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Social Communication Intervention Script for story book, *Olive and the Bad Mood*

***Olive and the Bad Mood* by Tor Freeman, 2013, Surrey: Templar Publishing.**

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:** mad/angry, shocked/surprised, happy, sad
- 2. Concept of “mood,”** feeling generally grumpy, happy, etc.
- 3. Anticipating an event and the emotions it elicits**
- 4. Bad surprise/shock can be followed by anger**
- 5. Understanding that the way a person feels will affect their perception of things**
- 6. Prosocial behavior:** Being rude/mean to friends has consequences
- 7. Structural:** complete simple sentence forms, complex sentences with causal connections (but, if, so, because)

Intro: Cover and Title Page—Look, this is Olive. This is a book about Olive and her friends. One day, Olive was in a bad mood. Do you know what a bad mood is? (When you feel bad or sad or grumpy for a while.) Let’s see what happens because of Olive’s bad mood. We are going to learn what might happen when someone is in a bad mood.

Look at these pictures. (Show pictures of actual faces showing happy, sad, surprised/shocked, mad, as available.) Olive and her friends are going to have some of these feelings in the story. Let’s see what happens.

Page 2

Read: “Olive was in a bad mood.”

Wow, look at Olive’s face. How does she feel?

What do you think it means to be in a bad mood? (e.g., feeling grumpy or mad about everything.)

Have you ever felt in a bad mood? (Give a personal example, if possible.)

Why do you think Olive might feel that way? (e.g., Maybe she feels bad because she has dirt on her, or her shoelace is untied, or some other reason.)

(Point out the gray cloud over the head.)

Page 3

Read: "This was not a good day."

Wow, look at Olive's face.

What is Olive doing?

Olive is kicking rocks because she is in a bad mood.

(Show pictures of emotion faces.) Which of these people feels like Olive?

Page 4-5

Read: "Hello Olive..."

Look at this picture (first picture on p. 4). Look at Olive's face. Now look at Molly's face. How do they feel? (Olive is mad/grumpy but Molly is happy.)

Can you make a face like Olive's? (Use mirror.) Now make a face like Molly's. (Have the child contrast the mad and happy faces.)

Is Molly nice to Olive? (Yes.)

Look at this picture (2nd picture on p. 4). Is Olive nice to Molly? (No.) What does Olive say? How will that make Molly feel? (Molly may feel sad or mad if Olive is mean for no reason.)

Look at Molly's face here (p. 5, 1st picture). How does she feel?

Molly feels surprised here. It is not a good surprise—she feels shocked (p. 5, 1st picture). Molly feels shocked because Olive was so mean.

Now Molly feels mad because Olive was so mean (p. 5, 2nd picture).

(Molly feels sad or mad because Olive is mean for no reason.)

If you were there, what would you say to Molly to help her feel better?

What would you say to Olive?

Page 6-7

Read: "Hello Olive, said Matt..."

Look at this picture (first picture, p. 6). Look at Olive's face. How does she feel?

Now look at Matt's face (2nd picture, p. 6). How does he feel? Do you think that Matt is happy to see Olive? (Matt is happy to see Olive.)

Whoa, what does Olive say? (She says mean things about the hat.)

Look at Matt here (p. 7, 1st picture). How does Matt feel? (Talk about the fact that Matt is shocked/surprised because Olive said something mean about his hat. Talk about the fact that he did not expect that.)

If you were Matt, how would you feel?

Look at Matt's face here (p. 7, 2nd picture). How does he feel? (Angry.)

First Matt was surprised/shocked, then he was mad.

(Show pictures of shocked/bad surprised and mad faces.) Which of these people feels shocked/bad surprised? Which feels mad?

Is Olive nice to Matt? How will that make Matt feel about Olive?

What would you say to Olive?

Page 8 (Cover page 9.)

Read: "Olive stomped along..."

Look at this picture (1st picture on p. 8). How does Olive feel? (Olive still feels grumpy because she is in a bad mood.)

Wow, she says mean things about everything.

Olive is so grumpy that she says mean things about everything!

Now look at Joe (2nd picture p. 8). How does he feel? (Joe feels happy because he is playing with his ball.)

What do you think Olive is going to do?

Page 9

Read: "Hey said Olive..."

Wow, now Olive is being really mean.

How does Joe feel about that?

Joe feels mad because Olive was mean. Joe is mad because Olive said a mean thing.

What would you say to Joe to make him feel better?

What do you think Joe will do?

Page 10-11

Read: "Doof!"

What happened here? (Joe threw the ball at Olive.)

Look at this picture (p. 10, 2nd picture). How does Olive feel? (Olive is shocked/surprised when the ball hit her. Talk about the fact that this is a bad surprise.)

Look here (p. 11). Now Olive is even madder. She is in a really bad mood.

Let's think for a minute. Olive is being rude to all her friends so far. How does that make the friends feel?

How does being so rude make Olive feel? (Discuss the concept that acting mean can make us feel even worse.)

What do you think will happen next?

Page 12 (cover page 13)

Read: "And look,..."

Whoa, how does Olive look here?

How about Ziggy? (Olive looks mad but Ziggy looks happy.)

(Use mirror.) Can you make a face like Olive's? How about a happy face like Ziggy's? (Have the child contrast the faces.)

What do you think will happen?

Page 13

Read: PLEASE MOVE..."

(Note that Olive yells at Ziggy.)

How does Ziggy feel here (1st picture)? (Bad surprise/shocked.)

How does Ziggy feel here (2nd picture)?

Olive is so rude that she makes Ziggy feel mad.

Page 14-15

Read: "Hi Olive, said Lola..."

Here we go again.

Look at Lola, how does she feel (p. 14)? (Lola feels happy to see Olive.)

What does Olive do?

How will that make Lola feel?

Look at this picture (p. 15, 1st picture). What does Lola do? (Lola tries again to talk to Olive.)

What does Olive do? (She ignores Lola.)

How will that make Lola feel?

Look at this picture (surprised Lola.) How does Lola feel? (surprised—bad surprise/shock.)

Why? (Lola is surprised because Olive will not talk to her. It is not a good surprise.)

Page 16-17

Read: "Olive kicked..."

What happened here?

Olive bought some jelly worms.

Look at Olive's face here (p. 17). How does she feel?

Olive's feelings have changed. She feels happy because she has candy.

What do you think Olive will do now?

Page 18-19

Read: "Olive walked along..."

How does Olive feel now?

Wait, before, she was so grumpy and mad that she said rude things about everything. Now she looks happy to see her friends.

Olive is in a better mood because she has candy. The candy cheered her up. (Define cheer up.)

Page 20 (cover page 21)

Read: "Hello everyone..."

Now Olive says something nice to her friends. But how do you think they will feel?

What do you think Olive should do? (Try to help the child understand that Olive should apologize/recognize that she has offended her friends.)

If you were there, what would you say to Olive's friends?

Page 21

Read: "We're in a bad mood..."

Look at Olive's friends. How do they feel? (They feel mad.)

Now the friends are all in a bad mood. Why do you think they are in a bad mood? (They are in a bad mood because Olive was so rude to them.)

But how does Olive feel? (Surprised. Try to introduce the concept that Olive hurt her friends' feelings but did not expect that to make them mad at her.)

Wait, Olive was rude to each of these friends. Maybe they are mad now because Olive was so rude to them.

Page 22-23

Read: "Well excuse me..."

What does Olive do? (She offers her friends some candy.)

How do her friends feel about that?

Olive is being friendly now.

Her friends feel much happier because Olive will share her candy.

Page 24-25

Read: "The friends ate..."

Now how do the friends feel? Why? (The friends feel happy because they have jelly worms.)

What about Olive? (She feels happy that she cheered her friends up.)

Olive does not understand why her friends were mad/in a bad mood, does she?

Why were they in a bad mood? (Because Olive was so rude.)

If you were there, what would you say to Olive? Tell Olive why her friends are mad at her.

I think Olive does not understand. Olive was in a bad mood. Because she was in a bad mood, she was very rude to all of her friends. Olive was so mean that she hurt her friends' feelings. Then they were mad/in a bad mood. But Olive did not know that she hurt her friends' feelings. At least she shared her candy! That was friendly.

Page 26

Look at this page. What happened.

Look at Olive (3rd picture). How does she feel? (Mad.)

What do you think Olive will do now?

How do Olive's friends feel about her?

(Discuss the idea that if Olive is rude to her friends often, they will not want to be around her.)

Summary:

(Use cloze procedures so child can help summarize.)

Olive was in a bad mood. She felt so grumpy that she was rude to all of her friends. They were surprised because Olive was so rude. It was not a good surprise. They were shocked. Olive made them all feel sad and mad because she hurt their feelings. Then Olive bought some candy so she felt much happier. Because she shared her candy with her friends, they felt happier too. But what will happen if Olive is in a bad mood/rude a lot? Sometimes, friends have to be nice to each other, even if they are in a bad mood.

Follow-up probes

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

Why does she feel_____?

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

OR, she might feel happy. Molly is happy to see Olive.

Probe #2, p. 6, Look at Matt. How does he feel?

Why does he feel_____?

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

OR, he might feel surprised/shocked. Matt is surprised/shocked because Olive was so rude.

Probe #3, p. 10 (2nd picture), Look at Olive. How does she feel?

Why does she feel_____?

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

OR, she might shocked/surprised. Olive is shocked because Joe hit her with a ball.

Probe # 4, p. 13 (2nd picture), Look at Ziggy. How does he feel?

Why does he feel_____?

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

OR, he might feel mad/angry. Ziggy might be mad that Olive yelled at him.

Probe #5, p. 15 (2nd picture), Look at Lola? How does she feel?

Why does she feel_____?

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

OR, she might feel shocked/surprised. Lola is shocked/surprised that Olive did not talk to her.

Probe #6 p. 20, Look at Olive's friends. How do they feel?

Why do they feel_____?

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

OR, they might feel mad/angry. They are mad because Olive was rude to them.

Dialog/enactment activity:

Look, I have a cat that looks like Olive. I have other animals that look like Olive's friends. Let's look at the book again. You pretend like you are Olive. You be Olive, and tell me what you are thinking on every page, okay? I will be some of Olive's friends. (Repeat and have the child take the roles of other characters). Try to get the child to understand how Olive's actions and words affect her friends. 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.