

**‘Specialization in ICTs and Special Education: Psychopedagogy of Integration’
Postgraduate Program
DEMOCRITUS UNIVERSITY OF THRACE Department of Greek Philology
in collaboration with
NCSR DEMOKRITOS Informatics and Telecommunications Institute**

**DEVELOPING SOCIAL SKILLS OF STUDENTS WITH AUTISM
SPECTRUM DISORDERS**

PAGONI ANNA - MARIA

POSTGRADUATE
THESIS

SUPERVISORY COMMITTEE

1. ΣΥΡΙΟΠΟΥΛΟΥ ΧΡΙΣΤΙΝΑ

ΚΑΘΗΓΗΤΡΙΑ ΠΑΝΕΠΙΣΤΗΜΙΟ ΜΑΚΕΔΟΝΙΑΣ

2. ΚΑΡΑΜΠΑΤΖΑΚΗ ΖΩΗ

ΣΥΝΕΡΓΑΖΟΜΕΝΗ ΕΡΕΥΝΗΤΡΙΑ Ι.Π.Τ. Ε.Κ.Ε.Φ.Ε. “ΔΗΜΟΚΡΙΤΟΣ”

3. ΔΟΣΗ ΙΦΙΓΕΝΕΙΑ

ΜΕΤΑΔΙΔΑΚΤΟΡΙΚΗ ΕΡΕΥΝΗΤΡΙΑ Τ.Ε.Φ. Δ.Π.Θ.

KOMOTINI / ATHENS

2019

Abstract

The present work, recognizing the importance of creating and maintaining social relationships in childhood and adolescence focuses on the social deficits of pupils with autism. In the first part an attempt is made to understand the autistic spectrum disorder (etiology, epidemiology, symptomatology) and definition of social skills. In addition, a review of relevant literature outlines some diagnostic tools that evaluate social skills and some intervention strategies that contribute to the education and development of specific skills.

The second part presents the research which was carried out in order to identify the social deficits of autistic pupils. It was attended by teachers from all over Greece recording the social behavior of specific children. The students were 6 to 17 years old. The sample consisted of 130 primary and secondary education teachers who had experience with children with ADHD. Thus, through assessing the social skills of autistic students, there are results for the poor development of sociality and the relationship it can have with some factors that may be responsible.

Keywords: autism, social skills, pupils, teachers.

REFERENCES

- Ando, H., & Yoshimura, I. (1979). Speech skill levels and prevalence of maladaptive behaviors in autistic and mentally retarded children. *Child Psychiatry and Human Development*, 85–90.
- Baron-Cohen, S., Leslie, A. M., & Frith, U. (1985). Does the autistic child have a “theory of mind”? *Cognition*, 37-46.
- Baron-Cohen, S., Ring, H. A., Wheelwright, S., Bullmore, E. T., Brammer, M. J., Simmons, A., και συν. (1999). Social intelligence in the normal and autistic brain: an fMRI study. *European Journal of Neuroscience*, 1891-1898.
- Baron-Cohen, S. (2000). Theory of mind and autism: A review. *International Review of Research in Mental Retardation*, 169-184.
- Baron-Cohen, S., & Wheelwright, S. (2004). The Empathy Quotient: An Investigation of Adults with Asperger Syndrome or High Functioning Autism, and Normal Sex Differences. *Journal of Autism and Developmental Disorders*, 163–175.
- Bartak, L., & Rutter, M. (1973). Special educational treatment of autistic children: A comparative study—1. Design of study and characteristics of units. *Journal of Child Psychology and Psychiatry*, 161-179.
- Baxter, A. J., Brugha, T. S., Erskine, H. E., Scheurer, R. W., Vos, T., & Scott, J. G. (2015, February). The epidemiology and global burden of autism spectrum disorders. *Psychological Medicine*, 601-613.
- Bellini, S., & Akullian, J. (2007a). A Meta-Analysis of Video Modeling and Video Self-Modeling Interventions for Children and Adolescents with Autism Spectrum Disorders. *Exceptional Children*, 264-287.
- Bellini, S., Akullian, J., & Hopf, A. (2007b). Increasing Social Engagement in Young Children With Autism Spectrum Disorders Using Video Self-Modeling. *School Psychology Review*, 80-90.
- Bellini, S., & Hopf, A. (2007c). The Development of the Autism Social Skills Profile: A Preliminary Analysis of Psychometric Properties . *Focus on Autism and Other Developmental Disabilities* , 80-87.
- Bellini, S., & Peters, J. K. (2008). Social Skills Training for Youth with Autism Spectrum Disorders. *Child and Adolescent Psychiatric Clinics of North America*, 857-873.
- Black, D. O., Wallace, G. L., Sokoloff, J. L., & Kenworthy, L. (2009). Brief Report: IQ Split Predicts Social Symptoms and Communication Abilities in High-Functioning Children with Autism Spectrum Disorders. *Journal of Autism and Developmental Disorders*, 1613–1619.
- Bondy, A. (2001). PECS: Potential benefits and risks. *The Behavior Analyst Today*, 127-132.
- Brüne, M., & Brüne-Cohrs, U. (2006). Theory of mind—evolution, ontogeny, brain mechanisms and psychopathology. *Neuroscience & Biobehavioral Reviews*, 437-455.
- Γενά, Α. (2002). *Αυτισμός και διάχυτες αναπτυξιακές διαταραχές, αξιολόγηση-διάγνωση-αντιμετώπιση*. Αθήνα: Ιδιωτικός.
- Γκοτζαμάνης, Κ. (2015). *Διαγνωστικά κριτήρια από DSM-V*. Αθήνα: Ιατρικές εκδόσεις Λίτσας.
- Cappadocia, C. M., Weiss, J. A., & Pepler, D. (2012). Bullying Experiences Among Children and Youth with Autism Spectrum Disorders. *Journal of Autism and Developmental Disorders*, 266–277.
- Carter, A. S., Gillham, J. E., Sparrow, S. S., & Volkmar, F. R. (1996). Adaptive behavior in autism. *Child and Adolescent Psychiatric Clinics of North America*, 945–961.
- Carter, A. S., Volkmar, F. R., Sparrow, S. S., Wang, J.-J., Lord, C., Dawson, G., και συν. (1998). The Vineland Adaptive Behavior Scales: Supplementary Norms for Individuals with Autism. *Journal of Autism and Developmental Disorders*, 287–302.
- Carter, A. S., Black, D. O., Tewani, S., Connolly, C. E., Kadlec, M. B., & Tager-Flusberg, H. (2007). Sex Differences in Toddlers with Autism Spectrum Disorders. *Journal of Autism and Developmental Disorders*, 86–97.

- Carter, S. (2009). Bullying of Students with Asperger Syndrome. *Issues in Comprehensive Pediatric Nursing*, 145-154.
- Charlop-Christy, M. H., Carpenter, M., Le, L., LeBlanc, L. A., & Kellet, K. (2002). Using The Picture Exchange Communication System (PECS) With Children With Autism: Assessment of PECS Acquisition, Speech, Social-Communicative Behavior, and Problem Behavior. *Journal Of Applied Behavior Analysis*, 213-231.
- Chevallier, C., Kohls, G., Troiani, V., Brodtkin, E. S., & Schultz, R. T. (2012). The social motivation theory of autism. *Trends in Cognitive Sciences*, 231-239.
- Colle, L., Baron-Cohen, S., & Hill, J. (2006). Do Children with Autism have a Theory of Mind? A Non-verbal Test of Autism vs. Specific Language Impairment. *Journal of Autism and Developmental Disorders*, 716-723.
- DeMyer, M. K., Barton, S., DeMyer, W. E., Norton, J. A., Allen, J., & Steele, R. (1973). Prognosis in autism: A follow-up study. *Journal of autism and childhood schizophrenia*, 199-246.
- Despert, L. J., & Sherwin, A. C. (1958). Further examination of diagnostic criteria in schizophrenic illness, and psychoses of infancy and early childhood. *American Journal of Psychiatry*, 784-789.
- Dowrick, P. W. (1999). A review of self modeling and related interventions. *Applied and Preventive Psychology*, 23-39.
- Due, P., Holstein, B. E., Lynch, J., Diderichsen, F., Gabhain, S. N., Scheidt, P., και συν. (2005). Bullying and symptoms among school-aged children: international comparative cross sectional study in 28 countries. *The European Journal of Public Health*, 128-132.
- Dworzynski, K., Ronald, A., Bolton, P., & Happé, F. (2012). How Different Are Girls and Boys Above and Below the Diagnostic Threshold for Autism Spectrum Disorders? *Journal of the American Academy of Child & Adolescent Psychiatry*, 788-797.
- Estell, D. B., Farmer, T. W., Irvin, M. J., Crowther, A., Akos, P., & Boudah, D. J. (2009). Students with Exceptionalities and the Peer Group Context of Bullying and Victimization in Late Elementary School. *Journal of Child and Family Studies*, 136-150.
- Fekkes, M., Pijpers, F. I., Fredriks, A. M., Vogels, T. P., & Vanhorick, V. S. (2006). Do bullied children get ill, or do ill children get bullied? A prospective cohort study on the relationship between bullying and health-related symptoms. *Pediatrics*, 1568-1574.
- Fereshteh, M., Kern, K. L., Mohammad, R., & Majid, R. S. (2014). A Randomized Clinical Trial Comparison Between Pivotal Response Treatment (PRT) and Structured Applied Behavior Analysis (ABA) Intervention for Children with Autism. *Journal of Autism and Developmental Disorders*, 2769-2777.
- Flippin, M., Reszka, S., & Watson, L. R. (2010). Effectiveness of the Picture Exchange Communication System (PECS) on Communication and Speech for Children With Autism Spectrum Disorders: A Meta-Analysis. *American Journal of Speech-Language Pathology*, 178-195.
- Freeman, B. J., Del'Homme, M., Guthrie, D., & Zhang, F. (1999). Vineland Adaptive Behavior Scale Scores as a Function of Age and Initial IQ in 210 Autistic Children. *Journal of Autism and Developmental Disorders*, 379-384.
- Frith, U. (1994). Autism and theory of mind in everyday life. *Social Development*, 108-124.
- Garfin, D. G., & McCallon, D. (1988). Validity and Reliability of the Childhood Autism Rating Scale with Autistic Adolescents. *Journal of Autism and Developmental Disorders*, 367-378.
- Gazelle, H., & Ladd, G. W. (2003). Anxious Solitude and Peer Exclusion: A Diathesis-Stress Model of Internalizing Trajectories in Childhood. *Child Development*, 257-278.
- Gena, A., Papadopoulou, E., Loukrezis, S., & Galanis, P. (2007). The Play of Children With Aytism: Theory, Assessment, And Research On Treatment. Στο L. B. Zhao, *Autism Research Advances* (σσ. 1-40). New York: Nova Science Publishers.
- Gillis, J. M., Callahan, E. H., & Romanczyk, R. G. (2011). Assessment of social behavior in children with autism: The development of the Behavioral Assessment of Social Interactions in Young Children. *Research in Autism Spectrum Disorders*, 351-360.

- Gray, C. (1994). *The New Social Story Book*. Arlington: Future Horizons.
- Happé, F. G. (1995). The Role of Age and Verbal Ability in the Theory of Mind Task Performance of Subjects with Autism. *Child Development*, 843-855.
- Harrop, C., Shire, S., Gulsrud, A., Chang, Y.-C., Ishijima, E., Lawton, K., και συν. (2014). Does Gender Influence Core Deficits in AT.A.? An Investigation into Social-Communication and Play of Girls and Boys with AT.A.. *Journal of Autism and Developmental Disorders*, 766–777.
- Head, A. M., McGillivray, J. A., & Stokes, M. A. (2014). Gender differences in emotionality and sociability. *Molecular Autism*, 1-9.
- Hiller, R. M., Young, R. L., & Weber, N. (2014). Sex Differences in Autism Spectrum Disorder based on DSM-5 Criteria: Evidence from Clinician and Teacher Reporting. *Journal of Abnormal Child Psychology*, 1381–1393.
- Horner, R. H., Diemer, S. M., & Brazeau, K. C. (1992). Educational support for students with severe problem behaviors in Oregon: A descriptive analysis from the 1987–88 school year. *Journal of the Association for Persons with Severe Handicaps*, 154–169.
- Horner, R. H., Carr, E. G., Strain, P. S., Todd, A. W., & Reed, H. K. (2002). Problem Behavior Interventions for Young Children with Autism: A Research Synthesis. *Journal of Autism and Developmental Disorders*, 423–446.
- Ivarsson, T., Broberg, A. G., Arvidsson, T., & Gillberg, C. (2005). Bullying in adolescence: Psychiatric problems in victims and bullies as measured by the Youth Self Report (YSR) and the Depression Self-Rating Scale (DSRS). *Nordic Journal of Psychiatry*, 365-373.
- Jacobson, J. W., & Ackerman, L. J. (1990). Differences in adaptive functioning among people with autism or mental retardation. *Journal of Autism and Developmental Disorders*, 205–219.
- Καραμπατζάκη-Δημητρίου, Ζ. (2010). *Θέματα Ειδικής Αγωγής και Εκπαίδευσης*. Αθήνα: Πάραλος.
- Κυπριωτάκης, Α. Β. (2009). *Τα αυτιστικά παιδιά και η αγωγή τους*. Αθήνα: Ιδιωτικός.
- Kanner, L., & Eisenberg, L. (1956). Early infantile autism. *American Journal of Orthopsychiat*, 556-566.
- Karkhaneh, M., Clark, B., Ospina, M. B., Seida, J. C., Smith, V., & Hartling, L. (2010). Social Stories™ to improve social skills in children with autism spectrum disorder. *Autism*, 641–662.
- Kenworthy, L., Case, L., Harms, M. B., Martin, A., & Wallace, G. L. (2010). Adaptive Behavior Ratings Correlate With Symptomatology and IQ Among Individuals With High-Functioning Autism Spectrum Disorders. *Journal of Autism and Developmental Disorders*, 416–423.
- Keysar, B., Lin, S., & Barr, D. J. (2003). Limits on theory of mind use in adults. *Cognition*, 25-41.
- Klin, A., Saulnier, C. A., Sparrow, S. S., Cicchetti, D. V., Volkmar, F. R., & Lord, C. (2007). Social and Communication Abilities and Disabilities in Higher Functioning Individuals with Autism Spectrum Disorders: The Vineland and the ADOS. *Journal of Autism and Developmental Disorders*, 748–759.
- Koegel, R. L., Kern, K. L., & Surratt, A. (1992). Language intervention and disruptive behavior in preschool children with autism. *Journal of Autism and Developmental Disorders*, 141–153.
- Koegel, R. L., & Koegel, L. K. (2006). *Pivotal response treatments for autism: Communication, Social, & Academic Development*. Baltimore: Brookes Publishing Company.
- Koning, C., Magill-Evansa, J., Voldena, J., & 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*, 1282-1290.
- Lennard-Brown, S. (2004). *Αυτισμός*. Αθήνα: Σαββάλας.
- Leslie, A. M., & Thaiss, L. (1992). Domain specificity in conceptual development: Neuropsychological evidence from autism. *Cognition*, 225-251.
- Liss, M., Harel, B., Fein, D. A., Dunn, M., Feinstein, C., Morris, R., και συν. (2001). Predictors and Correlates of Adaptive Functioning in Children with Developmental Disorders. *Journal of Autism and Developmental Disorders*, 219–230.

- Litras, S., Moore, D. W., & Anderson, A. (2010). Using Video Self-Modelled Social Stories to Teach Social Skills to a Young Child with Autism. *Autism Research and Treatment*, 1-9.
- Little, L. (2002). Middle-class mothers' perceptions of peer and sibling victimization among children with Asperger's syndrome and nonverbal learning disorders. *Issues in Comprehensive Pediatric Nursing*, 43-57.
- Losh, M., & Capps, L. (2006). Understanding of emotional experience in autism: Insights from the personal accounts of high-functioning children with autism. *Developmental Psychology*, 809-818.
- Lyall, K., Croen, L., Daniels, J., Fallin, M. D., Ladd-Acosta, C., Lee, B. K., και συν. (2016, December 14). The Changing Epidemiology of Autism Spectrum Disorders. *Annual Review of Public Health*, 81-102.
- Lyons, V., & Fitzgerald, M. (2007). Asperger (1906–1980) and Kanner (1894–1981), the two pioneers of autism. *Journal of Autism and Developmental Disorders*, 2022-2023.
- Mahady Wilton, M. M., Craig, W. M., & Pepler, D. J. (2000). Emotional Regulation and Display in Classroom Victims of Bullying: Characteristic Expressions of Affect, Coping Styles and Relevant Contextual Factors. *Social Development*, 226-245.
- Mahoney, W. J., Szatmari, P., MacLean, J. E., Bryson, S. E., Bartolucci, G., Walter, S. D., και συν. (1998). Reliability and Accuracy of Differentiating Pervasive Developmental Disorder Subtypes. *Journal of the American Academy of Child & Adolescent Psychiatry*, 278-285.
- Matson, J. L., Turygina, N. C., Beighley, J., Rieske, R., Turecka, K., & Matson, M. L. (2012). Applied behavior analysis in Autism Spectrum Disorders: Recent developments, strengths, and pitfalls. *Research in Autism Spectrum Disorders*, 144-150.
- McMahon, C. M., & Henderson, H. A. (2014). Error-monitoring in response to social stimuli in individuals with higher-functioning Autism Spectrum Disorder. *Developmental Science*, 389-403.
- McPartland, J. C., Reichow, B., & Volkmar, F. R. (2012, April). Sensitivity and Specificity of Proposed DSM-5 Diagnostic Criteria for Autism Spectrum Disorder. *Elsevier*, σσ. 368-383.
- Mesibov, G. B. (1997). Formal and Informal Measures on the Effectiveness of the TEACCH Programme. *Autism*, 25-35.
- Molcho, M., Craig, W., Due, P., Pickett, W., Harel-Fisch, Y., & Overpeck, M. (2009). Cross-national time trends in bullying behaviour 1994–2006: findings from Europe and North America. *International Journal of Public Health*, 225–234.
- Montes, G., & Halterman, J. S. (2007). Bullying among Children with Autism and the Influence of Comorbidity with ADHD: A Population-Based Study. *Ambulatory Pediatrics*, 253-257.
- Myklebust, O. J. (2002). Inclusion or exclusion? Transitions among special needs students in upper secondary education in Norway. *European Journal of Special Needs Education*, 251-263.
- Oliver, C., Murphy, G. H., & Corbett, J. A. (1987). Self-injurious behaviour in people with mental handicap: a total population study. *Journal of Mental Deficiency Research*, 147-162.
- Πύλλη, Μ., & Ραφτόπουλος, Β. (2012). Περιγραφή των Βασικών Μεθόδων Δειγματοληψίας των Δύσκολα Προσβάσιμων Πληθυσμών που Χρησιμοποιούνται στην Επιτήρηση της HIV Λοίμωξης . *Αρχαία Ελληνικής Ιατρικής*, 737-743.
- Pepler, D., Jiang, D., Craig, W., & Connolly, J. (2008). Developmental Trajectories of Bullying and Associated Factors. *Child Development*, 325–338.
- Perry, A., & Factor, D. C. (1989). Psychometric validity and clinical usefulness of the Vineland Adaptive Behavior Scales and the AAMD Adaptive Behavior Scale for an autistic sample. *Journal of Autism and Developmental Disorders*, 41–55.
- Ratajczak, H. V. (2011). Theoretical aspects of autism: Causes—A review. *Journal of Immunotoxicology*, 68-79.
- Ratcliffe, B., Wong, M., Dossetor, D., & Hayes, S. (2015). The Association Between Social Skills and Mental Health in School-Aged Children with Autism Spectrum Disorder, With and Without Intellectual Disability. *Journal of Autism and Developmental Disorders*, 2487–2496.

- Rieffe, C., Camodeca, M., Pouw, L. B., Lange, A. M., & Stockmann, L. (2012). Don't anger me! Bullying, victimization, and emotion dysregulation in young adolescents with AT.A.. *European Journal of Developmental Psychology*, 351-370.
- Roekel, E. v., Scholte, R. H., & Didden, R. (2010). Bullying Among Adolescents With Autism Spectrum Disorders: Prevalence and Perception. *Journal of Autism and Developmental Disorders*, 63–73.
- Rowley, E., Chandler, S., Baird, G., Simonoff, E., Pickles, A., Loucase, T., και συν. (2012). The experience of friendship, victimization and bullying in children with an autism spectrum disorder: Associations with child characteristics and school placement. *Research in Autism Spectrum Disorders*, 1126-1134.
- Rutter, M., Tizard, J., & Whitmore, K. (1970). Education, Health and Behaviour. *Longman Publishing Group*.
- Σιώμκος, Γ., & Βασιλακοπούλου, Α. (2005). *Εφαρμογή Μεθόδων Ανάλυσης στην Έρευνα Αγοράς*. Αθήνα: Σταμούλης.
- Στασινός, Δ. Π. (2016). *Η Ειδική Εκπαίδευση 2020 plus*. Αθήνα: Εκδόσεις Παπαζήση.
- Συριοπούλου, Χ., & Κασίμος, Δ. (2010). Αξιολόγηση και συστηματική παρατήρηση παιδιών με διάχυτες αναπτυξιακές διαταραχές, *Παιδιατρική Εταιρεία Βορείου Ελλάδος*, 178-185.
- Συριοπούλου-Δελλή, Χ. Κ. (2016). *Εκπαίδευση και ειδική αγωγή ατόμων με διαταραχή φάσματος αυτισμού*. Θεσσαλονίκη: Πανεπιστήμιο Μακεδονίας.
- Schopler, E. (1994). A Statewide Program for the Treatment and Education of Autistic and Related Communication Handicapped Children (TEACCH). *Psychoses and Pervasive Developmental Disorders*, 91–103.
- Simonetta, P., Marinella, Z., Grazia, T., Maria, F., Rosa, Z., Raffaele, F., και συν. (2009). Special Education Versus Inclusive Education: The Role of the TEACCH Program. *Journal of Autism and Developmental Disorders*, 874–882.
- Slaughter, V., Dennis, M. J., & Pritchard, M. (2002). Theory of mind and peer acceptance in preschool children. *British Journal of Developmental Psychology*, 545-564.
- Sprague, J. R., & Rian, V. (1993). *Support systems for students with severe problem behaviors in Indiana: A descriptive analysis of school structure and student demographics*. Bloomington: Unpublished manuscript, Indiana University Institute for the Study of Developmental Disabilities.
- Spriggs, A. L., Iannotti, R. J., Nansel, T. R., & Haynie, D. L. (2007). Adolescent Bullying Involvement and Perceived Family, Peer and School Relations: Commonalities and Differences Across Race/Ethnicity. *Journal of Adolescent Health*, 283-293.
- Strain, P. S., & Schwartz, I. (2001). ABA and the Development of Meaningful Social Relations for Young Children with Autism. *Focus on Autism and Other Developmental Disabilities*, 120-128.
- Strid, K., Heimann, M., Gillberg, C., Smith, L., & Tjus, T. (2012). Deferred Imitation and Social Communication in Speaking and Nonspeaking Children With Autism. *Focus on Autism and Other Developmental Disabilities*, 230-240.
- Syriopoulou-Delli, C. K., Agaliotis, I., & Papaefstathiou, E. (2016). Social skills characteristics of students with autism spectrum disorder. *International Journal of Developmental Disabilities*, 35-44.
- Szatmari, P., Bryson, S. E., Boyle, M. H., Streiner, D. L., & Duku, E. (2003). Predictors of outcome among high functioning children with autism and Asperger syndrome. *Journal of Child Psychology and Psychiatry*, 520–528.
- Thiemann, K. (2001). Social Stories, Written Text Cues, and Video Feedback: Effects. *Journal of Applied Behavior Analysis*, 425–446.
- Tilton, J. R., & Ottinger, D. R. (1964). Comparison of the Toy Play Behavior of Autistic, Retarded, and Normal Children. *Psychological Reports*, 967-975.
- Ungerer, J. A., & Sigman, M. (1981). Symbolic Play and Language Comprehension in Autistic Children. *Journal of the American Academy of Child Psychiatry*, 318-337.

- Van Bourgondien, M. E., & Schopler, E. (1996). Intervention for adults with autism. *Journal of Rehabilitation*, 65-71.
- Van Wijngaarden-Cremers, P. J., Van Eeten, E., Groen, W. B., Van Deurzen, P. A., Oosterling, I. J., & Van der Gaag, R. J. (2013). Gender and Age Differences in the Core Triad of Impairments in Autism Spectrum Disorders: A Systematic Review and Meta-analysis. *Journal of Autism and Developmental Disorders*, 627–635.
- Van Wijngaarden-Cremers, P. J., Van Eeten, E., Groen, W. B., Van Deurzen, P. A., Oosterling, I. J., & Van der Gaag, R. J. (2014). Gender and Age Differences in the Core Triad of Impairments in Autism Spectrum Disorders: A Systematic Review and Meta-analysis. *Journal of Autism and Developmental Disorders*, 627–635.
- Verhoeff, B. (2013, November 18). Autism in flux: a history of the concept from Leo Kanner to DSM-5. *History of Psychiatry*, σσ. 442-458.
- Virues-Ortega, J., Flávia, J. M., & Roberto, P.-B. (2013). The TEACCH program for children and adults with autism: A meta-analysis of intervention studies. *Clinical Psychology Review*, 940–953.
- Wainscot, J. J., Naylor, P., Sutcliffe, P., Tantam, D., & Williams, J. V. (2008). Relationships with Peers and Use of the School Environment of Mainstream Secondary School Pupils with Asperger Syndrome (High-Functioning Autism): A Case-Control Study. *International Journal of Psychology and Psychological Therapy*, 25-38.
- Wang, J., Iannotti, R. J., Luk, J. W., & Nansel, T. R. (2010). Co-occurrence of Victimization from Five Subtypes of Bullying: Physical, Verbal, Social Exclusion, Spreading Rumors, and Cyber. *Journal of Pediatric Psychology*, 1103–1112.
- Williams, K. R., & Guerra, N. G. (2007). Prevalence and Predictors of Internet Bullying. *Journal of Adolescent Health*, 14-21.
- Wing, L., Gould, J., Yeates, S. R., & Brierly, L. M. (1977). Symbolic play in severely mentally retarded and in autistic children. *The Journal Of Child Psychology and Psychiatry*, 167-178.
- Wing, L. (1981a). Asperger's syndrome: a clinical account. *Psychological Medicine*, 115-129.
- Wing, L. (1981b). Sex ratios in early childhood autism and related conditions. *Psychiatry Res*, 129–137.
- Ψωμά, Μ., & Βλάχος, Φ. (2018). Νευροαναπτυξιακές προσεγγίσεις στις διαταραχές του αυτιστικού φάσματος. Στο Φ. Μ. Βλάχος, *Εγκέφαλος, μάθηση και ειδική αγωγή* (σσ. 395-428). Αθήνα: Gutenberg.
- Yamall, P. (2000). Current interventions in autism—a brief analysis. *The Advocate*, 25–27.