LITERATURE REVIEW ON THE USE OF DIGITAL TOOLS AND SOCIAL STORIES BY PRESERVICE TEACHERS IN TEACHING CHILDREN WITH ASD IN TURKIYE

CONTRIBUTORS TO THE REPORT:

Sinan Kalkan, Mustafa Yunus Eryaman
Çanakkale Onsekiz Mart University, Çanakkale

TABLE OF CONTENTS

INTRODUCTION

This document presents a systematic review study aimed at understanding the current state of the use of digital social stories and digital technologies with children with Autism Spectrum Disorder (ASD). The study examines the knowledge and practices of teachers and pre-service teachers in Turkey regarding the use of digital tools and social stories in the education of children with autism.

In the literature, early childhood is defined as the age range between 0 and 8 years. In this study, research focusing on children with autism between the ages of 3 and 6 has been taken as a reference. Conducted in accordance with the structure agreed upon at the EARLY-ASD project meeting on June 5, this study was completed in December 2024 and consists of four main sections:

1. An overview of the education system for children with ASD in Turkey;
2. A general review of social stories;
3. The role of digital tools in the education of children with ASD;
4. Studies addressing the use of digital social stories to support the social-emotional development of children with autism.

THE CONTEXT OF EDUCATION FOR CHILDREN WITH ASD IN TÜRKIYE

In Turkey, education for children with Autism Spectrum Disorder (ASD) is provided through special education centers and mainstreaming education. The Ministry of National

Education implements various models such as individualized education programs (IEP) and special education classes to support the right to education of individuals with ASD. However, research shows that this system is not sufficiently developed, teachers need more training on ASD, and families experience many difficulties in the education process (Ardıç & Olçay, 2020). In particular, it has been reported that there is a strong relationship between the burnout levels of teachers and families and the symptom level of children with ASD. This situation increases both the obstacles faced by children in the educational process and the psychological burden experienced by parents.

Although supportive education, individual therapies and behavioral interventions provided in special education centers contribute to the development of children with ASD, it is emphasized that there are not enough resources and expert support in the education system in Turkey. Studies have emphasized the need for more support for families in the education process and the importance of providing teachers with more comprehensive training on ASD (Ardıç & Olçay, 2020). In addition, it is also stated that there are physical and academic inadequacies in some schools in mainstreaming education practices and that individualized education cannot be implemented effectively. In conclusion, the education system for children with ASD in Turkey needs to be more inclusive, expert-supported and sustainable.

Education for children with Autism Spectrum Disorder (ASD) in Turkey is shaped on the basis of scientifically based practices and is carried out through individualized education programs (IEPs) tailored to the needs of each child. Within the Ministry of National Education (MoNE), different models such as mainstreaming education, special education classes, and special education schools are implemented (Tohum Otizm Vakfı, 2014). Evidence-based methods such as Applied Behavior Analysis (ABA), Denver Early Start Model (ESDM), TEACCH Program, and Social Stories are among the evidence-based practices used in the education of children with ASD (Kurt & Yurtçu, 2017). In particular, ESDM has been found to be effective in reducing problem behaviors and gaining social skills in children with ASD and is a widely used method in Turkey (Aslan, 2018). The Denver Early Start Model supports language and cognitive development by targeting intervention at an early age, while the TEACCH Program improves independent living skills through visual learning and structured teaching techniques (Meral, 2017).

In addition, Social Stories is increasingly being adopted in Turkey as a method that helps children with ASD understand social situations and develop appropriate responses. The Social Stories method helps children learn about situations they may encounter in their daily lives in a structured narrative and thus contributes to improving their social interactions (Şengül-Erdem, 2021). For example, if a child with ASD has difficulties with taking turns, talking to friends or expressing emotions, individualized social stories are created to help them acquire these skills. In the education models implemented in Turkey, it is stated that teachers' competencies in scientifically based practices should be increased, and in this context, the importance of investing more in teacher training and family support programs is emphasized. In conclusion, scientifically based practices are becoming widespread in the education of children with ASD in Turkey, but more expert and institutional support is needed to increase the effectiveness of these methods.

Overview of Social Stories

Social Stories was developed by Carol Gray in 1991 to help individuals with autism spectrum disorder (ASD) understand social situations and develop appropriate responses. This method aims to improve children's social skills and communication abilities by presenting social situations they may encounter in daily life in a structured narrative format. Social Stories should be written by adapting them to individual needs and should be created in accordance with certain rules. These stories are written using informative, clear and positive language, taking into account the perspective of the individual (Gray, 2010).

In the process of creating a Social Story, certain steps are followed. (1) Goal Setting: First, the social situation or skill that the individual has difficulty with is determined (e.g., greeting someone, standing in line, waiting in a group). (2) Information Collection: The individual's current reactions and deficiencies related to the targeted situation are evaluated. (3) Story Writing: The Social Story is written using four basic sentence types: Descriptive sentences (describe the situation), instructions (show what the individual should do), point of view sentences (describe other people's feelings) and positive/consequential sentences (show the result of the behavior). (4) Supporting with Visuals: The story can be supported with pictures, symbols or videos to attract the child's attention. (5) Repetition and Practice: The story

is read to the child regularly and practiced. (6) Evaluation and Update: The story is revised if necessary by following the child's development (Gray & Garand, 1993). When writing Social Stories, it is important to use language appropriate to the age, cognitive level and interests of the individual. Stories should provide positive reinforcement by avoiding judgmental or punitive language. This method is recognized as an evidence-based and effective strategy for improving the social skills of individuals with ASD.

Digital social stories have emerged as an effective method for supporting social skill development in individuals with Autism Spectrum Disorder (ASD). Enriched with tablets, interactive applications, and multimedia tools, digital stories enhance children's attention spans and strengthen their learning motivation. The use of visual and auditory supports enables children to establish a deeper connection with the content while also accelerating learning processes. Additionally, the flexibility of digital social stories allows for easy adaptation to individual needs. This feature not only provides a targeted approach to social skill instruction but also holds the potential to address the specific needs of each child. The reusability of digital social stories is another key advantage; these tools can be easily adapted to different scenarios and updated when necessary, ensuring the sustainability of instructional processes. Moreover, the accessibility of digital social stories via mobile devices and tablets enables their effective use not only in classroom settings but also at home and in various social environments. These characteristics distinguish digital social stories from traditional methods, establishing them as a powerful tool for improving social skills in individuals with autism.

THE IMPORTANCE AND ROLE OF DIGITAL SOCIAL STORIES IN TEACHING SOCIAL-EMOTIONAL SKILLS TO CHILDREN WITH AUTISM

Autism Spectrum Disorder (ASD) is a neurodevelopmental disorder that causes individuals to experience various difficulties in social communication skills and emotional awareness. Individuals with ASD may have difficulties in daily social interactions, developing empathy, understanding their emotions and giving appropriate social responses (Gray, 2010). Therefore, structured teaching methods are needed to support their social-emotional skills. Social Stories are one of the important tools that can help these individuals understand social

situations, develop appropriate responses, and regulate their emotions. Digital Social Stories are technologically enhanced versions of traditional text-based social stories and offer visualized, interactive and individualized learning experiences, especially for children with ASD.

Digital social stories can include a variety of components such as visual supports, audio narration, animations, and interactive features to enhance the social-emotional skills of children with ASD. Research shows that individuals with ASD are mostly more predisposed to a visual learning style and benefit more from audiovisual materials than traditional text-based instruction (Sansosti & Powell-Smith, 2008). The contributions of digital social stories to social-emotional skills are as follows:

- Increasing Emotional Awareness: Individuals with ASD may have difficulty recognizing and making sense of their own emotions and the emotions of others. Digital social stories can help increase emotional awareness through animations and visuals with facial expressions.

- Developing Empathy: Individuals can learn how to deal with certain social situations, understand others' emotions and develop appropriate responses through visualized stories.

- Teaching Social Rules: Digital social stories can teach social rules such as greetings, queuing, making friends, sharing, working in groups through modeling.

- Supporting Social Interactions: By learning in advance what to do in social interactions, children feel more confident to apply this knowledge in the real world.

- Reducing Anxiety: For individuals with ASD who experience anxiety in social situations, learning and practicing certain scenarios in advance can reduce anxiety. The fact that they are repeatable in the digital environment allows the child to progress according to their learning speed and needs.

Digital social stories have many advantages over traditional social stories. These advantages are shown in Table 1.

Table 1. Comparison of Traditional and Digital Social Stories in Teaching Social-Emotional Skills to Children with Autism

Feature	Traditional Social Stories	Digital Social Stories
Visualization	Generally includes text and simple illustrations.	Enriched with animations, sound effects, and interactive visuals, providing a more engaging learning experience.
Personalization of Content	Offers standard content, making it difficult to modify according to the child's needs.	Can be tailored to individual learning needs by incorporating the child's own photos, voice recordings, or favorite characters.
Accessibility and Reusability	Requires physical books or printed materials.	Easily accessible via smartphones, tablets, and computers, allowing for greater flexibility and repeated use.
Interactive Learning	Involves passive reading, limiting engagement.	Encourages active participation through audio narration, gamification, and touchscreen features.
Enhancing Motivation	May be monotonous for children with reading difficulties or short attention spans.	Uses colorful graphics and dynamic elements to make learning more appealing and stimulating.

In order for digital social stories to be effective, they need to be prepared in line with certain principles:

- Identifying Target Behavior: First of all, the social skill that the child is expected to learn (e.g., taking turns, making eye contact, saying thank you) should be identified.
- Individualization: The story should be personalized by adding the child's name, favorite characters or their own photos.

- Use Simple and Clear Language: The story should be written in accordance with the child's age and developmental level, avoiding complex expressions.
- Visual and Auditory Supports: The story should be supported with visuals showing facial expressions, gestures and body language, and voice-over should be added if possible.
- Repetition and Reinforcement: The story should be repeated regularly to reinforce the child's learning, and the skills learned should be practiced in real life.
- Evaluation: The child's learning process should be monitored and the story content should be updated when necessary.

For example, if a child has difficulty in queuing, the digital social story can be created as follows:

The child is shown in an environment where he/she has to stand in line. The story explains why it is important to stand in line. It is supported with positive statements such as "I respect my friends when I stand in line". Finally, a scene can be added in which the child is rewarded for standing in line. This process encourages the child to display appropriate behavior in social settings, while at the same time reducing anxiety and increasing self-confidence.

Digital social stories stand out as a more effective and motivating tool than traditional methods in developing the social-emotional skills of children with ASD. These stories facilitate children's understanding of social rules, help them develop empathy, reduce social anxiety and become more independent in daily life. Moreover, thanks to the flexibility offered by digital technologies, they can be adapted to suit the individual needs of each child. By consciously using digital social stories, educators, therapists and families can support individuals with ASD to better integrate into society. In the future, the development of more interactive and personalized social stories with technologies such as artificial intelligence and augmented reality will further advance education and therapy methods in this field.

THE USE OF SOCIAL STORIES AS A METHOD TO SUPPORT SOCIAL-EMOTIONAL DEVELOPMENT

In Turkey, the use of digital social stories in the education of children with autism is becoming increasingly widespread. Research shows that digital social stories are an effective method to improve the social skills and emotional awareness of individuals with autism spectrum disorder (ASD) (Bozkurt, 2016). Unlike the printed or oral formats of traditional social stories, digital social stories are supported by audio narration, animations, and interactive elements, attracting children's attention for longer and making the learning process more effective (Keskin, 2023). In Turkey, especially in special education centers and some pilot schools, digital social stories are used as part of technology-supported educational materials and are even made available through some mobile applications and educational platforms.

However, there are some factors that prevent the widespread use of digital social stories in Turkey. The lack of sufficient knowledge of educators and families about digital social stories, the fact that this method has not yet found a place in teacher training programs, and the fact that the technological infrastructure in schools is not always sufficient may limit the use of these tools (Elverici, 2021). Nevertheless, studies show that digital social stories play an important role in increasing the communication skills and social adaptation of children with ASD, and therefore, it is emphasized that educational policies should be developed in this direction (Bozkurt, 2016; Keskin, 2023). In order for digital social stories to be used more widely and effectively in the education of children with ASD in Turkey, it is recommended that teachers receive training on this subject, families are provided with guidance, and access to technology is increased. Information on the number of studies on the use of digital social stories in the education of children with autism in Turkey is shown in Graph 1 below.

Graph 1. Numerical Data on the Use of Digital Social Stories in the Education of Children with Autism in Turkey
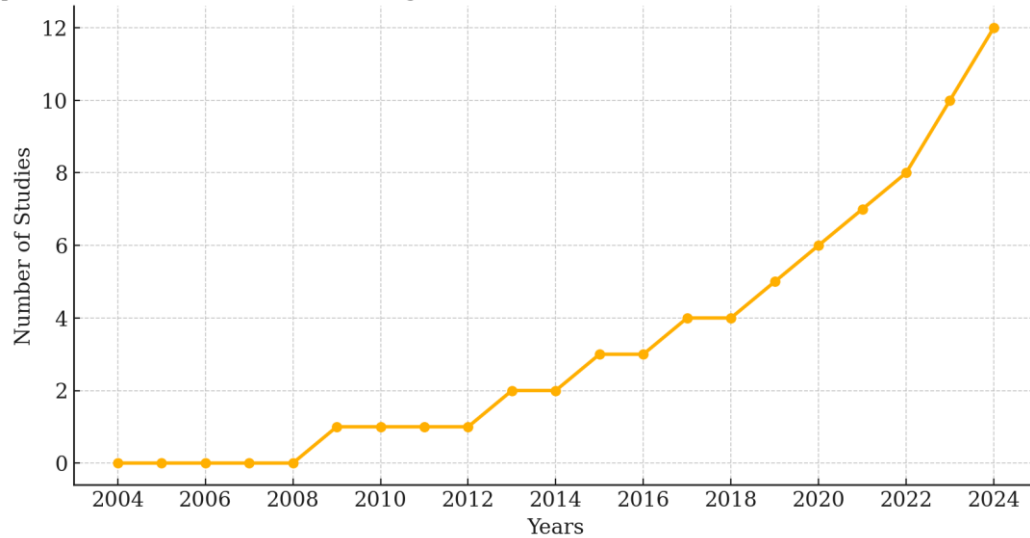
The graph presents the distribution of academic studies conducted between 2004 and 2024 on the use of digital social stories in the education of children with autism in Turkey. According to the obtained data, the number of studies in this field remains relatively limited, and no significant increase is observed until the mid-2010s. However, from 2015 onwards, a gradual rise in academic research focusing on the use of digital social stories in education has been noted. This increase can be attributed to the growing integration of digital materials in special education and the rising interest in educational technologies in Turkey. Nevertheless, the number of studies in this field remains quite limited, highlighting the need for further indepth research to examine the effectiveness of digital social stories in greater detail.

Social stories are widely recognized as an evidence-based method for developing social skills in individuals with Autism Spectrum Disorder (ASD). Over the past decade, the number of studies conducted on social stories in Turkey has remained relatively low. Furthermore, only a small number of these studies have incorporated technology-based approaches. This systematic review examines 19 studies that explore the use and effects of social stories in children with autism, analyzing various variables. Most of these studies demonstrate that individualized and context-specific applications of social stories effectively facilitate social skill acquisition. Additionally, findings emphasize that supporting social stories with technological tools or parental involvement enhances their effectiveness. The studies included in this systematic review are presented in Table 1.   In this study, research conducted in Turkey

has been summarized based on a systematic review methodology, categorized under the headings "author, objective, methodology, target population, and findings." The details of the studies are presented as follows:

Purpose

The majority of studies aim to evaluate the effectiveness of social stories in developing social skills in individuals with autism. In addition to social skills, a few studies have been conducted to determine whether social stories serve as an effective tool in specific areas such as behavior management, communication, and safety skills. For example, a study conducted by Kutlu and Kurt (2023) compared social stories with video modeling and analyzed the effects of both methods. Additionally, other studies investigating the impact of technology-supported social stories have examined whether these methods enhance levels of interaction (Boşnak & Turhan, 2020; Akbulut & Bozkurt, 2017). Furthermore, in studies conducted in Turkey, the role of families in the writing and implementation of social stories and its impact on children's social skill development has emerged as another significant research area (Olçay-Gül & Tekin-Iftar, 2016; Acar et al., 2017). All these studies highlight that individualized applications and context-specific interventions contribute to the success of social stories (Sani Bozkurt & Vuran, 2014).

Method

The studies included in this research predominantly employ experimental designs. Most of the studies utilize a pre-test and post-test model to measure the effectiveness of social stories, quantitatively evaluating their impact on children's behaviors and skills. For instance, Olçay and Kıyak (2022) analyzed the overall effectiveness of social stories through a meta-analysis, integrating data from national and international literature to provide a broad perspective. Some studies have also tested the implementation of social stories with technological integration. In a study conducted by Boşnak and Turhan (2020), the contribution of presenting social stories via tablet computers to social skill acquisition was examined. Similarly, Akbulut and Bozkurt (2017) investigated whether interactive social stories effectively enhance children's social interactions. Additionally, experimental studies involving parental participation are noteworthy. A study by Olçay-Gül and Tekin-Iftar (2016) explored the effectiveness of social

stories written and implemented by parents in fostering children's skill acquisition. Furthermore, studies comparing different methods have assessed the effects of using social stories either in combination with or separately from other approaches, such as video modeling (Kutlu & Kurt, 2023; Turhan & Vuran, 2015).

Target Group

The target group of studies examining the effects of social stories primarily consists of individuals diagnosed with Autism Spectrum Disorder (ASD). Most research focuses on children aged 6–12, a critical period for developing and reinforcing social skills. Additionally, some studies have targeted autistic adolescents and their families. Research incorporating parental involvement evaluates not only the impact of social stories on children but also the role of families in this process (Acar et al., 2017; Olçay-Gül & Tekin-Iftar, 2016). Moreover, studies assessing the effects of social stories implemented in special education classrooms have also been conducted (Yazıcı & McKenzie, 2020). These studies provide insights into the applicability and effectiveness of social stories in classroom settings.

Research Findings

Findings from the studies clearly demonstrate that social stories are an effective method for developing social skills in individuals with autism. For example, social stories supported by tablet computers and multimedia tools have accelerated children's acquisition of social skills and increased their attention spans (Özdemir, 2008; Boşnak & Turhan, 2020). Interactive social stories have been found to be more effective compared to traditional methods, increasing children's initiation of social interactions (Akbulut & Bozkurt, 2017). Additionally, studies involving parental participation indicate that when families write and implement social stories, children's skill acquisition is expedited, and the parent-child relationship is strengthened (Acar et al., 2017; Olçay-Gül & Tekin-Iftar, 2016). Furthermore, social stories have been shown to be effective in teaching safety skills and reducing problem behaviors (Kutlu & Kurt, 2023; Sani Bozkurt & Vuran, 2014).

CONCLUSION

This review highlights that social stories are a powerful method for developing social skills, behavior management, and safety skills in individuals with autism. A common finding among studies is that the individualization and context-specific implementation of social stories enhance their effectiveness. Technological integration has been observed to increase children's engagement and accelerate learning processes. Moreover, parental involvement significantly enhances the effectiveness of social stories, demonstrating that this method benefits not only children but also family dynamics. Comparisons with other methods (e.g., video modeling) reveal that social stories are an effective tool both when used alone and in combination with other techniques.

Among the 19 studies examined in this systematic review, only a limited number focus on the use of digital social stories. However, these studies indicate that technology-based social stories are an effective approach for developing social skills in individuals with Autism Spectrum Disorder (ASD). Specifically, social stories supported by tablets, interactive applications, and multimedia tools have been found to increase children's attention spans, accelerate learning processes, and enhance their ability to initiate social interactions (Boşnak & Turhan, 2020; Akbulut & Bozkurt, 2017). Nevertheless, certain limitations in the literature are noteworthy. In particular, the lack of standardization in the implementation of social stories in Turkey restricts their sustainability and effectiveness. Therefore, future research should focus on examining the long-term effects of social stories and developing standardized implementation models. Social stories, as an educational method sensitive to individual differences and enriched with technological tools, offer significant potential for improving the quality of life of individuals with autism. Additionally, these studies highlight several critical gaps and areas for improvement in digital social stories.

Digital social stories serve as a powerful tool for enhancing social skills in individuals with autism. However, existing research identifies several shortcomings, indicating that various strategies should be employed to optimize the effectiveness of this approach. Standardization, investigation of long-term effects, and cultural adaptation are key factors that can enhance the success of digital social stories. Future studies and applications in this field will contribute to making digital social stories a more accessible, effective, and sustainable method.

One of the most significant challenges in implementing digital social stories is the lack of standardization. The absence of a standardized framework for designing and applying digital social stories limits their generalizability. Most digital applications are designed for specific contexts, making it difficult to adapt them to different age groups or the varying needs of individuals across the autism spectrum. This, in turn, hinders digital social stories from reaching a broader user base. Another major limitation is the insufficient research on the long-term effects of digital social stories. Existing studies typically focus on short-term behavioral changes, neglecting the long-term impact on social skill development. This gap makes it difficult to fully assess the sustainability of digital social stories and their potential contributions to quality of life. Additionally, limited parental and teacher involvement in the use of digital social stories is another significant concern. Research indicates that active participation from parents and teachers in the social story process makes a substantial difference in children's social skill development (Olçay-Gül & Tekin-Iftar, 2016; Acar et al., 2017). The lack of parental and teacher support may limit the effectiveness of digital social stories and reduce the long-term success rate of their implementation. Finally, a lack of cultural adaptation in digital social stories poses a significant issue. Most digital stories are designed with a generalized approach, failing to fully reflect the cultural context and real-life social situations that children experience. This deficiency can make it difficult for children to apply social stories to their daily lives.

REFERENCES

Acar, C., Tekin-Iftar, E., & Yikmis, A. (2017). Effects of Mother-Delivered Social Stories and Video Modeling in Teaching Social Skills to Children With Autism Spectrum Disorders. *The Journal of Special Education*, *50*(4), 215-226. https://doi.org/10.1177/0022466916649164

Akgün-Giray, D., & Ergenekon, Y. (2022). Effect of Social Stories Designed and Presented by Pre-Service Teachers on Social Skills Acquisition of Children with Autism. *Ankara Üniversitesi Eğitim Bilimleri Fakültesi Özel Eğitim Dergisi*, *23*(1), 109-132.

Ardıç, A., & Olçay, S. (2020). Otizm spektrum bozukluğu (OSB) olan çocukların ebeveynlerinin tükenmişlik düzeyi ile OSB semptom düzeyi ve aile gereksinimleri arasındaki ilişkinin regresyon analizi ile incelenmesi. *Eğitim ve Bilim*, *46*(206), 459-471. http://dx.doi.org/10.15390/EB.2020.8980

Aslan, Y. G. (2018). Üniversite-Temelli Bir Otizm Araştırma ve Uygulama Merkezinin İncelenmesi. *Medeniyet Eğitim Araştırmaları Dergisi*, *1*(3), 1-11.

Balçık, B., & Tekinarslan, İ. Ç. (2012). An investigation of the effect of social stories in teaching of social skills to children with autism. *Ankara University Journal of Faculty of Educational Sciences (JFES)*, *45*(1), 165-190.

Boşnak, Ö., & Turhan, C. (2020). Presentation of social stories with tablet computers in social skill instruction for students with autism spectrum disorder. *Ilkogretim Online*, *19*(4), 2161-2170 http:// doi.org/10.17051/ilkonline.2020.763781

Bozkurt, S. S. (2016). *Otizm spektrum bozukluğu olan çocuklara sosyal beceri öğretiminde teknoloji destekli etkileşimli ortam tasarımı ve etkililiği* [Doctoral dissertation]. Anadolu University.

Dablan, S., & Bağlama, B. (2020). A Review of Postgraduate Theses on the Use of Social Stories in Autism Spectrum Disorder in Turkey. *Uluslararası Türk Kültür Coğrafyasında Eğitim ve Sosyal Bilimler Dergisi*, *5*(2), 187-212.

Durdu, E., & Demirbilek, M. (2021). Examination of Studies for Autistic Children in Turkey. *Journal of STEAM Education*, *4*(2), 128-139.

Elverici, S. E. (2021). *Dil ve Konuşma Terapistlerinin Otizmli Çocukların Eğitiminde Teknoloji Kullanımına Yönelik Görüşleri* [Master's thesis,]. Marmara University.

Gray, C. (2010). *The New Social Story Book*. 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.

Güler, T. D., & Erdem, M. (2022). Use of Mobile Social Story Maps in the Development of Cognitive and Social Skills of Children With Autism Spectrum Disorder. *Journal of Special Education Technology*, *37*(4), 482-497. https://doi.org/10.1177/01626434211037547

Keskin, Ş. (2023). *Dijital ortamda sunulan model aracılığıyla taklit becerilerinin öğretiminin OSB'li çocuklarda etkililiğinin incelenmesi* [Master's thesis]. Biruni Üniversitesi.

Kurt, O., & Kutlu, M. (2019). Effectiveness of Social Stories in Teaching Abduction-Prevention Skills to Children with Autism. *J Autism Dev Disord* **49**, 3807–3818. https://doi.org/10.1007/s10803-019-04096-9

Kurt, O., & Subaşı Yurtçu, A. B. (2017). Otizm spektrum bozukluğu olan bireylere yönelik kapsamlı uygulamalar. *Sakarya University Journal of Education*, *7*(1), 155-182.

Kurtça, V. E. (2023). Zihin Yetersizliği Olan Yetişkin Bireylere İletişim Sırasında Kişilere Gereksiz Dokunmadan Kaçınma Becerisinin Öğretiminde Sosyal Öykülerin Etkililiği. *Sosyal Bilimler Araştırma Dergisi*, *11*(4), 524-541.

Kutlu, M., & Kurt, O. (2023). Otizmli Bireylere Yabancı Kişilerden Korunma Becerilerinin Öğretiminde Sosyal Öykülerin Yalnız Sunumuyla Video Modelle Birlikte Sunulmasının Karşılaştırılması. *Ozel Egitim Dergisi*, *24*(2), 307-322.

Meral, B. F. (2017). Otizm spektrum bozukluğu olan çocuklarda beslenme problemleri ve bilimsel dayanaklı davranışsal müdahaleler. *Ankara Üniversitesi Eğitim Bilimleri Fakültesi Özel Eğitim Dergisi*, *18*(03), 493-508.

Olçay-Gül, S., & Tekin-Iftar, E. (2016). Family generated and delivered social story intervention: Acquisition, maintenance, and generalization of social skills in youths with ASD. *Education and Training in Autism and Developmental Disabilities*, *51*(1), 67-78.

Olçay, S., Kıyak, Ü. E., & Korkmaz, Ö. T. (2022). Is Social Story™ an evidence-based practice? a meta-analysis and comprehensive descriptive analysis study. *Ankara Üniversitesi Eğitim Bilimleri Fakültesi Özel Eğitim Dergisi*, *23*(2), 431-458.

Ozdemir, S. (2008). The effectiveness of social stories on decreasing disruptive behaviors of children with autism: Three case studies. *Journal of Autism and Developmental Disorders*, *38*, 1689-1696.

Ozdemir, S. (2008). Using multimedia social stories to increase appropriate social engagement in young children with autism. *Turkish Online Journal of Educational Technology-TOJET*, *7*(3), 80-88.

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 and Practice*, *14*(5), 1875-1892.

Sani-Bozkurt, S., Vuran, S., & Akbulut, Y. (2017). Design and use of interactive social stories for children with autism spectrum disorder (ASD). *Contemporary Educational Technology*, *8*(1), 1-25.

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.

Şancı, Y. (2021). Development of Social Interaction in Children with Autism: A Literature Review. *Fenerbahçe Üniversitesi Sağlık Bilimleri Dergisi*, *1*(1), 45-52.

Tohum Otizm Vakfı. (2014). Otizm Spektrum Bozukluğu (OSB) şimdi ne olacak. *İstanbul, TC Milli Eğitim Bakanlığı Özel Eğitim ve Rehberlik Danışma Hizmetleri Genel Müdürlüğü*, 14-9.

Turhan, C., & Vuran, S. (2015). Otizm Spektrum Bozukluğu Gösteren Çocuklara Sosyal Beceri Öğretiminde Sosyal Öykü ve Video Model Uygulamalarının Etkililik ve Verimlilikleri. *International Journal of Early Childhood Special Education*, *7*(2), 294 – 315.

Yazici, M. S., & McKenzie, B. (2020). Strategies used to develop socio-communicative skills among children with autism in a Turkish special education school and implications for development of practice. *International Journal of Disability, Development and Education*, *67*(5), 515-535.

Table 1. Summary of Studies Aiming to Teach Social-Emotional Skills to Children with Autism Through Social Stories

Author(s)/Year	Purpose	Target Group	Method	Findings
Ozdemir (2008)	To examine the effect of multimedia social stories on increasing social interaction in children with ASD.	Children with ASD	Single-subject research design	Multimedia-supported social stories positively affected social interaction.
Ozdemir (2008)	To investigate the impact of social stories on reducing problem behaviors in children with ASD.	Children with ASD	Single-subject multiple probe design	Social stories were found to be effective in reducing problem behaviors.
Balçık & Tekinarslan (2012)	To explore the effects of social stories in teaching social skills.	Children with ASD (Ages 7-11)	Single-subject multiple probe design	Social stories were effective in increasing target behaviors, but generalization was limited.
Sani Bozkurt & Vuran (2014)	To analyze the impact of social stories on the social skill development of children with ASD.	Children with ASD	Literature review	Social stories were highlighted as an effective strategy.

Turhan & Vuran (2015)	To compare the effectiveness of social stories and video modeling in teaching social skills to children with ASD.	Children with ASD	Single-subject comparative analysis	Social stories supported with video modeling were found to be more effective.
Olçay-Gül & Tekin-Iftar (2016)	To examine the effect of social stories presented by families on children's social skill acquisition.	Children with ASD	Single-subject multiple probe design	Family-presented social stories were effective, but generalization was limited.
Acar, Tekin-Iftar, & Yikmis (2017)	To investigate the impact of social stories and video modeling presented by mothers on children's social skill acquisition.	Children with ASD (ages 7-10)	Single-subject multiple probe design	Social stories and video modeling were found to be effective in social skill acquisition.
Sani-Bozkurt, Vuran, & Akbulut (2017)	To examine the design and use of interactive social stories.	Children with ASD	Qualitative research	Interactive social stories were effective in the teaching process.
Kurt & Kutlu (2019)	To analyze the effect of social stories in teaching abduction prevention skills to children with ASD.	Children with ASD (ages 6-10)	Single-subject multiple probe design	Social stories were effective in teaching abduction prevention skills.
Yazıcı & McKenzie (2020)	To examine strategies used to develop social skills in children with ASD.	Children with ASD	Qualitative research, case study	Social stories were identified as an effective teaching strategy.

Boşnak & Turhan (2020)	To investigate the impact of social stories presented via tablet computers on social skill acquisition.	Children with ASD (ages 6-12)	Single-subject research design	Tablet-supported social stories were effective in social skill acquisition.
Dablan & Bağlama (2020)	To review postgraduate theses on social stories in the field of ASD in Turkey.	Researchers in the field of ASD	Systematic literature review	Social stories were emphasized as an effective method, particularly in developing social interaction skills.
Şancı (2021)	A review study evaluating social interaction development in children with ASD.	Children with ASD	Literature review	Social stories were identified as an effective method for increasing social interaction.
Durdu & Demirbilek (2021)	To evaluate studies conducted on individuals with autism in Turkey.	Research studies in the field of ASD	Literature review	Studies on the effectiveness of social stories have increased.
Olçay, Kıyak, & Korkmaz (2022)	A meta-analysis study investigating whether social story applications are evidence-based.	Experts working with individuals with ASD	Meta-analysis and descriptive analysis	Social stories were found to be an evidence-based method.
Akgün-Giray & Ergenekon (2022)	To examine the impact of social stories designed and presented by pre-service teachers on the social skill acquisition of children with ASD.	Children diagnosed with ASD (ages 8-11)	Single-subject research design, qualitative and quantitative data collection methods	Social stories were particularly effective in enhancing social interaction skills.

Study	Aim	Participants	Design	Findings
Güler & Erdem (2022)	To analyze the effect of mobile social story maps on the cognitive and social skills of children with ASD.	Children with ASD	Single-subject experimental design	Mobile social stories were effective and supported generalization skills.
Kurtça (2023)	To investigate the effectiveness of social stories in teaching social skills to individuals with intellectual disabilities.	Adults with intellectual disabilities	Single-subject experimental design	Social stories were found to be effective and supported sustainable learning.
Kutlu & Kurt (2023)	To compare the effectiveness of social stories and video modeling in teaching personal safety skills to children with ASD.	Children with ASD	Single-subject multiple probe design	Social stories supported with video modeling were found to be more effective.