

INDIVIDUALIZED NARRATIVE INTERVENTION FOR SCHOOL-AGE CHILDREN WITH SPECIFIC LANGUAGE IMPAIRMENT

ORAL NARRATIVE LANGUAGE PROBLEMS CAN AFFECT ACADEMIC & SOCIAL SKILLS

Students with Specific Language Impairment (SLI) have difficulty generating personal stories, an important skill in developing and maintaining friendships. And when they do tell stories, their narratives are often brief, incomplete, and disorganized. **Can an individualized oral narrative intervention improve personal story generation skills for students with SLI?**

4 SECOND GRADERS WITH SLI

All monolingual English-speaking, male, and non-Hispanic. 2 White, 1 Black, and 1 multi-racial students.

STORY GRAMMAR IMPROVEMENTS

A functional relation between intervention and story grammar use was found for 2 students.

STORY CHAMPS INTERVENTION

Interventionist was a female graduate student and speech-language pathologist (SLP).

Each student had 3 story grammar elements in need of improvement

1:1 instruction
2 sessions per week
~ 18 minutes per session

WHAT DOES THIS MEAN?

This study was one of the first to study the effectiveness of Story Champs for second graders with SLI. It was also conducted by independent researchers, rather than the authors of Story Champs

"Enhancing children's narrative production skills may facilitate positive peer relationships particularly for children with SLI..."