



Autism Focused Intervention
Resources & Modules

This overview
brief will
support your
use of the
evidence-
based practice:
Social
Narratives.

For more
information visit:
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Social Narratives (SN) ---EBP Brief Packet---

Components of the EBP Brief Packet...

This evidence-based practice overview on Social Narratives (SN) includes the following components:

1. **Overview:** A quick summary of salient features of the practice, including what it is, who it can be used with, what skills it has been used with, and settings for instruction.
2. **Evidence-base:** The *SN Evidence-base* details the NPDC criteria for inclusion as an evidence-based practice and the specific studies that meet the criteria for this practice.
3. **Step-by-Step Guide:** Use the *SN Step-by-Step Practice Guide* as an outline for how to plan for, use, and monitor SN. Each step includes a brief description as a helpful reminder while learning the process.
4. **Implementation Checklist:** Use the *SN Implementation Checklist* to determine if the practice is being implemented as intended.
5. **Data Collection Sheets:** Use the data collection sheets as a method to collect and analyze data to determine if progress is being made for a learner with ASD.
6. **Tip Sheet for Professionals:** Use the *SN Tip Sheet for Professionals* as a supplemental resource to help provide basic information about the practice to professionals working with the learner with ASD.
7. **Parent Guide:** Use the *SN Parent Guide* to help parents or family members understand basic information about the practice being used with their child.
8. **Additional Resources:** Use the *Additional Resources* to learn more about the practice.
9. **CEC Standards:** A list of *CEC Standards* that apply specifically to SN.
10. **Module References:** A list of numerical *References* utilized for the SN module.

Suggested citation:

Sam, A., & AFIRM Team. (2015). *Social narratives*. Chapel Hill, NC: National Professional Development Center on Autism Spectrum Disorder, FPG Child Development Center, University of North Carolina. Retrieved from <http://afirm.fpg.unc.edu/Social-narratives>

What are Social Narratives?

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.⁴ Typically, social narratives are individualized based upon the needs of the learner, short, and written from the perspective of the learner.

Evidence-base

Based upon the recent review, social narratives meets the evidence-based practice criteria with 17 single case design studies. The practice has been effective with learners in preschool (3-5 years) to high school (15-22 years). Evidence-based practices (EBP) and studies included in the 2014 EBP report detailed how social narratives can be used effectively to address: social, communication, joint attention, behavior, school readiness, play, adaptive, and academic outcomes.

How is SN Being Used?

Social narratives can be used by a variety of professionals, including teachers, special educators, therapists, paraprofessionals, and early interventionists in educational and community-based environments. Parents and family members also can use social narratives in the home.

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---Evidence-base for Social Narratives---

The National Professional Development Center on ASD has adopted the following criteria to determine if a practice is evidence-based. The EBP Report provides more information about the review process (Wong et al., 2014).

Efficacy must be established through high quality, peer-reviewed research in scientific journals using:

- randomized or quasi-experimental design studies (two high quality experimental or quasi-experimental group design studies),
- single-subject design studies (three different investigators or research groups must have conducted five high quality single subject design studies), or
- combination of evidence [one high quality randomized or quasi-experimental group design study and three high quality single subject design studies conducted by at least three different investigators or research groups (across the group and single subject design studies)].

--OVERVIEW--

Social narratives (SN) describe social situations and appropriate behaviors for learners with ASD. Social narrative meets the evidence-based practice criteria with 17 single case design studies. The practice has been effective with learners in preschool (3-5 years) to high school learners (15-22 years). Studies included in the 2014 EBP report detailed how social narratives can be used effectively to address: social, communication, joint attention, behavior, school readiness, play, adaptive, and academic outcomes.

In the table below, the outcomes identified by the evidence base are shown by age of participants.

Early Intervention (0-2)	Preschool (3-5)	Elementary (6-11)	Middle (12-14)	High (15-22)
No studies	Social	Social	Social	
	Communication	Communication		
	Joint Attention	Joint Attention		
	Behavior	Behavior	Behavior	Behavior
		School-Readiness		
	Play	Play		
	Adaptive	Adaptive		
	Academic	Academic		

Early intervention (0-2 years)

No studies

Preschool (3-5 years)

*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. doi: 10.1901/jaba.2008.41-405

*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. doi: 10.1177/10883576040190030401

Lorimer, P. A., Simpson, R. L., Myles, B. S., & Ganz, J. B. (2002). The use of social stories as a preventative behavioral intervention in a home setting with a child with autism. *Journal of Positive Behavior Interventions, 4*(1), 53-60. doi: 10.1177/109830070200400109

*Schneider, N., & Goldstein, H. (2010). Using social stories and visual schedules to improve socially appropriate behaviors in children with autism. *Journal of Positive Behavior Interventions, 12*(3), 149-160. doi: 10.1177/1098300709334198

Elementary (6-11 years)

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. doi: 10.1177/10883576040190010601

Bock, M. A. (2007). The impact of social-behavioral learning strategy training on the social interaction skills of four students with Asperger syndrome. *Focus on Autism and Other Developmental Disabilities, 22*(2), 88-95. doi: 10.1177/10883576070220020901

*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. doi: 10.1901/jaba.2008.41-405

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., Lang, R. B., Boutot, E. A., White, P. J., Pierce, N., & Baker, S. (2011). Evaluation of a Social Stories™ intervention implemented by pre-service teachers for students with autism in general education settings. *Research in Autism Spectrum Disorders, 5*(2), 715-721. doi: 10.1016/j.rasd.2010.08.005

Delano, M., & Snell, M. E. (2006). The effects of social stories on the social engagement of children with autism. *Journal of Positive Behavior Interventions, 8*(1), 29-42. doi: 10.1177/10983007060080010501

*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

Elementary (6-11 years continued)

- Hung, L. C., & Smith, C. S. (2011). Autism in Taiwan: Using Social Stories™ to decrease disruptive behaviour. *The British Journal of Development Disabilities*, 57(112), 71-80. doi: 10.1179/096979511798967197
- *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. doi: 10.1177/10883576040190030401
- 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
- *Scattone, D., Wilczynski, S. M., Edwards, R. P., & Rabian, B. (2002). Decreasing disruptive behaviors of children with autism using social stories. *Journal of Autism and Developmental Disorders*, 32(6), 535-543. doi: 10.1023/A:1021250813367
- *Schneider, N., & Goldstein, H. (2010). Using social stories and visual schedules to improve socially appropriate behaviors in children with autism. *Journal of Positive Behavior Interventions*, 12(3), 149-160. doi: 10.1177/1098300709334198

Middle School (12-14 years)

- *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
- 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

High (15-22 years)

- *Scattone, D., Wilczynski, S. M., Edwards, R. P., & Rabian, B. (2002). Decreasing disruptive behaviors of children with autism using social stories. *Journal of Autism and Developmental Disorders*, 32(6), 535-543. doi: 10.1023/A:1021250813367

* Research which included participants in multiple age ranges.



Social Narratives (SN) ---Step-by-Step Guide---

BEFORE YOU START...

Each of the following points is important to address so that you can be sure the selected EBP is likely to address the learning needs of your student.

Have you found out more information about...?

- Identified the behavior...
- Collected baseline data through direct observation...
- Established a goal or outcome that clearly states when the behavior will occur, what the target skill is, and how the team will know when the skill is mastered...

If the answer to any of these is “no,” review the process of how to select an EBP.

This practice guide outlines how to plan for, use, and monitor the social narratives practice.

Keep in mind that the research supports the use of two types of social narratives:

- Social Stories™
- Power Cards

While the two types are different, the practice guide is applicable to all. When unique features are tied to a specific type, we will identify them through examples or cautions.

Now you are ready to start...

Step 1: SN Planning

The planning step explains how to select a social narrative and develop the selected social narrative.

1.1 Identify the social situation for the intervention

Consider the target behavior/skill, collected baseline data, and the established goal or outcome for the learner to identify the specific social situation for which you plan to use social narratives.

1.2 Select the type of social narrative

Select either Social Stories™ or Power Cards to use with learners. Social Stories™ help learners with ASD understand a particularly social situation by explaining the situation and other people's perspective. Power Cards use a learner's special interest to describe rules and behavioral expectations of a social situation.

1.3 Write social narrative following criteria for selected type

For Social Stories™ be sure to gather information about the identified social situation before writing. When writing a Social Story™, make sure there are at least two sentences that describes for one sentence that directs a learner.

Before developing a Power Card, be sure you collect information about the learner's special interest and determine possible reasons for the learner's problematic behavior. A Power Card consists of two parts: a brief story scenario and a Power Card which is a small card with rules outlining behavior in the social situation. Incorporate pictures of the learner's special interest into both the scenario and Power Card.

1.4 Design the appropriate display for the social narrative

Make sure the text, font, and visuals are appropriate and engaging for the learner.

1.5 Identify times or activities to use social narrative

Ideally, social narratives should be read prior to the identified social situation. If this is not possible, read the social narrative at convenient times. Be sure to read the social narrative often with the learner.

 Complete the *Social Story™ Planning Worksheet* or the *Power Card Planning Worksheet* before using the procedure.

Step 2: Using SN

This step describes using Social Stories™ and Power Cards with learners.

2.1 Introduce the social narrative to the learner

Find a distraction free space to explain to the learner what the social narrative is about and the important aspects the learner should keep in mind while reading.

2.2 Learner or adults reads social narrative

Depending on the needs of the learner, the learner can read the social narrative independently or with an adult. Ideally, the social narrative is read prior to the identified social situation.

2.3 Review key concepts with learner

Ask the learner comprehension questions about the narrative. For any incorrect responses, reread the section of the narrative related to the question. Consider using role plays to provide the learner with an opportunity to practice the target skill or behavior.

2.4 Learner participates in identified social situation

Create an opportunity for the learner to participate in the identified social situation.

2.5 Provide prompts and reinforcements as needed

Use prompts to help the learner participate in the identified social situation. If the learner uses the target behavior correctly, consider providing reinforcement to encourage the use of the target behavior again in the future.

Step 3: Monitoring SN

This step describes the monitoring the use of social narratives.

3.1 Collect data on target behaviors

Team members collect data on target behaviors during the identified social situation.

 Use the *SN Progress Monitoring Form* to collect data.

3.2 Determine next steps based on learner progress

If the learner with ASD is showing progress with reinforcement based upon collected data, then continue to use this practice with the learner. Gradually new target skills and behaviors can be introduced to the learner with ASD.

If the target skill or behavior is not increasing, ask yourself the following questions:

- Is the target skill or behavior will defined?
- Is the skill or behavior measurable and observable?
- Was the social narrative used with fidelity based upon the implementation checklist?
- Was the social narrative (Social Story™ or Power Card) developed following the criteria (for example, at least 2 sentences that describe for one sentence that directs)?
- Was the learner's development and age taken into consideration when developing the social narrative (for example, number of words on page)?
- Were pictures and images used to enhance the social narrative, if appropriate?
- Did the learner understand the social narrative?
- Was the social narrative read prior to the identified social situation?

If these issues have been addressed and the learner with ASD continues not to show progress, consider selecting a different evidence-based practice to use with the learner with ASD.

Social Narratives (SN) ---Implementation Checklist---

Before you start:

Have you...

- Identified the behavior?
- Collected baseline data through direct observation?
- Established a goal or outcome that clearly states **when** the behavior will occur, **what** the target skill is, and **how** the team will know when the skill is mastered.

If the answer to any of these is "no", refer to the "Selecting EBPs" section on the website.

	Observation	1	2	3	4
	Date				
	Observer's Initials				
Step 1: Planning					
1.1 Identify the social situation for the intervention					
1.2 Select type of social narrative					
1.3 Write social narrative following criteria for selected type					
1.4 Design the appropriate display for the social narrative (pictures, number of sentences per page)					
1.5 Identify times or activities to use social narratives					
Step 2: Using					
2.1 Introduce the social narrative to learner					
2.2 Learner or adult reads social narrative					
2.3 Review key concepts with learner					
2.4 Learner participates in identified social situation					
2.5 If appropriate, discuss participation in social situation					
Step 3: Monitoring					
3.1 Collect data on target behaviors					
3.2 Determine next steps based on learner progress					



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---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.	

Social Story™ Checklist:

- Story is written from the learner's point of view
- Story written for learner's comprehension level
- Story length appropriate for the learner
- Language is simple and developmentally appropriate
- If appropriate, learner helped with writing the story
- At least 2 descriptive sentences for every 1 directive sentence.

_____ = # of descriptive sentences

_____ = # of directive sentences

Descriptive sentences / Directive sentences ≥ 2

Times and Activities to use Social Story™:

**For more
information visit:
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---2 Types of Sentences for Social Stories™---

The diagram below provides examples of the two types of sentences to use in a Social Story™: sentences that describe and sentences that direct. Two to five sentences that describe should be used for every one sentence that directs.

Sentences that Direct

- **Directive Sentences**
- Provide suggestions for behaviors or responses.
- Examples:
 - I can ask for help.
 - I can say, 'hello.'
 - I can raise my hand when I have a question.
 - I can use polite words.
 - I can ask my friend to play.
 - I can say, "How are you today?"

Sentences that Describe

- **Descriptive sentences**
- Sentences that are facts and provide information.
- Examples:
 - Clean hands help people stay healthy.
 - There are big dogs and small dogs.
 - In the mornings, I will get dropped off at my classroom.

Sentences that Describe

- **Perspective sentences**
- Sentences that describe a person's feelings or opinions.
- Examples:
 - I might feel happy and excited because kindergarten is fun.
 - My teacher likes it when I use nice words.
 - I might feel mad.
 - My mom will be proud of me.

Sentences that Describe

- **Cooperative sentences**
- Sentences that describe how other people might help the learner.
- Examples:
 - When I feel sad, my teacher can help me by giving me a pat on the back.
 - When I need a break, my teacher will let me go to a quiet place.
 - When I feel mad, my teacher will give me a fidget toy to squeeze.

Sentences that Describe

- **Affirmative sentences**
- Sentences that stress a shared cultural value.
- Examples:
 - It's okay.
 - It's a good thing to be polite.

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---SN Progress Monitoring Form---

Learner's Name: _____ Date/Time: _____

Observer(s): _____

Target Behavior(s): _____

Identified Social Situation: _____

Data Collection:

Date	Target Behavior 1		Target Behavior 2 (if applicable)	
	Tally	Total	Tally	Total

Anecdotal Notes:

Date	Observer Initials	Target Skill/Behavior, Comments, and Plans for Next Steps

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information visit:**
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---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: _____

Power Card Checklist (Scenario):

- Scenario is written in the first person
- Scenario relates to the identified special interest
- Scenario includes a reason for why the special interest/hero would use the appropriate behavior
- A short 3 to 4 step strategy is presented that the special interest/hero uses to solve the problem or act appropriately
- How the special interest/hero is successful with the strategy
- Encouragement of the learner to use the behavior/strategy demonstrated by the special interest/hero
- Includes a picture of the special interest/hero

Power Card Checklist (Card):

- Picture of the learner's special interest/hero
- Rules outline behavior in target situation

Times and Activities to use Power Card:

**For more
information visit:
www.afirm.fpg.unc.edu**

Social Narratives (SN) ---Tip Sheet for Professionals---

Social Narratives SN

Social Narratives...

- Are an evidence-based practice for children and youth with autism spectrum disorder (ASD) from 3 to 22 years old that is implemented in a variety of ways across multiple settings.
- Use text and images to highlight important aspects of social situations to increase a learner's ability to navigate a challenging situation.

Why Use?

- Social narratives increase learners' understanding of a social situation and what is expected of them in the situation.
- Social narratives prepare learners to use a target skill or behavior in an identified social situation.

Outcomes

- The evidence-base for SN supports the use of this practice to address the outcomes below:

Early Intervention (0-2)	Preschool (3-5)	Elementary (6-11)	Middle (12-14)	High (15-22)
No studies	Social	Social	Social	
	Communication	Communication		
	Joint Attention	Joint Attention		
	Behavior	Behavior	Behavior	Behavior
		School-Readiness		
	Play	Play		
	Adaptive	Adaptive		
	Academic	Academic		



TIPS:

- Select the type of social narrative that will best meet the needs of the learner.
- Use the Planning Worksheet to help you prepare the social narrative for the learner.
- Create a developmentally appropriate and appealing display for the social narrative by including pictures and special interest of the learner of the learner.
- Create opportunities for the learner to read the social narrative throughout the day.



Social Narratives (SN) ---Tip Sheet for Professionals---

Social Narratives SN

This tip sheet was designed as a supplemental resource to help provide basic information about the practice.

**For more
information visit:**
www.afirm.fpg.unc.edu



STEPS FOR IMPLEMENTING

1. Plan

- Identify the social situation for the intervention
- Select type of social narrative
- Write social narrative following criteria for selected type
- Design the appropriate display for the social narrative
- Identify times or activities to use social narrative

2. Use

- Introduce the social narrative to learner
- Learner or adult reads social narrative
- Review key concepts with learner
- Learner participates in identified social situation
- If appropriate, discuss participation in social situation

3. Monitor

- Collect data on target behaviors
- Determine next steps based on learner progress



Social Narratives (SN) ---Parent's Guide---

This introduction provides basic information about social narratives.

What are SN?

- Social narratives are an evidence-based practice for child and youth with autism spectrum disorder (ASD) from 3 to 22 years old.
- Social narratives describe social situations to learners with ASD by providing information about the thoughts or feelings of others and describing what is expected in the social situation.
- You might have heard social narratives called: Social Stories™, Social Articles™, Cartooning, Comic Strip Conversations™, Power Cards, or Social Autopsies.

Why use SN with my child?

- Social narratives help learners with ASD understand social situations and what is expected of them in the social situation.
- Skills and behaviors that can be addressed using social narratives include:
 - Making choices
 - Increasing social interactions
 - Decreasing problematic behaviors
 - Increasing on-task behaviors
 - Playing with peers

What activities can I do at home?

- Use simple line drawings to talk with your child about what others might be thinking in a situation.
- Write down two or three clear rules or expectations you have for your child for a certain situation. Place these rules on a small card with a picture of your child's favorite character or interest. Review the rules with your child and reference them when needed.

This parent introduction to SN was designed as a supplemental resource to help answer basic questions about this practice.

To find out more about how SN is used with your child, speak with:

For more information visit:
www.afirm.fpg.unc.edu


AFIRM

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---Additional Resources---

Articles:

Cihak, D. F., Kildare, L. K., Smith, C. C., McMahon, D. D., & Quinn-Brown, L. (2012). Using video Social Stories™ to increase task engagement for middle school students with Autism Spectrum Disorders. *Behavior Modification, 36*(3), 399-425. doi: 10.1177/0145445512442683

Daubert, A., Hornstein, S., & Tincani, M. (2015). Effects of a modified power card strategy on turn taking and social commenting of children with Autism Spectrum Disorder playing board games. *Journal of Developmental and Physical Disabilities, 27*, 93-110. doi: 10.1007/s10882-014-9403-3

More, C. M. (2012). Social Stories™ and young children: Strategies for teachers. *Intervention in School and Clinic, 47*(3), 167-174. doi: 10.1177/1053451211423816

Vandermeer, J., Beamish, W., Milford, T., & Lang, W. (2015). iPad-presented social stories for young children with Autism. *Developmental Neurorehabilitation, 18*(2), 75-81. doi: 10.3109/17518423.2013.809811

Xin J. F., & Sutman, F. X. (2011). Using the smart board in teaching social stories to students with Autism. *Teaching Exceptional Children, 43*(4), 18-24.

Apps:



i Create...Social Skills Stories by I Get It, LLC (\$4.99)



Pictello by AssistiveWare (\$19.99)

Check out
these
resources to
support your
use of social
narratives.

For more
information visit:
www.afirm.fpg.unc.edu

Apps:



Stories about Me by Limited Cue LLC (\$3.99)



Stories2Learn by MDR (\$13.99)



StoryMaker™ for Social Stories by Handhold Adaptive, LLC (\$39.99)

Books:

Gagnon, E. (2001). *Power Cards: Using Special Interests to Motivate Children and Youth with Asperger Syndrome and Autism*. Autism Asperger Publishing Company.

Gray, C. (2010). *The New Social Story Book, Revised and Expanded 10th Anniversary Edition: Over 150 Social Stories that Teach Everyday Social Skills to Children with Autism or Asperger's Syndrome and their Peers*. Future Horizons.

Gray, C., & White, A. L. (2001). *My Social Stories Book*. Jessica Kingsley Publications.

Websites:

Center on the Social and Emotional Foundations for Early Learning (n.d.). *Resources: Practical strategies for teachers/caregivers*. Retrieved on December 18, 2015 from: <http://csefel.vanderbilt.edu/resources/strategies.html>

Indiana Resource Center for Autism (2015). *Visual supports* (there are social narrative examples as well). Retrieved on December 18, 2015 from: <http://www.iidc.indiana.edu/pages/visualsupports>

Okey Dokey (2015). *Downloads* (examples of social stories). Retrieved on December 18, 2015 from: <http://okey-dokey.com.au/resources>

TASN: Autism and Tertiary Behavior Supports (2015). *Classroom supports materials: Social narratives*. Retrieved on December 18, 2015 from: <http://www.kansasasd.com/socialnarratives.php>



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Social Narratives CEC Standards

The CEC Standards that apply to all 27 evidence-based practices can be found on our website at: <http://afirm.fpg.unc.edu/learn-afirm>

Below are CEC Standards that apply specifically to Social Narratives (SN) module.

Standard	Description
Initial Preparation Standard 1: Learner Development and Individual Learning Differences	
DDA1 K6	Adaptive behavior needs of individuals with developmental disabilities/autism spectrum disorders
Initial Preparation Standard 2: Learning Environments	
ISCI 2 K5	Social skills needed for educational and other environments
ISCI 2 S5	Modify the learning environment to manage behaviors
ISCI 2 S11	Use the least intensive behavior management strategy consistent with the needs of the individual with exceptionalities
Initial Preparation Standard 3: Curricular Content Knowledge	
DDA3 S2	Provide individuals with developmental disabilities/autism spectrum disorders strategies to avoid and repair miscommunications
DDA3 S3	Plan instruction for independent functional life skills and adaptive behavior
DDA3 S5	Use specialized instruction to enhance social participation across environments
Initial Preparation Standard 4: Assessment	
ISCI 4 S8	Evaluate instruction and monitor progress of individuals with exceptionalities
Initial Preparation Standard 5: Instructional Planning & Strategies	
ISCI 5 S9	Prepare and organize materials to implement daily lesson plans
ISCI 5 S17	Use procedures to increase the individual's self-awareness, self-management, self-control, self-reliance, and self-esteem
ISCI 5 S19	Use strategies to support and enhance communication skills of individuals with exceptionalities
DDA5 S5	Consistently use of proactive strategies and positive behavioral supports
DDA5 S12	Utilize student strengths to reinforce and maintain social skills
DDA5 S13	Plan instruction for independent functional life skills and adaptive behavior
DDA5 S15	Use specialized instruction to enhance social participation across environments

Standard	Description
Advanced Preparation Standard 3: Programs, Services, and Outcomes	
SEDAS3.K7	Design and implement instruction that promote effective communication and social skills for individuals with developmental disabilities/autism spectrum disorders
SEDAS3.S8	Provide varied instruction and opportunity to learn play and leisure skills

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