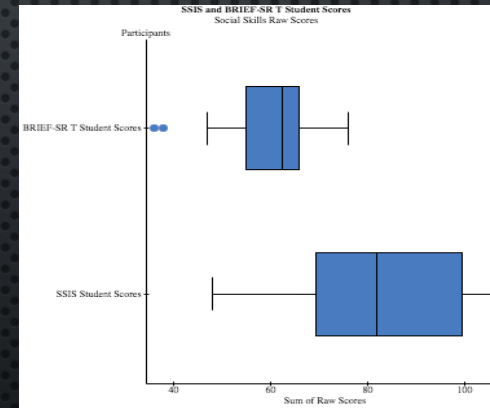
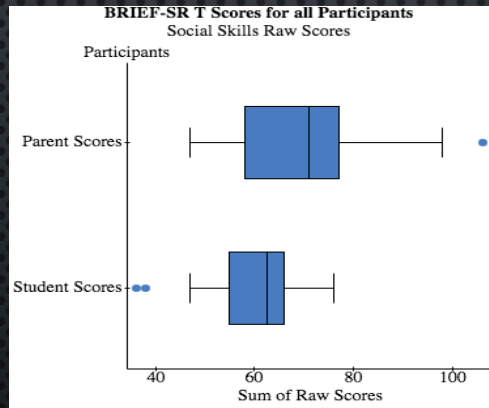
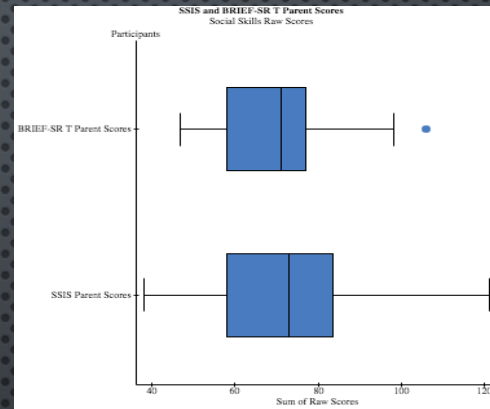
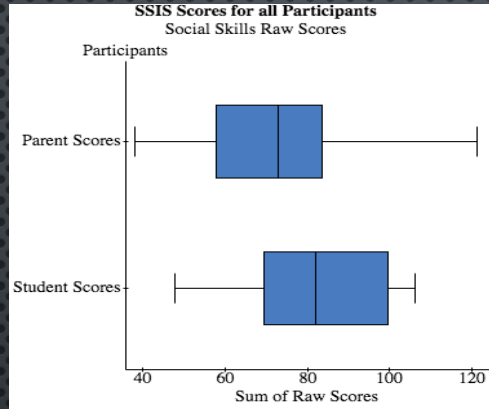


ANALYSIS OF SOCIAL SKILLS IN CHILDREN WITH AUTISM & ASPERGER'S THROUGH CHILD & PARENT RESPONSES TO SSIS & BRIEF—SR T TESTING

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- BACKGROUND:** THIS STUDY PROVIDES AN IN-DEPTH ANALYSIS OF THE RESULTS FROM THE SOCIAL SKILLS IMPROVEMENT SYSTEM (SSIS) AND BEHAVIOR RATING INVENTORY OF EXECUTIVE FUNCTION- SELF REPORT VERSION (BRIEF-SR T) TESTS TAKEN BY TWENTY-EIGHT CHILDREN AND THEIR PARENTS THROUGH SELF-REPORTING THE CHILDREN'S SOCIAL BEHAVIORS.

- METHODOLOGY:** THE SSIS AND BRIEF-SR T ASSESSMENTS CONTAINED SCENARIOS RELATING TO SOCIAL BEHAVIORAL SKILLS. THE CHILDREN AND PARENTS PROVIDED SCORES FOR A VARIETY OF SKILL CATEGORIES & INDICATED THE LEVEL OF IMPORTANCE OF EACH SKILL. RESULTS WERE MANUALLY SCORED & GRAPHED IN BOX PLOTS FOR ANALYSIS.



- RESULTS:** WHILE THE PARENT SCORES OFFERED A LARGER RANGE, RESULTS INDICATED THAT THE CHILDREN SCORED THEIR SOCIAL SKILLS AT HIGHER LEVELS THAN THEIR PARENTS. THE SCORES OF THE SSIS WERE GREATER THAN THE SCORES OF THE BRIEF-SR T.

- CONCLUSIONS:** FROM THESE SCORES, IT IS EVIDENT THAT PARENTS MAY SEE THEIR CHILDREN'S SOCIAL BEHAVIORAL DIFFICULTIES AS A MORE PREVALENT ISSUE THAN THE CHILDREN'S VIEWPOINTS. THESE RESULTS STIMULATE EARLY INTERVENTION FOR CHILDREN WITH AUTISM AND ASPERGER'S TO GAIN SKILLS NEEDED FOR SOCIAL INTERACTIONS.

