STORYTELLING IN PRESCHOOL

TAKing A look AT NARRATIVE ASSESSMENTS

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Presentation Outline

1. Beginning: Story about Steven/Ms. Kitty
   a. Mindful reflection of body and attention
   b. Use storytelling all the time/Tell stories everyday
   c. What is Storytelling?

2. Introduction to Storytelling (10-15 min)
   a. Brief history of Storytelling
      i. First: Visual/Picture Storytelling
      ii. Second: Spoken/Oral Storytelling
      iii. Third: Written Storytelling
   b. Psychology of Storytelling: What happens in the brain?
      i. Stories engage the entire brain
      ii. We learn through stories
      iii. Mirror Neurons (late 90’s early 2000’s)
         1. Fire when you see someone else doing something, or when you see someone else
            experience something
         2. Allows you to experience empathy

3. Children’s Role (20 min)
   a. Why do children tell stories?
      i. Working through their questions about the world
      ii. Facing their fears
      iii. Describing their view of the world
      iv. Building relationships through shared experiences

4. Teacher’s Role (20 min)
   a. What can I do with their storytelling?
      i. What do their stories tell me about them as a child?
         1. Interests
         2. Strengths
         3. Struggles/Questions
         4. Fears
      ii. Looking at the child’s inner world
   b. How do I engage them in storytelling?
      i. Using room environment to enhance storytelling
         1. Storytelling centers
         2. Welcoming/Warm
      ii. Teachers Job
         1. Create a classroom community where storytelling comes naturally
            a. Be Storytelling Models
            b. Incorporate storytelling experiences into your daily lessons
            c. Practice being story tellers with the children
            d. Give the children times to be the storyteller and to present their stories to the
               class
      c. What does their storytelling mean for assessment?
         i. Looking at Language Development
         ii. Looking at Social/Emotional Development

5. Narrative Assessments (15-20 min)
   a. What are they?
      i. Open Ended Picture
         1. Show child a picture or series of pictures and ask them to tell you a story about them
a. Narrative Assessment Protocol (NAP)
   b. Strong Narrative Assessment Procedure (SNAP)

ii. Open Ended Puppets/Dolls
   1. Hand child a set of dolls or puppets and ask the child to tell a story with them

iii. Prompts
   1. Can use pictures/dolls/puppets, or can simply be oral
   2. Children are given a prompt (ex. You are at home eating dinner, and you accidentally spill your milk. Can you tell me a story about what happens?)
   3. Children are then asked to tell the rest of the story

b. How do I use them?
   i. Practice, Practice, Practice
   ii. Remember that stories are not always direct accounts of things that happen
      1. Children use past and present experiences to create their stories
      2. When looking at abuse and neglect: Assess often and use multiple tools to assess – Do not rely on only one tool
   iii. Created an environment where children are encouraged regularly to tell stories
      1. Comfortable with the assessment
      2. Natural
   iv. Use neutral prompts
      1. “And then what happened?”
      2. “Tell me more about ____.”
      3. “Why did ____ happen?”/”Why did _____ do _____?”
      4. “I see”/”I understand”

c. Creating your own/Practicing
   i. Picture
   ii. Puppets
   iii. Write a script
Resources

*American Academy of Pediatrics (AAP)* [www.aap.org](http://www.aap.org)

*American Speech-Language-Hearing Association (ASHA)* [www.asha.org](http://www.asha.org)

*Birth to 3 (Wisconsin)* [www.dhs.wisconsin.gov/health-care-coverage/health-care-coverage/birth-3-program](http://www.dhs.wisconsin.gov/health-care-coverage/health-care-coverage/birth-3-program)

*Center on the Social and Emotional Foundations for Early Learning (CSEFEL)*
  [www.csefel.vanderbilt.edu](http://www.csefel.vanderbilt.edu)

*Child Protective Services (Wisconsin)* [www.dcf.wisconsin.gov/children/cps](http://www.dcf.wisconsin.gov/children/cps)

*Child Welfare Information Gateway* [www.childwelfare.gov](http://www.childwelfare.gov)

*Common Core State Standards Initiative (CCSS)* [www.corestandards.org](http://www.corestandards.org)

*eduTopia* [www.edutopia.org](http://www.edutopia.org)

*Kids Matter* [www.kidsmatter.edu.au](http://www.kidsmatter.edu.au)

*National Association for the Education of Young Children (NAEYC)* [www.naeyc.org](http://www.naeyc.org)

*National Center for Children in Poverty (NCCP)* [www.nccp.org](http://www.nccp.org)

*National Healthy Start Association* [www.nationalhealthystart.org](http://www.nationalhealthystart.org)

*Parent Tool Kit* [www.parenttoolkit.com](http://www.parenttoolkit.com)

*Teaching Channel (Tch)* [www.teachingchannel.org](http://www.teachingchannel.org)

*Technical Assistance Center on Social Emotional Intervention (TACSEI)*
  [http://challengingbehavior.fmhi.usf.edu/](http://challengingbehavior.fmhi.usf.edu/)

*University of Wisconsin – Extension* [www.uwex.edu](http://www.uwex.edu)

*Wisconsin Department of Children and Families (DCF)* [www.dcf.wisconsin.gov](http://www.dcf.wisconsin.gov)

*Wisconsin Department of Health Services (DHS)* [www.dhs.wisconsin.gov](http://www.dhs.wisconsin.gov)

*Wisconsin Department of Public Instruction* [www.dpi.wi.gov](http://www.dpi.wi.gov)

*Wisconsin Early Childhood Collaborating Partners (WECCP)* [www.collaboratingpartners.com](http://www.collaboratingpartners.com)

*You Can’t Say You Can’t Play, Vivian Paley*

*Zero To Three, National Center for Infants, Toddlers, and Families* [www.zerotothree.org](http://www.zerotothree.org)
References