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Four case studies of Hispanic children's responses to a videotaped language sampling procedure

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FOUR CASE STUDIES OF HISPANIC CHILDREN'S
RESPONSES TO A VIDEOTAPED LANGUAGE
SAMPLING PROCEDURE

A Thesis

by

ADELAIDA E. SAÉNZ

Submitted to the Graduate School of the
University of Texas-Pan American
In partial fulfillment of the requirements for the degree
of

MASTER OF ARTS

May 2002

Major Subject: Communication Disorders

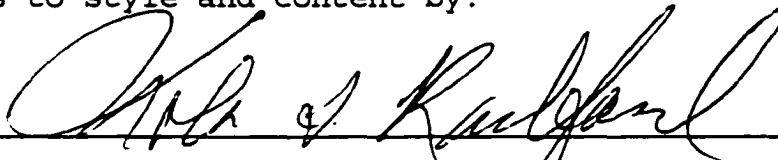
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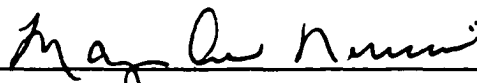
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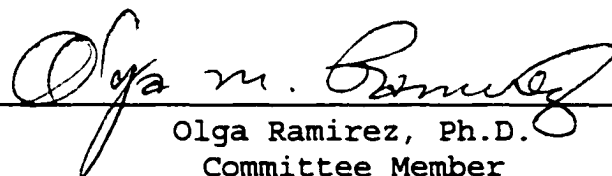
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ABSTRACT

Saéñz, Adelaida E., Four Case Studies of Hispanic Children's Responses to a Videotaped Language Sampling Procedure. Master of Arts (MA), May 2002, 51 pp., 4 tables, 7 figures, references, 16 titles.

This investigation was an examination of four Hispanic children's responses to a videotaped language sampling procedure, and was designed to determine bilingual (English/Spanish) and monolingual (English) children's expressive language development. Participants consisted of four normally developing Hispanic monolingual and bilingual males from the Rio Grande Valley between the ages of 8-6 and 9-2 years. Language samples were evoked using a videotape appropriate for children entitled *Frankenweenie*[®]. Following viewing of the videotape, children participated in a controlled conversation to explain what they had seen and to complete a twenty-one-item survey to measure their attitude toward the videotape. Total word count, total morphemes, type token ratio, T-units, fluency, narrative structure, and sentence complexity were measures used for analysis.

DEDICATION

To my husband, Osvaldo, Jr., whose continuous support and patience during this endeavor were never ending, and my daughter Sam, whose youthful charm and innocence continuously reminded me that time is precious. For my parents, Alfredo and Blanca Espericueta, who answered those late night phone calls and searched for ways to distract me when I was in a furor. For the Saénz family, who watched over Sam when I was at an evening meeting or at the library. In addition, Yvonne De Anda, Cynthia Farias, Marcia L. González, and Juan R. Ciénega who shared information and suggestions, research articles, and continually encouraged me during this endeavor. All were relentless in supporting me while attaining this goal.

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CHAPTER I

INTRODUCTION

Language sampling is a technique routinely used by speech-language pathologists to diagnose communication impairments in children (Radford, 2000; Roseberry-McKibbins, 1995; Kayser, 1995, Kayser, 1998). Language sampling is an excellent technique to use within a multicultural diverse setting as it is useful in portfolio/dynamic assessment. When used to monitor language growth, sampling is a more accurate and reliable measurement of children's expressive language and comprehension (Paul, 1995; Nelson, 1998). In addition, language samples are often the richest opportunities to observe children's integrated communicative abilities (Nelson, 1998).

Data collected from language samples may be used both qualitatively and quantitatively. For example, many clinicians use pictures, storybooks, and toys as segues to evoke language from children. Some traditional quantitative measurements clinicians' use include the MLU, type token ratio (TTR), T-units, and Developmental Sentence Scoring

(DSS). Qualitative measurements may include analyzing the complexity of discourse structure. For example, what level of narrative development is the child exhibiting (Nelson, 1998)? These strategies may be quite meaningful when assessing bilingual Hispanic children who exhibit different morphological rules or speak blends of Spanish and English.

Although more tests are being developed that address the needs of bilingual children, formal tests are still limited relative to dialectal variation (Radford, 2000). For example, the dialect of Spanish spoken in the Rio Grande Valley is different from the dialect of Spanish spoken in California; therefore, language sampling would be a good tool to assess children's lexicon and to learn more about individual variation among children. Kayser (1995) conducted open-ended interviews with 20 speech language pathologists concerning sampling procedures used with Hispanic children. Several clinicians stated that the children's comprehension of language could be evaluated with formal tests, but to evaluate the children's expressive language, both formal tests and language samples were utilized.

Culture and ethnicity must be taken into account when devising sampling procedures. Heath (1986) suggests that Hispanic children have unequal roles and status from

adults. It is important to consider this, as it may affect how the child responds to the materials and techniques used in assessment. Will the child respond best to a traditional approach of conversation, the use of books, or pictures? For many Hispanic children, using a book is an unfamiliar interaction between an adult and child. Moreover, it may be an unfamiliar style of telling stories (Kayser, 1995). Videos have become a bigger influence in the home and school environments. Therefore, videos may be useful for evoking samples from children. The purpose of this study was to examine language samples evoked by use of video.

REVIEW OF CURRENT RESEARCH

Although numerous studies exist regarding language sampling, few studies exist beyond the year 2000 that specifically address language sampling using videotapes with bilingual children. No studies address the use of videotapes with bilingual children. A study of sixteen scientific journals and 199 articles from various fields revealed only one study, conducted in 1999, that evaluated explanations in children's narratives in a video sequence without dialogue (Eaton, Collis, Lewis, 1999). However, the study did not include bilingual Hispanic children. Eaton, Collis and Lewis (1999) examined the production of

narratives to ensure that production was not simply a re-working of verbal input (Eaton, et. al, 1999). Researchers incorporated a three-minute silent video sequence to evoke story narratives from the children and investigate if using questions would encourage the children to offer more evaluative explanations. Results of this study indicated that prompts, indeed, did facilitate a child's production of main event clauses (which simply describe what happened), and contextualizing clauses (which identify the setting and the characters) (Eaton, et. al, 1999).

Gutiérrez-Clellen, Restrepo, Bedore, Peña and Anderson (2000) recently published methodological considerations for spontaneous language sampling in Spanish speaking children. Methodological issues, effects of codeswitching, and dialect are examined relative to the use of the Developmental Assessment of Spanish Grammar (DASG), mean length of response in words (MLR-w), mean length of terminable unit (MLTU), and mean length of utterance in morphemes (MLU-m) (Gutiérrez-Clellen, et. al, 2000). Moreover, the author's discussed methods to describe how available procedures can be applied to research and clinical aims with bilingual children. Patterns of language shift, differences in the amount of exposure to dual languages, and contextual effects of different

language-learning environments are discussed (Gutiérrez-Clellen, et. al, 2000). Implications were that the procedures (Developmental Assessment of Spanish Grammar (DSAG) and Mean Length of Utterance (MLU)), used to determine complexity of grammatical form were not established using Spanish morphology. MLU is a measure that can be used in any language to count the number of words or morphemes. Regarding Spanish, word counts are experimental. More information is needed regarding methods for segmenting words and morphemes in Spanish. Further, more information is needed regarding expected utterance lengths at different ages for Spanish speaking children.

An examination of studies to date indicates that language sampling is a useful technique for examining the language abilities of children; however, information is needed regarding narratives that typify normally developing Hispanic children. In addition, developmental information is needed regarding videotapes as a procedure for evoking narratives. The questions addressed by this study were:

- How do bilingual children respond to videotapes in language samples in comparison to monolingual children?

- What level of narrative development is the child exhibiting?
- Can videos be used to effectively evoke a representative sample of children's language?

CHAPTER II

METHOD

The protocol for this study was developed in November of 2001 and submitted for review and acceptance to the Institutional Review Board - Human Subjects in Research - prior to gathering the data or recruiting the participants. Approval of the protocol was expedited late November of 2001 (see Appendix C).

In early January 2002, four normally developing Hispanic males between the ages of 8-6 and 9-2 years were recruited via professional contacts of the principle investigator and advisor (see Table 1). All procedures were explained to the parents prior to the investigation (see Appendix D and E). Two of the males were bilingual (English/Spanish) and two of the males were monolingual (English). All participants were natives of the Rio Grande Valley and represented similar socio-economic backgrounds based on parental education and employment. In order to qualify for this study, the subjects had to:

- be performing at grade level,

- have passed a hearing screening across the frequencies of 250 Hz to 4000 Hz at an intensity of 25dB during the past six months,
- exhibit normal language skills as indicated by the CELF Screener (Semel, Wiig, Secord, 1989) and the Spanish Language Assessment Procedures, (Mattes, 1995).

Due to time constraints and the complexity of subjects' schedules, the principle investigator visited subjects at a site that was most convenient for the parents. The two bilingual subjects were recruited two weeks prior to the investigation. The principle investigator met the two bilingual subjects in their aunt's home approximately four hours prior to gathering the data. The two bilingual males, E.G. age 8-6 years and K.G. age 9-2 years, were siblings attending third grade at a public school in the upper western region of the Rio Grande Valley. The school district offers a dual (English/Spanish) curriculum for children until the third grade. Both children were enrolled in school as non-Limited English Proficiency (S.G., personal communication, January 3, 2002). The subjects are the youngest of four siblings and reside in the home with their mother. The younger subject, age 8-6 years, was conceived a few weeks

after the older subject was born. So, the children differ in age by only 8 months - an unusual circumstance. In addition, the youngest subject was born premature (S.G., personal communication, January 3, 2002). All developmental milestones were met at the appropriate times. A combination of Spanish and English are spoken at home.

The principle investigator met M.M. in August of 2001 and consent was obtained in early January from his mother, an employee at the same school the subject attends. Data was gathered at his home. M.M., the monolingual male (English) age 8-11 years, attends third grade at a private school located in the upper western region of the Rio Grande Valley. He is an only child and resides in a household with his mother and grandparents. English is the primary language spoken at home; however, parents and grandparents are bilingual.

G.G. was introduced to the principle investigator one week prior to gathering data. Data was gathered at school in a quiet room away from the regular classroom. G.G., the second monolingual (English) male age 8-7 years, attends third grade at the same private school in the upper western region of the Rio Grande Valley. He is the middle child with two other siblings, an older brother and a younger

sister. He resides in a household with his parents and siblings. English is the only language spoken at home.

GENERAL PROCEDURES

Subject Recruitment and Testing

From mid January to early February, data for this study was collected. First, the primary investigator observed subjects in their natural environment. The two monolingual subjects were observed interacting with other children during the after school program. The two bilingual subjects were observed interacting with their family. Subjects were individually administered the CELF Screener (Semel, Wiig, Secord, 1989) and the Spanish Language Assessment Procedures, (Mattes, 1995).

After completion of all testing, each subject was shown a 10-minute video sequence from the video Frankenweenie[®]. After viewing the video sequence, the subjects participated in a controlled conversation using the language sampling directions for the Frankenweenie[®] video to explain what they had seen in the video (see Appendix B). The language sample was audiotaped on a Sony Cassette-corder model number TCM-929, which was equipped with a Radio Shack boutonniere microphone, model number 33-3013 attachment, to insure speech clarity. After the

sample was obtained, each subject answered a 21-question attitudinal survey regarding the video (see Appendix A).

Data Analyses

The investigator subsequently transcribed each sample orthographically. One week later, a sample was selected a second time and transcribed for intra-judge reliability. Intra-judge reliability was 92.4% and was determined using the following formula: $(\text{total \# of words in agreement} / \text{total \# of words}) \times 100$. After orthographically transcribing each sample, the principle investigator and advisor met to discuss the criteria for analyzing the samples.

Analysis of data began during the second week in February. Each sample was assessed for total word count (TWC), total morphemes, sentence complexity, T-units, type token ratio (TTR), narrative structure and fluency. Criteria for rating narrative structure were based on descriptions by Applebee (1978), Botvin and Sutton-Smith (1977), Nelson and Friedland (1988) and Westby (1982, 1984). Criteria for determining total word count (TWC), total morphemes, type token ratio (TTR), sentence complexity, and fluency were based on Shipley and McAfee (1998). Guidelines for segmenting utterances or T-units were based on Lund and Duchan (1993). These measures with

descriptions of the calculations appear in Table 2. Three measures (total morphemes, sentence complexity and T-units) were syntactic. One measure was semantic-pragmatic (narrative structure).

The type-token ratio is used to assess a child's functional vocabulary skills and also reflects the diversity of words used by the subject during the language sample (Shipley and McAfee, 1998). The formula for determining type token ratio is: $(\text{tndw}/\text{tnw}) \times 100$. Total morphemes were assessed also using criteria based on Shipley and McAfee (1998). Dividing utterances into T-units is an alternative strategy used to divide utterances for children when children speak in utterances of 5+ words (Nelson, 1998). In addition to segmenting utterances, morphemes were identified. A morpheme is the smallest meaningful unit of a language (Hedge, 1995). Both free and bound morphemes were analyzed for each sample. The utterances were segmented based on guidelines by Lund and Duchan (1993). Partial utterances, unintelligible utterances, discourse markers (um), and noises were excluded from the count. Plurals, gerunds and participles that are not part of the verb phrase, irregular past tense, uninflected lexical morphemes and grammatical morphemes were counted as one morpheme. T-units were segmented using

pitch intonation patterns, which were the most reliable and distinct in the samples. Each T-unit was distinguished using slashes to indicate pitch change and numbered individually on each sample. No capitalization or punctuation was used.

Criteria for rating narrative structure were based on the descriptions by Applebee (1978), Botvin and Sutton-Smith (1977), Nelson and Friedman (1988) and Westby (1982, 1984). Heap narratives have no story macrostructure, relationship or organization among elements or individual microstructures. Text organization comes from whatever attracts attention. Sequence/Primitive narratives are a step above heap narratives. Sentence complexity was another measure used to assess each sample. The first 20 utterances of each sample were assessed for clausal structures such as: clause type (independent or dependent), complex verb structure, subject type, relative or compound. Sentence type was also analyzed. Four basic types of sentences that occurred were: declarative, imperative, interrogative or negative. In addition, each sample was analyzed to determine the occurrence and types of dysfluencies exhibited. Each subject's data is described subsequently in order from youngest to oldest.

CHAPTER III

RESULTS

Bilingual Subjects

In order to examine language samples evoked with a videotape, several language measures were obtained. E.G. produced a total word count of 460 with 476 total morphemes (see Figure 1). His type token ratio was .27 (see Figure 2) with 55 T-units in the sample (see Figure 2). E.G. had a total dysfluency index of 3.91%, the lowest index between the four subjects (see Figure 4). Dysfluencies included phrase repetitions and revisions, word and part word repetitions, word revisions, broken word, and interjections (see Figure 5). Narrative maturity rating indicated that E.G. was in the heap stage of narrative development. E.G. produced 13 independent clauses, the most between all four of the subjects (see Figure 7). In addition, E.G. produced 2 dependent clauses, and 5 conjoined clauses. No complex verb phrases, subject or compound clauses were noted. Nineteen of the 20 clauses were declarative and one clause was negative (see Figure 6).

K.G., the second bilingual participant, produced 294 total words in his sample with 285 total morphemes (see Figure 1), the least among the four subjects. His sample included 37 T-units and a type token ratio of .35 (see Figures 2 and 3). K.G. produced the least amount of words and morphemes of the four subjects. Furthermore, his type-token ratio was the highest of the four subjects. A total dysfluency index of 3.74% included whole and part word repetitions, phrase repetitions, and word and phrase revisions (see Figures 4 and 5), the lowest total dysfluency index between the four subjects. Narrative maturity rating indicated that K.G. was in the *sequence/primitive* stage of narrative development. Of the 20 sentences assessed, K.G. produced 11 independent clauses, three dependent clauses, one compound clause, 2 conjoined clauses and three embedded clause. No complex verb phrases or subject clauses were noted (see Figure 7). K.G. produced 18 declarative clauses, and 2 negative clauses (see Figure 6).

Monolingual Subjects

G.G., a monolingual participant, matched with E.G, his bilingual counterpart, produced a total word count of 452 with 473 morphemes (see Figure 1). His type token ratio was .33 (see Figure 2) with 48 T-units in his sample (see

Figure 3). The total dysfluency index of 3.98% included interjections, phrase and part-word repetitions, word revisions and a prolongation (see Figures 4 and 5). Narrative maturity rating indicated that G.G. was in the *sequence/primitive* stage of narrative development. Of the 20 total sentences assessed, G.G. produced 7 independent clauses, zero dependent clauses, 3 complex verb phrases, one subject clause, and 6 compound clauses (see Figure 7). No conjoined or embedded clauses were noted. Eighteen of the clauses were declarative (see Figure 6). One interrogative clause occurred. In addition, no negative or imperative type clauses occurred.

M.M, the second monolingual participant, produced a total word count of 431 with 486 total morphemes (see Figures 1). A type-token ratio of .34 was calculated (see Figure 2) and his sample included 69 T-units (see Figure 3), the most among the four subjects. M.M. had the highest dysfluency index of 5.56% that included sound/syllable interjections, word and phrase repetitions and revisions (see Figures 4 and 5). Narrative maturity rating indicated that M.M. was in the *sequence/primitive* stage of narrative use. Of the 20 sentences analyzed, M.M. produced 9 independent clauses, 1 dependent clause, 3 complex verb phrases, no subject clauses, 1 compound clause and 6

conjoined clauses (see Figure 7). Seventeen of the sentences were declarative; two sentences were negative and one sentence was imperative (see Figure 6).

Survey Responses

Each participant's response to a black and white 30-minute video, Frankenweenie[®], about a little boy and his dog, was measured via a twenty-one item survey that measured their attitude to the videotape (see Appendix A). Eight of the questions on the survey questioned the child's like or dislike for the video. Five questions pertained to the amount of videos watched by each subject at home or at school. Two of the questions pertained to favorite pastimes that the subject enjoyed doing at home. One question was about a like or dislike for reading, and one addressed what the subject enjoyed doing during free time. Another question was about the amount of time the subject spent watching videos. The last question asked each subject to name at least three videos that they thought children like to watch. Two of the questions were transition questions to be used if a subject would answer negatively (see Table 4).

Questions 1 thru 5. All four of the subjects had positive answers toward the video in particular. However,

subjects E.G. and G.G. did not like the color; M.M. did not like the main actor and K.G. did not like the neighbors.

Questions 6 thru 10. All subjects indicated that they would recommend the video to other children. Both monolingual subjects stated that they would recommend it because it was interesting. Both bilingual subjects stated that they would recommend it because the "boy made the dog come back to life." Both monolingual subjects and one bilingual subject agreed that the video was a good way to find out how well kids can talk. K.G., 9-2, stated that it was not. M.M., 8-11, indicated that talking about videos was a good way to find out how kids talk because it would increase their memory. G.G., 8-7, stated that it would get the kids to tell you how they felt about the movie. E.G., 8-6, gestured that he didn't know and K.G., 9-2, indicated that having seen the movie would make him want to tell his friends, and then they would not enjoy the video as much afterward because he would have already told them about it.

Questions 11 thru 15. All four subjects indicated that they watched videos at school. However, the reasons for watching videos were because of bad weather, as a reward, or to learn new things. Three of the four subjects indicated that they watched videos with family. M.M. indicated that he watched videos with friends.

Questions 16 thru 21. All four of the case study subjects indicated that they liked to read. Three of the four subjects indicated that their favorite thing to do at home was play videogames. M.M. indicated that he preferred to draw. G.G. also indicated that he enjoyed riding his bike. K.G. indicated that he also enjoyed playing with his cousins.

During free time, E.G. indicated that he preferred to play videogames, play sports and play with friends. G.G. indicated that he preferred to play videogames. M.M. indicated that he would prefer to read a book, play videogames, and sports. K.G. indicated that he preferred to play sports with friends during his free time.

Each subject was asked to name at least three videos that kids like to watch (see Table 3). E.G. named Pokemon: The Movie, Mew Two Returns and Mew Vs. Mew Two. G.G. named The Borrowers, Tall Tale and The Magic School Bus. M.M. named The Borrowers, Jumangi, and Mickey Mouse. K.G. was the only subject to name only two movies, which were Balto and Jurassic Park.

CHAPTER IV

DISCUSSION

The purpose of this study was to determine whether four normally developing bilingual/monolingual males would produce representative samples in response to a videotaped language sampling procedure. In addition, the data collected would be a first step toward acquiring profiles for normally developing children in the Rio Grande Valley, and provide insight regarding their expressive language development.

Three of the four case study subjects produced sequence/primitive narratives, which are a level above heap narratives. E.G., the bilingual subject, produced a true heap narrative. Heap narratives are the earliest, simplest attempts at storytelling. E.G. ended his story abruptly by saying "the end". This was the only behavior he exhibited that can be described as evidence of a *sequence* narrative. Both bilingual subjects told specific and numerous details of the action in the video. The children were alert to weather, the dog barking, and many actions by the dog.

This attention to detail is consistent with the milieu of Hispanic culture and storytelling. In the Hispanic culture, the listeners judge storytelling or "cuentos" excellent when every detail is told. Therefore, the listener will have the full effect of the story. The monolingual subjects did not state as many details, in comparison to their bilingual counterparts. When asked to "tell everything you saw", the monolingual subjects began with a very general answer (i.e. "I saw a movie about a boy and his dog.") as compared to the bilingual subjects who told specifics about what they saw in the video (i.e. "A kid named Victor and a dog named Sparky."). The principle investigator used more probes with neutral queries (Oh, Hmmm and Un-hunh) and general comments with the monolingual subjects than with the bilingual subjects.

As attitude does influence children's performance, the investigator assumed that subjects who did not like the video might have produced a poorer sample. All of the case study subjects had positive attitudes toward the video, and all subjects produced representative samples of their best narrative discourse. So, in this study videotapes were found to be useful in evoking narrative samples. Detailed profiles have been provided that can be used in developing future studies.

Spontaneous Language and Codeswitching

Prior to beginning the assessment procedures, the principle investigator was able to observe each child in a naturalistic environment with other children. The two bilingual subjects, K.G., 9-2 and E.G., 8-6, exhibited code switching (interchanging Spanish and English during their conversations with family such as: "Yo quiero play ese game!" "Ya, you won?"). K.G., 9-2, although quiet and reserved was an active conversationalist during interaction with family as was E.G., 8-6. M.M., 8-11 and G.G., 8-7, were observed in the after school program and with family (i.e. "Stop it!", "I already did!", "I don't know!"). M.M., 8-11, was rejecting of conversational topics. He was abrupt when terminating topics and did not use politeness conventions when conversing with friends and family. G.G., 8-7, presented as an active conversationalist with friends, siblings and teachers. Active conversationalists exhibit assertive and responsive acts such as requesting for information, clarification, action or attention (Fey, 1986). Responsive acts include responses to requests, assertives and performatives (Fey, 1986).

Limitations and Recommendations

This was a pilot study to assess the expressive language skills of four Hispanic normally developing males.

Some data was obtained that will be useful in developing language profiles for children. Interpretations are limited because the study:

- included only males,
- was a pilot study,
- included children of limited age range.

The procedures and methods in this study may be used in a longitudinal study to examine the expressive language skills of both male and female children. Data gathered may also be useful in the development of standardized tests and local norms for Rio Grande Valley children. The videotaped language sampling procedure may be used to compare the differences in language samples that may result when different videotapes are presented. In conclusion, videotapes to evoke language are useful and may be used more commonly by speech-language pathologists.

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APPENDIX

APPENDIX A

LIST OF TABLES

- Table 1. Age and language dominance of subjects
- Table 2. Summary of descriptive data regarding various language measures for the four case study subjects
- Table 3. List of movies provided by four case study subjects for survey question 21
- Table 4. Summary of positive survey responses out of total responses for the four case study subjects

Table 1

Age and Language Dominance of Four Case Study Subjects

Subject	Age	Language
G.G.	8 years 7 months	Monolingual (English)
M.M.	8 years 11 months	Monolingual (English)
E.G.	8 years 6 months	Bilingual (English and Spanish)
K.G.	9 years 2 months	Bilingual (English and Spanish)

Table 2

Summary of Descriptive Data Regarding Various Language Measures for the Four Case Study Subjects

Subject age	TWC	TM	TTR	TDI	t-units***	NS*	SC**
G.G., 8-7	452	473	.33	3.98%	48	Sequence/Primitive	Declarative Interrogative
M.M., 8-11	431	486	.34	5.56%	69	Sequence/Primitive	Declarative Imperative Negative
E.G., 8-6	460	476	.27	3.91%	55	Heap	Declarative Negative
K.G., 9-2	294	285	.35	3.74%	37	Sequence/Primitive	Declarative Negative

Note. *Criteria for rating narrative maturity based on descriptions by Applebee (1978), Botvin and Sutton-Smith (1977), Nelson and Friedmand (1988), and Westby (1982, 1984). ** Criteria for total word count, type token ratio, total morphemes, total dysfluency index and sentence complexity based on descriptions by Shipley and McAfee (1998). ***Criteria for t-units based on descriptions by Lund and Duchan (1993). KEY: TWC = total word count, TM = total morphemes, TTR = type token ratio, TDI = total dysfluency index, NS = narrative structure, SC = sentence complexity

Table 3

List of Movies Suggested by the Four Case Study Subjects for Survey Question 21

Subject	Movie 1	Movie 2	Movie 3
G.G., 8-7	The Borrowers	Tall Tale	The Magic School Bus
M.M., 8-11	The Borrowers	Jumangi	Mickey Mouse
E.G., 8-6	Pokemon: The Movie	Mew Two Returns	Mew Vs. Mew Two
K.G., 9-2	Balto	Jurassic Park	N/R

Table 4

**Summary of Positive Survey Responses Out of Total Responses
for the Four Case Study Subjects**

Subjects	Positive Responses/Total Responses*
G.G., 8-7	19/19
M.M., 8-11	19/19
E.G., 8-6	17/19
K.G., 9-2	17/19

Note. *Two of the 21 survey questions were transition questions to be used if a subject would answer negatively. As none of the subjects were presented with them, they were not included in this table.

APPENDIX B

LIST OF FIGURES

- Figure 1. Comparison of total word count and total morphemes for the four case study subjects
- Figure 2. Comparison of type token ratio for the four case study subjects
- Figure 3. Comparison of T-units among the four case study subjects
- Figure 4. Comparison of total dysfluency indexes for the four case study subjects
- Figure 5. Comparison of individual dysfluency types for the four case study subjects
- Figure 6. Sentence types produced by the four case study subjects
- Figure 7. Clause types produced by the four case study subjects

Figure 1. Comparison of total word count and total morphemes for the four case study subjects.

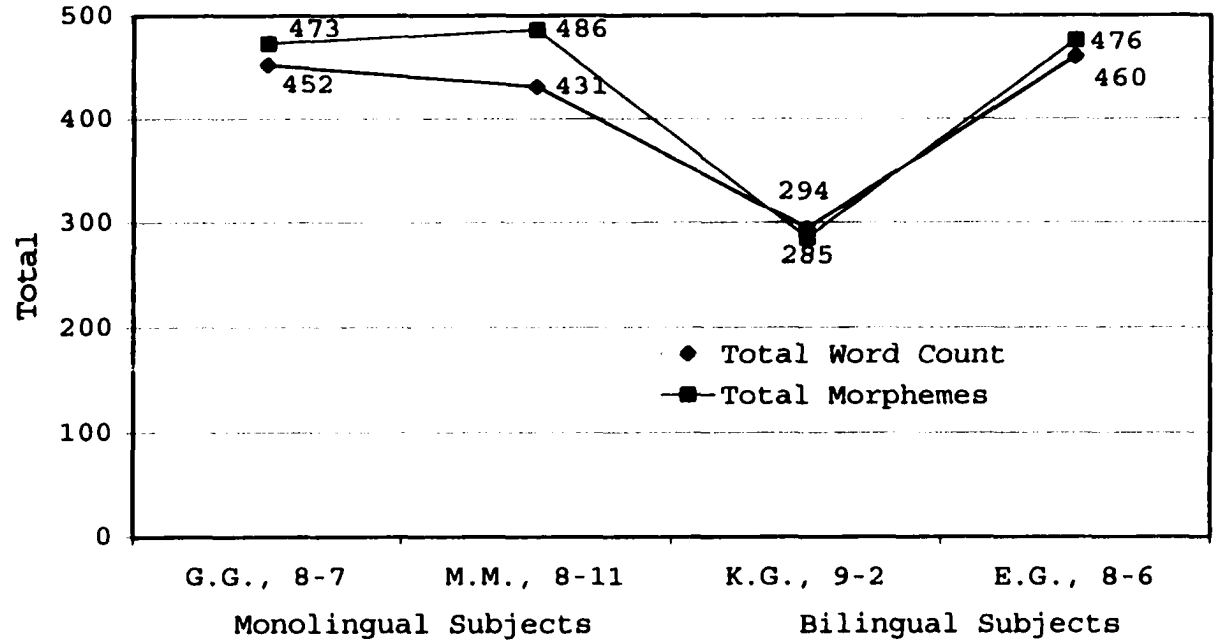


Figure 2. Comparison of type token ratio between the four case study subjects.

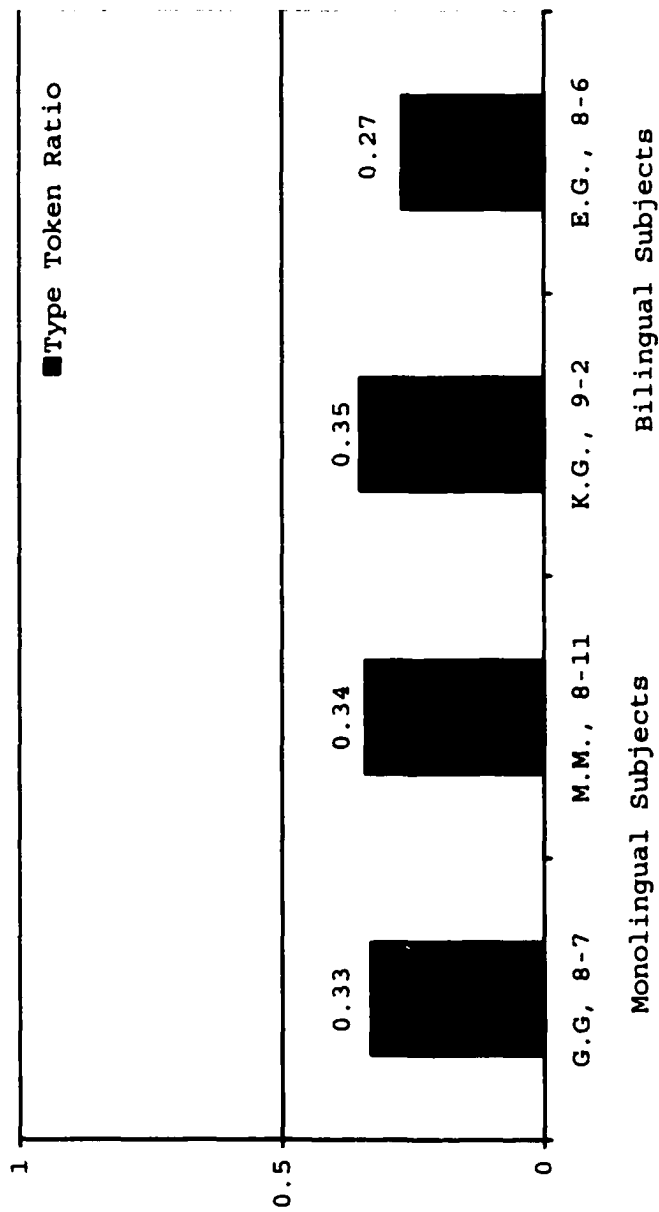


Figure 3. Comparison of T-Units between the four case study subjects.

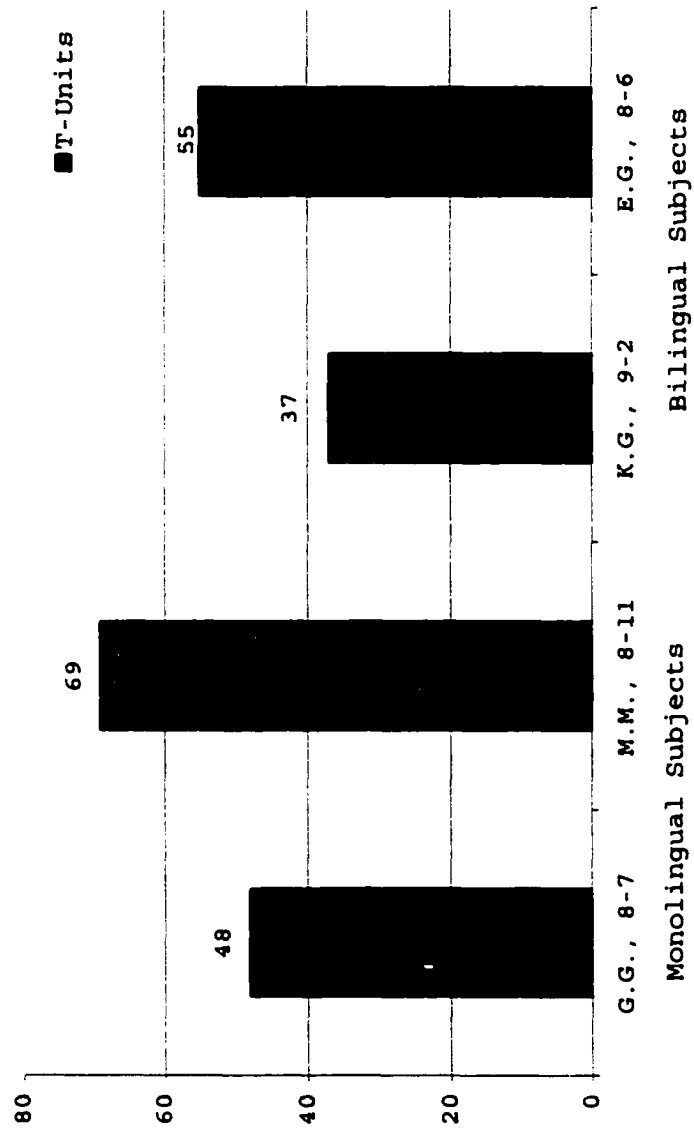


Figure 4. Comparison of Total Dysfluency Indexes for the four case study subjects.

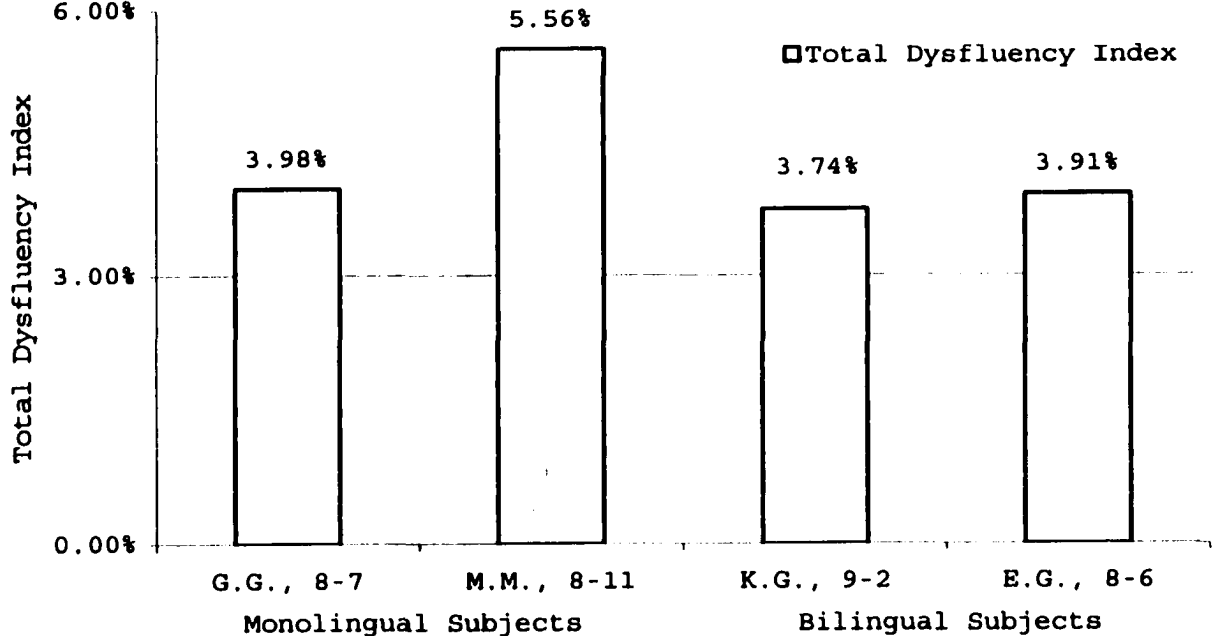


Figure 5. Comparison of individual dysfluencies from four case study subjects.

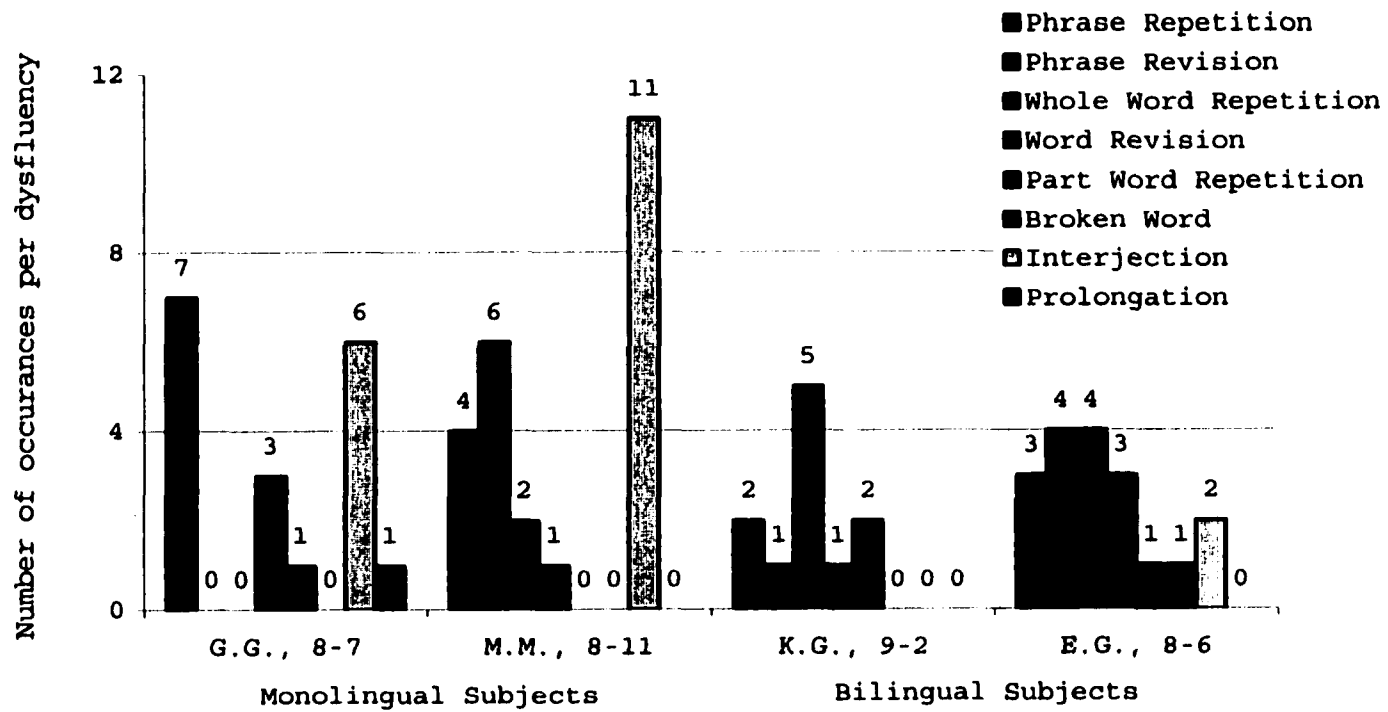


Figure 6. Sentence types produced by the four case study subjects.

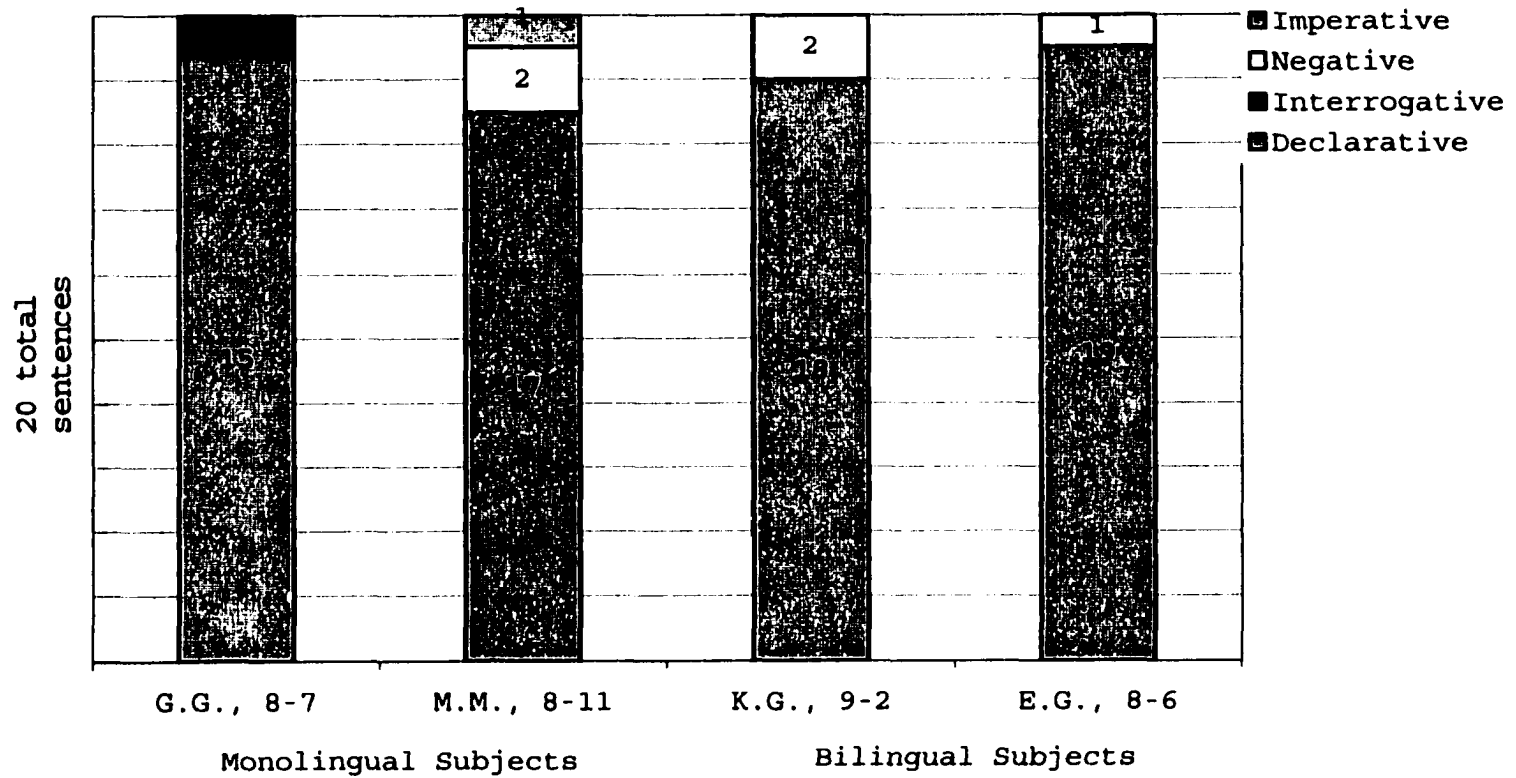
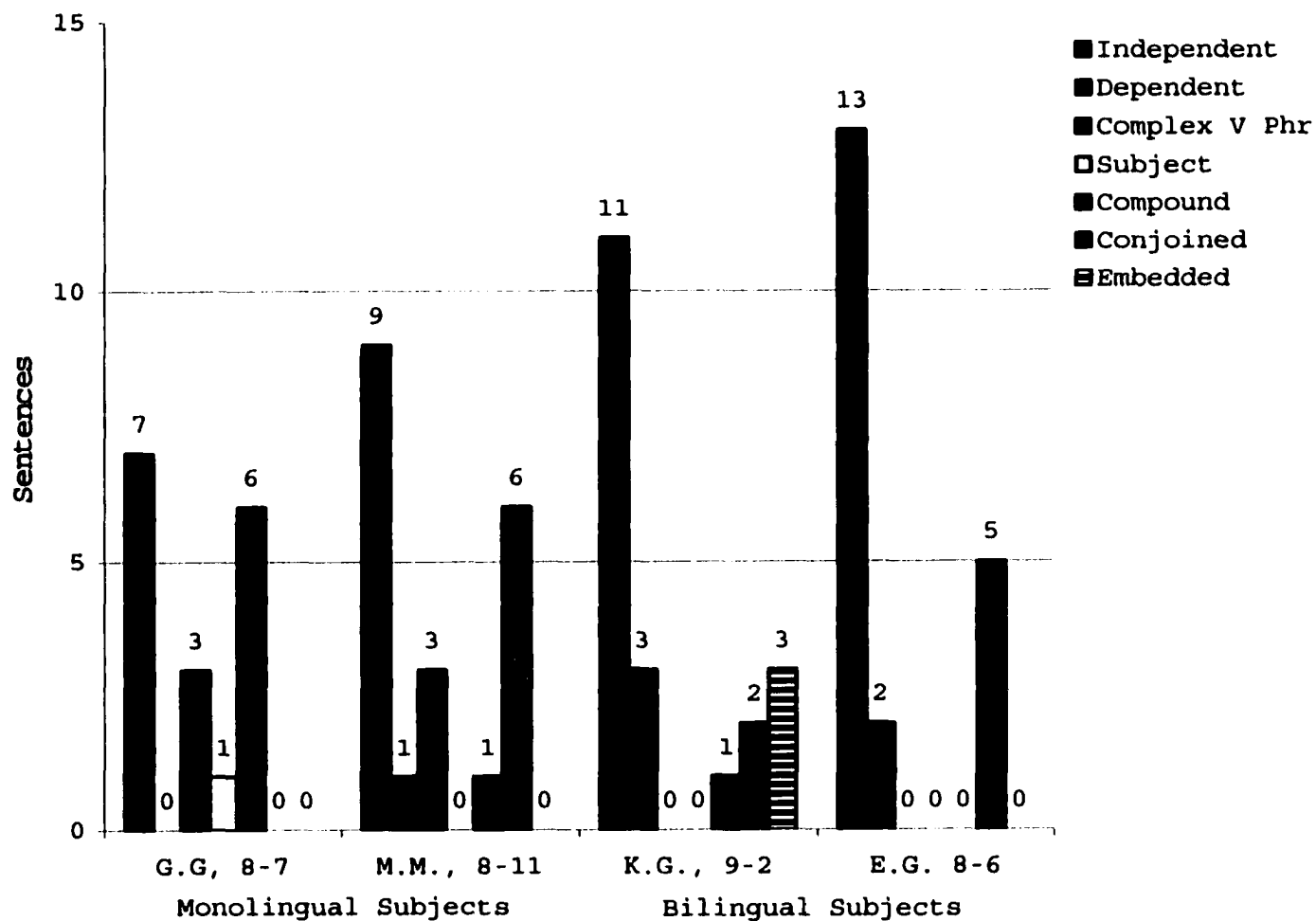


Figure 7. Clause types produced by the four case study subjects



APPENDIX C

Survey Regarding Frankenweenie And Children's Videoviewing Video

By

Nola T. Radford, Ph.D., CCC-SLP

1. Did you like the video? (Go to question 2 if the child liked movie; Go to question 3 if child did not like the movie)
2. Because you like the movie, I need to find out how much you liked it. I will give you some choices; listen to all of them before you choose. (Go on to 4)
 - a. I liked it a little.
 - b. I liked it a lot.
 - c. I liked it better than most movies I see.
 - d. I like it better than all of the movies I have seen.
3. Because you did not like the video, I need to find out how much you did not like it. (Go on to 5)
 - a. I didn't like it much.
 - b. I did not like this movie
 - c. I really did not like this movie
 - d. This was the worst movie I have ever seen.
4. Tell me what you liked about the video.
 - a. The characters?
 - b. The dog?
 - c. The story and what happened?
 - d. Something else? (May indicate something about the color)
5. Tell me what did you not like about the video.
 - a. The characters?
 - b. The dog?
 - c. The story and what happened?
 - d. Something else? (May indicate something about the color)

6. Do you think other kids would like this video?
If 'no' go to 7 and if 'yes' got to 8.k
7. Follow-up: if kids say no: Why wouldn't other kids like this movie?
8. Follow-up: If kids say yes: Why would other kids like this movie?
9. Do you think talking about videos is a good way to find out how well kids can talk?
10. Why is talking about videos a (good/not good way) to find out about how kids talk?
11. How many videos do you watch?
 - a. I watch a video or movie about once a week.
 - b. I watch more than 3 videos a week.
 - c. I watch about 5 or more videos a week.
12. Have you watched videos at school?
13. Think about how many videos you see at school, do you see:
 - a. Not a lot of videos
 - b. Videos sometimes at school
 - c. A lot of videos at school (once a month or more)
 - d. Too many videos at school (every week)
14. Tell me all the reasons you watched videos at school?
 - a. For inside recess when the weather is bad.
 - b. As a reward for my class when the teacher says our behavior or work is good.
 - c. To learn new things
 - d. Any other reasons
15. At home: Do you watch videos:
 - a. By yourself (sometimes or most of the time)
 - b. With friends (sometimes or most of the time)
 - c. With family (sometimes or most of the time)

16. What is your favorite thing to do at home?
17. Do you do your (name favorite thing)
 - a. Everyday
 - b. At least 3 times a week
 - c. On the weekends
 - d. Sometimes, but not a lot
18. Do you like to read? (Yes or no)
19. When you have free time would you rather:
 - a. Read a book
 - b. Watch a video
 - c. Play a video game
 - d. Play basketball, baseball, or football
 - e. Ride my bike
 - f. Anything else?
20. Do you think you watch?
 - a. Videos sometimes
 - b. Videos a lot
 - c. Videos too much
 - d. I watch about the right amount of videos
21. Tell me some of the videos kids like to watch. (Have child name at least 3)

APPENDIX D

Directions For Language Sampling With Frankenweenie[®] Video

Dr. Nola T. Radford, Ph.D., CCC-SLP

CLINICIAN: You are going to see part of a video. It's called "Frankenweenie". Have you seen it before?

[CHILDREN'S RESPONSE HERE]

If you have seen it before, that's OK. Make sure you watch and listen carefully. In a while, I will ask you to describe what you saw to someone else who has not seen the video. I want you to try to describe everything you see, from the beginning until the end.

The story is about a boy named Victor and his dog Sparky.

*Who is in the video?

[CHILDREN'S RESPONE HERE/IF THE CHILD DOESN'T REMEMBER THE NAMES, REMIND HIM/HER AND REPEAT QUESTION ABOVE]

SEGMENT TO SHOW

Directions. Make sure you have checked that the video is at the correct starting point beforehand. Fast forward past the opening, movie credits and first classroom scene. Begin playing the segment at the point where Victor is walking into his house after school. His mother is on the phone.

Show about 10 minutes of the video.



INSTITUTIONAL REVIEW BOARD FOR HUMAN SUBJECTS IN RESEARCH
THE UNIVERSITY OF TEXAS - PAN AMERICAN

1201 West University Drive • Edinburg, Texas 78539-2999 • (956) 381-2880 Office • Fax (956) 381-3502

MEMORANDUM

APPENDIX E

To: Ms Adelaida E. Saenz, Dept. of Communication Sciences and Disorders, College of HS & HS

From: Dr. Bahram (Bob) Faraji, RD, LD, Chair, Institutional Review Board for Human Subjects in Research *BF*

Subject: Protocol for "Children *BF* pponse to a Videotaped Language Sampling Procedure."

Date: November 28, 2001

The above referenced protocol has been:

- Approved (committee review)
- Approved (expedited review, IRB# 156)
- Conditionally approved (see remarks below)
- Tabled for future consideration-Re-submit with corrections
- Disapproved (see remarks below)

by the Institutional Review Board – Human Subjects in Research.

As stipulated in the guidelines of the IRB, this protocol will be subject to annual review by the IRB and any deviations from the protocol or change in the title must be resubmitted to the Board.
AT THE CONCLUSION OF THE STUDY, YOU MUST FILL OUT THE ENCLOSED REPORT FORM.

cc: George Avellano, AVPAA/GP&R

APPENDIX F

Dear Parent,

I am currently a graduate student at the University of Texas - Pan American. As part of my requirements for graduation, I am completing a research study to examine how effective language sampling is with Hispanic children. Language sampling consists of either conversational, storytelling or picture description to find out about children's vocabulary and grammar skills. This information is important for teachers, and other professionals who work with children.

There is no risk associated with this program. If you agree to allow your child to participate in my study I will visit your home two times for two one hour periods. The only thing I need is a quiet place in your home near a TV with a video cassette player so that your child and I can watch a movie together. After this, I will ask questions about what they have seen.

If you decide to participate, all personal information will be kept confidential. However, all audiotapes will kept for 5 years only to analyze stories your child tells. All of the results will be shared with you. A copy of an Audio Tape Release Form is attached for you.

Participation is voluntary. I can schedule a meeting with you at your convenience to discuss the procedures that will be used. These procedures are also described in detail in the attached Consent Form, which requires your signature in order for your child to participate. Please feel free to contact me at (956) 583-7899 any time to schedule a meeting, answer any questions or address any concerns you may have. You may also contact my advisor, Nola T. Radford, Ph.D., CCC-SLP, Department of Communication Disorders, College of Health Sciences and Human Services West, Room HHSW 1.308, at (956) 381-2387.

Signature of Parent

Investigator

Co-Investigator and Advisor

APPENDIX G

INSTRUMENT TO OBTAIN INFORMED CONSENT

Adelaida E. Saenz, B.A., B.F.A., Graduate Student
Nola T. Radford, Ph.D., CCC-SLP, Thesis Advisor and
Committee Chair

I, _____ (name of
parent), have been informed by Adelaida E. Saenz, that my
child may participate in this study entitled, "Children's
Response to a Video-taped Language Sampling Procedure." I
understand that my child's participation is voluntary.

1. I have been given an explanation of the procedures
to be followed, including a description of the
procedures that are experimental: This pilot study
is designed to examine the expressive language
skills as used by normally developing monolingual
and bilingual children. The language sample will be
elicited using videotapes appropriate for young
children. Following the videotape, subjects will
participate in a controlled conversation to explain
what they have seen and predict what they think will
happen. Moreover, they will complete a 20-item
survey to measure their response to the videotape.

2. I understand that steps have been taken to assure confidentiality of results: Information gathered on my child will be kept in the file of the principle investigator and maintained in the investigator's chair's office. Summary data will be used for publication without individual identification of the subjects. Two copies of the signed consent form will exist. One will be given to me and the principle investigator will keep one.
3. I have been given an opportunity to ask questions and was offered clear explanations about the procedures that will be used with my child.
4. I have been instructed that I am free to withdraw my consent for my child's consent for my child's participation and can discontinue participation at any time.
5. I understand that there is no risk of physical injury resulting from the research procedures described to me. There will be no financial compensation or free medical treatment offered to my child or me.
6. I have not been requested to waive or release the institution, its agents or sponsors from liability from the negligence of its agents or employees.

7. I understand that audiotapes gathered during this study will be used for educational and instructional purposes with speech-language pathology students or professionals and will remain the property of the investigator, Adelaida E. Saénz and Nola T. Radford, Ph.D., CCC-SLP.

This research has been reviewed and approved by the expedited review of the Chair of the Institutional Review Board - Human Subjects in Research, University of Texas - Pan American. For research related problems or questions regarding subjects' rights, the Institutional Review Board May be contacted through Dr. Bahram (Bob) Faraji, Chair, Institutional Review Board, (956) 381-2287.

Signature of Subject

Date

Signature of Parent

Date

Signature of Investigator

Date

I understand that if I have any questions I may contact Nola T. Radford, Ph.D., CCC-SLP, Health Sciences West, Room HHSW 1.308, phone: (956) 381-2387; or, Dr. Bahram (Bob) Faraji, Coordinated Program in Dietetics, phone: (956) 381-2287.

APPENDIX H

AUDIOTAPE RELEASE FORM

Adelaida E. Saenz, B.A., B.F.A., Graduate Student
Nola T. Radford, Ph.D., CCC-SLP, Thesis Advisor and Committee
Chair

I voluntarily agree that my child may be audiotaped during the experiment being conducted by Adelaida E. Saenz. I understand that the tapes will be used for research and educational purpose. I understand that these tapes will be identified by subject numbers and will be stored in a locked file maintained in advisor's office. These tapes will be kept for 5 years. After the data is collected, samples from the data will be used for educational training. Unused data will be erased.

Signature of Subject/Parent/Guardian

Date

REFUSAL TO BE TAPED

I do not agree to be audiotaped during this experiment conducted by Adelaida E. Saenz. I understand I (will/will not) receive compensation, course credit, etc.) by such a refusal. By refusing to be audiotaped, I understand that I (may/may not) continue to participate in this study.

Signature of Subject/Parent/Guardian

Date

VITA

Adelaida Espericueta-Saénz
Rt. 30, Box 1050-50
Mission, TX 78572

EDUCATIONAL BACKGROUND

Texas A&M University-Kingsville

- B.F.A. Fine Art, December 1999
- B.A. Communication, December 1999

MAJOR FIELD OF SPECIALIZATION

Speech Language Pathology (SLP)