

## Social Stories Intervention Strategy

Efficacy Rating  
Level #2

Short stories written to describe a social situation & used to reflect appropriate responses in those situations.

### What are they?

Short stories that describe a social situation and provide information about relevant social cues (e.g., what they mean & why they occur) to help an individual reflect on appropriate responses (Gray, 1995).

Reported as effective for preschool through adult and particularly for those who have an interest in written or literacy-based material (Swaggart et al., 1995). Used to teach social & behavioral skills.

### Key components:

- Gather information about the situation of interest via interviews with student & those familiar with the situation
- Observe the situation
- Assume the student's perspective
- Develop the story using primarily *descriptive* & *prescriptive* (reactions & feelings) sentences with *directive* sentences to state the desired behavior & *control* sentences to identify strategies student will use to help remember the information in the story.

**Efficacy:** Research indicates fewer inappropriate social behaviors for children with ASD in the home and school setting following the use of social stories (Cullain, 2000; Kuoich & Mirenda, 2004; Kuttler et al., 1998; Norris & Dattilo, 1999; Romano, 2002; Smith, 2001; Swaggart, et al., 1995). Specifically,

- 8 year old girl reduced inappropriate behaviors use SS in the classroom via AB design (Norris & Dattilo, 1999)
- 3 children with autism (7-11 years); appropriate behavior & inappropriate behavior for all children (Swaggart et al., 1995)
- Reduction in behaviors preceding a tantrum & in desired behavior for a 12 year old with ASD using SS (Kuttler et al., 1998)
- Reduction of problem behaviors in 3 boys w/ASD (3-6 yrs) (Kuoich & Mirenda, 2003)
- 2 children w/ASD (7-8 yrs.) taught choices in play (Barry & Burlew, 2004)
- Frustration & Communication for 7 yr. old with AS at home doing homework following SS (Adams et al., 2004)

Gray, C. A. (1995). Teaching children with autism to 'read' social situations. In K. A. Quill (Ed.), *Teaching children with autism; strategies to enhance communication and socialization* (pp. 219-242). Albany, NY: Delmar Pub.

## Social Stories Resources and Information

### **References:**

Gray, C. A. (1995). Teaching children with autism to 'read' social situations. In K. A. Quill (Ed.), *Teaching children with autism; strategies to enhance communication and socialization* (pp. 219-242). Albany, NY: Delmar Publishers.

### **Websites:**

<http://www.socialstories.com/>

### **Tools, Materials, Curriculum:**

<http://www.thegraycenter.org/socialstorywriting.cfm>

### **Articles:**

Adams, L., Gouvousis, A., VanLue, M., & Waldron, C. (2004). Social story intervention: Improving communication skills in a child with ASD. *FADD*, 19 (2), 87-94.

Barry, L. M., & Burlew, S. B. (2004). Using social stories to teach choice and play skills to children with autism. *FADD*, 19 (1), 45-51.

Cullain, R. E. (2000). The effect of social stories on anxiety levels and excessive behavioral expressions of elementary school aged children with autism. *Dissertation Abstracts International*, 62, 2383.

Gray, C.A. (1998). Social stories and comic strip conversations with students with Asperger Syndrome and high functioning autism. In E. Shopler, G.B. Mesibov, & L.J. Kuncze (Ed.), *Asperger syndrome or high functioning autism*.

(pp. 167-198). NY: Plenum Press.

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

Ivey, M. I., Heflin, L. J., & Alberto, P. (2004). The use of social stories to promote independent behaviors in novel events for children with PDD-NOS. *FADD*, 19 (3), 164-176.

Kuoeh, H., & Mirenda, P. (2003). Social story interventions for young children with autism spectrum disorders. *FADD*, 18 (4), 219-227.

Kuttler, S., Myles, B., & Carlson, J. K. (1998). The use of social stories to reduce precursors to tantrum behavior in a student with autism. *FADD*, 13 (3), 176-182.

Norris, C., & Dattilo, J. (1999). Evaluating effects of a social story on a young girl with autism. *FADD*, 14, 180-186.

Smith, C. (2001). Using social stories to enhance behavior in children with autistic spectrum difficulties. *Educational Psychology in Practice*, 17 (4), 337-345.

Swaggart, B.L., Gagnon, E., Bock, S. J., et al. (1995). Using social stories to teach social & behavioral skills to children with Autism. *Focus on Autistic Behavior*, 10, 1-15.

Thiemann, K. S., & Goldstein, W. (2001). Social stories, written text cues, and video feedback: Effects on social communication of children with autism. *JABA*, 34 (4), 425-446.

### **Books:**

Gray, C. (1994). *The new social story book*. Jenison, MI: Jenison Public Schools.

Gray, C. (1993). *The original social story book*. Jenison, MI: Jenison Public Schools.

Gray, C. (1995). *Social stories and comic strip conversations: Unique methods to improve social understanding*. Jenison MI: Jenison Public Schools.

Gray, C. (2000). *The new social storybook: Illustrated edition*. Arlington, TX: Future Horizons.

Gray, C., & White A. L. (2002). *My social stories book*. Philadelphia, PA: Jessica Kingsley Publishers.

Johnson, A. M., & Susnick, J. L. (2000). *Social skills stories: Functional picture stories for readers and nonreaders K-12*. Solana, Beach, CA: Mayer-Johnson, Inc.

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