

Name: _____ Age: _____ Date: _____

COMMUNICATIVE INTENTS

- 1. Greeting _____
- 2. Request for object _____
- 3. Request for action _____
- 4. Request for information _____
- 5. Comment on object _____
- 6. Comment on action _____
- 7. Describing an event _____
- 8. Predicting _____
- 9. Hypothesizing _____
- 10. Denial _____
- 11. Making choices _____
- 12. Giving reasons _____
- 13. Closing _____

CONVERSATIONAL DEVICES

- 14. Answering _____
- 15. Volunteering to communicate _____
- 16. Attending to the speaker _____
- 17. Taking turns _____
- 18. Acknowledging _____
- 19. Specifying a topic _____
- 20. Changing topic _____
- 21. Maintaining a topic _____
- 22. Asking conversational questions _____
- 23. Giving expanded answers _____
- 24. Requesting clarification _____
- 25. Clarifying _____

TEST PROCEDURES - FORMAT 1 (Peanut Butter and Jelly)

As child enters the room, - check

Have cookies in tightly closed jar within child's view but out of reach so that child needs help reaching or opening the jar
- check

Ask child "How do you think we can get the jar open?" - check

Say "Do you want 'mumble'?" - check

Ask the child if he wants peanut butter or jelly on his cracker
- check

Hand the child the opposite of what he chose – check

Put the peanut butter and jelly on the table. Ask the child
"What are we going to do now?" - check

Tell the child to put the peanut butter or jelly on the cookie,
but do not provide a knife - check

Tell the child to get the knife, which is not in sight - check

Put the peanut butter and/or jelly on the cookie and eat it. Get
out extra big toothbrush and pretend to brush teeth - check

Hold a conversation with the child. During this, pull invisible
string so that rag doll falls off of table - check

Ask the child "What happened?" - check

Ask the child "Why did it fall?" - check

During conversation - check

As child leaves the room - check

GREETING

REQUEST FOR ACTION

HYPOTHESIZING

REQUEST FOR CLARIFICATION

MAKING CHOICES

DENIAL

PREDICTING

REQUEST FOR OBJECT

REQUEST FOR INFORMATION

COMMENT ON OBJECT

COMMENT ON ACTION

DESCRIBING EVENT

GIVING REASON

ANSWERING

VOLUNTEERING TO COMMUNICATE

ATTENDING TO THE SPEAKER TAKING
TURNS

ACKNOWLEDGING

SPECIFYING A TOPIC

CHANGING TOPIC

MAINTAINING A TOPIC

ASKING CONVERSATIONAL QUESTIONS

GIVING EXPANDED ANSWERS

CLARIFYING

CLOSING

TEST PROCEDURES - FORMAT 2 (Drawing)

Give the child and yourself a piece of paper and tell him to draw something. Do not give him a crayon - check

Ask the child if he wants a red or blue crayon - check

Put on big glasses and then show the child a picture of a person and call it a dog - check

Ask the child "Do you want to play with 'mumble'?" - check

Ask the child "What are we going to do?" - check

The tester calls the child, then the child calls the tester on the telephone - check

Hold a conversation with the child. During this, make a remote control toy move. The toy should be out of sight of the tester and covered with a cloth - check

Ask the child "What happened?" - check

Ask the child "What do you think is under the cloth?" - check

Ask the child "Why did it move?" - check

Make the toy move briefly - check

During conversation - check

As child leaves the room - check

REQUESTING AN OBJECT

MAKING CHOICES

COMMENTING ON OBJECT and DENIAL

REQUEST FOR CLARIFICATION

PREDICTING

GREETING AND CLOSING

COMMENT ON ACTION

DESCRIBING EVENT

HYPOTHESIZING

GIVING REASON

REQUEST FOR ACTION

ANSWERING

VOLUNTEERING TO

COMMUNICATE

ATTENDING TO THE SPEAKER

TAKING TURNS

ACKNOWLEDGING

SPECIFYING A TOPIC

CHANGING TOPIC

MAINTAINING A TOPIC

ASKING CONVERSATIONAL QUESTIONS

GIVING EXPANDED ANSWERS

CLARIFYING

CLOSING