

Social Story Checklist

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 Autism to become upset or nervous? ✓ X
8. Is the text written with consideration of reading ability and the attention span of the person with Autism, 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 Autism? ✓ 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