

Social Skills

- Use social stories as needed. Carol Gray is the one who began social stories and has a wonderful website www.thegraycenter.org/. Click on social stories and it will give you more information. Also if you do a web search on social stories there are some helpful sites with prewritten stories.
- There are four types of sentences used in a social story.
 - Descriptive (who, what, when, where and why).
 - Perspective (reaction & feelings of others: cried, sad, happy...).
 - Directive (positively stated desired response: I can, I will try).
 - Control (strategies to recall information) -Not always in story depends on student.

Social Skills

- When writing a social story remember to:
 - Write at the child's comprehension level. Use appropriate vocabulary and print size and pictures. Stories are usually written in the 1st person and present tense. Stories are written as though the student is describing events as they take place. Stories may be written in the future tense, to describe upcoming situations to make them seem less threatening like for a fire drill.
 - Use illustrations to enhance the meaning. Use simple illustrations – You may use Google images, clip art, board maker pictures, or actual photographs.
 - Avoid terms like “always”.
 - Use terms like “usually” and “sometimes”.
 - State directive sentences positively, describing desired response.

Social Skills

- Consider writing individualized social stories to help eliminate non-desired behaviors and help the child understand appropriate behaviors.
- Use Social Stories to prepare for challenging situations and have the child repeat/read aloud the strategies they will employ, as practice for later recall.
- Continue to engage the child in social activities with a peer to encourage social skills.
- Try and engage the child in supervised peer interaction.
- Give verbal praise/pats/stickers for all positive behaviors you observe and name the behavior. Ignore attention getting behaviors that are not harmful.

Social Skills

- Reinforce the child's inherent eagerness to engage in peer interaction as an opportunity to enhance their appropriate social skills and the development of skills through both structured and spontaneous teacher facilitated activities, including interactions with non-disabled peers.
- Provide positive feedback or praise when the child engages in self initiated interactions with others.
- The child should continue to be encouraged to use appropriate social skills and self advocacy skills both in their classroom and community based instruction environments.
- Assign a peer buddy as a resource for the child within the classroom for modeling and demonstration of the classroom routines and procedures to assist in their following through with teacher requests and directions.

Social Skills

- Engage in social board games, social skills groups, and role play strategies dealing with behavior and social skills for practice in how to respond in certain situations.
- Incorporate the use of a positive reward or token system into the child's classroom so that they will have the opportunity to earn preferred choices, like the computer or special book.