

# Family Quick Guide:

# Introducing Social Stories

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From the work of [Carol Gray](#)

Social Stories and Social Articles were designed by Carol Gray to support children and adults with ASD. These stories or articles provide learners on the autism spectrum with missing information—this can include information about social communication or interactions, rules, expectations, or routines. In the case of the current pandemic and school closures, Social Stories and Social Articles are a safe and supportive way to provide children with information about the virus and the resulting social changes.

## Considerations When Introducing a Story

A *Social Story* can be used with a person of any age. A *Social Article* is written for older children or adults. They include more sophisticated vocabulary, more complex sentence and paragraph structures, and they are usually longer than Social Stories.

Whichever option you choose, be sure to provide support to your child as they experience the story or article.

## Introducing a Social Story

1. When introducing a Social Story, tell your child that you are going to read a story together and share the topic of the story.
2. You can read the story aloud to your child, take turns reading aloud with your child, have them read it aloud to you, or read it silently to yourselves at the same time.
3. Then review the most important information from the story. Allow your child to ask questions about the story or topic.
4. Revisit the story on a regular schedule. Children need multiple exposures to new information to process it. Reading the story together daily for several days is a good starting point. Consider your child's individual needs and adjust up or down from there.
5. Make time to discuss the story or for your child to ask questions after each reading.



## Introducing a Social Article

1. When you introduce a Social Article tell your child that you have an article to share with them and tell them the topic of the article.
2. As with a Social Story, you can read the article aloud to your child, take turns reading aloud, etc. You can also allow them to read it independently.
3. Next, review the most important information from the article. Allow your child to ask questions about it.
4. Revisit the article on a regular schedule. Most people need multiple exposures to new information to process it. Encourage your child to reread the article multiple times over a few days and make time to discuss the article, or for your child to ask questions, after each reading.

