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CEP 843
Autism Research Article Summary

Article 1
Group Teaching of Conversation Skills to Adolescents on the Autism Spectrum
Wesley H. Dotson
Justin B. Leaf
Jan B. Sheldon
James A. Sherman
University of Kansas

This article describes the teacher interaction procedure which is used when providing instruction in specific target areas of social interaction. There are several elements of this intervention strategy including explicit descriptions of the targeted skills, rationale for why the student should learn and practice the behavior, discussion of environmental cues that indicate the behavior should be used, modeling of the behavior for the students, role play for guided practice (Dotson, Leaf, Sheldon, & Sherman, 2009).

This study focuses on the teacher interaction procedure intervention in a group setting. which provides more opportunities for observational learning and can include typically developing peers for a functional and natural setting. The researchers used a small of group of five students; four with ASD and one with ADHD. There were three areas of conversation skills; conversational basics, providing positive feedback to a speaker, and answering and asking open-ended questions, that researchers focused on.

The results of this study indicate that the teaching interaction procedure intervention was effective in teaching the three conversation skills to a group of five students. In addition, three of the students maintained the skills that they learned during the intervention for several months and demonstrated a greater understanding of the concepts of conversational skills.

Dotson, W., Leaf, J., Sheldon, J., & Sherman, J. (n.d.). Group teaching of conversational skills to adolescents on the autism spectrum. *Research in Autism Spectrum Disorders,* 199-209.

Article 2
2. Teaching Socially Expressive Behaviors to Children with Autism Through Video Modeling
Marjorie H. Charlop
Brian Dennis
Claremont McKenna College
Michael H. Carpenter
Alissa L. Greeburg
Claremont Graduate University

There has been a range of research studies that have shown that individuals with autism experience deficits in social skills. In this article by Charlop, Dennis, Carpenter, and Greenberg

(2010), researchers focus on video modeling and evaluate its efficiency in improving four areas of social skill development; verbal comments, intonation, gestures, and facial expressions, in individuals with ASD.

The participants consisted of three boys with ASD between the ages of 7-11 years old. Each boy was selected for this study based on his observed and documented deficits in the four target areas. The boys participated in treatment sessions where they watched individualized videos that provided explicit modeling of each of the four target areas; verbal comments, intonation, gestures, and facial expressions. The videos also required participation from the boys. They were given prompts and had to demonstrate the behaviors from the video when cued. For all three boys, the video modeling intervention proved successful as the goals were met in 7/9 trials for 2 consecutive play sessions.

Charlop, M., Dennis, B., Carpenter, M., & Greenberg, A. (2010). Teaching Socially Expressive Behaviors to Children with Autism Through Video Modeling. *Education and Treatment of Children, 33*(3), 371-393.

Article 3
Using a Self-Management Intervention to Increase Compliance in Children With ASD
Chi Man Lui
Dennis W. Moore
Angelika Anderson
Child & Family Behavior Therapy

This article focused on the intervention strategy of Self- Management to increase compliance with parent requests in children with autism. The article had two studies. The first study had one participant; a five year boy with autism and his parents. The second study had two participants; two brothers with ASD, one five and one seven years old and their parents. All three boys displayed verbal protests, running away, and temper tantrums when parents requested behavior from them. As a result of the boys' noncompliance with requests, the parents were assisting with aspects of daily living including feeding, dressing, and brushing their teeth.

The children and their parents received training in self-management. The training sessions focused on specific points of the day including playtime, meals, and getting dressed. The parents were also trained as positive praise from them was an additional element and reinforcer to the self-management strategies. In both studies, the self-management intervention significantly improved the boys' compliancy and decreased problem behaviors.

Chi Man Lui M.Psych , Dennis W. Moore PhD & Angelika Anderson PhD (2014) Using a Self-Management Intervention to Increase Compliance in Children With ASD, Child & Family Behavior Therapy, 36:4, 259-279, DOI: 10.1080/07317107.2014.967613

Article 4

Involvement in Transition Planning Meetings Among High School Students With Autism
Spectrum Disorders

Megan M. Griffin,
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Julie Lounds Taylor
Richard C. Urbano
and Robert M. Hodapp
Vanderbilt Kennedy Center

This article discusses the factors that impact an autistic student's likelihood of attending their own transition planning. In addition, the article describes the difference of a student's attendance versus their participation in transition planning. For this study, the researchers assessed 320 students with Autism Spectrum Disorder (ASD) for attendance and degree of participation in transition planning. They used a variety of methods including parent interviews, school program surveys, teacher surveys, school characteristics surveys, and transcript data to gather results.

The researchers identify several commonalities among students with autism who actively participate in their own transition planning. These commonalities include higher self-advocacy skills, greater time spent in a general education setting, and frequent conversation about transition planning at home.

Charlop, M., Dennis, B., Carpenter, M., & Greenberg, A. (2010). Teaching Socially Expressive Behaviors to Children with Autism Through Video Modeling. *Education and Treatment of Children, 33*(3), 371-393.

Similarities Between the Articles

These articles all focus on communication, both receptive and expressive, as a deficit area for students with autism. In article 1, the researchers describe strategies that teacher can implement in order to improve social skills in students with autism. Conversation skills including conversational basics, providing positive feedback to a speaker, and answering and asking open-ended questions were targeted. After implementing teacher interaction procedures, the participants in the study showed improvement in the targeted areas. Article 2 describes the strategy of video modeling to improve social skills for students with autism. Specifically, researchers identified deficit areas of social communication including verbal comments, intonation, gestures, and facial expressions. They used video modeling to teach students how to demonstrate these skills of social interaction. Article 3 focused more on receptive language strategies for students with autism. Self Management was an intervention that was used both for students and families to improve compliancy. Article 4 describes the qualities of students with autism who are most likely to attend their own transition meeting. The identified qualities include higher self-advocacy skills, greater time spent in a general education setting, and frequent conversation about transition planning at home.

Contributions

These articles describe the communication challenges that individuals with autism experience. In addition, they provide several strategies that can be implemented in the classroom and at home. As a special education teacher, these articles have given me a new perspective on the social challenges for my students with autism. Communication and social interactions are areas of struggles for this population and I can implement interventions to assist in the development of these skills.

Successful Strategies

Teacher Interaction Procedures: Teacher Interaction Procedure was an identified strategy in article 1. It addresses concerns with social interactions and allows teachers to provide direct and explicit instruction. In addition, the the teachers can identify specific social skill deficit areas and tailor the lessons to meet the needs of the students.

Video Modeling: Video modeling is described in article 2. It was used to improve areas of social skills development in students with autism. This strategy can be easily implemented in the classroom and repeated. Students watch the videos and interact until they learn the desired skill that is being targeted.

Self Management: Self Management is identified in article 3 and can be used with individuals and with families. It is a way to model and monitor behavior. In article 3, it was used to address compliancy concerns in children with autism. It was used during structured points in the day and resulted in a decrease in the frequency of temper tantrums and anxiety.

Frequent Conversations about Transition Planning at Home: Transition planning is the focus of article 4. Specifically, the characteristics of students with autism who are most likely to participate in their own transition planning. One characteristic that was identified was that these students had frequent conversations about their transition plans. This could be utilized not only in the home but during the students' IEP meetings throughout their schooling.

Impact:

The strategies identified in these articles can be implemented in any special education classroom in order to target expressive and receptive communication skills. As a special education teacher, I have had students with communication deficits, especially in social settings. The interventions in these articles target these skills and can be used by educators and families.