



Autism Focused Intervention Resources & Modules

## ---Evidence-base for Social Skills Training---

The National Professional Development Center on ASD has adopted the following criteria to determine if a practice is evidence-based. The EBP Report provides more information about the review process (Wong et al., 2014).

Efficacy must be established through high quality, peer-reviewed research in scientific journals using:

- randomized or quasi-experimental design studies (two high quality experimental or quasi-experimental group design studies),
- single-subject design studies (three different investigators or research groups must have conducted five high quality single subject design studies), or
- combination of evidence [one high quality randomized or quasi-experimental group design study and three high quality single subject design studies conducted by at least three different investigators or research groups (across the group and single subject design studies)].

### --OVERVIEW--

Social skills training is used to teach target skills and increase desired behavior. Social skills training meets the evidence-based practice criteria with 8 single case design studies and 7 group design studies. The practice has been effective with learners in preschool (3-5 years) to high school learners (15-22 years). Studies included in the 2014 EBP report detailed how social skills training can be used effectively to address: social, communication, behavior, play, and cognitive outcomes.

In the table below, the outcomes identified by the evidence base are shown by age of participants.

| Early Intervention (0-2) | Preschool (3-5) | Elementary (6-11) | Middle (12-14) | High (15-22) |
|--------------------------|-----------------|-------------------|----------------|--------------|
| No studies               | Social          | Social            | Social         | Social       |
|                          | Communication   | Communication     | Communication  |              |
|                          | Behavior        | Behavior          |                |              |
|                          | Play            | Play              | Play           | Play         |
|                          |                 | Cognitive         | Cognitive      |              |

## Early intervention (0-2 years)

No studies

## Preschool (3-5 years)

Belchic, J. K., & Harris, S. L. (1994). The use of multiple peer exemplars to enhance the generalization of play skills to the siblings of children with autism. *Child & Family Behavior Therapy, 16*(2), 1-25. doi: 10.1300/J019v16n02\_01

\*Chin, H. Y., & Bernard-Opitz, V. (2000). Teaching conversational skills to children with autism: Effect on the development of a theory of mind. *Journal of Autism and Developmental Disorders, 30*(6), 569-583. doi: 10.1023/A:1005639427185

\*Gonzalez-Lopez, A., & Kamps, D. M. (1997). Social skills training to increase social interactions between children with autism and their typical peers. *Focus on autism and other developmental disabilities, 12*(1), 2-14. doi: 10.1177/108835769701200101

\*Kroeger, K. A., Schultz, J. R., & Newsom, C. (2007). A comparison of two group-delivered social skills programs for young children with autism. *Journal of Autism and Developmental Disorders, 37*(5), 808-817. doi: 10.1007/s10803-006-0207-x

\*Leaf, J. B., Taubman, M., Bloomfield, S., Palos-Rafuse, L., Leaf, R., McEachin, J., & Oppenheim, M. L. (2009). Increasing social skills and pro-social behavior for three children diagnosed with autism through the use of a teaching package. *Research in Autism Spectrum Disorders, 3*(1), 275-289. doi: 10.1016/j.rasd.2008.07.003

## Elementary (6-11 years)

\*Chin, H. Y., & Bernard-Opitz, V. (2000). Teaching conversational skills to children with autism: Effect on the development of a theory of mind. *Journal of Autism and Developmental Disorders, 30*(6), 569-583. doi: 10.1023/A:1005639427185

Feng, H., Lo, Y. Y., Tsai, S., & Cartledge, G. (2008). The effects of theory-of-mind and social skill training on the social competence of a sixth-grade student with autism. *Journal of Positive Behavior Interventions, 10*(4), 228-242. doi: 10.1177/1098300708319906

\*Gonzalez-Lopez, A., & Kamps, D. M. (1997). Social skills training to increase social interactions between children with autism and their typical peers. *Focus on autism and other developmental disabilities, 12*(1), 2-14. doi: 10.1177/108835769701200101

Koenig, K., White, S. W., Pachler, M., Lau, M., Lewis, M., Klin, A., & Scahill, L. (2010). Promoting social skill development in children with pervasive developmental disorders: A feasibility and efficacy study. *Journal of Autism and Developmental Disorders, 40*(10), 1209-1218. doi: 10.1007/s10803-010-0979-x

## Elementary (6-11 years continued)

- \*Kroeger, K. A., Schultz, J. R., & Newsom, C. (2007). A comparison of two group-delivered social skills programs for young children with autism. *Journal of Autism and Developmental Disorders, 37*(5), 808-817. doi: 10.1007/s10803-006-0207-x
- Laushey, K. M., Heflin, L. J., Shippen, M., Alberto, P. A., & Fredrick, L. (2009). Concept mastery routines to teach social skills to elementary children with high functioning autism. *Journal of Autism and Developmental Disorders, 39*(10), 1435-1448. doi: 10.1007/s10803-009-0757-9
- \*Leaf, J. B., Taubman, M., Bloomfield, S., Palos-Rafuse, L., Leaf, R., McEachin, J., & Oppenheim, M. L. (2009). Increasing social skills and pro-social behavior for three children diagnosed with autism through the use of a teaching package. *Research in Autism Spectrum Disorders, 3*(1), 275-289. doi: 10.1016/j.rasd.2008.07.003
- \*Lopata, C., Thomeer, M. L., Volker, M. A., Toomey, J. A., Nida, R. E., Lee, G. K., ... & Rodgers, J. D. (2010). RCT of a manualized social treatment for high-functioning autism spectrum disorders. *Journal of Autism and Developmental Disorders, 40*(11), 1297-1310. doi: 10.1007/s10803-010-0989-8
- Owens, G., Granader, Y., Humphrey, A., & Baron-Cohen, S. (2008). LEGO® therapy and the social use of language programme: An evaluation of two social skills interventions for children with high functioning autism and Asperger syndrome. *Journal of Autism and Developmental Disorders, 38*(10), 1944-1957. doi: 10.1007/s10803-008-0590-6
- Ryan, C., & Charragáin, C. N. (2010). Teaching emotion recognition skills to children with autism. *Journal of Autism and Developmental Disorders, 40*(12), 1505-1511. doi: 10.1007/s10803-010-1009-8
- Yang, N. K., Schaller, J. L., Huang, T. A., Wang, M. H., & Tsai, S. F. (2003). Enhancing appropriate social behaviors for children with autism in general education classrooms: An analysis of six cases. *Education and Training in Developmental Disabilities, 38*(4), 405-416.

## Middle (12-14 years)

- \*Laugeson, E. A., Frankel, F., Mogil, C., & Dillon, A. R. (2009). Parent-assisted social skills training to improve friendships in teens with autism spectrum disorders. *Journal of Autism and Developmental Disorders, 39*(4), 596-606. doi: 10.1007/s10803-008-0664-5
- \*Lopata, C., Thomeer, M. L., Volker, M. A., Toomey, J. A., Nida, R. E., Lee, G. K., ... & Rodgers, J. D. (2010). RCT of a manualized social treatment for high-functioning autism spectrum disorders. *Journal of Autism and Developmental Disorders, 40*(11), 1297-1310. doi: 10.1007/s10803-010-0989-8
- Ozonoff, S., & Miller, J. N. (1995). Teaching theory of mind: A new approach to social skills training for individuals with autism. *Journal of Autism and Developmental Disorders, 25*(4), 415-433. doi: 10.1007/BF02179376

## High (15-22 years)

\*Laugeson, E. A., Frankel, F., Mogil, C., & Dillon, A. R. (2009). Parent-assisted social skills training to improve friendships in teens with autism spectrum disorders. *Journal of Autism and Developmental Disorders, 39*(4), 596-606. doi: 10.1007/s10803-008-0664-5

Palmen, A., Didden, R., & Arts, M. (2008). Improving question asking in high-functioning adolescents with autism spectrum disorders: Effectiveness of small-group training. *Autism, 12*(1), 83-98. doi: 10.1177/1362361307085265

\* Research which included participants in multiple age ranges.