# **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)
                                            7 +
Cm = Composure:
                        2 +
                               3 +
                                     6 + 
                                                  9 +
                                                        10 +
                                                               (16)
    = Expressiveness:
                               5 + 
                                     11 +
                                           13 +
                                                  14 +
                                                        15 +
                                                               16
   = Coordination:
                                           23 +
Co
                               17 +
                                     22 +
                                                  24 +
                                                        25 +
                                                               (2)
                        1+
```

# **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)

Your Name:		!	-	!		CC	NVERS	ATIONAL	SKILL	S RAT	ING SC	CALE (I	Rating	of Part	ner Fo	rm)
Date: Class: Activity:  Rate how skillfully YOUR PARTNER used, or didn't use, the following communicative behaviors in the conversation, where:    1	Your N	Name:											Partne	er Name	 e:	
Rate how skillfully YOUR PARTNER used, or didn't use, the following communicative behaviors in the conversation, where:    1	Your ID	D:											Partne	er ID:		
Inabequate   Cocasionally awkward, disruptive, or results in a negative impression of communicative skills	Date:								Class:							Activity:
2 = FAIR (occasionally awkward or disruptive, occasionally adequate) 3 = ADEQUATE (sufficient but neither noticeable nor excellent. Produces neither strong positive nor negative impression of communicative skills) 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 closed/formal nor too open/informal) 1   2   3   4   5   = (7)   Posture (neither too losed/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   = (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   = (15)   Smilling and/or laughing 1   2   3   4   5   = (16)   Use of eye contact 1   2   3   4   5   = (16)   Use of eye contact 1   2   3   4   5   = (17)   Asking of questions 1   2   3   4   5   = (19)   Speaking about partner (involvement of partner as a topic of conversation) 1   2   3   4   5   = (19)   Speaking about partner (involvement of partner as a topic of conversation) 1   2   3   4   5   = (19)   Speaking about partner (involvement of partner as a topic of conversation) 1   2   3   4   5   = (19)   Speaking about partner (involvement of partner to talk)	Rate h	now sł	killfull	y <b>YOU</b> F	PART	NER use	ed, or did	ln't use, th	e follov	ving co	nmunio	ative b	ehavio	rs in the	convei	rsation, where:
A   E   ADEQUATE   (sufficient but neither noticeable nor excellent. Produces neither strong positive nor negative impress	1	=		INADE	QUATE	E	(use	e is awkwa	ırd, disi	ruptive,	or resu	ılts in a	negativ	ve impre	ession o	of communicative skills)
A	2	=		FAIR			(occ	asionally	awkwa	rd or di	sruptive	e, occas	sionally	adequa	ate)	
S	3	=		ADEQ	UATE		(suf	ficient but	neither	notice	able no	r excell	ent. Pro	oduces	neither	strong positive nor negative impression)
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         =<	4	=		GOOD	)		(use	was bette	er than	adequa	ate but	not out	standin	g)		
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	1 2	2	3	4	5	=	(19)	Speakin	ıg abou	ıt self (r	either	too mu	ch nor t	too little	)	
$\begin{vmatrix} 1 & 2 & 3 & 4 & 5 \end{vmatrix} = \begin{vmatrix} (21) \end{vmatrix}$ Personal opinion expression (neither too passive nor aggressive)	1 2	2	3	4	5	=	(20)	Encoura	agemer	nts or a	greeme	ents (en	courag	ement	of partn	er to talk)
	1 2	2	3	4	5	=	(21)	Persona	al opinio	on expr	ession	(neithe	r too pa	assive n	or aggr	essive)
1 2 3 4 5 = (22) Initiation of new topics	1 2	2	3	4	5	=		Initiation	of nev	v topics	1					
1 2 3 4 5 = (23) Maintenance of topics and follow-up comments	1 2	2	3	4	5	=	(23)	Mainten	ance o	f topics	and fo	llow-up	comm	ents		
1 2 3 4 5 = (24) Interruption of partner speaking turns	1 2	2	3	4	5	=	(24)	Interrup	tion of	partner	speaki	ng turn	s			
1 2 3 4 5 = (25) Use of time speaking relative to partner	1 2	2	3	4	5	=	(25)	Use of t	ime sp	eaking	relative	to part	ner			
For the next five items, rate your partner's overall performance. My partner was a(n)	For the	e next	t five			•		•	nce. M	y partne	er was	a(n)				
POOR CONVERSATONALIST :: 1 2 3 4 5 6 7 : GOOD CONVERSATIONALIS					POOR	CONVE	RSATON	IALIST ::	1	2	3	4	5	6	7	: GOOD CONVERSATIONALIST
SOCIALLY UNSKILLED :: 1 2 3 4 5 6 7 : SOCIALLY SKILLED									1	2	3	4	5	6	7	
INCOMPETENT COMMUNICATOR :: 1 2 3 4 5 6 7 : COMPETENT COMMUNICAT				INCO	MPETE	ENT CO	MMUNIC	CATOR ::	1	2	3	4	5	6	7	: COMPETENT COMMUNICATOR
	: APPROPRIATE COMMUNICATOR															
INEFFECTIVE COMMUNICATOR :: 1 2 3 4 5 6 7 : EFFECTIVE COMMUNICATOR				INE	FFECT	IVE CO	MMUNIC	CATOR ::	1	2	3	4	5	6	7	: EFFECTIVE COMMUNICATOR
Comments:	Comm	nents:														

						CONVI	ERSATIONA	L SI	LL</th <th>S RA</th> <th>TIN(</th> <th>G SC</th> <th>CALE</th> <th>E (Ra</th> <th>ating of Self Form)</th>	S RA	TIN(	G SC	CALE	E (Ra	ating of Self Form)		
You	r Na	me:											ner Na		,		
You	Your ID:  Date:  Class:  Rate how skillfully <b>YOU</b> used, or didn't use, the following communicative beha																
Date	e:						Class	s:							Activity:		
Rate	e ho	w ski	illfully '	YOU t	used,	or didn't ι	use, the following	ng cor	nmur	nicativ	e beh	avior	s in th	e con	versation, where:		
1	=	=	INAI	DEQU	ATE	(us	se is awkward,	disrup	otive,	or res	ults ir	n a ne	gative	e impi	ression of communicative skills)		
2	-	=	FAIF	}		(00	casionally awk	ward	or di	sruptiv	e, oc	casio	nally a	adequ	uate)		
3	=		ADE	QUAT	ΓΕ	(sı	ıfficient but neit	ther n	otice	able n	or exc	ellen	t. Pro	duces	s neither strong positive nor negative impression)		
4	=	=	GOO	DD		(us	se was better th	nan ad	dequa	ate bu	t not c	outsta	ınding	1)			
5	=	=	EXC	ELLE	NT	(us	se is smooth, co	ontrol	led, r	esults	in po	sitive	impre	ession	of communicative skills)		
Circ	le th	ne sin	igle m	ost ac	curate	e respons	e for each beh	avior:									
1	2	3	4	5	=	(1)	Speaking ra	ate (n	either	r too s	low n	or too	fast)				
1	2	3	4	5	=	(2)	Speaking fl	uency	/ (pau	ıses, s	silence	es, "u	h", etc	c.)			
1	2	3	4	5	=	(3)	Vocal confid	dence	(neit	ther to	o tens	se/ne	rvous	nor o	verly confident sounding)		
1	2	3	4	5	=	(4)	Articulation	(clari	ty of	pronu	nciatio	on an	d ling	uistic	expression)		
1	2	3	4	5	=	(5)	Vocal variet	y (ne	ither	overly	mono	otone	nor d	rama	tic voice)		
1	2	3	4	5	=	(6)	Volume (ne	ither t	:00 lo	ud no	r too s	soft)					
$\vdash$	2	3	4	5	=	(7)	Posture (ne	ither	too cl	osed/	forma	l nor t	too op	en/in	formal)		
$\vdash$	2	3	4	5	=	(8)	Lean toward	•							,		
$\vdash$	2 3 4 5 = (9) Shaking or nervous twitches (aren't noticeable or distracting)  2 3 4 5 = (10) Unmotivated movements (tapping feet, fingers, hair-twirling, etc.)																
$\vdash$	2																
	2	-	-		=	(11)	, , , , , , , , , , , , , , , , , , , ,										
$\vdash$	2	3	4	5	=	(12)	Nodding of head in response to partner statements  Use of gestures to emphasize what is being said										
	2	3	4	5	=	(13)				•		at is l	being	said			
$\vdash$	2	3	4	5	=	(14)	Use of hum										
-	2	3	4	5	=	(15)	Smiling and			ng							
$\vdash$	2	3	4	5	=	(16)	Use of eye										
	2	3	4	5	=	(17)	Asking of q						, .				
$\vdash$	2	3	4	5	=	(18)	-								s a topic of conversation)		
	2	3	4	5	=	(19)	Speaking a										
	2	3	4	5	=	(20)									of partner to talk)		
$\vdash$	2	3	4	5	=	(21)	Initiation of				i (rieit	ner ic	o pas	ssive I	nor aggressive)		
+	2	3	4	5	=	(22)			<u>.</u>		ollow	un oo	mma	nte			
-	2	3	4	5	=	(23)	Maintenance Interruption						липе	1115			
-	2	3	4	5	-	(25)	Use of time						r				
						. ,	performance. I	•			υωμ	ai ii ie					
1 01	u IC I	i iext i	iive ile				ATONALIST ::	1	2		4	5	6	7	: GOOD CONVERSATIONALIST		
				. 50			INSKILLED ::	1	2	3	4	5	6	7	: SOCIALLY SKILLED		
			INC	OMPF			UNICATOR ::	1	2	3	4	5	6	7	: COMPETENT COMMUNICATOR		
							UNICATOR ::	1	2	3	4	5	6	7	: APPROPRIATE COMMUNICATOR		
							UNICATOR ::	1	2	3	4	5	6	7	: EFFECTIVE COMMUNICATOR		
0-		make :									<u> </u>						
Con	nme	nis:															

				СО	NVE	RSAT	ONAL SKILLS RATIN	NG S	CAL	E (O	bser	ver l	Rating of Conversant Form)			
Υοι	ır Na	me:						Partr	ner Na	ame:						
Υοι	ır ID:							Partner ID:								
Dat	te:						Class:	Activity:								
Rat	te ho	w sk	killfully	y THI	IS IN	TERAC	ANT used, or didn't use, th	ne follo	wing	comr	nunica	ative b	behaviors in the conversation, where:			
1	=		INA	DEQI	UATE	(us	is awkward, disruptive, or	result	s in a	nega	tive ir	npres	sion of communicative skills)			
2	=		FAIF	₹		(oc	asionally awkward or disru	uptive,	occas	sional	ly ade	equate	e)			
3	=		ADE	QUA	TE	either 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 communic																
5	=		EXC	ELLI	ENT	(us	is smooth, controlled, res	ults in	positi	ve im	press	ion of	communicative skills)			
Circ	cle th	ie sii	ngle r	most	accu	rate res	onse 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 (pause	es, sile	nces,	"uh",	etc.)					
1	2	3	4	5	=	(3)	Vocal confidence (neithe	er too t	ense/	nervo	us no	r ove	rly confident sounding)			
1	2	3	4	5	=	(4)	Articulation (clarity of pro	onunci	ation	and li	nguis	tic exp	pression)			
1	2	3	4	5	=	(5)	Vocal variety (neither over	erly m	onoto	ne no	r drar	natic	voice)			
1	2	3	4	5	=	(6)	Volume (neither too loud	l nor to	o sof	t)						
1	2	3	4	5	=	(7)	Posture (neither too clos	ed/for	mal n	or too	open	/infor	mal)			
1 2 3 4 5 = (8) Lean toward partner (neither too forward nor too far back)												pack)				
1																
1	2 3 4 5 = (10) Unmotivated movements (tapping feet, fingers, hair-twirling, etc.)															
1	1 2 3 4 5 = (11) Facial expressiveness (neither blank nor exaggerated)												d)			
1																
1	2	3	4	5	=	(13)	Use of gestures to emph	nasize	what	is bei	ng sa	id				
1	2	3	4	5	=	(14)	Use of humor and/or sto	ries								
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	(involv	emer	nent of partner as a topic of conversation)						
1	2	3	4	5	=	(19)	Speaking about self (nei	ther to	o mu	nuch nor too little)						
1	2	3	4	5	=	(20)	Encouragements or agree	eemen	ts (en	encouragement of partner to talk)						
1	2	3	4	5	=	(21)	Personal opinion express	sion (r	eithe	r too į	oassiv	e nor	aggressive)			
1	2	3	4	5	=	(22)	Initiation of new topics									
1	2	3	4	5	=	(23)	Maintenance of topics ar	nd follo	w-up	comi	nents	;				
1	2	3	4	5	=	(24)	Interruption of partner sp	oeakin	g turn	IS						
1	2	3	4	5	=	(25)	Use of time speaking rel	ative t	o part	ner						
For	r the i	next	five i	tems	, rate	this pe	son's overall performance:									
				POO	R CC	NVERS	ATONALIST :: 1 2	3	4	5	6	7	: GOOD CONVERSATIONALIST			
					SO	CIALLY	JNSKILLED :: 1 2	3	4	5	6	7	: SOCIALLY SKILLED			
			INCC	MPE	ETEN	Т СОМ	MUNICATOR :: 1 2	3	4	5	6	7	: COMPETENT COMMUNICATOR			
		IN	IAPP	ROP	RIAT	E COM	MUNICATOR :: 1 2	3	4	5	6	7	: APPROPRIATE COMMUNICATOR			
			INE	FFE	CTIV	E COM	MUNICATOR :: 1 2	3	4	5	6	7	: EFFECTIVE COMMUNICATOR			
Coi	mme	nts:														

			CC	NV	ERS	ATION	IAL SKILLS	RA	TING	SC	ALE	(Rat	ing	of O	ther Form: Improvement Scale)
Yo	our N	ame:											ner Na		,
Yo	our ID	):										Partr	er ID	:	
D	ate:						Class	s:							Activity:
R	ate h	ow s	killfully	y YOI	JR P	ARTNE	R used, or didn	't use	, the	follow	ing co	ommu	nicati	ve be	ehaviors in the conversation, where:
1	-	-	VER	YEX	TEN	SIVE	Room for im	prove	emen	t (use	or la	ck of ı	ıse w	as ex	dremely disruptive or noticeable)
2	-	=	EXT	ENS	IVE		Room for im	prove	emen	t (use	or la	ck of ı	ıse w	as ve	ery disruptive or noticeable)
3	-	=	MOE	DERA	ATE		Room for im	prove	emen	t (use	or la	ck of ı	ıse w	as dis	sruptive or noticeable)
4	-	=	MINI	IMAL			Room for im	prove	emen	t (use	or la	ck of ı	ıse w	as ba	arely disruptive)
5	-	=	NO I	ROO	М		Room for im	prove	emen	t (use	or la	ck of ı	ıse w	as no	ot disruptive)
C	ircle t	he s	ingle r	nost	accu	rate res	ponse for each	beha	vior:						
1	2	3	4	5	=	(1)	Speaking ra	ite (ne	either	too s	low n	or too	fast)		
1	2	3	4	5	=	(2)	Speaking flu	uency	(pau	ses, s	silenc	es, "ul	n", etc	c.)	
1	2	3	4	5	=	(3)	Vocal confid	lence	(neitl	her to	o ten	se/ne	vous	nor o	overly confident sounding)
1	2	3	4	5	=	(4)	Articulation	(clari	ty of p	ronui	nciatio	on and	d ling	uistic	expression)
1	2	3	4	5	=	(5)	Vocal variet	y (nei	ther c	verly	mono	otone	nor d	rama	tic voice)
1	2	3	4	5	=	(6)	Volume (nei	ther t	oo loı	ud no	r too s	soft)			
1	2	3	4	5	=	(7)	Posture (ne	ither t	:00 cl	osed/1	forma	I nor t	oo op	en/in	nformal)
1	2	3	4	5	=	(8)	Lean toward	d part	ner (r	neithe	r too 1	forwa	d nor	too f	ar back)
1															
1	1 2 3 4 5 = (10) Unmotivated movements (tapping feet, fingers, hair-twirling, etc.)														
1															
1	2	3	4												
1	2	3	4	5	=	(13)	Use of gest	ures t	o em	phasi	ze wh	at is b	eing	said	
1	2	3	4	5	=	(14)	Use of hum	or an	d/or s	tories					
1	2	3	4	5	=	(15)	Smiling and	or la	ughin	g					
1	2	3	4	5	=	(16)	Use of eye	conta	ct						
1	2	3	4	5	=	(17)	Asking of qu	uestic	ns						
1	2	3	4	5	=	(18)	Speaking al	oout p	artne	er (inv	olven	nent o	f part	ner a	s a topic of conversation)
1	2	3	4	5	=	(19)	Speaking al	out s	self (n	eithe	too r	nuch	nor to	o little	e)
1	2	3	4	5	=	(20)	Encourager	nents	or aç	greem	ents	(enco	urage	ment	t of partner to talk)
1	2	3	4	5	=	(21)	Personal op	inion	expre	ession	n (neit	her to	o pas	ssive ı	nor aggressive)
1	2	3	4	5	=	(22)	Initiation of	new t	opics						
1	2	3	4	5	=	(23)	Maintenanc	e of t	opics	and f	ollow-	up co	mme	nts	
1	2	3	4	5	=	(24)	Interruption	of pa	rtner	speal	king tı	urns			
1	2	3	4	5	=	(25)	Use of time	spea	king r	elativ	e to p	artne	r		
Fo	or the	nex	t five i	tems	, rate	your pa	artner's overall	perfo	rmano	ce. Th	is per	son is	a(n)		
			PC	OOR	CON	IVERSA	TONALIST ::	1	2	3	4	5	6	7	: GOOD CONVERSATIONALIST
<u> </u>					SOC	IALLY U	NSKILLED ::	1	2	3	4	5	6	7	: SOCIALLY SKILLED
		IN	ICOM	IPET	ENT	COMM	JNICATOR ::	1	2	3	4	5	6	7	: COMPETENT COMMUNICATOR
<u> </u>		INA	APPRO	OPR	ATE	COMM	JNICATOR ::	1	2	3	4	5	6	7	: APPROPRIATE COMMUNICATOR
			INEF	FEC	ΓΙVΕ	COMM	JNICATOR ::	1	2	3	4	5	6	7	: EFFECTIVE COMMUNICATOR
C	omm	ents:	:												

			C	ONV	ERS	SATIO	ONAL S	SKILLS RAT	ING	SCA	LE (	Trait	Rati	ing o	of Self Form-Skillfulness Scale)
Yo	our N	ame	:									Your	ID:		
R	ate h	ow s	killfull	y <b>YO</b>	U GE	NER	ALLY us	e, or do not use	, the f	ollowi	ng co	mmui	nicativ	e bel	haviors in your conversations, where:
1	=	=	Very	Uns	killfu	lly		(use is awk	vard, o	disrup	tive, c	or resu	ults in	a ne	gative impression of communicative skills)
2	-	=	Mod	erate	ely Uı	nskilli	fully	(occasional	y awk	ward o	or disi	ruptiv	e, occ	asior	nally adequate)
3	-	=	Sligl	htly l	Jnski	llfully	,	(sufficient b	ıt neitl	ner no	ticea	ble no	or exc	ellent	t. Neither strong positive nor negative impression)
4	-	=	Sligl	htly S	Skillfu	ılly		(use is bette	r than	adeq	uate l	but no	ot outs	stand	ing)
5	-	=	Mod	erate	ly SI	cillfull	y	(use occasi	nally	smoo	th & c	ontro	lled, r	esulti	ing in occasional positive impressions)
6	-	=	Very	Skil	lfully			(use is high	y smo	oth &	contr	olled;	resul	ts in v	very positive impression of communicative skills)
С	ircle t	the s	ingle	most	accu	rate re	esponse	for each behav	ior:						
1	2	3	4	5	6	=	(1)	Speaking ra	te (ne	ither t	oo slo	w no	r too f	ast)	
1 2 3 4 5 6 = (2) Speaking fluency (pauses, silences, "i											s, "uh'	', etc.	.)		
1											er too	tense	e/nerv	ous r	nor overly confident sounding)
1	2	3	4	5	6	=	(4)	Articulation	(clarity	of pr	onun	ciatior	n and	lingu	istic expression)
1	2	3	4	5	6	=	( 5)	Vocal variet	/ (neit	her ov	erly r	nonot	one n	or dra	amatic voice)
1	2	3	4	5	6	=	(6)	Volume (ne	ther to	o lou	d nor	too so	oft)		
1	2	3	4	5	6	=	(7)	Posture (ne	ther to	o clos	sed/fo	rmal	nor to	о оре	en/informal)
1															
1															
1															
1														ggerated)	
1															
1	2	3	4	5	6	=	(13)	Use of gest	ıres to	emp	hasize	e wha	t is be	eing s	said
1	2	3	4	5	6	=	(14)	Use of hum	or and	or sto	ories				
1	2	3	4	5	6	=	(15)	Smiling and	or lau	ghing					
1	2	3	4	5	6	=	(16)	Use of eye	ontac	t					
1	2	3	4	5	6	=	(17)	Asking of qu	estior	ıs					
1	2	3	4	5	6	=	(18)	Speaking al	out p	artner	(invo	lveme	ent of	partn	ner as a topic of conversation)
1	2	3	4	5	6	=	(19)	Speaking al	out se	elf (ne	ither	too m	uch n	or too	o little)
1	2	3	4	5	6	=	(20)	Encourager	nents	or agr	eeme	ents (e	encou	rager	ment of partner to talk)
1	2	3	4	5	6	=	(21)	Personal op	inion e	expres	ssion	(neith	er too	pass	sive nor aggressive)
1	2	3	4	5	6	=	(22)	Initiation of	new to	pics					
1	2	3	4	5	6	=	(23)	Maintenanc	e of to	pics a	ınd fo	llow-u	p con	nmen	nts
1	2	3	4	5	6	=	(24)	Interruption	of par	tner s	peaki	ng tur	ns		
1	2	3	4	5	6	=	(25)	Use of time	speak	ing re	lative	to pa	rtner		
Fo	or the	nex	t five	items	, rate	your	own gen	eral performan	ce in d	conve	rsatio	ns. I a	ım a(r	ı)	
				POO	R CC	NVE	RSATON	ALIST :: 1	2	3	4	5	6	7	: GOOD CONVERSATIONALIST
					SO	CIALL	Y UNSK	ILLED :: 1	2	3	4	5	6	7	: SOCIALLY SKILLED
			INCC	MPE	TEN	T COI	MMUNIC	ATOR :: 1	2	3	4	5	6	7	: COMPETENT COMMUNICATOR
		11	NAPP	ROP	RIAT	E COI	MMUNIC	ATOR :: 1	2	3	4	5	6	7	: APPROPRIATE COMMUNICATOR
			INE	FFE	CTIV	E COI	MMUNIC	ATOR :: 1	2	3	4	5	6	7	: EFFECTIVE COMMUNICATOR
С	omm	ents:	:												
Щ															

					C	ONVE	RSATIONAL S	KIL	LS	RA	TING	SC	ALE	(Ra	ting of Partner Form)		
You	ur Na	me:											er Na	-	,		
	ur ID:												er ID				
Da	te:						Class:								Activity:		
Ra	te ho	w sł	killfully	YOU	R PAI	RTNER	used, or didn't us	e, the	e follo	owin	ıg cor	nmun	icativ	e beh	aviors in the conversation, where:		
1	=		INAL												ression of communicative skills)		
2	=		FAIR	1		(oc	casionally awkwa	d or	disru	uptiv	e, oc	casior	nally a	adequ	ate)		
3	=		ADE	QUAT	Έ	(su	fficient but neither	notio	ceabl	le no	or exc	ellent	. Prod	duces	neither strong positive nor negative impression)		
4	=		GOO	D		(us	e was better than	adeo	quate	but	not c	outsta	nding	)			
5	=		EXC	ELLE	NT	(us	e is smooth, contr	olled	l, res	ults	in po:	sitive	impre	ssion	of communicative skills)		
Cir	cle th	ne si	ngle m	ost a	ccura	te respo	onse for each beh	avior	:								
1																	
1	2	3	4	5	=	(2)	Speaking fluen	су (р	ause	es, s	ilence	es, "ul	n", etc	c.)			
1	2	3	4	5	=	(3)	Vocal confiden	ce (n	eithe	er to	o tens	se/ner	vous	nor o	verly confident sounding)		
1	2	3	4	5	=	(4)	Articulation (cla	arity (	of pro	onur	ciatio	on and	d lingu	uistic	expression)		
1	2	3	4	5	=	(5)	Vocal variety (r	eithe	er ove	erly	mono	otone	nor d	ramat	ic voice)		
1	2	3	4	5	=	(6)	Volume (neithe	r too	loud	d nor	too s	soft)					
1	2	3	4	5	=	(7)	Posture (neithe	r too	clos	sed/f	orma	l nor t	оо ор	en/in	formal)		
1	2	3	4	5 = (8) Lean toward partner (neither too forward nor too far back)  5 - (9) Shaking or pervous twitches (aren't noticeable or distracting)													
1	2	3	4	5	=	(9)											
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 gesture	s to e	emph	nasiz	e wh	at is t	eing	said			
1	2	3	4	5	=	(14)	Use of humor a	and/c	or sto	ries							
1	2	3	4	5	=	(15)	Smiling and/or	laug	hing								
1	2	3	4	5	=	(16)	Use of eye con	tact									
1	2	3	4	5	=	(17)	Asking of ques	tions	3								
1	2	3	4	5	=	(18)	Speaking abou	t par	rtner	(inv	olvem	ent o	f parti	ner as	s a topic of conversation)		
1	2	3	4	5	=	(19)	Speaking abou	t self	f (nei	ither	too n	nuch	nor to	o little	9)		
1	2	3	4	5	=	(20)	Encouragemer	its or	r agre	eem	ents (	(enco	urage	ment	of partner to talk)		
1	2	3	4	5	=	(21)	-			sion	(neit	her to	o pas	sive r	nor aggressive)		
1	2	3	4	5	=	(22)	Initiation of nev										
1	2	3	4	5	=	(23)	Maintenance o					•	mme	nts			
1	2	3	4	5	=	(24)	Interruption of										
1	2	3	4	5	=	(25)	Use of time spo		-	lative	e to p	artne	<u></u>				
For	r the	next				•	tner's overall perfo		-	_	,	-	_	l _	COOR CONFEDENTION OF		
			P				TONALIST :: 1	-	-	3	4	5	6	7	: GOOD CONVERSATIONALIST		
-			NOO:				NSKILLED :: 1	+	-	3	4	5	6	7	: SOCIALLY SKILLED		
							JNICATOR :: 1	_	_	3	4	5	6	7	: COMPETENT COMMUNICATOR		
		IIN					JNICATOR :: 1	_		3	4	5	6	7	: APPROPRIATE COMMUNICATOR		
				reu	iiv <b>=</b> (	JUIVIIVIU	JNICATOR :: 1		2	3	4	၁	6	7	: EFFECTIVE COMMUNICATOR		
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# **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.).

- 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

- 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.

- 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.

- 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.

- 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.

- 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," "uhhuh's" etc., that relate to partner utterance content.

- 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.

- 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.

- 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.