

A group of diverse children, including boys and girls of various ethnicities, are smiling and huddled together outdoors. They are wearing jackets and casual clothing. The background shows trees and a fence, suggesting a schoolyard or park setting.

# Describing Life!

Describing Life!

## Social Stories 10.2

A presentation by  
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REACH for Autism, Inverclyde  
Team Social Stories &  
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# So, what's a Social Story?

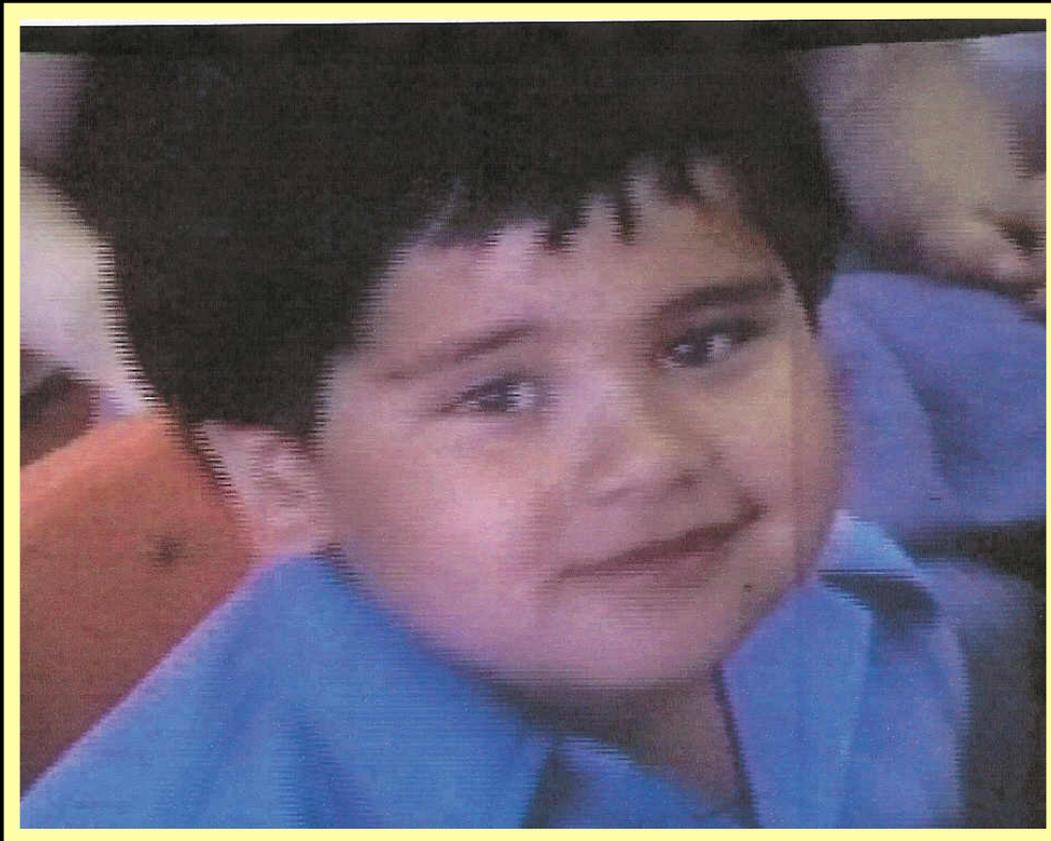
A social learning tool that supports the safe and meaningful exchange of information between parents, professionals and people with autism of all ages

[www.carolgraysocialstories.com](http://www.carolgraysocialstories.com)



## Social Stories

Social Stories are based on social respect, an understanding that “typical” perception may be different – though no less or more valid – than the individual with autism. Social Stories are an evidence-based practice.

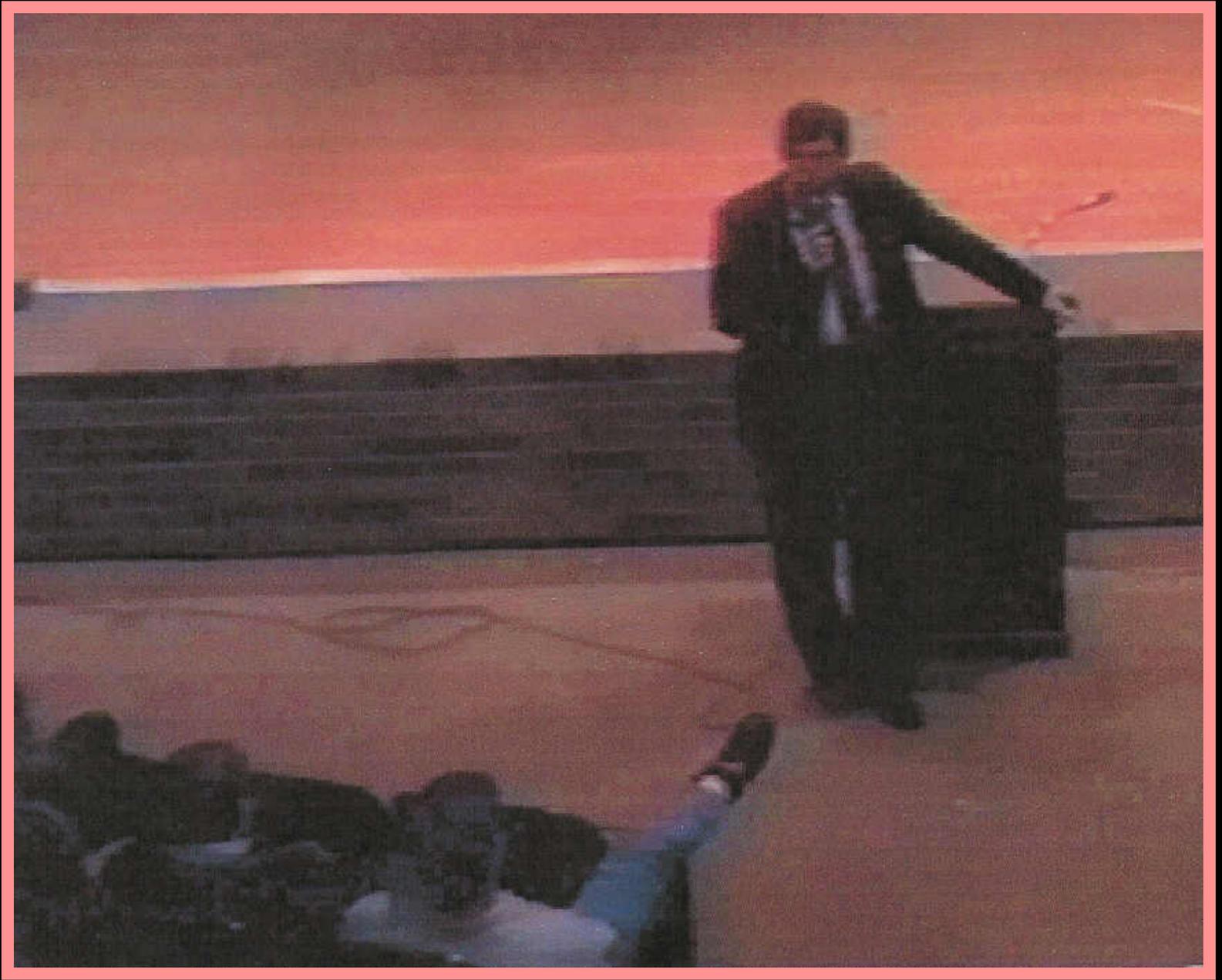


Eric 1979... 4 years old





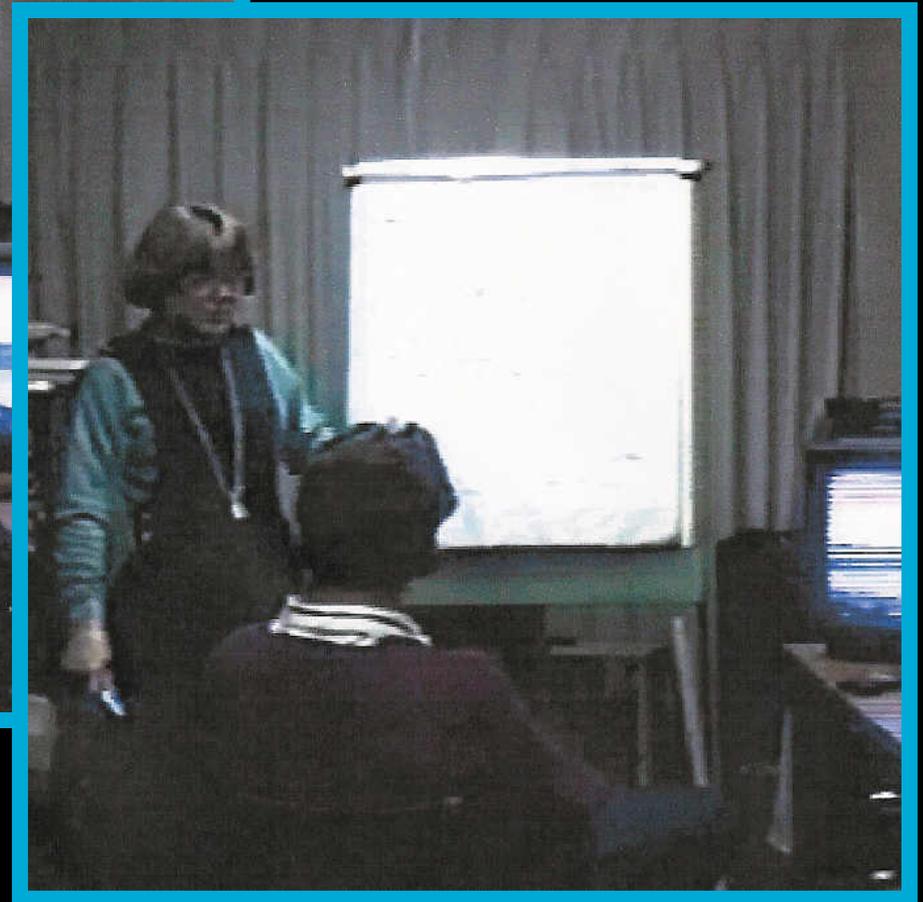
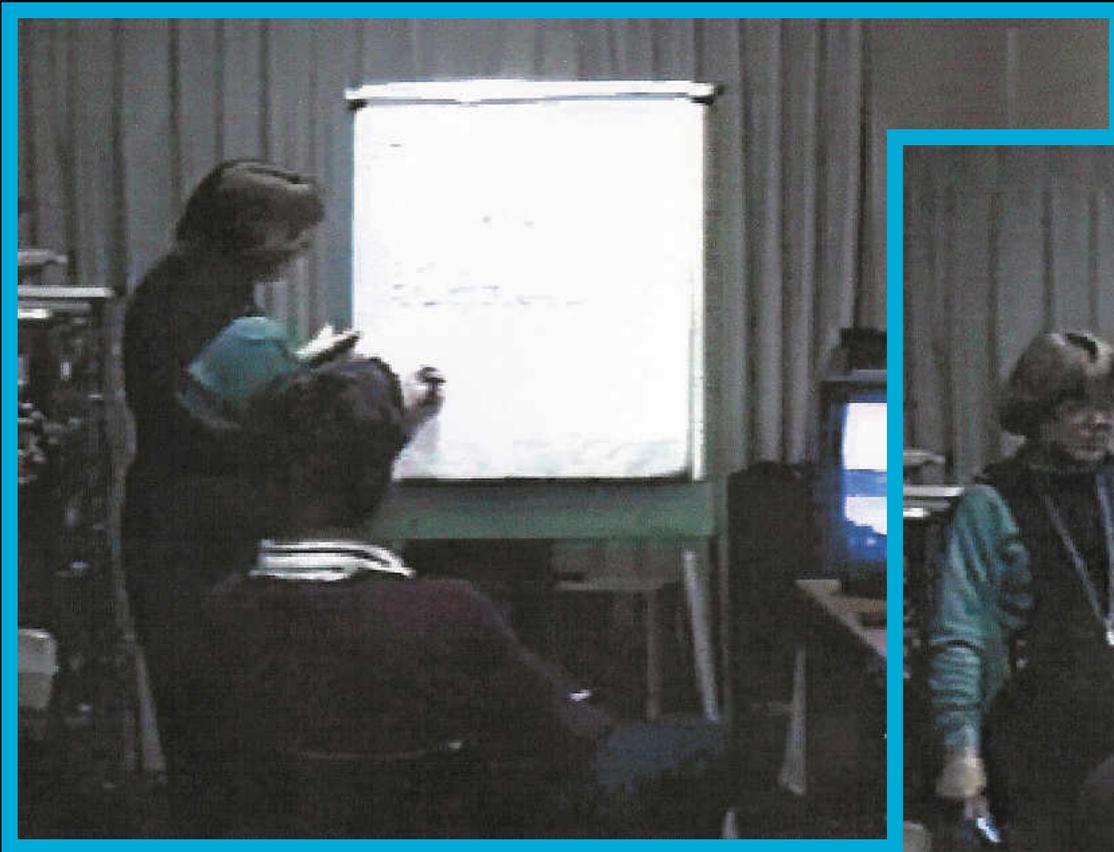
Eric 1990







“Let me write that down.”



“Well, then I can stop it.”

# The Philosophy behind Social Stories...

- Two equally valid but different perspectives
- Yours. The autistic individuals.
- Abandon all assumptions
- **Never** argue perception
- The social impairment in autism is always shared
- The solution requires us to work from **both** sides now

# But why use a story?

- Stories “work” for all people
- We all love stories

From *The Story Factor* by Annette Simmons

“Other methods of influence- persuasion, bribery or charismatic appeals- are push strategies. Stories are a pull strategy. If your story is good enough, people – of their own free will – will come to the conclusion they can trust you and the message you bring”

# So how do we write a Social Story?

## WHO'S WHO?

- Author – you – the person who writes the story and gathers information from the team.
- Team – the people surrounding the autistic individual eg Parents, Teachers, Support Staff Speech & Language Therapist, Educational Psychologist etc
- Audience – Usually a child adolescent or adult on the autistic spectrum

# 10 Defining Criterion

1. Define the Goal
2. Two – Step Discovery
3. Three Parts and a Title
4. FOUR-MAT Makes it Mine
5. Five Factors Define Voice and Vocabulary
6. Six questions
7. Seven is About Sentences
8. A GR-EIGHT Formula
9. Nine to Refine
10. Ten guides to Implementation

# Is this a Social Story?

I am going to an Autism Conference in Stirling. There will be many people at the conference.

Alan, Catriona, David, Libby and Vicki will be the some of the speakers. They know some stuff about autism.

They are very entertaining, too! You may want to hear their presentation!

I will sit quietly and listen to the speakers. That way other attendees will be able to hear what is

being said. It will be a fun and

informative day!



# Why isn't it a Social Story™?

- There's no title
- It's not safe
- Makes assumptions
- Isn't factual
- It's subjective
- The audience is being told what to do
- It appears to have been written to change a behaviour
- It uses "you" statements

# Prohibited Vocabulary:

All words and phrases with a judgmental or authoritarian goal or tone.



1. **Should / Shouldn't**
2. **Supposed to**
3. **Suppose**
4. **Must / mustn't**
5. **Ought / Ought to know better**
6. It's really (**bad / naughty / inappropriate**) to...
7. Caution: **CAN**

# Is this a Social Story?

## Using My Good Manners

My family often eats together at home. We try to remember our manners. Manners help to make mealtime comfortable.

My brother, Jacob, sits quietly and eats his dinner. Jacob stays and waits until everyone has finished eating. Jacob has good table manners.

I will try to sit quietly, eat my dinner, and wait for others to finish eating, too. Then I will have good manners like Jacob.

# Speaking quietly in class

Sometimes, people speak quietly.

Sometimes, people speak loudly.

When the classroom is quiet, my teacher can hear what the children are saying and the children can hear the teacher. This is very important.

I will try to remember to speak quietly in class. My teacher will help me with this. This will make my teacher very happy.

# What makes this a Social Story?

- It follows the 10 criterion
- It's safe for the audience
- It's supportive
- Parents were involved in the process
- It explains the context

# Who can use Social Stories™ ?

- Parents/Carers
- Practitioners
- Teachers & Support Staff
- Social Care Staff
- Social Workers
- Employability Staff
- Health Care Staff
- Anyone who supports an autistic individual

# Beware of false imitations!

- There are many “social stories” that aren’t Social Stories <sup>™</sup>
- Don’t follow defined 10 criteria
- Tell individuals what to do
- Potential to be damaging and very unsafe causing more harm than good
- Long term damage and autistic individual may never use them again



*Look for this logo and...*

Coming soon, visit Social Stories @  
[www.CarolGraySocialStories.com](http://www.CarolGraySocialStories.com)



# What should I Expect from a Social Stories™ Training Day

At the end of the training, you will:

- Think differently about individuals living with autism and how you can help them
- Have the tools you need to start gathering information, writing and implementing personalised Social Stories for the people you know
- Understand why good Social Stories work (and others don't)
- Have insight into the theories and research studies that have informed the development of Social Stories
- Hopefully, have had a great day!

# It's ok to be Unsure

I attend Cedars school. We have chosen our subjects for National 5. We will soon choose our work experience placement.

Work experience can sometimes help us decide what we want to do when we leave school. It can also help us decide what we don't want to do. Some people don't know what to do. Other people think they know what they want to do and then change their mind.

This is ok. Some people may want to do the same thing. My friends and I may want to choose the same placements or we may choose different placements. This is ok too. Not knowing what to do doesn't mean we are not as good as others. Sometimes I can try a few things before I decide. This is ok.

Sometimes I am unsure. My work experience doesn't need to be the thing I want to do for the rest of my life. It's ok for others to know what they want to do. If I am unsure I will take the time I need to decide what is right for me.

# Where Can I Find More Information?

**Carolgraysocialstories.com**

**TRAINING AVAILABLE FROM:**

**REACH for Autism, Inverclyde**

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**[www.reachforautism.org](http://www.reachforautism.org)**

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**R.E.A.C.H**  
for Autism