



## Introduction

- Narratives also play a vital role in classroom success as well as later reading skill (Catts, Hogan, & Fey, 2003; Lin & Hsu, 2009).
- Narrative skills begin developing during preschool and continue to be refined throughout the elementary years (Nippold, 2007).
- Narratives are evaluated in regards to:
  - Macrostructure: story grammar elements (e.g., character, setting, problem, action, consequence).
  - Microstructure: cohesion, complex language, total number of words (TNW), number of different words (NDW)
- Barriers have been encourage to assist in improving use of more descriptive language and complexity of stories (Hughes, McGillivray, & Schmiekel, 1997).
- Previous studies have had mixed results in regards to their impact in story structure (Richardson, 2010).

## Research Question:

Do school-aged children in third through fifth grade provide more complete and complex narratives when elicited with or without a barrier?

## Methodology

### Participants:

Grade	Male	Female
3	7	10
4	11	8
5	2	4
<b>Total</b>	<b>20</b>	<b>22</b>

### Materials:

Modified version of the Test of Narrative Language (TNL)

-McDonalds story with use of a picture

-Dragon Story Picture

-Alien Story Picture

Barrier placed between student and examiner for one elicited story

### Procedures:

-Model story (McDonald's story)

-Elicit Stories from student

\* One with barrier, one without

\* Random order (barrier/no barrier & Dragon/Alien)

## Results

Figure 1. Average Narrative Structure Score

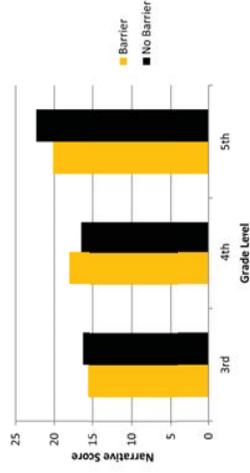


Figure 2. Average Number of Different Words

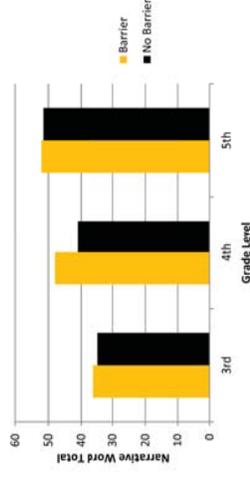
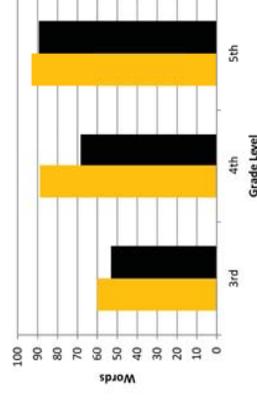


Figure 3. Average Number of Total Words



## Summary of Results

- For combined grades
  - Significant difference in TNW and NDW
- For 3rd grade:
  - No significant differences
- For 4th grade:
  - Significant difference in NDW
- For 5th grade:
  - No significant differences

## Discussion

- The use of a barrier did not have consistent impact on the complexity of the students' stories
- Other factors may have impacted performance.
  - Student understanding of the task.
  - Clarity of the directions.
  - Development of ability to account for listener's perspective.
- Similar to Richardson (2010) some aspects of narratives did differ significantly
  - Number of different words, total number of words
- Use of a dynamic assessment to teach different parts of a story
- Equal number of students in each grade level
- More culturally diverse students

## Future Research

## Selected References

- Catts, H., Hogan, T. P., & Fey, M. (2003). Subgrouping poor readers on the basis of reading-related abilities. *Journal of Learning Disabilities*, 36, 151-164.
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- Richardson, J. (2010). Narrative production for typically developing children with and without a barrier. (Unpublished research paper). Fort Hays State University, Hays, KS.

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