## Exam questions from Chapter 3:

**Multiple Choice:**

1. A model of speech acquisition that has roots in Pavlov and Skinner and utilizes operant conditioning is:
   1. Nonlinear Phonology
   2. Skinnerian Theory
   3. Behaviorist Model
   4. Sonority Hypothesis
2. Natural phonology contributed to the SLP field specifically by introducing the idea of:
   1. Moraic theory
   2. Representational phonology
   3. Segmental phonology
   4. Phonological processes or patterns
3. A common set of theories that focus on the input signal and output signal of speech production are referred to as:
   1. Psycholinguistic theories
   2. Behaviorist models
   3. Sonority hypothesis
   4. Lexicon models
4. \_\_\_\_\_\_\_\_\_\_\_\_ babbling includes reduplicated and nonreduplicated babbling and is an important predictor to later speech development.
   1. Quasi-resonant
   2. Canonical
   3. Non-canonical
   4. Fixed vocalic
5. Children develop their first words around the age of:
   1. 21 months
   2. 6 months
   3. 18 months
   4. 12 months
6. Children’s first 50 words often consist of what kind of phonemes:
   1. Back phonemes (e.g., /k, g/)
   2. Strident phonemes (e.g., /s, z/)
   3. Front phonemes (e.g., /p, b/)
   4. Liquid phonemes (e.g., /r, l/)
7. The syllable structure of a child’s early (e.g., 8 month old) speech productions will likely take the form of:
   1. CV
   2. CVCV
   3. CVC
   4. VCVCV
8. A measure of how well communication partners can clearly understand the speech of a child is called:
   1. Communicative style
   2. Speaking rate
   3. Intelligibility
   4. Clarity
9. The ability to mentally manipulate sounds within one’s language is referred to as:
   1. Phonological awareness
   2. Onset-rime awareness
   3. Literacy
   4. Speech perception
10. Asking a child to tell you what word is made from “c – a –t” is an example of:
    1. Phoneme segmentation
    2. Phoneme blending
    3. Phoneme deletion
    4. Phoneme isolation

**True/ False:**

1. The tiers or levels in Nonlinear phonology consists of a prosodic tier and a segmental tier.

2. A diary study typically involves the in depth examination of the speech development of one participant.

3. In many of the popular diary studies, the researcher is also the parent.

4. Large cross-sectional studies of speech sound development follow small groups of children over time.

5. Fetuses can detect changes in sound while in utero.

6. Infants have been shown to be sensitive to changes in speech sounds by increasing their rate of sucking reflex when a sound changes.

7. The anatomical location of the larynx changes as babies grow.

8. 5-years-old is the age at which it is expected that all children will have mastered the production of all vowels.

9. Phonological awareness is a strong predictor for later reading success.

10. At birth, children have all of the speech perception skills that they need.

**Short Answer:**

1. A popular index of speech production is calculated by dividing the number of consonants that the child produces and dividing it by the number of possible consonants. What is this index called?
2. Common patterns of speech errors that are seen in normal, delayed, and disordered speech in which children systematically delete or substitute phonemes are called what?
3. Give three examples of phonological awareness activities.
4. Give three examples of commonly seen speech sound errors/ substitutions.
5. Given this example, calculate the percentage of consonants correct. The child said “dibe me tome tandy” instead of “give me some candy”. What is the PCC?

**Essay:**

1. Choose two of the models of speech acquisition to compare and contrast. Be sure to include specific information regarding how each model contributes uniquely to the field of speech language pathology.
2. Discuss the specific ways that speech sounds develop from birth to age 1 year.
3. Developmental norms differ greatly in their recommendations for how sounds are developed. As a new SLP, how will you determine when a child is developing appropriately in the face of so many differing norms?
4. Define intelligibility and discuss how intelligible a parent should expect a 2-year-old to be compared to a 3-year-old.
5. Discuss the factors that may contribute to speech sound acquisition. Be specific and provide examples of how the factors may influence acquisition.