

## Collaboration Don'ts observation sheet

| DIALOGUE   | NON-COLLABORATIVE FEATURE   | NOTES  |
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| MO: Did you want anything else to eat or drink? Another sandwich, some fruit ... No? | Interrupts in a way that disrupts the partner's thought processes and statements                  | Gives many options without allowing him enough time to think about the choices           |
| TBI: (Pause) I'm fine.   |   |  |
| MO: So did you have fun last night?  | Fails to give cues  | Relies on him to correctly remember information  |
| TBI: (Pauses to think) What did we do again?   |   |  |
| MO: You know... have a think.  | Doesn't give information when needed, instead quizzes   | Aims to test his memory rather than help the conversation to be interesting or enjoyable |
| TBI: Movie?  |   |  |
| MO: No, we went to a concert last night, remember?                                   | Corrects in a punishing manner and considers accuracy more important than the message             | Makes his error obvious rather than giving a natural, conversational response            |
| TBI: Oh yeah, oh yeah, he was a really good guitar player.                           |   |  |
| MO: That's right, he played the guitar.  | Talks as teacher or examiner  | Praises his ability to remember information in a condescending way                       |
| TBI: Pretty old.   |   |  |
| MO: Now can you think who we went with?  | Fails to show understanding of what was said (does not clarify or acknowledge previous statement) | Continues to test his memory rather than respond to what he said                         |

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| TBI: Umm... Uncle Peter.   |   |   |
| MO: That's it. Uncle Peter.  | Talks as teacher or examiner  | Praises his ability to remember information in a condescending way  |
| TBI: I don't really like Uncle Peter to be honest Mum. He's so...  |   |   |
| MO: (Interrupts) But he's been so good to you since you were a boy Troy and ever since your accident. And he visited you every week in the hospital, remember? I really wish you'd make more of an effort to talk to him – he bought us the tickets for the show last night. | Interrupts in a way that disrupts the partner's thought processes and statements<br>Fails to communicate respect for other's concerns, perspectives and abilities - | Does not allow him to finish his turn<br><br>Only lectures on correct behaviour rather than showing understanding |
| TBI: I know that Mum, but he's an idiot and I just want to punch him.  |   |   |
| MO: Don't talk like that Troy, it's not right. Anyway I thought we'd go to the shops this afternoon.   | Takes leadership role only  | States her own plans without allowing him to contribute   |
| TBI: OK.   |   |   |
| MO: Now why do we need to go to the shops?   | Talks as teacher or examiner  | Asks a question to test out his memory, rather than really wanting him to contribute his ideas                    |
| TBI: To spend my birthday money.   |   |   |
| MO: That's it, that's right. What will you get?  | Demands information   | Uses questions without giving any help to think of possible answers   |
| TBI: I'll get a new wallet.  |   |   |
| MO: No, you got a new wallet from Sarah, remember? Can you think of anything else you might need?  | Demands information   | Continues to put pressure on him to give correct answers without giving any help                                  |

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| TBI: I need a new computer.   |  |  |
| MO: No, you've only got \$100 of birthday money, that won't be enough. Now what's something cheaper you could get?                  | Fails to invite partner to evaluate contribution                               | Dismisses partner's contribution without giving him an opportunity to fix the error himself  |
| TBI: Maybe an XBOX game?  |  |  |
| MO: You don't even play with the one that's in your room now. Well, alright. But how are you going to know which one to get anyway? | Expresses lack of enthusiasm<br>Questions in a non-supportive manner           | Doesn't acknowledge that his contribution is a good idea<br>Question implies she thinks the task is too difficult for him to attempt, rather than helping him to think about what might make it easier |
| TBI: I'll just get one with lots of killing and shooting and blood and stuff, like what John has. I can ask him which one.          |  |  |
| MO: Now when we get to the shopping centre, how are you going to find the game shop?  | Fails to confirm partners contribution   | Doesn't acknowledge what he has said, continues to ask him to remember information   |
| TBI: I don't think I'd be able to tell you just now, but I'm sure I'll remember once we get there.                                  |  |  |
| MO: So we park the car and we get to the main doors, you know? And once we go through the main doors, do we turn left or right?     | Fails to acknowledge difficulty of the task and continues despite difficulties | Continues to ask him to remember information to an unnecessary level of detail   |
| TBI: To get where, sorry?   |  |  |
| MO: To get to the game shop.  |  |  |
| TBI: I have no idea.  |  |  |
| MO: OK, well we turn right then we turn right again, and then we go up the...   | Fails to acknowledge difficulty of the task and continues despite difficulties | Continues to ask him to remember information, even though he has shown that he has lost track of what she is talking about   |

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| TBI: Oh yeah, ummm... (trying to think of the word)   |   |  |
| MO: Yes, what's it called?  | Fails to help partner when struggling occurs  | Puts pressure on him to remember the word, rather than simply allowing him some time or providing the correct word |
| TBI: What are they called...they go up...the, um...I don't know mum.  |   |  |
| MO: Escalators! We go up the escalators, and then we're on the second floor. And then you walk along for a bit and then I think the game shop is on the right. Alright? Do you think you'll be able to remember that? | Fails to use or encourage cognitive supports at appropriate times                               | Gives too much information at once   |
| TBI: Yep.   |   |  |
| MO: OK. Now I thought we'd invite some of your friends around Saturday night for a BBQ.   | Takes leadership role only<br>Fails to use or encourage cognitive supports at appropriate times | Gives her own plan rather than giving him an opportunity to contribute<br>Does not help him to plan                |
| TBI: OK.  |   |  |
| MO: OK. Now who would you like to invite?   | Questions in a demanding manner   | Questions without helping him to think of the information  |
| TBI: Umm... Scott...  |   |  |
| MO: Good  | Talks as teacher or examiner  | Praises his ability to remember information rather than responding conversationally                                |
| TBI: ...and Sarah... she's just moved, you know? She got a new job in the city so she had to move closer to work. And she's having a party next weekend, so I thought if Scott can pick me up, we could go...         |   |  |

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| MO: Alright. But I don't want you staying too late, you'll get too tired.                                     | Fails to use or encourage cognitive supports at appropriate times                     | Does not respond to him moving off topic in a helpful way  |
| TBI: I won't get tired Mum.   |   |  |
| MO: We'll see. Anyway, we were talking about who we would invite to your party. Can you think of anyone else? | Demands information   | Does not help him to think of information.   |
| TBI: James?   |   |  |
| MO: You haven't seen James since your accident. I was thinking of something like, why not Tim?                | Corrects in a punishing manner and considers accuracy more important than the message | Dismisses contribution in a negative way rather than helping him to think about it                             |
| TBI: OK.  |   |  |
| MO: Yeah? And, how about that guy you went to TAFE with...I can't remember his name.                          |   |  |
| TBI: Oh, are you talking about Ian?   |   |  |
| MO: Yeah, that's right, Ian, we'll invite him too. Alright, well that's all decided then.                     | Takes leadership role only<br>Fails to invite partner to evaluate contribution        | Directs choices of guests rather than leaving it up to him<br>Does not check whether he is happy with the plan |

## Collaboration Dos observation sheet

| DIALOGUE  | COLLABORATIVE FEATURE  | NOTES  |
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| MO: Did you want anything else to eat or drink?   | Takes appropriate conversational turns                                     | Uses a simple question and allows time to respond rather than offering too many choices                          |
| TBI: (Pause) I'm fine.  |  |  |
| MO: So did you have fun last night at the concert with Uncle Peter?   | Gives cues in a conversational manner                                      | Question includes information which helps to trigger his memories of the event                                   |
| TBI: Where was it again?  |  |  |
| MO: In the city.  | Gives information when needed  | Gives the answer to help him remember, rather than putting pressure on him to remember                           |
| TBI: Oh yeah, at the Opera House.   |  |  |
| MO: Actually last night's one was at the Entertainment Centre. I think you're thinking of the one we went to before that – that was at the Opera House. | Responds to errors by giving correct information in a non-punitive manner. | Gives correct information conversationally and connects his incorrect information to make his error less obvious |
| TBI: Last night's one – oh yeah, he was a really good guitar player.  |  |  |
| MO: Yeah, I enjoyed it too.   | Uses collaborative talk  | Contributes her own opinions so they are sharing equally in the conversation                                     |
| TBI: Pretty old though.   |  |  |
| MO: You mean the guitarist was old?   | Shows understanding of what was said                                       | Checks she has understood correctly when the meaning is unclear  |

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| TBI: Yeah.   |   |  |
| MO: Yeah, everyone seems old to you though! What else did you think about the night?   | Uses collaborative talk<br>Questions in a non-demanding manner  | Continues to invite him to share his opinions without putting pressure on him  |
| TBI: I don't really like Uncle Peter to be honest Mum. He's just so... (long pause) I can't think of the word, but he was just an idiot and I wanted to punch him. |   |  |
| MO: Yeah, you never really did get along well with him, did you? I know it's hard for you to talk to him. At least you kept your cool though.                      | Takes appropriate conversational turns<br>Communicates respect for other's concerns, perspectives and abilities | Allows him enough time to finish his turn without interrupting<br>Acknowledges his opinion even though she may not agree |
| TBI: It's just hard, you know what I mean?   |   |  |
| MO: Yeah, I do. So what do you think we should do this afternoon?  | Establishes equal leadership roles  | Allows him to say his ideas rather than making the plan on her own   |
| TBI: I don't know... go out?   |   |  |
| MO: Hmm, we could go to the shops.   | Uses collaborative talk   | Makes a suggestion and leaves it open for him to agree or disagree   |
| TBI: It'd be alright.  |   |  |
| MO: OK. Now let's think about what we might need to get when we're at the shops.   | Uses collaborative talk   | Guides him to organise his thinking and make a plan  |
| TBI: Spend my birthday money.  |   |  |

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| MO: Hmm, we need to do that... oh and you said before you needed a new wallet, but Sarah ended up getting you one, so we don't need to get you that. So, can we think of something else you might need? | Confirms partner's contribution<br><br>Shares information                | Acknowledges his idea<br><br>Gives information rather than expecting him to remember<br><br>Guides him to think step-by-step through his decision |
| TBI: I need a new computer.   |  |   |
| MO: Hmm...you've only got \$100? So...?   | Invites partner to evaluate contribution                                 | Gives him the opportunity to recognise himself that his idea may not work   |
| TBI: Oh yeah, not enough.   |  |   |
| MO: Can you think of something cheaper?   | Gives cues in a conversational manner                                    | Guides him to think of a more appropriate choice  |
| TBI: How about an XBOX game?  |  |   |
| MO: Hmm, that's a good idea. And how are you going to work out which one you'll like the best?  | Shows enthusiasm for contributions<br>Questions in a supportive manner   | Responds positively to his ideas<br>Guides him to think ahead through the process   |
| TBI: I'll just get one with like, lots of shooting and killing and blood and stuff, like what John has. I'll ask him which one.   |  |   |
| MO: All your friends like the shooting ones the best. It's a good idea to ask John. And maybe you could make a list of the ones you like best on your phone so you remember?                            | Confirms partners contribution<br><br>Uses memory, organization supports | Responds positively to his ideas<br>Reminds him to use his phone as a support for his memory  |
| TBI: Yeah, that would work.   |  |   |
| MO: OK. Now, let's think about where we'll find the games shop at the shopping centre.  |  |   |
| TBI: I'm sure I'll be able to find it when I get there.   |  |   |



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| MO: Mmm... it's a pretty big shopping centre – I think I remember it's on the second floor though  | Acknowledges difficulties of the task                         | Doesn't persist with getting him to remember when the task is difficult, simply provides the information                                   |
| TBI: We'll have to use the lifts then. Or the ummm...what are they called? They go up.   |   |  |
| MO: Escalators?  | Helps partner express thoughts when struggle occurs           | Gives the answer when he is having difficulty rather than pushing him to remember  |
| TBI: That's it.  |   |  |
| MO: Good. You know, we haven't done anything to celebrate your birthday yet. I'm thinking, maybe we could organise something for this weekend?   | Shares information<br>Uses collaborative talk                 | Allows him the opportunity to agree or disagree rather than just stating her own plans   |
| TBI: Sounds good.  |   |  |
| MO: OK. Now, let's think about what we'll need to organise. (Gets out paper and pen)   | Uses memory, organization supports<br>Uses collaborative talk | Approaches task with the attitude of planning it together<br>Takes notes of key information to help him remember and organise his thinking |
| TBI: People.   |   |  |
| MO: People, good idea, a guest list. OK, who do you want to come?  | Questions in a supportive manner                              | Allows him to contribute his ideas   |
| TBI: Scott... (pause) and Sarah...she just moved, you know? She got a new job in the city so she had to move closer to work, and she's having a party next weekend, so I thought that maybe if Scott could pick me up from here, and take me there, that'd be alright? |   |  |

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| MO: OK, well we'll put that in your diary for later, but we'll finish doing the guest list for the party. OK, so who else do you want to come. I'm thinking, what about Tim? | Gives cues in a conversational manner<br><br>Gives information when needed | When gets off topic, responds conversationally. Assists to organise the conversation and bring him back to the topic.      |
| TBI: Yep   |  |  |
| MO: Tim, good. OK. And there's that guy you went to TAFE with...I can't remember his name.   | Gives cues in a conversational manner                                      | Sometimes she doesn't have all the information herself – this gives him an opportunity to provide the information he knows |
| TBI: Oh are you talking about Ian?   |  |  |
| MO: Yes Ian, would you like him to come?   | Establishes equal leadership roles   | Allows him to agree or disagree with her suggestion  |
| TBI: Yep.  |  |  |
| MO: Good. Ian. Good, OK. Well now we need to think about where.  | Gives cues in a conversational manner                                      | Organises conversation to help him think about the next step and give him the chance to contribute                         |
| TBI: Umm...I don't know.   |  |  |
| MO: We could, um... I don't know, we could have it here or we could go to a restaurant?  | Helps partner express thoughts when struggle occurs                        | Gives choices when he has difficulty to help make it easier to give his opinion  |
| TBI: At home's good.   |  |  |
| MO: OK, we'll have it at home. And do you want it Saturday night or Sunday lunch?  | Shares information   | Organises the possible choices to make it easier for him to make a decision  |
| TBI: How about a BBQ?  |  |  |
| MO: Hmm, a BBQ's a good idea.  | Confirms partner's contribution  | Acknowledges that his contribution is a good idea (even though he hasn't exactly answered her question)                    |

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| TBI: BBQ dinner.  |  |  |
| MO: Great, BBQ dinner. Alright, so... (looking at notes) – we've got Scott, Sarah, Tim and Ian all coming for a BBQ dinner to our place on Saturday night. Does that sound good to you? | Shows enthusiasm for contributions<br><br>Invites partner to evaluate their contribution | Reviews what they have decided and checks that he is happy with the plan |
| TBI: Perfect.   |  |  |