

## KANGAROO: Evidence in Action

### *Reviews the evidence supporting the Program*

Children with language delays and impairments can benefit from explicit teaching of narrative story retell; especially when therapy focuses on macrostructure skills which include 5 story elements (Petersen et al., 2014; Petersen & Spencer, 2017). Oral narrative retell is important as a strong relationship exists between early oral narrative skills and later reading comprehension (Spencer, et al., 2020).

Evidence	Expression in Program
To teach story grammar effectively, grammar elements should be presented across several different stories (Spencer, et al., 2020).	Three different stories are included in each lesson.
Teaching narrative structure and narrative language addresses a wide range of academic skills, such as vocabulary, grammar development, reading, and writing (Spencer, et al., 2020).	Lessons focus on incorporating narrative structural elements into both instruction and practice.
Stories used in intervention contain a basic, minimally complete episode (problem, attempt, consequence). Before discussing the individual components in the intervention session, the entire story is presented in its complete form first (Spencer, et al., 2020).	All stories include the all major story grammar elements required to have a complete episode. Stories are reviewed in their entirety first before a target story grammar element is taught.

Evidence-based Program Use
Incorporate the skill instruction materials to explicitly teach story grammar elements.
Emphasize the expressive story retell activities.
Begin with the story in its entirety before breaking it down into individual story grammar elements.

The principles in the evidence used to create this Program can be used across a variety of therapy sessions. Use story books or online stories to identify story elements. Encourage students to retell the stories orally and emphasize how story grammar elements appear across multiple stories.