

Social Story Checklist

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| 1. | Is there an introduction, body and conclusion? | ✓ | X |
| 2. | Does the story answer the relevant “wh” questions? Sometimes, many of these questions may be answered in a single (often opening) statement. | ✓ | X |
| 3. | If the story is written for a young student, is it written in the first person, as though the student is describing the event? | ✓ | X |
| 4. | Does the story have a positive tone? If negative information is included, is it stated carefully using a third person perspective? | ✓ | X |
| 5. | Is the story limited to one or two directive sentences? | ✓ | X |
| 6. | Is the story literally accurate? Can it be interpreted literally without altering the intended message? | ✓ | X |
| 7. | Is alternative vocabulary used in place of terms that may cause the person with a Neurodevelopmental Condition to become upset or nervous? | ✓ | X |
| 8. | Is the text written with consideration of reading ability and the attention span of the person with Neurodevelopmental Conditions, using visual supports to enhance the meaning of the story? | ✓ | X |
| 9. | If illustrations are used, are they developed and presented with consideration of the ability of the person with a Neurodevelopmental Condition? | ✓ | X |
| 10. | Has an effort been made to incorporate the student’s interests into the format, content, illustrations, or implementation of the story? | ✓ | X |
| 11. | Has the social story been checked over with the child before writing the final version? | ✓ | X |
| 12. | Overall, does the story have a patient and reassuring quality? | ✓ | X |