

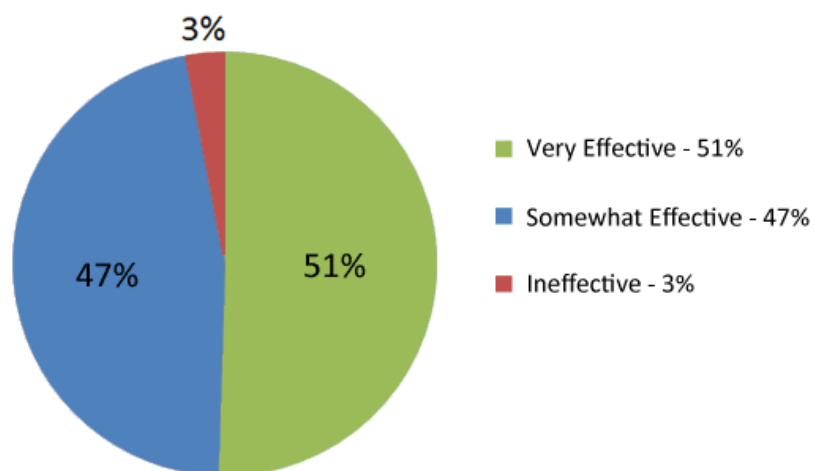
Social Stories

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**Teacher Rating's of Social Story Effectiveness
from Reynhout and Carter (2009)**



Social stories were first devised by Carol Gray.

www.carolgraysocialstories.com

In essence, Social Stories are short descriptions of a particular situation, event or activity, which provide specific information about what to expect in that situation and why.

Parents and teachers can use them to good effect for a range of reasons, including these examples:

1. To support understanding of how others might behave or respond in a particular situation, and show the student what the behavioural expectations in a situation will be;
2. To support changes to routine and unexpected or distressing events eg school trips, new class, new teacher;
3. As a behavioural strategy eg what to do if a you want to join in a play activity with a peer;
4. To give the child positive feedback eg affirm a child's understanding about a developing skill;
5. To help shape a response to something more acceptable;
6. To support tolerance in social situations;
7. To help anticipate or prepare for something new;

8. To prevent, or reduce the likelihood, of a severe over reaction in demanding circumstances.

Social Stories can be viewed as a teaching tool to help the student understand social situations, by addressing the perspective of others, and supporting social interaction.

The Social Story endeavours to answer the questions that a student with an ASD might need to know in social situations. They do this by providing individuals with accurate social information regarding social situations. Social situations inevitably change and students who have an ASD do not have the innate ability or skills to interpret these changes and adapt their behaviours accordingly.

Social stories can do the following:

- ✓ **Inform**
- ✓ **Reassure**
- ✓ **Instruct**
- ✓ **Console**
- ✓ **Support**
- ✓ **Praise**
- ✓ **Correct**

They are designed using different types of sentences:

- ✓ **Descriptive;**
- ✓ **Directive;**
- ✓ **Perspective;**
- ✓ **Affirmative.**

The ratio should be:

0-1 directive sentences

2-5 descriptive and /or perspective sentences

Descriptive	Perspective	Directive
Truth Factual Assumption free Where? Who? What? Why?	Thoughts Opinions Reactions Feelings Beliefs Motivations	Individualised statements of desired responses/gentle prompt about behaviour
Every Monday we go swimming.	Some children do not like Dr Who.	Typically.. I will try... I can try.. I will work on...

Samples



I enjoy playing with other children



I can ask other children: "You want to play with me?"



If they say "Yes", I can go and play with them and have fun



If they say "No", it's OK



I can play with other children or play by myself

What do I do in a fire drill?

fire drill



Sometimes at school we have fire drills. They are only practice. Usually fire drills only last a short time.

Usually, there is not a real fire. I have to practice just in case.

When I hear the alarm, I quietly
my teacher tells me to.



get up from my seat



when

I stand in line



with my class and we walk



outside with my teacher.

When the fire drill is done, I can go back to my classroom.



Running

I like to run. It is fun to run fast.

It is OK to run when I am playing outside. I can run when I am on the playground.

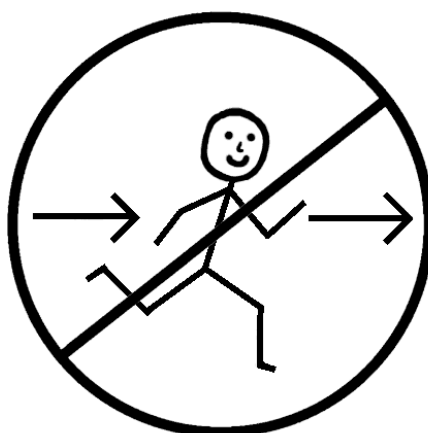
Sometimes I feel like running inside school, but it can be dangerous to run inside school.

If I run inside school I might get hurt, or I might hurt someone else.

When students are inside school we are told to walk. Walking is safer inside.

I will try and remember to walk when I am in school, and only run when I am outside in the playground.

My teachers and helpers like it when I walk inside as they know it keeps me safer.



My Loose Tooth

My tooth is loose. It will probably come out soon. Maybe it will come out on Sunday or Monday or Tuesday or Wednesday or Thursday or Friday or Saturday. Maybe it will come out to-day, maybe tonight or maybe tomorrow.

It might come out at home.

It might come out at school

When it does come out, before I go to bed I will put it under my pillow.

The Tooth Fairy will come and probably will give me some money.

It can be fun to have a Loose Tooth

Visitors

Sometimes my teacher invites a special visitor to my class to talk to me and to the other boys and girls.

The visitor usually has interesting things to say and sometimes interesting things to show us.

When the visitor talks it is important for everyone to sit quietly and listen. This helps us to learn.

When the visitor talks I will try to sit quietly and listen.

The visitor will be pleased. My teacher and the boys and girls in my class will be pleased.

It is good to sit quietly and listen.

Mum would like me to leave the washing machine switched on.



I will try to remember to play in my bedroom when mum is doing the washing.



I will try to remember to leave the washing machine switched on when mum is doing the washing.



Mum will be very happy if I leave the washing machine switched on.



Mum will usually switch the washing machine off when it has finished washing the clothes. Mum will give me a star for my Star Chart.



On Saturdays my mum usually puts washing into the washing machine.

The washing machine is noisy when it spins the washing.



If the washing is switched off before the washing is finished, mum sometimes gets cross.

She gets cross because the washing does not get finished.

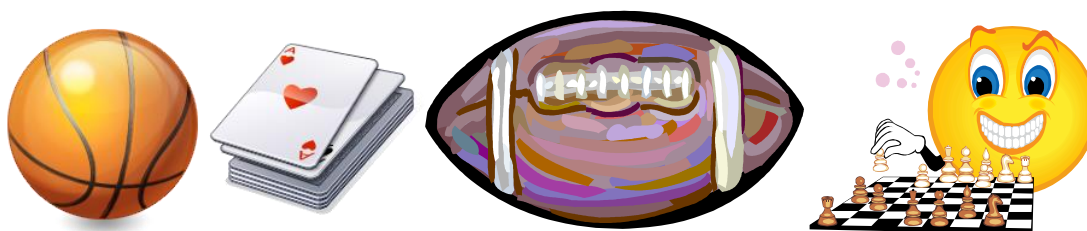


When the washing machine is noisy Mum would like me to play in my bedroom. The noise will not be so loud in my bedroom.



PLAYING THE FRIENDSHIP GAME

When we play games with our friends, we are actually playing two games at the same time. We are playing the sport or board game or card game:



And, we are playing the **FRIENDSHIP GAME**.

When you play sports or other games, winning and losing is often just chance – you are in the right spot at the right time – or you, by chance, pick the highest card or roll the highest number on the dice. It's just luck or chance.



When you are playing these two games, there are four ways the games can go.

1. **Win** the game and **win** the friendship game
2. **Win** the game and **lose** the friendship game
3. **Lose** the game and **win** the friendship game
4. **Lose** the game and **lose** the friendship game.

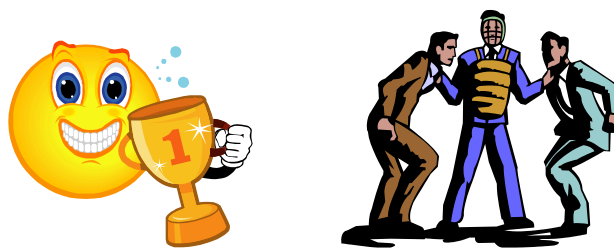
Let's think about each of these "outcomes":

Win-Win



It is so much fun to win a game. But, when you win at a sport or board game, you have to be a good sport to also win at **THE FRIENDSHIP GAME**. What are some things you should remember about being a good sport when you win?

Win - Lose



If you cheat or are not honest in a game, you might win the game, but you will lose **THE FRIENDSHIP GAME**. Even if you win the game, you could lose **THE FRIENDSHIP GAME** if you laugh at or make fun of your friends that lost at the sport or board game.

Lose – Win



Even when England loses, Fabio Capello shakes hands and congratulates the other team's coach. He is winning **THE FRIENDSHIP GAME**.

When you lose the sport or game, you can still win **THE FRIENDSHIP GAME**.



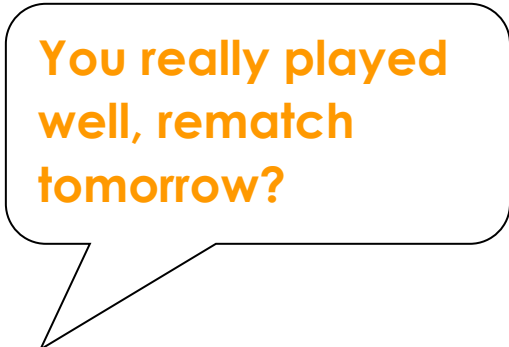
What are some things you can do to win **THE FRIENDSHIP GAME** when you lose a game?

Lose – Lose

It is no fun to lose a game. But, if you lose a game and you are also not a good sport about it, you could lose **THE FRIENDSHIP GAME**, too. If you lose a game, it is important to congratulate the other players so they will want to play the game again. You might be a little upset, but you can say something respectful to the other players:



Oh, well –
Nice game!



You really played
well, rematch
tomorrow?

If it is too hard to say something kind because you are upset, it is better to walk away quietly and ask your teacher for a break. Don't say something you will regret later.



Win the Friendship Game:

Be a good sport:

Honest

Fair