

QUAD[©] *Profile*

Checklists for Profiling Language Samples



QUAD® Profile: Basic Instructions

The QUAD® Profile is a simple analysis tool that allows you to take a sample of language and compare it against a set of checklists. The checklists look at four levels of language:

- Vocabulary – the words an individual uses to build sentences
- Morphology – the way words change within a sentence
- Syntax – the order of words in a sentence
- Function – what the purpose of a sentence is

The profile does not give a score and is not intended to do so. However, there are some norms provided so you can get a general idea of where a client is succeeding or having difficulties.

Vocabulary Checklist

This is a list of early, high frequency words, excluding nouns. The reason for excluding nouns is that they are highly idiosyncratic and vary significantly between individuals.

Check off occurrences of words as you see them in your language samples. Some words exist only as ROOT forms i.e. without any endings. Thus, if your sample includes the word 'leaving,' check off the word as 'leave' but also note in the Morphology Checklist that the *-ing* form has been used.

Morphology Checklist

Check off any occurrences of the various words, word endings, or contractions that appear in your sample. You can mark by date, therefore keeping a record of change over time. Use in conjunction with the Vocabulary Checklist.

Sentence Types Checklist

Where your sample consists of sentences, or attempts at sentences, check off any occurrences of the basic sentence types. Use tally marks on the sheet if you want to see the frequency with which the different types are used.

Language Functions Checklist

For each sentence (or single-word 'sentence') check off the function that the utterance performs. There may be some ambiguity and a certain amount of interpretation needed.

What the profile tells you

By looking at a language sample on these four levels, you should get a snapshot of you client's abilities. Use the information to look for strengths and weaknesses, and then use these in planning intervention strategies. Because the profile is not a 'test' with scores, you can use the checklists as guidelines for therapy. For example, if you client uses the words 'go,' 'went,' and 'goes,' you might want to check for the presence of an *-ing* ending in other words; if there are no examples, teaching the *-ing* form of the verb may be a teaching strategy to try.

Remember that when you analyze samples, there will be areas of uncertainty and ambiguity, but such issues will become less of a problem if you increase you sample size; the more language you collect, the more accurately the profile will reflect the individual's abilities.

QUAD® Profile: Vocabulary Checklist

A

A/An	About	After	Again	All	All done
Almost	Already	Also	Am	And	Another
Any	Are	Around	As	At	Ate
Away					

B

Back	Bad	Be	Before	Bet	Better
Best	Big	Bit	Bite	Black	Blue
Both	But	Buy	By	Bye	

C

Call	Came	Can	Catch	Color	Come
Could	Cut				

D

Did	Different	Do	Does	Done	Down
Drink					

E

Eat	Else	Everybody	Everything		
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F

Fall	Find	First	Five	Fix	Fly
For	Found	Four	From		

G

Get	Go	Gone	Good	Got	Great
Green					

H

Had	Has	Have	He	Hear	Hello
Help	Her	Here	Hide	High	Him
His	Hold	Hot	How		

I

I	If	In	Inside	Is	it
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J

Jump	Just			Kind	Know
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K

L

Last	Leave	Let	Let's	Lift	Light
Like	Line	Little	Long	Look	Lot

M

Made	Make	Many	May	Maybe	Me
Mean	Messy	Middle	Mine	More	Most
Move	Much	Must	My	Myself	

N

Need	Never	New	Next	Nice	No
Not	Now				

QUAD® Profile: Basic Instructions

O

Of	Off	Old	On	One	Only
Open	Or	Orange	Other	Our	Ours
Out	Over				

P

Pick	Play	Please	Push	Put	
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R

Ready	Real	Really	Red	Remember	Ride
Right	Run				

S

Said	Same	Saw	Say	See	She
Show	Shut	Side	Sit	So	Somebody
Someone	Something	Sometimes	Somewhere	Stand	Stay
Still	Stop	Suppose	Sure	Swing	

T

Take	Tell	Than	Thank	That	The
Their	Them	Then	There	These	They
Thing	Think	This	Those	Three	Tickle
Time	To	Today	Together	Too	Try
Turn					

U

Up	Us	Use		V	
				Very	

W

Want	Was	Wash	Watch	Water	Way
We	Well	Went	Were	What	When
Where	Which	While	White	Who	Why
Will	With	Won't	Would		

Y

Yes	Yet	You	Your	Yours	
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Check off when a word occurs. Some words may appear in a different form e.g. "going," "doing," "bigger," or "remembered." Check of the ROOT form as it appears on this page but also refer to you **QUAD® Morphology Checklist** to record these variations.



QUAD® Profile: Morphology Checklist

		Date	Date	Date	Date	Date
Age (years)	Morphology					
2.0 – 2.5	Plural "s" (e.g., <i>dogs, shoes, chairs</i>)					
2.0 – 2.5	Possessive "'s" (e.g., <i>mom's coat, dad's car</i>)					
2.0 – 2.5	First / second person (<i>I, me, you</i>)					
2.5 – 3.0	Gender (<i>he, she, they</i>)					
2.5 – 3.0	Present progressive (<i>-ing</i> ending)					
2.5 – 3.0	3rd person singular (<i>-s</i> ending e.g. <i>eats, wants</i>)					
2.5 – 3.0	Uncontracted aux/copula (<i>is/are</i> : e.g. <i>He is washing</i>)					
2.5 – 3.0	Contracted aux/copula (<i>'s/'re</i> : e.g., <i>He's tired</i> and <i>We're hungry</i>)					
2.5 – 3.0	Regular past tense (<i>-ed</i> ending e.g., <i>She washed the dishes</i>)					
2.5 – 3.0	in, on, under					
3.0 – 3.5	Future tense (<i>going to</i> and <i>will</i>)					
3.0 – 4.0	Object Pronoun (<i>him, her, us, them</i>)					
3.5 – 4.0	Irregular past tense (e.g., <i>wrote, ate, drank, slept, went</i>)					
3.5 – 4.0	Possessive Pronouns (<i>his, hers, ours, theirs</i>)					
3.5 – 4.0	S-V inversion (e.g., <i>are you..., is he..., will they...?</i>)					
3.5 – 4.0	Question words (<i>what, where, who, when, why, which, how</i>)					

Enter a date for a week/month and simply check off, in the column below, instances where each morphological pattern is observed.



QUAD[®] Profile: Sentence Types Checklist

Age	Type	Example	Date	Date	Date	Date	Date
1.5 – 2.0	S + V	Me go, you eat					
	V + O	Go home, eat dinner					
	S + O	Daddy car, shoe table					
	Q + X	What eat?					
2.0 – 2.5	S + V + O	I eat apple, She want coat					
	S + V + A	You go under, Mommy run fast					
	V + O + O	Give daddy cookie					
	V + O + A	Want daddy tonight					
	Q + X + Y	Where daddy gone?					
	V + S	Can you?					
2.5 – 3.0	S + V + O + A	I go park tomorrow					
	S + V + O + C	You					
	S + V + O + O	Daddy give me apple					
	Q + X + Y + Z	Who give me the apple?					
	Q + V + S	Where is he?					
3.0 – 3.5	<i>and</i>	I like to play and you come too.					

Enter a date for a week/month and simply check off, in the column below, instances where each sentence type is observed.

Subject (S): Theme or topic of the clause.

Verb (V): Actions, sensations, or states of being.

Object (O): Who or what has been affected by the verb.

Complement (C): An item that gives more information about another clause element.

Adverbial (A): Information about time, manner, frequency, and location.



QUAD[®] Profile: Language Functions Checklist

			Date	Date	Date	Date	Date
Age	Type	Example					
9 – 12 months	Instrumental	requesting things asking for physical help quantifier ("more") "I want ..."					
9 – 12 months	Regulatory	"Do as I say" controlling others					
9 – 12 months	Interactional	information exchange "me and you" statements greetings and social					
9 – 12 months	Personal	maintaining contact interests "I feel ..."					
16 – 35 months	Heuristic	asserting identity "tell me why" discovery choices					
16 – 35 months	Imaginative	let's pretend creative imagery					
16 – 35 months	Informative	statements of fact story telling					

Enter a date for a week/month and simply check off, in the column below, instances where each sentence type is observed.



QUAD® Profile: Selected References

The following references were consulted for significant input into the development of the QUAD® Profile.

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OBSERVATION FORM

Student _____ Date _____

Observer _____ Context _____

Assessment of Communicative Competence as defined by Beukelman and Mirenda (in italics – from Augmentative and Alternative Communication)

Operational Competence refers to all operational and maintenance aspects of the device. AAC users and facilitators need to:

1. *Keep the vocabulary in the device up to date*
2. *Construct displays as needed*
3. *Protect device against breakage, damage, or other problems*
4. *Secure necessary repairs*
5. *Modify the system for tomorrow's needs'*
6. *Ensure day-to-day availability and operation of device*

***Strategic Competence** involves the knowledge, judgment and skills that allow the user to "communicate effectively within restrictions (Light, 1989b, p.141)*

***Linguistic Competence** involves a functional mastery of the symbol system or linguistic code used for the display.*

Social Competence requires the AAC user to have knowledge, judgment and skills in both the sociolinguistic and sociorelational aspects of communication.

Sociolinguistic

1. *Initiate, maintain and terminate conversations*
2. *Give and take turns*
3. *Communicate a variety of functions*
4. *Engage in a variety of interactions*

Sociorelational

1. *Positive self image*
2. *Interest in others and a desire to communicate*
3. *Active participation in conversation*
4. *Responsiveness to partners*
5. *Ability to put partners at ease*