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1. General description of the data set, and IRB Approval # (if available):

These participants were English speaking children ages 4-5 years old who had not yet started kindergarten. All carried a diagnosis of a speech sound disorder, showed no signs of oral structural impairments, had normal hearing and had receptive language skills broadly within normal limits.

Participants completed a researcher-developed 125-item picture naming task. The task was designed to sample all consonants of American English at least twice. There were 480 total target consonants. Diacritics were included in the transcriptions when there was atypical allophonic variation (distortions).

Syracuse University Approval #07-001

Source:

Preston, J.L. (2008). Phonological processing and speech production in preschoolers with speech sound disorders. Unpublished doctoral dissertation, Syracuse University, Syracuse, NY.

Associated publications:

Preston, J.L & Edwards, M.L (2010). Phonological awareness and types of sound errors in preschoolers with speech sound disorders. *Journal of Speech, Language & Hearing Research*, 53, 44-60. doi:10.1044/1092-4388(2009/09-0021) (PMC2845283)

Preston, J.L., Ramsdell, H. L., Oller, D. K., Edwards, M. L., & Tobin, S. J. (2011). Developing a weighted measure of speech sound accuracy. *Journal of Speech, Language & Hearing Research*, 54, 1-18. doi:10.1044/1092-4388(2010/10-0030) (PMC3003752)

Preston, J.L., Hull, M., & Edwards, M.L. (2013). Preschool speech error patterns predict articulation and phonological awareness outcomes in children with histories of speech sound disorders. *American Journal of Speech-Language Pathology*, 22(2), 173-184. doi: 10.1044/1058-0360(2012/12-0022) (PMC3586759)

2. Restrictions to be placed on the use of the data:

Please cite:

Preston, J.L. (2008). Phonological processing and speech production in preschoolers with speech sound disorders. Unpublished doctoral dissertation, Syracuse University, Syracuse, NY.

Signed

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Date November 6, 2020

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