
Appendix E.1

Picture Naming

Task 1 – Full Version

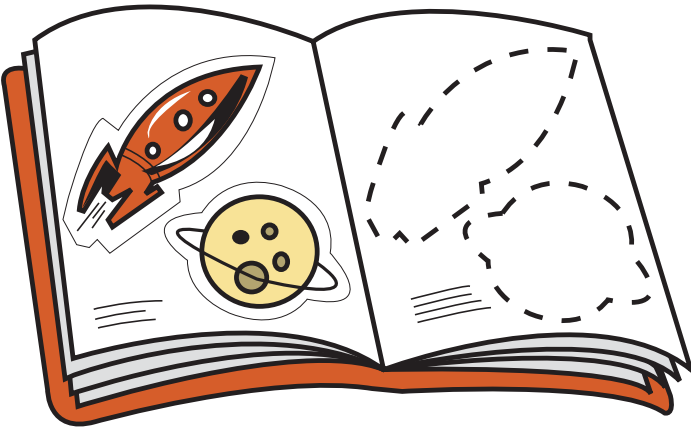
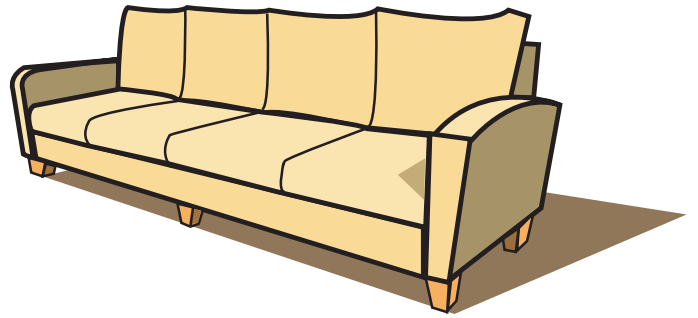
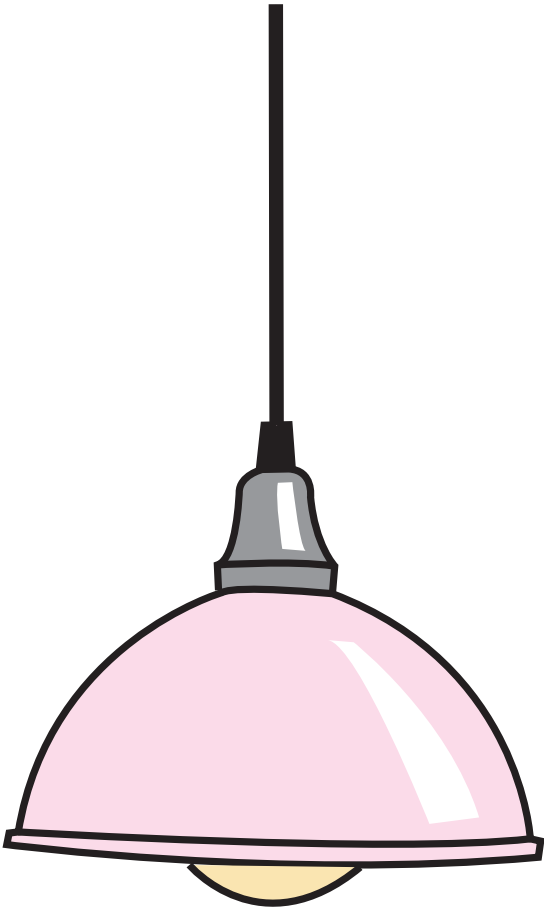
(from Vance, Stackhouse & Wells, 2005)

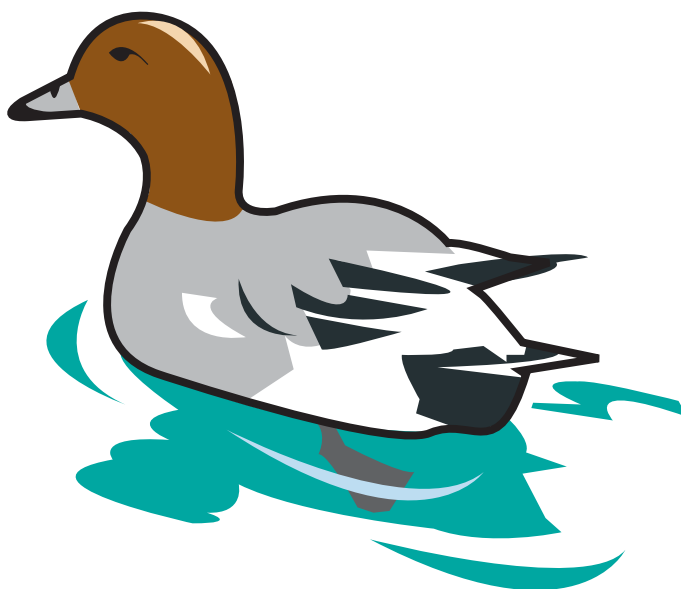
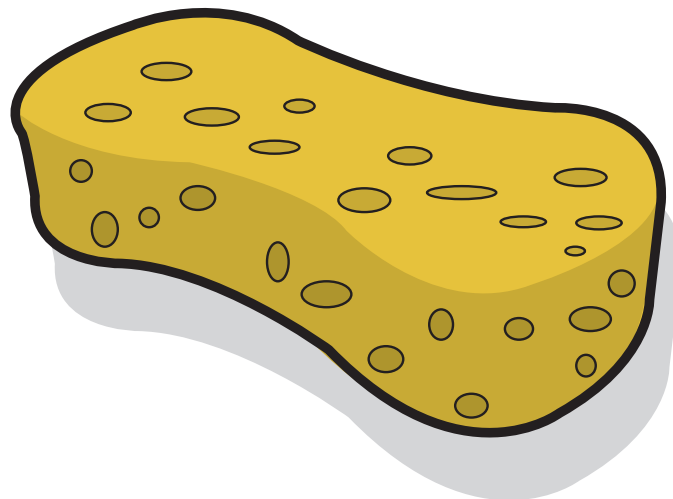
Name: _____ Date: _____ Age: _____ Investigator: _____

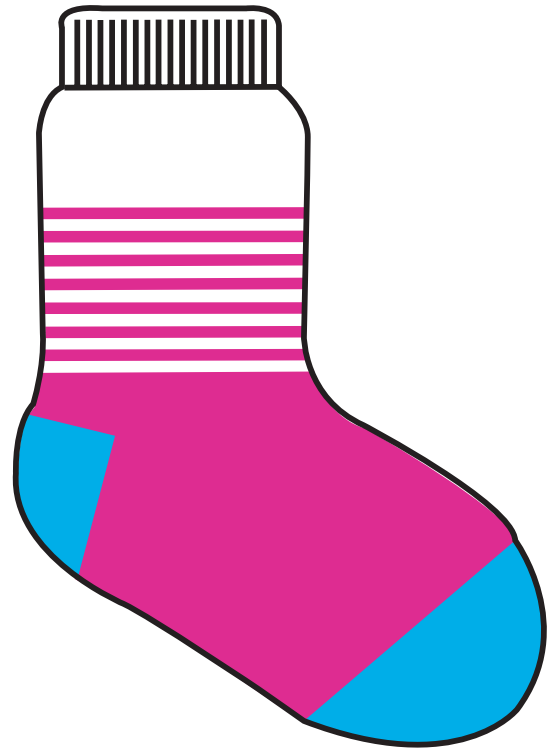
Instructions: Present the pictures and ask the child to name them. If a child fails to name the picture or responds with a different lexical item, use cues such as semantic, gap fill or first sound to prompt him or her. If a cue is used then, after a brief pause, the child should be asked to name the picture again and the second response recorded and scored. No further help should be given.

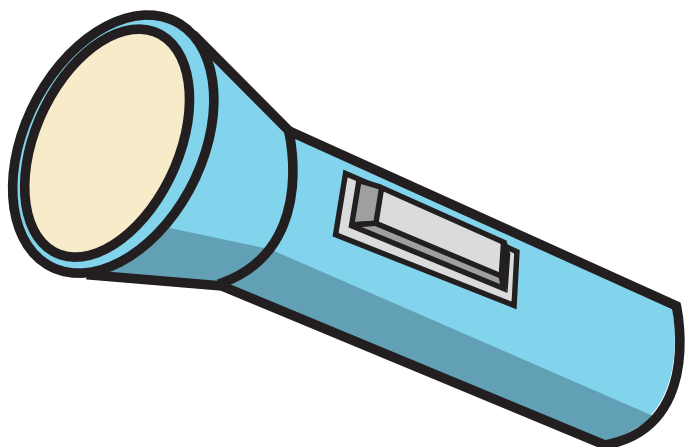
Scoring: Transcribe the child's response phonetically. Circle 1 if child's production is correct, 0 if incorrect. The production of the consonant sounds in each response is examined. For each word to be scored as correct the production of the consonants within the word should be an accepted adult realisation. (See Appendix E.3 for guidelines on appropriate realisations for this stimulus set.) Any words in which consonants deviate from accepted adult realisations are scored as incorrect, including words in which consonants have been added or omitted by the child. Add total number correct at each word length, and calculate total overall.

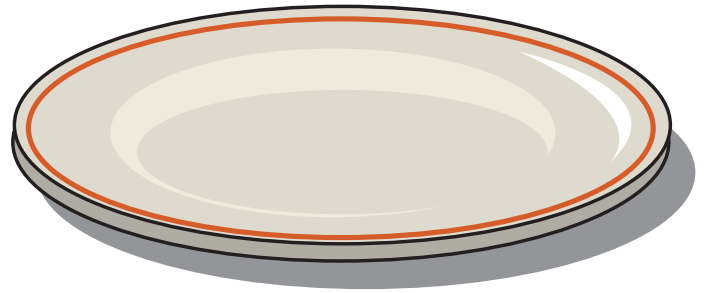
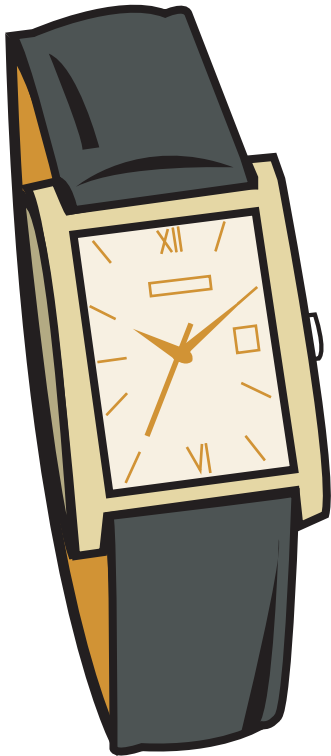
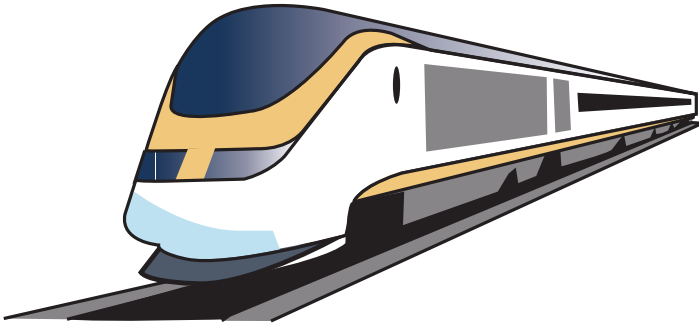
Normative data for this task can be found in Table 5.1.

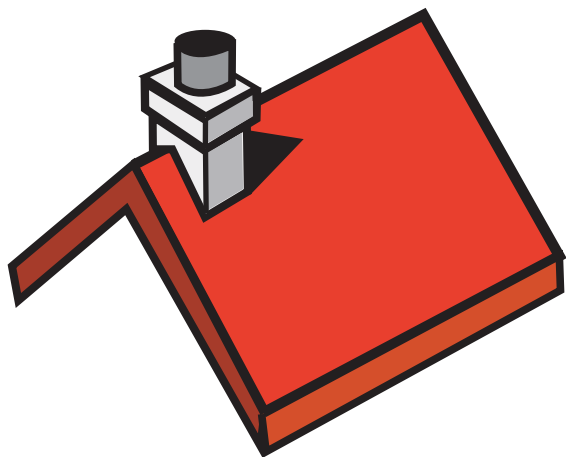


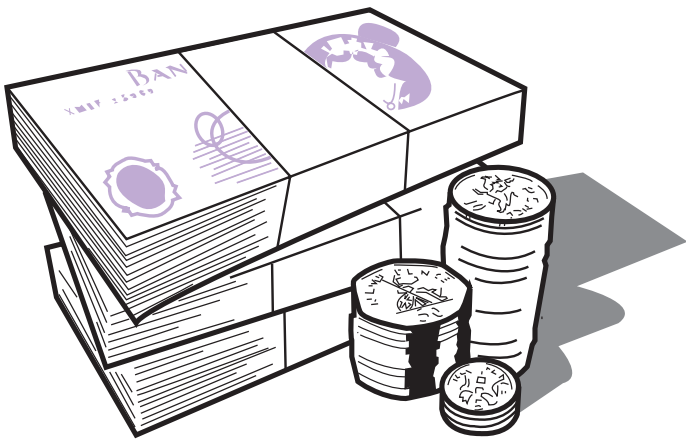
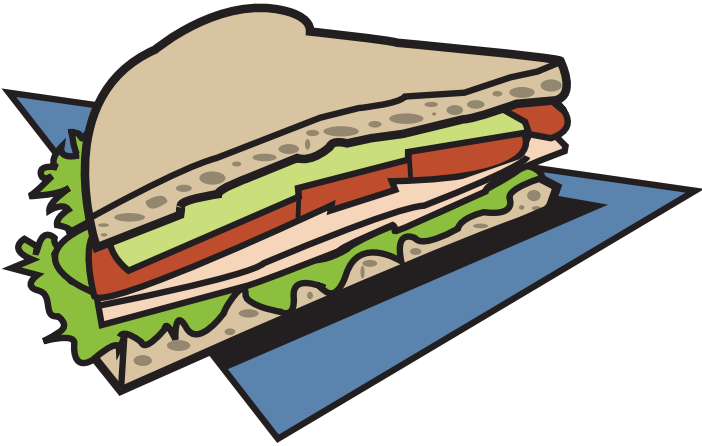


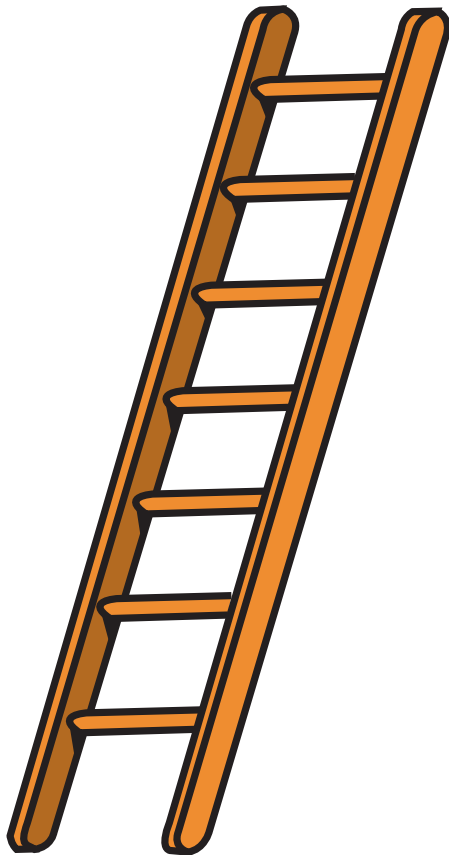
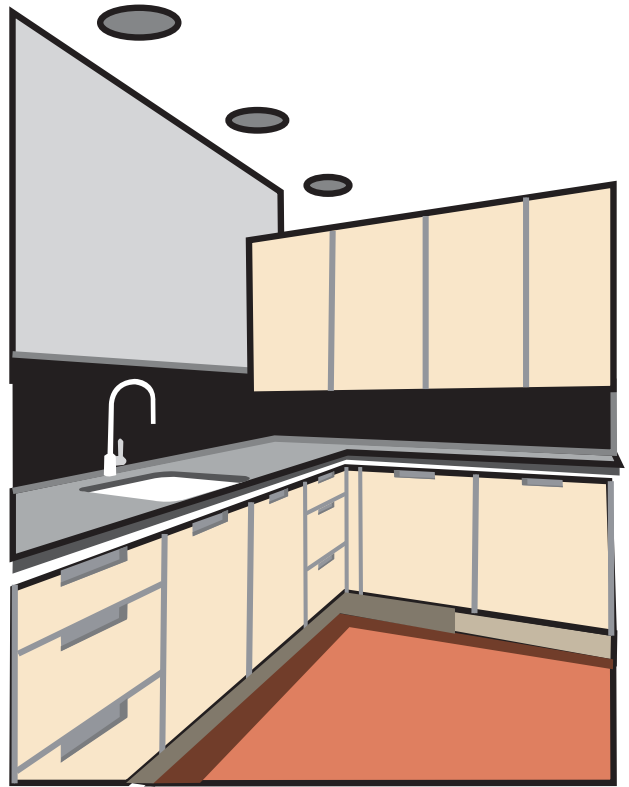


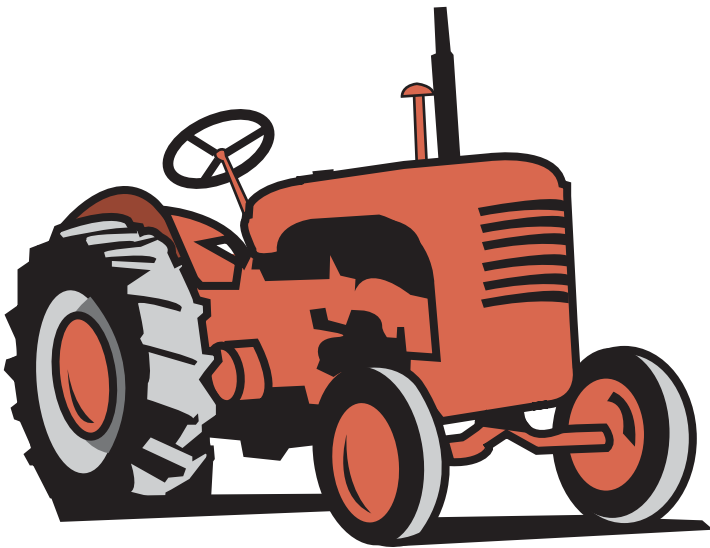
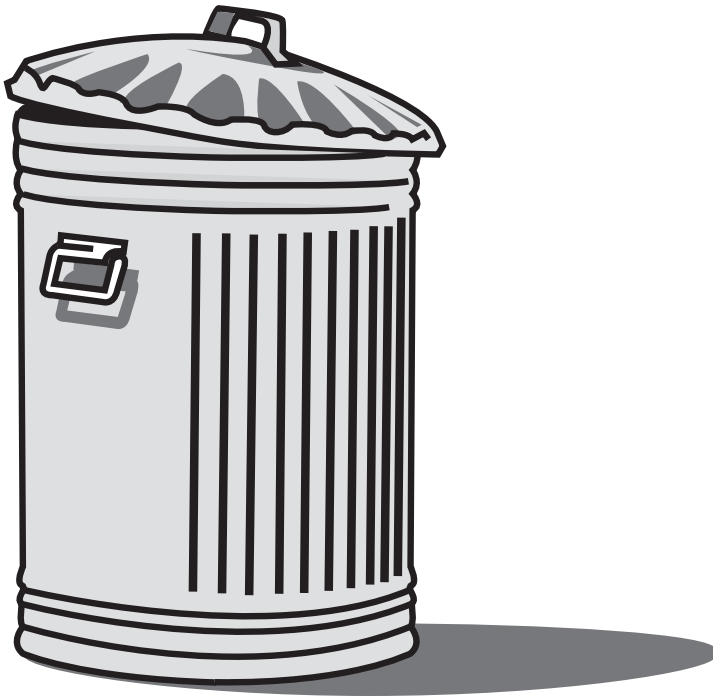


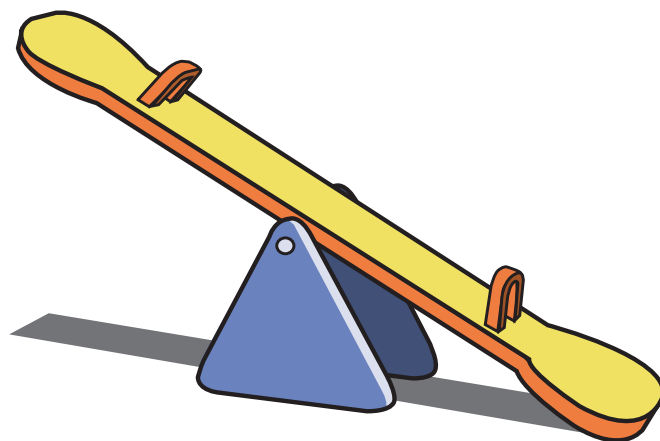
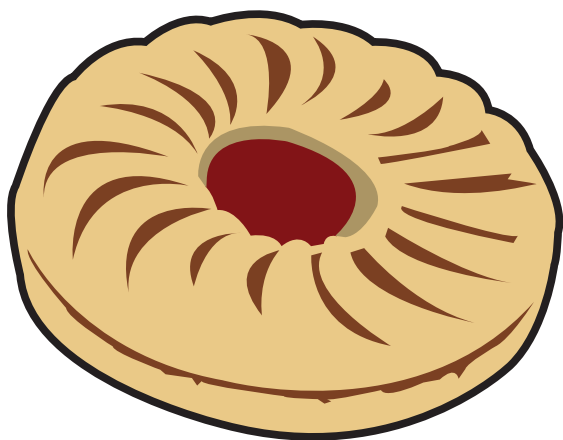


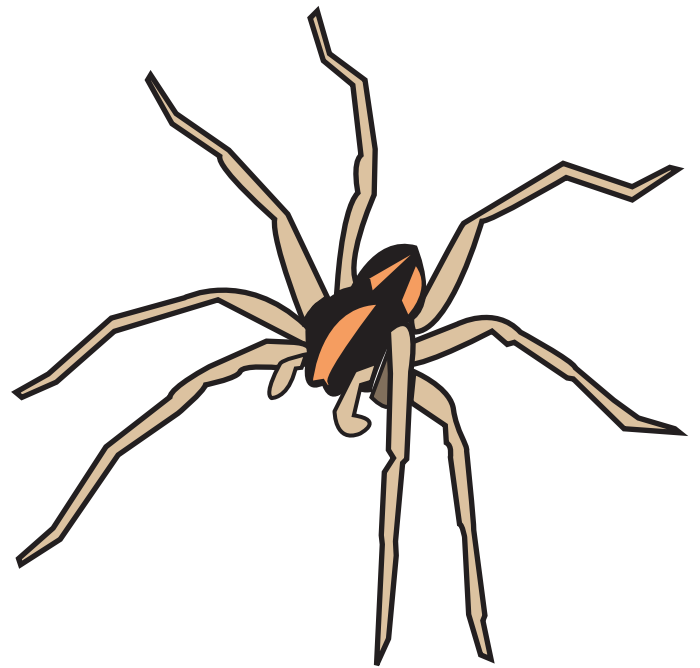
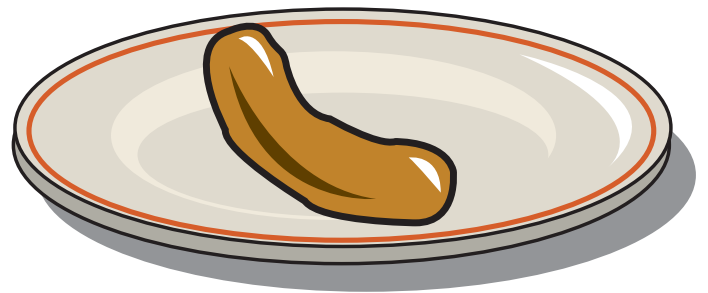
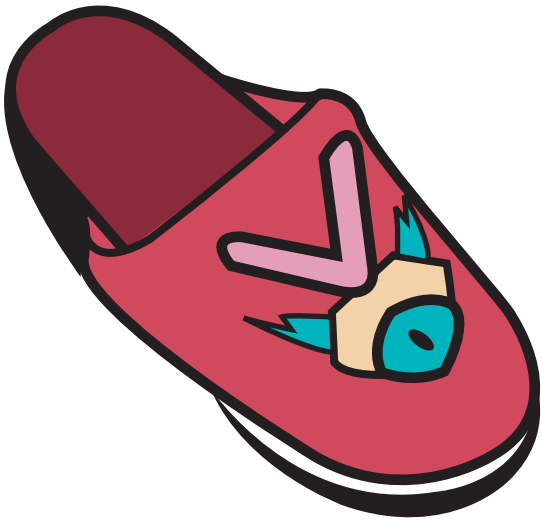


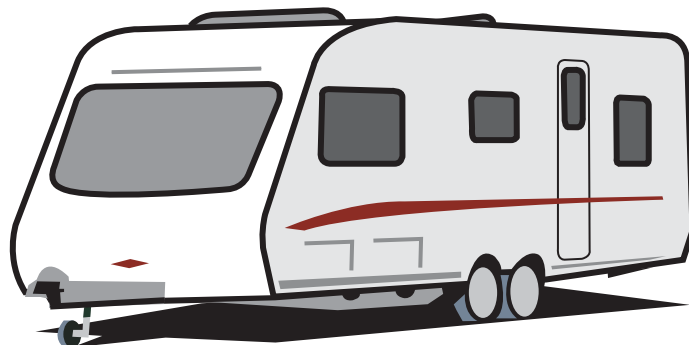
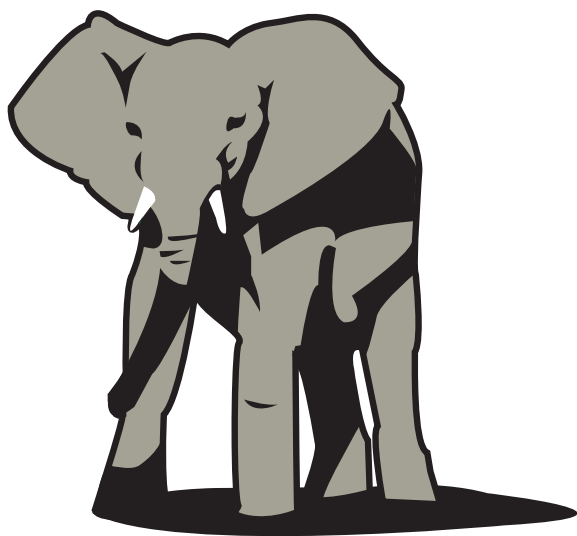
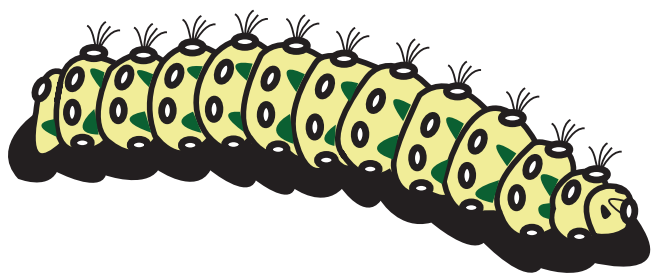


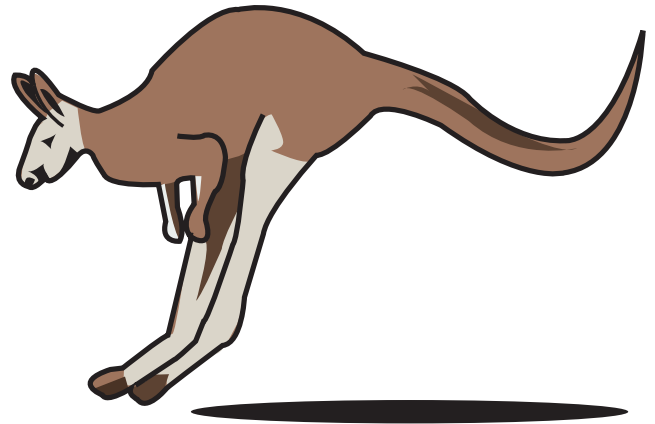
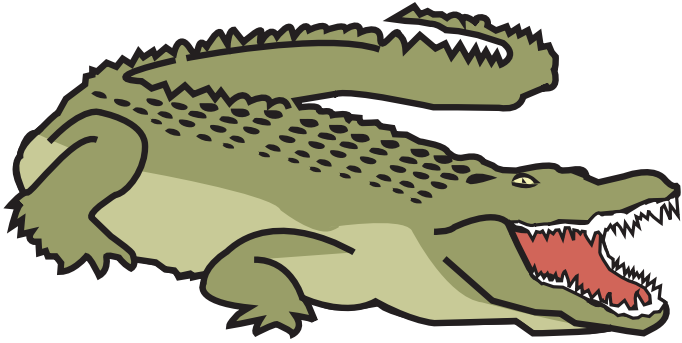


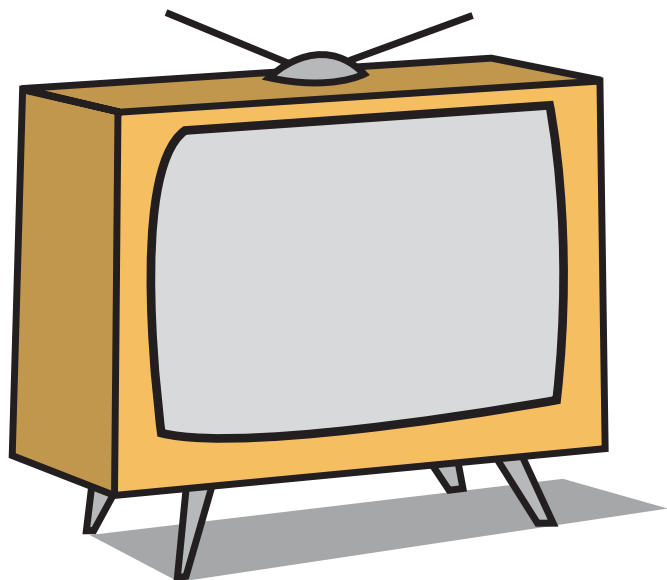


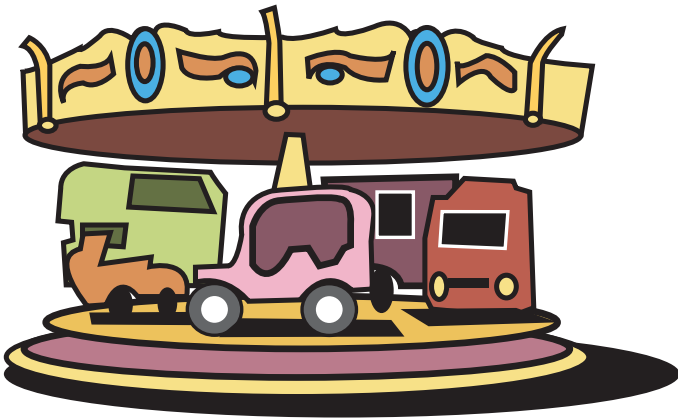
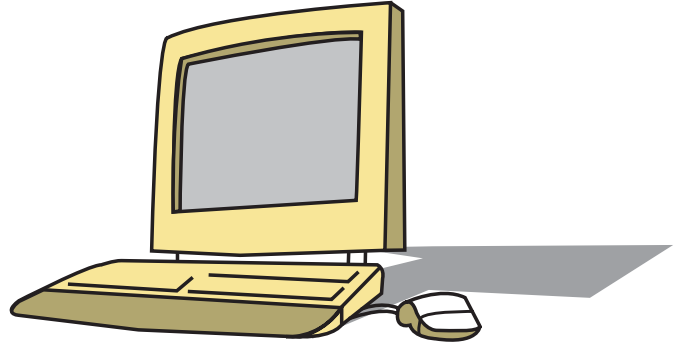


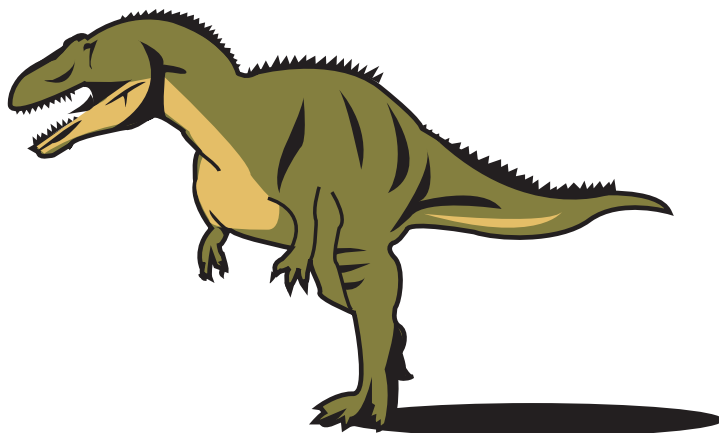
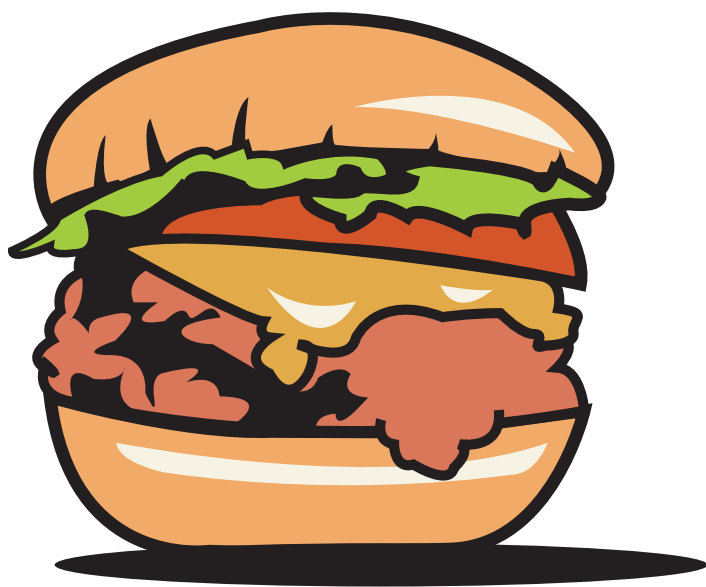
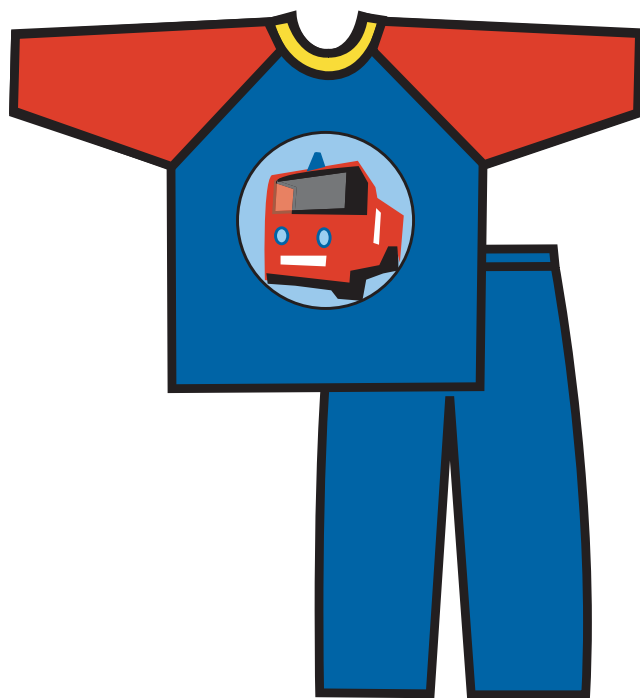












Appendix E.1 Score Sheet

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

FULL VERSION: SET A

PICTURE STIMULI	CHILD'S RESPONSE	1 SYLLABLE		2 SYLLABLE	
PRACTICE ITEMS					
light					
sofa					
stickerbook					
TEST ITEMS					
brush		0	1		
sponge		0	1		
glove		0	1		
duck		0	1		
leaf		0	1		
sock		0	1		
cat		0	1		
book		0	1		
torch		0	1		
mouse		0	1		
knife		0	1		
snake		0	1		
train		0	1		
van		0	1		
watch		0	1		
plate		0	1		
roof		0	1		
fish		0	1		
chair		0	1		
thumb		0	1		
sandwich				0	1
toilet				0	1
money				0	1
feather				0	1
yellow				0	1
kitchen				0	1
ladder				0	1
flower				0	1
dustbin				0	1
jelly				0	1
ONE SYLLABLE SCORE		/20			
TWO SYLLABLE SCORE – LIST A				/10	

Appendix E.1 Score Sheet

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

FULL VERSION: SET B

PICTURE STIMULI	CHILD'S RESPONSE	2 SYLLABLE	3-4 SYLLABLE
tractor		0 1	
fishing		0 1	
biscuit		0 1	
scooter		0 1	
parrot		0 1	
seesaw		0 1	
slipper		0 1	
sausage		0 1	
guitar		0 1	
spider		0 1	
caterpillar			0 1
spaghetti			0 1
elephant			0 1
caravan			0 1
crocodile			0 1
umbrella			0 1
helicopter			0 1
kangaroo			0 1
television			0 1
hospital			0 1
telephone			0 1
parachute			0 1
butterfly			0 1
computer			0 1
roundabout			0 1
hairdresser			0 1
aeroplane			0 1
pyjamas			0 1
hamburger			0 1
dinosaur			0 1
TWO SYLLABLE SCORE – LIST B		/10	
THREE / FOUR SYLLABLE SCORE			/20

Appendix E.2

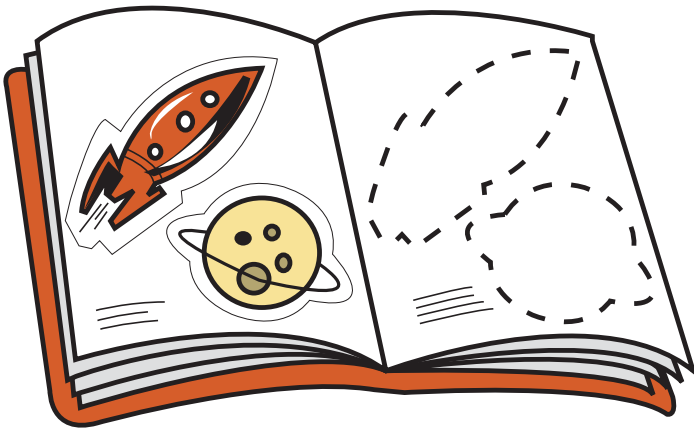
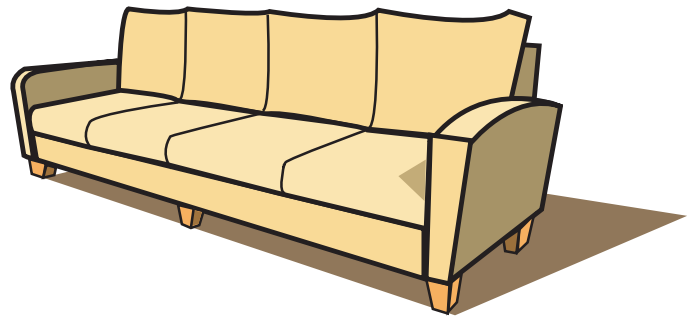
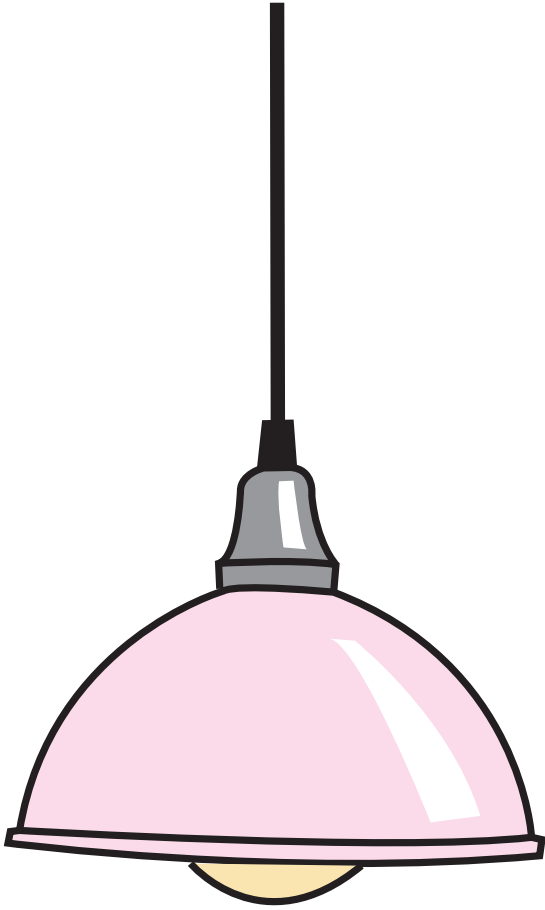
Picture Naming

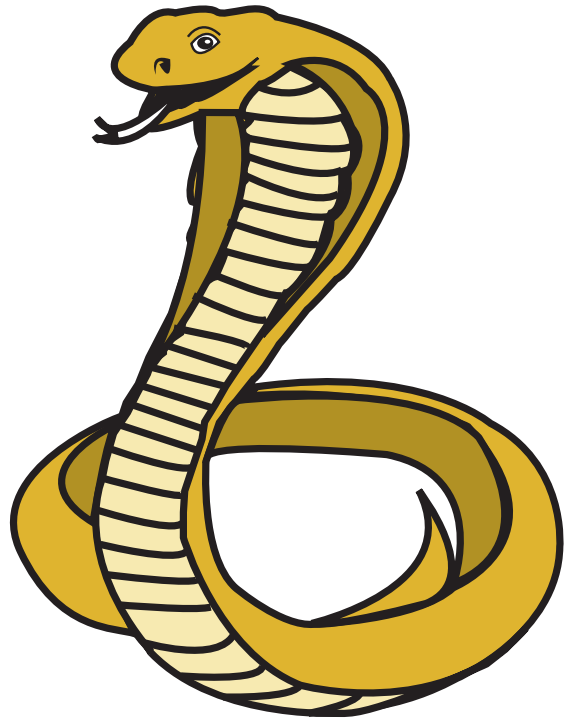
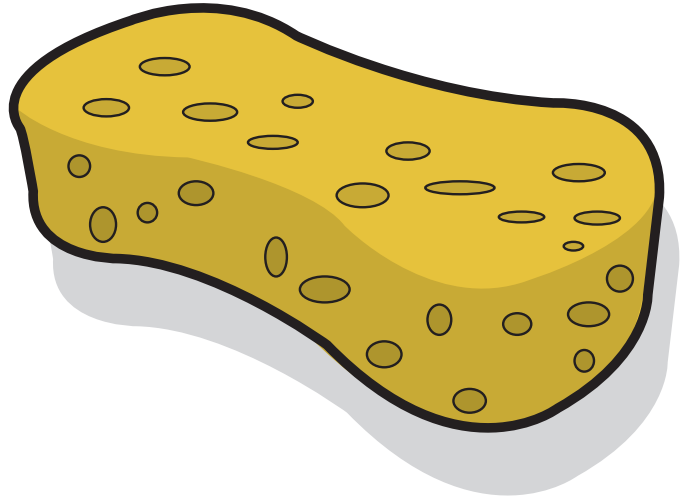
Task 1 – Short Form

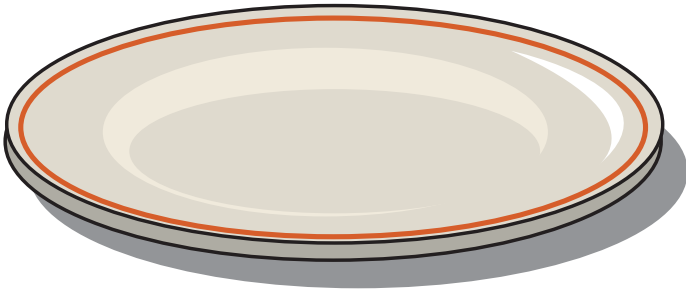
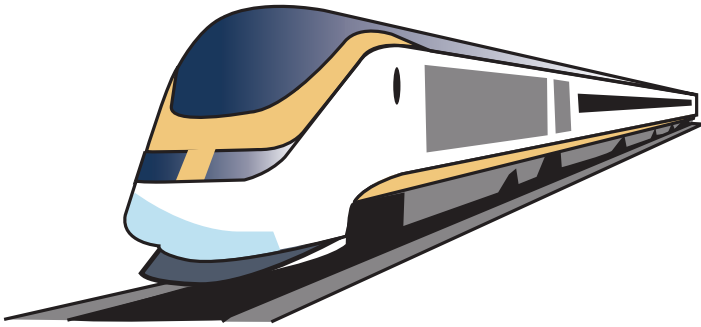
Name: _____ Date: _____ Age: _____ Investigator: _____

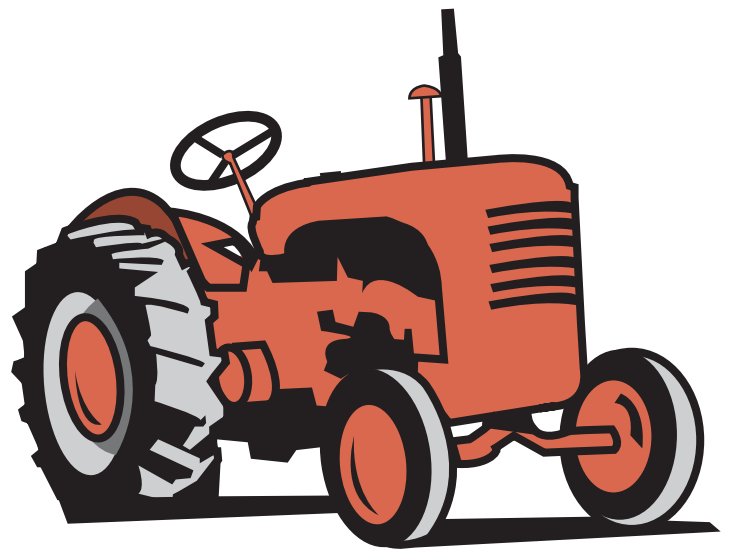
Instructions: Present the pictures and ask the child to name them. If a child fails to name the picture or responds with a different lexical item, use cues such as semantic, gap fill or first sound to prompt him or her. If a cue is used then, after a brief pause, the child should be asked to say the word again and the second response recorded and scored. No further help should be given.

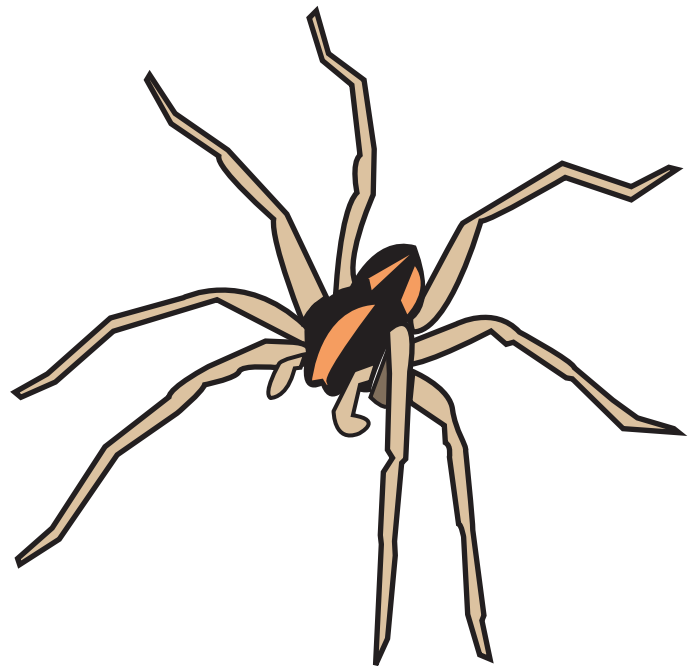
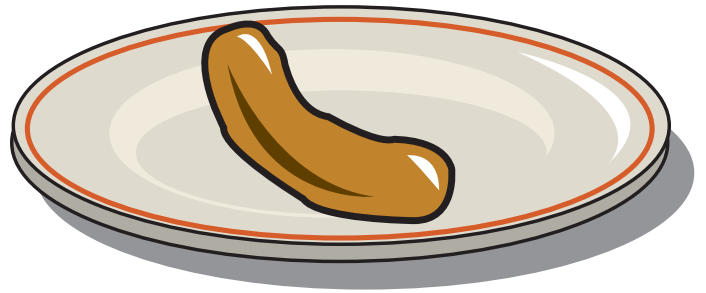
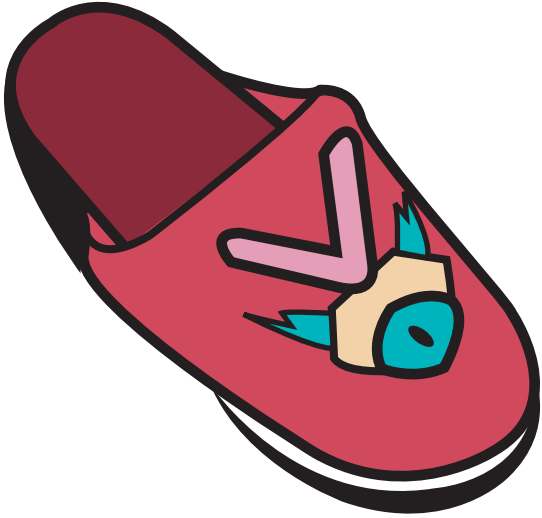
Scoring: Transcribe the child's response phonetically. Circle 1 if child's production is correct, 0 if incorrect. The production of the consonant sounds in each response is examined. For each word to be scored as correct the production of the consonants within the word should be an accepted adult realisation. (See Appendix E.3 for guidelines on appropriate realisations for this stimulus set.) Any words in which consonants deviate from accepted adult realisations are scored as incorrect, including words in which consonants have been added or omitted by the child. **Normative data** is not available for this set of stimuli on this task but qualitative comparisons can be made across tasks which use the same stimuli.

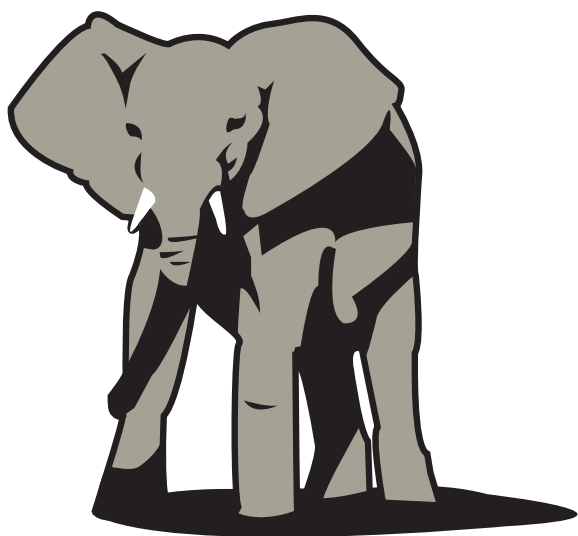
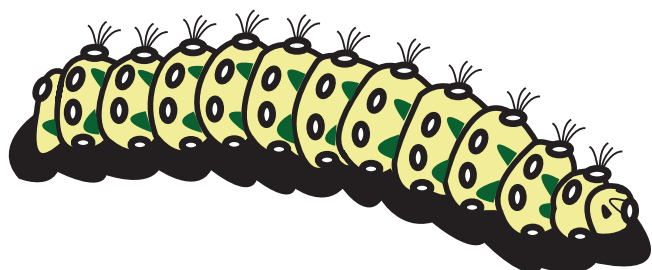


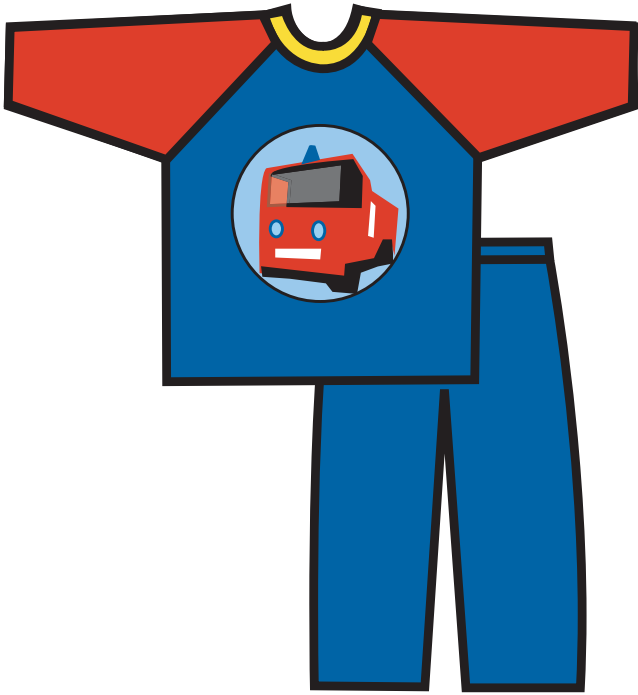












Appendix E.2 Score Sheet

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

SHORT FORM

PICTURE STIMULI	CHILD'S RESPONSE	1 SYLLABLE	2 SYLLABLE	3-4 SYLLABLE
PRACTICE ITEMS				
light				
sofa				
stickerbook				
TEST ITEMS				
brush		0 1		
sponge		0 1		
glove		0 1		
snake		0 1		
train		0 1		
van		0 1		
plate		0 1		
fish		0 1		
yellow			0 1	
flower			0 1	
jelly			0 1	
tractor			0 1	
slipper			0 1	
sausage			0 1	
guitar			0 1	
spider			0 1	
caterpillar				0 1
spaghetti				0 1
elephant				0 1
umbrella				0 1
pyjamas				0 1
parachute				0 1
butterfly				0 1
aeroplane				0 1
1-SYLLABLE SCORE		/8		
2-SYLLABLE SCORE			/8	
3-4-SYLLABLE SCORE				/8
TOTAL SCORE		/24		

Appendix E.3

Guidelines for Scoring Full Versions and Short Forms of Speech Production Tasks

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

The production of the consonant sounds in each response is examined. To be counted as correct all consonants within a word should be an accepted adult realisation.

The following variations were considered to be acceptable for speech data collected in the South-East of England:

- (a) /ʊ/ for syllable final /l/ in e.g. HOSPITAL, CROCODILE.
- (b) labio-dental 'r' as /v/ in e.g. BRUSH (but scored incorrect if the phoneme articulated was /w/).
- (c) interdental /s/ as /ʃ/ (but scored incorrect if the phoneme articulated was /θ/).
- (d) /r/ for phonemes in syllable final position, e.g. /tɪæʔtə/ for TRACTOR.
- (e) PYJAMAS with an unaspirated /p/.
- (f) /tʃɪ/ for /tɪ/ in, e.g. TRAIN, TRACTOR.
- (g) /ɛəpleɪn/ for AEROPLANE.
- (h) HAIRDRESSERS or HAIRDRESSER both accepted.

In the cross-sectional study the responses of the 7-year-old children from the sample on naming and real-word repetition were used to establish an appropriate pattern. For example, as the majority of 7-year-old children produced dental fricative /θ/ in words, then the common dialectal variation of /f/ used for /θ/ was scored as an error. Within other dialectal contexts the relevant adult model should be considered in deciding whether a child's realisation is appropriate or not.

Appendix E.4

Speech Production: Single Words – Picture Naming Task 2 (from Snowling, van Wagtendonk & Stafford, 1988)

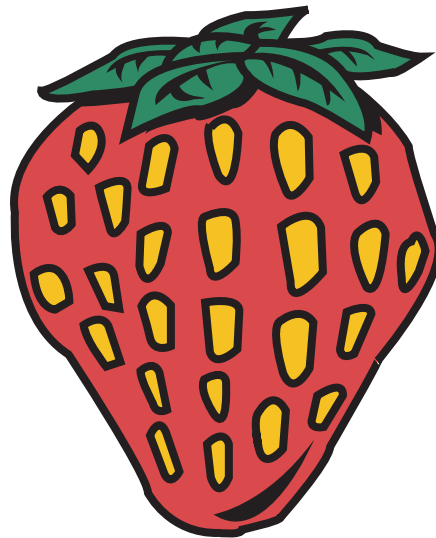
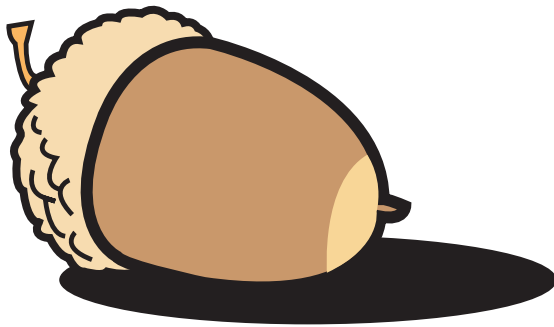
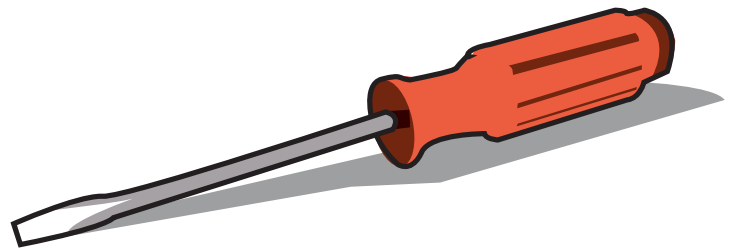
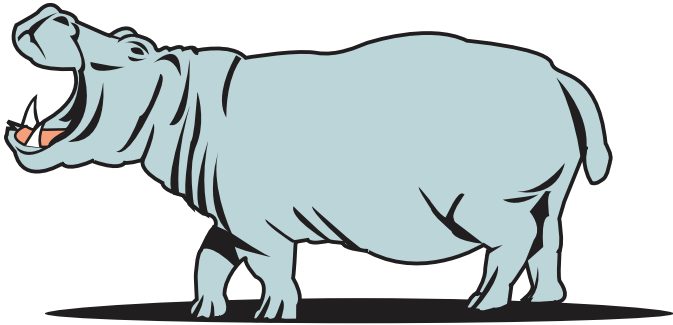
Name: _____ Date: _____ Age: _____ Investigator: _____

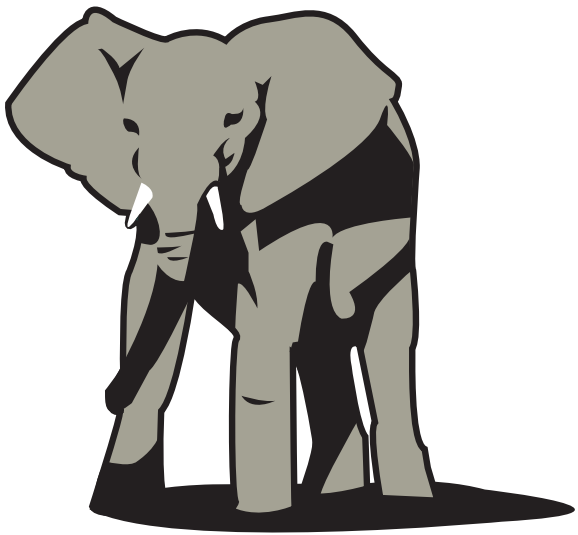
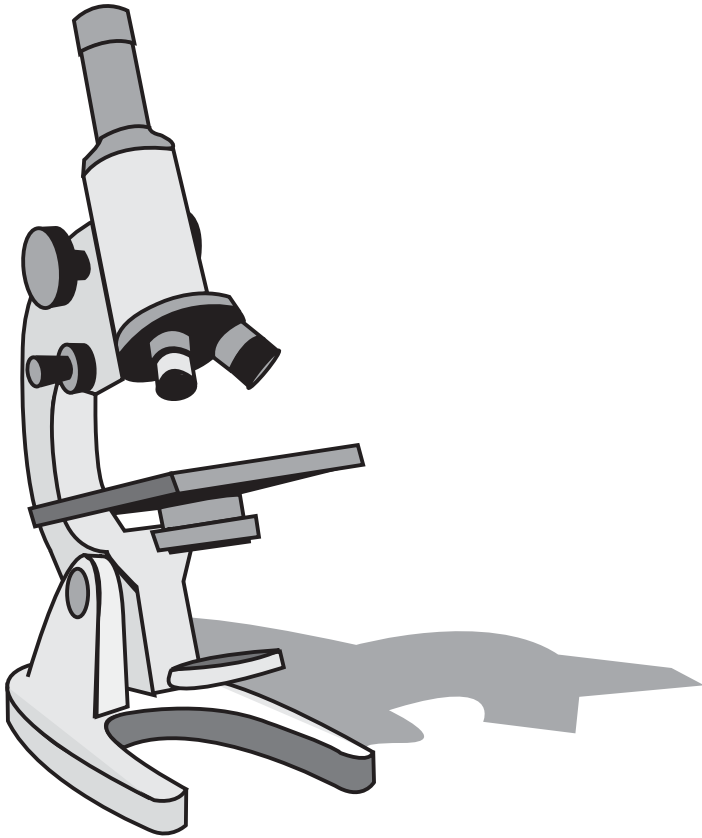
Instructions: Present each picture in turn and ask the child to name it. All responses should be audio-recorded using a good-quality recorder and microphone as well as transcribed live in phonetic script on the lexical score sheet. If the child is unable to name a picture or uses a different word from the target, three choices are given to the child, e.g. ‘Is it a TIGER, a HIPPOPOTAMUS or an ELEPHANT?’; see Forced Choice Prompts on the score sheet. The choice the child makes can be circled on the score sheet, to indicate that this was not a spontaneous naming response, and the child’s actual production transcribed.

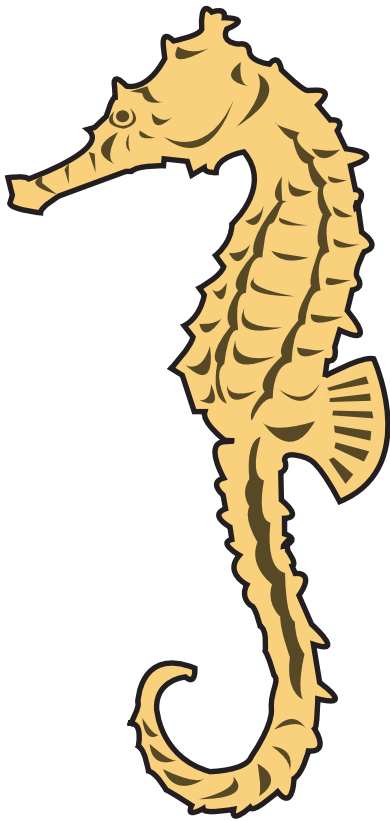
Scoring:

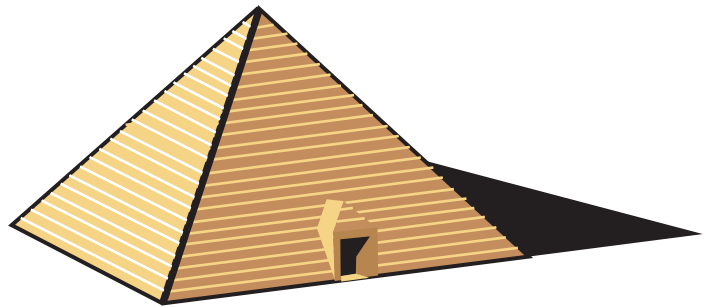
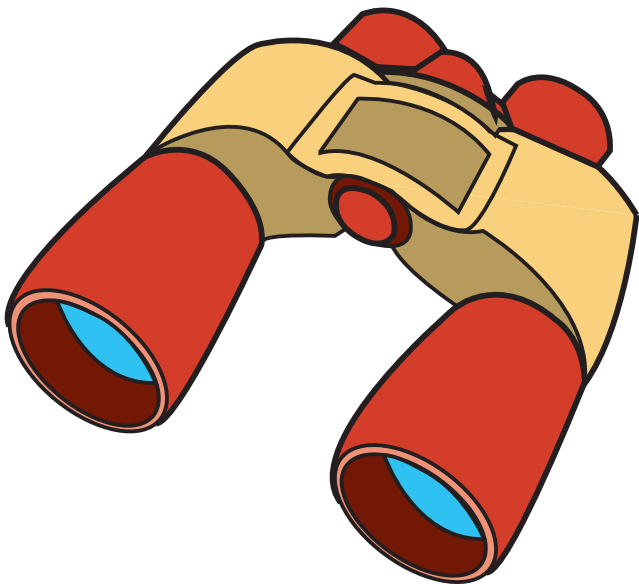
Lexical Score: Spontaneous naming responses recognisable as the target word are scored as correct, by circling 1 on the score sheet, even if production is inaccurate. Circle 0 if response is incorrect. Forced choice (prompted) responses are noted, as these indicate that the child knew the word, but was unable to access it immediately. However, prompted responses are not included in the total correct score.

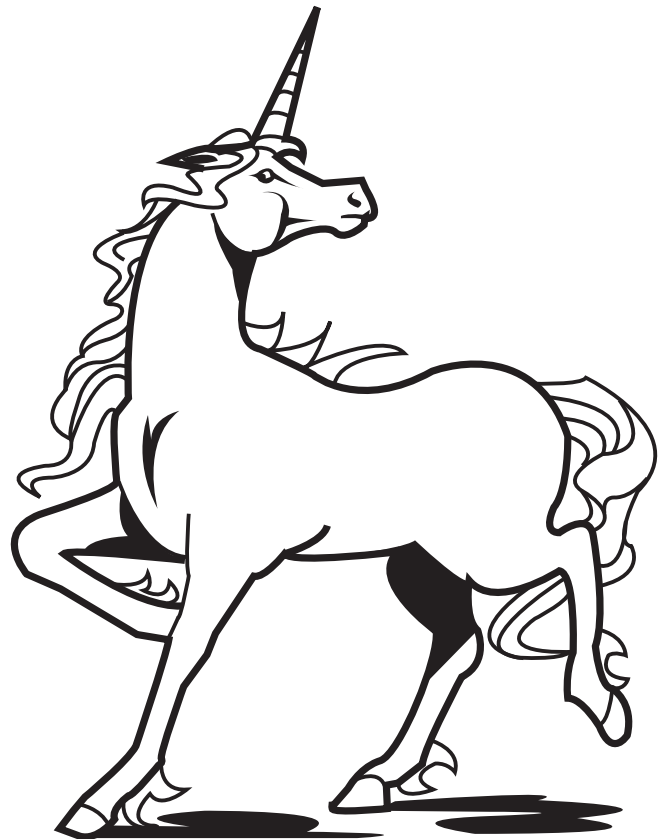
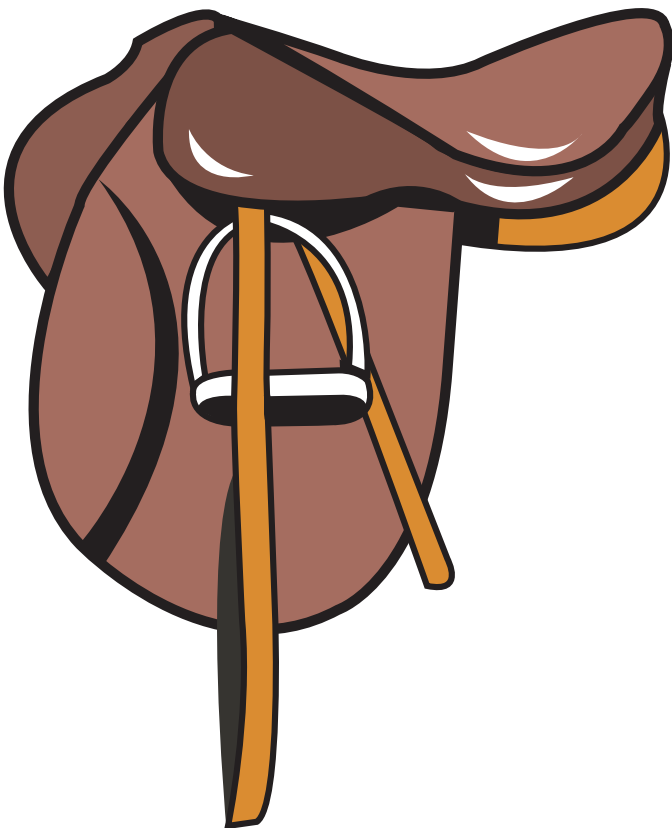
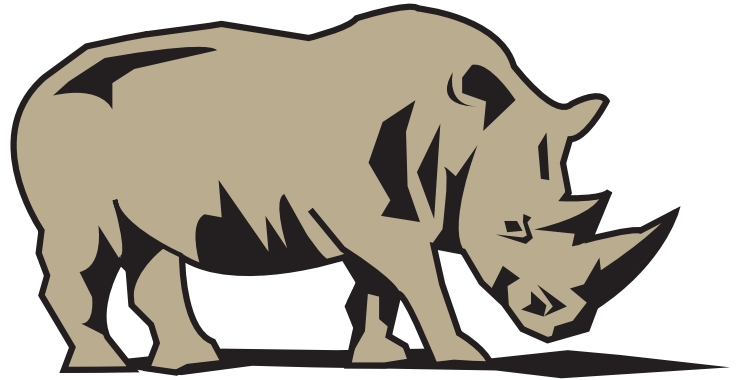
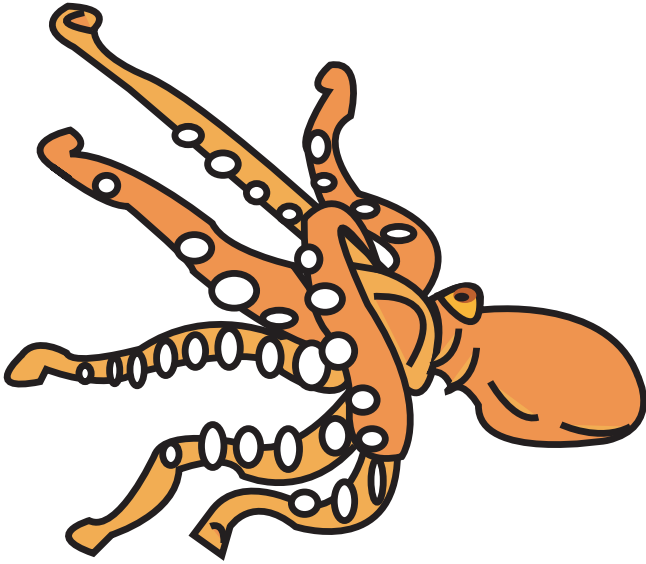
Speech Score: Responses transcribed on sheet 1 can be transferred to the Speech Score (Sheet 2). This *does* include responses given to a forced choice prompt. Each response is scored for the number of consonants that are correct. The percentage of consonants produced correctly is calculated. If an extra consonant is produced in a word, one point is taken off the total possible score for that word. There is a maximum total of 86 consonants for this stimuli set (but see notes below). However, if the child fails to make a correct response, the percentage should be calculated on the number of consonants in words *attempted*.











Appendix E.4 Score Sheet

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

SHEET ONE: LEXICAL SCORE

PICTURE	CHILD'S RESPONSE		FORCED CHOICE PROMPTS
hippopotamus		0 1	tiger/hippopotamus/elephant
screwdriver		0 1	screwdriver/hammer/saw
acorn		0 1	hazelnut/acorn/pinecone
strawberry		0 1	strawberry/grape/gooseberry
microscope		0 1	telescope/microscope/microphone
ballerina		0 1	gymnast/ice-skater/ballerina
elephant		0 1	rhino/elephant/giraffe
helicopter		0 1	helicopter/glider/aeroplane
umbrella		0 1	umbrella/sunshade/parasol
giraffe		0 1	giraffe/elephant/antelope
seahorse		0 1	seahorse/chameleon/shrimp
puppet		0 1	doll/puppet/mannequin
hammock		0 1	bunk-bed/cot/hammock
stethoscope		0 1	stethoscope/syringe/telescope
binoculars		0 1	spectacles/binoculars/monocle
pyramid		0 1	pyramid/sphinx/triangle
octopus		0 1	conger eel/crab/octopus
rhinoceros		0 1	rhinoceros/crocodile/elephant
saddle		0 1	saddle/reins/stirrup
unicorn		0 1	centaur/mermaid/unicorn
TOTAL CORRECT SPONTANEOUSLY		/20	

Appendix E.4 Score Sheet

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

SHEET TWO: SPEECH SCORE

PICTURE	CHILD'S RESPONSE (FROM SHEET 1)	TARGET NO. OF CONSONANTS*	CONSONANTS CORRECT
hippopotamus*		6 (or 2)	
screwdriver		6	
acorn		2	
strawberry		5	
microscope		6	
ballerina		4	
elephant		4	
helicopter		5	
umbrella		4	
giraffe		3	
seahorse		3	
puppet		3	
hammock		3	
stethoscope		6	
binoculars		6	
pyramid		4	
octopus		4	
rhinoceros*		5 (or 2)	
saddle		3	
unicorn		4	
TOTAL NUMBER OF CONSONANTS CORRECT			/86
PERCENTAGE CONSONANTS CORRECT			%

*HIPPOPOTAMUS: either 'hippopotamus' or 'hippo' can be accepted as correct. If the child says 'hippo', the percentage correct is calculated on four fewer consonants in the total possible.

RHINOCEROS: either 'rhinoceros' or 'rhino' can be accepted as correct. If the child says 'rhino', the percentage correct is calculated on three fewer consonants in the total possible.

Appendix E.5

Word Repetition

Task – Full Version

(from Vance, Stackhouse & Wells, 2005)

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

Instructions: The child is asked to repeat the word that he or she hears. Three practice items are presented at the start of the task. Corrective feedback can be given if the child fails to repeat any of these practice items, but only general encouragement can be given during the main part of the task. Each test item can be presented again, once only, if the child does not respond or asks for the word to be repeated.

Scoring: Transcribe the child's response phonetically. Circle 1 if child's production is correct, 0 if incorrect. Production of the consonant sounds in each response is examined. For each word to be scored as correct the production of the consonants within the word should be an accepted adult realisation, taking into account regional accent variation. (See Appendix E.3 for guidelines on appropriate realisations for this stimulus set.) Any words in which consonants deviate from accepted adult realisations are scored as incorrect, including words in which consonants have been added or omitted by the child. Add total number correct at each word length, and calculate total overall.

Normative data for this task can be found in Table 5.6.

Appendix E.5 Score Sheet

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

FULL VERSION: LIST A

STIMULI	CHILD'S RESPONSE	1 SYLLABLE	2 SYLLABLE
PRACTICE ITEMS			
light			
sofa			
stickerbook			
TEST ITEMS			
brush		0 1	
sponge		0 1	
glove		0 1	
duck		0 1	
leaf		0 1	
sock		0 1	
cat		0 1	
book		0 1	
torch		0 1	
mouse		0 1	
knife		0 1	
snake		0 1	
train		0 1	
van		0 1	
watch		0 1	
plate		0 1	
roof		0 1	
fish		0 1	
chair		0 1	
thumb		0 1	
sandwich			0 1
toilet			0 1
money			0 1
feather			0 1
yellow			0 1
kitchen			0 1
ladder			0 1
flower			0 1
dustbin			0 1
jelly			0 1
1-SYLLABLE SCORE		/20	
2-SYLLABLE SCORE LIST A			/10

Appendix E.5 Score Sheet

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

FULL VERSION: LIST B

STIMULI	CHILD'S RESPONSE	SCORE	
		2 SYLLABLE	3-4 SYLLABLES
TEST ITEMS			
tractor		0	1
fishing		0	1
biscuit		0	1
scooter		0	1
parrot		0	1
seesaw		0	1
slipper		0	1
sausage		0	1
guitar		0	1
spider		0	1
caterpillar			0 1
spaghetti			0 1
elephant			0 1
caravan			0 1
crocodile			0 1
umbrella			0 1
helicopter			0 1
kangaroo			0 1
television			0 1
hospital			0 1
telephone			0 1
parachute			0 1
butterfly			0 1
computer			0 1
roundabout			0 1
hairdresser			0 1
aeroplane			0 1
pyjamas			0 1
hamburger			0 1
dinosaur			0 1
2-SYLLABLE SCORE LIST B		/10	
3-4-SYLLABLE SCORE			/20

SUMMARY SHEET: WORD REPETITION, FULL VERSION

1-SYLLABLE WORDS (FROM LIST A)	/20
2-SYLLABLE WORDS (FROM LIST A + B)	/20
3-4-SYLLABLE WORDS (FROM LIST B)	/20
TOTAL SCORE	/60

Appendix E.6

Word Repetition

Task – Short Form (from Nathan *et al.*, 2004a)

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

Instructions: The child is asked to repeat the word that he or she hears. Three practice items are presented at the start of the task. Corrective feedback can be given if the child fails to repeat any of these practice items, but only general encouragement can be given during the main part of the task. Each item can be presented again, once only, if the child fails to respond to a stimulus or requests a repetition.

Scoring: Transcribe each item, and record the number of consonants correct for each word. Add up the number of consonants correct for words at each syllable length for qualitative comparison. Calculate the percentage of consonants correct for all the items for comparison with normative data. If an extra consonant is produced in a word, one point is taken off the total possible score for that word. There is a maximum total of 77 consonants for this stimuli set. However, if the child fails to make a correct response, the percentage should be calculated on the number of consonants in words *attempted*.

Normative data for this task can be found in Table 5.7.

Appendix E.6 Score Sheet

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

SHORT FORM LIST A

STIMULUS	CHILD'S RESPONSE	ENTER NUMBER OF CONSONANTS CORRECT – TOTAL NO OF CONSONANTS IN WORD GIVEN IN BRACKETS.		
		1 SYLL	2 SYLL	3–4 SYLL
PRACTICE ITEMS				
light				
sofa				
stickerbook				
TEST ITEMS				
snake		(3)		
guitar			(2)	
van		(2)		
plate		(3)		
sausage			(3)	
slipper			(3)	
elephant				(4)
umbrella				(4)
butterfly				(4)
parachute				(4)
fish		(2)		
yellow			(2)	

SHORT FORM – LIST B

	1 SYLL	2 SYLL	3–4 SYLL
train	(3)		
aeroplane			(4)
tractor		(4)	
brush	(3)		
jelly		(2)	
caterpillar			(4)
spider		(3)	
pyjamas			(4)
sponge	(4)		
flower		(3)	
spaghetti			(4)
glove	(3)		
NO. OF CONSONANTS CORRECT AT EACH SYLLABLE LENGTH	/23	/22	/32
TOTAL CONSONANTS CORRECT	/77		
PERCENTAGE CONSONANTS CORRECT	%		

Appendix: E.7

Word Repetition Task: Low-Frequency Words (from Nathan *et al.*, 2004a)

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

Instructions: The child is asked to repeat the word that he or she hears. One practice item is presented at the start of the task. Each item can be presented again, once only, if the child fails to respond to a stimulus or requests a repetition.

Scoring: Transcribe each item, and score the number of consonants correct for each word. Add up the number of consonants correct for words at each syllable length for qualitative comparison. Calculate the percentage of consonants correct (PCC) for all the items for comparison with normative data. If an extra consonant is produced in a word, one point is taken off the total possible score for that word. There is a maximum total of 92 consonants for this stimuli set. However, if the child fails to make a correct response, the percentage should be calculated on the number of consonants in words *attempted*.

Normative data for this task can be found in Table 5.8.

Appendix E.7 Score Sheet

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

LIST A

STIMULUS	CHILD'S RESPONSE	ENTER NUMBER OF CONSONANTS CORRECT – TOTAL NO. OF CONSONANTS IN WORD IS GIVEN IN BRACKETS.				
		1 SYLL	2 SYLL	3 SYLL	4 SYLL	5-6 SYLL
PRACTICE						
hippopotamus						
TEST ITEMS						
satisfaction					(7)	
encyclopaedia						(6)
acrobat				(4)		
squeak		(4)				
ballerina					(4)	
cartridge			(4)			
drummer			(3)			
refrigerator						(6)
gorilla				(3)		
wasp		(3)				
CONSONANTS CORRECT BY WORD LENGTH		/7	/7	/7	/11	/12
LIST A TOTAL CONSONANTS CORRECT		/44				

Appendix E.7 Score Sheet

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

LIST B

STIMULUS	CHILD'S RESPONSE	ENTER NUMBER OF CONSONANTS CORRECT – TOTAL NO. OF CONSONANTS IN WORD IS GIVEN IN BRACKETS.				
		1 SYLL	2 SYLL	3 SYLL	4 SYLL	5–6 SYLL
electricity						(6)
bran		(3)				
cricket			(4)			
grasshopper				(5)		
anchovy				(3)		
chrysanthemum					(7)	
scraper			(4)			
crutch		(3)				
librarian					(5)	
multiplication						(8)
CONSONANTS CORRECT BY WORD LENGTH		/6	/8	/8	/12	/14
LIST B TOTAL CONSONANTS CORRECT		/48				

SUMMARY SHEET: LOW-FREQUENCY WORD REPETITION NUMBER OF CONSONANTS CORRECT

	FROM LIST A	FROM LIST B	TOTAL
1-SYLLABLE WORDS	/7	/6	/13
2-SYLLABLE WORDS	/7	/8	/15
3-SYLLABLE WORDS	/7	/8	/15
4-SYLLABLE WORDS	/11	/12	/23
5–6-SYLLABLE WORDS	/12	/14	/26
TOTAL CONSONANTS CORRECT			/92
PERCENTAGE CONSONANTS CORRECT (PCC)			%

Appendix E.8

Non-Word Repetition

Task – Full Version

(from Vance, Stackhouse & Wells, 2005)

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

Instructions: Pronounce the non-words with the same stress pattern as the matched real word. The child is told that he or she is going to say some funny words that he or she won't have heard before, and is asked to repeat the non-word that he or she hears. For younger children, a soft toy, e.g. a monkey, is used to demonstrate the task. The child is told that the monkey says 'made up, monkey words' and that he or she will not know these words. He or she is then asked to say each word like the monkey said it.

Three practice items are presented at the start of the task. Corrective feedback can be given if the child fails to repeat any of these practice items. If the child lexicalises any of these words, i.e. produces a real word, he or she should be encouraged to say the word 'just like the monkey says it'. Only general encouragement can be given during the main part of the task. A further presentation of an item can be given if the child fails to respond to a stimulus or requests a repetition.

Scoring: Transcribe the child's response phonetically. Circle 1 if child's production is correct, 0 if incorrect. The production of the consonant sounds in each response is examined. For each word to be scored as correct the production of the consonants within the word should be an accepted adult realisation. (See Appendix E.3 for guidelines on appropriate realisations for this stimulus set.) Any words in which consonants deviate from accepted adult realisations are scored as incorrect, including words in which consonants have been added or omitted by the child. Add total number correct at each word length, and total overall.

Normative data for this task can be found in Table 5.11.

Appendix E.8 Score Sheet

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

FULL VERSION: SET A

STIMULI	CHILD'S RESPONSE	SCORE	
		1 SYLL	2 SYLL
PRACTICE ITEMS			
/saɪp/			
/'gɔ:ɪɛdʒ/			
/'naɪzɹəʊpɪ/			
TEST ITEMS			
/bɪf/		0	1
/spændʒ/		0	1
/glɛv/		0	1
/dæk/		0	1
/ɪɔf/		0	1
/sɔk/		0	1
/kɛt/		0	1
/bɔk/		0	1
/tʊtʃ/		0	1
/mɔɪs/		0	1
/nəʊf/		0	1
/snaɪk/		0	1
/tɪɔm/		0	1
/vɪn/		0	1
/wʊtʃ/		0	1
/pləʊt/		0	1
/ɪɔf/		0	1
/fɛʃ/		0	1
/tʃɪ/		0	1
/θɒm/		0	1
/'sɪmwɛdʒ/			0 1
/'teɪlət/			0 1
/'mɛnə/			0 1
/'fæðɪ/			0 1
/'jæɪɔɪ/			0 1
/'kɒtʃən/			0 1
/'lɛdɪ/			0 1
/'flʊwɪ/			0 1
/'dæsbən/			0 1
/'dzʌlə/			0 1
1-SYLLABLE SCORE – LIST A		/20	
2-SYLLABLE SCORE – LIST A		/10	

Appendix E.8 Score Sheet

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

FULL VERSION: SET B

STIMULI	CHILD'S RESPONSE	SCORE	
		2 SYLL	3-4 SYLL
PRACTICE ITEMS			
/saɪp/			
/'gɔ:ɪɛdʒ/			
/'naɪzɹəʊpɪ/			
TEST ITEMS			
/'tɛktɪ/		0	1
/'fɒfɪŋ/		0	1
/'bɒskɛt/		0	1
/'skɪtə/		0	1
/'pʌɪt/		0	1
/'sasi/		0	1
/'slɒpə/		0	1
/'sesədʒ/		0	1
/gɛ'tɔ/		0	1
/'speɪdɪ/		0	1
/'kɪtəpələ /			0 1
/spʌ'gɪtə/			0 1
/'æɪfɒnt/			0 1
/'kʌɪvɪn /			0 1
/'kɪkədəʊl/			0 1
/æm'bræli/			0 1
/'hɪləkæptə/			0 1
/'kɒŋɡɪʊ/			0 1
/'tɒləvæʒən/			0 1
/'hæspətɪl/			0 1
/'tɒləfʌn/			0 1
/'peɪəfɪt/			0 1
/'bætəfləʊ/			0 1
/kɛm'pjaʊtɪ/			0 1
/'ɪəʊndəbʌɪt/			0 1
/'hɔɪdɪəsi/			0 1
/'ɒrəpləʊn/			0 1
/pɪ'dʒɔmɪz/			0 1
/'hɪmbʌɡɪ/			0 1
/'deɪmɪsə/			0 1
1-SYLLABLE SCORE (LIST A)		/20	
2-SYLLABLE SCORE (LIST A + B)		/20	
3-4-SYLLABLE SCORE (LIST B)			/20
TOTAL SCORE		/60	

Appendix E.9

Non-Word Repetition Task – Short Form (from Nathan *et al.*, 2004a)

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

Instructions: Pronounce the non-words with the same stress pattern as the matched real word. The child is told that he or she is going to say some funny words that he or she won't have heard before, and is asked to repeat the non-word that he or she hears. For younger children, a soft toy, e.g. a monkey, can be used to demonstrate the task. The child is told that the monkey says 'made up, monkey words' and that he or she will not know these words. He or she is then asked to say each word like the monkey said it. Three practice items are presented at the start of the task. Corrective feedback can be given if the child fails to repeat any of these practice items. If the child lexicalises any of these words, i.e. produces a real word, he or she should be encouraged to say the word 'just like the monkey says it'. Only general encouragement is given during the test items. A further presentation of an item can be given if the child fails to respond to a stimulus or requests a repetition.

Scoring: Transcribe each item, and record the number of consonants correct for each word. Add up the number of consonants correct for words at each syllable length for qualitative comparison. Calculate the percentage of consonants correct (PCC) for all the items for comparison with normative data. If an extra consonant is produced in a word, one point is taken off the total possible score for that word. There is a maximum total of 77 consonants for this stimuli set. However, if the child fails to make a correct response, the percentage should be calculated on the number of consonants in words *attempted*.

Normative data for this task can be found in Table 5.12.

Appendix E.9 Score Sheet

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

SHORT FORM LIST A

STIMULUS	CHILD'S RESPONSE	ENTER NUMBER OF CONSONANTS CORRECT – TOTAL NO. OF CONSONANTS IN WORD GIVEN IN BRACKETS.		
		1 SYLL	2 SYLL	3–4 SYLL
/saɪp/				
/'gɔ:ɛdʒ/				
/'naɪzprəʊpɪ/				
TEST ITEMS				
/'speɪdɪ/			(3)	
/spændʒ/		(4)		
/'fluwɪ/			(3)	
/tɪɔ:n/		(3)		
/pɪ'dʒɔ:mɪz/				(4)
/spɹə'gɪtə/				(4)
/'kɪtəpələ/				(4)
/'ɒrəpləʊn/				(4)
/'tɪektɪ/			(4)	
/bɪf/		(3)		
/'dzʌlə/			(2)	
/glɛv/		(3)		

SHORT FORM – LIST B

	1 SYLL	2 SYLL	3–4 SYLL
/snark/	(3)		
/'sesədʒ/		(3)	
/vɪn/	(2)		
/gɛ'tə/		(2)	
/'slɔ:pə/		(3)	
/æm'bɪæli/			(4)
/'æɪlɪfɒnt/			(4)
/'bætəfləʊ/			(4)
/'jæləɪ/		(2)	
/'pɛrɔ:ʃɪt/			(4)
/fɛf/	(2)		
/pləʊt/	(3)		
NO. CONSONANTS CORRECT AT EACH LENGTH	/23	/22	/32
TOTAL CONSONANTS CORRECT	/77		
PERCENTAGE CONSONANTS CORRECT (PCC)	%		

Appendix E.10

Non-word Repetition Task: Matched to Low-Frequency Words (from Nathan *et al.*, 2004a)

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

Instructions: Pronounce the non-words with the same stress pattern as the matched real word. The child is asked to repeat the word that he or she hears. The child is warned that the words are silly, made-up words. There is one practice item. All responses should be audio-recorded using a good-quality recorder and microphone as well as transcribed live in phonetic script.

Scoring: Transcribe each item, and record the number of consonants correct for each word. Add up the number of consonants correct for words at each syllable length for qualitative comparison. Calculate the percentage of consonants correct (PCC) for all the items for comparison with normative data. If an extra consonant is produced in a word, one point is taken off the total possible score for that word. There is a maximum total of 92 consonants for this stimuli set. However, if the child fails to make a correct response, the percentage should be calculated on the number of consonants in words *attempted*.

Normative data for this task can be found in Table 5.13.

Appendix E.10 Score Sheet

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

LIST A

STIMULI	CHILD'S RESPONSE	ENTER NUMBER OF CONSONANTS CORRECT – TOTAL NO. OF CONSONANTS IN WORD GIVEN IN BRACKETS.				
		1 SYLL	2 SYLL	3 SYLL	4 SYLL	5–6 SYLL
PRACTICE ITEM						
/æli'sɒsɛtə/						
TEST ITEM						
/ɒlik'træsɒtə/						(6)
/biɒn/		(3)				
/laʊ'brɔ:riəʊn/					(5)	
/'krɒkɒt/			(4)			
/'skrəʊpi/			(4)			
/krʌ'zɒnθimɛm/					(7)	
/'grʊʃɛpi/				(4)		
/krɛtʃ/		(3)				
/'ʊntʃeivə/				(4)		
/'mʌltiplikaʊʃn/						(8)
CONSONANTS CORRECT BY WORD LENGTH		/6	/8	/8	/12	/14
LIST A TOTAL CONSONANTS CORRECT		/48				

LIST B

STIMULUS	CHILD'S RESPONSE	1 SYLL	2 SYLL	3 SYLL	4 SYLL	5–6 SYLL
PRACTICE ITEM						
/æli'sɒsɛtə/						
TEST ITEMS						
/gæ'rɒlu/				(3)		
/rɒ'frædʒɪrɛʊtɪ/						(6)
/bʌli'rɑni/					(4)	
/'sɒtæsɛkʃn/					(7)	
/ʊn'siɒklaɪpɒdʒɪ/						(6)
/'kitrɒdʒ/			(4)			
/skwʊk/		(4)				
/'kriɒt/				(4)		
/'drɒmi/			(3)			
/wɛsp/		(3)				
CONSONANTS CORRECT BY WORD LENGTH		/7	/7	/7	/11	/12
LIST B TOTAL CONSONANTS CORRECT		/44				

Appendix E.10 Score Sheet

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

SUMMARY SHEET: NON-WORDS MATCHED WITH LOW-FREQUENCY WORDS
NUMBER OF CONSONANTS CORRECT

	FROM LIST A	FROM LIST B	TOTAL
1-SYLLABLE WORDS	/6	/7	/13
2-SYLLABLE WORDS	/8	/7	/15
3-SYLLABLE WORDS	/8	/7	/15
4-SYLLABLE WORDS	/12	/11	/23
5-6-SYLLABLE WORDS	/14	/12	/26
TOTAL SCORE	/48	/44	/92
PERCENTAGE CONSONANTS CORRECT			%

Appendix E.11

Mispronunciation

Self-Correction

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

Instructions: Observe the child in a general conversation/play situation; include pictures/materials that will trigger specific targets to be investigated, if required. Audio-record the session and complete the score sheet as far as possible at the time, checking this against the audio-recording later. Where an investigation of consistency of self-correction strategies is specifically required, ensure that targets are attempted more than once in the session. Record on the sheet below items on which the child attempts self-correction, and /or targets about which you want to record whether a self-correction attempt has been made, or not. Write the targets on the sheet below in advance of the session if focusing on specific sounds/contrasts.

Scoring: For each self-correction attempt recorded, tick the box to mark type of self-correction response:

1. Corrects own speech error spontaneously.
2. Attempts to correct speech error and produces a response closer to the target but not yet correct.
3. Attempts to correct speech error and produces a variable response that may or may not be closer to the target.
4. Attempts to correct speech error but response is same as original error.
5. Only attempts to correct speech error if listener does not understand.
6. Makes no attempt to correct speech error.

To obtain an overall view of the child's self-correction attempts, total the number of ticks in each category for all targets and enter the total in the row at the bottom of the sheet. Calculate the percentage of self-correction attempts in each category as follows (the total number of target attempts is the total number of ticks for that target):

$$\frac{\text{Number in category} \times 100}{\text{Total number of target attempts}}$$

If the same target is attempted more than once, note any variation in self-correction. Read across the row for each target and see if each attempt is recorded in the same box, showing consistency of self-correction, or if more than one box is ticked. If ticks for a target are all in same box, circle **C** for consistent; if ticks are in more than one box, circle **I** for inconsistent. Total the number of consistent and inconsistent responses at the bottom of the consistency column, and calculate the percentage of consistent and inconsistent self-corrections.

CHILD'S VIEWPOINT

Note the answer the child gives to any of the following questions:

1. Why do you come for speech and language therapy?
2. What is hard about talking?
3. What do you do when someone doesn't understand you?
4. Why do you think listening is important?
5. Even if we speak English, do we all sound the same?
6. Have you finished learning to talk yet?

Appendix E.11 Score Sheet

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

Target	Child's Production	1	2	3	4	5	6	Consistency	
		self-corrects	closer to target	variable	same error	responds to listener	no self-correction		
								C	I
								C	I
								C	I
								C	I
								C	I
								C	I
								C	I
								C	I
								C	I
								C	I
								C	I
Total		/	/	/	/	/	/	/	/
Percentage		%	%	%	%	%	%	%	%