



Sound effects study drawing protocol

Child's name

Date of birth

Age

Name of adult completing the task

Date of drawing

Relationship to child:

☐ mother ☐ father

☐ other (please specify)

Place the task was completed:

☐ home ☐ school

☐ other (please specify)



Preparation

Materials

- ☐ 10 felt tip pens on the table (yellow, orange, red, pink, purple, dark blue, light blue, green, brown, black).
- ☐ Blank piece of white paper (A4 or US letter) for the child.
- ☐ Notepaper and pen to copy and annotate child's drawing.
- ☐ Questions for the child with space to record their answers.
- ☐ Audio or video recording equipment.
- ☐ A piece of paper with the following:

Happy In the middle Sad Another feeling Don't know



Directions (completed by adult)

- ☐ Prepare a desk and chair for the child that is a comfortable height to enable them to sit comfortably and reach the drawing materials.
- ☐ Place 10 felt tip pens on the table (yellow, orange, red, pink, purple, dark blue, light blue, green, brown, black).
- ☐ Welcome the child.

Invite the child to
"Draw a picture of you
talking to someone."



Drawing/observing

Child: Drawing	The child is invited to sit at the table with 10 felt tip pens spread over the table. Ask the child if it is okay if they can draw a picture for you. (This way they know that you want to keep it). If they say no, then ask them if you can take a photo/photocopy of their drawing at the end. Hand the child the piece of blank paper on an angle, so that they can decide whether to draw it as a landscape or portrait orientation. Invite the child to “draw a picture of you talking to someone” . The child has time to create their drawing. The child can choose whether to draw in silence or talk while drawing.
Adult: Observing	After asking the child to “draw a picture of you talking to someone” then allow the child time to create their drawing. The child can choose whether to draw in silence or talk while drawing. Remain silent whilst the child draws. As the child draws, simultaneously replicate their drawing on your notepaper. This will enable you to make notes without marking the child’s drawing. If possible, take note of the order in which the child draws things and indicate with numbers (e.g., by labelling objects 1, 2, 3 etc on the replica). Video the process and listen to what the child is saying (if anything) whilst they draw. If possible, transcribe verbatim their comments on the replica drawing next to each drawn object they are talking about.








Record drawing

Adult: Record drawing	Observe the child’s drawing and create a copy with annotations.
Record a copy of the child’s drawing and add your annotations	

Source: McCormack, J., McLeod, S., Harrison, L. J., & Holliday, E. L. (2022). Drawing talking: Listening to children with speech sound disorders. *Language, Speech, and Hearing Services in Schools*, 53(3), 713–731. <https://doi.org/10.1044/2021.LSHSS-21-00140>
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? Responding/discovering

Child: Responding	Once the child has finished their drawing, it is time for them to describe it and indicate how they feel about their talking, prompted by a series of questions. The child then either gives the drawing to the adult and is finished, or the adult takes a photo/photocopy of the drawing and gives the original back to the child. Then, the child's role is finished.
Adult: Discovering	Ask the child whether they have completed their drawing. When they eventually say "yes" then ask the following questions about the drawing. Transcribe their answers and simultaneously label the replica drawing. Re-check your understanding of unintelligible words.
1. Who is in the drawing?	
2. How do you know this person? (e.g. friend, brother)	
3. Do you usually like talking to this person?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure
4. Where are you?	
5. What are you/they doing?	
6. What are you saying/talking about?	
7. Ask them to identify any unknown objects.	
8. How do you feel about the way you talk? Show them the image from (McLeod, 2004).	Happy  In the middle  Sad  Another feeling  Don't know 

Finally, check that it is okay to keep the drawing (if not, ask if it is okay to take a photocopy or a photograph of the drawing).

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Identifying focal points

At a later time, review the drawing, the transcribed notes and the child's answers to the questions and identify focal points in the drawing.

Focal point	Examples	Relevant focal points within the child's drawing
1. Body parts and facial expressions	Large mouths, ears, eyes.	
2. Talking and listening	Words, speech bubbles, open mouths.	
3. Relationships and connection	Human or non-human conversational partners either close together or purposefully apart, or a single person who was described as a positive conversational partner.	
4. Positivity	Many colours, detail, vibrancy.	
5. Negativity	Single person drawn (indicating no conversational partner), purposeful scribbling over faces, negative emotions portrayed about talking.	
6. No talking	Stated that they were not drawing what was requested (e.g. drew a person but said they were not drawing talking), or drew patterns, a car, animals, or another object unrelated to talking.	

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Summarising

Summarise your insights about what is important in the child's life as discovered from this brief encounter.

Adult: Summarising

Remember that this task should be contextualised with other conversations with and observations of the child. Do not over-interpret their drawing. The child may have just wanted to draw a picture and may not have responded to your request to draw talking.

Consider the following:
How did the child feel about talking? Who did the child talk to? Where and what did the child talk about? How did the child perceive the roles of the speaker and the listener? Are there people in the child's life who could be included in the intervention process? Write some sentences in the child's report about your insights into goal-setting and practice that you may have gained from this task.

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Assent form for children

☐

1. Hi, my name is [NAME]. Today we are going to do some fun activities together, like listening and talking. I'd like you to draw a picture for me as well.

☐

2. It will take a little while to do all the activities, but you can say "stop" if you don't want to talk or if you need a rest at any time – that's okay.

☐

3. I'd like to record what we say, so that I can listen to it later and don't forget anything you tell me.

☐

4. I think some other people might like to know about or use some of the things that you tell me. Or they might like to see some of the pictures that you draw, but if I show other people, I'll always use the name we choose.

☐

5. Does all this sound okay to you?

☐

6. Mum and dad can sign their names if you say it's okay. You can sign your name too!

What name do you want to be called for this project. You can use your own name or a made-up name?

Child's mark/signature

For parents

I give permission for (my son/daughter) to be assessed for this project.

My child has been informed about the project and has given his/her assent to participate.

Parent/guardian signature

Date

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