



SOCIAL NARRATIVE

MY SOCIAL NARRATIVE FOR VISITING TPAC

This Social Narrative will help improve understanding of expectations during unfamiliar events.



TPAC

505 Deaderick Street
Nashville, TN 37243

www.tpac.org/education

*Caregivers can access a PDF copy of this support at www.tpac.org/education.

Using a Social Story™ Tip Sheet



VANDERBILT KENNEDY CENTER
TREATMENT & RESEARCH INSTITUTE FOR AUTISM SPECTRUM DISORDERS

What is a Social Story™?

Many people with Autism Spectrum Disorder (ASD) and other related disorders benefit from having a written guide for situations that may be new, scary, or confusing. A Social Story™ is a helpful way to provide a guide for visiting the Tennessee Performing Arts Center (TPAC).

The goal of a Social Story™ is to help your child understand the situation and to help decrease anxiety that comes from entering an unknown situation. Social Stories™ can be used to describe other unfamiliar social situations or environments such as a birthday party, school field trip, having a substitute, etc. Social Stories™ give individuals social information through pictures and text instead of spoken word, which can be difficult for individuals with ASD.

Social Stories™ are part of a category of interventions known as story-based interventions or social narratives. They have had significant research showing the effectiveness of their use to be considered an established treatment for children with ASD. For more information about evidence-based treatments, go to The National Professional Development Center on Autism Spectrum Disorders at <http://autismpdc.fpg.unc.edu/>. Social Stories™ were created by Carol Gray; for more information visit, www.thegraycenter.org.

How Can I Use It to Help Prepare my Child for Visiting TPAC?

If knowing the details about coming to TPAC ahead of time will relieve anxiety, have your child read the story a few days prior to the visit. By reviewing the story, it will help create predictability about a new or unknown social situation and environment. While reviewing the story with your child, you can answer other questions your child may have.

If reading the story ahead of time will make your child more anxious, wait until just before (for example, the morning of or in the car on the way) to give them the story. Have your child read the parts of the story that explains what is happening at each particular step during the visit.

Tips for Writing a Social Story™

- Describe what is going to happen in the situation rather than directing your child on what they should do.
- Accurately describe the situation in detail. Focus on aspects of the situation your child may find difficult (for example, meeting new people, waiting in a waiting room, or certain lights and smells).
- Focus on important social cues, events that might occur, actions or reactions that might be expected, and why the event is occurring.
- Write from your child's perspective (for example, such as "I will be going to TPAC. I may..." or "John is going to TPAC. He may...").
- Use positive, concrete language.
- Try to avoid using absolutes. For example, instead of writing "I will get a ticket to give to the usher to see a show at TPAC," write "I **may** get a ticket to give to the usher to see a show at TPAC".
- Some children may respond best to breaking down each task that will occur during the procedure in a detailed way. This may make other children more anxious and, for that child, a more general story might be better.

I am going on a field trip to the Tennessee Performing Arts Center (TPAC) with my class.

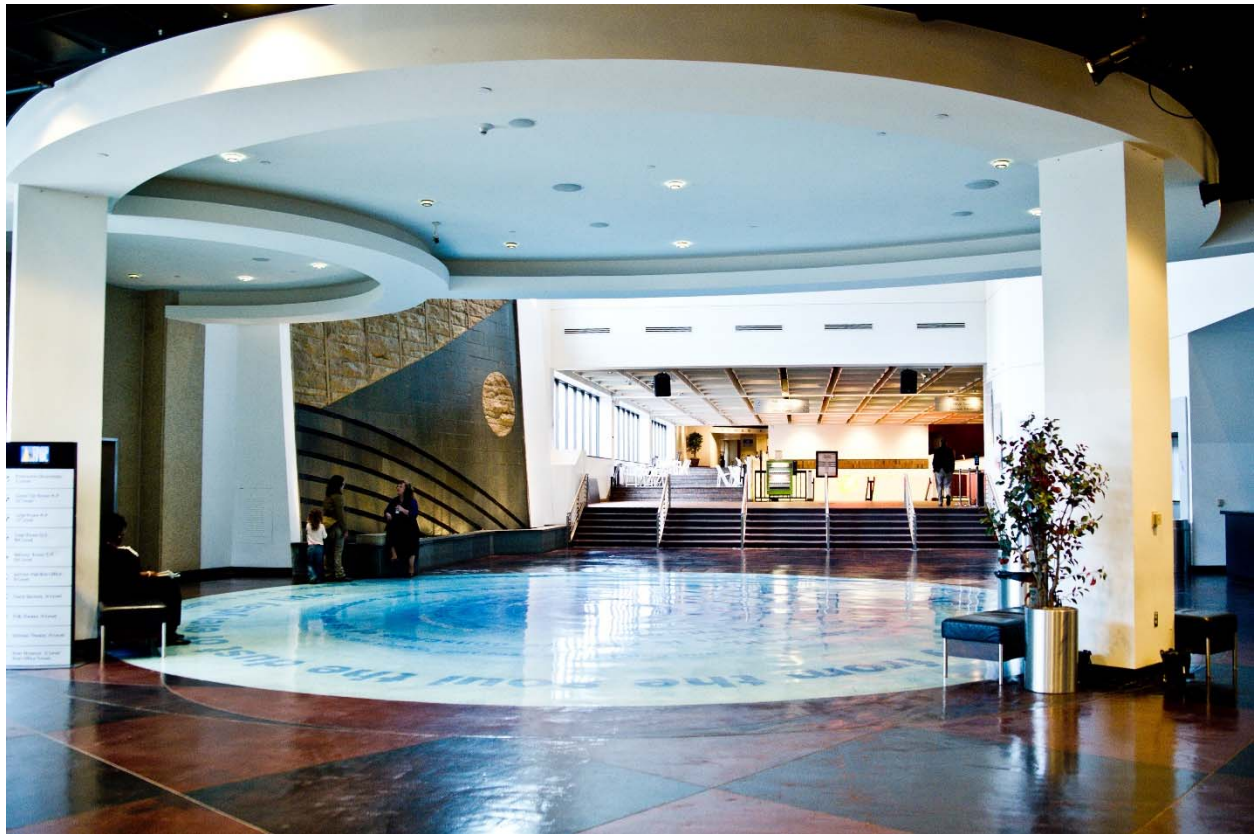
We will ride on a bus to the TPAC building.



When we arrive, there will be bus parkers in red vests and police officers telling the bus driver where to park. The bus driver might drop us off at the door before parking. My teacher will let us know what to do.



When we get off the bus, we will go into the building. Someone from TPAC will greet our teacher in the lobby and show us where to go.



There might be a lot of people in the lobby. We may have to wait for a little while. While we are waiting, I will try to stay in line with my group and talk in a quiet voice. A quiet voice means my group can hear me but the people waiting near me cannot.

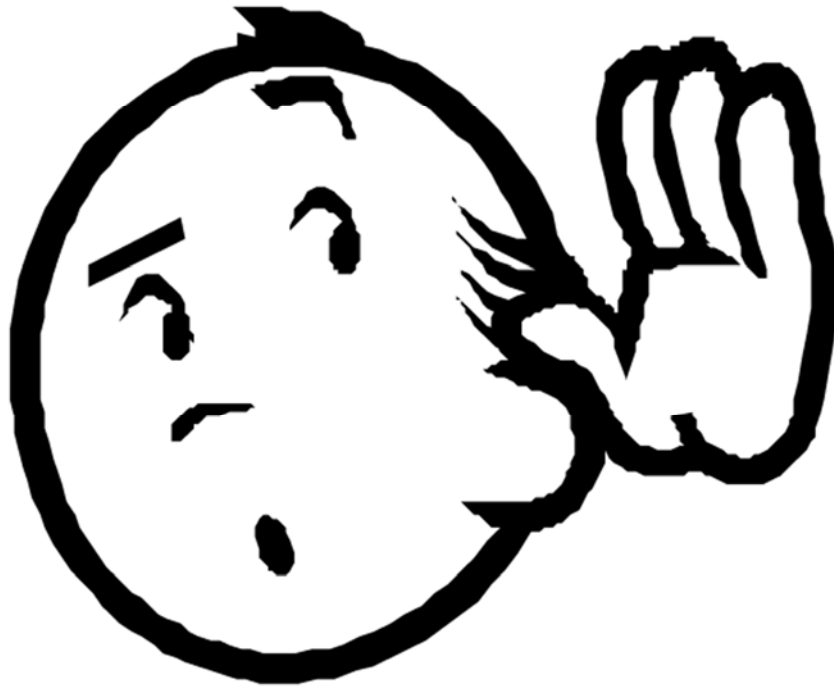
The lobby might be crowded and noisy. People might bump in to me. If it is too crowded or noisy, I can cover my ears, or ask my teacher to go to a quiet space.



WAIT

While we're waiting, I might hear announcements or other noises being made in the lobby. These sounds may be loud. I can cover my ears until they are done. I will try to stay calm and wait for my teacher to tell me where to go.

HEAR



If I need to go to the bathroom, I can ask my teacher for a bathroom break. The bathroom may be busy or noisy. I may need to use the toilet and wash my hands when it is quieter inside the bathroom.



Someone from TPAC will tell us when it is time to enter the theater. I will line up with my friends and wait for an usher to show us to our seats.



Inside the theater might be dark, and the lights on the stage might change. I might hear music or other sounds. If it is too loud, I can cover my ears or ask my teacher to go to a quiet space.

An usher will show us where to sit. I will try to sit with my feet on the floor and wait for the show to start. Other people might need to walk in front of me to get to their seats or to leave the theater. I will try to be helpful by moving my feet out of the way. They might touch me accidentally when they walk by. It will be okay.



While I am in the theater, I will try to be a respectful audience member by staying in my seat and watching the performers on stage.

If I see something I like during the show, I can clap my hands. Other people sitting by me might clap and laugh at things too.



If I need a break, I can tell my teacher. If I need to stand up near the exit I can ask my teacher. If I need to exit the theater to the lobby or a quiet space I can ask my teacher. I will try to wait for my teacher to tell me what to do. I can go back to my seat in the theater when I am ready.

If I feel nervous or scared I can ask my teacher for a break. If I hear sounds that are too loud, I can cover my ears or ask my teacher to go to the lobby or a quiet space. I can go back to my seat in the theater when I am ready.

Quiet Room



I will know the show is over when the performers take a bow. If I like the show I can clap my hands. People around me might clap too. The clapping might be loud, but it won't last long. If the clapping is too loud, I can cover my ears until it is over.



When the show is finished, I may have to wait for a little while before my group can leave. When I am waiting, I can talk quietly to my friends and I will try to stay in my seat. The ushers will show us the way to the lobby. I will try to stay in line with my class.



WAIT

The ushers will show us the way to the lobby.
Then we will go back to the bus, and ride back
to school.

It might be a fun day at TPAC!

