

# Scripting Fact Sheet

## Brief Description

Scripting (SC) involves presenting learners with a verbal and/or written description about a specific skill or situation that serves as a model for the learner. The main rationale of SC is to help learners anticipate what may occur during a given activity and improve their ability to appropriately participate in the activity. SC are practiced repeatedly before the skill is used in the actual situation. When learners are able to use the scripts successfully in actual situations, the script should be systematically faded. SC is often used in conjunction with modeling, prompting, and reinforcement.

## Qualifying Evidence

SC meets evidence-based criteria with 1 group design and 8 single case design studies.

## Ages

According to the evidence-based studies, this intervention has been effective for preschoolers (3-5 years) to high school-age learners (15-18 years) with ASD.

## Outcomes

SC can be used effectively to address social, communication, joint attention, play, cognitive, school-readiness, and vocational skills.

## Research Studies Providing Evidence

- Brown, J. L., Krantz, P. J., McClannahan, L. E., & Poulson, C. L. (2008). Using script fading to promote natural environment stimulus control of verbal interactions among youths with autism. *Research in Autism Spectrum Disorders, 2*(3), 480-497. doi: 10.1016/j.rasd.2007.08.006
- Charlop-Christy, M. H., & Kelso, S. E. (2003). Teaching children with autism conversational speech using a cue card/written script program. *Education and Treatment of Children, 26*(2), 108-127.
- Dotto-Fojut, K. M., Reeve, K. F., Townsend, D. B., & Progar, P. R. (2011). Teaching adolescents with autism to describe a problem and request assistance during simulated vocational tasks. *Research in Autism Spectrum Disorders, 5*(2), 826-833. doi: 10.1016/j.rasd.2010.09.012
- Ganz, J. B., Kaylor, M., Bourgeois, B., & Hadden, K. (2008). The impact of social scripts and visual cues on verbal communication in three children with autism spectrum disorders. *Focus on Autism and Other Developmental Disabilities, 23*(2), 79-94. doi: 10.1177/1088357607311447
- Goldsmith, T. R., LeBlanc, L. A., & Sautter, R. A. (2007). Teaching intraverbal behavior to children with autism. *Research in Autism Spectrum Disorders, 1*(1), 1-13.
- Krantz, P. J., & McClannahan, L. E. (1993). Teaching children with autism to initiate to peers: Effects of a script-fading procedure. *Journal of Applied Behavior Analysis, 26*(1), 121-132.

- MacDuff, J. L., Ledo, R., McClannahan, L. E., & Krantz, P. J. (2007). Using scripts and script-fading procedures to promote bids for joint attention by young children with autism. *Research in Autism Spectrum Disorders, 1*(4), 281-290. doi: 10.1016/j.rasd.2006.11.003
- Murdock, L. C., & Hobbs, J. Q. (2011). Picture me playing: increasing pretend play dialogue of children with autism spectrum disorders. *Journal of Autism and Developmental Disorders, 41*(7), 870-878. doi: 10.1007/s10803-010-1108-6
- Stevenson, C. L., Krantz, P. J., & McClannahan, L. E. (2000). Social interaction skills for children with autism: A script-fading procedure for nonreaders. *Behavioral Interventions, 15*(1), 1-20. doi: 10.1002/(SICI)1099-078X(200001/03)15:1<1::AID-BIN41>3.0.CO;2-V

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