

PERSONAL NARRATIVE INTERVENTION FOR CHILDREN WITH DOWN SYNDROME

PROGRAM MANUAL

Marleen F. Westerveld & Anne van Bysterveldt



This intervention program was designed by A/Prof Marleen Westerveld and Dr Anne van Bysterveldt as part of a research project (2017). The results were published: Westerveld, M. F., & van Bysterveldt, A. K. (2022). Personal narrative intervention for school-age children with Down syndrome: A focus on macrostructure. *Child Language Teaching and Therapy*. <https://doi.org/10.1177/02656590221080306> and a full copy of the paper is available from www.marleenwesterveld.com.

There is no one-size-fits all approach to intervention. We strongly recommend you read the paper and adapt the program to suit individual children's needs.

Table of Contents

Program Aim	6
Overview of the intervention.....	6
The use of photo prompts	6
Probes	6
Scoring.....	6
Materials	7
Children’s language ability	7
Week 1 – Session 1	9
Story Grammar Elements.....	9
Preparation	9
Session Goal/s	9
Materials	9
Activities.....	9
Session Goal 1:	10
Session Goal 2	10
Session Goals 3 and 4 - for the children demonstrating ‘more advanced language’.	10
Session Goals 2, 3, and 4.....	11
(Peer) Feedback –	11
Week 1 – Session 2 (Group session)	12
Story Grammar Elements.....	12
Preparation	12
Session Goal/s	12
Materials	12
Activities.....	12
Session Goal 1:	13
Session Goal 2	13
Session Goals 3 and 4.....	13
Session Goals 2, 3, and 4.....	13
(Peer) Feedback	14
Week 2 – Session 1	15
Story Grammar Elements.....	15
Preparation	15
Session Goal/s.....	15
Materials	15
Activities.....	15
Session Goal 1:	16
Session Goal 2	16

Session Goal 3	17
Session Goal 4	17
(Peer) Feedback –	17
Week 2 – Session 2 (Group session)	18
Story Grammar Elements.....	18
Preparation	18
Session Goal/s.....	18
Materials	18
Activities.....	18
Session Goal 1:	19
Session Goal 2	19
Session Goal 3	19
Session Goal 4	20
(Peer) Feedback	20
Week 3 – Session 1	21
Story Grammar Elements.....	21
Preparation	21
Session Goal/s.....	21
Materials	21
Activities.....	21
Session Goal 1:	22
Session Goal 2	22
Session Goal 3	23
Session Goal 4	23
(Peer) Feedback –	24
Week 3 – Session 2 (Group session)	25
Story Grammar Elements.....	25
Preparation	25
Session Goal/s.....	25
Materials	25
Activities.....	25
Session Goal 1:	26
Session Goal 2	26
Session Goal 3	26
Session Goal 4	27
(Peer) Feedback	27
Week 4 – Session 1	28
Story Grammar Elements.....	28

Preparation	28
Session Goal/s	28
Materials	28
Activities.....	29
Session Goal 1:	29
Session Goal 2	30
Session Goal 3	31
Session Goal 4	31
Week 4 – Session 2 (Group session)	32
Story Grammar Elements.....	32
Preparation	32
Session Goal/s	32
Materials	32
Activities.....	32
Session Goal 1:	33
Session Goal 2	33
Session Goal 3	34
Session Goal 4	34
Model (Peer) Feedback.....	34
Week 5 – Session 1	35
Story Grammar Elements.....	35
Preparation	35
Session Goal/s	35
Materials	35
Activities.....	36
Session Goal 1:	36
Session Goal 2	37
Session Goal 3	38
Session Goal 4	38
Week 5 – Session 2 (Group session)	39
Story Grammar Elements.....	39
Preparation	39
Session Goal/s	39
Materials	39
Activities.....	39
Session Goal 1:	40
Session Goal 2	40
Session Goal 3	41

Session Goal 4	41
Model (Peer) Feedback	42
Week 6 – Session 1	43
Story Grammar Elements	43
Preparation	43
Session Goal/s	43
Activities	43
Session Goal 1:	44
Session Goal 2	45
Activity	45
Week 6 – Session 2 (Group session)	46
Story Grammar Elements	46
Preparation	46
Session Goal/s	46
Materials	46
Activities	46
Session Goal 1:	47
Model (Peer) Feedback (10 mins)	47
Session Goal 2	48
Week 7 – Session 1	49
Story Grammar Elements	49
Preparation	49
Session Goal/s	49
Probes	49
Session Goal 1 - Activity:	50
Session Goal 2 - Activity	50
Week 7 – Session 2 (Group session)	52
Story Grammar Elements	52
Preparation	52
Session Goal:	52
Materials	52
Final session probe	52
Session Goal 1 – Activity	53
Final Activity - Model (Peer) Feedback (10 mins)	53

Program Aim

By the end of the program the child will produce a well sequenced personal narrative containing an introduction (who, where, when, why), 2 or 3 past tense events, and a resolution / ending (including feelings)

Overview of the intervention

The program is designed to be implemented by a speech-language pathologist (SLP) in two 40-min sessions per week over a 7-week period. The program has been scripted so that the program can be implemented by student clinicians or teacher's aides with guidance from the SLP. The program systematically introduces the 7 essential elements of a personal narrative: Who, Where, When, What Happened, Actions, Ending, and Feelings. Each session builds on knowledge gained from the previous session. Although the program was trialled individually and in pairs, it is suitable for small group sessions, depending on the children's level of cognitive functioning and their ability to stay on task.

Children attend 14 sessions in total, one individual session (30-40mins) and one group session (2 children 45mins).

Week 1: Introduce the story map and Who (name, looks like, age) and Where

Week 2: Add When and What happened (setting)

Week 3: Add one or two past tense actions

Week 4: Add an ending (may be resolution)

Week 5: Add feelings

Week 6: Repeat and practice

Week 7: Repeat and practice

The focus of the intervention is on macrostructure of personal narratives (PN). However, each session includes indirect stimulation of the child's target sound/pattern in words by extensive modelling / recasting of the child's speech production attempts.

The use of photo prompts

All sessions use photo prompts – a combination of:

- generic (we call them Uni) prompts – you may download these photos from www.marleenwesterveld.com
- Home prompts – ask parents to email you a range of photos of their child participating in everyday activities including holidays, outings, hobbies etc.
- and open prompts – such as “what did you do in the weekend?”
- You may of course bring in your own photos to share your past event experiences with the children.

Note: Make sure you do NOT use 5 (of the 10) home photos and the original photos from the Westerveld & Gillon Language Sampling Protocol. These will be used for post-intervention assessment.

Probes

Probes are an essential component of the intervention to ensure we can demonstrate effectiveness: 3 probes in the individual session; 1 probe in the group sessions – see details below

Scoring

Transcribe and score the child's performance as soon as possible after each session!

Materials

A range of materials are used during the sessions as outlined in the weekly session plans. Most of these materials (photos, graphic organisers) are available from www.marleenwesterveld.com

Children's language ability

Some children who participated in the intervention demonstrated more advanced language skills (higher MLU, larger vocabulary) than others. At times, we refer to these children as 'advanced' language skills to highlight how some of the activities were less appropriate for children who only used 1-3 words per utterance when communicating. Please read our paper for further thoughts on how to individualise the intervention.

Personal Narrative Intervention Plan

Name

Age

Short-term Goal:

Macrostructure level: to produce a well sequenced personal narrative containing an introduction (who, where, when, why), 2 or 3 past tense events, and a resolution / ending (including feelings)

Week 1 – Session 1

Story Grammar Elements

Who
Where

Preparation

Prior to the session SLP selects 20 photos depicting different themes.

Also include 5 photos from home (not the 5 you will use for post-intervention testing) and 5 photos that are the clinician's own photos. Make sure you have all materials ready.

Make sure you do not show the child any of the photos until you have completed the open prompt – see activities below. Make sure you have your speech probes ready.

Session Goal/s

1. Introduce the Story map and model a complete PN
2. XX will respond to the who and where questions
3. XX will be specific when referring to who was in the narrative – **not** for XX and XX
4. XX will be specific when referring to where it happened. – **not** for XX and XX

Materials

Note – select the photos prior to the session.

- 20 Uni photos depicting different themes
- 5 photos from home
- Model Photo: family in the car.
- Game for Drill play
- Laminated Story Map
- Laminated prompt cards: Who, Where
- Laminated prompt cards: Name, Looks like, age
- Counters
- Speech probes + record sheet
- Audio recorder



Activities

1. Introduce yourself. Thank the child for coming. Tell the child there will be time for talking and playing games.
2. **Probe: Open prompt** (when child arrives) – re weekend:

So tell me did you do anything nice or interesting this weekend? (wait for response). Can you tell me about it?

- *If the child responds with 'no' – respond Let's have a think. What have you been up to in the last few weeks? Anything nice?*
- *If the child responds with a word (e.g., swimming) – repeat the word and say – tell me about it!*

Give the child ample time to come up with a topic and to expand. Count to 5 (in your head).

3. **Probes:** From the 25 photos you have selected for this session, use some for probes (1 child's own and one Uni photo) - Prompt the child (note – you need to come up with a

short prompt):

- a. **Uni photo:** *Oh look, these children went to the xx. They xxx. Did anything like that ever happen to you? Can you tell me about it?*

As per the baseline probes – if the child says ‘no’ or is not interested, show them 1 or 2 more photos – max 3

- b. **Own photo:** *Can you tell me about this one?*

Again – up to 3 photos allowed.

Session Goal 1:

Introduce the graphic organiser – laminated A3 – let’s have a look at our Story Map. I am going to tell you a story with this photo.

Model a story with a photo (Photo: family in the car) – place counters on the story map or write keywords down – make sure this model contains all elements.

- When: On Saturday
- What happened: This family went to visit their friend for her birthday
- Who: mum, dad, uncle James and little Emily all went in the car
- Past tense action: They drove for an hour!
- Past tense action: when they got there they got this enormous cake
- Past tense action: They played games all afternoon
- Ending: They got home really late!
- Feelings: it was so much fun.

We need all this information to tell a complete story!

Today we focus on **Who** and **Where**. (point to the story map and show the laminated cards)

Session Goal 2

Show child the two laminated cards (**Who** & **Where**). Tell them what the words are. Read the words

Go through the **(25)** photos.

For each photo, ask child to say **Who** and **Where**– repeat each answer with correct speech model. If the answer is non-specific – provide a specific word.

For the children with more advanced language skills – repeat their short phrases and add a word.

Remember: repetition, repetition. At least 4 recasts per minute!

(NOTE: providing a name was too tricky for some participants as they did not ‘know’ the children in the photo)

Session Goals 3 and 4 - for the children demonstrating ‘more advanced language’.

Introduce descriptor cards – **name**, **looks like**, **age**. *We can make it more interesting by adding information about the person.*

Go through the photos one more time:

For each photo, ask child to say **Who**– repeat each answer with correct speech model.

If the answer is non-specific – provide a specific word. If the answer is a single word– expand with adjective or adverb or relevant phrase, pointing to one of the three descriptor cards

(grammatically correct).

E.g., child says: Girl

Name: girl called Lucy

Looks like: pretty girl or girl with blond hair

Age: 4 year old girl, or school girl

Session Goals 2, 3, and 4

Note – for XX and XX – focus on combining **who** and **where**. E.g., **Mum** in the **park** (i.e., Session Goal 2 only). So use grammatically correct sentences but emphasise the keywords.

Game (e.g., Pop up Pirate): Photos face down. This is drill play – so do the task (1, 2, 3, or 4 turns), have a turn with the game.

Each turn the child provides **who** and **where** in a short phrase – e.g. Milly was at the beach; Tom was at the park; SLP models if there is NR, or uses recasts based on child's production. Expand the child's utterances as appropriate by pointing to the descriptor cards.

E.g. Child says: Cat is on the bed

Clinician repeats: the cat is on the bed (point to **Who** and **Where**) – then say “The hairy cat is on the bed” (point to **looks like**). The hairy cat (point to **looks like**).

(Peer) Feedback –

In this session all feedback is from the (student) clinician

Clinician models correct pronunciation, expands single word utterances.

Week 1 – Session 2 (Group session)

This session follows the same format as session 1 – however, children take turns
There is only one probe – see below.

Story Grammar Elements

Who
Where

Preparation

Prior to the session SLPs select photos that were used in session one – making sure there is a combination of uni photos, photos from each child and clinician photos.

Clinicians: prepare your own PN for probing – see below under activity 2.

Prepare your own model for Session Goal 1 with accompanying photo – see below

Make sure you have all your materials ready.

Session Goal/s

1. Introduce the Story map and model a complete PN
2. XX will respond to the who and where questions
3. XX will be specific when referring to who was in the narrative – not for XX & XX
4. XX will be specific when referring to where it happened. – not for XX

Materials

- 20 Uni photos depicting different themes, 10 from each child's session one
- 10 photos from home - 5 from each child (not the probes)
- Game for Drill play
- Laminated Story Map
- Laminated prompt cards: Who, Where, Name, Looks like, age
- Counters
- Video camera or iPad for filming



Activities

1. Introduce yourselves. Thank the children for coming. Tell xx there will be time for talking and playing games. We will also use the video camera 😊
2. **Probe (one clinician provides the prompt – this prompt is videoed):** Open probe (no photo) only for group sessions:

Let's talk about the weekend!

<i>Who /what happened</i>	<i>On xx I went to xx with x and x.</i>
<i>Past tense events</i>	<i>we x and we x</i>
<i>Ending</i>	<i>xx</i>
<i>Feeling</i>	<i>We had so much fun or it was so tiring, exhausting</i>

So tell me did you do anything nice or interesting this week / this weekend? (wait for response). Can you tell me about it?

Video both children.



Session Goal 1:

Re-Introduce the graphic organiser – laminated A3 –
Remember we talked about this one last time?

Model a story with a **student clinician** photo (eg a weekend outing, holiday) – place counters on the story map or write keywords down – make sure this model contains all elements.

When	
What happened	
Who	
Past tense action	
past tense action	
Ending	
Feeling	

We need all this information to tell a complete story!

Today we will focus on **Who** and **Where** again. Point to the story map and take out the laminated cards.

Session Goal 2

Show child the two laminated cards (**Who** & **Where**).
Go through half of the (30) photos

For each photo, ask child to say **Who** and **Where** – repeat each answer with correct speech model.
If the answer is non-specific – provide a specific word.

Repetition, repetition 😊

(Note: student clinicians find it hard to remember doing this).

Session Goals 3 and 4

Introduce descriptor cards – **name**, **looks like**, **age**. *We can make it more interesting by adding information about the person.*

Go through the other half of the photos:

For each photo, ask child to say **Who** – repeat each answer with correct speech model.

If the answer is a single word – expand with adjective or adverb or relevant phrase, pointing to one of the three descriptor cards (grammatically correct).

E.g., child says: Jenny

Name: n/a

Looks like: Jenny is tall, Jenny has long hair

Age: Jenny is eight

Session Goals 2, 3, and 4

Game (Pop up Pirate): Photos face down. Watch the time – perhaps just use 10 photos.

Each turn the child provides **who** and **where** in a short phrase – e.g. Milly was at the beach; Tom was at the park; SLP models if there is NR, or uses recasts based on child's production. Expand the child's utterances as appropriate by pointing to the descriptor cards.

E.g. Child says: Mum is swimming

Clinician repeats: Mum is swimming (point to **Who**) – then say “mum is swimming in the water” (point to **where**). Say it one more time ‘mum is swimming in the water’

(Peer) Feedback

This may be too difficult for some children.

Let’s watch our videos! Determine if there was evidence of **who** and **where** in the PNs: 1) clinician model, 2) child one, 3) child two. Use the story map – put down counters. Provide feedback.



Week 2 – Session 1

Story Grammar Elements

When

What Happened

Preparation

Prior to the session SLP selects 20 photos depicting different themes. Make sure there is a variety of settings + initiating events (what happened).

Also include 5 photos from home (not the 5 you will use for post-intervention testing) and 5 photos that are the clinician's own photos. Speech probes!

Session Goal/s

1. Re-introduce the Story map and model a complete PN
2. XX will respond to the when and what happened questions
3. XX will produce When and What happened in response to photo prompts
4. XX will produce Who, Where, When and What happened in response to photo prompts with clinician prompting and modeling.

Materials

Note – select the photos prior to the session.

- 20 Uni photos depicting different themes (settings, events)
- 5 photos from home
- 5 clinician photos – bring your own!
- Model Photo: playing snakes and ladders.
- Game for Drill play
- Laminated Story Map
- Laminated prompt cards: Who, Where
- Laminated prompt cards: when, what happened
- Counters
- Speech probes and record sheet.



Activities

1. Thank the child for coming. Tell xx there will be time for talking and playing games.
2. **Probe:** Open prompt (when child arrives) – re weekend:

So tell me did you do anything nice or interesting this weekend? (wait for response). Can you tell me about it?

- *If the child responds with 'no' – respond Let's have a think. What have you been up to in the last few weeks? Anything nice?*
- *If the child responds with a word (e.g., swimming) – repeat the word and say – tell me about it!*

Give the child ample time to come up with a topic and to expand. Count to 5 (in your head).

3. **Probes:** From the 30 photos you have selected for this session, use some for probes (1 child's own and one Uni photo) - Prompt the child (note – you need to come up with a

short prompt):

- a. Uni photo: *Oh look, these children went to the xx. They xxx. Did anything like that ever happen to you? Can you tell me about it?*
As per the baseline probes – if the child says ‘no’ or is not interested, show them 1 or 2 more photos – max 3
- b. Own photo: *Can you tell me about this one?*
Again – up to 3 photos allowed.

Session Goal 1:

Re-Introduce the graphic organiser – laminated A3 - remember this one?

I am going to tell you a story – let’s put counters on the map!

Model a story with a photo (playing snakes and ladders) – place counters on the story map or write keywords down – make sure this model contains all elements.

- When: On Saturday
- What happened: played snakes and ladders
- Who: mum and Jake
- Past tense action: they played for an hour
- Past tense action: x – no counter
- Past tense action: x – no counter
- Ending: Mum won!
- Feelings: They enjoyed it.

We need all this information to tell a complete story!

Today we focus on **when** and **what happened**. (point to the story map and show the laminated cards)

Examples of when

On Saturday

After school

In the holidays

Yesterday

On Friday

In the weekend

Examples of **what happened**. Not to be confused by a past tense event. So **What happened** relates to the setting and what they were doing:

E.g., playing, swimming, visiting, driving, running.

Session Goal 2

Show child the two laminated cards (**when** & **what happened**). Tell them what the words are. Read the words

Go through the half of the **(30)** photos.

For each photo, ask child to say **when** and **what happened** – repeat each answer with correct speech model.

If the answer is non-specific – provide a specific word.

For the children with more advanced language skills – repeat their short phrases and add a word.

Remember: repetition, repetition. At least 4 recasts per minute!

Session Goal 3

Go through the other half of the photos. This time prompt them to say **when** and **what happened** by pointing to the descriptor cards.

For each photo - repeat each answer with correct speech model.

If the answer is non-specific – provide a specific word. If the answer is a single word but relates to **who** or **where** – repeat the child’s response, then point to the correct descriptor card.

E.g.

Child says girl.

Yes, it is a girl, point to **who**

The girl is swimming, point to **what happened**.

If the child responds with either **when** or **what happened**, then

– expand with either **when** or **what happened** and point to the cards.

E.g., child says: swimming

when: swimming on Saturday

Child says: night time

What happened: you had dinner at nighttime

Session Goal 4

Note – for XX and XX – focus on obtaining single word responses and point out **who** **where** **when** or **what happened** – then repeat and add one descriptor + point.

Game (any fun game): Photos face down. + laminated cards.

Each turn the child provides **who** and **where** and **when** and **what happened**. These may be listed but have to relate to the photos.

Put a counter on each laminated card so the child knows which one is missing.

E.g. Child says:

- me and mum – put a counter on **who**
- on holidays – **when**
- to Paris – **where**
- may need to prompt/provide an answer – sightseeing! **What happened**

Remember to repeat the child’s utterances 😊 so you can repeat all 4 after each photo

Yes, you and mum were on holidays in Paris and went sightseeing!

(Peer) Feedback –

In this session all feedback is from the student clinician

Clinician models correct pronunciation, expands single word utterances.

Week 2 – Session 2 (Group session)

This session follows the same format as session 1 – however, children take turns
There are no probes -

Story Grammar Elements

When

What happened

Preparation

Prior to the session SLPs selects photos that were used in session one this week – making sure there is a combination of uni photos, photos from each child and clinician photos.

Clinicians: **prepare your own PN for probing** – see below under activity 2.

Prepare your own model for Session Goal 1 with accompanying photo – see below

Make sure you have all your materials ready.

Session Goal/s

1. Re-introduce the Story map and model a complete PN
2. XX will respond to the when and what happened questions
3. XX will produce When and What happened in response to photo prompts
4. XX will produce Who, Where, When and What happened in response to photo prompts with clinician prompting and modeling.

Materials

- 20 Uni photos depicting different themes, 10 from each child’s session one
- 10 photos from home - 5 from each child (not the probes)
- 5 clinician photos
- Game for Drill play
- Laminated Story Map
- Laminated prompt cards: Who, Where
- Laminated prompt cards: when, what happened
- Counters
- Video camera or iPad for filming



Activities

1. Thank the children for coming. Tell xx there will be time for talking and playing games. We will also use the video camera 😊
2. **Probe (one clinician provides the prompt – this prompt is videoed):** Open probe (no photo) only for group sessions – make sure this probe is different to last week’s probe – don’t make it too long – a simple PN is fine 😊

Let’s talk about the weekend!

<i>Who /what happened</i>	<i>On xx I went to xx with x and x.</i>
<i>Past tense events</i>	<i>we x and we x</i>
<i>Ending</i>	<i>xx</i>
<i>Feeling</i>	<i>We had so much fun or it was so tiring, exhausting</i>

So tell me did you do anything nice or interesting this week / this weekend? (wait for response). Can you tell me about it?



Children take turns. Video both children.

Session Goal 1:

Take out the graphic organiser – laminated A3 –
Remember we talked about this one last time?

Model another story with a **student clinician** photo (eg a weekend outing, holiday) – place counters on the story map or write keywords down – make sure this model contains all elements – not the same as the first one above.

When	
What happened	
Who	
Past tense action	
past tense action	
Ending	
Feeling	

We need all this information to tell a complete story!

*Today we will focus on **when** and **what happened** again. Point to the story map and take out the laminated cards.*

Session Goal 2

Show children the two laminated cards (**when** & **what happened**).
 Go through half of the (40) photos

For each photo, ask child to say **when** and **what happened** – repeat each answer with correct speech model.

If the answer is non-specific – provide a specific word. If the child does not provide a word, provide the word, 2 or 3 times.

For example:

Point to **when** – on Saturday. Saturday. This happened on Saturday.

Point to **what happened** – rode his scooter. He rode his scooter. Scooter.

Repetition, repetition 😊

Session Goal 3

*Go through the other half of the photos. This time prompt them to say **when** and **what happened** by pointing to the descriptor cards. Same as session 1 – children can help each other.*

For each photo - repeat each answer with correct speech model.

If the answer is non-specific – provide a specific word. If the answer is a single word but relates

to **who** or **where** – repeat the child’s response, then point to the correct descriptor card.

E.g.

Child says boy.

Yes, it is a boy, point to **who**

The boy is riding his bike, point to **what happened**.

If the child responds with either **when** or **what happened**, then

– expand with either **when** or **what happened** and point to the cards.

E.g., child says: bike – repeat – riding his bike. Yes, riding his bike.

When was this? After school. He rode his bike after school.

Child says: holiday

What happened: a picnic in the holidays.

Session Goal 4

Game (any game that is fun!): Photos face down. Watch the time – perhaps just use 10 photos.

Note – for children who only use short sentences – focus on obtaining single word responses and point out **who** **where** **when** or **what happened** – then repeat and add one descriptor + point.

Each turn the child provides **who** and **where** and **when** and **what happened**. These may be listed but have to relate to the photos.

Put a counter on each laminated card so the child knows which one is missing.

E.g. Child says:

- me and mum – put a counter on **who**
- on holidays – **when**
- to Paris – **where**
- may need to prompt/provide an answer – sightseeing! **What happened**

Remember to repeat the child’s utterances 😊 so you can repeat all 4 after each photo

Yes, you and mum were on holidays in Paris and went sightseeing!

(Peer) Feedback

This may be too difficult for some children as it is quite a meta-cognitive task.

Let’s watch our videos! Determine if there was evidence of **who** **where** **when** and/or **what happened** in the PNs: 1) clinician model, 2) child one, 3) child two. Use the story map – put down counters. Provide feedback.

Week 3 – Session 1

Story Grammar Elements

Actions	
First	Then

Preparation

Prior to the session SLP selects 20 photos depicting different themes. Make sure there is a variety of settings + initiating events (what happened) + actions.

Also include 5 photos from home (not the 5 you will use for post-intervention testing) and 5 photos that are the clinician's own photos. Don't forget the Speech probes!

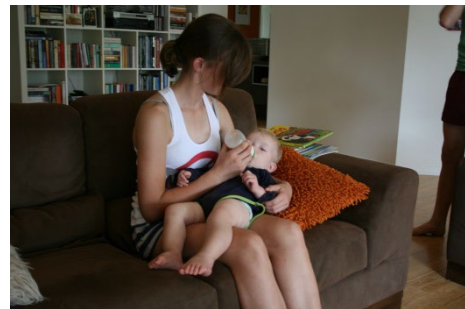
Session Goal/s

1. Re-introduce the Story map and model a complete PN
2. XX will respond to the 'actions questions'
3. XX will produce one or two actions in response to photo prompts (and laminated prompt cards)
4. XX will produce Who, Where, When, (What happened) and Action/s (with First and Then if appropriate) in response to photo prompts **with clinician prompting and modeling.**

Materials

Note – select the photos prior to the session.

- 20 Uni photos depicting different themes (settings, events)
- 5 photos from child's home (or more for children who show a clear preference for those photos)
- 5 clinician photos
- Model Photo: feeding the baby.
- Game for Drill play
- Laminated Story Map
- Laminated prompt cards: Actions, First, Then
- Laminated prompt cards: when, who, where
- Counters
- Speech probes and record sheet.



Activities

1. Thank the child for coming. Tell xx there will be time for talking and playing games.
2. **Probe:** Open prompt (when child arrives) – re weekend:

So tell me did you do anything nice or interesting this weekend? (wait for response). Can you tell me about it?

- *If the child responds with 'no' – respond Let's have a think. What have you been up to in the last few weeks? Anything nice?*
- *If the child responds with a word (e.g., swimming) – repeat the word and say – tell me about it!*

Give the child ample time to come up with a topic and to expand. Count to 5 (in your head).

3. **Probes:** From the 30 photos you have selected for this session, use some for session probes

(1 child's own and one Uni photo – These are NOT the original probes we used during the assessment sessions) - Prompt the child (note – you need to come up with a short prompt):

- a. Uni photo: *Oh look, these children went to the xx. They xxx. Did anything like that ever happen to you? Can you tell me about it?*
As per the baseline probes – if the child says 'no' or is not interested, show them 1 or 2 more photos – max 3
- b. Own photo: *Can you tell me about this one?*
Again – up to 3 photos allowed. Goal is to get one narrative

Session Goal 1:

Re-Introduce the graphic organiser – laminated A3 - remember this one? + laminated cards

I am going to tell you a story – let's put counters on the map!

Model a story with a photo (feeding the baby) – place counters on the story map or write keywords down – make sure this model contains all elements.

- When: On the weekend
- What happened: The baby (Alex) cried. He was hungry
- Who: The girl (Jazz)
- Past tense action: Jazz warmed up the milk
- Past tense action: Then she fed the baby
- Past tense action: x – no counter
- Ending: Alex finished the whole bottle !
- Feelings: Jazz loved feeding the baby.

We need all this information to tell a complete story!

*Today we focus on what 'you did' – point to **action** on the story map. We call them actions!*

Examples of **Actions**

We bought chips
We saw the monkeys
We saw the elephants
We ate our dinner.

For children who use short utterances – just focus on these actions. For the other children, we will introduce the concept **First** and **Then**

Session Goal 2

Show child the laminated card with **Actions** - put the two laminated cards (**First** & **then**) underneath (or match them to the story map). Tell them what the words are. Read the words
Go through the half of the **(30)** photos.

For each photo, ask child "what did you do?" repeat each answer with correct speech model.
If the answer is non-specific – provide a specific word.

For the children with more advanced language skills – repeat their short phrase and add **First** – then prompt with **Then**.

For example:

Zoo photo:

Child: saw the monkeys

Clinician – First you saw the monkeys. Then what did you do?

Child: elephants

Clinician: then you saw the elephants. First you saw the monkeys; then you saw the elephants. Point to the cards.

Note: some children will find this hard as it moves to actions that are not depicted in the photos. Try lots of prompting and scaffolding. Come up with examples etc.

For example:

Pool photo:

Clinician: what did you do?

Child: splash.

Clinician: you splashed in the pool.

Clinician: first you splashed in the pool. Then what did you do?

Child: No response or splash.

Clinician: First you splashed. Then you got out! Point to the labels etc.

Remember: repetition, repetition. At least 4 recasts per minute!

Session Goal 3

*Go through the other half of the photos. This time prompt them to come up with a couple of past tense **actions** - **First** and **Then** by pointing to the descriptor cards (for children who can manage this).*

For each photo - repeat each answer with correct speech model.

If the answer is non-specific – provide a specific word. If the answer is a single word but relates to **action** – repeat the child’s response, then point to the correct descriptor card.

E.g.

Child: feed chicken.

Clinician: Yes, he is feeding the chicken, point to **action** and **first**

Clinician: First he is feeding the chicken. Point to **Then**. ?

Child: no response

Clinician: Then he gave them water. Or then he closed the cage. Then he went inside.

Session Goal 4

Note – for children who use very short utterances: focus on obtaining single word responses and point out **Action** **who** **where** and/or **when** then repeat and add one descriptor + point.

Game (any fun game): Photos face down. + laminated cards.

Each turn the child provides **who** and **where** and **when** **what happened** and at least one **Action**. These may be listed but have to relate to the photos.

Put a counter on each laminated card so the child knows which one is missing.

E.g. Child says:

- me and mum – put a counter on **who**
- on holidays – **when**
- to Paris – **where**

- sightseeing! What happened
- saw the Eiffel Tower Action First
- had an icecream Then

Remember to repeat the child's utterances 😊 so you can repeat all elements after each photo
Yes, you and mum were on holidays in Paris and went sightseeing! First you saw the Eiffel tower, then you had an icecream!

(Peer) Feedback –

In this session all feedback is from the student clinician

Clinician models correct pronunciation, expands single word utterances.

Week 3 – Session 2 (Group session)

This session follows the same format as session 1 – however, children take turns
There is only one probe (with the iPad) -

Story Grammar Elements

Actions	
First	Then

Preparation

Prior to the session SLPs select photos that were used in session one this week – making sure there is a combination of uni photos, photos from each child and clinician photos.

Clinicians: **prepare your own PN for probing** – see below under activity 2.

Prepare your own model for Session Goal 1 with accompanying photo – see below

Make sure you have all your materials ready.

Session Goal/s

1. Re-introduce the Story map and model a complete PN
2. XX will respond to the 'actions questions'
3. XX will produce one or two actions in response to photo prompts (and laminated prompt cards)
4. XX will produce Who, Where, When, (What happened) and Action/s (with First and Then if appropriate) in response to photo prompts **with clinician prompting and modeling**.

Materials

- 20 Uni photos depicting different themes, 10 from each child's session one
- 10 photos from home - 5 from each child (not the probes) – or more for XX and XX
- 5 clinician photos – 5 from each clinician
- Game for Drill play
- Laminated Story Map
- Laminated prompt cards: Who, Where, when, what happened
- Laminated prompt cards: Actions, First, Next
- Counters
- Video camera or iPad for filming



Activities

1. Thank the children for coming. Tell xx there will be time for talking and playing games. We will also use the video camera 😊
2. **Probe (one clinician provides the prompt – this prompt is videoed):** Open probe (no photo) only for group sessions – make sure this probe is different to last week's probe – don't make it too long – a simple PN is fine 😊

Let's talk about the weekend!

Who /what happened	On xx I went to xx with x and x.
Past tense events	we x and we x
Ending	xx
Feeling	We had so much fun or it was so tiring, exhausting

So tell me did you do anything nice or interesting this week / this weekend? (wait for response). Can

you tell me about it?



Children take turns. Video both children.

Session Goal 1:

Take out the graphic organiser – laminated A3 –
Remember we talked about this one last time?

Model another story with a **student clinician** photo (eg a weekend outing, holiday) – place counters on the story map or write keywords down – make sure this model contains all elements – not the same as the first one above.

When	
What happened	
Who	
Past tense action	
past tense action	
Ending	
Feeling	

We need all this information to tell a complete story!

Today we will focus on **Actions** again. Point to the story map and take out the laminated cards, including the **First** and **Then** cards.

Session Goal 2

Show children the one or three laminated cards (**Actions**, **First & Then**)
Go through half of the (40) photos. XX and XX just focus on **Actions** – don't worry about First and Then.

For each photo, ask child to say “what did you do?” – repeat each answer with correct speech model.
If the answer is non-specific – provide a specific word. If the child does not provide a word, provide the word, 2 or 3 times.

For example:
Point to **Actions** – pancakes. You made pancakes. You baked pancakes. Point to **First** – First you baked the pancakes. You baked the pancakes.
Point to **Then** - Then you ate them. You ate the pancakes. Then you ate the pancakes.

Repetition, repetition 😊

Session Goal 3

Go through the other half of the photos. This time prompt them to say **Actions** (and **First**, **Next**,) pointing to the descriptor cards. Same as session 1 – children can help each other.

For each photo - repeat each answer with correct speech model.

If needed expand the answer with an action or a noun - e.g.

Child: scooter

Clinician: rode the scooter

Child: splash

Clinician: splashed in the water.

Session Goal 4

Game (any game that is fun!): Photos face down. Watch the time – perhaps just use 10 photos.

Note – for XX and XX – focus on obtaining single word responses and point out **who** **where** **when** or **what happened** – or **action**

Each turn the child provides **who** and **where** and **when** and **what happened** and at least one **Action**. These may be listed but have to relate to the photos.

Put a counter on each laminated card so the child knows which one is missing.

E.g. Child says:

- me – put a counter on **who**
- on Saturday – **when**
- at the soccer club – **where**
- played a soccer game! **What happened**
- won an award **Action**
- then I went home **Action**

Remember to repeat the child's utterances 😊 so you can repeat all elements after each photo

You went to the soccer club on Saturday and played a soccer game. You won an award and then went home.

(Peer) Feedback

This may be too difficult for some children.

Let's watch our videos! Determine if there was evidence of **who** **where** **when** and/or **what happened** and **Actions** in the PNs: 1) clinician model, 2) child one, 3) child two. Use the story map – or the laminated cards, put down counters. Provide feedback.

Week 4 – Session 1

Story Grammar Elements

End / Ending

Endings refer to the end of a sequence of events OR a resolution to a problem.

For example:

bee sting – vinegar

Fall off the bike – plaster

Hungry – bottle of milk

School outing – go home

Ride a scooter – go inside

Sick – get better.

Many of the children we work with may tell us a ‘story’ but not how it ended, which leaves you ‘hanging’ – so it is important to have an ending (not ‘that’s the end’).

Preparation

Prior to the session SLP selects 10 - 20 photos depicting different themes. Make sure there is a variety of settings that may have clear endings (so that we can discuss lots of different **endings** 😊). Make sure you have a list of possible endings ready – see comment later about possible endings and how to scaffold the child’s responses.

Also include 5 photos from home (not the 5 you will use for post-intervention testing) and 5 photos that are the clinician’s own photos. Don’t forget the Speech probes! (but note that we have decided to stop the speech probes with XX , TAM, and Caleb)

Session Goal/s

1. Re-introduce the Story map and model a complete PN
2. XX will respond to the “what happened at the end?”
3. XX will produce an ending in response to photo prompts (and laminated prompt cards)
4. XX will produce Who, Where, When, (What happened), Action/s (with First and Then if appropriate), and Ending in response to photo prompts **with clinician prompting, scaffolding, and modeling**. (note – the focus is on Ending, so depending on the child’s level of understanding/ability, you may not be able to include all elements).

Materials

Note – select the photos prior to the session.

- 10 - 20 Uni photos depicting different themes (settings, events)
- 5 photos from child’s home (or more for children who show a clear preference for those photos)
- 5 clinician photos
- Model Photo: making pancakes.
- Game for Drill play
- Laminated Story Map
- Laminated prompt cards: End
- Laminated prompt cards: when, who, where, actions
- Counters
- (Speech probes and record sheet).



Activities

1. Thank the child for coming. Tell xx there will be time for talking and playing games.
2. **Probe:** Open prompt (when child arrives) – re weekend:

So tell me did you do anything nice or interesting this weekend / the last few days? (wait for response). Can you tell me about it?

- *If the child responds with 'no' – respond Let's have a think. What have you been up to in the last few days? Anything nice?*
- *If the child responds with a word (e.g., swimming) – repeat the word and say – tell me about it!*

Give the child ample time to come up with a topic and to expand. Count to 5 (in your head).

3. **Probes:** From the 30 photos you have selected for this session, use some for session probes (1 child's own and one Uni photo – These are NOT the original probes we used during the assessment sessions) - Prompt the child (note – you need to come up with a short prompt):
 - a. Uni photo: *Oh look, these children went to the xx. They xxx. Did anything like that ever happen to you? Can you tell me about it?*
As per the baseline probes – if the child says 'no' or is not interested, show them 1 or 2 more photos – max 3 – goal is to get one Uni narrative
 - b. Child photo: *Can you tell me about this one?*
Again – up to 3 photos allowed. Goal is to get one narrative

Session Goal 1:

Re-Introduce the graphic organiser – laminated A3 - remember this one? + laminated cards

I am going to tell you a story – let's put counters on the map!

Model a story with a photo (making pancakes) – place counters on the story map or write keywords down – make sure this model contains all elements.

- When: On Sunday
- What happened: Tim made pancakes for breakfast
- Who: Tim
- Past tense action: First, Tim made the pancake batter
- Past tense action: Then he baked the pancakes
- Past tense action: then he ate 10 pancakes.
- Ending: he ate all of them!
- Feelings: Tim loved making pancakes / Tim felt very full / Tim had a sore tummy.

We need all this information to tell a complete story!

Today we focus on what 'happened at the end'? – point to ending on the story map. We call that the

End

Examples of Endings

We went home

We cleaned up the kitchen

We went to bed

I won the game.

Mum put a plaster on

Week 4

The cast came off
It stopped bleeding

For children who use very short sentences – just focus on an ending. For the other children, we can add information – see below.

Session Goal 2

Show child the laminated card with **End** - put the laminated card on the story map. Read the word
Go through some of the **(30)** photos, until you feel the child understands the idea.

For each photo, ask child “what happened at the end?” repeat each answer with correct speech model.

If the answer is non-specific – provide a specific word.

For the children with more advanced language skills – repeat their short phrase and add information OR add other elements as appropriate (making sure you point to the laminated cards)

For example:

Zoo photo: what happened at the end (of the day)?

Child: home

Clinician – yes, you all went home

Child: went home

Clinician: you went home on the bus. (adding information to the element)

OR

Clinician: yes, you and your friends went home. (added **who**)

Clinician: yes you went to the zoo and went home at the end of the day. (added **what happened**)

Note: some children will find this hard as it again includes actions that are not depicted in the photos. Try lots of prompting and scaffolding. Come up with examples etc.

For example:

Pool photo:

Clinician: what happened at the end?

Child: splash.

Clinician: you splashed in the pool.

Clinician: you splashed in the pool (point to **action**) and then you had to get out (point to **end**).

Remember: repetition, repetition. At least 4 recasts per minute!

Session Goal 3

Go through the other half of the photos. This time prompt them to come up with **the endings by pointing to the laminated card** - recast each answer with the correct speech model.

If the answer is non-specific – provide a specific word. If the answer is a single word but relates to action– repeat the child’s response, then point to the correct descriptor card.

E.g.,

Child: feed chicken.

Clinician: Yes, he is feeding the chicken, point to action

Clinician: He is feeding the chicken. Point to End. ?

Child: no response

Clinician: Then he went inside. Point to end

Session Goal 4

Note – for children who use very short sentences – focus on obtaining single word responses – even if they don’t relate to endings – simply recast their response and point to the laminated setting card

Game (any fun game): Photos face down. + laminated cards.

Each turn the child provides who and where (and when) what happened, one Action, and an ending. Put a counter on each laminated card so the child knows which one is missing.

E.g. Child says:

- me and mum – put a counter on who
- to Paris – where
- sightseeing! What happened
- saw the Eiffel Tower Action First
- then we went back to the hotel

Remember to repeat the child’s utterances 😊 so you can repeat most if not all elements after each photo

Yes, you and mum were on holidays in Paris and went sightseeing! First you saw the Eiffel tower, then you had an icecream, then you went back to the hotel!

(Peer) Feedback – In this session all feedback is from the student clinician

Clinician models correct pronunciation, expands single word utterances.

Week 4 – Session 2 (Group session)

This session follows the same format as session 1 – however, children take turns
There is only one probe (with the iPad) -

Story Grammar Elements

Ending End

Preparation

Prior to the session SLPs selects photos that were used in session one this week – making sure there is a combination of uni photos, photos from each child and clinician photos.

Clinicians: **prepare your own PN for probing** – see below under activity 2.

Prepare your own model for Session Goal 1 with accompanying photo – see below

Make sure you have all your materials ready.

Session Goal/s

1. Re-introduce the Story map and model a complete PN
2. XX will respond to the “what happened at the end?”
3. XX will produce an ending in response to photo prompts (and laminated prompt cards)
4. XX will produce Who, Where, When, (What happened), Action/s (with First and Then if appropriate), and Ending in response to photo prompts **with clinician prompting, scaffolding, and modeling**. (note – the focus is on Ending, so depending on the child’s level of understanding/ability, you may not be able to include all elements).

Materials

- 20 Uni photos depicting different themes, 10 from each child’s session one
- 10 photos from home - 5 from each child (not the probes) – or more for XX and XX
- 5 clinician photos – 5 from each clinician
- Game for Drill play
- Laminated Story Map
- Laminated prompt cards: Who, Where, when, what happened,
- Laminated prompt cards: End
- Counters
- Video camera or iPad for filming



Activities

1. Thank the children for coming. Tell xx there will be time for talking and playing games. We will also use the video camera ☺
2. **Probe (clinician provides the prompt – this prompt is videoed):** Open probe (no photo) only for group sessions – make sure this probe is different to last week’s probe – don’t make it too long – a simple PN is fine ☺

Let's talk about the weekend!

Who /what happened	On xx I went to xx with x and x.
Past tense events	we x and we x
Ending	xx
Feeling	We had so much fun or it was so tiring, exhausting

So tell me did you do anything nice or interesting this week / this weekend? (wait for response). Can you tell me about it?



Children take turns. Video both children.

Session Goal 1:

Take out the graphic organiser – laminated A3 –
Remember we talked about this one last time?

Model another story with a **student clinician** photo (eg a weekend outing, holiday) – place counters on the story map **or write keywords down** – make sure this model contains all elements – and do not use the same story as the first one above.

When	
What happened	
Who	
Past tense action	
past tense action	
Ending	
Feeling	

We need all this information to tell a complete story!

Today we will focus on the End again. Point to the story map and take out the laminated cards, including the End card

Session Goal 2

Show children the laminated card (End)
Go through half of the (40) photos or as many as needed / time allows.

For each photo, ask child to say “what happened at the end?”– repeat each answer with correct speech model.

If the answer is non-specific – provide a specific word. If the child does not provide a word, provide the word, 2 or 3 times.

For example:

Point to End – pancakes. You made pancakes. You ate them all up!

Repetition, repetition 😊

Session Goal 3

Go through the other half of the photos. This time prompt them to say what happened at the end, pointing to the descriptor cards. Same as session 1 – children can help each other. It may be easier to add a few elements – this is fine – just point to the element the child included (or you used as a model) and make sure it includes an ending.

For each photo - repeat each answer with correct speech model.

If needed expand the answer with an action or a noun - e.g.

Child: bleeding

Clinician: your knee was bleeding (point to **action**)

Clinician: you needed a plaster (point to **end**)

Child: broken arm

Clinician: you broke your arm (**what happened**).

Clinician: you needed a cast (**end**)

Session Goal 4

Game (any game that is fun!): Photos face down. Watch the time – perhaps just use 10 photos.

Note – for XX and XX – focus on obtaining single word responses and point out **who** **where** **when** or **what happened** – or **action** or **end**

Each turn the child provides **who** and **where** and **when** and **what happened**, an **action** and an **ending**. These have to relate to the photos.

Put a counter on each laminated card so the child knows which one is missing.

E.g. Child says:

- me – put a counter on **who**
- on Saturday – **when**
- at the soccer club – **where**
- played a soccer game! **What happened**
- won an award **Action**
- then I went home **End**

Remember to repeat the child's utterances 😊 so you can repeat all elements after each photo

You went to the soccer club on Saturday and played a soccer game. You won an award and then went home.

Model (Peer) Feedback

This may be too difficult for some children. Regardless, lots of modeling and scaffolding.

Let's watch our videos! Determine if there was evidence of **who** **where** **when** and/or **what happened** and **Actions** in the PNs: 1) clinician model, 2) child one, 3) child two. Use the story map – or the laminated cards, put down counters. Provide feedback.

Week 5 – Session 1

Story Grammar Elements

Feelings

Feelings refer to how meaningful the event was or how it made you feel.

For example:

Bee sting- hurt, sore, cry

Triathlon / Race – tired, excited

Rockclimbing / girl in water – scared, worried

School trip – excited

Arms in plaster – sore

Having a drink – thirsty

Eating pancakes – hungry

Waiting for the mail – excited, disappointed

Scary ride – terrified

Other feelings if appropriate: sorry, disappointed, anxious, terrified, happy, sad, the best time, it was so much fun.

Many of the children we work with may tell us a ‘story’ but may not include how it made them feel or what it meant to them.

Preparation

Prior to the session SLP selects 10 - 20 photos depicting different themes. Make sure there is a variety of settings that may be associated with a range of different feelings (so that we can discuss lots of different **feelings** 😊). Make sure you have a list of possible feelings ready – see comment above about possible feelings and see comments later about how to scaffold the child’s responses.

Also include 5 photos from home (not the 5 you will use for post-intervention testing) and 5 photos that are the clinician’s own photos. Don’t forget the Speech probes! (but note that we have decided to stop the speech probes with XX , TAM, and Caleb)

Session Goal/s

1. Re-introduce the Story map and model a complete PN
2. XX will respond to the “How did it make you feel?”
3. XX will produce a feeling in response to photo prompts (and laminated prompt cards)
4. XX will produce Who, (Where), (When), What happened, Action, Ending, and a Feeling in response to photo prompts **with clinician prompting, scaffolding, and modeling**. (note – the focus is on Feelings, so depending on the child’s level of understanding/ability, you may not be able to include all elements).

Materials

Note – select the photos prior to the session.

- 10 - 20 Uni photos depicting different themes (settings, events)
- 5 photos from child’s home (or more for children who show a clear preference for those photos)

- 5 clinician photos
- Model Photo: running race
- Game for Drill play
- Laminated Story Map
- Laminated prompt card: feelings
- Laminated prompt cards: when, who, where, actions, End
- Counters
- (Speech probes and record sheet).



NOTE: you may wish to take photos of the child / clinician doing activities during the session (e.g. playing the game). We can use these in the group session and in subsequent sessions.

Activities

1. Thank the child for coming. Tell xx there will be time for talking and playing games.
2. **Probe:** Open prompt (when child arrives) – re weekend:

So tell me did you do anything nice or interesting this weekend / the last few days? (wait for response). Can you tell me about it?

- *If the child responds with 'no' – respond Let's have a think. What have you been up to in the last few days? Anything nice?*
- *If the child responds with a word (e.g., swimming) – repeat the word and say – tell me about it!*

Give the child ample time to come up with a topic and to expand. Count to 5 (in your head).

3. **Probes:** From the 30 photos you have selected for this session, use some for session probes (1 child's own and one Uni photo – These are NOT the original probes we used during the assessment sessions) - Prompt the child (note – you need to come up with a short prompt):
 - a. Uni photo: *Oh look, these children went to the xx. They xxx. Did anything like that ever happen to you? Can you tell me about it?*
As per the baseline probes – if the child says 'no' or is not interested, show them 1 or 2 more photos – max 3 – goal is to get one Uni narrative
 - b. Child photo: *Can you tell me about this one?*
Again – up to 3 photos allowed. Goal is to get one narrative

Session Goal 1:

Re-Introduce the graphic organiser – laminated A3 - remember this one? + laminated cards

I am going to tell you a story – let's put counters on the map!

Model a story with a photo (running race) – place counters on the story map or write keywords down – make sure this model contains all elements.

- When: On Friday
- What happened: we did a running race
- Who: all the school kids
- Past tense action: First, we had to line up
- Past tense action: Then we ran for half an hour!
- Ending: Tim won the race!
- Feelings: we were so tired.

We need all this information to tell a complete story!

Today we focus on 'how did we feel? – point to feelings on the story map. We call that **feelings**

Examples of **Feelings**

See above, make sure you use a variety of feelings, not just fun and sad and happy

For some children – just focus on feelings if needed (you can add who, what happened or actions if they can cope with it). For the other children, we can add information – see below.

Session Goal 2

Show child the laminated card with **feelings** - put the laminated card on the story map. Read the word

Go through some of the **(30)** photos, until you feel the child understands the idea.

For each photo, ask child “how did that make you / him / her feel?” repeat each answer with correct speech model.

If the answer is non-specific – provide a specific word.

For the children with more advanced language skills – repeat their short phrase and add information OR add other elements as appropriate (making sure you point to the laminated cards)

For example:

Rock climbing: How did that make him feel (do you think)?

Child: scared

Clinician – yes, he is scared

Child: scared

Clinician: he is scared of falling down (adding information to the element)

OR

Clinician: yes, the man is scared (added **who**)

Clinician: yes he went rock climbing and was scared (added **what happened**)

Clinician: yes, he went rock climbing, he climbed to the top. It was scary (added an **action**)

Note: some children will find this hard as it may not be about their own photos, or they may simply use the same feeling word for everything 😊. Try lots of prompting and scaffolding. Come up with examples, for example – what else makes you scared? Dark, monsters, scary rides etc.

For example:

Mail box photo:

Clinician: How did that make the little girl feel?

Child: mail.

Clinician: she waited for the mail. It was exciting.

Clinician: she waited for the mail (point to **what happened**) it was exciting (point to **feelings**).

Remember: repetition, repetition. At least 4 recasts per minute!

Session Goal 3

Go through the other half of the photos. This time prompt them to come up with **different feelings by pointing to the laminated card** - recast each answer with the correct speech model.

If the answer is non-specific – provide a specific word. If the answer is a single word but relates to a different element – repeat the child’s response, then point to the correct descriptor card.

E.g.,

Child: sliding down (big slides photo).

Clinician: Yes, they are sliding down the slide, point to what happened

Clinician: They are sliding down the slide. Point to Feelings. ?

Child: no response

Clinician: It was fun! Point to feelings

Session Goal 4

Note – focus on obtaining single word responses for children who use very short utterances – even if they don’t relate to feelings – simply recast their response and point to the corresponding laminated story element card

Game (any fun game): Photos face down. + laminated cards.

Each turn the child provides who, what happened, one action, an ending and a feeling. Put a counter on each laminated card so the child knows which one is missing. Note – we have left out some elements to make it doable. If the child can cope you can do all of them, but remember we have two more weeks to practice the full narratives.

E.g. Child says:

- Harry – put a counter on who
- Made breakfast! What happened
- Baked pancakes. Action First
- We ate them all. Ending
- They were yummy. Feelings.

Remember to repeat the child’s utterances 😊 so you can repeat most if not all elements after each photo

Yes, Harry made breakfast. He baked pancakes and we ate them all. They were so yummy.

(Peer) Feedback – In this session all feedback is from the student clinician

Clinician models correct pronunciation, expands single word utterances.

Week 5 – Session 2 (Group session)

This session follows the same format as session 1 – however, children take turns
There is only one probe (with the iPad) -

Story Grammar Elements

Feeling/s

Preparation

Prior to the session SLPs select photos that were used in session 1 this week – making sure there is a combination of uni photos, photos from each child and clinician photos. Try and find photos the children have not seen before.

Clinicians: **prepare your own PN for probing** – see below under activity 2.

Prepare your own model for Session Goal 1 with accompanying photo – see below

Make sure you have all your materials ready.

NOTE: you may wish to take photos of the children / clinicians doing activities during the session (eg playing the game). We can use these in the group session and in subsequent sessions.

Session Goal/s

1. Re-introduce the Story map and model a complete PN
2. XX will respond to “how did that make him/her/ you feel?”
3. XX will produce a feeling in response to photo prompts (and laminated prompt card)
4. XX will produce Who, (Where), (When), What happened, Action, Ending, and Feeling in response to photo prompts **with clinician prompting, scaffolding, and modeling**. (note – the focus is on Feeling/s, so depending on the child’s level of understanding/ability, you may not be able to include all elements).

Materials

- 20 Uni photos depicting different themes, 10 from each child’s session one
- 10 photos from home - 5 from each child (not the probes) – or more for XX and XX
- 5 clinician photos – 5 from each clinician
- Game for Drill play
- Laminated Story Map
- Laminated prompt cards: Who, Where, when, what happened, Ending
- Laminated prompt cards: Feelings
- Counters
- Video camera or iPad for filming



Activities

1. Thank the children for coming. Tell xx there will be time for talking and playing games. We will also use the video camera ☺
2. **Probe (one clinician provides the prompt – this prompt is videoed):** Open probe (no photo) only for group sessions – make sure this probe is **different** to last week’s probe – don’t make it too long – a simple PN is fine ☺

Let's talk about the weekend!

Who /what happened	On xx I went to xx with x and x.
Past tense event/s	we x and we x
Ending	xx
Feeling	We had so much fun or it was so tiring, exhausting

So tell me did you do anything nice or interesting this week / this weekend? (wait for response). Can you tell me about it?



Children take turns. Video both children.

Session Goal 1:

Take out the graphic organiser – laminated A3 – make sure you use this one so the children can see it all fits together (rather than a collection of loose cards). You can hang this on the wall if you like and use blue tack to stick the cards on to the map – then take them off when you go through the photos.

Remember we talked about this one last time?

Model another story with a **student clinician** photo (eg a weekend outing, holiday) – place counters on the story map **or write keywords down** – make sure this model contains all elements – and do not use the same story as the first one above.

When	
What happened	
Who	
Past tense action	
past tense action	
Ending	
Feeling	

We need all this information to tell a complete story!

Today we will focus on Feelings again. Point to the story map and take out the laminated cards, including the Feelings card

Session Goal 2

Show children the laminated card (Feelings)

Go through half of the (40) photos or as many as needed / time allows.

For each photo, ask child to say “how did that make you/him/her feel?”– repeat each answer with correct speech model.

If the answer is non-specific – provide a specific word. If the child does not provide a word, provide the word, 2 or 3 times.

For example:

Point to **Feelings** – pancakes. You made pancakes. They were yummy.

Repetition, repetition 😊

Session Goal 3

Go through the other half of the photos. This time prompt the children to come up with 'feelings', pointing to the descriptor cards. Same as session 1 – children can help each other. It may be easier to add a few elements – this is fine – just point to the element the child included (or you used as a model) and make sure it includes a feeling.

For each photo - repeat each answer with correct speech model.

If needed expand the answer with an action or a noun - e.g.

Child: bleeding

Clinician: your knee was bleeding (point to **action**)

Clinician: you needed a plaster (point to **end**)

Clinician: it really really hurt (point to **feelings**)

Child: broken arm

Clinician: you broke your arm (**what happened**).

Clinician: you fell off the slide (point to **action**)

Clinician: it was scary (point to **feelings**)

Session Goal 4

Game (any game that is fun! Or an activity that is fun, such as playdough, drawing on the whiteboard, playing a hopping game): Photos face down. Watch the time – perhaps just use 10 photos. **Again – remember to take some photos. We can use them in weeks 6 and 7 to discuss what happened during the sessions. So make sure you have some fun 😊**

Note – for XX and XX – focus on obtaining single word responses and point out **who** (**where** **when**) **what happened** – or **action** or **end** or **feelings**

Each turn the child provides **who** and (**where** and **when**) and **what happened**, an **action** and an **ending** and a **feeling**. These have to relate to the photos.

Put a counter on each laminated card so the child knows which one is missing.

E.g. Child says:

- I – put a counter on **who**
- played a soccer game! **What happened**
- I won an award **Action**
- Mum was so proud **Feeling**
- then we went home **End**

Remember to repeat the child's utterances 😊 so you can repeat all elements after each photo

You played soccer and won an award. Your mum was so proud. Then you all went home.

Model (Peer) Feedback

This may be too difficult for XX and XX ? Regardless, lots of modeling and scaffolding.

Let's watch our videos! Determine if there was evidence of and/or and in the PNs: 1) clinician model, 2) child one, 3) child two. Use the story map – or the laminated cards, put down counters. Provide feedback.

Week 6 – Session 1

Story Grammar Elements

All elements 😊 Please refer to the previous weeks' plans for specific examples of feelings, endings, etc etc.

Preparation

Prior to the session SLP selects 10 - 20 photos. Make sure there is a variety of events that may be associated with a range of different settings, activities, endings etc etc.

Also include at least 5 photos from home (not the 5 you will use for post-intervention testing) and 5 photos that are the clinician's own photos. You may want to include some photos of last week's session – make sure it is just one photo per event / activity, not a whole sequence as we want the children to be able to tell us a complete personal narrative in response to just one photo.

Think of an activity (construction) the child will enjoy, for example playdough, craft activity (e.g., pipe cleaners), creating paper planes, Lego – make a car etc. This will be a reward type activity at the end of the session – you will take photos of this activity to discuss / talk about during the group session later this week.

Session Goal/s

There are only 2 goals this session:

1. Re-introduce the Story map and model a complete PN
2. XX will produce Who, (Where), (When), What happened, Action, Ending, and a Feeling in response to photo prompts with clinician prompting, scaffolding, and modeling. (note – there is no particular focus, but make sure you prompt the child to include as many as possible – put the element cards on the Story Map to show how many child included and prompt for the remaining ones.

Materials

Note – select the photos prior to the session.

- 10 - 20 Uni photos depicting different themes (settings, events)
- 5 photos from child's home (or more for children who show a clear preference for those photos)
- 5 clinician photos
- Model Photo: craft activity in the garage
- Craft activity
- Laminated Story Map
- Laminated prompt cards: feelings when, who, where actions
End
- Counters
- (Speech probes and record sheet).

Activities

1. Thank the child for coming. Tell xx there will be time for talking and there will be a special activity at the end 😊
2. **Probe:** Open prompt (when child arrives) – re weekend:



So tell me did you do anything nice or interesting this weekend / the last few days? (wait for response). Can you tell me about it?

- *If the child responds with 'no' – respond Let's have a think. What have you been up to in the last few days? Anything nice?*
- *If the child responds with a word (e.g., swimming) – repeat the word and say – tell me about it!*

Give the child ample time to come up with a topic and to expand. Count to 5 (in your head).

3. **Probes:** From the photos you have selected for this session, use some for session probes (1 child's own and one Uni photo – These are NOT the original probes we used during the assessment sessions) - Prompt the child (note – you need to come up with a short prompt):
 - a. Uni photo: *Oh look, these children went to the xx. They xxx. Did anything like that ever happen to you? Can you tell me about it?*
As per the baseline probes – if the child says 'no' or is not interested, show them 1 or 2 more photos – max 3 – goal is to get one Uni narrative
 - b. Child photo: *Can you tell me about this one?*
Again – up to 3 photos allowed. Goal is to get one narrative

Session Goal 1:

This week it is very important that you use the Story Map – and map the cards onto the map during the activities – we need the children to realise that all the elements belong together.

Re-Introduce the graphic organiser – laminated A3 - remember this one? + laminated cards

I am going to tell you a story – let's put counters on the map!

Model a story with a photo (craft activity) – place the small laminated cards on the story map to show you are covering them all!! So make sure this model contains all elements.

- When: In the school holidays
- What happened: did a craft activity
- Who: Jazz and Matthew
- Where: in the garage at home
- Past tense action: First, they read the instructions
- Past tense action: Then they cut out all the pictures
- Past tense action: Then they painted the pictures
- Past tense action: Then they glued them on a sheet of paper.
- Ending: It was a present for mum!
- Feelings: Mum loved it!

We need all this information to tell a complete story!

*Today we are going to try to **include all the elements** when telling stories.*

Session Goal 2

1. **Use the large story map** – perhaps put it up on the wall and use Velcro dots to put the element cards on the story map.

Go through the photos – this activity should take about 10 minutes in total. In your session notes, note down how many photos you were able to cover in the session.

For each photo, ask child “Let’s try and tell a complete story!”

As in previous sessions, repeat each answer with correct speech model.

If the answer is non-specific – provide a specific word.

For example:

Rock climbing: Let’s tell a complete story!

Child: The boy climbed the wall.

Clinician – yes, the boy (put the **Who** element on the Story Map) climbed the wall (put the **What happened** element on the Story Map)

Clinician: what else can you tell me?

Child: on the weekend

Clinician: yes, on the weekend (put the **When** card on the story map)

Clinician: give the child time to come up with more information OR point to a missing element OR prompt by asking – so tell me some **actions**, **ending** etc.

Make sure you recap the full story while pointing at the map before moving on to the next photo.

Note: Try and introduce some ‘new’ photos – new words etc.

Remember: repetition, repetition. At least 4 recasts per minute!

Activity

2. **Do a craft activity** – see preparations. During the activity talk about what you are doing – lots of repetition and recasting.

Aim is to have fun – talk through an activity while you are doing it (think of the elements) – and wrap it up afterwards. Get your support person to take some photos to use in the group session.

E.g..

Clinician:

‘What happened’ – we are going to do a craft activity

Action - First we need to get x and x / we are cutting the paper / reading the instructions etc

Action - Then we need to do x and x / we are x

Feelings - This is fun (exciting, messy, hard, etc) / that was fun etc.

Ending - We made a x (ending)

At the end make sure you model the full narrative once more before the child leaves the room – or you can co-construct it – while pointing to the story map.

Week 6 – Session 2 (Group session)

This session follows the same format as session 1 – however, children take turns . (Note for XX and XX you will be doing this individually).
There is only one probe (with the iPad) -

Story Grammar Elements

All elements 😊 Please refer to the previous weeks' plans for specific examples of feelings, endings, etc etc.

Preparation

Prior to the session SLPs selects photos that were used in session 1 this week – making sure there is a combination of uni photos, photos from each child and clinician photos. Try and find photos the children have not seen before.

Clinicians: **prepare your own PN for probing** – see below under activity 2.

Prepare your own model for Session Goal 1 with accompanying photo – see below

Make sure you have all your materials ready.

Make sure you have a photo of the craft activity you did in Session one this week (just one, not the whole sequence).

NOTE: once again you may wish to take photos of the children / clinicians doing activities during the session (eg playing the game). We can use these in the group session and in subsequent sessions.

Session Goal/s

1. Re-introduce the Story map and model a complete PN
2. XX will produce Who, (Where), (When), What happened, Action, Ending, and Feeling in response to photo prompts **with clinician prompting, scaffolding, and modeling.**

Materials

- 20 Uni photos depicting different themes, 10 from each child's session one
- 10 photos from home - 5 from each child (not the probes) – or more for XX and XX
- Photo from session 1
- 5 clinician photos – 5 from each clinician
- Game for Drill play
- Laminated Story Map
- Laminated prompt cards: Who, Where, when, what happened, Actions
Ending, Feelings
- Counters
- Video camera or iPad for filming



Activities

1. Thank the children for coming. Tell xx there will be time for talking and playing games. We will also use the video camera 😊
2. **Probe (one clinician provides the prompt – this prompt is videoed):** Open probe (no photo) only for group sessions – make sure this probe is **different** to last week's probe – a simple PN

is fine 😊

Let's talk about the xx / weekend!

Who /what happened	On xx I went to xx with x and x.
Past tense event/s	we x and we x
Ending	xx
Feeling	We had so much fun or it was so tiring, exhausting

So tell me did you do anything nice or interesting this week / this weekend? (wait for response). Can you tell me about it?



Children take turns. Video both children.

Session Goal 1:

Take out the graphic organiser – laminated A3 – make sure you use this one so the children can see it all fits together (rather than a collection of loose cards). You can hang this on the wall if you like and use blue tack to stick the cards on to the map – then take them off when you go through the photos.

Remember we talked about this one last time?

Model another story with a **student clinician** photo (eg a weekend outing, holiday) – place counters on the story map – make sure this model contains all elements – and do not use the same story as the first one above.

When	
What happened	
Who	
Past tense action	
past tense action	
Ending	
Feeling	



Do this activity again – but this time use the photo you took during session 1 – and ask the child to tell his/her peer what they did during the last session – VIDEO THIS!!

Model (Peer) Feedback (10 mins)

This may be too difficult for some children. For children who attend individual sessions, encourage them to retell to you (or a peer SLP). **Regardless, lots of modeling and scaffolding.**

Let's watch our videos! Just watch the ones about last session's activity. Determine if there was evidence of **who**, **where**, **when** and/or **what happened** and **Actions**, **Ending**, and **Feelings** in the PNs. Use the story map – put the laminated cards or the laminated cards, put down counters. Provide feedback – come up with examples of how to end it, what feelings to include etc.

Session Goal 2

Game (any game that is fun! Or an activity that is fun, such as playdough, drawing on the whiteboard, playing a hopping game): Photos face down. Watch the time – perhaps just use 10 photos. **Again – remember to take some photos. We can use them in the next few sessions to discuss what happened during the sessions. So make sure you have some fun 😊**

Go through as many photos as needed / time allows. Make sure they are of interest to the children. You could try and keep a score tally on the whiteboard to see who is winning or who can improve his/her own score.

Children take turns. For each photo, ask child

“Let’s try and tell a complete story!”

Use the Story map – map the elements to the map. Try and get the children to help each other out.

Each turn the child provides **who** and (**where** and **when**) and **what happened**, an **action** and an **ending** and a **feeling**. These have to relate to the photos.

Put a counter on each laminated card so the child knows which one is missing.

E.g. Child says:

- Dad – put a counter on **who**
- Played rugby! **What happened**
- on the weekend **When**
- His team lost **Action**
- They were disappointed **Feeling**
- then we went home **End**

Remember to repeat the child’s utterances 😊 so you can repeat all elements after each photo

Repetition, repetition 😊

Week 7 – Session 1

Story Grammar Elements

All of them 😊

Preparation

Review the child's performance on the open probes in weeks 5 and 6 and determine which elements are still missing. Put specific emphasis on those missing elements in week 7, but make sure this is done in the context of a complete story.

We will use problem photos + child's own session photos + child's own photos

For children who can read – prepare strips of paper (ie landscape A4 cut in to three strips) + a pen /pencil – see Session Goal 2 – Activity.

A3 blank paper + glue

Session Goal/s

There are only 2 goals this session:

1. The child will identify the missing elements when the clinician tells a story with a photo prompt.
2. XX will produce Who, (Where), (When), What happened, Action, Ending, and a Feeling in response to photo prompts with clinician prompting, scaffolding, and modeling. (note – make sure you prompt the child to include all the elements – put the element cards on the Story Map to show how many child included and prompt for the remaining ones.

Materials

Note – select the photos prior to the session.

- 4 problem photos (stuck up a tree, hat in the creek, fallen off a bike, ripped a T-shirt).
- 5 photos from child's home (or more for children who show a clear preference for those photos)
- Photos of previous session's craft activity.
- Model Photo: Problem – stuck up the tree.
- Laminated Story Map
- Laminated prompt cards:

feelings	when	who	where	actions	End
----------	------	-----	-------	---------	-----
- Counters
- (Speech probes and record sheet).
- A4 strips of paper, A3 paper, glue

Probes

1. Thank the child for coming. 😊
2. **Probe: Open prompt** (when child arrives) – re weekend:

So tell me did you do anything nice or interesting this weekend / the last few days? (wait for response). Can you tell me about it?

- *If the child responds with 'no' – respond Let's have a think. What have you been up to in the*

last few days? Anything nice?

- *If the child responds with a word (e.g., swimming) – repeat the word and say – tell me about it!*

Give the child ample time to come up with a topic and to expand. Count to 5 (in your head).

3. **Probes:** From the photos you have selected for this session, use some for session probes (1 child's own and one Uni photo – These are NOT the original probes we used during the assessment sessions) - Prompt the child (note – you need to come up with a short prompt):
 - a. Uni photo: *Oh look, these children went to the xx. They xxx. Did anything like that ever happen to you? Can you tell me about it?*
As per the baseline probes – if the child says 'no' or is not interested, show them 1 or 2 more photos – max 3 – goal is to get one Uni narrative
 - b. Child photo: *Can you tell me about this one?*
Again – up to 3 photos allowed. Goal is to get one narrative

Session Goal 1 - Activity:

It is very important that you use the Story Map – and map the cards onto the map during the activities – we need the children to realise that all the elements belong together.

Re-Introduce the graphic organiser – laminated A3 - remember this one? + laminated cards

I am going to tell you a story – let's put counters on the map – **I am going to miss out some of them!** So you need to pay attention and tell me which ones are missing! Then miss the ones you are focusing on (e.g. Ending and Feelings)

1. **Model** a story with a photo (stuck in the tree) – place the small laminated cards on the story map to show you are covering them all!! So make sure this model contains all elements.
 - When: on the weekend
 - What happened: played with a Frisbee/balloon
 - Who: Danni and Jazz
 - Where: outside in the garden
 - Past tense action: First, they played with the balloon
 - Past tense action: Then the balloon floated away
 - Past tense action: Then the balloon got stuck in the tree
 - Past tense action: Then Danni climbed up the tree
 - Ending: xxx (She jumped down!)
 - Feelings: xxxx (It was scary!)



Remember, we need all this information to tell a complete story!

Today we are going to make sure we **include all the elements** when telling stories.

2. **Repeat this activity** with the next problem photo – **Hat in the creek**. Again the aim is for the child to realise you have missed out some elements (i.e. the ones you identified as missing in the child's narratives).

Session Goal 2 - Activity

Use the large story map – perhaps put it up on the wall and use Velcro dots to put the element

cards on the story map.

3. Go through the remaining **two problem photos**

For each photo, ask child “Let’s try and tell a complete story!”

As in previous sessions, repeat each answer with correct speech model.

If the answer is non-specific – provide a specific word etc etc.

The aim is to get complete narratives for every photo!

4. **For children who can read** – consider writing one of the previous week’s art activity stories (using a photo as a prompt) down on strips of paper – that is, one element per strip of paper. Write them down in any order on separate strips. Once the child has completed the narrative, match each strip to a laminated element card and decide which one is missing! Don’t forget to recast + lots of modelling.

If they like the children can take this home (you can glue the strips on an A3 sheet of paper in the right order + glue the photo on too).

For example:

Element	Strip of paper
Who	me and xxx (peer’s name or student clinician’s name)
When	Last week
Where	in the clinic
What happened	did some art
actions	first we xx
action	then we xx
ending	then we put it around our necks (or we took it home)
Feelings	it was so much fun!

4. **For the children who may find this too difficult** – go through additional photos including previous week’s activity photos. This activity should take about 10-15 minutes in total. In your session notes, note down how many photos you were able to cover in the session. You can play a game after each photo or at the end. If they like, the children can take one of the activity photos home to talk about.

Week 7 – Session 2 (Group session)

This is our very last session but remember you will be seeing the children for post-testing. This session will have one session goal – see below – and should contain the open probe as per previous weeks. Apart from that it is up to individual clinicians to plan the session, making sure:

- The emphasis is on repetition and generalization – so no new content
- The emphasis is on practice 😊 lots of it.
- Some extra attention is paid to ‘missing elements’.
- The child is given lots of explicit feedback – for example, you included x and x, but forgot to include x and x.

Story Grammar Elements

All elements 😊 Please refer to the previous weeks’ plans for specific examples of feelings, endings, etc etc. Make sure the focus is on the missing elements (week 6 and session 1, week 7).

Preparation

Make sure you have all your materials ready.

Session Goal:

1. XX will produce Who, (Where), (When), What happened, Action, Ending, and a Feeling in response to photo prompts with clinician prompting, scaffolding, and modeling. (note – make sure you prompt the child to include all the elements – put the element cards on the Story Map to show how many child included and prompt for the remaining ones.

Materials

- Lots of photos
- Game for Drill play if needed
- Laminated Story Map
- Laminated prompt cards: Who, Where, when, what happened, Actions, Ending, Feelings
- Counters
- Video camera or iPad for filming

Final session probe

Probe (one clinician provides the prompt – this prompt is videoed): Open probe (no photo) only for group sessions – make sure this probe is **different** to last week’s probe – a simple PN is fine 😊
Let’s talk about the xx / weekend!

<i>Who /what happened</i>	<i>On xx I went to xx with x and x.</i>
<i>Past tense event/s</i>	<i>we x and we x</i>
<i>Ending</i>	<i>xx</i>
<i>Feeling</i>	<i>We had so much fun or it was so tiring, exhausting</i>



So tell me did you do anything nice or interesting this week / this weekend? (wait for response). Can you tell us about it? Do the BEST you can!

Children take turns. Video both children.

Session Goal 1 – Activity

Use your planned activity – making sure you follow the ‘rules’ – see above.
Write this out as a session plan and submit on Learn.

Final Activity - Model (Peer) Feedback (10 mins)

This may be too difficult for some children. For children who have individual sessions, encourage them to retell to you (or a peer SLP). **Regardless, lots of modeling and scaffolding.**

Let’s watch our videos! Determine if there was evidence of **who** **where** **when** and/or **what** **happened** and **Actions**, **Ending**, and **Feelings** in the PNs. Use the story map – put the laminated cards or the laminated cards, put down counters. Provide feedback – come up with examples of how to end it, what feelings to include etc, etc.

Remember to repeat the child’s utterances 😊 so you can repeat all elements after each photo

Repetition, repetition 😊

**Provide the children with a certificate.
Congratulations.**