



Narrative Production for Typically Developing Children

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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, & Schmidek, 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:

Participants (N=42)			
Grade	Male	Female	
3	7	10	
4	11	8	
5	2	4	
Total	20	22	

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

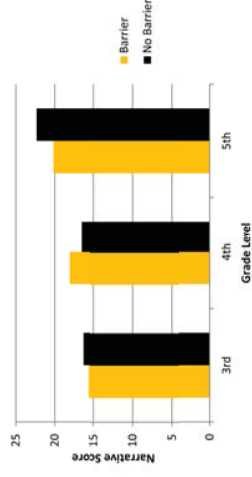


Figure 2. Average Number of Different Words

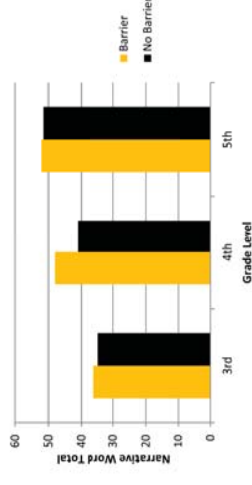
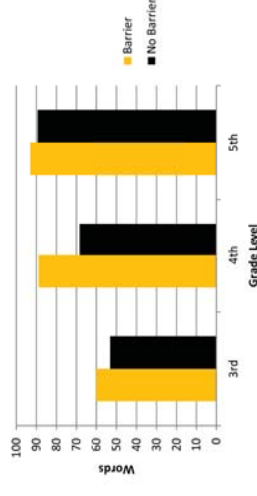


Figure 3. Average Number of Total Words



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

Future Research

- Use of a dynamic assessment to teach different parts of a story
- Equal number of students in each grade level
- More culturally diverse students

Selected References

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