Module: Social Narratives

Implementation Checklist for Social Narratives

The steps used in this implementation checklist were adapted from:

Wragge, A. (2008). *Social narratives: Online training module*. (Lincoln, NE: Nebraska Department of Education). In Ohio Center for Autism and Low Incidence (OCALI), *Autism Internet Modules,* www.autisminternetmodules.org. Columbus, OH: OCALI.

Instructions*:* The Implementation Checklist includes each of the guidelines for creating and using social narratives as an instructional tool as well as important aspects of implementation for generalized learning. Please complete all of the requested information including the site and state, individual being observed/interviewed, and the learner's initials. To assure that a practice is being implemented as intended, an observation is *always* preferable. This may not always be possible. Thus, items may be scored based on observations with the implementer, discussions and/or record review as appropriate. Within the table, record a 2 (implemented), 1 (partially implemented), 0 (did not implement), or NA (not applicable) next to each step observed to indicate to what extent the step was implemented/addressed during your observation. Use the last page of the checklist to record the target skill, your comments, whether others were present, and plans for next steps for each observation.

Site: _____ State: _____

Individual(s) Observed: _____Learner's Initials: _____

Skills below can be implemented by a practitioner, parent, or other team member

	Observation	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**
	Date								
	Observer's Initials								
Planning (Steps 1-6)									
Step 1. Identifying the Social Situation for the Intervention		**Score****							
1. Refer to learner's IEP/IFSP to identify potential intervention targets.									
2. Discuss goals with team members, including family and learner.									
3. Select a social behavior that will result in positive social interactions, a safer environment, and/or additional social learning opportunities.									
Step 2. Defining the Target Behavior or Skill									
1. Clearly define the target behavior or skill so that it is observable and measurable.									
Step 3. Collecting Baseline Data									
1. Determine the type of data (e.g., permanent product, assessment) needed to assess the target skill.									

***Scoring Key: 2 = implemented; 1 = partially implemented; 0 = did not implement; NA = not applicable*

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	Date								
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Step 3. Collecting Baseline Data (cont.)		**Score****							
2. Collect data on at least three occasions over three to five days to determine the learner's skills prior to intervention.									
Step 4. Writing the Social Narrative									
1. Write the social narrative in language that is appropriate for the learner's age and comprehension.									
2. Consistently use first or second person, based on learner characteristics.									
Step 5. Choosing Appropriate Length of Story									
1. Select a number of sentences per page that are appropriate for the learner's functioning level and age.									
2. Construct each sentence (or page) to allow the learner to focus on a specific concept.									
Step 6. Including Photos, Picture Icons, or Hand-Drawn Pictures									
1. Use visuals that are appropriate for the individual learner.									
2. If appropriate, include the learner in creating or selecting pictures to include.									
Intervention (Step 7)									
Step 7. Implementing the Social Narrative									
1. Use the social narrative as a regular part of the learner's daily schedule.									
2. Read the social narrative to the learner, or the learner is encouraged to read it aloud or silently as part of the daily routine.									

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Progress Monitoring (Steps 8-10)									
Step 8. Monitoring Learner Progress		**Score****							
1. Collect data to measure the effectiveness of narrative intervention on the target behavior or skill for a minimum of two weeks.									
2. Ask others who work or live with the learner to collect data on the target behavior across settings.									
Step 9. Reviewing Data and Modifying the Narrative if Necessary									
1. Depending on intervention findings, continue to use the narrative, increase use of the narrative, or adapt the narrative.									
2. When the social narrative procedures are altered (modification in narrative or frequency), change only one variable at a time.									
3. Collect and review data following each adaptation or change.									
Step 10. Addressing Generalization and Maintenance of Learned Behavior or Skill									
1. Promote generalization of the target skill by including multiple peers and/or adults in the social narrative process.									
2. Promote maintenance of the target skill by fading the use of the narrative and by increasing the time between readings, and/or by having the learner progress from read-aloud to silent reading.									
3. If the learner begins to show signs of returning to target baseline levels, the social narrative is reintroduced.									

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Date	Observer Initials	Target Skill/Behavior, Comments, and Plans for Next Steps
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