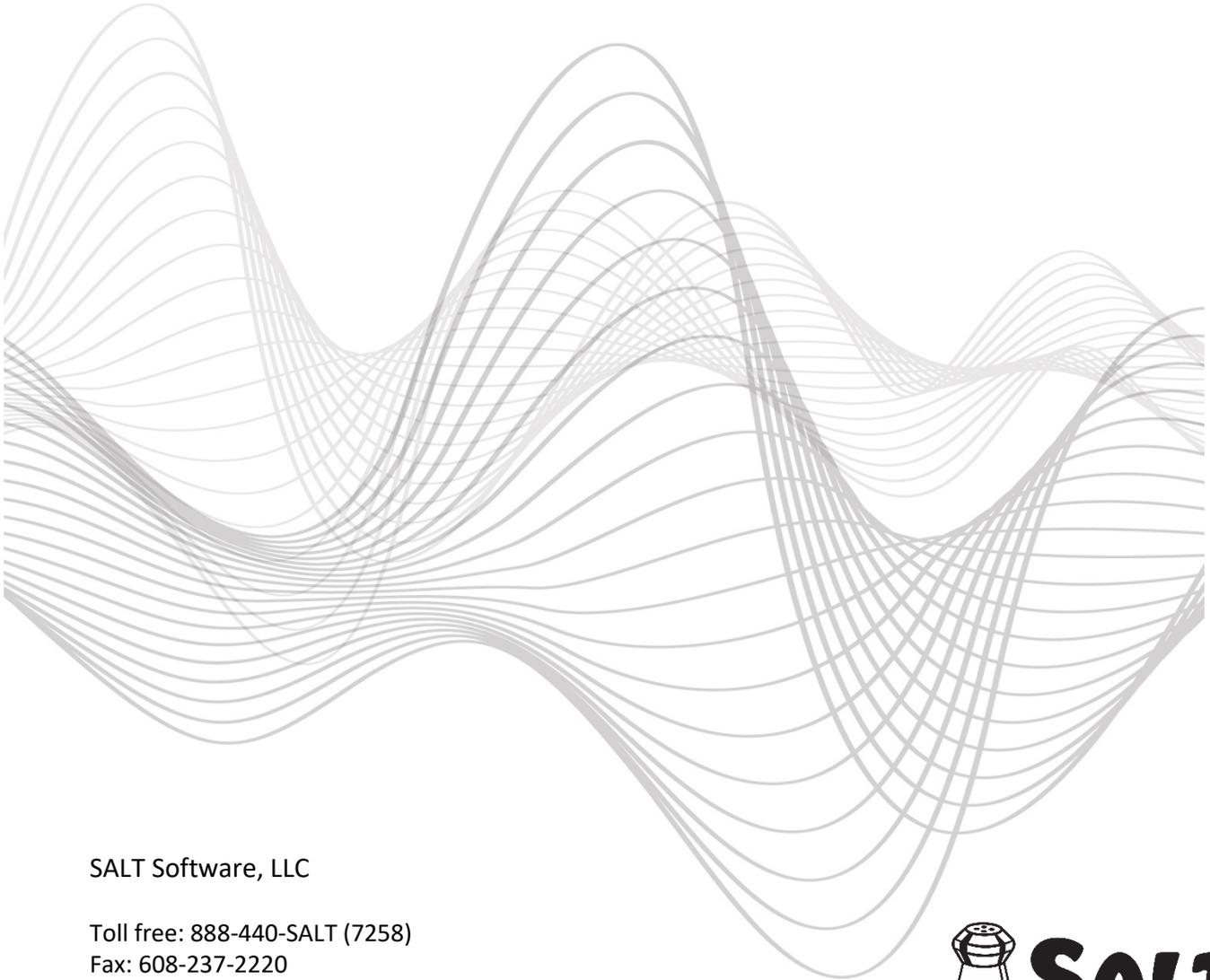


STEP-BY-STEP EXERCISE

Linking Transcripts for Comparison



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Linking Transcripts for Comparison

A. Start SALT with Sam's Transcripts



1. The SALT program begins with the Getting Started window. In this exercise you will be starting with both of Sam's transcripts. Click the **Open** button and you are presented with the Open dialogue box
2. Unless you changed the default transcript folder, the *My SALT Data\Transcripts* folder located within your *Documents* folder is displayed. Open the **Samples** folder and then the **Lesson Samples** folder.
3. Select the transcript file **Sam DDS Pre.slt** from the "Lesson Samples" folder and then click the **Open** button (or double click "Sam DDS Pre.slt").



You should have both transcripts open in separate tabs. Sam participated in an Rtl program focused on literacy intervention and was seen for 15 sessions over 10 weeks during the course of one school quarter. A retell sample was collected at the beginning of the Rtl program and then again after participating in the 10-week intervention. In both samples, Sam is retelling *Doctor De Soto* by William Steig (1982).

B. Compare Sam's Narrative Samples - Pre vs. Post

1. Link the transcripts for comparison.



- The top of the link dialogue box is divided into two sections - 1st transcript on the left and 2nd transcript on the right. The current transcript is pre-selected as the 1st transcript. We want **Sam DDS Pre.slt** to be the 1st transcript so it is displayed on the left side of the reports and **Sam DDS Post.slt** to the 2nd transcript, displayed on the right side of the reports.
- If the transcript on the left-hand side is Sam DDS Pre.slt, keep it. Otherwise, click the down arrow  to the right of the transcript name. The drop list contains the two open transcripts. Select **Sam DDS Pre.slt** from the list.
- Change the label on the left side from "Time1" to "**Pre Rtl**" (*Pre Response to Intervention*) by clicking in the edit box and editing the label.
- Select the 2nd transcript. Click the down arrow  to the right of the transcript box on the right-hand side and select **Sam DDS Post.slt** from the list.
- Change the label on the right side from "Time2" to "**Post Rtl**" (*Post Response to Intervention*) by clicking in the edit box and editing the label.
- Make sure the Speaker setting on both sides is set to **1st speaker**.

Notice the "Comparison based on" section at the bottom of the link dialogue box. When linking two

language samples, it is important to equate them in some way for comparison. The comparison can be based on the entire transcript or you may equate them based on the same number of words, utterances, or amount of elapsed time. If the comparison is based on the same number of words, utterances, or time, then the longer transcript is cut to match the shorter transcript based on the setting selected here.

- Since Sam is telling the same story, *Doctor De Soto*, in both samples, it is reasonable to use the entire sample (entire story) for the comparison. Had one or both of the samples been an open-ended task such as a conversation, you would have selected one of the other options. Change the comparison setting to **Entire transcript (regardless of length)**.
- Click **Link** and you are informed that the two transcripts are linked.
- Click **OK** to continue. Notice that the title bars for these two transcripts are changed to indicate they are linked.

2. Compare the linked transcripts.

The Analyze, Database, and Explore menus are available to analyze these linked transcripts.

This exercise assumes you have experience selecting database comparison sets. If not, you should work through the step-by-step exercise titled “Comparing a Transcript to Database Samples”.

- Select **Database menu** → **Select Database Samples and Settings**. You are prompted to select the database comparison set for the 1st transcript: Sam DDS Pre.
- Click **OK** to continue and you are presented with the dialogue box use to select the comparison samples for the 1st transcript.
- STEP 1: Select database.
 - The database should be **Narrative Story Retell** with Subgroup **DDS**. This database and subgroup were pre-selected based on the “+ Context: Nar” and “+ Subgroup: DDS” information lines found at the beginning of the transcript. If these settings are anything else, change them.
- STEP 2: Select age, grade, and/or gender criteria.
 - Make sure the age match is set to **Age plus or minus 6** months.
 - Click **Find Matched Samples** to find the matching database samples and notice that 79 samples matched.
- STEP 3: Select method used to equate samples by length.
 - Select **Same number of total** words.
 - Click **Find Equated** Samples. You are prompted with a dialog box containing six choices.
 - Select the first option, **34 samples – 529 words**, to maximize the length of the samples.

- Click **OK** to return to the previous dialogue box.
- Click **OK** again to close the selection dialogue box. You are prompted to select the database comparison set for the 2nd transcript: Sam DDS Post. Click **OK** to continue.
- **Repeat STEPS 1 and 2** to select the database and age criteria for the 2nd transcript: Sam DDS Post.
- **STEP 3:** Select method used to equate samples by length for the 2nd transcript.
 - Select **Same number of total words**.
 - Click **Find Equated Samples**. You are prompted with a dialog box containing six choices.
 - The rule of thumb is to have at least 20 samples in the comparison set. The first option, “19 samples – 604” maximizes the length of the samples but only contains 19 samples. Select the second option, **26 samples – 535 words**, to shorten the length of the samples in order to increase the number of samples.
 - Click **OK** to close the selection dialogue box.

3. View the *Standard Measures Report*.

- **Database menu → Standard Measures Report.**
- When prompted to select what the report is based on, select **Entire transcript** and click **OK**.

After a lengthy delay, while the matching database samples for both transcripts are scanned, the *Standard Measures Report* is displayed.

- Look through the report. Notice the sub-heading “Compared to 79/55 Samples Matched by Age”. This indicates that the report is comparing the 1st transcript to 79 age-matched samples and the 2nd transcript to 55 age-matched samples. Also notice that the samples are labeled “Pre Rtl” and “Post Rtl”, and are displayed side-by-side along with the number of standard deviations (SD) each measure is from the mean of the matching database samples. The other database measures, such as mean, min, and max, are not included with linked transcripts.

By domain

- **TRANSCRIPT LENGTH:** the length of both narratives is similar.
- **INTELLIGIBILITY:** Measures of gross intelligibility from the Pre-Rtl sample were over 1 SD from the database mean. Intelligibility scores from the time-2 sample showed no issues with intelligibility.
- **MACRO ANALYSIS:** Sam’s Narrative Scoring Scheme (NSS) composite score increased from 17 to 26, indicating that the quality of his narrative improved.
- **SYNTAX/MORPHOLOGY:** Sam’s MLU, verb use, and subordination index (SI) scores increased during the intervention, both in actual values and in relation to the database samples.
- **SEMANTICS:** Sam used more words and had an increase in vocabulary diversity after intervention.

- VERBAL FACILITY: Sam’s rate of speech was slightly slower in the Post-Rtl sample. He used more pauses and more mazes after intervention.
- ERRORS: Sam did not omit any words or bound morphemes in his 2nd sample but the number of error codes increased.

The quality of Sam’s narrative improved. He is using longer, more complex, sentences but the increased mazes, pauses, and errors indicates that he is struggling to construct these sentences.

4. View the *Performance Report*.

- Select **Database menu** → **Performance Report**.

The *Performance Report* assists incorporating the LSA findings into diagnostic reports and Individual Education Plans. The data generated from the various reports within the Database and Analyze menus are used to create a cohesive narrative about the target speaker’s expressive language performance, noting both strengths and challenges.

- You are prompted with the “Performance Report Settings” dialogue box. The speaker is referred to throughout the report by first name. The speaker’s first name, **Sam**, is taken from the “+ Name” entry near the beginning of both linked transcripts. Had it been missing, you would have the opportunity to enter the speaker’s first name. Similarly, the speaker’s gender, **Male**, is taken from the “+ Gender” entry in both transcripts. The report contains many instances of “he/she” and “him/her”, based on the speaker’s gender.
- Click **OK** to exit the dialogue box and the *Performance Report* is displayed.
- Read through the report. Because the transcripts are linked, each paragraph is repeated, first for Pre Rtl, and then for Post Rtl. The first set of paragraphs describes the elicitation task. The second set of paragraphs reports how long it took Sam to retell the story compared to how long it took his database peers.
- This is the only database report that can be edited in the report window. The report can also be saved in RTF format, which can be opened using Microsoft® Word, or copied and pasted into electronic record-keeping programs.

If you have questions on this report, refer to the built-in help screen ( or F1).

5. View the *Quick Look* report.

- Select **Database menu** → **Quick Look** for a chart showing relative strengths and weaknesses.
- When prompted, select **Entire transcript** and click **OK**.
- Look through the report. Notice that only mazes remain a weakness post intervention (more than 1SD greater than the database mean).

6. View the *Verbal Facility Summary*.
 - Select **Database menu** → **Verbal Facility Summary** to look at the pauses and mazes in more detail.
 - When prompted, select **Equated by length** and click **OK**.
 - Look through the report. Notice that, in post-Rtl, there's an increase in pauses, both within and between utterances. There is also an increase in the number of all types of mazes.
7. Close the reports.
 - The screen is starting to get crowded. Select **Window menu** → **Close All Reports** to close all report windows. The two transcript windows are not closed.
8. View the *Utterances with Error Codes*.
 - There were more word-level errors in the 2nd sample than the 1st. It might be informative to look at these errors. Select **Analyze menu** → **Standard Utterance Lists...** to look at the utterances containing errors.
 - Check the **Error Codes** box found in the "Utterances with..." category and then click **List**.
 - Look through the utterances and notice the different types of errors, comparing Pre Rtl and Post Rtl.
 - You may find it useful to find these utterances in the actual transcripts. To do this, select **Analyze menu** → **Standard Utterance Lists...** again.
 - Click **Find**. The "Find" dialogue box has two sections. The bottom section lists the two linked transcripts and lets you move between them. The top section lists the utterances with error codes. The selected utterance is highlighted in the dialogue box and also in the transcript.
 - When you have finished looking through the transcripts, select **Close** to close the dialogue box.
9. View the *Narrative Scoring Scheme* report.
 - Sam's transcripts have been coded for "Narrative Scoring Scheme (NSS)". This was done by inserting the NSS template with scores at the bottom of each transcript. To generate the report comparing Sam's performance to the database comparison set, select **Database menu** → **Narrative Scoring Scheme**.
 - When prompted, select **Entire Transcript** (*the only available option*), click **OK**, and notice that all components of his narrative improved.
10. View the *Subordination Index* report.
 - Sam's transcripts were also coded for Subordination Index (SI) to measure clausal density. This was done by inserting [SI-0], [SI-1], [SI-2], ... codes at the end of all qualifying utterances indicating the

number of clauses in the utterance. To generate the report comparing Sam's performance to the database comparison sets, select **Database menu → Subordination Index**.

- When prompted, select **Equated by length** and click **OK**.
- Look through the report and notice that his sentence complexity increased.

C. Unlink the Transcripts

1. Select **Link menu → Unlink**
2. When asked if you want to unlink the transcripts, select **Yes** and click **OK** when informed that the transcripts are no longer linked.

Notice the title bar for these two transcripts has changed back to show they are no longer linked and the Database menu is unavailable again.

Note: If you now select a report from the current window (*a report created from previously-linked transcript*), you are informed

“Transcripts from this report are no longer linked.”

If this happens, make the transcript your current window (*the one you can see*) and then re-select the analysis.

D. Close All Windows

- Select **Window menu → Close All**.

