Full source reference:

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Free access link:

https://link.springer.com/article/10.1007/s10803-021-05012-w

Article Overview:

This study examined the effects of storytelling with or without contextual information on children with autism spectrum disorder (ASD) and typical development (TD) using eye-tracker.

Children were randomized in two groups: the stories included and did not include social contextual information respectively.

Key take home messages:

1. The intervention was delivered in groups (3-5 children), in a private clinic setting or in the school the children attended. It involved eight sessions across 4 weeks, two sessions per week, 30 min/session.
    - Storytelling with social contextual information: use of a storytelling app (SAHK) with 4 stories.
        - Content of the stories: how to greet others, what to do when someone talks to you, what to do when you meet friends, how to make other people happy.
    - Storytelling without a social contextual component: daily activities e.g. how to buckle a safety belt, how to get in a car, etc.

2. Storytelling with social contextual information enhanced participants' eye gazes on eyes/faces in static information (photos) for both children with ASD and TD.

3. The same advantage could not be seen for children with ASD in response to dynamic information (videos).

4. More significant effects were found for the social context group compared to the group without social context for both children with ASD and TD.

5. TD children demonstrated more gazing behaviour on the area of interests (human faces, eyes, mouths, facial expressions) than children with ASD did when both of them were assessed with 20 photos and one video displayed on a computer, regardless of the types of interventions—storytelling with and without social contextual