



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 Therapist <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**		
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* 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:					

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Progress Tracker Chart

100											
98											
96											
94											
92											
90											
88											
86											
84											
82											
80											
78											
76											
74											
72											
70											
68											
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32											
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28											
26											
24											
22											
20											
18											
16											
14											
12											
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 marya-der	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:	

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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-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 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 <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</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 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)	Det (the)			
		<i>boy</i>	<i>laughing</i>		Verb (laugh)	Aux(is)			
		(the) boy (is) laughing				Inflection(ing)			
2	walk	beta	att-air		Agent (X)	Det (the)			
		<i>man</i>	<i>walking</i>		Verb (walk)	Aux(is)			
		(the) man (is) walking				Inflection(ing)			
3	eat	beta	lolly	kha-ar		Agent (X)	Det 1(the X)		
		<i>man</i>	<i>lolly</i>	<i>eat-ing</i>		Verb (eat)	Aux (is)		
		(the) man (is) eating (a) lolly				Patient (Y)	Inflection (ing)		
4	smell	baby	phool	hoong-er		Agent (X)	Det 1(the X)		
		<i>baby</i>	<i>flower</i>	<i>smell-ing</i>		Verb (smell)	Aux (is)		
		(the) baby (is) smelling (a) flower				Patient (Y)	Inflection (ing)		
5	kiss	fuwa	baby-reh	mya-dher		Agent (X)	Det 1(the X)		
		<i>boy</i>	<i>baby</i>	<i>kiss doing</i>		Verb (kiss)	Aux (is)		
		(the) boy (is) kissing (the) baby				Patient (Y)	Inflection (ing)		
6	brush	beti	ghoora	asr-er		Agent (X)	Det 1(the X)		
		<i>lady / woman</i>	<i>horse</i>	<i>brush-ing</i>		Verb (brush)	Aux (is)		
		(the) woman / lady (is) brushing (the) horse				Patient (Y)	Inflection (ing)		
7	put	baby	falongor	ufreh	phool tor		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>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

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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:				

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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:			

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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**

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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)	
			lat mar-er				

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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:		
	Translation:		

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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	der		Agent (X)	Det 1 (the X)		
		<i>girl</i>	<i>jump</i>	<i>doing</i>		Verb (jump)		Aux (is)	
		(the) <i>girl</i> (is) jumping						Inflection (ing)	
5	ride	fuwa	ghoora	sorer		Agent (X)	Det 1(the X)		
		<i>boy</i>	<i>horse</i>	<i>riding</i>		Verb (ride)		Aux (is)	
		(the) <i>boy</i> (is) riding (a) <i>horse</i>						Inflection (ing)	
6	brush	beti	teddy-reh	asrar		Agent (X)	Det 1 (the X)		
		<i>lady</i>	<i>teddy</i>	<i>brushing</i>		Verb (brush)		Aux (is)	
		(the) <i>woman / lady</i> (is) brushing (the) <i>teddy</i>						Inflection (ing)	
7	eat	beta	komla	khaar		Agent (X)	Det 1(the X)		
		<i>man</i>	<i>orange</i>	<i>eating</i>		Verb (eat)		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"/>
				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 milk into (a) shoe		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) baby (is) putting (a) key on (the) table		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) boy (is) giving the/a banana to (the) woman / lady		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) girl (is) throwing (a) ball to (the) man		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

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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)</i> sitting				Inflection(ing)	
2	walk	furi atair		Agent (X)		Det (the)	
		<i>girl</i> <i>walking</i>		Verb (walk)		Aux(is)	
		(the) <i>girl (is)</i> walking				Inflection(ing)	
3	laugh	teddy ashair		Agent (X)		Det (the)	
		<i>teddy</i> <i>laughing</i>		Verb (laugh)		Aux(is)	
		(the) <i>teddy (is)</i> laughing				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)</i> jumping				Inflection(ing)	
5	ride	fuwa beliy-reh sorer		Agent (X)		Det 1(the X)	
		<i>boy</i> <i>cat</i> <i>riding</i>		Verb (ride)		Aux (is)	
		(the) <i>boy (is)</i> riding (the) <i>cat</i>		Patient (Y)		Inflection (ing)	
						Det 2 (the/a Y)	
6	smell	baacha komla hoonger		Agent (X)		Det 1(the X)	
		<i>baby</i> <i>orange</i> <i>smelling</i>		Verb (smell)		Aux (is)	
		(the) <i>baby (is)</i> smelling (an) <i>orange.</i>		Patient (Y)		Inflection (ing)	
						Det 2 (the/a Y)	
7	wash	teddy samos-reh dhor		Agent (X)		Det 1(the X)	
		<i>teddy</i> <i>washing</i> <i>spoon</i>		Verb (wash)		Aux (is)	
		(the) <i>teddy (is)</i> washing (the) <i>spoon</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	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)	
		man bed on-top spoon put		Verb (put)		Aux (is)	
		(the) man (is) putting (a) <i>spoon</i> on (the) <i>bed</i>		Patient (Y)		Inflection (ing)	
				Locative (Z)		Det 2 (the/a Y)	
						Prep (on)	

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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"/>	
						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		