Handout #2

Kelly – age 2 yrs 7 mos

Transcription of speech sample (video sample is not therapy)

• “Let’s (final position = glottal stop+pharyngeal fricative) read octopus” (glottal stops on all stops) NOTE on “let’s” she produces markers for /t/ and /s/ using compensatory articulation, indicating this is an articulation error not a phonological process error. Reaches for toy octopus-appropriate play and body posture with mom and book.
• “unhunh”- note prosody
• That is – glottals; pharyngeal fricative for /z/
  ....house –
• That is house… (glottals, audible nasal emission on /s/)
• No yaa..(unintelligible), hypernasality, Note natural gesture of sadness
• Ee...aahn (unintelligible, but used glottal stops)

• ....buckets - glottals for /b//k//t/, audible nasal emission for /s/. Note she used phonological process rule for final consonants, but used compensatory articulation, so this is an articulation disorder
• …unintelligible – but used pointing to communicate
• ....water - correct /w/; /j/ for /t/
• Blue……- 000
• Red… heh, whispered, tip-alveolar movement for /d/ but no oral air build-up or voicing
• Baby baby owl …baby owl – glottals for /b/
• Oma owl – oma is her word for mother
• Eee (lips rounded)...ayah...Unintelligible
• No..apples - /m/+glottal (co-production) for /p/
• One, two, three, four, cinco...using glottals for consonants or /n/+glottal (co-production)
• More counting in Spanish...
• Ah oh aye (unintelligible)...using glottals
• Unintelligible ... then made grasshopper face, etc...glottal production
• No...uhn-oon
• That’s OK – all glottals

NOTE – she produces markers for final consonants but uses compensatory articulation (cleft/VPD related), indicating this is a disorder of articulation.

NOTE appropriate vowel production
NOTE excellent prosody
NOTE excellent natural gesture and pragmatic skills

Not using IPA symbols, since I don’t have the capacity