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Wordless picture books versus standard stories for language assessment of Spanish-speaking children

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**WORDLESS PICTURE BOOKS VERSUS STANDARD
STORIES FOR LANGUAGE ASSESSMENT
OF SPANISH-SPEAKING CHILDREN**

A Thesis

by

YVONNE DE ANDA

**Submitted to the Graduate School of the
University of Texas-Pan American
In partial fulfillment of the requirements for the degree of**

MASTER OF ARTS

May 2002

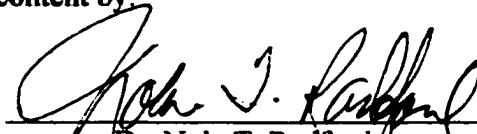
Major Subject: Communication Disorders

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STORIES FOR LANGUAGE ASSESSMENT OF
SPANISH-SPEAKING CHILDREN**

**A Thesis
by
YVONNE DE ANDA**

Approved as to style and content by:



**Dr. Nola T. Radford
Chair of Committee**



**Dr. Mary Anne Neruccio
Committee Member**



**Dr. Liang Zeng
Committee Member**

May 2002

ABSTRACT

De Anda, Yvonne., Wordless Picture Books Versus Standard Stories For Language Assessment Of Spanish-Speaking Children. Master of Arts (MA), May, 2002, 36 pp., 5 tables, no illustrations, references, 20 titles.

Narrative samples from Spanish-speaking children will be analyzed using a wordless picture book and standard storybook. Ages of participants will be between 6.0 and 7.11 years and demonstrate: normal hearing and vision, no familiarity with books used in study, and receptive and expressive language skills 1.5 to 2 standard deviations below the mean as predetermined by a licensed Speech-Language Pathologist. The first story will be orally presented. Afterwards, children will respond to questions and retell the story. A silent presentation of the second story will follow, along with retelling of story and questions. Utterance length, sentence complexity, and vocabulary will be compared to determine if procedures were equally effective in eliciting language samples from Spanish-speaking children in the Rio Grande Valley. Implications for assessment will be discussed.

DEDICATION

To the De Anda and Cruz Family. To my parents Jose R. De Anda and Norma C. De Anda for their endless support and patience during this endeavor. In addition, Marcia Gonzalez and Adelaida Saenz who shared information, research articles, and who encouraged me to continue this endeavor.

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I would like to acknowledge Mr. Arturo Guarjado, Superintendent of Pharr-San Juan-Alamo Independent School District (P.S.J.A.), Ms. Carmen Phillips, Special Education Director of P.S.J.A., P.S.J.A. speech therapists, P.S.J.A. children, and parents. For their support and dedication Dr. George Avellano, Associate Vice President for Graduate Studies, Dr. Bahram (Bob) Faraji, Chair of Institutional Review Board-Human Research and Subjects, and Dr. William McIntyre, Interim Dean of the College of Health Sciences and Human Services. In addition, I would like to acknowledge Gaila Reyna-Arguell, Spring 2002 extern supervisor. A special acknowledgement to my three committee members for all their support and expertise advice, Dr. Nola T. Radford, Professor and chair of my committee, Dr. Mary Anne Nerricio, Professor and committee member, and Dr. Liang Zeng, Professor and committee member.

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CHAPTER I

INTRODUCTION

Narrative language and narrative thought play a special role in the integration of affect, cognition, and action (Engel, 1995). A substantial number of studies have employed oral narratives as a naturalistic method for examining children's discourse skills (Culatta, Page, & Ellis, 1983; Johnston, 1982; Liles, 1985; Page & Stewart, 1985; Sleight & Prinz, 1985). After an examination of fifty articles, in twelve different journals, ten recent articles were found that addressed the use of narratives in assessment with monolingual English-speaking children. Narratives play a key role in communication. Much research is focused on different populations, as mentioned previously, but research focusing on assessing the narratives of Spanish-speaking children is very limited. More research should be focused on the narratives of Spanish-speaking children. This research study focused on the assessment of narratives from Spanish-speaking children in the Rio Grande Valley. The investigator focused on the storytelling of children when they were presented with a standard storybook and wordless picture book. In addition, analysis of Spanish-speaking children's narratives for sentence length, utterance complexity, and vocabulary was completed, with a comparison of differences in the type of story task used (standard vs. wordless picture book).

CHAPTER II

REVIEW OF LITERATURE

Hughes, McGillivray, and Schmidek (1997) reported that narratives reveal a child's literacy development and expressive discourse abilities. In addition, narratives can tell us what is going on in the emotional and intellectual life of a child. There is a close association between narratives and other academic skills. For example, a story-retelling task was found to be the best predictor among several tests for identifying a persistent language disorder (Bishop & Edmundson, 1987; Paul & Smith, 1993). The speaker must be able to generate the content of the story, structure events according to a narrative script, be able to maintain the topic of the event script, determine how much information to communicate in each sentence, generate grammatical sentences to express the meaning and intent of the information, and select words that fit the context of the sentence (Kintsch, 1992, 1994; Norris & Hoffman, 1993). In addition to information about literacy, a narrative analysis provides an opportunity to examine the parallel processes of comprehension and production (Hughes et. al, 1997).

Research has shown numerous differences in narrative samples among various populations of children; however, there is limited research on the narrative abilities of Spanish-speaking children. In spite of the limited research, narrative sampling is a technique some clinicians use with Spanish-speaking children. In the Rio Grande Valley, with a majority of Hispanic children, speech-language pathologists must be prepared to

deal with this population of children. The purpose of this study is to examine Spanish-speaking children's production of narratives in order to gather much needed information for purposes of diagnosis and treatment.

The few studies that do address the narrative abilities of Spanish-speaking children do not provide a comprehensive description of abilities among normally developing and language delayed children. Numerous articles do address:

- The narrative abilities of English-speaking children who are learning disabled and who may be further categorized as underachievers
- The narrative abilities of English-speaking Preschoolers
- Parent-child storybook interaction of English speakers

There is a critical need to implement these same lines of investigation with Spanish-speaking children.

Gutierrez-Clellen and Quinn's literature review (1993) examined issues in the assessment of oral narratives of children from diverse cultural/linguistic groups. The researchers argued that narrative contextualization processes are culture-specific and must be considered in the assessment. After reviewing the literature, the researchers concluded that evidence indicated it is necessary to consider narrative variability as a byproduct of cultural and individual differences in interpretive processes of storytelling situations. For instance, research showed Puerto Rican children's narratives varied when topics were prompted such as "Has anything like this ever happened to you?" Probes such as "Tell me a story" may be acceptable to children with exposure to rehearsed storytellings but may not work for every child. (Gutierrez-Clellen & Quinn, 1993).

Storytelling from Native Americans and Hispanic communities characterized by

speakers providing minimal information to children and adults who are less likely to engage in storytelling (Gutierrez-Clellen & Quinn, 1993). As such, the authors suggest it is important to remember that children from diverse cultural/linguistic groups will vary in the production of narratives. This should be considered when analyzing narratives.

Gutierrez-Clellen & Quinn recommend narrative analysis as a technique to use in a dynamic assessment approach. The dynamic assessment approach allows the children the opportunity to demonstrate their skills through tasks that do not penalize for cultural influences upon performance. In another article, Gutierrez-Clellen and colleagues (2000), further examined the use of language sample analysis in Spanish-speaking children. This particular literature review focused on issues related to the selection and development of language assessment procedures for children who speak Spanish and English. The researchers discussed how available procedures could be applied to research and intervention with Spanish-speaking children. Based on previous research and opinion, the authors suggested that the selection of language should be guided by developmental data regarding productivity and relative status of the various morphemes of language (Gutierrez-Clellen et. al, 2000). The authors found through their review standard tests that are typically used to assess English language samples are not applicable to Spanish language samples. The research further focused on sociolinguistic influences in the language performance of Spanish-speaking children, selecting measures of Spanish grammar, and determining MLU in Spanish. Hayes, Norris, and Flaitz (1998) compared the oral narrative abilities of 10 underachieving and 10 high-achieving gifted adolescents. In their study, they investigated the children's abilities to spontaneously produce oral narratives. Stories produced by the underachieving gifted subjects were compared to the

achieving gifted peer stories for differences in 13 dependent measures of story length, episodic integrity, story grammar components, and sentence complexity. A multivariate analysis (MANOVA) procedure was used to determine significant differences between both groups. Researchers found that narrative language problems may be present in the underachieving gifted group when story length, episodic integrity, story grammar components, and sentence complexity are considered in combination. The statistical results, however, indicated that the researchers failed to establish statistically that the two groups differed. One reason may have been the small number of subjects studied. The sample size of this study was only 20 subjects. The range of performance on many variables, as reflected by large within-group variability, limits the degree to which the interpretation of those results can be generalized (Hayes et. al, 1998). In addition, the intragroup variability observed in the data between the subjects suggests that the two groups may be more heterogeneous in composition rather than homogenous (Hayes et. al, 1998).

In a study by Wright and Newhoff (2001), the researchers focused on story retelling and the inference abilities of children with language-learning disabilities (LLD). In their study, ten children in the LLD group and twenty children who showed normal acquisition of language were examined. All thirty participants were recruited from public schools. There were 7 boys and 3 girls in the LLD group, 3 boys and 7 girls in the (NACA) matched for chronological age, and 4 boys and 6 girls in the (NALA) language ability group. Stimuli were both orally presented and read silently by the participants. Four stories in total were presented to the children. The methodology consisted of retelling the story and answering questions that were either factual or that required

inferencing. The results indicated that the (NACA) matched for chronological age group performed significantly better than the NALA and LLD. In the story-retelling task, children with normal language acquisition produced significantly more clauses in the story-retelling task when compared to the children with LLD (Wright & Newhoff, 2001).

To conclude, few studies address the language abilities of bilingual, language impaired children. Studies indicate, however, that language sampling and narrative analysis can be useful and effective techniques for evaluation. Furthermore, these methods are routine in dynamic assessment.

CHAPTER III

METHOD

General Procedures

Subjects consisted of 6 boys and 4 girls between the ages of 6.0 and 7.11 years whose dominant language is Spanish. All participants met the following criteria: (a.) normal hearing, (b.) normal vision, (c.) no familiarity with the books used in this study, (d.) receptive and expressive language skills 1.5 to 2 standard deviations below the mean as determined by a licensed Speech-language pathologist, and (e.) no known sensory, emotional, or physical disabilities. All subjects completed the Spanish Language Assessment Procedures-3 (Mattes, 1995). All ten participants were recruited from the Pharr-San Juan-Alamo School District (P.S.J.A.) and were enrolled in speech and language services within the special education department. In addition, all ten participants demonstrated similar economic background based on parental education and parental employment, with low to middle socioeconomic status.

The primary investigator formally wrote a letter to the P.S.J.A. special education director (See Appendix A) and to the P.S.J.A. superintendent (See Appendix B) to obtain authorization for the study as requested by the Institutional Review Board of the University of Texas-Pan American. Subject to this authorization and input from the thesis proposal committee, the primary investigator met with speech therapists and discussed possible candidates who met the above criteria for the study. Once participants were

chosen, a parent letter (See Appendix D) and subject consent form were given to the parents to obtain consent for their child's participation. (See Appendix C and E). A phone call from the primary investigator was made to the parents explaining in detail the methodology of the study. Once approval was obtained, the participant was immediately scheduled for assessment. Each child was tested individually in the speech therapy room of the child's school. Testing was completed in two sessions per child, with information scored and analyzed immediately following test sessions.

Session 1

The first forty five minute session consisted of the principal investigator administering the Spanish Language Assessment Procedures (SLAP) to the participants. The SLAP is a criterion-referenced assessment of Spanish communication that was used to assess both the structural and functional aspects of communication such as form, content, and use. The SLAP was also used to determine language dominance.

The session continued with the primary investigator reading the story *A Donde Vas, Osito Polar* (Hans de Beer, 1988) to three boys and two girls. The other half of the subjects were presented with *Frog On His Own* (Mercer Mayer, 1973). The principal investigator introduced the story generation task by saying "Cuentame la historia." (Tell me a story) If a narrative was not attempted, the principal investigator would say "Que paso en la historia," (What happened in the story) and then present temporal concepts such as "Que paso primero/segundo /ultimo en la historia." (What happened first/second/last in the story?)

Minimal prompting was used to encourage the completion of a narrative task. All narratives were word-by-word orthographically transcribed. In addition, the subjects were asked a series of ten questions from the story and asked to retell the story.

Session 2

During the second session, the story *Frog On His Own* (Mercer Mayer, 1973) was presented silently to the subjects who received the storybook of *A Donde Vas, Osito Polar* (Where are you going, Little Polar Bear?) first. The second half of the participants were presented with *Frog on His Own* as the first story and with *A Donde Vas, Osito Polar* (Where are you going, Little Polar Bear?) for their second session. This method was used in order to counter balance within the groups. The principal investigator again introduced the story generation task by saying “Cuentame la historia.” (Tell me a story) If the subject was unable to produce a narrative, the principal investigator provided verbal cues to evoke storytelling; then the investigator asked a series of ten questions from the story. The series of questions asked consisted of wh-type questions relative to temporal concepts, the general theme of the two stories, and naming/listing the characters involved in both stories (See Appendix F for question exemplars). Both sessions were audiotaped using a Sony model TCM-929 tape recorder, Sony HF 90 minute cassettes, and a Radioshack 33-3028 boutonniere microphone.

Data Analysis

The research study was a comparison of standard storybooks versus wordless picture books to determine whether the two storytelling tasks are equally effective in eliciting language samples from Spanish-speaking children. A comparison was made of:

- Utterance length
- Sentence complexity
- Vocabulary

The mean length of utterance was calculated for each subject and followed the general guidelines from the Assessment In Speech-Language Pathology-A ResourceManual (Shipley & McAffe, 1998) and from the Assessment and Intervention Resource For Hispanic Children (Kayser, 1998). Comparisons of the narratives were determined using the guidelines as developed by Radford and Taylor, (1998) Checklist for Narrative Analysis and by Wolf and Gearhart's (1994) Writing what you read: Narrative assessment as a learning event.

Spanish Language Assessment Procedures (SLAP)

Ten sections from the SLAP (Mattes, 1995) were administered to each potential subject. Average time for administration was 45 minutes. Those sections are summarized in Table 2.

Narrative Analysis

Narratives were analyzed and scored to determine the level of narrative produced based on procedures as described by Hedberg and Westby (1993). For this study there are five levels that describe children's narrative skills at various stages of development. These types include: isolated description story, action sequence story, reactive sequence story, and abbreviated episode story. Table 3 is a summary of these narrative types along with descriptions of the developmental path for conversation.

CHAPTER IV

RESULTS

1. Is there a significant difference in Spanish-speaking children's narration under the conditions of wordless picture books versus standard stories?
2. Which procedure is recommended for assessment of Spanish-speaking children?
3. Is there a significant difference between males and females in their production of narratives under these conditions?

PERFORMANCE ON SLAP

In Section I, the percentage of scores ranged from 52% to 88%. In Section II, all ten subjects scored within a range of 90% to 100% accuracy. In Section III, all subjects received a 100% except for subject one who received an 80%. In Section IV, there was a greater variability in subject performance. Subjects 1, 3, 4, 7, and 10 all scored at a 100%. Subjects 2, 5, 6, and 8 all scored at 92% and subject 9 scored at 67%. In Section V, three distinct groups formed. Subjects 1, 7, and 9 all performed at a 100%; subjects 2, 3, 6, and 8 performed at 75%; subjects 4 and 5 performed at 83%; and subject 10 performed at 67%.

In Section VI, three groups were identified based on performance. Subjects 1, 5, 9, and 10 all received scores of 0%; subjects 2, 3, 4, and 7 all received scores of 80%; and subjects 6 and 8 received scores of 40%. In Section VII, distinct groups were also formed. Subjects 1 and 2 performed at 75%; subjects 3, 4, and 7 performed at a 100%;

subjects 6 and 8 performed at 50%; subjects 9 and 10 performed at 0%; and subject 6 performed at 25%. In Section VIII, subjects 1 and 6 performed 75%; subjects 2, 3, and 7 performed at a 100%; subjects 4, 5, and 8 performed at 50%; subjects 9 and 10 performed at 0%. In Section IX, only subject 1 achieved a 100%; subjects 4 and 8 performed at 89%; subjects 2, 7, 9, and 10 performed at 78%; subject 5 performed at 56% and subject 3 performed at 67%.

In Section X, differences in performances also emerged, with the variability in performance even greater than in previous subtests. Subject 9 performed at 0% and subject 9 was unable to retell a short story. Subjects 4, 5, and 6 performed at 67% and were able to retell 6 out of 9 items from a short story. Subjects 2 and 8 performed at 78% and were able to retell 7 out of 9 items from a short story. Subjects 1 and 10 performed at 56%. These subjects were able to retell 5 out of 9 items from a short story.

Performance of Narratives

In this study, female subject 5 produced an isolated description for both stories. Male subject 1 and female subject 8 also produced an isolated description for the story *Frog on His Own* (Mercer Mayer, 1973). Subject 2, 6, 8, and 10 produced an action sequence story for *A Donde Vas, Osito Polar* (Hans de Beer, 1988), subject 10 also produced an action sequence story for *Frog on His Own* (Mercer Mayer, 1973). Subjects 2 and 6 were both males and subjects 8 and 10 were both females characterized as producing an action sequence story. Based on Radford and Taylor's Checklist for Narrative Analysis (1998), these subjects produced narratives at a Phase I-Procedural level.

The reactive sequence stories were produced by males. Male subjects 1 and 4 produced this type of narrative for *A Donde Vas, Osito Polar* (Hans de Beer, 1988) and male subject 2 for the book *Frog on His Own* (Mercer Mayer, 1973). Two male subjects produced an abbreviated episode. Subject 3 and subject 7 produced this type of narrative for both books and subject 4 produced this type of narrative for the book *Frog on His Own* (Mercer Mayer, 1973). Female subject 9 was unable to produce a narrative for either books. Her sample consisted of one word naming. For example, “Osito,” (bear) “frog,” and “papa.” (father)

A series of ten questions were asked for each book. All subjects were able to name the characters in both stories, identify what happened in the story, explain how the bear and frog got lost, and answer questions about what happened first, second, and last in the story. Subjects had difficulty with “Cual es el tema de la historia?” (What is the theme of the story?)

Analysis Procedures

Evoked narratives were analyzed using a multivariate analysis (MANOVA) with repeated measures on the factor of books research design. A multivariate analysis of variance (MANOVA) is a generalization of ANOVA to a situation in which there are several dependent variables (Tabachnick & Fidell, 1988). MANOVA has a number of advantages over ANOVA. First, by measuring several dependent variables instead of only one, the researcher improves the chance of discovering what it is that changes as a result of different treatment and their interactions. A second advantage of MANOVA is that under certain rare conditions, it may reveal differences not shown in separate ANOVAS (Tabachnick & Fidell, 1988).

An SPSS 10.0 for Windows software program was used to obtain a multivariate analysis of data collected, and the study was conducted at a .05 significance level. This procedure was used to determine if there were significant differences between the mean vectors for both books and gender.

Descriptive statistics were used for the study. The study consisted of 6 boys and 4 girls, a total of 10 subjects. However, for the 2 x 2 multivariate analysis with repeated measures subjects 3 and 6 were excluded because of concern about missing data and variability in performance. A conservative approach was taken in order to be cautious about the generalizations made.

The multivariate analysis with repeated measures consisted of two factors: books and gender. These two factors were compared on four different dependent measures: total words, mean length of utterance, types of narratives, and length of time. In this study, it was observed that there were no significant differences between the mean vectors for both books. The mean vectors being total words produced from both books, mean length of utterance for both books, the types of narratives produced from both books, and the length of time from both books. See Table 4 and 5.

A correlation analysis was used to measure differences between the SLAP scores and the four dependent measures. This was done using Z-scores. The results from the correlation analysis indicated a high correlation between the SLAP, the total words produced from both books (.910 and .764), and the types of narratives evoked from both books thus (1.00 and .758), indicating that the SLAP was a good indicator of language dominance.

CHAPTER V

DISCUSSION

Research Questions and Findings

This study compared the effectiveness of language sampling with two different procedures. The procedures involved the comparison of sampling with a standard storybook versus a wordless picture book. The subjects were 10 language impaired, school-age Spanish-speaking children, with 6 boys and 4 girls, ranging in age from 6 years, 1 month to 7 years, 10 months. In addition, the study compared the differences between the performance of male and female Spanish-speaking children to determine whether narrative assessment with books was appropriate for both groups. Three questions were addressed. Each question will be discussed along with the findings:

The first question was: Is there a significant difference in Spanish-speaking children's narration under the conditions of wordless picture books versus standard stories? In response to the first research question both conditions were equally effective for evoking a narrative sample from the children. This means that an experienced examiner who knows how to evoke narratives with either standard storybooks or wordless picture books can use both techniques equally well.

The second question was: Which procedure is recommended for assessment of Spanish-speaking children? Both techniques, wordless picture books or standard storybooks are equally effective with language-impaired, Spanish-speaking children.

Finally, the third question was: Is there a significant difference between males and females in their production of narratives under these conditions? There was a significant difference between gender. Females and males were significantly different in total words produced from evoked narratives. In addition, females and males were significantly different in the types of narratives they produced. Females produced narratives that were characterized at the preschool age and described as isolated description stories, action sequence stories, and reactive sequence stories. Males produced narratives that were characterized at the preschool age and school age level. Their narratives were described as isolated description stories, action sequence stories, reactive sequence stories, and abbreviated episode stories. descriptive sequence stories, action sequence stories, reactive sequence stories, and abbreviated episode stories.

In the study, female subjects were slower in their production of narratives and took more pauses in between their narratives. Subject 9 was unable to produce narratives for both stories and male subjects 3 and 7 exhibited an emergence of higher skills in which both subjects were able to identify emotions for the characters and engage in cause-effect sequence of actions. Female subjects produced narratives that were characterized as isolated descriptions, action sequence, and reactive sequence. Based on Radford and Taylor's (1998) Checklist for Narrative Analysis, the female subjects produced narratives at the Phase I-Procedural level. At the Phase I-Procedural level, the female subjects were able to label and describe pictures, introduce main characters, and indicate a conclusion to the story. However, were poor in recognizing the theme or reason for the story. The grammatical structure was less complex than those produced by the

male subjects. The male subjects performed at Phase I-Procedural with higher skills emerging in the Phase II-Metaprocedural. Male subjects 3 and 7 were able to recognize and describe emotional feelings of characters and indicate awareness of temporal relationships in stories. Female subjects were unable describe the emotions of the characters. The narratives produced from the female subjects were characterized at a preschool age and the male subjects were characterized at a preschool age and elementary school age based on Hedberg and Westby (1993).

Males and females performed similarly in some areas. A series of ten questions were presented to the subjects. The subjects were able to identify the characters in both stories and interpret a picture from both books with no difficulty. However, when asked to identify the theme of both books, subjects were unable to answer correctly. "Theme" was not a vocabulary word the children seemed to know.

Study Limitations

There were some limitations to this study. The small sample size and the limited age range of children possibly affected the power of the statistical measures used in the study. The study could be improved if more subjects were included. A second limitation was no assessment of non-verbal ability. A non-verbal assessment may have provided information to help develop an explanation regarding the differences in performance between female and male subjects. A third limitation was related to the subject matter of books and no inclusion of questions to determine how well children liked the stories. Interest and preference may affect children's performance. Further, the performance of the females may have been affected by their like or dislike of the stories. At this time, there are no answers regarding the factors that influenced girls' performance.

Future Research

Generalizations are offered cautiously. The poorer performance of girls with language-impairment in comparison to boys in narrative production should be researched with larger samples. In addition, the design of future studies should include information relative to children's story preferences and the influence of gender and other cultural issues on these preferences.

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APPENDIX A

December 7, 2001

**Ms. Carmen Phillips, Special Education Director
Special Education Department
Rt. 3 Box 150
Alamo, TX 78516**

Dear Ms. Phillips,

In partial fulfillment of the requirements for completion of my Masters Degree, I am completing a thesis regarding the effective speech language assessment procedures for Spanish-speaking school-aged children. Currently I am developing the methodology and the subject release form for review by the Institutional Review Board (IRB) of the University of Texas-Pan American. Dr. B. Faraji is the chair of the IRB. Dr. Nola T. Radford is the chair of my thesis committee. A copy of my subject consent form is attached that describes in detail the procedures to be included in my study. I am using a story-telling procedure based upon the books A Donde Vas, Osito Polar and Frog On His Own to determine whether narrative sampling (story-telling) is an effective procedure for Speech Language Pathologists to use with children. The methodology involves my reading the story A Donde Vas, Osito Polar and then asking some follow-up questions. The children will then be presented with a wordless picture book Frog On His Own. Following the silent presentation, the children will then be asked some questions about the book comparable to the questions for A Donde Vas, Osito Polar. Participation is voluntary, the children's names will not be revealed in the study and other confidential information will not be revealed in the study. To collect the data, the children will be audiotaped telling their story. The audiotape will remain the property of the investigators including myself and Dr. Nola T. Radford. There are a few immediate benefits for the participants. The information I gather will be beneficial in developing good test instruments for children. In addition, the test has been designed to be fun for the children. The children will be rewarded with stickers and possibly a free ice cream cone. If you agree to participate please send me a note expressing your willingness to participate.

Sincerely,

**Yvonne De Anda
Graduate Student at UTPA-Communication and Science Disorders Department**

APPENDIX B

December 7, 2001

**Arturo Guajardo, Superintendent
Pharr-San Juan-Alamo Independent School District
P.O. Box Y
Pharr, TX 78577**

Dear Superintendent Guajardo,

In partial fulfillment of the requirements for completion of my Masters Degree, I am completing a thesis regarding the effective speech language assessment procedures for Spanish-speaking school-aged children. Currently I am developing the methodology and the subject release form for review by the Institutional Review Board (IRB) of the University of Texas-Pan American. Dr. B. Faraji is the chair of the IRB. Dr. Nola T. Radford is the chair of my thesis committee. A copy of my subject consent form is attached that describes in detail the procedures to be included in my study. I am using a story-telling procedure based upon the books A Donde Vas, Osito Polar and Frog On His Own to determine whether narrative sampling (story-telling) is an effective procedure for Speech Language Pathologists to use with children. The methodology involves my reading the story A Donde Vas, Osito Polar and then asking some follow-up questions. The children will then be presented with a wordless picture book Frog On His Own. Following the silent presentation, the children will then be asked some questions about the book comparable to the questions for A Donde Vas, Osito Polar. Participation is voluntary, the children's names will not be revealed in the study and other confidential information will not be revealed in the study. To collect the data, the children will be audiotaped telling their story. The audiotape will remain the property of the investigators including myself and Dr. Nola T. Radford. There are a few immediate benefits for the participants. The information I gather will be beneficial in developing good test instruments for children. In addition, the test has been designed to be fun for the children. The children will be rewarded with stickers and possibly a free ice cream cone. If you agree to participate please send me a note expressing your willingness to participate.

Sincerely,

**Yvonne De Anda
Graduate Student at UTPA-Communication and Science Disorders Department**

APPENDIX C

INSTRUMENT TO OBTAIN INFORMED CONSENT

I, _____ (name of parent), have been informed by Yvonne DeAnda, about the procedures in her research study entitled, “Wordless Picture Books Versus Standard Stories For Language Assessment Of Spanish-Speaking Children.” I understand that my child’s participation is voluntary.

1. I have been given an explanation of the procedures to be followed, including a description of the procedures that are experimental: This research study is designed to determine whether narrative sampling (story-telling) is an effective procedure for Speech Language Pathologists to use with Spanish-speaking children. Language samples will be collected by using a standard story book and a wordless picture book. Subjects will be asked a series of questions and asked to retell the stories. Language samples will be audiotaped using a cassette recorder and boutonniere microphone. Children will be seen in a classroom at school, individually. Testing will take about two, 45-minute sessions.
2. I understand that steps have been taken to assure confidentiality of results: Information gathered on my child will be kept in the file of the principle investigator’s advisor. Summary data will be used for publication without individual identification of the subjects. Three copies of the signed consent form will exist. One will be given to me (the parent), the principal

investigator (Yvonne De Anda), and to my research advisor (Dr. Nola T. Radford).

3. I have been given an opportunity to ask questions and was offered clear explanations about the procedures that will be used with my child.
4. I have been instructed that I or my child are free to withdraw my consent for my child's participation and can discontinue participation at any time.
5. I understand that there is no risk of physical injury resulting from the research procedures described to me. There will be no financial compensation or free medical treatment offered to my child or me.
6. I have not been requested to waive or release to the institution, its agents or sponsors from liability from the negligence of its agents or employees.
7. I understand that audiotapes gathered during this study will be used for educational and instructional purposes with speech-language pathology students or professionals and will remain the property of the investigator, Yvonne De Anda and her research advisor, and committee chair Dr. Nola T. Radford.

This research has been reviewed and approved by the expedited review of the Chair of the Institutional Review Board – Human Subjects in Research, University of Texas – Pan American. For research related problems or questions regarding subjects' rights, the Institutional Review Board May be contacted through Dr. Bahram Faraji, Chair of Institutional Review Board, (956) 381-2287.

Signature of Subject

Date

Signature of Parent

Date

Signature of Investigator

Date

I understand that if I have any questions I may contact Nola T. Radford, Ph.D., CCC-SLP, Health Sciences West, Room HHSW 1.308, phone: (956) 381-2387; or, Dr. Bahram Faraji, Coordinating Program in Dietetics, Room HHSW 2.304 phone: (956) 381-2287.

APPENDIX D

Fecha

Estimados Padres,

Yo soy una estudiante que esta ejerciendo su maestria en desordenes del habla y lenguaje en la Universidad de Texas-Edinburg. Uno de los requisitos para mi graduacion es hacer un estudio de dos libro que consistiran: en mi leerles un libro con palabras y el otro libro con dibujos solamente. Este estudio ensenara cual es mas efectivo para el nino expresarse mejor.

Si usted acepta que su nino/nina participe en este estudio yo voy usar una grabadora con microfono y sonido donde grabaria una series de libros de cuentos y preguntas al nino/nina.

Su participacion es voluntaria. Si usted quisiera mas informacion sobre los metodos que voy a usar con su hijo sientace confiable en hablarme 956-541-7127 y yo personalmente contestaria todas sus preguntas.

Este estudio es confidencial. Ningun nombre de participante sera revelado. Este estudio en ningun momento tiene riesgo para su nino/nina. Si prefiere puede hablar con mi consejera, la Doctora Nola T. Radford en el departamento de Comunicacion, 956-381-2387.

Agradesco mucho su participacion y permiso de su nino/nina en este estudio.

Gracias Sinceramente,

Yvonne De Anda

APPENDIX E

Fecha:

Yo _____ doy permiso para mi hijo/hija
_____ participar en este estudio. Entiendo que mi participacion es
voluntaria, y en ningun momento ningun nombre sera revelado. Entiendo tambien que
todo sera confidencial. Por Favor marque abajo.

_____ Si, doy permiso para mi hijo/hija

_____ No, doy permiso para mi hijo/hija

firma de padres

fecha

firma de persona conduciendo estudio

fecha

APPENDIX F

Child's name:
Date of Birth:
Chronological Age:
Date of Evaluation:
Name of Book:

1. Cuéntame la historia (Narrate the story)

*** if child is unable to narrate on their own then skip to temporal concept section***

***Introduction YES or NO**
***Sequence YES or NO**
***Conclusion YES or NO**

2. Conceptos Temporales/ Temporal Concepts (write down responses)

***Que paso primero en la historia (What happened first in the story?)**
***Que paso segundo en la historia (What happened second in the story?)**
***Que paso al ultimo de la historia (What happened at the end of the story?)**

3. Nombre los personajes de la historia (name the characters from both books).

4. Dime que esta pasando en esta foto. (interprets the picture from one of the pages.)

***Was response accurate? YES or NO**

5. Cual es el tema de la historia? (the stories' theme) First let the child respond without giving any cues. If the child does not respond then help child by providing cues.

6. Questions: (Who, What, When, Where, Why, How)

***Quien era que se perdio? (Who was the one that got lost?)**
***Como se perdio? (How did he/she get lost?)**
***Que hizo el oso polar/rana? (What did the polar bear/frog do?)**
***Donde fueron? (Where did they go?)**

APPENDIX G

TABLE 1: Description of Subjects by order of Participation

TABLE 2: Summary of the Spanish Language Assessment Procedures Third Edition

TABLE 3: A summarization of narrative types as characterized by Hedberg & Westby (1993). Analyzing storytelling skills: From theory to Practice

TABLE 4: Comparison of means and standard deviations for both books and gender of 4 measures of the evoked Spanish narratives

TABLE 5: Summary of MANOVA Results from evoked Spanish narratives

TABLE 1. Description of Subjects by order of Participation.

Subject	Gender	Chronological Age
1	M	7.3
2	M	6.3
3	M	7.5
4	M	7.4
5	F	7.10
6	M	6.9
7	M	7.0
8	F	6.5
9	F	6.1
10	F	7.0

M= 7.26 years

TABLE 2. Summary of the Spanish Language Assessment Procedure Third Edition (L. Mattes, 1995).

Section 1: Subjects orally identify pictures of common nouns

Section 2: Subjects identify body parts

Section 3: Subjects identify and name colors

Section 4: Subjects describe various nouns. For example, “ Para que se usa la escoba?” (What is a broom used for?)

Section 5: Subjects are evaluated on the ability to comprehend basic spatial concepts

Section 6: Subjects describe differences between objects. For example, “Cual es la diferencia entre un radio y un television?” (What is the difference between a radio and a television?)

Section 7: Subjects are evaluated on making inferences. For example, “Jaime lleugo a la escuela con una camisa muy sucia. Por que piensas que su camisa estaba sucia?” (Jaime arrived to school with her shirt dirty. Why do you think her shirt was dirty?)

Section 8: Subjects state a possible consequence for each of four situations described by the primary investigator

Section 9: Subjects are given a series of instructions to carry out. For example, “ Tocate la nariz; parate.” (Touch your nose; stand)

Section 10: Subjects are asked to retell a short story

TABLE 3. A summarization of narrative types as characterized by Hedberg & Westby (1993). Analyzing storytelling skills: From theory to practice.

Level/Age	Cognitive Bases for Content	Structure
Preschool		
1. Isolated Description	Ability to label objects and actions.	No story grammar elements
EXAMPLE: "This boy and a girl lost in the forest. And the people are looking at them. And there's a person looking at 'em."		
2. Action Sequence	Ability to focus on less salient aspects	Chronological order based on perception; actions are temporally but not causally related; no relationship among characters
EXAMPLE: "The frog got lost. The boy, the dog, the frog, the turtle went to the pond. The little frog jumped on the baby. The boy and frog go home."		
3. Reactive Sequence	Awareness of physical cause-effect relationships among events	Events begin to be chained; may have setting and ending; an action or event causes other changes.
EXAMPLE: "There were two boys who went to China. And they were there. And they made friends with the bird."		
Early Elementary School		
4. Abbreviated Episode	Awareness for primary emotions	Centering and chaining present; characters engage in cause-effect sequence of actions; story has initiating event
EXAMPLE: "Once upon a time there was a frog who had an owner."		
Note: Types are organized developmentally from least to most mature form.		

TABLE 4. Comparison of means and standard deviations for both books and gender on 4 measures of the evoked Spanish narratives.

Dependent Measures	<u>BOOK 1</u>				<u>BOOK 2</u>			
	<u>Boys</u>		<u>Girls</u>		<u>Boys</u>		<u>Girls</u>	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
TOTAL WORDS	130.5	54.73	61.50	45.97	121.5	35.90	62.00	54.77
MLU	8.2	.64	6.7	3.9	8.7	2.58	6.87	4.00
NARRATIVE TYPES	3.00	.82	1.25	.96	3.00	1.41	1.00	.82
TIME	2.96	.43	2.22	.47	2.93	.69	2.52	1.16

Book1: A Donde Vas, Osito Polar
Book2: Frog on His Own

TABLE 5. Summary of MANOVA Results from evoked Spanish narratives.

SOURCES	Depen. Meas.	df	SS	MS	F	<i>p</i>
Between Subjects						
Gender						
	Words	1	16512.250	16512.250	7.356	.035*
	MLU	1	10.890	10.890	0.628	.458
	Types of N.	1	14.0662	14.0662	9.000	.024 *
	Time	1	1.311	1.311	2.507	.164
Within Subjects						
Books						
	Words	1	72.250	72.250	0.029	.869
	MLU	1	0.422	0.422	0.224	.652
	Types of N.	1	0.0625	0.0625	0.111	.750
	Time	1	0.0784	0.0784	0.134	.727
Books x Gender						
	Words	1	90.250	90.250	0.037	.854
	MLU	1	0.0625	0.0625	0.033	.861
	Types of N.	1	0.0625	0.0625	0.111	.750
	Time	1	0.109	0.109	0.186	.681

**p* < .05

N= narratives

MLU=mean length of utterance

VITA

Yvonne De Anda

129 Catherine Lane

Brownsville, TX 78520

Educational Background:

Texas A&M University-Kingsville

· **Bachelor of Science in Biology** **May 1999**

University of Texas/Texas Southmost College-Brownsville

· **Associate of Arts** **May 1996**

Major Field of Specialization:

Speech-Language Pathology (SLP)

Professional Experience:

Renaissance Outpatient Rehab **Assistant-SLP** **October 2001-December 2001**