

Tool for Analysis of Language and Communication (TALC)

Language Sampling Tool for Multimodal Communicators

Student: _____ **Date:** _____

Partner Name / Relationship _____

Activity: _____

Learning Context: *SG= Small Group, LG= Large Group, 1= 1 on 1, Other* _____

Communication Partner Circle: *1 = Life Partner, 2 = Close Friend/Relative, 3 = Acquaintance, 4 = Paid Worker, 5 = Unfamiliar Partner*

Communication Mode: *E= Eye gaze, P=Point, F= Facial Expression, S=Speech, V= Vocalizations, G= Gestures, SL= Sign Language, SS= Select Symbol (Low Tech), SGD= Speech Generating Device, O = Other* _____

Communication Purpose: *NW= Express Needs/Wants, SC = Social Closeness, SI = Sharing Information, SE = Social Etiquette*

Prompt: *C= Contextual, IV= Indirect Verbal, S= Searching, DV= Direct Verbal, G= Gestural, T= Tactile, IP= Indirect Physical, DP= Direct Physical, P= Positional, Other* _____

Successfulness: *S= Successful, PS= Partially Successful, U= Unsuccessful, UC=Uncertain*

Learning Context	Partner Circle	Utterance	Prompt	Comm. Mode	Comm. Purpose	Success

Definitions

Communication Partner Circle (Adapted from Blackstone & Berg, 2003)

Life partner - a life-long communication partner such as family members and others who live with the individual.

Close friend/relative - a partner with whom the individual frequently spends time with such as neighbors, classmates or relatives who live nearby.

Acquaintance - partners familiar with the individual and have occasional contact but with whom the individual does not socialize (e.g., neighbors, classmates).

Paid Worker - a partner who is paid while with the individual (e.g., teacher, SLP, babysitter).

Unfamiliar Partner - partners who do not know the individual (e.g., community workers, guests).

Prompt Types (Adapted from Goossens, 2000)

Contextual cues - A cue that result from a natural stimulus (e.g., saying "hi" to a child and waiting for a reply).

Indirect verbal cue - A spoken cue that does *not* contain the target message (e.g., "uh oh, your crackers are all gone" to elicit a request for MORE).

Searching cue - A sweeping gesture orienting the student to the speech generating device or board (e.g., waving a hand or flashlight across the communication device).

Positional cue - This involves changing the position of the device (e.g., holding the device in front of the child when it's his/her turn to say something).

Direct verbal cue - A spoken cue that contains the target word or message. Direct verbal prompts often include a "tell me" or "say" command (e.g., "If you need help tell me 'NEED HELP'"). For individuals using scanning, a direct verbal cue may also include telling the individual when to hit their switch (e.g., saying "That's the one I want" when the target icon is highlighted.)

Gestural cue - Using a finger or light to show the individual the target message (e.g., pointing to the symbol "MORE").

Tactile cue - Primarily used with individuals using scanning, a tactile cue involves touching an individual's switch site when it is time to make a selection (e.g., touching the child's switch site when the target icon is highlighted).

Indirect Physical cue - A movement directing the individual toward the target message (e.g., gently nudging the individual at the elbow to move his/her hand toward the device).

Direct Physical cue - Physical manipulation of the individual to make a selection (e.g., hand-over-hand assistance).

Communication Purpose (Adapted from Light, 1996)

Express Wants/Needs - Communication to fulfill wants and needs (e.g., "I want a cookie." "I need to use the bathroom").

Social Closeness - Communication to establish, maintain and develop personal relationships/friendships (e.g., "Do you want to play?" "Come here." "I love you").

Sharing Information - Communication to acquire or share new information with others (e.g., providing name, address and phone number when ordering a pizza over the phone, discussing information learned in class).

Social Etiquette - Communication to take a designated turn or be polite (e.g., greeting a peer in the hallway, thanking a cashier).

Successfulness (Adapted from Culp & Effinger, 1996)

Successful - The message is successful when the observer judges that the partner understands the intended message (even if the message is off topic or an answer is incorrect).

Partially Successful - The message is partially successful when the observer judges that the partner understood only part of the student's intended message. For example, a partner understands that the student's utterance involved "Mom," but is unable to understand what the student meant about the Mom.

Unsuccessful - The message is unsuccessful when the observer judges that the partner did not understand or acknowledge the student's intended message.

Uncertain - The message is uncertain if the observer is unsure what the individual's intended message was or whether the partner understood the message.

Summary of Data

Message Frequency

Instructions: Divide total number of utterances by the total duration of the sample in minutes.

Frequency of Communication	
Total # of Utterances	
Time (Minutes)	
Messages per Minute	

Prompt Levels

Instructions: Divide number of utterance with each prompt level by total number of utterances and multiply by 100.

Prompt Type	Number of Utterances with Prompt Level	Total # of Utterances	Percentage
Contextual			
Indirect Verbal			
Searching			
Positional			
Direct Verbal			
Gestural			
Tactile			
Indirect Physical			
Direct Physical			
Other:			

Communication Modes

Instructions: Divide number of utterance with each mode by total number of utterances and multiply by 100.

Communication Mode	Number of Utterances with Mode	Total # of Utterances	Percentage
Eye Gaze			
Point			
Facial Expression			
Speech			
Vocalization			
Gesture			
Sign Language			
Select Symbol			
Speech Generating Device			
Speech Generating Device + Other mode			

Mean Length of Utterance (MLU) - Word or Morpheme

Instructions: Divide total number of words (or morphemes) by total number of utterances.

Utterance Length	
Total # of Words or Morphemes	
Total # of Utterances	
MLU	

Type Token Ratio

Instructions: Divide the number of unique words (types) by the total number of words (i.e., tokens) and multiply by 100.

Lexical Variety	
Unique Words (Types)	
Total # of Words (Token)	
Type Token Ratio	

Communication Purpose

Instructions: Divide the number of times each purpose was produced by the total number of utterances and multiply by 100.

Communication Purpose	Number of Times Purpose Produced	Total # of Utterances	Percentage
Express Needs/Wants			
Social Closeness			
Sharing Information			
Social Etiquette			

Successfulness

Instructions: Divide number of utterance with each success level by total number of utterances and multiply by 100.

Successfulness	Number of Utterances with Success Level	Total # of Utterances	Percentage
Successful			
Partially Successful			
Unsuccessful			
Uncertain			

References:

- Blackstone, S. & Hunt-Berg (2003). *Social Networks: A communication inventory for individuals with severe communication challenges and their communication partners*. Monterey, CA: Augmentative Communication, Inc.
- Culp, D. & Effinger, J. (1996). *Chalk Talk*. Anchorage, Alaska: The Assistive Technology Library of Alaska. <http://at.mo.gov/information-resources-publications/documents/ChalkTalk1996.pdf>
- Goossens' (2000). Facilitation Skills for Engineered Classrooms. Presented at AAC in the Mountains, Park City, UT
- Light, J. (1996). "Communication is the Essence of Human Life": Reflections on Communicative Competence. *Augmentative and Alternative Communication*, 13, 61-70.