

**Πρόγραμμα Μεταπτυχιακών Σπουδών Εξειδίκευσης**  
**Του Τμήματος Ελληνικής Φιλολογίας του Δημοκριτείου Πανεπιστημίου Θράκης**  
σε συνεργασία με το  
**ΕΚΕΦΕ Δημόκριτος – Ινστιτούτο Πληροφορικής και Επικοινωνιών**  
με τίτλο: «Εξειδίκευση στις Τ.Π.Ε. και Ειδική Αγωγή – Ψυχοπαιδαγωγική της ένταξης»

**Η χρήση των Κοινωνικών Ιστοριών ως μέθοδος παρέμβασης για την  
ανάπτυξη κοινωνικών δεξιοτήτων των παιδιών με αυτισμό-Μια  
βιβλιογραφική ανασκόπηση**

**Use of Social Stories as an intervention to increase social skills on children  
with autism- A literature review**

της

**Πολίτη Ευαγγελίας**

Μεταπτυχιακή διατριβή που υποβάλλεται  
στην τριμελή επιτροπή για την απόκτηση του μεταπτυχιακού τίτλου του  
Προγράμματος Μεταπτυχιακών Σπουδών Εξειδίκευσης  
του Τ.Ε.Φ – Δ.Π.Θ. σε συνεργασία με το Ε.Κ.Ε.Φ.Ε. Δημόκριτος – Ινστιτούτο  
Πληροφορικής και Επικοινωνιών  
με τίτλο: «Εξειδίκευση στις Τ.Π.Ε. και Ειδική Αγωγή – Ψυχοπαιδαγωγική της  
ένταξης

**Η τριμελής επιτροπή:**

1. ΣΥΡΙΟΠΟΥΛΟΥ ΧΡΙΣΤΙΝΑ

Καθηγήτρια ΠΑΝΕΠΙΣΤΗΜΙΟ ΜΑΚΕΔΟΝΙΑΣ

2. ΣΤΑΘΟΠΟΥΛΟΥ ΑΓΑΘΗ

Συνεργάτιδα Ερευνήτρια Ι.Π.Τ. Ε.Κ.Ε.Φ.Ε. “ΔΗΜΟΚΡΙΤΟΣ”

3. ΔΟΣΗ ΙΦΙΓΕΝΕΙΑ

Μεταδιδακτορική Ερευνήτρια Τ.Ε.Φ.Δ.Π.Θ

Κομοτηνή/Αθήνα  
2018

## ΠΕΡΙΛΗΨΗ

Οι Κοινωνικές Ιστορίες αποτελούν μια μέθοδο παρέμβασης για άτομα που είναι διαγνωσμένα με Διαταραχή του Αυτιστικού Φάσματος. Σκοπός της μεθόδου αποτελεί η ελάττωση της μη επιθυμητής συμπεριφοράς, η ενίσχυση των κοινωνικών δεξιοτήτων και η εκδήλωση συμπεριφορών που επιδρούν θετικά στην κατάλληλη και αποτελεσματική αλληλεπίδραση με το περιβάλλον. Η παρούσα έρευνα, διεξάχθηκε με στόχο τη μελέτη και ανάλυση των βιβλιογραφικών ανασκοπήσεων, οι οποίες έχουν εντοπίσει και αξιολογήσει την υπάρχουσα βιβλιογραφία, σχετικά με την εφαρμογή των Κοινωνικών Ιστοριών σε άτομα με Διαταραχή Αυτιστικού Φάσματος. Στο θεωρητικό μέρος της έρευνας, παρατέθηκαν πληροφορίες σχετικά με τον αυτισμό, με ιδιαίτερη αναφορά στις κοινωνικές δεξιότητες των ατόμων με αυτισμό και τις Κοινωνικές Ιστορίες. Στο κυρίως μέρος της μελέτης, πραγματοποιήθηκε μια βιβλιογραφική ανασκόπηση των αναθεωρήσεων που δημοσιεύτηκαν μέχρι το 2011. Επιπλέον, αναλύθηκαν και μελετήθηκαν εκτενώς, οι βιβλιογραφικές έρευνες, οι οποίες δημοσιεύτηκαν σε αναγνωρισμένα από την επιστημονική κοινότητα περιοδικά (peer-reviewed) το χρονικό διάστημα 2012-2018. Τα συμπεράσματα της συγκεκριμένης μελέτης, υπογραμμίζουν την ανάδειξη των Κοινωνικών Ιστοριών ως μια μέθοδο που επιφέρει θετικά αποτελέσματα και είναι ευρέως αποδεκτή από τα άτομα που ασχολούνται με παιδιά με αυτισμό. Αποτελεί μια πολλά υποσχόμενη μέθοδο, αλλά εγείρεται η ανάγκη περαιτέρω διερεύνησης της επιστημονική βάσης της. Οι μελλοντικές έρευνες συνίσταται να εστιάσουν στη γενίκευση και διατήρηση της επιθυμητής συμπεριφοράς. Οι παράγοντες αυτοί, συμβάλλουν στο να καθοριστεί η μέθοδος των Κοινωνικών Ιστοριών ως μια παρέμβαση που η εφαρμογή της είναι αποτελεσματική και κατάλληλη για τα παιδιά με αυτισμό.

## ΛΕΞΕΙΣ-ΚΛΕΙΔΙΑ

Κοινωνικές Ιστορίες, παρέμβαση, Διαταραχή Αυτιστικού Φάσματος, αυτισμός, κοινωνικές δεξιότητες

## ABSTRACT

Social Stories constitute an intervention strategy for individuals with Autism Spectrum Disorder. The aim of the method is to eliminate pervasive problematic behavior, enhance social skills and appropriate behavior that have positive impact in social interactions and social functionality. The purpose of the current study is to analyze the literature reviews, which have researched and evaluated the existing bibliography with regard to the implementation of Social Stories in individuals with Autism Spectrum Disorder. In the theoretical part of the research, information about autism was given, in particular social skills of people with autism and Social Stories. In the main part of the study, a review of literature reviews that had been published until 2011 was conducted. Furthermore, the reviews and meta-analysis of the literature published in peer-reviewed journals in a period of time between 2012 to 2018, were thoroughly analyzed and studied. The conclusions of this research, highlight that Social Stories are an effective strategy and widely accepted by people associated with children with autism. It is a promising practice that warrants further research in order to be considered as an evidence based method. Future studies, should focus on generalization and maintenance of appropriate social behaviors. These factors affect the efficacy of Social Stories as an appropriate method to be implemented on children with autism.

## KEY WORDS

Social Stories, intervention, Autism Spectrum Disorder, autism, social skills

## BIBΛΙΟΓΡΑΦΙΑ

- Agosta, E., Graetz, J. E., Mastropieri, M. A., & Scruggs, T. E. (2004). Teacher— researcher partnerships to improve social behavior through Social Stories. *Intervention in School and Clinic*, 39(5), 276-287.
- Ali, S., & Frederickson, N. (2006). Investigating the evidence base of social stories. *Educational Psychology in Practice*, 22(4), 355-377.  
<https://doi.org/10.1080/02667360600999500>.
- American Psychiatric Association. (2000). *Diagnostic and statistical manual of mental disorders* (4th ed., text rev.). Washington, DC:  
Author.doi:10.1176/appi.books.9780890423349.
- American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders (DSM-5®)*. American Psychiatric Pub.
- American Psychological Association. (1995). *Template for developing guidelines: Interventions for mental disorders and psychosocial aspects of physical disorders*. Washington, DC: Author.
- American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington: APA.
- Asperger, H. (1944). Die „Autistischen Psychopathen“ im Kindesalter. *Archiv für psychiatrie und nervenkrankheiten*, 117(1), 76-136.
- Attwood, T. (2000). Strategies for improving the social integration of children with Asperger syndrome. *Autism*, 4(1), 85-100.
- Aveyard, H. (2010). *Doing a literature review in health and social care: A practical guide*. Maidenhead, Berkshire, England: McGraw-Hill/Open University Press.
- Baron-Cohen, S. (1987). Autism and symbolic play. *British journal of developmental psychology*, 5(2), 139-148.
- Baron-Cohen, S. (1988). An assessment of violence in a young man with Asperger's Syndrome. *Journal of Child Psychology and Psychiatry* 29, 351- 360.

- Baron-Cohen, S. (2000). Theory of mind and autism: A review. In *International review of research in mental retardation*. Academic Press. 23,169-184.
- Baron-Cohen, S., Wheelwright, S., Skinner, R., Martin, J., & Clubley, E. (2001). The autism-spectrum quotient (AQ): Evidence from asperger syndrome/high-functioning autism, males and females, scientists and mathematicians. *Journal of autism and developmental disorders*, 31(1), 5-17.
- Barry, L. M., & Burlew, S. B. (2004). Using social stories to teach choice and play skills to children with autism. *Focus on Autism and Other Developmental Disabilities*, 19(1), 45-51. <https://doi.org/10.1177/10883576040190010601>.
- Beh-Pajoo, A., Ahmadi, A., Shokoohi-Yekta, M., & Asgary, A. (2011). The effect of social stories on reduction of challenging behaviours in autistic children. *Procedia-Social and Behavioral Sciences*, 15, 351-355. <https://doi.org/10.1016/j.sbspro.2011.03.100>.
- Bitchell, C. (1994) Single-subject experimental design: a case for concern. *Physiotherapy* 80(2): 85–87.
- Bleuler, E. (1950). *Dementia praecox or the group of schizophrenias*. Oxford, England: International Universities Press.
- Boucenna, S., Narzisi, A., Tilmont, E., Muratori, F., Pioggia, G., Cohen, D., et al. (2014). Interactive technologies for autistic children: A review. *Cognitive Computation*, 6(4), 722-740. <https://doi.org/10.1007/s12559-014-9276-x>.
- Bucholz, J. L. (2012). Social Stories™ for Children with Autism: A Review of the Literature. *Journal of Research in Education*, 22(2), 48-73.
- Γενά, Α. (2002). Αυτισμός και διάχυτες αναπτυξιακές διαταραχές. Αξιολόγηση, διάγνωση, αντιμετώπιση . Αθήνα : Αυτοέκδοση.
- Carr, E. G., & Durand, V. M. (1985). Reducing behavior problems through functional communication training. *Journal of applied behavior analysis*, 18(2), 111-126. doi: [10.1901/jaba.1985.18-111](https://doi.org/10.1901/jaba.1985.18-111).

- Chan, J. M., & O'Reilly, M. F. (2008). A Social Stories™ intervention package for students with autism in inclusive classroom settings. *Journal of applied behavior analysis*, 41(3), 405-409. doi:10.1901/jaba.2008.41-405.
- Charlop, M. H., & Milstein, J. P. (1989). Teaching autistic children conversational speech using video modeling. *Journal of applied behavior analysis*, 22(3), 275-285. doi: [10.1901/jaba.1989.22-275](https://doi.org/10.1901/jaba.1989.22-275).
- Cooper, J. O., Heron, T. E., & Heward, W. L. (1987). *Applied behavior analysis*. Columbus: Merrill Pub. Co.
- Crozier, S., & Sileo, N. M. (2005). Encouraging positive behavior with social stories: An intervention for children with autism spectrum disorders. *Teaching Exceptional Children*, 37(6), 26. <https://doi.org/10.1177/004005990503700603>.
- Crozier, S., & Tincani, M. (2005). Using a modified social story to decrease disruptive behavior of a child with autism. *Focus on Autism and Other Developmental Disabilities*, 20(3), 150-157. <https://doi.org/10.1177/10883576050200030301>.
- Crozier, S., & Tincani, M. (2007). Effects of social stories on prosocial behavior of preschool children with autism spectrum disorders. *Journal of autism and developmental disorders*, 37(9), 1803-1814.
- Dawson, G., & Fernald, M. (1987). Perspective-taking ability and its relationship to the social behavior of autistic children. *Journal of autism and developmental disorders*, 17(4), 487-498.
- Delano, M., & Snell, M. E. (2006). The effects of social stories on the social engagement of children with autism. *Journal of Positive Behavior Interventions*, 8(1), 29-42. <https://doi.org/10.1177/10983007060080010501>.
- Dodd, S., Hupp, S. D. A., Jewell, J. D., & Krohn, E. (2008). *Journal of Developmental and Physical Disabilities*, 20 (3), 217-229. doi: 10.1007/s1088200790904.
- Faherty, C. 2010. *Communication: what does it mean to me?* Texas: Future Horizons.
- Frith, U., 1989. *Autism: Explaining the Enigma*. Blackwell, Oxford.

- Frith, U. (1991). Asperger and his syndrome. In U. Frith (Ed.), *Autism and Asperger Syndrome*. (pp. 1-36). Cambridge: Cambridge University Press.
- Frith, U. (1999). Paradoxes in the definition of dyslexia. *Dyslexia*, 5(4), 192-214.
- Gillberg, C., (2002). *A Guide to Asperger Syndrome*. Cambridge University Press (4th printing 2006).
- Golan, O., Baron-Cohen, S., Hill, J. J., & Rutherford, M. D. (2007). The 'Reading the Mind in the Voice' test-revised: a study of complex emotion recognition in adults with and without autism spectrum conditions. *Journal of autism and developmental disorders*, 37(6), 1096-1106.
- Gray, C. (1994). *Comic strip conversations: Illustrated interactions that teach conversation skills to students with autism and related disorders*. Arlington, TX:Future Horizons.
- Gray, C. (1995). Teaching children with autism to "read" social situations. In Quill, K.A. (Ed.), *Teaching Children with Autism: Strategies to Enhance Communication and Socialization*. New York: Delmar Publishers, Inc.
- Gray, C. (1998). The advanced social story workbook. *The Morning News*, 10(2), 1-21.
- Gray, C. (2000). *Writing social stories with Carol Gray: Accompanying workbook to video*. Arlington, TX: Future Horizons, Incorporated.
- Gray, C. (2002). Friendship on the horizon: Can Social Stories pave the road? Includes Watch, listen, move closer, ease in, a 10 page rip-out insert. *Jenison Autism Journal*. 14(3), 10-16.
- Gray, C. (2010). *The new Social Story™ book*. Arlington, TX: Future Horizons.
- Gray, C. A., & Garand, J. D. (1993). Social stories: Improving responses of students with autism with accurate social information. *Focus on Autistic Behavior*, 8(1), 1–10. doi:10.1177/108835769300800101.
- Gul, S. O., & Vuran, S. (2010). An Analysis of Studies Conducted Video Modeling in Teaching Social Skills. *Educational Sciences: Theory and Practice*, 10(1), 249-274.

- Hagiwara, T., & Smith Myles, B. (1999). A multimedia social story intervention: Teaching skills to children with autism. *Focus on Autism and other developmental disabilities*, 14(2), 82-95. <https://doi.org/10.1177/108835769901400203>.
- Happe, F. (1998). *Αυτισμός, Ψυχολογική Θεώρηση*. Αθήνα: Gutenberg.
- Happé, F. (1999). Autism: cognitive deficit or cognitive style?. *Trends in cognitive sciences*, 3(6), 216-222.
- Happe, F., & Frith, U. (2006) The weak coherence account: Detail-focused cognitive style in autism spectrum disorders. *Journal of Autism and Developmental Disorders*, 36(1), 5-25.
- Haring, T. G., Kennedy, C. H., Adams, M. J., & Pitts-Conway, V. (1987). Teaching generalization of purchasing skills across community settings to autistic youth using videotape modeling. *Journal of applied behavior analysis*, 20(1), 89-96. doi: [10.1901/jaba.1987.20-89](https://doi.org/10.1901/jaba.1987.20-89).
- Horner, R. H., Carr, E. G., Halle, J., McGee, G., Odom, S. & Wolery, M. (2005). The use of single-subject research to identify evidence-based practice in special education. *Exceptional Children*, 71 (2), 165–79. <http://dx.doi.org/10.1016/j.rasd.2010.10.003>.
- Hurtig, R., Ensrud, S., & Tomblin, J. B. (1982). The communicative function of question production in autistic children. *Journal of Autism and Developmental Disorders*, 12(1), 57-69. <https://doi.org/10.1007/BF01531674>.
- Ivey, M. L., Juane Heflin, L., & Alberto, P. (2004). The use of social stories to promote independent behaviors in novel events for children with PDD-NOS. *Focus on Autism and Other Developmental Disabilities*, 19(3), 164-176. <https://doi.org/10.1177/10883576040190030401>.
- Κάκουρος, Ε. & Μανιαδάκη, Κ. (2006). *Ψυχοπαθολογία παιδιών και εφήβων*. Αθήνα: Τυπωθήτω.
- Καλύβα, Ε. (2005). *Αυτισμός: Εκπαιδευτικές και θεραπευτικές προσεγγίσεις*. Αθήνα: Παπαζήσης.



- Kagohara, D. M., Achmadi, D., Meer, L., Lancioni, G. E., O'Reilly, M. F., Lang, R., et al. (2013). Teaching two students with Asperger syndrome to greet adults using social stories and video modeling. *Journal of Developmental and Physical Disabilities, 25*(2), 241-251. DOI: 10.1007/s10882-012-9300-6.
- Kanner, L. (1943). Autistic disturbances of affective contact. *Nervous child, 2*(3), 217-250.
- Karal, M. A., & Wolfe, P. S. (2018). Social Story Effectiveness on Social Interaction for Students with Autism: A Review of the Literature. *Education and Training in Autism and Developmental Disabilities, 53*(1), 44-58.
- Kokina, A., & Kern, L. (2010). Social Story™ interventions for students with autism spectrum disorders: A meta-analysis. *Journal of Autism and Developmental Disorders, 40* (7), 812–826. doi:10.1007/s10803-009-0931-0.
- Konstantareas, M. M., Hauser, P., Lennox, C., & Homatidis, S. (1986). Season of birth in infantile autism. *Child psychiatry and human development, 17*(1), 53-65.
- Kratochwill, T. R., Hitchcock, J. H., Horner, R. H., Levin, J. R., Odom, S. L., Rindskopf, D. M., et al. (2013). Single-case intervention research design standards. *Remedial and Special Education, 34*(1), 26-38.
- Kuoeh, H., & Mirenda, P. (2003). Social story interventions for young children with autism spectrum disorders. *Focus on Autism and other developmental disabilities, 18*(4), 219-227. <https://doi.org/10.1177/10883576030180040301>.
- Kuttler, S., Myles, B. S., & Carlson, J. K. (1998). The use of social stories to reduce precursors to tantrum behavior in a student with autism. *Focus on Autism and Other Developmental Disabilities, 13*(3), 176-182. <https://doi.org/10.1177/108835769801300306>.
- Leaf, J. B., Oppenheim-Leaf, M. L., Leaf, R. B., Taubman, M., McEachin, J., Parker, T., et al. (2015). What is the proof? A methodological review of studies that have utilized social stories. *Education and Training in Autism and Developmental Disabilities, 50*(2) 127-141.

- Μαυροπούλου, Σ. (2011). Αποτελεσματικές εκπαιδευτικές προσεγγίσεις και διδακτικές στρατηγικές για τα παιδιά στο φάσμα του αυτισμού. Στο Παντελιάδου, Αργυρόπουλος (επίμ.) *Ειδική Αγωγή: Από την έρευνα στη διδακτική πράξη*, σελ: 83 - 134 Αθήνα: Πεδίο.
- Malmberg, D. B., Charlop, M. H., & Gershfeld, S. J. (2015). A two experiment treatment comparison study: Teaching social skills to children with autism spectrum disorder. *Journal of Developmental and Physical Disabilities, 27*(3), 375-392. DOI: [10.1007/s10882-015-9420-x](https://doi.org/10.1007/s10882-015-9420-x)
- Mayton, M. R., Wheeler, J. J., Menendez, A. L., & Zhang, J. (2010). An analysis of evidence-based practices in the education and treatment of learners with autism spectrum disorders. *Education and Training in Autism and Developmental Disabilities, 45* (4), 539-551.
- Mayton, M. R., Menendez, A. L., Wheeler, J. J., Carter, S. L., & Chitiyo, M. (2013). An analysis of Social Stories TM research using an evidence-based practice model. *Journal of Research in Special Educational Needs, 13*(3), 208-217. <https://doi.org/10.1111/j.1471-3802.2012.01255.x>.
- More, C. (2008). Digital stories targeting social skills for children with disabilities: Multidimensional learning. *Intervention in School and Clinic, 43*(3), 168-177.-31. <https://doi.org/10.1177/1053451207312919>.
- Νικολόπουλος, Β.,(2000). Η Αρχαιολογία, αφορμή για δημιουργία και έκφραση, Νάνσυ Ψάλτη (επιμ.), Πρακτικά της ημερίδας «Παιδεία και Εκπαίδευση: εκπαιδευτικά προγράμματα του Υπουργείου Πολιτισμού» (Χαλκίδα, 13 Μαΐου 1998), Χαλκίδα 2000, 28-30.
- National Autism Center. (2015). Findings and conclusions:National standards project Phase 2. Randolph, MA: Author.
- Nichols, S. L., Hupp, S. D., Jewell, J. D., & Zeigler, C. S. (2005). Review of social story interventions for children diagnosed with autism spectrum disorders. *Journal of Evidence-Based Practices for Schools, 6*(1), 90-120.

- Noell, G. H., Gresham, F. M., & Gansle, K. A. (2002). Does treatment integrity matter? A preliminary investigation of instructional implementation and mathematics performance. *Journal of Behavioral Education, 11*(1), 51-67. <http://dx.doi.org/10.1023/A:1014385321849>.
- Norris, C., & Dattilo, J. (1999). Evaluating effects of a social story intervention on a young girl with autism. *Focus on Autism and Other Developmental Disabilities, 14*(3), 180-186. <https://doi.org/10.1177/108835769901400307>.
- Olley, J. G. (2005). Curriculum and classroom structure. *Handbook of autism and pervasive developmental disorders, 2*, 863-881. <https://doi.org/10.1002/9780470939352.ch7>.
- Ozonoff, S., Pennington, B. F., & Rogers, S. J. (1991). Executive function deficits in high-functioning autistic individuals: relationship to theory of mind. *Journal of child Psychology and Psychiatry, 32*(7), 1081-1105.
- Parahoo, K. (2014) *Nursing Research: Principles, Process and Issues*. Palgrave Macmillan, London.
- Qi, C. H., Barton, E. E., Collier, M., Lin, Y. L., & Montoya, C. (2018). A systematic review of effects of social stories interventions for individuals with autism spectrum disorder. *Focus on Autism and Other Developmental Disabilities, 33*(1), 25-34. <https://doi.org/10.1177/1088357615613516>.
- Quirnbach, L. M., Lincoln, A. J., Feinberg-Gizzo, M. J., Ingersoll, B. R., & Andrews, S. M. (2009). Social stories: Mechanisms of effectiveness in increasing game play skills in children diagnosed with autism spectrum disorder using a pretest posttest repeated measures randomized control group design. *Journal of autism and developmental disorders, 39*(2), 299-321. <https://doi.org/10.1007/s10803-008-0628-9>.
- Reichow, B., & Sabornie, E. J. (2009). Brief report: Increasing verbal greeting initiations for a student with autism via a Social Story™ intervention. *Journal of Autism and Developmental Disorders, 39*(12), 17-40. <https://doi.org/10.1007/s10803-009-0814-4>.

- Reynhout, G., & Carter, M. (2006). Social Stories™ for children with disabilities. *Journal of autism and developmental disorders*, 36(4), 445-469. doi:[10.1007/s10803-006-0086-1](https://doi.org/10.1007/s10803-006-0086-1).
- Reynhout, G., & Carter, M. (2009). The use of social stories by teachers and their perceived efficacy. *Research in Autism Spectrum Disorders*, 3(1), 232-251. DOI: [10.1016/j.rasd.2008.06.003](https://doi.org/10.1016/j.rasd.2008.06.003).
- Reynhout, G., & Carter, M. (2011). Evaluation of the efficacy of social stories™ using three single subject metrics. *Research in Autism Spectrum Disorders*, 5(2), 885-900.
- Rhodes, C. (2014). Do Social Stories help to decrease disruptive behaviour in children with autistic spectrum disorders? A review of the published literature. *Journal of Intellectual Disabilities*, 18(1), 35-50. <https://doi.org/10.1177/1744629514521066>.
- Riddoch, J., & Lennon, S. (1994). Single subject experimental design: one way forward?. *Physiotherapy*, 80(4), 215-218.
- Rimland, B. (1964). *Infantile autism: The syndrome and its implications for a neural theory of behavior*. East Norwalk, CT, US: Appleton-Century-Crofts.
- Rowe, C. (1999). The Stanley Segal Award: Do Social Stories Benefit Children with Autism in Mainstream Primary Schools?. *British Journal of Special Education*, 26(1), 12-14.
- Rust, J., & Smith, A. (2006). How should the effectiveness of social stories to modify the behaviour of children on the autistic spectrum be tested? Lessons from the literature. *Autism*, 10(2), 125-138. DOI: [10.1177/1362361306062019](https://doi.org/10.1177/1362361306062019).
- Sani Bozkurt, S., & Vuran, S. (2014). An Analysis of the Use of Social Stories in Teaching Social Skills to Children with Autism Spectrum Disorders. *Educational Sciences: Theory & Practice*, 14(5), 1875-1892. DOI: [10.12738/estp.2014.5.1952](https://doi.org/10.12738/estp.2014.5.1952).
- Sansosti, F. J., Powell-Smith, K. A., & Kincaid, D. (2004). A research synthesis of social story interventions for children with autism spectrum disorders. *Focus on autism and other developmental disabilities*, 19(4), 194-204. <https://doi.org/10.1177/10883576040190040101>.

- Sansosti, F. J., & Powell-Smith, K. A. (2006). Using social stories to improve the social behavior of children with Asperger syndrome. *Journal of Positive Behavior Interventions, 8*(1), 43-57. <https://doi.org/10.1177/10983007060080010601>.
- Sansosti, F. J., & Powell-Smith, K. A. (2008). Using computer-presented social stories and video models to increase the social communication skills of children with high-functioning autism spectrum disorders. *Journal of Positive Behavior Interventions, 10*(3), 162-178. <https://doi.org/10.1177/1098300708316259>.
- Scattone, D. (2008). Enhancing the conversation skills of a boy with Asperger's disorder through Social Stories™ and video modeling. *Journal of Autism and Developmental Disorders, 38*(2), 395-400. DOI: [10.1007/s10803-007-0392-2](https://doi.org/10.1007/s10803-007-0392-2).
- Scattone, D., Wilczynski, S. M., Edwards, R. P., & Rabian, B. (2002). Decreasing disruptive behaviors of children with autism using social stories. *Journal of autism and developmental disorders, 32*(6), 535-543.
- Scattone, D., Tingstrom, D. H., & Wilczynski, S. M. (2006). Increasing appropriate social interactions of children with autism spectrum disorders using Social Stories™. *Focus on Autism and Other Developmental Disabilities, 21*(4), 211-222. <https://doi.org/10.1177%2F10883576060210040201>.
- Schneider, N., & Goldstein, H. (2010). Using social stories and visual schedules to improve socially appropriate behaviors in children with autism. *Journal of Positive Behavior Interventions, 12*(3), 149-160. <https://doi.org/10.1177/1098300709334198>.
- Schopler, E., Brehm, S. S., Kinsbourne, M., & Reichler, R. J. (1971). Effect of treatment structure on development in autistic children. *Archives of general psychiatry, 24*(5), 415-421.
- Simpson, R. L. (2005). Evidence-based practices and students with autism spectrum disorders. *Focus on Autism and Other Developmental Disabilities, 20*(3), 140-149. <https://doi.org/10.1177/10883576050200030201>.
- Smith, C. (2001). Using social stories to enhance behaviour in children with autistic spectrum difficulties. *Educational psychology in Practice, 17*(4), 337-345.

- Smith, C., (2003). *Writing and developing Social Stories- Practical Interventions in Autism*. Speechmark Publishin Ltd.
- Soenksen, D., & Alper, S. (2006). Teaching a young child to appropriately gain attention of peers using a social story intervention. *Focus on Autism and Other Developmental Disabilities, 21*(1), 36-44. <https://doi.org/10.1177/10883576060210010501>.
- Sperber, D. & Wilson, D. (1986a) *Relevance: Communication and Cognition*. Oxford: Blackwell. (Second edition 1995).
- Swaggart, B.L., Gagnon, E., Bock, S.J., Earles, T.L., Quinn, C., Myles, B.S., & Simpson, R. (1995). *Using Social Stories to teach social and behavioral skills to children with autism. Focus on Autistic Behavior, 10*, 1-16.
- Test, D. W., Richter, S., Knight, V., & Spooner, F. (2011). A comprehensive review and meta-analysis of the social stories literature. *Focus on Autism and Other Developmental Disabilities, 26*(1), 49-62. <https://doi.org/10.1177/1088357609351573>.
- Thiemann, K. S., & Goldstein, H. (2001). Social stories, written text cues, and video feedback: Effects on social communication of children with autism. *Journal of applied behavior analysis, 34*(4), 425-446. [10.1901/jaba.2001.34-425](https://doi.org/10.1901/jaba.2001.34-425).
- U. S. Department of education, (2007). *Individuals with disabilities*. Education Act.
- Wang, P., & Spillane, A. (2009). Evidence-based social skills interventions for children with autism: A meta-analysis. *Education and Training in Developmental Disabilities, 44*(3), 318-342. <http://qcpages.qc.cuny.edu/rcautism/publications/Wang%20social%20skills.pdf>.
- Wing, L. (1971). Perceptual and language development in autistic children: A comparative study. *Infantile autism: concepts, characteritics and treatment, 173-197*.
- Wing, L. (2000). *Το Αυτιστικό Φάσμα. Ένας οδηγός για γονείς και επαγγελματίες*. Αθήνα: Ελληνική Εταιρία Προστασίας Αυτιστικών Ατόμων..
- Wing, L., & Gould, J. (1979). Severe impairments of social interaction and associated abnormalities in children: Epidemiology and classification. *Journal of autism and developmental disorders, 9*(1), 11-29.

Wolf, M. M. (1978). Social validity: The case for subjective measurement or how applied behavior analysis is finding its heart 1. *Journal of applied behavior analysis*, 11(2), 203-214. doi: [10.1901/jaba.1978.11-203](https://doi.org/10.1901/jaba.1978.11-203).

Wright, L. A., & McCathren, R. B. (2012). Utilizing social stories to increase prosocial behavior and reduce problem behavior in young children with autism. *Child Development Research*, 2012. DOI: [10.1155/2012/357291](https://doi.org/10.1155/2012/357291).

Yirmiya, N., Sigman, M. D., Kasari, C., & Mundy, P. (1992). Empathy and cognition in high-functioning children with autism. *Child development*, 63(1), 150-160.