

## Targeted Observation of Pragmatics in Children's Conversation (TOPICC) Observation Scale Research Version

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CHILD ID		ALICC PICTURES SET				RATER ID	
Category	Rating (Circle choice)				Tally/notes	Guidance notes	
<b>Reciprocity/Turn-taking</b>							
Difficulties responding to questions	0	1	2	3		Child shows no or tangential response to adult initiation or response that does not reflect the speaker's intention or ignores speaker altogether; repeats question	
Interrupts speaker frequently, or frequent pauses	0	1	2	3		Child misses cues to take turns either by interrupting or pausing excessively between turns	
Reticence	0	1	2	3		Child is hesitant to contribute to conversation/respond. Conversation is hard work	
<b>Taking account of listener knowledge</b>							
Giving too much detail and information	0	1	2	3		Child provides unexpected and excessive amount of detail in responses and/or provides unsolicited information	
Giving too little information	0	1	2	3		Child provides under-elaborated accounts of events. References are unclear.	
<b>Verbosity</b>							
Child dominates conversation	0	1	2	3		Child dominates the conversation by frequent initiation or lengthy responses	
Child uses too many questions	0	1	2	3		Child repeatedly questions the interlocutor	
<b>Topic Management</b>							
Obsessional Topics	0	1	2	3		Child changes topic to a favoured subject, lists facts or is over elaborate on given topic	
Difficulties with topic maintenance	0	1	2	3		Child returns to previous topic unexpectedly or directs talk to irrelevant or tangential topics without warning, difficulty relinquishing topic	
Stereotyped or unusual language	0	1	2	3		Child uses unexpected stereotyped words and phrases e.g. from film/tv or phrases used by adults	
<b>Discourse Style</b>							
Proximity	0	1	2	3		Child stands or leans in unusually close or unusually far compared to interlocutor	
Overly formal or overly friendly	0	1	2	3		Child appears stiff or distant or unusually over-familiar for this context	
Non verbal behaviours	0	1	2	3		Child's non verbal response does not fit the social and/or communicative context in terms of gesture, prosody or facial expression*	
<b>Response problems</b>							
Comprehension or linguistic limitation results in odd responses	0	1	2	3		Child appears not to infer correct meaning from previous exchange; Unusual responses or initiation due to lack of language comprehension of previous exchange	

### Notes on rating scale

3 = marked evidence of that behaviour across conversation; maybe very frequent or degree of abnormality tends to dominate the flavour of the conversation to the detriment of the interaction. Makes a marked impact on the interaction

2 = makes a moderate but still significant impact on the interaction. Is noticeable but not as much impact as 3

1 = is noticeable occasionally but makes only a slight impact on the interaction

0 = is never observed and the behaviour is typical of mature interaction style

### Ratings notes:

Consider each row as an individual behaviour and rate your judgement of that behaviour even if you feel the behaviour you are observing relates to more than one row. Then rate the other rows in the same way. So it may be that one conversational exchange prompts ratings across several rows.

Try to give an instinctual rating based on your immediate observations rather than an analytical, iterative approach.

Where you are unsure of your rating, choose the lower value. If you are unable to provide a rating, mark an x next to the behaviour in column 1.