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Developing Linguistic Ability of Children with Autism Spectrum Disorder through Social Skills

Summary:

The problem of the study was identified in the following questions

- 1- To what extent do the social and linguistic skills of children on the autism spectrum vary according to the economic and social level of families.
- 2- The possibility of developing the linguistic ability of autistic children through social skills

The objective of the study is to reveal the differences in social skills and linguistic ability of children on the autism spectrum

Key words: linguistic ability - autism spectrum - social skills

Study hypotheses: In light of the objectives and problem of the study, the study hypotheses can be presented

- The level of linguistic ability varies according to the pre- and post-measurements.
- The level of social skills varies according to the pre- and post-measurements.

Study Methodology:

This study relies on the descriptive and experimental method to verify the validity of the hypotheses. The most appropriate method for the hypotheses and the study sample is children on the autism spectrum, according to what previous studies have confirmed.

The sample of the study was chosen from children on the autism spectrum attending Ministry of Health hospitals, and the demographic variables were similar to the subject of the study (age - economic and social level "sociodemographic characteristics") - intelligence - language - gender).

The experimental sample consists of 10 suspected children with autism spectrum, whose ages range from 7-11 years, and who obtained lower scores on the scale of social skills and linguistic ability, taking into account the homogeneity of individuals with regard to the variables of age, gender, economic and social level, language, intelligence, and Homogeneity of the sample in terms of demographic characteristics, taking into account that the sample is homogeneous and free of chronic diseases.

Study tools include the following:

- Linguistic ability measure prepared by the researcher

- Social skills scale prepared by the researcher
- Social skills program prepared by the researcher

The study sessions can be tentatively formulated as follows:

- The first session is an introduction between the researcher and the children
- The second session is a game of feelings
- The third session: What would you do if you were in my place?
- The fourth session: How to choose friends within the context of psychodrama stories
- Sixth session: Friendship
- The seventh session: How to choose friends, a theatrical framework
- The eighth session, the play of anger
- The ninth session: The art of apologizing
- The tenth session: Where will you put your cup?
- The eleventh session: Embarrassing situations
- The twelfth Session: closing session

Results of the study:

There are statistically significant differences at the level ($\leq .0$) between the averages of the ranks of the experimental group's scores in the total score of the linguistic ability scale in the pre- and post-tests.

There are statistically significant differences at the level ($\leq .05$) between the averages of the scores of the experimental group members in the total score of the social skills scale in the pre- and post-measurements.

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