



Along the Spectrum



Tazewell Mason Counties Special Education Association

Social narratives are an evidence-based practice that is easy to design and implement and which have been shown to be effective for teaching students with ASD. Social narratives help teach social skills by providing social cues and correcting students' responses to situations in a nonthreatening manner.

How do you create a social narrative?

According to the Texas Statewide Leadership for Autism (2013), even though there are special steps and rules to be developed for different types of social narratives, the following guidelines are considered appropriate for creating social narratives:

- 1. Identify the social situation or setting to be taught.**
- 2. Identify the target behavior to teach and define it operationally for data collection.**
- 3. Collect data to decide the baseline of the target behavior.**
- 4. Write a social narrative based on the child's needs and functioning levels. Decide the length of the narrative, including the number of sentences, phrases, level of vocabulary and so on.**
- 5. Use visual cues, including pictures, photos or symbols, considering the child's interests and levels.**
- 6. Read the social narrative to the child and model the desired behavior.**
- 7. Collect data on the target behavior.**
- 8. Review the data and results of the intervention.**
- 9. Consider and address the maintenance and generalization of the target behavior.**

For more in depth guidelines and implementation check list, go to the National Professional Development Center for Autism Spectrum Disorders at <http://autismpdc.fpg.unc.edu/sites/autismpdc.fpg.unc.edu/files/imce/documents/Social-Narratives-Complete-10-2010.pdf>.

One of the most well know social narratives are Social Stories created by Carol Gray.

<https://carolgraysocialstories.com/social-stories/>

Many of her books are available for check out in our Autism Lending Library.

<http://www.tmcsea.org/autism.html>

Asking a Question in Class

ask a question



Sometimes in class I have a question.

When I want to ask a question, I raise my hand and wait until the teacher calls my name. When the teacher calls my name, that means it is my turn to ask my question.

raise my hand



wait a minute



I will put my hand down and ask the teacher my question.

put my hand down



ask my question



The teacher will do her best to answer my question.

listen



I will try to listen carefully to her answer.

I don't know



Sometimes the teacher will not have an answer. That is OK too.

I will try to wait patiently and quietly until my teacher calls on me to ask my question.

wait a minute



quiet



my turn



ask my question



How Luke Skywalker Handles Anger

Like everyone else, Luke Skywalker gets angry sometimes. Before he became a Jedi, sometimes Luke lost control and would hit people in anger. Yoda told Luke, "Beware of the dark side. Anger... Fear... Aggression. The dark side are they. Easily they flow, quick to join you in a fight." Luke learned to control his anger in order to become a Jedi. Luke still feels anger, but he has learned to control his reactions and has learned to calm himself down. When Luke feels angry, he waits, even if he really wants to hit someone. Luke takes three deep breaths and thinks inside his head, "I am OK. I can handle this." Then he asks Yoda or another Jedi master to help him. Sometimes, if he's still mad, he thinks about the people who love him and remembers that the force will always be with him. Luke still makes mistakes, but he's becoming a stronger Jedi every day.



<http://practicalaac.org/practical/5-resources-for-social-narratives/>

<http://www.kansasasd.com/socialnarratives.php>

http://autismpdc.fpg.unc.edu/sites/autismpdc.fpg.unc.edu/files/SocialNarratives_Steps_0.pdf

helpful
RESOURCES