

Webinar: May 13, 2020

# Document! Document! Document! Narratives, DocHub and Telepractice

Presented By:

Maryellen Rooney Moreau, M.Ed. CCC-SLP

Linda Lafontaine, M.A. CCC-SLP

linking language development to literacy



1

## 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.
- At the end of the webinar, we will be raffling off 3 PRIZES – you must still be logged in to WIN!!
- Instructions for access to Handouts and Certificates of Attendance will be available tomorrow at <https://mindwingconcepts.com/pages/webinars>

2

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



3

**Our methodology and tools are in use in ALL 50 of the United States, Australia, The Netherlands, New Zealand and in every province of Canada and in 19 other countries across the globe.**



4

# Where are YOU?



**Type in your  
City/State/Country in the  
Chat Bar on the Right side  
of the screen! →**

5

## *Disclosures*

**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.*

**Linda Lafontaine, M.A. CCC-SLP,**  
Consultant, MindWing Concepts, Inc., Springfield, MA

- *Financial: Linda consults and presents for MindWing Concepts, Inc and receives a consulting fee.*
- *Nonfinancial: No relevant nonfinancial relationships exist.*

6

# PRESENTER BIOS



**Linda M. Lafontaine, MA, CAGS, CCC/SLP** received her Master's Degree in Speech-Language Pathology in 1981 from the University of Maryland. In 2014 she received her CAGS from American International College as a Reading Specialist. Linda has practiced in many settings, including hospital, public and private schools. She is the former Principal of the Curtis Blake Day School of the Children's Study Home, for students with dyslexia/LLD.

**Maryellen Rooney Moreau, M.Ed. CCC-SLP** is the Founder and President of MindWing Concepts. Her 50 year professional career includes: school-based SLP, Assistant Professor, Diagnostician, and Coordinator of Intervention Curriculum and Professional Development. She created the Story Grammar Marker® and was awarded two U.S. patents. . 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.

7



8



COVID-19: ASHA Schools Virtual Town Hall

Jeffrey P. Regan, Donna E..., Nicholas D..., Donna Smiley

**Data Collection & Progress Monitoring**  
Linking MindWing's Tools to the Teaching-Learning Cycle  
By Maryellen Rooney Moreau, M.Ed., CCC-SLP

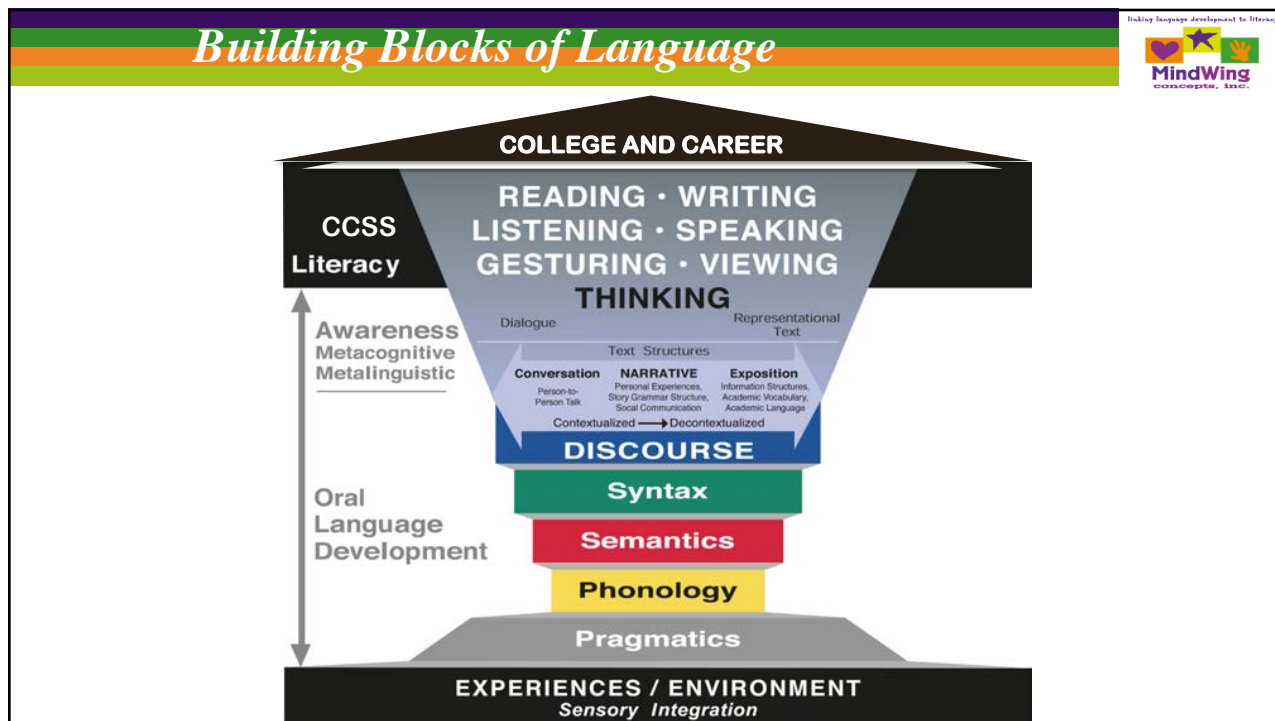
**DEEPENING DISCOURSE and THOUGHT**  
With Story Grammar Marker  
Develop Academic Conversations  
Leading to Improved Comprehension, Writing, Critical Thinking, and Social Communication  
By Maryellen Rooney Moreau, M.Ed., CCC-SLP and Shelia Zapata, M.Ed.

Two things that stood out to Linda:

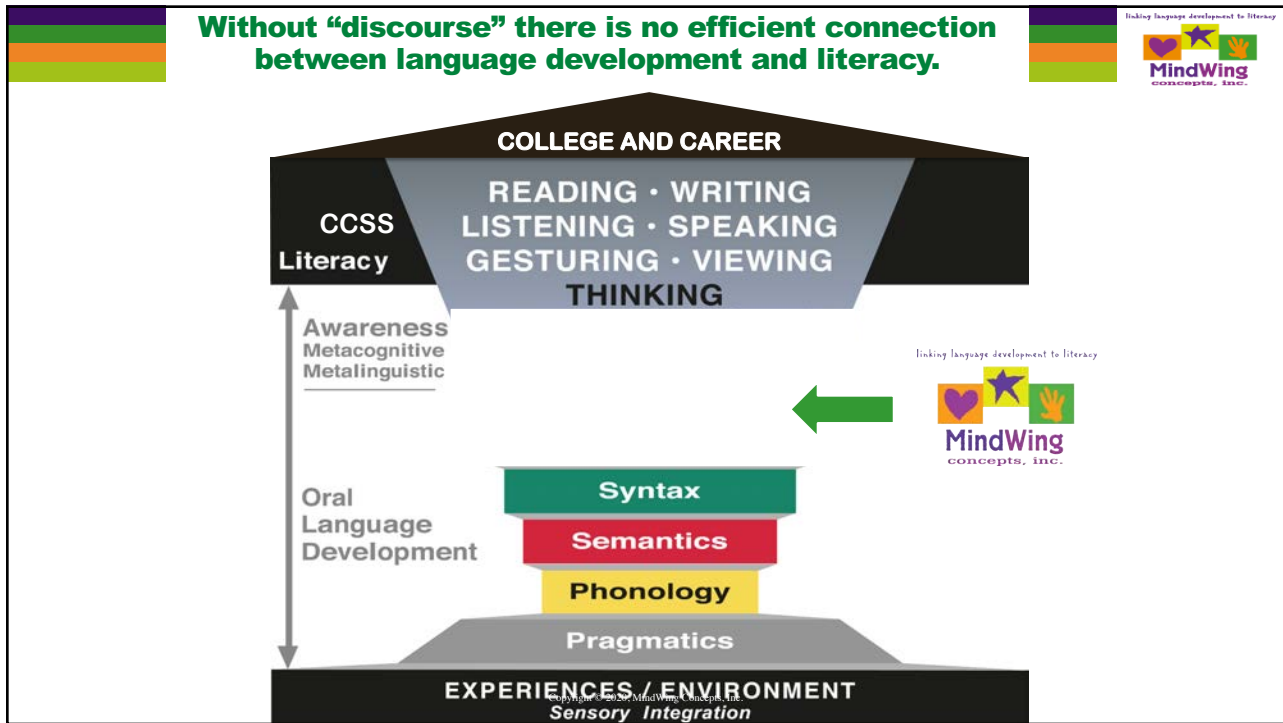
- FAPE
- “documentation” when providing services via telepractice

This link on ASHA’s Website has a wealth of information and resources:  
<https://www.asha.org/About/Coronavirus-Updates/>

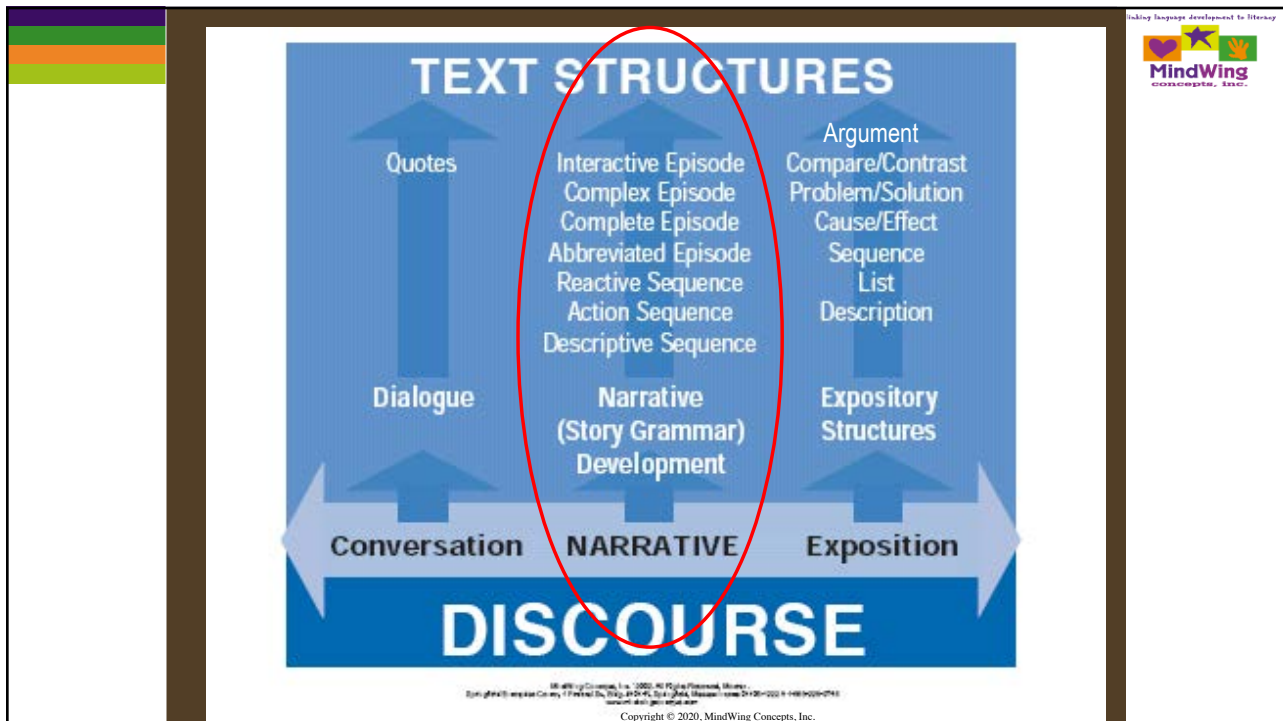
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10



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12

Dec 1987

## Story Grammar Ability in Children with and without Language Disorder

Story Generation, Story Retelling, and Story Comprehension

Donna Disegna Merritt and Betty Z. Liles

Volume 30  
Issue 4  
December  
1987  
Pages: 539-552

13

Before we delve more into the topic at hand, I want to touch on the Story Grammar Marker® Approach itself briefly.

If you want more on using Story Grammar Marker®, we have other free webinars on our website with introductions, as well as all of our manuals and materials.

14

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

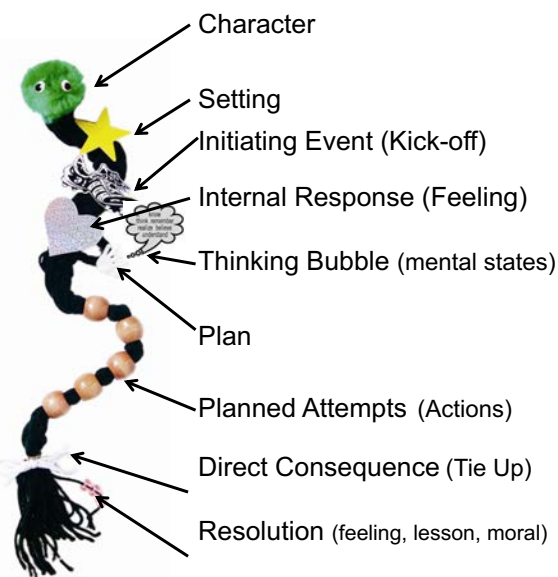


Westby, C. (1985, 1991). Learning to talk, talking to learn: Oral-literate language differences. In C. Simon (Ed.), *Communication skills and classroom success*. Eau Claire, WI: Thinking Publications, Inc.

15

## What is the Story Grammar Marker®?

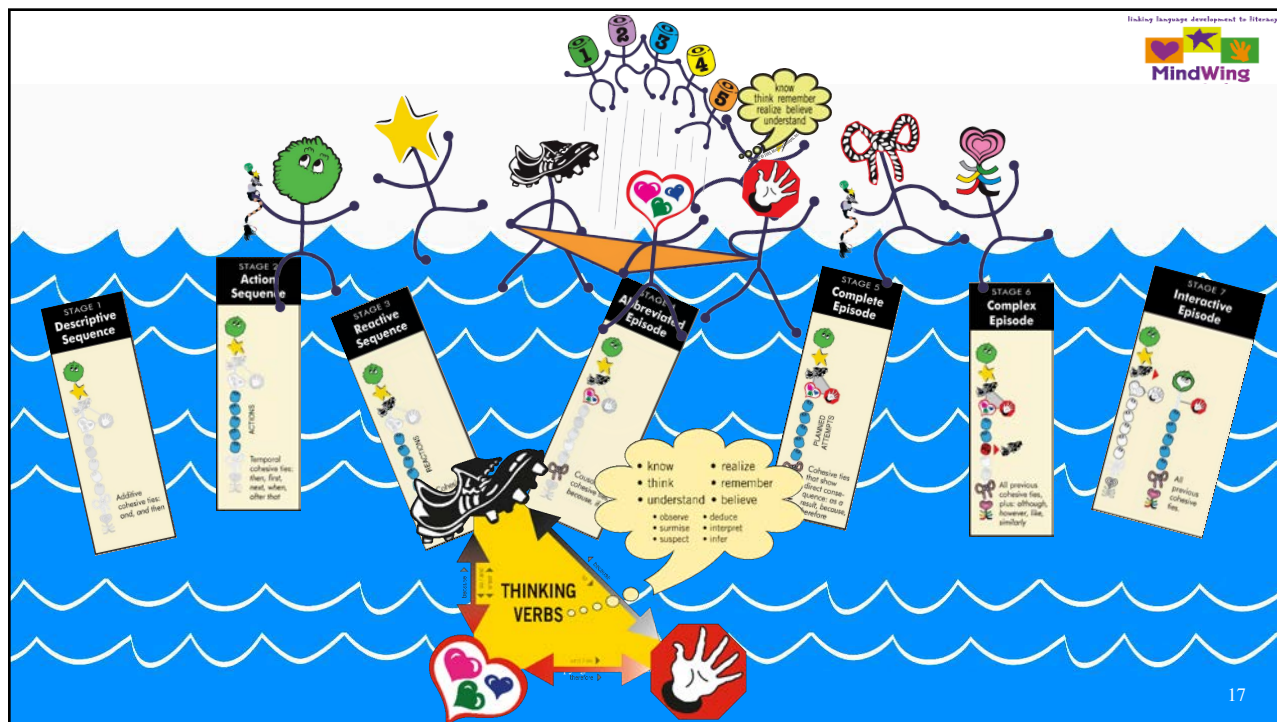
A hands on, multisensory tool for narrative development that has colorful, meaningful icons that represent the organizational structure of a story (or narrative). The tool itself is a complete episode, the basic unit of a plot. It was created in 1991 by speech-language pathologist Maryellen Rooney Moreau,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



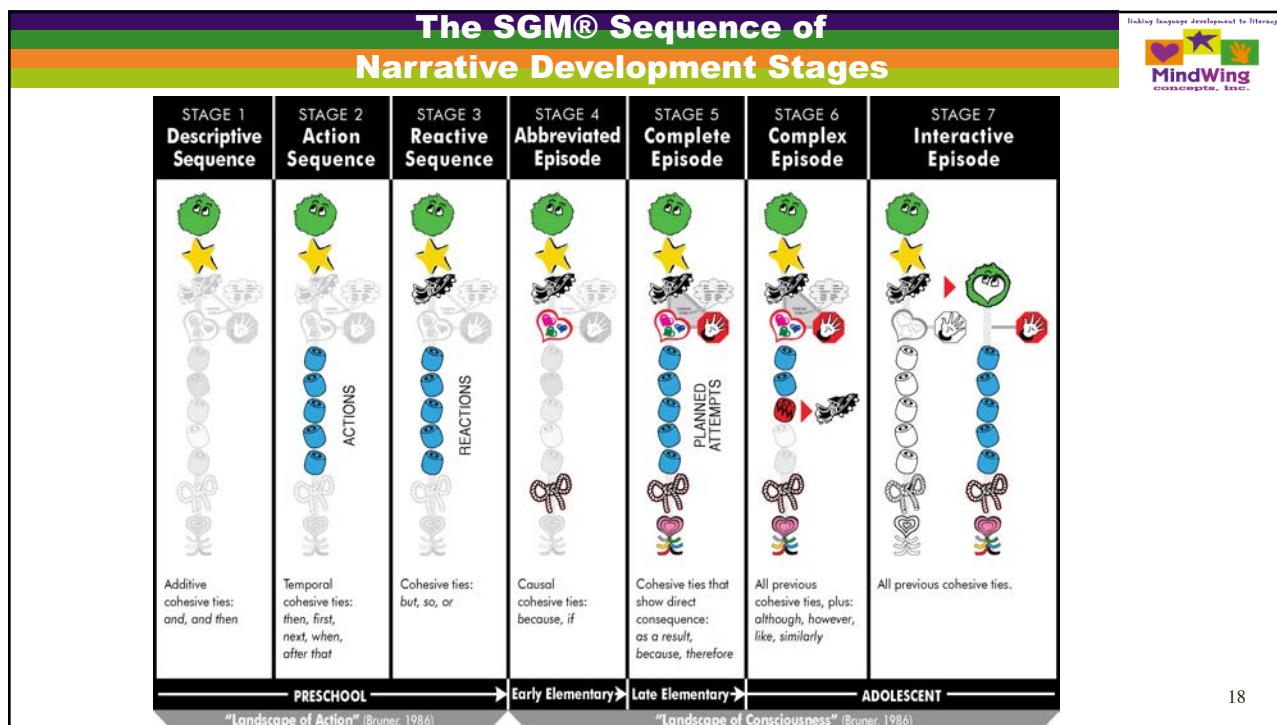
**SEE Blog Post: The Hidden Meaning of Story Grammar Marker®'s Icons**  
<https://mindwingconcepts.com/blogs/news/the-hidden-meaning-of-mindwing-s-icons>

16





17



18

**Narrative Stage Decision Tree**  
For Assigning Developmental Level to Each Episode

This Narrative Stage Decision Tree enables the evaluator to assign a developmental level to the narrative sample. As you progress through the schematic answering the yes and no questions, you will be guided to a specific level (stage of development).

Does the episode have a temporarily-related series of events?

Does the episode have a causally-related sequence of actions?

Does the episode have evidence of goal-directed behavior?

Is planning or intentional behavior explicit? (planning words are used)

Complete Episode

Is there at least one attempt to carry out the plan?

Is there a consequence?

Is there a resolution (feeling, lesson, moral)?

**Descriptive Sequence**

- This stage will be a recurring focus for elaboration
- Actions describe general theme
- Actions may be listed out of sequence
- Ideas connected using "and"

**Action Sequence**

- Episode is a list of actions
- Actions in chronological order (may include temporal cohesive ties: First, Next, Then)
- The end of the episode (final action, result of actions) is merely another action

**Reaction Sequence**

- There is an event that launches an action or series of actions, each causally connected
- Causal cohesive ties used (so, but, or)
- Intent/Feeling is not explicitly expressed
- Result of actions is merely another action

**Abbreviated Episode**

- Plan may not be explicit, but can be inferred from connections among the kick-off, feeling and character's thoughts
  - Internal response is present
  - Mental state of character becomes evident
  - The cohesive tie because is used

**Complete Episode**

- Shows a narrative macrostructure verbally or in writing
- All essential components of an episode are present
- Cohesion among components is evident
- Causality, motivation, character's thought process are connected to an outcome or consequence
  - End of episode must be the result of the attempts to carry out the plan
  - May indicate success or failure to accomplish the objectives of the plan

Narrative Instructional Goal:

19

19

## What is literate oral language?

It is the combination of

**MACROstructure**

The overall organization of a story or expository text selection

**Microstructure**

The linguistic complexity of sentences that make up the macro-structure

**Elements of microstructure connect the elements of MACROstructure.**

20

## MACROstructure of a Narrative (story) is...



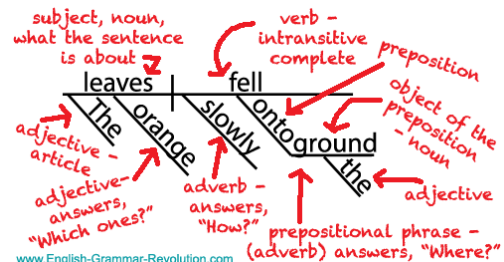
...the global organizational structure of story elements or “story grammar” of a story episode or series of episodes – independent of content.



21

## Microstructure of a narrative (story) is...

- the internal *linguistic* organization of the narrative Microstructure (Justice, 2004)
- what “glues” the story together (Moreau & Fidrych, 1995)
- commonly referred to as “story sparkle” (Westby, 1985)
- focused on vocabulary and sentence Development/complexity as well as cohesive ties (see p 39-40 of SGM® manual)
- the elaboration and cohesion that makes a story (narrative) meaningful. (SGM® manual page 39-44.)



22

## Micro-structure's literate language features are:

- Elaborated noun phrases (ex. The big, scary fish...)
- Verb phrases (tense use & adverb use, ex. The big, scary fish swam slowly.)
- Mental State verbs (the character may: remember, know, think, realize, etc.)
- Linguistic verbs (whispered, yelled, asked, etc.)
- Conjunctions (and, but, so, because, first, then, next, finally, etc.)

23


## Why Narrative Assessment?

- Assessing a narrative provides social, linguistic and academic information about your students' progress in: comprehension, Wh- questions, syntax, pragmatics, main idea, sequencing, cause-effect chaining, use of cohesion words, elaborated noun phrases, perspective taking, identifying emotions, problem solving and SO much more!
- Narrative intervention then enables the practitioner to help students make progress in these areas.
- Narrative intervention, using the Story Grammar Marker® approach, simultaneously targets discourse, sentence level language construction and expansion (syntax and morphology) as well as vocabulary concerns!
- This simultaneous targeting serves to clarify and facilitate documentation. With the goal of improved language and communication skills, Narrative Assessment is one of the biggest bangs for your buck for tracking and documenting progress.

24

**Narrative Microstructure Coding**


Just as the SCM® icons are used to delineate the story elements (MACROstructure), these symbols were created to visually delineate and easily identify the microstructure elements of a narrative sample. This coding system was developed by speech language pathologist Lisa Fuller, MS, CCC-SLP, when working with children with dyslexia and language-based learning disabilities.



Microstructure	Symbol
Cohesive Ties	Circle
"Elaborated Noun Phrases" "Verb Phrases"	Quotation Marks
Adverbs	Double Underline
Mental States	Triangle
Linguistic Verbs	Single Underline

—Lisa Fuller, MS, CCC-SLP  
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25




**Using the selection “Shipwrecked” we will demonstrate to procedure we use for this informal narrative assessment:**

- 1. Elicit**
- 2. Transcribe**
- 3. Analyze**

Dec 1987

**Story Grammar Ability in Children with and without Language Disorder**  
Story Generation, Story Retelling, and Story Comprehension

Donna Disegna Merritt and Betty Z. Liles



26



## Shipwrecked

1. Once there were three brothers (Setting)
2. who often fished together in the ocean. (Setting)
3. They were good sailors, (Setting)
4. and usually were gone from home for only a short time. (Setting)
5. One day, they all fell asleep on their boat. (Initiating Event)
6. While they slept, (Initiating Event)
7. the anchor broke loose, (Initiating Event)
8. and the boat drifted away in the dark night. (Initiating Event)
9. It finally crashed against some rocks. (Initiating Event)
10. The boys woke up frightened, (Internal Response)
11. but then saw an island about a mile from the wrecked boat. (Initiating Event)
12. They swam for their lives, (Attempt)
13. and finally all reached the island. (Direct Consequence)
14. The boys were grateful to be alive, (Reaction)
15. but knew they were lost. (Reaction)

27



16. In the beginning, life on the island was very hard. (Setting)
17. The boys couldn't find fresh water or food. (Initiating Event)
18. But they knew (Internal Response)
19. they could survive (Internal Response)
20. if they worked together. (Internal Response)
21. First, they looked for coconuts. (Attempt)
22. Then they caught birds with their bare hands, (Attempt)
23. and cooked them over an open fire. (Attempt)
24. They always had enough to eat and drink (Direct Consequence)
25. and never felt hungry again. (Reaction)

28

26. The blazing sun was always hot on the island. (Setting)
27. But one day the rainy season began. (Initiating Event)
28. The brothers knew (Internal Response)
29. they had to build a shelter. (Internal Response)
30. They searched the island, (Attempt)
31. and found parts of their wrecked boat. (Direct Consequence)
32. They tied the wood together, (Attempt)
33. and built a simple cabin. (Direct Consequence)
34. They were happier inside the cabin, (Reaction)
35. and kept dry when the rain came. (Direct Consequence)

29

36. The boys still dreamed every night of returning home to their family. (Setting)
37. One day, they spotted a ship. (Initiating Event)
38. They became excited, (Internal Response)
39. and set fire to some large bushes. (Attempt)
40. The black smoke rose high in the sky, (Direct Consequence)
41. and the ship's captain spotted it. (Direct Consequence)
42. He ordered his men to go ashore, (Direct Consequence)
43. where the sailors were welcomed by the three brothers. (Reaction)
44. They shouted their thanks. (Reaction)
45. After fifteen long months on the island, they were finally going home. (Direct Consequence)

30

The narrative text for *Shipwrecked*, below, appeared in a research article by Merritt and Liles (1987) entitled "Story Grammar Ability in Children with and without Language Disorder, Story Generation, Story Retelling and Story Comprehension." The article appeared in the *Journal of Speech and Hearing Research* when Moreau was a Speech/Language Pathologist at the Curtis Blake Center for Child Development located on the campus of American International College in Springfield, MA. As a member of the diagnostic team she wanted a narrative measure to compare/contact with measures of reading comprehension and areas of the testing done in the area of neuropsychology. Moreau contacted Donna Merritt of SERC in Connecticut to secure permission to use the probes contained in the article. This was the beginning of a personal friendship and an investigative journey into the vast academic and social applications of narrative competence.

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# FREE DOWNLOAD:

<https://mindwingconcepts.com/pages/webinars>

## Story Grammar Analysis of *Shipwrecked*.

(Adapted from Merritt and Liles, 1987.)  
This is an episodic story.

 **Characters:** Three brothers, who were fishermen.  
(If you wish, you could name and describe the brothers:  
Sam was the oldest and tallest, and cared for boat.  
Joe was the middle in age and size, and loved fishing.  
Bill was the youngest and shortest, and took care of the equipment.)

 **Setting:** In the hot afternoon sun fishing in the ocean doing what they did every day (boat, fishing, equipment); on an island that had blazing sun

**Episode #1**

 **Characters:** The boys

 **Setting:** Hot afternoon on a boat in the ocean taking a nap, as a break from their work.

 **Initiating Event (Kick-Off):** The anchor broke and the boat drifted away, crashing on rocks by night time.

 **Internal Response (Feeling):** Frightened.

 **Plan:** Wanted to survive.

 **Attempt:** Saw an island in the distance.

 **Attempt:** Swam to the island.

 **Direct Consequence:** The boys were safe.

 **Resolution:** The boys were happy to be alive but knew they were lost and probably were frightened and nervous.

Merritt, D. D. & Liles, B. L. (1987). *Story Grammar Ability in Children with and without Language Disorder, Story Generation, Story Retelling and Story Comprehension*. ASHA, 23(1).

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31

**Episode #2**

 **Characters:** Same

 **Setting:** The island under blazing hot sun and nothing to eat or drink. Life was hard. (This is the "ho-hum" situation on the island).

 **Initiating Event (Kick-Off):** Couldn't find fresh water or food when they looked for it.

 **Internal Response (Feeling):** Upset, because without fresh water and food, they knew they would die.

 **Mental States:** They knew they could survive and find a way home if they worked together.

 **Plan:** They wanted to survive and get home so they made a plan to work together to find food and something to drink.

 **Attempt:** They made a fire (inferred).

 **Attempt:** Found coconuts (drank the milk inside for fluids).

 **Attempt:** Caught birds with their bare hands and cooked them.

 **Direct Consequence:** The boys had enough to eat and drink.

 **Resolution:** They felt good about their food and drink but were still stuck on the island.

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**Episode #3**

 **Characters:** Same

 **Setting:** The island when the rainy season began.

 **Initiating Event (Kick-Off):** The rainy season began and the boys didn't have any shelter.

 **Internal Response (Feeling):** We infer that they were uncomfortable, had no place dry to sleep/cook/work.

 **Mental States:** They knew they had to find shelter.


 **Plan:** The boys decided to build a shelter.

 **Attempt:** They found parts of their wrecked boat.

 **Attempt:** They found dry wood from fallen trees.

 **Attempt:** They tied the wood together making a cabin.

 **Direct Consequence:** The boys had shelter when the rains came.

 **Resolution:** They were happy in the cabin with food and something to drink but they still missed home.

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32

### Episode #4

**Characters:** Same

**Setting:** The island where they dreamed of returning home, but had food, drink and shelter.

**Initiating Event (Kick-Off):** The boys saw a ship passing the island, one day.

**Internal Response (Feeling):** Excited because maybe they could get home.

**Mental States:** They *knew* that the ship would be able to rescue them and take them home.

**Plan:** To signal the ship hoping to be rescued.

**Attempt:** The boys used their fire to light bushes and send smoke into the sky.

**Attempt:** They saw sailors coming ashore in small boats to rescue them.

**Direct Consequence:** They were going home, having been rescued.

**Resolution:** The boys were relieved after 15 long months on the island to be going home.

Note: This story is actually very complex in its story grammar. There are four episodes, each requiring inference of some type. It was analyzed this way to show both the opportunity for macrostructure and microstructure analysis.

We could also analyze it for its basic story grammar without the details expected in a formal retelling. The details are found in the microstructure, or the way students formulate their syntax to communicate the message. Many students have difficulty including detail. The following is the basic analysis of the macrostructure, for your information:

**Summary:**

**Characters:** The boys.

**Setting:** The ocean and then an island.

**Initiating Event (Kick-Off):** The boys were marooned on a deserted island without food, water or shelter.

**Internal Response (Feeling):** Frightened, disgusted at times.

**Mental States:** They *knew* they were lost. They *remembered* how nice their home is. They *realized* they had no food, drink, shelter or even fire, at first.

**Plan:** To survive and get home.

**Attempt:** Made a fire (we infer)

**Attempt:** Found drink (coconuts); food (birds)

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33

**Attempt:** Build a shelter

**Attempt:** Signaled a passing ship

**Direct Consequence:** They survived on the island for fifteen months and were rescued by sailors who saw their smoke signal.

**Resolution:** They felt relieved and very thankful.

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Verdick, M. (Ed.) (1973). *Nine days adventures*. Middletown, CT: Xerox Education Publishing.

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34

Name \_\_\_\_\_ Date \_\_\_\_\_

Evaluator \_\_\_\_\_

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**Shipwrecked Comprehension Questions**

Factual Information Questions

1. What were the brothers doing on the boat?
2. What happened when the boys fell asleep?
3. How did the boys get to the island?
4. What did the boys eat?
5. How long were the boys on the island?
6. What did the brothers see one day in the ocean?
7. How did the boys signal the ship?
8. What did the ship's captain do?

Story Grammar Questions


1. In the beginning of the story, why were the boys frightened?
2. Why did the brothers start swimming?
3. Why were the boys grateful when they got to the island?
4. Why did the brothers work together?
5. Why didn't the boys starve?
6. Why did the boys need to build a cabin?
7. Why did the ship's captain see the boys?
8. Why did the captain order his men to go ashore?

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35

**Shipwrecked Answer Key**  
(points in parentheses)

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Factual Information Questions

1. Fishing, sleeping or sailing (2)
2. Anchor broke  
Boat drifted  
Crashed on rocks  
(2- for 2 of 3 responses)  
(1- for 1 of 3 responses)
3. They swam (2)
4. They ate coconuts and birds (2)  
(1- for either response)
5. Fifteen months (2) (If student responds with "a year" probe)
6. A boat (2)
7. Set fire to some bushes (1) (query for 1 point responses)  
Smoke (1)  
Smoke and fire (2)
8. He saw the smoke (1)  
He ordered his men to go ashore (1)  
(2- for both responses)

Story Grammar Questions

1. They were lost at sea-survival (2)  
Crashed against the rocks, or one incident that occurred (1)
2. Survival (2)  
To get to the island-implies it's part of the survival plan  
Avoid drowning, sinking-a vague idea of survival (1)
3. Survival and/or safety, or they were alive (2)
4. Cooperation-reference to mutual advantage (2)  
Survival or cooperation (2)  
Vague reference to survival: to look for scarce items (1)
5. They looked for food, more specifically coconuts, birds, water (2)  
One item of food, or just "food" (1)
6. Need for shelter, rainy season began, prolonged rain (2)  
Just "rain" (1)
7. They saw a signal, smoke (2)  
They saw fire (1)
8. To investigate the problem (2)  
Rescue (1)

2.8

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36



## Oral Narrative Retelling "Shipwrecked"

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There are these "three boys" that had a boat.

(Uh) they usually took it out for a "short time."

"One day" they all fell asleep on the boat

and all of a sudden, the anchor come undone

and the boat drifted off.

(Um) and then when they woke up

when (uh) the boat hit "some rocks"

and then they woke up

and then they discovered an island.

And then they tried to survive.

They got water, food and then even built a shelter.

And then "one day" they spotted a ship.

(Uh) and then they set "some bushes" on fire.

The "black smoke" rise and rise in the sky.

And (the boat) the ship spotted them and send their crew to them.

And the "three boys" were glad to be going home

after "three months," I believe.

*Shown is a sample retell elicited after a student heard the narrative selection "Shipwrecked." The oral retelling was audio recorded, transcribed, and annotated using the SGM® icons (MACROstructure) and the Coding System (MICROstructure).*

37

Name \_\_\_\_\_ Date \_\_\_\_\_

Evaluator \_\_\_\_\_

### Shipwrecked Comprehension Questions

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**Factual Information Questions** 10/16 63% with scaffolding 13/16 81%


1. What were the brothers doing on the boat? **They usually go out for a short little time and look then come back//One day they fell asleep and anchor came undone. (0/1)**
2. What happened when the boys fell asleep? **The anchor they put down came undone and the boat started drifting off. (2)**
3. How did the boys get to the island? **I think they swam. (2)**
4. What did the boys eat? **Coconuts and birds (2)**
5. How long were the boys on the island? **Three months (0)**
6. What did the brothers see one day in the ocean? **They didn't really see anything they were just stranded//a ship (0/2)**
7. How did the boys signal the ship? **Started the bushes on fire and black smoke rose in the sky and boat spotted them and send the crew. (2)**
8. What did the ship's captain do? **Send their crew to the island to rescue the mysterious smoke on the island. (2)**

**Story Grammar Questions** 11/20 69%

1. In the beginning of the story, why were the boys frightened? **Because they were in the middle of the ocean and had no idea where they were going. (2)**
2. Why did the brothers start swimming? **When they saw the island started swimming to the island and then started surviving there. (1)**
3. Why were the boys grateful when they got to the island? **Cause they could finally be on land and have food or heat//thought that eventually someone would come to the island//spot them (1)**
4. Why did the brothers work together? **If they did separate things it's not gonna be a really good ending (0)**
5. Why didn't the boys starve? **They found food on the island birds and coconuts (2)**
6. Why did the boys need to build a cabin? **It started to rain, rainy season started (2)**
7. Why did the ship's captain see the boys? **The boys sending a signal of smoke in the air. (2)**
8. Why did the captain order his men to go ashore? **To rescue whatever is on the island. He's thinking there has to be something on the island, somebody had to start that fire. (1)**



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38




### Progress Monitoring Forms

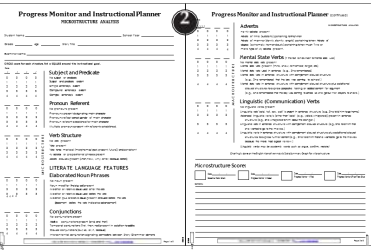
Shown are the blank documents that are attached as separate files for your use with your students.

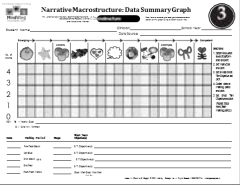
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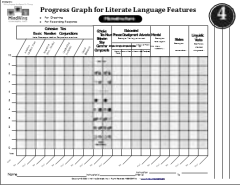
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15

39

# DocHub

- DocHub.com is an online PDF annotator that allows users to create document templates and add text, draw shapes, as well as update content.
- Using DocHub.com, we will demonstrate analysis of the Macro and Microstructure of a narrative.
- DocHub seamlessly integrates with Dropbox, Google Drive, Gmail and Box accounts.
- This documentation process provides the service provider with a complete and professional procedure for sharing with colleagues, administrators and parents.

40

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## Zoom In On Documentation:

### A Snapshot of Analyzing Literate Oral Language Through a Story Grammar Marker® Lens During COVID19 and Beyond

*A step by step procedure for analyzing narrative samples and documenting progress  
using MindWing Concepts' progress monitors and graphs on DocHub*

This booklet and procedure contain specific sections of MindWing's *Data Collection and Progress Monitoring Process manual* and our *Deepening Discourse and Thought manual*. This modified downloadable version was tailored to meet the current, immediate needs of SLPs and their students. The creation of this booklet was inspired by a conversation between Linda Lafontaine and Maryellen Rooney Moreau, both Speech/Language Pathologists, who have been colleagues and friends for over twenty years.

Maryellen and Linda spoke about educational circumstances surrounding the COVID-19 Pandemic and the challenges and advantages that telepractice presents. Linda had just watched a Virtual Town Hall by the American Speech-Language and Hearing Association that was held in April of 2020. It addressed concerns related to service provision during these uncertain times while schools are shut down because of the coronavirus.

During the Virtual Town Hall, participants addressed the topic of "documentation" when providing services via telepractice. The documentation process, in the best of times, is cumbersome and is weighted with many regulations. Maryellen and Linda chatted about how Story Grammar Marker® could help.

Narrative intervention, using the Story Grammar Marker® approach, simultaneously targets discourse, sentence level language construction and expansion (syntax and morphology) as well as vocabulary concerns! This simultaneous targeting serves to clarify and facilitate documentation. With the goal of improved language and communication skills, Narrative Assessment is one of the biggest bangs for your buck for tracking and documenting progress. Assessing a narrative provides information about your students' progress in: comprehension, Wh- questions, syntax, pragmatics, main ideas, sequencing, cause-effect chaining, use of cohesion words, elaborated noun phrases, perspective taking, identifying emotions, problem solving and SO much more. Narrative intervention then enables the practitioner to help students make progress in these areas.

In the current "Document! Document! Document!" environment, our tools are uniquely designed to support this documentation process. In this packet, we share a step by step procedure to track narrative samples with MindWing's systematic and explicit progress monitors and graphs.

Using DocHub.com, we will demonstrate analysis of the MACRO- and Microstructure of a narrative. DocHub.com is an online PDF annotator that allows users to create document templates and add text, draw shapes, as well as update content. DocHub seamlessly integrates with Dropbox, Google Drive, Gmail and Box accounts. This documentation process provides the service provider with a complete and professional procedure for sharing with colleagues, administrators and parents.

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41

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42

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43

43

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44

44

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45