sometimes it can be only a tendency towards a positive change, which is indeed a success. The results shown in this publication suggest that the presented intervention has not had an unilateral impact on the improvement of only one category of behavior – it has rather had the nature of reciprocal infiltration of particular spheres, in which behaviours have been analysed and thereby abilities of children have been influenced by it.

The presented intervention using Comic Strip Conversations arranges the social world of children with autism. By using it, we can affect social skills and elicit them if we structure the conditions in which play takes place, or more precisely if we support children with autism in solving difficult situations which are unpredictable for those which restrain their activeness.

Cartooning, used in Comic Strip Conversations is very supportive for children with autism, who are visually orientated; it helps them to understand social situations and expected behaviours (Gray, 1994, p. 1; cf. Odom & Watts, 1991, pp. 27–42). This method uses ideas and words included in speech bubbles, which also brings hidden rules of different social behaviours (Kerr & Durkin, 2004, p. 641). The approach is very attractive to children with autism as it introduces the element of play and additionally stimulates by using a drawing. Another positive point is that Comic Strip Conversations are not only used after challenging unpleasant incidents by a child, but also by using this approach we can make the child more sensitive and raise his/her awareness of different social situations in which the child will take part.

Hence their wide usage for learning social behaviours including play skills (Ali & Frederickson, 2006, pp. 355–377; Rogers, 2000, pp. 399–409), inter alia: in the recognition and comprehension of social expectations and in the understanding one’s point of view, and most importantly, in the understanding of principles. Therefore, “Comic Strip Conversations regard the thoughts and feelings of others as holding equal importance to spoken words and actions in an interaction” (Gray, 1994, p. 2).

References


