**CSDS 285 Language Development**

**Language Sample Form**

Name of Observer: \_\_\_\_\_\_\_\_Sara Jones\_\_\_\_\_\_\_\_\_\_\_ Date of Obser.: \_\_\_\_11.3.19

Child’s Initials: \_\_\_\_\_ERC\_\_\_\_ Child’s DOB: \_\_\_\_12.15.15\_\_\_\_\_\_ Age: \_\_\_3\_\_\_

Child’s gender: \_\_\_Female\_\_\_

Describe setting and materials:

The language sample was taken place at the child’s relatives house in a large room. In the room were stuffed animals and balls for the child to play with.

**KEY:** U# - In this column consecutively number the child’s utterances.

Mor# - In this column record the number of morphemes in the corresponding utterance

**Adult Language and Behaviors Child’s Language and Behaviors U# Mor#**

|  |  |  |  |
| --- | --- | --- | --- |
| What kind of puppy is that?      Do you like big doggies or small doggies?    Do you like to play with them?        Oh wow!        Oh that’s so silly!    You had candy corn?          Tell me about school.    What do you do at school?    What is your teacher’s name?    Tell me your favorite thing about school. | (Playing with stuffed animals) I don’t know.    Small doggies.      (Mimicking dog in house) Yeah.  The little one was chasing me around like this.    And he was behind me and he tried to smell my hand to eat my candy and my candy corn.    I had candy corn.    Erica got me one.    (Playing with exercise ball)  Pass it.    Um good.    And I go to merit.    Miss Hailey.    Holding my bunny. | 1      2      3  4      5        6    7    8      9    10    11    12 | 4      3      1  10      20        4    4    2      1    5    2    4 |
| Adult Language and Behaviors  What bunny?      So you bring it to school?    (Dog walks in room)  Oh do you see the doggie?    Yes she did!  What’s your favorite TV show to watch?    What kind of princesses?    Doggie princesses?  Do you like people princesses too?    Who is your favorite people princess?    Do you know the ballerina princesses name?    Ian told me you like Ponies.    You do like ponies?    Your nails are already painted silly!    What color do you want me to paint your nails?    I’m going to get the nail polish. | Child Language and Behaviors  The bunny was in Ian’s room but because he said I could keep it forever.    Ian I bring my bunny to school.      He comed up to see me!    Princesses!        Doggie princess.    Yes.        A ballerina one.      No.      I do!    Can you paint my nails?    No I need this one. (points to finger)      (Runs into bathroom) I need to get the nail polish!    Get the nail polish. | U#  13      14      15    16        17    18        19      20      21    22    23      24      25 | Mor  16      7      6    2        2    1        3      1      2    6    5      7      4 |

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**Analysis of Language Sample**

1. Compute the MLU (mean length of utterance) and record here. Be sure to follow Brown’s rules for calculating MLU.

MLU: 4.88

2. Is MLU an accurate representation of language development for this particular young child? Why or why not?

I believe this MLU is a mostly accurate representation of language development for this child. The child definitely has a very matured language sense however, I believe the MLU would have been higher if the setting was changed as she was easily distracted.

3. Refer to *Brown's Stages of Early Language Development* as described in the text and the PowerPoint presentation. What stage of syntactic development does this child's MLU suggest?

This child’s MLU suggests they are in stage v+ of *Brown's Stages of Early Language Development.*

4. When you compare the *expected syntactic skills* (referring to Brown's stages of expected development) at this stage of development with what the child is actually doing (in the language sample), what do you observe? Are all of the expected skills in place? Is the child demonstrating skills from a different level?

According to Brown’s expected development for stage v+, the child should show emergence and acquisition of remaining auxiliaries. After observing the language sample, I found that the child has definite emergence and acquisition of remaining auxiliaries such as. The most common auxiliary verb used by the child is “was.” All of the expected skills seem to be in place, the child is at the highest stage and therefore id not demonstrating the skills from the levels below.

5. Of *Brown's 14 Morphemes*, which ones are observed in the sample?

Of *Brown's 14 Morphemes* in stage v+, the child shows morphemes 11 and 12. These are the use of third person irregular and uncontractible auxiliary.

6. Were there any of Brown's morphemes that the child should have used but did not or that the child used incorrectly?

The Brown’s morphemes that the child should have used in stage v+ are morphemes 12 and 14. These are the use of contractible copula and contractible auxiliary.

7. ***Describe*** this young child's conversational skills from the information collected by means of the sample. Describe what this young speaker knows and understands about conversation. (Include a discussion of turn-taking, initiating and closing a conversation, maintaining a topic of conversation, asking and answering questions, etc. Did the child's conversation make sense? If not, why not? How intelligible is the child? Were you able to understand what she said? Did she seem to have any particular speech sound problems?)

From the information collected by means of the sample it can be seen that the child has some good conversational skills, but is still learning. The child understands the idea of turn-taking and is very good at initiating conversation. However, closing a conversation is a skill that needs to be improved. The child is easily distracted therefore, she never properly ends a conversation and will jump from one topic to the next. She knows how to ask questions, and will commonly use questions as her way of starting a new conversation. When answering questions she will often use sounds such as “mhm” or shake her head in response unless she is interested in the topic. There are very few times when a conversation with the child doesn’t make sense, at times she will confuse “but” and because or say both to try and get her point across. She is still figuring out when to use the regular past –ed and will often use it on words such as “come” or “go.” This child is very intelligible, she knows exactly what she wants to say, how to get her point across, and did not seem to have any particular speech sound problems.

**Language Sampling Project**

**Reflection**.

I conducted a language sample on a 3 year old female with the initials of ERC. The sample took place at a well known relatives house so the child was comfortable and did not feel forced. To ensure the sample was natural and representative of the child’s language skills I followed the child’s lead and switched topics as needed. She was also comfortable around me, which made the sample a lot easier to collect. There were some distractions in the house because the child was tempted to play with her relatives. The complications in the sample, such as distractions, will help to better my language samples in the future. After collecting my first language sample, I now understand how to properly conduct a natural and random sample and the best way to do it.

During this language sampling process, I learned that the environment the sample us conducted in is very important. My environment provided many distractions for the child, which led to the sample taking longer to collect than it should have. The room we started in connected to other rooms and the child moved between rooms, which caused distractions and sudden changes in topic. I also learned how important it is to take the child’s lead during a language sample. I noticed that trying to change the subject led to shorter answers from the child. When the child brought up the topic, she talked a lot more and focused more on the conversation. I also could have helped to encourage the child to speak more by focusing on my interactive style.

As I listen to myself on tape I would describe my interactive style as persistent. I do my best to continue a conversation and to keep the child interested and engaged. Throughout the distractions I was able to get the child back on track by finding a new topic she was interested in and asking questions about it. I used conversational strategies such as asking open-ended questions, following the child’s lead, and clarifying my understanding. I planned to use open-ended questions and follow the child’s lead. I didn’t plan on clarifying my understanding, but found myself using that strategy a lot. If I were to conduct another language sample, I wouldn’t clarify my understanding my repeating what they said back to them and I would continue the conversation a different way. I would also try to avoid questions that would lead to a one word answer, as there were a few in my sample. I would bring more items for the child to play with so they weren’t tempted to leave the room. Conducting this language sample allowed me to learn from my mistakes and what it’s like to observe communication.

Overall, I learned the difficulties of observing communication in young children and what to do better in the future. The process of observing communication in young children is very tedious, one wrong move can make the children want to stop talking and would lead to a bad language sample. After conducting a language sample you can never be 100% positive the sample taken is representative of the child’s language. There are many factors that can affect the outcome of a language sample. When observing communication, one should record the sample so they can go back and listen to it multiple times. This allows us to understand exactly what the child is saying and how they are saying it. It is hard to notice any type of problem with the child’s language in the moment which is why recording the sample is important. Everything that I have learned throughout conducting this sample will help me with my future career as a Speech Language Pathologist. Speech Language Pathologists conduct language samples on a regular basis throughout their careers. Conducting this language sample has given me a glimpse of the rest of my career that I am very excited for. I learned the right and wrong things to do when conducting a language sample and plan to carry this information with me for the rest of my career.