Contributors

Shahla Ala'i-Rosales, Ph.D., BCBA-D
Associate Professor
Department of Behavior Analysis
University of North Texas
Denton, Texas

Jed Baker, Ph.D.
Director
The Social Skills Project
Locations in New York and New Jersey

Andy Bondy, Ph.D.
Cofounder and President
Pyramid Educational Consultants
Newark, Delaware

Samantha Marie Cermak, M.S., BCBA
The Homestead Autism Services
Altoona, Iowa

Marjorie Charlop, Ph.D.
Professor and Director of the Claremont Autism Center
Claremont McKenna College
Claremont, California

Melaura Andree Erickson, Ph.D., BCBA-D
Claremont Graduate University
Claremont, California

Kristín Guðmundsdóttir, M.S., BCBA
Assistant Professor
Department of Social Sciences
School of Humanities and Social Sciences
University of Akureyri, Iceland

Connie Kasari, Ph.D.
Professor
University of California at Los Angeles
Los Angeles, California

Saara Mahjouri, Ph.D.
Postdoctoral Fellow in Psychology
Weill Cornell Medical College
White Plains, NY

Rebecca MacDonald, Ph.D., BCBA-D
Program Director
New England Center for Children
Southborough, Massachusetts and London

Daniel Openden, Ph.D., BCBA-D
President and CEO
Southwest Autism Research and Resource Center
Phoenix, Arizona

Bridget A. Taylor, PsyD, BCBA-D
Cofounder and Executive Director
Alpine Learning Group
Paramus, New Jersey

Mary Jane Weiss, Ph.D., BCBA-D
Professor and Director of Programs in ABA and Autism
Endicott College
Beverly, Massachusetts

Index

Activity schedule, 86
Adolescents. *See* Autism, adolescents with
Adults. *See* Autism, adults with
Affects, 130-132
Ala'i-Rosales, Shahla, viii
Alpine Learning Group, 3, 6, 10, 11, 17, 21
Applied behavior analysis
  as approach to teaching social skills, 4, 138
  compared to PRT, 125
  research on, 140
  Sunny Starts program and, 29-30
Arizona State University, ix
Asperger syndrome, 153
Assessments
  developmental, 56-57
  of play skills, 109
  of social skills, 6, 109, 112-13
Attention, joint. *See* Joint attention
Autism spectrum disorders, incidence of, 131
Autism, adults with
 friendships of, 117
job-related social skills and, 21
Autism, adolescents with, 117, 119, 131 Autism, children with. *See also* Social skills, of children with autism
  early observations about, 107
  generalization difficulties of, 19
  interests of, 9, 17, 115, 129, 147-48, 152
  play skills of, 69-70
  range of social skills deficits in, 3-4, 47-49
  "social personality" of, 111-112
  teasing or bullying of, 151
 Autism Social Skills Profile, 6
Baker, Jed, ix
Batelle Developmental Inventory, 57
Behaviors
  assessing, 7
  deficits in, 144
  effects of PRT on, 125
  excess, 143
  noncompliant, 152
  out-of-self, 54
  perseverative, 154
  repetitive, 4, 7, 69, 100
  replacement skills for, 143
  rule cards and, 162
  self-injurious, 152
  self-regulation of, 52, 62, 130, 136
  self-stimulation, 136
Buggey, Tom, 164
Bullying, 151
Center for Autism Research and Treatment, viii
Cermak, Samantha, viii
Charlop, Marjorie H., viii

Children. *See* Autism, children with; Peers; Siblings
Claremont Autism Center
  assessment measures used by, 56-57
  case study from, 63-64
  considerations of, in selecting skills for treatment, 55-56
  curriculum, 55
  observation methods used by, 57
  overview of, viii, 51
  social skills intervention strategies used at, 58-63
social skills targeted at, 53-54 Cognitive behavioral approaches, 138-39, 149-50
Communication skills. *See also* Conversation skills; Speech
  augmentative communication and, 138
  joint attention and, 110
  natural reinforcers and, 127
  overlap of, with social skills, 2-3, 50, 136
  pre-symbolic, 149, 151
  symbolic, 142-45, 148, 149, 154
Compliments, 54
Contextual variables, 55
Conversation skills. *See also* Scripts
  and need for varying responses, 5
  difficulties with, 48, 154, 155
  self-management and, 130
Data collection
  at school, 145
  methods of, 20
  reasons for, 20, 165
Developmental norms, 6
DIR/Floortime, 139
Discrete trial teaching/training, 18, 126-127, 138, 149
Early Social Communication Scales, 109
Early Start Denver Model, 140-41, 150
Environmental modifications, 16
Environmental variables, 55
Errorless teaching, 14-15
Erickson, Melaura Andree, viii Evidence-based practices, 126
Expression, facial, 131
Eye contact/gaze
  difficulties with, 4
  Sunny Starts's approach to teaching and, 28, 41
Family priorities, 8
Fine motor skills, 76
Floortime, 139
Friends, lack of, 117, 153, 154
Generalization of social skills
  determining occurrence of, 145
  effects of settings on, 107-108, 141, 150
  naturalistic teaching strategies and, 59-60, 127
  promoting, 19, 164-65
  reminders and, 150-51
  self-monitoring and, 151
Goals. *See* Social skills
Gray, Carol, 160
Guðmundsdóttir, Kristín, viii
Help, requesting, 152-53
IDEA, 107
Imitation skills delays in, 47-48
Individuals with Disabilities Education Act, 107
Internet, social skills and, 3
Initiating
  vs. responding, 6
video modeling and, 81 Intraverbals, 5
Joint attention
  assessment of, 109
  age of development, 6
  difficulties with, 108
  examples of, 68
  research on, 6, 109, 110
  tact repertoire and, 4-5
  teaching, 110-101
Kasari, Connie, viii
Language. *See* Communication skills
Loneliness, 117, 155
Lovaas approach, 149
MacDonald, Rebecca, viii
Mahjouri, Saara, viii
Mands, 5, 149
Matrix training, 103, 104 Modeling, of social skills, 148-50

Motivation. *See also* Reinforcement
  Motivating Operations and, 13-14
  naturalistic teaching strategies and, 59
  role of, 10-11
  using games to increase, 152
  variables that affect, 11-12
National Autism Center National Standards Report, 126
National Autism Plan for Children, 50
Natural Language Paradigm, 125, 126-127
Naturalistic teaching strategies, 52, 59-60, 110. *See also* Pivotal Response Treatment
New England Center for Children, viii, 74
New England Center for Children's video modeling curriculum criteria
  of, for selecting peers, 100
  data collection and, 78-81, 96
  instructional adaptations and, 82-83
  levels of play covered by, 74
  making the video model and, 77-78
  prerequisite skills for, 81-82 teaching pretend play with, 91-95 teaching procedures of, 75-77 teaching socio-dramatic play with, 95-100
  teaching toy construction with, 83-86
  teaching toy play with, 86-91
  website for, 74
No Child Left Behind, 107
Nonvocal behavior, 7
Norms
  developmental, 6
  social and cultural, 7
Objectives. *See* Goals/objectives
Openden, Daniel, ix
Pager prompts, 17-18
Parents
  as data collectors, 58
  as trainers of others in PRT, 132
  collaborating with, 30
  community networking of, 33, 35
  importance of, in supporting social skills, 118
  involving in critiquing progress, 21
  priorities of, 8
  prompts and, 150
  role of, in PRT, 128, 132
  stresses on, 25-26, 130
  training for, 26, 52, 62
PECS, 138
Peer mediated strategies, 52, 60-61, 111, 113-14
Peers. *See also* Friends
  collecting data from, 58
  cooperative play with, 95
  engagement of children with autism with, 111-112
  in-vivo modeling and, 72
  interactions with, 48
  lunch bunch and, 155
  pairing with reinforcement, 11
  PRT and, 129
  scripts and, 15
  selecting as trainers, 100
  sensitivity training for, 151, 153, 155
  socio-dramatic play with, 95-100
Photo activity schedule, 87
Pivotal Response Training (PRT)
  and pivotal areas for intervention, 125
  as primary intervention for teaching social skills, 129-30
  compared to traditional ABA, 125
  effects of, on affect, 130-131
  effects of, on untargeted skills, 130-132
  intrinsic motivation and, 149
  parent training and, 128
  peers and, 129
  real world environments and, 128
  research about, 125-26, 130-31, 140
  self-management and, 130
  using to teach socio-dramatic play, 71
  when begun, 127
Play
  assessing, 109
  atypical, 48, 69-70
  building blocks of, 70-71
  functional vs. symbolic, 109
  importance of, 70
  increasing variability in, 101-103
  level of, 109
  Lifter's categories of, 71, 109

pretend, 69, 7, 91-95, 102-103
PRT and, 129
socio-dramatic, 71, 95-100
stereotypic, 100
Sunny Starts program and, 28-29
types of, 53
using behavioral procedures to teach, 71-72
video modeling and, 72-73, 163
Playground, social skills on, 114-115
Problem-solving training, 164
Progressive time delay, 14
Prompts,
fading, 14
most to least, 15 natural
settings and, 148 pager,
17-18
parents' role in using, 150
time delays and, 14 video
modeling and, 82
PRT. *See* Pivotal Response Training
Questions, 5
RDI, 139, 149
Recess, 114-115
Reinforcement. *See also* Motivation
adults as, 10-11
conditioned, 11
delay to, 12
extrinsic vs. intrinsic, 147-48, 149
Motivating Operations and, 13
naturally occurring, 2, 127
pairing with social engagement, 10-11
peers and, 11, 129
social, 5, 10, 69, 131, 147-48
videos as, 10
Relationship-based approaches, 138-39
Relationship Development Intervention (RDI), 139, 149
Repetitive behavior. *See* Behavior, repetitive
Role plays, 161
Rule cards, 162
School. *See also* Peers
collecting data at, 145 ineffectiveness of social skills training
at, 141, 143
lunch bunch and, 155
peer-mediated interventions at, 113-114
PRT strategies and, 129
suggestions for interventions at, 114-116
Scripts
audio-taped, 16
conversations and, 154, 162
fading, 15
overview of, 15, 52, 61-62
pretend play and, 91
research about, 19
variability in, 101-103, 163
video modeling, 75-77, 87, 89, 90, 92, 94, 97-99
Self-management, 52, 62, 130, 136 Self-stimulation, 136
Siblings, 8, 129
Skinner, B. F., 4, 5, 27
Social competence, 124, 128, 136-37
"Social dance," 26
Social Learning Theory (Bandura), 73
Social referencing, 68
Social skills. *See also* Joint attention; Play
categories of, 144
complexity of, 159
definitions of, 1-3, 47, 49-50, 135
efficacy of teaching methods for, 140-41
functionality of, 166
generalization of, 19, 59-60, 107-108, 124
goal selection and, 7-9, 55-56, 141, 143
key components of effective training methods for, 142-48
modeling, 148-50
motivation and, 10-14, 142
of typically developing children, 68-69
overlap of, with communication skills, 2-3, 50, 136
overview of interventions used to teach, 52, 59-63, 138-39, 160-64
reminders about using, 150-51
teaching rules related to, 124 selecting interventions for, 18-19 sequential approach to teaching, 116

small group settings and, 51, 107-108, 150
technology and, 3
violating social norms and, 3
Social skills, of people with autism
assessing, 4, 6-7, 56-58, 109, 112-113, 137, 143
case studies and, 151-55
collecting data on, 20
common delays in, 47-49, 158
early difficulties, 108-109
effects of having poor, 49
evaluating changes in, 112, 113, 145
lack of research on, ix, 160 observing, 57, 145
variability of, 7
research on, 4, 27
social validity of, 20-22, 56, 145, 164-65
Social Skills Rating System, 58, 137
Social Responsiveness Scale, 137
Social Thinking Model, 139
Social Skills Training Project, ix
Social Stories, 139, 160-61
Son-Rise, 139
Southwest Autism Research and Resource Center, ix
Speech, 48. *See also* Communication skills; Conversation skills
Stereotypic behavior. *See* Behavior, repetitive
Structured Learning, 139, 154
Structured Play Assessment, 109
Substitutable loops, 74, 101-102
Sunny Starts
applied behavior analysis and, 29-30
assumptions underlying, 29-30
behaviors worked on, 27-28, 35
DANCE training and, 28, 36-38 data collection and, 35
family outcomes of, 38, 40-43
overarching goals of, 36
play and, 28-29
purpose of, 26
service sequence of, 32-38
Tacts, 4-5
Tantrums, 136
Taylor, Bridget A., vii-viii
TEACCH, 139
Teachers, as data collectors, 58
Teaching, incidental, 16
Teasing, 151
Theory of mind, 6, 54, 159
Toys
learning to play with, 83-93
stereotypic play with, 100
Turn taking, 53
UCLA, viii
University of North Texas, viii, 26
Variables, environmental and contextual, 7, 55-56
Verbal Behavior Therapy, 138, 149
Verbal operants, 4-5
Video modeling. *See also* New England Center for Children video modeling curriculum
advantages of, 73-74, 163
matrix training and, 103, 104
overview of, 17, 52
prerequisite skills for, 81-82
prompting and, 82, 83
providing feedback with, 163
research about, 19, 163
scripts and, 75-77, 87, 89, 90, 92, 94, 97-99
segmented, 82-83
substitutable loops and, 73, 101-102
teaching socio-dramatic play with, 95-103
teaching toy play with, 83-93
theories underlying, 73
uses of, 61, 72
Videos, commercially available, 93
Vineland Adaptive Behavior Scale, 56
Visual supports, 139
Walker-McConnell Scale of Social Competence and School Adjustment, 6
Weiss, Mary Jane, ix