



Sylheti Version

Building Early Sentences Therapy



BEST Assessment and Therapy Recording Form

| | |
|---------|----------|
| Name: | Address: |
| D.O.B: | |
| ID/NHS: | |



BEST Assessment and Therapy Recording Form

Dr Cristina McKean, Dr Sean Pert and Dr Carol Stow © 2010-2022.

Sylheti adaptation:

Sajidah Ahmed, Bilingual Speech and Language Therapy Assistant,
Fahmin Razaq, Teacher at Marine Park Primary School, and Dr Sean Pert (2022).

| | | |
|-----------------------|--|-----------------|
| Name: | | Address: |
| Date of Birth: | | |
| ID/NHS: | | |
| Venue: | Children's Speech and Language Therapy Service | |
| Activity: | BEST Language therapy programme: <input type="checkbox"/> Group <input type="checkbox"/> Individual | |
| SLT: | | |
| Recorded by: | | |
| Role: | <input type="checkbox"/> Speech and Language (the)rapist <input type="checkbox"/> Speech and Language Therapy Assistant <input type="checkbox"/> Student <input type="checkbox"/> Teaching Assistant <input type="checkbox"/> Other: _____ | |

| | | |
|--|---|--|
| Language(s): | <input type="checkbox"/> Monolingual English <input type="checkbox"/> English dominant but hears/speaks _____ _____ at home | |
| | Pakistani heritage languages: | <input type="checkbox"/> Mirpuri <input type="checkbox"/> Punjabi <input type="checkbox"/> Urdu |
| | Bangladeshi heritage languages: | <input type="checkbox"/> Sylheti <input type="checkbox"/> Standard Bangla <input type="checkbox"/> Bangla |
| | Other (please state): | |
| Primary communication diagnosis: | <input type="checkbox"/> Language difficulty | <input type="checkbox"/> Developmental Language Disorder (DLD) |
| Other communication difficulties: | <input type="checkbox"/> Speech sound disorder (SSD): | <input type="checkbox"/> Articulation <input type="checkbox"/> Phonological delay <input type="checkbox"/> Consistent Phonological disorder <input type="checkbox"/> Inconsistent Phonological disorder |

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| | | | | |
|---|--------------|---|-------------|------------------|
| Associated conditions: | | <input type="checkbox"/> Global developmental delay <input type="checkbox"/> Learning difficulties <input type="checkbox"/> Otitis media <input type="checkbox"/> with effusion <input type="checkbox"/> Hearing impairment <input type="checkbox"/> Autism Spectrum Condition <input type="checkbox"/> Other: _____ | | |
| Pre-Treatment Assessment: | | Date: | | Age: |
| <input type="checkbox"/> Comprehension baseline assessment* <input type="checkbox"/> BEST Baseline Assessment <input type="checkbox"/> Care plan | | / /20 | | ; |
| Therapy sessions 1-8: | Sets: | Date: | Age: | Homework* |
| 1 | A, B and C | / /20 | ; | A, B and D |
| 2 | A, B and D | / /20 | ; | A, B and E |
| 3 | A, B and E | / /20 | ; | A, B and F |
| 4 | A, B and F | / /20 | ; | A, C and D |
| 5 | A, C and D | / /20 | ; | B, E and F |
| 6 | B, E and F | / /20 | ; | A, C and D |
| 7 | A, C and D | / /20 | ; | B, E and F |
| 8 | B, E and F | / /20 | ; | C, D and G |
| Decision point 1: | | Date: | | Age: |
| <input type="checkbox"/> BEST Assessment 1 | | / /20 | | ; |
| Therapy sessions 9-12: | Sets: | Date: | Age: | Homework* |
| 9 | C, D and G | / /20 | ; | D, E and H |
| 10 | D, E and H | / /20 | ; | E, F and I |
| 11 | E, F and I | / /20 | ; | G, H and I |
| 12 | G, H and I | / /20 | ; | D, E and J |
| Decision point 2: | | Date: | | Age: |
| <input type="checkbox"/> Best Assessment 2 | | / /20 | | ; |
| Therapy sessions 13-16: | Sets: | Date: | Age: | Homework* |
| 13 | D, E and J | / /20 | ; | C, F and K |
| 14 | C, F and K | / /20 | ; | E, C and L |
| 15 | E, C and L | / /20 | ; | J, K and L |
| 16 | J, K and L | / /20 | ; | ALL |
| Outcome Assessment: | | Date: | | Age: |
| <input type="checkbox"/> Comprehension outcome assessment* <input type="checkbox"/> BEST Outcome Assessment | | / /20 | | ; |
| Consolidation period | | 6 weeks | | |
| Post-Treatment Review: | | Date: | | Age: |
| <input type="checkbox"/> Comprehension review assessment* <input type="checkbox"/> BEST Review Assessment <input type="checkbox"/> Expressive language review | | / /20 | | ; |

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| | | |
|--------------|--|--|
| assessment** | | |
|--------------|--|--|

* Choose (an) age appropriate standardised test of comprehension and use the same one at each assessment point (Pre-Treatment, Outcome and Review)

** Choose (an) age appropriate standardised test of expressive language to consider whether further SLT intervention (is) required (most children will have reached CEILING in BEST at this stage)

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| Assessment Stage | Comprehension Assessment | BEST Assessment | | | |
|---|--------------------------|--|--|--|--|
| | | Content (PAS) | | Morphology | |
| Pre-Treatment assessment Date of session: ___/___/20___ Age: ___years ___ months | | Raw score: | | Raw score: | |
| | | Percentage: (Raw score/48) x 100 | | Percentage: (Raw score/67) x 100 | |
| Decision Point 1 Date of session: ___/___/20___ Age: ___years ___ months | | Raw score: | | Raw Score: | |
| | | Percentage: (Raw score/24) x 100 | | Percentage: (Raw score/34) x 100 | |
| Decision Point 2 Date of session: ___/___/20___ Age: ___years ___ months | | Raw score: | | Raw score: | |
| | | Percentage: (Raw score/24) x 100 | | Percentage: (Raw score/33) x 100 | |
| Outcome assessment Date of session: ___/___/20___ Age: ___years ___ months | | Raw score: | | Raw score: | |
| | | Percentage: (Raw score/48) x 100 | | Percentage: (Raw score/67) x 100 | |
| Post-Treatment Review: Date of session: ___/___/20___ Age: ___years ___ months | | Raw score: | | Raw score: | |
| | | Percentage: (Raw score/48) x 100 | | Percentage: (Raw score/67) x 100 | |
| Completed by (PRINT NAME): | | | | | |
| Signature: | | | | | |

BEST Assessment and Therapy Recording Form

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Progress Tracker Chart

| 100 | | | | | | | | | | | |
|-----|--------------------------|------------|------------------|------------|------------------|------------|--------------------|------------|-----------------------|------------|--|
| 98 | | | | | | | | | | | |
| 96 | | | | | | | | | | | |
| 94 | | | | | | | | | | | |
| 92 | | | | | | | | | | | |
| 90 | | | | | | | | | | | |
| 88 | | | | | | | | | | | |
| 86 | | | | | | | | | | | |
| 84 | | | | | | | | | | | |
| 82 | | | | | | | | | | | |
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| 10 | | | | | | | | | | | |
| 8 | | | | | | | | | | | |
| 6 | | | | | | | | | | | |
| 4 | | | | | | | | | | | |
| 2 | | | | | | | | | | | |
| % | Content | Morphology | Content | Morphology | Content | Morphology | Content | Morphology | Content | Morphology | |
| | Pre-Treatment Assessment | | Decision point 1 | | Decision point 2 | | Outcome assessment | | Post-Treatment Review | | |

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Show the child one picture at (a) time from the **BEST Assessment Picture Booklet: Pre-Treatment Assessment** and ask the child “Tell me what’s happening here?” Record the child’s first response only. Do not try and elicit (a) full response.

| No. | Verb | Target | Child’s response | Scoring Content (PAS) | <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> | Scoring morphology | <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> |
|-----|-------|---|------------------|-----------------------|---|--------------------|---|
| 1 | sit | teddy boy-roh | | Agent (X) | | Det (the) | |
| | | <i>teddy</i> <i>sit-ing</i> | | Verb (sit) | | Aux(is) | |
| | | (the) <i>teddy</i> (is) sit-ing | | | | Inflection(ing) | |
| 2 | walk | fuwa at-tair | | Agent (X) | | Det (the) | |
| | | <i>boy</i> <i>walk-ing</i> | | Verb (walk) | | Aux(is) | |
| | | (the) <i>boy</i> (is) walking | | | | Inflection(ing) | |
| 3 | laugh | beti ash-air | | Agent (X) | | Det (the) | |
| | | woman/lady laugh-ing | | Verb (laugh) | | Aux(is) | |
| | | (the) <i>woman / lady</i> (is) laughing | | | | Inflection(ing) | |
| 4 | jump | beti fal-der | | Agent (X) | | Det (the) | |
| | | woman/lady <i>jump -ing</i> | | Verb (jump) | | Aux(is) | |
| | | (the) <i>woman / lady</i> (is) jumping | | | | Inflection(ing) | |
| 5 | ride | fuwa cycle so-rer | | Agent (X) | | Det 1(the X) | |
| | | <i>boy</i> <i>bike</i> <i>riding</i> | | Verb (ride) | | Aux (is) | |
| | | (the) <i>boy</i> (is) riding (the/a) <i>bike</i> . | | Patient (Y) | | Inflection (ing) | |
| 6 | smell | baccha muza hoongh-er | | Agent (X) | | Det 1(the X) | |
| | | <i>child</i> <i>sock</i> <i>smell-ing</i> | | Verb (smell) | | Aux (is) | |
| | | (the) <i>baby</i> (is) smelling the/a <i>sock</i> . | | Patient (Y) | | Inflection (ing) | |
| 7 | wash | teddy kola dho-ar | | Agent (X) | | Det 1(the X) | |
| | | <i>teddy</i> <i>banana</i> <i>washing</i> | | Verb (wash) | | Aux (is) | |
| | | (the) <i>teddy</i> (is) washing (the/a) <i>banana</i> | | Patient (Y) | | Inflection (ing) | |
| | | | | | | Det 2 (the/a Y) | |

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| No. | Verb | Target | Child's response | Scoring Content (PAS) | <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> | Scoring morphology | <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> | | |
|-----|-------|--|------------------|--------------------------------------|---|--------------------|---|----------|--|
| 8 | eat | beta | aifol | kha-r | Agent (X) | | Det 1(the X) | | |
| | | <i>man</i> | <i>apple</i> | <i>eat-ing</i> | Verb (eat) | | Aux (is) | | |
| | | (the) <i>man</i> (is) eating (the/a) <i>apple</i> | | | Patient (Y) | | Inflection (ing) | | |
| | | | | | | | Det 2 (the/a Y) | | |
| 9 | kick | furi | train | lat | mar-er | Agent (X) | Det 1(the X) | | |
| | | <i>girl</i> | <i>train</i> | <i>kick</i> | <i>do+contact</i> <i>+present</i> | Verb (kick) | | Aux (is) | |
| | | (the) <i>girl</i> (is) kicking (the/a) <i>train</i> . | | | Patient (Y) | | Inflection (ing) | | |
| | | | | | | | Det 2 (the/a Y) | | |
| 10 | brush | beti | beliy-reh | as-rar | Agent (X) | | Det 1(the X) | | |
| | | <i>lady/wom</i> <i>an</i> | <i>cat-OBJ</i> | <i>brush-ing</i> <i>(Present)</i> | Verb (brush) | | Aux (is) | | |
| | | (the) <i>woman / lady</i> (is) brushing (the/a) <i>cat</i> | | | Patient (Y) | | Inflection (ing) | | |
| | | | | | | | Det 2 (the/a Y) | | |
| 11 | hug | furi | beli-reh | anj-a | khoriya dhor | Agent (X) | Det 1(the X) | | |
| | | <i>girl</i> | <i>cat</i> | <i>hug-ing</i> | <i>doing+hold</i> <i>ing</i> | Verb (hug) | | Aux (is) | |
| | | (the) <i>girl</i> (is) hugging (the/a) <i>cat</i> . | | | Patient (Y) | | Inflection (ing) | | |
| | | | | | | | Det 2 (the/a Y) | | |
| 12 | kiss | fuwa | teddy-reh | mya dh-er | Agent (X) | | Det 1(the X) | | |
| | | <i>boy</i> | <i>teddy</i> | <i>kiss giving</i> | Verb (kiss) | | Aux (is) | | |
| | | (the) <i>boy</i> (is) kissing (the/a) <i>teddy</i> | | | Patient (Y) | | Inflection (ing) | | |
| | | | | | | | Det 2 (the/a Y) | | |
| 13 | put | beta | khaf | tebul- or | uffray th-or | Agent (X) | Det 1 (the X) | | |
| | | <i>man</i> | <i>cup</i> | <i>table</i> <i>top</i> | <i>putting</i> | Verb (put) | | Aux (is) | |
| | | | | | Patient (Y) | | Inflection (ing) | | |
| | | | | | Locative (Z) | | Det 2 (the/a Y) | | |

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| No. | Verb | Target | Child's response | Scoring Content (PAS) | <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> | Scoring morphology | <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> |
|-----|-------|--|-----------------------|-----------------------|---|-------------------------|---|
| | | (the) man (is) putting (the/a) cup on (the/a) table | | | | Prep (on) | |
| | | | | | | Det 3 (the/a Z) | |
| 14 | pour | bacch a dood khaf-or bithre h dal-air | | Agent (X) | | Det 1 (the X) | |
| | | <i>baby</i> <i>milk</i> <i>cup</i> <i>inside pouring</i> | | Verb (pour) | | Aux (is) | |
| | | (the) baby (is) pouring milk into (the/a) cup | | Patient (Y) | | Inflection (ing) | |
| | | | | Locative (Z) | | Prep (into) | |
| | | | | | | | Det 2 (the/a Z) |
| 15 | give | furi bacch a-reh khola dh-er | | Agent (X) | | Det 1 (the X) | |
| | | <i>girl</i> <i>baby</i> <i>banana</i> <i>giving</i> | | Verb (give) | | Aux (is) | |
| | | (the) girl (is) giving (the/a) banana to (the/a) baby | | Patient (Y) | | Inflection (ing) | |
| | | | | Benefactive (Z) | | Det 2 (the/a Y) | |
| | | | | | | Prep (to) | |
| | | | | | Det 3 (the/a Z) | | |
| 16 | throw | fuwa kola beta-re eitah maryader | | Agent (X) | | Det 1 (the X) | |
| | | <i>boy</i> <i>banana</i> <i>man</i> <i>throw giving+ hitting+ contact</i> | | Verb (throw) | | Aux (is) | |
| | | (the) boy (is) throwing (the/a) banana (to) (the/a) man | | Patient (Y) | | Inflection (ing) | |
| | | | | Benefactive (Z) | | Det 2 (the/a Y) | |
| | | | | | | Prep (to) | |
| | | | | | Det 3 (the/a Z) | | |
| | | | Please transfer these | TOTAL CONTENT | /48 | TOTAL MORPHOLOGY | /67 |

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| No. | Verb | Target | Child's response | Scoring Content (PAS) | <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> | Scoring morphology | <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> |
|-----|------|--------|---|--|---|--|---|
| | | | percentage scores to the table on page 3, and plot them onto the Progress Tracker Chart on page 4. | PERCENTAGE (Raw score/total score) x 100 | | PERCENTAGE (Raw score/total score) x 100 | |

PLEASE COMPLETE A CARE PLAN BASED ON THE CHILD'S PERFORMANCE

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Therapy session 1 - SET A: Agent + Action

| INPUT | Set A1 - Say and act out the following set for the children | |
|--------|---|------------------------------------|
| 1. | baccha <i>baby</i> | ash-air <i>laugh-ing</i> |
| | (the) baby (is) laughing | |
| 2. | beti <i>lady</i> | ash-air <i>laugh-ing</i> |
| | (the) woman / lady (is) laughing | |
| 3. | fuwa <i>boy</i> | ash-air <i>laugh-ing</i> |
| | (the) boy (is) laughing | |
| 4. | furi <i>girl</i> | ash-air <i>laughing</i> |
| | (the) girl (is) laughing | |
| 5. | teddy <i>teddy</i> | ash-air <i>laugh-ing</i> |
| | (the) teddy (is) laughing | |
| 6. | beta <i>man</i> | ash-air <i>laughing</i> |
| | (the) man (is) laughing | |
| RECORD | Set A2 - Act out and ask the children to describe: 'What's happening?' | |
| 1. | beta <i>man</i> | boy-seh <i>sit-ing</i> |
| | (the) man (is) sitting | |
| | CHILD: | |
| | Translation: | |
| 2. | beti <i>lady</i> | boy-seh <i>sit-ing</i> |
| | (the) woman / lady (is) sitting | |
| | CHILD: | |
| | Translation: | |
| 3. | fuwa <i>boy</i> | boy-seh <i>sit-ing</i> |
| | (the) boy (is) sitting | |
| | CHILD: | |
| | Translation: | |
| 4. | furi <i>girl</i> | boy-seh <i>sit-ing</i> |
| | (the) girl (is) sitting | |
| | CHILD: | |
| | Translation; | |
| 5. | teddy <i>teddy</i> | boy-seh <i>sit-ing</i> |
| | (the) teddy (is) sitting | |
| | CHILD: | |
| | Translation: | |

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| | | |
|----|-------------------------|----------------|
| 6. | baccha | boy-seh |
| | <i>baby</i> | <i>sit-ing</i> |
| | (the) baby (is) sitting | |
| | CHILD: | |

BEST Assessment and Therapy Recording Form

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Therapy session 1 - SET B: Agent + Action

| INPUT | Set B1 - Say the following set for the children | |
|---------------------|--|-----------------|
| 1. | baccha | faal-der |
| | <i>baby</i> | <i>jump-ing</i> |
| | (the) baby (is) jumping | |
| 2. | beti | faal-der |
| | <i>lady</i> | <i>jump-ing</i> |
| | (the) woman / lady (is) jumping | |
| 3. | fuwa | faal-der |
| | <i>boy</i> | <i>jump-ing</i> |
| | (the) boy (is) jumping | |
| 4. | furi | faal-der |
| | <i>girl</i> | <i>jump-ing</i> |
| | (the) girl (is) jumping | |
| 5. | teddy | faal-der |
| | <i>teddy</i> | <i>jumping</i> |
| | (the) teddy (is) jumping | |
| 6. | beta | faal-der |
| | <i>man</i> | <i>jump-ing</i> |
| | (the) man (is) jumping | |
| RECORD | Set B2- Act out and ask the children to describe: 'What's happening?' | |
| 1. | beta | att-air |
| | <i>man</i> | <i>walk-ing</i> |
| | (the) man (is) walking | |
| | CHILD: | |
| Translation: | | |
| 2. | beti | att-air |
| | <i>lady</i> | <i>walk-ing</i> |
| | (the) woman / lady (is) walking | |
| | CHILD: | |
| Translation: | | |
| 3. | fuwa | att-air |
| | <i>boy</i> | <i>walk-ing</i> |
| | (the) boy (is) walking | |
| | CHILD: | |
| Translation: | | |
| 4. | furi | att-air |
| | <i>girl</i> | <i>walk-ing</i> |
| | (the) girl (is) walking | |
| | CHILD: | |
| Translation: | | |
| 5. | teddy | att-air |
| | <i>teddy</i> | <i>walking</i> |
| | (the) teddy (is) walking | |
| | CHILD: | |
| Translation: | | |

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| | | |
|----|-------------------------|-----------------|
| 6. | baccha | att-air |
| | <i>baby</i> | <i>walk-ing</i> |
| | (the) baby (is) walking | |
| | CHILD: | |
| | Translation: | |

BEST Assessment and Therapy Recording Form

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Therapy session 1 - SET C: Agent + Action + Patient

| INPUT | Set C1 - Say the following set for the children | | |
|---------------------|---|------------------|-----------------|
| 1. | beta | aifol | kh-ar |
| | <i>man</i> | <i>apple</i> | <i>eat-ing</i> |
| | (the) man (is) eating (an) apple | | |
| 2. | beta | komla | kh-ar |
| | <i>man</i> | <i>orange</i> | <i>eat-ing</i> |
| | (the) man (is) eating (an) orange | | |
| 3. | beta | khola | kh-ar |
| | <i>man</i> | <i>banana</i> | <i>eat-ing</i> |
| | (the) man (is) eating (a) banana | | |
| 4. | beta | ghazoor | kh-ar |
| | <i>man</i> | <i>carrot</i> | <i>eat-ing</i> |
| | (the) man (is) eating (a) carrot | | |
| 5. | beta | lolly | kh-ar |
| | <i>man</i> | <i>lolly</i> | <i>eat-ing</i> |
| | (the) man (is) eating (a) lolly | | |
| 6. | teddy | khola | kh-ar |
| | <i>teddy</i> | <i>banana</i> | <i>eat-ing</i> |
| | (the) teddy (is) eating (a) banana | | |
| RECORD | Set C2 - Act out and ask the children to describe: 'What's happening?' | | |
| 1. | teddy | aifol | dh-or |
| | <i>teddy</i> | <i>apple</i> | <i>wash-ing</i> |
| | (the) teddy (is) washing (an) apple | | |
| | CHILD: | | |
| Translation: | | | |
| 2. | teddy | komla | dh-or |
| | <i>teddy</i> | <i>orange</i> | <i>wash-ing</i> |
| | (the) teddy (is) washing (an) orange | | |
| | CHILD: | | |
| Translation: | | | |
| 3. | teddy | khola | dh-or |
| | <i>teddy</i> | <i>banana</i> | <i>wash-ing</i> |
| | (the) teddy (is) washing (a) banana | | |
| | CHILD: | | |
| Translation: | | | |
| 4. | teddy | ghazor | dh-or |
| | <i>teddy</i> | <i>carrot</i> | <i>wash-ing</i> |
| | (the) teddy (is) washing (a) carrot | | |
| | CHILD: | | |
| Translation: | | | |
| 5. | teddy | samus-reh | dh-or |
| | <i>teddy</i> | <i>spoon</i> | <i>wash-ing</i> |
| | (the) teddy (is) washing (a) spoon | | |
| | CHILD: | | |
| Translation: | | | |

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| | | | |
|----|----------------------------------|-----------------|----------------|
| 6. | teddy | khaf-reh | dh-or |
| | <i>teddy</i> | <i>cup</i> | <i>washing</i> |
| | (the) teddy (is) washing (a) cup | | |
| | CHILD: | | |
| | Translation: | | |

End of therapy session 1

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Therapy session 2 - SET A: Agent + Action

| INPUT | Set A1 - Say and act out the following set for the children | |
|--------|---|------------------------------------|
| 1. | baccha <i>baby</i> | ash-air <i>laugh-ing</i> |
| | (the) baby (is) laughing | |
| 2. | beti <i>lady</i> | ash-air <i>laugh-ing</i> |
| | (the) woman / lady (is) laughing | |
| 3. | fuwa <i>boy</i> | ash-air <i>laugh-ing</i> |
| | (the) boy (is) laughing | |
| 4. | furi <i>girl</i> | ash-air <i>laughing</i> |
| | (the) girl (is) laughing | |
| 5. | teddy <i>teddy</i> | ash-air <i>laugh-ing</i> |
| | (the) teddy (is) laughing | |
| 6. | beta <i>man</i> | ash-air <i>laughing</i> |
| | (the) man (is) laughing | |
| RECORD | Set A2 - Act out and ask the children to describe: 'What's happening?' | |
| 1. | beta <i>man</i> | boy-seh <i>sit-ing</i> |
| | (the) man (is) sitting | |
| | CHILD: | |
| | Translation: | |
| 2. | beti <i>lady / woman</i> | boy-seh <i>sit-ing</i> |
| | (the) woman / lady (is) sitting | |
| | CHILD: | |
| | Translation: | |
| 3. | fuwa <i>boy</i> | boy-seh <i>sit-ing</i> |
| | (the) boy (is) sitting | |
| | CHILD: | |
| | Translation: | |
| 4. | furi <i>girl</i> | boy-seh <i>sit-ing</i> |
| | (the) girl (is) sitting | |
| | CHILD: | |
| | Translation; | |
| 5. | teddy <i>teddy</i> | boy-seh <i>sit-ing</i> |
| | (the) teddy (is) sitting | |
| | CHILD: | |
| | Translation: | |

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| | | |
|----|-------------------------|----------------|
| 6. | baccha | boy-seh |
| | <i>baby</i> | <i>sit-ing</i> |
| | (the) baby (is) sitting | |
| | CHILD: | |

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Therapy session 2 - SET B: Agent + Action

| INPUT | Set B1 - Say the following set for the children | |
|---------------------|--|-----------------|
| 1. | baccha | faal-der |
| | <i>baby</i> | <i>jump-ing</i> |
| | (the) baby (is) jumping | |
| 2. | beti | faal-der |
| | <i>lady</i> | <i>jump-ing</i> |
| | (the) woman / lady (is) jumping | |
| 3. | fuwa | faal-der |
| | <i>boy</i> | <i>jump-ing</i> |
| | (the) boy (is) jumping | |
| 4. | furi | faal-der |
| | <i>girl</i> | <i>jump-ing</i> |
| | (the) girl (is) jumping | |
| 5. | teddy | faal-der |
| | <i>teddy</i> | <i>jumping</i> |
| | (the) teddy (is) jumping | |
| 6. | beta | faal-der |
| | <i>man</i> | <i>jump-ing</i> |
| | (the) man (is) jumping | |
| RECORD | Set B2- Act out and ask the children to describe: 'What's happening?' | |
| 1. | beta | att-air |
| | <i>man</i> | <i>walk-ing</i> |
| | (the) man (is) walking | |
| | CHILD: | |
| Translation: | | |
| 2. | beti | att-air |
| | <i>lady / woman</i> | <i>walk-ing</i> |
| | (the) woman / lady (is) walking | |
| | CHILD: | |
| Translation: | | |
| 3. | fuwa | att-air |
| | <i>boy</i> | <i>walk-ing</i> |
| | (the) boy (is) walking | |
| | CHILD: | |
| Translation: | | |
| 4. | furi | att-air |
| | <i>girl</i> | <i>walk-ing</i> |
| | (the) girl (is) walking | |
| | CHILD: | |
| Translation: | | |
| 5. | teddy | att-air |
| | <i>teddy</i> | <i>walking</i> |
| | (the) teddy (is) walking | |
| | CHILD: | |

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| | | |
|----|-------------------------|-----------------|
| | Translation: | |
| 6. | baccha | att-air |
| | | <i>walk-ing</i> |
| | (the) baby (is) walking | |
| | CHILD: | |
| | Translation: | |

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Therapy session 2 - SET D: Agent + Action + Patient

| INPUT | Set D1 - Say the following set for the children | | |
|---------------------|---|------------------|------------------|
| 1. | fuwa | beliy-reh | sor-er |
| | <i>boy</i> | <i>cat</i> | <i>ride-ing</i> |
| | (the) boy (is) riding (a) cat | | |
| 2. | fuwa | gura | sor-er |
| | <i>boy</i> | <i>horse</i> | <i>ride-ing</i> |
| | (the) boy (is) riding (a) horse | | |
| 3. | fuwa | cycle | sor-er |
| | <i>boy</i> | <i>bike</i> | <i>ride-ing</i> |
| | (the) boy (is) riding (a) bike | | |
| 4. | baccha | cycle | sor-er |
| | <i>baby</i> | <i>bike</i> | <i>ride-ing</i> |
| | (the) baby (is) riding (a) bike | | |
| RECORD | Set D2 - Act out and ask the children to describe: 'What's happening?' | | |
| 1. | baccha | aifol | hoongh-er |
| | <i>baby</i> | <i>apple</i> | <i>smell-ing</i> |
| | (the) baby (is) smelling (an) apple | | |
| | CHILD: | | |
| Translation: | | | |
| 2. | baccha | phool | hoongh-er |
| | <i>baby</i> | <i>flower</i> | <i>smell-ing</i> |
| | (the) baby (is) smelling (a) flower | | |
| | CHILD: | | |
| Translation: | | | |
| 3. | baccha | komla | hoongh-er |
| | <i>baby</i> | <i>orange</i> | <i>smell-ing</i> |
| | (the) baby (is) smelling (an) orange | | |
| | CHILD: | | |
| Translation: | | | |
| 4. | baccha | khola | hoongh-er |
| | <i>baby</i> | <i>banana</i> | <i>smell-ing</i> |
| | (the) baby (is) smelling (a) banana | | |
| | CHILD: | | |
| Translation: | | | |
| 5. | baccha | muza | hoongh-er |
| | <i>baby</i> | <i>sock</i> | <i>smell-ing</i> |
| | (the) baby (is) smelling (a) sock | | |
| | CHILD: | | |
| Translation: | | | |
| 6. | baccha | ghazor | hoongh-er |
| | <i>baby</i> | <i>carrot</i> | <i>smell-ing</i> |
| | (the) baby (is) smelling (a) carrot | | |
| | CHILD: | | |
| Translation: | | | |

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Therapy session 3 - SET A: Agent + Action

| INPUT | Set A1 - Say and act out the following set for the children | |
|--------|---|------------------|
| 1. | baccha | ash-air |
| | <i>baby</i> | <i>laugh-ing</i> |
| | (the) baby (is) laughing | |
| 2. | beti | ash-air |
| | <i>lady / woman</i> | <i>laugh-ing</i> |
| | (the) woman / lady (is) laughing | |
| 3. | fuwa | ash-air |
| | <i>boy</i> | <i>laugh-ing</i> |
| | (the) boy (is) laughing | |
| 4. | furi | ash-air |
| | <i>girl</i> | <i>laughing</i> |
| | (the) girl (is) laughing | |
| 5. | teddy | ash-air |
| | <i>teddy</i> | <i>laugh-ing</i> |
| | (the) teddy (is) laughing | |
| 6. | beta | ash-air |
| | <i>man</i> | <i>laughing</i> |
| | (the) man (is) laughing | |
| RECORD | Set A2 - Act out and ask the children to describe: 'What's happening?' | |
| 1. | beta | boy-seh |
| | <i>man</i> | <i>sit-ing</i> |
| | (the) man (is) sitting | |
| | CHILD: Translation: | |
| 2. | beti | boy-seh |
| | <i>lady</i> | <i>sit-ing</i> |
| | (the) woman / lady (is) sitting | |
| | CHILD: Translation: | |
| 3. | fuwa | boy-seh |
| | <i>boy</i> | <i>sit-ing</i> |
| | (the) boy (is) sitting | |
| | CHILD: Translation: | |
| 4. | furi | boy-seh |
| | <i>girl</i> | <i>sit-ing</i> |
| | (the) girl (is) sitting | |
| | CHILD: Translation; | |
| 5. | teddy | boy-seh |
| | <i>teddy</i> | <i>sit-ing</i> |
| | (the) teddy (is) sitting | |
| | CHILD: Translation: | |

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| | | |
|----|-------------------------|----------------|
| 6. | baccha | boy-seh |
| | <i>baby</i> | <i>sit-ing</i> |
| | (the) baby (is) sitting | |
| | CHILD: | |

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Therapy session 3 - SET B: Agent + Action

| INPUT | Set B1 - Say the following set for the children | |
|--------|--|-----------------|
| 1. | baccha | faal-der |
| | <i>baby</i> | <i>jump-ing</i> |
| | (the) baby (is) jumping | |
| 2. | beti | faal-der |
| | <i>lady / woman</i> | <i>jump-ing</i> |
| | (the) woman / lady (is) jumping | |
| 3. | fuwa | faal-der |
| | <i>boy</i> | <i>jump-ing</i> |
| | (the) boy (is) jumping | |
| 4. | furi | faal-der |
| | <i>girl</i> | <i>jump-ing</i> |
| | (the) girl (is) jumping | |
| 5. | teddy | faal-der |
| | <i>teddy</i> | <i>jumping</i> |
| | (the) teddy (is) jumping | |
| 6. | beta | faal-der |
| | <i>man</i> | <i>jump-ing</i> |
| | (the) man (is) jumping | |
| RECORD | Set B2- Act out and ask the children to describe: 'What's happening?' | |
| 1. | beta | att-air |
| | <i>man</i> | <i>walk-ing</i> |
| | (the) man (is) walking | |
| | CHILD: | |
| | Translation: | |
| 2. | beti | att-air |
| | <i>lady / woman</i> | <i>walk-ing</i> |
| | (the) woman / lady (is) walking | |
| | CHILD: | |
| | Translation: | |
| 3. | fuwa | att-air |
| | <i>boy</i> | <i>walk-ing</i> |
| | (the) boy (is) walking | |
| | CHILD: | |
| | Translation: | |
| 4. | furi | att-air |
| | <i>girl</i> | <i>walk-ing</i> |
| | (the) girl (is) walking | |
| | CHILD: | |
| | Translation: | |
| 5. | teddy | att-air |
| | <i>teddy</i> | <i>walking</i> |
| | (the) teddy (is) walking | |
| | CHILD: | |
| | Translation: | |

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| | | |
|----|-------------------------|-----------------|
| 6. | baccha | att-air |
| | <i>baby</i> | <i>walk-ing</i> |
| | (the) baby (is) walking | |
| | CHILD: | |
| | Translation: | |

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Therapy session 3 - SET E: Agent + Action + Patient

| INPUT | Set E1 - Say the following set for the children | | | |
|---------------------|--|-------------------|---------------------|------------------------|
| 1. | fuwa | belie-reh | mya | dh-er |
| | <i>boy</i> | <i>cat</i> | <i>kiss</i> | <i>give-ing</i> |
| | (the) boy (is) kissing (a) cat | | | |
| 2. | fuwa | ghura-reh | mya | dh-er |
| | <i>boy</i> | <i>horse</i> | <i>kiss</i> | <i>give-ing</i> |
| | (the) boy (is) kissing (a) horse | | | |
| 3. | fuwa | teddy-reh | mya | dh-er |
| | <i>boy</i> | <i>teddy</i> | <i>kiss</i> | <i>give-ing</i> |
| | (the) boy (is) kissing (a) teddy | | | |
| 4. | fuwa | baby-reh | mya | dh-er |
| | <i>boy</i> | <i>baby</i> | <i>kiss</i> | <i>give-ing</i> |
| | (the) boy (is) kissing (a) baby | | | |
| 5. | furi | baby-reh | mya | dh-er |
| | <i>girl</i> | <i>baby</i> | <i>kiss</i> | <i>give-ing</i> |
| | (the) girl (is) kissing (a) baby | | | |
| RECORD | Set E2 - Act out and ask the children to describe: 'What's happening?' | | | |
| 1. | furi | gura-reh | anja khoriya | dho-rer |
| | <i>girl</i> | <i>horse</i> | <i>hug do-ing</i> | <i>holding+contact</i> |
| | (the) girl (is) hugging (a) horse | | | |
| | CHILD: | | | |
| Translation: | | | | |
| 2. | furi | teddy-reh | anja khoriya | dho-rer |
| | <i>girl</i> | <i>teddy</i> | <i>hug do-ing</i> | <i>holding+contact</i> |
| | (the) girl (is) hugging (a) teddy | | | |
| | CHILD: | | | |
| Translation: | | | | |
| 3. | furi | baccha-reh | anja khoriya | dho-rer |
| | <i>girl</i> | <i>baby</i> | <i>hug do-ing</i> | <i>holding+contact</i> |
| | (the) girl (is) hugging (a) baby | | | |
| | CHILD: | | | |
| Translation: | | | | |
| 4. | furi | belie-reh | anja khoriya | dho-rer |
| | <i>girl</i> | <i>cat</i> | <i>hug do-ing</i> | <i>holding+contact</i> |
| | (the) girl (is) hugging (a) cat | | | |
| | CHILD: | | | |
| Translation: | | | | |

End of therapy session 3

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Therapy session 4 - SET A: Agent + Action

| INPUT | Set A1 - Say and act out the following set for the children | |
|--------|---|------------------------------------|
| 1. | baccha <i>baby</i> | ash-air <i>laugh-ing</i> |
| | (the) baby (is) laughing | |
| 2. | beti <i>lady</i> | ash-air <i>laugh-ing</i> |
| | (the) woman / lady (is) laughing | |
| 3. | fuwa <i>boy</i> | ash-air <i>laugh-ing</i> |
| | (the) boy (is) laughing | |
| 4. | furi <i>girl</i> | ash-air <i>laughing</i> |
| | (the) girl (is) laughing | |
| 5. | teddy <i>teddy</i> | ash-air <i>laugh-ing</i> |
| | (the) teddy (is) laughing | |
| 6. | beta <i>man</i> | ash-air <i>laughing</i> |
| | (the) man (is) laughing | |
| RECORD | Set A2 - Act out and ask the children to describe: 'What's happening?' | |
| 1. | beta <i>man</i> | boy-seh <i>sit-ing</i> |
| | (the) man (is) sitting | |
| | CHILD: | |
| | Translation: | |
| 2. | beti <i>lady / woman</i> | boy-seh <i>sit-ing</i> |
| | (the) woman / lady (is) sitting | |
| | CHILD: | |
| | Translation: | |
| 3. | fuwa <i>boy</i> | boy-seh <i>sit-ing</i> |
| | (the) boy (is) sitting | |
| | CHILD: | |
| | Translation: | |
| 4. | furi <i>girl</i> | boy-seh <i>sit-ing</i> |
| | (the) girl (is) sitting | |
| | CHILD: | |
| | Translation; | |
| 5. | teddy <i>teddy</i> | boy-seh <i>sit-ing</i> |
| | (the) teddy (is) sitting | |
| | CHILD: | |
| | Translation: | |

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| | | |
|----|-------------------------|----------------|
| 6. | baccha | boy-seh |
| | <i>baby</i> | <i>sit-ing</i> |
| | (the) baby (is) sitting | |
| | CHILD: | |

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Therapy session 4 - SET B: Agent + Action

| INPUT | Set B1 - Say the following set for the children | |
|---------------------|--|-----------------|
| 1. | baccha | faal-der |
| | <i>baby</i> | <i>jump-ing</i> |
| | (the) baby (is) jumping | |
| 2. | beti | faal-der |
| | <i>lady / woman</i> | <i>jump-ing</i> |
| | (the) woman / lady (is) jumping | |
| 3. | fuwa | faal-der |
| | <i>boy</i> | <i>jump-ing</i> |
| | (the) boy (is) jumping | |
| 4. | furi | faal-der |
| | <i>girl</i> | <i>jump-ing</i> |
| | (the) girl (is) jumping | |
| 5. | teddy | faal-der |
| | <i>teddy</i> | <i>jumping</i> |
| | (the) teddy (is) jumping | |
| 6. | beta | faal-der |
| | <i>man</i> | <i>jump-in</i> |
| | (the) man (is) jumping | |
| RECORD | Set B2- Act out and ask the children to describe: 'What's happening?' | |
| 1. | beta | att-air |
| | <i>man</i> | <i>walk-ing</i> |
| | (the) man (is) walking | |
| | CHILD: | |
| Translation: | | |
| 2. | beti | att-air |
| | <i>lady</i> | <i>walk-ing</i> |
| | (the) woman / lady (is) walking | |
| | CHILD: | |
| Translation: | | |
| 3. | fuwa | att-air |
| | <i>boy</i> | <i>walk-ing</i> |
| | (the) boy (is) walking | |
| | CHILD: | |
| Translation: | | |
| 4. | furi | att-air |
| | <i>girl</i> | <i>walk-ing</i> |
| | (the) girl (is) walking | |
| | CHILD: | |
| Translation: | | |
| 5. | teddy | att-air |
| | <i>teddy</i> | <i>walking</i> |
| | (the) teddy (is) walking | |
| | CHILD: | |
| Translation: | | |

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| | | |
|----|-------------------------|-----------------|
| 6. | baccha | att-air |
| | <i>baby</i> | <i>walk-ing</i> |
| | (the) baby (is) walking | |
| | CHILD: | |
| | Translation: | |

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Therapy session 4 - SET F: Agent + Action + Patient

| INPUT | Set F1 - Say the following set for the children | | |
|---------------------|---|-------------------|---------------------------|
| 1. | furi | aifol-reh | lat ma-rer |
| | <i>girl</i> | <i>apple</i> | <i>kick doing+contact</i> |
| | (the) girl (is) kicking (an) apple | | |
| 2. | furi | komla-reh | lat ma-rer |
| | <i>girl</i> | <i>orange</i> | <i>kick doing+contact</i> |
| | (the) girl (is) kicking (an) orange | | |
| 3. | furi | ball-reh | lat ma-rer |
| | <i>girl</i> | <i>ball</i> | <i>kick doing+contact</i> |
| | (the) girl (is) kicking (a) ball | | |
| 4. | furi | khaf-reh | lat ma-rer |
| | <i>girl</i> | <i>cup</i> | <i>kick doing+contact</i> |
| | (the) girl (is) kicking (a) cup | | |
| 5. | furi | train-reh | lat ma-rer |
| | <i>girl</i> | <i>train</i> | <i>kick doing+contact</i> |
| | (the) girl (is) kicking (a) train | | |
| 6. | furi | zhoota-reh | lat ma-rer |
| | <i>girl</i> | <i>shoe</i> | <i>kick doing+contact</i> |
| | (the) girl (is) kicking (a) shoe | | |
| 7. | beti | aifol-reh | lat ma-rer |
| | <i>lady / woman</i> | <i>apple</i> | <i>kick doing+contact</i> |
| | (the) woman / lady (is) kicking (an) apple | | |
| RECORD | Set F2 - Act out and ask the children to describe: 'What's happening?' | | |
| 1. | beti | belie-reh | as-rar |
| | <i>lady / woman</i> | <i>cat</i> | <i>brush-ing</i> |
| | (the) woman / lady (is) brushing (a) cat | | |
| | CHILD: | | |
| Translation: | | | |
| 2. | beti | gura-reh | as-rar |
| | <i>lady / woman</i> | <i>horse</i> | <i>brush-ing</i> |
| | (the) woman / lady (is) brushing (a) horse | | |
| | CHILD: | | |
| Translation: | | | |
| 3. | beti | teddy-reh | as-rar |
| | <i>lady</i> | <i>teddy</i> | <i>brush-ing</i> |
| | (the) woman / lady (is) brushing (a) teddy | | |
| | CHILD: | | |
| Translation: | | | |

End of therapy session 4

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Therapy session 5 - SET A: Agent + Action

| INPUT | Set A1 - Say and act out the following set for the children | |
|--------|---|------------------------------------|
| 1. | baccha <i>baby</i> | ash-air <i>laugh-ing</i> |
| | (the) baby (is) laughing | |
| 2. | beti <i>lady / woman</i> | ash-air <i>laugh-ing</i> |
| | (the) woman / lady (is) laughing | |
| 3. | fuwa <i>boy</i> | ash-air <i>laugh-ing</i> |
| | (the) boy (is) laughing | |
| 4. | furi <i>girl</i> | ash-air <i>laughing</i> |
| | (the) girl (is) laughing | |
| 5. | teddy <i>teddy</i> | ash-air <i>laugh-ing</i> |
| | (the) teddy (is) laughing | |
| 6. | beta <i>man</i> | ash-air <i>laughing</i> |
| | (the) man (is) laughing | |
| RECORD | Set A2 - Act out and ask the children to describe: 'What's happening?' | |
| 1. | beta <i>man</i> | boy-seh <i>sit-ing</i> |
| | (the) man (is) sitting | |
| | CHILD: | |
| | Translation: | |
| 2. | beti <i>lady / woman</i> | boy-seh <i>sit-ing</i> |
| | (the) woman / lady (is) sitting | |
| | CHILD: | |
| | Translation: | |
| 3. | fuwa <i>boy</i> | boy-seh <i>sit-ing</i> |
| | (the) boy (is) sitting | |
| | CHILD: | |
| | Translation: | |
| 4. | furi <i>girl</i> | boy-seh <i>sit-ing</i> |
| | (the) girl (is) sitting | |
| | CHILD: | |
| | Translation; | |
| 5. | teddy <i>teddy</i> | boy-seh <i>sit-ing</i> |
| | (the) teddy (is) sitting | |
| | CHILD: | |
| | Translation: | |

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| | | |
|----|-------------------------|----------------|
| 6. | baccha | boy-seh |
| | <i>baby</i> | <i>sit-ing</i> |
| | (the) baby (is) sitting | |
| | CHILD: | |

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Therapy session 5 - SET C: Agent + Action + Patient

| INPUT | Set C1 - Say the following set for the children | | |
|---------------|---|------------------|-----------------|
| 1. | beta | aifol | kh-ar |
| | <i>man</i> | <i>apple</i> | <i>eat-ing</i> |
| | (the) man (is) eating (an) apple | | |
| 2. | beta | komla | kh-ar |
| | <i>man</i> | <i>orange</i> | <i>eat-ing</i> |
| | (the) man (is) eating (an) orange | | |
| 3. | beta | khola | kh-ar |
| | <i>man</i> | <i>banana</i> | <i>eat-ing</i> |
| | (the) man (is) eating (a) banana | | |
| 4. | beta | ghazoor | kh-ar |
| | <i>man</i> | <i>carrot</i> | <i>eat-ing</i> |
| | (the) man (is) eating (a) carrot | | |
| 5. | beta | lolly | kh-ar |
| | <i>man</i> | <i>lolly</i> | <i>eat-ing</i> |
| | (the) man (is) eating (a) lolly | | |
| 6. | teddy | khola | kh-ar |
| | <i>teddy</i> | <i>banana</i> | <i>eat-ing</i> |
| | (the) teddy (is) eating (a) banana | | |
| RECORD | Set C2 - Act out and ask the children to describe: 'What's happening?' | | |
| 1. | teddy | aifol | dh-or |
| | <i>teddy</i> | <i>apple</i> | <i>wash-ing</i> |
| | (the) teddy (is) washing (an) apple | | |
| | CHILD: | | |
| | Translation: | | |
| 2. | teddy | komla | dh-or |
| | <i>teddy</i> | <i>orange</i> | <i>wash-ing</i> |
| | (the) teddy (is) washing (an) orange | | |
| | CHILD: | | |
| | Translation: | | |
| 3. | teddy | khola | dh-or |
| | <i>teddy</i> | <i>banana</i> | <i>wash-ing</i> |
| | (the) teddy (is) washing (a) banana | | |
| | CHILD: | | |
| | Translation: | | |
| 4. | teddy | ghazor | dh-or |
| | <i>teddy</i> | <i>carrot</i> | <i>wash-ing</i> |
| | (the) teddy (is) washing (a) carrot | | |
| | CHILD: | | |
| | Translation: | | |
| 5. | teddy | samus-reh | dh-or |
| | <i>teddy</i> | <i>spoon</i> | <i>wash-ing</i> |
| | (the) teddy (is) washing (a) spoon | | |
| | CHILD: | | |
| | Translation: | | |

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| | | | |
|----|----------------------------------|-----------------|----------------|
| 6. | teddy | khaf-reh | dh-or |
| | <i>teddy</i> | <i>cup</i> | <i>washing</i> |
| | (the) teddy (is) washing (a) cup | | |
| | CHILD: | | |
| | Translation: | | |

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Therapy session 5 - SET D: Agent + Action + Patient

| INPUT | Set D1 - Say the following set for the children | | |
|---------------------|---|------------------|------------------|
| 1. | fuwa | beliy-reh | sor-er |
| | <i>boy</i> | <i>cat</i> | <i>ride-ing</i> |
| | (the) boy (is) riding (a) cat | | |
| 2. | fuwa | gura | sor-er |
| | <i>boy</i> | <i>horse</i> | <i>ride-ing</i> |
| | (the) boy (is) riding (a) horse | | |
| 3. | fuwa | cycle | sor-er |
| | <i>boy</i> | <i>bike</i> | <i>ride-ing</i> |
| | (the) boy (is) riding (a) bike | | |
| 4. | baccha | cycle | sor-er |
| | <i>baby</i> | <i>bike</i> | <i>ride-ing</i> |
| | (the) baby (is) riding (a) bike | | |
| RECORD | Set D2 - Act out and ask the children to describe: 'What's happening?' | | |
| 1. | baccha | aifol | hoongh-er |
| | <i>baby</i> | <i>apple</i> | <i>smell-ing</i> |
| | (the) baby (is) smelling (an) apple | | |
| | CHILD: | | |
| Translation: | | | |
| 2. | baccha | phool | hoongh-er |
| | <i>baby</i> | <i>flower</i> | <i>smell-ing</i> |
| | (the) baby (is) smelling (a) flower | | |
| | CHILD: | | |
| Translation: | | | |
| 3. | baccha | komla | hoongh-er |
| | <i>baby</i> | <i>orange</i> | <i>smell-ing</i> |
| | (the) baby (is) smelling (an) orange | | |
| | CHILD: | | |
| Translation: | | | |
| 4. | baccha | khola | hoongh-er |
| | <i>baby</i> | <i>banana</i> | <i>smell-ing</i> |
| | (the) baby (is) smelling (a) banana | | |
| | CHILD: | | |
| Translation: | | | |
| 5. | baccha | muza | hoongh-er |
| | <i>baby</i> | <i>sock</i> | <i>smell-ing</i> |
| | (the) baby (is) smelling (a) sock | | |
| | CHILD: | | |
| Translation: | | | |
| 6. | baccha | ghazor | hoongh-er |
| | <i>baby</i> | <i>carrot</i> | <i>smell-ing</i> |
| | (the) baby (is) smelling (a) carrot | | |
| | CHILD: | | |
| Translation: | | | |

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End of therapy session 5

Therapy session 6 - SET B: Agent + Action

| INPUT | Set B1 - Say the following set for the children | |
|---------------------|--|-----------------|
| 1. | baccha | faal-der |
| | <i>baby</i> | <i>jump-ing</i> |
| | (the) baby (is) jumping | |
| 2. | beti | faal-der |
| | <i>lady / woman</i> | <i>jump-ing</i> |
| | (the) woman / lady (is) jumping | |
| 3. | fuwa | faal-der |
| | <i>boy</i> | <i>jump-ing</i> |
| | (the) boy (is) jumping | |
| 4. | furi | faal-der |
| | <i>girl</i> | <i>jump-ing</i> |
| | (the) girl (is) jumping | |
| 5. | teddy | faal-der |
| | <i>teddy</i> | <i>jumping</i> |
| | (the) teddy (is) jumping | |
| 6. | beta | faal-der |
| | <i>man</i> | <i>jump-ing</i> |
| | (the) man (is) jumping | |
| RECORD | Set B2- Act out and ask the children to describe: 'What's happening?' | |
| 1. | beta | att-air |
| | <i>man</i> | <i>walk-ing</i> |
| | (the) man (is) walking | |
| | CHILD: | |
| Translation: | | |
| 2. | beti | att-air |
| | <i>lady / woman</i> | <i>walk-ing</i> |
| | (the) woman / lady (is) walking | |
| | CHILD: | |
| Translation: | | |
| 3. | fuwa | att-air |
| | <i>boy</i> | <i>walk-ing</i> |
| | (the) boy (is) walking | |
| | CHILD: | |
| Translation: | | |
| 4. | furi | att-air |
| | <i>girl</i> | <i>walk-ing</i> |
| | (the) girl (is) walking | |
| | CHILD: | |
| Translation: | | |
| 5. | teddy | att-air |

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| | | |
|----|--------------------------|-----------------|
| | <i>teddy</i> | <i>walking</i> |
| | (the) teddy (is) walking | |
| | CHILD: | |
| | Translation: | |
| 6. | baccha | att-air |
| | <i>baby</i> | <i>walk-ing</i> |
| | (the) baby (is) walking | |
| | CHILD: | |
| | Translation: | |

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Therapy session 6 - SET E: Agent + Action + Patient

| INPUT | Set E1 - Say the following set for the children | | | |
|---------------------|--|-------------------|---------------------|------------------------|
| 1. | fuwa | belie-reh | mya | dh-er |
| | <i>boy</i> | <i>cat</i> | <i>kiss</i> | <i>give-ing</i> |
| | (the) boy (is) kissing (a) cat | | | |
| 2. | fuwa | ghura-reh | mya | dh-er |
| | <i>boy</i> | <i>horse</i> | <i>kiss</i> | <i>give-ing</i> |
| | (the) boy (is) kissing (a) horse | | | |
| 3. | fuwa | teddy-reh | mya | dh-er |
| | <i>boy</i> | <i>teddy</i> | <i>kiss</i> | <i>give-ing</i> |
| | (the) boy (is) kissing (a) teddy | | | |
| 4. | fuwa | baby-reh | mya | dh-er |
| | <i>boy</i> | <i>baby</i> | <i>kiss</i> | <i>give-ing</i> |
| | (the) boy (is) kissing (a) baby | | | |
| 5. | furi | baby-reh | mya | dh-er |
| | <i>girl</i> | <i>baby</i> | <i>kiss</i> | <i>give-ing</i> |
| | (the) girl (is) kissing (a) baby | | | |
| RECORD | Set E2 - Act out and ask the children to describe: 'What's happening?' | | | |
| 1. | furi | gura-reh | anja khoriya | dho-rer |
| | <i>girl</i> | <i>horse</i> | <i>hug do-ing</i> | <i>holding+contact</i> |
| | (the) girl (is) hugging (a) horse | | | |
| | CHILD: | | | |
| Translation: | | | | |
| 2. | furi | teddy-reh | anja khoriya | dho-rer |
| | <i>girl</i> | <i>teddy</i> | <i>hug do-ing</i> | <i>holding+contact</i> |
| | (the) girl (is) hugging (a) teddy | | | |
| | CHILD: | | | |
| Translation: | | | | |
| 3. | furi | baccha-reh | anja khoriya | dho-rer |
| | <i>girl</i> | <i>baby</i> | <i>hug do-ing</i> | <i>holding+contact</i> |
| | (the) girl (is) hugging (a) baby | | | |
| | CHILD: | | | |
| Translation: | | | | |
| 4. | furi | belie-reh | anja khoriya | dho-rer |
| | <i>girl</i> | <i>cat</i> | <i>hug do-ing</i> | <i>holding+contact</i> |
| | (the) girl (is) hugging (a) cat | | | |
| | CHILD: | | | |
| Translation: | | | | |

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Therapy session 6 - SET F: Agent + Action + Patient

| INPUT | Set F1 - Say the following set for the children | | |
|---------------------|---|-------------------|---------------------------|
| 1. | furi | aifol-reh | lat ma-rer |
| | <i>girl</i> | <i>apple</i> | <i>kick doing+contact</i> |
| | (the) girl (is) kicking (an) apple | | |
| 2. | furi | komla-reh | lat ma-rer |
| | <i>girl</i> | <i>orange</i> | <i>kick doing+contact</i> |
| | (the) girl (is) kicking (an) orange | | |
| 3. | furi | ball-reh | lat ma-rer |
| | <i>girl</i> | <i>ball</i> | <i>kick doing+contact</i> |
| | (the) girl (is) kicking (a) ball | | |
| 4. | furi | khaf-reh | lat ma-rer |
| | <i>girl</i> | <i>cup</i> | <i>kick doing+contact</i> |
| | (the) girl (is) kicking (a) cup | | |
| 5. | furi | train-reh | lat ma-rer |
| | <i>girl</i> | <i>train</i> | <i>kick doing+contact</i> |
| | (the) girl (is) kicking (a) train | | |
| 6. | furi | zhoota-reh | lat ma-rer |
| | <i>girl</i> | <i>shoe</i> | <i>kick doing+contact</i> |
| | (the) girl (is) kicking (a) shoe | | |
| 7. | beti | aifol-reh | lat ma-rer |
| | <i>lady / woman</i> | <i>apple</i> | <i>kick doing+contact</i> |
| | (the) woman / lady (is) kicking (an) apple | | |
| RECORD | Set F2 - Act out and ask the children to describe: 'What's happening?' | | |
| 1. | beti | belie-reh | as-rar |
| | <i>lady / woman</i> | <i>cat</i> | <i>brush-ing</i> |
| | (the) woman / lady (is) brushing (a) cat | | |
| | CHILD: | | |
| Translation: | | | |
| 2. | beti | gura-reh | as-rar |
| | <i>lady / woman</i> | <i>horse</i> | <i>brush-ing</i> |
| | (the) woman / lady (is) brushing (a) horse | | |
| | CHILD: | | |
| Translation: | | | |
| 3. | beti | teddy-reh | as-rar |
| | <i>lady / woman</i> | <i>teddy</i> | <i>brush-ing</i> |
| | (the) woman / lady (is) brushing (a) teddy | | |
| | CHILD: | | |
| Translation: | | | |

End of therapy session 6

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Therapy session 7 - SET A: Agent + Action

| INPUT | Set A1 - Say and act out the following set for the children | |
|--------|---|------------------------------------|
| 1. | baccha <i>baby</i> | ash-air <i>laugh-ing</i> |
| | (the) baby (is) laughing | |
| 2. | beti <i>lady / woman</i> | ash-air <i>laugh-ing</i> |
| | (the) woman / lady (is) laughing | |
| 3. | fuwa <i>boy</i> | ash-air <i>laugh-ing</i> |
| | (the) boy (is) laughing | |
| 4. | furi <i>girl</i> | ash-air <i>laughing</i> |
| | (the) girl (is) laughing | |
| 5. | teddy <i>teddy</i> | ash-air <i>laugh-ing</i> |
| | (the) teddy (is) laughing | |
| 6. | beta <i>man</i> | ash-air <i>laugh-ing</i> |
| | (the) man (is) laughing | |
| RECORD | Set A2 - Act out and ask the children to describe: 'What's happening?' | |
| 1. | beta <i>man</i> | boy-seh <i>sit-ing</i> |
| | (the) man (is) sitting | |
| | CHILD: | |
| | Translation: | |
| 2. | beti <i>lady</i> | boy-seh <i>sit-ing</i> |
| | (the) woman / lady (is) sitting | |
| | CHILD: | |
| | Translation: | |
| 3. | fuwa <i>boy</i> | boy-seh <i>sit-ing</i> |
| | (the) boy (is) sitting | |
| | CHILD: | |
| | Translation: | |
| 4. | furi <i>girl</i> | boy-seh <i>sit-ing</i> |
| | (the) girl (is) sitting | |
| | CHILD: | |
| | Translation; | |
| 5. | teddy <i>teddy</i> | boy-seh <i>sit-ing</i> |
| | (the) teddy (is) sitting | |
| | CHILD: | |
| | Translation: | |

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| | | |
|----|-------------------------|----------------|
| 6. | baccha | boy-seh |
| | <i>baby</i> | <i>sit-ing</i> |
| | (the) baby (is) sitting | |
| | CHILD: | |

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Therapy session 7 - SET C: Agent + Action + Patient

| INPUT | Set C1 - Say the following set for the children | | |
|---------------|---|------------------|-----------------|
| 1. | beta | aifol | kh-ar |
| | <i>man</i> | <i>apple</i> | <i>eat-ing</i> |
| | (the) man (is) eating (an) apple | | |
| 2. | beta | komla | kh-ar |
| | <i>man</i> | <i>orange</i> | <i>eat-ing</i> |
| | (the) man (is) eating (an) orange | | |
| 3. | beta | khola | kh-ar |
| | <i>man</i> | <i>banana</i> | <i>eat-ing</i> |
| | (the) man (is) eating (a) banana | | |
| 4. | beta | ghazoor | kh-ar |
| | <i>man</i> | <i>carrot</i> | <i>eat-ing</i> |
| | (the) man (is) eating (a) carrot | | |
| 5. | beta | lolly | kh-ar |
| | <i>man</i> | <i>lolly</i> | <i>eat-ing</i> |
| | (the) man (is) eating (a) lolly | | |
| 6. | teddy | khola | kh-ar |
| | <i>teddy</i> | <i>banana</i> | <i>eat-ing</i> |
| | (the) teddy (is) eating (a) banana | | |
| RECORD | Set C2 - Act out and ask the children to describe: 'What's happening?' | | |
| 1. | teddy | aifol | dh-or |
| | <i>teddy</i> | <i>apple</i> | <i>wash-ing</i> |
| | (the) teddy (is) washing (an) apple | | |
| | CHILD: | | |
| | Translation: | | |
| 2. | teddy | komla | dh-or |
| | <i>teddy</i> | <i>orange</i> | <i>wash-ing</i> |
| | (the) teddy (is) washing (an) orange | | |
| | CHILD: | | |
| | Translation: | | |
| 3. | teddy | khola | dh-or |
| | <i>teddy</i> | <i>banana</i> | <i>wash-ing</i> |
| | (the) teddy (is) washing (a) banana | | |
| | CHILD: | | |
| | Translation: | | |
| 4. | teddy | ghazor | dh-or |
| | <i>teddy</i> | <i>carrot</i> | <i>wash-ing</i> |
| | (the) teddy (is) washing (a) carrot | | |
| | CHILD: | | |
| | Translation: | | |
| 5. | teddy | samus-reh | dh-or |
| | <i>teddy</i> | <i>spoon</i> | <i>wash-ing</i> |
| | (the) teddy (is) washing (a) spoon | | |
| | CHILD: | | |
| | Translation: | | |

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| | | | |
|----|----------------------------------|-----------------|----------------|
| 6. | teddy | khaf-reh | dh-or |
| | <i>teddy</i> | <i>cup</i> | <i>washing</i> |
| | (the) teddy (is) washing (a) cup | | |
| | CHILD: | | |
| | Translation: | | |

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Therapy session 7 - SET D: Agent + Action + Patient

| INPUT | Set D1 - Say the following set for the children | | |
|---------------------|---|------------------|------------------|
| 1. | fuwa | beliy-reh | sor-er |
| | <i>boy</i> | <i>cat</i> | <i>ride-ing</i> |
| | (the) boy (is) riding (a) cat | | |
| 2. | fuwa | gura | sor-er |
| | <i>boy</i> | <i>horse</i> | <i>ride-ing</i> |
| | (the) boy (is) riding (a) horse | | |
| 3. | fuwa | cycle | sor-er |
| | <i>boy</i> | <i>bike</i> | <i>ride-ing</i> |
| | (the) boy (is) riding (a) bike | | |
| 4. | baccha | cycle | sor-er |
| | <i>baby</i> | <i>bike</i> | <i>ride-ing</i> |
| | (the) baby (is) riding (a) bike | | |
| RECORD | Set D2 - Act out and ask the children to describe: 'What's happening?' | | |
| 1. | baccha | aifol | hoongh-er |
| | <i>baby</i> | <i>apple</i> | <i>smell-ing</i> |
| | (the) baby (is) smelling (an) apple | | |
| | CHILD: | | |
| Translation: | | | |
| 2. | baccha | phool | hoongh-er |
| | <i>baby</i> | <i>flower</i> | <i>smell-ing</i> |
| | (the) baby (is) smelling (a) flower | | |
| | CHILD: | | |
| Translation: | | | |
| 3. | baccha | komla | hoongh-er |
| | <i>baby</i> | <i>orange</i> | <i>smell-ing</i> |
| | (the) baby (is) smelling (an) orange | | |
| | CHILD: | | |
| Translation: | | | |
| 4. | baccha | khola | hoongh-er |
| | <i>baby</i> | <i>banana</i> | <i>smell-ing</i> |
| | (the) baby (is) smelling (a) banana | | |
| | CHILD: | | |
| Translation: | | | |
| 5. | baccha | muza | hoongh-er |
| | <i>baby</i> | <i>sock</i> | <i>smell-ing</i> |
| | (the) baby (is) smelling (a) sock | | |
| | CHILD: | | |
| Translation: | | | |
| 6. | baccha | ghazor | hoongh-er |
| | <i>baby</i> | <i>carrot</i> | <i>smell-ing</i> |
| | (the) baby (is) smelling (a) carrot | | |
| | CHILD: | | |
| Translation: | | | |

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End of therapy session 7

Therapy session 8 - SET B: Agent + Action

| INPUT | Set B1 - Say the following set for the children | |
|---------------------|--|-----------------|
| 1. | baccha | faal-der |
| | <i>baby</i> | <i>jump-ing</i> |
| | (the) baby (is) jumping | |
| 2. | beti | faal-der |
| | <i>lady / woman</i> | <i>jump-ing</i> |
| | (the) woman / lady (is) jumping | |
| 3. | fuwa | faal-der |
| | <i>boy</i> | <i>jump-ing</i> |
| | (the) boy (is) jumping | |
| 4. | furi | faal-der |
| | <i>girl</i> | <i>jump-ing</i> |
| | (the) girl (is) jumping | |
| 5. | teddy | faal-der |
| | <i>teddy</i> | <i>jumping</i> |
| | (the) teddy (is) jumping | |
| 6. | beta | faal-der |
| | <i>man</i> | <i>jump-ing</i> |
| | (the) man (is) jumping | |
| RECORD | Set B2- Act out and ask the children to describe: 'What's happening?' | |
| 1. | beta | att-air |
| | <i>man</i> | <i>walk-ing</i> |
| | (the) man (is) walking | |
| | CHILD: | |
| Translation: | | |
| 2. | beti | att-air |
| | <i>lady / woman</i> | <i>walk-ing</i> |
| | (the) woman / lady (is) walking | |
| | CHILD: | |
| Translation: | | |
| 3. | fuwa | att-air |
| | <i>boy</i> | <i>walk-ing</i> |
| | (the) boy (is) walking | |
| | CHILD: | |
| Translation: | | |
| 4. | furi | att-air |
| | <i>girl</i> | <i>walk-ing</i> |
| | (the) girl (is) walking | |
| | CHILD: | |
| Translation: | | |
| 5. | teddy | att-air |

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| | | |
|----|--------------------------|-----------------|
| | <i>teddy</i> | <i>walking</i> |
| | (the) teddy (is) walking | |
| | CHILD: | |
| | Translation: | |
| 6. | baccha | att-air |
| | <i>baby</i> | <i>walk-ing</i> |
| | (the) baby (is) walking | |
| | CHILD: | |
| | Translation: | |

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Therapy session 8 - SET E: Agent + Action + Patient

| INPUT | Set E1 - Say the following set for the children | | | |
|---------------------|--|-------------------|---------------------|------------------------|
| 1. | fuwa | belie-reh | mya | dh-er |
| | <i>boy</i> | <i>cat</i> | <i>kiss</i> | <i>give-ing</i> |
| | (the) boy (is) kissing (a) cat | | | |
| 2. | fuwa | ghura-reh | mya | dh-er |
| | <i>boy</i> | <i>horse</i> | <i>kiss</i> | <i>give-ing</i> |
| | (the) boy (is) kissing (a) horse | | | |
| 3. | fuwa | teddy-reh | mya | dh-er |
| | <i>boy</i> | <i>teddy</i> | <i>kiss</i> | <i>give-ing</i> |
| | (the) boy (is) kissing (a) teddy | | | |
| 4. | fuwa | baby-reh | mya | dh-er |
| | <i>boy</i> | <i>baby</i> | <i>kiss</i> | <i>give-ing</i> |
| | (the) boy (is) kissing (a) baby | | | |
| 5. | furi | baby-reh | mya | dh-er |
| | <i>girl</i> | <i>baby</i> | <i>kiss</i> | <i>give-ing</i> |
| | (the) girl (is) kissing (a) baby | | | |
| RECORD | Set E2 - Act out and ask the children to describe: 'What's happening?' | | | |
| 1. | furi | gura-reh | anja khoriya | dho-rer |
| | <i>girl</i> | <i>horse</i> | <i>hug do-ing</i> | <i>holding+contact</i> |
| | (the) girl (is) hugging (a) horse | | | |
| | CHILD: | | | |
| Translation: | | | | |
| 2. | furi | teddy-reh | anja khoriya | dho-rer |
| | <i>girl</i> | <i>teddy</i> | <i>hug do-ing</i> | <i>holding+contact</i> |
| | (the) girl (is) hugging (a) teddy | | | |
| | CHILD: | | | |
| Translation: | | | | |
| 3. | furi | baccha-reh | anja khoriya | dho-rer |
| | <i>girl</i> | <i>baby</i> | <i>hug do-ing</i> | <i>holding+contact</i> |
| | (the) girl (is) hugging (a) baby | | | |
| | CHILD: | | | |
| Translation: | | | | |
| 4. | furi | belie-reh | anja khoriya | dho-rer |
| | <i>girl</i> | <i>cat</i> | <i>hug do-ing</i> | <i>holding+contact</i> |
| | (the) girl (is) hugging (a) cat | | | |
| | CHILD: | | | |
| Translation: | | | | |

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Therapy session 8 - SET F: Agent + Action + Patient

| INPUT | Set F1 - Say the following set for the children | | |
|--------------|--|-------------------|---------------------------|
| 1. | furi | aifol-reh | lat ma-rer |
| | <i>girl</i> | <i>apple</i> | <i>kick doing+contact</i> |
| | (the) girl (is) kicking (an) apple | | |
| 2. | furi | komla-reh | lat ma-rer |
| | <i>girl</i> | <i>orange</i> | <i>kick doing+contact</i> |
| | (the) girl (is) kicking (an) orange | | |
| 3. | furi | ball-reh | lat ma-rer |
| | <i>girl</i> | <i>ball</i> | <i>kick doing+contact</i> |
| | (the) girl (is) kicking (a) ball | | |
| 4. | furi | khaf-reh | lat ma-rer |
| | <i>girl</i> | <i>cup</i> | <i>kick doing+contact</i> |
| | (the) girl (is) kicking (a) cup | | |
| 5. | furi | train-reh | lat ma-rer |
| | <i>girl</i> | <i>train</i> | <i>kick doing+contact</i> |
| | (the) girl (is) kicking (a) train | | |
| 6. | furi | zhoota-reh | lat ma-rer |
| | <i>girl</i> | <i>shoe</i> | <i>kick doing+contact</i> |
| | (the) girl (is) kicking (a) shoe | | |
| 7. | beti | aifol-reh | lat ma-rer |
| | <i>lady / woman</i> | <i>apple</i> | <i>kick doing+contact</i> |
| | (the) woman / lady (is) kicking (an) apple | | |
| RECORD | Set F2 - Act out and ask the children to describe: 'What's happening?' | | |
| 1. | beti | belie-reh | as-rar |
| | <i>lady / woman</i> | <i>cat</i> | <i>brush-ing</i> |
| | (the) woman / lady (is) brushing (a) cat | | |
| | CHILD: | | |
| Translation: | | | |
| 2. | beti | gura-reh | as-rar |
| | <i>lady / woman</i> | <i>horse</i> | <i>brush-ing</i> |
| | (the) woman / lady (is) brushing (a) horse | | |
| | CHILD: | | |
| Translation: | | | |
| 3. | beti | teddy-reh | as-rar |
| | <i>lady / woman</i> | <i>teddy</i> | <i>brush-ing</i> |
| | (the) woman / lady (is) brushing (a) teddy | | |
| | CHILD: | | |
| Translation: | | | |

End of therapy session 8

**NOW PLEASE COMPLETE DECISION POINT 1:
BEST ASSESSMENT 1 BEFORE MOVING ON TO
THERAPY SESSION 9**

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Show the child one picture at (a) time from the **BEST Assessment Picture Booklet: BEST Assessment 1** and ask the child “Tell me what’s happening here?” Record the child’s first response only. Do not try and elicit (a) full response.

| No. | Verb | Target | Child’s response | Scoring Content (PAS) | <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> | Scoring morphology | <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> | | | |
|-----|-------|--|------------------|-----------------------|---|--------------------------|---|--------------------------|------------------|--------------------------|
| 1 | laugh | fuwa | ash-air | | Agent (X) | <input type="checkbox"/> | Det (the) | <input type="checkbox"/> | | |
| | | <i>boy</i> | <i>laughing</i> | | Verb (laugh) | | Aux(is) | | | |
| | | (the) <i>boy</i> (is) laughing | | | | | Inflection(ing) | | | |
| 2 | walk | beta | att-air | | Agent (X) | <input type="checkbox"/> | Det (the) | <input type="checkbox"/> | | |
| | | <i>man</i> | <i>walking</i> | | Verb (walk) | | Aux(is) | | | |
| | | (the) man (is) walking | | | | | Inflection(ing) | | | |
| 3 | eat | beta | lolly | kha-ar | | <input type="checkbox"/> | Det 1(the X) | <input type="checkbox"/> | | |
| | | <i>man</i> | <i>lolly</i> | <i>eat-ing</i> | | | Verb (eat) | | Aux (is) | |
| | | (the) man (is) eating (a) <i>lolly</i> | | | | | Patient (Y) | | Inflection (ing) | Det 2 (the/a Y) |
| 4 | smell | baby | phool | hoong-er | | <input type="checkbox"/> | Det 1(the X) | <input type="checkbox"/> | | |
| | | <i>baby</i> | <i>flower</i> | <i>smell-ing</i> | | | Verb (smell) | | Aux (is) | |
| | | (the) <i>baby</i> (is) smelling (a) <i>flower</i> | | | | | Patient (Y) | | Inflection (ing) | Det 2 (the/a Y) |
| 5 | kiss | fuwa | baby-reh | mya-dher | | <input type="checkbox"/> | Det 1(the X) | <input type="checkbox"/> | | |
| | | <i>boy</i> | <i>baby</i> | <i>kiss doing</i> | | | Verb (kiss) | | Aux (is) | |
| | | (the) <i>boy</i> (is) kissing (the) <i>baby</i> | | | | | Patient (Y) | | Inflection (ing) | Det 2 (the/a Y) |
| 6 | brush | beti | ghoora | asr-er | | <input type="checkbox"/> | Det 1(the X) | <input type="checkbox"/> | | |
| | | <i>lady / woman</i> | <i>horse</i> | <i>brush-ing</i> | | | Verb (brush) | | Aux (is) | |
| | | (the) <i>woman / lady</i> (is) brushing (the) <i>horse</i> | | | | | Patient (Y) | | Inflection (ing) | Det 2 (the/a Y) |
| 7 | put | baby | falongor | ufreh | phool tor | | Agent (X) | <input type="checkbox"/> | Det 1 (the X) | <input type="checkbox"/> |

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| No. | Verb | Target | Child's response | Scoring Content (PAS) | <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> | Scoring morphology | <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> | | | | | | | | |
|-------------|-----------------|--|---|--|---|--|---|-------------|--------------|-----------------|--|-----------|--|---------------|--|
| | | <table border="1"> <tr> <td><i>baby</i></td> <td><i>bed</i></td> <td><i>on top</i></td> <td><i>flower</i></td> </tr> </table> (the) <i>baby</i> (is) putting (a) <i>flower</i> on (the) <i>bed</i> | <i>baby</i> | <i>bed</i> | <i>on top</i> | <i>flower</i> | | Verb (put) | | Aux (is) | | | | | |
| <i>baby</i> | <i>bed</i> | <i>on top</i> | <i>flower</i> | | | | | | | | | | | | |
| | | | | Patient (Y) | | Inflection (ing) | | | | | | | | | |
| | | | | Locative (Z) | | Det 2 (the/a Y) | | | | | | | | | |
| | | | | | | Prep (on) | | | | | | | | | |
| | | | | | | Det 3 (the Z) | | | | | | | | | |
| 8 | give | <table border="1"> <tr> <td>fuwa</td> <td>baby-reh</td> <td>aifol</td> <td>dh-er</td> </tr> </table> <table border="1"> <tr> <td><i>boy</i></td> <td><i>baby</i></td> <td><i>apple</i></td> <td><i>give-ing</i></td> </tr> </table> (the) <i>boy</i> (is) giving the/ (an) <i>apple</i> to (the) <i>baby</i> | fuwa | baby-reh | aifol | dh-er | <i>boy</i> | <i>baby</i> | <i>apple</i> | <i>give-ing</i> | | Agent (X) | | Det 1 (the X) | |
| fuwa | baby-reh | aifol | dh-er | | | | | | | | | | | | |
| <i>boy</i> | <i>baby</i> | <i>apple</i> | <i>give-ing</i> | | | | | | | | | | | | |
| | | | | Verb (give) | | Aux (is) | | | | | | | | | |
| | | | | Patient (Y) | | Inflection (ing) | | | | | | | | | |
| | | | | Benefactive (Z) | | Det 2 (the/a) | | | | | | | | | |
| | | | | | | Prep (to) | | | | | | | | | |
| | | | | | | Det 3 (the Z) | | | | | | | | | |
| | | | Please transfer these percentage scores to the table on page 3, and plot them onto the Progress Tracker Chart on page 4. | TOTAL CONTENT | /24 | TOTAL MORPHOLOGY | /34 | | | | | | | | |
| | | | | PERCENTAGE (Raw score/total score) x 100 | | PERCENTAGE (Raw score/total score) x 100 | | | | | | | | | |

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Therapy session 9 - SET C: Agent + Action + Patient

| INPUT | Set C1 - Say the following set for the children | | |
|---------------|---|------------------|-----------------|
| 1. | beta | aifol | kh-ar |
| | <i>man</i> | <i>apple</i> | <i>eat-ing</i> |
| | (the) man (is) eating (an) apple | | |
| 2. | beta | komla | kh-ar |
| | <i>man</i> | <i>orange</i> | <i>eat-ing</i> |
| | (the) man (is) eating (an) orange | | |
| 3. | beta | khola | kh-ar |
| | <i>man</i> | <i>banana</i> | <i>eat-ing</i> |
| | (the) man (is) eating (a) banana | | |
| 4. | beta | ghazoor | kh-ar |
| | <i>man</i> | <i>carrot</i> | <i>eat-ing</i> |
| | (the) man (is) eating (a) carrot | | |
| 5. | beta | lolly | kh-ar |
| | <i>man</i> | <i>lolly</i> | <i>eat-ing</i> |
| | (the) man (is) eating (a) lolly | | |
| 6. | teddy | khola | kh-ar |
| | <i>teddy</i> | <i>banana</i> | <i>eat-ing</i> |
| | (the) teddy (is) eating (a) banana | | |
| RECORD | Set C2 - Act out and ask the children to describe: 'What's happening?' | | |
| 1. | teddy | aifol | dh-or |
| | <i>teddy</i> | <i>apple</i> | <i>wash-ing</i> |
| | (the) teddy (is) washing (an) apple | | |
| | CHILD: | | |
| | Translation: | | |
| 2. | teddy | komla | dh-or |
| | <i>teddy</i> | <i>orange</i> | <i>wash-ing</i> |
| | (the) teddy (is) washing (an) orange | | |
| | CHILD: | | |
| | Translation: | | |
| 3. | teddy | khola | dh-or |
| | <i>teddy</i> | <i>banana</i> | <i>wash-ing</i> |
| | (the) teddy (is) washing (a) banana | | |
| | CHILD: | | |
| | Translation: | | |
| 4. | teddy | ghazor | dh-or |
| | <i>teddy</i> | <i>carrot</i> | <i>wash-ing</i> |
| | (the) teddy (is) washing (a) carrot | | |
| | CHILD: | | |
| | Translation: | | |
| 5. | teddy | samus-reh | dh-or |
| | <i>teddy</i> | <i>spoon</i> | <i>wash-ing</i> |
| | (the) teddy (is) washing (a) spoon | | |
| | CHILD: | | |
| | Translation: | | |

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| | | | |
|----|----------------------------------|-----------------|----------------|
| 6. | teddy | khaf-reh | dh-or |
| | <i>teddy</i> | <i>cup</i> | <i>washing</i> |
| | (the) teddy (is) washing (a) cup | | |
| | CHILD: | | |
| | Translation: | | |

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Therapy session 9 - SET D: Agent + Action + Patient

| INPUT | Set D1 - Say the following set for the children | | |
|---------------------|---|------------------|------------------|
| 1. | fuwa | beliy-reh | sor-er |
| | <i>boy</i> | <i>cat</i> | <i>ride-ing</i> |
| | (the) boy (is) riding (a) cat | | |
| 2. | fuwa | gura | sor-er |
| | <i>boy</i> | <i>horse</i> | <i>ride-ing</i> |
| | (the) boy (is) riding (a) horse | | |
| 3. | fuwa | cycle | sor-er |
| | <i>boy</i> | <i>bike</i> | <i>ride-ing</i> |
| | (the) boy (is) riding (a) bike | | |
| 4. | baccha | cycle | sor-er |
| | <i>baby</i> | <i>bike</i> | <i>ride-ing</i> |
| | (the) baby (is) riding (a) bike | | |
| RECORD | Set D2 - Act out and ask the children to describe: 'What's happening?' | | |
| 1. | baccha | aifol | hoongh-er |
| | <i>baby</i> | <i>apple</i> | <i>smell-ing</i> |
| | (the) baby (is) smelling (an) apple | | |
| | CHILD: | | |
| Translation: | | | |
| 2. | baccha | phool | hoongh-er |
| | <i>baby</i> | <i>flower</i> | <i>smell-ing</i> |
| | (the) baby (is) smelling (a) flower | | |
| | CHILD: | | |
| Translation: | | | |
| 3. | baccha | komla | hoongh-er |
| | <i>baby</i> | <i>orange</i> | <i>smell-ing</i> |
| | (the) baby (is) smelling (an) orange | | |
| | CHILD: | | |
| Translation: | | | |
| 4. | baccha | khola | hoongh-er |
| | <i>baby</i> | <i>banana</i> | <i>smell-ing</i> |
| | (the) baby (is) smelling (a) banana | | |
| | CHILD: | | |
| Translation: | | | |
| 5. | baccha | muza | hoongh-er |
| | <i>baby</i> | <i>sock</i> | <i>smell-ing</i> |
| | (the) baby (is) smelling (a) sock | | |
| | CHILD: | | |
| Translation: | | | |
| 6. | baccha | ghazor | hoongh-er |
| | <i>baby</i> | <i>carrot</i> | <i>smell-ing</i> |
| | (the) baby (is) smelling (a) carrot | | |
| | CHILD: | | |
| Translation: | | | |

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Therapy session 9 - SET G: Agent + Action + Patient + Locative

| INPUT | Set G1 - Say the following set for the children | | | |
|--------|--|---------------|------------------|-------------------|
| 1. | baccha | samus | tebul-or | uffray tor |
| | <i>baby</i> | <i>spoon</i> | <i>table top</i> | <i>on+putting</i> |
| | (the) baby (is) putting (a) spoon on (the) table | | | |
| 2. | baccha | caf | tebul-or | uffray tor |
| | <i>baby</i> | <i>cup</i> | <i>table top</i> | <i>on+putting</i> |
| | (the) baby (is) putting (a) cup on (the) table | | | |
| 3. | baccha | fhoor | tabel-or | uffray tor |
| | <i>baby</i> | <i>flower</i> | <i>table top</i> | <i>on+putting</i> |
| | (the) baby (is) putting (a) flower on the table | | | |
| 4. | baccha | sabi | tabel-or | uffray tor |
| | <i>baby</i> | <i>key</i> | <i>table top</i> | <i>on+putting</i> |
| | (the) baby (is) putting (a) key on the table | | | |
| 5. | beta | phone | tabel-or | uffray tor |
| | <i>man</i> | <i>phone</i> | <i>table top</i> | <i>on+putting</i> |
| | (the) man (is) putting (a) phone on (the) table | | | |
| RECORD | Set G2 - Act out and ask the children to describe: 'What's happening?' | | | |
| 1. | beta | samos | falongor | uffray tor |
| | <i>man</i> | <i>spoon</i> | <i>bed-top</i> | <i>on+putting</i> |
| | (the) man (is) putting (a) spoon on (the) bed | | | |
| | CHILD: Translation: | | | |
| 2. | beta | kahf | falongor | uffray tor |
| | <i>man</i> | <i>cup</i> | <i>bed-top</i> | <i>on+putting</i> |
| | (the) man (is) putting (a) cup on (the) bed | | | |
| | CHILD: Translation: | | | |
| 3. | beta | phoor | falongor | uffray tor |
| | <i>man</i> | <i>flower</i> | <i>bed-top</i> | <i>on+putting</i> |
| | (the) man (is) putting (a) flower on (the) bed | | | |
| | CHILD: Translation: | | | |
| 4. | beta | sabi | falongor | uffray tor |
| | <i>man</i> | <i>key</i> | <i>bed-top</i> | <i>on+putting</i> |
| | (the) man (is) putting (a) key on (the) bed | | | |
| | CHILD: Translation: | | | |
| 5. | beta | phone | falongor | uffray tor |
| | <i>man</i> | <i>phone</i> | <i>bed-top</i> | <i>on+putting</i> |
| | (the) man (is) putting (a) phone on (the) bed | | | |
| | CHILD: Translation: | | | |

End of therapy session 9

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Therapy session 10 - SET D: Agent + Action + Patient

| INPUT | Set D1 - Say the following set for the children | | |
|---------------------|---|------------------|------------------|
| 1. | fuwa | beliy-reh | sor-er |
| | <i>boy</i> | <i>cat</i> | <i>ride-ing</i> |
| | (the) boy (is) riding (a) cat | | |
| 2. | fuwa | gura | sor-er |
| | <i>boy</i> | <i>horse</i> | <i>ride-ing</i> |
| | (the) boy (is) riding (a) horse | | |
| 3. | fuwa | cycle | sor-er |
| | <i>boy</i> | <i>bike</i> | <i>ride-ing</i> |
| | (the) boy (is) riding (a) bike | | |
| 4. | baccha | cycle | sor-er |
| | <i>baby</i> | <i>bike</i> | <i>ride-ing</i> |
| | (the) baby (is) riding (a) bike | | |
| RECORD | Set D2 - Act out and ask the children to describe: 'What's happening?' | | |
| 1. | baccha | aifol | hoongh-er |
| | <i>baby</i> | <i>apple</i> | <i>smell-ing</i> |
| | (the) baby (is) smelling (an) apple | | |
| | CHILD: | | |
| Translation: | | | |
| 2. | baccha | phool | hoongh-er |
| | <i>baby</i> | <i>flower</i> | <i>smell-ing</i> |
| | (the) baby (is) smelling (a) flower | | |
| | CHILD: | | |
| Translation: | | | |
| 3. | baccha | komla | hoongh-er |
| | <i>baby</i> | <i>orange</i> | <i>smell-ing</i> |
| | (the) baby (is) smelling (an) orange | | |
| | CHILD: | | |
| Translation: | | | |
| 4. | baccha | khola | hoongh-er |
| | <i>baby</i> | <i>banana</i> | <i>smell-ing</i> |
| | (the) baby (is) smelling (a) banana | | |
| | CHILD: | | |
| Translation: | | | |
| 5. | baccha | muza | hoongh-er |
| | <i>baby</i> | <i>sock</i> | <i>smell-ing</i> |
| | (the) baby (is) smelling (a) sock | | |
| | CHILD: | | |
| Translation: | | | |
| 6. | baccha | ghazor | hoongh-er |
| | <i>baby</i> | <i>carrot</i> | <i>smell-ing</i> |
| | (the) baby (is) smelling (a) carrot | | |
| | CHILD: | | |
| Translation: | | | |

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Therapy session 10 - SET E: Agent + Action + Patient

| INPUT | Set E1 - Say the following set for the children | | | |
|---------------------|--|-------------------|---------------------|------------------------|
| 1. | fuwa | belie-reh | mya | dh-er |
| | <i>boy</i> | <i>cat</i> | <i>kiss</i> | <i>give-ing</i> |
| | (the) boy (is) kissing (a) cat | | | |
| 2. | fuwa | ghura-reh | mya | dh-er |
| | <i>boy</i> | <i>horse</i> | <i>kiss</i> | <i>give-ing</i> |
| | (the) boy (is) kissing (a) horse | | | |
| 3. | fuwa | teddy-reh | mya | dh-er |
| | <i>boy</i> | <i>teddy</i> | <i>kiss</i> | <i>give-ing</i> |
| | (the) boy (is) kissing (a) teddy | | | |
| 4. | fuwa | baby-reh | mya | dh-er |
| | <i>boy</i> | <i>baby</i> | <i>kiss</i> | <i>give-ing</i> |
| | (the) boy (is) kissing (a) baby | | | |
| 5. | furi | baby-reh | mya | dh-er |
| | <i>girl</i> | <i>baby</i> | <i>kiss</i> | <i>give-ing</i> |
| | (the) girl (is) kissing (a) baby | | | |
| RECORD | Set E2 - Act out and ask the children to describe: 'What's happening?' | | | |
| 1. | furi | gura-reh | anja khoriya | dho-rer |
| | <i>girl</i> | <i>horse</i> | <i>hug do-ing</i> | <i>holding+contact</i> |
| | (the) girl (is) hugging (a) horse | | | |
| | CHILD: | | | |
| Translation: | | | | |
| 2. | furi | teddy-reh | anja khoriya | dho-rer |
| | <i>girl</i> | <i>teddy</i> | <i>hug do-ing</i> | <i>holding+contact</i> |
| | (the) girl (is) hugging (a) teddy | | | |
| | CHILD: | | | |
| Translation: | | | | |
| 3. | furi | baccha-reh | anja khoriya | dho-rer |
| | <i>girl</i> | <i>baby</i> | <i>hug do-ing</i> | <i>holding+contact</i> |
| | (the) girl (is) hugging (a) baby | | | |
| | CHILD: | | | |
| Translation: | | | | |
| 4. | furi | belie-reh | anja khoriya | dho-rer |
| | <i>girl</i> | <i>cat</i> | <i>hug do-ing</i> | <i>holding+contact</i> |
| | (the) girl (is) hugging (a) cat | | | |
| | CHILD: | | | |
| Translation: | | | | |

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Therapy session 10 - SET H: Agent + Action + Patient + Locative

| INPUT | Set H1 - Say the following set for the children | | | |
|--------|---|----------------|----------------|-----------------------|
| 1. | beta | dood | kahf-or | bitreh daler |
| | <i>man</i> | <i>milk</i> | <i>cup</i> | <i>pouring in-put</i> |
| | (the) man (is) pouring milk into (the) cup | | | |
| 2. | beta | zoothar | dood | bitreh daler |
| | <i>man</i> | <i>shoe</i> | <i>milk</i> | <i>pouring in-put</i> |
| | (the) man (is) pouring milk into (the) shoe | | | |
| 3. | baccha | dood | bakshor | bitreh daler |
| | <i>baby</i> | <i>milk</i> | <i>box</i> | <i>pouring in-put</i> |
| | (the) baby (is) pouring milk into (the) box | | | |
| RECORD | Set H2 - Act out and ask the children to describe: 'What's happening?' | | | |
| 1. | baccha | juice | kahfor | bitreh daler |
| | <i>baby</i> | <i>juice</i> | <i>cup</i> | <i>pouring in-put</i> |
| | (the) baby (is) pouring juice into (the) cup | | | |
| | CHILD: | | | |
| | Translation: | | | |
| 2. | baccha | juice | zoothar | bitreh daler |
| | <i>baby</i> | <i>juice</i> | <i>shoe</i> | <i>pouring in-put</i> |
| | (the) baby (is) pouring juice into (the) shoe | | | |
| | CHILD: | | | |
| | Translation: | | | |
| 3. | baccha | juice | bakshor | bitreh daler |
| | <i>baby</i> | <i>juice</i> | <i>box</i> | <i>pouring in-put</i> |
| | (the) baby (is) pouring juice into (the) box | | | |
| | CHILD: | | | |
| | Translation: | | | |

End of therapy session 10

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Therapy session 11 - SET E: Agent + Action + Patient

| INPUT | Set E1 - Say the following set for the children | | | |
|---------------------|--|-------------------|---------------------|------------------------|
| 1. | fuwa | belie-reh | mya | dh-er |
| | <i>boy</i> | <i>cat</i> | <i>kiss</i> | <i>give-ing</i> |
| | (the) boy (is) kissing (a) cat | | | |
| 2. | fuwa | ghura-reh | mya | dh-er |
| | <i>boy</i> | <i>horse</i> | <i>kiss</i> | <i>give-ing</i> |
| | (the) boy (is) kissing (a) horse | | | |
| 3. | fuwa | teddy-reh | mya | dh-er |
| | <i>boy</i> | <i>teddy</i> | <i>kiss</i> | <i>give-ing</i> |
| | (the) boy (is) kissing (a) teddy | | | |
| 4. | fuwa | baby-reh | mya | dh-er |
| | <i>boy</i> | <i>baby</i> | <i>kiss</i> | <i>give-ing</i> |
| | (the) boy (is) kissing (a) baby | | | |
| 5. | furi | baby-reh | mya | dh-er |
| | <i>girl</i> | <i>baby</i> | <i>kiss</i> | <i>give-ing</i> |
| | (the) girl (is) kissing (a) baby | | | |
| RECORD | Set E2 - Act out and ask the children to describe: 'What's happening?' | | | |
| 1. | furi | gura-reh | anja khoriya | dho-rer |
| | <i>girl</i> | <i>horse</i> | <i>hug do-ing</i> | <i>holding+contact</i> |
| | (the) girl (is) hugging (a) horse | | | |
| | CHILD: | | | |
| Translation: | | | | |
| 2. | furi | teddy-reh | anja khoriya | dho-rer |
| | <i>girl</i> | <i>teddy</i> | <i>hug do-ing</i> | <i>holding+contact</i> |
| | (the) girl (is) hugging (a) teddy | | | |
| | CHILD: | | | |
| Translation: | | | | |
| 3. | furi | baccha-reh | anja khoriya | dho-rer |
| | <i>girl</i> | <i>baby</i> | <i>hug do-ing</i> | <i>holding+contact</i> |
| | (the) girl (is) hugging (a) baby | | | |
| | CHILD: | | | |
| Translation: | | | | |
| 4. | furi | belie-reh | anja khoriya | dho-rer |
| | <i>girl</i> | <i>cat</i> | <i>hug do-ing</i> | <i>holding+contact</i> |
| | (the) girl (is) hugging (a) cat | | | |
| | CHILD: | | | |
| Translation: | | | | |

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Therapy session 11 - SET F: Agent + Action + Patient

| INPUT | Set F1 - Say the following set for the children | | |
|---------------------|---|-------------------|---------------------------|
| 1. | furi | aifol-reh | lat ma-rer |
| | <i>girl</i> | <i>apple</i> | <i>kick doing+contact</i> |
| | (the) girl (is) kicking (an) apple | | |
| 2. | furi | komla-reh | lat ma-rer |
| | <i>girl</i> | <i>orange</i> | <i>kick doing+contact</i> |
| | (the) girl (is) kicking (an) orange | | |
| 3. | furi | ball-reh | lat ma-rer |
| | <i>girl</i> | <i>ball</i> | <i>kick doing+contact</i> |
| | (the) girl (is) kicking (a) ball | | |
| 4. | furi | khaf-reh | lat ma-rer |
| | <i>girl</i> | <i>cup</i> | <i>kick doing+contact</i> |
| | (the) girl (is) kicking (a) cup | | |
| 5. | furi | train-reh | lat ma-rer |
| | <i>girl</i> | <i>train</i> | <i>kick doing+contact</i> |
| | (the) girl (is) kicking (a) train | | |
| 6. | furi | zhoota-reh | lat ma-rer |
| | <i>girl</i> | <i>shoe</i> | <i>kick doing+contact</i> |
| | (the) girl (is) kicking (a) shoe | | |
| 7. | beti | aifol-reh | lat ma-rer |
| | <i>lady / woman</i> | <i>apple</i> | <i>kick doing+contact</i> |
| | (the) woman / lady (is) kicking (an) apple | | |
| RECORD | Set F2 - Act out and ask the children to describe: 'What's happening?' | | |
| 1. | beti | belie-reh | as-rar |
| | <i>lady / woman</i> | <i>cat</i> | <i>brush-ing</i> |
| | (the) woman / lady (is) brushing (a) cat | | |
| | CHILD: | | |
| Translation: | | | |
| 2. | beti | gura-reh | as-rar |
| | <i>lady / woman</i> | <i>horse</i> | <i>brush-ing</i> |
| | (the) woman / lady (is) brushing (a) horse | | |
| | CHILD: | | |
| Translation: | | | |
| 3. | beti | teddy-reh | as-rar |
| | <i>lady / woman</i> | <i>teddy</i> | <i>brush-ing</i> |
| | (the) woman / lady (is) brushing (a) teddy | | |
| | CHILD: | | |
| Translation: | | | |

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Therapy session 11 - SET I: Agent + Action + Patient + Locative

| INPUT | Set I1 - Say the following set for the children | | | |
|---------------------|---|---------------|-----------------|------------------------|
| 1. | beta | samos | falongor | uffray tor |
| | <i>man</i> | <i>spoon</i> | <i>bed</i> | <i>on-top putting</i> |
| | (the) man (is) putting (a) spoon on (the) bed | | | |
| 2. | beta | kahf | falongor | uffray tor |
| | <i>man</i> | <i>cup</i> | <i>bed</i> | <i>on-top putting</i> |
| | (the) man (is) putting (a) cup on the bed | | | |
| 3. | beta | phool | falongor | uffray tor |
| | <i>man</i> | <i>flower</i> | <i>bed</i> | <i>on-top putting</i> |
| | (the) man (is) putting (a) flower on the bed | | | |
| 4. | beta | sabi | falongor | uffray tor |
| | <i>man</i> | <i>key</i> | <i>bed</i> | <i>on-top putting</i> |
| | (the) man (is) putting (a) key on the bed | | | |
| 5. | baccha | phone | falongor | uffray tor |
| | <i>baby</i> | <i>phone</i> | <i>bed</i> | <i>on-top putting</i> |
| | (the) baby (is) putting (a) phone on the bed | | | |
| RECORD | Set I2 - Act out and ask the children to describe: 'What's happening?' | | | |
| 1. | baccha | juice | kaf-or | bitreh dal-er |
| | <i>baby</i> | <i>juice</i> | <i>cup</i> | <i>inside pour-ing</i> |
| | (the) baby (is) pouring juice into (the) cup | | | |
| | CHILD: | | | |
| Translation: | | | | |
| 2. | baccha | juice | bakshor | bitreh dal-er |
| | <i>baby</i> | <i>juice</i> | <i>box</i> | <i>inside pour-ing</i> |
| | (the) baby (is) pouring juice into the box | | | |
| | CHILD: | | | |
| Translation: | | | | |
| 3. | baccha | juice | zoothar | bitreh dal-er |
| | <i>baby</i> | <i>juice</i> | <i>shoe</i> | <i>inside pour-ing</i> |
| | (the) baby (is) pouring juice into the shoe | | | |
| | CHILD: | | | |
| Translation: | | | | |

End of therapy session 11

BEST Assessment and Therapy Recording Form

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Therapy session 12 - SET G: Agent + Action + Patient + Locative

| INPUT | Set G1 - Say the following set for the children | | | |
|---------------------|--|---------------|------------------|-------------------|
| 1. | baccha | samus | tebul-or | uffray tor |
| | <i>baby</i> | <i>spoon</i> | <i>table top</i> | <i>on+putting</i> |
| | (the) baby (is) putting (a) spoon on (the) table | | | |
| 2. | baccha | caf | tebul-or | uffray tor |
| | <i>baby</i> | <i>cup</i> | <i>table top</i> | <i>on+putting</i> |
| | (the) baby (is) putting (a) cup on (the) table | | | |
| 3. | baccha | fhoor | tabel-or | uffray tor |
| | <i>baby</i> | <i>flower</i> | <i>table top</i> | <i>on+putting</i> |
| | (the) baby (is) putting (a) flower on the table | | | |
| 4. | baccha | sabi | tabel-or | uffray tor |
| | <i>baby</i> | <i>key</i> | <i>table top</i> | <i>on+putting</i> |
| | (the) baby (is) putting (a) key on the table | | | |
| 5. | beta | phone | tabel-or | uffray tor |
| | <i>man</i> | <i>phone</i> | <i>table top</i> | <i>on+putting</i> |
| | (the) man (is) putting (a) phone on the table | | | |
| RECORD | Set G2 - Act out and ask the children to describe: 'What's happening?' | | | |
| 1. | beta | samos | falongor | uffray tor |
| | <i>man</i> | <i>spoon</i> | <i>bed-top</i> | <i>on+putting</i> |
| | (the) man (is) putting (a) spoon on (the) bed | | | |
| | CHILD: | | | |
| Translation: | | | | |
| 2. | beta | kahf | falongor | uffray tor |
| | <i>man</i> | <i>cup</i> | <i>bed-top</i> | <i>on+putting</i> |
| | (the) man (is) putting (a) cup on (the) bed | | | |
| | CHILD: | | | |
| Translation: | | | | |
| 3. | beta | phoor | falongor | uffray tor |
| | <i>man</i> | <i>flower</i> | <i>bed-top</i> | <i>on+putting</i> |
| | (the) man (is) putting (a) flower on (the) bed | | | |
| | CHILD: | | | |
| Translation: | | | | |
| 4. | beta | sabi | falongor | uffray tor |
| | <i>man</i> | <i>key</i> | <i>bed-top</i> | <i>on+putting</i> |
| | (the) man (is) putting (a) key on (the) bed | | | |
| | CHILD: | | | |
| Translation: | | | | |
| 5. | beta | phone | falongor | uffray tor |
| | <i>man</i> | <i>phone</i> | <i>bed-top</i> | <i>on+putting</i> |
| | (the) man (is) putting (a) phone on (the) bed | | | |
| | CHILD: | | | |
| Translation: | | | | |

BEST Assessment and Therapy Recording Form

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Therapy session 12 - SET H: Agent + Action + Patient + Locative

| INPUT | Set H1 - Say the following set for the children | | | |
|--------|---|----------------|----------------|-----------------------|
| 1. | beta | dood | kahf-or | bitreh daler |
| | <i>man</i> | <i>milk</i> | <i>cup</i> | <i>pouring in-put</i> |
| | (the) man (is) pouring milk into (the) cup | | | |
| 2. | beta | zoothar | dood | bitreh daler |
| | <i>man</i> | <i>shoe</i> | <i>milk</i> | <i>pouring in-put</i> |
| | (the) man (is) pouring milk into (the) shoe | | | |
| 3. | baccha | dood | bakshor | bitreh daler |
| | <i>baby</i> | <i>milk</i> | <i>box</i> | <i>pouring in-put</i> |
| | (the) baby (is) pouring milk into (the) box | | | |
| RECORD | Set H2 - Act out and ask the children to describe: 'What's happening?' | | | |
| 1. | baccha | juice | kahfor | bitreh daler |
| | <i>baby</i> | <i>juice</i> | <i>cup</i> | <i>pouring in-put</i> |
| | (the) baby (is) pouring juice into (the) cup | | | |
| | CHILD: | | | |
| | Translation: | | | |
| 2. | baccha | juice | zoothar | bitreh daler |
| | <i>baby</i> | <i>juice</i> | <i>shoe</i> | <i>pouring in-put</i> |
| | (the) baby (is) pouring juice into (the) shoe | | | |
| | CHILD: | | | |
| | Translation: | | | |
| 3. | baccha | juice | bakshor | bitreh daler |
| | <i>baby</i> | <i>juice</i> | <i>box</i> | <i>pouring in-put</i> |
| | (the) baby (is) pouring juice into (the) box | | | |
| | CHILD: | | | |
| | Translation: | | | |

BEST Assessment and Therapy Recording Form

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Therapy session 12 - SET I: Agent + Action + Patient + Locative

| INPUT | Set I1 - Say the following set for the children | | | |
|---------------|---|---------------|-----------------|------------------------|
| 2. | beta | samos | falongor | uffray tor |
| | <i>man</i> | <i>spoon</i> | <i>bed</i> | <i>on-top putting</i> |
| | (the) man (is) putting (a) spoon on (the) bed | | | |
| 2. | beta | kahf | falongor | uffray tor |
| | <i>man</i> | <i>cup</i> | <i>bed</i> | <i>on-top putting</i> |
| | (the) man (is) putting (a) cup on the bed | | | |
| 3. | beta | phool | falongor | uffray tor |
| | <i>man</i> | <i>flower</i> | <i>bed</i> | <i>on-top putting</i> |
| | (the) man (is) putting (a) flower on the bed | | | |
| 4. | beta | sabi | falongor | uffray tor |
| | <i>man</i> | <i>key</i> | <i>bed</i> | <i>on-top putting</i> |
| | (the) man (is) putting (a) key on the bed | | | |
| 5. | baccha | phone | falongor | uffray tor |
| | <i>baby</i> | <i>phone</i> | <i>bed</i> | <i>on-top putting</i> |
| | (the) baby (is) putting (a) phone on the bed | | | |
| RECORD | Set I2 - Act out and ask the children to describe: 'What's happening?' | | | |
| 1. | baccha | juice | kaf-or | bitreh dal-er |
| | <i>baby</i> | <i>juice</i> | <i>cup</i> | <i>inside pour-ing</i> |
| | (the) baby (is) pouring juice into (the) cup | | | |
| | CHILD: | | | |
| | Translation: | | | |
| 2. | baccha | juice | bakshor | bitreh dal-er |
| | <i>baby</i> | <i>juice</i> | <i>box</i> | <i>inside pour-ing</i> |
| | (the) baby (is) pouring juice into the box | | | |
| | CHILD: | | | |
| | Translation: | | | |
| 3. | baccha | juice | zoothar | bitreh dal-er |
| | <i>baby</i> | <i>juice</i> | <i>shoe</i> | <i>inside pour-ing</i> |
| | (the) baby (is) pouring juice into the shoe | | | |
| | CHILD: | | | |
| | Translation: | | | |

End of therapy session 12

**NOW PLEASE COMPLETE DECISION POINT 2:
BEST ASSESSMENT 2 BEFORE MOVING ON TO
THERAPY SESSION 13**

BEST Assessment and Therapy Recording Form

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Show the child one picture at (a) time from the **BEST Assessment Picture Booklet: BEST Assessment 2** and ask the child “Tell me what’s happening here?” Record the child’s first response only. Do not try and elicit (a) full response.

| No. | Verb | Target | Child’s response | Scoring Content (PAS) | <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> | Scoring morphology | <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> |
|-----|------|---|------------------|-----------------------|---|--------------------|---|
| 1 | sit | furi | boy-she | Agent (X) | | Det (the) | |
| | | <i>girl</i> | <i>sitting</i> | Verb (sit) | | Aux (is) | |
| | | (the) <i>girl</i> (is) sitting | | | | Inflection (ing) | |
| 2 | jump | baacha | faal-der | Agent (X) | | Det (the) | |
| | | baby | jumping | Verb (jump) | | Aux (is) | |
| | | (the) <i>baby</i> (is) jumping | | | | Inflection(ing) | |
| 3 | wash | ted dy | ghazoor | Agent (X) | | Det 1 (the X) | |
| | | <i>tedd y</i> | <i>carrot</i> | Verb (wash) | | Aux (is) | |
| | | (the) <i>teddy</i> (is) washing (a) <i>carrot</i> | | Patient (Y) | | Inflection (ing) | |
| | | | | | | Det 2 (the/a Y) | |
| 4 | ride | fuwa | cycle | Agent (X) | | Det 1 (the X) | |
| | | <i>boy</i> | <i>cycle</i> | Verb (ride) | | Aux (is) | |
| | | (the) <i>boy</i> (is) riding (a) <i>bike</i> | | Patient (Y) | | Inflection (ing) | |
| | | | | | | Det 2 (the Y) | |
| 5 | hug | furi | ghura-re | Agent (X) | | Det 1 (the X) | |
| | | <i>girl</i> | <i>horse</i> | Verb (hug) | | Aux (is) | |
| | | (the) <i>girl</i> (is) hugging (a) <i>horse</i> | | Patient (Y) | | Inflection (ing) | |
| | | | | | | Det 2 (the/a Y) | |
| 6 | kick | furi | ball | Agent (X) | | Det 1 (the X) | |

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| No. | Verb | Target | Child's response | Scoring Content (PAS) | <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> | Scoring morphology | <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> | | | | | | | | | | | | | | | |
|---|--------------|--|---|--|---|--|---|--|--------------|--------------|-----------------------------------|-----------------|---|-------------|--|----------|--|--|-----------|--|---------------|--|
| | | <table border="1"> <tr> <td><i>girl</i></td> <td><i>ball</i></td> <td colspan="3"><i>kick hitting + contact</i></td> </tr> <tr> <td colspan="5">(the) <i>girl</i> (is) kicking (a) <i>ball</i></td> </tr> </table> | <i>girl</i> | <i>ball</i> | <i>kick hitting + contact</i> | | | (the) <i>girl</i> (is) kicking (a) <i>ball</i> | | | | | | Verb (kick) | | Aux (is) | | | | | | |
| <i>girl</i> | <i>ball</i> | <i>kick hitting + contact</i> | | | | | | | | | | | | | | | | | | | | |
| (the) <i>girl</i> (is) kicking (a) <i>ball</i> | | | | | | | | | | | | | | | | | | | | | | |
| | | | | Patient (Y) | | Inflection (ing) | | | | | | | | | | | | | | | | |
| | | | | | | Det 2 (the/a Y) | | | | | | | | | | | | | | | | |
| 7 | pour | <table border="1"> <tr> <td>beta</td> <td>juice</td> <td>bakshor</td> <td>bitreh</td> <td>dal-er</td> </tr> <tr> <td><i>boy</i></td> <td><i>juice</i></td> <td><i>box</i></td> <td><i>inside</i></td> <td><i>pour-ing</i></td> </tr> <tr> <td colspan="5">(the) man (is) pouring <i>juice</i> into the/a <i>box</i></td> </tr> </table> | beta | juice | bakshor | bitreh | dal-er | <i>boy</i> | <i>juice</i> | <i>box</i> | <i>inside</i> | <i>pour-ing</i> | (the) man (is) pouring <i>juice</i> into the/a <i>box</i> | | | | | | Agent (X) | | Det 1 (the X) | |
| beta | juice | bakshor | bitreh | dal-er | | | | | | | | | | | | | | | | | | |
| <i>boy</i> | <i>juice</i> | <i>box</i> | <i>inside</i> | <i>pour-ing</i> | | | | | | | | | | | | | | | | | | |
| (the) man (is) pouring <i>juice</i> into the/a <i>box</i> | | | | | | | | | | | | | | | | | | | | | | |
| | | | | Verb (pour) | | Aux (is) | | | | | | | | | | | | | | | | |
| | | | | Patient (Y) | | Inflection (ing) | | | | | | | | | | | | | | | | |
| | | | | Locative (Z) | | Prep (into) | | | | | | | | | | | | | | | | |
| | | | | | | Det 2 (the/a Z) | | | | | | | | | | | | | | | | |
| 8 | throw | <table border="1"> <tr> <td>fuwa</td> <td>ball</td> <td>beti-ray</td> <td colspan="2">eit-ah marya dher</td> </tr> <tr> <td><i>boy</i></td> <td><i>ball</i></td> <td><i>woman</i></td> <td colspan="2"><i>throwing hitting + contact</i></td> </tr> <tr> <td colspan="5">(the) <i>boy</i> (is) throwing the/a <i>ball</i> to the/a <i>woman / lady</i></td> </tr> </table> | fuwa | ball | beti-ray | eit-ah marya dher | | <i>boy</i> | <i>ball</i> | <i>woman</i> | <i>throwing hitting + contact</i> | | (the) <i>boy</i> (is) throwing the/a <i>ball</i> to the/a <i>woman / lady</i> | | | | | | Agent (X) | | Det 1(the X) | |
| fuwa | ball | beti-ray | eit-ah marya dher | | | | | | | | | | | | | | | | | | | |
| <i>boy</i> | <i>ball</i> | <i>woman</i> | <i>throwing hitting + contact</i> | | | | | | | | | | | | | | | | | | | |
| (the) <i>boy</i> (is) throwing the/a <i>ball</i> to the/a <i>woman / lady</i> | | | | | | | | | | | | | | | | | | | | | | |
| | | | | Verb (throw) | | Aux (is) | | | | | | | | | | | | | | | | |
| | | | | Patient (Y) | | Inflection (ing) | | | | | | | | | | | | | | | | |
| | | | | Benefactive (Z) | | Det 2 (the/a Y) | | | | | | | | | | | | | | | | |
| | | | | | | Prep (to) | | | | | | | | | | | | | | | | |
| | | | | | | Det 3 (the/a Z) | | | | | | | | | | | | | | | | |
| | | | Please transfer these percentage scores to the table on page 3, and plot them onto the Progress Tracker Chart on page 4. | TOTAL CONTENT | /24 | TOTAL MORPHOLOGY | /33 | | | | | | | | | | | | | | | |
| | | | | PERCENTAGE (Raw score/total score) x 100 | | PERCENTAGE (Raw score/total score) x 100 | | | | | | | | | | | | | | | | |

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Therapy session 13 - SET D: Agent + Action + Patient

| INPUT | Set D1 - Say the following set for the children | | |
|---------------------|---|------------------|------------------|
| 1. | fuwa | beliy-reh | sor-er |
| | <i>boy</i> | <i>cat</i> | <i>ride-ing</i> |
| | (the) boy (is) riding (a) cat | | |
| 2. | fuwa | gura | sor-er |
| | <i>boy</i> | <i>horse</i> | <i>ride-ing</i> |
| | (the) boy (is) riding (a) horse | | |
| 3. | fuwa | cycle | sor-er |
| | <i>boy</i> | <i>bike</i> | <i>ride-ing</i> |
| | (the) boy (is) riding (a) bike | | |
| 4. | baccha | cycle | sor-er |
| | <i>baby</i> | <i>bike</i> | <i>ride-ing</i> |
| | (the) baby (is) riding (a) bike | | |
| RECORD | Set D2 - Act out and ask the children to describe: 'What's happening?' | | |
| 1. | baccha | aifol | hoongh-er |
| | <i>baby</i> | <i>apple</i> | <i>smell-ing</i> |
| | (the) baby (is) smelling (an) apple | | |
| | CHILD: | | |
| Translation: | | | |
| 2. | baccha | phool | hoongh-er |
| | <i>baby</i> | <i>flower</i> | <i>smell-ing</i> |
| | (the) baby (is) smelling (a) flower | | |
| | CHILD: | | |
| Translation: | | | |
| 3. | baccha | komla | hoongh-er |
| | <i>baby</i> | <i>orange</i> | <i>smell-ing</i> |
| | (the) baby (is) smelling (an) orange | | |
| | CHILD: | | |
| Translation: | | | |
| 4. | baccha | khola | hoongh-er |
| | <i>baby</i> | <i>banana</i> | <i>smell-ing</i> |
| | (the) baby (is) smelling (a) banana | | |
| | CHILD: | | |
| Translation: | | | |
| 5. | baccha | muza | hoongh-er |
| | <i>baby</i> | <i>sock</i> | <i>smell-ing</i> |
| | (the) baby (is) smelling (a) sock | | |
| | CHILD: | | |
| Translation: | | | |
| 6. | baccha | ghazor | hoongh-er |
| | <i>baby</i> | <i>carrot</i> | <i>smell-ing</i> |
| | (the) baby (is) smelling (a) carrot | | |
| | CHILD: | | |

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| | |
|--|---------------------|
| | Translation: |
|--|---------------------|

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Therapy session 13 - SET E: Agent + Action + Patient

| INPUT | Set E1 - Say the following set for the children | | | |
|---------------------|--|-------------------|---------------------|------------------------|
| 1. | fuwa | belie-reh | mya | dh-er |
| | <i>boy</i> | <i>cat</i> | <i>kiss</i> | <i>give-ing</i> |
| | (the) boy (is) kissing (a) cat | | | |
| 2. | fuwa | ghura-reh | mya | dh-er |
| | <i>boy</i> | <i>horse</i> | <i>kiss</i> | <i>give-ing</i> |
| | (the) boy (is) kissing (a) horse | | | |
| 3. | fuwa | teddy-reh | mya | dh-er |
| | <i>boy</i> | <i>teddy</i> | <i>kiss</i> | <i>give-ing</i> |
| | (the) boy (is) kissing (a) teddy | | | |
| 4. | fuwa | baby-reh | mya | dh-er |
| | <i>boy</i> | <i>baby</i> | <i>kiss</i> | <i>give-ing</i> |
| | (the) boy (is) kissing (a) baby | | | |
| 5. | furi | baby-reh | mya | dh-er |
| | <i>girl</i> | <i>baby</i> | <i>kiss</i> | <i>give-ing</i> |
| | (the) girl (is) kissing (a) baby | | | |
| RECORD | Set E2 - Act out and ask the children to describe: 'What's happening?' | | | |
| 1. | furi | gura-reh | anja khoriya | dho-rer |
| | <i>girl</i> | <i>horse</i> | <i>hug do-ing</i> | <i>holding+contact</i> |
| | (the) girl (is) hugging (a) horse | | | |
| | CHILD: | | | |
| Translation: | | | | |
| 2. | furi | teddy-reh | anja khoriya | dho-rer |
| | <i>girl</i> | <i>teddy</i> | <i>hug do-ing</i> | <i>holding+contact</i> |
| | (the) girl (is) hugging (a) teddy | | | |
| | CHILD: | | | |
| Translation: | | | | |
| 3. | furi | baccha-reh | anja khoriya | dho-rer |
| | <i>girl</i> | <i>baby</i> | <i>hug do-ing</i> | <i>holding+contact</i> |
| | (the) girl (is) hugging (a) baby | | | |
| | CHILD: | | | |
| Translation: | | | | |
| 4. | furi | belie-reh | anja khoriya | dho-rer |
| | <i>girl</i> | <i>cat</i> | <i>hug do-ing</i> | <i>holding+contact</i> |
| | (the) girl (is) hugging (a) cat | | | |
| | CHILD: | | | |
| Translation: | | | | |

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Therapy session 13 - SET J: Agent + Action + Patient + Benefactive

| INPUT | Set J1 - Say the following set for the children | | | |
|---------------------|---|---------------------|---------------|---------------|
| 1. | furi | baccha-reh | ball | dher |
| | <i>girl</i> | <i>baby</i> | <i>ball</i> | <i>giving</i> |
| | (the) girl (is) giving (a) ball to (the) baby | | | |
| 2. | furi | baccha-reh | khola | dher |
| | <i>girl</i> | <i>baby</i> | <i>banana</i> | <i>giving</i> |
| | (the) girl (is) giving (a) banana to (the) baby | | | |
| 3. | furi | baccha-reh | phone | dher |
| | <i>girl</i> | <i>baby</i> | <i>phone</i> | <i>giving</i> |
| | (the) girl (is) giving (a) phone to (the) baby | | | |
| 4. | furi | baccha-reh | lolly | dher |
| | <i>girl</i> | <i>baby</i> | <i>lolly</i> | <i>giving</i> |
| | (the) girl (is) giving (a) lolly to (the) baby | | | |
| 5. | fuwa | baccha-reh | apple | dher |
| | <i>girl</i> | <i>baby</i> | <i>apple</i> | <i>giving</i> |
| | (the) boy (is) giving (an) apple to (the) baby | | | |
| RECORD | Set J2 - Act out and ask the children to describe: 'What's happening?' | | | |
| 1. | fuwa | beti-reh | ball | dher |
| | <i>boy</i> | <i>lady / woman</i> | <i>ball</i> | <i>giving</i> |
| | (the) boy (is) giving (a) ball to (the) woman / lady | | | |
| | CHILD: | | | |
| Translation: | | | | |
| 2. | fuwa | beti-reh | khola | dher |
| | <i>boy</i> | <i>lady / woman</i> | <i>banana</i> | <i>giving</i> |
| | (the) boy (is) giving (a) banana to (the) woman / lady | | | |
| | CHILD: | | | |
| Translation: | | | | |
| 3. | fuwa | beti-reh | phone | dher |
| | <i>boy</i> | <i>lady / woman</i> | <i>phone</i> | <i>giving</i> |
| | (the) boy (is) giving (a) phone to (the) woman / lady | | | |
| | CHILD: | | | |
| Translation: | | | | |
| 4. | fuwa | beti-reh | lolly | dher |
| | <i>boy</i> | <i>lady</i> | <i>lolly</i> | <i>giving</i> |
| | (the) boy (is) giving (a) lolly to (the) woman / lady | | | |
| | CHILD: | | | |
| Translation: | | | | |
| 5. | fuwa | beti-reh | aifol | dher |
| | <i>boy</i> | <i>lady</i> | <i>apple</i> | <i>giving</i> |
| | (the) boy (is) giving (an) apple to (the) woman / lady | | | |
| | CHILD: | | | |
| Translation: | | | | |

End of therapy session 13

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Therapy session 14 - SET C: Agent + Action + Patient

| INPUT | Set C1 - Say the following set for the children | | |
|---------------|---|------------------|-----------------|
| 1. | beta | aifol | kh-ar |
| | <i>man</i> | <i>apple</i> | <i>eat-ing</i> |
| | (the) man (is) eating (an) apple | | |
| 2. | beta | komla | kh-ar |
| | <i>man</i> | <i>orange</i> | <i>eat-ing</i> |
| | (the) man (is) eating (an) orange | | |
| 3. | beta | khola | kh-ar |
| | <i>man</i> | <i>banana</i> | <i>eat-ing</i> |
| | (the) man (is) eating (a) banana | | |
| 4. | beta | ghazoor | kh-ar |
| | <i>man</i> | <i>carrot</i> | <i>eat-ing</i> |
| | (the) man (is) eating (a) carrot | | |
| 5. | beta | lolly | kh-ar |
| | <i>man</i> | <i>lolly</i> | <i>eat-ing</i> |
| | (the) man (is) eating (a) lolly | | |
| 6. | teddy | khola | kh-ar |
| | <i>teddy</i> | <i>banana</i> | <i>eat-ing</i> |
| | (the) teddy (is) eating (a) banana | | |
| RECORD | Set C2 - Act out and ask the children to describe: 'What's happening?' | | |
| 1. | teddy | aifol | dh-or |
| | <i>teddy</i> | <i>apple</i> | <i>wash-ing</i> |
| | (the) teddy (is) washing (an) apple | | |
| | CHILD: | | |
| | Translation: | | |
| 2. | teddy | komla | dh-or |
| | <i>teddy</i> | <i>orange</i> | <i>wash-ing</i> |
| | (the) teddy (is) washing (an) orange | | |
| | CHILD: | | |
| | Translation: | | |
| 3. | teddy | khola | dh-or |
| | <i>teddy</i> | <i>banana</i> | <i>wash-ing</i> |
| | (the) teddy (is) washing (a) banana | | |
| | CHILD: | | |
| | Translation: | | |
| 4. | teddy | ghazor | dh-or |
| | <i>teddy</i> | <i>carrot</i> | <i>wash-ing</i> |
| | (the) teddy (is) washing (a) carrot | | |
| | CHILD: | | |
| | Translation: | | |
| 5. | teddy | samus-reh | dh-or |
| | <i>teddy</i> | <i>spoon</i> | <i>wash-ing</i> |
| | (the) teddy (is) washing (a) spoon | | |
| | CHILD: | | |
| | Translation: | | |

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| | | | |
|----|----------------------------------|-----------------|----------------|
| 6. | teddy | khaf-reh | dh-or |
| | <i>teddy</i> | <i>cup</i> | <i>washing</i> |
| | (the) teddy (is) washing (a) cup | | |
| | CHILD: | | |
| | Translation: | | |

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Therapy session 14 - SET F: Agent + Action + Patient

| INPUT | Set F1 - Say the following set for the children | | |
|---------------------|---|-------------------|---------------------------|
| 1. | furi | aifol-reh | lat ma-rer |
| | <i>girl</i> | <i>apple</i> | <i>kick doing+contact</i> |
| | (the) girl (is) kicking (an) apple | | |
| 2. | furi | komla-reh | lat ma-rer |
| | <i>girl</i> | <i>orange</i> | <i>kick doing+contact</i> |
| | (the) girl (is) kicking (an) orange | | |
| 3. | furi | ball-reh | lat ma-rer |
| | <i>girl</i> | <i>ball</i> | <i>kick doing+contact</i> |
| | (the) girl (is) kicking (a) ball | | |
| 4. | furi | khaf-reh | lat ma-rer |
| | <i>girl</i> | <i>cup</i> | <i>kick doing+contact</i> |
| | (the) girl (is) kicking (a) cup | | |
| 5. | furi | train-reh | lat ma-rer |
| | <i>girl</i> | <i>train</i> | <i>kick doing+contact</i> |
| | (the) girl (is) kicking (a) train | | |
| 6. | furi | zhoota-reh | lat ma-rer |
| | <i>girl</i> | <i>shoe</i> | <i>kick doing+contact</i> |
| | (the) girl (is) kicking (a) shoe | | |
| 7. | beti | aifol-reh | lat ma-rer |
| | <i>lady</i> | <i>apple</i> | <i>kick doing+contact</i> |
| | (the) woman / lady (is) kicking (an) apple | | |
| RECORD | Set F2 - Act out and ask the children to describe: 'What's happening?' | | |
| 1. | beti | belie-reh | as-rar |
| | <i>lady / woman</i> | <i>cat</i> | <i>brush-ing</i> |
| | (the) woman / lady (is) brushing (a) cat | | |
| | CHILD: | | |
| Translation: | | | |
| 2. | beti | gura-reh | as-rar |
| | <i>lady / woman</i> | <i>horse</i> | <i>brush-ing</i> |
| | (the) woman / lady (is) brushing (a) horse | | |
| | CHILD: | | |
| Translation: | | | |
| 3. | beti | teddy-reh | as-rar |
| | <i>lady / woman</i> | <i>teddy</i> | <i>brush-ing</i> |
| | (the) woman / lady (is) brushing (a) teddy | | |
| | CHILD: | | |
| Translation: | | | |

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Therapy session 14 - SET K: Agent + Action + Patient + Benefactive

| INPUT | Set K1 - Say the following set for the children | | | |
|---------------------|---|---------------|-------------------------|--------------------|
| 1. | furi | ball | beti-reh eitah | marya dher |
| | <i>girl</i> | <i>ball</i> | <i>lady to</i> | <i>throw doing</i> |
| | (the) girl (is) throwing (a) ball to (the) woman / lady | | | |
| 2. | furi | ball | beta-reh eitah | marya dher |
| | <i>girl</i> | <i>ball</i> | <i>man to</i> | <i>throw doing</i> |
| | (the) girl (is) throwing (a) ball to (the) man | | | |
| 3. | fuwa | ball | baccha-reh eitah | marya dher |
| | <i>boy</i> | <i>ball</i> | <i>man to</i> | <i>throw doing</i> |
| | (the) boy (is) throwing (a) ball to (the) baby | | | |
| RECORD | Set K2 - Act out and ask the children to describe: 'What's happening?' | | | |
| 1. | fuwa | khola | beti-reh eitah | marya dher |
| | <i>boy</i> | <i>banana</i> | <i>lady to</i> | <i>throw doing</i> |
| | (the) boy (is) throwing (a) banana to (the) woman / lady | | | |
| | CHILD: | | | |
| Translation: | | | | |
| 2. | fuwa | khola | beta-reh eitah | marya der |
| | <i>boy</i> | <i>banana</i> | <i>man to</i> | <i>throw doing</i> |
| | (the) boy (is) throwing (a) banana to (the) man | | | |
| | CHILD: | | | |
| Translation: | | | | |
| 3. | fuwa | khola | beta-reh eitah | marya dher |
| | <i>boy</i> | <i>banana</i> | <i>baby to</i> | <i>throw doing</i> |
| | (the) boy (is) throwing (a) banana to (the) baby | | | |
| | CHILD: | | | |
| Translation: | | | | |

End of therapy session 14

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Therapy session 15 - SET E: Agent + Action + Patient

| INPUT | Set E1 - Say the following set for the children | | | |
|---------------------|--|-------------------|---------------------|------------------------|
| 1. | fuwa | belie-reh | mya | dh-er |
| | <i>boy</i> | <i>cat</i> | <i>kiss</i> | <i>give-ing</i> |
| | (the) boy (is) kissing (a) cat | | | |
| 2. | fuwa | ghura-reh | mya | dh-er |
| | <i>boy</i> | <i>horse</i> | <i>kiss</i> | <i>give-ing</i> |
| | (the) boy (is) kissing (a) horse | | | |
| 3. | fuwa | teddy-reh | mya | dh-er |
| | <i>boy</i> | <i>teddy</i> | <i>kiss</i> | <i>give-ing</i> |
| | (the) boy (is) kissing (a) teddy | | | |
| 4. | fuwa | baby-reh | mya | dh-er |
| | <i>boy</i> | <i>baby</i> | <i>kiss</i> | <i>give-ing</i> |
| | (the) boy (is) kissing (a) baby | | | |
| 5. | furi | baby-reh | mya | dh-er |
| | <i>girl</i> | <i>baby</i> | <i>kiss</i> | <i>give-ing</i> |
| | (the) girl (is) kissing (a) baby | | | |
| RECORD | Set E2 - Act out and ask the children to describe: 'What's happening?' | | | |
| 1. | furi | gura-reh | anja khoriya | dho-rer |
| | <i>girl</i> | <i>horse</i> | <i>hug do-ing</i> | <i>holding+contact</i> |
| | (the) girl (is) hugging (a) horse | | | |
| | CHILD: | | | |
| Translation: | | | | |
| 2. | furi | teddy-reh | anja khoriya | dho-rer |
| | <i>girl</i> | <i>teddy</i> | <i>hug do-ing</i> | <i>holding+contact</i> |
| | (the) girl (is) hugging (a) teddy | | | |
| | CHILD: | | | |
| Translation: | | | | |
| 3. | furi | baccha-reh | anja khoriya | dho-rer |
| | <i>girl</i> | <i>baby</i> | <i>hug do-ing</i> | <i>holding+contact</i> |
| | (the) girl (is) hugging (a) baby | | | |
| | CHILD: | | | |
| Translation: | | | | |
| 4. | furi | belie-reh | anja khoriya | dho-rer |
| | <i>girl</i> | <i>cat</i> | <i>hug do-ing</i> | <i>holding+contact</i> |
| | (the) girl (is) hugging (a) cat | | | |
| | CHILD: | | | |
| Translation: | | | | |

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Therapy session 15 - SET C: Agent + Action + Patient

| INPUT | Set C1 - Say the following set for the children | | |
|---------------|---|------------------|-----------------|
| 1. | beta | aifol | kh-ar |
| | <i>man</i> | <i>apple</i> | <i>eat-ing</i> |
| | (the) man (is) eating (an) apple | | |
| 2. | beta | komla | kh-ar |
| | <i>man</i> | <i>orange</i> | <i>eat-ing</i> |
| | (the) man (is) eating (an) orange | | |
| 3. | beta | khola | kh-ar |
| | <i>man</i> | <i>banana</i> | <i>eat-ing</i> |
| | (the) man (is) eating (a) banana | | |
| 4. | beta | ghazoor | kh-ar |
| | <i>man</i> | <i>carrot</i> | <i>eat-ing</i> |
| | (the) man (is) eating (a) carrot | | |
| 5. | beta | lolly | kh-ar |
| | <i>man</i> | <i>lolly</i> | <i>eat-ing</i> |
| | (the) man (is) eating (a) lolly | | |
| 6. | teddy | khola | kh-ar |
| | <i>teddy</i> | <i>banana</i> | <i>eat-ing</i> |
| | (the) teddy (is) eating (a) banana | | |
| RECORD | Set C2 - Act out and ask the children to describe: 'What's happening?' | | |
| 1. | teddy | aifol | dh-or |
| | <i>teddy</i> | <i>apple</i> | <i>wash-ing</i> |
| | (the) teddy (is) washing (an) apple | | |
| | CHILD: | | |
| | Translation: | | |
| 2. | teddy | komla | dh-or |
| | <i>teddy</i> | <i>orange</i> | <i>wash-ing</i> |
| | (the) teddy (is) washing (an) orange | | |
| | CHILD: | | |
| | Translation: | | |
| 3. | teddy | khola | dh-or |
| | <i>teddy</i> | <i>banana</i> | <i>wash-ing</i> |
| | (the) teddy (is) washing (a) banana | | |
| | CHILD: | | |
| | Translation: | | |
| 4. | teddy | ghazor | dh-or |
| | <i>teddy</i> | <i>carrot</i> | <i>wash-ing</i> |
| | (the) teddy (is) washing (a) carrot | | |
| | CHILD: | | |
| | Translation: | | |
| 5. | teddy | samus-reh | dh-or |
| | <i>teddy</i> | <i>spoon</i> | <i>wash-ing</i> |
| | (the) teddy (is) washing (a) spoon | | |
| | CHILD: | | |
| | Translation: | | |

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| | | | |
|----|----------------------------------|-----------------|----------------|
| 6. | teddy | khaf-reh | dh-or |
| | <i>teddy</i> | <i>cup</i> | <i>washing</i> |
| | (the) teddy (is) washing (a) cup | | |
| | CHILD: | | |
| | Translation: | | |

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Therapy session 15 - SET L: Agent + Action + Patient + Benefactive

| INPUT | Set L1 - Say the following set for the children | | | |
|---------------------|--|---------------|------------------------|--------------------|
| 1. | furi | ball | beti-reh | dher |
| | <i>girl</i> | <i>ball</i> | <i>lady</i> | <i>giving</i> |
| | (the) girl (is) giving (a) ball to (the) woman / lady | | | |
| 2. | furi | khola | beti-reh | dher |
| | <i>girl</i> | <i>banana</i> | <i>lady</i> | <i>giving</i> |
| | (the) girl (is) giving (a) banana to (the) woman / lady | | | |
| 3. | furi | phone | beti-reh | dher |
| | <i>girl</i> | <i>phone</i> | <i>lady</i> | <i>giving</i> |
| | (the) girl (is) giving (a) phone to (the) woman / lady | | | |
| 4. | furi | lolly | beti-reh | dher |
| | <i>girl</i> | <i>lolly</i> | <i>lady</i> | <i>giving</i> |
| | (the) girl (is) giving (a) lolly to (the) woman / lady | | | |
| 5. | fuwa | aifol | beti-reh | dher |
| | <i>boy</i> | <i>apple</i> | <i>lady</i> | <i>giving</i> |
| | (the) boy (is) giving (an) apple to (the) woman / lady | | | |
| RECORD | Set L2 - Act out and ask the children to describe: 'What's happening?' | | | |
| 1. | fuwa | ball | beti-reh eitah | marya dher |
| | <i>boy</i> | <i>ball</i> | <i>lady to</i> | <i>throw doing</i> |
| | (the) boy (is) throwing the ball to (the) woman / lady | | | |
| | CHILD: | | | |
| Translation: | | | | |
| 2. | fuwa | ball | beta-reh eita | marya dher |
| | <i>boy</i> | <i>ball</i> | <i>man to</i> | <i>throw doing</i> |
| | (the) boy (is) throwing the ball to (the) man | | | |
| | CHILD: | | | |
| Translation: | | | | |
| 3. | fuwa | ball | baccha-reh eita | marya dher |
| | <i>boy</i> | <i>ball</i> | <i>baby to</i> | <i>throw doing</i> |
| | (the) boy (is) throwing the ball to (the) baby | | | |
| | CHILD: | | | |
| Translation: | | | | |

End of therapy session 15

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Therapy session 16 - SET J: Agent + Action + Patient + Benefactive

| INPUT | Set J1 - Say the following set for the children | | | |
|---------------------|---|-------------------|---------------|---------------|
| 1. | furi | baccha-reh | ball | dher |
| | <i>girl</i> | <i>baby</i> | <i>ball</i> | <i>giving</i> |
| | (the) girl (is) giving (a) ball to (the) baby | | | |
| 2. | furi | baccha-reh | khola | dher |
| | <i>girl</i> | <i>baby</i> | <i>banana</i> | <i>giving</i> |
| | (the) girl (is) giving (a) banana to (the) baby | | | |
| 3. | furi | baccha-reh | phone | dher |
| | <i>girl</i> | <i>baby</i> | <i>phone</i> | <i>giving</i> |
| | (the) girl (is) giving (a) phone to (the) baby | | | |
| 4. | furi | baccha-reh | lolly | dher |
| | <i>girl</i> | <i>baby</i> | <i>lolly</i> | <i>giving</i> |
| | (the) girl (is) giving (a) lolly to (the) baby | | | |
| 5. | fuwa | baccha-reh | apple | dher |
| | <i>girl</i> | <i>baby</i> | <i>apple</i> | <i>giving</i> |
| | (the) boy (is) giving (an) apple to (the) baby | | | |
| RECORD | Set J2 - Act out and ask the children to describe: 'What's happening?' | | | |
| 1. | fuwa | beti-reh | ball | dher |
| | <i>boy</i> | <i>lady</i> | <i>ball</i> | <i>giving</i> |
| | (the) boy (is) giving (a) ball to (the) woman / lady | | | |
| | CHILD: | | | |
| Translation: | | | | |
| 2. | fuwa | beti-reh | khola | dher |
| | <i>boy</i> | <i>lady</i> | <i>banana</i> | <i>giving</i> |
| | (the) boy (is) giving (a) banana to (the) woman / lady | | | |
| | CHILD: | | | |
| Translation: | | | | |
| 3. | fuwa | beti-reh | phone | dher |
| | <i>boy</i> | <i>lady</i> | <i>phone</i> | <i>giving</i> |
| | (the) boy (is) giving (a) phone to (the) woman / lady | | | |
| | CHILD: | | | |
| Translation: | | | | |
| 4. | fuwa | beti-reh | lolly | dher |
| | <i>boy</i> | <i>lady</i> | <i>lolly</i> | <i>giving</i> |
| | (the) boy (is) giving (a) lolly to (the) woman / lady | | | |
| | CHILD: | | | |
| Translation: | | | | |
| 5. | fuwa | beti-reh | aifol | dher |
| | <i>boy</i> | <i>lady</i> | <i>apple</i> | <i>giving</i> |
| | (the) boy (is) giving (an) apple to (the) woman / lady | | | |
| | CHILD: | | | |
| Translation: | | | | |

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Therapy session 16 - SET K: Agent + Action + Patient + Benefactive

| INPUT | Set K1 - Say the following set for the children | | | |
|--------|---|---------------|-------------------------|--------------------|
| 1. | furi | ball | beti-reh eitah | marya dher |
| | <i>girl</i> | <i>ball</i> | <i>lady to</i> | <i>throw doing</i> |
| | (the) girl (is) throwing (a) ball to (the) woman / lady | | | |
| 2. | furi | ball | beta-reh eitah | marya dher |
| | <i>girl</i> | <i>ball</i> | <i>man to</i> | <i>throw doing</i> |
| | (the) girl (is) throwing (a) ball to (the) man | | | |
| 3. | fuwa | ball | baccha-reh eitah | marya dher |
| | <i>boy</i> | <i>ball</i> | <i>man to</i> | <i>throw doing</i> |
| | (the) boy (is) throwing (a) ball to (the) baby | | | |
| RECORD | Set K2 - Act out and ask the children to describe: 'What's happening?' | | | |
| 1. | fuwa | khola | beti-reh eitah | marya dher |
| | <i>boy</i> | <i>banana</i> | <i>lady to</i> | <i>throw doing</i> |
| | (the) boy (is) throwing (a) banana to (the) woman / lady | | | |
| | CHILD: | | | |
| | Translation: | | | |
| 2. | fuwa | khola | beta-reh eitah | marya der |
| | <i>boy</i> | <i>banana</i> | <i>man to</i> | <i>throw doing</i> |
| | (the) boy (is) throwing (a) banana to (the) man | | | |
| | CHILD: | | | |
| | Translation: | | | |
| 3. | fuwa | khola | beta-reh eitah | marya dher |
| | <i>boy</i> | <i>banana</i> | <i>baby to</i> | <i>throw doing</i> |
| | (the) boy (is) throwing (a) banana to (the) baby | | | |
| | CHILD: | | | |
| | Translation: | | | |

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Therapy session 16 - SET L: Agent + Action + Patient +Benefactive

| INPUT | Set L1 - Say the following set for the children | | | |
|---------------------|--|---------------|------------------------|--------------------|
| 1. | furi | ball | beti-reh | dher |
| | <i>girl</i> | <i>ball</i> | <i>lady</i> | <i>giving</i> |
| | (the) girl (is) giving (a) ball to (the) woman / lady | | | |
| 2. | furi | khola | beti-reh | dher |
| | <i>girl</i> | <i>banana</i> | <i>lady</i> | <i>giving</i> |
| | (the) girl (is) giving (a) banana to (the) woman / lady | | | |
| 3. | furi | phone | beti-reh | dher |
| | <i>girl</i> | <i>phone</i> | <i>lady / woman</i> | <i>giving</i> |
| | (the) girl (is) giving (a) phone to (the) woman / lady | | | |
| 4. | furi | lolly | beti-reh | dher |
| | <i>girl</i> | <i>lolly</i> | <i>lady / woman</i> | <i>giving</i> |
| | (the) girl (is) giving (a) lolly to (the) woman / lady | | | |
| 5. | fuwa | aifol | beti-reh | dher |
| | <i>boy</i> | <i>apple</i> | <i>lady / woman</i> | <i>giving</i> |
| | (the) boy (is) giving (an) apple to (the) woman / lady | | | |
| RECORD | Set L2 - Act out and ask the children to describe: 'What's happening?' | | | |
| 1. | fuwa | ball | beti-reh eitah | marya dher |
| | <i>boy</i> | <i>ball</i> | <i>lady / woman to</i> | <i>throw doing</i> |
| | (the) boy (is) throwing the ball to (the) woman / lady | | | |
| | CHILD: | | | |
| Translation: | | | | |
| 2. | fuwa | ball | beta-reh eita | marya dher |
| | <i>boy</i> | <i>ball</i> | <i>man to</i> | <i>throw doing</i> |
| | (the) boy (is) throwing the ball to (the) man | | | |
| | CHILD: | | | |
| Translation: | | | | |
| 3. | fuwa | ball | baccha-reh eita | marya dher |
| | <i>boy</i> | <i>ball</i> | <i>baby to</i> | <i>throw doing</i> |
| | (the) boy (is) throwing the ball to (the) baby | | | |
| | CHILD: | | | |
| Translation: | | | | |

NOW PLEASE COMPLETE THE BEST OUTCOME ASSESSMENT

End of therapy session 16

BEST Assessment and Therapy Recording Form

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Show the child one picture at (a) time from the **BEST Assessment Picture Booklet: Outcome Assessment** and ask the child “Tell me what’s happening here?” Record the child’s first response only. Do not try and elicit (a) full response.

| No. | Verb | Target | Child’s response | Scoring Content (PAS) | <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> | Scoring morphology | <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> | |
|---|-------|---------------------------------|------------------|-----------------------|---|--------------------|---|--|
| 1 | laugh | beta | ashair | | Agent (X) | | Det (the) | |
| | | <i>man</i> | <i>laughing</i> | | Verb (laugh) | | Aux(is) | |
| | | (the) man (is) laughing | | | | | Inflection(ing) | |
| 2 | sit | beta | boyseh | | Agent (X) | | Det 1 (the X) | |
| | | <i>man</i> | <i>sitting</i> | | Verb (sit) | | Aux (is) | |
| | | (the) man (is) sitting | | | | | Inflection (ing) | |
| 3 | walk | teddy | atair | | Agent (X) | | Det 1 (the X) | |
| | | <i>teddy</i> | <i>walking</i> | | Verb (walk) | | Aux (is) | |
| | | (the) <i>teddy</i> (is) walking | | | | | Inflection (ing) | |
| 4 | jump | furi | faal | | Agent (X) | | Det 1 (the X) | |
| | | <i>girl</i> | <i>jump</i> | | Verb (jump) | | Aux (is) | |
| | | (the) <i>girl</i> (is) jumping | | | | | Inflection (ing) | |
| 5 | ride | fuwa | ghoora | | Agent (X) | | Det 1(the X) | |
| | | <i>boy</i> | <i>horse</i> | | Verb (ride) | | Aux (is) | |
| | | <i>sorer</i> | <i>riding</i> | | Patient (Y) | | Inflection (ing) | |
| (the) <i>boy</i> (is) riding (a) <i>horse</i> | | | | | | Det 2 (the/a Y) | | |
| 6 | brush | beti | teddy-reh | | Agent (X) | | Det 1 (the X) | |
| | | <i>lady</i> | <i>teddy</i> | | Verb (brush) | | Aux (is) | |
| | | <i>asrar</i> | <i>brushing</i> | | Patient (Y) | | Inflection (ing) | |
| (the) <i>woman / lady</i> (is) brushing (the) <i>teddy</i> | | | | | | Det 2 (the/a Y) | | |
| 7 | eat | beta | komla | | Agent (X) | | Det 1(the X) | |
| | | <i>man</i> | <i>orange</i> | | Verb (eat) | | Aux (is) | |
| | | <i>khaar</i> | <i>eating</i> | | | | | |

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| No. | Verb | Target | Child's response | Scoring Content (PAS) | <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> | Scoring morphology | <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> |
|-----|-------|---|-------------------|--------------------------|---|---------------------|---|
| | | | | Patient (Y) | | Inflection (ing) | |
| | | (the) man (is) eating (an) orange | | | | Det 2 (the/a Y) | |
| 8 | kiss | furi | baacha-reh | mya dher | Agent (X) | Det 1 (the X) | |
| | | <i>girl</i> | <i>baby</i> | <i>kiss doing</i> | Verb (kiss) | Aux (is) | |
| | | (the) girl (is) kissing (the) baby | | | Patient (Y) | Inflection (ing) | |
| | | | | | | Det 2 (the/a Y) | |
| 9 | kick | baacha | afoil-reh | laat marer | Agent (X) | Det 1(the X) | |
| | | <i>baby</i> | <i>apple</i> | <i>kick doing</i> | Verb (kick) | Aux (is) | |
| | | (the) baby (is) kicking (an) apple | | | Patient (Y) | Inflection (ing) | |
| | | | | | | Det 2 (the/ (an) Y) | |
| 10 | smell | baacha | khola | hoonger | Agent (X) | Det 1 (the X) | |
| | | <i>baby</i> | <i>banana</i> | <i>smelling</i> | Verb (smell) | Aux (is) | |
| | | (the) baby (is) smelling (a) banana | | | Patient (Y) | Inflection (ing) | |
| | | | | | | Det 2 (the/a Y) | |
| 11 | hug | furi | baacha-reh | anja khoriya dhor | Agent (X) | Det 1(the X) | |
| | | <i>girl</i> | <i>baby</i> | <i>hug doing+hold</i> | Verb (hug) | Aux (is) | |
| | | (the) girl (is) hugging (the) baby | | | Patient (Y) | Inflection (ing) | |
| | | | | | | Det 2 (the/a Y) | |
| 12 | wash | furi | aifol | dhor | Agent (X) | Det 1 (the X) | |
| | | <i>girl</i> | <i>apple</i> | <i>washing</i> | Verb (wash) | Aux (is) | |
| | | (the) girl (is) washing (an) apple | | | Patient (Y) | Inflection (ing) | |
| | | | | | | Det 2 (the/ (an) Y) | |
| 13 | pour | beta | dhood | zooth ar | Agent (X) | Det 1(the X) | |
| | | <i>man</i> | <i>milk</i> | <i>shoe</i> | Verb (pour) | Aux (is) | |

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| No. | Verb | Target | Child's response | Scoring Content (PAS) | <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> | Scoring morphology | <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> |
|-----|-------|---|--|--|---|--|---|
| | | | <i>pouring</i> | Patient (Y) | | Inflection (ing) | |
| | | (the) man (is) pouring <i>milk</i> into (a) <i>shoe</i> | | Locative (Z) | | Prep (into) | |
| | | | | | | Det 2 (the/a Z) | |
| 14 | put | baacha sabi tor tebulor ufreh | | Agent (X) | | Det 1 (the X) | |
| | | <i>baby</i> <i>key</i> <i>put</i> <i>table on-top</i> | | Verb (put) | | Aux (is) | |
| | | (the) <i>baby</i> (is) putting (a) <i>key</i> on (the) <i>table</i> | | Patient (Y) | | Inflection (ing) | |
| | | | | Locative (Z) | | Det 1 (the/a Y) | |
| | | | | | | Prep (on) | |
| | | | | | | Det 3 (the/a Z) | |
| 15 | give | fuwa beti-reh khola dher | | Agent (X) | | Det 1 (the X) | |
| | | <i>boy</i> <i>woman</i> <i>banana</i> <i>giving</i> | | Verb (give) | | Aux (is) | |
| | | (the) <i>boy</i> (is) giving the/a <i>banana</i> to (the) <i>woman / lady</i> | | Patient (Y) | | Inflection (ing) | |
| | | | | Benefactive (Z) | | Det 2 (the/a Y) | |
| | | | | | | Prep (to) | |
| | | | | | | Det 3 (the/a Z) | |
| 16 | throw | furi beta-reh ball eitha marya dher | | Agent (X) | | Det 1 (the X) | |
| | | <i>girl</i> <i>man</i> <i>ball</i> <i>throw+ hitting +doing</i> | | Verb (throw) | | Aux (is) | |
| | | (the) <i>girl</i> (is) throwing (a) <i>ball</i> to (the) <i>man</i> | | Patient (Y) | | Inflection (ing) | |
| | | | | Benefactive (Z) | | Det 2 (the/a Y) | |
| | | | | | | Prep (to) | |
| | | | | | | Det 3 (the/a Z) | |
| | | | Please transfer these percentage scores to the table on page 3, and plot them onto the Progress | TOTAL CONTENT | /48 | TOTAL MORPHOLOGY | /67 |
| | | | | PERCENTAGE (Raw score/total) | | PERCENTAGE (Raw score/total) | |

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| No. | Verb | Target | Child's response | Scoring Content (PAS) | <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> | Scoring morphology | <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> |
|-----|------|--------|---------------------------------|-----------------------|---|--------------------|---|
| | | | Tracker Chart on page 4. | score) x 100 | | score) x 100 | |

BEST Assessment and Therapy Recording Form

Dr Cristina McKean, Dr Sean Pert and Dr Carol Stow © 2010-2022.

Show the child one picture at (a) time from the **BEST Assessment Picture Booklet: Post-Treatment Review** and ask the child “Tell me what’s happening here?” Record the child’s first response only. Do not try and elicit (a) full response.

| No. | Verb | Target | Child’s response | Scoring Content (PAS) | <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> | Scoring morphology | <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> |
|-----|-------|--|---------------------|-----------------------|---|--------------------|---|
| 1 | sit | baacha | boyseh | Agent (X) | | Det (the) | |
| | | <i>baby</i> | <i>sitting</i> | Verb (sit) | | Aux(is) | |
| | | (the) <i>baby (is) sitting</i> | | | | Inflection(ing) | |
| 2 | walk | furi | atair | Agent (X) | | Det (the) | |
| | | <i>girl</i> | <i>walking</i> | Verb (walk) | | Aux(is) | |
| | | (the) <i>girl (is) walking</i> | | | | Inflection(ing) | |
| 3 | laugh | teddy | ashair | Agent (X) | | Det (the) | |
| | | <i>teddy</i> | <i>laughing</i> | Verb (laugh) | | Aux(is) | |
| | | (the) <i>teddy (is) laughing</i> | | | | Inflection(ing) | |
| 4 | jump | fuwa | faal der | Agent (X) | | Det (the) | |
| | | <i>boy</i> | <i>jump + doing</i> | Verb (jump) | | Aux(is) | |
| | | (the) <i>boy (is) jumping</i> | | | | Inflection(ing) | |
| 5 | ride | fuwa | beliy-reh | Agent (X) | | Det 1(the X) | |
| | | <i>boy</i> | <i>cat</i> | Verb (ride) | | Aux (is) | |
| | | (the) <i>boy (is) riding (the) cat</i> | | Patient (Y) | | Inflection (ing) | |
| | | | | | | Det 2 (the/a Y) | |
| 6 | smell | baacha | komla | Agent (X) | | Det 1(the X) | |
| | | <i>baby</i> | <i>orange</i> | Verb (smell) | | Aux (is) | |
| | | (the) <i>baby (is) smelling (an) orange.</i> | | Patient (Y) | | Inflection (ing) | |
| | | | | | | Det 2 (the/a Y) | |
| 7 | wash | teddy | samos-reh | Agent (X) | | Det 1(the X) | |
| | | <i>teddy</i> | <i>washing</i> | Verb (wash) | | Aux (is) | |
| | | <i>spoon</i> | | Patient (Y) | | Inflection (ing) | |
| | | (the) <i>teddy (is) washing (the) spoon</i> | | | | Det 2 (the/a Y) | |

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|-----|-------|--|-------------------|------------------------------|------------------|------------------|-----------------------|---|--------------------|---|
| 8 | eat | teddy | khola | khaar | | Agent (X) | | Det 1(the X) | | |
| | | <i>teddy</i> | <i>banana</i> | <i>eating</i> | | Verb (eat) | | Aux (is) | | |
| | | (the) <i>teddy</i> (is) eating (a) <i>banana</i> | | | | Patient (Y) | | Inflection (ing) | | |
| | | | | | | | | Det 2 (the/a Y) | | |
| 9 | kick | beti | aifol | laat marer | | Agent (X) | | Det 1(the X) | | |
| | | <i>lady</i> | <i>apple</i> | <i>kick hitting</i> | | Verb (kick) | | Aux (is) | | |
| | | (the) <i>woman / lady</i> (is) kicking (an) <i>apple</i> . | | | | Patient (Y) | | Inflection (ing) | | |
| | | | | | | | | Det 2 (the/a Y) | | |
| 10 | brush | fuwa | beliy-reh | asrar | | Agent (X) | | Det 1(the X) | | |
| | | <i>boy</i> | <i>cat</i> | <i>brushing</i> | | Verb (brush) | | Aux (is) | | |
| | | (the) <i>boy</i> (is) brushing (the) <i>cat</i> | | | | Patient (Y) | | Inflection (ing) | | |
| | | | | | | | | Det 2 (the/a Y) | | |
| 11 | hug | furi | teddy reh | anja khoriya dhorer | | Agent (X) | | Det 1(the X) | | |
| | | <i>girl</i> | <i>teddy</i> | <i>hug + doing + holding</i> | | Verb (hug) | | Aux (is) | | |
| | | (the) <i>girl</i> (is) hugging (a) <i>teddy</i> | | | | Patient (Y) | | Inflection (ing) | | |
| | | | | | | | | Det 2 (the/a Y) | | |
| 12 | kiss | fuwa | ghoora-reh | maya dher | | Agent (X) | | Det 1(the X) | | |
| | | <i>boy</i> | <i>horse</i> | <i>kiss giving</i> | | Verb (kiss) | | Aux (is) | | |
| | | (the) <i>boy</i> (is) kissing (the) <i>horse</i> | | | | Patient (Y) | | Inflection (ing) | | |
| | | | | | | | | Det 2 (the/a Y) | | |
| 13 | put | beta | falongor | ufreh | samos tor | | Agent (X) | | Det 1 (the X) | |
| | | <i>man</i> | <i>bed</i> | <i>on-top</i> | <i>spoon put</i> | | Verb (put) | | Aux (is) | |
| | | (the) <i>man</i> (is) putting (a) <i>spoon</i> on (the) <i>bed</i> | | | | | Patient (Y) | | Inflection (ing) | |
| | | | | | | | | | Det 2 (the/a Y) | |
| | | | | | | | Prep (on) | | | |

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|-----|-------|---|---|--|---|--|---|--|
| | | | | | | Det 3 (the/a Z) | | |
| 14 | pour | bacha | juice | baksho r | bitreh daler | Agent (X) | Det 1 (the X) | |
| | | <i>baby</i> | <i>juice</i> | <i>box</i> | <i>inside pouring</i> | Verb (pour) | Aux (is) | |
| | | (the) <i>baby</i> (is) pouring <i>juice</i> into (the) <i>box</i> | | | | Patient (Y) | Inflection (ing) | |
| | | | | | | Locative (Z) | Prep (into) | |
| | | | | | | Det 2 (the/a Z) | | |
| 15 | give | furi | beti-reh | phone | dirah | Agent (X) | Det 1 (the X) | |
| | | <i>girl</i> | <i>woman</i> | <i>phone</i> | <i>giving</i> | Verb (give) | Aux (is) | |
| | | (the) <i>girl</i> (is) giving (the) <i>phone</i> to (the) <i>woman / lady</i> | | | | Patient (Y) | Inflection (ing) | |
| | | | | | | Benefactive (Z) | Det 2 (the/a Y) | |
| | | | | | | Prep (to) | | |
| | | | | | | Det 3 (the/a Z) | | |
| 16 | throw | fuwa | baacha- reh | khola | eitha marya dher | Agent (X) | Det 1 (the X) | |
| | | <i>boy</i> | <i>baby</i> | <i>banana</i> | <i>throwing + hitting- giving</i> | Verb (throw) | Aux (is) | |
| | | (the) <i>boy</i> (is) throwing (a) <i>banana</i> to (the) <i>baby</i> | | | | Patient (Y) | Inflection (ing) | |
| | | | | | | Benefactive (Z) | Det 2 (the/a Y) | |
| | | | | | | Prep (to) | | |
| | | | | | | Det 3 (the/a Z) | | |
| | | | Please transfer these percentage scores to the table on page 3, and plot them onto the Progress Tracker Chart on page 4. | TOTAL CONTENT | /48 | TOTAL MORPHOLOGY | /67 | |
| | | | | PERCENTAGE (Raw score/total score) x 100 | | PERCENTAGE (Raw score/total score) x 100 | | |