



## Narrative Story Retell - Elicitation Protocol

Database	Context (Subgroup)	Age Range	Grade in School	# Samples	Location	Special Coding
Narrative Story Retell	Nar (FWAY)	3;6 – 7;5	P, K, 1	174	WI & CA	SI, NSS
	Nar (PGHW)	7;0 – 8;11	2	101		
	Nar (APNF)	7;11 – 9;11	3	53		
	Nar (DDS)	9;3 – 12;8	4, 5, 6	201		

There are different ways to provide the story model and record the target speaker's story. All methods should result in similar outcomes (Kim, 2016; Manning et al., 2020). Record all samples for later transcription and analysis.

### Preschool, Kindergarten, and Grade 1

Use the following story:

FWAY: *Frog, Where Are You?* (Mayer, 1969)

#### Option 1: In-person or virtual session using SALT's *Online Story Elicitation – Monolingual English / English Fluent* program

Select the FWAY story and follow the prompts. For an in-person session, use the recorder built into the program. For a virtual session, use an alternate recorder, e.g., smart phone, digital recorder, or the recorder built into the software you are using to host the virtual meeting, e.g., Zoom.

#### Option 2: In-person session using physical book

Have the speaker seated next to you with the book in front of you. Provide the story model while looking at the pictures in the book. There are two ways to present the story model.

- Play a recording of the FWAY story, which can be downloaded from the SALT web site at [www.saltsoftware.com/resources/elicaids/frogstories/](http://www.saltsoftware.com/resources/elicaids/frogstories/).

Say, ***“I would like to find out how you tell stories. First, we are going to listen to the story while we follow along in the book. When we have finished listening to the story, it will be your turn to tell the story using the same book.”*** Play the audio. Turn each page while the speaker listens. Make sure the speaker is looking at the book.

- Tell the story to the speaker, loosely following the script provided (*see page 4*). You do not need to memorize the story script, just become familiar enough to tell the story.

Say, ***“I would like to find out how you tell stories. First, I am going to tell you a story while we follow along in the book. When I have finished telling you the story, it will be your turn to tell the story using the same book.”*** Tell the story, turning each page while the speaker listens. Make sure the speaker is looking at the book.

After providing the story model, prepare the recorder and say, ***“Now I would like you to use your own words to tell the story.”***

Turn the book to the first page with pictures and start recording. Say, ***“Do the best that you can. Now you tell me the story.”***

## Grades 2 and 3

Use the following stories:

PGHW: *Pookins Gets Her Way* (Lester, 1987) for 2<sup>nd</sup> grade

APNF: *A Porcupine Named Fluffy* (Lester, 1986) for 3<sup>rd</sup> grade

### **Option 1: In-person or virtual session using SALT's Online Story Elicitation – Monolingual English / English Fluent program**

Select PGHW (for 2<sup>nd</sup> graders) or APNF (for 3<sup>rd</sup> graders) and follow the prompts. For an in-person session, use the recorder built into the program. For a virtual session, use an alternate recorder e.g., smart phone, digital recorder, or the recorder built into the software you are using to host the virtual meeting, e.g., Zoom.

### **Option 2: In-person session using physical books**

Use 2 copies of the book, one with the text covered. Have the speaker seated next to you with the book (text visible) in front of you.

Show the book to the speaker, and say ***"I would like to find out how you tell stories. First, I will read this story to you while you follow along. Then I'm going to ask you to tell the story using your own words."*** Read the story. Make sure the speaker is looking at the book.

After reading the story, prepare the recorder. Give the speaker the copy of the book with the text covered and say, ***"Now I would like you to tell the story. Notice that the words are covered up. That's because I want you to use your own words to tell the story."***

Turn to the first page with pictures and start recording. Say, ***"Do the best that you can. Now you tell me the story."***

## Grades 4, 5, and 6

Use the following story:

DDS: *Doctor De Soto* (Steig, 1982)

### **In-person session using physical books** (the Online Story Elicitation program does not include DDS)

Use 2 copies of the book, one with the text covered. Have the speaker seated next to you with the book (text visible) in front of you.

Show the book to the speaker, and say, ***"I would like to find out how you tell stories. First, I will read this story to you while you follow along. Then I'm going to ask you to tell the story using your own words."*** Read the story. Make sure the speaker is looking at the book.

After reading the story, prepare the recorder. Give the speaker the copy of the book with the text covered and say, ***"Now I would like you to tell the story. Notice that the words are covered up. That's because I want you to use your own words to tell the story."***

Turn to the first page with pictures and start recording. Say, ***"Do the best that you can. Now you tell me the story."***

## Examiner's Role

The role of the examiner in the story retell task is to let the target speaker do most, if not all, of the talking. In an in-person session, move slightly away from the speaker, turning so that eye contact is easy. The speaker should be in charge of page turning during the retell. Provide assistance if the speaker has trouble properly turning pages. Moving away from the speaker promotes language and minimizes pointing.

- Be an active listener.
- Use minimal prompts only as necessary.
- Verbal prompts should be open-ended (should not provide answers or vocabulary) e.g., tell me more, keep going, and then~, you are doing a great job!
- Non-verbal prompts such as nodding and smiling may promote continued talking.
- Avoid asking yes/no and specific WH questions such as “who”, “what”, “when”, “where”, as these may lead to limited responses.
- Encourage the target speaker to try.
- If necessary, let the speaker know it is OK to move on.

## Comprehension Questions (optional)

Following the speaker's retell, you have the option of evaluating their understanding of the story by asking a series of comprehension questions. A description of the comprehension questions can be found on the SALT website at Products —> Elicitation Materials. The Narrative Story Retell database samples were not scored for comprehension.

## References

- 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.
- Lester, H. (1987). *Pookins Gets Her Way*, Boston, MA: Houghton Mifflin Co.
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- 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.
- Mayer, M. (1969). *Frog, Where Are You?*, New York, NY: Dial Press.
- Steig, W. (1982). *Doctor De Soto*, New York, NY: Farrar, Straus, and Giroux.

## Story Script for *Frog, Where Are You?* by Mercer Mayer, 1969

Page	Script
1	There once was a boy who had a dog and a pet frog. He kept the frog in a large jar in his bedroom.
2 – 3	One night while he and his dog were sleeping, the frog climbed out of the jar. He jumped out of an open window. When the boy and the dog woke up the next morning, they saw that the jar was empty.
4 – 5	The boy looked everywhere for the frog. The dog looked for the frog too. When the dog tried to look in the jar, he got his head stuck. The boy called out the open window, “Frog, where are you?” The dog leaned out the window with the jar still stuck on his head.
6 – 7	The jar was so heavy that the dog fell out of the window headfirst! The boy picked up the dog to make sure he was ok. The dog wasn’t hurt but the jar was smashed.
8 - 9	The boy and the dog looked outside for the frog. The boy called for the frog.
10 – 11	He called down a hole in the ground while the dog barked at some bees in a beehive. A gopher popped out of the hole and bit the boy right on his nose. Meanwhile, the dog was still bothering the bees, jumping up on the tree and barking at them.
12 – 13	The beehive fell down and all of the bees flew out. The bees were angry at the dog for ruining their home. The boy wasn’t paying any attention to the dog. He had noticed a large hole in a tree. So he climbed up the tree and called down the hole.
14 – 15	All of a sudden an owl swooped out of the hole and knocked the boy to the ground. The dog ran past the boy as fast as he could because the bees were chasing him.
16 – 17	The owl chased the boy all the way to a large rock. The boy climbed up on the rock and called again for his frog. He held onto some branches so he wouldn’t fall.
18 – 19	But the branches weren’t really branches! They were deer antlers. The deer picked up the boy on his head. The deer started running with the boy still on his head. The dog ran along too. They were getting close to a cliff.
20 - 21	The deer stopped suddenly and the boy and the dog fell over the edge of the cliff.
22 – 23	There was a pond below the cliff. They landed with a splash right on top of one another. They heard a familiar sound.
24 – 25	The boy told the dog to be very quiet. They crept up and looked behind a big log.
26 – 27	There they found the boy’s pet frog. He had a mother frog with him. They had some baby frogs and one of them jumped toward the boy.
28 - 29	The baby frog liked the boy and wanted to be his new pet. The boy and the dog were happy to have a new pet frog to take home. As they walked away the boy waved and said “goodbye” to his old frog and his family.