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# MODULE 3

## INTRODUCTION TO SOCIAL STORIES

Upskilling Preservice Teachers to Support Young Children with Autism  
Spectrum Disorder through Digital Social Stories

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Prepared by

Gonzalo Jover, The University of Complutense in Madrid

Laura Camas Garrido, The University of Complutense in Madrid

Esther Rodrigues Quintana, The University of Complutense in Madrid



# 4.MODULE 3 - Introduction to Social stories

## 4.1 Module objectives & prerequisites

By the end of this module, students will be able to:

- Explain the origin and philosophy of Social Stories, identifying their conceptual foundations and evolution.
- Define what Social Stories are, their purpose, and main characteristics, demonstrating an understanding of their educational function.
- Evaluate the benefits of Social Stories for students with autism and other neurodivergent profiles, recognizing their impact on learning and inclusion.
- Recognize the key elements of a Social Story and the use of descriptive, perspective, and directive sentences.
- Analyse how the content of a Social Story is organized, considering the use of language and visual supports in print and digital formats.
- Recognize how to apply Social Stories in different contexts, such as daily routines, emotional regulation, specific behaviours, and social situations.
- Identify strategies to implement and integrate Social Stories into teaching practice, adapting them to the needs of students and the educational environment.
- Create educational scenarios using the Social Stories format.

Before starting this module, students are expected to have:

- Basic understanding of child development: Knowledge of general developmental milestones in early childhood (ages 3–7), with a focus on cognitive, social, and emotional development.
- Basic technology literacy: Familiarity with digital tools and resources, as these will be used to design and implement Social Stories and other assistive technologies in the classroom.

Modul 3	Contact hours		Self-study
	Lectures	Workshops/Seminars	
	2	3	2

## 4.2 Module learning outcomes

Knowledge	K7 - Explain the theoretical foundations and origin of Social Stories, including their development and relevance in educational contexts.
	K8 - Describe the key components and structure of a Social Story
	K9 - Identify the characteristics, purpose, and potential applications of Social Stories, particularly in supporting neurodiverse learners such as those with ASD.
Skills	S9 - Examine the structure and organization of a Social Story, focusing on the choice of language and the integration of visual elements in both printed and digital formats.
	S10 - Create social stories scenarios, developing contextualized and functional examples
	S11 - Assess the effectiveness of Social Stories in classroom contexts using observational or feedback data
Competence	C9 - Evaluate the possible impact of Social Stories on student engagement, behaviour, and emotional development
	C10 - Reflect on the conditions that social stories must meet for educational use with Children with ASD

## 4.3 Syllabus & topics

	Type	Topic	Self-study activity	Resources	Hours
1	Lecture	Pedagogical foundation of Social Stories - History, purpose, and main characteristics of Social Stories - Benefits of Social Stories for students with autism and other neurodivergent profiles - Key elements and organization of a Social Story	- Study of examples of social stories from Carol Gray Social Stories Sampler: <a href="https://carolgraysocialstories.com/social-stories/social-story-sampler">https://carolgraysocialstories.com/social-stories/social-story-sampler</a>	Cull, K.F. (2025). What is a Social Story? Featuring Carol Gray: <a href="https://undivided.io/resources/what-is-a-social-story-featuring-carol-gray-2202">https://undivided.io/resources/what-is-a-social-story-featuring-carol-gray-2202</a>  Riga, A, Ioannidi, V, Papayiannis, N. (2021). Social stories and digital literacy practices for inclusive education. <i>European Journal of Special Education Research</i> , 7(2), <a href="https://www.oapub.org/edu/index.php/ejse/article/view/3773">https://www.oapub.org/edu/index.php/ejse/article/view/3773</a>	1
2	Lecture	Implementing Social Stories for children with ASD - Techniques for organizing a Social Story - Strategies of application	- Find, watch, and analyse videos on the use of Social Stories to work with Children with ASD (eg <a href="https://www.youtube.com/watch?v=YIEaL9Jk7jY&amp;t=184s">https://www.youtube.com/watch?v=YIEaL9Jk7jY&amp;t=184s</a> )	NASET, Strategies for Social Skills for Students with Autism Spectrum Disorder: <a href="https://www.naset.org/fileadmin/user_upload/Autism_Series/Strategies_for_Social_Skills_for_Students_w_ASD.pdf">https://www.naset.org/fileadmin/user_upload/Autism_Series/Strategies_for_Social_Skills_for_Students_w_ASD.pdf</a>	1
3	Workshop	Creating educational scenarios using the Social Stories format		Social scenarios: What are they, where do they come from, and how do they be created? <a href="https://www.emoface.fr/en/social-scenarios-what-are-they-where-do-they-come-from-how-to-create-them">https://www.emoface.fr/en/social-scenarios-what-are-they-where-do-they-come-from-how-to-create-them</a>	2
4	Workshop	Presentation and discussion of the scenarios			1

## 4.4 Teaching, learning methods & Techniques

- Interactive lectures
- Group discussions
- Workshops
- Review of research articles
- Reflection and self-assessment
- Peer Feedback

## 4.5 Proposed assessment methods

Method	Description	Weight
Written Reflection	Short written essay on the benefits of Social Stories to work with Children with ASD	20 %
Practical Assignments	Design of scenarios for social stories, identifying the situation, characters, and behaviour or skill to be encouraged	30 %
Group presentation	Peer evaluation of the presentations of the designed scenario, including its theoretical bases	30 %
Participation	Self-assessment of active participation in workshops and group activities,	20 %

## 4.6 List of materials

\*All materials are included in APPENDIX C

1. Presentation:
  - Introduction to Social Stories (Appendix C.1)
2. Worksheets:
  - Essay template (Appendix C.2)
  - Social stories scenarios template (Appendix C.3)
  - Peer evaluation form (Appendix C.4)
  - Self-assessment form (Appendix C.5)
3. Digital Resources:
  - Cull, K.F. (2025). What is a Social Story? Featuring Carol Gray: <https://undivided.io/resources/what-is-a-social-story-featuring-carol-gray-2202>
  - Riga, A, Ioannidi, V, Papayiannis, N. (2021). Social stories and digital literacy practices for inclusive education. European Journal of Special Education Research, 7(2), <https://www.oapub.org/edu/index.php/ejse/article/view/3773>
  - NASET, Strategies for Social Skills for Students with Autism Spectrum Disorder: [https://www.naset.org/fileadmin/user\\_upload/Autism\\_Series/Strategies\\_for\\_Social\\_Skills\\_for\\_Students\\_w\\_ASD.pdf](https://www.naset.org/fileadmin/user_upload/Autism_Series/Strategies_for_Social_Skills_for_Students_w_ASD.pdf)
  - Emoface (2021). Social scenarios: What are they, where do they come from, and how do they be created? <https://www.emoface.fr/en/social-scenarios-what-are-they-where-do-they-come-from-how-to-create-them>

4.7 Detailed class plan

Lecture - Pedagogical foundation of Social Stories		
Segment	Learning Activity	Materials & Resources
History, purpose, and main characteristics of Social Stories	Carol Gray and the development of Social Stories. What are social stories? Philosophical roots of the methodology	Slides 1–6 (Appendix C.1) Article: Cull, K.F. (2025). What is a Social Story? Featuring Carol Gray <a href="https://undivided.io/resources/what-is-a-social-story-featuring-carol-gray-2202">https://undivided.io/resources/what-is-a-social-story-featuring-carol-gray-2202</a>
Benefits of Social Stories for students with autism and other neurodivergent profiles	Benefits in relation with themselves Benefits in relation with the others	Slide 7 (Appendix C.1)
Group discussion	Discussion of paper	Article: Riga, A, Ioannidi, V, Papayiannis, N. (2021). Social stories and digital literacy practices for inclusive education. European Journal of Special Education Research, 7(2)
Key elements and organization of a Social Story	Steps for creating social stories Gathering information Composing a social story Examples of social stories	Slides 8-16 (Appendix C.1)

Lecture - implementing Social Stories for children with ASD



Segment	Learning Activity	Materials & Resources
Techniques for organizing a Social Story	Relating text and image Ordering the elements Finishing an incomplete story	Slides 17–20 (Appendix C.1)
Strategies of application	Personalizing the story Teacher modeling Role - playing Using social scripts Reviewing the steps Moving contexts	Slides 21-26 (Appendix C.1)
Group discussion	Discussion of paper	Strategies for Social Skills for Students with Autism Spectrum Disorder.

**Workshop - Creating educational scenarios using the Social Stories format**

Segment	Learning Activity	Materials & Resources
Group discussion	Discussion of paper	Emoface (2021). Social scenarios: What are they, where do they come from, and how do they be created?
Group working	Planning the key elements of the social story: situation, characters, behaviour or skill to be encouraged Script writing and image design Producing the social story Deciding the strategies of application	Social stories scenarios template (Appendix C.3)

**Workshop- Presentation and discussion of the scenarios**

Segment	Learning Activity	Materials & Resources
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Group presentation	Presentation and justification of the scenarios designed	- IT resources for presentations CANNOT FIND THAT MATERIAL
Peer evaluation	Peer assessment of the presentations	Peer evaluation form (Appendix C.3)
Self-evaluation	Self-assessment of personal work in the module	Self-evaluation form (Appendix C.4)