Narrative Development through Story Re-Telling
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Three Questions Addressed in Presentation

1. What is "narrative development" and why work on it with people who use AAC?
2. Why work on narrative development using stories?
3. What is a way to work on narrative development using stories?

Narrative Development

"…*narrative* is a form of extended discourse, which minimally requires the expression of two different events in a way that clearly presents the relationship between them…"

Soto, Hartmann & Wilkins (2006). "Exploring the elements of narrative that emerge in the interactions between an 8-year-old child who uses an AAC device and her teacher." *Augmentative and Alternative Communication, 22,231-241.*

Development of Narrative Skills

- Early conversations are about the here and now
- They expand to incorporate information about the non-present, jointly remembered past events and fantasy talk
- Opportunities to participate in conversations about the non-present (e.g., emotions, fantasy) leads to greater skills in narrative talk

Soto, et al., 2006

Development of Narrative Skills

- Narratives emerge developmentally out of basic interactional discourses in which the child and supporting adults engage in conversations about topics in the here and now; in the real, but not present; and in the fantasy world.

Soto, et al., 2006

Narrative Discourse

- Topic maintenance – central theme
- Event sequencing – series of events in chronological order
- Explicitness – completeness, elaboration, description
- Referencing – identification of people, locations, events
- Conjunctive cohesion – temporal links, causality, pragmatic links, etc.
- Fluency – fluidity, absence of lexical or phrasal interruptions

Soto, et al., 2006

Narrative Development and AAC

- AAC support for people with Complex Communication Needs (CCN) tends to focus on…
  - operational and functional use
    - wants & needs
    - academic participation
    - social interaction
  - and less on developing core vocabulary and complex language skills

Soto, et al., 2006

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Narrative Development and AAC

- People who use AAC…
  - Often lack the basic "core" vocabulary to engage in conversations
  - Engage in fewer extended conversations
  - Produce narratives that are often incoherent and do not mark the characters, setting, the relationship between the characters, temporal order, etc.
    - **Soto, Yu & Kelso (2008)** "Effectiveness of multifaceted narrative intervention on the stories told by a 12-year-old girl who uses AAC." *Augmentative and Alternative Communication, 24,76-87.*

Why work on narrative development using stories?

- Fun for all ages and abilities
- Provide rich, first hand life experiences
- Full of core words
- Offer exposure to a rich vocabulary of other words and concepts
- Stories are a form of narrative

Soto, et al., 2008

Stories & Narrative Development

- Stories have been successfully used as part of a multi-component intervention narrative development program that included storybook reading and retelling
  - Soto, Yu, & Henneberry (2007) "Supporting the development of narrative skills of an eight-year-old child who uses an augmentative and alternative communication device." Child Language Teaching and Therapy, 23(1), 27-45.

What is a way to work on narrative development using stories?

By Using "Stories and Strategies: A Language Development Model"

A project under development by Kovach and Van Tatenhove, 2008

Background to Stories & Strategies

- It is a revision of a Minspeak Application Program called "Stories and Strategies for Communication" (Kovach, et al.,1992) developed for children using AAC systems
- It uses the philosophical underpinnings of "The Storybook Journey: Pathways to Literacy Through Story and Play" (McCord, 1995)
- It coordinates with the curriculum and materials developed in "The Pixon Project: An AAC Language Development Curriculum" (Van Tatenhove, 2008; ISAAC 2008 Poster Session)

The Pixon Project and Stories & Strategies Emphasizes…

- Learning a set of core vocabulary needed for life-long communication skills
  - The Pixon Curriculum features systematic teaching of 150 critical core words
- Using language-friendly manual communication boards for development of language skills prior to or for transition to AAC devices
  - Pixon manual communication boards are based on a 200 word blueprint

Stories & Strategies Model Components

1. Story Selection
2. Story Reading *(Language Learning in CONTEXT)*
3. **Active Story Re-Reading and/or Re-Telling** *(Language Learning in CONTEXT)*
4. Story Re-Enactment *(Start of Language De-Contextualization)* ▶
5. Story Expansions *(Language De-Contextualization – personal narratives)*

Step 1: Select the Story

- Current AAC Criteria
  - Culturally and age appropriate
  - Interesting to the person
  - Has a simple story line with repetitive lines or themes

- Additional "Core" Criteria
  - Has a "plot" with something to apply or talk about later
  - Emphasizes core vocabulary rather than extended vocabulary

Step 2: Read the Story

- Practice reading it yourself before reading it with the person/group
  - Determine target words/functions
  - Re-phrase it with available core vocabulary
    - Be PREPARED, but NOT RIGID

Example of Rephrasing

– One time	– I eat you
– Go where eat	– Don't eat me
– He under there	– Wait big one
– He bad mean	– You go away
– Little one go	– Big one go
– Who go over	– Who go over
– Me little one	– Me big one
– I go eat	– I go eat
– I eat you	– I eat you
– Don't eat me	– You come here
– Wait big one	– I not afraid
– You go away	– He go up
– Medium one go	– He go down
– Who go over	– Go where eat
– Me medium one	– Eat more more
– I go eat	

Language Production
(28 roots-31utterances-92 single word productions)

– one (9)	– don't (2)
– time (1)	– not (1)
– go (15)	– over (3)
– eat (12)	– under, up, down (1)
– come (1)	– away (2)
– wait (2)	– here, there (1)
– where (2)	– big (4)
– who (3)	– little, medium (2)
– I (7)	– bad, mean (1)
– you (6)	– more (2)
– he (4)	– afraid (1)
– me (5)	

Step 2: Read the Story (cont.)

- Read slowly with emphasis and drama
- Read the text and rephrase with core
  - Customize for culture
  - Comment on things in the story
- Allow time to process auditory/visual information
- Gradually build up expectations

Step 3: Re-Read/Re-Tell the Story

- Do MULTIPLE re-reading and re-telling activities
- Engage the person at the level appropriate to his/her current language ability
  - Mediate book reading (easiest)
  - Discuss/Comment on the story
  - Re-Read
  - Re-Tell the story (hardest)

Step 3: Re-Read/Re-Tell the Story (cont.)

- Provide graphic "story-map" type materials to help the person VISUALIZE and MANIPULATE the re-telling of the story
  - Story Board
  - Story Mats
  - Story Strips
- Use a range of established strategies to assist the person
  - Oral cloze (complete sentences related to the story)
  - Open-ended questions

Example 1: Story Board

- Developed by Maureen Casey (2004)
- Useful for people with single sheet manual communication boards or devices
- Features a repeated line(s)
  - For learning the vocabulary (concept, location)
  - For emerging reading
- Simulates the motor pattern for saying the word on the AAC system (manual communication board or speech generating device)

Example 2: Story Mats

- A variation of "Talking Mats" by Joan Murphy
- Core vocabulary pictures are attached to a textured mat
- The student selects from the pictures to build a composite message
  - Develop own sentence

Example 3: Story Strips

- Put the lines on a Story Chart (a form of a graphic story map)
  - Use to define story events, sequence of events, etc.
- Use the lines with the book
  - Affix directly to book pages
  - Add something to the book to hold the strips (augresources.com)
- Combine story strips with individual symbols to match and build sentences

Step 4: Story Re-Enactment

- A beginning step of de-contextualization
- Helps immerse the person into the story
- Stretches the person's "comfort level" with the language through a pretend activity
- Allows experiencing of the story in different modalities of learning
- Preparation
  - Collect props & costumes
  - Build "sets" or scenery

Step 5: Story Expansions

- Take the language of the story (context) and use it in a new context (the process of de-contextualization)
- Are "related" activities
  - for learning across modalities
  - that reflect the culture and experiences of the person
- Development of personal narratives

Eight Story Expansions

1. Project/Art
2. Play/Pretend
3. Music/Movement
4. Cooking
5. Math/Science
6. Literacy
7. Family/Home Staff
8. Technology

1 - Project/Art

- Pattern
  - Make costumes/scenery (coordinate with re-enactment activity)
  - Make something else from or related to the story

2 - Play/Pretend

- Pattern
  - Act out the story wearing costumes or character masks
  - Act out a concept from the story (locations, textures, etc.)
  - Discuss an "object lesson"

Preparation for Acting Out the Story Physically as a "Play"

- Re-Tell the story
- Rehearse a simplified version of it
- Determine the "lines" for your characters
- Plan your "language" or "life" lesson

3 – Music/Movement

- Pattern
  - Find or make-up a story song to sing
  - Do a movement found in the story
    - Invite the OT/PT to be involved
- Example: Three Billy Goats Gruff
  - Going over and under a variety of bridges
    - explore and experience different sizes & heights
    - emphasize awareness of sounds that are related to movement, such as the sound made when going over the bridges

4 - Cooking

- Pattern
  - Make a simple food somehow related to the story
- Example: Three Billy Goats Gruff
  - Make ugly, mean monster troll faces on rice cakes
    - supports understanding of body parts (eyes, ears, nose, mouth, etc.)
    - lets the person enjoy the control that is gained when he/she is able to "eat" the ugly, mean monster troll (maybe one body part at a time; e.g., first eat the eyes, etc.)

5 – Math/Science

- Pattern
  - Do a math activity if there is a "number" concept in the story
  - Do a science activity if there is a "science-like" concept in the story (e.g., something growing)
- Example: Three Little Pigs
  - Recap the story
  - Hypothesis: "Is living in a paper house a "good" or a "bad" idea?"

6 - Literacy

- Pattern
  - Target core words from the story
    - compare words in print form
    - print words out on the computer
    - use spell features in the device
    - associate letters and icons; e.g., " A" is for Andy the owl
- Example: Three Little Pigs
  - Sight reading printed names and assigning names to the 3 houses

7 – Family/Home Staff

- Pattern
  - Help the family apply the core words and concepts from the story into their home routine
  - Ideas – cooking, shopping, game
- Example: Three Little Pigs
  - Prepare a salad for dinner

8 - Technology

- Pattern
  - Work with OT/PT on switch skills, scanning, etc.
  - Computer-based applications
    - PowerPoint "book"
    - On-line stories
  - Simple technology
    - Example – Step-by-Step with repeated line, switch to a fan

Review of the Stories and Strategies Model and Narrative Development

1. Story Selection
2. Story Reading
3. Active Story Re-Reading and/or Re-Telling
4. Story Re-Enactment
5. Story Expansions

Value of Narrative Development

- Long term value of working on core vocabulary, promoting expressive language production, and encouraging narrative development is that people with complex communication needs are better able to express themselves as individuals, protect themselves against abuse, and be active members of society.
- VIDEO of JS - relating experience (see next slide for transcript)

- **It was time to eat.**
- **I wait and wait.**
- **No one there.**
- **No one come.**
- **I afraid no one here to help me eat.**
- **I wait more.**
- **He come and say to me don't tell.**
- **He bad and mean.**
- **He go away.**

25 different words
- **Pronouns**
  - I, me, he, it
- **Verbs**
  - was, eat, wait, come, help, say, tell, go
- **Negation**
  - no, don't
- **Adverbs**
  - there, here, away
- **Adjectives**
  - Afraid, more, bad, mean
- **Nouns**
  - time, one,
- **Little Words (det/conj)**
  - to, and

17of 25 words were targeted in 1 Story (Billy Goats Gruff)

– **one**	– **don't**
– **time**	– not
– **go**	– over
– **eat**	– under, up, down
– **come**	– **away**
– **wait**	– **here, there**
– where	– big
– who	– little, medium
– **I**	– **bad, mean**
– you	– **more**
– **he**	– **afraid**
– **me**	

More Information

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- To dialogue with Gail or Tracy ....
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