

Title of intervention: Social Story Intervention to Prevent Personal Space Violations in Low Incidence Students

Developers of manual: Kristin Gray, Jane Yam and Aaron Woodward

Summary: The intervention involved a student with autism who causes frequent disturbances by invading the personal space of her peers. Invading personal space is defined as sitting with body parts touching others (i.e. shoulder to shoulder, knees touching) or coming within arms reach of others when standing. The school psychologist observes the student and tally's the number of personal space violations within a given period. Following the observation the teacher and the school psychologist meet to discuss the behavior and settle on the visual intervention social stories. A social story is a way of teaching social skills through words and pictures. Carol Gray, the creator of social stories explains that they can be written as a book or on a poster board, it is best for the story to be simple and easily understood. Gray emphasizes the importance of the story having one directive statement for every two to five descriptive or perspective statements. A directive statement tells the student what to do. While a descriptive statement tells where the behavior occurs, who is involved, what they are doing and why. The student is included in making the social story to ensure that they understand the story and are invested in the script. Based upon baseline observation it is determined that the ideal time to read the social story is before and after circle time as well as immediately following any personal space violation incidences. Following coordination with the parents short term goals are developed to provide feedback throughout the intervention process. Four short term goals are developed with each goal being rewarded by the student coloring the progress monitoring chart for the period. The first goal is that the student display 9 or less personal space violations within a day. The second goal is to reduce the personal space violations to 6 or less. The third goal is three or less violations. Finally the ultimate goal is for the student to display zero personal space violations, this goal will be rewarded with an ice cream treat.

Target/goal: The objective of this intervention is to decrease (and eventually eliminate) personal space violations in the classroom setting. By providing a reward for achievement the student is able to measure their progress and work towards a foreseeable goal.

Materials needed: The intervention requires that the teacher have access to daily evaluation sheets (See attachment #1) to document the frequency of violations as well as a progress monitoring poster shaped like an ice cream cone that is hung in the classroom to provide a visual representation of the progress being made. A social story card is utilized before and after class as well as after each occurrence. (See attachment #2)

Set up for the materials: The intervention takes place in the classroom during afternoon circle time. The teacher (observer) should have constant contact with the student to ensure that all personal space violations are documented and intervened on. The progress monitoring poster should be hung in an easily accessible area of the classroom where the student can go to observe progress.

Collection of Baseline data: Baseline data was collected by the school psychologist during regular classroom hours. The school psychologist tallied the frequency of personal space violations as well as the setting during which the violations took place.

Introduction/training: Following data collection the intervention is presented to the teacher as well as the students' parents. The students' parents are included to increase the likelihood that the intervention will be utilized both in the school and at home. The teacher is instructed on how to document the students' personal space violations. The teacher and school psychologist agree that the highest frequency of violations occur during afternoon circle time and decide to read the social story before and after circle time and immediately following each violation.

Implementation: The student will be read and shown the social story prior to and immediately following afternoon circle time. If the student exhibits any personal space violations the teacher will immediately intervene and will read and show the student the social story.

Progress monitoring: Progress will be documented by the teacher. Each personal space violation will be recorded and tallied at the end of the day. Documentation will be conducted via the use of a progress monitoring sheet that will be copied and sent home with the student. Progress will also be documented on a progress monitoring poster shaped like an ice cream cone (the final reward). There are four goal lines on the board which will be colored in as each goal is achieved. Goal 1: 9 or less violations, Goal 2: 6 or less violations, Goal 3: 3 or less violations, Final Goal: zero violations.

Social validity/caveats: The treatment is directed towards students who exhibit frequent personal space violations.

Treatment integrity: Treatment integrity will be assessed by the students' parents who will be invited to observe the intervention. The parental feedback will ensure that the intervention is being executed as intended. Progress will be monitored daily (and to a larger extent weekly to determine the effectiveness of the intervention).

Reliability: Interobserver agreement will be assessed by both the school psychologist and the teacher who will meet weekly to review the records and compare the students' frequency of personal space violation. The following formula is utilized to calculate interrater reliability. Ideally a 90 - 100% agreement percentage will be achieved:

$$\frac{\text{Number of Agreements}}{\text{Number of Agreements} + \text{Disagreements}} \times 100 = \% \text{ of Agreement}$$

Based on:

Child-Autism-Parent-Café.com. (2009). What are autism social stories? Retrieved June 8, 2009, from <http://www.child-autism-parent-cafe.com/autism-social-stories.html>

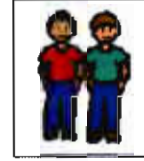
Gray, Kristin
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Kansas ASD (2008). *Social Narratives, Page 1*. Retrieved June 2, 2009, from: <http://kansasasd.com/>

Thiemann, K.S., & Goldstein, H. (2001). Social stories, written text cues, and video feedback: effects on social communication of children with autism. *Journal of Applied Behavior Analysis*, 34(4), 425-446.

Body Space

Sometimes I stand too close to people.



I am almost touching them.



This bothers people.



I can stand near people.



I leave a little space between us.



I will try not to stand too close to people.

Attachment #1

DAILY EVALUATION

Students name _____

Date: _____

COMMENTS:	Monday	Tuesday	Wednesday	Thursday	Friday	Total
Today at school, I did well:						
Circle Time (AM)						
Circle Time (PM)						

Parent/Guardian Signature: _____

Week's Total: _____

Parent/Guardian Comments: