

Social Narratives: Variations on a Theme

**Autism in Education Symposium
May 5, 2015**

Marlene Breitenbach M.S.Ed.,BCBA



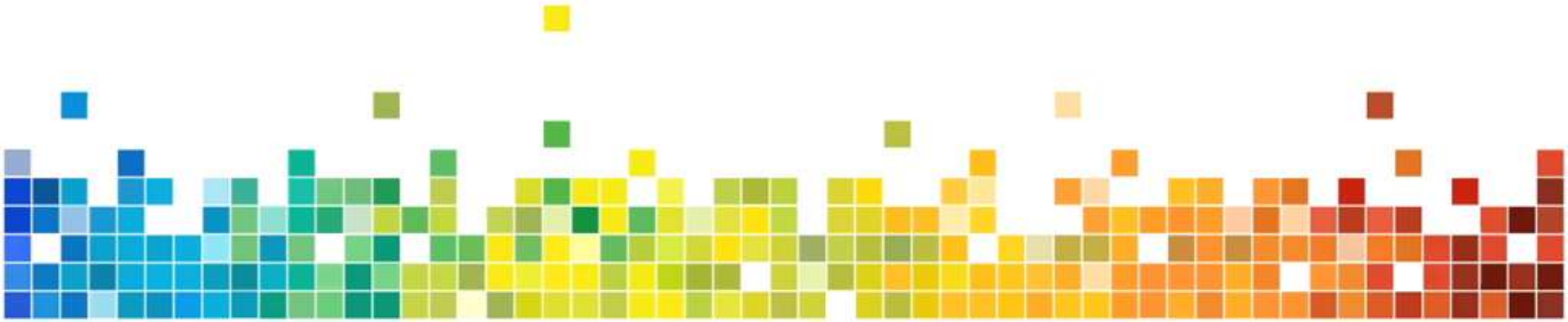
Thank you

to those who shared examples for the presentation!

Joe Burgess

Dave Maloney

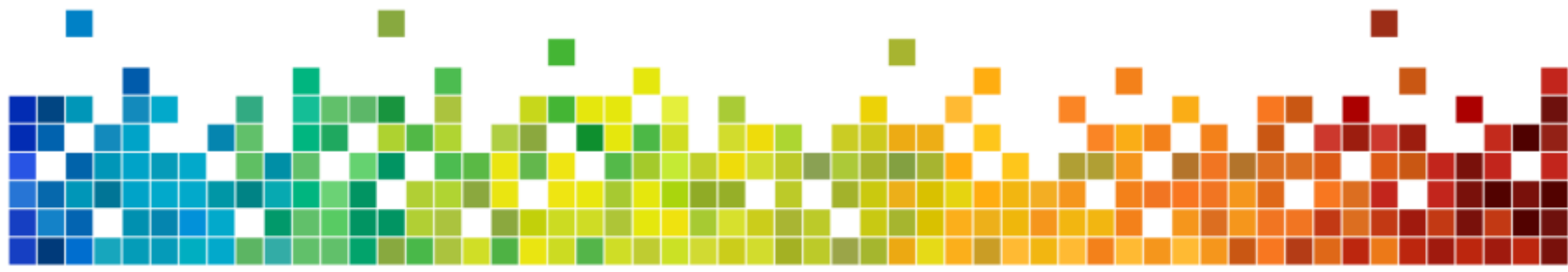
Jessie Park



Narratives

Focus Points

- What are social narratives?
- What behavioural principles are they based on?
- How do the variations compare to each other?
- How do we teach effectively and monitor?



Narratives

Key Features

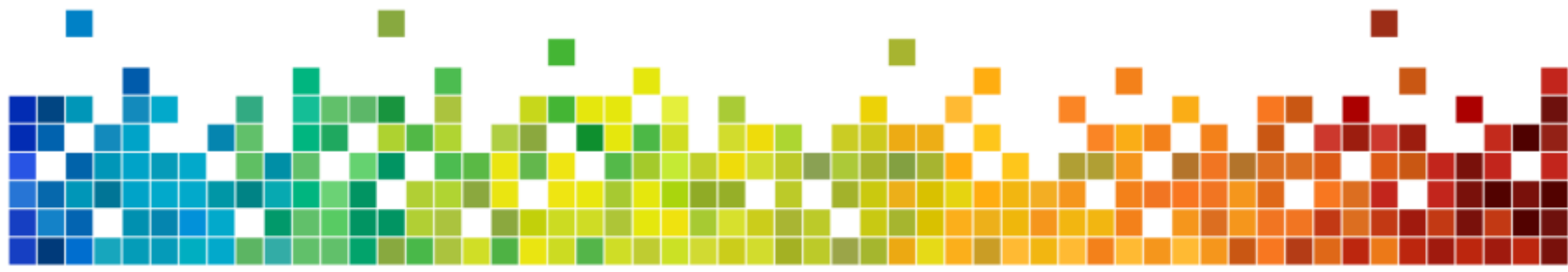
- **Brief** information presented in picture or text format that is descriptive of a situation or outlines steps in a sequence
- **Individualized**, written from the perspective of the learner
- Introduced and modelled through **repeated practice** until ready to be used in real-life situations



Narratives

Key Features

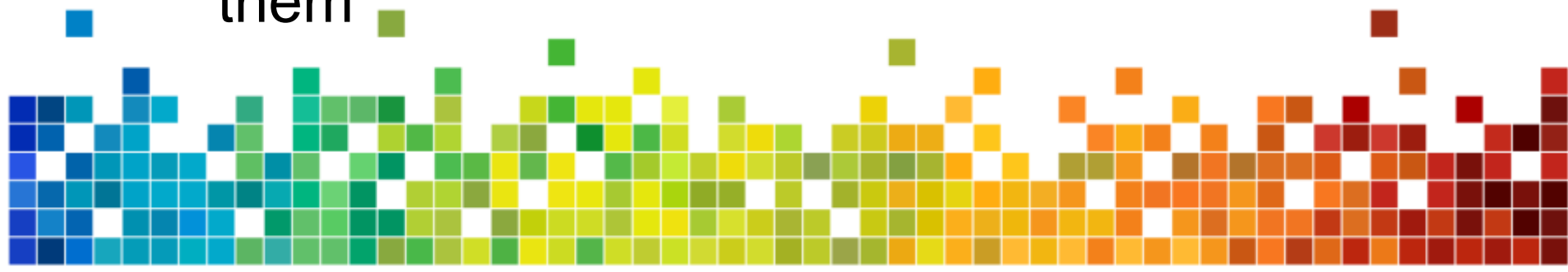
- **Topic varies** widely across learning domains
- May provide an **explanation** of the perspective of others and/or a **description** of appropriate social or behavioral expectations.
- Goal – teach new skill; change maladaptive behaviour



Guiding Principles

Rule-governed Behavior: A *rule* is a cue that implies that performing the behaviour as specified will lead to *reinforcement*.

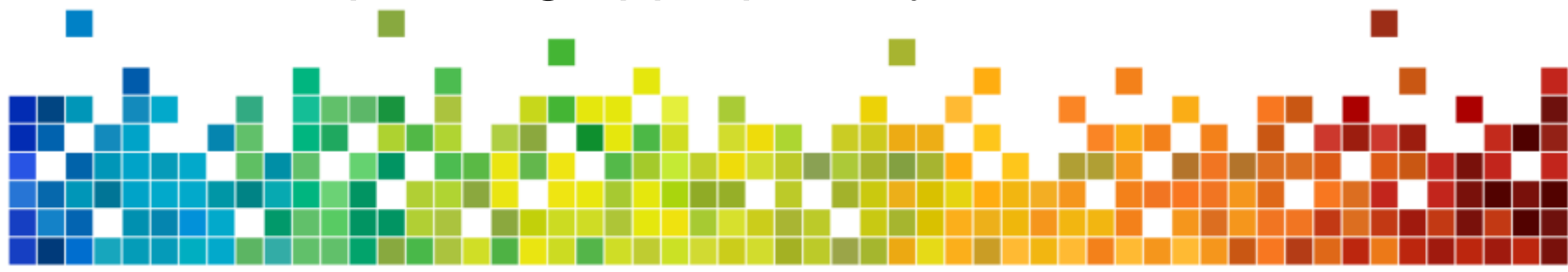
A new skill or behavior can be acquired using a *description* of the contingencies without the person actually contacting them



Guiding Principles

Behaviour Rehearsal involves practicing appropriate responses, often in social situations.

- There are many methods for rehearsing social behaviors. One method may include individuals imagining or thinking about themselves performing and responding appropriately to others.



Narratives



Scripts



Social Stories™



Cognitive Rehearsal



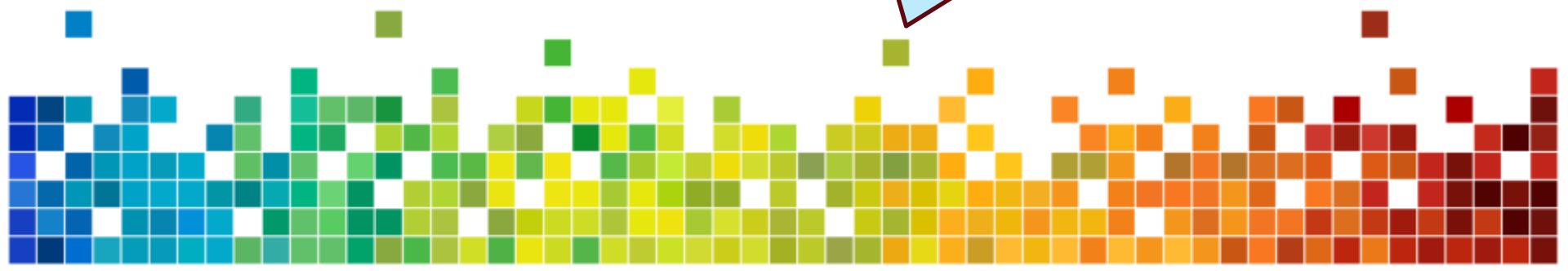
Power Cards

What defines a Social Story?

Is a script the same thing?

Where does cognitive rehearsal fit in here?

What's the difference?



Narratives

Power
Cards

Comic
Strip
Conver-
sations

*Social
Story™*

Script

Cognitive
Rehearsal

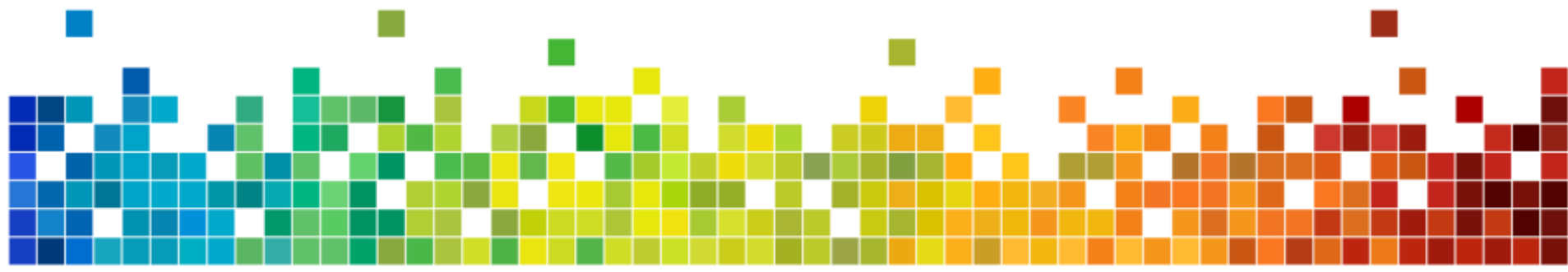


“Social Stories”??



Script

- Approach that predates Social Stories
- Written and/or picture description of a specific skill or steps in a sequence
- Often used to teach a routine or familiar activity
- May be in outline or list format
- *Purpose: provide cue for the learner to help organize and follow a process*



Script

- Task analysis helpful as a starting point
- Topics can vary widely from a cooking project to steps to go to a movie or how to tie a shoe
- Usually practiced and/or modelled repeatedly prior to use in actual situation
- May or may not include social interaction or maladaptive behaviour



Script

1. Peel banana



2. Cut banana.



3. Scoop ice cream



4. Pick toppings.



5. Eat and enjoy!

Script

Carve a pumpkin



Get Pumpkin



Carve pumpkin top



Scoop out inside



Draw face



Carve pumpkin



Put in candle



Put on pumpkin lid



Finished



PictureSET

<https://www.setbc.org/pictureset>

Script

Time Out Steps

- Loud yelling, pushing materials...
- Teacher says, "Go to time out".
- Walk to Quiet Room and sit on the mat. Door is open.
- Timer set for 3 minutes.



- Three minutes done!
- Stand up and return to lesson.
- Calm and back to work!

Script

My Quiet Area



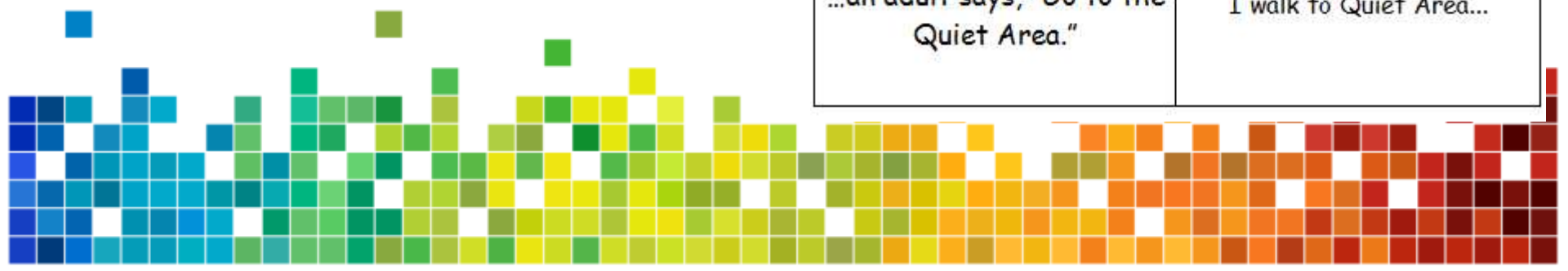
When I yell, throw my toys,
hit people, or bump my
head...



...an adult says, "Go to the
Quiet Area."



I walk to Quiet Area...



Script



...and sit on the floor.



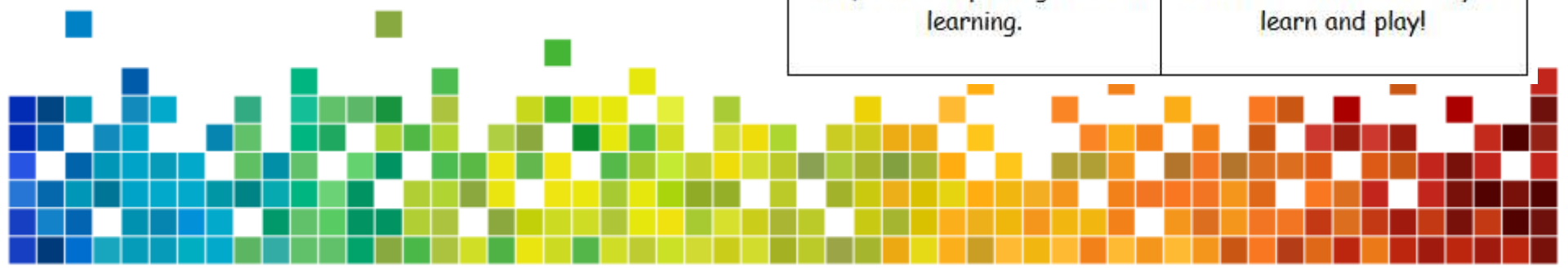
I will stay in the Quiet Area
for 3 minutes.



Then, I stand up and go back to
learning.



Now I am calm and ready to
learn and play!



Script

Let's tell.....a joke

Ben

Buddy

Knock Knock



Who's there?



Boo



Boo who?



Don't cry...
It will be okay.

Ha Ha
Ha !
Good one!

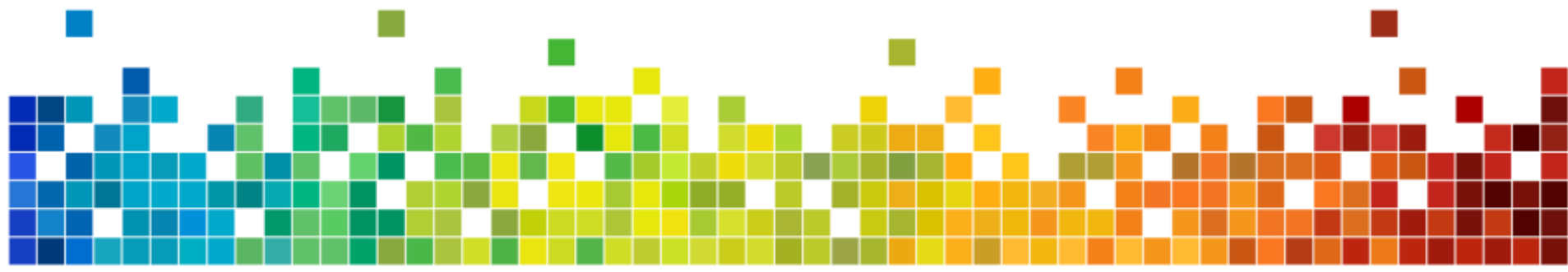


Can you tell me one?

Sure. _____

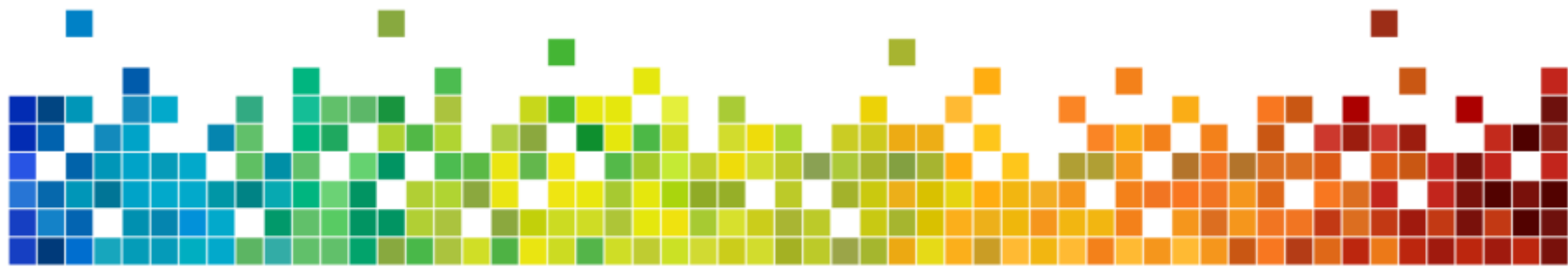
Social Story

- Based on work of Carol Grey
- Addresses 'theory of mind' problems
- Describes social situations, highlighting relevant cues
- Main purpose is to *describe, explain and suggest rather than direct* specific behavior
- *Social Story* follows specific formula of types of sentences



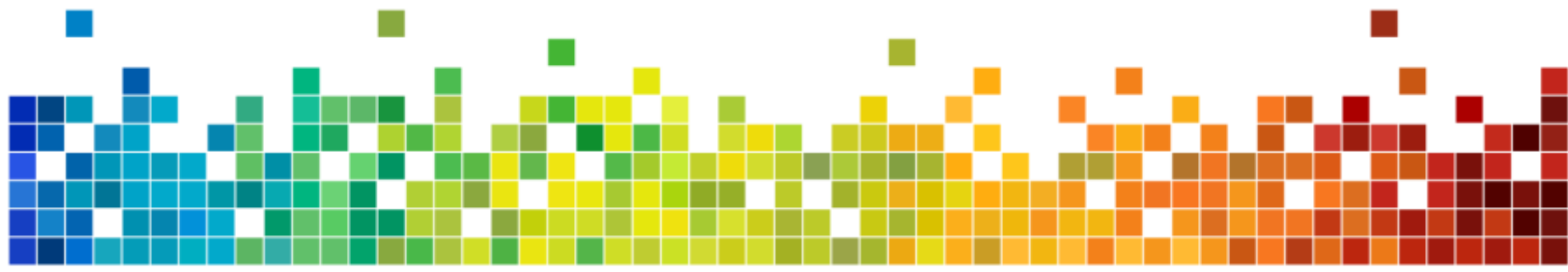
Social Story Components

- ***Descriptive*** – objectively define where, who, what and why
- ***Perspective*** – describe reactions and feelings of others in the situation
- ***Directive*** – positive statements of desired responses
- ***Control*** (optional) – written by the student identifying strategies for recalling info



Social Story

- Narrative based on teacher/parent observation and interpretation of what the social misunderstanding is
- Learner encouraged to read the story often and memorize the text
- More effective with children with language and self-awareness
- Research varies on degree of effectiveness



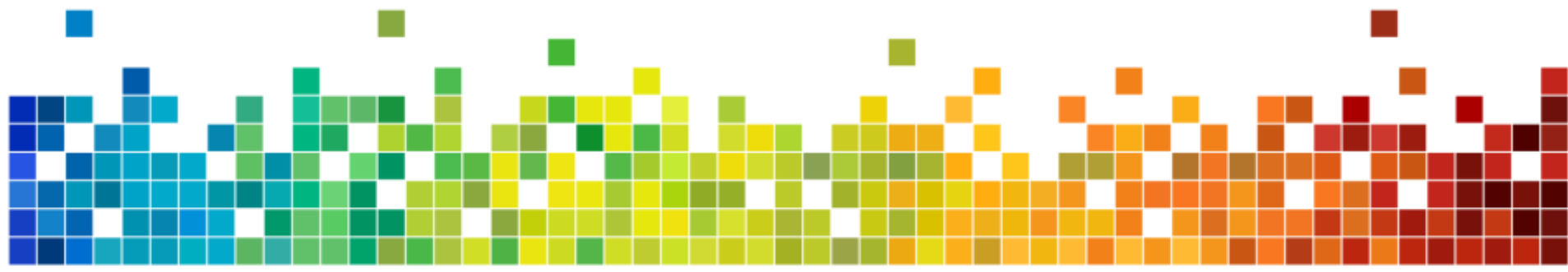
Social Story

Picking Up My Towel

When I take a shower, I use a towel.

Towels help me dry off my body. Towels keep water off the floor.

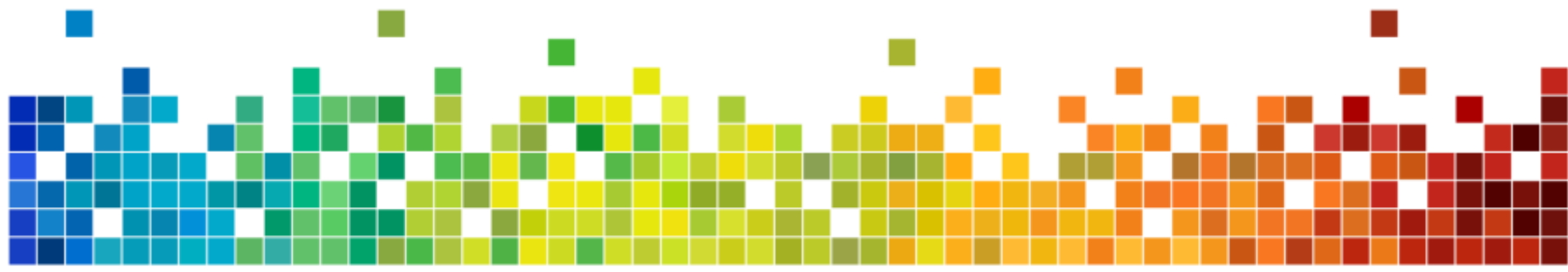
After I use my towel, it is wet. If I leave it on the floor, then it gets the floor wet. It may begin to smell.



Social Story

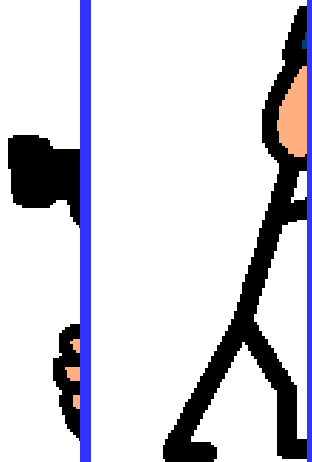
It will make Monica happy if I pick up my towel and put it in the hamper.

I will try to pick up my towel after my shower.



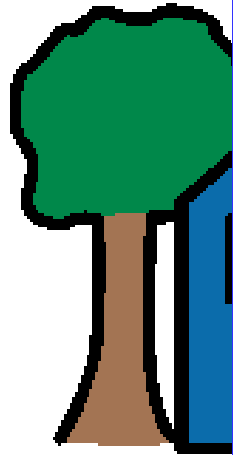
Social Story

My Daddy
carpenter



He likes to

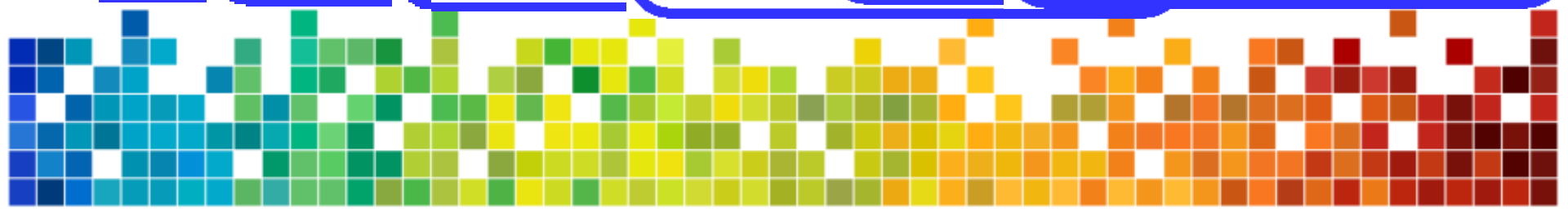
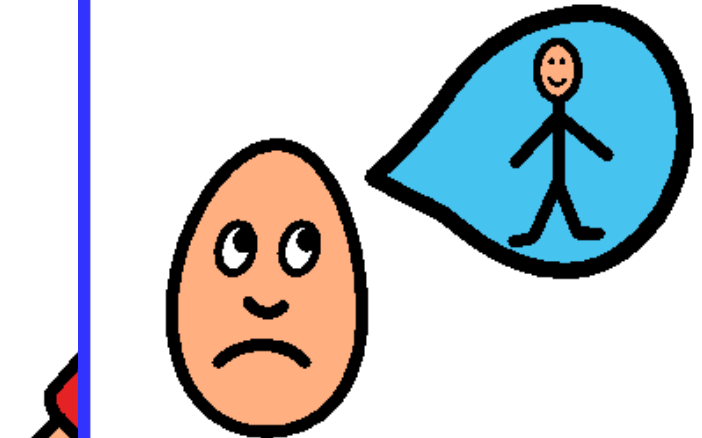
Sometimes
works near



Sometimes
works near



Then I miss
Daddy.



Social Story

When I am thinking
I can...
for a h



or say
Daddy
phone



or look
calenda
when d
coming



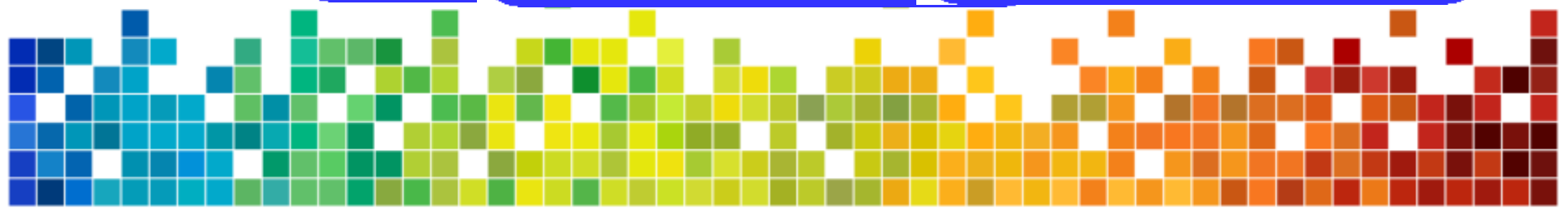
Daddy is
home on



I will be happy
to see Daddy...



and he will be
happy to see me.



Social Story

The Mommy Story

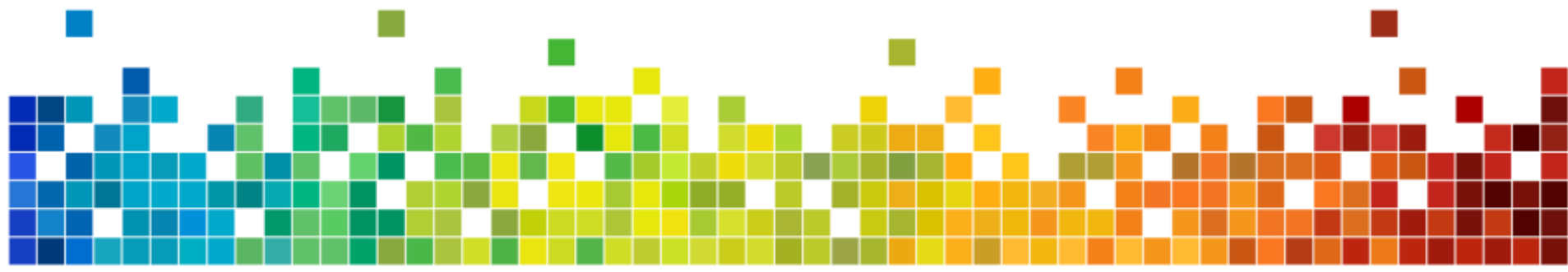
My name is Joey. My family is Mommy, Daddy and my brother, Peter. We have lots of fun together. We like going camping and to the pool.

One day, Mommy's heart stopped working. This is called dying. That means Mommy is not coming home. Mommy went to heaven to be with Grandma.



Social Story

This makes me sad. Daddy and Peter are sad too. Sometimes we cry if we are sad. When I am sad, I can ask for extra hugs. I can jump on my trampoline. I can look at pictures of Mommy. I can remember she loves me. Remembering will help me feel better.



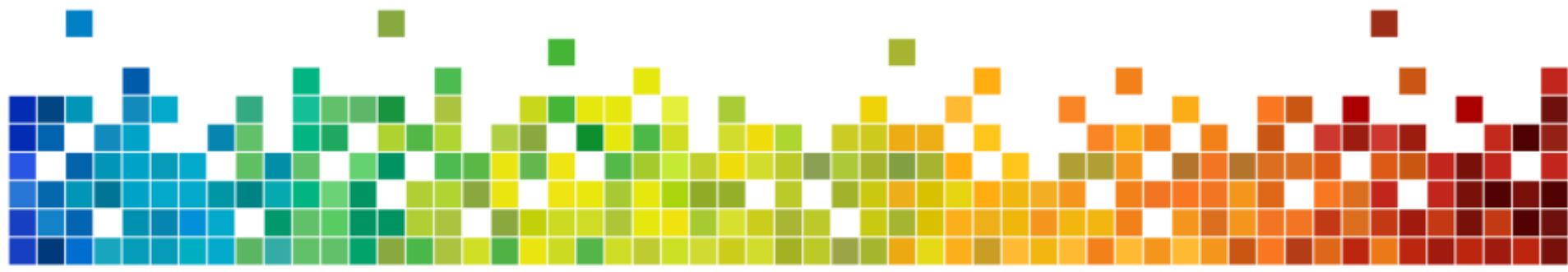
Social Story

Daddy and my family will take good care of me now. Friends will still come on Friday.

We will give each other extra hugs.

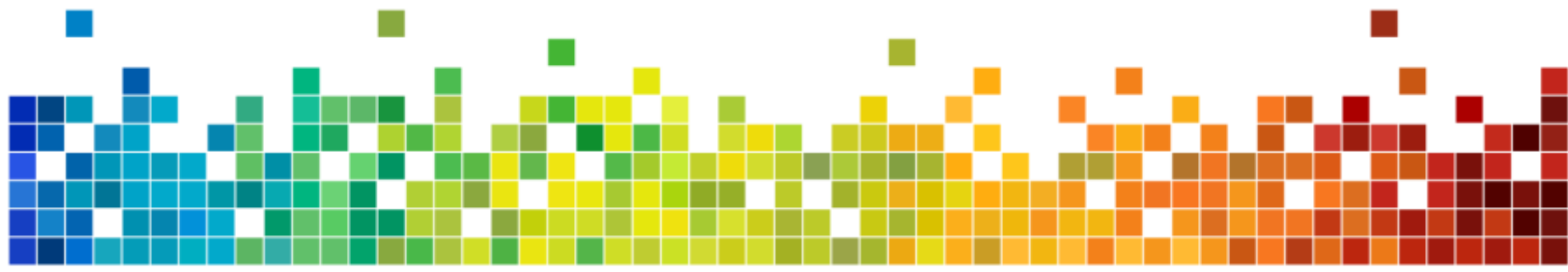
After a while we will feel better.

Mommy will watch us from heaven and send us her love.



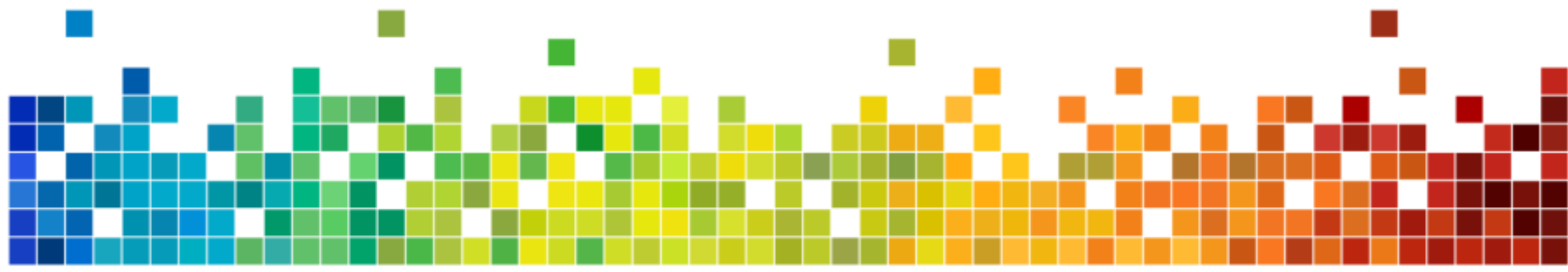
Cognitive Picture Rehearsal

- Instructional strategy closely aligned with the use of relaxation and visual imagery
- Based on covert conditioning research of Dr. Joseph Cautela, Dr. June Groden, and others
- Used with people with significant developmental disabilities as a means of replacing maladaptive behaviours



Cognitive Picture Rehearsal

- Script is written following functional assessment of the problem behavior
- Pictures or line drawings illustrate the antecedent, the target behaviour and the consequences (reinforcement).
- Relaxation and/or visual imagery is usually incorporated into the script.
- Relaxation steps are taught first as a separate skill



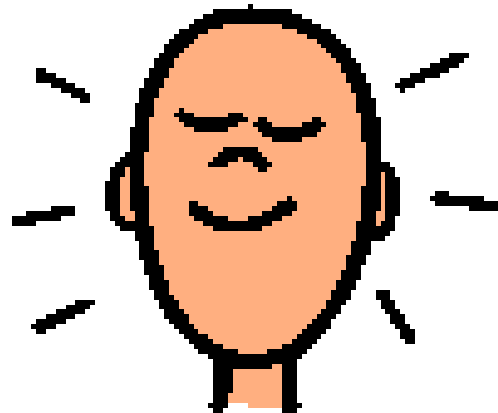
Cognitive Picture Rehearsal

When I am calm, I come back to work. My voice is quiet again. Time for a HIGH FIVE!!



Cognitive Picture Rehearsal

I feel proud when I stay safe.

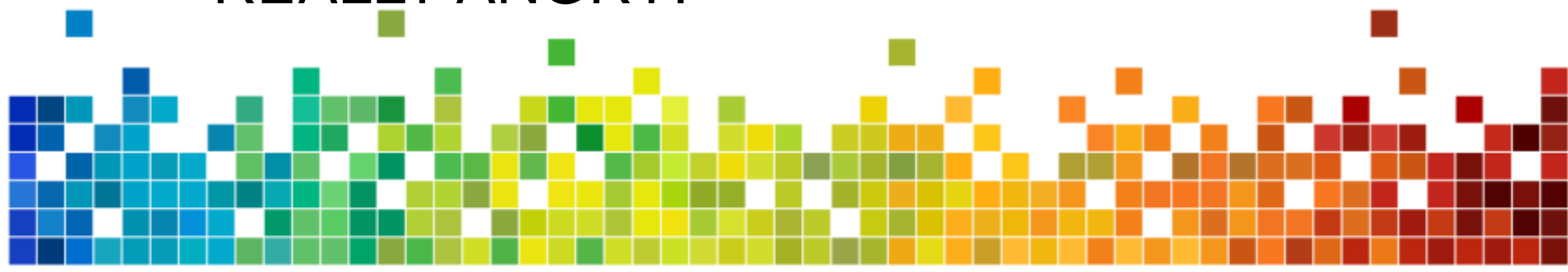


Cognitive Picture Rehearsal

The Wrong Mailbox

I work in the college mailroom. I match all the names and the addresses. I like to put all the letters and packages in just the right slot.

Sometimes someone puts a package in the **WRONG SPOT!!!** I start to feel **REALLY ANGRY!**



Cognitive Picture Rehearsal

I stop what I am doing
and sit down.

I close my eyes and
breathe long and slow.

I think about how I feel
when I am painting a
picture of the sky.

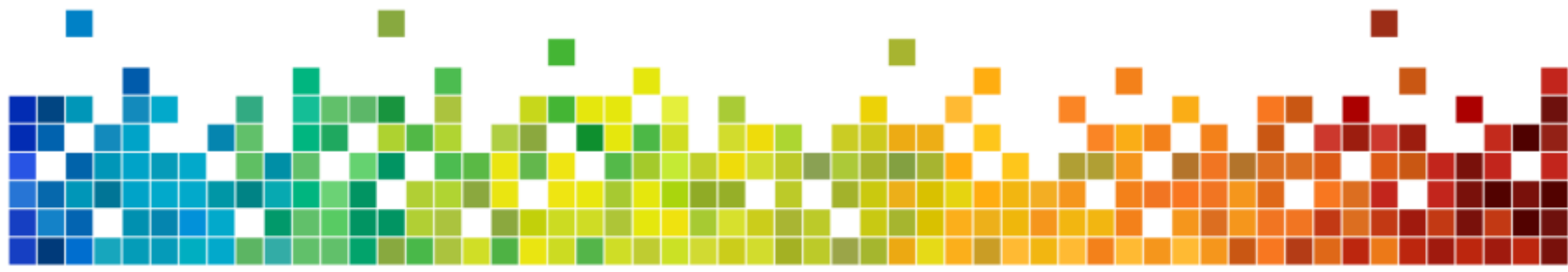


Cognitive Picture Rehearsal

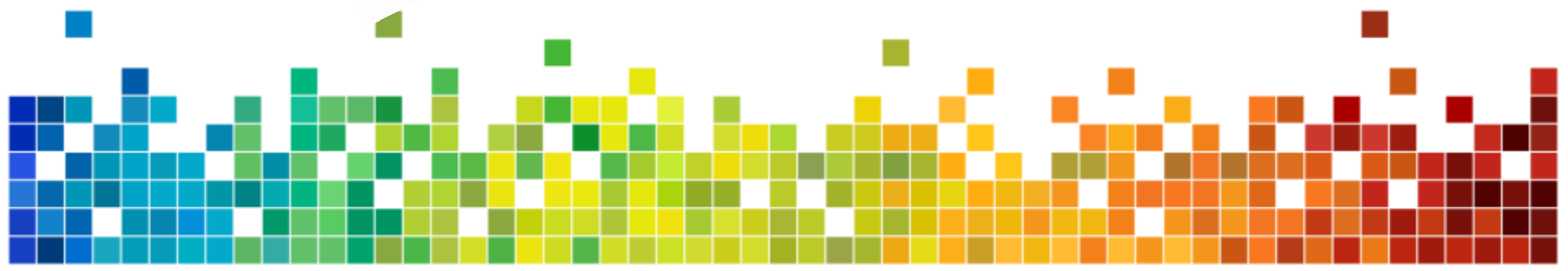
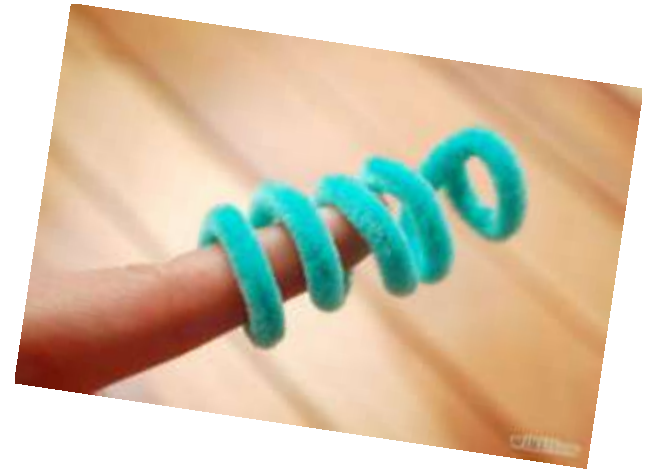
I say to myself, "*It's NO BIG DEAL!*".

Time to get back to work (and put the package in the right spot).

NBD



Pairing Concrete Cues



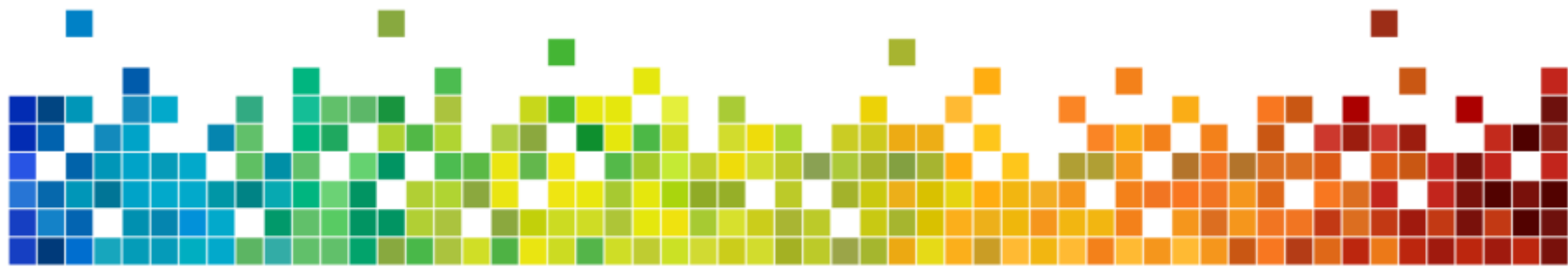
Narratives

Similarities

- Use pictures and text
- Individualized
- Teaching procedure
- Need for monitoring

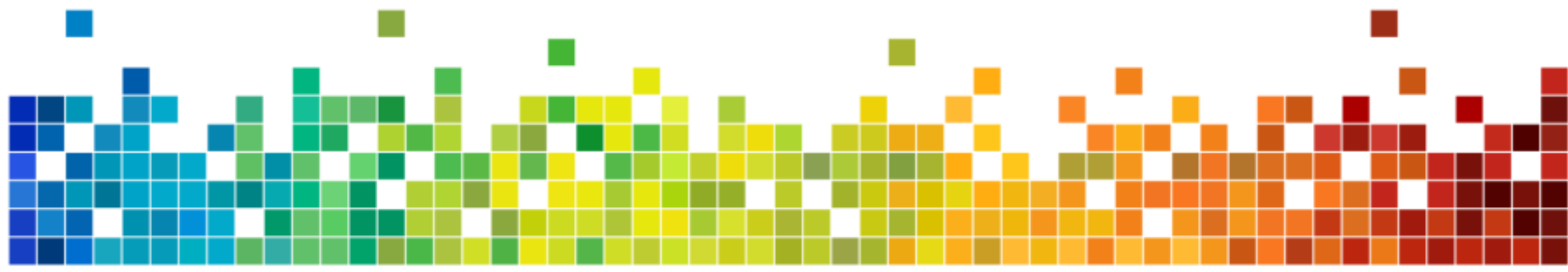
Differences

- Purpose
- Preparation needed
- Pre-requisite skills
- Content



Considerations

- Understand the behaviour first!
- Select the type of narrative to use based on the purpose and name it accurately
- Match the number and level of statements and pictures to the learner
- Don't assume understanding of emotions in the text
- Provide adequate daily practice



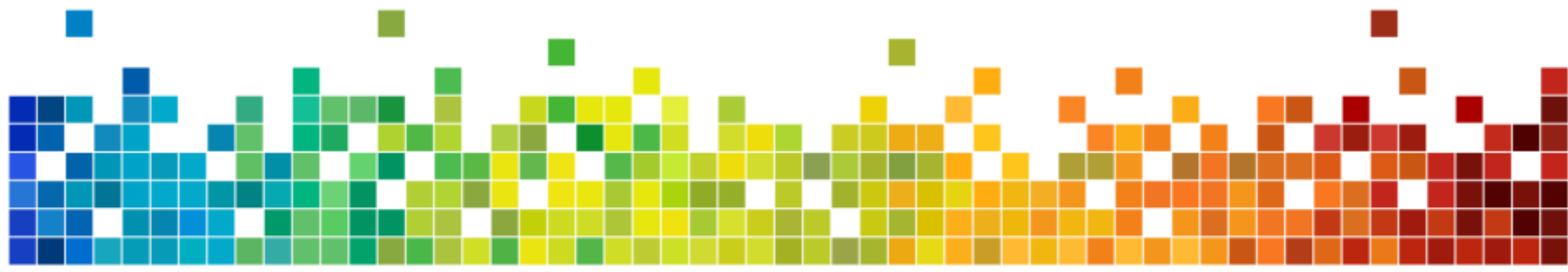
Cautions

- Avoid introducing several strategies at the same time as it will make effectiveness unclear.
- Use of social stories brings increased attention to specific situations and behaviours. Sometimes ignoring is better.
- Choose wisely. Social narratives do not work for everyone and may be inadequate when used as the sole intervention.



Summary

- Rehearsal of useful and functional skills with the aid of social narratives can be effective strategies, especially for learners who benefit from visual supports
- As with any evidence-based practice, careful planning, individualization and monitoring is needed



References

Gray, C. (1993). Social stories: Improving responses of students with autism with accurate social information. *Focus on Autistic Behavior*, 8, 1-10.

Groden, J. (1995). Cognitive Picture Rehearsal: A System to. *Teaching children with autism: Strategies to enhance communication and socialization*, 287.

National Professional Development Center for ASD
Information and free tutorials on evidence based practices
<http://autismpdc.fpg.unc.edu/evidence-based-practices>

Vicker, Beverly. *Behavioral Issues and the Use of Social Stories*. Retrieved from <http://www.iidc.indiana.edu/pages/Behavioral-Issues-and-the-Use-of-Social-Stories>

