



Autism Focused Intervention  
Resources & Modules

SN

## EBP BRIEF PACKET: SOCIAL NARRATIVES

UNC Frank Porter Graham Child Development Institute  
Autism Focused Intervention Resources & Modules  
Sam, A., & AFIRM Team, Updated 2025



The National Professional  
Development Center on Autism



FRANK PORTER GRAHAM  
CHILD DEVELOPMENT INSTITUTE

# OVERVIEW OF CONTENT

1. **Table of SN Contents:** This list details the specific SN resources that apply to Social Narratives.
2. **What is SN:** A quick summary of salient features of Social Narratives, including what it is, who it can be used with, what skills it has been used with, and settings for instruction.
3. **Evidence-base:** The evidence-base details the National Clearinghouse on Autism Evidence and Practice (NCAEP) criteria for inclusion as an evidence-based practice and the specific studies that meet the criteria for Social Narratives.
4. **Planning Checklist:** This checklist details the steps for planning for Social Narratives, including what prerequisite learning of practices are needed, collecting baseline data of the interfering behavior if needed, and what materials/resources are needed.
5. **Other Resources:** Other resources may include decision trees, checklists, and/or template forms that will support the use of Social Narratives.
6. **Step-by-Step Guide:** Use this guide as an outline for how to plan for, use, and monitor Social Narratives. Each step includes a brief description as a helpful reminder while learning the process.
7. **Implementation Checklist:** Use this checklist to determine if Social Narratives are being implemented as intended.
8. **Monitoring Progress Checklist:** Use this form as a method for collecting and analyzing data to determine if the learner on the spectrum is making progress towards the interfering behavior.
9. **Tip Sheet for Professionals:** Use this tip sheet, intended for professionals working with learners on the spectrum, as a supplemental resource to help provide basic information about Social Narratives.
10. **Parent Guide:** Use this guide intended for parents or family members of learners on the spectrum to help them understand basic information about Social Narratives and how it is being used with their child.
11. **Additional Resources:** This list provides additional information for learning more about Social Narratives as well as resources.
12. **CEC Standards:** This list details the specific CEC standards that apply to Social Narratives.
13. **Glossary:** This glossary contains key terms that apply specifically to Social Narratives.
14. **References:** This list details the specific references used for developing this SN module in numerical order.



# TABLE OF CONTENTS

<b><u>Social Narratives</u></b> .....	<b>4</b>
<b><u>Evidence-base</u></b> .....	<b>5</b>
<b><u>Social Narratives Types</u></b> .....	<b>8</b>
<b><u>Social Story™ Sentences</u></b> .....	<b>9</b>
<b><u>Planning Checklist: Social Story™</u></b> .....	<b>10</b>
<b><u>Power Card</u></b> .....	<b>12</b>
<b><u>Planning Checklist: Power Card</u></b> .....	<b>13</b>
<b><u>Data Collection: Frequency</u></b> .....	<b>15</b>
<b><u>Monitoring Progress Checklist</u></b> .....	<b>16</b>
<b><u>Step-by-Step Guide</u></b> .....	<b>17</b>
<b><u>Implementation Checklist</u></b> .....	<b>20</b>
<b><u>Tip Sheet for Professionals</u></b> .....	<b>21</b>
<b><u>Parent's Guide</u></b> .....	<b>23</b>
<b><u>Additional Resources</u></b> .....	<b>24</b>
<b><u>CEC Standards</u></b> .....	<b>25</b>
<b><u>Glossary</u></b> .....	<b>26</b>
<b><u>References</u></b> .....	<b>27</b>



# SOCIAL NARRATIVES

## WHAT IS SN?

Social Narratives (SN) are interventions that describe social situations in order to highlight relevant features of a target behavior or skill and offer examples of appropriate responding.

## EVIDENCE-BASE:

Based upon the 2020 systematic review conducted by the National Clearinghouse on Autism Evidence and Practice (NCAEP), Social Narratives is a focused intervention that meets the evidence-based practice criteria with 20 single case design and 1 group design studies. Social Narratives has been effective for preschoolers (3-5 years), elementary school learners (6-11 years), middle school learners (12-14 years), and high school learners (15-18 years) on the spectrum. Studies included the 2020 EBP report (Steinbrenner et al., 2020) detail how Social Narratives can be used to effectively address the following outcomes for a target goal/behavior/skill: academic/pre-academic, adaptive/self-help, behavior, communication, joint attention, play, school readiness, and social.

## 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

The National Clearinghouse on Autism Evidence and Practice has adopted the following criteria to determine if a practice is evidence-based. The 2020 EBP report (Steinbrenner et al., 2020) provides more information about the systematic review process.

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

- At least 2 randomized or quasi-experimental group design studies, or
- At least 5 single subject/case design studies, or a
- Combination of evidence of 1 randomized or quasi-experimental group design study and 3 single subject/case design studies

### OVERVIEW:

Based upon the 2020 systematic review conducted by the National Clearinghouse on Autism Evidence and Practice (NCAEP), Social Narratives is a focused intervention that meets the evidence-based practice criteria with 20 single case design and 1 group design studies. Social Narratives has been effective for preschoolers (3-5 years), elementary school learners (6-11 years), middle school learners (12-14 years), and high school learners (15-18 years) on the spectrum. Studies included the 2020 EBP report (Steinbrenner et al., 2020) detail how Social Narratives can be used to effectively address the following outcomes for a target goal/behavior/skill: academic/pre-academic, adaptive/self-help, behavior, communication, joint attention, play, school readiness, and social.

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

Age	Academic	Adaptive	Behavior	Communication	Joint Attention	Play	School Readiness	Social
3-5	Yes	Yes	Yes	Yes	Yes	Yes		Yes
6-11	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
12-14			Yes	Yes				Yes
15-18			Yes	Yes				Yes





## 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.  
<https://doi.org/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.  
<https://doi.org/10.1177/10883576040190030401>
- \* **Leaf, J. B., Oppenheim-Leaf, M. L., Call, N. A., Sheldon, J. B., Sherman, J. A., Taubman, M., McEachin, J., Dayharsh, J., & Leaf, R. (2012). Comparing the teaching interaction procedure to social stories for people with autism. *Journal of Applied Behavior Analysis*, 45(2), 281-298.**  
**<https://doi.org/10.1901/jaba.2012.45-281>**
- 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.  
<https://doi.org/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.  
<https://doi.org/10.1177/1098300709334198>

## ELEMENTARY SCHOOL (6-11 YEARS):

- 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.  
<https://doi.org/10.1177/10883576070220020901>
- 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. <https://doi.org/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.  
<https://doi.org/10.1901/jaba.2008.41-405>
- 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. <https://doi.org/10.1016/j.rasd.2010.08.005>
- 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(1), 93-110. <https://doi.org/10.1007/s10882-014-9403-3>**
- 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. <https://doi.org/10.1177/10983007060080010501>
- \* Golzari, F., Alamdarloo, G. H., & Moradi, S. (2015). The effect of a social stories intervention on the social skills of male students with autism spectrum disorder. *SAGE Open*, 5(4).  
<https://doi.org/10.1177/2158244015621599>
- 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. <https://doi.org/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.  
<https://doi.org/10.1177/10883576040190030401>
- \* **Leaf, J. B., Oppenheim-Leaf, M. L., Call, N. A., Sheldon, J. B., Sherman, J. A., Taubman, M., McEachin, J., Dayharsh, J., & Leaf, R. (2012). Comparing the teaching interaction procedure to social stories for people with autism. *Journal of Applied Behavior Analysis*, 45(2), 281-298.**  
**<https://doi.org/10.1901/jaba.2012.45-281>**
- 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. <https://doi.org/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.  
<https://doi.org/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.  
<https://doi.org/10.1177/10983007060080010601>
- 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.  
<https://doi.org/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.  
<https://doi.org/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.  
<https://doi.org/10.1177/1098300709334198>

## MIDDLE SCHOOL (12-14 YEARS):

- \* **Golzari, F., Alamdarloo, G. H., & Moradi, S. (2015). The effect of a social stories intervention on the social skills of male students with autism spectrum disorder. *SAGE Open*, 5(4).  
<https://doi.org/10.1177/2158244015621599>**
- Halle, S., Ninness, C., Ninness, S. K., & Lawson, D. (2016). Teaching social skills to students with autism: A video modeling social stories approach. *Behavior and Social Issues*, 25, 42-54.  
<https://doi.org/10.5210/bsi.v25i0.6190>**
- 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.  
<https://doi.org/10.1177/108835769801300306>
- \* **Leaf, J. B., Oppenheim-Leaf, M. L., Call, N. A., Sheldon, J. B., Sherman, J. A., Taubman, M., McEachin, J., Dayharsh, J., & Leaf, R. (2012). Comparing the teaching interaction procedure to social stories for people with autism. *Journal of Applied Behavior Analysis*, 45(2), 281-298.  
<https://doi.org/10.1901/jaba.2012.45-281>**
- \* **Olçay-Gül, S., & Tekin-Iftar, E. (2016). Family generated and delivered social story intervention: Acquisition, maintenance, and generalization of social skills in youths with ASD. *Education and Training in Autism and Developmental Disabilities*, 51(1), 67-78.**

## HIGH SCHOOL (15-18 YEARS):

- \* **Olçay-Gül, S., & Tekin-Iftar, E. (2016). Family generated and delivered social story intervention: Acquisition, maintenance, and generalization of social skills in youths with ASD. *Education and Training in Autism and Developmental Disabilities*, 51(1), 67-78.**
- \* 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.  
<https://doi.org/10.1023/A:1021250813367>

Notes: \* denotes the study has participants in at least two age ranges  
**Bold denotes new studies since 2011 (2012 till 2017)**



## SOCIAL NARRATIVES TYPES

- **Social Stories™** - Social Stories™ are the most well-known and frequently used social narrative. Developed by Carol Gray, Social Stories™ describe a social situation and appropriate behavior by using sentences that describe or direct the learner.
- **Social Articles™** - Similar to Social Stories™, Social Articles™ are tailored for adults.
- **Cartooning** - Useful when a learner does not know what someone else is thinking, cartooning uses stick figures and thought bubbles to depict what another person is thinking.
- **Comic Strip Conversations™** - Developed by Carol Gray, Comic Strip Conversations™ use simple drawings to show what people say, do, and think.
- **Power Cards** - Using a learner's special interest, Power Cards provide a short scenario and rules on a small card that helps a learner understand social situations.
- **Social Autopsies** - Social autopsies are used after a social error occurred to help the learner understand the mistake.



# SOCIAL STORIES™ SENTENCES

**Social Stories™** - Social Stories™ are the most well-known and frequently used social narrative. Developed by Carol Gray, Social Stories™ describe a social situation and appropriate behavior by using sentences that describe or direct the learner.

- Write from the learner's point of view (perspective)
- Story written for learner's comprehension level
- Story length appropriate for learner
- Language simple and developmentally appropriate
- Count your sentences and make sure you have at least 2 descriptive sentences for every one sentence that directs
- If appropriate, include learners in helping to write the story
- Use pictures
- Incorporate learner interest if appropriate

## Directive Sentences:

- Provides suggestions for behaviors or responses. For every one directive sentence, there should be two to five descriptive sentences (e.g., descriptive sentences, perspective sentences, cooperative sentences, or affirmative sentences).
  - 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?"

## Descriptive Sentences:

- **Descriptive sentences** – Sentences that are facts and provide information
  - Clean hands help people stay healthy.
  - There are big dogs and small dogs.
  - In the mornings, I will get dropped off at my classroom.
- **Perspective sentences** – Sentences that describe a person's feelings or opinions
  - 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.
- **Cooperative sentences** – Sentences that describe how other people might help the learner
  - 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.
- **Affirmative sentences** – Sentences that stress a shared cultural value.
  - It's okay.
  - It's a good thing to be polite.



# PLANNING CHECKLIST: SOCIAL STORIES™

**Learner's Name:** \_\_\_\_\_ **Date/Time:** \_\_\_\_\_

**Observer(s):** \_\_\_\_\_

**Target Skill/Goal/Behavior:** \_\_\_\_\_

**Directions:** Complete this checklist to determine if Social Stories™ is ready to use with the learner on the spectrum.

## IDENTIFY TARGET BEHAVIOR:

Summary of baseline data:

Selected social situation:

## CONSIDERATIONS:

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 on the spectrum 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 on the spectrum and the social situation.



## DEVELOP SOCIAL STORY™:

- ☐ Story is written from the learner's point of view
- ☐ Story is written for learner's comprehension level
- ☐ Story length appropriate for the learner
- ☐ Font is large enough to read easily
- ☐ Images used are appropriate for the story and 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

## SCHEDULE:

Where/When:

## PLANNING:

- ☐ Has the target goal/behavior/skill been identified?
- ☐ Is the target goal/behavior/skill measurable and observable? Does it clearly state **what** the target goal/behavior/skill is, **when** it will occur, and **how** team members/observers will know it has been mastered?
- ☐ Is Social Narratives appropriate for the learner's target goal/behavior/skill?



# POWER CARD

**Power Cards** - Using a learner's special interest, Power Cards provide a short scenario and rules on a small card that helps a learner understand social situations.

- 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
- Write from the learner's point of view (perspective)
- How the special interest/hero is successful with the strategy
- Encouragement for the learner to use the behavior/strategy demonstrated by the special interest/hero
- Includes picture of special interest/hero
- Rules outline behavior in target situation



# PLANNING CHECKLIST: POWER CARD

**Learner's Name:** \_\_\_\_\_ **Date/Time:** \_\_\_\_\_

**Observer(s):** \_\_\_\_\_

**Target Skill/Goal/Behavior:** \_\_\_\_\_

**Directions:** Complete this checklist to determine if Power Card is ready to use with the learner on the spectrum.

## IDENTIFY TARGET BEHAVIOR:

Summary of baseline data:

Selected social situation:

## CONSIDERATIONS:

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:





## DEVELOP POWER CARD:

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- ☐ 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
- ☐ Rules outline behavior in target situation
- ☐ Font is large enough to be read easily

## SCHEDULE:

---

Where/When:

## PLANNING:

---

- ☐ Has the target goal/behavior/skill been identified?
- ☐ Is the target goal/behavior/skill measurable and observable? Does it clearly state **what** the target goal/behavior/skill is, **when** it will occur, and **how** team members/observers will know it has been mastered?
- ☐ Is Social Narratives appropriate for the learner's target goal/behavior/skill?



## DATA COLLECTION: FREQUENCY

Learner's Name: \_\_\_\_\_ Date/Time: \_\_\_\_\_

Observer(s): \_\_\_\_\_

1<sup>st</sup> Target Goal/Behavior/Skill: \_\_\_\_\_

2<sup>nd</sup> Target Goal/Behavior/Skill: \_\_\_\_\_

**Directions:** Collect data on the frequency of the learner demonstrating the target behavior(s) to determine if the learner is making progress.

### 1<sup>st</sup> Target Behavior

### 2<sup>nd</sup> Target Behavior (if applicable)

Date	Tally	Total Tally	Tally	Total Tally

### ANECDOTAL NOTES:



# MONITORING PROGRESS CHECKLIST

**Learner's Name:** \_\_\_\_\_ **Date/Time:** \_\_\_\_\_

**Observer(s):** \_\_\_\_\_

**Target Skill/Goal/Behavior:** \_\_\_\_\_

**Directions:** Complete this checklist to determine if the learner is making progress with using Social Narratives.

## MONITORING PROGRESS:

- ☐ Is the target skill or behavior well defined?
- ☐ Is the target skill or behavior measurable and observable?
- ☐ Can the learner understand the social narrative?
- ☐ 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?
- ☐ Was the social narrative read prior to the identified social situation?
- ☐ Is there a decrease in inappropriate social and communication behaviors?
- ☐ Is there an increase in the use of target skills with new social partners in social settings?
- ☐ Has enough time been devoted to using SN?
- ☐ Is SN used with fidelity? (Use the SN Implementation Checklist to determine fidelity.)

# STEP-BY-STEP GUIDE

This step-by-step practice guide outlines how to plan for, use, and monitor Social Narratives.

## BEFORE YOU BEGIN...

Each of the following points is important to address so that you can be sure Social Narratives is likely to address the target goal/behavior/skill of your learner on the spectrum.



## HAVE YOU FOUND OUT MORE INFORMATION ABOUT...?

- ☐ Identifying the behavior...?
- ☐ Collecting baseline data through direct observation...?
- ☐ Establishing a target goal or outcome that clearly states when the behavior will occur, what the target goal or outcome is, and how team members and/or observers will know when the skill is mastered...?

If the answer to any of the above questions is 'No,' review the process of how to select an appropriate EBP (<https://afirm.fpg.unc.edu/selecting-EBP>).

For more information about Social Narratives, please visit <https://afirm.fpg.unc.edu/>.

Keep in mind that the research supports the use of two types of **Social Narratives**:

- Social Stories™
- Power Cards

## STEP 1: PLANNING FOR SN

The planning step details the initial steps and considerations involved to prepare for using Social Narratives with a learner on the spectrum.

### 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.

### 2. Select the type of social narrative

Select either Social Stories™ or Power Cards to use with learners. Social Stories™ help learners on the spectrum understand a particular 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.

### 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.

### 4. Design the appropriate display for the social narrative

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

### 5. Identify times or activities to use the 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 with the learner.

 Use the respective **Planning Checklist** to help you plan for SN.

## STEP 2: USING SN

This step details the process of implementing Social Narratives with a learner on the spectrum.

### 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. Learner or adults read 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.

### 3. Review key concepts with the 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.

### 4. Learner participates in identified social situation

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

### 5. Provide prompts and reinforcements as needed

Use prompts to help the learner participate in the identified social situations. 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

The following step details how to monitor the use of Social Narratives with a learner on the spectrum and how to determine next steps based on the data.

### 1. Collect and analyze data

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

 Use the **Data Collection: Frequency** to monitor learner(s) progress.

### 2. Determine next steps based on learner progress

Collecting data will help team members decide about the effectiveness of using Social Narratives and whether the learner on the spectrum is making progress. If a learner is making progress based upon data collected, team members should continue to use the selected strategies.

If team members determine that the learner is not making progress, consider the following:

- Is the target skill or behavior well defined?
- Is the target skill or behavior measurable and observable?
- 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?
- Is SN used with fidelity? (Use the SN Implementation Checklist to determine fidelity.)

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

# IMPLEMENTATION CHECKLIST

## BEFORE YOU START, HAVE YOU...?

- ☐ Identifying the target goal/behavior/skill...?
- ☐ Collecting baseline data through direct observation...?
- ☐ Establishing a target goal or outcome that clearly states when the behavior will occur, what the target goal or outcome is, and how team members and/or observers will know when the skill is mastered...?

If the answer to any of the above questions is 'No,' review the process of how to select an appropriate EBP (<https://afirm.fpg.unc.edu/selecting-EBP>).

Observation:		1	2	3	4	5
Date:						
Observer's Initials:						
<b>STEP 1: PLANNING</b>						
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					
<b>STEP 2: USING</b>						
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	Provide prompts and reinforcement as needed					
<b>STEP 3: MONITORING</b>						
3.1	Collect and analyze data					
3.3	Determine next steps based on learner progress					

# TIP SHEET FOR PROFESSIONALS

## SOCIAL NARRATIVES ...

- Is an evidence-based practice for children and youth on the spectrum from 3-19 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 WITH LEARNERS ON THE SPECTRUM?

- 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

### TIPS:

- Use the Planning Checklist 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.
- Create opportunities for the learner to read the social narrative throughout the day.

## INSTRUCTIONAL OUTCOMES:

The evidence-base for Social Narratives supports its use to address the following outcomes, according to age range, in the table below:

Age	Academic	Adaptive	Behavior	Communication	Joint Attention	Play	School Readiness	Social
3-5	Yes	Yes	Yes	Yes	Yes	Yes		Yes
6-11	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
12-14			Yes	Yes				Yes
15-18			Yes	Yes				Yes

## 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 and analyze data
- Determine next steps based on learner progress



### Social Narratives SN

This sheet was designed as a supplemental resource to provide basic information about Social Narratives for professionals working with learners on the spectrum.

For more information about this selected evidence-based practice, please visit <https://afirm.fpg.unc.edu/>.

# PARENT'S GUIDE

## WHAT IS SN?

- SN is an evidence-based practice for children and youth on the spectrum from 3 to 19 years old.
- Social narratives describe social situations to learners on the spectrum by providing information about the thoughts or feelings of others and describing what is expected in the social situation.
- You might have heard of social narratives called: Social Stories™, Social Articles™, Cartooning, Comic Strip Conversations™, Power Cards, or Social Autopsies.



## WHY USE THIS SN WITH MY CHILD?

- Social narratives help learners on the spectrum 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.

### Social Narratives SN

This parent introduction to SN was designed as a supplemental resource to help answer questions about Social Narratives.



To find out more about how this SN is being used with your child, please talk with:

For more information about this selected evidence-based practice, please visit <https://afirm.fpg.unc.edu/>.



## ADDITIONAL RESOURCES

### APPS:

Icon	Developer	Name	Available	Pricing
	I Get It, LLC	<i>i Create... Social Skills Stories</i>	AppStore	\$4.99
	Touch Autism	<i>Social Story Creator &amp; Library</i>		Free

### 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. (2015). *The New Social Story Book, Revised and Expanded 15th 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.

### BOOKS:

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



# CEC STANDARDS

## INITIAL PRACTICE-BASED STANDARDS FOR EARLY INTERVENTIONISTS/EARLY CHILDHOOD (0-5 YEARS; CEC, 2020)

### **Standard 6: Using Responsive and Reciprocal Interactions, Interventions, and Instruction**

- 6.2 Engage in reciprocal partnerships with families and other professionals to facilitate responsive adult-child interactions, interventions, and instruction in support of child learning and development.
- 6.3 Engage in ongoing planning and use flexible and embedded instructional and environmental arrangements and appropriate materials to support the use of interactions, interventions, and instruction addressing developmental and academic content domains, which are adapted to meet the needs of each and every child and their family.
- 6.4 Promote young children's social and emotional competence and communication, and proactively plan and implement function-based interventions to prevent and address challenging behaviors.
- 6.6 Use responsive interactions, interventions, and instruction with sufficient intensity and types of support across activities, routines, and environments to promote child learning and development and facilitate access, participation, and engagement in natural environments and inclusive settings.

## INITIAL PRACTICE-BASED STANDARDS FOR (GRADES K-12; CEC, 2020):

### **Standard 6: Supporting Social, Emotional, and Behavioral Growth**

- 6.1 Use effective routines and procedures to create safe, caring, respectful, and productive learning environments for individuals with exceptionalities.
- 6.2 Use a range of preventive and responsive practices documented as effective to support individuals' social, emotional, and educational well-being.
- 6.3 Systematically use data from a variety of sources to identify the purpose or function served by problem behavior to plan, implement, and evaluate behavioral interventions and social skills programs, including generalization to other environments.



## GLOSSARY

**Baseline data** - data collected on current performance level prior to implementation of intervention

**Cartooning** - Cartooning uses stick figures and thought bubbles to depict what another person is thinking and can be useful when a learner does not know what someone else is thinking,

**Comic Strip Conversations TM** - Developed by Carol Gray, Comic Strip Conversations™ use simple drawings to show what people say, do and think.

**Fidelity** - how well and how often the implementation steps for an evidence-based practice are followed

**Frequency system** - data collection system, appropriate when the frequency of the behavior needs to be increased or decreased

**Generalization** - when the target skill or behavior continues to occur when the intervention ends, in multiple settings, and with multiple individuals (e.g., peers, teachers, parents)

**Implementation checklist** - the specific steps needed to accurately follow an evidence-based practice.

**Individualized intervention:** an intervention that is planned and implemented in a way specific to the learner receiving the intervention

**Power Cards** - Using a learner's special interest, Power Cards provide a short scenario and rules on a small card that helps a learner understand social situations.

**Prompt** - any help provided that will assist the learner in using specific skills. Prompts can be verbal, gestural, or physical.

**Prompting (PP)** - Verbal, gestural, or physical assistance given to learners to support them in acquiring or engaging in a targeted behavior or skill.

**Reinforcement (R)** - The application of a consequence following a learner's use of a response or skills that increases the likelihood that the learner will use the response/skills in the future.

**Social Articles™** - Similar to Social Stories™, Social Articles™ are tailored for adults.

**Social Autopsies** - Social autopsies are used after a social error occurred to help the learner understand the mistake.

**Social Narratives (SN)** - Interventions that describe social situations in order to highlight relevant features of a target behavior or skill and offer examples of appropriate responding.

**Social Stories™** - the most well-known and frequently used social narrative. Social Stories™, developed by Carol Gray, describe a social situation and appropriate behavior by using sentences that describe or direct the learner.

**Target behavior** - the behavior or skill that is the focus of the intervention. Behavior may need to be increased or decreased.



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