

The background of the slide is a composite image. The top left shows a line of yellow school buses, with the word 'SCHOOL BUS' visible on the front of one. The bottom left shows a classroom with blue walls, decorated with colorful balloons and framed pictures. Several desks and chairs are arranged in the room.

Effective Classroom Strategies for Students with Disabilities

Strategy 6: Social Narratives



Kentucky Department of
EDUCATION

What are Social Narratives?

An evidence-based practice that describes social situations in some detail by highlighting relevant cues and offering examples of appropriate responding.



They help learners adjust to changes in routine, teach specific social skills or behaviors, and adapt their behaviors to the cues of a situation.

[Source: Kentucky Autism Training Center Social Narratives Presentation](#)

When Can I Use a Social Narrative?

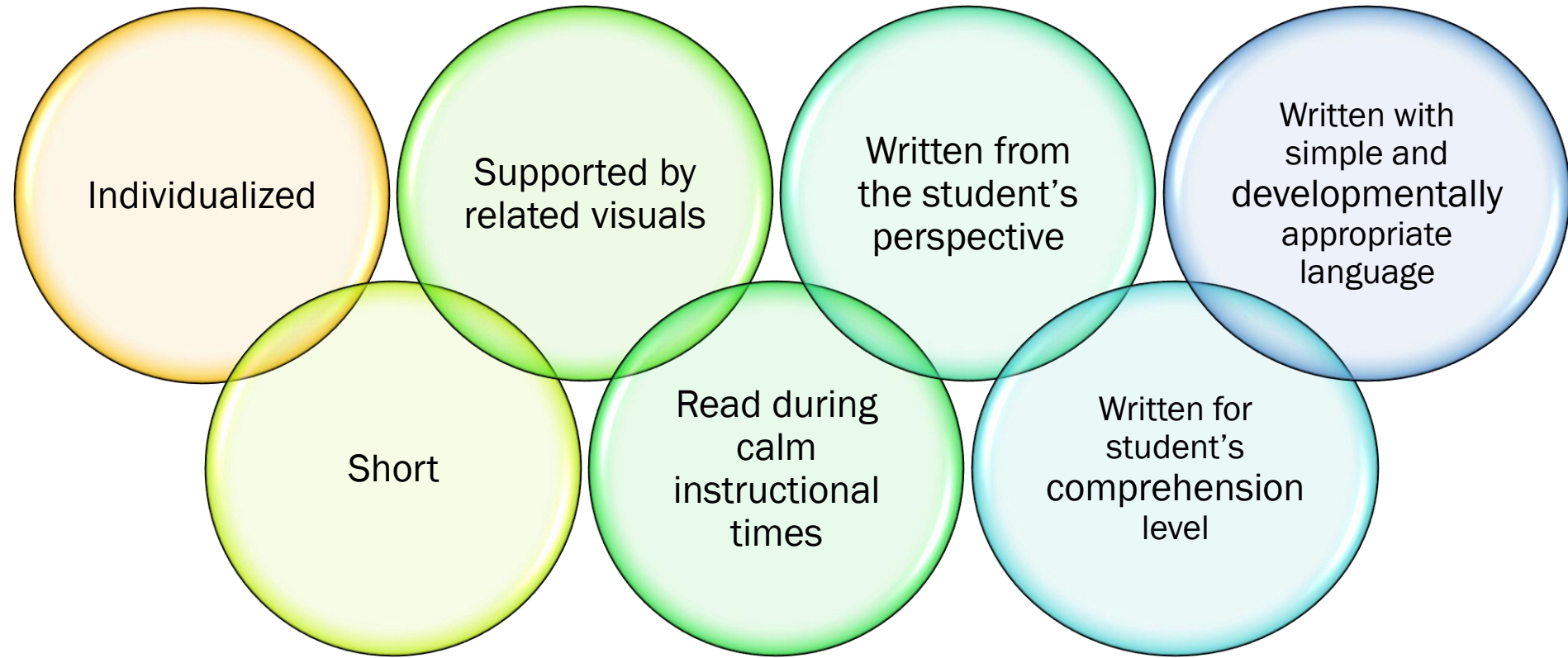
To teach behavior expectations for a new situation (e.g., schedule changes)

- Field trips
- Assemblies
- Fire drills
- New arrival or dismissal routines

To teach behaviors that are difficult for the student

- Greetings
- Waiting
- Transitions
- Sportsmanship
- Asking for help
- Individual Social Scenarios

Social Narratives Should be:



[Source: Kentucky Autism Training Center Social Narratives Presentation](#)

Social Narratives Should Include:

Descriptive Sentence: “Most days, I ride the bus to school.”

Perspective Sentence: “Sometimes I get frustrated because the bus is very loud.”

Coaching Sentence: “When the bus is too loud, I can put on my headphones.”

Affirmative Sentence: “Staying calm on the bus is good for me. My friends and my bus driver are happy when I stay calm on the bus.”

[Source: Kentucky Autism Training Center Social Narratives Presentation](#)

Example with a Middle School Student



[Using a Social Narrative
with Nate – YouTube](#)

Social Narratives Can Be:

Built into a student's schedule to read/have read to them;

Used with a wide range of learners, from preschool to adult;

Paired with social skill instruction;

I Can Use My Words



Created by Rochelle Lentini, USF
Adapted 2004

Social Narratives Can Be:

Paired with reinforcement for demonstrating the practiced skill;

Introduced as role playing scenarios for older students; and

Created for families to target behaviors in the home or community settings.




Power Cards

- Should be written in first person;
- Use a learner's special interest to provide a short scenario and rules on a small card that helps them to understand social situations;
- Present a three to four step strategy to solve the problem or demonstrate an expected behavior;
- Show how to be successful with the strategy; and
- Teach only one to two power cards/skills at a time.

[Source: Power Cards, Illinois State](#)

Power Card



Sadie the Golden Retriever wants you to remember:

1. Stay calm
2. Use my breathing card and take 3 deep breaths
3. Ask an adult for a break
4. Go to my Home Base/Calming Spot

Adapted from Gagnon, 2001

Additional Resources

- [Practical Strategies - National Center for Pyramid Model Innovations \(challengingbehavior.org\)](https://challengingbehavior.org) scroll to “scripted stories for social situations”
- [Kentucky Autism Training Center- Social Narratives Presentation](#)
- [Kentucky Autism Training Center- Social-Emotional Supports](#)
- [Autism Center Grab and Go Resource Gallery of Interventions- Power Cards | OCALI](#)
- [Power Card Strategies \(illinoisstate.edu\)](https://illinoisstate.edu)
- [AFRIM Module: Social Narratives \(EBP Brief Packet\)](#)
- [KY-SPIN’s Tuesday Tips Webinar: Social Narratives by KATC - KY-SPIN \(kyspin.com\)](#)

Contact Information

Rebecca Turner

Education Program Consultant

Division of IDEA Implementation and Preschool

502-564-4970, extension 4164

Rebecca.Turner@education.ky.gov