



Social Stories™

Carol Gray (1993, p. 1) describes Social Stories™ as ‘short stories that describe social situations in terms of relevant social cues and often define appropriate responses’.

Social Stories™ help a child with an Autism Spectrum Disorder (ASD) to understand social situations because:

- Information presented in the story uses a clear format,
- Irrelevant information is omitted,
- Confusion is minimized, and
- Visual learning strengths of the child are utilised.

Importantly, a Social Story™ is written from the child’s perspective and is using the child’s vocabulary.

Social Stories™ can be used to teach a wide variety of social skills, including routines, new events, tone of voice, conversation skills, and emotions. Furthermore, the combination of video modeling and Social Stories™ has been mentioned to have the possibility to increase a child’s understanding of emotions.

The iMsocial™ program uses Social Stories™ to reinforce skills taught in the video modeling sessions. In particular, children create their own stories that assure the story is written from the child’s perspective and uses the child’s vocabulary.

References

Bernad-Ripoll, S. (2007), 'Using a self-as-model video combined with social stories™ to help a child with Asperger syndrome understand emotions', *Focus on Autism and Other Developmental Disabilities*, 22:2, pp. 100-106.

Gray, C., & Garand, J.D. (1993), 'Social Stories: improving responses of students with autism with accurate social information', *Focus on Autism and Other Developmental Disabilities*, 8:1, pp. 1-10.

Reynhout, G., & Carter, M. (2006), 'Social stories™ for children with disabilities', *Journal of Autism and Developmental Disorders*, 36:4, pp. 445-469.