

Teachers' Perceptions of the Efficacy of Social Stories in the Development of Social Skills for Students with Autism in Saudi Arabia

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Abstract : This study explores Saudi teachers' perceptions of the efficacy of social stories in the development of social skills in students with autism in Riyadh, Saudi Arabia in two phases. Data were collected in sequential quantitative and qualitative phases. Participants in this study were 100 teachers in the quantitative phase and 15 teachers were interviewed. In this poster, the researcher will present the data result in the qualitative second phase in which an understanding of teachers' experiences was deepened by conducting semi-structured interviews with a purposeful sample of fifteen teachers of diverse experience, covering six initial themes: the social story concept, sources of social stories, the effectiveness of social stories in improving social skills in students with autism, barriers to using social stories for students with autism, cultural consideration and context of social stories, and factors which contribute to the best use of social stories to developing of social skills for students with autism.

Keywords : autism, social storyteachers' perceptions, intervention, social skills

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