

The Effect of Creative Drama on Pre-teaching Skills and Social Communication Behaviors of Children with Autism

S. Sunay Yildirim Dogru

Dokuz Eylul University, Faculty of Education, Department of Special Education, Izmir, Turkey

KEYWORDS Drama Training, Early Childhood, Inclusive Education, Special Education, Social Skills

ABSTRACT This research aims to evaluate the effectiveness of creative drama in education on pre-teaching skills and social communication behaviors of children with autism. The research is based on a 6-year-old girl with autism, attending pre-school inclusion classes in Izmir, Turkey. To evaluate the specify effectiveness, this research is, among single subject designs, multiple baselines across behavior models, pre-test and post-test designs. The study is expected to indicate the positive impact of applied training on developing receptive language skills, social interaction, social independence, and a social collaboration: instruction following, attention gathering and awaiting the turn. Based on the findings of this research, it can be said that the drama education in early childhood for children with autism has a positive effect on teaching social skills and pre-teaching skills.