**RHD Controls**

**INSTRUCTIONS FOR DISCOURSE TASKS**

These instructions explain how to administer the discourse tasks of the RHD protocol and include the detailed script for examiners to follow. Allow ample time for as full a response as each participant can provide using this protocol script. However, also pay attention to the maximum time recommended for each task. If the participant is still talking once that time period has elapsed, bring that task to an end by saying:

**“I'm going to stop you there so we can move on to the next item.”**

To facilitate transcription, the examiner's speech, including verbal encouragers, should be kept to a minimum. Use nonverbal encouragers (e.g., head nods, facial expressions, eye contact) instead of verbal (e.g., “I see”, “mhm”, “yeah”) whenever possible. And try not to talk at the same time as the participant.

For picture stimuli:

* download and make color copies of the pictures (jpg files) available at the website
* download the pdf file and present the pictures on an iPad
* request that we send you a picture stimulus book

For the Cinderella story, request that we send you the paperback book being used for all of the discourse administrations.

**SECTION I: FREE SPEECH SAMPLE – ILLNESS STORY & COPING**

Start with a preliminary unrecorded conversation for social exchanges, signing consent forms, explaining about filming and recording the session, answering any questions, and so forth**.**

**BEGIN RECORDING**

**1. "In this research project, I ask people who've had strokes to tell me what they remember about when they had their stroke. Since you haven't had a stroke, I wonder if you could tell me what you remember about any illness or injury you've had."** (~ 4 minutes)

If no response in approximately 10 seconds, prompt:

**“Tell me about any time you’ve been sick or hurt.”**

At a natural juncture add:

**2. "Tell me about your recovery from that illness (or injury). What kinds of things did you do to get better?"** (~ 4 minutes)

If no response in approximately 10 seconds, prompt:

 **“Tell me about any things you did to get well.”**

**3. “Have you had any experience with people who have a difficult time communicating?”** (~ 2 minutes)

If yes, **“Please tell me what the problems were and what you did about it.**

If no, **“Have you ever had trouble communicating with someone, like talking to people from another country?**

If no response in approximately 10 seconds, prompt:

**“Tell me about a time when you had trouble communicating with someone or someone had trouble communicating with you.”**

**“Now I’m going to ask you to do a few more things where you need to talk.”**

**SECTION II: FIRST ENCOUNTER** (~ 5 minutes)

Instructions to Student (done prior to session):

**“This is not an interview. Converse as you would with anyone you have met for the first time. Allow the partner to initiate topics.”**

Instructions to Participants:

**"I'd like you to meet one of my students.** (If being administered by a student clinician, say: "I'd like you to meet another student here.") **I don't think you've met her/him before. This is a chance for you to get to know each other. This is not an interview, so s/he doesn’t have a list of questions to ask you. See what you can get to know about her/him."**

**SECTION III: PICTURE DESCRIPTION**

A. COOKIE THEFT (~ 3 minutes)

Present picture.

**“Here is a picture. Tell me everything you see going on in this picture.”**

If no response in 10 seconds, give second prompt:

**“Take a look** (point to picture) **and tell me what’s happening in the picture.”**

If fewer than 2 utterances, give third prompt:

**“Anything else you can tell me about the picture?”**

B. CAT RESCUE (~ 3 minutes)

Present picture.

**“Here is another picture that tells a story. Look at everything that’s happening and then tell me a story about what you see. Tell me the story with a beginning, a middle, and an end.”**

If no response in 10 seconds, give second prompt:

**“Take a look** (point to picture) **and tell me any part of the story.”**

If fewer than 2 utterances, give third prompt:

**“Anything else you can tell me about the story?”**

**SECTION IV: STORY NARRATIVE -- CINDERELLA** (~ 5 minutes)

Present picture book.

**“I’m going to ask you to tell a story. Have you ever heard the story of Cinderella?**

**Do you remember much about it? These pictures might remind you of how it goes. Take a look at the pictures, and then I’ll put the book away and ask you to tell me the story in your own words.”**

Allow participant to look through book (assist with page turning if needed). If needed, discourage talking while looking through the book by saying,

 **"Just have a look through the book first and then after you're finished, I'd like to hear you tell the story."**

When the person finishes paging through the book, give this prompt:

**“Now tell me as much of the story of Cinderella as you can. You can use any details you know about the story, as well as the pictures you just looked at.”**

If participant gives a response of fewer than three utterances, or seems to falter, allow 10 seconds, then prompt:

“**What happened next?” or “Go on.”**

Continue until participant concludes story or it is clear s/he has finished. HOWEVER, if the participant is still telling the story after 5 minutes have elapsed, then prompt:

**“Sorry to interrupt, but please try to finish up with the rest of the details of the story so we can get to the other things we still have to do.”**

If the participant does not finish after 1 more minute, then prompt:

**"Okay, just tell me how the story ends. We have to move on."**

**SECTION V: PROCEDURAL DISCOURSE -- PEANUT BUTTER AND JELLY SANDWICH** (~ 2 minutes)

Note: non-U.S. test sites may substitute another simple sandwich

**“Let’s move on to something a little different. Tell me how you would make a peanut butter and jelly sandwich.”**

If no response in 10 seconds, give second prompt:

**“If you were feeling hungry for a peanut butter and jelly sandwich, how would you make it?”**

**SECTION V: QUESTION PRODUCTION - UNFAMILIAR OBJECT TASK** (~ 10 minutes)

**"Now I'd like you to participate in a task of gathering information. For this task I’d like you to look at 5 different objects. Ask me at least 3 questions that would help you figure out about the purpose of the object. I won’t actually answer your questions, but I’m interested in hearing at least 3 questions you would ask to find out what the object is for. Here is the first object."**

 If no response in 10 seconds or puzzled expression, give second prompt:

 **"What are 3 questions you could ask to figure out what this object is for?"**

Present each picture and repeat the above prompt as necessary to get 3 questions for each.