

Assessment of social skills training in improving adaptive behaviour in children, autism spectrum

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ABSTRACT

Objective: Social skills training would improve the ability of cognitive, social, emotional and Mental children. This ability to deal effectively with conflict situations and help give life and helps him to act adaptation with other human beings and their environment. Aims to improve social skills and social behaviors in different situations and achieve success is to provide environmentally. **Methodology:** The present review of social skills training to improve adaptive behavior in children with autism spectrum is discussed. **Results:** Difficulties in the development of adaptive skills can occur at any age. For example, problems can dominate the skills of general applicability (such as talking, walking, or toilet) occur. For the development of learning skills And concepts, Or in the regulation of social behavior And professional or adaptive behavior, **Conclusion:** Therefore necessary care for improve the abilities and needs of infants and children that are at risk of developmental delay offer thus the necessity social skills attention and to the need for adaptive behavior in children with autism spectrum was studied.

1. Introduction

This template, modified in MS Word 2003 and it is the official Social skills training would improve the ability of cognitive, social, emotional and psychological children.

The ability to deal effectively with conflict and help give life situations helps him to act consistently with other human beings and their environment. Aims to improve social skills and social behaviors in different situations and achieve success is to provide environmentally. The present review of social skills training to improve adaptive behavior in children with autism spectrum is discussed.

2. Materials and Methods

One of the most common childhood behavior problems and issues that the relationship between the child and the environment tarnish. A behavior that is perceived as a problem for the individual and others, harassed and disrupted the lives of ordinary people (Goldstein, 1995) or behavioral problems when it comes to behavior patterns, damage to the environment and learning opportunities For these (Sands et al., 2000). Among different groups of children with special needs, children with pervasive developmental disorders (autism) are a group of children who are in the field of social communication and behavior

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problems are. Thus increasing social skills and social growth of children with autism, an essential component of treatment for these children. Carr (2000) believes that the process of family therapy, there are six major components include:

- 1) Functional skills - the first step in family therapy; identify skills needed for the adaptation in school, home, community and the environment alike.
- 2) Education – Education one of the principles of family therapy. Functional Skills must using of the structured teaching methods, be trained. During the training, adaptive and non-adaptive behavior in your family is well known and with proper education to correct behavior Non-adaptive pay.
- 3) Strengthen -In beside educational programs, Designing programs reinforced also to learning, maintenance and generalization Education may help. When members marked assignments by the therapist in the home, school or other places do Giving credit to those necessary to reinforce the desired behavior or remove some of behavior non-adaptive and their behavior is adaptive.
- 4) dominate on self - When a child or adolescent to communicate with family members was interested, education methods mastery over yourself, He In the direction adaptation with house rules, conflict resolution and family and accept responsibility their actions help them.
- 5) Consulting With family members in the treatment process, family members to help consultant, their problems terms of communications inside and his family are resolved.
- 6) Generalize to community last component in family therapy is considered, generalize skills learned to other social environments, such as school, work and social environments. Various studies on the importance patterns of interaction and family documents suggested. Moreover, for this reason family plays an important role in the treatment process. Social dysfunction (abnormal in social interaction, and problems associated with expression and emotion recognition) as part of the core deficiencies associated with autistic syndrome are considered (Hardmn et al., 2002)

3. Results and Discussion

Defects social interactions one of core characteristics of autism spectrum disorders (ASD) are. Development social skills in children with autism spectrum necessary (White et al., 2007).

A child with social skills training intervention (SSI) is a special (McConnell, 2002). This intervention involves Education specific skills, for example, maintain eye contact, start a conversation through social and behavioral learning techniques (Cooper et al., 1999).

Success in social interactions determined most of factors individual, responses from others and social fields. Social skills represents the ability to perform these behaviors, which enable an individual to achieve important social competence (Spence, 1995; McFall, 1982). These skills include a wide range of verbal and nonverbal responses perception and response from other people during social interactions are affected.

Ability to do social skills behavior an important factor and determining necessary but insufficient of social performance as good. Many of factors in determining how to behavior a person in a Social situation there. Despite the ability to use appropriate social skills, in some situations, a child may behave in an inappropriate manner.as a result, a wide range of cognitive factors, emotional and environmental which determines of social responses to treatment.

Figure 1 explained some of the factors cognitive, emotional and environmental, it is important that of social behavior, social competence is affected.

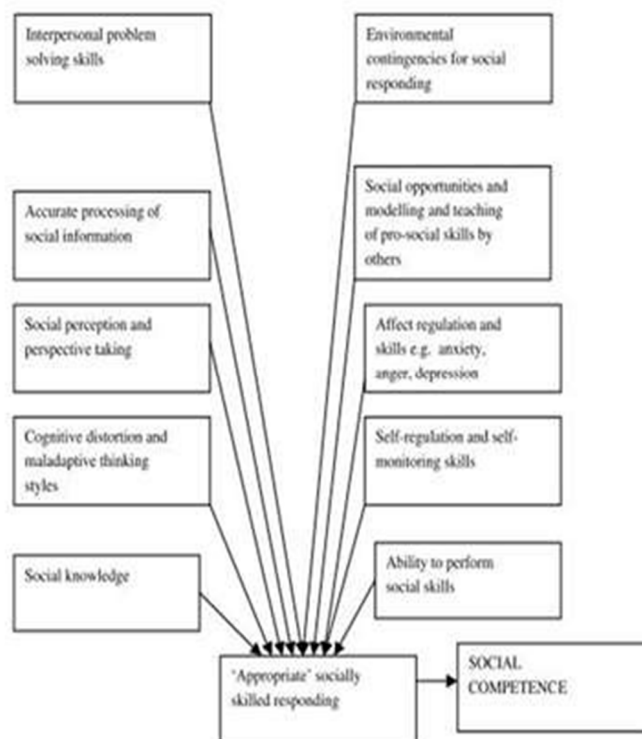


Figure 1. Explained some of the factors cognitive, emotional and environmental

Social deficit a major source of disturbance, regardless of language or cognitive abilities for individuals with ASD Autism is a spectrum. Additionally, Further, lack of social skills development will not subside. In fact, disorder and anxiety may increase children approaching adolescence because the social environment becomes more complex and the child becomes more aware of their social disabilities (Schopler & Mesibov, 1983, Tantam, 2003).

Individuals with Autism spectrum of direct and indirect consequences related to deficit social interaction suffering. Youth suffering autism spectrum often report that they tend to have more social interaction with peers, and also may give poor social support and more from loneliness of their peers are due to defects in social interaction (Bauminger & Kasari, 2000).

Walker's social skills training based on the direct instruction as follows:

- Define the desired behavior
- measure student proficiency in each skill
- Skills required by displaying different samples and providing feedback
- Providing opportunities for practicing, generalization and maintenance of skills

In this studied patients randomly assigned to one of 3 groups

- 1) social skills training in addition to managing social
- 2) social skills training alone
- 3) Control

The results showed that social skills groups and thus efficient testing of Walker's curriculum. Also effectiveness this program in research camp Bell, Spence et al., (1999), is also shown.

Importance utilization of social skills in the adapted behavior, In recent years to draw attention to themselves, Notable achievements have been made in this area; So that research results of many notable effects of social skills training programs in reducing the incidence and treatment of behavioral disorders multiple story is. As Cook et al., (2008) In a metaanalysis on the topic of social skills training to students with behavioral disorders that includes the results of 77 studies in during 1990 to 2006 to improve the social competence of participants in the study, with a mean the size of the result they 32/0. In Australia schools also on implementation social skills training programs for students, As one of the most important measures in the prevention of violence and general lack of success of the training program, in the life, the emphasis would be (Fuller, 2006).

Adaptive behaviors are learned. They include the ability to adapt and manage their environment effectively and satisfy the expectations of the community or society. Babies walking, talking, and eating with a spoon learn. Older children learn to cross the street, go to the store, and with great variety of rules to learn when interacting with people like you to say please and thank you. Adaptive behavior is good at home, in school and in the community to promote independence.

Undesirable or unacceptable social behavior and with performance of activities of daily living that interfere and classified as maladaptive behaviors or typically leads to behavioral problems would be Independence interfere With child success that with adaptive skills to improve in child's behavior because children need supervision And assistance in order to learn proper behavior.

4. Conclusion:

Difficulties in the development of adaptive skills can occur at any age. For example, problems can dominate the skills of general applicability (such as talking, walking, or toilet) occur. For the development of learning skills And concepts, Or in the regulation of social behavior And professional or adaptive behavior, Therefore necessary care for improve the abilities and needs of infants and children that are at risk of developmental delay offer thus the necessity social skills attention and to the need for adaptive behavior in children with autism spectrum was studied.

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