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School-Based Social Skills Interventions for Autistic Children

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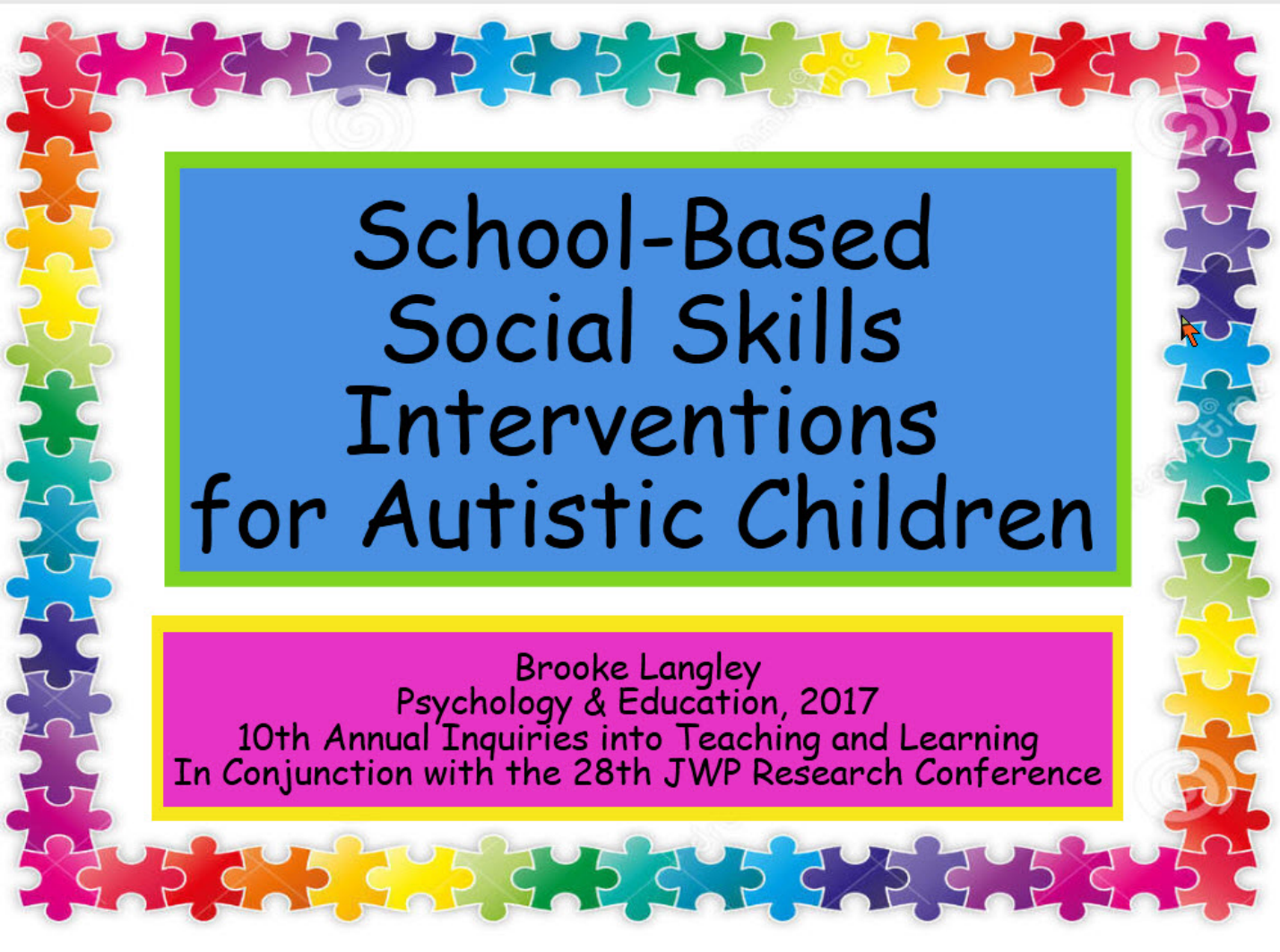


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School-Based Social Skills Interventions for Autistic Children

Brooke Langley
Psychology & Education, 2017
10th Annual Inquiries into Teaching and Learning
In Conjunction with the 28th JWP Research Conference

April is
Autism
Awareness
Month





Research Question



How can social skills interventions for students with ASD aid in impacting the successful functioning of these students in an inclusive classroom?



What's that?

Inclusive Classroom:

The unification of all subjects and experiences.

Neurotypical:

What some may call "normal". Students who do not have any type of disorder to hinder academic progress and daily functioning.

Autism:

is a neurobiological condition that ranges from severe to mild", characterized by difficulty with communication and forming social relationships (Shore, 2001).

Though children who have autism spectrum disorder (ASD) generally struggle in social situations, above average intelligence is oftentimes observed in these children.

Autism is a lifelong disorder and has no cure, and other than a link to biological factors, its cause is unknown.

Background

1 out of 45
children

were
diagnosed with
autism (as of
2015).

244%
increase

of autistic children
in inclusive
classrooms since
1993 (Denning).

44%

of autistic children have
above average intelligence,
IQ>85 (CDC).

Boys are 5x
more likely
than girls to
have autism.

\$262 billion in
governmental money
was spent on
education &
healthcare for
autistic individuals
in 2015 (Autism
Speaks).



Methodology

Two Approaches to Find Data:
-Key Words
-Variety of Databases

Keywords:
-autism
-social skills intervention
-inclusive classroom

Conceptual Framework

Clarification!!
I did not conduct my own field research; my research is compiled from other published works, in literature review design. I formatted this research with a new question and direct the findings to teachers.



Findings

Peers promote social competence.

Consistency & Structure

Better retention of learned skills when associated with peers.

Adults are necessary for implementation, but their involvement should fade to only peer involvement.

Visual Organizers.

Incorporation of Interests.

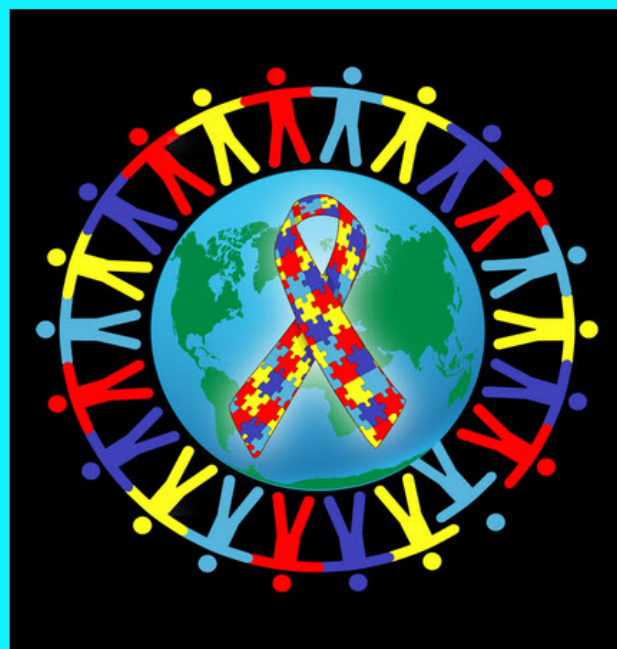
Fidgets

Stronger focus occurs when there is less modification needed from the student's brain.

Future Research

Obtain teacher viewpoints & feedback.

Stronger specification on spectrum differences.



Utilization of stronger experimental control.

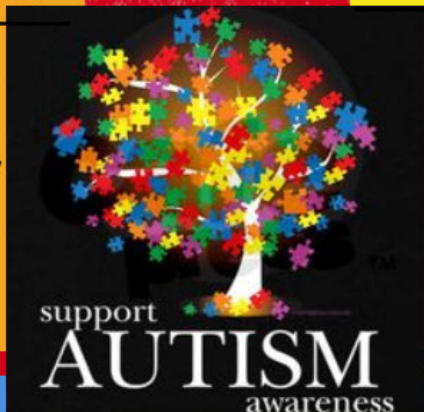
Clearer age group specifications.

Closing Thoughts

How can I, as a teacher, prepare to lead an integrative classroom that includes ASD students?

Flexibility & creativity.
Consistent lesson plans.

Understand that peers play a large role in this successful classroom.



I'm not a teacher, but I work in a school. What can I do to help ASD students?

Recognize signs & symptoms.

Support school psychologists and teachers as they work to provide care for ASD students.

Work closely with families.

I don't work in a school at all, what should I take away from this research?

Autism is prevalent in more than just schools...understanding what ASD is and knowing how to react is important.

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