

# WHAT'S THE STORY?

## Using Narrative Structure to Teach Oral Language, Social Emotional & Literacy Skills

**Accessible Storytelling** uses a visual framework to tell an organized story that highlights personal agency.

**Time Out: Reflective Storytelling** helps us clarify events, take responsibility for our choices, and learn from our mistakes.

**Take 2: Proactive Storytelling** helps us identify choices for decision making and peaceful problem-solving.

**Wonder Stories** helps us understand someone else's perspective and find empathy for their experience.

Storytelling framework and IEP Goal Bank @ [LearningTreeLiteracy.org/resources](https://learningtreeliteracy.org/resources)

Curiosities? Ideas? Please share! [stacey@learningtreeliteracy.org](mailto:stacey@learningtreeliteracy.org)



**Somebody**  
in a story



**Wanted**  
something to meet  
their needs



**But**  
they had a problem



**So**  
they tried to solve it



**Then / At Last**  
How did the story end?

# Be the Change

MINDFULNESS-BASED EMOTIONAL INTELLIGENCE FOR SELF-CARE, DEEP COLLABORATION AND CONFLICT RESOLUTION



|   |  |                      |                      |                |                  |                 |                         |
|---|--|----------------------|----------------------|----------------|------------------|-----------------|-------------------------|
| <p><b>Mindfulness:</b> paying attention on purpose to the present moment with kindness; moving from autopilot to aware</p>  | <p><b>Emotional Intelligence Domains:</b></p> <table border="0"> <tr> <td><i>Intrapersonal</i></td> <td><i>Interpersonal</i></td> </tr> <tr> <td>Self-awareness</td> <td>Social Awareness</td> </tr> <tr> <td>Self-management</td> <td>Relationship Management</td> </tr> </table> | <i>Intrapersonal</i> | <i>Interpersonal</i> | Self-awareness | Social Awareness | Self-management | Relationship Management |
| <i>Intrapersonal</i>  | <i>Interpersonal</i>   |                      |                      |                |                  |                 |                         |
| Self-awareness  | Social Awareness   |                      |                      |                |                  |                 |                         |
| Self-management   | Relationship Management  |                      |                      |                |                  |                 |                         |
| <p><b>3 Breaths Micropractice:</b></p> <ol style="list-style-type: none"> <li>1. Attention to Breath</li> <li>2. Relax Body</li> <li>3. Ask: What's important now?</li> </ol> | <p><b>Psychological Safety:</b> a condition in which you feel included, safe to learn, safe to contribute, and safe to challenge the status quo without fear of being embarrassed, marginalized or punished in some way.</p>   |                      |                      |                |                  |                 |                         |
| <p><b>Shift to Connection Micropractice:</b></p> <ol style="list-style-type: none"> <li>1. Settle the mind</li> <li>2. See a similarity</li> <li>3. Offer kindness</li> </ol> | <p><b>Mindful Listening:</b><br/>Deepen connection with others by listening with attentiveness, kindness and curiosity.</p>  |                      |                      |                |                  |                 |                         |

**Summary:**

- We need skills for a **VUCA world**
- Mindfulness facilitates movement from **autopilot → aware**
- Awareness of others creates **connection and empathy**
- Find ways to **practice**, both dedicated and integrated

Free Therapy Resources and IEP Goal Bank @ [LearningTreeLiteracy.org/resources](https://www.learningtreeliteracy.org/resources)

Curiosities? Ideas? Interested in Adult SEL? Please share! [stacey@learningtreeliteracy.org](mailto:stacey@learningtreeliteracy.org)

**NOTES:**

# Amplify Your Impact

## Language Goals for Emotional Literacy and Inclusive Restorative Practices

**Restorative Practices:** Science of relationships and community. Communication practices to grow and repair relationships. *Alternative to traditional discipline.*

**Affective Statements:** Expression of emotions in response to behavior without assigning shame or blame.

### **Accessible Affective Statements (Busting a FAB)**

Use a sentence frame and word banks to concisely express feelings and needs.

*"I **F**eel \_\_ **A**bout \_\_ **B**ecause I need \_\_."*

### **Wonder FABs:**

Consider someone else's perspective by thinking or saying, "I wonder if you **F**eel \_\_ **A**bout \_\_ **B**ecause you need \_\_?"

**Looping:** After listening mindfully, ensure understanding by repeating what you heard someone say. *"I heard you say you **F**eel \_\_ **A**bout \_\_ **B**ecause you need \_\_. Did I understand?"*

Free word banks and IEP Goal Bank @ [LearningTreeLiteracy.org/resources](https://www.learningtreeliteracy.org/resources)

Curiosities? Ideas? Please share! [stacey@learningtreeliteracy.org](mailto:stacey@learningtreeliteracy.org)

### **NOTES:**

Clarify and express your experience with a FAB: “I Feel \_\_ About \_\_ Because I need \_\_.”

| Pleasant Emotions                  |   | Unpleasant Emotions          |                                       |
|------------------------------------|---|------------------------------|---------------------------------------|
| Curious<br>Interested              | Excited, Enthusiastic<br>Energetic, Eager | Angry, Mad<br>Furious, Upset | Confused, Puzzled<br>Mixed Up, Unsure |
| Thankful<br>Grateful               | Playful<br>Exuberant                      | Worried<br>Scared, Afraid    | Tense, Unsettled<br>Concerned         |
| Friendly, Loving<br>Tender, Warm   | Happy, Glad<br>Delighted, Cheerful        | Frustrated<br>Discouraged    | Sad, Unhappy<br>Disappointed          |
| Peaceful, Content<br>Calm, Relaxed | Surprised, Shocked<br>(Pleasant)          | Lonely                       | Surprised, Shocked<br>(Unpleasant)    |
| Other                              |   | Other                        |                                       |

| Universal Human Needs            |                                    |                                 |  |
|----------------------------------|------------------------------------|---------------------------------|--|
| Capability, Skills<br>Competence | Choice, Autonomy<br>Freedom        | Community, Friends<br>Belonging | Giving<br>Sharing                      |
| Help<br>Support                  | Learning<br>Exploration, Discovery | Play<br>Fun                     | Respect, To matter<br>To be considered |
| Rest<br>Relaxation               | Safety<br>Trust                    | Self-expression<br>Creativity   | To be heard<br>To be understood        |
| Self-empathy<br>Understanding Me | Empathy<br>Understanding Others    | Predictability<br>Routine       | Other                                  |

Scan to access  
free tools.



## RESOURCES

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