**Narrative Analysis Scoring Protocol for Picture Prompted Stories**

**TASK INFORMATION**

**Stimuli:** SLAM cards ☐ Bunny ☐ Puppy ☐ Cell Phone ☐Baseball ☐ Other Source :\_\_\_\_\_\_\_\_\_\_

**Elicitation Context**

|  |  |
| --- | --- |
| Verbal  ☐ Model of story provided (story retell task)  ☐ No story model provided (story generation task) | Pictures sequenced by  ☐ Student  ☐ SLP |

**Transcription**

Write the student’s utterances on page 2 and complete columns for Macrostructure and Microstructure. Do not transcribe phonetically.

**Additional Supports Required**

|  |  |
| --- | --- |
| ☐ Redirection – focusing attention to task  ☐ Encouragement to begin or continue | ☐ Clarification after student question  ☐ Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

Using information from page 2, complete the Macrostructure and Microstructure sections.

**MACROSTRUCTURE**

Setting information present: 🞏Yes 🞏No

Total number of Initiating Events \_\_\_\_\_\_\_\_\_\_\_

Indicate the episodic complexity for each episode by placing a tally mark below.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **No episodic structure**  Setting/Characters (3-4 yrs)  Action Sequence (4-5 yrs) | **Incomplete** | **Minimally Complete**  5 yrs | **Complete**  6 yrs | **Expanded Complete** | **Complex**  7+ yrs |
| **#** | **#** | **#** | **#** | **#** | **#** |

**MICROSTRUCTURE**

**Lexical Diversity**

List mental state verbs used. If verbs are repeated, indicate number of times each is used.

Interesting vocabulary used:

**Cohesion**

|  |  |  |
| --- | --- | --- |
|  | **Correctly** | **Incorrectly** |
| **Conjunctions used:** |  |  |
| **Pronouns used:** |  |  |

**Sentence Pattern**

\_\_\_\_\_\_Independent clauses (complete idea that stands alone or a simple sentence)

**+** \_\_\_\_\_\_Dependent clauses (Ideas that cannot stand alone)

**\_\_\_\_\_\_\_ Total # of Clauses ÷ \_\_\_\_\_ Total # of Utterances = \_\_\_\_ Clausal Density Value**

**Directions:**

Write each utterance on a line. Do not transcribe phonetically. Represent unintelligible words using an X.

**Macrostructure Analysis**: Indicate the story grammar element for each utterance. Draw a wavy line across the table at the start of each new episode. Indicate Episodic Complexity for each episode in the space provided. **Microstructure Analysis**: Identify mental state verbs, and conjunctions and pronouns used. If complete independent and dependent clauses are present indicate with a tally mark.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Utterance #** | **Student utterance** | **Story Grammar**  **Element** | **Episodic Complexity** | **Mental State Verbs Used** | **Conjunctive Cohesion** | **Pronominal Cohesion** | **Independent Clause** | **Dependent Clause** |
| **1** |  |  |  |  |  |  |  |  |
| **2** |  |  |  |  |  |  |  |  |
| **3** |  |  |  |  |  |  |  |  |
| **4** |  |  |  |  |  |  |  |  |
| **5** |  |  |  |  |  |  |  |  |
| **6** |  |  |  |  |  |  |  |  |
| **7** |  |  |  |  |  |  |  |  |
| **8** |  |  |  |  |  |  |  |  |
| **9** |  |  |  |  |  |  |  |  |
| **10** |  |  |  |  |  |  |  |  |
| **11** |  |  |  |  |  |  |  |  |
| **12** |  |  |  |  |  |  |  |  |
| **13** |  |  |  |  |  |  |  |  |
| **14** |  |  |  |  |  |  |  |  |
| **15** |  |  |  |  |  |  |  |  |
| **16** |  |  |  |  |  |  |  |  |
| **17** |  |  |  |  |  |  |  |  |
| **18** |  |  |  |  |  |  |  |  |
| **19** |  |  |  |  |  |  |  |  |
| **20** |  |  |  |  |  |  |  |  |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Setting (S)** introduces the main characters, time, and place  **Initiating Event (IE)** Occurrence (includes mental state verbs) that influences the main character(s) to action.  **Internal Response (IR)** Thoughts/feelings of the main character in response to the IE.  **Plan (P**) Indicates the intended action of the main character. | | | | **Attempt (A)** The actions of the main character in pursuit of the goal.  **Consequence (C)** The achievement (or not) of the goal, as well as any other events or states that might result.  **Reaction (R)** Any emotional or evaluative response of the main character to the preceding chain of events.  **Ending (E)** | | | |
| No Episodic Structure  no causal relationships)  aka. heaps, chains, sequences | | Incomplete  IE + A or C  (2 parts) | Minimally Complete  IE + A + C  (3 parts) | Complete  IE + [any 2 IR,A,P] + C  (4 parts) | | Expanded Complete  Complete + extra parts | Complex  Multiple episodes or all parts |