From: Richardson, J. D., & Dalton, S. G. (2016). Main concepts for three different discourse tasks in a large non-clinical sample. *Aphasiology, 30*(1), 45-73.

**Peanut butter and jelly sandwich**

Essential information is ***italicized and bolded***. Each essential segment is numbered (superscript) with alternative productions (if any were produced) listed by number below. These alternative productions are not intended to be an exhaustive list, but represent some of the more common productions of the normative sample and are included to aid in scoring. Additional, but non-essential, information often spoken to complete the main concept is in normal font.

1. ***1Get 2bread 3out*** of the pantry/cupboard/refrigerator/freezer/etc.
   1. *Take out, remove, grab, find, pull out*
   2. *Loaf, bread loaf, bread bag*

††

* 1. *From (which if used, must be followed by a location from the speaker)*

1. ***1Get 2two slices 3of bread.***
   1. *See 1.1*
   2. *A couple of slices, two pieces*
      1. *Most speakers indicated more than one piece of bread. However, if the speaker uses one piece of bread throughout the story, and for #8 uses “fold” or “close”, or indicates in some way that they made a half sandwich, then one slice/piece of bread is allowed. Speakers must be consistent throughout the telling for this to be counted as correct.*

3. *If the speaker received full credit for the first concept, they do not necessarily have to repeat “of bread” to be counted correct/complete for this concept. For example, a speaker could say “You take the bread out of the pantry and get two slices.”*

†

1. ***1Get* 2*the peanut butter.***
   1. *See 1.1*
   2. *A jar of peanut butter*

Note: A concept like “take off the lid on the peanut butter” or “open the peanut butter” cannot be used for this concept. This was a relevant concept that did not reach significance.

1. ***1Get 2the jelly.***
   1. *See 1.1*
   2. *A jar of jelly, jam, preserves, honey*

Note: See note for number 3.

1. ***1Get 2a knife.***
   1. *See 1.1*
   2. *Spatula*
2. ***1Put 2the bread 3on the plate.***
   1. *Place, set, lay*
   2. *The slices, the pieces, it, them*
      1. *It must be clear that the individual is referring only to the bread, not the jelly, peanut butter, or knife*

††

* 1. *Counter, breadboard, cutting board, napkin, down (on a surface)*

1. ***1Put 2peanut butter 3on bread.***
   1. *Place, smear, spread, slap, slather, spoon out, cover*
   2. *No alternative for “peanut butter was produced*

3. *On top of jelly, on the other piece of bread, on one slice, on one side, on one half*

††

1. ***1Put 2jelly 3on bread.***
   1. *See 7.1*
   2. *See 4.2*

††

* 1. *See 7.3*

1. ***1Put 2the two pieces 3together*.**
   1. *Place, smash, slap, smack, stick*
   2. *The bread, the two slices of bread, the two sides, the peanut butter and jelly, the two, the two halves, them*
   3. *If the speaker does not say “together” they must give some indication that the two pieces become one (i.e., “Put one piece on top of the other”, “Combine the pieces of bread”, “Put the second piece of bread on top.”)*
      1. *The verbs “fold” and “close” cannot be used for this concept, unless the speaker tells the entire story with one piece of bread as if making half of a sandwich, see 2.2.i.*
2. ***1Cut 2the sandwich 3in pieces.***
   1. *Slice*
   2. *The bread, it*
   3. *In half, in quarters, in two, diagonally, across, on the bias, down the middle, with an x, however you like*

Note: For concepts 1-5, “put” is not an acceptable verb. For each of those concepts there was a similar relevant concept (i.e., “put the bread on the counter”), however, none of these relevant concepts reached criterion. In these cases, the speaker would receive a score of absent, and any information associated with the verb “put” should be treated as extra information that is not scored.

† Indicates concepts produced by 50% of the normative sample.

†† Indicates concepts produced by 66% of the normative sample.