

# Social stories

## Definition

- A social story is a short story that describes a situation in terms of relevant social cues and accurate and specific information regarding what occurs in a given situation and why.” (Gray, 1995)

## Definition

- Social stories are short written documents describing
  - what happens
  - when it happens
  - how it happens
  - why it happens
  - who are involved in it
  - how people feel or think about what happened.(Okada, Ohtake, Yanagihara, 2010)

## Research

- Swaggart and colleagues (1995) were the first to empirically validate this intervention (**reduction in aggression** as well as an **increase in appropriate greetings and sharing**).
- Social Stories proved to be successful when applied to a wide variety of problem behaviors including **aggression, screaming, grabbing toys, using inappropriate table manners, and crying** (Kuoich & Mirenda, 2003; Rowe, 1999; Scattone, Wilczynski, Edwards, & Rabian, 2002).

## Research

- Researchers have also found Social Stories to be effective in **decreasing tantrums** (Kuttler, Myles, & Carlson, 1998; Lorimer, Simpson, Myles & Ganz, 2002), **cheating**, and **negative comments** when playing games. These behavior changes may be maintained over time (Kuoch & Mirenda, 2003).

## Research

- Moore (2004) developed Social Stories in order to assist a young child **to sleep in his own bed**.
- Brownell (2002) adapted the Social Story texts to an original tune and sang them with a guitar accompaniment to four participants in order to improve problem behaviors (**loud vocalizations, scripting, and repeating instructions**). Brownell found that Social Stories were just as effective when sung as they were when read to these participants.

## Research

- Hagiwara and Myles (1999) adapted Social Stories to a computer-based format in order to teach **hand washing** to two participants and on-task behavior to another. However, they observed only *modest improvements* from baseline to intervention.
- Barry and Burlew (2004) taught **play skills** and **choice** to two participants with severe autism using social stories. Improvements occurred, and the participants learned to play appropriately with materials and peers.

## Research

- Many studies have combined Social Stories with other interventions, including verbal and pictorial prompts, behavior charts, reinforcement for appropriate responding, and, in one case, a social skills training methodology and a response cost system (Swaggart et al., 1995).

# Research

- Thiemann and Goldstein (2001) used a treatment package in their Social Story intervention for **targeting conversation skills ( initiations, requests, responses, and securing attention)** for five participants with autism.
  - Social Stories
  - verbal prompts
  - pictorial cues
  - self-evaluative video feedback.
- **The treatment package was effective** for developing these skills, and Thiemann and Goldstein observed some generalized treatment effects across untrained behaviors.
- However, they did not assess individual components of the package, making it difficult for other researchers to determine the exact role that Social Stories played in the improvements for the participants.

## Social stories and ASD

- Visual
- Situation-specific
- Offer explicit information
- Tend to have short learning intervals with immediate effects (e.g., Andrews 2004; Gray 1994; Smith 2001).
- Social stories are an inexpensive treatment that can be applied to a wide variety of situations.  
(Quirnbach, Lincoln, Feinberg-Gizzo, Ingersoll, Andrews, 2009).

## Why Use a Social Story?

- Increases understanding of social situations.
- Increases understanding of expected behaviors in new or difficult settings.
- Considers the perspective of the individual with autism or AS.

# Who can write a social story?

## At school

- The SLT
- The teachers

## At home

- The parent
- The grandparent
- Brothers or sisters

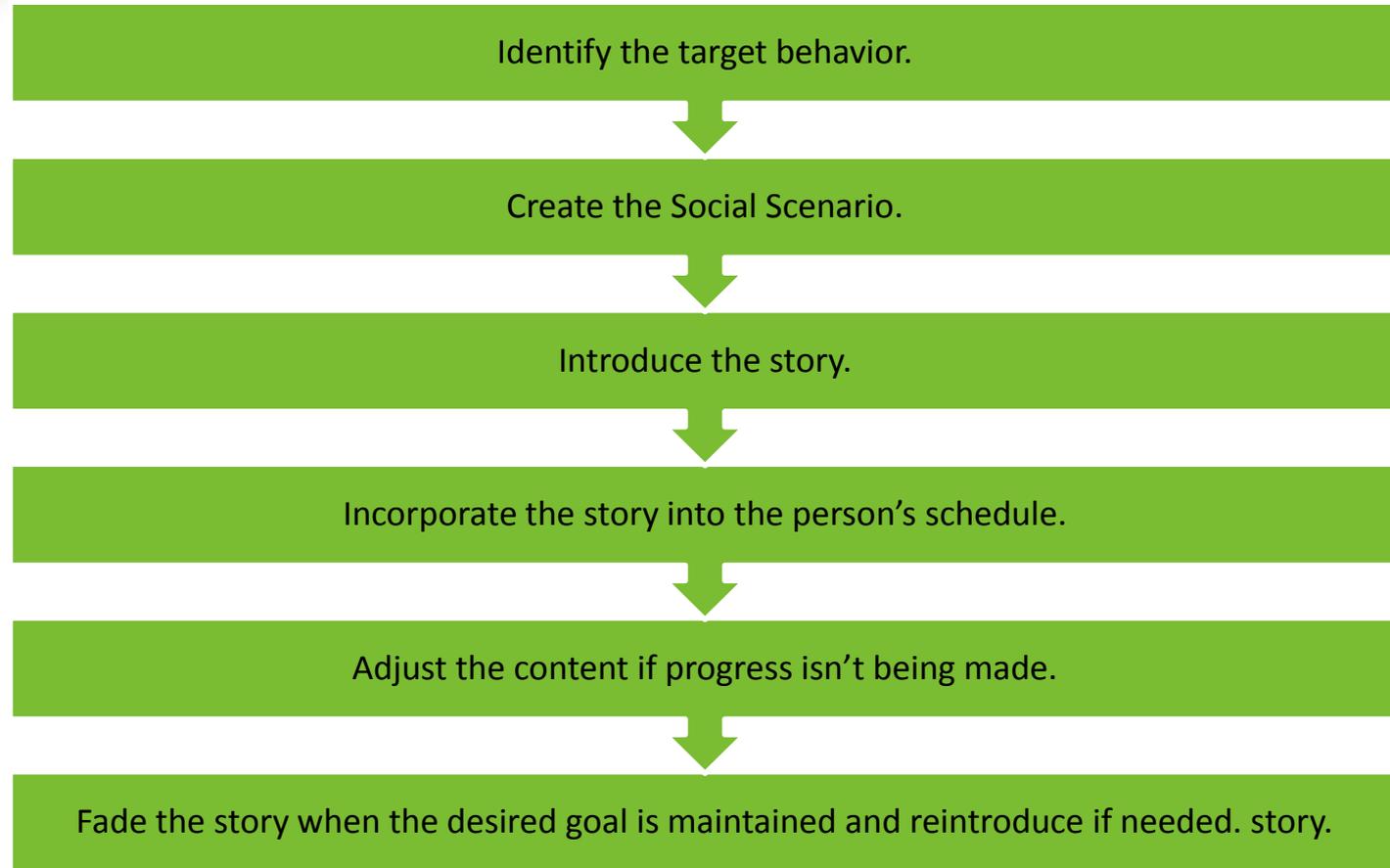
## Anywhere is needed

- Any person that interacts with a person with ASD

## Where can we read a social story?

- At school – in the classroom, in the hallways
- At home
- In the park
- Anywhere is needed

# Steps to Achieving Goal



# How to write a social story (Gary, 2004)

Sentence type	What is it?	Examples
Descriptive	Provides the facts in a situation or the main aspects of the topic.	My name is Ana. <i>Christmas Day is 25 December.</i>
Perspective	Refers to the opinions, feelings, ideas, beliefs or physical/mental well being of others.	My teacher knows about my schedule. My sister likes to play the violin.
Directive	Describes desired responses to social situations, gives the child alternative choices or behaviors, and usually begins with I will, I may, or I will try.	I will try to listen to a teacher's speech. <i>When I am angry, I <u>can</u>:</i> <i>- take three deep breaths</i> <i>- go for a walk</i> <i>- jump on the trampoline.</i>

# How to write a social story (Gary, 2004)

Sentence type	What is it?	Examples
Affirmative	Statements that enhance the meaning of the previous sentence (which may be a descriptive, perspective or directive sentence)	(Thunder can be very loud). <i>This is ok.</i> This is a good idea. This is very important to do.
Cooperative	Describes who will help the individual and how to succeed in the target situation.	My teacher can help me read new words. My SLT will help me to pronounce new words.
Control	Consists of a description developed by the student to help retrieve important information in the target situation.	I will walk slowly in the hallway like an elephant does

## How to write a social story

- write in three parts, introduction, body, and conclusion;
- provide accurate information about “wh” questions for the activity or target behavior;
- write with a first-person perspective;
- use positive language;
- consider the basic Social Story™ ratio of two to five descriptive, perspective, and/or affirmative sentences;
- use literally accurate words (e.g., usually or sometimes).

# When My Schedule Is Changed

- Sometimes I get angry when schedules change. (Descriptive)
- Teachers usually tell me before things change. (Descriptive)
- Sometimes teachers cannot tell me before things change. (Descriptive)
- I will ask a teacher what to do if I am confused about the new schedule, instead of crying or yelling. (Directive)
- Then I will try to understand and respect what the teacher says. (Directive)
- Schedules can be changed, and it is okay to follow a new schedule. (Affirmative)
- When the schedule is changed, I will follow the new schedule. (Directive)

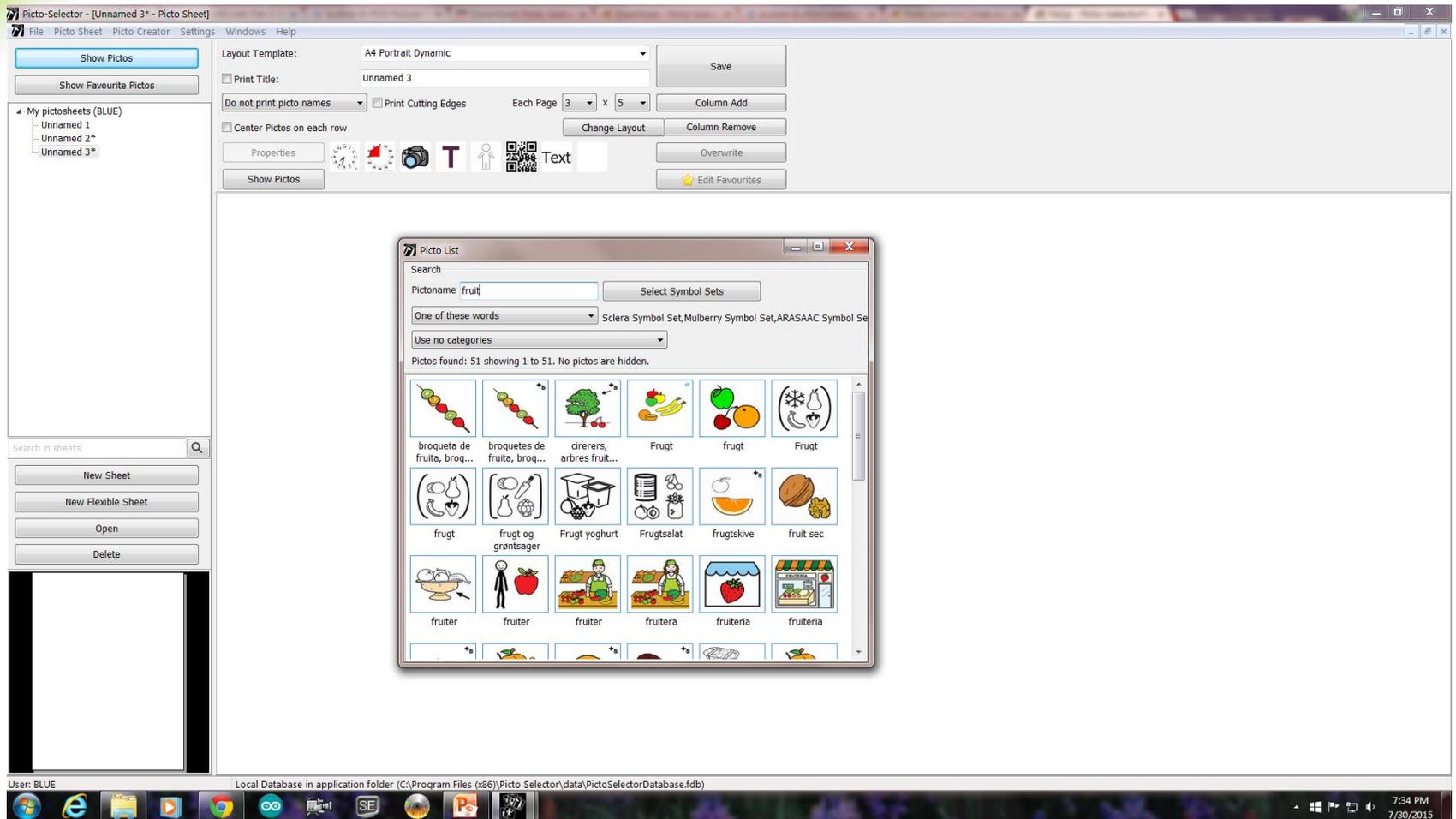
# Billy: Billy's Snack Book

- When I am at school, we take a break called snack time. At snack time all of the kids usually go outside. I usually go outside too! There are lots of kids outside at snack time. Some of the kids are standing. Some of the kids are sitting, but they are talking to each other. The kids like to talk to each other at snack time. I will try to talk to the other kids too!
- There are many things I can talk to the other kids about:
  - I can ask them what kinds of things they like to do after school.
  - I can tell them what kinds of things I like to do after school.
  - I can talk about what Disney movies I like.
  - I can ask about what Disney movies they watched.
  - I can ask them if they have pets.
- The kids will like me if I talk to them. They will want to be my friend!

## Picto-Selector Software

- Is a free communication board, schedule maker and picture exchange card printing application which includes advanced symbol management and editing functions.
- Picto Selector comes with three huge free symbol libraries - Sclera, ARASAAC and Mulberry which together provide a collection of around 28,000 symbols.
- Make use of your own clipart, text and photographs. Numerous options for adapting and editing the existing symbol libraries are also provided.
- <http://www.senteacher.org/download/50/CommunicationBoardMaker.html>

# Picto-Selector Software



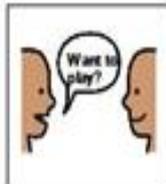
# Apps

- [ToonDoo](#) is a free, online comic-creating tool.
- Story Maker
- StoryMaker for Social Stories
- Stories About Me
- Stories2Learn
- i Create... Social Skills Stories
- My Pictures Talk
- First Then Visual Schedule
- iPrompts® – Visual Supports, Schedules and Picture Prompting for Autism and Special Education

## Playing



Sometimes I like to play with other kids.



I can ask them, "Do you want to play with me?"



If they say "yes", I can play with them I will have fun.



If they say "no", it's ok.



I can ask someone else or play by myself.

Tracy Boyd, 2009

# Project based learning

- Project-based learning is a teaching approach that engages students in sustained, collaborative real-world investigations. Projects are organized around a driving question, and students participate in a variety of tasks that seek to meaningfully address this question. (HEATHER COFFEY, <http://www.learnnc.org/lp/pages/4753>)
- A planting activity with representatives from the local newspaper, local television stations and district newsletter provided information to the community and parents regarding student participation. A monthly newsletter written in text and symbols was sent to caregivers and parents.
- Going to the store to buy fruits and to make a fruit salad.

Choose a topic and create a social story.

Social  
Skills

Health and  
Hygiene

Special  
Activities

Routine  
Activities

Gym

Cafeteria

SLT Room

Transitions

Safety

Expressing  
Feelings

Aggressive  
Behaviors

Aggression

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- <http://www.pbisworld.com/tier-2/social-stories/>