



Notice for the PhD Viva Voce Examination

Ms Ammu Elizabeth Alexander (Reg. No. 1750078), PhD scholar at CHRIST (Deemed to be University), will defend her PhD thesis at the public viva-voce examination on Wednesday, 29 September 2021 at 3.00 pm on the WebEx Meeting platform.

Title of the Thesis : **Effectiveness of Emotion Recognition Training on Social and Emotional Skills in Young Children with Autism Spectrum Disorder**

Discipline : **Psychology**

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The members of the Research Advisory Committee of the Scholar, the faculty members of the Department and the School, interested experts and research scholars of all the branches of research are cordially invited to attend this open viva.

Registrar

Place: Bengaluru

Date: 25 September 2021

ABSTRACT

The rising prevalence of Autism Spectrum Disorders necessitates the determination of novel intervention methods for its management. Since deficits in social skills are one of the most prominent features in ASD, efficient interventions for improving social skills become necessary. Several studies suggest a strong relationship between emotional skills and the acquisition of social skills. **Objectives:** The objective of this study was to find out the effectiveness of emotion recognition training on the social and emotional skills of children with ASD by obtaining quantitative results from the participants after emotion recognition training and then following up in-depth through a qualitative thematic analysis after interview with selected parents of the participants. **Method:** In the quantitative phase, a sample of ten children within three to six years of age who are diagnosed with ASD were selected for the study. The emotion recognition training followed the modified and adapted version of the hands-on activities from the 'Let's Face It' curriculum which was validated after a pilot study. Each child was given 20 to 30 sessions of training. The participants were assessed for their social skills using VABS-3 and emotional skills were assessed using CDDC, before, during, and after the training. The qualitative phase involved an interview with the parent using a semi-structured guide. **Results:** The quantitative and qualitative results indicated that there is a significant difference in the social skills and emotional skills of the children after the training. The results also showed a sufficient generalization of the skills achieved. Incidental finding revealed reduction of problem behaviours. **Conclusions:** The study clearly shows that emotion recognition training is effective in improving social and emotional skills in children with ASD.

Keywords: emotion recognition, social skill, emotional skill