

Improving Social Behaviors with Interactive Computer-Based Social Stories

G. Richmond Mancil, Ph.D.
University of Louisville

Todd Haydon, Ph.D.
University of Cincinnati

Council for Children with Behavior Disorders
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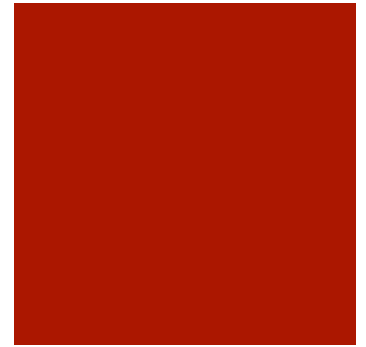
Kentucky Autism Training Center

College of Education and Human Development



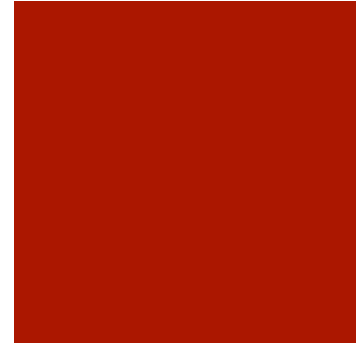
Opening Activity

- 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

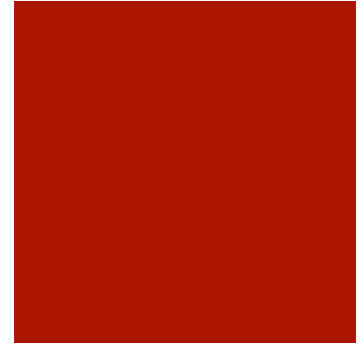


Literature Review



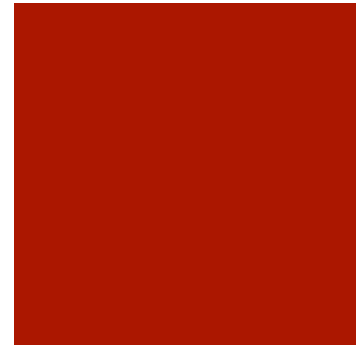
Literature Review

- 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).



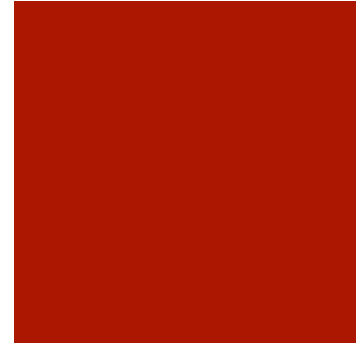
Who said what?

- 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)
 - Kuoch & Mirenda (2003)
 - Scattone, Tingstrom, & Wilczynski (2006)
 - Mancil, Haydon, & Whitby (in press)



What does the research say?

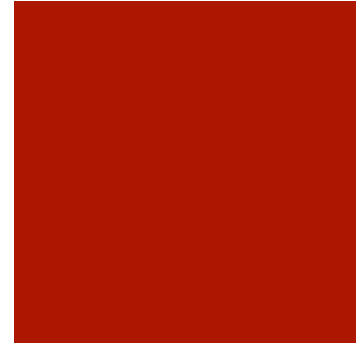
- Over past ten years, has been successful in decreasing
 - Aggression
 - Tantrums
 - Inappropriate table manners
 - Self-help skills
 - Transitions



Social Story Purposes



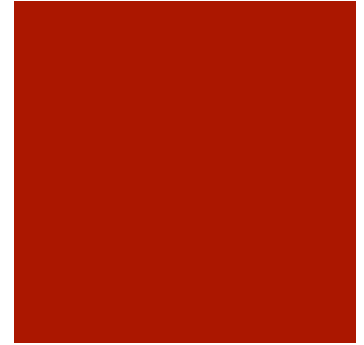
What can they be used for?



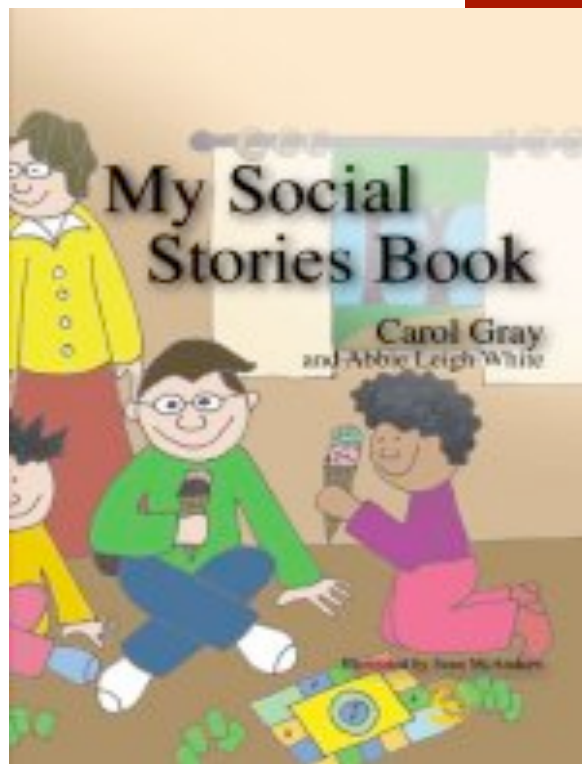
- Improve basic social skills such as sharing, looking while listening, and how to give a hug.
- Improve personal care such as washing hands and taking a shower.
- Improve mealtime routines.
- Teaching to work around the house (e.g., making a bed.)

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



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.

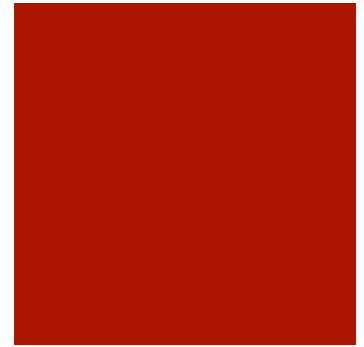
Usually the bus will pick me up from school at the end of the day and bring me back home.

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

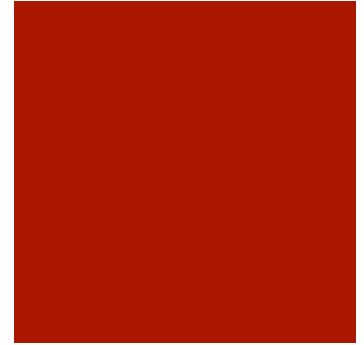


Comic Strip Conversations

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

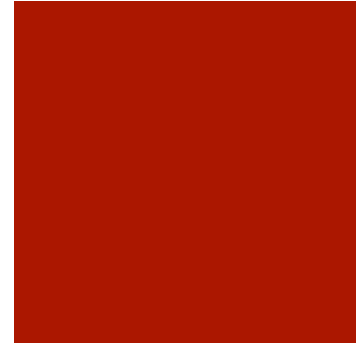


Comic Strip Example



Powerpoint format

- Same premise as a traditional social story.
- Created using powerpoint.
- Other technological presentation modes may be used
 - iPod
 - Other PDA





Powerpoint Example

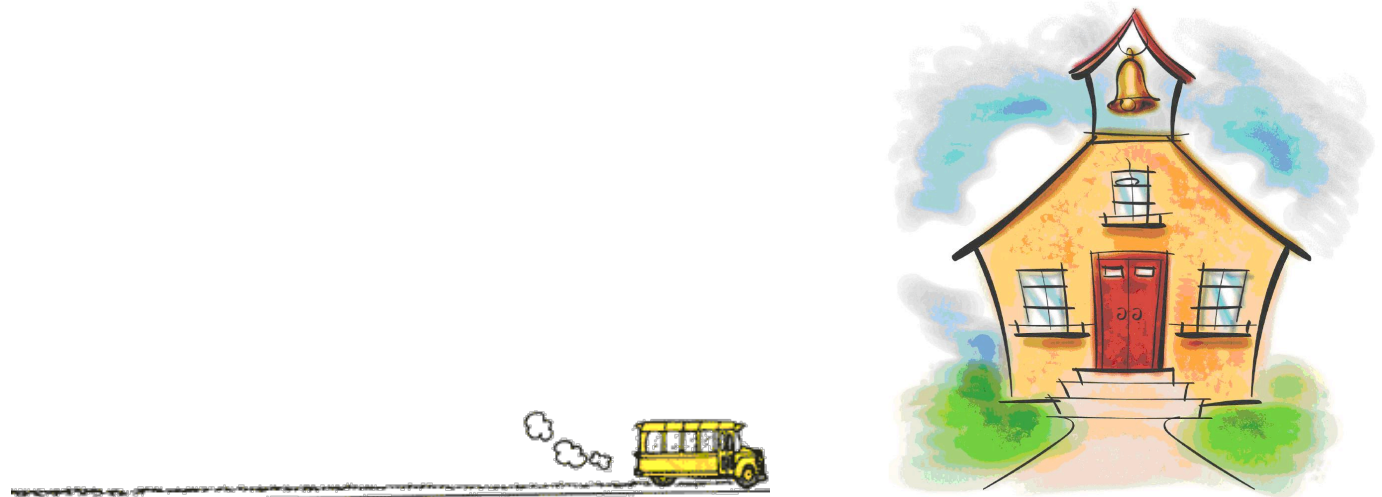
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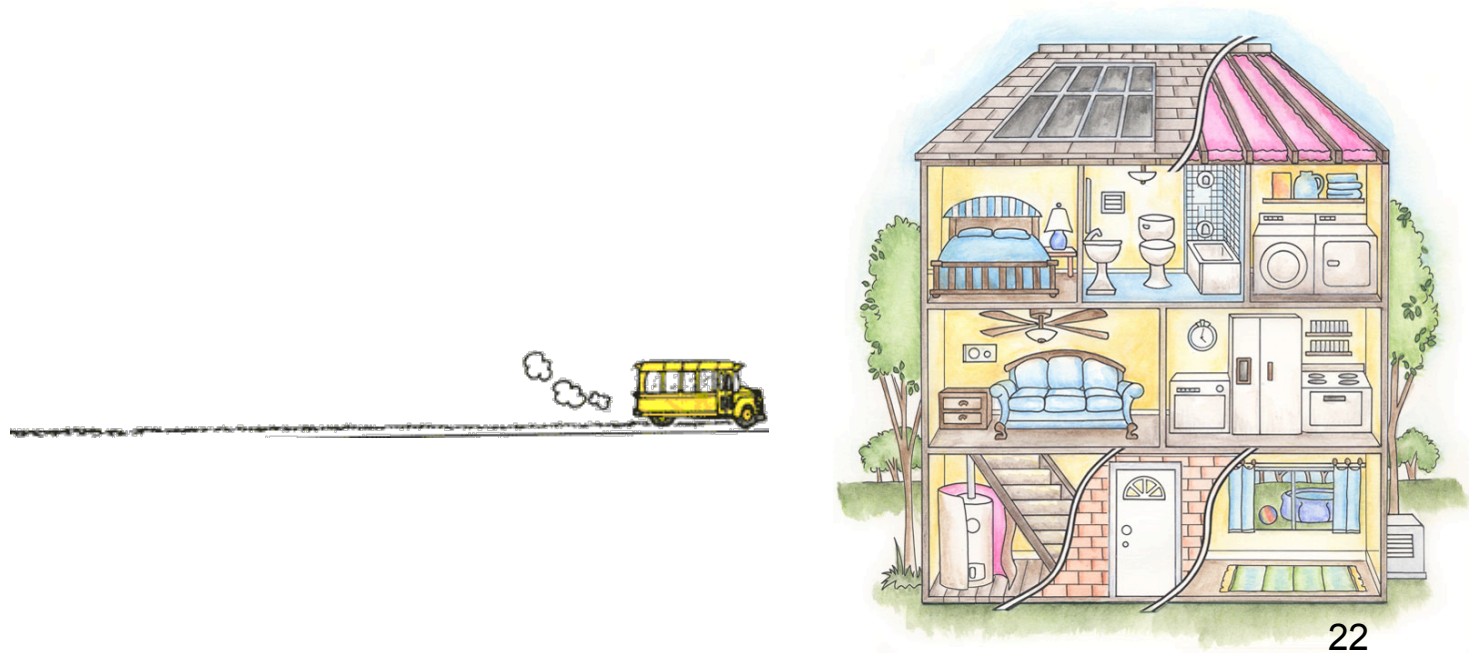
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Supporting
evidence

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

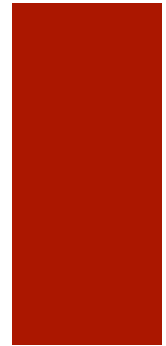


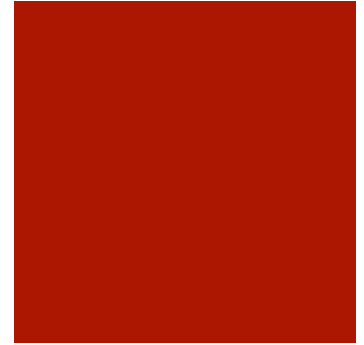
Table 1. Participant Characteristics

Student	Diagnosis	Chronological Age	Mullen Scales of Early Learning-Mental age	Autism Diagnostic Inventory -Revised	Social Competency Questionnaire
Victor	Autism Disorder	6.5	4.0	Reciprocal Communication: 26 Communication: 16	25
Billy	Autism Disorder	7.3	5.8	Repetitive Behavior: 8 Reciprocal Communication: 21 Communication: 12	20
Denise	Autism Disorder	8.1	6.3	Repetitive Behavior: 7 Reciprocal Communication: 17 Communication: 11	18

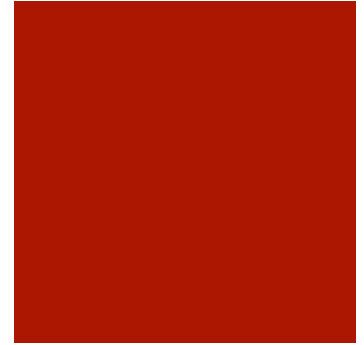
Summary of Story

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.

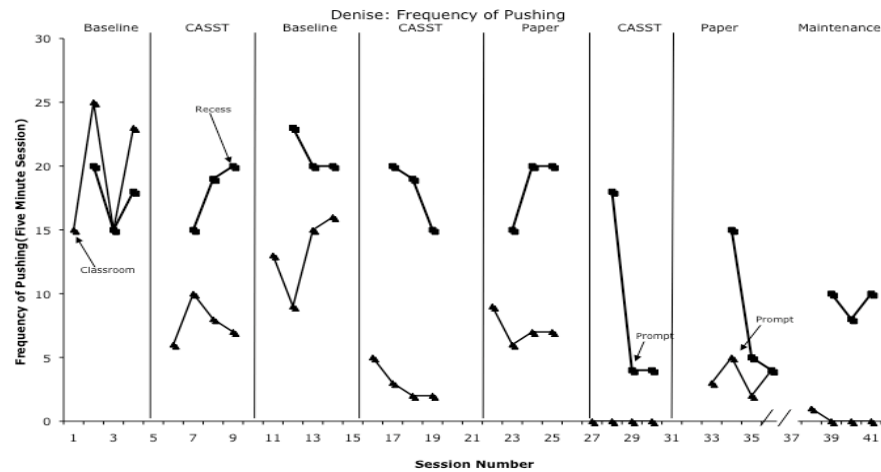
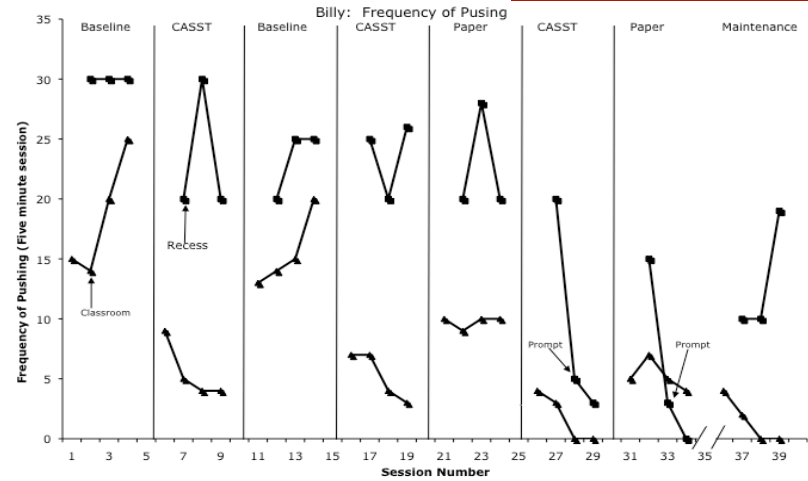
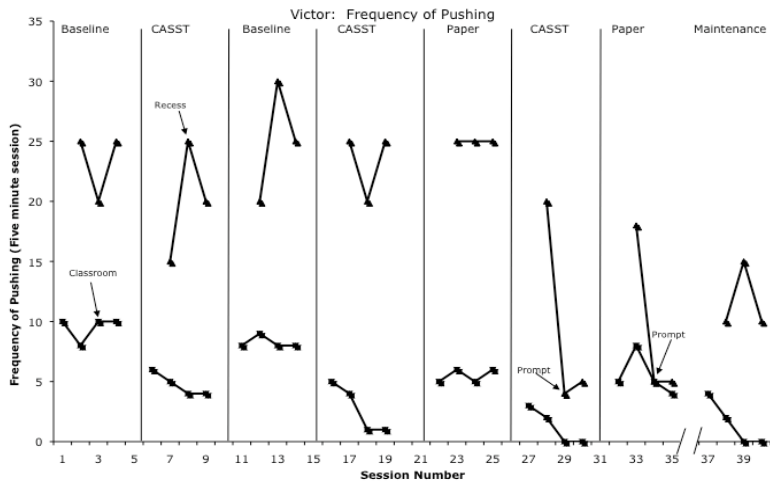


Comprehension Questions Asked



- When around other children, should I keep my hands to myself?
- If I push someone else, what will happen?
- Where should my hands be?

POWERPOINT VERSUS PAPER



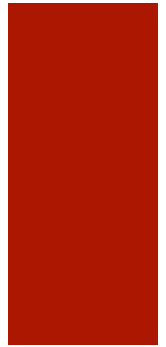
limitations/ future research

Limitations

- Small sample size
- Short phases

Future Research

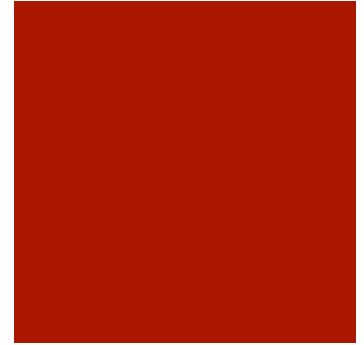
- Vary research designs
- Test what is required for generalization



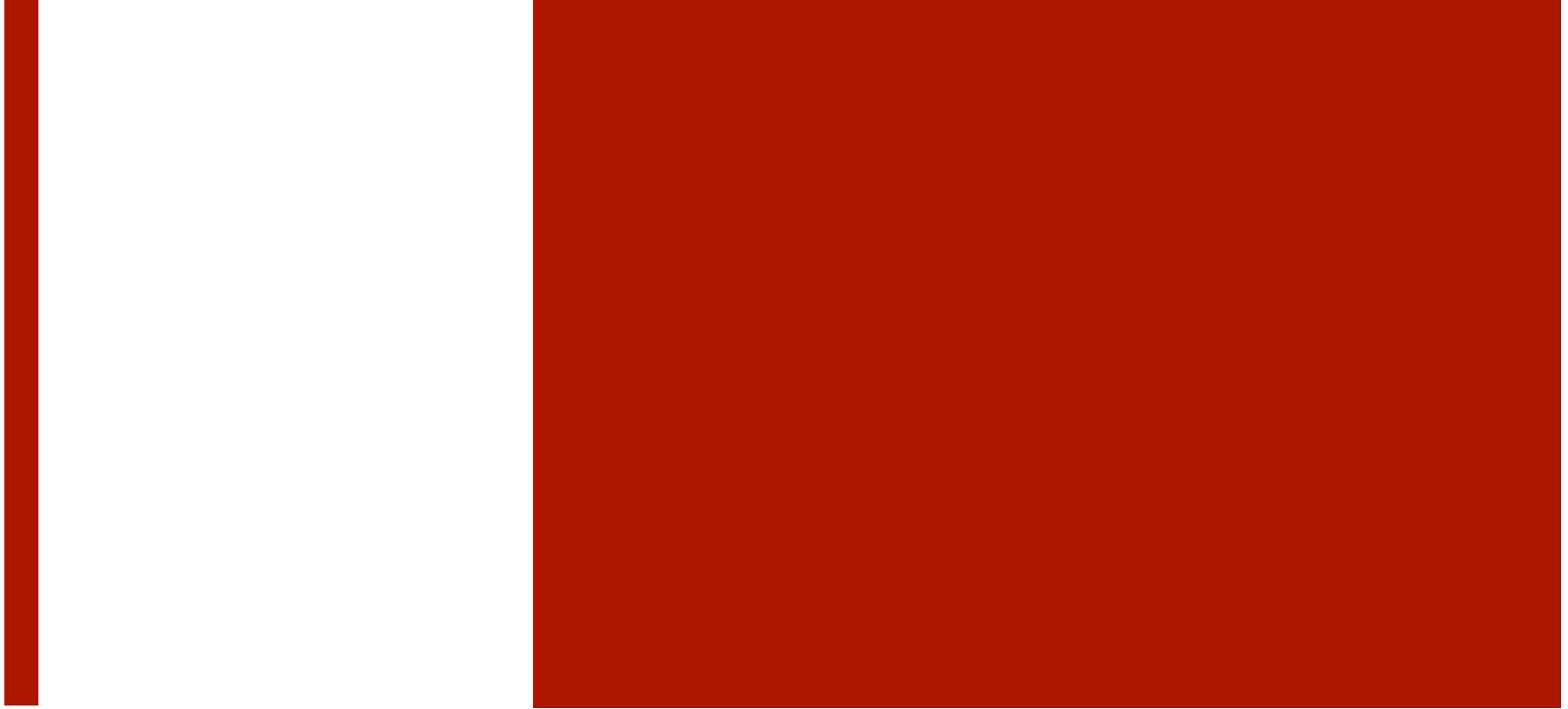
Creating social stories



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...?

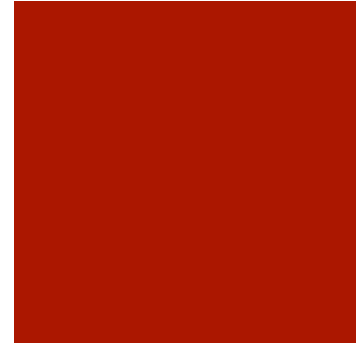


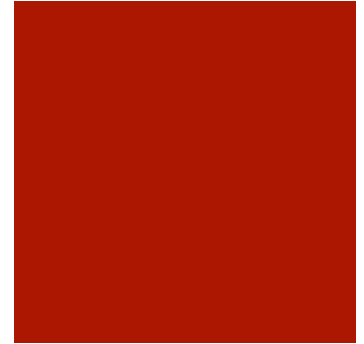
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Creating the Social Story

Social Story Guidelines

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



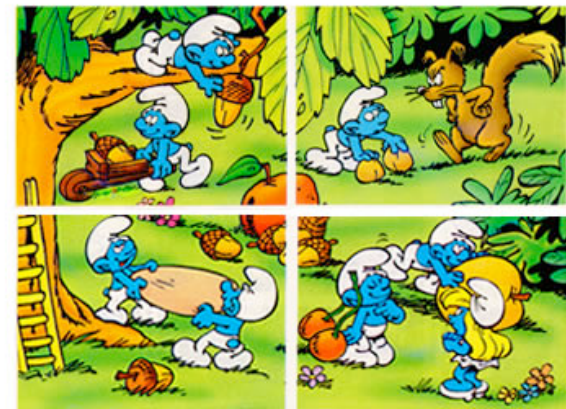


Picture the goal

- 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

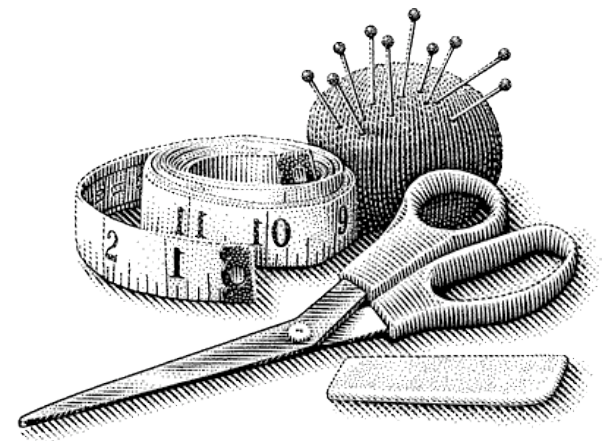
- Where and when the situation occurs
- Who is involved
- How events are sequenced
- What occurs
- Why it occurs



BLUEBUDDIES

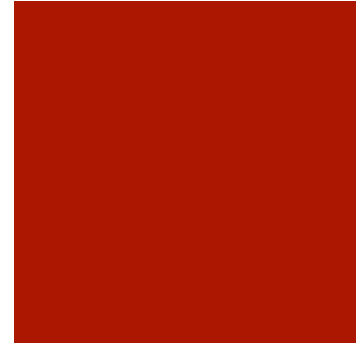
Tailor the text

- 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

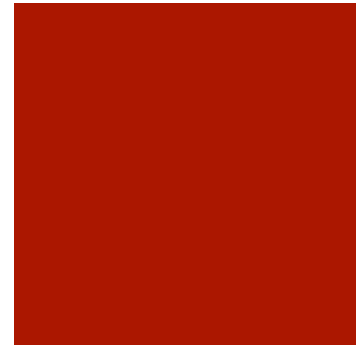




Using the Social Story.

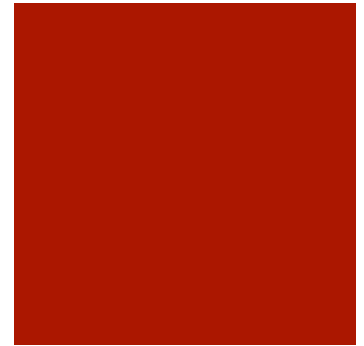
Implementation Guidelines

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



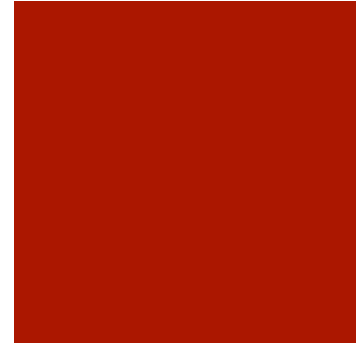
Introducing a social story

- 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!

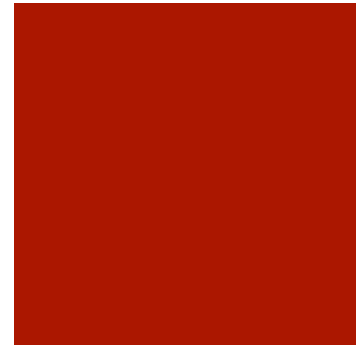


Correct!



Fading a social story

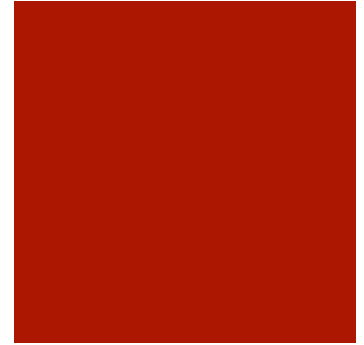
- Gradually increase time between review sessions
- Could intermittently provide review sessions
- Remember, follow your data



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.frsd.k12.nj.us/autistic/Social%20Stories/social_stories.htm
- <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:

rich.mancil@louisville.edu

502-852-2629