
Appendix D.4

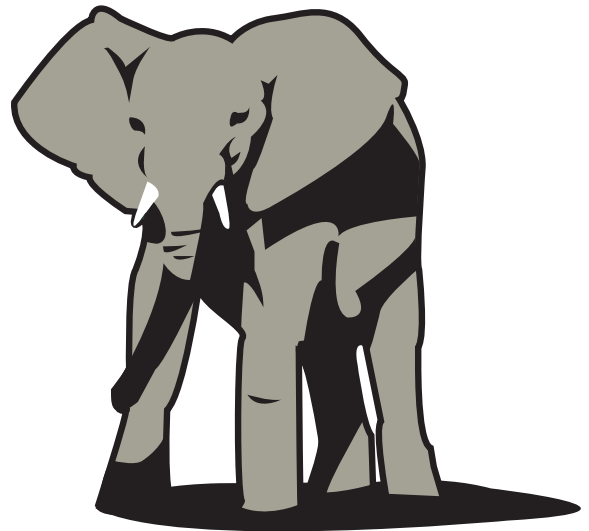
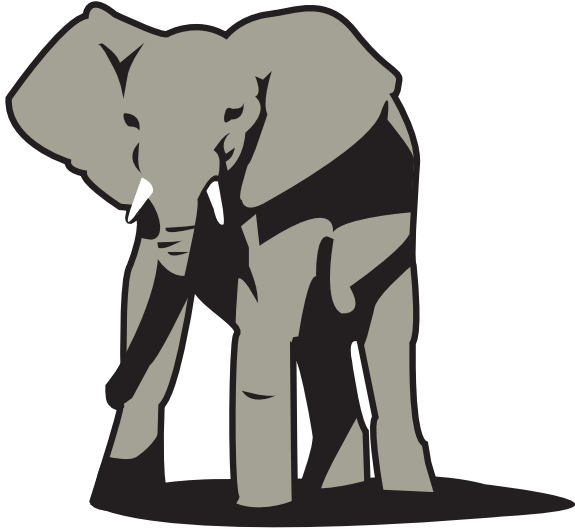
Auditory Lexical Discrimination Task 2: With Pictures (from Constable, Stackhouse & Wells, 1997)

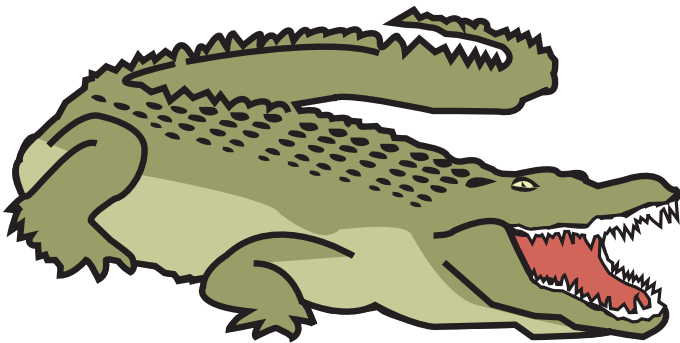
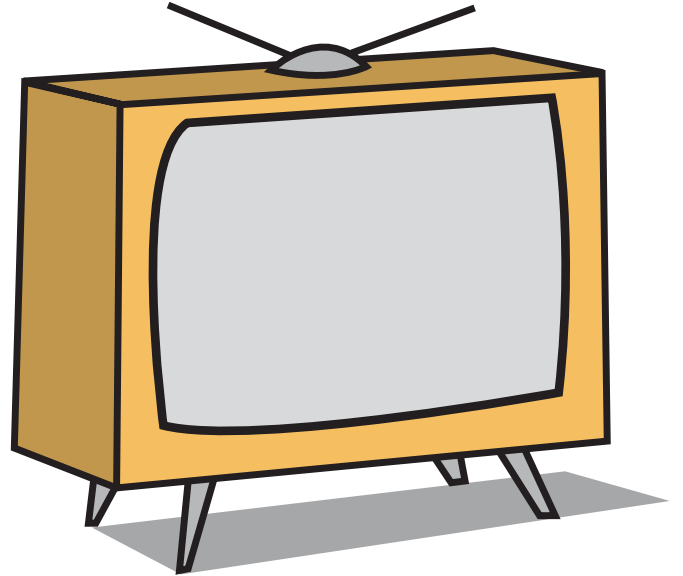
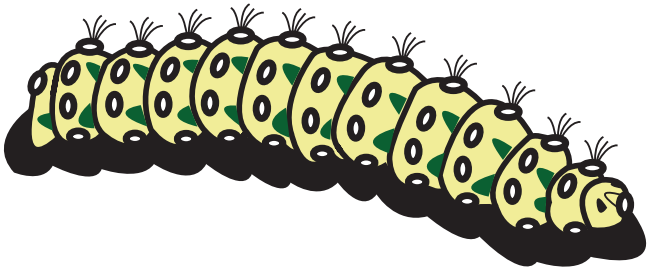
Name: _____ Date: _____ Age: _____ Investigator: _____

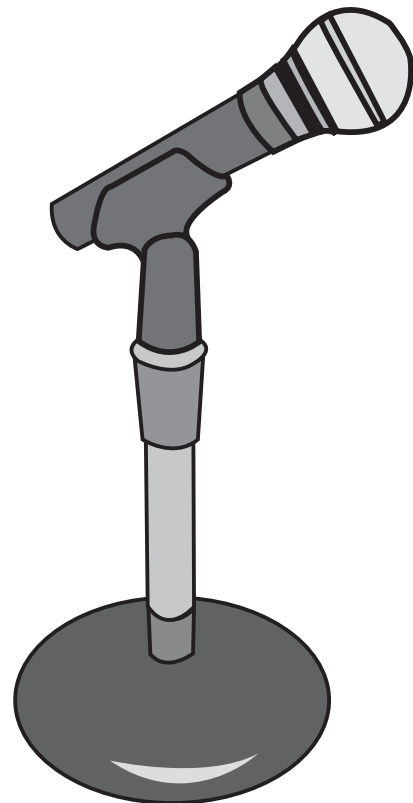
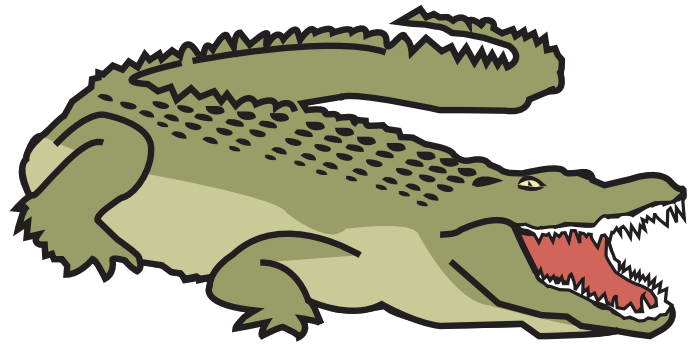
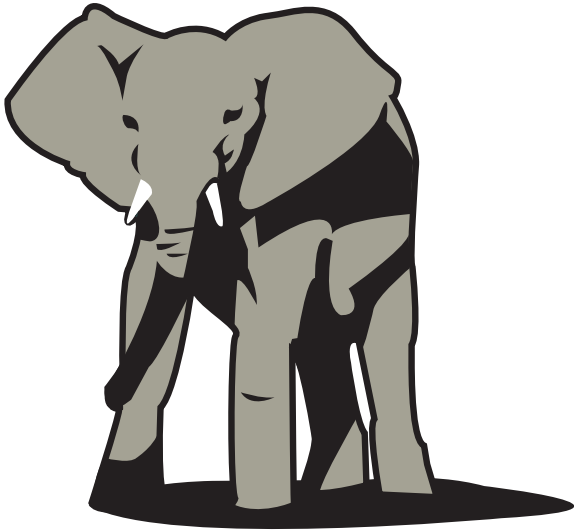
Instructions: 'Now you are going to hear some more words. I will show you a picture and say a word. I want you to tell me if you think the word I say goes with the picture, and you can say "Yes". If you think I say it wrong, or it sounds silly, then you can say "No".' The investigator should casually cover his or her mouth to avoid use of visual cues.

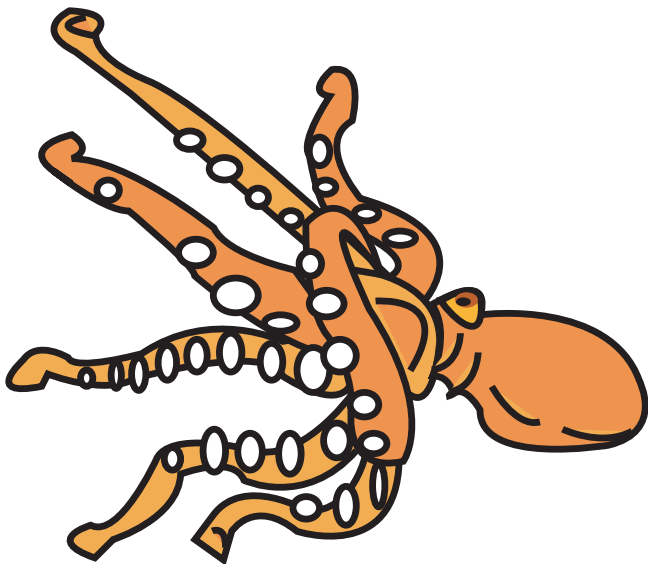
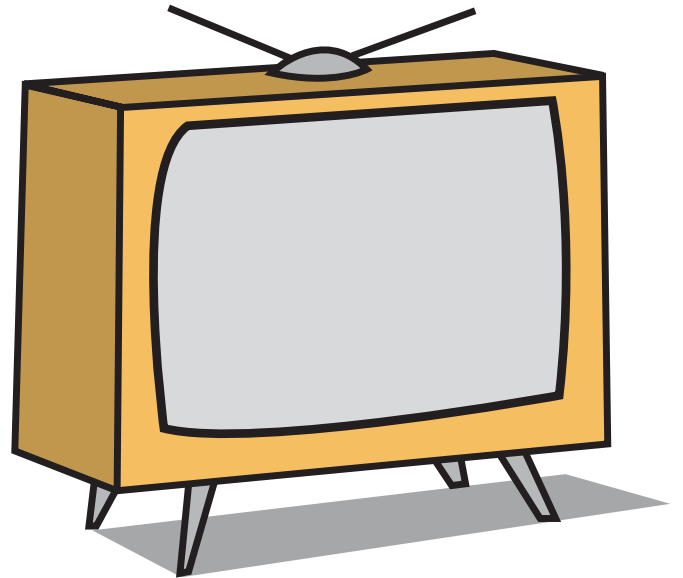
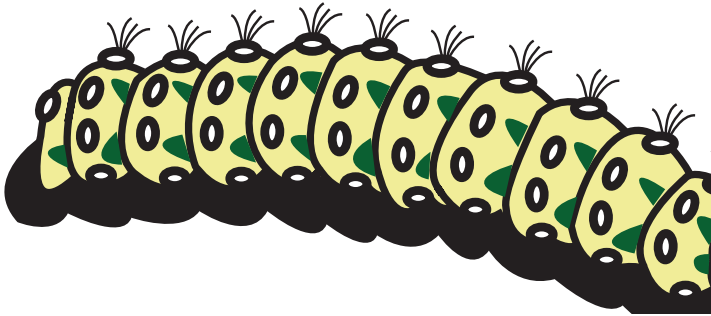
Scoring: Note the child's response, by circling Y or N. **BOLD CAPITALS** indicate correct responses. Add up the correct responses for each type of stimulus to obtain the child's scores, and calculate the percentage. Items marked with * and appearing in brackets are administered but *not* scored.

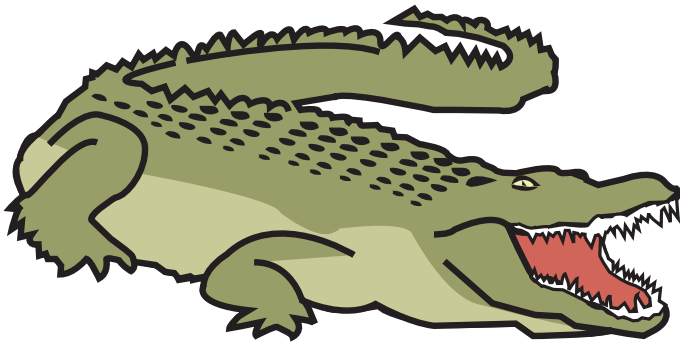
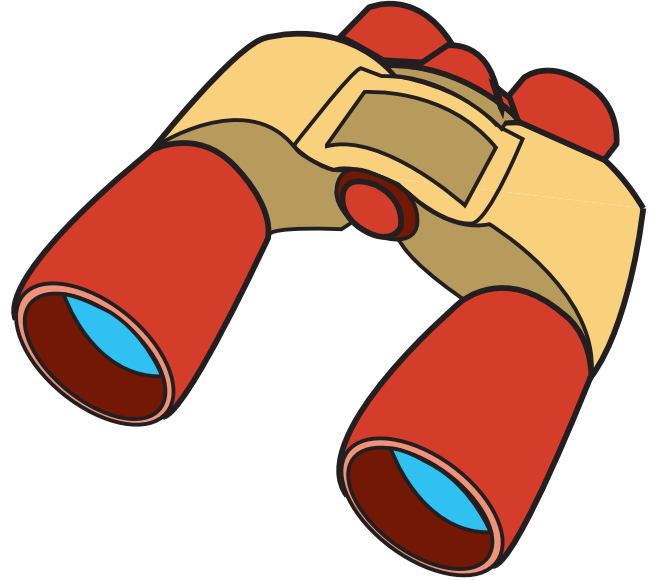
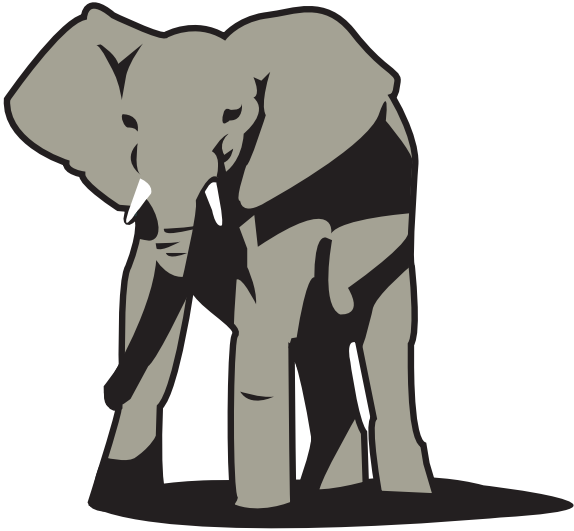
Normative data for this task can be found in Table 4.6.

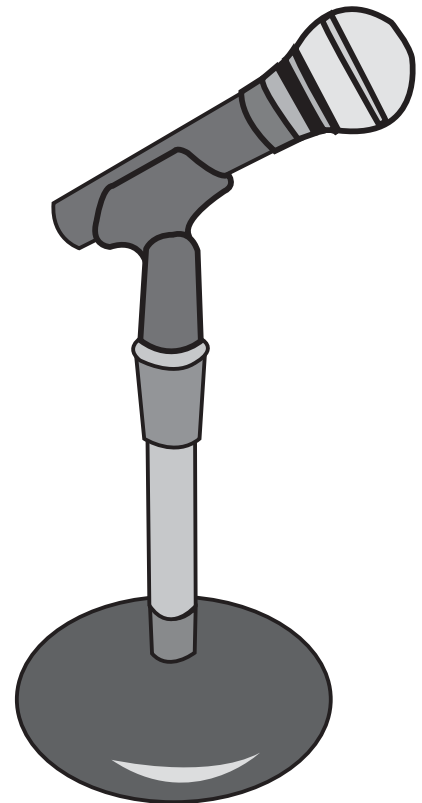
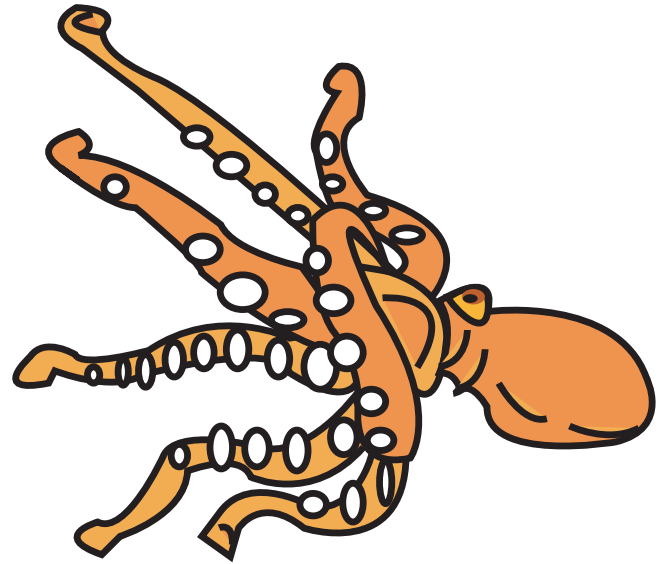
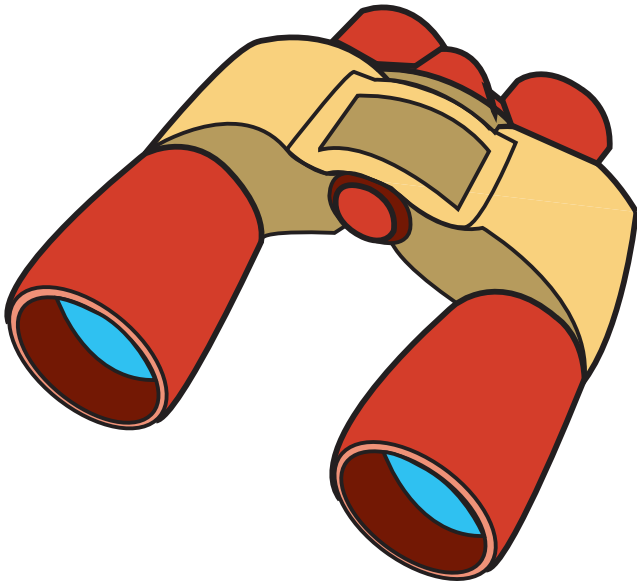


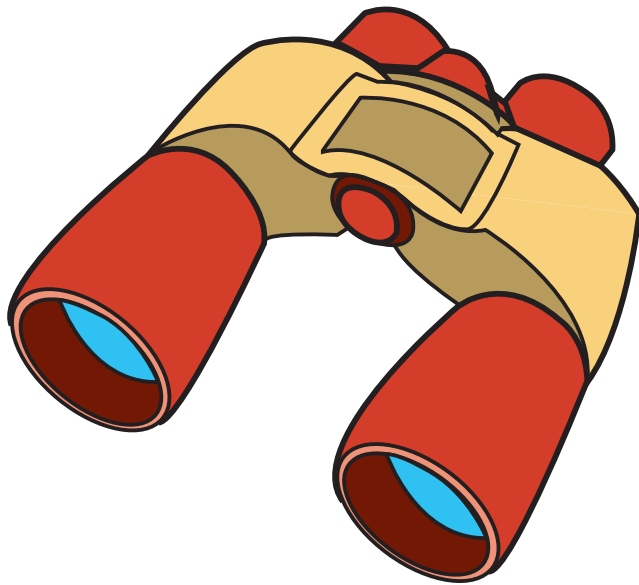
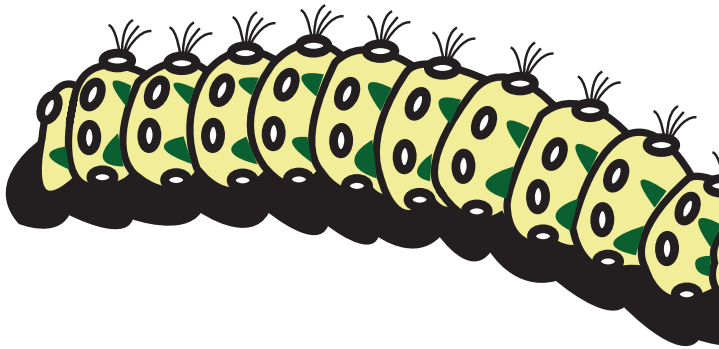


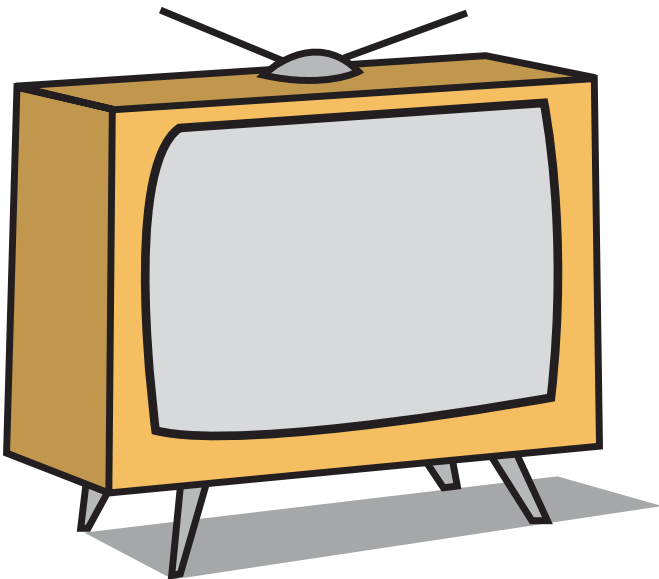
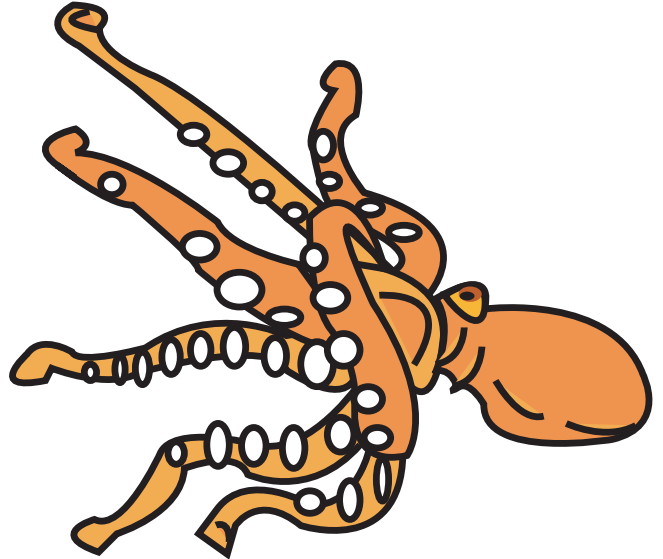


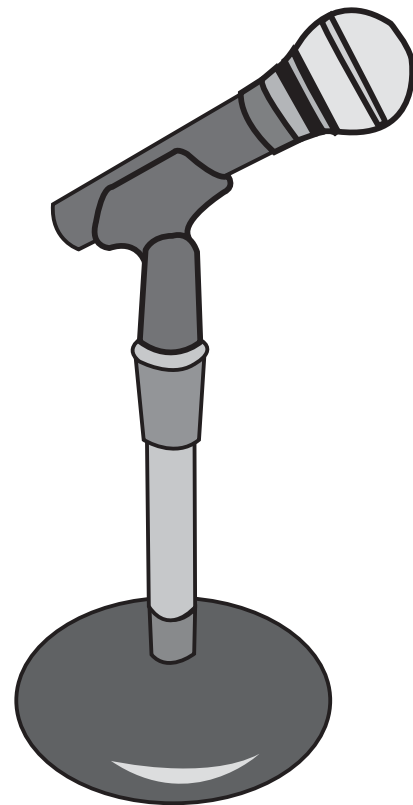
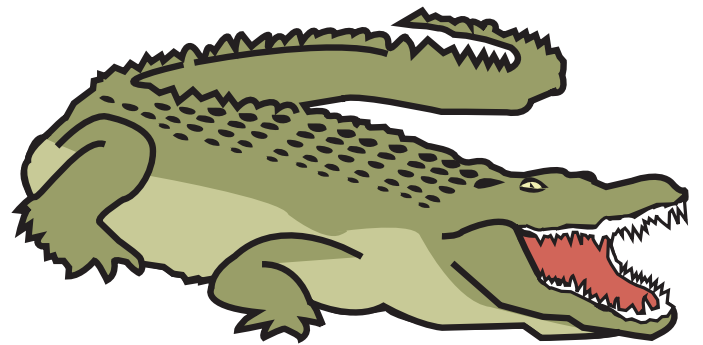
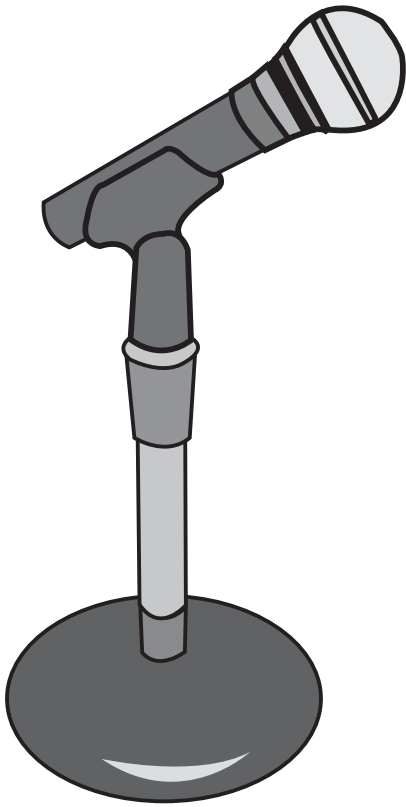


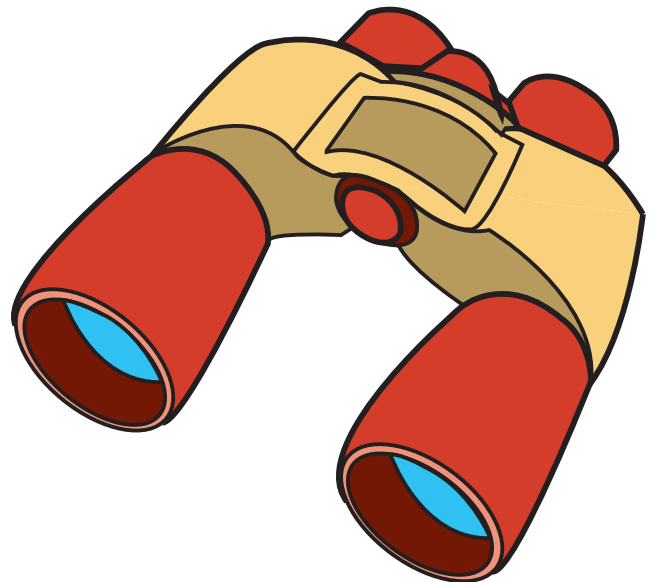
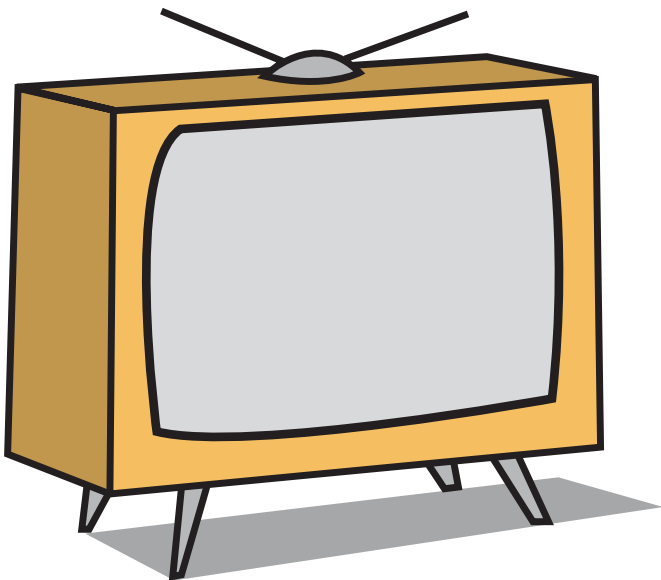
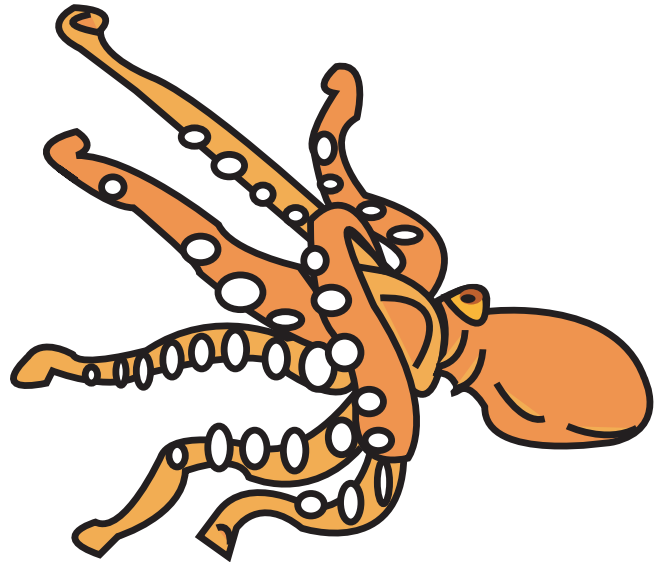
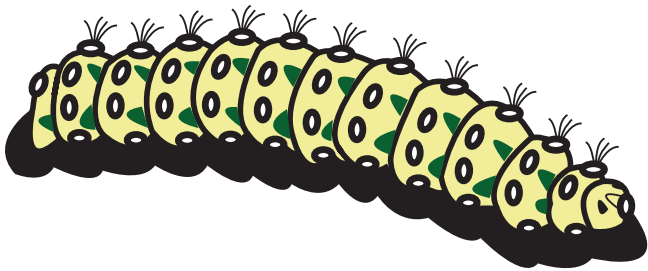












Appendix D.4 Score Sheet

Name: _____ Date: _____ Age: _____ Investigator: _____

WITH PICTURES

	STIMULUS	REAL WORD		NON-WORD TYPE A (PERSEVERATION)		NON-WORD TYPE B (SEQUENCE)	
		Y	n				
1	elephant	Y	n				
2	*(eskimo)	y	n				
3	/'hɛlɪkɒpkə/			y	N		
4	*(president)	y	n				
5	/'kæpətɪlə/					y	N
6	*(competition)	y	n				
7	crocodile	Y	n				
8	/'ɛstəleɪkə/					y	N
9	/'ɛlɪlənt/			y	N		
10	*(porcupine)	y	n				
11	helicopter	Y	n				
12	/'maɪfɪkəʊn/					y	N
13	*(calculator)	y	n				
14	/'tɛlɪlɪzɪn/			y	N		
15	/'b ² tətəs/			y	N		
16	hospital	Y	n				
17	/'ɛfɪlənt/					y	N
18	/bɪ'nɒkjʊnəz/			y	N		
19	/'kɪɒkəkɑɪl/			y	N		
20	*(radiator)	y	n				
21	*(rhinoceros)	y	n				
22	*(octagon)	y	n				
23	/'hɒstɪpl/					y	N
24	/'maɪkɪkəʊn/			y	N		
25	caterpillar	Y	n				

Appendix D.4 Score Sheet

Name: _____ Date: _____ Age: _____ Investigator: _____

26	/'ɛskələɪkə/			y	N		
27	binoculars	Y	n				
28	*(alligator)	y	n				
29	/'hɛlɪtɒpkə/					y	N
30	octopus	Y	n				
31	/'tɛvɪlɪzɪn/					y	N
32	/'hɒspɪpl/			y	N		
33	microphone	Y	n				
34	/'kɪɒdəkɑɪl/					y	N
35	escalator	Y	n				
36	*(telephone)	y	n				
37	/'kætətɪlə/			y	N		
38	/'vɪʔpətəs/					y	N
39	television	Y	n				
40	/br'ɪɒkjʊnəz/					y	N
	SCORES	/10	/10	/10	/10		
	% SCORES	%	%	%	%		

Appendix D.5

Auditory Lexical Discrimination Task 3: Mispronunciation Detection for Individual Children (after Locke, 1980)

Name: _____ Date: _____ Age: _____ Investigator: _____

Instructions: The child names selected pictures, and his or her inaccurate productions are recorded. For each word to be examined, the target, e.g. SOCK; the child's error, e.g. TOCK; and a control mispronunciation (i.e. not an error that the child makes), e.g. SHOCK (/ʃɒk/), are noted at the top of the score sheet (see example score sheet below). The child is presented with the picture and asked 'Is this right?' for each production: SHOCK? (control), TOCK? (error) or SOCK? (target). Six presentations of each of the three stimuli are given randomly. The process can be repeated for several words/pictures.

To the child: 'I am going to say some words. I'll show you a picture as I say the words. I want you tell me if you think the word that I say goes with the picture. If you think I say the word wrong, or if it sounds silly, then say "Wrong" or "No". OK, let's have a practice.' The tester should casually cover his or her mouth to avoid use of visual cues.

Scoring: Note the child's response, by circling Y or N. **BOLD CAPITALS** indicate correct responses. Add up the correct responses for each type of production.

Normative data: There is no normative data, as the task is specific to an individual child's errors.

Appendix D.5 Score Sheet

Name: _____ Date: _____ Age: _____ Investigator: _____

EXAMPLE SCORE SHEET:

Picture: SOCK		Child's production: [tɒk]			
Target production /sɒk/		Error production /tɒk/		Control production /ʃɒk/	
Y	n	y	N	y	N
Y	n	y	N	y	N
Y	n	y	N	y	N
Y	n	y	N	y	N
Y	n	y	N	y	N
Y	n	y	N	y	N
/6		/6		/6	

Picture:		Child's production:			
Target production		Error production		Control production	
Y	n	y	N	y	N
Y	n	y	N	y	N
Y	n	y	N	y	N
Y	n	y	N	y	N
Y	n	y	N	y	N
Y	n	y	N	y	N
/6		/6		/6	

Picture:		Child's production:			
Target production		Error production		Control production	
Y	n	y	N	y	N
Y	n	y	N	y	N
Y	n	y	N	y	N
Y	n	y	N	y	N
Y	n	y	N	y	N
Y	n	y	N	y	N
/6		/6		/6	

Appendix D.1

Auditory Lexical Discrimination Task 1: Mispronunciation Detection – Full Version (from Vance, 1995)

Name: _____ Date: _____ Age: _____ Investigator: _____

Instructions: The child should be asked to name each of the pictures first. This provides a vocabulary check and allows the child's speech production to be recorded as for a naming task (see Chapter 5 and Appendix E.1) and compared with his or her performance on this auditory task, if required. If the child doesn't know the name of the picture it can be supplied.

The child is asked to look at each picture in turn and to decide if the name of the picture has been said correctly or not. A soft toy monkey can be used to explain the task. The child is told that the monkey is going to say some words, sometimes he is 'clever', and sometimes 'silly', or sometimes the monkey says the words 'right' and sometimes 'wrong' (the investigator can decide which best suits the child). There are two practice items during which corrective feedback can be given. Only general encouragement is given during the main part of the task. One repetition of a test item is allowed if the child fails to respond to a stimulus or he or she requests a repetition. The investigator should cover his or her mouth to avoid use of visual cues.

Scoring: Record the child's response, by circling Y or N. **BOLD CAPITALS** indicate correct responses. Add up the correct responses to obtain the child's score. Remember that items marked with * and appearing in brackets are administered but *not* scored. Circle incorrect responses in final column to look for difficulty with specific contrasts. Total number of items correct at each word length and number correct overall.

Normative data for this task can be found in Table 4.3.

Appendix D.6

Auditory Lexical Discrimination Task 4: Words in Sentences (from Cassidy, 1994)

Name: _____ Date: _____ Age: _____ Investigator: _____

Part 1: Single Word Naming

Instructions: Present a pair of pictures and ask the child to name each of them. Transcribe the response. If the child is unable to name a picture, say the word and ask him or her to point to the one named, indicate this on the score sheet.

Scoring: Circle 1 if the picture is named correctly and 0 if incorrectly, and calculate total number of accurate responses. If child does not name the picture, put a tick or a cross in the 'Pointed to Picture' column to indicate if he or she correctly identified the picture.

Part 2: Single Word Discrimination Task

Instructions: Present a pair of pictures to the child and ask him or her to point to the one you name. The order of presentation is given on the score sheet. One repetition can be given for each item if the child requests this, or if he or she fails to respond. The investigator should casually cover his or her mouth to avoid use of visual cues.

Scoring: Circle the appropriate score for each item: 0 for an incorrect or no response, 1 point for a correct response following one repetition and 2 points for a correct response. Add the total points for each pair, and enter these on the summary sheet.

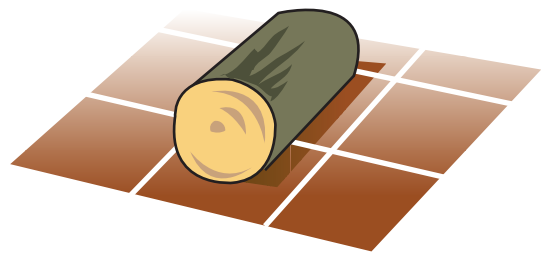
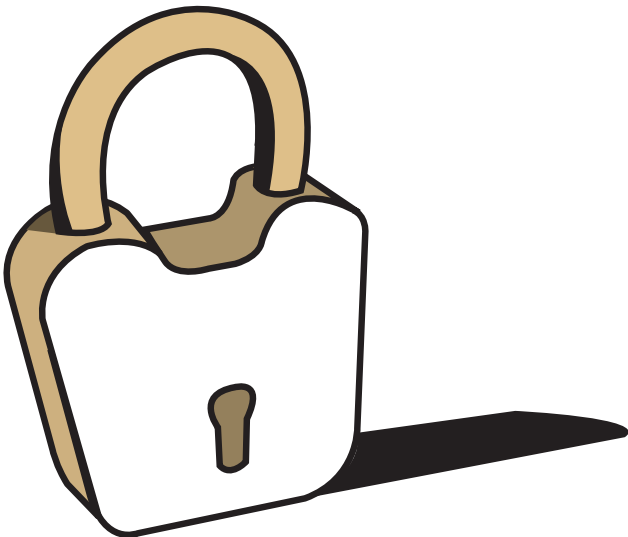
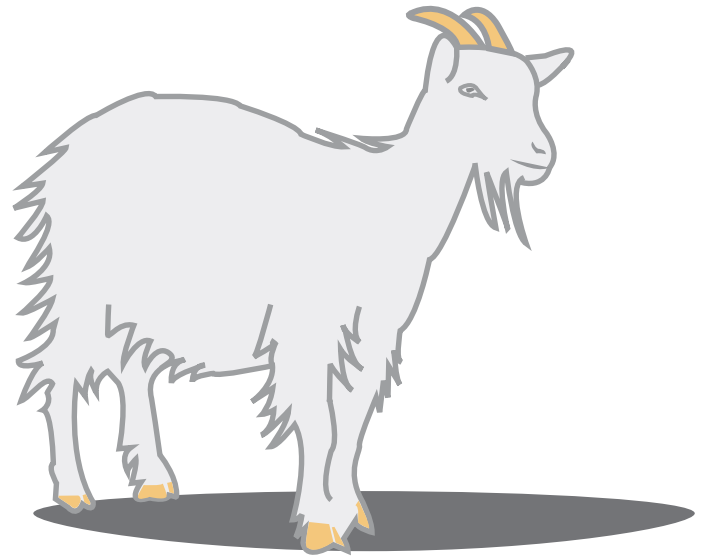
Normative data for this task is found in Table 4.9.

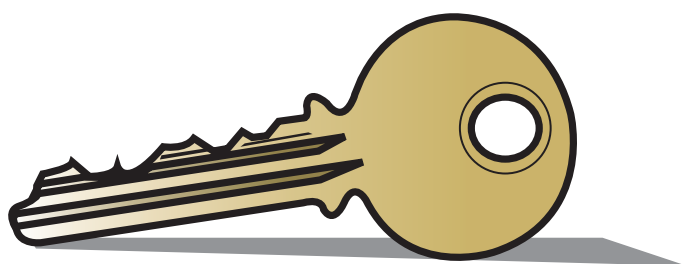
Part 3: Words in sentences

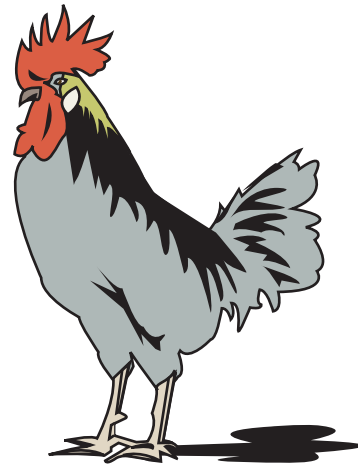
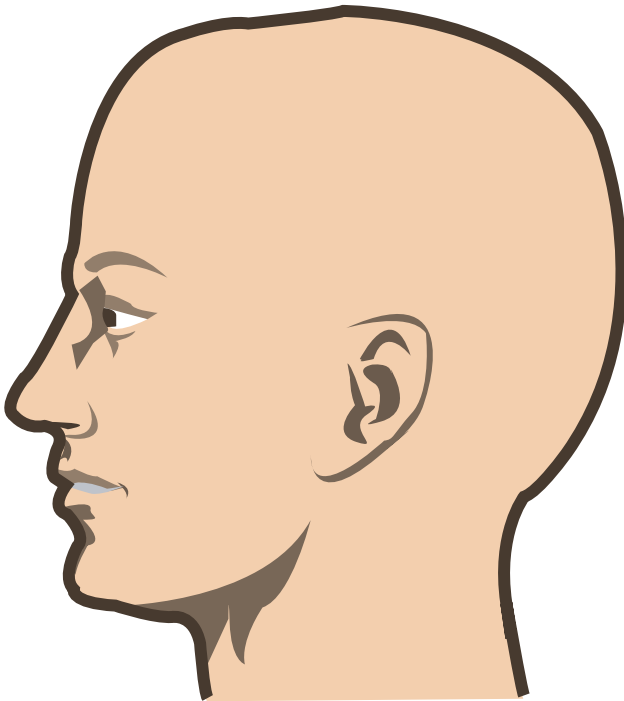
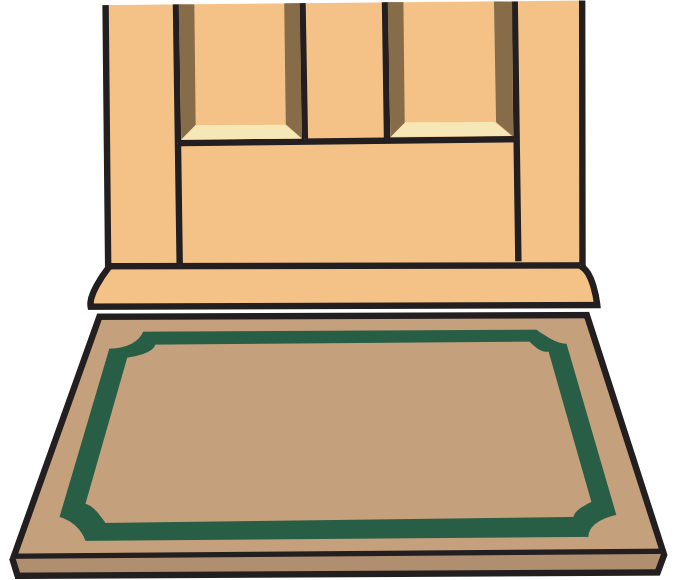
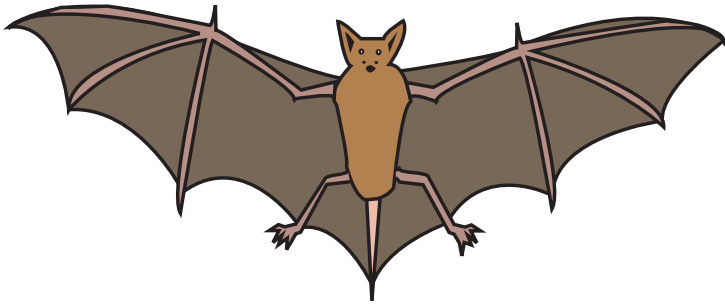
Instructions: Present a pair of pictures. Tell the child, 'You will hear the name of one of these pictures in a sentence: point to the picture that you hear. Listen to the whole sentence before pointing to one of the pictures. Some of the sentences may sound a bit funny, but listen carefully and point to the picture you hear.' The order of presentation of sentences is given on the score sheet. One repetition is allowed for each test item, if necessary. The investigator should cover his or her mouth to avoid use of visual cues. 3-year-old children should be presented with the neutral sentences only.

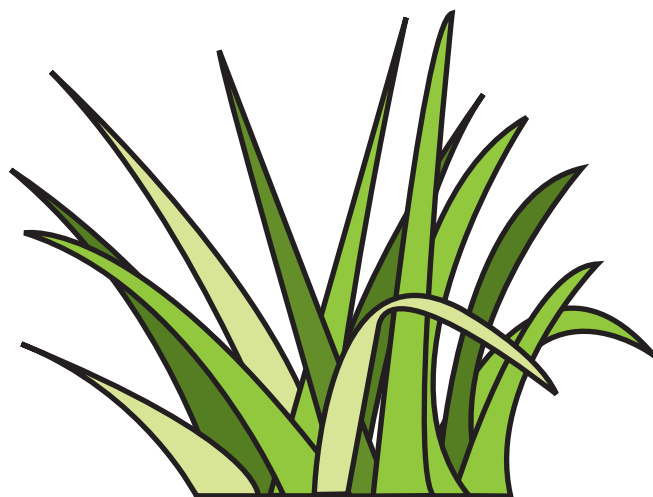
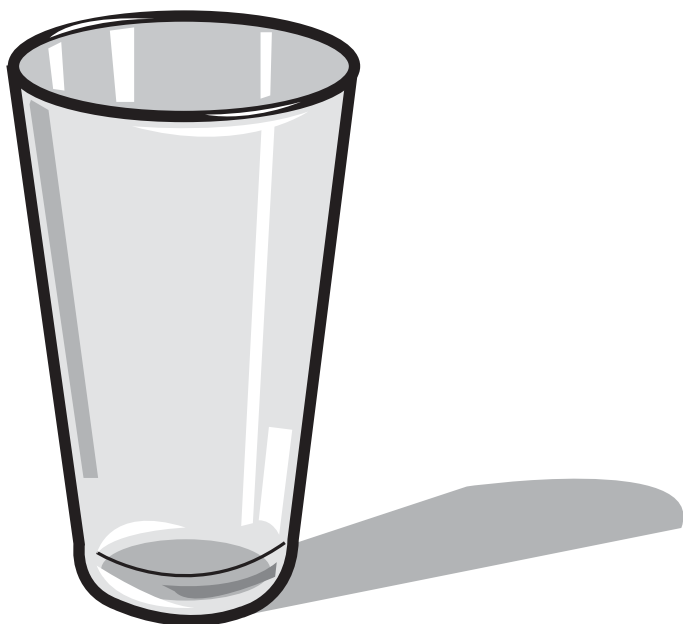
Scoring: Circle the appropriate score for each item: 0 for an incorrect or no response, 1 point for a correct response following one repetition and 2 points for a correct response. Add the total points for each pair for each sentence type, then enter these on the summary sheet.

Normative data for this task can be found in Table 4.9









Appendix D.6 Score Sheet

Name: _____ Date: _____ Age: _____ Investigator: _____

SCORE SHEET 1: SINGLE WORD NAMING

PICTURE STIMULUS	TRANSCRIPTION	PICTURE NAMED CORRECTLY	POINTED TO PICTURE
coat		0 1	
goat		0 1	
lock		0 1	
log		0 1	
tea		0 1	
key		0 1	
mouse		0 1	
mouth		0 1	
bat		0 1	
mat		0 1	
head		0 1	
hen		0 1	
glass		0 1	
grass		0 1	
clown		0 1	
crown		0 1	
	SCORE	/16	

Appendix D.6 Score Sheet

Name: _____ Date: _____ Age: _____ Investigator: _____

SCORE SHEET 2: SINGLE WORD DISCRIMINATION

PRACTICE ITEMS					
pear 0 1 2	bear 0 1 2	bear 0 1 2	pear 0 1 2	pear 0 1 2	bear 0 1 2
tin 0 1 2	tin 0 1 2	bin 0 1 2	tin 0 1 2	bin 0 1 2	bin 0 1 2
TEST ITEMS					
key 0 1 2	tea 0 1 2	key 0 1 2	tea 0 1 2	tea 0 1 2	key 0 1 2
key-tea		TOTAL SCORE		/12	

mouse 0 1 2	mouse 0 1 2	mouse 0 1 2	mouth 0 1 2	mouth 0 1 2	mouth 0 1 2
mouse-mouth		TOTAL SCORE		/12	
bat 0 1 2	bat 0 1 2	mat 0 1 2	mat 0 1 2	mat 0 1 2	bat 0 1 2
bat-mat		TOTAL SCORE		/12	
head 0 1 2	hen 0 1 2	head 0 1 2	head 0 1 2	hen 0 1 2	hen 0 1 2
head-hen		TOTAL SCORE		/12	
glass 0 1 2	glass 0 1 2	grass 0 1 2	grass 0 1 2	glass 0 1 2	grass 0 1 2
glass-grass		TOTAL SCORE		/12	
clown 0 1 2	crown 0 1 2	crown 0 1 2	clown 0 1 2	clown 0 1 2	crown 0 1 2
clown-crown		TOTAL SCORE		/12	
coat 0 1 2	coat 0 1 2	goat 0 1 2	coat 0 1 2	goat 0 1 2	goat 0 1 2
coat-goat		TOTAL SCORE		/12	
log 0 1 2	lock 0 1 2	lock 0 1 2	lock 0 1 2	log 0 1 2	log 0 1 2
log-lock		TOTAL SCORE		/12	

Appendix D.6 Score Sheet

Name: _____ Date: _____ Age: _____ Investigator: _____

SCORE SHEET 3: WORDS IN SENTENCES

PRACTICE SENTENCES				
pear/ bear	The girl put the PEAR in her bag I put the BEAR on my bed The boy ate the PEAR for lunch The boy ate the BEAR for lunch The girl put the BEAR in her bag I put the PEAR on my bed			
tin/bin	The TIN is empty We keep the TIN outside the door I ate the BIN of fruit The BIN is empty We keep the BIN outside the door I ate the TIN of fruit			
TEST SENTENCES		NEUTRAL	BIASED	NONSENSE
coat/ goat	I think your COAT is lovely	0 1 2		
	Mum put her GOAT in the cupboard			0 1 2
	Mum put her COAT in the cupboard			0 1 2
	I liked the COAT with long fur		0 1 2	
	I think your GOAT is lovely	0 1 2		
	Mum put her COAT in the cupboard			0 1 2
goat / coat	Set 1 score	/4	/2	/6
		NEUTRAL	BIASED	NONSENSE
tea/key	Mum put the TEA on the table.	0 1 2		
	I dropped the TEA on the biscuits.		0 1 2	
	I dropped the TEA on the biscuits.		0 1 2	
	Mum put the KEY on the table.	0 1 2		
	The girl used the TEA to open the door.			0 1 2
	The girl used the KEY to open the door.			0 1 2
tea/key	Set 1 score	/4	/4	/4

Appendix D.6 Score Sheet

Name: _____ Date: _____ Age: _____ Investigator: _____

		NEUTRAL	BIASED	NONSENSE
mouse/ mouth	My teacher drew a MOUSE in my book.	0 1 2		
	The boy's MOUSE was full of food.		0 1 2	
	My teacher drew a MOUTH in my book.	0 1 2		
	The boy's MOUSE was full of food.		0 1 2	
	The cat chased the MOUSE around the house			0 1 2
	My teacher drew a MOUTH in my book.	0 1 2		
mouse/mouth	Set 1 score	/6	/4	/2
lock/log	The woman used the LOCK to light the fire.			0 1 2
	I put the LOCK in the cupboard.	0 1 2		
	The man put the LOCK beside the key.		0 1 2	
	The woman used the LOG to light the fire.			0 1 2
	I put the LOG in the cupboard.	0 1 2		
	The man put the LOG beside the key.		0 1 2	
lock/log	Set 1 score	/4	/4	/4
goat/ coat	I think your GOAT is lovely.	0 1 2		
	I liked the GOAT with long fur.		0 1 2	
	Mum put her GOAT in the cupboard.			0 1 2
	I think your GOAT is lovely.	0 1 2		
	I liked the COAT with long fur.		0 1 2	
	Mum put her COAT in the cupboard.			0 1 2
goat/coat	Set 2 score	/4	/4	/4

Appendix D.6 Score Sheet

Name: _____ Date: _____ Age: _____ Investigator: _____

(Continued)

		NEUTRAL	BIASED	NONSENSE
mat/bat	I threw the BAT down the stairs.	0 1 2		
	The boy used the BAT to hit the ball.			0 1 2
	I put the MAT outside the door.		0 1 2	
	The boy used the MAT to hit the ball.			0 1 2
	I put the BAT outside the door.		0 1 2	
	The boy used the BAT to hit the ball.			0 1 2
mat/bat	Set 1 score	/2	/4	/6
key/tea	Mum put the KEY on the table.	0 1 2		
	I dropped the KEY on the biscuits.		0 1 2	
	The girl used the KEY to open the door.			0 1 2
	Mum put the TEA on the table.	0 1 2		
	The girl used the TEA to open the door.			0 1 2
	I dropped the KEY on the biscuits.		0 1 2	
key/tea	Set 2 score	/4	/4	/4
coat/ goat	I think your COAT is lovely	0 1 2		
	I liked the COAT with long fur.		0 1 2	
	Mum put her GOAT in the cupboard.			0 1 2
	I liked the GOAT with long fur.		0 1 2	
	I think your COAT is lovely.	0 1 2		
	I liked the GOAT with long fur.		0 1 2	
coat/goat	Set 3 score	/4	/6	/2
log/lock	I put the LOG in the cupboard.	0 1 2		
	The man put the LOG beside the key.		0 1 2	

Appendix D.6 Score Sheet

Name: _____ Date: _____ Age: _____ Investigator: _____

		NEUTRAL	BIASED	NONSENSE
	The man put the LOCK beside the key.		0 1 2	
	The woman used the LOCK to light the fire.			0 1 2
	The woman used the LOG to light the fire.			0 1 2
	I put the LOG in the cupboard.	0 1 2		
log/lock	Set 2 score	/4	/4	/4
key/tea	I dropped the KEY on the biscuits.		0 1 2	
	The girl used the KEY to open the door.			0 1 2
	The girl used the TEA to open the door.			0 1 2
	Mum put the TEA on the table.	0 1 2		
	Mum put the KEY on the table.	0 1 2		
	I dropped the TEA on the biscuits.		0 1 2	
key/tea	Set 3 score	/4	/4	/4
hen/ head	The farmer's HEN has run away.			0 1 2
	The farmer's HEAD has run away.			0 1 2
	The girl saw the HEAD in the picture.	0 1 2		
	The girl saw the HEN in the picture.	0 1 2		
	The boy rested his HEN on the pillow.		0 1 2	
	The farmer's HEN has run away.			0 1 2
hen/head	Set 1 score	/4	/2	/6
crown/ clown	We looked at the CROWN in the picture book.	0 1 2		
	We looked at the CROWN in the picture book.	0 1 2		

Appendix D.6 Score Sheet

Name: _____ Date: _____ Age: _____ Investigator: _____

(Continued)

		NEUTRAL	BIASED	NONSENSE
	The king put the CLOWN on his head.			0 1 2
	We looked at the CROWN in the picture book.	0 1 2		
	The children watched the CROWN on television.		0 1 2	
	The king put the CROWN on his head.			0 1 2
crown/clown Set 1 score		/6	/2	/4
glass/ grass	The girl dropped the GLASS on the ground.	0 1 2		
	The man sat on the GRASS in the garden.		0 1 2	
	The man sat on the GLASS in the garden.		0 1 2	
	The girl filled the GLASS with lemonade.			0 1 2
	The girl dropped the GRASS on the ground.	0 1 2		
	The girl filled the GRASS with lemonade.			0 1 2
glass/grass Set 1 score		/4	/4	/4
mouse/ mouth	My teacher drew a MOUSE in my book.	0 1 2		
	My teacher drew a MOUTH in my book.	0 1 2		
	The boy's MOUTH was full of food.		0 1 2	
	My teacher drew a MOUSE in my book.	0 1 2		
	The boy's MOUSE was full of food.		0 1 2	
	The cat chased the MOUTH around the house.			0 1 2
mouse/mouth Set 2 score		/6	/4	/2
lock/	I put the LOCK in the cupboard.	0 1 2		

Appendix D.6 Score Sheet

Name: _____ Date: _____ Age: _____ Investigator: _____

		NEUTRAL	BIASED	NONSENSE
log	The man put the LOCK beside the key.		0 1 2	
	The man put the LOG beside the key.		0 1 2	
	The woman used the LOG to light the fire.			0 1 2
	The woman used the LOCK to light the fire.			0 1 2
	I put the LOCK in the cupboard.	0 1 2		
lock/log	Set 3 score	/4	/4	/4
mat/ bat	I threw the MAT down the stairs.	0 1 2		
	I put the BAT outside the door.		0 1 2	
	I threw the MAT down the stairs.	0 1 2		
	I put the MAT outside the door.		0 1 2	
	The boy used the MAT to hit the ball.			0 1 2
	I threw the BAT down the stairs.	0 1 2		
mat/bat	Set 2 score	/6	/4	/2
mouse/ mouth	The cat chased the MOUSE around the house.			0 1 2
	The boy's MOUTH was full of food.		0 1 2	
	The cat chased the MOUTH around the house.			0 1 2
	The boy's MOUTH was full of food.		0 1 2	
	The cat chased the MOUSE around the house.			0 1 2
	The cat chased the MOUTH around the house.			0 1 2
mouse/mouth	Set 3 score		/4	/8

Appendix D.6 Score Sheet

Name: _____ Date: _____ Age: _____ Investigator: _____

(Continued)

		NEUTRAL	BIASED	NONSENSE
hen/ head	The girl saw the HEAD in the picture.	0 1 2		
	The girl saw the HEN in the picture	0 1 2		
	The boy rested his HEAD on the pillow.		0 1 2	
	The girl saw the HEN in the picture.	0 1 2		
	The boy rested his HEN on the pillow.		0 1 2	
	The boy rested his HEAD on the pillow.		0 1 2	
hen/head	Set 2 score	/6	/6	
mat/ bat	I threw the MAT down the stairs.	0 1 2		
	I put the MAT outside the door.		0 1 2	
	I put the BAT outside the door.		0 1 2	
	The boy used the BAT to hit the ball.			0 1 2
	The boy used the MAT to hit the ball.			0 1 2
	I threw the BAT down the stairs.	0 1 2		
mat/bat	Set 3 score	/4	/4	/4
clown/ crown	The king put the CLOWN on his head.			0 1 2
	We looked at the CLOWN in the picture book.	0 1 2		
	The children watched the CROWN on television.		0 1 2	
	The king put the CROWN on his head.			0 1 2
	The children watched the CLOWN on television.		0 1 2	

Appendix D.6 Score Sheet

Name: _____ Date: _____ Age: _____ Investigator: _____

		NEUTRAL	BIASED	NONSENSE
	The king put the CLOWN on his head.			0 1 2
clown/crown Set 2 score		/2	/4	/6
glass/ grass	The girl dropped the GLASS on the ground.	0 1 2		
	The man sat on the GLASS in the garden.		0 1 2	
	The girl dropped the GRASS on the ground.	0 1 2		
	The man sat on the GRASS in the garden.		0 1 2	
	The girl filled the GRASS with lemonade.			0 1 2
	The girl filled the GLASS with lemonade.			0 1 2
glass/grass Set 2 score		/4	/4	/4
head/ hen	The farmer's HEAD has run away.			0 1 2
	The boy rested his HEN on the pillow.		0 1 2	
	The farmer's HEN has run away.			0 1 2
	The girl saw the HEAD in the picture.	0 1 2		
	The boy rested his HEAD on the pillow.		0 1 2	
	The farmer's HEAD has run away.			0 1 2
head/hen Set 3 score		/2	/4	/6
grass/ glass	The girl dropped the GRASS on the ground.	0 1 2		
	The man sat on the GRASS in the garden.		0 1 2	
	The girl filled the GLASS with lemonade.			0 1 2
	The girl dropped the GLASS on the ground.	0 1 2		

Appendix D.6 Score Sheet

Name: _____ Date: _____ Age: _____ Investigator: _____

(Continued)

		NEUTRAL	BIASED	NONSENSE
	The man sat on the GLASS in the garden.		0 1 2	
	The girl filled the GRASS with lemonade.			0 1 2
grass/glass Set 3 score		/4	/4	/4
clown/ crown	We looked at the CLOWN in the picture book.	0 1 2		
	The children watched the CROWN on television.		0 1 2	
	The king put the CROWN on his head.			0 1 2
	The children watched the CLOWN on television.		0 1 2	
	We looked at the CLOWN in the picture book.	0 1 2		
	The children watched the CLOWN on television.		0 1 2	
clown/crown Set 3 score		/4	/6	/2

Appendix D.6 Score Sheet

Name: _____ Date: _____ Age: _____ Investigator: _____

SUMMARY SHEET: AUDITORY LEXICAL DISCRIMINATION TASK (WORDS IN SENTENCES)

	SINGLE WORDS	NEUTRAL CONTEXT			BIASED CONTEXT			NONSENSE CONTEXT		
		Set 1	Set 2	Set 3	Set 1	Set 2	Set 3	Set 1	Set 2	Set 3
COAT/GOAT	/12									
LOCK/LOG	/12									
TEA/KEY	/12									
MOUSE/ MOUTH	/12									
BAT/MAT	/12									
HEAD/HEN	/12									
GLASS/ GRASS	/12									
CLOWN/ CROWN	/12									
		/34	/36	/26	/26	/34	/36	/36	/26	/34
TOTAL SCORES	/96	/96			/96			/96		