

Social Narratives

This is an alternate version of the characteristics overview chart on the next page. It is provided for accessibility.

Verbal skills

- Nonverbal
- Mixed
- Verbal

Grade Level

- PK
- Elementary
- Middle/High


Cognitive Level

- Classic
- High Functioning

Areas Addressed

- Adaptive Behavior/Daily Living
- Behavior
- Communication/Speech
- Social/Emotional

Social Narratives

 Verbal Skills	Grade Levels	Cognitive Level	Areas Addressed
<input checked="" type="checkbox"/> Nonverbal	<input checked="" type="checkbox"/> PK	<input checked="" type="checkbox"/> Classic	<input type="checkbox"/> (Pre)Academic/ Cognitive/Academic
<input checked="" type="checkbox"/> Mixed	<input checked="" type="checkbox"/> Elementary	<input checked="" type="checkbox"/> High	<input checked="" type="checkbox"/> Adaptive Behavior/ Daily Living
<input checked="" type="checkbox"/> Verbal	<input checked="" type="checkbox"/> Middle/High	Functioning	<input checked="" type="checkbox"/> Behavior
			<input checked="" type="checkbox"/> Communication/Speech
			<input checked="" type="checkbox"/> Social/Emotional



Brief Introduction

Because of their lack of understanding of social cues or rules, people with autism (AU) often face challenges when having to respond to social behavior and engage in social interactions. Social narratives can teach new social skills and encourage individuals to regulate their behavior through relatively short sentences or phrases. In this section, three types of social narratives are introduced: Social Stories™, Power Card strategy, and social scripts.



Description

Social narratives can be used in various ways. Educators, paraeducators, parents, or other professionals can write social narratives for various situations. Based on the child's needs and functioning levels in an academic or nonacademic setting, social narratives can guide the student toward appropriate behaviors or responses.

Even though there are special steps and rules to be developed for each type of social narrative, the following guidelines are generally considered appropriate for creating social narratives:

1. Identify the social situation or setting to be taught.
2. Identify the target behavior to teach and define it operationally for data collection.
3. Collect data to decide the baseline of the target behavior.
4. Write a social narrative based on the child's needs and functioning levels. Decide the length of the narrative, including the number of sentences, phrases, level of vocabulary, and so on.
5. Use visual cues, including pictures, photos, or symbols, concerning the child's interests and levels.
6. Read the social narrative to the child and model the desired behavior.
7. Collect data on the target behavior.

8. Review the data and results of the intervention.
9. Consider and address the maintenance and generalization of the target behavior.

Social Stories™



Description

Social Stories™ have been proven effective as strategies to change target behaviors. Developed by educators or others familiar with the child, Social Stories™ are written short stories that inform or describe an activity and the anticipated behavior associated with it. Social Stories™ also provide social information to teach appropriate social behavior governed by various unwritten and unspoken rules and nonverbal cues.

In her guidelines for Social Stories™, Gray (1995) outlines four types of sentences: descriptive, perspective, directive, and affirmative sentences. A descriptive sentence provides the facts in a situation or the main aspects of the topic. A perspective sentence describes others' feelings, thoughts, or beliefs. A directive sentence describes desired responses to social situations, gives the child alternative choices or behaviors, and usually begins with *I will*, *I may*, or *I will try*. In addition, a directive sentence should be developed carefully, based on the possibility of literal interpretation. Finally, an affirmative sentence can be used to reassure the child by providing common values and meanings in a given culture.

Examples of basic sentences include:

Descriptive sentences

- My name is Justin.
- There are many people in a cafeteria during lunch time.
- We have circle time at school.
- Some children are talking loudly in a hallway.

Perspective sentences

- My teacher knows about my schedule.
- Some people like to read scary books.
- Some people believe in UFOs.
- My sister likes to play the violin.

Directive sentences

- I will try to listen to a teacher's speech.
- I will stay at home when my mom leaves to pick up my brother.
- When I have a question in class, I will raise my hand.

Affirmative sentences

- This is okay.
- This is a good idea.
- This is very important to do.



Steps

According to Gray (1995, 2000), creating Social Stories™ involves the following four steps:

1. *Think about and picture the goal of the Social Story™.* The main goal of Social Stories™ is to teach social rules or cues directly. Therefore, the adult must provide accurate information and descriptions of the concepts that need to be learned.
2. *Gather information about the topic.* The adult needs to deliberate on the topic, including when and where it occurs, who is involved, what to do in the process or sequence, and why people behave in certain ways.
3. *Tailor the text.* Guidelines for creating Social Stories™ include (a) write in three parts, introduction, body, and conclusion; (b) provide accurate information about “wh” questions for the activity or target behavior; (c) write with a first-person perspective; (d) use positive language; (e) consider the basic Social Story™ ratio of two to five descriptive, perspective, and/or affirmative sentences; and (f) use literally accurate words (e.g., *usually* or *sometimes*).
4. *Teach with the title.* A title that addresses the overall meaning or a core concept of the story should be developed.



Brief Example

Brandon is a third grader who has AU. He likes to follow his routine and often has meltdowns when his schedule changes unexpectedly. Ms. Young, his teacher, planned to use a Social Story™ to help Brandon deal with unexpected situations. The Social Story™ on page 454 was developed by Ms. Young. She introduced the story to Brandon with pictures of him and the calendar he always carries. She had Brandon read the story with her and explained the possible situations. After introducing the story, she set up a time for Brandon to read this Social Story™ every morning. His meltdowns about unexpected

changes have decreased, and Ms. Young has gradually expanded the Social Story™ strategy to address his other behavior challenges.

When My Schedule Is Changed

Sometimes I get angry when schedules change. (Descriptive)

Teachers usually tell me before things change. (Descriptive)

Sometimes teachers cannot tell me before things change. (Descriptive)

I will ask a teacher what to do if I am confused about the new schedule, instead of crying or yelling. (Directive)

Then I will try to understand and respect what the teacher says. (Directive)

Schedules can be changed, and it is okay to follow a new schedule. (Affirmative)

When the schedule is changed, I will follow the new schedule. (Directive)



Tips for Modifications

Using multimedia such as computer-based programs or videotaping can help magnify the effects of Social Stories™. For example, video modeling combined with Social Stories™ can help students use self-monitoring or self-management of their emotions or behaviors (Hagiwara & Myles, 1999; Scattone, 2008).



Research Table

# of Studies	Ages (years)	Sample Size	Area(s) Addressed	Outcome
19	3-15	53	Appropriate behavior, conversation skills, prosocial behavior, problem behavior, self-awareness, repetitive behaviors, inappropriate sexual behavior, mealtime skills, unsafe behavior, obsessional behavior	+



Studies Cited in the Research Table

- Dodd, S., Hupp, S. D., Jewell, J. D., & Krohn, E. (2008). Using parents and siblings during a Social Story™ intervention for two children diagnosed with PDD-NOS. *Journal of Developmental and Physical Disabilities, 20*, 217-229.
Two children, 8 and 9 years old and diagnosed with AU, participated in the study. The results demonstrated that Social Stories™ were effective at modifying negative and positive social skills. Child and parent evaluations of the intervention were positive.

Interventions

2. Scattone, D. (2008). Enhancing the conversation skills of a boy with Asperger's disorder through Social Stories™ and video modeling. *Journal of Autism and Developmental Disorders*, 38, 395-400.
A 9-year-old boy with AS participated in a study combining Social Stories™ with video modeling in an effort to enhance his conversation skills. An increase in two out of three targeted conversation skills occurred, and generalized behavior changes were observed.
3. Crozier, S., & Tincani, M. (2007). Effects of Social Stories™ on prosocial behavior of preschool children with autism spectrum disorders. *Journal of Autism and Developmental Disorders*, 37, 1803-1814.
Three children with AU between 3 and 5 years old participated in a study investigating the effects of Social Stories™ on prosocial behavior in an inclusive setting. Social Stories™ increased appropriate behavior and decreased inappropriate behavior for two participants. The addition of verbal prompts (Condition C) was necessary to increase appropriate behavior for the third participant.
4. Quilty, K. M. (2007). Teaching paraprofessionals how to write and implement Social Stories™ for students with autism spectrum disorders. *Remedial and Special Education*, 28, 182-189.
Three students aged 6 to 10 and three paraprofessionals as pairs participated in a study to determine if paraprofessionals could effectively be taught to write and implement Social Stories™. Results showed that paraprofessionals could be taught how to write and implement Social Stories™, and the targeted student behaviors decreased.
5. Reynhout, G., & Carter, M. (2007). Social Story™ efficacy with a child with autism spectrum disorder and moderate intellectual disability. *Focus on Autism and Other Developmental Disabilities*, 22, 173-182.
An 8-year-old boy with moderate intellectual disability and associated language impairment participated in a study designed to decrease repetitive tapping behavior. The target behavior was decreased, and the decrease was associated with increased comprehension of the Social Story™.
6. Delano, M., & Snell, M. E. (2006). The effects of Social Stories™ on the social engagement of children with autism. *Journal of Positive Behavior Interventions*, 8, 29-42.
Three students aged 6 to 9 with AU participated in a study designed to evaluate the effects of Social Stories™ on the duration of appropriate social engagement and the frequency of four social skills. The number of target social skills increased after the intervention was introduced.
7. Scattone, D., Tingstrom, D. H., & Wilczynski, S. M. (2006). Increasing appropriate social interactions of children with autism spectrum disorders using Social Stories™. *Focus on Autism and Other Developmental Disabilities*, 21, 211-222.
Three boys with AU between the ages of 8 and 13 years participated in the study designed to increase appropriate social interactions. An increase in appropriate social interactions occurred for two of the participants after the intervention.
8. Crozier, S., & Tincani, M. J. (2005). Using a modified Social Story™ to decrease disruptive behavior of a child with autism. *Focus on Autism and Other Developmental Disabilities*, 20, 150-157.
This study examined the effects of a modified Social Story™, with and without verbal prompts, on the disruptive behavior of an 8-year-old boy with AU. The disruptive behavior decreased during both phases of the intervention, but to a greater degree when the story was paired with prompting.
9. Hutchins, T. L., & Prelock, P. A. (2005). Using Social Stories™ and Comic Strip Conversations™ to promote socially valid outcomes for children with autism. *Seminars in Speech & Language*, 27, 47-59.
Two children aged 6 and 12 years participated in this study designed to assess the efficacy of a family-centered, collaborative approach to developing Social Stories™ and Comic Strip Conversations™. The results reported that some dynamic, evolving, and contextual aspects of child functioning were revealed.

10. Barry, L. M., & Burlew, S. B. (2004). Using Social Stories™ to teach choice and play skills to children with autism. *Focus on Autism and Other Developmental Disabilities, 19*, 45-51.
A special education teacher used Social Stories™ in her classroom to teach a 7-year-old girl and an 8-year-old boy with severe AU how to make activity choices, play appropriately with materials chosen, and play appropriately with peers. Choice-making and play skills increased.
11. Bledsoe, R., Myles, B. S., & Simpson, R. (2003). Use of a Social Story™ intervention to improve mealtime skills of an adolescent with Asperger syndrome. *Autism, 7*, 289-295.
The participant of this study was a 13-year-old male with AS and ADHD. Results indicated that a Social Story™ intervention was effective in improving the student's lunchtime eating behavior. As predicted, improvements were noted in positive behaviors (mouth wiping) and undesirable behaviors (spilling food).
12. Scattone, D., Wilczynski, S. M., Edwards, R. P., & Rabian, B. (2002). Decreasing disruptive behaviors of children with autism using Social Stories™. *Journal of Autism and Developmental Disorders, 32*, 535-543.
Three male students between the ages of 7 and 15 years participated in the study. The disruptive behaviors of the three children with AU decreased.
13. Brownell, M. D. (2002). Musically adapted Social Stories™ to modify behaviors in students with autism: Four case studies. *Journal of Music Therapy, 39*, 117-144.
Participants were four male students aged 6 to 9 with a primary diagnosis of AU. For three participants, both the reading and singing condition were significantly more effective in reducing the target behavior than the no-contact control condition. The singing condition was significantly more effective than the reading condition only for one participant.
14. Lorimer, P.A., Simpson, R. L., Myles, B. S., & Ganz, J. B. (2002). The use of Social Stories™ as a preventative behavioral intervention in a home setting with a child with autism. *Journal of Positive Behavior Interventions, 4*, 53-60.
A 5-year-old boy with AU participated in the study designed to decrease precursors to tantrum behavior in a home setting. Data revealed a decrease in interrupting verbalizations and tantrums when the Social Stories™ were available and an increase in these behaviors when the Social Stories™ were withdrawn.
15. Smith, C. (2001). Using Social Stories™ to enhance behaviour in children with autistic spectrum difficulties. *Educational Psychology in Practice, 17*, 337-345.
This study examined the impact on children's social behavior of a two-session workshop for groups of parents/caregivers, teachers, and learning support assistants about Social Stories™. Sixty-two attendees used this strategy for their 15 students with AU. Results highlighted the contribution that Social Stories™ can make to the management of a wide range of social behaviors, including inappropriate sexual behavior, unsafe behavior, and obsessional behavior.
16. Norris, C., & Dattilo, H. (1999). Evaluating effects of a Social Story™ intervention on a young girl with autism. *Focus on Autism and Other Developmental Disabilities, 14*, 180-186.
An 8-year-old girl with AU, who attended an inclusive second-grade classroom, participated in the study designed to examine the effects of a Social Story™ on behavior. Her inappropriate social interactions during lunch time decreased.
17. Hagiwara, T., & Myles, B. S. (1999). A multimedia social story intervention: Teaching skills to children with autism. *Focus on Autism and Other Developmental Disabilities, 14*, 82-95.
Three male students (aged 7-9) with AU participated in the study. Social Stories™ were used in a computer-based format to improve social or behavioral challenges. The intervention increased the skill levels of some

of the participants in certain settings.

18. Kuttler, S., Myles, B. S., & Carlson, J. K. (1998). The use of Social Stories™ to reduce precursors to tantrum behavior in a student with autism. *Focus on Autism and Other Developmental Disabilities, 13*, 176-182.
The authors analyzed the effectiveness of Social Stories™ in reducing precursors to tantrum behavior in two social environments: morning work time and lunchtime. A 12-year-old boy with AU participated. The data revealed a decrease in precursors to tantrum behavior when the intervention was available to the student and an increase in targeted behavior when the intervention was withdrawn.
19. Swaggart, B. L., Gagnon, E., Bock, S. J., Quinn, C., Myles, B. S., & Simpson, R. L. (1995). Using Social Stories™ to teach social and behavioral skills to children with autism. *Focus on Autistic Behavior, 10*, 1-16.
Three children aged 7-11 with moderate to severe AU and developmental disabilities participated in the study. The approach increased the participants' appropriate behavior and reduced behavioral excesses.



References

- Barry, L. M., & Burrell, S. B. (2004). Using Social Stories™ to teach choice and play skills to children with autism. *Focus on Autism and Other Developmental Disabilities, 19*, 45-51.
- Bledsoe, R., Myles, B. S., & Simpson, R. (2003). Use of a Social Story™ intervention to improve mealtime skills of an adolescent with Asperger Syndrome. *Autism, 7*, 289-295.
- Brownell, M. D. (2002). Musically adapted Social Stories™ to modify behaviors in students with autism: Four case studies. *Journal of Music Therapy, 39*, 117-144.
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- Crozier, S., & Tincani, M. (2007). Effects of Social Stories™ on prosocial behavior of preschool children with autism spectrum disorders. *Journal of Autism and Developmental Disorders, 37*, 1803-1814.
- Delano, M., & Snell, M. E. (2006). The effects of Social Stories™ on the social engagement of children with autism. *Journal of Positive Behavior Interventions, 8*, 29-42.
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- Gray, C. (1995). *Writing social stories with Carol Gray*. Arlington, TX: Future Horizon.
- Gray, C. A. (2000). *The new social story book™*. Arlington, TX: Future Horizons.
- Hagiwara, T., & Myles, B. S. (1999). A multimedia social story intervention: Teaching skills to children with autism. *Focus on Autism and Other Developmental Disabilities, 14*, 82-95.
- Hutchins, T. L., & Prelock, P. A. (2005). Using Social Stories™ and Comic Strip Conversations™ to promote socially valid outcomes for children with autism. *Seminars in Speech & Language, 27*, 47-59.
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- Norris, C., & Dattilo, H. (1999). Evaluating effects of a Social Story™ intervention on a young girl with autism. *Focus on Autism and Other Developmental Disabilities, 14*, 180-186.

- Quilty, K. M. (2007). Teaching paraprofessionals how to write and implement Social Stories™ for students with autism spectrum disorders. *Remedial and Special Education, 28*, 182-189.
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- Smith, C. (2001). Using Social Stories™ to enhance behaviour in children with autistic spectrum difficulties. *Educational Psychology in Practice, 17*, 337-345.
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Resources and Materials

- Carol Gray Center: Official Home for Social Stories™: www.thegraycenter.org
The official site of Social Stories™.
- Social Stories™ Intervention Strategy: www.autismtaskforce.com/downloads/social_stories_may_2006.pdf
This document includes a concise description of the strategy as well as a list of other resources.
- Teaching Children with Autism: Social Stories™: www.polyxo.com/socialstories
This webpage contains several Social Stories™ examples.
- Balazs, T., & Wolfe, P. S. (2008). Social Stories™ for sexuality education for persons with autism/pervasive developmental disorder. *Sexual Disabilities, 26*, 29-36.
- Kuoch, H., & Mirenda, P. (2003). Social Story™ interventions for young children with autism spectrum disorders. *Focus on Autism and Other Developmental Disabilities, 18*, 219-227.
- More, C. (2008). Digital Social Stories™ targeting social skills for children with disabilities: Multidimensional learning. *Intervention in School and Clinic, 43*, 168-177.
- Rust, J., & Smith, A. (2006). How should the effectiveness of Social Stories™ to modify the behavior of children on the autism spectrum be tested? Lessons from the literature. *Autism, 10*, 125-138.
- Sansosti, F. J., Powell-Smith, K. A., & Kincaid, D. (2004). A research synthesis of Social Story™ interventions for children with autism spectrum disorders. *Focus on Autism and Other Developmental Disabilities, 19*, 194-204.
These articles provide guidelines for the development of Social Stories™, examples, and research on this intervention.

Power Card Strategy



Description

Special interests are often powerful motivators for individuals with AU (Klin, Danovitch, Merz, & Volkmar, 2007; Winter-Messiers, 2007; Winter-Messiers et al., 2007). The Power Card Strategy (Gagnon, 2001) is designed around a student's special interest. The strategy, consisting of a brief scenario and a visual cue, helps students learn appropriate interactions and social behaviors through their special interests. Since many students with AU learn better when they have visual cues such as pictures, photographs, or symbols, these elements are incorporated.

As one type of visual supports, the Power Card Strategy includes a short script written in the first person from the perspective of an embedded hero or character related to the child's special interest to serve as a strong motivator for the child. A small card (e.g., 3" x 5") with a visual representation of the student's special interest synthesizes the behavior the student should use.



Steps

1. *Identify the target behavior or situation to teach.* Teachers or other instructors need to identify one problem behavior or situation to address that can be linked to the student's special interest.
2. *Identify the child's special interest or reinforcer.* The child's interest can vary from a person to a cartoon character. The favorite hero or star can be the child's role-model in a scenario.
3. *Conduct a functional assessment.* Through a functional assessment, the teacher can determine the reason for a problem behavior or situation. Many reasons, including triggers, associated with the underlying characteristics of AU (e.g., sensory issues, lack of social understanding, or poor communication skills) should be considered (Aspy & Grossman, 2007).
4. *Determine whether the Power Card Strategy is appropriate.* No one strategy fits everyone. In many cases, the Power Card Strategy can serve as an alternative and appropriate way for the student to engage in a targeted behavior.
5. *Collect baseline data.* In order to implement and monitor the target behavior, the instructor should collect baseline data on the target behavior.

6. *Write the scenario and create the Power Card.* The scenario should be developed based on the child's need and functioning level. A short script, including simple sentences, should be written from the first-person perspective and in the present tense.
7. *Introduce the Power Card to the child.* Before and after presenting the Power Card to the child, the teacher and the child should discuss the script and the Power Card. The teacher and the child can read the script together, and further, the child can be encouraged to read the script independently.
8. *Collect data during the intervention.* To determine the effectiveness of the Power Card Strategy, data should be collected through the whole process.
9. *Evaluate the effectiveness of the strategy.* Evaluate the results and determine how long the Power Card needs to be continued.
10. *Consider whether to fade the strategy.* Depending on the student's needs, a fading procedure can be decided upon.



Brief Example of a Power Card

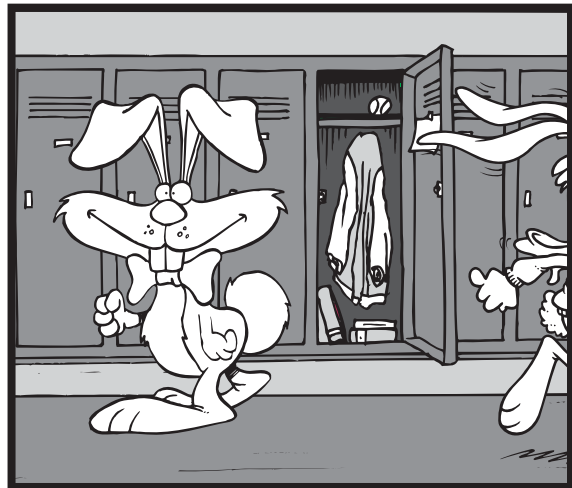
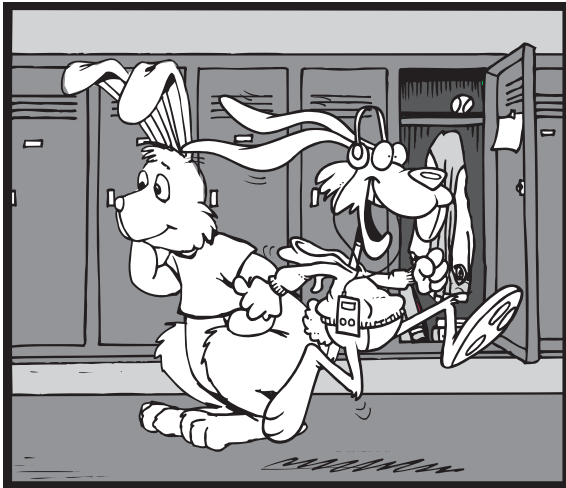
This Power Card scenario and Power Card were written for 7-year-old Julio, whose special interest was Big Bunny. Julio's targeted skill was understanding that sometimes people accidentally bump into each other.

Power Card Scenario

Big Bunny likes his friends and teachers and says “hi” to them when he sees them. He knows that his friends and teachers want to help him. So whenever he is confused or does not know what to do, he asks. He usually gets an answer right away. Big Bunny and his friends are often busy and in a hurry. When they are in a hurry, sometimes they bump into each other. They try to say, “Sorry” or “Excuse me,” but sometimes they are in such a hurry that they don’t realize that they have bumped into someone and, therefore, don’t say anything. This is usually just a mistake.

Just like Big Bunny and his friends, you and other students bump into each other. When that happens, the person who bumps into the other should try to say, “Sorry” or “Excuse me.” However, if the person who bumps does not remember, it is just a mistake. If someone bumps into you and doesn’t say anything, just keep moving. Just like Big Bunny.

Power Card



1. Say “hi” to teachers and friends.
2. When your friends say “hi” to you, smile and say “hi” to your friends, too.
3. When somebody bumps into you in a hallway and says “Sorry,” just say, “That’s all right” and keep walking.
4. When somebody bumps into you in a hallway and doesn’t say anything, just ignore him or her and keep walking.



Research Table

# of Studies	Ages (years)	Sample Size	Area(s) Addressed	Outcome
1	10	1	Appropriate behavior; sportsmanship skills	+



Studies Cited in the Research Table

- Keeling, K., Myles, B. S., Gagnon, E., & Simpson, R. L. (2003). Using the Power Card Strategy to teach sportsmanship skills to a child with autism. *Focus on Autism and Other Developmental Disabilities, 18*, 105-111.
This study was designed to teach sportsmanship skills to a 10-year-old girl with AU. The Power Card Strategy was effective, and the behaviors generalized across multiple settings.



References

- Aspy, R., & Grossman, B. G. (2007). *The Ziggurat model: A framework for designing comprehensive interventions for individuals with high-functioning autism and Asperger Syndrome*. Shawnee Mission, KS: Autism Asperger Publishing Company.
- Gagnon, E. (2001). *Power cards: Using special interests to motivate children and youth with Asperger Syndrome and autism*. Shawnee Mission, KS: Autism Asperger Publishing Company.
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- Klin, A., Danovitch, J. H., Merz, A. B., & Volkmar, F. R. (2007). Circumscribed interests in higher functioning individuals with autism spectrum disorders: An exploratory study. *Research and Practice for Persons with Severe Disabilities, 32*, 89-100.
- Winter-Messiers, M.A. (2007). From tarantulas to toilet brushes: Understanding the special interest areas of children and youth with Asperger Syndrome. *Remedial and Special Education, 28*, 140-152.
- Winter-Messiers, M.A., Herr, C. M., Wood, C. E., Brooks, A. P., Gates, M.A. M., Houston, T. L., & Tingstad, K. I. (2007). How far can Brian ride the Daylight 4449 Express: A strength-based model of Asperger Syndrome based on special interest areas. *Focus on Autism and Other Developmental Disabilities, 22*, 67-79.



Resources and Materials

- Gagnon, E. (2001). *Power cards: Using special interests to motivate children and youth with Asperger Syndrome and autism*. Shawnee Mission, KS: Autism Asperger Publishing Company.
The Power Card Strategy: www.asperger.net/newsletter_dec01keeling.htm
This newsletter article includes a Power Card strategy story as an example.
- Power Card Strategies: www.autismspectrum.ilstu.edu/resources/factsheets/powercard.shtml
This article gives the user basic Power Card information and includes an example.

Social Scripts



Description

Social scripts include written sentences or paragraphs that students with AU can use in academic and nonacademic settings and situations. Research has demonstrated that social scripts support students with AU and enhance their social interactions, communication, and various other behaviors, especially when they have limited expressive language. Students who have difficulties in initiating communication or generating language under stress can also benefit from social scripts. In such cases, the student memorizes the social script and learns when and how to use it appropriately. Social scripts can be taught through modeling, prompting, and reinforcement.



Brief Example

Andy's social script for requesting:

When students want to ask something during class, they raise their hand and wait until the teacher allows them to talk. Then they can ask questions.

Here are some words that I can use in class for this purpose.

“May I ask a question?”

“I have a question.”

“Would you please say that again?”



Tips for Modifications

Audiotaped social scripts can be useful for the child who has difficulties with reading. If a child has problems memorizing the written social scripts, they may be written on cue cards that the student can carry with her. Pictorial social scripts are also suggested to prompt target behaviors or decrease problem behaviors by appealing to students' visuals learning style (Ganz, Kaylor, Bourgeois, & Hadden, 2008).

