

Language

- **Teacher Input: Language**
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Teacher Input: Language

Student: _____ Date: _____

Teacher: _____ Grade/Program: _____

Your observations of the above student will help determine if he or she has a language problem which adversely affects educational performance. Please answer all questions and return this form to _____.

	Yes	No
1. Does the student speak in complete sentences?	_____	_____
2. Is the student's vocabulary appropriate for his or her age?	_____	_____
3. Is the student's grammar adequate for his or her age?	_____	_____
4. Is the student's syntax adequate for his or her age?	_____	_____
5. Does the student express himself effectively (organized, sequential thoughts)?	_____	_____
6. Does the student contribute appropriately to class discussions?	_____	_____
7. Is the student able to listen to a story and interpret the meaning?	_____	_____
8. Is the student usually able to follow your oral directions?	_____	_____
9. Does the student remember names, dates, times, places?	_____	_____
10. Is the student's reading comprehension appropriate?	_____	_____
11. Does the student comprehend math/science/social studies concepts?	_____	_____
12. Does the student comprehend questions?	_____	_____
13. Is the student able to problem solve?	_____	_____
14. Is the student able to sequence pictures?	_____	_____
15. Is the student able to recall names of known items?	_____	_____
16. Is the student able to understand proverbs, idioms and humor?	_____	_____
17. Is the student able to use language relevant to the situation?	_____	_____
18. Is the student able to establish and maintain eye contact?	_____	_____
19. Is the student able to initiate and maintain appropriate conversation?	_____	_____
20. Does the student use a speech system rather than a gesture system?	_____	_____
21. Does the student use speech rather than relying on others to communicate for him?	_____	_____
22. Is the student able to cope with distracting noises?	_____	_____
23. Is the student's written language appropriate for his or her age?	_____	_____

Additional observations/comments: _____

It is my opinion that these behaviors:

_____ Do not interfere with the child's participation in the educational setting. _____ Do interfere with the child's participation in the educational setting.

Date

Classroom Teacher's Signature

DETERMINING THE TYPE-TOKEN RATIO

The type-token ratio (TTR) is an easy-to-calculate measure of functional vocabulary skills. The ratio reflects the diversity of words used by the client during the language sample. Templin (1957) reported that normally developing children between the ages of 3 and 8 years have TTRs of .45-.50. A substandard TTR is one indicator of an expressive language delay or disorder. Remember, though, you must avoid using this kind of normative data as a single or primary method for establishing a diagnosis.

After you have transcribed the language sample, number every new word produced by the child. The last number you write is the number of different words produced. To calculate the TTR, divide the number of different words by the total number of words in the sample. For example:

$$\frac{100 \text{ different words}}{200 \text{ total words}} = .50 \text{ TTR}$$

Stickler (1987) presents a modification of the TTR. Rather than count all the different words, count the different *types* of words used in the sample. She uses eight different word types: nouns, verbs, adjectives, adverbs, prepositions, pronouns, conjunctions, affirmatives (*yeah, okay*, etc.) and negatives (*no, not*, etc.), articles, and wh-words (*who, where*, etc.). Calculations are made by dividing the number of each different type of word by the total number of words in the sample. This method allows you to evaluate the diversity of word types used by your client. Form 6-3, "Type-token Ratio for Assessment of Semantic Skills," is a worksheet you can use to itemize word-type frequencies for the TTR calculation. Under the appropriate column, record first-time productions of each word noted during the language sample. Each time your client uses a word already recorded, tally the repeated production next to the original entry. For example:

go		(1 production of this word)
in	✓	(2 productions)
me	✓✓✓	(4 productions)
no	✓✓✓✓✓✓✓	(7 productions)

Source: Shipley, K.G. and McAfee, J.G. Assessment in Speech-Language Pathology: A Resource Manual. San Diego: Singular Publishing Group, 1992.
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Form 6-3. Type-token Ratio for the Analysis of Semantic Skills¹

Name: _____ Age: _____ Date: _____

Examiner: _____

Instructions: Under the appropriate word-type column, record first-time utterances of every word. Repeated productions of the same word are marked with a tally next to the original entry. Count total productions of every different word and total productions of every different word type and enter in the summary section.

Nouns	Verbs	Adjectives	Adverbs	Prepositions

(continued)

¹ Excluding the identifying information and instructions sections, this form is from K. Retherford Stickler (1987), *Guide to Analysis of Language Transcripts* (pp. 201–202), Eau Claire, WI: Thinking Publications. Used by permission.

Source: Shipley, K.G. and McAfee, J.G. Assessment in Speech-Language Pathology: A Resource Manual. San Diego: Singular Publishing Group, 1992.
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Form 6-3 (continued)

Pronouns	Conjunctions	Negative/ Affirmative	Articles	Wh-Words

Summary

Total Number of Different:

Nouns _____

Verbs _____

Adjectives _____

Adverbs _____

Prepositions _____

Pronouns _____

Conjunctions _____

Negative/Affirmative _____

Articles _____

Wh- Words _____

Total Number of Different Words _____

Total Number of:

Nouns _____

Verbs _____

Adjectives _____

Adverbs _____

Prepositions _____

Pronouns _____

Conjunctions _____

Negative/Affirmative _____

Articles _____

Wh- Words _____

Total Number of Words _____

$$\frac{\text{Total Number of Different Words}}{\text{Total Number of Words}} = \text{_____} = \text{Type Token Ratio (TTR)}$$

Form 6-6. Assessment of Morphologic Features

Name: _____ Age: _____ Date: _____

Examiner: _____

Instructions: Analyze your client's language sample and/or ask structured questions to assess morphologic features. Mark a plus (+) or a check (✓) if the client's attempt is correct and a minus (-) or a zero (0) if the attempt is incorrect. Make additional comments in the right-hand column.

Plurals**Comments**_____ /z/ as in trees __________ /s/ as in books __________ /vz/ as in wolves __________ /əz/ as in dishes __________ irregular such as feet _____**Possessive**_____ /z/ as in boy's __________ /s/ as in cat's __________ /əz/ as in mouse's _____**Articles**

_____ a _____

_____ the _____

Present progressive tense_____ /ɪŋ/ as in eating _____**Past tense**_____ /d/ as in spilled __________ /t/ as in dropped __________ /əd/ as in melted __________ irregular such as broke _____**Third person singular**_____ /z/ as in moves _____

(continued)

Form 6-6 (*continued*)

Third person singular

_____ /s/ as in walks _____

_____ /əz/ as in pushes _____

Comparatives/superlatives

_____ /ə/ as in softer _____

_____ /əst/ as in smallest _____

_____ irregular such as best _____

Negation

_____ /ʌn/ as in unhappy _____

_____ not as in not now _____

Reflexive pronouns

_____ /sɛlvz/ as in themselves _____

_____ /sɛlf/ as in myself _____

Prepositions

_____ in _____

_____ on _____

_____ under _____

_____ behind _____

_____ beside _____

_____ between _____

_____ in front _____

Form 6-5. Assessment of Syntactic Skills

Name: _____ Age: _____

Examiner: _____ Date: _____

Instructions: Check each syntactic structure present for each utterance recorded in the language sample. (N = noun, V = verb, Prep = Prepositional, Phr = phrase, Adv = Adverb, and Comp = complement.)

Utterance	Noun Phrase													Verb Phrase							Clause							Sentence			
	Initiator	Determiner	Adjective	Noun/Pronoun	Post-N Modifier	Modal Auxiliary	Perfect Auxiliary	"To be" Verb	Negative	Passive	Verb	Prep Phr/N Phr	N Comp/Adv Phr	Independent	Dependent	Complex V Phr	Adverbial	Subject	Relative	Compound	Declarative	Interrogative	Interrogative	Interrogative	Negative						

(continued)

Form 6-5 (continued)[illegible]

TABLE 4.7

DEVELOPMENTAL MILESTONES OF NARRATIVE PRODUCTION USED FOR MACROSTRUCTURE*

Developmental Age	Personal and Fictional Narratives	Narrative Level	Story Structure Level
About 2 years	Children embed narratives in adult-child conversations, with basic elements of narrative structure but no identifiable high point.	Heaps and sequences, and centering	
About 3 years	Children can produce verbal descriptions of temporally organized general knowledge about routine events; children can independently report memories of past specific episodes with little support (i.e., questions and cues); no identifiable high point.	Primitive narrative and unfocused chain	Descriptive and action sequences; more likely if retelling than generating a story
About 4 years	Children's narratives have no identifiable high point; 13% of personal narratives incorporate goal-directed episodes.	Focused chains	Complete episodes in 16% of 4 year olds' stories; reactive sequences
About 5 years	42% of 5-year-old children incorporate goal-directed episodes; 93% of stories by children 5 and older have a central focus or high point; children end narratives at the high point.	True narratives	Earlier story structure levels still occur; some complete episodes may occur. In fictional stories, children include setting information and may attempt to develop a plot;
About 6 years	After age 5 years, children build to a high point and resolve it in classic form.		Abbreviated episode
Around 7-8 years	Children use codas to tie personal narratives together; children use introducers in elicited personal narratives.	Narrative summaries	60% of 8 year olds' stories are complete episodes. Stories include internal goals, motivations, and reactions that are largely absent in stories produced by younger children; some episodes will be incomplete. Multiple episodes
Around 11 years/ 5th grade	Children tell coherent, goal-based, fictional stories, although reference to internal states is still rare; 10 years olds may be limited in number of embedded or interactive episodes they can handle when retelling a story.	Complex narratives	Complex episode Embedded episode Interactive episode
Around 13 years		Analysis and generalization	
* Note that information is based on narrative generation, not retelling unless specified.			
Sources: Hedberg and Westby (1993); Hudson and Shapiro (1991); Kemper (1984); Peterson and McCabe (1983)			

Source: Guide to Narrative Language: Procedures for Assessment (p.144), by D. Hughes, L. McGillivray, and M. Schmidek, 1997, Eau Claire, WI: Thinking Publications. Copyright by Thinking Publications. Reprinted with permission.

NARRATIVE LEVELS ANALYSIS

NAME: _____ DATE: _____

AGE: _____ EXAMINER: _____

DIRECTIONS: Place check marks to reflect the highest level of narrative development for formulated and reformulated tasks.

Cognitive Period	Approximate "Normal" Age of Emergence	Mode of Organization	Tasks	
			Formulated	Reformulated
Pre-operations	2 years	Heaps		
	2 to 3 years	Sequences		
	3 to 4 years	Primitive narratives		
	4 to 4½ years	Unfocused chains		
	5 years	Focused chains		
	6 to 7 years	Narratives		
Concrete	7 to 11 years	Summarization		
	11 to 12 years	Complex stories		
Formal	13 to 15 years	Analysis		
	16 years to adulthood	Generalization		

Description of formulated task: _____

Description of reformulated task: _____

Comments: _____

Adapted with permission from: *Communication Assessment and Intervention Strategies for Adolescents*. V.L. Larson and N. L. McKinley, Thinking Publications, Eau Claire, WI, 1987.

LEVELS OF STORY GRAMMAR DEVELOPMENT

Glenn and Stein (1980) have suggested a developmental taxonomy for the acquisition of story grammar skills. Seven different levels have been identified ranging in complexity from simplest to most complex. Each level contains all the components of the previous levels with one additional component added. Examples of stories which illustrate each of these seven levels, with completed *Story Grammar Assessment* forms, are provided on pages 20-26.

Level 1 DESCRIPTIVE SEQUENCE

This story is comprised of descriptions of characters, surroundings, and usual actions of the characters. No causal relationships or sequences of events are present.

Level 2 ACTION SEQUENCE

This story consists of events in a chronological order but no causal relationships exist.

Level 3 REACTIVE SEQUENCE

This story does contain a causal relationship in that certain changes automatically cause other changes. There is no evidence of goal-directed behavior.

Level 4 ABBREVIATED EPISODE

At this level, a goal is implied even though it may not be stated explicitly. This story contains either an event statement with a consequence or an internal response with a consequence. The actions of the characters seem to be purposeful, though not as well thought out as in successive stages.

Level 5 COMPLETE EPISODE

This story contains an entire goal-oriented behavior sequence. A consequence is required as well as two of the following three components: Initiating Event, Internal Response, Attempt.

Level 6 COMPLEX EPISODE

This level is an elaboration of the complete episode, with an additional partial or complete incident embedded in the episode. A story at this level could also contain multiple plans which are used to achieve the goal. Either one of these factors or both must be present.

Level 7 INTERACTIVE EPISODE

The interactive episode is the highest level. This story contains two characters with separate goals and actions that influence the actions of the other.

STORY GRAMMAR ASSESSMENT

NAME: _____

DATE: _____

Degree of structure provided:

- _____ No additional structure
- _____ Medium amount of structure
- _____ High degree of structure

Collect a narrative from the student. (See pages 7-8 for definitions.)

1. IS A SETTING GIVEN?	YES	NO
2. ARE THE CHARACTERS DESCRIBED?	YES	NO
3. ARE THE EVENTS PRESENTED SEQUENTIALLY?	YES	NO
4. IS THERE A CAUSAL RELATIONSHIP BETWEEN EVENTS?	YES	NO
5. IS THERE AN INITIATING EVENT (IE)?	YES	NO
6. IS A GOAL PRESENT?	YES	NO
7. IS THERE A CONSEQUENCE?	YES	NO
8. IS AN INTERNAL RESPONSE (IR) PRESENT?	YES	NO
9. IS THERE AN ATTEMPT TO ATTAIN THE GOAL?	YES	NO
10. ARE MULTIPLE PLANS USED TO MEET THE GOAL?	YES	NO
11. IS A PARTIAL OR COMPLETE EPISODE EMBEDDED IN THE EPISODE?	YES	NO
12. ARE THERE TWO CHARACTERS WITH SEPARATE GOALS AND ACTIONS THAT INFLUENCE THE ACTIONS OF THE OTHER?	YES	NO

Number of YES Responses _____ ÷ 12 × 100 = _____ %

LEVEL OF STORY GRAMMAR DEVELOPMENT _____

Comments _____

STYLE OF NARRATION ASSESSMENT

NAME: _____

DATE: _____

For each narrative sample collected, answer the following questions:

- | | | |
|---|-----|----|
| 1. IS THE NARRATIVE GRAMMATICAL? | YES | NO |
| 2. IS SUFFICIENT INFORMATION PRESENTED? | YES | NO |
| 3. DOES THE LISTENER UNDERSTAND THE NARRATIVE WITHOUT ASKING QUESTIONS OF CLARIFICATION? | YES | NO |
| 4. IS THE NARRATIVE PRESENTED IN A FLUENT MANNER (I.E., WITHOUT PAUSES, HESITATIONS, REVISIONS, OR FALSE STARTS)? | YES | NO |
| 5. DOES THE SPEAKER TELL THE STORY WITHOUT EXHIBITING FRUSTRATION OR OBVIOUS DIFFICULTY? | YES | NO |
| 6. IS ONE TOPIC PRESENTED (IF MORE THAN ONE TOPIC IS GIVEN, IS THERE A SMOOTH AND APPROPRIATE TRANSITION BETWEEN TOPICS)? | YES | NO |
| 7. DO ALL THE STATEMENTS PERTAIN TO THE TOPIC(S)? | YES | NO |
| 8. ARE PRECISE VOCABULARY TERMS USED (I.E., WITHOUT LOW INFORMATION WORDS LIKE <i>THINGS</i> , <i>STUFF</i>)? | YES | NO |
| 9. ARE FACIAL AND BODY EXPRESSIONS APPROPRIATE TO THE STORY? | YES | NO |
| 10. WAS THE TOPIC OF THE NARRATIVE APPROPRIATE FOR THE AUDIENCE? | YES | NO |

Number of YES Responses _____ ÷ 10 x 100 = _____ %

DESCRIPTION OF NARRATIVE TASK _____

Comments _____

