

SUGAR
**Sampling Utterances &
Grammatical Analysis**
Revisited:
Background and Rationale

VDOE Webinar

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This is module number 1
in a 5 part series.

After participating in this module, please view
modules 2 through 5.

Overview of Module 1

- œ What is Language Sample Analysis (LSA)?
- œ The reality of using LSA
- œ Why use LSA

What is Language Sample Analysis (LSA)



- ☞ Interactions that are representative of the situations children may encounter in their environment
 - ☞ Conversation
 - ☞ Talking to children or playing with toys
 - ☞ Narrative
 - ☞ Telling a story
 - ☞ Expository
 - ☞ Telling how to do something

Facts about LSA



- ☞ 85% of SLPs said they use LSA
 - ☞ 59% transcribe children's language in real-time while children produce the sample
 - ☞ 78% use 50-utterance samples or less
- ☞ Only 8% of SLPs who used LSA used computers to assist with transcription and analysis
- ☞ Presumed by researchers that SLPs working with school-age children use LSA even less

(Kemp & Klee, 1997)

Reasons SLPs Don't Use LSA



- ☞ Takes too long
- ☞ Too time consuming
- ☞ Too technical
- ☞ Lack of norms
- ☞ Feel unsure of self

Recent Facts about LSA Use in Schools



Spring 2013 survey

- 30% did not use LSA during the 2012-2013 school year
- 53% transcribe in real-time (while the child is talking)
- 42% use 50 utterances or less

(Pavelko, Ireland, Owens, & Dudding, submitted)

More Recent Facts



Reasons why SLPs don't use LSA

- | | |
|------------------------------|-----|
| • Too time consuming | 80% |
| • Limited resources | 35% |
| • Limited training/expertise | 20% |

(Pavelko, Ireland, Owens, & Dudding, submitted)

It Takes TOO Long!



CEL-F-P2 compared to SUGAR

21 Senior Undergraduate Students

1-hour training: administering & scoring CEL-F-P2

1-hour training: collecting, transcribing, & analyzing language samples

Results



∞ Mean time to administer & score CELF-P2
∞ 52:50

∞ Mean time to collect, transcribe, & analyze
language sample
∞ 36:52

∞ Difference

∞ -13:58

∞ Significance: Paired t-test

∞ $t = 3.9728, p < .001$

(Owens, 2012)

Caveat

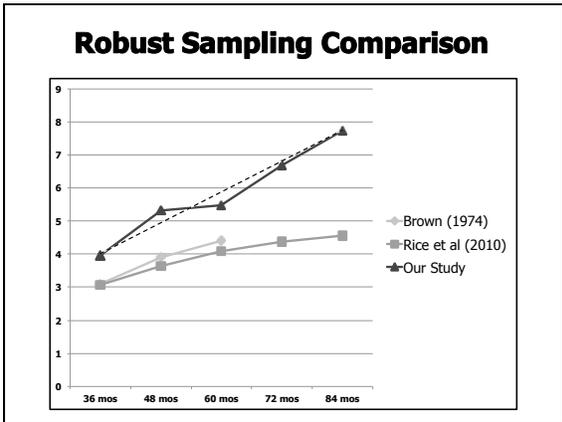


∞ 15-minute language samples

Why should SLPs use LSA?



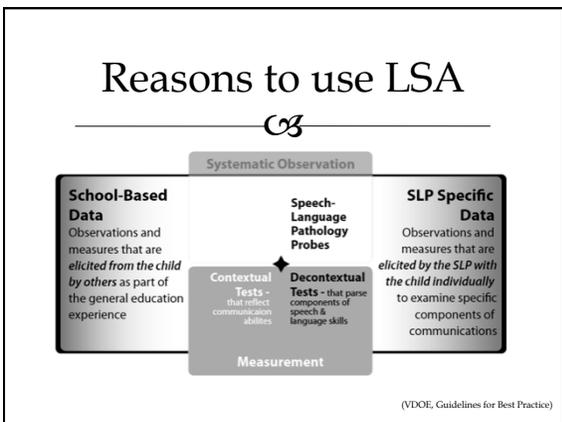
∞ MLU drops off after age 4, but can be used
until age 7 with more robust samples



Why should SLPs use LSA?

— ❧ —

- ❧ Additional data
 - ❧ Content
 - ❧ Lexical diversity
 - ❧ Form
 - ❧ Clause structure
 - ❧ Verb structure
 - ❧ Use
 - ❧ Topic maintenance



Reasons to use LSA



☞ A comprehensive assessment should include evaluation of discourse skills through one or more of the following: language sampling...

(VDOE, Guidelines for Best Practice)

☞ "No single measure or assessment is used as the sole criterion..."

(Regulations Governing Special Education Programs for Children with Disabilities in Virginia 8 VAC 20-81-70 C. 11.)

Reasons to use LSA



☞ Range of Measures

"Screening, evaluation, and assessment will be accomplished through a range of measures and activities"

☞ Standardized Tests are Limited

"Standardized measures, however, are not generally designed to provide information for intervention planning or for making modifications to intervention"

(ASHA, Roles & Responsibilities in Early Intervention)

References



☞ American Speech-Language-Hearing Association. (2008). *Roles and responsibilities of speech-language pathologists in early intervention: guidelines* [Guidelines]. Available from www.asha.org/policy

☞ Kemp, K., & Klee, T. (1997). Clinical language sampling practices: Results of a survey of speech-language pathologists in the United States. *Child Language Teaching & Therapy, 13*(2), 161-176.

☞ Virginia Department of Education, Office of Special Education and Student Services. (2011). *Speech-language pathology in schools: guidelines for Best practices*. Available from www.doe.virginia.gov/special_ed/disabilities/speech_language_impairment/index.shtml

Additional LSA Webinars



☞ Visit the VDOE website for additional webinars on LSA

http://www.doe.virginia.gov/special_ed/disabilities/speech_language_impairment/index.shtml

- ☞ Module 2: Gathering a Robust Sample
- ☞ Module 3: How to transcribe and Quick Analyze
- ☞ Module 4: Deep Analysis (Using LSA results)
- ☞ Module 5: Time-saving Ideas for SLPs

Thank You for Participating



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