



## Conversation – Elicitation Protocol

Database	Context	Age Range	Grade in School	# Samples	Location	Special Coding
Conversation	Con	2;9 – 13;3	P, K, 1, 2, 3, 5, 7	584	WI & CA	SI

### Elicitation Method

The sample may be elicited with the target speaker seated near you, or it may be elicited in a virtual session. Both methods should result in similar outcomes (Kim, 2016; Manning et al., 2020). All samples should be recorded for later transcription.

- In-person session: Seat the speaker near you, either across the table or next to you. Record the sample using a phone, tablet, or digital recorder.
- Virtual session: Record the sample using a phone, tablet, digital recorder, or the recorder built into the software you are using to host the virtual meeting, e.g., Zoom.

### Directions

Use one or more of the following conversational topics. Suggested questions and prompts are listed for each topic. Introduce at least one topic absent in time and space from the sampling condition, e.g. for holidays, "*What did you do?*" or "*What will you do?*".

1. Classroom activities

*"Tell me about some of the things you've been doing in school lately."*

Ask about specific classroom units.

2. Holidays

*"Did you do anything special for Halloween (or appropriate holiday)?"*

*"Tell me about that."*

*"Are you going to do anything special for Christmas?"*

3. Family activities, visits, locations, etc.

*"Are you going to visit your grandma and grandpa?"*

*"Where do they live?" "How do you get there?" "What do you do there?"*

4. Family pets

*"Do you have any pets at home?" "Tell me about them."*

*"What do you have to do to take care of them?"*

*"Do they ever get in trouble?"*

## Examiner's Role

- Be an attentive conversational partner.
- Use eye contact, positive body language and facial expressions.
- Encourage the speaker to talk.
- Take turns talking.
- Ask for clarification if necessary.
- Avoid asking a lot of yes/no questions as these often lead to obvious and limited responses/answers.
- Keep it a conversation. Avoid topics that may result in a narrative, e.g., "Oh, you saw a movie last weekend. Tell me about it."

## References

Kim, Y. S. G. (2016). Do Live Versus Audio-Recorded Narrative Stimuli Influence Young Children's Narrative Comprehension and Retell Quality?, *Language, Speech, and Hearing Services in Schools*, 47(1), 77-86.

Manning, B., Harpole, A., Harriott, E., Postolowicz, K., & Norton, E. (2020). Taking Language Samples Home: Feasibility, Reliability, and Validity of Child Language Samples Conducted Remotely with Video Chat Versus In-Person.