

Brinton & Fujiki
Brigham Young University
Intervention Script for *The Dog House*

***The Dog House* by Jan Thomas, 2008, Orlando, FL: Harcourt.**

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:** scared/afraid, relieved, happy, upset/distressed/mad
2. **Contrast mad (anger) and scared (fear)**
3. **Anticipating a situation and feeling emotion because of what one expects**
4. **Misunderstanding based on what one believes to be true**
5. **Wanting to get someone to do something-- ulterior motives**
6. **Paying compliments to get someone to do something**
7. **Pro-social: Sometimes we think people are mean or scary but we find they are really nice when we get to know them.**
8. **Structural: complete simple sentence forms, complex sentences with causal connections (but, if, so, because)**

Intro: Cover, First Inner Pages, Title Page—This book is about a dog house. The animals are playing ball, but there is a problem. The ball bounces into a scary dog house. The animals want the ball back, but they are afraid to go into the dog house. Let's see what happens. Let's see how the animals feel.

Look at these pictures. (Show pictures of actual faces showing happy, sad, scared, relieved, as available.) The animals are going to have some of these feelings in the story. Let's see what happens.

Page 1 (Title Page)

(Look at picture on cover and picture right inside cover.)

I wonder what this book is about?

What do you think? (Let child look at cover.)

Now let's look at it together.

Page 2-3

Read: "Oh no!..."

I wonder what this is about.

What do you think has happened? (Some characters were playing ball and the ball went into the doghouse.)

Why does it say "oh no!?" (Why might they be upset?)

(If the animals think there is a big dog in the dog house, they might feel scared.)

Who do you think might be in the dog house?

Page 4-5

Read: "Who will get it out?"

Look, who are these guys? (Duck, Cow, Mouse and Pig.)

What do you think they were doing? (Playing ball.)

Look at their eyes. How do they feel? (Scared.)

Can you make a scared face? (Use mirror.)

Why do you think they are scared? (They are scared because they think that someone scary might be in the dog house.)

If they think a mean dog is in there, then they would be scared.

If you were there, what would you say to these animals?

Page 6-7

Read: "Cow will..."

Why does Mouse say that?

What does Mouse want to happen? (Mouse wants Cow to get ball out.)

Mouse is saying nice things so that Cow will go in the doghouse.

Why does Mouse want Cow to go into the doghouse? Why doesn't Mouse go in by himself? (Discuss Mouse's motives.)

If you were there, what would you say to Mouse?

Look at Cow's face. How does Cow feel? (Cow looks surprised.) Cow is surprised that Mouse wants him to go into the Doghouse. It is not a good surprise.

Maybe Cow is afraid/scared too.

Look at these pictures (show pictures of facial expressions), which of these people looks like Cow?

Can you make a surprised face? Now make a scared face. (Use mirror to contrast.)

Page 8-9

Read: "So Cow goes into..."

What happens here?

How does Cow feel?

Cow looks a little scared/afraid.

If Cow thinks a big mean dog is in the doghouse, then he would feel scared.

Why would the cow be scared? He would be scared because a big mean dog might bite him.

How would you feel? What would you do?

What would you say to Cow?

What do you think will happen?

Page 10-11

Read: "But Cow does not..."

Look at Duck, Mouse, and Pig.

How do Duck, Mouse, and Pig feel?

Look at these pictures (show pictures of facial expressions), which of these people looks like Duck, Mouse, and Pig?

Can you make a face like Duck, Mouse, and Pig? (Use mirror.)

Why do they feel that way? (Who is in that house?)

What do they think is happening in that house?

If Duck, Mouse, and Pig think that the dog is biting Cow, then they would feel scared.

What would you say to Duck, Mouse, and Pig?

Page 12-13

Read: "Now Cow and the ball..."

Look at Pig—how does Pig feel?

Look at these hands. Whose hands are these? (Duck's and Mouse's.)

Why are they pointing at Pig? What do they want Pig to do?

Why do they want Pig to go in the doghouse? (To get Cow and the ball out.)

Do you think they want Pig to go so they will not have to go?

Duck and Mouse are scared to go in the house, so they want Pig to go. Let's say that together, "Duck and Mouse are scared to go in the house so they want Pig to go."

Do you think they will get Pig to go? How?

If you were there, what would you say to Pig?

Page 14-15

Read: "Pig will..."

What does Mouse say?

Pig is smart. Is that a nice thing to say?

Pig is wise. (Define wise.) Is that a nice thing to say?

Pig is stinky—wait is that a nice thing to say?

How does Pig feel about being called stinky?

Why does Mouse say these things? (He wants Pig to go in the house to get the ball and Cow out.)

Why? (Mouse is afraid to go in the house so he wants Pig to go instead.) Let's say that together.

If you were there, what would you say to Pig?

Page 16-17

Read: "So Pig goes into..."

What happens here?

How does Pig feel? (He is still mad because mouse called him stinky.)

What is Pig doing? Do you think he is brave?

Page 18-19

Read: "But Pig does not..."

Look at Duck and Mouse? How do they feel?

Why are they scared?

They are so scared (terrified) because they think that the dog will bite Cow and Pig in the doghouse.

Look at these pictures (show pictures of facial expressions), which of these people looks like Duck and Mouse?

If you were there, what would you say to Duck and Mouse?

Page 20-21

Read: "Now Cow and Pig..."

Look here. What is happening?

Whose hands are these? (Mouse.)

What is Mouse doing? (Pushing Duck in the doghouse.)

Why is Mouse doing that? (Because he is scared to go in himself so he wants Duck to go.)

How does Duck feel?

How will Mouse get Duck to go in the doghouse?

Page 22-23

Read: "Duck will..."

What does he say about Duck? (Talk about why he does this. He does not think duck is brave or strong or whatever—he thinks duck is noisy.)

How does Duck feel? (scared, terrified.) Why does he feel that way? What is Duck thinking? (Cow went in and did not come out, Pig went in and did not come out—something bad may be happening, the dog might eat them, etc. Help the child think about this and say it.)

How does the Mouse feel? (afraid/scared, worried.)

Why do you think he feels afraid/scared, worried?

Page 24-25

Read: "So Duck goes..."

How do you think Duck feels? Why?

What do you think about Duck? Do you think Duck is brave?

What do you think is happening in the dog house?

Page 26-27

Read: "But Duck does not come out..."

Look at Mouse.

How does Mouse feel?

Look at these pictures (show pictures of facial expressions), which of these people looks like Mouse?

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

What does Mouse think is happening in the dog house?

What do you think is happening in the dog house?

What would you say to Mouse?

Page 28-29

Read: "No!..."

What does dog say?

Look at Dog's face. How does he feel? (He looks mad.) Can you make a mad face? (Use mirror.)

How does Mouse feel? Mouse feels scared/terrified because he thinks Dog is eating Duck. Let's say that together, "Mouse is scared because he thinks Dog is eating Duck."

Now make a scared face. (Use mirror. Contrast mad face with scared face and have child make both.)

What do you think?

Page 30-31

Read: "Duck for dinner?"

Oh my, how does mouse feel now?

Can you make a face like that? (Use mirror.)

Why is Mouse so upset?

What does Mouse feel is happening in the doghouse? (If Mouse thinks Dog is eating Cow and Pig and Duck, then Mouse would be very scared.)

What do you think is happening?

Page 32-33

Read: "Too bad..."

Hah, what is really happening in the dog house?

Is Dog really eating Cow and Pig and Duck?

No, Dog is making dinner for them to eat.

Wait, Dog said "I am having Duck for dinner." What did he mean?

What did Mouse think Dog meant?

Cow and Pig and Duck were so scared when they went in the doghouse. How do you think they felt when they got in there?

Did they feel relieved/happy? (Talk about relieved.)

Wait, they were afraid of Dog. But what is Dog really like? (Nice.)

They were afraid of Dog, but Dog is really nice.

Sometimes when you get to know someone, you find out they are really nice.

Page 34-35

Read: "Glad you could..."

What must have happened? (Mouse must have gone in.)

How do they feel now?

Summary:

(Use cloze procedures so child can help summarize.)

The animals were all afraid to go into the dog house, weren't they? They thought that the big scary dog would eat them. Mouse tried to get everyone

else to go into the dog house first. Mouse thought that Dog was eating Cow and Pig and Duck. Mouse was so scared because he thought Dog was eating his friends. But Dog was really friendly. He was inviting all the animals to eat dinner at his house! Sometimes when you get to know someone, you find out they are really nice.

Follow-up probes

Probe #1, p. 7, Look at Cow. How does he feel?

Why does he feel_____?

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

OR, he might feel surprised. Cow is surprised because Mouse wants him to go into the doghouse.

Probe #2, p. 15, Look at Pig. How does he feel?

Why does he feel_____?

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

OR, he might feel mad. Pig is mad because Mouse called him stinky.

Probe #3, p. 21, Look at Duck. How does he feel?

Why does he feel_____?

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

OR, he might feel scared/afraid. Duck is scared to go into the doghouse.

Probe # 4, p. 27, Look at Dog. How does he feel?

Why does he feel_____?

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

OR, he might feel mad. He might be mad at Mouse

Probe #5, p. 28 Look at Mouse. How does he feel?

Why does he feel_____?

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

OR, he might scared/afraid. Mouse might be afraid that Dog is eating Duck.

Probe #6 p. 33, Look at Cow. How does he feel?

Why does he feel_____?

Ask both questions first, but if the emotion response is wrong, say: OR, he might feel happy. Cow is happy because he is having dinner with his friends.

Dialog/enactment activity:

I have some animals here. We have a mouse, a pig, a cow, a duck, and a dog. Here is a box we can use as a dog house. Let's put Dog in his house. Now, let's act out this story. Which animal(s) would you like to be? Let me know what the animals are thinking and saying on each page of the book. (Try to elicit complex sentence forms linking emotion with the source that elicits it. Emphasize the fact that the fear the animals experienced was not based in fact.)

If preferred, guide the child in a modified "readers' theater" where the child voices one or more characters. As an alternative activity, 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. Create a thought bubble or a dialog bubble attached to the page with a sticky note. When finished, read the story again including the dialog bubbles. Adjust as needed for the individual child.