

SOCIAL SKILLS & PEER RELATIONSHIP DEVELOPMENT: AN EVIDENCE-BASED PERSPECTIVE ON INTERVENTION FOR CHILDREN AND ADOLESCENTS WITH ASD

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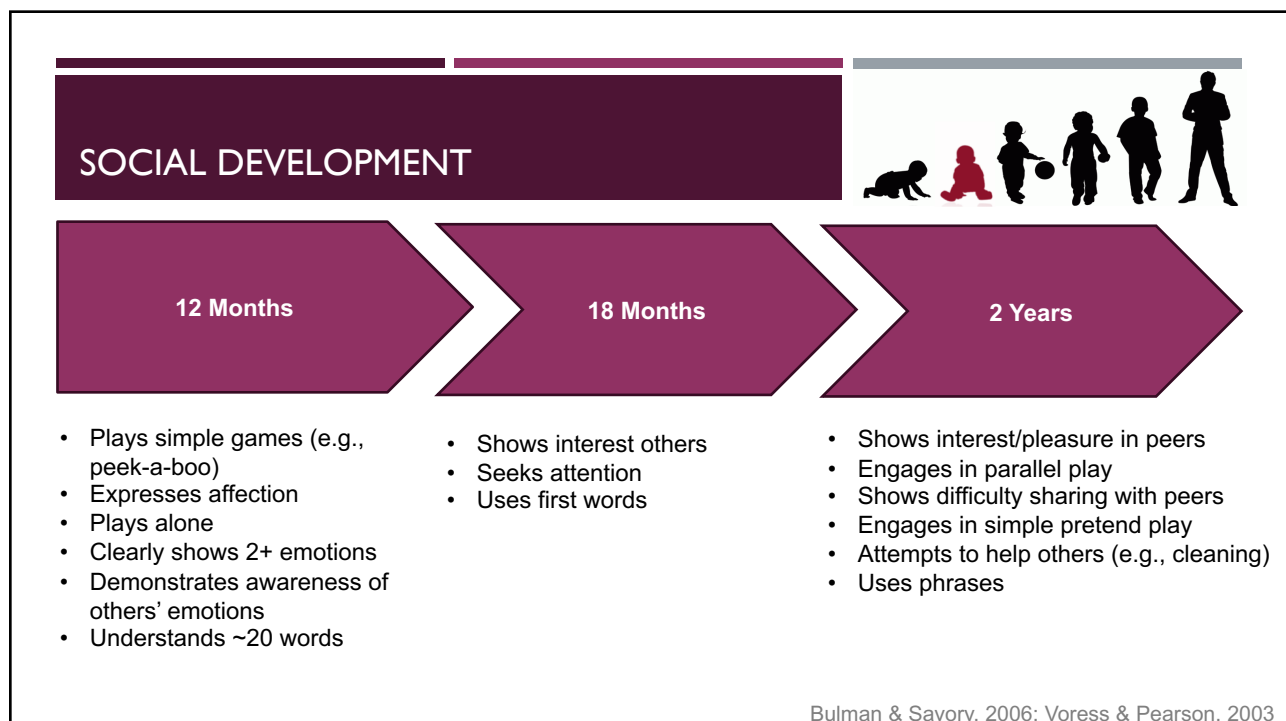
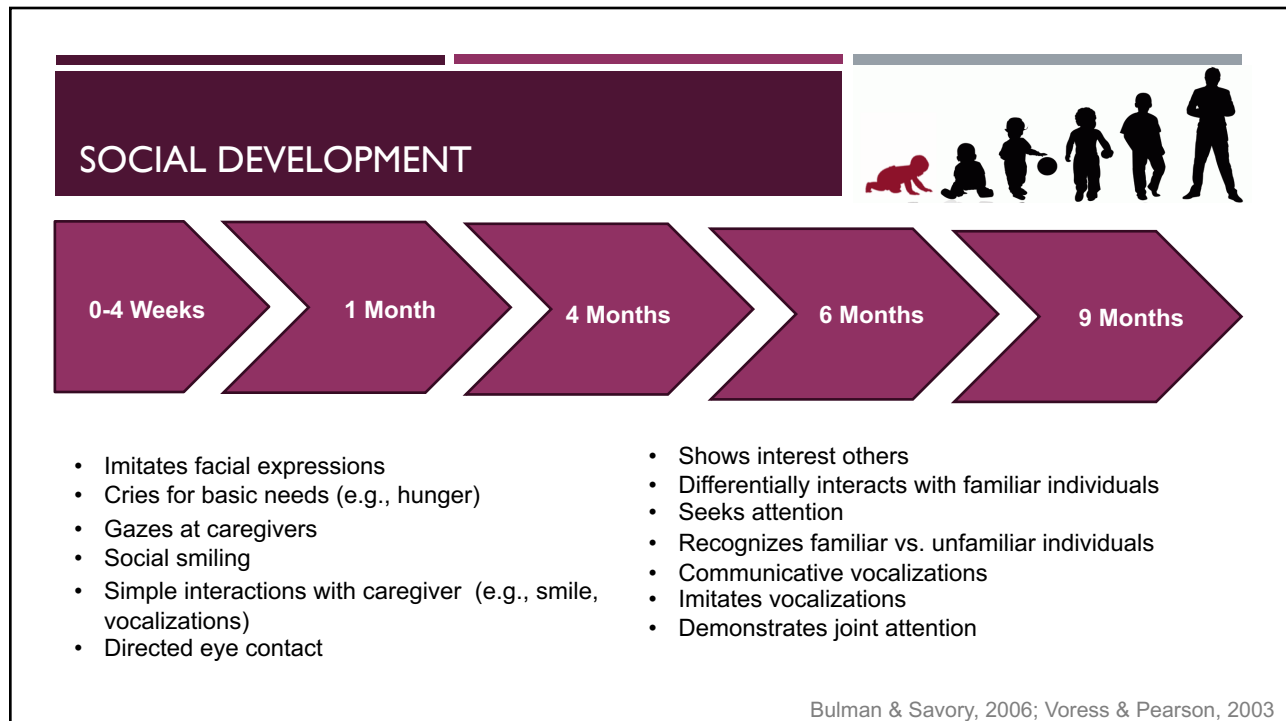


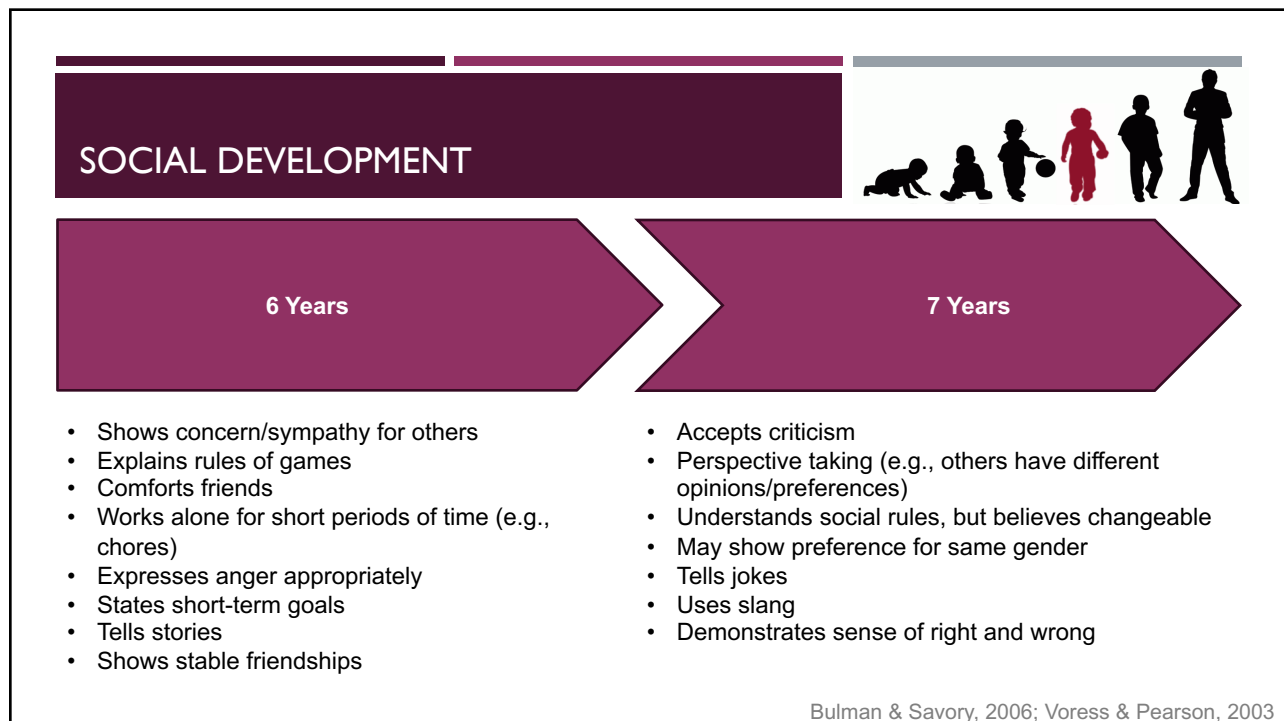
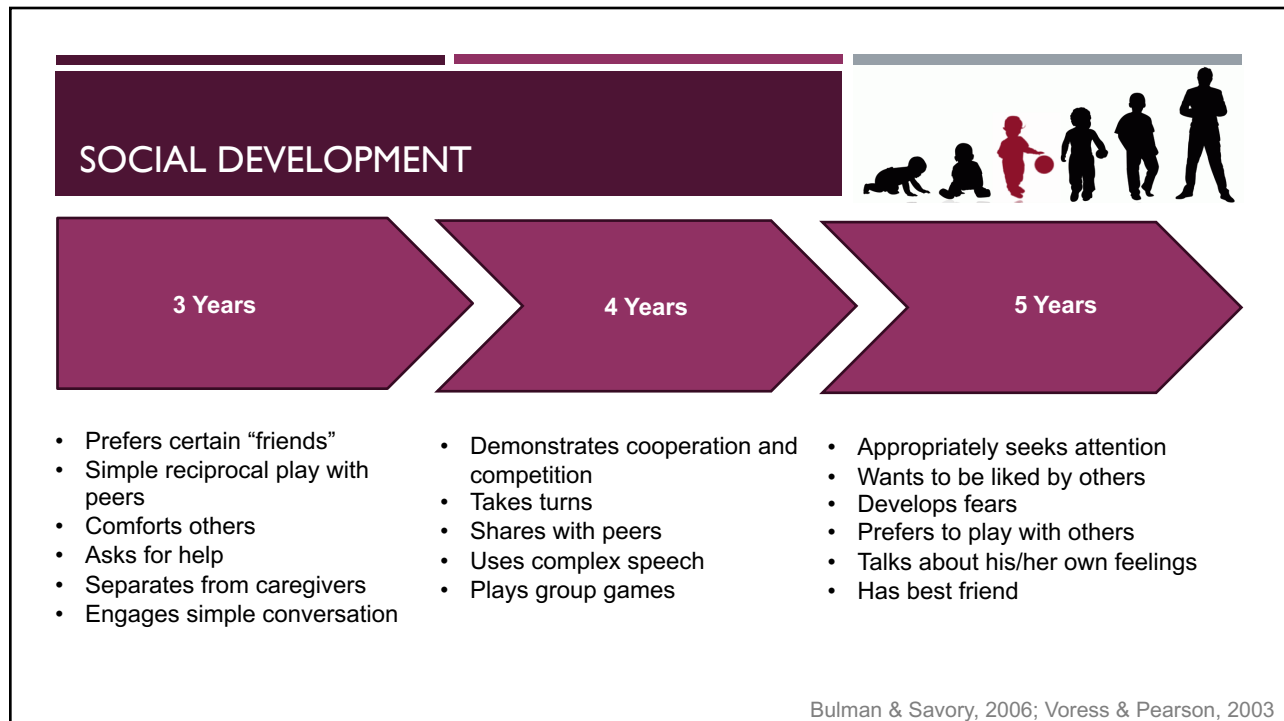
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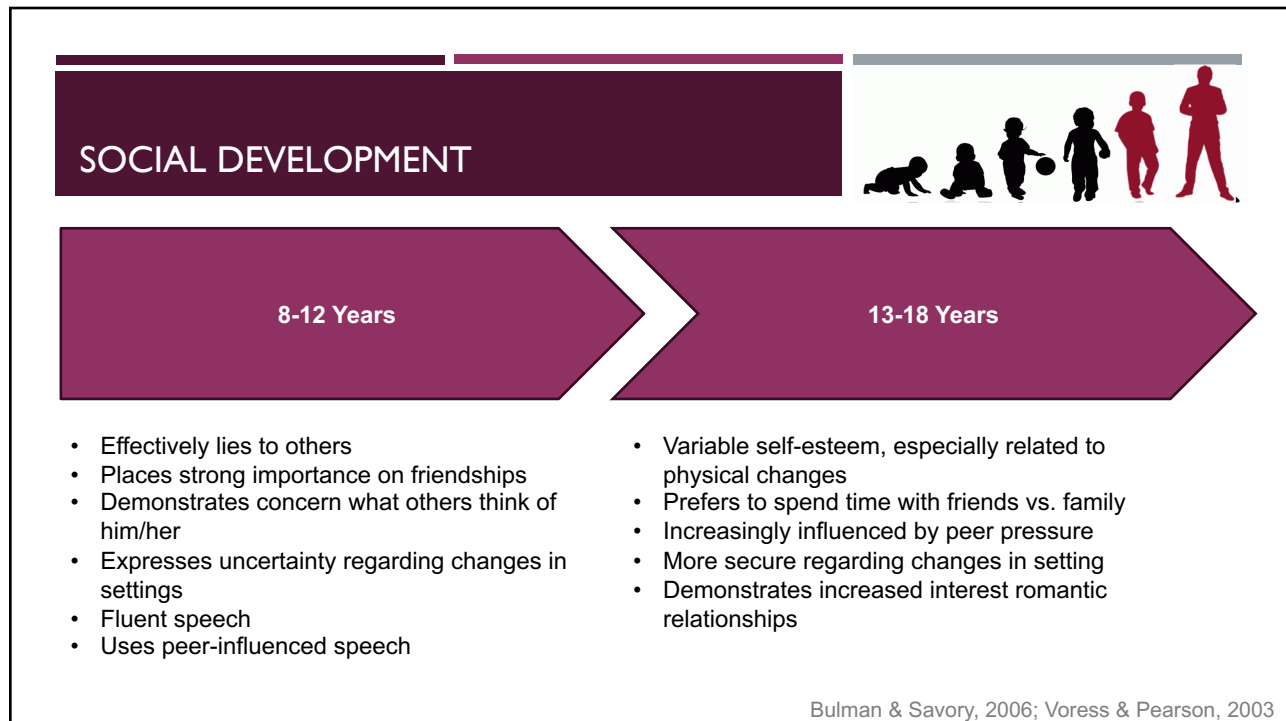
WHY

- ASD is characterized by significant impairment in social interaction and communication.
- Social impairment does not improve with time.
- Rather, social impairment often increases over time due to increasing social demands and complexity of interactions.
- Individuals with ASD may be aware of their social difficulties, causing psychological distress
- Social impairment is predictive of being bullied
- Social skills are important for post-school outcomes:
 - Leisure activities
 - Postsecondary education
 - Employment
 - Friendships/Relationships
 - Independent living

APA, 2013; Howlin, 2014; Laugeson & Ellinsen, 2014; Picci & Scherf, 2015; Sofronoff et al., 2011







SELECTING A TARGET BEHAVIOR



1. Select a ladder
2. Choose final step in ladder
3. Identify other steps of ladder
4. Identify missing steps
5. Build your ladder

EVIDENCE-BASED INTERVENTIONS: WITH ID

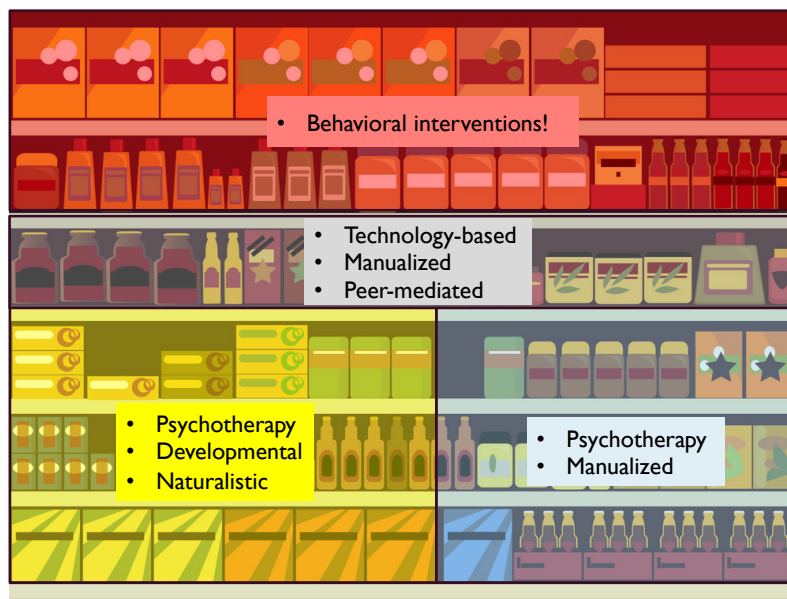
Intervention	Description
Behavioral Interventions ★	Individual's behavior is altered via reinforcement, prompting, extinction, and other behavioral techniques
Developmental/ Relationship-Based Interventions	Parent and/or therapist increases social behaviors towards individual (e.g., imitating client, responding to all communicative attempts)
Peer Mediated Intervention	Peers are taught strategies to interact with individual(s)
Video Modeling	Individual watches video of self/ adult/ or peer perform desired social behavior
Structured Teaching	Focus on strengths and alter environment to decrease difficulties, such as using visual supports/schedules (e.g., TEACHH)

Gates et al., 2017; Ke et al., 2018; Walton & Ingersoll, 2013

EVIDENCE-BASED INTERVENTIONS: WITHOUT ID

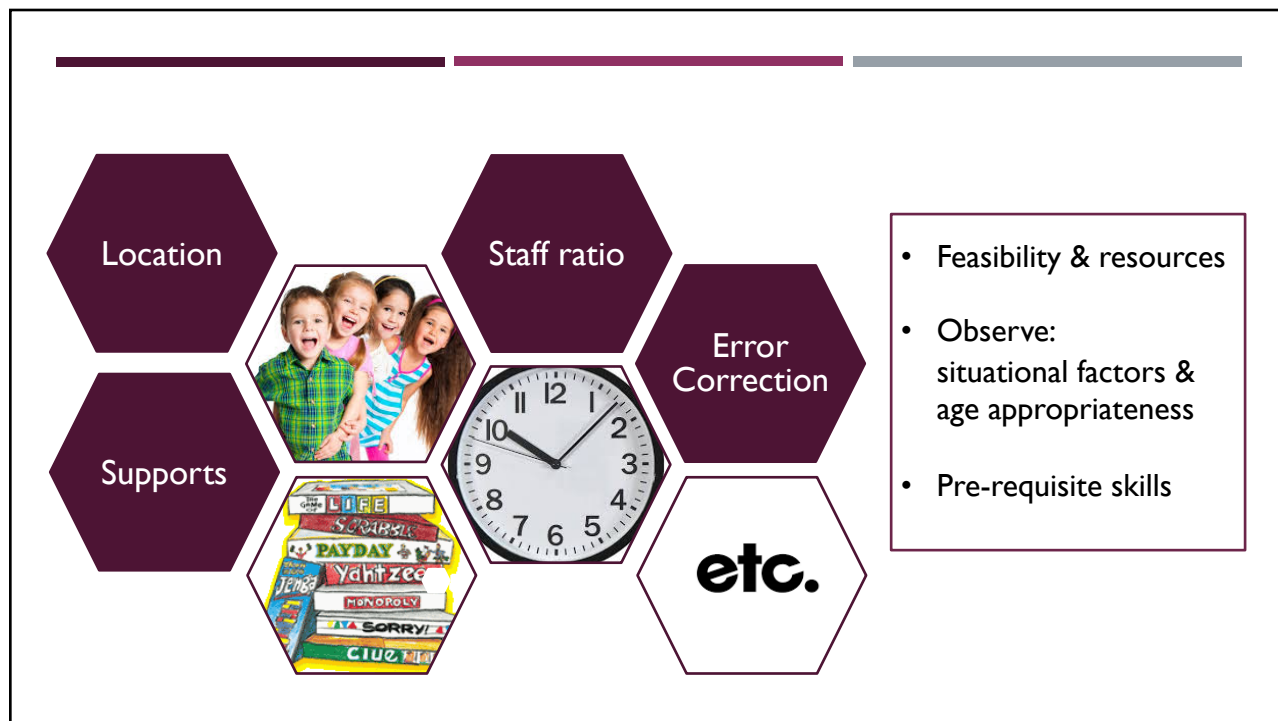
Intervention	Description
Direct Instruction	Describing/modeling the desired behavior, prompting and practicing the desired behavior, and providing reinforcement or feedback
Technology-based	Computer-based instruction (e.g., PowerPoint), using video models, or providing feedback based on videos of the individual's social behavior
Naturalistic	Individuals were prompted to participate in structured social/recreational activities (e.g., a club at school of their interest)
Psychotherapy	Narrative therapy, Cognitive Behavioral Therapy, mindfulness-based intervention
Structured/Manualized Social Skills Programs	Program for the Education and Enrichment of Relational Skills (PEERS); Socio-Dramatic Affective-Relational Intervention (SDAR); The Social Competence Program

Gates et al., 2017; Ke et al., 2018; Walton & Ingersoll, 2013



CONSIDERATIONS FOR SELECTING AN INTERVENTION

- Purpose / Target Skill
- Qualifications of provider
- Available resources
- Skill repertoire of client



TAKE-AWAY: HAVE A REASON FOR ALL TREATMENT DECISIONS!

- For selecting a skill, consider:
 - Typical social development
 - The individual's current skill set
 - The individual's typical social environment
- For selecting an intervention, consider:
 - What you want to teach
 - Your qualifications
 - Your resources
 - The individual's unique skill profile
- For selecting the specifics, consider:
 - Typical development / social behavior
 - Your resources
 - The individual's skill profile
- For selecting a data collection method, consider:
 - What is feasible
 - What is accurate
 - What best guides treatment evaluation and decisions

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