Social Narratives

Summary: A story, paired with visuals, that helps a student understand a social situation.

When to use:
- Changes in routines.
- Learn new behaviors/skills.
- Student has difficulty focusing on relevant cues in their environment.

How to use:
- Identify the situation and target behavior/skill.
- Collect baseline data to determine appropriate instructional goal.
- Write the social narrative
    - Use concise language highlighting relevant environmental cues
    - Use first person language ("I will sit in the chair") or second person language ("Cory will sit in the chair")
    - Vary the sentence types (descriptive, perspective, affirmative, directive, control)
    - Include visuals appropriate for the student's age and comprehension level
    - Consider laminating
- Implement teaching procedure (see below section: How to teach)
- Monitor student progress through your data collection system and adjust as needed.

Tips:
- *Make sure the target behavior/skill is operationally defined.*
- *Make sure the goal is observable and measurable.*
- *Use language appropriate for the student's age and comprehension.*
- *Avoid using a majority of directive sentences.*
- *Be conscious of how much information is on one page. Try to keep to one sentence, or one concept per page.*
- *When making adjustments, change a single variable at a time, and continue to analyze data to determine success or the need for another adjustment.*

How to teach:
- Decide when and how often to read the social narrative with the student. They are most successful when they are a regular part of the student's routine.
- Use when the student is calm.
- It is beneficial to read prior to an upcoming situation.

Tips:
- *Some stories are beneficial to be read at home as well!*

- *Social narratives can be read to the student by a peer too.*
- *Upon success, reading the story can be shifted from staff to the student, if they are a reader (use your data to guide these decisions).*
- *Frequency can be faded upon success (use your data to guide these decisions).*