based practices suggested for use in the classroom Voices from the Spectrum sections in each chapter which feature the viewpoints from individuals on the spectrum Introducing Autism: Theory and Evidence-Based Practices for Teaching Individuals With ASD will enable universities to offer a comprehensive course that provides a strong foundation of knowledge and understanding of ASD to prepare teachers and related service providers for certification.

    Social Skills Training in Schools for Children with Autism Spectrum Disorders ,2015 Social interaction skills are a core area of deficit for individuals with an autism spectrum disorder (ASD) and often limit the opportunities these individuals have to develop meaningful friendships. School is an ideal setting to address these challenges, as there are many peers are available to practice social interaction skills. However, without support, students with an ASD often do not interact with their peers. Therefore, social skills support in schools is important to address the social development of children with ASD. At this time, though, there is a limited amount of support for interventions to address the social challenges of children with ASD in school settings. Currently, it is recommended that social skills interventions be provided in natural settings at school rather

than analog settings. However, it is uncertain if natural environment interventions are considered more effective because of the setting they are provided in or the intervention procedures used in these settings. The current study evaluated a social skills intervention using evidence-based naturalistic teaching procedures provided in an analog setting (i.e., special education classroom). Five students with ASD in kindergarten through 2nd grade were identified to participate in this research study. The intervention was implemented daily by special education staff members (two special education teachers and two special education assistants) who received training and ongoing consultation. Additionally, fidelity of implementation of the intervention was measured throughout the study and the social validity of the intervention was measured prior to and following the implementation of the intervention. Results of this study indicate that the intervention was implemented with high fidelity for all five participants (range: 97-100%) and participants showed significant increases in the percent of time they were engaged in social play and/or conversation with peers following the introduction of the intervention (p = .0026). Findings based on visual analysis provide support that naturalistic interventions conducted in an analog setting can produce significant increases in the social behaviors of students; however, these changes did not generalize to natural settings. Social validity data from this study indicates that educators and students who participated in the intervention found the intervention goals to be socially important, the intervention procedures to be feasible and acceptable, and the intervention to be effective.

PEERS® for Young Adults Elizabeth Laugeson,2017-01-12 PEERS® for Young Adults presents the first evidence-based group treatment program for young adults with Autism Spectrum Disorder, as well as other neurodevelopmental disorders and social challenges. Inside, readers will find a critical step forward in the dissemination of effective behavioral interventions for young adults in the form of 16 engaging group session outlines that are both user-friendly and backed by empirical research. Each session is accompanied by homework assignments and practice suggestions designed to reinforce the group's understanding of the skills learned during each meeting. This practical resource will prove to be an invaluable reference for any clinician or educator working with this population.

Handbook of DSM-5 Disorders in Children and Adolescents Sam Goldstein,Melissa DeVries,2017-11-05 This handbook synthesizes and integrates the science of internalizing and externalizing childhood disorders with the diagnostic structure of the Diagnostic and Statistical Manual – 5th Edition (DSM-5) of the American Psychiatric Association. It offers a comprehensive overview of DSM-5 disorders in childhood, covering etiology, symptom presentation, assessment methods, diagnostic criteria, and psychotherapeutic and pharmacological approaches to treatment, prognosis, and outcomes. Clinical vignettes and empirical insights illustrate key concepts and diagnostic and treatment issues such as developmental, cultural, gender, and other considerations that may influence diagnosis and case formulation. In addition, chapters on psychosocial therapies offer robust guidelines for working with children and adolescents with DSM-5 disorders. The Handbook also addresses the shift from categorical to dimensional, diagnostic, and treatment systems, particularly focusing on the current

shift in funded research in childhood disorders. Topics featured in this Handbook include: Intellectual disabilities and global developmental delay. Depressive disorders in youth. Posttraumatic and acute stress disorders in childhood and adolescence. Autism spectrum and social pragmatic language disorders. Alcohol-related disorders and other substance abuse disorders. Parent-child and sibling relationships. Cognitive-behavioral interventions and their role in improving social skills. The Handbook of DSM-5 Disorders in Children and Adolescents is a must-have resource for researchers, professors, and graduate students as well as clinicians, professionals, and scientist-practitioners in clinical child and school psychology, pediatrics, social work, and educational psychology.

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