

The logo consists of the letters 'NAP' in a bold, black, sans-serif font, centered within an orange square. The square has a thin white border and is set against a light beige background that has a slight drop shadow effect.

NAP

Narrative Assessment Protocol

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NAP Elicitation Directions

1. Introduce the task:

Show the cover of the book to the child. Say: **We are going to look at a storybook together. It is a special storybook that doesn't have any words in it. It only has pictures. The first time we look at the book, look carefully at the pictures. The second time, we will look at each page again, and you will tell me a story about the pictures.**

2. Look at the pictures silently:

Hold the book open so that your hands do not cover the pictures. Begin the task by saying: **Let's look at the pictures together. Be sure to look carefully at each page.** Open the book to the first picture. Say to the child: **Look at this picture.** Draw the child's attention to the picture by *circling* the page with your finger. Allow about 5-10 seconds for the child to look at each page before turning to the next page. If it seems that the child is off task or not looking at both pages of the book, you may prompt the child by saying:

- **Look at this page** or
- **Now look at this one.**

Do not comment about the pictures in any way. If the child offers comments or asks questions, gently remind him/her that you are just looking at the pictures this time, and he/she can tell the story the next time you look at the book.

3. Elicit a narrative from the child:

Close the book and hand it to the child. Say: **Now I want you to tell me a make-believe story using the pictures in this book. Make up a story for me that tells about the pictures in this book. Try to make the story as long as you can. Use the pictures in this book to tell me a story.** If the child is hesitant to tell a story, or tells you "I don't know how to read," you may prompt the child by saying:

- **This book doesn't have any words in it, so you can tell any story you want about the pictures. Tell me a story about the pictures.**

During the story production, you may provide prompts such as:

- **Tell me about this page** or
- **What about this page?**

As the child produces a story, you may also repeat *exactly* what the child says about a picture. This acknowledges to the child that you are listening, and also will help future coders to understand an utterance that may be unintelligible on video/audio. *Do not change* what the child says in your repetition, even if there are errors. For example, if the child says "Frog goed in the water," you repeat "Frog goed in the water." *Do not correct the utterance* (e.g., "Frog went in the water.").

At the end of the book, say: **Is there anything else you want to add to your story?**

NAP Scoring Directions

1. Begin coding the child's narrative after the examiner provides directions for the child to begin telling a story. Refer to the Coding Catalog for specific descriptions of each NAP item along with examples.
2. Each time a child uses one of the NAP items, make notes in the space provided and circle the corresponding number (0, 1, 2, 3+) to track the frequency of occurrence. For Modifiers, Nouns, and Verbs, record unique usages in the spaces provided (1, 2, 3) and score only these unique usages. For instance, if a child uses the adverb "slowly" twice, only code the first usage as an Adverb item. Unique usages are not required for Sentence Structure and Phrase Structure.
3. Do not code off-topic discourse, such as conversation with the examiner about the camera or other conversation not pertaining to the book. Do not code questions about the book addressed to the examiner (e.g., Is that a frog?)
4. If a child self-corrects, score the corrected form.
5. If a child uses items that are not grammatically correct (per Standard American English) but contain specific items required by an item, give credit for these items. For example, if the child says "They was looking out the window" or "They be looking out the window," give the child credit for **auxiliary verb + main verb**. As another example, if the child says "He don't know it's a tree" or "He not know it's a tree," give the child credit for **negative sentence** because both constructions convey negation.
6. If the examiner recasts or expands a child's utterance to a more sophisticated form, and then the child imitates the more sophisticated utterance, do not give the child credit for the more sophisticated utterance.
7. If the child repeats an utterance because the examiner asks for clarification, do not code the repeated utterance. For example, if the child says "He said, where are you frog?" and the examiner says "What?" and the child repeats "He said, where are you frog?," do not code the repetition. If the child repeats without prompting from the examiner, code the repeated utterance.

NAP Score Sheet

Child ID	Code Date
DOB	Code
DVD #	Start Time: End Time:

SENTENCE STRUCTURE	observed frequency				examples
Compound sentence*	0	1	2	3+	She likes it so she'll buy it.
Complex sentence	0	1	2	3+	That boy who hit me is mean.
Negative sentence	0	1	2	3+	The frog can't go there.
Interrogative sentence*	0	1	2	3+	Frog, are you hiding in my boot?

PHRASE STRUCTURE	observed frequency				examples
Elaborated noun phrase	0	1	2	3+	<i>The little dog</i> saw the frog.
Compound noun*	0	1	2	3+	<i>The dog and the boy</i> got it.
Prepositional phrase	0	1	2	3+	The boy looked <i>in his boot</i> .

MODIFIERS	observed frequency				examples
Adverb*	0	1	2	3+	He was <i>really</i> angry.
Advanced modifier	0	1	2	3+	The frog was in the <i>filthy</i> water.

NOUNS		observed frequency				examples
Pluralized noun	0	1	2	3+	The five frogs got in.	
Possessive noun*	0	1	2	3	The boy's hat was lost.	
Tier-two noun	0	1	2	3+	She was the <i>doe</i> in the woods.	
VERBS		observed frequency				examples
Auxiliary verb + main verb	0	1	2	3+	The boy <i>is yelling</i> at the dog.	
Copula 'be' verb + ...	0	1	2	3+	The frog <i>was</i> here.	
Irregular past tense verb	0	1	2	3+	The dog <i>fell</i> .	
Regular past tense verb	0	1	2	3+	The dog <i>walked</i> .	
Tier-two verb	0	1	2	3+	The frog <i>whirled</i> around.	
Compound verb*	0	1	2	3+	The frog <i>danced and ran</i> .	

*These items are omitted on the Short Form.

NAP Coding Catalog

ITEM/Indicator	Description	Example(s)
SENTENCE STRUCTURE		
Compound sentence	Sentences containing a <i>coordinating conjunction</i> used to join two or more independent clauses (e.g., for, nor, but, or, yet, so). Do not score and .	She likes it so she'll buy it. The owl came out but the boy ran.
Complex sentence	Sentences containing two verbs (minimally) and a <i>subordinating conjunction</i> (e.g., when, that, who, which). They may also use infinitives.	That boy who hit me is mean. She ate the one that I didn't like.
Negative sentence	Sentences using no or not to negate the meaning of the sentence.	The frog can't go there.
Interrogative sentence	Sentences including yes-no questions that use "do insertion" or questions that use inversion.	Frog, are you hiding in my boot?
PHRASE STRUCTURE		
Elaborated noun phrase	Phrase consisting of one or more modifiers (<i>determiner, initiator, adjectival</i>) preceding a singular or plural noun. Exclude a, an, and the .	The little dog looked for the frog. The boy made an angry face.
Compound noun	Coordinating conjunction used to join nouns as subjects or objects (e.g., and, nor, but, or).	the dog and the boy boy or frog
Prepositional phrase	Phrase consisting of the object of the preposition, the preposition, and any associated adverbs or adjectives.	The boy looked <i>in his boot</i> . The frog hopped <i>out the window</i> .
MODIFIERS*		
Adverb	Word ending in -ly that modifies a verb.	daily, happily, really
Advanced modifier	Single word adjectives or adverbs that add significant precision to noun or verb.	The frog was in the <i>filthy</i> water.

NOUNS*

Pluralized noun	Noun with plural marker attached (e.g., /s/, /z/, /Iz/) or an irregular plural.	The five frogs...
Possessive form	Noun with possessive marker attached (e.g., /s/, /z/, /Iz/).	The boy's hats.
Tier-two noun	Noun that is a more complex or more precise form of a common noun . Proper nouns are not included.	She was the <i>doe</i> in the woods.

VERBS*

Auxiliary verb + main verb	"Helping verb" used in contracted or uncontracted form in present progressive or past progressive verb construction.	The boy <i>is yelling</i> at the dog. I am going home.
Irregular past tense verb	Verb that marks past tense irregularly.	The dog <i>fell</i> .
Regular past tense verb	Verb with regular past tense marker attached: /Id/ or /t/.	The dog <i>walked</i> .
Tier-two verb	Verb that is more precise or complex form of verb (Beck & McKeown, 2002) or a synonym for all general purpose verb (e.g., make, do, go.).	The frog <i>whirled</i> around. The frog <i>sneaked</i> out.
Compound verb	Coordinating conjunction used to join verbs (e.g., and, nor, but, or). Do not count verbs repeated for emphasis.	The frog <i>danced and ran</i> .

*These require unique usages for each scoring