

## Linking

- Use Link feature to connect samples
  - Time one/Time two (i.e., RtI)
  - L1/L2 (Spanish/English)
  - Different sampling contexts (narrative story retell vs. conversation)

## Case Study - (RtI)

- RtI Study for 6<sup>th</sup> graders
- Selection Criteria
  - 5<sup>th</sup> grade Wisc. Knowledge and Concept Examination (state standardized test)
  - 6<sup>th</sup> grade Scholastic Reading Inventory
  - Teacher Recommendation
  - Assessment of Classroom Communication and Study Skills (6<sup>th</sup> grade screener-informal measure)

## Case Study - (RtI)

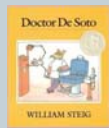
- Program Background
  - Completed 15 sessions over 10 weeks
  - Tier 2 instruction- literacy, writing, listening, speaking
  - Focused on strategies to use in the classroom
  - Collaborated with classroom teacher
  - Assessed with LSA (DDS story retell), PPVT, informal 6<sup>th</sup> grade screener
- Time One/Time two after the RtI program was finished

## Case Study - Sam (RtI)

- Sam is 12;1 and in the 6<sup>th</sup> grade
- Background
  - Struggles to stay on task in classroom
  - Does not always attempt tasks if he feels that he will not be successful
  - Clinical impressions: language sample seemed to better reflect his classroom performance than the standardized testing
  - PPVT: Standard Score 104 (61<sup>st</sup> percentile)
  - Informal screening measure: lower scores on reading comprehension, following directions, language and vocabulary
    - × 46% (70% for passing score)

## Case Study - Sam (RtI)

- Story retell protocol
- Doctor De Soto sample
  - Elicited Pre and Post program three months apart
  - Showed gains and continued challenges
  - Was sensitive to changes in child's narrative language abilities



## Case Study - Sam (RtI)

### Link transcripts for a Pre/Post comparison\*

- Analyze menu → Standard Measures Report
- Analyze menu → Rate and Pause Summary
- Analyze menu → Omissions and Error Codes
- Analyze menu → Subordination Index

\*Database menu is also available when linking transcripts

## Case Study - Sam (RTI)

### Recommendations:

- No Special Education referral
- Work on generalizing remediation strategies to the classroom
- Collaborate with classroom teachers