

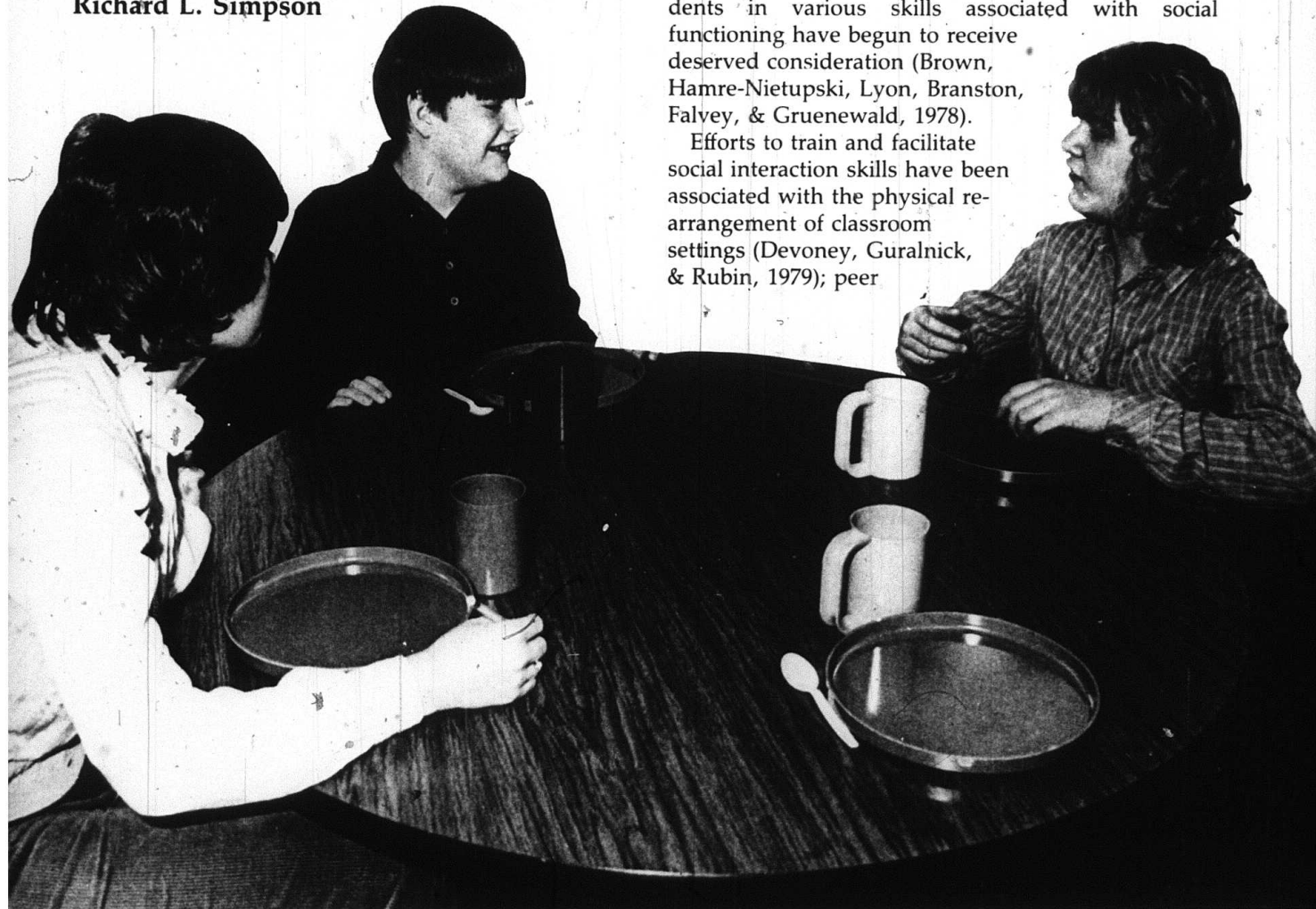
A Family Style Lunch Program to Aid Social Development of Autistic Youth

Cynthia Hendrickson
Richard L. Simpson

■ With increasing frequency, educators are recognizing the need to develop appropriate social behavior in severely handicapped students (Strain, Cooke, & Apolloni, 1976). While primary emphasis was once placed on procedures and technology for decelerating aberrant responses, more attention is currently being paid to the use of curricula and methodology for training appropriate social skills (Stainback & Stainback, 1978; Trower, Bryant, & Argyle, 1978).

It has been increasingly recognized that the mere reduction of deviant responses does not necessarily result in appropriate behavior, and that adaptive skills are prerequisites for placement of handicapped individuals in normalized settings (Simpson, 1980; Stainback, Stainback, & Jaben, 1981; Wilson, 1970). Accordingly, development and training of exceptional students in various skills associated with social functioning have begun to receive deserved consideration (Brown, Hamre-Nietupski, Lyon, Branston, Falvey, & Gruenewald, 1978).

Efforts to train and facilitate social interaction skills have been associated with the physical rearrangement of classroom settings (Devoney, Guralnick, & Rubin, 1979); peer



Students were encouraged to communicate with each other during lunch and received praise from the teacher when they did so.

