



Social Stories to Prepare Children for their ASD Evaluation

Emily Putnam, Ph.D., LCP



Introduction

- Social Stories (SS) has been a widely used intervention for individuals with autism spectrum disorder (ASD) for over 25 years (Camilleri, Maras, & Brosnan, 2022).
- SS was first introduced by Gray and Garand (1993) to provide individuals with ASD information to better understand and navigate social situations.
- SS incorporates narratives with personalized text and images that teach about features of a target behavior or anticipated experience.
- SS has been adapted to help individuals with ASD learn specific social skills and prepare for a variety of experiences (e.g., going to the doctor/dentist, participating in P.E., sex education).
- SS varies greatly, but on average is moderately effective in improving social skills and helps to decrease anticipatory anxiety about certain situations (Camilleri, Maras, & Brosnan, 2022).
- Although SS is used in a variety of settings and situations, they are often not utilized in the process of ASD evaluations.

Conclusions

- SS is a simple and affordable intervention that any clinician or educator can adapt and use to support individuals with ASD in a variety of contexts.
- See Gray (2010) for a complete list of SS criteria to create one for your own use.

This day will be different from other days! We will be going to the Sheila Johnson Center at UVA. Many kids come here with their parents!



Scan me to see the whole story!

Objectives

- Create a social story that can be used in my own practice of conducting autism evaluations with the goal of helping children and families prepare and feel more comfortable coming in for their evaluation

Method

- Research SS criteria
- Take photos of the physical space and materials used during evaluations
- Create a unique SS using these personalized images accompanied by simple text

References

- Camilleri, L.J., Maras, K. & Brosnan, M. Autism Spectrum Disorder and Social Story Research: a Scoping Study of Published, Peer-Reviewed Literature Reviews. *Rev J Autism Dev Disord* 9, 21–38 (2022). <https://doi.org/10.1007/s40489-020-00235-6>
- Gray, C. A. (2010). Social Stories™ 10.1 Definition, Criteria, & Sample Stories.
- Gray, C. A., & Garand, J. D. (1993). Social stories: Improving responses of students with autism with accurate social information. *Focus on autistic behavior*, 8(1), 1-10.

Acknowledgements

The Blue Ridge Leadership Education in Neurodevelopmental Disabilities (Blue Ridge LEND) and this project is supported by the Health Resources and Services Administration (HRSA) of the U.S. Department of Health and Human Services (HHS) as part of an award totaling \$2,242,875. The contents are those of the author(s) and do not necessarily represent the official views of, nor an endorsement, by HRSA, HHS, or the U.S. Government. For more information, please visit [HRSA.gov](https://www.hrsa.gov).