

Abstract

Four boys with autism, age from 12 to 14, were taught to pay attention when the others were speaking on class, using a newly developed technique, social stories. This technique was the first time being employed in video-form in this study. A multiple-base-line across subjects design was used, with the first intervention as the presentation of social story tape and the second intervention was the presentation of social story tape plus role-play. In the first intervention phase, the boys watched a social story tape which presented the proper attention paying behavior during class, while in the second phase, they were asked to role-play what they had saw in the tape after watching it. Questions were asked and presents were given for right answers after watching the tape on every training session. A course that unrelated to the target behaviors of this study was created for the students to act as training and testing environment. The attention-paying behavior was decomposed to three pivotal aspects -- eye contact, proper body position and keeping quiet, to educate the participants. After the interventions, three out of four participants showed improvement on at least one aspect of attention-paying behavior. Further, these effects demonstrated generality and maintenance. Implications of these findings are discussed.