



Multilingual Assessment Instrument for Narratives (MAIN)

Gagarina et al. (2019). MAIN: Multilingual assessment instrument for narratives – Revised. *ZAS Papers in Linguistics* 63, 1-39.

Adapted for Dynamic Assessment by Wendy Meyer, SLPD, CCC-SLP

The MAIN-DA is intended primarily for children from 5 to 10 years old. It assesses production of narratives.

This protocol uses the GOAT/BIRD story sets.

Materials Needed:

- 2 picture sequences: Goat and Bird
- Recording equipment (audio or video)
- Scoring protocol for the MAIN-DA

This Narrative Dynamic Assessment takes 30-45 minutes to administer and score.

- Make sure that you have thoroughly familiarized yourself with the story protocols and the directions. Dynamic assessment uses a test-teach-retest format. TEST (Goat story) – TEACH (Goat story) – RETEST (Bird story).
- If you choose to audio record the child, prepare the equipment for recording the session. Make sure that you record the entire session. Prepare visual cues as needed.
- The warming-up phase includes talking with the child, establishing rapport and asking questions to ensure that the child is able to understand simple wh-questions. For example: *Who is your best friend? What do you like to watch on TV? What are your favorite games?*
- Make sure the two envelopes containing parallel stories (Goat and Bird) are on the table before the assessment begins. If using the PowerPoint format, have the digital stories prepared on a laptop or iPad for viewing. Stories can be downloaded here: <https://main.leibniz-zas.de/>
- Administer the assessment according to the instructions in the story protocol. Please adhere to these recommendations for prompting during the child’s story retell:
 - Don’t start the story for the child. Encourage the child to tell the story by him/herself by saying: *“Tell me the story”* (point to picture 1).
 - Give prompts only after waiting at least 10 seconds and only when it appears that the child is not going to say anything. Only then should the child be prompted, by saying, *“Okay...”, “Well...”, “Your turn...”, “Tell me what is happening”*.
 - If the child is silent in the middle of the story, encourage her/him: *“Anything else?”, “What else?”, “Tell me more”, “What else happens in the story?”*.
 - It does not matter how the child refers to the protagonists during the narration; do not correct the child. If the child cannot find the word for an action, protagonist, etc. and seems stuck or asks for help, encourage her/him by saying *“You can call it anything you like”, “What would you call it?”*.
- During the retell, refrain from asking questions such as:
 - *“What is he doing here?”, “Who is running?”*
 - *“What’s this?”, “What/who do you see in the picture?”*
- If the child starts telling a story from his/her own experiences, e.g. *“I saw a bird in the morning”* or *“I have a dog...”*, give the child some time to talk about his/her own experience and then gently ask them to tell the story in the pictures. (Exclude this irrelevant part of the narration from the analysis.)
- Based on your previous experience and cultural environment, you may want to give a word of encouragement, e.g. *“Good”, “Fine”*, after each pair of pictures (and before unfolding/viewing the next pair).

Child’s name: _____

Primary Language: _____

Language(s) spoken in the home: _____

Examiner: _____

	Year	Month	Day
Date Tested	_____	_____	_____
Date of Birth	_____	_____	_____
Chronological Age	_____	_____	_____

Modifiability

What impressions do you have of the child’s learning potential when given guided support (modifiability)? Refer to scores on page 7.

High modifiability: Do not suspect developmental language disorder

Low modifiability: Suspect developmental language disorder

Analysis of Pretest/Posttest Change

Macrostructure components	Goat (page 4)	Bird (page 10)	Change
Story Structure Score			
Number of Internal State Terms			
Structural Complexity (longest sequence)			

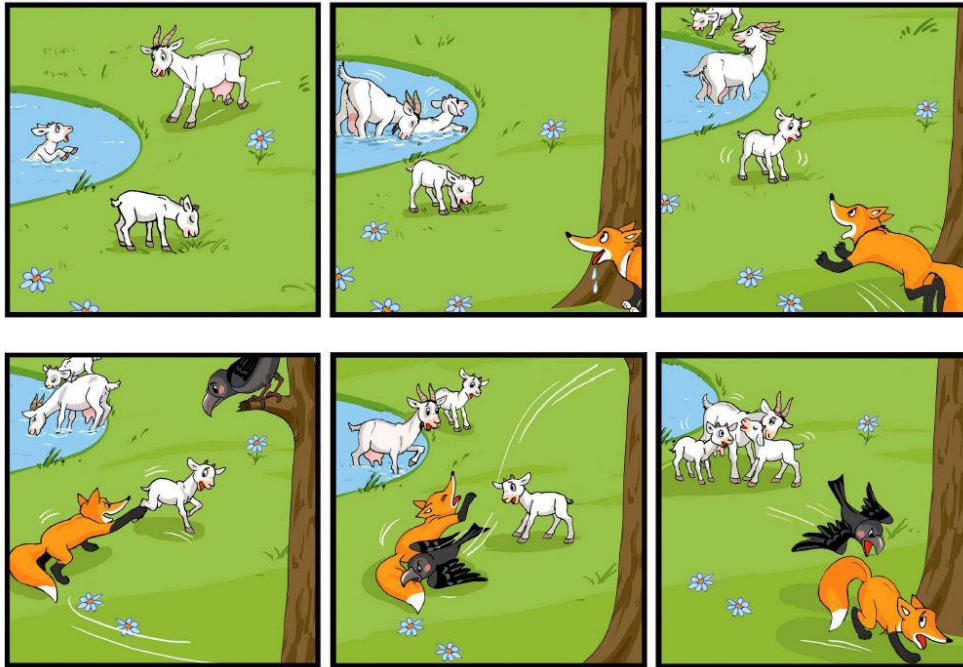
What impressions do you have about the child’s narrative retell change from pretest to posttest?

TESTING PHASE

1 Examiner tells the story

Each story begins with a setting statement, which gives time and place and introduces the protagonist. This component is followed by three episodes. Each episode consists of i) a goal statement for the protagonist, ii) an attempt by the protagonist to reach the goal, iii) an outcome of the attempt in terms of the goal, and iv) internal states which initiate the goal and also express reactions.

Gagarina et al., (2012). MAIN: Multilingual assessment instrument for narratives. ZAS Papers in Linguistics 56, 1-140.



Instructions for telling BABY GOAT (Total number of words: 185)

- Sit opposite the child. **Look, here are 2 envelopes. We are going to start with this story. I'll tell you the other story later.** Unfold/View the pictures so the whole story is visible. **First look at the whole story.** (pause) **Listen carefully while I tell you the story. When I'm finished, you are going to tell me the story. Are you ready?**
- Unfold/View pictures 1 and 2. **The story starts here** (point to picture 1). **One day there was a mother goat who saw that her baby goat had fallen into the water and that it was scared. She jumped into the water because she wanted to save it. A hungry fox saw that the mother goat was in the water and growled: "Mmm, nice, what do I see here on the grass?"**
- Unfold/View pictures 3 and 4 (so that all pictures from 1 to 4 are visible). **The mother goat pushed the baby goat out of the water, but she did not see the fox. She was glad that her baby did not drown. Meanwhile the mean fox jumped forward because he wanted to catch the other baby goat. He grabbed the baby goat. A brave bird that was flying by saw that the baby goat was in great danger. He decided to stop the fox and save the baby goat.**
- Unfold/View pictures 5 and 6 (so that pictures from 1 to 6 are now visible). **The bird said to the fox: "Leave the baby goat alone". And then he flew down and bit the fox's tail. The fox let go of the baby goat and the bird chased him away. The bird was very happy that he could save the baby goat, and the fox was still hungry. And that is the end of the story.**

Story structure components and internal state terms are marked as:
goal attempt outcome *internal state terms*

TESTING PHASE

2 Child re-tells the story independently

Unfold/View the pictures so that the first 2 pictures are visible. **Now it's your turn to tell the story. Look at the pictures and try to tell the best story you can.** When the child has finished telling the first 2 pictures, unfold the next two. Repeat the process until you have reached the end of the story. When the child has finished, praise the child. Score the protocol.

STORY ELEMENTS	CORRECT RESPONSES	SCORE	STORY ELEMENTS	CORRECT RESPONSES	SCORE
<i>Setting</i>	Time and/ or place reference, e.g. once upon a time/ one day/ long ago... in a forest/ in a meadow/ in a field/ by a lake/ at the lake/ at the pond	0 1 2*	<i>Episode 2: FOX</i>		
	*Two points for reference to both time and place		IST as initiating event	Fox saw mother looking away/ saw that the baby was alone/ saw that there was food Fox was hungry/ thought "yummy"	0 1
			Goal	Fox wanted to eat/ catch/ kill the baby goat (In order) to + VERB (eat, catch, get, kill)	0 1
			Attempt	Fox jumped up/ out/ jumped towards the baby goat Fox tried to reach/ grab/ catch the baby goat	0 1
<i>Episode 1: MOTHER/GOAT</i>			Outcome	Fox got/ grabbed/ caught the baby goat Fox nearly/almost + VERB (got, caught)	0 1
IST as initiating event	Baby goat was scared/ in danger/ needed help/ cried (for help)/ called the mother < Mother/ Goat/ Parent, etc. > saw that the baby goat was scared/ in danger/ drowning/couldn't swim < Mother/ Goat/ Parent, etc. > was worried about the baby goat in the water	0 1	IST as reaction	Fox was happy Baby goat was scared/crying/screaming with pain	0 1
Goal	Mother goat wanted to help the baby/ to save/ rescue the baby/ to push the baby out of the water/ to get it out of the water (In order) to + VERB (rescue, help) the baby	0 1	<i>Episode 3: BIRD</i>		
Attempt	Mother goat ran/ went into the water Mother goat is pushing/ helping Mother goat tried to + VERB (help, push)	0 1	IST initiating event	< Bird, Crow, etc. > saw that the goat was in danger/ saw that the fox caught/ got the goat Baby goat was in danger	0 1
Outcome	Mother goat pushed the baby out of the water/ saved/ rescued/ helped the baby out Baby goat was saved/ out of the water	0 1	Goal	Bird decided/wanted to stop the fox Bird decided/wanted to help/protect/ save goat (In order) to + VERB (stop, rescue, help)	0 1
IST as reaction	Mother goat was happy/ relieved Baby goat was relieved/happy/not scared any more	0 1	Attempt	Bird was/is biting/ dragging the fox's tail/ the fox Bird bit/ dragged/ got the fox's tail/attacked the fox Bird tried to + VERB (get fox off)	0 1
			Outcome	Bird chased the fox (away)/scared the fox off Fox let go of the baby goat/ ran away Baby goat was saved/ rescued	0 1
			IST as reaction	Bird was relieved/ happy/ proud (to save goat) Fox was angry/ disappointed/ feeling bad/ mad/ scared/ in pain/ fox's tail hurt Baby goat -s was/were relieved/ happy/ safe Mother goat was relieved/ happy	0 1

Important: The list of options on the *Story Structure* protocol is not exhaustive. Credit is given when a macrostructure component (Goal, Attempt, Outcome, Internal State term) is expressed by any appropriate wording.

ANALYSIS OF TESTING PHASE (GOAT)

#1 Total the number of story structure elements included by the child.

#2 Total the number of internal state terms used by the child (examples below are not exhaustive).

#3 For all three episodes, count the number of single goals stated by the child, the number of goal + attempt statements by the child, the number of goal + outcome statements by the child, the number of attempt + outcome statements by the child, and the number of goal + attempt + outcome statements by the child. Determine the child's longest structure used.

#1 Total Story Structure score in the Goat story (Max 17): _____

#2 Internal State Terms (IST) used during story re-tell

Perceptual state terms (e.g., see, hear, feel, smell): _____

Physiological state terms (e.g., hungry, hurt, sore, tired): _____

Consciousness terms (e.g., alive, awake, asleep): _____

Emotion terms (e.g. happy, scared, angry, worried, proud, brave, surprised):

Mental verbs (e.g., want, think, know, forget, decide, believe, make a plan):

Linguistic verbs/verbs of saying/telling (e.g., say, call, shout, warn, ask):

TOTAL ISTs used in the Goat story: _____

Episodes within the stories are classified into one of three levels of **structural complexity**: (1) sequences (where no goal statement has been generated), (2) incomplete episodes (which include a goal (G) statement, but lack a complete GAO structure due to omission of an attempt (A) or outcome (O), and (3) complete episodes (which include all three GAO components).

Gagarina et al., (2012). MAIN: Multilingual assessment instrument for narratives. ZAS Papers in Linguistics 56, 1-140.

#3 Structural complexity in the Goat story

Number of single Goals (score of 1)	(Max 3)
Number of Goal-Attempt sequences (score of 1)	(Max 3)
Number of Goal-Outcome sequences (score of 1)	(Max 3)
Number of Attempt-Outcome sequences (score of 1)	(Max 3)
Number of Goal-Attempt-Outcome sequences (score of 1)	(Max 3)

Structural Complexity (longest sequence): _____

(i.e., G; G-A; G-O; A-O; G-A-O)

OPTIONAL: COMPREHENSION QUESTIONS

Optional

Child answers comprehension questions

When the child has finished retelling the story, introduce the comprehension questions. **Now I am going to ask you some questions about the story.**
 When asking the comprehension questions, keep the picture sequences unfolded and fully visible to the child. Answers below are not exhaustive.

Warm-up question, not scored

Did you like the story?

CORRECT	INCORRECT	SCORE	CORRECT	INCORRECT	SCORE
---------	-----------	-------	---------	-----------	-------

(point to pictures 1-2)

1. Why was the mother goat in the water? (Goal/ IST as initiating event)

Wants to save/ to help/ rescue the baby goat (In order) to + VERB (help/save/rescue) the baby goat Worried about the baby goat Baby goat was crying for help/ is in danger/ scared	Is swimming/playing/wants to take a bath/ to wash herself/to wash the baby goat/ to cool off/to drink	0 1
---	---	-----

Other: _____

(point to picture 1)

2. How does the baby goat feel? (IST as reaction)

Bad/ scared/ in danger/ horrified Wants to be rescued	Good/ fine/ happy/ playing/ freezing/ refreshed/ cold/ hungry/ thirsty/ dirty/ clean/ stupid	0 1
--	--	-----

Other: _____

3. Why do you think that the baby goat is feeling bad/ scared/ in danger etc.?

(Use the same IST provided by the child in response to #2)

Has fallen into the water/is not able to get out of the water/ is drowning/ cannot swim Is shouting/screaming "Help, I'm drowning!" Babies cannot swim (generic meaning)	He is hungry/ thirsty/ swimming/ playing in the water/ wasn't allowed to stand there	0 1
---	--	-----

Other: _____

(point to picture 3)

4. Why does the fox jump/ leap forward? (Goal)

Wants to get/ kill/ eat the baby goat/ (In order) to + VERB (get, kill) the baby goat Couldn't resist the baby goat/ takes the opportunity when mother is not looking/is far away Foxes like to eat (baby) goats (generic meaning)	To play with the baby goat	0 1
--	----------------------------	-----

Other: _____

(point to picture 5-6)

5. How does the fox feel? (IST as reaction)

Bad/ (still) hungry/ angry/ mad/ sad/ scared/ hurt/ stupid/ disappointed	Good/ fine/ happy/ playful/ running	0 1
---	-------------------------------------	-----

Other: _____

6. Why do you think that the fox is feeling bad/ scared/ hungry/ disappointed etc.??*

(Use the same IST provided by the child in response to #5)

Did not get the baby goat/ failed to succeed/ Is scared/afraid of the bird/ Bird was/ is attacking/ biting/ chasing him/ biting the fox's tail	Fox is running away/Bird took the fox's food / Bird wants to eat the fox I don't know	0 1
--	--	-----

Other: _____

(point to picture 5)

7. Why does the bird bite the fox's tail? (Goal)

Decides/ wants to save/rescue/help/protect baby goat Decides/wants to stop the fox/ (In order) to + VERB (save, rescue, help) So that the goat will not be eaten/ killed/ hurt	Wants to eat the goat himself Wants to eat the fox To play with the fox Birds hate/ don't like foxes (generic meaning)	0 1
---	---	-----

Other: _____

(point to picture 6)

8. Imagine that the bird sees the goats. How does the bird feel? (IST as reaction)

Good/ fine/ happy/ relieved/ pleased/ satisfied/ proud/ helpful Like a protector/ hero /Likes to protect them	Bad/ sad/ angry/ mad/ sorry/ hungry / "I have to get the fox"	0 1
---	--	-----

Other: _____

9. Why do you think that the bird is feeling good/ fine/ happy etc.?

(Use the same IST provided by the child in response to #8)

Stopped the fox/ gets/got the fox out of there Saved/ rescued/ helped the goat Sees that the goats are safe/ happy/ unharmed Now the fox won't come back	He is smiling/ looks like that Didn't get the fox /Wants to eat the baby goat himself Is angry at the fox	0 1
---	--	-----

Other: _____

10. Who does the mother goat like best, the fox or the bird? Why?

The bird – give at least one reason (he saved/ helped the baby goat/ chased the fox away/ was kind to the goats)	The fox/ I don't know/ other irrelevant answer	0 1
--	---	-----

Other: _____

Mediated Learning Experience (MLE)

- **IDENTIFY** areas of weakness from the testing phase to determine **the focus of the teaching phase (MLE)**:

- ___ omission of time reference (e.g., once upon a time/one day)
- ___ omission of setting/location (e.g., in the water/in a field/by the pond)
- ___ omission of the problem
- ___ omission of the solution
- ___ omission of a character's goal
- ___ omission of a character's attempt
- ___ omission of a character's outcome
- ___ incomplete goal-attempt-outcome episodes

Limited number of Internal State Terms (IST):

- ___ perceptual state terms (e.g., see, hear, feel, smell)
- ___ physiological state terms (e.g., hungry, hurt, sore, tired)
- ___ consciousness terms (e.g., alive, awake, asleep)
- ___ emotion terms (e.g. happy, scared, brave, (feel) safe, surprised)
- ___ mental verbs (e.g., want, think, decide, wonder, make a plan)
- ___ linguistic verbs of saying/telling (e.g., say, call, shout, warn, ask)

- **TEACH** the components of story-telling based on the child's areas of weakness noted above.
- **USE** visual cues as needed (e.g., story-telling icons, "Five Finger Retell", graphic organizer, etc.).

Child Modifiability

- **MODIFIABILITY:** Throughout the interactive teaching and learning period, the examiner should **attend to the level of responsiveness and ease** with which the child grasps the concepts being taught:
- HIGH child responsiveness + minimal examiner effort= HIGH modifiability
- LOW child responsiveness + maximal examiner effort= LOW modifiability
- **SCORE** the following areas **during the MLE**:
 - **Task Orientation-** The task is storytelling. Does the child understand the task they are being asked to do?
 - **Metacognition-** Children who are aware of what they understand and what they do not understand use strategies to help themselves (e.g., inferencing, making personal connections, revisions, problem solving, self-correcting, etc.).
 - **Compliance-** Level of cooperation through verbalization and/or body language. This may overlap with other areas of child modifiability.
 - **Flexibility-** Is the child flexible enough to accept redirection? Will they re-start or re-phrase when prompted?
 - **Examiner Effort-** How much support does the child need from the examiner? How much do they rely on visual or gestural prompts and cues?

TEACHING PHASE

3 Child retells the story WITH SUPPORT

- INSTRUCT, Now we're going to practice telling even better stories. We tell stories all the time, don't we? We tell stories to our teachers, our friends, and our family. We need to learn to tell complete stories so other people can understand what we are trying to tell them. For example, what if you were on the playground and someone got hurt? You would need to tell your teacher a complete story so she could understand what happened, right?
- ASK, What could happen if we didn't know how to tell a story?
- UNFOLD/VIEW the pictures so that the first 2 pictures are visible. Now you're going to tell the story again, but this time I'm going to help you. Use visual cues as needed (e.g., story-telling icons, "Five Finger Retell", graphic organizer, etc.). Unfold the next two pictures. Repeat the process to the end of the story.
- PROMPT the child as needed (e.g., "Oh, no, you didn't tell me where the story is happening.", "Don't forget to tell how the baby goat feels.", "What does the fox want to do (its goal)? Why?", "What is the bird thinking?", "What happened to the fox in the end?", "How does the mama goat feel now?")
- CHECK for understanding: Tell me why it's important to know how to tell a complete story. What did you learn about good storytelling? When will you tell good stories? How are you going to remember what I taught you for the next story?

Simultaneously Note the Child's Modifiability

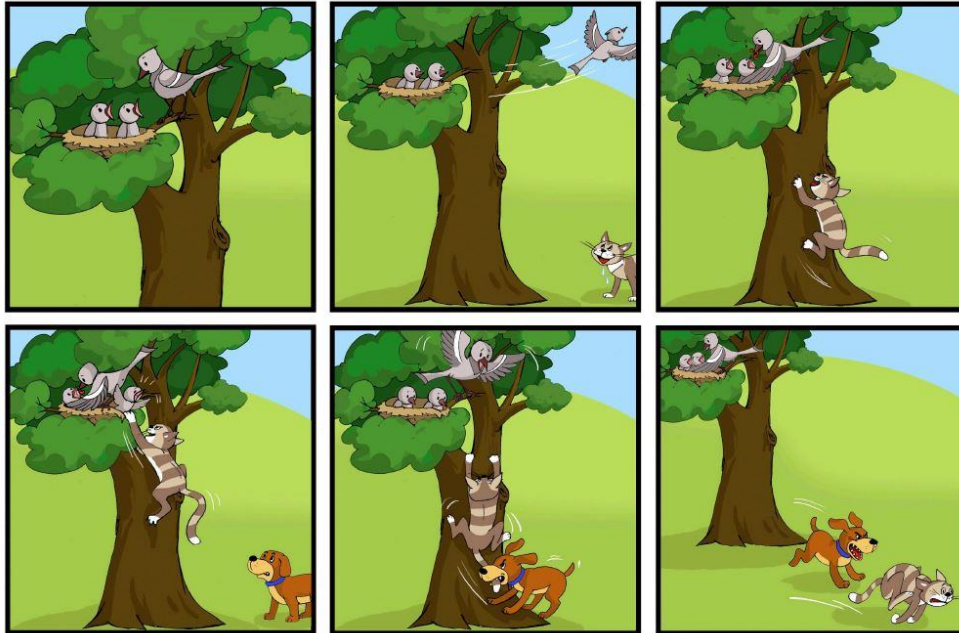
HIGHER SCORES = HIGHER MODIFIABILITY		
Child Responsiveness Factors	Scores	Examples
Task Orientation: <i>The performance and effort in learning a task.</i>	<input type="text"/>	
5 Completely understood the task of story retelling		
4 Mostly understood the task (75% of the time)		
3 Understood some of the task (50% of the time)		
2 Often did not understand the task (25% of the time)		
1 Did not understand the task		
Metacognition: <i>The awareness of one's thinking.</i>	<input type="text"/>	
5 Aware of all errors		
4 Aware of most errors		
3 Aware of some errors		
2 Unaware of most errors		
1 Unaware of any errors		
Compliance: <i>The child's behavior in response to instruction.</i>	<input type="text"/>	
5 Cooperative		
4 Insecure		
3 Hesitant		
2 Uncooperative		
1 Refused		
Flexibility: <i>Generating different strategies when problem-solving.</i>	<input type="text"/>	
5 Readily used multiple strategies		
4 Had preferred strategies; could change when necessary		
3 Occasional use of more than one strategy		
2 Limited strategies/Unaware of alternative strategies		
1 Persisted with one strategy regardless of outcome		
Examiner Effort: <i>Amount of examiner support or redirection.</i>	<input type="text"/>	
5 Little support needed		
4 Required minimal support		
3 Required moderate support		
2 Required maximal support		
1 Required total assistance		

RE-TESTING PHASE

4 Examiner tells the story

Each story begins with a setting statement, which gives time and place and introduces the protagonist. This component is followed by three episodes. Each episode consists of i) a goal statement for the protagonist, ii) an attempt by the protagonist to reach the goal, iii) an outcome of the attempt in terms of the goal, and iv) internal states which initiate the goal and also express reactions.

Gagarina et al., (2012). MAIN: Multilingual assessment instrument for narratives. ZAS Papers in Linguistics 56, 1-140.



Instructions for telling **BABY BIRD** (Total number of words: 178)

- Sit opposite the child. **Now I am going to tell you the story in the other envelope.** Start the story by unfolding/viewing the pictures so that the whole sequence is visible. **First look at the whole story.** (pause) **Listen carefully while I tell you the story. When I'm finished, you are going to tell me the story. Are you ready?**
- Unfold/View pictures 1 and 2. **The story starts here** (point to picture 1). **One day there was a mother bird who saw that her baby birds were hungry. She flew away because she wanted to find food for them. A hungry cat saw that the mother bird was flying away and meowed: "Mmm, nice, what do I see here in the nest?"**
- Unfold/View pictures 3 and 4 (so that all pictures from 1 to 4 are visible). **The mother bird came back with a big worm for her children, but she did not see the cat. She was happy about the juicy worm for her babies. Meanwhile the mean cat started climbing up the tree because he wanted to catch a baby bird. He grabbed one of the baby birds. A brave dog that was passing by saw that the birds were in great danger. He decided to stop the cat and save them.**
- Unfold/View pictures 5 and 6 (so that pictures from 1 to 6 are now visible). **He said to the cat: "Leave the baby birds alone". And then he grabbed the cat's tail and pulled him down. The cat let go of the baby bird and the dog chased him away. The dog was very glad that he could save the birds, and the cat was still hungry. And that is the end of the story.**

Story structure components and internal state terms are marked as:
goal attempt outcome *internal state terms*

RE-TESTING PHASE

5 Child re-tells the story independently

Unfold/View the pictures so that the first 2 pictures are visible. **Now it's your turn to tell the story. Look at the pictures and try to tell the best story you can.** When the child has finished telling the first 2 pictures, unfold the next two. Repeat the process until you have reached the end of the story. When the child has finished, praise the child. Score the protocol.

STORY ELEMENTS	CORRECT RESPONSES	SCORE	STORY ELEMENTS	CORRECT RESPONSES	SCORE
<i>Setting</i>	Time and/ or place reference, e.g. once upon a time/ one day/ long ago... in a forest/ in a meadow/ in a garden/ in a field/ in a bird's nest/ up a tree	0 1 2*	<i>Episode 2: CAT</i>		
	*Two points for reference to both time and place		IST as initiating event	Cat saw mother flying away/ saw that baby birds were all alone/ saw that there was food Cat was hungry/ thought "yummy"	0 1
			Goal	Cat wanted to eat/ catch/ kill baby bird/-s (In order) to + VERB (eat, catch, kill, get)	0 1
<i>Episode 1: MOTHER/BIRD</i>			Attempt	Cat was/ is climbing up the tree Cat tried to reach/ get baby bird Cat climbed/ jumped up (the tree)	0 1
IST as initiating event	Baby birds were hungry/ wanted food/ cried for food/ asked for food < Mother/ Bird/ Parent, etc. > saw that baby birds were hungry/ wanted food	0 1	Outcome	Cat grabbed/ got baby bird Cat nearly/almost + VERB (caught, got)	0 1
Goal	Mother bird wanted to feed baby birds/ to catch/ bring/ get/ find food/ worms (In order) to + VERB (get food)	0 1	IST as reaction	Cat was happy Bird/-s was/ were scared/ crying/ screaming with pain	0 1
Attempt	Mother bird flew away/went away/looked for food/was fetching food Mother bird tried to + VERB (get food)	0 1	<i>Episode 3: DOG</i>		
Outcome	Mother bird got/ caught/ brought/ came back with food/ a worm/ fed the babies Baby birds got food/ a worm	0 1	IST as initiating event	Dog saw that the bird was in danger/ saw that cat caught/ got the bird Bird/-s was/were in danger	0 1
IST as reaction	Mother bird was happy/ satisfied/ pleased Baby birds were happy/ satisfied/ pleased/ not hungry any more	0 1	Goal	Dog decided/ wanted to stop the cat Dog decided/wanted to help/protect/save bird (In order) to + VERB (stop, rescue, help)	0 1
			Attempt	Dog was/is pulling/ dragging the cat down/ biting/ attacking the cat/ grabbing the cat's tail Dog tried to + VERB (pull, drag, get down) Dog pulled/ dragged the cat down/ bit/ attacked the cat/ grabbed the cat's tail	0 1
			Outcome	Dog chased the cat (away)/scared the cat off/away Cat let go of the baby bird/ ran away Bird/-s was/ were saved/ rescued	0 1
			IST as reaction	Dog was relieved/happy/proud (to saved bird) Cat was angry/ disappointed/ feeling bad/ mad/ scared/ in pain/ cat's tail hurt Bird/-s was/ were relieved/ happy/ safe Mother bird was relieved/ happy	0 1

Important: The list of options on the *Story Structure* protocol is not exhaustive. Credit is given when a macrostructure component (Goal, Attempt, Outcome, Internal State term) is expressed by any appropriate wording.

ANALYSIS OF RE-TESTING PHASE (BIRD)

#1 Total the number of story structure elements included by the child.

#2 Total the number of internal state terms used by the child (examples below are not exhaustive).

#3 For all three episodes, count the number of single goals stated by the child, the number of goal + attempt statements by the child, the number of goal + outcome statements by the child, the number of attempt + outcome statements by the child, and the number of goal + attempt + outcome statements by the child. Determine the child's longest structure used.

#1 Total Story Structure score in the Bird story (Max 17): _____

#2 Internal State Terms (IST) used during story re-tell

Perceptual state terms (e.g., see, hear, feel, smell): _____

Physiological state terms (e.g., hungry, hurt, sore, tired): _____

Consciousness terms (e.g., alive, awake, asleep): _____

Emotion terms (e.g. happy, scared, angry, worried, proud, brave, surprised):

Mental verbs (e.g., want, think, know, forget, decide, believe, make a plan):

Linguistic verbs/verbs of saying/telling (e.g., say, call, shout, warn, ask):

TOTAL ISTs used in the Bird story: _____

Episodes within the stories are classified into one of three levels of **structural complexity**: (1) sequences (where no goal statement has been generated), (2) incomplete episodes (which include a goal (G) statement, but lack a complete GAO structure due to omission of an attempt (A) or outcome (O), and (3) complete episodes (which include all three GAO components).

Gagarina et al., (2012). MAIN: Multilingual assessment instrument for narratives. ZAS Papers in Linguistics 56, 1-140.

#3 Structural complexity in the Bird story

Number of single Goals (score of 1)	(Max 3)
Number of Goal-Attempt sequences (score of 1)	(Max 3)
Number of Goal-Outcome sequences (score of 1)	(Max 3)
Number of Attempt-Outcome sequences (score of 1)	(Max 3)
Number of Goal-Attempt-Outcome sequences (score of 1)	(Max 3)

Structural Complexity (longest sequence): _____

(i.e., G; G-A; G-O; A-O; G-A-O)

OPTIONAL: COMPREHENSION QUESTIONS

Optional

Child answers comprehension questions

When the child has finished retelling the story, introduce the comprehension questions. **Now I am going to ask you some questions about the story.**
 When asking the comprehension questions, keep the picture sequences unfolded and fully visible to the child. Answers below are not exhaustive.

Warm-up question, not scored

Did you like the story?

	CORRECT	INCORRECT	SCORE		CORRECT	INCORRECT	SCORE					
<i>(point to pictures 1-2)</i>												
1. Why does the mother bird fly away? (Goal/IST as initiating event)												
Wants to get/ bring food/ worms to baby birds/ (In order) to + VERB (feed) the baby birds Baby birds are hungry Other: _____		Is leaving/ going to work Is going to fetch daddy Is scared/afraid	0 1									
<i>(point to picture 1)</i>												
2. How do the baby birds feel? (IST as initiating event)												
Bad/ hungry Want food Other: _____		Good/ fine/ happy/ surprised/ lonely/ scared/ frightened	0 1									
3. Why do you think that the baby birds are feeling bad/ hungry etc.? <i>(Use the same IST provided by the child in #2)</i>												
Their mouths are open/ asking for food Are screaming: "We want food/ are hungry" Mother went to get food/ came back with a worm to feed them Baby birds are always hungry (generic meaning) Other: _____		Are happy/ singing Are scared of the cat/ scared because they saw the cat/ Bad/ scared because the mother is flying away	0 1									
<i>(point to picture 3)</i>												
4. Why does the cat climb the tree? (Goal)												
Wants to get/ kill/ eat the baby bird/ (In order) to + VERB (get, kill, eat) a/the baby bird Couldn't resist the baby bird/ takes the opportunity when mother is gone/ away Cats like to eat/catch birds (generic meaning) Other: _____		To play with the baby birds	0 1									
<i>(point to picture 5-6)</i>												
5. How does the cat feel? (IST as reaction)												
Bad/ (still) hungry/ angry/ mad/ sad/ scared/ hurt/ stupid/ disappointed Other: _____		Good/ fine/ happy/ playful/ running	0 1									
					6. Why do you think that the cat is feeling bad/ hungry/ scared etc.? <i>(Use the same IST provided by the child in #5)</i>							
					Did not get the baby birds/ Is afraid/ scared of the dog The dog is attacking/ biting/ chasing it/ pulling/ biting the cat's tail/ is still hungry Other: _____	happy/ playful/ starts to fly/ Dog took the cat's food/ Dog wants to eat the cat/ I don't know	0 1					
					<i>(point to picture 5)</i>							
					7. Why does the dog grab the cat's tail? (Goal)							
					Decides/ wants to save/ rescue/ help/ protect the birds Decides/wants to stop the cat/ to make the cat let the bird go (In order) to + VERB (save, rescue, help, protect) So that the bird(s) will not be eaten/ killed/ hurt Other: _____	Wants to eat the bird himself/ Wants to eat the cat/ To play with the cat/ Dogs hate/ don't like cats (generic meaning)	0 1					
					<i>(point to picture 6)</i>							
					8. Imagine that the dog sees the birds. How does the dog feel? (IST as reaction)							
					Good/ fine/ happy/ relieved/ pleased/ satisfied/ proud/ helpful Like a protector/ hero / Likes to protect them Other: _____	Bad/ angry/ mad/ sad/ sorry/ stupid/ hungry / "I must get the cat"	0 1					
					9. Why do you think that the dog feels good/ fine/ happy/ satisfied etc.? <i>(Use the same IST provided by the child in #8)</i>							
					Stopped the cat/ gets/ got the cat out of there Saved/ rescued/ helped the birds Sees that the birds are safe/ happy/ unharmed Now the cat won't come back Other: _____	He is smiling/ looks like that Didn't get the cat Wants to eat the birds himself Angry at the cat	0 1					
					10. Who does the mother bird like best, the cat or the dog? Why?							
					The dog – give at least one reason (he saved/ helped the baby bird/ chased the cat away/ was kind to the birds) Other: _____	The cat/ I don't know/ other irrelevant answer	0 1					