

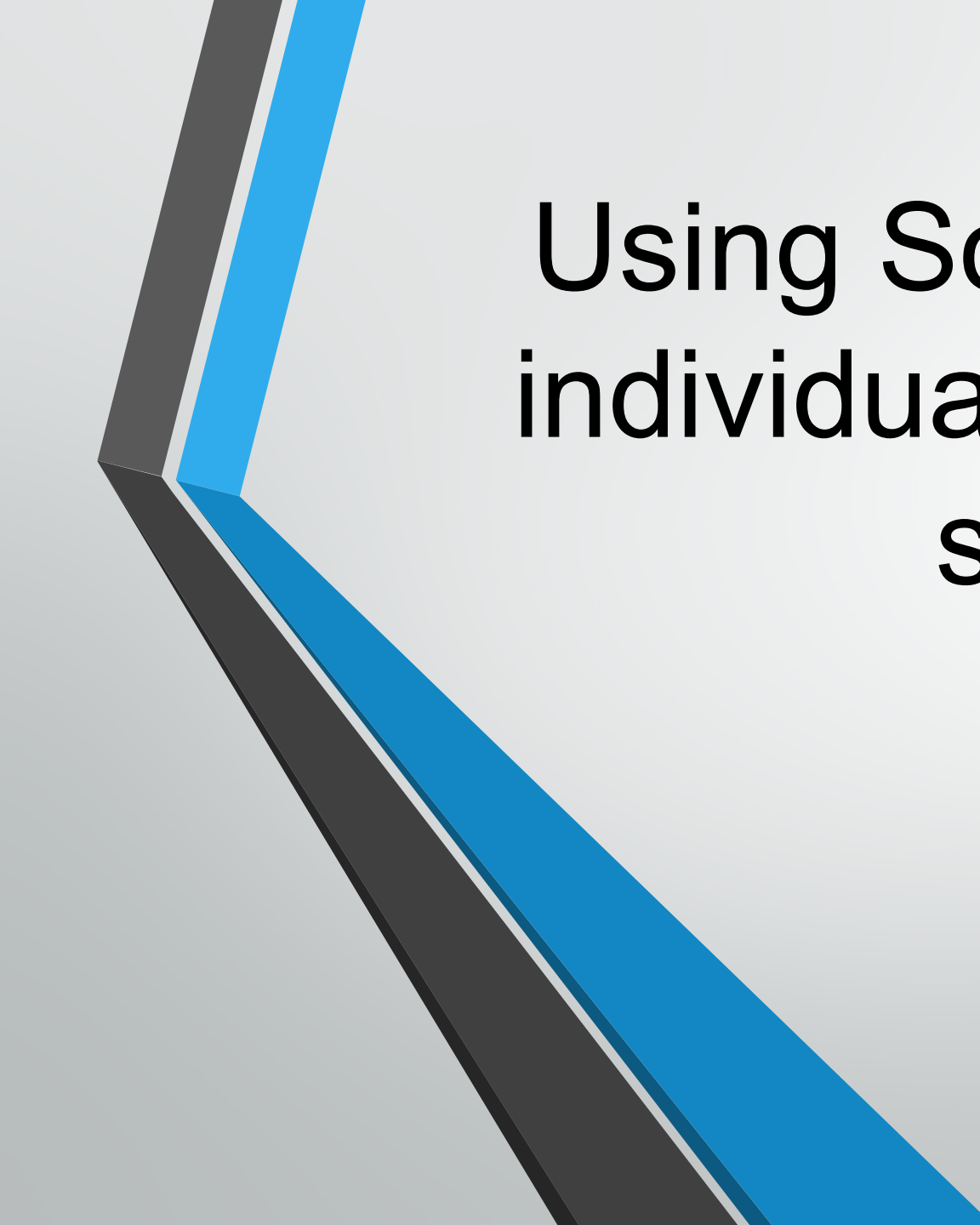
**Dr. Gail Deuce
(England)**

Sunday, June 20, 2021

02.00 – 03.00 p.m.

**CEST- Central European Summertime
(Germany)**

***„Using Social Stories
with individuals with CHARGE-
Syndrome“***



Using Social Stories with individuals with CHARGE syndrome

Dr Gail Deuce

German CHARGE conference

May 2021

What are social stories?

- A concept developed by Carol Grey (1991) to support learners with ASD in responding to, and managing social situations
- They are tailored to the individual and are a way of sharing information about social situations
- Can use objects, photographs, symbols, text, and pictures

Why might social stories be good for individuals with CHARGE?

They promote:

- Understanding
- Social awareness
- Self-calming
- Self-management
- Managing changes and the unexpected
- Reassurance for the future

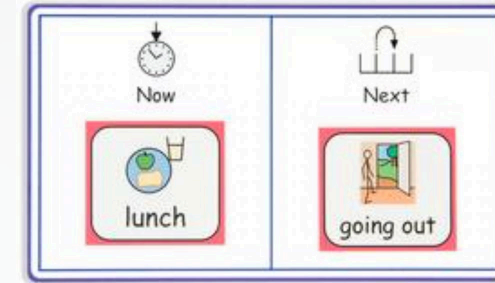
Social stories provide concrete visual supports



Visuals are permanent



Visuals allow thinking time



Visuals support transitions

Crossing the Street



Social Story

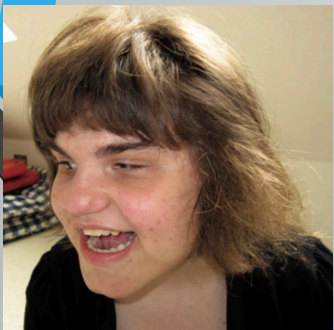
Visuals help to see what you mean



Visuals help all children



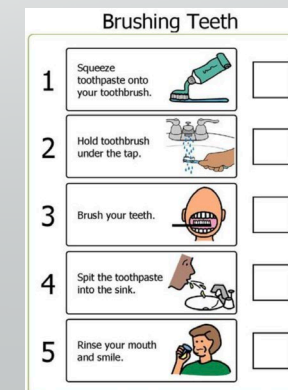
Visuals support independence



Visuals reduce anxiety



Visuals link home and school



Visuals are non-judgemental and do not express frustration, etc.

Supporting social interactions

- Develop social interactions by teaching specific social skills and cues
- Support understanding of how their peers are feeling
- Teach the rules of the game

Playing duck, duck, goose with my friends



Good ways to touch my friends at school



Give a high five



Have a sideways hug



Touch on shoulder
and say 'hi' or
'excuse me'



Everyone will be
happy

Supporting self-regulation of emotions and behaviour

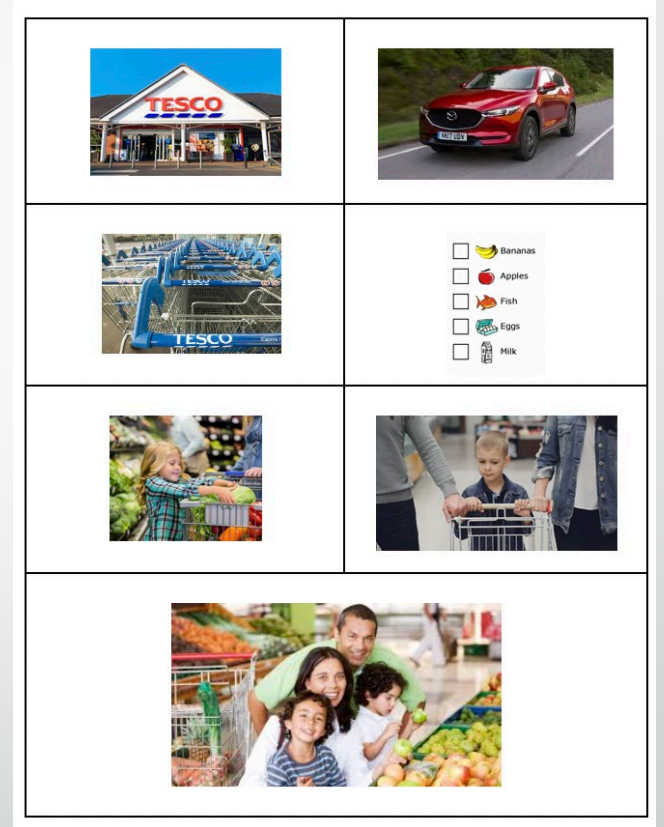
- Highlight target behaviours for self-regulation
- Give strategies for managing emotions etc.



 <p>Take 5 belly breaths</p>		 <p>Squeeze</p>
 <p>Blow bubbles</p>	 <p>Feeling angry, I can...</p>	 <p>2 laps on the scooter board</p>
 <p>5 minutes iPad time</p>		 <p>Go for a walk</p>
 <p>Everyone will be happy</p>		

Supporting independence and self-help skills

- Supports engagement in practical activities
- Sets out what will be happening
- Highlights what the child or young person is expected to do
- Help teach routines



Brushing My Teeth



Social Story

Provide strategies for managing potentially difficult situations

- Identifies potential coping strategies- gives a 'way out'
- Helps understanding of what is acceptable

YOUTH CLUB

When I go to youth club I can join my friends to....

 Play parachute games

 Play table tennis

 Play table football

If I don't want to be with my friends that is ok
I can....

 Have a cup of tea

 Go and sit in the beanbag chill area

 Ask to go back to school

Adam will have another visitor when he gets home

Lara has got a FRIEND COMING TO PLAY

maybe Adam can use his voice with

Lara and her friend

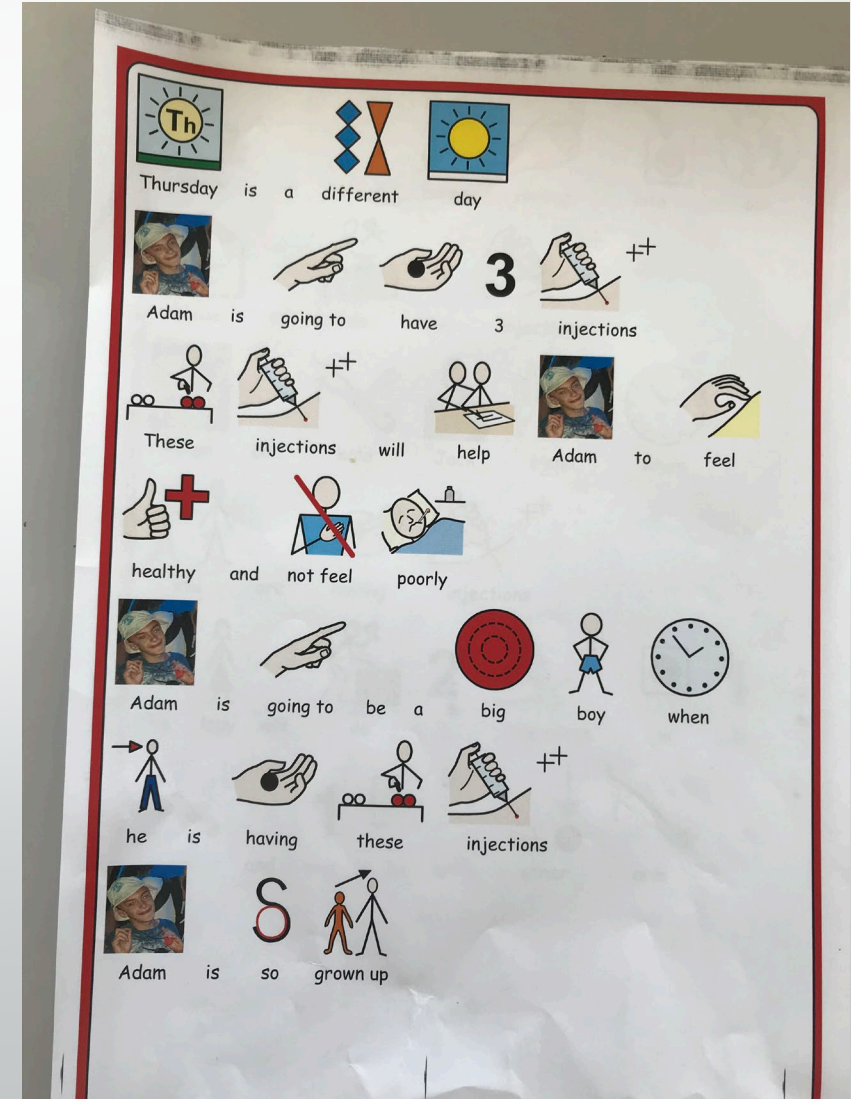
or have a chill in his room

then see Jack on monday

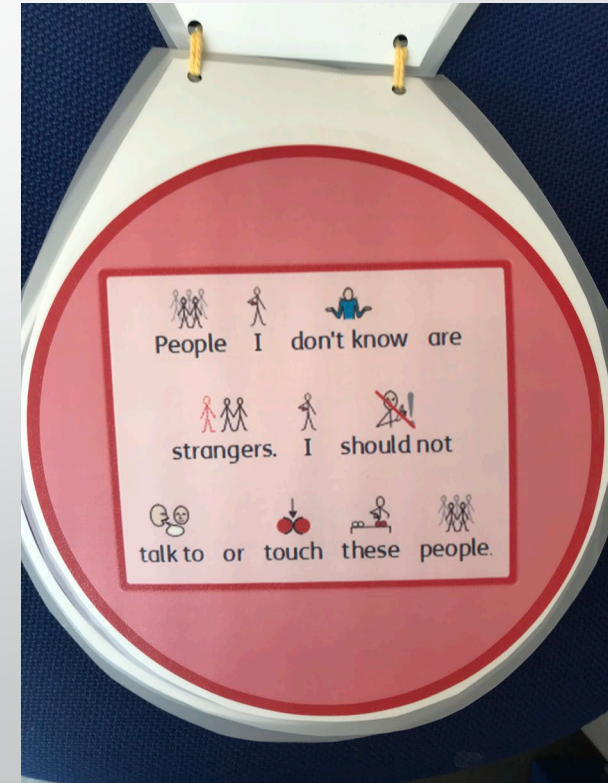
- Help prepare for something new



Mummy is having a baby

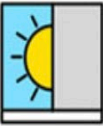













Keeping safe

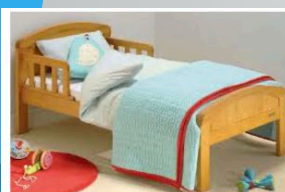


Support during the Covid 19 pandemic

Use of visual calendars to support understanding of what is to happen each day

	Monday	Tuesday	Wednesday	Thursday	Friday
 Morning	 School	 School	 School	 School	 School
 Afternoon	 No school	 No school	 No school	 No school	 No school

July 2020						
Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
		1  School	2  School	3  School	4  No school	5  No school
6  No school	7  No school	8  School	9  School	10  School	11  No school	12  No school
13  No school	14  No school	15  School	16  School	17  School	18  No school	19  No school
20  No school	21  No school	22  School	23  School	24  No school	25  No school	26  No school
27  No school	28  No school	29  No school	30  No school	31  No school		



Sleep



School
sweatshirt



School
transport



School



Key adult
working with
your child

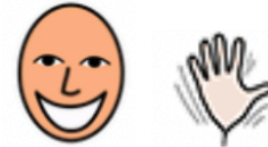
Do's and don'ts



Wash my hands lots of times



Use a tissue and put it in the bin when I cough or sneeze



Smile and wave at my friends



Sit on my own chair



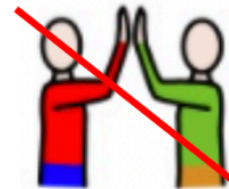
Play outside



Stay 2 metres away from people



Stay with my group all the time



High 5 other people



Share food



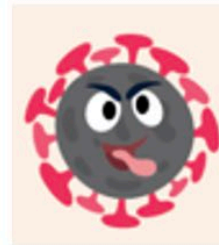
Hug other people



Hold hands



College has been closed. This is ok.



This is because some people have been sick with the corona virus.



Now it is safe for me to go back to college. This is ok.



I will follow the arrows when I walk around college

These things will stay the same:

- Adults (photographs)
- Peers (CYP to draw pictures of their friends)
- Travel/transport arrangements (photograph)
- Timetable elements that stay the same (draft timetable)
- Breaktimes (Photograph of area)
- Etc.

These things will be different:

(Supported by photographs and drawings etc.)

- Arrival at school/college
- Any new adults/peers; adults who have left
- 'Bubble' which peers will be included in this
- Routes around school/college (any one-way systems etc.) and new signage

- Changes to daily routine/structure and timetable (including suspended activities)
 - Handwashing and handwashing stations
 - No assembly/large group gatherings
 - Breaks/lunchtime
 - Changes to breakout space/playground and dining hall or where to eat lunch
 - Seating and classroom layout
 - Off-site visits
- Etc.



It is ok to feel sad or worried about going back



to college.



If I am sad or worried about going back to



college I can talk to mum and dad, and *name of adult/s*

Top tips for writing social stories 1

- Clearly identify the topic of the story
- Tailor it to the individual's abilities and developmental level
- Relate to the child's direct experiences where possible
- Involve the child or young person in writing the story when appropriate
- Ensure it is meaningful
- Write the text from child or young person's perspective
- State the facts
- Include thoughts and feelings of the child and others in the
- Use positive language and praise

Top Tips for writing social stories 2

- Address 'wh' questions as appropriate
 - Where? (context/place)
 - When? (time related information)
 - Who? (relevant people)
 - What? (important cues)
 - How? (activities, behaviours)
 - Why? (reasons, rationale behind them)
- Ensure there is literal accuracy and the meaning is clear
- Read new stories frequently and prior to challenging situations, then less frequently as behaviour/routine becomes established
- Review regularly and redraft as needed



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