

**Targeting: Social
Communication with
Social Narratives and
Scripting followed by
Positive reinforcement!**

"Social narratives
provide relevant cues,
explanations of the
feelings and ideas of
others in the social
context, and
descriptions of
appropriate conduct
expectations for
learners with ASD"
(Sam & Afirm, 2015)

"SCRIPTING,

The use of scripts as an intervention capitalizes upon the strengths of learners with ASD by providing specific, appropriate models for language and/or social behavior in a structured way that will support the learner in engaging in a communicative interaction with a partner" (Griffin & Afirm, 2017)

Steps for Implementation:

1. Team identified target behavior:
 - a. (example) Student does not engage with his peers during partner practice. Instead he puts his head down on his desk or asks to move to the back.

2. Team identified replacement behavior:
 - a. (example) Student will respond, using provided sentence stems, when peer/partner asks a question and/or will respond, using sentence stems and ask peer/partner a question related to the task.

3. Identify student preference and reinforcement.

Steps for Implementation:

4. Ed Specialist/Case Manager introduces social narrative to student in a one-on-one setting to discuss the "WHY" behind it and important "Concepts."
5. Ed Specialist/Case Manager will present comprehension questions to assess if the "WHY" and "Concepts" have landed and are understood. Outcome dependent - repeat steps 4 & 5.
6. Introduce "Scripting," sentence stems, for partner work. (Recent SS in Reading Comprehension "92" within average range of same age and grade level peers.
7. 1st practice: student will practice with Ed Specialist and modify scripts as needed in response to student need and incorporate student's words.
8. 2nd practice: student will practice with partner in small group setting with Ed Specialist support and prompting.

9. Learner participates in partner practice in English Language Arts class with identified partner (Gen Ed Teacher will assign partner). Both students will have scripts. Ed specialist will observe and prompt as necessary.

10. Reinforcement is given throughout practice in small group setting and again in the General Education classroom.

Data Collection:

- Frequency during 5 separate partner work interactions.
 - Target Behavior
 - Scripted responses
 - Unscripted responses
 - Inappropriate responses

Work Cited

Griffin, W., & AFIRM Team. (2017). Scripting. Chapel Hill, NC: National Professional Development Center on Autism Spectrum Disorders, FPG Child Development Center, University of North Carolina. Retrieved from <http://afirm.fpg.unc.edu/scripting>

Sam, A., & AFIRM Team. (2015). Social narratives. Chapel Hill, NC: National Professional Development Center on Autism Spectrum Disorder, FPG Child Development Center, University of North Carolina. Retrieved from <http://afirm.fpg.unc.edu/Social-narratives>