

# **The Experience of using social stories created by Artificial Intelligence (AI) as a behavioral intervention tool for children in times of crisis / Nehama Zaklas**

## **Abstract**

This study examined the integration of Artificial Intelligence (AI) in educational-therapeutic interventions, focusing on educators' and therapists' user experience with AI-generated social stories during crisis situations. The research, conducted among 227 female education and therapy professionals in Israel, investigated the impact of story source (AI vs. professional) and purpose (behavior reduction vs. behavior promotion) on user experience, particularly during periods of security-related stress.

The study utilized a quantitative research design with participants randomly assigned to four groups in a 2x2 factorial design (story source × story purpose). User experience was measured using an adapted version of the Usage Rating Profile-Intervention ( $\alpha = 0.92$ ), examining acceptability, understanding, and feasibility. Additionally, a dedicated questionnaire assessed the impact of the security situation on participants' work ( $\alpha = 0.73$ ).

Results revealed a significant interaction between story source and purpose. Professional-created stories were perceived as more effective for reducing behaviors, while AI-generated stories were preferred for promoting behaviors. A significant positive correlation was found between perceived security situation impact and user experience. Furthermore, professionals working with younger children reported higher user experience compared to those working with adolescents. Additionally, several key findings emerged regarding the impact of the security situation: First, professionals with master's degrees reported greater impact of the security situation on their work compared to those with bachelor's degrees. Second, education professionals experienced a more significant impact of the security situation on their professional practice than therapy professionals.. Moreover, a positive correlation was found between both age and professional experience and the perceived impact of the security situation. Notably,

professionals in conflict zones reported a higher impact of the security situation on their work, while also showing better user experience with social stories compared to those in other regions.

The findings suggest that AI has significant potential in creating social stories during crisis situations, particularly for promoting positive behaviors. However, the study emphasizes the importance of thoughtful integration between AI-based and human interventions, considering factors such as children's age, intervention purpose, and practitioners' professional background. These results contribute to understanding how AI can be effectively integrated into educational-therapeutic work, especially in crisis contexts.

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