

Here is a child's speech sample:

<u>Target</u>		<u>Production</u>
crayons	→	tweəns
ice cubes	→	aɪstubs
toothbrush	→	tubwʌs
cowboy hat	→	təuhæ
feather	→	fɛdʊ
leaf	→	wɪf
rock	→	wɑt
slide	→	sɑɪ
square	→	tɛə
snake	→	net

Compute the following:

- a. Syllable Structure Level for each production, and compute the SSL total rating. **(5 points)**

crayons	3
ice cubes	3
toothbrush	3
cowboy hat	2
feather	3
leaf	2
rock	2
slide	2
square	2
snake	<u>3</u>
	$25 \div 10 = 2.5$ SSL

- b. Phonetic inventory (independent analysis), include clusters and syllable shapes. Tell me how you handled word division and medial position consonants (no right/wrong here, but it affects your analysis). **(5 points)**

	<u>Initial</u>	<u>Medial</u>	<u>Final</u>
Singletons	t, n, f, s, w	h, d	t, s, f
Clusters	tw	st, bw	ns, bs
Syllable Shapes	CV, CVC, CVCV, CCVCC, VCCVCC, CVCCVC (V can be diphthong)		

c. Analyze the phonological processes (relational analysis) for each production. Summarize the results by listing the processes in order of frequency. Also, describe if some processes were only seen for certain phonemes due to this limited sample. **(10 points)**

crayons	Velar Fronting, Liquid Gliding, Omission of /j/ Medial pos., Devoicing s/z Final position
ice cubes	Velar Fronting, Cluster Reduction, Devoicing s/z Final position
toothbrush	Cluster Reduction, Liquid Gliding, Palatal Fronting
cowboy hat	Velar Fronting, Syllable Deletion, Deletion of Final Consonants
feather	Stopping, Vowelization
leaf	Liquid Gliding
rock	Liquid Gliding, Velar Fronting
slide	Cluster Reduction, Deletion of Final Consonants
square	Cluster Reduction, Velar Fronting, Vowelization
snake	Cluster Reduction, Velar Fronting

Velar Fronting	6 X
Cluster Reduction	5 X
Liquid Gliding	4 X
Devoicing s/z Final position	2 X
Deletion of Final Consonants	2 X
Vowelization	2 X
Palatal Fronting	1 X
Stopping	1 X
Syllable Deletion	1 X

Several processes only occurred one time. An increased sample to evaluate use of Palatal Fronting, Stopping, and Syllable Deletion is needed. In this sample, stopping only occurred for the later developing voiced interdental fricative. Additional /ʃ/ targets are needed to evaluate palatal fronting. Several multisyllabic words were produced without syllable deletion. Furthermore, four processes were observed two times each. These could also benefit from additional assessment. The child appears to consistently devoice /z/ in the final position.

d. Percentage of Consonants Correct for each production, and compute the total PCC. **(5 points)**

crayons	1/5
ice cubes	2/5
toothbrush	2/5
cowboy hat	1/4
feather	1/2
leaf	1/2
rock	0/2
slide	1/3
square	0/3
snake	<u>1/3</u>
	10/34 = 29% PCC

e. Select 2 of the child's error patterns and set up Locke's Speech Production Perception Task. Be sure

to tell the stimulus production, response production, control production, and the picture you would use to test discrimination for each of the errors. **(5 points)**

To test child's use of liquid gliding, specifically w/l in the word "leaf," the following perception task would be set up:

stimulus word: leaf

response word: weaf

control word: reef

picture of a leaf

To test the child's use of velar fronting in the sample word, "snake," the following perception task would be tried:

stimulus word: snake

response word: snate

control word: snape

picture of a snake