

SUGAR
**Sampling Utterances &
 Grammatical Analysis Revisited:
 Transcribing & Analyzing Samples**

VDOE Webinar

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**This is module number 3
 in a 5 part series.**

If you have not yet viewed modules 1 and 2,
 please do so prior to participating in this
 module.

Module 3 Outline

- How to transcribe
 - Rules for transcribing
 - Rules for counting morphemes
- How to complete QUICK analysis

Rules for Transcribing

SUGAR Quick Analysis:
Transcription

- Type in plain English as spoken.
- Omit punctuation to save time.
- Do NOT embellish the student's utterance. In other words, don't add morphemes that are missing.

SUGAR Quick Analysis:
Transcription

- Type words in full even when pronunciation omits portions as follows:
 - *Talkin'* should be transcribed as "Talking"
 - *Gonna, wanna, gotta, hafta* should be transcribed as "going to, want to, got to, have to".
- Type contractions as is. In other words, *don't* should be typed as "don't" and *I'm* as "I'm".

SUGAR Quick Analysis:

Transcription



- Do NOT include fillers (uhhhh, ummm, like, you know).
- Do NOT include disfluences. **Only include the fullest form of what the student actually said.** Example: "He said...he says...he tell me secrets" becomes "He tell me secrets."
- Do NOT include repeated words unless it is for emphasis, as in "He went down down down in the cave."

SUGAR Quick Analysis:

Transcription



- If the entire utterance is unintelligible, omit it. If a word is unintelligible, type nonsense, such as "aaaa" in place of the word.
- Transcribe the sample directly into your computer.
- Only type the student's utterances, NOT yours.
- Do NOT include identifying data.

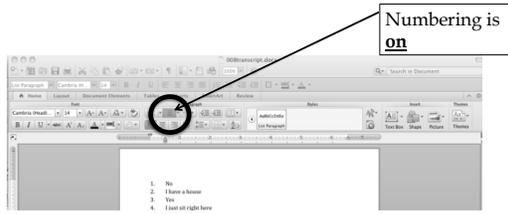
SUGAR Quick Analysis:

Transcription



- Set "Numbering", found on the tool bar in the "Paragraph" section, to ensure that you only type 50 utterances.
- Remember that an utterance is a sentence or less, separated by a pause, drop in voice, inhalation or combination of these.

SUGAR Quick Analysis: *Transcription*



SUGAR Quick Analysis: *Transcription*

- Make three copies
 - One for TNW and MLU
 - a second for words per sentence and clauses per sentence
 - a third for complete analysis

SUGAR Quick Analysis: *Transcription*

- If an utterance contains more than two clauses joined with *and*, consider it a run-on sentence and divide as follows:
We went to the circus and I saw clowns and there were elephants and I got this sweet sticky stuff.
Becomes...
We went to the circus and I saw clowns.
There were elephants and I got this sweet sticky stuff.
- Do NOT do this with other conjunctions.

Counting Morphemes

❧

Counting Morphemes:
Taken from Brown (1973)

❧

- Count as one morpheme
 - Reoccurrences of a word for emphasis
 - Ritualized reduplications (*choo-choo*)
 - Compound words (*railroad, birthday*)
 - Irregular past tense verbs (*went*)
 - Diminutives (*doggie*)
 - Auxiliary verbs
 - Irregular plurals (*men*)

Counting Morphemes:
Taken from Brown (1973)

❧

- Count as two morphemes
 - Possessive nouns (noun + 's or s')
 - Plural nouns (noun + s)
 - Third person singular present tense verbs (verb + s)
 - Regular past tense verbs (verb + ed)
 - Present progressive verbs (verb + ing)

So far, so good, but...

SUGAR Rules



- Count as one morpheme
 - Each word in proper nouns/names
 - *To avoid decisions about when to transition. Benefits younger child.*
 - Additional bound morphemes
 - *-ful, -ly, -y (adj.), -en, -th, -ish, -ment, -tion, dis-, un-, re-, -er (comparative), -est (superlative), -er (person or thing that does some action unless common, such as teacher)*
 - *These are the ones children are using. Benefits older child.*

SUGAR Rules



- Count as two morphemes
 - *Wanna, gotta, and hafta*
 - All contractions (*don't, can't, won't, I'd, he's, we'll, they've*)
 - *To avoid decisions about when to transition. Benefits younger child.*
- Count *gonna* as three morphemes
 - *To avoid decisions about when to transition and dialectal variability. Benefits younger child.*

SUGAR Rules



- Keep the rule for run-on sentences only with *and*
 - *Because "and" conjoining is qualitatively different than other conjoining. Benefits older child.*

HOW TO ANALYZE


FOUR METRICS

Quick Analysis Metrics



- Quick Analysis Includes
 1. Total Number of Words
 2. Mean Length of Utterance (MLU)
 3. Words per Sentence
 4. Clauses per Sentence

SUGAR Quick Analysis:
Word Count



On copy 1

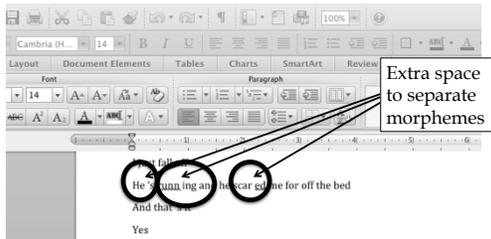
- Before doing any actual analysis, make sure the "Numbering" function is off.
- Turn "off" the "Numbering function by highlighting the entire document(Control-A or Apple-A), going to the "Paragraph" section of the Toolbar and clicking on "Numbering".

SUGAR Quick Analysis: *MLU*



- Words are already separated by a space.
- Now set off bound morphemes in the same way.
 - Examples:
 - “unhappily” would be “un happi ly,”
 - “bunnies” would be “bunnie s,”
 - “can’t” will be “ca n’t” or “can ‘t”.

SUGAR Quick Analysis: *MLU*



SUGAR Quick Analysis: *MLU*



- Don't worry about the spelling of the pieces or about leftover apostrophe.
- Time is of the essence here.
 - Example:
 - “I m un happi ly marrie d” counts as 7 words, although we know it's 7 morphemes we're counting.

SUGAR Quick Analysis: MLU



- Count as one morpheme (Do not separate with a space)
 - Ritualized reduplications (*choo-choo*)
 - Irregular past tense verbs (*went*)
 - Diminutives (*doggie*)
 - Auxiliary verbs
 - Irregular plurals (*men*)
 - Each word in proper names, such as Uncle John (2) or Bob the Builder (3).

SUGAR Quick Analysis: MLU



- Count as two morphemes (Separate with a space)
 - Possessive nouns (noun + 's or s')
 - Plural nouns (noun + s)
 - Third person singular present tense verbs (verb + s)
 - Regular past tense verbs (verb + *ed*)
 - Present progressive verbs (verb + *ing*)

SUGAR Quick Analysis: MLU



- Additional bound morphemes
 - ful (*though ful, ful fill*)
 - ly (*real ly*)
 - y (adj.) (*grump y* but NOT the *y* in *happy*)
 - en (*be en, eat en*)
 - th (*four th*)
 - ish (*fool ish*)

SUGAR Quick Analysis: MLU



- Additional bound morphemes
 - ment (*entertain ment*)
 - tion (*educa tion*)
 - sion (*discuss sion*)
 - dis- (*dis like*)
 - un- (*un happy*)
 - re- (*re do*)

SUGAR Quick Analysis: MLU



- Additional bound morphemes
 - er (comparative)(*bigg er*)
 - est (superlative)(*big gest*)
 - er
person or thing that does some action, as
in *hammer er*, but NOT if common, such as
teacher

SUGAR Quick Analysis: MLU



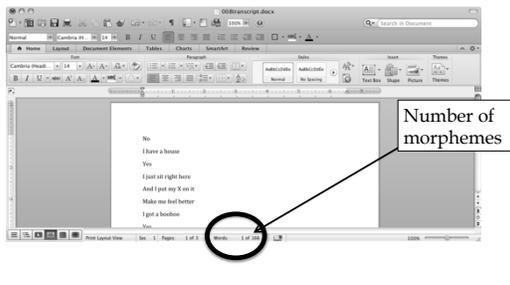
- Contractions
 - two morphemes
do n't, I' d, he' s, we' ll, they' ve
 - Separate contracted words even when the stem violates traditional spelling. Just leave the pieces as is in order to save time.
Example:
won't will be "wo" and "n't" or even "won't".
Although this seems odd, go with it.

SUGAR Quick Analysis: MLU



- The number of morphemes will appear in the word count on the tool bar at the bottom of the screen.

SUGAR Quick Analysis: MLU



SUGAR Quick Analysis: MLU



- Record the number of morphemes, double it and add two decimal places.
- Example: $203 \times 2 = 406 = 4.06$ MLU

SUGAR Quick Analysis: *Words/Sentence*

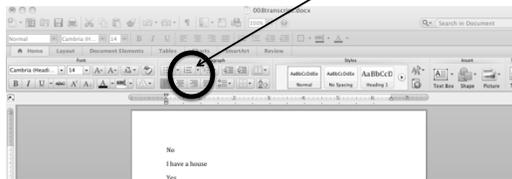


- USE COPY 2
- Make sure the "Numbering" function is off.

SUGAR Quick Analysis: *Word Count*



Numbering is off



SUGAR Quick Analysis: *Words/Sentence*

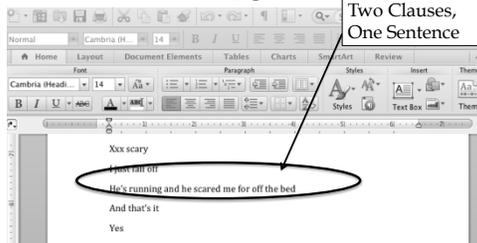


- Delete all utterances that are NOT sentences.
- Follow the rules on the next slide for determining a sentence.

SUGAR Quick Analysis:
Words/Sentence

- Both a sentence and a clause contain a subject and a verb, as in *Mommy walked*. A sentence can have more than one clause, as in "*Mommy walked but I ran*". (2 clauses, 1 sentence).
- The critical element in a sentence is a verb.

SUGAR Quick Analysis:
Words/Sentence



SUGAR Quick Analysis:
Words/Sentence

- Count imperatives as clauses and sentences. The subject is understood to be *you*.
Come here. ([*You*] *come here.*)(1 clause, 1 sentence)
- Count *compound subjects or verbs* as a single clause/sentence.
Mommy walked and ran = 1 clause, 1 sentence
(1 subject but 2 verbs)
Bobby and Jim ran fast = 1 clause, 1 sentence
(2 subjects but 1 verb)

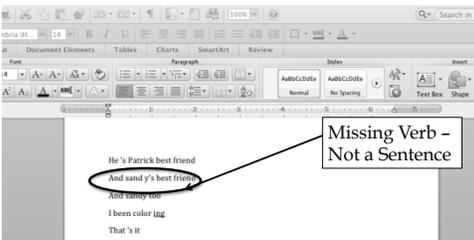
SUGAR Quick Analysis: *Words/Sentence*

- Combined objects don't count as separate clauses either.
I ate cookies and milk.
- Count as a clause and a sentence when either *the subject or a portion of the verb is omitted* because of ellipsis.
Who can go with me? *I can* = 1 clause
(S + aux. verb, 1 clause, 1 sentence)
What did you do? *Ran home.*
(Main verb, so 1 clause, 1 sentence)

SUGAR Quick Analysis: *Words/Sentence*

- NEVER count as a clause or a sentence if the entire verb is missing, as in "Me" in response to "Who ate the cookies?"

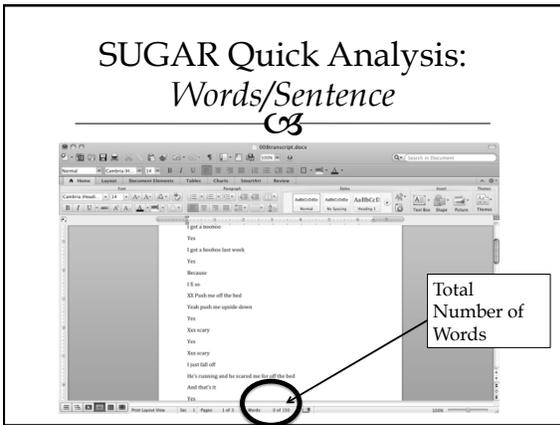
SUGAR Quick Analysis: *Words/Sentence*



SUGAR Quick Analysis: *Words/Sentence*

- Once you have only sentences represented, record the total words from the word count section on the toolbar at the bottom of the screen.

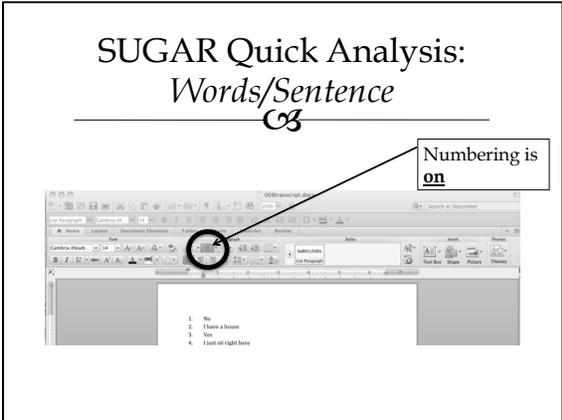
SUGAR Quick Analysis: *Words/Sentence*



SUGAR Quick Analysis: *Words/Sentence*

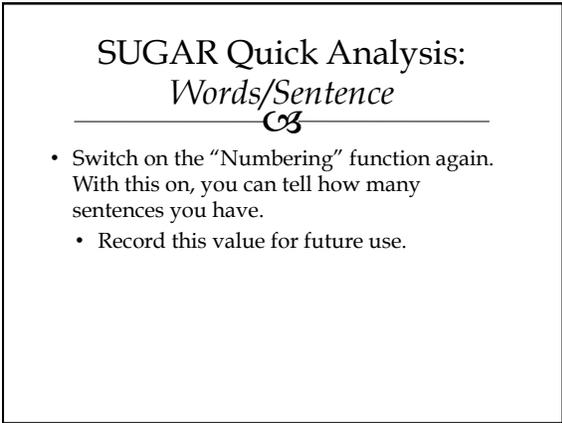
- Switch on the "Numbering" function again.

SUGAR Quick Analysis: *Words/Sentence*

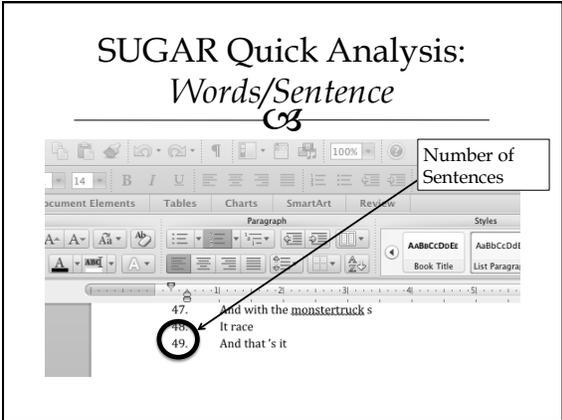


SUGAR Quick Analysis: *Words/Sentence*

- Switch on the "Numbering" function again. With this on, you can tell how many sentences you have.
- Record this value for future use.



SUGAR Quick Analysis: *Words/Sentence*



SUGAR Quick Analysis:

Words/Sentence



- Divide the number of words by the number of sentences to get the mean words/sentence. Record this value somewhere. This is the number of words per sentence

Words = 150

Sentences = 50

Words per sentence $(150/50)=3$

SUGAR Quick Analysis:

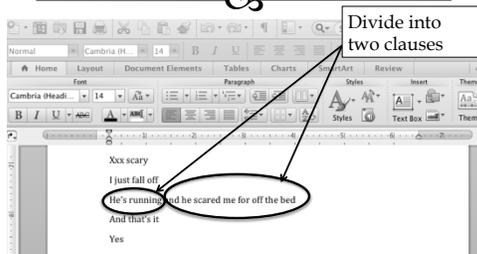
Clauses/Sentence



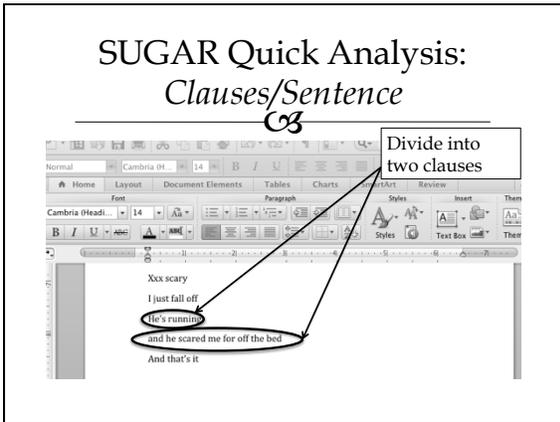
- Using the same second transcript copy, locate the clauses. At the beginning of each clause within a sentence, hit the "Enter" key.

SUGAR Quick Analysis:

Clauses/Sentence



SUGAR Quick Analysis: *Clauses/Sentence*

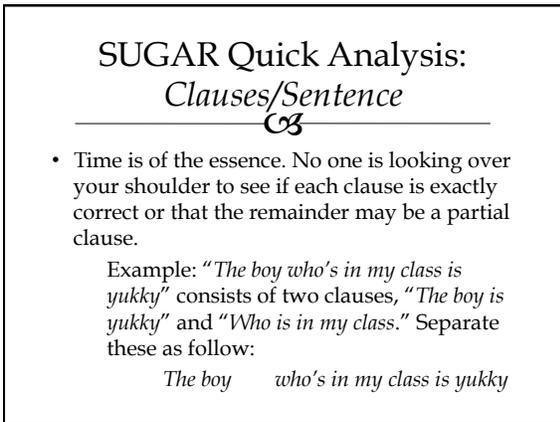


SUGAR Quick Analysis: *Clauses/Sentence*

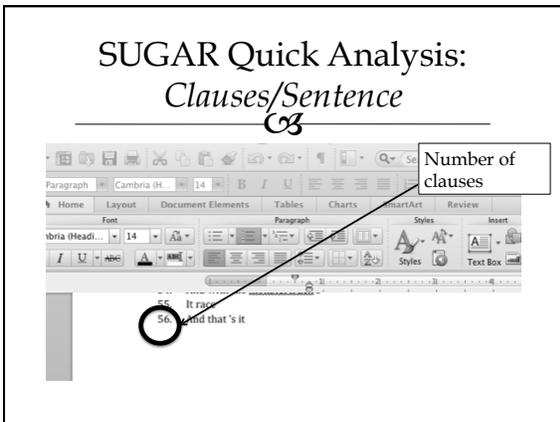
- Time is of the essence. No one is looking over your shoulder to see if each clause is exactly correct or that the remainder may be a partial clause.

Example: "The boy who's in my class is yukky" consists of two clauses, "The boy is yukky" and "Who is in my class." Separate these as follow:

The boy who's in my class is yukky



SUGAR Quick Analysis: *Clauses/Sentence*



SUGAR Quick Analysis: *Clauses/Sentence*

- When you have separated the clauses, note the number and divide it by the number of sentences from the previous step.

Example:

Number of Clauses: 56

Number of sentences: 50

Clauses per sentence= $56/50=1.12$

Four Metrics, Completed

Additional Resources

- Visit the VDOE website for additional webinars on LSA

http://www.doe.virginia.gov/special_ed/disabilities/speech_language_impairment/index.shtml

- Module 1 Background and Rationale
- Module 2 How to get a more robust sample
- Module 4 How to complete deep analysis
- Module 5 Time-saving Ideas
