

Language-Based Curriculum Analysis (part 5 of 6)

Subject Area: _____ Grade: _____
Teacher: _____ SLP: _____
School: _____ Date: _____
Number of Students: _____ Textbook: _____
Supplementary Materials: _____

Part IV: Make Modifications

A. Modifications to Meet Vocabulary Needs

1. Ways to establish prerequisite vocabulary:

a. for identified child(ren):

b. for classroom:

2. Ways to introduce new vocabulary:

a. for identified child(ren):

b. for classroom:

continued

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Part IV: Make Modifications (continued)

B. Modifications to Meet Language Comprehension Requirements

1. To meet identified child(ren)'s needs:

2. To meet classroom needs:

C. Modifications to Meet Oral Language Requirements

1. For identified child(ren):

2. For classroom:

D. Modifications to Meet Written Language Requirements

1. For identified child(ren):

2. For classroom:

ADOLESCENT CONVERSATIONAL ANALYSIS

Name: _____ Date: _____

Age: _____ Conversational Partner: _____

Setting of Conversation: _____

Materials Present to Elicit Sample: _____

(Obtain a minimum of 10 minutes of conversational speech with each partner in each setting. Transcribe exactly the conversational units of each participant. Analyze for the behaviors listed below. Circle "A" for appropriate and "I" for inappropriate behaviors. Determine appropriateness and inappropriateness of a behavior by judging whether or not it is penalizing to the adolescent; a behavior perceived by the clinician as penalizing is marked as inappropriate [Prutting and Kirchner, 1983]. Circle "NO" if a behavior is "not observed" during the sample. Probe any behaviors marked "NO" during directed tasks. Compile information on the Adolescent Conversational Analysis Profile on page 291.)

ROLE OF THE LISTENER IN THE CONVERSATION

A I NO 1. Appears to understand the vocabulary and syntactical structures of the conversational partner
Comments:

A I NO 2. Appears to follow main idea of conversational topics
Comments:

A I NO 3. Appears to listen in a nonjudgmental manner
Comments:

Source: Larson, V.L. and McKinley, N. Language Disorders in Older Students.
Eau Claire, WI: Thinking Publications, 1995.

- A I NO 4. Indicates understanding or lack of understanding of conversational partner by use of verbal and/or nonverbal feedback
Comments:

ROLE OF THE SPEAKER IN THE CONVERSATION

Language Features

- A I NO 1. Production from a variety of syntactic forms
Comments:

- A I NO 2. Production of a variety of questions (question forms)
Comments:

- A I NO 3. Production of figurative language
Comments:

- A I NO 4. Production of nonspecific language
Comments:

5. Production of precise vocabulary

- A I NO a. Word-retrieval skills
Comments:

- A I NO b. Verbal mazes
Comments:

A I NO

c. False starts
Comments:

Paralanguage Features

A I NO

1. Suprasegmental features (use of vocal inflection, juncture, and rate)
Comments:

A I NO

2. Fluency
Comments:

A I NO

3. Intelligibility
Comments:

Communication Functions

A I NO

1. To give information
Comments:.

A I NO

2. To get information
Comments:

A I NO

3. To describe an ongoing event
Comments:

A I NO 4. To persuade one's listener to do, believe, or feel something
Comments:

A I NO 5. To express one's own intentions, beliefs, and feelings
Comments:

A I NO 6. To indicate a readiness for further communication
Comments:

A I NO 7. To solve problems
Comments:

A I NO 8. To entertain
Comments:

Conversational Rules

1. Verbal rules governing topics and turns
A I NO a. Initiation of conversation
Comments:

A I NO b. Topic choice
Comments:

A I NO

c. Maintenance of conversational topics

Comments:

A I NO

d. Switch of topics using direct or indirect cues

Comments:

A I NO

e. Turn-taking

Comments:

A I NO

f. Repair/revision when necessary

Comments:

A I NO

g. Interruptions

Comments:

2. Verbal rules of politeness

A I NO

a. Appears not to talk too much or too little in the situation (quantity)

Comments:

A I NO

b. Appears to be honest and sincere

Comments:

A I NO

c. Appears to make relevant contributions
Comments:

A I NO

d. Appears to express ideas clearly and concisely
Comments:

A I NO

e. Appears to be tactful
Comments:

3. Nonverbal rules

A I NO

a. Gestures
Comments:

A I NO

b. Facial expressions
Comments:

A I NO

c. Eye contact/gazing
Comments:

A I NO

d. Physical distance from partner (proxemics)
Comments:

ADOLESCENT CONVERSATIONAL ANALYSIS PROFILE	APPROPRIATE	INAPPROPRIATE	NOT OBSERVED			APPROPRIATE	INAPPROPRIATE	NOT OBSERVED
ROLE OF LISTENER					<i>Communication Functions—Continued</i>			
Vocabulary/Syntax					To express one's beliefs			
Main Ideas*					To indicate readiness			
Nonjudgmental Manner					To problem solve			
Feedback					To entertain			
ROLE OF SPEAKER					Conversational Rules			
Language Features					Verbal (Topics/Turns)			
Syntax					Initiation			
Questions					Topic choice			
Figurative language					Topic maintenance			
Nonspecific language					Topic switch			
Precise vocabulary					Turn-taking*			
Word-retrieval skills*					Repair/revision			
Verbal mazes					Interruptions			
False starts					Verbal (Politeness)			
Paralanguage Features					Quantity			
Suprasegmental features					Sincerity			
Fluency*					Relevance			
Intelligibility*					Clarity			
Communication Functions					Tactfulness			
To give information					Nonverbal			
To get information					Gestures			
To describe an event					Facial expressions			
To persuade a listener					Eye contact			
					Proxemics			

_____ 38 TOTAL NUMBER OF ITEMS

_____ TOTAL NUMBER OF ITEMS MARKED "NOT OBSERVED"

_____ TOTAL NUMBER OF ITEMS RATED

_____ Number rated as inappropriate ÷ _____ Number of items rated x 100 = _____ %

*If consistent problems are evident in this area, conduct additional assessment.