**Narrative Language Interventions in Early Childhood and Elementary Education: A Review of the Literature**

Danielle H. Leuschen de Pico, University of Florida

**PURPOSE:** To examine and synthesize research on narrative language interventions implemented with children of preschool and elementary school age.

---

**RATIONAL**

Researchers have found that young children's narrative language skills are predictors of future reading comprehension and math achievement.

Some disabilities are characterized by difficulties with expressive language, which can affect narrative language skills. The narrative language skills typically expected in schools may be difficult for culturally and linguistically diverse students accustomed to a different narrative style.

---

**KEY TERMS**

Narrative language – the ability to understand and tell stories.

Narrative language intervention – intervention designed to improve students' narrative language.

Macrostructures – how a story is organized; the story grammar.

Microstructures – language features at a sentence level that provide linguistic complexity, such as causal conjunctions and temporal adverbial phrases.

---

**INTERVENTION DELIVERY MODEL**

- **Learner Characteristics**
  - Age range
  - With or without disability
  - Culturally and linguistically diverse

- **Student Language Output**
  - Narrative language targeted
  - Language features

---

** Types of Narrative Language**

- Fictional Story Generation: Create a new story
- Personal Story Generation: Tell a story about something that has happened to you
- Story Retell: Retell a previously heard story

---

**PREVIOUS REVIEWS**

- Gillam & Gillam, 2016
- Petersen, 2011
- Petersen & Spencer, 2016

**SEARCH**

Databases: ERIC and Education Source

**Key Terms:** narrative intervention, narrative language intervention, elementary, early childhood, preschool

**Yield:** 32 articles

---

**REVIEW**

**Inclusion criteria:**
- Narrative language intervention
- Elementary or preschool age
- United States
- 2000+

**Remaining: 17 studies**

---

**INTERVENTION GROUP SIZE**

- Individual
- Small Group
- Whole Group

---

**LEARNER CHARACTERISTICS**

- Developmental Delay
- Autism Spectrum Disorder
- At-Risk
- Speech or Language Impairment
- Neuromuscular Impairment
- Typically Developing
- English Language Learner (ELL)
- Culturally Diverse

---

**AGE RANGE**

- Preschool Studies: 53%
- Elementary School Studies: 47%
**STUDENT LANGUAGE OUTPUT**

- **Both macro- and microstructures**
  - 75%
  - 25%

**Match Between Narrative Language Used in Intervention and Targeted in Assessment Outcomes**

<table>
<thead>
<tr>
<th>Study</th>
<th>Methodology</th>
<th>Participants</th>
</tr>
</thead>
</table>

Studies highlighted in green used Story Champs® narrative language intervention (available at LanguageDynamicsGroup.com)