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Communicative Strategies of Nonfluent Aphasics:

A Comparison Between Strategies Used in Structured Tasks

Vs. Those Used During Conversation

An Honors Thesis

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Introduction

Patients with acquired nonfluent aphasia generally experience difficulty in language expression, especially in the area of word retrieval (Sarno, 1991). Since a primary role of speech-language pathologists is to help individuals improve their communication skills, increasing word retrieval ability is often central to intervention. Historically, theraputic intervention has involved the clinician providing prompts to cue a person's retrieval of words. Unfortunately, studies have repeatedly shown that these techniques do not result in increased word retrieval in natural settings. As a result, current aphasic therapy has shifted its focus, moving from the therapist-generated cues to the encouragement of client-generated prompts and the increased use of habitual compensatory strategies. The purpose of the current study is to learn more about the types of compensatory strategies nonfluent aphasics use in natural communicative contexts.

This introduction is divided into three sections. The first provides a comparison between therapist-generated prompts and client-generated prompts in terms of their effectiveness in increasing word retrieval skills. The second section discusses the spontaneous strategies that are produced among aphasic individuals during structured tasks. It provides a detailed description of a study by Parkman (1996) on which the current research is based. The final section includes a critique of the reviewed work and discusses the need to evaluate word retrieval strategies that are used by aphasics within natural settings. The literature review ends with a list of the questions and predictions that guided the current study.

Therapist-Generated Prompts vs. Client Generated Prompts

Word retrieval difficulty in aphasics is an issue that has been confronted by speech-language professionals for many years (Code & Muller, 1983). At least two types of therapies

can be found in the literature. These are therapist-directed prompts and client-generated prompts. The following paragraphs describe and evaluate both of these therapy techniques.

Therapist-Generated Prompts. Therapist-generated prompts include verbal and nonverbal behaviors that are produced by the therapist and directed toward the client (Howard & Hatfield 1987). For example, some therapists have used phonemic cuing in which the initial sound of the target word is verbally pronounced by the therapist for the individual in order to stimulate the retrieval of that word. Another technique used to facilitate word retrieval has been word repetition. With this technique, the clinician presents the entire target word to the client for the client to repeat. Asking the individual to complete a commonly stereotyped phrase or cliché (e.g. a cup of _____; shut the _____) also has been used to facilitate word retrieval. Another form of a therapist-generated strategy is the presentation of words that rhyme with the target word. These cues are set off with a phrase that introduces the rhyming word (e.g. "It's not a scotch, but a ?" to invoke the production of the word "watch").

Studies evaluating the effectiveness of therapist-generated prompts are not readily available in the literature. Nevertheless, in reviews by Cole and Mueller (1983) and McCarthy and Warrington (1990), unpublished findings related to treatment efficacy can be found. For example, two studies by Patterson, Purell, and Morton (1983) are discussed in a review chapter by Code and Mueller (1983). In these studies, two sets of aphasic individuals were used; 14 individuals participated in the first experiment and 11 in the second. The results of the first study showed that word retrieval was successful when occurring immediately after a therapist-generated production of the target word. Unfortunately, the individual's ability to retrieve the same words actually decreased when there was a slight time gap between when the picture was named by the therapist and the response of the individual. The second study examined the

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effectiveness of phonemic cueing. Like the whole word modeling technique, the clinician's use of a phonemic cue increased the patient's ability to retrieve the target words. For example, the clinician produced the syllable "la" to cue the word "ladder". Unfortunately when the patient was asked to rename the items 30 minutes later and the phonemic cue was withheld, naming ability was again at baseline.

Finally, as reviewed by McCarthy and Warrington (1990), Podroza and Darley (1977) used a technique they referred to as 'prestimulation' in which phonemic cues, incomplete sentences, or word lists were presented to the aphasic individual prior to being shown a picture that they were asked to name. The findings indicated that, especially in the case of associated word lists, the individual's ability to retrieve the target word was actually hindered when presented with these items prior to the picture-naming task.

Client-Generated Prompts. An alternative to therapist-generated prompts is client-generated cues. Rather than being produced by the clinician, these types of prompts are produced by the individual with aphasia. These strategies are often referred to as compensatory in nature because, frequently, they are used to help a person communicate ideas that he/she cannot produce in exact terms. Compensatory strategies, as defined by Wallace (1996), are "devices that are useful for getting messages across, despite grammatical or lexical errors that occur in talking" (p. 166). These prompts may include verbal circumlocutions and hand and body gestures depending on the capabilities of the aphasic individual. Sarno's (1991) description of compensatory strategies highlights the client-generated nature of these prompts. Specifically, she states that compensatory strategies are any form of expression using whatever components are available to the individual. Marshall (1976) referred to these strategies as word retrieval behaviors. He defined them as "a situation whereby the aphasic, unprompted by the clinician,

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illustrates that he is unable to retrieve a word and initiates some effort to do so without assistance from the clinician" (p. 445).

According to Marshall (1976), the most commonly used compensatory strategies include: (a) semantic and phonemic association, in which the individual produces a word that is semantically or phonemically related to the desired word; (b) delay, in which the individual requests more time from the listener in order to produce the desired target word; (c) description, when the individual describes the desired word in terms of function/appearance; and (d) generalization, also referred to as circumlocution, which is the process by which the individual retrieves the desired word by 'talking around' it or making generalizations about it until it is successfully produced.

A formal intervention method that incorporates the teaching of compensatory strategy use is "Promoting Aphasics' Communicative Effectiveness", otherwise known as PACE. This program encourages speaking for the purpose of message transmission rather than for the correct retrieval of specific words (p. 216). Its focus is on the use of communication in typical, every day encounters as opposed to structured therapy tasks. PACE generally includes four situations that must take place in order for the program to be successful (p. 217).

1.   The sharing of new information between the aphasic individual and the speaking partner must occur as part of the therapy session;

2.   Balanced turn taking between the aphasic individual and speaking partner must occur, thus the individual with aphasia acts as both the sender and receiver of information;

3.   The method by which the aphasic individual communicates the intended message must be self-generated. Paper, pencils, and pictures are present throughout the therapy session;

4.   Natural feedback is a necessary part of the therapy process. The speaking partner is encouraged to respond to the communication act in an effort to show whether or not the message was understood or needs clarification.

One idea of the PACE program is not to focus on teaching verbal communication initially, but rather to begin with methods of message transmission that will aid in the development of communicative skills. One analogy used by Howard and Hatfield (1987) is that a physical therapist attempting to teach a patient how to walk again does not begin by practicing walking everyday. Instead, the initial treatment focuses on muscle development and strength activities to prepare the client for walking. Similarly, according to the developers of PACE, one's drawing, facial expressions, and gestural skills are just as important to communication as muscle development is to walking (p. 84).

Another intervention approach that encourages compensatory strategy use is Visual Action Therapy (VAT). This method teaches aphasics how to describe an item solely by using bodily gestures. To begin the procedure, the clinician must have several real objects, shaded line drawings of these objects, and action pictures of a figure using these objects. Some recommended items include a whistle, scented artificial flowers, lollipops, straws, chapstick, a razor, and a kaleidoscope. Each session lasts approximately 30 minutes and consists of nine tasks using hand and arm gestures as well as those made by the mouth and face. One goal of these tasks is to help the patient develop verbal and nonverbal expressive skills to enhance communicative abilities.

In a study performed by Berman and Peele (1967), the behaviors of five adults with aphasia were examined in an attempt to discern whether or not aphasic individuals could be taught client-generated word retrieval strategies. Word retrieval techniques were identified based on observations of the participants during a conversational language sample. The techniques that were recognized in this study as being successful modes of communication included: (a) writing a portion of the intended word and reading aloud the initial phoneme, (b) producing synonyms, antonyms, and rhymes, (c) asking oneself questions regarding the desired response, (d) using gestures, (e) providing definitions, and (f) producing lead-in phrases. Therapy was then started using these behaviors. Four steps were involved:

1. Recognize that some of their errors are associated with the intended response and therefore often trigger the desired response;

2. Recognize which types of errors most often trigger the desired response;

3. Recognize that they can produce the types of cues that are helpful; and

4. Purposefully produce these types of associations and use them to retrieve the correct response (p. 376).

Of the five individuals examined, one aphasic, who was capable of writing a portion of the intended word, was taught to unite and then pronounce the written phonemes. According to the authors, this individual was able to use this strategy to trigger word retrieval. The second aphasic individual spontaneously produced synonyms, opposites, and rhymes of the target word. She was taught to make use of these 'errors' in order to prompt the production of the word. Again, the authors described this intervention approach to be successful. Finally, the other participants were taught to ask themselves questions, use gestures, verbal and written definitions,

and/or lead-in phrases to elicit word retrieval. Like the other methods, these intervention strategies were described as successful by the researchers.

Spontaneous Production of Client-Generated Prompts

Some therapists argue that teaching compensatory strategies to adult aphasics often results in the individual simply imitating the therapist during treatment, with little carry over of strategy use outside of the therapy setting (Holland & Forbes, 1993). Those who argue for spontaneously produced prompts recommend that therapists first observe the person in an attempt to discern not only which types of compensatory strategies would be best suited for the individual, but also whether or not teaching the strategies is even necessary for that particular person (Rosenbek, LaPointe and Wertz, 1995). The next two studies look at spontaneous strategy use and its effectiveness among several individuals.

Marshall (1976) conducted a study involving 18 aphasic individuals in order to determine the types of compensatory strategies used by aphasics in conversation and the degree to which these behaviors were successful in word retrieval. Five retrieval behaviors were identified and ranked according to their prevalence and efficiency in the course of conversation. Results indicated that 740 instances of compensatory strategy use were produced by the individuals participating in this particular study. Each of these instances of strategy use was then classified into one of the five behavioral categories. The most frequently recorded behaviors were semantic association and description, followed by generalization, delay, and phonetic association.

Marshall then evaluated effectiveness by calculating the percent at which the production of the target word proceeded the production of a strategy. Delay proved to be the most effective in retrieving the intended word (90.6%) followed by semantic association, which had a 56.7%

rate of efficacy. Phonetic association, although rarely observed, had a 56.6% success rate. Description and generalization were only 34.9% and 17% effective respectively.

Parkman (1996) also examined client-generated strategy use. Her subjects were three nonfluent aphasics. The participants consisted of two females and one male, identified in the study as BR, LG, and JB. They were asked to perform a picture-naming task, a story generation task and a story-retelling task, all of which took place with the therapist alone with the participant. The first task performed by the participants was the picture-naming task, which consisted of picture cards taken from the Boston Naming Test along with other action pictures provided by the clinician. The directions given were simply to identify each picture. The story generation task employed pictures taken from Color Cards Sequencing Series: Activities and Events Set. With Parkman's instruction, the participants viewed three sets of pictures, each set containing eight cards. They were then asked to tell a story relating the events in the pictures by using any means necessary. For the third task, a short story, taken from the Arizona Battery for Communication Disorders of Dementia, was read to each participant. The individuals were then asked to repeat the story as they recalled it being told, using any and all forms of communication available to them. In all tasks, the clinician provided minimal verbal responses used only to encourage the participant to continue or add more information. No new information was given through this prompting.

The three questions that guided Parkman's study were a) do adults with nonfluent aphasia spontaneously use compensatory strategies; b) does the number of strategies used vary according to the task being performed? c) does the type of strategy used vary according to the task? and d) are the compensatory strategies produced effective for word production as well as message transmission? Nine categories of compensatory strategies were created based on support from

the literature and observations of the patients. These included: verbal request for delay, phonemic cue, self correction, verbal description, gesture, writing and drawing, pointing to the actual object, and pantomime with sound effects (p. 35-36). Each of the strategies used by the participants were then assigned to the category to which it could be best identified.

Results of this study showed that a total of 425 strategies were used by the three participants across all tasks. Of this amount, BR produced 196 strategies, LG employed 122 strategies, and JB demonstrated 107 compensatory strategies. These statistics indicate that individuals with nonfluent aphasia typically produce spontaneous forms of compensatory strategies, with the frequency of those strategies varying according to the participant being studied and the severity of his or her handicap. These findings appear to be consistent with previous research done on this matter.

The number of compensatory strategies used by the clients also was related to the tasks themselves. Results indicated that the picture-renaming task generated the most strategy use by the individuals. Across the three individuals, 316 strategies were produced during this task. The frequency of strategy use decreased drastically in the story generation task from 316 instances of strategy use to 89. The story-retelling task generated the least amount of strategies (n= 20).

In addition to the frequency of strategy use, the types of strategies used also varied according to task. Of the nine strategies categorized, substitutions and verbal descriptions were the most prevalent, constituting 60% of the strategies used. These types were used most during the picture-naming task. Substitutions and self -corrections were the most widely used strategies in the story generation task, while the story-retelling task generated mostly pantomimes with sound effects, substitutions, and gestures. Phonemic cues were only seen during the picture-naming task.

The strategies used in the three tasks were then analyzed according to their effectiveness in terms of word retrieval and message transmission. Success in word retrieval was determined by evaluating the strategies generated by the participants and deciding if they resulted in the production of the intended word. Results show that out of 200 attempts at word retrieval through compensatory strategy use across the 3 tasks, only 64 (32%) were successful. Overall, retrieval of the target words was most successful when verbal requests for delay (100%), writing and drawing techniques (71%), and phonemic cues (67%) are used. Pointing to the objects and pantomimes with sound effects were the least effective in word retrieval.

To determine the effectiveness of strategy use in message transmission, college students were shown edited video clips taken from the picture-naming task and the story generation task. Each clip showed the aphasic individual producing the compensatory strategy but not the target word. The students were asked to view the clips and predict what the aphasic individual was trying to say. In examining the picture-naming task, the viewers were 76% correct in identifying the target word. The results of the story-retelling task were not as clear, however. Success in getting across the basic theme of the story was found to be dependent not only upon compensatory strategy use, but also on the accuracy of the participants' stories, the amount of detail provided by the participant, and the pragmatic features of story telling in general.

Exploring Strategy Use in Natural Communicative Settings

The majority of past studies have examined the aphasic individual's communication performance during structured tasks, while very few investigations have been done on the communication efforts occurring in conversation. At least one study, however, by Simmons-Mackie has examined strategy use in everyday situations. She completed an ethnographic study that involved two female participants who were diagnosed with Broca's aphasia and apraxia.

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Data included over 14 hours of observation, 8.5 hours of videotaping, 13 hours of interviews, and 5 video replay sessions in which segments of the participants' communication attempts were viewed by professionals who were asked to comment on the interactions (Simmons-Mackie & Damico 1997).

One of Simmons-Mackie's major findings was that the majority of the strategies used by the women were those that occurred spontaneously, rather than those strategies that were taught to them in therapy. As a result, Simmons-Mackie modified her definition of a compensatory strategy, identifying it as a communicative behavior "spontaneously acquired and systematically employed," to overcome a communication barrier (p. 20). Her findings also led her to argue that compensatory behaviors used by aphasics are "expanded" versions of normal behaviors used in communication prior to the person's cardiovascular accident. Finally, Simmons-Mackie asserted that aphasic communication through strategy use should also be used to improve the flow of conversation rather than solely used for word retrieval or message transmission. According to Simmons-Mackie, treatment that views aphasic communication as static responses to predetermined stimuli fails to appreciate the flexible and adaptive process of communication. Instead, compensatory strategies should fulfill both transactional and interactional communicative goals.

Purpose of Research

The purpose of the current study is to examine communicative strategy use by three nonfluent aphasics in a naturalistic communicative setting. The three individuals are the same as those who participated in Parkman's (1996) thesis. All data for the current work was collected at the time of Parkman's study. The focus of the current work is on whether or not those strategies used during structured tasks with a therapist differ from the communicative strategies used while

conversing with a partner that is familiar to the individual. Information serving as the comparison for the current research is taken from Parkman (1996), who examined these individuals' use of compensatory strategies in structured tasks. In order to perform a well-rounded evaluation of the use of such strategies, three aspects will be examined. The first investigates what types of compensatory strategies were used by the three participants when interacting with a familiar partner and how frequently the strategies occurred. The second examines the purpose that the compensatory strategies served when they were produced. Simmons-Mackie (1997) lists several reasons for using communicative strategies, which include: conveying information, displaying feeling, regulating the interaction, repairing breakdowns in communication, and facilitating verbalizations. The third aspect of the research is to determine whether or not the type and frequency of compensatory strategies used by individuals changed when conversing with a familiar partner as compared to strategies used during structured tasks. The specific questions that guided the current research were:

1. Are communicative strategies present when aphasic individuals interact with a partner that is familiar to them? If so, what types of strategies are used and how frequently do they occur?

2. How do type and frequency of compensatory strategy use in a conversation task compare to those used in structured tasks?

3. What purpose does the communicative strategy serve when used during conversation with a familiar partner?

4. How does the purpose of compensatory strategy use vary as a function of task?

<u>Predictions</u>

For the first question of whether or not communicative strategies will be implemented by the aphasic individual when interacting with a familiar partner, I predict that they will, based on Parkman (1996), who observed the use of strategies by these three individuals with aphasia. For question two, when comparing strategy use with a familiar partner and strategy use with a therapist in structured tasks, I predict that type and frequency will vary. Based on Simmons-Mackie's findings, it is predicted that other types of strategies will be identified in the course of a conversation with a familiar partner. These categories may differ from what was found in Parkman's study. For the third question, I predict that the compensatory strategies will serve at least three purposes. Based on Parkman's work, I predict that some will be used to facilitate word retrieval and others will facilitate message transmission. I predict that the third purpose for compensatory strategy use will be to regulate conversation. This prediction is based on the findings of Simmons-Mackie (1997). In comparing the results of the purpose of compensatory strategy use to that of Parkman (1996), I predict that word retrieval will be less prevalent in the conversation task than it was in the structured tasks. This prediction is based on the fact that within conversation, one can talk around and/or avoid words that he/she cannot retrieve.

Methods

<u>Data</u>

The data for this study came from three individuals who participated in the previously reviewed study by Parkman (1996). They included two females and one male, BR, LG, and JB, who were diagnosed with nonfluent aphasia and concomitant apraxia. Table 1 lists specific information about these participants.

As discussed by Parkman, BR suffered a left hemisphere cerebral vascular accident (CVA) at the age of 44. At the time of the study, BR was 10 years post-stroke and demonstrated mild receptive and expressive difficulties. BR's average utterance length was between four and six words and often contained repetitions and omissions of function words. Her aphasia also was characterized by mild to moderate oral and verbal apraxia. Two years prior to the study, LG also suffered from a left hemisphere CVA. LG's expressive language was categorized as moderately severe since she was only able to produce two to three word utterances. The third participant, JB, who was 11 years post-stroke at the time of the study, suffered an intracranial hemorrhage to the left hemisphere of the brain at the age of 45. Parkman describes JB's aphasia as being moderate for his expressive abilities with severe verbal apraxia. It was observed that JB also displayed right arm and leg paresis.

The data to be analyzed here involved one videotaped conversation between each one of the individuals with aphasia and either a friend and/or a family member of the individual. As mentioned earlier, the videotapes were collected as a part of Parkman's (1996) study and took place in the same setting as the structured tasks. The goal of the sessions was to create an atmosphere that would allow for a natural flow of conversation. Each conversation was guided by the clinician, who posed several specific topics for discussion. These included the weather,

such as hurricanes and earthquakes, and specific holiday celebrations. The first twenty minutes

from each conversation were analyzed.

Table 1
Description of Participants

DESCRIPTION	PARTICIPANTS		
	BR	JB	LG
SEX	Female	Male	Female
RACE	Caucasian	Caucasian	African American
ETIOLOGY	Left CVA	Left CVA	Left CVA
AGE (at time of study)	54	56	34
AGE AT ONSET	44	45	32
TYPE OF APHASIA	Nonfluent	Nonfluent	Nonfluent
SEVERITY OF APRAXIA	Mild-Moderate Oral and Verbal Apraxia	Severe Verbal Apraxia	Mild Verbal Apraxia
RIGHT HEMIPARESIS	No	Yes	No
HEARING SCREENING	Pass	Pass	Pass
PICA OVERALL	83%	53%	NA
BOSTON DIAGNOSTIC APHASIA EXAM (BDAE)	4	1	2

Transcription of Samples

The videotapes were transcribed using Systematic Analysis of Language Transcripts

(SALT) software (Miller & Chapman, 1999). All paralinguistic and nonverbal behaviors were

described on a comment line when appropriate. Table 2 lists specific information about the

samples. As can be seen in the table, BR produced the most words (722) and had the longest

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MLU (mean length of utterance). Although JB produced more words than LG, his use of unique

word types was not as high in frequency as LG's.

Table 2
Utterance Information

Utterance Analysis	Participants		
	BR	JB	LG
Total # of Utterances	223	190	124
Total # of Words	722	337	255
Unique Word Types	208	87	96
MLU	3.97	1.88	2.14
# of Utterances Per Turn	1.35	1.11	1.12

Data Coding

Several observations were made regarding the verbal and gestural activities of the

participants throughout the duration of their conversations. The communicative behaviors that

appeared to be compensatory in nature were then categorized according to the strategies

identified by Parkman (1996) and Simmons-Mackie (1997). Codes that were used by Parkman

(1996) were implemented as guides to identify word retrieval strategies produced by the three

individuals. These codes are listed in Appendix A. In addition, codes that corresponded to the

types of strategies that Simmons-Mackie observed in her ethnographic work also were used to

guide coding. These are listed in Appendix B.

Some strategies were observed that did not fit the description of any of the previously

identified categories and therefore were either placed into 1 of 4 new categories. The categories

included a) pauses, which occurred when a speaker needed more time to coordinate the intended

message; b) productions of "uh", which served as indicators that the speaker was still attempting to complete his/her utterance; c) confirmations, such as "yes" and "no", and d) phonemic associations. Below, further discussion and examples are presented.

For the purpose of this study, the use of the words 'yes' and 'yeah' was considered a compensatory strategy only when used in response to the listener's modification of his/her own behavior in order to maximize conversation. This was also true for the production of 'no' when used to discredit the listener's interpretation of the aphasic individual's message. A sample taken from JB's conversation illustrates the use of this strategy in the appropriate context.

C (uh) [U] [P] dog.
E you have a dog?
C [G]
= holds up three fingers
E three?
C no [C], morning, noon, late [G].
= holds up fingers one at a time
E you have to take him out?
C yeah, yeah [R] [C].

In the client's first turn, he stated only the word 'dog'. The clinician interpreted this as the notion that JB has a dog. JB confirmed the clinician's understanding of the message by attempting to expand on the given context. He made no verbalizations in his second speaking turn; rather, he holds up three fingers with the intention to indicate that he has to take his dog for a walk three times a day. However, this is understood by the clinician to mean that JB has three dogs. The participant rebuked the clinician's misinterpretation and attempted to restate the idea for better understanding. The clinician then confirmed her understanding of the intended message and by saying 'yeah, yeah,' JB let her know that she was correct.

Finally, additional comment is required for the use of initial sound production as a compensatory strategy in the current work. A similar behavior was identified by Parkman

(1996), but she used the term phonemic cueing to describe this technique. Across studies, both behaviors involved the production of the initial syllable or syllables of the intended word. However, the strategies differ in terms of the level of conscious planning for them that is credited to the individual with aphasia. Parkman (1996) characterized the initial syllable production as a conscious attempt to trigger word retrieval. In the current study, these syllable productions most often seemed to occur spontaneously and were as much a result of the aphasia as they were a conscious attempt to compensate for a lapse in word retrieval. Therefore, for the purpose of the current study, phonemic cueing was renamed as initial sound production. The new name describes the behavior but is neutral as to why or how the behavior occurred. Table 3 provides a definition for each compensatory strategy identified in the current work.

Those strategies that were identified as occurring, but not as compensatory in nature included the following: a) behaviors that appeared to be a natural and common part of nonaphasic communication (facial expression, head nodding); and b) behaviors that were related to apraxia. For example, in the production of the word 'library', JB extended the syllables in order to articulate the word properly. These articulatory behaviors were judged to be consequences of the individual's apraxia rather than aphasia. Another element of communication that was not categorized as a compensatory behavior, but whose paralinguistic nature still contributed to the meaning of the utterance was the individual's intonation patterns.

There were three main purposes of compensatory strategy use identified from the data collected. These included word retrieval, message transmission, and for the regulation of conversation. A second level of coding was devised in order to mark the purpose of strategy utilization for each utterance. Table 4 identifies and describes the codes used for purpose of strategy use.

Table 3

Compensatory Strategies Identified in the Current Study

Compensatory Strategy Type	Description
Gesture [G]	A pantomime of action, function, shape, location, and outward characteristics related to the target
Initial Sound Production [IS]	Initial sound of the intended word is elongated or verbalized prior to the production of the entire word (Ex: s storm)
Pantomime with Sound [PS]	A response in which the use of sounds, changes in prosody, and changes in intonation are used in conjunction with gestures and facial expressions to communicate a particular mood, setting or situation
Self-Correction [SC]	An attempt initiated by the participant to correct a previous utterance or gesture
Repetition [R]	Multiple productions of the same word within an utterance; functioned as a marker of magnitude.
Confirmation [C]	The use of 'yeah', 'yes', 'that's right', or 'no' to either affirm that the listener's interpretation of the client's message was correct/incorrect, to fulfill a speaking turn for the individual, or to show interest as a listener.
Pause [P]	Break in communication that functioned primarily as 'thinking time' for the speaker to coordinate the intended message.
Phonemic Association [PA]	The production of a syllable or word that audibly resembled the sound of the intended syllable or word; functioned as an aid to word retrieval and production.
Production of "Uh" [U]	Functioned as an indicator that the speaker was still attempting to complete their intended message.

Table 4
Purposes for Compensatory Strategy Use

Purpose	Description
Message Transmission [MT]	Compensatory strategy use in order to convey a particular idea.
Regulation of Conversation [RG]	Compensatory strategy use in order to fulfill a speaking turn in conversation in which no semantic content is conveyed.
Word Retrieval [WR]	Compensatory strategy use in order to facilitate the production of a desired word or phrase.

Following the guidelines of SALT software, bracket codes were inserted into the sample

to mark all compensatory strategies. Table 3 provides the definition for all strategy codes

identified. The first five were taken from Parkman and Simmons-Mackie's tables. The final

four are unique to the current work. Appendices A, B, and C contain a list and description of all

strategies found in Parkman (1996), Simmons-Mackie (1997), and the current study respectively.

Appendix D includes a copy of all three coded transcripts. As an example of the coding

procedures, five speaking turns are transcribed and coded below. This dialogue comes from JB's

conversational sample.

F you guys'll probably run out to the nursing home to see mom.
C no, no, no [R].
= shakes head negatively
C [G].
= waves finger to indicate movement from one place to another
F you're not going to bring her an ice cube and a dog biscuit?
C s [IS] [G].
= points finger
F she'll come?
C yeah [C].
F she'll come to Bob's house?
C yeah, yeah [C] [R].

In this sample, as well as in the other two samples taken, the individual with aphasia is identified by the letter C. The researcher is identified by an E, and the friend and/or family member is identified by an F (friend) and h (husband). For BR, an aunt and friend were present, both being identified by an F, with a comment line below the appropriate lines depicting the Aunt as the third speaker.

In the first response by JB, the word 'no' is repeated several times and is coded as repetitive or reiterative. This was based on Simmons-Mackie's interpretation of such a response. Any time one of the clients used such a method of stating a word or phrase more than once within the same utterance, this code was applied. The participant's second and third responses had no verbal content, yet he was successful in relaying his message using gestures. By the participant waving his finger back and forth, the listener was able to understand the intended meaning of the speaking turn. Across all of the participants, any and all hand and body movements that either took the place of or modified verbal communication was coded as a [G] (gesture). The fourth and fifth responses were coded as [C], confirmations of the listener's interpretation of JB's communicative behavior. JB pointed his finger and produced the initial sound /s/. The code [IS] was used to mark this production of the initial sound of the intended word. From this production, JB's friend guessed at the content of the intended message. JB confirmed that his friend's guess was correct and then he reaffirmed his friend's expansion of the message.

Reliability. Reliability of the coding was examined by having a second researcher independently code 23% of the transcripts (2 randomly selected pages of each transcript; total number of pages was 26.5). Out of a total of 182 codes, coding agreement was observed for 161 (88%). Coding agreement was highest for LG (37/39 = 95%) and lowest for JB (66/78 = 85%).

Results

The results of this study are discussed in two sections. The first section identifies the type and frequency of each of the strategies identified in the coding process. This section looks at the overall frequency of each technique, as well as the individual participant's use of each strategy. Section two provides an examination of the purpose that the different strategies served when they were used by each of the participants. Since one purpose of the current study was to compare the results obtained to those of Parkman (1996), similar data from her study are also presented in each section.

Type and Frequency of Compensatory Strategy Use

There were a total of 478 strategies produced across all participants during the conversation task. Table 5 shows the relationship between the number of strategies produced in each of Parkman's tasks in comparison to the frequency of strategy production in conversation. As can be seen from this table, the number of compensatory strategies produced differed according to the task being performed. The conversation task of the current study yielded over five times as many strategy productions as was calculated in the story generation task and 24 times that of the story retelling task. The number of strategies produced across all participants in conversation most closely resembles the number of strategies produced in the picture naming task (316), although the number produced in conversation exceeds the number produced in the naming task by 162 productions. Combined, the three structured tasks resulted in the production of 425 strategies, 53 strategies less than the total of those produced in the conversation task alone.

Table 5

Frequency of Compensatory Strategy Use Across All Tasks

Task	Total Strategies Produced
Picture Naming	316
Story Generation	89
Story Retelling	20
Conversation	478

In comparing the conversation task to the structured tasks of Parkman's study, it is important to note that the number of opportunities to produce a speech act differed across the tasks. Accordingly, the opportunity to produce a compensatory strategy also differed across tasks. For instance, the picture-naming task only allowed for 80 word productions, whereas in the conversation task, word production ranged from 255 words to 722 for each individual. Therefore, although all tasks took approximately the same amount of time, the number of words and utterances produced varied across tasks, making it difficult to directly compare frequency results. Also, not all of the strategies identified in Parkman's study were produced in the current study and vice versa. For this reason, the next analysis examines only the four compensatory strategy types that were found in both the conversation task of the current study and the structured tasks of Parkman's study.

The four strategies that were observed and coded in both the current work and Parkman (1996) included gesture, initial sound production, pantomime with sound, and self corrections. Table 6 compares the frequency of the four common strategies across the different tasks. These strategies constituted 18% of the total strategies produced in the conversation task, 26% of those produced in the picture naming task, 44% of those produced in the story generation task, and

65% of those produced in the story retelling task. In comparing the combined frequencies of these four strategies across tasks, it is noted that the frequency of compensatory strategy production in the conversation task (n= 83) again most closely resembles the number of strategies produced during the picture naming task (n= 81). This finding is consistent with the analysis involving all compensatory strategies used.

Table 6
Frequency of Strategy Use Across Four Common Strategies

Compensatory Strategy Type	Task			
	Picture Naming	Story Generation	Story Retelling	Conversation
Gesture	18	5	4	59
Initial Sound Production	37	2	0	14
Pantomime with Sound	5	5	6	4
Self Correction	21	27	3	6
TOTAL	81	39	13	83

The next analysis examined the number and type of compensatory strategies produced by each participant. As can be seen by Table 7, JB produced the most strategies (219), which was 45% of the total strategies produced across all three participants. He also demonstrated the greatest number of compensatory strategy types (9 out of 9). BR produced the second most strategies (180), which was 38% of the total. She produced 8 out of 9 different strategy types. Lastly, LG only produced 79 strategies, 17% of the total strategies coded. She only employed 7 out of the 9 strategy types. Parkman's findings differ from those of the current study, with BR producing the most compensatory strategies in the structured tasks, utilizing a total of 196 strategies, 46% of the total strategies produced, and LG placing second in frequency of strategy

use, employing 122 strategies (29%). JB was recorded as producing the least amount of

compensatory strategies (107) during the structured tasks, which only constituted 25% of the

total strategies produced. Restated, JB and LG's relative ranking of compensatory strategy

frequency differed as a function of the type of task completed. Whereas, LG was more skilled at

using compensatory strategies during structured tasks, JB was more skilled in compensatory

strategy use during conversation.

Table 7
Frequency of Strategy Type Across all Participants

Compensatory Strategy Type	Participants			Total # of Productions
	BR	JB	LG	
Gesture	33	23	3	59
Initial Sound Production	6	7	1	14
Pantomime with Sound	1	3	0	4
Self Correction	4	2	0	6
Repetition	11	58	5	74
Confirmation	41	83	35	159
Pause	8	17	19	44
Phonemic Association	0	6	1	7
Production of "Uh"	76	20	15	111
TOTAL	180	219	79	478

The last set of analyses focuses on the distribution of strategy production. This involved

an examination of the number and type of the different categories of compensatory strategies.

As demonstrated by Table 7, the use of confirmations was the most prevalent strategy used in the

current study, occurring a total of 159 times, followed in frequency by productions of "uh", which occurred 111 times. Pantomime with sound was only produced 4 times, being the least prevalent. The occurrences of phonemic association (n= 7) and self correction (n= 6) also were noted as some of the least frequent in comparison to the rest of the strategies.

Overall, the confirmations constituted 33% of the total strategies identified, production of "uh" constituted 24%, repetition comprised 16%, gestures were 12% of the total, and pauses made up 9%. Initial sound productions made up 3%, phonemic associations, self corrections and pantomimes with sound each represented 1% of the total (combined = 3%). An individual breakdown of the percentages of strategy use by each participant is shown in Figures 1, 2, and 3. In these graphs, those strategies comprising less than 5% of the total were combined into one section for the purpose of comparison. This combined category is labeled as other.

As illustrated in the Figure 1, almost half of BR's strategy productions were identified as productions of "uh". The second most frequently used strategy by BR was confirmation. She produced 41of these, which was 23% of her total strategies used. Figure 2 shows that the majority of JB's strategy productions were confirmations, which constituted 83 out of the 219 strategies he employed, and repetitions (N= 58). Pauses and productions of "uh" were the next two most used strategies. These constituted 17 strategies (8% of the total), and 20 strategies (10% of the total) respectively. LG preferred to use confirmations, which constituted 35 of her total strategies used. Taken together, these findings suggest that type of strategy as well as number of strategies produced, varies across participants. Even though individual differences are apparent, it is interesting to note that the relative frequency of confirmations was high for all three participants.

Figure 1

BR

Other 9%
Gesture 18%
6% Repetition
43%
Production of "Uh"
24% Confirmations

Figure 2

JB

Production of "Uh"
Other 8%
Gesture 11%
Pauses 8%
9%
26% Repetition
38% Confirmations

Figure 3

LG

Other 7%
Repetition 6%
Production of "Uh"
19%
Confirmations 44%
Pauses 24%
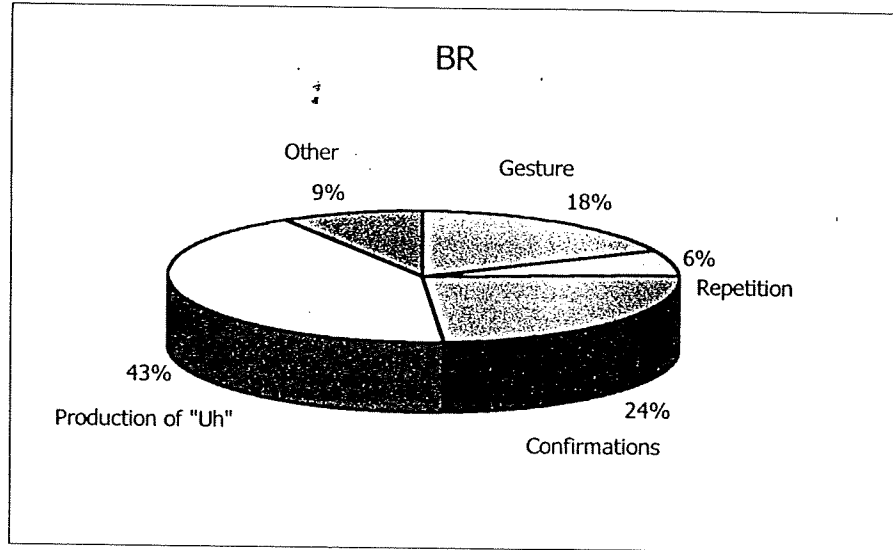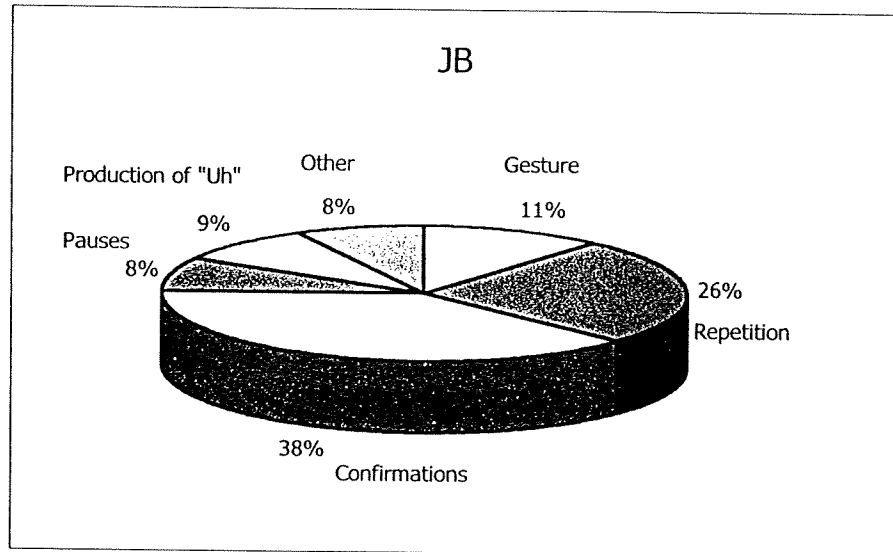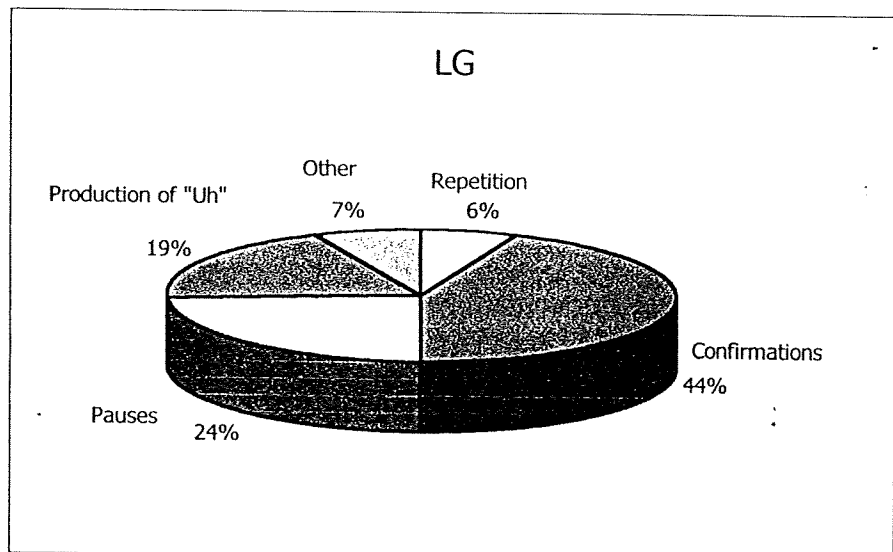
Table 8 presents Parkman's findings and those of the current work. In her study, substitutions and verbal descriptions proved to be the most frequently produced strategies across all structured tasks. In contrast, these techniques were not even observed in the current study.

Table 8

Frequency of Types of Compensatory Strategy Use Across All Tasks

COMPENSATORY STRATEGY TYPE	TASK			
	Picture Naming	Story Generation	Story Retelling	Conversation
Gesture	18	5	4	59
Initial Sound Production	37	2	0	14
Pantomime with Sound	5	5	6	4
Self Correction	21	27	3	6
Verbal Request for Delay	17	1	1	0
Substitution	102	33	4	0
Verbal Description	100	14	2	0
Gestural Writing and Drawing	13	2	0	0
Pointing to the Actual Object	3	0	0	0
Repetition	na	na	na	74
Confirmation	na	na	na	159
Pause	na	na	na	44
Phonemic Association	na	na	na	7
Production of "uh"	na	na	na	111
TOTAL	316	89	20	478

The third and fourth most frequent strategies found by Parkman were self corrections and initial sound productions. These two strategies were ranked very low in frequency in the current study, constituting only 4% of the total strategies produced.

Table 9 presents Parkman's data broken down by the three individuals. When data from Table 9 is compared to those in Table 7, differences in the use of self corrections and initial sound productions between the two studies (i.e. different tasks) is especially evident for BR and LG. For these participants, the frequencies of these two strategies dropped from 33 and 18 in the structured tasks to 4 and 0 respectively for the conversation task. Interestingly, JB remained

Table 9
Frequency of Strategy Type Across All Participants and Tasks as Observed by Parkman (1996)

Compensatory Strategy Type	Participant			Total # of Productions
	BR	JB	LG	
Gesture	10	14	3	27
Initial Sound Production	29	8	2	39
Pantomime with Sound	2	14	0	16
Self Correction	33	1	18	52
Verbal Request for Delay	19	0	0	19
Substitution	51	29	59	139
Verbal Description	46	35	34	115
Writing and Drawing	4	6	5	15
Pointing to Actual Object	2	0	1	3
TOTAL	196	107	122	425

fairly consistent in using these strategies, producing 1 self correction and 8 initial sound productions in the structured tasks, and 2 self corrections and 7 initial sound productions in the conversation task.

Finally, in both studies, all three participants used gesture as a form of compensation, with the frequency of the strategy either increasing or remaining the same across all participants during the conversation task. The pantomime with sound technique was almost solely attributable to JB, with the exception of BR's two productions of this strategy in the structured tasks of Parkman's study, and one production in the current study.

The main findings from the above analyses can be summarized as follows:

1. Compensatory strategy use occurs more often in conversation than in structured tasks.

2. Compensatory strategy use varies as a function of the individual and task.

3. An individual's use (both type and frequency) of compensatory strategies in structured tasks does not necessarily predict his/her use of strategies in conversation.

Purpose of Strategy Use

As mentioned earlier, there were three main purposes of compensatory strategy use identified from the data collected. These included message transmission [MT], regulation of the conversation [RG], and word retrieval [WR]. Each utterance with a compensatory strategy was assigned one of these codes. Table 10 illustrates the frequency of each purpose. As can be seen, the most popular reason across all participants for using strategies in conversation was for the purpose of message transmission. This was followed in prevalence by regulation of conversation and word retrieval.

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Table 10

Frequency of Purpose of Compensatory Strategy Use

Purpose	Participants			Total
	BR	**JB**	**LG**	
Message Transmission [MT]	116	143	61	320
Regulation of Conversation [RG]	14	37	14	65
Word Retrieval [WR]	12	14	4	30

BR. In regards to message transmission, there were 84 instances in which BR employed either an individual strategy or a combination of strategies for this purpose. Findings indicated that she preferred to use confirmations, and combinations of gestures and productions of "uh". Another observation was that in all cases where BR produced a self correction for the purpose of message transmission, a gesture accompanied. Since most of BR's utterances contained some sort of contextual content and therefore did not require any regulatory devices, only 14 instances of strategy production, either individually or combined, served this purpose. On 4 occasions where BR demonstrated word retrieval breakdown, she was able to successfully retrieve the word through the use of initial sound productions combined with productions of "uh".

JB. On 5 occasions, JB produced an initial sound accompanied by a gesture and/or pause to successfully retrieve a word. JB preferred, however, to use combinations of repetitions and confirmations as message transmitters. Specifically, 40 combinations resulted in message transmission, 10 resulted in regulation, and 7 were employed for the purpose of word retrieval. Unique to JB was his use of confirmations to encourage his partner to continue talking. These strategies occurred when JB's friend spoke in his place. In the example below, the examiner asked JB a question. Instead of JB answering, his friend began to answer the question for him.

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JB listened to what the friend was saying and then expressed the correctness of the statements through verbal affirmation and head nods. In this example, as well as in others, these strategies (i.e. use of "yeah" and "that's right) let the friend know that his statements were adequate and agreed upon by JB, and thus encouraged the friend to continue.

E= are there any things that you experience differently?
F= yeah, you read a different way now.
C= yeah, yeah [R] [C] [RG].
F= he reads with earphones instead of with^
C= yeah, yeah, yeah [R] [E] [RG].
E= oh, with the book on tape.
C= yeah [C] [RG].

Perhaps this style of communicative exchange reflects the friend's familiarity with JB, and how its use in conversation is used to the advantage of each of the speakers. The use of such techniques may be showing that the partners are relaxed and are using their normal speaking routines in which the partner talks for the aphasic individual to reduce the instances that the aphasic would struggle to relay a message. This may also be an indicator of listener impatience. By speaking for JB, the partner reduces the amount of time he has to wait for JB to communicate.

LG. For the purpose of message transmission, there were 46 occasions in which LG employed either a single strategy or a combination of strategies. LG's preferred method of message transmission was the use of pauses combined with productions of "uh", as well as confirmations. These strategies were used to let the listener know that she was still attempting to complete her speaking turn. LG also used these strategy types in combination with phonemic association for the purpose of word retrieval. Of the 12 instances of strategy use for the purpose of regulating the conversation, 10 used confirmations, one used repetition, and one used a repetition accompanied by the production of "uh".

As illustrated in Table 11 below, in instances where more than one strategy was employed, they often worked as a unit to achieve a common purpose. In most cases, the combined strategies functioned to aid in message transmission. This pattern is consistent with the frequency count of individual strategies serving the purpose of message transmission. Of the 97 instances where more than one strategy was employed across all participants, 75 served the purpose of message transmission, 11 instances were for the purpose of word retrieval, and 11 were used for the purpose of regulation. Common strategy pairs included productions of "uh" accompanied by pauses and/or gestures and confirmations with repetitions.

For the purpose of message transmission, all nine categories of strategies were employed across all participants. In contrast, for the purpose of regulating the conversation, strategy use consisted only of confirmations and repetitions. Word retrieval was made possible through the use of gestures, initial sound productions, pauses, phonemic associations, and productions of "uh". This data is evident in Table 12.

Another important point to note about compensatory strategy use is that each strategy did not necessarily serve the same purpose each time it was employed. For example, as illustrated in the sample below, the use of initial sound productions was most often used for the purpose of word retrieval, but also served the purpose of message transmission. In the first example, taken from BR's conversational sample, this strategy is used for word retrieval.

C and it was bad (uh) [U] you could [G] h [IS] hear it.
= points to ear

In this instance, BR combines the use of a gesture and an initial sound production to produce the word "hear". She points to her ear and says /h/, which provides a cue for the production of the

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Table 11

Frequency of Compensatory Strategy Combinations For Each Purpose

Compensatory Strategy Combination	MT	RG	WR
Confirmation – Gesture	2	0	0
Confirmation – Pause	1	0	0
Confirmation – Repetition	29	10	0
Confirmation – Production of "uh"	2	0	0
Gesture – Initial Sound Production	1	0	1
Gesture – Initial Sound Production – Pause	0	0	1
Gesture – Initial Sound Production – Production of "uh"	1	0	3
Gesture – Initial Sound Production – Production of "uh" – Pause	0	0	1
Gesture – Pause	0	0	2
Gesture – Pause – Production of "uh"	5	0	0
Gesture – Production of "uh"	14	0	0
Gesture – Production of "uh" – Self Correction	3	0	0
Gesture – Repetition	5	0	0
Gesture – Self Correction	1	0	0
Initial Sound Production – Pause	0	0	1
Initial Sound Production – Production of "uh"	0	0	1
Pantomime with Sound – Pause – Production of "uh"	1	0	0
Pantomime with Sound – Pause – Self Correction	1	0	0
Pantomime with Sound – Phonemic Association	1	0	0
Pause – Phonemic Association – Production of "uh"	0	0	1
Pause – Production of "uh"	7	0	0
Production of "uh" – Repetition	1	1	0

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desired word. In the second example below, JB uses the same two strategies, initial sound production combined with gesture, for the purpose of message transmission.

C s [IS] [G].
= points finger
F she'll come?

As can be seen, JB produced /s/ while pointing his finger, yet did not attempt to produce the entire word "she". Instead, JB's strategy use was enough for his friend to interpret the intended message.In the next analysis, data for each purpose are examined.

In comparison to the purposes of compensatory strategy use found in Parkman's structured tasks, it is important to note that only two purposes were identified in Parkman's study, while a third was added in the current study. Message transmission and word retrieval were common purposes observed in both studies, and will therefore serve as the basis for the

Table 12
Frequency of Individual Compensatory Strategy Use For Each Purpose

Compensatory Strategy Type	MT	RG	WR
Gesture	52	0	7
Initial Sound Production	2	0	12
Pantomime with Sound	4	0	0
Self-Correction	6	0	0
Repetition	59	15	0
Confirmation	102	57	0
Pause	38	0	6
Phonemic Association	2	0	5
Production of "uh"	99	2	10

comparison. Regulation of conversation was not coded in Parkman (1996) and was perhaps not considered applicable to her study because there was no interaction needing regulation during the structured tasks. Instead, the structured tasks involved one-sided speaking turns; the participant was the sole speaker and the clinician was the observer.

The most commonly used strategy in the current study for the purpose of word retrieval was initial sound production. This was the fourth most commonly used strategy in Parkman's study, where it was preceeded by substitution, verbal description, and gesture. Although substitution and verbal description were not identified in the current study, gesture was found to be the second most employed strategy for the purpose of word retrieval. Other strategies identified as serving this function in the structured task that were not observed in the conversation task included writing and drawing and pointing to the actual object. Those that were identified in the current study for the purpose of word retrieval but were not coded in Parkman are pauses, phonemic associations, and productions of "uh".

In comparison of the four strategy types that the conversation task and the structured tasks have in common, initial sound production and gestures ranked consistently high for the purpose of word retrieval across all of the tasks. Pantomimes with sound and self corrections were also used in Parkman's study to serve this purpose. In contrast, these two strategies were not used for word retrieval in the conversation task of the current study. They were, however, employed for the purpose of message transmission. Parkman does not provide information regarding the specific strategy types that were used by the participants for this purpose. Of the four strategy types that the two studies have in common, the current study identified gesture as the most prevalent strategy used, followed by self correction, pantomime with sound, and initial sound production.

In regards to the function compensatory strategies serve when they are produced by individuals with aphasia, findings from the above analyses can be summarized as follows:

1. Three distinct purposes for compensatory strategy use were identified. These include word retrieval, message transmission, and regulation of conversation.

2. Of the three, message transmission was the most common function of the compensatory strategies and word retrieval was the least common. This pattern of results was observed for all three individuals.

3. Like the earlier analyses, task effects were observed to influence the function served by the compensatory strategies. Observing the function of compensatory strategy use in structured tasks does not allow one to view the full range of communicative functions that occur during conversation.

Discussion

Four questions guided this research. The first question was whether or not communicative strategies were present when aphasic individuals interacted with a partner that was familiar to them. Findings from this study showed that compensatory strategies were present in the conversation task across all participants. There were nine categories of strategies that were identified which included gestures, initial sound productions, pantomimes with sound, repetitions, self corrections, confirmations, pauses, phonemic associations, and productions of "uh". Productions of "uh" and repetitions were the most frequently used of these strategy types. The least prevalent types were phonemic associations, self corrections, and pantomimes with sound.

The second research question was how type and frequency of compensatory strategy use in a conversation task compared to those used in structured tasks. In regards to the types of compensatory strategies identified, there were four categories that were common to both the conversation task of the current study and the structured task of Parkman (1996). These included gesture, initial sound production, pantomime with sound, and self correction. The other five strategies identified by Parkman that were not included in the current study were verbal request for delay, substitution, verbal descriptions, writing and drawing, and pointing to the actual object. It is interesting to note that verbal descriptions and substitutions played a large role in Parkman's study, yet were not observed in the conversation task. Similarly, strategies common to the current study included productions of "uh" and the use of confirmations, but these are not noted in Parkman's work. This may be a result of different methods of strategy identification between the two studies. Certain strategies may not have been identified as compensatory in nature in Parkman's study whereas the current study classified them as such according to the

context of their use. Also, the topics given by the examiner in the conversation task may have hindered the participant's ability to employ some techniques. This could be true for the pointing technique because the topics being discussed, such as the weather and holiday events, are abstract ideas and cannot be easily explained by pointing to objects in the room.

Findings indicated that the number of compensatory strategies produced was dependent upon the task being performed. Accordingly, a direct comparison was difficult because of the differences in strategy types identified across all the different tasks. Of the four tasks, conversation elicited the most strategies. In fact, there were five times as many strategies produced during conversation task than there were during the story generation task, and 24 times those calculated in the story retelling task. The number of strategies employed during the conversation task most closely resembled the number used in the picture naming task.

The third and fourth questions referred to the purpose of the communicative strategies. Three general purposes were observed in the conversation task. They included message transmission, regulation of conversation, and word retrieval. The most common of these across all three participants was message transmission. Word retrieval was the least prevalent. However, the purpose of compensatory strategy use was found to vary as a function of task.

Implication of Findings

In the literature review, an ethnographic study by Simmons-Mackie (1997) was discussed in which the definition of compensatory strategy use was acquired by way of therapy in natural settings, rather than during structured tasks. Her findings suggest that compensatory strategy use occurs in systematic, identifiable patterns that attain their meaning in regards to the communicative context. In addition, Simmons-Mackie found that individuals used different

strategies to fulfill a wide range of purposes. These included conveying information, displaying

feeling, regulating the interaction, repairing breakdowns, and facilitating verbalizations.

Findings of the current study support Simmons-Mackie's conclusions. When a

naturalistic conversational task is explored, individuals with aphasia produce a wide range of

strategies to serve multiple purposes. Furthermore, the findings of this study support the claim

that therapy should promote the naturally occurring behaviors that contribute to message

transmission, social interaction, and discourse rather than trained behaviors designed to facilitate

word retrieval.

Another interesting observation, briefly mentioned in the Methods section, has to do with

determining whether behaviors produced by aphasic individuals are the result of conscious or

unconscious planning. The term compensatory strategy to describe the behaviors observed in

this study suggests conscious planning. Throughout this thesis, I used this term because all of

the research and literature reviewed characterized behaviors made by individuals with aphasia in

this way. After examining the data and observing the high frequency at which the individuals

produced pauses, interjections, confirmations, and initial sound productions, it is not clear that all

communicative behaviors are always conscious attempts to compensate for an individual's

language limitations. Given this, a more neutral term, such as nonlinguistic communicative

behaviors, may be more appropriate for discussing the full range of communicative acts that

occur during social interaction. Of course, therapy that encourages individuals to become more

self-aware of their nonlinguistic communicative acts as well as therapy that promotes individuals

to increase their use of these behaviors during social exchanges may find compensatory strategy

production a useful term to describe the end-state goal of intervention.

Appendix A
Compensatory Strategies Identified by Parkman (1996)

TYPE	DESCRIPTION OF BEHAVIOR
1. Verbal Request for Delay	A response in which the participant verbally requests more time or indicates through gesture that he needs or wants more processing time
2. Phonemic Cue	A response that included any form of verbal spelling, correct or incorrect, using single and/or multiple sounds or letters; sound revisions; exaggerated intonation of syllable structure
3. Substitution	A single word response that included semantic paraphasias/substitutions, phonemic paraphasias/substitutions, random paraphasias/substitutions, opposites, and rhymes
4. Self Correction	An attempt initiated by the participant to correct a previous utterance or gesture
5. Verbal Description	A single or multiple word response related to the target including descriptions of outward characteristics, position in space, form, function, use, context of use, and actions
6. Gesture	A pantomime of action, function, shape, location, and outward characteristics related to the target
7. Writing and Drawing	A pantomime writing of letters, numbers, and words as well as a pantomime drawing of shapes and objects
8. Pointing to Actual Object	A response in which the participant points to or retrieves the actual objects or subjects being discussed
9. Pantomime with Sound Effects	A response in which the use of sounds, changes in prosody, and changes in intonation are used in conjunction with gestures and facial expressions to communicate a particular mood, setting or situation

Appendix B
Compensatory Strategies Identified by Simmons-Mackie (1997)

TYPE	DESCRIPTION
Positive Descriptors	The descriptors 'really', 'nice', 'very nice', and 'wonderful' served as a regulatory function in discourse to shift the speaking turn (and the burden of message transmission) back to the speaking partner in a positive manner
"All the time"	Functioned as a semantically-driven marker used to express magnitude
Use of Computer	Functioned as a 'final' attempt strategy to overcome expressive communicative breakdown
Communication Book/Word Lists	A trained strategy that functioned to establish a topic and to overcome expressive communicative breakdown
[Is]	Served a regulatory function as a place holder and to accentuate what will follow ("Is is here . . . eat. Is is now . . . eat")
[Isi]	Served to signal end of a thought or form the terminal juncture for a proposition . . . at times even functioned as a terminal juncture for the previous speaking partner in order to shift frame of reference to herself ("Is is take . . . is table isy. Is knee isy")
"Is me"	Served to topicalize DC within the discourse or to attribute the cause of something to herself ("Is is is I don know isy. Is ladies is talk . . . is is me I don know").
"Is good"	Functioned as an affirmation device or a statement while conveying a positive congenial attitude to dyad partner
"I don't know"	Functioned primarily to shift the burden of communication back to the speaking partner.
"Slow please"	Functioned directly as a request for help to aid auditory comprehension. Usually linked with a quizzical facial expression and an extended hand with palm up in a questioning gesture.
Repeat request	Another form of request for help. Usually expressed by a lean forward, steady gaze with quizzical expression and utterance of "what" or "huh"
Steady gaze	Functioned as a request for help in verbal expression. By leaning forward and gazing steadily at the speaking partner, DC regulated interaction by having the partner take the floor and either provide a "cue" or guess the target word.

Gestures	Meaningful gestures served to convey an idea or emotion through either deictic or nondeictic means
Giving up	Through verbal and nonverbal signals, DC terminated difficult utterances. Usually accomplished by holding up her hand in a stop motion nod no and/or say "I don't know".
Avoidance	Functioned as a compensation for communicative problems by staying out of difficult communicative situations and conserving her efforts for "important" exchanges.
Contextual Cueing	Employed nonverbal and suprasegmental behaviors as a supplement to verbalization.
Writing	Functioned as a systematic and purposeful method of conveying information in the face of a communicative barrier.
Reiteration	Functioned as a marker of magnitude.
Contrastive Utterances	Functioned as a circumlocutory or "go" strategy (attempting to say 'night' substituted 'not morning'
Serialization	Counting or serial speech to aid in word retrieval (e.g. days of week)
Tactile Self – Cues	A trained strategy of articulatory placement functioning as a form of facilitation

Appendix C
Definitions of Codes in Transcripts

Compensatory Strategy Type	Description
Gesture [G]	A pantomime of action, function, shape, location, and outward characteristics related to the target
Initial Sound Production [IS]	Initial sound of the intended word is elongated or verbalized prior to the production of the entire word (Ex: s storm)
Pantomime with Sound [PS]	A response in which the use of sounds, changes in prosody, and changes in intonation are used in conjunction with gestures and facial expressions to communicate a particular mood, setting or situation
Self-Correction [SC]	An attempt initiated by the participant to correct a previous utterance or gesture
Repetition [R]	Functioned as a marker of magnitude.
Confirmation [C]	The use of 'yeah', 'yes', 'that's right', or 'no' to either affirm that the listener's interpretation of the client's message was correct/incorrect, to fulfill a speaking turn for the individual, or to show interest as a listener.
Pause [P]	Break in communication that functioned primarily as 'thinking time' for the speaker to coordinate the intended message.
Phonemic Association [PA]	The production of a syllable or word that audibly resembled the sound of the intended syllable or word; functioned as an aid to word retrieval and production.
Production of "Uh" [U]	Functioned as an indicator that the speaker was still attempting to complete their intended message.
Question [Q]	The production of "yes" or "yeah" in response to a direct question.
Other [O]	A word or utterance that served no compensatory function.
Message Transmission [MT]	The purpose of compensatory strategy use in which a specific idea was conveyed.
Regulation of Conversation [RG]	The use of a compensatory strategy in order to fulfill a turn in conversation
Word Retrieval [WR]	The use of a compensatory strategy in order to facilitate the production of a desired word or phrase.

APPENDIX D

Coded Transcripts

samjb
April 20, 2000

$ Client, EXAMINER friend
+ Name: jb
+ Gender: M
E Jim, have you always lived in Baton Rouge?
C no.
E no.
C fi [IS] [P] (uh) [U] [G] [P] Five years [WR].
=holds up five fingers
E here?
C Californa.
= syllable length extended.
= raises hand from table
C yes [O]!
= shows excitement with arm movement
E okay, so you liked that.
C Yes, yes [R] [Q] [MT].
E okay, so when did you move to Louisiana?
C five years [G] [MT].
=holds up five fingers
E okay, so you lived in California for five years?
C no.
E no?
C no.
C all over [G] [MT].
=waves hand around to signify many places
E okay.
C yeah, Texas [G] [O] [MT].
= raises hand from table to indicate another location.
E that's right.
C Mississippi.
E alright so you've traveled.
C (oh) yeah [C] [MT].
E quite a bit.
C yeah, yeah [R] [C] [MT].
= (nods head)
E DrGouviellier, how long have you been in Louisiana?
F ten years.
E ten years?
E and where are you originally from?
F New Jersey.
E quite a difference (huh)?
F well I didn't come here from there.
F I've been in the south most of my life.
E okay.
E well one of the first topics I wanted to talk about was just the weather.
E and I know that down here we have a lot of hurricanes.
E Andrew was the first one that I ever experienced.
E were ya'll affected by Andrew?
C yeah [Q].
E okay, tell me what happened.
E do you remember?
C s [IS] [P] storm [WR].
= (raises hand slightly from table)
E storm?
C yes [C] [MT].
= (nods head)
E were you without^
C hurricane.
= syllables extended.
= (raises hand slightly from table)
E were you without power or^
C yes, yes [R] [Q] [MT].
= (nods head)
E how long about?
C two [P] (uh) [U] days [G] [MT].

=holds up two fingers
E wow we had it out for a week.
E I stayed here I should've just gone home.
C wow.
E I know.
E what about you, did ya'll have any effects?
F yeah, we were out for about five days and (uh) it was kinda fun.
F all the neighbors hung out outside and everybody cleaned out their freezers
   and we had big barbques and fishfries.
F (uh) that was kinda neat.
E kind of like a big party.
F yeah everybody pulled together and cleaned up the yard of the old folks in
   the neighborhood.
F It was a good time.
E do ya'll remember (uh) was it Camille was the big one in sixtynine I believe.
F yeah but neither of us was here then.
C no [C] [RG].
E ya'll weren't^
C no, no, no, no, no [R] [C] [MT].
E okay.
E yeah, you two weren't here.
C no [C] [MT].
C fxx [P] f [IS] f [IS] [G] [WR].
=makes hand movement like plane taking off
F well that was easy for you to say.
C fxx, ply [P] plying [P] [G] [WR].
=makes hand movement like a plane taking off
F you flew over Camille?
C no no no no [C] [R] [Q] [MT].
C [G] [MT].
=makes hand movement like plane taking off
F you were far away?
C yeah, yeah [C] [R] [MT].
F yeah, where was I in sixtynine?
F I think we were living in Port Arthur, Texas then.
C wow.
F it was December of sixtynine we moved to Ohio.
F but it didn't really affect us in Texas.
F x out in the coast around here.
C yeah [C] [RG].
E it was mainly the east coast, I mean Florida>
F yeah, Florida and Mississippi and Alabama.
E xxx.
E Well let's see I'm trying to think of another weather event.
E I know we had a big flood in May in New Orleans.
E it didn't really affect us here.
E we had a lot of rain but (uh) ^
C yeah [C] [RG].
E a lot of the New Orleaneans sure did get a lot of damage from that.
C yeah [C] [RG].
E do ya'll remember?
E has there ever been a big flood here, or something along that lines?
C yeah, yes [R] [Q] [MT].
E when was that?
E tell me about that.
C (uh) [U] sixty (uh) [U] [P] hurricane [PS] [MT].
= syllables extended on hurricane.
=raises hand slightly from table; makes a hurricane noise
F there was a pretty good flood right about the same time you came to Baton
   Rouge too, where Bayou Fountaine backed up.
C yeah [C] [RG].
= (nods head)
F and all of Burbank and^
C yeah [C] [RG].
F Nicholson was under water.
C yeah [C] [RG].
F you were living at your mom's house then, so your place didn't get flooded.
F you weren't down in Charlo Terrace when that happened, were you?

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C no, no, no, no [R] [Q] [MT].
F Yeah, you were still on Hollyfont.
C yeah, yeah (huh)(huh) [R] [C] [MT].
E where I live is kinda of a little raised.
E it's raised a little bit so down the street everyone gets flooded but we
   usually stay safe.
C yeah, yeah [R] [C] [RG].
E but any rain, any heavy rain usually will do it.
F where are you at Laura?
E off of Highland, kinda right near Calendars, in that area.
E it's a little raised, but then down the street towards (uh) Nicholson, that
   really >
C yeah [C] [RG].
E they were wiped out every time it rained.
E okay, (uh) I now wanted to ask you about holidays.
E just typical what do you normally do during the different holidays.
E for instance, Thanksgiving, what did you do for Thanksgiving?
C sstay home.
E were you with family or friends?
C no.
E no?
C no, no [R] [C] [MT].
E No turkey for you this year.
C (gesture) [G] [MT].
= puts head down and pouts.
F what do you usually do on thanksgiving?
C (gesture) [G] [MT].
= (points to friend)
C [P] you [MT].
F uhhuh, yeah, sadly this year we couldn't be in town.
F so we also couldn't afford to fly Jim to Florida to join us so he had to stay
   at home.
C alone, alone [R] [MT].
F and share dog biscuits with his dog.
F boy did I ever feel guilty when I came back.
C yeah [C], (oh) gollee [RG].
F x x ice cubes and dog biscuits.
E where did you spend Thanksgiving this year?
F we went down to Stuart, Florida.
F my grandmother is ninetyeight years old x x.
C wow, gollee.
F she needs to have a loved one come feed her.
F She's one of these kind of domineering women that has convinced my father's
   younger brother that he has to see her daily or she'll have a conniption fit
   and die so ^
C that's what, (oh) now [G] [MT].
= (points and shakes finger at friend)
F that's where it comes from.
C (oh) yeah, yeah [R] [C] [MT].
= (nods head)
F UncleJohn had a thing to do in New York over Thanksgiving so he sucked my dad
   and stepmother into coming down for the week while they went to New York so
   dad could come and do the daily feedings.
F and (uh) my brother and his family from Arizona and me and my family from
   here all flew in and we all got together.
F it was kinda neat UncleJohn and AuntDoris came back the last day we were
   there, so for the first time ever we had what ten, fourteen, sixteen,
   seventeen Gouviellers all in the same town.
E (oh) that's nice.
C yeah, yeah [R] [C] [RG].
E now what part of Florida is this?
F Stuart's about forty miles north of West Palm Beach.
C good (huh) [C] [RG].
E okay.
E well, we used to have a big family.
C yeah [C] [RG].
E until my grandmother passed away and it really does change.
C yeah [C] [RG].

E now it's my mom, my dad and my sister.
E now it's kind of a little smaller.
E yeah I do like a big family gathering.
E (uhm) what about Christmas, what plans do you have?
C Bob.
E is this your brother?
C yeah [Q].
E we all get together.
C Christmas.
= syllables extended.
F you guys'll probably run out to the nursing home to see mom.
C no, no, no [R] [Q] [MT].
= (shakes head negatively)
C [G] [MT].
=waves finger to indicate movement from one place to another
F you're not going to bring her an ice cube and a dog biscuit?
C s [IS] [G] [WR] [MT].
=points finger again
F she'll come?
C yeah [C] [MT].
= (nods head)
F she'll come to Bob's house.
C yeah, yeah [C] [R] [MT].
F (oh) boy that'll be nice.
F she's still stuck in a wheelchair isn't she.
C I [P] no (uh) [U] walk [G] [MT].
=raises hand off of table and moves finger forward
F she walks a little bit now?
C yeah [C] [MT].
F well good, she's made some progress^
C yeah [C] [MT].
F from when we had her on rehab.
C yeah [C] [MT].
E do you cook?
C yeah [Q].
E what do you usually cook for Christmas?
C b [PA] b [PA] tur [PA] [WR].
C no, no, no, no, no [SC] [P] jam er, samich [PS] [MT].
=makes eating motion and sound
E okay.
F cookie.
C (eh).
= (holds up one finger).
C well, yes [O].
F Jim had a party a year or two ago.
F absolutely fantastic invitation he left on the phone message.
F hello, JimBaker, coffee, cookie, Saturday, two, bye.
E I love it.
E that's great.
F yeah we showed up Saturday at two and the house was packed.
C yeah, yeah, yeah [R] [C] [MT].
E that's great.
F coffee, cookies, rum,whiskey, cigarettes loose women.
F it was a wild time.
C whooo.
= (raises hand in the air to show excitement)
E so are you, ya'll are both not from here originally.
E so I'm going to ask you if you are familiar with this fried turkey fettish
  that everyone in South Louisiana >
C yeah, yeah [R] [Q] [MT].
F yeah.
E have you ever done^
C kun [IS] [WR].
= (holds up one finger)
E fried one?
F I haven't cooked one my self, but I've had them.
F they're real good.
C Kentwood.   49

= (holds up one finger, lifting hand from table)
C my baby me [G] [MT].
=points to self; gestures rocking a baby; points to self again
E you.
C kit wood [PA] [MT].
= (lifts hand off table and points with one finger again)
F cut wood?
C yeah [C] [MT].
F okay.
E for the turkey?
C no no no [R] [C] [MT].
= (waves hand to disregard)
E no, no, no, this is, okay.
C kent one [P] [PA] [MT].
= (looks at friend)
C baby, me [PS] [MT].
=gestures like rocking a baby and sings lullaby
E you're not having a baby?
C (oh) come on.
F I want to know who the father is.
C [P] let's see [MT].
= (taps finger on table)
C Cut wood [PA] [WR].
E cut wood.
C Kent wood.
F Kentwood.
E Kentwood.
C yeah [C] [MT].
F Kentwood, yeah.
F you got a baby in Kentwood?
C I [G] [MT].
=points to self
F (oh) you were a baby in Kentwood.
C yeah [C] [MT].
F that's where you were born.
C yeah [C] [MT].
E (oh), okay.
E (oh) so this is where you were (uhm) familiarized with the fried turkeys.
C yeah, yeah, yeah, yeah, yeah, yeah, yeah [C] [R] [MT].
= (raises hand from table)
E how does one go about doing this?
E I'm from North Louisiana, so this is foreign to me.
F it's a piece of cake.
C yeah [C] [RG].
F You get a big pot^
C yeah [C] [RG].
F and fill it up with peanut oil.
E do they use kind of what they use when they boil crawfish?
F yeah, you're crawfish boiler.
F You take it and fill it up with about five, six gallons of peanut oil.
F You (uh) get your TonyCacherie's and make a liquid out of it.
E (oh).
F and squirt it all over under the skin of the bird so that the juice you know
  how the muscles lay down?
E uhhuh.
F well the juice forms a red line between every muscle.
F a red line of Tony Cacherie's kind of spice.
F and then you the toss the bird up and you drop it in the hot fat.
F and usually if you're gonna do it, you want to do them for your friends so
  that you know, you got five gallons of hot fat you don't want to let it go to
  waste on one turkey.
E yeah, this is true.
F so you do up a bunch of them.
F they cook in about thirty, thirty to fortyfive minutes.
E and I 've heard they are very juicy.
C yeah, yeah [R] [C] [MT].
F they are, they are.
F you know what else is good is (uh) we had one a couple years back ,a

turduckin.
C yeah, (oh) yeah [R] [C] [RG].
E we were going >
E my sister turned us on to those.
F uhhuh.
E and we had one for thanksgiving and they had all the duck, the chicken and turkey.
C yeah [C] [RG].
E talk about good.
C good, good, good [R] [MT].
E that is.
E now that's a new one, but maybe it's been around for a while.
F well, it's been around for a long time, but it's just catching on.
F in fact they had some stuff on the Today's show or something like that featuring the turduckin last last Thanksgiving time.
E exactly what we had.
E it was excellent.
F well you'd be happy to know that you don't have to go all the way to Maurice, Louisiana to get that kind of thing now x x.
F Balloo's Specialty Meats up on Scenic Highway.
E (oh), okay.
F (uh) they're doing all the stuffed turkeys now.
E because I know my sister and her friend, they had to get one and bring it up last year.
E where is Balloos?
F off Scenic Highway.
E okay.
F I think it's the eleven hundred block of Scenic Highway.
E okay, I want to perfect or learn how to do the fried turkey so I can impress my friends.
F well, you're going to have to get you a crawfish pot.
C yeah [C] [RG].
E that's true, that'll be the first step.
E now when you put it in, do they just drop it in?
E how do you get it out?
F you gotta, you gotta have a string tied to it.
E I guess so or I guess you could put it in the basket ^
F yeah.
E that you lower.
E that would be a good idea.
E (uhm) what about (uh) Easter and Father's Day and >
E I'm trying to think of some other holidays.
E I guess Easter.
E what do you do on Easter?
C I don't know.
= (looks at friend)
F we praise God.
E right.
C yeah [C] [MT].
E you go to church.
F Father's day is a cool one for Jim though.
F his (uh) >
F you want to tell her about Jonathan coming back into your life?
C yeah, yeah, yeah [R] [Q] [MT].
E tell me about that.
C son.
E (oh) okay.
C yeah, yeah, yeah [R] [C] [MT].
= (nods head)
F how many years has it been?
C (huh) [P] [MT].
F ten, fifteen?
C (oh) [G] [MT].
=pushes hand out to indicate a long time
C yeah [C] [G] [MT].
= (pushes hand out to indicate a long time)
E wonderful.
C yeah, yeah [R] [C] [MT].

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E and where does he live?
C (uh) [U] Geogia [MT].
= syllables extended.
= (points out in front of him)
E Georgia?
C yeah [C] [MT].
E wow, so this is fairly recent?
C yeah, yeah, yeah, yeah, yeah [R] [Q] [MT].
= (nods head)
E and I bet Father's day is special for you.
C yeah, yeah [R] [Q] [MT].
E that's good.
F well, he looked Jim up a month ago, stopped by and visited.
F I was privileged to be there at the time.
C yeah [C] [MT].
F got to meet him and chat a while too.
F (uh) he called back again about two and a half weeks later just to check in.
C good.
= (nods head)
E that's wonderful, okay.
C yeah [C] [MT].
= (nods head)
E (uhm) the next thing I want to discuss was since your>
E since the stroke, I know it's been several years, but what are some lifestyle changes?
E I mean, there are obvious ones, but I just want to talk about them, (uh) that have occurred since then.
E like in your house and you know.
E then let's just discuss a few of these.
C well [P] [MT].
F yeah, where do you start?
C yeah, yeah, yeah, yeah, yeah [R] [C] [MT].
C (uh) [U] cooking, (uh), [U] lawn [MT]^
= cooking syllables extended.
E right.
C yeah, freezers.
= (lifts hand from table)
E you have a lot of frozen^
C yeah [C] [MT].
E things?
C yeah, yeah, yeah [R] [MT].
= (nods head)
F TV dinners.
C yeah [C] [MT].
E yeah.
C yeah, yeah, yeah [R] [O] [RG].
= (nods head)
F cheap lunch at the senior citizens center.
C yeah, yeah yeah, yeah, yeah [R] [C] [MT].
C (uh) [U] cleaning (uh) [U] [MT].
= (lifts hand from table).
E what do you do now differently, how do you (uhm) >
C (huh) slow.
E very slow?
C slow slow [R] [MT].
= (lifts hand from table)
F yeah, you ever tried folding a shirt with one hand?
C yeah [C] [MT].
E do you have anyone that comes in to help you?
C no I do [G] [MT].
= (points to self)
E you do it yourself.
C yeah, yeah [C] [R] [MT].
= (nods head).
E right.
C yeah, yeah [R] [O] [RG].
E but that took some adjustment, so^
C (oh) yeah [C] [MT].
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E a little more time consuming than before?
C yeah, yeah [R] [Q] [MT].
C learned, learned, learned [R] [MT].
E right.
C yeah, yeah [R] everything [G] [O] [MT].
= everything syllables are extended.
=waves hand around to indicate many things
E what about when you're watching TV or reading books?
E are there any things that you experience differently?
F yeah, you read a different way now.
C yeah, yeah [R] [C] [RG].
F he reads with ear phones instead of with^
C yeah, yeah, yeah [R] [C] [RG].
E (oh) with the book on tape.
C yeah [C] [RG].
E that's great.
C yeah, yeah, yeah, yeah, yeah [R] [C] [MT].
=(nods head)
C (uh) [U] library [MT].
= syllables on library extended.
= (holds finger up)
E okay.
E the library has been great for that.
C (oh) yeah [C] [RG].
F you got the tape machine.
C yeah [C] [RG].
F and the little record player.
C yeah, yeah [R] [C] [RG].
= (nods head)
F the books on tape will send you a stack of little albums they're not any
  thicker than a sheet of construction paper.
E wow.
F ten, ten or fifteen albums and that'll be a book on tape and they play on a
  turn table that runs about this slow.
E so (oh) (a big) the big albums?
C yeah [Q].
E and not just the tapes.
C yeah, uhhuh [R] [C] [MT].
E the cassette tapes.
C yeah yeah [R] [C] [MT].
= (nods head).
F they got all different media.
C yeah, yeah [R] [C] [RG].
F And they provide the equipment to play it for him too.
E wow.
C free, free, free [R] [G] [MT].
= (lifts hand from table and waves it in front of him)
E that's a nice service.
C yeah (oh) [C] [MT].
E I'm sure you enjoy that a lot.
C yeah, yeah, yeah [R] [C] [MT].
= (nods head).
E do you watch TV much?
C yes [Q] (uh) [U] [MT].
= (raises hand and points)
F that's why he doesn't think straight.
C what?
C (uh) [U] [P] dog [MT].
= (raises hand from table)
E you have a dog?
C (gestures) [G] [MT].
=holds up three fingers
E three?
C no [C], morning, noon, late [G] [MT].
= (holds up fingers one at a time)
E you have to take him out.
C yeah, yeah [R] [C] [MT].
F she is the sweetest dog.   53

E what kind of dog?
E I'm an animal lover.
C collow [SC] collie [MT].
= (raises hand from table)
E collie, (oh) those are sweet.
F a little collie?
C yeah, yeah [R] [C] [MT].
= (nods head).
E a little bitty one, a miniature collie?
C yeah, yeah [R] [Q] [MT].
E I love those.
C yeah, yeah [R] [C] [RG].
E I'm waiting for my roommate she' s >
E well, I'm not waiting.
E I don't want her to go but the only benefit is she's allergic to cats so when
  she moves out I'm getting two (uhm) cats.
E I'm going to go to the pound and pick a couple out.
C (oh) yeah [C] [RG].
E it'll be nice to have something around.
C yeah [C] [RG].
E when she leaves.
F any one dog can beat two cats though.
E (oh) yeah, I would much rather have a dog, but my dog is now residing with my
  parents in Ruston so^
C yeah [C] [RG].
E my apartment's too small but a cat, they keep a little more self sufficient
  and can kind of see to themselves.
C right.
E as far as the TV need, do you have captioning on your TV?
C (gestures) [G].
=shakes head to indicate no
E no that's not necessary?
C no, no, no, no [R] [C] [MT].
E right.
C (uh) [U] records, books, (uh) [U] library [G] [MT].
=library syllables extended.
=shakes head negatively then looks at friend; points finger and moves it as
  each syllable of 'library' is pronounced
C and (uh) [U] let's see (uh) [U], t [IS] (uh) [U] [G] [WR].
=taps table and pretends to type
F computer.
C yes [C] [MT].
E right.
C yeah [O].
E so you^
C yeah [O].
E type letters and things?
C yeah [Q] (uh) [U] see [P] [MT].
F he plays a mean game of cribbage too.
C well.
= (raises hand from table)
E please explain cribbage to me.
E I know, but I don't know.
F what do you call this thing?
C board.
= (moves hand across table to indicate size of board)
E okay.
F and what do you call these things?
C peg [G] [MT].
=taps table to indicate the pegs in the board
E okay.
F and those are used to keep?
C the [P] [G] [WR].
=looks at friend and motions with hand
F score.
C yeah [C] [MT].
E is it similar to a checker board?
C no, no, no [R] [Q] [MT].

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F no it's a card game.
E a card game, okay.
F yeah, the goal is to get combinations of fifteen straights and flushes.
C uhhuh [C] [RG].
F and pairs and triplets with different counts for each and you get three chances to play on each hand. ?
F there's a counting hand and then you play and then there's a extra play for the dealer called the cribbage.
C yeah, yeah [R] [C] [RG].
E okay.
C yeah [O].
F a lot of archain rules.
F it's no sailor's game.
C tough, tough, tough [R] [G] [MT].
= (points to friend).
C (oooh).
E so do you win every time?
C no, even [G] [MT].
=even syllables extended.
=waives hand around to show even distribution
F fairly even yeah.
C yeah, yeah, yeah, yeah [R] (uhm) [U] chess [MT].
E I love chess.
C (oh) yeah [C] [RG].
E I got turned on to chess and never knew how to play it until this past year.
C yeah, yeah [R] [C] [RG].
E I love it.
C bridge (uh) [U] yeah (uh) [U] [MT].
= (raises hand from table)
F dominoes.
C yeah, (oh) yeah, uhhuh [R] [C] [MT].
= (nods head).

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sambr
April 18, 2000

$ Client, EXAMINER, Friend
+ Name: BR
+ Gender: F
C two c [IS] cameras [WR].
E two cameras.
C wow.
F well, we're all so fat it takes two.
C well.
E ya'll are silly.
F you know I don't like videos.
=third speaker
C well, I don't either but (uh) [U] (uh) [U] nine years and I've [P] [G] got
  [P] a camera like this [MT].
=points to herself then motions towards the camera
F yeah, but I still don't like them.
C well I don't either.
C so what.
C she he [SC] don't eh [MT]>
C you come to (uh) [U] see it, no see it [MT].
E I've not seen it [G] [MT].
=waves hands around
F you've never seen it.
C no.
=shakes head negatively
F oh good they'll throw them away.
E I don't like video either, but we, they always film us in the clinic so^
C yeah.
E you kind of desensitize to it a little bit.
E I had a fear that I would be doing this and I would have forgotten to take
  the cover off the lens.
C off, that's off, okay.
=motions towards camera
E okay.
E okay, we're on for both.
E and this one's on.
E okay, alright ladies, now I want ya'll to forget about these cameras.
C I know.
E and^
E I don't x still.
E forget they are here and we're going to just kind of talk.
E I'm studying the way people compensate for communication breakdowns after
  stroke.
E and so we asked two friends or family to come in so that it would be kind of
  a natural conversation because I know that ya'll probably sit around and talk
  all the time.
C I do too.
C yes, I know.
C gossip too.
E I'm going to present some topics and we're just going to talk and I'll talk
  with you.
E and like I said, we're just forget the cameras are here.
E I wonder if I could stand elsewhere so that you wouldn't have to be looking
  into this light.
E I think I'm out of view here let me make sure I'm on that side, yeah, okay.
E I'm just going to stand over here so you won't have to be looking into the
  light.
E okay, well the first topic I want to talk about is just the weather and
  different weather (uh) events that have happened.
E probably all of you>
E have you all lived in Baton Rouge?
C yeah [Q].
E for a long time?
C a long time.
E were ya'll around when Camille, hurricane Camille^
C Camille.

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=looks at Friend
E in 1969?
C sixtynine, yes [Q].
=nods head
E tell me about that.
C well no there (uh) [U] three [G] (uh) [U] years is [MT]>
=holds up three fingers then points to F
C you [G], you went to my house [MT].
=points to Friend
C the hurricane, you know, the lights off.
C you slept.
F at your house in sixtynine?
C no.
C it was three years ago [G] [MT].
=holds up three fingers
F oh, that was Andrew.
E Andrew.
C yeah [C] [MT].
F that was Andrew.
C yeah [C] [MT].
F yeah.
C let's see, sss [IS] [WR]^
F Camille I don't remember.
C ssixtyni >
E sixtynine it was the one that wiped out the Gulf coast.
C oh yes, (uh) [U] we went [MT]>
=claps hands together out of excitement
C I went >
=closes eyes
C my kids and Bernice ^
E nobody will see these.
C no, uhuh [R] [RG].
C (uh) [U] we went (uh) [U] (uh) [U] [MT]>
C Rusty and Joey and Jane are little, little, little [R] [G] [MT].
=indicates height with hand off to the side
E uhhuh.
C yeah, well they were little [G] [SC] yeah [MT].
=adjusts hands to indicate height
C yeah and (uh) [U] (uh) [U] vacation (uh) [U] [MT].
=closes eyes before saying vacation
E right.
C at (uh) [U] [P] that place [G] [MT].
=points off to the side then closes her eyes and puts hand to forehead to think
F Bioloxi.
C Mississippi, yeah [C] [MT].
C and we went home eh one [G] (uh) [U]week [MT]>
=holds up one finger then waves hand off to the side
F before the hurricane?
C yes [C] [MT].
F I don't remember in sixty, I really >
F I can't remember sixty nine either.
=third speaker
E what about Andrew?
E you were saying ya'll do remember that one x x.
F yeah.
F well we stayed home but I had >
F I went to her house and stayed for three days because we didn't have
  electricity for six days.
C uhhuh [C] [RG].
=nods head
E did you have damage from Andrew?
E did you?
F no.
=third speaker
E no?
C uhuh [C], but but (uh) [U] (uh) [U] Ann cooked (uh) [U] shrimp and corn soup
  [MT].
=points to A then closes eyes before saying shrimp
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C ooooh was good.
E ooooh.
F we had just gone and get fresh shrimp^
C yeah [C], that's right [MT].
E like a week before that.
C and we (uh) [U] we (uh) [U] I (uh) [U] (uh) [U] [G] (uh) [U] fresh corn for
  [MT]>
=closes her eyes and makes motions as if shucking corn
C I'm pickin 'em, [G] my husband is picken 'em and you know [MT].
=points to self then makes motion of picking something
F they have fresh corn in the freezer.
C oh yeah [C], it was good [MT].
=syllable for good is extended
E so you had to get rid of everything in your freezer?
C no I I [R] [MT]>
=shakes head negatively
F no?
F well I had some shrimp and ^
C no I didn't.
C in Shenandoah I didn't >
F she didn't lose electricity.
C (uh) (uh) uhhuh [MT].
F we live on Hoo Shoo Too, so we lost electricity.
C oh, I know I lived a long time ago.
C (uh) [U] it was (uh) [U] (uh) [U] [P] [G] (uh) [U] Hoo Shoo Too Road about
  (uh) [U] [P] [MT]^
=closes her eyes during pause then points behind her
F eighteen years ago.
C oh gosh, I (uh) [U] (uh) [U] oh (uh) [U] Rusty and Joey and Jane were like
  this [G] [MT].
=indicates short height with her hand
E little.
C a (uh) [U] a [IS] and now is [G] grown up gr [IS] grown up [WR].
=indicates height change with hand
C it was (uh) [U] eleven days [MT].
F without electricity?
C uhhuh [C] [MT].
=nods head
E oh wow.
F which one was that?
=third speaker
F which one was that?
C I d ^
F Audrey?
=third speaker
E no.
F that was in the early fifty, that was in the middle fifties wasn't it.
C uhhuh [C] [MT], okay.
F it was (uh) Betsy.
C okay, Betsy.
F it was Betsy.
E that was, that's the one ^
C well you were not [P] born [MT].
=motions towards examiner
E when, what year was that?
F that was in six >
F that was the year Shyla was born.
F how old is Shyla, thirty?
C that's right.
=nods head
F she'll be thirty in January.
C that's right.
C that that [R] (uh) [U] (uh) [U] [MT] ^
F sixty four.
C yep, that's >
C my kids is little, little, little, little [R] [G] [MT].
=indicates height with hand off to the side
F we went and met aunt Hazel and Uncle Eddie at the school.

C yeah [C] [RG].
=nods head
F Brookstown?
C uhhuh [C] [MT].
F Brookstown School.
F that was some years ago.
E so how, how >
E was that devastating?
F well we didn't, we never did, well, we didn't ^
C oh, I did, I was (uh) [U] [MT]^
F we didn't lose electricity.
C well see I [G] did (uh) [U] (uh) [U] Hoo Shoo Too Road [MT].
=pats her chest
C a long time ago and (uh) [U] the (uh) [U] [G] roof is off for the bedroom
  [MT].
=raises hands toward ceiling
C it was.
C it was bad, bad, bad [R] [MT].
F it was a bad storm.
C and we were (uh) [U] [G] no electricity [MT].
=waves hand around to indicate none
C (uh) [U] (uh) [U] eleven (uh) [U] (uh) [U] days ago [MT].
=closes eyes and shakes head
C (uh) [U] I mean [SC] eleven [G] days [MT].
=moves hand off to the side as if indicating progression, then looks at F for
  reassurance
F yeah.
C that's right.
C no bod eh (uh) [U] my mother's go way over there [G] and [MT]>
=hand motions far away
C and you know and (uh) [U] Eddie's mother's way over there [G] [MT].
=hand motions far away
C you know they and (uh) [U] and three babies awww [MT].
E oh gosh.
C it was bad.
E I bet that was bad.
C uhhuh [C] [MT].
E I (uh), when >
E I had just moved down here when hurricane Andrew hit.
E and I had gone to the grocery store and everybody was buying the bottled
  water and I was like oh I'll grab a >
E I'm from North Louisiana, so hurricanes are foreign to me.
C yeah [C] [RG].
E and I even bought all kinds of frozen food and all you know I was going
  grocery shopping.
E well I got home and mom was like well, you think you need to go over to a
  friend's house?
E oh I'll be okay, you know, just a hurricane.
E it can't be that bad.
E three o'clock in the morning, mom, dad, this is scary.
E out of my element.
C I know.
=nods head
E I had to throw away pretty much everything in my refrigerator the next day.
C he (uh) [U] she [SC] [G] lives in Ruston [MT].
=points to examiner
F oh really, that's where you're from?
E uhhuh [C] [MT].
C I was born in Ruston, a long time ago.
E it's a small world.
C uhhuh [C] [RG].
E North Louisiana is very different from down here.
C well I know.
E especially the weather too, you know.
C Dellhigh.
E uhhuh.
C my mother's still there [G] [MT]^
=motions behind her

E is she?
C and Ver, yeah, and Vera, (uh) [U] (uh) [U] my husband's mother is living
  there in Dellhigh [G] [MT].
=waves hand behind her to indicate another place
E uhhuh, so they're still >
E now, Dellhigh is how far from Ruston?
C (uh) [U] seventy five miles [MT].
=closes her eyes when says (uh)
E that's not too far.
C (uh) (uh).
E no, about an hour and a half, something like that.
C yeah [C] [RG].
E you know, I think I might grab a little chair^
C okay.
E to put here.
E I don't want to block the view, cause I pulled one outside.
E this might work, okay.
F my stomach.
E I know.
F we're hungry.
C me too.
E okay, let's see.
C now you got talk.
=taps Aunt's arm
F I been talking.
=third speaker
E oh, okay.
E you're mighty of quiet over there.
C well she's, [P] she's [P] [MT]>
F she's a listener.
C uhhuh [C] [MT].
E well, let me see.
E okay, we talked about hurricanes.
E were there ever any >
E I know that we had a big flood in May in New Orleans.
E did, were, are there ever any big floods?
E I've only been here for a few years.
F oh yeah.
C yeah but (uh) [U] three year, four years ago (huh) [MT].
=looks at friend
F how many years ago was the last, I guess >
C five or four years ago, (uh) [U] [MT]>
=points to F
F my house is surrounded by water, but^
C uhhuh [C] [RG].
F it didn't come in.
E it didn't come in?
F but in eightythree it did.
E was that ^
F well we bought the house after the flood, the big flood of eighty three.
F eighty three was bad.
C uhhuh [C] [RG].
=nods head
F bad.
E was it a result of a hurricane?
F uhuh.
C uhuh [C] it raining.
=shakes head negatively
C twelve inches, uhhuh.
=nods head
F yeah.
=nods head
E oh this, was this over a period of just a couple days?
C yeah [Q].
F oh yeah.
E oh wow, cause I don't even know the (uh) I don't even know the amount of
  rainfall they had in New Orleans in May.
E I can't even remember.
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C I don't know either.
F oh it was bad.
C uhhuh, but New Orleans is th [IS] the (uh) [U] (uh) [U] [G] [MT].
=runs hands across table top
F sea level?
C sea level, down [G] [MT].
=indicates low level with hand
E okay.
C see.
E right.
C and so >
F below sea level.
=third speaker
F it's below sea level in New Orleans.
C yeah [C] [MT].
=nods head
E so we're a little higher .
C yes [C] [MT].
=nods head
E but not much.
C well that's right, but (uh) [U] New Orleans is lower [G] [MT].
=indicates low height with hands
E so they got more damage is that^
C that's right.
=nods head
E let's see.
C the water.
E what else do we have here?
E I had, I know it gets hot down here, but that Chicago heat wave where I
  think, was it three hundred plus people died?
C yeah [C] [RG].
C yeah but you know (uh) [U] (uh) [U] air conditioner, no air conditioner in
  Chicago [MT].
=closes eyes when says (uh)
E they >
C [G] [MT].
=vigorously shakes head negatively
F they don't have air conditioners.
C uhuh [C], uhuh [R] [MT].
=shakes head negatively
E okay.
E the ones where the people died or just in general?
F just in general.
C yeah [Q] in general.
E oh really?
C well, (uh) [U] Oprah is (uh) [U] air conditioner and (uh) [U], and (uh) [U]
  Paul Harvy is air conditioner [MT].
=poises body in a snobby manner
F I have, my grand, my granddaughter >
F I have a granddaughter that lives with me and her grandfather lives in Oregon
  and (uh) they very seldom use^
E I guess they^
F matter of fact Sandy in her house she had the units but I don't think they
  don't put in central air.
C uhuh [C] [RG].
=shakes head negatively
E okay, so they might have a couple window units.
F uhhuh.
C that's right.
=nods head
E but I guess they don't need it.
C that's right.
F they don't because it you know very seldom^
F the humidity.
=third speaker
F well >
F they don't have the humidity we have.
=third speaker 61

F no, no they don't have the humidity.
F they have a lot of rain there.
F it did get hot this past summer.
C but (uh) [U] a hu [IS] (uh) [U] a hundred (uh) [WR]^
=closes eyes during IS
F their cars doesn't have any air conditioning.
E are you serious?
F they came here when Dwayne and Tracey first married.
F how many years ago was that?
C (uh) [U] [RG]>
F fifteen years ago?
F fifteen years ago.
C yeah, yeah [C] [R] [MT].
F and her dad had a brand new van and they drove across the deserts.
F and they liked to have died because they don't, they don't buy cars with air
  conditioning.
C that's right.
=nods head
E oh my gosh.
C that's right.
=nods head
E and you can't come down here without air conditioning you'd die.
C I know but (uh) [U] (uh) [U] no (uh) [U] [G] [MT]>
=points up
F they don't need them up there.
C that's right [C] [MT].
E but Chicago and New York they still get pretty hot in the summer.
C well (uh) [U] Chicago last (uh) [U] summer is (uh) [U] a hundred [MT].
=closes eyes before saying summer
F yeah.
C and you know eh (uh) [U] Baton Rouge is average (uh) [U] the summer [MT].
E right.
C or ninetyfive or eh ninetynine or so, you know.
C but no (uh) [U] no air condition [G] in Chicago [MT].
=points up
E that's amazing.
C uhhuh [C] [RG].
=nods head
E but the humidity down here.
F oh, well you have to have >
C have it.
=continues to nod head
E even if it were a dry heat it would be a little easier to tolerate.
C I remember when I was (uh) [U] (uh) [U] a child, no air conditioner [MT].
C we didn't have a (uh) [U] [MT]^
F oh we were raised without an air conditioner.
E down here?
E oh wow.
C oh in Dellhigh [G] [MT].
=points away to indicate another place
E yeah.
C and (uh) [U] (uh) [U] (uh) [U] no (uh) [U] fan or anything but I I [R] was, I
  was hot, but you know [MT]>
=puts hand to forehead to think
F but it wasn't as bad.
C that's right [C] [MT].
=nods head
F well, we wasn't used to that.
=third speaker
C that's right.
=nods head
F we had an attic fan.
E true, was it (uh) ^
F and then back then you could leave your windows and doors open.
=third speaker
F yeah, yeah.
C that's right, that's right [R] [MT].
E was it (uh) more of a luxury to have an air conditioner then?

F oh yeah.
C oh yes sir.
C Lord yes.
F they didn't have too many houses >
E only the Oprahs and the Paul Harvey's had them.
F yeah, you didn't have too many people with air conditioner.
C that's right.
E my grandmother lives in Tennessee, right outside of Nashville, and it gets
  pretty cool.
E so she, she refuses.
E I think she might have one, no I don't even know if she has a window unit.
E she just, and she still raises the windows and my mother gets all worried you
  know now a days.
E but she lives in such a small little place.
C oh yeah [C] [RG].
E so she's like well if they're gonna come in and get me, they're just gonna
  come in and get me.
C that's right.
C well, that's good.
=nods head
E it's true.
E let's see.
E have any of you been in an earthquake?
F no.
C oh yes I did.
=claps hands together out of excitement
E oh tell us.
C I went to (uh) [U] Califaynia [G] California [SC] (uh) [U] yeah [MT].
=closes eyes before saying Califaynia, then points to indicate another place
C San Franscisco a long time ago.
C I was [P] working [MT].
E uhhuh.
C (uh) [U] I was, it was (uh) [U] fourteen years ago [MT].
C I don't know.
C and (uh) [U] Helen and me were going, we were shopping at (uh) [U] [P]
  Chinese things [MT].
=during pause, closes eyes and puts hand to forehead to think, then looks at F
  for help
F Chinese village?
C yeah, yeah [C] [R] [MT].
C chinese village.
C and we (uh) [U] went to Chinese (uh) [U] (uh) [U] eating [G] place [MT].
=makes stirring motion with hand
C and so (uh) [U] they were (uh) [U] (uh) [U] glasses and everything [MT]>
C it was [G] [MT].
=shakes her hands
C and I was stunned.
C and it was bad (uh) [U] you could [G] h [IS] hear it [WR].
=points to her ear
E right.
C you know.
F oh really?
C uh [P].
F what, rumbling?
=third speaker
C yeess, yeesss, an [C] [MT]^
F well didn't ya'll get under the table and >
=third speaker
F you could see glasses, plates >
F they got under the table.
=third speaker
F did ya'll?
C yeah [Q], it was bad.
=nods head
C it was (uh) [U] [MT]>
F were the chandeliers?
=third speaker
C yeah [Q], oh lord yes.

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C and the (uh) [U] (uh) [U] two minutes or three minutes, stopped [G] [MT].
=waves hands indicating nothing
F that's a long time.
F that's like a tornado.
=third speaker
C no no no no [P] [MT].
=closes eyes
C I don't know.
C I can't remember, but you know, one minute [G] I don't know [MT].
=holds up one finger
C it wasn't, it wasn't >
F it didn't last long, but it was a long minute.
C that's right [C] [MT].
C yeah and (uh) [U] well she (uh) [U] we're eating [G] now after that [MT].
=pretends to stir food
F I think I'd of lost my appetite.
=third speaker
E you went on with your meal.
C yeah [Q], well.
E a little earthquake, just keep on eating.
C well, yeah and it was (uh) [U] seven [P] [G] [MT]>
=moves hand upward as if from one level to the next; looks at Friend
F it was seven on the scale?
C yes [C] [MT].
E oh wow, that's pretty big.
F that's pretty bad.
C uhhuh [C] [MT].
=nods head
E and ya'll went on eating after?
F that's what I said.
=third speaker
F I think I'd of lost my appetite.
=third speaker
E I think I would have too.
C well it's alright for me cause you know, Eddie's gone, (uh) [U] husband,
   (uh) [U] he's home, and you know [MT].
C and my kids (uh) [U] is no (uh) [U] (uh) [U] San Francisco, so I [MT]>
=blinks hard before saying San Francisco
F you was by yourself.
=third speaker
C yeah [C], well Helen [MT].
F well, Eddie would have been left to take care of the kids.
=third speaker
C that's right [C] [MT].
C but I did.
C that was a long time ago.
E that must have been, what year was that?
C well, ten and a half years ago, I stroke.
C (uh) [U] thirteen or fourteen years ago [MT].
E okay, so that was >
F eighty one or eighty two.
E that must have been some (uh) a lot of damage^
C oh yeah, ·oh yeah [R] [MT].
E to San Fransisco.
C yeah but the (uh) [U] the houses like y [IS] (uh) [U] (uh) [U] yours and
   yours and yours is brick [WR].
=points to each person when saying yours
E oh.
C but eh San Francisco [G] doesn't, is (uh) [U] wood [MT].
=points out in front of her
C [G] [MT].
=wiggles hands
F oh really?
C yes [Q].
F and it shifts.
C yes sir [C] [MT].
E oh, yeah, that would make sense.
F yeah.

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E I'm sure that some of those fancy houses though I bet they get a lot of^
C I don't know.
E damage, you know.
C I don't know.
E some of them x x.
C but (uh) [U] (uh) [U] a quake is (uh) [U] at (uh) [U] (uh) [U] San Francisco,
   what, (uh) [U] [G] five years ago, six years ago [MT].
=closes eyes then holds up five fingers
F yeah, that bad one?
C bad, bad, bad [R] [MT].
E right, I remember that one.
E my friends lived outside of San Francisco and she said it was.
E they felt the effects even in^
C that's right.
=nods head
E I forget the, Medesto?
E I forget the name of the town.
E it was you know at least thirty minutes away, but they felt it too, the bad
   one.
C Uhhuh [C] [RG].
E you were saying >
E you said something about a tornado.
E ya'll had many tornadoes down here?
C uhhuh.
=nods head
F oh yeah.
C yeah [Q].
E have ya'll ever been in one?
C thank the Lord [G] [MT].
= shakes head negatively.
F well one passed over Saturday morning.
=third speaker.
F we think last Saturday morning we had one.
C oh oh yeah [C] [MT].
F it was bad at our house.
E you know, you know I remember that because it was like Friday night, well
   early that morning.
E I woke up with the wind blowing and blowing.
E I even went and turned the radio on to hear, to see >
E it was like four in the morning.
F well it blew all my^
=third speaker
C uhhuh [C] [RG].
F my ferns^
=third speaker
C four in the morning that's it.
=points finger at examiner as reassurance
E I bet you're right.
F blew all of my ferns over, my pots out in the yard.
=third speaker
F took the roof off of our little shed out in the >
=third speaker
F yeah.
E oh it did?
C oh yeah [Q].
=nods head
F uhhuh, it was bad.
E do you live out, outside >
C at Hoo Shoo Too Road.
E where is Hoo Shoo Too Road?
F off of Tiger Bend (uh) Old Jefferson.
E okay.
C okay, lu^
F but we don't, we don't live on the river.
=third speaker
F no we're, we're not the^
C she don't know, so >
F we're not the, we're not the river trash.

F you can't go any further than, you go all the way to the river.
=third speaker
F but they're some bad people live on the river.
=third speaker
E oh okay.
F we're not bad people.
E no I didn't think ya'll were bad people.
E well, that's also good because sometimes the tornadoes come up the river, I
   bet you know that would x.
C well, (uh) [U] a hurricane eh eh [G] [MT]>
=makes hand motion like something moving across the table
F comes up the river.
C oh yeah [C], that was (uh) [P] (uh) [U] [MT]>
F the mouth of the Mississippi.
C that's right [C] [MT].
F which one was that?
C I don't know.
C I eh I >
F that was Andrew, no?
C I don't know [G] [MT].
=waves hand to disregard
E maybe.
F yeah it was Andrew.
=third speaker
C okay, okay [R] [MT].
F it was Andrew that came up, yeah.
E I guess it did come up the mouth.
E but I agree, I bet it was a tornado that passed over.
F it was something, because it was bad.
C they did.
=waves finger back and forth between friends
F it was a roaring, very >
=third speaker
F to wake me up it had to be loud.
=third speaker
C and I slept [PS] [MT].
=pretends to sleep and snore
F yeah, because I >
C I did.
F it didn't wake her up.
F we woke up and my husband went out.
F he opened the door, the back door to the den, and I mean, and he said he
   don't know how he held that door in his hand the wind was so strong.
F and I have chimes on the, under the carport and they were going crazy.

$ Client, EXAMINER, husband
+ Name: lg
+ Gender: F
E alright, well, the first thing we're going to talk about is just the weather.
E that's easy, so I tried to think of some major happenings here in Louisiana.
E how long have ya'll lived here?
H all of our lives.
C yeah [C] [MT].
E in Baton Rouge?
C yeah [Q].
C so you were here during Andrew I'm sure, Hurricane Andrew?
H yeah.
C yeah [C] [MT].
E what happened, did ya'll get affected?
C no.
H not much.
E not really?
E you were lucky.
C [G] [MT].
=nods head
E no damage at all?
E were ya'll out of electricity?
C yeah [Q], uhhuh [R] [MT].
E how long?
H overnight.
C no two, three uh [U] [P] days, uh huh [MT].
C your mama house, me and you.
=looking at husband
H that's right.
C uhhuh [C] [RG].
E I didn't have power for a week yet I did stay here.
E I should've just gone home.
E okay, well Andrew didn't seem to do much damage to you.
E were ya'll here, when was Camille?
C I don't know, uhuh [Q].
=shakes head negatively
C I don't know.
E remember, was that >
H I don't remember that one.
E you don't remember it?
C no.
E like maybe sixtynine?
C no.
E something like that.
C uhuh [C] [MT].
E no?
C no [C] [MT].
E let me think.
E what about, were there, okay, were there any hurricanes that really affected
  you^
C no.
E down here?
E I guess Baton Rouge doesn't get really that much.
E New Orleans, maybe a little bit more.
E well, I have this uh >
E I'm trying to think of big events that happened and uh I know it's so hot
  down here, but they had that big Chicago heat wave that they had back in the
  summer.
E did ya'll know anyone in Chicago or related to that?
C no.
E no?
E have you ever been in an earthquake?
C no.
E no?
E not around here huh.

67

E I asked that to Bonnie and she had been out to California.
C uhhuh [C] [RG].
E during one at one time.
E well I know that everybody remembers the big snow back in eighty, was that eightyeight.
C eightyeight or something.
E you remember?
C little bit.
=looks up
E tell me about it.
E tell me what you remember.
C it's c [IS] cold and raining I think [WR].
E right.
C yeah [P] that's all [MT].
E did you have ice?
E it was mainly ice^
C yeah [Q].
E where I'm from, I was in high school.
C uhhuh [C] [RG].
E did everyone, your kids, get out of school?
C my children [P] [MT]?
H we didn't have children then.
C no.
E you didn't have children then?
C uhuh [C] [MT].
E I remember we were out of school for about a week, week and a half.
E no one was used to that.
E okay, let's see.
E let's move on to another one.
E I'm going to ask you about a holiday and I want to get ya'll talking a little bit.
E I know this might sound silly.
E I'm just going to try to throw out some topics.
E why don't ya'll tell me what ya'll normally do for Thanksgiving and with your family?
C nothing.
E well, tell me nothing then.
E tell me what ya'll did.
C nothing.
E nothing?
C no.
E ya'll didn't have friends over?
C no.
=looks up
E didn't have a Thanksgiving dinner?
C no.
E no, you just relaxed.
C thank you.
=nods head
E okay, well tell me what you're going to do for Christmas.
C oh yeah (uh) [U] Christmas [P] (uh) [U] Santa Clause coming [MT].
E how many children do ya'll have?
C two.
E how old are they?
H one of them is one and one is three.
E so they're right in the prime of all the Santa Clause.
C uhhuh [C] [MT].
E well the one year old may not really know yet.
C uhuh [C] [MT].
E are they asking for a lot of^
C no.
E presents?
C no, one say a swing, (huh)?
=looks at husband
H she was talking about a guitar last night.
C oh yeah, [P] guitar [MT].
=looks up during pause
E so tell me what goes on at your house at Christmas.

C well, church and eating.
=looks up when saying eating
E right.
C yeah [P] and [P] changing [G] (uh) [U] gifts [MT].
=looks up during pause and waves hand from side to side
E right.
E do you go or do you have people come to your house or do ya'll go to your
   relatives' house?
C yeah [Q], mama house.
E who comes over?
C grandmother, [P] friends, everybody [MT].
=looks up during pause
E everybody?
C yeah [Q].
E so that's nice.
E you have a lot of family here then?
C yeah [Q].
E it's always just my mom, my dad, my sister, and me at Christmas.
E it's boring, it's not much fun.
E what do you cook, what does Lisa cook?
C nothing.
E on Christmas?
C no.
E is she a good cook?
E are you a good cook?
C s x>
H she want to be.
C yeah, but turkey and uh [U] ham, dresses and [P] potato salad an [MT] >
=extended syllable in potatoe
=looks at husband during pause
H cranberry sauce.
E do ya'll fry the turkeys like a lot of people do around here?
C sometimes.
E now how do you do that?
E I'm not from down here so this is foreign to me.
C I don't know.
C Ken know, I think.
H I have seen it done x x.
H I have seen it fried in one of these deep fry pots over a butane flame.
E kind of like what you do crawfish in?
C yeah [C] [MT].
H similar to that.
C yeah [C] [MT].
E something like that.
H similar to that.
H it sits up in a big pot on a big stand with a butane flame underneath it.
H and you use a lot of cooking oil.
E right.
H like about two or three gallons^
C uhhuh [C] [RG].
H two to three gallons of cooking oil.
C cooking oil sx (uh) [U] what's [P] (uh) [U] [P] cooking oil [MT].
C no, something else.
H seasoning?
C uhuh [C] no [R] [MT]no.
C (uh) [U] [P] potato [PA], I don't know [WR].
C something else too.
C I don't know something else.
E I know what you're thinking.
E you have to use peanut oil.
C yeah [C], peanut oil [MT].
=points finger at examiner
E that's what it is.
C uhhuh [C] [RG].
E I've heard them say that.
C yeah [C] [RG].
E now I didn't know, you just put the turkey in there?
E how do you get it out?
                                69

E that's a lot of oil and that's hot.
H use the uh somehow I think he took a clothes hanger and tie it around the
  legs of the turkey.
E oh.
H and just have it hanging in there.
E oh, okay and you just lift it up.
E I thought about, usually in the big pots with the crawfish you have the other
  little basket that you set down.
H uhhuh.
E so if you had that, you could put your turkey in it.
H that would be alright.
E so do you inject it?
E do you always inject it or do you^
H usually.
H so far I've seen two different types of , two different flavors of seasoning
  they use.
H one is Cajun and one is something else.
H I forgot what it was.
H one of them is a brown looking liquid and the other one is a dark reddish
  looking liquid you use to inject them with.
E one's spicy and one's not?
H I think so.
E something like that.
E I'd love to do that.
E I'm going to try to convince my mom to do that one Christmas.
E so ya'll go to church on Christmas Eve or Christmas day?
C day.
E day?
E cause a lot of people, I'm not Catholic, but a lot of the Catholics have the
  midnight mass.
C uhhuh [C] [RG].
E we have, not a midnight service, but we always have the Christmas Eve
  service.
E so ya'll do that and your family comes over and then Santa Clause comes, do
  the whole bit.
E so do the kids get ya'll up early in the morning?
C (uh) [U] no [MT].
=looks at husband
H depends on how late they were up the night before.
C yeah [C] [MT].
E pretty late sometimes?
H sometimes.
H earlier they go to bed, the earlier they get up.
H the later they go to bed, the later they get up.
E so you try to keep them up late.
E let me see.
E okay, anything, what about birthdays?
E I'm trying to hit on something that maybe ya'll have some special tradition
  during one of these holidays that's kind of a big deal during the year.
E is there any time of the year, any holiday, that ya'll might do something a
  little out of the ordinary?
E Mother's Day?
E what do ya'll do on^
C [P] cooking [MT].
E cooking?
E they cook for you or you cook for them?
C no me.
E that's the way it should be.
E and Fathers' Day?
E just kind of normal?
C yeah [Q].
E yeah, we never really, it's sad to say.
E we always had just a mild Mother's and Fathers' Day at my house, poor
  parents.
E what about Easter?
C church.
E what do ya'll do for the kids?
E I know they're all into the Easter Rabbit and all that.

C uhhuh [C], Chocolate rabbit, eggs [MT]>
E ya'll die the eggs and have easter egg hunts?
C yeah [Q], me.
E you do it?
E yeah, ·I used to love that.
E okay, well let me think.
E now, one of the topics I wanted to talk about is since your stroke Lisa, what
   are some changes, and I want to hear both of ya'll talk.
E what are some changes or some things that you've had to >
E lifestyle changes >
C work.
E right, tell me a little bit about it.
C I mean what?
E what's you >
E what did you do before?
C oh, a lot of things, (uh) [U] helping people [MT].
C yeah and [P] something else, (uh) [U] [P] helping people [MT].
E right.
C yeah, and something [P] that's all [MT].
C Helping people.
=looks at husband
E so since the stroke, you haven't been able to go back to work.
C uhuh [C] [MT].
E now you were>
E MrsFisher was helping you with^
C yeah [C] [MT].
E with ya'll were^
C what?
E talking about maybe^
C yeah [C], (uh) [U] [MT].
E you were going to go back.
C yeah well they (uh) [U] hospital yeah, but call me no [MT].
E no?
C uhuh [C] [MT].
E what about around the house?
E were there any changes, you know, as far as writing things down where maybe
   you didn't before, or some things that kind of help make the normal daily
   routine easier?
E things you've kind of had to change around since the stroke.
E Mr George, can you think of anything?
C [P] uhuh [MT].
E I know some of the individuals in the group they have trouble understanding
   what they hear so maybe on their TVs they might have the words come up.
E do you have anything like that?
E I'm just trying to think of things that normally go on sometimes not with
   everybody.
C no, uhuh [R] [RG].
=shakes head negatively
E what about with cooking?
E anything different?
C no.
E no?
E what about with family and friends, anything?
E have things changed?
C no, uhuh [R] [MT].
C same thing.
E everybody kind of just adapted and went on.
E what about like at church?
C (uh) [U] (uh) [U], no, uhuh [R] [RG].
E okay, well good, you're coming along real well too.
E uhm those were the three topics I have, but I don't have ya'll talking much,
   so let me think.
E what is something ya'll could tell me about?
E tell me about your job before the stroke.
C good job.
E good job?
C uhhuh [C] [MT].
E tell me about it.   71

C leave, you know.
=looks at husband
C (uh) [U] helping people, you know [MT].
C Mark and you know [P] [MT].
=looks at husband
H the gardener, who was that that kept disappearing, slipping out and wandering
   and carrying on.
C Carl?
H that Clyde?
C Claude?
H wasn't his name Clyde?
C Claude, yeah.
H the cripple one.
C yeah. [C] [RG].
H you were hunting him down in the stores.
C (uh) (huh), yeah [C] [MT].
=nods head
E so where did you work?
E for who?
E I mean, I know that you were saying that you help people, was this kind of
   like a social work or kind of uhm >
H community help.
E community, community help?
H community uh^
C net.
H community network.
E network, okay.
H incorporated.
H CNI.
C CNI.
E okay.
E let me think.
E how do you feel about your progress?
C good.
E good?
E so you feel like you've come along.
E when was your stroke, in ninetythree?
C uhhuh, well, [P] yeah [MT].
=looks at husband during pause
H yeah it was in ninetythree.
C three years [G] [MT].
=holds up three fingers
H January 27th.
C yeah [C] [MT].
H 1993.
C uhhuh [C] [RG].
E Mr George, how do you feel about Lisa's progress?
E where are you?
E are you where you want to be, or where would you like to see yourself?
C (uh) [U] (uhm) [U] [MT]>
H I think she's come a long way.
E right.
C yeah [C] [P] and then, what else [MT]?
H she's come a long way.
C and what else?
H I think you uh are starting to understand things.
H you hear better.
C uhhuh [C] [MT].
E x x.
H you could stand a little more practice reading.
C uhhuh [C] [MT].
H and mathwise.
E so at the beginning right after the stroke maybe a little trouble^
C head [G] [MT].
=points to her head
E with the reading^
C yeah [C] [MT].
E books and with the hearing^
72

C uhhuh [C] [MT].
E you know, because that's very common, these things.
E so did you do those things in the beginning to kind of help out when you had problems doing that?
·C yeah [Q].
E what types of things did ya'll do at your house?
E like if you couldn't, would you get him to write it down, or did you get him to go over it slowly?
E like^
C yeah [C] [MT].
E what kinds of changes^
C uhhuh [C] [RG].
E did you have to make?
E those types of things.
E can ya'll think of any?
C yeah [Q].
=looks at husband
E at the very beginning?
H practicing you know I would say like uh when you wasn't knowing the ABC's and stuff I used to pronounce how you say the letter and watch my mouth, my tongue, and how you use your tongue and mouth to create the sound of the letter.
E right, right.
H and she'd try and duplicate what I say to learn how to say it again.
E right.

APPENDIX E

SALT Print–Outs of Transcript Summary Information

```
samjb
April 18, 2000

Speakers: Client, EXAMINER  friend
                             TRANSCRIPT SUMMARY

                                      Clien              E & F
                               number   per cent   number   per cent
-----------------------------------------------------------------------
Total Utterances                190                327
    Statements (.)              187      98.42     226      69.11
    Questions (?)                 1       0.53      77      23.55
    Exclamations (!)              1       0.53       0      ---
    Intonation Prompts (~)        0       ---        0      ---
    Abandoned Utterances (>)      0       ---        9       2.75
    Interrupted Utterances (^)    1       0.53      15       4.59

    Verbal Utterances           180      94.74     326      99.69
    Nonverbal Utterances         10       5.26       1       0.31
    Unintelligible Utterances     0       ---        1       0.31
    Partly Intelligible Utterances 0      ---        4       1.22
    Responses to Questions       55      28.95       0      ---
    Yes/No Responses to Questions 15       7.89       0      ---
    Responses to Intonation Prompts 0     ---        0      ---
    Imitations                    0       ---        4       1.22
    One-word Utterances          86      45.26      45      13.76

    Utterances with Mazes        38      20.00      31       9.48
    Utterances with Pauses        0       ---        0      ---
    Utterances with Omissions     0       ---        0      ---
    Utterances with Overlapping Speech 0  ---        0      ---
    Utterances with Word Codes    0       ---        0      ---
    Utterances with Utterance Codes 162   85.26      0      ---
-----------------------------------------------------------------------
Analysis Set (C&I Verbal Utts)  179                297
    Statements (.)              177      98.88     220      74.07
    Questions (?)                 1       0.56      77      25.93
    Exclamations (!)              1       0.56       0      ---
    Intonation Prompts (~)        0       ---        0      ---

    Responses to Questions       50      27.93       0      ---
    Yes/No Responses to Questions 15       8.38       0      ---
    Responses to Intonation Prompts 0     ---        0      ---
    Imitations                    0       ---        4       1.35
    One-word Utterances          86      48.04      43      14.48

    Utterances with Mazes        29      16.20      23       7.74
    Utterances with Pauses        0       ---        0      ---
    Utterances with Omissions     0       ---        0      ---
    Utterances with Overlapping Speech 0  ---        0      ---
    Utterances with Word Codes    0       ---        0      ---
    Utterances with Utterance Codes 153   85.47      0      ---
-----------------------------------------------------------------------
Other
    % Intelligible Utterances    100.00%           98.34%
        C&I Verbal Utterances    179               297
        Complete Verbal Utterances 179             302

    Between-Utterance Pauses:  0


                              74
```

Speakers: Client, EXAMINER friend
Analysis Set: C&I Verbal Utts

WORD AND MORPHEME SUMMARY

| | Clien | | E & F | |
	Analysis Set	Total Utterances	Analysis Set	Total Utterances
MLU in Words	1.88	1.78	7.07	7.19
MLU in Morphemes	1.88	1.78	7.07	7.19
Brown's Stage	Late I	Late I	Post V	Post V
Expected Age Range (mos.)	18 – 31	18 – 31	41 – ––	41 – ––
TTR	0.26	0.26	0.30	0.28
No. Diff. Word Roots	87	89	625	666
Total Main Body Words	337	339	2099	2351
TTR (50 utts)	0.34	0.33	0.49	0.49
No. Diff. Word Roots	30	27	151	146
Total Main Body Words	88	81	308	295
TTR (100 utts)	0.32	0.33	0.38	0.38
No. Diff. Word Roots	59	56	303	305
Total Main Body Words	183	172	800	811
Total Maze Words	36	46	26	35
No. Omitted Words	0	0	0	0
No. Omitted Bound Morphemes	0	0	0	0

MLU note: expected age ranges are the values within one standard deviation
of predicted values for that linquistic stage, based on a linear fit of a
sample of 123 upper-middle class children (17-59 months of age) from Madison,
Wisconsin (Miller and Chapman, JSHR, 24, 1981, 154-161). They are irrelevant
for adults and for transcripts without bound morpheme coding.

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samjb
April 18, 2000

Speakers: Client, EXAMINER  friend
                              DISCOURSE SUMMARY

                              Clien                    E & F
                        number    per cent        number    per cent
-----------------------------------------------------------------------
Total Utterances           190                     327
   Responses to Questions   55      28.95            0         ---
      Requests for Clarification  0                  0
      Yes/No Responses      15                       0
      Other Responses       40                       0

   Responses to Intonation Prompts  0     ---        0         ---

   Imitations                0       ---             4        1.22
      Exact Imitations       0                       3
      Reduced Imitations     0                       1

   Spontaneous Utterances   135     71.05          323       98.78
      Statements (.)        132                     222
      Exclamations (!)        1                       0
      Questions (?)           1                      77
      Abandoned (>)           0                       9
      Interrupted (^)         1                      15
-----------------------------------------------------------------------
Analysis Set (C&I Verbal Utts)  179                297
   Responses to Questions    50      27.93            0        ---
      Requests for Clarification  0                   0
      Yes/No Responses       15                       0
      Other Responses        35                       0

   Responses to Intonation Prompts  0     ---         0        ---

   Imitations                0       ---             4        1.35
      Exact Imitations       0                       3
      Reduced Imitations     0                       1

   Spontaneous Utterances   129     72.07          293       98.65
      Statements (.)        127                     216
      Exclamations (!)        1                       0
      Questions (?)           1                      77
-----------------------------------------------------------------------

Percent Responses to Questions  71.43%             0.00%
   Responses to Questions    55                       0
   Other Speaker Questions   77                       1
```

samjb
April 20, 2000

Speakers: Client, EXAMINER friend
TURN LENGTH SUMMARY

	Clien	E & F
Mean Turn Length in Utterances	1.11	1.91
Median Turn Length in Utterances	1.00	1.00
Mean Turn Length in Words	1.98	13.75
Median Turn Length in Words	2.00	6.00

NO. OF SPEAKER TURNS BY TURN LENGTH

Turn Length in Number of Utterances

	1	2	3	4	5	6+	Total
Clien :	152	19	0	0	0	0	171
E & F :	113	31	10	9	1	7	171

Turn Length in Number of Words

	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15+	Total
Clien :	4	77	50	22	8	4	2	3	0	0	0	1	0	0	0	0	171
E & F :	0	22	12	11	14	17	15	12	10	5	3	0	4	3	1	42	171

```
sambr
April 18, 2000

Speakers: Client, EXAMINER, Friend
                              TRANSCRIPT SUMMARY

                                   Clien                    EXAMI
                            number   per cent        number   per cent
-------------------------------------------------------------------------
Total Utterances              223                      170
    Statements (.)            185      82.96           115      67.65
    Questions (?)               0      ---              32      18.82
    Exclamations (!)            0      ---               0      ---
    Intonation Prompts (~)      0      ---               0      ---
    Abandoned Utterances (>)   27      12.11            11       6.47
    Interrupted Utterances (^) 11       4.93            12       7.06

    Verbal Utterances         219      98.21           170     100.00
    Nonverbal Utterances        4       1.79             0      ---
    Unintelligible Utterances   0      ---               0      ---
    Partly Intelligible Utterances 0   ---               4       2.35
    Responses to Questions     32      14.35             2       1.18
    Yes/No Responses to Questions 10    4.48             2       1.18
    Responses to Intonation Prompts 0  ---               0      ---
    Imitations                  0      ---               3       1.76
    One-word Utterances        40      17.94            22      12.94

    Utterances with Mazes      62      27.80             6       3.53
    Utterances with Pauses      0      ---               0      ---
    Utterances with Omissions   0      ---               0      ---
    Utterances with Overlapping Speech 0 ---             0      ---
    Utterances with Word Codes  1       0.45             0      ---
    Utterances with Utterance Codes 143 64.13            2       1.18
-------------------------------------------------------------------------
Analysis Set (C&I Verbal Utts) 182                     143
    Statements (.)            182     100.00           111      77.62
    Questions (?)               0      ---              32      22.38
    Exclamations (!)            0      ---               0      ---
    Intonation Prompts (~)      0      ---               0      ---

    Responses to Questions     28      15.38             2       1.40
    Yes/No Responses to Questions 10    5.49             2       1.40
    Responses to Intonation Prompts 0  ---               0      ---
    Imitations                  0      ---               3       2.10
    One-word Utterances        39      21.43            20      13.99

    Utterances with Mazes      40      21.98             3       2.10
    Utterances with Pauses      0      ---               0      ---
    Utterances with Omissions   0      ---               0      ---
    Utterances with Overlapping Speech 0 ---             0      ---
    Utterances with Word Codes  0      ---               0      ---
    Utterances with Utterance Codes 114 62.64            2       1.40
-------------------------------------------------------------------------
Other
    % Intelligible Utterances  100.00%                 97.28%
        C&I Verbal Utterances  182                     143
        Complete Verbal Utterances 182                 147

    Between-Utterance Pauses:  0
```

78

Speakers: Client, EXAMINER, Friend
Analysis Set: C&I Verbal Utts

WORD AND MORPHEME SUMMARY

	Clien		EXAMI	
	Analysis Set	Total Utterances	Analysis Set	Total Utterances
MLU in Words	3.97	3.98	7.05	7.03
MLU in Morphemes	3.97	3.98	7.05	7.03
Brown's Stage	L IV/E V	L IV/E V	Post V	Post V
Expected Age Range (mos.)	31 - 50	31 - 50	41 - --	41 - --
TTR	0.29	0.26	0.33	0.31
No. Diff. Word Roots	208	234	335	365
Total Main Body Words	722	888	1008	1195
TTR (50 utts)	0.47	0.51	0.47	0.48
No. Diff. Word Roots	90	94	188	169
Total Main Body Words	190	183	403	354
TTR (100 utts)	0.38	0.36	0.39	0.38
No. Diff. Word Roots	145	142	276	272
Total Main Body Words	383	390	707	711
Total Maze Words	79	126	3	6
No. Omitted Words	0	0	0	0
No. Omitted Bound Morphemes	0	0	0	0

MLU note: expected age ranges are the values within one standard deviation
of predicted values for that linquistic stage, based on a linear fit of a
sample of 123 upper-middle class children (17-59 months of age) from Madison,
Wisconsin (Miller and Chapman, JSHR, 24, 1981, 154-161). They are irrelevant
for adults and for transcripts without bound morpheme coding.

sambr
April 18, 2000

Speakers: Client, EXAMINER, Friend

DISCOURSE SUMMARY

	Clien		EXAMI	
	number	per cent	number	per cent
Total Utterances	223		170	
Responses to Questions	32	14.35	2	1.18
Requests for Clarification	0		0	
Yes/No Responses	10		2	
Other Responses	22		0	
Responses to Intonation Prompts	0	---	0	---
Imitations	0	---	3	1.76
Exact Imitations	0		0	
Reduced Imitations	0		3	
Spontaneous Utterances	191	85.65	165	97.06
Statements (.)	157		110	
Questions (?)	0		32	
Abandoned (>)	25		11	
Interrupted (^)	9		12	
Analysis Set (C&I Verbal Utts)	182		143	
Responses to Questions	28	15.38	2	1.40
Requests for Clarification	0		0	
Yes/No Responses	10		2	
Other Responses	18		0	
Responses to Intonation Prompts	0	---	0	---
Imitations	0	---	3	2.10
Exact Imitations	0		0	
Reduced Imitations	0		3	
Spontaneous Utterances	154	84.62	138	96.50
Statements (.)	154		106	
Questions (?)	0		32	
Percent Responses to Questions	100.00%		8.70%	
Responses to Questions	32		2	
Other Speaker Questions	32		23	

sambr
April 20, 2000

Speakers: Client, EXAMINER, Friend
<div align="center">TURN LENGTH SUMMARY</div>

	Clien	EXAMI
Mean Turn Length in Utterances	1.35	1.49
Median Turn Length in Utterances	1.00	1.00
Mean Turn Length in Words	5.38	10.48
Median Turn Length in Words	3.00	5.00

<div align="center">NO. OF SPEAKER TURNS BY TURN LENGTH</div>

Turn Length in Number of Utterances

	1	2	3	4	5	6+	Total
Clien :	129	23	7	5	0	1	165
EXAMI :	89	12	5	3	2	3	114

Turn Length in Number of Words

	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15+	Total
Clien :	3	38	33	22	11	10	6	5	2	4	2	2	6	2	6	13	165
EXAMI :	0	19	11	11	10	9	8	5	4	3	2	5	3	2	1	21	114

samlg
April 18, 2000

Speakers: Client, EXAMINER, husband

TRANSCRIPT SUMMARY

	Clien		EXAMI	
	number	per cent	number	per cent
Total Utterances	124		194	
Statements (.)	111	89.52	88	45.36
Questions (?)	9	7.26	86	44.33
Exclamations (!)	0	---	0	---
Intonation Prompts (~)	0	---	0	---
Abandoned Utterances (>)	4	3.23	7	3.61
Interrupted Utterances (^)	0	---	13	6.70
Verbal Utterances	122	98.39	194	100.00
Nonverbal Utterances	2	1.61	0	---
Unintelligible Utterances	0	---	1	0.52
Partly Intelligible Utterances	1	0.81	0	---
Responses to Questions	48	38.71	2	1.03
Yes/No Responses to Questions	23	18.55	0	---
Responses to Intonation Prompts	0	---	0	---
Imitations	0	---	0	---
One-word Utterances	70	56.45	21	10.82
Utterances with Mazes	14	11.29	0	---
Utterances with Pauses	0	---	0	---
Utterances with Omissions	0	---	0	---
Utterances with Overlapping Speech	0	---	0	---
Utterances with Word Codes	1	0.81	0	---
Utterances with Utterance Codes	75	60.48	0	---
Analysis Set (C&I Verbal Utts)	119		173	
Statements (.)	110	92.44	87	50.29
Questions (?)	9	7.56	86	49.71
Exclamations (!)	0	---	0	---
Intonation Prompts (~)	0	---	0	---
Responses to Questions	46	38.66	0	---
Yes/No Responses to Questions	23	19.33	0	---
Responses to Intonation Prompts	0	---	0	---
Imitations	0	---	0	---
One-word Utterances	70	58.82	20	11.56
Utterances with Mazes	13	10.92	0	---
Utterances with Pauses	0	---	0	---
Utterances with Omissions	0	---	0	---
Utterances with Overlapping Speech	0	---	0	---
Utterances with Word Codes	1	0.84	0	---
Utterances with Utterance Codes	71	59.66	0	---
Other				
% Intelligible Utterances	100.00%		99.43%	
C&I Verbal Utterances	119		173	
Complete Verbal Utterances	119		174	

Between-Utterance Pauses: 0

samlg
April 18, 2000

Speakers: Client, EXAMINER, husband
Analysis Set: C&I Verbal Utts

WORD AND MORPHEME SUMMARY

| | Clien | | EXAMI | |
	Analysis Set	Total Utterances	Analysis Set	Total Utterances
MLU in Words	2.14	2.19	7.31	7.16
MLU in Morphemes	2.14	2.19	7.31	7.16
Brown's Stage	II	II	Post V	Post V
Expected Age Range (mos.)	21 - 35	21 - 35	41 - --	41 - --
TTR	0.38	0.39	0.27	0.26
No. Diff. Word Roots	96	106	339	355
Total Main Body Words	255	272	1265	1390
TTR (50 utts)	0.55	0.55	0.47	0.47
No. Diff. Word Roots	61	60	160	158
Total Main Body Words	110	109	340	339
TTR (100 utts)	0.40	0.41	0.34	0.35
No. Diff. Word Roots	91	99	241	234
Total Main Body Words	227	239	706	671
Total Maze Words	17	19	0	0
No. Omitted Words	0	0	0	0
No. Omitted Bound Morphemes	0	0	0	0

MLU note: expected age ranges are the values within one standard deviation
of predicted values for that linquistic stage, based on a linear fit of a
sample of 123 upper-middle class children (17-59 months of age) from Madison,
Wisconsin (Miller and Chapman, JSHR, 24, 1981, 154-161). They are irrelevant
for adults and for transcripts without bound morpheme coding.

Speakers: Client, EXAMINER, husband

DISCOURSE SUMMARY

	Clien		EXAMI	
	number	per cent	number	per cent
Total Utterances	124		194	
Responses to Questions	48	38.71	2	1.03
Requests for Clarification	3		0	
Yes/No Responses	23		0	
Other Responses	22		2	
Responses to Intonation Prompts	0	---	0	---
Imitations	0	---	0	---
Spontaneous Utterances	76	61.29	192	98.97
Statements (.)	68		88	
Questions (?)	6		86	
Abandoned (>)	2		6	
Interrupted (^)	0		12	
Analysis Set (C&I Verbal Utts)	119		173	
Responses to Questions	46	38.66	0	---
Requests for Clarification	3		0	
Yes/No Responses	23		0	
Other Responses	20		0	
Responses to Intonation Prompts	0	---	0	---
Imitations	0	---	0	---
Spontaneous Utterances	73	61.34	173	100.00
Statements (.)	67		87	
Questions (?)	6		86	
Percent Responses to Questions	55.81%		16.67%	
Responses to Questions	48		2	
Other Speaker Questions	86		12	

samlg
April 20, 2000

Speakers: Client, EXAMINER, husband
<div style="text-align:center">TURN LENGTH SUMMARY</div>

	Clien	EXAMI
Mean Turn Length in Utterances	1.12	1.85
Median Turn Length in Utterances	1.00	1.00
Mean Turn Length in Words	2.45	13.24
Median Turn Length in Words	1.00	8.00

<div style="text-align:center">NO. OF SPEAKER TURNS BY TURN LENGTH</div>

Turn Length in Number of Utterances

	1	2	3	4	5	6+	Total
Clien :	101	8	1	1	0	0	111
EXAMI :	60	21	15	5	0	4	105

Turn Length in Number of Words

	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15+	Total
Clien :	2	69	12	9	4	2	1	4	0	2	0	3	0	2	0	1	111
EXAMI :	0	12	7	11	7	6	4	2	7	2	4	7	2	5	3	26	105

APPENDIX F

SALT Print-Outs of Utterances
With Compensatory Strategy Codes

UTTERANCE CODE TABLE
Table Expanded by Utterances
C&I Verbal Utts
Main Body
1st Speaker

	Clien Utterances	E & F Utterances
[C]	83	0

C (oh) yeah [C] [MT].
C yeah, yeah [R] [C] [MT].
C yes [C] [MT].
C no [C] [RG].
C no, no, no, no, no [R] [C] [MT].
C no [C] [MT].
C no no no no [C] [R] [Q] [MT].
C yeah, yeah [C] [R] [MT].
C yeah [C] [RG].
C yeah [C] [RG].
C yeah [C] [RG].
C yeah [C] [RG].
C yeah [C] [RG].
C yeah, yeah (huh)(huh) [R] [C] [MT].
C yeah, yeah [R] [C] [RG].
C yeah [C] [RG].
C no, no [R] [C] [MT].
C yeah [C], (oh) gollee [RG].
C (oh) yeah, yeah [R] [C] [MT].
C yeah, yeah [R] [C] [RG].
C good (huh) [C] [RG].
C yeah [C] [RG].
C yeah [C] [RG].
C yeah [C] [MT].
C yeah, yeah [C] [R] [MT].
C yeah [C] [MT].
C yeah [C] [MT].
C yeah [C] [MT].
C yeah, yeah, yeah [R] [C] [MT].
C yeah [C] [MT].
C no no no [R] [C] [MT].
C yeah [C] [MT].
C yeah [C] [MT].
C yeah [C] [MT].
C yeah, yeah, yeah, yeah, yeah, yeah, yeah [C] [R] [MT].
C yeah [C] [RG].
C yeah [C] [RG].
C yeah, yeah [R] [C] [MT].
C yeah, (oh) yeah [R] [C] [RG].
C yeah [C] [RG].
C yeah [C] [RG].
C yeah [C] [MT].
C yeah, yeah, yeah [R] [C] [MT].
C yeah [C] [G] [MT].
C yeah, yeah [R] [C] [MT].
C yeah [C] [MT].
C yeah [C] [MT].
C yeah [C] [MT].
C yeah, yeah, yeah, yeah, yeah [R] [C] [MT].
C yeah [C] [MT].
C yeah [C] [MT].
C yeah, yeah yeah, yeah, yeah [R] [C] [MT].
C yeah [C] [MT].
C yeah, yeah [C] [R] [MT].

86

C (oh) yeah [C] [MT].
C yeah, yeah [R] [C] [RG].
C yeah, yeah, yeah [R] [C] [RG].
C yeah [C] [RG].
C yeah, yeah, yeah, yeah, yeah [R] [C] [MT].
C (oh) yeah [C] [RG].
C yeah [C] [RG].
C yeah, yeah [R] [C] [RG].
C yeah, uhhuh [R] [C] [MT].
C yeah yeah [R] [C] [MT].
C yeah, yeah [R] [C] [RG].
C yeah (oh) [C] [MT].
C yeah, yeah, yeah [R] [C] [MT].
C no [C], morning, noon, late [G] [MT].
C yeah, yeah [R] [C] [MT].
C yeah, yeah [R] [C] [MT].
C yeah, yeah [R] [C] [RG].
C (oh) yeah [C] [RG].
C yeah [C] [RG].
C yeah [C] [RG].
C no, no, no, no [R] [C] [MT].
C yes [C] [MT].
C yeah [C] [MT].
C uhhuh [C] [RG].
C yeah, yeah [R] [C] [RG].
C (oh) yeah [C] [RG].
C yeah, yeah [R] [C] [RG].
C yeah, (oh) yeah, uhhuh [R] [C] [MT].

[G]   23   0
C fi [IS] [P] (uh) [U] [G] [P] Five years [WR].
C five years [G] [MT].
C all over [G] [MT].
C yeah, Texas [G] [O] [MT].
C two [P] (uh) [U] days [G] [MT].
C fxx [P] f [IS] f [IS] [G] [WR].
C fxx, ply [P] plying [P] [G] [WR].
C that's what, (oh) now [G] [MT].
C s [IS] [G] [WR] [MT].
C I [P] no (uh) [U] walk [G] [MT].
C my baby me [G] [MT].
C I [G] [MT].
C yeah [C] [G] [MT].
C no I do [G] [MT].
C yeah, yeah [R] everything [G] [O] [MT].
C free, free, free [R] [G] [MT].
C no [C], morning, noon, late [G] [MT].
C (uh) [U] records, books, (uh) [U] library [G] [MT].
C and (uh) [U] let's see (uh) [U], t [IS] (uh) [U] [G] [WR].
C peg [G] [MT].
C the [P] [G] [WR].
C tough, tough, tough [R] [G] [MT].
C no, even [G] [MT].

[IS]   7   0
C fi [IS] [P] (uh) [U] [G] [P] Five years [WR].
C s [IS] [P] storm [WR].
C fxx [P] f [IS] f [IS] [G] [WR].
C s [IS] [G] [WR] [MT].
C kun [IS] [WR].
C and (uh) [U] let's see (uh) [U], t [IS] (uh) [U] [G] [WR].

[MT]   99   0
C Yes, yes [R] [Q] [MT].
C five years [G] [MT].
C all over [G] [MT].
C yeah, Texas [G] [O] [MT].
C (oh) yeah [C] [MT].

C yeah, yeah [R] [C] [MT].
C yes [C] [MT].
C yes, yes [R] [Q] [MT].
C two [P] (uh) [U] days [G] [MT].
C no, no, no, no, no [R] [C] [MT].
C no [C] [MT].
C no no no no [C] [R] [Q] [MT].
C yeah, yeah [C] [R] [MT].
C yeah, yes [R] [Q] [MT].
C (uh) [U] sixty (uh) [U] [P] hurricane [PS] [MT].
C no, no, no, no [R] [Q] [MT].
C yeah, yeah (huh)(huh) [R] [C] [MT].
C no, no [R] [C] [MT].
C [P] you [MT].
C alone, alone [R] [MT].
C that's what, (oh) now [G] [MT].
C (oh) yeah, yeah [R] [C] [MT].
C no, no, no [R] [Q] [MT].
C s [IS] [G] [WR] [MT].
C yeah [C] [MT].
C yeah, yeah [C] [R] [MT].
C I [P] no (uh) [U] walk [G] [MT].
C yeah [C] [MT].
C yeah [C] [MT].
C yeah [C] [MT].
C no, no, no, no, no [SC] [P] jam er, samich [PS] [MT].
C yeah, yeah, yeah [R] [C] [MT].
C yeah, yeah [R] [Q] [MT].
C my baby me [G] [MT].
C kit wood [PA] [MT].
C yeah [C] [MT].
C no no no [R] [C] [MT].
C kent one [P] [PA] [MT].
C baby, me [PS] [MT].
C [P] let's see [MT].
C yeah [C] [MT].
C I [G] [MT].
C yeah [C] [MT].
C yeah [C] [MT].
C yeah, yeah, yeah, yeah, yeah, yeah, yeah [C] [R] [MT].
C yeah, yeah [R] [C] [MT].
C good, good, good [R] [MT].
C yeah [C] [MT].
C yeah, yeah, yeah [R] [Q] [MT].
C yeah, yeah, yeah [R] [C] [MT].
C yeah [C] [G] [MT].
C yeah, yeah [R] [C] [MT].
C (uh) [U] Geogia [MT].
C yeah [C] [MT].
C yeah, yeah, yeah, yeah, yeah [R] [Q] [MT].
C yeah, yeah [R] [Q] [MT].
C yeah [C] [MT].
C yeah [C] [MT].
C well [P] [MT].
C yeah, yeah, yeah, yeah, yeah [R] [C] [MT].
C yeah [C] [MT].
C yeah, yeah, yeah [R] [MT].
C yeah [C] [MT].
C yeah, yeah yeah, yeah, yeah [R] [C] [MT].
C (uh) [U] cleaning (uh) [U] [MT].
C slow slow [R] [MT].
C yeah [C] [MT].
C no I do [G] [MT].
C yeah, yeah [C] [R] [MT].
C (oh) yeah [C] [MT].
C yeah, yeah [R] [Q] [MT].
C learned, learned, learned [R] [MT].
C yeah, yeah [R] everything [G] [O] [MT]**88**

C yeah, yeah, yeah, yeah, yeah [R] [C] [MT].
C (uh) [U] library [MT].
C yeah, uhhuh [R] [C] [MT].
C yeah yeah [R] [C] [MT].
C free, free, free [R] [G] [MT].
C yeah (oh) [C] [MT].
C yeah, yeah, yeah [R] [C] [MT].
C yes [Q] (uh) [U] [MT].
C (uh) [U] [P] dog [MT].
C no [C], morning, noon, late [G] [MT].
C yeah, yeah [R] [C] [MT].
C collow [SC] collie [MT].
C yeah, yeah [R] [C] [MT].
C yeah, yeah [R] [Q] [MT].
C no, no, no, no [R] [C] [MT].
C (uh) [U] records, books, (uh) [U] library [G] [MT].
C yes [C] [MT].
C yeah [Q] (uh) [U] see [P] [MT].
C peg [G] [MT].
C yeah [C] [MT].
C no, no, no [R] [Q] [MT].
C tough, tough, tough [R] [G] [MT].
C no, even [G] [MT].
C yeah, yeah, yeah, yeah [R] (uhm) [U] chess [MT].
C bridge (uh) [U] yeah (uh) [U] [MT].
C yeah, (oh) yeah, uhhuh [R] [C] [MT].

[O]   9   0
C yes [O]!
C yeah, Texas [G] [O] [MT].
C well, yes [O].
C yeah, yeah, yeah [R] [O] [RG].
C yeah, yeah [R] [O] [RG].
C yeah, yeah [R] everything [G] [O] [MT].
C yeah [O].
C yeah [O].
C yeah [O].

[P]   17   0
C fi [IS] [P] (uh) [U] [G] [P] Five years [WR].
C s [IS] [P] storm [WR].
C two [P] (uh) [U] days [G] [MT].
C fxx [P] f [IS] f [IS] [G] [WR].
C fxx, ply [P] plying [P] [G] [WR].
C (uh) [U] sixty (uh) [U] [P] hurricane [PS] [MT].
C [P] you [MT].
C I [P] no (uh) [U] walk [G] [MT].
C no, no, no, no, no [SC] [P] jam er, samich [PS] [MT].
C kent one [P] [PA] [MT].
C [P] let's see [MT].
C well [P] [MT].
C (uh) [U] [P] dog [MT].
C yeah [Q] (uh) [U] see [P] [MT].
C the [P] [G] [WR].

[PA]   6   0
C b [PA] b [PA] tur [PA] [WR].
C kit wood [PA] [MT].
C kent one [P] [PA] [MT].
C Cut wood [PA] [WR].

[PS]   3   0
C (uh) [U] sixty (uh) [U] [P] hurricane [PS] [MT].
C no, no, no, no, no [SC] [P] jam er, samich [PS] [MT].
C baby, me [PS] [MT].

[Q]   19   0
C Yes, yes [R] [Q] [MT].   89

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C yeah [Q].
C yes, yes [R] [Q] [MT].
C no no no no [C] [R] [Q] [MT].
C yeah, yes [R] [Q] [MT].
C no, no, no, no [R] [Q] [MT].
C yeah [Q].
C no, no, no [R] [Q] [MT].
C yeah [Q].
C yeah, yeah [R] [Q] [MT].
C yeah, yeah, yeah [R] [Q] [MT].
C yeah, yeah, yeah, yeah, yeah [R] [Q] [MT].
C yeah, yeah [R] [Q] [MT].
C yeah, yeah [R] [Q] [MT].
C yeah [Q].
C yes [Q] (uh) [U] [MT].
C yeah, yeah [R] [Q] [MT].
C yeah [Q] (uh) [U] see [P] [MT].
C no, no, no [R] [Q] [MT].
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[R]                               58              0
C Yes, yes [R] [Q] [MT].
C yeah, yeah [R] [C] [MT].
C yes, yes [R] [Q] [MT].
C no, no, no, no, no [R] [C] [MT].
C no no no no [C] [R] [Q] [MT].
C yeah, yeah [C] [R] [MT].
C yeah, yes [R] [Q] [MT].
C no, no, no, no [R] [Q] [MT].
C yeah, yeah (huh)(huh) [R] [C] [MT].
C yeah, yeah [R] [C] [RG].
C no, no [R] [C] [MT].
C alone, alone [R] [MT].
C (oh) yeah, yeah [R] [C] [MT].
C yeah, yeah [R] [C] [RG].
C no, no, no [R] [Q] [MT].
C yeah, yeah [C] [R] [MT].
C yeah, yeah, yeah [R] [C] [MT].
C yeah, yeah [R] [Q] [MT].
C no no no [R] [C] [MT].
C yeah, yeah, yeah, yeah, yeah, yeah, yeah [C] [R] [MT].
C yeah, yeah [R] [C] [MT].
C yeah, (oh) yeah [R] [C] [RG].
C good, good, good [R] [MT].
C yeah, yeah, yeah [R] [Q] [MT].
C yeah, yeah, yeah [R] [C] [MT].
C yeah, yeah [R] [C] [MT].
C yeah, yeah, yeah, yeah, yeah [R] [Q] [MT].
C yeah, yeah [R] [Q] [MT].
C yeah, yeah, yeah, yeah, yeah [R] [C] [MT].
C yeah, yeah, yeah [R] [MT].
C yeah, yeah, yeah [R] [O] [RG].
C yeah, yeah yeah, yeah, yeah [R] [C] [MT].
C slow slow [R] [MT].
C yeah, yeah [C] [R] [MT].
C yeah, yeah [R] [O] [RG].
C yeah, yeah [R] [Q] [MT].
C learned, learned, learned [R] [MT].
C yeah, yeah [R] everything [G] [O] [MT].
C yeah, yeah [R] [C] [RG].
C yeah, yeah, yeah [R] [C] [RG].
C yeah, yeah, yeah, yeah, yeah [R] [C] [MT].
C yeah, yeah [R] [C] [RG].
C yeah, uhhuh [R] [C] [MT].
C yeah yeah [R] [C] [MT].
C yeah, yeah [R] [C] [RG].
C free, free, free [R] [G] [MT].              90
C yeah, yeah, yeah [R] [C] [MT].
C yeah, yeah [R] [C] [MT].
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C yeah, yeah [R] [C] [MT].
C yeah, yeah [R] [Q] [MT].
C yeah, yeah [R] [C] [RG].
C no, no, no, no [R] [C] [MT].
C no, no, no [R] [Q] [MT].
C yeah, yeah [R] [C] [RG].
C tough, tough, tough [R] [G] [MT].
C yeah, yeah, yeah, yeah [R] (uhm) [U] chess [MT].
C yeah, yeah [R] [C] [RG].
C yeah, (oh) yeah, uhhuh [R] [C] [MT].

[RG]   36   0
C no [C] [RG].
C yeah [C] [RG].
C yeah [C] [RG].
C yeah [C] [RG].
C yeah [C] [RG].
C yeah [C] [RG].
C yeah [C] [RG].
C yeah, yeah [R] [C] [RG].
C yeah [C] [RG].
C yeah [C], (oh) gollee [RG].
C yeah, yeah [R] [C] [RG].
C good (huh) [C] [RG].
C yeah [C] [RG].
C yeah [C] [RG].
C yeah [C] [RG].
C yeah, (oh) yeah [R] [C] [RG].
C yeah [C] [RG].
C yeah [C] [RG].
C yeah, yeah, yeah [R] [O] [RG].
C yeah, yeah [R] [O] [RG].
C yeah, yeah [R] [C] [RG].
C yeah, yeah, yeah [R] [C] [RG].
C yeah [C] [RG].
C (oh) yeah [C] [RG].
C yeah [C] [RG].
C yeah, yeah [R] [C] [RG].
C yeah, yeah [R] [C] [RG].
C yeah, yeah [R] [C] [RG].
C (oh) yeah [C] [RG].
C yeah [C] [RG].
C yeah [C] [RG].
C uhhuh [C] [RG].
C yeah, yeah [R] [C] [RG].
C (oh) yeah [C] [RG].
C yeah, yeah [R] [C] [RG].

[SC]   2   0
C no, no, no, no, no [SC] [P] jam er, samich [PS] [MT].
C collow [SC] collie [MT].

[U]   20   0
C fi [IS] [P] (uh) [U] [G] [P] Five years [WR].
C two [P] (uh) [U] days [G] [MT].
C (uh) [U] sixty (uh) [U] [P] hurricane [PS] [MT].
C I [P] no (uh) [U] walk [G] [MT].
C (uh) [U] Geogia [MT].
C (uh) [U] cleaning (uh) [U] [MT].
C (uh) [U] library {MT].
C yes [Q] (uh) [U] [MT].
C (uh) [U] [P] dog [MT].
C (uh) [U] records, books, (uh) [U] library [G] [MT].
C and (uh) [U] let's see (uh) [U], t [IS] (uh) [U] [G] [WR].
C yeah [Q] (uh) [U] see [P] [MT].
C yeah, yeah, yeah, yeah [R] (uhm) [U] chess [MT].
C bridge (uh) [U] yeah (uh) [U] [MT].
91

[WR]   10   0
C fi [IS] [P] (uh) [U] [G] [P] Five years [WR].
C s [IS] [P] storm [WR].
C fxx [P] f [IS] f [IS] [G] [WR].
C fxx, ply [P] plying [P] [G] [WR].
C s [IS] [G] [WR] [MT].
C b [PA] b [PA] tur [PA] [WR].
C kun [IS] [WR].
C Cut wood [PA] [WR].
C and (uh) [U] let's see (uh) [U], t [IS] (uh) [U] [G] [WR].
C the [P] [G] [WR].

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                        UTTERANCE CODE TABLE
                     Table Expanded by Utterances
                         C&I Verbal Utts
                            Main Body
                            1st Speaker


                         Clien        EXAMI
                       Utterances   Utterances
                       ----------   ----------
[C]                        41           1
C yeah [C] [MT].
C yeah [C] [MT].
C Mississippi, yeah [C] [MT].
C yes [C] [MT].
C uhhuh [C] [RG].
C uhuh [C], but but (uh) [U] (uh) [U] Ann cooked (uh) [U] shrimp and corn soup
  [MT].
C yeah [C], that's right [MT].
C oh yeah [C], it was good [MT].
C uhhuh [C] [MT].
C uhhuh [C] [MT], okay.
C yeah [C] [RG].
C uhhuh [C] [MT].
C uhhuh [C] [MT].
C yeah [C] [RG].
C uhhuh [C] [RG].
C yeah [C] [RG].
C uhhuh [C] [MT].
C uhhuh [C] [RG].
C uhhuh [C] [RG].
C uhuh [C] it raining.
C yeah [C] [MT].
C yes [C] [MT].
C yeah [C] [RG].
C uhuh [C], uhuh [R] [MT].
C uhuh [C] [RG].
C yeah, yeah [C] [R] [MT].
C that's right [C] [MT].
C uhhuh [C] [RG].
C that's right [C] [MT].
C oh yeah [C] [RG].
C yeah, yeah [C] [R] [MT].
C that's right [C] [MT].
C yes [C] [MT].
C uhhuh [C] [MT].
C yeah [C], well Helen [MT].
C that's right [C] [MT].
C yes sir [C] [MT].
C Uhhuh [C] [RG].
C oh oh yeah [C] [MT].
C uhhuh [C] [RG].
C that's right [C] [MT].


[G]                        33           1
C well, I don't either but  (uh) [U] (uh) [U] nine years and I've [P] [G] got
  [P] a camera like this [MT].
C you [G], you went to my house [MT].
C it was three years ago [G] [MT].
C Rusty and Joey and Jane are little, little, little [R] [G] [MT].
C yeah, well they were little [G] [SC] yeah [MT].
C at (uh) [U] [P] that place [G] [MT].
C I'm  pickin 'em, [G] my husband is picken 'em and you know [MT].
C oh gosh, I (uh) [U] (uh) [U] oh (uh) [U] Rusty and Joey and Jane were like
  this [G] [MT].
C a (uh) [U] a [IS] and now is [G] grown up gr [IS] grown up [WR].
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C my kids is little, little, little, little [R] [G] [MT].
C well see I [G] did (uh) [U] (uh) [U] Hoo Shoo Too Road [MT].
C a long time ago and (uh) [U] the (uh) [U] [G] roof is off for the bedroom
  [MT].
C and we were (uh) [U] [G] no electricity [MT].
C (uh) [U] I mean [SC] eleven [G] days [MT].
C and you know and (uh) [U] Eddie's mother's way over there [G] [MT].
C he (uh) [U] she [SC] [G] lives in Ruston [MT].
C and Ver, yeah, and Vera, (uh) [U] (uh) [U] my husband's mother is living
  there in Dellhigh [G] [MT].
C uhhuh, but New Orleans is th [IS] the (uh) [U] (uh) [U] [G] [MT].
C sea level, down [G] [MT].
C well that's right, but (uh) [U] New Orleans is lower [G] [MT].
C but no (uh) [U] no air condition [G] in Chicago [MT].
C oh in Dellhigh [G] [MT].
C I went to (uh) [U] Califaynia [G] California [SC] (uh) [U] yeah [MT].
C and we (uh) [U] went to Chinese (uh) [U] (uh) [U] eating [G] place [MT].
C it was [G] [MT].
C and it was bad (uh) [U] you could [G] h [IS] hear it [WR].
C and the (uh) [U] (uh) [U] two minutes or three minutes, stopped [G] [MT].
C I can't remember, but you know, one minute [G] I don't know [MT].
C yeah and (uh) [U] well she (uh) [U] we're eating [G] now after that [MT].
C but eh San Francisco [G] doesn't, is (uh) [U] wood [MT].
C but (uh) [U] (uh) [U] a quake is (uh) [U] at (uh) [U] (uh) [U] San
  Francisco, what, (uh) [U] [G] five years ago, six years ago [MT].
C thank the Lord [G] [MT].
C I don't know [G] [MT].

[IS]   6   0
C two c [IS] cameras [WR].
C a (uh) [U] a [IS] and now is [G] grown up gr [IS] grown up [WR].
C uhhuh, but New Orleans is th [IS] the (uh) [U] (uh) [U] [G] [MT].
C and it was bad (uh) [U] you could [G] h [IS] hear it [WR].
C yeah but the (uh) [U] the houses like y [IS] (uh) [U] (uh) [U] yours and
  yours and yours is brick [WR].

[MT]   84   2
C well, I don't either but (uh) [U] (uh) [U] nine years and I've [P] [G] got
  [P] a camera like this [MT].
C you come to (uh) [U] see it, no see it [MT].
C you [G], you went to my house [MT].
C it was three years ago [G] [MT].
C yeah [C] [MT].
C yeah [C] [MT].
C Rusty and Joey and Jane are little, little, little [R] [G] [MT].
C yeah, well they were little [G] [SC] yeah [MT].
C yeah and (uh) [U] (uh) [U] vacation (uh) [U] [MT].
C at (uh) [U] [P] that place [G] [MT].
C Mississippi, yeah [C] [MT].
C yes [C] [MT].
C uhuh [C], but but (uh) [U] (uh) [U] Ann cooked (uh) [U] shrimp and corn soup
  [MT].
C yeah [C], that's right [MT].
C I'm pickin 'em, [G] my husband is picken 'em and you know [MT].
C oh yeah [C], it was good [MT].
C (uh) (uh) uhhuh [MT].
C oh gosh, I (uh) [U] (uh) [U] oh (uh) [U] Rusty and Joey and Jane were like
  this [G] [MT].
C it was (uh) [U] eleven days [MT].
C uhhuh [C] [MT].
C uhhuh [C] [MT], okay.
C well you were not [P] born [MT].
C my kids is little, little, little, little [R] [G] [MT].
C uhhuh [C] [MT].
C well see I [G] did (uh) [U] (uh) [U] Hoo Shoo Too Road [MT].
C a long time ago and (uh) [U] the (uh) [U] [G] roof is off for the bedroom
  [MT].
C it was bad, bad, bad [R] [MT].   94

C and we were (uh) [U] [G] no electricity [MT].
C (uh) [U] (uh) [U] eleven (uh) [U] (uh) [U] days ago [MT].
C (uh) [U] I mean [SC] eleven [G] days [MT].
C and you know and (uh) [U] Eddie's mother's way over there [G] [MT].
C you know they and (uh) [U] and three babies awww [MT].
C uhhuh [C] [MT].
C he (uh) [U] she [SC] [G] lives in·Ruston [MT].
C and Ver, yeah, and Vera, (uh) [U] (uh) [U] my husband's mother is living
    there in Dellhigh [G] [MT].
C (uh) [U] seventy five miles [MT].
C uhhuh [C] [MT].
C yeah but (uh) [U] three year, four years ago (huh) [MT].
C uhhuh, but New Orleans is th [IS] the (uh) [U] (uh) [U] [G] [MT].
C sea level, down [G] [MT].
C yeah [C] [MT].
C yes [C] [MT].
C well that's right, but (uh) [U] New Orleans is lower [G] [MT].
C yeah but you know (uh) [U] (uh) [U] air conditioner, no air conditioner in
    Chicago [MT].
C uhuh [C], uhuh [R] [MT].
C well, (uh) [U] Oprah is (uh) [U] air conditioner and (uh) [U], and (uh) [U]
    Paul Harvy is air conditioner [MT].
C yeah, yeah [C] [R] [MT].
C that's right [C] [MT].
C well (uh) [U] Chicago last (uh) [U] summer is (uh) [U] a hundred [MT].
C and you know eh (uh) [U] Baton Rouge is average (uh) [U] the summer [MT].
C but no (uh) [U] no air condition [G] in Chicago [MT].
C I remember when I was (uh) [U] (uh) [U] a child, no air conditioner [MT].
C oh in Dellhigh [G] [MT].
C that's right [C] [MT].
C that's right, that's right [R] [MT].
C I went to (uh) [U] Califaynia [G] California [SC] (uh) [U] yeah [MT].
C I was [P] working [MT].
C (uh) [U] I was, it was (uh) [U] fourteen years ago [MT].
C and (uh) [U] Helen and me were going, we were shopping at (uh) [U] [P]
    Chinese things [MT].
C yeah, yeah [C] [R] [MT].
C and we (uh) [U] went to Chinese (uh) [U] (uh) [U] eating [G] place [MT].
C it was [G] [MT].
C and the (uh) [U] (uh) [U] two minutes or three minutes, stopped [G] [MT].
C no no no no [P] [MT].
C I can't remember, but you know, one minute [G] I don't know [MT].
C that's right [C] [MT].
C yeah and (uh) [U] well she (uh) [U] we're eating [G] now after that [MT].
C yes [C] [MT].
C uhhuh [C] [MT].
C well it's alright for me cause you know, Eddie's gone, (uh) [U] husband,
    (uh) [U] he's home, and you know [MT].
C yeah [C], well Helen [MT].
C that's right [C] [MT].
C (uh) [U] thirteen or fourteen years ago [MT].
C oh yeah, oh yeah [R] [MT].
C but eh San Francisco [G] doesn't, is (uh) [U] wood [MT].
C yes sir [C] [MT].
C but (uh) [U] (uh) [U] a quake is (uh) [U] at (uh) [U] (uh) [U] San
    Francisco, what, (uh) [U] [G] five years ago, six years ago [MT].
C bad, bad, bad [R] [MT].
C thank the Lord [G] [MT].
C oh oh yeah [C] [MT].
C that's right [C] [MT].
C I don't know [G] [MT].
C okay, okay [R] [MT].
C and I slept [PS] [MT].

[P]   8   0
C well, I don't either but (uh) [U] (uh) [U] nine years and I've [P] [G] got
    [P] a camera like this [MT].
C at (uh) [U] [P] that place [G] [MT]. 95

C well you were not [P] born [MT].
C I was [P] working [MT].
C and (uh) [U] Helen and me were going, we were shopping at (uh) [U] [P]
    Chinese things [MT].
C uh [P].
C no no no no [P] [MT].

[PS]   1   0
C and I slept [PS] [MT].

[Q]   10   0
C yeah [Q].
C sixtynine, yes [Q].
C yeah [Q].
C yeah [Q] in general.
C yeah [Q], it was bad.
C yeah [Q], oh lord yes.
C yeah [Q], well.
C yes [Q].
C yeah [Q].
C oh yeah [Q].

[R]   11   0
C no, uhuh [R] [RG].
C Rusty and Joey and Jane are little, little, little [R] [G] [MT].
C my kids is little, little, little, little [R] [G] [MT].
C it was bad, bad, bad [R] [MT].
C uhuh [C], uhuh [R] [MT].
C yeah, yeah [C] [R] [MT].
C that's right, that's right [R] [MT].
C yeah, yeah [C] [R] [MT].
C oh yeah, oh yeah [R] [MT].
C bad, bad, bad [R] [MT].
C okay, okay [R] [MT].

[RG]   14   0
C no, uhuh [R] [RG].
C uhhuh [C] [RG].
C yeah [C] [RG].
C yeah [C] [RG].
C uhhuh [C] [RG].
C yeah [C] [RG].
C uhhuh [C] [RG].
C uhhuh [C] [RG].
C yeah [C] [RG].
C uhuh [C] [RG].
C uhhuh [C] [RG].
C oh yeah [C] [RG].
C Uhhuh [C] [RG].
C uhhuh [C] [RG].

[SC]   4   0
C yeah, well they were little [G] [SC] yeah [MT].
C (uh) [U] I mean [SC] eleven [G] days [MT].
C he (uh) [U] she [SC] [G] lives in Ruston [MT].
C I went to (uh) [U] Califaynia [G] California [SC] (uh) [U] yeah [MT].

[U]   76   0
C well, I don't either but (uh) [U] (uh) [U] nine years and I've [P] [G] got
    [P] a camera like this [MT].
C you come to (uh) [U] see it, no see it [MT].
C yeah and (uh) [U] (uh) [U] vacation (uh) [U] [MT].
C at (uh) [U] [P] that place [G] [MT].
C uhuh [C], but but (uh) [U] (uh) [U] Ann cooked (uh) [U] shrimp and corn soup
    [MT].
C oh gosh, I (uh) [U] (uh) [U] oh (uh) [U] Rusty and Joey and Jane were like
    this [G] [MT].
C a (uh) [U] a [IS] and now is [G] grown up gr [IS] grown up [WR].

C it was (uh) [U] eleven days [MT].
C well see I [G] did (uh) [U] (uh) [U] Hoo Shoo Too Road [MT].
C a long time ago and (uh) [U] the (uh) [U] [G] roof is off for the bedroom
  [MT].
C and we were, (uh) [U] [G] no electricity [MT].
C (uh) [U] (uh) [U] eleven (uh) [U] (uh) [U] days ago [MT].
C (uh) [U] I mean [SC] eleven [G] days [MT].
C and you know and (uh) [U] Eddie's mother's way over there [G] [MT].
C you know they and (uh) [U] and three babies awww [MT].
C he (uh) [U] she [SC] [G] lives in Ruston [MT].
C and Ver, yeah, and Vera, (uh) [U] (uh) [U] my husband's mother is living
  there in Dellhigh [G] [MT].
C (uh) [U] seventy five miles [MT].
C yeah but (uh) [U] three year, four years ago (huh) [MT].
C uhhuh, but New Orleans is th [IS] the (uh) [U] (uh) [U] [G] [MT].
C well that's right, but (uh) [U] New Orleans is lower [G] [MT].
C yeah but you know (uh) [U] (uh) [U] air conditioner, no air conditioner in
  Chicago [MT].
C well, (uh) [U] Oprah is (uh) [U] air conditioner and (uh) [U], and (uh) [U]
  Paul Harvy is air conditioner [MT].
C well (uh) [U] Chicago last (uh) [U] summer is (uh) [U] a hundred [MT].
C and you know eh (uh) [U] Baton Rouge is average (uh) [U] the summer [MT].
C but no (uh) [U] no air condition [G] in Chicago [MT].
C I remember when I was (uh) [U] (uh) [U] a child, no air conditioner [MT].
C I went to (uh) [U] Califaynia [G] California [SC] (uh) [U] yeah [MT].
C (uh) [U] I was, it was (uh) [U] fourteen years ago [MT].
C and (uh) [U] Helen and me were going, we were shopping at (uh) [U] [P]
  Chinese things [MT].
C and we (uh) [U] went to Chinese (uh) [U] (uh) [U] eating [G] place [MT].
C and it was bad (uh) [U] you could [G] h [IS] hear it [WR].
C and the (uh) [U] (uh) [U] two minutes or three minutes, stopped [G] [MT].
C yeah and (uh) [U] well she (uh) [U] we're eating [G] now after that [MT].
C well it's alright for me cause you know, Eddie's gone, (uh) [U] husband,
  (uh) [U] he's home, and you know [MT].
C (uh) [U] thirteen or fourteen years ago [MT].
C yeah but the (uh) [U] the houses like y [IS] (uh) [U] (uh) [U] yours and
  yours and yours is brick [WR].
C but eh San Francisco [G] doesn't, is (uh) [U] wood [MT].
C but (uh) [U] (uh) [U] a quake is (uh) [U] at (uh) [U] (uh) [U] San
  Francisco, what, (uh) [U] [G] five years ago, six years ago [MT].

[WR]   4   0
C two c [IS] cameras [WR].
C a (uh) [U] a [IS] and now is [G] grown up gr [IS] grown up [WR].
C and it was bad (uh) [U] you could [G] h [IS] hear it [WR].
C yeah but the (uh) [U] the houses like y [IS] (uh) [U] (uh) [U] yours and
  yours and yours is brick [WR].

UTTERANCE CODE TABLE
Table Expanded by Utterances
C&I Verbal Utts
Main Body
1st Speaker

	Clien Utterances	EXAMI Utterances
	----------	----------
[C]	35	0

C yeah [C] [MT].
C yeah [C] [MT].
C uhhuh [C] [RG].
C uhuh [C] [MT].
C no [C] [MT].
C uhhuh [C] [RG].
C uhhuh [C] [RG].
C uhuh [C] [MT].
C uhhuh [C] [MT].
C uhuh [C] [MT].
C yeah [C] [MT].
C yeah [C] [MT].
C uhhuh [C] [RG].
C uhuh [C] no [R] [MT]no.
C yeah [C], peanut oil [MT].
C uhhuh [C] [RG].
C yeah [C] [RG].
C uhhuh [C] [RG].
C yeah [C] [MT].
C uhuh [C] [MT].
C yeah [C] [MT].
C yeah [C], (uh) [U] [MT].
C uhuh [C] [MT].
C uhhuh [C] [MT].
C yeah [C] [RG].
C (uh) (huh), yeah [C] [MT].
C yeah [C] [MT].
C uhhuh [C] [RG].
C yeah [C] [P] and then, what else [MT]?
C uhhuh [C] [MT].
C uhhuh [C] [MT].
C yeah [C] [MT].
C uhhuh [C] [MT].
C yeah [C] [MT].
C uhhuh [C] [RG].

[G]	3	0

C yeah [P] and [P] changing [G] (uh) [U] gifts [MT].
C three years [G] [MT].
C head [G] [MT].

[IS]	1	0

C it's c [IS] cold and raining I think [WR].

[MT]	46	0

C yeah [C] [MT].
C yeah [C] [MT].
C yeah [Q], ·uhhuh [R] [MT]..
C no two, three uh [U] [P] days, uh huh [MT].
C uhuh [C] [MT].
C no [C] [MT].
C yeah [P] that's all [MT].
C my children [P] [MT]?
C uhuh [C] [MT].
C oh yeah (uh) [U] Christmas [P] (uh) [U] Santa Clause coming [MT].

C uhhuh [C] [MT].
C uhuh [C] [MT].
C oh yeah, [P] guitar [MT].
C yeah [P] and [P] changing [G] (uh) [U] gifts [MT].
C grandmother, [P] friends, everybody [MT].
C yeah [C] [MT].
C yeah [C] [MT].
C cooking oil sx (uh) [U] what's [P] (uh) [U] [P] cooking oil [MT].
C uhuh [C] no [R] [MT]no.
C yeah [C], peanut oil [MT].
C (uh) [U] no [MT].
C yeah [C] [MT].
C [P] cooking [MT].
C oh, a lot of things, (uh) [U] helping people [MT].
C yeah and [P] something else, (uh) [U] [P] helping people [MT].
C yeah, and something [P] that's all [MT].
C uhuh [C] [MT].
C yeah [C] [MT].
C yeah [C], (uh) [U] [MT].
C yeah well they (uh) [U] hospital yeah, but call me no [MT].
C uhuh [C] [MT].
C [P] uhuh [MT].
C no, uhuh [R] [MT].
C uhhuh [C] [MT].
C (uh) [U] helping people, you know [MT].
C Mark and you know [P] [MT].
C (uh) (huh), yeah [C] [MT].
C uhhuh, well, [P] yeah [MT].
C three years [G] [MT].
C yeah [C] [MT].
C yeah [C] [P] and then, what else [MT]?
C uhhuh [C] [MT].
C uhhuh [C] [MT].
C head [G] [MT].
C yeah [C] [MT].
C uhhuh [C] [MT].
C yeah [C] [MT].

[P]   19   0
C no two, three uh [U] [P] days, uh huh [MT].
C yeah [P] that's all [MT].
C my children [P] [MT]?
C oh yeah (uh) [U] Christmas [P] (uh) [U] Santa Clause coming [MT].
C oh yeah, [P] guitar [MT].
C yeah [P] and [P] changing [G] (uh) [U] gifts [MT].
C grandmother, [P] friends, everybody [MT].
C cooking oil sx (uh) [U] what's [P] (uh) [U] [P] cooking oil [MT].
C (uh) [U] [P] potato [PA], I don't know [WR].
C [P] cooking [MT].
C yeah and [P] something else, (uh) [U] [P] helping people [MT].
C yeah, and something [P] that's all [MT].
C [P] uhuh [MT].
C Mark and you know [P] [MT].
C uhhuh, well, [P] yeah [MT].
C yeah [C] [P] and then, what else [MT]?

[PA]   1   0
C (uh) [U] [P] potato [PA], I don't know [WR].

[Q]   11   0
C yeah [Q].
C yeah [Q], uhhuh [R] [MT].
C I don't know, uhuh [Q].
C yeah [Q].
C yeah [Q], mama house.
C yeah [Q].
C yeah [Q].
C yeah' [Q].

C yeah [Q], me.
C yeah [Q].
C yeah [Q].

[R]   5   0
C yeah [Q], uhhuh [R] [MT].
C uhuh [C] no [R] [MT]no.
C no, uhuh [R] [RG].
C no, uhuh [R] [MT].
C (uh) [U] (uh) [U], no, uhuh [R] [RG].

[RG]   12   0
C uhhuh [C] [RG].
C uhhuh [C] [RG].
C uhhuh [C] [RG].
C uhhuh [C] [RG].
C uhhuh [C] [RG].
C yeah [C] [RG].
C uhhuh [C] [RG].
C no, uhuh [R] [RG].
C (uh) [U] (uh) [U], no, uhuh [R] [RG].
C yeah [C] [RG].
C uhhuh [C] [RG].
C uhhuh [C] [RG].

[U]   15   0
C no two, three uh [U] [P] days, uh huh [MT].
C oh yeah (uh) [U] Christmas [P] (uh) [U] Santa Clause coming [MT].
C yeah [P] and [P] changing [G] (uh) [U] gifts [MT].
C cooking oil sx (uh) [U] what's [P] (uh) [U] [P] cooking oil [MT].
C (uh) [U] [P] potato [PA], I don't know [WR].
C (uh) [U] no [MT].
C oh, a lot of things, (uh) [U] helping people [MT].
C yeah and [P] something else, (uh) [U] [P] helping people [MT].
C yeah [C], (uh) [U] [MT].
C yeah well they (uh) [U] hospital yeah, but call me no [MT].
C (uh) [U] (uh) [U], no, uhuh [R] [RG].
C (uh) [U] helping people, you know [MT].

[WR]   2   0
C it's c [IS] cold and raining I think [WR].
C (uh) [U] [P] potato [PA], I don't know [WR].

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