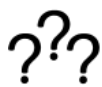


# Social Stories - how to use

The stories provided are examples of social situations that children might find themselves in. As social interaction for individuals with autism can be difficult, confusing and unpredictable, it is hoped that reading through the stories with the child might help him or her to understand another person's perspective, desires and beliefs. The social stories provided are a great starting point for key discussions.



**Tip** - break the story down into parts, stopping to ask the child key questions as you go.



**Example questions** you might use with "When Daniel gets cross."

- 1) What might the children in Daniel's class be thinking when he gets cross?
- 2) Why do you think the teacher was upset with Daniel?
- 3) Why do you think the teacher kept Daniel in at break time?

If the child can't answer the question, prompt them to read the section related to the answer again.



**Tip** - try to prepare the child before they are faced with the situation.

**For example** - just before going to the park to feed the ducks, read the corresponding story with the child. Use questioning, imitation, prompting, priming and positive reinforcement alongside the reading of the story. Repeat this process (where possible) before the situation presents itself to the child.



**Suggestion** - create your own personalised social stories using the following sentence types:

descriptive sentences - "Many people enjoy feeding the ducks."

perspective sentences - "Some children in year 5 are feeling anxious."

directive sentences - "You will all feel better about your new class."

affirmative sentences - "I should use my whispering or quiet voice when people are resting."

co-operative sentences - "My parents or teacher will help me understand when it is ok to do this."



**Suggestion** - Try using role plays with a similar set up to the 'Daniel gets cross' example below:

The adult would play the teacher's role by reading a passage from a book and asking questions about it. Another adult would sometimes act as a student (not knowing what to do) and start to apply the keeping calm strategies (outlined in the Keeping calm poster) when the teacher writes on Daniel's paper (modelling tactic). If the individual with autism has any difficulties, use verbal prompts and give praise whenever any step is completed.