



Summary

What is a Scripted Story, anyway?

- A scripted story is a short, descriptive story that provides information about a social skill, circumstance, or event.

What's the Point?

- Teaches a social skill or emotion in a concrete, age-appropriate way.
- Helps children understand social and environmental expectations.
- Can help prevent challenging behaviour by more appropriate ways to communicate feelings.
- Helps prepare children for new experiences or change in their environment.
- Supports children to express their feelings in a healthy way.
- Supports children to engage in meaningful social interactions.

How Do I Do This?

- Choose **one** target skill, feeling, behaviour, or circumstance.
- Write a “script” for the story. Include 1-2 simple, descriptive statements per page.
 - what the skill/feeling is,
 - why the skill/feeling is important,
 - how to demonstrate the skill/feeling, and
 - the outcome.
- Use first-person perspective and positive language (e.g., “I can wait patiently” vs “I won’t push”)
- Read the story with the child(ren) when they are calm.
- Work with children/families to make personalized copy for home.

How Will the Children Participate in This Practice?

- Children are represented in scripted story photos where appropriate.
- Children have regular access to scripted stories.
- Children will engage with scripted stories with one or more peers.
- Children engage with a scripted story when read to by an educator.
- Children start to communicate feelings in a healthy way.

Checklist

Task	Complete?
Educators decide on skill/emotion/circumstance to script.	
Educator uses ASaP scripted stories as a template/starting point.	
Educator modifies script/photos to fit their learning environment.	
Educator takes photos of the child(ren) or inserts images from preferred source (e.g. Google Images).	
Educator prints story, single-sided.	
Educator creates additional copies for home/child/school/other rooms/etc with input from families and others.	
Educator laminates/protects and binds each copy of the story.	
Educators introduce the scripted story to the child(ren).	
Educator has a copy of the story available in the playroom book area.	
Educators acknowledge child(ren)'s feelings in real-life situations.	
Educators remind child(ren) of healthy ways to communicate their feelings in real-life situations.	
Educators document child(ren)'s positive engagement with scripted stories, including healthy ways they are communicating their feelings, with families.	

Children develop a sense of self [when they grow] in their capacity to express feelings, concerns, and needs.

Makovichuk, Hewes, Lirette & Thomas, 2014, p. 93

Flight: Alberta's early learning and care framework.

Retrieved from www.flightframework.ca

