

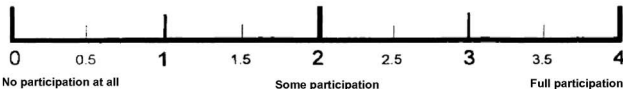
Ylvisaker, M., Turkstra, L. S., & Coelho, C. (2005). Behavioral and social interventions for individuals with traumatic brain injury: A summary of the research with clinical implications. *Seminars in Speech & Language, 26*, 256–267.

APPENDIX: ADAPTED MPC AND MSC SCALES

A. Acknowledging Competence		
Natural adult talk appropriate to context	<ul style="list-style-type: none">• Feel and flow of natural adult conversation appropriate to context,<ul style="list-style-type: none">◦ e.g., social chat vs. interview; respectful approach to verification (verifying that the conversation partner has understood rather than verifying that adult with brain injury knows what they want to say; not over-verifying)• Not patronizing (loudness, tone of voice, rate, enunciation)• Appropriate emotional tone / use of humour• Uses collaborative talk (rather than teaching / testing)• Establishes equal leadership roles in the conversation• Uses true questions rather than testing questions	
Sensitivity to partner	<ul style="list-style-type: none">• Incorrect / unclear responses handled respectfully by giving correct information in a non-punitive manner• Sensitive to TBI's attempts to engage in conversation, Confirms partner's contribution.• Encourage when appropriate, Shows enthusiasm for partner's contribution.• Acknowledge competence when adult with brain injury is frustrated e.g., "I know you know what you want to say.", Acknowledges difficulties.• "Listening attitude", Demonstrates active listening (e.g. acknowledging, back-channelling)• Takes on communicative burden as appropriate / making adult with brain injury feel comfortable• Communicates respect for other person's concerns, perspectives and abilities• Questions in a non-demanding, supportive manner• Takes appropriate conversational turns	
Score MSC Acknow Comp:	<p>0 0.5 1 1.5 2 2.5 3 3.5 4</p> <p>Not supportive Basic skill in support Highly skilled support</p>	
A. Acknowledging Competence Anchors		
NONE	0	Competence of person with TBI not acknowledged . Patronising.
	1	Minimally acknowledges competence of person with TBI.
BASIC	2	Basic level of skill. Some acknowledgement of the competence of person with TBI.
	3	Mostly acknowledges the competence of person with TBI.
HIGHLY	4	Interactionally outstanding. Full acknowledgement of the competence of the person with TBI.

B. Revealing Competence		
1. Ensure adult understands (e.g. topic, questions)	<ul style="list-style-type: none"> Verbal (e.g. short, simple sentences; redundancy; is there some verbal adaptation?) Nonverbal <ul style="list-style-type: none"> Gesture: Meaningful; slightly exaggerated; used to emphasize or clarify Writing: Clear and visible; appropriate key words Resources: Used only when necessary (would something simpler suffice?) Response to communicative cues (e.g., reacting to facial expressions indicating confusion?) Gives cues in a conversational manner Provides an appropriate level of cognitive support (e.g. referring to diary, making notes) Organises information in the conversation as clearly as possible to support comprehension (e.g., sequential order, causality, similarity and difference, association) Makes connections between topics, reviews organisation of information (e.g. summarises) 	
Score MSC Reveal Comp 1:		
2. Ensure adult has means of responding (and elaborating)	<ul style="list-style-type: none"> Response to communicative cues (e.g., giving enough time to respond) Establishes equal leadership roles in the conversation Introduces and initiates topic of interest Allows partner to take appropriate conversational turns Maintains the topic by adding information Invites elaboration (e.g. uses open-ended questions, statements, links to experiences of TBI) Uses questions appropriate to person's ability (e.g. simple or closed questions when necessary) Helps partner express thoughts when struggle occurs 	
Score MSC Reveal Comp 2:		
3. Verification (Accuracy of adult's response not assumed)	<ul style="list-style-type: none"> Response to communicative cues (e.g. infers intended message of the person with brain injury, based on all available cues) Confirms understanding of what has been said (paraphrasing, checking) Uses clarifying questions as appropriate <i>Note:</i> Verification often involves checking in a different way (e.g., using a yes/no question) 	
Score MSC Reveal Comp 3:		
B. Revealing Competence Anchors		
NONE	0	No use of techniques to reveal competence. Inhibits the potential participation of the person with TBI.
	1	Low level of skill in revealing competence. Minimises the potential participation of the person with TBI.
SOME	2	Basic level of skill. Uses techniques to maintain the potential participation of the person with TBI. Able to get some information from the person with TBI.
	3	Uses techniques to promote the potential participation of the person with TBI.
FULL	4	Technically outstanding. Uses techniques to maximise the potential participation of the person with TBI. May not always succeed, but applies techniques flexibly and in a sophisticated way.

A. Interaction	
Verbal / vocal	<ul style="list-style-type: none">Does TBI share responsibility for maintaining feel/flow of conversation (incl: appropriate affect)?Does TBI add information to maintain the topic?Does TBI ask questions of ECP which follow-up on the topic?Does TBI use appropriate turn-taking (taking their turn, passing turn to ECP appropriately)?Does TBI demonstrate active listening (e.g. acknowledging, backchannelling)?Does TBI choose appropriate topics and questions for the context?Does TBI show communicative intent even if content is poor?
Nonverbal	<ul style="list-style-type: none">Does TBI initiate / maintain interaction with CP or make use of supports offered by CP to initiate / maintain interaction?Is TBI pragmatically appropriate?Does TBI ever acknowledge the frustration of the CP or acknowledge their competence/skill?Behaviours might include:<ul style="list-style-type: none">Appropriate eye contact, use of gesture, body posture and facial expression, use of writing or drawing in any form, use of resource material
Score MPC Interaction:	<p>0 0.5 1 1.5 2 2.5 3 3.5 4</p> <p>No participation at all Some participation Full participation</p>
A. Interaction Anchors	
NONE	0 No participation at all. No attempt to engage with communication partner or respond to their interactional attempts.
	1 Person with TBI beginning to take occasional responsibility for sharing the conversational interaction , in order to achieve the purpose of the task.
SOME	2 Person with TBI making clear attempts to share the conversational interaction some of the time , in order to achieve the purpose of the task.
	3 Person with TBI taking increased responsibility most of the time for sharing the conversational interaction, in order to achieve the purpose of the task.
FULL	4 Person with TBI has full and appropriate participation . Takes responsibility for sharing the conversational interaction, in order to achieve the purpose of the task.

B. Transaction		
Verbal / vocal and Nonverbal	<ul style="list-style-type: none">• Does TBI maintain exchange of information, opinions and feelings with CP, by sharing details or by inviting CP to share details? (i.e. is there good content and more than intent alone)?• Does TBI present information in an organised way?• Does TBI provide an appropriate amount of information?• Does TBI ask clarifying questions when necessary?• Does TBI ever initiate transaction?<ul style="list-style-type: none">• Introducing or referring back to a previous topic• Spontaneously using a compensatory technique• Does content of transaction appear to be accurate? (depending on context and purpose of rating, rater would have more/less access to means of verification of information)• Does TBI use support offered by CP for purpose of transaction? Eg., Referring to a list/diary, using the organization of the conversation provided by CP (e.g. responding to closed choice questions)	
Score MPC Transaction:		
B. Transaction Anchors		
NONE	0	No evidence of person with TBI conveying content , in order to achieve the purpose of the task.
	1	Person with TBI occasionally conveying content , in order to achieve the purpose of the task.
SOME	2	Person with TBI is conveying some content , in order to achieve the purpose of the task.
	3	Person with TBI is conveying content most of the time , in order to achieve the purpose of the task.
FULL	4	Person with TBI consistently conveys content in order to achieve the purpose of the task.