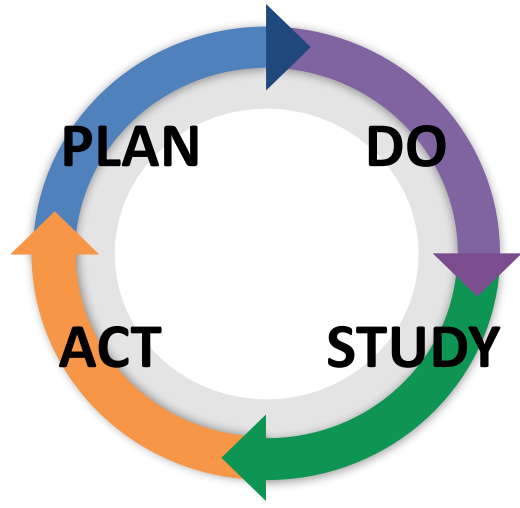


Disruptive Idea: Specially Design Social Stories

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Problem Statement

Teacher cognitive bandwidth is already saturated with designing delivering and developing Specially Designed Instruction (SDI) in core academic domains (e.g., phonics, fluency, math calculation, problem solving, writing). **Specially Design Social Stories** reduce the teacher's cognitive burden associated with Social Emotional Lesson designing by providing pre-structured, goal-aligned narratives, as aligned to the learner's IEP that decompose complex social emotional skills into explicit, teachable components with embedded language for modeling and guided practice.

PLAN

Disruptive Idea: The creation of a unified framework for "Specially Designed Social Narratives" that delivers Social-Emotional Learning (SEL) competencies through High-Leverage Practices (HLPs) of Specially Designed Instruction (SDI).

The PLAN: By embedding HLPs within individualized Social Narratives using authentic artifacts (journal entries, conflict notes, IEP reports) and AI-supported illustrations, teachers can reduce cognitive load and move students from "passive recipients" to "active contributors".

ACT

Changes/Adjustments Made: Plans were made to include "Innovation Hours" for staff to co-construct narratives and to integrate narratives into broader Literacy and Writing Standard goals through BCR connections and develop stories using generalized SEL standards.

The innovator plans to continue testing by creating a step-by-step infographic of the process and prototypes within AI platforms like Gemini.

The decision is to **Adopt** the innovation with minor adaptations for sustainability, such as formalizing the EXCEL framework as a "non-negotiable" element and embedded SEL standards to provide clear prompts for the AI tool.

DO

Observations During Testing: The use of AI tools significantly reduced teacher burden by providing scaffolding prompts and visual supports.

- **Adjustments/Actions Taken:** Adjustments included integrating sentence starters and guiding prompts to help students who struggle with communication contribute more confidently.
- **Success:** The project established a structured pathway for embedding SEL into narratives, making the link between SDI and SEL tangible and visible.
- **Challenge:** Identified a need for more explicit connections between narratives and academic standards like Writing and Speaking/Listening Standards when including Checks for Understanding and Brief Constructed Responses.

STUDY

Data Collected and Analysis: Success was measured by student movement toward becoming "active contributors" and self-advocates. Analysis focused on how AI-supported illustrations and authentic artifacts validated student experiences.

Lessons Learned: * Explicit Instruction (the EXCEL model: Engage, Explore, Communicate, Empower, Launch) is the essential backbone for designing effective narratives.

- The use of AI effectively reduces teacher fatigue.
- Alignment with Expectations:** Results aligned with the goal of increasing student self-advocacy; however, a gap was found regarding academic rigor and connections to Brief Constructed Responses (BCRs).

Key Results

The innovation validates diverse student experiences by placing their voices at the center of SEL. Helps provide resources to teachers to aid in instruction.

Lessons Learned

The #1 piece of advice for colleagues is to focus heavily on the "Engage" phase of Explicit Instruction to ensure lessons/stories are centered on a learner's specific misconceptions and the impact of their disability.

Function or Purpose of Behaviors:

- 8 of 10 cases explicitly list **Self-Regulation** as a concern, or 80.% directly involve self-regulation. The remaining 2 cases (Attention Seeking & Social Awareness; Escape & Self-Aware).

Function	1st Grade - Male	3rd Grade - Female	Kindergarten - Male
Attention: Behavior occurs to gain attention from others. Examples: Calling out, making noises, disrupting class discussions, and engaging in off-task behaviors when attention is low.	2	0	0
ESCAPE: Behavior functions to escape or avoid an undesired demand, task, setting, or interaction. Examples: Task refusal, leaving the area, and aggression during difficult work.	1	1	2
SENSORY: Behavior is maintained by internal reinforcement, not mediated by others. Example: Rocking, Hand Flapping, Humming	1	0	0
Tangible Items, Activities, or Privilege: The behavior functions to obtain a preferred item, activity, or privilege. Examples: Crying to get an item, Refusing work to access an item	0	1	2
TOTAL	4	2	4



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