



The strategies in the Skills® curriculum are based on over 40 years of research on the use of ABA-based procedures for teaching skills to individuals with autism. Additionally, there have been some recent research studies (see below) using various lessons from Skills® as well as studies evaluating (1) the reliability of the Language subscale of the Skills® assessment, and (2) the Skills® BIP Builder.

### **Validity of a Skills® Assessment**

Persicke, A., Bishop, M.R., Coffman, C.M., Najdowski, A.C., Tarbox, J., Chi, K., Dixon, D. R., Granpeesheh, D., Adams, A.N., Jang, J., Ranick, J., St. Clair, M., Kenzer, A.L., Sharaf, S.S., & Deering, A. (2014). Evaluation of the concurrent validity of a skills assessment for autism treatment. *Research in Autism Spectrum Disorders*, 8, 281-285.

### **Reliability of Language Subscale of Skills® Assessment**

Dixon, D. R., Tarbox, J., Najdowski, A. C., Wilke, A. E., & Granpeesheh, D. (2011). A comprehensive evaluation of language for early behavioral intervention programs: The reliability of the SKILLS language index. *Research in Autism Spectrum Disorders*, 5, 506-511.

### **Evaluation of the Skills® BIP Builder**

Tarbox, J., Najdowski, A.C., Bergstrom, R., Wilke, A., Bishop, M., Kenzer, A., & Dixon, D. (in press). Randomized evaluation of a web-based tool for designing function-based behavioral intervention plans. *Research in Autism Spectrum Disorders*.

### **Adapted from Skills® Working Memory lesson**

Baltruschat, L., Hasselhorn, M., Tarbox, J., Dixon, D. R., Najdowski, A., Mullins, R. D., & Gould, E. R. (2012). The effects of multiple exemplar training on a working memory task involving sequential responding in children with autism. *The Psychological Record*, 62, 549-562.

### **Adapted from Skills® Safety Awareness lesson**

Bergstrom, R., Najdowski, A.C., & Tarbox, J. (2012). Teaching children with autism to seek help when lost in public. *Journal of Applied Behavior Analysis*, 45, 191-195.

### **Adapted from Skills® Sensory Perspective Taking lesson**

Gould, E., Tarbox, J., O’Hora, D., Noone, S., & Bergstrom, R. (2011). Teaching children with autism a basic component skill of perspective-taking. *Behavioral Interventions*, 26, 50-66.

**Adapted from Skills® *Disengagement* lesson**

Persicke, A., St. Clair, M., Tarbox, J., Najdowski, A.C., Ranick, J., Yu, Y., & de Nocker, Y.L. (in press). Teaching children with autism to attend to socially relevant stimuli. *Research in Autism Spectrum Disorders*.

**Adapted from Skills® *Detecting Sarcasm* lesson**

Persicke, A., Tarbox, J., Ranick, J., & St. Clair, M. (2013). Teaching children with autism to detect and respond to sarcasm. *Research in Autism Spectrum Disorders*, 7, 193-198.

**Adapted from Skills® *Deception* lesson**

Ranick, J., Persicke, A., Tarbox, J., & Kornack, J.A. (2013). Teaching children with autism to detect and respond to deceptive statements. *Research in Autism Spectrum Disorders*, 7, 503-508.

**Adapted from Skills® *Following Rules* lesson**

Tarbox, J., Zuckerman, C. K., Bishop, M. R., Olive, M. L., & O'Hora, D. P. (2011). Rule-governed Behavior: Teaching a preliminary repertoire of rule-following to children with autism. *The Analysis of Verbal Behavior*, 27, 125-139.