

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.