

**SNUG**

# **SOCIAL STORIES**

Lesson context

Key concept(s)

Activity

Planning

# WHAT ARE WE LEARNING TODAY?

## Social Stories and Comic Strip Conversations

01	Objectives
02	Key concept(s)

03	Activity
04	Planning

Lesson context

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# Lesson context

Lesson objectives	
01	Introduce what a social story is
02	Introduce how social stories are written
03	How comic strips support social stories

**Prior learning**

**Up next...**

Comic Strip Conversations

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# Social Stories by Carol Grey, 1994

## What is a Social Story?

- A short story written in a specific style and format.
- Short description of a specific social situation, event or activity that provides information about **what** might happen and **why**.
- A social story requires consideration of – and respect for – the **perspective** of the individual with Autism and is written from their perspective.
- Describes what may not be 'obvious' (unwritten rules)



Key concept(s)

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## What are the aims of a Social Story?

- Explain and provide information about a social situation or event.
- To provide information on the perspectives of others.
- To coach an individual re social skills and behaviour.

It is not the goal of the social story to change behaviour but to increase social understanding.

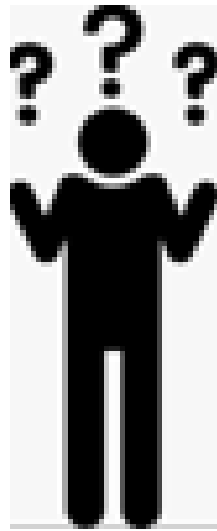
***"The goal of a Social Story™ is to share accurate information using a process, format, voice, and content that is descriptive, meaningful, and physically, socially, and emotionally safe for the Audience. Every Social Story™ has an overall patient and reassuring tone." Carol Grey, 1994.***

Key concept(s)

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# Purpose?



Not understanding social events and expectations.



Frustration and/or maladaptive behaviours.

Key concept(s)

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# Perception

Instead of...	Try...
I shouldn't run in the house	Sometimes it is important not to run in the house.
I will keep the paint on the paper.	I will try to keep the paint on the paper
You will have fun at the birthday party	At the party, I may eat cake. I may play with a balloon.

- Social stories are usually written in the first person: *I, me, mine, we.*
- Can also be in the third person (child's name)
- Positive
- Where possible they should be written with the child/young person present.

• Comprise of four sentence types :

**Descriptive:** what might be expected from the situation.

**Perspective:** describes the thoughts/feelings/moods of others.

**Directive/coaching:** what might be expected of the child.

**Affirmative:** to affirm/stress an important point or refer to a rule.

Key concept(s)

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Remember that empathy is particularly difficult for a child with a neurodiversity.

# Checking understanding

Writing a social story

The sentence	What is wrong here?
Hitting others is wrong.	
Do not put a toilet roll down the toilet.	
I will not pick my nose.	
I will walk down the corridor.	

Activity

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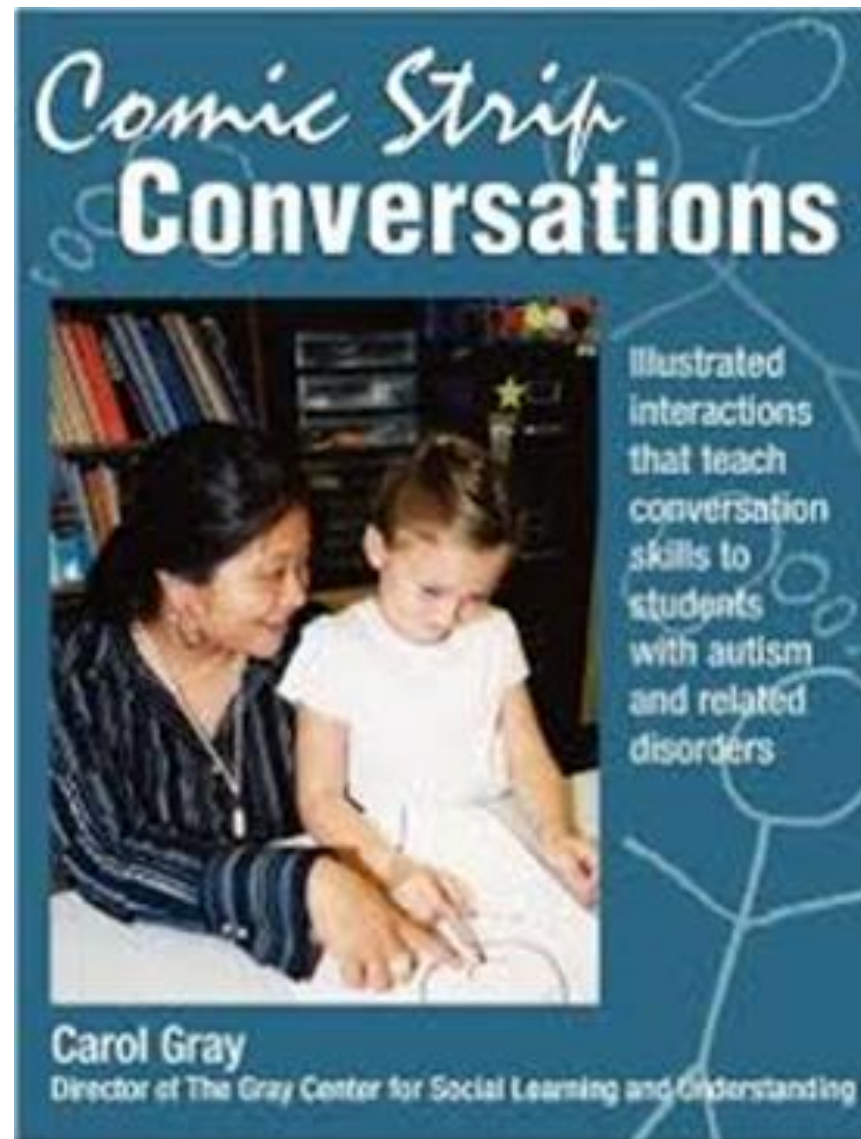
# Checking understanding

The sentence	What it could have been:
Hitting others is wrong.	I will try to keep my hands to myself, some people do not like being touched, it is kind to keep my hands to myself.
Do not put a toilet roll down the toilet.	I will try to put 3-4 sheets of toilet roll down the toilet. The toilet is to wash away my poo, pee and a little bit of toilet roll. A lot of toilet roll stops the toilet from doing its job, I will try to help the toilet do it's job by using 3-4 sheets of roll.
I will not pick my nose.	My nose is for smelling. I can smell lots of things with my nose. When I feel like there is something up my nose, I will try to use a tissue to blow it out, then I can use my nose for smelling again.
I will walk down the corridor.	I will try to walk in the corridor when I am moving from place to place. Walking is the safe way to travel. My teacher will remind me if I forget to walk in the corridor.

Activity

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**To write a Social Story we need the  
context**



# Comic Strip Conversations

- Helps child to “read between the lines”
  - infer
  - take the perspective of others
  - follow the quick exchange of information in a conversation
  - tune in to what they missed
- Uses simple drawings and symbols
  - Colour used for emotions of statements, thoughts and questions
- Can be used with Social Stories or independently

# Why Comic Strips?

- Based on communicative drawings of 10 year old child who would draw to communicate frustrating situations to her mother who would draw in return.
- Evidence shows that visualisation and visual supports help children with ASD and social communication difficulties.
- Students with ASD and social communication difficulties have difficulties identifying the beliefs and motivations of others (Baron-Cohen).
- Perspective-taking is often difficult for students with social communication difficulties (“walking in your shoes” / seeing situations from the other person’s perspective)

# What do we need?

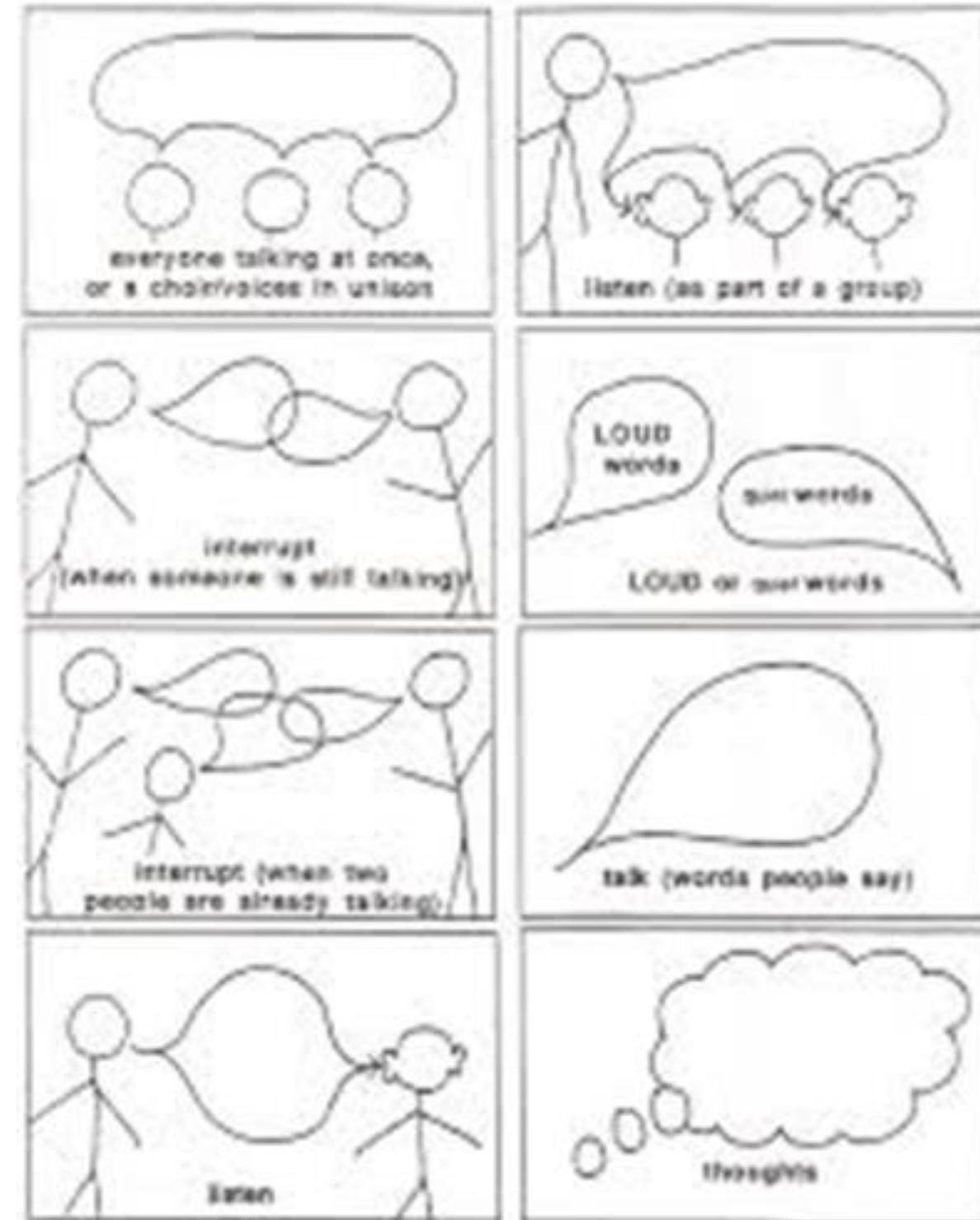
- Key person & child (SENCo; Teacher; Teaching Assistant; Learning Mentor; Parent)
- Quiet room/area of school/ at home
- Sit side by side**
- Selection of drawing and writing materials e.g. white board, paper, chalkboard/ iPad
- Paper you can save for review & discuss conversations at a later time.

# Process

How?			
Show that talking and drawing is ok	Practise	Where possible let the child take the lead	When early development it will feel a little more like an interview but eventually it will progress to being more like a conversation

# We are investigating plant growth.

8 main symbols	
Everyone talking at once	Listening as a group
Talking over one another	LOUD and quiet words
Several people talking at once	Talk - what was said
One person listening	Thinking



## 8 questions to ask

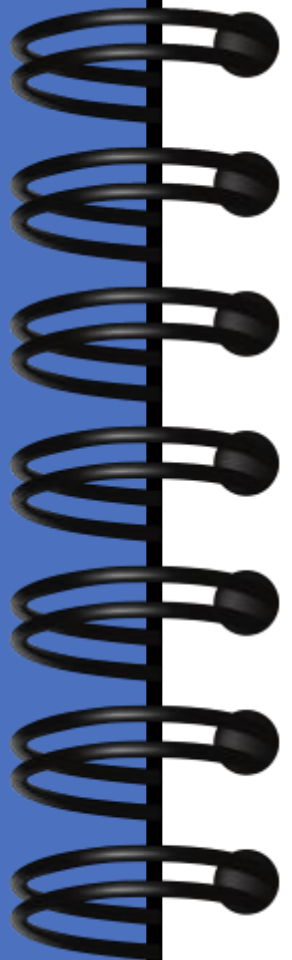
- 1) Where were you? (use symbol - student draws a person)
- 2) Who else was there? (student draws others)
- 3) What were you doing ?(student draws relevant items and actions)
- 4) What happened? What did others do? (student draws relevant items and actions)
- 5) What did you say? (use talk symbol)
- 6) What did others say? (use talk symbol)
- 7) What did you think when you said that? (use thought symbol)
- 8) What did others think when they said/did that? (use thought symbol)

Objectives

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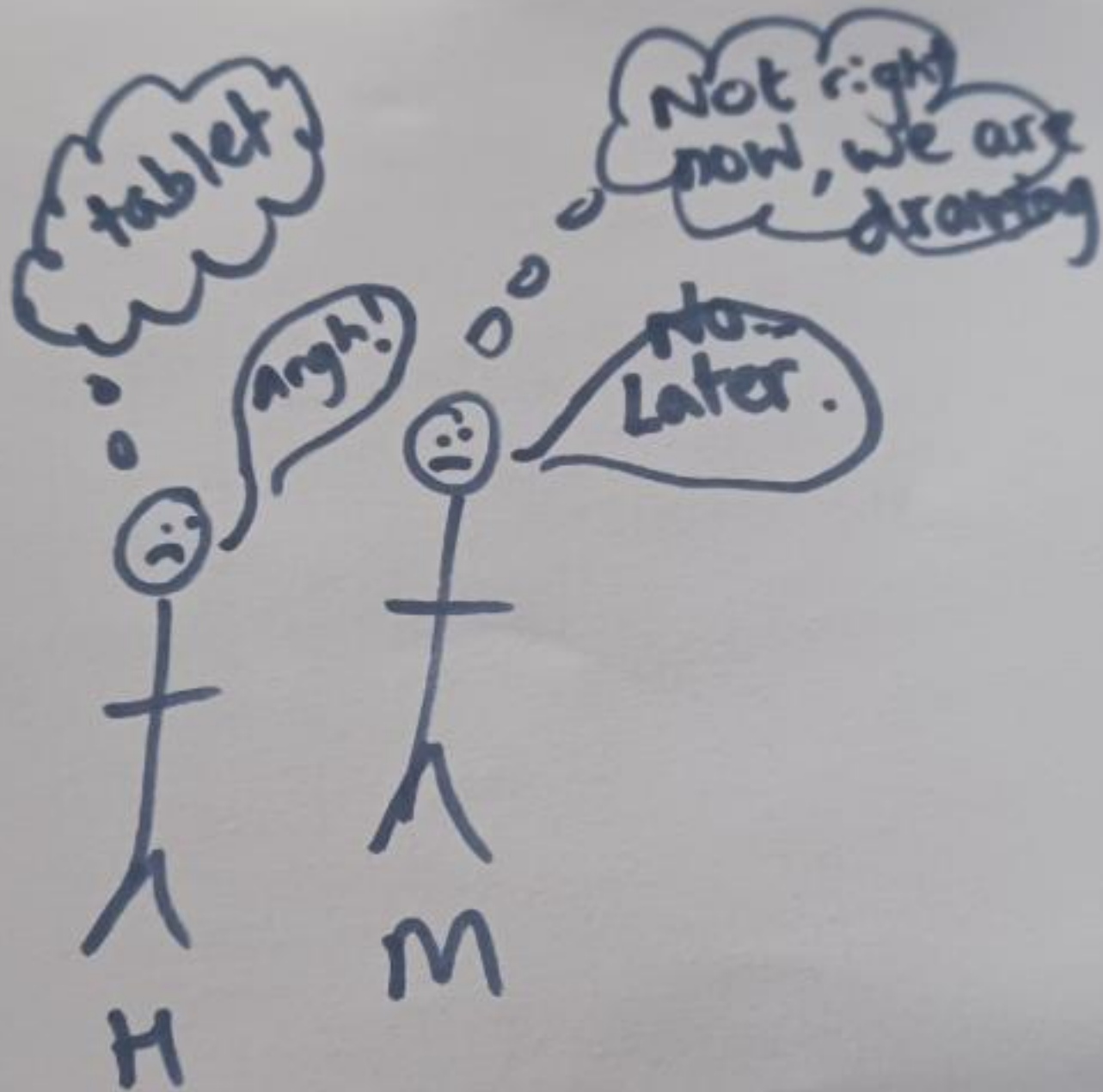
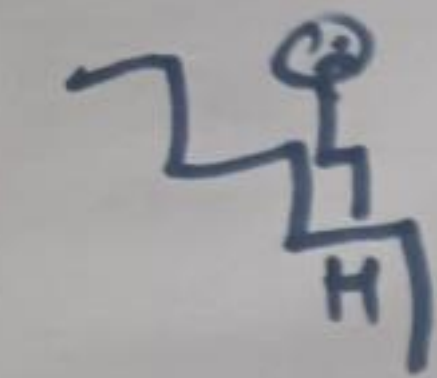
Planning

**EXAMPLES**

**COMIC STRIP**

**&**

**Social Stories**



I like to use my tablet to play my games, watch videos and do Reading Eggs.

Sometimes I need to wait to use my tablet. It could need charging, it maybe that I have other activities planned for that day. While I'm waiting; I can play games, watch TV, or use my drum kit.

Mum and Dad will let me know when I can use my tablet. I like to use my tablet.