Conversational Effectiveness Profile

Name:			Date:			
Teacher:						
Speech-L	anguage	Pathologist:		Birtl	h Date/Age:	
Languages Spoken in Home/School:						
Rating Scale - For all responses, use the following behavioral rating scores:						
	2.	Behavior is appropriate Behavior is somewhat in Behavior is extremely in	nappropri			
SOCIAL	INTERAC	CTION				
		gned to compare the in- interaction the individu				
Interaction	on with ac	lults	Participation in group activities			
1	2	3	1	2	3	
Interaction peers	Interaction with age-appropriate peers		Passive tendencies			
1	2	3	1	2	3	
Interaction with younger children			Aggressive tendencies			
1	2	3	1	2	3	
Ability to interact with many individuals simultaneously			Responsiveness			
1	2	3	1	2	3	

Ability to	establish	n multiple	Ability to	n handle h	eing 'left out'		
friendshi		· maidple	1	2	3		
1	2	3	1	۷	3		
SOCIAL COMMUNICATION							
SOCIAL COMMUNICATION							
This section is designed to compare the individual's ability to communicate with others using nonverbal and verbal means.							
Topic M	aintenan	ice					
Ability to	establish	n a topic	Ability to	o interrup	i .		
1	2	3	1	2	3		
Ability to	maintair	ı a topic	Ability to	o verbally	change topic		
					3		
1	2	3	1	2	3		
Ability to	change t	copic using signals					
1	2	3					
Convers	sational S	Structure					
Ability to	initiate a	conversation			Formation (new info.		
1	2	3	Follows	old)			
			1	2	3		
Ability to	establish	n a conversation	Ability to	repeat r	edundant information		
1	2	3	1	2	3		
Ability to conversa		edge others in	Use of pedantic speech				
1	2	3	1	2	3		
Word S	tructure						
Ability to	use gene	erals/specifics	Use of w	ord refere	ents		
1	2	3	1	2	3		

B. REQUESTING

Pronoun use			Ability to employ Theory of Mind (presupposition)			
1	2	3	1	2	3	
Manner	/Effectiv	veness				
Provides ambiguous information			Ability to	Ability to establish joint activity		
1	2	3	1	2	3	
Provides relevant information			Tendenc		ent personal opinions	
1	2	3			2	
			1	2	3	
Repair	Structure	es				
Request	s clarifica	tion as needed	Requests repetition of information for clarification purposes			
1	2	3	1	2 ' '	3	
	nal Intei ESPONSI	-				
Looks at	speaker	when called	Ability to state facts			
1	2	3	1	2	3	
Delay of response			Ability to provide clarification			
1	2	3	1	2	3	
Ability to label information			Ability to describe events			
1	2	3	1	2	3	
Ability to	o describe	objects				
1	2	3				

Ability to	request i	nformation	Ability to	request p	permission
1	2	3	1	2	3
Ability to	request y	es-no responses	Ability to	use Wh-	questions
1	2	3	1	2	3
Ability to	request a	n action of another	Ability to	request o	clarification
1	2	3	1	2	3
Ability to	request a	attention	Ability to	request h	nelp
1	2	3	1	2	3
C. PR	OSODY				
Ability to	use appr	opriate rate of speech	Ability to	use appr	opriate tone of voice
1	2	3	1	2	3
Ability to	use appr	opriate pitch	Ability to	use appr	opriate loudness
Ability to	use appro	opriate pitch 3	Ability to	use appro	opriate loudness 3
1	2 compreh		1 Ability to	2	3 end implied meaning
1 Ability to	2 compreh	3	1 Ability to	2 compreh	3 end implied meaning
1 Ability to via tone of	2 comprehe of voice	3 end implied meanings	1 Ability to via inflec	2 comprehe	3 end implied meaning s
1 Ability to via tone of 1 D. PR Ability to	comprehent voice 2 OTESTS state his	3 end implied meanings 3 opinion using	1 Ability to via inflec	comprehe tional cue	3 end implied meaning s
1 Ability to via tone of 1 D. PR Ability to	comprehent voice 2 OTESTS	3 end implied meanings 3 opinion using	1 Ability to via inflect	comprehe tional cue	3 end implied meaning s
Ability to via tone of 1 D. PR Ability to appropria	comprehence compre	and implied meanings 3 opinion using	1 Ability to via inflect 1 Ability to	comprehetional cue 2 disagree	and implied meaning s
1 Ability to via tone of 1 D. PR Ability to appropria 1 E. STYLE Ability to	comprehence compre	and implied meanings 3 opinion using 3 VERSATION style of conversation	1 Ability to via inflect 1 Ability to 1 Ability to	comprehence compre	and implied meaning s 3 3 style of conversation

according to humor		Ability to engage a listener				
1	2	3	1	2	3	
Ability to use politeness			Appropriateness to the situation			
1	2	3	1	2	3	
F. HU	JMOR					
Comprel	nends hun	nor	Uses hui	mor		
1	2	3	1	2	3	
G. GRE	ETINGS/A	CKNOWLEDGEMENTS				
Provides greetings			Ability to acknowledge the presence of another individual			
1	2	3	1	2	3	
Uses gre	eetings		1	۷	5	
1	2	3				
H. PRO	BLEM SOL	LVING				
Ability to solve problems affecting himself		Ability to solve problems affecting others				
1	2	3	1	2	3	
Ability to recognize problems affecting himself		Ability to establish cause-effect				
1	2	3	1	2	3	
Ability to	o use conf	lict-resolution				
1	2	3				
I. Decei	it					

Lies 1 2 3 1 2 3 3 3 3 3 3 3 3 3 3 3 3 3 3 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 Ability to reorient to academic agenda 1 2 3 1 2 3 Ability to obtain teacher's attention teacher 1 2 3 Ability to participate in classroom discussions 1 2 3 Ability to paraphrase text Ability to paraphrase text Ability to paraphrase text 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	Uses lan	guage to	deceive	Lies				
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 Ability to reorient to academic agenda 1 2 3 1 2 3 Ability to obtain teacher's attention 1 2 3	1	2	3	1	2	3		
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Ability to obtain teacher's attention Ability to request clarification from teacher Ability to participate in classroom discussions Ability to participate in classroom Ability to interact with classroom peers 1 2 3 Ability to paraphrase text 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	academi	С		ndividual's	ability to	communicate in an		
Ability to obtain teacher's attention Ability to participate in classroom discussions 1 2 3 Ability to participate in classroom discussions 1 2 3 Ability to paraphrase text Ability to summarize a story providing key information 1 2 3 Ability to respond to questions requiring inferential reasoning 1 2 3 ANONVERBAL COMMUNICATION Ability to respond to compare the individual's ability to communicate with others	Ability to	o respond	to teacher requests	Ability to	o reorient	to academic agenda		
teacher 1 2 3 Ability to participate in classroom discussions 1 2 3 Ability to paraphrase text Ability to summarize a story providing key information 1 2 3 Ability to respond to questions requiring inferential reasoning NONVERBAL COMMUNICATION This section is designed to compare the individual's ability to communicate with classroom peers Ability to interact with classroom peers Ability to summarize a story providing key information 2 3 Ability to respond to questions requiring inferential reasoning	1	2	3	1	2	3		
Ability to participate in classroom discussions 1 2 3 1 2 3 1 2 3 Ability to interact with classroom peers discussions: 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	·			•	•			
In a composition of the section is designed to compare the individual's ability to communicate with others. 1 2 3 3 2 3 3 4 4 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5	1	2	3	1	2	3		
Ability to paraphrase text Ability to summarize a story providing key information 1 2 3 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			ate in classroom	Ability to	Ability to interact with classroom peers			
Ability to paraphrase text key information 1 2 3 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	1	2	3	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	Ability to	o paraphr	ase text					
inferential reasoning 1 2 3 NONVERBAL COMMUNICATION This section is designed to compare the individual's ability to communicate with others	1	2	3	1	2	3		
NONVERBAL COMMUNICATION This section is designed to compare the individual's ability to communicate with others								
This section is designed to compare the individual's ability to communicate with others	1	2	3					
others	NONVERBAL COMMUNICATION							
	others							

Ability to recognize 'personal space' Ability to touch

2 3

1

1

2

3

Compreh	ends facia	al expression	Compreh	ends eye	gaze
1	2	3	1	2	3
Comprehends gestures			Comprel	hends boo	ly language
1	2	3	1	2	3
Ability to	use facia	l expression	Ability to	use eye	gaze
1	2	3	1	2	3
Ability to	use gesti	ıres	Ability to	use body	[,] language
1	2	3	1	2	3
Ability to	use eye	contact			
1	2	3			
PERSPE	CTIVE TA	KING			
This section is designed to compare the in appropriate perspective taking.			dividual's	ability to	recognize and use
		cerve carmigi			
		e another's viewpoints	Ability to	recognize	e another's interests
			Ability to	recognize	e another's interests
Ability to	recognize	e another's viewpoints		_	
Ability to	recognize	e another's viewpoints	1 Ability to	2	3 rate concern for
Ability to	recognize	e another's viewpoints	1 Ability to	2 demonst	3 rate concern for
Ability to 1 Ability to	recognize	e another's viewpoints 3 e another's feelings 3	1 Ability to another's	demonst s problem	3 rate concern for s
Ability to 1 Ability to 1 SOCIAL- This sect	recognize 2 recognize 2 -EMOTIO ion is desi	e another's viewpoints 3 e another's feelings 3	Ability to another's	demonst s problem	rate concern for s
Ability to 1 Ability to 1 SOCIAL- This sect states an	recognize 2 recognize 2 -EMOTIO ion is desid use app	e another's viewpoints 3 e another's feelings 3 NAL igned to compare the in	Ability to another's 1 dividual's	demonst s problem 2 ability to	rate concern for s

Ability to express personal emotional state

1 2 3

Ability to lose a game graciously

1 2 3

Degree of anxiety in social settings

1 2 3

Ability to use appropriate self-control

1 2 3

Perfectionist quality

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.