

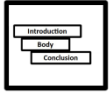






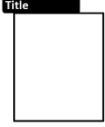


Ten Steps Example Worksheet

 <p>Step One</p>	<p>Meaningfully share social information</p> <p>Examples:</p> <ul style="list-style-type: none"> • Making Transitions • Friendship • Getting Rid of Frustration
 <p>Step Two</p>	<p>Write from a first or third person perspective</p> <p>Examples:</p> <ul style="list-style-type: none"> • “My name is Marvin.” • “Sometimes I try to do something and I can’t do it.” • “I got frustrated because I didn’t understand my math homework.”
 <p>Step Three</p>	<p>Have an introduction, a body, and a conclusion</p> <p>Example:</p> <p>Introduction: “I’m going to the beach today.”</p> <p>Body: “Mom or dad can help me feel comfortable on the car ride.”</p> <p>Conclusion: “People can help me on long trips by telling me what to expect, scheduling breaks, and making sure I have my favorite stuffed animal with me.”</p>
 <p>Step Four</p>	<p>Answer the “Wh” questions</p> <p>Examples:</p> <ul style="list-style-type: none"> • My family (who) is going (what) to the beach (where) today (when). • We’ll ride in our car to the beach. Many families have fun when they visit the beach (why).
 <p>Step Five</p>	<p>Use positive language</p> <p>Example:</p> <ul style="list-style-type: none"> • “When I start feeling jittery and have trouble breathing in the car, I hug my bear and ask Mom if we can take a break soon” is much more effective than “If I get nervous in the car, I don’t scream or cry or hit my brother.” The focus is on objective, prosocial behaviors and strategies that your child can practice and receive recognition for doing correctly.
 <p>Step Six</p>	<p>Describe more than direct</p> <p>Example:</p> <ul style="list-style-type: none"> • If it’s absolutely necessary to reference a negative behavior, be sure to do so with caution and use language that associates the undesirable behavior with people, in general, and not specifically with your child. “Sometimes children make mistakes.” Then be sure to follow up with a positive, appropriate, replacement behavior. “The next time I need a break, I can hold up my red “timeout” card.”
 <p>Step Seven</p>	<p>May contain six types of sentences</p> <p>Examples:</p> <ul style="list-style-type: none"> • Statements that are factual <ul style="list-style-type: none"> ○ My name is George ○ Sometimes, my grandmother reads to me. • Statements identifying someone’s knowledge, feelings, beliefs, motivation, or health

	<ul style="list-style-type: none"> ○ Many families have fun when they visit the beach (motivation) ○ Sometimes, my sister likes to play the piano by herself (feelings) ○ Some children believe in the Easter Bunny (belief) • Statements identifying what other people consistently do to help your child <ul style="list-style-type: none"> ○ My Mom, Dad, and teachers will help me as I learn to use the toilet. ○ When I feel frustrated, my Mom can help me by talking about it. • Statements that are a specific response or choice of responses to a situation <ul style="list-style-type: none"> ○ I will ask Mom or Dad for a hug. ○ I may decide to play on the swings. I may decide to play with someone else. • Statements that stress an important point, rule, or law <ul style="list-style-type: none"> ○ Most people eat dinner before dessert. This is a good idea. ○ One child slides down the water slide at a time. This is a safe thing to do. • Statements that ask the child to help you come up with strategies <ul style="list-style-type: none"> ○ “Maybe I could try to think. Everyone, including grown-ups feel frustrated sometimes.
 <p>Step Eight</p>	<p>Tailor your Social Story to the abilities and interests of the child</p> <p>Example:</p> <ul style="list-style-type: none"> • “I’m happy, I’m sad, I’m angry, I’m mad.” • “It’s just the way that I’m feeling now. I’ll wait awhile and it might change somehow.” • I’m feeling feelings every day. I’m experiencing emotions along the way.”
 <p>Step Nine</p>	<p>May include tailored illustrations</p> <p>Example:</p> <ul style="list-style-type: none"> • Pictures of the child with different emotions • Pictures of family vacations • Pictures in certain situations such as making transitions.
 <p>Step Ten</p>	<p>Title meets all applicable criteria</p> <p>Examples:</p> <ul style="list-style-type: none"> • I Love to Pretend • Getting Along with Others • Enjoying My Personal Space

After you read the story, ask your child 1-3 short, direct comprehension questions that refer to the “wh” questions. You want to make sure your child understands what’s happening in the story.

Examples:

- “What should you do when you start to feel like you can’t sit still any longer?”
- “What will we take with us in the car to keep you comfortable?”
- “Where are we planning to stop and take breaks?”

When you are in a situation that is relevant to the Social Story, provide reminders and reinforcement.

Examples:

- If you are in the car with your child and you see her begin to get antsy, you can say, “Remember in our story about you driving to the beach, if you felt like you needed a break, what did you do?”

Hopefully your child will remember that in the story, she learned to hug her teddy bear and ask if they could stop soon. If so, encourage her to try those strategies. Otherwise, you can remind her of them.

Any time your child utilizes the concept from the Social Story, use verbal praise to reinforce it to increase the likelihood it will happen again.

Even after your child has demonstrated the appropriate behavior or understanding of a situation or concept, remember to re-read the story occasionally so the knowledge is maintained.