

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.

**Brinton & Fujiki
BYU
Intervention Script**

Pumpkin Trouble by Jan Thomas (2011), Harper, New York

Concepts to stress

- 1. Emotions experienced, happy, surprised, scared/frightened/afraid/terrified, frustrated, confused, relieved**
- 2. Understanding and anticipating how others will feel in certain situations given their perceptions of what is going on.**
- 3. Emotions based on what one thinks is going on—which may not be actually happening**
- 4. Pro-social—friends help each other and try to find ways to work things out.**
- 5. Structural: complete simple sentence forms, complex sentences with causal connections (but, if, so, because)**

Introduction: We are going to read a book called Pumpkin Trouble. What do you think the book might be about?

This book is about three friends, Duck, Pig, and Mouse. Duck is going to have trouble with a pumpkin. Pig and Mouse are going to have some silly ideas. I want you to think about what Duck, Pig, and Mouse are thinking in this story. Think about how they feel in this story.

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

Title Page (Page 1)

Look at picture on cover and the title page.

Pumpkin Trouble. What do you think the trouble might be?

Let's read the book and see.

Page 2-3

Read: "This will be great!"

Look at Duck. What is happening?

How does Duck feel? (happy/excited)

Why is Duck happy and excited?

What do you think he is planning to do?

Page 4-(cover page 5)

Read: "I can't wait to show..."

What is Duck planning to do? (Make a jack-o-lantern) (If the child doesn't know *jack-o-lantern*, try *carved pumpkin*)

Have you ever made a jack-o-lantern?

How does Duck think Pig and Mouse will feel when they see the jack-o-lantern?

Duck thinks that Pig and Mouse will feel surprised when they see the jack-o-lantern,

Will it be a good surprise or a bad surprise?

How would you feel if your friend made a jack-o-lantern for you?

I would be surprised and happy if my friend made a jack-o-lantern for me.

(Show cards) Which of these people looks surprised and happy?

Page 5

Read: "Just one last seed..."

Oh, what is happening?

How does Duck feel? (top picture) (Duck feels happy because he is making a jack o' lantern)

What is Duck doing? (digging the seeds out of the pumpkin)

The pumpkin is so big!

What do you think will happen to Duck?

If you were there, what would you say to Duck? (Try to elicit complex sentence, e.g., "If you get close to the edge, you will fall in.")

Page 6—(cover page 7)

Read: "Whoops!"

Oh, my goodness, what has happened? (Duck fell into the pumpkin.)

How does Duck feel? (Duck feels surprised, frustrated (define—when things happen that you really did not want to happen—give example, or maybe scared)

What do you think Duck's face looks like? Can you make that face? (use mirror)

Page 7

Read: "This isn't good."

What is happening here? (Duck fell into the pumpkin and he cannot get out. Duck is stuck in the pumpkin.)

How does Duck feel? (maybe sad or mad or frustrated)

Duck feels frustrated because he fell into the pumpkin and he cannot get out.

What do you think Duck should do?

Page 8-9

Read: "Can anyone help me?"

What does Duck want? (Duck wants someone to help him because he is stuck in the pumpkin.)

How do you think Duck feels? (Duck is frustrated/mad/scared because he is stuck in the pumpkin.)

What do you think Duck's face looks like? (Use mirror)

(Show pictures) Which of these people feels the way Duck feels?

Can Duck see where he is going?

Duck cannot see where he is going because the pumpkin is over his head.

How would you feel if you could not see? (If it seems appropriate, have the child cover eyes and try to walk around chair.)

Maybe Duck is scared because he cannot see.

What do you think will happen?

Page 10-11

Read: "Pig?" Mouse?..."

What is Duck doing?

How does Duck feel?

How is Duck going to solve his pumpkin problem?

Duck is hoping that Pig or Mouse will help him.

Friends help each other.

Duck wants Pig and Mouse to help him get the pumpkin off of his head!

Page 12-13

Read: "Helloooooo?"

What is Duck doing? (looking for his friends to help him)

Can Duck see Pig and Mouse? Duck cannot see Pig and Mouse because he has a pumpkin on his head.

What do Pig and Mouse see? (a pumpkin and legs)

What do Mouse and Pig think?

How do Pig and Mouse feel?

Why are they scared? (They are scared/afraid because they think there is a pumpkin monster)

(Show cards) Which of these people looks scared like Pig and Mouse?

Is there really a monster? Do you think that Pig and Mouse are confused? (define confused—when you don't understand what is going on)

Page 14-15

Read: "A pumpkin monster?"

What does Duck think? (Duck thinks there is a monster.)

Why does Duck think there is a monster? (Duck thinks there is a monster because Pig and Mouse yelled, "There is a pumpkin monster!")

How does Duck feel?

Duck feels scared because he thinks there is a pumpkin monster.

What do you think Duck's face looks like? Can you make a face like that? (Use mirror)

Is there a pumpkin monster? (No, it is just Duck with the pumpkin on his head.)

Now Duck is confused. He does not know what is happening.

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

Page 16-17

Read: "Oh no!" It's chasing us!"

What is happening here?

What do Mouse and Pig think?

How do Mouse and Pig feel? (Mouse and Pig feel scared/afraid/terrified because they think there is a pumpkin monster chasing them)

Is there really a pumpkin monster? (Mouse and Pig are still confused)

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

Page 18-19

Read: "It's chasing us?..."

What does Duck think? (Duck thinks there is a pumpkin monster chasing them)

What do you think Duck's face looks like? (use mirror)

Is there a monster?

Duck feels scared, but Duck does not know what is really happening.

Page 20-21

Read: "Quick! Hide..."

How do Pig and Mouse feel? (They feel scared/afraid/terrified because they think there is a pumpkin monster chasing them.)

What do they plan to do? (hide)

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

What would you say to Duck?

Page 22-23

Read: "What barn?"

Where are Pig and Mouse? (They are hiding behind the barn)

How does Pig feel? (Scared/afraid)

How does Mouse feel? (scared/afraid)

Can you make a scared face like Mouse and Pig? (use mirror)

What about Duck? What is going to happen? (Duck will run into the barn because he cannot see.)

Page 24-25

Read: "Smash"

What happened here?

How does Duck feel?

Why? (Duck feels surprised/shocked because he ran into the barn.) Is it a good kind of surprise or a bad kind of surprise?

How do Mouse and Pig feel? (They feel scared because they heard a smashing sound.)

What do you think Pig and Mouse are thinking?

(Show cards) Which of these people feels scared like Pig and Mouse?

(Show cards) Which of these people feels surprised and shocked like Duck? (Try to contrast scared and shocked or surprised.)

Page 26-27

Read: "Duck?"

What is happening here?

Can Duck see now? Why? (Duck can see because the pumpkin is off of his head.)

How does Duck feel? (Duck feels surprised and confused because he does not know what is happening.)

How do Pig and Mouse feel? (They are very surprised to see Duck)

What did Pig and Mouse think was chasing them? (A pumpkin monster)

Who was really chasing them? (Duck inside a pumpkin)

Page 28-29

Read: "Look!" Duck battled..."

Oh, my goodness, what does Mouse think? (Mouse thinks that Duck beat the pumpkin monster.)

Why does Mouse think that? (Mouse sees Duck and a smashed pumpkin. Mouse thinks that Duck fought a pumpkin monster and smashed him.)

How do Mouse and Pig feel? (They are happy/glad/relieved that the monster is smashed.)

How does Duck feel? (surprised and maybe confused?)

Who is confused here? (Talk about all three being confused and why.)

Page 30-31

Read. "Hooray for Duck!!"

How do Pig and Mouse feel?

Why? (They are happy/excited because they think that Duck smashed the pumpkin monster.)

Did Duck really smash a monster?

What does Duck plan to do? (Make a jack-o-lantern to celebrate.)

Page 32-33

Read: "I wish Duck were here..."

What is happening how?

Can Pig and Mouse see Duck? (no)

Pig and Mouse wish Duck were there.

Where is Duck?

How did Duck get there?

Why do Pig and Mouse think that Duck is not there? (Pig and Mouse think that Duck is not there because they cannot see him.)

What does Duck want? (Duck wants Pig and Mouse to help him get out of the pumpkin.)

Who is confused? (Pig and Mouse are confused because they do not know that Duck is stuck in the pumpkin.)

What do you think will happen next?

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

Summary: This book was about Duck, Pig, and Mouse. Duck wanted to make a jack-o-lantern. But Duck got stuck in the pumpkin. He was walking around with the pumpkin on his head. Pig and Mouse saw the pumpkin, but they did not see Duck inside the pumpkin. They only saw the pumpkin with Duck's legs underneath. They thought Duck was a pumpkin monster. They were so confused. They thought Duck was a monster, so they were scared/afraid/terrified. But Duck smashed the pumpkin so that it fell off of his head. Then Pig and Mouse thought that Duck had smashed the pumpkin monster. They were so happy/relieved. But I think the same thing is going to happen again!

Follow-up probes

Probe 1, p. 3, Look at Duck. 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. Duck is happy because he found a pumpkin.

Probe 2, p. 13, Look at Mouse and Pig. How do they feel?

Why do they feel_____?

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

OR, they might feel scared. They are scared because they think there is a pumpkin monster.

Probe 3, p. 17, Look at Pig and Mouse. How do they feel?

Why do they feel_____?

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

OR, he might feel scared/afraid. Pig and Mouse are scared because they think that a monster is chasing them.

Probe # 4, p. 23, Look at Pig and Mouse. How do they feel?

Why do they feel_____?

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

OR, they might feel scared that the pumpkin monster is chasing them.

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

Why does he feel_____?

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

OR, he might feel surprised. He is surprised/shocked that he ran into a wall.

Probe #6 p. 30 Look at Pig and Mouse How do they feel?

Why do they feel_____?

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

OR, they might be happy. They feel happy because they think Duck beat the pumpkin monster.

Dialog/enactment activity:

I have some animals here. We have a mouse, a pig, and a duck. Here is a pumpkin we can use. 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 and shock that the animals experienced was not based in fact.)