Narrative Text Focusing on Character Traits, Feelings and Intentions Through the Use of Social Story Interventions and Comic Strip Conversations
How will a student with Autism Spectrum Disorder have difficulty mastering the Common Core State Standards in the reading of narrative text?
Some Characteristics of Autism

- Lack of Theory of Mind
- Weak Central Coherence
- Impaired Executive Function
Theory of Mind

The ability to recognize and understand the thoughts, feelings, beliefs, and intentions of other people (also known as: a difficulty putting oneself in another’s shoes).
Central Coherence
Perceiving and understanding the overall picture or gist of something
Executive Function
Organization, planning, working memory, inhibition control, impulse control, time management, prioritizing, and using new strategies
Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

LA.3.ELACC3RL3
Let’s put ourselves in their shoes!
• Teaches social skills
• Describes a situation, skill, or concept
• Easily understood
• Connects with the individual student
• Can be high-tech or low-tech

#2 Social Narratives
I went to sleep with gum in my mouth and now there’s gum in my hair and when I got out of bed this morning I tripped on the skateboard and by mistake I dropped my sweater in the sink while the water was running and I could tell it was going to be a terrible, horrible, no good, very bad day.
The gum in Alexander's hair feels sticky. His mom is probably going to make him wash it again. That makes Alex upset, because he washed his hair last night.

Alexander's ankle is hurting because the skateboard was in his way and made him trip.

Alexander is disappointed because his favorite sweater is wet now!
Gum is in my hair

I fell down.

My shirt is wet.

I am mad.
I hope the next time you get an ice cream cone, that it falls off and lands in Australia!

I hope you sit on a tack!
I feel like being mean, because now I'm Phillip's 3rd best friend instead of his 1st. I want to go far away so that my problems disappear!
Some day I’ll leave behind the wind, and the dust and walk my way West and make myself to home in that distant place of green vines and promise.
Jenny came home from school with a worried face. Mom asked her what was wrong.

“The teacher said we had to bring a treasure to school, Mom” said Jenny glumly. “She says it can be anything we care a lot about. Eric is going to take one of his favorite rocks from his collection. Megan is going to take a beaded bag that she got from her grandmother. I don’t know what I’m going to take.”

Jenny spent that afternoon looking all over her bedroom. She thought her teddy bear was too babyish. Her favorite book was too ordinary. She didn’t like any of her toys well enough to say that she “treasured” them. Jenny saw a picture of her family on her dresser. Finally, Jenny found her treasure.
Your turn to practice!

• Check the back of your paper for a number 1 – 6
• Go to the chart paper that has the corresponding number on it.
• Either create a Social Narrative or a Comic Strip conversation about the provided passage.
• Your goal is to assist Students with ASD to understand the thoughts, intentions and motives of the character in the scene.
Resources

• ComicStrip - CS (iPod Touch/iPhone/iPad)
• Comic Creator (iPod Touch/iPhone/iPad)
• PhotoComic (iPod Touch/iPhone/iPad)
• Comic Book! (iPod Touch/iPhone/iPad)
• Comic Life (iPad)
• Comix Maker (Android)
• Comic Strip It! (Android)
• Storyboards (iPad)
• Cartoon Studio (iPod Touch/iPhone/iPad)
• Make Belief’s Comix