**Timler’s “Share and Tell” Utterance and Text Level Language Sampling Protocol**

**for School-Age Children and Adolescents**

Adapted from: Hadley, P. (1998). Language sampling protocols for eliciting text level discourse. *Language, Speech, and Hearing Services in Schools*, 29, 132–147.

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**General Directions for Collecting Language Samples**

1. **Use statements rather than questions to elicit talking**. For example, “I wonder how many brothers or sisters you have.” Or “I’d like to hear more about that.”
   1. Allow the student to talk as much as he/she would like.
   2. Makes comments about what the student has said. (e.g. Wow, you have two sisters! I wonder how you two get along and/or (“Oh, you have a dog! I bet he does some funny stuff.”
2. Use pause time after your comments. **If needed, count to 30 before you provide another comment**.
3. Avoid yes/no questions if the student usually answers with just a yes/no.

**Specific Directions for the “Share and Tell” Protocol**

1. You will collect three sample types within this one 10 to 12-minute sample. Each sample should last between 3 to 4 minutes. The sample begins with a ***personal retell sample about a past event*** that has happened to the student. Next, an ***expository sample*** is collected in which the student tells you the rules for playing a game or describes the steps in a procedure such as a science experiment. Finally, a ***book/movie retell*** sample is collected in which the student tells you about a favorite book or movie.
2. To encourage the student to use longer sentences, you will present an example “share and tell” for each segment using a conversational tone (avoid reading the paragraph). You can use the examples on the following pages or create your own. Be sure to include complex sentences in your model. **Pause after your ‘share and tell” to allow the student to make a comment or ask you a question**. It is important to give the student many opportunities to provide a follow-up comment or question to what you have stated.
3. In each segment you will stage a **communication breakdown** so that you can observe if the student notices the breakdown and how (or if) he/she attempts to repair it. The sentence script for staging a breakdown is in the table that follow.

**Examiner Script for Sample Collection (see next page for Share and Tell prompts)**

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| **Segment Starter**  Each segment should last 3 to 4 minutes | **Communication Breakdown Directions** |
| **Segment 1: Personal Retell**:  **“*I’d like to hear about your family and pets.”***   * Remember to use comments rather than questions * Provide a personal retell share after conversation about student response (i.e., description of family/pets) (see next page for examples). | Repeat back *incorrectly* something the student has stated |
| **Segment 2: Expository**: “***Now, I’d like you tell me about a favorite sport or game you like. I want to hear how to play it.” Tell me about the rules that people must follow. Tell me everything so that someone who has never played it before would know how to play*** (adapted from Nippold, 2014***). I’ll share one with you first.”***   * Provide your exposition share and tell. Remember to pause when finished to allow student time to comment or ask a question.   S**egment 3: Book/Movie Retell**: “***Now, I’d like to hear about your favorite book or movie. Tell me everything so that someone who hasn’t seen the movie or read the book would know who it is about, what happens to them and how it ends. I’ll share one with you first”***   * Provide a narrative/video retell (see next page for an example). Remember to pause when finished to allow student time to comment or ask a question. | Say: *“****I don’t understand how \_\_\_\_”***or***“I’m confused by*** *\_\_\_****”***and look puzzled*.* Repeat if student does not respond.  Repeat back something *incorrectly* and/or say,***“I don’t understand how \_\_\_\_\_”*** or *“****I’m confused by \_\_\_”***and look puzzled. Repeat if student does not respond. |

**Examples of “Share and Tell” Prompts**

**Personal Retell Shares**

*Problem with Sibling*: One time when I was younger, I bought a Nintendo Switch with my own money. My brother was playing with it when I wasn’t home one day, and he broke it! I was so mad. I had to wait a whole year before I could get a new one. OR One time when I was younger, I bought a stuffed animal with my own money. My brother was playing with it when I wasn’t home one day, and he ripped it! I was so mad. I had to wait a whole year before I could get a new one.

*Problem with a pet:* My dog’s name is Pepper. One day, he was playing outside, and he saw a bunny. He jumped over the fence to chase the bunny. Then, I had to jump over the fence to chase after him, but I couldn’t catch him. Finally, the bunny went into a hole and Pepper came back to me. I was so frustrated with him.

*Problem at School*: This year I decided to bring my lunch to school every day instead of eating in the cafeteria. One day, I walked out of my house and to the bus stop without getting my lunch out of the fridge. My mom was working all day, so she couldn’t bring my lunch to school for me and I didn’t have any lunch money to buy lunch. Luckily, one of my friends was nice enough to share their lunch with me or otherwise I would have been really hungry.

**Exposition Shares**

*Game Rules:* I love to play the card game war. The first thing I do when I play war is shuffle all the cards, so they are in a random order. Next, I hand out all the cards, so each player has half of the deck. You keep the cards face down, so you can’t see what the cards are. Next, each player plays a card and the highest card wins. If you win you get to keep both cards. If you play the same card, then you have a war! So, you each put down three cards and then flip over the fourth. Whoever has the highest card wins all the cards. You win the game when you get every single card in your hand.

*Science Experiment Procedures.* 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!

**Book/Movie Retell Share**

*Movie Recap (include characters, plot and why you liked it*): One of my favorite movies is Nemo! I’ll tell you about one of my favorite scenes. In Nemo, Dory and Nemo are the two main characters. In one scene Dory starts to talk in whale. He really exaggerates what he is saying and makes no sense. Nemo tries to talk some sense into Dory, but Dory continues even trying different dialects. A whale then comes up behind them and they end up getting swallowed by the whale. It was a pretty funny scene and had me laughing the entire time.