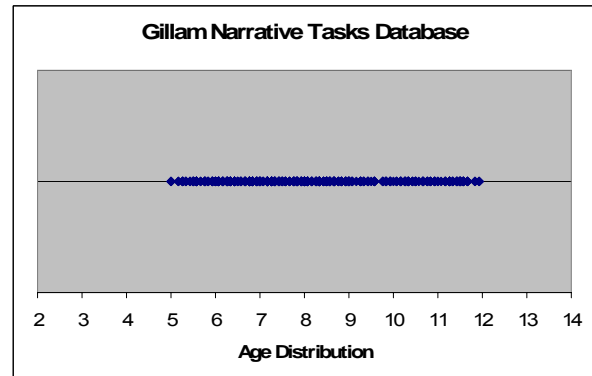


Gillam Narrative Tasks Reference Database

Subjects

The *Gillam Narrative Tasks database* consists of narrative samples from 500 children, ranging in age from 5;0 to 11;11, including 50 five-year olds, 100 six-year olds, 100 seven-year olds, 100 eight-year olds, 50 nine-year olds, 50 ten-year olds, and 50 eleven-year olds. There are an equal number of boys and girls at each age. Children came from four US regions (Northeast, South, Midwest, and West). Their primary language was English and they had not been identified with a disability and were not receiving any special education services. The race/ethnicity distribution of the children in the sample is 71% white (not Hispanic), 11% black or African-American, 10% Hispanic, and 8% other or not reported.



Elicitation Protocol

Examiners collected data on children's ability to tell stories in three formats: (a) a script retell (*no picture cues*), (b) a story about five sequenced pictures, and (c) a fictional narrative based on a single picture. The examiner scripts and picture stimuli which were used to elicit the narratives are available in the Test of Narrative Language (Gillam & Pearson, 2004).

- **Task 1: McDonalds - Script Retell (no picture cues)**

In the first narrative format, the examiner reads aloud a story about two children who go to McDonald's with their mother. Because no picture cues are provided, the child must rely on auditory memory to answer literal and inferential comprehension questions about the story. After answering the story comprehension questions, the child is asked to retell the entire McDonald's story. We transcribed the child's retelling.

- **Task 2: Aliens - Five Sequenced Pictures**

The examiner shows the child a sequence of five pictures that illustrate the critical events in a single-episode story that the examiner tells. The story is about a child who creates a school project at home, falls and breaks the project on the way to school, and then fixes the project when she gets to school. After reading the story to the child, the examiner asked the child to answer nine literal and inferential comprehension questions about the characters, events, and consequences in the story. The comprehension questions and answers were not transcribed. The examiner then shows the child a sequence of five new pictures that depict a sequence of events about a boy who is late for school. We transcribed the child's oral story about the sequence of pictures.

- **Task 3: Late for School - Single Picture**

The examiner tells a multi-episode story that corresponds to a picture of two children who are looking at a treasure being guarded by a dragon. The examiner asks ten literal and inferential comprehension questions about the characters, events, problems, and consequences in the story. The comprehension questions and answers were not transcribed. The examiner then shows the child a picture of two children who witness a family of aliens walking out of a spaceship that has landed in a park. We transcribed the child's oral story that corresponded to the picture of a fictional event.

Transcription

Language samples were transcribed according to SALT conventions by undergraduate and graduate students in Communication Sciences and Disorders who completed a course on transcription and reached 90% or better agreement on three training transcripts. Utterances were segmented into C-units, which were defined as groups of words that could not be further divided without loss of their essential meaning. After the tape was transcribed by one research assistant, a second research assistant listened to the tape and marked disagreements with any of the original segmentation and/or coding decisions. All disagreements were resolved by a PhD level research coordinator who listened to the tape as she made a third pass through the transcripts. Timing information was not coded. Gender, age, and ethnicity information is included in the header.

Each transcript contains all three stories. The stories were separated by plus lines with the headers +[BeginMcDonalds], +[EndMcDonalds], +[BeginLateForSchool], +[EndLateForSchool], +[BeginAliens], +[EndAliens]. For example,

```
+ [BeginMcDonalds]
C The boy and the girl came home.
C And they wanted to go eat.
E Ok.
C .....
C And that's all I know.
+ [EndMcDonalds]
+ [BeginLateForSchool]
C The boy woke up.
C And he was late for school.
```

C
 C The end.
 + [EndLateForSchool]
 + [BeginAliens]
 C A boy and a girl were walking in a park.
 C They saw a big ship land.
 E Mhm.
 C
 C And that's it.
 + [EndAliens]

Database Subgroups

The language samples have been added to this database within the following four subgroups:

- **All 3 Stories** – the entire transcript containing all three narrative story tasks
- **McDonalds** – the first narrative task only (script retell)
- **Aliens** – the second narrative task only (five sequenced pictures)
- **Late for School** – the third narrative task only (single picture)

Comparing Your Sample to the Database Samples

It is assumed that your transcript contains all three narrative tasks separated with codes on plus lines as illustrated above. You can compare your entire transcript to the samples within the subgroup All 3 Stories. To compare a specific task you would change the current transcript cut which determines the section of your transcript that you want included in the comparison. By default, the transcript cut is the entire transcript but it may be changed to select a specific section of the transcript, e.g., the section between two codes. For example, to compare the section of your transcript which contains the script retell based on McDonalds, you would change the transcript cut to begin with the line containing the code [BeginMcDonalds] and end with the line containing the code [EndMcDonalds]. Then you would compare this section of your transcript to samples from the database which are within the McDonalds subgroup.

Acknowledgements

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