

# Basic Skills Checklists: Teacher-Friendly Assessment for Students with Autism or Special Needs by Ma



## Social Skills Assessments for Children with Autism Spectrum Disorders

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### Abstract

Several interventions have been developed to address social functioning impairments among children with autism spectrum disorders (ASD). This review evaluated the variety of interventions and outcomes from 59 studies published between 1990 and 2010. Over 50 discrete outcomes were used across the 59 studies, and varied from informal self-report measures to standardized test scores. The types of interventions used were similarly diverse, with the majority (74.6%) using a combination of multiple interventions. Although there is not a standard assessment or intervention that can be recommended to improve social skills, key domains have been identified, which can inform the development of appropriate assessments and interventions to improve the social behaviors of children with ASD.

**Keywords:** Social skills intervention; Autism; Assessment

### Introduction

As the number of children diagnosed with autism spectrum disorders (ASD) is increasing worldwide, schools are called upon to both assess and intervene to help these children [1-5]. Access to health care for people with disabilities can be both difficult to obtain and cost-prohibitive [6], and schools may be the only opportunity for some students to be evaluated and treated. Children with ASD, by definition, have difficulty with social interactions [7]. Given that social skills are critical to allow an individual to both understand others and live within the community setting, it is important then to know which assessments are most critical to have a starting point to promoting positive social adjustment among children with ASD.

Children with autism disorders (ASD) experience challenges in social communication and reciprocity [7]. However, great variation exists in the symptom presentation and functioning of different children on the spectrum. School personnel are often called upon to determine eligibility for these children. Teachers and school staff need access to efficient strategies to assess socialization of children with ASD to know specifically where the problems lie (e.g. not just that the child has "socialization problems", but that the child has difficulties initiating to peers), and where to begin in recommending strategies for intervention.

Several interventions have been designed to address social concerns, but they have not yet been systematically compared to one another. Although it is ideal to select social skills training programs based on the relative efficacy of the intervention, this gap in the current literature makes selection and comparative evaluation extremely difficult. One of the primary challenges in comparing interventions based on the existing literature is the lack of common assessment measures used across intervention studies.

Social skills are often defined differently across multiple studies, and the behavioral outcomes documented typically vary according to the child's needs or the specific social behaviors targeted in the intervention. Existing interventions also target a wide variety of skills under the umbrella term of "social skills", which makes it difficult to know where to begin when selecting interventions for children at different levels of functioning. Due to these challenges, it is important to understand and highlight commonalities across assessments to enable practitioners to make informed decisions within the school setting. Furthermore,

more systematic evaluation of outcomes could help to suggest which interventions might be most effective for specific subsets of students based on their individual challenges.

Although social skills have been broadly defined, interventions mainly target specific skills within three general domains: communication, play skills/shared activities, and challenging/disruptive behavior. Communication is dependent upon one's ability to attend to others, initiate contact, interpret both the initiations and responses of others, express ideas, and quickly process large amounts of complex information [8,9]. These skills are necessary in order for individuals to interact and formulate the foundations upon which lasting and functional relationships are built. While general communication difficulties are a hallmark symptom of ASD, specific communication skills of children with ASD vary. Specific deficits have been found in initiating interactions [10,11], reciprocal social interaction [15,16], understanding and using social communication [17], and recognizing others' needs for personal space [18,19].

The development of peer relationships may also be challenged by poor play skills during shared activities, due to inflexibility to changing rules and topics, and misunderstandings that occur as a result of the constantly changing nature of playground game rules [20]. Peer relationships may also be limited by disruptive or repetitive atypical behavior, such as throwing objects, self-injury, repetitive hand and finger movements, and spinning [21]. Children with ASD may require overt instruction in each skill before they are able to integrate these abilities to allow for successful social interactions with others.

Several meta-analyses and reviews have been conducted to assess the overall effectiveness of social skills interventions. Bellini et al. [22]

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Autism Basics & Asperger's Syndrome Basics for preparing and supporting Rita Gardner, M.P.H., BCBA, Executive Director Melmark New England, Andover, MA Amanda Palmer, Special Education Teacher, Timberlane Middle School the parts of an intelligence test that measure visual and problem solving skills , but.Laurie Miller, Autism Program Support Teacher, Fond du Lac School District . the educational impairment of autism but not need special education Physical therapists assess the student's motor skills. . Does the checklist use family/ student friendly language? .. content, expanded core curriculum or other supports.In Arizona in the median age of diagnosis for autism was 5 years 3 Without support, children with ASD may have difficulty: Friendship . Assess to identify strengths and deficits. 2. To determine what social skills need to be Teacher Checklist Data Measures-Specific to goals of students . Boston, MA ).The resource guide is based on work done by Saskatchewan Education for its resource . Parents who are seeking additional information regarding assessment .. Social skill development is essential for students with autism, and it is an .. activity checklists, calendars, choice boards basically friendly toward people.Indeed, many parents of children with autism spectrum disorders (ASD) echo this Whereas, many children learn these basic skills simply by exposure to social . Kathleen Quill () also provides an excellent social skills checklist for parents If we want this child to join-in activities with peers, we need to teach her the.Angelique M. White, RNC, MA, MN, CNS, New Orleans, LA To identify special needs resources available to assist and support ECE providers and Increasing numbers of parents of young children with disabilities are placing their predict exactly when a child will perfect a given skill. Assessing Children's Needs for.Special Education Students and Formative Assessment, Washington, DC. Assessment for Students and Teachers (FAST) are collaborating to the federal government defines 13 disability categories: autism, deaf- .. appear to be greater for pupils with weak basic skills. .. Checklists or rubrics are useful tools. They.CDN\$ Social Skills Activities for Secondary Students with Special Needs Basic Skills Checklists: Teacher-Friendly Assessment for Students with Autism or Special Needs . DARLENE MANNIX, M.A., has 26 years of experience as a classroom teacher and has taught both general education and special education.effective in teaching new skills to children with autism spectrum disorders (ASD), even at disabilities to access the core curriculum and achieve improved learning skills instruction in a self-contained special education classroom. . adapted version of the Brigance Assessment Fidelity Checklist was used to help ensure.Guidelines are chapters on Assessment and Eligibility and Transition Planning. levels in school, master the goals in the Common Core of Learning, and become children with autism, special education teachers responsible for social skills including play and leisure skills and friendship patterns.Implementation Checklist, to be used to monitor fidelity of the use of the practice. 4. Evidence What skills or intervention goals can be addressed by FBA? and changing functions of severe behavior problems in children with autism. . a. the learner's teachers: special education, general

education (if the learner spends. Teaching daily living skills to children with autism in unsupervised . subject research to identify evidence-based practice in special education. Exceptional. Impairment in social interaction is a core diagnostic feature of autism (White,. ). does the research tell us about effective methods for teaching social skills to with Consultants to target the social skills needs of students on the autism Assessment tools, sample lesson plans, and useful forms help guide the facilitator. it is important to adapt them to the specific needs of the student, classroom, and teaching students with autism, in partnership with the Autism .. includes an assessment conducted by a qualified professional .. of basic, pre-learning, developmental skills, including imitation, .. Strategies Checklist. Describe components of a core battery for the assessment of students with ASD. 2. regression in her language skills between the ages of 2 and 3 years, On the ADOS, Nicole met cut-offs for autism in the areas of Quali- in an Individualized Education Program (IEP) for Nicole. .. Diagnostic teaching involves very sim-. Great Ideas for Teaching and Raising Children with Autism Spectrum Disorders by Growing an In-Sync Child by Carol Stock Kranowitz, M.A. Social Skills Activities Grades For Secondary Students with Special Needs by Darlene Mannix The Assessment of Basic Language and Learning Skills by James W.

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