



Intro to SALT and LSA Basics

Part 4 – Case Study (Sam – Linking)

So, you can link samples together. This is something that is a real powerful feature. You can connect samples from Time 1 to Time 2, like if you're doing a response to intervention. So, you have, and I'm going to show you an example of this, somebody that you want to see how they've done once you've provided intervention. This is like a perfect way to do it. If you want to compare a student in Spanish in English, their 1st language and their 2nd language, it's another good way to link their samples. If you want to compare different sampling context, like how do they tell a narrative story retell versus conversation. Another good way to do it is by using this linking. I've used it for doing ELL growth, you know, when I've gotten a brand new student, and then showing the growth. I link the sample that way. Another good way is to compare narrative story retell versus exposition. I had a student that could do the narrative story retell. There was a picture in front of him. Could use that. When he had to do the expository, he just fell apart totally. He could not do anything without that visual in front of him. So, that was another way that you could see with the linking where the child really fell apart.

This is a case study. It was done in Madison with some of my colleagues. They were doing an RTI study for 6th graders. Their selection criteria were, they had testing on these students from 5th grade, the Wisconsin Knowledge and Context Examination, which is a state standardized test. They get the results in May, so they were using that May result. This is at the beginning of the school year. Then they used the 6th Grade Scholastic Reading Inventory. They used teacher recommendation. Then they used Assessment of Classroom Communication and Study Skills, which is a 6th grade screener in formal measure that they use at the middle school. So, that's how they selected these 6th graders. The program background for this particular middle school that they used, they did this with the 2 speech and language clinicians that were in this middle school, and 2 classroom teachers, I believe. They completed 15 sessions over 10 weeks. They were using a tier 2 instruction, where they were doing literacy, writing, listening and speaking. They were focusing on strategies to use in the classroom. They were collaborating with their classroom teacher. They were assessing them using language sample analysis. They used the Dr. DeSoto Story Retell, Peabody Picture Vocabulary and the informal 6th grade screener. They did a Time 1, Time 2. Time 2 was after the RTI program was finished. So, they did a case study where they took a student, his name was Sam, he was 12, and in the 6th grade, who struggled to stay on task in the classroom. I'm sure this sounds familiar to some of you. He didn't always attempt tasks, if he felt he would not be successful. Clinical impression of Sam was that the language sample seemed to better reflect his classroom performance than standardized testing did. On the Peabody, he had a

standard score of 104, 61st percentile. Informal Screening Measure showed he had lower scores on the Reading Comprehension, Following Directions and the Language and Vocabulary. So, he had 46 percent versus, 70, which was passing. They followed the story retell protocol with the Dr. Desoto, where they read the story first and then he retold it. They elicited the pre and post program. So, Dr. DeSoto pre and then did the program that I told you about. Then they did Dr. DeSoto 3 months later, after the program was done. What happened was that he showed gains in a lot of areas, but he still had some continued challenges. I'm going to play some of his audio. They felt that the Dr. DeSoto was sensitive to the changes in his narrative language abilities. So, that said, I'd like to have you listen to Sam. I'm going to say a couple things about his pre-sample, and then I'm going to have you listen to his post-sample. Then, I'm going to show you how we linked it together, and the recommendations we made from that. In your handout you have his transcript, page 7.

SAM: Um, Dr. SiCodo, what's his name?

EXAMINER: DeSoto.

SAM: DeSoto. Dr. DeSoto, um, he was being- He's just a really nice doctor, in this page.

E: Mhm.

SAM: Yeah.

E: Okay. So, I'm going to let you turn the pages when you're ready.

SAM: Okay.

E: Okay.

SAM: Um, Dr. DeSoto, um, had a work special room to treat big animals who, yeah. Um, he had these little, like, I think, bags on his feet so he wouldn't get dirt on, in their mouths. And, he had his little fingers, so he could get all around in the mouth. He could, yeah, get inside the mouth of the oversized animal, for him. And, um, his little, yeah, fingers can touch, well, and reorganize he needs to organize, or clean. Um, they're just looking out the window right now. Um, they were looking down. They saw this fox, and then the Dr. SiDo... I'm just gonna say, "Doctor."

E: Okay.

SAM: Um, Doctor saw this fox. He said he didn't want to. And the wife was like, "Why don't we?" And they just helped him. And he was begging and stuff. He's begging right now. And then, the wife is talking, "Sure, we should." And then they rang the buzzer.

E: Mhm.

SAM: He came up in a flash. He was washing... I don't remember this page. He was washing his hands, getting all ready, and they were talking and stuff. They went in his mouth. They were talking about the tooth they saw. They saw that tooth. I don't remember the name. Something with an "e," I think.

E: Mhm

SAM: Um, yeah. I think on this page the fox was thinking if he should eat 'em or not. Then, Doctor is getting ready to pull it out. Um, they put this gas mask over his nose, and then he breathed it in. Then he was in dreamland. Then he was saying stuff like, "Delicious," and stuff. And the fox and, I mean, the mouses knew what they were talk, knew what he was dreaming about. Then they put a pole in his mouth so it wouldn't shut on Doctor. And they put that line over his tooth and they heard, like, a suction cup thing. It just popped right out. Right now Doctor De... Um, the fox is thinking if, when he comes back, if sh-, if he should eat them or not. He's deciding. Right now the wife is polishing... Made the gold tooth, and polished.

So there you can hear Sam. I think he was fairly fast-talking on that. And he had trouble with names. It was Dr. SiDukoo, and Dr. SuDoko. He had a lot of parentheticals where he's saying, "Wait a minute. I don't remember this page," or "a fox, I mean," and "you know, um, what's his name." He had a pretty short MLU. So, that's kind of the way I was looking at those things, and thinking about it. If you turn the page to the post, I will let you listen to that.

SAM: Okay, uh, Dr. Si, um Dr. DeSoto, um, was a little mouse, and he worked, um, he worked with patients that are a-, other animals. And, um, in, I don't know, hm, hm, hm... He worked on large animals and little animals. And in this picture, he's standing on, he uses a ladder on, um, tall animals, or bigger animals, and, um, he use, he has a special room for, um, bigger animals. He uses, uh, this machine-type thing that, um, pulls him up, that he wife is pulling him up, so he can work into the patient's mouth. And, he gets pulled up and, he gets pulled up into the, into the animal's mouth. And, he has teeny feet, and he has rubber, um, rubber, um, what are they called, these rubber, these rubber glove thing, stuff, that goes over his feet so he doesn't get his feet wet. And, he has teeny fingers so he can work onto the animal. They don't, they won't let other, they don't let dangerous cats, or dangerous animals to go, they don't work on dangerous animals, or dangerous cats, or anything, because they don't want to get eaten up, or get killed, or stuff like that. They looked out of the window and they see a fox with a, um, like, a rage over his he-, over his jaw, um, wrapping around his head to his jaw, because he has a toothache. I don't know what's going on here. And, hm. Then, I think they're wondering if they would help, if they're gonna help him, or not. They say, "We don't allow dangerous foxes." Right. He's, he's aching, and he, he's begging for help. They're saying, um, the two mice, um, Dr. SeDo-, um, Dr. DeSoto is, um, thinking, "Maybe we should help him." And they're saying, "Why don't we risk it?"

So, there's Sam, his post time. I think you could see that he was a little bit slower that time. Had a few more pauses. Maybe he was being a little bit more thoughtful about what he was going to say. I thought the story was a lot better. And he had better vocabulary. He got Dr. DeSoto right that time. Wasn't Dr. SiDoku. Well, let's link them together, and let's see if we can find those comparisons. So we

have the 2 samples up here in SALT. So, you can do a pre and post comparison here. The first thing I'm going to do is go to link the two transcripts. You could go up here to link, or you could go to the 2 bubbles, either way. And it says, Link Transcripts. And I want to do the pre-ones first. So, I'll go down here and select Pre-Sample. Go to here and select the Post-Sample. And, I want to select it on Total Utterances. I'm going to select that. And I want the First Speaker, because that's him. I'm going to link them together. So, link those 2 together. Now it comes up here, Sam Linked with Sam-Post. The first thing I'm going to do is go to the Analyze Menu. I'm going to do the Standard Measures Report. Here it is, Time1, and here's Time2. So, you can look and see. Well, he's 3 months older. Total Utterances, similar. Analysis Set, similar. Total Completed Words, he had a few more in the first one. Elapsed Time was a little bit longer in the second. So, a few less words, a little longer time. Look at the MLU and Words and Morphemes, though. That really improved. He had a lot more MLU, and Words and Morphemes in the second time. Number of Different Words, really improved. Total Words was the same, but the Different Words, that's a really nice measure there, that he's got some really different, more diverse vocabulary. That's nice. His intelligibility improved. That was nice, too. Utterances with Mazes was similar, but he had a lot more Maze Words, which kind of tells me, and the Number of Maze Words to Total Words went up, tells me, I think he is looking a little bit more to figure out what he was saying. I'm not as concerned about this, but it's still probably one of his issues. It's something he still needs to work on a little bit. Words per Minute went down. So, he's slowed down, which I think really helped with his intelligibility. So, I think that's a good thing. And, he had some pauses, which, I don't see as a problem for him. I think this is probably a good thing for him to have some pauses because he was so fast before that that made him a lot less intelligible. I think he wasn't thinking as much about what he was going to say. So, let's look at the Rate and Pause Summary here, under Analyze, and see how that looks. These are in your handout, also, if they're hard to see up here on the screen. Here's the Within Time1, and Within Time 2, and then, Between Time 1, and Between Time 2. You can see that he didn't have any pauses in Within Time 1. But Within Time 2, he had quite a few. Then, Between Time 1 and Between Time 2, actually, when you averaged them out, the Average Pause Time was less. So, I'm not really too concerned about that pause time. Let's look at the Omissions and Error Codes, too, and see what that was about, because I noticed that in the Standard. Between the 1st and 2nd transcripts, the Total Utterances and, including the X numbers. I want to look at that. So, he omitted some words in the first one, and didn't in the second. So, that's good. That probably helped with his MLU. And here it tells you which ones he omitted, and why. You can look at that. Then here are the Error Codes for the words. So, in the first one he uses "comes" for "goes." Second one he used "down" for "out." He used "fox" for "mouse." But then you can go down here in Time 2 and see where he used that, and see well, here he said, "And the fox," and he meant mouse, "climbs up into the foxes mouth and starts painting all the teeth." Well, you know, that's not such a huge problem. He just said "fox" twice. So, you kind of have to judge whether that's a huge issue or not. Some of these aren't so bad.

Here's the one that I really like, though. Let's look at the Subordination Index. If you don't know what a Subordination Index is, you can go to this particular one and it give you context help right in the context you're in. And, here you go, Subordination Index. It's a measure of syntactic complexity, which produces the ratio of total number of clauses, the main and subordinate, to the number of utterances. You can click on that and you get even more detail. It gives you the guidelines for how it's scored. It

tells you how these things are scored. A subordinate clause depends on the main clause. So, it gives you all this extra information. So, that really helps. Well, Subordination Index is a really terrific measure of giving complexity. So, look at this. He had 50 utterances that just had one subordinate clause in the beginning, then 39 the second time. What happened? It went up. He had 2, 19 times, and then 4, that had 3. So, this really improved. His Subordination Index really improved. Well, let's look at the analyzing and look at his Narrative Scoring Scheme, where they measure introduction, character development, mental states, referencing, conflict resolution, cohesion, conclusion. Here again, you could go and get extra help. It tells you how it's measured and what it is. Look. He had 18 here, and now he's got 27. This is measured on a scale of 1 to 5. Here he had mostly 2s, some 3s. Here he's up to 4. So, his story improved dramatically Time2. So, not only his syntactic complexity, but his story improved. I think the RTI on this child really shows you that he is really making some significant progress after 3 months. I think that really goes to show that the intervention was a really excellent intervention for him. So, they said they didn't feel that it was a special education referral. They felt that he needed to generalize the remediation strategies that they were teaching him. And they needed to continue to collaborate with the classroom teacher and work him, because he still has some issues, but obviously, he showed that he was very responsive to learning these things, and that he didn't need to go to the next tier in RTI. I think that's really strong information, and it shows you how you can link 2 samples and not even use a database. However, just remember, there is a database for this. You could've used the database with both of these samples.

And here is Time 1 with the database, and Time 2 with the database. It really shows you that he improved greatly. Here he was below the Mean for MLU, and here he's getting close. It's really nice that you have the Database for this particular child. You didn't have to use it, but it is there if you need to use it. Or, if he was a 7th or 8th grader and you didn't have the database, you still have the option of linking him.