

CHILD TRANSCRIPTS

At 5 years of age:

Child 1: Age at implant—45 months (3 years, 9 months); age in clip—5 years, 4 months; length post implant—1.5 years; language age—2 years, 8 months; activity—spontaneous comments and conversations as SLP administers the formulated labels subtest of the Clinical Evaluation of Language Fundamentals—Preschool edition (CELF-P).

SLP: What's the girl doing?

Child 1: What is girl doing? Her (marked with speech but not sign) ride horsie.

SLP: What's she—do this again. Tell me...

Child 1: riding (-ing marked with speech but not sign) horse

SLP: Good.

Child 1: (noticing picture on opposing side of easel) oh!

SLP: That's okay. We'll do those later.

Child 1: Where is doing (-ing said but not signed)—dad coat, "hu" (signing button up).

SLP: What are those? What are those?

Child 1: minimal vocalization then makes a circular motion on his shirt followed by a fastening motion (with sound effect)

SLP: Okay.

Child 1: Oh, this way. Daddy "wshsh" (sound effect for pour) milk cup.

SLP: Tell me again, I'm sorry.

Child 1: Daddy go help milk cup.

SLP: (having difficulty understanding or wanting to verify what child has said) Okay, what's dad doing with the milk? What's dad doing?...

Child 1: What is doing?

SLP: ...What's he doing?

Child 1: Where daddy—boy—go milk more cup.

SLP: Okay. (child examines adjacent page) That will be later. What's this one? What's the girl doing?

Child 1: Where girl push more toy(s?). (starting then stopping his train of thought) little...

SLP: Okay, good. What's that?

Child 1: He go look *wave (*signed and said out of sync) flag.

At 5 years post implantation:

Child 1: Age at implant—45 months (3 years, 9 months); age in clip—8 years, 10 months; length post implant—5 years; language age—5 years, 8 months; activity—spontaneous language sample

SLP: Do you have any brothers or sisters?

Child 1: No, I just only have my baby Joanna but she **** (unclear speech—possibly “might be my” or “my favorite”) sister.

SLP: Uh-huh. How old is Joanna?

Child 1: She's 1 years old.

SLP: She's 1 years old? ...Is she cute?

Child 1: Yeah but her have birthday on March 15.

SLP: My birthday is on March 16th.

Child 1: Just after her.

SLP: The day after, yeah.

Child 1: Oh **** (unclear) like, um—you're almost on my 2 friend—my baby birthday.

SLP: Yep. My niece—her birthday is on February 14th—on Valentine's Day.

Child 1: Well, I'm before her.

SLP: You are. You're 2 days before her.

SLP: (going back to an earlier conversation) So, what else? You got—you got your GI Joe for Christmas. What else did you get?

Child 1: um, Man – Steel

SLP: ...Man...

Child 1: ...okay...

SLP: Man of Steel?

Child 1: Yeah.

SLP: Is that him? (referring to child's action figure)

Child 1: No, that the Army.

SLP: That's the Army guy?

Child 1: But I have Man of Steel

SLP: and what was your—what was the best part about Christmas this year?

Child 1: Um, I got a “sooter” for Christmas.

SLP: (not understanding) You got what?

Child 1: a “sooter” (miming how he rides on it)

SLP: A scooter?! Have you been able to ride it with all this snow?

Child 1: No way—geeze!

At 5 years of age:

Child 2: Age at implant—31 months (2 years, 7 months); age in clip—5 years, 9 months; length post implant—3 years; language age—3 years, 5 months; activity—instructing the SLP how to make a peanut butter and jelly sandwich

Child 2: peanut but-ter (finally succeeding in the proper production after several attempts)

SLP: High five! Good job!

SLP: So I use the peanut butter...

Child 2: Using the bread

SLP: ...and I use the bread

Child 2: and, uh—use the jello (said “cello”)

SLP: Jello or *jelly*?

Child 2: Jello (said “cello”)

SLP: That's called *jelly*.

Child 2: Jelly (said “chelly”)

SLP: Uh-huh, so, okay—so I use the jelly.

Child 2: and just wipe out

SLP: Just like this? (makes cuts at the paper towel)

Child 2: No! I'll show you.

SLP: Okay.

Child 2: You gotta do like this. (demonstrating spreading motion)

SLP: Okay, spread it that way, okay. (brief pause) I don't have any bread down there.

Child 2: Huh?

SLP: I don't have any bread on my paper towel. What do I need to do?

Child 2: Um, you need to use the butter and put the bread right down here.

SLP: Okay, I put the bread there. Okay.

Child 2: Okay.

SLP: Okay, I put the bread there.

Child 2: and you need this open

SLP: Oh! I need to open it! Okay, how should I open it?

Child 2: Right here.

SLP: Well, don't—don't show me. You need to tell me with your words. How should I open it?

Child 2: Ahh right here. (indicating near the top of the wrapper)

SLP: Right here? Like that? (pulling plastic wrapper apart at the top of the bag)

Child 2: No!

SLP: No? Oh. How should I open it?

Child 2: Right there (pointing to the knot in the wrapper).

SLP: What's that called? Do you know what that's called?

Child 2: You gotta pull tight.

SLP: Pull it tight? This way?

Child 2: No! Open it.

SLP: Open it. So I have to pull it loose. I have to pull it loose. I'll pull. I'll pull on the wrapper. There—okay, now what?

Child 2: and then you put the “keybutter” (peanut butter) on there.

SLP: Okay. Put the p-p-... (providing highlighting for “p” in peanut)

Child 2: No!

SLP: Well you told me to put the peanut butter on there.

Child 2: No. Take this out.

SLP: Oh—okay! I'll take—take the bread out.

At 5 years post implantation:

Child 2: Age at implant—31 months (2 years, 7 months); age in clip—7 years, 7 months; length post implant—5 years; language age—5 years, 3 months; activity—playing game of “Guess Who” (A game in which each player picks 1 character card then players alternate asking each other yes/ no questions until they can identify the other person’s character. Players each have a master character board so they can keep track of which characters have been eliminated as they ask their questions.)

Child 2: (laughs)

SLP: Does your person have a hat—Is your person wearing a hat?

Child 2: Nope. Does your person wear brown eyes?

SLP: Does my person have brown eyes? Yes, my person has brown eyes.

SLP: Does your person have dark hair?

Child 2: Nope. Does your person have um yellow hair?

SLP: No. Does your person have...Does your person have...orange hair?

Child 2: No—oh, yeah, yeah, yeah—yeah-yeah-yeah-yeah-yeah. Okay!...Does your person have um, a little nose?

SLP: Yes!

Child 2: Wait-oh (realizing a tactical error)

Mom: (laughs--) He’s like no!-no!

SLP: Oh well—before—remember before you asked me if my person had a big nose and I said, ‘no’ so... (One goal for the game was to strengthen auditory memory and thinking skills. Because of this, one of the game rules was if a player asks for information he/ she already knows, there would be no “do-overs” and the turn would be over.)

SLP: Does your person—Is your person bald?

Child 2: Nope.

SLP: Do you know what that means? What does that mean?

Child 2: You don’t no hair have on it. (rubbing his head)

SLP: That’s right.

Mom: yeah, wait...

Child 2: Yeah, I do. (trying to modify his previous response)

SLP: (asking the question again to confirm that he was modifying his earlier answer) Is your person bald?

Child 2: Yes.

At 5 years of age:

Child 3: Age at implant—25 months (2 years, 1 month); age in clip—5 years, 2 months; length post implant—3 years; language age—3 years, 3 months; activity—spontaneous language sample (pretend play with mom, dad and SLP— making a play dough pizza)

Mom: Now you're gonna cut it?

Child 3: Yep. Now I cut it.

Dad: Cut it with what? (no response from child)

Dad: What are you cuttin' it with? (no response from child)

Mom: What are them?

Child 3: Pizza.

Mom: No, what are you cutting with?

Child 3: "didders" (scissors)

Mom: *scissors*

Child 3: I would—I make...

Dad: Hey—

Child 3: ...pizza!

Mom: Can I have a piece of pizza?/ SLP: You made pizza!

Child 3: Yeah.

Dad: Hey, where does the cookie monster live?

Child 3: Sit down.

Dad: Huh? Where does he *live*?

Child 3: In the tent.

Dad: Huh?

Mom: In a tent!/ SLP: Does he live in a tent?

Dad: In a tent?

Child 3: I make pizza.

SLP: Oooo—Can I have a piece?

Mom: What about Dianne?

Child 3: Yeah.

SLP: I would love to have a piece of pizza.

Mom: Dianne wants a piece of pizza.

Child 3: 'Kay. Need pizza—for you? (to her mom)

SLP: How much does your pizza cost?

Child 3: What?

SLP: How much does your pizza cost?

Child 3: Ahhh? (shrugs)

SLP: Do I have to pay you? Do I have to pay you some money?

Child 3: Yeah.

Mom: How much...

SLP: How much do I have to pay you?

Child 3: umm, 21

SLP: 21? 21 dollars...

Child 3: yep

SLP: ...or 21 cents

Child 3: yep

SLP: Twenty...ooo-ooo. That's ...

Child 3: Here money. (handing play dough money to SLP)

Mom: That's expensive pizza!

SLP: It better be the best pizza in the world! Here's your money.

Child 3 (age 5 years, 2 months) continued on back of page

Dad: Good pizza.
 SLP: Do I get any change?
 Child 3: Yes.
 SLP: Thank you.
 Child 3: Thank you.
 SLP: Uh, mmm, this is delicious pizza!
 Child 3: That's the money (pointing to the previous play dough); (then referring to what she was handing me) That's pizza.
 SLP: Oops—I ate some money.
 Mom: You ate the money!
 SLP: I ate the money.
 Dad: (laughs)
 SLP: I thought it was kind of funny looking.

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At 5 years post implantation:

Child 3: Age at implant—25 months (2 years, 1 month); age in clip—7 years, 1 month; length post implant—5 years; language age—5 years, 7 months; activity—making up story lines/ describing pictures for Mercer Mayor's wordless picture book, One Frog Too Many. (This is a story about a little boy who has several animal friends—a dog, a turtle, and a big frog. At the beginning of the book, the boy gets a present—a baby frog. The big frog was jealous of the boy's new friend, the baby frog. The big frog bullies the baby frog until eventually, he comes to accept and love the baby frog just as the boy and the other animal friends had all along.)

Child 3: (describing a scene in which the big frog and baby frog are riding along on the turtle's back and the big frog kicks the baby off; the turtle watches on and scowls) and the frog hit the baby frog and the turtle was talk—walking and the, um, turtle was, no—the turtle, err!!—the turtle went “mmm” (mimicking the turtle scrunching up its nose)

SLP: Tell me—tell me in words. Instead of going, “went, mmm” (imitating child's response), tell me in words.

Child 3: um, he's angry because he kicked...um?...her or him?

SLP: Whatever you want. Do you want it to be a girl or a boy?

Child 3: Girl!

SLP: Okay, so—the big frog kicked the baby frog—kicked her off--off the turtle's back.

Child 3: and the um boy went, “no-no-no!”

SLP: What do you think he'd say to them?

Child 3: um...

SLP: ...to the big frog

Child 3: um, you're a bad boy!

SLP: mmm

Child 3: Um, here he is sitting there and he's doing like um he's angry and he's —he like saying like—you stay there forever! Ever! And this—and he—and her, she is happy and these two are mad.

SLP: Yep.

At 5 years of age:

Child 4: Age at implant—13 months; age in clip—5 years, 2 months; length post implant—4 years; language age—5 years, 7 months; activity—spontaneous comments and conversation as SLP administers the Goldman Fristoe 2 Test of Articulation (GF-2).

SLP: I'm gonna listen to how you say your words.

Child 4: (spontaneously labeling first picture) House.

SLP: That is a house. What's next to the house?

Child 4: A tree.

SLP: A tree? That's a big tree—and what do you see on the house? They're made of glass.

Child 4: windows

SLP: That's right. There are lots of windows aren't there?

Child 4: mmhmm

SLP: What do you see here?

Child 4: numbers

SLP: Numbers? Numbers...

Child 4: ...on the telephone!

SLP: On the telephone. Have you ever seen a purple phone before?

Child 4: (shakes head no)

SLP: That's kind of weird isn't it?

Child 4: mmhmm

SLP: What do you see here?

Child 4: mmm...

SLP: 3 things—you see a...

Child 4: Yellow cup—that's grandma's favorite color.

SLP: Is it? What's your favorite color?

Child 4: Green. (signing green as she says it)

SLP: Green! I like green too.

Child 4: Like the green cat! (pointing to a picture behind the SLP)

SLP: Yeah, yesterday I had a green sweater on; although it was a little hot. Hmm, what else do you see?

Child 4: A knife

SLP: and?

Child 4: (chewing some taffy) /fum/ ("foom")

SLP: (laughs, then comments to child's mother)—bad timing to choose the speech test.

Child 4: (correcting her production) *spoon*

SLP: There you go. Thank you. It's hard to talk with those chewy things, huh?

Child 4: mmmhm

At 5 years post implantation:

Child 4: Age at implant—13 months; age in clip—6 years, 1 month; length post implant—5 years; language age—6 years, 8 months; activity—spontaneous language sample

SLP: ...with the fingernails isn't it?

Child 4: Can...

SLP: I don't th-

Child 4: Can you try?

SLP: I don't think mine will work either (said "eyether"). No, mine don't work so well either (again said "eyether").

Child 4: Either ("eyether") isn't a word.

SLP: Either's a word—some people say, 'either' ("eether"). Have you heard that word, "either" ("eether")?

Child 4: Yes.

SLP: mmhmm, "eether"/ "eyether," just like on-on your movie with, ahh, Nanny McPhee. The one that—was it the nanny or the mommy—who said, "*behive*" instead of "behave," huh?

Child 4: Um, that was Aggie (said with short a sound)

SLP: Oh, that was Aggie (said with long a sound)? That was Aggie the baby?

Child 4: ("correcting" SLP) No, that was Aaaggie.

SLP: Aaggie (imitating the "proper" pronunciation)

Child 4: Yeah.

SLP: But is Aggie the baby?

Child 4: Yeah.

SLP: and so...

Child 4: Aggie said—after mother said, "behave" she [Aggie] said, she said, "*behive-behive!*"

SLP: "*Behive!*" That's right. So I say, either ("eyether") instead of either ("eether")—it's just a different way of pronouncing it.

Child 4: It's like when Aggie says, "*behive-behive!*"

SLP: Uh-huh. What other funny things do they say in there?

Child 4: Umm

SLP: Are there other words she says that sound kind of funny?

Child 4: mmm

Mom: (speaking from behind the child) What does Aggie tell Nanny McPhee her name is? She doesn't say, "my name is Aggie." What does she say?

Child 4: Bup-Poop-Bum

Mom: Poop-Bum

SLP: (laughs)

Child 4: No, she says, "Bum!" You can't be 'Bum' 'cuz your Grandmother's Bum." ...um..."you're 'Poop.'" And then she says, and then she says, "Poop-Bum." And, and—and then the person who's "Bum," just "Bum" um says (notice British accent) "You can't be 'Poop' and 'Bum!'"

SLP: (laughs)