

## CSS COMMUNICATION PROFILE COVER SHEET IDENTIFYING INFORMATION

Student Name: \_\_\_\_\_

OSIS #: \_\_\_\_\_

School: \_\_\_\_\_

Program Ratio: \_\_\_\_\_

D.O.B.: \_\_\_\_\_

### Directions: CSS Communication Profile

This document is intended to summarize and monitor a student's strengths and weaknesses-- it is not a test. RIOT (**R**eview, **I**nterview, **O**bservation, **T**est) procedures should be followed throughout the profile. The CSS Communication Profile is designed for students with a cognitive-linguistic level of approximately 3.6 years. The majority of skills represented within the profile, have been taken from: McLean, J and Snyder McLean L. (1992) Best Practices in Communication Intervention for Students with Severe Developmental Disabilities. A key of: + (consistently has skill), +/- (skill is inconsistent or emerging) and - (skill not demonstrated) is recommended to help with the prioritization of skills to address. Typically +/- skills (emerging skills) are skills that should be targeted as possible goals. For more severely involved students + skills are sometimes identified in order to actualize the skill to more environments and with more people.

Semester/Year	Pen Color	Speech Therapist

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 Compiled by: New York City Department of Education, District 75, Citywide Speech Services \* Judson, London, Schuler, Lindroth, Noto, Ellias & Meehan\* 2010

<b>COMMUNICATION PROFILE</b>		
Name:	Therapist:	Date:
Diagnosis:		
<p style="text-align: center;"><b>SENSORY/MOTOR</b></p> <p>(+, - in this section = present or not present)</p> <p><input type="checkbox"/> <b>Hearing Impairment</b> (describe)</p> <p><input type="checkbox"/> <b>Vision Impairment</b> (describe)</p> <p><input type="checkbox"/> <b>Motor Impairments/Feeding Problems</b></p> <p><b>Sensory Processing/Integration Issues</b></p> <p><input type="checkbox"/> Heightened auditory/visual sensitivity</p> <p><input type="checkbox"/> Hyporeaction to auditory/visual information</p> <p><input type="checkbox"/> Hyperactivity/Distractibility</p> <p><input type="checkbox"/> Difficulty with transitions</p> <p><input type="checkbox"/> Persistent self stimulation</p> <p><input type="checkbox"/> Poor motor planning</p> <p><input type="checkbox"/> Unpredictable emotional outbursts</p> <p><input type="checkbox"/> Perseveration</p> <p><input type="checkbox"/> Other</p>	<p style="text-align: center;"><b>TO ASSESS</b></p> <p><i>Look in student's records for evidence of hearing and/or vision screening or testing. Note the results.</i></p> <p><i>Look in the records for diagnosis of motor impairments. Observe student during mealtime.</i></p> <p><i>Does the student avoid or crave:</i></p> <p><i>touch, movement, sounds, lights, foods/smell</i></p> <p><i>Does he/she have self-stimulating behaviors such as rocking, finger flapping?</i></p>	<p style="text-align: center;"><b>RESULTS/OBSERVATIONS</b></p>
<p style="text-align: center;"><b>INTEREST INVENTORY</b></p> <p>Favorite Foods, Beverages</p> <p>Favorite Toys and /or Activities</p> <p>Free Time Choices</p> <p><input type="checkbox"/> normal range of interests <input type="checkbox"/> restricted interests</p>	<p><i>*Interview teachers and caregivers</i></p> <p><i>*Observe student in unstructured situation</i></p> <p><i>*Conduct formal reinforcer assessment (hand student series of food or non-food items (See PECS manual)</i></p> <p><i>*Be sure you evaluate a variety of toys, books, music, sensory stimulation activities</i></p> <p><b>ABLLS: Section A</b></p>	
<p><b>LEVEL OF COMMUNICATION INTENTIONALITY</b></p> <p><input type="checkbox"/> <b>No</b> intentional communication – does not understand that he/she can have an effect on others (adults must infer what student wants).</p> <p><input type="checkbox"/> Intentional communication <b>without words/symbols</b> (does not recognize or understand words/other symbols when presented; student uses actions or gestures)</p> <p><input type="checkbox"/> Intentional communication <b>with words/symbols</b> when symbols are made available; understands words/symbols</p>	<p><b>ABLLS: F1 to F7</b></p> <p><b>EASIC Prelanguage – 27, 10, 11</b></p> <p><b>Nonspeech Test – Expressive #10, 20, 21, 22</b></p> <p><b>PLS-4 – Recept. #13 – 16, 20 Expr. #11, 1, 17 - 19</b></p> <p><b>Brigance Early Development: E-1, E-2, E-3</b></p> <p><i>Look for presence or absence of purposeful communication: pulling, pointing, eye-pointing</i></p> <p><i>Determine <u>potential</u> for use of symbols-words, picture symbols, signs: Test receptive language. Give non-speaking students an opportunity to use picture symbols.</i></p> <p><i>You may need to model the use of the symbols many times before the student learns the meaning of the symbols. Try PECS. Compare expressive and receptive language skills.</i></p>	

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**FORMS OF COMMUNICATION****Challenging Behaviors** tantrums  self-injurious  aggressive **Body Movement** **Eye pointing** **Non-speech vocalizations****Echolalia**  Immediate  Delayed**Gestures**  Contact  Distal (reach)  Conventional (pointing, waving, showing) Rich gestural system  Combines gestures **Manual signs** **Manual communication board** **PECS - Phase 1, 2, 3, 4, 5, 6** (circle) **Voice output device** (name): \_\_\_\_\_**Number and type of symbol student uses:** 1-4  5-8  9-16  17-32  32+ objects  TOBIs  photographs line drawings  written words

Size of symbols \_\_\_\_\_

Color coding of symbols \_\_\_\_\_

**Number of symbols presented at one time:** 1-2  3-4  5-8  9-20  20+**If using AAC, note environments in which it is used:** Speech room  Classroom Lunchroom  Home  Community**Access Method:**  pointing  scanning eye gazing/eye pointing  Other \_\_\_\_\_ **Speech****Rate, Prosody, Fluency** (describe)**Intelligibility:**  familiar listeners only in context  unfamiliar listeners**Oro-motor skills:**  drooling structural anomalies poor oral posture  groping**Breath control for speech:** adequate  poor

**Observe the student in a variety of environments and interview caregivers/other staff. Note specific examples. A student may use more than one mode. Interview caregivers.**

*If the student has challenging behaviors, conduct a **Functional Behavioral Analysis**. Do these behaviors appear to serve a communicative purpose?*

*If the student is non-speaking and uses gestures, note the gestures the student uses (how rich the gesture system is).*

*If the student is using PECS or has a communication board or device, note if he uses it spontaneously. Is he/she effective using it? How well do his/her communication partners respond to the student's communication? Does it have messages for a variety of communicative situations?(attach copies of overlays if possible)*  
*If the student is non-speaking and does not have a picture or word-based system, look for ability to: use line drawing symbols, TOBI symbols, objects to object symbols – model the use of the symbols in a meaningful activity and look for the student's ability to associate the symbol with the object or action.*

**ABLIS: F1 to F7, E1 to E20****Articulation/phonology errors:****Goldman-Fristoe Test of Articulation, CAAP, PLS – 4.****Moving Across Syllables, speech sample Speech Mechanism Checklist.**

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<p style="text-align: center;"><b>ACTIONS ON OBJECTS</b> <b>Early Cognitive Skills</b></p> <p><input type="checkbox"/> Attends to objects</p> <p>Capable of <b>Acting on Objects</b>:</p> <p><input type="checkbox"/> All objects in the same manner</p> <p><input type="checkbox"/> Different objects in different ways</p> <p><input type="checkbox"/> Functional/conventional ways</p> <p><input type="checkbox"/> Demonstrates direct means-end</p> <p><input type="checkbox"/> Demonstrated indirect means-end</p>	<p><b>This section is only for students who do not appear to understand or use language!</b></p> <p><b>ABLRS-R: K1, K3, K4, K5, K7</b> <b>EASIC Prelanguage #8, 12</b> <b>PLS-4 – Comp #8, 9, 19</b> <b>Nonspeech Test - #26</b></p> <p><b>*Administer the <i>Sensory-Motor Probes</i> and the <i>Means-End Causality Probe</i></b></p>	
<p><b>EARLY INTERACTIONS WITH PEOPLE</b></p> <p><input type="checkbox"/> <b>Attends to partner- Joint Attention</b> (does not have to be eye contact)</p> <p><input type="checkbox"/> Has <b>eye-contact/face regard</b></p> <p><input type="checkbox"/> <b>Looks at objects</b> that someone else is interested in; <b>shared focus</b></p> <p><input type="checkbox"/> <b>Shifts focus</b> (dual focus) from shared object/activity to partner</p> <p><b>Takes turns</b> within a simple interaction with or without objects <input type="checkbox"/> with adults <input type="checkbox"/> with peers</p> <p><input type="checkbox"/> <b>Waits turn</b> within an interaction (attends to partner)</p> <p>Initiates <b>frequent turns</b> in familiar situations</p> <p><input type="checkbox"/> with adults <input type="checkbox"/> with peers</p> <p><b>Imitates</b> <input type="checkbox"/> gestures <input type="checkbox"/> words <input type="checkbox"/> actions on objects</p> <p><b>Initiates</b> Interaction</p> <p><input type="checkbox"/> With familiar adult <input type="checkbox"/> with peer</p> <p><b>Maintains</b> interaction</p> <p><input type="checkbox"/> With familiar adult <input type="checkbox"/> with peer</p> <p><b>Terminates</b> interaction</p> <p><input type="checkbox"/> familiar adult <input type="checkbox"/> with peer</p> <p><input type="checkbox"/> <b>Shares own</b> interests and feelings with others</p> <p><input type="checkbox"/> Shares in the <b>interests of others</b></p> <p><input type="checkbox"/> <b>Greets</b> familiar adults <input type="checkbox"/> peers</p> <p><input type="checkbox"/> <b>relinquishes desired items</b> to adults <input type="checkbox"/> peers</p>	<p><b>*Administer <i>The Interactive Evaluation</i></b></p> <p><b>ABLRS-R: K2, K8, K9, K10, K11, K12, K13, K14, K15 and L1 to L34</b> <b>EASIC-Prelanguage # 24 – 25</b> <b>PREP-Dyadic Discourse</b> <b>PLS-4 – Aud. Comp. #1, 2, 4, 6, 13; Exp. Comm. #6, 11, 18, 19, 21</b> <b>Nonspeech Test – Rec. #1 – 11; Exp. #9, 10, 16 - 20</b> <b>Brigrance Early Development: G1</b></p> <p><i>* Does student turn toward move near partner? Does student look at partner?</i></p> <p><i>* Does the student join your focus on the object?</i></p> <p><i>* Can he/she shift attention between the object/activity and his/her communication partner?</i></p> <p><i>Do a simple action. Put material in front of student. See if he takes a turn. Does the student wait while partner takes a turn?</i></p> <p><i>*Note how frequently student initiates communication</i></p> <p><i>Observe the student during a fun activity or conversation in which he/she has ample opportunity to participate:</i></p> <p><i>* Does he/she attempt to get the partner to engage in a communicative exchange or activity?</i></p> <p><i>* Does he/she stay with the activity and take turns so that the activity or conversation continues through several turns?</i></p> <p><i>* How does he/she show that he/she is finished with the activity? (turn away, say something)</i></p>	

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<p><b>EARLY COMMUNICATIVE FUNCTIONS</b> (May be non-verbal)</p> <p><b>Requests</b>  <input type="checkbox"/> Food <input type="checkbox"/> Objects <input type="checkbox"/> Actions <input type="checkbox"/> Information  <input type="checkbox"/> Makes choices <input type="checkbox"/> Permission <input type="checkbox"/> Help</p> <p><b>Rejects/Protests</b>  <input type="checkbox"/> Objects <input type="checkbox"/> actions</p> <p><b>Seeks attention to</b>  <input type="checkbox"/> Self <input type="checkbox"/> objects/actions/people  <input type="checkbox"/> <b>Social acts</b> (please, thanks, hi, bye, sorry)</p> <p><b>Comments on</b>  <input type="checkbox"/> self  <input type="checkbox"/> proximal object/person <input type="checkbox"/> distal obj/person</p> <p><b>Requesting answer</b> (asking a question)  <input type="checkbox"/> verbally <input type="checkbox"/> nonverbally</p> <p><b>Repairs communication breakdowns</b>  <input type="checkbox"/> by repeating <input type="checkbox"/> by doing something else</p>	<p><b>*Administer <i>The Interactive Evaluation</i></b>  <b>ABLRS-R: F1 to F14</b>  <b>EASIC Prelanguage - #21 &amp; 27</b>  <b>Brigrance Early Development - E-4</b></p> <p><i>* Provide interesting objects that are in sight but out of reach. See if the student verbally or nonverbally requests. Give cues and prompts if necessary.</i>  <i>*After giving a choice, give the student the thing he did not request does not want or like. See if he rejects or protests.</i>  <i>* Sit with two or more students and do something interesting with one of the students (not the one you are testing). See if the student tries to get your attention.</i>  <i>*Model social acts, see if the student will use them.</i>  <i>*Have something funny or unusual happen. Pretend not to notice. See if the student will point it out.</i>  <i>*Look and listen for verbal and/or nonverbal questioning i.e. pointing, with questioning facial expression; interrogative intonation</i></p>	
<p><b>COMPREHENSION/RECEPTIVE LANGUAGE</b></p> <p><input type="checkbox"/> Anticipates next step in familiar routine</p> <p><input type="checkbox"/> Responds appropriately to gesture and object cues</p> <p><input type="checkbox"/> Understands single words</p> <p><input type="checkbox"/> Understands multiple-word combinations</p> <p><input type="checkbox"/> Understands directions when presented as visual symbols (visual schedules, supersymbols)</p> <p>Understands <u>visual symbols</u>  <input type="checkbox"/> Object Symbols <input type="checkbox"/> TOBIs <input type="checkbox"/> photos  <input type="checkbox"/> Line Drawings <input type="checkbox"/> Written words</p>	<p><b>ABLRS-R: C1 to C57 and N1 to N10</b>  <b>EASIC Prelanguage - #19, 20</b>  <b>EASIC Receptive Level I – whole section</b>  <b>PLS – 4 – 10, 11, 13, 14, 15, 16, 18, 20 – 56, 58</b>  <b>Nonspeech Test – Receptive Language</b>  <b>PREP Receptive Language Section</b>  <b>Receptive One-Word Picture Vocabulary Test</b>  <b>Test for Auditory Comprehension of Language 3</b>  <b>Brigrance Early Development: E, F</b></p> <p><i>Engage the student in a familiar routine. Pause and see if student initiates the upcoming step.</i>  <i>Name objects that are present without giving gestural or contextual cues. Does the student look at, reach for, or point to the object named?</i>  <i>Can he/she follow simple instructions without gestural or contextual cues? If the student doesn't understand, does he/she make sense of pictures?</i></p>	

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<p><b>Listening Skills</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Has poor auditory attention</li> <li><input type="checkbox"/> Difficulty listening in the presence of background noise</li> <li><input type="checkbox"/> Gives slow or delayed responses</li> </ul>	<p><i>May put hands over ears in noisy situations.</i>  <i>Does not turn when name called, even though student knows name.</i>            Try amplification to see if it increases receptive function (attention, understanding)</p>	
<p><b>Later Communicative Functions</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Make a statement</li> <li><input type="checkbox"/> Ask a question – <i>What? Where?</i></li> <li><input type="checkbox"/> Answer a question – <i>What? Where?</i></li> <li><input type="checkbox"/> Tell someone <u>not</u> to do something</li> <li><input type="checkbox"/> State an intention</li> <li><input type="checkbox"/> Answers <i>yes/no</i> questions</li> <li><input type="checkbox"/> Request clarification</li> <li><input type="checkbox"/> Make a suggestion</li> <li><input type="checkbox"/> Offer something</li> <li><input type="checkbox"/> Make indirect requests</li> <li><input type="checkbox"/> Express/describe feelings</li> <li><input type="checkbox"/> Ask favors</li> </ul>	<p><b>ABLRS-R: F15 to F29</b>  <b>EASIC Exp. Level 1 - #33; Exp. Level II #32</b></p> <p><i>Observe the student in a variety of settings with a variety of partners. It may not be possible to observe all functions, but observing a few functions will give a general level of functioning. Compare general level of communicative functions with receptive and expressive vocabulary and syntax</i></p>	
<p><b>Conversation Skills</b></p> <p><b>Topics</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Primarily about here &amp; now</li> <li><input type="checkbox"/> With help can talk about familiar things that just occurred</li> <li><input type="checkbox"/> With help talks about specific past events or routine upcoming events</li> </ul> <p><b>Topic Maintenance</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Able to take one or two turns</li> <li><input type="checkbox"/> Can take a few turns by introducing or changing the topic</li> <li><input type="checkbox"/> Can go beyond a few turns</li> </ul>	<p><b>EASIC Exp. Level 1 - #31, 32</b>  <b>EASIC Exp. Level 2 - #28, 29</b>  <b>Brigance Early Development: E-4</b></p> <p><i>For students who are speaking, observe the student having conversations with a number of familiar communication partners. Informally probe for information not obtained from observations.</i></p>	
<p><b>Social Skills</b></p> <p>Social Skills are embedded throughout this communication profile. Social skills encompass virtually every aspect of daily life. Therefore, it is recommended that you evaluate your student's social skills while you assess all of the other sections in this profile. We suggest that you begin by using some of these checklists referenced in the adjacent column.</p>	<p><b>Social Language Development Test-Elementary</b>  <i>(LinguiSystems)</i>  <b>Social Skills Checklist: Project DATA, University of Washington</b>  <b>Social Skills Menu: J Baker 2003</b>  <b>Checklist of Socio-Pragmatic Language Behaviors for Students with Sensory Impairment: <a href="http://education.samford.edu">education.samford.edu</a></b></p>	

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<p><b>WORD KNOWLEDGE &amp; SENTENCE STRUCTURE/ EXPRESSIVE LANG.</b></p> <p><b>Phase 1 - Single-Word Level</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Existence/nonexistence (names of people and objects, that, there, this, here, no more, all gone, away, finished, bye)</li> <li><input type="checkbox"/> Recurrence (more, again, another)</li> <li><input type="checkbox"/> Rejection/denial (no, don't, stop, not, wrong)</li> <li><input type="checkbox"/> Attributes (big, dirty, blue)</li> <li><input type="checkbox"/> Possession (mine, your, my, name of owner)</li> <li><input type="checkbox"/> Actions and Locative actions (sit down, in, out)</li> </ul> <p><b>Phase 2 - Two-Word Level</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Agent + action</li> <li><input type="checkbox"/> Action + object (<i>ride this</i>)</li> <li><input type="checkbox"/> Entity/action + location (<i>sweater chair</i>)</li> <li><input type="checkbox"/> Locative action + object (<i>away picture</i>)</li> <li><input type="checkbox"/> Possessor + entity (<i>mommy sock</i>)</li> <li><input type="checkbox"/> Attribute + entity (rare in this stage)</li> <li><input type="checkbox"/> Relational word + object (<i>this necklace</i>)</li> <li><input type="checkbox"/> Negation + object (<i>no pocket</i>)</li> <li><input type="checkbox"/> Recurrence + object (<i>more soap</i>)</li> </ul> <p><b>Phase 3 – Further Semantic-Syntactic Development</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Agent + action + object (<i>I do it, Mommy open that</i>)</li> <li><input type="checkbox"/> Entity + action + location (<i>baby sit chair</i>)</li> <li><input type="checkbox"/> Existence + attribute (<i>I big boy, big ball there</i>)</li> <li><input type="checkbox"/> Quantity &amp; plurals Noun + <i>s</i> (<i>two buildings</i>) Number words (<i>two</i>)</li> <li><input type="checkbox"/> State words (<i>want, need, like, angry, sleep</i>)</li> <li><input type="checkbox"/> Pronouns (some children use)</li> </ul>	<p><b>ABLRS-R: G1 to G47, H1 to H49, I1 to I9 and J1 to J20</b></p> <p><b>EASIC Expressive Level I (one &amp; two word level)</b></p> <p><b>EASIC Expressive Level II</b></p> <p><b>PLS – 4</b></p> <p><b>E-OWPVT</b></p> <p><b>Brigance Early Development: E, F</b></p> <p><b>For inclusion students:</b></p> <p><b>TOLD P:3</b></p> <p><b>CELF Preschool</b></p> <p><b>CELF</b></p> <p><i>Record and transcribe a short language sample. Provide interesting things for the student to talk about: pretend play toys, books. Avoid asking questions and using picture cards with individual items, as these require short utterances. Is this sample typical for the student? If not, what can be done to get a more typical sample? If yes: What phase most matches the student's language? Look at the individual items in that phase and the phase before and after. Circle the items the student produced. Please note: the items listed are only a few of the structures that appear at each phase. They appear as examples of that phase. Please consult Bloom and Lahey for a complete list. Probe for the individual items not produced in this sample. If the student is using AAC, note the phase that most typically matches his/her expressive communication. Does the AAC device have symbols that allow the student to produce the individual items under that phase? If not, provide those symbols. Does the AAC device have the symbols that allow the student to move to the next phase?</i></p>	
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#### Phase 4 - Beginning Morphology & Embedded Relations

- Question word – *what's this?, where*
- Verb + Prepositions – *in, on*
- Verbs of notice – *see, look, here, listen, etc.*
- Verb tense - Verb + *ing*,  
Gonna/wanna + verb,
- Third person singular verb + *s*
- Rejection (2-3 words) – *No want that*
- Embedding – *I want eat cookie. Look at that*
- Article “a” – *a book*

#### Phase 5 –Successive Utterances

- Successive utterances (w/ or w/o “and”)  
*Mommy has a coat and Daddy has a jacket*
- Successive utterances with an implied causal relationship - *Have dirty hands. Havta wash um.*
- Indirect objects - *Give the ball to Mary.*
- Specification - *I want that ball*
- Morphemes – possessive ‘s,
- Irregular past tense with action verbs  
*can't, not, don't, didn't + verb*
- Verb *to be* used more frequently with existence
- Prepositions with verbs – *Put this on my lap.*

#### Phase 6 - Complex Sentences

- And*, to connect sentences  
*It fell down so it broke.*
- Sequencing indicated by two clauses  
*I gonna put it here and read another one.*
- Now – *now my turn*
- Locative action + attribution  
*The dirty banana goes in the garbage*
- Locative action + recurrence  
*I want more milk here*
- Article “the” – *Let's put these in the box.*
- To* and *for* used with indirect objects  
*This is for Mommy.*

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### Phase 7 – Syntactic Connectives & Modal Verbs

- Because and so* used to connect sentences
- Contrasting relations  
*I saw Mary, but I didn't see Peter.*
- And then* – used to indicate sequence  
*Mary gets the paper and then she writes.*
- Sentence complements, different subject  
*I want Mommy to eat cookie.*
- When* – used to indicate simultaneous action
- What, how and who* + action  
*What you doing? How you do that?*
- Verbs of cognition: *Know what, know where, think*
- Modal verb - *can*

### Phase 8 - Relative Clauses

- Relative clauses begin with *that, where*  
*(This is where it goes.)*
- Verb complements using *say, ask, tell*  
*Mommy said I could have it.*
- Beginning to use relative clauses  
*I want the doll that's in the house.*
- Should, must, have to*
- Watch, see, look* + relative clause  
*Look what I ate.*
- Regular past tense (*-ed*)
- Asks causal questions with *why*
- Verb *to be* use with present progressive  
*(He is going)*

**Key: + consistently has skill independently with a variety or partners across a variety of environments, +/- skill is inconsistent or emerging, - skill not demonstrated**

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## NARRATIVE STAGES

- ❑ **Heaps (2 yrs)**→ information of unrelated or semi-related statements. No cohesive ties used.
- ❑ **Sequences (2-3 yrs)**→ contains related statements, *w/o temporal sequencing* involved. Contains a central character, topic or setting.
- ❑ **Primitive Narratives (3-4 yrs)**→ discussion of events based on a core topic, requiring the child to interpret or predict events. No recognition of causality between thoughts and events. Some cohesive ties such as *pronominals* (this, that, any, some) and reiteration of main characters name (he, she) which link sentences to the theme, but not to each other.
- ❑ **Unfocused Chain (4-4.5 yrs)**→ doesn't contain a central topic or character. Contains actual sequences of events, with logical cause-effect relationships. Conjunctions used (eg. and, but, & because), connecting words (eg. well).
- ❑ **Focused Chain (5 yrs)**→ central character and logical sequence of events, *w/o* an ending and is left for the listener to interpret.
- ❑ **True Narratives (6-7 yrs)**→ true plot, character development, and sequence of events. A problem is presented and then resolved in the end.
- ❑ **Narrative Summaries (7-11 yrs)**→ children begin to summarize and categorize stories. They can identify it has 'funny', 'sad', or 'boring and long'.
- ❑ **Complex Narratives (11-12)**→ multiple embedded narrative structures.
- ❑ **Analysis (13-15)** → can evaluate stories or elements of a story.
- ❑ **Generalization (16+yrs)**→ more sophisticated analysis, and can focus on the story's meaning, formulate abstract statements, about the message or theme of story, and focus on their reactions.

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## EASIC Exp. Level II - #30

**PLS – 4: Exp. Comm.# 65, 66**

### CELF-4: Story Recall

**TNL-Test of Narrative Language**

**Narrative Assessment Profile**

**SGM: The Story Grammar Marker Program**

**Narrative Toolbox (workbook)**

**Brigance: (Green Book) Section B1: Story Telling Section**

**Westby's Story Grammar (1992)**

**McCabe's High Point Analysis**

### *Take a narrative sample:*

*Encourage the student to talk about an event that just happened*

*Read a familiar story that the student enjoys and ask the student to retell the story.*

*Ask the student to tell about a TV or movie.*

*Use wordless picture books, Sequencing cards*

*Encourage spontaneous story-telling.*

*Ask open-ended questions to elicit more information*

*Have the student draw and color a story during telling or retelling.*

*If the student can write (and its not frustrating) have the student write a spontaneous story/recall a familiar story.*

*Record and transcribe several types of narratives.*

*Decide what stage the student falls under based on their understanding and expression of macro and micro structures.*

<p><b>STORY GRAMMAR COMPONENTS</b></p> <p><b>MACROSTRUCTURE</b>  Setting</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Character</li> <li><input type="checkbox"/> Place and time</li>   <li><input type="checkbox"/> Initiating Event/Problem</li> <li><input type="checkbox"/> Reaction/Internal response</li> <li><input type="checkbox"/> Goal/Plan of action</li> <li><input type="checkbox"/> Attempt to meet goal</li> <li><input type="checkbox"/> Consequence</li> <li><input type="checkbox"/> Resolution/Ending</li> </ul> <p><b>MICROSTRUCTURE</b>  <b>(gluing the sentences together)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Referents</b>→ noun or phrase from one sentence is referred to by a pronoun.</li> <li><input type="checkbox"/> <b>Substitutions</b>→ a pronoun for a word or group of words where</li> <li><input type="checkbox"/> <b>Ellipsis</b>→ attempts to reduce redundancy in between sentences</li> <li><input type="checkbox"/> <b>Lexical ties</b>→ repetition of a word in previous sentence, or a word semantically related to a particular category.</li> </ul> <p><b>Connective words/Conjunctions</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Additive→ and, and then</li> <li><input type="checkbox"/> Temporal→ then, soon, first</li> <li><input type="checkbox"/> Causal→ because, so, if</li> <li><input type="checkbox"/> Adversative→ but, however</li> </ul>	<p><i>Look at several typical narratives that the student has produced. Note if these elements are used regularly.</i></p> <p><i>These are all of the necessary parts of a true narrative. As stories become more complex, there will be an increase in number of components (ie. multiple characters, settings, problems)</i></p> <p><i>If all of the Macrostructure is present and their microstructure is lacking, the story can almost be incomprehensible.</i></p> <p><b>Cultural Differences:</b>  <i>*Keep in mind the cultural differences in narrative structures* (Topic-associated vs. Topic-centered). It is necessary to first present something that is culturally familiar, and then less familiar. However, there are some commonalities with all cultures, such as the ability to recount experiences to others, verbally recast experiences before play, and use stories to converse, share information, entertain and socialize.</i></p> <p><i>*Also keep in mind the vocabulary use and variety, along with morphology and syntax.. In narrative structures these elements could be presented different than at the sentence level.*</i></p>	
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<p style="text-align: center;"><b>Play Skills</b></p> <p><input type="checkbox"/> Pretends daily experiences but without sequence</p> <p><input type="checkbox"/> Pretends less frequent experiences</p> <p><input type="checkbox"/> Pretend play has a sequence</p> <p><input type="checkbox"/> Can use doll house or other miniature representations, dolls/puppets participate</p> <p><input type="checkbox"/> Begins to problem-solve events, dolls/puppets act out scenes</p> <p><input type="checkbox"/> Plans a sequence of pretend events; children cooperate with each other</p> <p><input type="checkbox"/> <u>No social interaction</u> – plays alone using toys that are different from those being used by children nearby.</p> <p><input type="checkbox"/> <u>Parallel play</u> – minimal social interaction alongside one another using the same toys and materials. May look at each others toys or make eye-contact or imitate other child. Show definite awareness of others.</p> <p><input type="checkbox"/> <u>Associative play</u> – play with each other, each child pursuing his own interests within the same activity. Talk about what they are doing, exchange materials and follow each other around</p> <p><input type="checkbox"/> <u>Cooperative play</u> – play together in a group that is organized to achieve some goal, as in a socio-dramatic play or when playing a formal game. There is a sense of group cohesiveness, with one or two leaders. The children cooperate and collaborate to accomplish the goal.</p>	<p><b>ABLIS-R: K1 to K15</b>  <b>Westby Play Scale</b>  <b>EASIC Prelanguage - #26</b>  <b>PLS-4 – Aud. Comp. #17 &amp; 19</b>  <b>Brigance Early Development: G-1, G-2, G-3</b></p> <p><i>For younger students, play skills can provide a window on language skills. A play evaluation can also provide information on what toys/activities can be used in therapy.</i></p> <p><i>If the student has significant delays in symbolic play, present the student with “construction-type” toys such as puzzles and blocks. Students with autism often show symbolic play deficits but show relative strengths in constructive play.</i></p>	
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