

Talking Out Analysis Form

Student: _____

Location: _____

Teacher: _____

Date: _____

Observer: _____

Activity: _____

Talking Out Incident	What was said?	Initiated			Appropriate		Response			Response Description	Appropriate	
		S	T	P	Y	N	S	T	P		Y	N
<i>Example</i>	<i>Can I borrow a pencil?</i>			<i>S</i>			<i>Y</i>		<i>P</i>	<i>I don't have one.</i>		<i>Y</i>
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2												
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19												
20												

S = Student, T = Teacher, P = Peer, Y = Yes, N = No

This form is to be used to further analyze a student's talking out behavior. Typically school psychologists simply get a frequency count or conduct interval observations on talking out. This however, does not give a full picture of a student's talking out. Some students may be talking out for appropriate reasons such as asking to borrow a pencil from a peer. Other times they may be responding to the same type of appropriate talk out from a peer. It is important assess the ratio of student initiated talking out to the responses that are coded as talking out. It may be the student is often responding appropriately to peer initiated conversation but needs help with how to ignore the peer. It is also possible the student is responding inappropriately to the teacher which is why the referral may have been made. Its not that the student is talking out more than peers, rather the student needs additional instruction in how to respond appropriately.