

Speech Perception - Production Task ¹

Speaker's Name _____ Sex _____ Birthdate _____

Date:		Date:	
Production Task		Production Task	
/ / -> / /		/ / -> / /	
Target / /	Error / /	Control / /	
Target / /	Error / /	Control / /	
Stimulus - Class	Response ²	Stimulus - Class	Response ²
1. / / - Control	yes - NO	1. / / - Target	YES - no
2. / / - Error	yes - NO	2. / / - Control	yes - NO
3. / / - Target	YES - no	3. / / - Target	YES - no
4. / / - Target	YES - no	4. / / - Control	yes - NO
5. / / - Error	yes - NO	5. / / - Error	yes - NO
6. / / - Control	yes - NO	6. / / - Error	yes - NO
7. / / - Control	yes - NO	7. / / - Target	YES - no
8. / / - Target	YES - no	8. / / - Error	yes - NO
9. / / - Error	yes - NO	9. / / - Target	YES - no
10. / / - Target	YES - no	10. / / - Control	yes - NO
11. / / - Error	yes - NO	11. / / - Control	yes - NO
12. / / - Control	yes - NO	12. / / - Error	yes - NO
13. / / - Error	yes - NO	13. / / - Target	YES - no
14. / / - Target	YES - no	14. / / - Control	yes - NO
15. / / - Control	yes - NO	15. / / - Error	yes - NO
16. / / - Error	yes - NO	16. / / - Target	YES - no
17. / / - Target	YES - no	17. / / - Error	yes - NO
18. / / - Control	yes - NO	18. / / - Control	yes - NO
Mistakes: Error ____	Control ____	Target ____	
Mistakes: Error ____	Control ____	Target ____	

¹ Source: Locke, J. L. (1980). The inference of speech perception in the phonologically disordered child. Part II. Some clinically novel procedures, their use, some findings. *Journal of Speech and Hearing Disorders*, 45 (4), 445-468.

² Correct response shown in uppercase letters. Misperception = 3+ mistakes on Error.

Instructions for the Speech Perception - Production Task

For any sound being produced in error, it is possible that the error is due to an inability to hear the difference between what they produce and the target. This procedure is intended to allow you to determine if this is the case. Each form can accommodate testing for 2 different speech errors.

1. Under "production task", list the target word and the substitution. For example if he said "fumb" for "thumb":

thumb → fumb

2. Indicate the target sound in the space marked Target ("th" in the above example), the substituted sound in the space marked Error ("f" in the above example), and a related sound as a control in the space marked Control ("s" might be a good one for the above example).

3. In each of the 18 spots under "Stimulus - Class" fill in the appropriate sounds from #2 above depending on which item is listed. For example if the item says Target, write "th", if it says Error write "f", and if it says Control write "s". This creates the stimuli for the test.

4. Using the target picture as the visual cue, ask the speaker to judge whether or not you said the right word. For example:

1. Is this "some"?
2. Is this "fumb"?
3. Is this "thumb"?
4. Is this "thumb"?
5. Is this "fumb"? Etc.

If the speakers answers "yes", circle yes next to the item. If they answer "no" circle no.

5. Anytime the word "yes" or "no" appears in upper case letters, that indicates the correct response. If it is in lower case letters that indicates it would be a mistake in perception.

6. Count the mistakes (the number of lower case responses) in each category (Target, Error, Control).

7. The speaker is said to have a problem with perception if 3 or more mistakes in perception are noted in response to the Error stimuli. Since there are 6 possible Error stimuli the child has then produced at least 50% incorrect responses and thus appears to be having trouble distinguishing what they usually say from what they should be saying.

8. Repeat the process for each sound the speaker makes errors on.