

**An assessment of the developing narrative skills
of two children – a case study**

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Abstract

Background; Cochlear Implantation is enabling many profoundly deaf children to access a mainstream curriculum in their local school.

Objective; The objective of this study was to assess the developing narrative skills of two young children who have cochlear implants and are educated in their local mainstream schools. One in a primary school in a rural farming community, and one in a junior school in a city.

Method; The Stories Narrative Assessment Procedure (SNAP) was used to assess the children. Video assessments were made of each subject over a three year period beginning with base line data and then recording at 12 month, 18 months and 30 months after the original data collection. Clinical information including Categories of Auditory Performance (CAP) and Speech Intelligibility Rating (SIR) was gathered and discussed. The experience of the mothers was gathered to provide some insight into the impact of having a deaf child in the family.

Results; The SNAP data for the two subjects was compared to the research in the literature

Discussion; The subjects made progress in their narrative skill development but not in line with the literature because one was late diagnosed and one was deafened, with additional needs. The mothers reported on the difficulties of the diagnosis and the length of time both children were in their diagnosis.

The validity of SNAP as an assessment tool for teachers of the deaf was explored.