Improving Social Behaviors with Interactive Computer-Based Social Stories

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Opening Activity

- Think of a student you know.
- Write down his or her social needs.
- Think about this student during the presentation and how you could follow the steps to create a story.
Today’s Agenda

- Brief literature review.
- Purposes of social stories.
- Supporting research.
- Social story examples.

- How to create and use social stories matched to individual needs.
  - Identify social needs of child.
  - Create social story.
  - Use the social story.
  - Tracking progress

- Role Play
Literature Review
Literature Review

- In excess of 50 articles on social stories for children with autism and other disabilities (e.g., EBD).

- Social narratives (which social stories is a part of) is considered an evidence-based practice (NPDC, 2009).
Who said what?

- Carol Gray pioneered the idea for children with autism.
- Swaggart and colleagues (1995) were first to empirically validate the approach.
- Others
  - Lorimer, Simpson, Myles, & Ganz (2002)
  - Scattone, Tingstrom, & Wilczynksi (2006)
  - Mancil, Haydon, & Whitby (in press)
What does the research say?

- Over past ten years, has been successful in decreasing
  - Aggression
  - Tantrums
  - Inappropriate table manners
  - Self-help skills
  - Transitions
Social Story Purposes
What can they be used for?

- Improve basic social skills such as sharing, looking while listening, and how to give a hug.
- Improve personal care such as washing hands and taking a shower.
- Improve mealtime routines.
- Teaching to work around the house (e.g., making a bed.)
What can they be used for? (cont.)

- Participating in games and other activities.
- Preparing for routines at school.
- Community (e.g., church, library, restaurant)
Social Story Examples

My Social Stories Book
Carol Gray
and Abbie Leigh White

Illustrated by Jane McAndrew
Paper Format

- This is the traditional presentation format.
- The social story is presented on paper to the student.
Examples

There are many students in my class who like to talk.
It is difficult for a teacher to hear one student talk if others are talking too.
It is important for one person to talk at a time.
In a classroom students need to take turns talking.
When I want to talk to the teacher in class, I will raise my hand and wait quietly to be recognized.
When the teacher calls on me I will speak in a clear, conversation voice.
I will try to use the proper voice level in class at all times.
This is the respectful thing to do.

Riding the School Bus

Some children ride to school on a bus.

Usually the bus will pick me up and bring me to school.

Some children like riding the bus. They think it is fun.

Usually the bus will pick me up from school at the end of the day and bring me back home.

Sometimes I will not ride the bus. Mom or Dad will tell me when I will not ride the bus.
Comic Strip Conversations

- Older students may prefer this format.
- The social story is presented like a comic book.
- Can use the program Comic Life to create.
Comic Strip Example
Powerpoint format

- Same premise as a traditional social story.
- Created using powerpoint.
- Other technological presentation modes may be used
  - iPod
  - Other PDA
Powerpoint Example
Riding the School Bus
Some children ride to school on a bus.
Usually the bus will pick me up and bring me to school.
Some children like riding the bus. They think it is fun.
Usually the bus will pick me up from school at the end of the day and bring me back home.
Sometimes I will not ride the bus. Mom or Dad will tell me when I will not ride the bus.
Supporting evidence
Participant Info

- 3 students with HFA in elementary school
  - 6 to 8 years of age
  - 2 males, 1 female
- Problems with transition time and recess
- Dependent measure
  - Pushing of other students

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<th>Diagnosis</th>
<th>Chronological Age</th>
<th>Mullen Scales of Early Learning-Mental age</th>
<th>Autism Diagnostic Inventory-Revised</th>
<th>Social Competency Questionnaire</th>
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<td>Denise</td>
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<td>8.1</td>
<td>6.3</td>
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Summary of Story

Keeping My Hands to Myself

- There are a lot of children in my class.
- Sometimes I get excited when I see my friends moving around.
- It is okay to be excited.
- When I am excited, it is good to keep my hands to myself.
- If I push others, they may get hurt.
- My friends like it when I keep my hands to myself.
- That way no one gets hurt and we stay friends.
Comprehension Questions Asked

- When around other children, should I keep my hands to myself?
- If I push someone else, what will happen?
- Where should my hands be?
<table>
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<tr>
<th>Limitations</th>
<th>Future Research</th>
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<tbody>
<tr>
<td>Small sample size</td>
<td>Vary research designs</td>
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<tr>
<td>Short phases</td>
<td>Test what is required for generalization</td>
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</table>
Creating social stories
Steps for creating social stories.

- Identify social needs of the child.
- Create social story.
- Use the social story.
- Tracking progress.
Identifying Social Needs.
What are some possible needs?

1. Self-help
   1. Brush teeth
   2. Toileting
   3. Wash hands
   4. Others...?

2. Transitions
   1. Classes
   2. Activities

3. Working with others
   1. Sharing toys
   2. Taking turns
   3. Others...?
Creating the Social Story
Social Story Guidelines

- Step 1: Picture the goal
- Step 2: Gather information
- Step 3: Tailor the text
- Step 4: Teach with the title
Picture the goal

- Translate social information into meaningful text and illustrations

- The first priority, the goal, is to...
  - Always share relevant information in a meaningful way.
Gather information

- Where and when the situation occurs
- Who is involved
- How events are sequenced
- What occurs
- Why it occurs
Tailor the text

- Answers the "wh" questions
- Written from first person (as though the individual is describing the event)
- Positive language
- Literally accurate
- Concrete
- Motivating style
Teach with the title

- Title states the overall meaning or ‘gist’ of the social story
- May be stated as a question, and then the story gives the answer
- The title identifies and answers the most important information of the story
Using the Social Story.
Implementation Guidelines

- Introducing a social story
- Reviewing a social story
- Fading a social story
Introducing a social story

- Positive manner
- Be honest, say, “I wrote this story for you.”
- Never use it as a punitive consequence for misbehavior
Reviewing a social story

- Sit to the child’s side, or slightly to the back
- Attention is jointly focused on the social story
- Be positive, casual, and comfortable (PCC)

Wrong Way!

Correct!
Fading a social story

- Gradually increase time between review sessions
- Could intermittently provide review sessions
- Remember, follow your data
Tracking Progress
How do you know if it works?

- Keep data.
  - Chart the behavior improvement
    - Does the child perform the skill better after the intervention?
    - How long does the improvement last before review is needed?
Example Data Collection

- Athletic tape
- Golf clickers
- Timer
- Post its
Internet resources for social stories.

- http://www.tinsnips.org/Pages/socialskills.html
- http://rsaffran.tripod.com/social.html
- http://www.polyxo.com/socialstories/
- http://www.thegraycenter.org/socialstories.cfm

This powerpoint and other material relevant to autism may be found at:
https://louisville.edu/education/kyautismtraining
You may contact Rich Mancil at:
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502-852-2629