

on improving children's ability to understand and produce narratives. The intervention approaches described in the research articles taught children with language impairments to utilize story grammar components to structure the production of their oral narratives. The available literature outlines specific intervention techniques and evaluates collaborative approaches to narrative-based intervention.

Data Collection

Results of the literature search yielded the following types of articles: studies of several children utilizing single subject methodology (3), a single ca5.00129(e)7gle

data of the study was obtained on standardized measures by comparing age-related scores before and after intervention. The researchers found a significant improvement in the quality of the children's story telling. The researchers attempted to take maturation into account; however, not all of the variables were adapted to account for maturation. When evaluating age equivalent scores it is important to interpret the data with caution. It is challenging to determine the validity of the statistical improvements and judge if the intervention would have had a similar impact on children without a language delay (Davis et al., 2004). In addition, qualitative outcomes (obtained through diary entries and interviews) were poorly organized and outlined. This study has various limitations and it is difficult to evaluate the progress that these children would have made without intervention. However, the research provides tentative positive support for clinicians to utilize narrative therapy.

Klecan-Aker (1993) conducted a case study examining the effectiveness of a narrative-based treatment program on improving the story-telling ability of a school aged boy with a language/learning disability. Results revealed an improvement in both

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