



Social Stories™ 10.2 with Carol Gray

August 15 & 16, 2019

Surrey Schools Resource & Education Centre (REC)

Surrey, BC

Presented by

Carol Gray

Founder and Innovator, Social Stories Satellite Schools

and Services, and Carol's Club

Co-Sponsored by



Event Schedule – Both Days

8:30 – 9:00	Registration
9:00 – 10:20	Session 1
10:20 – 10:40	Morning Break
10:40 – 12:00	Session 2
12:00 – 12:40	Lunch Break
12:40 – 2:15	Session 3
2:15 – 2:30	Afternoon Break
2:30 – 3:30	Session 4

Tips for Improving the Conference Experience

- Please turn off your cell phones or put them on vibrate.
- In respect for the speakers and fellow participants, please do not whisper.
- This workshop is being web streamed to an online audience. Please ask questions using a microphone so that all can hear.
- Personal recording of any kind is strictly forbidden.
- Please secure your belongings! ACT cannot take responsibility for theft.
- Many of your fellow participants require a scent-free environment. Please be considerate.
- For your comfort, dress in layers. It may be a warm day but bring a sweater just in case!

Acknowledgements

Those who have attended ACT – Autism Community Training’s events over the years know that we depend on community collaboration and support to sustain our work. Our volunteers and funders make it possible for us to provide cost-effective training in-person, via web streaming and online video.

ACT’s volunteers range from parents and community groups, who advise us on venues and speakers, to ACT’s membership, including our Board of Directors, who provide a range of expertise, as well as those who volunteer at our events. Their contributions are all essential to ACT’s work.

This event has been made possible thanks to the support of the Surrey School District and to the Provincial Outreach Program for Autism and Related Disorders. We are very grateful for this collaboration which has allowed us to web stream across BC from Surrey School District’s excellent facilities. Our thanks to ODIN Books for their continued support of the ACT Bursary Program. ACT provided \$23,000 in bursary funding in 2018 in the form of reduced registration fees.

Special thanks to Carol Gray for returning to British Columbia to present for ACT. Ms. Gray’s inspirational work energizes those who engage in the very special approach of Social Stories and her important insights into how to enhance the lives of individuals with ASD and related conditions.

Free Resources from ACT

Autism Videos @ ACT (AVA) – Over 50 quality online videos available free – without a log-in, thanks to our sponsors. www.actcommunity.ca/videos

ACT’s Autism Information Database (the AID) – Like Google for Autism but better! Keyword search nearly 1,500 curated AID records for evidence-informed, practical information resources useful to families and community professionals. www.actcommunity.ca/aid

ACT’s BC Community Resources Database – Search by your postal code for professionals and service providers throughout BC. www.actcommunity.ca/aid-search/community

ACT’s Autism Manual for B.C – 13 chapters! www.actcommunity.ca/autism-manual-for-bc -

ACT’s Monthly News Round-Up & Event Alerts - Sign-up to keep in touch with developments affecting the special needs community www.actcommunity.ca/updates

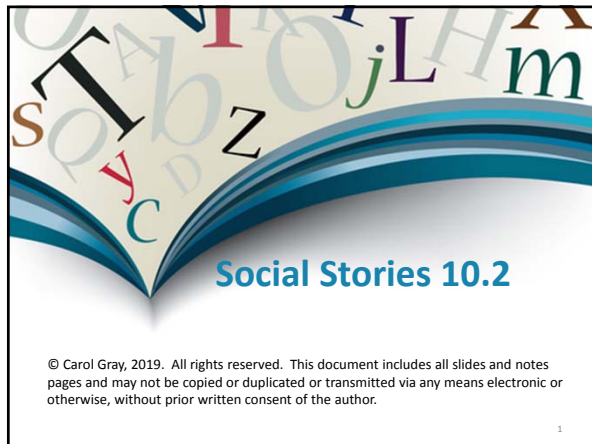
ACT’s Facebook - ACT carefully sources interesting, insightful stories to inform our 6,000 plus followers. www.facebook.com/autismcommunitytraining

ACT – Autism Community Training

Suite 204– 2735 East Hastings Street, Vancouver, BC, V5K 1Z8 Tel: 604-205-5467

Toll-Free: 1-866-939-5188 Fax: 604-205-5345

Email: info@actcommunity.ca Website: www.actcommunity.ca



Workshop Topics

- I. History and Cognitive Theories
- II. Research
- III. Social Stories 10.2: 2017-2018

For *Is this a Social Story?* Refer to your workbook.

Carol's Club

www.CarolGraySocialStories.com

1. FREE CODE: free4me until August 20 exclusive for Surrey & Web-streaming attendees
2. Watch for MailChimp email and click
3. ALL projects are in the Clubhouse

Carol's Club projects are stored in our Clubhouse. When you see this icon in the upper right hand corner of a slide, it means that the Story or Article is in the Carol's Club Clubhouse. To help you locate it, below the icon will be the name of the project that contains the Story and the date that the project was posted.

"Have a Nice Trip! Social Stories About Air Travel"

Posted in the Clubhouse on March 12, 2018.

Silent Slides

Your handout contains Silent Slides. They are identified by this icon in the upper right hand corner. These slides are self-explanatory or contain boring but useful information, like where you can get a copy of a specific resource or Story. They are not covered in the live presentation.

Just a reminder -

Your Social Story Workbook has space for your team to complete *Is This a Social Story?* as well as most of the activities in today's workshop. It also contains important definitions and references.

Social Story Definition

A Social Story accurately describes a context, skill, achievement or concept according to ten defining criteria. These criteria guide Story research, development, and implementation to ensure an overall patient and supportive quality, and a format, 'voice', content, and learning experience that is descriptive, meaningful, respectful, and physically, socially, and emotionally safe for the Story audience, a child, adolescent, or adult.

7

Social Stories & Respect



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

There's no room for social arrogance in a Social Story.

8

My Washing Machine Story

Sometimes we wash clothes. Mom knows when to wash clothes. The washing machine is on when we wash clothes.

Sometimes we do not need to wash clothes. The washing machine is off. This is okay.

Sometimes we wash clothes.

(The Washing Machine Story is also in your workbook on p. 2)

9



Comparing Social Stories:
Yesterday to Today

"Learning About Toilets in
Airplanes"



"Have a Nice Trip!
Social Stories
About Air Travel"

Posted March 12,
2018.

Remember to sign
in first.

10

*A short Social Article
for an adult...*



"Everyone is Diagnosed Frequently" is available
at [CarolGraySocialStories.com](https://carolgraysocialstories.com) in the Social Story
Sampler, scroll down to #8

<https://carolgraysocialstories.com/social-stories/social-story-sampler/>



11

Other Stories About Diagnosis & Self Esteem



- What Autism Means & What It Doesn't
- The Difference Between Emma / Tyler & Everyone Else



<https://carolgraysocialstories.com/social-stories/social-story-sampler/>
The Social Story Sampler, #5, #6, #9, #10

12

I. History & Cognitive Theories

- Context
- Perspective-Taking
- Theory of Mind
- Executive Function
- Central Coherence

13

Peter Vermeulen: Autism as Context Blindness

“Context is essential for making sense of the world around us” (p. 14).

“People with autism have a keen eye for detail, but not for all details. They excel in details for which context does not play a role” (p. 101).

Vermeulen, P. (2012). Autism as context blindness. A.A.P.C. Publishing, Shawnee Mission, Kansas.

14

What is Social Context?

Definition of Social Context (Gray): One or more people plus any place, purpose, predicament, and/or event; the dynamic meaning derived from the simultaneous consideration of relevant social factors at any point in time.

Gray’s Water Balloon Survey is in your workbook on page 2.

15

External Context

External Context: “...the physical and social environment of the target stimulus.” Vermeulen (2012) p. 31.

External context refers to both physical and social/cultural factors.

16

Internal Context

“...The context in our brain: our ideas, knowledge, experiences, feelings, and so on, stored in our long-term memory.” Vermeulen (2012) p. 31.

17

- Central Coherence – Uta Frith
- Perceptual Perspective-taking
- Conceptual Perspective-taking
- Theory of Mind
- Group Perspective-Taking
- Executive Function

18

“Nothing has a fixed meaning,
and nothing is of absolute importance.”
-Peter Vermeulen, Ph.D.

Reconsider
Gray's Water
Balloon Survey.



Vermeulen, P. (2012) Autism as context blindness. A.A.P.C. Publishing, Shawnee Mission, Kansas. 19

The philosophy behind Social Stories...

- Abandon all assumptions.
- The social impairment in autism is shared.
- Two equally valid but sometimes different perspectives (or internal contexts)... Yours. The person with autism.
- Curiosity is confusion with a good attitude.
- Never argue perception.
- The solution requires us to work from both sides now.

20

Recommended Reading:
The Story Factor by Annette Simmons

The Story Factor is one of my favorite books. It opened my eyes to the role of stories with all people. Annette has a reader-friendly writing style that is engaging and thought provoking. Though she wrote the book without an awareness of Social Stories, her work is highly relevant to Social Story authors.

21

From *The Story Factor*
by Annette Simmons

“Other methods of influence – persuasion, bribery, or charismatic appeals – are push strategies. Story is a pull strategy. If your story is good enough, people – of their own free will – come to the conclusion they can trust you and the message you bring.” p. 5

“A story can help people make sense of their frustration. Meaningful frustration is much easier to bear than meaningless frustration.” p. 37

22

Stories “work” for all people.

*The Secrets of Storytelling:
Why We Love a Good Yarn*
Jeremy Hsu, Scientific American Mind
September, 2008

www.sciam.com/article.cfm?id=the-secrets-of-storytelling

- “Storytelling is a human universal...”
- “These characteristics of stories... reveal clues about ... the roots of empathy and emotion in the mind.” (Hsu, paraphrased)

Continued on the following slide.

23

- “Stories may be an important proving ground for vital social skills.” Hsu

“...stories are an important tool for learning and for developing relationships within one’s social group. Hsu, in his summary of an article by Steven Pinker, Harvard University Psychologist, in *Philosophy and Literature*, April (2007)

24

Imagine...

being able to provide a safe and meaningful context for a person with autism to learn anything, anytime, anywhere.

That's Social Stories.

Grassroots acceptance and enthusiasm for Social Stories™ preceded formal research (Example: Rowe, 1999)

25

A Social Story...



gives us access into a mind that often perceives context differently.

It's an opportunity to teach like never before.

Let's be careful in there.

26

"Experiences with Social Stories indicate that some students with autism may be more impaired in their access to accurate social information than in their ability to understand and respond appropriately to it..."

"The first approach to a targeted behavior, therefore, should include efforts to provide a student who has autism with an accurate understanding of the situation in which the targeted behavior occurs."

Gray & Garand, 1993.

27

GOOGLE® SEARCH:
"SOCIAL STORIES"
AUGUST 6, 2019



1,480,000

28

Visit Social Stories @
www.CarolGraySocialStories.com

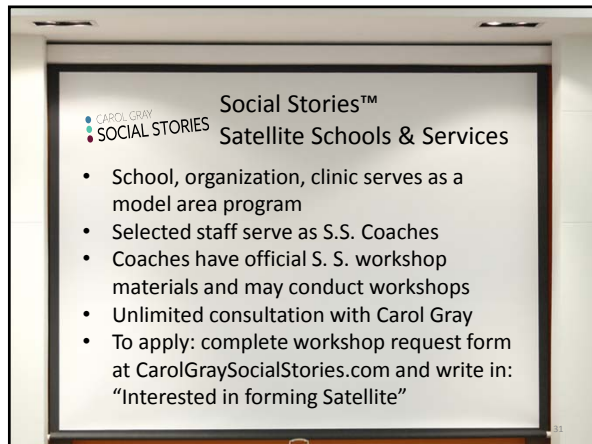


29

CAROL GRAY
SOCIAL STORIES

Look for this logo.

30



Teachers' Perceptions of the Efficacy of Social Stories (45 teachers surveyed):

- "Social Stories are an acceptable (100%) and effective intervention (93%), appropriate for a wide variety of children (78%), behaviors and skills (93%), that can be easily implemented in a wide variety of settings (93%), and that are complementary to other interventions (100%)."

(Reynhout & Carter, 2009)

As discussed in Hutchins, T. (under review). Social stories. In P.A. Prelock & R. J. McCauley (Eds.), *Treatment of autism spectrum disorders: Evidence-based intervention strategies for communication and social interaction*. Baltimore, MD: Paul H. Brookes Publishing.

32

Teachers' Perceptions of the Efficacy of Social Stories (45 teachers surveyed):

- Result in generalized behavior: 45%
- Maintain well: 53%

(Reynhout & Carter, 2009)

As discussed in Hutchins, T. (under review). Social stories. In P.A. Prelock & R. J. McCauley (Eds.), *Treatment of autism spectrum disorders: Evidence-based intervention strategies for communication and social interaction*. Baltimore, MD: Paul H. Brookes Publishing.

33

In 2010, The National Autism Center listed "story-based intervention package" (with Social Stories™ identified as the most well-known) as one of eleven established treatments for children on the autism spectrum



National Autism Center (2010).

34

Four years later another study titled, *Evidence-Based Practices for Children, Youth, and Young Adults with Autism Spectrum Disorder*, reported similar results.



Wong, C. et al. (2014)

Autism Evidence-Based Practice Review Group Frank Porter Graham Child Development Institute University of North Carolina at Chapel Hill



35

Same Roots, Stronger Trees

- Social Story Guidelines (1993)
- Social Stories 10.0 (2004)
- Social Stories 10.1 (2010)
- Social Stories 10.2 (2014)

36

Working from both sides of the social equation makes every Social Story™ a process and a product.

Stories are developed via a defined process by parents and professionals. In Social Story terminology, they are Authors.

Authors develop a Story that meets all 10 defining criteria. The Story is then shared with the Audience.

Descriptions of Emma Grace and others are in your workbook, p. 3.

37

Ten Social Story Criteria Organized into 3 Basic Steps



A. Gather Information (Criteria 1 -2)



B. Develop the Story (Criteria 3 - 9)



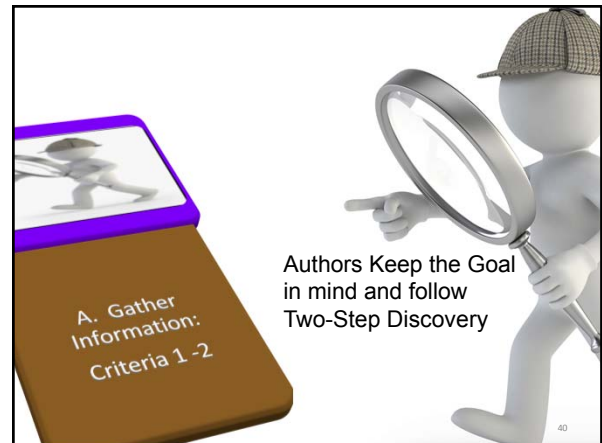
C. Share the Story (Criteria 10)

38



When writing a Social Story it may be hard to know where to start. For this reason...

39



40

The Social Story Goal

"It's the backdrop for all of our efforts to create effective Social Stories."

Gray, 2013. The Social Story Academy.
www.handholdadapive.com



41

The Social Story Goal

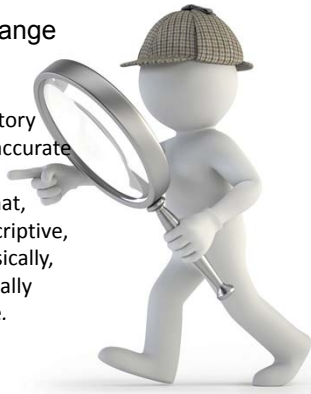
Authors follow a defined process to share accurate information using a content, format, and voice that is descriptive, meaningful, and physically, socially, and emotionally safe for the Audience.



42

Is the goal to change behavior?

The goal of a Social Story is to patiently share accurate information using a content, format, and voice that is descriptive, meaningful, and physically, socially, and emotionally safe for the Audience.



43

Write a Social Story™: Title

#1

Learning About
Directions at
School

#2

I Should Follow
Directions

Write a Social Story™

#1

There are times
when you should
listen to adults and
follow their
directions.

#2

Sometimes
teachers, or other
school staff, tell
students what to do.
They give students
directions.

Write a Social Story™

#1

Directions help
students work, learn,
and play together.
Directions help to
keep students safe,
too!

#2

A student may
want to do something
else. That student
may not follow the
directions. Instead,
that student will do
what he or she wants
to do. I do that a lot.

Write a Social Story™

#1

There are two
parts to a direction.
The first is *giving* the
direction. Teachers
often do that. The
second is *following*
the direction. That's
the students' job.

#2

I am going to
listen to my teacher. I
will follow her
directions. I will do
what school staff tell
me to do, too. It's my
job.



It is not easy for Authors to abandon
all assumptions. For this reason...



2. Two-Step Discovery

Authors gather information to
1) improve their understanding of the Audience in relation to a situation, skill, or concept and
2) identify the topic and focus of each Story. At least 50% of All Social Stories applaud achievements.



“Get this right,
and the Story
will almost write itself.”

Gray, 2013. The Social Story academy.
iPrompts Pro. www.handholdadaptive.com



Increased emphasis on gathering information prior to topic identification or Story development.



Two-Step Discovery

“The importance of this step is often acknowledged (Howley & Arnold, 2005; Rust & Smith, 2006; Sansoti et al., 2000; Smith, 2001), though frequently overlooked in practice.”
- C. Gray



In other words...
always gather information first to discover or identify a topic that will “hit the nail on the head.”



Gather Information

- Consult the Team: Parents, professionals, etc.
- Record Data
- Arrange an experience (Dr. Siobhan Timmins)
- Dictionaries
- Observe: Your Perspective, Audience Perspective, with ‘wh’ questions as a guide.
 - Observe what you see, what you don’t see.
 - Observe ‘fly on the wall’ and first hand.
- Internet....

The Stories are available



The Stories in the following segment (and more!) about amputation and learning to walk are available with all illustrations in the Carol's Club Clubhouse.

The project is titled "Amputation, Autism, and Social Stories." It was placed in the Clubhouse on January 16, 2018.

55



Observe

- Firsthand
- "Fly on the wall"
- What you see.
- What you don't see.

56

Learning to Walk Twice

To gather information, I watched YouTube videos of toddlers [learning to walk](https://www.youtube.com/watch?v=jlzuy9fcf1k) for the first time.

You'll find this video at this address:

<https://www.youtube.com/watch?v=jlzuy9fcf1k>

The activity is on the bottom of p. 4 of your workbook.

57

Gather Information

- Students gather the information (cont.)
- Write in context
- The process of gathering information prior to topic identification often leads to a non-Story solution.

The activity is in the middle of p.4 in your workbook.

58

Potential Topics

Howley & Arnold (2005)
Revealing the Hidden Social Code pp. 30-31

- Recognizing achievements, successes: 50%
- Information about future events
- Information about what others know
- Sharing another opinion or point of view
- Explaining social communication
- Reassuring information
- Descriptions of problem-solving and self-regulation strategies
- Teaching a new skill
- Relieving/redirecting/decreasing anxiety

59

If this is a Story teaching a new concept or skill, another is developed to praise a child's positive qualities, behaviors, or achievements. Thus, 50% of all Social Stories reinforce current abilities, skills, habits, etc.

60

Great Story Strategy: The *very first* Story for any Audience applauds an established concept, skill, good deed, or positive behavior.

A Social Story never describes, explains, or supports a faulty rationale, judgment, concept, decision, opinion, or program.

It's O.K. to be specific... A Social Story topic is often as unique as its Audience.

Activity is on the top of p.5 in your workbook.

61



B. Develop the Story: Criteria 3 - 9

3. *Three Parts and a Title*

4. *FOURmat* Makes it Mine!

5. Five Factors Define Voice & Vocabulary

6. Six "WH" Questions

7. Seven Sentence Types

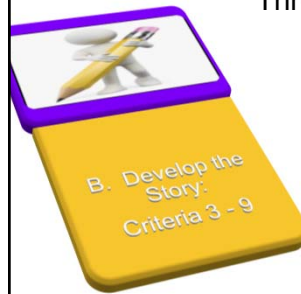
8. A Gr-Eight! Formula

9. Nine to Refine



63

Criterion 3: Three Parts & a Title



Develop a Safe - and Sound – Social Story

Organization is a challenge for people with autism.
For this reason...



65

Criterion 3: Three Parts & 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.



Which is from a Social Story?

#1

My name is Tim.
I am a kindergarten student. I am learning to play a game called, *Charlie Over the Water*.

#2

My name is Tim.
I am a kindergarten student.
I am learning to play a game called, *Charlie Over the Water*.

67

Refer to page 5 in your workbook to make a simple outline for your workshop Story

- I. Title and introduction that introduces the topic
- II. Body that adds detail
- III. Conclusion that reinforces and summarizes the information

68

B. Develop the Story: Criteria 3 - 9

3. Three Parts and a Title

4. *FOUR*mat Makes it Mine!

5. Five Factors Define Voice & Vocabulary

6. Six "WH" Questions

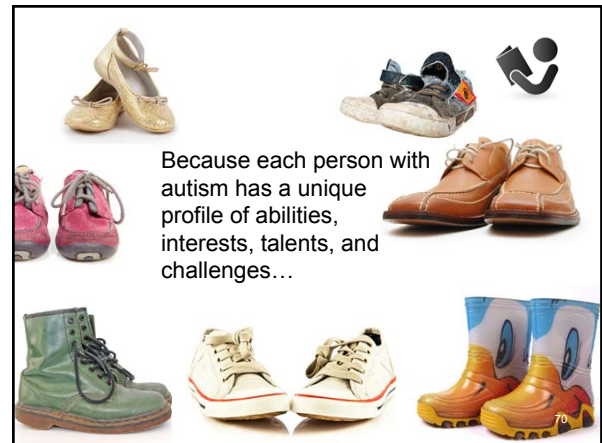
7. Seven Sentence Types

8. A Gr-Eight! Formula

9. Nine to Refine



69



Criterion 4: FOURmat Makes it Mine!

The Social Story™ format is tailored to the *individual* abilities, attention span, learning style and - whenever possible – talents and/or interests of its Audience.



71



Four-mat:

The organization and presentation of information (text and illustration).

To Simplify Stories...

- a. 3-12 sentences
- b. Omit commas
- c. For Short Stories: “Edit Back”
- d. Use Easy Edit Stories (coming up)
- e. Social Story Sets

Repetition, Rhythm, & Rhyme

1. Not for every audience, but an excellent match for a child who thrives on routine/predictability
2. Easier to recall & understand
3. Add element of predictability to the topic

“Typically developing infants demonstrate an understanding of categories before their first birthday (Quinn & Oates, 2004).”

From *Social Stories™, Categorization, and Generalization in Autism Spectrum Disorders*, Gray, C. In press, Brookes Publishing Company

“Evidence suggests that the formation of prototypes is impaired in individuals with ASDs (Gastgeb et. al., 2006; Klinger & Dawson, 2001; Plaisted, 2000).”



“Similar to the way plastic bins can be used to sort toys and bring order to a playroom, categorization organizes experience.”

- Carol Gray

Considering categorization and generalization issues, what’s the best title for Emma’s toileting story?

1. Learning to Use the Toilet
2. Learning to Use a Toilet
3. Learning to Use Toilets



StoryMaster

Master file *n*. A computer file that is used as a master for creating others similar to it.

StoryMaster *n*. A Story that is used as a master or model for others similar to it.

The Story, “Places to Sit and Eat at McDonalds” is on page 6 of your workbook.

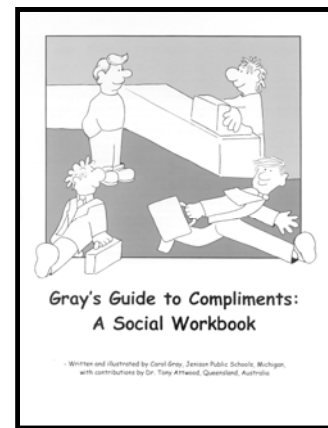
79

Social Articles

- Never insult the Audience
- Often exclusive 3rd person statements
- Advanced vocabulary
- Times New Roman font, newsprint paper
- Columns, like a newspaper
- More “time” to explain concepts/ideas in a single article
- May be effectively introduced and discussed with an entire class

Gray's Guide To Compliments - Tony Attwood and Carol Gray

I wrote the first Social Article with Dr. Tony Attwood. On the next few silent slides you will get the general idea of the format used with this Social Article. Download the complete Gray's Guide to Compliments (which is complimentary, of course!): <http://carolgraysocialstories.com/articles-newsletters/the-morning-news-journal/> You may need to scroll down. You'll see the cover pictured on the next slide.



Why People Compliment

Dr. Tony Attwood, a Clinical Psychologist in Queensland, Australia, points out that people compliment one another for a variety of reasons, for example: to indicate friendship ("I am so glad you are my friend") or to express genuine admiration ("I am impressed by your ability to play the piano"). In addition, a compliment may *reinforce* and *suggest* a person ("Just relax, I know you will do well in the play tonight"), resulting in increased confidence ("OK, here goes! I'll give it my best"). A compliment sometimes makes starting a conversation easier. In fact, the first time this author spoke to her husband was in response to a compliment. On some occasions, compliments are reinforcing, and may have a long term impact. They may result in an increased determination to reach a goal, or finish a long term project. To sum it up, paying a compliment is a friendly thing to do that often has a positive result: it makes another person feel good.



Figure 1: Compliments among team members support individual and group efforts. People working as a team compliment one another frequently. Complimenting the efforts of team members creates positive feelings in the group. A person who receives compliments from his/her team member is likely to feel happy about his/her self and the group. This person, in turn, is more likely to compliment the efforts of team members. Figure 1 illustrates how paying and receiving compliments continually builds positive feelings and relationships in a team. Anyone who has ever watched a football game is well aware of the praise on the back, hug, and verbal praise that accompany every touchdown or big play (Attwood, 1999).

Figure 3: Examples of three possible response options to a friendly compliment.

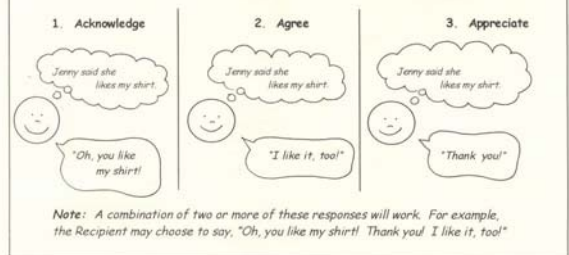


Table 1: Suggested frequencies for sincere compliments.	
Recipient	Approximate frequency
Loved one: spouse, family member, boyfriend or girlfriend, close friend.	1 - 2 times a day
Co-worker and friend	1 - 2 times a week
Co-worker and not a friend	0 - 1 times a week
Friend	1 - 2 times a week

Note: The Social Article, "Learning to Apologize for an Unintentional Mistake" is available online in the Carol's Club Clubhouse. It is also available in my latest Social Story Book by Future Horizons, Arlington, Texas. (Gray, 2015). There is more information and web addresses on p. 6 of your workbook.



Project title: "A Social Articles Strategy"

Posted October 8, 2018.

Characteristics of an effective apology are:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

J.B.

Story I sing with the Jenison High School Choir. It's important to sing at the right volume. Volume means...

Article There are many students in the Jenison High School Choir. Each student tries to sing at the right volume. This gives the choir a sound that is organized and pleasant for the audience.

Illustration

- Enhance – vs. distract from – the content of the text
- Clear and meaningful for audience
- May include charts, figures, diagrams for more advanced audience
- NEW! Coloring Page Stories (more tomorrow)

When using photographs to illustrate, be careful of extraneous information. Using circles or arrows to draw attention to the most relevant aspect of a photograph can be helpful.

Most importantly, are the illustrations meaningful for the Audience?

Personalized Formats

Think about the stories that you have loved....

Personalized formats from The Social Story Museum:

- Music
- Fictional characters

FOURmat Activity is on p. 7 of your workbook.

91

B. Develop the Story: Criteria 3 - 9

3. Three Parts and a Title
4. FOURmat Makes it Mine!
5. Five Factors Define Voice & Vocabulary
6. Six "WH" Questions
7. Seven is About Sentences
8. A Gr-Eight! Formula
9. Nine Makes it Mine



92

Finding Things



FOURmat Makes it Mine in Action

93

Clear and patient communication supports learning. For this reason...



94

Criterion 5: Five Factors Define Voice & Vocabulary

A Social Story™/Article has a patient and supportive "voice" and vocabulary that is defined by five factors.



Five Factors: Voice & Vocabulary

1. First and/or Third Person Perspective Statements

...helps to clarify meaning and the emotional and social safety of the goal.



No Second Person Statements



- At risk of holding assumptions, being judgmental
- Helps to ensure emotional and social safety of goal

Writing in the First Person Voice

- Often used with younger Audience
- Potentially easier to understand
- Assumes competence
- A perspective most readily understood by the Audience
- Increased Author responsibility
- Often used in combination with third-person statements

98

Interesting reading...



Step Out of Your Story: Writing Exercises to Reframe and Transform Your Life

- Kim Schneiderman

Interesting discussion of the power of writing from an objective third-person vantage point to describe personally confusing or upsetting situations.

99



Five Factors: Voice & Vocabulary

2. Past, Present, and/or Future Tense

100

Past, Present, and Future

I Am Learning to Tie My Shoes

I learned how to button. I learned how to zip.

I am learning how to tie my shoes.

Someday, I will be able to tie my shoes.

101

Five Factors: Voice & Vocabulary



3. Positive and Patient Tone

102

Prohibited Vocabulary:

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



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

103

Social Story strategy to share negative information in a positive way.

- Use the third person. For example, instead of saying, "I often interrupt", say, "Many children make mistakes with interrupting. Gradually they learn when to talk, and when to let another person talk."
- Emphasize teamwork - identify the new skill and who is available to work with the child to learn it.
- NEVER EVER EVER use the first person in reference to a child's undesirable behavior.

Five Factors: Voice & Vocabulary

4. Literally Accurate

Which are literally accurate?

1. Dad loves me.
2. The assembly is scheduled for Wednesday at about 1:30.
3. "Wait a second."

The Wichita Lineman activity is on page 8 of your workbook.

105

Five Factors: Voice & Vocabulary

5. Accurate Meaning



Select the most accurate VERB

Dad will _____
the bread at the store.

Analogies & Metaphors

...are okay if their true meaning *is understood* (vs. used without a full understanding of meaning) by the Audience.

Modifications in Vocabulary: Alternative Vocabulary

1. Strong negative reactions to specific words?

2. Replace them with *alternative vocabulary*:

new = **better**

different = **another**

108

Sometimes, you need to come up with new words to identify previously unnamed concepts and understandings, many of which are as old as time itself.
(This is okay!)

109

"Friendship – Friendshift – and Friendshipped" is one of four Stories about the social connections of childhood in this Carol's Club project.



Related projects:

"The FriendShip" Posted February 12, 2018

"The Classmate Catalog" Posted February 26, 2018

"Friendship is Like That: Social Stories About How Friendships Change"

Posted January 29, 2018

110

Friendships:
How They Change &
How to Know Who's Really a Friend
- A Request to Carol's Club

The Request: The social alliances in childhood often change frequently and without notice. Is there a Social Story to prepare kids for this?

Introducing
Friendship – *Friendshift* - *Friendshipped*

111

B. Develop the Story: Criteria 3 - 9

3. Three Parts and a Title
4. FOURmat Makes it Mine!
5. Five Factors Define Voice & Vocabulary
6. Six "WH" Questions
7. Seven is About Sentences
8. A Gr-Eight! Formula
9. Nine to Refine



112

People with autism have difficulty 'reading' and interpreting relevant social cues.
For this reason...



113

Six Questions

- A Social Story™ answers relevant 'wh' questions that describe context, including place (WHERE), time-related information (WHEN), relevant people (WHO), important cues (WHAT), basic activities, behaviors, or statements (HOW), and the reasons or rationale behind them (WHY).

Relevant "Wh" Questions

Topic may increase importance of some "WH" questions and eliminate the need for others...

Dr. Rubin's Social Competence Flow Chart, p.9 in workbook.

114

B. Develop the Story: Criteria 3 - 9

3. Three Parts and a Title
4. FOURmat Makes it Mine!
5. Five Factors Define Voice & Vocabulary
6. Six "WH" Questions
7. *Seven is About Sentences!*
8. A Gr-Eight! Formula
9. Nine to Refine



115



Everyone needs a coach now and then;
one with time to explain what is
happening and why, and if needed, to
provide ideas about what to do next.
For this reason...

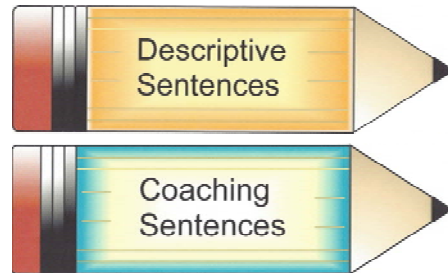
116

Criterion 7: Seven is About Sentences

A Social Story is comprised of Descriptive Sentences, and may also have one or more Coaching Sentence (s). Sentences adhere to all applicable 10.2 criteria.

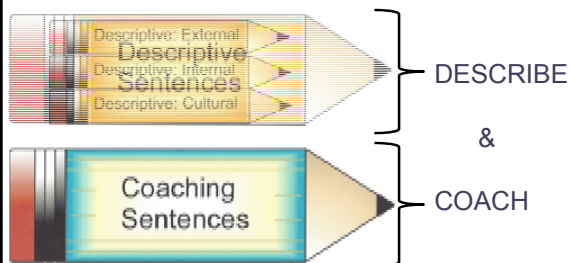
117

Two Basic Sentence Types



118

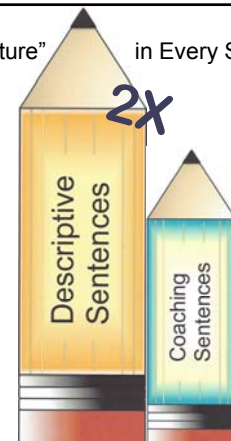
The Sentences work together to



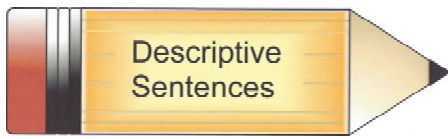
119

The "Sentence Structure" in Every Story

In every Social Story, Descriptive Sentences appear at least twice as often as Coaching Sentences.



120



... are the only sentences that must be in every Social Story.

121

Descriptive Sentences

Accurately describe relevant aspects of context, including external and/or internal factors while adhering to all applicable Social Story Criteria. They are free of assumption, bias, judgment, devaluation, and unidentified opinion.

122



These are Descriptive Sentences...

- There are groceries in a grocery store.
- People shop for food in a grocery store.
- Buying healthy food is a smart choice.
- Cashiers know how to help customers pay for their groceries.

123

Sample Descriptive Sentences

Learning About Toilet Sounds

My school has many toilets. Each toilet has a flushing sound. The toilet at school may not sound like the toilet at home. School flushing sounds are safe and okay.

124

Select the Descriptive Sentence

1. A crosswalk is a safe place for people to cross a street.
2. There may be a sign with instructions for pedestrians near a crosswalk.

125

Which are Descriptive Sentences?

1. There are fun games at a birthday party.
2. Last year I went to Angie's birthday party.
3. Sometimes children play games at a birthday party.

126

Which photo (#1 or #2)
best illustrates the
Descriptive Sentence
below?



1

One at a time, each
student is handed a
lunch tray..



2

127

A Social Story NEVER EVER
replaces sound judgment or
supervision for any Audience in
any situation on Planet Earth.

128

Descriptive Sentences often describe or refer to
another person's (or group of people) internal state,
including and not limited to...

- Knowledge, thoughts – including information that we assume 'everyone knows'
- Feelings, beliefs
- Opinions, motivation
- Health, illness
- Personality, etc.

These sentences were called *Perspective Sentences*
in Social Stories 10.1.

129

My doctor knows
how to help
children stay
healthy.
He likes my
bear, too.



130

"In an investigation of perspective sentences,
Okada, Ohtake, and Yanagihara (2008) found
that, although Social Stories without perspective
sentences can have a positive impact, the
addition of perspective sentences
may boost improvement
of target behaviors."



Hutchins, T. (under review).
Social stories. In P.A. Prelock
& R. J. McCauley
(Eds.), *Treatment of autism
spectrum disorders: Evidence-
based intervention strategies
for communication and social
interaction*. Baltimore, MD:
Paul H. Brookes Publishing.

131

Descriptive Sentences may enhance the
meaning of surrounding statements by
describing *commonly shared* beliefs, values, or
traditions within a given culture.

In Social Stories 10.1, these were referred to as
Affirmative Sentences.

Write 3 Descriptive Sentences Activity is on p.11
of your workbook.

132

Coaching Sentences

Coaching Sentences gently guide behavior via:

- Descriptions of effective Audience responses
- Descriptions of effective Team responses
- Structured Audience Self-Coaching

adhering to all other applicable Social Story Criteria. They are free of assumption, bias, judgment, devaluation, and unidentified opinion.

133

Sentences that begin with "*...I will try to remember to... or I will try to work on...*" places an emphasis on 'efforts rather than outcomes.'"

Paraphrased, Howley & Arnold (2005), p. 46

134

Learning About Car Seats

I am learning about car seats. My parents will help me.

This girl is in a car seat. Car seats are very important safety equipment.

I will try to stay in my car seat when riding in the car. This is very, very, very important.

135

Self-Coaching Sentences

Written by the Audience to identify personal strategies to support...

- Ownership of the Story
- Interest
- Recall
- Application of Story Content
- Generalization

Coaching Sentence Activity is in the workbook on p.11.

136

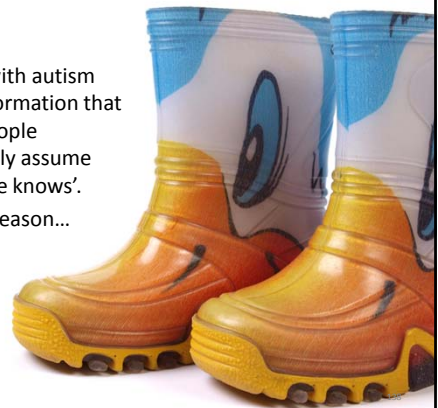
B. Develop the Story: Criteria 3 - 9

3. Three Parts and a Title
4. FOURmat Makes it Mine!
5. Five Factors Define Voice & Vocabulary
6. Six "WH" Questions
7. Seven is About Sentences
8. A Gr-Eight! Formula
9. Nine to Refine




137

People with autism need information that many people mistakenly assume 'everyone knows'.
For this reason...



Criterion 8: A Gr-Eight! Formula

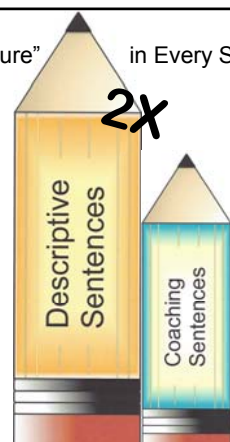
One Formula ensures that every Social Story describes more than directs.



The "Sentence Structure" in Every Story

In every Social Story, Descriptive Sentences appear at least twice as often as Coaching Sentences.

2x




DESCRIBE ≥ 2 **COACH**

Descriptive Sentences

Coaching Sentences

Social Story™ Formula

Divide! Learning About Car Seats

4 Descriptive I am learning about car seats.

2 Coach the Team My parents will help me.


Descriptive This girl is in a car seat. Car seats are very important safety equipment.

Descriptive

Coach the Audience I will try to stay in my car seat when riding in the car. This is very, very, very important.

Descriptive

$$\frac{4 \text{ (DESCRIBE)}}{2 \text{ (COACH)}} = 2$$



You can't divide by ZERO. What if there are no Coaching Sentences?

Use 1 in the denominator.

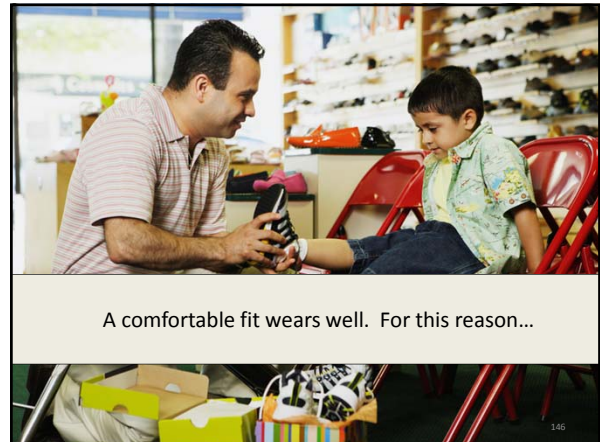
Write your workshop Social Story! (workbook p. 12)

B. Develop the Story: Criteria 3 - 9

3. Three Parts and a Title
4. FOURmat Makes it Mine!
5. Five Factors Define Voice & Vocabulary
6. Six "WH" Questions
7. Seven is About Sentences!
8. A Gr-Eight! Formula
9. Nine to Refine



145



A comfortable fit wears well. For this reason...

146

Criterion 9: Nine to Refine

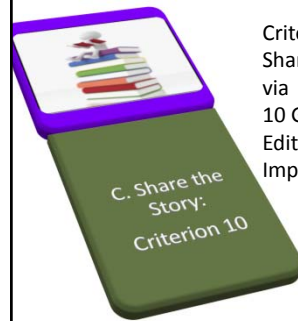
Every Social Story is reviewed and revised until it meets all applicable Social Story Criteria.

The first draft is rarely the final draft.



147

3 Steps to a Social Story™ & 10 Criterion



Criterion 10:
Share the Story
via
10 Guides to
Editing and
Implementation



Criterion 10: Ten Guides to Implementation

The Ten Guides to Implementation ensure that the philosophy and Criteria that guide Story/Article development are consistent with how it is introduced and reviewed with the Audience.



149

10 Guides to Implementation

1. Plan for Comprehension (Tailor Story review to the Audience, consider use of Partial Sentences)
Recommended Reading by Dr. Siobhan Timmins:
 - *Successful Social Stories™ for Young Children with Autism: Growing Up with Social Stories™* (2016)
 - *Successful Social Stories™ for School and College Students with Autism: Growing Up with Social Stories™* (2017)
 - *Developing Resilience in Young People with Autism using Social Stories™* (2017)

150

10 Guides to Implementation

2. Plan Story Support (Stories that describe supports, posters based on Key Story illustrations, bookmarks, cuing)
3. Plan Story Review

151

Never force review of a Story, or use a Story as a consequence for misbehavior. Social Stories™ are introduced and reviewed in a comfortable setting with a positive tone.



152

3. Plan Story Review (cont)

- Carefully develop a review schedule. It needs to be frequent enough to be effective, infrequent enough to avoid needless repetition.

153

4. Plan a Positive Introduction



Unassuming Introduction:

- “I used stories as I was growing up to learn about people...”
- “This is a story that I wrote for you!”

154

Plan a positive introduction

Story Team Tour



- Student takes Story on Tour
- Shows Story to each Team member
- Reviewed together
- Provides frequent early review
- Tangibly demonstrates that all Team members know about the Story

Plan a positive introduction

Group Introduction:



- Story/Article reviewed and discussed by group
- Helpful with older Audience, those who refuse to review Stories individually
- Provides opportunity to hear peer ideas and perspective

5. Monitor
6. Organize the Stories
7. Mix and Match Stories to Build Concepts
8. Story Reruns and Sequels to Tie Past, Present, and Future
9. Recycle Instruction into Applause
10. Stay Current on Social Story Research and Updates

Refer to your workbook pp. 16-17 for the following activities.

157

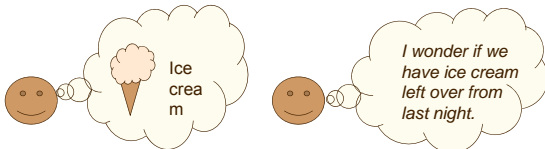
(Little Known) Story Strategies and Formats

Stories About Thoughts

- Define/establish a meaningful thought vocabulary
- Who Knows What?
- Thought, Behavior, and Social Context Stories

158

Define/establish a meaningful thought vocabulary

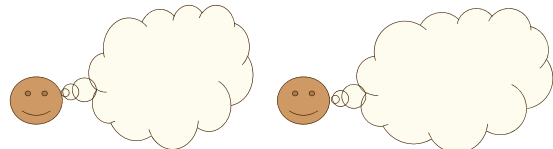


Thoughts: Words and pictures of the thoughts; mind. I have thoughts. Other people have thoughts.

Think: What my mind does with how I make an idea. I *think*. Other people think.

159

Define/establish a meaningful thought vocabulary



Guess:

Decide:

160

Who Knows What?

My name is Jessica. Sometimes I like to think about _____, _____, or _____. (pass it on)

Grandpa thinks too. He sometimes likes to think about _____, _____, or _____.

161

Thought, Behavior, and Social Context Stories

The simplest of these Stories tie thoughts to one other social factor- for example, what a person says or does. In the following excerpt, the connection between what a person says and thinks is described. Descriptive Sentences identify observable or tangible information (what the student talks about) *first*. Next, a fill in the blank format is used to identify thoughts next. The pattern is repeated to describe what other people say and think in the same way.

162

I often talk about dinosaurs. I often think about _____.

I often talk about trains. I often think about _____.

I often talk about bus schedules. I often think about _____.

(cont. on following page)

163

Matt often talks about dinosaurs. I guess Matt often thinks about _____.

Matt may like it if I ask him about _____.

Increasing the complexity of this format, what follows is a Story that describes the relationship between actions, words, and thoughts, beginning with an observable behavior (sewing).

164

Grandma sews clothes. Grandma knows how to sew. Sometimes Grandma says, "I have fun when I sew!" Grandma loves to _____. I guess that Grandma may sew gifts (or decide to sew gifts) for Hanukkah.

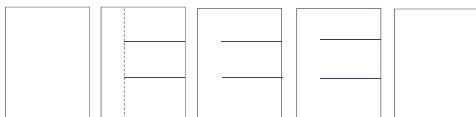
165

Idioms, Slang, and Confusing Phrases Stories

This activity is in your workbook.

166

Split-Section Social Stories



- May be more effective than a traditional format in describing simultaneous events or activities
- Stories about CHOICES - RELATED ACTIVITIES (Simultaneous & Cooperative) – INDIVIDUAL RESPONSES TO COMMON EXPERIENCES

167

Traditional or Split-Section Format?

1. Jack's class is going to the zoo. His mother has volunteered to help. She has requested a Story to help Jack understand that she will be at the zoo but not always with him.
2. Jack needs a Story to describe the sequence of activities at the zoo.
3. You're writing a Story to help Andrea understand how three people may feel differently about the same activity.
4. Desi needs a Story about how mistakes are a part of learning.
5. Chase needs a Story about learning to use good self-control

168

Write a Social Story on a topic of your choice. Paper is at the back of your workbook following the references.

* * *

There's a space between every stimulus and response. Concept shared by Stephen R. Covey in *The 8th Habit*, 2004, p. 42-44, original author unknown.



Stephen R. Covey (1989).

The 5th Habit in *The 7 Habits of Highly Effective People*.

1983

- Tom, 23, friendly and engaging, diagnosed with autism and an cognitive impairment, Fisher Price® radios, uses his own signing system to communicate, loves food and Diet Coke ®
- Fran, 21, intelligent with a disarming sense of humor, diagnosed with autism and catatonia, talks in a barely audible whisper.
- Lori, 18, determined and focused, diagnosed with autism, a cognitive impairment, and pica (clothing labels)
- Donna, 14, positive and hard working, diagnosed with autism and an cognitive, learned to communicate with American Signed English at 10 years of age

171

What did they do?

- Insist we begin the day and follow the schedule as always
- Engage in their specific, challenging responses (like clothing label consumption) and/or engage in personally preferred, free time activities
- Make a cake

172

The John Stossel Quiz



Based on *Myths, Lies, and Downright Stupidity* (2004)

Harper Collins Publishers, New York, NY

This activity is in your workbook.

173

Attitude (pictured: a rather bad attitude)

"...the feeling you have about an event or situation" The DK Children's Illustrated Dictionary, (1994) New York, NY: Dorling Kindersley Publishing, Inc. (no illustration for 'attitude' however!)

"...a way of acting or behaving that shows what one is feeling or thinking; state of mind; disposition..." Webster's New World Children's Dictionary, Second Edition (1999) Cleveland: Wiley Publishing Company.

"...a settled opinion, a pose adopted for dramatic effect" The Oxford American Dictionary of Current English (1999) New York: Oxford University Press.



174

Believe / Belief

"When you believe something, it means that you think it is real or true" Macmillan First Dictionary (1990). New York, NY: Simon & Schuster Books for Young Readers.

"The certainty that something is true, real, or worthwhile" (with a list of related words: conviction, judgment, opinion, view) Thesaurus for Children: The Ultimate Student Thesaurus (2001) New York, NY: Simon & Schuster Children's Publishing Division.

175

Attitudes Experiences Beliefs Paradigms

176

What is a *Paradigm*?

'...commonly used today to mean a perception, assumption, theory, frame of reference or lens through which you view the world.' Stephen R. Covey, *The 8th Habit*, 2004, p.19.

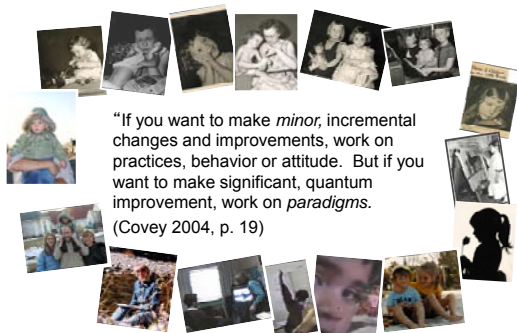


177

Regardless of setting or endeavor, a paradigm alters perception, colors judgment, and to a large extent, determines action in the same way a lead domino influences the direction that all of the others fall.
- Carol Gray

How are paradigms formed?

178



"If you want to make *minor*, incremental changes and improvements, work on practices, behavior or attitude. But if you want to make significant, quantum improvement, work on *paradigms*.
(Covey 2004, p. 19)

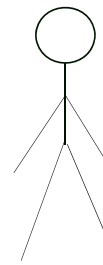
179

In *The 8th Habit*, Covey emphasizes that a paradigm may be accurate or inaccurate, "...like the map of a territory or city. If inaccurate, it will make no difference how hard you try to find your destination or how positively you think – you'll stay lost. If accurate, then diligence or attitude matter. But not until" (Covey 2004, p. 19).

180

Gather Information:
Comic Strip Conversations
and Context

181



- A Comic Strip Conversation is
- ...an illustrated interaction that
 - supports communication with assumption-free questions
 - Stick figure drawings
 - With an emphasis on context, and what people do, say, and think (external & internal)
 - COLOR plays an important, structured role

182



An Emphasis on all elements of
CONTEXT

Every Comic Strip Conversation begins with a location symbol in the upper left hand corner of the drawing surface.

If the context changes, a new piece of paper or drawing area is required.

183

Draw While You Talk

You will need:

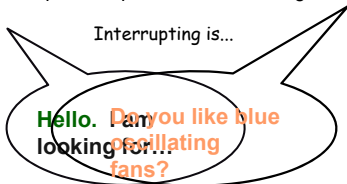
- People
- Fine line markers
- Drawing surface
- Color chart

Use Assumption-Free Questions

184

Simple & Representative Drawings

Interrupting is...



when I say words that bump into words from other people.

185

Color and Comic Strip Conversations:
Used for Words that People Say & Think

- green: good ideas, happy, friendly
- red: bad ideas, anger
- blue: sad, uncomfortable
- black: facts, truth
- brown: comfortable, cozy
- purple: proud
- yellow: frightened, scared
- orange: questions

186



"Talk" about it...
with talking not
necessarily required.

187

As reported by many adult self-advocates.
Jade's blog: www.AstronautsAreCool.com

*Typing can
make it
possible to
say what's
true.*




Contributed by Catherine Faherty, Team Social Stories

188

Don't assume that you
are referring to the
same idea, concept, or
topic, even if you are
using the same words.

Refer to the dictionary,
together.

Identify which
definition you are
using.




Contributed by Catherine Faherty, Team Social Stories

189

**Strategies to Keep
Communication Going**

Try saying...

"I need more information."
or "No talking necessary."



Contributed by Catherine Faherty, Team Social Stories

190


Coloring Stories

A new kind of Social Story
that harnesses the benefits of coloring.

Topics related to anxiety, apprehension,
discomfort, loss...

It's changing how we WRITE.

191



Complete workshop references are on
the final page of the workbook.
References for the following section
on coloring and autism are listed
separately at the end of the reference
list. Coloring is rapidly growing in
popularity, with many more articles
about the benefits of coloring online.

192

Coloring Stories

A new kind of Social Story
that harnesses the benefits of
coloring.

It's changing how we WRITE.

193

The benefits of coloring: ADULTS

Chen, D. (no date) - Fitzpatrick, K. (2017, August 1) Martinez, N. (2015, November 24) - Neuroscience News (2018, May 4)

- Calms the amygdala, increases calm and contentment
- Engages parts of the cerebral cortex
- Enhances focus, concentration, problem-solving, creative thinking
- Similar to the therapeutic benefits of mindfulness and meditation

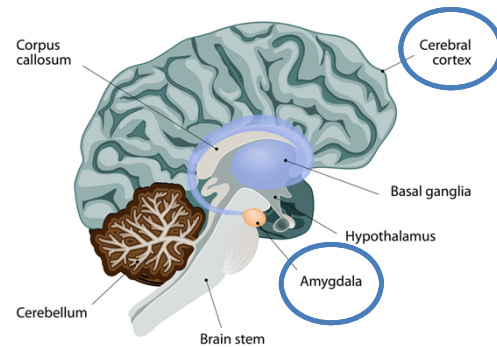
194

"...when our minds are engaged yet free to roam... unexpected associations and ideas pop up, unleashing inner creative genius"
Chen, D. (no date).

"...great for your mental, emotional, and intellectual health" (Martinez, N. 2015).

195

AUTISM



196

10 Benefits of Coloring Pages for CHILDREN (Cont.)

6. Improved Focus and Hand to Eye Coordination
7. Boundaries, Structure, and Spatial Awareness
8. Improved Confidence and Self-Esteem
9. Self-Expression
10. Therapy and Stress Relief

Color Psychology. (no date). 10 Benefits of Coloring Pages for Kids' Psychology and Development. Retrieved from <https://www.colorpsychology.org/10-benefits-of-coloring-pages-for-kids-psychology-and-development/>

197

10 Benefits of Coloring Pages for CHILDREN (Color Psychology)

1. Improves Motor Skills
2. Prepares Them (children) for School
3. Stimulates Creativity
4. Contributes to Better Handwriting
5. Improved Focus and Hand to Eye Coordination

Color Psychology. (no date). 10 Benefits of Coloring Pages for Kids' Psychology and Development. Retrieved from <https://www.colorpsychology.org/10-benefits-of-coloring-pages-for-kids-psychology-and-development/>

198

**“Atypical Color Preference
in Children with Autism Spectrum Disorder”**
Grandgeorge & Masataka (2016, December 23)

Boys (7-14 years old with A.S.D.) more likely to prefer greens and browns over typically developing peers. Less likely to prefer yellow (Grandgeorge & Masataka, 2016).

199

“Color and Autism”
Turner (2017)

“This heightened sense of color comes as no surprise, considering research which suggests that people diagnosed with ASD interpret sensory experiences with greater intensity than their neuro-ordinary peers. *In other words, for people with autism, sounds are louder, touch is more acute, smells are stronger, lights are more glaring, and colors are more colorful.*”

200

**Coloring and Brainstorming Activity
(workbook, p.19)**

1. Select a Leader (who will not be coloring)
2. When directed, everyone else colors
3. Leader reads questions/topics one at a time and records comments
4. The questions/topics are about...

201

*A lot of the information
and Stories to follow are
from a recent Carol's
Club two-part project on
lines and autism.*

*It is a large project with
several Stories and an
accompanying article.*



“I’M FIRST!
Solutions and a Social
Story for the Most
Coveted Position in
Childhood” posted
December 31, 2018.

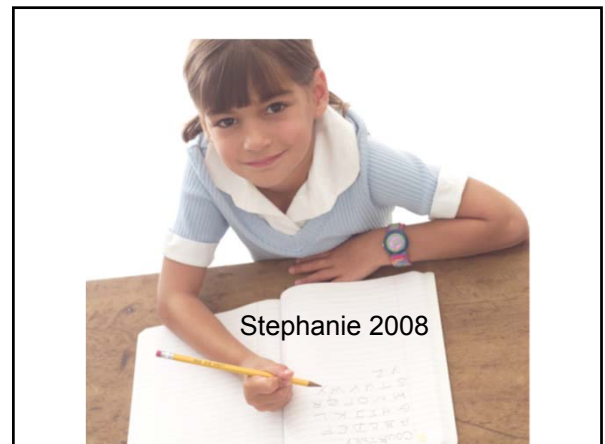
“Autism in Line” posted
January 15, 2018.

202

Over time, Social Stories adjust the typical social perspective to include accurate ‘face value’ information as a refreshing form of the truth; closer to vision without bias or preconception.



203





Harrison

- 2 ½ years old
- Diagnosed with autism
- Many challenging responses to daily activities...

With your team, answer this question: Two of the characteristics/ responses on the following slide are directly related. Which ones?

206

- | | |
|--------------------------|-------------------------------|
| 1. Adheres to stop signs | 7. Leaves home |
| 2. Not yet verbal | 8. Frequent lollipop tantrums |
| 3. Loves trains | 9. Difficult transitions |
| 4. Plays with blocks | 10. It SPINS! |
| 5. Prefers peas | 11. Washing machine ON |
| 6. Replays family movies | 12. Arranges landscape stones |

207

Discuss a Challenging Topic

- Introduce the diagnosis of autism to a young child
- Watching a tragedy on television
- Resilience

How would you develop this Story?

What would be included?

208

All of the Stories mentioned in this segment are available at CarolGraySocialStories.com in the Social Story Sampler:

- "What Autism Means and What it Doesn't Mean" (two versions) #5-#6
- "Watching a Tragedy on Television" #4
- "What is R _____?" (including the Social Article about Wilson Bentley) #16

<https://carolgraysocialstories.com/social-stories/social-story-sampler/>

209

What Autism Means, And What It Doesn't Mean (Abbreviated in presentation, the complete Story is in your workbook)

The first in a series of Social Stories, Junior Social Articles, and Social Articles about diagnosis, personality, and self-discovery and esteem. Gray, 2013. *The Social Story Sampler*. All are available at www.CarolGraySocialStories.com

210

Tragedies on Television

(Excerpted version. A copy of this Story is in your workbook.
Also in The Social Story Sampler www.CarolGraySocialStories.com

Social Story Strategies:

1. To make one Story applicable to a wide audience, use realistic photos of a variety of people in similar – but different – contexts.
2. In Stories about dangerous or uncomfortable situations, include tangible references to safety
3. Acknowledge feelings, that they are temporary, who can help

211

Tragedies on Television

(Excerpted version. A copy of this Story is in your workbook.
Also in The Social Story Sampler www.CarolGraySocialStories.com

Social Story Strategies:

1. To make one Story applicable to a wide audience, use realistic photos of a variety of people in similar – but different – contexts.
2. In Stories about dangerous or uncomfortable situations, include tangible references to safety
3. Acknowledge the possibility of uncomfortable feelings without making them "required," explain that they are temporary, who can help, what to do

212

Tragedies on Television

(Excerpted version. A copy of this Story is in your workbook.
Also in The Social Story Sampler www.CarolGraySocialStories.com

Social Story Strategies:

4. Consider the possibility of variables that may be confusing from the perspective of the audience, and provide information to minimize misunderstanding or anxiety.

213

What Is It? It's _____.

Social Story Strategies:

1. Whenever possible, put format to work to enhance or demonstrate meaning. For example, a Story about resilience is presented in a puzzle format to require resilience to solve it.
2. To define/describe a concept, rely on dictionaries and provide as many concrete examples as possible and stress similarities among them.

214