

# Revised Rating Anchors and Scoring Procedures for Measure of Skill and Measure of Participation in Conversation Between Adults with Aphasia and their Conversation Partners

## Overview

The Measure of Skill in Supported Conversation (MSC) and Measure of Participation in Conversation (MPC) are two complementary measures designed to capture elements of conversation between adults with aphasia and their speaking conversation partners.

The MSC provides an index of the conversation partner's skill in providing conversational support. The MPC provides an index of the level of participation in conversation by the person with aphasia.

The rating anchors for both measures have been revised to be more generically applicable (Kagan, Simmons-Mackie, & Shumway, 2018).

For background to the original development of the MSC/MPC, including preliminary psychometric evaluation, please refer to the following article:

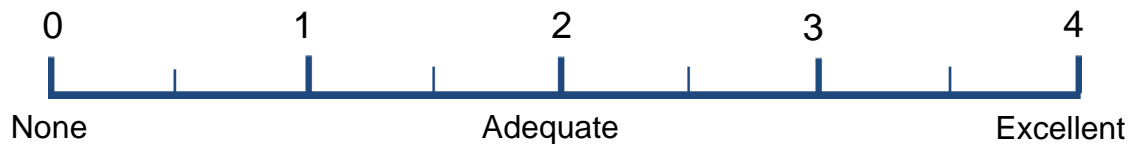
Kagan, A., Winckel, J., Black, S., Duchan, J., Simmons-Mackie, N., & Square, P. (2004). A set of observational measures for rating support and participation in conversation between adults with aphasia and their conversation partners. *Topics in Stroke Rehabilitation*, 11(1), 67-83. <https://doi.org/10.1310/CL3V-A94A-DE5C-CVBE>

The full reference for the revised version is as follows:

Kagan, A., Simmons-Mackie, N., & Shumway, E. (2018). *Revised rating anchors and scoring procedures for measure of skill and measure of participation in conversation between adults with aphasia and their conversation partners*. Toronto, ON: Aphasia Institute. Retrieved from [https://www.aphasia.ca/VF\\_MSCMPC](https://www.aphasia.ca/VF_MSCMPC)

# Measure of Skill in Supported Conversation (MSC)

The MSC provides an index of the ability of a **conversation partner** to provide support for the person with aphasia by communicating in a way that **acknowledges** the person's inherent competence while at the same time facilitating his/her ability to exchange thoughts, opinions, and feelings that help to **reveal** inherent competence.



## *Process for determining the score on the scale:*

- First determine whether score is a 0 or 4
- If neither, is score a 2?
- If not, does score fall in the negative or positive side of the 2?
- Establish where score falls between 0-2 or 2-4  
(namely 0.5 / 1 / 1.5 or 2.5 / 3 / 3.5)

- This rating involves consideration of the quality/quantity of a basket of observed communication behaviours that achieve the goal of acknowledging and revealing competence rather than a rating of any one/more specifically designated behaviours. For example, just one very inappropriate behavior could result in a poor score on acknowledging competence. Similarly, use of any one specific behaviour e.g., pointing or gesture might achieve success in revealing competence even though many potential behaviours e.g., drawing, are not used at all. In other words, the rating involves holistic consideration of communication behaviours
- It is essential that the rating be made on observed behaviours, rather than rating on 'potential, 'whether in the 'no support' OR 'with support' context

## MSC: Acknowledging Competence

A global rating of the communication partner's ability to treat the person with aphasia respectfully as an intelligent adult through use of observable communication behaviours

### Factors to consider include:

- *Explicit acknowledgement of competence*
  - Using a phrase such as “I know that you know” at appropriate times
  - Acknowledging frustration when despite your efforts, communication breaks down
- *Implicit acknowledgement of competence*
  - Using a natural tone of voice that is not patronizing
  - Treating the person as an intelligent adult capable of talking about topics that matter

These factors are only some examples of techniques to acknowledge competence, and are not meant to be an exhaustive list. Each conversation may include a selection of these and/or other techniques that acknowledge competence.

### Rating anchors (revised, 2018):



0

1

**Complete lack** of techniques used to acknowledge competence and/or use of behaviours that indicate an assumption of incompetence

2

**Several** sufficient and appropriate techniques used to acknowledge competence

3

4

**Consistent and appropriate** use of techniques to acknowledge competence

## MSC: Revealing Competence

A global rating of the communication partner's ability to assist the exchange of information, opinions, and feelings through use of observable communication behaviours

### Factors to consider include:

- *Getting the message IN*: ensuring that the person with aphasia understands what is being communicated (e.g., combine talking with meaningful gestures to help the person with aphasia understand what is being said)
- *Getting the message OUT*: ensuring that the person with aphasia has a way of expressing him/herself (e.g., give written choices so that the person with aphasia can express/respond through pointing to the picture of his/her choice)
- *VERIFYING* that the person with aphasia's message is understood by the communication partner (e.g., stating or summarizing what you believe the person with aphasia has expressed)

These factors are only some examples of methods to reveal competence, and not meant to be an exhaustive list. Each conversation may include a selection of these and/or other techniques that reveal competence.

### Rating anchors (revised, 2018):



0

**No** successful use of techniques to reveal competence and/or use of techniques that are not appropriate to the person with aphasia

1

2

**Several** uses of relevant and appropriate techniques to reveal competence

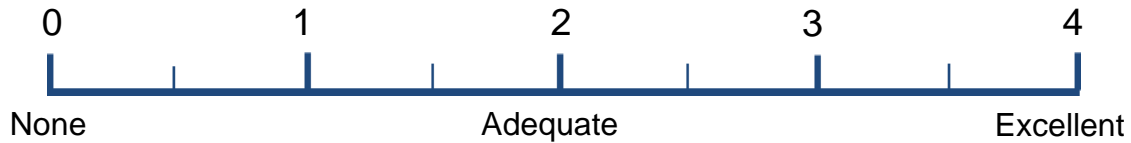
3

4

**Consistent** use of relevant and appropriate techniques to reveal competence

# Measure of Participation in Conversation (MPC)

The MPC provides an index of the **person with aphasia's** level of participation in conversation in the areas of **interaction** (social connection) and **transaction** (ability to ability to exchange thoughts, opinions, and feelings).



## ***Process for determining the score on the scale:***

- First determine whether score is a 0 or 4
  - If neither, is score a 2?
  - If not, does score fall in the negative or positive side of the 2?
  - Establish where score falls between 0-2 or 2-4 (namely 0.5 / 1 / 1.5 or 2.5 / 3 / 3.5)
- 
- This rating involves consideration of the quality/quantity of a basket of observed communication behaviours that achieve the goal of interaction and transaction rather than a rating of any one/more specifically designated behaviours. For example, just one very inappropriate behaviour could result in a really poor score on interaction. Similarly, use of any one specific behaviour e.g., pointing or gesture might achieve successful transaction even though many potential behaviours e.g., drawing, are not used at all. In other words, the rating involves holistic consideration of communication behaviours.
  - It is essential that the rating be made on observed behaviours whether in the 'no support' OR 'with support' context e.g., If the person with aphasia is not able to indicate yes/no/don't know without support, then in that context, the score might be a '0' even though with support, the score might be a '2'

## MPC: Interaction

**Interaction:** A global rating of the ability to interact in a socially acceptable and engaging manner, through observable communication behaviours, both verbal and non-verbal.

### Factors to consider include:

- Establishing and maintaining a social connection (using facial expression, eye contact, gesture, and body posture)
- Demonstrating an interest in the conversation
- Acknowledging the comments and efforts of the conversational partner
- Taking responsibility for the quality of the interaction.

These factors are only some examples of interactive behaviours, and not meant to be an exhaustive list. Each conversation may include a selection of these and/or other interactive behaviours.

The following are the interaction behavioural rating anchors:



- |   |   |
|---|---|
| 0 | <b>Complete lack</b> of interactional behaviours*                     |
| 1 |   |
| 2 | <b>Several</b> sufficient and appropriate attempts to engage socially |
| 3 |   |
| 4 | <b>Consistent</b> and appropriate attempts to engage socially         |

\*e.g. head down and no eye-contact/back turned, or totally inappropriate behaviour/s such as swearing or non-purposeful movements and vocalizations

## MPC: Transaction

**Transaction:** A global rating of the ability to transact (exchange information) through observable communication behaviours, both verbal and non-verbal. Transaction involves both the expression and understanding of meaningful messages and information.

### Factors to consider include:

- Accuracy and speed of expressions and responses
- Ability to reliably indicate yes/no/don't know
- Development of topics over several turns
- Initiation of topics
- Ability to repair misunderstandings
- Variety of message types, e.g. comments, questions, requests.

These factors are examples of transactional behaviours, and not meant to be an exhaustive list. Each conversation will include a selection of these and other transactional behaviours.

The following are the transaction behavioural rating anchors:



- |   |   |
|---|---|
| 0 | <b>No</b> successful transaction                    |
| 1 |   |
| 2 | <b>Several</b> sufficiently successful transactions |
| 3 |   |
| 4 | <b>Consistently</b> successful transactions         |