



Supplementing Classroom Instruction: Investigation of Instructional Methods for Teaching Narrative Analysis

Alison Hessling working with

Melanie C. Schuele, Associate Professor of Hearing and Speech Sciences

Course context

Speech-language pathology graduate students are trained on a plethora of evaluation procedures that relate to child language impairments. Narrative analysis is one such procedure that can reliably differentiate between children with and without language impairment (e.g., Scott & Windsor, 2000). Children with language impairments produce less complex, less complete, and unorganized narratives (e.g., Boudreau & Chapman, 2000) and thus analysis of their narrative skills can provide important information regarding their expressive language strengths and needs. However, graduate students often receive limited instruction on how to complete narrative analysis and limited opportunities to practice and receive feedback on the analyses during their graduate programs.

Questions to be answered

- 1) For graduate students in speech-language pathology, does completion of an online training module result in increased accuracy in completion of narrative macrostructure analysis?
- 2) What attitudes do graduate students in speech-language pathology report in regards to the value of narrative macrostructure analysis?

Approach

Narrative sample recordings from school-age children presented as avatars



Narrative Analysis How-To

- Step 1: Listen to narrative and complete story grammar checklist
- Step 2: Listen to narrative again and make adjustments on the checklist, as needed
- Step 3: Transcript of narrative is provided
- Step 4: Identify developmental stage of narrative organization
- Step 5: Identify story grammar elements and level of proficiency using rubric

Step 2: Make changes to checklist as you listen again

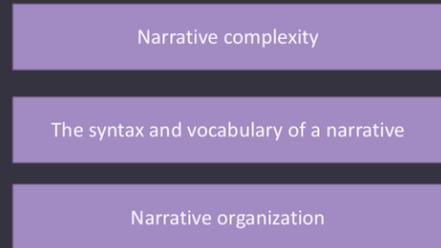


Narrative Video

Checklist Video

- Step-by-step guided practice with scaffolding

What is narrative macrostructure?



Oops! Remember narratives produced early in development sound like a list of events, and the order/timing does not matter.

Try again

Narrative Rubric Demonstration Video

Score	Character and setting	Problem/Initiating event	Internal response/Feeling	Plan	Action/Attempt	Consequence/Conclusion	Ending/Emotion/Reaction
0	No character, only a pronoun for a character, no location	No problem or implied or unclear problem with no attempt to solve it	No emotional state or feeling	No plan	No action	No consequence	No emotional state or feeling
1	Non-specific character General location	Problem stated but no attempt to solve the problem	Specific or general emotion or emotional behaviors not related to the problem	General statement of plan	Action by main character that is <u>not</u> an attempt to solve the problem An action that appears to be an attempt to solve a problem, but no problem was stated Action by secondary character(s) that is <u>not</u> an attempt to solve the problem or the problem was missing	Consequence from modeled story without an action or a problem Consequence related to a stated problem, without an attempt to solve the problem	Specific or general emotion or emotional behaviors implying a consequence Emotional behaviors related to consequence
2	Named character with no location Non-specific character AND general location	Implied/unclear problem (including emotion) with an attempt to solve the problem Stated problem with related consequence, but no attempt to solve the problem	Emotional behaviors related to problem Implied/general emotion related to problem	Explicit statement of plan using verbs such as decided, thought, planned	Action by main character that is an attempt to solve the stated or implied problem	Consequence related to a 2-point action Consequence related to 3-point action	Emotional behaviors related to consequence Implied/general emotion related to consequence
3	Named character AND general location	Stated problem with an attempt to solve the problem	Specific emotion related to problem	Explicit statement of plan using verbs such as decided, thought, planned	Action by main character that is an attempt to solve the stated or implied problem	Consequence related to a 2-point action Consequence related to 3-point action	Specific emotion related to consequence

- Guided questions with feedback throughout module

Step 4: Identify narrative organization

- Does the story consist of a string of events?
- Are the events connected in time?
- Are the events related to one another causally?
- Is there a complete episode in the story?
- Is there more than one complete episode in the story?

Additive chain

Temporal chain

Causal chain

Multi-causal chain

Assessment

- Created using Google Forms
- Objective questions
 - Narrative macrostructure elements
 - Developmental patterns of macrostructure organization
- Two narrative samples
 - Items to identify macrostructure elements
 - Items to categorize level of proficiency for each macrostructure element
- Content-related attitude survey questions

Narrative Analysis Assessment

We are investigating the utility of different types of instruction for helping students develop the skill of narrative analysis. As part of this study you are invited to complete the following assessment to evaluate the effects of various instructional methods. Please indicate below whether you consent to having your anonymous results used for this research study.

You will now analyze two narratives produced by young children.

Story Sample 1-Line 1 (select all that apply) *

One day we went to this place where there's toys.

- Contains setting details
- Contains initiating event details
- Contains internal response details
- Contains plan details
- Contains attempt details
- Contains conclusion details
- Contains reaction details

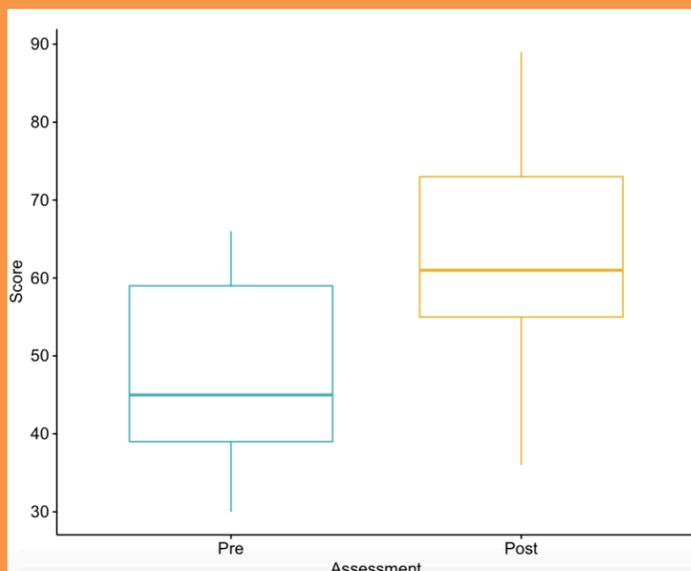
What do narratives that are organized as additive chains contain? (select all that apply): *

- Sequences of sentences that can be arranged in any order
- No temporal relations
- Causal links between events
- Some sense of unity

Narratives organized as temporal chains contain a series of actions that show a temporal relation and a causal link between actions. *

- True
- False

Results



Significant difference between pre- ($M = 48.16\%$, $SD = 11.75$) and post-module assessment ($M = 62.58\%$, $SD = 14.93$) scores; $t(18) = 3.56$, $p = .002$.

Upon completion of the online training module, students reported seeing value in completing narrative analysis as well as having improved skills to perform the analysis.

Results from this study inform use of online training modules to supplement coursework in graduate communication sciences and disorders courses.