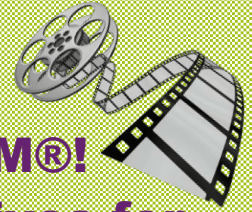**WEBINAR June 3, 2020**

Play...Pause...SGM®!
Animations & Narratives for
Social and Language Learning

SOAR
Alyce Tzue

Presenters:
Maryellen Rooney Moreau, M.Ed., CCC-SLP
Anna Vagin, Ph.D.

linking language development to literacy

MindWing
concepts, inc.

1

Where are YOU?

Type in your City, State, or
Country in the Chat Bar on
the Right side of the screen!

linking language development to literacy

MindWing
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2

Questions will be Answered at the END so that we can cover the content.

Please ask them in the Q&A section of the Zoom Menu Bar.

Disclosures

Maryellen Rooney Moreau, M.Ed. CCC-SLP
Financial: Maryellen is the founder of MindWing Concepts, Inc and is employed as President. In that capacity, she writes books, creates materials, consults, trains and presents. Maryellen has ownership interest in MindWing Concepts, holds intellectual property rights and patents.

Nonfinancial: No relevant nonfinancial relationships exist.

Anna Vagin, Ph.D.
Financial: Anna is the author of Movie Time Social Learning (2012) and YouCue Feelings: Using Online Videos for Social Learning (2015), and the creator of the Conversation Paths Pack (2020). She receives royalties and sales from those products.

Nonfinancial: No relevance nonfinancial relationships exist.

Welcome from Anna and Maryellen

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Before we delve more into the topic at hand, we want to touch on the Story Grammar Marker® Approach itself briefly.
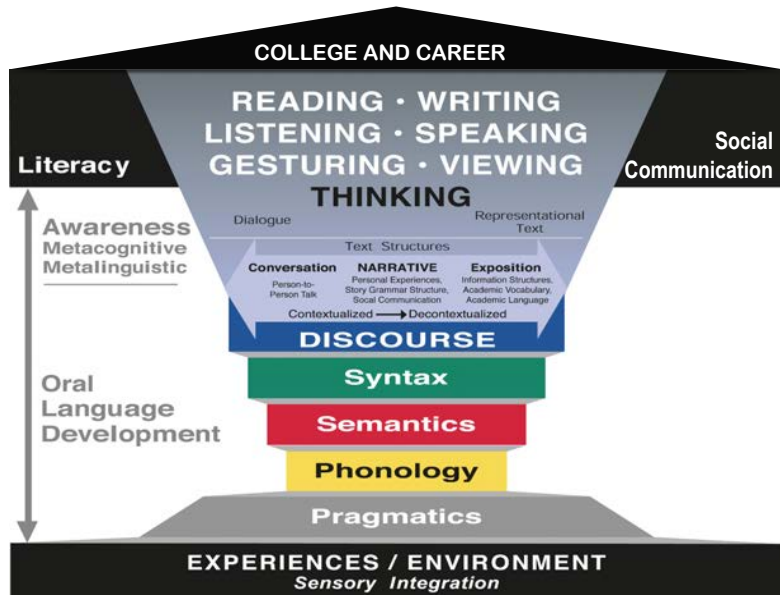
If you want more on using Story Grammar Marker®, we have other free webinars on www.mindwingconcepts.com with introductions, as well as all of our manuals and materials.

6

Building Blocks of Oral Language

COLLEGE AND CAREER

READING · WRITING
LISTENING · SPEAKING
GESTURING · VIEWING
THINKING

Literacy

Social Communication

Awareness
Metacognitive
Metalinguistic

Dialogue
Representational Text

Text Structures

Conversation	NARRATIVE	Exposition
Person-to-Person Talk	Personal Experiences, Story Grammar Structure, Social Communication	Information Structures, Academic Vocabulary, Academic Language

Contextualized ⟶ Decontextualized

DISCOURSE

Syntax

Semantics

Phonology

Oral Language Development

Pragmatics

EXPERIENCES / ENVIRONMENT
Sensory Integration

COLLEGE AND CAREER

READING · WRITING
LISTENING · SPEAKING
GESTURING · VIEWING
THINKING

Literacy

Social Communication

Awareness
Metacognitive
Metalinguistic

Dialogue
Representational Text

Oral Language Development

Syntax

Semantics

Phonology

Pragmatics

EXPERIENCES / ENVIRONMENT
Sensory Integration

Without "discourse" there is no efficient connection between language development and literacy.
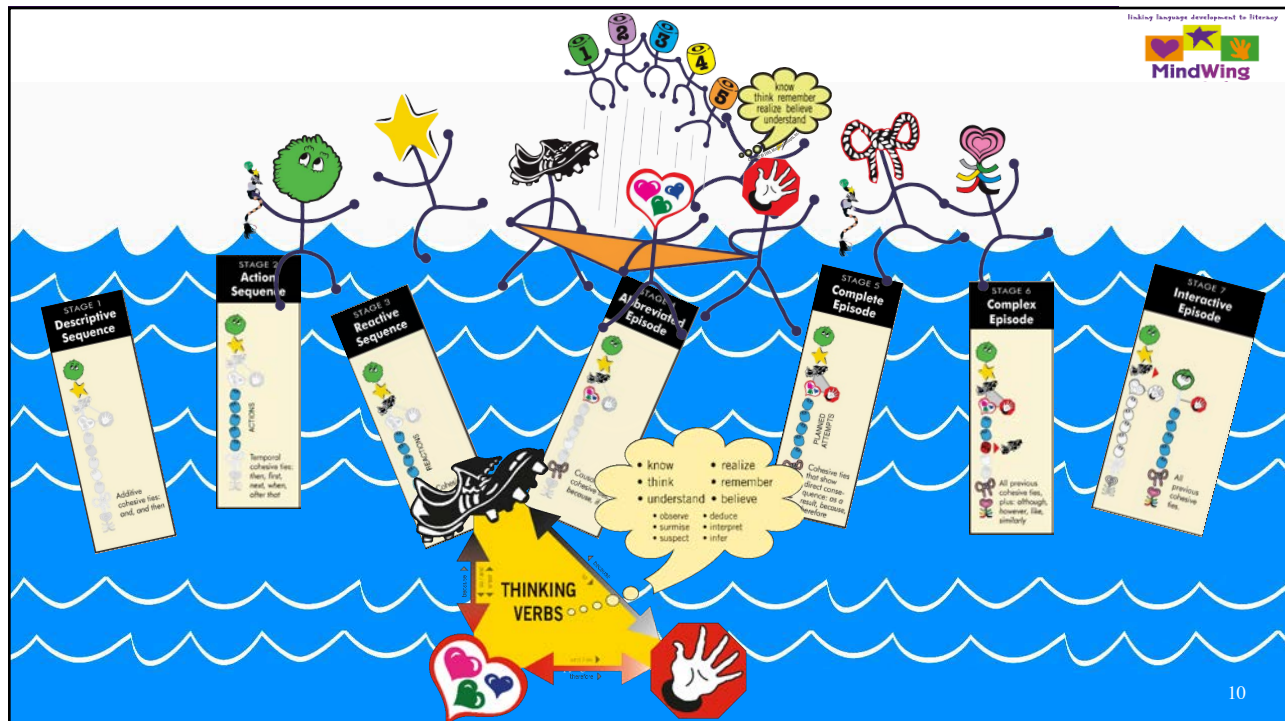
What is the Story Grammar Marker®?

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.
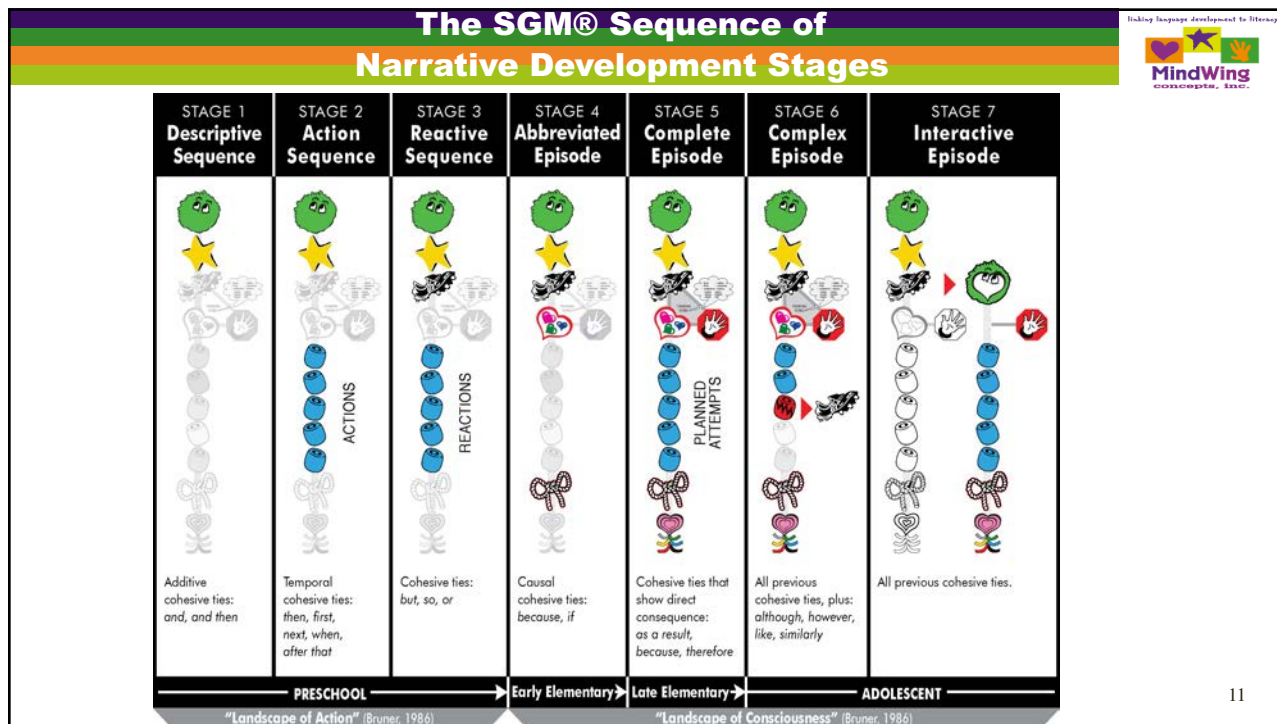
Character

Setting

Initiating Event (Kick-off)

Internal Response (Feeling)

Thinking Bubble (mental states)

Plan

Planned Attempts (Actions)

Direct Consequence (Tie Up)

Resolution (feeling, lesson, moral)
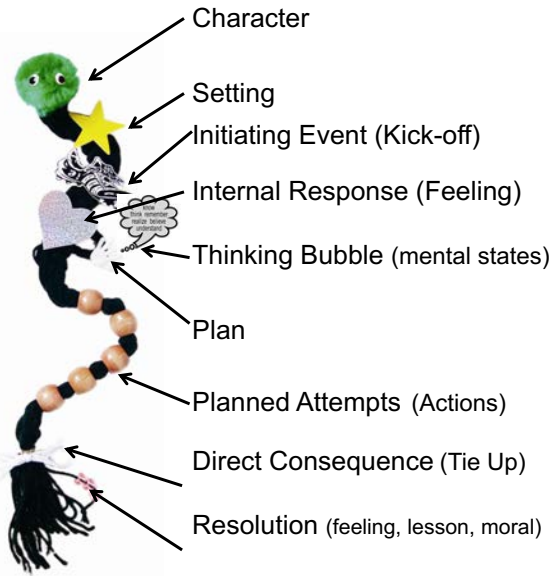
SEE Blog Post: The Hidden Meaning of Story Grammar Marker®'s Icons
https://mindwingconcepts.com/blogs/news/the-hidden-meaning-of-mindwing-s-icons

9

10

The SGM® Sequence of Narrative Development Stages

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)

11

11

"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.

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Language at the Discourse Level – Why is Narrative Thought Important?

Narrative Development is part of the DISCOURSE level of Language Development and discourse is the link between language and literacy.

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**.

Higgs, J., Jones, M. Loftus, S., &Christensen, N. (2008) Clinical reasoning in the health professions. *Elsevier Health Sciences*

13

13

Social Learning: Bandura, Vygotsky & Feuerstein

• Social behavior (in fact most of behavior) is learned via observation, imitation, and modeling

• Learning is bi-directional, even transactional between individuals and their environment

• Lack of belief in self can lead to/contribute to failure

• In fact, Vygotsky would add that we can't develop intra-language unless we have inter-language – that's how important social engagement and language are for cognitive development

• We can create Mediated Learning Experiences (Feuerstein) for our students – our job is to help students identify salient information, discover its meaning, extrapolate to other situations, and become more competent organizers of their

14

15
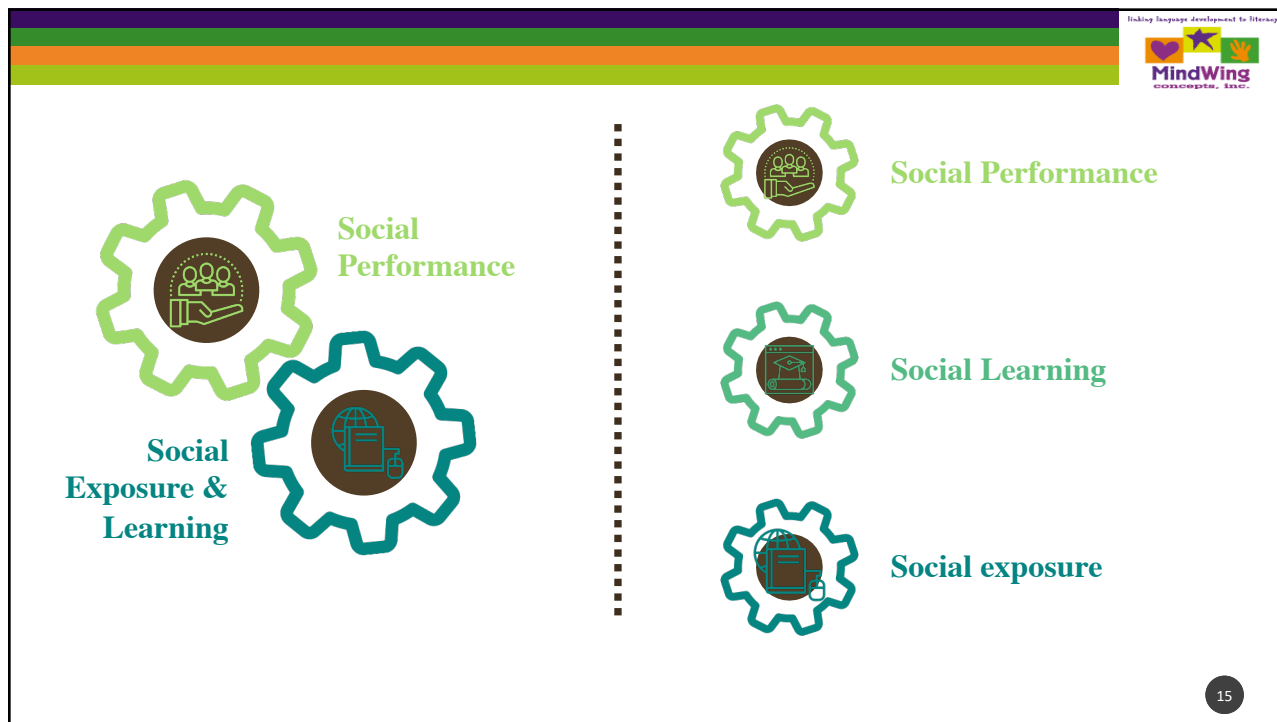
Why Animated Videos?
Supporting research for using material that moves

"Typically developing children paid particular attention to human movement very early,

Toddlers with autism did not – authors proposed that they are "missing rich social information imparted by these cues, and this is likely to adversely affect the course of their development."

Klin & Jones Supplementary Movie – Yale Child Study Center/NIH, 2009 in *Nature*

"Disruptions in the visual perception of biological motion are emerging as a hallmark of ASD."

Kaiser & Pelphrey, 2012 in *Dev Cognitive Neuroscience*

16

"Atypical visual processing of biological motion contributes to social impairments in ASD."

Kroger, et al, 2013 in *Social Cognitive and Affective Neuroscience Advance Access*

"microanalysis of film may offer a promising means for school mental health providers to support adolescents with ASD to improve their perspective-taking skills through scaffolded practice."

Cited Movie Time Social Learning (Vagin, 2012)

Muller & Kane, 2017 in *J of Child & Adolescent Behavior*

"Reading the Minds in Films task allows quantification of the complex emotion recognition skills which distinguish individuals with ASC from controls...may be useful in intervention research."

Golan, Baron-Cohen, Hill & Golan, 2006 in *Social Neuroscience*

17

Social Learning References

Bandura, A. (1986). *Social foundations of thought and action: A social cognitive theory.* Englewood Cliffs, NJ: Prentice Hall.

Feurestein, R. (2000). *Mediated Learning Experience, Instrumental Enrichment and the Learning Propensity Assessment Device.* In Clinical Practice Guidelines, Bethesda MD: The Interdisciplinary Council on Developmental and Learning Disorders.

Wertsch, J. (1985). *Vygotsky and the Social Formation of Mind.* Cambridge: Harvard University Press.

18

What is Social Communication?

Social Communication is a broad spectrum of language and interactive behaviors. It is defined as "the ability to use language interpersonally appropriate ways to influence people and interpret events."

(Olswang, Coggins, and Timler, 2001)

19

Social Communication enables interpersonal interaction by helping someone to…

- Read **emotion cues in facial expression**, prosody, gesture and **body language** for comprehending and expressing **intent and meaning**.

- Understand and **anticipate the emotions elicited** by varied events and situations for **interpreting contributions of others**.

- **Anticipate the effect of one's own words and actions** on the emotions of others for interaction in **pro-social and friendly way**.

- **Appreciate the fact that others' emotions may differ from one's own** for negotiation and building shared understanding.

Brinton & Fujiki (2011). Emotion Talk: Helping caregivers facilitate emotion understanding and emotional regulation. *Topics in Language Disorders*, 31.

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Video Animation Presentation

SOAR
Alyce Tzue

A special thank you to Alyce Tzue, who kindly had allowed use of her work in our presentation today. Her story, characters, and incredible animation skills are a gift to us and the students with whom we work. 21

21

This is an animated short film about two characters, a girl and a boy, from two different places.

One character is a miniature of the other,
one obviously from a planet other than earth.
Mara is the name of the girl (on the blueprint)
and Lucas (noted in credits) is the name of the
miniature boy pilot from another planet or galaxy.
He and his comrades are on a mission to hang stars
in the sky, each having his/her own type of flying machine. 22

22

There are no words in the film. The music by Jack Gravina, however, serves to mark various parts of the story.

The credits indicate that there are many instruments including guitar, flute, English and French horns, piano, violin, harp, clarinet and mandolin. Combined, they are beautiful.
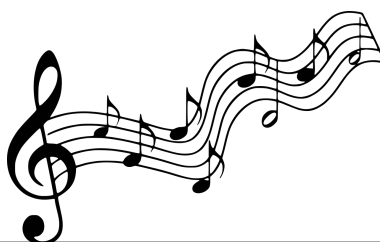
23

The themes are resilience, cooperation, bravery and friendship.

We learn to name themes as we understand the plot and note the

initiating events or kick-offs that are problems/troubles for characters.

When this happens, there is a need to focus on characters' feelings—

multiple at times—as well as on mental states or thinking verbs, so that we

can track the characters' path to a plan to resolve the situation. It is the

connection between the plan and the resolution that defines the theme.

24

24

However, it is the connection among the problems/troubles, the feelings (emotions), thoughts (mental states) and plans (intents) that provides the motivation for the characters to act!

Was the character determined, brave, resourceful?
Then, perhaps there was **resilience.**

Was there a problem solved to facilitate an outcome?
Then, there was **cooperation.**

Were there unknowns?
Then, there was probably **bravery.**

Was there a personal connection through cooperation?
Then there was **friendship.**

25

25

Narrative Analysis

SOAR
Alyce Tzue

STAGE 7
Interactive Episode

All previous cohesive ties.

26

26

Character: A girl, interested in airplanes, their design and their flight.

Setting: A hilly area with trees and a table, probably a picnic table. We see the girl's multiple blueprints for plane structure and trajectory for flying. Obviously, the flight of her own designed plane is the planned action for the day.

Kick-Off: The plane crashes upon launching

Feeling: She is very sad and discouraged. (We can *infer* this by her body language as she returns to the table.)

Thought/Mental State: She *realizes* that something went wrong. (The girl might say, "I can't seem to get this to work.")

Plan: To look at the blueprints again and try to alter something.

27

27

(Below is an embedded episode. The character is the girl, the Setting is the same earthly landscape.)

New Kick-Off: A miniature satchel from above hits her on the head! As she is about to touch the satchel, a tiny plane whizzes by and hits a tree.

Character: A tiny person, a boy named Lucas, from a different planet or somewhere in the galaxy, has crashed his plane.

Kick-Off: His satchel, containing something special, has fallen out.

Feeling: We infer that he is feeling worried about the satchel.

Mental State: He is wondering where he is, in this different place. He thinks he can rescue the satchel.

Plan: To rescue the satchel and then to rejoin his comrades

28

28

Attempt: He climbs out in search of the satchel and pulls it back toward the plane.

Attempt: He sees Mara and attempts to point a pencil toward her as a threat. She takes his picture.

Attempt: He tries to get his plane down but the propeller breaks apart.

Attempt: Lucas sees his comrades fly away toward their destination without him.

Attempt: Lucas points the pencil at Mara in anger.

Direct Consequence: He is stuck.

Resolution: He sees all his comrades fly away above him. He is devastated.

*************** They look at each other ***************

29

29

Jump cuts:

" The space of movies is fractured, discontinuous; and time does not flow in its usual measured manner...The narrative structure of film is basically the sequencing of distinct and discontinuous spatial viewpoints".
The Power of Movies: How Screen and Mind Interact, Colin McGinn, 2005)

in the classroom
on the playground
at PE
at lunch
at assemblies
etc...

30

"Jump cuts in film occur when two sequential shots of the same subject are taken from camera positions that only vary in the slightest manner possible. In some cases, the camera position may not move at all. The edit gives the impression the subject has moved forward in time."
https://www.studiobinder.com/blog/what-is-a-jump-cut/

"The French New Wave is a term which refers to how newer and younger film makers in the 1950s to late 1960s 're-invented' the medium in the ways which they shot and edited their films…against the common ideas of continuity… An example of one of these changes would be through the use of a **'jump cut'** or 'montages', these types of cuts are very clear and often make the films pace a lot faster *compared to the classic formula of establishing each scene or show the passage of traveling or time* etc."
https://www.sutori.com/story/the-history-of-editing-in-film--QJpt1BGzfkapALSCe9af3Upx

In the late 1920's, An American inventor created the 'Up right Moviola'. This was the first machine designed to aid movie editing.

31

From young children's books

What happened in between these two pages (scenes)?

a boy, a dog and a frog, by Mercer Mayer
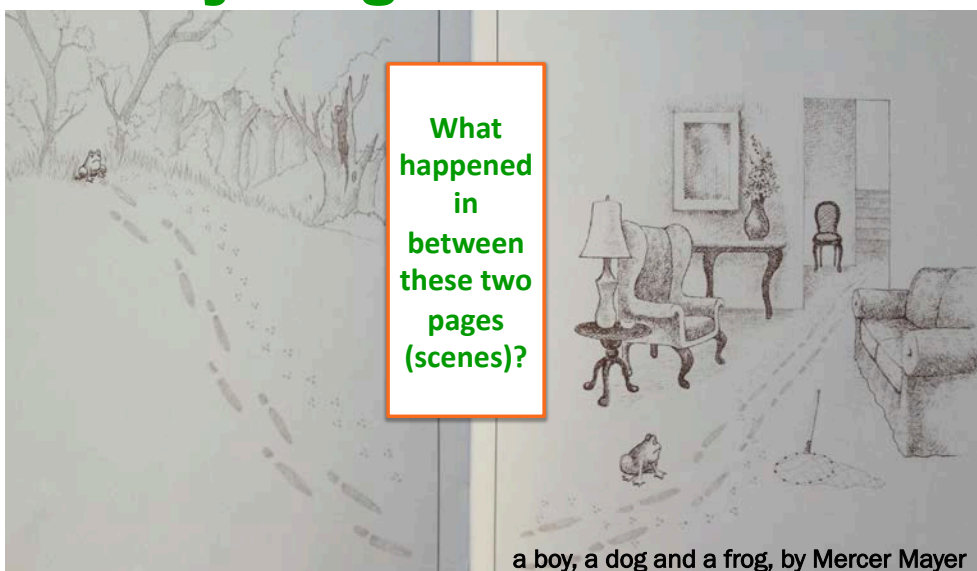
32

To history textbooks

Everything changed December 7, 1941. That morning hundreds of Japanese planes attacked and destroyed a US naval base at Pearl Harbor in Hawaii. More than 2,000 Americans were killed.

What happened in between?

Congress quickly declared war on Japan. A few days later the United States was at war with Germany as well.

PROBLEM/SOLUTION

Problem

Plan To Solve

therefore, as a result, consequently, solve

Solution

AUTHOR'S PLAN — Identify a problem and offer a Plan to solve it.

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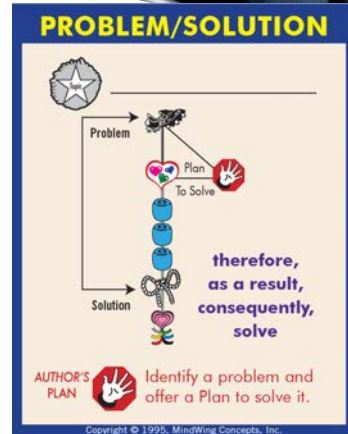
Raum, E. (2009). World War II on the Home Front: An Interactive History Adventure.

33

Jump cut from *Soar*

34

Content from the Jump Cut

Her blueprints for her
plane blow over to her

She remembers the wind
blew her blueprints
Realizes she has the ability
to work with him to get
the plane working

Thinking Verbs cloud:
- know   • think
- realize   • remember
- understand   • believe
  - observe   • deduce
  - surmise   • interpret
  - suspect   • infer

because / but

because

so / and
when

so

THINKING
VERBS

and / so ▶

therefore ▶

Copyright © 1991,
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Her blueprints for her
plane blow over to her

Put their parts together to
build a new plane

35

Pause and put literal thought bubbles:

Social ThinkingCr.com

Ouch. What's inside?

Social ThinkingCr.com

She's very tall.

36

This is always a fun way to work!

37
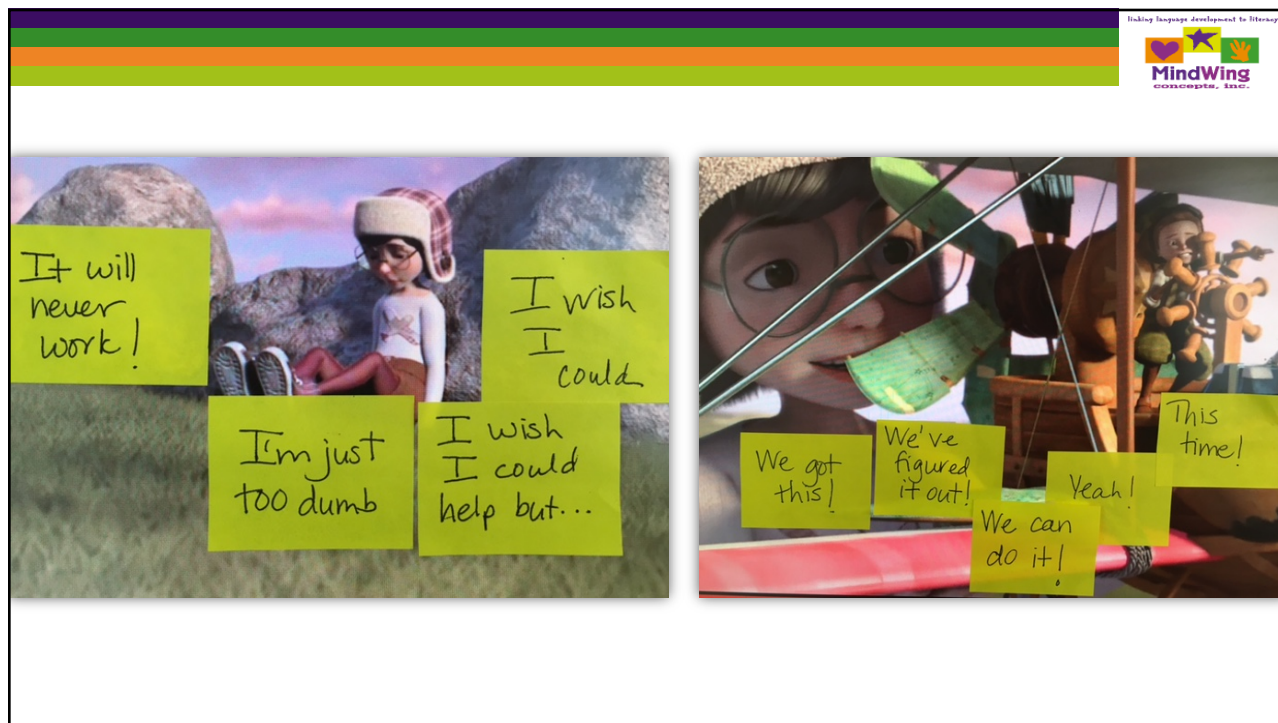
38

Comfortable and uncomfortable feelings
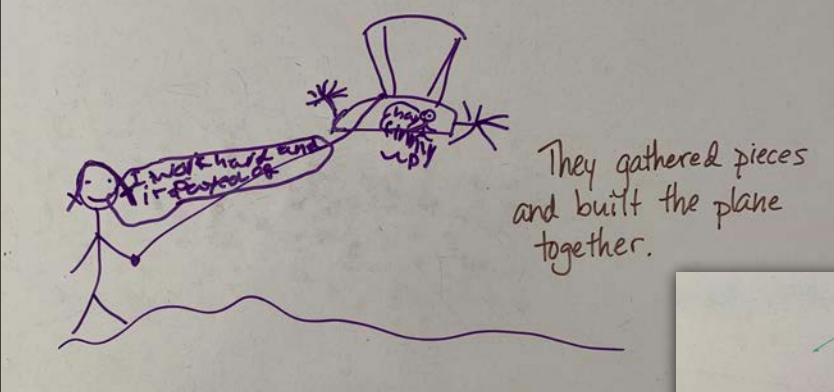
Critical Thinking Triangle® In Action "Feelings" Bookmark

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"Feelings" Cards from the Critical Thinking Triangle® In Action

40
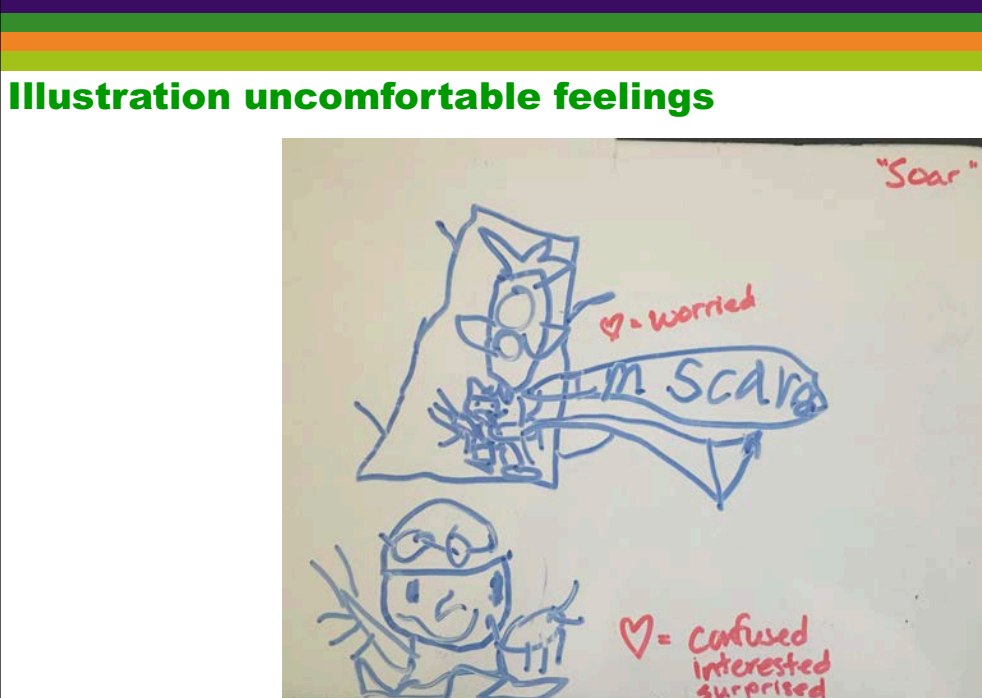
Illustrating feelings and working on complex language.
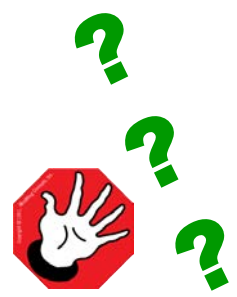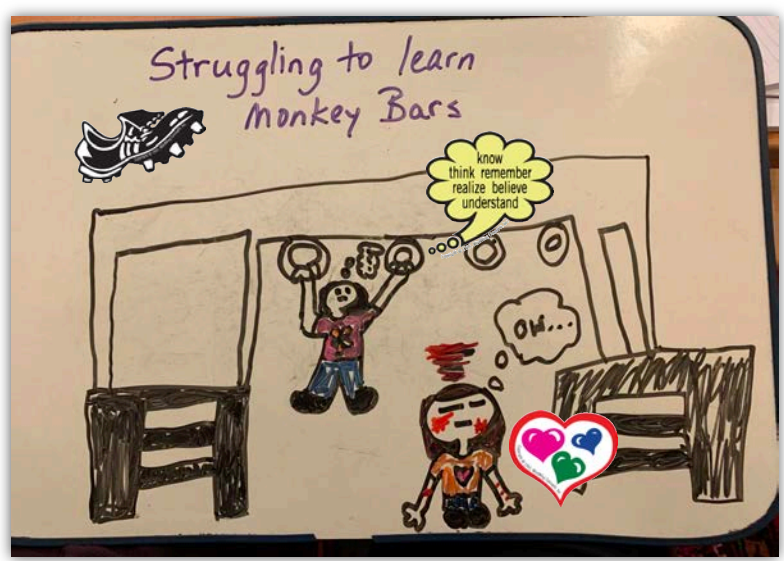
41

Illustration uncomfortable feelings

42

From thinking about characters to self-reflection (kick offs, thoughts, feelings and plans)
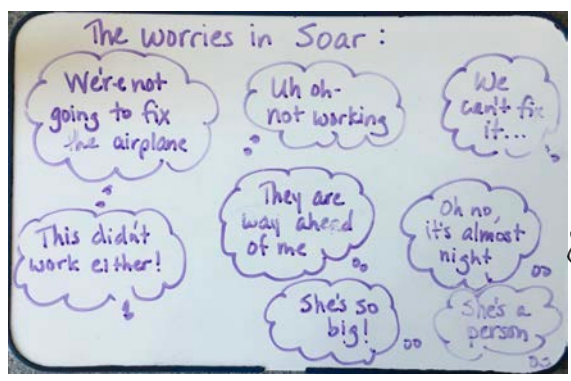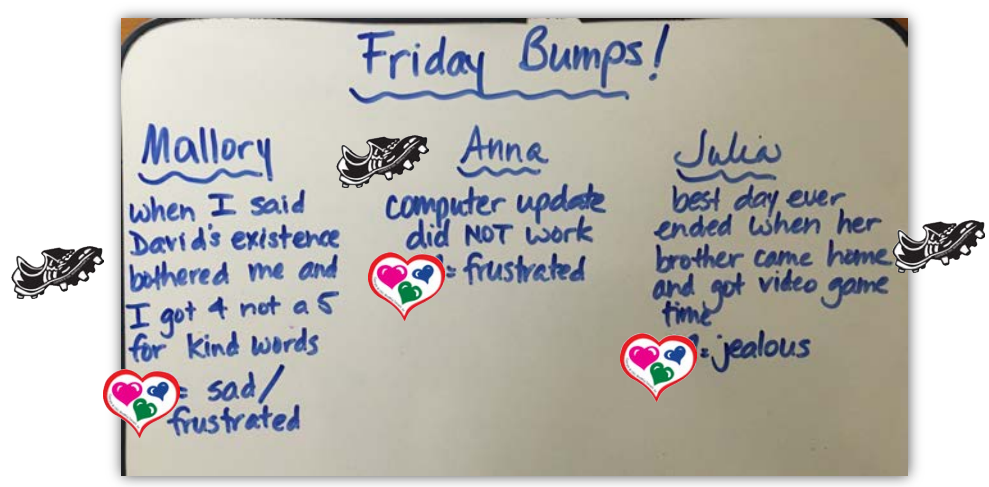

43

Self-reflection on what was hard for you

44

Group list our frustrations & uncomfortable feelings

45

Soar is also about cooperation

46

Ava narrative #1
I think it's about this girl
that keeps trying to make the her airplane fly.
And then there's this boy that comes down,
that his airplanes broken because he crashed
and um they have have to kind of collaborate to make a plane that can fly.
And after a lot of failed attempts um they make a plane that works
and so he can join the rest of his friend and put the star, that his star in the sky to light the sky up.

Sophie narrative #1
I think it's about this girl who builds this airplane that can fly through the air and
she keeps struggling with it and the papers that she's trying out are not working.
And then this boy comes and lands and his plane isn't working and so they have to come together and try and get a plane go up. And by working together and struggling they end up making the plane for him work to put the star in the sky, to light up the sky for the night.
And it is about working together.

Brady narrative #1
There this girl who um wants um to make a plane and she tries, but it's not working.
And there's um this little guy that drops down on her and she um tries lots of times um to help him make um a better plane to go up.
And they finally do it. And she sees him put his star up in the sky.

47

Between the 2 girls narrative slides
White board on Zoom

Feelings Related to Kick Offs!

What feelings did we notice in Soar?

disappointed- when they tried to put the airplane up multiple times. when she first tried on her own.
sad- when she was trying lots of times and she wasn't getting it right. when she was seeing him go.
happy- when at the end the boy went and put the star in the sky and she felt happy because she got him up in the sky.
joyful- when she got him up in the sky.
hopeful- when she was making the plane she was hopeful that she would get it right.
excited- when he was flying away she felt excited because they worked together to do what they wanted. when he got to put his star up in the sky.
annoyed- when they were trying and trying again to make his plane fly and when she was trying to make her own plane fly up before he crashed down.
scared - when he crashed down he saw a giant person and he was really scared because he hadn't seen one before and she could have squashed him like a bug.

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STAGE 4 Abbreviated Episode

Sophie narrative #2

Okay. Um so I think this story about um this girl and she um is try- trying to make an airplane that will fly. And she get um **sad** cause its not working. And then this boy comes out of nowhere and um it's like **shocked** to see gets a girl um there. And then they ended up working together to make a plane um that will get him back to um put his star up and they get **frustrated** a lot. But then, it works and they're really **happy**. And he's **excited** and **happy** to put his star up and she feels **excited** and **happy** but also **sad** to leave her friend that she found to help with the airplane.

STAGE 5 Complete Episode

Ava narrative #2

At the beginning, the girl was trying to um make her plane fly. And then out of nowhere, this other plane thing crashed down on her table and she was very **curious**. But the boy inside of the plane thing was really **scared** because it was really big and he was just really **scared** of her. But then she and the boy were try to fix his plane so that he could go with his friends and put his star up. When they were fixing trying to fix the plane. They they both felt **irritated, annoyed, disappointed and sad**. They they were **excited** when the plane really actually worked and um the when the plane worked, the girl was kind of **sad** because she was seeing her friend her friend. Go away. Fly away. But she also felt **happy** for him and the boy felt **happy**, too. So and at the end, he the boy finally got to put his star up. And he was signaled he signaled to her in the light of this star that he as a with that he was there.

STAGE 3 Action Sequence

Brady narrative #2

Um she um is trying to make a plane that will work. Um and um it doesn't work at first and then the um guy drops on her and um he um and she helps him and she helps him in ways, helps her in ways too. Um and um then they try lots of times and they finally get it right. And the boy um puts up his star.

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Conversation in Real Time:
The Penultimate in Comprehension

- Use inference
  - recognizing thoughts, feelings & intentions
- Perspective taking
  - different characters = different perspectives
- Interpret feelings & nonverbal information
  - sorting relevant vs. irrelevant information
  - keeping up with the pace

- Stay flexible & well regulated
  - adapt to where conversation goes
  - maintain their regulation even when characters don't
- Practice the timing & flow of conversations
- Formulate language

50

Conversations in Real Time Demonstration

With Anna And Maryellen

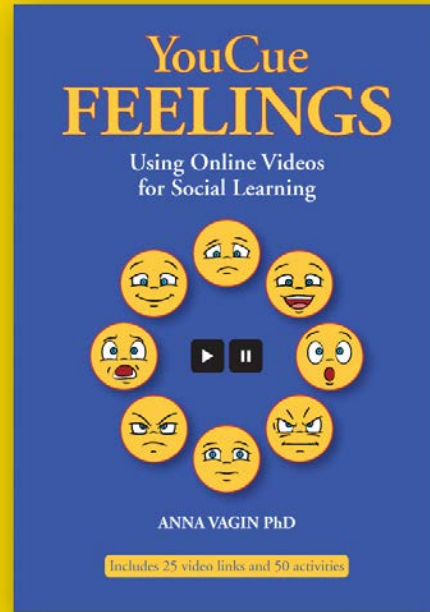---

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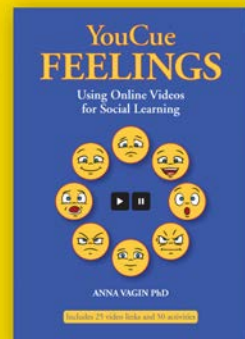
Universal Digital Icons Set - $19.95, 127 images

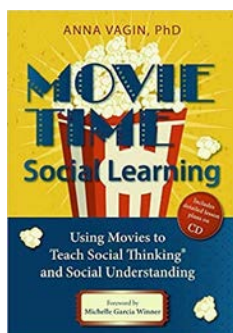https://mindwingconcepts.com/collections/icon-downloads/products/universal-mindwing-digital-icons-complete-set

https://mindwingconcepts.com/collections/icon-downloads/products/universal-mindwing-digital-icons-complete-set

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The Raffle Winners Will Receive:

1st Prize

2nd Prize

3rd Prize

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mrmoreau@mindwingconcepts.com
Or Contact Us at
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How to reach Anna:
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annavagin@gmail.com
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