

# Autism Awareness with Story Grammar Marker®

Presented By:

Maryellen Rooney Moreau, M.Ed.

Creator of Story Grammar Marker®

Founder and President of MindWing Concepts, Inc.

linking language development to literacy



# BEFORE WE BEGIN....

- Make sure other applications on your computer are closed for optimal viewing of this webinar.
- The panel to your right allows you to ask Maryellen questions or leave comments. She will respond at the end of the webinar, time permitting.
- At the end of the webinar, at 7:25pm (EDT) we will be raffling off 3 items – you must still be logged in to WIN!!
- Your handout can also be found in the panel on the right. If you have not downloaded it yet, please do so now. If you are unable to download it, it will be available at [www.mindwingconcepts.com](http://www.mindwingconcepts.com) as well.

# Maryellen's BIO

Maryellen Rooney Moreau, M.Ed. CCC-SLP, founder and president of MindWing Concepts, has had a forty year professional career that includes: school-based SLP, college professor, diagnostician at the Curtis Blake Child Development Center prior Coordinator of Intervention Curriculum and Professional Development at the Curtis Blake Day School for children with language learning disabilities. She designed the Story Grammar Marker® tool in 1991 and since then, has written 16 publications and developed more than 40 hands-on tools based the discourse level of language. In 2011, Moreau received the Boise Peace Quilt Project Award for her work with children in the area of conflict resolution and social communication. In 2014, she received the Alice H. Garside Lifetime Achievement Award from the International Dyslexia Association, Massachusetts Branch (MABIDA) for exemplary leadership, service or achievement in the area of helping children with dyslexia and language learning disabilities. Moreau is an internationally recognized presenter.

Now, we have 3 POLLS that we would like you to answer in order for us to learn about our audience. Please respond!



**This webinar is NOT**

A Tutorial About Autism or  
Social (Pragmatic) Communication Disorders

**It's purpose is not** to define and  
describe challenges of those children  
with these diagnoses.

**It IS about** how to address your students'  
or child's challenges by applying Story  
Grammar Marker<sup>®</sup>'s evidence-based methodology and tools  
and to demonstrate to you how to do this with quality  
literature and lessons.



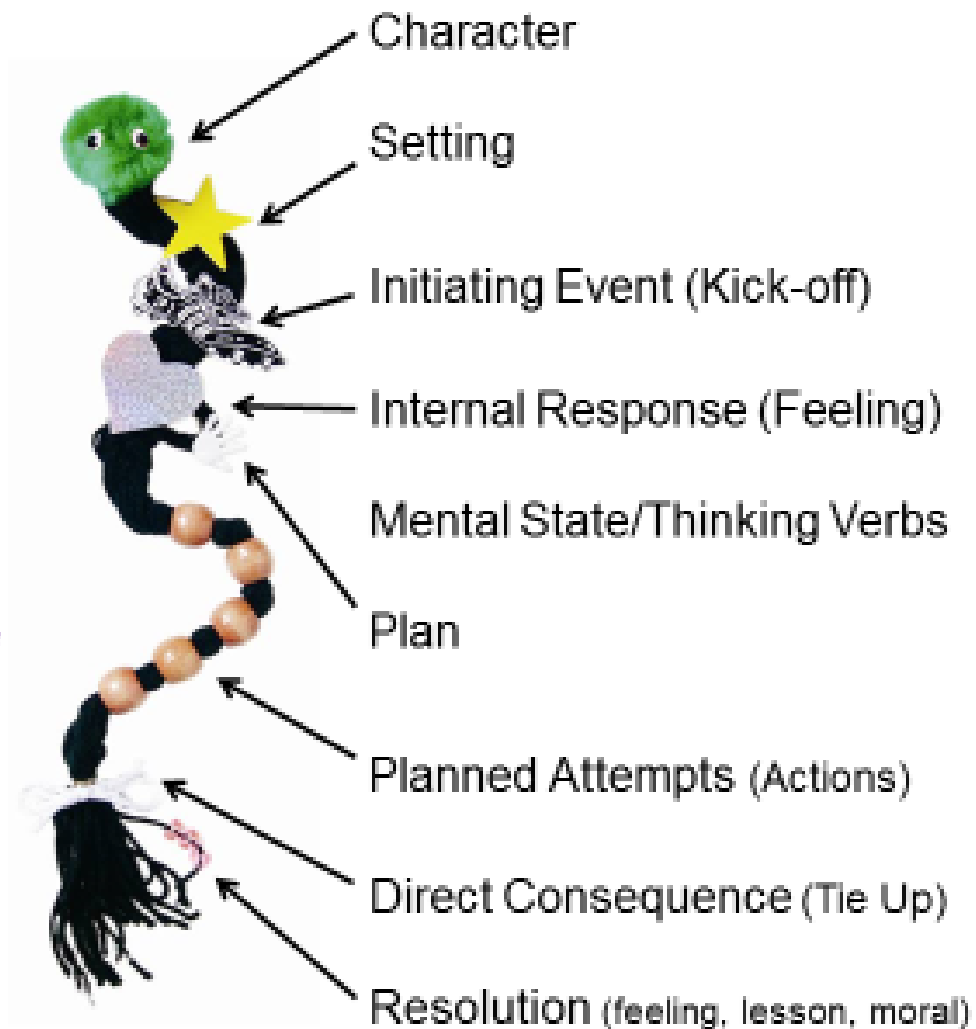
Our contribution to AUTISM AWARENESS tonight is to share with you how Story Grammar Marker® and our related evidence-based methodology and tools can be implemented to address the following areas that are often challenging for children with Autism with a focus on Social (Pragmatic) Communication Disorders.

- Personal Event Narratives
- Pragmatics
- Theory of Mind
- Perspective Taking
- Inference
- Conversation Repair



# What is the Story Grammar Marker®?

A hands on, multisensory tool for narrative development that has colorful, meaningful icons that represent the organizational structure of a story. The tool itself is a complete episode, the basic unit of a plot. It was created in 1991 by speech-language pathologist Maryellen Rooney Moreau, M.Ed. CCC-SLP in Springfield, MA.

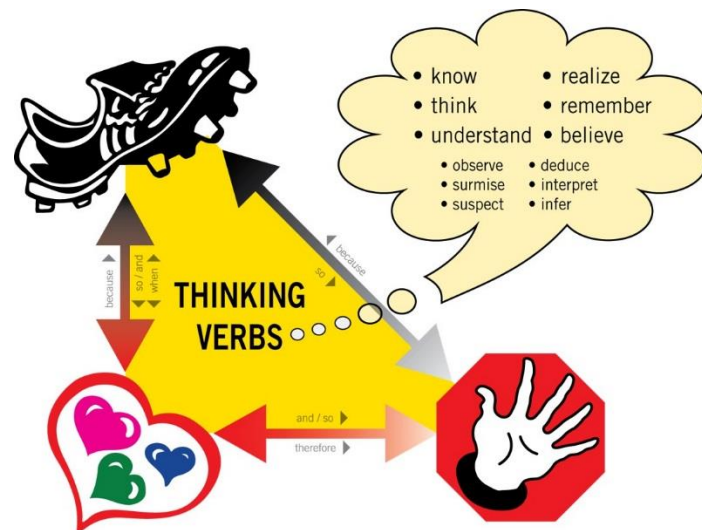


# What are 2 of the things that set Story Grammar Marker® apart?

## The SGM® Sequence of Narrative Development Stages

## The Critical Thinking Triangle®





STAGE 1 Descriptive Sequence	STAGE 2 Action Sequence	STAGE 3 Reactive Sequence	STAGE 4 Abbreviated Episode	STAGE 5 Complete Episode	STAGE 6 Complex Episode	STAGE 7 Interactive Episode
Additive cohesive ties: and, and then	Temporal cohesive ties: then, first, next, when, after that	Cohesive ties: but, so, or	Causal cohesive ties: because, if	Cohesive ties that show direct consequence: as a result, because, therefore	All previous cohesive ties, plus: although, however, like, similarly	All previous cohesive ties.
PRESCHOOL			Early Elementary	Late Elementary	ADOLESCENT	
"Landscape of Action" (Bruner, 1986)			"Landscape of Consciousness" (Bruner, 1986)			











**STAGE 1  
Descriptive  
Sequence**










Additive cohesive ties:  
and, and then

**STAGE 2  
Action  
Sequence**

**ACTIONS**

Temporal cohesive ties:  
then, first, next, when, after that

**STAGE 3  
Reactive  
Sequence**







**REACTIONS**






Cohesive ties:  
but, so, or

**STAGE 4  
Abbreviated  
Episode**









Causal cohesive ties:  
because, if

**STAGE 5  
Complete  
Episode**








**PLANNED ATTEMPTS**







Cohesive ties that show direct consequence

**STAGE 6  
Complex  
Episode**











All previous cohesive ties, plus: although, however, like, similarly

**STAGE 7  
Interactive  
Episode**











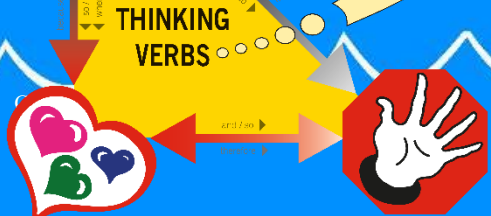

All previous cohesive ties.



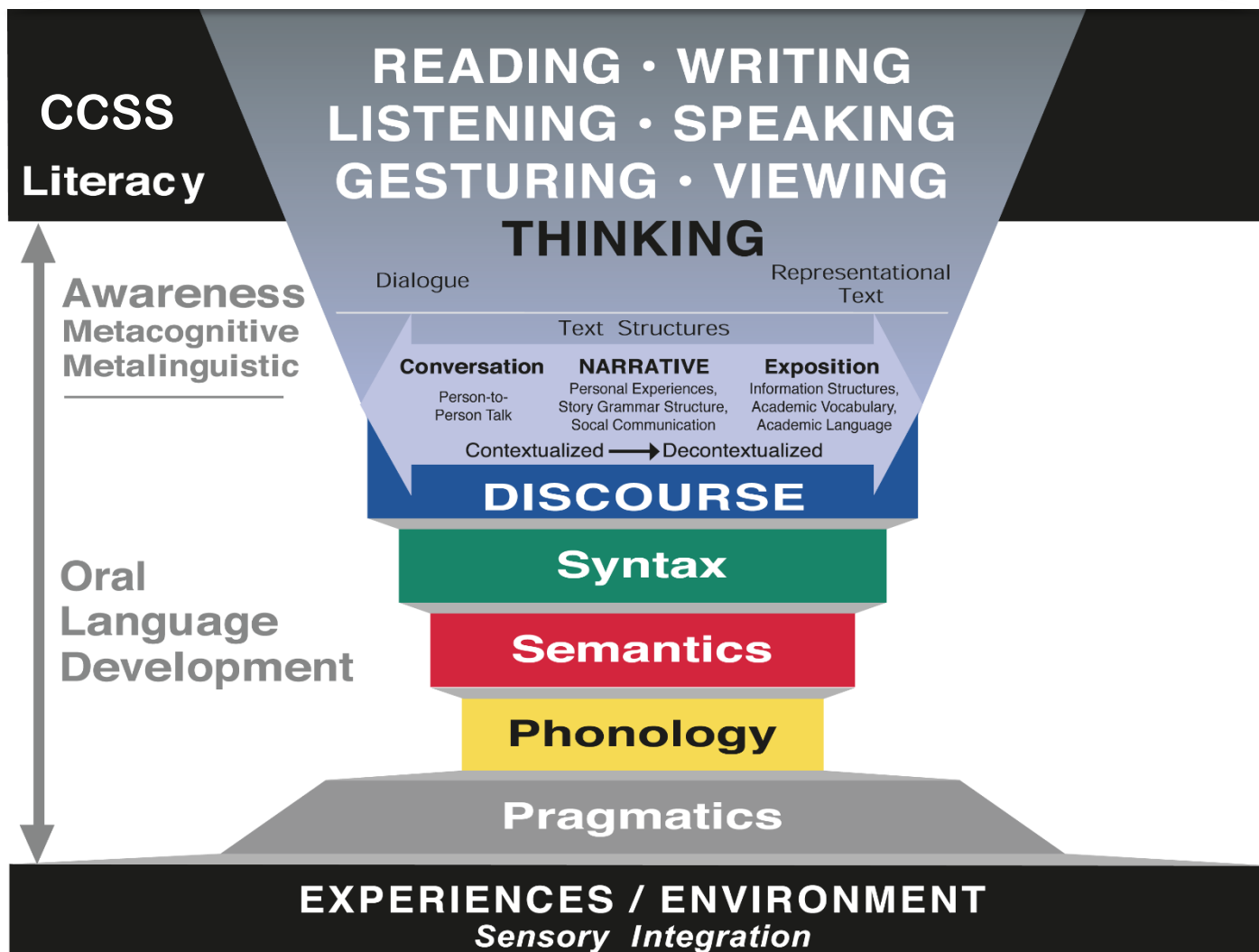


**THINKING VERBS**

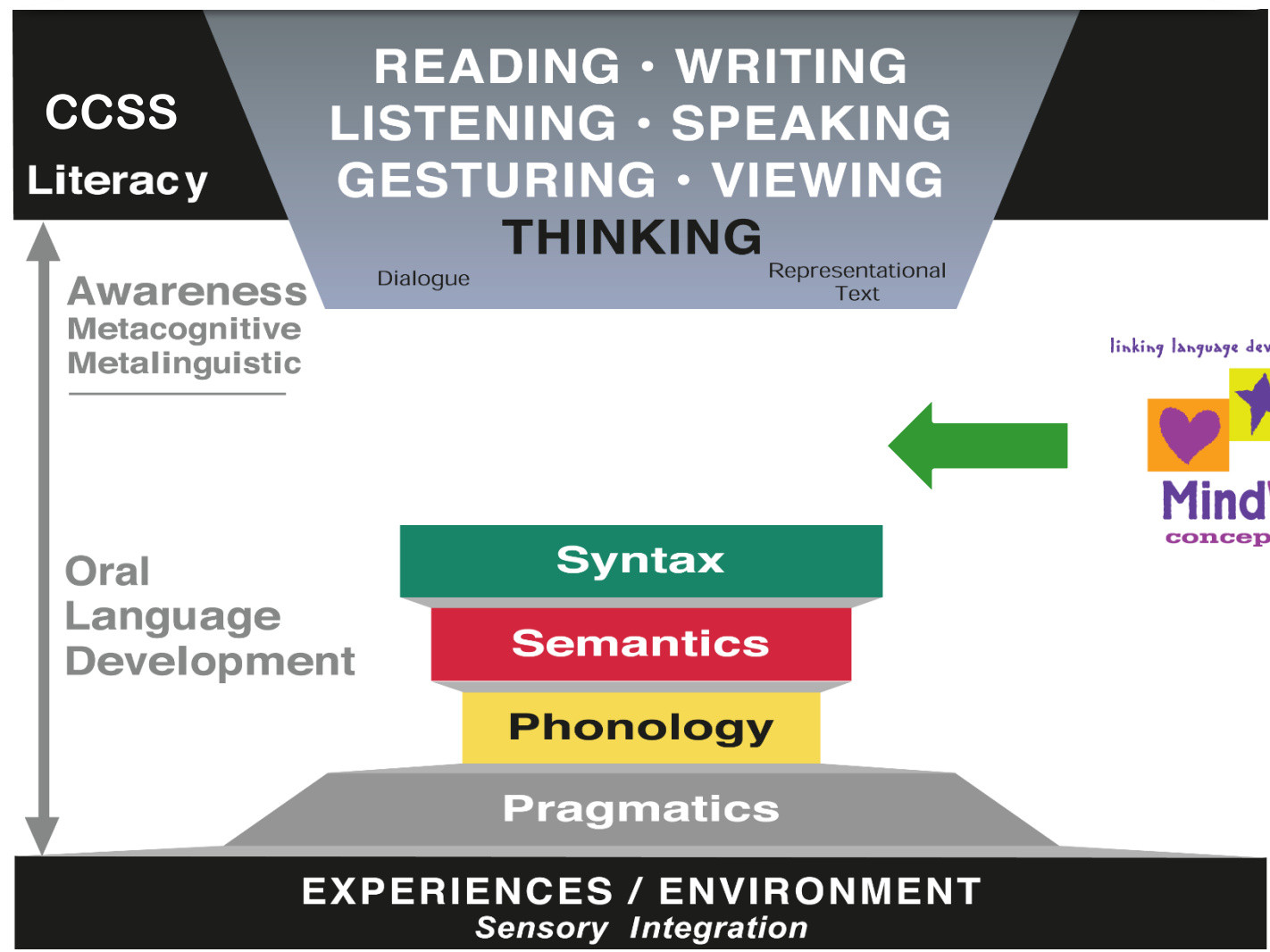
- know
- think
- understand
- observe
- surmise
- suspect
- realize
- remember
- believe
- deduce
- interpret
- infer



# Building Blocks of Oral Language



*Without “discourse” there is no efficient connection between language development and literacy.*



# TEXT STRUCTURES

Quotes

Interactive Episode  
Complex Episode  
Complete Episode  
Abbreviated Episode  
Reactive Sequence  
Action Sequence  
Descriptive Sequence

Argument  
Compare/Contrast  
Problem/Solution  
Cause/Effect  
Sequence  
List  
Description

Dialogue

Narrative  
(Story Grammar)  
Development

Expository  
Structures

Conversation

NARRATIVE

Exposition

# DISCOURSE

# **Social (Pragmatic) Communication Disorder (American Psychiatric Association, DSM-V, 2013)**

1. Persistent difficulties in the social use of verbal and nonverbal communication in four key areas, all of which must be present for diagnosis:
  - a. using communication for social purposes such as greeting or exchanging information;
  - b. changing communication to match context or the needs of the listener;
  - c. following rules for conversation or story telling, such as taking turns in conversation;
  - d. understanding what is not explicitly stated and nonliteral or ambiguous meanings of language.
2. Symptoms must be present in childhood and result in limitations to functional communication, social participation and relationships, academic achievement and occupational performance.
3. Rule out Autism Spectrum Disorder (does not meet threshold for repetitive behaviors or restricted interests)

# Children diagnosed with Social Communication Disorders often experience problems with...

- Social interaction and the formation of friendships
- Non-verbal communication,
- Delays in language
- Telling longwinded monologues; narrow topics of conversation
- Difficulties answering open-ended questions
- Literal interpretations of figurative language
- Abrupt transitions, changes of topic
- Failure to provide context for conversation/story
- Misinterpretation and use of facial and gestural body language
- High levels of anxiety, especially if a social situation does not happen/go as expected; not knowing what to do if a plan changes abruptly
- Sense of being “different” ...especially problematic, almost traumatic, as an adolescent
- High levels of Alexithymia: Difficulty identifying and describing one’s emotions. (Way, I et.al (2007).

# Social Communication Development and Disorders

Edited by Deborah A. Hwa-Froelich

LANGUAGE AND SPEECH DISORDERS SERIES

Copyrighted Material

This book has great presentation and discussion about Social (Pragmatic) Communication Disorders from the perspectives of Carol Westby, Catherine Adams, Fujiki and Brinton, Timler and White, Fannin and Watson, and Deborah Hwa-Froelich. It is a treasure.

D. Hwa-Froelich (Ed). (2015) Social Communication Development and Disorders. NY: Psychology Press

## Social Communicative Competence

reflects children's skills for influencing others and interpreting social situations in real time.

These skills are supported by the interdependence of children's

- executive functioning (planning, connecting past with present, organization of time/space)
- language abilities (pragmatics, semantics, syntax and discourse) and
- social cognitive processes (conscious thinking about social situations/problem solving in real time)

Timler, G., Vogler-Elias, D. & McGill, K. (2007). Strategies for promoting generalization of social communication skills in preschoolers and school-aged children. *Topics in Language Disorders*. 27, (2), 167-181.



# Pragmatics

*Who says What to Whom and in What manner...*

Pragmatics is “the range of communicative functions (reason for talking), the frequency of communication, discourse skills (turn taking, topic maintenance and change), and flexibility to modify speech for different listeners and social situations”

# PRAGMATICS

## Non-Linguistic Social Conventions

### Eye Contact

Do you watch the speaker's mouth and eyes?

### Noise

Are you making extra noise?

### Space

How do you use the space around you to communicate? Are you a space invader?

### Body Language

Do you show interest in what is being said?  
Do you use gestures?

### Tone of Voice

What message is your voice giving?

## Linguistic Discourse Related Components

### Feedback

Are you giving the speaker feedback to indicate interest? (Non-verbal nods, smiles, knitted brows, and verbal comments such as “okay,” “yes,” “I’ve been there.”)

### Turn Taking

Is it your turn to talk or listen?

### Topic Maintenance

Are you talking about what I’m talking about?

### Comments

Can you make suggestions in a positive way?

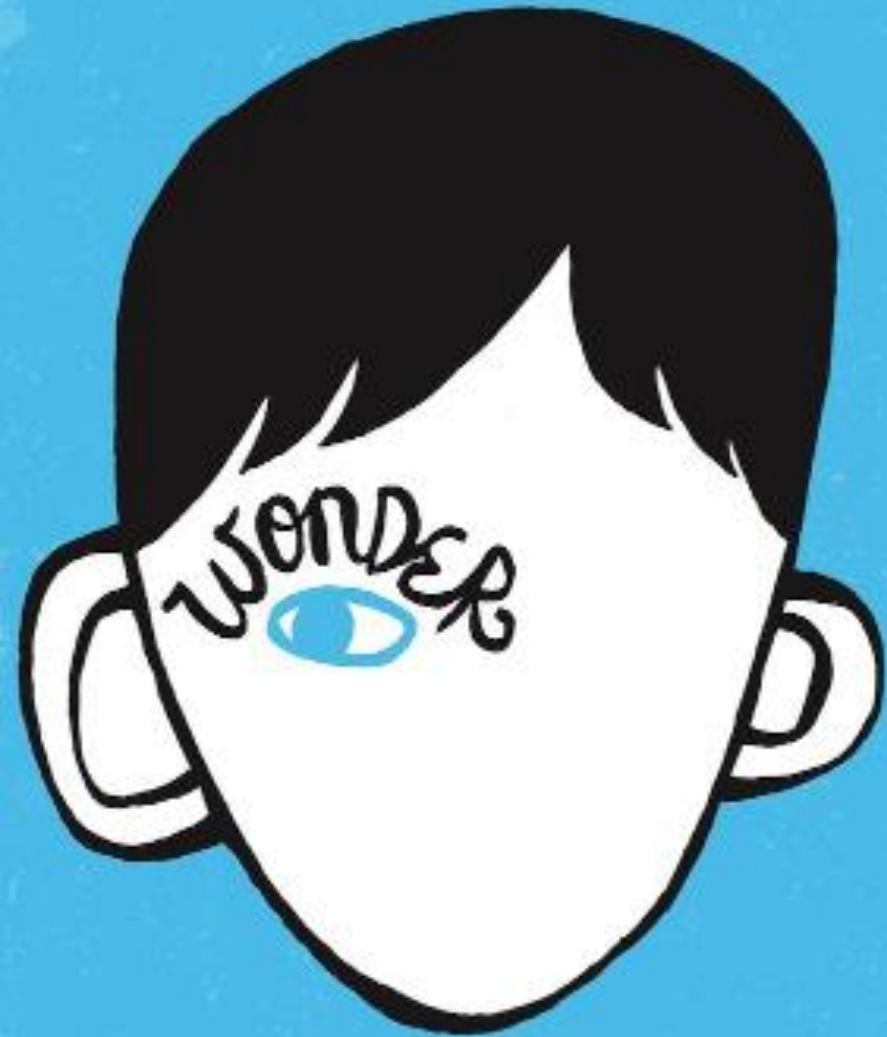
### Clarification

Can you ask the speaker to explain what s/he means?  
Can you, as the speaker, repair your message so your communication partner can understand it?

# Story-based Intervention was cited as one of eleven established treatments for Autism: the only non-behavioral intervention cited.

National Standards Project: [www.nationalautismcenter.org](http://www.nationalautismcenter.org)  
“Evidence-Based Practice and Autism in the Schools” (2009)





R.J. Palacio



August "Auggie" Pullman is a 10-year-old living in the fictional neighborhood of North River Heights in upper Manhattan. He has a rare medical facial deformity, which he refers to as "mandibulofacial dysostosis", more commonly known as Treacher Collins syndrome and a cleft palate. He has always been homeschooled by his mother. Now for 5<sup>th</sup> grade, he will be going to a school for the first time....





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“The significance of communicative development emphasizes the importance of pragmatics to theory of mind development and reciprocally, early theory of mind abilities are important to the development of communicative competence...entering the “community of minds” is a developmental process made possible through language.....”

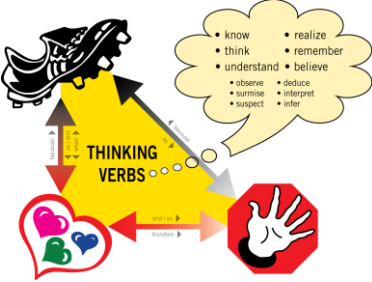
Astington, J. & Baird, J. (Eds.)(2005). Why language matters for theory of mind. Oxford Press.

Cain, K. & Oakhill, J. (Eds.)(2007). Children’s comprehension problems in oral and written language: A cognitive perspective. Guilford Press

# Theory of Mind

Jerome Bruner (1986, 1996) referred to **narrative thinking** as a capacity to “read other minds”; to make accurate inferences about the motives and intentions of others based on their observable behavior and the social situations in which they act. Narrative thinking is the very process we use to understand the social life around us, **take perspective** and to construct **situation models**.

The Landscape of Action —→ The Landscape of Consciousness





# Theory of Mind

**Baron-Cohen (1995) coined the term “Mindblindness” to characterize the difficulty that people with autism have with reading the mental states of others: thoughts, feelings and beliefs....**

Baron-Cohen, S. (1995). *Mindblindness: An essay on autism and theory of mind*. Cambridge, MA: MIT Press.

The “**Theory of Mind**” is the ability to reason about the thoughts, feelings, and intentions of self and others. (Premack & Woodruff 1978)

Types of Theory Of Mind:

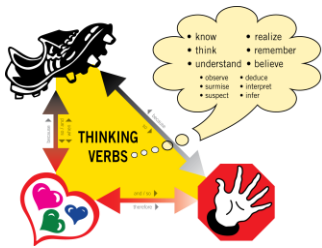
- Intrapersonal: Thinking about or reflecting on one’s own thoughts and feelings and plans.
- Interpersonal: Thinking about what someone else or a character in a story is thinking or feeling, needing or planning. Problems here extend to reading comprehension and interpretation and analysis of oral and written information (Minshew et al., 1995)
- Cognitive: Recognizing and understanding the thoughts of others
- Affective: Recognizing and understanding the feelings of others
- A Clinician’s/Teacher’s Theory of Mind: Awareness of the students’ view of the world, his/her intents and affective states allow the clinician/teacher to anticipate the students’ reactions to life!

# Theory of Mind Development

- ToM (perspective taking) performance is closely tied to the development of children's language skills, particularly competence in syntax.

## *Coupled with...*




- Language, beyond the level of the sentence, is the medium through which children learn about the unobservable mental states of others.
- Conversations about experiences, events, situations (narrative language) build:
  - Awareness of mental states/feelings
  - Understanding of communicative intentions of self and others
- Parents and peer conversations about thoughts and remembrances (past events) help in developing perspective taking (ToM).



**The Critical Thinking Triangle® of the SGM® allows talk about the mind to become explicit; thus facilitating perspective-taking, mental state vocabulary development and advanced sentence structure.**

## Mind-Mindness

(Nelson, K. in Astington & Baird, (2005).

- Talk about emotions, thoughts/mental states and plans...
- Encourage parents (and teachers) to use mental state vocabulary (    ) in talking to their child about the child's own experiences.
- Encourage parents to use the same terms to talk about other people's experiences, so that children are *able to map other people's experiences onto their own* and so come to attribute mental states to the self and others.

## Mindful speech (Greenland, S. K., 2010).

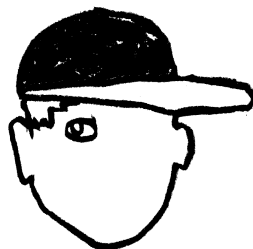
The ability to carefully observe and assess a situation before acting, or before speaking, is an important life skill. Mindful speech is similar to learning to respond rather than react automatically.

## Community of Minds Nelson, K. in Astington & Baird, (2005).

Equipped with complex, representational language, the child can participate in story listening, talk about her own experiences in the past and future and speculate with others about why things are the way they are, including why people do the things they do.

“Entering the community of minds is a developmental process made possible through language...”

## Part Four



JACK

Now here is my secret. It is very simple.

It is only with one's heart that one can see clearly.

What is essential is invisible to the eye.


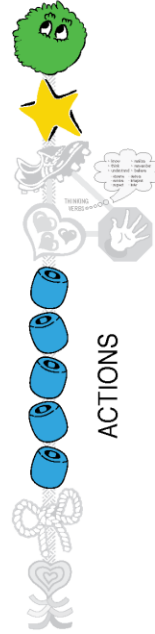


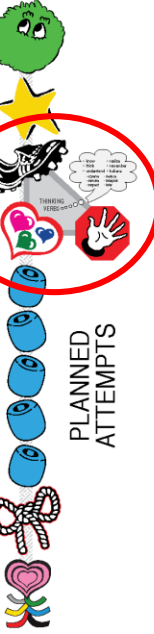

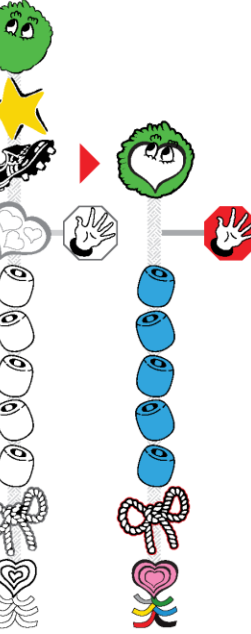
—Antoine de Saint-Exupéry, *The Little Prince*

# The SGM® Sequence of Narrative Development Stages :

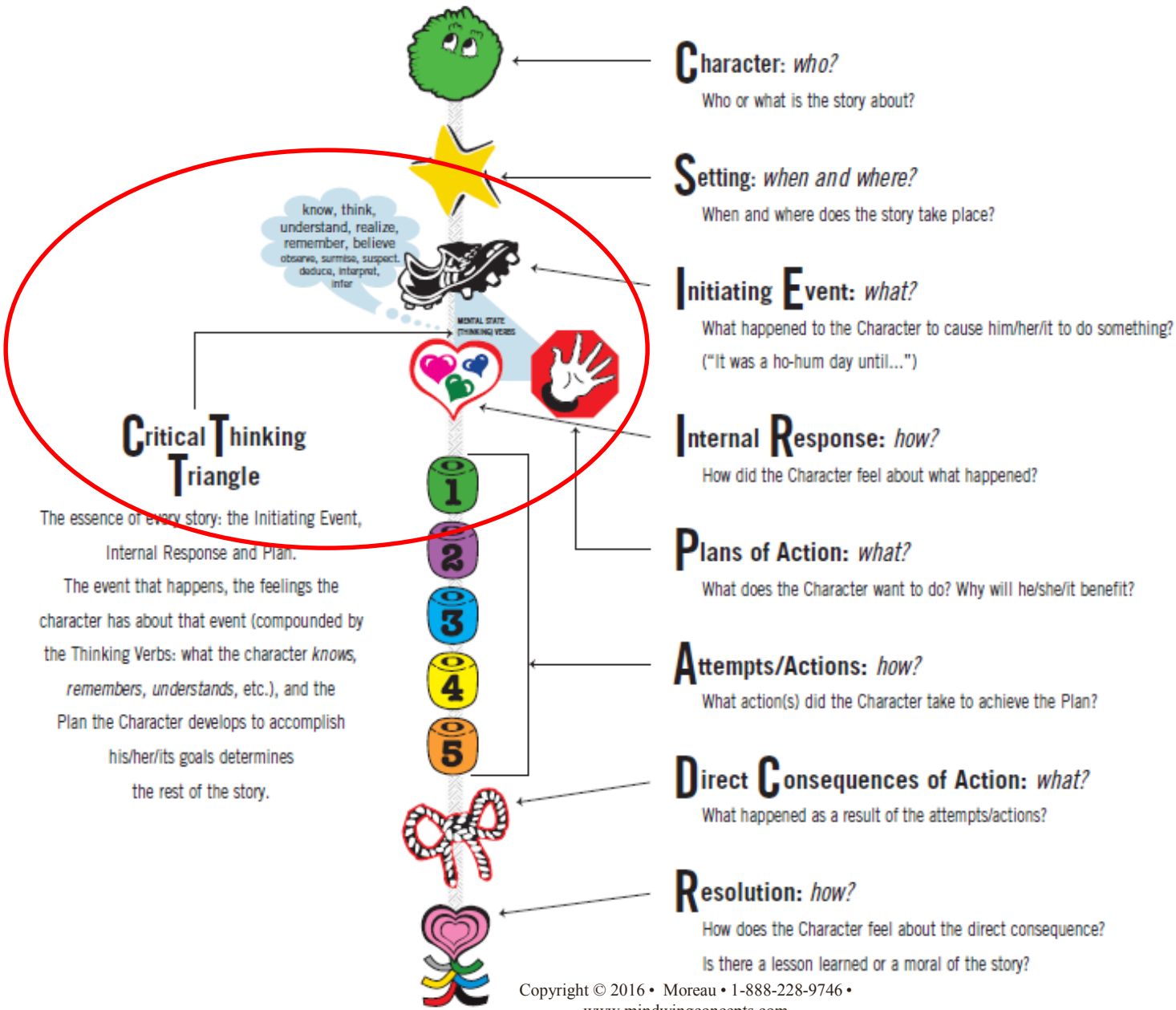
Early personal experiences

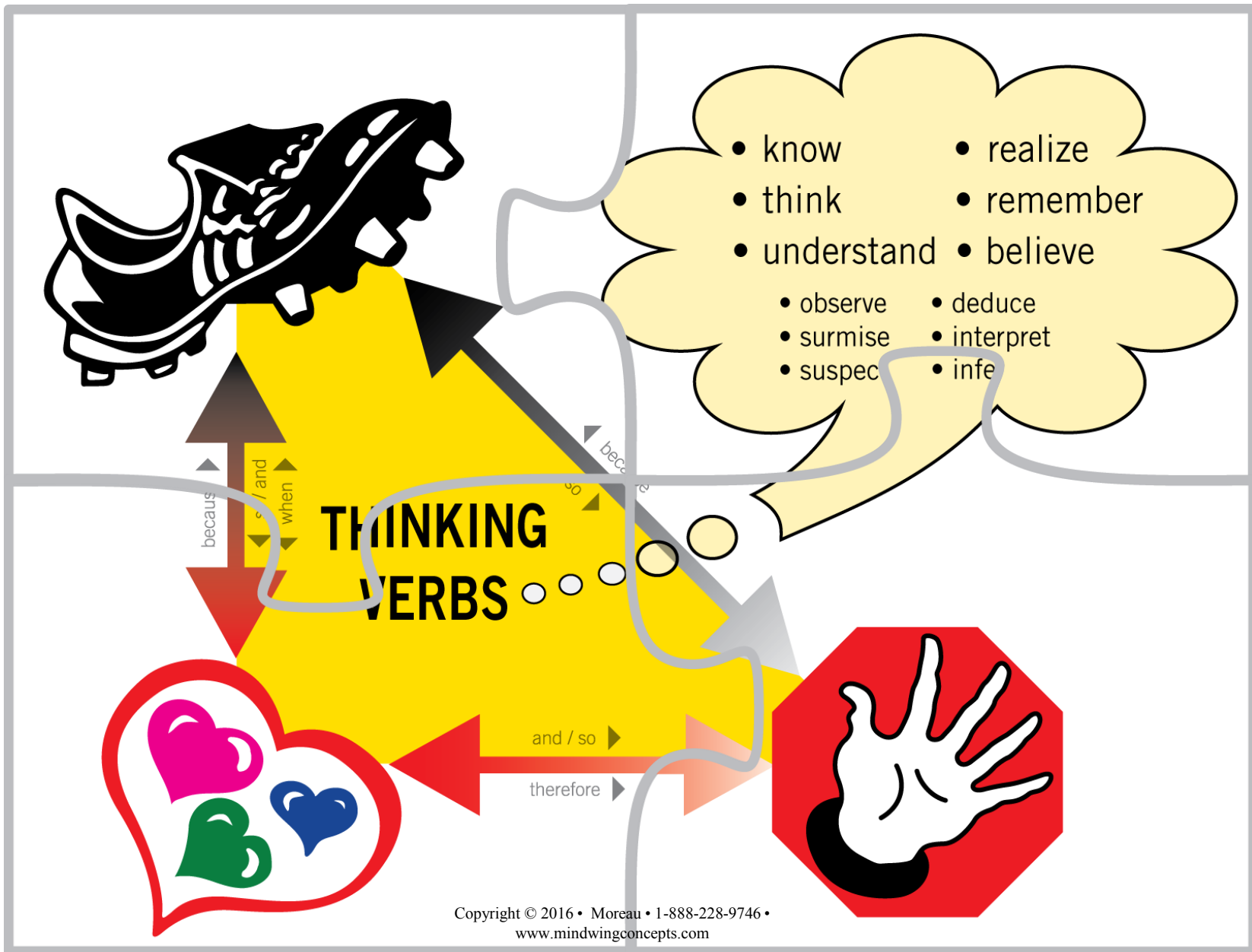
Picture Books & TV Shows

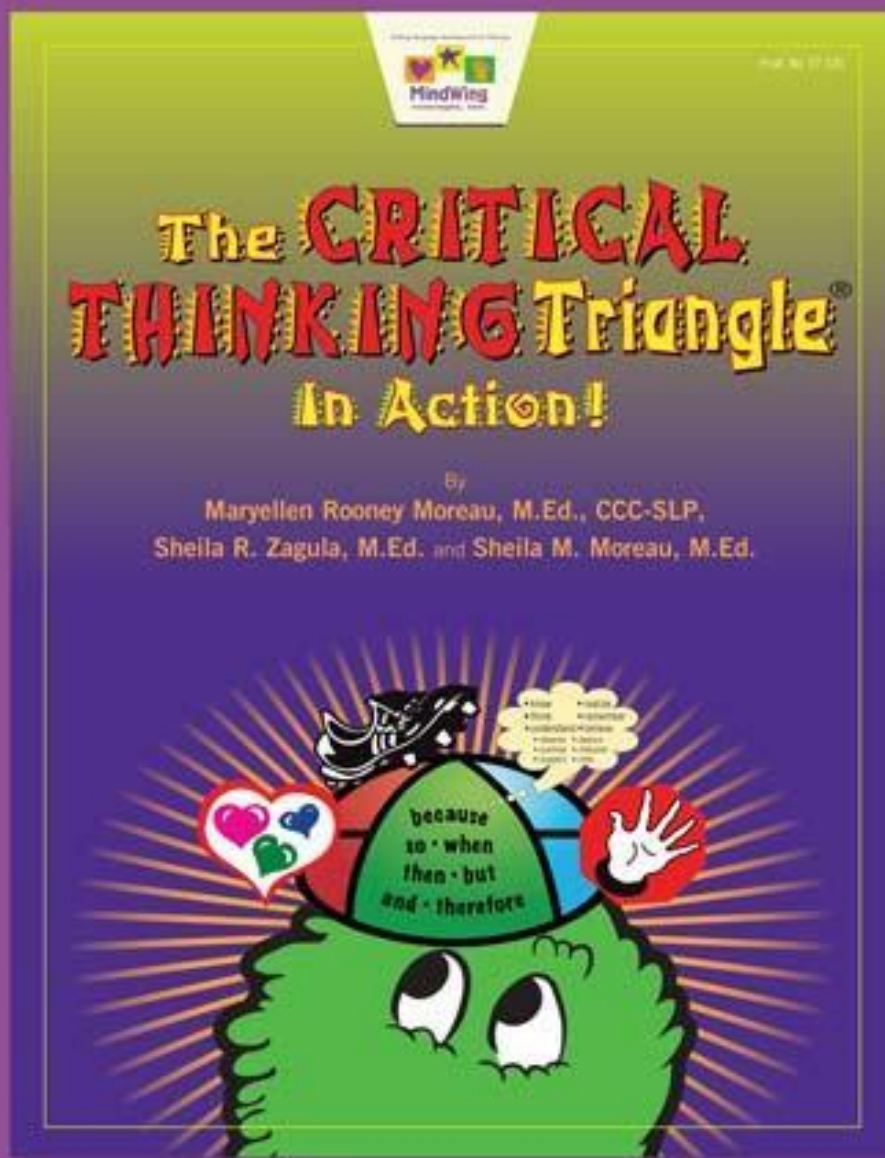
Chapter Books, Novels, Movies, Plays, World Events & Social Situations

STAGE 1 Descriptive Sequence	STAGE 2 Action Sequence	STAGE 3 Reactive Sequence	STAGE 4 Abbreviated Episode	STAGE 5 Complete Episode	STAGE 6 Complex Episode	STAGE 7 Interactive Episode
 <p>Additive cohesive ties: and, and then</p>	 <p>Temporal cohesive ties: then, first, next, when, after that</p>	 <p>Cohesive ties: but, so, or</p>	 <p>Causal cohesive ties: because, if</p>	 <p>Cohesive ties that show direct consequence: as a result, because, therefore</p>	 <p>All previous cohesive ties, plus: although, however, like, similarly</p>	 <p>All previous cohesive ties.</p>
PRESCHOOL			Early Elementary	Late Elementary	ADOLESCENT	

# The Critical Thinking Triangle®











# Teacher Learning Scale Protocol for the Critical Thinking Triangle®

Name \_\_\_\_\_ Grade \_\_\_\_\_ School Year \_\_\_\_\_

**CIRCLE score for each icon.**

Date / / / /

1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4

## Kick-Off

- 1. Kick-Off named with cue
- 2. Kick-Off recognized and stated independently
- 3. Kick-Off related to Character and Setting
- 4. Kick-Off stated and clearly related to the Feeling and Plan

Date / / / /

1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4

## Feelings

- 1. Feeling named as a descriptive word: "She cried."
- 2. Feeling word expressed
- 3. Feeling word expressed and related to the Kick-Off  
"She was angry because he broke the horn on her bike."
- 4. Feeling word expressed and related to the Kick-Off and the Character's  
 Thinking and Planning

Date / / / /

1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4

## Thoughts

- 1. One or more Thoughts expressed
- 2. Thought(s) expressed and related to the Feeling
- 3. Thought(s) expressed and related to the Kick-Off
- 4. Thought(s) expressed and related to the Plan

Date / / / /

1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4

## Plan

- 1. Plan is stated without a planning word
- 2. Plan is stated using a planning word: e.g., want, wish, decide
- 3. Plan is stated using a planning word and related to the Kick-Off
- 4. Plan is stated using a planning word and related to the Thoughts and Feelings

Date / / / /

1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4

## Critical Thinking Triangle

- 1. Student used at least two components of the Critical Thinking Triangle
- 2. All components of the Critical Thinking Triangle are present
- 3. All components of the Critical Thinking Triangle are present and connected using at least one Cohesive Tie
- 4. All components of the Critical Thinking Triangle are present and connected using Cohesive Ties

Date / / / /

Total Score

Comments \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## BASIC EMOTIONS

happy • content  
glad • joyful  
elated • ecstatic

sad • glum  
unhappy  
discouraged  
pained • miserable

mad • annoyed  
upset • angry  
furious • enraged

scared • shaken  
fearful • afraid  
terrified • petrified

surprised • startled  
stunned • shocked  
flabbergasted  
astonished

disgusted • fed-up  
repelled • repulsed  
appalled • horrified

## SOCIAL EMOTIONS



ashamed  
confused  
embarrassed  
empathetic  
envious  
guilty  
humiliated  
jealous  
nervous  
worried

linking language development to literacy




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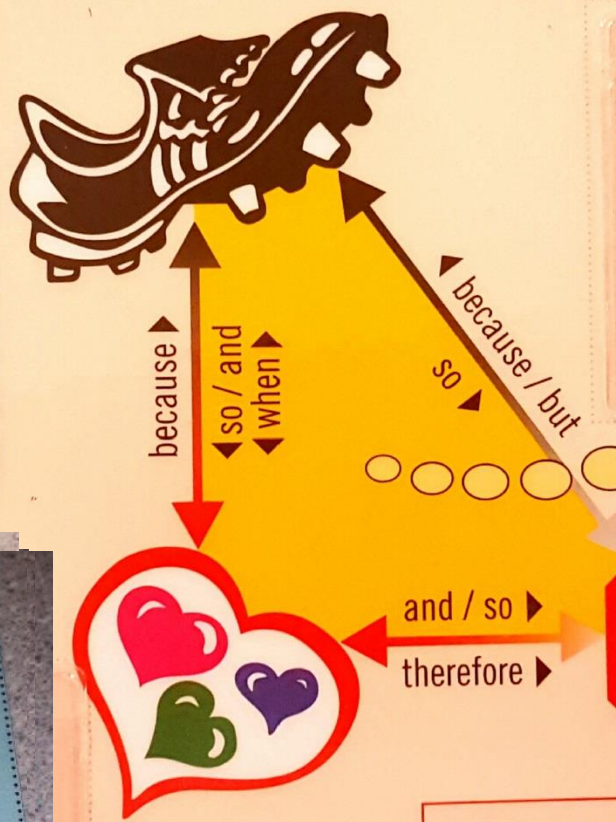
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1st-4th ed. 1-888-228-9746  
Web: mindwingconcepts.com

# The **CRITICAL THINKING Triangle**<sup>®</sup> In Action!


Student Thinking Mat

  
p.134  
Mr. Tushman calls to ask Jack to bring Auggie on a tour - a "welcome buddy"

p.141  
REALIZES  
Auggie may have a tough time in middle school



  
**empathetic**

  
Decides to help Auggie out - tour / welcome buddy p.141

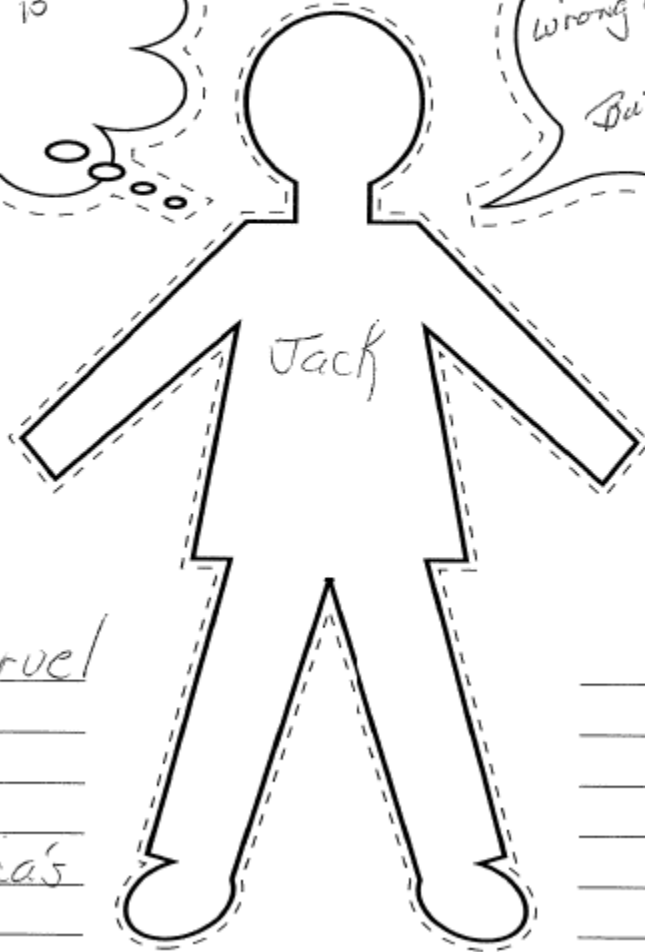
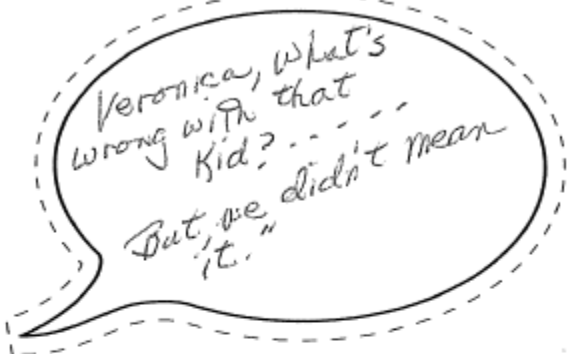
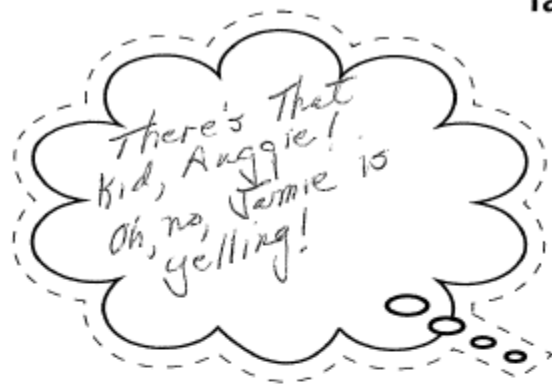


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Product #07-100

# **Perspective Taking with the Critical Thinking Triangle®**

## Taking Perspective

### Perspective

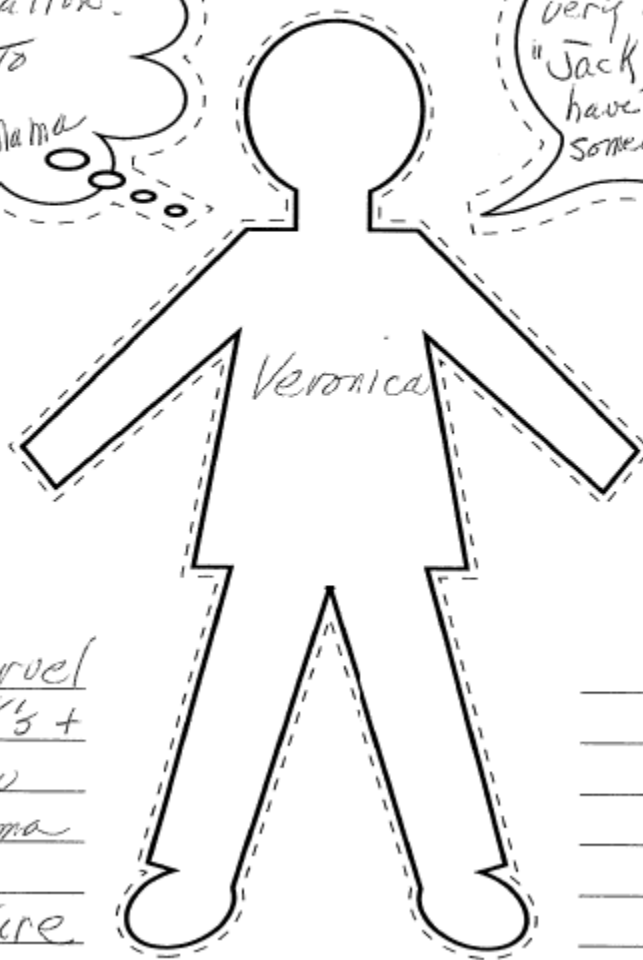
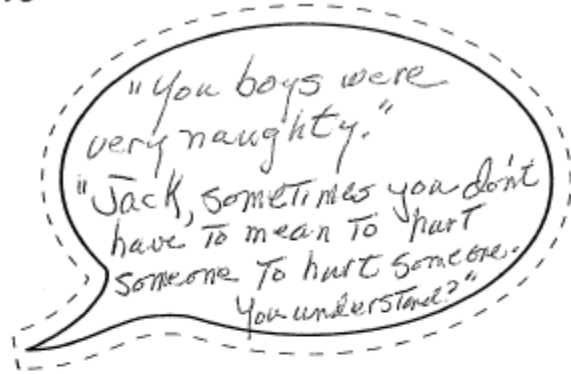
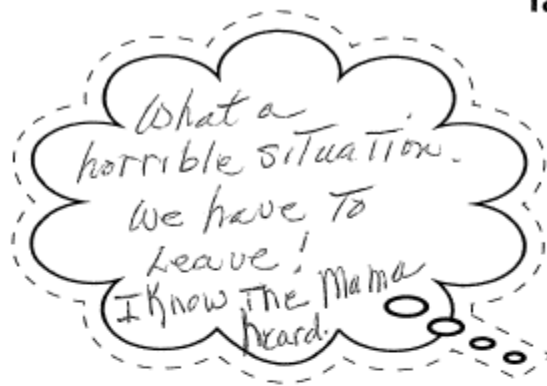


Incident at Carvel  
 Sees Anggie  
 Hears Jamie's  
 response  
 Witnesses Veronica's  
 reaction

scared  
repulsed  
Shocked

## Taking Perspective

Perspective



*Incident at Carvel  
witnesses Jack's +  
Jamie's reaction  
knows the mama  
heard  
Abrupt departure*

*angry → furious  
embarrassed  
empathetic*

# Six-Second-Stories™ Method for Teaching Conversation Repair

created by Gwynne McElhinney, M.S. CCC-SLP

## What Are Six-Second-Stories™?

A kernel sentence containing the 4 Wh’s...



*Who?*



*Did What?*



*Where?*



*When?*



### Language / Literacy Developmental Checklist Sequence of Narrative Development Stages

Student Name	STAGE 1	STAGE 2	STAGE 3
	Descriptive Sequence	Action Sequence	Reactive Sequence
Comments:	<ul style="list-style-type: none"> <li>Character <b>description</b> — age, gender — physical description — likes/dislikes — personality</li> <li>Saying <b>descriptions</b> ("No-hum day.")</li> <li>Ability to label</li> <li>No causal, temporal links</li> <li>Additive connectors: and, then</li> </ul>	<ul style="list-style-type: none"> <li>Centering on a character or theme</li> <li>May have chronological/temporal order</li> <li>No causal relationships</li> <li>Centers on <b>actions</b></li> <li>Temporal coherence: first, then, first, next, when, after, that</li> </ul>	<ul style="list-style-type: none"> <li><b>Initiating Events</b> in which changes automatically cause other changes — <b>reactions</b></li> <li>Causal chaining begins</li> <li>No feeling, plan, or goal stated</li> <li>Coherencies: so, but, or</li> </ul>
Comments:			
Date:	Date:	Date:	

...that creates a springboard for a balanced conversational exchange, like:

*“My parents (👾) took me to see the movie “Beauty and the Beast” (🗑️) at the Mall (★) on Saturday night (★).”*  
...instead of: *“They took me to the movie.”*

...which is sentence that could easily cause a conversational breakdown because there is not enough information for the listener.



## The CRITICAL THINKING Triangle™

### The Conversation Connector



On the first day of school, \_\_\_\_\_ Name \_\_\_\_\_  
Jack becomes Auggie's Welcome \_\_\_\_\_ Date \_\_\_\_\_

Buddy (after reluctantly agreeing to  
do it). Auggie said to Jack, "What  
did you do this summer?"



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Jack felt nervous and  
curious about how they would get  
along and whether or not they would  
have things to talk about or  
anything in common.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Jack remembered that he saw  
Auggie at Carvel with his mom and sister last

summer.  
He wondered if Auggie liked ice cream as  
much as he did.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

So, Jack decided to tell Auggie about himself



in a way that would Kick-Off a brief  
conversation that might eventually lead to  
a friendship or at least a comfortable day.

He planned to respond to Auggie's  
inquiry using a Six-Second-Story  
Structure that might inform Auggie  
of some of Jack's interests and  
family life.....



\_\_\_\_\_



\_\_\_\_\_

THINKING  
VERBS



"My mom, brother and I ate ice cream at Carvel  
a lot this summer!"

# Six-Second-Stories™ Conversation Connector Sheet

Story Grammar Elements	 <p><b>Who?</b> Who is the story about? Name the character.</p>	 <p><b>Did What?</b> What did the character do in the story?</p>	 <p><b>Where?</b> Where did the character do this action/activity?</p>	 <p><b>When?</b> When did the character do this action/activity?</p>
Story #1	<p><b>“My Mom, brother and I</b></p>	<p><b>ate ice cream</b></p>	<p><b>at Carvel</b></p>	<p><b>A lot this summer!”</b></p>
Story #2				
Story #3				

## Conversation with Six-Second-Stories™ Intervention

AUGGIE: “What did you do this summer?”

JACK: “My mom, brother and I ate ice cream at Carvel a lot this summer!” (Six-Second-Story™)

AUGGIE: “Really? I love Carvel’s ice cream! My mom takes my sister and I there a lot, too. What is your favorite kind?”

JACK: “I like cookie dough crunch the best – the last time I went, I tripped on the way out and it splattered all over me and another customer!”

AUGGIE: “No way!! You must have been so embarrassed – and annoyed that your ice cream was gone. I remember a time I was at a baseball game and I spilled.....”

## Conversation WITHOUT Six-Second-Stories™ Intervention

AUGGIE: “What did you do this summer?”

JACK: Ate ice cream. *(as the speaker, Jack did not prepare his message so his communication partner can understand it the first time? Conversation is OVER. Or at best, difficult for the communication partner to pursue.*

# PRAGMATICS

## Non-Linguistic Social Conventions

### Eye Contact

Do you watch the speaker's mouth and eyes?

### Noise

Are you making extra noise?

### Space

How do you use the space around you to communicate?  
Are you a space invader?

### Body Language

Do you show interest in what is being said?  
Do you use gestures?

### Tone of Voice

What message is your voice giving?

## Linguistic Narrative Related Components

### Feedback

Are you giving the speaker feedback to indicate interest?  
(Non-verbal nods, smiles, knitted brows, and verbal comments such as "okay," "yes," "I've been there.")

### Turn Taking

Is it your turn to talk or listen?

### Topic Maintenance

Are you talking about what I'm talking about?

### Comments

Can you make suggestions in a positive way?

### Clarification

Can you ask the speaker to explain what s/he means?  
Can you, as the speaker, repair your message so your communication partner can understand it? Can you, as the speaker, prepare your message so your communication partner can understand it the first time?

Can you, as the listener,  
**ask** your communication partner **to explain**  
what s/he means if you're confused?

Can you, as the speaker,  
**prepare** your message so your communication partner  
can understand it the first time?

Can you, as the speaker,  
**repair** your message so your communication partner  
can understand it if s/he is confused?

# Six-Second-Stories™ Conversation Connector Sheet

Story Grammar Elements	 <b>Who?</b> Who is the story about? Name the character.	 <b>Did What?</b> What did the character do in the story?	 <b>Where?</b> Where did the character do this action/activity?	 <b>When?</b> When did the character do this action/activity?
Story #1	Kathy	Climbed the rock climbing wall	at the playground	last Saturday
Story #2	Ronald	played baseball with his team	in the park	after school
Story #3	Lauren	Bought a new lacrosse stick	at the store	last night

# PERSONAL NARRATIVES:

Also called AUTOBIOGRAPHICAL EVENT NARRATIVES are the beginnings of narrative discourse.

- “The Personal Narrative” is often a second grade English Language Arts State Standard.
- Personal narratives expand children’s conversational abilities since they are the basis for exchange of information between and among children.



**“We dream, remember, anticipate, hope, despair, love, hate, believe, doubt, plan, construct, gossip and learn in narrative.”**

Westby, C. (1985, 1991). Learning to talk, talking to learn: Oral-literate language differences. In C. Simon (Ed.), *Communication skills and classroom success*. Eau Claire, WI: Thinking Publications, Inc.





# Example of the need for Narrative Intervention for Social Communication (and Writing). Page 4.2 in *It's All About the Story*

This 5<sup>th</sup> grade student was diagnosed with Asperger's Syndrome. This is his personal narrative in response to a writing prompt.

*PROMPT: Everyone has a day or an experience that they remember because they were special. Maybe you had a wonderful birthday party or a special person came to your home for a visit. Write about a day or experience that was special to you. Remember to write an exciting beginning and include details in your writing.*

My radio came on!

“Better get up!”my mother shouted from downstairs.

“They called and said they would be coming 15 minutes early.”

I jumped up, pulled on my sweats and bolted down the stairs.

I had 45 minutes left and I had a lot to do.

They came in their big SUV.

We had a really good time.

We drove home in the rain and I was really tired after all that walking.

I kept thinking of that thing. I will tell him about it at school.

Even though I was mad, I had a great time.

# Thank you for joining us!

**Education professionals and parents are using our methodology and tools with children in ALL 50 of the United States, in every province of Canada, in Australia, in The Netherlands and in 21 other countries across the globe.**





# Depth, Application, and Results 1991 - 2017

## MindWing Concepts, Inc. Instructional Materials

The central circular diagram is divided into 12 segments, each representing a different instructional area. The segments are:

- ORAL NARRATIVES**: Includes 'Oral Discourse Strategies' and 'Critical Thinking Triangle'.
- READING COMPREHENSION**: Includes 'Story Grammar Marker'.
- EARLY NARRATIVE DEVELOPMENT**: Includes 'Buddy, the Squirrel'.
- EXPOSITORY TEXT**: Includes 'Theme Maker'.
- WRITTEN EXPRESSION**: Includes 'Talk to Write, Write to Learn'.
- 23 CHILDREN'S BOOKS ANALYZED**: Includes 'East West West'.
- DATA COLLECTION**: Includes 'Date Collection & Progress Monitoring Process'.
- SOCIAL COMMUNICATION**: Includes 'It's All About the Story!' and 'Facilitating Relationships'.
- DEAF AND HARD OF HEARING**: Includes 'Naming Connections'.
- COMMON CORE CONNECTION**: Includes 'The Core of The Core'.
- COLLEGE AND UNIVERSITY PROGRAMS**: Includes 'THE ESSENTIAL SCM'.
- DISCOURSE DEVELOPMENT**: Includes 'Oral Discourse Strategies'.

Surrounding the central diagram are various instructional materials:

- Teacher Marker**: A colorful string of beads.
- Language/Literacy Development Checklist**: A grid checklist.
- Braily Doll**: A doll made of colorful beads.
- Build-A-Braily**: A kit for creating a Braily doll.
- Our Friend Braily Poster**: A poster featuring the Braily doll.
- ThemeMaker Student Tool For Expository Text Structures**: A tool for creating expository text structures.
- Magnet Set**: A set of colorful magnets.
- STAMPede Stamps**: A set of stamps.
- Mini-Magnets**: A set of small magnets.
- SGM IPAD APP**: An iPad app for the Story Grammar Marker.
- Card Deck**: A set of cards.
- Posters / Mini-Posters**: Various educational posters and mini-posters.
- Select! Reflect! Collect!**: A circular diagram for selecting, reflecting, and collecting.
- Marker Land**: A circular diagram for marker land.
- Wristbands**: A set of colorful wristbands.
- NEW! Critical Thinking Triangle In Action! Set**: A set of materials for critical thinking.
- Cohesive Tie JAR-gon Kit**: A kit for cohesive tie JAR-gon.
- Feelings**: A poster about feelings.
- SGM Episode Organizer**: An organizer for SGM episodes.

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# Professional Development

linking language development to literacy



**Mention this Autism Awareness Webinar to Sheila Moreau and receive 20% off professional development fee if your Purchase Order is received before May 31, 2017**

**Contact Sheila at  
[smmoreau@mindwingconcepts.com](mailto:smmoreau@mindwingconcepts.com) or  
888.228.9746**



**Thank you for joining us** for our FREE webinar *Autism Awareness with Story Grammar Marker®!*

**In this webinar,** Maryellen shared how to use MindWing's methodology with children who have social communication disorders, perspective-taking and theory of mind problems, those needing help with conversation repair and those with difficulty with critical thinking and planning.

**The materials** on the following slides are “how” to implement what you learned.

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## OPTION #1 MindWing's Autism Awareness Kit- \$186.95



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- **The Autism Collection for Social Communication** which includes three books, *It's All About the Story*, *Making Connections*, and *Facilitating Relationships*, as well as a 2-sided game board, game pieces, a Student Story Grammar Marker®, SquiGuMs 2-in-1 Wristbands, FunPack Card Deck, Icon STAMPede Rubber Stamp Set, and downloadable game book.
- **The Critical Thinking Triangle In Action! Set** which includes: 1 Guidebook containing: instructions, a learning scale protocol, reproducible maps & sentence frames, references, online teaching resources and more!, 1 Plastic Document Envelope, 4 - 8.5"x11" Critical Thinking Triangle® In Action! Student Thinking Mats, 60 Feelings/Emotions Cards, 6 Thought Bubble/Mental State Cards, 4 Feelings/Emotions Bookmarks (2-sided), 10 Self-Adhesive Vinyl Pockets, 1 Beginning, Middle and End SGM® Mini-Poster, 1 Complete Episode SGM® Mini-Poster, 1 Feelings SGM® Mini-Poster, 1 Critical Thinking Triangle® Mini-Poster, 2 Popsicle Sticks, 4 Write-On/Wipe-Off Pens
- **My Fantastic Words Book**,
- **Stories for Teaching and Modeling Narrative Text Structure**,
- **Story Grammar Marker® Mini Magnets**



## OPTION #2

# Autism Collection for Social Communication - \$149.95



### The Autism Collection for Social Communication which includes:

- Three manuals; *It's All About the Story*, *Making Connections*, and *Facilitating Relationships*,
- a 2-sided game board,
- game pieces,
- a Student Story Grammar Marker<sup>®</sup>,
- SquiGuMs 2-in-1 Wristbands,
- FunPack Card Deck,
- Icon STAMPede Rubber Stamp Set, and downloadable game book.

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