



# Fables - Elicitation Protocol

Contributed by Marilyn Nippold, Ph.D., University of Oregon, Department of Communication Disorders and Sciences to SALT Software, LLC

Database	Context	Age Range	Grade in School	# Samples	Location	Special Coding
Fables	Fable (Dog)	13;5-14;9	8	30	CA, OR, WA	SI
	Fable (Fox)	13;5-14;9	8	30		
	Fable (Oak)	13;5-14;9	8	30		
	Fable (Stag)	13;5-14;9	8	30		

## 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 (Kim, 2016; Manning et al., 2020). Record all samples for later transcription and analysis.

Follow the directions below. The speaker will listen to and retell one or more fables directly followed by the corresponding comprehension questions. Using this protocol, the fable retelling is typically shorter than the language produced from the questions posed. Both the fable retelling and the corresponding comprehension questions are required for valid comparison to the fables database. You may elicit any or all four fables adapted from Aesop's Fables (1947): *The Dog and His Shadow*, *The Fox and the Crow*, *The Oak and the Reed*, and *The Stag at the Pool*.

### Option 1: In-person session:

Have the speaker seated next to you with the materials in front of you. Record the sample using a phone, tablet, or digital recorder.

**Option 2: Virtual session:** Send a copy of the fable cards to the speaker ahead of time. The participant can print hard copies or work from digital copies. Record the sample using a phone, tablet, digital recorder, or the recorder built into the software you are using to host the virtual meeting, e.g., Zoom.

## Directions

- Read the following slowly and clearly.  
*"This is a story telling activity that involves fables. Fables are imaginary stories about animals and other things that act like people. I am going to read you one to four different fables. Please listen to each one carefully. Be ready to tell each story back to me, in your own words. Try to remember as much as you can so that you can tell the whole story back to me. After you finish, I will ask you some questions about the story. There are no penalties for incorrect answers. I just want to know what you think about the stories. Are you ready? Here is Fable number one:"*
- Using the fable card with the story and picture side face up, read the fable aloud to the participant
- Turn the fable card to the picture-only side
- Turn on audio recorder

- Ask participant to retell the fable
- When participant is finished retelling, follow up with questions  
Say “Now I’d like to ask you a few questions.”

#### Fable Follow-Up Questions

1. Do you agree with the moral of this story (repeat moral, e.g., “It is better to bend than to break”)?
2. Why or why not (do you agree or disagree)?
3. Can you think of a situation in real life where that moral would apply?
4. Can you tell me anything more about the moral or the situation?

## References

Aesop’s Fables. (1947). New York, NY: Grosset & Dunlap.

Kim, Y. S. G. (2016). Do Live Versus Audio-Recorded Narrative Stimuli Influence Young Children's Narrative Comprehension and Retell Quality?, *Language, Speech, and Hearing Services in Schools*, 47(1), 77-86.

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.

Nippold, M.A., Vigeland, L.M., Frantz-Kaspar, M.W., & Ward-Lonergan, J.M. (2017). Language Sampling With Adolescents: Building a Normative Database With Fables. *American Journal of Speech-Language Pathology*, 23(3), 908-920.