

# Carol's Club CAROL GRAY SOCIAL STORIES

Custom Social Stories™ Resources Created by Carol Gray for Members - February 18, 2020



## **Stories for Barry: People Think and Talk on Their Own**

Dear Carol,

It has been eye-opening reading your website and Social Stories. I'm so grateful that such a resource exists. My three-year-old son, Barry, was recently diagnosed with ASD. I feel that Social Stories may help to make him more comfortable. At the moment, he feels the need to control much of his environment. I think a Social Story might help. I'm unsure how to tackle it, or if I should start with a Story that is so direct. Barry is confused about pronouns, too, so I'm unsure which voice to use. Thank you!

Best wishes, Heather

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Heather and I live on different continents. I'm working from a distance, and I have encouraged Heather to consider and interpret my ideas with that in mind (she is the expert and her intuition rules). If Heather feels the Stories in this project need revision, we have agreed to work together until we "get it right." If you have a "Barry" of your own, keep in mind that every Story in Carol's Club is best regarded as a model or sample, a guide to developing a personalized version for your child, student, or client.

I have come to know Barry as a bright and engaging little guy! Heather reports that Barry:

- *is good at numbers (can count to 100 and back), letters (he's beginning to read), and singing (Barry sings, "Three Little Birds," by Bob Marley);*
- *likes learning new words, especially in different languages;*
- *loves books (stories and informative texts), animals and wildlife of all kinds;*
- *enjoys building with Duplo® blocks;*
- *likes to be outside;*
- *creates play scenarios with twigs, stones, and soft toys; and*
- *draws well and often processes things around him that way.*

Barry has a lot to say and often tries to get others to talk or behave in a certain way. As examples, Barry:

- *likes people to use specific words for things e.g., correcting "my sandwich" with "my lunch" or "my coat" with "my jacket;"*
- *wants people to use predictable tones, e.g., he might say "don't whisper," or want people to wear predictable things, saying, "take off your scarf inside, mammy;" and*
- *pretends a lot but, usually placing toys in different positions and makes up stories around them.*

Barry is more likely to try to arrange things "his way" if 1) his mom or parents are busy with something else, 2) an item, statement, or action is out of context (people wearing outdoor clothing indoors) or 3) someone behaves in an unexpected, unfamiliar, or atypical way (people standing while eating). Barry is less likely to comment on what others say and do when he is involved in something he really enjoys, like a trip to the swimming pool.

Heather's goal is to help Barry feel more comfortable with daily events that seem confusing and out of context to him. After several email exchanges to gather information, I decided to write a set of four Social Stories. Three of them focus on the idea that every person has a brain with unique talents and interests that they use to decide what they are going to say and do. The final Story demonstrates that several people may respond differently to the same item, in this Story, that item is a coffee mug.

## Stories for Barry

I saved each Story as both a PPT-PDF file to eliminate shifting of photos and text, and as a PPT file to make editing easier. The Stories listed below are intended to be used in sequence and have been numbered accordingly. The number of each Story is followed by an “a” or “b” to distinguish the PPT-PDF files (“a”) from the PPT (“b”) files.



### 1. “Barry’s Story About What Barry Thinks, Says, and Does”

The title says it all! I believe this will be Barry’s first Social Story, and I wanted it to praise something that Barry currently does well. Praise Stories are excellent as a child’s first Story. The Story is very positive and mentions Barry’s abilities and interests, but also may present new information. I limited the use of pronouns as much as possible, preferring to focus on the topic and teach “one thing at a time.” We can teach pronouns later.



### 2. “Barry’s Story About What Mum Thinks, Says, and Does”

Barry’s Story (above) is a StoryMaster for subsequent Stories that work together to build a concept. “Mum’s Story” has an intentionally similar title and text to create familiarity as we begin to expand this new concept. The illustrations are working as hard as the text in this Story, with the pictures in Mum’s thought symbol much different from Barry’s in the previous Story. I would recommend additional Stories for each family member following the same format.



### 3. “Barry’s Who Knows What Story”

This Story may be a little difficult for Barry, something that may be revised or used a little later. Barry is introduced to several adults in his community (among them construction workers, teachers, and veterinarians). I used several photos of each of these occupations to expand the concept – for example, two



young males, an older woman, and an older male. All are pictured caring for animals. The Story closes with a series of comprehension questions, for example, “Who knows how to help animals if they are hurt or sick?” On the question page, only one of the veterinarians is pictured. Barry may point to indicate his answer.

#### 4. “What Ten People and a Dog May Do With a Coffee Mug”



Barry sometimes corrects people when they are not responding as he anticipates or would like, or when their actions are out of context, unexpected, or take him by surprise. The first three Stories begin to lay the groundwork for this one. People, and their individual minds, goals, endeavors, and ideas, are what makes a coffee mug- and almost any other item - something else! It’s people who decide to use them for unscheduled and unintended purposes. This Story demonstrates how a coffee mug may be used for more than drinking coffee with pictures that include the person (or

persons) who determined its alternate use. Like “Barry’s Story About What Barry Thinks, Says, and Does,” this Story is also an excellent StoryMaster for subsequent Stories. The format of this Story may be applied to several items to establish this concept.

### **Coming Up Next in Carol’s Club**

Working on Barry’s project reminded me of several resources and (fun!) strategies to increase a child’s self-awareness and their knowledge of others. Many of them are fun ideas that work well and can be implemented on-the-run without taking up an extra second. They’re coming up next to an inbox near you!

### **Carol’s Club: To Be Continued!**

This is the final “on request” Carol’s Club project. For those of you who are new to Carol’s Club, welcome! It’s great to have you on board! And, to those of you who have been members previously, I sincerely thank you for your

requests, support, and enthusiasm that has placed over 60 projects in the ClubHouse since Carol's Club opened in October of 2017. Thank you!