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LINGUISTIC ANALYSIS OF CHILDREN'S SPEECH:
EFFECTS OF STIMULUS MEDIA ON ELICITED SAMPLES

by 613-8301

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A MASTER'S REPORT

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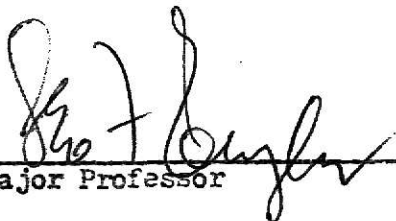
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INTRODUCTION

Recent clinical research has focused on measurement of the structural (linguistic) aspects of handicapped children's language performance (Lee, 1966; Dever and Bauman, 1971; Lee and Canter, 1971; Engler, Hannah, and Longhurst, in press). In evaluating the child's language performance, researchers or clinicians generally elicit a spoken language sample from the child. This sample is analyzed by applying a variety of counting procedures, statistical ratios, or classifying and categorizing the child's utterances. Numbers derived from these analyses are then compared with normative data, if available. Subsequently, various clinical or educational remedial procedures are prescribed to improve the child's language performance.

Among the numerous difficulties with this method of assessing the speech and language of handicapped children is that there is no standard method presently employed for eliciting the language sample from the child. There has been a lack of concern for variables inherent in the elicitation process that may influence the language sample thus obtained. In language assessment for diagnostic purposes, the procedures used to elicit the oral language sample from a specific child are often quite different from those used in the normative study with which the child's results are compared. Often within a research study the experimenter might use different elicitation methodology and yet compare the scores. Lee (1966, p. 322) compared the speech samples of a "normal" and a "language-delayed" child. She