

# Persuasion Elicitation Protocol

## Database Samples

Database	Context	Age Range	Grade in School	# Samples	Location	Special Coding
Persuasion	Pers	USA: 14;8 – 18;9 AU: 12;10 – 18;4	USA: 9-12 AU: N/A	USA: 113 AU: 66	WI Australia	SI, PSS

## Elicitation Protocol

This elicitation protocol provides opportunity for the student to produce a “good” persuasive argument. Following the script below, you will ask the student to choose a topic of interest and persuade his/her audience to agree with their argument. Give the student a few minutes to choose a topic from the topics list. Return to the script and then have the student complete the planning sheet. Listed next to each point is a brief description of what's covered within that point and space for making notes. Following the planning phase, continue to follow the script. The student is asked to narrate their persuasion using his/her notes. Using this protocol, persuasion samples tend to be between 3-4 minutes in length.

### Persuasion Elicitation Script

**Today I want to find out how well you can persuade. That’s when you talk people into changing their mind and doing something you want. I’m going to make a recording. If you want, you can listen to it when we’re finished.**

**I would like you to pick a rule or situation you would like to see changed in your school, job, or community. Imagine that I am an adult who has the power to make the change that you want. Here are a few examples:**

- 1. Pretend I’m the principal of your school and you want to persuade me to provide money for a special event;**  
**OR**
- 2. Pretend I’m your boss and you want to persuade me to change your hours or work schedule;**  
**OR**
- 3. Pretend I’m a government official and you want me to change the law so that taxes are raised or lowered for a specific purpose.**

**I expect you to talk for at least a few minutes, so be sure to pick an issue you know and care about. You can choose an issue from this list [*hand list to student*] or else pick one of your own.**

*Allow the student time to review the suggested issues before asking: **What issue have you picked?***

*If the student has difficulty choosing an issue, offer assistance. Review the list together. If a proposed topic is not an arguable issue (e.g., strawberry ice cream is better than chocolate), encourage the student to pick a different issue. If a proposed issue is too narrow, encourage the student to modify it. For example, if the student wants to argue for a change to his or her individual grade in a particular class, suggest that the issue be broadened into an argument for a school-wide change to the grading policy.*

*Once an appropriate issue has been selected, clarify the intended target of the persuasion, e.g., principal, boss, government official, by asking, **“Who will you be trying to persuade?”***

*If there is a mismatch between the issue and the authority figure, help the student to resolve the problem. For example, if a student wishes to convince a boss to raise the minimum wage, help the student understand that this argument is best directed toward a government official.*

*Once a match has been established between issue and authority figure, proceed to the planning directions:*

**Talk to me as if I'm your [name the appropriate authority, e.g., principal, boss, senator] and tell me everything you can to persuade me. To do your best job, you'll first need to organize your thoughts. Here's a list of points you'll need to cover to make a complete argument [hand the student a copy of the planning sheet]. Please take the next few minutes to plan by taking notes in these blank spaces [point to the empty boxes in the column on the right]. But don't waste time writing sentences. Just jot down some key words to remind you of what you want to say. If you don't want to take notes, you can use the reverse side to draw a diagram or make a graphic organizer. Do you have any questions? Go ahead and start planning.**

*Skill at reading is not being assessed. Therefore, if the student appears to be having any difficulty understanding the planning sheet, read the text aloud to the student.*

*Allow enough time for the student to write something for each point on the planning sheet or to create a diagram or graphic organizer.*

*Verify that the student has done some planning for each point. If not, prompt with, "Please do some planning for [name(s) of omitted point(s)]."*

*When the student has finished planning, continue with **When I turn on the recorder, you will be doing all the talking. I'm going to listen to what you have to say. Tell me everything you can think of. It's OK to look at your planning sheet to remind yourself of what you want to say. Feel free to add to what you've written. Remember: I expect you to talk for as long as you can.***

*Turn on recording device and have the student begin speaking. Do not engage the student in a debate. Instead, limit your encouragement to affirmations such as: **Uhhuh, mhm, I see, OK, ah, etc.***

*If the student finishes speaking before several minutes has elapsed or has not discussed one or more points on the planning sheet, prompt with:*

**Is there anything else you can tell me?**

*When the student has finished speaking, turn off the recorder. Review the recording for quality before releasing the student. If there's time, offer to let the student listen to the recording.*

### **Examiner's role during the persuasion**

Be an attentive listener. Do not give specific cues to the student during the task. You can use nonverbal cues such as head nodding and smiling to promote continued talking. You can also use prompts such as "uhhuh" and "keep going" if the student stops talking before the task is completed. Asking questions or providing too much information to the student compromises the process of capturing the student's true language and ability level.

As stated in the protocol, if the student finishes talking before several minutes has elapsed or has not discussed one or more points on the planning sheet, prompt with, "Is there anything else you can tell me?". If the student does not respond, the elicitation is over.

### **Acknowledgements**

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# Persuasion Topics List

Changing the time school starts in the morning
Allowing students to leave campus during the school day without special permission
Requiring students to do graded homework
Requiring students to take foreign language classes
Allowing teachers to socialize with students on social networks such as Facebook, Twitter, Snap Chat, Instagram, etc...
Including grades in physical education classes in students' grade point average
Allowing students to listen to their music using headphones during free periods
Changing the access teenagers have to entertainment that is violent or sexually suggestive; entertainment includes movies, music, and video games
Requiring school uniforms or a dress code for students
Awarding cash or other incentives to students who earn good grades
Replacing traditional textbooks with notebook computers or digital materials
Requiring cities to provide free wireless Internet access in public spaces
Requiring people to get a license in order to become parents
Allowing alternatives to jail, such as counseling or public service, for convicted criminals
Requiring colleges to pay their student athletes a salary for playing
Requiring drug tests for professional athletes
Allowing employers to require drug tests as part of their hiring procedure
Requiring workers to pay for their own work uniforms or equipment
Raising the minimum wage
Changing the minimum age for voting, drinking, driving, or holding a job
Other: Topic of your choice

Name \_\_\_\_\_

Date \_\_\_\_\_

I am talking to my \_\_\_\_\_ *i.e., principal, boss, government official*

### What to Talk about When Trying to Persuade Someone

Points	What's Covered	Notes
Issue ID and Desired Change	<p>What rule or situation do you want changed?</p> <p>What would you change it to?</p>	
Supporting Reasons	<p>What facts or values or evidence helps your side?</p> <p>Be sure to include how your change would help or benefit the listener or people the listener cares about.</p>	
Counter Arguments -- Other Point of View	<p>What are some good reasons on the other side?</p>	
Response to Counter Arguments	<p>What can you say to knock down or weaken the reasons on the other side?</p> <p>What reasons on the other side can you agree with, either in whole or in part?</p>	
Compromises	<p>If you can't get your way 100%, what deals would be acceptable so each side wins a little?</p>	
Conclusion	<p>Briefly sum up your position: What do you want?</p> <p>Why do you want it?</p> <p>What are the first steps needed to make the change happen?</p>	

Please use the reverse of this page for an optional diagram or graphic organizer, or for additional notes.