Effects of Story Grammar Marker®: Listening Comprehension & Oral Expression

Linda M. Lafontaine, M.A. CCC-SLP, Curtis Blake Day School of American International College
Maryellen Rooney Moreau, M.Ed. CCC-SLP, MindWing Concepts, Inc.

Abstract

This study examined the effect of narrative intervention utilizing the Story Grammar Marker® methodology on listening comprehension and oral expression abilities of 28 school-aged children diagnosed with language impairment. Of the 28 students at a school in Western Massachusetts, 61% were male and 39% were female. Statistically significant outcomes were revealed. Usage of the Story Grammar Marker® Progress Monitoring tools for diagnostic and intervention purposes is discussed.

Objective

The Story Grammar Marker®, by MindWing Concepts, Inc. (www.mindwingconcepts.com) is an effective tool in increasing listening comprehension and oral expression of narratives. The SGM® is a visual, tactile and kinesthetic iconic manipulative designed to help students recall and sequence story details, think critically about the characters’ motivation, feelings, plan and mental states, infer information not directly stated, and predict future events in literature and life. A significant difference will be found between pretest and posttest measures in students who have a specific learning disability in reading and/or language who receive the Story Grammar Marker® intervention.

Methods & Materials

Intervention
- Story Grammar Marker® manipulative tool
- 16 weeks
- 35 minutes of daily direct instruction

Assessment
- Pre and Post oral narrative retellings were collected and transcribed utilizing selected stories from the Strong Narrative Assessment Program (SNAP, Strong, 1998)

Results

Significant Outcomes of the Story Grammar Marker Assessments (n=28) Paired dependent t test were conducted comparing pretest and posttest scores for 11 components of the SGM® Assessments. Of the eleven components there were eight statistically significant outcomes and three non-significant outcomes. Participants scored significantly higher on posttest measures of oral retellings. Additionally, students had a significant increase in posttest scores in listening comprehension as measured by their answers to the SNAP comprehension questions. Finally, as of grade 2, the expectation is that students are solid in the three narrative macrostructure elements of character, action sequence and resolution, therefore, no significant difference was noted between the pretest and posttest of those elements.

<table>
<thead>
<tr>
<th>Components</th>
<th>Pre-Mean</th>
<th>Pre-SD</th>
<th>Post-Mean</th>
<th>Post-SD</th>
<th>t-Value</th>
<th>p-Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Post Comprehension</td>
<td></td>
<td></td>
<td>-4.604</td>
<td>3.080</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pre-Post Setting</td>
<td>-3.485</td>
<td>-3.58</td>
<td>-5.539</td>
<td>3.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pre-Post Inciting Event</td>
<td>-1.983</td>
<td>3.15</td>
<td>-5.601</td>
<td>3.90</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Conclusion

The results of this study provide efficacy for the Story Grammar Marker® developmental methodology as well as the use of the manipulative tool to increase both listening comprehension and oral expression. The information presented in this study is beneficial to educators seeking effective intervention for students who perform poorly on listening comprehension of narratives, oral expression of narratives and answering questions related to narratives. The results of this study indicate that after receiving the SGM® intervention, students were more aware of how stories were structured and were able to use the structure to increase their listening comprehension levels as measured by comprehension questions and narrative retellings.

References