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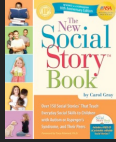
I have a Story about that!
Social Stories that Enhance Language & Self- Determination

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THE BRIDGE SCHOOL

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What is a Social Story?

"The goal of a social story is to share accurate information using a process, format, voice, and content that is descriptive, meaningful, and physically, socially and emotionally safe for the Audience. Every social story has an overall patient and reassuring tone." – Carol Gray



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What is a Social Story?-

- The Topic
Objective information describing the situation, concept or skill.
- Ways to think about the topic
Information about processing the topic, including personal connections, problem solving and the sequence of the event.
- Connections and implications
Describes the relationship between past, present and future experiences and learning

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How does it relate to **Receptive Language**?

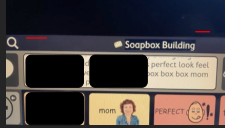
- Reading the story builds a predictable routine and repetition around an event, situation or feeling
- Over time Social Stories supports their understanding of events that happened in the past and ones that may happen in the future.
- Offers focused language input to increase language comprehension



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How does it relate to **Expressive Language**?

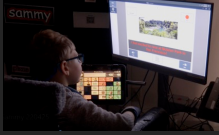
- A way to share with peers and partners
- Language that supports their feelings (Blackstone & Wilkins 2009)
- Script that allows the child to communicate with unfamiliar partners, while also giving the partner language to communicate with the child



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What are the **Implications for CVI**?


- Building and teach routines around events
- Frequent Repetitions and practice is beneficial
- Many environments are difficult: Can't control all environments or situations to provide accommodations
- Explicit description and teaching of the tools, materials and sounds may be helpful to increase their understanding
- Understanding and expressions of feelings



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Collaboration


Hey Anne and Joey I am working on starting about the books and programs that I am reading. The kinds of books I am reading are called "social stories". My plan is to find up the books page with social stories and language that goes with them. Topics include things like the doctor, playing with blocks, his play group with his toys, etc. I posted a page on Monday about someone who had he picked to write about that in Writer's Workshops. Here are some of the topics I have right now.



Lower the cursor, so maybe color words or sounds? Like "boom! Pow! Or swoosh!" I don't know. He loves the star cards. He likes reading the credits, and any signs in the cartoon.

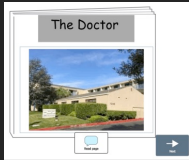
He likes watching a bunch of them in a row, and so a of them he finds boring, so I will go to the next one.

He also loves Donald Duck and the classic Disney characters, but right now it is all about books. So maybe comics, which is up doc, things like that would be great!

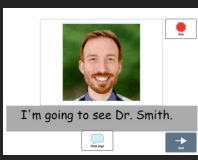


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Social Story



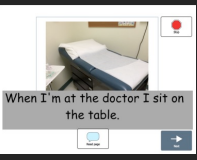
The book cover



Dr. Smith Sammy's Doctor

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Social Story

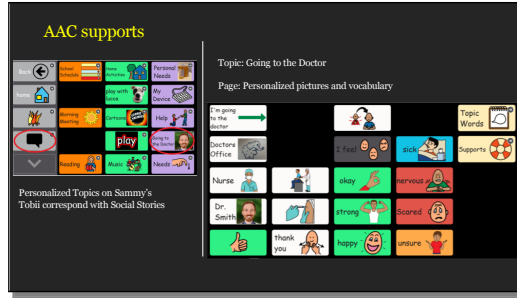


Steps about the topic



Sammy's favorite page "everything will be okay"

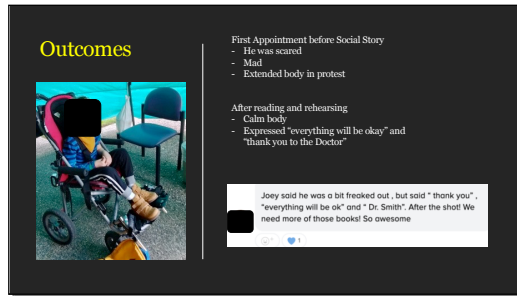
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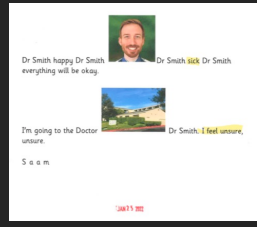
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Outcomes:
New topics

- Chose the topic to write about
- Using his SGD interfaced with the computer

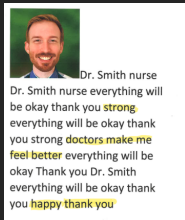


January 25th 2022

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Outcomes:
Feelings

- Continued frequent topic
- Used different positive words
- Added more feeling words
- Changed tone and attitude about Doctor's appointments

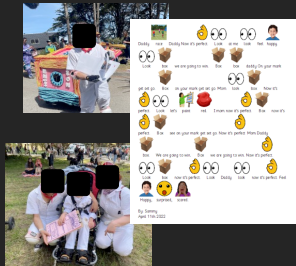


March 14th 2022

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Example:
Soap Box Derby

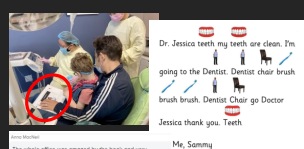
- Participated in conversations with peers and adult partners about the upcoming race.
- Showed understanding of upcoming events
- Expand language
- Writing about feelings



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Example: The Dentist

- Awareness of AAC and CVI
- Positive experience at the appointment
- Communication with unfamiliar partners



Me, Sammy

The whole office was amazed by the book and very supportive of Sam leaving him to go to the dentist and how he teeth worked on.

Thanks so much for book and print out. The dentist is amazing and so experienced both Sam used the book at the dentist and it helped him calm down. I have some more and I thought we could update. He will soon start to get a full cleaning but made a lot of progress.

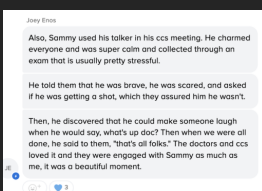
The dentist was very interested in the school he attends and helped to talk to you about how best to communicate with him or make the experience less scary for him.

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Outcomes

Changes

- Used his SGD in different appointments
- Communicated directly with other doctors and therapists
- Expressed his feelings
- assume competence
- expression and communication
- time to explore and process the tools and materials



Also, Sammy used his talker in his ccs meeting. He charmed everyone and was super calm and collected through an exam that is usually pretty stressful.

He told them that he was brave, he was scared, and asked if he was getting a shot, which they assured him he wasn't.

Then, he discovered that he could make someone laugh when he would say, "that's all folks." The doctors and ccs loved it and they were engaged with Sammy as much as me, it was a beautiful moment.

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Collaboration continued

- Cartoons with Dad
- Soapbox Derby
- My Personal needs (Personal Care)
- I'm Excited
- The Dentist
- I'm Mad
- I'm Happy
- Baseball (Miracle League)

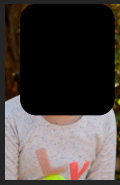
Next Steps:

- What I need to help me see (accommodations)
- I'm going to a new class
- When I go to a new place



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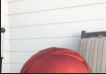

The CVI Range Assessment Score (Roman-Lantzy):
Phase 2
Score 5.5

- Has starting to look at 2D images that are familiar with repeated exposure
- Light decreases latency
- Left side visual preference
- Allow time to explore objects
- Only 2 items be presented at a time
- Recently motivated to socially engage with partners
- Use color, light and movement presented one at a time on a black background in controlled environments to introduce new items.

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Social Story:
Horseback Riding

- Tactile object book to read before and after the activity
- An activity she does weekly
- Provides structure for partners to prepare Penny for Horseback riding
- Penny has a way to share her weekly experience with her friends



Checkers

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Social stories
have allowed us
to collaborate and

- Build routines around events
- Provide Repetitions
- Provide supports when environments can not be adapted
- Engage socially with new partners
- Systematically describe tools, materials and sounds
- Understand what the child knows about the upcoming event
- Learn about the child's feelings through self expression

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Questions?

Further questions
email Rebecca Matthews
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References

- Blackstone, Sarah & Wilkins, David. (2009). Exploring the Importance of Emotional Competence in Children With Complex Communication Needs. Perspectives on Augmentative and Alternative Communication, 18, 78-87. 10.1014/aac.18.3.78
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