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SCREENING ASSESSMENT OF COMMUNICATION  
" IN EVERYDAY SITUATIONS

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A Thesis  
by  
TINA ALICIA ODOM

Submitted to the Graduate School  
Appalachian State University  
in partial fulfillment of the requirements for the degree of  
MASTER OF ARTS

August 1982

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SCREENING ASSESSMENT OF COMMUNICATION  
IN EVERYDAY SITUATIONS


A Thesis


by

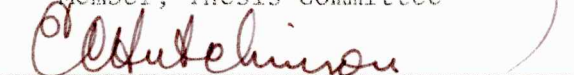
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## ABSTRACT

### SCREENING ASSESSMENT OF COMMUNICATION

IN EVERYDAY SITUATIONS. (August 1982)

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This study was proposed to develop and field test the validity and reliability of the Screening Assessment of Communication in Everyday Situations (SACES) (Lieberman and Hutchinson, 1982), a screening instrument of communicative competence. SACES was derived by principal component factor analysis from the Assessment of Communication In Everyday Situations (Lieberman and Hutchinson, 1980). Both instruments are based on Tough's (1977) functional classification system of the cognitive and social uses of language and both use a role playing format.

SACES consists of 13 items which provide a quick estimate of communicative competence in children. In ten minutes SACES identifies children who are in need of an in-depth diagnostic assessment of communication skills.

The study was divided into two parts. In Part I, inter-rater and intra-rater reliability, test-retest reliability, and internal consistency were analyzed. To establish reliability estimates, SACES was administered to 100 first and third grade children from McDowell County, North Carolina. Two weeks later 20 children were re-evaluated with SACES.

None of the previously mentioned forms of reliability was found to be acceptable. The .85 level of acceptability was adopted for this study. Intra-rater reliability was .78; inter-rater reliability was in the range of -0.0976 to 1.00 for individual test items; test-retest reliability was .50; and internal consistency was .64.

In Part II, ten first graders and ten third graders were administered the Assessment of Communication in Everyday Situations, a diagnostic tool of communicative competence, and their performance was compared to that on SACES to determine the concurrent validity of SACES. The concurrent validity was .069.

From the data analysis, it was concluded that a replication of this study needed to be conducted following an intensive training period of administration and scoring.

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I DID IT!

## TABLE OF CONTENTS

	Page
LIST OF TABLES.....	ix
CHAPTER	
I. INTRODUCTION .....	1
Purpose of Study .....	2
Delimitations .....	2
Limitations .....	3
Assumptions .....	3
Hypotheses .....	3
II. REVIEW OF THE RELATED LITERATURE .....	5
Communicative Competence .....	5
Functional Classification Systems .....	8
Development of Communicative Competence .....	18
Measurement of Communicative Competence .....	22
Diagnostic Measures .....	22
Screening Measures .....	27
Summary .....	29
III. METHODS AND PROCEDURES .....	32
Part I - Reliability .....	32
Purpose .....	32
Participants .....	32
Materials .....	32
Procedures .....	33
Part II - Validity .....	34
Purpose .....	34
Participants .....	34
Materials .....	34
Procedures .....	35
IV. RESULTS .....	36
V. SUMMARY, DISCUSSION, AND RECOMMENDATIONS .....	50

## TABLE OF CONTENTS (continued)

	Page
BIBLIOGRAPHY .....	56
APPENDIX A - TOUGH'S FRAMEWORK FOR THE CLASSIFICATION OF THE USES OF LANGUAGE .....	60
APPENDIX B - ACES (FIRST DAY OF SCHOOL) .....	68
APPENDIX C - SCORING GUIDE - FIRST DAY OF SCHOOL .....	87
APPENDIX D - OPERATIONAL DEFINITIONS AND EXAMPLES TOUGH'S LANGUAGE STRATEGIES USED IN SACES .....	91
APPENDIX E - SACES .....	95
APPENDIX F - SCORING GUIDE - SACES .....	105
VITA .....	106

## LIST OF TABLES

Table	Page
1 DORE'S FUNCTIONAL CLASSIFICATION SYSTEM OF LANGUAGE USE ..	10
2 WELL'S CLASSIFICATION OF THE FUNCTIONS OF COMMUNICATION ..	12
3 FACTORS REVEALED THROUGH PRINCIPAL COMPONENT FACTOR ANALYSIS ON ACES, FORM 2 .....	29
4 TOTAL SCORES ON SACES FOR THE OVERALL GROUP .....	37
5 TOTAL SCORES ON SACES FOR THE FIRST GRADE GROUP .....	38
6 TOTAL SCORES ON SACES FOR THE THIRD GRADE GROUP .....	39
7 SCORES ACHIEVED PER STRATEGY ON SACES FOR THE OVERALL GROUP .....	40
8 SCORES ACHIEVED PER STRATEGY ON SACES FOR THE FIRST GRADE GROUP .....	41
9 SCORES ACHIEVED PER STRATEGY ON SACES FOR THE THIRD GRADE GROUP .....	43
10 PEARSON CORRELATION COEFFICIENTS FOR INTRA-RATER RELIABILITY .....	45
11 PEARSON CORRELATION COEFFICIENTS FOR INTER-RATER RELIABILITY .....	46
12 PEARSON CORRELATION COEFFICIENTS FOR INDIVIDUAL STRATEGIES .....	48

## Chapter I

### INTRODUCTION

Bloom and Lahey (1978, p. 11) proposed a three dimensional view of language consisting of "some aspect of content or form for some purpose or use in a particular context." In the 1960s, the acquisition of various aspects of language form was investigated by linguists, psycholinguists and others, and the results of these investigations led speech pathologists to design formal measures to evaluate language form in the linguistically impaired. In the 1970s, similar gains were made in the understanding and assessment of language content. The 1980s have provided additional information relative to the development and measurement of language use.

At the present time, most information about children's use of language has been collected through spontaneous language sampling. Lieberman and Hutchinson (1980) have developed a diagnostic tool for evaluating language use which consists of a role playing format. This tool, the Assessment of Communication in Everyday Situations (ACES), is based on Tough's (1976, 1977) functional taxonomy of language and measures children's use of 36 communication strategies. In several studies, ACES has been shown to be a valid and reliable measure of children's functional use of language and an adequate substitute for natural language sampling (Hill, 1980; Peebles, 1980).

ACES is a diagnostic tool which consists of 45 items and requires approximately 30 minutes to administer. There is a need for a quicker way to determine which children may require a comprehensive assessment of language use. A screening instrument designed to provide a quick estimate of children's language use would fill an important void in the battery of currently available screening tests for early identification of communication impairments.

The purpose of such an instrument would be to identify children who require further testing for potential disorders of language use and who may need special services. The instrument should incorporate the following criteria: (a) It should be standardized to insure similar administration and scoring; (b) It should be brief so that it could be used as part of a regular early identification program; (c) It should be easy to administer and score; (d) It should be reliable so that measurements are consistent; (e) It should be valid so that it distinguishes children who require further testing from those who do not.

#### Purpose of the Study

The purpose of this study was to develop and estimate the validity and reliability of the Screening Assessment of Communication in Everyday Situations (SACES).

#### Delimitations

1. One hundred students from first and third grades in a rural area of McDowell County in North Carolina served as subjects.
2. The examiners were two graduate students in Speech Pathology who were trained in the administration and scoring of ACES.

3. Data pertaining to the communicative competence of the students was limited to their performance on SACES.
4. SACES measures the functions of communication but not aspects of discourse.
5. Total testing time for all subjects was restricted to two weeks.

#### Limitations

1. If the subjects tested were not representative of all first and third graders then the results may not be generalizable to the population at large.
2. If knowledge of participation in an experiment affected the behavior of the students, then the results may not be generalizable to untested groups.

#### Assumptions

For the purposes of this study, it was assumed that:

1. The first and third grade children tested were representative of middle socioeconomic status families.
2. The examiners were competent in test administration and scoring of SACES.

#### Hypotheses

To provide a focus for the data analysis, the following hypotheses were formulated and tested at the .85 level of acceptance, which is indicative of a moderate relationship (Silverman, 1977).

Hypothesis 1: There is high intra-rater reliability on SACES.

Hypothesis 2: There is high inter-rater reliability on SACES.

Hypothesis 3: There is high test-retest reliability on SACES for the group overall.

3.1 There is high test-retest reliability on SACES for the first grade group.

3.2 There is high test-retest reliability on SACES for the third grade group.

Hypothesis 4: There is internal consistency on SACES for the group overall.

4.1 There is internal consistency on SACES for the first grade group.

4.2 There is internal consistency on SACES for the third grade group.

Hypothesis 5: There is a high positive correlation between performance on SACES and ACES for the group overall.

5.1 There is a high positive correlation between performance on SACES and ACES for the first grade group.

5.2 There is a high positive correlation between performance on SACES and ACES for the third grade group.

## Chapter II

### REVIEW OF RELATED LITERATURE

#### Communicative Competence

According to Bloom and Lahey (1978, p. 11), language is comprised of "some aspect of content or meaning that is coded by linguistic form for some purpose or use in a particular context;" and it is the successful integration of these aspects of language which results in communicative competence. The term "communicative competence" is a global construct which has been defined by Hymes (1971, p. 15) as "who can say what, in what way, where and when, by what means and to whom." This term has been used interchangeably with a variety of nearly synonymous forms, including: functional communication, interpersonal communication, the pragmatics of language, and language use -- all of which have been interpreted to mean, "...knowledge of the rules for what is appropriate language use in a given situation." (Naremore, 1977, p. 23).

To date, there is no general consensus as to what constitutes a communicatively competent individual. Hymes (1971, 1972) loosely defined the domain in children by ascribing to it how children perceive and categorize the social situations of their environment and differentiate their ways of speaking accordingly. Larson, Backlund, and Barbour (1978, p. 2) acknowledged communication as competent if it met "the functional demands of the situation." Naremore (1977) believed the target of communicative competence to be appropriate use of language as expected by members of an individual's social and linguistic

community. These expectations are learned through the natural shaping process which has been active for the other language components as well. Included among these basic expectations are: (a) the ability to carry on a conversation; (b) the ability to ask and answer questions; (c) the ability to follow and give instructions; and (d) the ability to speak alone in front of a group.

Bloom and Lahey (1978) have attempted to bring order to the domain of communicative competence by identifying two major components: (a) the function or intent of communication; and (b) the context or influence on communication of specific situational parameters. The function of communication involves the reasons why people talk, both social and cognitive. These social and cognitive functions of language are determined according to the goals of the speaker and the context of the situation. To be effective, communication must be appropriate to the situation (Cazden, 1970; Wood, 1976). According to Hopper and Naremore (1973), at least five situational factors impose changes on language use during communication, including:

1. The Personal Context -- The people present in any communication situation shape it and have an effect on it. People make adjustments in their speaking behaviors according to the audience.
2. The Physical Context -- People are more comfortable and talkative in some situations than others. A child uses the physical setting during communication by pointing to and showing objects as a part of conversation.
3. The Message Context -- The message which precedes a statement in a conversation can be just as important as the statement itself.

4. The Task Context -- The objective of the communication or what the child is trying to accomplish with the communication affects the nature of the message.
5. The Content Context -- The topic being discussed has an effect on what is said and how it is said. If the topic is of interest to children, they will be more likely to talk about it.

Communicative competence is important to all aspects of life -- developmental, emotional, educational, and intellectual. Without it, individuals are "weeded out" or "separated and managed differently" (Larson, 1978, p. 307). Children may be labeled by their teachers as 'nonverbal' because they are unresponsive to questions. According to Naremore (1978), this illustrates a communication breakdown due to differences in systems of meaning and competency levels.

Although communication is at the very center of socialization (Halliday, 1975), most studies of communication development have focused on the study of: (a) phonology -- the particular sounds acquired or used by children at various stages; (b) syntax -- the grammar of developing linguistic codes; or (c) semantics -- the meaning of words in isolation and in relation to one another. These focal points, together with functional aspects of communication, need to be examined for a comprehensive observation of the interactions necessary for effective communication (Allen and Brown, 1977).

### Functional Classification Systems

Several classification systems have been developed to categorize children's language use. While studying the functions of emerging language in his own son, Nigel, Halliday (1978, p. 9) observed that "the most ordinary, everyday uses of language [were] essential qualities of society..." He organized a classification system based on the developmental uses of language in children ranging in age from six to 30 months, and included the following language uses: (a) instrumental -- attaining needs; (b) regulatory -- directing the behavior of others; (c) interactional -- conversing to socialize; (d) personal -- expressing attitude or mood; (e) heuristic -- exploring the environment; (f) imaginative -- creating a make-believe world; and (g) informative -- providing information.

Dore's (1974, 1975) initial functional classification system of language provided a means for describing children's use of language at the one-word utterance stage. His was the first system to be based on the actual utterances produced by children 15 to 42 months of age. At this stage, children use language for the purposes of: labeling, repeating, answering, requesting (action), requesting (answer), calling, greeting, protesting, and practicing. To determine the function of children's utterances during this stage, the prosodic patterns as well as the lexical items contained within specific utterances were studied.

A second classification system developed by Dore (1977) accounted for the functions of communication in children three to five years of age. This model serves to classify the structure and function of

children's communication intentions and includes five major functional categories: (a) requests -- utterances used to solicit information, actions, or acknowledgments; (b) responses -- utterances used to directly complement preceding utterances; (c) descriptions -- utterances used to represent observable aspects of the environment; (d) statements -- utterances used to express facts, beliefs, attitudes, or emotions; (e) conversational devices -- utterances used to establish, maintain, end or otherwise regulate interpersonal contact and conversations; and (f) performatives -- utterances used to accomplish acts by being said. A complete listing of this classification system appears as Table 1.

Wells (1973) proposed a classification system capable of describing the language of young children and mature adults who perform these acts with varying degrees of effectiveness. This system was based on an analysis of utterances in the contexts in which they occur. The major functions in this system are: (a) control function -- acts in which the participants' dominant function is to control behavior; (b) feeling function -- acts which express and respond to feelings and attitudes; (c) informing function -- acts in which the participants' function is to offer or seek information; (d) ritualizing function -- acts which serve to maintain social relationships and to facilitate social interaction; (e) imagining function -- acts which cast the participants in imaginary situations. For a complete listing of Wells' (1973) taxonomy, refer to Table 2.

The systems developed by Dore (1975, 1977), Halliday (1978), and Wells (1973) are linguistically oriented taxonomies based on the

Table 1

## DORE'S (1977) FUNCTIONAL CLASSIFICATION

## SYSTEM OF LANGUAGE USE

1. Requests -- used to solicit information, actions or acknowledgment.
  - a. Yes-No Questions -- "Is that a birthday cake?"
  - b. Wh-Questions -- "Where's John?"
  - c. Action Requests -- "Give me some juice!"
  - d. Permission Requests -- "Can I go?"
  - e. Rhetorical Questions -- "You know what I did?"
2. Responses -- used to directly complement preceding utterances.
  - a. Yes-No Answers -- "No, it isn't."
  - b. Wh-Answers -- "John's under the table."
  - c. Agreements -- "That isn't a car."
  - d. Compliances -- "I won't wash my hands."
  - e. Qualifications -- "But I didn't do it."
3. Descriptions -- used to represent observable aspects of the environment.
  - a. Identifications -- "That's a house."
  - b. Possessions -- "That's John's egg."
  - c. Events -- "I'm drawing a house."
  - d. Properties -- "That's a red crayon."
  - e. Locations -- "The zoo is far away."
4. Statements -- used to express facts, beliefs, attitudes, or emotions.
  - a. Rules -- "You have to put it there first."

Table 1 (continued)

- b. Evaluations -- "It looks like a snowman."
- c. Internal Reports -- "My leg hurts."
- d. Attributions -- "He doesn't know the answer."
- e. Explanations -- "He did it cause he's bad."
- 5. Conversational Devices -- used to establish, maintain, end or otherwise regulate interpersonal contact and conversations.
  - a. Boundary Markets -- "Hi!"
  - b. Calls -- "Hey, John!"
  - c. Accompaniments -- "Here you are."
  - d. Returns -- "Oh."
  - e. Politeness Markers -- "Please."
- 6. Performatives -- used to accomplish acts by being said.
  - a. Role-plays -- "This box is a train."
  - b. Protests -- "No, Don't touch that!"
  - c. Jokes -- "I throwed the soup in the ceiling."
  - d. Game-markers -- "You can't catch me!"
  - e. Claims -- "I'm first."
  - f. Warnings -- "Watch out."
  - g. Teases -- "You can't come to my house."

Table 2  
WELLS' (1973) CLASSIFICATION OF THE  
FUNCTIONS OF COMMUNICATION

1. Control Function -- Acts in which the participants' dominant function is to control behavior.
  - a. wanting -- "I want some more milk."
  - b. offer -- "I'll help you fix that."
  - c. command -- "Get my bike now!"
  - d. suggestion -- "Let's read books."
  - e. formulation -- "You're 'sposed to pick up your toys before you go."
  - f. permit -- "You can play with my boat."
  - g. intend -- "I'm going to the store."
  - h. query want -- "You wanna play cards?"
  - i. query permission -- "May I use your scissors?"
  - j. query intention -- "Are you playing or not?"
  - k. promise -- "I'll always defend you."
  - l. threat -- "I'm gonna tell your Mom."
  - m. warning -- "You're gonna fall."
  - n. prohibition -- "Don't touch my doll."
  - o. condition -- "If you help me I'll play ball."
  - p. contractual -- "I'll give you some candy if you let me have that car."
  - q. command-verbalization -- "Tell her about it."
  - r. assent -- "Sure, OK."

Table 2 (continued)

- t. reject -- "I don't want to go."
  - u. evasion -- "We'll see."
  - v. query justification -- "Why did you do it?"
  - w. justification -- "Because my Mom told me to."
2. Feeling Function -- Acts which express and respond to feelings and attitudes.
- a. exclamation -- "Wow!"
  - b. expression of state/attitude -- "I feel terrible."
  - c. query state/attitude -- "How do you feel now."
  - d. taunt -- "You're a real baby."
  - e. challenge -- "I bet I can stay up later than you."
  - f. approval -- "You had a nice idea."
  - g. disapproval -- "You did a silly thing."
  - h. cajole -- "You know how-come on."
  - i. congratulate -- "Good for you."
  - j. commiseration -- "I'm sorry that you were hurt."
  - k. endearment -- "I'm your best friend."
  - l. tale-telling -- "And then he hit me with the truck and..."
  - m. blaming -- "John broke the glass, not me."
  - n. query blame -- "Who wrote on this wall?"
  - o. command to apologize -- "Say you're sorry."
  - p. apology -- "I'm sorry I broke your picture."
  - q. agree -- "I hate him too."
  - r. disagree -- "I think you're wrong -- he's nice."
  - s. reject -- "I don't want to."
  - t. evasion -- "I don't know."

Table 2 (continued)

- u. condition -- "I'd like her if she was nice to me."
  - v. query justification -- "Why did you do it?"
  - w. justification -- "Children aren't allowed to do that."
3. Informing Function -- Acts in which the participants' function is to offer or seek information.
- a. ostension -- "That's (pointing) the car I like."
  - b. statement -- "I never hit other people."
  - c. question-positive/negative -- "Is that your car?"
  - d. content question -- "Who runs the fastest in your neighborhood?"
  - e. why question -- "Why does he always win?"
  - f. query name -- "What's that thing called?"
  - g. response -- "Bill runs the fastest."
  - h. affirm -- "You're right."
  - i. deny -- "No, you're mistaken."
  - j. reject -- "No, it's not terrible."
  - k. evasion -- "We'll see."
  - l. condition -- "If you help me, I'll play with you."
  - m. justification -- "It's naughty to do."
4. Ritualizing Function -- Acts which serve to maintain social relationships and to facilitate social interaction.
- a. greetings -- "Hi, how ya doin'."
  - b. farewells -- "See you tomorrow."
  - c. turn-taking -- "And what do you think?"
  - d. call - "Nancy ..."
  - e. availability response -- "Yeah? You called me?"
  - f. request to repeat -- "Say that again."

Table 2 (continued)

- g. repeat -- "I said, 'Give it to me.'"
- 5. Imagining Function -- Acts which cast the participant in imaginary situations.
  - a. commentary -- "And then the old man put his cane down..."
  - b. expressive -- "Wow, you sure are a pretty doll!"
  - c. heuristic -- "When the sun goes out, then it gets dark and then the moon appears."

language use of young children, six to 60 months of age. In contrast, Tough (1977) created an educationally oriented system for categorizing the language use of older preschool and school-aged children. Tough (1977) used the term "functional language" when describing children's ability to communicate and interact in their environment. Her system consists of seven language uses and 36 language strategies which reveal the ways in which meaning can be expressed to illustrate specific language uses. Tough (1977) believes that language use is the foundation of expressive language and that all of components (syntactic, semantic, and phonologic) are built onto it. The seven language uses delineated by Tough's (1977) system include:

1. Self-Maintaining -- the use of language to create awareness of one's identity and position in relation to others.
2. Directing -- the use of language to control the actions of oneself and others.
3. Reporting -- the use of language to provide information.
4. Logical Reasoning -- the use of language to employ rational thought.
5. Predicting -- the use of language to extend communication to events that have not or may never take place.
6. Projecting -- the use of language within an unfamiliar or external context.
7. Imagining -- the use of language to create a context of make-believe.

Each use is further divided into a number of strategies arranged in an ascending order of cognitive complexity. These strategies are the "means by which the child reveals the purpose of his talk" (Tough, 1976, p. 81). Definitions for each language use and strategy are provided in Appendix A.

The classification of language uses and strategies in Tough's (1977) system provides an extensive framework for determining the presence or absence of communicative competence or "the knowledge of the rules for what is appropriate language use in a given situation" (Naremore, 1977, p. 23). Tough's (1977) system is more comprehensive than other systems since it provides a detailed analysis of how children use language for social and cognitive purposes. According to Tough (1976), education is based on the ability to analyze and use past experiences to bring knowledge to present experiences. Communication between teachers and children is important because they must be able to exchange thoughts or feelings about a subject, to interpret information, and to give and receive instructions. Tough (1977) believes that language strengthens the learning that is required in academic settings because it conveys meaning and the meanings increased. As individual situations take on specific meanings, children gain the ability to solve problems and deal with everyday experiences. Tough (1977) hypothesized that the development of the abilities to think and use language provide the foundation for education. In a broader sense, Larson et al., (1978) also noted that the ability to use language for communication purposes was vital to education.

### Development Of Communicative Competence

The development of communicative competence begins at birth.

Prutting (1979) has categorized this development into six stages: the Prelinguistic Stage (birth to nine months), Stage I (nine to eighteen months), Stage II (18 to 24 months), Stage III (two to three years), Stage IV (three years and older), and Stage V (Adult-Communicative Competence).

In the earliest, Prelinguistic Stage, the infant communicates by gazing, crying, touching, smiling, laughing, vocalizing, grasping, and sucking. These behaviors, though unintentional, have an effect on the listener and have been called perlocutionary acts by Bates (1976). For example, infants smile and their caretakers react by talking to and playing with them. In this earliest form of communication, the infant acts and the listener responds with some type of communicative behavior. Around nine or ten months, intentional communication or illocutionary acts develop. Through these intentional acts, infants communicate by pointing, giving, showing and engage in a nonverbal turn-taking conversation with a partner (Bruner, 1975). These nonverbal behaviors serve as the precursors for later verbal development. Bates (1977) has suggested that the quantity of these early illocutionary acts may be a prognostic indicator of how highly communicative the infant will be later in life. Bloom and Lahey (1978) have called these early stages of communication development, the stage of primary forms. At this level, the infant's needs are physiological and affective. Using the same behavior (crying) infants can meet several needs, regardless of the situation.

During Stage I, infants use one-word utterances to serve specific purposes. Both Dore (1975) and Halliday (1978) have developed taxonomies to classify what the young child can do with language during this stage. These taxonomies have been discussed in greater detail in an earlier section. Halliday's (1978) system describes what the child can do communicatively but does not take into consideration the listener, and Dore's (1975) system categorizes only the intention that the child generates. In addition to developing a repertoire of functional acts during this period, infants demonstrate knowledge of the rules for turn-taking and apply them to conversational exchanges with a partner (Bloom, Rocissano, and Hood, 1976).

During Stage III, children learn to take part in a dialogue (Halliday, 1975). Halliday (1975) suggests that five functions of communication develop throughout this stage:

1. Pragmatic -- to satisfy one's own needs and to control and interact with others (language as doing)
2. Mathetic -- to ask for new names to explore systematically the environment and to establish patterns of verbal recall (language as learning)
3. Interpersonal -- to identify the speaker's own involvement in the speech situation, including roles, attitudes and wishes (language as a means whereby the speaker participates in the speaking situation)
4. Textual -- to encode meanings into words and sentences (operational material of language)
5. Ideational -- to embody the speaker's experience and interpretation of the world (language as a means of talking about the real world)

The functions are listed in a developmental order of acquisition. Functions one and two evolve at approximately 18 months of age from the six language uses identified by Halliday (1978). The pragmatic function or "language as doing" evolves out of the regulatory and instrumental uses of language and in part, the interactional. The mathetic function or "language as learning" arises from the personal, heuristic, and in part, interactional uses. At approximately 24 months of age, these two macro-functions, in turn, develop into the interpersonal and ideational "meta-functions" of language. The interpersonal function derives from the mathetic function of language. The textual function provides the linguistic framework within which these other two components are expressed. From the final stage on, the child adds to what he has acquired but does not develop new functions (Halliday, 1975).

The main characteristic of Stage III is a limited attention span which makes it difficult to maintain a conversation over an extended period of time. Rapid topic change is characteristic of the egocentrically-oriented conversations (Piaget, 1928) carried on during this stage, as well as monologues between peers. This egocentricity may occur because children are performing at the preoperational level of cognitive development and are not capable of taking into account the listener's point of view. Weir (1962), who observed the presleep monologues of her son, hypothesized that monologues were a unique type of pragmatic speech which were highly structured in semantic organization.

Bloom and Lahey's (1978) level of conventional forms closely resembles Prutting's (1979) Stages II and III. At this level, children's needs are more social and have to do with physical states and feelings.

The movements and vocalizations of the children become more like those around them.

During Stage IV, children gain the ability to maintain a topic over several turn-taking exchanges. Now, their conversations more closely resemble conversations between adults. In addition, they begin to modify their speech according to the age of the listener. For example, they use less complex sentences while talking with younger children and more complex sentences with adults (Shatz and Gelman, 1973; Sachs and Devin, 1976). According to Bloom and Lahey's (1978) level of conventional use, children learn that there are different linguistic means and forms for achieving the same purpose according to the differences in the situational context.

By Stage V, it is assumed that children have achieved the knowledge of effective adult communication. Grice (1975) proposed the following conversational rules which he suggested speakers and listeners expect each other to observe:

1. Quantity -- Make contributions as informative as is required otherwise the listener may be misled.
2. Quality -- Do not say that which is believed to be false or for which there is a lack of evidence.
3. Relation -- Be relevant.
4. Manner -- Avoid obscurity of expression and ambiguity.

The levels or stages for describing the development of communicative competence may vary according to individual authors, but the information included is similar. The development begins at birth and is not completed until adulthood. All children progress through this process at varying rates for communicative competence to be achieved.

### Measurement of Communicative Competence

At the present time, ways to measure communicative competence are limited to language sample analysis and criterion-referenced tests.

#### Diagnostic Measures

Language samples can be pragmatically analyzed through a qualitative method of analysis. When obtaining a language sample for a qualitative analysis, it is important that the sample be spontaneous and representative. Since the context influences the content of the sample, the materials used in sampling should generate a variety of concepts and ideas. The goal of a qualitative analysis is to determine children's pragmatic abilities -- their abilities to use language for functional purposes. When analyzing a language sample pragmatically, the following questions should be addressed (Lucas, 1980):

1. Does the child's language contain objects, actions, and events in a variety of relationships?
2. Does the child use a variety of forms to express a variety of functions?
- e. Does the child use utterances that are appropriate for the context?
4. Does the child answer questions appropriately or does the child only respond?
5. Does the child initiate or create new utterances in new contexts?
6. Does the child use the same construction over and over with some of the same lexical terms?
7. Does the child exhibit any specific language disorders?

8. Does the child perform a variety of speech acts?
9. Does the child use a variety of terms to denote space, time, quantity, and/or does the child use a variety of qualifiers?

Answers to the above questions provide the clinician with some insight into children's communicative competence. The way in which children interact with the environment supplies information which can confirm or reject conclusions reached after analysis of a language sample.

Through behavioral observations, the information needed can be obtained. Children would not be considered communicatively competent if they:

(a) physically attempted to solve situational problems better suited to verbal solutions; (b) never initiated verbalizations to meet specific needs; (c) inappropriately cued the hearer with inadequate paralinguistic cues; and/or (d) lacked the ability to specify referents (Lucas, 1980). These behavioral observations may indicate a semantic language disorder that negatively affects the children's ability to use language for effective communication. The result is a child who has not achieved communication competence.

For a complete assessment, behavioral observations and language sample analysis should be supplemented by criterion-referenced measures. Currently, there are two measures available which may be obtained commercially: the Behavioral Inventory of Speech Act Performances (BISAP) (Lucas, 1980) and "Let's Talk" Inventory of Functional Communication Skills (Wiig, 1982).

The BISAP, developed by Lucas in 1977, assesses speech acts as defined by Searle's (1969) theorized propositional, preparatory, sincerity, and essential semantic rules. The propositional content rule

specifies an implied or expected future act of the hearer. The preparatory rule refers to the understood prerequisites to the utterance. The sincerity rule insures that in normal situations, the speaker intends the utterance, and the essential rule insures that the effect of the intended message is realized by the hearer. BISAP evaluates many of the speech acts included in Dore's (1977) functional classification system developed for three- to five-year-olds.

BISAP is appropriate for three- to five-year-old children and has been used with emotionally disturbed children, trainable and educable mentally-handicapped school-age children, Down's Syndrome infants, and upper and lower socio-economic school-age children without language difficulties. Two examiners are required to administer the tasks. The first provides the rules for context (e.g., "Let's play ball. Vickie has the ball.") so that the child can perform the necessary acts to complete the situation (e.g., "Vickie, give me the ball."). The second examiner must act only as a listener and must not provide any contextual rules. If the speech act is not performed effectively, the contextual rule is re-worded. The speech acts (Searle, 1969) assessed in BISAP are: requests for objects, requests for action, assertion, denial, statements of information, reporting, requests for information, experiencing (speech event), calling, and rule order.

The total score obtained on BISAP is compared to a criterion (normal children's use of speech acts in the same contexts) to determine if performance is acceptable.

The "Let's Talk" Inventory of Functional Communication Skills was developed by Wiig in 1982. Appropriate for students nine to 18

years of age, it probes their ability to use speech acts for the four communication functions delineated by Wells (1973): ritualizing, informing, controlling, and feeling. The test consists of 40 items, each involving one picture of a communication exchange between two adolescents and another picture of a communicative exchange between an adolescent and an authority figure. Students are asked to form a sentence or series of sentences which the adolescent in the picture would be likely to say in a particular situation. Total scores for each of the four functions can be compared to each other, or to the age-related criteria derived from field-test studies.

The Assessment of Communication in Everyday Situations (ACES) (Lieberman and Hutchinson, 1980) was developed to fill a void in the tests available for measurement of communicative competence. BISAP is appropriate for three- to five-year-olds and "Let's Talk" is appropriate for nine- to eighteen-year-olds. ACES provides an assessment tool to measure the communicative competence of four- to eight-year-olds. It is based on Tough's (1977) functional classification system and evaluates children's ability to use the 36 communication strategies embodied in Tough's (1977) system. For a complete listing of these strategies, see Appendix A.

Two studies have investigated the validity and reliability of ACES. Peebles (1980) evaluated the content and concurrent validity of ACES. To assess content validity, 63 speech pathologists judged whether specific test items elicited acceptable responses on ACES. A total of 103 test items were evaluated and 88 reached the .75 level of agreement.

In both cases, the high level of agreement indicated the ACES did evaluate a child's use of Tough's (1977) communication strategies.

Concurrent validity was assessed by comparing the use of communication strategies on ACES to use of the same strategies in everyday situations by 4-year-olds. A mean percentage of agreement of .74 was obtained. This indicated a high level of correspondence between strategies produced on ACES and those produced in everyday situations.

Hill (1980) studied the reliability of ACES, including alternate form, test-retest, internal consistency, and rater reliability. Results of the alternate form study showed correlation coefficients for the three test forms to be high positive (.97 for Forms I to II, .93 for Forms II to III, and .89 for Forms III to II) at the .005 level of statistical significance. This indicated that the three forms measured the same characteristics overall.

In the test-retest situation, the correlation coefficients between overall scores for the three forms were high, positive (for Form I, .90; for Form II, .94; and for Form III, .91) at the .005 level of statistical significance. This indicated stable performance over time on ACES. For all three forms of ACES, the internal consistency, measured with the coefficient alpha, was high positive (for Form I, .94; for Form II, .93; and for Form III, .93).

To obtain rater reliability, seven rates scored and rescored five tests. Results showed a high positive correlation for inter- and intra-rater reliability (intra-rater reliability of .84 and inter-rater reliability of .73 to .94). This indicated that raters scored the test in the same way on two separate occasions and scored tests given to different subjects in the same manner.

### Screening Measures

Diagnostic tests in the area of assessing communicative competence are not plentiful but they do exist. Currently, there are no screening tests of communicative competence available commercially for use in early identification programs.

The purpose of screening tests is to identify students who are sufficiently different from peers of the same chronological age and who may require special attention -- either further in-depth diagnostic assessment and/or possible placement in a special program (Salvia and Ysseldyke, 1978). The screening test works as part of a two-phase operation: screening and diagnosis. The screening process aims at economizing time by reducing the number of people who must be seen for individual assessment. The diagnostic process focuses on determining the specific problems of the child.

The screening process is appropriate for school systems for three reasons (Salvia and Ysseldyke, 1978):

1. Screening is followed by diagnosis when necessary;
2. Problems are isolated and a decision regarding the educational process can be made;
3. Treatment for the problem can follow diagnosis.

One problem that may occur with screening tests is the failure to identify truly deviant children. Other problems in the two-phase operation of screening and diagnosis include lack of diagnostic follow-up when necessary, or failure to provide necessary placement once a problem has been identified.

The Screening Assessment of Communication in Everyday Situations

(SACES) has been developed by Lieberman and Hutchinson (1982) to identify possible problems in language use. SACES is based on Tough's (1977) framework of language use. See Appendix A for Tough's framework of language uses and language strategies. To reduce the number of communication strategies sampled on SACES, a principal component factor analysis was performed on responses of the normative sample of ACES. Analysis revealed thirteen factors contributing to the overall performance on ACES. These factors are shown in Table 3. By selecting the strategy which loaded the highest on each of the thirteen factors, it was possible to identify the thirteen strategies which make up SACES, including:

1. Extracting or recognizing central meaning (Rp-g);
2. Reflecting on the meaning of experiences (Rp-h);
3. Anticipating problems and possible solutions (Pd-h);
4. Developing an imaginary situation based on fantasy (Im-b);
5. Predicting consequences of actions or events (Pd-f);
6. Directing actions of the self (Dr-b);
7. Justifying behaviors and claims (SM-d);
8. Logical Reasoning - Questioning (LR-g);
9. Directing - Questioning (Dr-e);
10. Monitoring own actions (Dr-a);
11. Anticipating and recognizing alternative courses of action (Pd-e);
12. Justifying judgments and actions (LR-d);
13. Projecting - Questioning (Pj-e).

These strategies represent each of Tough's (1977) seven language uses and require both declarative and interrogative types of responses.

Table 3

FACTORS REVEALED THROUGH PRINCIPLE COMPONENT FACTOR  
ANALYSIS ON ACES, FORM 2

Factor 1	A12	0.62140	Rp-b
	A13	0.65855	Im-c
	A18	0.55763	LR-c
	A29	0.66349	Rp-g
	A38	0.50879	LR-b
Factor 2	A25	0.71989	LR-a
	A33	0.77280	Im-a
	A43	0.79136	Rp-h
Factor 3	A9	0.50116	Pj-a
	A27	0.43668	SM-e
	A31	0.67486	Pj-b
	A36	0.69540	Pd-d
	A41	0.60322	LR-f
Factor 4	A5	0.60977	Rp-a
	A11	0.53856	Rp-i
	A34	0.67659	Im-b
	A42	0.54464	Rp-d
	A45	0.60621	Pd-b
Factor 5	A1	0.75501	SM-f
	A8	0.76153	Pd-f
Factor 6	A28	0.69790	Rp-f
	A39	0.75848	Dr-b
	A40	0.72810	LR-e
Factor 7	A2	0.78569	SM-c
	A19	0.73727	Pd-c
	A26	0.46300	SM-d
Factor 8	A15	0.78377	LR-g
	A37	0.62834	Pj-c
	A44	0.47515	Pd-a
Factor 9	A3	0.69055	Pd-g
	A16	0.49205	Dr-b
	A24	0.76525	Dr-e
Factor 10	A10	0.38575	Pj-d
	A21	0.79023	Dr-a
	A22	0.55194	SM-b
	A23	0.50352	Dr-c
Factor 11	A7	0.68882	Pd-e
	A14	0.62342	Rp-e
	A35	0.50749	SM-a
Factor 12	A17	0.78259	LR-d
	A30	0.57816	Rp-c
Factor 13	A4	0.58790	Pj-e

Like ACES, SACES employs a role-playing strategy using puppets and other materials to more nearly simulate natural conversational interaction. In SACES, the role playing interaction centers around camping out and children have an opportunity to talk about packing the car, traveling to the campsite, putting up the tent, and relaxing around the campfire while listening to ghost stories.

Scoring is based on a scale of 0 to 2, with 0 representing an unacceptable response, 1 representing an acceptable response after a prompt, and 2 representing an acceptable spontaneous response. The maximum score possible on SACES is 26.

#### Summary

Communicative competence has been defined by Hymes (1971, p. 15) as "who can say what, in what way, where and when, by what means and to whom" and communication has been viewed as competent if it meets "the functional demands of the situation" (Larson, Backlund & Barbour, 1978, p. 2). Bloom and Lahey (1978) have identified two major components which comprise the domain of communicative competence: (a) the function or intent of communication; and (b) the context or influence of specific situational parameters on communication. There have been several classification systems (Dore, 1975; Halliday, 1978; Tough, 1977; Wells, 1973) developed which classify the language use of children and adults. These classification taxonomies account for functional communication in a wide variety of social and cognitive situations.

The development of communicative competence begins at birth and continues until adulthood. Developmental models created by Prutting (1979) and Bloom and Lahey (1978) trace the patterns occurring during the acquisition of communicative competence from the earliest prelinguistic forms to the ability to make appropriate verbal and nonverbal choices in meeting the needs of diverse communicative exchanges.

Few measures have been developed for use in the comprehensive diagnosis of communicative competence. By analyzing language samples with a pragmatic view, communicative competence can be studied. In addition, several criterion-referenced tests, BISAP (Lucas, 1980), "Let's Talk" (Wiig, 1982), and ACES (Lieberman & Hutchinson, 1980), have been developed to analyze communicative competence in more structured situations. At present, there are no screening devices for communicative competence. The development of SACES (Lieberman & Hutchinson, 1982) would fill an important void in the battery of early identification screening tools by providing a quick estimate of communicative competence.

### Chapter III

#### METHODS AND PROCEDURES

In this two part study, the reliability of SACES was evaluated in Part I and the concurrent validity of SACES in Part II.

#### Part I--Reliability

##### Purpose

The purpose of Part I was to establish various aspects of reliability: inter-rater reliability, test-retest reliability, and internal consistency.

##### Participants

A total of 100 first, second and third grade children who ranged in age from 76 to 123 months were included in Part I. The children attended a single elementary school in a middle socioeconomic area of McDowell County, North Carolina. Of the first graders, 27 were boys and 23 were girls. There were 31 boys and 19 girls in the third grade group.

##### Materials

To provide a quick estimate of communicative competence, the Screening Assessment of Communication in Everyday Situations (SACES) (Lieberman and Hutchinson, 1982) was used. SACES is based on Tough's (1977) taxonomy of language uses and was derived from ACES, (Lieberman and Hutchinson, 1979), its diagnostic counterpart, by means of principle component factor analysis.

SACES uses a role-playing format with puppets and materials to induce natural responses to test items. It is scored on a 0 to 2 basis, with 0 representing an unacceptable response, 1 representing an acceptable response after a prompt, and 2 representing an acceptable spontaneous response. The maximum score possible on SACES is 26.

### Procedures

SACES was administered individually to all children by two examiners. Tests were scored at the time of administration; however, all administrations were audio recorded for later analysis. Portable Wollensak audio tape recorders (Model 2620) and Wollensak microphones (Model A-0506) were used. Approximately ten minutes were required for each administration.

To measure the stability of SACES over time, 20 children, five from each class, were selected at random for a second administration which took place approximately two weeks after the first administration. None of the children tested were used in Part II of this study. Six boys and four girls from both the first and third grades were selected to participate.

To establish inter-rater reliability, four raters scored 20 randomly selected tests from the first and third grade groups. While scoring the tests, raters were supplied with a blank score sheet, a scoring guide, and the audio tape of the test. Raters were allowed to listen to each item twice and had 20 minutes to complete the scoring.

To establish intra-rater reliability, one rater scored and rescored 12 tests. Each test was scored and rescored within one week and each was scored in random order. The rater was supplied with a blank score sheet, a scoring guide, and the audio tape of the test. The rater was allowed to listen to each item twice.

## Part II--Validity

### Purpose

The purpose of Part II of this study was to determine the concurrent validity of SACES.

### Participants

Participants consisted of five children from each of the first and third grade classes which participated in Part I of this study. These subjects were selected at random from a pool of subjects whose age was 7 years (+/- 3 months) or 9 years (+/- 3 months). Of the first graders tested, 6 were boys and 4 were girls. The third grade group included 7 boys and 3 girls.

### Materials

The Assessment of Communication in Everyday Situations, ACES, (Lieberman and Hutchinson, 1980), a diagnostic tool of communicative competence based on Tough's (1977) model of functional language uses, was used to establish the concurrent validity of SACES. ACES consists of 36 items which measure children's ability to use the 36 communication strategies delineated by Tough's (1977) system in

familiar interactions with peers and adults. ACES employs a role-playing strategy using puppets and other materials to encourage natural responses to test items.

Responses are scored on a 0 to 2 scale, with 0 representing an unacceptable response, 1 representing an acceptable response after a prompt, and 2 representing an acceptable spontaneous response. The maximum score possible on ACES is 84.

### Procedures

Two examiners administered ACES to target children and friends of their choice in a quiet room apart from the routine activity of the school. Form 2, the First Day of School, of ACES was used. The testing sessions required approximately 30 minutes and were audio-recorded for scoring within 48 hours. Portable Wollensak audio tape recorders (Model 2620) and Wollensak microphones (Model A-0506) were used to record all test administrations.

Prior to administering ACES, the examiners, two graduate students in speech pathology, demonstrated their ability to give and score the test. The examiners listened to a number of audio tapes of actual test administrations for each of the three forms of ACES. Then, five audio tape administrations were scored by each examiner and a period of time was allowed for discussion. This procedure was continued until 90 percent accuracy was attained for each examiner.

## Chapter IV

### RESULTS

The total scores on SACES for the group overall are presented in Table 4. The scores ranged from 2 to 22, with a mean of 15.61, and a standard deviation of 3.88.

The total scores for the first grade group are shown in Table 5. The scores ranged from 2 to 22, with a mean score of 14.44 and a standard deviation of 4.16.

The third grade group's total scores are listed in Table 6. The range of scores was 11 to 21, with a mean score of 16.9, and a standard deviation of 2.69.

The total number of 0's, 1's, and 2's achieved by the overall group are presented in Table 7. A total of 393 0's were obtained, with a mean of 30.23, a range of 4 (on strategy 1) to 94 (on strategy 2), and a standard deviation of 30.22. Two-hundred and forty-three 1's were achieved. The mean was 18.61 and the range was 0 (on strategy 2) to 71 (on strategy 7), with a standard deviation of 20.3. The sum total of 2's achieved was 664, with a mean of 51.07, a range of 6 (on strategies 2 and 3) to 83 (on strategy 10), and a standard deviation of 29.12.

Table 8 presents the number of 0's, 1's, and 2's achieved by the first grade group. A total of 227 0's were obtained with a mean of 17.45. The range was 4 (on strategy 1) to 47 (on strategy 3), and the standard deviation was 14.23.

Table 4

## TOTAL SCORES ON SACES FOR THE OVERALL GROUP

<u>Case Number</u>	<u>Total Score</u>	<u>Case Number</u>	<u>Total Score</u>	<u>Case Number</u>	<u>Total Score</u>
1	7	45	16	89	14
2	14	46	15	90	16
3	15	47	18	91	13
4	14	48	18	92	19
5	12	49	15	93	20
6	13	50	21	94	15
7	11	15	21	95	17
8	9	52	10	96	15
9	20	53	19	97	16
10	9	54	16	98	19
11	12	55	11	99	16
12	10	56	11	100	2
13	12	57	13		
14	19	58	18		
15	13	59	22		
16	15	60	14		
17	16	61	16		
18	17	62	16		
19	16	63	12		
20	15	64	19		
21	5	65	12		
22	12	66	14		
23	6	67	17		
24	15	68	17		
25	14	69	20		
26	21	70	21		
27	21	71	16		
28	14	72	10		
29	18	73	17		
30	12	74	18		
31	21	75	15		
32	18	76	17		
33	16	77	21		
34	18	78	19		
35	13	79	15		
36	19	80	19		
37	18	81	19		
38	21	82	13		
39	16	83	21		
40	11	84	20		
41	17	85	13		
42	20	86	20		
43	16	87	14		
44	18	88	19		

Table 5

## TOTAL SCORES ON SACES FOR THE 1st GRADE GROUP

<u>Case Number</u>	<u>Total Score</u>	<u>Case Number</u>	<u>Total Score</u>
1	7	52	10
2	15	53	19
3	14	54	16
4	15	55	11
5	12	56	13
6	13	57	13
7	11	58	18
8	9	59	22
9	20	60	14
10	9	61	16
11	12	62	16
12	10	63	12
13	12	64	19
14	19	65	12
15	13	66	14
16	13	67	17
17	16	68	17
18	17	69	20
19	16	70	21
20	15	71	16
21	5	72	10
22	12	73	17
49	15	74	18
50	21	75	15
51	21	100	2

Table 6

## TOTAL SCORES ON SACES FOR THE 3rd GRADE GROUP

<u>Case Number</u>	<u>Total Score</u>	<u>Case Number</u>	<u>Total Score</u>
23	16	48	18
24	15	76	17
25	14	77	21
26	21	78	19
27	21	79	15
28	14	80	19
29	18	81	19
30	12	82	13
31	21	83	21
32	18	84	20
33	16	85	13
34	18	86	20
35	13	87	14
36	19	88	19
37	18	89	14
38	21	90	18
39	16	91	13
40	11	92	19
41	17	93	20
42	21	94	15
43	16	95	17
44	18	96	15
45	16	97	16
46	15	98	19
47	18	99	16

Table 7

SCORES ACHIEVED PER STRATEGY ON SACES FOR THE OVERALL GROUP

Scores			
Strategy	0	1	2
1	4	17	79
2	94	0	6
3	93	1	6
4	15	57	28
5	48	15	37
6	7	14	79
7	12	71	17
8	47	17	36
9	9	11	80
10	10	7	83
11	10	16	74
12	16	4	80
13	28	13	59

Table 8

SCORES ACHIEVED PER STRATEGY ON SACES FOR THE 1st GRADE GROUP

Strategy	Scores		
	0	1	2
1	4	11	35
2	45	0	6
3	47	1	2
4	13	26	11
5	30	5	15
6	6	10	34
7	10	33	7
8	26	8	16
9	8	7	35
10	8	4	38
11	7	8	35
12	8	3	39
13	15	8	27

The scores on each strategy for the third grade group are shown in Table 9. The total number of 0's was 170, with a mean of 13.07, and range of 0 (on strategy 1) to 49 (on strategy 2), and a standard deviation of 16.35. One hundred and three 1's were achieved. The mean was 7.92, and the range was 0 (on strategies 2 and 3) to 38 (on strategy 7), with a standard deviation of 9.8. The sum total of 2's was 337, with a mean of 29, a range of 1 (on strategy 2) to 46 (on strategy 10), and a standard deviation of 15.89.

### Reliability

As a result of the data analysis, reliability estimates were established for intra-rater reliability, inter-rater reliability, test-retest reliability and internal consistency. The level of acceptance for this study was .85 which is indicative of a moderate relationship. This figure was extracted from the following scale of relationships (Silverman, 1977):

- below .30 - no relationship;
- .30 - .50 - weak relationship;
- .51 - .85 - moderate relationship;
- .86 - .95 - strong relationship;
- .96 and above - extremely strong relationship.

### Intra-rater Reliability

Fourteen tests were scored and rescored by one examiner and a Pearson Product Moment Correlation was used to analyze the data collected. Intra-rater reliability was:  $r=.78$ .

Table 9

SCORES ACHIEVED PER STRATEGY ON SACES FOR THE 3rd GRADE GROUP

Scores			
Strategy	0	1	2
1	0	5	45
2	49	0	1
3	46	0	4
4	2	17	31
5	22	10	18
6	1	4	45
7	2	38	10
8	21	9	20
9	1	4	45
10	2	2	46
11	3	8	39
12	8	1	41
13	13	5	32

Since a moderate correlation level of .85 was established as acceptable by the examiner, Hypothesis 1 was rejected. For the correlations of individual strategies, refer to Table 10.

#### Inter-rater Reliability

A Pearson Product Moment Correlation was also used to analyze the data collected for inter-rater reliability. Four raters scored 15 tests and the correlations between examiners ranged from:  $r = -0.0976$  to  $r = 1.00$ . On the basis of these results, Hypothesis 2 was rejected. Specific correlations for individual strategies and raters are presented in Table 11.

#### Test-Retest Reliability

Twenty tests were re-administered and rescored to determine test-retest reliability. The test and retests were analyzed as strict parallel (i.e., both administrations test the same constructs). The analysis revealed a Cronbach Alpha of .50 and therefore Hypothesis 3 was rejected. Subhypotheses 3.1 and 3.2 were not tested.

#### Internal Consistency

Internal consistency on the original test administration of SACES was analyzed with the Cronbach Alpha. The analysis revealed an  $r_{xx}$  of .64. According to these results, Hypothesis 4 was rejected. Subhypothesis 4.1 and 4.2 were not tested. Table 12 shows the reliability for each strategy.

Table 10

## PEARSON CORRELATION COEFFICIENTS FOR INTRA-RATER RELIABILITY

Pearson Correlation Coefficients	
Strategy	
1	.59
2	could not be computed
3	could not be computed
4	1.00
5	.69
6	.92
7	1.00
8	.82
9	1.00
10	.81
11	.59
12	.24
13	.48

Table 11

## PEARSON CORRELATION COEFFICIENTS FOR INTER-RATER RELIABILITY

Strategy 1					Strategy 2				
Rater	1	2	3	4	Rater	1	2	3	4
1		.91	1.0	1.0	1				
2			.91	.91	2				
3				1.0	3	could not be computed			
4					4				
Strategy 3					Strategy 4				
Rater	1	2	3	4	Rater	1	2	3	4
1					1		.79	.77	.90
2					2			.77	.90
3	could not be computed				3				.83
4					4				
Strategy 5					Strategy 6				
Rater	1	2	3	4	Rater	1	2	3	4
1		.38	.29	.52	1		.58	.38	.73
2			.62	.29	2			.46	.48
3				.43	3				.53
4					4				

Table 11 (continued)

Strategy 7					Strategy 8				
Rater	1	2	3	4	Rater	1	2	3	4
1		.82	.53	1.00	1		.52	.61	.53
2			.38	.82	2			.77	.72
3				.53	3				.83
4					4				
Strategy 9					Strategy 10				
Rater	1	2	3	4	Rater	1	2	3	4
1		.89	1.00	1.00	1		.62	1.00	.70
2			.89	.89	2			.62	.78
3				1.00	3				.71
4					4				
Strategy 11					Strategy 12				
Rater	1	2	3	4	Rater	1	2	3	4
1		-0.09	.54	-0.09	1		.41	.40	.40
2			.44	.58	2			-0.18	-0.18
3				.30	3				1.00
4					4				
Strategy 13									
Rater	1	2	3	4					
1		.53	-0.04	.34					
2			-0.02	.18					
3				.49					
4									

Table 12

## PEARSON CORRELATION COEFFICIENTS FOR INDIVIDUAL STRATEGIES

Pearson Correlation Coefficients	
Strategy	
1	.44
2	.22
3	.22
4	.52
5	.51
6	.43
7	.49
8	.51
9	.59
10	.42
11	.36
12	.35
13	.40

### VALIDITY

To establish concurrent validity, comparisons were made using the Pearson Product Moment Correlation between performance on SACES and ACES for corresponding strategies. The .85 level of acceptance was also adopted for this comparison. Individual scores on SACES items and related ACES items were compared for twenty subjects. Results were:  $\underline{r} = .069$ . Because of this negligible level of correlation, Hypothesis 5 and subhypotheses 5.1 and 5.2 were rejected.

## Chapter V

### SUMMARY, DISCUSSION, AND RECOMMENDATIONS

#### Summary

The purpose of this study was to develop and field test the validity and reliability of the Screening Assessment of Communication in Everyday Situations, a screening tool of communicative competence.

In Part I of the study, SACES was given to 100 first and third grade children from McDowell County, North Carolina. Approximately two weeks later, SACES was re-administered to 20 children selected at random. This was done to evaluate intra-rater and inter-rater reliability, test-retest reliability, and internal consistency.

Ten first grade children and ten third grade children, selected at random, were subjects in Part II of this study. The purpose of this part was to determine the concurrent validity of SACES.

Results of the analyses showed that intra-rater reliability and inter-rater reliability were not within the acceptable range ( $\geq .85$ ). Intra-rater reliability was .78, and inter-rater reliability ranged from -0.0976 to 1.000 on individual items. Test-retest reliability also fell outside the acceptable range ( $r_{xx} = .50$ ). Based on the original administration of SACES, internal consistency approached but did not meet the level of acceptance ( $r_{xx} = .64$ ). The correlation between the performance of 20 children on SACES and ACES was .069, which was not indicative of adequate concurrent validity.

### Discussion

Intra-rater reliability on SACES was .78 which is indicative of a moderate relationship (Silverman, 1977). This approached but did not meet the level of acceptance established for this study ( $\geq .85$ ).

Reliability varied considerably on individual strategies. The correlations achieved for the strategies of logical reasoning-questioning (4), predicting-anticipating problems and possible solutions (6), projecting-questioning (7), and directing-questioning (9) were at acceptable levels of 1.00, .92, 1.00, and 1.00 respectively. The correlations on strategies two and three, directing-monitoring own actions and directing the actions of the self, could not be computed because they were constants; due to this it is believed that reliability on these two strategies was high. The correlations of the following strategies approached but did not achieve the level of acceptance: reporting-reflecting on the meaning of experiences, .59; logical reasoning-justifying judgments and actions, .69; predicting-anticipating and recognizing alternative courses of action, .82; predicting-predicting the consequences of actions or events, .81; and self-maintaining-justifying behavior and claims, .59. The strategies of imagining-developing an imaginary situation based on fantasy and reporting-extracting or recognizing the central meaning had the lowest level of correlation at .24 and .48 respectively.

These findings show that the examiner did not score the test strategies in the same manner on two separate occasions. One possible explanation for this inconsistency in scoring may be that as the examiner gained more experience in the interpretation of Tough's (1977) system of language use through test administrations and scoring, she changed

her scoring criteria. As her experience increased, it is probable that the repertoire of acceptable answers was refined. It is also possible that discussion between examiners of acceptable responses for individual test items and acceptable responses between examiners changed the examiner's view of acceptable responses from the original scoring to the second scoring. The problems of correlations below the level of acceptance could also have been caused due to insufficient training prior to the initiation of testing and scoring.

The correlations for inter-rater reliability also varied on individual strategies. Correlations for strategies two and three (directing-monitoring own actions and directing the actions of the self) could not be computed because they were constants and thus, it is believed that rater reliability was acceptable on these two strategies.

Two strategies achieved levels of acceptability. On strategy one (reporting-reflecting on the meaning of experiences), the correlations were strong (.91 to 1.00), and on strategy nine (directing-questioning), the correlations were also strong (.89 to 1.00). Correlations on two strategies approached the .85 level of acceptability. For strategy four (logical reasoning-questioning), correlations ranged from .77 to .90; and for strategy ten (predicting-predicting the consequences of actions or events), correlations ranged from .62 to 1.00. On all other strategies, correlations did not achieve acceptable levels. On strategy seven (projecting-questioning), one of the correlations reached the level of acceptance at 1.00; two others approached the level of acceptance at .82 and .82; and the final three correlations were below the level of acceptance at .53, .53, and .38. The correlations on

strategy eight (predicting-anticipating and recognizing alternative courses of action) clustered together even though they were below the level of acceptance. They ranged from .52 to .83. Correlations on strategy six (predicting-anticipating problems and possible solutions) ranged from .38 to .73. The correlations on strategy five (logical reasoning-justifying judgments and actions) ranged from .29 to .62. Upon discussion of this test item, it was noted that the wording of the stimulus item did not evoke the desired response. The raters interpreted the question differently and therefore accepted different responses. The correlations on strategies 11, 12, and 13 also fell below the level of acceptance. On strategy 11, the correlations ranged from -0.09 to .58; the correlations on strategy 12 ranged from -0.18 to 1.00; and the correlations on strategy 13 ranged from -0.04 to .53.

These results indicate that different raters interpreted and scored the test questions differently. The range of acceptable answers appeared to vary from rater to rater. Through continued administration of the test, the examiners gained experience in interpreting Tough's (1977) strategies which may have caused them to develop a more refined repertoire of acceptable answers. Because all four raters did not take part in the test administrations, this refinement occurred only in some of the raters. The discussions which took place between the test examiners also played a role in their development of a set of mutually acceptable answers which were not necessarily accurate or shared by all raters. These discussions may have contaminated the findings of this part of the study.

Analysis of administrations and re-administrations of SACES revealed a Cronbach Alpha of .50. It is believed that prompting, which was provided when accurate spontaneous responses were not produced, and suggesting acceptable answers when correct responses after prompts were still not forthcoming, may have contaminated the test-retest results. By comparing only those strategies on which the subjects achieved a score of 2 (a correct spontaneous response) on the first administration with the score achieved on the same strategies during the second administration, it was possible to eliminate this contamination and a reliability coefficient of .89 was obtained. These results suggest that it is possible to achieve high test-retest reliability by eliminating prompts and correct answers, a procedure which more nearly reflects actual test protocol since screening evaluations are rarely readministered.

Using Cronbach Alpha to analyze the internal consistency of SACES, a coefficient of .64 was obtained. One possible explanation for this moderate degree of internal consistency is the limited number of test items on SACES. As the number of test items on an instrument decreases the internal consistency also decreases. SACES contains only 13 test items therefore a moderate degree of internal consistency may have been likely.

The test performance of 20 subjects on SACES and ACES (i.e., items testing the same strategies) was analyzed using the Pearson Product Moment Correlation. The analysis showed:  $r=.069$ . This unacceptable level of agreement between the tests could be explained by the poor rater reliability. It is apparent that the examiners and raters needed a more intensive period of training prior to beginning the test administrations. The experience they gained during the actual administrations

and scoring of SACES may have altered their administrative procedures, thus causing the first administration of SACES and the latter administration of ACES to vary as a result of their increased sophistication in measuring skills of communicative competence.

#### Recommendations

For future replications and refinements of this study, it is recommended that:

1. An intensive training period of test administration and scoring be held for all examiners prior to actual test administrations.
2. All test administrations be audio-recorded and scored after the actual administration.
3. Confusing or misleading test questions be reworded (i.e., test item five should be reworded to: "Tommy says, 'I don't want to take the fire extinguisher. It's too heavy to carry.' But you think Tommy is wrong. What would you say to Tommy to make him change his mind?").
4. Validity and reliability estimates be established.
5. Cut-off scores for each age group be determined.

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APPENDIX A

TOUGH'S FRAMEWORK FOR THE CLASSIFICATION  
OF THE USES OF LANGUAGE

## APPENDIX A

TOUGH'S (1977) FRAMEWORK FOR THE CLASSIFICATION  
OF THE USES OF LANGUAGE

## Operational Definitions and Examples from ACES

- I. SELF-MAINTAINING - the use of language to create an awareness of the speakers' identity and to promote their position in relation to others.
  - a. Referring to physical and psychological needs - includes utterances which seek to satisfy desires.
    1. I want the big one.
    2. I want the one with the stars on it.
    3. I want the yellow one.
  - b. Protecting the self and self interests - includes utterances spoken in defense of oneself and one's rights and property.
    1. I was using that. Give it back.
    2. Give me that back, I'm using it.
    3. Give it to me, I'm using it.
  - c. Justifying behavior and claims - includes utterances which give a psychological (appealing to internal states or motivations) or social (appealing to rules, conventions, what is expected or simply fact) reason for actions or demands.
    1. I'm gonna tear your house up cause it's ugly.
    2. I'm gonna mess your picture all up because I don't like it.
    3. Yours isn't pretty so I'm gonna mess it up.
  - d. Criticizing others - includes utterances which find fault with the listener often by belittling their status or abusing them by name calling.
    1. Yours is ugly, like you.
    2. Your house is too fat.
    3. I don't like your house, it's yukky.
  - e. Threatening others - includes utterances which promise to bring about a state considered to be unpleasant to the listener. A threat is usually accompanied by a statement of the external conditions under which the event will take place.

1. You better let me have a turn or I'll tell the teacher.
2. Your house is ugly. I'm gonna mess it all up.
3. If you don't let me swing, I'll tell the teacher.

II. DIRECTING - the use of language to control or regulate the physical actions and operations performed by oneself and others.

- a. Monitoring own actions - includes the running commentary or monologue which accompanies and reflects upon the speaker's own ongoing activity.

1. I'm gonna put the chimney here.
2. I'll put the doors here and the window here.
3. The windows are going right here.

- b. Directing the actions of the self - includes the running commentary or monologue which guides and controls the speaker's own ongoing activity. It implies a measure of high concentration on precise, sustained or intricate activity which commonly occurs in the face of some difficulty or obstacle.

1. I have to slide this thing off and put this through the paper.
2. I have to stack all the paper.
3. This is hard to get through. I have to push, there it goes.

- c. Directing the actions of others - includes utterances which are designed to guide a listener through an immediate action or series of actions.

1. Pick out a square. Put the door in the middle and the chimney on top.
2. Put the triangle on top of the square.
3. Use the little squares for windows on the big square.

- d. Collaborating in action with others - includes utterances made in a context of cooperation which propose or plan a course of action for the speaker and one or more listeners.

1. I'll find the wheels and you find the doors.
2. You put on the lights and I'll find the windows.
3. When you finish putting on the wheels, I'll put on the windows.

III. REPORTING - the use of language to provide information about past and present experiences.

- a. Labeling - includes utterances which serve the simple purpose of identifying observed phenomena.
  1. I see a pencil, Kleenex, and an eraser.
  2. There's a ruler, pen, and eraser.
  3. A pen, pencil and marker.
- b. Referring to detail - includes utterances which serve to describe the criterial attributes of objects, actions and/or events.
  1. The gun is blue and has a trigger and handle.
  2. The nurse's kit has some tiny bandaids and a thermometer in it.
  3. The helicopter has a round thing on top that goes round round.
- c. Referring to incidents - includes utterances which describe the occurrence of an action or event.
  1. We played with the farm set and the star patrol set.
  2. We played with the shapes and I got to clean the blackboard.
  3. Outside we played duck, duck, goose, climbed on the monkey bars, and swung.
- d. Referring to the sequence of events - includes utterances which accurately reflect the serial nature of several related actions or incidents.
  1. We had show and tell, then played with the shapes, then went outside.
  2. First we had show and tell, then we played, then I cleaned the blackboard, and then we went outside.
  3. The dog stole a pork chop, ran to the river, and then dropped his chop when he saw another dog.
- e. Making comparisons - includes utterances which link objects, actions or experiences through examination of similarities and differences.
  1. This one is from Wendy's and this one is from Burger King.
  2. This lunch box is little and this one is big.
  3. This one has writing on the bottom and this one doesn't.
- f. Recognizing the related aspects - includes utterances which posit an association between two or more actions or events.
  1. He was on top of the monkey bars and fell and hurt his arm.
  2. He was walking on top of the monkey bars in his new shoes and he slipped and fell.
  3. He was walking on the monkey bars and fell and got his breath knocked out.

g. Extracting or recognizing central meaning - includes utterances which impose a primary structure or coherence upon a situation or event and serve to unify the contributing parts into a composit whole.

1. He had one pork chop but wanted two, and lost both pork chops.
2. The dog wasn't happy with just one pork chop and he tried to get another one and lost them both.
3. A dog stole a pork chop and tried to get another one but in the end he lost both pork chops.

h. Reflecting on the meaning of experience - includes utterances which express the speaker's attitudes or feelings about a situation.

1. Sad.
2. I feel sad about my best friend being in a different class.
3. I feel lonely.

IV. TOWARDS LOGICAL REASONING - the use of language which employs rational thought and argument to interpret experiences.

a. Explaining a process - includes utterances which describe a particular method of doing something, generally involving several steps or operations.

1. Everybody gets in a line and one person runs over and tries to break the line. If they do, they get to take somebody back to their side.
2. Everybody gets in a circle and one person walks around the circle and taps everyone on the head. When he says goose, you got to run and try to catch him.
3. You sit in a circle and if someone taps you on the head and says goose, you chase them back to your place. If they get your place, you have to go in the mushpot.

b. Recognizing causal and dependent relationships - includes utterances which acknowledge a logical and relevant connection between two situations and which express this most commonly in terms of "how" and "why."

1. I can't use this. It doesn't have any lead.
2. I can't write with this pencil cause it doesn't have a point.
3. I can't use this pencil. It's broken.

c. Recognizing problems and their solutions - includes utterances which acknowledge obstacles to a course of action and suggest ways to surmount them.

1. I want to wear the white one; the red one is dirty.
  2. The red blouse is missing a button. I'll wear the white one.
  3. I can wear the white one cause the red one has paint on it.
- d. Justifying judgments and actions - includes utterances which offer a reason or explanation for decisions and behaviors which apply only to a particular situation.
1. I'll be out later. I have to clean the blackboard.
  2. I can't go with you now. I have to clean the blackboards first.
  3. Mrs. Green wants me to clean the blackboards. I can't go now.
- e. Reflecting on events and drawing conclusions - includes utterances which evaluate the implications of an action or event and result in judgments.
1. If you're greedy, you might lose everything.
  2. It's not nice to be greedy.
  3. You shouldn't be greedy.
- f. Recognizing principles - includes utterances which provide an elemental rule or rules to explain observed phenomena.
1. We should share.
  2. No, it's not right cause we should take turns.
  3. You have to share things.
- V. PREDICTING - the use of language to extend communication beyond immediate, present or past experiences to events that have not yet occurred and which may never take place.
- a. Anticipating/forecasting - includes utterances which contemplate future happenings.
    1. I'll turn cartwheels.
    2. I'm gonna play on the swing.
    3. I'm gonna play kickball.
  - b. Anticipating the detail of actions and events - includes utterances which delineate or describe future happenings or remote concerns.
    1. I'd want some chocolate pudding.
    2. I'd like some sugar cookies and some chocolate milk.
    3. I would like some chocolate ice cream.

c. Anticipating the sequence of events - includes utterances which propose an ordered series of related actions or events.

1. I get up and brush my teeth and then brush my hair.
2. First I get dressed and then I eat breakfast.
3. I get up, then get dressed, then get my school stuff ready.

d. Anticipating problems and possible solutions - includes utterances which acknowledge possible obstacles to a planned course of action and suggest ways to surmount them.

1. If I couldn't get it, I'd go to my Grandmother's house.
2. If the door was locked, I'd go over to Jeff's house and wait 'til Mom got home.
3. I'd go to my friend's house and wait for Mom.

e. Anticipating and recognizing alternative courses of action - includes utterances which offer several different interpretations or explanations of a situation.

1. I'd use a crayon or marker.
2. I could use a pen or a crayon.
3. I could use another pencil or a crayon.

f. Predicting consequences of actions or events - includes utterances which suggest a possible outcome of some immediate or future action or event.

1. I might fall if I'm not careful.
2. If I'm not careful, I might fall and hurt myself.
3. I could fall if I'm not careful.

VI. PROJECTING - the use of language within an unfamiliar or external context.

a. Projecting into the experiences of others - includes utterances which contemplate everyday occurrences from another's perspective.

1. She will have to work hard.
2. She will make new friends.
3. She will learn new things.

b. Projecting into feelings of others - includes utterances which reflect what it feels like to be another individual. Emotions and attitudes which are representative of another's point of view are expressed.

1. Sad.
2. She's sad, too.
3. She feels bad.

- c. Projecting into reaction of others - includes utterances which consider how another individual would respond to a particular situation or experience.

1. "Be quiet or we'll stay in."
2. "All right quiet down or we won't go outside."
3. "Get quiet or we'll have to stay inside."

- d. Projecting into situations never experienced - includes utterances in which the speakers conjecture about their own feelings and reactions to unfamiliar activities or events.

1. I would paddle anybody that was mean.
2. I'd let everybody go home at noon.
3. I'd walk around and talk to all the teachers.

VII. IMAGINING - the use of language by individuals to create their own world.

- a. Developing an imaginary situation based on real life - includes utterances used to assume a make-believe role in a situation which is possible in everyday life.

1. I'm going to feed the pig. It looks hungry.
2. Look! The horse is chewing on the fence.
3. I'm going to plow the fields today.

- b. Developing an imaginary situation based on fantasy - includes utterances used to assume a make-believe role in a situation which has never happened or could never happen.

1. I'm gonna radio to base ship. There's a falling star in our path.
2. We better kill all the aliens.
3. Watch out somebody's sneaking up behind you!

- c. Developing an original story - includes a fictional account of incidents or events, generally consisting of an introduction, development, and conclusion.

1. The detective chased the thief and caught him. Then he put the handcuffs on him and took him to jail.
2. One day a little doggie got sick. Nurse Nellie gave him some medicine and made him all better.
3. One day I got sick. The doctor came to my house and used all this stuff to make me better, and I was better the next day.

APPENDIX B  
ACES (FIRST DAY OF SCHOOL)

ITEM	ACTION	INSTRUCTION	INTRODUCTION - THE FIRST DAY OF SCHOOL
1.	Hold up Danny Puppet	<u>subject's name</u> and <u>friend's name</u> , I have some <u>friend's name</u> I'd like you to meet. This is Danny, a new boy in your class this year. Hi <u>subject's name</u> and <u>friend's name</u> <u>subject's name</u> , say hello to <u>Danny</u> . <u>friend's name</u> , say hello to <u>Danny</u> .	
2.	Hold up Mrs. Greene Puppet	This is your new teacher, Mrs. Greene. Hi <u>subject's name</u> . Hi <u>friend's name</u> . <u>subject's name</u> , say hello to <u>Mrs. Greene</u> . <u>friend's name</u> , say hello to <u>Mrs. Greene</u> .	
3.	Hold up Danny Puppet	Mrs. Green and Danny would like to get to know you better. They want to talk with you for a few minutes. Will you talk to Mrs. Greene and Danny, <u>subject's name</u> ? Will you <u>friend's name</u> ?	

# INSTRUCTIONS

We're going to talk to some puppets and play with some toys today. While we're playing, I'll be asking both of you many questions. Some of the questions will be hard to answer and some of them will be easy, but I want you to answer all of them as completely and as well as you can.

Sometimes, I'll be talking to \_\_\_\_\_ a little  
subject's name

bit more than \_\_\_\_\_ but I want \_\_\_\_\_  
friend's name friend's name

to listen very carefully so he/she can be the helper. Are you ready? Let's meet my puppet friends, now.

ITEM	ACTION	INSTRUCTION
3.		<p>Will you talk to Mom and Bobby, <u>subject's name</u>?</p> <p>Will you <u>friend's name</u>?</p>
4.	Hold up Danny Puppet	<p>Today's my first day of school. I'm going to be in Mrs. Greene's class. Do you like school <u>subject's name</u>?</p> <p>How about you <u>friend's name</u>?</p> <p>-----</p> <p>and</p> <p><u>subject's name</u>, I want you to <u>friend's name</u> come with me to school. Will you come to school with me <u>subject's name</u>? How about you <u>friend's name</u>?</p>
5.	Hold up Danny Puppet	<p>My mom packed some pudding in my lunchbox for school. <u>subject's name</u>, do you like chocolate or vanilla pudding?</p> <p><u>friend's name</u>?</p> <p>-----</p> <p>I like chocolate pudding. Mom also packed some juice. <u>subject's name</u>, do you like apple or orange juice? <u>friend's name</u>?</p>

ITEM	ACTION	INSTRUCTION	COMMUNICATION ACT	TARGET	RESPONSE	SCORE
1.	clock	Brrring! It's seven o'clock and time to get up and get ready for the first day of school. You want to roll over and go back to sleep. What might happen if you sleep longer? ----- <i>What might happen if you go back to sleep?</i>	If I sleep longer, I'll be late for school.	Pd-f 5.6		
*2.	Hold up Mother Puppet	Mom comes to your bed and says, "Time to get up!" She wants to make sure that you have plenty of time to get ready. Tell her everything you need to do to get ready for school from the time you get up til the time you leave. ----- <i>From the time you get up til the time you leave what do you need to do to get ready for school?</i>	First I get dressed and then I eat breakfast.	Pd-c 5.3		
3.		You don't know what to wear this morning. What would you say to your mom? ----- <i>Ask your mom what you should wear to school?</i>	What should I wear, Mom?	Dr-e 2.5		
4.	Show red shirt and white shirt	Mom wants you to look very nice on your first day of school. She takes out two shirts/blouses, a red one and a white one. She says "wear the red one." ----- <i>What would you say to her?</i>		LR-c 4.3		

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ITEM	ACTION	INSTRUCTION	COMMUNICATION ACT	TARGET	RESPONSE	SCORE
4. (cont.)		<i>Do you want to wear the red shirt/blouse? Why do/don't you want to wear it?</i>				
5.	Hold up Two pencil boxes  Hold up Mom Puppet	Finally you get dressed, eat your breakfast and are ready to go. Mom bought two pencil boxes, one for you and one for your big brother. Tell mom which pencil box you want. ----- <i>Which pencil box do you want?</i>	I want the blue one with the blackboard on it.	SM-a 1.1		
* 6.	Give Pencil Box to child	You are very excited about your new pencil box. Mom put several things inside that you will need for school. Open up your pencil box and tell me what you find inside. ----- <i>Name the things in your pencil box.</i>	pencils, scissors, and an eraser	Rp-a 3.1		
7.	Hold up Mother Puppet and give broken pencil to child	Mom doesn't want you to lose your pencil box. She says, "Here's a pencil. Write your name on your box." ----- <i>"Here's a pencil. Write your name on your box."</i>	I can't write with this pencil cause it doesn't have a point.	LR-b 4.2		
8.	Mother Puppet	"Oh, I'm sorry. I didn't notice that the pencil was broken and I don't have another one," says mom. "What else could you use to put your name on your box?" <i>"Anything else?"</i>	I could use a pen or a crayon.	Pd-e 5.5		

ITEM	ACTION	INSTRUCTION	COMMUNICATION ACT	TARGET	RESPONSE	SCORE
8. (cont.)		<i>Besides a pencil, what else could you use to put your name on your box? Anything else?</i>				
*9.	Sister Puppet	As you are putting your name on your pencil box with the crayon/pen etc., your little sister comes by. She wants the crayon/pencil/etc. so she walks up & grabs it. What would you say to her? ----- <i>What would you say to your little sister if she grabbed your crayon/pen/etc. away from you while you were using it?</i>	Give it back. I'm using it.	SM-b 1.2		
10.	Give note- book and paper to child. Point to notebook clip.	Mom also bought you a note- book and some paper. Put the paper in the notebook. ----- <i>Put the paper in your note- book.</i>	I have to slide this off and put the thing through the paper.	DR-b 2.2		
*11.	Mother Puppet- Hand lunch- box to child	You gather up all of your new school supplies and are about ready to leave. Mom hands you your lunchbox and says, "Have a nice day!" Do you have a lunchbox at home? Tell me about <u>your</u> lunchbox. How is it different from this one? ----- <i>Tell me about these lunch- boxes. How are they different from each other?</i>	My lunchbox has Snoopy on it and this one has Star Trek on it.	Rp-e 3.5		

ITEM	ACTION	INSTRUCTION	COMMUNICATION ACT	TARGET	RESPONSE	SCORE
12.	Sister Puppet Mother Puppet	As you are walking out the door, your two-year old sister says, "I want to go to school, too." Mom says she will have to wait a couple of years. Why? ----- <i>Why can't your little sister go to school with you?</i>	She can't go to school cause she's too little.	LR-b 4.2		
13.	Set up school blackboard and flag	When you get to school, you find out that one of your best friends won't be in your classroom this year. He/She has to go to another room. How do you feel? ----- <i>How do you feel when you find out that your best friend will not be in the same class with you?</i>	I feel sad.	Rp-h 3.8		
14.		How do you think your best friend feels about being moved to another room? ----- Repeat	He/She's sad, too.	PJ-b 6.2		
*15.		What do you think will happen to your friend in his/her new classroom? ----- <i>What will your friend do in his/her new classroom?</i>	He/She will make new friends.	PJ-a 6.1		

ITEM	ACTION	INSTRUCTION	COMMUNICATION ACT	TARGET	RESPONSE	SCORE
16.	Boy Puppet	After you sit down, you notice that there is a new boy seated next to you. Find out his name. ----- <i>Ask the new boy what his name is.</i>	What's your name?	Rp-1 3.9		
17	Boy Puppet	You like the new boy. You want him to sit with you and _____ at lunch. friend's name What would you say to him? ----- <i>Ask the new boy to sit with you at lunch.</i>	Will you sit with us at lunch?	Sm-f 1.6		
*18.	Set out toys	Now, it's time for school to begin. The teacher says, "pick out a toy and describe it to the rest of the class." ----- <i>Describe a toy to the rest of the class.</i>	The nurse's kit has some teeny weeny band-aids in it and a thing to take your blood pressure.	Rp-b 3.2		
19.		Now make up your own story about the toy. ----- <i>Tell me a story about the toy.</i>	One day a little doggie got sick. Nurse Nellie gave him some medicine and made him all better.	Im-c 7.3		

ITEM	ACTION	INSTRUCTION	COMMUNICATION ACT	TARGET	RESPONSE	SCORE
20.	Set out paper shapes	After show and tell, your teacher gives you and your friend <u>friend's name</u> some freetime to do whatever you would like. You and <u>friend's name</u> decide to play with the shapes. You decide to make a house with the shapes. Go ahead and make it. ----- Make the house.	I'll put the door here and the windows here.	DR-a 2.1		
21.	Shapes	Now it's <u>friend's name</u> turn to make something with the shapes. He/she decides to make a house, too. Tell him/her what to do. ----- Tell <u>friend's name</u> how to make his house.	Pick out a square. Put the door in the middle and the chimney on top.	DR-c 2.3		
*22.-23.		As <u>friend's name</u> finishes his house, you both get into an argument about whose house is the best. What do you say to each other? ----- Have an argument with <u>friend's name</u> about whose house is the best.	I'm gonna mess your house all up cause it's yukky. I don't like your house.	SM-c/d 1.3 1.4		

ITEM	ACTION	INSTRUCTION	COMMUNICATION ACT	TARGET	RESPONSE	SCORE
*24.	Shapes	You are about ready to clean up when you and <u>friend's name</u> decide to make a car together. Talk it over and decide how you will do it. ----- Repeat	I'll put the wheels on and you put the windows on.	DR-d 2.4		
25.		You have been working hard and are ready to go out to play. What will you do on the playground? ----- <i>What will you do on the playground?</i>	I'm gonna play on the swing.	Pd-a 5.1		
26.		Find out from your teacher when you will be going out to play. ----- <i>Ask your teacher when you will be going out to play.</i>	When are we going out to play?	Pd-g 5.7		
*27.	Teacher Puppet	Your teacher says, "We'll be going out to play in a few minutes. But first, I have to take something down to the principal's office." When your teacher returns, the class is very noisy. What do you think your teacher will say? ----- Repeat	Alright quiet down or we're not going outside.	PJ-c 6.3		

ITEM	ACTION	INSTRUCTION	COMMUNICATION ACT	TARGET	RESPONSE	SCORE
28.	Boy Puppet	<p>Your teacher was very angry because the class was making so much noise. One of your classmates, the new boy even started to cry. What would you say to the new boy to find out why he was crying?</p> <p>-----</p> <p><i>Ask the new boy why he is crying.</i></p>	Why are you crying?	PJ-e 6.5		
29.	Teacher Puppet Playground Set	<p>It's almost time to play. Your teacher says, "Please stay a few minutes and clean the blackboard before you go outside."</p> <p>-----</p> <p><i>friend's name</i> wants to be the first on the playground. He/She asks you to go to the front of the line with him/her. What would you say to <i>friend's name</i>?</p> <p>-----</p> <p><i>friend's name</i> wants you to go out on the playground with him/her but your teacher has asked you to stay and clean the blackboards. What would you say to your friend?</p>	<p>I can't go with you, now. I have to clean the blackboards first.</p>	LR-d 4.4		

ITEM	ACTION	INSTRUCTION	COMMUNICATION ACT	TARGET		RESPONSE		SCORE
30.		<p>You finally finish cleaning the blackboards and join the other children on the playground. Everyone is playing duck, duck goose. You don't remember how to play. What would you say to the teacher?</p> <p>-----  <i>Ask your teacher how to play Duck, Duck Goose.</i></p>	How do you play duck, duck, goose?	LR-g	4.7			
31.		<p>friend's name would like to play also, but he doesn't know the rules. Tell how to play the friend's name game. (If child does not know how to play Duck, Duck Goose, find out what games he/she does know how to play and have him/her tell friend how to play.)</p> <p>-----  <i>Repeat</i></p>	<p>Everybody gets in a circle and one person is it. He walks around the circle and taps everyone on the head. When he says goose, that person tries to catch him.</p>	LR-a	4.1			
*32.		<p>After you've finished playing Duck, Duck Goose, you decide to swing on the monkey bars. What will happen if you're not careful?</p> <p>-----  <i>What will happen if you're not careful while playing on the monkey bars?</i></p>	If I'm not careful, I might fall down and hurt myself.	Pd-f	5.6			

ITEM	ACTION	INSTRUCTION	COMMUNICATION ACT	TARGET	RESPONSE	SCORE
33.	Teacher Puppet	<p>friend's name was not very careful. He was walking on top of the monkey bars in his new shoes and he slipped and fell. Tell the teacher what happened.</p> <p>While walking on top of the monkey bars, friend's name slipped and fell. Tell the teacher what happened.</p>	<p>friend's name was walking on the monkey bars and he slipped and fell.</p>	<p>Rp-f 3.6</p>		
34.	Boy Puppet	<p>Now you decide to take a turn on the swing. The new boy has been swinging for a long time. You would like to swing now. What would you say to the new boy?</p> <p>Ask the new boy if you can take a turn on the swing.</p>	<p>May I swing now?</p>	<p>St-f 1.6</p>		
35.	Boy Puppet	<p>The new boy says "no". You ask him again but he still won't give you a turn. You have tried to ask him nicely. Now, what would you say to him?</p> <p>The new boy doesn't want to let you take a turn on the swing. You have asked him nicely to let you swing several times--now what would you say to him?</p>	<p>You better let me swing or I'll tell the teacher.</p>	<p>St-e 1.5</p>		
36.		<p>Do you think it's right for the new boy to refuse to let</p>	<p>No, it's not right cause we should take turns.</p>			

ITEM	ACTION	INSTRUCTION	COMMUNICATION ACT	TARGET		RESPONSE		SCORE
				LR-f	4.6			
36. (cont.)		<p>you have a turn on the swing? Why?</p> <p>----- <i>Repeat</i></p>						
*37.	Story-The Dog and His Reflection	<p>Play time is over. You and friend's name go back into the classroom for storytime. Today your teacher will read the story of The Dog and His Reflection. Listen very care- fully because when the teacher has finished the story, she will ask you to tell it in your own words.</p> <p>THE DOG AND HIS REFLECTION</p> <p>One day a dog stole a pork chop from his master's table.</p> <p>He rushed out of the house with it before anyone could stop him, and never stopped running until he reached the woods.</p> <p>As he carried the chop over a bridge, the dog looked down into the stream. There he saw his own reflection in the clear water. But he thought he was looking at another dog with another, biggerlooking pork chop. Being greedy, he wanted to have that, too.</p> <p>The dog let out a loud growl and opened his mouth</p>	The dog stole a pork chop and ran away. Then he dropped it in the stream.					

ITEM	ACTION	INSTRUCTION	COMMUNICATION ACT	TARGET	RESPONSE	SCORE
37. (cont.)		<p>to grab the other dog's chop. Alas! As soon as he opened his mouth, his own chop dropped into the water and sank out of sight. Instead of having two chops, the greedy dog had nothing at all.</p> <p>Now _____ you subject's name tell the story in your own words.</p> <p>Now _____, you subject's name tell the story in your own words.</p>		Rp-d 3.4		
38.		<p>"That was very good." "What do you think this story was really about?"</p> <p>Repeat</p>	The story was about a dog who stole a pork chop. But he wasn't happy with just one pork chop and he tried to get another one and ended up losing them both.	Rp-g 3.7		
39.		<p>What do you think we could learn from this story?</p> <p>What does this story teach us?</p>	It's not nice to be greedy.	LR-e 4.5		

ITEM	ACTION	INSTRUCTION	COMMUNICATION ACT	TARGET	RESPONSE	SCORE
*40.	Farm (Examiner assumes role of farmer's wife to encourage initiation of play. Examiner then allows children to play, unassisted, for approximately two minutes.) (pretend to feed lambs) (Move car up to house) (horse goes up to fence and chews on it) (move cow-boy over to coral)	Now, it's almost time for lunch. Your teacher gives you and <u>friend's name</u> some free time to play in the "Let's Pretend" corner. You decide to play with the farm set, first. "I'll be the farmer's wife and you be a hired hand and you be a hired hand."	I'm gonna go feed the horses. Here's some hay and water.	Im-a 7.1		
*41.	Star Patrol (Examiner assumes role of Star Commander to	Next you and <u>friend's name</u> decide to play with the Star Patrol.	I'm gonna radio the base ship. There's a falling star in our path.			

ITEM	ACTION	INSTRUCTION	COMMUNICATION ACT	TARGET	RESPONSE	SCORE
*41. (cont.)	encourage initiation of play. Then examine children to play, un-assisted for two minutes.) (move star ship through air) (move crew members to star ship) (move enemy ship towards star ship) (move star patrol members)	I'll be the Star Commander and you be a crew member.   The star ship is in space drive.  Beam the crew members aboard. ----- Enemy ship approaching, secure battle stations.  Activate your phasers.		Im-b 7.2		
42.		After lunch, time passes quickly and soon you're ready to go home. What kind of snack would you like when you get home from school? ----- What kind of snack would you like?	I'd like some sugar cookies and some chocolate milk.	Pd-b 5.2		

ITEM	ACTION	INSTRUCTION	COMMUNICATION ACT	TARGET		RESPONSE		SCORE
43.		Suppose your mother is not at home when you get there and the door is locked. What would you do? ----- <i>What would you do if you got home from school and found your mother gone and the door locked?</i>	If the door was locked, I'd go over to <u>friend's name's</u> house and wait til mom got home.	Pd-d	5.4			
44.	Mother Puppet	Fortunately, your mom is waiting for you when you get home from school. She wants to hear all about your first day of school. What would you tell her? ----- <i>Tell your mom some of the things you did at school today.</i>	We played duck, duck, goose and Mrs. Greene read us a story.	Rp-c	3.3			
45.		Suppose you were the principal (director) of the school, for a day. What do you think it would be like? ----- <i>What would you do if you were the principal (director) of school for a day?</i>	I'd let everybody go home at noon.	Pj-d	6.4			

APPENDIX C  
SCORING GUIDE  
FIRST DAY OF SCHOOL

APPENDIX C  
SCORING GUIDE  
FIRST DAY OF SCHOOL

ITEM	TARGET	CODE	USE	STRATEGY
1.	Pd-f	5.6	Predicting	Predicting the consequences of actions or events
2.	Pd-c	5.3	Predicting	Anticipating a sequence of events
3.	Dr-e	2.5	Directing	Questioning
4.	LR-c	4.3	Logical Reasoning	Recognizing problems and solutions
5.	SM-a	1.1	Self-Maintaining	Referring to needs
6.	Rp-a	3.1	Reporting	Labelling
7.	LR-b	4.2	Logical Reasoning	Recognizing causal and dependent relationships
8.	Pd-e	5.5	Predicting	Anticipating and recognizing alternative courses of action
9.	SM-b	1.2	Self-Maintaining	Protecting the self and self-interest
10.	Dr-b	2.2	Directing	Directing the actions of the self
11.	Rp-e	3.5	Reporting	Making comparisons
12.	LR-b	4.2	Logical Reasoning	Recognizing causal and dependent relationships
13.	Rp-h	3.8	Reporting	Reflecting on the meaning of experiences
14.	Pj-b	6.2	Projecting	Projecting into the feelings of others
15.	Pj-a	6.1	Projecting	Projecting into the experiences of others
16.	Rp-i	3.9	Reporting	Questioning

ITEM	TARGET	CODE	USE	STRATEGY
17.	SM-f	1.6	Self-Main- taining	Questioning
18.	Rp-b	3.2	Reporting	Referring to detail
19.	Im-c	7.3	Imagining	Developing an original story
20.	Dr-a	2.1	Directing	Monitoring own actions
21.	Dr-c	2.3	Directing	Directing actions of others
22.	SM-e/d	1.3	Self-Main- taining	Justifying behavior and claims
23.		1.4		Criticizing others
24.	Dr-d	2.4	Directing	Collaborating in action with others
25.	Pd-a	5.1	Predicting	Anticipating/Forecasting
26.	Pd-g	5.7	Predicting	Questioning
27.	Pj-c	6.3	Projecting	Projecting into the reactions of others
28.	Pj-e	6.5	Projecting	Questioning
29.	LR-d	4.4	Logical Reasoning	Justifying judgments and actions
30.	LR-g	4.7	Logical Reasoning	Questioning
31.	LR-a	4.1	Logical Reasoning	Explaining a process
32.	Pd-f	5.6	Predicting	Predicting the consequences of actions or events
33.	Rp-f	3.6	Reporting	Recognizing related aspects
34.	SM-f	1.6	Self-Main- taining	Questioning
35.	SM-e	1.5	Self-Main- taining	Threatening others
36.	LR-f	4.6	Logical Reasoning	Recognizing principles

ITEM	TARGET	CODE	USE	STRATEGY
37.	Rp-d	3.4	Reporting	Referring to the sequence of events
38.	Rp-g	3.7	Reporting	Extracting or recognizing the central meaning
39.	LR-e	4.5	Logical Reasoning	Reflecting on events and drawing conclusions
40.	Im-a	7.1	Imagining	Developing an imaginary situation based on real life
41.	Im-c	7.3	Imagining	Developing an imaginary situation based on fantasy
42.	Pd-b	5.2	Predicting	Anticipating the detail of events
43.	Pd-d	5.4	Predicting	Anticipating problems and possible solutions
44.	Rp-c	3.3	Reporting	Referring to incidents
45.	Pj-d	6.4	Projecting	Projecting into situations never experienced

APPENDIX D

OPERATIONAL DEFINITIONS AND EXAMPLES OF TOUGH'S LANGUAGE

STRATEGIES USED IN SACES

## APPENDIX D

OPERATIONAL DEFINITIONS AND EXAMPLES OF TOUGH'S LANGUAGESTRATEGIES USED IN SACES

- I. SELF-MAINTAINING - the use of language to create an awareness of the speakers' identity and to promote their position in relation to others.
  - c. Justifying behavior and claims - includes utterances which give a psychological (appealing to internal states or motivations) or social (appealing to rules, conventions, what is expected or simply fact) reason for actions or demands.
    1. I don't want to go cause I'm scared to go in the woods.
    2. I'm not going in the woods cause there are bears in there.
    3. I shouldn't go cause it's getting dark and I might get lost.
- II. DIRECTING - the use of language to control or regulate the physical actions and operations performed by oneself and others.
  - a. Monitoring own actions - includes the running commentary or monologue which accompanies and reflects upon the speaker's own ongoing activity.
    1. I'm putting this through here.
    2. Here are the ends and I'm tying it like my shoelaces.
    3. I'm holding this and bringing this over and through.
  - b. Directing the actions of the self - includes the running commentary or monologue which guides and controls the speaker's own ongoing activity. It implies a measure of high concentration on precise, sustained or intricate activity which commonly occurs in the face of some difficulty or obstacle.
    1. This is really tight. It won't come out.
    2. It's hard. I'll pull harder.
    3. Um. This won't come untied.
- III. REPORTING - the use of language to provide information about the past and present experiences.
  - g. Extracting or recognizing central meaning - includes utterances which impose a primary structure or coherence upon a situation or event and serve to unify the contributing parts into a composite whole.
    1. The bears are eating the food the people left out.
    2. They forgot to put away the food and the bears came to eat it.
    3. We left the food on the table and the cubs came out of the woods to eat it.

## APPENDIX D (continued)

- h. Reflecting on the meaning of experiences - includes utterances which express the speaker's attitudes or feelings about a situation.

1. Camping is fun.
2. I really like the fishing part. I have a neat pole.
3. I like camping. There's lots to do.

IV. TOWARDS LOGICAL REASONING - the use of language which employs rational thought and argument to interpret experiences.

- d. Justifying judgments and actions - includes utterances which offer a reason or explanation for decisions and behaviors which apply only to a particular situation.

1. We should take the fire extinguisher in case there's a fire. We would need it.
2. We might need the fire extinguisher because there could be a fire and we could use it to put the fire out.
3. Tommy, we should take it in case there's a fire and we would need it.

V. PREDICTING - the use of language to extend communication beyond immediate, present, or past experiences to events that have not yet occurred and which may never take place.

- d. Anticipating problems and possible solutions - includes utterances which acknowledge possible obstacles to a planned course of action and suggest ways to surmount them.

1. Dad, we're low on gas. You better stop at the gas station.
2. We're almost out of gas. You better stop soon.
3. Dad, we're about out of gas. Better stop at the next station.

- e. Anticipating and recognizing alternative courses of action - includes utterances which offer several different interpretations or explanations of a situation.

1. We could go to the next place or go home.
2. We could go to another mountain or stay in a motel.
3. Let's go to the next campground or go home.

- f. Predicting consequences of actions or events - includes utterances which suggest a possible outcome of some immediate or future action or event.

1. If he feeds it, the bear might eat him.
2. The bear might eat him if he tries to feed him.
3. If he feeds the bear it might keep coming back.

## APPENDIX D (continued)

VIII. IMAGINING - The use of language by individuals to create their own world.

- b. Developing an imaginary situation based on fantasy - includes utterances used to assume a make-believe role in a situation which has never happened or could never happen.
1. Let's sneak up behind these campers and say "BOO!"
  2. I know. Why don't we blow out their fire.
  3. I think we should scare those campers.

## APPENDIX E

### SACES

## Screening Assessment of Communication In

## Everyday Situation (SACES)

Camping Out

Introduction

ITEM	ACTION	INSTRUCTION
1.	Hold up Tommy Puppet	<p>_____, I have  child's name  some friends I'd like  you to meet.  This is Tommy. Hi  ! </p> <p>child's name  -----  child's name  -----  child's name  -----  say hello to Tommy.</p>
2.	Hold up Father Puppet	<p>This is Tommy's Dad, Mr.  Johnson. Hi </p> <p>child's name  -----  child's name  -----  child's name  -----  say  child's name  -----  hello to Mr. Johnson.</p>
3.	Hold up Tommy and Father Puppets	<p>Tommy and his Dad would  like to get to know you  better. They want to  talk with you for a few  minutes. Will you talk  to Tommy and his Dad  ? </p> <p>child's name  -----  Will you talk to Tommy  and his Dad  ? </p> <p>child's name  -----</p>

ITEM	ACTION	INSTRUCTION
4.	Hold up Tommy puppet	<p>Today's the first day of summer vacation. Dad and I are going camping.</p> <p><u>child's name</u> do you like camping?</p> <p>-----</p> <p><u>I</u> <u>child's name</u> <u>want you to go camping</u> <u>with me and Dad. Will</u> <u>you go</u> <u>child's name</u> ?</p>
5.		<p>I'm packing lots of food for our trip. <u>child's name</u> do you like hot dogs or hamburgers?</p> <p>-----</p> <p><u>I like hotdogs. I'm also</u> <u>packing some chips.</u> <u>child's name</u>, <u>do you like</u> <u>potato chips or corn chips?</u></p>
6.	Hold up Tommy puppet	<p>While we're camping, we're going to do lots of special things. What do you like to do on a camping trip <u>child's name</u> ?</p> <p>-----</p> <p><u>I like to hike and fish.</u> <u>What other kinds of things</u> <u>do you like to do</u> <u>child's name</u> ?</p>

ITEM	ACTION	INSTRUCTION
7.	Hold up Tommy puppet	<p>Tell me how you <u>use activity</u></p> <p><u>child mentioned</u></p> <p><u>When I fish, I like to go out</u>  <u>into the water and cast my</u>  <u>line so I can catch the fish</u>  <u>as they swim by. Tell me how</u>  <u>you</u> <u>use activity</u></p> <p><u>child's name</u></p>

Screening Assessment Of Communication In  
Everyday Situations (SACES)  
Camping Out

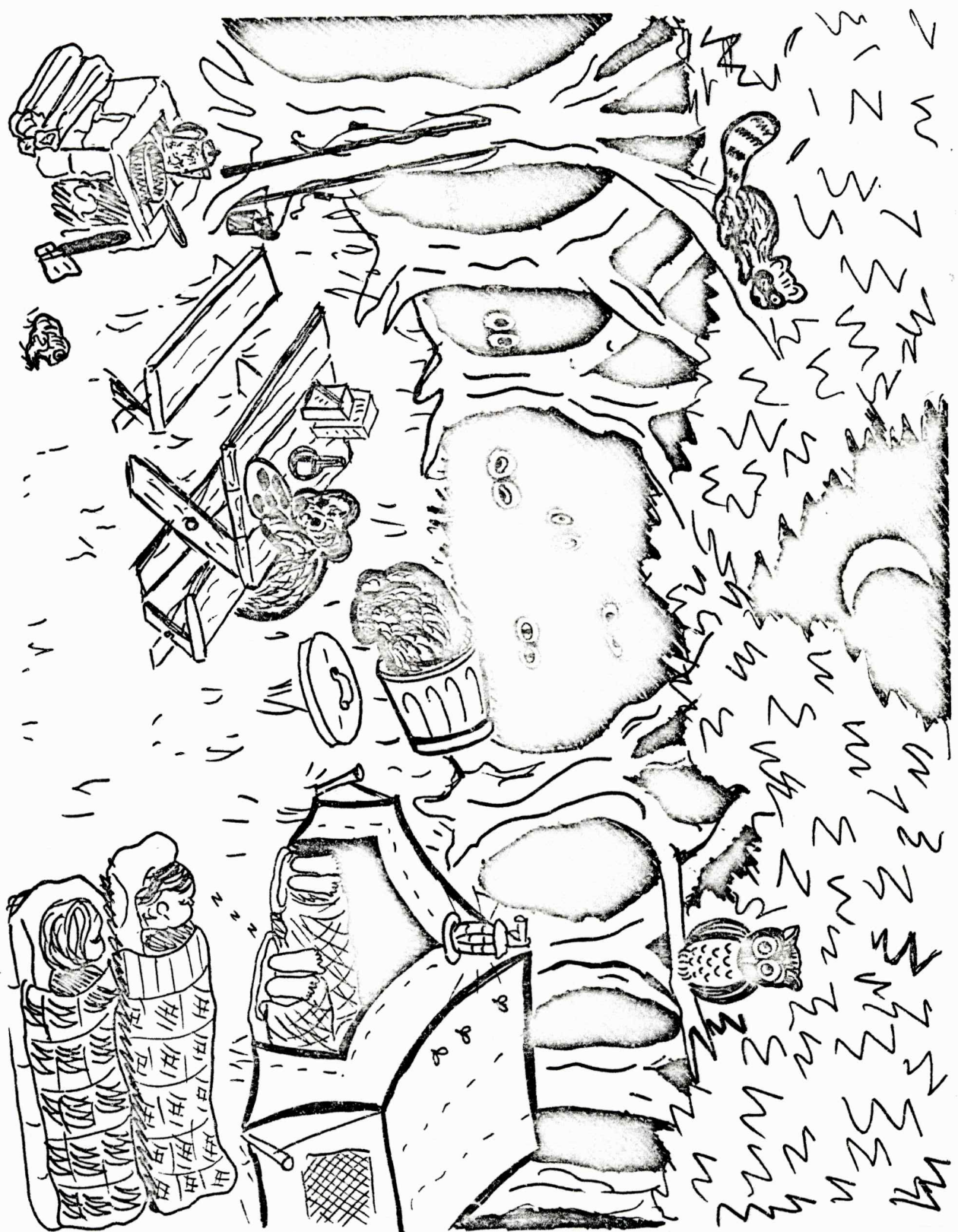
ITEM	ACTION	INSTRUCTION	COMMUNICATION ACT	TARGET	RESPONSE	SCORE
1.	Hold up Tommy Puppet	Boy am I excited! Summer vacation has finally arrived and Dad and I are going camp- ing. We're going to spend a whole week in the mountains and we want you to come _____, what child's name do you think of camping? ----- <i>Tell me how you feel about camping, _____</i> <i>child's name</i>	I love camping, especially fishing. That's the best thing about camping.	Rp-h 3.8		
2.	Hold up Dad puppet  Give subject length of rope.	Dad says you better prac- tice tying some knots. You never can tell when that might come in handy. Here _____, child's name make a knot in this rope.				
3.	Give subject another length of rope which is tangled	Knots are sure harder to tie than they look. You make a mess out of your rope. See if you can straighten it.	Um. This is hard. It won't come undone.	Dr-b 2.2		

ITEM	ACTION	INSTRUCTION	COMMUNICATION ACT	TARGET	RESPONSE	SCORE
4.	Hold up Dad Puppet and fire extinguisher	Dad says "It's time to pack the car." He opens up the trunk and puts in the tent, the sleeping bags, the fishing poles and a little red fire extinguisher. Find out from Dad. ----- <i>Ask Dad why he packed the fire extinguisher.</i>	Dad, why'd you pack the fire extinguisher?	LR-g 4.7		
5.	Hold up Tommy Puppet and fire extinguisher	Tommy says "I don't want to take the fire extingui- sher. It's too heavy to carry". But you think Tommy is wrong. What would you say to Tommy?	I think you're wrong Tommy. We need the fire extinguisher in case the campfire sets the forest on fire.	LR-d 4.4		
6.	Show picture of gas gauge almost on empty	Everyone finally agrees to take the fire extinguisher. You finish packing the car and you're off for the mountains. On the way, you notice that the gas gauge is almost empty. What do you say to Dad? What should you do about it? ----- <i>Repeat</i>	Dad, we're running out of gas. We need to stop at a gas station and get some more.	Pd-d 5.4		

ITEM	ACTION	INSTRUCTION	COMMUNICATION ACT	TARGET	RESPONSE	SCORE
7.	Hold up Ranger Puppet	Dad pulls into the next gas station and fills up the tank. You're off again. Soon you arrive at the campground but the ranger says "Sorry, all the camp- sites are taken". Find out how Dad feels. ----- <i>Ask Dad how he feels.</i>	How do you feel, Dad?	Pj-e 6.5		
8.	Hold up Dad Puppet	Dad is really disappointed. He says "Now what should we do?" "Anything else?" ----- <i>Repeat</i>	We could go to another campground or we could go to a motel instead.	Pd-e 5.5		
9.	Hold up Dad Puppet	Dad decides to go to the next campground. You un- pack all your supplies and start to put up the tent. You don't remember how to do it. Find out from Dad how to put up the tent. ----- <i>Ask Dad how to put up the tent.</i>	Dad, how do you put up the tent?	Dr-e 2.5		
10.	Hold up Dad Puppet	As you're putting up the tent, a bear cub wanders into your campsite. Tommy wants to give him a marsh- mallow, but Dad says "Don't feed the bear." Why do you think Dad said that? ----- <i>Repeat</i>	If Tommy feeds the cub, he won't want to leave and the mother bear might come looking for him.	Pd-f 5.7		

ITEM	ACTION	INSTRUCTION	COMMUNICATION ACT	TARGET	RESPONSE	SCORE
11.	Hold up Dad Puppet	Now it's time to start the campfire. Dad says " _____, you go child's name into the woods and get some sticks and branches for the fire." You don't want to go. Tell Dad why. - - - - - Repeat	I don't want to go into the woods by myself. It's getting dark.	SM-c 1.3		
12.	Two ghost figures. (Examiner assumes role of "Grouchy Ghost" to encourage initiation of play.)  Examiner moves ghost figure about speaking lines at approxi- mately 10 second intervals	As you are sitting around the campfire after dinner, Dad begins to tell ghost stories. While he's talking you imagine that you are the littlest ghost in a ghost family that lives in the forest.  I'll be "Grouchy Ghost" and you be "Littlest Ghost". "Oooo"--"Oooo", Let's go scare those campers!! I think I'll put out their campfire. That oughta give 'em the creeps. "Oooo" - "Oooo". Hey, "Littlest" what kind of ghostly tricks should we play on 'em now? - - - - - Look at Tommy. He looks like a ghost. Heh! Heh! Heh! I'll be a long time before they return to this ghostly gathering.	"Oooo" yes! I'll blow a ghostly breeze on the little ones. You take care of Dad.  Grouchy, you're so mean!	Im-b 7.2		

ITEM	ACTION	INSTRUCTION	COMMUNICATION ACT	TARGET	RESPONSE	SCORE
13.	Show picture	<p>The campfire is finally out and everyone is asleep. Take a look at this picture that the ranger snapped. What do you think is happening?</p> <p>-----</p> <p><i>Take a look at this picture the ranger snapped. What do you think is happening <u>child's name</u>?</i></p>	It looks like we left some food out on the picnic table and the bears came out of the woods to eat it.	Kp-g 3.7		
14.	Hold up Tommy Puppet	The trip is over much too soon. "I sure had fun, didn't you?"				



APPENDIX F

SCORING GUIDE

SACES

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SCORING GUIDE  
SACES

ITEM	TARGET	CODE	USE	STRATEGY
1.	Rp-h	3.8	Reporting	Reflecting on the meaning of experiences
2.	Dr-a	2.1	Directing	Monitoring own actions
3.	Dr-b	2.2	Directing	Directing the actions of the self
4.	LR-g	4.7	Logical Reasoning	Questioning
5.	LR-d	4.4	Logical Reasoning	Justifying judgments and actions
6.	Pd-d	5.4	Predicting	Anticipating problems and possible solutions
7.	Pj-e	6.5	Projecting	Questioning
8.	Pd-e	5.5	Predicting	Anticipating and recognizing alternative courses of action
9.	Dr-3	2.5	Directing	Questioning
10.	Pd-f	5.7	Predicting	Predicting the consequences of actions or events
11.	SM-c	1.3	Self-Maintaining	Justifying behavior and claims
12.	Im-b	7.2	Imagining	Developing an imaginary situation based on fantasy
13.	Rp-g	3.7	Reporting	Extracting or recognizing the central meaning

## VITA

Tina Alicia Odom was born in Salisbury, North Carolina on March 19, 1959. She was educated in the Rowan County Public School system and was graduated from East Rowan Senior High School in June of 1977. In August of the same year, she entered Appalachian State University and was graduated Magna Cum Laude in May of 1981 with a Bachelor of Science degree in Speech Pathology. The following June, she began work toward a Master of Arts degree at the same university. She was awarded the Master of Arts degree in Speech Pathology in August of 1982.

Miss Odom is currently employed as a speech therapist at the Veteran's Administration Medical Center in Salisbury, North Carolina.

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