

Profiling Elements of Prosodic Systems–Children (PEPS-C)

This assessment includes tests of prosody and multiple sets of tasks assessing the discrimination of prosody features. It is administered on a laptop computer with a set of parallel tasks alternating between self-administered and clinician-guided trials. It assesses four communicative functions of prosody: the expression of emotions (Affect); the delimitation of syntactic/linguistic units in speech (Chunking); the signaling of relations between conversational utterances by their type of closure (Turn-end); and the assignment of stress to linguistic elements (Focus). Each of these functions is assessed in terms of both input (receptive) and output (expressive) skills in parallel tasks. The tasks for prosody feature discrimination are designed to test the ability to discriminate between small differences in pitch frequency (of pure tones), sound decibel level (using white-noise), and timing (the duration of pauses between two pure-tones).

Link for purchase: <http://www.qmu.ac.uk/casl/ProsodyinASD/PEPS-C.htm>

Peppé, S., McCann, J., & Gibbon, F. (2003). *Profiling Elements of Prosodic Systems–Children (PEPS-C)*. Edinburgh: Queen Margaret University College.