

Student Name: _____ Date: _____ Teacher/Therapist: _____

SCRIPT Teacher Guide for Prioritizing Communication Repair Strategies

Insert section % scores from the SCRIPT Inventory. These scores refer to the percentage score on the SCRIPT Inventory indicating which strategies the student already uses.

Prioritize what to work on based on the **Development Skills Hierarchy** and developmental trends. Use for planning.

	Developmental Skill Hierarchy	Category	% Score	Priority #	Comments: (Planning, Materials, Timelines)
Nonverbal	1 Simple expression, showing, can be early strategies for low language users. Signing, spelling, writing are later skills for more complex language users.	Shows/Expresses - Acts out, points, shows, uses facial expressions			
		Signs/Spells - Signs or spells to add clarification			
		Writes/Draws - Draws picture or writes to clarify			
Repetition	2 Repetition is the most widely used strategy for simple or occasional situations or misunderstanding. Too much use of repetition can cause frustration to communication partners.	Slow repetition - Repeats at a slower rate			
		Clear repetition - Repeats with clearer enunciation			
		Emphasizes key word(s) - Repeats while emphasizing a key word or words			
		Louder repetition - Repeats a little louder			
Revision	3 Rarely used. Revision strategies can be used with lower language ability as an intermediary while child is developing language for Addition strategies.	Uses two sentences - Expands sentence into two sentences			
		Uses alternate words - Uses fewer words or simpler, more commonplace words or both.			
		Alters form grammatically - Retains meaning but alters grammatical form			
Addition	4 Increasing language complexity needed to identify key words and add information. Most successful strategy for communication partners.	Simple Addition - Adds a little information			
		Defines terms - Describes with more detail to define terms used in the original utterance.			
		Adds background context - Describes additional features of the picture not mentioned originally.			

Karen L. Anderson, PhD 2011