

WEBINAR MAY 21, 2020



**Engaging Early Learners
At Home, In Telepractice
(and Back at School)
with Braidie the StoryBraid®:
6 High Impact Ways to Target
Language Development and Social Learning**

Presenters:

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Sheila M. Moreau, M.Ed.**

Linking language development to literacy



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Disclosure



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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We will demonstrate and model 6 high impact, concrete ways to use Braily® the StoryBraid® at home, in telepractice, and at school. The areas we will target are how to:

- **Interact socially** (converse) with and **play** with children,
- help children be more independent in **solving problems** or **resolving conflicts** at home,
- maintain **routines** and sequences of events, and **carry out plans**
- talk about and learn new information (**expository discourse**),
- identify **feelings** and **emotions** (pragmatics),
- develop **narrative discourse skills** for reading and writing of stories through listening comprehension & expression of a picture book



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Oral Language Development Opportunities:

- ✓ **Circle Times (attendance, day of the week, weather, season)**
 - Felt board activities
 - Selected Book reading
 - Show and tell
 - Personal story
- ✓ **Choice times**
- ✓ **Centers**
 - Art
 - Blocks
 - Lego
 - Kitchen
 - Trucks
 - Music
 - Dress up
 - Doll house
 - Puppets
 - Sensory (sand, water, play dough)
 - Library corner/chair
 - Listening
 - Reading and Writing
- ✓ **Routines**
 - Morning Routine
 - Bathroom
 - Hand washing/tooth brushing
 - Standing in Line
 - Lunch
 - Nap time/Rest time
 - Put away time
- ✓ **Outdoor Play**
- ✓ **Problem Solving/Conflict Resolution (Social Communication)**

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DOMAIN III: COMMUNICATION, LANGUAGE DEVELOPMENT AND LITERACY

Preschool CONTENT STANDARDS	HELDS	HELDS standard
Standard 1: Use language in a variety of ways.	LA.KE.g	With prompting and support, retell a simple story in sequence
	LA.KE.hh	Are understood by most adults and peers
	AL/LA.48-KE.e	Retell experiences in order, providing details
	LA.KE.ff	Recall 3 or 4 items removed from view
	LA.KE.gg	Listen and respond attentively to conversations (e.g. engaging in at least 3 exchanges, pose questions and listen to the ideas of others, share experiences when asked)
Standard 2: Listen with comprehension to a variety of spoken forms of language.	LA.KE.j	Respond appropriately to statements, questions, vocabulary, and stories
	LA.KE.kk	Describe and tell the use of many familiar items
	LA.KE.dd	Tell detailed stories that refer to other times and places
Standard 3: Acquire increasingly rich vocabulary and sentence structure.	LA.KE.ii	When speaking: Use a variety of nouns, verbs, and descriptive phrases in meaningful contexts (vocabulary)
	LA.KE.jj	When speaking: Use a variety of sentence structures from simple to more complex in meaningful contexts (sentence structure)
Emergent Reading and Writing		
Standard 4: Recognize and use symbols.	LA.KE.cc	Plan and then use drawings, constructions, movements, and dramatizations to represent ideas
	LA.KE.aa	Recognize and "read" familiar words or environmental print
Standard 5: Enjoy and understand books.	LA.KE.p	Listen actively as an individual and as a member of a group to a variety of age-appropriate informational texts read aloud
	LA.KE.m	Pretend to read, using intonation and referring to images in the illustrations
	LA.KE.l	Know some features of a book (title, author, illustrator)
	LA.KE.r	Identify parts of a book (e.g. front cover, back cover, spine, etc.)
	LA.KE.n	Identify story-related problems, events, and resolutions during conversations with adult
	LA.KE.i	Identify characters and recall major events in a story
Standard 6: Show interest in writing.	AL/LA.KE.h	Experiment with a variety of writing tools and surfaces
	LA.KE.bb	Add detail to drawings and other products with simple descriptive words, letters or letter forms

April 30, 2013

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Why doesn't Braidy® have a torso?



Kyla's Grandfather
 Note the mustache!

— Illustration by Kyla,
 age four and one-half years

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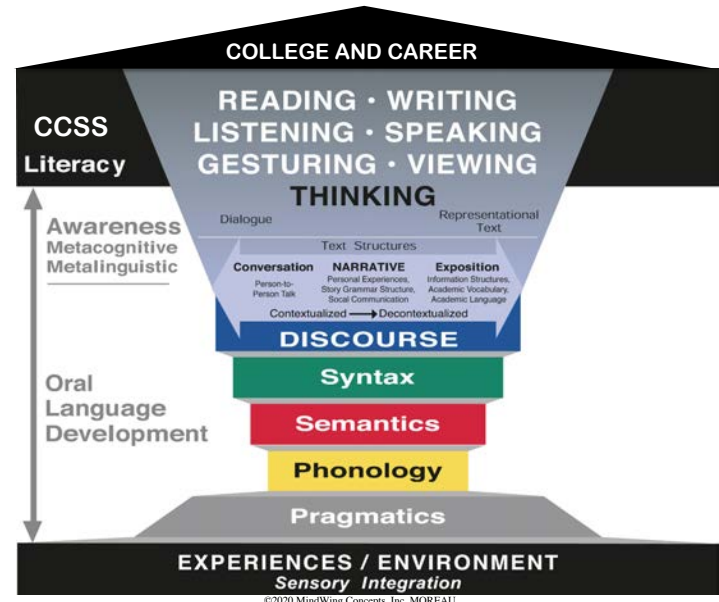
THE STRANDS OF ORAL LANGUAGE

Each strand of the braid, which forms the backbone of Braidy®, represents one of the Strands of Language that can each be integrated within lessons using Braidy®.

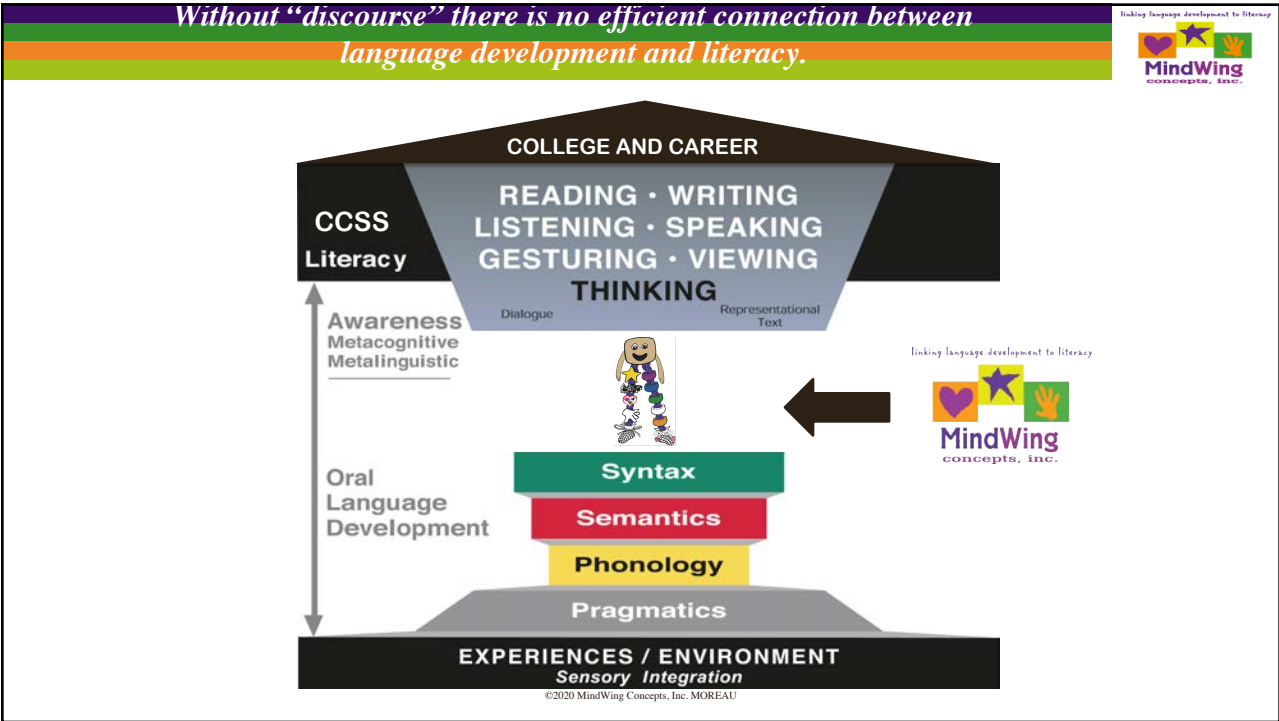


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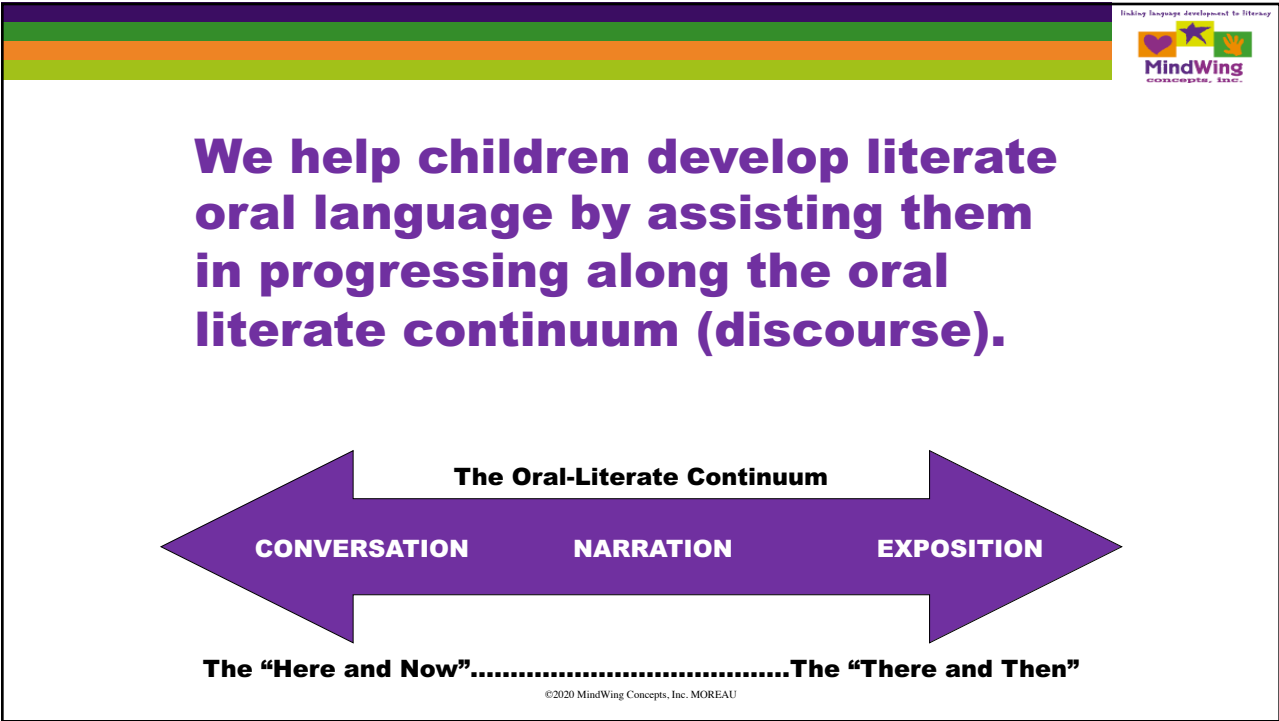
Building Blocks of Oral Language



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Narrative Defined...

A narrative is a story. It involves the telling or re-telling of events and experiences orally and in writing. A story can be true or fictitious and takes into account one or more points of view.



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

Dr. Carol Westby, 1985



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Character

Setting

Kick-off

Feeling

Plan

Planned Attempts (Actions)

Direct Consequence

Resolution

Who is the Braidy the StoryBraid®?

A hands on, multisensory tool that has colorful, meaningful icons that represent the organizational structure of a narrative (story).

The tool itself is a complete episode, the basic unit of a plot.

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Adult/Child Interaction Building a Conversation with Narrative Development

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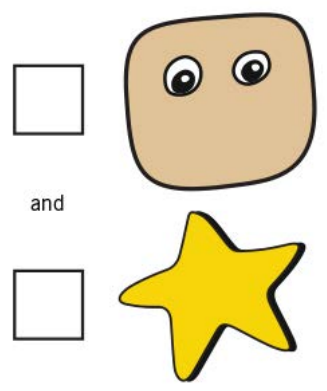
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**Storytelling is a social activity.
Young children rely on their
caregivers to structure a coherent
story with them via conversation.**

Gabas, C. et al (2017). Using experience books to foster the narrative skills of English learners. ASHA Perspectives 2.SIG 16.61

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STAGE 1
DESCRIPTIVE
Sequence




Script
Development






**Me and
Mommy's
Trip to
the Mall**


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STAGE 2 ACTION Sequence


First	<input type="checkbox"/>	
Next	<input type="checkbox"/>	
After that	<input type="checkbox"/>	
Then	<input type="checkbox"/>	
Finally	<input type="checkbox"/>	







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STAGE 3 REACTIVE Sequence

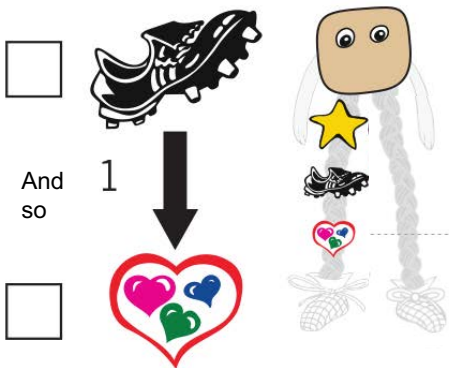
<input type="checkbox"/>		Kick-Off (cause)	
but	↓	↓	
so			
or			
<input type="checkbox"/>		Reaction (effect)	

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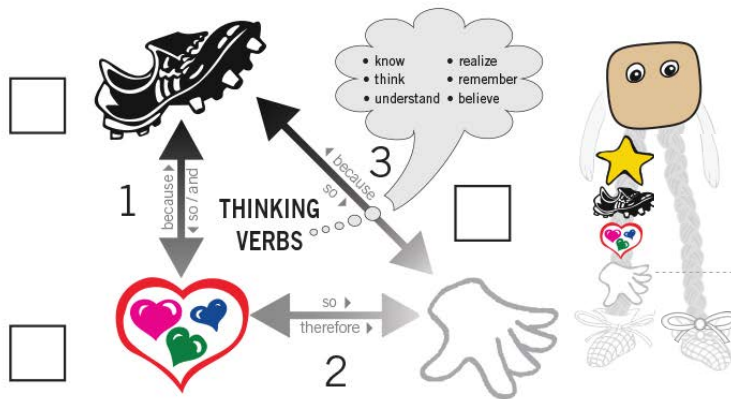
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STAGE 4 **ABBREVIATED** Episode

FEELINGS AS
EMOTIONAL REACTIONS



CRITICAL THINKING TRIANGLE



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STAGE 5 **COMPLETE** Episode



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The Personal Narrative

Personal narratives expand children's conversational abilities since they are the basis for exchange of information between and among children.

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- The types of personal narratives are:
 - Recounts (prompt from adults who also experienced the event (“tell daddy about...”))
 - Accounts (no outside prompt, but tells story about something that happened in the past)
- These differ from conversation where there is constant give and take between the listener and the speaker
- Personal Narratives occur at home, at school, and in the neighborhood and, as such, they are the foundation of classroom talk surrounding a book (both academic AND social)

Westby, C and Cullatta, B (2016) Telling tales: personal event narratives and life stories. Language, Speech and Hearing Services in Schools. ASHA.

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- Children's sense of self and early narratives emerge as they engage with their care takers in reminiscing about shared experiences. Episodic memories are specific memories that are tied to a specific place and time; what, when and where. (ex. A trip to Disney World).
- Children exhibit better personal narratives when their care takers are highly elaborative and offer the child support in conversation rather than trying to take over the conversation. (ex Open ended questions, embellishments of vocabulary, WH questions, and encouragement of the child to continue talking.)


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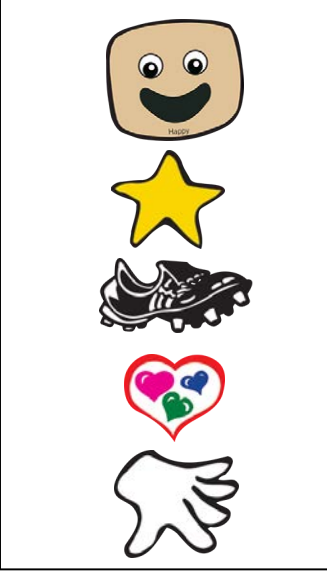
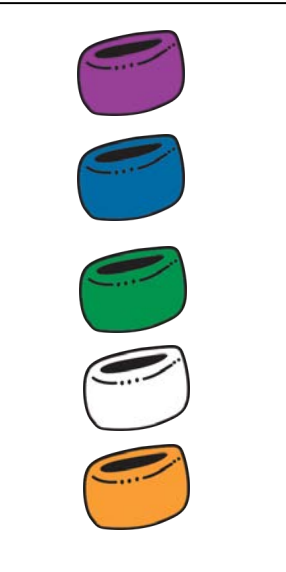
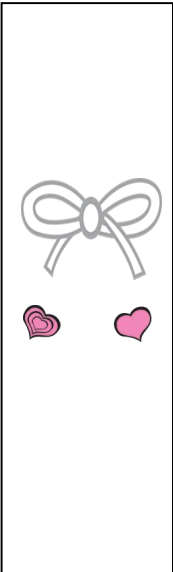
The quality of preschool personal narrative predicts aspects of adolescent writing. Children who recount past experiences with more accuracy and details told more complex fictional stories as they grew older.



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Beginning	Middle	End
		


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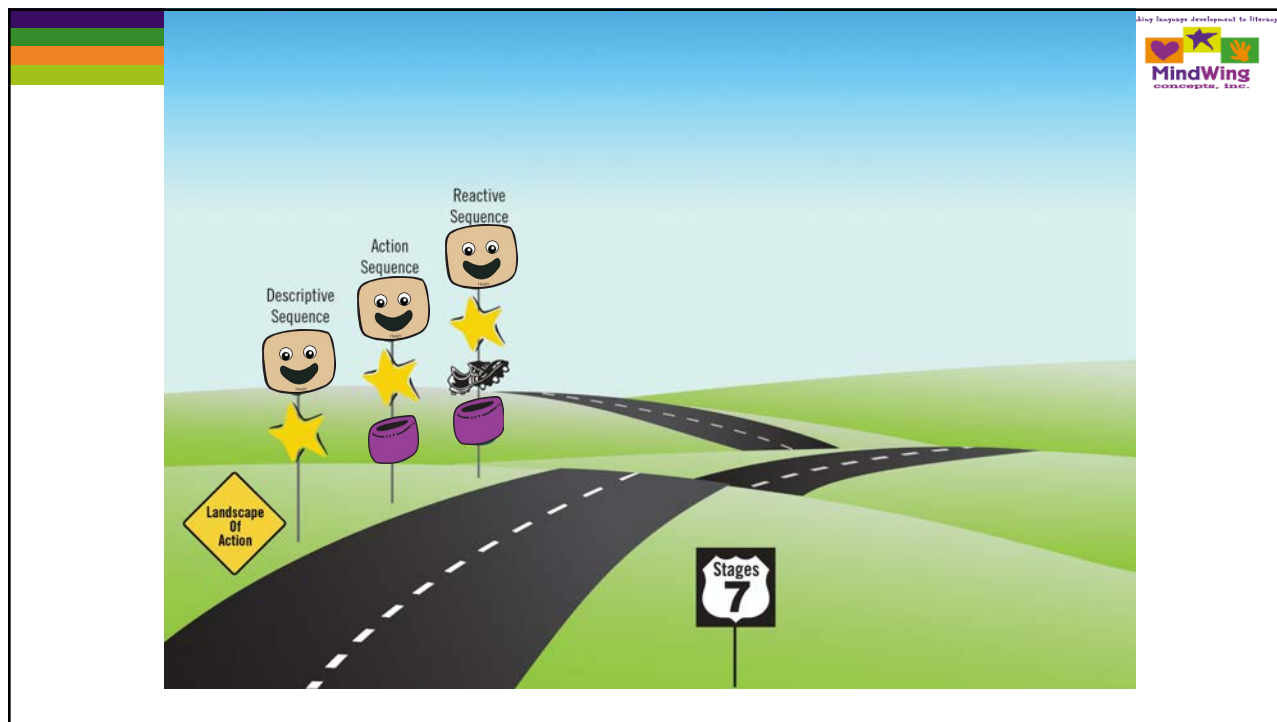
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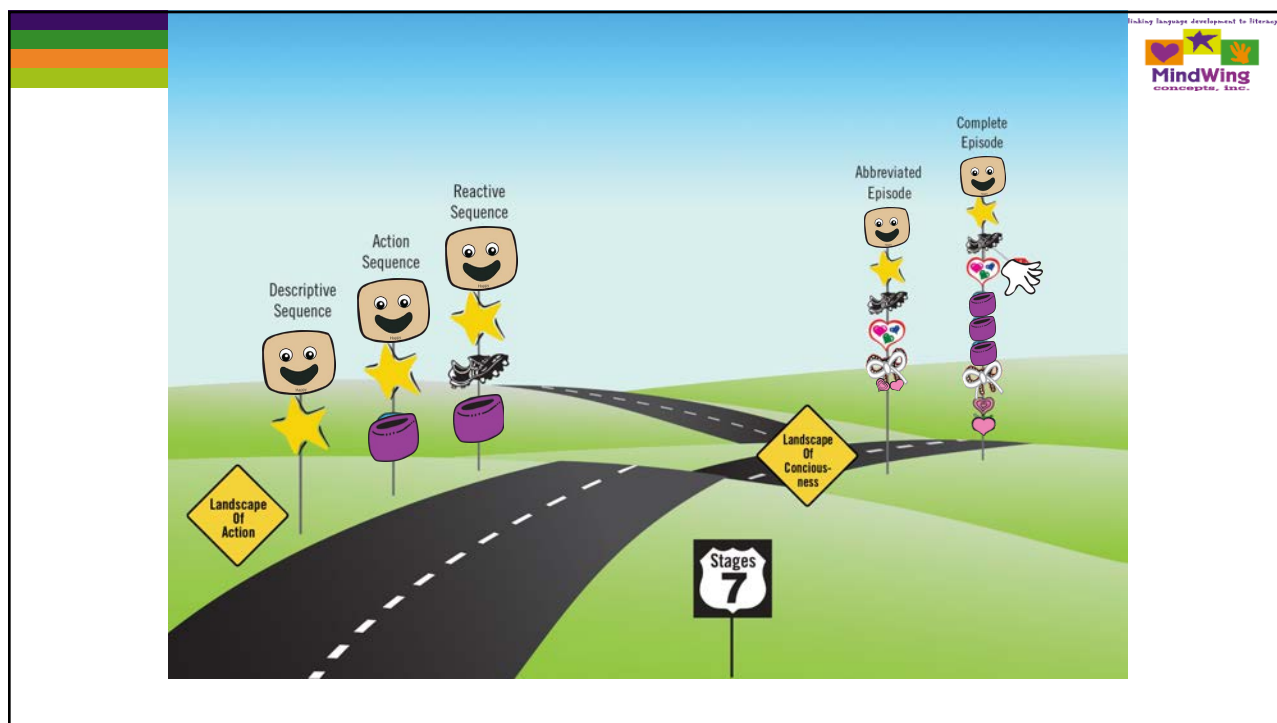
**Roadmap Analogy for the
Narrative Developmental Sequence
Journey Toward Deep Discourse**



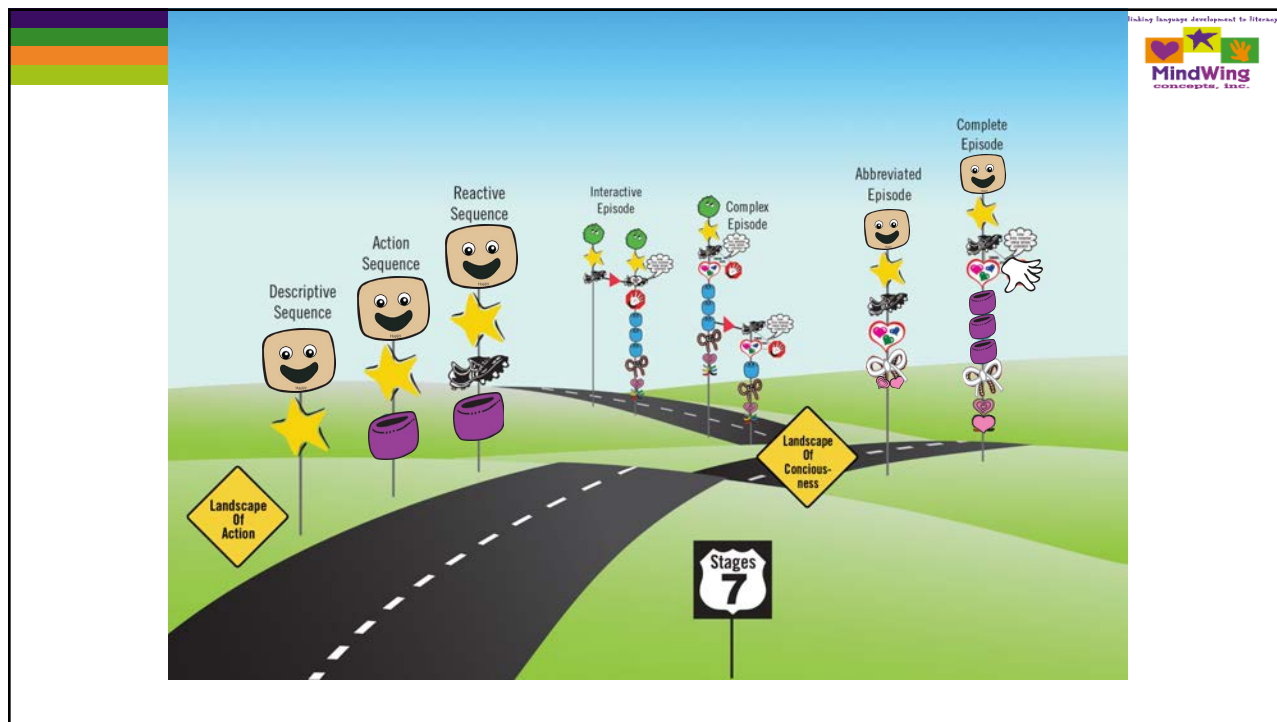
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In preschool between the ages of 3-4 and 4-5 there is a rapid development of:

- Executive functions (inhibition and working memory)
- Language development (narrative)
- Cognitive flexibility (perspective taking and theory of mind)
- Play (from isolated actions to cooperative play)

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Play

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Symbolic Play is a great area to foster conversation and narrative skills.

Westby (2000) in her Developmental Play Scales cites four areas of focus:

- Props, Themes, Complexity of play sequence, Role playing and complexity of character actions.
- Build play from one or two actions to action sequences (baking a cake), to goal directed play, where there is multiple role playing (costumes etc...)

“Develop conversational discourse and story-telling skills throughout pretend play activities through narrating play actions and utilizing dialogue and role playing. We often act out familiar stories and use visual organizers such as Story Grammar Marker[®] to help children recount the story to parents or teachers at the end of the session.”

Howland, K. (2018). Developing executive control skills in preschool children with language impairment. Asha-wire. Boston University.

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Expository Discourse (Learning Information)



STUDENTS' ThemeMaker

EXPOSITORY (Information) TEXT STRUCTURES

DESCRIPTIVE In addition to, besides, for example, such as, for instance, also AUTHOR'S PLAN: Describe a topic. Focus on the Character or the Setting.		COMPARE and CONTRAST DIFFERENT: different, unlike, but, however, rather than SAME: same, alike, similar, both, all POSSIBLE CRITERIA: Color, Size, Shape, Function, Category, Location, User, Composition, Parts AUTHOR'S PLAN: Show how two or more criteria are different or similar, as related to chosen topic.	
LIST for example also furthermore finally AUTHOR'S PLAN: List things related to topic.	SEQUENCE 1 first 2 then 3 next 4 finally AUTHOR'S PLAN: State the order or steps.	CAUSE/EFFECT cause/reason, because, so, therefore, in order to, thus, since, consequently, as a result, affect, if-then AUTHOR'S PLAN: Explain the reason why something happened.	
PROBLEM/SOLUTION Problem → Solution therefore, as a result, consequently, solve AUTHOR'S PLAN: Identify a problem and offer a Plan to solve it.		PERSUADE ← CONVINCING → ARGUMENT Your Opinion, Another's Opinion, Your Plan, To Convince decide, intend, response, reason, facts AUTHOR'S PLAN: Persuade or negotiate with others.	

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Cardinal	Blue jay	Hawk
Raven	Red Winged Black bird	Mallard duck

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Routines

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**A SCHEDULE IS THE BIG PICTURE: Clean up the classroom
ROUTINES ARE small steps TO CARRY OUT THE SCHEDULE:
groups/individual; inclass/gym/outside etc....:**

- **Repeating the Steps to a routine makes it predictable...
Children KNOW WHAT TO DO: CONFIDENT**
- **This becomes the Hidden Curriculum: (Philip Jackson, 1968:
Life in Classrooms....how to live in a crowd of other
students.....take perspectives of self and others.**
- **Transitions are breaks between routines: Sing..."It's put
away time"**

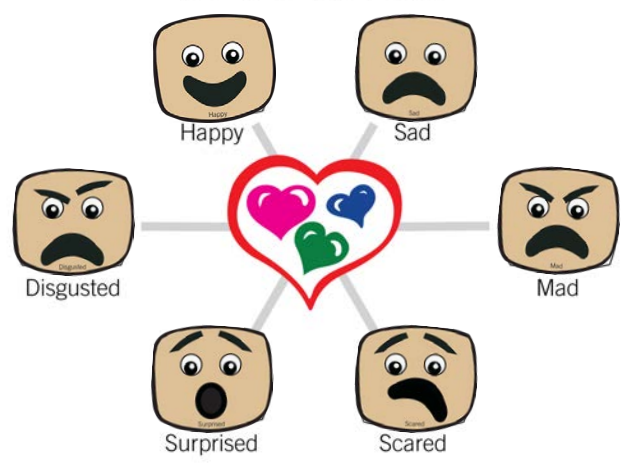
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Identifying Feelings and Emotions (pragmatics)

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UNIVERSAL FEELINGS



From *It's All About the Story*,
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SYNONYMS



Happy

Cheerful, content
 upbeat, glad, joyful
 delighted, blissful
 thrilled, jubilant
 ecstatic, elated
 "on cloud 9"
 "tickled pink"



Sad

Unhappy
 gloomy, dissatisfied
 glum, somber
 discouraged, miserable
 sorrowful, somber
 pessimistic, morose
 "Blue, down, out of sorts"
 "down in the dumps"
 "down in the mouth"
 "in the doldrums"



Mad

Angry
 concerned, upset
 agitated, grouchy
 frantic, furious
 enraged

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SYNONYMS



Scared

Afraid, fearful
 anxious, shaken
 frightened
 panic stricken
 terrified, petrified
 "having the willies"
 "weak-kneed"



Surprised

In a good way:
 Amazed, astonished
 flabbergasted
 astounded
 "blown away,"
 "bowled over"
In a bad way:
 Startled, shaken-up
 alarmed, dazed
 shocked, stunned

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Disgusted

Displeased, fed up
 grossed out
 repulsed, repelled
 "sick and tired of"
 "turned off of"
 "had it up
 to here with"

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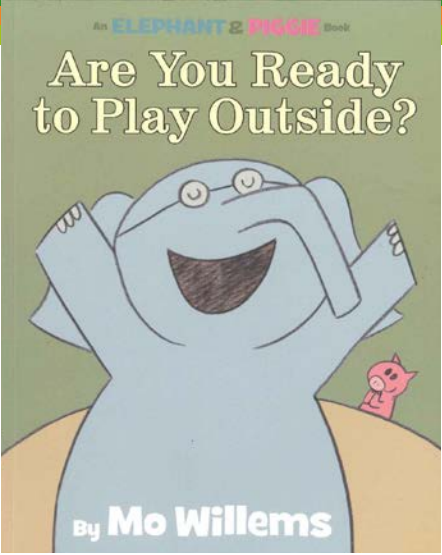
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An ELEPHANT & PIGGIE Book

Are You Ready to Play Outside?



By Mo Willems

FREE LESSON! https://mindwingconcepts.com/blogs/news/april-9-2020-amid-the-covid19-pandemic?_pos=2&_sid=27766d256&_ss=r

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I am not a happy pig.



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Braidy® as a Tool for Problem Solving

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Narrative Discourse Listening Comprehension and Expression

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Our Goal:

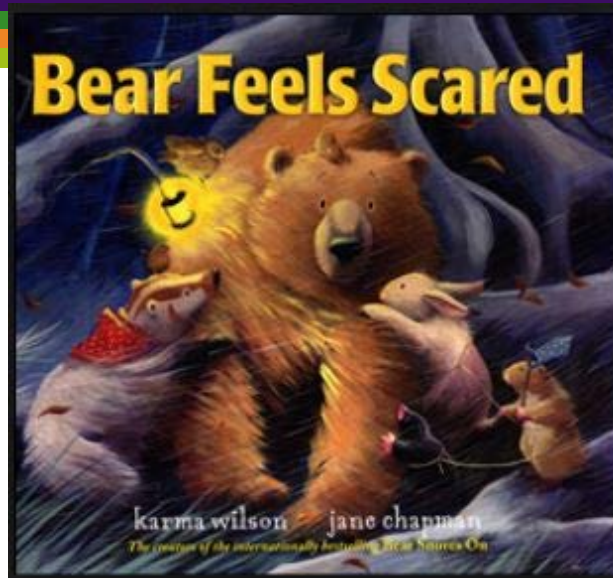
Empower students with visual, tactile metacognitive tools enabling them to think through and self scaffold the meaning of stories and independently express the story orally and ultimately in the written mode for a variety of academic and social purposes.

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- Make connections to the plot of the story and personal experiences children may have to offer related to the plot.
- Use Braidy to encourage retell of the book (or section)
- Ask for personal experiences related to the story (past happenings)
- Prompt with Braidy icons to help retell the story.
- Act out a series of actions, feelings, kick-offs etc.... Pretend you are.....What would you do? How would you feel? Etc...

Braidy® is vital to all aspects of dialogic readings.

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FREE LESSON!

https://mindwingconcepts.com/blogs/news/96291009-kindergarten-and-first-grade-setting-bear-feels-scared?_pos=2&_sid=4683c2686&_ss=r

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www.mindwingconcepts.com/collections/braidy-the-storybraid

ALL Braidy® Materials will be on Sale until Tuesday May 26th at midnight!

 New Braidy the StoryBraid® at Home Resources for Early Learners \$ 49.95	 New BRAIDY Icons Set \$ 7.95	 Sale Braidy the StoryBraid® Kit + FREE Braidy Icons \$ 146.21 \$-194.95
 Sale Braidy the StoryBraid® Quick Start + FREE Icons \$ 71.96 \$-89.95	 Sale Braidy the StoryBraid® Teachers' Manual \$ 52.00 \$-65.00	 Sale Braidy the StoryBraid® Doll \$ 64.00 \$-80.00
 Sale SGM® iPad App \$ 9.99 \$-24.99 <small>Available ONLY From Your iPad's App Store.</small>	 Sale Our Friend Braidy Interactive Poster \$ 19.96 \$-24.95	 Sale Braidy Quarterly Data Collection and Monitoring Set \$ 11.96 \$-14.95

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The Braddy Song

A tune to teach story structure!

Based on Story Grammar Marker® Methodology
Music & Lyrics by Dita Rose
Published by MindWing Concepts, Inc.

99¢

cd**baby**
DISCOVER MUSIC

BUY SONG

Also Available On:

Spotify Google Play

amazonMP3 iTunes

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