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Brigham Young University
Social Communication Intervention Script for story book, *Howard B. Wigglebottom and Manners Matters*

Howard B. Wigglebottom and Manners Matters, 2013, Howard Binkow and Reverend Ana, Thunderbolt Publishing, We Do Listen Foundation, Tien Wah Press, Singapore

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.

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 in response to certain behaviors (bad manners)—sad, disgusted, hurt, mad, embarrassed, frustrated, afraid/scared, bad surprise (shock), happy**
- 2. Worrying about and anticipating a future event**
- 3. Fear—asking a grownup for solutions for anticipated problems**
- 4. Prosocial behavior: Appreciating the effects of one’s actions on others, caring about others, acting in a way to make others comfortable and happy, actively working on adapting one’s behavior to accommodate others**
- 5. Structural: complete simple sentence forms, complex sentences with causal connections (but, if, so, because)**

This is a story about Howard B. Wigglebottom. Howard is just about your age. Howard belongs to the Pup Scouts. That is kind of like a club for kids. Howard and his Pup Scout team are in a competition about manners. Howard wants his team to do really well in the competition. The competition is about good manners. Howard is worried because some people on his team do not show good manners at all. Let’s see how Howard and his team get ready for the competition.

Title Page

Look at picture

Look, this is Howard B. Wigglebottom.

What do you think will happen in this book?

Now let’s look at it together.

Page 2-3

Read: “Howard B. Wigglebottom woke up very worried...”

Look at Howard, how can you tell he is worried? (Look at his face and body posture.)

What does it feel like to be worried? (Help child understand that worry is like fear—uncomfortable or afraid of something that is happening or might happen)

Why is Howard worried? (Howard is worried because his team is not ready for the manners competition.)

Do you know what “manners” are? (“Having good manners is being kind. That means doing “things that make people feel good and comfortable” [p. 31])

What do you think Howard should do about his team?

Let’s find out some of the things that the team needs to work on.

Page 4-5

Read: “Oinky keeps forgetting...”

Oh wow—what did Oinky just do? (Passed gas and burped)

Look at Oinky’s friends. How do they feel? (The kids feel disgusted because Oinky burped and passed gas. They feel disgusted because it smells so bad.)

What are good manners? (Being nice—doing things that make people feel good and comfortable)

Did Oinky show good manners?

Look at Oinky. How does he feel? (He may feel embarrassed because he burped and passed gas in front of his friends.)

What should Oinky do? (Help the child suggest solutions—Oinky should say, “Excuse me” or “I’m sorry” to his friends. Maybe Oinky should try to cover his mouth when he burps or leave the room when he passes gas.)

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

Page 6-7

Read: Joey does not say, “Excuse me...”

What did Joey do here? (He bumped the door into the lady and made her spill lots of food.)

Look at the lady’s face. How does she feel? (She feels surprised/shocked/upset because she fell and spilled food.) (Talk about bad surprise.)

Look at Howard's face. How does he feel? (Howard feels surprised (bad surprise) because Joey bumped the lady.) (Talk about the fact that Howard is also thinking about the manners competition.)

But look at Joey's face. How does he feel? (He feels happy.)

Do you think Joey meant to knock the lady over? (He probably did not mean to do this.)

But Joey did bump the lady. So, what should he do? (He should say, "Excuse me" or "I'm sorry.")

Remember about good manners—making others feel good and comfortable.

What else could he do? (Help the child suggest solutions, e.g., offer to help her clean up.)

If Joey said, "Excuse me" or "I'm sorry" and helped the lady clean up, she would feel better and more comfortable. She would feel happier.

Has anything like this ever happened to you? (Give an example of good manners and how they make people feel.)

Page 8-9

Read: "Kiki needs to learn..."

What did Kiki do? (She said a mean thing to the hippo.)

How does the hippo feel? (The hippo feels sad and hurt because Kiki said a mean thing.)

Look at Howard. How does he feel? (Howard looks worried/a little scared because Kiki is not being nice. She is not showing good manners. Howard is worried about the manners competition.)

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

If you were there, what would you say to the hippo? What would make the hippo feel better and more comfortable? (Good manners)

Has anything like this ever happened to you? (Try to elicit a personal example.)

Page 10-11

Read: “The Snorton twins...”

Look at this, what are the Snorton twins doing? (They are jumping over people and pushing people so they can be first in line for lunch.)

How do the twins feel? (They look happy because they pushed to the front of the line.)

(Look at each kid’s face) How does _____ feel? (They look sad/mad/bad surprised/shocked because the twins cut in line.)

Did the twins show good manners? (Help child see they did not make others feel good and comfortable.)

If you were there, what would you say to the twins?

Page 12-13

Read: “Buzz coughs...”

What is Buzz doing?

What might happen if Buzz does not cover his mouth when he coughs or wash his hands? (Buzz will spread germs that could make others sick.)

Look at Howard. How does he feel about that? (He looks worried. He may be trying to cover his nose and mouth so that he does not get sick.)

Look at these other kids. How do they feel? (They feel scared and disgusted because Buzz is spreading germs. They want to run away.)

Is Buzz showing good manners?

How can you tell? (He is making others feel scared and disgusted. He is not making others feel good or comfortable.)

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

Page 14-15

Read: “Poochie—so uncool...”

Whoa! What do you think happened here? (Poochie probably fell, broke his skateboard, and landed in the trash.)

Look at Poochie's face. How does he feel? (He is really angry because he fell and broke his skateboard.)

What is he doing? (Poochie is saying bad words and throwing a tantrum because he broke his skateboard.)

Look at Howard. How does Howard feel? (Howard feels angry/frustrated because Poochie is saying bad words.)

Look at the ducks. (Point out the mom and her ducklings.)

How do they feel? (They feel shocked (bad surprise) because Poochie is saying bad words.) (The mother duck may feel mad/angry that Poochie is saying such bad words in front of her children.)

Is Poochie helping people feel good and comfortable?

Is he showing good manners?

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

Page 16-17

Read: "And Ali does not say..."

What is happening here? (Ali is interrupting the basketball player when he is trying to make a shot—you may need to define "interrupting.")

Is Ali helping the basketball player? (Help child understand that even though Ali is saying "good luck," she is bothering the player.)

Look at the basketball player's face. How does he feel? (He feels shocked/bad surprise/angry/mad because Ali is bothering him [She is also pulling on his shorts.]

Look at all the people who are watching. How do they feel? (They feel shocked/bad surprise/angry/mad, etc. because Ali is bothering the player.)

(Talk about interrupting people and about how that makes people feel.)

Is Ali showing good manners?

Is Ali helping people feel good and comfortable?

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

Page 18-19

Read: “How can the team...”

Look at Howard. What is he doing? (Howard is thinking about a coach.)

Howard is thinking about how to solve the problem.

How could a coach help? (A coach might teach Howard’s team how to show good manners.)

Page 20-21

Read: “After asking several...”

How does Howard solve the problem?

Howard asks some grownups for help.

Howard thinks that Ms. Owlee will teach the team good manners.

If Ms. Owlee teaches the team good manners, how will Howard feel? (Happy, relieved)

Page 22-23

Read: “Ms. Owlee got to work right away...” (Stress the fact that Ms. Owlee watched what the team members did and then directed them to care about others.)

What does Ms. Owlee want the kids to do? (Make others feel good and comfortable)

Ms. Owlee wants the kids to care about how others feel, doesn’t she?

Page 24-25

Read: “Now, Ms. Owlee said,...”

Look at Buzz. What did Buzz decide to do? (Buzz is saying that he cares about how others feel. He will say he is sorry. And next time, he will wash his hands and cover his mouth when he coughs.)

How about the Snorton twins? (The twins are thinking about how others feel. They care about others.)

Page 26-27

Read: "Four days later..."

Let's look at each of these pictures.

Look at Kiki. What is she doing? (She is saying something nice.)

Is Kiki showing good manners? (Yes, she is helping others feel good and comfortable.)

Why is Kiki being nice now? (She is being nice because she cares about people.)

Look at Joey. What is he doing? (He is saying "sorry" when he bumps into someone.)

Is Joey showing good manners? (Yes, he is helping others feel good and comfortable.)

Why is Joey being nice now? (He is being nice because he cares about people.)

Look at the Snorton twins. What are they doing? (They are letting someone else go ahead in the line.)

And look, Buzz is covering his mouth when he coughs and saying, "excuses me."

Are they showing good manners? (Yes, they are helping others feel good and comfortable.)

Why are they being nice now? (They are being nice because they care about people.)

Look at Oinky. What is he doing? (He is saying "Excuse me for my loud burp!")

Is Oinky showing good manners? (Yes, he is helping others feel good and comfortable.)

Why is Oinky being nice now? (He is being nice because he cares about people.)

Kiki, Joey, Buzz, and Oinky care about how other people feel. They are showing good manners.

Page 28-29

Read: "A funny thing happened..."

How do the kids feel when they are nice to others? (They feel happy when they help other people feel happy.)

Page 30

Read: "And yes..."

Look! How do they feel? (They feel happy and excited because they did well at the competition.)

Summary: Let's think about what happened in this book. Howard was worried about the Pup Scout manners competition. He was worried because his team members did some really rude things. They did not help others feel good and comfortable. Howard did not know what to do, so he asked some grownups. Ms. Owlee taught the team to care about others. When they cared about others, they did nice things. When they did nice things, they helped other people feel happy. The team members were so happy when they did well in the manners competition.

Dialog/enactment activity:

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