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Social Communication Intervention Script for story book, *Knuffle Bunny Too*

***Knuffle Bunny Too* by Mo Willems, 2007, Hyperion Books for Children, New York.**

Sharing a Story to Facilitate Social and Emotional Learning

Many children with disabilities such as developmental language disorders, language-learning disorders, social communication disorders, or autism spectrum disorders have difficulty with aspects of social and emotional learning. These children often need explicit, repeated instruction designed to facilitate emotion understanding, conversational ability, and language comprehension and production skill. The following informal script is designed to help interventionists (caregivers and professionals) focus on and emphasize important concepts.

The following storybook has been selected because it has a well-defined story structure, clear language, rich emotion content, and engaging illustrations. A script is provided to guide interventionists as they share this book. Initially, concepts are listed that this book is particularly well suited to teach. These include social and emotional knowledge, interactional skills, vocabulary, and language structure.

Following the list of concepts, a series of prompts is provided for each story page. These prompts include questions, comments, and brief activities (e.g., making a facial expression in a mirror) designed to teach specific concepts. The interventionist may read the story text for each page and then present any of the prompts they feel would be most appropriate. The script is designed to be flexible and adjusted to each child's needs.

At the conclusion of the story script, a series of questions is provided to probe how well children understand and identify emotions that story characters experience. If desired, these questions can be used to evaluate how well children grasp the emotion content of the story.

Following story sharing, the interventionist may guide children to enact the story using simple props. This activity facilitates story comprehension by assisting children to understand the internal states and motivations of characters. Older children may prefer a readers' theater format or choose to provide additional text or dialog to the storybook by using attachable note paper.

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Concepts to stress

1. **Emotions experienced:** happy, excited, sad, jealous, worried, mad, scared, disgusted, relieved
2. **Anticipating the emotions that a situation may elicit**
3. **The importance of reading facial expressions of emotion**
4. **Define *jealous, worried***
5. **Understanding mixed emotions—e.g., jealous and angry**
6. **Anticipating/understanding how another person feels**
7. **Prosocial behavior: Understanding how others feel. (Empathy) We can change the way we feel about people when we get to know them.**
8. **Prosocial behavior: accepting others, getting to know others, sharing, cooperating**
9. **Structural: complete simple sentence forms, complex sentences with causal connections (but, if, so, because)**

Intro: Cover and Title Page— Look, this is a book about a little girl named Trixie. In the last book about Trixie, Trixie was so little that she could not talk yet. Now, Trixie can talk. She is old enough to go to school. Remember that Trixie has a toy bunny named Knuffle Bunny? Trixie thinks that her Knuffle bunny is the most special bunny in the whole world. Trixie will meet a girl named Sonja. Sonja has a Knuffle Bunny too. We will learn about how Trixie feels when she sees Sonja's bunny. Trixie and Sonja will have to solve a problem. Let's think about how Trixie and Sonja feel in this story.

Page 1 (Title Page)

Look at these pictures. Here is Trixie's family again.

What do you think this book is about?

Page 2-3

Read: "One morning..."

Trixie has grown up a lot, hasn't she? Now she can talk a lot.

Look at Trixie. How does she feel?

Where do you think she is going? (Trixie is happy and excited because she is going to see her friends.)

Page 4

Read: "...then I'll show..."

Wow! Trixie is talking a lot!

Look at Trixie—how does she feel? Why? (She is excited to take her Knuffle Bunny someplace—speculate where they might be going.)

What does Trixie want to do? (She wants to show Knuffle Bunny to her friends.)

Page 5

Read: "Trixie was excited..."

Why is Trixie so excited? (She is excited because she is taking her Knuffle Bunny somewhere special/to show her friends.)

Have you ever been really excited to show something to someone?

Page 6-7

Read: "School"

You were right. Trixie is going to school. What does Trixie want to do at school? (Trixie wants to show her friends her Knuffle Bunny.)

How does Trixie feel?

How about the other kids?

Do you think they like school? (The kids are all happy because they like school.)

Page 8

Read: "Trixie couldn't wait..."

Look at Trixie's face (1st picture). How does she feel? (Happy/excited.)

Page 9

Read: "but just as her daddy..."

Look at Trixie's face here. How does she feel? (Unhappy, worried/shocked/bad surprise.)

Why do you think Trixie feels that way?

Page 10-11

(Point to each picture.)

Read: "Suddenly..."

Who is this? (Sonja.)

What does Sonja have? (A Knuffle Bunny just like Trixie's.)

Look at Sonja. How does she feel? (Maybe a little mad—look at her eyes.)

Can you make a face like Sonja's? (Use mirror.)

Look at Trixie. How does she feel? (Sad/disappointed—maybe she feels bad surprise.)

Why does Trixie feel that way? (Trixie feels sad because Sonja has a Knuffle Bunny too. Trixie wants to have the only Knuffle Bunny in the world.)

How do you think Sonja feels about her bunny? (Discuss the fact that Sonja thinks her bunny is the most special too.)

Page 12-13

Read: "The morning did not go well..."

Look at Sonja and Trixie (picture #1). How do they feel? (Mad/angry.)

Why do you think they feel mad? (They are mad because they each have the same bunny.)

Wow! Trixie says Kuhnuffle Bunny and Sonja says Nuffle Bunny. (picture #2, Kuhnuffle.) They do not agree. How do they look? (Mad.)

What is Sonja doing (picture #3)? (Telling the other kids about her Knuffle Bunny.)

What is Trixie doing? (Sitting by herself.) How does Trixie look? (Mad/sad.)

I think Trixie is feeling jealous of Sonja. (Define jealous—when someone else has something you wish you had or when someone does something you want to do. Give example, ask for personal example.)

What are Trixie and Sonja doing (picture #4)? (Fighting/arguing.)

How does the teacher feel about that? (She feels sad/unhappy/worried because the girls are fighting.)

Pretend you are the teacher. What would you do? What would you say to Trixie and Sonja?

What did the teacher do (picture #5)? Why? (She took away the Knuffle Bunnies because the girls were fighting about them.)

How do Trixie and Sonja feel? (They are so sad because the teacher took their bunnies.)

What do you think will happen?

Page 14-15

Read: “when the school bell rang...”

Look at Trixie’s face here (p. 14). How does she feel? (Happy.) How about Sonja?

The girls are happy because they have their bunnies back.

Page 16-17

Read: “Then, before she knew it...”

(Point to each picture, note emotions.)

Trixie feels happy because she is playing.

Trixie feels a little sad because she has to go home.

Look at Trixie's face here (p. 17, picture #1). How does she feel?

Why? (She feels disgusted because she does not like her dinner. She thinks it is yucky.)

(Define "devoured.")

Trixie loves her dessert, doesn't she?

(Have child make each face and contrast these emotions—happy, sad, disgusted, happy/excited. Use mirror.)

Page 18-19

Read: "and tried to escape..."

Look, Trixie and her parents are pretending (p. 18). That looks like fun.

Trixie is comfortable in bed (p. 19). How does she feel? (She feels happy.)

Page 20-21

Read: "But a few hours later..."

Look at each picture.

Oh wow! What happened?

What do you think Trixie realized? (Speculate, but note that maybe we don't know yet.)

Point to last picture—How does Trixie feel? (Scared/afraid/terrified [define terrified—really, really scared or afraid]/very upset.)

Why do you think Trixie feels that way?

Let's see what happens...

Page 22-23

Read: "Trixie marched..."

What did Trixie realize? (Trixie realized she does not have her own bunny.)

(Talk about how Trixie might know it is not her bunny. It might look a little different or feel a little different or smell a little different.)

What do you think happened with the bunnies at school? (The teacher mixed them up.)

How does Trixie feel?

Wait, what about Sonja? How do you think Sonja feels right now?

What do you think will happen?

Page 24-25

Read: "Trixie's daddy..."

What does Daddy want to do (p. 24)? (Daddy wants to wait until morning because he is tired.)

How does Trixie feel? (She is sad/upset/worried because she does not have her own bunny.)

Is there a problem here? (Yes, Trixie does not have her own bunny.)

Where is Trixie's bunny? (Sonja probably has Trixie's bunny.)

How did this happen? (The bunnies got mixed up at school.)

(Look at each of the 4 pictures on p. 25.)

How does Daddy feel? (He is hopeful that he will not have to get up. He sees Trixie's face and Mommy's face. He knows they will not be happy if he does not try to solve the problem.)

Page 26-27

Read: "Before he even made it..."

What happened here?

Who do you think is on the phone? (Sonja's daddy.)

What do you think happened at Sonja's house? (Discuss the fact that Sonja also realized she did not have her bunny. Sonja figured out that Trixie must have her bunny. She was very upset so her daddy called Trixie's family to try to get her bunny back.)

Page 28-29

Read: "We have yours"

What happened here?

Do you know what arrangements are? (Plan.)

Trixie's daddy and Sonja's daddy made a plan.

What do you think the plan is?

Page 30-31

Read: "Trixie and her daddy..."

What is happening here?

How does Daddy feel? (He looks a little scared because it is so late and so dark.)

How does Trixie feel here? (She is worried and anxious to get her bunny.)

What do you think will happen?

Page 32-33

Read: "Trixie did not want to be late..."

How do Trixie and Sonja feel? (They feel worried and anxious to get their bunnies back.)

(Talk about the fact that it is very late and very dark and it looks a little scary. They want the bunnies back so badly that they will go out in the middle of the night.)

Page 34-35

Read: "There was an exchange..."

What is an exchange? (Trade.)

How do Trixie and Sonja feel? (They feel very happy and relieved because they have their own bunnies back.)

Page 36-37

Read: "I was so worried..."

How did Trixie and Sonja feel? (They were both worried about their bunnies.)

Trixie knows that Sonja was worried. Sonja knows that Trixie was worried.

Trixie felt sad for Sonja. Sonja felt sad for Trixie.

Trixie and Sonja knew how each other felt.

Sonja was glad that Trixie got her bunny back.

Look (last picture), here they are laughing together.

Page 38-39

Read: "And that is how..."

What happened? (Trixie and Sonja are now friends.)

Why do you think they are friends? (They knew how each other felt. Talk about the fact that Trixie does not feel jealous of Sonja anymore.)

Page 40-41

Read: "Epilogue..."

What happened here?

Look at the daddies. How do they feel? (They look so tired because they were up all night.)

Trixie and Sonja are now friends. They want to play together because they are friends.

Look, now they even want to share their bunnies. Friends share toys with each other, don't they?

Look at the daddies' faces (p. 41). How do they feel? (Confused.)

Why do the daddies feel confused? (The girls had to have their own bunnies last night, but now they will share and trade bunnies.)

Summary:

(Use cloze procedures so child can help summarize.)

Trixie still loved her Knuffle Bunny. She thought it was the only Knuffle Bunny in the whole world. She was very excited to take Knuffle Bunny to school to show the other children. When Trixie got to school, she saw Sonja. Sonja had a Knuffle Bunny too. Trixie felt jealous because Sonja had a bunny too. The girls fought and argued. The teacher took the bunnies away, and gave them back when school was over. Late at night, Trixie realized that she did not have her own bunny. She felt so sad and worried about her bunny. Sonja felt sad and worried about her bunny too. Trixie and her daddy met Sonja and her daddy. They traded bunnies. Sonja and Trixie were so happy and relieved to have their own bunnies back! Trixie realized that Sonja had been very worried about her bunny. Sonja realized that Trixie had been very worried about her bunny. Trixie did not feel jealous any more. The girls were friends.

Follow-up probes

Probe #1, p. 4, Look at Trixie. How does she feel?

Why does she feel _____?

Ask both questions first, but if the emotion response is wrong, say:

OR, she might feel happy. Trixie is happy/excited because she is taking her bunny to school.

Probe #2, p. 17(first picture), Look at Trixie. How does she feel?

Why does she feel_____?

Ask both questions first, but if the emotion response is wrong, say:

OR, she might feel disgusted. She feels disgusted because her dinner tastes yucky.

Probe #3, p. 24, Look at Trixie. How does she feel?

Why does she feel_____?

Ask both questions first, but if the emotion response is wrong, say:

OR, she might feel scared or worried. Trixie is scared or worried because she does not have her bunny.

Probe # 4, p. 30, Look at Trixie. How does she feel?

Why does she feel_____?

Ask both questions, but if the emotion response is wrong, say:

OR, she might feel scared/worried. Trixie is scared and anxious about her bunny.

Probe #5, p. 35, Look at Trixie and Sonja. How do they feel?

Why do they feel_____?

Ask both questions first, but if the emotion response is wrong, say:

OR, they might feel happy and relieved. Trixie and Sonja are happy and relieved to get their bunnies back.

Probe #6 p. 36 Look at Trixie. How does she feel?

Why does she feel _____?

Ask both questions first, but if the emotion response is wrong, say:

OR, she might feel scared or worried. She was worried about her bunny.

Dialog/enactment activity:

Help the child enact the story using simple props. Or, guide the child in a modified “readers’ theater” where the child voices one or more characters. Adjust as needed for the individual child.

Example of “reader’s theater”: Trixie loved her bunny, didn’t she? Sonja loved her bunny too. At first, Trixie and Sonja did not like each other. Let’s go back in this book and you tell me what Trixie and Sonja were thinking and saying. You can talk for them. Tell me what Trixie was feeling too. Tell me what Trixie’s family was thinking too.”

On as many pages as possible, have the child say or dictate dialog or thoughts for the characters. Emphasize what the characters are feeling and why. In some instances, you might use a thought bubble or a dialog bubble attached to the page with a sticky note.