

Brinton & Fujiki
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Social Communication Intervention Script for story book, *Llama Llama Misses Mama*

***Llama Llama Misses Mama* by Anna Dewdney, 2009, Viking Children's Books, 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, scared, worried, shy, mad, happy/excited
- 2. Reflecting on how one feels in a new experience**
- 3. Mixed emotions—excited to go to school/sad about missing Mama**
- 4. Feeling shy/reticent**
- 5. Feeling scared in a new context**
- 6. Ways to regulate emotion (play/understand Mama will return)**
- 7. Gearing up emotions to try new things even though it's unfamiliar and scary**
- 8. Prosocial behavior: thinking about how someone else feels—accommodating to their needs (The other kids are kind to Llama)**
- 9. Structural: complete simple sentence forms, complex sentences with causal connections (but, if-then, so, because)**

Intro: Cover and Title Page—This is another story about Llama Llama. This is about Llama's first day at school. Let's think about how Llama Llama feels about going to school for the very first time.

Page 1 (Title Page)

(Look at picture.)

I wonder what this book is about?

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

Now let's look at it together.

Page 2-3

Read: "Llama Llama warm in bed..."

Here is a little llama Llama just waking up.

How does Llama Llama feel? (Tired, sleepy.)

What do you think will happen today?

Look at Mama Llama.

How does she feel? (Happy and excited.)

How do you think Llama Llama will feel?

Page 4-5

Read: "Make the bed..."

What are all the things that Little Llama needs to do?

How does Mama look? (Compare Mama's face in all the pictures, move to final picture.)

Mama looks a little worried because they are late.

Let's tell Llama Llama to hurry, "Hurry little Llama or you will be late." Let's tell him together, "Hurry Llama Llama or you will be late."

Page 6-7

Read: "Drive to school..."

How does Llama Llama feel? (Talk about the fact that Llama Llama looks a little confused or worried.)

Is this new for Llama Llama?

Maybe Llama Llama is a little worried because everything is new.

Have you ever been somewhere where everything is new to you? How did you feel? (Give example if you can.)

If you were there, what would you say to Llama Llama? (Try to elicit complex construction, "Llama Llama, you will have fun, so don't worry" or "Llama Llama, school is fun, so don't be scared.")

Page 8-9

Read: "Hang the coat..."

What Llama Llama doing?

How does Llama Llama feel?

Llama Llama feels shy because everything is new.

Maybe Llama Llama feels a little scared too. Maybe he feels shy and scared.

Look at Llama Llama's face. Can you make a face like that? (Use mirror.)

Have you ever felt shy? Tell me about it.

How do you think Llama Llama will feel when Mama goes away?

If you were there, what would you say to Llama Llama? Let's say "Don't feel shy, it is fun here" or "Don't feel scared because you will have fun today."

Page 10-11

Read: "Strange new teacher..."

How does Llama Llama feel?

(Talk about why Llama Llama feels that way. Use complex constructions: "Llama Llama may feel shy/scared because he does not know the other kids," "Llama Llama feels scared because it is so noisy" etc.)

(Talk about mixed feelings: Llama Llama wants to play but Llama Llama feels shy/scared. Talk about ways that Llama Llama might regulate emotions and gear up to play, e.g., "Sometimes it's scary to do new things, but it might be fun.")

Page 12-13

Read: "Build a castle..."

What is there to do in this class?

What does Llama Llama do? Why? (Llama will not play because he feels sad/scared/shy.)

(Talk about mixed feelings.)

Do you think Llama Llama would have fun if he played with the kids?

If Llama Llama walks away, how will the other kids feel? (E.g. "If Llama Llama walks away, the kids might think he doesn't like them.")

What would you say to Llama Llama? (Try to elicit complex construction, "If you walk away, the kids think you do not like them." Or, "If you walk away, then you will feel lonely.")

Page 14-15

Read: "Reading stories..."

How do the kids feel? ("The kids feel happy because they are listening to a story.")

How about Llama Llama?

Llama Llama says he hates that book. Do you think that is true? Why did Llama Llama say that?

Look at Llama Llama's face. How does he feel? (Mad, pouty, sulky.)

Why does Llama Llama feel mad/pouty/sulky?

What would you say to Llama Llama? Talk about ways that Llama Llama might make himself feel better. ("If you look at the book, you will feel better.")

Page 16-17

Read: "Time for lunch..."

How does Llama Llama feel?

Do you think Llama Llama might like some lunch?

Why won't Llama Llama eat with the kids?

Llama Llama is so sad and lonely that he doesn't want a snack.

Llama Llama says he/she does not want a snack because he feels so lonely and sad.

Why did Mama leave Llama Llama? (Mama left Llama Llama so that Llama Llama could play and learn with the kids.)

What could Llama Llama do to feel better?

If you were there, what would you say to Llama Llama? (Try to elicit complex constructions.)

Page 18-19

Read: "It's too much..."

Now how does Llama Llama feel? What does Llama Llama do? (Llama Llama is so sad that he cries.)

How do the other kids feel? Look at their faces. (The other kids are surprised because Llama Llama is crying.)

What could the other kids say to Llama Llama to help him feel better? (Try to elicit complex constructions.)

Page 20-21

Read: "Don't be sad..."

What does the teacher do to help Little Llama feel better?

What do the kids do?

When they are sad, friends try to make each other feel better.

Look (p. 21), how does Llama Llama feel now? Why? (Llama Llama feel happier because the kids asked him to play.)

The kids were kind to Llama Llama because they wanted to help him feel better.

Friends are kind to one another.

Page 22-23

Read: "Put on coats..."

Look at Llama Llama now.

How does he feel?

What are they doing?

Why does Llama Llama feel better? (Llama Llama feels better because he is playing with the kids.)

Page 24-25

Read: "Now it's time..."

Look at Llama Llama—how does he feel?

Why does Llama feel happy now? (Llama feels happy because he is having fun with the other kids.)

Look (p 25), there is Mama. How do you think Llama Llama will feel when he sees Mama?

Page 26-27

Read: "Mama Llama..."

Wow! Look at Llama Llama now! Look at his face. How does he feel?

He is so happy and excited because his Mama is there.

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

Page 28-29

Read: "Teacher gets.."

What does Llama Llama do?

Llama says goodbye to the teacher and to the friends. It is polite to say goodbye when we leave someone.

What do Llama Llama and Mama do together (p. 29)?

How do they feel? (Happy.) Why do they feel so happy? (“They are happy because they are together” or “They are happy to see each other” or “Llama Llama is happy to show mama his school.”)

Page 30

Read: “Lots to show...”

How do you think that Llama Llama feels now?

How does Mama feel?

What do you think they will talk about on the way home?

What did Llama Llama learn today? (It is fun to go to school, Mama will come back.)

Page 31-32

Read: “He loves mama...and school too”

How does Llama Llama feel?

How does Mama feel?

Llama Llama loves to be at home with Mama, and Llama Llama loves to go to school.

How do you think Llama Llama will feel tomorrow when it is time to go to school? (Flip back to p. 2 if you can. When Llama Llama wakes up tomorrow, he will be excited and happy to go to school.)

Summary:

(Use cloze procedures so child can help summarize.)

Llama Llama was excited about going to school. But Llama Llama was kind of scared too. Llama Llama was happy and excited and scared and worried all at the same time. It was hard for Llama Llama to have Mama leave. Llama Llama was very sad and scared and shy when Mama left. The teacher tried to help Llama Llama feel better. The kids tried to help Llama Llama feel better too. It worked! Llama Llama was happy to be at school. I think that Llama Llama will be happy to go to school tomorrow.

Follow-up probes

Probe #1, p. 4-5, Look at Llama Llama. 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. Llama is happy because he is going to school for the first time.

Probe #2, p. 10, Look at Llama Llama. How does he feel?

Why does he feel_____?

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

OR, he might feel scared or shy. Llama is scared/shy because everything is new.

Probe #3, p. 15, Look at Llama Llama. How does he feel?

Why does he feel_____?

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

OR, he might feel mad/pouty/sulky. Llama Llama is mad/pouty/sulky because he wants his mama.

Probe # 4, p. 16-17, Look at Llama Llama. How does he feel?

Why does she feel_____?

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

OR, he might feel sad. Llama Llama is sad because he misses mama.

Probe #5, p. 22 Look at Llama Llama. 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. Llama Llama feels happy because he is having fun with the other kids.

Probe #6 p. 26-27 Look at Llama Llama. 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 and excited. Llama Llama is happy and excited because his mama is there.

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.