

## Narrative Story Retell Reference Database



Database	Context (Subgroup)	Age Range	Grade in School	# Samples	Location	Special Coding
Narrative Story Retell	Nar (FWAY)	4;4 – 7;5	P, K, 1	145	WI & CA	SI, NSS
	Nar (PGHW)	7;0 – 8;11	2	101		
	Nar (APNF)	7;11 – 9;11	3	53		
	Nar (DDS)	9;3 – 12;8	4, 5, 6	201		

### Participants

The Narrative Story Retell database contains samples from typically developing English-fluent students located in Wisconsin and California. Age, gender, and grade data are available for all participants.

- *Wisconsin* participants were drawn from the Madison Metropolitan Public School System and several Milwaukee area school districts (Brown Deer, Fox Point-Bayside, Shorewood, Waukesha, Wauwatosa, and West Allis-West Milwaukee). There are students 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 based on eligibility in the free lunch program. Ability level was determined by teacher ratings.
- *California* participants were drawn from two public school districts in San Diego County; San Diego City Schools and Cajon Valley School District. The participants were described as typically developing and of average performance in the classroom as determined by performance on standardized classroom assessments, teacher report, and absence of special education services. The participants reflected the county's demographics and were balanced by race, ethnicity, gender, and socioeconomic status. Socioeconomic status was determined by mother's highest level of education.

### Elicitation Protocol

#### 1. Preschool, Kindergarten, and 1<sup>st</sup> Grade

There are three options for eliciting the samples. Use whichever option you prefer as they all elicit similar narratives. The database samples were elicited using the 3<sup>rd</sup> option.

- Materials
  - audio or video recorder
  - copy of the book *Frog, Where Are You?* (Mayer, 1969)
  - quiet location free of distractions with a table and two chairs

#### Option 1:

Use the FWAY script provided at the end of this appendix to tell the story to the child.

#### Option 2:

Play a recording of the FWAY story. You can record your own audio or download one from the SALT web site at [www.saltsoftware.com/resources/frogstories/](http://www.saltsoftware.com/resources/frogstories/)

Option 3:

Play the recording of *Frog, Where Are You?* which comes with The Strong Narrative Assessment Procedure (Strong, 1998). This audio uses a slightly different script.

- Preparation  
Check the recorder for loudness levels. Record your name, date, student's name or ID, birth date, age, and grade.
- Directions  
Seat the student next to you.

Option 1:

Say *"I would like to find out how you tell stories. First, I am going to tell you a story while we follow along in the book. When I have finished telling you the story, it will be your turn to tell the story using the same book."* Tell (try not to read) the story to the student, loosely following the script (provided on the last page). You do not need to memorize the story script. Just become familiar enough with it to tell a similar story.

Options 2 and 3:

Say *"I would like to find out how you tell stories. First, we are going to listen to the story while we follow along in the book. When we have finished listening to the story, it will be your turn to tell the story using the same book."* Play the audio. Turn each page while the student listens. Make sure the student is looking at the book.

After telling the story or playing the audio, prepare the recorder to record the student's sample and say *"Now I would like you to use your own words to tell the story."*

Turn the book to the first page with pictures and start recording. Say *"Do the best that you can. Now you tell me the story."*

## **2. Grades 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup>, and 6<sup>th</sup>**

- Materials
  - audio or video recorder
  - quiet location free of distractions with a table and two chairs
  - 2 copies of the story book, one with the printed words covered
    - 2<sup>nd</sup> grade: *Pookins Gets Her Way* (Lester, 1987)
    - 3<sup>rd</sup> grade: *A Porcupine Named Fluffy* (Lester, 1986)
    - 4<sup>th</sup>, 5<sup>th</sup>, and 6<sup>th</sup> grade: *Doctor De Soto* (Steig, 1982)
- Preparation  
Check the recorder for loudness levels. Record your name, date, student's name or ID, birth date, age, and grade.

- Directions

Use the book that does not have the text covered while reading the story. Seat the student next to you, show the book to the student, and say *"I am helping your teacher find out how you tell*

*stories. First, I will read this story to you while you follow along. Then I'm going to ask you to tell the story using your own words."*

Read the story. Make sure the student is looking at the book.

After reading the story, prepare the recorder to record the student's sample. Give the student the copy of the book which has the text covered and say *"Now I would like you to tell the story. Notice that the words are covered up. That's because I want you to use your own words to tell the story."*

Turn to the first page with pictures and start recording. Say *"Do the best that you can. Now you tell me the story."*

### **3. Examiner's role during the retell**

During the retell, move slightly away from the student turning so that eye contact is easy. The student should be in charge of page turning during the retell, but provide assistance if the student has trouble turning pages, or starts skipping too many pages. Moving away from the student promotes language and minimizes pointing.

Do not give specific cues to the student during the task. You can point to the book to focus attention or say *"Tell me more."*, *"Keep going."*, *"You are doing a great job."*, *"And then..."* if the student stops talking before the story is finished. You may also use nonverbal cues such as head nodding and smiling to promote continued talking. If the student is unable to start the task, use the prompt *"One day..."* Using overly-specific questions or providing too much information to the student compromises the process of capturing the student's true language and ability level. Open-ended prompts *do not* provide the student with answers or vocabulary. But they *do* encourage the student to try or they let the student know it is ok to move on if needed. Avoid asking the "wh" questions, who?, what?, when?, where? as these often lead to obvious and limited responses/answers.

### **4. Optional Comprehension Questions**

Following the student's retell, you have the option of evaluating his/her understanding of the story by asking a series of comprehension questions. For details, refer to the SALT web site at [www.saltsoftware.com/resources/elicaids/](http://www.saltsoftware.com/resources/elicaids/). Please note that the SALT Narrative Story Retell database samples were not scored for comprehension.

### **Database Subgroups**

When selecting language samples from this database, by default, the comparison is restricted to samples from the specific story listed in the transcript header. You can specify one of the following subgroups:

FWAY = *Frog, Where Are You?*  
PGHW = *Pookins Gets Her Way*  
APNF = *A Porcupine Named Fluffy*  
DDS = *Doctor De Soto*

## Transcription Notes

Utterances were segmented into Communication Units (C-units). The transcripts begin and end with the student's first and last utterance, respectively. 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) and Narrative Scoring Scheme (NSS) Coding

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 (see Appendix O).

NSS is an assessment tool developed to create a more objective narrative structure scoring system. It is based upon early work on story grammar analysis by Stein and Glenn, 1979, 1982. This scoring procedure combines many of the abstract categories of Story Grammar, adding features of cohesion, connecting events, rationale for characters' behavior, and referencing. Each of the scoring categories has specific explicit examples to establish scoring criteria, reducing the abstractness of the story grammar categories (see Appendix P).

## Acknowledgements

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**Story Script for *Frog, Where Are You?* by Mercer Mayer, 1969.**

Page	Script
1	There once was a boy who had a dog and a pet frog. He kept the frog in a large jar in his bedroom.
2	One night while he and his dog were sleeping, the frog climbed out of the jar. He jumped out of an open window.
3	When the boy and the dog woke up the next morning, they saw that the jar was empty.
4	The boy looked everywhere for the frog. The dog looked for the frog too. When the dog tried to look in the jar, he got his head stuck.
5	The boy called out the open window, "Frog, where are you?" The dog leaned out the window with the jar still stuck on his head.
6	The jar was so heavy that the dog fell out of the window headfirst!
7	The boy picked up the dog to make sure he was ok. The dog wasn't hurt but the jar was smashed.
8 - 9	The boy and the dog looked outside for the frog. The boy called for the frog.
10	He called down a hole in the ground while the dog barked at some bees in a beehive.
11	A gopher popped out of the hole and bit the boy on right on his nose. Meanwhile, the dog was still bothering the bees, jumping up on the tree and barking at them.
12	The beehive fell down and all of the bees flew out. The bees were angry at the dog for ruining their home.
13	The boy wasn't paying any attention to the dog. He had noticed a large hole in a tree. So he climbed up the tree and called down the hole.
14	All of a sudden an owl swooped out of the hole and knocked the boy to the ground.
15	The dog ran past the boy as fast as he could because the bees were chasing him.
16	The owl chased the boy all the way to a large rock.
17	The boy climbed up on the rock and called again for his frog. He held onto some branches so he wouldn't fall.
18	But the branches weren't really branches! They were deer antlers. The deer picked up the boy on his head.
19	The deer started running with the boy still on his head. The dog ran along too. They were getting close to a cliff.
20-21	The deer stopped suddenly and the boy and the dog fell over the edge of the cliff.
22	There was a pond below the cliff. They landed with a splash right on top of one another.
23	They heard a familiar sound.
24	The boy told the dog to be very quiet.
25	They crept up and looked behind a big log.
26	There they found the boy's pet frog. He had a mother frog with him.
27	They had some baby frogs and one of them jumped towards the boy.
28-29	The baby frog liked the boy and wanted to be his new pet. The boy and the dog were happy to have a new pet frog to take home. As they walked away the boy waved and said "goodbye" to his old frog and his family.