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The Effectiveness of Social Stories Intervention among Children with Autism Spectrum Disorder (ASD)

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Background: Autism Spectrum Disorder (ASD) is considered by deficits in pretend play, perspective taking, initiating and responding to others, and other social impairments. Addressing ASD children's challenging behavior has become a primary focus for therapists. As the incidence of children being identified with autism increases, so does the need for effective interventions that target social skills development. Social stories play a significant part in the teaching skills and behaviors of children with ASD who lack social skills.

The purpose of this study to examine the effectiveness of social stories intervention has an intervention technique to enhance social interaction in children diagnosed as Autism Spectrum Disorders. Social stories frequently have been used to improve the social interaction of students with autism spectrum disorder (ASD).

Method: The experimental study consisted of the application of social stories intervention for 10 children with Autism Spectrum Disorders aged 5 years to 10 years who attended therapy sessions at Kids Care Rehab Center. The research consisted of 10 children undergoing 25 social stories therapy sessions. A pre-post design was used to examine the effectiveness of social stories. The role of variables, such as child's age, communication skills, problem behavior, what is appropriate behavior in different social situations, the format of social stories, the length of the intervention, and the use of assessment.

Conclusion: Findings from this study indicated the effectiveness of the social stories intervention employed in teaching the target children problem behavior and other skills. Results are discussed in relation to study limitations, applications, and directions for future research.

Keywords: Social Stories, Intervention, Autism Spectrum Disorder, Behavior, Social Skills.