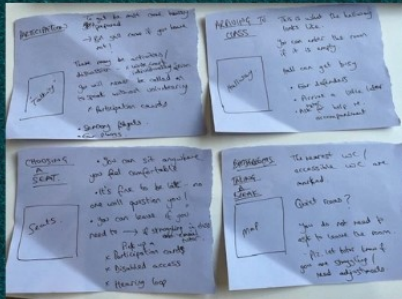


SOCIAL STORIES FOR TRANSITIONS



Deborah Johnson, Caroline Keenan, Rachel Griffiths, Jo Sutherst

SUPPORTING TRANSITIONS AND POSITIONING STUDENTS AS CO-CREATORS IN DEPARTMENT'S APPROACH TO INCLUSION



Social Stories (Carol Gray) are concise, visual stories detailing how to navigate a context or concept. To create our social story we broke down engaging with lectures and seminars into discrete elements and gave information about what to expect and possible adjustments for each.

The story is central on ELE2, emailed to students and referenced during classes.

Our resources are editable and available to amend for your course.

AN INCLUSIVE CLASSROOM USES A SOCIAL STORY TO DETAIL WHAT STUDENTS CAN EXPECT IN ALL CLASSROOMS AND OUTLINE POSSIBLE ADJUSTMENTS. PRACTICES BENEFIT ALL STUDENTS AND THE SOCIAL STORY HELPS NORMALISE CONVERSATIONS ABOUT DIFFERENCES.



Social Story

These four key elements underline our approach to inclusive classrooms. These practices support a move away from Individual Adjustments and towards Universal Design for Learning.



Participation Cards

Open and explicit discussion around difference helps to foster student co-creation and scaffolds conversations about where students may experience further barriers to learning and engagement.



Classroom Bottom Lines

Inclusive classrooms benefit all students, but are particularly useful for students with 'spikey' skill sets.



Stim Toys

Although we began the project by focusing on students, successful implementation is dependent on staff understanding and upholding the pedagogies, bottom lines and practices detailed in the social story. The project is therefore as much about transforming staff understanding and practice as it is student experience. It is not a 'quick fix'.

"I FEEL LIKE A PERSON HERE FOR THE FIRST TIME IN EDUCATION!"



Please use this QR code to view our Staff Guide or contact the project team. Thanks!

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