

## 4.5. CREATION OF SOCIAL STORIES

Aims:

1. To encourage the child to better understand the specific difficulties and the sequence of events in a particular situation.
2. To teach the child to make a necessary decision in a particular situation.
3. To formulate acceptable standards of conduct.
4. To encourage the child to express emotions.
5. To help a child with social problems to become more independent, to develop life skills, to teach communication rules.

Social skills instruction (social stories) is a teacher helping children to behave in a variety of situations. These are "life scenarios", conversations, stories, stories about specific situations using visual means: pictures, symbols, drawings of action, notes, and videos.

Social stories are created:

- In case of communication problem (intercommunication: greetings, say goodbye, thank you, courtesy "please", "thank you", do not speak loudly when other children sleep, etc.
- Self-service skills formation: toilet, hand washing, dress up – get off clothes, etc.).
- In the face of difficulties that arise from the characteristics of autism: food selectivity, limited speech and language comprehension, new environments, new objects, actions, distorted sensory senses, focusing on one thing, action, etc.
- When it's hard to understand the new meanings, the causes and consequences of relationships, it's difficult to predict the consequences.
  - When children do not understand the rules, agreements: get their time to do the job, time to start and stop work, etc.

Each social story is a rule created for a particular child, depending on its peculiarities, difficulties and opportunities. It is presented using photographs, pictures or symbols and notes or only notes. When working with small children or children whose verbal skills are poor, stories are produced with drawings and pictures that facilitate the comprehension of the text. The content of social story is presented in small steps so that the child understands it and can behave independently.

These stories are read to the child with ASD (Autism spectrum disorder) by an adult or, if they can, they read independently. This is done immediately before the start of the activity or situation that causes difficulties for the child.

The following stories teach children what they should do and when and what the result it will be and is an explanation of what kind of behavior we expect from a child. Finally, you will find out what is the result of the behavior you are discussing, who will benefit from it and who will be happy.

<b>CREATION SCHEME OF SOCIAL STORIES</b>		
DESCRIPTION SENTENCES	DEFLECTIVE, ANALYSED	GENERALIZATION
✓ It is specify what people	✓ Other people's opinion,	✓ Generalize the situation.

<p>are doing in different situations.</p> <ul style="list-style-type: none"> <li>✓ Where is this going?</li> <li>✓ Who is involved?</li> </ul>	<p>attitude, attitude towards a particular situation is described.</p> <ul style="list-style-type: none"> <li>✓ The internal state of people: their thoughts, emotions, feelings.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Specify what it will be the result of behavior.</li> <li>✓ Who will have the benefit from it?</li> <li>✓ Who will be happy?</li> </ul>
<p>General sentences: What the child or others have to do and when it will give the result.</p>	<p>It is a desirable action in the situation. What kind of behavior is expected from the child I can make an effort (I will try).</p>	<p>It helps to generalize, remember the story with the child. (Everyone will be happy when you're happy...)</p>

### EXAMPLES OF SOCIAL STORIES

#### I WANT TO GO TO THE ART ROOM

Children drawing, coloring in the art room. All the children of the






Sometimes I feel bad. Sometimes I

I can say this to the teachers. I play with McQueen and

McQueen is happy, the teacher is happy, the mother and dad and that I'm

Calm and cheerful with McQueen going

#### I WANT TO PLAY WITH FRIENDS

 <p><b>Sometimes I want to play with ...</b></p>	 <p><b>I can ask if I can play ...</b></p>
 <p><b>YES</b> <b>If you say "Yes", I will be able to play ...</b></p>	 <p><b>NO</b> <b>DON'T</b> <b>If the child says "No", nothing is ...</b></p>
 <p><b>I can wait.</b></p>	 <p><b>I can play with other toys.</b></p>

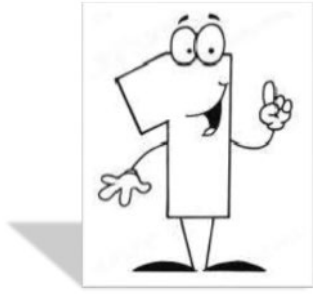
I WANT TO PLAY



Hello my name



I like to play with



Sometimes I'm the



Sometimes I



Sometimes I lose I want




Children love to play with



To teach a child to ask for the desired item, read the following stories:



WHEN THE BOY WANTS AN ICE-CREAM, HE SAYS: "PLEASE, GIVE ME AN ICE-CREAM".




BOY GREAT




FATHER AND MOTHER ARE HAPPY.

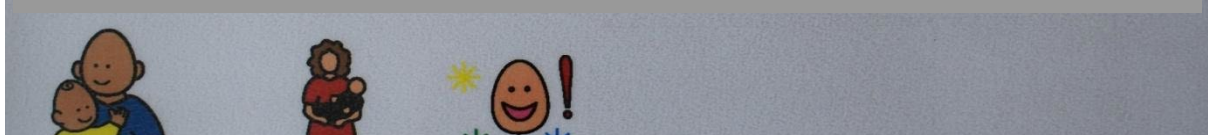
Source of pictures: Boardmaker.




WHEN THE BOY WANTS A BALL, HE SAYS: "PLEASE, GIVE ME A BALL".



BOY GREAT



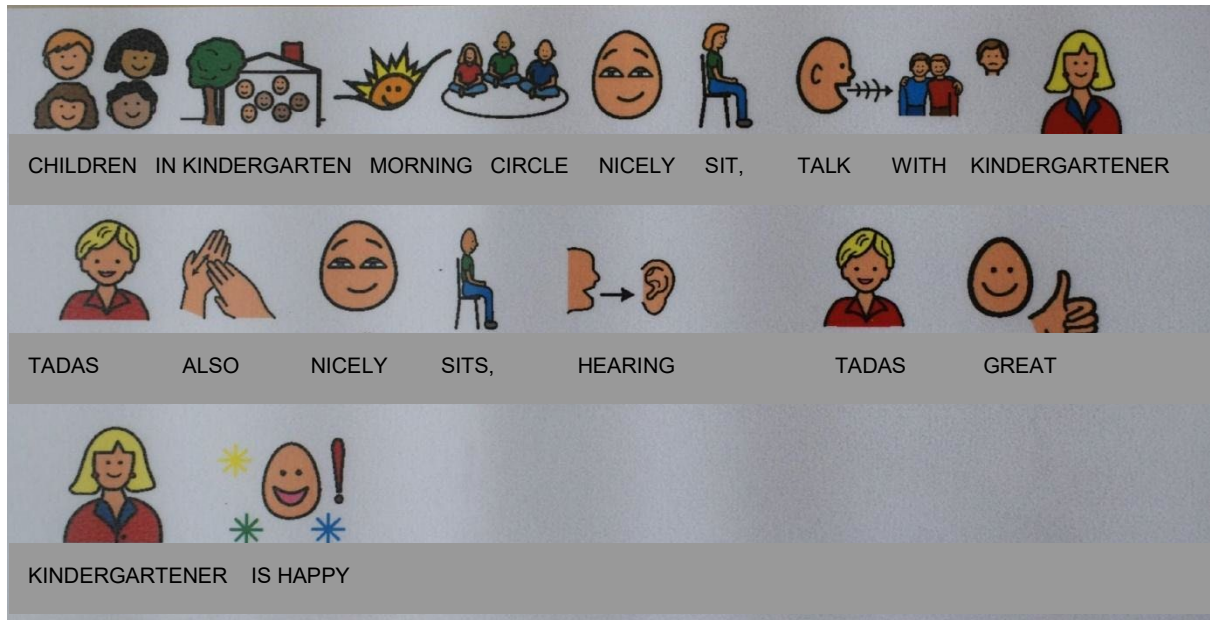
FATHER AND MOTHER ARE HAPPY.

								
WHEN	THE BOY	WANTS	A BOOK.	HE SAYS:	"PLEASE.	GIVE ME	A BOOK".	
								
BOY	GREAT							
								
FATHER	AND	MOTHER	ARE HAPPY.					

To make the child to understand the sequence of day events and feel safer read the following story:

IN THE MORNING	FATHER AND MOTHER	THE GIRL	GET	TO KINDERGARTEN
				
IN THE AFTERNOON	THE GIRL	PLAYS	WITH FRIENDS	
				
IN THE EVENING	FATHER AND MOTHER	GET	THE GIRL	HOME
				

To reach the right behavior of the child in the morning, read the following story:



Social skills instructions (social stories) can be created and used in a variety of social contexts: by learning to say hello, say goodbye, thank you, use courtesy words "please", "thank you", do not speak loudly during the exercise, wait for your turn and so on.