Notes on Speech Area Measures

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Intelligibility
Administered at every session as part of the Prekindergarten or Kindergarten test.

At every administration of every articulation test except the Long test, the examiner made a judgement of intelligibility on a 1-3 scale. The judgement was always made before any articulation testing was begun and after the examiner had engaged in conversation with the child. The scale was as follows:

1. The examiner has no difficulty in understanding the child regardless of articulation deviation, voice quality, pitch, etc. (This includes ratings of about 1 and 2 on the Sherman-Morrison Articulation Scale (Sherman & Morrison, 1955.)

2. The examiner has some problem in understanding the child. (This includes ratings of about 3, 4, and 5 on the Sherman-Morrison Scale.)

3. The examiner has considerable difficulty in understanding the child. (This includes ratings of about 6, 7, 8, and 9 on the Sherman-Morrison Scale.)

Intelligibility at session 6 (Fall 1962, grade 2) is entered in columns 14-16 (and it appears actually to be in column 16) on card 1, Session 00 (background). There is space at the end of card 2, Session 00, for intelligibility but no specification of when that measure was obtained. However, it appears that the second location is for Session 11 (Spring 1965, grade 4).

Intelligibility at the beginning of the study does not appear to be entered anywhere. However, there is a table, A-16 in Templin’s 1968 monograph that gives the subgroups’ mean intelligibility scores across all sessions.

Finally, there is a question about the reading of Arthur the Young Rat concerning intelligibility. Please see that description below.
Non-fluencies, Grimaces, Tonic Blocks, Clonic Blocks, Vowels, and Comments
Administered at every session as part of the Prekindergarten or Kindergarten testing. However, this measure was not entered into the primary data list.

Non-fluencies, grimaces, tonic blocks, and clonic blocks were evaluated using a three-point scale. The examiner made these ratings before beginning articulation testing. The scale used for each of the four areas was:
- None: none are observed
- Some: some are observed
- Many: they occur frequently and/or (1) are extreme, (2) make the child self conscious, or (3) interfere substantially with the production of fluent speech

At the end of testing, the examiner was to comment on unusual features and vowel errors.
Teacher’s Rating (Kindergarten)
Administered in Session 3 (Spring 1961, when most participants were in Kindergarten)
Located in data box #36

The teacher filled out a sheet with three areas to be rated: deviation from good speech, handicap in kindergarten, (probable) improvement in speech by second grade, and (probable) handicap in second grade. The teacher was asked to select only children whom she thought had disordered speech. Ratings were as follows:

For deviation from good speech:
0. Normal
1. This child shows slight deviation from good speech
2. This child shows moderate deviation from good speech
3. This child shows extreme deviation from good speech

For handicap in kindergarten:
1. This child’s speech difficulty does not handicap him in his kindergarten experience.
2. This child’s speech difficulty is only a slight handicap in his kindergarten experience.
3. This child’s speech difficulty is a moderate handicap to him in his kindergarten experience.
4. This child’s speech difficulty is an extreme handicap to him in his kindergarten experience.

For improvement in speech:
Yes = teacher believes that the child’s speech will improve without special help so that he will not need speech therapy when he is in second grade.
No = Teacher believes that the speech will not improve to the needed extent, and that he will need speech therapy when he has reached second grade.

For handicap in second grade:
1. This child’s speech will not be a handicap to his school achievement in second grade.
2. This child’s speech will be only a slight handicap to his school achievement in second grade.
3. This child’s speech will be a moderate handicap to his school achievement in second grade.
4. This child’s speech will be a decided handicap to his school achievement in second grade.

[NB: Templin’s description in the February, 1968 report describes the scoring levels as 0, 1, 2, and 3. The way the scales were administered, each teacher generated a list of members of his/her class whom the teacher considered to have a speech handicap. Only some of these children were study participants. Of course, probably the majority of]
participants did not show up on these lists because the teachers considered them to be within normal limits. For these children, it appears that Templin had zeroes entered for the first two scales. In all cases, the remaining two scores were left blank.]

These scores are entered in columns 65, 66, 67, and 68, respectively, on card 1, Session 3.
Teacher’s Rating (Grade 2)
Administered in Session 7 (Spring 1961, grade 2)
Located in data box #3

The teacher of each participant in the study was asked to rate the child in four areas: Speech Deviation, Speech Handicap in School, Attention Span, and Listening Ability. In each case, the teacher used a 4-point scale, with 1 = adequate and 4 = extreme deviation or handicap.

The scores are entered in columns 43-46 on card 1, Session 7.
Speech in Family Relations I (also called Bene-Anthony Speech in Family Relations)
Constructed by D. Huseby, M. Hartwell, and M. Templin using the format
of the Bene-Anthony Family Relations task (Bene & Anthony, 1957)
Administered in Session 3 (Spring 1961, grade 1)
Raw data located in data box #7
Worksheets that combine the Family Relations test and the Speech in Family Relations
test are in data box #28

Note: Speech in Family Relations II was administered in Session 9 (Spring, 1964).

This task assessed the child’s emotional attitude toward various kinds of speech behavior
within his/her family environment. The child responded to 20 statements patterned after
the Bene-Anthony Family Relations Test for younger children. These statements express
positive and negative feelings coming to or going from the child. The statements were
printed on small cards, one per statement. These cards were shuffled before presentation.
The format is taken from the Bene-Anthony, and the test was administered with outline-
type cut-outs representing members of the child’s family and also “Nobody.” The cutout
figures were attached to the front of boxes, each of which had a slit in the lid. The child
can associate the statement with the figure by putting the small card in the appropriate
box. An example of a positive statement was: “You like to listen to (child’s name).
Who likes to listen to (child’s name)?” The statements were presented in random order.

The score was the sum of positive messages (either incoming or outgoing) the child
associated with members of his family plus the number of negative messages (either
incoming or outgoing) that the child associated with “Nobody.” The maximum score is
20.

This score is entered in columns 63-64 on card 1, Session 3.
Speech in Family Relations II (also called Speech Items)
(Constructed by R. Mackenzie and M. Templin
using the format of the Bene-Anthony Family Relations task)
Administered in Session 9 (Spring 1964, grade 3)
Located in data box #29

Note: Speech in Family Relations I was administered in Session 3 (Spring, 1961)
This task was similar to the preceding, except that it was designed for 3rd graders. In
these statements, the child’s name was no longer used; rather the phrase “this person”
was used. In addition, a cutout figure for “Everybody” was also incorporated along with
“Nobody.” Finally, there were 40 questions rather than 20.

The score was the number of positive statements associated with members of the family
and with “everybody” plus the number of negative statements that were associated with
“Nobody.” The maximum possible score was then 40.

These scores are entered in columns 45-46 on card 1, Session 9.
Arthur, the Young Rat
Administered at Session 12 (Spring 1972, grade 11)
Located in Data Box #30

[NB: This is the only place I have found reference to dialect in an articulation scoring system. Also, I cannot find the source of the Arthur passage. It seems to sample the phoneme inventory of English.]

Arthur, the Young Rat, is a passage that the child reads out loud. The examiner records any errors, including both articulation and reading errors. It appears that this sample was not recorded on tape. The quantities and types of errors are coded with single digit codes. In addition, Templin used a series of binary (Yes/No) codes to describe the articulation and reading errors made by the child. Also included in the binary section are items that would be considered to relate to speech area measures, such as voice, dialect, fluency, and intelligibility. There was a question about whether the reading passage differed from conversational speech and also a general question about sound substitutions.

The binary data relating to speech area measures are on card 2, Session 12, in columns 61-64 and in columns 69-70..
References

