



**Building**  
**Early**  
**Sentences**  
**Therapy**



**BEST Therapy Recording Booklet**

Name  D.O.B  ID/NHS	Address
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<b>Child's name</b>	
<b>D.O.B</b>	
<b>Recorded by</b>	
<b>Role:</b>	<input type="checkbox"/> Speech and Language Therapist <input type="checkbox"/> Speech and Language Therapy Assistant <input type="checkbox"/> Student <input type="checkbox"/> Teaching Assistant <input type="checkbox"/> Other: _____

<b>Language(s):</b>	<input type="checkbox"/> Monolingual English <input type="checkbox"/> English dominant but hears/speaks _____ _____ at home	
	<b>Pakistani heritage languages:</b>	<input type="checkbox"/> Mirpuri <input type="checkbox"/> Punjabi <input type="checkbox"/> Urdu
	<b>Bangladeshi heritage languages:</b>	<input type="checkbox"/> Sylheti <input type="checkbox"/> Standard Bangla <input type="checkbox"/> Standard Bangla
	<b>Other (please state):</b>	
<b>Primary communication diagnosis:</b>	<input type="checkbox"/> Language delay <input type="checkbox"/> Developmental Language disorder DLD	
<b>Other communication difficulties:</b>	<input type="checkbox"/> Speech disorder: <input type="checkbox"/> Articulation <input type="checkbox"/> Phonological delay <input type="checkbox"/> Phonological disorder	
<b>Associated conditions:</b>	<input type="checkbox"/> Global developmental delay <input type="checkbox"/> Learning difficulties <input type="checkbox"/> Otitis media with effusion <input type="checkbox"/> Hearing impairment <input type="checkbox"/> Autistic Spectrum Disorder <input type="checkbox"/> Other: _____	

<b>Eligibility Assessment</b>	<b>Date:</b>	<b>Age:</b>
<input type="checkbox"/> BEST Eligibility Assessment	/ /	;
<b>Pre-Treatment Assessment:</b>		
<input type="checkbox"/> BEST Baseline Assessment	/ /	;
<b>Decision point 1:</b>	<b>Date:</b>	<b>Age:</b>
<input type="checkbox"/> BEST Assessment 1	/ /	;
<b>Decision point 2:</b>	<b>Date:</b>	<b>Age:</b>
<input type="checkbox"/> Best Assessment 2	/ /	;
<b>Outcome Assessment:</b>	<b>Date:</b>	<b>Age:</b>
<input type="checkbox"/> BEST Outcome Assessment	/ /	;
<b>Consolidation period</b>	<b>6 weeks</b>	
<b>Post-Treatment Review:</b>	<b>Date:</b>	<b>Age:</b>
<input type="checkbox"/> BEST Review Assessment	/ /	;

**BEST Assessment Summary**

Assessment Stage	BEST Assessment			
	Content (PAS)		Morphology	
<b>Pre-Treatment assessment</b>	Raw score:		Raw score:	
Date of session: __/__/__ Age: __years __months	Percentage: (Raw score/48)x 100		Percentage: (Raw score/67)x 100	
<b>Decision Point 1</b>	Raw score:		Raw Score:	
Date of session: __/__/__ Age: __years __months	Percentage: (Raw score/24)x 100		Percentage: (Raw score/34) x 100	
<b>Decision Point 2</b>	Raw score:		Raw score:	
Date of session: __/__/__ Age: __years __months	Percentage: (Raw score/24)x 100		Percentage: (Raw score/33)x 100	
<b>Outcome assessment</b>	Raw score:		Raw score:	
Date of session: __/__/__ Age: __years __months	Percentage: (Raw score/48)x 100		Percentage: (Raw score/67)x 100	
<b>Post-Treatment Review:</b>	Raw score:		Raw score:	
Date of session: __/__/__ Age: __years __months	Percentage: (Raw score/48)x 100		Percentage: (Raw score/67)x 100	
<b>Completed by (PRINT NAME):</b>				
<b>Signature:</b>				

### BEST Assessment procedure

All assessments follow the same structure using picture stimuli to capture children's **spontaneous unsupported expressive language ability**. For each assessment you will need the **BEST Assessment Picture book** and the **BEST Assessment Record form**. Refer to the BEST manual for more information on each individual assessment

1. Tell the child that you are going to look at some pictures together
2. Show the child the first picture and say "tell me what's happening here"
3. Record the child's response (if any) in the record form
4. **It is not necessary to try and elicit full responses, nor to correct, remodel or in any way attempt to support the child to produce longer spoken sentences.**
5. You do not have to score the assessment 'live', just write the responses and score afterwards.

### BEST Scoring procedure

The target sentences are written on the assessment form. Scoring is divided into two parts, **Content** and **Morphology**. Content words are nouns and verbs (e.g., man, apple, boy, walk). Morphology includes **determiners** such as 'a' and 'the', **auxiliaries** such as 'is', **inflections** such as the 'ing' part of the verb (e.g., runn-**ing**), and **prepositions** such as 'on' 'to' and 'into'. The **'argument'** and **'morpheme'** columns are included for reference, use the **'target'** column to decide if a correct or acceptable word has been spoken by the child. Acceptable alternatives for a target word are provided in brackets immediately following the target. For example, Teddy (*bear*); either word is acceptable and scores one point. If the word is not listed on the form, it is likely incorrect. **A full list of acceptable and unacceptable responses for all content words and morphology is provided in the appendix.**

- Tick if the target word is included in the child's spoken response and put a cross where it is absent.
- Off-topic and irrelevant spoken utterances are scored as incorrect (e.g., comments about that picture that do not describe what is happening such as "that's funny").
- Local dialectal variations are scored as correct (e.g., "babby" for baby).
- If a child incorrectly substitutes a word this is marked as incorrect (e.g., 'boy' for 'man' would be marked as incorrect. In the pictures, men are depicted with beards to distinguish them from boys)
- Count the number of ticks and calculate the percentage correct in the row at the end of the assessment form.

### Scoring protocols: examples

Pronouns used for agents are acceptable (e.g., she/he/. But him/her/ would be scored as incorrect. For example, in the item "The boy is walking" if a child responds, "he is walking" they would get a correct score for the agent 'he', the auxiliary verb 'is', the main verb 'walk' and the inflection 'ing' but would get an incorrect score for missing out the determiner "the". See the worked example on the next page.

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"/>
			Target	Argument		Target	Morpheme	
Walk	The boy is walking	"he is walking"	Boy ( <i>he</i> )	agent	<input checked="" type="checkbox"/>	The ( <i>a</i> )	det	<input checked="" type="checkbox"/>
			Walk	verb	<input checked="" type="checkbox"/>	Is	aux	<input checked="" type="checkbox"/>
Walk	The boy is walking	"him is walking"	Boy ( <i>he</i> )	agent	<input checked="" type="checkbox"/>	The ( <i>a</i> )	det	<input checked="" type="checkbox"/>
			Walk	verb	<input checked="" type="checkbox"/>	Is	aux	<input checked="" type="checkbox"/>

If the wrong noun is used this marked as incorrect (e.g, dog for cat, mum for girl, boy for man etc.).

If a child makes many attempts to respond or produces separate clause elements (part of the sentence) as separate utterances only the first attempt/utterance is analysed

Child: "The lady.... the lady.... She.... Sitting there

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"/>
			Target	Argument		Target	Morpheme	
Sit	The woman is sitting	"The lady"	Woman ( <i>lady</i> )	Agent	<input checked="" type="checkbox"/>	The ( <i>that/a</i> )	Det	<input checked="" type="checkbox"/>
			Sit	Verb	<input checked="" type="checkbox"/>	Is	Aux	<input checked="" type="checkbox"/>

If a child makes a false start and self corrects part way through an utterance the complete corrected sentence is analysed, e.g.,

Child: "The boy.... the man is eating the apple".

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"/>
			Target	Argument		Target	Morpheme	
Eat	The man is eating the apple	"The man is eating the apple"	Man ( <i>he</i> )	Agent	<input checked="" type="checkbox"/>	The ( <i>that/a</i> )	Det 1	<input checked="" type="checkbox"/>
			Eat	Verb	<input checked="" type="checkbox"/>	Is	Aux	<input checked="" type="checkbox"/>
			Apple	Patient	<input checked="" type="checkbox"/>	The ( <i>that/a</i> )	Det 2	<input checked="" type="checkbox"/>

**BEST Baseline Assessment (to be completed before the child’s first BEST session)**

Show the child one picture at a time from the **BEST Assessment Picture Booklet: Baseline 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"/>
				Target	Argument		Target	Morpheme	
1	Sit	The teddy is sitting		teddy ( <i>bear</i> )	Agent	<input type="checkbox"/>	the ( <i>that/a</i> )	Det	<input type="checkbox"/>
				sit	Verb		is	Aux	
							ing	Inflection	
2	Walk	The boy is walking		boy ( <i>he</i> )	Agent	<input type="checkbox"/>	the ( <i>that/a</i> )	Det	<input type="checkbox"/>
				walk	Verb		is	Aux	
							ing	Inflection	
3	Laugh*	The woman is laughing		woman ( <i>lady/she</i> )	Agent	<input type="checkbox"/>	the ( <i>that/a</i> )	Det	<input type="checkbox"/>
				laugh ( <i>smile/giggle</i> )	Verb		is	Aux	
							ing	Inflection	
4	Jump	The woman is jumping		woman ( <i>lady/she</i> )	Agent	<input type="checkbox"/>	the ( <i>that/a</i> )	Det	<input type="checkbox"/>
				jump	Verb		is	Aux	
							ing	Inflection	
5	Ride	The boy is riding a bike.		boy ( <i>he</i> )	Agent	<input type="checkbox"/>	the ( <i>that/a</i> )	Det 1	<input type="checkbox"/>
				ride	Verb		is	Aux	
				bike	Patient		ing	Inflection	
							the ( <i>a</i> )	Det 2	
6	Smell	The baby is smelling the sock.		baby ( <i>he/she</i> )	Agent	<input type="checkbox"/>	the ( <i>that/a</i> )	Det 1	<input type="checkbox"/>
				smell	Verb		is	Aux	
				sock	Patient		ing	Inflection	
							the ( <i>a</i> )	Det 2	

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"/>
				Target	Argument		Target	Morpheme	
7	Wash	The teddy is washing a banana		teddy ( <i>bear</i> )	Agent		the ( <i>that/a</i> )	Det 1	
				wash	Verb		is	Aux	
				banana	Patient		ing	Inflection	
							the ( <i>a</i> )	Det 2	
8	Eat	The man is eating the apple		man ( <i>he</i> )	Agent		the ( <i>that/a</i> )	Det 1	
				eat	Verb		is	Aux	
				apple	Patient		ing	Inflection	
							the ( <i>that/an</i> )	Det 2	
9	Kick	The girl is kicking the train		girl ( <i>she</i> )	Agent		the ( <i>that/a</i> )	Det 1	
				kick	Verb		is	Aux	
				train	Patient		ing	Inflection	
							the ( <i>that/a</i> )	Det 2	
10	Brush	The woman is brushing the cat		woman ( <i>lady/she</i> )	Agent		the ( <i>that/a</i> )	Det 1	
				brush	Verb		is	Aux	
				cat	Patient		ing	Inflection	
							the ( <i>that/a</i> )	Det 2	
11	Hug*	The girl is hugging the cat		girl ( <i>she</i> )	Agent		the ( <i>that/a</i> )	Det 1	
				hug ( <i>cuddle</i> )	Verb		is	Aux	
				bike	Patient		ing (inflection)	Inflection	
							the ( <i>a</i> )	Det 2	
12	Kiss	The boy is kissing the teddy		boy ( <i>he</i> )	Agent		the ( <i>that/a</i> )	Det 1	
				kiss	Verb		is	Aux	
				teddy	Patient		ing	Inflection	
							the ( <i>a</i> )	Det 2	



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"/>
				Target	Argument		Target	Morpheme	
13	Put	The man is putting the cup on the table		man ( <i>he</i> )	Agent		the ( <i>that/a</i> )	Det 1	
				put	Verb		is	Aux	
				cup	Patient		ing	Inflection	
				table	Locative		the ( <i>that/a</i> )	Det 2	
							on	Prep	
							the ( <i>that/a</i> )	Det 3	
14	Pour	The baby is pouring milk into the cup		baby ( <i>he/she</i> )	Agent		the ( <i>that/a</i> )	Det 1	
				walk	Verb		is	Aux	
				milk	Patient		ing	Inflection	
				cup	Locative		into	Prep	
							the ( <i>that/a</i> )	Det 2	
15	Give*	The girl is giving the banana to the baby		girl ( <i>she</i> )	Agent		the ( <i>that/a</i> )	Det 1	
				give	Verb		is	Aux	
				banana	Patient		ing	Inflection	
				baby ( <i>him/her</i> )	Benefactive		the ( <i>that/a</i> )	Det 2	
							to	Prep	
16	Throw*	The boy is throwing the banana to the man		boy ( <i>he</i> )	Agent		the ( <i>that/a</i> )	Det 1	
				throw ( <i>pass</i> )	Verb		is	Aux	
				banana	Patient		ing	Inflection	
				man ( <i>him</i> )	Benefactive		the ( <i>that/a</i> )	Det 2	
							to	Prep	
							the ( <i>that/a</i> )	Det 3	
			Please transfer these percentage scores to the table on page 2	<b>TOTAL CONTENT</b>		<b>/48</b>	<b>TOTAL MORPHOLOGY</b>		<b>/67</b>
				<b>PERCENTAGE</b> (Raw score/totalscore) x 100			<b>PERCENTAGE</b> (Raw score/totalscore) x 100		

Scoring notes for BEST Baseline assessment

For all items if a child replaces the agent (subject) noun for the correct pronoun (e.g., 'he' for 'the man' score correct for the agent but incorrect for the first determiner (the) as it has not been included

For all items if a child replaces the patient or benefactive (object of the sentence) with the correct pronoun (e.g., 'her' for 'the girl' score correct for the benefactive/patient but incorrect for the determiner ('the')

\*Item 3: smiling or giggling are acceptable verbs

\*Item 11: cuddling is an acceptable verb

\*Item 16: passed is an acceptable verb

\*Items 15 and 16: in these items the object and the person may be switched; the sentence is grammatically correct if the child says e.g., "the boy is throwing the man the banana" but they would not get a point for the preposition 'to'

**BEST decision Point 1 (completed after session 8)**

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)			Scoring morphology		
				Target	Argument	<input checked="" type="checkbox"/>	Target	Argument	<input checked="" type="checkbox"/>
1	Laugh	The <b>boy</b> is laughing		boy ( <i>he</i> )	Agent		the ( <i>that/a</i> )	Det	
				laugh ( <i>giggling/smiling</i> )	Verb		is	Aux	
							ing	Inflection	
2	Walk	The <b>man</b> is walking		man ( <i>he</i> )	Agent		the ( <i>that/a</i> )	Det	
				walk	Verb		is	Aux	
							ing	Inflection	
3	Eat	The <b>man</b> is eating the/a <b>lolly</b>		man ( <i>he</i> )	Agent		the ( <i>that/a</i> )	Det	
				eat ( <i>licking</i> )	Verb		is	Aux	
				lolly ( <i>lollipop</i> )	Patient		ing	Inflection	
4	Smell	The <b>baby</b> is smelling the/a <b>flower</b>		baby ( <i>he/she</i> )	Agent		the ( <i>that/a</i> )	Det 1	
				smell	Verb		is	Aux	
				flower	Patient		ing	Inflection	
							the ( <i>that/a</i> )	Det 2	
5	Kiss	The <b>boy</b> is kissing the/a <b>baby</b>		boy ( <i>he</i> )	Agent		the ( <i>that/a</i> )	Det 1	
				kiss	Verb		is	Aux	
				baby	Patient		ing	Inflection	
							the ( <i>that/a</i> )	Det 2	

\*Continues on next page



6	Brush	The woman/lady is brushing the/a horse	woman ( <i>lady/she</i> )	Agent		the ( <i>that/a</i> )	Det 1	
			brush ( <i>combing</i> )	Verb		is	Aux	
			horse	Patient		ing	Inflection	
						the ( <i>that/a</i> )	Det 2	
7	Put	The baby is putting a/the flower on the bed	baby ( <i>he/she</i> )	Agent		the ( <i>that/a</i> )	Det 1	
			put	Verb		is	Aux	
			flower	Patient (Y)		ing	Inflection	
			bed	Locative (Z)		the ( <i>that/a</i> )	Det 2	
						on	Prep	
						the ( <i>that/a</i> )	Det 3	
8	Give	The boy is giving the/an apple to the baby	boy ( <i>he</i> )	Agent		the ( <i>that/a</i> )	Det 1	
			give	Verb		is	Aux	
			apple	Patient (Y)		ing	Inflection	
			baby ( <i>he/she</i> )	Benefactive (Z)		the/an ( <i>that</i> )	Det 2	
						to	Prep	
						the ( <i>that/a</i> )	Det 3	
		Please transfer these percentage scores to the table on page 2	<b>TOTAL CONTENT</b>			<b>/24</b>	<b>TOTAL MORPHOLOGY</b>	
			<b>PERCENTAGE</b> (Raw score/totalscore) x 100				<b>PERCENTAGE</b> (Raw score/totalscore) x 100	
							<b>/34</b>	

**BEST decision Point 2 (completed after session 12)**

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"/>
				Target	Argument		Target	Morpheme	
1	Sit	The <b>girl</b> is sitting		girl ( <i>she</i> )	Agent		the ( <i>that/a</i> )	Det	
				sit	Verb		is	Aux	
							ing	Inflection	
2	Jump	The <b>baby</b> is jumping		baby ( <i>he/she</i> )	Agent		the ( <i>that/a</i> )	Det	
				jump	Verb		is	Aux	
							ing	Inflection	
3	Wash	The <b>teddy</b> is washing the/a carrot		teddy ( <i>bear</i> )	Agent		the ( <i>that/a</i> )	Det 1	
				wash	Verb		is	Aux	
				carrot	Patient		ing	Inflection	
							the ( <i>a</i> )	Det 2	
4	Ride	The <b>boy</b> is riding the/a bike		boy ( <i>he</i> )	Agent		the ( <i>that/a</i> )	Det 1	
				ride	Verb		is	Aux	
				bike	Patient		ing	Inflection	
							the ( <i>a</i> )	Det 2	
5	Hug	The <b>girl</b> is <b>hugging</b> the/a horse		girl ( <i>she</i> )	Agent		the ( <i>that/a</i> )	Det 1	
				hug ( <i>cuddling</i> )	Verb		is	Aux	
				horse	Patient		ing	Inflection	
							the ( <i>a/that</i> )	Det 2	
6	Kick	The <b>girl</b> is <b>kicking</b> the/a ball.		girl ( <i>she</i> )	Agent		the ( <i>that/a</i> )	Det 1	
				kick	Verb		is	Aux	
				ball	Patient		ing	Inflection	
							the ( <i>that/a</i> )	Det 2	

\*Continues on next page

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"/>
				Target	Argument		Target	Morpheme	
7	Pour	The man is pouring juice into the/a box		man ( <i>he</i> )	Agent		the ( <i>that/a</i> )	Det 1	
				pour ( <i>tipping</i> )	Verb		is	Aux	
				juice	Patient		ing	Inflection	
				box	Benefactive		into ( <i>in</i> )	Prep	
							the ( <i>that/a</i> )	Det 2	
8	Throw	The boy is throwing the/a ball to the/a woman/lady		boy ( <i>he</i> )	Agent		the ( <i>that/a</i> )	Det 1	
				throw ( <i>pass</i> )	Verb		is	Aux	
				ball	Patient		ing	Inflection	
				woman ( <i>lady/she</i> )	Benefactive		to	Prep	
							the ( <i>that/an</i> )	Det 2	
			Please transfer these percentage scores to the table on page 2	<b>TOTAL CONTENT</b>		<b>/24</b>	<b>TOTAL MORPHOLOGY</b>		<b>/33</b>
				<b>PERCENTAGE</b> (Raw score/totalscore) x 100			<b>PERCENTAGE</b> (Raw score/totalscore) x 100		

**BEST Outcome Assessment (to be completed soon after child’s final BEST session)**

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"/>
				Target	Argument		Target	Morpheme	
1	Laugh	The man is laughing		man ( <i>he</i> )	Agent		the ( <i>that/a</i> )	Det	
				laugh ( <i>giggling/smiling</i> )	Verb		is	Aux	
							ing	Inflection	
2	Sit	The man is sitting		man ( <i>he</i> )	Agent		the ( <i>that/a</i> )	Det	
				sit	Verb		is	Aux	
							ing	Inflection	
3	Walk	The teddy is walking		teddy ( <i>bear</i> )	Agent		the ( <i>that/a</i> )	Det 1	
				walk	Verb		is	Aux	
							ing	Inflection	
4	Jump	The girl is jumping		girl ( <i>she</i> )	Agent		the ( <i>that/a</i> )	Det 1	
				jump	Verb		is	Aux	
							ing	Inflection	
5	Ride	The boy is riding the/a horse		boy ( <i>he</i> )	Agent		the ( <i>that/a</i> )	Det 1	
				riding	Verb		is	Aux	
				horse	Patient		ing (inflection)	Inflection	
							the ( <i>that/a</i> )	Det 2	
6	Brush	The woman/lady is brushing the/a teddy		woman ( <i>lady/she</i> )	Agent		the ( <i>that/a</i> )	Det 1	
				brush	Verb		is	Aux	
				teddy ( <i>bear</i> )	Patient		ing	Inflection	
							the ( <i>that/a</i> )	Det 2	

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"/>
				Target	Argument		Target	Morpheme	
7	Eat	The man is eating the/an orange		man ( <i>he</i> )	Agent		the ( <i>that/a</i> )	Det 1	
				eat	Verb		is	Aux	
				orange	Patient		ing	Inflection	
							the ( <i>that/an</i> )	Det 2	
8	Kiss	The girl is kissing the/a baby		girl ( <i>she</i> )	Agent		the ( <i>that/a</i> )	Det 1	
				kiss	Verb		is	Aux	
				baby ( <i>him/her</i> )	Patient		ing	Inflection	
							the ( <i>that/a</i> )	Det 2	
9	Kick	The baby is kicking the/an apple		baby ( <i>he/she</i> )	Agent		the ( <i>that/a</i> )	Det 1	
				kick	Verb		is	Aux	
				apple	Patient		ing	Inflection	
							the ( <i>that/an</i> )	Det 2	
10	Smell	The baby is smelling the/a banana		baby ( <i>he/she</i> )	Agent		the ( <i>that/a</i> )	Det 1	
				smell	Verb		is	Aux	
				banana	Patient		ing	Inflection	
							the ( <i>that/a</i> )	Det 2	
11	Hug	The girl is hugging the/a banana		girl ( <i>she</i> )	Agent		the ( <i>that/a</i> )	Det 1	
				hug ( <i>cuddling</i> )	Verb		is	Aux	
				baby	Patient		ing	Inflection	
							the ( <i>a/that</i> )	Det 2	
12	Wash	The girl is washing the/an apple		girl ( <i>she</i> )	Agent		the ( <i>that/a</i> )	Det 1	
				wash	Verb		is	Aux	
				apple	Patient		ing	Inflection	
							the ( <i>that/an</i> )	Det 2	

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13	Pour	The man is pouring milk into the/a shoe		man ( <i>he</i> )	Agent		the ( <i>that/a</i> )	Det 1	
				pour ( <i>tipping</i> )	Verb		is	Aux	
				milk	Patient		ing	Inflection	
				shoe	Locative		into ( <i>in</i> )	Prep	
							the ( <i>that/a</i> )	Det 2	
14	Put	The baby is putting the/a key on the/a table		baby ( <i>he/she</i> )	Agent		the ( <i>that/a</i> )	Det 1	
				put	Verb		is	Aux	
				key	Patient		ing	Inflection	
				table	Locative		the ( <i>that/a</i> )	Det 2	
							on	Prep	
			the ( <i>that/a</i> )	Det 3					
15	Give	The boy is giving the/a banana to the/a woman/lady		boy ( <i>he</i> )	Agent		the ( <i>that/a</i> )	Det 1	
				give ( <i>tipping</i> )	Verb		is	Aux	
				banana	Patient		ing	Inflection	
				woman ( <i>lady/her</i> )	Benefactive		the ( <i>that/a</i> )	Det 2	
							to	Prep	
			the ( <i>a/that</i> )	Det 3					
16	Throw	The girl is throwing the/a ball to the/a man		girl ( <i>she</i> )	Agent		the ( <i>that/a</i> )	Det 1	
				throw ( <i>pass</i> )	Verb		is	Aux	
				ball	Patient		ing	Inflection	
				man ( <i>him</i> )	Benefactive		the ( <i>that/a</i> )	Det 2	
							to	Prep	
			the ( <i>that/an</i> )	Det 3					
			Please transfer these percentage scores to the table on page 2	<b>TOTAL CONTENT</b>		<b>/48</b>	<b>TOTAL MORPHOLOGY</b>		<b>/67</b>
				<b>PERCENTAGE</b> (Raw score/totalscore) x 100			<b>PERCENTAGE</b> (Raw score/totalscore) x 100		

**BEST Outcome Assessment (to be completed 6 weeks after child’s final BEST session)**

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"/>
				Target	Argument		Target	Morpheme	
1	Sit	The <b>baby</b> is sitting		baby ( <i>he/she</i> )	Agent		the ( <i>that/a</i> )	Det	
				sit	Verb		is	Aux	
							ing	Inflection	
2	Walk	The <b>girl</b> is walking		girl ( <i>she</i> )	Agent		the ( <i>that/a</i> )	Det	
				walk	Verb		is	Aux	
							ing	Inflection	
3	Laugh	The <b>teddy</b> is laughing		teddy ( <i>bear</i> )	Agent		the ( <i>that/a</i> )	Det 1	
				laugh ( <i>giggling/smiling</i> )	Verb		is	Aux	
					Patient		ing	Inflection	
4	Jump	The <b>boy</b> is jumping		boy ( <i>he</i> )	Agent		the ( <i>that/a</i> )	Det 1	
				jump	Verb		is	Aux	
							ing	Inflection	
5	Ride	The <b>boy</b> is riding the/a <b>cat</b>		boy ( <i>he</i> )	Agent		the ( <i>that/a</i> )	Det 1	
				riding	Verb		is	Aux	
				cat	Patient		ing	Inflection	
							the ( <i>that/a</i> )	Det 2	
6	Smell	The <b>baby</b> is smelling the/a <b>orange</b>		baby ( <i>he/she</i> )	Agent		the ( <i>that/a</i> )	Det 1	
				smell	Verb		is	Aux	
				orange	Patient		ing	Inflection	
							the ( <i>that/an</i> )	Det 2	

\*Continues on next page

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"/>
				Target	Argument		Target	Morpheme	
7	Wash	The teddy is washing the/a spoon		Teddy ( <i>bear</i> )	agent		The ( <i>that/a</i> )	Det 1	
				Wash	verb		Is	Aux	
				Spoon	patient		ing	Inflection	
							The ( <i>a/that</i> )	Det 2	
8	Eat	The teddy is eating the/a banana		Teddy ( <i>bear</i> )	agent		The ( <i>that/a</i> )	Det 1	
				Eat	verb		is	Aux	
				Banana	patient		ing	Inflection	
							The ( <i>that/a</i> )	Det 2	
9	Kick	The woman/lady is kicking the/a apple		Woman ( <i>lady/she</i> )	agent		The ( <i>that/a</i> )	Det 1	
				Kick	verb		Is	Aux	
				Apple	patient		ing	Inflection	
							The ( <i>an/that</i> )	Det 2	
10	Brush	The boy is brushing the/a cat		Boy ( <i>he</i> )	agent		The ( <i>that/a</i> )	Det 1	
				Brush	verb		is	Aux	
				Cat	patient		ing	Inflection	
							The ( <i>that/a</i> )	Det 2	
11	Hug	The girl is hugging the/a teddy		Girl ( <i>she</i> )	agent		The ( <i>that/a</i> )	Det 1	
				Hug ( <i>cuddling</i> )	verb		Is	Aux	
				Teddy ( <i>bear</i> )	patient		ing	Inflection	
							The ( <i>a/that</i> )	Det 2	
12	Kiss	The boy is kissing the/a horse		Boy ( <i>he</i> )	agent		The ( <i>that/a</i> )	Det 1	
				Kiss	verb		is	Aux	
				Horse	patient		ing	Inflection	
							The ( <i>that/an</i> )	Det 2	
13	Put	The man is putting the/a spoon on		Man ( <i>he</i> )	agent		The ( <i>that/a</i> )	Det 1	
				Put	verb		Is	Aux	

		the/a <i>bed</i>		Spoon	patient		ing	Inflection	
				Bed	locative		On	Prep	
							The ( <i>a/that</i> )	Det 2	
14	Pour	The <i>baby</i> is pouring <i>juice</i> into the/a <i>box</i>		Baby ( <i>he/she</i> )	agent		The ( <i>that/a</i> )	Det 1	
				Pour ( <i>tipping</i> )	verb		Is	Aux	
				Juice	patient		ing	Inflection	
				Box	locative		The ( <i>that/a</i> )	Det 2	
							Into ( <i>in</i> )	Prep	
							The ( <i>that/an</i> )	Det 3	
15	Give	The <i>girl</i> is giving the/a <i>phone</i> to the/a <i>woman/lady</i>		Girl ( <i>she</i> )	agent		The ( <i>that/a</i> )	Det 1	
				Give	verb		is	Aux	
				Phone	patient		ing	Inflection	
				Woman/Lady ( <i>her</i> )	benefactive		The ( <i>that/a</i> )	Det 2	
							to	Prep	
							The ( <i>a/that</i> )	Det 3	
16	Throw	The <i>boy</i> is throwing the/a <i>banana</i> to the/a <i>baby</i>		Boy ( <i>he</i> )	agent		The ( <i>that/a</i> )	Det 1	
				Throw ( <i>pass</i> )	verb		is	Aux	
				Banana	patient		ing	Inflection	
				Baby ( <i>him/her</i> )	benefactive		The ( <i>that/a</i> )	Det 2	
							to	Prep	
							The ( <i>that/a</i> )	Det 3	
			Please transfer these percentage scores to the table on page 2	<b>TOTAL CONTENT</b>			<b>/48</b>	<b>TOTAL MORPHOLOGY</b>	<b>/67</b>
				<b>PERCENTAGE</b> (Raw score/totalscore) x 100				<b>PERCENTAGE</b> (Raw score/totalscore) x 100	

## Appendices

## Appendix 1: BEST scoring ambiguities

AGENTS (subjects of the sentence)

TARGET	ACCEPTED	NOT ACCEPTED	COMMENTS
<b>Man</b>	He	Boy, daddy, the big boy, him	If 'he' used, do not score for determiner
<b>Lady</b>	She, woman	Girl, mummy	If 'she' used, do not score for determiner
<b>Boy</b>	He	Man	If 'he' used, do not score for determiner
<b>Girl</b>	She	Lady	If 'she' used, do not score for determiner
<b>Baby</b>	He, she	The little boy/girl	
<b>Teddy</b>	Bear	toy	

VERBS

TARGET	ACCEPTED	NOT ACCEPTED	COMMENTS
<b>Sitting</b>			
<b>Walking</b>			
<b>Laughing</b>	Giggling, smiling		
<b>Jumping</b>			
<b>Riding</b>		Biking	
<b>Smelling</b>			
<b>Washing</b>			
<b>Eating</b>	Licking (for 'lolly' only)		
<b>Kicking</b>			
<b>Brushing</b>	Combing		
<b>Hugging</b>	Cuddling		
<b>Kissing</b>			
<b>Putting</b>			
<b>Pouring</b>	Tipping (for 'milk'/'juice')		
<b>Giving</b>			Throwing'/ 'giving' sentences that involve 'to the (benefactive)' are grammatically correct if said ' <b>the boy is giving the woman the banana</b> '. These are marked as fully correct, minus the preposition ' <b>to</b> '.
<b>Throwing</b>	Passing		

**PATIENTS** (object of the sentence where something is happening to the object, e.g., being moved, used, given etc)

TARGET	ACCEPTED	NOT ACCEPTED	COMMENTS
Bike		It	
Sock		It	
Banana		It	
Apple		It	
Train		It	
Cat		It	
Teddy	Bear	It	
Cup	Mug	Drink	
Milk		It	
Orange		It	
Carrot		It	
Lolly	Lollipop	It	
Spoon		It	
Horse		It	
Flower		It	
Baby		It	
Ball		It	
Shoe		It	
Key		It	
Phone	Telephone	It	
Juice		It	

**LOCATIVES** (object of the sentence which indicates movement to a location usually follows prepositions 'on' in' 'to')

TARGET	ACCEPTED	NOT ACCEPTED	COMMENTS
Table		It	
Cup	Mug	It	
Bed		It	
Shoe		It	
Box		It	

**BENEFACTIVES** (object of the sentence who has benefited from an action, e.g., a person who has received something)

TARGET	ACCEPTED	NOT ACCEPTED	COMMENTS
Baby	Him/her	It	
Man	Him	Boy, daddy, the big boy	
Lady	Her	Girl, mummy	

AGENT & BENEFACTIVE can be switched and marked as correct in reciprocal sentences (e.g.: 'giving' or 'throwing' where the picture is ambiguous) – assessment

**MORPHOLOGICAL FEATURES** (function words such as the/a/an/ing/to etc)

	TARGET	ACCEPTED	NOT ACCEPTED	COMMENTS
<b>DETERMINERS</b>	<b>The</b>	A, that (for agents, locatives & benefactives), A, his/her (for patients)		-if determiner not present, mark as incorrect
	<b>A</b>	The, that (for agents, locatives & benefactives), The, his/her (for patients)		
<b>AUXILIARY</b>	<b>Is</b>			-if auxiliary not present, mark as incorrect
<b>INFLECTION</b>	<b>-ing</b>	Correct if inflection is correctly marked on incorrect verb		-if inflection not marked on verb, mark as incorrect
<b>PREPOSITIONS</b>	<b>To</b>			-if preposition not present, mark as incorrect, e.g.: for a sentence with 'to the (benefactive)' the child says 'the boy is giving the woman the banana' the sentence is fully correct EXCEPT for the preposition 'to' which is marked as incorrect
	<b>Into</b>	In		-if preposition not present, mark as incorrect
	<b>on</b>			-if preposition not present, mark as incorrect



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