

Πρόγραμμα Μεταπτυχιακών Σπουδών Εξειδίκευσης του Τμήματος Ελληνικής Φιλολογίας του
Δημοκριτείου Πανεπιστημίου Θράκης
σε συνεργασία με το
ΕΚΕΦΕ Δημόκριτος – Ινστιτούτο Πληροφορικής και Επικοινωνιών με τίτλο: «Εξειδίκευση στις Τ.Π.Ε.
και Ειδική Αγωγή – Ψυχοπαιδαγωγική της ένταξης»

**Η ΔΙΕΡΕΥΝΗΣΗ ΤΩΝ ΚΟΙΝΩΝΙΚΩΝ ΔΕΞΙΟΤΗΤΩΝ ΠΑΙΔΙΩΝ ΜΕ ΔΑΦ:
ΜΕΛΕΤΗ ΠΕΡΙΠΤΩΣΗΣ ΤΩΝ ΑΠΟΨΕΩΝ ΕΚΠΑΙΔΕΥΤΙΚΩΝ
ΠΡΩΤΟΒΑΘΜΙΑΣ ΚΑΙ ΔΕΥΤΕΡΟΒΑΘΜΙΑΣ ΕΚΠΑΙΔΕΥΣΗΣ**

**THE INVESTIGATION OF SOCIAL SKILLS OF CHILDREN WITH AUTISM
SPECTRUM DISORDER: A CASE STUDY OF PRIMARY AND SECONDARY
TEACHERS' VIEWS**

της

Ευαγγελίας Ρόμπα

Μεταπτυχιακή διατριβή που υποβάλλεται

Στην τριμελή επιτροπή για την απόκτηση του μεταπτυχιακού τίτλου του
Προγράμματος Μεταπτυχιακών Σπουδών Εξειδίκευσης
Του Τ.Ε.Φ.-Δ.Π.Θ. σε συνεργασία με το Ε.Κ.Ε.Φ.Ε. Δημόκριτος – Ινστιτούτο
Πληροφορικής και Επικοινωνιών
Με τίτλο: «Εξειδίκευση στις Τ.Π.Ε. και Ειδική Αγωγή – Ψυχοπαιδαγωγική της
Ένταξης»

Εγκεκριμένο από την τριμελή επιστημονική επιτροπή:

1^{ος} Επιβλέπων: Αθανάσιος Βέρδης, Επίκουρος Καθηγητής Φ.Π.Ψ. – Ε.Κ.Π.Α.

2^η Επιβλέπουσα: Χριστίνα Συριοπούλου – Δελλή, Αναπληρώτρια Καθηγήτρια,
Πανεπιστήμιο Μακεδονίας

3^η Επιβλέπουσα: Ιφιγένεια Δόση, Διδάσκουσα βάσει του ΠΔ 407/80, Τ.Ε.Φ. – ΔΠΘ

Κομοτηνή/ Αθήνα

2020

ΠΕΡΙΛΗΨΗ

Η ΔΑΦ αποτελεί μια νευροαναπτυξιακή διαταραχή και ισόβια διαταραχή που μπορεί να διαγνωστεί σε ηλικία περί των 3 ετών του παιδιού. Δεν επιδέχεται θεραπείας αλλά η πρώιμη διάγνωση μπορεί να οδηγήσει σε πρώιμη παρέμβαση. Το κάθε παιδί είναι μοναδικό καθώς τα χαρακτηριστικά ελλείμματα των παιδιών παρουσιάζονται με διαφορετικό τρόπο στο καθένα. Το κυριότερο έλλειμμα των παιδιών με ΔΑΦ εντοπίζεται σε επίπεδο κατάκτησης κοινωνικών δεξιοτήτων. Σκοπός της παρούσας έρευνας ήταν η αξιολόγηση των δυνατοτήτων και δυσκολιών των μαθητών πρωτοβάθμιας και δευτεροβάθμιας εκπαίδευσης σε επίπεδο κοινωνικών δεξιοτήτων, από τους εκπαιδευτικούς τους. Δείγμα της έρευνας αποτέλεσαν 100 εκπαιδευτικοί. Εργαλείο μέτρησης των δυνατοτήτων και δυσκολιών των κοινωνικών δεξιοτήτων υπήρξε το SDQ. Τα αποτελέσματα της έρευνας έδειξαν πως οι εκπαιδευτικοί βρήκαν τους μαθητές με ΔΑΦ αρκετά υπερδραστήριους (MO = 2,90, TA 0,57). Διαπιστώθηκε πως τα παιδιά με ΔΑΦ έχουν μέτριου βαθμού κατεκτημένες κοινωνικές δεξιότητες (MO = 2,15, TA = 0,60). Συνολικά, οι μαθητές με ΔΑΦ βρέθηκε να έχουν μέτριες προς αρκετές δυνατότητες αλλά και δυσκολίες στον κοινωνικό τομέα (MO = 2,48, TA = 0,26).

Λέξεις κλειδιά: ΔΑΦ, κοινωνικές δεξιότητες, δυνατότητες, δυσκολίες, SDQ

ΒΙΒΛΙΟΓΡΑΦΙΑ

Ελληνόγλωσσες

Απτεσλής, Ν., Μητροπούλου, Ε. & Τσακπίνη 2012. *Εργαλείο Εκπαιδευτικής Αξιολόγησης για παιδιά με Αυτισμό στον Τομέα των Κοινωνικών Δεξιοτήτων*. Διαθέσιμο στο: <http://eidikospaidagogos.gr/wp-content/uploads/2017/06/deksiotites.pdf>

Γκονέλα, Ε. (2006). *Αυτισμός, Αίνιγμα και Πραγματικότητα, από τη θεωρητική εκπαίδευση στην παρέμβαση*. Αθήνα: Οδυσσέας.

Cole, M. & Cole, S.R. (2000). *Η Ανάπτυξη των Παιδιών*. Τόμος Α΄. Αθήνα: Τυπωθήτω – Γιώργος Δαρδανός.

Frith, U. (1999). *Αυτισμός: Εξηγώντας το Αίνιγμα*. (Μτφ. Γ. Καλομοίρης). Αθήνα: Ελληνικά Γράμματα.

Heward, W. L. (2011). *Παιδιά με Ειδικές Ανάγκες. Μια Εισαγωγή στην Ειδική Εκπαίδευση*. Δαβάζογλου, Α., Κόκκινος, Κ. (Επιμ.). Μετάφραση: Λυμπεροπούλου, Χ. Αθήνα: Τόπος.

Jordan, R. & Powell, S. (2001). *Οι Ειδικές Εκπαιδευτικές Ανάγκες των παιδιών με Αυτισμό*. Αθήνα: Ελληνική Εταιρία Προστασίας Αυτιστικών Ατόμων.

Κάκουρος, Ε. & Μανιαδάκη, Κ. (2006). *Ψυχοπαθολογία Παιδιών και Εφήβων: Αναπτυξιακή Προσέγγιση*. Αθήνα: Gutenberg.

Μαυροπούλου, Σ. (2007). Χαρακτηριστικά των Μαθητών στο Αυτιστικό Φάσμα. Στο Σ. Μαυροπούλου (επιμ.). *Η Κοινωνική Ένταξη σε Σχολείο και η Μετάβαση σε Χώρο Εργασίας για τα άτομα στο Φάσμα του Αυτισμού: θεωρητικά ζητήματα και εκπαιδευτικές παρεμβάσεις*. Βόλος: Αυτοέκδοση.

Παπαδημητρίου Γ., Φλώρου Γ. & Αναστασιάδου Σ. (2001). Κλίμακες Αξιολόγησης: η περίπτωση της Κλίμακας Likert. *Πρακτικά 14ου Πανελληνίου Συνεδρίου Στατιστικής*, σσ. 81-88.

Ραμούζη, Ε. (2014). *Παιδιά με Αυτισμό στη Δευτεροβάθμια Εκπαίδευση. Η οπτική και η εμπειρία των Εκπαιδευτικών και των Κοινωνικών Λειτουργών. Η περίπτωση ενός σχολείου*. Αδημοσίευτη Μεταπτυχιακή Εργασία, Δημοκρίτειο Πανεπιστήμιο Θράκης, Κομοτηνή.

Στασινός Π. Δ. (2016). *Η Ειδική Εκπαίδευση 2020 plus. Για μια Συμπεριληπτική ή Ολική Εκπαίδευση στο Νέο- Ψηφιακό σχολείο με Ψηφιακούς Πρωταθλητές*. Αθήνα: Παπαζήση.

Ξενόγλωσσες

Albrecht, L. (2017). *Play interventions supporting the social and emotional development of preschool children with externalizing emotional and behavioral difficulties: A systematic literature review from 2000 to 2017*. Retrieved from <https://pdfs.semanticscholar.org/3b4b/8bfa3668072d796af119ed4d9a0f7928c590.pdf>

Amaral D. G., Schumann C. M. & Nordahl C. W. (2008). Neuroanatomy of autism. *Trends in Neurosciences*, 31(3),137–145.

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders (DSM-5®)*. American Psychiatric Pub.

Amihăesei I.C. & Stefanachi E. (2013). Autism, an overwhelming condition: history, etiopathogenesis, types, diagnosis, therapy, and prognosis. *Rev Med Chir Soc Med Nat Iasi*, 117(3), 654-61.

Arias, V. B., Gómez, L. E., Morán, M. L., Alcedo, M. L., Monsalve, A., & Fontanil, Y. (2018). Does quality of life differ for children with autism spectrum disorder and intellectual disability compared to peers without autism? *Journal of Autism and Developmental Disorders*, 48(1), 123–136. <https://doi.org/10.1007/s10803-017-3289-8>

Arishi, L., Lauchlan, F. & Boyle, C. (2017). Inclusive Education and the Politics of Difference: Considering the Effectiveness of Labelling in Special Education. *Educational and Child Psychology*, 34(4), 1 – 24.

Asada K. & Itakura S. (2012). Social phenotypes of autism spectrum disorders and Williams syndrome: similarities and differences. *Front Psychol*, 3,247.

Ashiabi, G. S. (2007). Play in the preschool classroom: Its socioemotional significance and the teacher's role in play. *Early Childhood Education Journal*, 35(2), 199-207.

Baio, J., Wiggins, L., Christensen, D. L., Maenner, M. J., Daniels, J., Warren, Z., ... Dowling, N. F. (2018). *Prevalence of autism spectrum disorder among children aged 8 years — Autism and developmental disabilities monitoring network, 11 sites, United States, 2014*. Atlanta, GA: Centers for Disease Control and Prevention. Retrieved from <https://doi.org/10.15585/mmwr.ss6706a1>

Baisch, B., Cai, S., Li, Z. & Pinheiro, V. (2017). Reaction Time of Children with and without Autistic Spectrum Disorders. *Open Journal of Medical Psychology*, 6, 166-178.

Baker, B. L., McIntyre, L. L., Blacher, J., Crnic, K., Edelbrock, C. & Low, C. (2003). Pre-school children with and without developmental delay: behaviour problems and parenting stress over time. *Journal of Intellectual Disability Research*, 47(4-5), 217-230.

Barone, L. & Leonetti, F. (2012). Attachment and emotional understanding: A study on late-adopted pre-schoolers and their parents. *Child Health Care and Development*, 38(5), 690 – 699.

- Beidel, D. C., Turner, S. M., & Morris, T. L. (2000). Behavioral treatment of childhood social phobia. *Journal of Consulting and Clinical Psychology*, 68, 1072–1080. <https://doi.org/10.1037//0022-006X.68.6.1072>
- Bellini, S. (2009). Making (and keeping) friends: A model for social skills instruction. *The Reporter*, 8(3), 1–10.
- Bellini, S., Peters, J. K., Benner, L., & Hopf, A. (2007). A meta-analysis of school-based social skills interventions for children with autism spectrum disorders. *Remedial and Special Education*, 28(3), 153–162. Doi: <https://doi.org/10.1177/07419325070280030401>
- Borg, A.-M., Kaukonen, P., Salmelin, R., Joukamaa, M. & Tamminen, T. (2012) Reliability of the Strengths and Difficulties Questionnaire among Finnish 4–9-year-old children. *Nord J Psychiatry* 66, 403–13.
- Buhs, E. S., Ladd, G. W., & Herald, S. L. (2006). Peer exclusion and victimization: Processes that mediate the relation between peer group rejection and children's classroom engagement and achievement? *Journal of educational psychology*, 98(1), 1.
- Campisi, L., Imran, N., Nazeer, A., Skokauskas, N. & Azeem, W. (2018). Autism Spectrum Disorder. *British Medical Bulletin*, 127, 91 – 100.
- Caselman, T. D. & Self, P. A. (2008). Assessment instruments for measuring young children's social-emotional behavioral development. *Children & Schools*, 30(2), 103-115.
- Charlton, C. T., Kellems, R. O., Black, B., Bussey, H. C., Ferguson, R., Goncalves, B., ... Vallejo, S. (2020). Effectiveness of avatar-delivered instruction on social initiations by children with Autism Spectrum Disorder. *Research in Autism Spectrum Disorders*, 71, 101494. doi:10.1016/j.rasd.2019.101494
- Chittleborough, C.R., Lawlor, D.A. & Lynch, J.W. (2011) Young maternal age and poor child development: predictive validity from a birth cohort. *Pediatrics*. 127, 1436–1444.
- Church, C., Alisanski, S., & Amanullah, S. (2000). The social, behavioral, and academic experiences of children with Asperger syndrome. *Focus on Autism and Other Developmental Disabilities*, 15(1), 12–20. Doi: <https://doi.org/10.1177/108835760001500102>

- Clark, M. (2020). Parent and Teacher Ratings of Social Skills, Peer Play and Problem Behaviours in Children with Autism Spectrum Disorder. *International Journal of Disability, Development and Education*, 67(2), 194 – 207. Doi: <https://doi.org/10.1080/1034912X.2019.1662891>
- Cooper, M. J., Griffith, K. G., & Filer, J. (1999). School intervention for inclusion of students with and without disabilities. *Focus on Autism and Other Developmental Disabilities*, 14, 110–115. Doi: <https://doi.org/10.1177/1088357769901400207>
- Dickey, W.C. & Blumberg, S.J. (2001) Revisiting the factor structure of the strengths and difficulties questionnaire: United States. *J Am Acad Child Adolesc Psychiatry*, 43, 1159–1167.
- Dobrin, N., & Kállay, É. (2013). The investigation of the short-term effects of a primary prevention program targeting the development of emotional and social competencies in preschoolers. *Cognitie, Creier, Comportament/Cognition, Brain, Behavior*, 17(1).
- Domitrovich, C. E., Durlak, J. A., Staley, K. C. & Weissberg, R. P. (2017). Social-emotional competence: An essential factor for promoting positive adjustment and reducing risk in school children. *Child development*, 88(2), 408- 416.
- Durrani, H. (2014). Facilitating Attachment in Children with Autism through Art Therapy: A Case Study. *Journal of Psychotherapy Integration*, 24(2), 99-108.
- Ecker, C. (2016). The neuroanatomy of autism spectrum disorder: An overview of structural neuroimaging findings and their translatability to the clinical setting. *Autism*, 21(1), 18–28.
- Finke, E. H., Finke, E. H., McNaughton, D. B., & Drager, K. D. R. (2009). “All Children Can and Should Have the Opportunity to Learn”: General Education Teachers’ Perspectives on Including Children with Autism Spectrum Disorder who Require AAC. *Augmentative and Alternative Communication*, 25(2), 110–122. doi:10.1080/07434610902886206
- Frey, K. S., Hirschstein, M. K. & Guzzo, B. A. (2000). Second Step: Preventing aggression by promoting social competence. *Journal of Emotional and Behavioral Disorders*, 8(2), 102-112.

Gena, A., Galanis, P., Alai Rosales, S. (2014). Self-management from a behavior analytic standpoint: Theoretical advancements and applications in Autism Spectrum Disorder.

Γνωσιακή – Συμπεριφοριστική Έρευνα & Θεραπεία, 1(1), 33 – 40.

Gena, A., Galanis, P. & Shahla, S. S. (2014). Self-management from a behavior analytic standpoint: Theoretical advancements and applications in Autism Spectrum Disorder.

Γνωσιακή – Συμπεριφοριστική Έρευνα & Θεραπεία, 1 (1), 35 – 42.

Gena, A. Galanis, P., Tsirempoulou, E., Michalopoulou, E. & Sarafidou, K. (2016). Parent Training for Families With a Child With ASD: A Naturalistic Systemic Behavior Analytic Model. *The European Journal of Counselling Psychology*, 4(1), 1 – 99.

Giannakopoulos, G., Dimitrakaki, C., Papadopoulou, K., Tzavara, C., Kolaitis, G., Ravens-Sieberer, U., & Tountas, Y. (2013). Reliability and validity of the strengths and difficulties questionnaire in Greek adolescents and their parents. *Health*, 5(11), 1774

Goleman, D. (2011). *Η συναισθηματική νοημοσύνη στο χώρο της εργασίας*. Αθήνα: Ελληνικά Γράμματα.

Goodman, R. (1997). The Strengths and Difficulties Questionnaire: a research note. *J Child Psychol Psychiatry*, 38, 581–586.

Goodman, R. (1999). The extended version of the Strengths and Difficulties Questionnaire as a guide to child psychiatric caseness and consequent burden. *J Child Psychol Psychiatry*, 40, 791–799.

Gresham, F. M., Elliott, S. N., Cook, C. R., Vance, M. J. & Kettler, R. (2010). Cross-informant agreement for ratings for social skill and problem behavior ratings: An investigation of the Social Skills Improvement System—Rating Scales. *Psychological assessment*, 22(1), 157.

Gresham, F. M., Sugai, G., & Horner, R. H. (2001). Interpreting outcomes of social skills training for students with high-incidence disabilities. *Teaching Exceptional Children*, 67, 331–344.

Gulati, S., Hossain, S. & Squires, J. (2017). Editorial: Autism-hype and hope. *The Indian Journal of Pediatrics*, 84(1), 42-43. doi: 10.1007/s12098-016-2262-4

Happe, F. (2003). *Αυτισμός: Σύγχρονη Ψυχολογική Θεώρηση*. Αθήνα: Gutenberg.

Hartup, W. W. (1992). *Having Friends, Making Friends, and Keeping Friends: Relationships as Educational Contexts*. ERIC Digest.

Hassall, R. (2017). How should applied psychologists conceptualise an autism spectrum disorder diagnosis and its predictive validity? *Educational and Child Psychology*, 34(4), 20 – 29

Huerta M., Bishop S. L., Duncan A., Hus V. & Lord C. (2012) Application of DSM-5 Criteria for Autism Spectrum Disorder to Three Samples of Children with DSM-IV Diagnoses of Pervasive Developmental Disorders. *American Journal of Psychiatry*, 169(10), 1056 – 1064.

Hume, K., Bellini, S., & Pratt, C. (2005). The usage and perceived outcomes of early intervention and early childhood programs for young children with autism spectrum disorder. *Topics in Early Childhood Special Education*, 25(4), 195–207. Doi: <https://doi.org/10.1177/02711214050250040101>

Iizuka, C., Yamashita, Y., Nagamitsu, S., Yamashita, T., Araki, Y., Ohya, T., ... Matsuishi, T. (2010). Comparison of the strengths and difficulties questionnaire (SDQ) scores between children with high-functioning autism spectrum disorder (HFASD) and attention-deficit/hyperactivity disorder (AD/HD). *Brain and Development*, 32(8), 609–612. doi:10.1016/j.braindev.2009.09.009

- Ikeda, E., Hinkckson, E. & Krageloh, C. (2014). Assessment of quality of life in children and youth with autism spectrum disorder: A critical review. *Quality of Life Research*, 23(4), 1069-1085. doi:10.1007/s11136-013-0591-6.
- Jordan, R. (2005). Managing autism and Asperger's syndrome in current educational provision. *Pediatric Rehabilitation*, 8(2), 104-112.
- Kariuki, M. W., Chepcheng, M. C., Mbugua, S. N. & Ngumi, O. N. (2007). Effectiveness of early childhood education programme in preparing pre-school children in their social-emotional competencies at the entry to primary one. *Educational Research and Reviews*, 2(2), 26.
- Kashala, E., Elgen, I., Sommerfelt, K. & Tylleskar, T. (2005). Teacher ratings of mental health among school children in Kinshasa, Democratic Republic of Congo. *Eur Child Adolesc Psychiatry*, 14, 208–215.
- Kerub, O., Haas, E., Menashe, I., Davidovitch, N. & Meiri, G. (2018). Autism Spectrum Disorder: Evolution of Disorder Definition, Risk Factors, and Demographic Characteristics. *The Israel Medicine Association Journal*, 20, 576 – 581.
- Krasny, L., Williams, B. J., Provencal, S., & Ozonoff, S. (2003). Social skills interventions for the autism spectrum: Essential ingredients and a model curriculum. *Child and Adolescent Psychiatric Clinics of North America*, 12(1), 107–122. Doi: [https://doi.org/10.1016/S1056-4993\(02\)00051-2](https://doi.org/10.1016/S1056-4993(02)00051-2).
- Kuhlthau, K. A., McDonnell, E., Coury, D. N., Payakachat, N. & Macklin, E. (2017). Associations of quality of life with health-related characteristics among children with autism. *Autism*, 22(7), 804-813. doi:10.1177/1362361317704420

Kurasawa, S. K., Tateyama, R., Iwanaga, T. & Ohtoshi, K. (2018). The Age at Diagnosis of Autism Spectrum Disorder in Children in Japan. *International Journal of Pediatrics*, Article ID 5374725 1-5.

Largo-Wight, E., Bian, H. & Lange, L. (2012). An empirical test of an expanded version of the Theory of Planned Behavior in predicting recycling behavior on campus. *American Journal of Health Education*, 43(2), 66-73.

Levitt, J.M., Saka, N., Romanelli, L.H., Hoagwood, K. (2007) Early identification of mental health problems in schools: The status of instrumentation. *J Sch Psychol*, 45, 163–91.

Lian, W. B., Ying, S. H. K., Tean, S. C. H., Lin, D. C. K., Lian, Y. C., & Yun, H. L. (2008). Pre-school teachers' knowledge, attitudes and practices on childhood developmental and behavioural disorders in Singapore. *Journal of Paediatrics and Child Health*, 44(4), 187–194. doi:10.1111/j.1440-1754.2007.01231.x

Lohr, W. D. & Tanguay, P. (2013). DSM-5 and proposed changes to the diagnosis of autism. *Pediatric annals*, 42(4), 161-166.

Macari, S. L., Koller, J., Campbell, D. J. & Chawarska, K. (2017). Temperamental markers in toddlers with autism spectrum disorder. *Journal of Child Psychology and Psychiatry*, 58(7), 819-828.

Mairena, M. A., Mora-Guiard, J., Malinverni, L., Padillo, V., Valero, L., Hervas, A., ... Pares, N. (2019). A full-body interactive videogame used as a tool to foster social initiation conducts in children with autism spectrum disorder. *Research in Autism Spectrum Disorders*, 67. Doi: <https://doi.org/10.1016/j.rasd.2019.101438>

Matson, J. L., Matson, M. L. & Rivet, T. T. (2007). Social-Skills Treatments for Children with Autism Spectrum Disorders. *An Overview. Behavior Modification, 31*(5), 682-707.

Matson, J. L. & Fodstad, J. C. (2009). The treatment of food selectivity and other feeding problems in children with autism spectrum disorders. *Research in Autism Spectrum Disorders, 3*(2), 455-461.

Martin, R. M. & Green, J. A. (2005). The use of emotion explanations by mothers: Relation to preschoolers' gender and understanding of emotions. *Social Development, 14*(2), 229-249.

Mavropoulou, S. & Padeliaou, S. (2000). Greek Teachers' Perceptions of Autism and Implications for Educational Practice. *Autism, 4*(2), 173–183. doi:10.1177/1362361300004002005

McCabe, P. C. & Altamura, M. (2011). Empirically valid strategies to improve social and emotional competence of preschool children. *Psychology in the Schools, 48*(5), 513-540.

McConnell, S. R. (2002). Interventions to facilitate social interaction for young children with autism: Review of available research and recommendations for educational intervention and future research. *Journal of Autism and Developmental Disorders, 32*, 351–373. Doi: <https://doi.org/10.1023/A:1020537805154>

Mcconkey, R., & Bhilgri, S. (2003). Children with Autism Attending Preschool Facilities: The experiences and perceptions of staff. *Early Child Development and Care, 173*(4), 445–452. doi:10.1080/0300443032000086926

McConnell, S. R. (2002). Interventions to facilitate social interaction for young children with autism: Review of available research and recommendations for educational intervention and future research. *Journal of Autism and Developmental Disorders, 32*(5), 351-372.

Merrell, K. W., & Gimpel, G. (2014). *Social skills of children and adolescents: Conceptualization, assessment, treatment*. Psychology Press.

Meyer, K. A., Ingersoll, B., & Hambrick, D. Z. (2011). Factors influencing adjustment in siblings of children with autism spectrum disorders. *Research in Autism Spectrum Disorders*, 5(4), 1413–1420. doi:10.1016/j.rasd.2011.01.027

Muris, P., Meesters, C., van den Berg, F. (2012). The Strengths and Difficulties Questionnaire (SDQ). *Eur Child Adolesc Psychiatry*, 12, 1–8.

Obe, I. C., Heiervang, E., Rodriguez, A., Heyerdahl, S., Smedje, H. et al. (2004) The Strengths and Difficulties Questionnaire in the Nordic countries. *Eur Child Adolesc Psychiatry* 13(2), 32–39.

Oke, N. J., & Schreibman, L. (1990). Training social initiations to a high-functioning autistic child: Assessment of collateral behavior change and generalization in a case study. *Journal of Autism and Developmental Disorders*, 20(4), 479–497. Doi: <https://doi.org/10.1007/BF02216054>

Piven, J., Palmer, J., Jacobi, D., Childress, D. & Arndt, S. (1997). Broader autism phenotype: Evidence from a family history study of multiple-incidence autism Families. *The American Journal of Psychiatry*, 154 (2), 185-190.

Poole, D., Gowen, E., Warren, P. A. & Poliakoff, E. (2018). Visual-tactile selective attention in autism spectrum condition: An increased influence of visual distractors. *Journal of Experimental Psychology: General*, 147(9), 1309.

- Posserud, M.-B., Lundervold, A. J., Steijnen, M. C., Verhoeven, S., Stormark, K. M., & Gillberg, C. (2008). Factor analysis of the Autism Spectrum Screening Questionnaire. *Autism, 12*(1), 99–112. doi:10.1177/1362361307085268
- Probst, P. & Leppert, T. (2008). Brief Report: Outcomes of a Teacher Training Program for Autism Spectrum Disorders. *Journal of Autism and Developmental Disorders, 38*(9), 1791–1796. doi:10.1007/s10803-008-0561-y
- Putnam, R. (2001). Social capital: Measurement and consequences. *Canadian journal of policy research, 2*(1), 41-51.
- Radley, K. C., Ford, W. B., McHugh, M. B., Dadakhodjaeva, K., O’Handley, R. D., Battaglia, A. A. & Lum, J. D. (2015). Brief report: Use of superheroes social skills to promote accurate social skill use in children with autism spectrum disorder. *Journal of Autism and Developmental Disorders, 45*(9), 3048-3054.
- Rao, P. A., Beidel, D. C., & Murray, M. J. (2008). Social skills interventions for children with Asperger’s syndrome or high-functioning autism: A review and recommendations. *Journal of Autism and Developmental Disorders, 38*(2), 353–361. <https://doi.org/10.1007/s10803-007-0402-4>
- Russell, G., Rodgers, L. R. & Ford, T. (2013). The Strengths and Difficulties Questionnaire as a Predictor of Parent-Reported Diagnosis of Autism Spectrum Disorder and Attention Deficit Hyperactivity Disorder. *PLoS ONE, 8*(12), e80247. doi:10.1371/journal.pone.0080247
- Saarni, C. (2000). Emotional competence: A developmental perspective. In R. Bar-On & J. D. A. Parker (Eds.), *The handbook of emotional intelligence: Theory, development, assessment, and application at home, school, and in the workplace* (p. 68–91). Jossey-Bass.

Sadouk, L., Gadi, T. & Essoufi, E. H. (2018). A novel deep learning approach for recognizing stereotypical motor movements within and across subjects on the autism spectrum disorder.

Computational intelligence and neuroscience, 2018. Doi:

<https://doi.org/10.1155/2018%2F7186762>

Salayev, K.A. & Sanne, B. (2017). The strengths and difficulties questionnaire (SDQ) in autism spectrum disorders. *International Journal on Disability and Human Development*, 16(3), 275

– 280. Doi: <https://doi.org/10.1515/ijdh-2016-0025>

Salkind, N. J. (2004). *An introduction to theories of human development*. University of Kansas:

Sage Publications.

Samson, A. C., Hardan, A.Y., Podell, R. W., Phillips, J. M. & Gross. J. J. (2015). Emotion regulation in children and adolescents with autism spectrum disorder. *Autism Research*, 8(1),

9-18. doi: 10.1002/aur.1387

Sansosti, F. J. (2010). Teaching social skills to children with autism spectrum disorders using tiers of support: A guide for school-based professionals. *Psychology in the Schools*, 47(3), 257–

281. Doi: <https://doi.org/10.1002/pits.20469>

Sipsa, Z. (2019). Teachers' Perceptions: Role-play Strategies for Teaching Social Skills to Children with Autism in Physical Education. *Pedagogy of Learning*, 6 (1), 1 – 12.

Sjöman, M., Granlund, M., & Almqvist, L. (2016). Interaction processes as a mediating factor between children's externalized behaviour difficulties and engagement in preschool. *Early Child Development and Care*, 186(10), 1649-1663.

Schmitt, S. A., Flay, B. R. & Lewis, K. (2014). A pilot evaluation of the Positive Action prekindergarten lessons. *Early Child Development and Care*, 184(12), 1978-1991.

Sotelo, M. (2009). *Improving social competence in children with autism spectrum disorders through a combined-strategy group intervention: A pilot study*. Nova Southeastern University.

Spain, D., Sin, J., Linder, K. B., McMahon, J., & Happe, F. (2018). Social anxiety in autism spectrum disorder: A systematic review. *Research in Autism Spectrum Disorders*, 52, 51–68.
Doi: <https://doi.org/10.1016/j.rasd.2018.04.007>

Spiker, M. A., Lin, C. E., Van Dyke, M. & Wood, J. J. (2012). Restricted interests and anxiety in children with autism. *Autism*, 16(3), 306-320.

Spitzberg, B. H. (2003). *Methods of interpersonal skill assessment. Handbook of communication and social interaction skills* (pp. 93-134). Manhattan: Lawrence Erlbaum Associates Publishers.

Stepp, S. D., Pardini, D. A., Loeber, R. & Morris, N. A. (2011). The relation between adolescent social competence and young adult delinquency and educational attainment among at-risk youth: The mediating role of peer delinquency. *The Canadian Journal of Psychiatry*, 56(8), 457-465.

Stichter, J. P., Randolph, J., Gage, N. & Schmidt, C. (2007). A review of recommended social competency programs for students with autism spectrum disorders. *Exceptionality*, 15(4), 219-232.

Syriopoulou-Delli, C. K., Cassimos, D. C., Tripsianis, G. I. & Polychronopoulou, S. A. (2011). Teachers' Perceptions Regarding the Management of Children with Autism Spectrum Disorders. *Journal of Autism and Developmental Disorders*, 42(5), 755–768. doi:10.1007/s10803-011-1309-7

Unwin, L. M., Bruz, I., Maybery, M. T., Reynolds, V., Ciccone, N., Dissanayake, C., ... & Whitehouse, A. J. (2019). Acoustic properties of cries in 12-month old infants at highrisk of autism spectrum disorder. *Journal of autism and developmental disorders*, 47(7), 2108-2119.

Vaughan Van Hecke, A., Mundy, P. C., Acra, C. F., Block, J. J., Delgado, C. E. F., Parlade, M. V., ... Pomares, Y. B. (2007). Infant Joint Attention, Temperament, and Social Competence in Preschool Children. *Child Development*, 78(1), 53–69. doi:10.1111/j.1467-8624.2007.00985.x

Venter, A., Lord, C., & Schopler, E. (1992). A follow-up study of high-functioning autistic children. *Journal of Child Psychology and Psychiatry, and Allied Disciplines*, 33(3), 489–507. Doi: <https://doi.org/10.1111/j.1469-7610.1992.tb00887.x>

Waliski, A. D. & Carlson, L. A. (2008). Group work with preschool children: Effect on emotional awareness and behavior. *The Journal for Specialists in Group Work*, 33(1), 3-21.

Walsh, M. J. M., Baxter, L. C., Smith, C. J., & Braden, B. B. (2019). Age group differences in executive network functional connectivity and relationships with social behavior in men with autism spectrum disorder. *Research in Autism Spectrum Disorders*, 63, 63–77. Doi: <https://doi.org/10.1016/j.rasd.2019.02.008>

Wang, S., Cui, Y., & Parrila, R. (2011). Examining the effectiveness of peer-mediated and video-modeling social skills interventions for children with autism spectrum disorders: A meta-analysis in single-case research using HLM. *Research in Autism Spectrum Disorders*, 5(1), 562–569. Doi: <https://doi.org/10.1016/j.rasd.2010.06.023>

Warreyn, P., Van der Paelt, S. & Roeyers, H. (2014). Social-communicative abilities as treatment goals for preschool children with autism spectrum disorder: the importance of

imitation, joint attention, and play. *Developmental Medicine and Child Neurology*, 56(8), 712-716. doi: 10.1111/dmcn.12455.

Webster-Stratton, C. & Reid, M. J. (2004). Strengthening social and emotional competence in young children—The foundation for early school readiness and success: Incredible years classroom social skills and problem-solving curriculum. *Infants & Young Children*, 17(2), 96-113.

Wegiel, J., Kuchna, I., Nowicki, K., Imaki, H., Wegiel, J., Marchi, E. & Wisniewski, T. (2010). The neuropathology of autism: defects of neurogenesis and neuronal migration, and dysplastic changes. *Acta Neuropathologica*, 119(6), 755–770.

Westerveld, M. F., Paynter, J., Trembath, D., Webster, A. A., Hodge, A. M. & Roberts, J. (2016). The Emergent Literacy Skills of Preschool Children with Autism Spectrum Disorder. *Journal of Autism and Developmental Disorders*, 47(2), 424–438.

Westman, J. (2012). *CSSP School Psychologist of the Year*.

White, S. W., Keonig, K., & Scahill, L. (2007). Social skills development in children with autism spectrum disorders: A review of the intervention research. *Journal of Autism and Developmental Disorders*, 37(10), 1858–1868. Doi: <https://doi.org/10.1007/s10803-006-0320-x>

Whitman, T. (2004). *The development of Autism A SELF – REGULATORY PERSPECTIVE*. London: Jessica Kingsley Publishers.

Wing, L. (1997) The autistic spectrum. *The Lancet*, 350(9093), 1761–1766.

Wing, L. & Shah, A. (2000). Catatonia in autistic spectrum disorders. *The British Journal of Psychiatry*, 176(4), 357-362.

Wolfberg, M., DeWitt Gregory, S. & Thanh Nguyen, Y. (2015). Integrated play groups: Promoting symbolic play and social engagement with typical peers in children with ASD across settings. *Developmental Disorders*, 45(3), 830-845.

Yamawaki, K., Ishitsuka, K., Suyama, S., Suzumura, S., Yamashita, H., & Kanba, S. (2019). Clinical characteristics of boys with comorbid ASD and ADHD. *Pediatrics International*, 62(2), 151-157. doi:10.1111/ped.14105

Yao, S., Zhang, C., Zhu, X., Jing, X., McWhinnie, C.M., et al. (2009). Measuring adolescent psychopathology: psychometric properties of the self-report Strengths and Difficulties Questionnaire in a sample of Chinese adolescents. *J. Adolesc Health*, 56, 55–62.