

April 15, 2020

WEBINAR PPT SLIDES FOR  
**Trauma-Sensitive Distance Learning**  
with **Story Grammar Marker®** and  
**Braidy the StoryBraid®**

**Presenters:**  
**Maryellen Rooney Moreau, M.Ed., CCC-SLP**  
**Sheila M. Moreau, M.Ed.**

Linking language development to literacy



***Disclosure***

Linking language development to literacy



**Maryellen Rooney Moreau, M.Ed. CCC-SLP,**  
President & Founder, MindWing Concepts, Inc., Springfield, MA

- *Financial: Maryellen has ownership interest in MindWing Concepts, holds intellectual property rights and patents. Maryellen is employed as president of MindWing Concepts. In that capacity, she writes books, creates materials, consults, trains and presents.*
- *Nonfinancial: No relevant nonfinancial relationships exist.*

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## A Word before we begin...

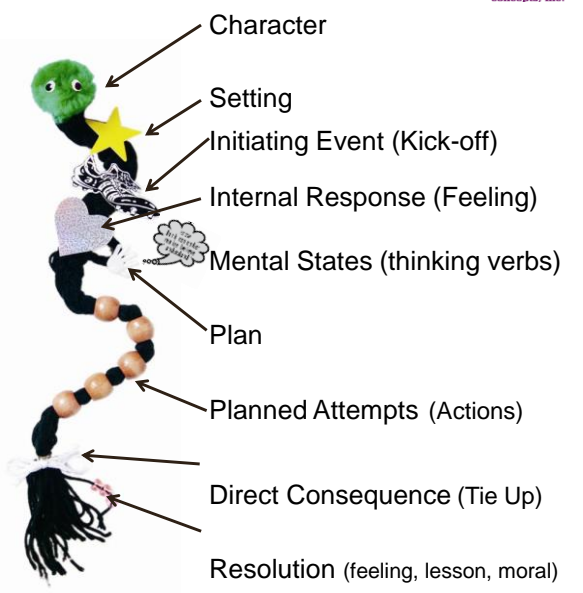
“A child’s successful completion of many academic tasks depends on the ability to ‘bring a linear order to the chaos of daily experience.’ Traumatic experiences can inhibit this ability to organize material sequentially, leading to difficulty reading, writing, and communicating verbally (Cole, et.al 2005).” For all of us, the COVID19 Pandemic has been a “kick off” that has caused us to feel uncertain, and for many of us, it has also caused anxiety, toxic stress, and grief. While not every child will experience trauma, they will all face challenges and adversity during this situation and throughout their lives.

For years- prior to the COVID19 Pandemic- we have included *childhood trauma* in our workshops; how to use Story Grammar Marker® and Braidy the StoryBraid® to support SLPs, Teachers, Psychologists, and Specialists in helping children to develop the **language, communication and thinking skills** that are necessary for coping, healing, and becoming resilient.

Our approach and tools in this webinar can be used now for collaboration and distance learning – and after we all get back to our schools and are face to face once again with our children and our colleagues.

## 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 (or narrative). 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.**



**New Blog Post: The Hidden Meaning of Story Grammar Marker®’s Icons**

<https://mindwingconcepts.com/blogs/news/the-hidden-meaning-of-mindwing-s-icons>

## Why is the ability to tell your story SO important?

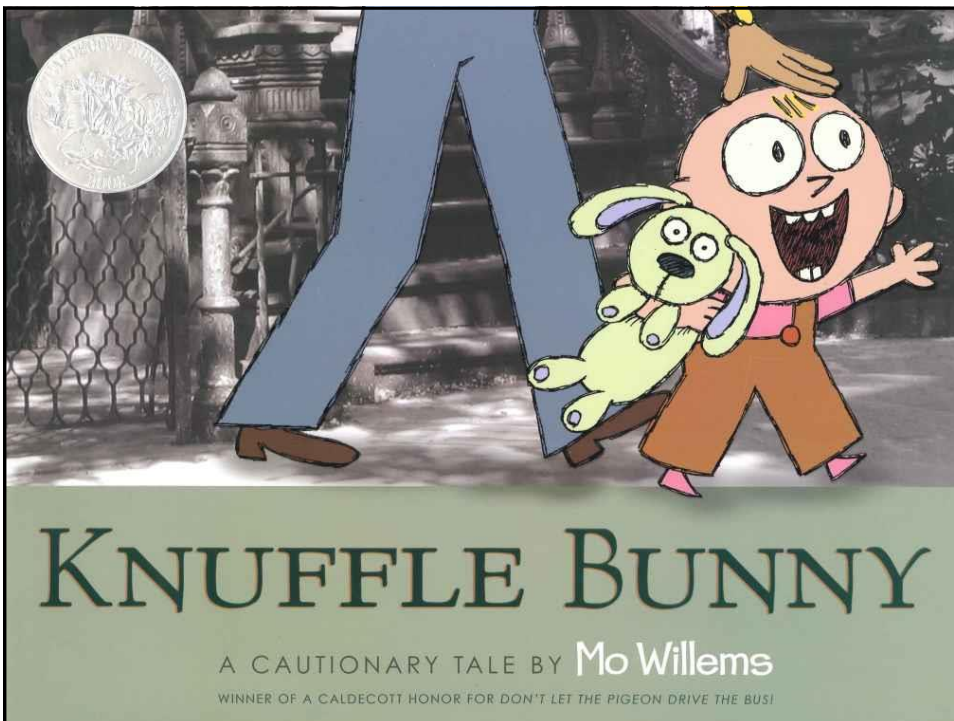


“Trust me on this: There’s a good chance that, years from now, you will feel a bit sentimental for these weeks spent in social isolation. We’re built for challenging times. We are writing the stories we will tell our children and grandchildren.

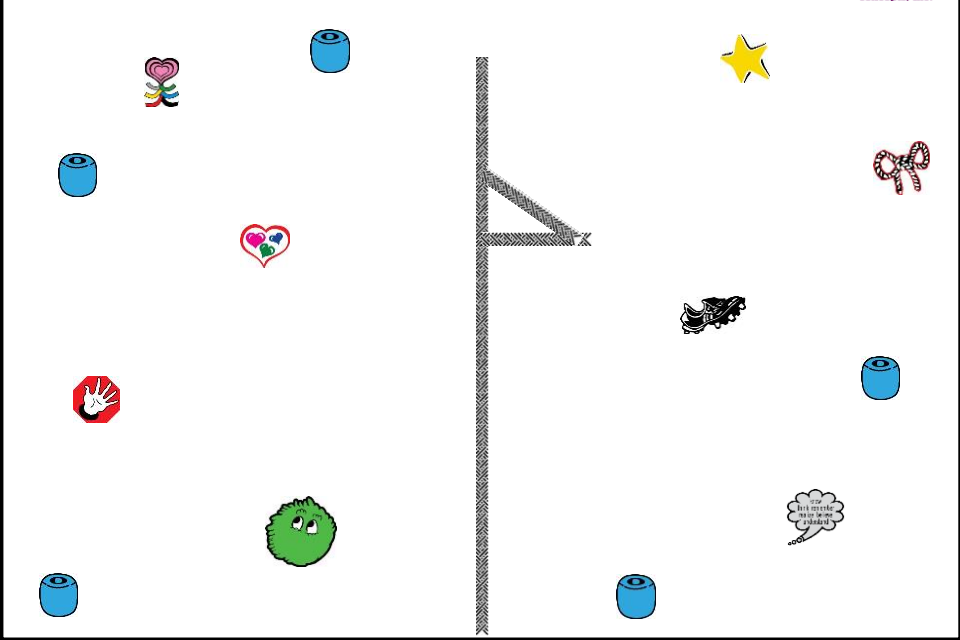
Driving down a suburban street waving to elementary school children may not have the historical gravity of landing on Omaha Beach or working on a wartime assembly line. But when the children of the pandemic are old and gray, they will reminisce about the time their teachers paraded past their house because all the schools were closed.

It will be a warm memory, even though so many people got sick, lost their jobs, and were afraid. They don’t have the vocabulary today to describe it, but the lessons will stick and become clearer in the **retelling**. It’s about social cohesion, love and loyalty, and how good people step up when we need them to.”

Robert Pondiscio, Fordham University, in “The Lessons That Last in the Time of Pandemic” in *Education Gadfly*, April 8, 2020, <https://bit.ly/2V20dX8>



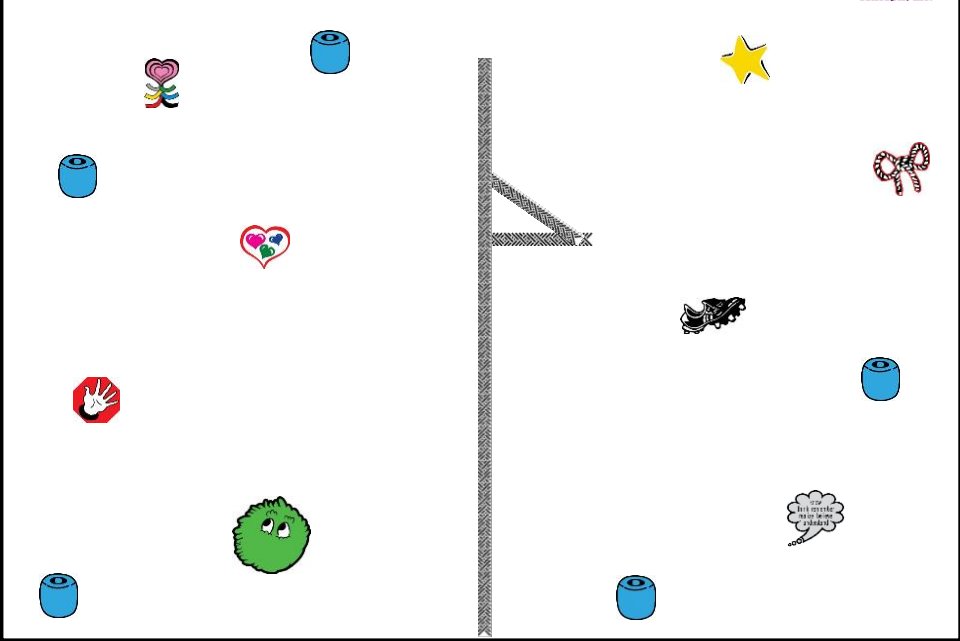
A child's successful completion of many academic tasks depends on the ability to "bring a linear order to the chaos of daily experience".



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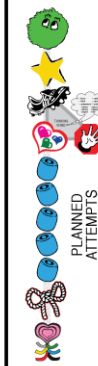




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# Rooted in Research...



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)		

The SGM® Sequence of Narrative Development Stages is NOT the CONSECUTIVE Icons, it is CUMULATIVE in these conceptual stages, so it can be used for more than story recall – for in-depth instruction and dynamic assessment.

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

**This is the goal.  
How do we get there?**



## Childhood Trauma

According to the National Institute of Mental Health, childhood trauma is defined as:

**“The experience of an event by a child that is emotionally painful or distressful, which often results in lasting mental and physical effects.”**

***“They [the children in Baltimore City] are the living messengers we send to a future we will never see.” - Congressman Cummings***



## **Adverse Childhood Experiences (ACEs)**

Adverse Childhood Experiences (ACEs) are typically categorized as: abuse, neglect and/or household dysfunction. ACEs are defined by the CDC as “potentially traumatic events that occur in childhood [...]that can undermine their sense of safety, stability, and bonding [...]and have been] linked to chronic health problems, mental illness, and substance misuse in adulthood [and can] also negatively impact education and job opportunities.”

<https://www.cdc.gov/violenceprevention/childabuseandneglect/aces/fastfact.html>

**“Adverse Childhood Experiences (ACEs) cause toxic stress and impair the developing brain.”**

**“35 Million children nationally experience ACEs.”**

Leana Wen of George Washington University (former Baltimore Health Commissioner) Moderated this event and provided statistics and information, focusing on the public health crisis of childhood trauma.



## Childhood Adversity

Certain types of childhood adversity are especially likely to cause **trauma reactions** in children, such as the sudden loss of a family member, a natural disaster, a serious car accident, or a school shooting.

Other childhood adversities (e.g., parental separation or divorce) tend to be associated with more variability in children's reactions and may or may not be experienced by a child as trauma.

Childhood trauma is associated with problems across multiple domains of development. However, **trauma affects each child differently, depending on his or her individual, family, and environmental risk and protective factors.**

<https://www.childtrends.org/adverse-childhood-experiences-different-than-child-trauma-critical-to-understand-why>

- Abuse and neglect
- Family violence
- Community violence
- School violence
- Life-threatening accidents and injuries
- Frightening or painful medical procedures
- Serious and untreated parental mental illness
- Loss of or separation from a parent or other loved one
- **Natural or manmade disasters**
- War or terrorist attacks
- Forced displacement or refugee status
- Discrimination
- Extreme poverty

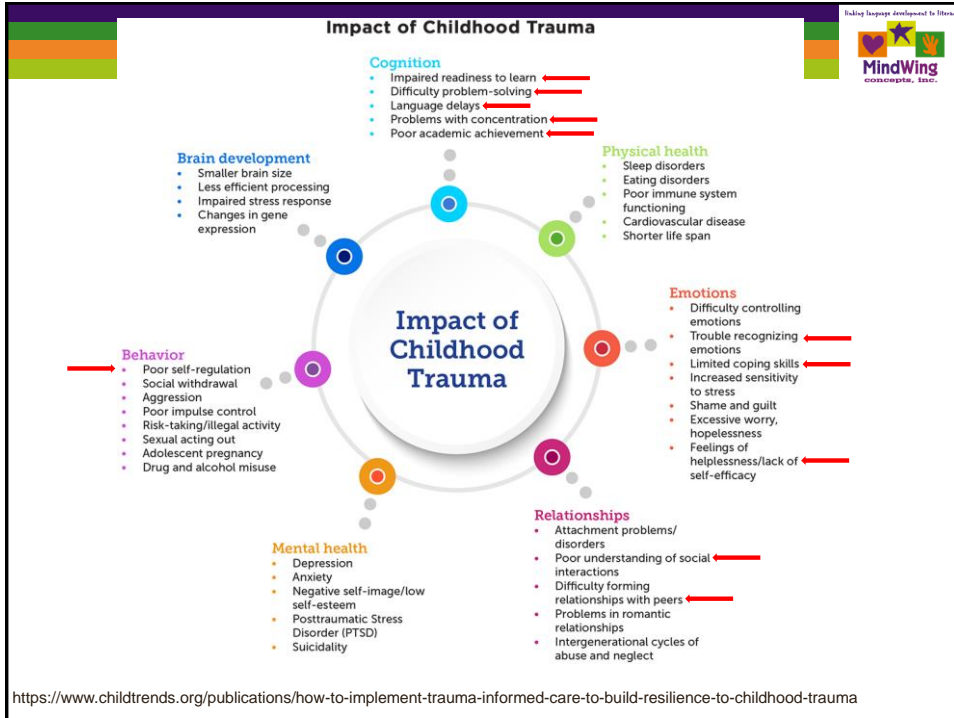
<https://www.childtrends.org/publications/how-to-implement-trauma-informed-care-to-build-resilience-to-childhood-trauma>

**“Childhood trauma is an exceptional experience in which powerful and dangerous events overwhelm a person’s capacity to cope.”**

- Trauma...
  - is an epidemic right now
  - Is real and is prevalent
  - is toxic to the brain and can affect learning and development in a multitude of ways
  - affects kids across racial and socio-economic lines
- Children who have experienced trauma...
  - will simply show up to the classroom and most of them who have experienced trauma will not receive any kind of special services or counseling
  - are resilient, and within positive learning environments, they can grow, learn, and succeed.
- Teachers and will be expected to understand, process, and manage all those complex emotions, learning differences, developmental problems and behaviors.

By, Rice and Groves (2005) in *A crash course on trauma-informed teaching* by Angela Watson





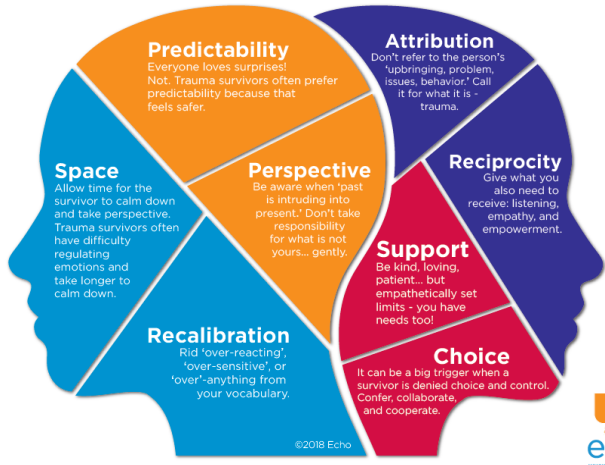
“What is new is that trauma researchers can now explain the hidden story behind many classroom difficulties plaguing our educational system. Recent psychological research has shown that childhood trauma from exposure to family violence **can diminish concentration, memory, and the organizational and language abilities** that children need to function well in school.

For some children, this can lead to inappropriate behavior and learning problems in the classroom, the home, and the community. For other children, the manifestations of trauma include **perfectionism, depression, anxiety, and self-destructive—or even suicidal—behavior.”**

*Streeck-Fisher, A., and van der Kolk, B. (2000). Down will come baby, cradle and all: Diagnostic and therapeutic implications of chronic trauma on child development. Australian and New Zealand Journal of Psychiatry, 34: 903-918.*

*Shields, S. and Cicchetti, D. (2001). Reactive aggression among maltreated children: The contributions of attention and emotion dysregulation. Journal of Clinical Child Psychology, 27(4): 381-395.*

## How to Support Someone Who Has Experienced Trauma



<https://www.echotraining.org/support-trauma-survivor-infographic/>

### Safety



Ensuring physical and emotional safety

Common areas are welcoming and privacy is respected

### Choice



Individual has choice and control

Individuals are provided a clear and appropriate message about their rights and responsibilities

### Collaboration



#### Definitions

Making decisions with the individual and sharing power

#### Principles in Practice

Individuals are provided a significant role in planning and evaluating services

### Trustworthiness



Task clarity, consistency, and Interpersonal Boundaries

Respectful and professional boundaries are maintained

### Empowerment



Prioritizing empowerment and skill building

Providing an atmosphere that allows individuals to feel validated and affirmed with each and every contact at the agency

## Social And Emotional Learning – SEL

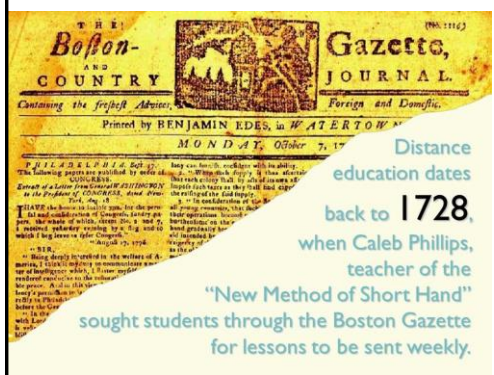
Social and emotional learning (SEL) is the process through which children and adults understand and manage **emotions**, set and achieve positive **goals**, feel and show **empathy** for others, establish and maintain positive **relationships**, and make responsible **decisions**.

A systemic approach to SEL intentionally cultivates a caring, participatory, and equitable learning environment and evidence-based practices that actively involve all students in their social, emotional, and academic growth.

This approach infuses social and emotional learning into every part of students' daily lives—across all of their classrooms, during all times of the school day, and when they are in their homes and communities.

<https://casel.org/what-is-sel/>

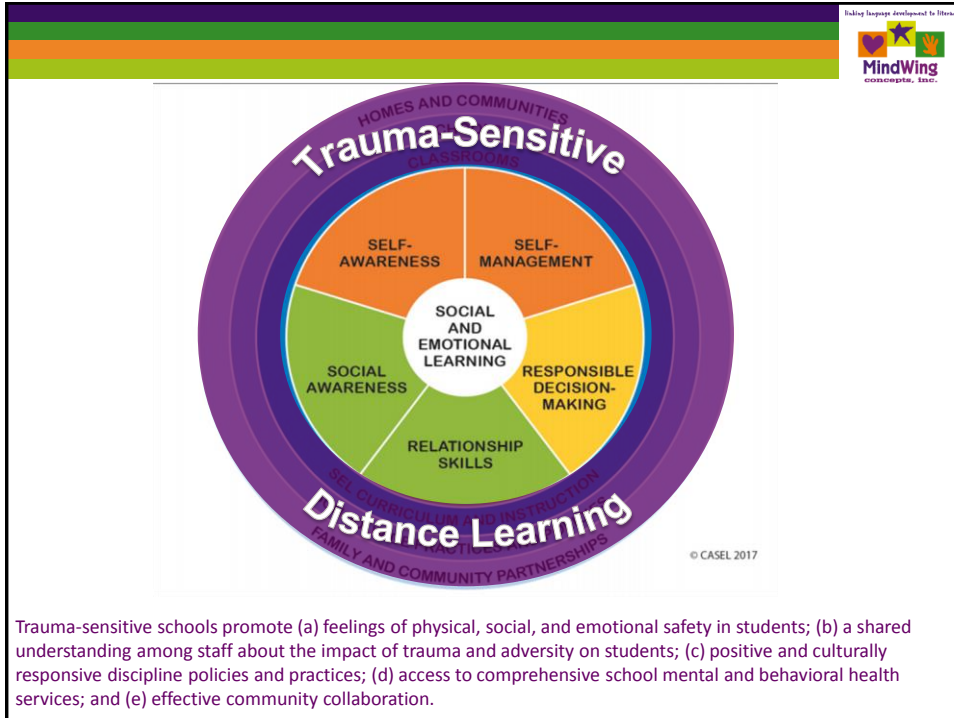
## Distance Learning



Distance learning is not a modern phenomenon. It actually dates back as far as 1728 when Caleb Phillips, a teacher in Boston, Massachusetts, offered shorthand lessons to students via weekly mailed lessons. But it wasn't until the 1800s when the U.S. Postal Service bloomed that correspondence learning really took off. It is very different today with technology!

This is a great infographic showing the evolution of Distance Learning:

<https://www.learndash.com/300-years-of-distance-learning-evolution-infographic/>



**Four Core Priorities for Trauma-Informed Distance Learning**  
 Alex Shevrin Venet  
<https://www.kqed.org/mindshift/55679/four-core-priorities-for-trauma-informed-distance-learning>

**Predictability**  
 “Trauma can create “intense feelings of unpredictability,” said Venet, and whether students have experienced trauma or not, COVID-19 has upended normal life for kids and adults alike. The loss of our usual habits can cause shock and grief, so one way educators and parents can prioritize predictability is by creating routines. In addition to creating new routines, Venet encouraged teachers to “notice what’s normal” and apply familiar practices to distance learning. Creating an opportunity to connect before jumping into instruction will help them be better able to engage in learning.”

**Flexibility**  
 “Because trauma involves a loss of control, inflexible teaching methods can trigger some students into survival mode. Venet encouraged teachers to notice what students need and collaborate with them to find routines, resources and strategies that will best support them. While physical schools provide some level of uniformity, at home the learning environment for each student looks different. Some students have limited Internet or computer access. Some may be responsible for caring for younger siblings while parents work. And some may be working jobs of their own.”

### Connection

“Relationships are key to resilience, “so anything that teachers can do to help foster relationships should be a priority right now,” said Venet. And because the coronavirus pandemic has disrupted many types of relationships, she recommended that teachers also consider how to help students connect with each other, with family and with their community.”

### Empowerment

“Trauma takes power from people, so trauma-informed educators need to think critically about not reproducing that dynamic. Educators should focus instead on empowering students through shared decision-making and authentic choice.

Empowerment applies to assignments, as well. “Now more than ever, kids don’t need to be doing fake work. They don’t need to be doing worksheets,” said Venet. “Give them problems to solve. Ask what they’re interested in. There’s so much data coming out right now for them to be working with. There’s so many stories coming out ... Give them tools to think about ‘How am I affecting the world around me?’”

<https://www.kqed.org/mindshift/55679/four-core-priorities-for-trauma-informed-distance-learning>



Story Grammar Marker® and Braidy the StoryBraid® are trauma-informed tools to be utilized to *develop the critical thinking, language, and communicative competence* which underlies and is necessary for the success of other therapies and interventions by collaborating professionals.

“There is nothing more delightful and illuminating than talking about big ideas with little people.”  
“True, deep learning happens not on a worksheet or through a series of decontextualized videos and closed-ended questions,” says France. “Learning is a conversation; it requires connection and interaction.”  
He urges regular video class meetings for this reason, as well as for social interaction and connection.

“Empower Children Through Dialogue and Discussion” in Educational Leadership, April 2020 (Vol. 77, #7, pp. 14-20), <https://bit.ly/2RzpmGN>

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

Westby (1985)



## Story Grammar Marker®, Braidy the StoryBraid®, ThemeMaker® and related tools help children to...

- Be able to infer so that they can *anticipate*
- Think critically so that they can *plan*
- Form an argument so they can explain what they *believe*
- Compare and Contrast so that they know what they *love* or *hate*
- Take perspective so that they know what to trust and what to *doubt*
- Understand the details and facts so that we can *construct*
- *Learn...* especially when concepts and curriculum becomes challenging

## Story Grammar Marker, a Trauma Informed Tool - Students Love it!

*"...what I love the most is that [Story Grammar Marker®] gives them the opportunity to express their inner feelings in an organized visualized model. I am so grateful that I had the opportunity to watch and coach these amazing educators as they worked with individual students and small groups to support this work. I will never forget the day Leticia said: "Do you hear them? They are coming in and just telling their stories! They showed us that they felt heard, and safe to express their feelings, and were willing to problem solve."*



Blog Post by  
Jessie Graham, M.S.  
Certified Master Coach And Educational Consultant  
Speech Language Pathologist

<https://www.jessiegrahamcoach.com/blog/2019/5/27/story-grammar-marker-is-trauma-informed>



## Six Elements of School Operations Involved in Creating a Trauma-Sensitive School

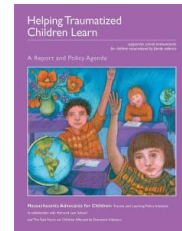
### # 4 - Academic and Nonacademic Strategies for Trauma-Sensitive

“In the classroom, it is important for educators to discover students’ islands of competence, whether they are in academic or nonacademic areas.

Clear, explicit communication and routines that provide predictability help ensure the classroom is a place where children feel physically and psychologically safe.

All children should be viewed holistically—their relationships with adults and peers; their self regulation of emotion, attention and behavior; and their physical and psychological well being are all related to their academic learning.”

<https://traumasensitiveschools.org/trauma-and-learning/the-flexible-framework/>



### Language and Communication Skills:

“Traumatic experiences can disrupt the ability of children to learn and process verbal information and use language as a vehicle for communication. These language problems can undermine literacy skills, social-emotional development and behavioral self regulation.”

“Emphasizing that impaired language development may affect the ability to use words to problem solve, these researchers make the powerful point that the language evaluation should include not only linguistic aspects of language but also pragmatic and narrative functions.”

### Social and Emotional Communication:

“Interactive styles of those in the home influence language development. Coster and Cicchetti note that when caregivers primary interactions are focused on controlling a child’s behavior rather than responding to thoughts and feelings, the child may not use language to acquire literacy skills and “the ability to sustain coherent narrative and dialogue, which is a key competence for social exchange with both peer and adult figures.”

Cole, S. F., O’Brien, J. G., Gadd, M. G., Ristuccia, J., Wallace, D. L., & Gregory, M. (2005). *Helping traumatized children learn: Supportive school environments for children traumatized by family violence*. Boston: Massachusetts Advocates for Children.



## Organizing Narrative Material:



1. **Develop the oral language for storytelling:**
  - to be used academically and also for the extremely important area of interpersonal and intrapersonal communication
  - Narrative ability is a vital part of the communicative competence
  - With distance learning, we can't always observe body language, facial expressions, tone of voice and other indicators that our students are struggling, making it even more important for them to be empowered to and have the tools to "tell their story" independently
2. **Sequential Memory:** Due to disruption of home rules and routines, it may be difficult for many to sequentially order their world (home, school, playground etc.
3. **Cause and effect Relationships:** Most children develop these relationships and make connections through exploration and play. But many children live in "circumstances that do not allow them to make connections between their actions and the responses they trigger...the future feels unpredictable and out of their control"

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4. **Taking another's perspective:** "The ability to take the role of the other or to appreciate another person's point of view may be seriously impaired."
    - Although coronavirus has affected everyone in the world, each person's perspective is slightly or vastly different
    - The Critical Thinking Triangle can help to show and think through these differences
  5. **Identifying and processing feelings:**
    - "Children who have trouble using language to communicate emotions cannot always "formulate a flexible response" to situations and may react impulsively.
    - Learning to identify and articulate emotions will help them regulate their reactions...
    - Some children have cognitive profiles that interfere with their capacity to put words to feelings; they may need specialized approaches and the help of language therapists who work closely with mental health clinicians."
    - How about Braidy the StoryBraid® or the SGM® as part of this necessary intervention to help children identify and process feelings in collaboration with mental heal clinicians: help children develop language and sentence structures to communicate emotions

Practice With Digital Icons with suggestions from participants in CHAT



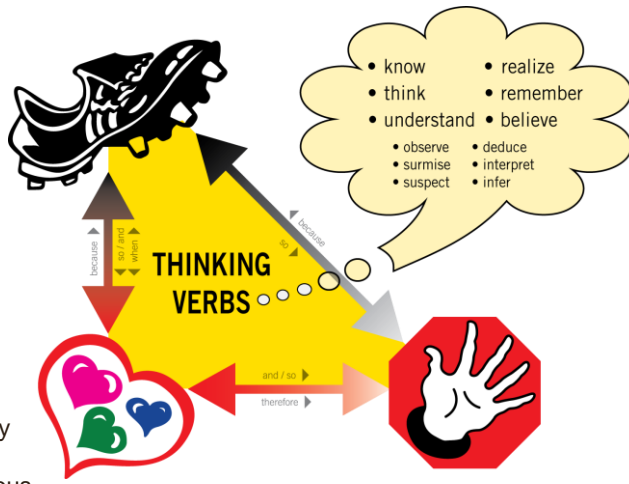
Email my students daily

Plan Zoom Lessons or Google Hangouts to "see" them

Use SGM to help them communicate their thoughts and feelings about how they are coping

Practice With Digital Icons with suggestions from participants in CHAT

Kick off  
 Coronavirus



Fear  
 Worry  
 Sad  
 Anxious  
 uncertain

Thinking Bubble  
 Know Kate is a nurse exposed to COVID19  
 Think we will support ourselves  
 Believe about this being the new norm  
 Realize you could contract covid19

Plans  
 Want to make sure our students are safe and secure

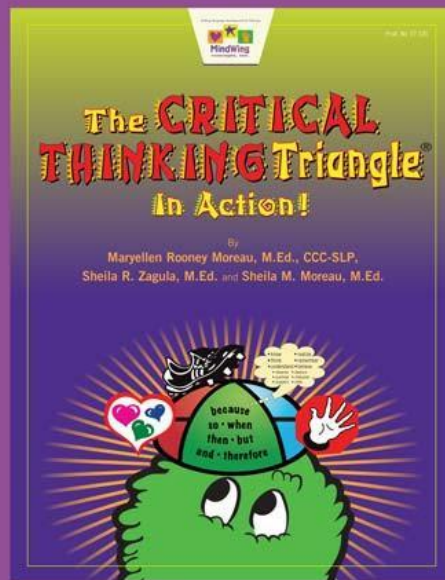
**6. Attentiveness to Classroom Tasks:** from routines to paying attention to the wrong things to disruptive activities.

**7. Executive Functions:** “No internal maps to guide them and that, consequently, they “act instead of plan”. (Van der Kolk )

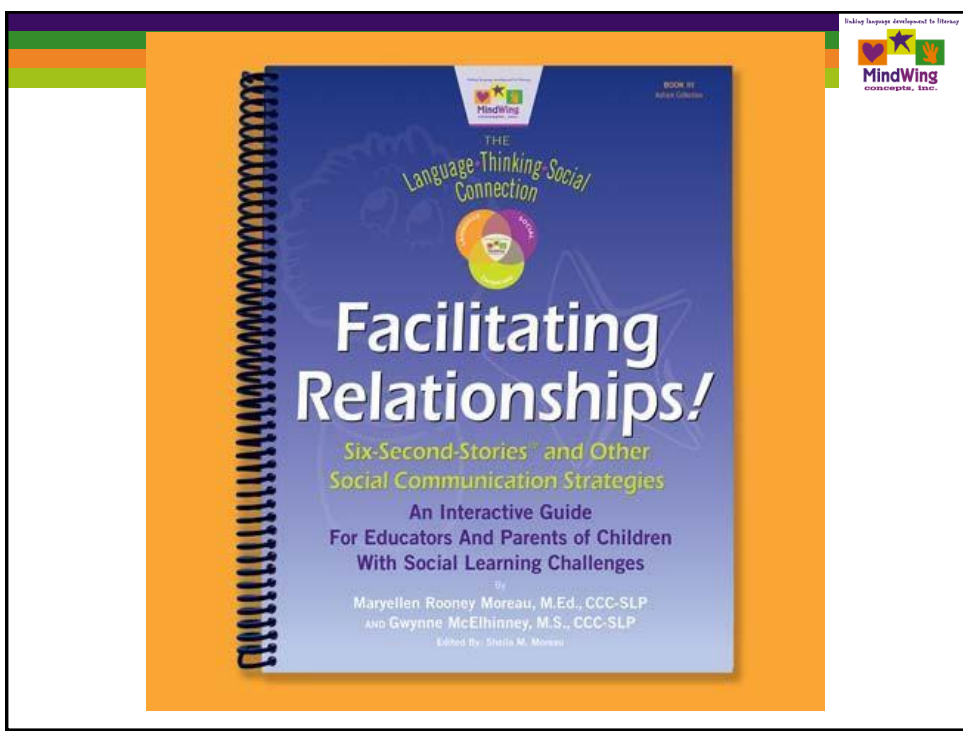
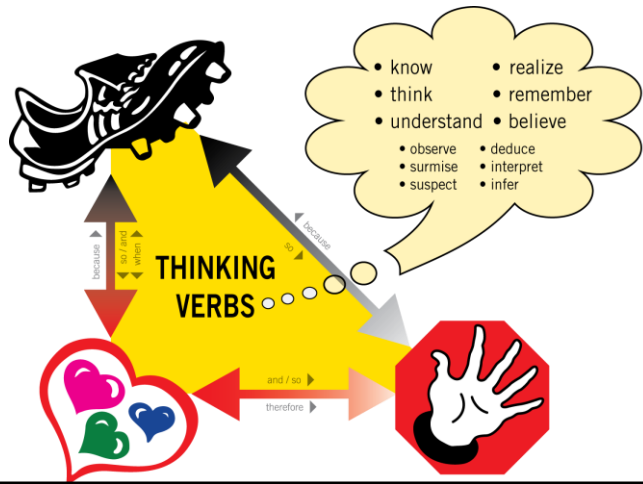
**8. Language based teaching strategies:**

- Find multiple ways to present information
- Assist in processing specific information: using graphic organizers or physical manipulatives to help children stay on track.
- Make information digestible and encourage clarifying (use Strategy Tracker from Oral Discourse Strategies)

**9. Engaging with the Curriculum**



## The Critical Thinking Triangle®:



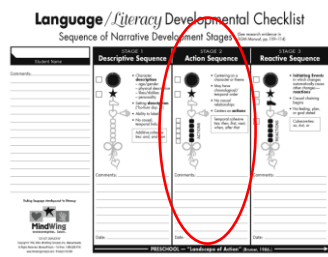
# Six-Second-Stories™ Method for Teaching Conversation Repair

created by Gwynne McElhinney, M.S. CCC-SLP  
 Based on Story Grammar Marker® and Critical Thinking Triangle®  
 Method Published in *Facilitating Relationships*





## What Are Six-Second-Stories™?

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

-  Who?
-  Did What?
-  Where?
-  When?



...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.

# Planning of a Hypothetical Six-Second-Story™ by Jack in Wonder

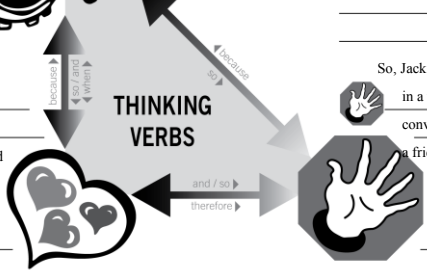
MindWing  
LLC, INC.

## The CRITICAL THINKING Triangle™ The Conversation Connector

On the first day of school, \_\_\_\_\_ Name \_\_\_\_\_ Jack remembered that he saw \_\_\_\_\_  
 Jack becomes Auggie's Welcome \_\_\_\_\_ Date \_\_\_\_\_ Auggie at Carvel with his mom and sister last  
 Buddy (after reluctantly agreeing to \_\_\_\_\_ summer.  
 do it). Auggie said to Jack, "What \_\_\_\_\_  
 did you do this summer?" \_\_\_\_\_ He wondered if Auggie liked ice cream as  
 \_\_\_\_\_ much as he did.  
 \_\_\_\_\_



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. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 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.....



"My mom, brother and I ate ice cream at Carvel a lot this summer!" 42

## Six-Second-Stories™ Conversation Connector Sheet


MindWing

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

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Early Language Development to Literacy



## MindWing's Digital Icons!


<https://mindwingconcepts.com/collections/icon-downloads>




Complete Icons Set

Universal Digital Icon Set  
(104 images)  
\$19.95


BRAIDY  
Icons Set



SGM  
Icons Set



THEME MAKER  
Icons Set



Braidy the StoryBraid® Digital Icon Set  
(40 images) \$7.95

Story Grammar Marker® Digital Icon Set  
(33 images) \$9.95

ThemeMaker® Digital Icon Set  
(31 images) \$7.95

Early Language Development to Literacy



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EMAIL list: <http://mindwingconcepts.com/pages/contact>

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