Guiding Questions

Social Narratives

- What skill requires improvement? Can this skill be appropriately depicted in a social narrative?

- What additional priming strategies might support the individual in embracing and using the narrative?

- Based on the student's needs and interests, and based on the targeted skill and related concepts, what type of social narrative should you develop – a situational story, coping comic, thought story, or coping card? Or will you target the skill across several of these formats?

- Should you incorporate images into the situational story or coping card to support comprehension?

- How frequently will the student review the social narrative?

- How will you ensure that the student experiences opportunities to not only review the skill via the social narrative, but to also engage in repeated rehearsal of the skill across multiple contexts?

- Where will the social narrative be kept? Is it only available for review at practice sessions? Is a copy kept within specific work or activity areas where it can be reviewed? Is the narrative visible so that it serves as a reminder of what to do?