

# Narrative SSS (Student Selects Story) Elicitation Protocol

## Database Samples

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

## Elicitation Protocol

- Materials
  - recording device
  - quiet location free of distractions with a table and two chairs
- Preparation

Check the recorder for loudness levels. Record your name, date, student's identifier, 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's role during the retell

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.

## Acknowledgements

The Narrative SSS database is the result of a long-term collaboration with a group of speech-language pathologists working in the Madison Metropolitan School District (MMSD). We would like to express our appreciation to: Dee Boyd, Beth Daggett, Lynne Gabrielson, Laura Johnson, Mary Anne Jones, Marianne Kellman, Cathy Kennedy, Sue Knaack, Colleen Lodholtz, Kathleen Lyngaas, Karen Meissen, Chris Melgaard, Katherine Pierce, Laura Pinger, Lynn Preizler, Mary Beth Rolland, Lynda Lee Ruchti, Beth Swanson, Marianne Wood, Joan Zechman, and Rebecca Zutter-Brose for collecting the reference language samples and for sharing their clinical insights and experience in using SALT to evaluate the expressive language performance of school age children. We would also like to thank the MMSD SALT Leadership Committee for the help they provided with documenting guidelines for the elicitation and interpretation of language samples. All samples were transcribed and coded by the University of Wisconsin students working in the Language Analysis Lab. This project was funded in part by SALT Software, LLC.