Student Communication Repair Inventory and Practical Training: *SCRIPT Inventory Response Form*

Student Name:_____ **Age:**_____ **Date Completed:**_____ **School:**_____ **Completed by:**_____

The student selects one picture out of a number of similar pictures and is asked to describe it in enough detail for the teacher/therapist to identify the specific picture. The student is also told that the teacher/therapist will be pretending to not understand the descriptions sometimes, to see what s/he does when this happens. The administrator must respond with Huh? What? and I don't understand in order to maintain a protocol that allows comparison to the Developmental Trends even though this is not good modeling of clarification strategies. This provides an opportunity for the administrator to point out how annoying and ineffective these responses are and how important it is to use better ways to seek clarification.

Category	Description	# Responses	Category	Description	# Responses
1. Slow repetition	Repeats at a slower rate		9. Defining terms	Describes with more detail to define terms used in the original utterance.	
2. Clear repetition	Repeats with clearer enunciation		10. Background context	Describes features of the picture or adds background not mentioned originally.	
3. Emphasize key word(s)	Repeats while emphasizing a key word or words (i.e., makes one word louder)		11. Fails to respond	Fails to respond, or attempts to discontinue (give up).	
3. Louder repetition	Repeats sentence a little louder		12. Off topic utterances	Provides unrelated utterances or just repeats questions.	
5. Two sentences	Expands sentence into 2 sentences		13. Discontinues	Attempts to give up.	
6. Uses alternate words	Uses fewer or more commonplace words		14. Show/Expression	Student acts out, points, shows, uses facial expressions	
7. Alters form grammatically	Retains meaning but alters grammatical form (i.e., changes word order)		15. Sign/Spell	Student signs or spells to add clarification	
8. Simple Addition	Adds a little information (i.e., adds one word: color, placement, size)		16. Writing/drawing	Student draws picture or writes to clarify	

Record the student's responses verbatim. Score based on strategies categorized above. Only the most advanced strategy is scored. Others are marked with 'x' for teacher information.

Response to Picture 1:	Select the number representing the most advanced strategy used. Select an 'x' for any other strategies used.
Huh?	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 x x x x x x x x x x x x x x x x
What?	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 x x x x x x x x x x x x x x x x
I don't understand.	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 x x x x x x x x x x x x x x x x

Response to Picture 2:	Select the number representing the most advanced strategy used. Select an 'x' for any other strategies used.
Huh?	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 x x x x x x x x x x x x x x x x
What?	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 x x x x x x x x x x x x x x x x
I don't understand.	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 x x x x x x x x x x x x x x x x

Response to Picture 3:	Select the number representing the most advanced strategy used. Select an 'x' for any other strategies used.
Huh?	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 x x x x x x x x x x x x x x x x
What?	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 x x x x x x x x x x x x x x x x
I don't understand.	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 x x x x x x x x x x x x x x x x

Response to Picture 4:	Select the number representing the most advanced strategy used. Select an 'x' for any other strategies used.
Huh?	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 x x x x x x x x x x x x x x x x
What?	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 x x x x x x x x x x x x x x x x
I don't understand.	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 x x x x x x x x x x x x x x x x

Response to Picture 5:	Select the number representing the most advanced strategy used. Select an 'x' for any other strategies used.
Huh?	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 x x x x x x x x x x x x x x x x
What?	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 x x x x x x x x x x x x x x x x
I don't understand.	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 x x x x x x x x x x x x x x x x

Procedures and percent of total responses when children were asked "Huh?", "What" and "I don't understand" resulting in developmental trends in communication repair strategies are based on 10 normally hearing and typically developing children per age group (ages 3, 5, 7, 9, Brinton, Fujiki, Frome Loeb, Winkler, 1986; age 8-11, T. Most, 2002. No applicable data are available with results for use of nonverbal strategies.

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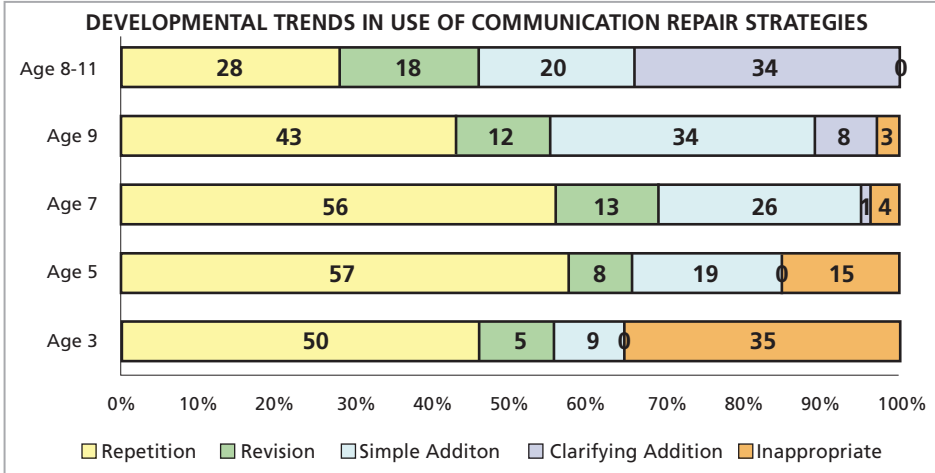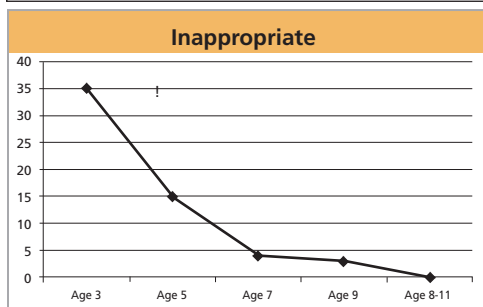**Student Name:**_____**Age:**_____**Date Completed:**_____**School:**_____**Completed by:**_____

Tabulate total of numbered responses selected per type of strategy. Compute percent total using guide at right. Insert appropriate age percentages using chart from bottom.

Categories of Communication Repair Strategies	Total for strategy	Percent of responses	Appropriate percent/age		Guide to determining percent scores for number of responses per strategy type				
REPETITION – no information is added to the original utterance					1	2	3	4	5
REVISION – meaning of original utterance unchanged; form is altered					7%	13%	20%	27%	33%
ADDITION – Simple - information is added to the original utterance					6	7	8	9	10
ADDITION - Clarifying – specific information added to define, clarify					40%	47%	53%	60%	67%
INAPPROPRIATE – student did not comply with request for clarification					11	12	13	14	15
NONVERBAL - student uses strategies other than verbal			NA		73%	80%	87%	93%	100%

Plot student percent for strategy type on appropriate graph below to show skill level in comparison to developmental trends for use of communication repair strategies.

Repetition

Revision

Simple Addition

Clarifying Addition
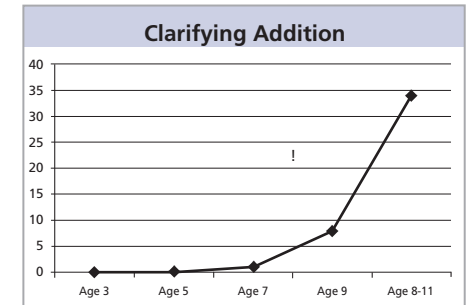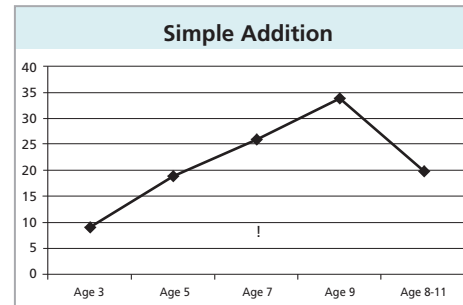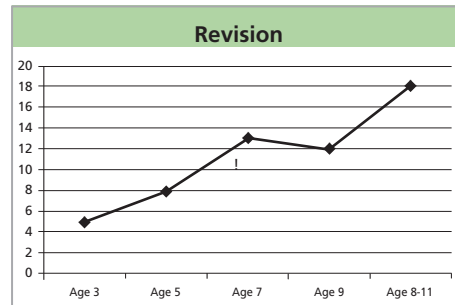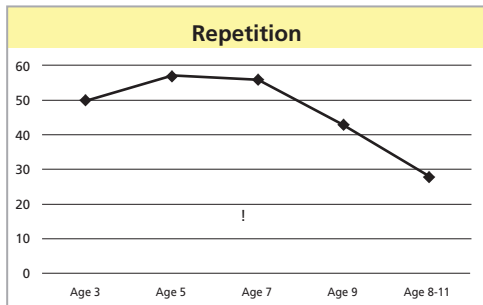
Describe use of nonverbal strategies:

Inappropriate

DEVELOPMENTAL TRENDS IN USE OF COMMUNICATION REPAIR STRATEGIES

Age	Repetition	Revision	Simple Addition	Clarifying Addition	Inappropriate
Age 8-11	28	18	20	34	0
Age 9	43	12	34	8	3
Age 7	56	13	26	1	4
Age 5	57	8	19	0	15
Age 3	50	5	9	0	35

☐ Repetition ☐ Revision ☐ Simple Additon ☐ Clarifying Addition ☐ Inappropriate

This student appears to have delays in the use of the following type(s) of communication repair strategies:

__ Repetition   __ Simple Addition
__ Revision   __ Clarifying Addition

Comments: