

Evaluating and Treating Narrative Language in School Age Children

**Moving from Sentence
Grammar to Story
Grammar**

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Introduction to me

- MS in SLP in 2015 from the University of Arizona
- 5 years as SLP in elementary schools (preschool - 5th grade)
- Last 5 years (and counting!) in outpatient pediatric clinic as bilingual SLP
- Language is my passion
- Need for external memory aids



Byelingual:

(adj.) When you speak two languages but start losing vocabulary in both of them.

Objectives

Attendees will be able to

- 1) List the advantages of using language sampling during assessment;
- 2) Describe and use strategies and materials for eliciting narratives from children ages 5-12 from different language and cultural backgrounds;
- 3) Describe and apply strategies for analyzing macrostructure strengths and weaknesses from narrative language samples
- 4) Target macrostructure effectively during treatment via engaging activities

Macrostructure?

Microstructure	Macrostructure
Form (morpho/syntax) Content (vocabulary)	Organization Coherence

Outline

- Why We Should Supplement Standardized Tests with Language Sampling
- Language Sampling Techniques
- Language Sample Analysis for any language
- Case Studies with actual language samples pre-treatment
- Strategies for Targeting Macrostructure
- Our Case Studies Post-Treatment

Disclosures

Financial Disclosures

- I have nothing to disclose

Non-Financial Disclosures

- I have nothing to disclose



Why can't we just use standardized tests?

- Pros of standardized tests
 - Provide clear comparison to same-age peers as long as student in part of the normed population
 - Often include subtests that are predictive of language impairment (e.g., recalling sentences, word classes)
- Cons
 - Many standardized tests have inadequate psychometrics or don't report on necessary measures
 - Significant behavioral, attention, and cognitive demands for child
 - Bases child's performance on specific tasks not generalizable to daily demands
 - Do not tell you how the child is actually using language day-to-day
 - Assessment tasks do not transfer functionally into treatment goals
 - May not be appropriate/available for bilingual speakers

Why use language sampling?

- Narrative language skills are one of the single best predictors of future academic success
([Bishop & Edmundson, 1987](#); [Feegans & Appelbaum 1986](#); [Dickinson and McCabe, 2001](#))
- Language produced during story retelling is positively related to monolingual and **bilingual** reading achievement ([Reese et al, 2010](#); [Miller et al, 2006](#))
- Narratives provide insights into multiple language features and organizational abilities
([Hoffman, 2009](#); [Ukrainetz, 2006](#); [Bliss & McCabe, 2012](#)).
- Best practice means using more than one method of language assessment
 - How many of our kids don't understand the prompt on a test but use a morpheme in conversation?
- Can be used on more diverse populations: ELLs, AAC users, etc

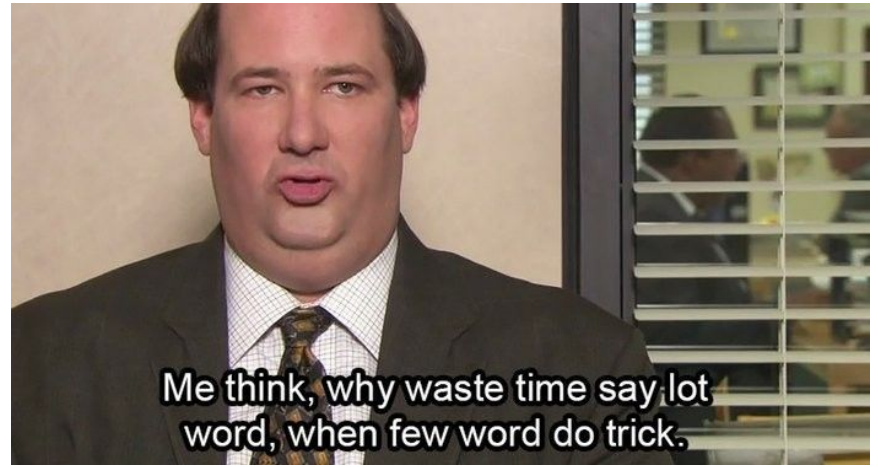
But it's so time consuming...

- <10 minutes to get sample
 - Depending on needs, may be able to get a good conversational language sample during regular testing
 - Kids who must spin a tale about each GFTA picture
 - Write in the margins of protocol as they bring up topics, record as well
- Use methods to make analyzing it faster
 - Type as you listen
 - Use transcription tool in audio recorder
 - Have a table where you tick what you hear and what you don't

Intro (characters, source)	Problem	Sequences	Solution	Unclear referents	Extraneous info

More on school demands...

- Language sample analysis tells us how a child uses and organizes language, which is a window into their reading comprehension and writing skills.
- Language sampling gives us analysis of:
 - Morphemes
 - Mean length of utterance
 - Syntactic complexity
 - Mazes
 - Vocabulary use and strategies
 - Story grammar
 - Pragmatics



Important for bilinguals!

- Bilingual assessment of macrostructure, form, and content using cross-linguistic analyses
 - Resources: ASHA, even wikipedia...
 - SALT and SUGAR even have bilingual databases
- Remember: We can't just translate language tests
 - Unable to give a standard score due to normed population of monolinguals
 - Bilingual children develop differently



Types of language samples

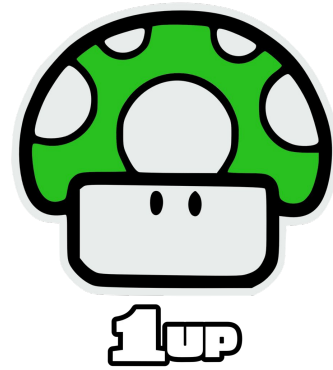
- Play
- Conversation
- Fictional/personal narrative (can be part of conversation)
- Expository
- Persuasive

However, these elicitation techniques and analyses can be used on any of the above types of samples.

How do I elicit a narrative adequately?

- You need:
 - Protocol or a script
 - Recording device
 - To decide what type of narrative you'd like
- Free elicitation aids online for all types of language samples at:
 - <https://www.saltsoftware.com>
 - <https://www.sugarlanguage.org/>
 - <https://www.leadersproject.org/disability-evaluation/school-age-language-assessment-measures-slam/>
 - For non-standardized
 - Wordless picture books/retells of other books with text covered
 - Simon's Cat videos (many are under 4 minutes)
 - Pixar shorts
 - Many many others from independent artists/other companies

Some types of narratives



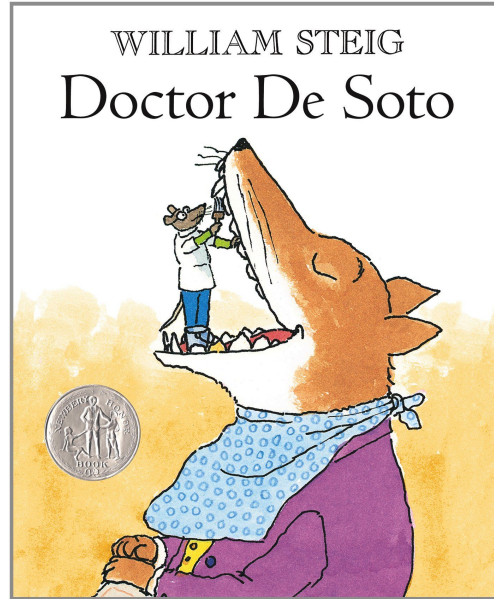
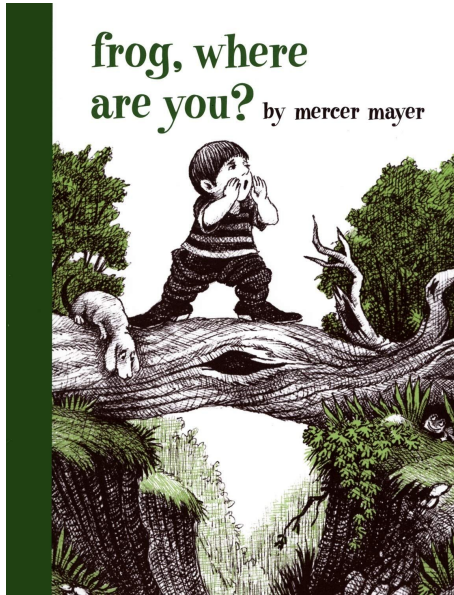
- Personal narratives
 - Tell me about your weekend/day at school
 - Keep in mind how hard this is for you, a likely non-disordered adult (more on this later)
 - Tell me about how your family celebrates [holiday]
 - Give them an example of what you've done to inspire their own ("When I went to the zoo...")
 - Use materials that remind them (e.g., reusable stickers, pictures, drawing)

Some types of narratives

- Fictional Narratives
 - a. Tell me about your favorite movie/a movie you just saw
 - b. Tell me about your favorite book/a book you just read
 - c. Read them a story and then have them retell it back to you
 - d. “Do you know the story of the 3 Little Pigs/Little Red Riding Hood?”
 - i. Note: This is often a retell, but may not be if you are assessing an ELL from a non-western culture.
 - ii. Western story grammar may vary greatly from their home culture!

Reading them a story first

“I am helping your teacher 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” (saltsoftware.com, 2016).



Prompting

Open-ended! You can say:

- “Tell me more”
- “Keep going”
- “You are doing a great job”
- “And then...”

Avoid:

- Wh-questions
- Yes/no questions



School Age Language Assessment Measures

Translations:

- **JAPANESE (日本語):** SLAM Crayons Questions Japanese (日本語) Translation
- **RUSSIAN (русский язык):** SLAM Crayons Russian (русский язык) Translation
- **SPANISH (español):** SLAM Crayons (Los Crayones) Spanish (Español) Translation
- **HINDI (हिंदी):** SLAM Crayons Hindi Translation
- **TAMIL (தமிழ்):** SLAM Crayons Tamil Translation
- **PUNJABI (ਪੰਜਾਬੀ):** SLAM Crayons Punjabi Translation
- **MALAYALAM (മലയാളം):** SLAM Crayons Malayalam Translation
- **ARABIC (عربي; Multiple Dialects):** SLAM Crayons Arabic Translation
- **BENGALI (বাংলা):** SLAM Crayons Bengali Translation
- **BRAZILIAN PORTUGUESE (Português):** SLAM Crayons Brazilian Portuguese Translation
- **MANDARIN (普通话):** SLAM Crayons Mandarin Translation
- **TAGALOG:** SLAM Crayons Tagalog Translation
- **ALBANIAN:** SLAM Crayons Albanian Translation
- **SWAHILI:** SLAM Crayons Swahili Translation
- **GREEK:** SLAM Crayons Greek Translation
- **POLISH:** SLAM Crayons Polish Translation
- **HAITIAN CREOLE:** SLAM Crayons Haitian Creole Translation

SLAM Guidelines for Analysis support note-taking and analysis: [click here](#)

How to use an interpreter

1. Before pulling the child, discuss the script the interpreter/caregiver will use and what prompts are acceptable
2. After assessment, have the interpreter help you transcribe the sample.
3. Have your resources for the structure of the language ready so you can ask questions and make comparisons yourself
4. Get their impressions, have them note errors, and whether they think those errors are typical of a student acquiring English or are atypical

Resource from ASHA: <https://www.youtube.com/watch?v=esJku3hCjrY&feature=share>

Don't have an interpreter in person?

1. Ask the caregiver direct, specific questions about their narrative skills
 - a. Where exactly is the breakdown? Can they answer follow-up questions? Are they telling the story in a logical order? Are they including background information? Can they tell you about their day? Is it vague or can they specify events?
2. Collect the best English language sample you can
3. Perform your own error analysis using references
4. Note what could be second language influence
 - a. Examples
 - i. In Spanish, “en” could mean “in” or “on”
 - ii. In Spanish, word order is more fluid than in English (SVO, SOV, VSO...)
 - iii. In Zomi and Chinese, they don't use grammatical markers to mark plurals after a number or use morphemes to mark tense
 - iv. Burmese word order is subject-object-verb
 - v. In some Native cultures, the story may not be “beginning to end” in the same way it is in Western culture

And always remember...

Low English + OK home language = OK

OK English + Low home language = OK

Low English + Low home language =
Impaired

SLAM – Dog Comes Home (Crowley, C & Baigorri, M)

SLAM Dog
Comes
Home_Gallery1



SLAM Dog
Comes
Home_Gallery2



SLAM Dog
Comes
Home_Gallery3



SLAM Dog
Comes
Home_Gallery4



SLAM Dog
Comes
Home_Gallery6



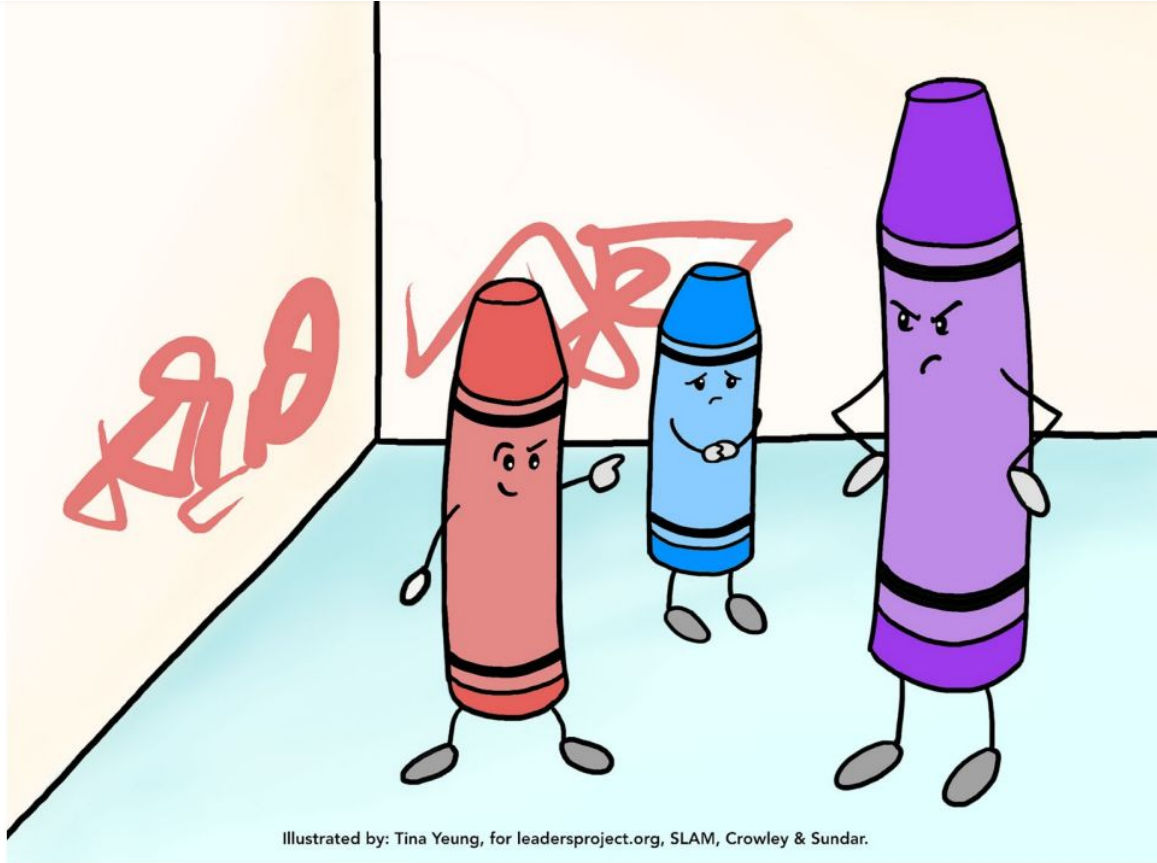
SLAM Dog
Comes
Home_Gallery7



1. Can you put these in order?
2. Tell me the story. [Eliciting narratives and complex clauses]
3. What is the girl thinking here?
4. Why is she putting the dog in her bag?
5. Why is the girl getting so dirty?
6. Why is she in the bathtub with a white dog now? (How do you know?)
7. What is the mother going to do now?
8. What would you say to your mom if you were the girl now?

<https://www.leadersproject.org/2023/01/04/slam-dog-comes-home-school-aged-language-assessment-measure/>

SLAM – The Crayons (Crowley, C & Sundar, K)



Illustrated by: Tina Yeung, for leadersproject.org, SLAM, Crowley & Sundar.

SLAM

Why is the red crayon pointing to the little blue crayon?

Inferencing, perspective-taking, past tense, complex sentence opportunity using "Because".

What would you say to the big crayon if you were the little blue crayon? How would you convince the big crayon that you didn't do it?

Theory of mind, perspective taking, social/pragmatic language, problem solving skills and inferencing
Understanding of conditionals

What do you think is going to happen next?

Inferencing, future tense

Have you ever been blamed for something you didn't do? Tell me what happened.

Eliciting a personal narrative



Scoring Guidelines for Analysis of SLAM Responses

School-age Language Assessment Measures (revised, 1/2025)

Dr. Cate Crowley

For one part of the convergence of the evidence in identifying a language disorder is using the SLAM materials.

Here is the quantification that we are currently using.

Point Scoring: 0 (incorrect/nonresponsive answer), 0.5 (minimally response to question) 1.0 (doesn't answer fully but is somewhat responsive to question), 1.5 (is responsive but does not fully answer) 2 (provides complete, reasonable response)

SLAM Material	Likely typical	Needs further probing	Probably needs support (assumes student was engaged and focused)
Bunny Goes to School 4 thru early elementary	12-16	9-11	Below 9
Dog Comes Home 4 thru early elementary	11-14	8-10	Below 8
The Subway or The Elevator 3 thru high school	6-8	4-5	Below 4
The Crayons Kindergarten thru high school	6-8	4-5	Below 4
Lost Cell Phone Late elementary thru high school	12-16	9-11	Below 9
Baseball Troubles Late elementary thru high school	11-16	9-11	Below 9
The Ball Mystery Early elementary thru high school	12-16	9-11	Below 9

The SLAM language elicitation and analysis materials are meant to assess language, not the student's sequencing skills. If the student sequences the cards incorrectly, help the student. The sequencing helps the student see what the story is about and make the connections and inferences within the story. The SLAM materials assess comprehension (understanding the questions posed) and expressive language.

A language sample elicitation and analysis is not a full assessment of a student's language skills, but is only part of a language evaluation. We must gather information about the child's cultural, linguistic, and experiential background (the "Critical Questions parent and teacher interviews") and other assessment instruments (e.g., Nonword Repetition tasks, and Dynamic Assessment). Most importantly the evaluator must have the

I've recorded the child!
...Now what?

Decide what to start looking at first

- Listen to and/or type it up!
- Separate analysis into
 - Form
 - Content
 - Use
 - Macrostructure (story grammar)

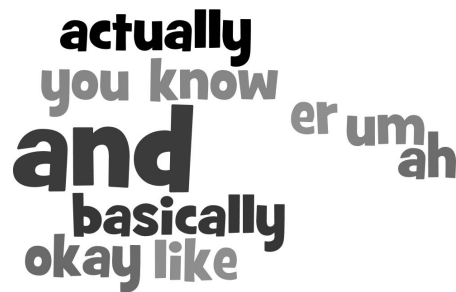
Form

- Preschool/Early Elementary
 - Mean Length of Utterance (by word and morpheme)
 - Morpheme use and errors
 - Pronouns
 - Word order
 - REMEMBER: THESE WILL ALL BE HEAVILY AFFECTED BY THEIR HOME LANGUAGE!!
- Keep in mind whether something should be counted as part of a multi-word phrase
 - Yes, ball
 - Uh oh
 - Oh my god
 - I did it!
 - Bye mom!
 - Wake up



Form

- Later Elementary and up
 - Syntactic complexity (average number of dependent clauses per utterance)
 - Revisions/Reformulations
 - Mazes
 - Referencing (he... and then he...and then he...)



A word cloud of common filler words and discourse markers. The words are arranged in a cluster, with 'and' being the largest and most central. Other words include 'actually', 'you know', 'basically', 'okay', 'like', 'er', 'um', and 'ah'. The words are in various shades of gray and black, with different font sizes and orientations.

actually
you know
and
basically
okay like
er um ah

Content

- Specificity of Vocabulary
 - “Thing,” “Stuff”
 - Do they use word finding behaviors? Are they effective? How do they compensate?
 - Ask you for words, circumlocute, gesture
 - Provide synonyms ("Like running?")
 - Report when they don't know ("I'm confused")
 - Ask for clarification ("They supposed to be the same thing or no?"; "What does [unfamiliar word] mean?").
- Semantic “Paraphasias”?
 - Same category: “Mouse” for ‘Gopher’
 - Semantically related but wrong part of speech: “sit” for ‘chair’

Content

- Remember dialect and home language, check caregiver background
 - How much time have they had exposure to academic vocabulary? (e.g., “Spine”)
 - Is home vocabulary stronger in the other language? (e.g., kitchen items)
 - Is that object/animal something in their home country?
 - If not, are they exposed to media about that thing? (e.g., sledding)

Macrostructure

- Introduction
 - Introduction to characters (characteristics, relationship to each other) and setting as well as an initiating event
- Character Development
 - What are the characters like?
 - How are characters related to each other?
 - How do characters change over time?
 - Mental and emotional states
 - Feelings (“anxious,” “mad”), “said,” “asked,” “wondered,” “decided”
 - Keep in mind if this is during a conversation, because formality drops significantly (“He was all, and then I was all, and then I like, so he like...”)
- Problem
- Attempts -> Consequences
 - The character tried.... And the result was...

Macrostructure

- Resolution
- Conclusion
- Cohesion (cause/effect)
 - Sequencing events in the correct order
 - Transitioning between events clearly
 - Not “And then... and then... and then”
 - But “One day....” or “Because he did that....”

NEWS IN PHOTOS

Kindergartener's Account Of Day At School Passionate, Incomprehensible

5/10/17 12:07PM • SEE MORE: LOCAL



Recent Video



5 Things To Know A

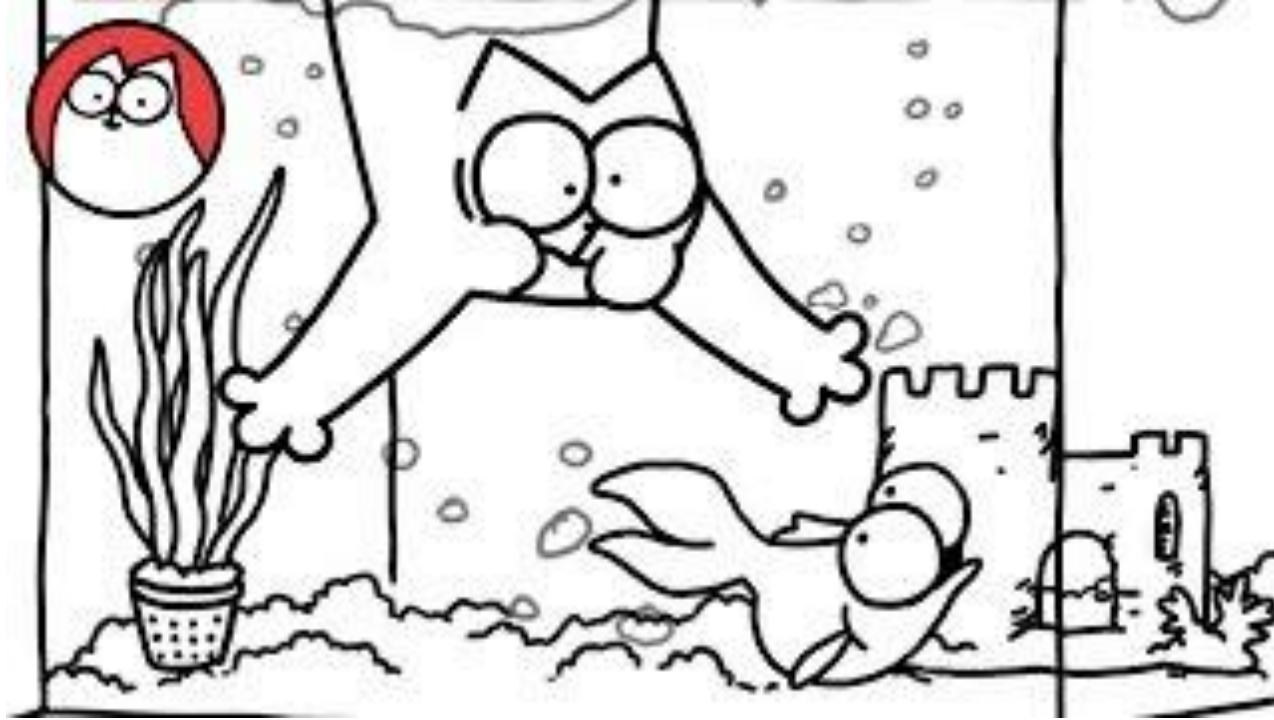
The Onion

Ultimate example: The Three Little Pigs

Characters	Brothers, need houses
Initiating Event	Build their houses out of different materials
Problem	A wolf sees them and wants to eat them
Attempt -> Consequence	Blow -> success! -> pig runs to brother's house
Attempt -> Consequence	Blow -> success! -> pig runs to brother's house
Attempt -> Consequence	Blow -> Fail!
Resolution/Conclusion	Leaves/gets boiled



Macrostructure applied to a wordless video



Simon's Cat: Fish Tank

- Introduction
 - Owner, at his house, feeding his fish
- Initiating Event
 - The cat is revealed to be on top of the fish tank; the owner leaves
- Attempts -> Consequences
 - The cat reaches into the tank but falls in
 - He tries to use a net but gets slapped in the face
- Resolution
 - Since the cat has now failed, the fish can fight back and manipulate the situation (throwing items out of tank, hiding)
- Conclusion
 - The owner thinks the cat ate the fish and chases the cat away while the fish is safe and proud of himself

Simon's Cat: Fish Tank

Can even be a really short in length but still complete:

Note: Complexity and detail of narrative will depend on whether spontaneous or a retell

There's a fish in a tank and the cat wants to eat it. The cat reaches for the fish, but he falls in and gets all wet. Then the fish starts throwing his toys at the cat. Suddenly, his owner comes back and the fish hides so the owner thinks the cat ate him. At the end, the owner sprays the cat to punish him and the fish laughs.

Or a main idea summary:

The cat wants to eat the fish, so he tries to get it out of the tank, and chaos ensues.

Case Studies

1. Read the transcript portion
2. Identify strengths and weaknesses
3. Think of potential therapy targets (if any!)

Case Study #1: White monolingual female, 6;6

Retell of *Frog, Where Are You?*

C Last night (the dog) the frog hop/*ed out.

C This morning, the jar was empty.

C And then the jar got stuck on the dog/z head.

C Then the dog fell and went %boom%.

C Then the glass shatter/ed.

C (Uh) The boy was call/ing, “Frog, where are you”?

....

C And the bee/s got angry at the dog.

C An owl knock/*ed the boy out

...

C And the baby frog hop/ed toward the boy and (uh) (the) want/ed to be his brand new pet frog.

Case Study #1 Impressions

- Vocabulary for dialogue/thoughts/feelings (i.e., called, wanted, told, got angry)
- Story cohesion through use of transitional phrases (i.e., Last night, this morning)
- Inconsistent use of -ed (emerging?)
- Use of irregular past
- Vocabulary use (i.e., shattered, knocked out, brand new)

Case Study #2: Black Male, Age 7;2

Retell of *Frog, Where Are You?*

C The boy and the dog (went like) they was calling the pet frog

C (the) the boy and the dog look for the pet frog

C (T*) The dog was messing with some bees

....

C Yesterday, (the dog) (the) (the bees) (um) ((what this called again?))

C The beehive fall on the floor and crack

C And the bees was messing with the dog now

C The boy was looking in the hole

C He was then the owl popped out

C Then the bees were chasing the dog
%laughs% for some reason

C The eagle was chasing the boy

() = Revision/maze

(()) = Statement directed at examiner

*Abandoned utterance

%sound effect/behavior

What is a very important question before we give our impressions?

Is the child a speaker of Black English?

If yes -> Those syntax “errors” are dialectal differences, not disordered!

If no -> Then they can count as errors

Do not assume based on appearance. Ask the caregivers and explain why it matters.

Feature	Exemplar	Study	Research findings
*Subject Verb Agreement, also known as omission of third person plural	“she go” for “she goes” or “he jump” for “he jumps”	Washington & Craig, (2002)	Use in 86-100% of samples (n=28)
		Oetting & Garrity, (2006)	100% of 4-6 yr.old sample (n=24)
*Use of don’t/do not	“he don’t like it”	Oetting & Pruitt, (2005);	71% of 4-6 yr.old sample (n=24)
Zero Copula	“you mad at me”	Oetting & Pruitt, (2005); Oetting & Garrity, (2006)	100% of 4-6 yr.old sample (n=24)
		Washington & Craig, (2002)	Use in 86-100% of samples (n=28)
Multiple negatives	“he didn’t do nothing”	Oetting & Pruitt, (2005);	79% of 4-6 yr.old sample (n=24)
		Oetting & McDonald, (2001)	
*Regularized past tense was/were	“when we was at the store”	Oetting & Pruitt, (2005);	92% of 4-6 yr.old sample (n=24)
Omission of past tense marker	“I dress them before”	Oetting & McDonald (2001)	36% of 6 yr. old sample (n=31)
		Oetting & Pruitt, (2005);	58% of 4-6 yr.old sample (n=24)
Habitual be	“It be cold outside”	Oetting & Pruitt (2005)	67% of 4-6 yr. old sample (n=24)

Note. *indicates features that are targeted on the DELV-S.

Terry, Nicole & Connor, Carol & Johnson, Lakeisha & Stuckey, Adrienne & Tani, Novell. (2016). Dialect variation, dialect-shifting, and reading comprehension in second grade. Reading and Writing. 29. 10.1007/s11145-015-9593-9.

Case Study #2 Impressions?

- Enjoyment of storytelling
- Omissions of regular past tense -ed
- Use of “was” for plural subject (i.e., “The bees was...”)
- Word finding behaviors (i.e., mazes, filler words, questions)
- Vocabulary substitutions (i.e., “owl” changed to “eagle”)
- Asked for clarification
 - “What was this called again?”
- Unclear about character intent (i.e., “for some reason...”)
- Lack of cause/effect and cohesion between events

Case Study #3: Autistic bilingual male, 8;1

Conversation & direct questions

"Mira a esto" (Look at this).

"No hay nada" (There's nothing).

"I have my cat white."

"Este go allí" (This goes here)

- Short, simple, vague sentences
- Spanish influence

James heard a baby crying in the doctor's office. Why do you think the baby was crying?

"She went to the...doesn't like it even. Because the baby cry because it doesn't like to cry."

- Circular reasoning
- Doesn't give reason for baby to not like a doctor's office (no inference)

In winter, children wear coats, hats, and gloves to keep warm. What do children wear to keep warm?

"They want to keep warm and there's the sun because the kids they get hot."

Case Study #4: Autistic bilingual male, 7

Spontaneous comments

Isolated sentences

- "I told you!"
- "I don't want read."
- "No read a book."
- "What is that color?"
- "It looks like a fruit."
- "It sit". (While pointing to himself in a chair)
- "He squeeze it." (While referring to himself squeezing an item)
- "He destroy it. What have you done?"
- "I don't want the sandwich. It's the doritos."
- "How many cat?"

Impressions?

- Rote phrases/gestalts
 - "I told you!"
 - "What have you done?"
- Referral to self in third person while also using "I"
- Omission of plural morpheme
- Spanish influence
 - "No read a book"

Case Study #4: Autistic bilingual male, 7

Narratives

- "Is clean up. The boy is soap. Wash plate."
(*When asked what a boy is doing*)
- *Retell of 4-picture sequence of a dirty boy taking a bath:*
"Cuchino. Limpiarlo. Un pato. Eso es clean."
Translation: "Dirty. To clean it. A duck. That is clean."
- *Retell of an 8-picture sequence of a dog that got wet in the rain and its owners built it a house:*
"So dry. So wet. So house box. What is this? Oh it's so sad. It's building."

Impressions?

- "It" for multiple subjects
- Sequence is out of order even with visuals available and prior model
- Begins to use repetitive idiosyncratic phrasing once prompted by own thoughts
 - "So dry..."

Case Study #5: Teen with Down Syndrome who uses LAMP: Words for Life

Spontaneous personal narrative

Regarding an incident at school where he became upset, hit his teachers, and eventually apologized via hugs:

"No bad stop wait kiss hug mad sad."

When his father reported that they eventually resolved the issue, he selected:

"Happy school."

Case Study #5 Impressions

- Attempt at dialogue (“No,” “Stop,” “Wait” (?))
- Relayed emotions
- Sequence of events (wrong order) - “kiss hug mad sad”
- Commented on conclusion (“Happy school”)
- Eager to tell stories

Goal ideas

- Will provide sufficient background information (i.e., character and their defining characteristics/relationships to each other, settings, initiating event) to describe a story or personal event with with minimal follow-up questions (as judged by therapist)
 - Can also directly target source of topics introduced ("From Minecraft")
 - Will provide background information about a topic independently initiated by PATIENT with minimal prompting (e.g., the questions: "What is that from?" "What are you talking about?") in 4/5 opportunities across 3 sessions in order to reduce and prevent communication breakdowns.
- Will relay a fictional story/recall a personal event including # narrative elements (e.g./i.e., character referents and a clear overarching event (problem/solution/outcome)) during a structured conversation with minimal follow-up questions (as judged by therapist) successfully in 3 therapy sessions.



Goal ideas

- Will answer follow-up questions about missing details in a narrative retell (e.g., character motivations/feelings, initiating event, attempts) with min cues as needed for story comprehensibility in 80% of opportunities.
- Will use sentences containing clear referents (clear pronoun referents or specifying persons; object antecedent) during a narrative in 80% of breakdowns of this nature in 3 therapy sessions with min cues (e.g., one prompt to clear up confusion) in order to increase comprehensibility.
- In order to scaffold connecting events, will use a complex sentence detailing cause/effect (e.g., so that, because, since) with min cues 5x in a therapy session in 3 sessions.



Bonus important goals

- Will demonstrate circumlocution strategies (e.g., describing with features, categories, similar concepts) to repair communication breakdowns in 80% of opportunities in 3 therapy sessions with minimal cueing.
- Will advocate for self by stating when he doesn't understand a prompt (e.g., I don't know, I need help, what does [specific word] mean?) in 80% of opportunities in 2 treatment sessions given minimal cues (i.e. repetition of instructions/question, extended wait time, etc.) to improve storytelling and difficulties with directions.

Allowing for follow-up questions

- Will answer 'why' questions with a logical response in 4/5 attempts in 3 separate sessions given minimal cues in order to increase his ability to answer questions about personal events and motivations.
- Will answer procedural or cause/effect 'how' questions in in 4/5 attempts with minimal cues in 3 therapy sessions in order to facilitate adding details to personal stories for his safety and social growth as well as repairing communication breakdowns

Remember, this is not a memory test. It's ok if you need a few follow-up questions or they need to jump back because they remembered something else first. Consider how you tell stories.

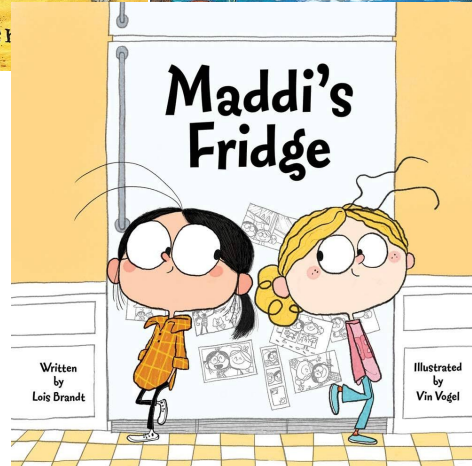
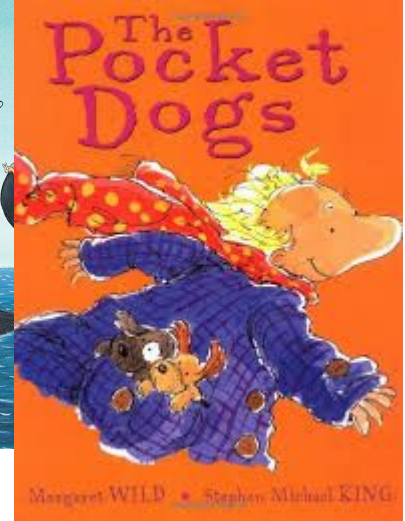
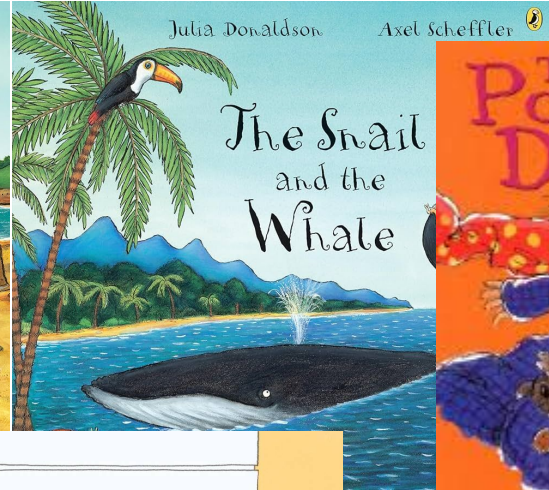
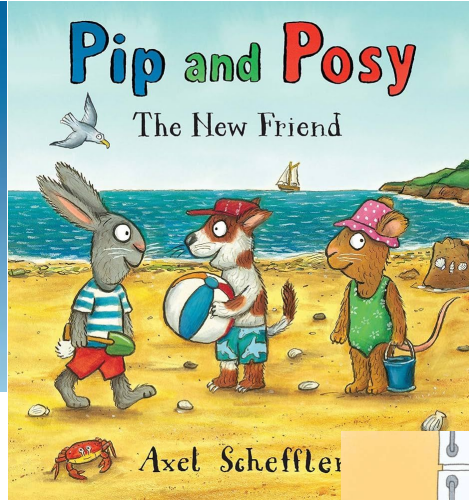
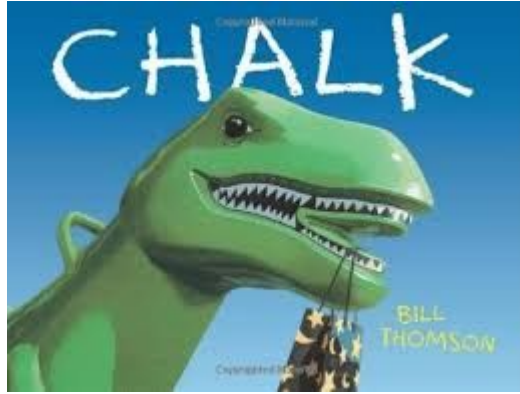


Targeting narratives

Read/watch something together. Share an experience.

- Book
 - Wordless
 - Dialogic reading
 - Regular
 - Note: Always consider the use of something with visuals. Being read aloud to is hard for a lot of populations and life contains visuals.
- Video
 - Wordless
 - Regular (Bluey, etc)
 - Note about using videos: These do not allow for narrative input like reading a story does.
- Watch/read through once. Then start again but take pauses to give opportunities to comment on it.
 - Remember whether you are probing or teaching. It is ok if you are just providing models for narrative language!

Some of my favorite books that kids also love

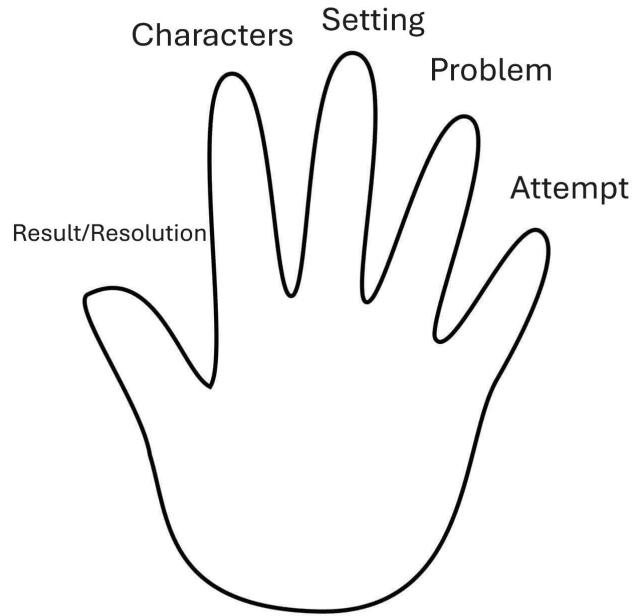


Do they understand beginning/middle/end?

- Use books/videos and a white board, let them draw and get creative! Just make sure to keep a clear orientation for order to discuss before/after, order...
- Sequencing cards? Use as tool for understanding order/temporal terms,
 - Relaying routines (make sure not rote listing, able to change)
 - Can they change the details? Expand on an event?
 - “What do you do before you pour the cereal?”

Beginning	Middle	End
Get a bowl	Pour the cereal	Add the milk

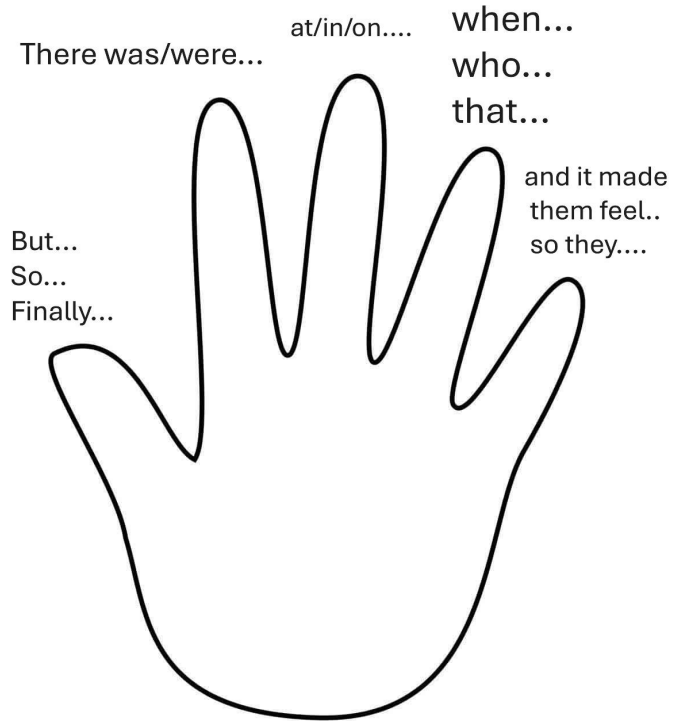
Be explicit and use visuals



Be explicit and use visuals



Be explicit and use visuals



If able, just use a table!

Googledoc, print it... Write, draw, add emojis!

Characters	
Setting	
Initiating Event	
Problem	
Mental/Emotional States	
Attempt -> Consequence	
Attempt -> Consequence	
Attempt -> Consequence	
Resolution/Conclusion	

Lifted
(Pixar short
available on
YouTube)

Patient

SLP

Characters	Man, aliens (boss alien, the young alien learning to do the job)
Setting	Bed, at house
Initiating Event	Aliens try to take the man
Mental/Emotional States (Feelings)	Young alien feels mad or frustrated because can't get the man out of the house. The boss alien feels disappointed that the young alien kept messing up.
Attempt/Try -> Consequence	So, they grab the man... but he hits the wall, instead of the window. They try to take him out many times, and it doesn't work.
Attempt/Try -> Consequence	Next, the man finally starts to go out the window...but he gets stuck in the window...and then stuck in the tree
Attempt/Try -> Consequence	Then, the man goes up into the spaceship...and the alien holds the button UNTIL he let go and the man fell down
Resolution/Conclusion/ THE END	Finally/at the end, the boss alien caught the man, put him back in his bed, and fixed everything.

Common story: 3 Little Pigs (with low reader)

WHO	The 3 little pigs, the big bad wolf
WHERE	In the forest, at the 3 pigs' houses
WHAT'S FIRST 1 The interruptor	The pigs were dancing and building their houses 🐷 ... the big bad wolf 🐺 starts to come
WHY	Because the wolf is hungry 😊
PROBLEM	Wolf is blowing down everyone's house 🌬️ 🏠
HOW	The third pig's house was TOO STRONG 🧱 💪
Resolution/Conclusion/ THE END	The 3rd pig hurt the wolf by burning him with a pot 🔥 🍲

Pip & Posy and the Big Balloon

Bilingual 7
year old

SLP

WHO, WHERE, and What Doing at the beginning	Pip have a good red balloon
WHAT changes	And everyone looked at the big balloon and happy (Pip wanted to show everyone the balloon)
PROBLEM 🤔	Pip let the balloon go - it went higher and higher
Problem #2	And it pop and Pip started to cry
HOW resolve it	And Posy have an idea, have bubbles to blow
Resolution/Conclusion/T HE END	The bubbles popped and are pip and posy and everybody are excited to play the bubble, because it's ok if bubbles pop

Trailer for Gabby's Dollhouse

<https://www.youtube.com/watch?v=S-GFCPEWqe4>

WHO	Girl named Gabby who has magic cat ears that turn her into a doll, so she fits into a dollhouse filled with cats 
WHERE	Moves to San Francisco (<i>can be part of initiating event</i>)
WHAT'S FIRST 1	She loses her dollhouse when it came off the moving truck
PROBLEM 🤪	There was a person with a cat collection who gave her money and stole the dollhouse
WHY	She wants it for her collection
HOW resolve it	She gets tiny, gets a friend, and turned grandma into a doll to go save the house
Resolution/Conclusion/ THE END	

If just need to summarize the main idea...

"[CHARACTER] wanted..., but [PROBLEM], so they [SOLUTION/ATTEMPT] and [RESULT]"

The three little pigs wanted to build houses but the big bad wolf kept knocking them down, so they built a brick house and stopped him.

Results!

Case Study #4: Autistic bilingual male, 8;1

Excerpt from age 8:

"Mira a esto" (Look at this).

"No hay nada" (There's nothing).

"I have my cat white."

"Este go allí" (This goes here)

James heard a baby crying in the doctor's office. Why do you think the baby was crying?

"She went to the...doesn't like it even. Because the baby cry because it doesn't like to cry."

- Circular reasoning
- Doesn't give reason for baby to not like a doctor's office (no inference)

In winter, children wear coats, hats, and gloves to keep warm. What do children wear to keep warm?

"They want to keep warm and there's the sun because the kids they get hot."

Case Study #4: Autistic bilingual male, 9;2

Excerpt from my re-eval a year later

- After goals targeting answering a variety of 'wh' questions and relaying events in sequence. Asked to make an inference as to how a girl's pants got dirty:

"So *pants are very dirty* and *there's no washing machine*, *but* it was *throwing outside was not very good*. *When* she *checks a Facebook*, *was a washing machine*. She will buy a washing machine and she X pants dirty in the washing machine. And then... *First*, she put the baking soda *and then* she put a washing machine soap. And then pants is very clean. *Next*, we put the drying machine and it took two minutes. *When the drying machine is finished, the pants looks warm and clean.*"

- Sequenced events
- Attempt and consequence
- Problem
- Solution
- Conclusion
- Transition words

Goal added for inferences at time of evaluation 

Case Study #5: Autistic bilingual male, 7

Narratives

- "Is clean up. The boy is soap. Wash plate."
(*When asked what a boy is doing*)
- "Cuchino. Limpiarlo. Un pato. Eso es clean."
Translation: "Dirty. To clean it. A duck. That is clean."
(*About a 4-picture sequence of a dirty boy taking a bath*)
- "So dry. So wet. So house box. What is this? Oh it's so sad. It's building."
(*About a 8-picture sequence of a dog that got wet in the rain and its owners built it a house*)

Impressions?

- "It" for multiple subjects
- Sequence is out of order even with visuals available and prior model
- Begins to use repetitive idiosyncratic phrasing once prompted by own thoughts
 - "So dry..."

Case Study #5: Autistic bilingual male, 7;8

8 months targeting goals targeting answering a variety of 'wh' questions and using comprehensible simple and cause/effect sentences, especially targeting present progressive tense via dialogic reading of picture books

"The ice is melted. Now it's water."

"If you got 1 million dollar, you become rich."

"I can't read, but I want looking the picture."

**Sequences! Cause/effect!
Dialogue!**

Own story based on visuals (not a retell):

"The boy said, "Where is the bed? It's bed," but it's not teddy bear."

"Where is the teddy bear? It's on the chair right there! No, that's not teddy bear, that's dirty. It's right here. I cleaning the teddy bear."

Case Study #5: Autistic bilingual male, 7;8

About a sequence of a dog that got wet in the rain and its owners built it a house

Last year: "So dry. So wet. So house box. What is this? Oh it's so sad. It's building."

8 months later:

"Capi...he sleeping like a blanket. The blanket so wet. The boy telling the girl he's making the new house. The new house! It's a new house, but Capi forgot the blanket. Now the Capi... the blank... the Capi grab the blanket go in the house. He sleeping like a house."

**Characters! Something of an introduction!
Problems! Feelings! Solutions!**

Goals added for: Transition, conjunction, cause/effect words in sentences connecting ideas 

Lingering issues/questions

- “They never tell me what happened at school”
- Episodic memory & autism
 - 2024: *Episodic memory impairment and its influencing factors in individuals with autism spectrum disorder: systematic review and meta-analysis*
 - “A meta-analysis of 65 episodic memory studies with a combined sample size of 1652 individuals with ASD and 1626 typically developing individuals was conducted to analyze factors that may affect EM in ASD. The results showed that ASD had a significant medium to large effect size decrease in EM ability.”
- Determining “readiness”
 - Do they try to relay/connect past events?
 - Use of conjunctions
 - Check with parents



Kristen Mulrooney
@missmulrooney

Yesterday I asked my kindergartener what she did in school and she said "nothing," then later I went on Instagram and her teacher had posted a picture of her holding a crocodile.

Any questions?

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