

Brinton & Fujiki
Brigham Young University
Social Communication Intervention Script for story book, *Llama Llama and the Bully Goat*.

***Llama Llama and the Bully Goat* by Anna Dewdney, 2013, New York: Viking Children's Books.**

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, sad, scared/afraid, mad, sorry, guilty**
- 2. Reflecting on how one feels in situations where there is risk**
- 3. Emotions experienced when something negative happens**
- 4. Introduce notion of sorrow or guilt**
- 5. What constitutes cooperative play**
- 6. It is fun to do things with others—cooperation**
- 7. Prosocial behavior: thinking about how someone else feels—respect for others, why it is wrong to bully**
- 8. Prosocial behavior: strategies when experiencing aggression or bullying from others**
- 9. Prosocial behavior: forgiveness**
- 10. Structural: complete simple sentence forms, complex sentences with causal connections (but, if, so, because)**

Intro: Cover and Title Page— We are going to read a book about Llama Llama. In this book, Llama Llama has a problem with one of the kids in his class. Think about how Llama Llama feels. Think about how the other kids feel. Let's see what Llama Llama does about the problem.

Page 1 (Title Page)

(Look at picture.)

I wonder what this book is about?

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

Now let's look at it together.

Little Llama is going to have some problems in this book. Let's see how Llama feels about it. Let's see what Llama Llama does to solve the problems.

Page 4-5

Read: “Llama Llama, busy day...”

Look at what is happening here. Where is Llama Llama today?

What are these kids doing?

Are they having fun?

How do they feel? Why do they feel _____?

(They feel happy because it is fun to work together. They are cooperating—that means working together.)

Look at this kid (p. 5). His name is Gilroy Goat.

Look at Gilroy Goat’s face. How does Gilroy feel? (Sad or mad.)

Do the other kids feel sad or mad? (Gilroy Goat feels different than the other kids do.)

Can you make a face like these kids? Now can you make a face like Gilroy? (Use mirror.)

The other kids are happy but Gilroy Goat does not feel happy.

Why do you think Gilroy feels sad/mad?

What do you think is going on with Gilroy? (Possible sources for his discontent—try to elicit complex constructions, e.g. Gilroy feels mad because he doesn’t like his play-dough.)

Page 6-7

Read: “Time for circle...”

What are all the kids doing?

Look at Llama Llama, what is he doing? How does he feel about it?

(Point out the faces—discuss how the other kids feel.)

Are these kids having fun? Why are they having fun? (Stress it is fun to do things together.)

The kids are happy because they are working together.

Wait, look at Gilroy. Is Gilroy Goat singing? How does Gilroy feel?

Gilroy Goat is not singing with the other kids. Hmm. I wonder how he feels about singing with the other kids.

If you were there, what would you say to Gilroy? (Try to prompt to get something like, "Gilroy, it's fun to sing with other kids," or, "Gilroy, you will feel happy if you sing with the kids.")

Page 8 (cover page 9)

Read: "Llama Llama claps..."

What is going on here?

What is Llama Llama doing?

What is Gilroy Goat doing? (Gilroy Goat is pointing and making fun of Llama Llama.)

How would that make Llama Llama feel?

If Gilroy Goat makes fun of Llama Llama, Llama Llama will feel sad.

If you were there, what would you say to Gilroy? (Prompt for something like, "Gilroy, Llama Llama feels sad because you are making fun of him.")

Page 9

Read: "Sheep goes baa..."

What is going on here?

Gilroy Goat is pointing and making fun of the other kids.

How does Llama Llama feel?

How would you feel if someone pointed at you and laughed? (Offer a personal example.)

Gilroy Goat is making fun of Llama Llama, so Llama Llama feels sad.

How about the other kids? How do they feel? (Look at the cat—emphasize surprise—bad surprise—startled, shocked.)

Why do you think that Gilroy Goat is making fun of the other kids?

Gilroy is acting mean, isn't he? Why do you think he is doing that? (This is just speculation—let the child know that we don't really know why Gilroy is being mean—no obvious source of his negative emotion.)

Look at Gilroy's face. How does he feel? (Try to explain that Gilroy seems to like being mean, that it is a mean smile—this is a complex concept. Have the child make a mean smile and a friendly smile in the mirror.)

What would you say to Gilroy? (Prompt for some complex sentences like “Gilroy, the other kids feel sad when you make fun of them.” Or, “Gilroy, you might feel happier if you sing with the kids.”)

Page 10 (cover 11)

Read: “Llama Llama likes to sing...”

What is Llama Llama doing? (Singing.)

What is Gilroy Goat doing? (Making fun of Llama Llama. Talk about the fact that Gilroy is calling Llama Llama a bad name.)

How does Llama Llama feel when Gilroy makes fun of him? (Surprise—bad surprise, not happy surprise, shocked, startled.)

Has anyone ever made fun of you? How did you feel when someone made fun of you? (Share a personal example-model complex form. “When my brother made fun of me, I felt sad” –for older kids you can introduce other words like embarrassed, humiliated.)

But Llama Llama keeps singing. Then what does Gilroy Goat do? (Calls him a bad name.)

How does Llama Llama feel when Gilroy Goat calls him a bad name?

Llama Llama is sad when Gilroy calls him a bad name.

Has anyone ever called you a bad name? How did you feel? (Share an example if appropriate.)

What would you say to Gilroy? (Prompt for a complex sentence linking emotion with source.)

Page 11

Read: "Teacher has some things...."

What is happening here?

What does the teacher say? How do you think the teacher feels? What does she want? (The teacher is upset because Gilroy is being mean.)

The teacher wants Gilroy to stop being mean.

Why does the teacher want Gilroy to stop being mean? (When Gilroy is mean, the other kids feel sad.)

What would you say if you were the teacher?

What would you say to Gilroy? (Prompt for complex sentence, "It is not ok to call names because it makes people feel sad.")

What would you say to the other kids? (Prompt for complex sentences, "We do not call names because it makes our friends feel sad.")

Page 12-13

Read: "Time for recess..."

What are the kids doing? (Talk about the different play groups.)

How do they feel?

Are they having fun?

They are playing together. They are taking turns and playing together. They are cooperating. It is fun to cooperate when you are playing.

Oooh, look at Gilroy. How does Gilroy feel? Can you make a face like Gilroy's? (Use mirror.)

Why do you think Gilroy feels mad (grumpy, mean, etc.)? (Prompt for complex sentence linking emotion and source.)

What would you say to Gilroy? (Prompt for complex sentence linking emotion and source.)

What do you think he will do?

Page 14-15

Read: "Gilroy stands in..."

Oh, what does Gilroy do here?

(Look at each play group)

What is Gilroy doing (first picture)? (Gilroy stands in Fuzzy's way.)

What does Llama Llama ask? ("Do you want to play?")

Llama Llama is being nice to Gilroy. Llama Llama is being friendly.

But what does Gilroy do? (Bleats and kicks sand.)

How does Llama Llama feel when Gilroy kicks sand on him?

(Repeat with other play group scenes.)

How do the kids feel when Gilroy is so mean?

The kids feel sad/mad/scared when Gilroy is mean. (Discuss each picture and how each person feels—e.g., "Nelly is surprised when Gilroy throws dirt at her, and it is a bad surprise. Maybe Nelly is mad too. Nelly feels surprised and mad when Gilroy is so mean.")

Is Gilroy cooperating? (No!)

If you were there, what would you say to Gilroy? (Prompt for complex sentence.)

What would you say to the other kids? How would you help them feel better? (Prompt for complex sentence, e.g., "Don't be sad, Llama Llama. I will help you get the sand off your shirt. It's okay, Llama Llama, we all love to play with dolls.")

Page 16-17

Read: "Gilroy snickers..."

Oh my goodness, look at Gilroy Goat!

What is he doing?

How does Gilroy feel? (Mad, mean, grumpy, etc.)

Can you make faces like Gilroy's? (Use mirror.)

Why is he acting so mean? (We don't really know.)

Have you ever seen anyone act like this? How did it make you feel?

What would you say to Gilroy? (Prompt for complex sentence linking emotion and source.)

Page 18-19

Read: "Bully goat!"

What is a bully? (Someone who is mean just to me mean—someone who likes to be mean—someone who is mean to others.)

Look at Llama Llama and Nelly. How do they feel? (Scared.)

Llama Llama and Nelly feel scared because Gilroy is so mean.

What do you think they will do?

What would you do?

What would you say to Llama and Nelly?

What would you say to Gilroy?

Page 20-21

Read: "Gilroy this is not ok..."

What does Llama Llama do?

Llama Llama tells Gilroy to stop being mean.

Look at Nelly and Llama Llama. How do they feel? (Mad/determined [define.]

If someone is a bully, what could you do? (Tell them to stop, then tell someone who can help.)

Llama and Nelly did the right thing because they told Gilroy to stop!

Page 22-23

Read: "Being bullied is no fun..."

Look at Gilroy Goat. What is he doing? (Yelling, throwing sand, etc.)

What do Llama Llama and Nellie do?

Look at their faces (p. 22). How do they feel?

Look at this page (p. 23). What do they do?

Why do Llama Llama and Nellie tell their teacher that Gilroy is being mean?

(They tell their teacher because they are mad and scared of Gilroy. They tell their teacher because they need help.)

What do you think will happen?

Page 24 (cover 25)

Read: "Gilroy fusses..."

What does Gilroy do? (Fusses, frowns, pouts.)

What does the teacher do?

What do you think the teacher says to Gilroy?

How do you think Gilroy feels? Why? (Introduce the notion of guilt and feeling sorry.)

Page 25

Read: "Gilroy gets a long time out."

What happens here?

Why is the teacher sitting by Gilroy? (She is sitting by Gilroy to make sure he stays in time out.)

How do you think Gilroy feels?

I hope Gilroy feels sorry because he was so mean.

Have you ever been in time out? How did you feel?

What do you think will happen next?

Page 26-27

Read: "Teacher says, let's..."

What happens here?

The teacher gives Gilroy another chance to be nice and cooperate.

How do Llama Llama and Nellie feel about that?

Is Llama Llama ready to give Gilroy another chance to cooperate? (Llama Llama is ready to share with Gilroy.)

Nellie and Llama Llama are playing with Gilroy.

Look at their faces. Do you think that Llama Llama and Nellie are still mad at Gilroy?

Do you think that Llama Llama and Nellie are still scared of Gilroy?

Llama Llama and Nellie forgive Gilroy. (This is a complex concept and will take some explanation.)

Look at Gilroy's face. How does Gilroy feel? Gilroy does not feel mad or mean any more. (Have child make a happy face and contrast it with how Gilroy felt before.)

Is Gilroy cooperating now? Nellie and Llama Llama are happy because Gilroy is cooperating.

Gilroy is not being a bully now.

Page 28-29

Read: "End of recess...."

What is happening now?

How do the kids feel? Why?

What about Gilroy?

Gilroy feels happy because he is singing with the other kids.

Gilroy is not being a bully now.

P. 30 (cover 31)

Read: "Gilroy Goat has fun..."

What is happening now?

How does Llama Llama feel?

How do Gilroy and Nellie feel?

Page 31

Read: "Tomorrow has..."

How does Llama Llama feel?

How does Gilroy feel?

Llama Llama and Gilroy are happy because they are friends now. They are happy because they are cooperative.

Gilroy is being nice now, so Llama Llama forgives him. Llama Llama forgives Gilroy for being mean.

What would you say to Gilroy now? (Prompt for something like, "See, Gilroy, you feel happy when you cooperate with the other kids.")

What do you think Gilroy will do tomorrow?

Page 32

Read: "See you then!..."

Friends are nice to each other. Friends are not mean to each other. Friends cooperate with each other.

I hope that Gilroy is nice again tomorrow.

Summary:

(Use cloze procedures so child can help summarize.)

Llama Llama and the other kids were having so much fun at school. They felt happy, but Gilroy Goat did not feel happy. Gilroy did not want to do what the other kids were doing. He started being mean. Gilroy laughed at the kids. Gilroy make the kids feel sad. Teacher said that was not okay. At recess, Gilroy Goat kept doing mean things. He pushed, he kicked, and he said mean things. He was being a bully! All the other kids started to feel sad They asked Gilroy to stop being mean. Llama Llama told the teacher what Gilroy Goat was doing. Teacher put Gilroy Goat in timeout. Teacher talked to Gilroy. Then Gilroy started being nice to the other kids. Gilroy had fun in class because he was being nice to his friends. He was happy because he was being nice and playing with other people. Gilroy and Llama Llama played together and had fun.

Think about happened in this book. What problem did Llama Llama have? How did he feel about that? What did Llama Llama do about Gilroy Goat?

What does "cooperate" mean? (Define.) Friends cooperate with each other. It is fun when kids cooperate to play together.

If someone is a bully, what could you do? (e.g., Tell them to stop, then tell someone who can help.)

Follow-up probes

Probe #1, p. 4, 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 reading with his mama.

Probe #2, p. 13, Look at Gilroy. 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 or mean. Gilroy is mad or mean and he is picking on the other kids.

Probe #3, p. 14 (bottom picture), 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 surprised and shocked. Llama is surprised or shocked because Gilroy kicked sand on him.

Probe # 4, p. 20, Look at Nellie. How does she feel?

Why does she feel_____?

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

OR, she might feel mad. Nellie feels mad because Gilroy is so mean.

Probe #5, p. 24, Look at Gilroy. How does he feel?

Why does he feel_____?

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

OR, he might feel guilty Gilroy feels guilty because he has been so mean.

Probe #6 p. 29, Look at Gilroy. 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. Gilroy is happy because he is singing with the class.

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.