

Learning potential and social skills in children with Asperger disorder (pp. 473-490)

Saray Bonete, M^a Carmen Vives, Antonio Fernández Parra, M^a Dolores Calero,
and M. Belén García

University of Granada (Spain)

During the past years the literature about Asperger Disorder (AD) has focused on the empirical study of its core features. Static assessment procedures have been the most common method of research. However, this perspective is particularly limited with regard to social interaction. Taking into account that several research studies have demonstrated the utility and applications of dynamic assessment in different psychological pathologies, it is possible to expect similar implications in AD. This study examines the performance of children with AD (N= 10, 11-16 years old) and a compared sample of typical peers (N= 10). Children were assessed using a static intelligence test, a dynamic assessment instrument and different tests concerning social variables such as interpersonal skills, empathy and social problem solving. Results showed no differences between groups in learning potential. On the other hand, social difficulties were confirmed, especially in the adjustment and practical effectiveness of the solutions they generated. Implications of considering dynamic assessment as a valid approach to the social dysfunction suffered in AD are discussed.