

UTILIZING SOCIAL STORIES TO REDUCE PROBLEM BEHAVIOR AND INCREASE  
PRO-SOCIAL BEHAVIOR IN YOUNG CHILDREN WITH AUTISM

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ABSTRACT

The purpose of this study was to evaluate the effects of a Social Story™ intervention on the social behavior rates of 4 young children with autism. This study used a multiple-baseline across participants design to evaluate the effects of the Social Story on the pro-social and problem behaviors of each of the participants in comparison to gender and age-matched peers in the inclusive preschool classroom. The results of this study indicate that the Social Story was effective in increasing pro-social behavior rates in 3 of the 4 participants, though none of the participants reached the pro-social behavior rates of age and gender-matched peers. The problem behaviors of all 4 participants decreased with the intervention. Maintenance of skills over a 1-month period was demonstrated for all of the participants. The present research adds to the current small though growing literature base in support of the use of Social Stories. Due to the call for scientifically based research in the classrooms, this study contributes to the support of Social Stories as an evidence-based practice for recommended use by practitioners in the field.