

NC Kindergarten FWAY Database

CONTRIBUTED BY:

Kimberly Anderson, Terry Atkinson, & Elizabeth Swaggerty, East Carolina University.

PARTICIPANTS:

Narrative samples were elicited from kindergarten students near the beginning of the school year (October through early November). The students in this sample were aged 4;11 – 6;4 and their primary language was English. They were drawn from 17 public schools in North Carolina and were "typically developing" as determined by absence of special education services. There are students from a variety of economic backgrounds and ability levels. Economic background was based on parent-reported income. Ability level was determined by DIBELS Composite (Letter Naming Fluency and First Sound Fluency) at kindergarten entrance. The ability level of the students was 23% Well Below Benchmark, 15.2% Below Benchmark, 15.7% Benchmark, and 46% Above Benchmark. The race/ethnicity of the students was 23% White, 66% African American, 4.8% Hispanic, 1.3% Asian, 3.9% mixed, and .9% unknown. Age at elicitation, grade, and gender are provided for all samples.

ELICITATION PROTOCOL:

Narratives are based on a retelling of "Frog Where Are You?" by Mercer Mayer (1969). To administer the retelling, examiners first played a recorded version of the story, turning the pages while the child and examiner looked at the pictures and listened to the story. The examiner then offered the book to the child and asked the child to retell the story while looking at the pictures. Following the retell, the examiner asked comprehension questions to further evaluate the child's recall and understanding of the story.

TRANSCRIPTION NOTES:

Children's retellings were audio recorded and sent to SALT Software for transcription and analysis by trained personnel, using the Systematic Analysis of Language Transcripts (SALT) software (Miller & Iglesias, 2008). Utterances were segmented into Communication Units as defined in the SALT documentation. The transcripts begin and end with the student's first and last utterance that pertains to the story. All transcripts were timed and pauses, within and between utterances, of two or more seconds in length, were marked.

CODING NOTES:

- [EP:word] marks pronoun error

- [EO:word] marks overgeneralization error
 - [EW] marks extraneous word
 - [EW:word] marks other word-level error
 - [EU] marks utterance-level error (also marks utterances with 3 or more errors)
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- [I] marks imitated words
 - [LEX] marks lexical choice
 - [D] marks utterances with nonmainstream dialect forms
 - [FP] marks non-standard filled pause words such as "like", e.g., "You (like[FP]) get six card/s."

All samples were hand-coded for Subordination Index (SI) as defined in SALT's documentation. SI is a measure of syntactic complexity which produces a ratio of the total number of clauses to the total number of C-units.

All samples were hand-coded for Narrative Scoring Scheme (NSS) as defined in SALT's documentation. NSS is a measure of narrative structure based on story grammar analysis. Stories were scored using a 5-point rubric addressing seven characteristics of narrative stories: introduction, character development, mental and emotional states, referencing/listener awareness, conflict/resolution or event/reaction, and cohesion. With a maximum score of 35, the NSS provides an index of children's overall narrative organization (Heilmann, Miller, Nockerts, & Dunaway, 2010).