

Narrative SSS (Student Selects Story) Reference Database



Database	Context (Subgroup)	Age Range	Grade in School	# Samples	Location	Special Coding
Narrative NSS	Nar (NSS)	5;2 – 13;3	K, 1, 2, 3, 5, 7	330	WI	SI

Participants

The Narrative SSS (student selects story) database consists of narrative samples from typically developing students drawn from preschools in Madison, the Madison Metropolitan Public School District, and rural areas in northern Wisconsin. Students were from a variety of economic backgrounds and ability levels. "Typically developing" was determined by normal progress in school and absence of special education services. Economic background was determined by eligibility for the free lunch program. Ability level was determined by teacher rating. Age and gender data is available for all students.

Elicitation Protocol

Materials

- audio or video recorder
- quiet location free of distractions with a table and two chairs

Preparation

Check the recorder for loudness levels. Record your name, date, student's name or ID, birth date, age, and grade.

Directions

Use one of the following narrative tasks. Suggested questions and prompts are listed for each task.

1. Tell about a movie s/he saw.
"Do you go to the movies?", "Do you watch movies at home?", "Do you own any movies?", "What's your favorite movie?", "What's the last movie you saw?"
2. Tell about a book s/he read.
"Have you read any good books lately?", "What's your favorite book?", "Have you read (insert current books likely to be of interest)?"
3. Retell an episode from a TV program.
"What TV programs do you like to watch?", "Tell me about that one. I haven't seen it.", "What happened on the last one you watched?", "Do you ever watch (insert current programs likely to be of interest)?"

4. With young children: Retell a familiar story such as *Goldilocks and the Three Bears*, *Little Red Riding Hood*, and *The Three Little Pigs*. Picture prompts should only be used after every attempt is made to elicit spontaneous speech. This is not a labeling activity.

“Do you know any stories?”, *“What is one of your favorite stories?”*,

“Oh, I don't know that one very well. Will you tell it?”,

“Do you know Little Red Riding Hood, etc.? Oh, tell me about that one.”

Examiner Prompts

Using overly-specific questions or providing too much information compromises the process of capturing the speaker's true language and ability level. Avoid asking questions which lead to obvious and limited responses/answers. Use open-ended prompts. Open-ended prompts *do not* provide the speaker with answers or vocabulary. They *do* encourage the speaker to try or they let the speaker know that it's ok to move on if needed. Use open-ended prompts/questions as necessary.

- **Acceptable verbal prompts include:**

Tell me more.

Just do your best.

Tell me about that/it.

You're doing great.

I'd like to hear more about that/it.

Tell me what you can.

That sounds interesting.

Oh, that sounds interesting.

What else?

Mhm.

Keep going.

Uhhuh.

- **Acceptable nonverbal prompts include:**

Smiles and eye contact.

Nods of affirmation and agreement.

Transcription Notes

The language samples were segmented into Communication Units (C-units). All transcripts were timed and pauses, within and between utterances, of two or more seconds in length, were marked.

Coding Notes

- [EO:word] marks overgeneralization errors
- [EW:word] marks other word-level errors
- [EU] marks utterance-level errors

Subordination Index (SI) Coding

SI coding was applied to all samples. SI is a measure of syntactic complexity which produces a ratio of the total number of clauses (main and subordinate clauses) to the number of C-units. A clause, whether it is main or subordinate, is a statement containing both a subject and a predicate. Grammatically, a subject is a noun phrase and a predicate is a verb phrase. Main clauses can stand by themselves. Subordinate clauses depend on the main clause to make sense. They are embedded within an utterance as noun, adjective or adverbial clauses

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