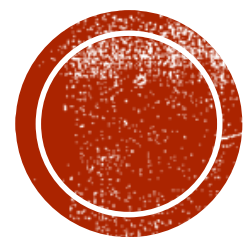


East Side Union High School District Day 2 Filling up our toolbox!

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SOCIAL STORIES / INFORMATIONAL STORIES



CASE EXAMPLE

- **10th grader**
- **Fully included**
- **Uses accommodations in most classes**
- **Social challenges are very evident**
- **Doesn't like changes in schedules**
- **Focuses on weather**



Nate's story about animals

Many types of pets



In the world, there are all types of pets. Pets are animals that people have that live in their home. Usually people have cats, dogs, fish or birds as a pet. Animals that live in the zoo are not usually in people's houses. For instance, I would not expect to see a zebra or a porcupine at Mackenzie's house because zoo animals are not pets. They are not in people's houses because you need special training to be around these animals. I might see cats, dogs, turtles, fish or birds at someone's house. I might see them because they are pets. You do not need special training to be around pets. I have a pet dog named Magee.

Why do people have pets?



- People have pets for many different reasons. Most people have pets as companions. Most pets are safe and like to be around people. Many pets are like another friend in the house. Some people like the way fur feels and like to rub their pet's fur. Some people like to watch fish swim and say it makes them feel more calm. Other people like the sounds that birds make.
- Animals can also help people. There are some dogs that help people who are blind find their way around they act as the blind person's eyes. Some people have dogs who can rescue people who are lost. There are many animals that work to help people.

How do pets communicate?



- Most pets can't talk like people but they do communicate in different ways. Learning how a pet communicates lets people know when they are hungry, want to be petted, and many other things.
- Fish are a pet that doesn't communicate very much. They may swim to the side of the aquarium if they see their owner coming with food but that's about it.
- Pet birds make many sounds. It depends on the type of bird. If birds are happy, they make singing sounds. If birds are hungry or unhappy, they may make a squawking sound. Some birds like parrots can talk. Their brain is smaller than a human's so they don't understand what they are saying. They are just repeating what humans say to them over and over.

How do pets communicate?

- Cats mostly communicate with their body. They may rub around their owner's legs if they are hungry. They may also make a meow sound when they are hungry. They may jump in their laps if they want to be petted. They may make a purring sound when they are happy. If they are upset or feel like they are in danger, they will put their back rounded way up. If they are really scared, they may make a hissing sound. Usually cats will run away if they are scared. If I see a cat with their back rounded way up, I can just walk away. They will leave me alone.



How do pets communicate?



- Dogs communicate in different ways. If I know what a dog is saying, it helps me know what their noises mean. Most dogs are really friendly and safe. This is why people have them as pets and as helping dogs. The dogs make some people feel happy. When dogs are happy, they are wagging their tails. Their mouth is open. They may even pant. Panting is breathing a little harder. This is the way dogs keep themselves cool. Most dogs bark. They usually bark because they are excited because they see something. They are saying “Someone’s here.” or “Did you see that other dog?” or “Come inside soon I miss you.” Magee barks like that too. If Magee sees something, he will bark to let us know. If he is really excited, he will bark to tell us “Hurry up!” or “I can’t wait!” Barking can be loud or soft. It can last for only a few seconds or it can last longer.

How do pets communicate?

- When dogs are sad or in pain or wants something, they may whimper. This is a soft sound. Usually when a dog is scared, you can tell because they are barking and growling. They are usually upset when they growl. Sometimes dogs will growl when they are playing too but in general it is good to just stay away if a dog is growling. When they are growling, this is their warning sound. Dogs communicate the way they know how by panting, barking, whimpering, or growling.

What should I do, if I hear barking I don't like?

- It is good to know how pets communicate. This helps me know what their noises mean. If I hear barking that I don't like there are a couple things I can do:
 - I can sing a number song or another song in my head
 - I can count by 2, 5, or 10's to 100.
 - If it goes on really long, I can count while I get my headphones.

I will try to use these tricks to help me feel calm if I hear barking I don't like. It will get easier the more I practice.

WHAT ARE SOCIAL STORIES? (GRAY, 2017)

- **A social learning tool that provides a safe and meaningful exchange of information.**
- **They are short stories written in a special style**
- **The focus of the story is to provide social information and understanding. It is not a list of rules or commands.**
- **Developed by Carol Gray when she worked at Jennison Public Schools.**
- **Can address many different situations including aggression, fears, obsessions, questions and answers, confusing media stories.**



WHY THE STORIES MIGHT WORK

- **They provide information in an accurate way about a situation and why**
- **It uses visual materials**
- **Points out relevant social cues**
- **Takes away of social inference**
- **Gives a description of expected behaviors**



THINGS YOU SHOULD KNOW

- **50% of Social stories are applauding experiences. In other words, half your stories are about things your child does well.**
- **The social story format is tailored to the individual abilities, attention span, learning style and - whenever possible – talents and/or interests of its Audience.**
- **Should have a positive and patient tone**
- **It should be accurate and true. Make sure not to tell the person how to feel.**
- **Social stories are written in the first or third person perspective (Don't use 'you')**
- **Can be written in past, present, or future tense**



HOW DO YOU WRITE THEM?

- **Gather information**
- **Choose a topic that fits the information gathered**
- **Development of text and illustration**
 - **Title**
 - **Introduction that identifies the topic**
 - **A body that adds detail**
 - **A conclusion that reinforces and summarizes the information**
- **Check and see if it meets criteria**
- **Rewrite or revise**



HOW DO YOU WRITE THEM?

- **#3 Three Parts and a Title.** A Social Story/Article has a title and introduction that clearly identifies the topic, a body that adds detail, and a conclusion that reinforces and summarizes the information
- **#4 FOURmat.** The Social Story format is tailored to the individual abilities, attention span, learning style and - whenever possible – talents and/or interests of its Audience.



TYPES OF SENTENCES

- **Descriptive sentences talk about the “wh” questions of where, who, what, and why.**
 - **Truthful statements of fact that talk about important aspects.**
 - **They are most often literally accurate.**
 - **These are used most in social stories.**
 - **There are many people in the lunchroom.**
 - **We go to restaurants to eat food.**

**Just the
Facts**



**WRITE A DESCRIPTIVE SENTENCE
RELATED TO ERIC CASE EXAMPLE**



TYPES OF COACHING SENTENCES



- **Perspective sentences** describe the reactions and feelings of others in a given situation.
 - They refer to thoughts, feelings, beliefs, opinions, motivations.
 - Examples:
 - The teacher knows about different kinds of fish.
 - My friend, Alice, likes to be “X” in tic-tac-toe.
 - Some people like music played with a loud volume.



**WRITE A PERSPECTIVE SENTENCE
RELATED TO ERIC CASE EXAMPLE**



TYPE OF COACHING SENTENCES



- **Affirmative sentences** reinforce the sentences stated.
 - They express a value or opinion by a culture.
 - Examples:
 - It's a good idea to eat breakfast. It gives your body energy to start the day.
 - Hands must stay inside the bus window. This is a safe thing to do.
 - It is okay to ask the teacher for help.



**WRITE A AFFIRMATIVE SENTENCE
RELATED TO ERIC CASE EXAMPLE**



TYPE OF COACHING SENTENCES

- **Directive sentences** are positively stated, individualized statements that tell the student what a desired response would be.
 - They often begin with “I can try... , “, “I will work on..,” or “I will try...”.
 - Examples:
 - I will try to stay in my seat during History.
 - I will work on completing all the math problems given to me by Mrs. Dennis.
 - One thing, I may try to say is “Can you repeat that?”



**WRITE A DESCRIPTIVE SENTENCE
RELATED TO ERIC CASE EXAMPLE**



TIME TO CHECK

- **Meet all characteristics**
 - **Has a title**
 - **Has all 3 parts (Intro, Body, Conclusion)**
 - **Describes the situation really well**
 - **Written in first or third person**
 - **Positive**
 - **Message would be clear to person**
 - **Message is in language child would understand**
 - **Avoids too many directives**
 - **It is accurate and true**
 - **It is not too long or too short for child**



HOW DO I TEACH SOCIAL STORIES?

- **Introduce a story in a place with few distractions. Sit at the student's side or in back of him. Be positive! Explain how the story will be used and read through it once or twice. Plan for comprehension.**
- **Plan story review. Generally, review the story about once a day especially before the targeted situation. Be consistent.**
- **Monitor! Keep data on the student's responses during the story and during the targeted situations.**
- **Revise or add to the story as needed.**

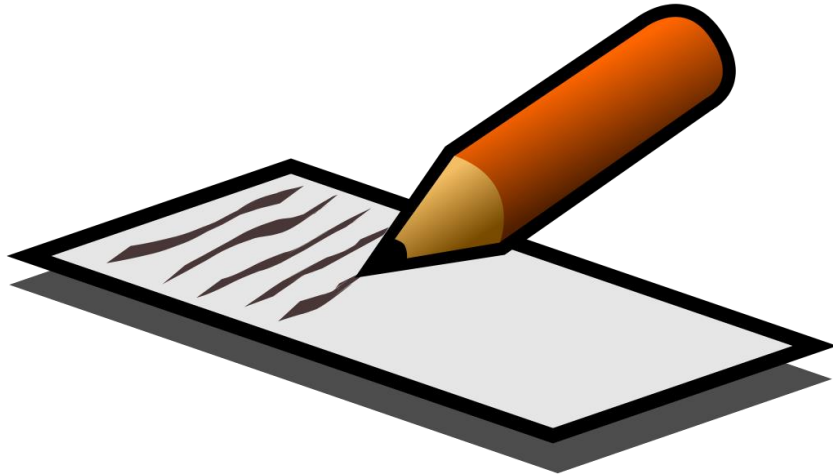


HOW DO I TEACH SOCIAL STORIES?

- **Revise the review schedule as the student shows it can be faded. Decrease verbal support. Common sense**
- **Keep social stories available to student. Organize them so they are easily accessible.**
- **Connect to other stories to build new concepts.**
- **Make it joyful and fun!**



IN GROUPS OF 4 OR 5 WRITE A GROUP SOCIAL STORY TOGETHER



- Choose topic
- Make sure to describe thoroughly
- Limit directives
- Make sure story is positive
- Make sure to use the checklist
- If you are worried about choosing a topic, you may write a story about Eric



RESOURCES (MOST TAKEN FROM [HTTP://WWW.PBISWORLD.COM/TIER-3/SOCIAL-STORIES/](http://www.pbisworld.com/tier-3/social-stories/))

Carol Gray's Website (Directions for social stories and some written)

<http://carolgraysocialstories.com/social-stories/>

Social Narratives

<http://www.kansasasd.com/socialnarratives.php>

Big list of social stories

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

Various Free Social Stories:

http://www.autism4teachers.com/autism4teachers_013.htm

<http://www.freewebs.com/kidscandream/page12.htm>

<http://www.freewebs.com/kidscandream/page13.htm>

<http://www.slatersoftware.com/document.html#Socialstories>

<http://www.thewatsoninstitute.org/teacher-resources2.jsp?pagelId=2161392240601226415747290>

http://www.speakingofspeech.com/Social_Skills_Pragnatics.html

<http://www.ccsd.edu/LittleTor.cfm?subpage=5804>

<http://www.region2library.org/socialstories.htm>

<http://rsaffran.tripod.com/social.html>

<http://schools.nyc.gov/.../AdaptedBooks/default.htm>

<http://www.adders.org/socialstories.htm>

http://www.oneplaceforspecialneeds.com/resources_online/

<http://www.child-autism-parent-cafe.com/examples-of-autism-social-stories.html>

<http://www.autismhelp.info> (pdf)



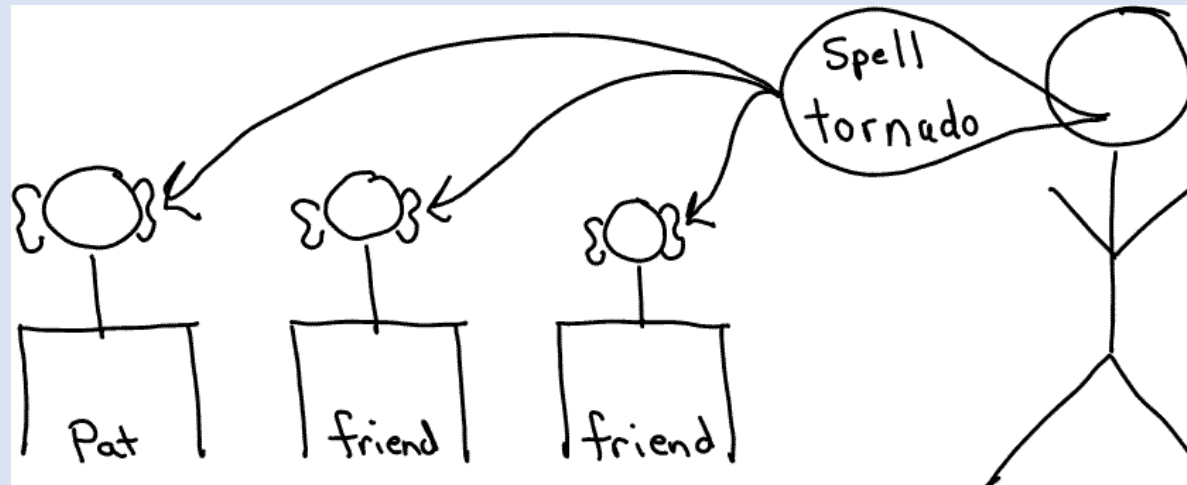
LET'S SHARE



Comic Strip Conversation Symbols in a Social Story

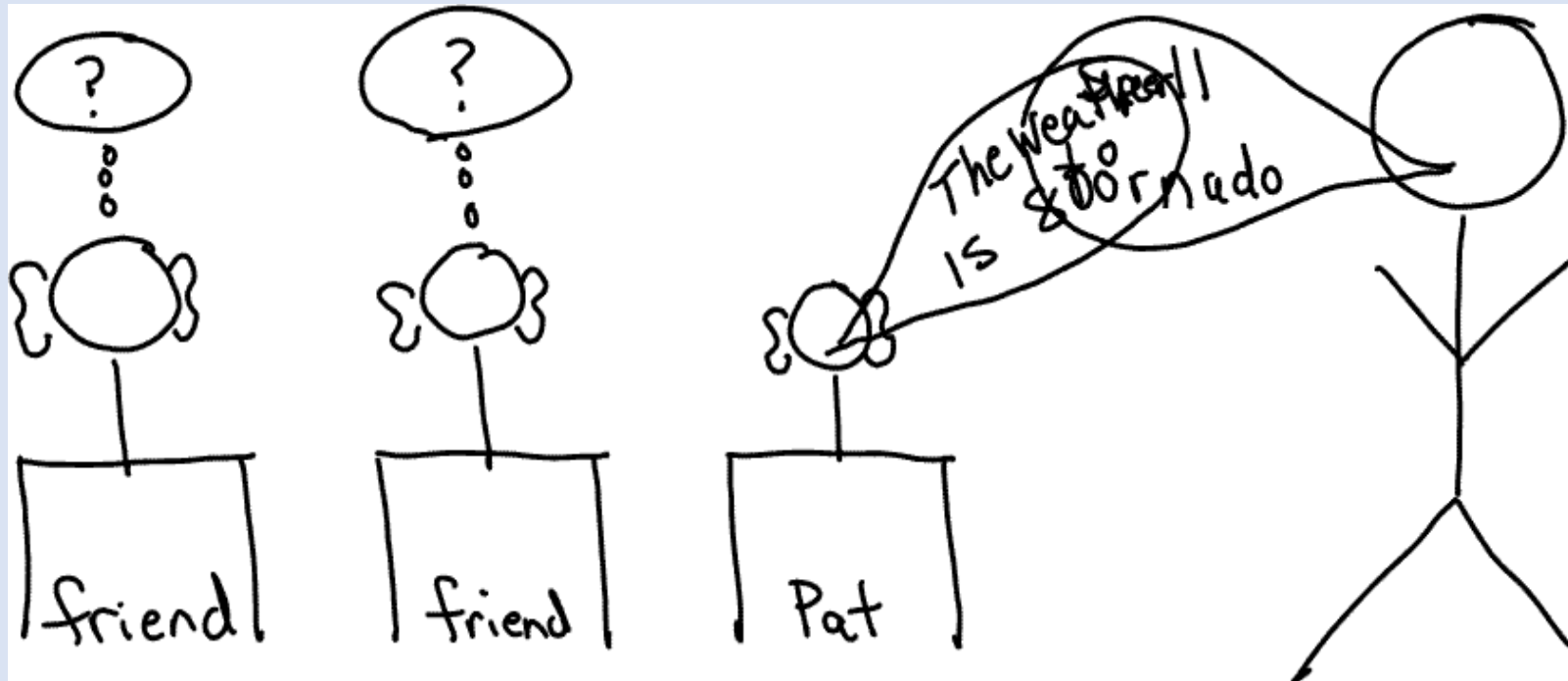
At school, my teachers talk to me to give me new information and give me directions. My teachers talk to my friends to give them new information and to give them directions.

It is important for me to hear my teacher's words. It is important for my friends to hear my teacher's words. Here is an example:



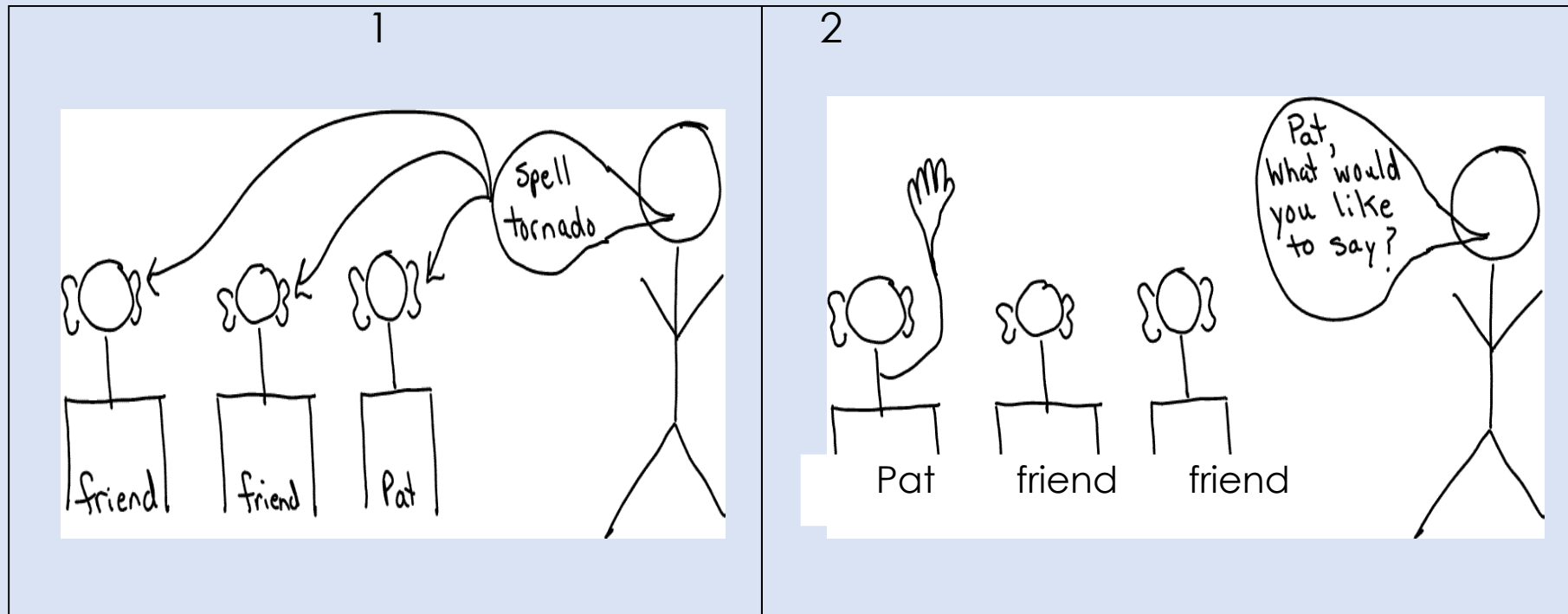
Comic Strip Conversation Symbols in a Social Story

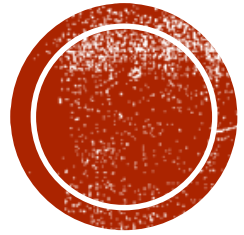
If I interrupt, the words bump into each other and get confused. Here is an example:



Comic Strip Conversation Symbols in a Social Story

If I raise my hand in class, my teachers will know I want to say something. They will finish talking and then call my name so I can tell them what I was thinking.





INTRODUCING A SOCIAL SKILLS UNIT



The Expected and the Unexpected



Most of the time, we do things that are expected. This means we do what is normally done with things. This means that we do things that do not surprise anyone. Here are some examples:

EXPECTED:

A boy writing with a pen.



EXPECTED:

**A boy
drinking
from a cup.**



**Doing things that are expected
don't surprise or confuse people It
makes other people think good
things about us.**



Tommy is
listening so
well and
acting so
politely!



Sometimes we do things that are unexpected. This means that we might surprise people by doing them.

UNEXPECTED:

Using a toothbrush to brush a cat's teeth!



UNEXPECTED:

**Using a fork to
brush your hair!**



Doing things that are unexpected may make people have surprised, annoyed, or angry feelings about us.



It makes me
upset when
Jimmy acts like
that!



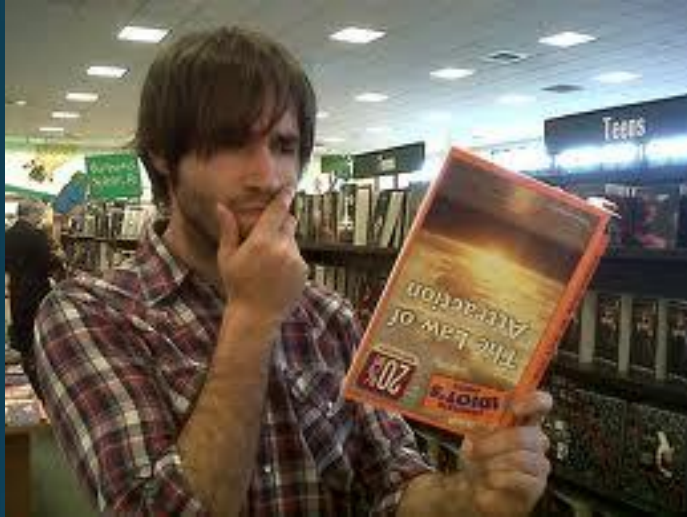
Let's talk about what is expected and what is unexpected with these objects:

| Name | Expected | Unexpected |
|--------------------|-----------------|-------------------|
| Gloves | | |
| Car | | |
| Calculator | | |
| Cereal bowl | | |

Which ones are UNEXPECTED?



Which ones are EXPECTED?



Why is this
EXPECTED...



And this
UNEXPECTED?



Is this EXPECTED or
UNEXPECTED?

How do you think other people
would react to this boy?

BURP!



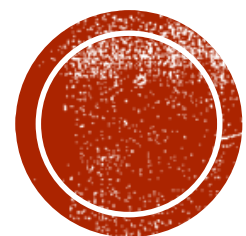
Which one is UNEXPECTED?



**How do you think
someone would react if
you tried to ride their
dog like a horse?**

EXPECTED AND UNEXPECTED

When I do unexpected things, people are sometimes upset or surprised. It makes my family, friends, and teachers feel more comfortable when my behavior is expected. I will try to use expected behavior so my family, friends, and teachers will feel happy and comfortable.



COMBO OF SOCIAL STORY AND COMIC STRIP SYMBOLS

