

Conversational Effectiveness Profile

Name:

Date:

Teacher:

Speech-Language Pathologist:

Birth Date/Age:

Languages Spoken in Home/School:

Rating Scale - For all responses, use the following behavioral rating scores:

1. Behavior is appropriate.
2. Behavior is somewhat inappropriate.
3. Behavior is extremely inappropriate.

SOCIAL INTERACTION

This section is designed to compare the individual's ability to interact with others as well as the style of interaction the individual frequently employs.

Interaction with adults

1 2 3

Participation in group activities

1 2 3

Interaction with age-appropriate
peers

1 2 3

Passive tendencies

1 2 3

Interaction with younger children

1 2 3

Aggressive tendencies

1 2 3

Ability to interact with many
individuals simultaneously

1 2 3

Responsiveness

1 2 3

Ability to establish multiple friendships

1 2 3

Ability to handle being 'left out'

1 2 3

SOCIAL COMMUNICATION

This section is designed to compare the individual's ability to communicate with others using nonverbal and verbal means.

Topic Maintenance

Ability to establish a topic

1 2 3

Ability to interrupt

1 2 3

Ability to maintain a topic

1 2 3

Ability to verbally change topic

1 2 3

Ability to change topic using signals

1 2 3

Conversational Structure

Ability to initiate a conversation

1 2 3

Ability to order information (new info. Follows old)

1 2 3

Ability to establish a conversation

1 2 3

Ability to repeat redundant information

1 2 3

Ability to acknowledge others in conversation

1 2 3

Use of pedantic speech

1 2 3

Word Structure

Ability to use generals/specifics

1 2 3

Use of word referents

1 2 3

Pronoun use

1 2 3

Ability to employ Theory of Mind
(presupposition)

1 2 3

Manner/Effectiveness

Provides ambiguous information

1 2 3

Ability to establish joint activity

1 2 3

Provides relevant information

1 2 3

Tendency to present personal opinions
as factual

1 2 3

Repair Structures

Requests clarification as needed

1 2 3

Requests repetition of information for
clarification purposes

1 2 3

Functional Intent

A. RESPONSIVENESS

Looks at speaker when called

1 2 3

Ability to state facts

1 2 3

Delay of response

1 2 3

Ability to provide clarification

1 2 3

Ability to label information

1 2 3

Ability to describe events

1 2 3

Ability to describe objects

1 2 3

B. REQUESTING

Ability to request information

1 2 3

Ability to request permission

1 2 3

Ability to request yes-no responses

1 2 3

Ability to use Wh- questions

1 2 3

Ability to request an action of another

1 2 3

Ability to request clarification

1 2 3

Ability to request attention

1 2 3

Ability to request help

1 2 3

C. PROSODY

Ability to use appropriate rate of speech

1 2 3

Ability to use appropriate tone of voice

1 2 3

Ability to use appropriate pitch

1 2 3

Ability to use appropriate loudness

1 2 3

Ability to comprehend implied meanings
via tone of voice

1 2 3

Ability to comprehend implied meaning
via inflectional cues

1 2 3

D. PROTESTS

Ability to state his opinion using
appropriate means

1 2 3

Ability to disagree

1 2 3

E. STYLE OF CONVERSATION

Ability to shift the style of conversation
according to person

1 2 3

Ability to shift the style of conversation
according to setting

1 2 3

Ability to shift the style of conversation according to humor

1 2 3

Ability to engage a listener

1 2 3

Ability to use politeness

1 2 3

Appropriateness to the situation

1 2 3

F. HUMOR

Comprehends humor

1 2 3

Uses humor

1 2 3

G. GREETINGS/ACKNOWLEDGEMENTS

Provides greetings

1 2 3

Ability to acknowledge the presence of another individual

1 2 3

Uses greetings

1 2 3

H. PROBLEM SOLVING

Ability to solve problems affecting himself

1 2 3

Ability to solve problems affecting others

1 2 3

Ability to recognize problems affecting himself

1 2 3

Ability to establish cause-effect

1 2 3

Ability to use conflict-resolution

1 2 3

I. Deceit

Uses language to deceive

1 2 3

Lies

1 2 3

ACADEMIC COMMUNICATION

This section is designed to compare the individual's ability to communicate in an academic setting with other students.

Ability to respond to teacher requests

1 2 3

Ability to reorient to academic agenda

1 2 3

Ability to obtain teacher's attention

1 2 3

Ability to request clarification from teacher

1 2 3

Ability to participate in classroom discussions

1 2 3

Ability to interact with classroom peers

1 2 3

Ability to paraphrase text

1 2 3

Ability to summarize a story providing key information

1 2 3

Ability to respond to questions requiring inferential reasoning

1 2 3

NONVERBAL COMMUNICATION

This section is designed to compare the individual's ability to communicate with others using nonverbal means.

Ability to recognize 'personal space'

1 2 3

Ability to touch

1 2 3

Comprehends facial expression

1 2 3

Comprehends eye gaze

1 2 3

Comprehends gestures

1 2 3

Comprehends body language

1 2 3

Ability to use facial expression

1 2 3

Ability to use eye gaze

1 2 3

Ability to use gestures

1 2 3

Ability to use body language

1 2 3

Ability to use eye contact

1 2 3

PERSPECTIVE TAKING

This section is designed to compare the individual’s ability to recognize and use appropriate perspective taking.

Ability to recognize another’s viewpoints

1 2 3

Ability to recognize another’s interests

1 2 3

Ability to recognize another’s feelings

1 2 3

Ability to demonstrate concern for another’s problems

1 2 3

SOCIAL-EMOTIONAL

This section is designed to compare the individual’s ability to recognize emotional states and use appropriate terminology.

Ability to recognize personal emotional states

1 2 3

Ability to recognize emotional states in others

1 2 3

Ability to express personal emotional state

1 2 3

Ability to use appropriate self-control

1 2 3

Ability to lose a game graciously

1 2 3

Perfectionist quality

1 2 3

Degree of anxiety in social settings

1 2 3

¹Note. See *Assessing communication skills in Asperger's Syndrome: An introduction to the conversational effectiveness profile*, by T. P. Kowalski, Professional Communication Services Inc. Reprinted with permission.