

Narrative Story Retell Elicitation Protocol (APNF)

- Materials
 - Recording device
 - The book, *A Porcupine Named Fluffy* (Lester, 1986)
 - You will need two copies of the book--one copy with the text covered up for the student to look at and one copy to read aloud
 - If you do not have two copies, use the book with the text covered up for the student to look at and read the script below
 - Quiet location free of distractions with a table and two chairs

- Preparation

Check the recorder for loudness levels. Record your name, date, student's identifier, birthdate, age, and grade. Remember, the student's book needs to have the words covered up (e.g., use 3x5 notecard to tape over the words in the book).

- Directions

Seat the student next to you. Show the student the book with the text covered up, and say *"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."*

Read the story using a copy of the book that does not have the text covered up or the script below. Make sure the student has a book with the text covered up to look at while you read.

After reading the story, prepare the recorder to record the student's sample. Give the student the copy of the book which has the text covered and say *"Now I would like you to tell the story. Notice that the words are covered up. That's because I want you to use your own words to tell the story."*

Turn to the first page with pictures and start recording. Say *“Do the best that you can. Now you tell me the story.”*

Examiner’s role during the retell

During the retell, move slightly away from the student, turning so that eye contact is easy. The student should be in charge of page turning during the retell but provide assistance if the student has trouble turning pages, or starts skipping too many pages. Moving away from the student promotes language and minimizes pointing.

Do not give specific cues to the student during the task. You can point to the book to focus attention or say, *“Tell me more,” “Keep going,” “You are doing a great job,” “And then...”* if the student stops talking before the story is finished. You may also use nonverbal cues such as head nodding and smiling to promote continued talking. If the student is unable to start the task, use the prompt *“One day...”* Using overly-specific questions or providing too much information to the student compromises the process of capturing the student’s true language and ability level. Open-ended prompts *do not* provide the student with answers or vocabulary. But they *do* encourage the student to try or they let the student know it is ok to move on if needed. Avoid asking the “wh” questions, who?, what?, when?, where? as these often lead to obvious and limited responses/answers.

Acknowledgements

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Optional Comprehension Questions

Following the student's retell, you have the option of evaluating his/her understanding of the story by asking a series of comprehension questions. Refer to the document entitled "Comprehension Questions for SALT Narrative Story Retells" for details. Please note that the SALT Narrative Story Retell database samples were not scored for comprehension.

“A Porcupine Named Fluffy”

Lester, 1986

Page	Script
1	When Mr. and Mrs. Porcupine had their first child, they were delighted. Now he needed a name.
2	Should they call him Spike? No. Spike was too common.
3	Should they call him Lance? No. Lance sounded too fierce. Should they call him Needleroozer? No. Needleroozer was too long. Prickles? Pokey? Quillian? Then together they had an idea. “Let’s call him Fluffy. It’s such a pretty name! Fluffy”.
4	But soon there came a time when Fluffy began to doubt that he was Fluffy.
5	He first became suspicious when he backed into a door and stuck fast. That was not a fluffy thing to do.
6	He was even more convinced when he accidentally slept on his back and poked holes in his mattress. A very unfluffy thing to do.
7	When he tried to carry an umbrella, he knew the truth without a doubt. Fluffy definitely wasn’t.
8-9	So, he decided to become fluffier. “Clouds are fluffy,” he thought. “I’ll be a cloud.” But he couldn’t stay up.
10	“I know. Pillows are fluffy!” he said. “I’ll be a pillow.” But when his mother sat on him, she was not pleased.
11	He tried soaking in a bubble bath for forty-five minutes, but he did not become fluffy. He became soggy.
12	He tried whipped cream. He put a little on each quill. It was not easy, and it took more than half a day.
13	But this did not make Fluffy fluffy. “They should have named me Gooney,” he sighed.
14-15	He ate a lot of marshmallows. He rolled in shaving cream and feathers. He even tried to become a bunny. But the truth remained. Fluffy wasn’t.
16	One afternoon Fluffy set out for a walk, trying to think of ways to become fluffy.

17	Before long he met a very large rhinoceros.
18	“Grr!” said the rhinoceros. “I’m going to give you a rough time.” Fluffy didn’t know what a rough time was, but he didn’t like the sound of it at all. “What is your name, small prickly thing?” asked the rhinoceros unkindly. “Fluffy,” said Fluffy.
19	The rhinoceros smiled. He giggled. Then he laughed out loud. He rolled on the ground. He jiggled and slapped his knees. He roared with laughter.
20	“A porcupine named Fluffy!” howled the rhinoceros.
21	Fluffy was embarrassed, but he tried to be polite. “And what is <i>your</i> name?” he inquired.
22	“H... I can’t say it,” giggled the rhinoceros. “Hubert?” suggested Fluffy.
23	“H...H...H...oh help, I just can’t say it, I’m laughing so hard,” said the rhinoceros. “Harold? Or maybe Herman?” asked Fluffy. “No,” gasped the rhinoceros. “It’s H...H...H...H...H...HIPPO.”
24	Hippo. A rhinoceros named Hippo. Fluffy smiled. He giggled. Then he laughed out loud. He jiggled and slapped his knees. He howled with laughter. “A rhinoceros named Hippo!” Fluffy cried.
25	A porcupine named Fluffy. A rhinoceros named Hippo. It was almost more than they could bear. Hippo and Fluffy rolled on the ground giggling and laughing until tears came to their eyes.
26	At last they lay exhausted on the ground. From that time on they were the best of friends.
27	And Fluffy didn’t mind being Fluffy anymore—even though he wasn’t.