



Helen Martin—Specialist Teacher of the Deaf
Anne Mckelvey —Specialist teacher Autism

6th November 2019

Joint working

audiology

families



Children and
young people

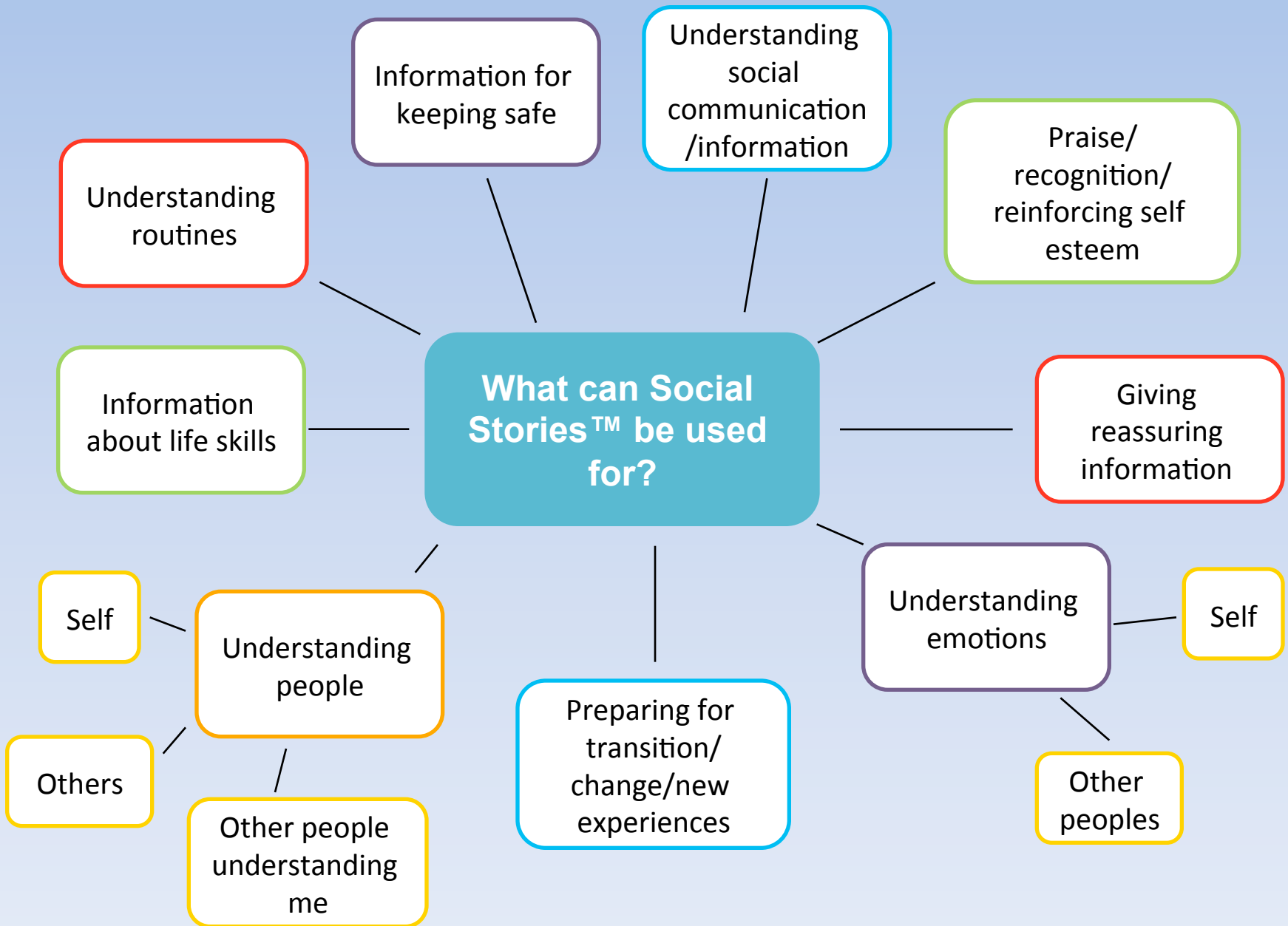
Teacher
of the
deaf

Specialist
teacher for
autism

What are Social Stories?

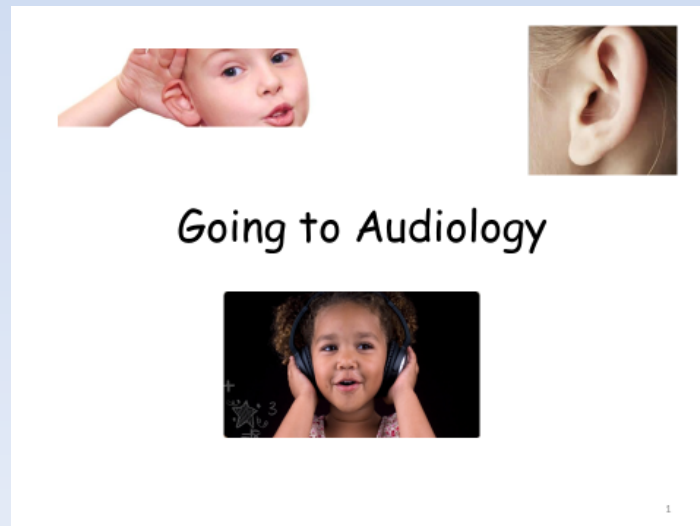
- Social Stories™ Carol Gray
- Other social stories
- Developed for children and young people with autism
- Follow specific guidelines
- Anxiety or unexpected behaviour in social situation may prompt you to write one
- Aim is to improve social understanding for the child/ young person

What can Social Stories™ be used for?



A social story for a visit to Audiology

- Photos – straight forward.
- Structure - a journey through the experience.
- Words- less straight forward.



Teacher of the deaf language v Teacher for autism language

We will go through the hospital and into
Audiology reception and maybe say
'hello'.



Here is the Reception. It is like the Office. I can say 'hello' to the Receptionist. How many computers can you see? Can you see the hand sanitizer on the wall?

If I sit really still the audiologist can look in my ear.

This is ok.

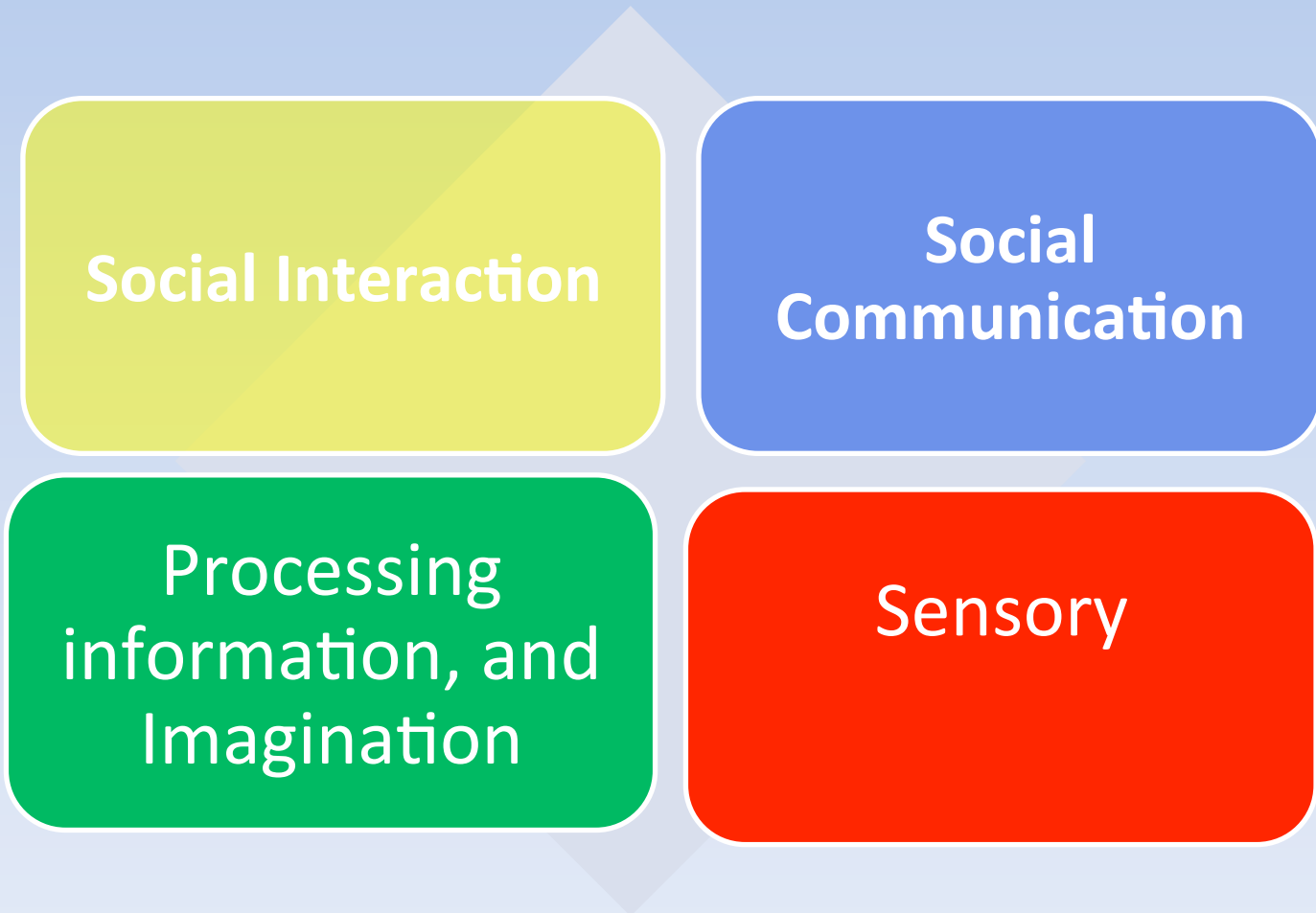


Here is the auroscope. It is like an ear torch. Tony uses the auroscope to look in my ears. Keep still – don't wriggle around!



Social Stories

4 areas of difference



What is different about a child with autism

- Difficulties understanding other people's thoughts or point of view (mindblindness)
- Getting the gist
- Communication/language
- Imagination, time perception, planning and memory
- Sensory Interests, Preoccupations, and Compulsions

Mindblindness

- Mindblindness (ToM – Theory of Mind) refers to being partially blind to the minds of other people.
- People with Autism have great difficulty understanding the point of view or the thoughts or feelings of someone else.
- Mindblindness is not an ‘all or nothing’ concept.

Theory of Mind in Deaf Children

- Many deaf children from hearing families are seriously delayed in developing ToM understanding. In fact, these children often continue to fail false belief and other standard preschool ToM tests well into middle childhood and beyond (Peterson 2009)
- Ensuring deaf children have access to language which promotes their understanding of thoughts and feelings of others is essential. (Helen Chilton)

Getting the Gist

- We draw together lots of information from a situation in order to make sense of it.
- Children /YP with ASC find this much more difficult and may focus in on small details.
- They often experience great difficulty understanding the gist of what is going on.

Language and communication

- Children with autism may develop language later than other children, have limited receptive and expressive language skills
- Contextual information can give words a different meaning:

‘The woman gave the man a belt’

- Children with autism find it difficult to change their perception of the word based on the context that is given – tend to focus on one interpretation

Imagination, time perception, planning and memory

- These are all related – children with autism have difficulties in all four areas.
- This can lead to difficulties with planning things for the future and understanding of the passage of time
- May lead to things like frustration at something getting delayed from this immediate moment

Sensory Interests, Preoccupations, and Compulsions

- Sensory interests: Interests to do with noise, touch, taste, smells and/ or visual experiences
- Preoccupations: Intensely held likings for activities, which go well beyond simple interests
- Compulsions are powerfully felt needs to carry out an action or series of actions (routines), often in the same order

Why do Social Stories™ help children with autism?

- ☐ They may describe the behaviour that is expected in specific situations and/or explain why others behave a certain way
- ☐ Written by the people who know the child best who can make the best guess as to **where** and **why** they have misread the social meaning
- ☐ Written with positive phrasing, often celebrating the child's skills and successes.
- ☐ Pleasant experience for the child because it is delivered in a positive context. Sometimes children read them independently
- ☐ Written for or with the child/young person and tailored to his or her ability and interests
- ☐ Enable a child / young person to plan in their minds or run-through beforehand the expected behaviours

How did Ria get on?

- We wrote the social story.
- Sent it home for mum to share with her.
- At the next appointment, Ria arrived in the testing room much calmer.
- We got consistent results from the hearing test and were able to demonstrate satisfactory hearing.
- The social story is now available on the Hospital Website and families are directed to it by audiology.



references

- <http://carolgraysocialstories.com/social-stories/what-is-it>
- **The New Social Story Book Paperback – 1 Jan 2010**
Carol Gray
- **A Guide to Writing Social Stories™: Step-by-Step Guidelines for Parents and Professionals Kindle Edition** by [Chris Williams](#) | [Barry Wright](#)
- Audiology Social Story-
<https://www.yorkhospitals.nhs.uk/seecmsfile/?id=1509>

A Guide To Writing Social Stories™ - Step-by-Step Guidelines for Parents and Professionals – Chris Williams and Barry Wright¹

