



KENTUCKY AUTISM TRAINING CENTER

KY-SPIN Tuesday Tips: Social Narratives

Sarah Bays, M.Ed.

KATC Field Training Coordinator

- Antecedent-Based Interventions
- Augmentative and Alternative Communication
- Behavioral Momentum Intervention
- Cognitive Behavioral/Instructional Strategies
- Differential Reinforcement
- Direct Instruction
- Discrete Trial Teaching
- Exercise and Movement
- Extinction
- Functional Behavioral Assessment
- Functional Communication Training
- Modeling
- Music-Mediated Intervention
- Naturalistic Intervention
- Parent-Implemented Intervention
- Peer-Based Instruction/Intervention

- Prompting
- Reinforcement
- Response Interruption/Redirection
- Self-Management
- Sensory Integration
- Social Narratives
- Social Skills Training
- Task Analysis
- Technology-Aided Instruction/Intervention
- Time Delay
- Video Modeling
- Visual Supports

Evidence-Based Practice (EBP)

A practice that is supported by multiple high-quality research studies across multiple investigators or research groups

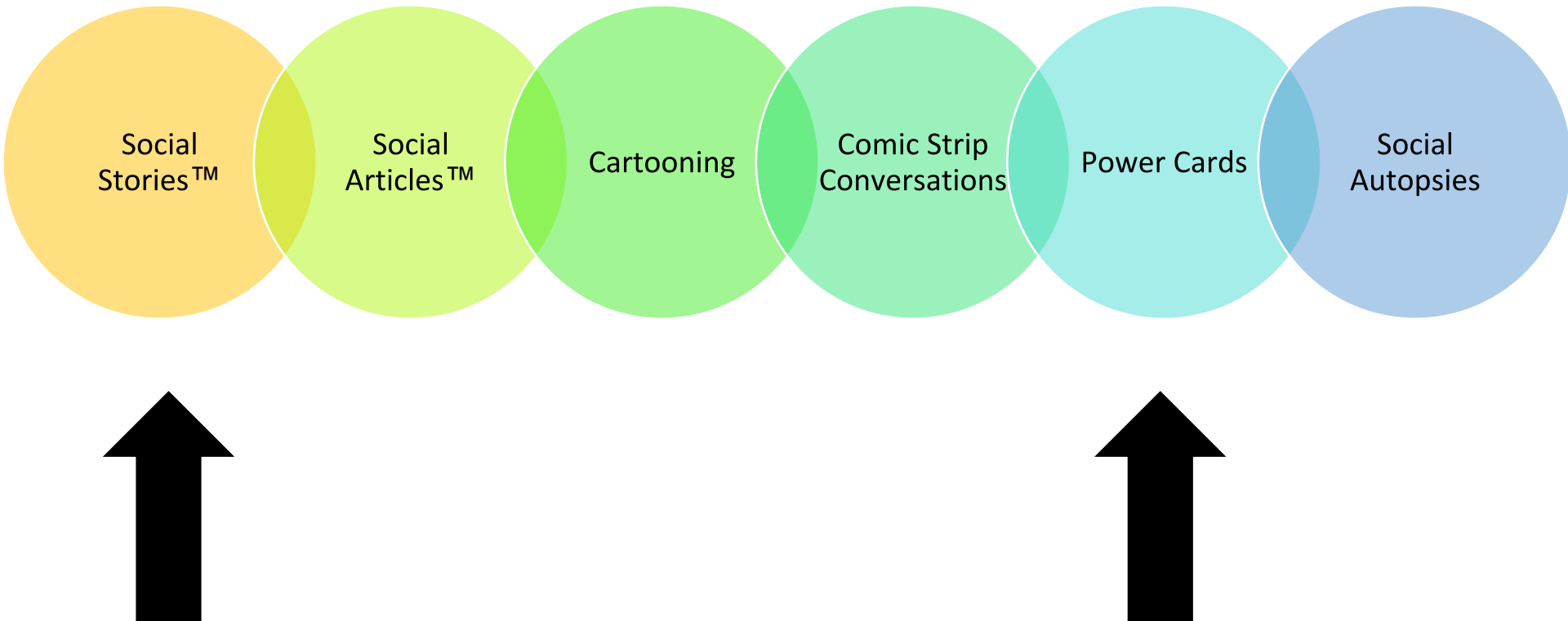


Why are EBPs important? To ensure we:

- Have the sharpest tools at our disposal
- Have a rationale for selecting interventions
- Avoid the pitfalls of fad interventions

Social narratives describe social situations for learners with ASD by providing relevant cues, explanation of the feelings and thoughts of others in the social situation, and descriptions of appropriate behavior expectations.





TYPES	DESCRIPTION
Social Stories™	Social Stories™ are the most well-known and frequently used social narrative. Developed by Carol Gray, Social Stories™ describe a social situation and appropriate behavior by using sentences that describe or direct the learner.
Social Articles™	Similar to Social Stories™, Social Articles™ are tailored for adults.
Cartooning	Useful when a learner does not know what someone else is thinking, cartooning uses stick figures and thought bubbles to depict what another person is thinking.
Comic Strip Conversations™	Developed by Carol Gray, Comic Strip Conversations™ use simple drawings to show what people say, do, and think.
Power Cards	Using a learner's special interest, Power Cards provide a short scenario and rules on a small card that helps a learner understand social situations.
Social Autopsies	Social autopsies are used after a social error occurred to help the learner understand the mistake.

Social narratives can be used:

- ❖ After a social "error" has occurred (e.g., saying something rude to a classmate, hitting, yelling)
- ❖ Prior to a transition or new experience (getting a haircut, changing schools, going to the Dr.'s office, etc.)
- ❖ As an intervention to reduce existing recurring behaviors (nose picking, blurting out in class, etc.)
- ❖ For many other purposes!

Possible Topics for Social Narratives:

- Starting a conversation
- Answering politely
- Joining a group
- Asking questions
- Sharing toys
- Going on a field trip
- Eating lunch in the cafeteria
- Putting materials away
- Sportsmanship
- Following directions
- Using gentle hands/feet
- Asking for help
- Transitioning between classes
- Preparing for an event



KENTUCKY AUTISM
TRAINING CENTER

POWER CARDS

- ✓ Written in first person
- ✓ Relate to an identified special interest
- ✓ Include why the special interest (character, superhero, etc.) would use the appropriate behavior
- ✓ Present 3-4 step strategy to solve the problem or act appropriately
- ✓ Shows how to be successful with the strategy
- ✓ Encourages learner to use the strategy being demonstrated by the special interest
- ✓ Include a picture of the special interest



“Stone Cold” Steve Austin talks in a very loud voice on stage. He wears black boots and stomps people on stage. He uses a stranglehold on his opponents on stage.

Off stage, Steve Austin talks in a library voice to his children when he reads stories to them at night. He does not hurt his wife or children by choking them or stomping on them. He is off stage, just like me.

Off stage, I will use my library voice or my partner voice at school and home. I will use my “Stone Cold” voice only on stage. Just like Steve.



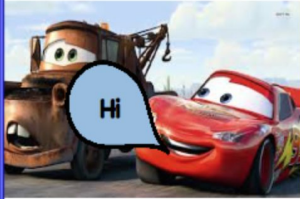
Uh Oh! Lightning McQueen is off the road - he took a wrong turn. He needs to check his map to know where to go next.



I am like Lightning McQueen, I also need to check my schedule to know where I am going next.



Lightning McQueen is a friend. He smiles and says, "Hi" to others around him.



When I smile and say, "Hi" to others, I am a friend like Lightning McQueen.



Lightning McQueen likes to be first.



But sometimes it is time for others to be first. So, Lightning McQueen must go to his spot in line. He thinks, "It is O.K. to not be first every time. I will be first another time."



I like to be first too. Sometimes others are first in line. So, I must go to my spot in line. I can also think, "It is O.K. to not be first every time. I will be first another



Spider Man always:

- Thinks before he speaks
- Listens to understand
- Uses his coping skill box

I can be just like Spider Man!



A Jedi Knight knows how to control the forces of the dark side.

You can do this by doing one of the following things:

- Go outside to swing.
- Ask for more time on the computer.
- Turn the lights off.

To become a Jedi requires the deepest commitment and most serious mind. It is not a venture to be undertaken lightly. As such, Jedi instruction is rigidly structured to enforce discipline and hinder transgressions.

When the teacher calls on someone else in class, Luke Skywalker wants you to remember that you can do the following things:

- Wait and listen
- Take three deep breaths
- Write your answer down on paper
- Other: _____



May the force be with you!



Power Card

1. Louis Armstrong always took good care of his trumpet so that it would sound in tune.
2. When I am done playing my trumpet, I may be in a hurry, but I will carefully lay my trumpet on my chair or put it away in my case.
3. When I take care of my trumpet, it will sound in tune.

Power Card Courtesy of Kara Hume & Melissa Dubie



Autism Focused Intervention
Resources & Modules



Construction workers have to work together to get the job done.

Sometimes, construction workers have to follow directions. A construction worker likes to be in charge, but he still follows directions so that everyone can be safe. If someone asks him to do something, he says, "Sure" or "Okay." These are the rules a construction worker follows:

1. Everyone has to follow directions.
2. If your teacher, mom, or dad asks you to do something, you can say, "Sure" or "Okay."
3. Follow directions when your teacher, mom, or dad asks you to do something.

When you follow directions, you can get a job done like a construction worker.





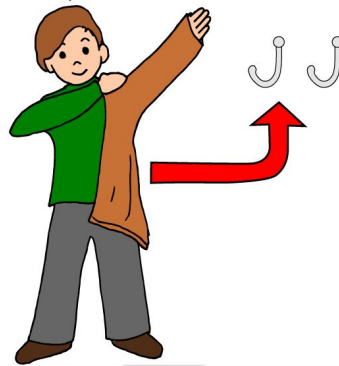
Construction workers' rules for following directions:

1. Everyone has to follow directions.
2. If your teacher, mom, or dad asks you to do something, you can say, "Sure" or "Okay."
3. Follow directions when your teacher, mom, or dad asks you to do something.

SOCIAL STORIES™

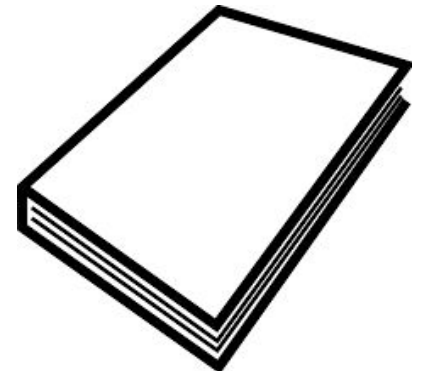
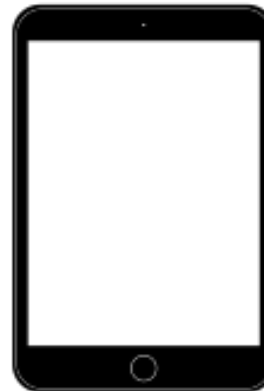
- ✓ Written from learner's perspective
- ✓ Written for learner's comprehension level
- ✓ Length is appropriate for learner
- ✓ Language is simple and developmentally appropriate
- ✓ At least 2 descriptive sentences (facts, information, feelings, opinions, affirmations) for every 1 directive sentence (suggested behaviors or responses)

I will take off my coat and hand it to the bus helper.



Questions to consider:

- Read with adult or independently?
- When to read? How often?
- Role play needed to review key concepts?
- Create opportunities to practice?
- Prompts/reinforcement?
- Format?

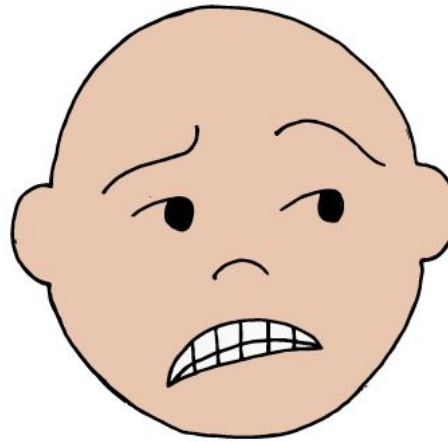




Type	How Many?	Definition
Descriptive	2-5	Answers the “wh” questions; where does the situation occur, who is it with, what happens, and why
Perspective	2-5	Refers to the opinions, feelings, ideas, beliefs, or physical/mental well-being of others
Directive	1-2	Individualized statement of desired responses (i.e. I will try to...)
Affirmative	1-2	Expresses a commonly shared value/opinion to emphasize the importance or provide reassurance
Control	1-2	Identifies personalized strategies to recall/apply information
Cooperative	1-2	Describes how (often) others will help



Sometimes, when I am at school I want to hug my friends or teachers.



But some people at school do not like to be hugged.



First, I need to ask my friends or teachers if I can hug them.



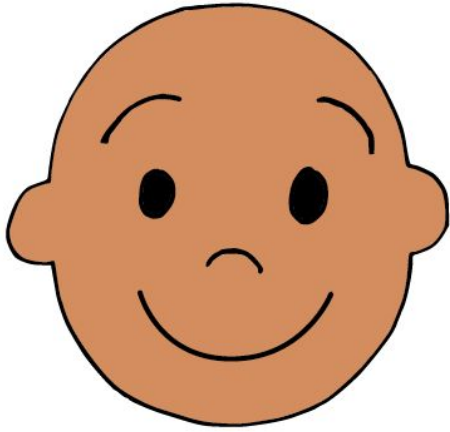
I can say, "Can I have a hug?" or "Can I hug you?"



If they say "yes" or "ok", I can give them a hug.



If they say "no", I should not try to hug them.



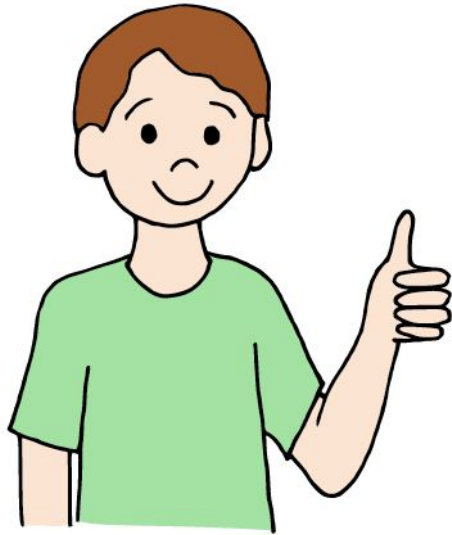
Instead of hugging, I can do some other things.



I can wave and say "hello".



I should always ask before I touch someone else.



I can give them a thumbs up and say "good job!"



I can give them a high five.

Sharing a Bathroom by Taking a Shorter Shower

In our home there are two bathrooms. One is for my mom and dad. The other is for me, my sister Emily, and my brother Austin, to share.

Descriptive

My sister Emily uses the toilet, shower, and sink in our bathroom.

My brother Austin uses the toilet, shower, and sink in our bathroom.

I use the toilet, shower, and sink in our bathroom.



Perspective

Each of us needs to use the toilet, take a shower, and brush our teeth. To be fair, each of us needs time in the bathroom.

Affirmative

Shorter showers can help. When Emily takes a shorter shower, Austin or I can use the bathroom sooner. When Austin takes a shorter shower, Emily or I can use the bathroom sooner. When I take a shorter shower, Austin and Emily are able to use the bathroom sooner. Shorter showers help share a bathroom.

To share the bathroom with Emily and Austin, I will try to take a shorter shower. ■

Directive

How to Take a Shorter Shower

Sometimes it's important to take a shorter shower. Here's a list of ideas to make taking a shorter shower easier or more fun:

- Complete the steps to taking a shower, without playing in the bathroom.
- Set an alarm for ten minutes, and keep moving through the shower steps to finish before the alarm rings.
- Take a three-song shower. Record favorite songs on a shower radio. By the end of the first song, wash and rinse hair. By the end of the second song, wash and rinse skin. By the end of the third song, dry off and put on clean clothes.

At my house, it's often important to take a shorter shower. Having a plan can help. I may try using one of the ideas in this list. Or, my mom, dad, or I may have another idea. Whatever we decide, I will try to shorten my time in the shower to share the bathroom with others. ■



Control

Cooperative

Directive

AFIRM

Autism Focused Intervention
Resources & Modules---SN Planning Worksheet---
Social Story™

Learner's Name: _____ Date/Time: _____

Observer(s): _____

Target Behavior: _____

Identified Target Behavior:

Summary of baseline data collected through direct observation(s): _____

Selected social situation: _____

Considerations:

Gather information concerning the social situation.

Considerations	Notes
What is happening in the social situation?	
Who is involved in the social situation?	
Are the same people involved each time?	
Think about the perspectives of each individual involved with the social situation (learner and others).	
How does the learner with ASD respond to the social situation?	
What might the learner not understand about the social situation?	
Comments/observations from other team members and family members concerning the learner with ASD and the social situation.	

AFIRM

Autism Focused Intervention
Resources & Modules---SN Planning Worksheet---
Power Card

Learner's Name: _____ Date/Time: _____

Observer(s): _____

Target Behavior: _____

Identified Target Behavior:

Summary of baseline data collected through direct observation(s): _____

Selected social situation: _____

Considerations:

Gather information concerning the learner's special interest(s).

Considerations	Notes
What does the learner like to interact with (toys, games, hero, character, etc.)	
What special interest do team members notice?	
What special interest do family members notice?	
If applicable, what special interest does the learner describe?	

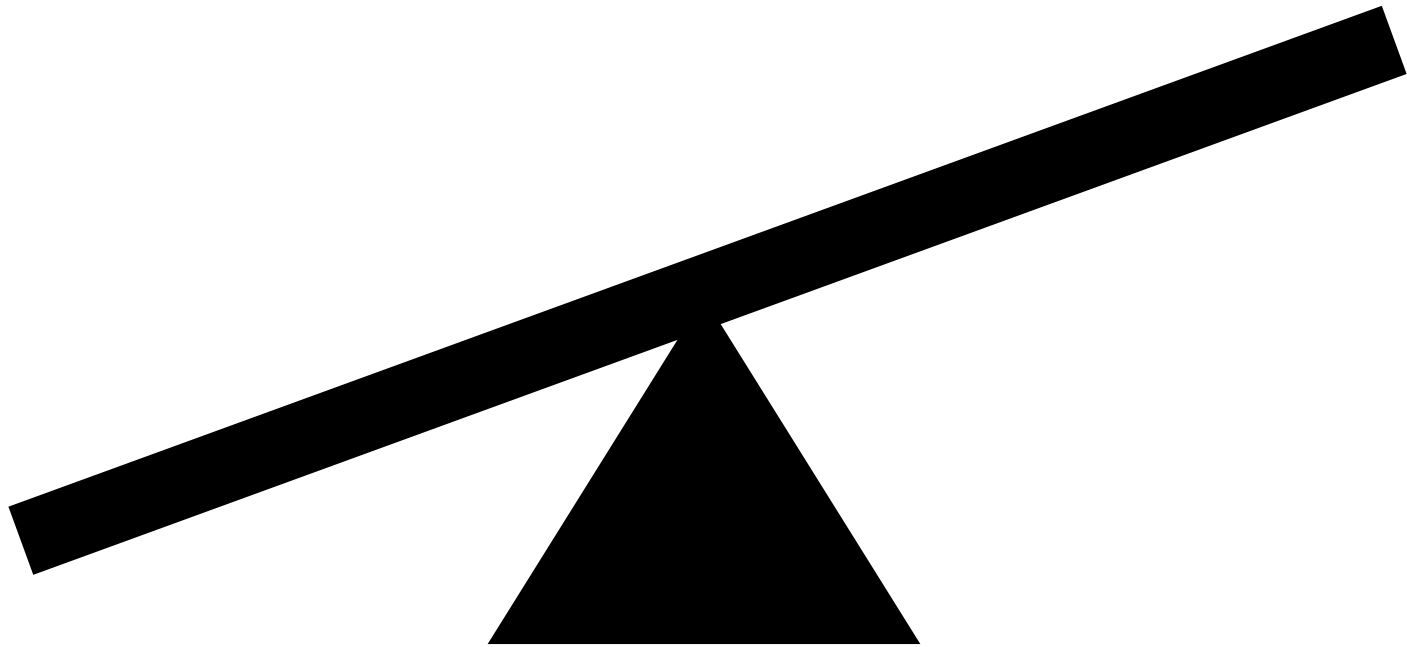
Possible reasons for behavioral issues based upon functional behavioral assessment and baseline data: _____

COMIC STRIP CONVERSATIONS

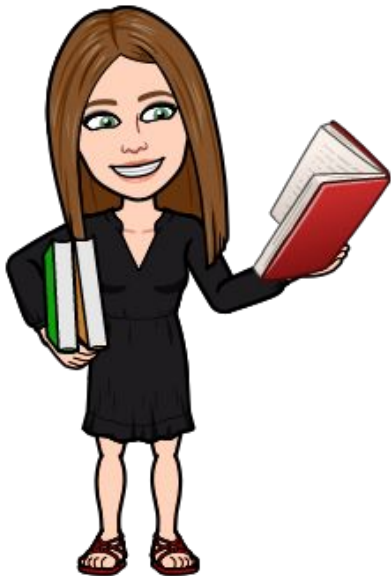
Comic Strip Cartooning

1. Choose the number of boxes
2. Draw scenario
3. Add speech bubbles (discuss tone)
4. Adult helps include think bubbles
5. Prevention Strategy to avoid the situation in the future (i.e. walking away, phrase to use, coping strategy)
6. *Focus on positive return to the classroom; what's good about going back in?*
7. *Reentry plan – find a safe person to be with or play with, look for them first*





- ✓ Social Narratives should be used throughout the day.
(Not just when learners are upset)
- ✓ Learners should interact with the Social Narratives in some way.
(Read it themselves, picture matching, fill-in-the-blank, etc.)
- ✓ Keep the narratives short and accessible.
- ✓ Narratives should be individualized and written in 1st person.



RESOURCES



Autism Focused Intervention
Resources & Modules



AUTISM INTERNET MODULES
Linking research to real life.



Evidence-Based
Instructional Practices
For Young Children with Autism & Other Disabilities



Victories 'n Autism

Communication and Behavioral Cues

Schedule, Activity, and Task Cards

Labels and Locators

Emotional/Behavioral Self-Management

Behavior Charts, Token Systems, Schedules



Do2Learn

Subscription is \$99/year for single user

Free picture cards <http://do2learn.com/picturecards/printcards/index.htm>



LessonPix

Subscription is \$36/year for single user

Free resources under "Sharing Center" tab <http://lessonpix.com/sharing>



AutismTeachingStrategies

Free social skills games, speech activities, and learning resources



- ✓ Resources for Families
- ✓ Social Stories
- ✓ Training Modules
- ✓ Research Articles





[Carol Gray Social Stories™](#)

Click [Here](#) to access her Social Story Sampler

Concepts include:

Safety: Understanding safety may make it easier to follow some rules.

Tragedies: What a tragedy is and understanding tragedies on television.

Discovery of Self and Others: Each person is one of a kind.

Advanced Concepts: Stories to address 'elusive' topics like *stereotypes* and *resilience*.

The cover features a light yellow background with a blue banner at the top right. The title 'The New Social Story Book™' is written in large, colorful letters (blue, red, green). Below the title, it says 'REVISED & EXPANDED!'. A purple banner at the top right says '15th Anniversary Edition'. Below that, it says 'CAROL GRAY SOCIAL STORIES' and 'By Carol Gray'. A blue box contains the text 'Foreword by Dr. Barry Prizant, Author of Uniquely Human: A Different Way of Seeing Autism'. Below that, it says 'New Sections!' followed by two bullet points: '★ Pre-school Children' and '★ Young Adults'. A white box at the bottom contains the text 'Over 180 Social Stories™ That Teach Everyday Social Skills to Children and Young Adults with Autism or Asperger's Syndrome, and Their Peers'. At the bottom left, there is a gold seal that says '2017 BOOK of the Year'. The bottom of the cover features a photograph of a woman and a young boy looking at a book together, and a woman and two children looking at a tablet together.

The New Social Story Book™

15th Anniversary Edition

CAROL GRAY
SOCIAL STORIES

By Carol Gray

Foreword by Dr. Barry Prizant
Author of *Uniquely Human: A Different Way of Seeing Autism*

New Sections!

- ★ Pre-school Children
- ★ Young Adults

Over 180 Social Stories™ That Teach Everyday Social Skills to Children and Young Adults with Autism or Asperger's Syndrome, and Their Peers

2017 BOOK of the Year

AUTISM *adventures*

How to use Social Stories Effectively!

AUTISM little **LEARNERS**

Resources and ideas for families *and* educators

The Autism Helper.

[Blog Posts](#) and [Free COVID Stories](#)



Teachers Pay Teachers

For additional COVID-19 stories, visit bit.ly/ASDathome

Sarah Bays, M.Ed.

(502) 852-6403

sarah.bays@louisville.edu



www.kyautism.org



Please complete the evaluation that will automatically generate after this webinar.

Thank you for attending today's session!