SOCIAL STORY INTERVENTIONS FOR CHILDREN WİTH AUTISM SPECTRUM DISORDER: A META-ANALYSIS

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Abstract

Autism spectrum disorder (ASD) and autism are both general terms for a group of complex disorders of brain development. These disorders are characterized, in varying degrees, by difficulties in social interaction, verbal and nonverbal communication and repetitive behaviors. Various types of interventions are implemented to improve the behavior, communication, cognitive skills, and social skills of individuals with ASD. Social stories are one of these instruction methods. Social Stories are a social learning tool that supports the safe and meaningful exchange of information between parents, professionals, and people with ASD of all ages. Although, some research findings can be seen in the literature showing the effectiveness of social stories procedure, it might be claimed that teaching some certain behaviors to individuals with ASD, a meta-analysis study is still needed in order to aggregate the findings of all research findings. Therefore, in the present study the single subject research studies on social stories which were published in peer reviewed journals between 1995 and 2015 were examined. Articles primarily have been descriptively analyzed and then examined by use of meta-analysis as the computation effect-size. Furthermore, in order to find the effect-size for all the studies included in this study, percentage of non-overlapping data (PND) and percentage of data points exceeding the mean (PEM) were calculated. Based upon the findings, implications and recommendations of the study are discussed.

Keywords: autism, social stories, meta-analysis