FASTFLEXIBLEREPEATABLEFUNCTIONAL

SALT SOFTWARE

Computerized Language Sample Analysis

Software for Windows® and Mac

Elicitation Materials

SALT Reference Book

Free Online Training

Transcription Services

Systematic Analysis of Language Transcripts

Why LSA Using SALT?

Why Language Sample Analysis?

- LSA assesses functional, natural spoken language
- LSA is non-biased and culturally responsive
- LSA is valid, reliable, repeatable
- LSA is evidence based
- LSA augments standardized measures
- LSA correlates to classroom performance and parent input
- LSA identifies language impairment
- LSA is sensitive to change over time
- LSA is compatible with RtI
- LSA aligns with Core Standards

Why SALT?

- SALT standardizes the LSA process
- SALT compares results to typical peers
- SALT provides performance levels across syntax, morphology, semantics, discourse, and verbal facility
- SALT provides data for goals and progress
- SALT generates user-friendly assessment results
- SALT supports bilingual assessment
- SALT supports quick sample collection with minimal training
- SALT yields comprehensive results from short samples
- SALT is criterion referenced
- SALT generates suggested goals

SALT Software

For: Windows® and Mac

SALT Clinical Software & PDF Textbook

Clinical software for assessing language acquisition and disorders through the analysis of language samples. Includes an editor for transcribing samples and produces numerous reports containing more than 50 measures of syntax, morphology, semantics, discourse, and verbal facility. There are multiple reference databases for comparison to age and grade-matched outcomes. SALT contains built-in support for Spanish and French but may be used with many other languages.

SALT Student Software & PDF Textbook

Discounts the Clinical version for student purchase.

SALT Instructional Software Site License

Licenses the Clinical version to colleges and universities for instructional and clinical training. It may be installed freely on any number of university-owned campus computers or networks. There are no annual fees.

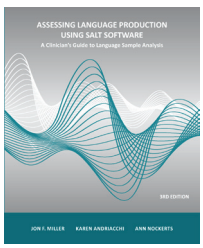
SALT Research Software & PDF Textbook

Expands the Clinical version with a set of research tools designed to analyze large data sets. Export data from SALT in a format that can be read by other programs such as SPSS®, SAS®, Excel® and Access®; explore sets of transcripts to search for utterances or words that are of special interest; generate lists of words and codes across a set of transcripts; and build your own reference databases to use for comparison.

The Clinical, Student, and Instructional versions are identical; they differ only in pricing, licensing, and support. The Research version contains additional tools for working with large data sets.

Multiple-copy discounts, upgrade discounts, and Clinical site licenses are available.

Textbook



Assessing Language Production Using SALT Software: A Clinician's Guide to Language Sample Analysis-3rd Edition (Miller, Andriacchi & Nockerts, eds., 2019).

Provides both the conceptual background of LSA and practical guidelines for using SALT.

A PDF copy of the textbook is included with the purchase of software.

Reference Databases Built Into SALT Software

SALT software includes reference databases of typical speakers performing a variety of language tasks. Samples elicited using the same protocol and materials may be compared to age or grade-matched outcomes selected from these databases.

Databases of English-fluent Speakers

- Play
  - ages 2;8 - 5;8
- Conversation
  - ages 2;9 - 13;3
- ENNI (Schneider, Dube & Hayward)
  - ages 3;11 - 10;0
- TNL/TNL2 (Gillam & Pearson)
  - ages 4;0 - 14;11
- Narrative Student Selects Story
  - ages 5;2 - 13;3
- Narrative Story Retell
  - ages 3;6 - 12;8
- Expository
  - ages 10;7 - 18;9
- Fables (M. Nippold)
  - ages 13;5 - 14;9
- Persuasion
  - ages 12;10 - 18;9
- New Zealand/Australia databases (Gillion & Westerveld)
  - conversation, personal narrative, story retell, and expository
  - ages 4;0 - 8;9

Databases of Bilingual (Spanish/English) and Monolingual Spanish Speakers

- Bilingual Spanish/English Story Retell
  - ages 5;0 - 9;9
- Bilingual Spanish/English Unique Story
  - ages 5;0 - 9;7
- Monolingual Spanish Story Retell
  - ages 5;10 - 10;7

Elicitation Resources - Monolingual English Speakers

Grades Pre K–6 Elicitation Kit (Monolingual English)

Several reference databases, included with SALT, contain language samples elicited from English speakers in grades Pre K–6 using these materials. Samples elicited using the same protocol may be compared to age or grade-matched outcomes selected from the databases.

Kit Includes:

- Laminated quick start guide
- Laminated elicitation protocols for 8 sampling contexts
- *Frog, Where Are You?* (M. Mayer, 1969)
- *Pookins Gets Her Way* (H. Lester, 1987)
- *A Porcupine Named Fluffy* (H. Lester, 1987)
- *Doctor De Soto* (W. Steig, 1982)
- Laminated comprehension questions protocol for narrative stories
- Scoring pads for the comprehension questions
- Planning sheet pad for expository task

Grades Pre K–3 Online Elicitation Program (Monolingual English)

- "Eric," the animated SLP, elicits the sample
- Great for telepractice
- Includes three digitized stories:
  - *Frog, Where Are You?* (M. Mayer, 1969)
  - *Pookins Gets Her Way* (H. Lester, 1987)
  - *A Porcupine Named Fluffy* (H. Lester, 1987)
- Using SALT, transcribe yourself, or upload to us for transcription/analysis
- Web-based access sold on an annual single-user subscription basis

Grades 7–12 Elicitation Kit (Monolingual English)

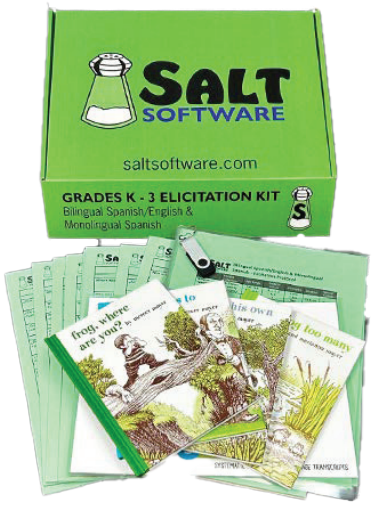
Several reference databases, included with SALT, contain language samples elicited from English speakers in grades 7–12 using these materials. Samples elicited using the same protocol may be compared to age or grade-matched outcomes selected from the databases.

Kit Includes:

- Laminated quick start guide
- Laminiated elicitation protocols for 6 sampling contexts
- Pads of expository and persuasion planning sheets
- Fables elicitation cards (set of 4)

Individual kit components may be purchased separately.

Elicitation Resources - Bilingual Spanish/English and Monolingual Spanish Speakers



Grades K–3 Elicitation Kit (Bilingual Spanish/English and Monolingual Spanish)

The Bilingual (Spanish/English) Story Retell, Bilingual (Spanish/English) Unique Story, and Monolingual Spanish Story Retell databases, included with SALT, contain narratives elicited from EL students in grades K-3 using these materials. Samples elicited using the same protocol may be compared to age or grade-matched outcomes selected from the databases.

Kit Includes:

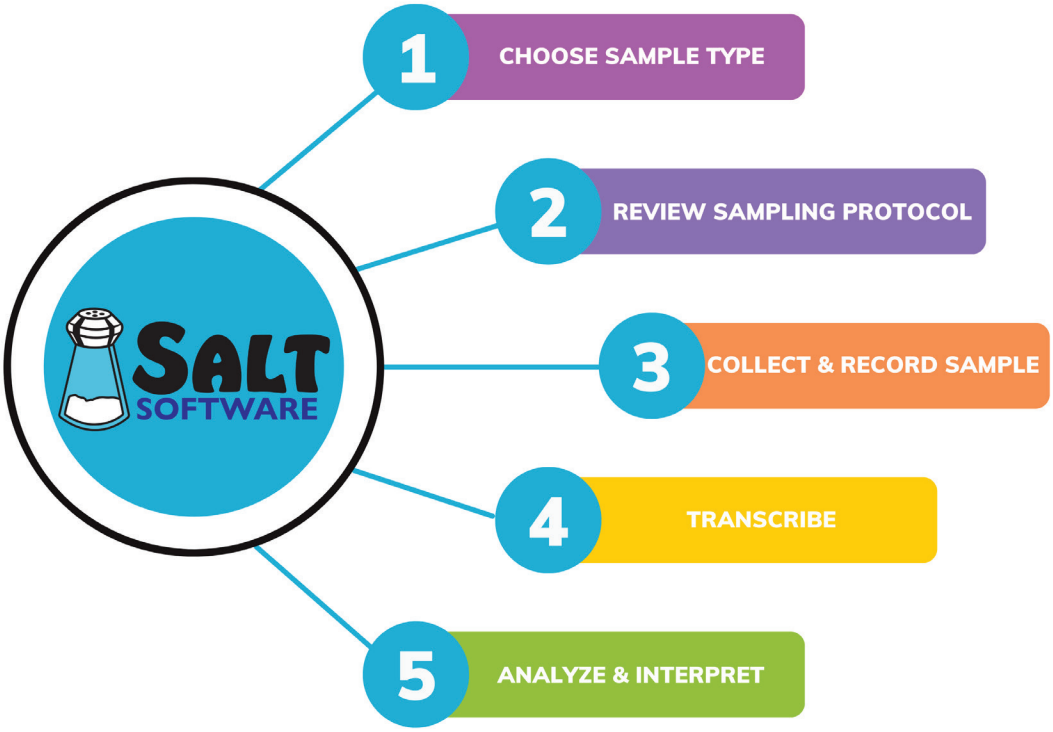
- Laminated elicitation protocols
- USB drive with MP3 audio scripts in Spanish and English for each book
- *Frog, Where Are You?* (M. Mayer, 1969)
- *Frog Goes to Dinner* (M. Mayer, 1974)
- *Frog On His Own* (M. Mayer, 1973)
- *One Frog Too Many* (M. & M. Mayer, 1975)
- Laminated comprehension questions protocol
- Scoring pads in English and Spanish for the comprehension questions

Grades K–3 Online Elicitation Program (Bilingual Spanish/English and Monolingual Spanish)

- "Eric," the animated SLP, elicits the sample in Spanish or English
- Great for telepractice or if you are not fluent in Spanish
- Includes four digitized stories
    - *Frog, Where Are You?* (M. Mayer, 1969)
    - *Frog Goes to Dinner* (M. Mayer, 1974)
    - *Frog On His Own* (M. Mayer, 1973)
    - *One Frog Too Many* (M. & M. Mayer, 1975)
- Using SALT, transcribe yourself, or upload to us for transcription/analysis
- Web-based access sold on an annual single-user subscription basis

Individual kit components may be purchased separately.

How SALT Works



1. Choose a Sample Type

- SALT can analyze any language sample, but if you want to compare to a reference database, you need to choose a sample type that matches one of our reference databases.

2. Review the Sampling Protocol

- Be sure you have the appropriate elicitation materials.
- Read and practice how to elicit the sample.

3. Collect and Record the Language Sample

- Record your audio sample in a quiet environment.

4. Transcribe the Language Sample

- Use the editor built into SALT software to type the sample verbatim using SALT's coding conventions.

E How does she do that?
C (She) she like/3s to (um) jump up (on it) on the door handle.
C And she swing/3s on it.
C (Um hang) she hang/3s on it and kind of (push) push/3s it.
C Yeah.
C (And get um) she push/3s her foot against the wall.
E She sound/3s really interesting.
C Yeah.
E Does she have other skill/s?
: :02
C (Um she/'s not a) she/'s not a great hunter.
E What is the kitty/z name?
C (Her name is) her name is Missy_Mae.

5. Analyze and Interpret the Language Sample

- Choose an appropriate reference database.
- Match samples to age or grade-matched peers.
  Note: All samples can be analyzed without a database comparison
- Standard Measures Report
  - Identifies and highlights significant outcomes (table format)
  - Produces outcomes for all language domains
  - Presents results in SDs from the database mean
- Performance Report
  - Comprehensive written report (text format)
  - Copy/Paste into other report formats
  - Outcomes for all language domains
  - Examples from transcript included
  - Saves time and effort
- Select from a variety of domain-specific reports. Gather more detailed information to support specific outcomes.
  - Syntax/Morphology Summary
  - Semantics Summary
  - Verbal Facility Summary
  - Errors Summary
  - Grammatical Categories
- Generate the goals summary.

SALT Standard Measures Report

Compare your language sample outcomes with age and grade-matched outcomes selected from the reference databases built into SALT. The *Standard Measures Report* presents the results in table format. Values which are at least one standard deviation from the database mean are highlighted.

TURN THIS...

kaia con

TRANSCRIPT INFORMATION	DATABASE INFORMATION
Speaker: Kaia (Child)	Database: Conversation
Sample Date: 9/11/2017	24 database samples
Current Age: 11;4, Grade: 6	Context: Conversation
Context: Conversation	SD Interval: 1.0

STANDARD MEASURES REPORT

Compared to 24 Samples Equated By Same Number of Total Words

LANGUAGE MEASURE	Child		DATABASE			
	Score	+/-SD	Mean	Min	Max	SD
Current Age (11;4)	11.33 *	1.52	11.10	10.83	11.33	0.16
TRANSCRIPT LENGTH						
Total Utterances	92	-0.75	111.13	76	177	25.48
C&I Verbal Utts	91	-0.52	104.21	67	167	25.30
All Words Including Mazes	797 **	4.90	691.08	656	733	21.62
Elapsed Time (10:51)	10.85 *	1.98	7.09	4.27	12.17	1.90
INTELLIGIBILITY						
% Intelligible Utterances	98.9%	-0.77	99.48	97.30	100.00	0.74
% Intelligible Words	99.8%	-0.13	99.86	99.37	100.00	0.18
SYNTAX/MORPHOLOGY						
MLU in Words	6.82	0.32	6.35	3.72	9.31	1.48
MLU in Morphemes	7.49	0.30	6.99	4.10	10.40	1.66
% Utterances with Verbs	73.6%	0.15	71.80	45.51	94.52	12.30
Mean Verbs per Utterance	1.34	0.76	1.11	0.57	1.71	0.30
SEMANTICS						
Number Total Words (NTW)	621	0.00	621.00	621	621	0.00
Number Different Words (NDW)	192 *	-1.68	214.13	184	235	13.15
Moving-Average NTW	100	0.00	100.00	100	100	0.00
Moving-Average NDW	58	-0.62	60.43	54	66	3.16
Moving-Average Type-Token Ratio (TTR)	0.58	-0.62	0.60	0.54	0.67	0.03
DISCOURSE						
Mean Turn Length (utterances)	1.96	-0.34	2.15	1.49	3.62	0.55
Mean Turn Length (words)	13.30	-0.05	13.59	6.16	27.42	5.95
% Responses to Questions	88.0%	0.58	82.10	60.00	100.00	10.14
% Responses to Intonation Prompts	---		97.73	75.00	100.00	7.54
% Utts with Overlapping Speech	4.3% *	-1.61	10.90	2.30	20.29	4.06
% Utts Interrupted Other Speaker	1.1%	0.43	0.65	0.00	4.35	1.02
VERBAL FACILITY						
Words per Minute	73.46 *	-1.10	104.42	53.92	162.19	28.09
Pause Time as % of Total Time	4.8%	0.01	4.69	0.00	25.18	5.26
Maze Words as % of Total Words	22.5% **	5.46	7.71	2.88	12.89	2.70
% Abandoned Utterances	0.0% *	-1.83	3.79	0.00	9.57	2.07
ERRORS						
% Utterances with Errors	5.4%	0.31	4.69	1.32	9.28	2.39
% Word Errors	0.8%	-0.02	0.81	0.15	1.86	0.52

** At least 1 SD (** 2 SD) from the database mean*
Measures based on C&I Verbal Utts: Syntax/Morphology and Semantics sections
All other measures based on total utterances
Database selection criteria: Age +/- 6 months (10;10 - 11;4)

SALT Performance Report

INTO THIS...

The *Performance Report* is a cohesive narrative which summarizes a speaker's expressive language performance, noting both strengths and challenges. This narrative format allows you to quickly and easily incorporate LSA results into your reports and Individual Education Plans.

Elicitation Task and Database Overview

Kaia completed a conversational sample with an examiner. Measures of sample length, intelligibility, syntax/morphology, semantics, discourse, verbal facility, and errors were calculated from her language sample and compared with samples from 24 speakers completing the same task. These speakers were within 6 months of Kaia's age. All samples were matched in length by the same number of words. All measures were interpreted using a standard deviation interval of 1.00 SD.

Transcript Length

Kaia's entire sample contained a total of 92 utterances using 797 words produced in 10 minutes and 51 seconds.

Intelligibility

Kaia's intelligibility was within normal limits with 98.9% intelligible utterances and 99.8% 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. 73.6% of Kaia's utterances contained verbs with an average of 1.34 verbs per utterance. These values were both within normal limits.

Semantics

Kaia used 192 different words (NDW) within an analysis set of 621 total words (NTW). NDW can be affected by the length of the sample, so the moving-average NDW was calculated by averaging NDW across the sample, looking at each set of 100 NTW. Kaia produced a moving-average NDW of 58, which was within the normal limits, indicating typical 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 88.0% of questions asked by the examiner, which was within normal limits compared to the database mean of 82.1%. 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. 4.3% of Kaia's utterances contained segments that overlapped with the examiner, which was within normal limits. She interrupted the examiner once during the language sample.

Verbal Facility

Kaia's rate of speech, at 73 words per minute, was slower than the database mean by 1.10 SD. Kaia's 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 more than 3 SD higher than the database mean, while the average pause time was within normal limits. Her 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 within normal limits. Pause time as a percent of total time was 4.8%, which was within normal limits. In Kaia's sample, 22.2% of the words were filled pauses, false starts, repetitions, or reformulations. This percentage of words in mazes was more than 3 SD higher than the database mean of 7.5%. Her sample contained 74 mazes, which were found in 51.6% 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

5.4% 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 a contracted negative 11 times. She also omitted the word IS once. Her sample contained the following word-level errors: HIT/3S[EW:HITTING], IS[EW:ARE], and THERE/'S[EW:THERE_ARE].

Goal Bank Based on Transcript

SLPs should use clinical judgment when reviewing and selecting goals for the target speaker. The following goals can be edited in this report window.

Verbal Facility

Given a conversational opportunity, Kaia will decrease...

- revisions, repetitions, and/or filled pauses from 22.5% to 10.4% of words, improving verbal facility skills as measured by language sample data.
- utterances containing revisions, repetitions, and/or filled pauses from 51.1% to 33.4% of utterances, improving verbal facility skills as measured by language sample data.
- utterances containing revisions from 31.5% to 21.5% of utterances, improving verbal facility skills as measured by language sample data.
- utterances containing repetitions from 33.7% to 10.9% of utterances, improving verbal facility skills as measured by language sample data.
- utterances containing filled pauses from 53.3% to 20.2% of utterances, improving verbal facility skills as measured by language sample data.

More SALT Reports

AND MORE...

Select Quick Look for a visual display of strengths and weaknesses.
Select from a variety of domain-specific reports for further detail.

QUICK LOOK
Compared to 24 Samples Equated By Same Number of Total Words

LANGUAGE MEASURE	Strength	WNL	Weakness
SYNTAX/MORPHOLOGY			
MLU in Words		X	
% Utterances with Verbs		X	
Mean Verbs per Utterance		X	
SEMANTICS			
Moving-Average NDW		X	
DISCOURSE			
% Responses to Questions		X	
% Utts with Overlapping Speech	X		
VERBAL FACILITY			
Words per Minute			X
Pause Time as % of Total Time		X	
Maze Words as % of Total Words			X
% Abandoned Utterances	X		
ERRORS			
% Utterances with Errors		X	

Measures based on C&I Verbal Utts: Syntax/Morphology and Semantics sections
All other measures based on total utterances
Database selection criteria: Age +/- 6 months (10;10 - 11;4)

VERBAL FACILITY SUMMARY
Calculations Based on Total Utterances
Compared to 24 Samples Equated By Same Number of Total Words

LANGUAGE MEASURE		Child		DATABASE			
		Score	+/-SD	Mean	Min	Max	SD
RATE SUMMARY							
Elapsed Time (10:51)		10.85 *	1.98	7.09	4.27	12.17	1.90
Words per Minute		73.46 *	-1.10	104.42	53.92	162.19	28.09
Utterances per Minute		8.48 **	-2.35	16.18	8.71	22.23	3.28
PAUSE SUMMARY							
Pause Time as % of Total Time		4.8%	0.01	4.69	0.00	25.18	5.26
Pauses Within Utterances							
No. of pauses		5 **	3.80	1.04	0	4	1.04
Total pause time (seconds)		14 **	4.44	2.50	0	9	2.59
Average pause time (seconds)		2.80	0.14	2.56	2.00	9.00	1.74
Pauses Between Utterances							
No. of pauses		7	0.13	6.00	0	32	7.70
Total pause time (seconds)		17	-0.12	20.71	0	139	31.73
Average pause time (seconds)		2.43	-0.94	3.18	2.25	4.67	0.80
MAZE SUMMARY							
Total Maze Words		181 **	6.16	54.33	19	94	20.55
Maze Words as % of Total Words		22.5% **	5.46	7.71	2.88	12.89	2.70
Total Number of Mazes		75 **	4.09	31.38	12	53	10.66
Average Words per Maze		2.41 **	2.56	1.73	1.08	2.30	0.27
Average Mazes per Utterance		0.82 **	4.58	0.29	0.11	0.54	0.11
Utterances with Mazes		48 **	2.65	26.29	10	43	8.20
Utts with Mazes as % of Total Verbal Utts		52.2% **	3.14	24.57	9.43	44.00	8.79
Total Maze Components		109 **	5.82	35.83	12	57	12.57
Revisions	Part Word	1	-0.69	2.54	0	10	2.25
	Word	9 *	1.37	5.29	1	11	2.71
	Phrase	19 **	2.29	8.63	1	17	4.54
Repetitions	Part Word	1	-0.37	1.58	0	7	1.59
	Word	13 **	2.75	4.17	0	14	3.21
	Phrase	17 **	10.28	1.54	0	6	1.50
Filled Pauses	Single Word	45 **	4.58	11.96	3	28	7.21
	Multiple Words	4 **	8.64	0.13	0	2	0.45
Maze Components as % of Total Components		14.9% **	5.48	5.24	1.84	8.24	1.75
ABANDONED UTTERANCES							
% Abandoned Utterances		0.0% *	-1.83	3.79	0.00	9.57	2.07
Number of Abandoned Utterances		0 **	-2.01	4.04	0	9	2.01

** At least 1 SD (** 2 SD) from the database mean*
Database selection criteria: Age +/- 6 months (10;10 - 11;4)

Free Online Training

Go to **www.saltsoftware.com** and select Training → Self-Paced Online Courses for free online courses covering the components of language sample analysis using SALT. Listen to lectures, watch videos, learn the transcription conventions, practice analyzing samples, and view case studies. At the end of each course there is an optional quiz which may be taken any number of times. Once passed, a certificate of completion is generated which can be printed or saved as a PDF file.

Course List

Course Number	Title	Time to Complete
1101	Introduction to LSA	1 hour
1201	Elicitation—Getting Started	1 hour
1202	Elicitation—Elicitation Protocol	1.5 hours
1300	Transcription—Quick Start	1 hour
1301	Transcription—Getting Started	1 hour
1302	Transcription—Transcript Format	1 hour
1303	Transcription—Utterance Segmentation	1 hour
1304	Transcription—Conventions Part 1	1 hour
1305	Transcription—Conventions Part 2	1 hour
1306	Transcription—Conventions Part 3	1 hour
1308	Transcription—Practice Samples	1-3 hours
1401	Analysis—Fundamentals	2 hours
1402	Analysis—Linking Transcripts	1 hour
1403	Analysis—Special Coding	1.5 hours
1501	SI—Subordination Index	2 hours
1502	NSS—Narrative Scoring Scheme	1.5 hours
1503	ESS—Expository Scoring Scheme	1.5 hours
1504	PSS—Persuasion Scoring Scheme	1.5 hours
1601	Bilingual SE—Introduction	40 minutes
1602	Bilingual SE—Eliciting Samples	1 hour
1603	Bilingual SE—Transcribing Samples	2 hours
1604	Bilingual SE—Transcription Practice Samples	1-3 hours

ASHA accepts most of these courses for Professional Development Hours.

YouTube Videos

Subscribe to SALT'S YouTube channel for short how-to videos on a variety of topics.
Visit **www.saltsoftware.com** and select Training → YouTube Videos.

Current playlists include:

- Virtual and In-Person Elicitation
- Transcription Tips
- Analysis Tips
- Scoring SI, NSS, ESS, and PSS
- Video Lectures
- Research Tools

Fee-Based Transcription Services

Our highly trained staff will transcribe your samples with speed, accuracy, and reliability so you can focus on analysis and interpretation. Or, if you are new to SALT transcription, use our transcription services to check your transcript for accuracy.

For more information, visit **www.saltsoftware.com** and select Transcription → Services.

- Affordable pricing based on transcription time* (see website for details)
- Standard turnaround time is within 7–10 business days
- Rush turnaround available upon request (additional fee applies)
- Analysis reports available upon request (additional fee applies)
- Client confidentiality ensured
- English and Spanish samples transcribed
- SI, NSS, ESS, PSS, and custom coding available
- Most digital audio formats accepted

* *Transcription time is affected by many variables including the length and type of sample, quality of the recording, intelligibility, language or dialect of the speakers, number of speakers, and frequency of overlapping speech, interruptions, mazes, pauses, and errors.*

How Does It Work?

1. Upload your audio file at **www.saltsoftware.com**.
   Go to Transcription → Upload Site.
2. Receive an email with your SALT transcript and an invoice payable by check, credit card, or purchase order.

What Our Customers Are Saying About SALT

"I've used SALT story retells consistently as a fabulous tool to determine a student's functional language ability and as a progress measure. It is fast and efficient! I love it!"
SLP, Madison WI

"SALT gives me standardized data from a language sample which is always (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 (including fluency, word finding, processing time) from the same 5–7 min sample. I can evaluate a Spanish speaking ELL 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."
SLP, San Bernardino CA

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

"By using SALT I have been able to use data from just a few minutes of a language sample to obtain a wealth of valuable information about various areas of a child's language. It has helped me take a big step toward obtaining a true representation of a child's functional language abilities."
SLP, Edmonton Canada

"SALT has been an invaluable aid to my clinical judgment. It really helps to 'see' a student's language sample in black and white, both the actual transcript and the statistical comparison to peers on several critical measures of expressive language. Parents also appreciate being able to look at their child's performance from this approach."
SLP, Madison WI

"SALT is a great way of making a principled decision on whether a student, who oftentimes has been in speech for many, many years, is ready for dismissal. Standardized tests tell you something but SALT gives you functional performance that you really can't get anywhere else."
SLP, Brown Deer WI

"While I use the information for eligibility purposes, the information obtained from SALT is a great way for clinicians to determine programming needs and to monitor progress. SALT is a tool that every clinician should have access to in order to better understand the language production of the students they serve."
S/L Diagnostician, Middleton WI

"I want to thank you for developing a very comprehensive and useful language sample analysis tool. We are now training all of our graduate students to use it! The students are extremely enthusiastic about their experience with SALT and impressed with the capabilities of the software, especially the fact that it could produce assessment reports that could be integrated with their own. In a culturally/linguistically diverse population, the databases featuring English language learners and Spanish speakers are of particular interest."
University Professor, Fullerton CA

"Language sample analysis is, by any measure, the most valid way to assess productive language. The great value of SALT is making language sample analysis more efficient and less labor-intensive by providing a straightforward intuitive system for transcribing spoken language, and providing a range of automated counts of numerous aspects of language production. SALT serves not only the researcher working to find patterns in child language data, but also the clinician developing an evidence-based language program for a client and monitoring progress in real-life communication situations."
University Professor, Fairfield CT

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