



## ENNI Database

Database	Context (Subgroup)	Age Range	# Samples	Location
ENNI	Nar (ENNI)	4;0 – 10;0	300	Canada

The Edmonton Narrative Norms Instrument (ENNI) is an assessment tool for collecting language information from children aged 4 to 9 through storytelling. Pictures that portray a story are presented to a child, who then tells the story to the examiner. Picture sets were drawn for the ENNI by a professional cartoonist; they range from a simple story with 2 characters to a complex story with 4 characters.

### Participants

300 typically developing children, aged 4;0 - 10;0, living in Edmonton, Alberta, Canada and speaking English as a first language. Children were drawn from 34 preschools, daycares and schools in the public and separate school boards. The range of economic and ethnic backgrounds reflects the diversity in the Edmonton area, as determined by a comparison with Statistics Canada data. Teachers were asked to refer two children in the upper level of achievement, two children from the middle level, and two children in the lower level (one boy and one girl at each level). In all cases, the children who were referred for the typical development sample were not to have speech or language difficulties or any other diagnostic label such as attention deficit disorder, learning disability, or autism. The children constitute the typically developing sample in the Edmonton Narrative Norms Instrument (ENNI), which also contains data from children with language impairment.

### Elicitation Protocol

The task is story generation from pictures (not retell). Six original picture sets with animal characters are used to elicit stories, two each at three levels of complexity. The stories are controlled in pairs and systematically varied across levels for length, amount of story information, and number and gender of characters. The pictures for each story are placed in page protectors with each story in its own binder. When administering each story, the examiner first goes through all the pages so that the child can preview the story, after which the examiner turns the pages again as the child tells the story. The examiner turns the page when the child appears to be finished telling the story for a particular picture. The examiner holds the binder in such a way that he or she cannot see the pictures as the child tells the story, which means that the child needs to be explicit if the examiner is to understand the story; the child cannot legitimately use pointing in lieu of language when telling the story. The instructions emphasize that the examiner will not be able to see the pictures, so the child will have to tell a really good story in order for the examiner to understand it.

A training story is administered first consisting of a single episode 5-picture story. The purpose of the training story is to familiarize the child with the procedure and to allow the examiner to give more explicit prompts if the child has difficulty with the task. After the training story is administered, there are two story sets which may be given: Set A (Giraffe/Elephant) and Set B (Rabbit/Dog). You have the option of administering either or both sets. Both story sets were administered to all participants in the database.

When selecting language samples from the database, you have the option including both story sets or restricting the selection to a specific story set by specifying one of the following subgroups:

- Sets A & B = Set A and Set B stories
- Set A = Set A stories (Giraffe/Elephant)
- Set B = Set B stories (Rabbit/Dog)

### **Transcription Notes**

Utterances were segmented into Communication Units (C-units), which consist either of an independent clause plus any dependent clauses or of a partial sentence. Utterances that were broken off by the speaker were counted as mazes. Timing is not indicated in the transcripts. Socioeconomic status, parental education and ethnic background are not indicated in the transcripts.

### **Coding Notes**

- [EO:word] marks overgeneralization error
- [EP:word] marks pronoun error
- [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.*

### **Using SALT to Compare Samples to the ENNI Database**

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

+ Context: Nar  
+ Subgroup: ENNI

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

### **Resources**

All picture sets and detailed administration and transcription instructions can be downloaded free of charge at [www.rehabmed.ualberta.ca/spa/enni](http://www.rehabmed.ualberta.ca/spa/enni). The ENNI is copyrighted, including the pictures and all other materials. You are welcome to download, print, and use any of the materials for clinical, educational, or research purposes. None of the ENNI materials may be altered in any way or included in publications without permission from the authors.

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