

**SUGAR**  
**Sampling Utterances & Grammatical**  
**Analysis Revisited:**  
**Case Study**

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VDOE Webinar

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College of St. Rose

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This is module number 5  
in a 5 part series.

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If you have not yet viewed modules 1, 2, 3, and  
4, please do so prior to participating in this  
module.

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**Module 5: Overview**

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- Case Study
- Technology

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## Complete Quick Analysis



### Quick Analysis Metrics

1. TNW
2. MLU
3. WPS
4. CPS

### Quick Analysis Results for the case study student

- Quick Analysis Results for the case study student
- Quick Analysis Results for the case study student
- Quick Analysis Results for the case study student
- Quick Analysis Results for the case study student

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## Compare to SUGAR Norms



	Case Study	SUGAR NORMS
TNW	151	188.22- 249.65
MLU	3.34	4.03-5.33
CPS	1.04	1.08-1.21
WPS	3.96	4.51-5.82

- This child is more than 1 SD below his peers on all measures
  - Results indicate need for deep analysis

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## Deep Analysis



Noun Phrase (NP)

Verb Phrase (VP)

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**SUGAR NORMS Noun Phrase (NP)**

	36 m	48 m	60 m	72 m	84 m
Initiator					
Quantifier					
Article					
Possessive Pronoun					
Demonstrative					
Numerical Term					
Possessive Noun					
Ordinal					
Adverb					
Adjective					
Descriptor					
Noun/Pronoun					
Prepositional phrase					
Adjectival					
Adverbial					
Embedded Clause					

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**Case Study Child's NP**

	36 m	48 m	60 m	72 m	84 m
Initiator					
Quantifier					
Article		✓			
Possessive Pronoun		✓			
Demonstrative					
Numerical Term					
Possessive Noun					
Ordinal					
Adverb					
Adjective		✓			
Descriptor					
Noun/Pronoun		✓			
Prepositional phrase		✓			
Adjectival					
Adverbial					
Embedded Clause					

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**NP RESULTS**

In 70% of 48-month-olds	Case Study Child
Article	✓
Poss. Pronoun	✓
Demonstrative	✓
Adjective	✓
Prepositional Phrase	✓

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### SUGAR NORMS: VP

	36 m	48 m	60 m	72 m	84 m
Uninflected					
Copula ( <i>Am/is/are</i> )					
Aux Verb ( <i>Am/is/are</i> ) + <i>Ving</i>					
Reg. past -ed					
Irreg. past					
Will/going to + Verb					
Modal Aux + Verb					
<i>Do/don't/does/doesn't</i> + Verb					
<i>Did/didn't</i> + Verb					
3rd Person -s					

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### Case Study Child's VP

	36 m	48 m	60 m	72 m	84 m
Uninflected		✓			
Copula ( <i>Am/is/are</i> )		✓			
Aux Verb ( <i>Am/is/are</i> ) + <i>Ving</i>		✓			
Reg. past -ed					
Irreg. past					
Will/going to + Verb					
Modal Aux + Verb					
<i>Do/don't/does/doesn't</i> + Verb					
<i>Did/didn't</i> + Verb					
3rd Person -s					

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### SUGAR NORMS: VP

	36 m	48 m	60 m	72 m	84 m
Infinitive Phrases					
Prepositional Phrases					
Adverbs					
One auxiliary verb					
2+ auxiliary verbs					

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### Case Study Child's VP

	36 m	48 m	60 m	72 m	84 m
Infinitive Phrases					
Prepositional Phrases		✓			
Adverbs					
One auxiliary verb					
2+ auxiliary verbs					

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### VP RESULTS

In 70% of 48-month-olds	Case Study Child
Uninflected	✓ <i>Infections omitted</i>
Copula (Am, is, are)	✓ <i>Only "is"</i>
Aux (Am, is, are) + Ving	✓ <i>Only "is"</i>
Modal + Verb	
Do, does, don't, doesn't + Verb	
3 <sup>rd</sup> Person -s	
Irregular Past	

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### Identify Targets



- ☒ Missing from NP analysis
  - ☒ None
- ☒ Missing from VP analysis
  - ☒ Infinitive phrases
  - ☒ One auxiliary verbs
  - ☒ Modal + Verb
  - ☒ Do, does, don't, doesn't + Verb
  - ☒ 3<sup>rd</sup> Person -s
  - ☒ Irregular Past

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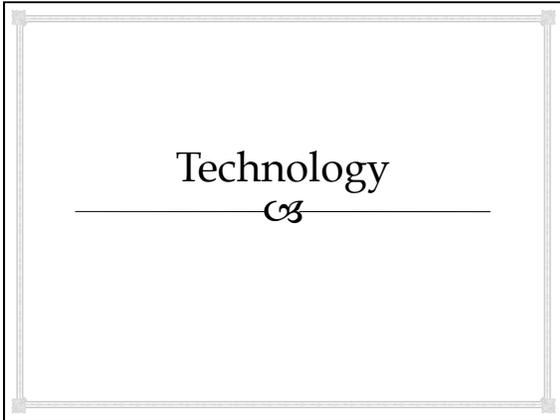
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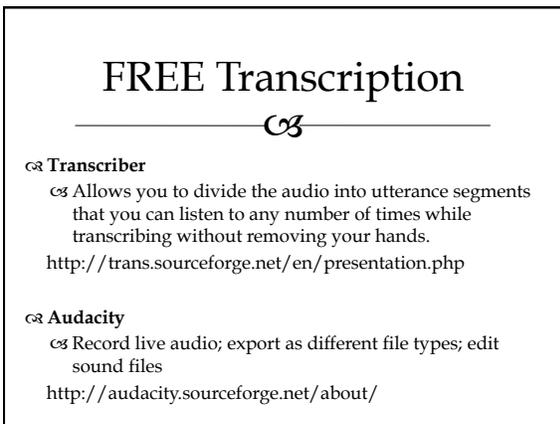
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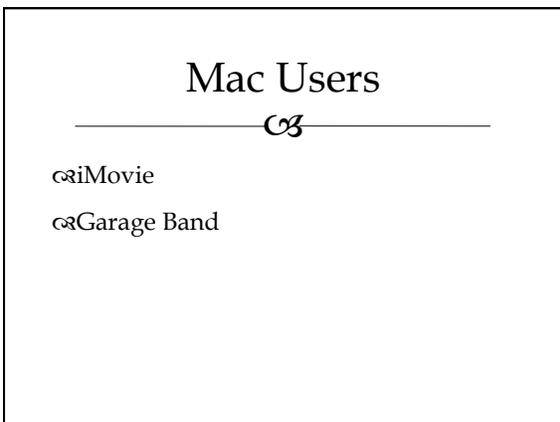
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## Low Cost Technology



☞ Digital Recorders  
☞ ~\$50

☞ Headphones  
☞ ~\$20

☞ Microphone  
☞ ~\$20

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## Additional Resources



☞ Visit the VDOE website for additional webinars on LSA

[http://www.doe.virginia.gov/special\\_ed/disabilities/speech\\_language\\_impairment/index.shtml](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 3 How to transcribe and analyze samples
- ☞ Module 4 Interpretation and deep analysis

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## Resources



- ☞ Anderson, A. (2011). Linguistic specificity through literate language use in preschool-age children with specific language impairment and typical language. *Child Language Teaching and Therapy, 27*(1), 109-123.
- ☞ Eisenberg, S., Ukrainetz, T., Hsu, J., Kaderavek, J., Justice, L., & Gillam, R. (2008). Noun phrase elaboration in children's spoken stories. *Language Speech and Hearing Services in Schools, 39*, 145-157.
- ☞ Owens, R. (2012, November). SUGAR (sampling utterances and grammatical analysis revisited): A sweet surprise. Paper presented at the American Speech-Language-Hearing Association National Convention, Atlanta, GA.
- ☞ Ukrainetz, T.A. & Gillam, R.B. (2009). The expressive elaboration of imaginative narratives by children with specific language impairment. *Journal of Speech Language and Hearing Research, 52*(4), 885-898.

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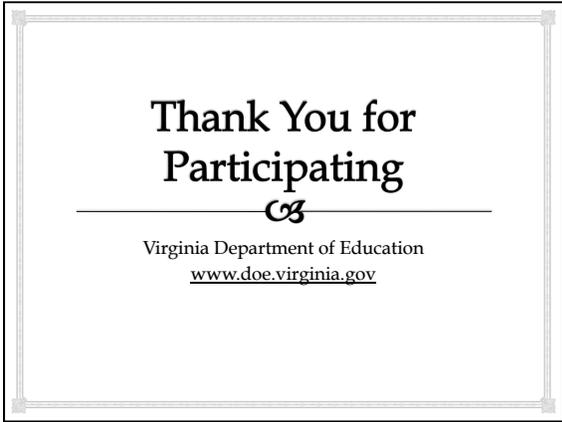
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