

Narrative SSS (Speaker 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 (speaker selects story) database consists of narrative samples from typically developing students drawn from the Madison Metropolitan 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, gender, and grade data is available for all students.

Elicitation Protocol

This elicitation protocol provides an opportunity for the target speaker to produce a narrative sample based on a story of their choosing. Following the script below, the speaker is asked to select a story and then tell the examiner about it.

Elicitation method

The sample may be elicited with the speaker seated near you or via a virtual session. Both methods should result in similar outcomes (Manning, et al., 2020, Brennan, et al., 2004). All samples should be recorded for later transcription.

- In-person session: Seat the speaker near you, either across the table or next to you. Record the sample using your phone, tablet, or digital recorder.
- Virtual session: Record the sample using your phone, tablet, digital recorder, or the recorder built into the software you are using to host the virtual meeting, e.g., Zoom.

Narrative SSS Elicitation Script

Use one of the following narrative tasks. Suggested questions and prompts are listed below.

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

- Be an attentive listener.
- If the speaker is unable to begin, use the prompt *“One day....”*.
- If the speaker stops before their story is finished, prompt, *“Tell me more,” “Keep going,” “You are doing a great job,” “And then...”*.
- Use nonverbal cues such as head nodding and smiling to promote continued talking.
- Avoid asking the “wh” questions, who?, what?, when?, where? as these often lead to obvious and limited responses/answers.
- Using overly-specific questions or providing too much information compromises the process of capturing the speaker’s true language and ability level. Open-ended prompts *do not* provide answers or vocabulary. They *do* encourage the speaker to try or they let them know it is ok to move on if needed.
- Keep it a narrative. Avoid comments that may result in a conversation, e.g., *“Was it a good movie? How long ago did you see it?”*

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 error
- [EP:word] marks pronoun error
- [EW] marks an extraneous or unnecessary word in the utterance that, if omitted, would make the utterance syntactically correct, e.g., *C And he shout/ed and[EW] to the frog.*
- [EW:word] marks other word-level error
- [EU] marks utterance-level error (*also marks utterances with 3 or more errors*)
- [FP] marks filled pause words such as *like*, e.g., *You (like[FP]) get six card/s.*

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.

Using SALT to Compare Samples to the Narrative Student Selects Story Database

Use SALT's Database menu to compare your sample with age or grade-matched samples selected from the Narrative Student Selects Story database. SALT looks at the "+ Context" and "+ Subgroup" plus lines in your transcript to determine which database to pre-select. To pre-select the Narrative Student Selects Story database, include the following plus lines in your transcript:

+ Context: Nar
+ Subgroup: SSS

Although you can type these plus lines into your transcript, the easiest way is to select the correct sampling context (Nar) and subgroup (SSS) when first creating a new transcript (by completing the New Transcript Header information dialogue box).

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.

References

- Brennan, D. M., Georgeadis, A. C., Baron, C. R., & Barker, L. M. (2004). The effect of videoconference-based telerehabilitation on story retelling performance by brain-injured subjects and its implications for remote speech-language therapy. *Telemedicine Journal & e-Health*, 10(2), 147-154.
- Manning, B., Harpole, A., Harriott, E., Postolowicz, K., & Norton, E. (2020). Taking Language Samples Home: Feasibility, Reliability, and Validity of Child Language Samples Conducted Remotely with Video Chat Versus In-Person.