



TÜRKİYE'DE OTİZM SPEKTRUM BOZUKLUĞUNDA SOSYAL ÖYKÜLERİN KULLANIMINA YÖNELİK LİSANSÜSTÜ TEZLERE GENEL BİR BAKIŞ

Sibel Dablan

sibelldablan@gmail.com

Orcid: 0000-0002-0115-0196

Başak Bağlama

basak.baglama@neu.edu.tr

Orcid: 0000-0001-7982-8852

Öz

Otizm Spektrum Bozukluğu (OSB), genellikle 3 yaşından önce ortaya çıkan ve sosyal etkileşim, iletişim becerileri ve diğer bilişsel işlevlerin performans düzeylerini olumsuz etkileyen nörobiyolojik bir bozukluktur. Sosyal öykü, otizmlili bireylerin sosyal becerilerini geliştirmek için kullanılan bilimsel temelli uygulamalardan biridir. Bu çalışma, son 10 yılda otizmlili bireylerde sosyal öykülerin kullanımına ilişkin Türkiye'de yazılmış tezlerin incelenmesini içermektedir. Bu çalışmada nitel araştırma yöntemlerinden döküman analizi kullanılmıştır. Bu çalışma ile literatürde bilimsel temelli uygulamalar olan sosyal öykülerin etkililiği konusunda yapılan çalışmaların ortaya konması, Türkiye'de bu konuda yapılacak araştırmalara ışık tutması amaçlanmaktadır. Çalışmaya toplam 15 yüksek lisans tezi dahil edilmiştir. Tezler, araştırmanın amacı, yöntemi, katılımcılar ve özellikleri, veri toplama aracı, veri analiz yöntemi ve bulgulara göre incelenmiştir. Elde edilen sonuçlar literatürden ilgili kaynaklar tartışılarak gelecekteki araştırmalar ve uygulamalar için öneriler sunulmuştur.

Anahtar Kelimeler: Otizm spektrum bozukluğu, sosyal öykü, derleme, tez.

A REVIEW OF POSTGRADUATE THESES ON THE USE OF SOCIAL STORIES IN AUTISM SPECTRUM DISORDER IN TURKEY

Abstract

Autism Spectrum Disorder (ASD) is a neuro-biological disorder that usually occurs before the age of 3 and negatively affects the performance levels of social interaction, communication skills and other cognitive

A REVIEW OF POSTGRADUATE THESES ON THE USE OF SOCIAL STORIES IN AUTISM SPECTRUM DISORDER IN TURKEY

Sibel DABLAN & Başak BAĞLAMA

functions. Social stories are one of the scientific-based practices used for individuals with autism to improve their social skills. This study includes a survey of theses written in Turkey about the use of social stories in individuals with autism in the last 10 years. Document analysis, one of the qualitative research methods, was used in this study. With this study, it is aimed to reveal the studies conducted in the literature on the effectiveness of social stories, which are scientifically based applications, to shed light on future research in Turkey on this subject. A total number of 15 postgraduate theses included in the study. These were examined based on purpose of the research, method, participants and features, data collection tool, data analysis method and findings. The obtained results are discussed with references from the literature and suggestions for future research and practices are presented.

Keywords: Autism spectrum disorder, social story, review, theses.

A REVIEW OF POSTGRADUATE THESES ON THE USE OF SOCIAL STORIES IN AUTISM SPECTRUM DISORDER IN TURKEY

1. Introduction

Autism spectrum disorder (ASD) is a lifelong neurodevelopmental disorder that manifests itself with social interaction skills and inadequacy in communication skills and limited, recurring behaviors, activities and interests in individuals with this diagnosis (American Psychiatric Association, 2013). In the education of children with autism spectrum disorder, there are scientific based practices such as communication, social and applied behavioral analysis for limited repetitive behaviors in children with ASD, PECS (Picture Exchange Communication System) and social stories (Akmanoglu & Kurnaz, 2014; Kırcaali-Iftar, 2012). Practices, methods and techniques offered to individuals diagnosed with autism generally focus on the teaching of skills in areas such as inadequate social development areas, language development areas, non-verbal communication, game skills and behavior management, so that these individuals can realize their skills independently (National Autism Center, 2009).

Research shows that number of individuals diagnosed with autism spectrum disorder is increasing today. According to a recent data on the prevalence of ASD, it is seen in one out of 54 children worldwide (Autism Speaks, 2017). While this increase has enabled individuals to be diagnosed at an earlier age, it has also led to an increase in the number of practitioners and a diversity of practices in order to provide services to these individuals (Detrich, 2008). Therefore, the need for both the family and the experts to choose the most effective and efficient application has arisen. This need was determined to be effective and it was decided that this need could be met by using scientific based practices. This has provided an environment for different institutions and organizations to work on what these practices are (Odom & Strain, 2002).

1.1. Social stories

Social stories are short fictional stories that objectively describe the event or situation that is intended to be taught, written adhering to a specific format and rules. Social stories were first developed by educator Carol Gray in 1991, when she observed a student having difficulty in a physical

A REVIEW OF POSTGRADUATE THESES ON THE USE OF SOCIAL STORIES IN AUTISM SPECTRUM DISORDER IN TURKEY

Sibel DABLAN & Başak BAĞLAMA

education classes. Gray has developed a social story that tells the rules and other children's reactions to the game. The child then became more aware of the game and what they wanted him to do, and was more able to participate in the activities in the course. This event offered Gray the idea to successfully navigate social situations using social stories. The purpose of a social story is to steer the correct method to find and understand what is appropriate if the individual does not understand what is transmitted in another way. The social story is expressed and presented in a clear and clear language in order to convey the information that is intended to be given (Feinberg, 2001).

When the studies on the social story related literature is examined, it is seen that the first article was published in 1993 by Gray and Garand. As a result of their work with children diagnosed with autism spectrum disorder, Gray and Garand (1993) discovered and presented a deep knowledge of why, wherefor, and how to use social stories. This explanation will shed light on future research and the effectiveness of this research will be observed in practices. Also, when looking at the article, the word meaning of the term "social" was discussed first. In this discussion, it was revealed that the problems that children with autism experience in adapting to their environment are not only caused by them, but also by other people they interact with in the social world. It is also explained that the social story is the basis for children with autism to understand an event or to put what they understand into practice. Considering the results, social stories are short stories that convey information clearly and comprehensively aiming to explain the situations that children with autism may encounter in the social environment, to teach social skills and to give appropriate behavioral messages to the situations in the social environments they encounter (Gray & Garand, 1993). Social stories allow the individual to look at a social situation from a different perspective, evaluate it and understand the situation. Social stories are very supportive and useful for children with autism as well as for children with normal development (Bicakci & Gul, 2019).

Social relations, which are difficult to understand for individuals with autism, are followed up as a guide in line with the individual needs and skills of each child and written in a unique way by the help of social stories (Cakmak, 2017). In addition, Gray (2004) listed the characteristics that should be found in order to be appropriate for the purpose of using social stories to be able to respond to the difficulties of the individual in their social relations:

1. To identify important social tips found in current situations
2. To describe another person's view or abstract situation about the event,
3. To explain the new rules that are aimed to be taught, habits in life or new changes to be experienced in conventional situations,
4. To describe what other people want the individual to do
5. To introduce new social skills and academic skills to be taught.

Social stories have become more comprehensive and more productive in terms of content (Gray 2004, Talas, 2017). According to Crozier & Tincani (2007), the features that should be included in the social story are listed as ten items: (1) It should express the social information it wants to gain in detail and be presented in a feature that eliminates the formation of doubts, (2) It should form a beginning that expresses the desired subject in a clear language, a development that performs the details in the most comprehensive way, and a conclusion section that feeds the given information and

A REVIEW OF POSTGRADUATE THESES ON THE USE OF SOCIAL STORIES IN AUTISM SPECTRUM DISORDER IN TURKEY

Sibel DABLAN & Başak BAĞLAMA

presents the information that serves the purpose in a short and clear manner, (3) It should be able to give answers five ws and one h questions (who, what, where, when, why and how). (5) The language used should be useful and positive, (6) Sentences used in writing a social story should consist of specific types of sentences that serve a particular subject, (7) It should be penned at a certain level considering the current state of the individual, (8) When writing a social story, it should be appropriate to the individual's interest and capacity and should be written correctly, (9) The text part of the refreshed social story should be understood and supported with drawings that will help to understand the text, (10) The subject of the written story should meet an acceptable criteria.

1.2. The purpose of the application of social stories

In a study by Gray and Garand (1993), it was aimed to increase the existing performances of social stories based on the concept of social skills for children with autism to develop in social skills. It is stated that the written social stories are used for the following purposes: (1) to change the usual behavior of children at school or at home, (2) To explain the reasons for the behavior of other individuals to children with autism, (3) When a new behavior change is desired or a new skill is desired (4) To gain social skills. Each of the stories has a purpose in writing. It expresses what an event will be realized, where it will be used, when it will be used, who will be the individuals who will participate in the activity, and how the child should be able to perform what behavior. With a social story prepared in this framework, it is aimed to teach and practice how a child with autism spectrum disorder will manage their own behavior (Scattone et al., 2002). In this way, children were asked to understand what other individuals wanted from them and to be nurtured with information linked to new situations.

1.3. Benefits and limitations of social story

The benefits of social stories include the following: (1) Supporting the subject with pictures, (2) being written in accordance with the individual differences, existing levels and needs of each child, (3) the social story written can be used later, (4) to be used effectively in acquiring academic, social and order skills and solving behavioral problems, (5) Use of a social story written in teaching more than one skill, (6) Social stories can be used by general and special education specialists working in the school and by parents, siblings and caregivers in the external environment, (7) Social stories enable the acquired skill to be generalized later in other situations, (8) Social stories are economically affordable (Tekin-Iftar & Olcay-Gul 2012). These mentioned benefits have increased the use of social stories day by day and provided efficient results. There are some limitations in the use of social stories as well. These limitations are as follows: (1) social stories are generally effective in high-function people such as people with mild intellectual disabilities or people with borderline intelligence (IQ with 70 and above) (2) Participants need to have good reading skills and reading comprehension skills (Kara & Wolfe, 2018).

1.4. Writing Social Stories and Sentence Types

Gray (2002) refers to social storytelling as putting forth a product at the end of the process. It should be noted that the written social story is simple to understand, the way the story is expressed, and the vocabulary used in the text is appropriate for the child. It is also important that the sentence structure is short and suitable according to the individual or that the writing style and size vary. The sentences used should be related to each

A REVIEW OF POSTGRADUATE THESES ON THE USE OF SOCIAL STORIES IN AUTISM SPECTRUM DISORDER IN TURKEY

Sibel DABLAN & Başak BAĞLAMA

other and support the same social skills. The story prepared for the child should also be shared with the individuals with whom the child is interacting and they should be asked to comment on the text and contribute to the process. In addition, there should be a small number of distractors in the prepared social story.

There are rules to consider in social story writing. The most important of the rules to be considered in the writing of social stories are the rules regarding sentence types and the proportion of sentence types in stories. According to Gray and Garand (1993), social stories consist of four kinds of sentences: (a) descriptive, (b) reflective, (c) directing, and (d) confirmatory sentences. Two more sentence variants, the collaborative sentence and the control sentence, were added in later years to four sentences defined in the 1990s (Carbo, 2005).

The main characteristic of a social story is that it includes descriptive, reflective, guiding and validating sentence types. One of the rules to be considered when writing a social story is sentence ratios. A leading sentence requires two to five descriptive, reflective and/or validating sentences in the story (Spencer, Simpson & Lynch, 2008). In addition to the content of a basic social story, the story can include a control sentence and a collaborative sentence. In this type of story, two to five descriptive, reflective, confirmatory or collaborative sentences are required for a guiding or controlling sentence (Gray, 2002). The structure of these sentences is explained as follows (Akgun-Giray, 2015).

Descriptive sentences are dealt with independently of the thoughts of children and explain the situation that exists. This type of sentence is sentences that contain five ws and one h questions and are decisive in their development in social story writing. “*I sometimes go to school by bus.*” is shown as an example of the descriptive sentence. *Confirmatory sentence* is the sentence structure that supports and contains the common values and cultural structure of the society in which the social story is lived in general and explains the situation in the story to the individual. “*It is safe and appropriate to sit in the bus.*” is considered a confirmatory sentence example. *Reflective sentence* is the sentence structure that explains the feelings and thoughts of people with whom the individual is related in the social environment. The purpose of using the sentence allows the individual to understand and evaluate from the perspective of other individuals in the current social situation. “*If I sit on the bus in my seat, the driver will be happy.*” is an example of a reflective sentence. *Directing sentence* is a type of sentence that explains the appropriate response to the individual and guides the individual to manage his own behavior. “*When the driver tells me to sit in the bus, I should sit in my seat.*” is an example for the directing sentence.

Control sentences are sentences that describe the appropriate behavior of the individual and words such as “*I will try, I can try.*” are used in control sentences. This sentence type can be described as informative about what an individual should do in a social situation. The sentence “*I will sit in my seat when I get on the bus.*” is an example of the control sentence. *Collaborative sentence* is a sentence type that informs and guides the individual about how to support their parents, siblings, friends or specialists with whom they are related. “*The bus driver helps me to be safe.*” is an example of a collaborative sentence structure.

1.5. Stages in Social Story Writing

Gray (2002) divided the stages of social story writing into four groups; (a) determining target behavior, (b) gathering information, (c) writing the story, and (d) putting an appropriate title to the story. The social story writing stages are described in detail below:

- a) *Determining the target behavior:* The target behavior is defined for the skills to be taught using social story or the problem situations that are desired to be eliminated. (social skills such as communicating,

A REVIEW OF POSTGRADUATE THESES ON THE USE OF SOCIAL STORIES IN AUTISM SPECTRUM DISORDER IN TURKEY

Sibel DABLAN & Başak BAĞLAMA

following community rules, or negative behaviors such as self-harm, harm to others) The process used in preparing a behavior change program is similar to the target behavior process defined.

- b) *Gathering information:* Once the target behavior is determined, the practitioner collects information about the behavior and the situation. It is necessary to compile information that can answer questions about which environment, how and when the behavior will occur, who will be involved in this process, and what are the reasons for the emerging behavior. Information about the social relationships of the individual for whom the story is prepared is required. Basic information is collected on subjects that are important in achieving the purpose of social stories such as the individual's learning style, reading ability, attention span and interests.
- c) *Writing the story:* Social stories are written between 5-10 sentences, considering the individual's learning style, needs and abilities. The number of sentences in the story and the distribution of sentences by pages varies according to the capacity of the individual. After the stories are prepared, they can be transferred to computer media using visuals such as pictures, drawings, photographs.
- d) *Putting an appropriate title to the story:* The title of the story should describe the essence and content of the story. The title may be a positive or negative reference to any situation, or a question written to answer the story may be the title of the story. The title as the sentence or question used should be written as a reminder and descriptive of the most important information in the social story.

1.6. Aim of the Present Study

As a result of the studies carried out by different organizations (National Autism Center–NAC, National Professional Development Center-NPDC) to determine what scientific based applications are, it is stated that one of these applications is story based application. These practices are defined by the National Standards Project and the American OIZ Professional Development Center as applications where story-based applications are used to teach stories, written stories, or written texts such as comic strip conversations written in a specific format in which the social situation of the targeted behavior is described. It is stated that the most known and preferred application among the applications is social story (Gray, 2010). Examining studies investigating the effects of social stories on individuals with autism spectrum disorder, which are so important for the development of social skills, is important in terms of revealing the developments in this field. Therefore, the aim of this study is to review the graduate thesis studies conducted in Turkey in the last decade using social story application that has proven effective for individuals diagnosed with autism spectrum disorder (ASD).

2. Method

2.1. Research Model

This research is a qualitative study and it was conducted using document analysis, one of the qualitative research methods. Documents are an important source of data in qualitative research and can include both private and official documents (Creswell, 2005). This study examined the master and doctorate thesis on the use of social story of autism spectrum disorders in Turkey and the doctoral thesis.

2.2. Data Collection

In this study, a survey was conducted on the website of the Council of Higher Education of Turkey to determine the thesis studies on students with autism spectrum disorder. Keywords such as “autism spectrum

A REVIEW OF POSTGRADUATE THESES ON THE USE OF SOCIAL STORIES IN AUTISM SPECTRUM DISORDER IN TURKEY

Sibel DABLAN & Başak BAĞLAMA

disorder”, “autism” and “social story” were used during the screening. All theses have been accessed through the internet as there is the possibility of electronic access from Council of Higher Education’s website. In the determination of the theses, the criteria of (1) the thesis being related to the use of social story in students with autism spectrum disorders and (2) the theses being masters or doctoral theses are taken into consideration. In order to reach more theses and data about the use of social stories in individuals with autism spectrum disorders, the year or department of the thesis was not determined as a prerequisite.

2.3. Data Analysis

As a result of the literature review, 15 postgraduate theses on social story use in individuals with autism spectrum disorders were reached as of 2010. Related theses are categorized according to their subjects. Information on which theses are found under which categories and the skills / behavior, working group, method and findings studied in these theses are given in tables. Studies emphasized to have similar or common characteristics were examined comparatively and brief information was given about the research findings. Within the scope of this research, theses were coded separately by two researchers in order to ensure coding reliability and then these codings were compared. The reliability of the coding made in this way was calculated using the formula $[\text{Agreement} / (\text{Agreement} + \text{Disagreement}) \times 100]$ (Miles & Huberman, 1994). In this context, the average reliability coefficient between encoders was calculated as 93%. It is expected that the compliance percentage used to calculate inter-coder reliability will be higher than 70%. In this respect, it can be said that the coding reliability calculated within the scope of this research is at an acceptably high level.

3. Results

Within the scope of this study, 15 postgraduate theses (6 master, 9 doctorate) related to social story use in individuals with autism spectrum disorders were achieved as a result of the literature review in Turkey.

When the graduate theses on social story use in teaching social skills to individuals diagnosed with ASD are examined, the working group of the studies is divided into four groups: (a) Studies with individuals diagnosed with autism spectrum disorder, (b) Studies with individuals diagnosed with autism spectrum disorder and their families, (c) Studies with individuals diagnosed with autism spectrum and their teachers, (d) studies with teachers. Among them, there are 6 doctorate and 3 master theses, made with 9 individuals diagnosed with autism spectrum disorders. There are 2 doctoral theses about 2 individuals diagnosed with autism spectrum disorder and their families, there is 1 master’s thesis and 1 doctoral thesis about 2 individuals diagnosed with autism spectrum and their teachers, and there are 2 master theses about their teachers. These were examined according to the study group, the characteristics of the subjects, the features of the method, the features of the model, and the features of the findings.

3.1. Studies with Individuals with Autism Spectrum Disorder

A total of 9 postgraduate theses have been reached, including 6 doctorate and 3 master regarding thesis studies with individuals with Autism Spectrum Disorder. (Balcik, 2010; Suzer, 2015; Kutlu, 2016; Gelebologlu, 2016; Talas, 2017; Akcayir, 2018; Cetrez-Arican, 2019; Pektas, 2019; Dargut, 2019).

In the studies in which the participant group is a student, it is seen that there is a group of students between 6 and 17 years of age who have autism spectrum disorders. When the research methods used in theses are examined, it is seen that single-subject research method was used in 9 theses. When the theses are examined,

A REVIEW OF POSTGRADUATE THESES ON THE USE OF SOCIAL STORIES IN AUTISM SPECTRUM DISORDER IN TURKEY

Sibel DABLAN & Başak BAĞLAMA

it is seen that the monitoring data are collected in the majority of the theses. It is seen that generalization and social validity data are included in all theses. Table 1 summarizes the information on postgraduate theses related to thesis studies with individuals with Autism Spectrum Disorder.

Table 1. Detailed Information on Studies with Individuals with Autism Spectrum Disorder

Resource	Purpose of the research	Method	Participants and Features	Data collection tool	Data Analysis Method	Findings
Balcik (2010)	The aim of this course is to give the ability to introduce himself / herself, to ask for help or information and to participate in the ongoing activity to a student with autism in the preschool mainstreaming program through social stories.	Quantitative method (Single Subject)	7 students with ASD were identified and 3 of them met the prerequisite skills, but only one child was studied with the permission of the parents.	Parent consent form, skill forms commencement level, teaching sessions, polling session, withdrawal Sessions and monitoring sessions Application Data Collection Form	Graphical Analysis	It has been determined that social skill teaching through social stories is effective and that the skills taught in the monitoring data are permanent.
Suzer (2015)	The effectiveness of the social story method in the teaching of sexual abuse protection skills to individuals with autism has been researched and evaluated in terms of monitoring and generalization.	Quantitative method (Single Subject)	Three subjects, two girls and one boy, who were diagnosed with autism, between the ages of 10 and 17	Social Validity Questionnaire, Polling, Generalization, and Monitoring of Generalization of Social Story Practice, Sessions Effectiveness Data Registration Form in	Graphical Analysis	The three participants who participated in the study showed that they learned the skills of protection from harassment through social story practice and they could generalize to different environments,

**A REVIEW OF POSTGRADUATE THESES ON THE USE OF SOCIAL STORIES IN AUTISM
SPECTRUM DISORDER IN TURKEY
Sibel DABLAN & Başak BAĞLAMA**

				Teaching Sessions Application Reliability Data Registration Form		people and types of harassment.
Kutlu (2016)	The aim of this course is to determine whether the presentation of social stories together with the video model differs from with a videoless presentation of social stories in terms of effectiveness and efficiency in teaching individuals with ASD to protection from foreign people.	Quantitative method (Single Subject)	Four subjects with OSB diagnosis in the 10-13 age range	Social Validity Questionnaire Polling and Monitoring Sessions Form Teaching Sessions Data Collection Form	Graphical Analysis	It has been shown that three of the four participants with ASD learned their ability to protect themselves from foreign people at the level that met the criteria with both applications. For the fourth participant, it was observed that the teaching, in which only social stories were presented, was more effective.
Gelebologlu (2016)	The aim of this course is to investigate whether the effectiveness of social story and musical social story	Quantitative method (Single Subject)	It was performed with three male participants aged 9-10-17 who were diagnosed with OSB.	Social Skills Checklist, Prerequisite Skills Control Tool, Social Story Teaching Sessions Application	Graphical Analysis	It showed that social story and musical social story teaching methods are effective in teaching social skills to

A REVIEW OF POSTGRADUATE THESES ON THE USE OF SOCIAL STORIES IN AUTISM SPECTRUM DISORDER IN TURKEY
Sibel DABLAN & Başak BAĞLAMA

applications
differ in
teaching social
skills to
individuals with
autism spectrum
disorders, and
which practice is
more efficient.

Data Collection
Form, Musical
Social story
teaching
sessions
Application
Data Collection
Form, polling
Sessions Data
Collection
Form and
social validity
question form

individuals
diagnosed with
ASD, and that
individuals can
acquire, sustain
and generalize
social skills with
these teaching
practices.

Talas (2017)	It is to determine whether the single and multiple presentations of social stories differ in terms of effectiveness and efficiency in teaching individuals with ASD the skills of thanking and participating in the invited event.	Quantitative method (Single Subject)	4 Male Subjects with OSB diagnosis in the 9-17 age range	Social validity form for participants, teacher and parents, polling Sessions application data collection form, application data collection form for teaching sessions where social stories are presented single, parent consent form	Graphical Analysis	It shows that all 4 participants with an ASD diagnosis have learned the skills to say thanks and participate in the invited event with single and multiple social story applications to meet the criteria.
Akcayir (2018)	Three students who were diagnosed with ASD and benefited from inclusive practices were taught the skill	Quantitative method (Single Subject)	3 students, two of whom are boys and one of whom is a girl, between the ages of 9-12	Social Skills Assessment Form, Social Skills Prerequisite Measurement Tool, Multimedia	Graphical Analysis	In the study, it was found that Multimedia-based social Story method was effective in teaching all three students the

**A REVIEW OF POSTGRADUATE THESES ON THE USE OF SOCIAL STORIES IN AUTISM
SPECTRUM DISORDER IN TURKEY
Sibel DABLAN & Başak BAĞLAMA**

	of dealing with foreign people at the knowledge level by using multimedia-based Social Stories.			Based Social Story Baseline Data Registration Form, Application Reliability Form, Social Validity Question Form,		ability to deal with foreign people at the level of knowledge and was effective in maintaining the skills one, three and five weeks after teaching.
Cetrez-Arican (2019)	To determine whether the effectiveness and efficiency of social story and cartoon chats and teaching practices differ in teaching social skills to individuals with autism.	Quantitative method (Single Subject)	Four male subjects with a diagnosis of OSB ranging in age from 10-12	Social Skill Checklist, Social Story Writing Evaluation Form, Social Story Teaching Sessions Application Data Collection Form, Polling, Monitoring and Generalization Sessions Application Form, Social Skill, Cartoon Chat Teaching Sessions, Application Data Collection Form	Graphical Analysis	It was found that social story practice was more effective than caricature conversations, while there were no differences in persistence and generalization in all four participants.
Pektas (2019)	It is aimed to examine how effective social story practices turned into musical activities in	Quantitative method (Single Subject)	2 male and 1 female subjects diagnosed with autism spectrum disorder and Down syndrome, from	Social skills in Hasan Avcioglu's 4-6-year-old social skills scale "Apologizing,	Graphical Analysis	It has been found that social story applications converted into musical activities are effective for two participants

A REVIEW OF POSTGRADUATE THESES ON THE USE OF SOCIAL STORIES IN AUTISM SPECTRUM DISORDER IN TURKEY
Sibel DABLAN & Başak BAĞLAMA

	teaching social skills to children with developmental disabilities.		developmental disabilities group, age range 7-15	Taking Sequence, Greeting, and Asking for Permission", start data form, monitoring data form, attendance data form		with Down's syndrome and autism with developmental disabilities, but not for other participants with autism with developmental disabilities.
Dargut (2019)	To develop a mobile technology based learning environment that will improve the cognitive and social skills of children diagnosed with ASD and to test its effectiveness.	Quantitative method (Single Subject)	Three children ranging in age from 6-7 and diagnosed with OSB.	Social Validity Form for Family Members, Social Validity Form for Teachers, Starting and Monitoring Sessions, Application Data Registration Form, Teaching Sessions Application Data Registration Form	Graphical Analysis	It has been shown that the mobile social story map contributes to the development of social communication skills and comprehension of children with ASD.

When the thesis studies conducted with individuals diagnosed with ASD were examined, single-subject research design was used in 9 theses. Considering the theses, while monitoring data is collected in 7 theses, generalization and social validity data are included in all theses. In Turkey, research on the use of social stories in the education of individuals diagnosed with autism spectrum disorder is very scarce. It is observed that the qualitative methods used by quantitative methods are not included in the studies. In the education of individuals diagnosed with autism spectrum disorder, it is observed that different methods aim to determine the effectiveness of the presentation of the social story (video model presentation, single and multiple presentation, cartoon chat presentation, mobile technology based presentation multimedia based presentation).

A REVIEW OF POSTGRADUATE THESES ON THE USE OF SOCIAL STORIES IN AUTISM SPECTRUM DISORDER IN TURKEY

Sibel DABLAN & Başak BAĞLAMA

In terms of determining the current situation and determining the opinions of teachers, families and students, it is seen that only one subject pattern is used in terms of developing solutions to existing problems. In the education of individuals diagnosed with autism spectrum disorder in Turkey, it will be beneficial to increase the number of qualitative and quantitative studies as well as single-subject studies in terms of determining the current problems, determining the positive and negative situations regarding the methods, tools and equipment used in addition to the effectiveness researches related to the use of social story. While the overall scarcity of research shows that experimental studies need to be accelerated, it can be said that the efficiency studies, in which the effectiveness of different methods is compared, will be useful in order to increase the quality of teaching in terms of practice.

3.2. Studies on Individuals Diagnosed with Autism Spectrum Disorder and Their Families

Considering the studies conducted with individuals diagnosed with autism spectrum disorder and their families, 2 doctoral dissertations were achieved (Olçay-Gul, 2012; Acar, 2015). The study, in which the group of participants were students and their families, included students with autism spectrum disorder between the ages of 7 and 16, the mothers of the students and the older sister of one of the students. When the research methods used in theses are examined, it is observed that 1 single subject research is used (Acar, 2015). 1 mixed pattern was used in the research and in the first part it is seen that a single subject was used and in the second part it is seen that a descriptive model was used (Olçay-Gul, 2012). Both studies have generalization and social validity data. Table 2 summarizes the information about the graduate theses related to literacy skills.

Table 2. Detailed Information on Studies on Individuals Diagnosed with Autism Spectrum Disorder and Their Families

Resource	Purpose of the research	Method	Participants and Features	Data collection tool	Data Analysis Method	Findings
Olçay-Gul (2012)	It is aimed that the family members of the Family Education Program, who have children diagnosed with ASD during the adolescence, gain the	Quantitative method (Single Subject) Descriptive Model	It was performed with three adolescents between the ages of 12-16 who were diagnosed with ASD and with the older sister of one of these adolescents and the	Social Story Writing Evaluation Form, Social Story Practice Sessions, Application Reliability Data Collection Form	Graphical analysis	It has shown that family members have the knowledge and ability to write social stories 100% accurately and practice them at a high level of reliability, that they retain these skills and generalize them

**A REVIEW OF POSTGRADUATE THESES ON THE USE OF SOCIAL STORIES IN AUTISM
SPECTRUM DISORDER IN TURKEY
Sibel DABLAN & Başak BAĞLAMA**

<p>knowledge and skills to apply social stories, and the social stories presented by the family members who complete the program will teach the target social skills to the adolescent individuals.</p>	<p>mothers of the other two adolescents.</p>	<p>to Story writing related to the teaching of different skills. After the teaching offered by family members who acquired the ability to write and practice social stories, it was observed that adolescent individuals acquired the target social skills and continued to maintain and generalize social skills after the end of the research.</p>
---	--	--

<p>Acar (2015)</p>	<p>It is aimed that mothers with children with ASD will gain the knowledge and skills of preparing and applying social stories, and the</p>	<p>Quantitative method (Single Subject)</p>	<p>Three male participants with ASD and their mothers and their mothers, who were between 7-11 years old, participated in the study.</p>	<p>Social Story writing evaluation form, video clip preparation Evaluation Form, Social story teaching practice sessions, application reliability data collection form, video model teaching sessions</p>	<p>Graphical analysis</p>	<p>It has shown that mothers can write social stories 100% accurately and make video clips accurately. It has also shown that mothers can reliably apply both teaching practices they</p>
--------------------	---	---	--	---	---------------------------	---

**A REVIEW OF POSTGRADUATE THESES ON THE USE OF SOCIAL STORIES IN AUTISM
SPECTRUM DISORDER IN TURKEY
Sibel DABLAN & Başak BAĞLAMA**

knowledge and skills of teaching and practicing video modeling. It is aimed to determine whether the effectiveness and efficiency of the social stories and video model teaching application offered by the mothers who have completed both family education programs differ in their children's learning of targeted social skills.	application reliability data collection form, survey, monitoring and generalization Sessions for mothers Social story Application, Application reliability data collection form	learn, maintain and generalize these skills. The findings show that teaching practices with social story and video model are almost equally effective in learning targeted skills, while participants retain and generalize the skills they have acquired after the teaching has ended.
---	--	--

When the studies with individuals diagnosed with autism spectrum disorder and the families of these individuals were examined, a total of 2 doctoral theses have been reached. When the research methods used in these theses were examined, it was seen that single-subject research is used in 1 thesis and mixed pattern is used in 1 thesis. It is seen that both studies included generalization and social validity data. When the studies conducted with families were examined, it is seen that theses about social story presentation, video model teaching, family education program and teaching were prepared related with individuals with autism spectrum disorders. The findings in the theses showed that family members acquired the knowledge and ability to write social stories 100% accurately and apply them to a high level of reliability, maintained these acquired skills and generalized them to story writing related to the teaching of different skills. When the thesis studies with

A REVIEW OF POSTGRADUATE THESES ON THE USE OF SOCIAL STORIES IN AUTISM SPECTRUM DISORDER IN TURKEY

Sibel DABLAN & Başak BAĞLAMA

individuals and their families with autism spectrum disorders were examined, it was thought that the thesis studies conducted were low and it was necessary to support advanced research and to expand the use of social stories in social skills teaching by family members, experts and teachers working in the field.

3.3. Studies with Individuals Diagnosed with Autism Spectrum and Their Teachers

A total of 2 postgraduate theses (Akgun-Giray, 2015; Degirmenci, 2018) have been reached, including 1 doctorate and 1 master’s degree on thesis studies on individuals with Autism Spectrum Disorder and their teachers. In the studies in which the participant group is students and teachers, it is seen that students with autism spectrum disorder and students between the ages of 4 and 8 and their teachers are included. When the research methods used in theses are examined, it is seen that single-subject research method was used in both theses. When the theses are examined, it is seen that one of the theses included monitoring data and the social validity data (Akgun-Giray, 2015); and generalization has been included in both theses. Table 3 summarizes the information about graduate theses on individuals with Autism Spectrum Disorder and their teachers.

Table 3. Detailed Information on Studies with Individuals Diagnosed with Autism Spectrum and Their Teachers

Resource	Purpose of the research	Method	Participants and Features	Data collection tool	Data Analysis Method	Findings
Akgun-Giray (2015)	Through social stories prepared and presented by teacher candidates, it is aimed for children with ASD to acquire target social skills.	Quantitative method (Single Subject Design)	The study was carried out with three children 4-6 years of age with ASD and three teacher candidates who were teaching in the same institution..	Application reliability data collection form for Social story application, initiation level for Social story application, polling, generalization Sessions application reliability data collection form, Teacher Candidate Social Validity Question Form, Parents Social Validity Question Form, Voluntary Participation Forms	Graphical analysis	It has been shown that the teacher candidates have gained the ability to write social stories with 100% accuracy and to apply them with a high level of application reliability after the training. It has been shown that children with ASD acquired the target social skills at the level of 100%, maintain the social skills they acquired at the end of the study and generalize these skills.

**A REVIEW OF POSTGRADUATE THESES ON THE USE OF SOCIAL STORIES IN AUTISM
SPECTRUM DISORDER IN TURKEY
Sibel DABLAN & Başak BAĞLAMA**

Değirmenci (2018)	Effectiveness and efficiency of web-based professional development portal applications with and without coaching in increasing knowledge and skill levels of teachers working with students with autism spectrum disorders are aimed at teaching social stories, and teaching video models.	Quantitative method (Single Subject)	There are two participant groups in the research. 3 female teachers with the ages of 35-33 and 23, and 3 students diagnosed with ASD between the ages 3-8.	Teaching Start Level Sessions With Social Stories Data Collection Form, Teaching Start Level Sessions With Video Model Data Collection Form, Controlled Event Recording Data Collection Form, Schedule	Table	It showed that teacher candidates gained the ability to write social stories with 100% accuracy and to practice with a high level of application reliability. It has been shown that children with ASD acquire the target social skills at the level of 100%, maintain the social skills they acquired at the end of the study and generalize these skills.
-------------------	---	--------------------------------------	--	--	-------	---

A total of 2 postgraduate theses, including 1 doctorate and 1 master degree, were reached when the thesis studies with individuals with autism spectrum disorders and their teachers were examined. When the research methods used in theses were examined, it is seen that the single subject research method was used in 2 theses. When looking at theses, while one of the theses collected the monitoring data and included the social validity data, generalization was seen in both theses. It is seen that there was a study on video model teaching of social story presentation to individuals with autism spectrum disorders. When the thesis studies conducted with individuals with autism spectrum disorders and their teachers were examined, it was thought that the thesis studies conducted were limited and needed to be supported with new researches, and that the teaching of social stories to teachers and teacher candidates in the in-service and pre-service period should be expanded.

3.4. Studies with Teachers

A REVIEW OF POSTGRADUATE THESES ON THE USE OF SOCIAL STORIES IN AUTISM SPECTRUM DISORDER IN TURKEY

Sibel DABLAN & Başak BAĞLAMA

Two master theses (Cakmak, 2017; Demir, 2018) regarding thesis studies with teachers have been achieved. In the study, where the group of participants consists of teachers (Cakmak, 2017), and it is seen that there are teachers between the ages of 25 and 50. When the research methods used in theses are examined, it is seen that the qualitative research method was used in 2 theses. When the table is examined, it is seen that the theses included semi-structured interviews. Table 4 summarizes the information about these studies related to teachers.

Table 4. Detailed Information on Studies with Teachers

Resource	Purpose of the research	Method	Participants and Features	Data collection tool	Data Analysis Method	Findings
Cakmak (2017)	Determination of the views and suggestions of the researchers who performed the thesis on social story application	Qualitative method	7 female and 2 male teachers between the ages of 25-50. Eight of the participants are academicians, one is a teacher.	Semi-structured interviews Participant form, Interview questionnaire	Inductive analysis Content analysis	It is observed that participants generally expressed a positive opinion about the stages of social story implementation. The participants stated that they benefited from a guide in social story practice and that this guide was Carol Gray's books.
Demir (2018)	Special education teachers' views on social stories	Qualitative method	11 teachers who have used a social story have been identified.	Semi-structured interview- Interview questions Participant information form	Descriptive analysis Observation, interview and document analysis	When the studies conducted with the teacher were examined, it was observed that there were advantages for the participants such as teaching social stories easily, preparing the students according to their interests and needs, being suitable for social skills teaching, having fun during teaching. having visuals, being remarkable, using i language, supporting language development, and being easy to be implemented by the families. As well as its advantages, the

participants are observed to experience various difficulties in writing and preparing social stories.

A total number of 2 master theses with teachers have been achieved. When the research methods used in these theses are examined, it is seen that the qualitative research method was used in 2 theses. It is seen that the theses included semi-structured interviews. When the studies conducted with the teacher were examined, it was observed that there were advantages for the participants such as teaching social stories easily, preparing the students according to their interests and needs, being suitable for social skills teaching, having fun during teaching. As well as its advantages, the participants are observed to experience various difficulties in writing and preparing social stories.

Participants expressed social story practice as practitioner friendly and practical. While the participants described the necessity of working with children with good cognitive level as the weakness of the social story, they stated that social story practice can be used effectively with both normal developing individuals and all other disability groups. Participants who thought that the social story application is mostly unusable for in-class use, stated that the application cannot be used in the classroom due to its individual structure and the need to organize one-to-one teaching. In addition, the participants who expressed their views on the development of social story practice stated that social story practice can be improved by providing training to stakeholders.

4. Discussion and Conclusion

In this study, a total of 15 graduate theses held in Turkey (6 master, 9 doctorate) were examined on the usage of social story in individuals with autism spectrum disorder. Among them, there are 6 doctorate and 3 master theses made with 9 individuals diagnosed with autism spectrum disorder. There are 2 doctoral theses about 2 individuals diagnosed with autism spectrum disorder and their families, there is 1 master's thesis and 1 doctoral thesis about 2 individuals diagnosed with autism spectrum and their teachers, and there are 2 master theses about their teachers.

When the literature is examined, it is seen that there are many studies examining the effectiveness of social stories on improving social adaptation skills of individuals with autism spectrum disorder (Kuoch & Miranda, 2003; Karaaslan & Kutlu, 2010; Turhan & Vuran, 2015; Khantreejitranon, 2018; Zhou, Wong & McGrath, 2020). In this study, how to write social stories, how to apply it with individuals with autism, how to evaluate effectiveness and the trends in the postgraduate theses on social stories in Turkey were explained and examined. It is stated that social stories are an ineffective technique for every situation and every child with autism, and when effective, positive results are observed effectively from the first week of the application. The fact that each child with autism exhibits a unique combination of different autism symptoms makes the treatment of autism extremely difficult. Due to this complex nature of autism, the treatment of this disorder requires completely individualized treatment programs. In this context, introducing social stories to teachers as an alternative treatment will add an important part to completing the complex treatment for the inclusion of autistic children in social life. Accordingly, school managers have an important role in motivating teachers at school

A REVIEW OF POSTGRADUATE THESES ON THE USE OF SOCIAL STORIES IN AUTISM SPECTRUM DISORDER IN TURKEY

Sibel DABLAN & Başak BAĞLAMA

(Yucesoy et al., 2020). Therefore, school managers might encourage teachers to learn more about social stories and apply them for their students with autism.

Recently, the use of technology for educational purposes gained more and more attention and importance (Nacak, Baglama & Demir, 2020). This situation is also seen for social stories. There are various studies integrating technology into social stories (Xin & Sutman, 2011; Smith et al., 2020). The use of social stories, which are among scientifically based applications, in researches, especially for children with ASD to gain social skills, is gaining popularity. There are 15 postgraduate theses on the use of social story in Turkey. In this regard, it should be encouraged to make more theses and to examine the use of social stories in individuals with autism. In line with the results of the present study, the following recommendations are provided:

- Conducting such comparative studies periodically can enable researchers who will work in this field to see the developments in the field concretely.
- By increasing the number of studies with families and teachers, using social stories for individuals with autism in both groups can be supported.
- In the research, it was revealed that more doctoral dissertations were made on the subject. In this direction, graduate thesis advisors can encourage researchers to work on social stories.

**A REVIEW OF POSTGRADUATE THESES ON THE USE OF SOCIAL STORIES IN AUTISM
SPECTRUM DISORDER IN TURKEY**
Sibel DABLAN & Başak BAĞLAMA

References

- Acar, C. (2015). *Otizimli cocuklara sosyal becerilerin ogretiminde anneler tarafından hazirlanarak sunulan sosyal oyku ve video modelle ogretim uygulamalarinin karsilastirilmesi* (Unpublished doctorate thesis). Bolu: Abant Izzet Baysal Universitesi.
- Akcayir, I. (2018). *Otizm spektrum bozuklugu olan bireylere sosyal beceri ogretiminde multimedya tabanlı sosyal oyku yonteminin etkililigi* (Unpublished master thesis). Ankara: Gazi Universitesi.
- Akgun-Giray, D. (2015). *Ogretmen adaylarınca hazirlanan ve sunulan sosyal oykulerin otizm spektrum bozuklugu olan cocukların sosyal beceri edinmeleri üzerindeki etkililigi* (Unpublished master thesis). Eskisehir: Anadolu Universitesi.
- Akmanogu, N., & Kurnaz, E. (2014). Otizimli cocukların egitiminde yeni egilimler: Videoyla kendine model olma ve etkileri. *Ankara Universitesi Egitim Bilimleri Fakultesi Ozel Egitim Dergisi*, 15(2) 63-77.
- American Psychiatric Association, (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.) Washington, DC: Author.
- Autism Speaks, (2017). *Autism statistics and facts*. Retrived from <https://www.autismspeaks.org/autism-statistics> on 07.03.2020.
- Balcik, B. (2010). *Otizimli bireylere sosyal beceri ogretiminde sosyal oykulerin etkisinin incelenmesi* (Unpublished master thesis). Abant Izzet Baysal Universitesi Sosyal Bilimler Enstitusu, Bolu.
- Bicakci, M., & Gul, S. O. (2019). Akranlarca sunulan sosyal uyukulerin gelimsel yetersizligi olan ilkokul ogrencilerinin karsidan karsiya gecme becerilerine etkisi. *Egitim ve Bilim*, 44(199), 257-278.
- Cakmak, M. (2017). *Sosyal oyku uygulaması kullanan özel eğitim arastirmacilarinin konuya iliskin gorus ve onerileri* (Unpublished master thesis). Eskisehir: Anadolu Universitesi.
- Carbo, B. C. (2005). *The use of social stories with individuals with Autism Spectrum Disorders* (Unpublished master thesis). University of Deleware, Dissertation Abstracts International.
- Cetrez-Arican, G. (2019). *Otizm spektrum bozuklugu olan bireylere sosyal beceri ogretiminde sosyal oyku ve karikatur sohbetleriyle ogretim uygulamalarinin karsilastirilmesi* (Unpublished doctorate thesis). Edirne: Trakya Universitesi.
- Creswell, J. W. (2005). *Educational research: planning, conducting and evaluating quantitative and qualitative research* (2th ed.). USA: Pearson Prentice Hall.
- Crozier, S., & Tincani, M. J. (2007). Effects of Social Stories on prosocial behaviors of preschool children with autism spectrum disorders. *Journal of Autism and Developmental Disorders*, 37, 1803–1814.
- Dargut- Guler, T. (2019). *Otizm spektrum bozuklugu olan cocukların bilissel ve sosyal becerilerinin gelistirilmesinde mobil sosyal oyku haritaları kullanimi* (Unpublished doctorate thesis). Ankara: Hacettepe Universitesi.
- Degirmenci, D. H. (2018). *Kocluk iceren ve icermeyen web-tabanlı mesleki gelism uygulamalarinin otizimli ogrencilerle calisan ogretmenlerin ogretim becerilerini ve ogrencilerinin guvenlik becerilerini edinmeleri acisindan karsilastirilmesi* (Unpublished doctorate thesis). Eskisehir: Anadolu Universitesi.
- Demir, S. (2018). *Ozel eğitim ogretmenlerinin sosyal oykuler hakkındaki goruslerinin belirlenmesi* (Unpublished master thesis). Istanbul: Marmara Universitesi.
- Detrich, R. (2008). Evidence-based, empirically supported, or best practice? A guide for the scientist-practitioner. *Effective Practices for Children with Autism*, 3-25.
- Feinberg, M. J. (2001). *Using social stories to teach specific social skills to individuals diagnosed with autism* (Unpublished doctorata thesis). California School of Professional Psychology, San Diego.
- Gebeloglu, B. (2016). *Otizm spektrum bozuklugu olan bireylere sosyal beceri kazandirmada sosyal oyku ve muzikli sosyal oyku uygulamalarinin etkililik ve verimliliklerinin karsilastirilmesi* (Unpublished doctorate thesis). Necmettin Erbakan Universitesi, Konya.
- Gray, C. (2004). Social Stories 10.0: The new defining criteria. *Jenison Autism Journal*, 15, 1–21.

A REVIEW OF POSTGRADUATE THESES ON THE USE OF SOCIAL STORIES IN AUTISM SPECTRUM DISORDER IN TURKEY

Sibel DABLAN & Başak BAĞLAMA

- Gray, C. (2010). *The new social story book*. Future Horizons.
- Gray, C. A. (2002). *My social stories book*. London: Jessica Kingsley.
- 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.
- 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.
- Karaaslan, A. G. O., & Kutlu, M. (2010). Otizm spektrum bozukluğu olan bireylerde sosyal oyku kullanımı: Alan yazın taraması. *Cukurova Universitesi Sosyal Bilimler Enstitüsü Dergisi*, 19(2), 1-17.
- 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.
- Khantreejitranon, A. (2018). Using a social story intervention to decrease inappropriate behavior of preschool children with autism. *Kasetsart Journal of Social Sciences*, 39(1), 90-97.
- Kircaali-Iftar, G. (2012). *Otizm spektrum bozukluğuna genel bakış*. E. Tekin-Iftar (Ed.), Otizm spektrum bozukluğu olan çocuklar ve eğitimleri (s. 17-44). Ankara: Vize Yayıncılık.
- Kuoch, 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.
- Kutlu, M. (2016). *Otizimli bireylere yabancı kişilerden korunma becerilerinin öğretiminde sosyal oykuların yalnız sunumuyla video modelleri birlikte sunulmasının karşılaştırılması* (Unpublished doctorate thesis). Eskisehir: Anadolu Üniversitesi.
- Miles, M. B., & Huberman, A. M. (1994). *An expanded sourcebook: Qualitative data analysis*. 2nd ed. Thousand Oaks, CA: Sage Publications
- Nacak, A., Bağlama, B., & Demir, B. (2020). Teacher candidate views on the use of youtube for educational purposes. *Online Journal of Communication and Media Technologies*, 10(2), 1-9.
- National Autism Center (NAC). (2009). *National standards report: The national standards project—addressing the need for evidence-based practice guidelines for autism spectrum disorders*. Randolph, MA: Author.
- Odom, S. L., & Strain, P. S. (2002). Evidence-based practice in early intervention/early childhood special education: Single-subject design research. *Journal of Early Intervention*, 25(2), 151-160.
- Olçay-Gül, S. (2012). *Ailelerce sunulan sosyal oykuların otizm spektrum bozukluğu olan ergenlerin sosyal becerilerine etkileri* (Unpublished doctorate thesis). Anadolu Üniversitesi Eğitim Bilimleri Enstitüsü, Eskisehir.
- Olçay-Gül, S., & Tekin-Iftar, E. (2012). Otizm spektrum bozukluğu tanısı olan bireyler için sosyal oykuların kullanımı. *Ankara Üniversitesi Eğitim Bilimleri Fakültesi Özel Eğitim Dergisi*, 13(2), 1-20.
- Pektas, S. (2019). *Müzikal etkinliklere donatılmış sosyal oyku uygulamalarının gelişimsel yetersizliği olan çocuklara sosyal beceri öğretiminde etkililiği* (Unpublished doctorate thesis). Malatya, İnönü Üniversitesi.
- Scattone, D., Tingstrom, D. H., Wilczynski, S. M., & Rabian, B. (2006). Increasing appropriate social interactions of children with autism spectrum disorders using social stories. *Focus on Autism and Other Developmental Disabilities*, 21, 211-222.
- Spencer, V., Simpson, C. G. ve Lynch, S. A. (2008). Using social stories to increase positive behaviors for children with autism spectrum disorders. *Intervention in School and Clinic*, 44, 58-61.
- Smith, E., Toms, P., Constantin, A., Johnson, H., Harding, E., & Brosnan, M. (2020). Piloting a digitally-mediated social story intervention for autistic children led by teachers within naturalistic school settings. *Research in Autism Spectrum Disorders*, 75, 1-12.
- Suzer, T. (2015). *Otizm spektrum bozukluğu olan bireylere cinsel istismardan korunma becerilerinin öğretiminde sosyal oyku yönteminin etkililiği* (Unpublished master thesis). Eskisehir: Anadolu Üniversitesi.
- Talas, S. (2017). *Otizimli bireylere sosyal oykuların tekli sunumuyla çoklu sunumunun karşılaştırılması* (Unpublished

**A REVIEW OF POSTGRADUATE THESES ON THE USE OF SOCIAL STORIES IN AUTISM
SPECTRUM DISORDER IN TURKEY**

Sibel DABLAN & Başak BAĞLAMA

doctorate thesis). Eskisehir: Anadolu Universitesi.

- Turhan, C., & Vuran, S. (2015). Otizm spektrum bozukluğu gösteren cocuklara sosyal beceri ogretiminde sosyal oyku ve video model uygulamalarinin etkililik ve verimlilikleri. *International Journal of Early Childhood Special Education*, 7(2), 294-315.
- Xin, J. F., & Sutman, F. X. (2011). Using the smart board in teaching social stories to students with autism. *Teaching Exceptional Children*, 43(4), 18-24.
- Yucesoy, Y., Demir, B., Baglama, B., Bastas, M., & Oznacar, B. (2020). Secondary education teachers and school administrators' views on positive organizational climate. *Near East University Online Journal of Education*, 3(1), 12-21.
- Zhou, N., Wong, H. M., & McGrath, C. (2020). Efficacy of social story intervention in training toothbrushing skills among special-care children with and without autism. *Autism Research*, 13(4), 666-674.

A REVIEW OF POSTGRADUATE THESES ON THE USE OF SOCIAL STORIES IN AUTISM SPECTRUM DISORDER IN TURKEY

Otizm spektrum bozukluğu (OSB), sosyal etkileşim ve iletişim becerilerindeki yetersizlik ve bu tanıya sahip bireylerde sınırlı, tekrarlayan davranış, aktivite ve ilgilerle kendini gösteren, yaşam boyu süren nörogelişimsel bir bozukluktur. Otizm spektrum bozukluğu olan çocukların eğitiminde OSB'li çocuklarda sınırlı tekrarlayan davranışlar için iletişim programları, uygulamalı davranış analizi, PECS ve sosyal öyküler gibi bilimsel dayanaklı uygulamalar bulunmaktadır. Araştırmalar, otizm spektrum bozukluğu tanısı alan bireylerin sayısının günümüzde arttığını göstermektedir. OSB'nin görülme sıklığıyla ilgili yeni bir veriye göre, dünya çapında 54 çocuktan birinde OSB görülmektedir.

Sosyal öyküler, öğretilmesi amaçlanan olay veya durumu nesnel olarak tanımlayan, belirli bir format ve kurallara bağlı kalarak yazılan kısa kurgusal öykülerdir. Sosyal öyküler ilk olarak 1991 yılında beden eğitimi derslerinde zorluk çeken bir öğrenciyi gözlemleyen eğitimci Carol Gray tarafından geliştirilmiştir. Gray, kuralları ve diğer çocukların oyuna tepkilerini anlatan bir sosyal öykü geliştirmiştir. Çocuk, daha sonra oyunun ve ondan ne yapmasını istediklerinin daha fazla farkına vararak kurstaki etkinliklere daha fazla katılabilemiştir. Bu etkinlik, Gray'e sosyal öyküleri kullanarak sosyal durumlarda başarılı bir şekilde nasıl davranılabileceğinin öğretilbileceği fikrini göstermiştir. Sosyal bir öykünün amacı, sosyal bağlamda neyin uygun olduğunu bulmak ve anlamak için doğru yöntemi yönlendirmektir. Verilmesi amaçlanan bilgilerin aktarılması için sosyal öykü açık ve net bir dille ifade edilir ve sunulur. Sosyal öyküler, bireyin sosyal bir duruma farklı bir açıdan bakmasına, onu değerlendirmesine ve durumu anlamasına izin verir. Sosyal öyküler hem otizmliler için hem de normal gelişim gösteren çocuklar için çok destekleyici ve faydalıdır.

Sosyal öykü yazarken dikkate alınması gereken kurallar vardır. Sosyal öykü yazımında dikkat edilmesi gereken kurallardan en önemlisi, cümle türlerine ilişkin kurallar ve öykülerdeki cümle türlerinin oranıdır. Gray ve Garand'a (1993) göre sosyal öyküler dört tür cümleden oluşur: (a) betimleyici, (b) yansıtıcı, (c) yönlendirici ve (d) doğrulayıcı cümleler. 1990'larda tanımlanan dört cümleye sonraki yıllarda iki cümle çeşidi, işbirlikçi cümle ve kontrol cümlesi eklenmiştir. Bir sosyal öykünün temel özelliği, betimleyici, yansıtıcı, yönlendirici ve doğrulayıcı cümle türlerini içermesidir. Sosyal bir öykü yazarken

dikkat edilmesi gereken kurallardan biri cümle oranlarıdır. Öncü bir cümle, hikayede iki ile beş açıklayıcı, yansıtıcı ve / veya doğrulayıcı cümle gerektirir. Öykü, temel bir sosyal öykünün içeriğine ek olarak bir kontrol cümlesi ve ortak bir cümle içerebilir. Bu tür bir öyküde, yönlendirici veya kontrol edici bir cümle için iki ila beş tanımlayıcı, yansıtıcı, doğrulayıcı veya işbirlikçi cümle gerekir.

Sosyal becerilerin gelişimi için çok önemli olan otizm spektrum bozukluğu olan bireyler üzerindeki sosyal öykülerin etkilerinin araştırıldığı çalışmaların incelenmesi, bu alandaki gelişmeleri ortaya koyması açısından önemlidir. Bu nedenle bu çalışmanın amacı, otizm spektrum bozukluğu tanısı alan bireyler için etkililiği kanıtlanmış sosyal öykü uygulamalarının kullanıldığı Türkiye’de son on yılda yapılan yüksek lisans tez çalışmalarını gözden geçirmektir.

Bu araştırma araştırma yöntemlerinden biri olan döküman analizi kullanılarak gerçekleştirilmiştir. Dökümanlar, nitel araştırmada önemli bir veri kaynağıdır ve hem özel hem de resmi belgeleri içerebilir. Bu çalışmada, Türkiye’de otizm spektrum bozukluğunda sosyal öykülerin kullanımına ilişkin yüksek lisans ve doktora tezleri belirli kriterler doğrultusunda incelenmiştir.

Bu çalışmada, otizm spektrum bozukluğu olan öğrencilerle ilgili tez çalışmalarını belirlemek amacıyla Türkiye Yüksek Öğretim Kurulu web sitesinde tarama yapılmıştır. Tarama sırasında “otizm spektrum bozukluğu”, “otizm” ve “sosyal öykü” gibi anahtar kelimeler kullanılmıştır. Yüksek Öğretim Kurulu’nun web sitesinden elektronik erişim imkanı olduğu için tüm tezlere internet üzerinden erişilmiştir. Tezlerin belirlenmesinde, (1) tezin otizm spektrum bozukluğu olan öğrencilerde sosyal öykü kullanımıyla ilgili olması ve (2) tezlerin yüksek lisans veya doktora tezi olması kriterleri dikkate alınmıştır. Otizm spektrum bozukluğu olan bireylerde sosyal öykülerin kullanımına ilişkin daha fazla tez ve veriye ulaşmak için tez yılı veya bölümü ön koşul olarak belirlenmemiştir. Elde edilen veriler, önceden belirlenen kriterler doğrultusunda incelenmiş ve tablolar halinde kategorize edilerek sunulmuştur.

OSB tanılı bireylere sosyal becerilerin öğretiminde sosyal öykü kullanımına ilişkin yüksek lisans tezleri incelendiğinde, çalışmaların çalışma grubu dört gruba ayrılmaktadır: (a) Otizm spektrum bozukluğu tanısı alan bireylerle yapılan çalışmalar, (b) Bireylerle yapılan çalışmalar otizm spektrum bozukluğu tanısı almış kişiler ve aileleri, (c) Otizm spektrum bozukluğu tanısı almış bireyler ve öğretmenleri ile yapılan çalışmalar, (d) öğretmenlerle yapılan çalışmalar. Bunların arasında otizm spektrum bozukluğu tanısı almış 9 kişi ile yapılmış 6 doktora ve 3 yüksek lisans tezi bulunmaktadır. Otizm spektrum

**A REVIEW OF POSTGRADUATE THESES ON THE USE OF SOCIAL STORIES IN AUTISM
SPECTRUM DISORDER IN TURKEY**

Sibel DABLAN & Başak BAĞLAMA

bozukluğu tanısı almış 2 birey ve aileleri hakkında 2 doktora tezi, otizm spektrum tanısı almış 2 kişi ve öğretmenleri hakkında 1 yüksek lisans tezi ve 1 doktora tezi, öğretmenleri ile ilgili 2 yüksek lisans tezi bulunmaktadır. Tezler, çalışma grubu, deneklerin özellikleri, yöntemin özellikleri, modelin özellikleri ve bulguların özelliklerine göre incelenmiştir.

Anahtar Kelimeler: Otizm spektrum bozukluğu, sosyal öykü, derleme, tez.