



# Using Your Story to Teach

## Part II (Developing Your Story)

# Objectives for Part II

- Learn how to craft a meaningful story that will convey a clear message to pre-service or in-service personnel in early childhood intervention.
- Develop a story that will illustrate a particular skill, strategy or guiding principle related to the EI/ECSE Standards.

# Recap: Using Your Story to Teach Part I

## Activity: Find Your Story



- What experiences did you identify?
- Which EI/ECSE Standards do your experiences illustrate?
- How will your experiences teach practitioners how to demonstrate one of the standards in the field?

# Using Your Story to Teach

- Choose stories that illustrate an intentional and deliberate point.
- The story will illustrate your point and bring it to life.



# Building Skills as Storytellers

- Know your “Why”.
- Know your audience.
- Learn to organize your information.
- Use visual aides or imagery.
- Focus on the turning point.
- Highlight the solution.

# Understand What a Personal Story Is and Is Not

- The story has to be yours.
- Be authentic.
- This is not a hypothetical.



# Build Your Own Narrative



- Decide on a purpose or goal for your story.
- Give an adequate description to set the foundation of your story, but do not overwhelm with details.

# Build Your Own Narrative



- You must lead your audience along the path you want them to take and this takes time.
- Families engage in cycles that do not always come with a beginning, middle and end because families are complex.



# Make Your Message Matter



- Your story should make sense to your audience in the context of what you are teaching or seeking to accomplish.
- If your stories are misplaced or all over the place, your message will be lost.

# Make Your Message Matter

- Choose carefully which information you share.
- Don't leave room for misinterpretation!
- Make sure your story conveys the right message.



# Learn How to Frame an Issue



## Framing:

How an issue is characterized to an audience

- Issue framing refers to the selective exposure of information to an audience with the intent of shaping their understanding of an issue.

# Learn How to Frame an Issue

- To frame a story is to withhold some information or prioritize some facts over others.
- It is the selection of, and emphasis on, particular attributes for the audience when talking about something.



# Bring Your Story to Life

- Describe the important people in your story in a way that allows your audience to know and care about them.
- Help them create images in their minds about the setting of your story.
- Pull out visuals - small things that make your experience come alive.
- Choose experiences that elicit feelings.

# Focus on the Turning Point

- The moment things changed. It can be big, small, positive or negative. But something happened and reality changed.



# Include the New Reality

- What did you learn?
- This is the part of your story that makes or breaks your authenticity.
- Who did you become?
- Are you wiser, stronger?
- How could this situation have been improved?

# Emphasize Your Purpose



- What should the audience learn from your story?
- What solutions and suggestions will you give your audience?



# Emphasize Your Purpose



- Make sure the story's conclusion makes sense.
  - Does it fully convey the main teaching point?
  - Does it relate well to the rest of the story?
  - Is it too abrupt?
  - Is it easy to understand?
  - Does it touch the heart?

# Practice, Revise, Practice Again



- Practice, practice, practice- this is critical for families who are new trainers and even for those who are more seasoned.
- Solicit honest feedback on whether the story will teach the topic you are focused on.

# Be Prepared

- Make sure your presentation is related to the topic of the training.
- Keep the presentation short, focused and teachable
- Make sure you ask questions about what is expected.
- Be ready to facilitate a follow-up discussion.



# Be Prepared

Think about:

- What to do if you become emotional: some of our stories are hard to talk about.
- How to deal with problem participants: defer questions, “parking lot”, time constraints.
- It’s okay to say “I don’t know” or “I had not considered that”. It’s okay to ask the audience for their own ideas on how to resolve an issue.

# **ACTIVITY:**

## **Crafting your story**

**Your story should touch on a personal experience with early childhood services for your child and family. It could address the positive impact of well trained personnel or the difficulties in working with personnel who are not comfortable partnering with families.**

Your story should touch on a personal experience with early childhood services for your child. It could address the positive impact of well-trained personnel or the difficulties in working with personnel who are not comfortable engaging with family members.

Your story should demonstrate success or challenge highlighting one or more of the [EI/ECSE Standards](#) or the [DEC Recommended Practices](#).

Use the storyboard template to guide you in crafting your story. Alternatively, put this format on a large piece of paper or whiteboard and use sticky notes so that you can organize and revise your ideas.

TOPIC:	STANDARD:
EXAMPLES:	VISUALS:
TURNING POINT:	SOLUTION:


# Storyboard Template

Your story should demonstrate success or challenge highlighting one of the [EI/ECSE Standards](#).

Use the template to guide you in crafting your story.

# Story Rubric

- Practice telling your story – out loud, in a mirror, on a recording.
- Use the rubric to make sure you have all the elements.
- Share the story to be sure that your message is clear and accurate. Ask the listener to fill out the rubric and provide feedback.



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**USING YOUR STORY TO TEACH**  
Story Rubric

Use the rubric to make sure you have all the elements of a good story. Practice telling your story to a friend or mentor. Ask the listener to fill out the rubric and provide feedback.

CRITERIA	NEEDS WORK	GOOD	NOTES
Purpose or goal of the story is clear.	<input type="checkbox"/>	<input type="checkbox"/>	
Intended audience(s) is clear for this story.	<input type="checkbox"/>	<input type="checkbox"/>	
Story illustrates EI/ECCE standard or DEC Recommended Practice.	<input type="checkbox"/>	<input type="checkbox"/>	
Visual aids, creative wording, or audience hooks are used to illustrate your message.	<input type="checkbox"/>	<input type="checkbox"/>	
Are there any photos or videos that show others? (If so, you will need their permission to share.)	<input type="checkbox"/>	<input type="checkbox"/>	
Visuals identified to illustrate your message.	<input type="checkbox"/>	<input type="checkbox"/>	
Powerful examples are used: a challenge, hurdle, setback, growth, triumph or success. (i.e. "transformative consequences")	<input type="checkbox"/>	<input type="checkbox"/>	
The story has a strong ending that teaches specific outcomes. The audience has solutions or suggestions to take away.	<input type="checkbox"/>	<input type="checkbox"/>	
Language is clear and understandable. No jargon or acronyms that are not defined.	<input type="checkbox"/>	<input type="checkbox"/>	
Comments:			

35

# ACTIVITY:

## Crafting your story

- Use the Story Board to guide you in telling your story.
- Read it over silently, or out loud if you can find a private place to practice.
- Find a partner and ask them to complete the Story Rubric while you tell them your story.



# Reflection

- Decide on a **purpose** or goal for your story.
- **Make your message matter.** Do not leave room for misinterpretation or assumptions.
- Choose intentional, relevant, and specific **details**.
- Bring the story to life with **imagery or visuals**.
- Highlight **solutions or suggestions** for the audience to take away.
- **Be prepared.** Know what the expectations are, and be ready to facilitate a follow-up discussion.



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