

Appendix A: Language Samples

Examples Of Prompts to Elicit Comprehensive Language Samples in School-Age Children (adapted from Hadley, LSHSS, 1998)

Examiner tells a personal story about one of the following:		Block: Expository discourse Time: 4 minutes
<p>✓ <i>A game or sport you like to play (talk briefly about the steps):</i> <i>I love to play monopoly. When I play monopoly, I like to be the banker. The banker gets to pass out and collect all the money. I wait until someone takes a turn and rolls the dice. Then, I see where they land. If they are supposed to get some money, then I give it to them. For example, sometimes you get to pick a card and the card might say something like “Win a prize, collect \$100.00. Then I get to give them the money. If the card says that they owe money, then I get to collect it! I think monopoly is fun because anything can happen and a different person always wins. But when you’re the banker, you can’t lose!</i></p>	<p>Topic: leisure/hobbies</p> <ul style="list-style-type: none"> ✓ What is your favorite thing to do at home? ✓ Do you ever play games like _____ or _____? ✓ How do you play that game/sport? <p>YES/NO Questions _____</p>	
<p>✓ <i>Something you liked about school:</i> <i>My favorite class in school was science class. I loved to do experiments. One time we did an experiment to see if objects would float or sink in water. If the object floated, then we had to write down what the object was made of. If it didn’t float, we had to guess why it didn’t float. It was fun, but some people got wet because they were fooling around instead of listening to the teacher. My teacher was annoyed with us!</i></p>	<p>Topic: school</p> <ul style="list-style-type: none"> ✓ What was your favorite part of the ____ grade? ✓ Why did you like that so much? ✓ What was your least favorite part of the ____ grade? <p>YES/NO questions _____</p>	
Examiner tells a personal story about one of the following:		Block 3: Narrative-story retell Time: 4 minutes
<p>✓ <i>A movie or book (characters, plot and why you liked it):</i> <i>I like the Harry Potter movies! I’ll tell you about one of my favorite scenes. In Harry Potter and the Chamber of Secrets, Harry and Ron went down into the chamber of Secrets where they landed on old crunchy bones. It was dark and damp down in the chamber. Harry walked through the slimy tunnel alone to find Ginny.... He was scared because he heard the hissing of the snake. I like the scary parts!</i></p>	<p>Topic: movies</p> <ul style="list-style-type: none"> ✓ Have you seen any good movies lately? I haven’t seen that-can you tell me about it? <p>Topic: books</p> <ul style="list-style-type: none"> ✓ What is your favorite book? I haven’t read that-can you tell what happens in the book? <p>Topic: TV show</p> <ul style="list-style-type: none"> ✓ What is your favorite TV show? Can you tell me what happened on the last show? <p>YES/NO Questions _____</p>	

**Language Sample Prompt for Adolescents and Adults:
Michele Garcia Winner's Double Interview Task
(accessed 2/21/2010 from www.socialthinking.com)**

Clinician: "I will interview you first, and then it will be your turn to interview me". Clinician proceeds with the following interview questions:

1. Who is your teacher?
2. What is your favorite thing to do in school?
3. How do other kids at school treat you? What do you do if someone is not being nice? How do you know when they are not being nice? Who are your friends at school? What do you like to do with them? (Explore the quality of their friendships. Are they real friends or classmates?)
4. When you are in class, what do you like to study the most? Least?
5. What are your hobbies?
6. What do you like to spend most of your time doing? (Alternate question: What did you do while you were at home yesterday?) (Explore the intensity of their interests.)
7. Who lives in your house? What are their hobbies? (Explore how much they are aware of the people they live with).
8. What do you have to do at home that you dislike?
9. Do you ever feel embarrassed? What makes you feel embarrassed?
10. Do you have any pets?
11. What chores do you do at home?
12. Who do you play with or hang out with at home? Do you have any neighborhood friends? What do you like to do with them? (Explore their social relationships within their community).

"I interviewed you by asking you questions and I learned a lot about you today. I learned you: (have brother/sister, like/don't like, teacher...) I learned a lot about you, but you don't know very much about me. Now it's your turn to learn about me. I just interviewed you by asking you a bunch of questions about you, now you get to ask me a bunch of questions to find out about me. (Put pictures of yourself on the table as prompts). These pictures belong to me. You may ask me about any of these pictures on the table or what you might be wondering about me. Before you start to interview me, I would like you to tell me about some pictures that I brought". (Have the student identify clinician in each picture)

Picture #1 clinician with her family

Picture #2 clinician with a group of friends "Why do you think I have a picture of these people?"

Picture #3 clinician with one friend.

Conversation and Narrative Sample Outcomes: What to count/observe

1. Grammatical errors particularly in complex sentences: may indicate *potential* difficulties in comprehension as well as production of complex sentences
2. Mazes (i.e., repetitions and restarts): may indicate formulation difficulties
3. Reference errors (e.g., child talks about "he" but you are not sure who "he" is or child talks about a person by name but does not introduce the person)
4. Topic shifts (i.e., does child provide transitions to new topics so that you understand how the child moved to that topic? Does child shift to the same topic even when you show disinterest in that topic?)
5. Repair of communication breakdowns (if a breakdown does not occur, you may need to engineer one): assesses child's ability to meet the needs of a listener
6. Mental state verbs (e.g., these are verbs that indicate what the child or character in a narrative was thinking and include words like "know", "believe", "guess," "hope," "wonder," "wish", etc.): use of mental state verbs gives indication of child's perspective taking skills

Appendix B: Analog Tasks and Time Coding Samples

Examples of Analog Tasks

I. Cooperative group projects (Brinton, Fujiki, Montague, & Hanton, 2000)

1. Form a group of three children
2. Assign a single project as the group's task; examples of these projects include:
 - a. Seasonal collage on poster board
 - b. Construction of a vehicle from tinker toys
 - c. Creation of a milk jug animal
 - d. Construction of a periscope; specific instructions for this task were: "Look at this box. It's a periscope. This is how it should work. You look in here and you can see things above you. Little kids love these boxes. I need you three to make another one for our kindergarten class. Here are all the things you need. Work together to make another box just like this one. Decorate it any way you want. Let me know when you're done (Brinton, Fujiki, & Higbee, 1998)."
3. Instruct children to "work together" and remind children that "everyone" is expected to help with the project; inform children that they will be asked about their contribution and participation
4. Optional: assign specific roles to each child (use picture cues to remind children of their roles as needed)
 - a. "Materials Manager": this child makes sure that each member has the materials needed to complete the task; this child may leave his/her seat to get these materials
 - b. "Checker": this child keeps track of the time with a timer to make sure that the group completes the activity within 20 minutes
 - c. "Leader": this child makes sure that all students are on task and working together; if needed this child can speak to the SLP
5. Allow 20 minutes for the children to complete the project
6. Interview the children and ask them to describe and comment upon each member's contribution

II. Negotiation projects (Brinton, Fujiki, & McKee, 1998)

1. Form a group of three children
2. Introduce the "snack shop" (nine treats arranged in a box covered with cellophane). Each treat is given a specific "price" and costs between four and nine poker chips. Each child is given only three poker chips.
3. Give the following instructions: "This is a snack shop. You can buy these snacks with your chips. This number tells you how many chips you will need to buy each snack. See, this costs four chips. This costs seven chips. You decide what you want to buy. You will want to work together on this. When you know what you want, let me know. Please don't open this box. Decide what to buy and then give me your chips. I'll get the snack for you. Let me know when you are ready."
4. The SLP leaves the area. When summoned by the children, she returns and asks, "What did you decide on? Okay, and why did you choose that?" If children voice independent choices, remind them that they have to work together and combine their chips to get a snack.

Example of Time Sampling Coding for Analog Tasks

1. For collaborative activities: the SLP records one or more of the following during consecutive 15 second intervals:
 - a. Verbal collaboration: two or more children talk together about something related or unrelated to the activity
 - b. Verbal noncollaboration: one child states a comment or question but does not get a response from the other children

- c. Nonverbal collaboration: The child is doing something (e.g. coloring, cutting) related to the activity OR two or more children are doing something together that may be unrelated to the activity
 - d. Nonverbal noncollaboration: The child handles the materials but this action does not “help” in the project completion; or the child watches but does not participate, or the child plays with objects not involved with the project, or a child is doing anything else but no other child is joining in
2. For negotiation activities: The SLP may use 15 or 30 second intervals to record:
- a. Number of verbal turns by each child or a particular child
 - b. The type of turns
 - i. Prosocial: suggests a compromise or attempts to persuade the others about why the child’s choice is better
 - ii. Assertive: child “takes charge” of the situation, promotes his or her own agenda without considering other’s opinions
 - iii. Hostile: grabs the object, refuses to discuss a compromise, generally uncooperative
 - iv. Adult-seeking: threatens to tell an adult if the child does not get what she wants
 - v. Passive: child makes not attempts to negotiate; verbal turns are used to agree with others only

Appendix C: Selected Resources

Assessment

Part I. Parent/Teacher report measures (norm-referenced/criterion referenced scores are provided)

1. Bishop, D. (2003). *The Children's Communication Checklist-2-U.S. Edition (CCC-2)*. London: Psychological Corporation.
Parent forms; norm-referenced; ages 4;0 to 16;11. Includes scales for pragmatics, syntax, morphology, semantics and speech. Scores include a "General Communication Composite" and a "Social Interaction Difference Index (SIDI). (The SIDI score is meant to identify children with autism spectrum disorders).
2. Constantino, J. & Gruber, C. (2005). *Social Responsiveness Scale (SRS)*. Los Angeles: Western Psychological Services.
Parent and Teacher forms; norm referenced; ages 4-18 years. Provides T scores to identify severity of social deficits in individuals with autism spectrum disorders. Subscales include social awareness, social cognition, social communication, social motivation, and autistic mannerisms.
3. Gilliam, J. & Miller, L. (2006). *Pragmatic Language Skills Inventory*. Austin, TX: Pro-Ed.
Teacher forms; norm-referenced ages 5;0 to 12;0; 45 items with three subscales: classroom interaction skills, social interaction skills, and personal interaction skills.
4. Gresham, F., & Elliott, S. (2008). *Social Skills Improvement System*. Minneapolis, MN: Pearson.
Parent, Teacher, and Student (ages 8-18) forms; norm referenced, ages 3;0-18;0 for the parent/teacher forms. Summary scores are provided for "Social Skills," "Problem Behaviors" and "Academic Competence." Subscales are provided for communication, empathy, engagement, etc.
5. Myles, B., Bock S., & Simpson, R. (2001). *Asperger Syndrome Diagnostic Scale (ASDS)*. Los Angeles: Western Psychological Services.
Parent or Teacher; norm referenced; ages 5;0-18;0. Includes scales for language, social, maladaptive, cognitive, and sensorimotor.
6. Semel, E., Wiig, E., & Secord, W. (2003). *Clinical Evaluation of Language Fundamentals-Fourth Edition, Pragmatics Profile and Observational Rating Scale*. San Antonio, TX: The Psychological Corporation.
Parent and Teacher; criterion-referenced, ages 5;0 -21;11. The *Pragmatics Profile* includes items for rituals and conversational skills; asking for, giving, and responding to information; and nonverbal communication skills. The *Observational Rating Scale* includes items for listening, speaking, reading and writing.
7. Squires, J., Bricker, D., & Twombly, E. (2002). *Ages and Stages Questionnaires: Social-Emotional*. Baltimore, MD: Brookes Publishing.
Parent forms, criterion-referenced screening tool to assess social emotional behaviors in infants, toddlers, and preschoolers ages 6 – 60 months (there are separate forms for different ages).
8. Wiig, E. (2008). *Social Emotional Questionnaire*. Part of the *Social Emotional Evaluation* assessment. Available at superduperinc.com.
Parent or Teacher (examiner can compare percentages from each rater if both parents and teachers complete the form); criterion referenced screening tool, ages 6;0-12;11; 45 items

Part II. Pragmatic/Social Communication Checklists (no scores provided but may be useful for treatment planning)

1. Conversational Effectiveness Profile. Author: Tim Kowalski. Checklist of 111 social communication behaviors for preschoolers/school-age children. Available at: http://www.eshow2000.com/asha/2006/handouts/855_1343Kowalski_Timothy_089477_103106101912.pdf
2. Pragmatic Communication Skills Protocol. Available from Academic Communication Associates. For ages 3 and above. Checklist of 55 pragmatic skills.
3. The Pragmatics Profile of Everyday Communication Skills in Children. Structured interview form to complete with parents and teachers of preschool and school-age children. Available at: <http://www.wedit.wmin.ac.uk/psychology/pp/children.htm>
4. Pragmatic Protocol. Authors: Prutting & Kirchner (1983). Available through ASHA website (search Journal of Speech and Hearing Disorders).

Part III. Child measures (standardized and criterion referenced tests)

- Blank, M., Rose, S., & Berlin, L. (2003). *Preschool Language Assessment Instrument-2 (PLAI-2)*. Austin, TX: Pro-Ed, Inc. Ages 3;0-5;11.
- Bowers, L., Huisingsh, R., & LoGiudice, C. (2008). *Social Language Development Test: Elementary (SLDT-E)*. East Moline, IL: LinguiSystems, Inc.
- Bowers, L., Huisingsh, R., & LoGiudice, C. (2005). *Test of Problem Solving 3: Elementary (TOPS-3)*. East Moline, IL: LinguiSystems, Inc.
- Carrow-Woolfolk, E. (1999). *Comprehensive Assessment of Spoken Language (CASL)*. Circle Pines, MN: American Guidance Service, Inc. (Norm referenced; Ages 3;0 – 21-11).
- Gillam, R. B., & Pearson, N. A. (2004). *Test of Narrative Language*. Austin, TX: Pro-Ed.
- Phelps-Terasaki, D., & Phelps-Gunn, T. (2007). *Test of Pragmatic Language-2 (TOPL-2)*. San Antonio, TX: The Psychological Corporation.
- Wiig, E. (2008). *Social Emotional Evaluation*. Available at superduperinc.com. (Criterion-referenced; ages 6;0-12;11).
- Wiig, E., & Secord, W. (1989). *Test of Language Competence-Expanded Edition (TLC-E)*. San Antonio, TX: The Psychological Corporation.

Therapy Materials

- Baker, J. (2003). *Social Skills Training for Children and Adolescents with Asperger Syndrome and Social-Communication Problems*. Shawnee Mission, KS: Autism Asperger Publishing Company (www.asperger.net).
- Bellini, S. (2006). *Building Social Relationships*. Shawnee Mission, KS: Autism Asperger Publishing Company (www.asperger.net).
- Gajewski, N., Hirn, P., & Mayo, P. (1998). *Conflict Resolution and Community Interaction Skills – Book 3*. Eau Claire, WI: Thinking Publications. Now available from Super Duper Publications.
- Hess, L. (1998). *Face to Face: Facilitating Adolescent Communication Experiences*. Communication Skill Builders. Now available from Pro-Ed (www.proedinc.com).
- Hoskins, B. (1996). *Conversations: A Framework for Language Intervention*. Eau Claire, WI: Thinking Publications. (Now available through Super Duper)

- Kinney, J. & Kinney, T. (2003). *Know the Code Set*. Verona, WI: Attainment Company, Inc. (www.attainmentcompany.com).
- McClannahan, L. & Krantz, P. (2005). *Teaching Conversation to Children with Autism: Scripts and Script fading*. Bethesda, MD: Woodbine House.
- McGinnis, E. & Goldstein, A. *Skillstreaming* (includes early childhood, elementary, and adolescent curriculums). Available at <http://www.skillstreaming.com/>
- Model Me Kids* (2008). Teaching manuals and video DVDs to demonstrate a variety of social skills. Available from www.modelmekids.com.
- Murdock, L. & Khalsa, G. (2003). *Joining In! A Program for Teaching Social Skills*. Shawnee Mission, KS: Autism Asperger Publishing Company (www.asperger.net).
- Nowicki, S. & Duke, M. (1996). *Helping the Child Who Doesn't Fit In*. Atlanta, GA: Peachtree Publishers.
- Siperstein, G., & Rickards, E. (2004). *Promoting Social Success: A Curriculum for Children with Special Needs*. Baltimore, MD: Brookes.
- Vignettes for middle/high school students at www.goodcharacter.com.
- Winner, M. G. (2006). *Inside Out: What Makes a Person with Social Cognitive Deficits Tick?* Available at: www.socialthinking.com.