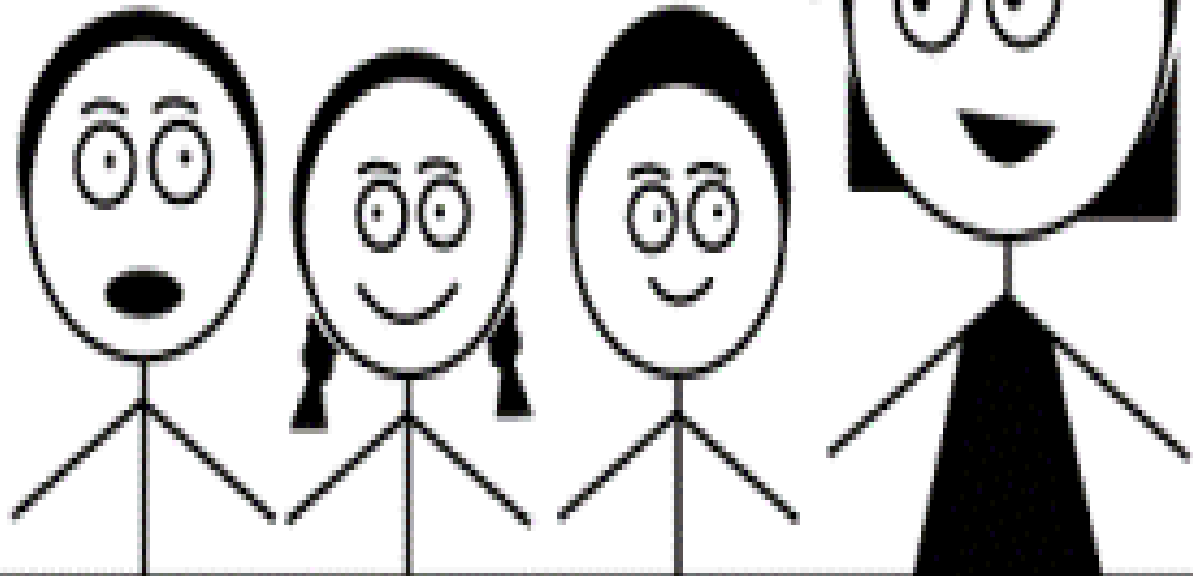


# Comic Strip Conversations

No, I'd like to  
keep talking to  
them

Stefan  
must stop  
talking  
and do  
his work

Stefan, would you like  
to stop talking with Freda  
and Vanya and get on with  
your work?





## Carol Gray

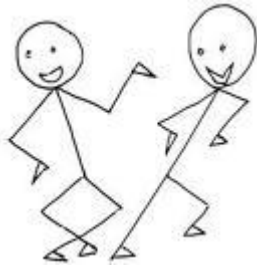
Carol developed Social Stories in 1991 and the Comic Strip Conversation shortly followed. These strategies are used to teach social understanding. A Comic Strip Conversation can be used to clarify a misunderstanding - it can show what was said and thought by the student and can also show the thoughts of others.

## What Are Comic Strip Conversations ?

Individuals with ASD often have problems in social situations. They may not be able to understand or process speech as quickly as is needed for most social interactions. A Comic Strip Conversation is a conversation between 2 or more people using simple drawings. This slows the conversation, allows you to forensically find out what was said and thought in a situation that caused a problem.



## Why would you use a Comic Strip Conversation with a young person with autism?

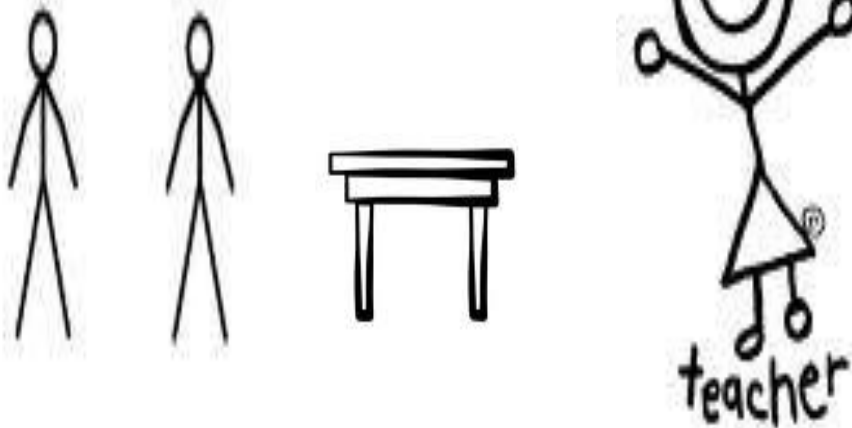


- To engage in problem solving/ conflict resolution where a social situation has been unsuccessful.
- To help a young person communicate their feelings and perception of a situation (helping others to understand the experience from their point of view).
- To enable reflection in a non-threatening manner ("drawing the story" of what happened rather than being asked lots of questions).
- It slows the conversation down, making it less stressful and allowing time for verbal processing.
- The end product is visual and can be referred back to promoting understanding and learning.
- To help the young person understand why things went wrong and work out a different course of action for next time so they could successfully negotiate a similar situation in future.

## Elements Of Comic Strip Conversations

- Begin with drawing the event that caused the problem.

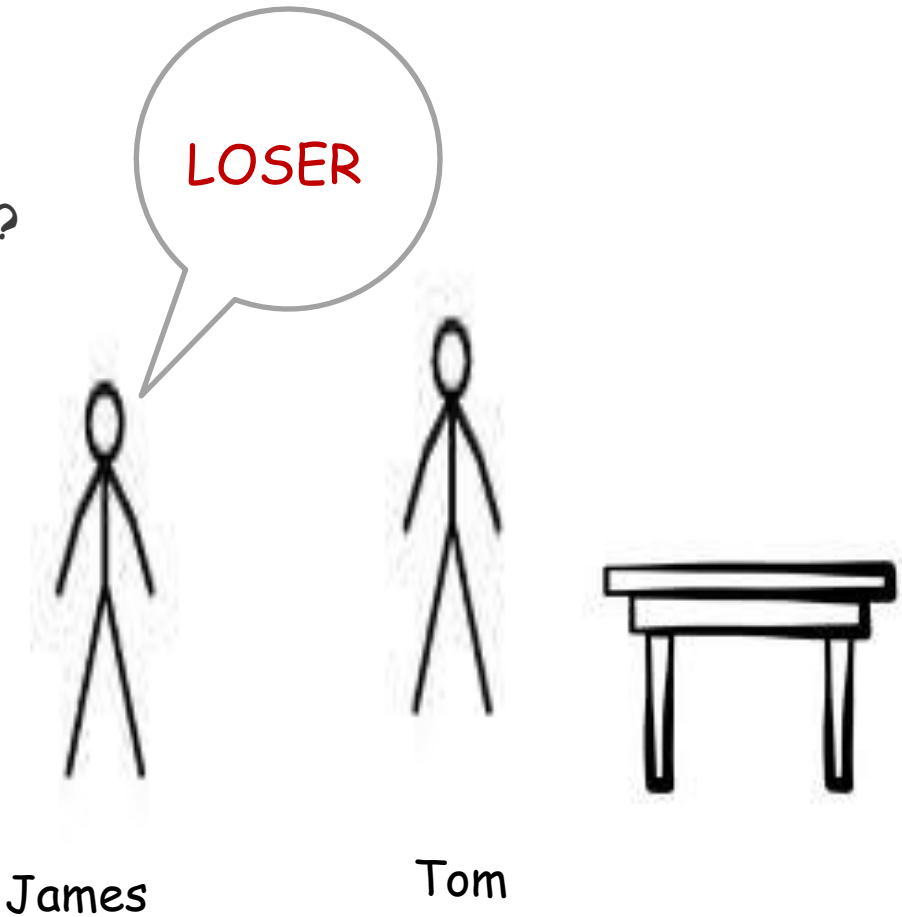
Where were you? Draw a symbol to represent the place and a stick person to represent the child.



Draw the key people that were involved in the event.

Encourage the child to draw what was going on

What happened?



What did others do? Draw relevant items and actions.

## Use speech bubbles and thought bubbles

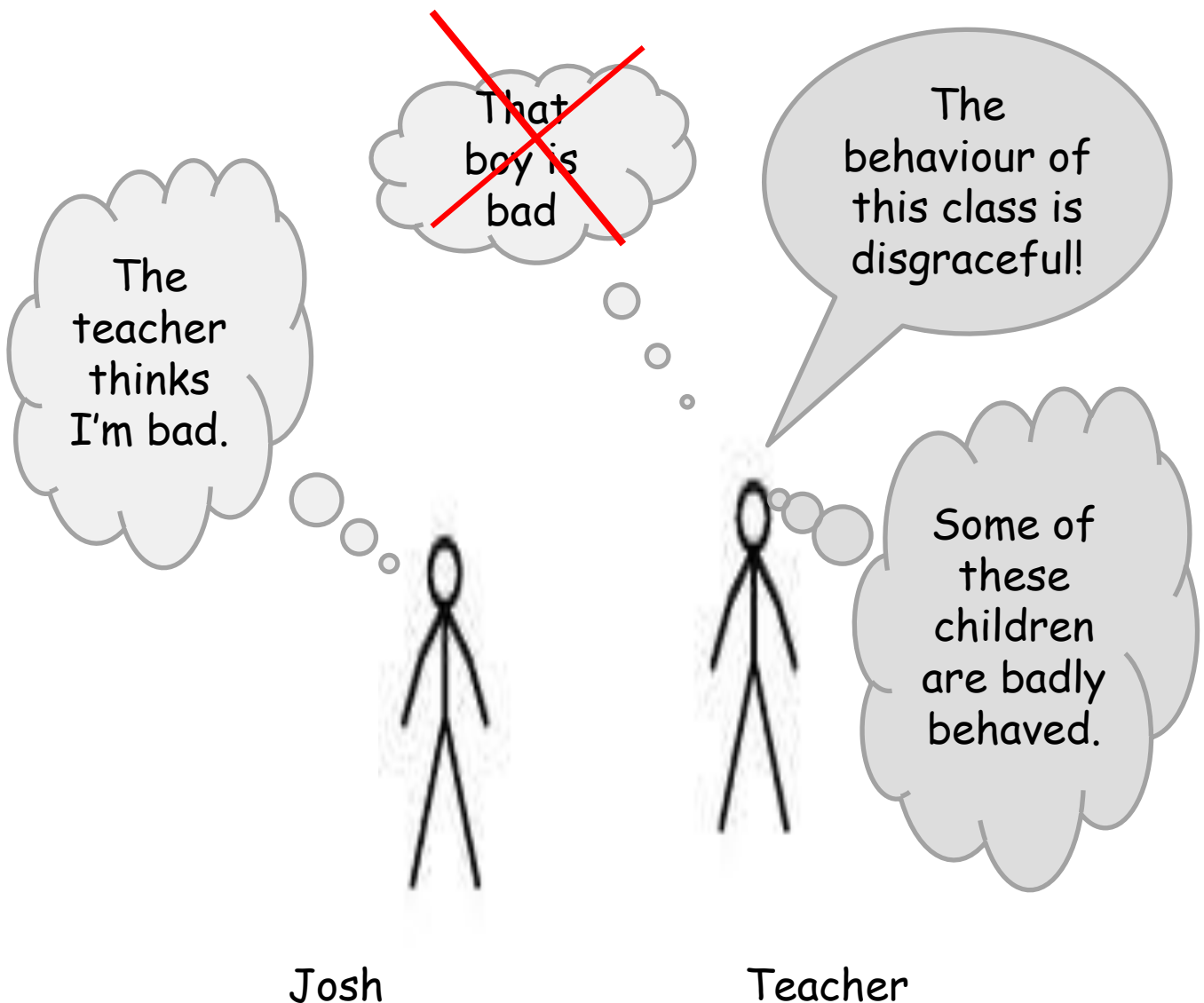


Use Speech Bubbles to record what was said by the student and by others.

Use thought bubbles to show what the student was thinking and to show what the student thinks others may have been thinking.

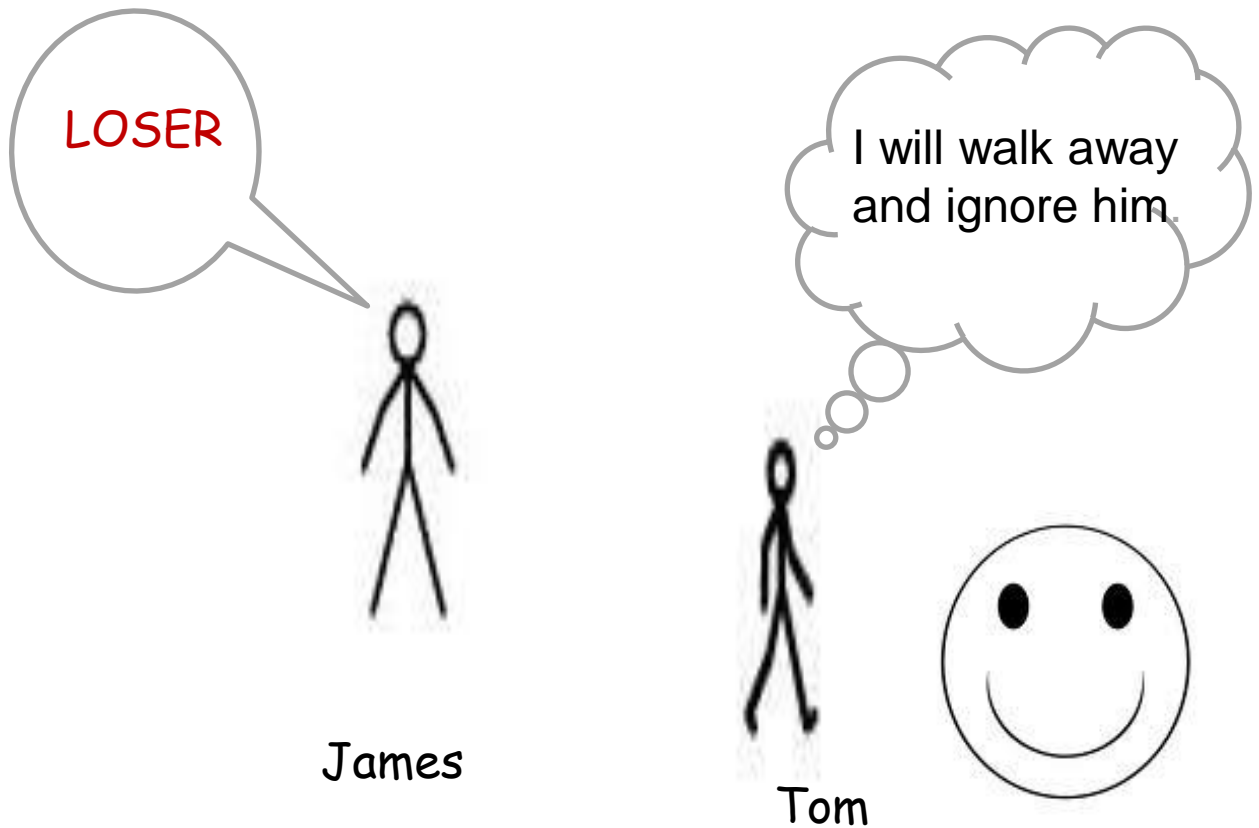
**Correct their interpretation of what happened as necessary.**

You could do post-it note overlays or a second version of the sketch, or just cross out the first thought bubble and replace it with one that is more accurate.





You may be able to draw a solution or idea of how to avoid the situation happening again



You can use smiley faces and sad faces to show how people felt, and put a smiley face outcome after a solution as a way of coding good ideas.

## Emotions

### Colour coding your Comic Strip Conversations.

Some children will struggle identifying the thoughts, feelings and motivations of others and may need help with this.

You can agree with your student a colour code for their Comic Strip. Sometimes there can be lots of colours for different emotions, with a colour key in the corner of the drawing. Or you could try:

*RED - TEASING, UNFRIENDLY,  
ANGRY.*

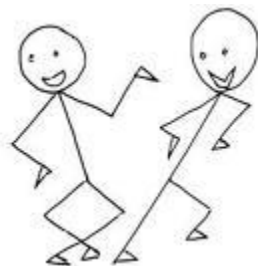
*BLUE - WORRIED*

*GREEN - HAPPY, FRIENDLY.*

*But different colours mean different things to different people. Make sure the colours you use together are chosen by the student you are working with.*

## Useful questions to ask

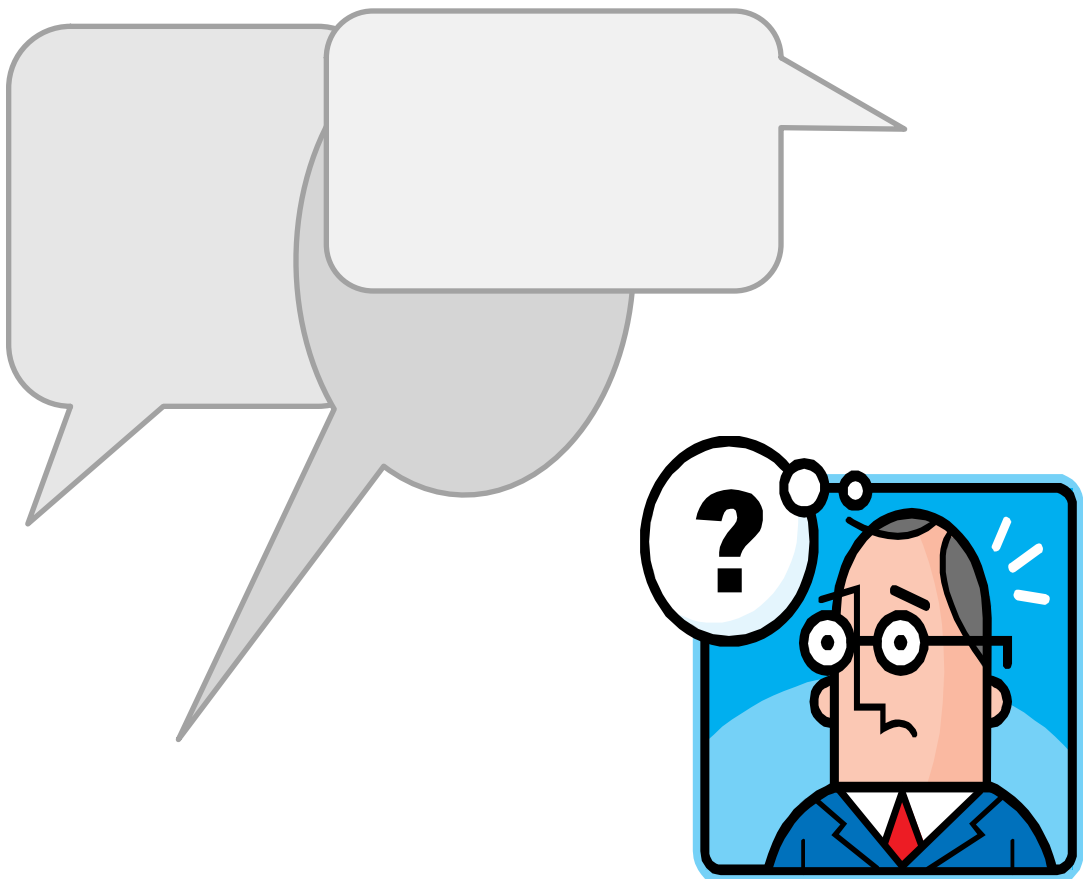
- Where are you?
- Who else is here?
- What are you doing?
- What happened? What did others do?
- What did you say? What did others say?
- What did you think when you said that?
- What did others think when they said that/did that?



You can also use a *CSC* to explain social problems like interrupting

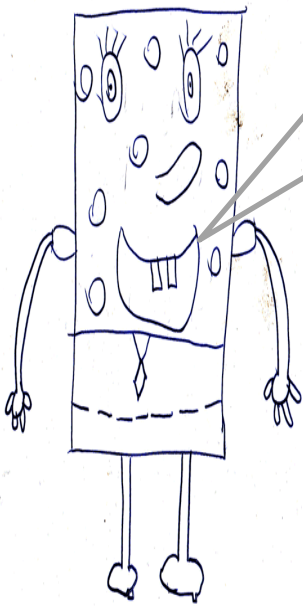
When people talk at the same time it is called interrupting. Interrupting means our words bump into each other.

This is very confusing and bad manners



You can even use favourite characters in a comic strip conversation if you want to make a poster to show how to respond to a social situation. For example:

Patrick reacts inappropriately when people in his environment use a loud voice. He created this comic strip conversation using characters from his favourite TV show to provide him with the appropriate response of "Ouch, that hurts my ears. Don't talk so loud, okay?" instead of Patrick hitting the loud person in his environment.



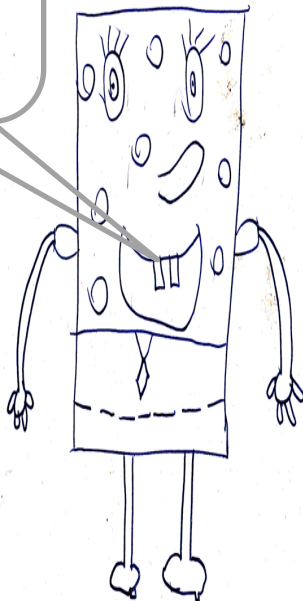
HI  
PATRICK



OUCH!  
THAT  
HURTS  
MY  
EARS

Don't  
talk so  
loudly.  
O.K.?

I'm sorry  
Patrick

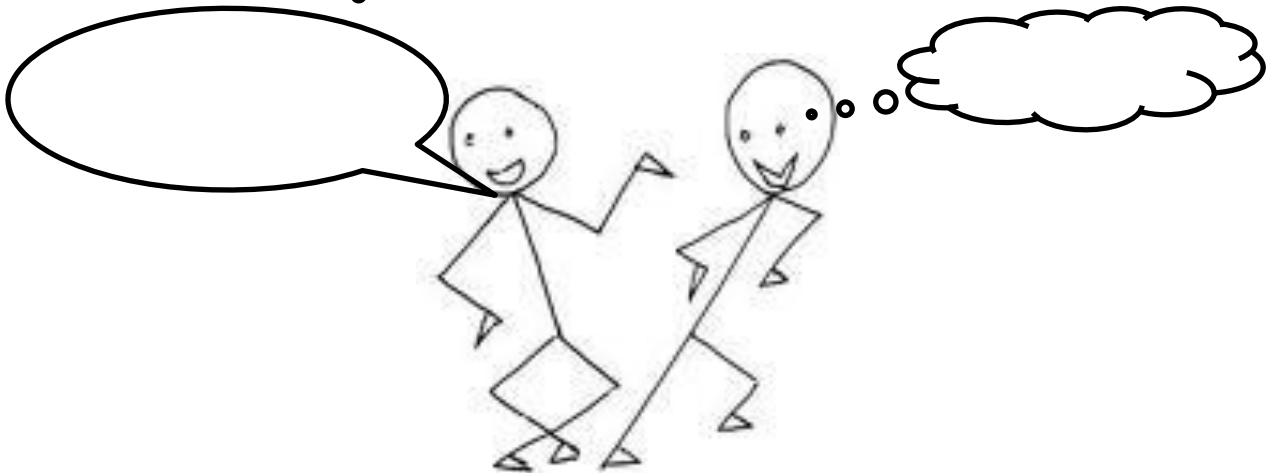




And finally... Remember you don't have to be a wonderful artist to use *Comic Strip Conversations*. Stick men, speech and thought bubbles are all you need.



# Example of a Comic Strip Conversation

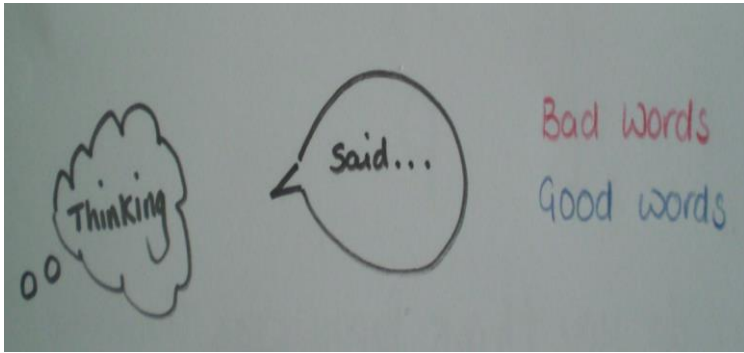


During a P.E lesson, playing rounder's, Francesca, who finds taking turns difficult, pushed in front of Poppy whilst waiting to bat. Poppy challenged Francesca which culminated in lots of shouting and Francesca pushing Poppy.

A key was agreed with Francesca and she added good thoughts and words to her initial drawings (these are in blue)

Francesca was able to see the situation from Poppy's perspective and she apologised to Poppy.





What happened next....

Oh... scored

I am next

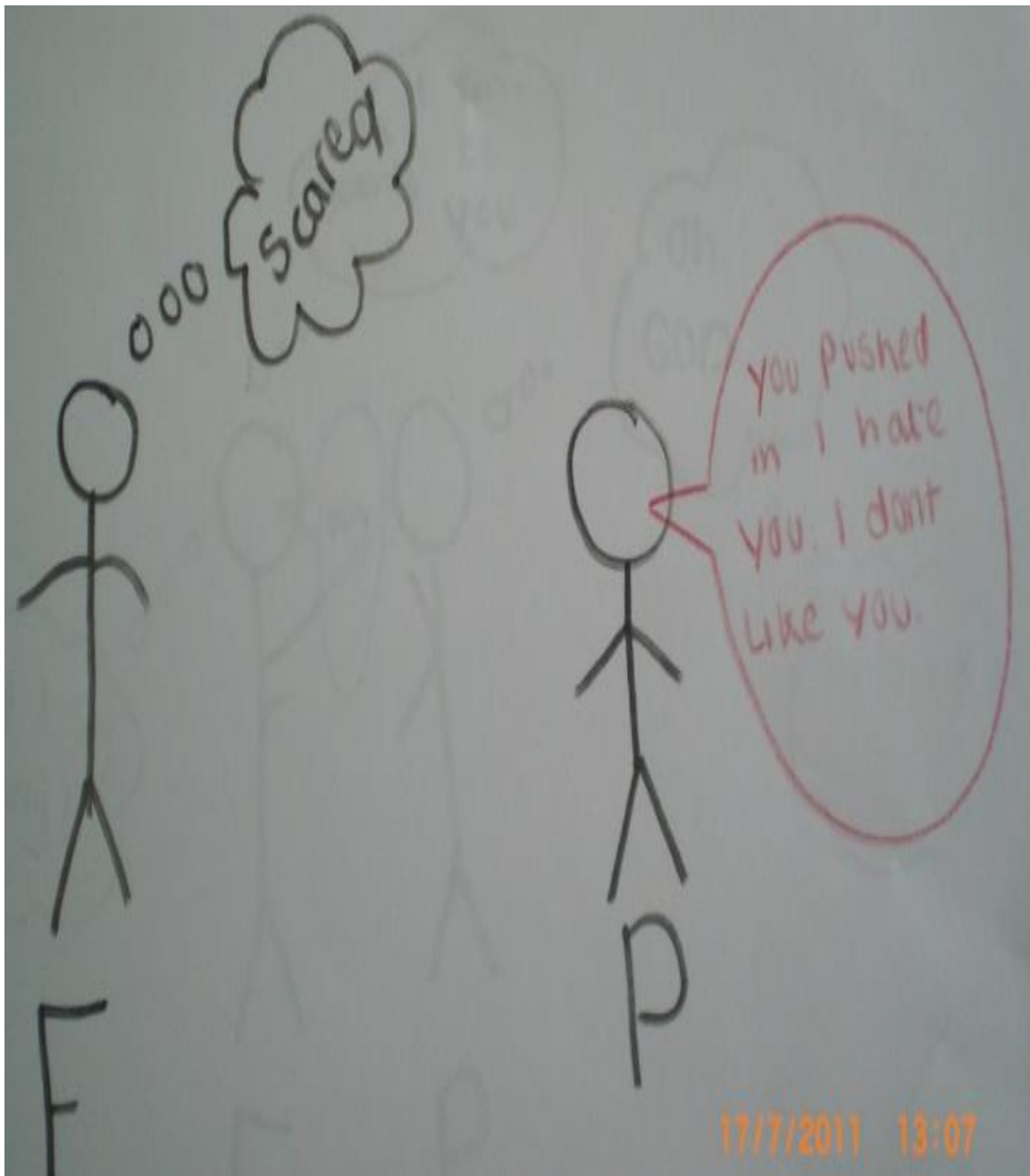
□ □

off Francesco  
Poppy

Get lost  
Francesco  
Your push in!

What did Poppy think when you pushed in?

17/7/2011 13:07  
That's not fair



17/7/2011 13:07



what do you think Poppy was thinking

17/7/2014 13:07