Appendix 1: Sample Versions of the CSRS

General Considerations

The CSRS can be used as a collective measure of conversational skills by simply summing the scores of the 25 behavioral items together. However, specific skill clusters can also be assessed by summing subsets of items. If possible, factor analyses in a given sample of students is recommended. If this is not practical or advisable (e.g., due to the relatively small number of ratings available), then an a priori skill clustering is possible, based upon previous factor analytic studies. The subscale scoring clusters presented below provide a reasonable pedagogical basis for assessing student skill areas in conversational interaction.

Subscale Keys

A pedagogical classification of skills subscales can be generated by adding the item ratings as indicated below (numbers in parentheses are optional. They reasonably tap the scale indicated, but are also redundant with items comprising other subscales. Their value is primarily convenience, making all subscales have the same number of items). If the instructor simply needs the subscales to be on a similar metric, the original summed scores can simply be divided by the number of items comprising the subscale (e.g., for EXPRESSIVENESS, add the ratings for items 4, 5, 11, 13, 14, 15, and 16, and divide by 7).

A	=	Attentiveness:	8 +	12 +	18 +	19 +	20 +	21 +	(17)
Cm	=	Composure:	2 +	3 +	6 +	7 +	9 +	10 +	(16)
E	=	Expressiveness:	4 +	5 +	11 +	13 +	14 +	15 +	16
Co	=	Coordination:	1 +	17 +	22 +	23 +	24 +	25 +	(2)

Alternative Scaling Options

For some classroom and research applications, any of the following rating scales may seem less pejorative or more pedagogically or therapeutically useful. Research by Spitzberg (2006), in which the first three of these were randomly distributed and compared in a trait-based application of the CSRS, showed no substantial differences in distributional characteristics across these. Thus, the CSRS appears to be relatively resilient psychometrically to alterations in scaling. The user is encouraged to experiment with alternative scaling continua that are best for any given application.

Unskilled-Skilled Scaling:

Instructions: People differ quite a bit in terms of how skilled they are at communicating and conversing with others. For the descriptions of behaviors that follow, we would like you to estimate, **compared to typical conversationalists** you encounter, how skilled you are you for each behavior listed below…

I would say I am… [In the conversation, I would say my communication was…]

1	=	HIGHLY UNSKILLED
2	=	MODERATELY UNSKILLED
3	=	SLIGHTLY UNSKILLED
4	=	NEUTRAL; NEITHER SKILLED NOR UNSKILLED
5	=	SLIGHTLY SKILLED
6	=	MODERATELY SKILLED
7	=	HIGHLY SKILLED

Normative Scaling:

Instructions: People differ quite a bit in terms of how skilled they are at communicating and conversing with others. For the descriptions of behavior that follow, we would like you to estimate, **compared to typical conversationalists** you encounter, how skilled you are for each behavior listed below…

I would say I am… [In the conversation, I would say my communication was…]

    1 = EXTREMELY BELOW AVERAGE
    2 = MODERATELY BELOW AVERAGE
    3 = SLIGHTLY BELOW AVERAGE
    4 = AVERAGE
    5 = SLIGHTLY ABOVE AVERAGE
    6 = MODERATELY ABOVE AVERAGE
    7 = EXTREMELY ABOVE AVERAGE

7-Point Competence Scaling:

Instructions: People differ quite a bit in terms of how skilled they are at communicating and conversing with others. For the descriptions of behaviors that follow, we would like you to estimate, **compared to typical conversationalists** you encounter, how skilled you are using the following rating scale:

I would say I am… [In the conversation, I would say my communication was…]

    1 = EXTREMELY INADEQUATE (use was consistently very awkward,
           disruptive or resulted in a negative impression of communicative skills)
    2 = MODERATELY INADEQUATE (often awkward or disruptive,
           only occasionally adequate)
    3 = MILDLY INADEQUATE (occasionally awkward or disruptive,
           occasionally adequate)
    4 = ADEQUATE (use was sufficient but neither very noticeable nor excellent.
           Produced neither positive or negative impression, or produced mixed impression)
    5 = MILDLY GOOD (use was occasionally but not consistently skilled
           and better than adequate)
    6 = MODERATELY GOOD (use was often and fairly consistently skilled,
           producing generally good impression)
    7 = EXCELLENT (use was smooth, controlled, and resulted in very positive
           impression of communicative skills)

Improvement-Based Scaling:

Instructions: People differ quite a bit in terms of how skilled they are at communicating and conversing with others. For the descriptions of behaviors that follow, we would like you to estimate, **compared to how well you are ideally capable of communicating**, how skilled you are for each behavior listed below…

I would say I am… [In the conversation, I would say there was…]

    1 = VERY EXTENSIVE room for improvement (use of behavior was
           consistently noticeable in its absence, excess, or disruptiveness)
    2 = EXTENSIVE room for improvement (use of behavior was often
           noticeable in its absence, excess, or disruptiveness)
    3 = MODERATE room for improvement (use of behavior was occasionally
           noticeable in its absence, excess, or disruptiveness)
    4 = MINIMAL room for improvement (use of behavior was generally skillful,
           with few absences, excesses, or disruptions)
    5 = NO ROOM for improvement (use of behavior was excellent, and revealed
           no noticeable room for improvement)

CONVERSATIONAL SKILLS RATING SCALE (Rating of Partner Form)								

Your Name:							Partner Name:	
Your ID:							Partner ID:	
Date:				Class:				Activity:

Rate how skillfully **YOUR PARTNER** used, or didn't use, the following communicative behaviors in the conversation, where:

1	=	**INADEQUATE**	(use is awkward, disruptive, or results in a negative impression of communicative skills)
2	=	**FAIR**	(occasionally awkward or disruptive, occasionally adequate)
3	=	**ADEQUATE**	(sufficient but neither noticeable nor excellent. Produces neither strong positive nor negative impression)
4	=	**GOOD**	(use was better than adequate but not outstanding)
5	=	**EXCELLENT**	(use is smooth, controlled, results in positive impression of communicative skills)

Circle the single most accurate response for each behavior:

1	2	3	4	5	=	(1)	Speaking rate (neither too slow nor too fast)	
1	2	3	4	5	=	(2)	Speaking fluency (pauses, silences, "uh", etc.)	
1	2	3	4	5	=	(3)	Vocal confidence (neither too tense/nervous nor overly confident sounding)	
1	2	3	4	5	=	(4)	Articulation (clarity of pronunciation and linguistic expression)	
1	2	3	4	5	=	(5)	Vocal variety (neither overly monotone nor dramatic voice)	
1	2	3	4	5	=	(6)	Volume (neither too loud nor too soft)	
1	2	3	4	5	=	(7)	Posture (neither too closed/formal nor too open/informal)	
1	2	3	4	5	=	(8)	Lean toward partner (neither too forward nor too far back)	
1	2	3	4	5	=	(9)	Shaking or nervous twitches (aren't noticeable or distracting)	
1	2	3	4	5	=	(10)	Unmotivated movements (tapping feet, fingers, hair-twirling, etc.)	
1	2	3	4	5	=	(11)	Facial expressiveness (neither blank nor exaggerated)	
1	2	3	4	5	=	(12)	Nodding of head in response to partner statements	
1	2	3	4	5	=	(13)	Use of gestures to emphasize what is being said	
1	2	3	4	5	=	(14)	Use of humor and/or stories	
1	2	3	4	5	=	(15)	Smiling and/or laughing	
1	2	3	4	5	=	(16)	Use of eye contact	
1	2	3	4	5	=	(17)	Asking of questions	
1	2	3	4	5	=	(18)	Speaking about partner (involvement of partner as a topic of conversation)	
1	2	3	4	5	=	(19)	Speaking about self (neither too much nor too little)	
1	2	3	4	5	=	(20)	Encouragements or agreements (encouragement of partner to talk)	
1	2	3	4	5	=	(21)	Personal opinion expression (neither too passive nor aggressive)	
1	2	3	4	5	=	(22)	Initiation of new topics	
1	2	3	4	5	=	(23)	Maintenance of topics and follow-up comments	
1	2	3	4	5	=	(24)	Interruption of partner speaking turns	
1	2	3	4	5	=	(25)	Use of time speaking relative to partner	

For the next five items, rate your partner's overall performance. My partner was a(n)…

POOR CONVERSATONALIST ::	1	2	3	4	5	6	7	: GOOD CONVERSATIONALIST
SOCIALLY UNSKILLED ::	1	2	3	4	5	6	7	: SOCIALLY SKILLED
INCOMPETENT COMMUNICATOR ::	1	2	3	4	5	6	7	: COMPETENT COMMUNICATOR
INAPPROPRIATE COMMUNICATOR ::	1	2	3	4	5	6	7	: APPROPRIATE COMMUNICATOR
INEFFECTIVE COMMUNICATOR ::	1	2	3	4	5	6	7	: EFFECTIVE COMMUNICATOR

Comments:

CONVERSATIONAL SKILLS RATING SCALE (Rating of Self Form)

Your Name:		Partner Name:	
Your ID:		Partner ID:	
Date:	Class:		Activity:

Rate how skillfully **YOU** used, or didn't use, the following communicative behaviors in the conversation, where:

1	=	**INADEQUATE**	(use is awkward, disruptive, or results in a negative impression of communicative skills)
2	=	**FAIR**	(occasionally awkward or disruptive, occasionally adequate)
3	=	**ADEQUATE**	(sufficient but neither noticeable nor excellent. Produces neither strong positive nor negative impression)
4	=	**GOOD**	(use was better than adequate but not outstanding)
5	=	**EXCELLENT**	(use is smooth, controlled, results in positive impression of communicative skills)

Circle the single most accurate response for each behavior:

1	2	3	4	5	=	(1)	Speaking rate (neither too slow nor too fast)
1	2	3	4	5	=	(2)	Speaking fluency (pauses, silences, "uh", etc.)
1	2	3	4	5	=	(3)	Vocal confidence (neither too tense/nervous nor overly confident sounding)
1	2	3	4	5	=	(4)	Articulation (clarity of pronunciation and linguistic expression)
1	2	3	4	5	=	(5)	Vocal variety (neither overly monotone nor dramatic voice)
1	2	3	4	5	=	(6)	Volume (neither too loud nor too soft)
1	2	3	4	5	=	(7)	Posture (neither too closed/formal nor too open/informal)
1	2	3	4	5	=	(8)	Lean toward partner (neither too forward nor too far back)
1	2	3	4	5	=	(9)	Shaking or nervous twitches (aren't noticeable or distracting)
1	2	3	4	5	=	(10)	Unmotivated movements (tapping feet, fingers, hair-twirling, etc.)
1	2	3	4	5	=	(11)	Facial expressiveness (neither blank nor exaggerated)
1	2	3	4	5	=	(12)	Nodding of head in response to partner statements
1	2	3	4	5	=	(13)	Use of gestures to emphasize what is being said
1	2	3	4	5	=	(14)	Use of humor and/or stories
1	2	3	4	5	=	(15)	Smiling and/or laughing
1	2	3	4	5	=	(16)	Use of eye contact
1	2	3	4	5	=	(17)	Asking of questions
1	2	3	4	5	=	(18)	Speaking about partner (involvement of partner as a topic of conversation)
1	2	3	4	5	=	(19)	Speaking about self (neither too much nor too little)
1	2	3	4	5	=	(20)	Encouragements or agreements (encouragement of partner to talk)
1	2	3	4	5	=	(21)	Personal opinion expression (neither too passive nor aggressive)
1	2	3	4	5	=	(22)	Initiation of new topics
1	2	3	4	5	=	(23)	Maintenance of topics and follow-up comments
1	2	3	4	5	=	(24)	Interruption of partner speaking turns
1	2	3	4	5	=	(25)	Use of time speaking relative to partner

For the next five items, rate your overall performance. I was a(n)…

	1	2	3	4	5	6	7	
POOR CONVERSATONALIST ::	1	2	3	4	5	6	7	: GOOD CONVERSATIONALIST
SOCIALLY UNSKILLED ::	1	2	3	4	5	6	7	: SOCIALLY SKILLED
INCOMPETENT COMMUNICATOR ::	1	2	3	4	5	6	7	: COMPETENT COMMUNICATOR
INAPPROPRIATE COMMUNICATOR ::	1	2	3	4	5	6	7	: APPROPRIATE COMMUNICATOR
INEFFECTIVE COMMUNICATOR ::	1	2	3	4	5	6	7	: EFFECTIVE COMMUNICATOR

Comments:

CONVERSATIONAL SKILLS RATING SCALE (Observer Rating of Conversant Form)

Your Name:		Partner Name:
Your ID:		Partner ID:

Date:	Class:	Activity:

Rate how skillfully **THIS INTERACTANT** used, or didn't use, the following communicative behaviors in the conversation, where:

1	=	**INADEQUATE**	(use is awkward, disruptive, or results in a negative impression of communicative skills)
2	=	**FAIR**	(occasionally awkward or disruptive, occasionally adequate)
3	=	**ADEQUATE**	(sufficient but neither noticeable nor excellent. Produces neither strong positive nor negative impression)
4	=	**GOOD**	(use was better than adequate but not outstanding)
5	=	**EXCELLENT**	(use is smooth, controlled, results in positive impression of communicative skills)

Circle the single most accurate response for each behavior:

1	2	3	4	5	=	(1)	Speaking rate (neither too slow nor too fast)
1	2	3	4	5	=	(2)	Speaking fluency (pauses, silences, "uh", etc.)
1	2	3	4	5	=	(3)	Vocal confidence (neither too tense/nervous nor overly confident sounding)
1	2	3	4	5	=	(4)	Articulation (clarity of pronunciation and linguistic expression)
1	2	3	4	5	=	(5)	Vocal variety (neither overly monotone nor dramatic voice)
1	2	3	4	5	=	(6)	Volume (neither too loud nor too soft)
1	2	3	4	5	=	(7)	Posture (neither too closed/formal nor too open/informal)
1	2	3	4	5	=	(8)	Lean toward partner (neither too forward nor too far back)
1	2	3	4	5	=	(9)	Shaking or nervous twitches (aren't noticeable or distracting)
1	2	3	4	5	=	(10)	Unmotivated movements (tapping feet, fingers, hair-twirling, etc.)
1	2	3	4	5	=	(11)	Facial expressiveness (neither blank nor exaggerated)
1	2	3	4	5	=	(12)	Nodding of head in response to partner statements
1	2	3	4	5	=	(13)	Use of gestures to emphasize what is being said
1	2	3	4	5	=	(14)	Use of humor and/or stories
1	2	3	4	5	=	(15)	Smiling and/or laughing
1	2	3	4	5	=	(16)	Use of eye contact
1	2	3	4	5	=	(17)	Asking of questions
1	2	3	4	5	=	(18)	Speaking about partner (involvement of partner as a topic of conversation)
1	2	3	4	5	=	(19)	Speaking about self (neither too much nor too little)
1	2	3	4	5	=	(20)	Encouragements or agreements (encouragement of partner to talk)
1	2	3	4	5	=	(21)	Personal opinion expression (neither too passive nor aggressive)
1	2	3	4	5	=	(22)	Initiation of new topics
1	2	3	4	5	=	(23)	Maintenance of topics and follow-up comments
1	2	3	4	5	=	(24)	Interruption of partner speaking turns
1	2	3	4	5	=	(25)	Use of time speaking relative to partner

For the next five items, rate this person's overall performance:

POOR CONVERSATONALIST ::	1	2	3	4	5	6	7	: GOOD CONVERSATIONALIST
SOCIALLY UNSKILLED ::	1	2	3	4	5	6	7	: SOCIALLY SKILLED
INCOMPETENT COMMUNICATOR ::	1	2	3	4	5	6	7	: COMPETENT COMMUNICATOR
INAPPROPRIATE COMMUNICATOR ::	1	2	3	4	5	6	7	: APPROPRIATE COMMUNICATOR
INEFFECTIVE COMMUNICATOR ::	1	2	3	4	5	6	7	: EFFECTIVE COMMUNICATOR

Comments:

CONVERSATIONAL SKILLS RATING SCALE (Rating of Other Form: Improvement Scale)

Your Name:		Partner Name:	
Your ID:		Partner ID:	
Date:	Class:		Activity:

Rate how skillfully YOUR PARTNER used, or didn't use, the following communicative behaviors in the conversation, where:

1	=	VERY EXTENSIVE	Room for improvement (use or lack of use was extremely disruptive or noticeable)
2	=	EXTENSIVE	Room for improvement (use or lack of use was very disruptive or noticeable)
3	=	MODERATE	Room for improvement (use or lack of use was disruptive or noticeable)
4	=	MINIMAL	Room for improvement (use or lack of use was barely disruptive)
5	=	NO ROOM	Room for improvement (use or lack of use was not disruptive)

Circle the single most accurate response for each behavior:

1	2	3	4	5	=	(1)	Speaking rate (neither too slow nor too fast)
1	2	3	4	5	=	(2)	Speaking fluency (pauses, silences, "uh", etc.)
1	2	3	4	5	=	(3)	Vocal confidence (neither too tense/nervous nor overly confident sounding)
1	2	3	4	5	=	(4)	Articulation (clarity of pronunciation and linguistic expression)
1	2	3	4	5	=	(5)	Vocal variety (neither overly monotone nor dramatic voice)
1	2	3	4	5	=	(6)	Volume (neither too loud nor too soft)
1	2	3	4	5	=	(7)	Posture (neither too closed/formal nor too open/informal)
1	2	3	4	5	=	(8)	Lean toward partner (neither too forward nor too far back)
1	2	3	4	5	=	(9)	Shaking or nervous twitches (aren't noticeable or distracting)
1	2	3	4	5	=	(10)	Unmotivated movements (tapping feet, fingers, hair-twirling, etc.)
1	2	3	4	5	=	(11)	Facial expressiveness (neither blank nor exaggerated)
1	2	3	4	5	=	(12)	Nodding of head in response to partner statements
1	2	3	4	5	=	(13)	Use of gestures to emphasize what is being said
1	2	3	4	5	=	(14)	Use of humor and/or stories
1	2	3	4	5	=	(15)	Smiling and/or laughing
1	2	3	4	5	=	(16)	Use of eye contact
1	2	3	4	5	=	(17)	Asking of questions
1	2	3	4	5	=	(18)	Speaking about partner (involvement of partner as a topic of conversation)
1	2	3	4	5	=	(19)	Speaking about self (neither too much nor too little)
1	2	3	4	5	=	(20)	Encouragements or agreements (encouragement of partner to talk)
1	2	3	4	5	=	(21)	Personal opinion expression (neither too passive nor aggressive)
1	2	3	4	5	=	(22)	Initiation of new topics
1	2	3	4	5	=	(23)	Maintenance of topics and follow-up comments
1	2	3	4	5	=	(24)	Interruption of partner speaking turns
1	2	3	4	5	=	(25)	Use of time speaking relative to partner

For the next five items, rate your partner's overall performance. This person is a(n)…

POOR CONVERSATONALIST ::	1	2	3	4	5	6	7	: GOOD CONVERSATIONALIST
SOCIALLY UNSKILLED ::	1	2	3	4	5	6	7	: SOCIALLY SKILLED
INCOMPETENT COMMUNICATOR ::	1	2	3	4	5	6	7	: COMPETENT COMMUNICATOR
INAPPROPRIATE COMMUNICATOR ::	1	2	3	4	5	6	7	: APPROPRIATE COMMUNICATOR
INEFFECTIVE COMMUNICATOR ::	1	2	3	4	5	6	7	: EFFECTIVE COMMUNICATOR

Comments:

						CONVERSATIONAL SKILLS RATING SCALE (Trait Rating of Self Form-Skillfulness Scale)

CONVERSATIONAL SKILLS RATING SCALE (Trait Rating of Self Form-Skillfulness Scale)

Your Name:	Your ID:

Rate how skillfully **YOU GENERALLY** use, or do not use, the following communicative behaviors in your conversations, where:

1	=	**Very Unskillfully**	(use is awkward, disruptive, or results in a negative impression of communicative skills)
2	=	**Moderately Unskillfully**	(occasionally awkward or disruptive, occasionally adequate)
3	=	**Slightly Unskillfully**	(sufficient but neither noticeable nor excellent. Neither strong positive nor negative impression)
4	=	**Slightly Skillfully**	(use is better than adequate but not outstanding)
5	=	**Moderately Skillfully**	(use occasionally smooth & controlled, resulting in occasional positive impressions)
6	=	**Very Skillfully**	(use is highly smooth & controlled; results in very positive impression of communicative skills)

Circle the single most accurate response for each behavior:

1	2	3	4	5	6	=	(1)	Speaking rate (neither too slow nor too fast)
1	2	3	4	5	6	=	(2)	Speaking fluency (pauses, silences, "uh", etc.)
1	2	3	4	5	6	=	(3)	Vocal confidence (neither too tense/nervous nor overly confident sounding)
1	2	3	4	5	6	=	(4)	Articulation (clarity of pronunciation and linguistic expression)
1	2	3	4	5	6	=	(5)	Vocal variety (neither overly monotone nor dramatic voice)
1	2	3	4	5	6	=	(6)	Volume (neither too loud nor too soft)
1	2	3	4	5	6	=	(7)	Posture (neither too closed/formal nor too open/informal)
1	2	3	4	5	6	=	(8)	Lean toward partner (neither too forward nor too far back)
1	2	3	4	5	6	=	(9)	Shaking or nervous twitches (aren't noticeable or distracting)
1	2	3	4	5	6	=	(10)	Unmotivated movements (tapping feet, fingers, hair-twirling, etc.)
1	2	3	4	5	6	=	(11)	Facial expressiveness (neither blank nor exaggerated)
1	2	3	4	5	6	=	(12)	Nodding of head in response to partner statements
1	2	3	4	5	6	=	(13)	Use of gestures to emphasize what is being said
1	2	3	4	5	6	=	(14)	Use of humor and/or stories
1	2	3	4	5	6	=	(15)	Smiling and/or laughing
1	2	3	4	5	6	=	(16)	Use of eye contact
1	2	3	4	5	6	=	(17)	Asking of questions
1	2	3	4	5	6	=	(18)	Speaking about partner (involvement of partner as a topic of conversation)
1	2	3	4	5	6	=	(19)	Speaking about self (neither too much nor too little)
1	2	3	4	5	6	=	(20)	Encouragements or agreements (encouragement of partner to talk)
1	2	3	4	5	6	=	(21)	Personal opinion expression (neither too passive nor aggressive)
1	2	3	4	5	6	=	(22)	Initiation of new topics
1	2	3	4	5	6	=	(23)	Maintenance of topics and follow-up comments
1	2	3	4	5	6	=	(24)	Interruption of partner speaking turns
1	2	3	4	5	6	=	(25)	Use of time speaking relative to partner

For the next five items, rate your own general performance in conversations. I am a(n)…

	1	2	3	4	5	6	7	
POOR CONVERSATONALIST ::	1	2	3	4	5	6	7	: GOOD CONVERSATIONALIST
SOCIALLY UNSKILLED ::	1	2	3	4	5	6	7	: SOCIALLY SKILLED
INCOMPETENT COMMUNICATOR ::	1	2	3	4	5	6	7	: COMPETENT COMMUNICATOR
INAPPROPRIATE COMMUNICATOR ::	1	2	3	4	5	6	7	: APPROPRIATE COMMUNICATOR
INEFFECTIVE COMMUNICATOR ::	1	2	3	4	5	6	7	: EFFECTIVE COMMUNICATOR

Comments:

CONVERSATIONAL SKILLS RATING SCALE (Rating of Partner Form)

Your Name:	Partner Name:
Your ID:	Partner ID:

Date:	Class:	Activity:

Rate how skillfully **YOUR PARTNER** used, or didn't use, the following communicative behaviors in the conversation, where:

1	=	**INADEQUATE**	(use is awkward, disruptive, or results in a negative impression of communicative skills)
2	=	**FAIR**	(occasionally awkward or disruptive, occasionally adequate)
3	=	**ADEQUATE**	(sufficient but neither noticeable nor excellent. Produces neither strong positive nor negative impression)
4	=	**GOOD**	(use was better than adequate but not outstanding)
5	=	**EXCELLENT**	(use is smooth, controlled, results in positive impression of communicative skills)

Circle the single most accurate response for each behavior:

1	2	3	4	5	=	(1)	Speaking rate (neither too slow nor too fast)
1	2	3	4	5	=	(2)	Speaking fluency (pauses, silences, "uh", etc.)
1	2	3	4	5	=	(3)	Vocal confidence (neither too tense/nervous nor overly confident sounding)
1	2	3	4	5	=	(4)	Articulation (clarity of pronunciation and linguistic expression)
1	2	3	4	5	=	(5)	Vocal variety (neither overly monotone nor dramatic voice)
1	2	3	4	5	=	(6)	Volume (neither too loud nor too soft)
1	2	3	4	5	=	(7)	Posture (neither too closed/formal nor too open/informal)
1	2	3	4	5	=	(8)	Lean toward partner (neither too forward nor too far back)
1	2	3	4	5	=	(9)	Shaking or nervous twitches (aren't noticeable or distracting)
1	2	3	4	5	=	(10)	Unmotivated movements (tapping feet, fingers, hair-twirling, etc.)
1	2	3	4	5	=	(11)	Facial expressiveness (neither blank nor exaggerated)
1	2	3	4	5	=	(12)	Nodding of head in response to partner statements
1	2	3	4	5	=	(13)	Use of gestures to emphasize what is being said
1	2	3	4	5	=	(14)	Use of humor and/or stories
1	2	3	4	5	=	(15)	Smiling and/or laughing
1	2	3	4	5	=	(16)	Use of eye contact
1	2	3	4	5	=	(17)	Asking of questions
1	2	3	4	5	=	(18)	Speaking about partner (involvement of partner as a topic of conversation)
1	2	3	4	5	=	(19)	Speaking about self (neither too much nor too little)
1	2	3	4	5	=	(20)	Encouragements or agreements (encouragement of partner to talk)
1	2	3	4	5	=	(21)	Personal opinion expression (neither too passive nor aggressive)
1	2	3	4	5	=	(22)	Initiation of new topics
1	2	3	4	5	=	(23)	Maintenance of topics and follow-up comments
1	2	3	4	5	=	(24)	Interruption of partner speaking turns
1	2	3	4	5	=	(25)	Use of time speaking relative to partner

For the next five items, rate your partner's overall performance:

	1	2	3	4	5	6	7	
POOR CONVERSATONALIST ::	1	2	3	4	5	6	7	: GOOD CONVERSATIONALIST
SOCIALLY UNSKILLED ::	1	2	3	4	5	6	7	: SOCIALLY SKILLED
INCOMPETENT COMMUNICATOR ::	1	2	3	4	5	6	7	: COMPETENT COMMUNICATOR
INAPPROPRIATE COMMUNICATOR ::	1	2	3	4	5	6	7	: APPROPRIATE COMMUNICATOR
INEFFECTIVE COMMUNICATOR ::	1	2	3	4	5	6	7	: EFFECTIVE COMMUNICATOR

Comments:

Appendix 2: Preliminary Training Guides for the CSRS

The following descriptive materials are meant to be suggestive of training materials for use of the CSRS for diagnostic or third-party application in research. An attempt has been made to exclude tautological or subjective terms such as "appropriate," "acceptable," "satisfying," etc. from the item descriptors, but it is often a necessary and presumed qualifier for behavioral evaluations in actual social situations. The typical training regimen would simply provide raters with 7-10-minute videotaped interactions analogous to those to be evaluated later (preferably, the tape would have examples of a low competent, a moderate competent, and a high competent conversation). The raters would rate the conversation, compare and discuss their ratings item by item, achieve consensus on their whenever possible, and then reiterating this procedure with other taped conversations until high rates of agreement are achieved.

01. SPEAKING RATE

Description: Speaks neither so rapidly (e.g., words per minute) nor so slowly as to disrupt partner comprehension and/or response.

Normative Behavioral Anchors:

1 = Speaking pace makes utterances consistently difficult to comprehend, or disruptive to normal response and flow of partner response.

2 = Speaking pace makes utterances occasionally difficult to comprehend, or disruptive to normal response and flow of partner response.

3 = Speaking pace is, only a small number of instances, difficult to comprehend, or disruptive to normal response and flow of partner response.

4 = Speaking pace is occasionally varied, and never seems to impair partner comprehension or response.

5 = Speaking pace is varied compatibly with articulation and vocal variety so as to facilitate partner comprehension and response.

02. SPEAKING FLUENCY

Description: Displays speech disturbances or dysfluencies such as stutters, omissions, repetitions or noticeable pause fillers (e.g., um, uh, er, ah, okay, like, you know, I mean, etc.).

Normative Behavioral Anchors:

1 = Displays almost constant use of dysfluencies in manner that is disruptive to the partner responses, and/or receives partner negative sanction (e.g., frowns, statements of inappropriateness, furrowed brow, etc.).

2 = Displays frequent use of dysfluencies in manner that is disruptive to the partner responses, and/or receives partner negative sanction (e.g., frowns, statements of inappropriateness, furrowed brow, etc.).

3 = Displays occasional use of dysfluencies in manner that is disruptive to the partner responses, and/or receives partner negative sanction (e.g., frowns, statements of inappropriateness, furrowed brow, etc.).

4 = Displays few dysfluencies, and those used do not appear to be disruptive to partner.

5 = Displays no noticeable dysfluencies.

03. VOCAL CONFIDENCE

Description: Displays paralinguistic firmness, calmness/forcefulness, and steadiness of expression.

Normative Behavioral Anchors:

1 = Vocalizations are almost constantly nervous, shaky, breaking in pitch, and/or equivocal in tone or volume.

2 = Vocalizations are frequently nervous, shaky, breaking in pitch, and/or equivocal in tone or volume.

3 = Vocalizations are occasionally nervous, shaky, breaking in pitch, and/or equivocal in tone or volume.

4 = Vocalizations are generally calm and/or forceful, firm, composed.

5 = Vocalizations are consistently calm and/or forceful, firm, composed, assertive.

04. ARTICULATION

Description: Pronounces words such that they are understandable to the partner.

Normative Behavioral Anchors:

1 = Speaks with frequent errors, slurs, and/or incomprehensible utterances, resulting in frequent partner clarification gestures or statements.

2 = Speaks with occasional errors, slurs, and/or incomprehensible utterances, resulting in occasional partner clarification gestures or statements.

3 = Speaks with only a small number of errors, slurs, and/or incomprehensible utterances, resulting in no noticeable partner clarification gestures or statements.

4 = Speaks with no noticeable errors, slurs, and/or incomprehensible utterances, and no noticeable partner clarification gestures or statements.

5 = Speaks with clearly comprehensible utterances, but not with excessive "clip" or stilted pronunciation.

05. VOCAL VARIETY

Description: Varies pitch, tone, and range of verbal utterances while speaking

Normative Behavioral Anchors:

1 = Speaks in an extremely monotonous manner without variation.

2 = Speaks in a fairly monotonous manner with minimal variation.

3 = Speaks in a somewhat monotonous manner with occasional variation.

4 = Speaks with modulated and varied tonalities.

5 = Speaks with frequent variation in tonality, but not excessively 'cartoon-like' or excessively animated fashion.

06. VOLUME

Description: Speaks at audible but not extreme levels; no strain or distraction of attention.

Normative Behavioral Anchors:

1 = Speaks at extremely quiet/soft or extremely loud level.

2 = Speaks at very quiet/soft or very loud level.

3 = Speaks at somewhat quiet/soft or somewhat loud level.

4 = Generally speaks at audible and comfortable level.

5 = Consistently speaks at audible, comfortable, and adaptive level.

07. POSTURE

Description: Exhibits posture that is comfortable (as negatively indicated by frequency of postural shifts) and adaptive to the partner.

Normative Behavioral Anchors:

1 = Constantly shifts posture and/or maintains rigid and stiff posture, unrelated to partner or context.

2 = Very frequently shifts posture and/or maintains rigid and stiff posture, generally unrelated to partner or context.

3 = Frequently shifts posture and/or maintains rigid and stiff posture, often unrelated to partner or context.

4 = Shifts posture occasionally, and appears comfortable.

5 = Maintains apparently comfortable posture, adapting to partner and context.

08. LEAN TOWARD PARTNER

Description: Exhibits shifts and positions frontal body trunk with respect to partner as context permits that facilitates conversation and is oriented to the partner.

Normative Behavioral Anchors:

1 = Oriented directly away from partner in lean and body orientation/lean; or is severely oriented toward partner to the point of being intrusive.

2 = Oriented strongly and obliquely away from partner in lean and/or body orientation/lean; or is frequently intrusive in orientation toward partner.

3 = Oriented slightly and obliquely away from partner in lean and/or body orientation/lean; or slightly intrusive in orientation toward partner.

4 = Oriented neutrally toward partner in lean and/or body orientation/lean, with occasional variability or shifts.

5 = Oriented obliquely toward partner in lean and/or body orientation, with occasional variability or shifts.

09. SHAKING OR NERVOUS TWITCHES

Description: Displays jerking motions of limbs or head, and/or shaking hands or fingers.

Normative Behavioral Anchors:

1 = Very frequently shakes or twitches.

2 = Frequently shakes or twitches.

3 = Occasionally shakes or twitches.

4 = Only very occasionally shakes or twitches.

5 = Displays no noticeable shakes or twitches.

10. UNMOTIVATED MOVEMENTS

Description: Displays adaptors, plays with hair or objects, or otherwise engages in self-focused behaviors that bear no discernable direct relation to the topical development of the conversation.

Normative Behavioral Anchors:

1 = Very frequently displays unmotivated movements.

2 = Frequently displays unmotivated movements.

3 = Occasionally displays unmotivated movements.

4 = Only very occasionally displays unmotivated movements.

5 = Displays no noticeable displays unmotivated movements.

11. FACIAL EXPRESSIONS

Description: Facially displays range of affect, animation of facial musculature, and normative facial expressions compatible with verbal content and/or partner utterances.

Normative Behavioral Anchors:

1 = Constantly displays blank, uninterested or hypnotic gaze, or highly exaggerated, cartoon-like expressions, inconsistent with subject matter.

2 = Frequently displays blank, uninterested or hypnotic gaze, or highly exaggerated, cartoon-like expressions, inconsistent with subject matter.

3 = Occasionally displays blank, uninterested or hypnotic gaze, or highly exaggerated, cartoon-like expressions, inconsistent with subject matter.

4 = Generally displays variation in facial affect consistent with subject matter and partner.

5 = Consistently displays variation in facial affect consistent with subject matter and partner.

12. NODDING OF HEAD

Description: Moves head in vertical arc (i.e., 'yes' motion) providing reinforcing feedback indicating comprehension, agreement, or acceptance.

Normative Behavioral Anchors:

1 = Never nods head, or nods constantly.

2 = Rarely nods head, or nods very frequently.

3 = Occasionally nods.

4 = Occasionally nods at topic or context relevant times.

5 = Frequently nods at topic or context relevant times.

13. USE OF GESTURES

Description: Displays hand, arm, and head movements to compliment and/or elaborate utterances.

Normative Behavioral Anchors:

1 = Displays no gestures, or constantly displays excessively animated or numerous gestures.

2 = Displays few gestures, or occasionally displays excessively animated or numerous gestures.

3 = Displays occasional gestures, or, a few gestures that are excessively animated.

4 = Displays frequent gestures that do not interfere with conversation.

5 = Displays frequent, complimentary gestures that facilitate and/or elaborate conversation.

14. USE OF HUMOR AND/OR STORIES APPROPRIATE TO CONTEXT

Description: Uses jokes, puns, double-entendre, stories, characterization, etc.

Normative Behavioral Anchors:

1 = Continuously serious and humorless, or uses humor that receives overt negative sanction (e.g., frowns, statements of inappropriateness, lack of laughter in response to laugh tokens, etc.)

2 = Generally serious and humorless, or uses humor that receives apparent but not obvious negative sanction

3 = Uses some humor that is not apparently sanctioned negatively

4 = Uses several instances of humor with no negative sanctions and obvious laugh or smile responses

5 = Uses frequent instances of humor with no negative sanctions and frequent and/or animated laugh and smile responses

15. SMILING AND LAUGHING

Description: Displays laughter, chuckles, and/or smiles (upturned corners of mouth, teeth visible)

Normative Behavioral Anchors:

1 = Displays no smiles or laughter, or displays constant hysterical laughter or constant smirking, regardless of partner stimulus.

2 = Displays infrequent smiles or laughter, or displays frequent hysterical laughter or constant smirking, almost regardless of partner stimulus.

3 = Displays occasional smiles or laughter in response to humorous stimuli.

4 = Displays occasional smiles or laughter in response to humorous stimuli, and/or as positive reinforcement to partner.

5 = Displays frequent smiles or laughter in response to humorous stimuli, and/or as positive reinforcement to partner.

16. USE OF EYE CONTACT

Description: Uses mutual and direct eye contact in accordance with expressive and regulatory norms of conversation and context.

Normative Behavioral Anchors:

1 = Completely avoids eye contact, or exhibits fixated or continuous eye contact with partner.

2 = Frequently avoids eye contact, or exhibits very frequent or long durations of eye contact with partner.

3 = Provides occasional eye contact of brief duration at points of turn relevance.

4 = Provides frequent eye contact of brief duration both during turns at talk and at points of turn relevance.

5 = Provides frequent eye contact that emphasizes vocal utterances and facilitates turn exchange.

17. ASKING OF QUESTIONS

Description: Seeks information from partner through use of formal or colloquial interrogative forms.

Normative Behavioral Anchors:

1 = Never seeks information from partner, or constantly barrages partner with questions, or asks questions of excessive intimacy or privacy.

2 = Rarely seeks information from partner, or frequently barrages partner with questions, or asks questions of excessive intimacy or privacy.

3 = Occasionally seeks information from partner, or occasionally barrages partner with questions, or asks questions of excessive intimacy or privacy.

4 = Frequently seeks information from partner, but avoids barrage or excessive invasiveness of questions.

5 = Frequently asks questions that are suggestive of insights, involve partner in the conversation, or facilitates conversation.

18. SPEAKING ABOUT PARTNER

Description: Involves partner as a topic of conversation through comments or inquiries.

Normative Behavioral Anchors:

1 = Makes no comments or inquiries about the partner.

2 = Rarely comments or inquires about the partner.

3 = Occasionally comments or inquires about the partner.

4 = Moderately often comments or inquires about the partner.

5 = Frequently comments or inquires about the partner.

19. SPEAKING OF SELF

Description: Involves self (interests, attitudes, beliefs, values, etc.) as topic of conversation through comments.

Normative Behavioral Anchors:

1 = Makes no comments about self.

2 = Rarely comments about self.

3 = Occasionally comments about self.

4 = Moderately often comments about self.

5 = Frequently comments about self.

20. ENCOURAGEMENTS OR AGREEMENTS

Description: Provides verbal reinforcements to partner utterances, including verbal affirmations, "yeah's," "uh-huh's" etc., that relate to partner utterance content.

Normative Behavioral Anchors:

1 = Provides no verbal encouragement or agreements, or provides it incessantly.

2 = Provides almost no verbal encouragement or agreements, or provides it almost constantly.

3 = Provides only occasional verbal encouragement or agreements.

4 = Provides several verbal encouragement or agreements.

5 = Provides frequent but coherently timed encouragements or agreements.

21. EXPRESSION OF PERSONAL OPINION

Description: Expresses own attitudes, values, and/or beliefs about subject matters of own choosing, or expresses these utterances too aggressively or passively.

Normative Behavioral Anchors:

1 = Never gets to express personal opinions, or constantly expresses opinions overly aggressively or passively.

2 = Occasionally gets to express personal opinions, or frequently expresses them too aggressively or passively.

3 = Frequently gets to express personal opinions, or occasionally expresses them too aggressively or passively.

4 = Experiences no difficulties in expressing personal opinions, and such expressions seem neither too aggressive nor passive.

5 = Expresses personal opinions with ease and fluency, and with no disruption of partner or negative sanction.

22. TOPIC INITIATION

Description: Innovates new subject areas and comments that stimulate new lines of topical development.

Normative Behavioral Anchors:

1 = Initiates no new topics.

2 = Initiates one or two new topics.

3 = Initiates several new topics.

4 = Initiates numerous new topics.

5 = Initiates numerous new topics and facilitates partner topic initiation.

23. MAINTENANCE OF TOPICS AND FOLLOW-UP COMMENTS

Description: Sustains topical coherence through extension and reinforcement of partner utterances.

Normative Behavioral Anchors:

1 = Provides no extension of topics once initiated; follow-up comments are unrelated to previous topics.

2 = Provides few extensions of topics once initiated; follow-up comments are seldom related to previous topics.

3 = Provides occasional extensions of topics once initiated; follow-up comments are occasionally related to previous topics.

4 = Provides frequent extensions of topics once initiated; follow-up comments are frequently related to previous topics.

5 = Provides fluent, seamless, and innovative extensions of topics once initiated.

24. INTERRUPTIONS OF PARTNER

Description: Interrupts, over-talks, and/or provides vocal feedback during partner turns at talk in a manner that is not disruptive of partner conversational routine and receives no obvious negative sanction from partner.

Normative Behavioral Anchors:

1 = Frequently takes the floor from partner before partner grammatical utterance is completed, and when partner talk continues in disrupted manner after interruption; signs of partner arousal/frustration apparent.

2 = Occasionally takes the floor from partner before partner grammatical utterance is completed, and when partner talk continues in disrupted manner after interruption; signs of partner arousal/frustration apparent.

3 = Displays small number of over-talks or interruptions that are minimally disruptive to partner.

4 = Displays occasional interruption and/or over-talk, but is nondisruptive to partner.

5 = Displays frequent interruption and/or over-talk, but is providing clarification or reinforcement feedback in the doing.

25. USE OF TIME SPEAKING RELATIVE TO PARTNER

Description: Balances relative proportion of speaking time in manner compatible with the context.

Normative Behavioral Anchors:

1 = Virtually does not speak, or uses only brief utterances, or speaks constantly and does not allow partner speaking turns or turns of any duration.

2 = Rarely speaks, or uses brief utterances, or speaks excessively relative to partner.

3 = Occasionally speaks, or uses utterances of moderate length, or speaks more but not excessively more than partner.

4 = Speaks frequently and of moderate duration, and is relatively balanced in speaking time relative to partner.

5 = Speaks in relatively balanced duration and frequency with partner.