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INTERVENTION OVERVIEW

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| **NAME OF INTERVENTION** | | | | |
| Social Stories™ | | | | |
| **AREA OF FOCUS (PLEASE HIGHLIGHT)** | | | | |
| ***COGNITION AND LEARNING*** | ***COMMUNICATION AND INTERACTION*** | ***SOCIAL, EMOTIONAL AND MENTAL HEALTH*** | ***PHYSICAL AND SENSORY*** | ***SELF-HELP AND INDEPENDENCE*** |
| **INTENT** | | | | |
| Social Stories™ are a visual support strategy for students with ASC or other additional needs. The intention of the intervention is to consider the perspective of the student when describing various social situations. They describe the neurotypical ‘obvious’ with patience and through the eyes of a young person with an ASC.  The aim is to give students a strategy that will support them through challenging social situations both in school and in their wider life too.  Social Stories™ as a concept evolved over time and was developed by a schoolteacher Carol Gray.  Gray, C. (1992b). How to write Social Stories. Jenison, MI: Jenison Public Schools.  Gray, C., Broek, E., Cain, S. L., Dutkiewicz, M., Fleck, C., Gray, B., Gray, J., Jonker, S., Lindrup, A., & Moore, L. (Eds.). (1993). The social story book. Jenison, MI: Jenison Public Schools. | | | | |
| **IMPLEMENTATION** | | | | |
| Each Social Story™ is developed for the individual, though templates can be used as a starting point.  Staff should have a clear outcome for the story and should focus on one specific aspect of their social journey.  Stories are usually written by the staff working directly with them but can also be written with Speech and Language support if needed.  Stories should be presented in a way that is appropriate for the needs and understanding of each individual. This can be in the form of a written narrative, picture stories, talking books etc.  Staff need to be aware of the language used and all ambiguity and nuance needs to be removed where possible.  Where possible, Social Stories™ should be developed in a way that the students can eventually use them independently of an adult.  Common areas for the use of interventions   * Puberty and body changes * Highly anxious situations such as going to unfamiliar places, noisy places, places with high sensory input. * Work experience, school trips * Supporting behaviour in the community * Dealing with friendships and social interactions. | | | | |
| **IMPACT** | | | | |
| Impact of Social Stories™ is difficult to quantify and will be measured through observations, interactions with the students and logs of behaviour changes through school-based systems such as CPOMS.  The use of Social Stories™ may also be included in the students PLG (Personal Learning Goals) outcomes and tracked and monitored through Evidence for Learning. | | | | |