



Social Narratives

Social narratives can teach new social skills and encourage students with social-emotional challenges to regulate their behavior through simple stories. Involve the student in writing the narrative and use the first-person. Include a sentence that describes the feelings and thoughts of others to help the student learn perspective-taking. Prompt the student to review the narrative frequently.

Determine when the student will review the narrative (e.g., at the beginning of the day, right before recess, before a difficult class, etc.). Initially, the student will need a model of how to do the behaviors described in the narrative. Practice or role-play the suggested behaviors during the review of the narrative. Gradually the student can read and review the narrative on his own. Peers can also help students when appropriate. Coach and prompt the student to use the positive behaviors suggested in the narrative in situations where needed. Verbally reinforce the student when he demonstrates he is able to change his behavior.

The social narratives listed below are examples of ways to write narratives for each feeling presented in the Kimochis™ Feel Guide: Teacher's Edition. Be sure to write the narrative so that it is individualized for each student's age, developmental level, situation and experience. A younger child might need simple language paired with pictures or photos.

Feeling Lesson: Happy (page 129)

How to Make My Friends Happy

Sometimes I see that my friends feel cranky, sad, shy, frustrated or mad. I will try to think about what I could say and do to make my friends feel better. I could say, "*Can I help you with that?*" or "*Here's Cloud. Maybe he will make you feel better.*" I feel happy when I cheer up my friends.

Feeling Lesson: Sad (page 137)

I Can Get Sad

Sometimes kids tease me because I get sad about something. It can make me feel mad, but I will try to stay calm and stick up for myself even though it's hard. I will remember to use a serious voice, face and words when I talk. So, the next time I get teased, I will try to remember to:

1. Say the person's name.
2. Pause.
3. Use a serious face and voice.
4. Say calmly, "I asked you to stop. STOP!"





Social Narratives (continued)

Feeling Lesson: Mad (page 143)

When I Get Mad I Use My Helpful Words

Sometimes I get mad about things that happen at school. When I'm mad, I might use fighting words. My teacher and classmates can get upset when I use these words. I will try to use helpful words like, "I better cool down a little" or "I'm really mad right now, but it's ok." When I use helpful words, my problem will get better.

Feeling Lesson: Brave (page 156)

I Can Be Brave

Sometimes kids say things that hurt my feelings. Then I feel sad and even mad. But I can remember to think forgiving thoughts and forget about it. If I don't, I might get more upset. If someone keeps hurting my feelings, I can use my talking face and voice, and say, "You keep doing the same thing, please stop."

Feeling Lesson: Left Out (page 165)

I Can Help Kids Who Feel Left Out

Some kids can be really bossy. They will leave out some kids from their games or conversation. When this happens, those kids can feel very sad and hurt. But, I will try to remember to make room for everyone. When I see that someone is feeling left out, I will use my nice, talking voice and say:

1. We let everyone play.
2. You can play.
3. Come on, let's play!
4. Let's talk.

Feeling Lesson: Silly (page 181)

When Being Silly Can Be Hurtful

Sometimes kids can get TOO silly and it's not funny anymore. It can be annoying and sometimes I might say something that is hurtful to them. I can say a sentence to them using my talking voice and face. I can remember to say, "Stop it. I know you are trying to be funny, but it's not funny to me. Thanks."





Social Narratives (continued)

Feeling Lesson: Frustrated (page 191)

When I Get Frustrated

Sometimes I can get really frustrated when (add the student's area of difficulty). I think it's too hard and I don't want to do it. Sometimes I can get really mad and I might (describe behavior). My teacher and other kids don't really like it and it usually makes me feel worse. I have some positive words I can think (or say) when I get frustrated. I can say:

1. "I can do this."
2. "Stay calm."
3. "I'm not going to give up."
4. "I'm really frustrated. I better ask for help."

Feeling Lesson: Curious (page 199)

I Can Be Curious

Sometimes I get so excited about (favorite topic) that I can talk and talk about it. Then I don't listen to what other people say or I don't ask them about their favorite thing. This can make my classmates frustrated, and sometimes, they don't want to talk to me. I will try to remember to ask my classmates what they like or what they are excited about. When they answer, I will listen and make a comment like, "That's really interesting."

Feeling Lesson: Cranky (page 207)

I Can Get Cranky and Be Bossy

Sometimes I can get cranky and I start to act bossy. When I am bossy, I might say hurtful things to people. I don't mean to be that way, but I can apologize for being bossy. I can use my talking face and voice and say the words, "Sorry, that was bossy." I can also remember to use my "strategy" to help me get out of a cranky mood. My strategy is _____ (see page 63 for ideas on calming strategies).





Social Narratives (continued)

Feeling Lesson: Hopeful (page 214)

I Can Be Hopeful

Sometimes I can feel mad, sad or frustrated because things don't go the way I want them to. I start to think hopeless thoughts, like, "I'll never get (name a difficult experience for the student). Thinking these thoughts just makes me feel worse. I will try to think hopeful thoughts. I can use my positive words to help me stay hopeful. I will try to remember to think, "I feel (mad, sad, frustrated), but I hope_____."

Feeling Lesson: Proud (page 208)

Proud

Sometimes things are really hard for me like (name a difficult task for the student). When I try something new, I am very proud of myself. But sometimes kids will say something unkind when I share my happiness. They might say things like, "So what?" or "Who cares?" This really hurts my feelings, but I know that I can bounce back. When kids say unkind things to me when I'm happy, I will remember to use my talking face and voice, and talk about something else.

