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:

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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	Incomplete	Minimally Complete	Complete	Expanded Complete	Complex
no causal relationships) aka. heaps, chains, sequences	IE + A or C (2 parts)	IE + A + C (3 parts)	IE + [any 2 IR,A,P] + C (4 parts)	Complete + extra parts	Multiple episodes or all parts

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