

# Social Narratives



# Social Narratives

Social narratives describe social situations for learners

Provide cues, explanation of the feelings and thoughts of others in the social situation, and descriptions of appropriate behavior expectations.

Individualized based upon the needs of the learner, short, and written from the perspective of the learner.



# Goals that can be addressed by 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, and
- understanding expectations.



# How do social narratives help?

Help with specific issues like enhancing conversation skills, smooth transitions, decrease problematic behaviors

Assist in understanding what others might be thinking.

Help them understand social situations and what is expected of them

Prepared to be successful in the targeted social situation.



# Evidence Base for Social Narratives

## Ages

0-2 No studies

3-5 - to teach social, communication, joint attention, behavior, play, adaptive, and academic Skills

6-11 - to teach social, communication, joint attention, behavior, school readiness, play, adaptive, academic

12-14- to teach social skills & behavior

15-22 - to teach behavior



# To get started be sure to...

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?



# Possible Topics for Social Narratives

- Starting a conversation
- Answering politely
- Joining a group
- Asking questions
- Sharing toys
- Going on a field trip
- Eating lunch in the cafeteria
- Putting materials away
- Sportsmanship
- Following directions
- Using gentle hands/feet
- Asking for help
- Transitioning between classes
- Preparing for an event



Something to be aware of...



# The hidden curriculum is...

“the set of rules or guidelines that are often not directly taught but are assumed to be known.”



-(Garnet, 1984; Hemmings, 200; Jackson 1968; Kanpol, 1989)

**Students with ASD usually only become aware that there is a hidden curriculum in a situation when they have made an error.**



# Think about times when...

- You are tempted to say...
  - I shouldn't have to tell you, but...
  - Everyone knows...
  - Common sense tells us...
  - No one ever...
  - It should be obvious that...



# Let's try it out...

- Everyone knows that picking your nose is...
- I shouldn't have to tell you, but cursing is...
- It should be obvious that spitting is...



# Be Aware

- Social norms change across
  - Ages,
  - Genders,
  - Who you are with,
  - Cultures



# For Example

- Age 9: A boy likes a girl so he might follow her around, makes silly faces, pulls her hair, or push her gently.
- Age 16: Same behaviors = a jerk, being socially ostracized
- Age 25: Same behaviors = a stalker, a menace, or possible arrest



# For example: the Library

- With your class...
  - Purpose: Select a book
  - What do you do: Select a book after looking for few minutes. Get on the computer and complete the activity assigned.
  - Talking: Whisper quietly if you have a question
- With your friends
  - Purpose: To hang out
  - What do you do: look at books, walk around, giggle at funny magazines or books about sex or body parts. Get online and try to update your facebook, look at youtube videos or TV show sites you like.
  - Talking: Giggling, talking as loud as you can get away with without being shushed.



# Social Narratives Handouts



# Tips for Writing Social Narratives

- 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



Let's try it together...

TK - 3rd grade: When the bell rings to go inside at recess Jose (verbal and high functioning) continues to play. Everyday his teacher has to go to him and remind him to line up with his class. All the other students have to wait in line while the teacher does this.



- Scenario 1 – Trevor talks about Roblox to anyone and everyone, Trevor does not check to see if people are listening or responding or interested.
- Scenario 2 – Bart walks through the halls at his middle school and shouts, “Turkey!” He thinks this is hilarious.
- Scenario 3 – Tobias wants to line up on #8, wants to sit on #8, wants to be #8 in line, he gets really upset and falls to the ground crying and shouting if he does not get it.

