

PREFACE

Guide to Analysis of Language Transcripts evolved from the frustration experienced when attempting to teach undergraduate and graduate student clinicians to analyze language production in children. While many procedures are available, most failed to meet my needs as an instructor; they lacked explicit directions and offered limited interpretation of results. The procedures included in *Guide* attempt to improve existing procedures by providing explicit directions, guided practice, and principles for interpretation of results.

Guide takes readers from the data collection stage through the organization and analysis of data to the early stages of treatment planning. The selection of procedures to include for semantic analysis was influenced by my familiarity with an elaborate set of semantic categories for describing children's productions varying from approximately two to five morphemes in length. Procedures for analyzing productions of children in the one-word stage were included, as was a procedure for analyzing vocabulary diversity. Of the many syntactic analysis procedures available, Jon Miller's procedures for assigning structural stage were selected for inclusion in *Guide*, with modifications as deemed appropriate. The selection of procedures for analyzing pragmatic aspects of language production was difficult. Sets of procedures for describing the functions of utterances were included, as were procedures for analyzing turn taking and appropriateness judgments. No attempt has been made to describe procedures for analyzing narrative abilities or phonological aspects of language. Overall, the semantic, syntactic, and pragmatic procedures described in *Guide* provide an organized, systematic approach to the analysis of language production.

The procedures consolidated in *Guide* have been applied to transcripts of the language of preschool children. An understanding of the variability in the productions of children developing normally is essential before accurate diagnosis of children with language

delays and/or disorders can occur. The relevance of the procedures must be learned by first applying them to transcripts such as those included in *Guide*. A companion CD-ROM has been developed to give students additional practice making the judgments demonstrated in *Guide*. Students are encouraged to use the CD-ROM, along with the practice items included in each chapter of *Guide*, before attempting the full transcripts included in the book.

To ease readability, masculine pronouns are occasionally used in *Guide* to refer to "the child." In no way does the use of masculine pronouns imply that only boys' language is analyzed; neither does the use of masculine pronouns imply a lessening of importance of the female gender. Masculine pronouns, which are to be interpreted generically in *Guide*, are used whenever confusion might occur from the use of nonsexist plural pronouns.

I am grateful to many individuals for their assistance in the preparation of *Guide to Analysis of Language Transcripts*. My students provided inspiration; for their criticism of and confusion over existing procedures, I offer thanks. Nancy McKinley contributed many hours of careful editing to this and earlier editions; her attention to detail is greatly appreciated. My reviewers of the first edition—Marc Fey, Vicki Lord Larson, Linda Maro, and Susan Schultz—offered insightful suggestions; I am grateful for their input. Vivian Joubert provided expert technical advice; I appreciate her explanations. Florence Clickner endured endless revisions on the first and second editions; I am particularly grateful for her enthusiasm and cheerfulness. Dan provided understanding and encouragement for the first edition; I shall always be grateful. My children have been born and moved on into the hectic pace of upper elementary and middle school years since the first edition was published. They have endured adjustments in schedules and compromises of activities for the most recent edition to be completed. I thank

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Emily and David for their patience, understanding, and encouragement. You are the best!

The revisions to *Guide* have been in the works almost from the time the first edition was in print. Some revisions have evolved from class discussions and serve to clarify ambiguity. Other revisions have grown out of suggestions offered by instructors who use *Guide* and add information or additional interpretation. To both of these groups, I extend my gratitude. Marietta Plummer and Michele Roddick contributed many hours of analysis and completed transcript rechecks for *Guide*; I am grateful for their persistence. Sharon Fredericks provided reliability checks and made suggestions for the glossary; I am grateful for her assistance. Florence Clickner again endured the revisions and format modifications with cheerfulness and enthusiasm; I appreciate her endurance. Marie Stadler offered numerous suggestions to clarify recurring confusion by students; several of the new examples were hers, and I appreciate her suggestions. Becca Hubing provided detailed scrutiny of the new transcript; her perseverance is greatly appreciated. Inclusion of adult utterances for analysis in Chapter 4 grew out of discussions with Lucy Hess; I appreciate her insistence that exclusion of the conversational co-participant would make the analysis impossible to interpret. Linda Schreiber contributed endless hours of careful editing and insightful discussion to the first two editions; I appreciate her attention to detail. Kris Gausman devoted

many, many hours to designing tables and forms and then redesigning them as each edition brought about changes and revisions; I appreciate her creativity and eye for detail. Sarah Tobalsky served as technical editor for this latest edition of *Guide*; her attention to clarity and correctness has made a significant contribution to this most “user-friendly” edition, and I am enormously grateful. Debbie Olson’s eye for “readability” in page set-up is greatly appreciated as well. Lucy Hess and Deb Sowards of Indiana University spent many hours developing the practice sets of utterances and the screen formats for the companion CD-ROM. This edition of *Guide* is greatly enhanced by the addition of Guide Practice, and I am very grateful to Lucy and Deb for their contributions. Ken Ray made the CD-ROM fully functional; his vision is much appreciated.

And Jessica Stickler and Krista Curtis, as 4-year-olds, provided priceless examples of rich sentence elaboration. These utterances were central to my in-class discussions long before the first edition of *Guide*. And now these examples have found their way into the glossary of this edition. I am grateful for their willingness to talk about anything and everything. Although these two are in college now, when I use one of their utterances as an example, I will always remember their fourth summer. My all-time favorite utterances describe the search for “jellies what have holes for your toes.” Thanks, Jess and Krista.