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

**Student DOB & Age**:**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Sample Collection Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Sample Review Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Purpose of Review:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Timler’s Share and Tell Rating Scale (STRS)**

**Adapted from Adams, Gaile, Freed, & Lockton 2010**

**Directions:**

1. Listen or watch the “Share and Tell” sample until you have completed notes in each of the areas below.

|  |  |  |
| --- | --- | --- |
| **Syntax**  Few or no complex sentences: yes no  Little use of subordinating conjunctions (e.g., because, although, while, etc.):  yes no | **Morphology**  Verb tense errors: yes no  Other morphological errors: yes no | **Semantics/Word Use**  Vocabulary concerns: yes no  Frequent use of fillers such as “um” or pauses: yes no  Frequent use of nonspecific words such as thing or that: yes no |
| **Pragmatics**  Turn-taking concerns: yes no  Unclear/confusing utterances\*: yes no  \*May indicate cohesion concerns  Other concerns: yes no | **Speech Intelligibility/Sound Errors**  Intelligibility concerns: yes no | **Fluency**  Frequent use of mazes including repetitions and revisions): yes no  Dysfluencies/stuttering: yes no |

1. If pragmatic concerns are noted, complete the rating scale below while listening to the entire sample, stopping as needed. Note errors, and unexpected or problematic pragmatic behaviors, by checking the box next to the behavior in the right-hand column below. After you have listened to the entire sample, circle a rating in the center columns for any row that has one or more boxes checked.

**Scale for Ratings of Pragmatic Language Categories (To Be Completed After Listening to Entire Sample)**

**0** =Appears appropriate for age; only minimal disruptions were noted

**1** = mild concerns or concerns that would be occasionally noted by other communication partners

**2** = moderate concerns or concerns that would be frequently noted by other communication partners

**3** = significant/severe concerns or concerns that would be almost always noted by communication partners AND behaviors would significantly disrupt/distract interactions with other communication partners

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Pragmatic Language Category** | **Pragmatic Language Behaviors** | | | | |
| **Responding to questions** | 0 | 1 | 2 | 3 | * Does not respond to one or more questions * Responds before partner has finished asking the question * Repeats question without responding * Answers the question but gives an unexpected or inappropriate response (e.g., could be due to lack of understanding or not listening/attending to question) |
| **Asking questions**  **Check here if student did not ask any questions** | 0 | 1 | 2 | 3 | * Asks too many questions * Ask questions without listening to/waiting for the answer * Asks questions that he/she knows the answer or repeats questions * Asks unexpected or off-topic question |
| **Balance in turn-taking** | 0 | 1 | 2 | 3 | * Interrupts partner * Does not take a turn when expected after the partner pauses (pause time too long) * Pauses too long between his/her own turns * Dominates the conversation by frequent initiation/lengthy responses |
| **Topic initiation** | 0 | 1 | 2 | 3 | * Does not initiate new topics * Initiates too many topics/changes topics too frequently |
| **Topic Management** | 0 | 1 | 2 | 3 | * Provides excessive amount of detail * Stays on one topic too long * Returns to the same topic over and over * Provides too few details * Provides irrelevant or tangential details * Provides out-of-sync comment/irrelevant/off topic comments |
| **Pronoun Use/Referents** | 0 | 1 | 2 | 3 | * Confuses gender pronouns (e.g., uses “he” for “she”) * Referents unclear; introduces new person without background * Uses multiple “he” or “she” pronouns without clearly identifying which “he” or “she” is being talked about |
| **Language use (overly formal or stereotypic or unusual)** | 0 | 1 | 2 | 3 | * Uses language that is overly familiar for context * Uses language that is overly formal for context * Uses unexpected stereotyped words and phrases (these may be from TV shows, movies, phrases used by adults) * Uses same word/phrase to express several communication functions |
| **Unrepaired Communication breakdowns** | 0 | 1 | 2 | 3 | * Does not respond when partner is confused or asks for clarification * Responded to request for clarification, but response was unclear or off topic * Does not ask for clarification when confused |
| **Proximity** | 0 | 1 | 2 | 3 | * Stands or leans in unusually close to partner * Stands (moves chair) unusually far from partner |
| **Non-verbal behaviors** | 0 | 1 | 2 | 3 | Nonverbal behaviors do not fit the social communicative context in one or  more of the following:   * prosody * gesture * facial expression * eye contact |

Additional Comments: