

Social Narratives Fact Sheet

Brief Description

Social narratives (SN) 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 aids. Usually written in first person from the perspective of the learner, social narratives include sentences that detail the situation, provide suggestions for appropriate learner responses, and describe the thoughts and feelings of other people involved in the situation.

Qualifying Evidence

SN meets evidence-based criteria with 17 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

SN can be used effectively to address social, communication, behavior, joint attention, play, school-readiness, academic, and adaptive skills.

Research Studies Providing Evidence

- 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.
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- Campbell, A., & Tincani, M. (2011). The power card strategy: Strength-based intervention to increase direction following of children with autism spectrum disorder. *Journal of Positive Behavior Interventions, 13*(4), 240-249. doi: 10.1177/1098300711400608
- Chan, J. M., & O'Reilly, M. F. (2008). A Social Stories™ intervention package for students with autism in inclusive classroom settings. *Journal of Applied Behavior Analysis, 41*(3), 405-409.
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- Dodd, S., Hupp, S. D., Jewell, J. D., & Krohn, E. (2008). Using parents and siblings during a social story intervention for two children diagnosed with PDD-NOS. *Journal of Developmental and Physical Disabilities*, 20(3), 217-229. doi: 10.1007/s10882-007-9090-4
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- Kuttler, S., Myles, B. S., & Carlson, J. K. (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), 176-182. doi: 10.1177/108835769801300306
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- Mancil, G. R., Haydon, T., & Whitby, P. (2009). Differentiated effects of paper and computer-assisted Social Stories™ on inappropriate behavior in children with autism. *Focus on Autism and Other Developmental Disabilities*, 24(4), 205-215. doi: 10.1177/1088357609347324
- Ozdemir, S. (2008). The effectiveness of social stories on decreasing disruptive behaviors of children with autism: Three case studies. *Journal of Autism and Developmental Disorders*, 38(9), 1689-1696. doi: 10.1007/s10803-008-0551-0
- Sansosti, F. J., & Powell-Smith, K. A. (2006). Using social stories to improve the social behavior of children with Asperger syndrome. *Journal of Positive Behavior Interventions*, 8(1), 43-57.
- Scattone, D. (2008). Enhancing the conversation skills of a boy with Asperger's disorder through Social Stories™ and video modeling. *Journal of Autism and Developmental Disorders*, 38(2), 395-400. doi: 10.1007/s10803-007-0392-2
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SOCIAL NARRATIVES FACT SHEET—SUGGESTED CITATION

Wong, C. (2013). *Social narratives (SN) fact sheet*. Chapel Hill: The University of North Carolina, Frank Porter Graham Child Development Institute, The National Professional Development Center on Autism Spectrum Disorders.

Adapted from:

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