**Child Language Analysis**
1. Obtain a sizeable speech sample (50 usable utterances)
2. Transcribe the sample
3. Calculate Speech Rate
    a. Time the sample (e.g., 40 seconds)
    b. Count the number of words produced (e.g., 52 words)
    c. Divide the number of seconds in a minute (60) by the number of seconds in the sample (40): $60/40 = 1.5$
    d. Multiply the number of words in the sample (52) by the number in step (c): $52 \times 1.5 = 78$ WPM
4. Identify Sound Errors
    *Since you are not doing an articulation test (or a stimulability test[1]), you can only take these behaviors into consideration*
    a. Number of errors
    b. Error types
    c. Correctly pronounced sounds
    d. Intelligibility
    e. Speech rate
    f. Prosody
5. Calculate MLU
    a. Count as one morpheme:
        i. Free morphemes (nouns, verbs, prepositions, etc.)
        ii. Auxiliaries (is, are, will, have, must, should)
        iii. Diminuitives (mommie, doggie)
        iv. Catenatives (wanna, gonna)
        v. Uninflected lexical morphemes (run, fall)
        vi. Inflections
        vii. Irregular Past Tense
        viii. Contractions (I'll, can't) only if individual segments do NOT occur elsewhere in the sample. If either part occurs elsewhere (I will, can not), count as two morphemes
        ix. Plurals that do not exist as a singular (us, clothes, sand)
        x. Gerunds and participles not part of a verb phrase (She was *tired*. *Dancing* is fun.)
        xi. Stuttered words
        xii. Compound words (sunshine, lunchbox)
        xiii. Single words or phrases (Hi., No.)
        xiv. Proper Names
        xv. Regular Reduplications (quack-quack, bo-bo)
    b. Count as multiple morphemes:
        i. Inflected forms
            1. Regular & irregular plural nouns
            2. 3rd person sg verbs

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[1] Stimulability is the ability to produce a correct (or improved) production of an erred sound

       3. present & past participle when part of a verb phrase (Wanda is dancing with Betty).

       4. Regular past tense verbs (we *jumped* over the book)

       5. Reflexive pronouns (Floyd saw *himself*)

       6. Comparative & superlative adverbs & adjectives(My alligator is *smarter* than yours)

     ii. Repeated words only if for emphasis (*No! NO!* **NO!!**)

   c. Do NOT count:

     i. Partial utterances

     ii. Imitations immediately following a model

     iii. Elliptical answers

     iv. Unintelligible utterances

     v. Rote passages (nursery rhyme, memorized book, song)

     vi. False Starts & Reformations

     vii. Noises

     viii. Fillers (um, oh, you know)

     ix. Counting or sequences (Monday, Tuesday, Wednesday….)

   d. Divide the number of morphemes by the number of utterances

      125 morphemes/ 50 utterances = 2.5 MLU

   e. Some clinicians also count MLU-words separate from MLU-morphemes

      *If of the 125 morphemes, 100 were words:*

      100 words/50 utterances = 2.0 MLU-words

      125 morphemes/50 utterances = 2.5 MLU-morphemes

   *For this project, you may do both, but you MUST indicate which type you are calculating.*

6. Assess Semantic Skills

   *Since we are not doing formal assessments in this project, you can only take the following behaviors into consideration:*

   a. Number of diferent words

   b. Unusual use of words

   c. Incorrect word substitutions

   d. Over/undergeneralizations

   e. Frequency of empty words (this/that)

   f. Word-finding problems (circumlocutions, repetitions, frequent pauses)

   g. Types of words (i.e., function, prepositions, negatives, adjectives)

   h. Excessive use of pronouns

   i. Frequent use of routinized expressions (you know)

   j. Unusual sentence formations

   k. Difficulty with word or sentence comprehension

   l. Poor understanding of non-literal forms (i.e., idioms, metaphors)

   m. Poor understanding of common slang

7. Assess Syntactic Skills

   *Since we are not doing formal assessments in this project, you can only take the following behaviors into consideration. Unlike in the sections above, presence of these behaviors indicates abnormal or delayed speech.*

   a. Simple noun phrases, no complex noun phrases

   b. Short utterances

   c. Limited range of sentence types

   d. Overreliance on the S-V-O sentence structure

       e.   Confusion with pronoun references
       f.   Misinterpretation of passive sentences

8. Assess Pragmatic Skills

      *Since we are not doing formal assessments in this project, you do not need to assess*
      *pragmatic skills unless you notice something and want to make mention of it.*

       a.   Respond to greetings
       b.   Variety of utterance types (questions, declaratives, etc.)
       c.   Takes turns
       d.   Follows directions
       e.   Describes events