

Elicitation Tips

- **General Tips for a great Sample**
 - Allow sufficient time to describe the task - explain that it will be recorded
 - Follow the other speaker's lead - let them do the talking
 - **Be an active listener**
 - Show positive regard for speaker (uhhuh, oh, nods, etc.)
 - Request clarification if needed
 - **Maintain low communicative pressure** –
 - Use slow speaking rate,
 - Ask one question at a time (reduces overlaps and interruptions)
 - Be patient and don't be afraid to wait
 - **Use open-ended statements, not questions**
 - "I'd like to hear more."
 - "Tell me more."
 - "What else?"

Types of Language Samples-Play

- **Play-Based Conversation**
 - Use with younger kids 2-5 years old
 - Parent can elicit sample if needed
 - Use toys that can be manipulated
 - × farm set, play-doh, doll house
 - Use soft surface to reduce noise
 - Yields same information as traditional conversational language sample

Elicitation Tips

- **General Tips continued**
 - Avoid specific questions (yes/no and "wh" questions) - should not feel like a quiz
 - Follow SALT's elicitation protocols - sample will be valid
 - Time open-ended samples to ensure sufficient utterances
 - Applies to conversation samples
 - Usually 5-10 minutes will yield sufficient utterances when eliciting a sample from a speaker who has a language disorder
 - Thank the speaker and let them listen to part of the sample (if appropriate for age, developmental level)

Visit the Training section on the SALT web site (www.saltsoftware.com).
Course 1202 contains the elicitation protocol for all the sampling conditions - you can view documentation and listen to sample elicitations.

Types of Language Samples- Narration

- **Narration - Student Selects Story**
 - Relates an event, experience, story, play, movie, or TV episode
 - Has a structure: introduction (title and setting or scene), characters, conflicts and resolutions, mental states, conclusion
 - Requires organization: beginning, middle, end, cohesion, referencing, listener perspective

Types of Language Samples- Conversation

- **Conversation**
 - Messages exchanged on topic
 - Utterance level, formulated spontaneously
 - Requires social responsiveness
 - Questions asked and answered
 - Controlled by discourse rules
 - Avoid long explanations or (re)telling stories

Types of Language Samples- Narration

- **Narrative Story Retell**
 - Retells a story that has been read to them
 - Pictures may aid memory for plot
 - Has a structure: introduction (title and setting or scene), characters, conflicts and resolutions, mental states, conclusion
 - Requires organization: beginning, middle, end, cohesion, referencing, listener perspective

Types of Language Samples- Exposition

- **Exposition**
 - “The imparting of information”
 - Explain how to do something: play a game, perform an activity
 - How to play football, soccer, chess, Sorry
 - How to change a tire
 - How to get to a specific destination
 - e.g., to speaker’s home, school, sports fields
 - How a bill becomes a law

SALT 2012 Reference Databases

Database	Samples	Ages	Grades	Location
Play	69	2;8–5;8	P,K	WI
Conversation	584	2;9–13;3	P,K,1,2,3,5,7	WI & CA
Narrative SSS (Student Selects Story) Narrative Story Retell	330	5;2–13;3	K,1,2,3,5,7	WI
<i>Frog, Where Are You?</i> (FWAY)	145	4;4–7;5	P,K,1	WI & CA
<i>Pookins Gets Her Way</i> (PGHW)	101	7;0–8;11	2	
<i>A Porcupine Named Fluffy</i> (APNF)	53	7;11–9;11	3	
<i>Doctor DeSoto</i> (DDS)	201	9;3–12;8	4,5,6	
Expository	242	10;7–15;9	5,6,7,9	WI
Gillam Narrative Tasks	500	5;0–11;11		4 US Regions
Bilingual Spanish/English Story Retell				
<i>Frog, Where Are You?</i> (FWAY)	2,070	5;0–9;9	K,1,2,3	TX & CA
<i>Frog Goes To Dinner</i> (FGTD)	1,667	5;5–8;11	K,2	
<i>Frog On His Own</i> (FOHO)	930	6;0–7;9	1	
Bilingual Spanish/English Unique Story <i>One Frog Too Many</i> (OETM)	475	4;1–9;7	K,1,2,3	TX & CA

Choosing the Appropriate Sampling Context

Consider:

- Age
- Reason for referral; as determined with parent, teacher, other referral source
- Screening or intake data
- Other test information
- Ability level
- What do you need to know about this speaker’s expressive language?
- Does SALT have an appropriate database for comparison?

Narrative Story Retell Database



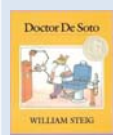
Grades: P, K, 1st
Ages: 4;4 – 7;5
145 Samples



Grade: 2nd
Ages: 7;0 – 8;11
101 Samples



Grade: 3rd
Ages: 7;11 – 9;11
53 Samples



Grade: 4th, 5th, 6th
Ages: 9;3 – 12;8
46 Samples (4th)
155 Samples (5th/6th)

SALT 2012 Reference Databases

- **Sampling Contexts**
 - **Primary English Speakers**
 - Conversations
 - Narrative (SSS, Story Retell)
 - Expositories
 - **Bilingual Spanish/English Speakers**
 - Narrative (Story Retell, Unique Stories)

Elicitation Quiz #1!

- 3rd grade student
- Age: 8;8
- Background: Standard American English spoken, no S/L Services
- Concerns: Losing listeners when speaking, slow rate of speech, writing concerns
- What type of sample would you elicit?
 - Story Retell, Conversation, Narrative -SSS

Elicitation Quiz #2

- 4th grade student
- Age: 9;5
- Background: Received S/L since 1st grade for articulation and expressive/receptive language
- Concerns: Responding to questions, comprehension of questions asked in the classroom, slow processing time
- What type of sample would you elicit?
 - Conversation

Elicitation Quiz #3

- 1st grade student
- Age: 6;5
- Background: Bilingual (S/E)
 - Only Spanish spoken at home
 - Speaks English at school
 - Exposed to English at an early age
 - Overall academic concerns - low/avg. performance.
- S/L Concerns: Is this a language disorder or ELL issue?
- What type of sample would you elicit?
 - Bilingual Spanish/English Story Retell (FWAY or FOHO)
 - Bilingual Spanish/English Unique Story (OFTM)