

COMMUNICATIVE INTERACTIONAL STYLE

1. Match the **length of your child's turn**

If your child only says a few words at a time, don't overwhelm him with a long turn.

2. Match your **child's pace**

Give your child time to think about what to say. Wait (5 seconds), if needed.

If your child is active, you may need to pick up the pace to keep his attention

3. Match your **child's interest**

Pay attention to what the child wants to talk about.

4. **Cue** your child to take a turn

Body language

Make a comment

Reducing one-word or Minimal Responses

Avoid

1. As many yes/no or product (one-word answer) questions as possible
2. Questions that test the child's knowledge
3. Questions that are too hard for the child to answer
4. Questions that answer themselves

Encouraging Complex Syntax

1. **Ask** process questions

- How did/do...
- What happened
- Why did
- More than one-word 'why' questions

Not appropriate for children under 4.5 years

2. **Use** 'Tell me...' or 'I wonder...' statements.

3. **Use Turnabouts**

Comment + cue for child to talk

4. Use Narrative Elicitations

- Build on what the child says or what you know
- Your mom says you... that sounds like fun. Tell me what happened
I know that you... Tell me what happened
Did you ever... Tell me what you did

METHODS OF TRANSCRIPTION

1. Transcribe the sample directly into a word processing program.
2. Only transcribe the child's utterances.
3. Before transcribing, turn on the "numbering" function.
4. Stop transcribing at 50 utterances.

Utterance Segmentation

1. An utterance is an expression of thought and can be indicated by
 - Intonation (falling for declarative sentences; rising for questions)
 - Pausing for more than two seconds
 - Ceasing to speak
 - Utterance interruption
 - Abandoning an utterance
2. Use standard English spelling
3. Do not embellish the child's utterance. Type exactly what the child says.
4. Only include the fullest form of the utterance for analysis. Delete all else.
 - a. Example: "He uh... he uh... he wanted... he wanted to go to the store" =
He wanted to go to the store.
5. Only include repeated words if they are for emphasis. Otherwise, delete repeated words.
 - a. Example: "He went down down down in the cave".
6. If there are 3 or more unintelligible words in an utterance, do not number it or include in analyses.
7. If a word is unintelligible, type 'X' in place of the word.
8. If an utterance contains more than two clauses joined with *and*, consider it a run-on sentence and divide as follows:

We went to the circus and I saw clowns and there were elephants and I got this sweet sticky stuff.

Becomes...

We went to the circus and I saw clowns.

There were elephants and I got this sweet sticky stuff.

Do NOT do this with other conjunctions. Note in the previous example that the ‘and’ was omitted in the beginning of the second utterance.

METHODS OF ANALYSIS

Total Number of Words (TNW)

1. Count each word in a proper name, as in Uncle Fred
2. Count all contracted words (I’m, they’ve, couldn’t) as one word.

Calculating TNW in Word

1. Turn off the numbering function.
2. Word count is on the tool bar at the bottom of the screen. This value is TNW.

Mean Length of Utterance in Morphemes (MLU_s)

1. One morpheme
 - Ritualized reduplications
 - Irregular past tense verbs
 - Diminutives
 - Auxiliary verbs
 - Irregular plurals
 - Each word in proper names
 - Meaningful sounds, such as *uh-huh*
 - Common compound words

Additional Bound Morphemes

Morpheme	Example
-ing	
adjective	Smiling girl
gerund	I love hiking
progressive verb	He is jumping
-s	
plural	Cats
possessive	Mommy's shirt
third person singular	He walks
-ed	
adjective	I am married
regular past tense	He scared me
dis-	Dislike
-est	
superlative	Biggest
-ful	Thoughtful
-ish	Foolish
-ly	Really
-ment	Entertainment
re-	Reteach
-sion	Discussion
-th	Fourth
-tion	Education
un-	Unhappy
-y	
adjective	Bumpy

2. Two morphemes

- Contractions (*don't, I'd, he's, we'll, they've*)
- “hafta”, “wanna”, and “gotta”

3. Three morphemes

- “gonna”

Calculating MLU_s in Word

1. Put a space after all morphemes

Examples:

- “unhappily” = “un happi ly”

Don’t worry about the spelling of the pieces or about leftover apostrophes.

Time is of the essence.

2. Word count is on the tool bar at the bottom of the screen.
3. To calculate MLU_s, divide the word count by 50. The resultant value is MLU_s

Identifying Sentences

1. A sentence contains a noun/pronoun subject and a verb, and can stand alone.

Examples:

I went home right after school. = 1 sentence

I went to Juan’s house after school and we played with the Wii. = 1 sentence

2. In imperative sentences the subject is omitted but understood, as in “(You) Come here.”
3. In some elliptical responses, the subject is omitted, as in “Just sitting” or “In the drawer.” Count as a sentence if some portion of the verb is present (“Just *sitting*” but not “in the drawer”).
4. If you have divided a run-on sentence with more than 2 clauses joined by *and* into multiple utterances, keep them separate.

Calculating WPS in Word

1. Turn off the “Numbering” function
2. Delete all utterances that are NOT sentences (See appendix A).
3. Once you have only sentences represented, record the total words from the word count section on the toolbar at the bottom of the screen.
4. Turn on the “Numbering” function.
5. Divide the number of words by the number of sentences. This value is WPS.

Identifying Clauses

1. A clause contains a noun/pronoun subject and a verb. It may or may not be able to stand alone.

Example:

“The girl who is wearing a red dress is my friend” = 1 sentence, 2 clauses

Clauses: “The girl is my friend” and “who is wearing a red dress.”

2. Compound subjects (Juan and Maria) or verbs (jogged and swam) do not constitute separate clauses.

Calculating CPS in Word

1. Use the number of sentences from the WPS calculation.
2. Turn on the “numbering” function.
3. At the beginning of each clause within a sentence, hit the “Enter” key. Examples:

“The girl who is wearing the red dress is my friend” becomes

The girl // who is wearing the red dress is my friend

Although the words indicated are not the actual words in each clause, time is of the essence to quickly identify how many clauses are in the transcript.

4. Divide the number of clauses by the number of sentences. This value is CPS.