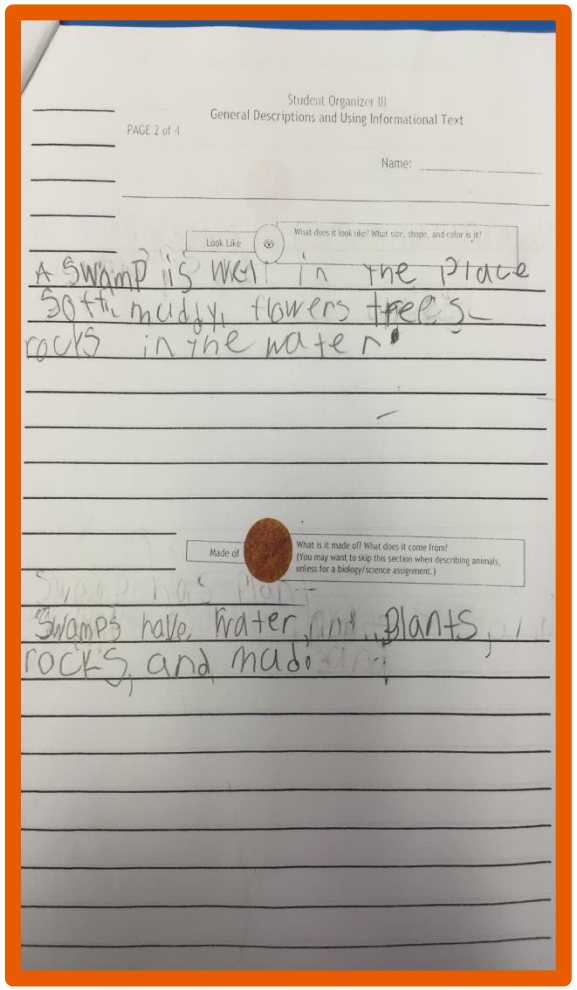
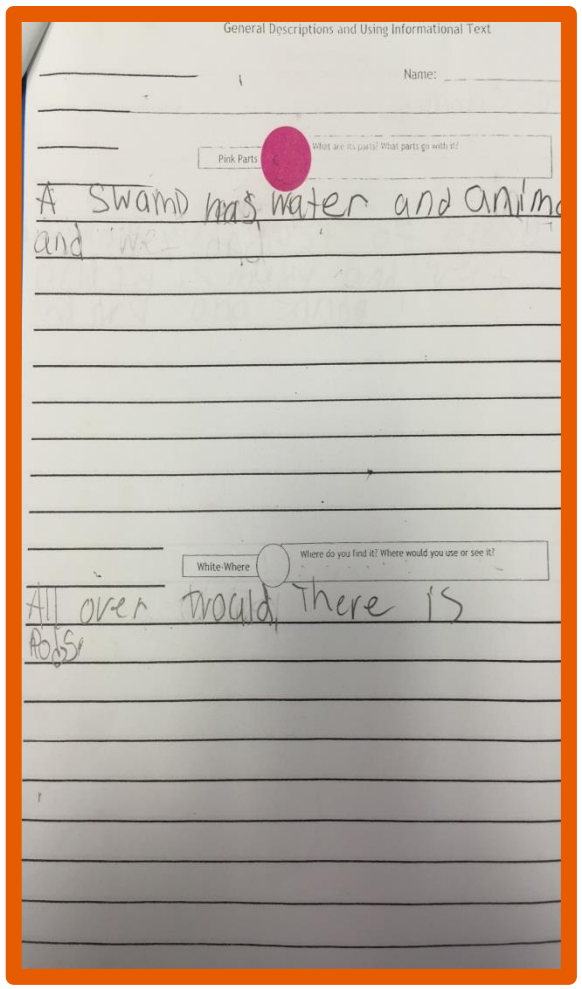
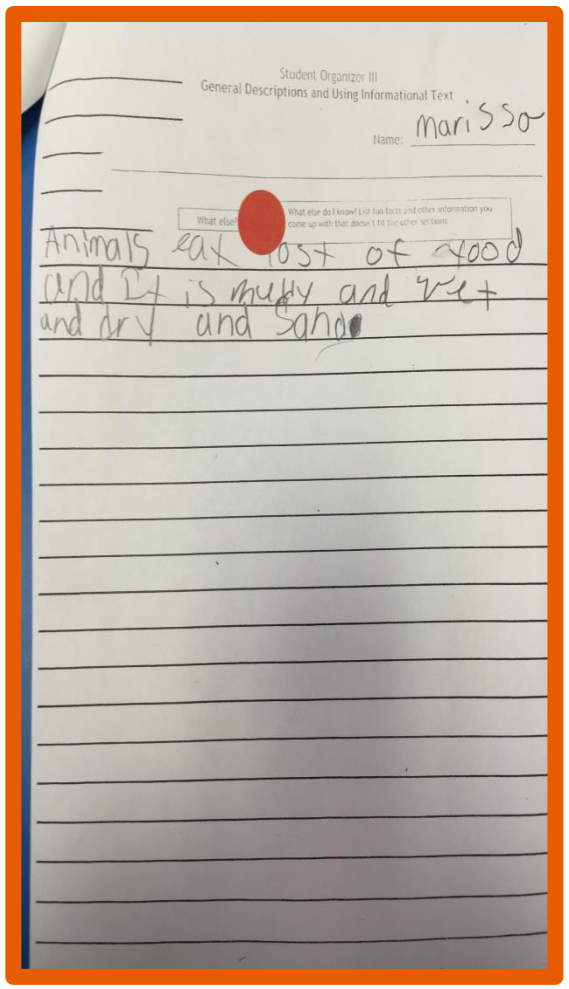
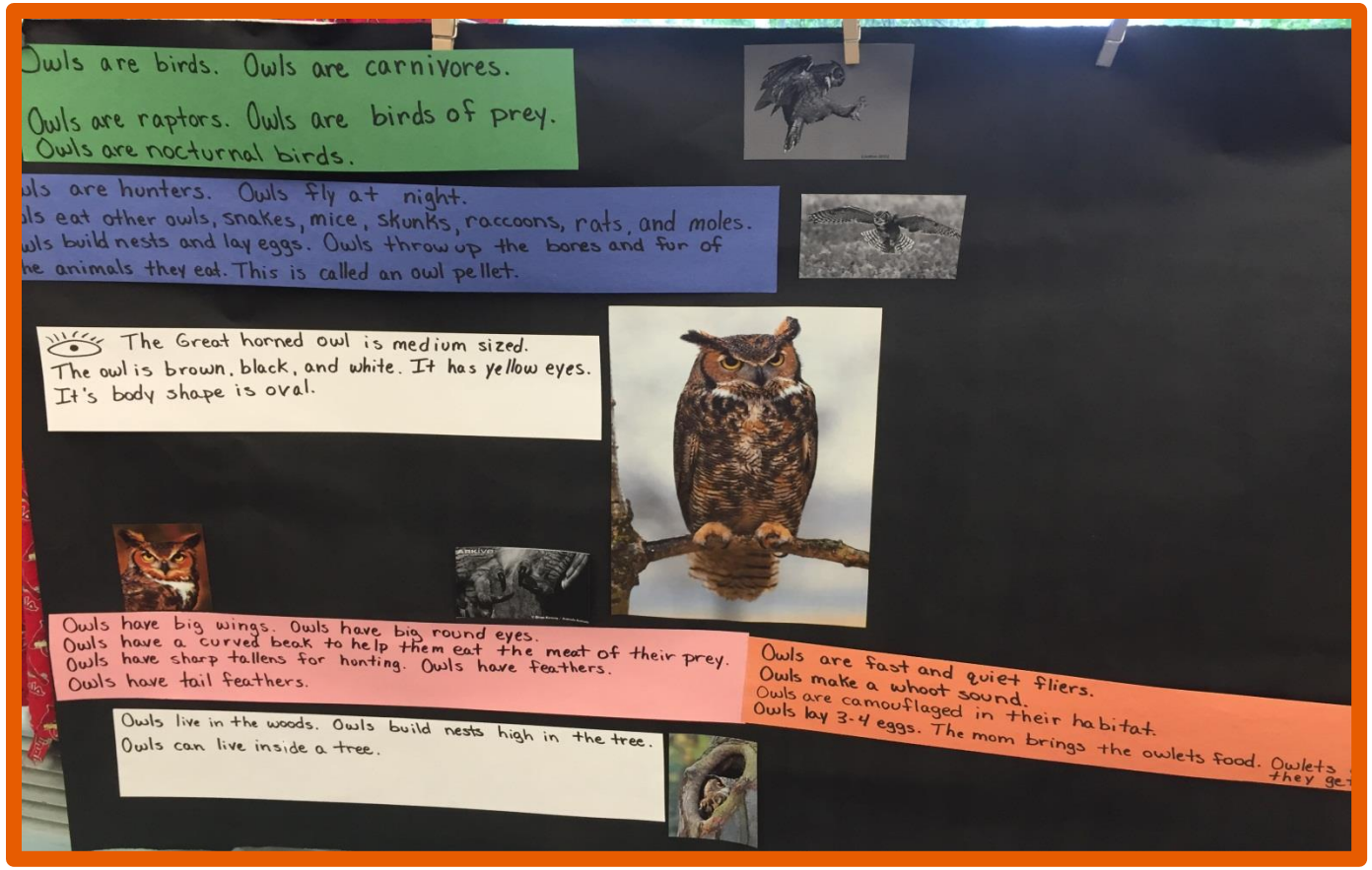
Informational Text (cont.)


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 soft mudd, 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.)
Swamps have, water, and, plants, rocks, and mud.

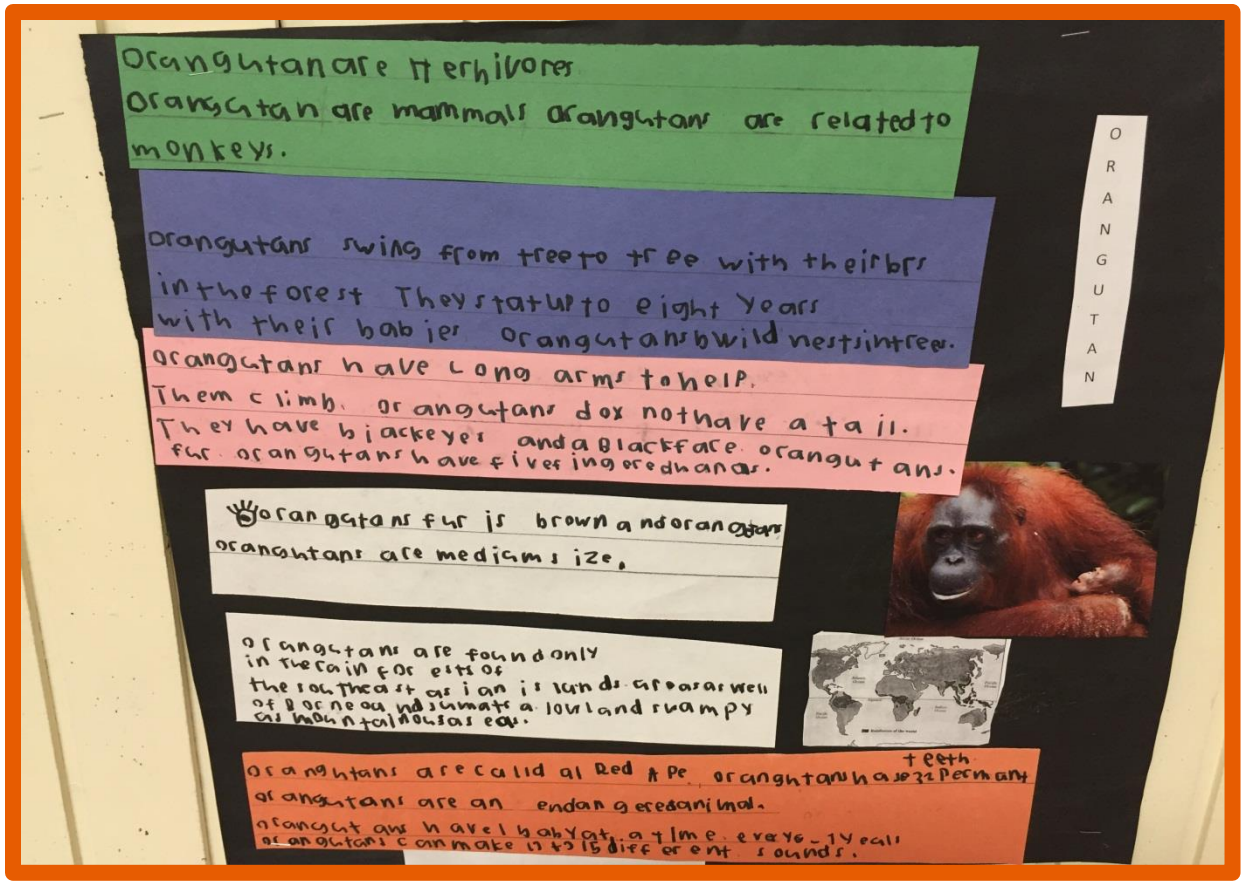

General Descriptions and Using Informational Text
Name:
Pink Parts
What are its parts? What parts go with it?
A Swamp has water and animals and
White-Where
Where do you find it? Where would you use or see it?
All over would there is Ross


Student Organizer III
General Descriptions and Using Informational Text
Name: marissa
What else?
What else do I know? List fun facts and other information you come up with that doesn't fit the other sections.
Animals eat most of food and it is muddy and wet and dry and sand.

EET FOR ZOO ANIMALS
TEACHER'S EXAMPLE



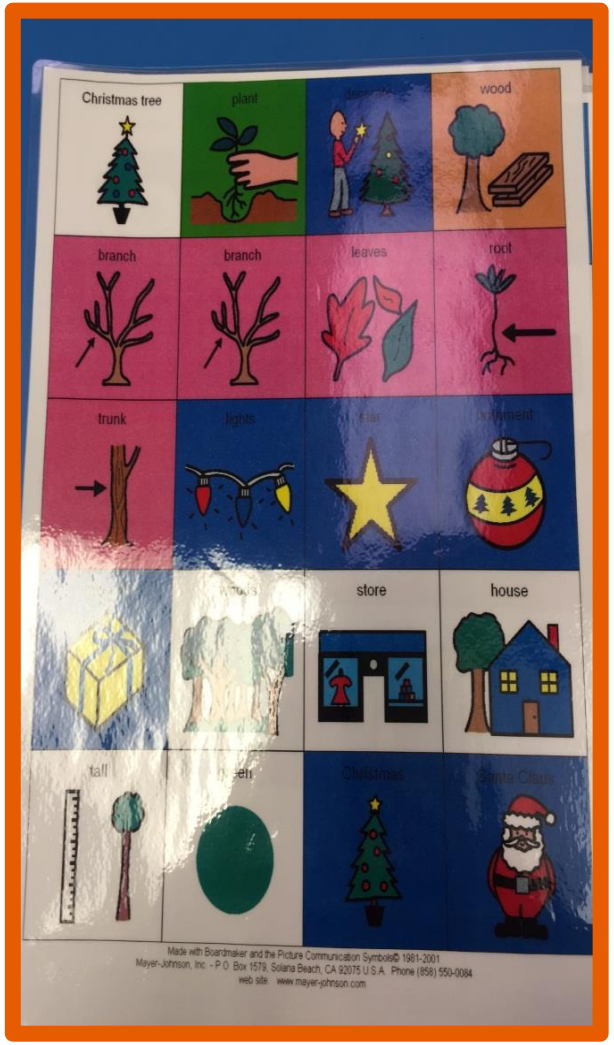
EET FOR ZOO ANIMALS
CHILD'S EXAMPLE



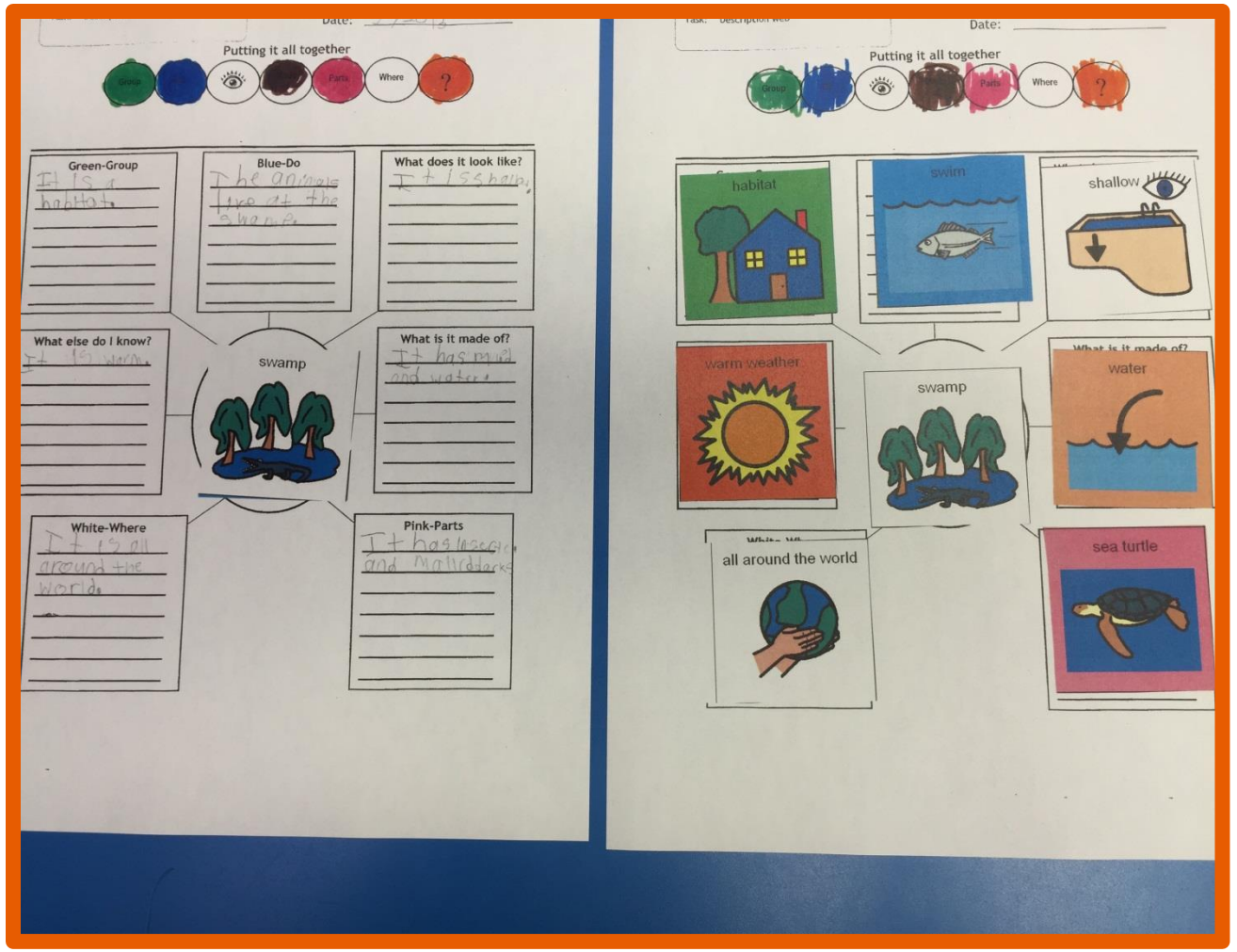
EET FOR ZOO ANIMALS
WALL DISPLAY

Students with limited verbal expression may benefit from EET picture supports.

Swamp and Christmas tree picture supports



Organizer/Picture supports

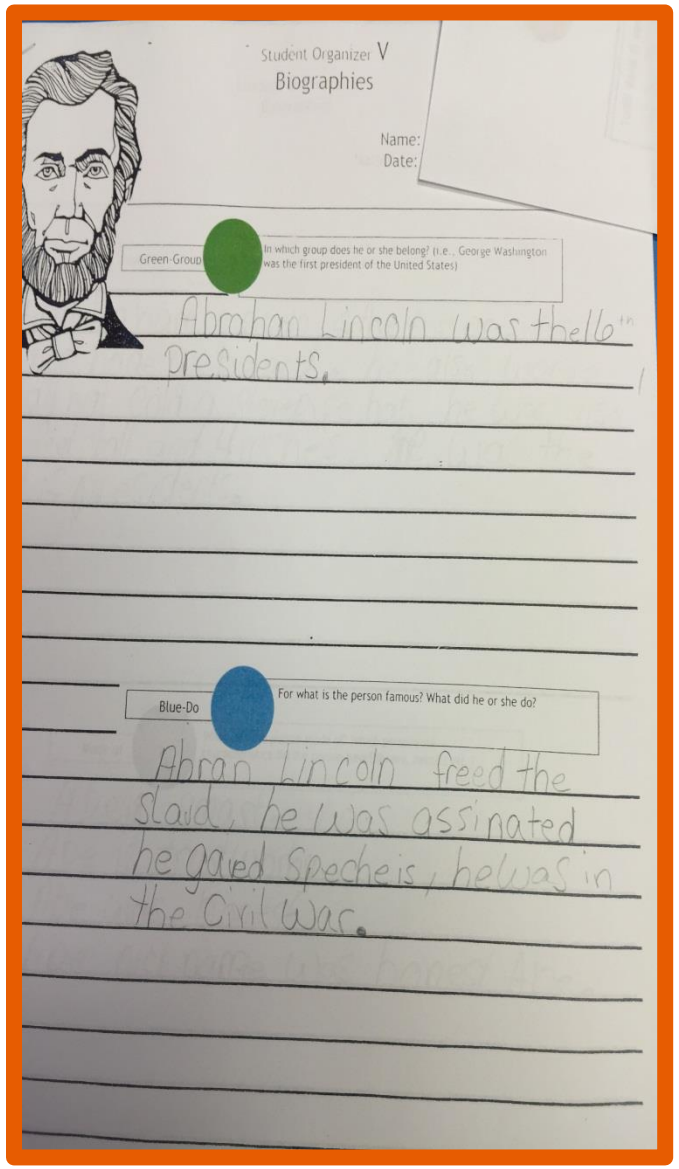


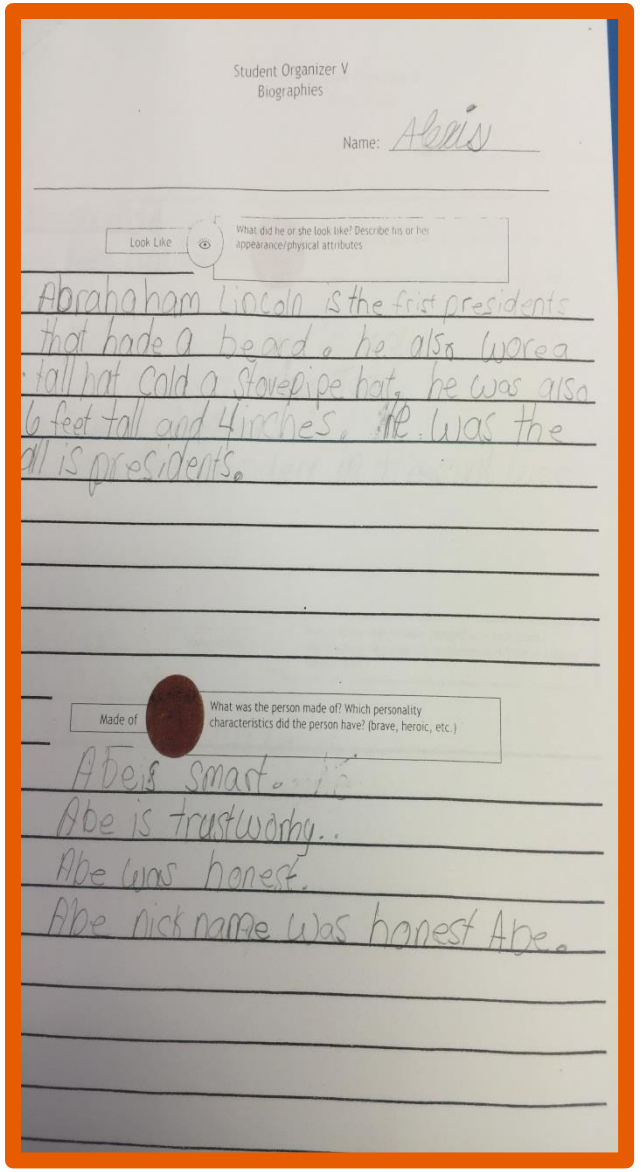
Biography Prompts using EET

- **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.

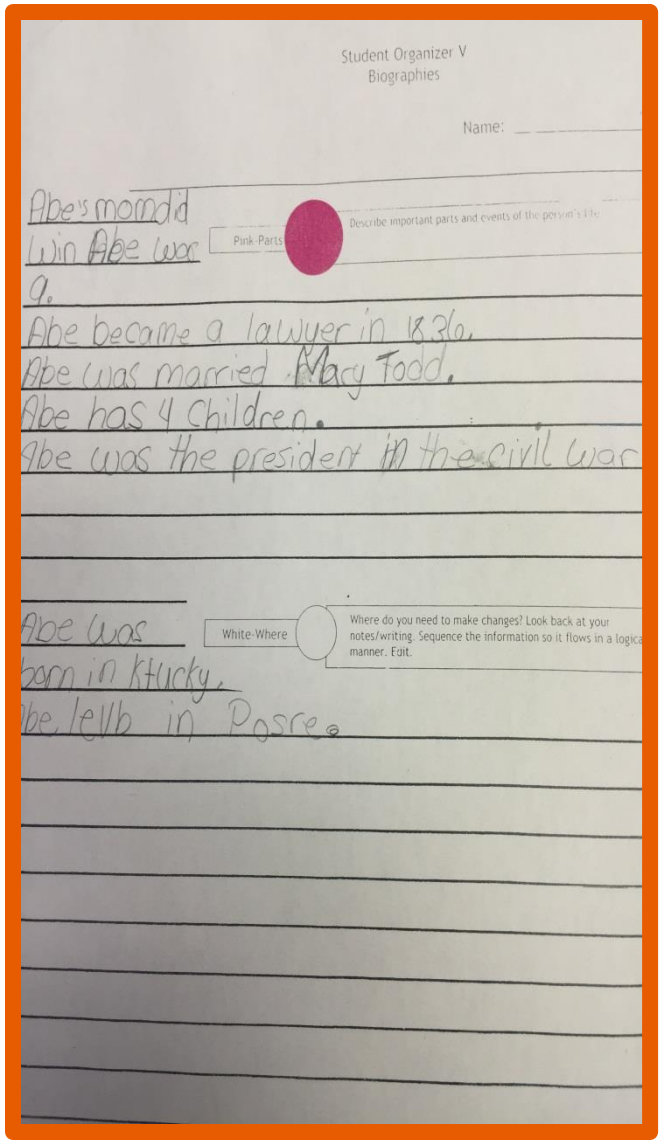
Abraham Lincoln picture supports

Biographies





Biographies (cont.)



Student Organizer V
Biographies

Name:

Abe's mom did
Lin Abe wor
a.
Abe became a lawyer in 1836.
Abe was married Mary Todd.
Abe has 4 children.
Abe was the president in the civil war

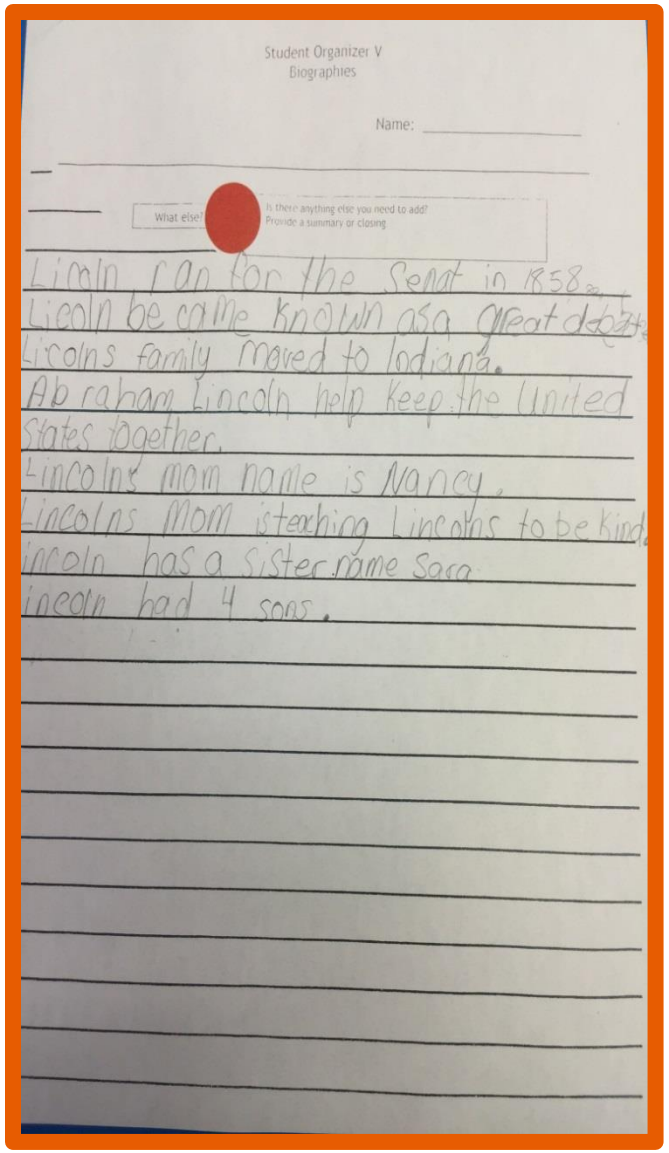
Pink-Parts

Describe important parts and events of the person's life

Abe was
born in Ktucky.
Abe lelb 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:

What else?

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

Lincln ran for the Senat in 1858.
Lieoln be came known asa great d
Lincolns family moved to Indiana.
Abraham Lincoln help keep the United
States together.
Lincolns mom name is Nancy.
Lincolns Mom is teaching Lincolns to be kind
incoln has a sister name Sara
incoln had 4 sons.

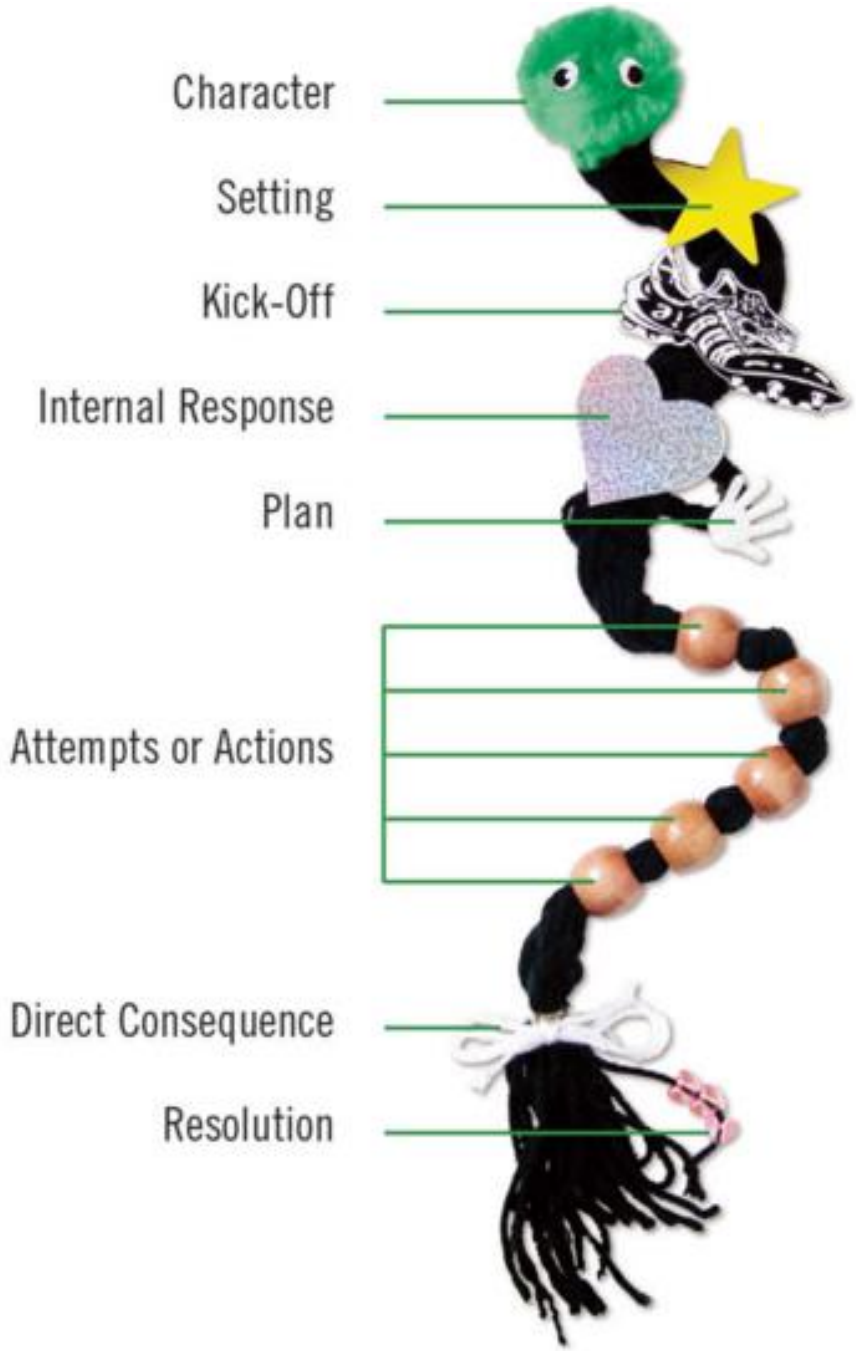
Story Grammar Marker

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


Character
Setting
Kick-Off
Internal Response
Plan
Attempts or Actions
Direct Consequence
Resolution

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?

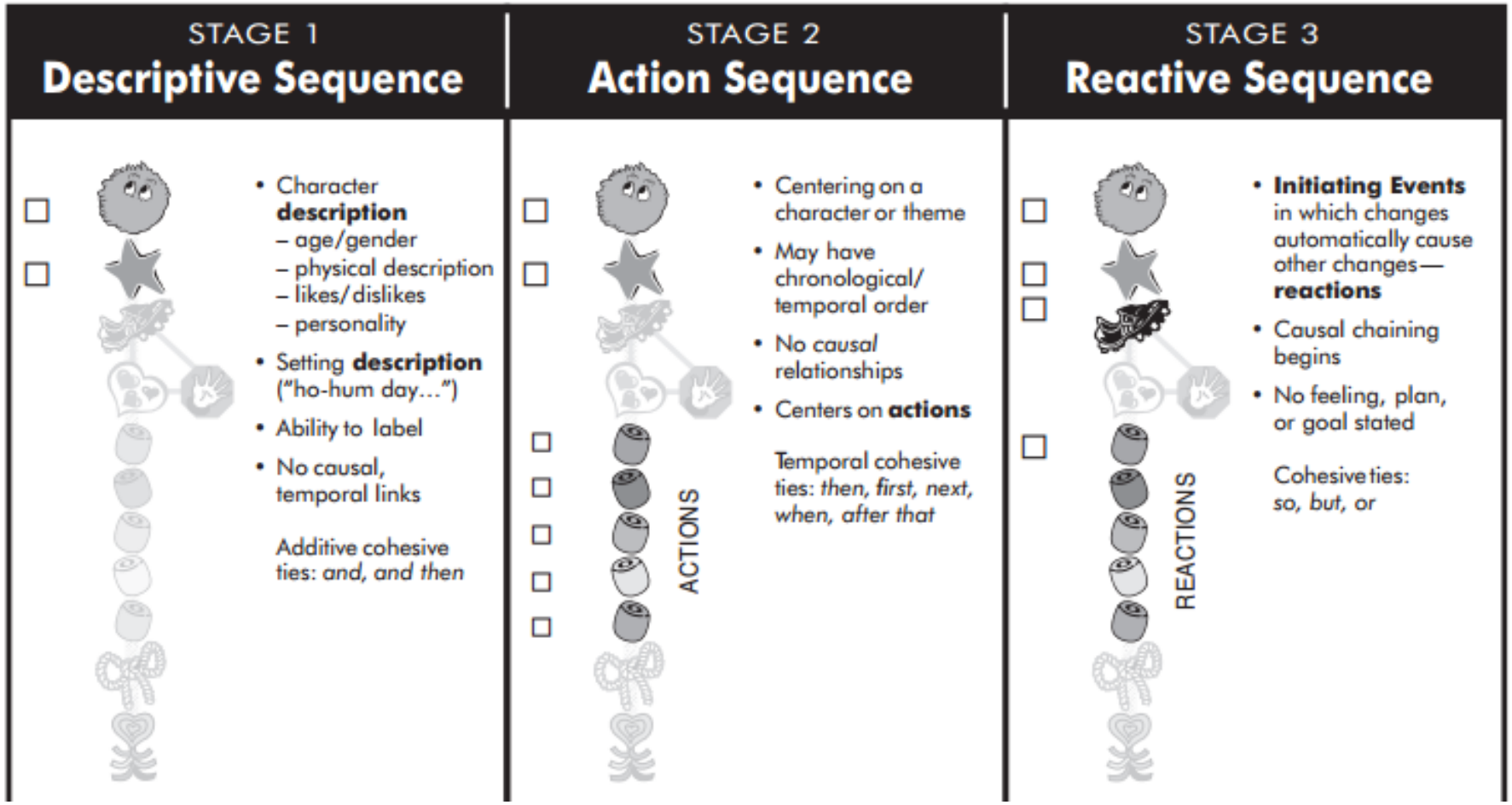
Attempts – How does the character solve the problem?

Consequence – What happened as the result of the action?

Resolution–How does the character feel about consequence?

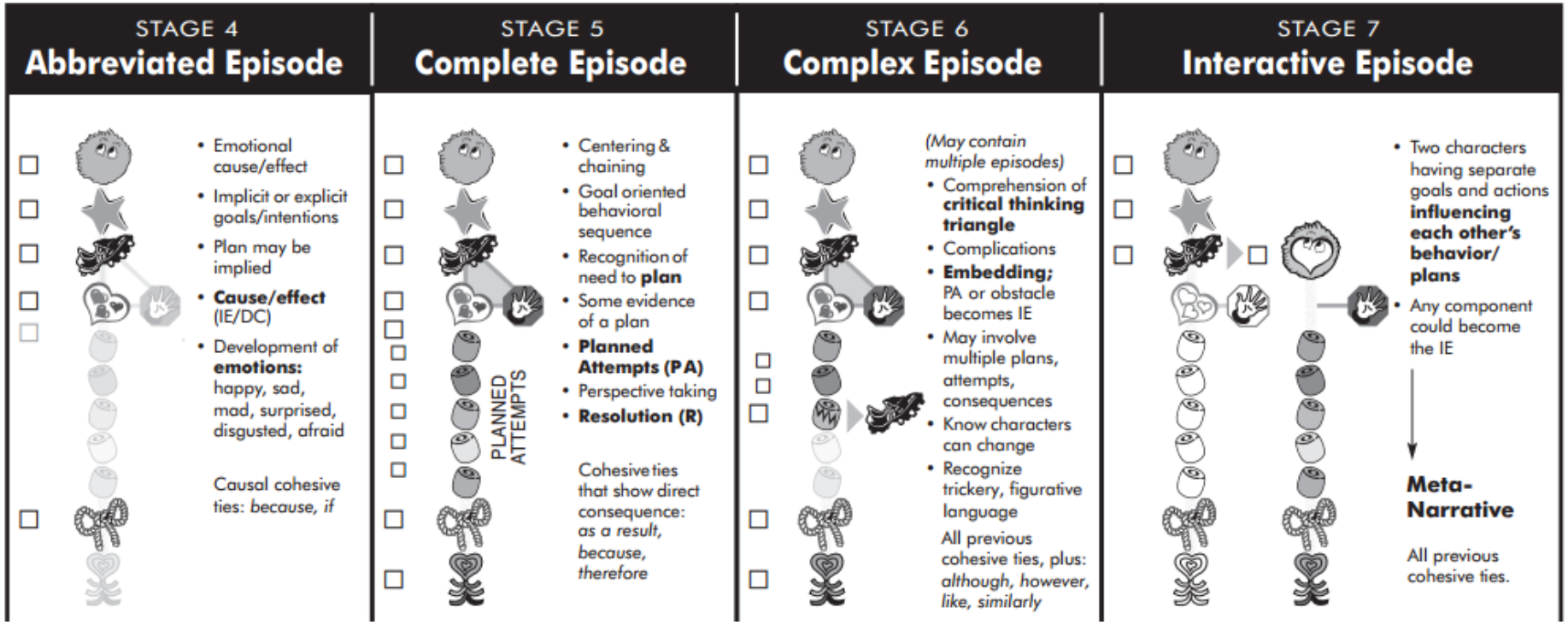
Narrative Developmental Stages

Preschool →



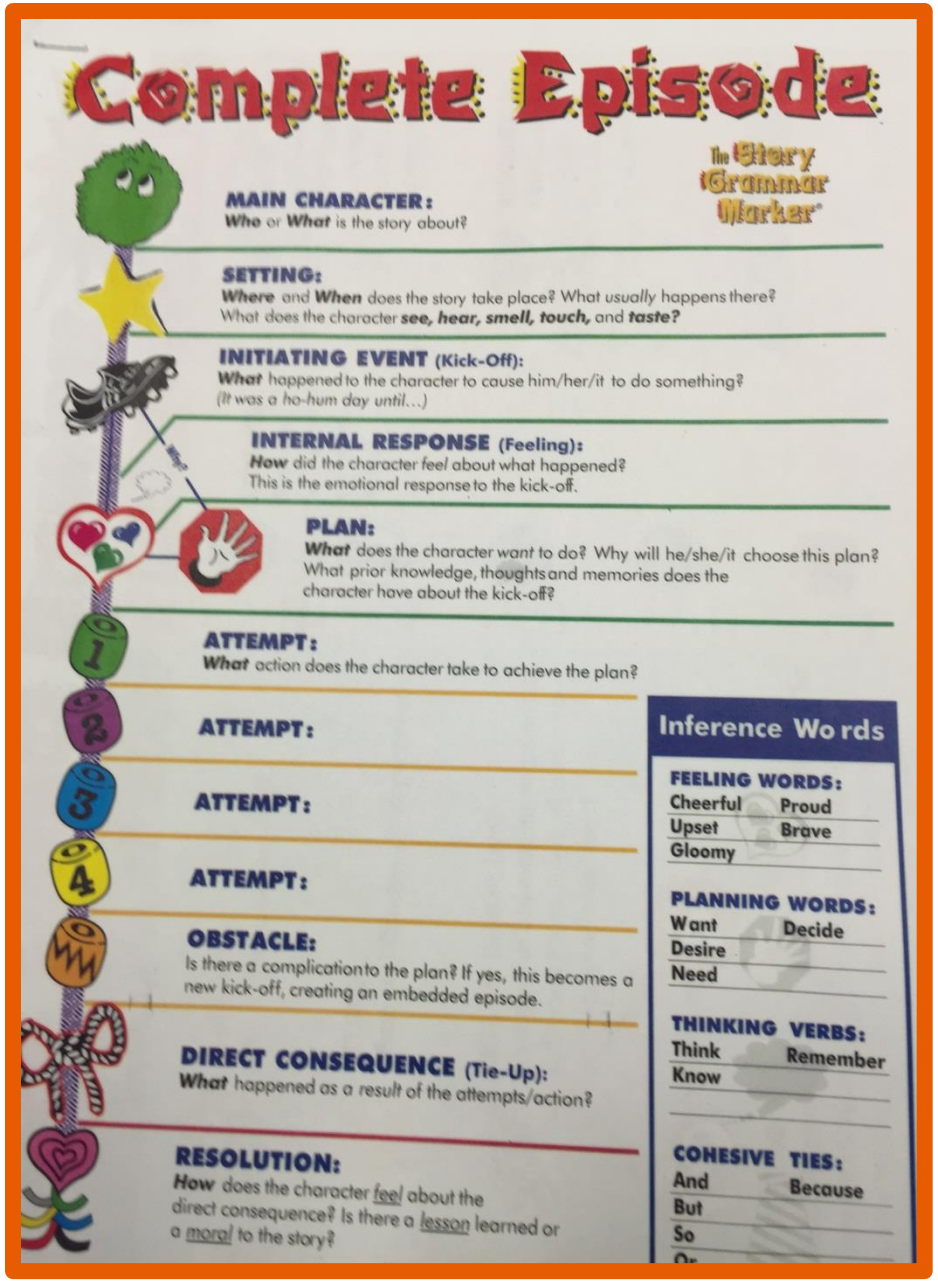
Narrative Developmental Stages

Early Elementary → Late Elementary → Adolescent →

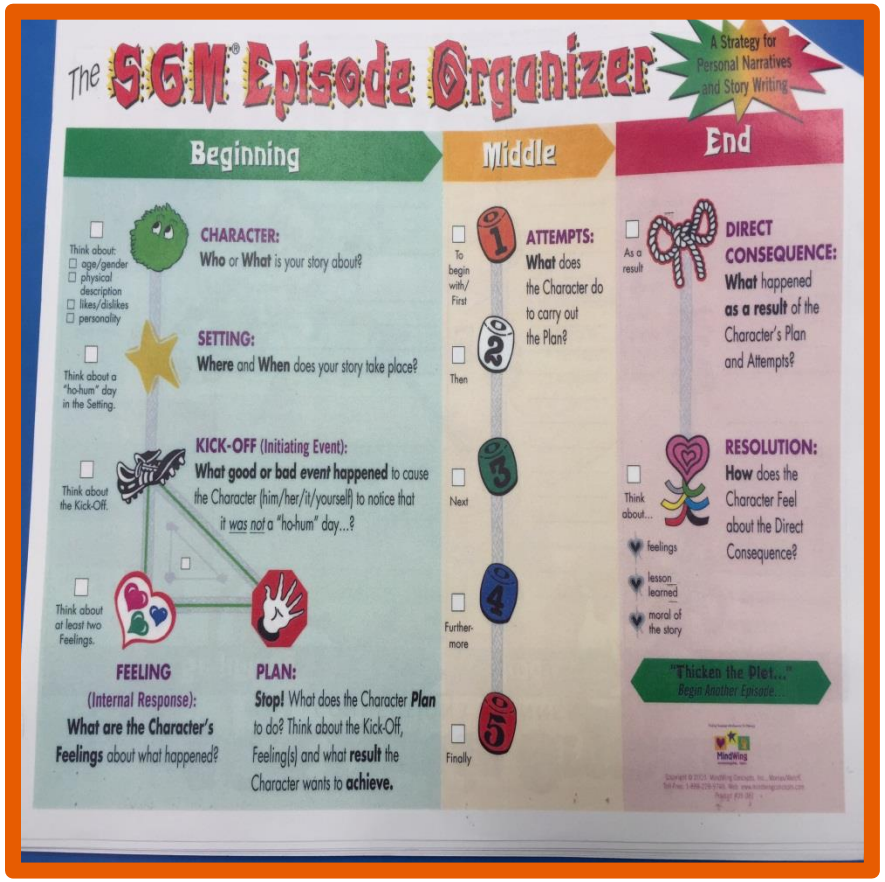


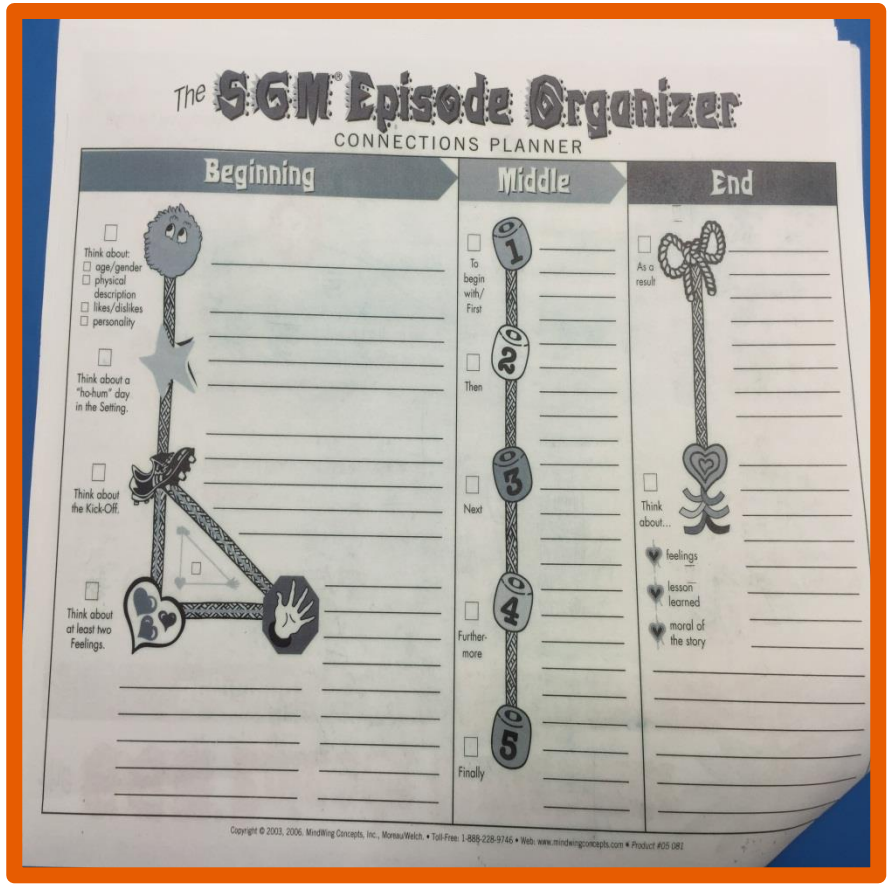
SGM Manipulatives

Class Activity with SGM

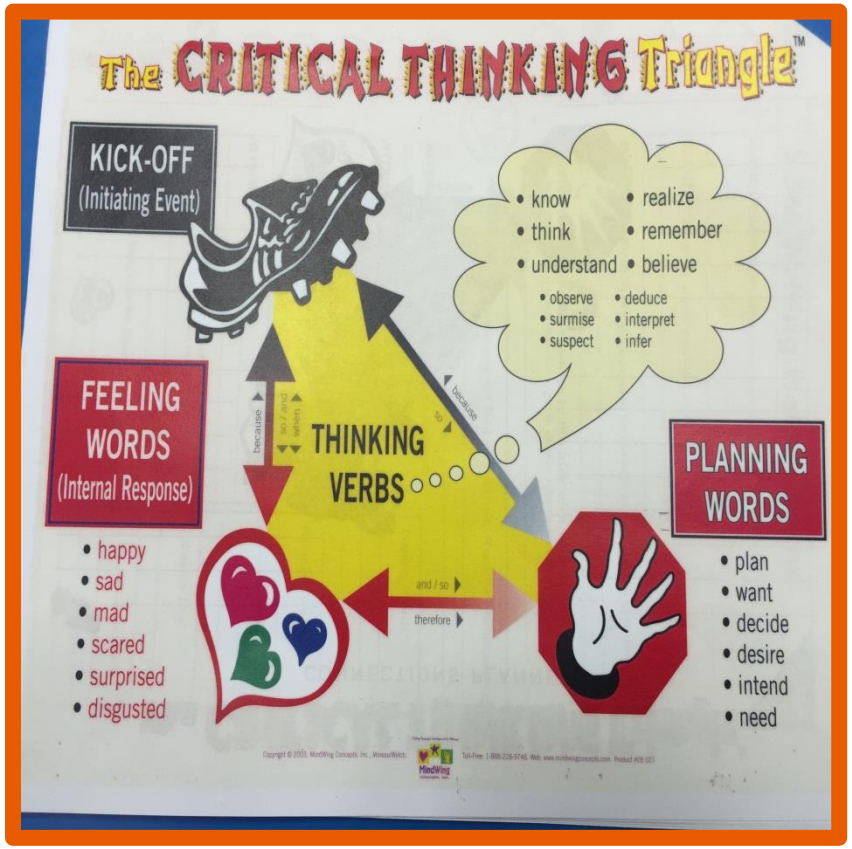

Complete Episode
The Story Grammar Marker
MAIN CHARACTER:
Who or What is the story about?
SETTING:
Where and When does the story take place? What usually happens there?
What does the character see, hear, smell, touch, and taste?
INITIATING EVENT (Kick-Off):
What happened to the character to cause him/her/it 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
COHESIVE TIES:
And Because
But
So

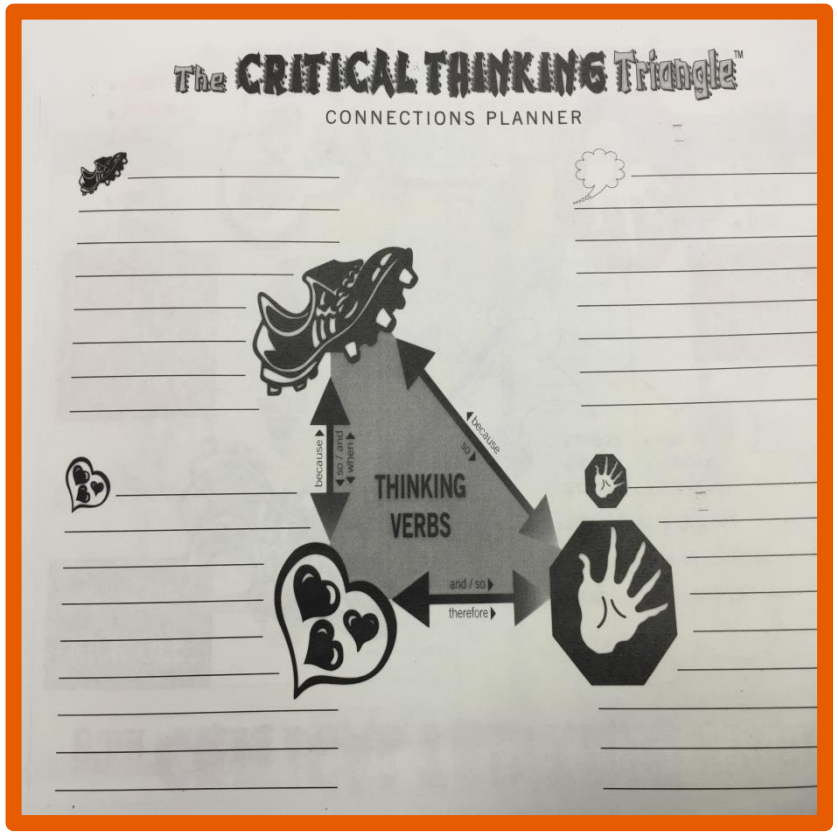
Episode Organizer



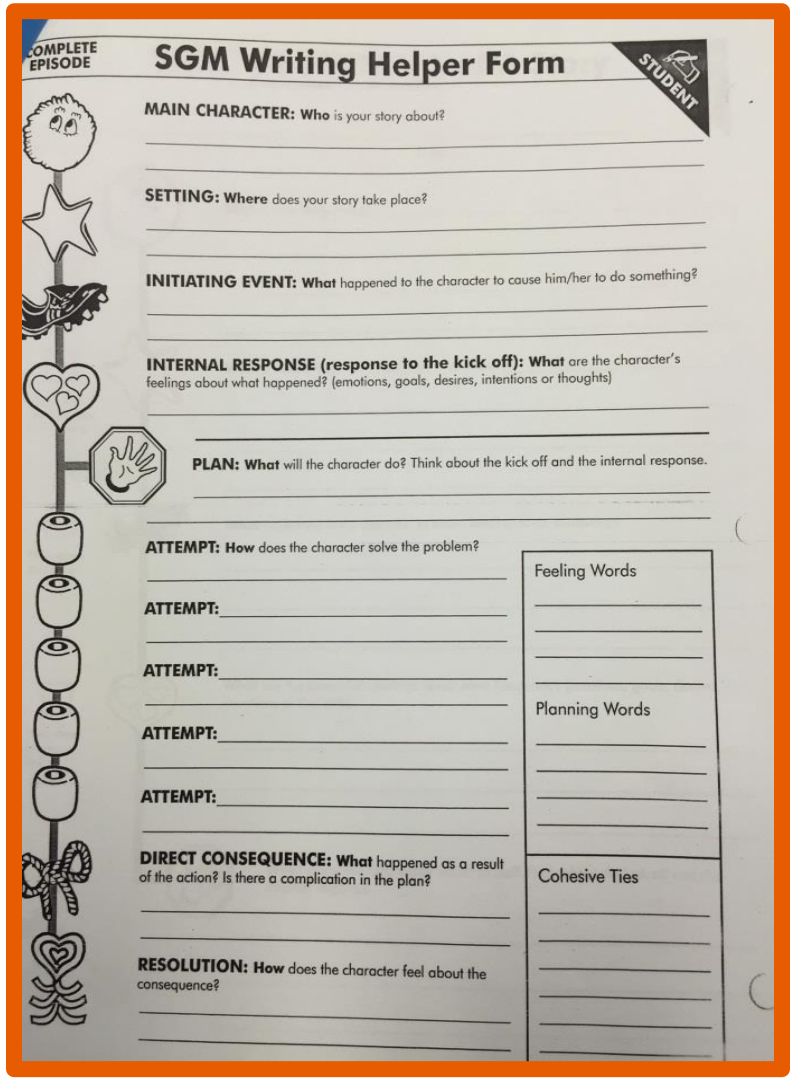


SGM Critical Thinking Triangle





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?

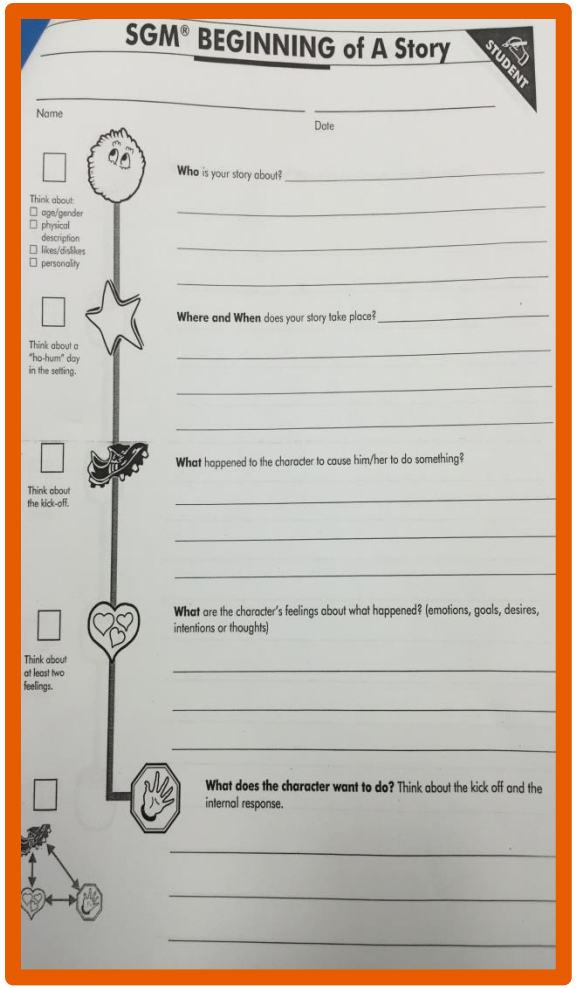
RESOLUTION: **How** does the character feel about the consequence?

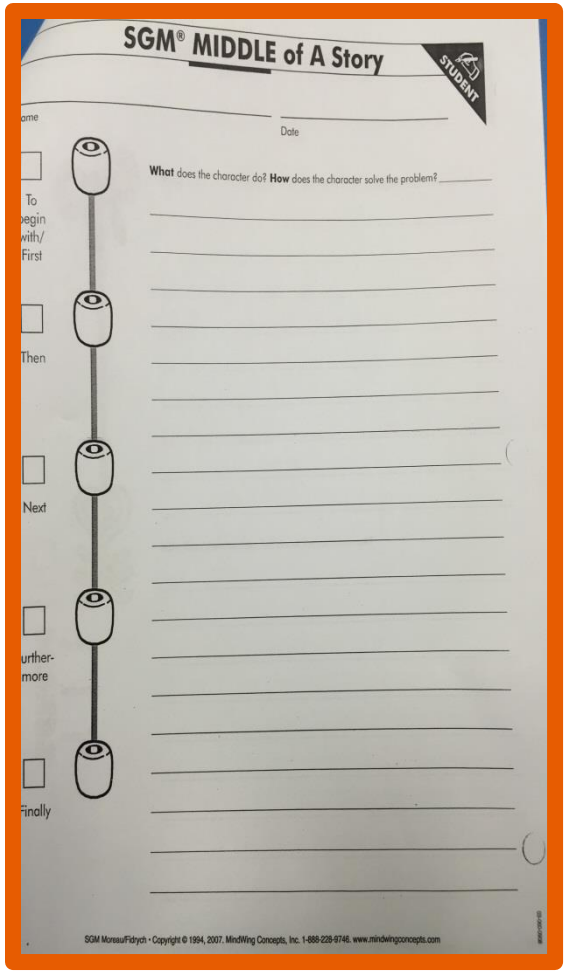
Feeling Words

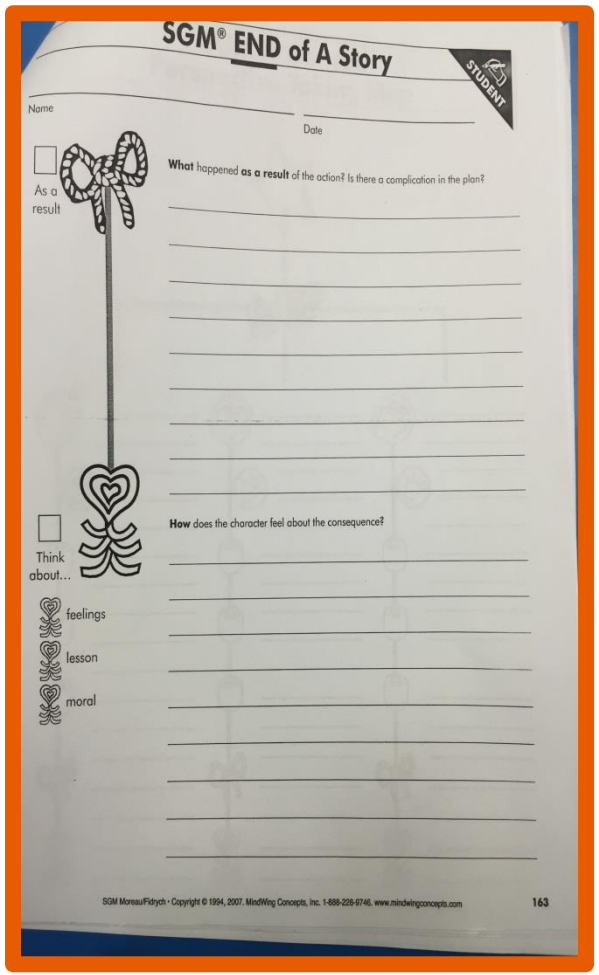
Planning Words

Cohesive Ties

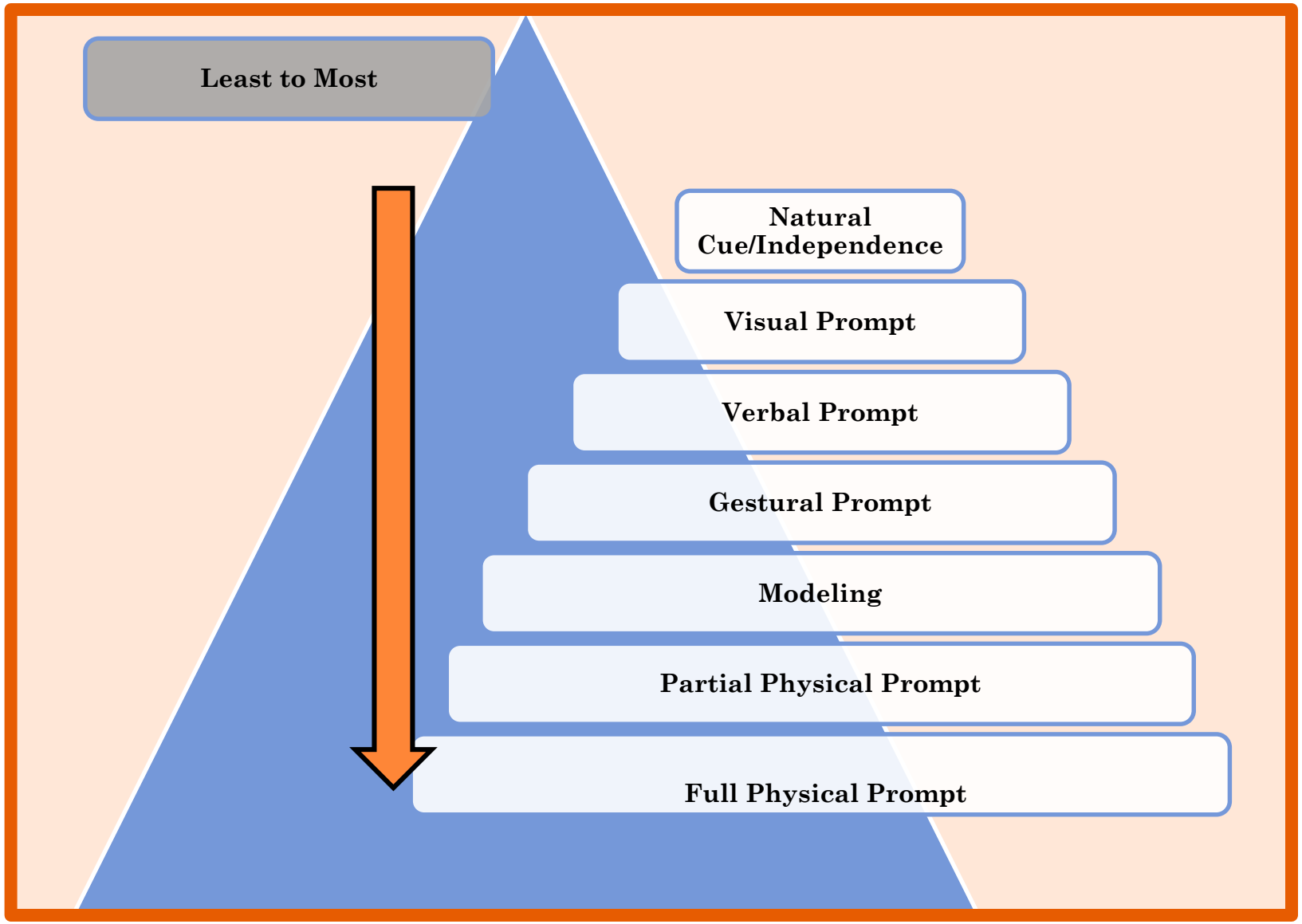
Beginning – Middle – End worksheets







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

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- **MUST ALLOW ROOM FOR ERROR**	"When I am angry I can take a belly breath" "I will try to…I will work on…One thing I could try to say…" "I might 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.

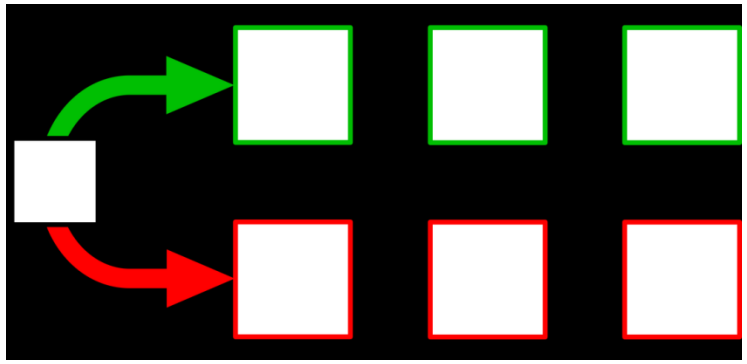
Mrs. B also likes to listen to me read a book. She is happy when I read my writing to her.

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

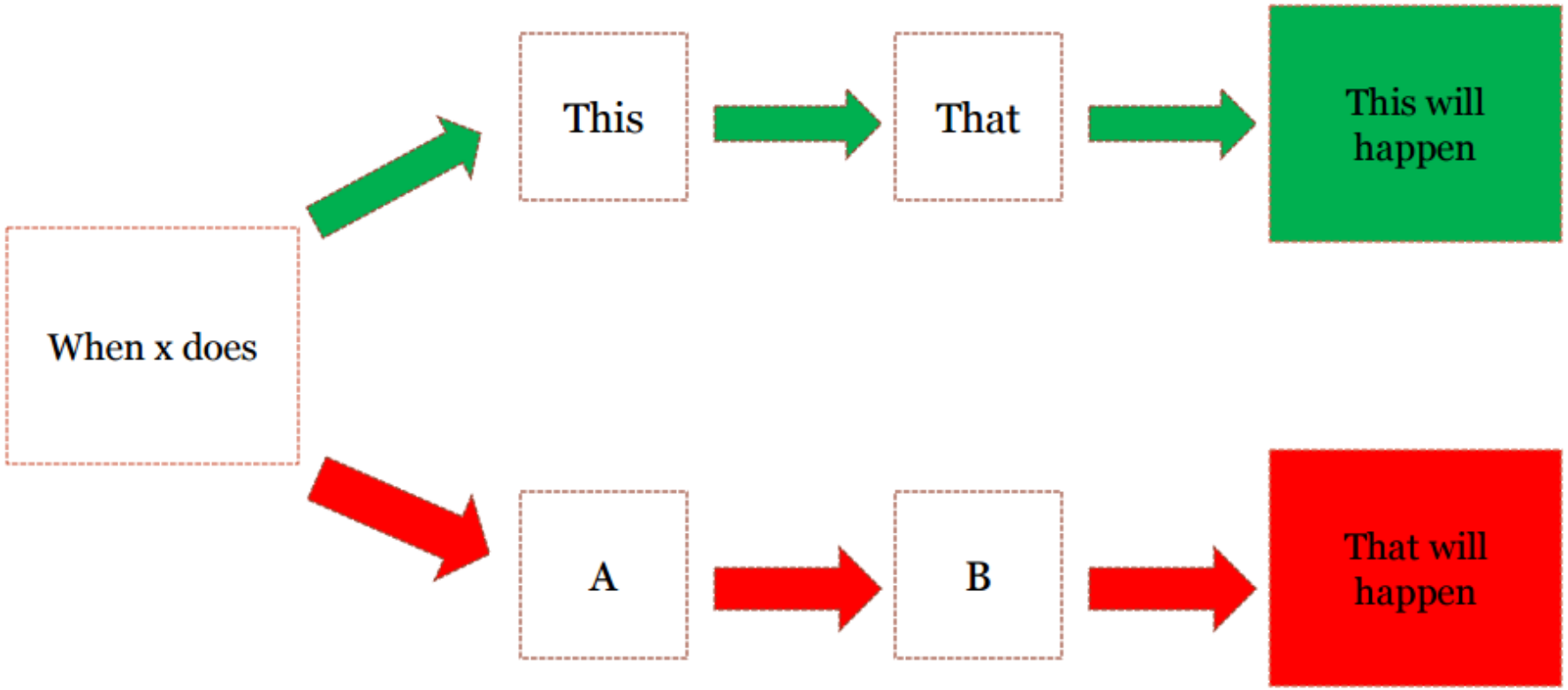
Social Contingency Map

Social Contingency Map

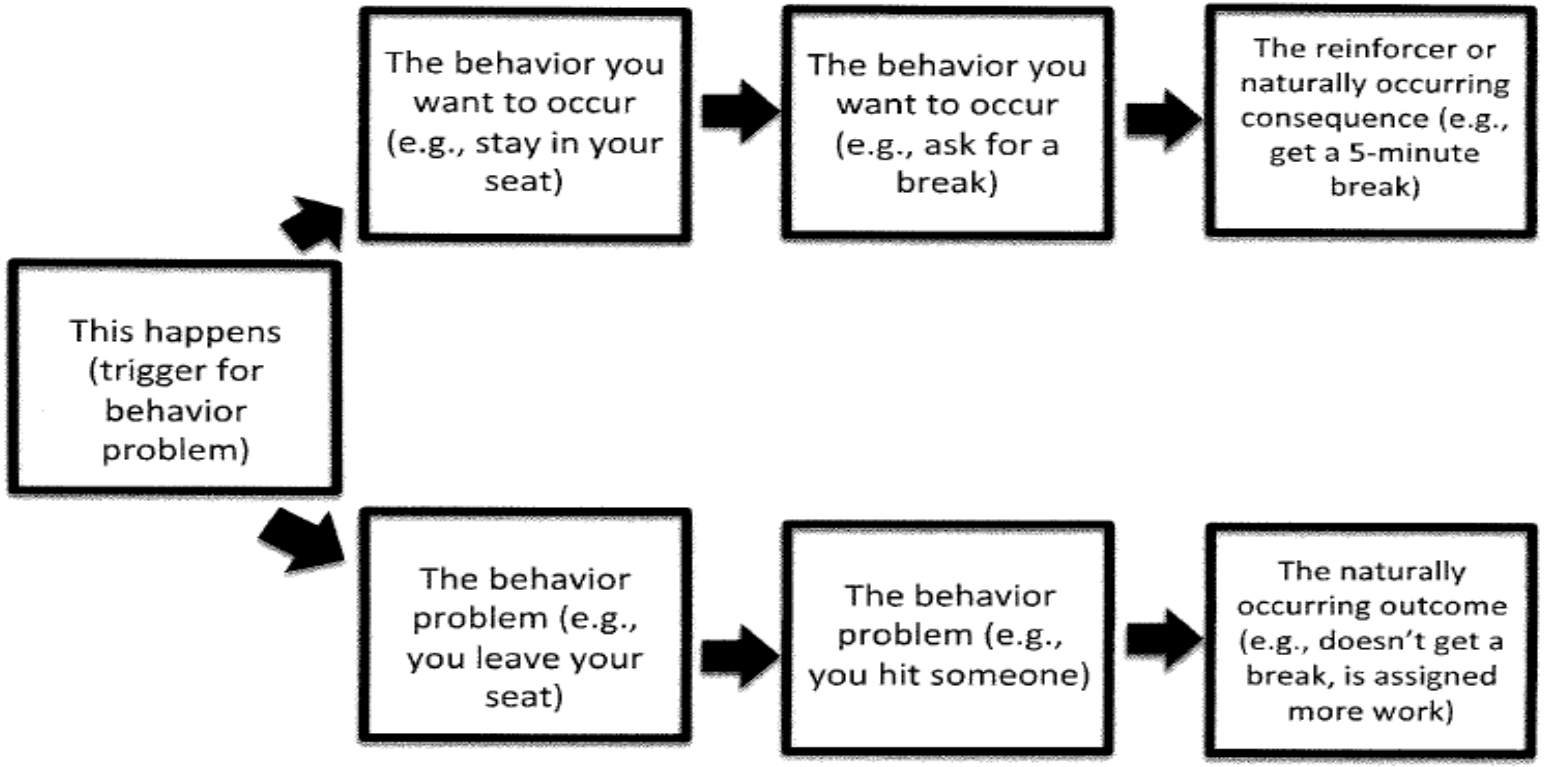
- **Contingency maps** are a visual model that show the desired behavior and the outcomes of two divergent paths:
  - First path - the learner engages in the desired behavior
  - Second path - shows what happens if the learner doesn't engage in the desired behavior

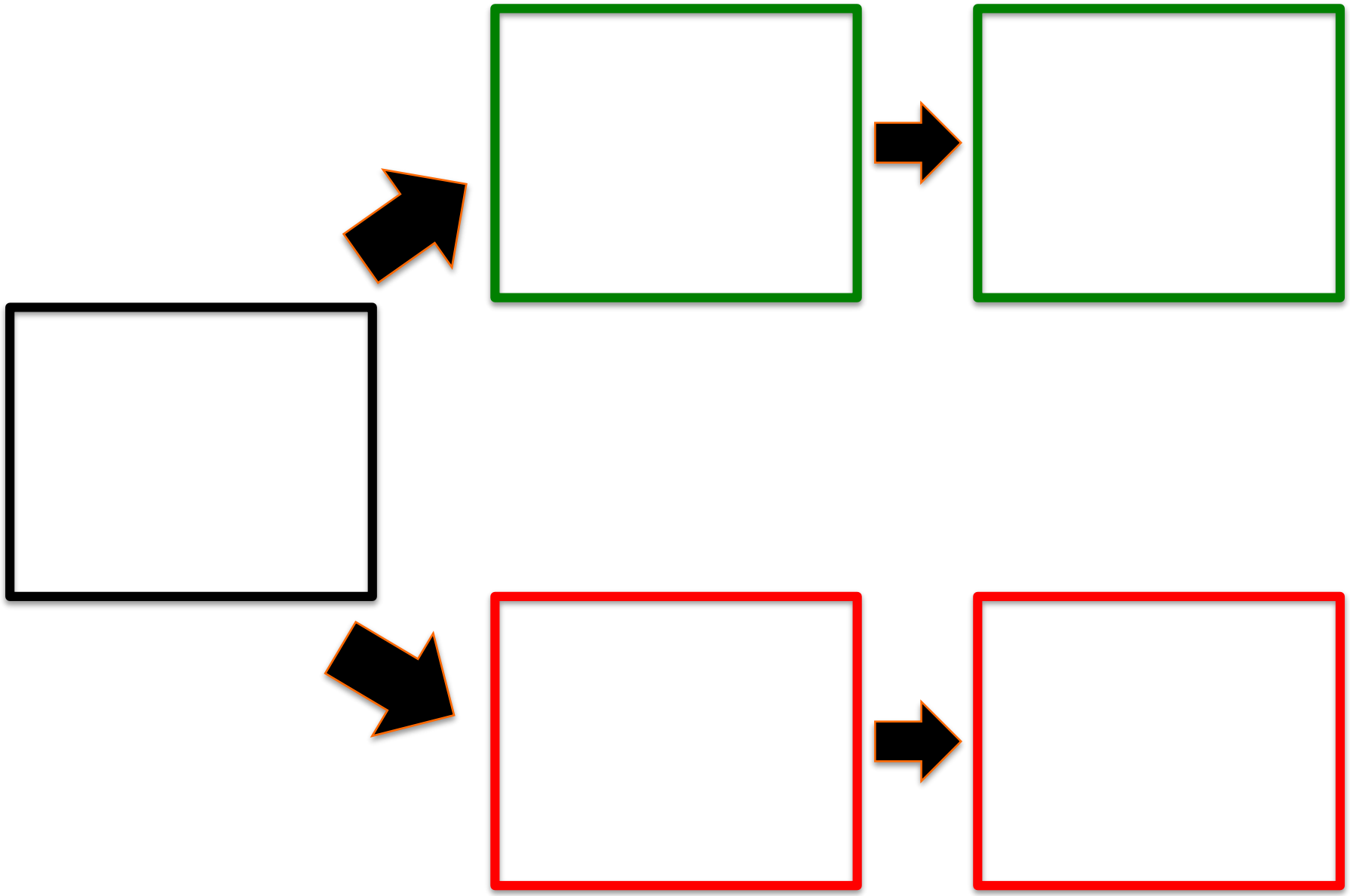


Contingency Mapping



Template of Contingency Map





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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