

Thanks for coming along! This webinar will begin shortly.

The webinar will be recorded so it is accessible to others after the live session.

Please remember to turn off your camera and microphone.

Feel free to post your questions into the chat box. I will attempt to answer them at the end of the presentation.


Webinar Series:
Webinar 3: SALT – Beyond the Basics
Marleen Westerveld, PhD

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Marleen Westerveld, PhD




Overview



- Comparing to a database and generating a performance report
- Linking transcripts for monitoring progress
- Inserting special codes
- Questions & Answers

<https://www.marleenwesterveld.com/salt-webinars/>

Let's go back to our case study

Daniel, age 5 years, 10 months

History of speech/language difficulties


History of SLP intervention

You elicit a language sample as part of your six-monthly intervention review process.

CELF-P2 results – see RH panel. →

Daniel is in Prep; teacher has concerns about his participation in the classroom.

Word Structure:	SS 6
Expressive Vocabulary:	SS 9
Recalling Sentences:	SS 6
Sum of Expressive language scores:	SS 83
Basic Concepts:	SS 11
Concepts and Following Directions:	SS 5
Sentence Structure:	SS 8
Sum of Receptive language scores:	SS 89



Decisions

<p>Discourse context:</p> <ul style="list-style-type: none"> • Age appropriate, relevant to curriculum • story retell and comprehension • Compared to typical peers 	<p>Hypotheses / Questions</p> <ul style="list-style-type: none"> • Struggling with Syntax/Morphology at discourse level? • Ability to tell a coherent story? • Difficulties in story comprehension? 	<p>Measures:</p> <ul style="list-style-type: none"> • MLU-M₂ • Grammatical Accuracy, Errors, • Narrative Quality • Comprehension
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Elicited Ana Gets Lost (email for a copy of the task)

- 0:00

E what happened in the beginning?

C Anna was going out of the door.

E uhuh.

C and he looked into the shops.

C and him was crying.

E uhuh.

C And the police pat on his back.

E uhuh.

C and take her home.

E uhuh.

C and him got lost.

C And the policeman said you don't have to go out of ever again.

- 1:20

ONC: Daniel obtained a story comprehension score of 1 (out of 8)

ONQ: Daniel scored 16 on the oral narrative quality rubric.

Analysis

Our questions:

- MLU-M
- Grammatical accuracy
- Errors
- Comprehension
- Quality

SAIT - Daniel Nar AGL.SIT
File Edit Analyze Database Explore Link Tools Setup Window Help

Child, Examin
+ Language: Engl
+ Name: Daniel
+ Gender: M
+ CA: 5;10
+ Context: Nar
+ Subgroup: AGL
+ Examiner: MW
+ Transcriber: MW
- 20:21
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c And the policeman said you don't have to go out of[EW] ever again.
- 21:20

Analyze – performance report

Elicitation Task
Daniel completed a narrative story retell of 'Ana gets lost' (Swan, 1992). He listened to the story once and was then asked 8 comprehension questions. He listened to the story a second time and then retold the story using his own words, without the use of the pictures.

Transcript Length
Daniel produced 7 utterances using a total of 45 words. All of his utterances were statements. He took 59 seconds to complete the language sample.

Intelligibility
Daniel's sample was 100% intelligible.

Analyze – performance report

Macro Analysis
The Oral Narrative Quality rubric was used to assess the structure and content of Daniel's narrative. The following categories were included: introduction, theme, main character, supporting characters, conflict, coherence, resolution, and conclusion. Daniel's composite score was 16 out of a possible 40 points. A score of 5 is considered proficient. A score of 3 is considered average/emerging. A score of 1 is considered minimal/immature. Daniel demonstrated particular difficulty with the categories of introduction, supporting characters, conflict, and coherence.

Comprehension
After listening to the story for the first time, Daniel was asked 8 comprehension questions. He answered 1 of them correctly.

Syntax/Morphology
Daniel's mean length of utterance in words (MLUw) was 6.43 and his mean length of utterance in morphemes (MLUm) was 6.86. Most frequently, he used 4-word, 7-word, and 13-word utterances. He used the coordinator AND but did not use any subordinators in his sample.

Analyze – performance report

Errors
100.0% of Daniel's utterances contained errors. He omitted the past tense bound morpheme once, although he produced it once. He used the present progressive bound morpheme twice. His sample contained the following pronoun errors: HE[EP:SHE] once, HIM[EP:SHE] twice, and HIS[EP:HER] once, the following extraneous word: OF[EW], and the following other word-level error: TAKE[EW:TOOK]. His sample also contained the following utterance-level error:
C Anna was go/ing out of the door [EU].

Semantics
Daniel used 32 different words (NDW) within an analysis set of 45 total words. NDW is a measure of vocabulary diversity with higher values indicating more diversity. Daniel used the negative DON'T and the personal pronouns HE, HER, HIM, and YOU. He did not use any question words, or modal auxiliaries.

Daniel Personal Narrative sample

- MLU-M: 4.57
- Grammatical accuracy: 83.4%
- Number of error codes: 12

	Child	
	Total	Expanded
[EO-FELT]	1	1
FEEL/ED[EO-FELT]		1
[EO-SEALICE]	1	1
SEALICE/[EO-SEALICE]		1
[EP-HE]	2	2
HIM[EP-HE]		2
[EW-IR]	1	1
AT[EW-IR]		1
[EW-MANY]	1	1
MUCH[EW-MANY]		1
[EW-PERSON]	1	1
PEOPLE[EW-PERSON]		1
[EW-TO]	1	1
AT[EW-TO]		1
[EW]	1	1
CAUSE[EW]		1

Summary: Analysis allows you to:

- Provide a detailed description of baseline performance – excellent for monitoring progress
- But how does Daniel's performance compare to that of his peers? Same age / same stage of schooling?

Database

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File Edit Analyze Database Explore Link Tools Setup Window Help

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- \$ Child, Examiner
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Our questions:

- MLU-M
- Grammatical accuracy
- Errors
- Comprehension
- Quality

Quick demonstration (4 mins)

SAIT - Daniel Nar AGL.SIT

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QUICK LOOK

LANGUAGE MEASURE

MACRO ANALYSIS

SYNTAX/MORPHOLOGY

SEMANTICS

VERBAL FACILITY

ERRORS

Shaded in grey: 1 or 2 SD from the mean (* or **)

Compared to his peers:

- Fewer utterances (Total Utterances)
- Poor Oral Narrative Quality
- Poor Comprehension
- Fewer utterances with verbs
- Low number of total words
- Low rate
- Poor grammatical accuracy
- High number of errors

Relative strengths:

- MLU
- Number of Different Words (Semantics)
- Low mazing behaviour (no zemes!)

LANGUAGE MEASURE	Score		MEAN		SD
	Mean	+1 SD	Mean	Max	
Current Age (5;10)	5.00	4.44	5.00	5.42	0.43
INFORMAL SYNTAX	7.00	6.16	12.20	1.21	4.56
CAI Verbal Title	7.00	6.16	11.80	1.21	4.21
All Words Including Mean	6.00	5.12	97.50	1.00	39.00
Elapsed Time (0:59)	0.00	-0.76	1.51	0.43	3.51
INTELLIGIBILITY	100%	0.00	98.42	75.00	100.00
% Intelligible Utterances	100%	0.00	99.76	97.00	100.00
MACRO ANALYSIS	3.00	1.17	24.56	1.21	4.00
Oral Narrative Quality	1.00	-1.17	6.02	2.00	1.00
SYNTAX/MORPHOLOGY	6.43	-0.61	7.27	3.05	10.39
MLU in Morphemes	6.50	-0.50	7.70	4.23	11.23
% Utterances With Verbs	85.70	-1.62	96.22	75.00	100.00
Mean Words per Utterance	1.20	-0.92	1.50	1.00	2.70
SEMANTICS	10.00	-1.17	84.40	1.00	101
Number of Different Words (NDW)	32	-0.50	46.56	1.00	94
Moving Average NDW	40	-0.50	43.60	1.00	45
Moving Average NDW	32	0.00	20.79	1.00	35
Moving Average Type-Token Ratio (STR)	0.71	0.00	0.66	0.02	0.79
VERBAL FACILITY	45.00	-1.17	40.00	17.70	115.41
% Utterances With Errors	100%	0.00	24.39	0.00	77.70
Number of Errors	0	0.00	0.56	0.00	1
Number of Error Codes	0	1.00	2.70	0.00	10

Database: Quick Look

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QUICK LOOK

LANGUAGE MEASURE

MACRO ANALYSIS

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Decisions you had to make

- Which database – remember we cannot compare apples to pears.
- How many samples?
- What age range: +/- 6 months, 12 months, other ?
- How many utterances? For example in personal narratives or play-based samples
- Matching for complete transcript or no. utterances?



What about his personal narratives?

Matched: by age only [note length of transcript]

- Lower intelligibility
- Low MLU
- Lower NDW / Moving average NDW
- Poor grammatical accuracy
- High number of errors

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