

Social Story Worksheets

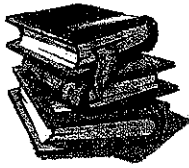
Based on the Video: Carol Gray (2000). *Writing Social Stories with Carol Gray*. Arlington, TX: Future Horizons

Workshop Activity Sheet #1:

Identifying Descriptive, Perspective, and Directive Sentences

Directions: When directed, pause video for a few moments to complete each section. Resume video for discussion of correct answers. The answers are also listed on page 44.

Check off / Tick off / the descriptive sentences



- _____ 1. My name is _____.
- _____ 2. I am attending a workshop / watching a video.
- _____ 3. The speaker is standing.
- _____ 4. The speaker is talking to the: audience / people watching the video.
- _____ 5. The speaker is very interesting.

Check off / Tick off / the perspective sentences



- _____ 1. I will enjoy listening to the speaker.
- _____ 2. The speaker will like it if I am listening to her.
- _____ 3. I usually have difficulty listening to speakers.
- _____ 4. If I really try, I will be able to listen to the speaker.
- _____ 5. Many people want to learn more about Social Stories.

Check off / Tick off / the directive sentences



- _____ 1. I will try to listen to the speaker.
- _____ 2. I will try to sit still, listen, and pay attention to the speaker.
- _____ 3. I will listen to the speaker and take notes.
- _____ 4. I will try to sit quietly.
- _____ 5. If I need to leave the room, I have 2 choices:

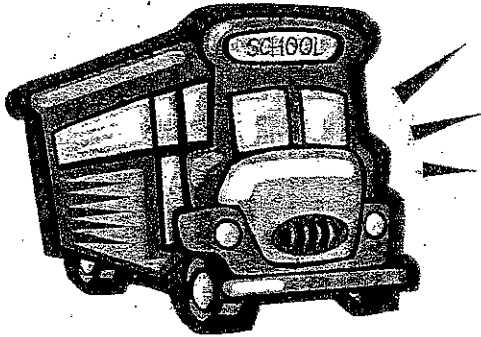
Choice #1: I may turn off the video for a while.

Choice #2: I may wait for the next break.

Workshop Activity Sheet #2:

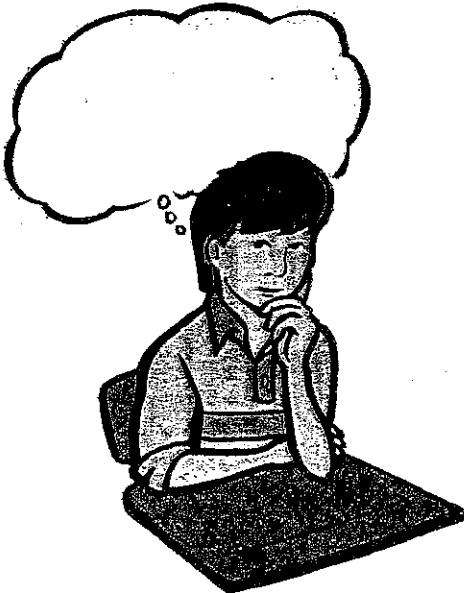
Additional Social Story Activities, Exercises 1-4

Directions: Wait to complete each activity until directed to do so. Place the video on "pause" or "stop" while completing each exercise, and then re-start to review your answer(s). The answers are also listed on page 44.



Exercise 1: Descriptive Sentences. Monica, age 4, has a favorite school bus driver and has difficulty adjusting to other bus drivers. The first two descriptive sentences of Monica's story are provided; write one or two descriptive sentences that could follow.

My name is Monica. On most school days, I ride the bus.



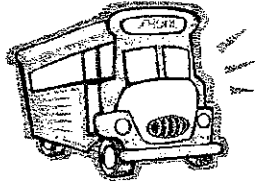
Exercise 2: Perspective Sentences. Derek, age 13, has Asperger's syndrome. He has difficulty working in a small group at school, and is resistant to using the ideas of others. What follows (#1) is one perspective sentence found in Derek's story. Write another perspective sentence that may be found in the same story.

1. *Each student in our group has ideas about our project.*

2. _____

Workshop Activity Sheet #2:

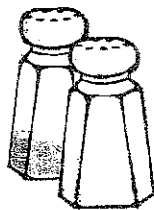
Additional Social Story Activities, Exercises 1-4 (continued)



Exercise 3: Directive Sentences. Identify each directive sentence below with a "V" or the initials "DI". Identify other sentence types with "DE" (Descriptive) or "PE" (Perspective). Some sentences may not be usable in a Social Story; these should be left blank.



1. ___ I will try to stay in my seat on the bus.
2. ___ Mrs. Hall likes to keep children safe on the bus.
3. ___ I may try saying "Hi, Ben!"
4. ___ Mom likes it when I pee in the toilet.
5. ___ Mom knows how to drive to my preschool.
6. ___ Sometimes I eat vegetables. Sometimes I eat meat.
I eat many different kinds of food.
8. ___ This is a picture of me on the toilet.
9. ___ Usually, my bus comes at about 2:00.
10. ___ Sometimes, I may use the computer.



Exercise 4: Think and Write Literally. Rewrite these sentences to make them "literally correct".

Mom makes dinner each night. _____

It's important to sit quietly in school. _____



The Lunch Line *What's wrong with this story? The story, The Lunch Line, is not a Social Story. Make the needed corrections so the story meets all of the Social Story Guidelines. It may help to make notes first in the text, then recopy the corrected story on the lines at the bottom of the page. Additional paper may be needed.*

When you are finished, compare your story with the corrected version of The Lunch Line on the next page. Your corrections may not be identical; the comparison will help identify those corrections that were missed or other possible alternatives for revising the story. (Note: This story makes a reference to the fifth grade. Typically, students in the fifth grade are about ten to eleven years old.)

The Lunch Line

My name is Andrew. I go to Woodrow Wilson School. I am in the fifth grade. Every day, I eat lunch at school.

All the students eat lunch in the cafeteria. I think it is fun to eat lunch in the cafeteria. It is fun to eat with other students.

Each student wants to eat his or her lunch. I want to eat my lunch. Many times I do not like to wait in the lunch line. Sometimes, I hit other children in the lunch line when I feel angry and anxious. I shouldn't do this.

All of the students wait in a line to get their lunch. Each child gets their lunch when it is their turn. I will wait my turn in line. I will stand quietly. I will not talk. I will remember to stand and wait my turn in the lunch line.

After I get my lunch, I will sit down and eat my lunch. When the bell rings, I will return to my class.

All About Titles Complete the activities described below, using the lines provided to write your answers and brainstorm ideas. When you are finished, compare your answers with those on the next page. Your answers may not be identical; however there should be similarities. The comparison will help you discover if you understand the basics of writing titles for Social Stories.

All About Titles

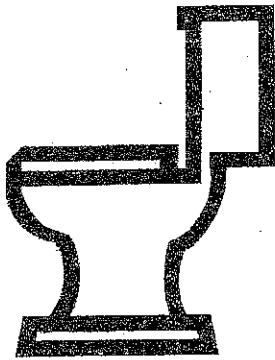
1. You need to write a Social Story about the lunch line. Your goal is to help Andrea understand more about the lunch line routines. Specifically, your focus is on why children have to wait, and how they can help make the lunch line process easier. You have a choice between three titles: *All About Lunch Lines*, *Hands to Self in the Lunch Line*, or *How I Can Help in the Lunch Line*. Two titles in this list should not be contenders. Which ones? Why? Try to write a good title of your own for Andrea's story. _____

2. Due to Jeremiah's attention span, several short stories are a good option to cover the large topic of *moving to a new home*. For example, two of many titles might include: *My Bus Driver Will Know the Way to My New House*, or *How My Things will be Moved (to 840 Cherry Street)*. Develop several titles that will help to focus – and limit – the information presented in each Social Story. _____

3. The title for this activity, *All About Titles*, would be a poor choice if this were written for a child with an autistic spectrum disorder. Write a better title for this activity that accurately identifies the goal. _____

Write a Social Story: Peter's Story Turn off the video to complete Peter's Story. This activity provides practice writing a Social Story. Read the description of Peter and the situation on this page. Then, write a Social Story on the lines at the bottom of the page for Peter. Additional paper may be needed.

When the story is completed, compare your story with the sample story on the following page. They will not be identical, although the comparison will help you discover if you are "on the right track". Specifically, a review of both stories will allow you to compare their format and content. You may also use the Social Story Checklist on page 66 to check your work. (In addition to the story on the following page, a few additional ideas regarding toilet training and children with autistic spectrum disorders are provided.) When finished, proceed to Kimberly's Story.



Peter is a five-year-old male with an autistic spectrum disorder. Several traditional, systematic, and consistent attempts have been made to teach Peter toileting skills. Still, he remains in diapers. Peter's behavior indicates he may be fearful of toilets. However, his parents, teacher, and physician agree that he is ready to be toilet trained. Peter cannot read. Write a descriptive story, which focuses on Peter's fears regarding toilet training. Give your story a title. Develop an implementation plan taking his non-reading status into consideration.

Please note: The story on the reverse side of this page contains text only. When writing for preschoolers, a general rule is to use a few words to a page with simple, clear illustrations. An exception may be made for a preschooler who loves words or likes to listen to longer sections of text.

Write a Social Story: Kimberly's Story Turn off the video to complete Kimberly's Story. This activity provides practice writing a Social Story. Read the description of Kimberly and the situation on this page. Then, write a Social Story on the lines at the bottom of the page for Kimberly. Additional paper may be needed.

When the story is completed, compare your story with the sample story on the following page. They will not be identical, although the comparison will help you discover if you are "on the right track". Specifically, a review of both stories will allow you to compare their format and content. You may also use the Social Story Checklist on page 66 to check your work. (In addition to the story on the following page, a few additional ideas regarding writing assignments and children with autistic spectrum disorders are provided.) When finished, proceed to J.B.'s Story.



Kimberly is a first grader (six years old) with an autistic spectrum disorder. She continually erases words and numbers that she writes. She erases and rewrites repeatedly, so many times that she often erases a hole in her paper. Her teacher's theory is that Kimberly is trying to make her letters and numbers look like those in the books. As Kimberly's writing is superior to most of her classmates, her insistence on perfection is frustrating to staff, and takes valuable time away from completion of assignments and practice of academic skills.

Focusing on the teacher's theory that Kimberly may be trying to make her letters look like those in books, write a Social Story that will help Kimberly understand her writing is acceptable as it is, and does not need to be perfect. Develop an effective title for Kimberly's story.

Write a Social Story: Todd's Story Turn off the video to complete Todd's Story. This activity provides practice writing a Social Story. Read the description of Todd and the situation on this page. Then, write a Social Story on the lines at the bottom of the page for Todd. Additional paper may be needed.

When the story is completed, compare your Social Story with the sample Social Story on the following page. They will not be identical, although the comparison will help you discover if you are "on the right track". Specifically, a review of both stories will allow you to compare their format and content. You may also use the Social Story Checklist on page 66 to check your work.

Todd is an intelligent 11-year-old male diagnosed with Asperger's Syndrome. Todd has learned to initiate play with others in his class with relative ease. He has the most success with classmates playing board games like *Monopoly* and *Sorry*, or when classmates race one another on the playground. Because Todd is talented in many areas, he often does well when compared to his classmates.

Sometimes Todd gets into social trouble while playing these games. Todd will make a comment that seems factual and straightforward from his perspective, but results in unexpected responses from others. For example, while involved in a series of races on the playground, Todd's classmate Ryan said, "Wow, Todd, you're much faster than I am." Todd responded, "That's because you are so fat and have to carry all that weight. It's physics." Ryan turned around and left the racing activity. Moments later Todd figured out his mistake.

Write a Social Story for Todd titled, *How to Apologize*, to explain what to do when someone's feelings have been hurt. Then, brainstorm specific titles for additional stories that may need to be written for Todd to help him understand the various aspects of identifying and repairing social mistakes.

Appendix A: The Social Story Checklist

Directions: Compare your story to the list below, and check off all that apply. If 1-10 describe the story you have developed, it's a Social Story™.

1

_____ The story meaningfully shares social information with an overall patient and reassuring quality. (If this is a story teaching a new concept or skill, another is developed another to praise a child's positive qualities, behaviors, or achievements.)

2

_____ The story has an introduction that clearly identifies the topic, a body that adds detail, and a conclusion that reinforces and summarizes the information.

3

_____ The story provides answers to "wh" questions, describing the setting or context (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).

4

_____ The story is written from a first person perspective, as though the child is describing the event (most often for a younger or more severely challenged child, or third person perspective, like a newspaper article (usually for a more advanced child, or an adolescent or adult).

5

_____ The story uses positive language, omitting descriptions or references to challenging behaviors in favor of identifying positive responses.

6

_____ The story is comprised of descriptive sentences (objective, often observable, statements of fact), with an option of any one or more of the following sentence types: perspective sentences (that describe the thoughts, feelings, and/or beliefs of other people); cooperative sentences (to explain what others will do in support of the child); directive sentences (that identify suggested responses or choices of responses to a given situation); affirmative sentences (that enhance the meaning of surrounding statements); and/or control sentences (developed by the child to help him/her recall and apply information in the story).

7

_____ The story follows the Social Story Formula:

DESCRIBE (descriptive + perspective +
Cooperative + affirmative sentences)

≥ 2

***DIRECT** (directive + control sentences)

*If there are no directive and/or control sentences, use 1 instead of 0 as the denominator.

8

_____ The story matches the ability and interests of the audience, and is literally accurate (exception: if analogies and/or metaphors are used).

9

_____ If appropriate, the story uses carefully selected illustrations that are meaningful for the child and enhance the meaning of the text.

10

_____ The title of the story meets all applicable Social Story™ criteria.

Restricted permission is granted to copy this checklist for non-profit home, school, and therapeutic use.