If you are viewing this course as a recorded course after the live webinar, you can use the scroll bar at the bottom of the player window to pause and navigate the course.

This handout is for reference only. It may not include content identical to the PowerPoint. Any links included in the handout are current at the time of the live webinar, but are subject to change and may not be current at a later date.
Targeting Social, Academic, & Transition Needs of Young Teens with Autism Spectrum Disorder

Guest Editor: Trisha Self, PhD

In partnership with American Board of Child Language and Language Disorders

---

Narrative Interventions for Learners with ASD

Christina Carnahan, EdD;
Pamela Williamson, PhD

Moderated by:
Amy Hansen, MA, CCC-SLP, Managing Editor, SpeechPathology.com
Need assistance or technical support?

- Call 800-242-5183
- Email customerservice@SpeechPathology.com
- Use the Q&A pod

How to earn CEUs

- Must be logged in for full time requirement
- Log in to your account and go to Pending Courses
- Must pass 10-question multiple-choice exam with a score of 80% or higher
  - Within 7 days for live webinar; within 30 days of registration for recorded/text/podcast formats
- Two opportunities to pass the exam

Are you interested in learning how to become a Board certified specialist in child language?
Visit: www.childlanguagespecialist.org or
Email us at: abclidinfo@gmail.com
Narrative Interventions for Learners with ASD

Christina Carnahan, Ed.D.
Associate Professor, UC
Pamela Williamson, Ph.D.
Associate Professor, UNCG

Session Objectives

- At the end of this session, participants will be able to
  - Describe specific factors that influence narrative text comprehension for learners with ASD.
  - Explain the connection between narrative skills and social cognition.
  - Describe specific strategies for developing narrative skills in learners with ASD across a continuum.
Cognition and Narrative for Individuals with ASD

Cognitive Profile in ASD

- Executive Function
  - Cognitive flexibility
  - Working memory
  - Inhibitory control

- Theory of Mind
  - Cognitive characteristics
  - Influence of these on literacy
Predictors of Reading Comprehension for Individuals with ASD

- Word recognition
- Oral language comprehension
- Social differences
  - Measured behaviorally using an index of social and communication impairment
  - Measured cognitively using measures of mental state understanding

Poll

- Given our discussion of cognition and comprehension, briefly describe some of the challenges students with ASD might face with narrative texts.
What is Narrative and Why is it Important?

Macrostructure of Texts

- The *macrostructure* of a text
  - acts as the overall plan of development of the text.
  - represents the semantic meaning of the text.

- In general, the macrostructure of narratives is story grammar.

- When students understand the macrostructure of text, comprehension improves.
  - Story structure can be taught systematically.
Fictional and Personal Narrative: Similar and Different

- What is the difference between personal and fictional narratives?

- Why are these both important?

Building Comprehension of Narratives

- Who, who + doing what? Who + doing what + where
- Beginning, middle, end sequence
- Simple story grammar map
  - Characters
  - Setting
  - Problem
  - Events in the story
  - Solution
- Advanced story grammar
  - Major/minor characters
  - Setting
  - Events: Rising and falling action
  - Conflict
  - Resolution
  - Author’s theme
- Character event maps
Poll

- Think of a student with whom you’ve worked. About where in the continuum might you begin instruction?

Build Comprehension AND Executive Function

Receptive and expressive vocabulary

How? Use EBPs to build knowledge AND executive functioning skills (i.e., cognitive flexibility, working memory, and inhibitory control)

| Listening comprehension | Reading comprehension |
From Assessment to Instruction: Who+Doing What+Where and Why

- Select materials
  - Pictures (different levels of abstraction)
  - Texts at the
    - Sentences with pictures (topics of interest and not)
    - Sentences with pictures not directly related to the text (topics of interest and not)
    - Short text with pictures (topics of interest and not)
    - Short text without pictures (topics of interest and not)

- Identify questions for text
  - Begin with who, who doing what, who doing what where?
  - Who, what, when, where, why, what do you think?

- Record sessions
  - Identify the types of questions students can answer and for what type of picture/text

<table>
<thead>
<tr>
<th>Images of interest</th>
<th>Pictures not related to interest</th>
<th>Sentences related to interest</th>
<th>Sentences not related to interest</th>
<th>Short text related to interest</th>
<th>Short text not related to interest</th>
</tr>
</thead>
</table>
Who, who+doing what?

Special interest — dogs and farm activities
Text – pictures and short passage

Question 1: Where did the dog jump?
Answer: Into the water.

Question 2: Who did the dog scare?
Answer: Frogs and ducks.

Question 3: Where did the frog jump?
Answer: Off the lily pad.

From: Marley: Farm Dog
(John Grogan)
Data Analysis

- Language
  - Number of words used
  - Kinds of words used

- Length of text, closeness to interest, connection between pictures and words

From Analysis to Instructional Targets

- What could your analysis show?

- What kinds of goals/objectives/targets would you develop?

- Strategies to support these instructional targets
1. Connect core words and commenting

2. Build connections of proper nouns to the pronouns

3. Identify a list of meaningful actions (verbs)

4. Sort
   1. Groups of nouns/pronouns
   2. Nouns from verbs

5. Link question stems to the nouns and verbs (who, what is it, what doing, where, etc.)
   1. Initially, focus on one stem at a time
      1. Who is in the picture?
      2. What is happening?
      3. Ask who and what questions about different pictures
      4. Tell me about the picture (noun + verb or Who + doing what)

Using Core Word boards
Moving to Beginning, Middle, End

Characters

Setting

Beginning | Middle | End

Beginning
Characters (Who)
Setting (Where, When)

Middle
Problem (What’s happening)

Resolution (How did it end)
Simple Story Grammar Map

Reference: www.dailyteachingtools.com/language-arts-graphic-organizers.html#8

Advanced Story Grammar

Reference: www.dailyteachingtools.com/language-arts-graphic-organizers.html#8
Characters

- Developing understandings about characters
  - Draw attention to illustrations
  - Character maps

Early Character Maps

Reference: www.sparklebox.co.uk/6021-6030/sb6025.html#W1uwUtVKipp
## Character Event Maps

(Williamson, Camahan, Birri, & Swoboda, 2016)

### Character Event Map:

<table>
<thead>
<tr>
<th>Who is Involved</th>
<th>What Happened</th>
<th>What It Means</th>
</tr>
</thead>
<tbody>
<tr>
<td>Katniss</td>
<td>Katniss comes out of the tree and stops to give a “knowing smile” for the camera.</td>
<td>Katniss doesn’t want to look weak or foolish because she didn’t expect Poeta to be working with the Tributes. She thinks some people in the Capital and districts may still believe she and Poeta are in love.</td>
</tr>
<tr>
<td>Katniss</td>
<td>Katniss wakes to the “stampede of feet” on the ground. She sees fire coming close.</td>
<td>She has to get out of her safe spot and run, which puts her at risk.</td>
</tr>
</tbody>
</table>

### Ways We Learn about Characters

1. What the character says about him- or herself
2. What the character does
3. What other characters say about the character

- **Central**
  - Vital to the development and resolution of the conflict/problem of the story.
- **Minor**
  - Serve to complement the major characters and help the plot move forward.
- **Dynamic**
  - A character who changes over time, usually as a result of resolving a central conflict or facing a major crisis. Most dynamic characters are central characters, not minor characters.
- **Static**
  - A character who does not change over time.
- **Protagonist**
  - Central person in the story, usually the main character. Often faced with a conflict that needs to be resolved.
- **Antagonist**
  - The villain, or the figure who fights against the protagonist.
- **Round**
  - These characters are more fully developed personalities. These characters have a range of emotions, and develop throughout the story.
- **Flat**
  - The author portrays flat characters as stereotypes; we only see one side or aspect of them. They do not change throughout the story.

### Which Events are Important?

- a. Find places where characters are interacting
- b. What type of characters are they?
- c. Is the event important (does it move the story forward)?
- d. If it is important, why?
Character Event Map

<table>
<thead>
<tr>
<th>1. Who's involved? (Find places where characters are interacting)</th>
<th>2. What type of characters are they?</th>
<th>3. What happened? Event</th>
<th>4. Is the event important? (does it move the story forward?)</th>
<th>5. If it is important why?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The Intervention

<table>
<thead>
<tr>
<th>Ways We Learn about Characters</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What does the character care about?</td>
</tr>
<tr>
<td>2. What character traits are important?</td>
</tr>
<tr>
<td>3. What role does the character play?</td>
</tr>
<tr>
<td>4. What does the character do?</td>
</tr>
<tr>
<td>5. What events affect the character?</td>
</tr>
<tr>
<td>6. What is important about the character?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1. Who's involved? (Find places where characters are interacting)</th>
<th>2. What type of characters are they?</th>
<th>3. What happened? Event</th>
<th>4. Is the event important? (does it move the story forward?)</th>
<th>5. If it is important why?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**EVIDENCE-BASED PRACTICES**

*Indicates practices with newly developed content (2015-2016). Select the practice to access these modules and downloadable resources.*

<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Antecedent-based Intervention (ABI)*</td>
<td></td>
</tr>
<tr>
<td>Cognitive Behavioral Intervention (CBI)**</td>
<td></td>
</tr>
<tr>
<td>Differential Reinforcement of Alternative, Incompatible, or Other Behavior (DRA/I/O)</td>
<td></td>
</tr>
<tr>
<td>Discrete Trial Teaching (DTT)*</td>
<td></td>
</tr>
<tr>
<td>Exercise (ECE)*</td>
<td></td>
</tr>
<tr>
<td>Extinction (EXT)</td>
<td></td>
</tr>
<tr>
<td>Functional Behavior Assessment (FBA)*</td>
<td></td>
</tr>
<tr>
<td>Functional Communication Training (FCT)</td>
<td></td>
</tr>
<tr>
<td>Modeling (MD)*</td>
<td></td>
</tr>
<tr>
<td>Naturalistic Intervention (NI)</td>
<td></td>
</tr>
<tr>
<td>Parent-implemented Intervention (PII)</td>
<td></td>
</tr>
<tr>
<td>Peer-mediated Instruction and Intervention (PMII)*</td>
<td></td>
</tr>
<tr>
<td>Picture Exchange Communication System (PECS)*</td>
<td></td>
</tr>
<tr>
<td>Pivotal Response Training (PRT)</td>
<td></td>
</tr>
<tr>
<td>Prompting (PP)*</td>
<td></td>
</tr>
<tr>
<td>Reinforcement (R+)*</td>
<td></td>
</tr>
<tr>
<td>Response Interruption/Redirection (RIR)</td>
<td></td>
</tr>
<tr>
<td>Scripting (SC)**</td>
<td></td>
</tr>
<tr>
<td>Self-management (SM)*</td>
<td></td>
</tr>
<tr>
<td>Social Narratives (SN)*</td>
<td></td>
</tr>
<tr>
<td>Social Skills Training (SST)*</td>
<td></td>
</tr>
<tr>
<td>Previously Social Skills Groups</td>
<td></td>
</tr>
<tr>
<td>Structured Play Group (SPG)**</td>
<td></td>
</tr>
<tr>
<td>Task Analysis (TA)*</td>
<td></td>
</tr>
<tr>
<td>Technology-aided Instruction and Intervention (TAII)** **Previously Computer Aided Instruction and Speech Generating Devices</td>
<td></td>
</tr>
<tr>
<td>Time Delay (TD)*</td>
<td></td>
</tr>
<tr>
<td>Video Modeling (VM)</td>
<td></td>
</tr>
<tr>
<td>Visual Support (VS)*</td>
<td></td>
</tr>
</tbody>
</table>

**Poll**

- Based on the needs of your current students, which of these interventions would you most likely use? Why?
Lesson Plans/Teaching Protocols

What the teacher does: provide details so that another person could teach the lesson

What the student does: explain how the student will be actively engaged in each facet of the lesson

Assessment of the student: explain how you will know if the student understood what you taught or if they need more support

Contingencies: explain how disruptive behaviors will be handled. For a group session, explain UDL principles that will be followed (e.g., think about responses for all, some, and few)

Before Reading: Describe how the student’s attention will be gained, background knowledge activated, prompting necessary for comprehension to occur (e.g., vocabulary or word study, picture walk, text preview), or other teacher modeling

During Reading: Describe how you will help the student monitor comprehension (e.g., guided reading, cognitive self-monitoring strategies, making text connections, using context clues to understand the meaning of unknown words, completion of graphic organizers)

After Reading: Describe how you will help the student remember what was learned, integrate new learning into existing knowledge (e.g., use of graphic organizer), respond to what was interesting or new

Reflection, including data collection:

Dimensions of Fading Lesson Support Structures: What do the Data Say?

- Photographs to words only
- Support for thinking to content enhancement only
- Easy texts to more challenging