

# **The narration as a means for the development of psychosocial competence of the autistic child**

## **La narration comme outil pour le développement de la compétence psychosociale de l'enfant**

### **autiste**

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### **RÉSUMÉ**

Le domaine psychosocial du développement de l'enfant est crucial pour la formation de sa personnalité, en particulier pour les enfants handicapés et ceux avec des besoins éducatifs spéciaux.

Compte tenu des idées actuelles sur le rôle de l'école, selon lesquelles elle constitue un cadre unique qui assure la promotion de l'apprentissage et le développement psychosocial de l'enfant, nous procédons à notre recherche en utilisant la narration des contes populaires comme outil de recherche. Nous concentrons notre intérêt sur les enfants autistes qui font partie des classes d'intégration dans les jardins d'enfants en Épire (région de la Grèce), car ils constituent la majorité dans ces classes et leurs principales caractéristiques sont la présence de perturbations et le manque de la perception et de la communication (verbale et non-verbale).

La question principale de notre recherche est la contribution de la narration de contes populaires dans le développement psychosocial de l'enfant autiste. L'outil psychométrique que nous avons utilisé est le sixième à partir de l'Université d'Athènes: pour «La détection de l'adaptation psychosociale des élèves du préscolaire» pour les enfants d'âge préscolaire 4-6 ans, et l'analyse statistique de l'échantillon a été réalisée d'ensemble par des programmes statistiques relatif aux sciences sociales (SPSS - PASW Statistics 18). 'A ce qui concerne, plus précisément, l'outil, il a comme but d'une part la détection des capacités et difficultés et d'autre part des problèmes de comportement, sociales et émotionnelles, des élèves d'âge préscolaire et d'âge scolaire.

Les résultats de la recherche ont montré une amélioration significative de la compétence psychosociale des enfants autistes, qui est attribuée aux fonctions symboliques et initiatiques du conte populaire, afin qu'il puisse former, à

travers la projection l'identification de l'enfant au héros, sa personnalité, devenir autonome et en même temps, s'intégrer dans la vie sociale.

Ainsi, se confirme l'hypothèse de départ de notre recherche, puisqu'elle a constatée l'importance éducative de la narration comme moyen du développement du domaine psychosocial des enfants autistes.

Research in the kindergarten area is always a great and constant challenge, especially when it comes to the field of Special Education. The reasons are self-evident, in this study we mention the key ones. Children of the sensitive preschool age face huge developmental changes that occur in physical, emotional, social and mental development. The pre-school age is the most appropriate period to provide systematic education and training from the formal educational system.

However research both in the Pre-school area and in the area of Special Education are limited because, only in the last decades, was scientific emphasis placed in this area. Surely the great need to create specific curricula and teaching methods is obvious, a new pedagogy-oriented holistic approach to building knowledge to meet the specific needs and capacities of children with disabilities and special educational needs. "Needs which require a special treatment and support in order to be met" (Stasinou, D. 1991).

The inaugural period, as mentioned above, is Pre-school Education, in order to achieve the continuous development of the child without altering its character and to supply it with the means to acquire dignified position, using the whole of its willpower.

We chose, for our study, the inclusion of Kindergarteners parts from Epirus (Greece), which include students who are mostly part of the autism spectrum and they are eighteen (18). The survey was conducted in the spring of 2011. Children who belong to this broad category, of the autistic spectrum<sup>1</sup> are usually verbal children<sup>2</sup> and therefore amenable to educational intervention increasing the efficiency of the use of language for communication purposes.

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<sup>1</sup> The term autism and autistic coined by the famous Swiss psychiatrist E. Bleuler (1911), to describe the symptoms of schizophrenia because autism considered as an essential feature of. But the Asperger was one of the first that dealt with autism and describes the syndrome as "die autistischen Psychopathen im Kindesalter" 1944 and believes that the cases of autistic psychopathy presented primarily from genetic causes.

The majority of researchers around the world consider the root causes of autism that is organic, but the presence of the factor of genetic predisposition favoring the onset of autistic syndrome (see. Folstein / Rutter, 1988, 3-30, Kehrer, 1989 , p.48, Innerhofer / Klicpera, 1988, p 154, Weber, Frith, s.96-97 and STON Speck / Peterander / Innerhofer, 1987, 162-163. According to Grandin (1991a, 1992a) and the two types of autism are probably genetically based, proved by researches that both parents have the same family history profile. leads to the same conclusion and Bauman. M. (1991), which defines how both types of autism have the same model of brain disorders.

<sup>2</sup> The verbal autistic children belonging to two subgroups of autism: in formula Kanner / Asperger and epileptic / reciprocating type, according to Kathleen Ann Quill, Teaching Children with Autism. Strategies to Enhance Communication and Socialization. 1995, Delmar Publishers. A Division of International Thomson Publishing Inc.

“The essential characteristic of autistic children is based incompetence in perception, communication (verbal and non-verbal), mobility and general behavior” (Kroustalakis,C. 1994). Consequently these children lack the conditions for developing fruitful relations with the environment, natural and social. However they have special abilities that are not related to communication and it should be noted that the verbal autistic children are more skillful, more capable and therefore more functional (hence the term functional autism) and have average to above average intelligence.

The link between research subjects and our view is deficits in mental state of the children with autism. The social and the emotional or psychosocial condition<sup>3</sup> of these infants is impaired as a result of their problems. Emotional in-competence and behavioral difficulties<sup>4</sup> consequently lead to social incompetence which are also the two major categories for studies on the mental health of children.

The term emotional competence refers to the feelings themselves, on the one hand as experienced by the person during its life and on the other hand, the regulation of emotions namely the increasing ability of individuals to control and modify emotions depending on their current state. These are internalized emotional difficulties; disorders of children, mainly internal and not external. Children, therefore, with emotional difficulties show symptoms of emotional failure with predominant characteristics: anxiety-stress, nerves, passiveness, shyness, fear, social isolation, difficulty adjusting to home and school. Grouping the emotional difficulties we have the following major groups: self-control, managing emotions, managing stress and empathy. In early childhood development social-emotional efficiency can be achieved in children with autism, with activities and means that will encourage them to develop appropriate skills.

These skills are aimed initially at emotional perception (identification and control), and at empathy and expressing their feelings. Through the satisfaction of emotional needs of the child with autism overcomes its personal

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<sup>3</sup> The terms psychosocial development and emotional-social development are synonymous.

<sup>4</sup> The theoretical and research framework of our study, agree that children with autism have severe emotional and social developmental disturbances, leading to serious difficulties in their social development and communication.

difficulties such as anxiety, phobias, the stereotypes and resistance to change and establishes a positive attitude cultivating freedom and democratic expression, self-motivation and cooperation.

The subject which chosen for our research is the narration, namely the **folktales**. The narration of folktale has an excellent capacity to prepare the child for life and because it appeals to children and stimulates their thoughts “seeing as children’s thinking is emotionally driven” (Bettelheim, M. 1995). Consequently we utilized this important mean in the treatment and education of children with autism as a child's identification with the heroes, allows it to recognize, learn and experience how to solve its internal conflicts which is where lies the great importance of education and the teaching value of the story. According to Lüthi, M. (1985) the structure of the folktale is structured as follows: the story begins with a difficult situation, which can be associated with all the essential facts of life, from birth to death. And because of this situation shows the mission of the hero, which in the end runs successfully. As rightly Greimas, Al.<sup>5</sup> pointed “the test is emerging as a functional, dynamic and anthropomorphic expression of a complex semantic structure that encompasses both negative and positive”.

The process that occurs in research subjects during the narration goes as follows: during the narration of tales where the child-listener is enchanted, and its imagination is stimulated, its dreams are fulfilled and the victory leads it smoothly into reality, but it satisfied with the performance of justice across all of social life. Although, some folktale’s heroes have supernatural qualities or abilities and their action interweave the fictional world with reality, so all situations are experienced as real. In this way the folktale’s narration intertwines the fictional- magical and real world without a clear border.

The compassionate and healing powers of narration are very important especially children with autism, because the autism child "is the personification of the hero of a magical fairy tale in the phase of a test and needs to know that it will come out of the ordeal, climbing to a higher level of consciousness and in any case higher than the state of the pre-test” (Lambreli, L. 2010). Therefore the test is also necessary as according to Eliade, M. (1999) “every man wants to be found in some dangerous situations to face some tests to carve his way through the world. All those

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<sup>5</sup> Propp, Vl. (1991) *Morphology of the tale . The feud with Claude Lévi-Strauss and other texts*. Athens: Institute for the book – Kardamitsa.

living in his imagination, listening or reading stories". Thus "the hardships and tests is therefore necessary for the development of the individual, so to achieve personal fulfillment" (Cooper, C. J. 1998).

The tales, however, offer great symbolic images<sup>6</sup> as the solutions of their heroes' problems which are outcomes of the tests associated with the normal maturation process of the individual. "What then, happens to the heroes and heroines of fairy tales, can be compared, (and in fact this comparison is made) with initiation rites before which the apprentice is naive and uneducated but leaves from these, with a higher quality of life, which he could not have dreamed of the beginning of the sacred journey, thanks to which he earns rewards or salvation "(Bettelheim, M. 1995). Thus, the child learns through the story's heroes various forms of moral behavior, in order to avoid response to stimuli which they can mental clutter (passive avoidance), because of having mentally experienced the story through the stress of punishment, the immoral behavior of each hero. The hero of each story shows the way to independence, socialization and success "Here lies around the moral value and the charm of the tale, as our inner nature portrayed as having infinite moral, mental and spiritual potentials. It is the search for the meaning of life" (Cooper, J.C. 1998). Furthermore, based on developmental theories of Piaget<sup>7</sup>, the pro-contemplate the infant stage of thinking is what is found in tales.

The basic core of tales is the restoration of the order of everything which always ends with the prevalence of good versus evil, sometimes changing social structures so the last becomes the first. The child identifies with the hero of the tale, is encouraged, acquires hope and consolation for the future. Something it needs these most, especially when the hero of the tale is the smallest and most righteous.

Therefore, "if the child has little appreciation for itself -a view which will project onto the way others see it - and the same fears that it will never become anything, history shows that it has already begun the process of

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<sup>6</sup> According to Bruner, J. (1997) "Tales help to mobilize and operate the symbolic activities of the mind that people use to construct meaning not only the external world around them and about themselves through their acting on a reflexive".

<sup>7</sup> Piaget, J. (1992) *Psychologie der Intelligenz*. Stuttgart: Klett Cotta.

identifying” (Bettelheim, M. 1995) and thus the process of self-development ascending to a higher level of consciousness and in all cases higher than the state before the test”.

Hence, "the tales translate the psychic reality in concrete images, characters and events"<sup>8</sup>, and for all these reasons folktales are excellent literary genre and are offered in Special education.

The folktales selected are appropriate for the developmental stage of the child's mental ability of children attending rehabilitation classes of kindergartens. These operating persons or animals with a disability which feature prominently in the development of action, either as heroes or as assistant principal, but always recognized the special abilities despite their disability. The narration of tales from the researcher was carefully and lively and certainly with due respect to traditional material because, “the special treatment of traditional material appears either at the level of folktale’s structure through the combinations of motifs either in the way of storytelling either the "performance" of the story moves with it, facial expressions, comments) (Kaplanoglou,M. 2004)”.

The folktales are used<sup>9</sup> :

- “The Kontorovithouli”,<sup>10</sup> from the 64 original stories from Mani, Kassis, K. Athens, 1993: Ichor.
- “The Koutsokokotakos,”<sup>11</sup> from the folk tales of mainland Greece. Collection-Adaptation: Dawn duck-rabbit. Athens: Modern Era.
- “The Achilopoutouris”<sup>12</sup>, No.30 story from the book Kaplanoglou, M. “Red thread spun, folk tales and storytellers of the Aegean”. Athens, 2004: Patakis.

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<sup>8</sup> Tatar, M. (1987).

<sup>9</sup> The summaries of the folktales listed in this article page 16.

<sup>10</sup> This variation is in International Catalogue of folktales (Aarne- Thomson) AT 700 : Tom Thumb, Grimm No. 37: Danmerlings Wanderschaft. Delarue: Poŋcot.

<sup>11</sup> This variation is in International Catalogue of folktales (Aarne- Thomson) AT 715: Demi-coq. Delarue: Moitié de coq.

<sup>12</sup> This variation is in International Catalogue of folktales (Aarne- Thomson) AT 510- 513: Cinderella – The hero is helped of the companions.

**The basic hypothesis of our research** is: the contribution of the narration of folk tales in social -emotional development of the autistic child. The psychometric tool we used, is the sixth tool from the University of Athens (Department of Psychology), on “The detection of psychosocial adjustment of students preschool” for preschool children, aged 4-6 years. The statistical analysis of the sample done with the Statistical Package for the Social Sciences (SPSS - PASW Statistics 18). To study the aim of our research, students utilized the integration of kindergarten sections of the area. Particularly in the context of research was selected to investigate the case of parts integration of kindergartens throughout the geographical region of Epirus. This research study is a survey using structured questionnaires and observation sheets and quantitative method of analysis of collected data.

The collection of research data and complete recovery was done using structured questionnaires and observation sheets. The sheets were complementing carefully with observations of researchers about the general behavior and attitude of the participants and based on the axes of the questionnaire. The filling was made individually for each student. Then the completed questionnaires were collected from each section, and thus obtained 18 sheets observation. We used a model of research before and after the intervention variable with the folk tale. The intervention by telling stories was selected frequency two sessions a week for two months. The whole process in each session and it was implemented with the help of properly trained external observer).

We analyzed the two dimensions of emotional and social competence in subsections that correspond the research tool to a model before and after the narrating intervention.

- a) Emotional competence with the sub: Self-control, management of emotions, empathy, stress management.
- b) Social competence. with the subsection: Interpersonal relationships and communication, collaboration with peers.

The proposals-variables which represent the subsections are as follows:

## **A. In Emotional competence**

### Self-control



- When it gets angry with someone, keep its anger for a long time.
- It interacts with anything.
- It gets angry at the slightest thing.
- It controls its nerves when it gets angry.
- It has tantrums or cries.
- It knows how to maintain composure and it controls its anger.

#### Emotion Management.

- It shows others how it feels.
- It has difficulty talking about its feelings.
- It can be easily talk about how it feels.
- It shows the appropriate sentiment for every occasion.
- It appropriately expresses its feelings.

#### Stress management.

- It feels bad when someone is distressed.
- It can distinguish when one of its friends is sad.
- It is sensitive to the feelings of others.
- It understands how others feel.

#### Empathy.

- It remains calm when problems arise.

- It is difficultly upset by something.
- It is easily upset when it perceives a problem.

## **B. Social adequacy**

- It interrupts others when they speak.
- It is timid.
- It yells at other children.
- It has many fears.
- It looks like sad, depressed.
- It tends to be isolated.
- It is concerned that others laugh at it.
- It is afraid of making mistakes.
- It has its own opinion on many issues and expresses.
- It is an introvert.
- It reacts badly.

The presentation of research results will be made using group variables based on the subscales to which they belong. These are analyzed in relation to the degree of evaluation based on the 5-point Likert scale and utilized as continuous variables, from 1 = not at all to 5 = very much, indicating to what extent is this behavior is displayed by the child. After the intervention and the collection of data, follows an analysis of results.

Looking at average values the variables with the highest average values, the time before intervention based on the price range from 1 to 5 are:

- It has difficulty talking about its feelings.
- It is difficulty upset by something.
- It remains calm when problems arise.
- It has many fears.
- It tends to be isolated.
- It is timid
- It has tantrums or cries.

Looking at the average values the time after intervention, that the variable with the highest average values, based on the range from 1 to 5, are:

- It is sensitive to the feelings of others.
- It feels bad when someone is distressed.

These statements relate to positive attitude of children and the high average values observed suggest a positive effect of the intervention.

Correspondingly the variables with the lowest average values, based on the price range from 1 to 5, the time after, are:

- It gets angry easily.
- It reacts badly.
- When it gets angry with someone, keep its anger for a long time.

Most of these statements relate to elements of a problematic behavior and the low average values support the indication of a reversal of the trend displayed the time before the intervention. (Table 1, table 2, table 3, table 4).

## **Conclusions:**

The time before: The variables related to emotional competence and the subcategories that compose it, concern statements describing high emotional competence. Therefore, high average value about 5 should be interpreted as a high level of proficiency both overall and per subcategory and low average about 1 should be associated with a low level of emotional competence. Based on the results of the table, all the variables related to emotional adequacy are represented by average values, which are less than the value of 3, which defines the scale's average. This indicates a moderate to low assessment of the specific characteristics of child research. The lowest mean ( $M = 1.83$ ) corresponds to the management of emotions. An exception is located in the Category of Empathy wherein the average value  $m = 4.13$ , was the highest of the scale.

Examining social competence, its mean is  $M = 3.14$ , which indicates a moderate evaluation of the factor. It should be noted that the variables that compose the factor of social competence are related to statements describing low social competence. Therefore high average factor value of the variable about 5 should be interpreted as a low level of social competence, and low average (approximating to 1) must be associated with a high level of competence. (Table 5, table 6).

The time after: Based on the results of the table 6, almost all the variables related to emotional competence are represented by average values, which are higher than the value of, the scale's average. This indicates a moderate to high assessment of the specific characteristics of children involved in the research. The highest mean ( $M = 4.02$ ) correlated to stress management. An exception is located in the Category of Empathy wherein the average value  $m = 2.79$ , was the lowest of the scale.

Examining the factor of social competence which has a mean of  $m = 2.01$ , a low rating of this factor is indicated and, according to the structure of the scale a high level of social competence is indicated.

The above monitoring showed significant changes that all the variables. The mean values of the time before and after changed significantly.

Specifically,

in the case of self-control, the change was significant ( $t(17) = -5,621, p = ,000$ ). Examining the mean values ( $M(\text{before}) = 2.88$  and  $(\text{after}) = 3.83$ ) there is an increase which corresponds to an improvement of self-control.

In the case of emotional management, change was significant ( $t(17) = -10,739, p = ,000$ ). The average values ( $m(\text{before}) = 1.83$  and  $m(\text{after}) = 3.08$ ) show an evident increase in the average price corresponding to an improvement of the emotional management.

In the case of stress management, change was significant ( $t(15) = -16,892, p = ,000$ ). The mean values ( $M(\text{before}) = 2.18$  and  $(\text{after}) = 4.02$ ) show an increase of the average and therefore a change corresponding to a better emotional management. Considering the difference of the mean values, stress managing shows the greatest improvement of the parameters of emotional competence in relation to baseline value before the intervention.

In the case of empathy, change was significant ( $t(17) = 7,459, p = ,000$ ). Examining the mean values ( $M(\text{before}) = 4.13$  and  $(\text{after}) = 2.79$ ) there is a reduction in the average which represents a reduction of the level of empathy.

Overall, in the case of emotional competence change was significant ( $t(17) = -7,031, p = ,000$ ). Examining the mean values ( $M(\text{before}) = 2.78$  and  $(\text{after}) = 3.40$ ) there is an increase of the average corresponding to an improvement of efficiency. The initial average assessed moderate to low and after the intervention evaluated moderate to high based on the 5 point scale.

In the case of social competence change was significant ( $t(17) = 14,707, p = ,000$ ). Examining the mean values ( $M(\text{before}) = 3.14$  and  $(\text{after}) = 2.01$ ), there is a reduction in the average corresponding to an improvement of problematic behavior.

Then we will make a detailed presentation of emotional and social ( psychosocial) competence variables that showed greater variation.

We analyzed the variables -proposals that have the greatest differentiation-change emotional -social adequacy of preschoolers with autism. These are:

- When it gets angry with someone, it keeps its anger for a long time.
- It gets angry very easily.
- It shows others how it feels.
- It feels bad when someone is sad.
- It is sensitive to the feelings of others.
- It understands how others feel.
- It reacts badly.

Observing the differences in mean values between the times before and after the intervention, those are greater than one unit in all the variables with the greatest changes observed in cases of:

- It shows to others how it feels
- It is sensitive to the feelings of others
- It understands how others feel.

In conclusion, this great difference in the behavior of children, confirms the initial hypothesis of our research, which aims to develop the psychosocial (emotional-social) capacity of children with autism. The difference is, in our opinion, the property of narration of folktales, which acts decisively in the psyche of children especially children with disabilities, and helps to mobilize them and, through symbolic activities of the mind, find meaning for themselves and the world around them. Therefore, the identification of the child-audience with the hero or heroine of the folktale, leads the child in key pathways where it discovers its true value, getting to know itself as it matures. All these processes occur during the narration of folktales where it is engaged and it surpasses the same required tests-feats as the hero, so own eventually overcoming the obstacles and difficulties, reaching final redemption and purification. This justification is always the highlight at the end of the necessary tests and shows the way towards

independence. Accordingly, the folktale anything can happen and demolishes the conventional myth about the prevalence of uniformity. Even different people and aggrieved people can succeed.

Therefore the initial hypothesis of our research is confirmed as well as the educational importance of narration of folktales, as a means for developing social- emotional adequacy of children with autism.

The psychosocial (social-emotional) child's development attributed to symbolic and initiating features of the folktale, shape the child's personality and autonomy while allowing it to be a part of society through its support and identification of the hero.

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## Summaries of folktales

- **Kontorovythouli** is a Greek folk tale and is a variant of the famous fairy tale by the brothers Grimm:

It follows a couple that has six sons. The sixth was the runt of the family named Kontorovythouli. The parents were old and very poor. They decided to leave their children in the woods, and so they did. After many adventures and with the help of the decisive and intelligent Kontorovythouli, the children were rescued from the dragon and finally are returned home with the help of a magical dragon boot and very rich.

- **Achilopoutouris** is a Greek folk tale and is a variant of C. Perrault's well known tale "Cinderella", only the hero is a boy.

There was a couple with three boys, a very loving family. But the father died and while the two older children continued going to school, the third was lazy and isolated, and all he did was sit by the fire and stoke it. He found a magical assistant in the ashes which was a tiny golden creature enclosed in a hazelnut and it gave him a magical gift : a magic box with two buttons that granted his desires.

- **Koutsokokotakos** is a Greek folk tale in which a hero is a lame rooster with plucked feathers and hoarse voice.

In a remote village in the forest lived an elderly couple who were childless. They prayed every day for God to give them a child, and so one morning, in the yard appeared koutsokokotakos with human characteristics. They loved him and considered him their child from the first moment. Although koutsokokotakos although had many disabilities when time came to help his "parents" with the heavy taxation of the ruthless king. Koutsokokotakos acted very bravely and intelligently accomplishing his task. His magic weapon was his ability to suck into his belly anything. So, after many adventures and difficulties he managed to return home healthy and rich.

## Figure captions

**Table 1:** Emotional competence and autism

**Table 2:** Social competence and autism

**Table 3:** Emotional competence and autism (pre and post)

**Table 4:** Social competence and autism. Graph showing confidence intervals of the mean values of Social competence before and after the intervention. Observing the mean we see that the change shows a decrease in the average social competence hence an improvement in students.

**Table 5:** According to the statistical analysis, we observe: Graph indicating confidence intervals of the mean values of factors. Joint presentation of values in time BEFORE and AFTER intervention.

The complex variables are derived from the mean value of the variable groups. Thus the range of values remain the 5 points on the Likert scale, with the value 1 to indicating low frequency and 5 high frequency. Also questions with opposite direction have been reversed in order for each factor and subscale score to have similar direction in measuring similar features.

**Table 6:** Graph showing confidence intervals of the mean values of emotional competence, before and after the intervention. From the group average we can conclude that the change shows an increase in the average value of emotional competence which improves the image of the students.

**Table 7:** Detailed presentation of emotional and social (psychosocial) competence variables that showed the greater variation.

**Table 8:** Graph showing that for autistic toddlers, in the moments before and after the intervention, the proficiency variables change according to the following variations.

The change of variables after the intervention of narrating folk tales is very important, which is confirmed by our observations and statistical analysis.

**Table 9:** The above table includes a comparative breakdown of the percentage of responses on the 5 point likert scale between the times before and after the intervention. In all cases, there is a change in the percentage of responses with an increase of the positive selection or a corresponding negative increase if negative statements are used. In all cases, we observed improved behavior of individuals and an improvement of characteristics of emotional -social adequacy.

**Table 10:** Comparative change in mean values of variables, between the times before and after the intervention.

## Figures

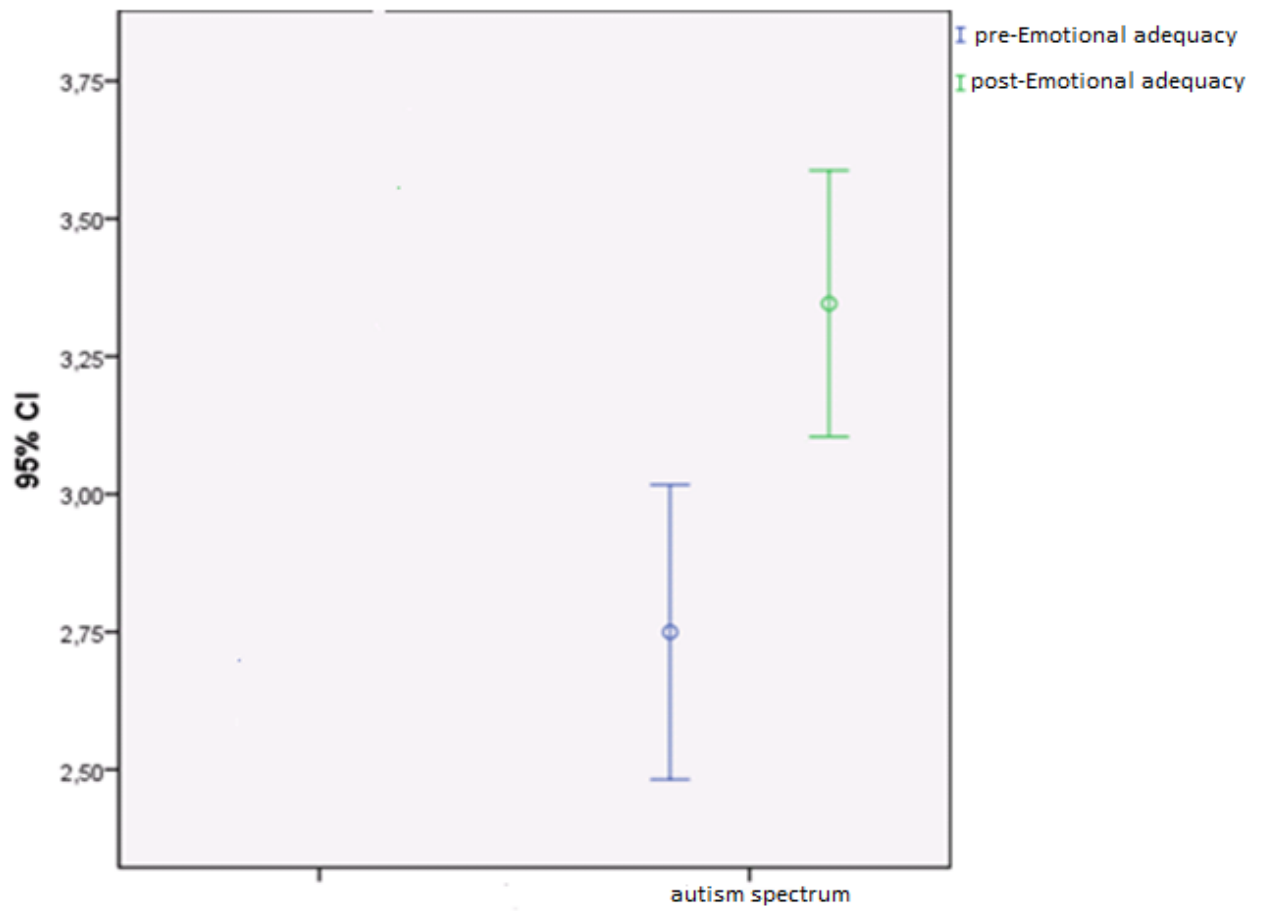
Table 1

		Mean	Std. Deviation	N
pre- Emotional competence	Children with autism	2,7496	,39825	18
post- Emotional competence	Children with autism	3,3458	,35974	18

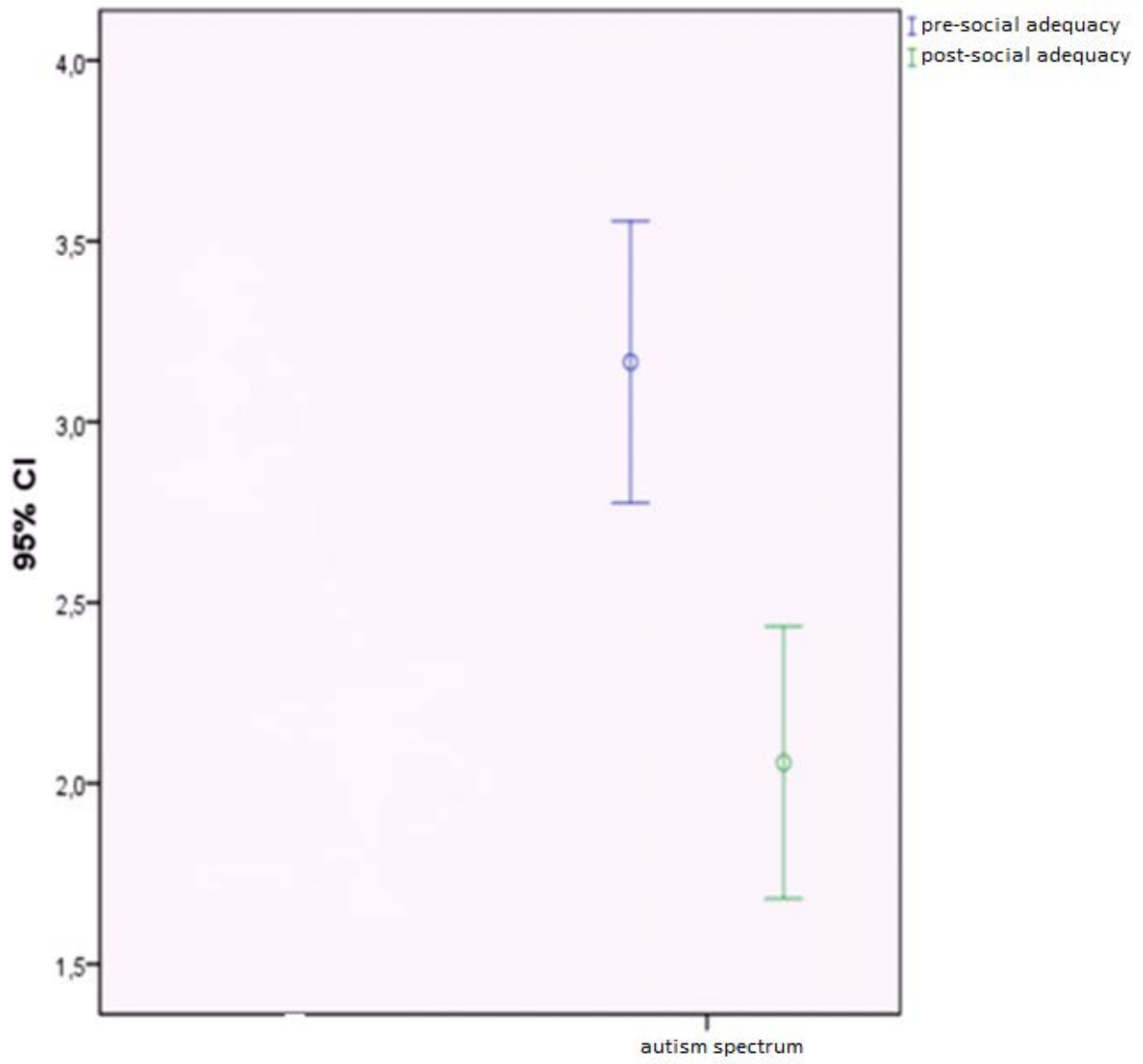
**Table 2**

<b>MEA</b>		<b>Mean</b>	<b>Std. Deviation</b>	<b>N</b>
<b>pre- social competence</b>	<b>Children with autism</b>	<b>3,1656</b>	<b>,58038</b>	<b>18</b>
<b>post- social competence</b>	<b>Children with autism</b>	<b>2,0575</b>	<b>,56065</b>	<b>18</b>

**Table 3**



**Table 4**

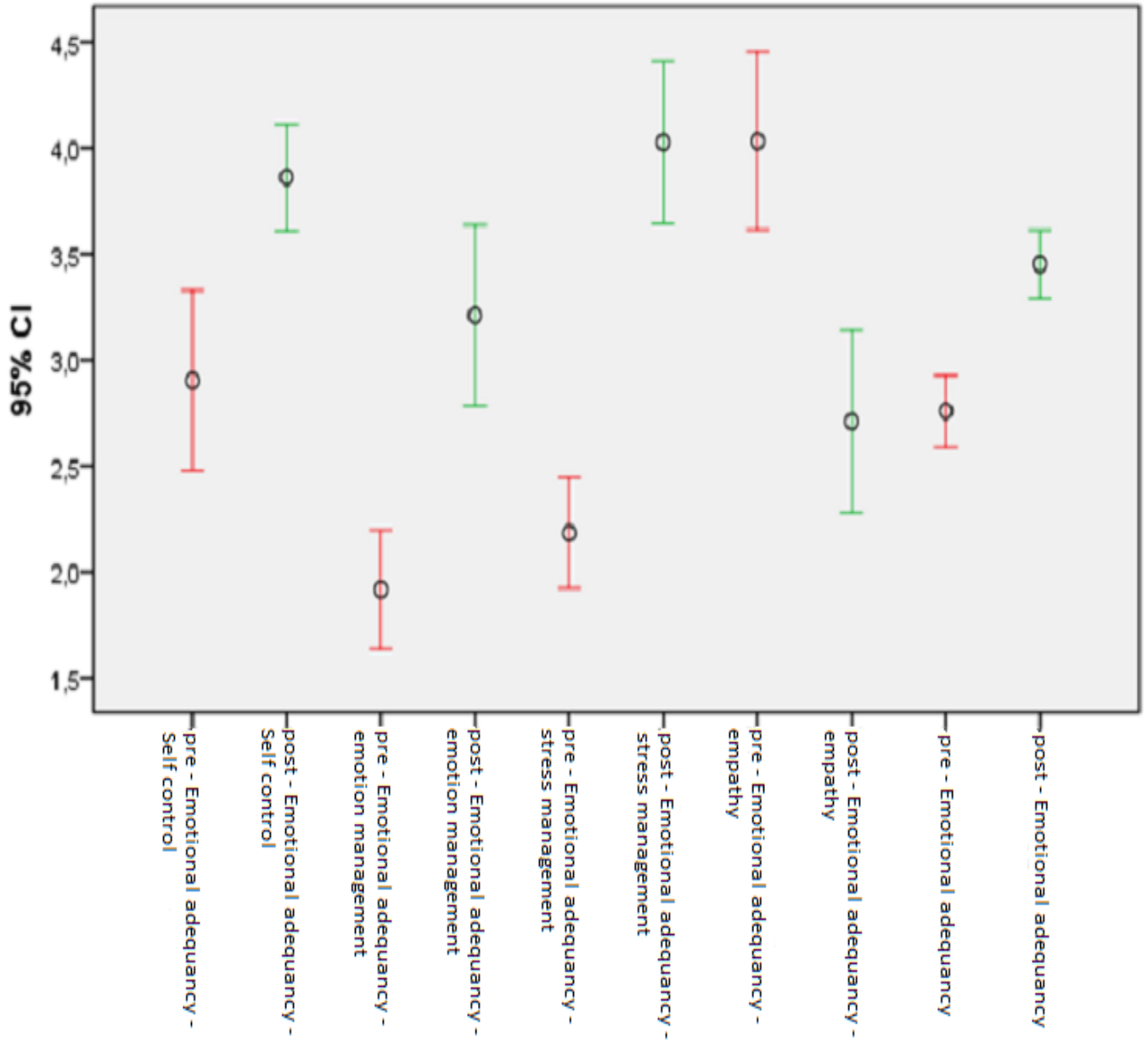


**Table 5**

	pre	post	Different mean	T
EMOTIONAL ADEQUANCY – SELF CONTROL	2,8852	3,8343	0,9491	-5,621
EMOTIONAL ADEQUANCY – EMOTION MANAGEMENT	1,8361	3,0833	1,2472	-10,739
EMOTIONAL ADEQUANCY – STRESS MANAGEMENT	2,1823	4,0260	1,8437	-16,892
EMOTIONAL ADEQUANCY – EMPATHY	4,1389	2,7963	-1,3426	7,459
<b>EMOTIONAL ADEQUANCY</b>	<b>2,7829</b>	<b>3,4083</b>	<b>0,6254</b>	<b>-7,031</b>
<b>SOCIAL ADEQUANCY</b>	<b>3,1429</b>	<b>2,0102</b>	<b>-1,1327</b>	<b>14,707</b>



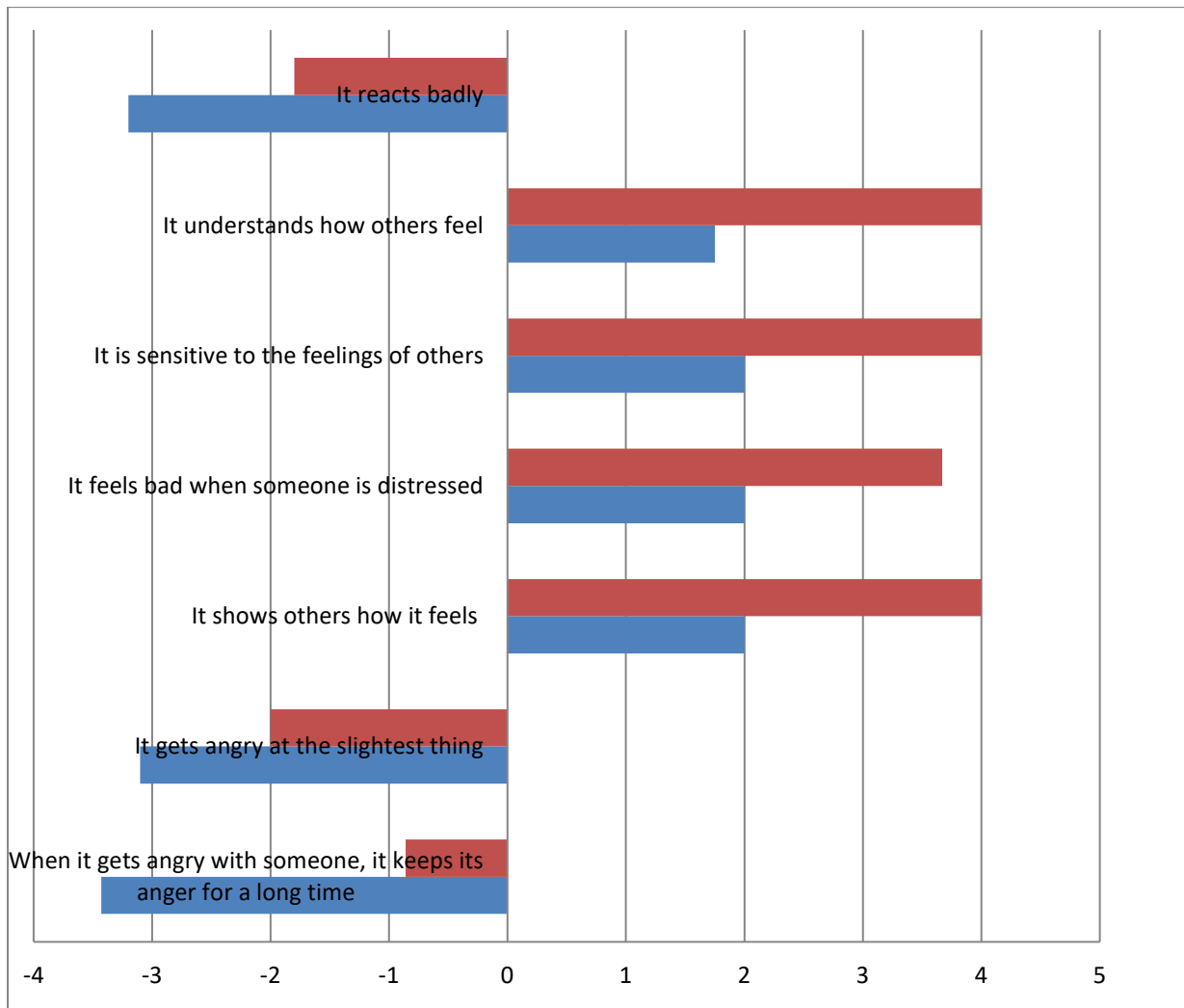
Table 6




**Table 7**

		<b>Autism spectrum</b>
<b>When it angry with someone , keeps its anger for a long time</b>	<b>pro</b>	<b>3,43</b>
	<b>post</b>	<b>1,86</b>
<b>It gets angry very easily</b>	<b>pro</b>	<b>3,10</b>
	<b>post</b>	<b>2,00</b>
<b>It shows others how it feels.</b>	<b>pro</b>	<b>2,00</b>
	<b>post</b>	<b>4,00</b>
<b>It feels bad when someone is sad</b>	<b>pro</b>	<b>2,00</b>
	<b>post</b>	<b>3,67</b>
<b>It is sensitive to the feelings of others</b>	<b>pro</b>	<b>2,00</b>
	<b>post</b>	<b>4,00</b>
<b>It understands how others feel</b>	<b>pro</b>	<b>1,75</b>
	<b>post</b>	<b>4,00</b>
<b>It reacts badly</b>	<b>pro</b>	<b>3,20</b>
	<b>post</b>	<b>1,80</b>

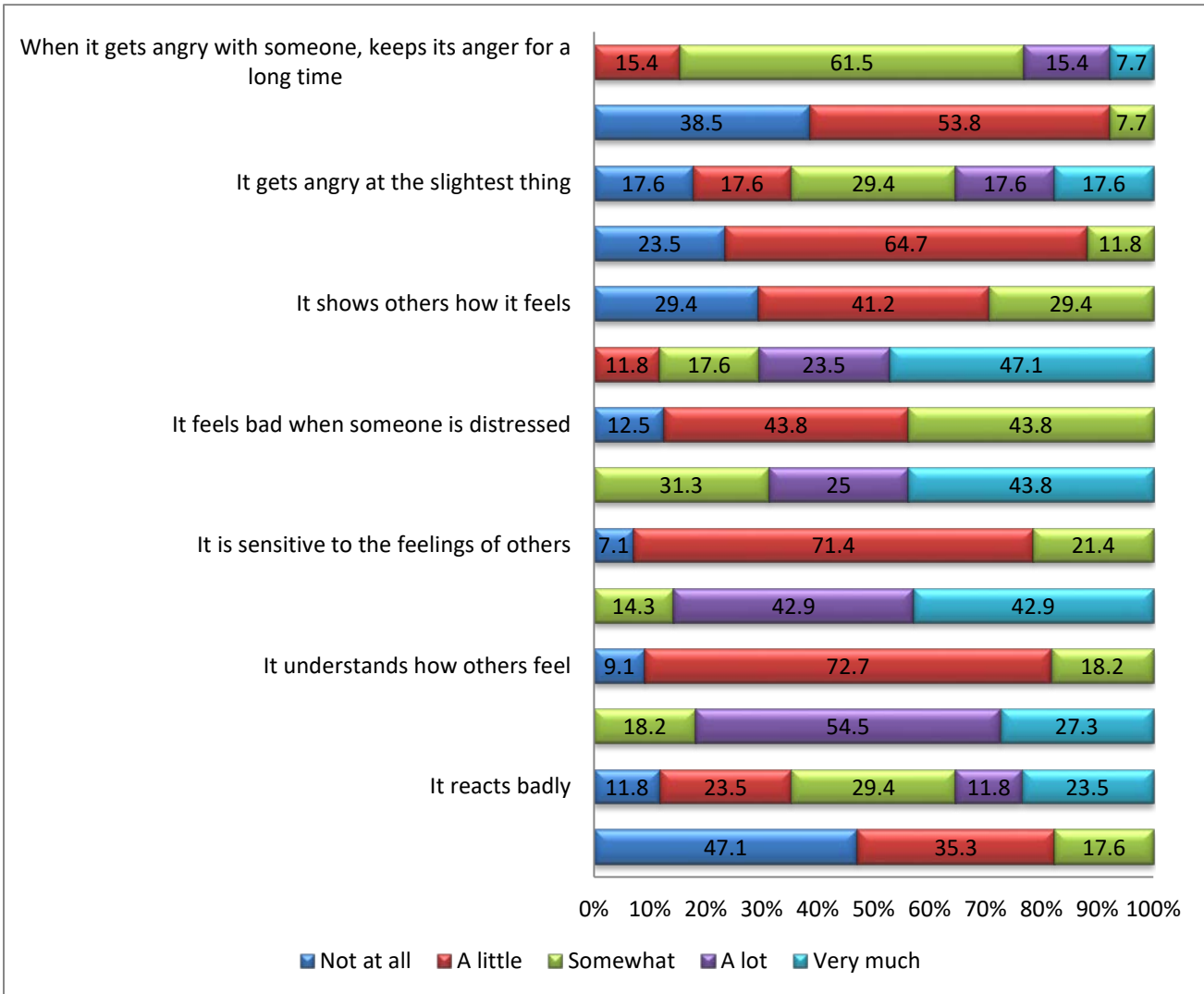
**Table 8**



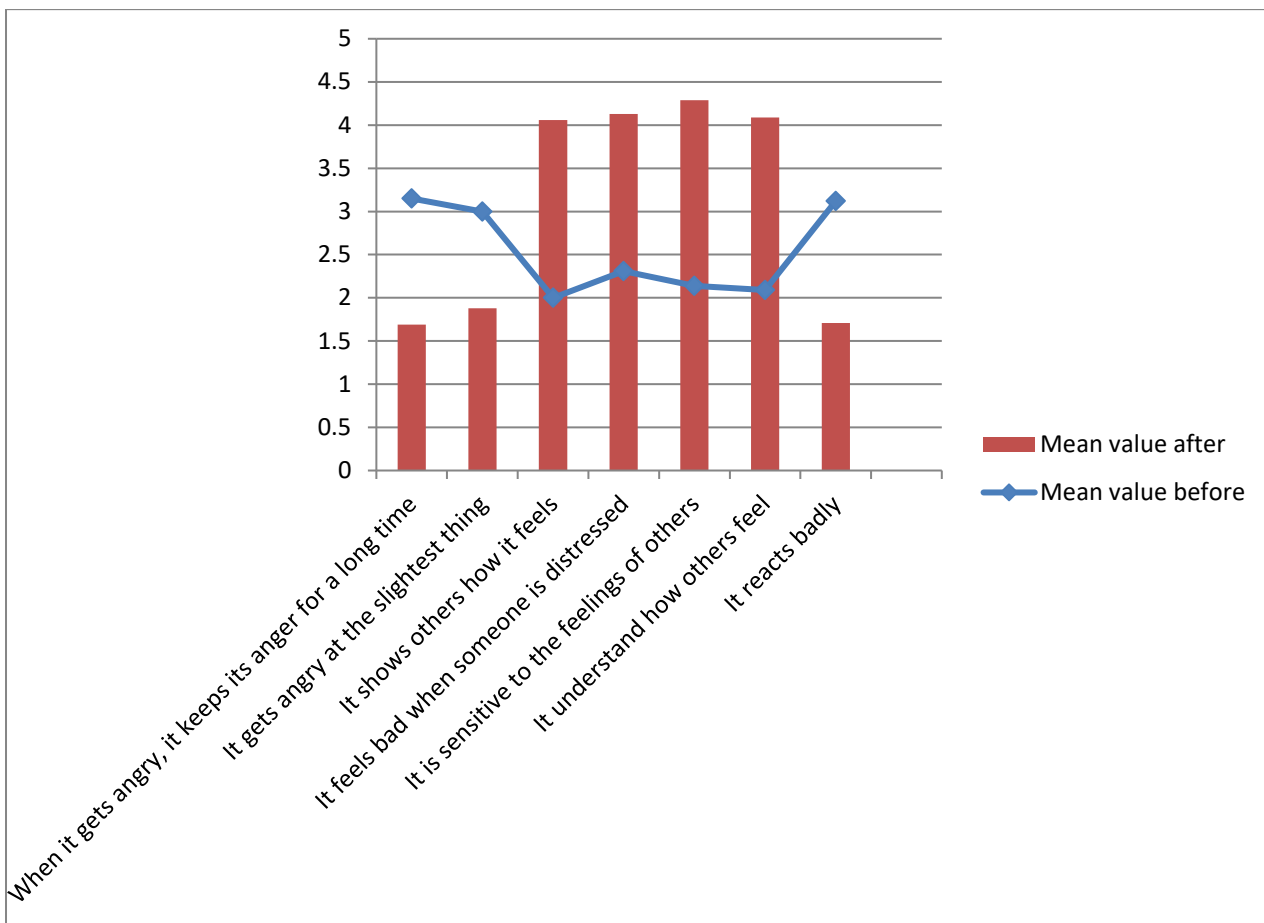
After 

Before 

**Table 9**



**Table 10**



### **Brief C.V.**

I was born and raised in Ioannina (Greece). I graduated from the Department of Pre-school Education at the University of Athens. I specialized in Special Education at the University of Ioannina for two years. I completed my doctoral dissertation at the same University, on the use of popular literature in Special Education. I have participated in multiple Greek and International Conferences involving that focuses on Special Education and the Narratology. I have great teaching experience as a teacher in the public school system, both in Typical and in Special Education. Especially in high-functioning autistic children (Asperger syndrome), in children with mental retardation, in children with A.D.H.D. and children with Down syndrome.

I work as a detached teacher from public education at the University of Ioannina, School of Pre- school Education. I also teach narratology seminars and workshops for students and I participate in ERASMUS programs section in the same department.

My research interests lie in the field of special education and narratology.

