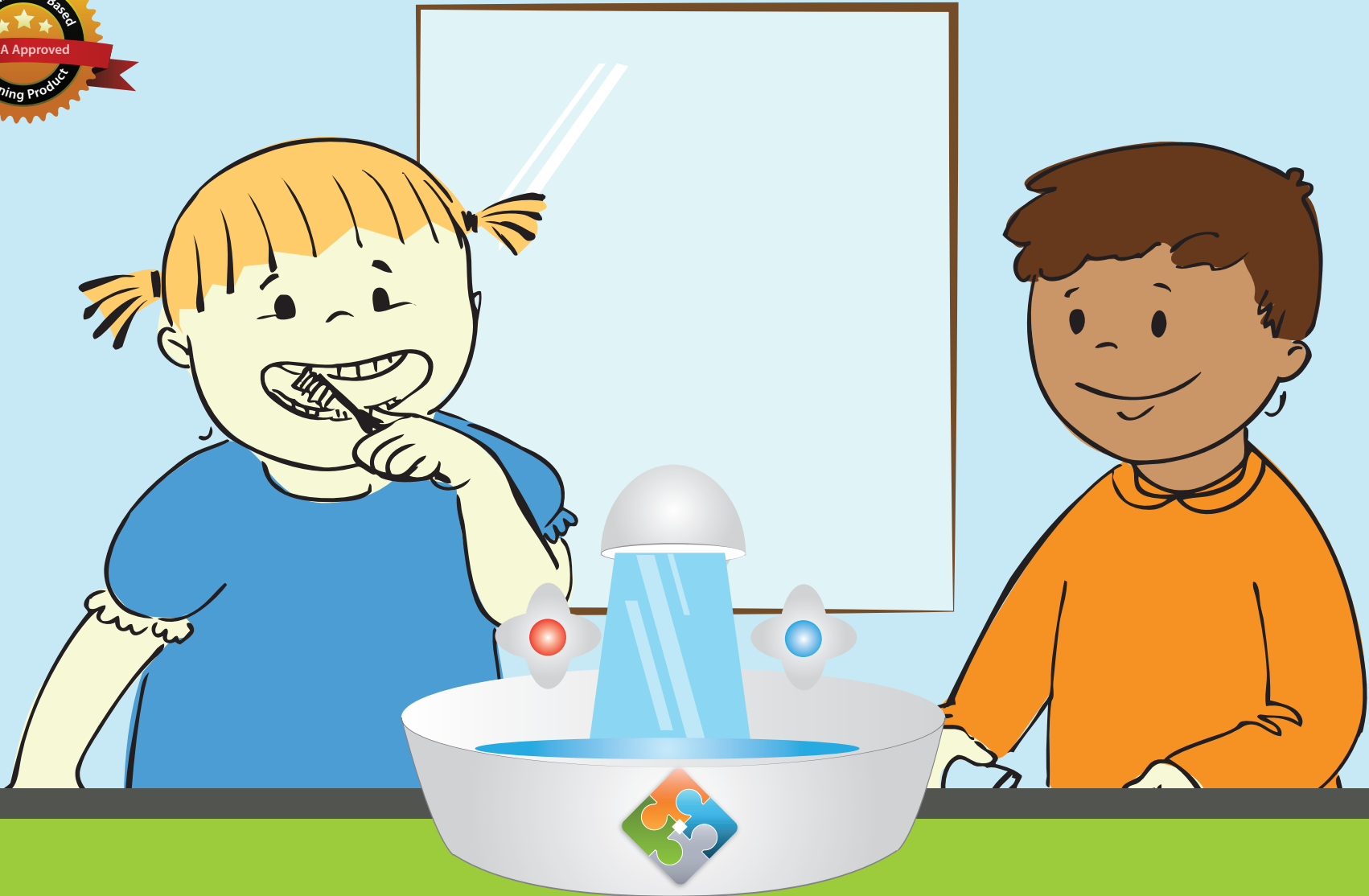
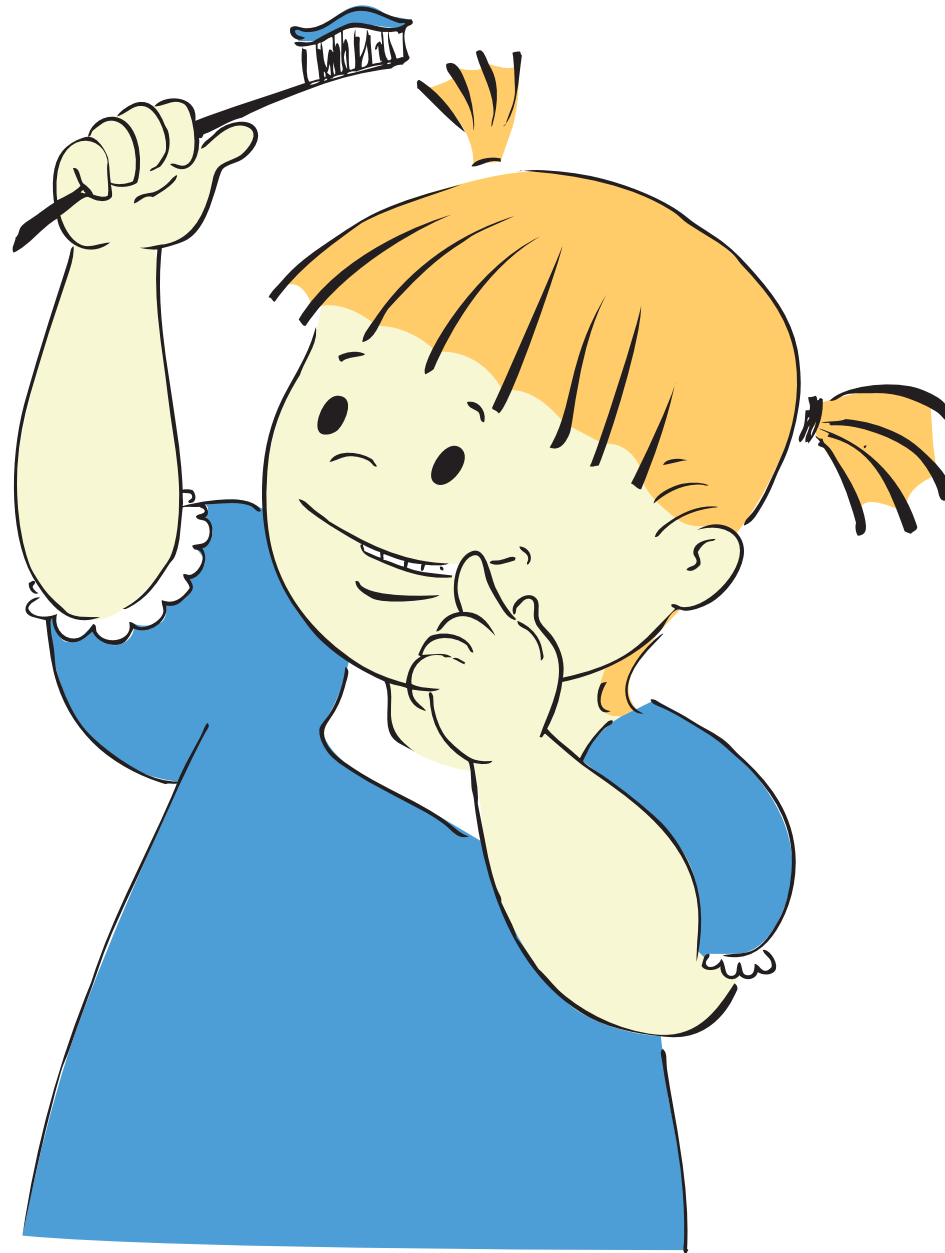
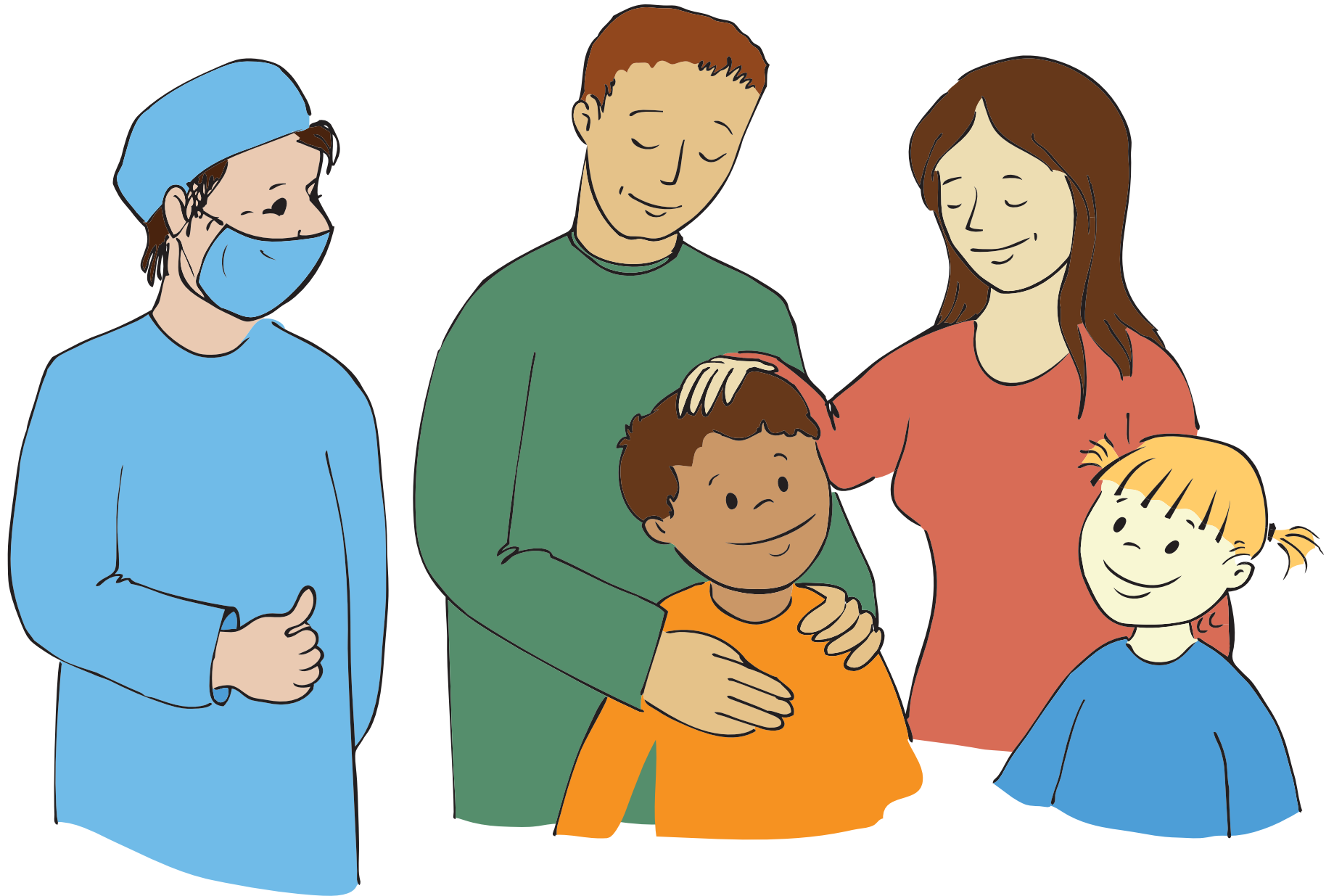


# Brushing My Teeth

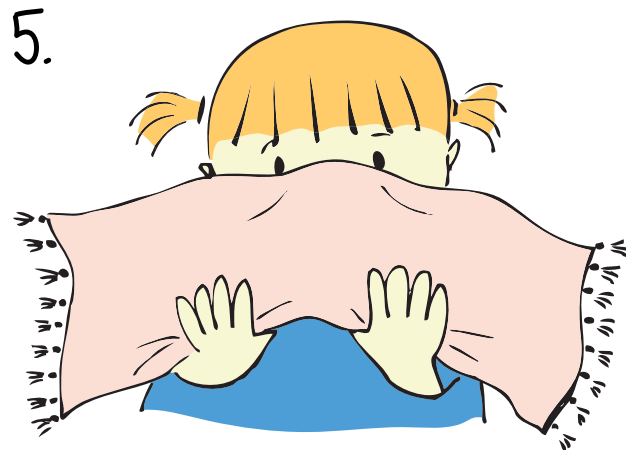
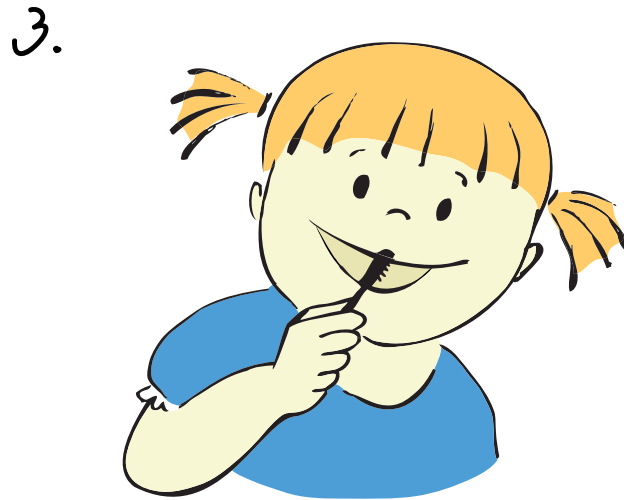
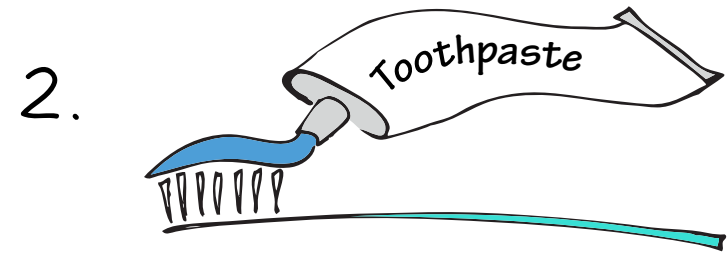




Brushing my teeth keeps my teeth **clean** and my gums **healthy**.  
It also keeps my breath smelling **fresh**.



Having **clean teeth** and **fresh breath** makes my friends,  
family and the dentist **happy**.



There are **five easy steps** to brushing my teeth:

1. Get my toothbrush
2. Put on toothpaste
3. Brush
4. Rinse
5. Wipe my mouth



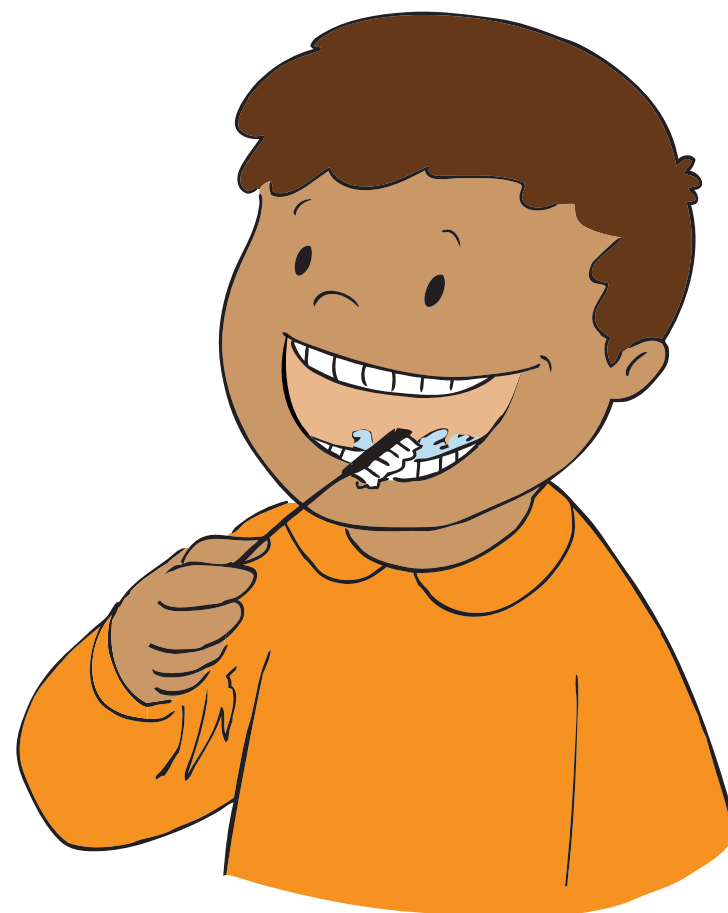
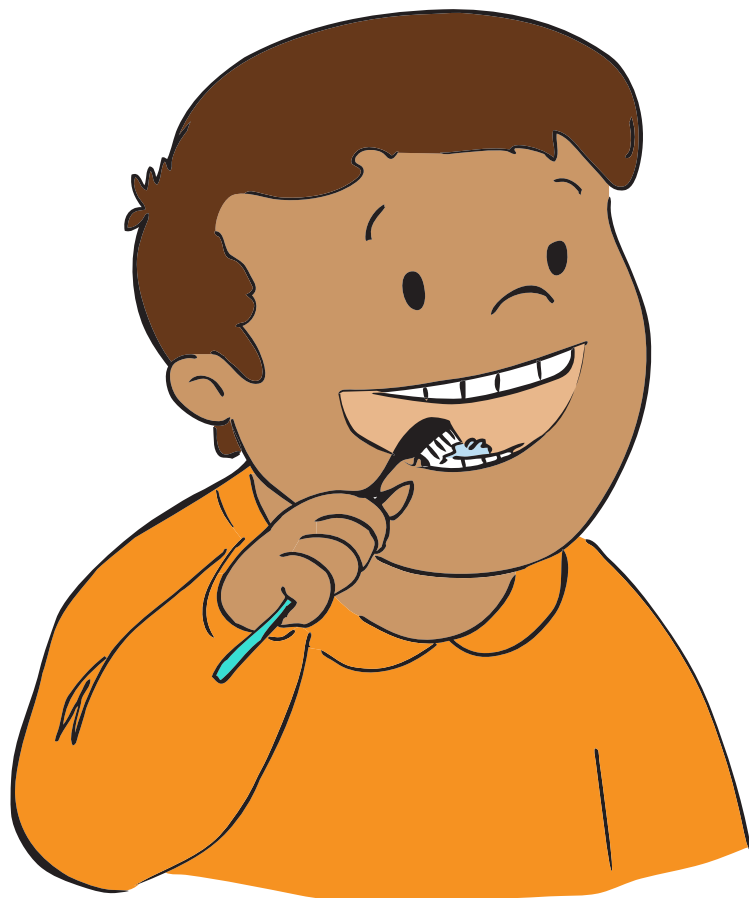
First, I get my **toothbrush**. I can get it **wet** before I put the **toothpaste** on.



Second, I put on some **toothpaste**.  
If I need **help** opening the toothpaste, I can **ask** an **adult** to help me.



Third, I brush all my teeth. I brush the tops and bottoms of my teeth.



I brush the teeth on the **right side** of my mouth.  
I also brush the teeth on the **left side** of my mouth.

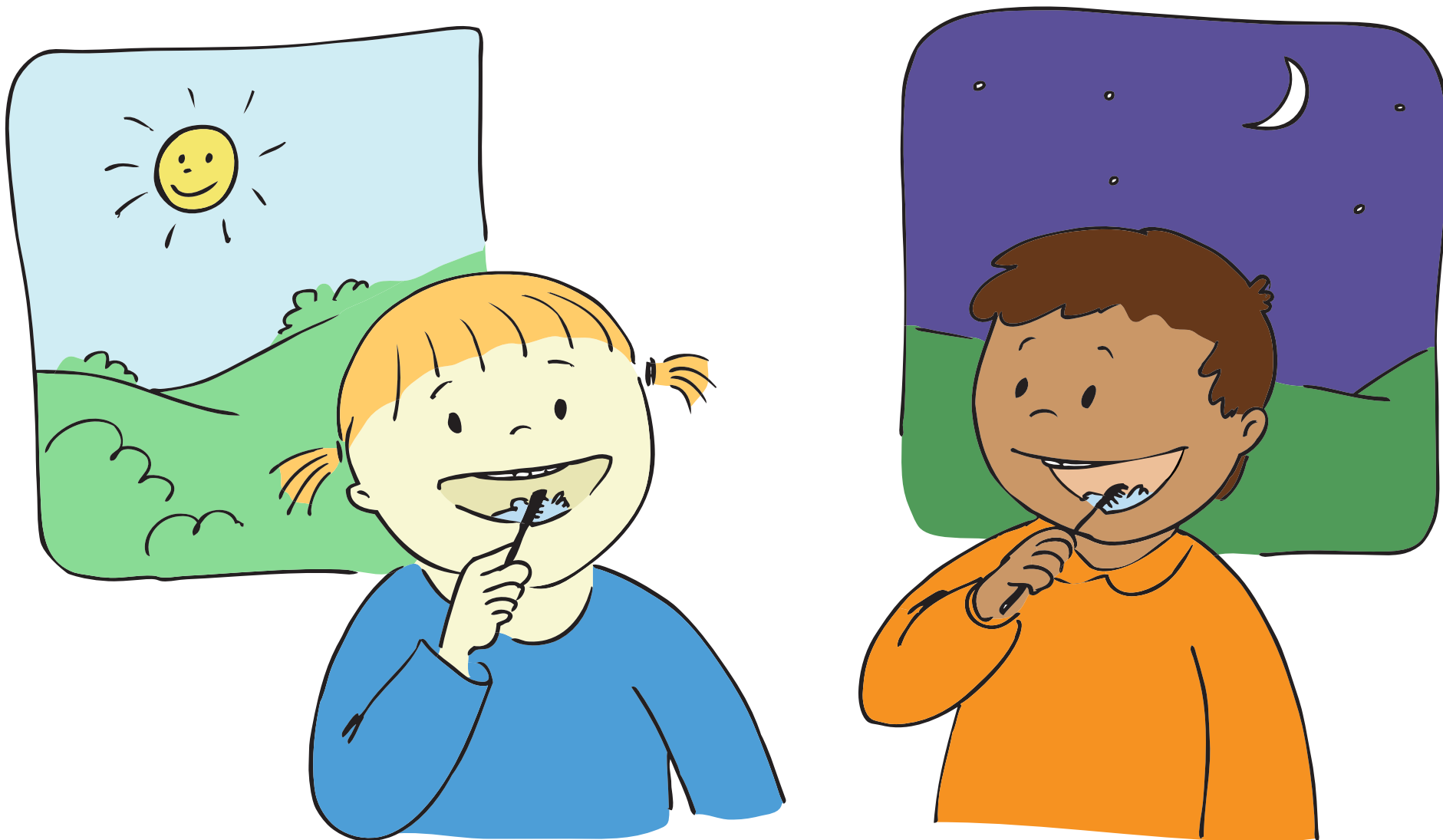




Fourth, I **rinse** my toothbrush with **water**.  
I can put water in a **cup** and use it to rinse my mouth. I will **spit** into the sink and **rinse** it out.



Last, I **wipe** my mouth.  
I should look in the **mirror** to make sure that I do not have any toothpaste on my face.



It is important that I brush my teeth **every day**. I should brush my teeth in the **morning** and at **night**.  
Brushing keeps my teeth **clean and healthy**.

# Description

Developed by **Carol Grey**, social stories are tools for teaching social skills to individuals with autism and other developmental disabilities. Written from the perspective of the student, these stories outline a set of “rules” the student should follow in various social settings to help him or her navigate situations which might otherwise prove difficult or cause discomfort. The goal of these stories is to prepare the student to address common situations by teaching expected norms and appropriate responses, using repetitive examples, for specific situations that he or she might encounter.

Although there has not been sufficient research to scientifically validate the effectiveness of social stories, anecdotal evidence suggests that these tools can be a very effective means of teaching social skills to a certain population of students with autism spectrum disorder.



The following Classification Key allows users to easily identify the most appropriate story for a specific situation by SKILL(S) and AGE GROUP.

## Social Story Classification Key

<u>Skills Taught</u>	<u>Age Group</u>
Social Skills	Pre-K
Basic Communication	Pre-K
Self Help Skills	Pre-K
Following Directions	Pre-K



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