

## 2009 International Campbell Collaboration (C2) Colloquium

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### Submitter Information

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### Abstract Information

**Abstract Title:**

Story Grammar Instruction to Improve Narrative Comprehension and Production in Children

**Format:**

Paper

**Themes:**

Because our review does not exclude participants based on cultural, ethnic or ability level differences, the results may be applicable to a variety of cultures working with both typically developing children and children with disabilities.

**Authors:**

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**Abstract:**

Storybook reading is one of the first activities young children are exposed to in school. Though narratives follow a predictable structure, some children need explicit instruction in story grammar components (e.g. character, setting, episode, reaction, etc.) to comprehend and retell storybooks. The purpose of this paper is to report the results of a systematic review of the effectiveness of story grammar instruction to improve narrative comprehension and narrative production in children aged 3 to 22 years. Method Inclusion Criteria Types of Studies RCTs or quasi-experimental group designs trials Types of Participants 1) Typically developing children aged 3 to 18 years 2) Children aged 3 to 22 years who had been identified with special needs (e.g. language disordered, learning disability, etc.) attending school. Types of Interventions Included interventions reported instruction of at least one aspect of story grammar (e.g., character, setting, episode, plan, action, consequence, reaction). Types of Outcomes Any comprehension or production skill measured using standardized or non-standardized measures (e.g., reading or listening comprehension, oral or written production). Information Retrieval The following databases were used to search for studies that matched our inclusion criteria: ERIC, PsycINFO, Dissertation Abstracts International, British Educational Index, Canadian Educational Index, and Francis. The following terms were used The following search terms were used to retrieve potential studies for inclusion in the review: story grammar OR story structure OR story element OR story elements OR narrative grammar OR narrative structure OR narrative element OR narrative elements AND interven\* OR treat\* OR instruct\* OR teach\* OR therapy. Data Extraction All included studies were double coded using a coding form and an accompanying code-book defining all of the terms of the coding form. Any conflicts were resolved by discussion between the coders or third party consultation. Analysis & Synthesis We calculated individual effect sizes for each outcome comparison reported in each study. To obtain a global effect size of treatment effect per study, we aggregated all effect sizes reported in that study. Hedge's g was used to calculate all effect sizes Across Study Synthesis We also calculated outcome effects of conceptually similar outcomes aggregated across studies. We also conducted heterogeneity and sensitivity analyses. Post Hoc Subgroup & Moderator Analysis We will examine a limited number of specific subsets or study moderators to analyze their impact such as types of treatment age of participant, or length of treatment.

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