TOMMERDAHL, Jodi CHILD RECORDINGS FOR CHILDES

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | sex | age | Video 1 | Video 2 | Trans 1 | Trans 2 | Notes |
| AJC | M | 3;2 | x | x | x |  |  |
| AVW | F | 2;6 | x | x | x | x |  |
| BDO | M | 3;1 | x | x | x | x |  |
| CDH | M | 3;2 | x |  | x |  | Child trans only |
| CMC | M | 2;7 | x | x | x | x |  |
| ECB | M | 3;6 | x | x | x | x |  |
| ECG | F | 2;5 | x | x | x | x |  |
| ELG | F | 2;8 | x | x | x | x |  |
| FC | M | 3;1 | x | x | x | x |  |
| FMW | F | 2;11 | x | x | x | x |  |
| JH | M | 3;4 | x |  | x | x |  |
| Jessica | F | 2;11 | x | x | x | x |  |
| LP | M | 3;4 | x | x | x | x |  |
| MCC | F | 2;9 | x | x | x | x |  |
| MEH | F | 3;3 | x | x | x | x |  |
| MH | F | 3;1 | x | x | x | x |  |
| Megan | F | 3;9 | x | x | x | x | Not used due to age |
| OH | F | 3;2 | x | x | x | x |  |
| OMS | F | 3;3 | x | x | x | x |  |
| RMB | M | 2;11 | x | x | x | x | With father |
| SAU | F | 2;7 | x | x | x | x |  |
| SC | F | 2;6 | x | x | x | x |  |
| WJAW | M | 3;1 | x | x | x | x |  |

Each child’s parent reported that he/she had been screened for hearing and that no problems were reported. Each was growing up in a monolingual English environment. The following additional criteria were gained through parental report:

1. The child had not been referred to speech and language therapy.

2. The parents did not feel that the child began using language later than his or her peers.

3. No one in the immediate family had been suspected of having language or communication difficulties.

4. The parents did not suspect that the child had language or communication difficulties; and

5. The child had no known neurological disorders.

For each recording, the child played in the playroom with the same caregiver (a parent or grand­parent) and was recorded for approximately 35 minutes. No scripted elicitation took place, but before beginning the recording, caregivers were asked to attempt at some point to initiate a conver­sation about something that had happened in the recent past in order to encourage the children to use a wider variety of verb tenses than what they might use during the normal course of playing with toys (Crystal, 1982). Otherwise, the caregivers were asked to carry on a normal conversation with the child as they would while playing together at home.

If using this corpus, please cite as one or more of the following:

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Tommerdahl, J., & Kilpatrick, C. (2013). Analysing frequency and temporal reliability of children’s morphosyntactic production in spontaneous language samples of varying lengths. *Child Language Teaching and Therapy*, *29*(2), 171-183.

Tommerdahl, J., & Kilpatrick, C. D. (2013). The reliability of morphological analyses in language samples. *Language Testing*, 0265532213485570.