
Appendix F.1

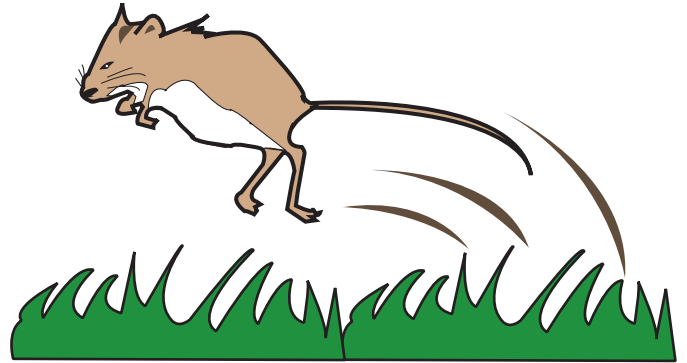
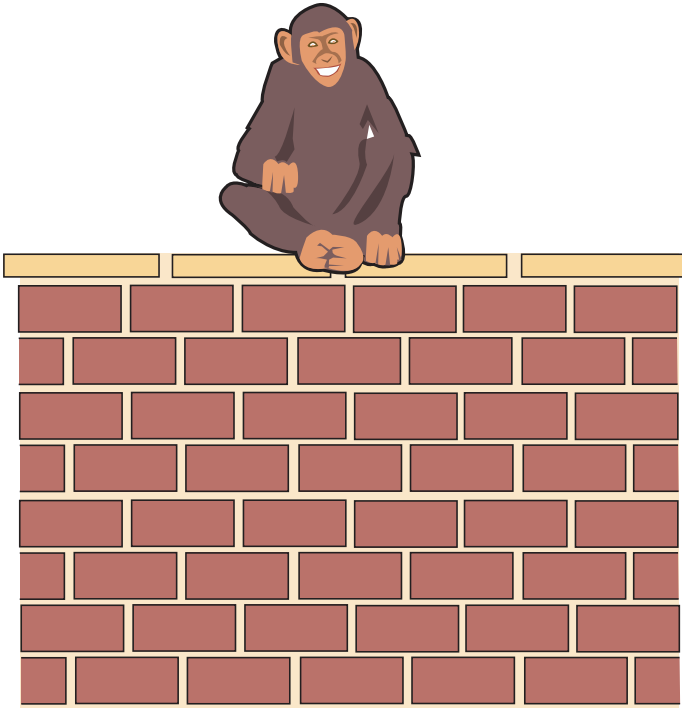
Connected Speech Task 1: Words in Sentences (from Vance, Stackhouse & Wells, 1995)

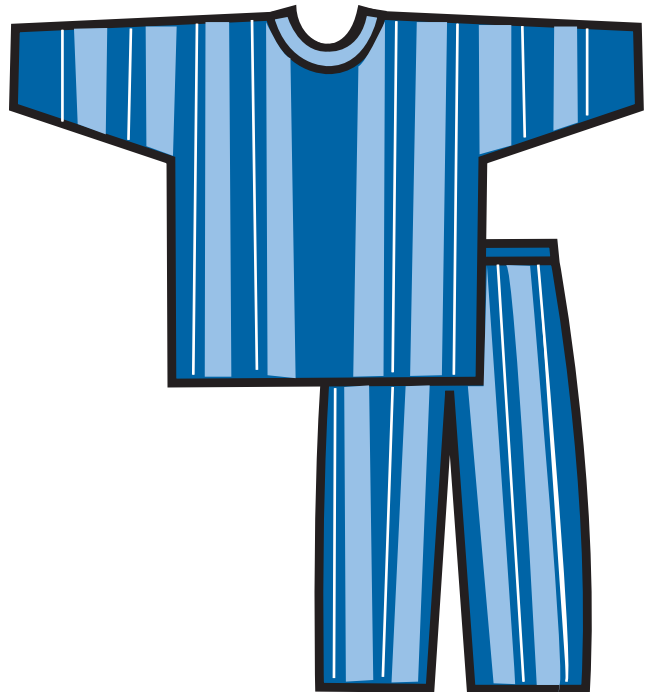
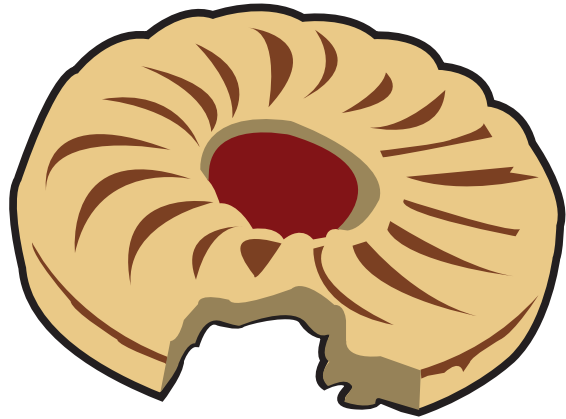
Name: _____ Date: _____ Age: _____ Investigator: _____

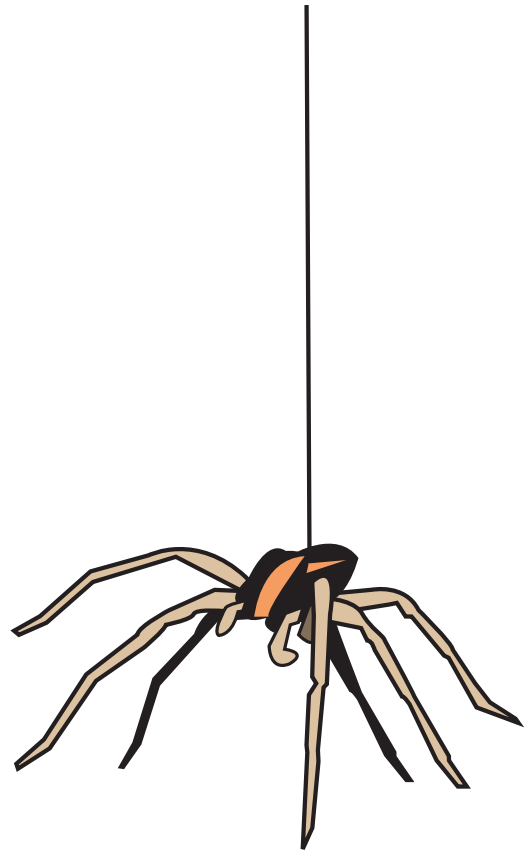
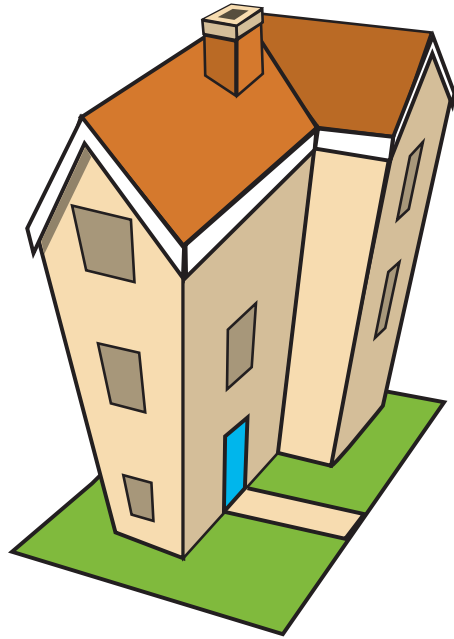
Instructions: Show the child the relevant picture. Read each sentence to the child in turn, asking the child to repeat the sentence that he or she hears. All responses should be audio-recorded using a good-quality recorder and microphone. There is one practice item on which help can be given. One repetition only can be given on test items if the child requests this or if he or she was not attending.

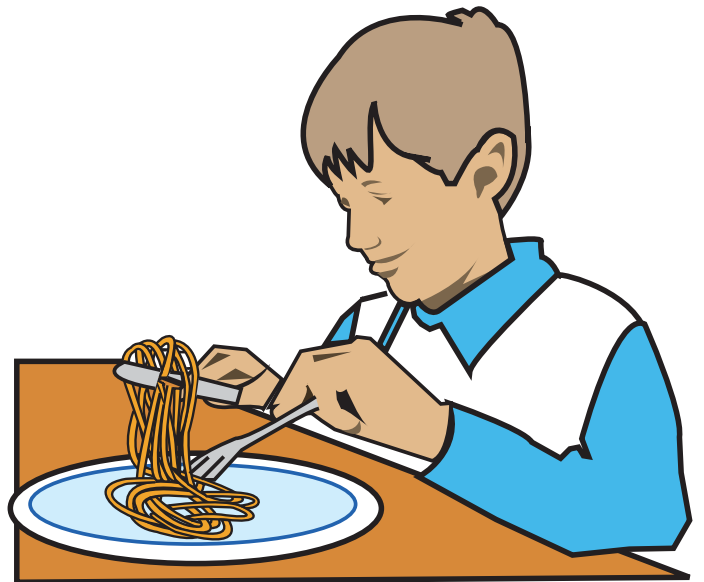
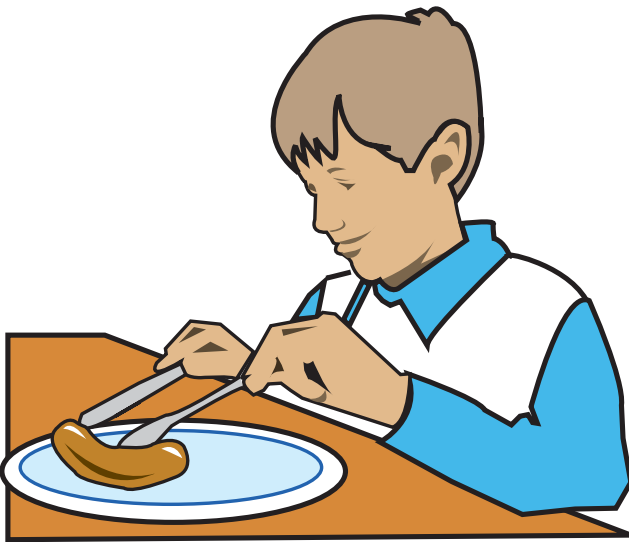
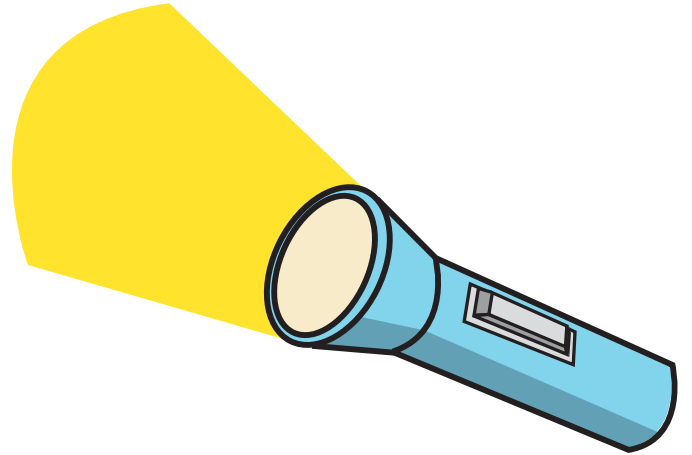
Scoring: Transcribe the child's production of the target words (in capitals). Circle 0 for an incorrect production of the target word, and 1 for an accurate production. The production of the consonant sounds in each response is examined. For each word to be scored as correct, the production of the consonants within the word should be an accepted adult realisation, taking into account regional accent variation. (See Appendix E.3 for guidelines on appropriate realisations for this stimulus set.) Any responses 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.

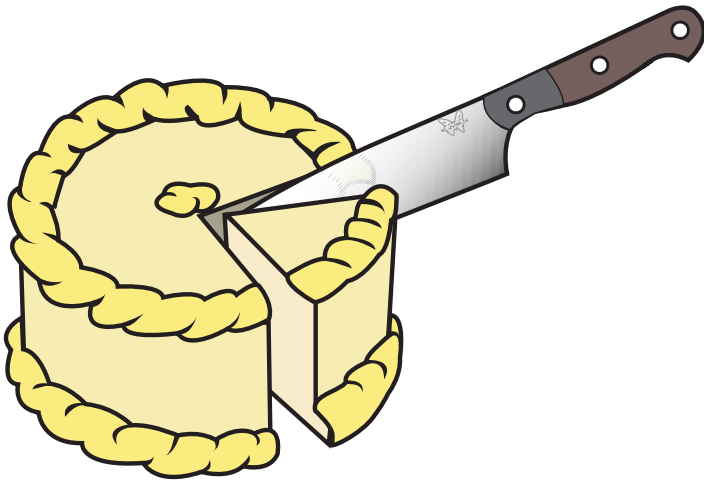
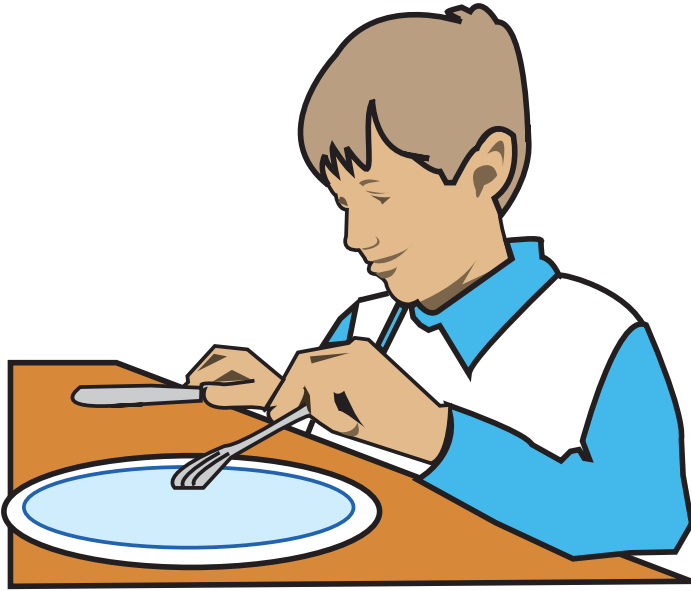
Normative data for this task can be found in Table 6.2.



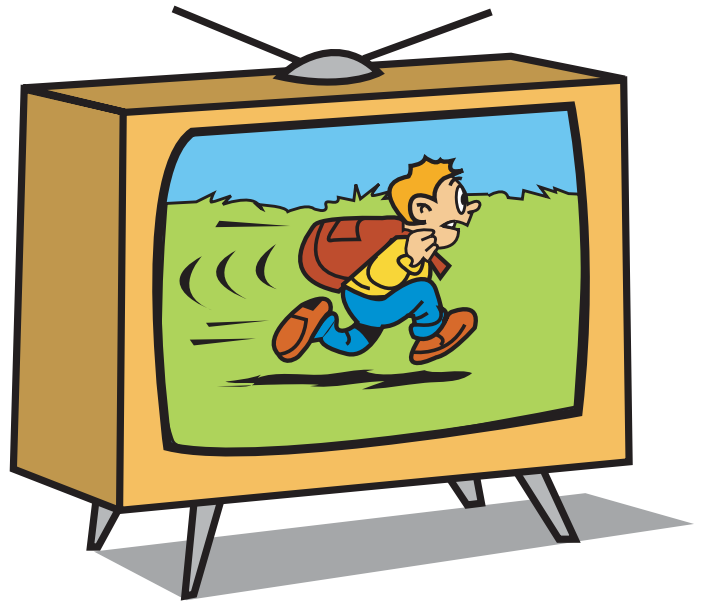
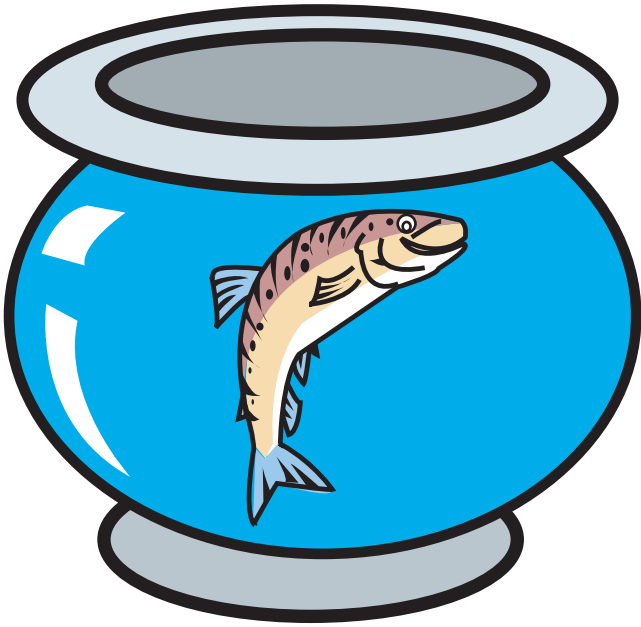


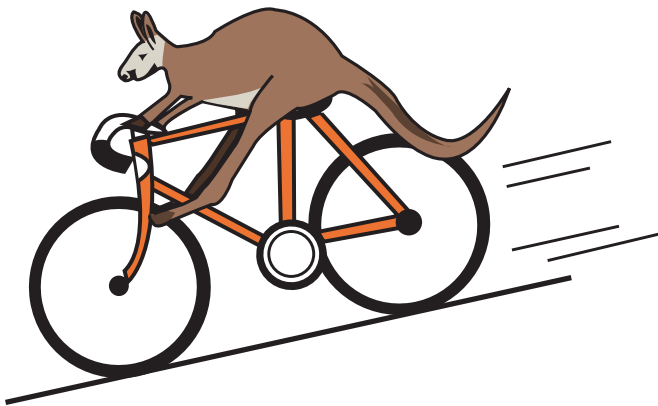


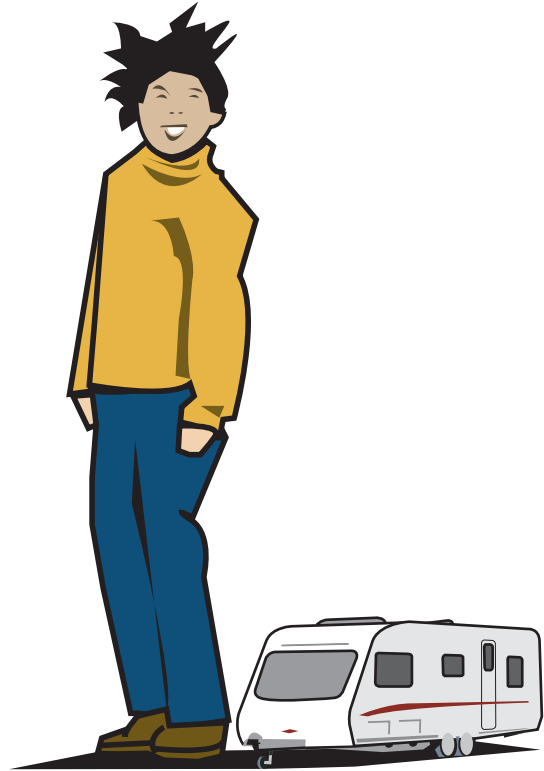
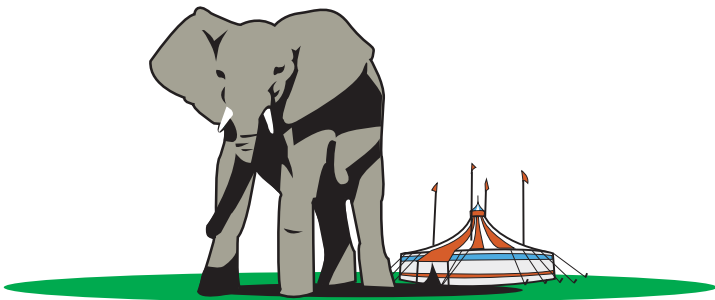
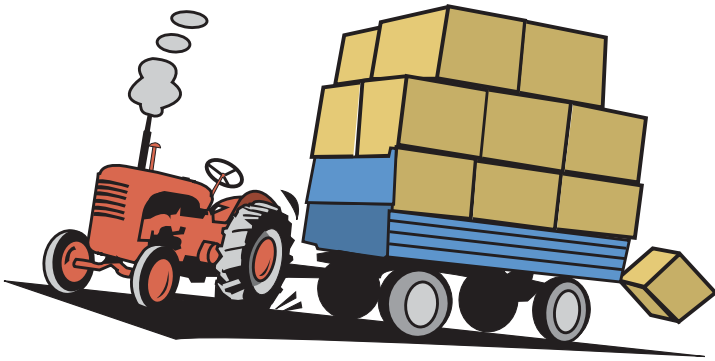




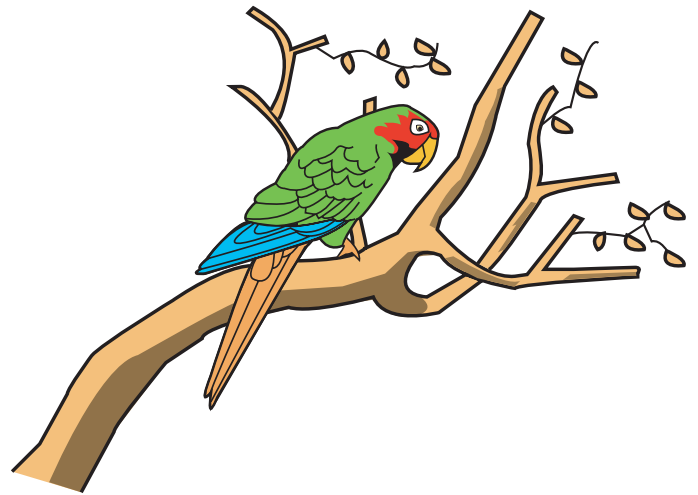
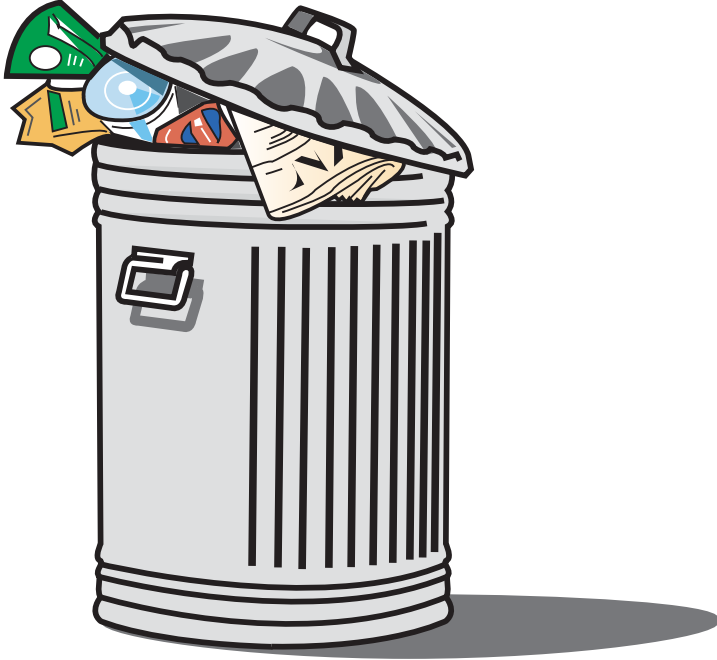


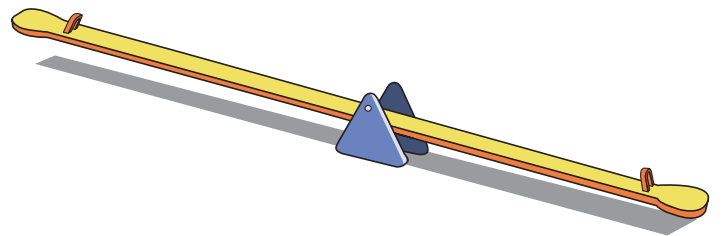
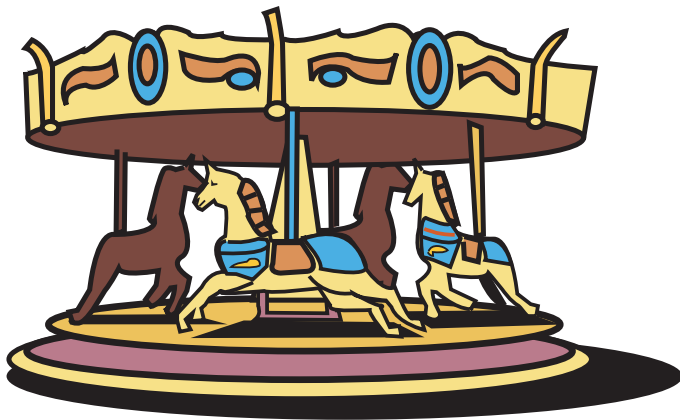
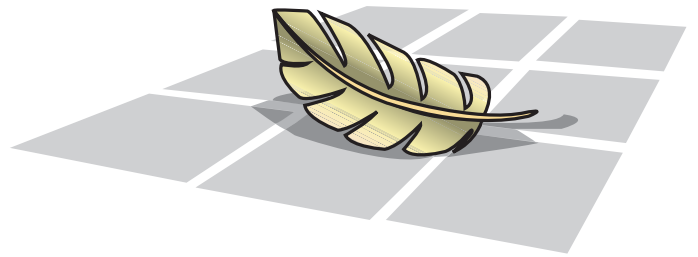


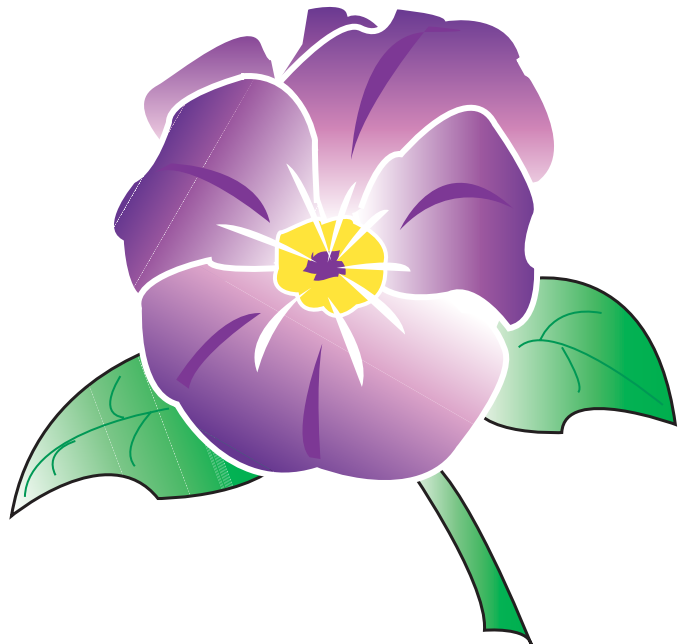
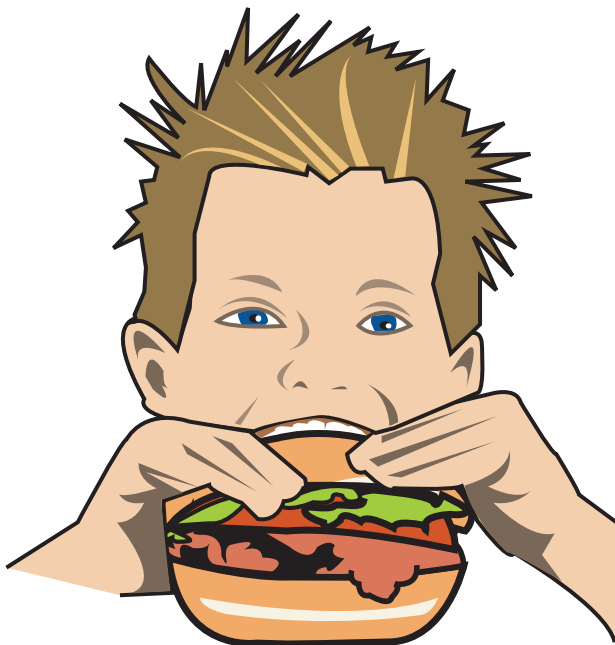
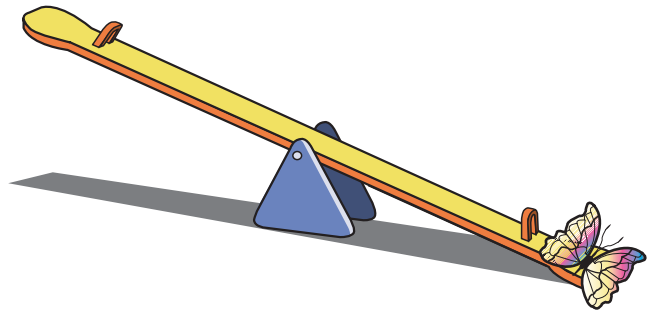
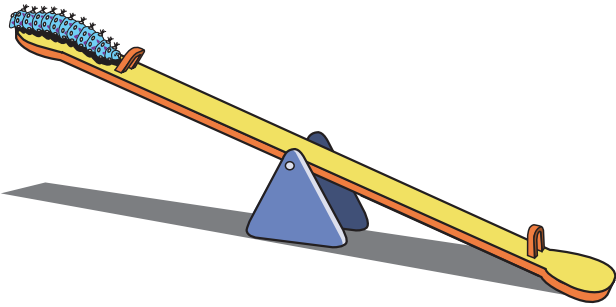


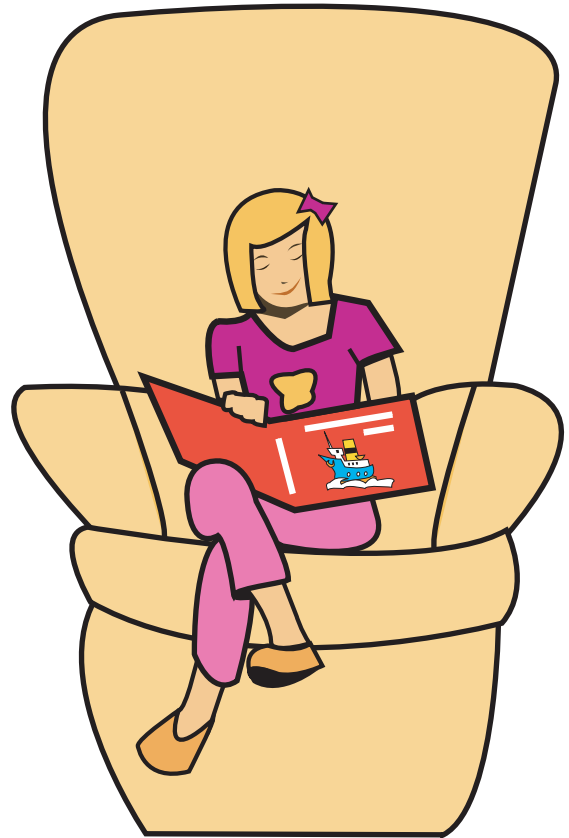
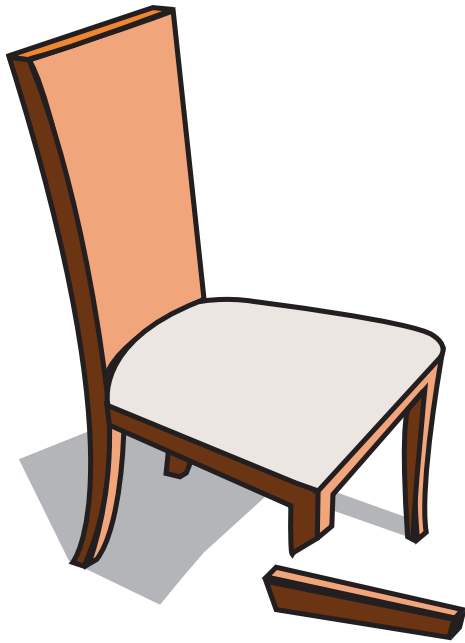


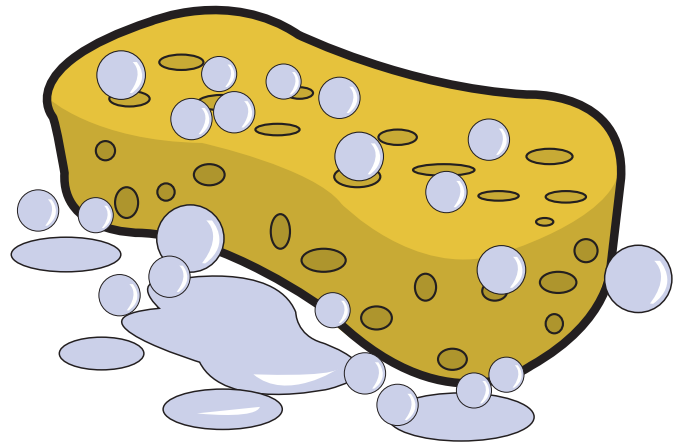
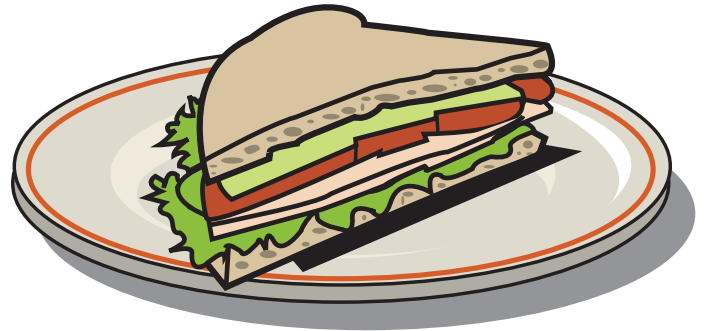












Appendix F.1 Score Sheet

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

	SENTENCE STIMULUS	CHILD'S RESPONSE TO TARGET WORD	1 SYLL	2 SYLL	3-4 SYLL
P1	The MONKEY is on the wall				
1.	Look, the MOUSE jumped out.		0 1		
2.	The AEROPLANE is flying away.				0 1
3.	His PARACHUTE is green and blue.				0 1
4.	The COMPUTER is on.				0 1
5	The BISCUIT has bites in it.			0 1	
6.	The TELEPHONE is like a banana.				0 1
7.	His PYJAMAS are stripey.				0 1
8.	The LADDER is by the house.			0 1	
9.	The ROOF is high.		0 1		
10.	His UMBRELLA is yellow.				0 1
11.	Look, the SPIDER is hanging there.			0 1	
12.	The TOILET is green.			0 1	
13.	The TORCH is bright.		0 1		
14.	The SAUSAGE is for the boy.			0 1	
15.	The SPAGHETTI is for the boy.				0 1
16.	His PLATE is empty.		0 1		
17.	The GLOVE is big.		0 1		
18.	The KNIFE is for cutting.		0 1		
19.	The JELLY is wobbly.			0 1	
20.	The YELLOW hat has a bobble.			0 1	
21.	His WATCH is on his leg.		0 1		

Appendix F.1 Score Sheet

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

	SENTENCE STIMULUS	CHILD'S RESPONSE TO TARGET WORD	1 SYLL	2 SYLL	3-4 SYLL
22.	The MONEY is in his hand.			0 1	
23.	The CAT is on the bed.		0 1		
24.	The FISH is in the bowl.		0 1		
25.	The TELEVISION is on.				0 1
26.	The HAIRDRESSER is cutting his hair.				0 1
27.	Her BRUSH is blue.		0 1		
28.	The HELICOPTER is rescuing the clown.				0 1
29.	The TRAIN is going very fast.		0 1		
30.	The KANGAROO is riding down the road.				0 1
31.	His SCOOTER is green.			0 1	
32.	The TRACTOR is pulling very hard.			0 1	
33.	The VAN is stuck in the mud.		0 1		
34.	The ELEPHANT is too big.				0 1
35.	The CARAVAN is too small.				0 1
36.	The CROCODILE sings and plays.				0 1
37.	The GUITAR has a broken string.			0 1	
38.	The DUCK has caught a fish.		0 1		
39.	He's FISHING with a twig.			0 1	
40.	The SLIPPER is old.			0 1	
41.	The SOCK has a hole.		0 1		
42.	The DUSTBIN is very full.			0 1	
43.	The PARROT is sitting in a tree.			0 1	

Appendix F.1 Score Sheet

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

	SENTENCE STIMULUS	CHILD'S RESPONSE TO TARGET WORD	1 SYLL	2 SYLL	3-4 SYLL
44.	A LEAF falls off.		0 1		
45.	A FEATHER is on the ground.			0 1	
46.	The ROUNDABOUT has horses.				0 1
47.	The SEESAW is long.			0 1	
48.	The CATERPILLAR is sitting at one end.				0 1
49.	The BUTTERFLY is sitting at the other end.				0 1
50.	The HAMBURGER is tasty.				0 1
51.	The FLOWER is pretty.			0 1	
52.	The CHAIR is broken.		0 1		
53.	The BOOK has a good story.		0 1		
54.	His THUMB has a bandage on.		0 1		
55.	The HOSPITAL is near his house.				0 1
56/ 57.	The SNAKE is in the KITCHEN.		0 1	0 1	
58.	The SANDWICH is ready to eat.			0 1	
59.	The DINOSAUR is having a bath.				0 1
60.	The SPONGE is full of bubbles.		0 1		
WORDS CORRECT AT EACH SYLLABLE LENGTH			/20	/20	/20
TOTAL SCORE			/60		

Appendix F.2

Connected Speech Task 2: Connected Speech Processes (CSP) Repetition (from Newton, 1999)

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

Instructions: The child is asked to repeat a sentence that he or she hears, just as it was spoken. Responses should be audio-recorded using a good-quality recorder and microphone. Read the sentences to the child with the prescribed intonation pattern, with stress on the syllable in bold, and using the appropriate CSP. The investigator should produce each sentence adhering to the following guidelines: where possible, the stimuli should be presented in an accent that is close to that of the child; each item is presented with an intonation pattern that is unmarked for declarative statements in English; the tonic syllable is the final lexically stressed syllable of the sentence or phrase, marked below in bold. The targeted juncture, underlined below, should be produced with the appropriate process, transcribed below in phonetic transcription. The child's production of the target words should be transcribed on the score sheet and can then be checked from the recording.

Scoring: Code the child's responses according to juncture type produced: **c** for production of adult-like close juncture; **o** for open juncture (i.e. no assimilation, elision or liaison); and **n** for non-adult like realisation of the juncture. Circle the appropriate letter on the score sheet. On the summary sheet, for each **c** (i.e. adult-like) response, score through one of the tallies (1) for that particular CSP. Total the number correct for each different CSP and calculate the percentage correct. Numbers of (**o**) open junctures and (**n**) non-adult like realisations of the junctures can also be recorded.

An important feature of normal adult connected speech to note when scoring a child's repetitions is the common realisation of word-final /t/ as a glottal stop, e.g. FAT → [fætʔ], so that FAT PIG may be as likely produced [fætʔpɪg] as [fæppɪg]. Therefore a similar production of word-final /t/ as [ʔ] in assimilation environments should be coded as adult-like close juncture.

Normative data for this task can be found in Table 6.3.

Appendix F.2 Score Sheet

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

	TARGET SENTENCE	CHILD'S PRODUCTION OF JUNCTURE	ASSIMILATION	ELISION	LIAISON	INDEFINITE ARTICLE	DEFINITE ARTICLE
1.	You must <u>clean</u> your teeth . ['mɑsklɪn]			Ct#C c o n			
2.	I gave <u>the</u> elephant a banana [ðɪ'ɛləfənt]						c o n
3.	Mary's <u>shoes</u> are clean ['mɛəɪɪʒfuz]		#sh c o n				
4.	<u>Claire</u> ate all her lunch . ['kleɪ'et]				r c o n		
5.	<u>My</u> <u>uncle</u> is a farmer . [maɪ'ʌŋk!]				j c o n		
6.	The <u>red</u> car went away . ['ɪɛg'kɑ]		d# c o n				
7.	They robbed <u>the</u> bank yesterday . ['ɪnbðə]			Cd#C c o n			
8.	This <u>shape</u> is a square . ['ðɪʃ'feɪp]		#sh c o n				
9.	The <u>brown</u> bear eats fish . ['bɪəʊmbeɪ]		n# c o n				
10.	I live <u>near</u> a big wood . ['nɪə'ɪə]				r c o n		
11.	We saw <u>an</u> elephant at the zoo . [ən'ɛləfənt]					c o n	
12.	<u>John</u> collects stamps . ['dʒɒŋkəleks]		n# c o n				
13.	Sam <u>loved</u> to dance . ['lʌvtə]			Cd#C c o n			
14.	She <u>wrapped</u> the parcel . ['ɪəpðə]			Ct#C c o n			
15.	You can read <u>my</u> book . ['ɪɪb'maɪ]		d# c o n				
16.	<u>Good</u> girls are nice . ['gɒgɜlz]		d# c o n				

Appendix F.2 Score Sheet

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

	TARGET SENTENCE	CHILD'S PRODUCTION OF JUNCTURE	ASSIMILATION	ELISION	LIAISON	INDEFINITE ARTICLE	DEFINITE ARTICLE
17.	My mum hugged <u>me</u> when I was sad . ['hʌgmi]			Cd#C c o n			
18.	I washed <u>my</u> hair last night . ['wɒʃmaɪ]			Cd#C c o n			
19.	He judged <u>the</u> compe- tion . ['dʒʌdʒðə]			Cd#C c o n			
20.	I wore a <u>jump</u> er. ['wɔːʃə]				r c o n		
21.	You eat <u>pudding</u> with a spoon . ['ɪpʊdɪŋ]		t# c o n				
22.	The gold <u>box</u> was heavy . ['gəʊlbɒks]			Cd#C c o n			
23.	<u>John</u> played tennis . ['dʒɒmpleɪd]		n# c o n				
24.	He gave <u>me</u> a ban ana. ['miːʃə]				j c o n		
25.	We saw the <u>tent</u> by the river . ['tɛmˈbɑː]			c o n	Ct#C		
26.	She picked <u>some</u> flowers . ['pɪksəm]			Cd#C c o n			
27.	Sam ate <u>an</u> orange very slowly . [ən'ɒrɪndʒ]					c o n	
28.	Some smoke <u>blew</u> out of the chim ney. ['bluːwaʊt]				w c o n		
29.	He sneezed <u>very</u> loudly . ['snɪzveɪ]			Cd#C c o n			
30.	We found <u>presents</u> under the tree . ['faʊndˈprezənts]			Cd#C c o n			
31.	Tom hit <u>Claire</u> very hard . ['hɪkˈkleɪə]		t# c o n				

Appendix F.2 Score Sheet

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

	TARGET SENTENCE	CHILD'S PRODUCTION OF JUNCTURE	ASSIMILATION	ELISION	LIAISON	INDEFINITE ARTICLE	DEFINITE ARTICLE
32.	You must <u>stir</u> in the sugar . ['stɜːɪn]				r c o n		
33.	The <u>toy</u> elephant was broken . ['tɔɪˌɛləfənt]				j c o n		
34.	The <u>yellow</u> aeroplane crashed . ['jeləʊˈwɛəɹəpleɪn]				w c o n		
35.	She cut <u>my</u> hair . ['kʌpˈmaɪ]		t# c o n				
36.	He <u>watched</u> television all day . ['wɒtʃtɛləvɪʒən]			Cd#C c o n			
37.	<u>Jane</u> made some soup . ['dʒeɪmmeɪd]		n# c o n				
38.	She gave <u>the</u> orange to sam . [ðɪˈɒrɪndʒ]						c o n
39.	My left <u>leg</u> hurts . ['leflɛg]			Ct#C c o n			
40.	<u>They</u> argued all day . ['ðeɪˌɑːɡjʊd]				j c o n		
41.	Alice put <u>gloves</u> on her hands . ['pʊʔglʌvz]		t# c o n				
42.	We had <u>bacon</u> for lunch . ['hæbˈbeɪkən]		d# c o n				

Appendix F.2 Score Sheet

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

SUMMARY SHEET

		Adult-like close (c) junctures	Number correct	% correct	No. of open (o) junctures	No. of non-adult (n) junctures
Assimilation	t#	1 1 1 1	/ 4	%		
	n#	1 1 1 1	/ 4	%		
	d#	1 1 1 1	/ 4	%		
	#sh	1 1	/ 2	%		
Elision	Ct#C	1 1 1 1	/ 4	%		
	Cd#C	1 1 1 1 1 1 1 1 1 1	/ 10	%		
Liaison	/j/	1 1 1 1	/ 4	%		
	/w/	1 1	/ 2	%		
	/ɹ/	1 1 1 1	/ 4	%		
Indefinite article		1 1	/ 2	%		
Definite article		1 1	/ 2	%		

Appendix F.3

Connected Speech Task 3: Final Consonant Juncture Repetition (from Pascoe, Stackhouse & Wells, 2006)

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

Instructions: Read each sentence to the child. The child is asked to repeat the sentence that he or she hears. All responses should be audio-recorded using a good-quality recorder and microphone. On completion of the sentence repetition, the child is asked to repeat all single words. One repetition of each stimulus is allowed if the child requests it or was not attending.

Where possible, the stimuli should be presented in an accent that is close to that of the child's. The investigator should produce each sentence adhering to the following guidelines: each item is presented with an intonation pattern that is unmarked for declarative statements in English; the tonic syllable is the final lexically stressed syllable of the sentence or phrase, items marked with ** are presented with assimilation. The final consonant(s) of the target word is assimilated into the following consonant, e.g. THIS NOTE CAN'T BE READ produced as /ðɪs nəʊk kəm bi red/. The assimilation is marked below with an underline for these items.

The child's production of the target word (in capitals) should be transcribed on the score sheet, and can be checked with the recording.

Scoring: The child's production of the final consonant (in bold) is scored. Circle the appropriate number: **0** = no final consonant, **1** = a final consonant but not correct, **2** = final consonant is correct.

For items in which assimilation is modelled (marked ** below) the target final consonant is scored as follows: 2 = consonant is assimilated and realised as perceptibly long (as in the target), e.g. [ðɪs nəʊk kəm bi red]. 1 = child realises the final consonant in unassimilated form, e.g. [ðɪs nəʊtkəm bi red], or produces an incorrect final consonant. 0 = final consonant omitted (e.g. [ðɪs nəʊ kəm bi red] with no perceptible lengthening of the [k]).

No **normative data** is available for this task.

Appendix F.3 Score Sheet

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

	Sentences	Child's production of target word (including final consonant)	Level 1 Facilitatory	Level 2 Neutral	Level 3 without assimilation	Level 3 with assimilation
	PRACTICE 1: The DOG ate the bone.			0 1 2		
	PRACTICE 2: There was a BIG bang!				0 1 2	
1.	This NOTE teaches father xmas		0 1 2			
2.	There's a HEART on my jumper			0 1 2		
3.	The PLANE knocked it		0 1 2			
4.	**This NOTE can't be read	**				0 1 2
5.	The WHEEL looks broken		0 1 2			
6.	**The SLIDE bounces him	**				0 1 2
7.	There's a PLANE in the sky			0 1 2		
8.	This NAIL got painted twice				0 1 2	
9.	This HEART tastes nice		0 1 2			
10.	The CAGE joined my class		0 1 2			
11.	There's a RAKE on the ground			0 1 2		
12.	**This HEART can break	**				0 1 2
13.	This NAIL looks pretty		0 1 2			

Appendix F.3 Score Sheet

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

	Sentences	Child's production of target word (including final consonant)	Level 1 Facilitatory	Level 2 Neutral	Level 3 without assimilation	Level 3 with assimilation
14.	This STORK teaches swinging				0 1 2	
15.	This SLIDE dumped me		0 1 2			
16.	This WHEEL got fixed				0 1 2	
17.	There's a CAGE on the bed			0 1 2		
18.	There's a ROAD over the river			0 1 2		
19.	This ICE seems cold		0 1 2			
20.	The SLIDE in the park is nice			0 1 2		
21.	**This PLANE must be loaded	**				0 1 2
22.	The LEAF is in the air			0 1 2		
23.	There's a WHEEL on the bike			0 1 2		
24.	The CAGE got stolen				0 1 2	
25.	There's a NOTE under the table			0 1 2		
26.	This RAKE cost ten pounds		0 1 2			
27.	There's a NAIL in the wood			0 1 2		
28.	This SOAP got soft				0 1 2	

Appendix F.3 Score Sheet

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

	Sentences	Child's production of target word (including final consonant)	Level 1 Facilitatory	Level 2 Neutral	Level 3 without assimilation	Level 3 with assimilation
29.	The STORK carries a baby		0 1 2			
30.	The BARN needs painting		0 1 2			
31.	The SAUCE seems nice		0 1 2			
32.	The LEAF feels wet		0 1 2			
33.	**The BARN <u>must</u> be cleaned	**				0 1 2
34.	This LEAF got torn				0 1 2	
35.	**This ICE <u>should</u> melt	**				0 1 2
36.	There's SAUCE in the jar			0 1 2		
37.	There's SOAP on the towel			0 1 2		
38.	There's a STORK on the log			0 1 2		
39.	The ICE is in the bucket			0 1 2		
40.	There's a PIPE on the wall			0 1 2		
41.	This SOAP pulled my hair		0 1 2			
42.	The ROAD divides the hill		0 1 2			
43.	The PIPE pushes through the roof		0 1 2			

Appendix F.3 Score Sheet

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

	Sentences	Child's production of target word (including final consonant)	Level 1 Facilitatory	Level 2 Neutral	Level 3 without assimilation	Level 3 with assimilation
44.	**The SAUCE shouldn't burn	**				0 1 2
45.	There's a BARN on the farm			0 1 2		
46.	This PIPE curls round the floor				0 1 2	
47.	This RAKE takes a bath				0 1 2	
48.	**This ROAD brings us home	**				0 1 2
	TOTAL FINAL CONSONANTS SCORE		/32	/32	/16	/16
	% FINAL CONSONANTS SCORE (connected speech)		%	%	%	%

Appendix F.3 Score Sheet

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

Score: **0** = no final consonant; **1** = a final consonant but not correct; **2** = final consonant is correct

Single words	Child's production	Score
note		0 1 2
plane		0 1 2
heart		0 1 2
nail		0 1 2
cage		0 1 2
slide		0 1 2
wheel		0 1 2
rake		0 1 2
stork		0 1 2
leaf		0 1 2
sauce		0 1 2
ice		0 1 2
soap		0 1 2
pipe		0 1 2
barn		0 1 2
road		0 1 2
TOTAL FINAL CONSONANTS SCORE		/32
% FINAL CONSONANTS (single words score)		%