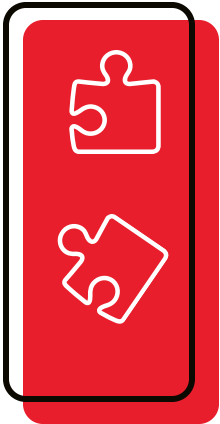




Social Stories are developmentally appropriate short stories, typically written for a specific individual with Autism Spectrum Disorder (ASD), that provide them with the means to understand and respond to various social situations.

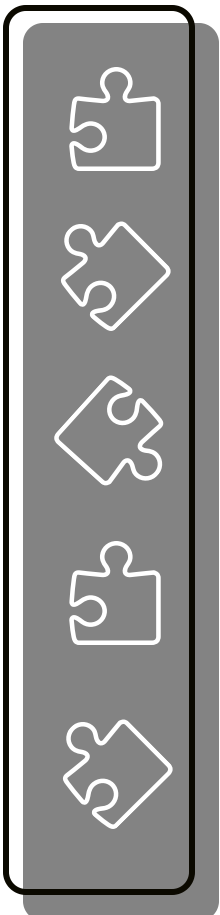


1 Why use a Social Story™?

Individuals with ASD have trouble interpreting social situations. Because individuals with ASD are primarily visual learners, social stories allow them to learn social behaviors that they would otherwise struggle to understand.

Social Stories can be used to help:

- Teach basic social skills (ex. sharing, asking a friend to play, etc.)
- Teach understanding, interpretation, and appropriate responses in social situations (ex. predicting outcomes, preparing for change, coping, problem-solving, etc.)



2 How to create a Social Story™

Begin by finding out as much information about the social situation, skill, or concept then:

1. The individual with autism should be the main character in the story.
2. Personalize the story to meet the individual with autism's needs.
3. Be specific about the setting(s) in the story.
4. Be specific in describing other characters in the story.
5. Write actual, realistic dialog appropriate to the ability of the individual with autism
6. Repeat the important points in the story.
7. Involve the individual with autism when you write the story.
8. Have the individual with autism illustrate the story with drawings or using photo icons.
9. When using social stories for learning, expose the individual with autism to the story frequently.

Use the four Sentence Types - **(Carole Gray recommends 2-5 descriptive or control sentences for every directive sentence in the story)**

1. Descriptive - provides information about the individual, the environment, and what takes place in the social situation.
2. Directive - describes how the individual should respond in the social situation.
3. Perspective - identifies the feelings or reactions of others in the social situation.
4. Control - provides analogies of similar situations using nonhuman references.

Example:

When school is over, the bell rings. This always makes me smile.



I like to put my paper and pencils in my bag and say goodbye to my teacher.



When I walk down the hall, I like to stop and talk to the people I see. I do not have a lot of time so I will try to just wave.



When I leave the building, I will get on the bus and sit in my assigned seat. Now I am on my way home!!



3 Steps for implementation:



Is it or Isn't it
a Social
Story™?

<https://carolgraysocialstories.com/wp-content/uploads/2015/09/It-is-NOT-a-Social-Story-if....pdf>

Step 1: Plan for comprehension

Step 2: Plan story support

Step 3: Plan story review

Step 4: Plan a positive introduction

Step 5: Monitor

Step 6: Organize the stories

Step 7: Mix & match to build concepts

Step 8: Story re-runs and sequels to tie past, present, and future

Step 9: Recycle instruction into applause

Step 10: Stay current on social story research and updates

Additional Resources

Articles

Crozier, S. & Sileo, N. (2005). Encouraging Positive Behavior With Social Stories™: An Intervention For Children With Autism Spectrum Disorder. *Teaching Exceptional Children*, 37(6), 26-31.

Swaggart, B.L., Gagnon, E., Bock, S.J., Earles, T.L., Quinn, C., Myles, B.S., & Simpson, R.L. (1995). Using social stories™ to teach social and behavioral skills to children with autism. *Focus on Autistic Behavior*, 10(1), 1-15.

Books

Gray, C. (2000) *The New Social Story™ Book*. Future Horizons: Arlington, TX

Baker, J. (2001) *The Social Skills Picture Book*. Future Horizons: Arlington, TX

Websites

<https://carolgraysocialstories.com/> Official Home of Carol Gray and Social Stories™

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<https://carolgraysocialstories.com/wp-content/uploads/2015/09/Social-Stories-10.0-10.2-Comparison-Chart.pdf>