Components of the EBP Brief Packet...

This evidence-based practice overview on Social Narratives (SN) includes the following components:

1. **Overview**: A quick summary of salient features of the practice, including what it is, who it can be used with, what skills it has been used with, and settings for instruction.
2. **Evidence-base**: The SN Evidence-base details the NPDC criteria for inclusion as an evidence-based practice and the specific studies that meet the criteria for this practice.
3. **Step-by-Step Guide**: Use the SN Step-by-Step Practice Guide as an outline for how to plan for, use, and monitor SN. Each step includes a brief description as a helpful reminder while learning the process.
4. **Implementation Checklist**: Use the SN Implementation Checklist to determine if the practice is being implemented as intended.
5. **Data Collection Sheets**: Use the data collection sheets as a method to collect and analyze data to determine if progress is being made for a learner with ASD.
6. **Tip Sheet for Professionals**: Use the SN Tip Sheet for Professionals as a supplemental resource to help provide basic information about the practice to professionals working with the learner with ASD.
7. **Parent Guide**: Use the SN Parent Guide to help parents or family members understand basic information about the practice being used with their child.
8. **Additional Resources**: Use the Additional Resources to learn more about the practice.
9. **CEC Standards**: A list of CEC Standards that apply specifically to SN.
10. **Module References**: A list of numerical References utilized for the SN module.

**Suggested citation:**

For more information visit: www.afirm.fpg.unc.edu
What are Social Narratives?

Social narratives describe social situations for learners with ASD by providing relevant cues, explanation of the feelings and thoughts of others in the social situation, and descriptions of appropriate behavior expectations. Typically, social narratives are individualized based upon the needs of the learner, short, and written from the perspective of the learner.

Evidence-base

Based upon the recent review, social narratives meets the evidence-based practice criteria with 17 single case design studies. The practice has been effective with learners in preschool (3-5 years) to high school (15-22 years). Evidence-based practices (EBP) and studies included in the 2014 EBP report detailed how social narratives can be used effectively to address: social, communication, joint attention, behavior, school readiness, play, adaptive, and academic outcomes.

How is SN Being Used?

Social narratives can be used by a variety of professionals, including teachers, special educators, therapists, paraprofessionals, and early interventionists in educational and community-based environments. Parents and family members also can use social narratives in the home.

For more information visit: www.afirm.fpg.unc.edu
The National Professional Development Center on ASD has adopted the following criteria to determine if a practice is evidence-based. The EBP Report provides more information about the review process (Wong et al., 2014).

Efficacy must be established through high quality, peer-reviewed research in scientific journals using:

- randomized or quasi-experimental design studies (two high quality experimental or quasi-experimental group design studies),
- single-subject design studies (three different investigators or research groups must have conducted five high quality single subject design studies), or
- combination of evidence [one high quality randomized or quasi-experimental group design study and three high quality single subject design studies conducted by at least three different investigators or research groups (across the group and single subject design studies)].

---Evidence-base for Social Narratives---

Social narratives (SN) describe social situations and appropriate behaviors for learners with ASD. Social narrative meets the evidence-based practice criteria with 17 single case design studies. The practice has been effective with learners in preschool (3-5 years) to high school learners (15-22 years). Studies included in the 2014 EBP report detailed how social narratives can be used effectively to address: social, communication, joint attention, behavior, school readiness, play, adaptive, and academic outcomes.

In the table below, the outcomes identified by the evidence base are shown by age of participants.

<table>
<thead>
<tr>
<th>Early Intervention (0-2)</th>
<th>Preschool (3-5)</th>
<th>Elementary (6-11)</th>
<th>Middle (12-14)</th>
<th>High (15-22)</th>
</tr>
</thead>
<tbody>
<tr>
<td>No studies</td>
<td>Social</td>
<td>Social</td>
<td>Social</td>
<td>Social</td>
</tr>
<tr>
<td>Communication</td>
<td>Communication</td>
<td>Communication</td>
<td>Communication</td>
<td>Communication</td>
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<tr>
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<td>Behavior</td>
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</tr>
<tr>
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<td>Play</td>
<td></td>
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</tr>
<tr>
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<td>Adaptive</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic</td>
<td>Academic</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Early intervention (0-2 years)
No studies

Preschool (3-5 years)


Elementary (6-11 years)


Elementary (6-11 years continued)


Middle School (12-14 years)


High (15-22 years)


* Research which included participants in multiple age ranges.
This practice guide outlines how to plan for, use, and monitor the social narratives practice.

Keep in mind that the research supports the use of two types of social narratives:
- Social Stories™
- Power Cards

While the two types are different, the practice guide is applicable to all. When unique features are tied to a specific type, we will identify them through examples or cautions.

BEFORE YOU START...

Each of the following points is important to address so that you can be sure the selected EBP is likely to address the learning needs of your student.

Have you found out more information about...?

- Identified the behavior...
- Collected baseline data through direct observation...
- Established a goal or outcome that clearly states when the behavior will occur, what the target skill is, and how the team will know when the skill is mastered...

If the answer to any of these is “no,” review the process of how to select an EBP.

For more information visit:
www.afirm.fpg.unc.edu
Now you are ready to start...

Step 1: SN Planning

The planning step explains how to select a social narrative and develop the selected social narrative.

1.1 Identify the social situation for the intervention

Consider the target behavior/skill, collected baseline data, and the established goal or outcome for the learner to identify the specific social situation for which you plan to use social narratives.

1.2 Select the type of social narrative

Select either Social Stories™ or Power Cards to use with learners. Social Stories™ help learners with ASD understand a particularly social situation by explaining the situation and other people's perspective. Power Cards use a learner's special interest to describe rules and behavioral expectations of a social situation.

1.3 Write social narrative following criteria for selected type

For Social Stories™ be sure to gather information about the identified social situation before writing. When writing a Social Story™, make sure there are at least two sentences that describes for one sentence that directs a learner.

Before developing a Power Card, be sure you collect information about the learner's special interest and determine possible reasons for the learner's problematic behavior. A Power Card consists of two parts: a brief story scenario and a Power Card which is a small card with rules outlining behavior in the social situation. Incorporate pictures of the learner's special interest into both the scenario and Power Card.

1.4 Design the appropriate display for the social narrative

Make sure the text, font, and visuals are appropriate and engaging for the learner.

1.5 Identify times or activities to use social narrative

Ideally, social narratives should be read prior to the identified social situation. If this is not possible, read the social narrative at convenient times. Be sure to read the social narrative often with the learner.

*Complete the Social Story™ Planning Worksheet or the Power Card Planning Worksheet before using the procedure.*
Step 2: Using SN

This step describes using Social Stories™ and Power Cards with learners.

2.1 Introduce the social narrative to the learner

Find a distraction free space to explain to the learner what the social narrative is about and the important aspects the learner should keep in mind while reading.

2.2 Learner or adults reads social narrative

Depending on the needs of the learner, the learner can read the social narrative independently or with an adult. Ideally, the social narrative is read prior to the identified social situation.

2.3 Review key concepts with learner

Ask the learner comprehension questions about the narrative. For any incorrect responses, reread the section of the narrative related to the question. Consider using role plays to provide the learner with an opportunity to practice the target skill or behavior.

2.4 Learner participates in identified social situation

Create an opportunity for the learner to participate in the identified social situation.

2.5 Provide prompts and reinforcements as needed

Use prompts to help the learner participate in the identified social situation. If the learner uses the target behavior correctly, consider providing reinforcement to encourage the use of the target behavior again in the future.
Step 3: Monitoring SN

This step describes the monitoring the use of social narratives.

3.1 Collect data on target behaviors

Team members collect data on target behaviors during the identified social situation.

Use the SN Progress Monitoring Form to collect data.

3.2 Determine next steps based on learner progress

If the learner with ASD is showing progress with reinforcement based upon collected data, then continue to use this practice with the learner. Gradually new target skills and behaviors can be introduced to the learner with ASD.

If the target skill or behavior is not increasing, ask yourself the following questions:

- Is the target skill or behavior well defined?
- Is the skill or behavior measurable and observable?
- Was the social narrative used with fidelity based upon the implementation checklist?
- Was the social narrative (Social Story™ or Power Card) developed following the criteria (for example, at least 2 sentences that describe for one sentence that directs)?
- Was the learner's development and age taken into consideration when developing the social narrative (for example, number of words on page)?
- Were pictures and images used to enhance the social narrative, if appropriate?
- Did the learner understand the social narrative?
- Was the social narrative read prior to the identified social situation?

If these issues have been addressed and the learner with ASD continues not to show progress, consider selecting a different evidence-based practice to use with the learner with ASD.
### Before you start:

**Have you...**

- [ ] Identified the behavior?
- [ ] Collected baseline data through direct observation?
- [ ] Established a goal or outcome that clearly states when the behavior will occur, what the target skill is, and how the team will know when the skill is mastered.

*If the answer to any of these is “no”, refer to the “Selecting EBPs” section on the website.*

### Step 1: Planning

<table>
<thead>
<tr>
<th>Observation</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Observer’s Initials</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1.1 Identify the social situation for the intervention

1.2 Select type of social narrative

1.3 Write social narrative following criteria for selected type

1.4 Design the appropriate display for the social narrative (pictures, number of sentences per page)

1.5 Identify times or activities to use social narratives

### Step 2: Using

2.1 Introduce the social narrative to learner

2.2 Learner or adult reads social narrative

2.3 Review key concepts with learner

2.4 Learner participates in identified social situation

2.5 If appropriate, discuss participation in social situation

### Step 3: Monitoring

3.1 Collect data on target behaviors

3.2 Determine next steps based on learner progress
---SN Planning Worksheet---
Social Story™

Learner’s Name: __________________ Date/Time: ____________
Observer(s): ____________________________________________
Target Behavior: _________________________________________
________________________________________________________________________

Identified Target Behavior:
Summary of baseline data collected through direct observation(s): ________________
________________________________________________________________________
________________________________________________________________________
Selected social situation: _________________________________________________
________________________________________________________________________

Considerations:
Gather information concerning the social situation.

<table>
<thead>
<tr>
<th>Considerations</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is happening in the social situation?</td>
<td></td>
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<tr>
<td>Who is involved in the social situation?</td>
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<tr>
<td>Are the same people involved each time?</td>
<td></td>
</tr>
<tr>
<td>Think about the perspectives of each individual involved with the social situation (learner and others).</td>
<td></td>
</tr>
<tr>
<td>How does the learner with ASD respond to the social situation?</td>
<td></td>
</tr>
<tr>
<td>What might the learner not understand about the social situation?</td>
<td></td>
</tr>
<tr>
<td>Comments/observations from other team members and family members concerning the learner with ASD and the social situation.</td>
<td></td>
</tr>
</tbody>
</table>
Social Story™ Checklist:

☐ Story is written from the learner’s point of view
☐ Story written for learner’s comprehension level
☐ Story length appropriate for the learner
☐ Language is simple and developmentally appropriate
☐ If appropriate, learner helped with writing the story
☐ At least 2 descriptive sentences for every 1 directive sentence.

\[
\frac{\text{# of descriptive sentences}}{\text{# of directive sentences}} \geq 2
\]

Times and Activities to use Social Story™:


For more information visit: www.afirm.fpg.unc.edu
---2 Types of Sentences for Social Stories™---

The diagram below provides examples of the two types of sentences to use in a Social Story™: sentences that describe and sentences that direct. Two to five sentences that describe should be used for every one sentence that directs.

Sentences that Describe
- **Directive Sentences**
  - Provide suggestions for behaviors or responses.
  - Examples:
    - I can ask for help.
    - I can say, “hello.”
    - I can raise my hand when I have a question.
    - I can use polite words.
    - I can ask my friend to play.
    - I can say, “How are you today?”

- **Descriptive sentences**
  - Sentences that are facts and provide information.
  - Examples:
    - Clean hands help people stay healthy.
    - There are big dogs and small dogs.
    - In the mornings, I will get dropped off at my classroom.

- **Perspective sentences**
  - Sentences that describe a person's feelings or opinions.
  - Examples:
    - I might feel happy and excited because kindergarten is fun.
    - My teacher likes it when I use nice words.
    - I might feel mad.
    - My mom will be proud of me.

- **Cooperative sentences**
  - Sentences that describe how other people might help the learner.
  - Examples:
    - When I feel sad, my teacher can help me by giving me a pat on the back.
    - When I need a break, my teacher will let me go to a quiet place.
    - When I feel mad, my teacher will give me a fidget toy to squeeze.

- **Affirmative sentences**
  - Sentences that stress a shared cultural value.
  - Examples:
    - It's okay.
    - It's a good thing to be polite.

For more information visit: www.afirm.fpg.unc.edu
---SN Progress Monitoring Form---

Learner’s Name: _______________ Date/Time: ____________
Observer(s): _______________________________________
Target Behavior(s): _______________________________________
_____________________________________________________
Identified Social Situation: _______________________________________

Data Collection:

<table>
<thead>
<tr>
<th>Date</th>
<th>Target Behavior 1</th>
<th>Target Behavior 2 (if applicable)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Date</td>
<td>Tally</td>
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</tbody>
</table>

Anecdotal Notes:

<table>
<thead>
<tr>
<th>Date</th>
<th>Observer Initials</th>
<th>Target Skill/Behavior, Comments, and Plans for Next Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

For more information visit: www.afirm.fpg.unc.edu
---SN Planning Worksheet---

**Power Card**

Learner’s Name: ________________  Date/Time: ________________

Observer(s): ______________________________________________

Target Behavior: ____________________________________________

**Identified Target Behavior:**

Summary of baseline data collected through direct observation(s): ________________

________________________________________________________________________

________________________________________________________________________

Selected social situation: ________________

________________________________________________________________________

**Considerations:**

Gather information concerning the learner’s special interest(s).

<table>
<thead>
<tr>
<th>Considerations</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>What does the learner like to interact with (toys, games, hero, character, etc.)</td>
<td></td>
</tr>
<tr>
<td>What special interest do team members notice?</td>
<td></td>
</tr>
<tr>
<td>What special interest do family members notice?</td>
<td></td>
</tr>
<tr>
<td>If applicable, what special interest does the learner describe?</td>
<td></td>
</tr>
</tbody>
</table>

Possible reasons for behavioral issues based upon functional behavioral assessment and baseline data: ________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Power Card Checklist (Scenario):

☐ Scenario is written in the first person
☐ Scenario relates to the identified special interest
☐ Scenario includes a reason for why the special interest/hero would use the appropriate behavior
☐ A short 3 to 4 step strategy is presented that the special interest/hero uses to solve the problem or act appropriately
☐ How the special interest/hero is successful with the strategy
☐ Encouragement of the learner to use the behavior/strategy demonstrated by the special interest/hero
☐ Includes a picture of the special interest/hero

Power Card Checklist (Card):

☐ Picture of the learner’s special interest/hero
☐ Rules outline behavior in target situation

Times and Activities to use Power Card:

________________________________________________________
________________________________________________________
________________________________________________________

For more information visit: www.afirm.fpg.unc.edu
Social Narratives (SN)---Tip Sheet for Professionals---

Social Narratives...
- Are an evidence-based practice for children and youth with autism spectrum disorder (ASD) from 3 to 22 years old that is implemented in a variety of ways across multiple settings.
- Use text and images to highlight important aspects of social situations to increase a learner's ability to navigate a challenging situation.

Why Use?
- Social narratives increase learners' understanding of a social situation and what is expected of them in the situation.
- Social narratives prepare learners to use a target skill or behavior in an identified social situation.

Outcomes
- The evidence-base for SN supports the use of this practice to address the outcomes below:

<table>
<thead>
<tr>
<th>Early Intervention (0-2)</th>
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<th>Middle (12-14)</th>
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<tr>
<td>No studies</td>
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<tr>
<td>School-Readiness</td>
<td>School-Readiness</td>
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<tr>
<td>Adaptive</td>
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<tr>
<td>Academic</td>
<td>Academic</td>
<td>Academic</td>
<td>Academic</td>
<td>Academic</td>
</tr>
</tbody>
</table>

TIPS:
- Select the type of social narrative that will best meet the needs of the learner.
- Use the Planning Worksheet to help you prepare the social narrative for the learner.
- Create a developmentally appropriate and appealing display for the social narrative by including pictures and special interest of the learner of the learner.
- Create opportunities for the learner to read the social narrative throughout the day.
Social Narratives (SN) ---Tip Sheet for Professionals---

STEPS FOR IMPLEMENTING

1. Plan
   - Identify the social situation for the intervention
   - Select type of social narrative
   - Write social narrative following criteria for selected type
   - Design the appropriate display for the social narrative
   - Identify times or activities to use social narrative

2. Use
   - Introduce the social narrative to learner
   - Learner or adult reads social narrative
   - Review key concepts with learner
   - Learner participates in identified social situation
   - If appropriate, discuss participation in social situation

3. Monitor
   - Collect data on target behaviors
   - Determine next steps based on learner progress

Social Narratives SN

This tip sheet was designed as a supplemental resource to help provide basic information about the practice.

For more information visit: www.afirm.fpg.unc.edu
This introduction provides basic information about social narratives.

**What are SN?**
- Social narratives are an evidence-based practice for child and youth with autism spectrum disorder (ASD) from 3 to 22 years old.
- Social narratives describe social situations to learners with ASD by providing information about the thoughts or feelings of others and describing what is expected in the social situation.
- You might have heard social narratives called: Social Stories™, Social Articles™, Cartooning, Comic Strip Conversations™, Power Cards, or Social Autopsies.

**Why use SN with my child?**
- Social narratives help learners with ASD understand social situations and what is expected of them in the social situation.
- Skills and behaviors that can be addressed using social narratives include:
  - Making choices
  - Increasing social interactions
  - Decreasing problematic behaviors
  - Increasing on-task behaviors
  - Playing with peers

**What activities can I do at home?**
- Use simple line drawings to talk with your child about what others might be thinking in a situation.
- Write down two or three clear rules or expectations you have for your child for a certain situation. Place these rules on a small card with a picture of your child's favorite character or interest. Review the rules with your child and reference them when needed.
---Additional Resources---

**Articles:**


**Apps:**

- *i Create...Social Skills Stories* by I Get It, LLC ($4.99)
- *Pictello* by AssistiveWare ($19.99)
Social Narratives

Apps:

- **Stories about Me** by Limited Cue LLC ($3.99)
- **Stories2Learn** by MDR ($13.99)
- **StoryMaker™ for Social Stories** by Handhold Adaptive, LLC ($39.99)

Books:


Websites:

The CEC Standards that apply to all 27 evidence-based practices can be found on our website at: http://afirm.fpg.unc.edu/learn-afirm

Below are CEC Standards that apply specifically to Social Narratives (SN) module.

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Initial Preparation Standard 1: Learner Development and Individual Learning Differences</strong></td>
<td></td>
</tr>
<tr>
<td>DDA1 K6</td>
<td>Adaptive behavior needs of individuals with developmental disabilities/autism spectrum disorders</td>
</tr>
<tr>
<td><strong>Initial Preparation Standard 2: Learning Environments</strong></td>
<td></td>
</tr>
<tr>
<td>ISCI 2 K5</td>
<td>Social skills needed for educational and other environments</td>
</tr>
<tr>
<td>ISCI 2 S5</td>
<td>Modify the learning environment to manage behaviors</td>
</tr>
<tr>
<td>ISCI 2 S11</td>
<td>Use the least intensive behavior management strategy consistent with the needs of the individual with exceptionalities</td>
</tr>
<tr>
<td><strong>Initial Preparation Standard 3: Curricular Content Knowledge</strong></td>
<td></td>
</tr>
<tr>
<td>DDA3 S2</td>
<td>Provide individuals with developmental disabilities/autism spectrum disorders strategies to avoid and repair miscommunications</td>
</tr>
<tr>
<td>DDA3 S3</td>
<td>Plan instruction for independent functional life skills and adaptive behavior</td>
</tr>
<tr>
<td>DDA3 S5</td>
<td>Use specialized instruction to enhance social participation across environments</td>
</tr>
<tr>
<td><strong>Initial Preparation Standard 4: Assessment</strong></td>
<td></td>
</tr>
<tr>
<td>ISCI 4 S8</td>
<td>Evaluate instruction and monitor progress of individuals with exceptionalities</td>
</tr>
<tr>
<td><strong>Initial Preparation Standard 5: Instructional Planning &amp; Strategies</strong></td>
<td></td>
</tr>
<tr>
<td>ISCI 5 S9</td>
<td>Prepare and organize materials to implement daily lesson plans</td>
</tr>
<tr>
<td>ISCI 5 S17</td>
<td>Use procedures to increase the individual's self-awareness, self-management, self-control, self-reliance, and self-esteem</td>
</tr>
<tr>
<td>ISCI 5 S19</td>
<td>Use strategies to support and enhance communication skills of individuals with exceptionalities</td>
</tr>
<tr>
<td>DDA5 S5</td>
<td>Consistently use of proactive strategies and positive behavioral supports</td>
</tr>
<tr>
<td>DDA5 S12</td>
<td>Utilize student strengths to reinforce and maintain social skills</td>
</tr>
<tr>
<td>DDA5 S13</td>
<td>Plan instruction for independent functional life skills and adaptive behavior</td>
</tr>
<tr>
<td>DDA5 S15</td>
<td>Use specialized instruction to enhance social participation across environments</td>
</tr>
<tr>
<td>Standard</td>
<td>Description</td>
</tr>
<tr>
<td>-------------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Advanced Preparation Standard 3: Programs, Services, and Outcomes</td>
<td>Design and implement instruction that promote effective communication and social skills for individuals with developmental disabilities/autism spectrum disorders</td>
</tr>
<tr>
<td>SEDAS3.K7</td>
<td>Provide varied instruction and opportunity to learn play and leisure skills</td>
</tr>
</tbody>
</table>
---Module References---


