

**Pragmatic Language Intervention Program
Innovation Configuration Map**

Key Elements	Ideal Implementation (4)	In Process (2)	No Implementation (0)
• Baseline social inference generation & pragmatic language use	SLP establishes baseline levels of social inference generation skills and pragmatic language use based on social inference generation	Establishes baseline for either social inference generation or pragmatic language use based on social inference generation.	No baseline is established for social inference generation or pragmatic language use based on social inference generation.
• Development of goals	SLP develops goals with input from the participant by integrating baseline data and personal/vocational goals of each client. Goals are objective, measureable, functional and realistic and prioritized. Goals are explained to each client and client's opinions and values are considered.	SLP develops goals by integrating baseline data and personal/vocational goals of each client. Goals are objective, measureable, functional and realistic and prioritized. Goals are not explained to each client.	Goals are not developed.
• Progress monitoring	SLP monitors progress by recording data on ability of client to make social inferences and use pragmatic language features based on social inference generation.	The distinction between identification and use is not made in data keeping.	No data is recorded.
• Data-based decision-making	SLP uses individual client data to make decisions about instruction.	Teacher instructs based on a predetermined schedule, although data exist.	Data are not gathered to provide evidence of pragmatic language abilities.
• Client self-management	SLP ensures that clients collaborate with SLP to check progress toward mastery of goals frequently.	Clients collaborate with SLP to set goals but do not check progress.	Clients do not set goals or chart their own progress.
• Scaffolded instruction	SLP employs scaffolded instruction to ensure that the client is successful in therapy tasks as independently as possible.	SLP employs scaffolded instruction periodically but at times provides the incorrect level of support (i.e. too much, too little).	No evidence of scaffolded instruction.
• Modeling social inference generation	SLP models social inference generation in scenario tasks and video review and conversation based on social inference generation.	SLP utilizes only one component of the instructional program (i.e. scenario tasks, conversation or video reviews) to model social inference generation .	No model of social inference generation is given.

<ul style="list-style-type: none"> Explicit instruction 	SLP consistently uses explicit instruction to target deficit skill areas in social inference generation and pragmatic language use based on social inference generation. Explicit instruction includes the following sequential components: a detailed description of each component, modeling of the component, supported practice, independent practice.	SLP only uses some features of explicit instruction (i.e. detailed description, modeling, supported practice or independent practice) to target deficit skill areas in social inference generation and pragmatic language use based on social inference generation.	SLP does not use explicit instruction.
<ul style="list-style-type: none"> The nature of pragmatic language 	SLP requires clients to demonstrate understanding of the components of competent pragmatic language use based on social inference generation cues, and describe what an effective communicator looks like.	SLP discusses components of pragmatic language components based on social inference generation cues but neglects to describe what an effective communicator looks like.	No instruction about the components of pragmatic language based on social inference generation and effective communicators is given.
<ul style="list-style-type: none"> Engagement in role-play 	Role-play is utilized to target deficit areas of pragmatic language use based on social inference generation. Scenarios are consistently specific, appropriate, and descriptive.	Role-play is utilized but often is lacking in specificity, appropriateness, or descriptiveness.	Role-play is not utilized.
<ul style="list-style-type: none"> Video review 	Video recording of role-play scenarios is utilized often to increase client's awareness of performance deficits based on social inference generation, overlooked social inference cues, ability to change behavior following review, and to monitor progress.	Video-recording is utilized periodically but for the purpose of only one of the following: increasing awareness, promoting change in behavior, or monitoring progress.	Video recording of role-play is not utilized.
<ul style="list-style-type: none"> Group discussion 	Group discussion around scenarios provided by SLP or client's personal experiences is encouraged and consistently used.	Group discussion around scenarios provided by SLP is periodically used.	Group discussion is not used.
<ul style="list-style-type: none"> Generalization 	SLP ensures opportunity for clients to practice social inference generation in the context of conversation with familiar and unfamiliar communication partners.	SLP ensures the opportunity of generalization of skills but only considers conversation with familiar partners.	Generalization of skills is not considered.