

Social Skills Development for Students with Autism Spectrum Disorders in Inclusive Classrooms by Social Stories Approach

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Abstract

The research aimed to employ the social story approach to enhance the social skills of students with autism spectrum disorders (ASDs), particularly those in the high-functioning category, within a full inclusion setting. Despite their enrollment in an inclusive classroom, these students encountered challenges related to social skills, including the recognition of emotional expressions, interactions with peers, appropriate behavior in societal settings, collaboration with others, and adherence to social norms. The research utilized the Individual Implementation Plan (IIP) for social stories and a social skill's observation form tailored for students with ASDs. This study employed a single-subject across behaviors, or an A1-B-A2 design, dividing the intervention into three stages: the initial baseline (A1), the subsequent treatment phase (B), and the final withdrawal or post-trial period (A2). The findings indicated that following the implementation of social stories, students with ASDs in inclusive classrooms exhibited significant improvements in recognizing others' emotions and expressions, engaging in social interactions, demonstrating appropriate behavior in various societal contexts, collaborating effectively with peers, and adhering to social rules. Notably, these advancements were most pronounced during the withdrawal or post-trial period (A2).

Keywords: Social story, Social skills, Autism, Students with Autism Spectrum Disorders

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