

Social Skills Training for ASD Teens 高功能自闭症社交技巧训练

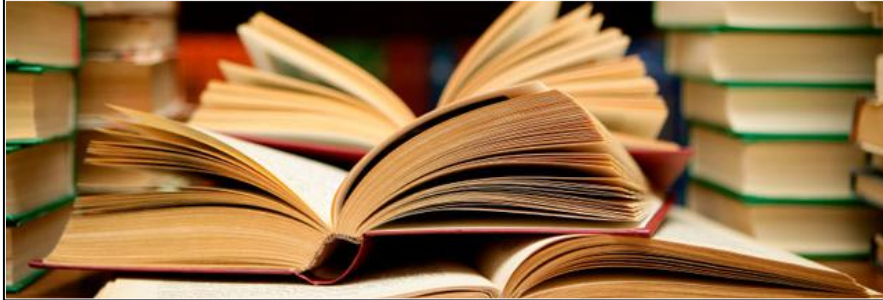
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+ Effectiveness of social skills training for individuals with ASD
有效的社交训练

n intervention during childhood and adolescence is critical

n 在幼儿期及青少年期的训练很重要



Literature Review 过往研究

+ Systematic Reviews – 1 文献综述 1

Social Skills Development in Children with ASD: A Review of the Intervention Research

nWhite, K... s with positive changes,

14个研究中只有4个有正面改变

n William... report

n Cotte

n Yang... (2005) frequency of positive social behavior

n Provencal (2003) symptom reduction, social skills, knowledge of friendship, friendship interview

n Solomon (2004) facial recognition & problem solving

+ Systematic Review 2 文献综述 2

- n Social Skills groups for P... SD (Reichow, Steiner,
- n Included 196 parti... skills groups in all effective

5 随机对照试验 有正面效果

+ The 5 studies (Solomon 2004; Frankel 2010; Koenig 2010; Lopata 2010; Laugeson 2009)

n 5 to 20 weeks 星期 or 12 to 125 sessions 训练节数

n 60, 70 or 90 mins 分钟

n Only Laugeson's for Teens 青少年的训练

+ Promising Teaching Strategies 有效的教学策略 (1)

Goal 目标	Strategies 策略
Increase social motivation 增加社交动机	Foster self-awareness and self esteem 建立自信心及自信
	Develop nurturing, fun environment 有趣的环境
	Intersperse new skills with previously mastered skills 在已掌握的技巧上添加技巧
	Start with simple, easily learned skills (errorless learning) 学习时减少出错机会
Increase social initiations 开始对话	Make social rules clear and concrete 列明社交规则
	Model age appropriate initiation strategies 训练合乎年龄能力
	Use natural reinforcers for social initiation 自然奖励
	Teach simple social "scripts" for common situations 介绍对答内容

+ Promising Teaching Strategies 有效的教学策略 (2)

Goal	Strategies
Improve appropriate social responding 恰当回应	Teach social response scripts 回应剧本
	Reinforce response attempts 奖励
	Use modeling and role play to teach skills 示范及角色扮演
Reduce interfering behaviours 减少干扰行为	Make teaching structured & predictable 有结构及让孩子能预算
	Differentially reinforce positive behaviours 分阶段奖励
	Keep behaviour charts for positive behaviours 图表
	Review socially appropriate and inappropriate behaviours of the participants as a group, via video or audiotape segments

+ Promising Teaching Strategies 有效的教学策略 (3)

Goal	Strategies
Promote Skill Generalization 技能泛化	Orchestrate peer involvement 编排同龄活动
	Use multiple trainers & individuals with which to practice skills 以多位导师、个人的实践
	Involve parents in training 家长参与训练
	Provide opportunities to practice skills in safe, natural setting (field trips) 实地尝试
	Use time between session to practice skills (homework) 充分时间做家课

+ Showed some indications of improved 有进步

- n social competence and better friendships when compared with those not receiving treatment 社交及结交朋友方面
- n Less loneliness 减少孤独感
- n No evidence to improve ability in recognizing different emotions (idiomatic expression) 一
- n Conclusion: some evidence that social skills groups can improve social competence for some children and adolescents with ASD 有证据显示训练有成果



Social Skills Training for Adolescents with ASD:
The UCLA PEERS Program
(Laugeson, Frankel, Gantman, Dillon , Mogil 2010)

+ Difficulties of ASD Teens 高功能自闭症青少年期的困难

- n poor social communication 沟通能力弱,
- n impaired social cognition 社交认知受损, and
- n lack of understanding of social cues 缺乏理解社交提示能力

+ poor social communication 沟通能力弱

- n perseveration on specific topics of interest and difficulty changing conversational topics 话题重复
- n poor speech prosody, which includes the natural rising and falling of voice pitch and inflection that occurs during speech 语气古怪
- n inability to carry out a bidirectional conversation and turn taking in conversations 对谈较弱
- n being overly verbose in conversations with peers 太长气;
- n difficulty understanding and using humor and other forms of non-literal language like sarcasm, analogies, or metaphors 不能理解反话、幽默、语带双关

+ Impaired social cognition 社交认知受损

- n expressing emotions 表达感受,
- n understanding the feelings of others 明白感受,
- n Empathizing 同理心
- n an overall lack of understanding of social causality 社交上的因果关系

+ Lack of understanding of social cues 缺乏理解社交提示能力

- n difficulty understanding the value and meaning of non-verbal elements of social interaction 非语言的沟通
- n inability to interpret social cues, assess the formality of social events, and act accordingly 社交上的暗示

+ Resulting in 后果:

- n peer rejection 同伴排斥,
- n poor social support 缺乏朋辈支持,
- n Isolation 被孤立;
- n consequently, adolescents with ASD generally report higher levels of loneliness and poor quality of friendships than same aged typically developing peers (Capps et al. 1996; Bauminger and Kasari 2000). 孤独感较高, 朋辈关系较差



Intervention strategies for teaching social skills to adolescents

- n Previous research indicates that effective include:
 - n behavioral modeling 示范;
 - n Coaching 教;
 - n behavioral rehearsal 彩排; and
 - n performance feedback 回应, conducted in a small-group setting 小组治疗 (Gresham et al. 2001).

+ Didactic lessons:

- n (a) conversational skill 交谈技巧
- n (b) electronic forms of communication, including phone calls, text messaging, instant messaging, emailing, and online safety 使用电子平台;
- n (c) developing friendship networks, including identifying relevant peer groups and extra-curricular activities in which to find sources of potential friends
建立朋友网络;
- n (d) appropriate use of humor, including learning to pay attention to humor feedback from others 幽默感;
- n (e) peer entry strategies, including how to join conversations with other adolescents 如何加入群组讨论;

+ Continue

- n(f) peer exiting strategies, including how to assess receptiveness during peer entry and what to do when these attempts fail 完结话题技巧;
- n(g) how to have successful get-togethers, including how to organize and execute a gathering with friends 与朋辈共聚技巧;
- n(h) good sportsmanship, including how to appropriately behave during games and sports 体育精神;
- n(i) handling teasing, including distinguishing teasing from embarrassing feedback and handling verbal teasing through the use of appropriate behavioral responses 处理被取笑问题;

+ Continue

- n(j) handling bullying, including identifying strategies for handling cyber bullying and physical threats from others 处理被欺凌问题;
- n(k) changing reputations, including long-term strategies for altering a bad reputation 改变形象;
- n(l) resolving arguments with friends, including specific steps for problem solving disagreements 处理不同意见;
- n(m) handling rumors and gossip, including behavioral strategies for minimizing the damage caused by gossip 处理谣言.



Clinical application 临床经验分享



n Phone Screening

n 19+31=50 cases (born in 1998/1999)

n 5 cases can't contact

n 15 cases – improved

n All interviewed via phone/face-to-face unless they are no longer active cases



+ Basic Social Skill Training before teens 已接受之基本社交训练

- n Social rules and basic communication training 社交规则，沟通训练 (不同程度，不同年龄群组)
- n Classroom rules 模拟课堂要要求
- n Play rules 与朋辈游戏时的社交技巧
- n Social interaction with others 社交沟通
- n Perspective taking and understanding emotions

情绪认知及心意解读



+ Screening Interview 个案筛选

- n Interview with Teens and parents
- n Making friends and meeting friends frequency
交友状况
- n Friends' behaviour 与朋辈交流时的情况
- n Behaviour at home and at school** 在家及在校行为

+ Treatment Sessions 节数

n 4+4+2+个别跟进

n 教学方法 Teaching materials:

n 笔记 notes

n 社交有型人

n workbook for comics and key strategies sharing



+ Overall

n Almost full attendance for all ten teens

n All comply to homework assignment except organizing gatherings at home

n Parents' attendance 50%



+ Teens 小组后的进步

- n Higher level 高能力者
 - n More flexible in making friends and keeping friends 懂得结交朋友基础技巧
 - n Sorted out some overwhelming issues: rumours, gossiping and poor reputation 处理到个别困扰中的社交问题
- n Lower level 能力较弱者
 - n More verbal and willing to share 表达能力有改善
 - n Less anxious in social discussion 与人交谈时较为少压力

+ Personal Sharing 一些分享

Joining 参加训练者

- n frustrations of Teens
 - n Anxiety, avoidance, arguments and fights at school 对交友感到困难
- n Hunger for knowing how 想知道如何解决

Not joining 不参加训练者

- n Coping well, with a smaller social circle, kind-hearted and independent 适应效好, 有自己的社交圈子, 友善待人, 能独立

+ Others

n Having legal offences 有犯法问题

n Having very severe problems at school and at home, individual follow up, fair improvement in social, steady improvement in impulse control 较严重困难者，如在校或家里适应不到的个别人士，个别跟进，以情绪控制，社交规则为重点

+ Social impairment: heterogeneity 社交能力的非均质性



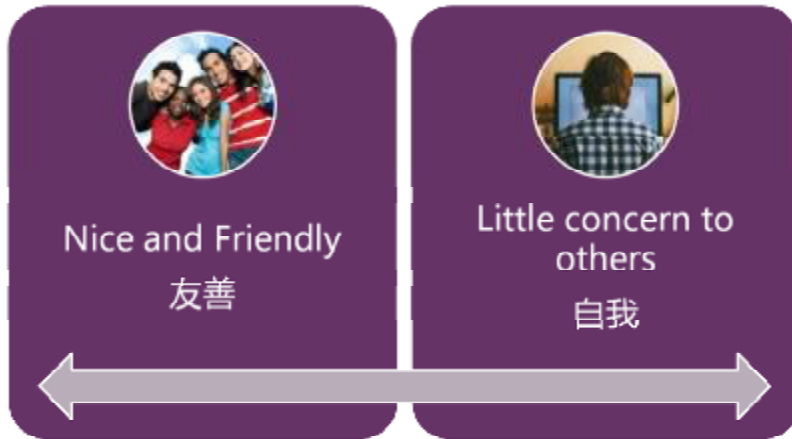
Strong motivation to interact but lacks skills
有意欲而没有能力者



Very little desire to interact with others and avoid social interactions
没有兴趣与人相处者



+ Behavioural issues
行为方面的非均质性



Let's support them
持续支持他们

+ Personal Journey



- n “there is 2 camps of ppl with ASD- some are very optimistic about themselves, and some are very down on themselves”
- n “high school was actually the best aside from OT school; college i just crumpled and in solitude a lot (3 months shift)
- n For work: I chose on call, not full time so that I can start with 20-25, now I can do 35-40 regularly
- n are you enjoying life? ---- yes
- n What is most enjoyable: “the fact that I have such success socially as an OT and the respect for me as an OT by well established OT's and peers who have also done a lot in OT”