Module: **Social Narratives**

Overview of Social Narratives

Collet-Klingenberg, L., & Franzone, E. (2008). *Overview of social narratives.* Madison, WI: The National Professional Development Center on Autism Spectrum Disorders, Waisman Center, University of Wisconsin.

Social narratives are interventions that describe social situations in some detail by highlighting relevant cues and offering examples of appropriate responding. They are aimed at helping learners adjust to changes in routine and adapt their behaviors based on the social and physical cues of a situation, or to teach specific social skills or behaviors. Social narratives are individualized according to learner needs and typically are quite short, perhaps including pictures or other visual aides. Sentence types that are often used when constructing social narratives include descriptive, directive, perspective, affirmative, control, and cooperative. Refer to the work of Gray (1993; 1995) for specific instructions on creating effective social stories (see Additional References below).

Evidence Base

Five single subject studies make up the evidence base for the practice of social narratives.

With what ages are social narratives effective?

The evidence-based research suggests that social narratives can be used effectively with learners with ASD. In the evidence base, children and youth ranging in age from early childhood to middle school who were identified as having ASD, autism, PDD-NOS, and Asperger's served as participants.

What skills or intervention goals can be addressed by social narratives?

Social narratives originated in the behavioral literature and have been used to (1) address behavioral difficulties, (2) teach social skills, and (3) promote effective and appropriate communication. In the evidence base, studies targeted the following skills or behaviors: repetitive behavior, social interactions, disruptive behavior, generalization of independent behavior, expression of frustration, choice-making and play, and on-task behavior.

In what settings have social narratives been effectively used?

Social narratives are designed to be used as a pre-cursor to, or in anticipation of, upcoming events. As such, they are portable and adaptable to nearly any setting. In the evidence base, the majority of the studies were conducted in school settings (including classrooms, therapy rooms, bathrooms, lunchrooms, and hallways). One study was conducted in a home setting while another study implemented a social narrative intervention in both school and community settings.

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Evidence Base

The studies cited in this section document that this practice meets the NPDC on ASD's criteria for an evidence-based practice. This list is not exhaustive; other quality studies may exist that were not included.

Preschool

Crozier, S., & Tincani, M. J. (2005). Using a modified social story to decrease disruptive behavior of a child with autism. *Focus on Autism and Other Developmental Disabilities, 20*(3), 150-157.

Soenksen, D., & Alper, S. (2006). Teaching a young child to appropriately gain attention of peers using a social story intervention. *Focus on Autism and Other Developmental Disabilities, 21*(6), 36-44.

Elementary and Middle School

Hagiwara, T., & Myles, B. S. (1999). A multimedia social story intervention: Teaching skills to children with autism. *Focus on Autism and Other Developmental Disabilities, 14*(2), 82-96.

Ivey, M. L, Heflin, L. J., & Alberto, P. (2004). The use of social stories to promote independent behaviors in novel events for children with PDD-NOS. *Focus on Autism and Other Developmental Disabilities, 19*(3), 164-176.

Kuttler, S., & Myles, B. S. (1998). The use of social stories to reduce precursors to tantrum behavior in a student with autism. *Focus on Autism and Other Developmental Disabilities, 13*(3), 176-183.

Selected Additional References

Agosta, E., Graetz, J. E., Mastropieri, M., & Scruggs, T. E. (2004). Teacher-researcher partnerships to improve social behavior through social stories. *Intervention in School & Clinic, 39*(5), 276-287.

Barry, L. M., & Burlew, S. B. (2004). Using social stories to teach choice and play skills to children with autism. *Focus on Autism and Other Developmental Disabilities, 19*(1), 45-51.

Crozier, S., & Tincani, M. S. (2007). Effects of social stories on prosocial behavior of preschool children with autism spectrum disorders. *Journal of Autism & Developmental Disorders*, *37*(9), 1803-1814.

Delano, M., & Snell, M. (2006). The effects of social stories on the social engagement of children with autism. *Journal of Positive Behavior Interventions, 8*(1), 29-42.

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Gray, C. (1995). Teaching children with autism to "read" social situations. In K. Quill (Ed.),
Teaching Children with Autism: Strategies to Enhance Communication and Socialization
(pp. 219-241). Albany, NY: Delmar.

Gray, C. A., & Garand, J.D. (1993). Social stories: Improving responses of students with autism
with accurate social information. *Focus on Autistic Behavior, 8*, 1-10.

Kuoch, H., & Mirenda, P. (2003). Social story interventions for young children with autism
spectrum disorders. *Focus on Autism and Other Developmental Disabilities, 18*(4), 219-
227.

Reynhout, G., & Carter, M. (2007). Social Story efficacy with a child with autism spectrum
disorder and moderate intellectual disability. *Focus on Autism and Other Developmental
Disabilities, 22*(3), 173-182.

Scattone, D., Tingstrom, D. H., & Wilczynski, S. M. (2006). Increasing appropriate social
interactions of children with autism spectrum disorders using social stories. *Focus on
Autism and Other Developmental Disabilities, 21*(4), 211-222.