

Improving Academic and Social Functioning in Middle-Schoolers With Autism

Status: RECRUITING

Eligibility Criteria

Sex: ALL

Age: 10 years to 15 years old

Healthy Volunteers: This study is NOT accepting healthy volunteers

Inclusion Criteria:

- Diagnosis of autism
- No intellectual disability
- Problems with organization, materials management, and planning and prioritization
- Problems with social skills
- Fully included in middle school
- Stable medication and behavioral treatment regime

Exclusion Criteria:

- Home schooled
- Severe co-occurring psychopathology (e.g., aggression, suicidal)
- Non English-speaking

Conditions & Interventions

Interventions:

BEHAVIORAL: Achieving Independence and Mastery in School (AIMS), BEHAVIORAL: Building Essential Social Skills for Teens (BESST)

Conditions:

Autism, Autism Spectrum Disorder

Keywords:

social skills, executive functions, academic achievement, middle school

More Information

Description:

The goal of this study is to test how well two group interventions work for middle-school children with Autism Spectrum Disorder (ASD). One of the interventions focuses on teaching parents and adolescent skills to help improve their social functioning and the other focuses on teaching parents and adolescents skills to improve organization, planning, and study skills. Eligible participants will be randomly (like a coin flip) assigned to attend one of the two interventions.

Contact(s): Ellie Thoma - skillsbuilder@cchmc.org

Principal Investigator:

Principal Investigator ID:

Phase: NA

IRB Number:

System ID: NCT06705907

Thank you for choosing StudyFinder. Please visit <http://studyfinder.cchmc.org> to find a Study which is right for you and contact clinicalstudies@cchmc.org if you have questions or need assistance.