Evaluation of Mobile Apps Effectiveness in Children with Autism Social Training via Digital Social Stories

# Details

## Year

2020

## Issued

2020

## Language

English

## Volume

14

## Issue

03

## Start Page

## End Page

## Authors

Stathopoulou A.;Loukeris D.;Karabatzaki Z.;Politi E.;Salapata Y.;Drigas A.

## Type

Journal article

## Journal

International Journal of Interactive Mobile Technologies (iJIM)

## Topics

* Learning
* Literacy and skills
* Wellbeing
* Social mediation

## Sample

Participants were selected from 30 high functioning autistic children attending 10 neighboring schools in the Athens area. Because this study concerned the implementation of a specific intervention program, the final sample had to meet certain criteria as to have above overage I.Q and can handle an app on the tablet. Therefore, in the final group of participants, three students were selected boys aged 12,13 and 14 years old.

## Implications For Parents About

Parental practices / parental mediation

## Implications For Educators About

STEM Education

## Implications For Policy Makers About

Other

## Other PolicyMaker Implication

STEM education for children with autism

# Abstract

"The emerging and widespread use of technology to support students with autism is evident by the growing number of studies investigating the use of technology-based interventions, including mobile technologies. Most of the recent research concerning the use of mobile apps has been focused on social story effectiveness. This study tried to evaluate the effectiveness of digital social stories on children with autism social skills acquisition. Three students with high functioning autism were watching for one- year social scenarios through an Android tablet solving social interaction problems. According to the results, appropriate social behaviors in children with autism could be integrated for a long time."

# Outcome

"It is notable that ICT can expand opportunities for social interactions" (Stathopoulou et al. 2020: 13)

"The current findings can be used to suggest that social scenarios via an iPad tablet could be an effective option for educators and parents implementing interventions to improve the social performance of students with autism in daily life. Specifically, digital educational intervention allows participants to independently access to technology and prompt themselves through the completion of functional social behaviors without adults’ assistance." (Stathopoulou et al. 2020: 14)

"The results of our research have been particularly encouraging as it is clear from the three evaluations that the social skills of the children involved improved significantly. Improvement was achieved through the implementation of a specific intervention program that included the social skills education of students through social stories using an application tablet. The children have gradually been able to generalize behaviors and become self-sufficient" (Stathopoulou et al. 2020: 14)

"In conclusion, it has been shown that new technology application is very critical and practical for children with autism as they can be used as a communication and education tool" (Stathopoulou et al. 2020: 14)