

Social Stories Workshop
Centre 404
Bridge Outreach Service

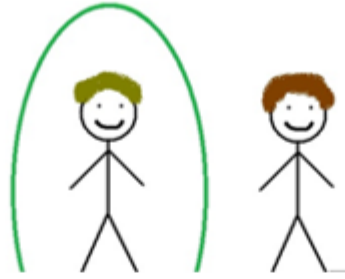
Workshop Outline

- What are social stories?
- Why do we need them?
- Key areas of difference in autism
- How to write social stories
- When social stories go wrong
- How/When to use social stories
- Using technology to write a social story
- Recap
- Let's write our social stories....

What is a social story?

A short description of a social situation. It helps people with autism understand how other people might feel and how to act appropriately.





Many people like to have personal space between themselves and other people.

They might not like it if I get too close to them

.It is important to remember other people's personal space.

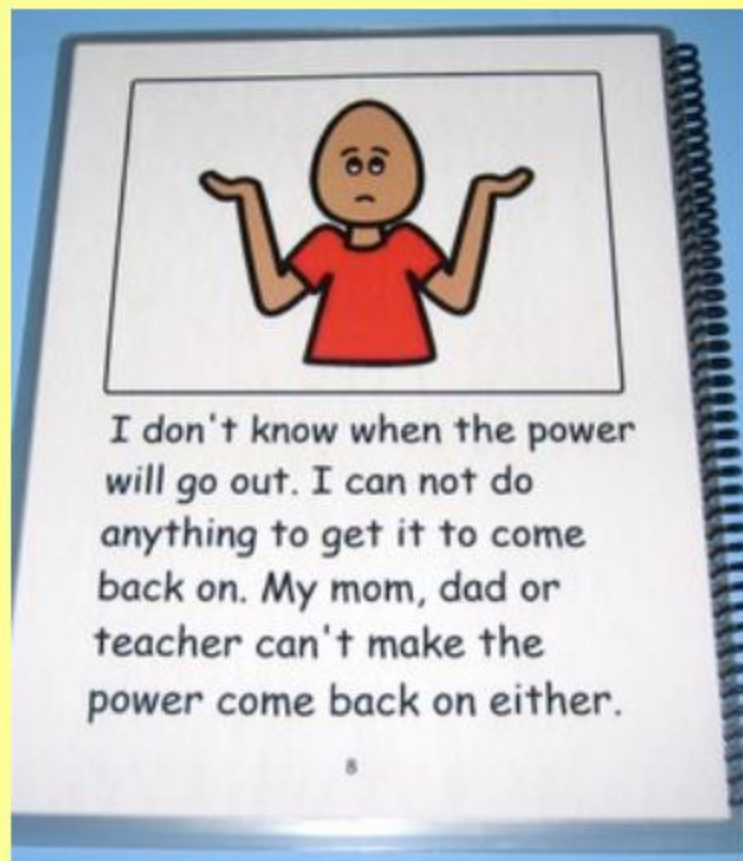
This means it is a good idea to keep a little space between myself and another person.

Giving people personal space means keeping my hands to myself.

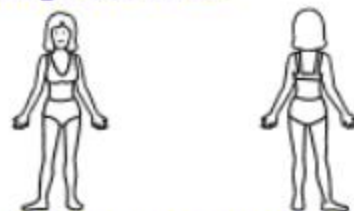
It also means stepping back and giving a little space when I am talking to other people and standing next to other people.



Social Stories : older students



Women's and girl's private body parts are the areas that would be covered by their swimming costumes.




Men's' and boy's private body parts are the areas that would be covered by their swimming trunks.



Sometimes I may need to see the private parts of my body.
It is important to go to a private place first.

At school, a private place is the toilet.
It's o.k. to see my private body parts in the toilet.



 deodorant

 Germs

 My Baby Teeth

 NEEDTISSUE

 Nose Picking 2

 Social story re changing TA

 Social story RE not knowing the new TA

 Cuddling the babies

 Our New Babies A4 for printing

 Breaking wind

 Green Words and Red Words

 I can say excuse me

 I can say thank you

 SNIFFHAIR

 swear_words

 A Story About Personal Space

 Not touching people 1

 A Story about Laughing

 A Story about Talking

 How to be a good friend 2

 Saying hello appropriately

 How to say hello

 A STORY ABOUT SHARING

 Dino Learns to Share

 Social Story for sharing a bike

A Typical Social Story will:

- Describe a social setting or situation
- Present other people's reaction to the situation
- Show (in positive terms) the appropriate behaviour

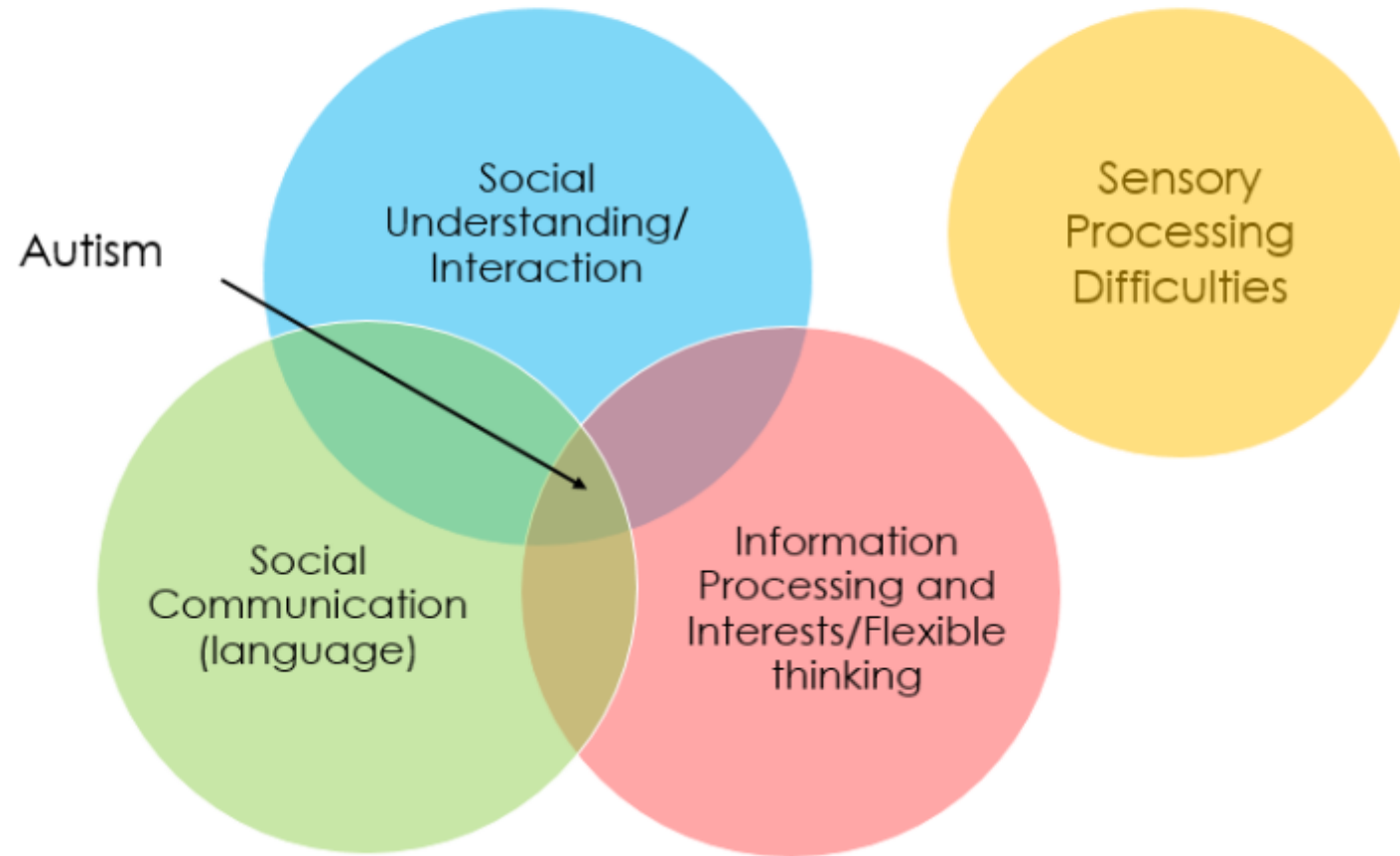
Although social stories should not be used primarily to address a behaviour, often it is a specific behaviour that highlights a lack of social understanding in a particular area.

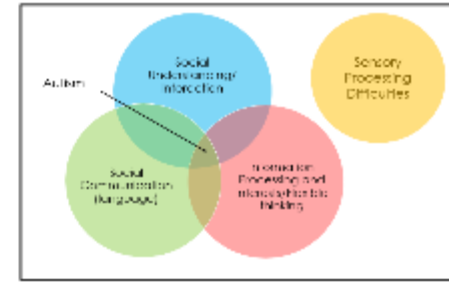
Writing Social Stories

- Write from the **first person perspective** in present or future tense.
- Add **illustrations** to enhance the meaning of the text.
- Length of story will vary with reading age and attention levels.
- Always use **vocabulary** that the child or young person is **familiar** with.
- Always present the information in a **non threatening** format.
- Always use **non committal statements**. 'I will try to, sometimes, usually' and avoid terms like 'always'.
- **Focus on what the child or young person should be doing** rather than what they shouldn't (don't shout - speak quietly)

Why use social stories?

Triad of impairments / differences in autism





difficulty processing language, difficulty understanding non-verbal cues



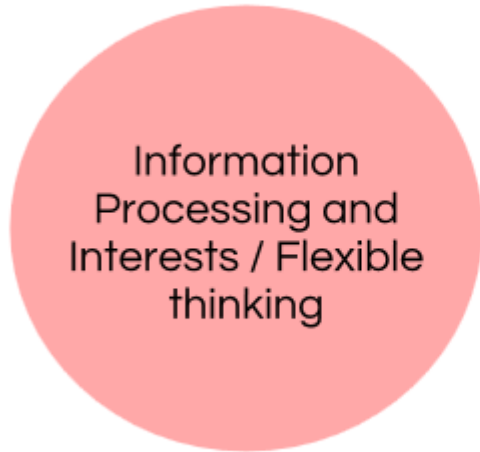
difficulty understanding unwritten and implicit social rules, Theory of Mind (personal space, registers, winning & losing, etc.)



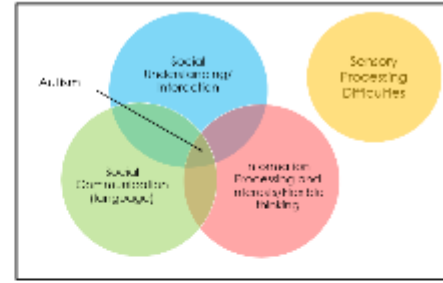
Can you think of a social situation that where you've needed to explain clearly to your child?



difficulty understanding unwritten and implicit social rules, Theory of Mind (personal space, registers, winning & losing, etc.)



difficulty predicting what might happen, generalising, seeing another way



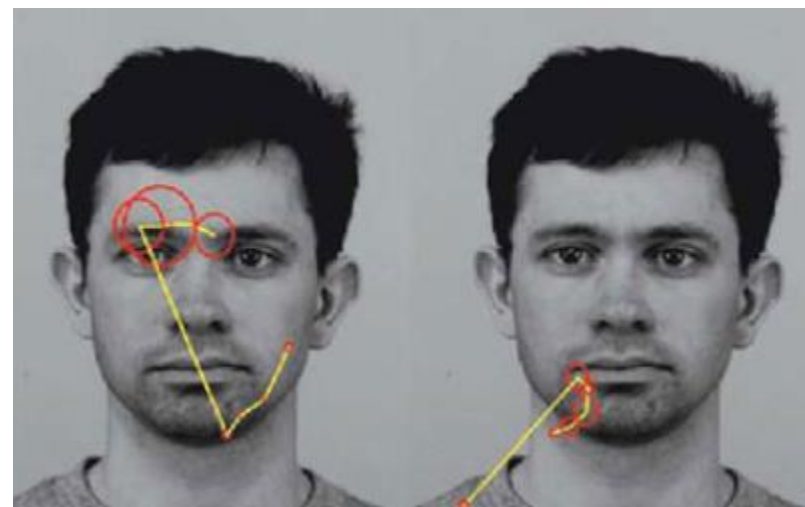
Theory of Mind

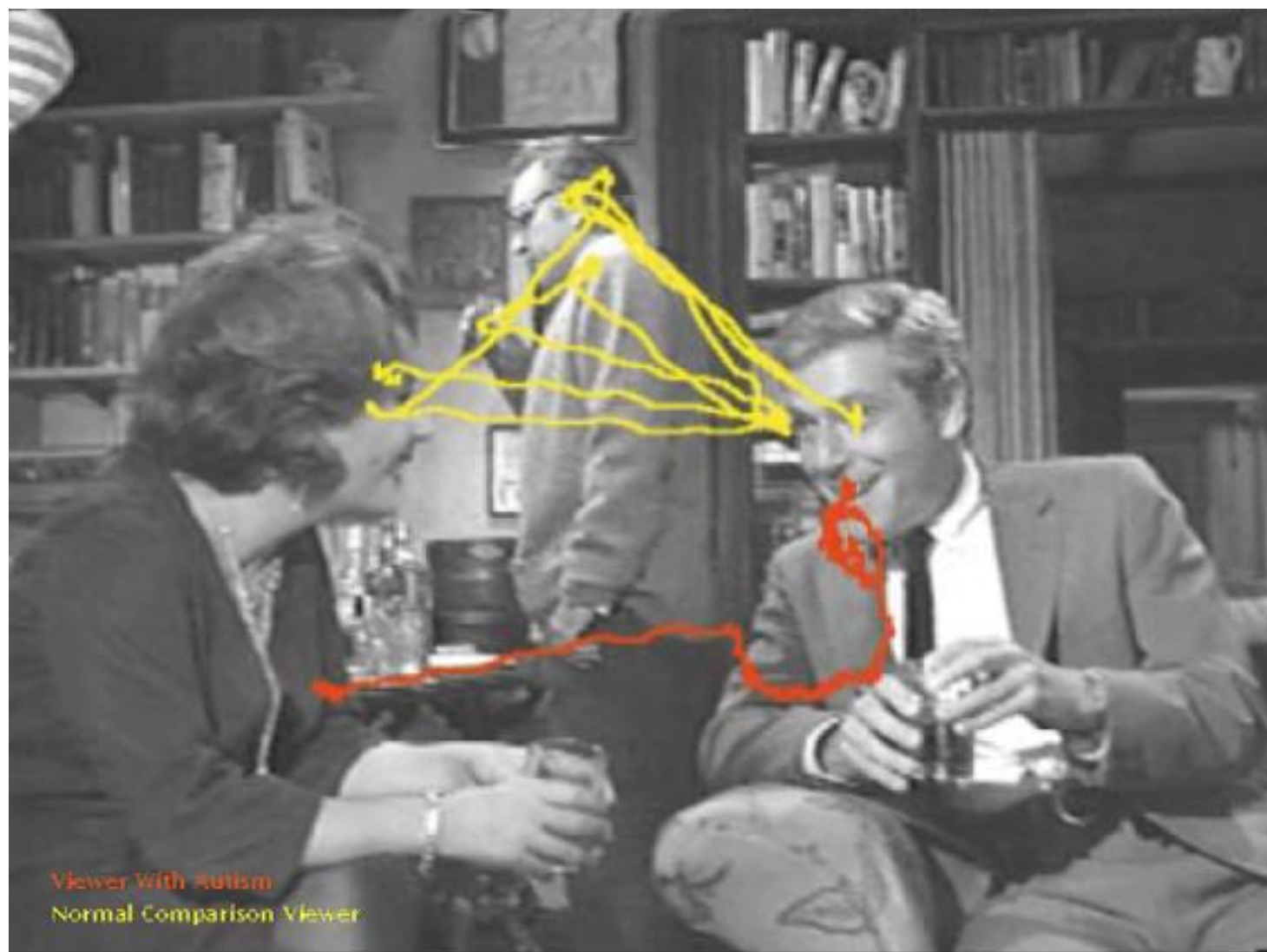


- Theory of Mind refers to the ability to infer what others are thinking so that it is possible to predict their behaviour.
 - empathy, 'putting yourself in someone else's shoes'
 - understanding the emotions of others

Eye Tracking and the tendency to
miss out on social cues

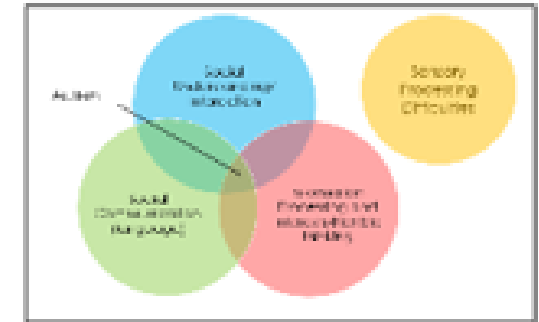


a**b**





There is a moon



Information
Processing and
Interests / Flexible
thinking

difficulty predicting what might happen,
generalising, seeing another way

Can you think of an example of a
situation where you might need a
social story to help your child with
their inflexible thinking?

An easy way to write social stories:

- **Set the scene:** make it personal (*optional*)
- **Descriptive sentences:** Sometimes I (describe the behaviour)
- **Perspective sentences:** Other people may think/ other people may feel...
- **Directive sentences:** I will try to (the rule) or I will
- **Affirmative sentences:** 'This is' or 'This will mean ...'

Note: There will be more descriptive sentences than directive
affirmative sentences.



"Appropriate touching"

I see a lot of different people every day.



Some of the people I see are my friends. I like to see my friends and they like to see me.



I can show my friends that I like them by giving "high fives" and I can say "I like you".



I can show my family I love them by giving them hugs and kisses and saying "I love you"



When I see somebody that I do not know, or is not my friend, or is not my family, I can say "hi", I do not need to touch them, I can keep my hands to myself.



Some people do not like it when I touch them, I will try to keep my hands down by my side when I meet people I do not know.



I will try and remember, it is ok to give my family hugs and kisses, and it is ok to give my friends hi fives. I can say "Hi" to people I do not know. But I need to remember that I must keep my hands down when I meet people I don't know.

Descriptive sentence(s):

Describes the behaviour

Perspective sentence(s):

presents other's people points of view/feelings

Directive sentence(s): gently provides instructions in a positive manner on what could be done instead

Affirmative sentence(s):

enhance the meaning of the previous sentence

"Appropriate touching"

I see a lot of different people every day.



Some of the people I see are my friends. I like to see my friends and they like to see me.



I can show my friends that I like them by giving "high fives" and I can say "I like you".



I can show my family I love them by giving them hugs and kisses and saying "I love you"



When I see somebody that I do not know, or is not my friend, or is not my family, I can say "hi", I do not need to touch them, I can keep my hands to myself.



Some people do not like it when I touch them, I will try to keep my hands down by my side when I meet people I do not know.



I will try to remember, it is ok to give my family hugs and kisses, and it is ok to give my friends hi fives. I can say "Hi" to people I do not know. But I need to remember that I must keep my hands down when I meet people I don't know.

Tips for using social stories

- ✓ Focus on **only 1 social story at a time** so that the child has time to process and remember the rules of the social story.
- ✓ **Read the story frequently** (for example, 3x times a week for 3 weeks). Ideally, it would also be read directly before the situation that the child finds tricky.
- ✓ In relevant situations, **remind the child of the rules in the story using the same language**. For example, 'remember, giving people personal space means keeping your hands to yourself.'

Can you identify the different types of sentence?



A STORY FOR SALLY

My name is Sally.
I am 8 years old.



I go to St Peter's school.
I am in red class.
Some of my friends in red class are Susan, John and Terry.



At school I like to read books and play with my friends in the playground.
My favourite subject is Science.

When I am at school I like playing with and talking to my friends.
Sometimes I also touch their ears.



Most people do not like having their ears touched.
My friends don't like it when I try to teach their ears.
They tell me "Stop! I don't like it when you touch my ears".



Stop! I don't like it when you touch my ears

It is ok. I can touch/squeeze my sensory ball instead.



When I feel like touching my friend's ears, I can touch/squeeze...my sensory ball instead.
I will try very hard to use my squeeze ball when I feel like touching my friends' ears.
This will make my friends very happy.



Descriptive sentence(s): Describes the behaviour

Perspective sentence(s): presents other's people points of view/feelings

Directive sentence(s): gently provides instructions in a positive manner on what could be done instead

Affirmative sentence(s): enhance the meaning of the previous sentence



no biting



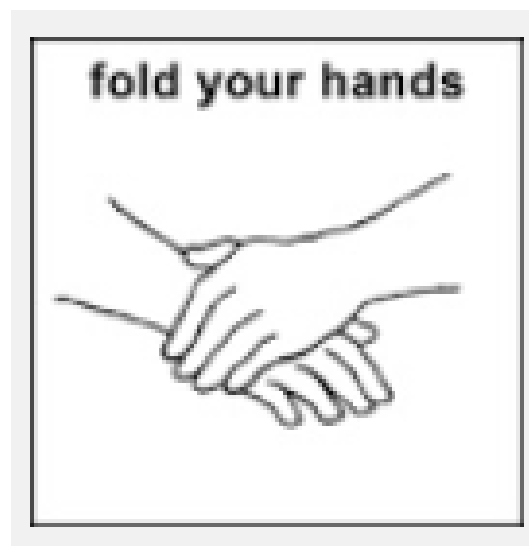
no



bite others

What NOT to do when writing social stories.....





Remember to keep it positive!

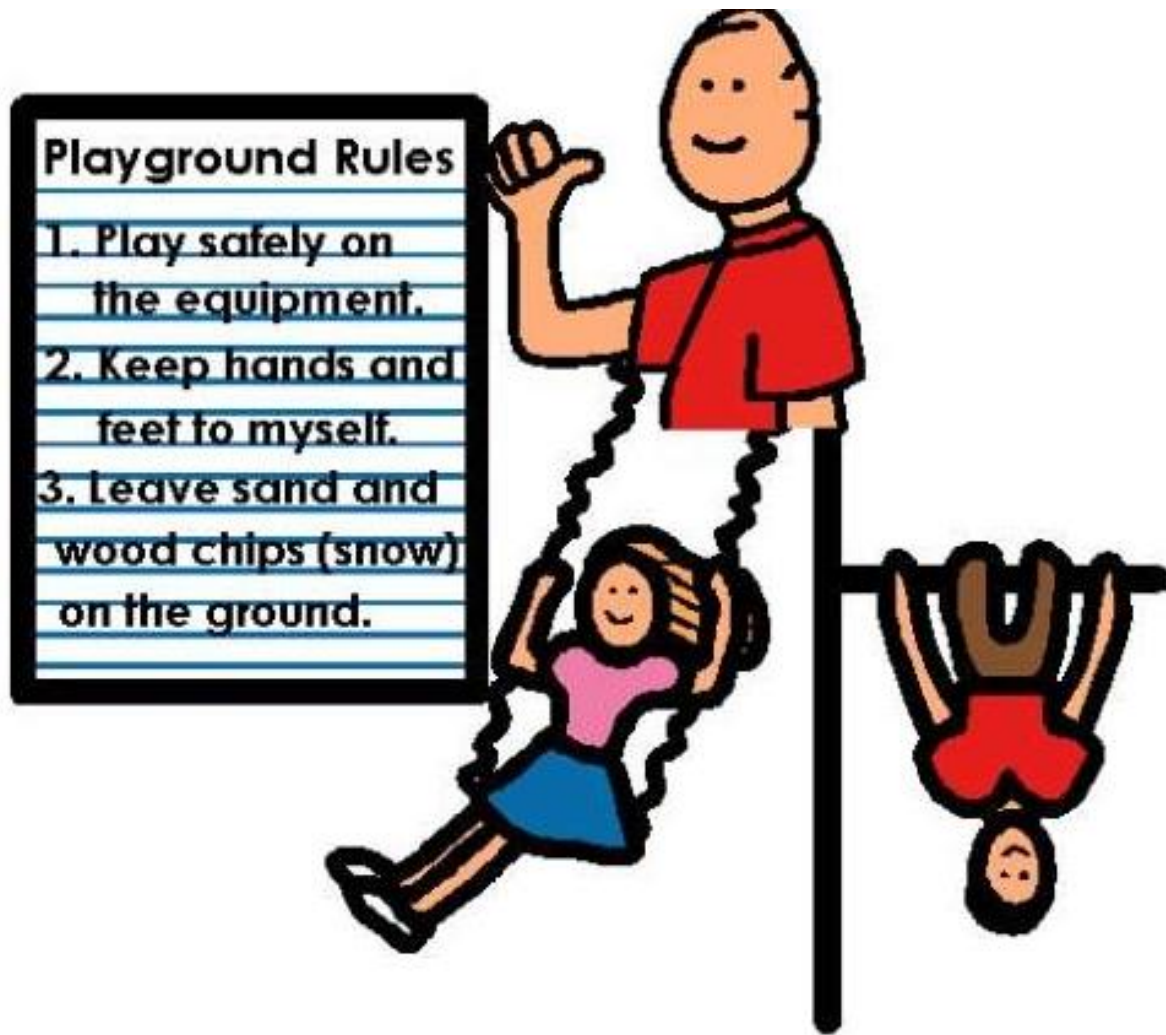
- ✓ Describe what the child should do, rather than focusing on what they are doing wrong.
- ✓ Explain the appropriate behaviour.

Being a good friend means that:

I only use 'gentle hands' with my friends.

Watch me practice using 'gentle hands!'





Read between the lines....

What do you think this child was actually doing in the playground?

How can you change the text to make this a positive social story?



A story for



I Will Keep My Hands to Myself.

My name is



I am 4 years old.

I have 2 hands.



Sometimes my hands do things that are not nice, like hitting, slapping or punching someone else.



This will make my teachers and friends very sad.



When my hands do these naughty things it can hurt people. They may get upset and sometimes they might cry.



My friends won't want to play with me anymore.

When this happens I should say sorry.



Then we feel better and my friends will play with me.



I must keep my hands to myself.



Writing Social Stories

- Write from the first person perspective in present or future tense.
- Add illustrations to enhance the meaning of the text.
- Length of story will vary with reading age and attention levels.
- Always use vocabulary that the child or young person is familiar with.
- Always present the information in a non threatening format.
- Always use non committal statements. 'I will try to, sometimes, usually' and avoid terms like 'always'.
- Focus on what the child or young person should be doing rather than what they shouldn't (don't shout - speak quietly)



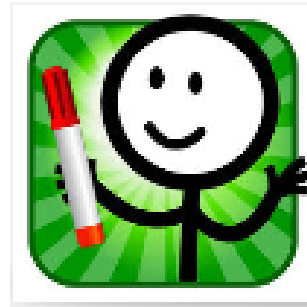
How to use social stories:

- The adult reads the story with the pupil daily for up to three weeks - and eventually the information is internalised.
- Once the pupil responds appropriately in the social situation, the story can be faded.
- This can be done by reducing the number of times the story is read a week and only reviewing the story once a month or as necessary.
- Have the Social Rule easily accessible - stuck on a wall with Velcro – reduces language when the students is at crisis level.

Using technology to make social stories



BOOK CREATOR®



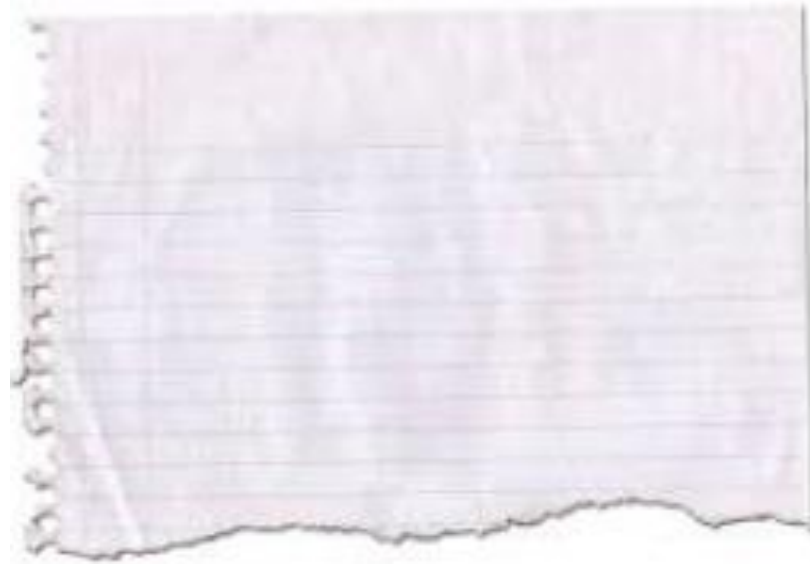
StoryMaker



Camera Roll on
phone



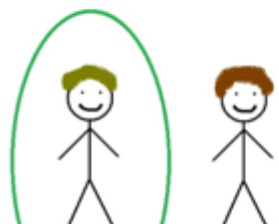
You can write a social story on anything,
anywhere.....



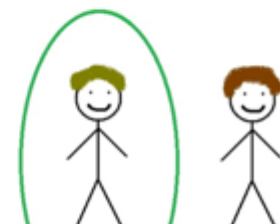
Social Rules



Remember to give people personal space.



Remember to give people personal space.



Things to remember

Checklist



- ✓ Is it individualised? *e.g. first person, present tense, appropriate language*
- ✓ Does the child enjoy it? *e.g. use personal interests*
- ✓ Is it positive? *e.g. encouraging rather than critical*
- ✓ Is it reassuring? *e.g. achievable without fear of failure*

Any questions about Social Stories?

- Do you think you can write a social story now ?
- Remember:
you'll get better with practice!