

Preface

Over the past five decades, research has begun to catch up with intuition in confirming the inextricable links between social and psychological functioning. At each and every developmental level, social skills deficits and problematic social relationships contribute to a wide range of more normative adjustment difficulties and clinical disorders. In fact, almost half of the Axis I clinical disorders and almost all of the Axis II personality disorders listed in the *Diagnostic and Statistical Manual of Mental Disorders* (DSM-IV-TR; APA, 2000) have problematic social functioning as a criterion and the majority of the remaining disorders have important social implications. Indeed, the diverse range of associated presenting problems just about guarantees that practitioners will conduct some form of social skills assessment and training either as a primary intervention or as part of a treatment package. In this volume, we provide a single, comprehensive, “go to” resource to help guide such efforts.

This book delivers even more than what is suggested in its title. To be sure, like its predecessors in the ABCT Clinical Assessment Series, this volume includes reviews of empirically based measures. Descriptions and psychometric reviews for nearly 100 measures of social skills separated by developmental level are included. In addition, quick-view guides facilitating measure identification and comparison by developmental level are also included. Another useful feature is that reprinted measures are also made available in cases where copyright permission could be obtained. Beyond the measure review sections, this book also includes chapters addressing the conceptual foundations of social skills assessment, applied issues and considerations, and a variety of special topics, such as developmental and diversity considerations, and populations, such as individuals with anger and aggression, social anxiety and withdrawal, intellectual disabilities, autism and related developmental disabilities, schizophrenia, and substance abuse. Each of these special population chapters is written by noted experts in the particular area. As described above, we did our very best to make this a comprehensive resource for practitioners and researchers alike.

A project of this scale requires a team effort and a great deal of persistence and patience. We were fortunate to have ample resources to rely upon. Each coeditor brought teams of highly capable graduate students and university resources to bear, and we would like to first thank all of those participants, both those recognized with authorship and those not, for their efforts. Through the difficult and seemingly never-ending process of compiling the measure reviews, etc., a number of these students moved on to internship, graduation, and beyond. We would also like to thank Sharon Foster and Art Nezu for their initial support of the proposal to have this volume included in the Clinical Assessment Series and ABCT and Springer for eventually approving it. Special thanks go to David Teisler for his continued support and

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guidance and Marty Antony for his words of wisdom based on his past experiences heading up such a project. Thanks also to the staff at Springer, especially Sharon Panulla, for actually bringing the volume to publication. Finally, like the authors of previous volumes in this series, we would like to offer heartfelt thanks to our families, friends, colleagues, and students for their understanding and sacrifices as we toiled away on this project.

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