**Module 3 Fluent Speech Child/Adolescent**

**Administration**

**Purpose-** a warm up and to observe the child’s interactive behavior during a structured task.

**1. Construction Task**—block puzzle

--Remove all blocks from container, place on table for child to see, but out of reach

--Place printed design in front of child

--Point to design and puzzle pieces saying, **“I want you to put these pieces together to fill in this picture. You are supposed to use all the pieces. You can start with these** [hand a few pieces]**. Let me know if you need more pieces.”**

--Remaining blocks should be within sight, out of reach, on other side of arm

--If child does not ask deliberately look at him/her

--continue gaze for *3-5 seconds*. If the child does nothing, gesture toward the design and say, **“Are you doing all right?”** or **“How are you doing?”**

--If NR, ask **“Do you need more blocks?”**

--When child finished, place container in front of child, open it, put some blocks in while saying, **“Time to clean up”**

--Watch to see if child helps

**NOTES:** Doeschild freely engage? Ask for help? Not a measure of motor skills

Indicates a need for more pieces

-reach over

-vocalize

-gesture

-make eye contact

Communication Sample (1st 15 to 20 utterances to ensure correct modules has been chosen)

**2. Make-Believe Play**—Materials: two male action figures and a female action figure, with one prop for each’ miniature hairbrush; two small tools; toy dinosaur. Bag 2 small spoons and plates, several pieces of miniature food, small pitcher, miniature book, toy car, toy rocket, small ball, hologram disk, two pieces of “junk” (small piece of cloth and small jewelry box. If needed other materials from Module 2 may be added (Bag 1) but they require less creativity so take this into account when coding.

**Purpose-** observe the child’s creative/imaginative use of miniature play objects in an unstructured task.

\*Can substitute with Module 3 toys if more age appropriate (Address #4 and #5 here).

--Lay out materials saying, introduce the action figures (i.e. **Here are a princess, a wrestler and a soldier and their pet dinosaur**)

--Lay out materials in bag 2 saying **Here are some of their things. Can you play with these for a while?**

--Observe the participant’s behavior. If he does nothing or seem uncomfortable then after a few moments say **I’ll play with these.**

**--**Pick up objects for yourself and make some limited but creative use of the objects without including the participant. Describe the events that you are carrying out. Then ask **What are you going to do with yours**

**--**Comments, show interest, and encourage throughout the task. Be careful to not actually tell the participant what to do. Ask them what they are doing by saying **That looks interesting-what are you doing there** Try prompting backwards i.e. **How did this happen? Who is this? Where did he come from?** Be sure to make a distinction between child’s creativity or copying the examiner

**NOTES**

What kind of imaginative sequences were observed?

How were the dolls used? Did they interact with each other?

Any repetitive or sensory interests in the materials?

Social Overtures?

Spontaneous Language, facial expression, gestures?

How did child respond to the examiner?

**3. Joint Interactive Play**— Materials: two male action figures and a female action figure, with one prop for each’ miniature hairbrush; two small tools; toy dinosaur. Bag 2 small spoons and plates, several pieces of miniature food, small pitcher, miniature book, toy car, toy rocket, small ball, hologram disk, two pieces of “junk” (small piece of cloth and small jewelry box. If needed other materials from Module 2 may be added (Bag 1) but they require less creativity so take this into account when coding.

**Purpose-** assess degree and quality of child’s coordination of behavior and affect with the examiner in joint interactive play. Then assess if the child helps clean up.

\*Must let child know the play is to be interactive.

--After child has had sufficient opportunity to initiate make-believe play”, ask, **Can I play too?** Or **Who should I be?** Or **Now I’d like to join you.**

--Immediately manipulate objects to press for joint interactive play

--Pick up an action figure & have it give something to child’s action figure. If child responds, respond in turn

--If NR, try another kind of interactive play. Give four attempts at play if child does not respond. Add complexities by getting the other figure involved

**--**If NR hand the child a doll and then use your own doll to direct an action (kicking a ball, riding a rocket) towards the child’s doll.

--Avoid directing play too much, but may be helpful to say something such as **What do you want to be? I’ll be the wrestler** If necessary hand a figure to the child and say **You can be the army guy**

--Be sure to be in the spirit of play and show pleasure or worry or whatever emotion is appropriate

--Allow play to continue for a few minutes and allow child the opportunity to clean up materials.

**FOCUS**

Reciprocity - the goal is for the child, not you, to develop interaction

Shared enjoyment-

Novel initiative beyond direct response to examiner

Does the child suggest idea for the play?

Can he follow or join in with examiners ideas?

**4. Demonstration Task**—Hand towel & soap

**Purpose-**assess the child’s ability to communicate about a familiar series of actions using gestures or mime with accompanying language, and to report on a familiar event.

--**“Now we’re going to play a different kind of pretend game. Let’s pretend that I don’t know how to brush my teeth, and I need you to teach me!”**

--Set imaginary scene with appropriate gestures

--**“Let us pretend this is the sink, this is the hot water, and this is the cold water”** pretending to draw a sink and faucet around area of table in front of child

--**“This is the toothbrush”** pretending to draw a toothbrush

--**“This is the toothpaste”** pretending to draw toothpaste “**And this is a cup”**

--**“Now I want you to *show me and tel me* how to brush my teeth. Start right at the beginning. You’ve just come into the bathroom to brush your teeth. What do you do now?”**

--If not understanding, describe scene again.

--If still not understanding, demonstrate a different event (driving a car) before 2nd trial

--If child demonstrates quickly/pantomimes without speaking say, **“That’s great. Now, *tell* me *and* show me again right from the beginning—from when you first came into the bathroom. If’s OK for you to talk as well as show me.”**

--2nd trial: Set scene by point out make-believe soap, hand towel, washcloth, sink & faucet

--**“Now I want you to *teach* me how you wash your hands using soap.”**

--If not understanding, reset scene using the *real* soap & towel

**NOTES**

Representation of familiar actions with gesture

--use of own body to represent object—finger for toothbrush

--miming use of pretend object

Evaluate the reporting of a familiar event

**5. Description of a Picture**—American montage scene & resort scene; feast scene can be used if developmentally appropriate

**Purpose-**to generate a sample of language and/or other communicative behaviors.

--**“Let’s look at this picture now. Can you tell me about it? What is happening in here?”** (If necessary can repeat using similar words)

--Encourage child to talk at any level & respond positively to what is said w/out providing information about the picture being described

--If NR/only labels/only 1 statement beyond labeling, model complex sentence repeating once if necessary: **“Look over here. That man on the tractor must be a farmer. He’s next to a big ear of corn.””**

--If NR, ask specific questions, **“What’s this” “Who is this?” “What is he doing?” “What is happening over here?”** providing encouragement of child’s answers

--If not interested & NR, present 2nd picture

**NOTES**

Spontaneous language/communication

What captured the child’s interest?

**6. Telling a Story from a Book**—either of 2 picture story books

**Purpose-** assess child’s ability to follow and comment on a sequential story in a picture book and generate spoken language.

--Present book saying, **“Let’s look at this book. It tells a story in pictures. Let’s take turns telling the story in this book. First, I’ll take a turn, then you’ll have a turn to tell the story, and then I’ll take a turn again. See, it starts out with…**[describe the first picture in the book]. **Can you look at it, and tell me the story?”**

--Hand book to child prompting/encouraging to start at the beginning & turn page

--If hesitant/reluctant, give no more than 2 specific prompts: **“(Describe action in 1 picture) I wonder what happens next?”** giving a chance to comment.

--After few minutes of describing the book say, **“That was great. Now I’ll take a turn.”**

**--** DO NOT MODEL LABELING OF EMOTIONS

Complete the story for or with child.

--If child insists on completing story, note it and allow him/her to do so

**Focus**

Get a language sample and a sense of what captures the child’s interest

**NOTES**

Spontaneous language/communication

Areas of interest

Degree to which child can convey the continuity of a story

Does the child involve another person in telling the story (i.e. point things out in the book, directing facial expressions to you in response to the pictures in the book).

**7. Cartoons—**Series A cartoons (fisherman) & Series B cartoons (monkeys)—Make sure cards are in order

--Tell child **Now you will be shown some cartoons and then will be asked to retell the story without looking at the pictures.**

--Pick a set of cards and give a brief statement, “**This is a story about a fisherman and a cat”** or **“This is a story about two monkeys”**

--Look through the cards one by one with the child. Encouraging him/her to comment on what’s happening in each card. Try not to offer too much information. If child is confused you can help clarify.

--*Do not label emotions*, give them the opportunity to do so spontaneously

--After the set is presented, ask child to stand up away from table & tell story—make sure nothing is in their hands to allow for gesturing (stand up with the child if it makes it more comfortable for them) if they insist on sitting have them just push away from the table.

--Do not allow access to the cards, unless child is showing distress then you can say **Give it a try first and I’ll hold up a card to help you remember if you really need it** *this leaves their hands free for gesturing*

--If showing signs of distress, put two pieces of paper down, they stand on the “stage” you stand where the “audience” would be. If still uncomfortable allow them to sit, but have them scoot away from the table to encourage the use of gestures.

-- ask to tell another story only if first series is spoiled (i.e. the child puts his/her hands in his or her pockets, retelling is marked with anxiety or child looking at the cards).

**NOTES**

Use of gestures coordinated with speech

Response to humor

Degree of insight & flexibility in adapting narrative to an audience

Note comments about emotions/affect & relationships

Language sample

**8. Conversation & Reporting—**can be done within earlier task

**Purpose**-assess the child’s ability to engage in a conversation with back-and-forth interchanges and to describe an event or situation that occurred outside of the immediate context

--At an appropriate time discuss topics outside the immediate situation (i.e. school or work, siblings, leisure activities) in order to assess the participants ability to report on situation or events that have happened in the past.

--Provide leads, prompts on a topic—make appropriate use of child’s interests, but not preoccupation. Guide with age-appropriate interests

--DO NOT use Q&A, instead comment, including statements of examiner’s interests

--Try to discuss topics outside immediate situation (school, siblings, leisure) to assess ability to report on events; give opportunity for child to describe a non-routine event (vacation/trip)

--At some point, stop maintaining conversation, silent self, yet look interested to make sure child can take initiative without prompting

**NOTES**

Extent can build on examiner’s statements taking role in back & forth conversation—topic outside immediate context

How child reports routine events

Non routine events

How child describes relationships

Emotions

Observation of:

Eye contact/gaze

Facial expression

Intonation

Gesture

**9. Emotions-**

**Now I’d like to ask you a few questions**

--Need to probe until get 2 emotions (descriptions of the emotions and the content in which they arise.

**--What do you like doing that makes you feel happy & cheerful?**

**--What kinds of things make you feel this way?**

**--How do you feel when you’re happy? Can you describe it?**

**--What about things that you’re afraid of?**

**--What makes you feel frightened or anxious? How does it feel? What do you do?**

**--What about feeling angry? What kinds of things make you feel that way? How do you feel inside when you’re angry?**

**--Most people have times when they feel sad. What kinds of things make you feel that way?**

**--How do you feel when you’re sad? What is it like when you’re sad? Can you describe that?**

**--How about feeling relaxed or content? What kinds of things make you feel that way?**

**NOTES**

Identify events/objects that elicit different emotions

Social in nature??

How are emotions described?

**10. Social Difficulties and Annoyance**

**--Have you ever had problems getting along with people at school? How about at home with your family? Do you ever get into trouble? Why? What for?**

**--Are there things that other people do that irritate or annoy you?**

**What are they?**

**--What about things you do that annoy others?** If NR, **What about your brother(s) or sister(s) or parent(s)?**

**--Have you ever teased or bullied? Why, do you think?**

**--Have you ever tried to change these things? Have you ever done anything so that others wouldn’t tease you? How has it worked?**

**--Are there other kids/people you know who get teased or bullied?**

**NOTES**

Perception of own social difficulties

Insight into the nature of these problems

Attempts made to change own behavior in order to fit in

Understanding of appropriateness & implications of own feeling

**11. Break**—shape puzzle, drawing paper, markers, pin art, spin pen, small radio, materials from make-believe play (Can be given at any time during the assessment)

--Say, “**Let’s take a break.”**

--Point to break materials saying, **“I hope you can find something you like”.**

--If unresponsive, manipulate some of the items, then move away from table

-- **I need to make some notes for a few minutes.**

--Allow to play for about 2 minutes

--If child initiates interaction, respond briefly & positively, but indicate have to finish paperwork before can talk to them

--Shortly after, look up to obtain eye contact and smile trying to elicit an interaction—if no response, return to notes or say, **“I’ll just be another minute”**

--After a few minutes, return to table. Make it clear that you are finished. Wait to see if they invite you back in the interaction. If necessary, you can look at one of the objects on the table, indicating interest in it or what the participant is doing with it, but continuing to allow the participant to take the lead

**NOTES**

How occupies self during free time

Response to examiner’s withdrawal from interaction

How initiates & participates in unstructured conversation or interaction

**12. Friends & Marriage** – always ask all the questions, simplify language if needed.

**--Do you have some friends? Can you tell me about them?** (get names & ages)

**--What do you like doing together? How did you get to know them? How often do you get together?**

**--What does being a friend mean to you? How do you know someone is your friend?**

**--How is a friend different from someone who you just go to school with?**

**--Do you have a girlfriend/boyfriend? What is her/his name? How old is she/he?**

**--When did you see her/him last?**

**--What is she/he like? What do you like to do together?**

**--How do you know she/he is your girlfriend/boyfriend?**

**--Where do you want to live when you get older? What kind of place (apartment, house, condo)?**

**--Whom do you think you would like to live with? Your family, a roommate(s), by yourself?**

**--Do you ever think about having a long-term relationship or getting married when you are older?**

**--Why, do you think, do some people get married or live with a girlfriend or boyfriend when they grow up?**

**--What would be nice about it? What might be difficult about being married or living with a girlfriend or boyfriend? Or living with a roommate?**

**NOTES**

Understanding concept of friendship &/or marriage

Nature of relationships

How perceives own role in relationships

Understanding of why a person would want to be in a long-term relationship

Understanding of own role in a long-term relationship

**13. Loneliness**

**--Do you ever feel lonely?**

**--Do you think other kids/people your age ever feel lonely?**

**--Are there things that you do to help yourself feel better? What about things other people do to help themselves feel better when they’re lonely?**

**NOTES**

Understanding of concept of loneliness

How child feels loneliness pertains to him/her

**14. Creating a Story**—6 items with definite purpose & 6 items with no purpose

--**“Now you & I are going to make up stories using some of these objects. First I will pick five things and use them to make up a story, and then you will have a turn to make up a story using five different things.”**

--Leave the car for the child to use

--Examiner models choosing **5** objects & make up a simple narrative story. Use **three** objects in a creative or novel way (using a sponge as a bed, using an umbrella as a basket) and **two** objects in the way that they were intended to be used (paperclip as a paperclip). Use **one** object as the “actor” in the story (i.e. Mr. Flame woke up one morning…)

--Gear it toward the student’s developmental level. Keep it simple so the child isn’t intimidated or overwhelmed by the task

--Allow child to choose 5 remaining objects to make up a story, make sure the child doesn’t pick only real objects by picking a few real objects in your own story.

**NOTES**

Creative use of objects in telling a story