Evidence Based Practice Training:
Social Narratives (SN)

Adapted from 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.
https://afirm.fpg.unc.edu/social-narratives

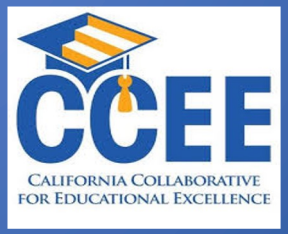
What is CAPTAIN

The California Autism Professional Training And Information Network (CAPTAIN) is an interagency network developed to support the understanding and use of evidence based practices (EBPs) for individuals with Autism across the state of California.

What is CAPTAIN

Marin County SELPA in partnership with CAPTAIN, are entities of the Statewide System of Support as the Special Education Content Lead for Autism.

This project is funded by the California Department of Education and the California Collaborative for Educational Excellence.



Levels of Professional Development to Reach Implementation

This is a Workshop/Training and is designed to increase your KNOWLEDGE of the topic. Implementation supports to assist you with use of this EBP will be outlined following the TRAINING/WORKSHOP

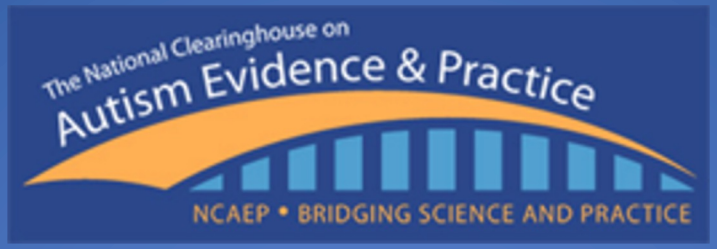
Before We Begin…

Please complete the **Pre-Training Survey** sent to your email

Learning Objectives

- ❑ Define EBPs for Autism
- ❑ Describe the steps to implement social narratives
- ❑ Describe the types of Social Narratives (SN)
- ❑ Describe how to generate a variety of SN
- ❑ Describe how to successfully implement SN in your instructional setting

What are Evidence Based Practices?



NCAEP definition of an EBP:

"Focused intervention practices that have evidence of efficacy in promoting positive outcomes for learners with ASD."

Steinbrenner, J. R., Hume, K., Odom, S. L., Morin, K. L., Nowell, S. W., Tomaszewski, B., Szendrey, S., McIntyre, N. S., Yücesoy-Özkan, S., & Savage, M. N. (2020). Evidence-based practices for children, youth, and young adults with Autism. The University of North Carolina at Chapel Hill, Frank Porter Graham Child Development Institute, National Clearinghouse on Autism Evidence and Practice Review Team.

Evidence Based Practice Matrix (28 EBPs)

Table 3.7 Matrix of evidence-based practices, outcomes, and age categories

Evidence-Based Practices See Table 3.1 to link abbreviations to EBPs	Academic/ Pre-academic			Adaptive/ Self-help			Challenging/ Interfering behavior			Cognitive			Communi-cation			Joint attention			Mental health			Motor			Play			School readiness			Self-determination			Social			Vocational		
	0-5 years	6-14 years	15-22 years	0-5 years	6-14 years	15-22 years	0-5 years	6-14 years	15-22 years	0-5 years	6-14 years	15-22 years	0-5 years	6-14 years	15-22 years	0-5 years	6-14 years	15-22 years	0-5 years	6-14 years	15-22 years	0-5 years	6-14 years	15-22 years	0-5 years	6-14 years	15-22 years	0-5 years	6-14 years	15-22 years	0-5 years	6-14 years	15-22 years	0-5 years	6-14 years	15-22 years
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AVAILABLE ON CAPTAIN WEBSITE
www.captain.ca.gov

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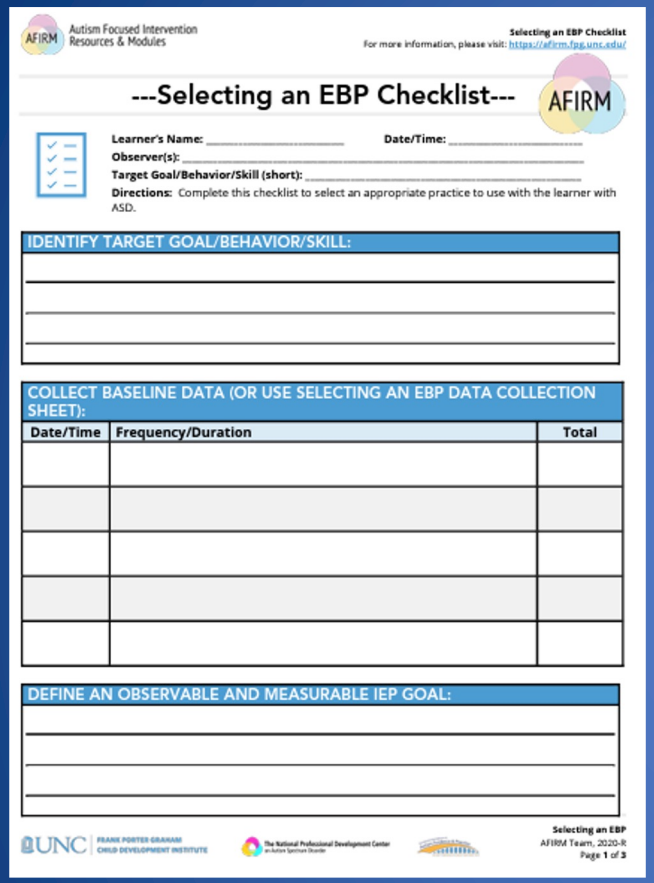
EVIDENCE Based Practices —Autism—
Marin County

Selecting EBPs

Before beginning a new practice with a learner, it is important to follow four planning steps

1. Identify the behavior
2. Collect baseline data on the behavior
3. Establish an observable and measurable goal
4. Choose an EBP
   - Consider the child and family characteristics
   - Consider the teacher and team characteristics
   - Consider other available resources

Selecting an EBP Checklist



Autism Focused Intervention Resources & Modules

Selecting an EBP Checklist
For more information, please visit: https://afirm.fpg.unc.edu/

---Selecting an EBP Checklist---

Learner's Name: _____ Date/Time: _____
Observer(s): _____
Target Goal/Behavior/Skill (short): _____
Directions: Complete this checklist to select an appropriate practice to use with the learner with ASD.

IDENTIFY TARGET GOAL/BEHAVIOR/SKILL:

COLLECT BASELINE DATA (OR USE SELECTING AN EBP DATA COLLECTION SHEET):

Date/Time	Frequency/Duration	Total

DEFINE AN OBSERVABLE AND MEASURABLE IEP GOAL:

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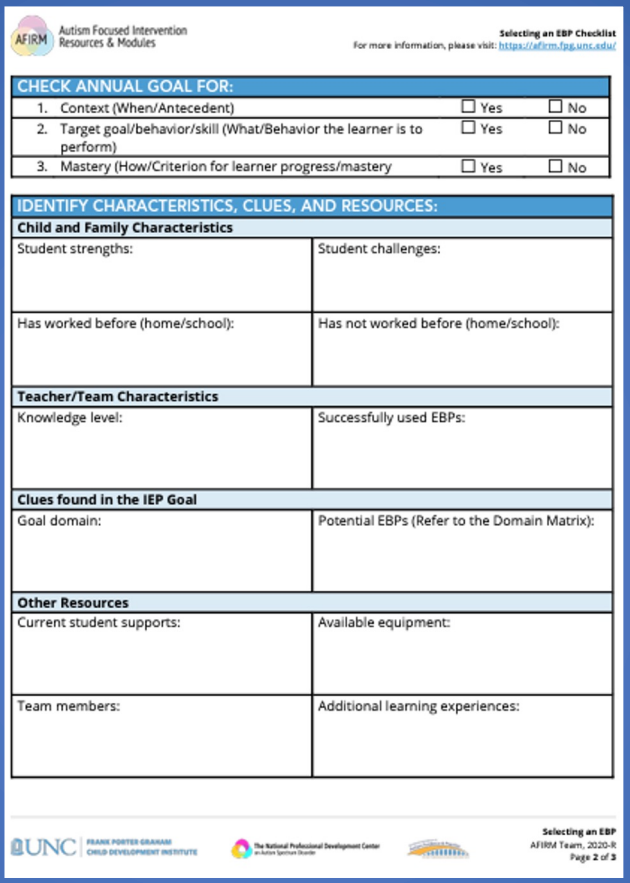
Selecting an EBP
AFIRM Team, 2020-R
Page 1 of 3



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Selecting an EBP Checklist
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CHECK ANNUAL GOAL FOR:

1. Context (When/Antecedent)	☐ Yes	☐ No
2. Target goal/behavior/skill (What/Behavior the learner is to perform)	☐ Yes	☐ No
3. Mastery (How/Criterion for learner progress/mastery	☐ Yes	☐ No

IDENTIFY CHARACTERISTICS, CLUES, AND RESOURCES:

Child and Family Characteristics

Student strengths:	Student challenges:
Has worked before (home/school):	Has not worked before (home/school):

Teacher/Team Characteristics

Knowledge level:	Successfully used EBPs:

Clues found in the IEP Goal

Goal domain:	Potential EBPs (Refer to the Domain Matrix):

Other Resources

Current student supports:	Available equipment:
Team members:	Additional learning experiences:

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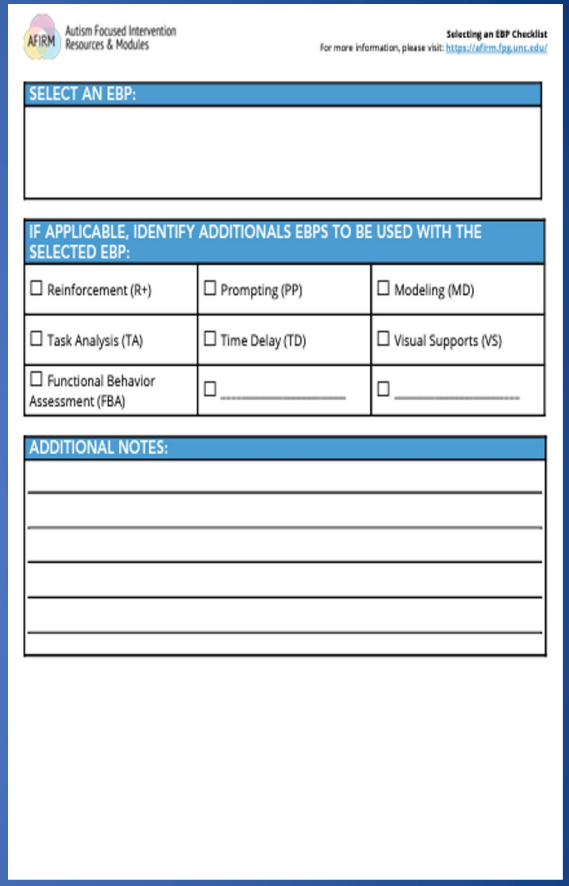
Selecting an EBP
AFIRM Team, 2020-R
Page 2 of 3



Autism Focused Intervention Resources & Modules

Selecting an EBP Checklist
For more information, please visit: https://afirm.fpg.unc.edu/

SELECT AN EBP:

IF APPLICABLE, IDENTIFY ADDITIONALS EBPS TO BE USED WITH THE SELECTED EBP:

☐ Reinforcement (R+)	☐ Prompting (PP)	☐ Modeling (MD)
☐ Task Analysis (TA)	☐ Time Delay (TD)	☐ Visual Supports (VS)
☐ Functional Behavior Assessment (FBA)	☐ _____	☐ _____

ADDITIONAL NOTES:

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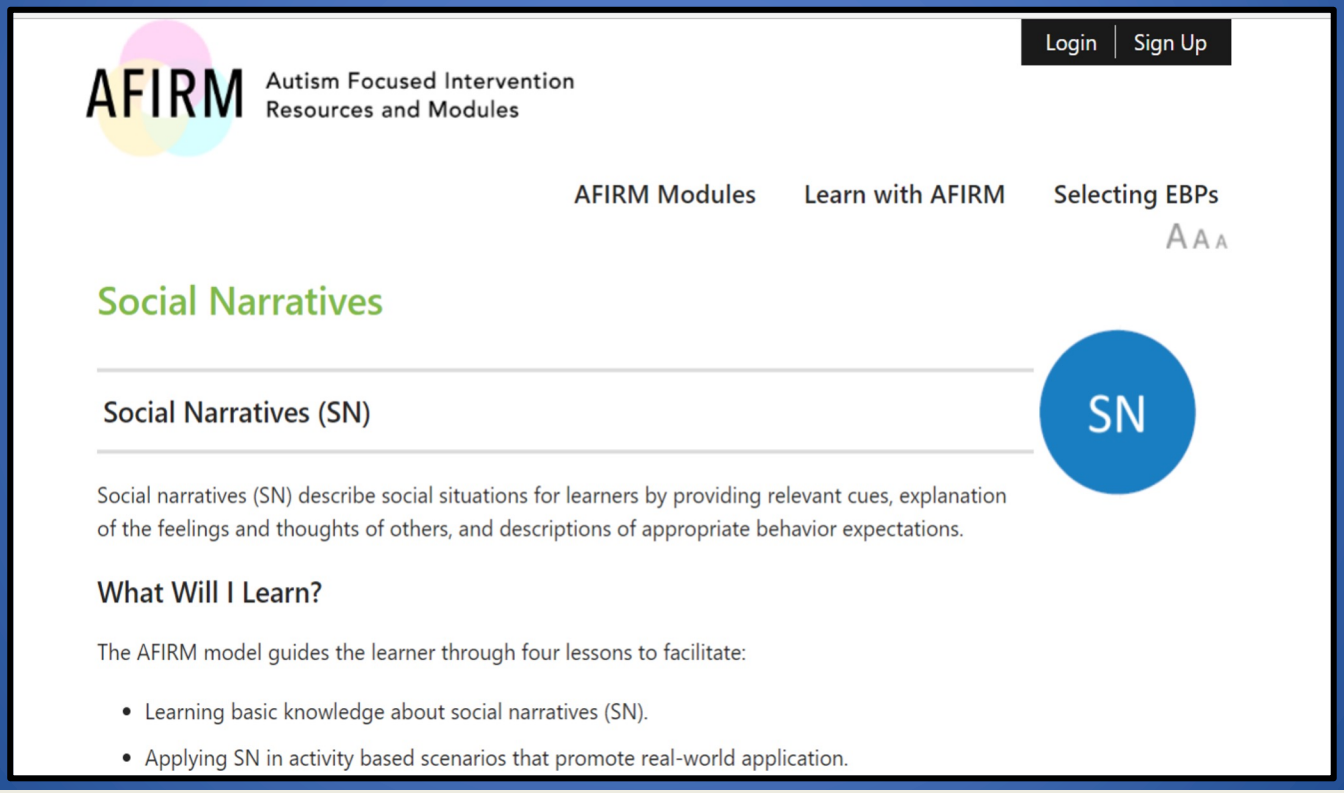
High Quality Training:

Autism Focused Intervention Resources and Modules (AFIRM)

Designed to help you learn the step-by-step process of planning for, using, and monitoring EBPs with learners with Autism from birth to 22 years of age



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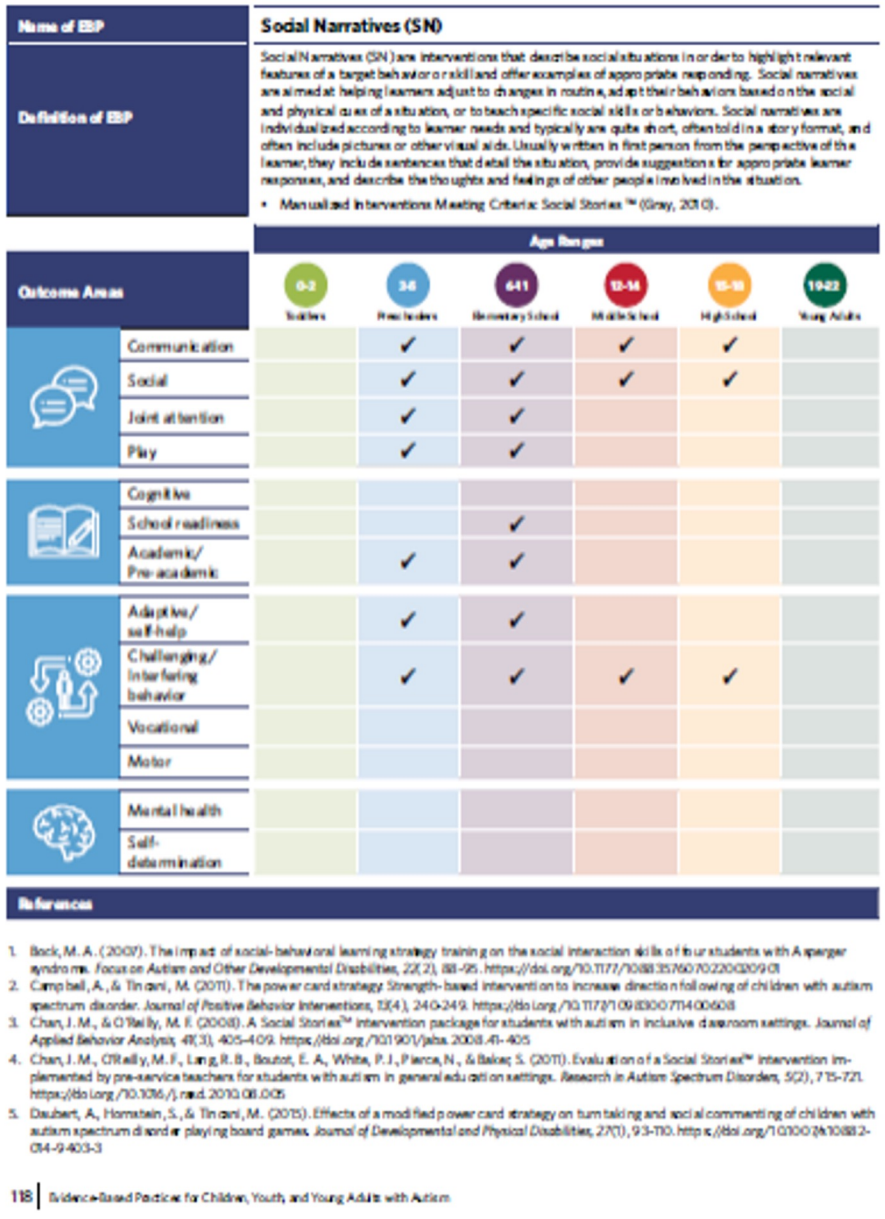
What are Social Narratives
NCAEP Report April 2020

Social Narratives (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. Social narratives are aimed at helping learners adjust to changes in routine, 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, often told in a story format, and often include pictures or other visual aids. Usually written in first person from the perspective of the learner, they 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.

- Manualized Interventions Meeting Criteria: Social Stories ™ (Gray, 2010).



Name of EBP

Social Narratives (SN)

Definition of EBP

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- Manualized Interventions Meeting Criteria: Social Stories™ (Gray, 2010).

Outcome Areas		Age Ranges					
		0-2 Toddlers	3-5 Preschoolers	6-11 Elementary School	12-14 Middle School	15-18 High School	19-22 Young Adults
	Communication		✓	✓	✓	✓	
	Social		✓	✓	✓	✓	
	Joint attention		✓	✓			
	Play		✓	✓			
	Cognitive						
	School readiness			✓			
	Academic/ Pre-academic		✓	✓			
	Adaptive/ self-help		✓	✓			
	Challenging/ interfering behavior		✓	✓	✓	✓	
	Vocational						
	Motor						
	Mental health						
	Self-determination						

References

1. 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
2. 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
3. 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
4. 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
5. 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

INTERVENTION FACT SHEET
NCAEP Report April 2020

- Definition of the intervention
- Age Range
- Outcome Areas
- References (specific articles that provide the evidence for the efficacy of the practice)

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Evidence for Social Narratives (SN) (Age and Domains)

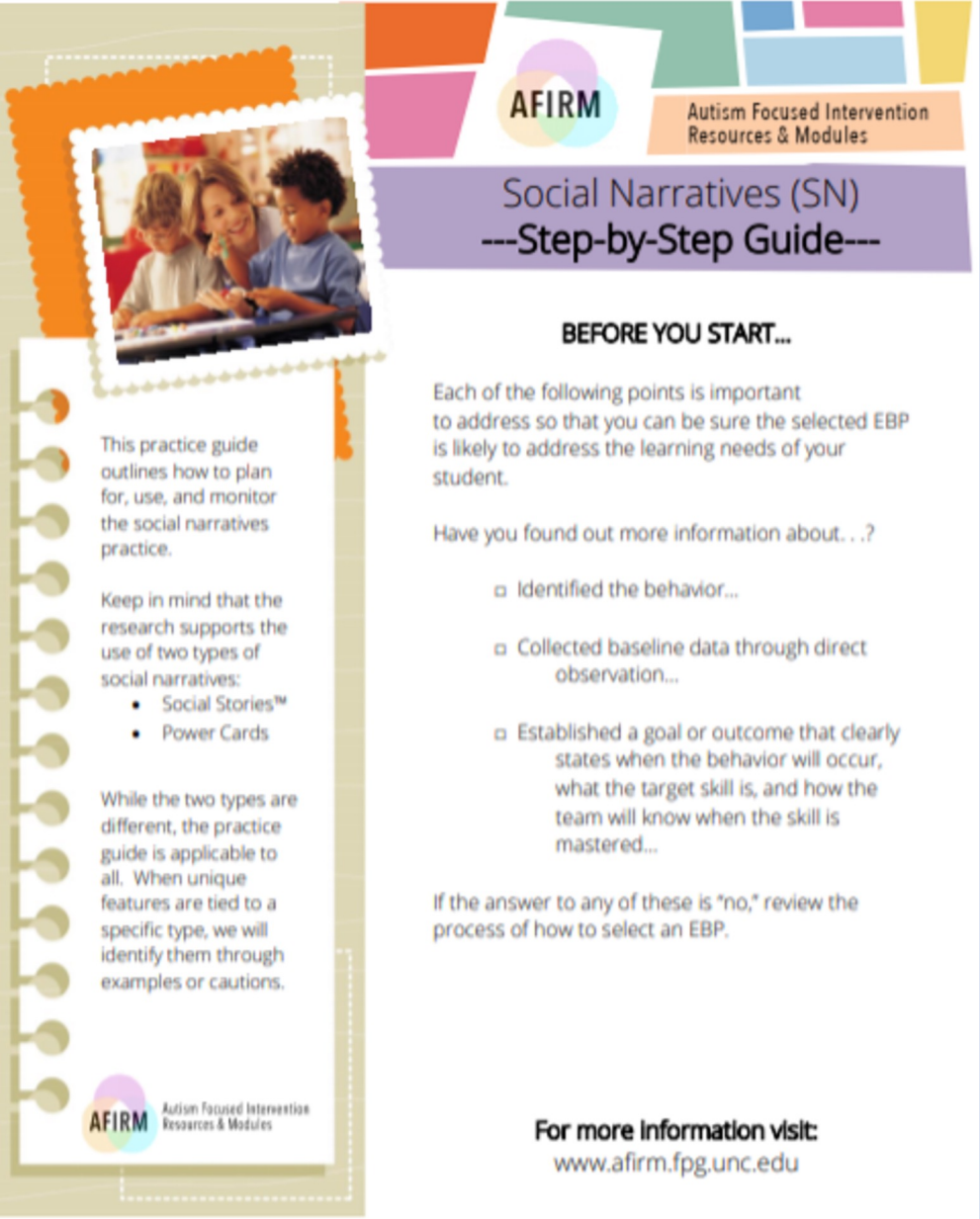
Early Intervention (0-2)	Preschool (3-5)	Elementary (6-11)	Middle (12-14)	High (15-22)
No studies	Social	Social	Social	
	Communication	Communication		
	Joint Attention	Joint Attention		
	Behavior	Behavior	Behavior	Behavior
		School-Readiness		
	Play	Play		
	Adaptive	Adaptive		
	Academic	Academic		

Why do we use Social Narratives?

Learners with Autism often struggle with social interactions.

These learners respond less frequently to social initiations and often engage in shorter interactions with adults and peers.

To assist learners with navigating these challenging situations, Social Narratives use text and images to highlight important aspects of social situations.



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

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.

AFIRM Autism Focused Intervention Resources & Modules

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.

For more information visit:
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BEFORE YOU START!

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What are Social Narratives: Overview

- Visually represented stories
- Describe social situations/expectations/responses
- Designed to promote social understanding
  - Communication
  - Problem-solving
  - Self-management
  - Peer relationships
  - Initiate/maintain social interactions
- Typically written by parents, educators, or private providers (SLP's & therapists)
  - Written at the students language learning level

When Can Social Narratives Be Used?

- After a social faux pas has occurred
  - Poor interaction with a peer due to body language
- Prior to a new social experience
  - New teacher
- As an intervention to reduce a behavior
  - Blurting out in class

Why do we write SN?

- Learn new routines
- Provide missing information
- Help children cope with and adjust to change
- Help advance interpersonal understanding
- To aid the development of appropriate behaviors
- Provide insight into what other people are thinking and feeling

Goals That Can Be Addressed Using Social Narratives

- teaching appropriate behavioral skills
- making choices
- playing appropriately with materials
- playing with peers
- increasing hand raising
- increasing social interactions
- initiating requests
- Initiating comments
- increasing appropriate responses
- increasing compliments given
- reducing tantrums
- decreasing problematic behaviors
- increasing sportsmanship
- increasing on-task behaviors
- understanding expectations

A Case for SN

AFIRM VIDEO

Video Story:
A Case for SN

▸ Video Transcript

Key Points

- Focal Learner with ASD: student in blue jacket and pink shirt
- Think about how a social narrative could be used to prepare the learner for a special trip to get ice cream with peers.

EXAMPLE

Social norms would indicate that you should wear a swimsuit to a pool party but what if you don't innately understand social norms?

Types of Social Narratives

Research Supports the Use of only these 2 Types of Social Narratives

TYPES	DESCRIPTION
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.

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Social Stories
Are a Manualized Intervention Meeting Criteria for EBPs (MIMC)

"Interventions that clearly fit the EBP categorical definitions but had themselves enough evidence to be classified as an EBP."

MIMCs are operationally defined as interventions that:

a) are manualized,

b) have unique features that create an intervention identity, and

c) share common features with other practices grouped within the superordinate EBP classification.

The National Clearinghouse on Autism Evidence & Practice
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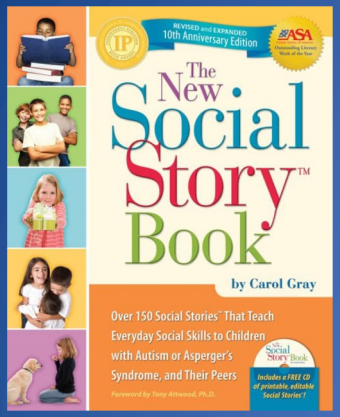
Social Story AFIRM Definition



Social Stories™ help learners with ASD understand a particular social situation by explaining the situation, relevant cues, and other people's perspective of the situation.

Social Stories™ attempt to provide missing information to learners with ASD to help them in developing strategies to use in a particular social situation.

Stories can serve many different purposes, such as celebrating a success of a learner, preparing for an event, or changing behavior.

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Social Story iPad App

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Definition of a Social Story by Carol Gray

"A Social Story accurately describes a context, skill, achievement, or concept according to 10 defining criteria. These criteria guide Story research, development, and implementation to ensure an overall patient and supportive quality, and a format, "voice", content, and learning experience that is descriptive, meaningful, and physically, socially, and emotionally safe for the child, adolescent, or adult with autism."

Also refer to these two helpful documents developed by Carol Gray© 2021

Criteria of a Social Story 10.3 Document

https://drive.google.com/file/d/1Rs3PqYtN-fT4vgBNvHJmMVgek0IarNay/view?usp=sharing

It's Not a Social Story Screening Instrument:

https://drive.google.com/file/d/1X5et9OACp_O5r7pXZgvI9wiWP4Oqg2bK/view?usp=sharing

When There Is No Chocolate Milk

EXAMPLE

I have lunch at school on school days.

Usually I have chocolate milk for lunch.

Sometimes there is no chocolate milk.

When there is no chocolate milk, it makes me upset.

It is okay to be upset , but it is not okay to scream.

When I scream, no one knows what I want and it may scare my friends.

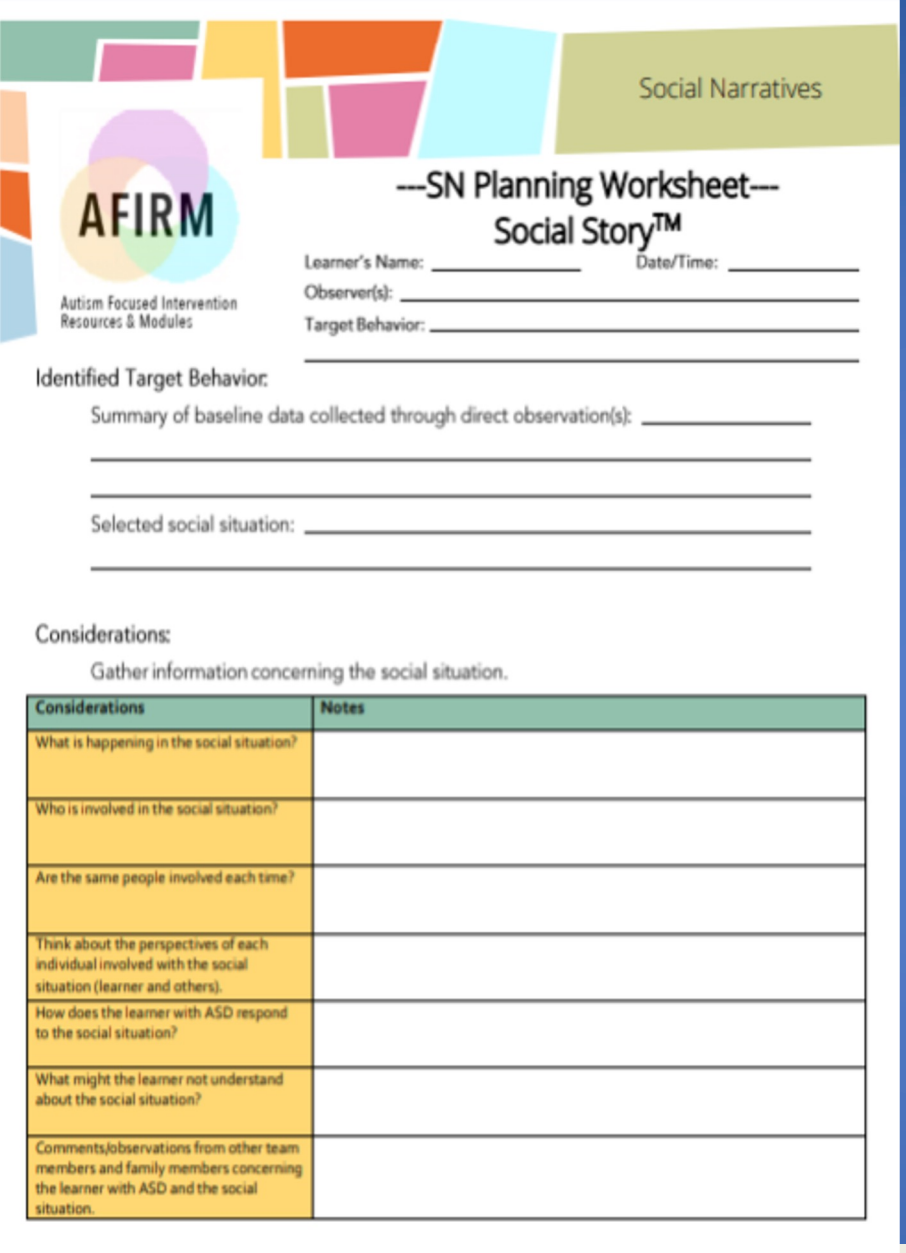
The next time there is no chocolate milk, I will try to choose something else to drink or ask the cafeteria ladies if there is any more chocolate milk or ask a friend if they would like to trade milks.

Using my words instead of screaming will make my friends and teachers happy.

I will feel proud that I was able to solve a problem without screaming.

Social Story Example

https://drive.google.com/file/d/1e_LHP01dTJpGTPaLcrJZvvZ4jAcpAVMV/view?usp=sharing



Social Narratives

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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.	

PLANNING

Use AFIRM Planning Worksheet for Social Story development to ensure fidelity.

Social Narratives

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™:

_____

_____

_____

Planning: Step 1

- What will this story be about?
- What is the skill or behavior you want to establish for your child?
- What do you want them to be able to do?
  - Asking a question
  - Eating at the table
  - Sharing
  - Playing games to have fun, or "winning isn't everything"
  - Crossing the street
  - Why should I talk calmly

Before You Write a Social Story

- Make sure you have gathered enough information about the social situation.
- When gathering information, it is useful to observe the selected social situation if appropriate.
- Some social situations (for example, a school field trip) might not be possible to observe in advance.

Consider the Following During Observations

- What is happening?
- Who is involved?
- 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?
- In addition to direct observation, talk with members of the learner's team, individuals involved in the social situation, and family members to gather more information that could be used for the Social Story™

Planning: Step 2

- What is your child's ability to read (and understand) language?
  - Type of language your child understands
    - Sentence length
    - Vocabulary
    - Complexity of the story

NOTE: Oftentimes professionals over-estimate what our students with autism actually understand. Be Careful!

Planning: Step 3

- Writing the Story
- Start with a Task Analysis
  - Review the skill being taught
  - Break down the task into small steps
  - What does the student need to understand to perform the task
  - Look at examples of social tasks that are broken down
- Write the steps from your task analysis into the story

Types of sentences used in Social Stories

Social Stories™ consist of two types of sentences:

1. sentences that direct
2. sentences that describe

- Sentences that describe can be descriptive sentences, perspective sentences, cooperative sentences, or affirmative sentences.

- Sentences that direct provide suggestions for behaviors or responses in a social situation.

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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 Desribe

- **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 Desribe

- **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.

Descriptive Sentences

"For Social Stories™ to be effective, it is important to describe the social situation"

- Objectively define anticipated events where a situation occurs, who is involved, what they are doing, and why
  - *When people are inside, they walk*
  - *At school, most people go to the cafeteria for lunch*
  - *When it is lunchtime, most students eat lunch*
  - *I go to the cafeteria for lunch*

Perspective Sentences

- Describe the internal status of the person or persons involved, their thoughts, feelings, or moods

  - *Running inside could hurt me or other people*
  - *Many students like to eat their lunch with others*
  - *Everyone likes it best when each student only touches their own food*

Directive Sentences

- Are individualized statements of desired responses stated in a positive manner. They may begin “I can try…” or “I will work on…”

- Try to avoid sentences starting with “do not” or definitive statements

  - *I will try to walk in inside*
  - *When I eat, I will touch my own food*
  - *I drink my own drink*

Suggestions for Writing Social Stories

- Every Social Story describes more than it directs.
- Descriptive sentences appear at least 3x as often as coaching/directive sentence(s) with a maximum of one sentence that coaches/directs per story.

Tips for writing the Social Story™

- 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 [4, 8, 19]

When a Classmate Tries to Help Me

There may be times in class when a classmate tries to help me. *(Descriptive)*

This may happen when the teacher gives me a direction and I do not follow it right away. *(Descriptive)*

When a classmate is trying to help me, they may tell me what I should do. *(Descriptive)*

They are trying to remind me of what the teacher said. *(Descriptive)*

Even though I may not like it, my classmate is trying to be nice and helpful to me. *(Descriptive)*

Next time my classmate tries to help me follow the teacher's directions, I will say "oh thanks," listen to what they say, and remember they are trying to be helpful. ***(DIRECTIVE)***

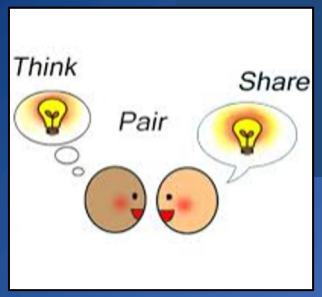
[redacted] is Going to Wearing a Suit

Sometimes I wear a T-Shirt and Pants.

Buster Moon wears a suit with a red bow.

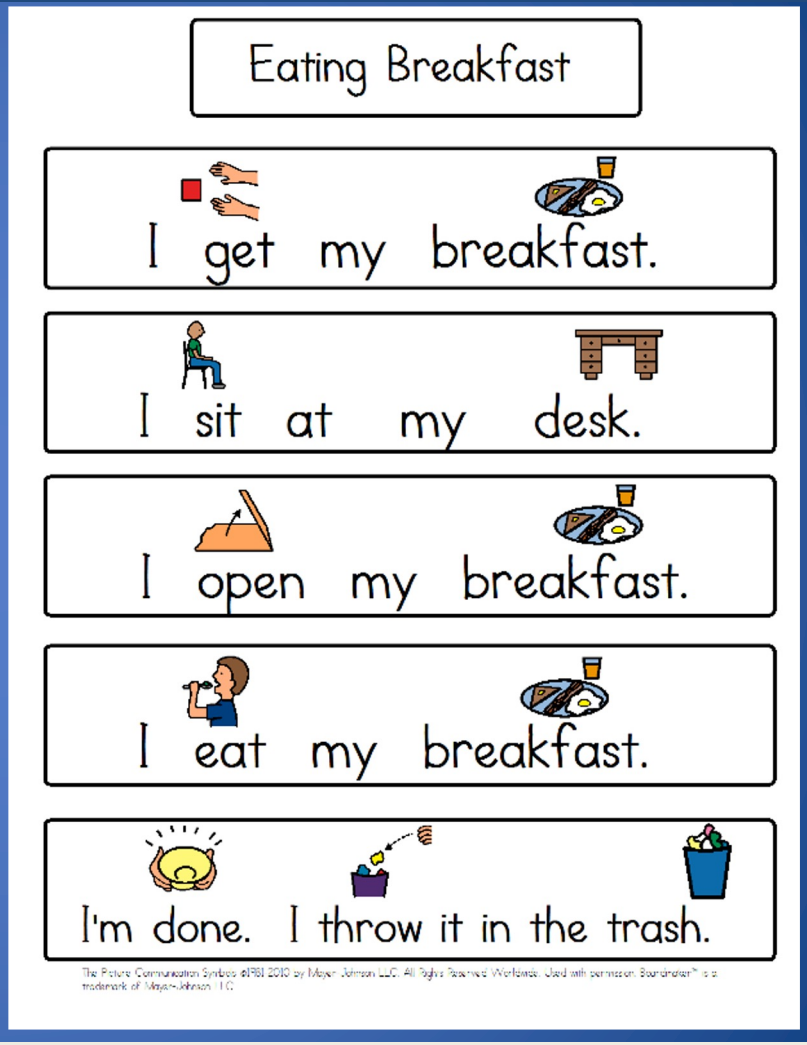
My suit has a red bow.

I will wear a suit with a red bow in Peru.



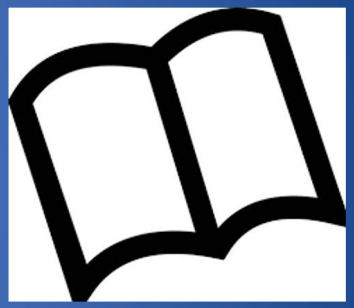
The Problem with Google

- Take a look at this "Social Story"
- What would you change?
- At your table rewrite the story using what you have learned



Perspective

- First Person
  - Most stories are written in 1st person
  - "I"
- Second Person
  - **Do not** use any second person statements
  - **Do not** use "You"
- Third Person
  - Some social stories are written using 3rd person
  - "He" or "She"
- Remember to always use a consistent perspective throughout the story



Tone

- Social Stories™ should use positive language
- Using phrases like “Sometimes when I get angry, I hit people” do not provide the student with useable information and may damage their self-esteem

- A more positive and helpful approach would be to say “All children get angry sometimes, with practice they learn to calm down.”
- I will try not to run in the hallway vs I will try to walk in the hallway

Literal Accuracy

- Select words, phrases, and sentences that are accurate even when interpreted literally
- Use the clearest language possible
- Make sure that the intended meaning and the stated meaning match
- Do not use metaphors or analogies unless they are meaningful for the specific audience

Story Development

- Who, what, when, where, why, and how
- Remember what social cues or concepts your student might miss in a social situation
- The WHY is the most important part of the story

Types of Social Narratives

TYPES	DESCRIPTION
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 Narratives

AFIRM

Autism Focused Intervention Resources & Modules

---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:

_____

_____

_____

Power Cards:
Use Special Interests to Motivate Children and Youth with Autism

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HIGHLY RECOMMENDED

Take a Social Stories Workshop from Carol Gray

https://carolgraysocialstories.com/workshops/

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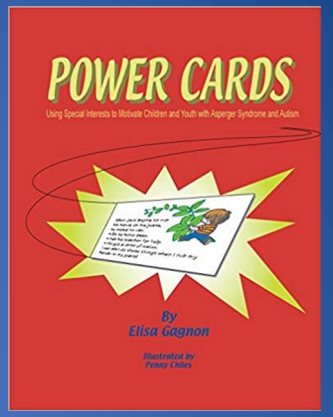
Considerations for Using Power Cards

- Power Cards help a learner understand expectations during a particular social situation.
- Power Cards use a learner's special interest to increase social understanding.
- The special interest acts as a reinforcer when describing the rules and behavioral expectations for a particular social situation.
- Power Cards are useful when a learner needs to understand a particular rule or is experiencing problematic behavior.



AFIRM Module Example

Power Cards

- Visual aids which are incorporated into a social situation to facilitate social understanding
- Single small card
  - Size of a trading card, bookmark, or business card
  - Small picture and a written solution to a problem
- Should be written in the **first** person (i.e., “I” or “we”)

Power Cards

- Written in the perspective of a student's "hero" or special interest
- Uses the "hero" to help solve a social problem
- Recaps how a child can use a strategy to solve a problem

Jack had a hard time following directions. His teachers created a Power Card scenario using his special interest of construction workers

The Power Card includes a brief story scenario

Construction workers have to work together to get the job done.

Sometimes, construction workers have to follow directions. A construction worker likes to be in charge, but he still follows directions so that everyone can be safe. If someone asks him to do something, he says, "Sure" or "Okay." These are the rules a construction worker follows:

1. Everyone has to follow directions.
2. If your teacher, mom, or dad asks you to do something, you can say, "Sure" or "Okay."
3. Follow directions when your teacher, mom, or dad asks you to do something.

When you follow directions, you can get a job done like a construction worker.

Alex is a ninth grader with ASD.

When he was in a hurry, Alex often threw his trumpet on his chair or the floor when he wasn't playing it.

As a result, it had many dents in it.

Alex's favorite trumpet player is Louis Armstrong.

His teachers created a **Power Card** to remind Alex how to take care of his trumpet.

AFIRM Module Example

Power Card EXAMPLE

SpongeBob Greets New People

Front side of card

SpongeBob has many friends. A lot of new people come into the Crabby Patty. He likes meeting new people. He used to hug new people, but then learned that was not the best way to greet people. Some people do not like being hugged. Now, if SpongeBob sees someone new, he walks over to them and shakes their hand. He says "Hi" and introduces himself. SpongeBob wants you to know how to greet new people too.

Back side of card

1. When you are meeting someone new you should smile and put out your hand and shake the other person's hand.
2. Say "HI" and introduce yourself, "My name is Sam"
3. Ask them how they are doing
4. Practice this skill with your family and classmates

Power Card EXAMPLE

Michael Jordan Practiced His Skills

Front side of card

Michael Jordan was a great basketball player. Michael was not always the best player. The first year he tried out, he was cut from his varsity high school basketball team. Michael Jordan did not give up. He asked a coach for help. He practiced his skills every day. He got stronger and smarter. With hard work and practice, Michael Jordan made the team the next year. He continued to work hard and practice for his full NBA career. Michael wants you to know how he succeeded.

Back side of card

1. Even when something you want to do is hard or you do not succeed DO NOT GIVE UP!
2. Ask a teacher or parent to help you
3. Remember you will get better with practice
4. Make a plan to practice

Power Cards

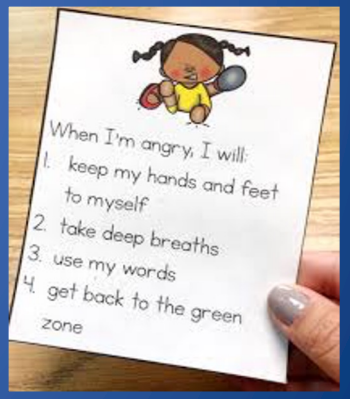
Case Example:
Elementary School Boy, Age 6
General Education with DIS Counseling and LAS services

The student becomes verbally aggressive when he is frustrated or doesn't like an activity. The team would like to teach him to use positive self-talk and self-calming strategies. His favorite thing to talk about is minecraft.

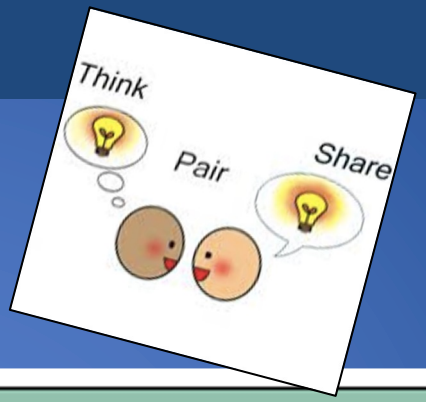
In minecraft, Steve uses tools to fight the Ender Dragon. I need to use my tools to help me fight frustration. When I am frustrated, I will remember to use my positive self-talk and to breath three times.

Placement of Power Cards

- Power Card can be placed near the learner to remind the learner to use the target behavior
- Placing cards on a student's desk may be of benefit in the educational setting
- Consider having a "mobile" power card

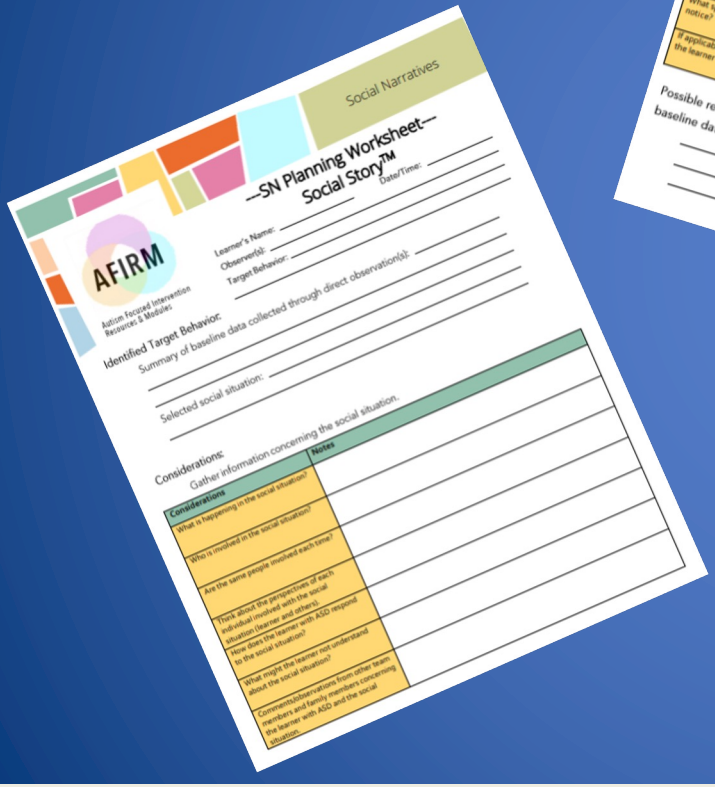


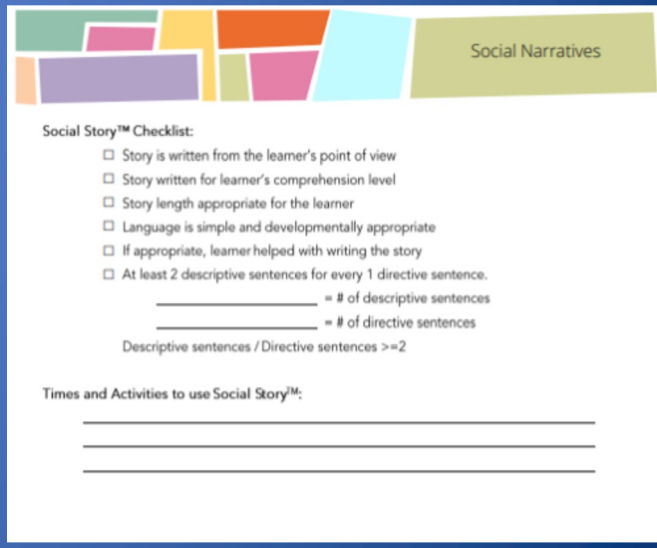
How could you use a Power Card with your student(s)?



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?	

Practice with Feedback





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Next Steps
How to Introducing the Social Narrative

- Best done as a precursor to an upcoming event (i.e., the social situation identified in step one).
- Locate a quiet place with minimal distractions
- Read the narrative to the student, have the student read the narrative or have a peer read the narrative to student
- Find a consistent time in the daily schedule to review/read the narrative

Next Steps
How to Introduce the Social Narrative

- Always keep the narrative visible and accessible to the student for reference
- Continually monitor the effectiveness of the narrative through data collection
- Rewrite the narrative to improve the student's performance as needed (when you rewrite only change one aspect of story)
- Social narratives are most successful when they are a regular part of a learner's routine

Implementation Fidelity is Critical!

What does this mean?

"Implementing an intervention in the same manner in which it was done in the evidence-based research"

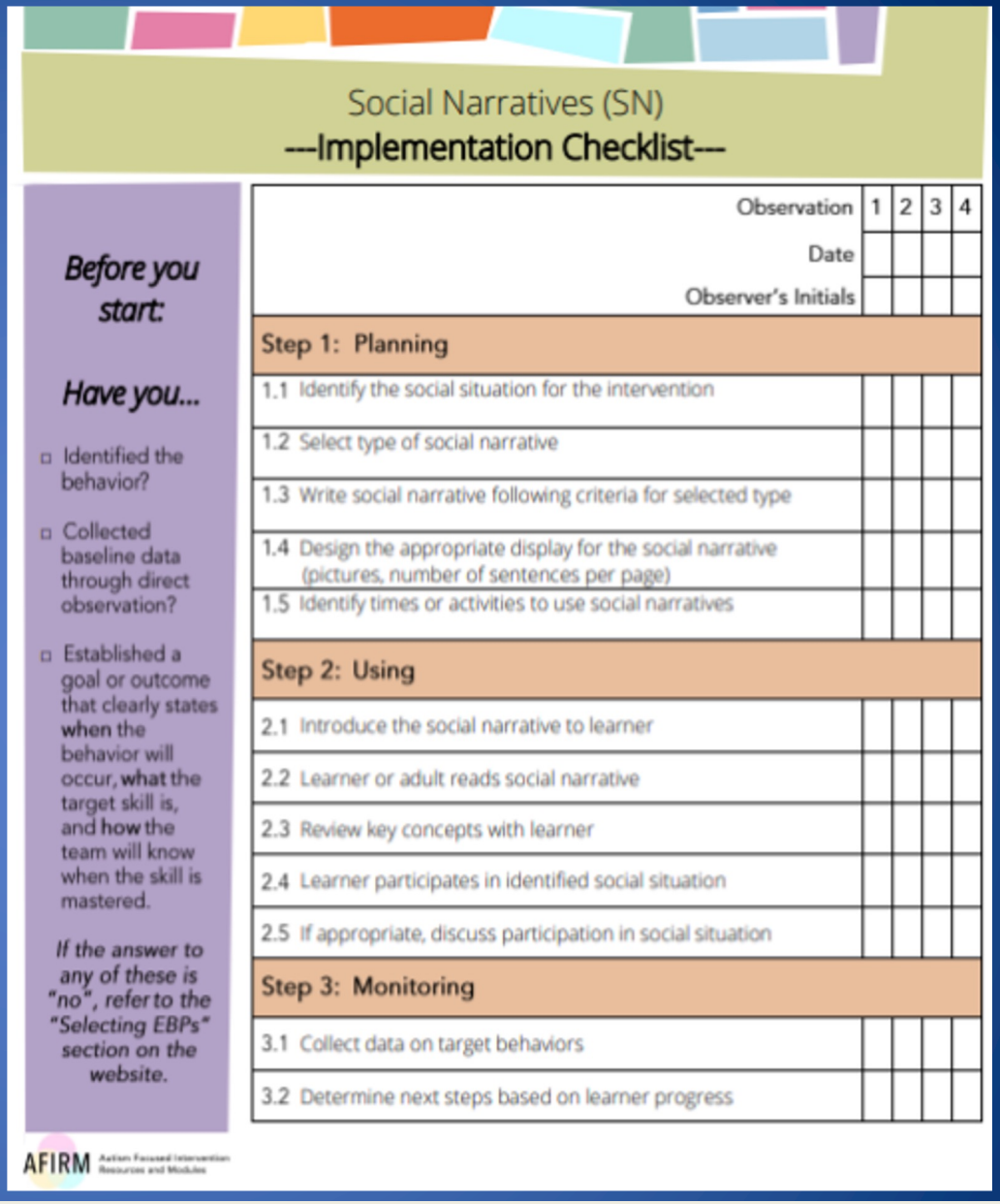
THE NATIONAL PROFESSIONAL DEVELOPMENT CENTER ON AUTISM SPECTRUM DISORDERS

Implementation Fidelity is Critical!

How implementation fidelity achieved:

1. Use Implementation Checklists for the EBP to capture fidelity of implementation
2. Refer to NCAEP EBP Fact Sheets
3. Use AFIRM self-learning modules on EBPs
4. Attend training on the EBPs
5. Access coaching on the EBP until fidelity is attained

Use the AFIRM Social Narratives Implementation Checklist to ensure fidelity



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				

AFIRM Autism Focused Intervention Resources and Modules

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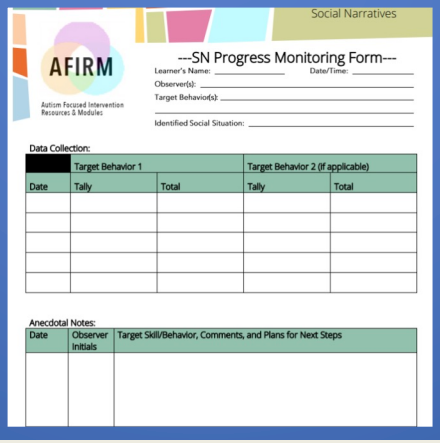
Collect Data on Target Behaviors

Team members should collect data on target behaviors during the identified social situation. The **SN Progress Monitoring Form** is a tool that can help educators collect data on target behaviors during the identified social situations. An anecdotal section is included on the form to assist multiple team members with collecting information about the learner's target behavior and plans for next steps.

SN PROGRESS MONITORING FORM

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

Download Word Document Download PDF



Social Narratives

AFIRM

Autism Focused Intervention Resources & Modules

---SN Progress Monitoring Form---

Learner's Name: _____ Date/Time: _____

Observer(s): _____

Target Behavior(s): _____

_____

Identified Social Situation: _____

Data Collection:

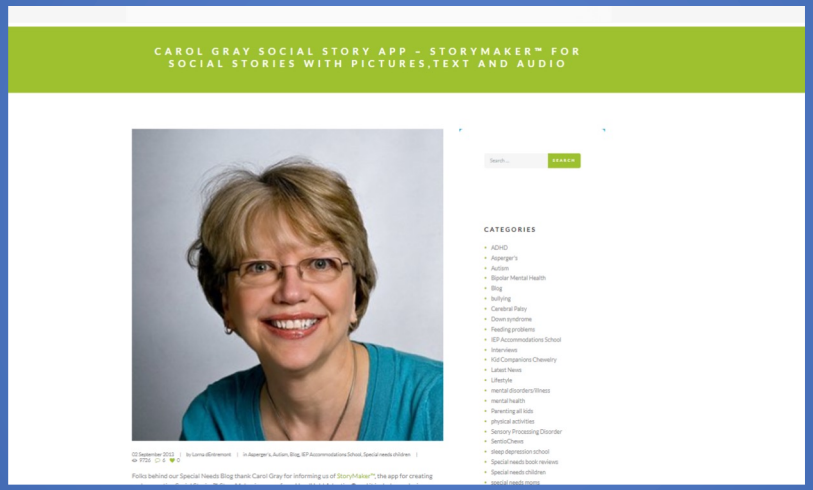
	Target Behavior 1		Target Behavior 2 (if applicable)	
Date	Tally	Total	Tally	Total

Anecdotal Notes:

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

StoryMaker for Social Stories app for iOS Devices

Includes exclusive instructional tools and stories created by Carol Gray to help individuals with autism better understand social situations



https://kidcompanions.com/new-carol-gray-social-story-app-available/

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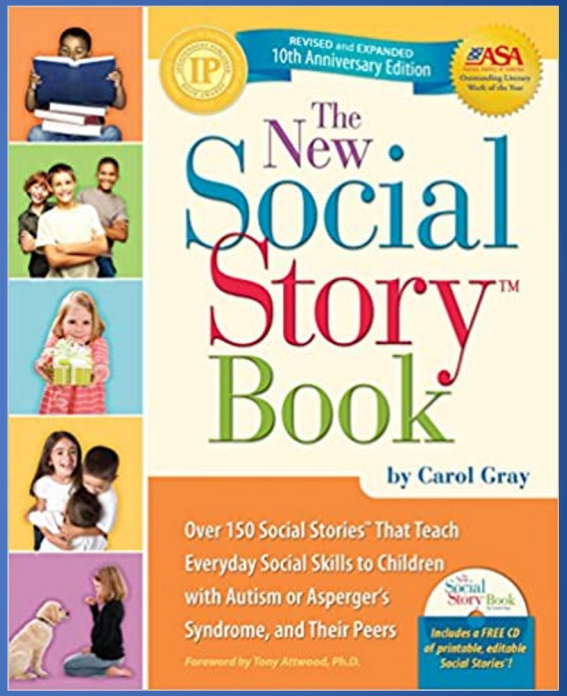
Carol Gray's Social Story Website

https://carolgraysocialstories.com/carols-club/

Social Story Book: Available on amazon.com



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Apps That Might be Helpful

1. Social Stories Creator and Library for Preschool, Autism and Special Needs

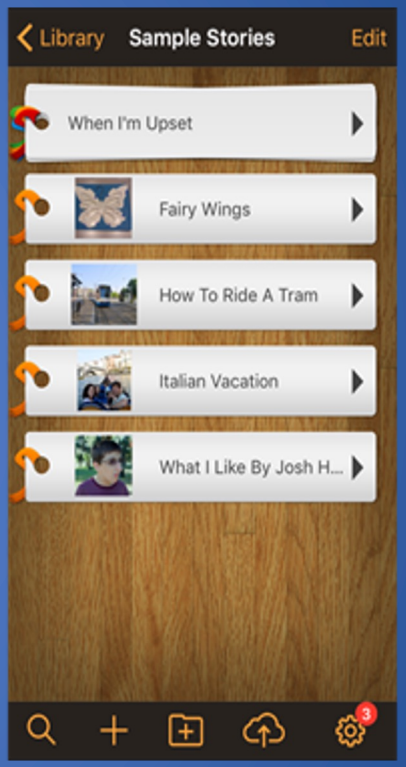
2. StoryMaker for Social Stories

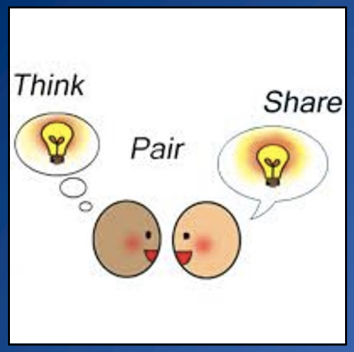
3. iCreate….Social Skill Stories

4. My Pictures Talk

5. iCommunicate

6. Pictello





My Takeaways

1. What are 4 things you remember from today's training?

1. What are 2 things you see yourself doing?

1. What is the 1 thing you can implement tomorrow?

After the Training…

Please complete the **Post-Training Survey** that will be sent to your email

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