

# Oral Narratives in School-aged Children

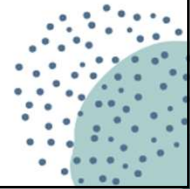
## Why is it important?

## How can we support children with DLD?



Laura Glisson  
Speech Pathologist  
Co-Director and Co-Founder, Tracks to Literacy  
Tuesday 16th March 2024

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## Acknowledgement of Country



I begin today by acknowledging the Whadjuk people of the Noongar Nation, the Traditional Custodians of the land on which I am today.

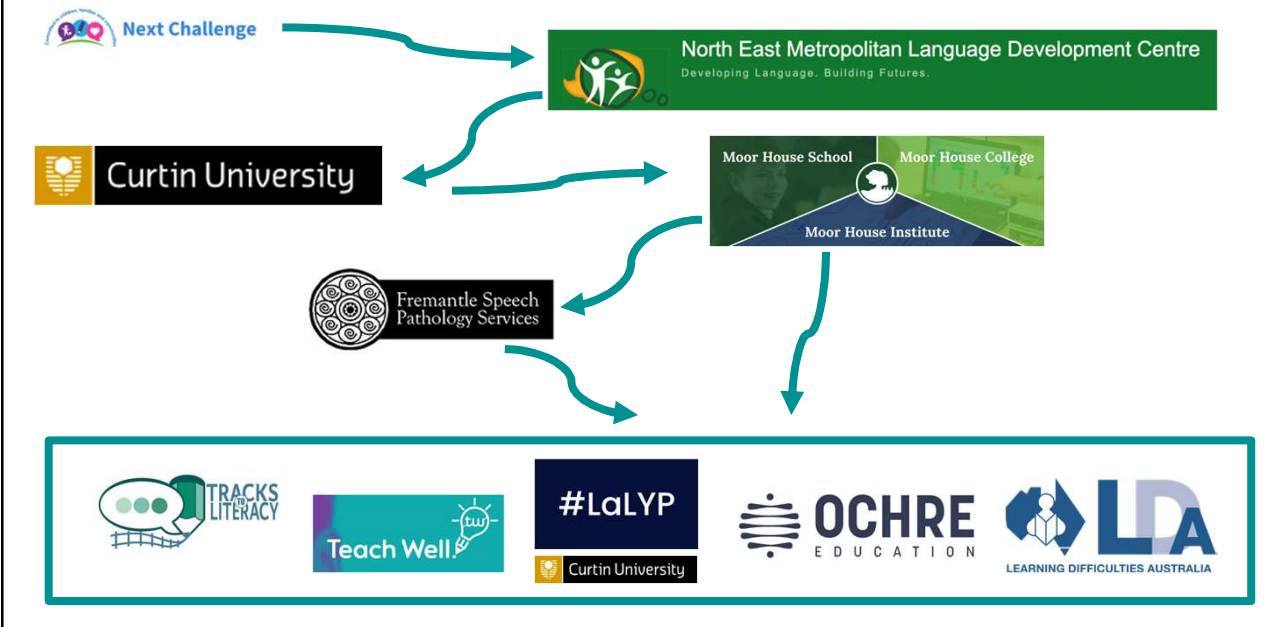
I pay my respects to their Elders past, present and emerging.

I extend that respect to Aboriginal and Torres Strait Islander peoples and all other traditional owners of the land wherever you may be today.



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# Standing on the shoulders of giants



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# Standing on the shoulders of giants



**Associate Professor Suze Leitao**

School of Occupational Therapy, Social Work and Speech Pathology, Curtin University

**Dr Mary Claessen**

Speech Pathology Australia

**Rosemary Simpson – Co-Founder and Co-Director**

Tracks to Literacy

**Plus**

Dr Samuel Calder

Cindy Stirling

Department of Education (WA)





Pilot and trial school staff and students



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## Outline

-  What is narrative and why is it important?
-  What challenges do people with DLD face?
-  Our study – The ONIP
-  What can we do to support narrative development – at home, in the clinic and in the classroom?

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“ Oral narrative is the ability to tell and retell a series of causally related events in sequence, and include information about setting, character, and a central plot or theme. ”

(Glisson, Leitão and Claessen, 2019)

### Other genres/text types:

persuasive

informative

procedure

exposition

recount

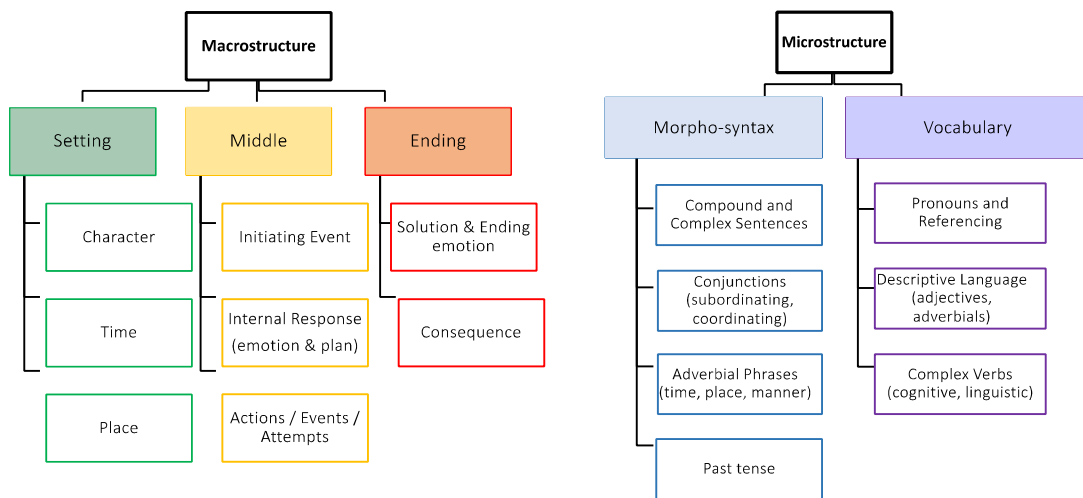
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# Narrative language – story grammar



(Glisson et al, 2017)

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# Oral narrative development



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The development of a **mature narrative macrostructure** occurs by **five years of age** in typically developing children.  
(Applebee, 1978; Westby, 1985; Stein & Glenn, 1979)

**Critical  
period**

**5**

**years**

9

# Oral narrative difficulties



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Oral narrative difficulties have been well-documented in school-aged populations including:

- children with **Developmental Language Disorder (DLD)** / **LD** associated with other conditions
- children from **low socio-economic backgrounds**
- children from **linguistically diverse backgrounds**, including English as an Additional Language/Dialect (EAL/D)

(Colozzo, Gillam, Wood et al., 2011; Pearce, Williams & Steed, 2015; Petersen & Spencer, 2016)

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## Oral narrative difficulties

### Macrostructure

- incorrect or illogical ordering or sequencing of events,
- leaving out elements of the story,
- reduced length of narratives,
- too much or irrelevant detail – tangents.

### Microstructure

- reduced sentence length and complexity,
- incorrect word selection,
- reduced specificity of vocabulary,
- reduced lexical diversity.

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## But why does this matter?

The comprehension and expression of oral narratives are essential in the development of language and literacy in young children.

(Fey, Catts, Proctor-Williams et al., 2004; Gillam & Gillam, 2016; Lynch, van den Broek, Kremer et al., 2008; Paul, 1995; Westby, 1985)

### Social Communication

(Colozzo et al., 2011; Fey, Catts, Proctor-Williams et al., 2004; Greenhalgh & Strong, 2001)

### Social Problem Solving

(Snow & Marfise, 2012)

### Reading Comprehension


(Cain & Oakhill, 2007; Catts & Kamhi, 2005; Dymock, 2007; Hayward, Schneider, & Gillam, 2009; Paris & Paris, 2003)

### Writing

(Pinto, Tarchi, & Bigozz, 2015; Spencer & Petersen, 2018; Petersen et al., 2021)


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So...


what can we do about it?



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## General intervention principles

### School-aged language

- clear and explicit **learning intensions** and **success criteria**
- repeated **models** and demonstrations
- instruction on **strategies**
- think-alouds
- **questions** of varying complexity
- **graphic organisers**
- **multiple opportunities** to respond, generate or repeat
- **contingent facilitation** and **recasting**
- **summarising**

listen carefully  
+  
respond often  
+  
reward active participation

(Cirrin & Gillam, 2008, Rosenshine, 2010)

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# General intervention principles



## Narrative intervention

Case Reports > J Speech Lang Hear Res. 2010 Aug;53(4):961-81.  
doi: 10.1044/1092-4388(2009/09-0001). Epub 2010 Jul 6.

### The effects of literate narrative intervention on children with neurologically based language impairments: an early stage study

Douglas B Petersen <sup>1</sup>, Sandra Laing Gillam, Trina Spencer, Ronald B Gillam

Affiliations + expand

PMID: 20605940 DOI: 10.1044/1092-4388(2009/09-0001)

#### Abstract

**Purpose:** This study investigated the effect of a literate narrative intervention on the macrostructural and microstructural language features of the oral narratives of 3 children with neuromuscular impairment and co-morbid receptive and expressive language impairment.

- Graphic organisers
- Repeated story telling
- Explicit macrostructure
- Contextualised microstructure

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### Evaluating the efficacy of a small-group oral narrative intervention programme for pre-primary children with narrative difficulties in a mainstream school setting

Laura Glisson, Suze Leitão and Mary Claessen

School of Occupational Therapy, Social Work and Speech Pathology, Curtin University, Perth, WA, Australia

#### ABSTRACT

This study designed and evaluated the efficacy of a manualised programme for children in mainstream school with delays in narrative discourse. Efficacy was evaluated using a Phase 1 non-randomised single-subject across multiple-baselines design. The programme was delivered by a speech pathologist with 11 mainstream children aged 5;0–5;11 years, in small groups, three times a week for 6 weeks. Intervention focused on explicit teaching of narrative macrostructure using icons, graphic organisers and repeated story retellings. Microstructure (morphosyntax and vocabulary) was targeted using implicit language facilitation procedures including modelling, recasting, expansion and vertical structuring. Participation in the programme resulted in significant changes with moderate to large effect sizes for most participants in the number of macrostructure elements, and conjunctions and adverbs. Analysis of pre-post standardised narrative data revealed clinically significant improvements for 9 of the 11 participants. The findings add to the research supporting the effectiveness of small-group oral narrative intervention.

#### ARTICLE HISTORY

Received 10 September 2018  
Accepted 13 March 2019



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Glisson, L. (2017). A study to measure the efficacy of a manualised oral narrative intervention programme for school-age children with narrative delay. Curtin University,

<https://espace.curtin.edu.au/handle/20.500.11937/59145>

Glisson, L., Leitão, S., & Claessen, M. (2019) Evaluating the efficacy of a small-group oral narrative intervention programme for pre-primary children with narrative difficulties in a mainstream school setting, *Australian Journal of Learning Difficulties*, DOI: [10.1080/19404158.2019.1596138](https://doi.org/10.1080/19404158.2019.1596138).

Glisson, L. (2023). The Oral Narrative Intervention Programme – A Tier 2 small group intervention for 5- to 6-year-olds with storytelling difficulties. *Learning Difficulties Australia Bulletin*, 50(2).

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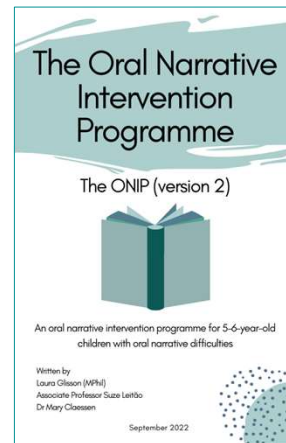


## The study



### Aims

- Develop a manualised (replicable) **small group oral narrative intervention** programme for **school-age children with oral narrative difficulties**
- **Evaluate the efficacy** of the intervention (The Oral Narrative Intervention Programme - ONIP) **on improving oral narrative skills**



Available free at the Tracks to Literacy website  
<https://www.trackstoliteracy.com/shop>

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## The ONIP



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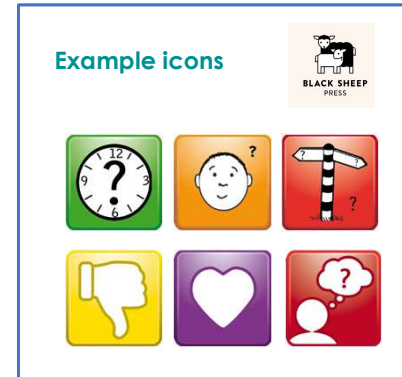
- **Small group intervention**
  - 3-4 students per group)
  - 6-week programme, to easily fit into a school term
  - 30-40-minute sessions
  - 3x a week
  - 18 sessions in total
- **Two phases of the programme**
  - Phase 1 – 9 sessions (3 weeks) to teach narrative macrostructure knowledge
  - Phase 2 – 9 sessions (3 weeks) to apply narrative macrostructure knowledge to 3 different stories and practise narrative retelling
- Used well-known **children's books** as the therapy context
- Used a **gradual release of responsibility model** (I Do, We Do, You Do) and additional techniques from the literature

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# The ONIP

## Macrostructure approach

- **Metalinguistic and explicit instruction:**
  - Explicit teaching scripts
  - icons and gestures for macrostructure elements
  - graphic organisers (story boards) for text comprehension and production
- **Repeated book shares:**
  - Activating prior knowledge of the theme or plot
  - Identifying narrative macrostructure elements
  - Answering discourse comprehension questions
- Repeated **models** and **demonstrations**
- **Multiple opportunities** to retell and generate stories



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# The ONIP

## Microstructure approach

- **Implicit facilitation of microstructure features in the context of narrative**
- **Multiple opportunities** to engage in listening, retelling and generating stories
- **Modelling** using modified scripts:
  - Consistent sentence frames for macrostructure inclusion e.g.:
    - "Suddenly,..."
    - "He felt..."
    - "So, he decided to..."
- Scripted **language facilitation** techniques:
  - recasting, rephrasing
  - expanding/extending
  - adding language
  - vertical structuring

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## The ONIP: Phase 1 Session 1-9



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Session	Intervention Focus	Book
1	Introduce overall narrative macrostructure	Wombat Stew
2	Setting - Who 	Wombat Stew
3	Setting - Where 	Monkey Do!
4	Setting - When 	The Very Hungry Caterpillar
5	Story Spiral - initiating event, internal response, plan  	Wombat Stew
6	Actions/attempts 	Wombat Stew
7	Story Spiral - initiating event, internal response, plan  	Rhino's Great Big Itch
8	Solution/Resolution and Consequence  	Rhino's Great Big Itch
9	Review overall narrative macrostructure	Rhino's Great Big Itch

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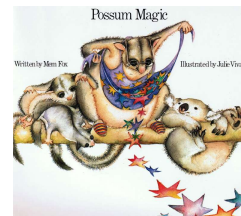
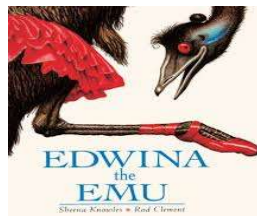
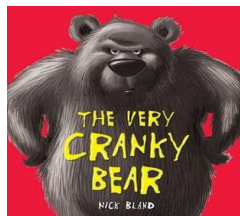
## The ONIP: Phase 2 Session 10-19



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Session	Intervention Focus
10	Book share 1: Text comprehension and sequencing. Create story board. Modelled and joint retell using story board.
11	Book share 2: Revision of text comprehension and sequencing. Modelled and individual retell using story board using icon checklist. Modelled and joint single picture narrative generation using icon checklist.
12	Book share protocol 3: Revision of text comprehension and sequencing. Modelled and individual retell using story board using checklist. Modelled and joint single picture narrative generation using icon checklist.
13-15	As above
16-18	As above



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## Hypotheses

Narrative intervention focusing on **explicit teaching of macrostructure** and **implicit facilitation of microstructure**, provided to small groups of children with narrative difficulties, would lead to:

1. **Clinically significant improvement** in oral narrative abilities as measured by pre- and post-treatment **Narrative Language Ability Index (NLAI)** scores on the Test of Narrative Language
2. **Statistically significant improvement** in the inclusion of **macrostructure** elements in single-picture narrative generation samples
3. **Statistically significant improvement** in the inclusion of narrative **microstructure** features in single-picture narrative generation samples.

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## Method

- **Pilot phase**
  - 8 pre-primary children, aged 5;0 to 5;7, in two groups of 4
  - Mainstream school (ICSEA = 869), culturally and linguistically diverse population
  - 6/8 made clinically significant change
- **Trial phase**
  - **11 pre-primary children, aged 5;0 to 5;11**, in three groups of 4, 4 and 3
  - **Mainstream school** (ICSEA = 1034), **culturally and linguistically diverse population**
- **Participant selection**
  - **21 pre-primary children** with consent were **assessed on TNL**
  - Selected **12 with lowest TNL-NLAI scores** (1 participant left following baseline)
- **Background assessment**
  - Wechsler Preschool and Primary Scale of Intelligence (**WPPSI**; Wechsler, 1989)
  - Peabody Picture Vocabulary Test, fourth edition (**PPVT-IV**; Dunn & Dunn, 2007)
  - Expressive Vocabulary Test, second edition (**EVT-2**; Williams, 2007)

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## Participants



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P	Gender	Age at pre-testing (yrs; mnths)	Background Information	TNL-	EVT-2	PPVT-IV	WPPSI
				NLAI	SS	SS	PIQ SS
1	M	5;6	Monolingual	85*	100	106	98
2	F	5;1	History of language delay and trauma	46*	19*	30*	86
3	F	5;0	Monolingual	73*	99	110	93
4	M	5;6	Monolingual	82*	109	112	105
5	M	5;1	Monolingual	85*	94	105	102
6	F	5;3	Monolingual	91	103	104	95
7	M	5;4	Monolingual	73*	101	99	72*
8	F	5;8	EAL/D, 3 months exposure to English	55*	79*	99	79*
9	M	5;3	Multilingual, exposed to English since birth	70*	79*	99	84*
10	M	5;3	Multilingual, exposed to English for more than 12 months	70*	107	98	84*
11	M	5;11	Monolingual	88*	99	99	81*

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## Hypothesis 1 - Results



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**Table 7.** Pre-post intervention TNL–NLAI scores.

P	Age (years;months)		NLAI		Percentile rank		clinical Category		Hypothesis confirmed/unconfirmed
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	
1	5;6	5;9	85	106	16	65	Below ave	Ave*	Confirmed
2	5;1	5;5	46	61	<1	<1	Very poor	Very poor	Unconfirmed
3	5;0	5;2	73	103	3	58	Poor	Ave**	Confirmed
4	5;6	5;10	82	94	12	35	Below ave	Ave*	Confirmed
5	5;1	5;5	85	91	16	27	Below ave	Ave*	Confirmed
6	5;3	5;6	91	97	27	27	Ave	Ave	Unconfirmed
7	5;4	5;7	73	91	3	27	Poor	Ave**	Confirmed
8	5;8	6;1	55	73	<1	3	Very poor	Poor*	Confirmed
9	5;3	5;6	70	85	2	16	Poor	Below ave*	Confirmed
10	5;3	5;6	70	106	2	65	Poor	Ave**	Confirmed
11	5;11	6;1	88	106	21	65	Below ave	Ave*	Confirmed

P: participant; TNL: Test of Narrative Language; NLAI: Narrative Language Ability Index; NLAI descriptions – >130 = very superior, 121–130 = superior, 111–120 = above average, 90–110 = average, 80–89 = below average, 70–79 = poor, <70 = very poor; Ave: average.

\*Shift in one clinical boundary.

\*\*Shift in two clinical boundaries.

(p.14, Glisson et al, 2019)

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# Patterns of performance

## Mild narrative difficulties

- Age appropriate receptive and expressive vocabulary

P	H1	H2	H3			
	TNL – NLAI	Total Macro Score	Conjunctions	Adverbs	Adjectives	Complex C-units
1	✓	✓	✓	✓	✓	✗
4	✓	✗	✓	✓	✗	✗
5	✓	✓	✓	✗	✗	✗
11	✓	✓	✓	✓	✓	✗

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# Patterns of performance

## Moderate narrative difficulties

- All had age-appropriate receptive vocabulary skills
- P9 had mild expressive vocabulary difficulties, the rest average range
- P9 and P10 EAL/D

P	H1	H2	H3			
	TNL – NLAI	Total Macro Score	Conjunctions	Adverbs	Adjectives	Complex C-units
3	✓	✗	✓	✓	✗	✗
7	✓	✓	✓	✓	✗	✗
9	✓	✗	✗	✗	✗	✗
10	✓	✓	✗	✗	✗	✗

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# Patterns of performance

## Severe difficulties

- P8
  - EAL/D, severe on TNL, average PPVT, borderline EVT and PIQ
- P2
  - more like a DLD profile, severe narrative, severe receptive and expressive vocabulary, average PIQ
  - demonstrated the least amount of improvement

P	H1	H2	H3			
	TNL – NLAI	Total Macro Score	Conjunctions	Adverbs	Adjectives	Complex C-units
2	*	*	*	*	*	*
8	✓	✓	✓	*	*	*

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# Conclusions

## Limitations

- Small sample size
- Non-randomized
- No blinding
- Non-validated elicitation procedure for narrative generation
- Binary coding procedure (present/not present)


## Clinical implications

In its current form, the ONIP is:


- Effective for children in mainstream settings with mild-moderate narrative difficulties
  - overall narrative abilities ✓
  - macrostructure skills ✓
  - microstructure skills ✓
- For EAL/D children with limited exposure - pattern is less clear
  - overall narrative abilities ✓
  - macrostructure skills ✓
  - less so for microstructure skills ✗
- Not effective in its current form, dosage and intensify, for children with more of a severe DLD profile ✗

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And...  
what else?



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General intervention principles

School-aged language

- clear and explicit **learning intentions** and **success criteria**
- repeated **models** and demonstrations
- instruction on **strategies**
- think-clouds
- questions** of varying complexity
- graphic organisers**
- multiple opportunities** to respond, generate or rephrase
- contingent facilitation** and **recasting**
- summarising**

listen carefully + respond often

General intervention principles

Narrative intervention

Case Reports > J Speech Lang Hear Res. 2010 Aug;53(4):961-81.  
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- Graphic organisers
- Repeated story telling
- Explicit macrostructure
- Contextualised microstructure

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## Narrative pioneers

- Ron and Sandra Gillam
- Victoria Joffe
- Marleen Westerveld
- Trina Spencer and Doug Petersen

## Plus

- Doug Lemov, Natalie Wexler, Judith Hochman
- Joan Sedita
- Timothy Shanahan
- Hugh Catts, Tiffany Hogan,

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## Recommended articles

Open  
access

LSHSS

Research Article

**Narrative Intervention: Principles to Practice**

Trina D. Spencer<sup>a</sup> and Douglas B. Petersen<sup>b</sup>

**Purpose:** Narrative interventions are a class of language interventions that involve the use of telling or retelling stories. Narrative intervention can be an efficient and versatile means of promoting a large array of academically and socially important language targets that improve children's access to general education curriculum and enhance their peer relations. The purpose of this tutorial is to supply foundational information about the importance of narratives and to offer recommendations about how to maximize the potential of narrative interventions in school-based clinical practice.

**Method:** Drawing from decades of cognitive and linguistic

presented first. Ten principles that support the design and implementation of narrative interventions are described.

**Results:** Clinicians can use narrative intervention to teach story grammar, complex language, vocabulary, inferencing, and social pragmatics. Storytelling, as an active intervention ingredient, promotes the comprehension and production of complex language.

**Conclusion:** When narrative intervention is implemented following a set of principles drawn from research and extensive clinical experience, speech-language pathologists can efficiently and effectively teach a broad set of academically

[https://pubs.asha.org/doi/10.1044/2020\\_LSHSS-20-00015](https://pubs.asha.org/doi/10.1044/2020_LSHSS-20-00015)

Open  
access

TEACHING AND LEARNING IN ACTION

INTERNATIONAL LITERACY ASSOCIATION

**Classroom-based Oral Storytelling: Reading, Writing, and Social Benefits**

Trina D. Spencer, Chelsea Pierce

Need to promote students' academic and social development? Storytelling is an efficient and powerful language activity that impacts reading, writing, and social skills. It easily integrates into classroom routines too!

The notion that speaking and listening skills are a necessary foundation for reading and writing is well established and pervasive in our nation's academic standards (see Figure 1; National Governors

difficulties expressing one's self is linked to behavior problems (Chow et al., 2018). Without regular exposure to sophisticated school language due to the COVID pandemic, students' oral language acumen,

<https://ila.onlinelibrary.wiley.com/doi/full/10.1002/trtr.2144>

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## What can we do?



### In the home

- Read and tell a lot of stories
- Engage in dialogic book share
- Watch and discuss movies and TV shows together
  - Use questions, comments and think-alouds ("I think..." "I wonder...")
- Engage in diary writing together
  - Weekends, holidays, exciting events
- Model and support recounting events after school (or work)
- Use visuals to support conflict resolution

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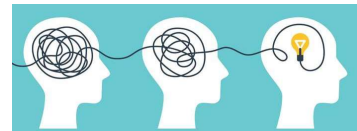
## Dialogic book reading




Why is it important  
to make book  
reading **interactive**?

The aim of dialogic book reading is to help  
the children become the teller of the story

- ✓ more engaged
- ✓ exposed to new and interesting words
- ✓ exposed to complex sentences
- ✓ connect new information with what they already know
- ✓ exposed to building blocks of literacy
  - ✓ new words
  - ✓ story structure
  - ✓ inferencing



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**DIALOGIC BOOK READING PEER STRATEGY**

PEER is a short interaction between an adult and the children. PEER helps children interact with the text and become the story teller!

- Prompt the child**  
E.g. What do you think will happen next?
- Evaluate the response**  
E.g. Yes, I think he might look inside.
- Expand on their response**  
E.g. Why will he look inside?
- Repeat the prompt**  
E.g. The boy will look inside because he wants to see what's making the noise.

Tracks to Literacy (2022)




**DIALOGIC BOOK READING CROWD PROMPT**

When using the PEER strategy, you can use CROWD prompts to support a range of comprehension skills

- Completion**  
E.g. He's going to add in some.....?
- Recall**  
E.g. What does the cat do next?
- Open-ended**  
E.g. What do you see on this page?
- What, where, when, why, who**  
E.g. What is this called? Who is this?
- Distancing**  
E.g. Have you ever lost a toy? What happened?

Tracks to Literacy (2022)



Session	Focus
1	Read the book
2	Teach vocabulary
3	Ask open-ended questions and expand child response
4	Discuss narrative (structure), discuss concepts and make personal connections

<https://www.readingrockets.org/article/dialogic-reading-effective-way-read-aloud-young-children>

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## What can we do?

**In the classroom**

Knowledge rich curriculum

Multiple texts that follow the same pattern

Complex texts (fiction and non-fiction)


Repeated reading

Close reading

Retelling and summarising

Contextualised, explicit syntax (grammar) and vocabulary

Oral → written



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# 11 principles of oral narrative intervention and instruction



## Tier 1-3

1. Use **metalinguistic** and **explicit instruction** focused on **story grammar**
2. Include **repeated** telling, retelling and generating of stories
3. Use **model (mentor) texts** – start with **simple** stories and **increase complexity** over time
4. Start with **retelling** then generalise to **personal narratives** and **fictional generation**
5. Promote **generative language**, not memorisation
6. Use visual scaffolds, such as **icons**, **graphic organisers** and **pictures**
7. **Fade scaffolds** over time
8. Include effective and efficient **prompting**
9. Strategically **model** and **elicit correct language** forms using **vertical structuring** and **focused stimulation**
10. **Practice storytelling** outside of the session/lesson
11. Include **non-fiction text structures**

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# Principle 1:

Use **metalinguistic** and **explicit instruction** focused on **story grammar**



**NARRATIVE ICONS AND EXPLICIT TEACHING SCRIPTS**

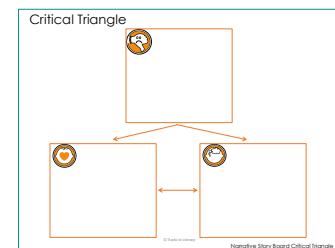
**Narrative Element**      **Script**

**WHEN (SETTING)**  
 At the beginning of the story, we need to say when the story happens. When the story happens is what time on day that the story happens. We have a picture of a clock to remind us to say when the story happens. We can have big where, like the time of year or a special time of year or a season. So, we could say, "On Christmas time", or "On my birthday", or "In winter". They are all different types of where. We can also have medium where – the month of the year, the day of the week. So, we could say "Yesterday, today or tomorrow", or we could say "on Monday", or "Last week" or we could say "in December". They are also different types of where. And we can also have little where, like the time of day. So, we can say, "This morning" or "At night-time". These are all different types of where, that tell us the time or day that the story happened. The where is called the setting.  
 What where do you know about?  
 At the beginning of the story, we need to say who was in the story. The who in the story tells us the character – who the story is about. The character can be a person, an animal or sometimes a frog.

**WHO (CHARACTER)**  
 Here we have a picture of a face to remind us to say who was in the story. Some characters that you may know from different stories are Thomas the Tank, Ben 10, Mavis, and Dora the Explorer. These are all characters that are in different stories. We look at the character, who the story is about, at the beginning of the story, in the setting. What who do you know about?

**WHERE (SETTING)**  
 At the beginning of the story, we need to say where the story happened. The where in the story tells us the place where the story begins. Here we have a picture of the world to remind us to say where the story happened. The where can be lots of different places, like in the back yard, at the beach, on the moon, at the zoo or at school. These are all different where that a story can start. We find out where the story starts at the beginning of the story, in the setting. Where where do you know about?

**WHY (PROBLEM/WHY)**  
 In the middle of the story, we have a problem. The problem starts the whole story off. To help us remember the problem in the story, we have a picture of a problem. The problem is very important because it starts the story, it makes the character come and work a plan to do something. Can you think of any other problems that happened in stories?



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## Whole-part-whole

Extract the "skill" from the "game" but put it back in the "game" when it is accomplished!

(Jenny Baker, FSPS)

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## Principle 2:

Include **repeated** telling, retelling and generating of stories

- Multiple repetitions within the session
- Repeat stories over sessions (2-3 times with variation)
- Include regular opportunities to generate stories from picture prompts

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## Principle 2:



Include **repeated** telling, retelling and generating of stories

Phase 2			
Week 4	<b>Session 10: Comprehension and Sequencing</b> Book 7 <u>The Very Cranky Bear</u> <ul style="list-style-type: none"> <li>Book share Protocol 1</li> <li>Revise story board &amp; macro elements</li> <li>Character description</li> <li>Sequence events</li> <li>Create individual story boards</li> <li>Modelled and group retell</li> </ul>	<b>Session 11: Text Retell</b> Book 7 <u>The Very Cranky Bear</u> <ul style="list-style-type: none"> <li>Book share Protocol 2</li> <li>Modelled retell</li> <li>Individual story retells</li> <li>Target critical triangle from book</li> </ul>	<b>Session 12: Text Innovation and Retell</b> Book 7 <u>The Very Cranky Bear</u> <ul style="list-style-type: none"> <li>Book share Protocol 3</li> <li>Modelled retell</li> <li>Individual story retells</li> </ul>
Week 5	<b>Session 13: Comprehension and Sequencing</b> Book 4 <u>Edwina the Emu</u> <ul style="list-style-type: none"> <li>Book share Protocol 1</li> <li>Revise story board &amp; macro elements</li> <li>Character description</li> <li>Sequence events</li> <li>Create individual story boards</li> <li>Modelled and group retell</li> </ul>	<b>Session 14: Text Retell</b> Book 4 <u>Edwina the Emu</u> <ul style="list-style-type: none"> <li>Book share Protocol 2</li> <li>Modelled retell</li> <li>Individual story retells</li> <li>Target critical triangle from book</li> </ul>	<b>Session 15: Text Innovation and Retell</b> Book 4 <u>Edwina the Emu</u> <ul style="list-style-type: none"> <li>Book share Protocol 3</li> <li>Modelled retell</li> <li>Individual story retells</li> </ul>
Week 6	<b>Session 16: Comprehension and Sequencing</b> Book 8 <u>Possum Magic</u> <ul style="list-style-type: none"> <li>Book share Protocol 1</li> <li>Character description</li> <li>Revise story board &amp; macro elements</li> <li>Sequence events</li> <li>Create individual story boards</li> <li>Modelled and group retell</li> </ul>	<b>Session 17: Text Retell</b> Book 8 <u>Possum Magic</u> Book share Protocol 2 <ul style="list-style-type: none"> <li>Modelled retell</li> <li>Individual story retells</li> <li>Target critical triangle from book</li> </ul>	<b>Session 18: Retell and Innovation</b> Book 8 <u>Possum Magic</u> <ul style="list-style-type: none"> <li>Book share Protocol 3</li> <li>Modelled retell</li> <li>Individual story retells</li> </ul>

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## Principle 3:



Use **model (mentor) texts** – start with **simple** stories and **increase complexity** over time

### Considerations:

- Simple sequence/repetitive stories
- Characters
- Text structure
- Single sequence to multiple episodes
- Themes/issues/topics

### Sources:

- Picture books, fairy-tales, nursery rhymes
- TV shows, movies
- Model texts specifically written for narrative purposes
- ChatGPT



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# Principle 3:



Use **model (mentor) texts** – start with **simple** stories and **increase complexity** over time

Figure 2  
Story Grammar Framework



(Spencer & Pierce, 2022)

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# Principle 3:



Use **model (mentor) texts** – start with **simple** stories and **increase complexity** over time

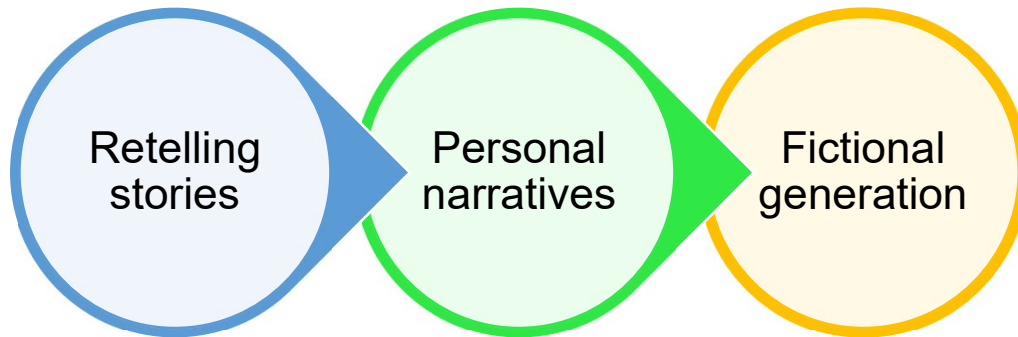


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## Principle 4:



Start with **retelling** then generalise to **personal narratives** and **fictional generation**



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## Principle 5:



Promote **generative language**, not memorisation

*"It is imperative that teachers promote generative language rather than memorisation during storytelling activities. There are several ways to avoid leading students into rote learning."*

(Spencer & Pierce, 2022)

### How?

- Model different stories in consecutive lessons
- Goal is to teach the patterns of storytelling
- When repeating stories:
  - expect more – new elements to the story
  - add in more complex vocabulary
  - vary sentence structures, complexity and length

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## Principle 6:



Use visual scaffolds, such as icons, graphic organisers and pictures



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## Principle 7:



Fade scaffolds over time

<p><b>Steps for Retelling While Fading Visuals</b></p>	<p><b>1</b> Student(s) retell using pictures &amp; icons</p>
	<p><b>2</b> Student(s) retell using only the icons</p>
	<p><b>3</b> Student(s) retell story without visuals</p>

(Spencer & Pierce, 2022)

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## Principle 8:



Include effective and efficient **prompting**

Spencer and Pierce (2022) recommend the following 2 step cues:

For **macrostructure** inclusion:

1. Ask a wh- question
2. Model what the student should say and ask them to repeat it.

For **microstructure** inclusion:

1. Model what the student should say and ask them to repeat it.

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## Principle 9:



Strategically **model** and **elicit correct language forms** using **vertical structuring** and **focused stimulation**

**Modelling** using modified scripts

**Consistent sentence frames** for macrostructure inclusion e.g.:

“Suddenly,...”

“He felt...”

“So, he decided to...”

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## Principle 10:

Practice storytelling outside of the session/lesson



## Principle 11:

Include non-fiction text structures



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## Assessment And progress monitoring



In schools:

- **benchmarking** and **progress monitoring**
- **rubrics** - mark against curriculum expectations
- **comparative judgement** – e.g., BrightPath, No More Marking

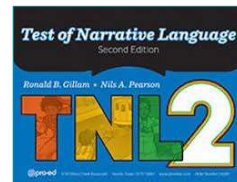


Free



In the clinic:

- **standardised/norm-referenced/diagnostic assessments** – e.g., TNL-2, ACE Narrative, Bus Story, Peter & the Cat, The Squirrel Story, SALT
- **reading comprehension and writing** – e.g. YARC, OWLS-2, academic writing samples
- **benchmarking and progress monitoring** tools – e.g., NLM-Listening & Reading, MISL
- **functional impact** – AusTOMS/TOMS, GAS



Research Article

**Monitoring Indicators of Scholarly Language: A Progress-Monitoring Instrument for Measuring Narrative Discourse Skills**

Sandra Laing Gillam, PhD<sup>1</sup>, Ronald B. Gillam, PhD<sup>1</sup>, Jamison D. Fargo, PhD<sup>1</sup>, Abbie Olszewski, PhD<sup>1</sup>, and Hugo Segura, MSc-SLP<sup>2</sup>

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DOI: 10.1177/1093426916671442  
<http://jsh.sagepub.com/home/jsh>

SAGE

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Curtin University Discourse Protocol – Adolescent Version

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# Recommended resources



## Tier 1 (universal): Core Knowledge



- Subject**
- Biography Series: Voices in History
  - Louisiana Bayou Bridges
  - Language Arts**
  - History and Geography
  - Science
  - Mathematics
- Grade**
- Preschool
  - Kindergarten
  - Grade 1
  - Grade 2
  - Grade 3

- CKLA Ancillary Materials: Preschool**  
Preschool • Language Arts
- CKLA Domain 1: All About Me**  
Preschool • Language Arts
- CKLA Domain 2: Families and Communities**  
Preschool • Language Arts
- CKLA Domain 3: Animals**  
Preschool • Language Arts

<https://www.coreknowledge.org/>

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# Recommended resources



## Tier 2 (targeted)



### The Oral Narrative Intervention Programme

The ONIP (version 2)



An oral narrative intervention programme for 5-6-year-old children with oral narrative difficulties

Written by  
Laura Gleason (MPhil)  
Associate Professor Suze Leitão  
Dr Mary Claessen

September 2022



Available free at the Tracks to Literacy website  
<https://www.trackstoliteracy.com/shop>



Curtin University

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## Recommended resources




### Tier 3B (specialist) – Oral Inferential Comprehension Intervention



**Oral Inferential Comprehension Intervention**

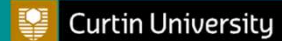
*An intervention programme aimed at improving oral inferential comprehension of narratives in young children with developmental language disorder.*



**Work it out...**



- OICI:
- group intervention for 5-6 y.o
  - 2x 30-minute sessions per week for 8 weeks (16 in total)
  - hybrid (explicit, implicit)
  - book-share
  - narrative retelling
  - vocabulary
  - inferential comprehension
  - literal comprehension



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## Recommended resources



### Tier 1, 2 and Tier 3B – Story Champs



**A Multi-tiered Language Intervention Curriculum**



**PLUS FLASH DRIVE LOADED WITH EXTRAS:**  
Manual, Master Lesson Plans, Digital Presentation, Writing Activities, Take Home Activities, And more!

(Spencer & Petersen)

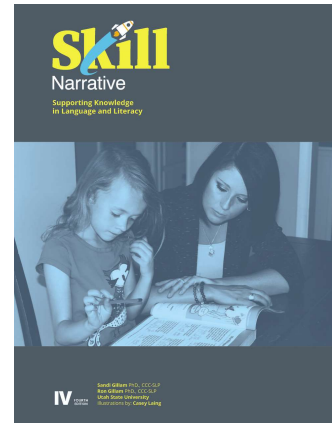
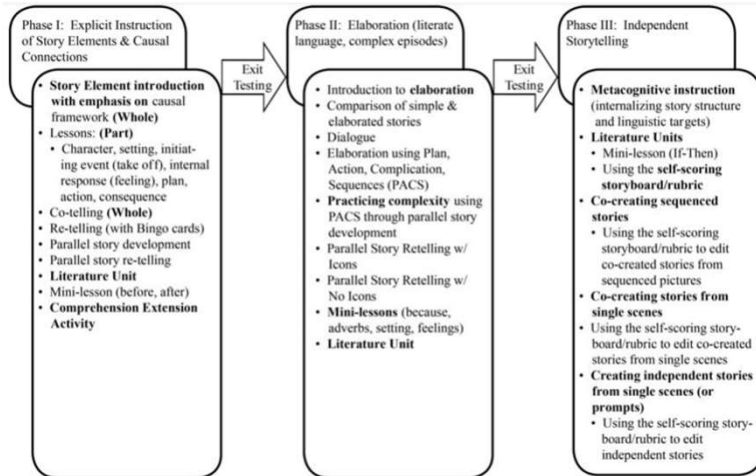
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## Recommended resources



### Tier 2 and 3B – SKILL



(Gillam and Gillam, 2016)

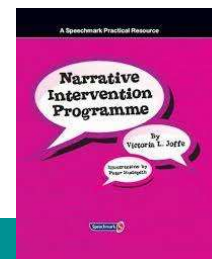
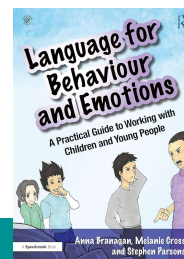
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## Recommended resources



- Pobble 365 <https://app.pobble.com/auth/> FREE (and paid)
- Once Upon a Picture <https://www.onceuponapicture.co.uk/> FREE
- The Literacy Shed [www.literacyshed.com/](http://www.literacyshed.com/) FREE (and paid)
- Black Sheep Press [www.blacksheepress.co.uk/](http://www.blacksheepress.co.uk/)
- Formulas for Frames [www.freespeech.com.au/shop](http://www.freespeech.com.au/shop)
- Text Express [www.trackstoliteracy.com/](http://www.trackstoliteracy.com/)
- Language for Behaviour and Emotions
- Narrative Intervention Programme



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# Recommended resources

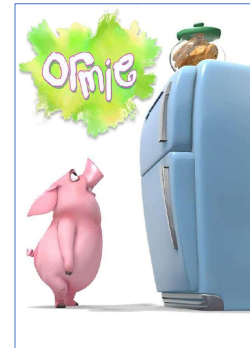
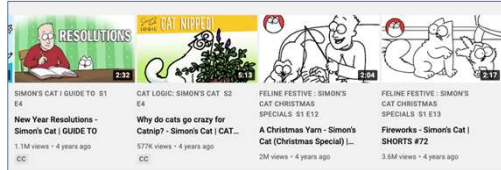


## YouTube Animated Series



### Simon's Cat

- Over 100 silent videos of Simon's cat's adventures



### Ormie the Pig

- <https://www.youtube.com/watch?v=EUm-vAOmV1o>

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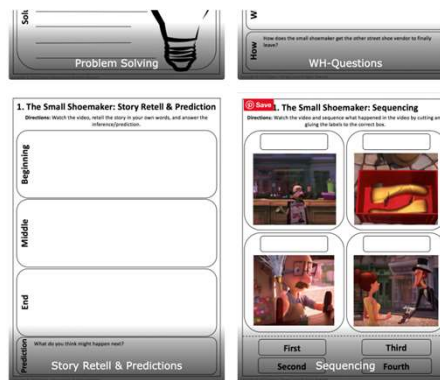
# Recommended resources



## Problem solving wordless video collection



<https://www.speechtherapy.com/wordless-videos-to-teach-problem-solving/>  
31 wordless videos with great story structures  
Accompanying free activity pack



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# My Narrative Intervention Kit



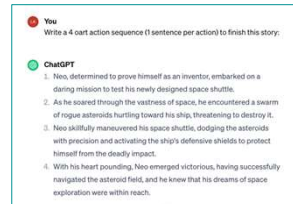
Picture books



narrative icons  
puppets/laminated pictures/toys  
story board



Narrative scripts  
different levels of complexity  
story boards with pictures  
story planners

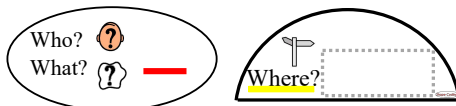


ChatGPT

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# My Narrative Intervention Kit



Shape Coding Shapes  
(or Colourful Semantics Cues)



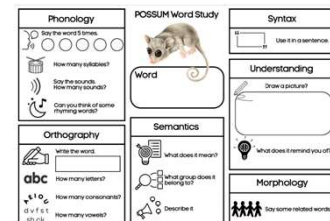
busy picture scenes



whiteboard markers



Widgit Online to create visual supports



Word learning supports

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