



Research article

EFFECTIVENESS OF SOCIAL STORIES IN ENHANCING REQUEST-MAKING SKILLS IN A CHILD WITH AUTISM

* Karma Wangdi



Paro College of Education, Royal University of Bhutan

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*Corresponding Author:
karmawangdi2017@education.gov.bt

ABSTRACT

Many educators, teachers, parents, and policymakers in Bhutan do not know much about autism as a developmental disorder (Dorji, 2015). There have been a lot of studies conducted in other countries by different academicians and educators on the use of teaching strategies and the effects of social stories in building social skills for children with ASD. On other hand, there has not been a study done in Bhutan on a specific intervention to teach specific social skills. The main objective of examining this case study is (a) to examine the impacts of social stories in developing request skills on a child with ASD and (b) to study challenges faced in implementing social stories for a child with ASD. In this study, the data was gathered using three instruments, (a) interview, (b) anecdotal recording, and (c) latency recording. For the interview, two teachers and one parent participated. The anecdotal recording was done in different settings such as classrooms, playgrounds, ICT rooms and SEN resource rooms. Latency recording was conducted in the SEN resource room and classroom using the same intervention to learn a new skill in making requests and asking questions. Interview and anecdotal recording data were analyzed using the thematic coding approach identifying the main issues, challenges, impacts and effectiveness of the social stories to a child with autism in making a request skill in different settings and situations. However, the latency recording was analyzed by plotting the information into a graph which clearly informs that the social stories are effective and their impact on a child with autism is promising. Some of the findings from the interview, and latency recording were, the social stories were effective for a child with autism and it has indicated a promising impact in improving the learning behaviour of children in social skills. Most importantly, data collected through latency recording was analyzed through graphs and it has indicated that the intervention was effective and it has made a more significant impact on a child with autism. This case study is focused on one child and the findings and results cannot be generalized to all other learners. It cannot indicate cause and effect; it may cause bias and it's not scientifically rigorous.

Keywords: Attention Deficit Hyperactivity Disorders, Autism Spectrum Disorders, Diagnostic and

Introduction

Autism Spectrum Disorder (ASD) is characterized by social communication impairment, repetitive behaviour, and restricted interests that begin in early childhood but the type and extent vary (Hammel & Hourigan, 2020). Furthermore, the deficits in social interaction hinders children with ASD to act appropriately in social situations and develop meaningful relationships with others, which can lead to loneliness, depression, and academic difficulties (Wright et al., 2016). Thus, it impacts a child's ability to display appropriate social skills like making request in different situations (Moody, 2012).

Social stories have been widely used as an intervention for children on the Autism Spectrum Disorders (ASD). Educators and other service providers of students diagnosed with autism spectrum disorders are continually looking for strategies that will allow for their students to have more typical social experiences and greater quality of life. Some controversy exists concerning the success of social stories as an effective intervention (Karwal & Ann, 2007). As stated by Aldabas, (2019) social stories as short, personalized stories aimed at helping a child to successfully handle specific situations, which can increase the social and academic skills of children with autism spectrum disorders (ASD). Similarly, Aprianti, Sahrani and Yulianti observed that social stories combined with positive reinforcement can help increase the social skills of children with ASD. These views have made social stories increasingly popular among parents, educational psychologists and

teachers as interventions for ASD. Social stories can be applied in different contexts, the main ones being the learning place of the person with ASD or their own home (Rodriguez, Cerezuela, Iborra, & Andres, 2019).

Bhutan is a country with small size of population receiving free education by all citizens. The legally accepted age for the children to be enrolled in the school is at the age of six. No matter where they come from, which religion they follow, rich or poor, living in rural or urban etc. All have the right to education and learn the same curriculum prescribed by the education ministry. The education system in Bhutan has been following the concept of one size fits all until today. Lack of trained teachers in the field of teaching needy student is one issue across the country. However, the concept of taking care of persons with various forms of disabilities existed since early 1970s where Muenselling Institute for the Visually Impaired began as the school for the blind. Later, the institute began integrating their students into a local mainstream school in 1979. Since then, children from this institute have had the opportunity to engage in regular school activities in mainstream schools on an equal footing with their peers (Chhogyel, 2006; Dorji, 2017). The government of Bhutan started special education programs in 2001 by establishing a special educational needs (SEN) unit in Changangkha Middle Secondary School as a pilot project, recognizing the need for similar enabling services for children with other forms of disability. This unit allowed students with special needs to be integrated into regular classrooms. Another special school, now known as Wangsel Institute, was instituted in 2003 for pupils with hearing problems as a SEN unit within the Drugyel Lower Secondary School.

Hence, inclusive and special education in Bhutan is in a developing stage. While the ongoing nationwide expansion of SEN Programs is a significant step forward and Bhutan now has two specialized institutes and about 24 schools with special education programs. The education system is transforming both at policy and program level and it takes all forms of learners with disabilities into considerations which makes the learning environment inclusive in nature.

In addition to the developing stage of the inclusive education in the nation, the number of special educators is also increasing. However, there are cases in the mainstream schools with SEN programs that have difficulties in dealing with children with autism spectrum disorders (ASD). Those children with ASD are basically characterized by restrictive behaviours, tendency to be isolated and lacking in social and communication skills. Those children with ASD who have communication issues are a major challenge to almost all classroom teachers. In general, social stories have been widely used as an intervention for children on the Autism Spectrum. Educators and other service providers of students diagnosed with an autism spectrum disorder are continually looking for strategies that will allow for their students to have more typical social experiences and greater quality of life (Karwal & Ann, 2007). Consequently, the effectiveness of social stories used in different settings and learning environments are unknown due to not having much information as a result, majority of the teachers are unaware of using social stories in the learning environment to teach social skills to a child with autism.

Significantly, social stories are considered an evidence-based intervention for individuals with ASD (National Center, 2015). Social stories explain the social prompts of a specific situation from the perspective of the children with ASD in detail and they offer appropriate responses intended to help the child improve his behavior. Moreover, the purpose of social stories is to help children with ASD learn appropriate behaviors without directing and pressuring the child to adopt a particular behavior.

It is therefore of immense importance to examine the effectiveness of social stories in developing communication skills among children with ASD specifically in making requests. Hence, the investigator will focus in particular in social skills to teach request skill among many other social skills. Social skills are basically the fundamental communication skills to fulfil the ones requirement. Without having the basic fundamental social skills, there will be an incomplete communication where the children with autism would feel frustrated and change their behaviors instantly.

Significance of Study

Children's social development is significantly influenced by their parents and caregivers. A child can learn from the social interactions of their parents or other caregivers as a model. It would help the teachers if they were familiar with effective teaching approaches so that teachers can understand child's weaknesses and help in classroom teaching. Parents can also help in parenting and home base learning for their child. Besides, it will help in improving child's daily living skills and also enhance child's academic performance. Correspondingly, to investigate the effectiveness of social stories in developing making request skills to a child with ASD. In addition to these, the difficulties that some children with ASD have social interactions resulting in atypical social development that may have a distressing effect on their ability to establish positive relationships at home, school and in other community settings. Shortfalls in cognitive functioning, negative perceptions by peers, engagement in obsessive interests and negative behaviours may further contribute to social isolation.

Most importantly, for early childhood, teaching to make a request is a key part of socially accepted communication skills development. Children when they learn to make request, they learn the basic flow of communication skills in accepting and respecting each other's interactions. Thus, students with ASD should have training in community living skills at the earliest

possible age (Pierangelo & Giuliani, 2012). They must learn how to make request in order to participate in social interactions successfully and those who lack in making request may interrupt the other person or fail to gain the attention. Children with lack in making a request will have hard time making friends and participating in the classroom activities. (David et al., 2019). So, this research study findings can be used to educate especially the teaching fraternity of Bhutan, parents of a child with autism and to inform educators about ASD as a disability struggle with limited or repeated activities or interests, as well as social communication and interaction. Furthermore, people with ASD may learn, move, focus in various ways. It's definitely going to add on to the funds of knowledge to the existing literature.

Problem Statement

Many educators, teachers, parents, and policymakers in Bhutan do not know much about autism as a developmental disorder (Dorji, 2015). There has been lot of studies conducted in other countries by different academicians and educators on the use of teaching strategies and the effects of social stories in building social skills for children with ASD. On other hand, there has not been a study done in Bhutan a specific intervention to teach specific social skills. The outcomes of the use of social stories for a child with autism are found to be an effective and promising. Social Stories are considered as effective technique by most of the practitioners in the field of teaching children with autism. Importantly, it is also one of the most often accepted interventions used by parents of children with autism. Positive effects of the intervention have been documented, which may be due to the high social validity indicated by parents and people with autism.

This could also be a result of the intervention's seeming simplicity or adaptability. Correspondingly prior studies have also shown that social stories have favorable effects on a variety of behaviors. The behaviors among others are, anxiety, challenging behaviors, understanding emotions, improving social skills, coping with unfamiliar settings, comprehending sexuality, and boosting task involvement (mcveyet al., 2018: Postorino et al., 2017: Radley et al.,2017).

There were numerous situations encountered by researcher limiting to conduct case study research. Some of the limitations while conducting this study include withdrawal of participants before completion of collecting data and information. The case was sensitive as it deals children with autism. Since the case was on a particular child, the findings cannot be generalized. Similarly, the study may be hampered in case the child is not regular in the classroom.

Literature Review

According to Drukpa & Sherab,(2021) social skills can be defined as a group of discrete or individual and separate skills used daily in conversation with others. The skills such as greeting, saying thank you, and asking for help and direction are used to communicate and interact with each other, both verbally or nonverbally. Social skills are an important aspect of our routine lives, improving social functionality is one of the most important intervention measures for individuals with ASD.

Autism Spectrum Disorder (ASD): ASD is a neurodevelopmental condition characterized by social interaction and communication deficits and the presence of restricted, repetitive patterns of behaviour. (Scassellati, et al., 2018) furthermore, the DSM-IV (Diagnostic and Statistical Manual of Mental Disorders) (ASD) is defined as a neurodevelopment disorder marked by deficits in three core areas: communication, social interaction, and repetitive and restricted interests.

However, the newly published DSM-5 changes the definition of ASD to specify deficits in just two core areas: social communication and repetitive and restricted interests (American Psychiatric Association, 2012). This change highlights the importance of social relatedness as being a key core deficit in ASD.

Social Skills: According to Drukpa & Sherab,(2021) social skills can be defined as a group of discrete or individual and separate skills used daily in conversation with others. The skills such as greeting, saying thank you, and asking for help and direction are used to communicate and interact with each other, both verbally or nonverbally. *Social skills are an important aspect of our routine lives, improving social functionality is one of the most important intervention measures for individuals with ASD.*

Social Story: As described by Gray (2003). A social story is a process that results in a product for a person (ASD). First, as a process, a social story requires consideration of and respect for the person with ASD. As a product, a social story is a short story defined by specific characteristics that describes a situation, concept, or social skill using a format that is meaningful for people with ASD. The result is often renewed sensitivity of others to the experience of the person with ASD, and an improvement in the response of the person with ASD

Communication skills: Communication is the process of exchanging information in different forms with other people. It is not limited to language, but includes non-verbal communication and understanding of symbols (Heflin & Alaimo, 2007). Essentially, communication is decoding a message and being able to code a message for others. The process is complex, but it happens very rapidly (Noens & van Berckelaer-Onnes, 2005).

Interventions: An intervention is a process of creating and implementing a service, or event that is specifically designed to bring about a desired change. After a risk has been identified and assessed, the resulting action to address the risk takes the form of an intervention. The change that is sought can be related to mind-set, knowledge, or behaviour.

Interest of subject to researcher: The main interest area of a researcher as indicated in significance and problem statement, children's social development is significantly influenced by their parents and caregivers. A child can learn from the social interactions of their parents or other caregivers as a model. It would help the teachers if they were familiar with effective teaching approaches so that teachers can understand child's weaknesses and help in classroom teaching. Parents can also help in parenting and home base learning for their child. Besides, it will help in improving child's daily living skills and also enhance child's academic performance. Correspondingly, to investigate the effectiveness of social stories in developing making a request skill to a child with ASD. Many educators, teachers, parents, and policymakers in Bhutan do not know much about autism as a developmental disorder (Dorji, 2015). There has been lot of studies conducted in other countries by different academicians and educators on the use of teaching strategies and the effects of social stories in building social skills for children with ASD. On other hand, there has not been a study done in Bhutan a specific intervention to teach specific social skills. The outcomes of the use of social stories for a child with autism are found to be an effective and promising. Social Stories are considered as effective technique by most of the practitioners in the field of teaching children with autism. To explore more on the effectiveness of the social stories, its impacts and challenges, the researcher's inquisitiveness towards exploration was initiated.

Impact of social stories as an intervention on a child with autism: Social stories are widely used as an intervention for children on the Autism Spectrum. Educators and other service providers of students diagnosed with an ASD are continually looking for strategies that will allow for their students to have more typical social experiences and greater quality of life. Some controversy exists concerning the success of social stories as an effective intervention (Karwal & Ann, 2007). As mentioned in Aldabas, (2019), social stories as short, personalized stories aimed at helping a child to successfully handle specific situations, which can increase the social and academic skills of children with (ASD). It is also supported by other authors that social stories are useful as they provide insight into what others are feeling and thinking, teach particular skills, and help individuals adjust to changes.

Similarly, Aprianti, Sahrani and Yulianti observed that social stories combined with positive reinforcement can help to increase the social skills of children with ASD. These views have made social stories increasingly popular among parents, educational psychologists and teachers as interventionists for ASD. These suggestions prompted me to investigate the effectiveness of social stories as interventions for ASD. Results confirmed that social stories are highly effective in minimizing inappropriate behaviours in individuals with ASD. Similarly, according to Sunagül Sani Bozcurt,(2014) Social stories play a significant part in the teaching skills and behaviours to children with ASD who lack social skills.

As the researcher confirms that the social stories are highly effective in minimizing the inappropriate behaviours in individuals or children with ASD. However, in our Bhutanese context the setting, environment, learners and tutors are into different social situations and I wanted to study whether the social stories can bring down inappropriate behaviours and improve the social skills using social stories as an intervention. When it comes to the context of

application, as asserted by these researchers Rodriguez, Cerezuela, Iborra, & Andres, (2019) social stories can be applied in different contexts, the main ones being the learning place of the person with ASD or their own home. The majority of the analysed studies were developed in the school environment of the participants. Most of these interventions showed favourable results. Since the contexts were almost similar to what we have, I would also want to adopt the similar situation and take up the studies.

Theoretical framework: In this case study research, Bandura's social learning theory was employed. Bandura asserts that most human behaviour is learnt through observation, imitation, and modelling. Designing such theoretical frameworks can help researchers focus on relevant theories and obtain a balanced perspective on different debates relevant to their studies. The literature argues that the role of theory within qualitative research fulfils different purposes. Its first role is to orientate and situate research within fields of knowledge that are relevant to it. Theory can also deepen the understanding of the researcher's aims and help locate it within relevant theoretical debates. Researchers can also test theories, use theories to guide data analysis or generate theory.

The researcher discusses the areas of effectiveness of social stories literature relevant to this study. Researcher provide the reader with an overview of the social stories as an intervention in order to foster an understanding of its effectiveness in developing communication skills in making a request by the students with autism. Furthermore, researcher offer an explanation and definition of the social stories to understand social stories as an intervention to enhance in making a request by a child with autism. Researcher also discusses the different social stories used for a child with autism to develop communication skills in making a request found in the literature.

As put forward by Drukpa & Sherab,(2021) social skills can be defined as a group of discrete or individual and separate skills used daily in conversation with others. The skills such as greeting, saying thank you, and asking for help and direction are used to communicate and interact with each other, both verbally or nonverbally. *Social skills are an important aspect of our routine lives, improving social functionality is one of the most important intervention measures for individuals with ASD. Subsequently, a variety of evidence-based interventions can be used for teaching social skills (National Autism Center [NAC], 2009; Rust & Smith, 2006). One of these evidence-based interventions used for teaching social skills to children with ASD is social stories. Most of the literatures have found out that the social skills were improved using social stories as an intervention.*

Social stories: Social stories have been widely used as an intervention for children on the Autism Spectrum. Educators and other service providers of students diagnosed with an autism spectrum disorder are continually looking for strategies that will allow for their students to have more typical social experiences and greater quality of life. Some controversy exists concerning the success of social stories as an effective intervention (Karwal & Ann, 2007).

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Children with ASD display limitations with the non-verbal behaviour necessary for social interaction. They are not able to develop age-appropriate peer relationships and they show limitations in sharing interest, success and pleasure with others and they display limited social-emotional behaviours. One of the most pronounced deficiencies of children with ASD are with social skills such as initiating and responding to conversation, changing a routine, understanding how other people may feel or think, and responding appropriately in a social situation, as these things hinder social interaction with peers and those in their environment

Social skills: Social skills in school settings are important for several reasons. Children and youth who are deficient in social skills and/or who are poorly accepted by peers have a high incidence of school maladjustment, school suspensions/expulsions, dropping out of school, delinquency, childhood psychopathology, and adult mental health difficulties (Asher & Hymel, 1981; Asher, Oden, & Gottman, 1977; Cowen, Pederson, Babigian, Izzo, & Trost, 1973; Gresham, 1981a,b; Gronlund & Anderson, 1963; Hartup, 1983; Kohn & Clausen, 1955; Roff, 1970; Roff, Sells, & Golden, 1972; Ullman, 1957) Social skills have been related to other measures of classroom functioning, such as academic achievement, attending behaviour, and question asking (Carledge & Milburn, 1978; Walker & Hops, 1976)

As mentioned by Little, Swangler, & Little, (2017) social skills difficulty as categorized into four types: skill deficits, performance deficits, self-control skill deficits, and self-control performance deficits. Skill deficits are present when the individual lacks the skills needed for appropriate social interaction. It is this definition of social skills deficit that some have used when advocating for social skills deficits as a specific learning disability. It is significant that when one cannot interact and lack in social norms, it may be considered specific learning disability. However, it may not be same in different places and settings.

Methodology

The objectives of this study are: (a) to examine the impact of social stories in developing request skills for a child with ASD and (b) to examine the challenges faced in implementing social stories for a child with ASD. This section will discuss the following topics: (a) the research design, (b) participant, (c) setting, (d) sampling, (e) instruments used, (f) observations, (g) participant observations, (h) interview, (i) data collection procedures, (j) data analysis, (k) ethical implications, (l) trustworthiness

Research design

This study employed the qualitative case study method. The case study is an appropriate method to study a specific phenomenon in detail and from multiple perspectives. As described by Creswell (2018) that qualitative research is conducted when a problem needs to be explored. Similarly, it will be an exploratory case study design as it identifies problem or a question. Essentially, the design is a single-subject design with a baseline, intervention, and maintenance phase or post intervention.

Participants

Target Child: Norzang (*name changed*) is a nine-year-old male child who is studying in third grade. It was learnt that he is looked after by one of the fathers' relatives. Norzang was non-verbal during his early critical developmental years. Later, after he has some issues in communication and social skills, he was advised to take to the hospital for further follow-up. Hence, he was diagnosed as autistic and having Attention Deficit Hyperactive Disorder (ADHD) from the hospital. He has one elder brother and sister and he is the youngest. He is an autistic child with mild to moderate having lack of communication and social skills. He has very good speaking skills in English where he could able to name all the toy animals correctly with sounds of the letters which even teachers are not able to name it.

He is very good at building blocks and playing with puzzle pieces. One of the examples can be, he fits the puzzle pieces of solar system with accurate forms within short span of time where other children could take a day long to fix the solar system. However, he has issues with rest of the languages and dialects that are spoken at school, home and classrooms. He never speaks even his mother tongue and as a result he does not have much friends at school moreover he prefers to play all by himself and even in the classroom he hardly participates in any activities. Therefore, he has issues, specifically in making a request in different situations such as to make request in asking to play toys, visiting washrooms, getting into the classroom and going out for the break etc. He is currently under functional learning programs and pull-out sessions as he does not make any sense in the general teaching classroom.

Parents: Both the parents were working in government sectors and they were very supportive. His father works in Royal Monetary Authority as Information Technical personal and mother works in Basic Health Unit as health assistant. They were both in the age group of mid-forties.

Parents were concern about their child having such issues and they are ready to collaborate with the teachers and work together for the success of their child. They were both from the eastern part of the country. Currently they were residing in government quarter occupied by target child's mother.

Teachers: Two teachers were selected as participants to be interviewed with voice recording for this study. Teacher A teaching target child in pull-out program and teacher B the SEN coordinator. The teachers teaching a target child were having Bachelor of Education having good experiences. The teachers or the participants were found between the age range of thirty and forty. They have been in the SEN team for couple of years and had good experiences in teaching a child with autism and other related difficulties.

However, none of them were trained as special education teachers except the SEN coordinator who graduated masters of education in inclusive education. All the teachers were found to be supportive and caring towards the case child and they had been using various forms of strategies to support case child.

Setting

This case study was conducted in one of the higher secondary schools with Special Educational Needs support services and it has boarding facilities. The school has school strength of around 600 students and 40 teachers. School does not have severe to profound cases but do have mild to moderate cases in learning difficulties and few cases of children with autism. By nature of the study, researcher could not go beyond the case child's school premises and the parent's work place. Therefore, the required information and data were collected from the class teachers and subject teacher's case child parents. Since the parents of case child are both working in government offices, researcher had to visit the offices at times. The researcher used interventions at pull out-sessions in SEN resource room, target child's house and in general teaching classrooms. In the similar manner, structured interview questionnaire responds were collected at the school and recorded interview conducted in participant's residence and in faculty cubicles.

Sampling

Purposive sampling: Purposeful sampling is a technique widely used in qualitative research for the identification and selection of information-rich cases for the most effective use of limited resources (Patton 2002). This involves identifying and selecting individuals or groups of individuals that are especially knowledgeable about or experienced with a phenomenon of interest (Cresswell and Plano Clark, 2011).

In addition to knowledge and experience, Bernard (2002) and Spradley (1979) note the importance of availability and willingness to participate, and the ability to communicate experiences and opinions in an articulate, expressive, and reflective manner.

Instruments: In this case study research, interviews, occasionally observation of a child in his classroom, play grounds, pull out sessions, and at times at his house. Both structured and semi structured questionnaires were used and structured questionnaires were used to collect data from the teachers teaching the case child and semi structured questionnaires were used for the parents of the case child.

Observations: A way to gather data by watching people, events, or noting physical characteristics in their natural setting. Observations can be overt in which the subjects know they are being observed and the covert in which the subjects they do not know they are being watched or observed. In this study both are being used as sometimes we equally being involved with the teacher teaching in the class to get the required information or data which in other term call as participant observation.

The observations are done in various settings and in different times. Wherever the case child is being placed or working on he is being observed overtly or covertly. All the observations are being recorded in the form of video recording or anecdotal recording.

Participant Observation: For collecting the data, the researcher literally involved in the activities where the case child is engaged. Any activities carried out by the subject teachers in the class, the researcher or the investigator involves equally and engages in a naturalistic manner. Through this way, the researcher collects the data either the video recording or the anecdotal recording

Interviews: Interviews are the primary method of collecting data for this case study. The researcher respects the participant's flexibility for the interview. Interviews are carried out with the subject teachers, parents and SEN coordinator both in written and verbal interview. Therefore, the interview is recorded using a recorder which later the researcher transcribed.

Data Collection Procedures

Observation: Observations are done and used to gather information from the target child. In this study, the observation for a period of two weeks was conducted by researcher to understand the target child. During the observation, anecdotal recordings, video recording and participatory recording were done.

Observations allow us to investigate and document what people do their everyday behaviour and to try to understand why they do it, rather than focus on their own perceptions or recollections. Observations are ideal when used to document, explore, and understand, as they occur, activities, actions, relationships, culture, or taken-for-granted ways of doing things.

Intervention: The interventions were given most of the times in general classroom teaching hours. The issues exhibited by the target child are mostly observable in the classroom and easier for the researcher to use intervention in the teaching classroom.

However, in some situations the intervention has to be used in the pull-out programs depending on the feasibility and availability of the target child. Moreover, the target child resides with his parents at home; same intervention with different situation was used at home to impart the same interventions.

Depending on the number of teaching period allocated to the respective subject teachers, minimum of one and maximum of two observations was done per session. And the intervention is used twice per day.

Interviews

Interviews are used to gather information from individuals one -on-one, using a series of predetermined questions or a set of interest areas. Interviews are recorded and transcribed. Interview questions are structured or unstructured; Interviewers are made to listen actively and question, probe, and prompt further to collect richer data and subsequently interview data are often used to generate themes, theories, and models etc.

Written interviews using structured questionnaires were conducted during off time where participants can write from home and sent. Interviews are conducted mostly at the participants house depending on the convenience of the time availability and feasibility of the participants. Importantly the interventions were used mostly at classrooms and partially at home to see the transfer of intervention from school to home.

Interview of Teachers: There are total of five teachers who attended interview, out of which three female teachers teaching target child in different fields responded in structured interview questionnaire and two male teachers including SEN coordinator participated in voice recorded interview. Female teacher (a) teaching mathematics, (b) English and (c) dzongkha. The questionnaires containing twenty questions were sent before three days to all the participants through email and some in hard copy at school after having shared and oriented on the purpose, objectives, and intent for doing it.

The two male teachersteach(a) teaching functional learning sessions) SEN coordinator who administers all the programs in the SEN program. These two teachers were interviewed through voice recording and they were not willing to record the interview through video recording. In this interview, each interviewee was asked fifteen questions.

Before the actual start of interviews, the participants need to build rapport with the researcher. The participants were made familiar with the questions to be asked and made them be ready for the responses. For the participants attending the structured interview questionnaires.

Interview of parents: Both the case child's parents were equally involved in this study. Since the e mother is not confident and willing to participate in both written and interview, father participated in voice recording interview

as well as in the interview questionnaire. However, mother has provided all the required information about the child and other required information.

Data analysis

One of the most important steps in the research process is an analysis of data. In qualitative research, discussion of analysis is not as common as is the case for quantitative research

The thematic data analysis is used where the researcher has done different colour coding for different themes derive are d from the data collected through structured interview writing and transcription from the recorded interview.

Ethical implications: Ethical considerations in research are a set of principles that guide research designs and practices. These principles include voluntary participation, informed consent, anonymity, confidentiality, the potential for harm and results communication. Therefore, in this case study both parents and teachers of a case child were very supportive and cooperative which made it authentic, strong and without implications in future.

Since the ethical considerations are significant in any kind of research environment, an approval letter from the College or parent organization and consent from the participants were obtained. The participants in this study were parents/guardians and teachers. Therefore, the consent letters from the child's parents/guardians and teachers were officially sought and obtained. Moreover, the participants were informed that the data collected from them will remain confidential and no information will be shared to anyone. In any of the write ups their identity will not be revealed and anonymity will be maintained.

Trustworthiness: Qualitative inquiry has recently experienced a burgeoning in the field of educational research. Qualitative research is uniquely positioned to provide researchers with process-based, narrated, storied, data that is more closely related to the human experience. One can learn so much from another's experience, and from a good story.

The proposition made by Lincoln and Guba (1985) which states four components relevant to qualitative research: *credibility*, *transferability*, *dependability*, and *confirmability*. It is a mostly discussed topic in addressing qualitative research. Credibility and transferability as a main criterion for assessing validity in qualitative study approach. Similarly, dependability closely corresponds to the notion of reliability in qualitative research and conformability to objectivity.

Credibility and trustworthiness: Credibility is a construction on the part of the reporter(s) and the subsequent reader(s). Credibility asks the "How congruent are the findings with reality?" This is a highly subjective question, one that relies on individual judgments.

Transferability in trust worthiness: A second factor for trustworthiness offered by Lincoln and Guba (1985) is transferability. This proposition is somewhat tricky, given that by design qualitative research does not (cannot) aim for replicability. Yet, qualitative researchers maintain that patterns and descriptions from one context may be applicable to another. After all, if one cannot learn from study extensions that might fit with a subsequent set of circumstances, the impact from the original study is limited

Dependability as part of trustworthiness: A third perspective on trustworthiness offered by Lincoln and Guba (1985) is dependability or the trust in trustworthy. In qualitative research in which researchers, both producers and consumers, actively build their trust in the events as they unfold, there are a few concrete research practices that not only produce trust but also feel trustworthy when they are executed. Peer debriefing or peer scrutiny are solid communication habits that create trust

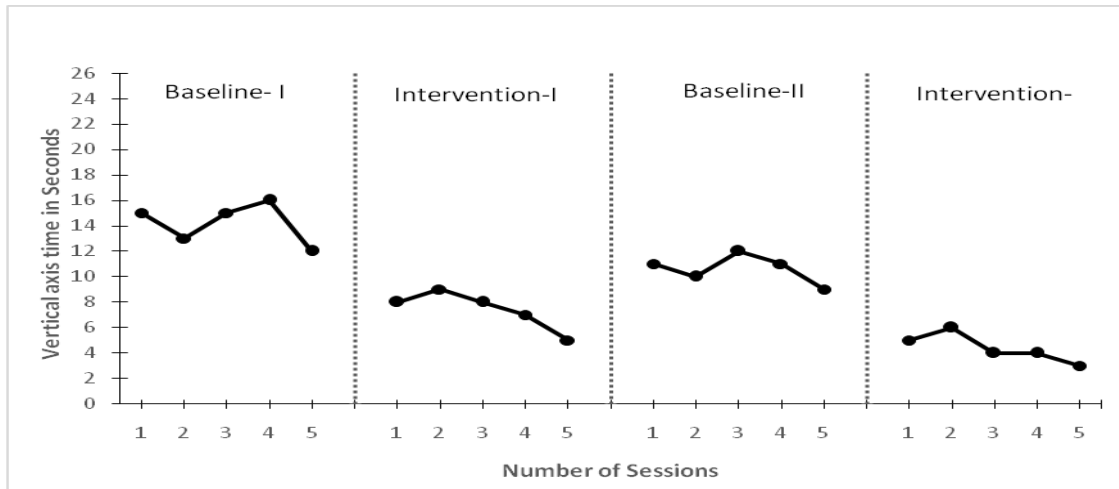
Conformability as part of trustworthiness: The fourth perspective on trustworthiness is conformability, or getting as close to objective reality as qualitative research can get. In order to subject one's research to auditing, there must be some objective reality present. Rather than constructing a reality in findings, qualitative researchers who believe and pursue objectivity, rely on constructs like precision and accuracy in their research practice and the involvement of another researcher

Results

The discussion of the findings will be in accordance to the research questions posed in this study. The research questions are; (a) what is the effectiveness of using social stories to teach request skills to a child with autism, (b) what is the impact of using social stories to teach request skills to a child with autism at school and (c) what is the impact of using social stories to teach request skills to a child with autism at home.

Research question 1: *What is the effectiveness of using social stories to teach request skills to a child with autism. The data for the intervention was collected by using the ABAB design.*

Figure 1: *Effectiveness of social stories*



Baseline phase I

The data was collected in the baseline phase I for five sessions. In session one, the child took 15 seconds to respond to the instruction of “May I come in”, in session two, the child took 13 seconds to respond to the instruction “May I go to bathroom”, in session three, the child took 15 seconds to respond to the instruction “Can I play with these toys”, in session four, the child took 16 seconds to respond to the instruction “May I go to bathroom” and in session five, the child took 12 seconds to respond to the instruction “Can I open this box”.

Figure 2: *Baseline latency recording*

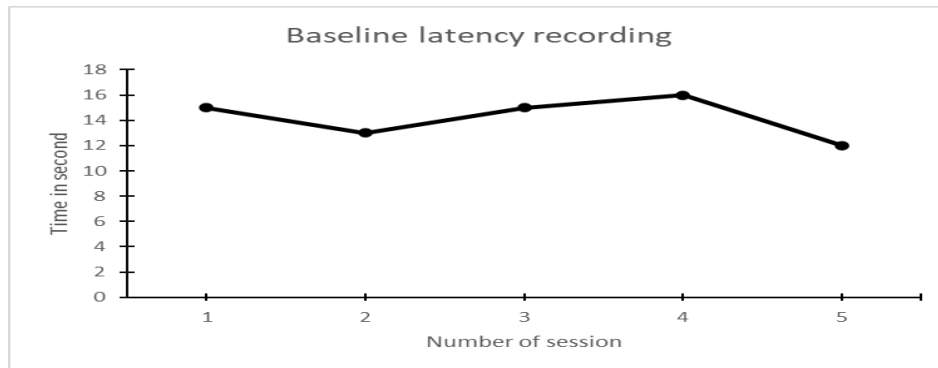


Table 1: *Illustrations of child’s responses [Baseline]*

Sessions	Time (seconds)	Instruction given
1	15	May I come in
2	13	May I go to bathroom
3	15	Can I play with these toys
4	16	May I go to bathroom

5	12	Can I open this box
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Intervention Phase I

The data was collected in the intervention phase I for five sessions. In session one, the child took 8 seconds to respond to the instruction of “May I come in”, in session two, the child took 9 seconds to respond to the instruction “May I go to bathroom”, in session three, the child took 8 seconds to respond to the instruction “Can I play with these toys”, in session four, the child took 7 seconds to respond to the instruction “May I go to bathroom” and in session five, the child took 5seconds to respond to the instruction “Can I open this box”.

Figure 3: Latency recording with intervention

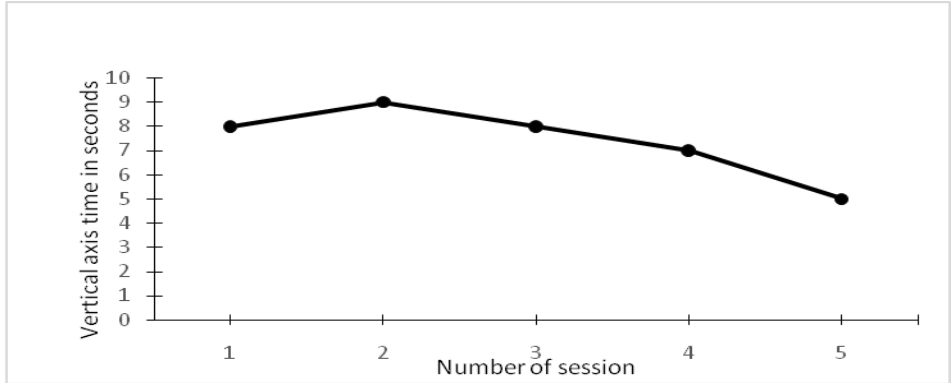


Table 2 Illustration of child’s responses [Intervention]

Sessions	Time (seconds)	Instruction given
1	8	May I come in
2	9	May I go to bathroom
3	8	Can I play with these toys
4	7	May I go to bathroom
5	5	Can I open this box

Baseline Phase II

The data was collected in the baseline phase II for five sessions. In session one, the child took 11 seconds to respond to the instruction of “May I come in”, in session two, the child took 10 seconds to respond to the instruction “May I go to bathroom”, in session three, the child took 12 seconds to respond to the instruction “Can I play with these toys”, in session four, the child took 11 seconds to respond to the instruction “May I go to bathroom” and in session five, the child took 9 seconds to respond to the instruction “Can I open this box”.

Figure 4: Baseline II

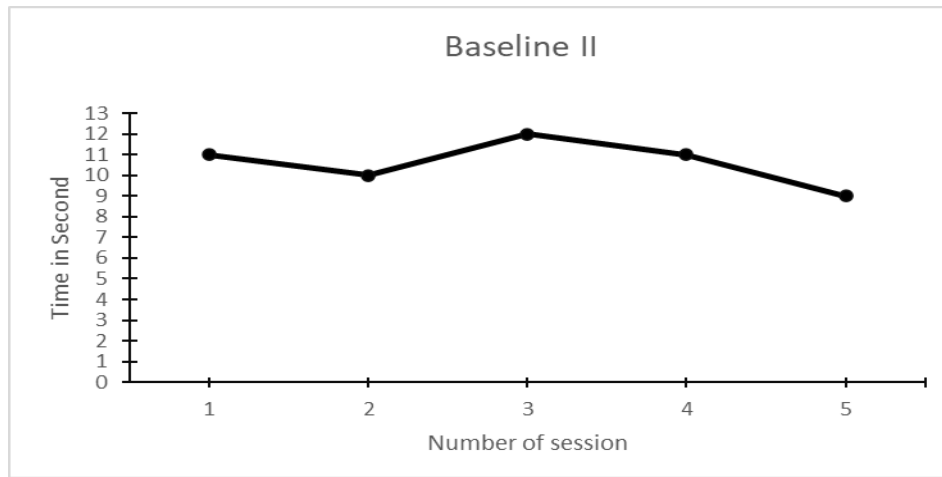


Table 3: Illustrations of child's responses [Intervention II]

Sessions	Time (seconds)	Instruction given
1	11	May I come in
2	10	May I go to bathroom
3	12	Can I play with these toys
4	11	May I go to bathroom
5	9	Can I open this box

Intervention Phase II

The data was collected in the intervention phase II for five sessions. In session one, the child took 5 seconds to respond to the instruction of “May I come in”, in session two, the child took 6 seconds to respond to the instruction “May I go to bathroom”, in session three, the child took 4 seconds to respond to the instruction “Can I play with these toys”, in session four, the child took 4 seconds to respond to the instruction “May I go to bathroom” and in session five, the child took 3 seconds to respond to the instruction “Can I open this box”.

Figure 5 Intervention II

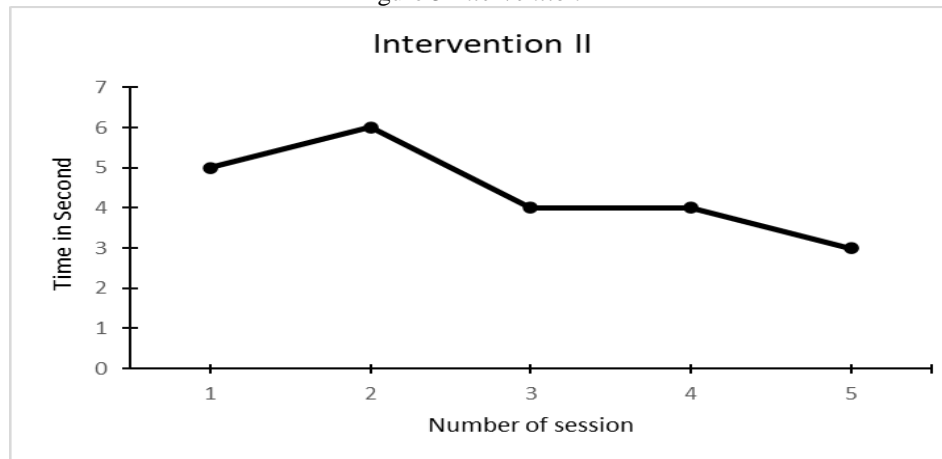


Table 4: Illustration of child's responses

Sessions	Time (seconds)	Instruction given
1	5	May I come in
2	6	May I go to bathroom
3	4	Can I play with these toys
4	4	May I go to bathroom
5	3	Can I open this box

Research question 2: What is the impact of using social stories to teach request skills to a child with autism at school by the teachers?

Teachers: The data collected for the interview will be discussed in accordance to the themes analyzed. Issues and Challenges Faced by Teachers in Using Social Stories.

According to teacher who is the SEN coordinator of the school where the case child studies. There is difficulty in coping with a child with autism, no infrastructure and teaching learning materials available, not asking any permission, snatching things directly without seeking permission, lack of experience to deal with a child with autism, untrained teachers, not cooperative, not responsive, no habit of making request and wishing teachers.

According to teacher B, who are the teacher teaching basic functional skills during pull-out sessions. Children with autism learn differently unlike general education students, challenging for teachers to get to know the children with autism. Teachers are not expert, not well trained, don't have any professional development. Doesn't greet, doesn't give eye contact, doesn't stand up most of the time Does not make request, knock, ask permission.

When it comes to sharing play materials and playing with friends, we usually don't see him playing with friends mingling with other kids and moreover, he doesn't share his toys and play materials with others la. He keeps uh with himself la.

Impacts of Using Social Stories

As per the responds by teacher A, he has built the habit of telling thank you sir, thank you madam and shall I go out and he emphasized that: In the beginning, when he was going out of the class after taking the session, he had a habit of just going out without seeking any permission but after putting of the effort and the interventions put by teachers who deal with him now, he has built the habit telling thank you sir or thank you madam or shall I go out, this thing he says right now sir.

Strengths of a Child with Autism

As responded by teacher A, a child with autism were very much sincere to do the work, till the work is completed they never give up, focus on that particular work consistently and try to finish that work. Teacher A emphasized that: They are very much sincere to do the work which has been assigned by the teachers. I mean to say that if they were assigned with one of the tasks, till the work is completed they never give up. And the they focus on that particular work consistently and uh they try to finish that work.

Support Required for a Child with Autism?

The responds from teacher A states to build rapport with that particular child, use the picture cues, show the picture ques, showing of the visual ques, using of visual ques, directly teach them the social behaviours and know the children with autism individually.

Issues and Challenges Faced by Teachers in Using Social Stories

According to teacher B a child learns differently unlike general students, challenging for teachers to get to know the children with autism. Teachers are not expert, not well trained, don't have any professional development. Doesn't greet, doesn't give eye contact, doesn't stand up most of the time Does not make request, knock, ask permission. Does not make request, knock and ask permission.

Teacher B emphasized that: They learn differently unlike general students it is quite challenging for teachers to get to know the children with autism. Teachers are not expert they are not well trained and they have any professional development other than the basic things.

Impacts of Using Social Stories

According to teacher B: He says things like “May I come in” and at times he greets “Hi” “Bye bye” madam. Teacher B emphasized that: However, after teaching he does sometimes la. He says uh things like may I come in and at times he greets Hi Bye bye mam and these are the simple things he does la.

Strengths of a Child with Autism

As mentioned by teacher B, very creative, they are unique, they see things differently, give the answers that are totally unique and something different that we never thought of, he takes care of belongings, he usually packs his things up, he really takes care of his things. Teacher B emphasized that: Child with Autism they are very creative, they are unique, they see things differently they often give the answers that are totally unique and something different that we never thought of.

Support Required by a Child with Autism

As emphasized by teacher B, the best way to provide a child to support in communicate is through play, art, pair him up with friends, team him up with circle of friends. In order to enhance the communication skills for child with autism, specifically NimaNorzang we try to communicate through play, through art and we also try to pair him up with friends who are quite good in speaking and moreover we try to team him up with circle of friends. Both the teachers agreed that social stories are useful to a child with autism but challenging to implement in the classroom.

Issues and Challenges Faced by Teachers in Using Social Stories

The main issue and challenge faced by the teachers to deal with a child with autism is not having well equipped, experienced, trained teachers and infrastructures in the schools and learning environments.

Impacts of Using Social Stories

The habits of greeting teachers in saying hi and hello were found after implementing the social stories as an intervention and shares his toys and other play materials with his play mates.

Strengths of a Child with Autism

The teachers both agreed that a child with autism possess the similar characteristics. A child with autism is very creative, unique, see things differently, give the answers that are totally unique, he takes care of belongings, usually packs things up and really takes care of his things.

Support required by a child with autism

Both teachers say that, communicate through play, art, pair him up with friends, team him up with circle of friends, build rapport with that particular child, use the picture cues, show the picture ques, showing of the visual ques, using of visual ques, directly teach them the social behaviours and know the children with autism individually.

Research Question 3: What is the impact of using social stories to teach request skills to a child with autism at home?

The data from the interview with the parents will be discussed individually in accordance to the themes analysed.

Issues and Challenges faced by Teachers in Using Social Stories

The parent interviewed for this study is the parent for the child with autism. According to the father, his child does not talk much, or answer and does not listen or tell anything. According to the father, the child’s difficulties are explained below as he doesn’t talk much the even if we ask something what he wanted so he doesn’t answer. So, there we are facing difficulty because he doesn’t listen. He doesn’t tell anything even at this age now he is in thirteen years.

Impacts of Using Social Stories

The father indicated that by using social stories, his child began to gradually cope by listening to the instruction given to him. He asks the things needed and reduced his hyper behaviour which he exhibits most of the times at home.

Strengths of a Child with Autism

Very often he does ask the questions, drawings he takes initiative in himself and he started talking English with us, communicate with us through English the things he wanted.

Support

Subject which is interested in him, skilled based like fixing, hands on experience practical reading and writing need to be placed to give him the best.

Conclusion

Furthermore, the detailed discussion on each intervention used in different phases and the themes analyzed are discussed in different sections. The main themes analyzed are;(a) Issues and challenges faced by teachers at school

and parents at home, (b) Impacts of social stories, (c) strengths of a case child and (d) supports required by a case child. Those themes are discussed in detail with supports of previous studies conducted by various researchers and scholars.

DISCUSSION

The discussion on the findings based on the themes analysed from the data collected using different tools. To reiterate the research problem as indicated in the beginning of this paper, many educators, teachers, parents, and policymakers in Bhutan do not know much about autism as a developmental disorder (Dorji,2015). There have been studies conducted in other countries by different academicians and educators on the use of teaching strategies and the effects of social stories in building social skills for children with ASD.

On other hand, there has not been a study done in Bhutan a specific intervention to teach specific social skills, therefore the objectives of the study are to examine the impacts of social stories in developing request skills to a child with ASD and challenges faced in implementing social stories to a child with ASD. The research examination answers the following research questions as stated below; (a) How social stories are effective to a child with ASD. (b) What are the impacts of social stories to a child with ASD at home? And (c) What are the impacts of social stories to a child with ASD in school?

In this study as indicated in previous section four, the main key findings were basically on the following three themes; (a) challenges and issues faced by the parents at home and teachers at school, (b) strength of a child, (c) impacts of the social stories at both home and school. Target child never talk at home and he never ask anything that he wanted to do at home. Similarly, he takes things from other person or friends without asking permission or making request and that was the most difficult part for the parents to deal ta home and teachers at school with a child with ASD.

The target child has an excellent skill in drawing and painting. Moreover, he takes initiative in himself very often he does ask the questions to strangers. He names most of the toy animals which teachers don't know about it. He takes care of all his belongings and hardly lose things in the school and classroom as well. As indicated in graphic representation of latency recording, the impacts of social stories are incredible. He copes up well gradually and asks to bring things for him, more so his hyper behavior has drastically reduced. Target child don't have the habit of asking permission and informing whatever is needed by him. According to Prelock and colleagues (2011), it has been indicated that the use of social stories in children with ASD demonstrates improvement in comprehension, an increase in requesting, unprompted spontaneous verbalizations, and effective communication interactions (Hanley-Hochdorfer et al., 2010; Hudock et al., 2011; Hutchins et al., 2013; Reichow et al., 2009; and Samuels et al., 2012). In this study, one of the findings from the latency recording that the social stories as an intervention works so well and it was found effective as indicated in graph. There is improvement and have positive impact of social stories as an intervention. Significantly, for teachers teaching a child with autism has numerous challenges in the classroom and they are out of resources. Hence, Social stories have also been found to be an emerging interventional approach for individuals with ASD to facilitate teaching new and appropriate skills with a decrease in anxiety (Klett et al., 2012; O'Connor, 2009). With the intervention in place, drastic change and shift has popped into the classroom where children with autism can learn at par with other students.

Although there is limited qualitative data regarding the effectiveness of the social story intervention, this type of intervention used has been found to be beneficial in decreasing socially inappropriate behaviors (Gray & Garand, 1993; Kuttler et al., 1998; Norris & Dattilo, 1999; Swaggart et al., 1995). In this regard, the social stories used in the classrooms and at home found to be effective and useful for a child with autism. Such interventions have not been used in the schools and learning centers due to lack of untrained teachers, facilitators and required resources.

The current study attempted to determine if social stories could increase socially appropriate or desirable request making skills as indicated in the figure. The number of sessions of; "May I come in", "May I go to bathroom", "Can I play with these toys", "May I go to Bathroom", and "Can I open this box" conducted five sessions each in this study. These each stories indicated above individually found out that all are effective and useful in enhancing request making skills.

The present study showed an increase in the child's request making behaviours (i.e., "May I come in", "May I go to bathroom", "Can I play with these toys", "May I go to Bathroom", and "Can I open this box") when the social story was introduced. From the baseline Phase AI to intervention Phase BI, all five request skills showed an increase in responding which resulted that the social stories are effective and makes impacts in children's enhancing request making skills.

Specifically, when the social story was implemented with diagrams and request making skills such as "May I come in", "May I go to bathroom", "Can I play with these toys", "May I go to Bathroom", and "Can I open this box") all did not decrease, but rather increased in responding which indicated that the intervention was effective to learn the request making skills.

As indicated in the introduction part of this paper, the main findings from the data collected were as follows; (a) challenges and issues faced by the teachers at school, (b) Challenges and issues faced by the parents at home (c) strength of a child, and (d) impacts of the use of social stories at home and (e) impacts of the use of social stories at school.

Challenges and issues faced by the teachers at school

For the child with autism to learn better they need a better place with all facilities and safe and sound environment. The teacher A pointed out that; some of the challenges are as follows; (a) no proper infrastructure and facilities (b) no trained teachers and resources. (c) not able to cope with a child with autism (d) lack of skills and strategies to deal with a child. Each challenge is explained in the following lines supported by the previous studies conducted.

Firstly, to highlight on the improper infrastructures and facilities for a child with autism, according to (Nurul Aida Nazri, 2015), a good learning environment could enhance and also improve learning development of children with autism. Various environment designs may attract and increase their interest during the process of learning. The environment should be structured in order to give consistency and also clarity, so that the child know what is expected of them in specific situation, where things belong and can anticipate what comes next. Therefore, architects or designers of the building should consider the physical and sensory aspect when designing living and learning spaces for children with autism

Secondly, the untrained teachers and lack of resources in the school for a child with autism hampers in enhancing teaching and learning processes. Students in diverse inclusive populations need trained and prepared educators, yet research shows many teachers feel inadequately trained to work with this varied group of students (Singh, 2007). General educators are lacking training for proper inclusion practices (Buelle, et al., 1999). An identification of needs, areas of concern, and proper instructional practices for inclusion of students with ASD is missing from general educator's preservice and professional development education

The inclusion of children with disabilities is one of the most complex and poorly understood areas of education (Humphrey and Lewis 2008; Symes and Humphrey 2010) where many schools are struggling to meet the needs of students with ASD. While it is evident that classroom teachers face many challenges educating students with ASD.

It is important to understand the specific strategies used to successfully include children with ASD within mainstream classes. Teaching students with ASD often highlights concerns in important areas of development which includes; social interaction, verbal and non-verbal communication, creative play and sensory processing (Bowe 2004; Wilmshurst and Brue 2010).

Since there are limited number of trained teachers to deal with the child with autism, most of the needs and supports for the needy students were left out. Due to untrained teachers, children with autism are found to be ignored in the general teaching and learning environment by general teachers. As mentioned above, trained teachers are crucial for the children with autism to give right support in right time at right place.

Most importantly, the lack of resources in terms of human and others are one factor which limits children from learning in the general school setting. The school with SEN support services lack both human resources and other resources like teaching learning materials, safe environment trained facilitators etc.

Unable to cope with a child with autism

As a child exhibits various forms of difficulties and behaviours by nature, the untrained teachers find children with autism as distractor in the classrooms as a child with autism never talk and interact in the classroom. By nature of their existence, they prefer to be alone most of the times and hardly communicate with peers and teachers. As a result, teachers are not able to cope with a child with autism while in teaching and learning process.

For this reason, teacher needs to have more workshops and professional development programs to get aware about the children with autism. One of the teachers interviewed highlighted that; training with hands on experience, workshops, orientation are important for the teachers to deal with the child with autism in the school. Through such programs, teachers would be in a position to provide support appropriately in the classrooms.

Lack of skills and strategies

The general teachers and special aid teachers are never the same in teaching field of special education settings. Limited number of teachers is trained in special educators and more teachers are not equipped to handle the children with autism and other disabilities. All teachers must be "skilled in collaboration" to meet accountability requirements for special needs students (Conderman & Johnston-Rodriguez, 2009, p. 235). General education teachers trained to collaborate with special education teachers provide a balanced education and a more positive inclusive environment. Collaboration between general education teachers and special education teachers has been identified as a key to proper inclusion practices (Ali et al., 2006).

In line with above statement, almost all schools with special educational needs support services do not have proper collaboration among the teachers dealing with special child and teachers dealing with general students. As a result, child

with autism and other disabilities are not treated well in teaching and learning processes. In the name of inclusion, a child with autism is enrolled in the general classroom, but without much accommodations and supports according to their needs in the learning processes.

Collaboration enables general education teachers to understand student expectations and needs (Cahill & Mitra, 2008; Conderman & Johnson-Rodriguez, 2009). Strategies and examples for collaboration between general and special educators can improve inclusive classrooms (Lingo, Barton-Arwood, & Jolivet, 2011; Moore, 2009). General teachers and special educators should not work on a child with autism in isolation, but need to work collaboratively and achieve the common goal and acquire the targeted skills in the classrooms.

Through the collaborations among the teachers teaching special need students and general students, the benefits for the children who require special services are taken care and supported with their needs and respected their different ways of learning. Therefore, the collaboration among teachers teaching general student and teachers teaching special children are very important and it should not function in isolation in the process of teaching and learning.

Challenges and issues faced by the parents at home

The parents at home equally face challenges while dealing with their child with autism since they have communication issues and other related issues. As per the paper from (Shin Ying Chu, 2018) After their children were diagnosed with ASD, most participants including teachers and parents still did not fully understand what ASD entails. Parental understanding and knowledge about deficits are likely dependent on how ASD is explained to them by professionals.

The challenges faced by the parents of a child in well developed countries and under developed countries differ due to the education level of parents, availability of the resources in the locality or learning centers and the supports given the governments and other relevant stake holders.

However, in this study the major challenges faced by the parents of the target child are, (a) limited knowledge about ASD and how to deal with a child with ASD. Since the child is autistic, they wanted to be alone and no communication and interaction are occurred in the home. It's equally important for both the teachers and parents to work collaboratively to support children with autism to cater both at home and in school.

As responded by the parent during the interview, it's too difficult for the parents to deal with the children with autism specially during asking permission and making request when asking to go for washroom, asking for play materials and going in and out from the house and rooms. Since they have the communication issues and lack in social skills

Strength of a child

The students, whether or not they have a diagnosis of autism have a unique set of skills, strengths and talents. When working with students with autism, it is particularly important to identify the student's strengths. This will be the key to unlocking their potential in engagement, learning and interaction. Some students with autism will be very driven by their particular skills and interests and if these are utilized appropriately, it will increase motivation and success in learning.

Some of the commonly associated strengths with a child with autism are: Specialist knowledge in topics of interest, exceptional memory for facts and figures, very high level of motivation in topics and activities that are of interest, ability to carry out tasks with a high degree of accuracy, excellent attention to detail, ability to follow instructions and rules very accurately when taught in the correct way, exceptional skills in creative arts, and ability to see the world from a different perspective and so bring a different insight.

Children and adults with intellectual and developmental disabilities also possess a constellation of strengths, assets and positive attributes that are worth knowing about and communicating to others. To date, such a positive portrait has not been represented well in the professional literature (Riosa et al., 2017; Shogren, Wehmeyer, Buchanan, & Lopez, 2006). Strengths may be seen best by those most closely involved in a person's life. Several studies have examined the ways in which parents view their daughters and sons with disabilities through the lens of strengths (e.g., Hastie, 2017; Smith, 2017). Similarly, the case child in this study exhibits numerous strengths both at school and home. He keeps his belongings in the same place and don't want to be changed. When any tasks are assigned, until it is completed, he never keeps tasks incomplete. He is well organized and focused on any kind of toys he plays. Logical sequencing and arranging things are his great strength in the field of playing environments.

The fine motor skills of the case child were found very impressive as he draws the animal picture so well using the computer and paints as well. Along with the motor skills he too has a good sound knowledge of computer and graphic which he draws pictures and diagrams within short period of time. As indicated by their strengths, a child with autism is talented

Impacts of Social Stories both at Home and in School.

Gray and Garand (1993) stated that “excellent results have been obtained through the use of social stories,” and since their introduction, social stories have been adopted by many practitioners and are described in several recent methods texts. The results of using social stories were excellent and effective both at home and school.

The impact of social stories both at school and home found to be very effective. The number of social skills in making request skills increased after the intervention was introduced both at home and school. Initially the target child had difficulty in making request to get into the classroom and to go to the washroom. After the intervention was introduced, the number of times taken to respond in making request has reduced and indicated a significant change in a target child.

In the initial stage, child did not exhibit much request making skills. It was noticed that he enters the classrooms and learning centres without making any requests and asking permission from the person sitting inside. He takes his own time whenever he wants to visit washrooms and most of the time he was found to be in his own world. He doesn't bother what things are happening in and around him.

However, in the later stage after the implementation of the social stories as an intervention, he was found out that he makes request while visiting the washrooms and getting permissions to play the toys and even while going out of the classrooms. The target child was found asking permission to open the box and take out the play materials and play. Hence the impact of the social stories on a child with autism was great and meaningful while in classroom and at home.

Limitations of the study

Some limitations exist to the study paper presented here. First, the samples were relatively small. This is a typical limitation of studies with individuals diagnosed with Autism Spectrum Disorders (ASDs). Second, the lack of classroom observations prior to the start of the interventions limited the researcher in acquiring a complete understanding of the external variables that may have impacted the results of this investigation.

Although research is still emerging within the area of Social Stories, past and present studies offer encouraging insight to future intervention advancements when working with individuals diagnosed with autism spectrum disorders (ASDs). Moreover, the instruments or tools used for collecting data may not have been used for validity and reliability and the sample was sizes and samples representing only children who were specifically seeking certain types of interventions.

The most challenging factor which has limited in conducting this case study research was, the researcher was given extra teaching hours apart from collecting data for the study and had to attend all the programs that school carries. On top of it, the number of days provided to the researchers were very limited and collecting proper information from the participants were difficult. Due to the limited number of days to collect the data from the school, researcher had to manage proper time in collecting data as well as to prepare for the one-hour teaching daily which was demanded by the college criterion. The numerous limitations occurred during the collection of data had led to do the work so efficiently and meaningfully.

Although social stories were written specifically for Children with autism spectrum disorders (ASDs), groups with a different diagnosis could be featured in studies on the use of social stories. For example, children with Emotional and Behavioural Disorders (EBDs) have academic, behavioural, and social needs that may impact their ability to be successful in the classroom.

Additionally, though social stories were for improving many types of behaviours including appropriate social engagement, prosocial behaviour, social communication, conversational skills, interactions, reducing problem behaviours, adaptive behaviours, decreasing "socially inappropriate and undesirable behaviours, acceptable verbal greeting initiations, self-regulation, Self-Management of Eating Behaviour and overall social skills among children and adolescents with autism spectrum disorders, there could be a focus on different social skills such as study skills to increase appropriate social skills.

There were numerous situations encountered by researcher limiting to conduct this case study research. Some of the limitations while conducting this study include withdrawal of participants or not responding the required information on time before completion of collecting data and information. The case was sensitive as it deals children with autism. Since the case was on a particular child, the findings cannot be generalized. Similarly, the study was hampered when the child was absent or not regular in the classroom. In this section, the findings after the collection of data use three research tools namely, anecdotal recording, interview and latency recording. The three research questions such as; (a) the effectiveness of social stories in enhancing request making skills in a child with autism, (b) the impacts of social stories in request making skills at school and (c) impact of social stories in request making skills at home. The three research questions were supported by analysing each tool used in collecting the data respectively.

Therefore, the discussions of each finding interpreted on the basis of responses made by the different participants including; subject teachers of the target child, SEN coordinator and a parent (father) of the target child.

RECOMMENDATION

As highlighted in the first section of this study, this section restates purpose and problem statements of the study and the objectives of the study. The problem statement in this study states that, many educators, teachers, parents, and policymakers in Bhutan do not know much about autism as a developmental disorder (Dorji,2015).

On other hand, there has not been a study done in Bhutan a specific intervention to teach specific social skills. Therefore, the study has aimed to fulfil the objectives (a) impacts of social stories making request both at school and home to a child with ASD and (b) challenges faced by teachers and parents at school and home respectively in implementing social stories to a child with ASD.

Summary: In this section, the main findings from the data collected using the tools, anecdotal recording, interview and latency recording. From these three tools, the main findings were as follows: (a) Challenges and issues faced by teachers at school and parents at home, (b) impacts of social stories and (c) the effectiveness of social stories as an intervention to a child with autism.

The challenges faced by teachers at school was the unavailability of resources required by the children with autism and similarly lack of human resources which includes untrained teachers in dealing with a child with autism. The use of social stories has impacted a child with autism at classrooms, playgrounds pull-out sessions etc.

The issues faced by the parents of a child with autism was the communication issues at home while conversing since a child hardly says anything at home with regards to asking permission, request making and getting in and out from the rooms and houses. When the social stories are used at home with different settings and situations, it was found that its impact was very positive and enriching.

The effectiveness of the social stories was denoted through graphic representation in different stages. Firstly, the baseline data collected has indicated a child took more time to make respond after an instruction was given. Secondly, data collected with social stories as an intervention, it clearly indicated that the time taken to make a respond after an instruction was comparatively lesser than the baseline data.

Later, in the maintenance part of the intervention the social stories were removed and collected the data, it was indicated that the time taken to make a respond after an instruction was given was slightly less than the baseline and more than the data collected with an intervention. In this manner the effectiveness of the social stories was shown the best possible ways.

Therefore, through this it clearly indicates that the use of social stories in improving social skills, communication skills and specifically in request making skills are very effective in the field of teaching and learning to a child with autism. However, teachers teaching a child with autism in a main stream classroom must be cautious and mindful when giving activity instruction.

Discussion: The study found out that the existing teachers teaching a child with autism, they left out a child with autism without much care and attentions. That was mainly due to the lack of teachers having no trainings and related professional skills to deal with a child with autism and other disabilities. There was no activity specifically designed for the child with autism and a target child remain in the classrooms idle most of the times.

Through the anecdotal recording, it was observed that the teachers taught the lesson at par with the general children and did not support and respect the child's need. Moreover, the activities and task assigned to the general learners are to be done by the child with autism which gives challenging for the children with autism to learn.

The researcher did not find the collaboration among the teachers teaching the special needs child and general children. Every teaching and learning were happened in isolation where most of the times children with autism were left out and not taken care. In the name of inclusion exclusion was happening when child with autism were not considered in the teaching and learning processes. The findings in this study such as challenges and issues faced by teachers and parents at school and home must have affected by the emotional stabilities during the time of data collection and the one-way thought might have affected in proving information regarding the child with autism. In this, the three research questions guided the study (a) How social stories are effective to a child with ASD. (b) What are the impacts of social stories to a child with ASD at home? And (c) What are the impacts of social stories to a child with ASD in school?

The first research question was supported by ABAB design in the form of graph indicating four stages as, base line I, Intervention I, baseline II and intervention II. Through this graphic representation, it has clearly denoted that the social stories are effective and it makes an impact to teachers, parents and learners himself.

The base line I informs the existing skills exhibited by a target child in different settings. Intervention I inform that the target child is being provided with an intervention (social stories) and examined the skills. Base line II informs of skills examined after removal of the intervention and finally an intervention II which again provide the intervention (social stories) and make the comparisons to see how effective the socials are.

The second and third research question was analysed and supported by interviewing parent at home and the subject teachers and SEN coordinator at school. They are of the view that they had a similar challenges and issues at school and at home. School teachers face challenging in not able to manage the case child as he is having issues with communication and social skills.

Implications: The findings of this study would definitely help the teachers teaching a child with autism having a similar issue in making different requests and asking permission to learn various skills and techniques to teach children specifically in request making skills. Such social stories can be used not only to the child with autism but it can be implemented with the main stream students in the classrooms. The case study on similar topics were done in other parts of the world using social stories but specifically on request making skills were not done. This was an avenue where researcher has an opportunity to explore more about the intervention. Such stories can be further explored to compare the effectiveness with the kind of issues that the child exhibits in the classroom and at home. The findings from this study may not be applicable to all the children having the same issues and behaviours. However, those children who exhibits the exact same communication issues without conversing and making request in any situations, may be applicable and doable so that the interventions through social stories can be applied.

Conclusions: The research questions, (a) How social stories are effective to a child with ASD. (b) What are the impacts of social stories to a child with ASD at home? And (c) What are the impacts of social stories to a child with ASD in school? And the objectives were to find out the effectiveness of social stories and to find out the impacts of social stories at home and at school with the child with autism. Research questions and research objectives were answered and fulfilled respectively by collecting data using three tools namely, (a) anecdotal recording, (b) interview and (c) latency recording. Anecdotal recording was analysed to support the second research question, interview to support third research question and finally latency recording to measure the effectiveness of the social stories.

Recommendations: Firstly, this kind of study requires more time duration in interview, latency recording and anecdotal recordings. Secondly, collecting data along with teaching in the classroom is challenging for the researcher to collect the required information. Thirdly, the researcher need not teach other general students during the time of collecting data. It must be given purely for the case child so that the data collected were authentic and reliable for deliberation, Further deeper study needs to be done specifically at home creating separate social stories related to case child's requirement and interests. The challenges faced by parents and teachers at home and school respectively need to carry out a collaborative action to support and provide common intervention for a child with autism to prosper at par with the general students in the school.

The social stories used at school to enhance social skills specifically on request making skills should be continued at home by the parents so that the same skills are practiced both at school and home. The use of social stories has impacted both teachers and parents and it was very effective. However, constant participatory observation and need to spend more time to conduct the study so that the results and findings would be accurate, reliable and valid and could be able to generalize to other learners.

Further research is still required to explore the potential benefits of social story intervention. Such research may include large scale studies, and a further exploration of the exact influence of student attendance, teacher training, classroom conditions and treatment duration and intensity. This study can also be done on one social story to a child with autism in one confined setting either in classroom or at home.

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