Eliciting the Speech Sample

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Validity of the Speech Sample

• Productivity
  – How much does the child say?
  – Must choose sampling context that is appropriate to the age, interests and temperament of the child.

• Intelligibility
  – Can you gloss the sample?
  – Must provide cues to child’s intended meaning on the recording in a naturalistic fashion.

• Representativeness
  – Does the sample represent the child’s typical speech performance.
  – Does the sample represent the phonetic/phonological content that is representative of the language that you are sampling?

• Reactivity
  – Is the child using an appropriate conversational speaking register?
  – Avoid activities, props, or instructions that elicit unusual speaking registers.
Elicitation Procedures

• Spontaneous
  – Ideally, no model of targeted speech content is provided to child when eliciting the sample.

• Delayed Imitation
  – Some studies have found similar performance in delayed imitation and spontaneous elicitation conditions.

• Direct Imitation
  – Studies have reported anywhere from negligible to large proportions of words being produced in a more adult-like manner in direct imitation compared to spontaneous elicitation.
  – Imitated productions may not be more accurate.
  – Appears to vary by child.
  – Therefore, important to try to avoid direct imitation.
Spontaneous vs Imitation Production

• Participants
  – 12 Spanish-speaking children age 3;1 to 4;9
  – mild-moderate

• Experimental Task
  – name a picture spontaneously;
  – if there was a speech sound error in the spontaneous production a second response was obtained using delayed imitation.

• Results
  – The children’s productions were identical under both sampling tasks 62% of the time.
  – Words produced spontaneously were more accurate than in delayed imitation in 12% of cases, and
  – imitative productions were more accurate than spontaneous productions in 25% of the words.
  – There were differences between children, indicating that child-specific factors play a role in whether imitative productions are more accurate than spontaneous productions.

Goldstein, Fabiano and Iglesias (2004)
Important variables

- **Examiner questions**
  - Examiner questions may prompt an overarticulated or careful speaking style that enhances intelligibility at the expense of representativeness, or examiner questions may prompt yes/no answers rather than free speech.

- **Sampling materials**
  - Sampling materials toys may limit the range of topics and increase reactivity; child may be too busy playing with the toys to talk.

- **Instructions to third parties**
  - Important to instruct third parties appropriately so that they support rather than undermine your efforts to obtain a productive and representative sample.
Effective Sampling Conditions

• Free Play
  – “little people” toys, few instructions or prompts provided, examiner may comment on her own actions or ask “What’s happening?”

• Story
  – flannel board type set up could be used, asked child to make a picture with the pieces and then tell a story about the picture

• Routines
  – Plastic sticker sets ideal for setting up routines where child must request item or indicate where they will put a specific item in order to obtain it.

• Interview
  – use open-ended questions to interview the child about himself, his interests, and activities.

• Scripted Story
  – a picture book is used in combination with a script to prompt for specific words and phrases
Interview Techniques

• Ask open-ended questions about a familiar topic of conversation (the child’s pets, favorite movie, television show or activity).

• Ask the child to describe how to make cookies, build a snowman, etc.

• Ask a choice question by providing two answers, one of which is clearly the correct answer.

• Use fill-in the blank completion prompts

• Avoid yes-no questions.

• Remain silent for several seconds or more if necessary while waiting for the child to respond.

• Follow the child’s lead when replying to the child’s response.

• Do not comment on or correct the accuracy of the child’s speech.
Personal Event Narrative

1. Were you playing with Dalton?
2. And Robert?
3. He pinched you? Why did he pinch you?
4. What did you have for lunch today?
5. No, I don't think so. That's not what your teacher told me. What did you have?
6. See if you can remember. Do you remember what you had for lunch today, Matthew? Here, look at your shirt. See this? What was it?
7. I think it was spaghetti. And did you eat all your sp-, your lunch?
8. Why not? You always eat a good lunch. What did you do in circle time this morning?
10. She didn't let you? How come? Did she read to you?
11. That's good. Do you remember what the story was about, that she read to you?
12. Do you remember about the dream you had last night?

1. Yes.
2. Yes, no. He pinched me.
3. I don't know.
4. Sandwiches.
5. What did we have?
6. I don't know.
7. No.
9. Teacher didn't let, let us.
10. Yes.
11. She never read none.
1. What are you drawing?
2. A fallen down thing? What's a fallen down thing?
3. Oh, monkey bars.
4. At the park. You were at the park today, weren't you?
5. With your cousin. Who's your cousin?
6. Gregory. Do you like him a lot? Yeah. What did you do at the park?
7. You took your sneakers off? What else?
8. It was all sticky, was it? On your toes.
9. You stepped in the car?
11. Yeah. What else did you do at the park?
12. No. I think the monkey bars are too big for you.
13. No.
14. Oh, yeah, Judy. You were down with her, were you? What did you do then?
15. She let you on the monkey bars?
16. I didn't go with you, so I didn't know what you did. What else did you do?
17. She what? She gave you an underduck? Holy cow.

1. It's a, it's a fallen down thing.
2. It's a monkey bars.
3. At the park.
4. With my cousin.
5. Gregory.
6. Um, took our sneakers off.
7. Go over where all the sand is on. And I walked, and it's all sticky.
8. And I stepped in the car.
9. With no shoes and I got sand in the car.
10. Dirty, Mom.
11. Um, I didn't get on monkey bars.
12. I got on them before. 'Member?
13. With, down there, you know. You know, the lady. Judy.
16. Um, goed on the slide, and ..., she gave me a underduck.
17. Holy catfish.