



Storysharing® Registered Practitioner Trainingc

Workshop 4. Curriculum, Assessment & Progression

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Today's topics

- *Across the day Storysharing@*
- *In school...*
- *Progression and change in Storysharing®*

All day long

- *We communicate all day long*
- *Certain times of day and routines predispose us to different types of communication*
 - *The rush for school....instructions and argument*
 - *Home from school Requests for food; TV; grunts...*
 - *What did you do at school today... NOTHING*
 - *Journeys ...relaxed sharing of experience*
 - *Bedtime... remembering, sharing feelings....*
 - *Work....*
- *Events that stand out and need to be shared...(positive and negative)*

Curriculum

- *Aims of education for all children : developing potential and participation*
- *“Areas of experience” that are viewed as important drive what is taught*
 - *Domains*
 - *science, arts, communication, physical, life skills, humanities, citizenship, spirituality, personal-social-emotional...*
 - *Skills (Cross-curricular):*
 - *communication (oral, literacy, IT); personal-social; thinking skills; maths*
- *`Curriculum covers formal learning (lessons) and “informal” learning: play, interaction, clubs, dinner, transitions...Learning outside the Classroom (LOTC)*

Domain & skill

- **Domain: English/PSHRE**
 - Communication
 - Speaking and Listening
 - Stories
 - Personal story/
recount
- **Skill (Cross curricular)**
 - Communication
 - Speaking and Listening
 - Narrative

Cross-Curricular Links & Existing Assessment

- Speech and Language targets
- Personal, social and emotional development
- Literacy (Speaking and Listening)
- History (links to personal history)
- Thematic links



- Equals (pre-formal and semi-formal curriculum)
- BSquared (Engagement Steps and Progression Steps)
- SCERTS (Social Communication Emotional Regulation and Transactional Supports)

Assessment and progression

Approaches to assessment

Impairment focused

Aims to identify the problems and challenges

Remove all contextual supports

Maximum pressure to show where the breakdowns occur

Examples: SALT standardised assessments

IQ tests

Memory tests

Competency focused

Aims to identify what the person CAN do

Provide and document support

Enable not pressurise

Examples: Developmental checklists (depending on how used)

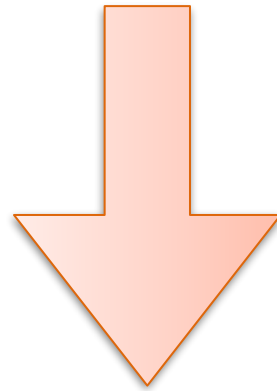
Storysharing®

Dynamic Assessments

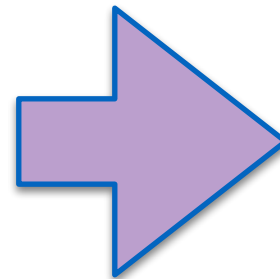
<https://www.hsrpsychology.co.uk/services/specific-assessments/other-assessments/dynamic-assessment/>

STORYSHARING ASSESSMENT

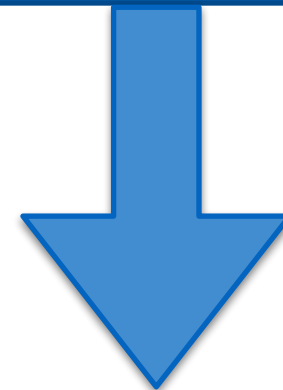
Change interactive partner strategies



Allow SS to demonstrate competency



Profile “baseline”



Generic skills
Specific narrative skills

Look for & support change in SS

Language stages

- **Before words (becoming a social partner)**

- Increasing **functional, spontaneous communication** and conventional gestures that have a **shared meaning** (e.g., giving, pointing, pushing away, head nods, and head shakes).

- **Emerging language (becoming a language partner)**

- Increasing range of spontaneous communication involving others (e.g., requesting actions and social routines, commenting on actions, and **sharing experiences with others**).

- **Conversation (becoming a conversation partner)**

- **Increasing spontaneous communication with one's peers** and a sense of self- efficacy. Increasing awareness of social norms of conversation (e.g., balancing turns, vocal volume, proximity, conversational timing, and topic selection)

- (from SCERTS Assessment, thanks to SNK)

Storysharing and EHCPs/IEPs



EHCP Outcome: To enable KM to engage with adults and peers, she will consistently and spontaneously use spoken language to appropriately initiate conversations.

Annual Outcome: KM will build conversational skills through the use of narrative, with adult support

IEP Focus: KM will begin to actively participate in Storysharing, to re-tell a personal narrative

PROFILING STORYSHARING NARRATIVE SKILLS

Profiling 1: Background

Name

Date

Title of the story

- Context - where told
- Atmosphere/feeling
- Main point
- Story outline (brief)

Profiling 2: Skills

- Audience awareness (pragmatics)
 - Eye contact, listening, enjoyment, use of devices to keep you attending, pauses
- Story structure
 - beginning, middle, end; number of events; high point, setting, resolution
- Feelings (evaluation)
 - range, how conveyed, nonverbal skills
- Recall and organisation (sequencing)
- Language (verbs, nouns, adjectives; patterning & poetry)
- Listening to others

Profiling 3: Collaboration

- Balance: supported -> independent telling
 - Storysharer input
 - Listener/supporter input
 - *(see below: progression from telling to telling with, to telling by)*

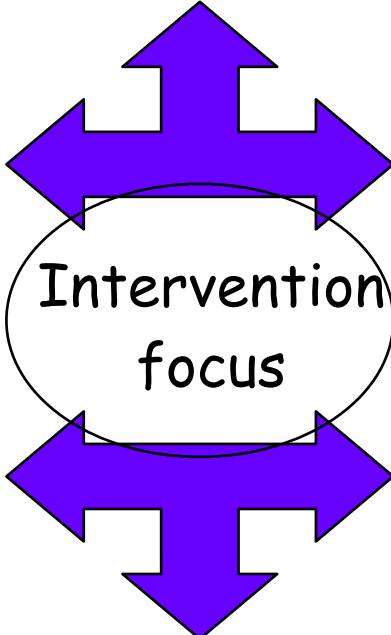
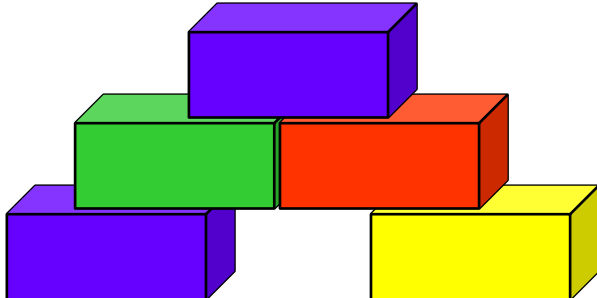
Profiling 4: Summary

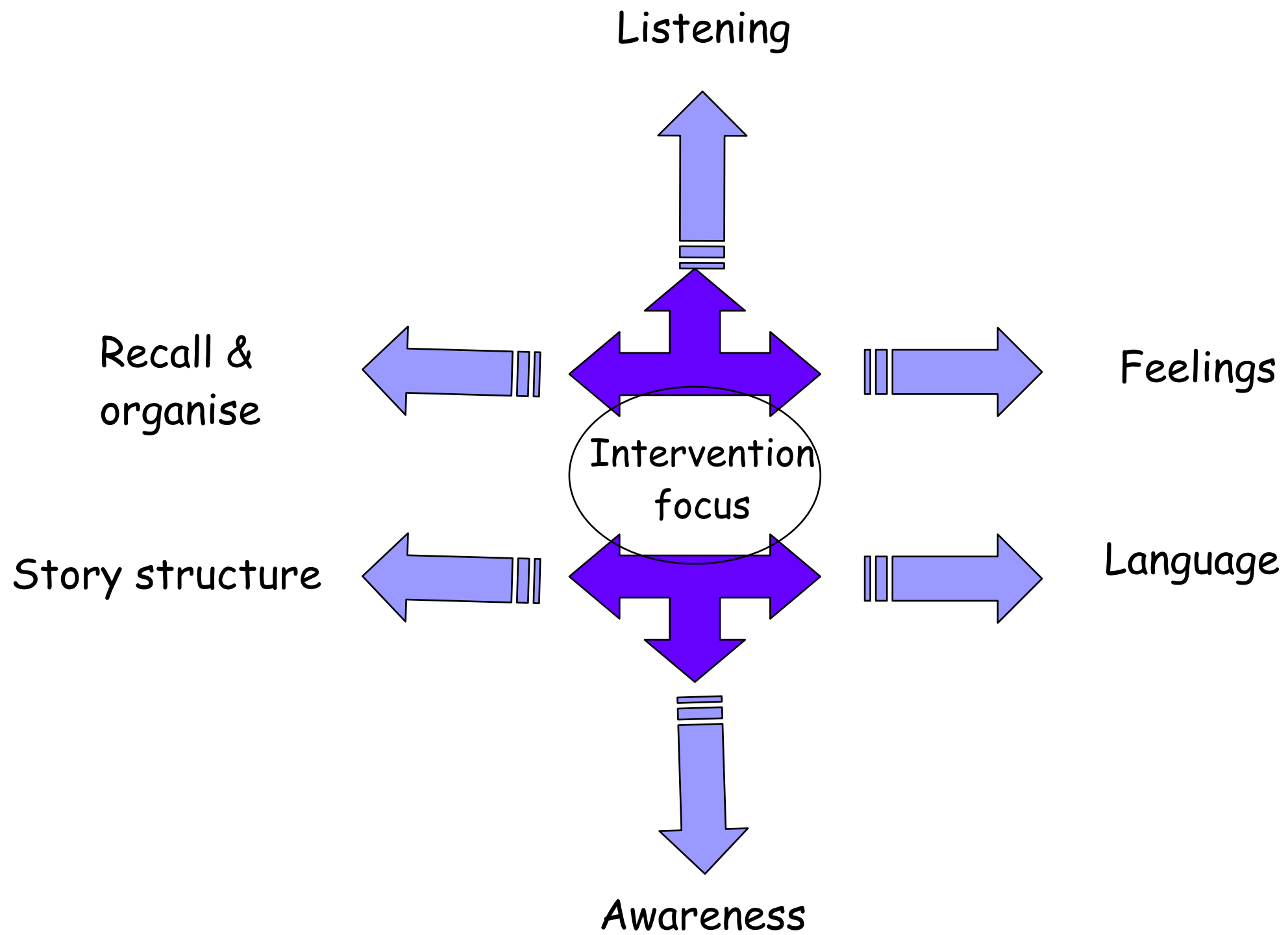
Strengths

Needs

Support

Strategies





FRAMEWORK FOR DEVELOPING STORYSHARING® LISTENING SKILLS

1. **Encounter.** Being prepared to sit and attend as a member of an audience, for increasing periods of time.
2. **Supported participation.** Tolerating physical prompts for responses - eg. use of switch or musical instrument.
3. **Awareness.** Noticing the storyteller or some aspect of the story such as a prop eg. making eye contact, orienting the body towards the telling space.
4. **Response.** Showing some kind of spontaneous response to some aspect of the story or the teller eg. laughing, imitation of a sound or movement.
5. **Engagement.** Directed attention, focused looking, listening, showing interest, recognition or recall
6. **Involvement:** Active participation - reaching out, joining in with the story.
7. **Feedback** - giving back channel responses: nodding, co-active gestures, leaning forward, saying oh no, really, wow! at appropriate points.
8. **Exploration:** questioning and commenting: monitor the storyteller and ask for clarification and elaboration of key points.
9. **Co-narration** - taking up an opportunity to contribute to the story eg. *show us how you put out your hand for the bus; say what you said to your mum.*
10. **Response story** - tell all or part of a story which is related to some element of a preceding narrative.

EMERGING LANGUAGE-CONVERSATIONAL LEVEL

2020/2021

Story Sharing Tracking Sheet

Class:

Pupil: _____

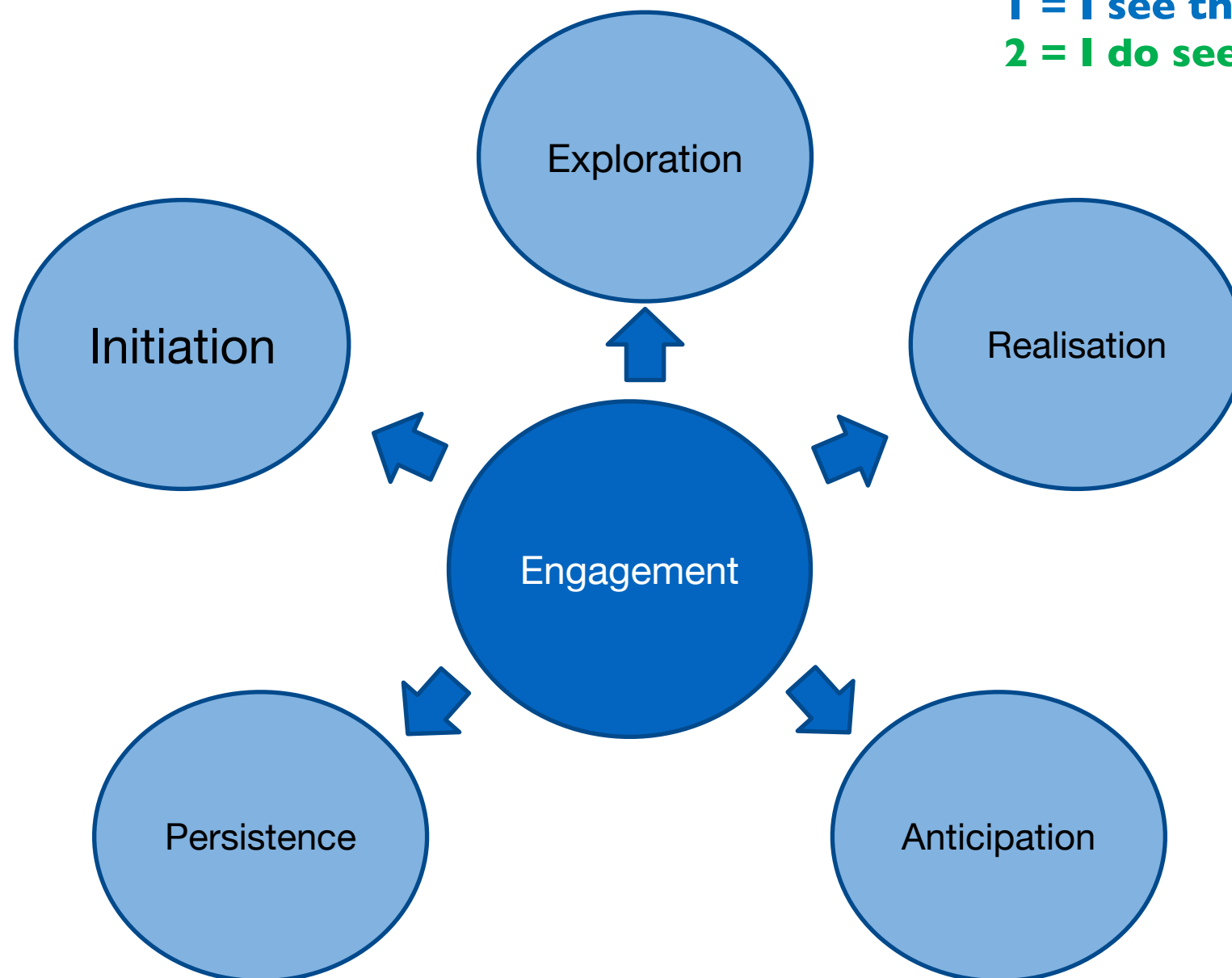
- **Please date when pupil achieves a stage.**
- **Emerging (E)** = Able to do it with prompting from an adult.
- **Gaining Understanding (G)** = Able to do it mostly independently, with occasional prompting.
- **Secure (S)** = Able to Independently complete on 3 different occasions

<u>Speaking Stages</u>		<u>Listening Stages</u>	
Engaged while adult tells their story		Sits close by when another is telling their story & remains quiet.	
Uses props/key words/ signs while adult tells their story		Engages with a peer's story.	
Uses props/key words/ signs at correct point to retell story		Can recall a key point from a peer's story.	
Uses phrases to retell story		Can recall main events of peer's story	
Uses story board to retell story (using sentences).		Asks a relevant question about peer's story	
Can retell story with expression and engage an audience.		Can recognise similarities between stories.	
Can retell a story with no prompts, using 5+ sentences.		Can relate another's experience (story) to their own	
Can appropriately respond to questions relating to their story.		Can share an opinion about peer's story.	

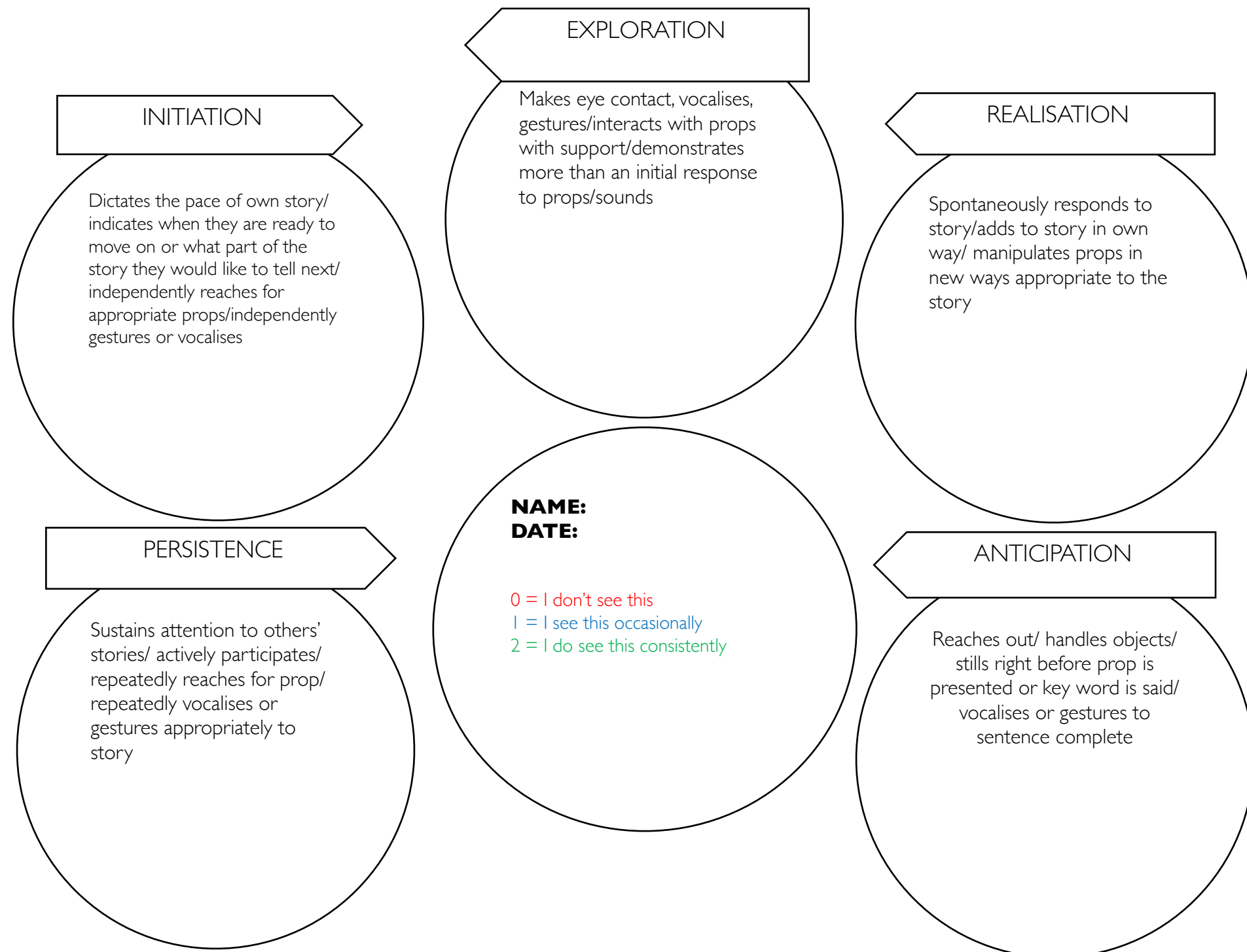
LINKING WITH EXISTING ASSESSMENT FRAMEWORKS

Storysharing and the Engagement Model

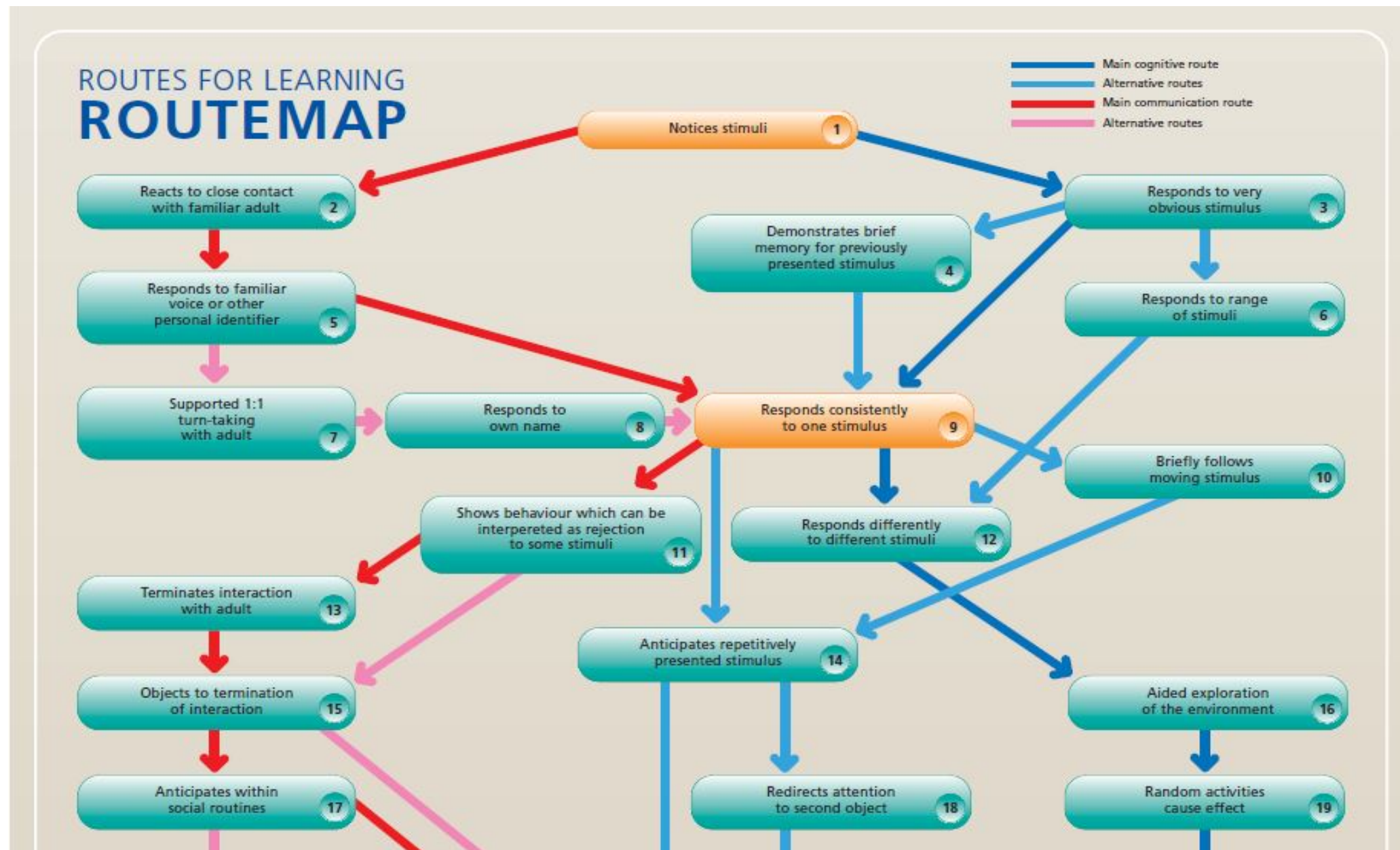
0 = I don't see this
1 = I see this occasionally
2 = I do see this consistently



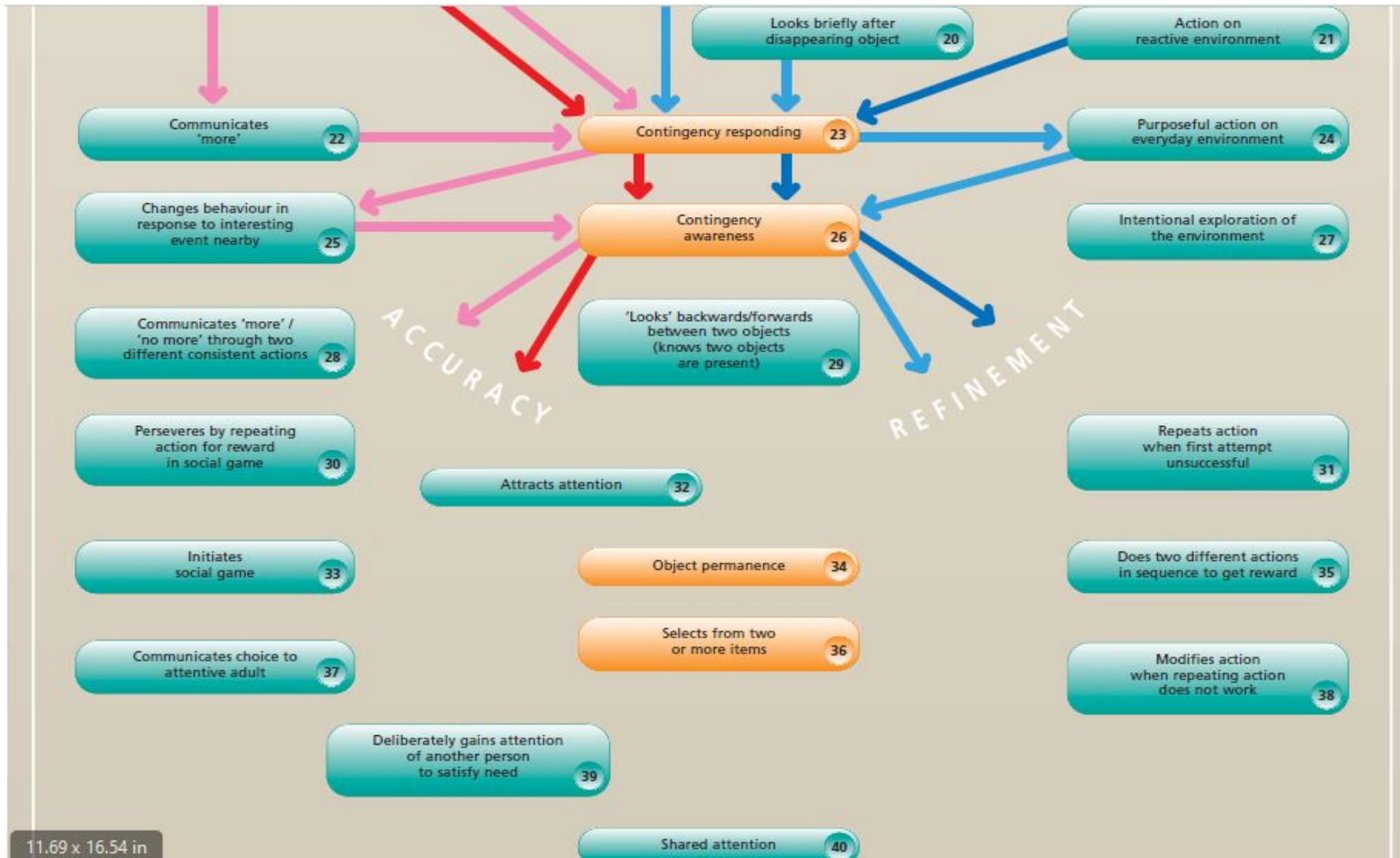
Storysharing and Engagement



Storysharing skills fit with Routes for Learning



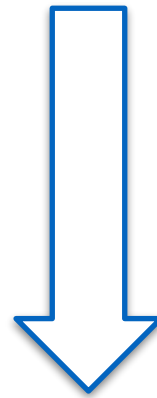
Routes for Learning continued...



Progression & Assessment

Know your current Assessment Tool:

National Curriculum Objectives
Plans for Learning
EQUALS Curriculum
Accredited courses such as Entry Level English Speaking/Life Skills
Bsquared: Engagement Steps & Progressions Steps



Create Proforma Relevant to the Storysharer

Longitudinal Progression

Storysharing takes time

- E - PMLD
 - Gradually began to kiss the photo of her Dad at the appropriate moment in a story (6 months)
- F – Selective Mute & ASD
- Gradually began to engage in one to one
- C - “Giant steps” Began by being very egocentric, over 2 years developed listening to others and joining in stories; by the end of 3 years was making up his own fictional stories





Telling to, telling with, telling by

Increasing participation in Storysharing®



How stories get told



Told TO



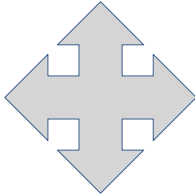
Told FOR



Told ABOUT

Told WITH

Told BY



Storysharing® aims to develop the skills of individuals to tell stories WITH others - and to tell their own stories as independently as is appropriate and possible

Telling to...

- The teller takes all the space and is the one who is active and speaking, moving, signing, singing as s/he tells the story
- The audience is in listening mode, although they be asked to respond with a sound, reaction, action
- Very relaxing for the audience
- Our imaginations and feelings however, ARE active
- This is what we do when listening to the radio, when we can drift away into a quiet space

Telling to a person with PMLD

- Emphasis is on listening, attention, enjoyment
- We use all our skills to engage them and support them to be “in the moment”
- Multisensory cues and stimuli are used to bring a story to life
- We make space and time for the individual to react and respond and learn what the experience involves
- “Telling to” can be an end in itself - or as a starting point
- It can develop over time into “telling with”

Telling with..

- Co-telling happens a lot in everyday conversation
- You start remembering an experience and your friend who shared it with you joins in
- Each of you contributes your own part of the story
- Together you create the enjoyment, fun and entertainment. You also convey different attitudes and reactions, so the story becomes more interesting
- As you tell, you are of course alternating between teller and listener roles... sometimes you, sometimes your friend is speaking. You can react and show feelings and actions to accompany them, or you can be silent. It's like playing jazz together

Telling with a person with PMLD

- You treat the individual as a co-teller rather than as audience
- You look for anything they can do to take a role in the story
- You pause and make a space, and you support the person to contribute - maybe by making a sound on a Voca, or instrument, holding or looking at a prop.
- You repeat this over and over again with a new audience to share it with
- If the person is overwhelmed, move back to more of a “telling to”

Telling by...

- We become the storytellers of our own lives - and then we are the ones that “tell to” others
- Many children and adults with communication difficulties can become independent narrators
- The shift happens over time as individuals get better at remembering and more confident at telling their own stories.
- But we all go on telling together!

Over time

- Start by telling to.... Lots of experience of hearing and becoming familiar with the story builds foundations. At this stage the person is in audience, listening mode.
- Always leave pauses and space for the individual to respond - and say what they are doing as part of the story. Avoid questioning
- Find the one (or two or maybe more!) responses that are consistently produced by a story sharer
- As you become familiar with these reactions, build them into the story, and increase the spaces for these to happen
- Aim to involve the individual as the co-teller of the story
- It will take time! And people will shift between these roles...