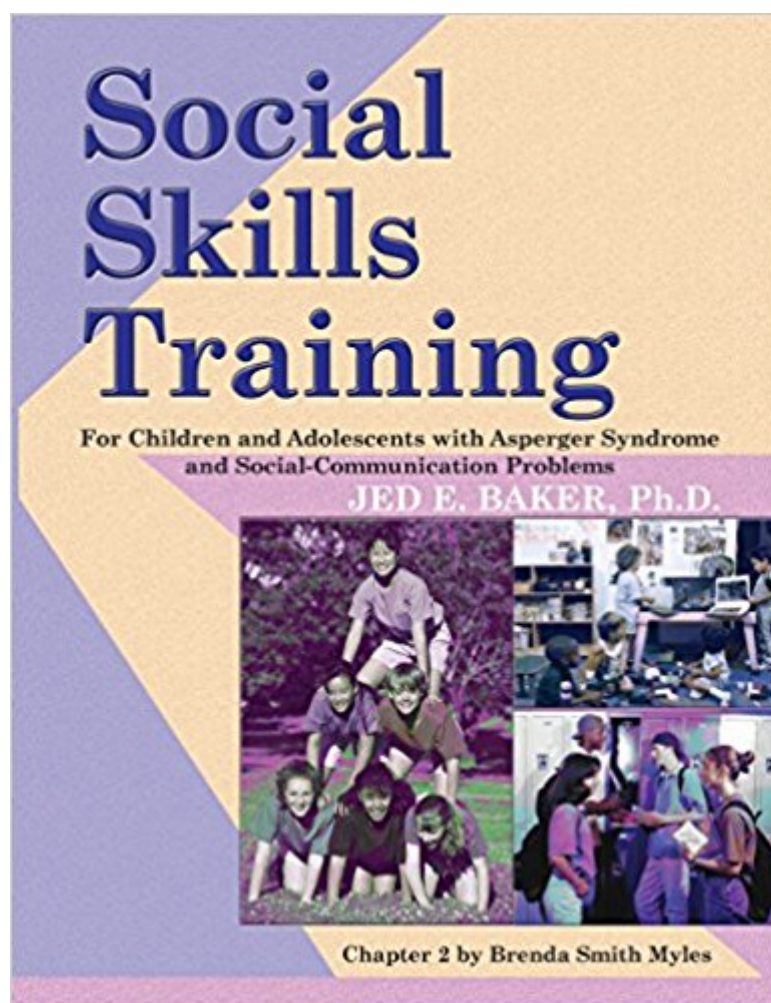




The book was found

Social Skills Training For Children And Adolescents With Asperger Syndrome And Social-Communications Problems



Synopsis

In this book, the author translates years of experience working with students with Asperger Syndrome and social-communication difficulties. The essence of this resource: 70 of the skills that most commonly cause difficulty for individuals with autism spectrum disorders and social-communication problems. Each skill is presented with a reproducible skill handout, as well as activity sheets listing ways teachers and parents can demonstrate, practice and reinforce the skill in the classroom and at home.

Book Information

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Customer Reviews

Dr. Baker's clinical expertise and personal concern for individuals with Asperger Syndrome is evident throughout this wonderful book. -- Suzanne Buchanan, Psy.D., BCBA, and Jenna Miller, M.A.T., The New Jersey Center for Outreach and Services for the Autism Community (COSAC) If you've been searching for a social skills curriculum that really works, you've found it! -- Lori Shery, president and cofounder, Asperger Syndrome Education Network (ASPEN) This very user-friendly book provides a wealth of ready-to-use activities for both parents and educators. -- Diane Adreon, assoc. dir., Center for Autism and Related Disabilities, University of Miami

Several recent outcomes studies have provided support for the specific lessons in this book: 1. Trimarchi, C. L. (2004). The implementation and evaluation of a social skills training program for children with asperger syndrome. Unpublished doctoral dissertation, University at Albany, State

University of New York. This study examined the effectiveness of group training with ASD children using the structured teaching lessons in Jed Baker's book versus a control group. Results showed at least minimal improvement on 90% of targeted skills compared to the control group.

2. Koning, C., Magill-Evans, J., Volden, J., and Dick, B. (2013). Efficacy of cognitive behavior therapy-based social skills intervention for school-aged boys with autism spectrum disorders. *Research in Autism Spectrum Disorders* 7 (2013) 1282-1290. This study evaluated the efficacy of a 15 week CBT-based social skills intervention for boys aged 10-12 years diagnosed with an ASD. Boys with average or better IQ and receptive language skills were randomly assigned to either a control (n = 8) or intervention condition (n = 7). During intervention, boys attended weekly 2 h long group sessions focusing on self-monitoring skills, social perception and affective knowledge, conversation skills, social problem-solving, and friendship management skills. Sessions were based on work by Baker (2003), Crick and Dodge (1994), and Garcia-Winner (2002, 2005). Comparison of the outcomes using repeated measures analyses indicated that boys receiving the intervention scored significantly better on measures of social perception, peer interaction, and social knowledge than boys who had not received intervention. There were no differences on generalization measures of socialization (i.e. situations that differed from training). The manualized intervention used in this study shows promise but replication with larger samples is needed and generalization to new situations needs to be targeted.

3. Kenworthy, L. Anthony, L.G., Naiman, D O, Cannon, L., Wills, MC, Luong-Tran, C, Werner, M.A., Alexander, KC, Strang, J, Bal, E, Sokoloff, JL, Wallace, GL (2013). Randomized controlled effectiveness trial of executive function intervention for children on the autism spectrum. *Journal of Child Psychology and Psychiatry*, 2013 Nov 21. This study set out to validate the methods used in a manual called *Unstuck and On Target* by Cannon et al. (2011) which targets frustration management skills. The control group used for this study used lessons based on Baker (2003) manual of social skills training. The lessons used from Baker's manual were not specifically those that target frustration, but instead those that targeted conversation, turn taking and friendship management. Not surprisingly, the *Unstuck and On Target* group was superior to the control group on frustration measures (remember the control group did not target frustration related skills). What was interesting though was that the control group showed extensive improvement in social appropriateness and reciprocity skills and the lessons were well liked by schools, parents and students. So although frustration skills were not targeted in the control group, those lessons that were targeted from the Baker (2003) book did in fact lead to large gains in social functioning.

I am an SLP in the elementary school setting. I bought this book because I needed a go-to resource

for my students with mild to moderate pragmatic difficulties. It is now the primary resource I use! There is a "menu" for teachers/parents to fill out, and then you can copy the stories that correspond to the areas of need checked on the menu. The lessons are in a format that allows me to photocopy the story and discussion questions on the front of a page and then additional expansion activities on the back of the page- an easy format to give to teachers and parents on one page. I use it for my high-functioning autistic and Asperger's students, and also for my typically functioning students who may need additional instruction in pragmatics. There is a large number and a good variety of lessons. I love this book.

Previously, I had an agency I worked at purchase this book for me to use when developing a social skills group. I found it very straightforward and useful. So much so, that I bought a copy for myself after switching jobs! Even though it says for children with Asperger's on the cover, I have been able to successfully use it with any child with social skills deficits. Some of the exercises are better suited to children that are on the spectrum, but I just omitted those exercises from my group. I highly recommend using the group format the author outlines. It provides great structure and the kids respond very well to it. I foresee this book as being a resource in my clinical 'toolbox' for many years to come!

This is a wonderful book for teaching social skills. As a certified professional in the field I highly recommend this for anyone who wants to work on social skills with a child with Autism Spectrum Disorder, or any child for that matter. This is the second copy I have ordered due to the frequent use.

I work in mental health rehabilitation for older adults. I ordered this book and immediately put it to good use teaching social skills to clients with serious mental illness. It's practical, easy to understand, and the illustrations are great. I would highly recommend this resource.

This book is an excellent resource for those who want to assist children and young adults with social skills training. There are clear cut lessons and activities that cover a variety of topics from how to greet others to asking someone on a date. Very valuable for those who need concrete examples of the correct way to approach many different social situations. Could be used for children on the autism spectrum, but also for any child who could benefit from practice in social interaction, even those who are shy. Anyone who lives and works with students who have social skills deficits

would find this book useful.

Teach adult and children how to communicate with other people and to make business situations better. How to make and keep friends. You can use these skills when texting friends.

excellent information, explained in a way i could easily understand, examples given in a way my 8 year old could follow. i couldn't ask for a more thorough social skills training book.

This is a must-have book for anyone working with children and teens with Asperger's Syndrome or related disorders. It's clear, easy to follow, and has materials you can share with students, as well as strategies for teaching the skills!

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