



School Adaptation for Children with Autism
 The Help Group—UCLA Autism Research Alliance and UCR/SEARCH
Jan Blacher, Ph.D. and Liz Laugeson, Psy.D.

Purpose:

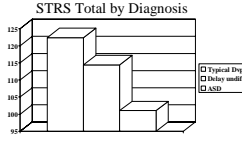
- To determine the role of successful student-teaching relationships in early adaptation to school for children with ASD

Questions:


- What are the early school experiences of children with ASD?
- What predicts positive STR's?
- Does ToM predict social and peer relationships?
- How do families experience their child's early schooling?

Settings:



- The Help Group: Village Glen and Bridgeport Schools
- Melmark-New England



TD is significantly higher than all DD combined. Separately, TD is significantly higher than ASD.




Joint Attention Intervention for Children with Autism and Limited Spoken Communication
 Connie Kasari, Ph.D.
 Center for Autism Research & Treatment
 The Help Group - UCLA Autism Research Alliance





- Purpose:** Improve communication in young children with ASD
- Based on earlier UCLA treatment studies** showing that a joint attention intervention increased language skills
- Setting:** Young Learners Classrooms
- Funding:**
 - Organization for Autism Research


- Participants:** 30 preschoolers with limited language
- Intervention Procedures:**
 - RCT
 - Adding in joint attention/joint engagement intervention
 - 1:1 intervention 2 times/week
- Outcome measures:**
 - Joint Attention
 - Play skills
 - Language



Teacher-facilitated Social Skills Training for Teens with Autism Spectrum Disorders: The PEERS Program



Elizabeth A. Laugeson, Psy.D.
 The Help Group - UCLA Autism Research Alliance



- Purpose:** Improve friendship and social skills in teens with ASD
- Setting:** The Village Glen School
- Funding:**
 - The Nathan and Lily Shapell Foundation and The Friends of the Semel Institute
 - Semel Scholar Award
- Participants:** 60 middle school and high school students
- Procedures:**
 - Teachers are trained on implementation
 - 30 minute daily social skills lessons
 - Role playing / behavioral rehearsal
 - Socialization homework
 - Parents receive weekly handouts
 - Compared to a delayed treatment control

- Intervention overview:**
 - Conversational skills
 - Electronic communication
 - Choosing appropriate friends
 - Appropriate use of humor
 - Peer entry and exit strategies
 - Get-togethers with friends
 - Good sportsmanship
 - Handling teasing and bullying
 - Changing a bad reputation
 - Resolving arguments with friends
- Outcome measures:**
 - Teen report of friendship quality and social skills knowledge
 - Teacher report of social functioning
 - Parent report of social functioning

Disseminating Cognitive Behavioral Therapy for Children with Autism Spectrum Disorders in the School Setting



Jeffrey Wood, Ph.D.
UCLA Graduate School of Education
The Help Group – UCLA Autism Research Alliance



- Purpose: Train and supervise community practitioners to implement a cognitive-behavioral based intervention to reduce anxiety in children with ASD
- Setting: The Village Glen School
- Funding: Autism Speaks
- Participants: School aged children 7-11 years of age with HFA/AD and at least one co-occurring anxiety disorder
- Procedures:
 - THG practitioners will be trained and supervised on a weekly basis
 - Participating families will receive pre- and post-treatment assessments by a clinical diagnostician
 - Children & parents will each attend weekly individual sessions
- Intervention overview:
 - 16-week manualized intervention
 - CBT targeting anxiety, social skills, friendship skills, and adaptive functioning
 - Techniques include coping skills, in vivo exposure, parent communication techniques, and emotion recognition skills
- Research Objectives:
 - Dissemination of an EBT into a school based community agency (THG)
 - Evaluate the feasibility and effectiveness of a cognitive behavioral intervention in a school based community setting
- Treatment Objectives:
 - Improvement in social skills
 - Improvement in adaptive functioning
 - Reduction of anxiety levels
 - Higher consumer satisfaction
