**Department of Speech Pathology and Audiology**

# SPPA 2220 Child Speech Sound Disorders

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## Project 1

1. Download the audio files **Case1.mp3** and **Case2.mp3** from the course webpage at http://academic.mu.edu/sppa/slong/sppa2220.htm.

2. Download the document **GFTAform.pdf** from the same webpage. Print two copies.

3. Transcribe each child's word productions on to one of the GFTA recording forms. Use diacritics as needed. I recommend that you use the program Soundscriber to listen to the audio files on your computer. You can download Soundscriber from the course webpage.

4. Enter your transcriptions into the PROPH module of Computerized Profiling. Create a separate data file for each child, naming them CASE1 and CASE2. The GFTA word list can be retrieved by selecting "Word List" as the source of the sample. If the GFTA word list does not appear, then download and install the PROPH word lists in USA-Canada General English from http://www.computerizedprofiling.org/downloads_proph_wlist.html.

5. Email the two PROPH data files (**CASE1.PRO** and **CASE2.PRO**) to me at steven.long@mu.edu no later than our class meeting on Friday, February 7.

6. Your project will be graded for accuracy of transcription and accuracy of data entry into the PROPH module of Computerized Profiling. However, note that these are two conflated in this project, i.e., I compare your computer data file to a key and note any discrepancies. Whether the discrepancies I find are the result of inaccurate transcription or faulty data entry, I can't tell. Therefore, either type of error will result in the same loss of credit. Be sure to work carefully on both parts of the project.

For purposes of SPPA 2220 Project 1:

- If the child produces a transcription form that is morphologically <u>less</u> complex than the target form

  e.g., match instead of matches, pencil instead of pencils, jump instead of jumping, sleep instead of sleeping

  then you should add the omitted bound morpheme to the root form that he produced.

- If the child produces a transcription form that is morphologically <u>more</u> complex than the target form

  e.g., wheel instead of wheels, carrots instead of carrot, brushes instead of brush

  then you should delete the omitted bound morpheme from the root form that he produced

- In the case of the word "sleeping," Case 2 does not say the target but instead takes "taking a nap." For this case and this word <u>only</u>, you should change the gloss form to "taking a nap," then the target form to /tekɪŋ ə næp/, and then enter the child's production of this phrase as the transcription form.