


INFORMATIONAL TEXT (CONT.)


Student Organizer III
General Descriptions and Using Informational Text

PAGE 2 of 4

Name: _____

Look Like  What does it look like? What size, shape, and color is it?


A Swamp is wet in the place
So the muddy, flowers, trees,
rocks in the water.

Made of  What is it made of? What does it come from?
(You may want to skip this section when describing animals,
unless for a biology/science assignment.)


Swamp has plants
Swamps have water and plants,
rocks and mud.

General Descriptions and Using Informational Text

Name: _____

Pink Parts  What are its parts? What parts go with it?


A Swamp has water and animals
and mud.

White-Where  Where do you find it? Where would you use or see it?

All over world, There is
Abbs.

Student Organizer III
General Descriptions and Using Informational Text

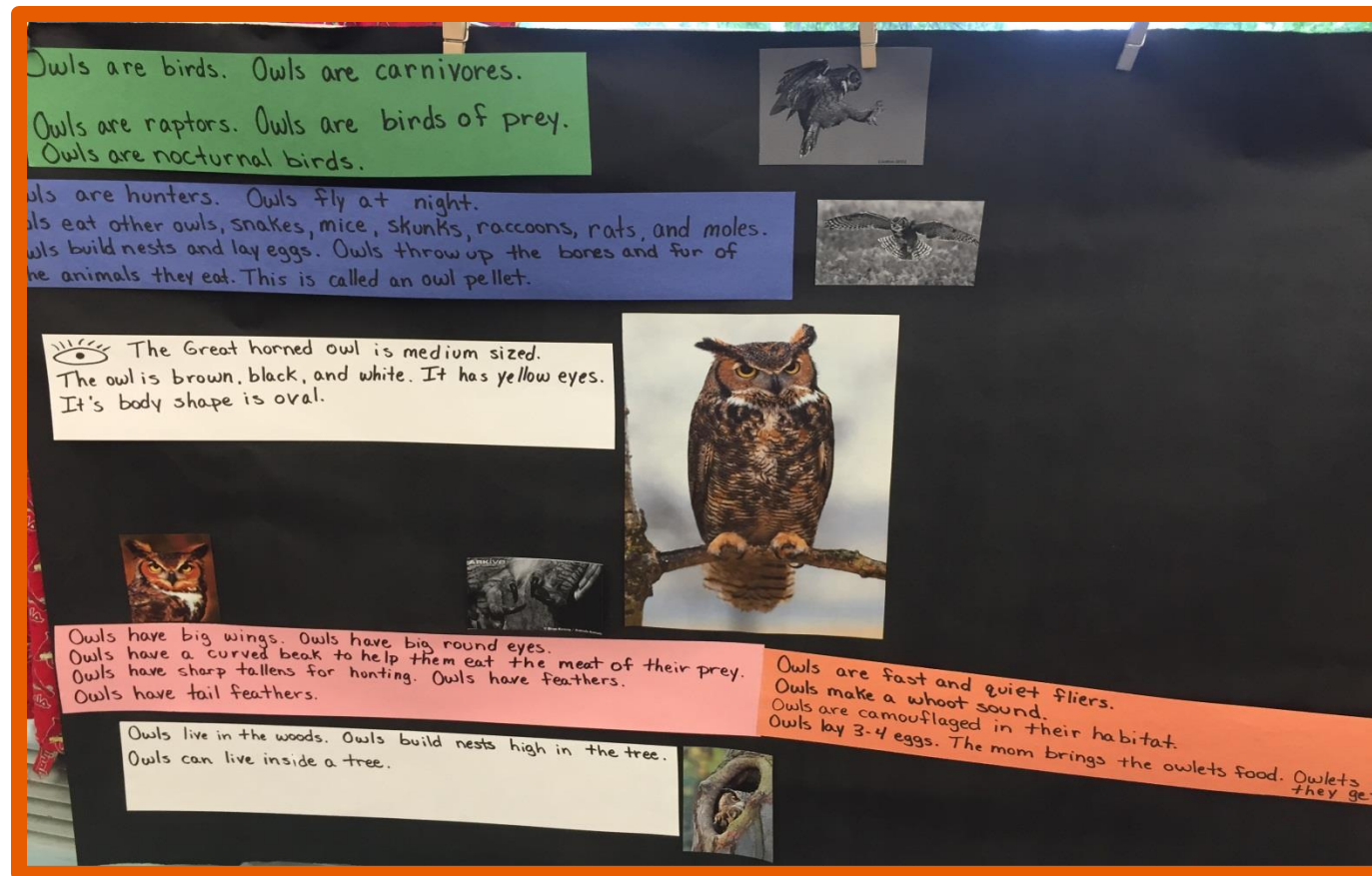
Name: Mari Sso

What else?  What else do I know? List fun facts and other information you
came up with that doesn't fit the other sections.

Animals eat most of food
and it is muddy and wet
and dry and sandy.

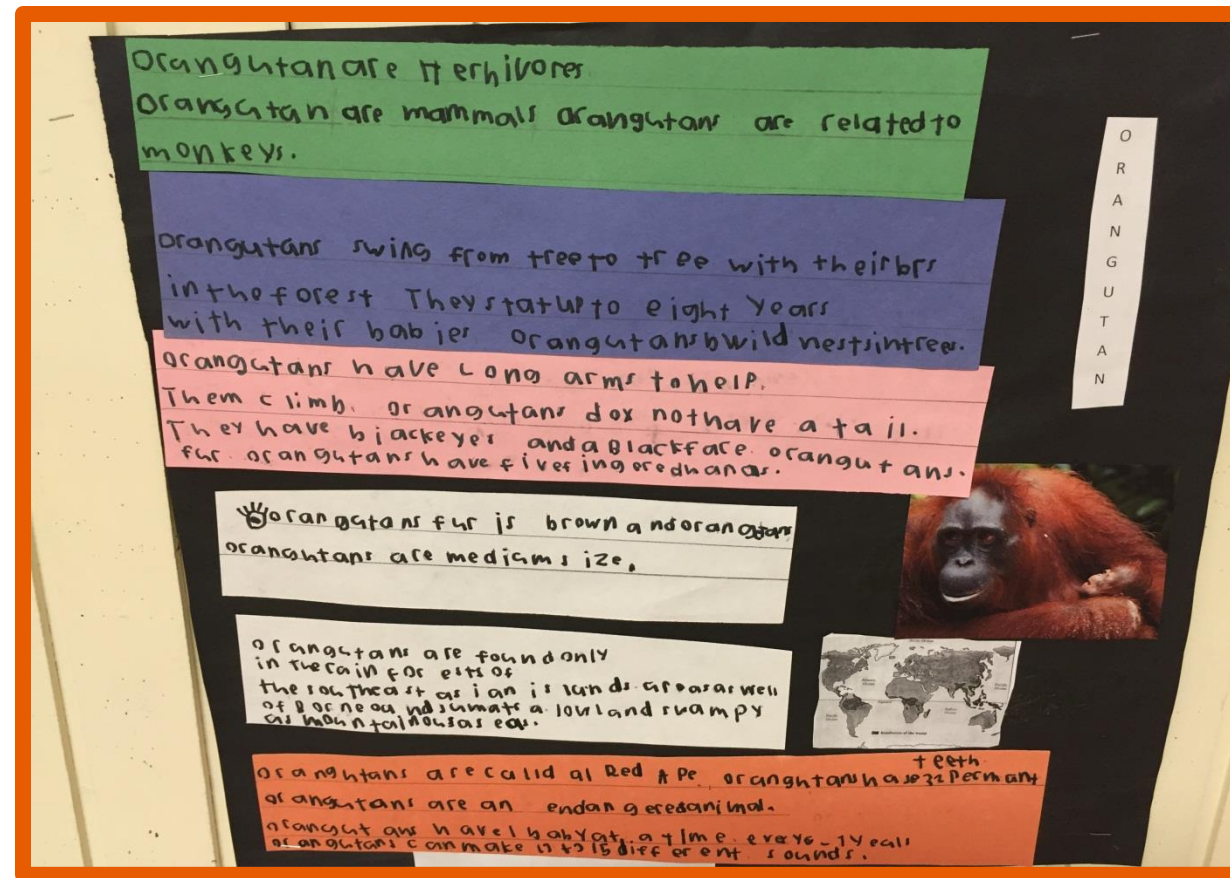
EET FOR ZOO ANIMALS

TEACHER'S EXAMPLE



EET FOR ZOO ANIMALS

CHILD'S EXAMPLE



EET FOR ZOO ANIMALS

WALL DISPLAY



STUDENTS WITH LIMITED VERBAL EXPRESSION MAY BENEFIT FROM EET PICTURE SUPPORTS.



SWAMP AND CHRISTMAS TREE

PICTURE SUPPORTS



ORGANIZER/PICTURE SUPPORTS

Date: 1/2/18

Putting it all together

Group
Do
Eye
Parts
Where
?

Green-Group

It is a habitat

Blue-Do

The animals live at the swamp

What does it look like?

It is shallow

What else do I know?

It is warm

What is it made of?


It has mud and water

White-Where

It is all around the world

Pink-Parts

It has legs and a head




swamp

Date: _____

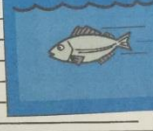
Putting it all together

Group
Do
Eye
Parts
Where
?


habitat




swim



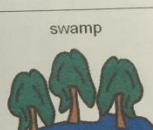
shallow



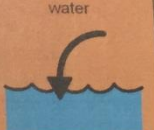
warm weather




swamp




water



all around the world



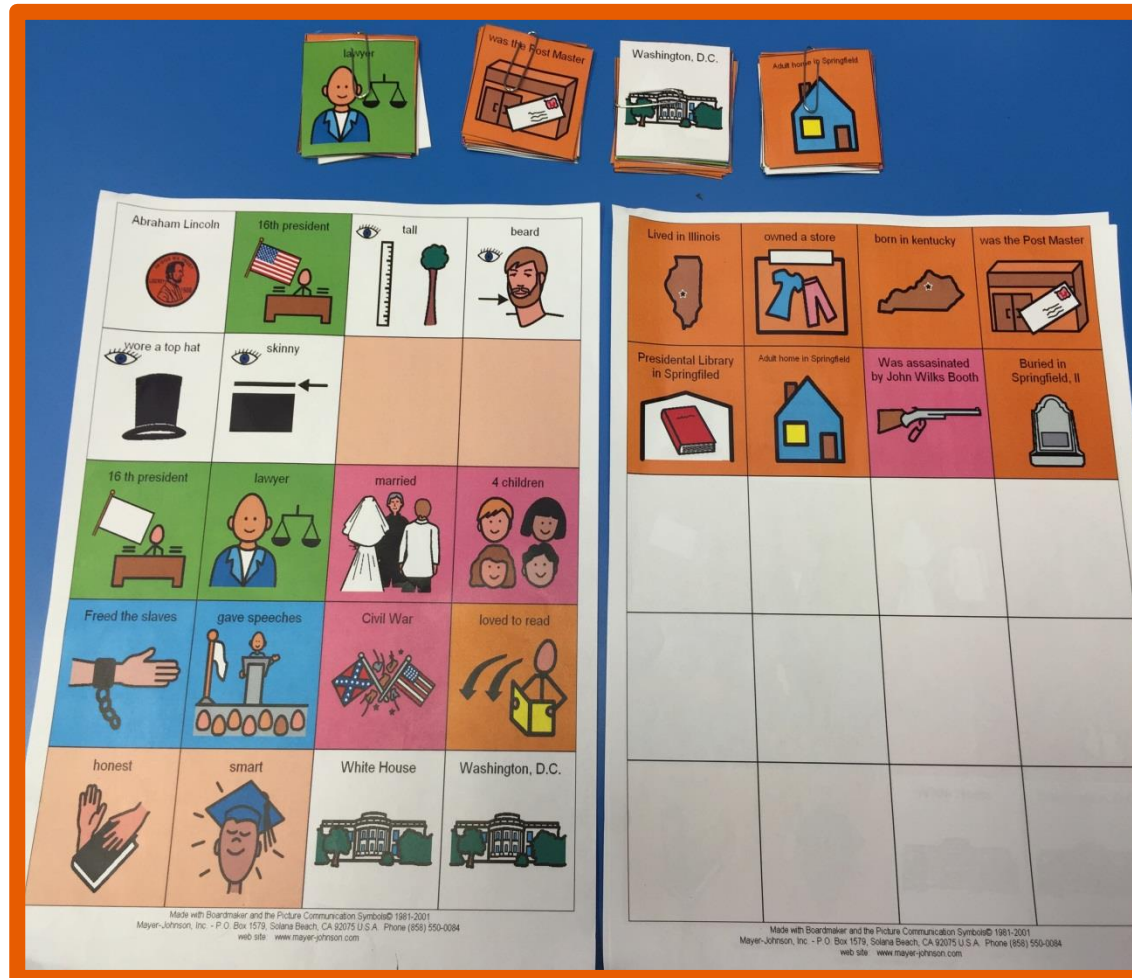
sea turtle



BIOGRAPHY PROMPTS USING EET

- **Green Group:** In what group does she belong? She's a famous....
- **Blue Do:** What did she do? Why is she famous?
- **What does she look like:** Describe distinguishing physical features.
- **What is the person made of:** Describe personality traits and character attributes.
- **Pink Parts:** Describe the important parts of the person's life.
- **White Where:** Where is the person from?
- **What else do I know?** Provide opinion, summary, or closing.

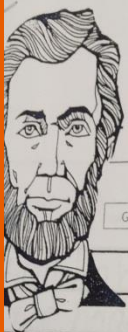
ABRAHAM LINCOLN PICTURE SUPPORTS



BIOGRAPHIES

Student Organizer V
Biographies

Name: _____
Date: _____



Green-Group: In which group does he or she belong? (i.e., George Washington was the first president of the United States)

Abraham Lincoln was the 6th President.

Blue-Do: For what is the person famous? What did he or she do?

Abram Lincoln freed the slave, he was assassinated, he gave speeches, he was in the Civil War.

Student Organizer V
Biographies

Name: Abe

Look Like: What did he or she look like? Describe his or her appearance/physical attributes

Abraham Lincoln is the first president that had a beard. He also wore a tall hat called a stovepipe hat. He was also 6 feet tall and 4 inches. He was the 6th president.

Made of: What was the person made of? Which personality characteristics did the person have? (brave, heroic, etc.)

Abe is smart.
Abe is trustworthy.
Abe was honest.
Abe's nickname was Honest Abe.

BIOGRAPHIES (CONT.)

Student Organizer V
Biographies

Name: _____

Abe's mom did
win Abe war
g.

Pink Parts Describe important parts and events of the person's life.

Abe became a lawyer in 1836.
Abe was married Mary Todd.
Abe has 4 children.
Abe was the president in the civil war.

Abe was
born in Ktucky.
be tellb in Posre.

White-Where Where do you need to make changes? Look back at your notes/writing. Sequence the information so it flows in a logical manner. Edit.

Student Organizer V
Biographies

Name: _____

Lincoln ran for the Senat in 1858.
Lincoln became known as a great debater.
Lincoln's family moved to Indiana.
Abraham Lincoln help keep the United
States together.
Lincoln's mom name is Nancy.
Lincoln's Mom is teaching Lincoln to be kind.
Lincoln has a sister name Sara.
Lincoln had 4 sons.

What else? Is there anything else you need to add? Provide a summary or closing.

STORY GRAMMAR MARKER

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STORY GRAMMAR MARKER

<http://mindwingconcepts.com/>

- The Story Grammar Marker (SGM) is a hands-on tool designed with icons that represent the parts of a story.
- Helps students to organize, comprehend, and retell stories.
- Cues WH questions about stories.
- Helps identify feelings and critical thinking skills.

SGM



EACH SYMBOL REPRESENTS AN ELEMENT OF THE STORY



Main Character – Who is the story about?



Setting – Where and when does the story take place?



Initiating Event (kick off) – What happened?



Internal Response – What are the character's feelings?



Plan – What will the character do?



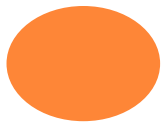
Attempts – How does the character solve the problem?



Consequence – What happened as the result of the action?






















Resolution—How does the character feel about consequence?



























NARRATIVE DEVELOPMENTAL STAGES

Preschool →

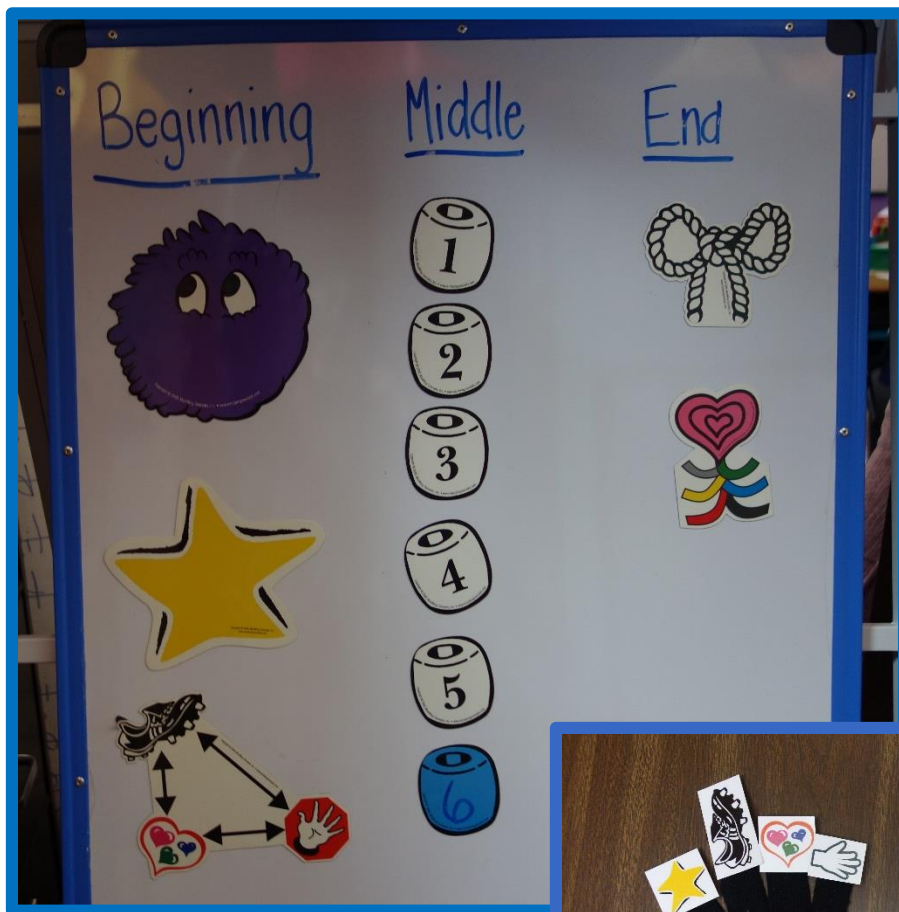
STAGE 1 Descriptive Sequence	STAGE 2 Action Sequence	STAGE 3 Reactive Sequence
<div data-bbox="397 596 435 629"><input type="checkbox"/></div> <div data-bbox="397 668 435 701"><input type="checkbox"/></div>                   		

NARRATIVE DEVELOPMENTAL STAGES

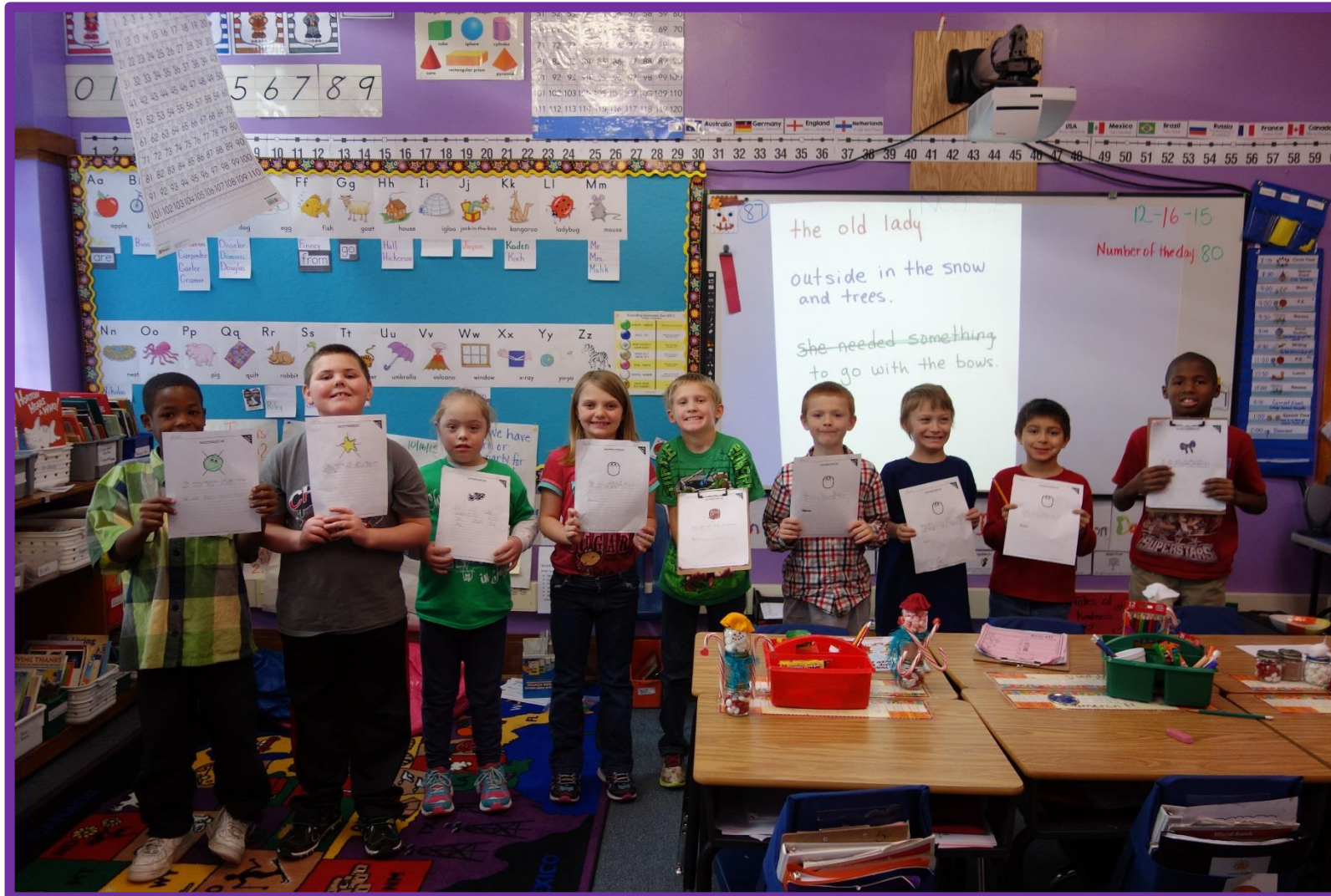
Early Elementary → Late Elementary → Adolescent →

STAGE 4 Abbreviated Episode	STAGE 5 Complete Episode	STAGE 6 Complex Episode	STAGE 7 Interactive Episode
<div> <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>  </div> <ul style="list-style-type: none"> Emotional cause/effect Implicit or explicit goals/intentions Plan may be implied Cause/effect (IE/DC) Development of emotions: happy, sad, mad, surprised, disgusted, afraid <p>Causal cohesive ties: <i>because, if</i></p> <div> <input type="checkbox"/>  </div>	<div> <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>  </div> <ul style="list-style-type: none"> Centering & chaining Goal oriented behavioral sequence Recognition of need to plan Some evidence of a plan Planned Attempts (PA) Perspective taking Resolution (R) <p>Cohesive ties that show direct consequence: <i>as a result, because, therefore</i></p> <div> <input type="checkbox"/>  </div>	<div> <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>  </div> <p>(May contain multiple episodes)</p> <ul style="list-style-type: none"> Comprehension of critical thinking triangle Complications Embedding; PA or obstacle becomes IE May involve multiple plans, attempts, consequences Know characters can change Recognize trickery, figurative language <p>All previous cohesive ties, plus: <i>although, however, like, similarly</i></p> <div> <input type="checkbox"/>  </div>	<div> <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>  </div> <ul style="list-style-type: none"> Two characters having separate goals and actions influencing each other's behavior/plans Any component could become the IE <p>↓</p> <p>Meta-Narrative</p> <p>All previous cohesive ties.</p> <div> <input type="checkbox"/>  </div>

SGM MANIPULATIVES



CLASS ACTIVITY WITH SGM



Complete Episode

The Story Grammar Marker

MAIN CHARACTER:

Who or What is the story about?

SETTING:

Where and When does the story take place? What usually happens there?
What does the character *see, hear, smell, touch, and taste*?

INITIATING EVENT (Kick-Off):

What happened to the character to cause him/her/it to do something?
(It was a ho-hum day until...)

INTERNAL RESPONSE (Feeling):

How did the character *feel* about what happened?
This is the emotional response to the kick-off.

PLAN:

What does the character want to do? Why will he/she/it choose this plan?
What prior knowledge, thoughts and memories does the character have about the kick-off?

ATTEMPT:

What action does the character take to achieve the plan?

ATTEMPT:

ATTEMPT:

ATTEMPT:

OBSTACLE:

Is there a complication to the plan? If yes, this becomes a new kick-off, creating an embedded episode.

DIRECT CONSEQUENCE (Tie-Up):

What happened as a result of the attempts/action?

RESOLUTION:

How does the character *feel* about the direct consequence? Is there a *lesson* learned or a *moral* to the story?

Inference Words

FEELING WORDS:

Cheerful	Proud
Upset	Brave
Gloomy	

PLANNING WORDS:

Want	Decide
Desire	
Need	

THINKING VERBS:

Think	Remember
Know	

CONESIVE TIES:

And	Because
But	
So	
Or	

EPISODE ORGANIZER

The **SGM** Episode Organizer A Strategy for Personal Narratives and Story Writing

Beginning	Middle	End
<p>CHARACTER: Who or What is your story about?</p> <p>Think about: <input type="checkbox"/> age/gender <input type="checkbox"/> physical description <input type="checkbox"/> likes/dislikes <input type="checkbox"/> personality</p> <p>SETTING: Where and When does your story take place?</p> <p>Think about a "ho-hum" day in the Setting.</p> <p>KICK-OFF (Initiating Event): What good or bad event happened to cause the Character (him/her/it/yourselves) to notice that it was not a "ho-hum" day...?</p> <p>Think about the Kick-Off.</p> <p>FEELING (Internal Response): What are the Character's Feelings about what happened?</p> <p>Think about at least two Feelings.</p> <p>PLAN: Stop! What does the Character Plan to do? Think about the Kick-Off, Feeling(s) and what result the Character wants to achieve.</p>	<p>1 ATTEMPTS: What does the Character do to carry out the Plan?</p> <p>To begin with/ First</p> <p>2 Then</p> <p>3 Next</p> <p>4 Further more</p> <p>5 Finally</p>	<p>DIRECT CONSEQUENCE: What happened as a result of the Character's Plan and Attempts?</p> <p>As a result</p> <p>RESOLUTION: How does the Character Feel about the Direct Consequence?</p> <p>Think about...</p> <p>feelings lesson learned moral of the story</p> <p>"Thicken the Plot..." Begin Another Episode.</p>

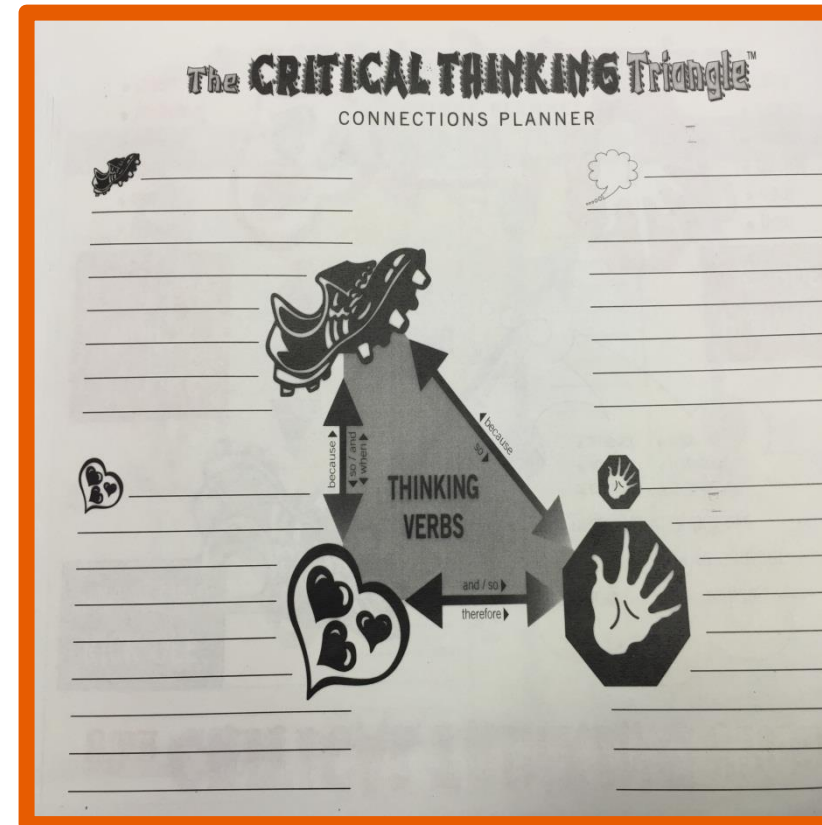
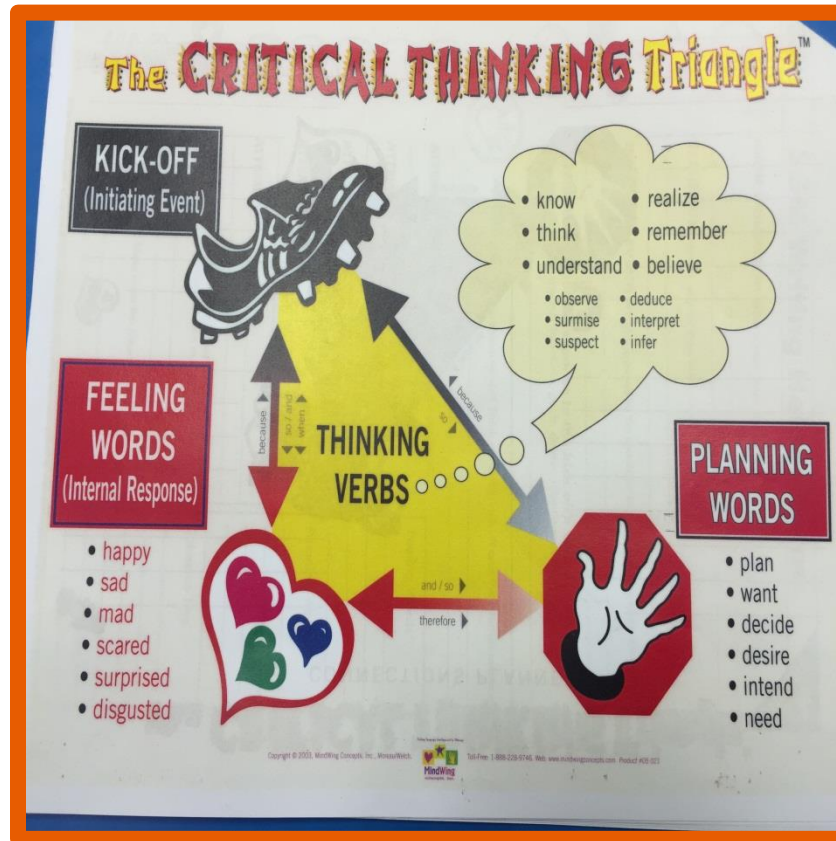
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The **SGM** Episode Organizer CONNECTIONS PLANNER

Beginning	Middle	End
<p>Think about: <input type="checkbox"/> age/gender <input type="checkbox"/> physical description <input type="checkbox"/> likes/dislikes <input type="checkbox"/> personality</p> <p>Think about a "ho-hum" day in the Setting.</p> <p>Think about the Kick-Off.</p> <p>Think about at least two Feelings.</p>	<p>1 To begin with/ First</p> <p>2 Then</p> <p>3 Next</p> <p>4 Further more</p> <p>5 Finally</p>	<p>DIRECT CONSEQUENCE: What happened as a result of the Character's Plan and Attempts?</p> <p>As a result</p> <p>RESOLUTION: How does the Character Feel about the Direct Consequence?</p> <p>Think about...</p> <p>feelings lesson learned moral of the story</p>

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SGM CRITICAL THINKING TRIANGLE



SGM Writing Helper Form

COMPLETE EPISODE **SGM Writing Helper Form** **STUDENT**

MAIN CHARACTER: Who is your story about?

SETTING: Where does your story take place?

INITIATING EVENT: What happened to the character to cause him/her to do something?

INTERNAL RESPONSE (response to the kick off): What are the character's feelings about what happened? (emotions, goals, desires, intentions or thoughts)

PLAN: What will the character do? Think about the kick off and the internal response.

ATTEMPT: How does the character solve the problem?

ATTEMPT: _____

ATTEMPT: _____

ATTEMPT: _____

ATTEMPT: _____

DIRECT CONSEQUENCE: What happened as a result of the action? Is there a complication in the plan?


RESOLUTION: How does the character feel about the consequence?

Feeling Words


Planning Words

Cohesive Ties


BEGINNING – MIDDLE – END WORKSHEETS

SGM® BEGINNING of A Story 


Name _____ Date _____

☐  **Who is your story about?** _____


Think about:
☐ age/gender
☐ physical description
☐ likes/dislikes
☐ personality

☐  **Where and When does your story take place?** _____


Think about a "ho-hum" day in the setting.


☐  **What happened to the character to cause him/her to do something?** _____


Think about the kick-off.

☐  **What are the character's feelings about what happened? (emotions, goals, desires, intentions or thoughts)** _____


Think about at least two feelings.

☐  **What does the character want to do? Think about the kick off and the internal response.** _____




SGM® MIDDLE of A Story 


Name _____ Date _____

☐  **What does the character do? How does the character solve the problem?** _____


To begin with/First

☐  _____


Then

☐  _____


Next

☐  _____


Further-more

☐  _____


Finally




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SGM® END of A Story 




Name _____ Date _____

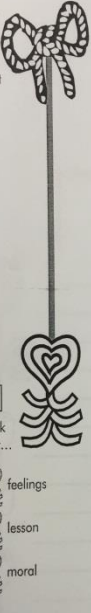
☐  **What happened as a result of the action? Is there a complication in the plan?** _____

As a result

☐  **How does the character feel about the consequence?** _____

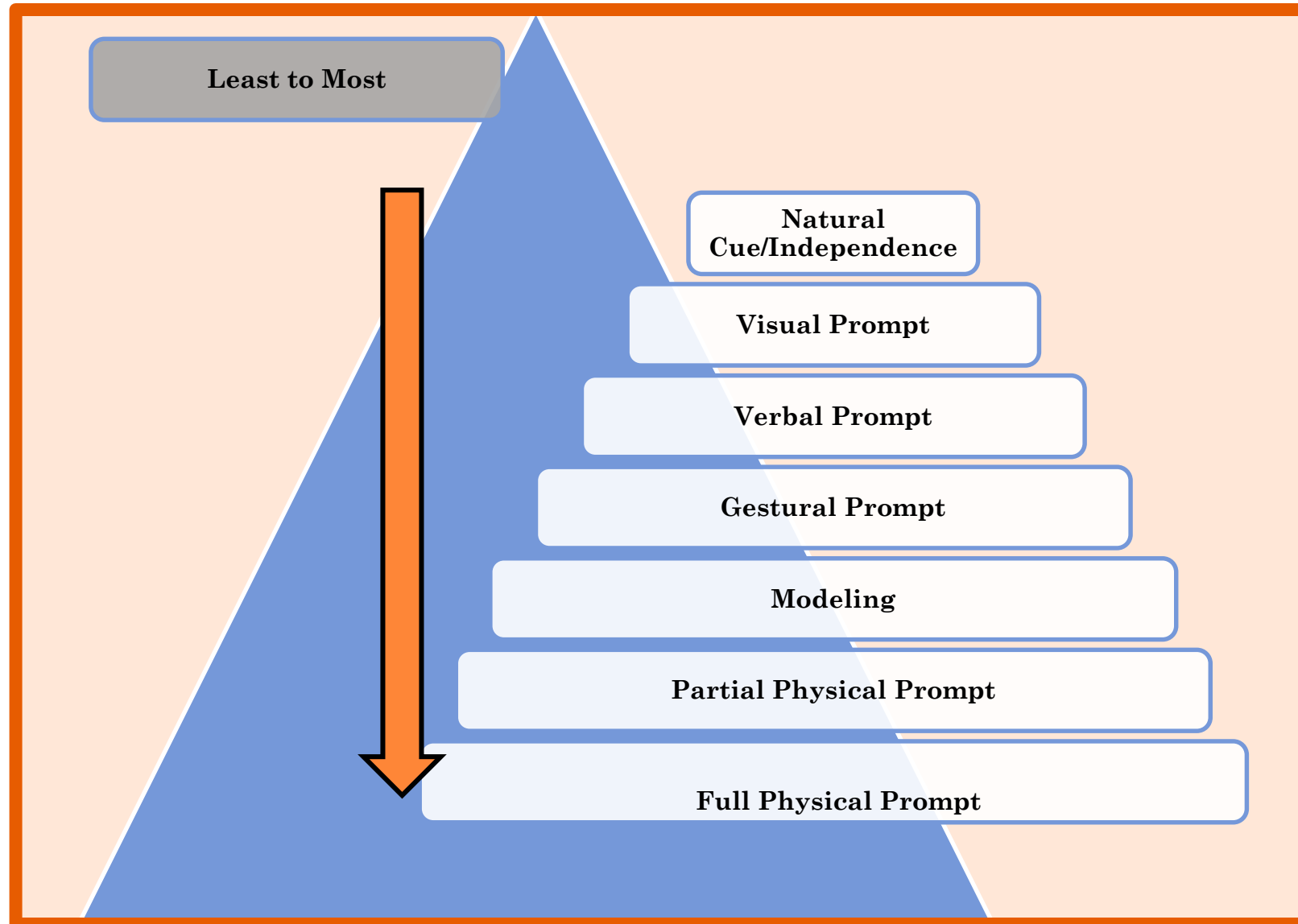
Think about...

 feelings
 lesson
 moral



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PROMPT HIERARCHY



THINGS TO REMEMBER REGARDING PROMPTING

- Be careful how much support you provide the child.
- You do not want to “over-prompt”
- Evaluate your prompting and fade when necessary.
- We definitely want to help the child, but Independence should be the end goal.
- Try to remove the verbal prompt and move toward a visual when at all possible.

EXAMPLES OF VISUAL PROMPTS





SOCIAL STORIES

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WHAT IS A SOCIAL STORY?

- Developmentally appropriate short stories typically written for students with Autism Spectrum Disorder.
- Developed by Carol Gray in 1991, after years of working with children with Autism.

WHY WRITE A SOCIAL STORY?

- To teach basic social skills
- To teach understanding, interpretation and appropriate response, or if a student has difficulty adjusting to change in routine or schedule

GATHER INFORMATION

- Where does the situation occur? Setting?
- When / What time of day?
- Who is it with?
- How long does the behavior last?
- How does the behavior begin and end?
- What happens in the situation and why?

HOW TO CREATE A SOCIAL STORY

- Have the student be the main character
- Be specific to the setting(s) in the story
- Describe the situation and explain why a behavior is unacceptable by describing the desired behavior.
- Write actual, realistic dialog appropriate to the ability of the individual
- Repeat important points in the story
- Involve the student when writing the story (taking pictures, giving suggestions for responses)
- Use photographs or clip art
- End the story with a description of the acceptable behavior
- When using a social story for learning, expose the student to the story frequently

HOW AND WHEN TO INTRODUCE A SOCIAL STORY

- When the student is relaxed
- It is important when the story is introduced
 - Ex. “I wrote this story for you...and/or “I have a story about what to do when you feel angry...Let’s read it together”

HOW TO USE A SOCIAL STORY

- **Read and/ or create before the behavior may occur.**
 - Be **Proactive** to prevent the behavior
- **Read after the behavior may have occurred.**
 - Student must be calm
 - Read frequently throughout the day if the behavior keeps occurring.

TYPES OF SENTENCES USED IN SOCIAL STORIES

Sentence Types	What is it?	Examples
*Descriptive	Answers "WH" questions- most frequently used	"Most children go to school" Sometimes I get angry"
*Perspective	Refers to feelings, opinions, ideas and beliefs of others	"Teachers like it when students raise their hand"
*Directive	Offers a response or range of responses for a behavior in a situation. Should be positive and allow flexibility- <u>MUST ALLOW ROOM FOR ERROR</u>	"When I am angry I can take a belly breath" " <u>I will try to</u> ...I will <u>work on</u> ...One thing <u>I could try</u> to say..." " <u>I might</u> like to play outside."
*Affirmative	Statements that enhance the meaning of the previous sentence. Provide reassurance to the student	(I will try to hold an adults hand when crossing the road.) "This is very important"
Co-Operative	Identify how others can help the student	"My teacher will help me try to stay calm when _____"
Control	Provide personal meaning to a situation and to assist them to recall and apply information	My body needs food several times a day; just like a steam train needs coal to stay running.
Partial	Incomplete sentence that allow the student to guess the next step.	My name is _____. My teacher will feel _____ if I raise my hand.

RECOMMENDED RATIO FOR SENTENCES

- *2-5 Descriptive for every Directive sentence in the story.*

MOST COMMONLY USED SENTENCE TYPES

- *Descriptive*
- *Directive*
- *Perspective*
- *Affirmative*

ADDITIONAL POINTS TO CONSIDER

- Social Stories have an introduction, body, and closing
- Use positive language!
- Be as accurate as possible and use words like sometimes and usually for situations when an outcome is not guaranteed.

REMEMBER ...

- This is a tool or strategy to teach or replace a behavior.
- This does not fix the problem, it just teaches strategies
- You may have to repeat many times before the behavior is changed
- You may have to revisit the social story and make changes.

Social Story Example

How to Play Legos with others?

- We have Legos in our classroom for all students to play with. **Descriptive**
- We can build alone or together at recess and at centers. **Descriptive**
- We are usually happy when we share Legos in our class because most friends enjoy playing with Legos at school. **Perspective**
- Sometimes students have to take apart my Legos because it helps them build a new Lego. **Descriptive**
- We share our Legos. **Descriptive**
- My friends like to be able to use the Legos I have used. **Descriptive**
- Sometimes I get angry when someone else takes apart a Lego I have built. **Descriptive**
- Others also get angry when their Lego is taken apart. **Perspective**
- Sometimes I throw the Legos and scream because a friend has taken apart the Lego I have built. **Descriptive**
- It makes me feel good to get my anger and feelings out. My teacher will try to help me stay calm when I am angry. **Descriptive/Co-operative**
- It is never ok to throw Legos when others take my Lego apart. **Descriptive**
- It's dangerous and someone could get hit with a Lego. **Descriptive**
- When I get angry I can try to ... **Directive**
 - Take a belly breath
 - Squeeze a lemon in my hand
 - Remember that I can build a Lego another time
- My friends like it when I share and do not get angry. **Perspective**
- I will try to share Legos at school. **Directive**
- This is very important for me to remember. **Affirmative**
- I can build Legos at school when I share. **Descriptive**

Social Story Example

When I Feel Angry

- Sometimes I get angry with my friends. **Descriptive**
- It is ok to feel angry. **Descriptive**
- When I feel angry I can think of ways to help myself. **Descriptive**
- Others feel angry too. **Perspective**
- When I am angry, I will try to... **Directive**
 - Tell my teacher
 - Use my words to tell my feelings.
 - Take a belly breath.
- I will try to use my strategies to help me when I am angry. **Affirmative**
- Most kids are happy at school. **Descriptive**

Social Story Example

2 Teachers

- I will have two teachers at school. **Descriptive**
- Other students have more than one teacher too. **Perspective**
- I will have Mrs. S and Mrs. H for my teachers. **Descriptive**
- Mrs. S and Mrs. H want me to learn and do my best. **Descriptive**
- When I go to Mrs. S's, class I will do my best to enter quietly and sit in my spot. **Directive**
- I can listen and try my hardest to learn from both of my teachers. **Directive**
- Mrs. H and Mrs. S want me to learn as much as I can. **Descriptive**
- It is usually fun to have two teachers to teach me at school. **Affirmative**

Social Story Example

Raising My Hand

- I raise my hand quietly to talk to my teachers.
- My teachers ask me to raise my hand to talk in class.
- I try my best to raise my hand when...
 - I need help
 - Do not understand something
 - I want to participate
 - Have a question
- My teachers will do their best to call on me and help me at school.
- Others raise their hand when they need to talk to a teacher too.
- My teacher will not call on me to talk if I am not quiet.
- My teacher will not call on me if my hand is not raised.
- I will try to get help from my teachers when I need their help by quietly raising my hand.
- I am happy when I can talk to my teachers and my teachers like to talk to me.

Social Story Example

Going to the Nurse

Mrs. B is the nurse at my school.

Mrs. B is my friend.

Sometimes she takes my temperature or gives me a Band-Aid.

It is okay to be afraid or scared when I feel sick. Others feel afraid too.

Mrs. B helps all of the kids at school. Mrs. B is here to help me at school too.

Mrs. B also likes to listen to me read a book. She is happy when I read my writing to her.

Mrs. B is my friend at school. She is here to make me feel happy.

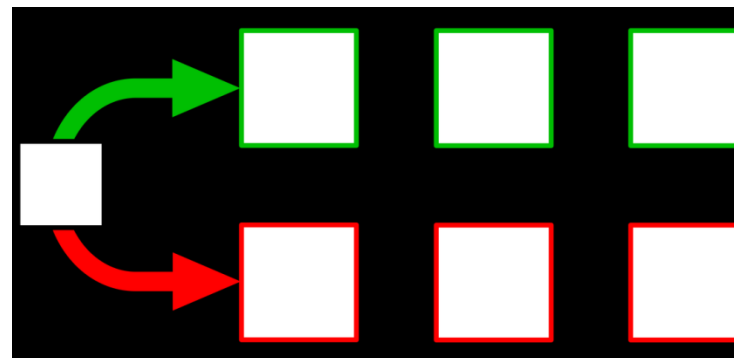
SOCIAL CONTINGENCY MAP



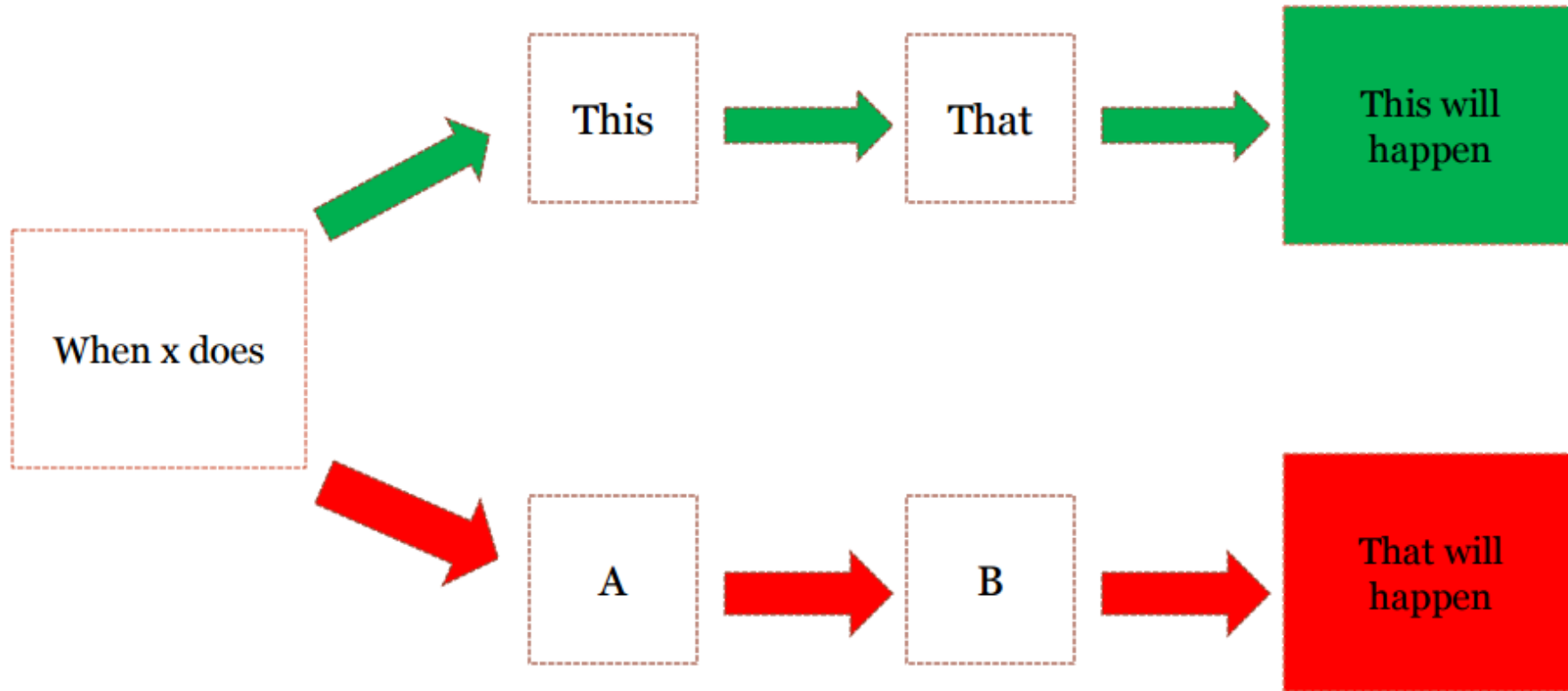
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SOCIAL CONTINGENCY MAP

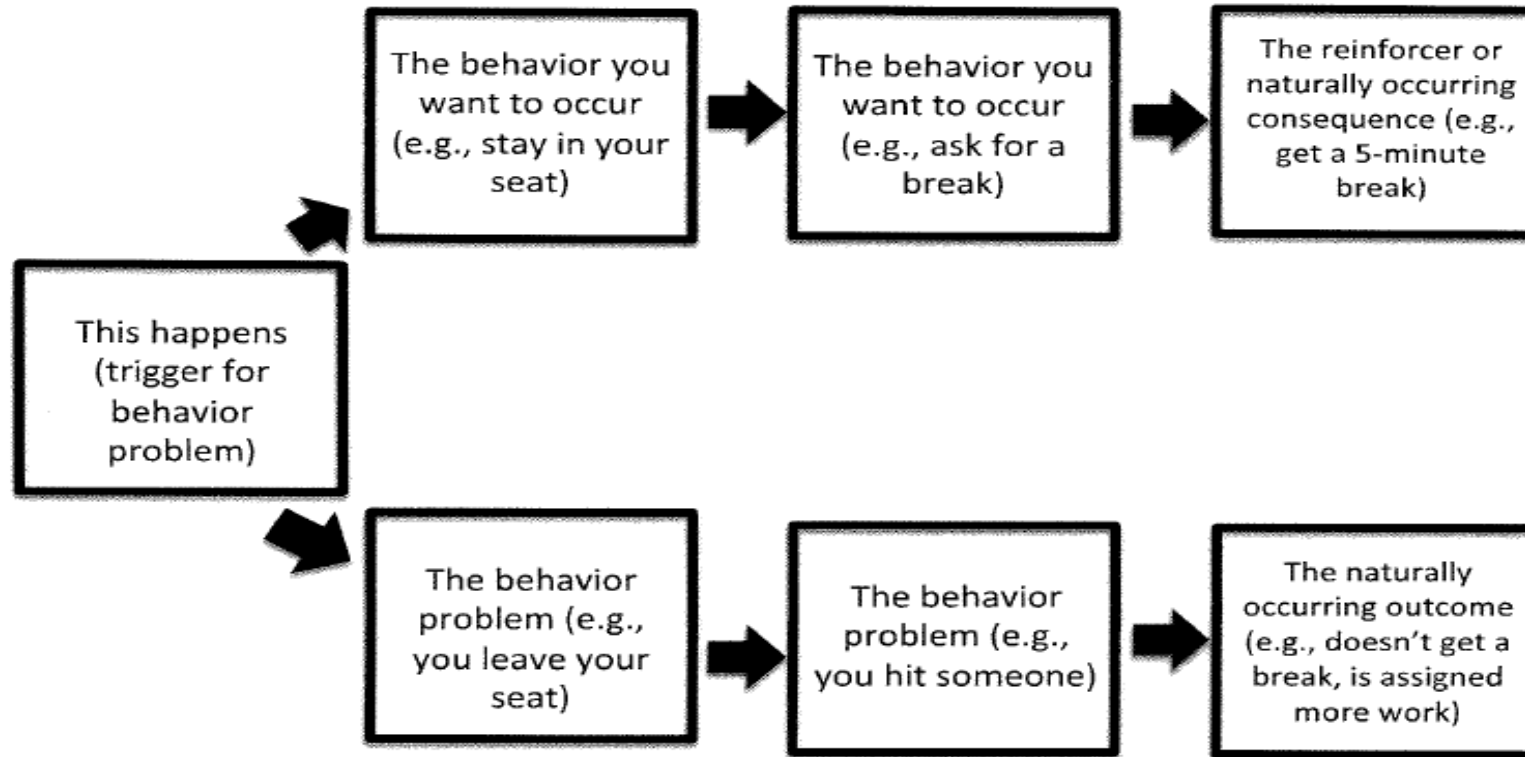
- **Contingency maps** are a visual model that show the desired behavior and the outcomes of two divergent paths:
 - **First path** - the learner engages in the desired behavior
 - **Second path** - shows what happens if the learner doesn't engage in the desired behavior

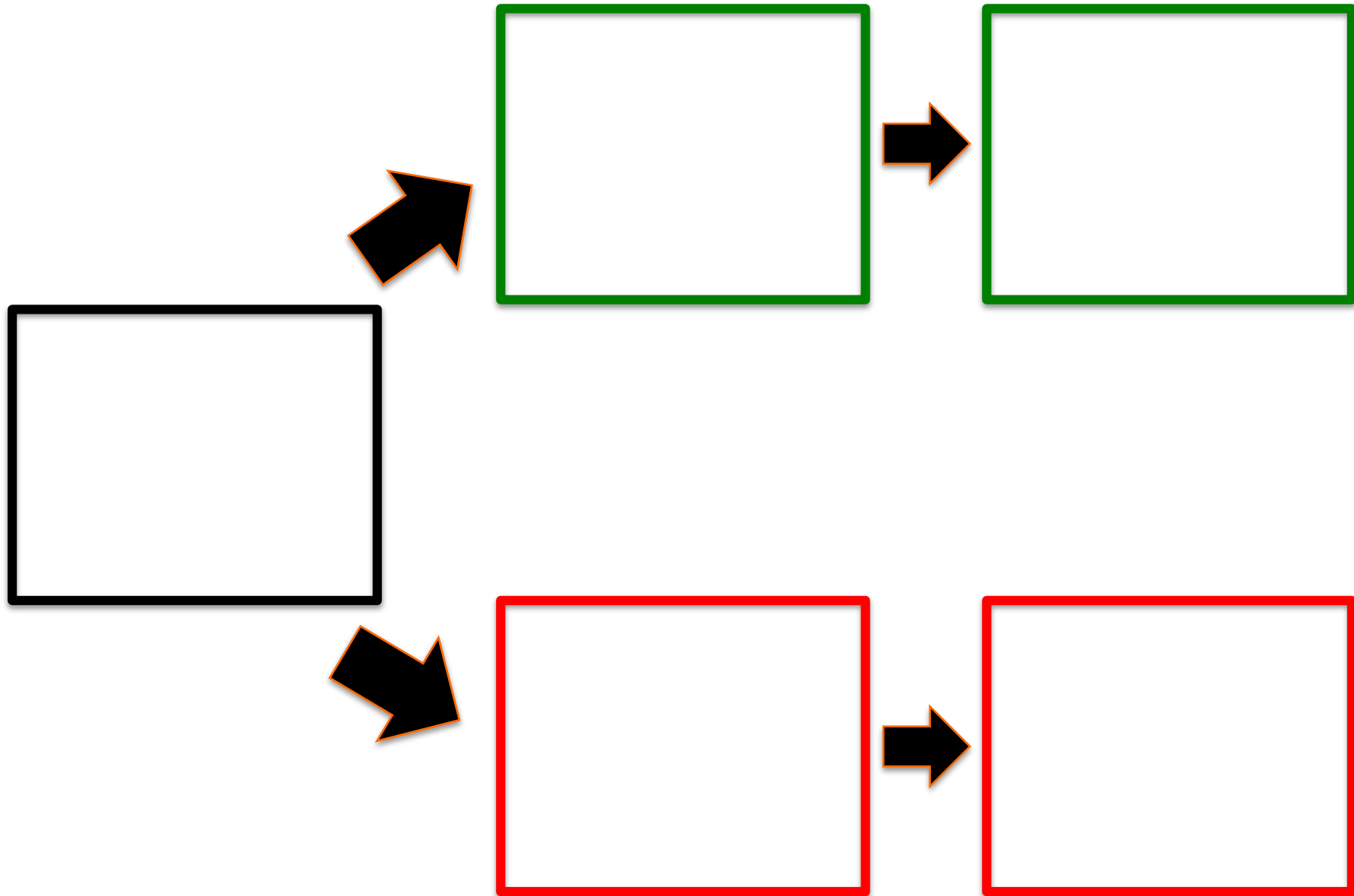


CONTINGENCY MAPPING



Template of Contingency Map





DEFINE THE BEHAVIOR

- Choose a specific behavior you want to change
- Student understands what the behavior looks like
- Take a baseline of the frequency of the behavior