Narrative Support Tally

Story parts · how much cueing · what kind of help · one target

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Student (initials / ID) _____ Date _____ Story / book & task (retell, picture prompt, own story) _____ Session: ☐ Supported ☐ Independence check

Story part	Appeared?	Highest cue level before it appeared (0–4)	Other help used	Who started the help?	Notes (what the student said or wrote)
Who characters	Yes · Partial · No	0 1 2 3 4	Adult content · Visual · Accommodation	Student · SLP	
Where setting	Yes · Partial · No	0 1 2 3 4	Adult content · Visual · Accommodation	Student · SLP	
The problem what goes wrong	Yes · Partial · No	0 1 2 3 4	Adult content · Visual · Accommodation	Student · SLP	
Feelings thoughts, wants, plans	Yes · Partial · No	0 1 2 3 4	Adult content · Visual · Accommodation	Student · SLP	
What happened actions, attempts	Yes · Partial · No	0 1 2 3 4	Adult content · Visual · Accommodation	Student · SLP	
The ending how it resolves	Yes · Partial · No	0 1 2 3 4	Adult content · Visual · Accommodation	Student · SLP	

Cue levels (illustrative, not standardized: adapt it, then keep it the same across sessions)

0 None. Included independently.
1 Nudge, no content: pause, point, "What else?"
2 Question about that part
3 Sentence starter
4 Starter plus target words

Kinds of help (record separately, don't add up)
Cue: prompts the student to supply it.
Adult content: the words came from you.
Visual: icons or organizer stay in view.
Accommodation: e.g. dictation. Not evidence of weaker language.

Accommodations kept today:

_____

Summary
Parts included: ____ of 6 At level 0: ____ of 6

One target for next session

_____

_____

Fade cues for:

_____

Independence check: a comparable story task with the cues you are fading withheld and accommodations kept. Keep those results separate from supported sessions. · Free to copy for clinical use. · scriptive.kids