



# THE PERFORMANCE REPORT NEW with SALT 18

**Identifies Significant LSA Outcomes**  
**Generates Customized Text for Your Reports**  
**Saves Time and Effort**

**SALT 18 generates a Performance Report that summarizes LSA results for you.**

SLPS, now you can quickly and easily incorporate LSA results into your reports and Individual Education Plans. SALT generates a cohesive narrative that summarizes your client's expressive language performance, noting both strengths and challenges. The *Performance Report* is your personal report-writing assistant, saving time and effort when describing LSA results. Your focus can now be on interpreting the results, making diagnostic judgements, developing further assessment plans, or creating intervention goals.

## **IT'S SO EASY!**

1. Generate the report in SALT
2. Copy and paste into your evaluation summary
3. Edit to suit your needs

## **Take a look!**

Kaia is 11;4 and is in the 6<sup>th</sup> grade. She lives in a rural area in the Midwest and receives speech therapy via telepractice. Kaia was due for her three year re-evaluation. Teacher concerns include "lower expression" and difficulty with formulation and fluency. A conversational language sample was elicited by the SLP servicing the school. It was sent to SALT Services for transcription and was analyzed by the SLP using SALT software. Her sample was compared with age-matched samples selected from the Conversation reference database built into the software.

# Turn This...

kaia con		Child		DATABASE				
LANGUAGE MEASURE	Score	+/-SD	Mean	Min	Max	SD	%SD	
<b>TRANSCRIPT INFORMATION</b>		Speaker: Kaia (Child) Sample Date: 9/11/2017 Current Age: 11;4, Grade: 6 Context: Conversation		<b>DATABASE INFORMATION</b> Database: Conversation 25 Samples Matched by Age 24 Samples Cut at 621 Number Total Words Context: Conversation				
<b>STANDARD MEASURES REPORT</b>								
<b>Compared to 25 Samples Matched by Age (ENTIRE TRANSCRIPT)</b>								
Current Age (11;4)	11.33 *	1.52	11.10	10.83	11.33	0.16	1%	
<b>TRANSCRIPT LENGTH</b>								
Total Utterances	92 **	-3.16	233.60	148	304	44.79	19%	
# C&I Verbal Utts	91 **	-3.04	218.56	138	278	42.01	19%	
All Words Including Mazes	797 *	-1.71	1539.12	566	2360	432.89	28%	
Elapsed Time (10:51)	10.85 **	-2.99	14.69	12.70	16.92	1.28	9%	
<b>INTELLIGIBILITY</b>								
% Intelligible Utterances	98.9%	-0.69	99.30	98.02	100.00	0.56	1%	
% Intelligible Words	99.8%	0.10	99.82	99.39	100.00	0.17	0%	
<b>Compared to 24 Samples Equated by Same Number of Total Words (CUT AT 621 NTW)</b>								
<b>SYNTAX/MORPHOLOGY</b>								
# MLU in Words	6.82	0.32	6.35	3.72	9.31	1.48	23%	
# MLU in Morphemes	7.49	0.30	6.99	4.10	10.42	1.66	24%	
# Verbs/Utterance	1.33	0.70	1.12	0.59	1.69	0.30	26%	
<b>SEMANTICS</b>								
# Number Total Words (NTW)	621	0.00	621.00	621	621	0.00	0%	
# Number Different Words (NDW)	192 *	-1.66	214.13	183	235	13.33	6%	
# Type Token Ratio (TTR)	0.31 *	-1.66	0.34	0.29	0.38	0.02	6%	
# Moving-Average TTR (100)	0.61	0.48	0.60	0.54	0.67	0.03	5%	
<b>DISCOURSE</b>								
% Responses to Questions	88.0%	0.58	82.10	60.00	100.00	10.14	12%	
Mean Turn Length (words)	13.30	-0.05	13.59	6.16	27.42	5.95	44%	
Utterances with Overlapping Speech	4 *	-1.36	12.38	2	28	6.15	50%	
Interrupted Other Speaker	1	0.15	0.79	0	6	1.35	171%	
<b>VERBAL FACILITY</b>								
Words per Minute	73.46 *	-1.10	104.42	53.92	162.19	28.09	27%	
Pauses Within Utterances	5 **	3.80	1.04	0	4	1.04	100%	
Pauses Between Utterances	7	0.13	6.00	0	32	7.70	128%	
Pause Time as % of Total Time	4.8%	0.01	4.69	0.00	25.18	5.26	112%	
# Maze Words as % of Total Words	22.2% **	5.54	7.51	2.82	12.66	2.65	35%	
Abandoned Utterances	0 **	-2.01	4.04	0	9	2.01	50%	
<b>ERRORS</b>								
# % Utterances with Errors	5.5%	0.20	4.99	1.47	9.68	2.49	50%	
Number of Omissions	2	-0.12	2.21	0	6	1.72	78%	
Number of Error Codes	3	-0.21	3.67	0	12	3.12	85%	

# Calculations based on C&I Verbal Utts  
 \* At least 1 SD (\*\* 2 SD) from the database mean  
 Database selection criteria: age +/- 6 months (10;10 - 11;4)

# Into This!

## Language Sample Analysis with SALT Software

### Elicitation Task and Database Overview

Kaia completed a conversational sample with an examiner. Her language sample was compared with samples from 25 speakers completing the same task. These database samples were within 6 months of Kaia's age. Some language measures, such as number of different words and number of errors, are affected by the length of the sample, i.e., the longer the sample, the more opportunity to produce them. For these measures, Kaia's sample was compared with a subset of 24 samples matched in length by the same number of words. All measures are interpreted using a standard deviation interval of 1.00 SD.

### Transcript Length

Kaia produced 92 utterances using a total of 797 words in 10 minutes and 51 seconds.

### Intelligibility

Kaia's intelligibility was within normal limits with 98.91% intelligible utterances and 99.84% intelligible words.

### Syntax/Morphology

Kaia's mean length of utterance (MLU) in words was 6.82, which was within the normal range compared to her database peers. Her MLU in morphemes was 7.49, which was also within the normal range.

### Semantics

Kaia used 192 different words (NDW) within an analysis set of 621 total words (NTW). NDW was 1.66 SD below the database mean. Comparing NDW to NTW across the sample shows a moving-average type token ratio of 0.61, which was within the normal limits. Although this ratio is within normal limits, low NDW may indicate reduced vocabulary diversity.

### Discourse

The examiner asked 25 questions and made 46 statements. Kaia produced 92 statements and didn't ask any questions. She responded to 88.00% of questions asked by the examiner, which was within normal limits compared to the database mean of 82.10%. Kaia used an average of 1.96 utterances and 13.30 words per speaking turn, which was within normal limits compared to database means of 2.15 utterances and 13.59 words. Her sample contained 4 utterances that overlapped with the examiner, which was within normal limits. She interrupted the examiner 1 time during the language sample, which was within normal limits.

### Verbal Facility

Kaia's rate of speech, at 73.46 words per minute, was slower than the database mean by 1.10 SD. Her sample contained 5 within-utterance pauses for a total time of 14 seconds, with an average pause time of 2.80 seconds. The total number of pauses and total pause time were both higher than the database mean by 3.80 SD and 4.44 SD, respectively, while the average pause time was within normal limits. Kaia's sample also contained 7 between-utterance pauses for a total time of 17 seconds, with an average pause time of 2.43 seconds. These between-utterance pause values were all within normal limits. Pause time as a percent of total time was 4.76%, which was within normal limits. In Kaia's sample, 22.18% of the words were filled pauses, false starts, repetitions, or reformulations. This percentage of words in mazes was 5.54 SD higher than the database mean of 7.51%. Her sample contained 74 mazes, which were found in 51.65% of her utterances. Kaia's mazes consisted of a high number of both phrase-level and word-level revisions and repetitions. A high number of pauses and mazes may indicate difficulty with word retrieval and/or utterance formulation.

### Errors

5.49% of Kaia's utterances contained errors, which was comparable to her database peers. She omitted the contracted verb form once, although she produced it 21 times. She used the plural bound morpheme 17 times, the possessive bound morpheme once, the past tense bound morpheme eight times, the 3rd person singular bound morpheme 11 times, the present progressive bound morpheme five times, and the contracted negative 11 times. She also omitted the word IS. Her sample contained the following word-level errors: HIT/3S[EW:HITTING], IS[EW:ARE], and THERE/'S[EW:THERE\_ARE].

# What else is new in SALT 18?

## New Reports

*Database menu → Transcript Length and Intelligibility Summary*

- Summarizes transcript length and intelligibility for the entire transcript and for the equated samples.

*Database menu → Rate and Pause Summary*

- Mirrors the *Analyze menu → Rate and Pause Summary*.

*Database menu → Oral Narrative Quality*

*Analyze menu → Oral Narrative Quality*

- Added support for the New Zealand and Australia “Ana Gets Lost” narratives.

## New Language Measures

**"Utterances with Dialogue"**

- Total number of utterances containing quoted text.
- Added to *Analyze menu → Summary of Utterance Types*.

**"Pause Time as % of Total Time"**

- Total pause time divided by total elapsed time.
- Added to *Standard Measures Report* and *Rate and Pause Summary* in Database and Analyze menus.

**"Verbs/Utterance"**

- Total number of verbs and copula forms divided by the total number of utterances. Only available for English samples – uses Grammatical Categories.
- Added to *Standard Measures Report* in Database and Analyze menus.

## And more...



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# We've Got People Talking!

*I am a regular SALT user and am really pleased with the new Performance Report. It helps interpret the child's score profile and makes the assessment results much more user-friendly and easy to understand.*

Michael Rosenthal, Ph.D.  
Pediatric Neuropsychologist  
Manhattan, NY

*The SALT program has made my life as a bilingual speech pathologist much easier and my practice as a clinician much more efficient and thorough. I have been using their software & services for the past 5+ years. I can honestly say that without both of these, I would not be as good of a clinician as I am today. SALT provides authentic, genuine data that is so very important. And their transcription service is phenomenal. That which used to take hours upon hours of analysis time is gone. Your balanced work-personal life continues and you have all the info you need to make those oh-so-important decisions. Thank you SALT!*

Gina Nolan, M.S., CCC SLP  
Madison, WI

*SALT gives me standardized data from a language sample which is always a more exact representation of a student's speech and language skills than a standardized test. I get thorough, detailed, and standardized information on various aspects of speech and language from the same 5-7 minute sample. I can evaluate a Spanish-speaking EL even though I do not know Spanish. And eliciting a language sample reduces stress for the student during the evaluation process - a short naturalistic environment instead of long, stressful, test-taking process.*

Katia Ravins, Elementary School SLP  
San Bernardino, CA