





researchers also gathered qualitative data with two questionnaires they developed: the *Child Portfolio* and the *Parent Perception Form*. The *Child Portfolio* was given before the sessions began to ask the parents for three problem areas to work on in therapy. The *Parent Perception Form* was given after the sessions were complete to provide parents with an opportunity to

skills. Before the sessions began the parents attended a 1-hour workshop presented by the researchers to discuss

them, and also inform them on how the 8-week sessions would run.

The intervention targeted eight specific social skills areas over the 8-weeks (e.g., making friends and emotions). Behavioural and cognitive strategies (e.g., modeling and reinforcement) were utilized throughout the sessions to improve social skills in all of the children, and the children were given homework after each session to allow the parents opportunities to practice skills learned at home. Quantitative data collected using the Observation Profile from the

treatment option for children with ASD. This level I research study led to some suggestive results. However, it should be noted that the small sample size (3 participants) may not be representative of the heterogeneous ASD population, and the measures utilized were simply tabulations of observations, and not tested for statistical significance.

Morrison, Kamps, Garcia and Parker (2001) utilized a multiple baseline design across skills with a counterbalanced reversal design. Four children, boys and girls 10-13 years of age all with a diagnosis of autism, were targeted for intervention in their schools. There were four intervention groups consisting of one child with autism and two to three non-handicapped peers. The groups met outside the classroom (e.g., conference room) three times a week for 20-30 minutes.

Intervention centered around three core social skills: requesting, commenting, and sharing. The intervention consisted of games and activities being placed in the group (e.g., Ker-Plunk) and the children were asked to play with them together. The groups were also given charts with definitions of the social skills. The children with autism were given reinforcers (e.g., candy and stickers) for appropriate social behaviour.

During the first baseline all games and activities were given to groups with no prompting or instructions except to stay seated and play with the games and

difficulties in socialization when compared with the general population.

The groups ran for 12-16 weeks and each group met for 1 ½ hours after school. The three key themes: social and emotional perspective-taking, conversation skills and friendship skills were the focus of the group



