

Erratum

Erratum to “The Effects of Visual Stimuli on the Spoken Narrative Performance of School-Age African American Children”

Title: The Effects of Visual Stimuli on the Spoken Narrative Performance of School-Age African American Children

Author: Monique T. Mills

Language, Speech, and Hearing Services in Schools (2015), 46, 337–351

https://doi.org/10.1044/2015_LSHSS-14-0070

In the original article, the text in the Abstract on p. 337 reads, “Dialect density performance across visual context depended on the child’s grade, so that younger children produced a higher rate of African American English in the no-visual condition than did older children. Diagnostic risk was related to NDW rate and dialect density measure.”

The text should have stated, “**African American English production** across visual context depended on the child’s grade, **such** that younger children produced a **lower** rate of AAE in the **picture sequence** condition than did older children. Diagnostic risk was related **with** NDW rate **but unrelated with** dialect density measure.”

In addition, on p. 346, the original text reads, “As shown in Table 2, these children produced DDM rates that were similar in the no-visual ($M = 0.02$, $SD = 0.01$), picture-sequence ($M = 0.03$, $SD = 0.02$), and single-picture ($M = 0.03$, $SD = 0.02$) conditions.”

For clarity, the text should have stated, “As shown in Table 2, **older** children produced DDM rates that were similar in the no-visual ($M = 0.02$, $SD = 0.01$), picture-sequence ($M = 0.03$, $SD = 0.02$), and single-picture ($M = 0.03$, $SD = 0.02$) conditions.”

We sincerely apologize for this error.