

University of North Carolina- Greensboro
 CSD 295: Fundamentals of Speech & Language Analysis (online)
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Below you will find five mini-samples you can use to practice applying the analysis methods you have learned in CSD 295. The sixth and last sample will be used for your Clinical Project. For each sample you will see a box on the left with an exact transcript of the child's written language sample. These samples were elicited using a standard procedure (The Narrative Sample from *The Test of Written Language-3*) in which the child was shown a black and white picture and asked to write a story about it. After 15 minutes the child was asked to read his/her story aloud, and an audio recording was made of the child reading his/her written story. A transcript was made from that oral recording and that transcript appears in the box on the right. In this way, we can compare what the child wrote (on the left) with what the child intended to write (on the right). This comparison gives us a window to the child's use of written language.

For example, look at the first line of the first written sample, below. Compare what CR wrote with what he intended:

He wrote: *First the tivi wants looking for so thing*
He read: *First the tribe was looking for something*

Using linguistic analysis on this line, the following can be observed:

I. A phonological analysis of his spelling errors (*tribe, was, something*) reveals that in each case he indicated awareness of the beginning sound but his misspellings suggest difficulty with sequence of subsequent speech sounds (i.e., phonemic awareness difficulty):

- *tribe*-- In this phonetically regular word CR left out the /r/, spelled the as <v> and <i> instead of <e> in the 'silent -e' vowel.
- *was*-- CR substituted a different phonetically irregular word for the intended (also phonetically irregular) word. His substitution of *wants* for *was* includes sounds /-nts/ that are not close to the intended word.
- *so thing*-- Similarly, CR seems unaware that he needs a /m/ sound in the first syllable.

II. In terms of morphology, CR accurately used one inflectional suffix <-ing> (*looking*).

III. In terms of orthography, CR accurately spelled four words (57% spelling accuracy) of the seven correctly. His patterns suggest that he is unaware of the sound structure of these words and tries to spell words as whole units.

IV. From a vocabulary (semantics) perspective, CR used the word *tribe* to describe a group of cave people. By using a singular form of the auxiliary verb (*was*) he showed that he knows that, even though this word refers to a number of people, it is still a singular (mass) noun: *The tribe was...* vs. *The people were...*

V. The syntactic structure of this clause is correct, with no syntax errors. However, when the whole sentence (and not just the first line) is inspected there is redundancy in his sentence formulation: <First the tribe was looking for something to eat, so they started looking. > could be better formulated as <First, the tribe started looking for something to eat. >

VI. From a discourse perspective, CR formulated an appropriate opening (topic) sentence, starting off with: 'First...' giving his reader/listener a cue about the sequence of events.

#1. CLIENT: C. R. SEX: male AGE: 9 ½ yr. old GRADE: 4th grade	
PSYCHO-EDUCATIONAL EVALUATION: cognitive abilities in the average range; reading and spelling achievement scores are significantly depressed	
INTERESTS & STRENGTHS: soccer, math & science, computers	
The following 15 minutes narrative sample was elicited using the Form A picture prompt of the <i>Test of Written Language -3</i>	
CR's story, transcribed as he wrote it:	CR's reading of his story:
First the tivi wants looking for so thing to eat, so they staertd look. Then they ford a mienft so they attest it but the mienft so sonft it wants the king and the king wants the hards to tall bown so they got the king of the tivi and he.	First the tribe was looking for something to eat, so they started looking. Then they found a mammoth so they attacked it but the mammoth was so strong it was the king and the king was the hardest to take down so they got the king of the tribe and he.

#2. CLIENT: C.P. SEX: male AGE: 9 ½ yr. old GRADE: 4th grade

PSYCHO-EDUCATIONAL EVALUATION: cognitive abilities in the superior range; reading, spelling & writing achievement scores are significantly depressed

INTERESTS & STRENGTHS:: soccer, math & science

The following 15 minutes narrative sample was elicited using the Form A picture prompt of the *Test of Written Language -3*

C.P's story, transcribed as he wrote it:	CP's reading of his story:
<p>Wooly Mamith are edstinked because of men and they are harry. Men wory leafs around there selfs. Wooly Mamith was the kind of elphen that was bachthen, and it would kill a elphen. It is so cold They had a lot of trees. The warter was freezen. Wooly Mamithes had big tusk. The mountains were big.</p>	<p>Wooly mammoths are extinct because of men and they are hairy. Men wore leaves around themselves. Wooly mammoths was the kind of elephant that was back then, and it would kill a elephant. It is so cold They had a lot of trees. The water was frozen. Wooly mammoths had big tusks. The mountains were big.</p>

#3. CLIENT: G.M. SEX: female AGE: 7 ½ yr. old GRADE: 2nd grade

PSYCHO-EDUCATIONAL EVALUATION: cognitive abilities in the average range; reading, spelling & writing achievement scores are significantly depressed

INTERESTS & STRENGTHS: : horseback riding, dance, math

The following 15 minutes narrative sample was elicited using the Form A picture prompt of the *Test of Written Language -3*

G.M 's story, transcribed as he wrote it:	G.M's reading of his story:
<p>I thak it is corl to cill elefins to some peopel and to some it is not crol but you rely not nict for elefin because we need elefins some times we need them to brete us and thay or nice to people and thay shod not cill anmels that in clods elefins.</p>	<p>I think it is cruel to kill elephants to some people and to some it is not cruel but you really not nice for elephants because we need elephants sometimes we need them to protect us and they are nice to people and they should not kill animals that includes elephants.</p>

#4. CLIENT: H.D. SEX: male AGE: 16 yr. old GRADE: 10th grade

PSYCHO-EDUCATIONAL EVALUATION: cognitive abilities in the average range; reading, spelling & writing achievement scores are significantly depressed

INTERESTS & STRENGTHS: Father reports that he fixes engines and machines for neighbors and has re-built a car with very little help. He does well in math except when he has to read problems.

The narrative sample was elicited using the Form B picture prompt of the *Test of Written Language*. In the 15 minutes allotted, H.D. wrote the following story

H.D.'s story, transcribed as he wrote it:	H.D.'s story as he read it:
We are wrik in spac We can frid lat caies of scit	We are working in space. We can find all kinds of stuff.

Because his story sample was so limited H.D.'s spelling skills were also evaluated using a spell-to-dictation task. The words were taken from the K – 1st grade list on the *Primary/Elementary Spelling Inventory* in *Speech to Print*, Moats, 2000. Results are below.

<u>spelling word</u>	<u>H.D. wrote</u>
fan	fan
dig	deg
rob	RoB
bed	Bad
ship	seiept
when	whie
lump	lap

#5. CLIENT: H.A. SEX: male AGE: 8 ½ yr. old GRADE: home school- 2nd grade

PSYCHO-EDUCATIONAL EVALUATION: cognitive abilities in the superior range; reading, spelling & writing achievement scores are significantly depressed

INTERESTS & STRENGTHS:: basketball, hunting & fishing, math & science

The following 15 minute narrative sample was elicited using the Form B picture prompt of the *Test of Written Language-3e (TOWL-3)*:

H.A.'s story, transcribed as he wrote it:	H.A.'s reading of his story:
<p>Wunc Uponutime a boy went. for a wock hey wanted to-go to. aldarspas So hey want home and. gos to mack a soot and went. to the spustasen en-ten he. ekspord sunping he nevarsow. he ckold the spasstashen and he went. hom to showevareybudey in ton. ite wus the mars paresdent. the paresdent had a suporis for. hem evarewur arejust. the End.</p>	<p>Once upon a time a boy went for a walk. He wanted to go to outer space so he went home and...goes to make a suit and went to the space station and thenhe ex..... something he never saw. He called the space station and he went home to show everybody in town he was the mars president. The president had a surprise for him ...everyone... are just. The End</p>

Clinical Project Case Study: D.S.

Working with your classmate-collaborator, perform a language sample analysis using the Case of D.S. (below).

D.S. is an 8 year old 2nd grader who was referred for a language evaluation by a psychologist who recently evaluated her for school problems, including reading and writing problems, difficulty completing school work on time and symptoms of anxiety and stress associated with school. D.S. lives with her parents and older sister in a supportive and stable family.

D.S. has a history of speech problems and began speech therapy at age 2 because she was reducing multisyllabic words to single syllables and not producing age-appropriate consonant sounds. She had speech therapy for 5 years and was dismissed from public school speech therapy last year. Her speech is now completely intelligible but she continues to have difficulty producing all allophones of consonant and vowel 'r'. Her hearing was evaluated last year and she was found to have normal peripheral hearing but a significant auditory processing disorder.

D.S.'s psycho-educational evaluation 4 months ago revealed cognitive abilities in the 'very superior' range (>99th %-ile). Achievement testing suggested that her academic achievement is at grade level but comparison of her achievement to her 'very superior' cognitive abilities resulted in discrepancies ranging from -47 points in Spelling to -8 points in Applied Math Problems and Writing Samples. Her performance suggested significant discrepancies in the following areas: Broad Reading, Basic Reading, Reading Comprehension, Math Fluency, Math Calculation, Math Reasoning and Broad Written Language. The psychologist recommended a through evaluation of D.S.'s reading and written language skills.

D.S.'s language-literacy evaluation included *The Test of Word Reading Efficiency (TOWRE)*, a timed test in which the child reads aloud from lists of single words. D.S.'s performance on the *TOWRE* was:

<u>TOWRE Subtest</u>	<u>D.S.'s performance</u>
'sight' words: very common, real words, including both phonetically regular and phonetically irregular words (example: <i>said</i>)	55th percentile (in the average range
nonsense words: 'made-up' but phonetically regular words that must be decoded or sounded out (example: <i>bafe</i>)	16th percentile (significantly impaired)

Examples of her errors on the nonsense word subtest include:

Nonsense Word:	...how D.S. read it:
ta	tap
ni	nuh
pim	pimp
laf	tate
bave	brave
pate	pat

To assess D.S.'s written language, a spontaneous writing sample was elicited using a standardized, picture-prompt procedure, **Test of Written Language-3 (TOWL-3), Form A**. Standardized directions were to "write a story with a beginning, middle and end, with sentences that begin with a capital letters and end with punctuation..."

D.S.'s "story "is transcribed below, on the left just as she wrote it and her oral reading of her story is transcribed on the right.

D.S.'s story as she wrote it:	D.S.'s reading of her written story:
Cave Peopler Cile	Cave people kill
anilema. The inside of the	animals. The inside of the
anilmae is food the otu	animal is food and the outside
part of the anileme is woth	part of the animal is what
they make they cothes otu	they make their clothes out
of. they brig the anilmele	of . They bring the animal
home then They clen The	home. Then they clean the
anilmae. Make cothes out	animal, make clothes out
of the otu Side port	of the outside part
and eat the inside port	and eat the inside part
for what meal thay when	for what meal they want
to eat it for. They make	to eat it for. They make

<p>a hole put in the leaf orve put in the hole to keep it wame for the nest time that thay wheth it for. Thase how cave peopler got cother and food. If thay have tusk amilema that thay kile thay vous it as a wept to deftn thay self on to kile anilame to sharp it thay urs rock to shark in so it will work. Thas how thay get wopn and eat and get cother. All thak to a Anileme</p>	<p>a hole , put a leaf over it, put it in the hole to keep it warm for the next time that they want it for. That's how cave people got clothes and food. If they have tusks, the animals they kill, they use it as a weapon to defend themselves or to kill animals. To sharpen it they use rocks to sharpen it so it will work. That's how they get weapons and eat and get clothes. All thanks to an animal.</p>
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