# **Language Sampling (Module One): Best Practices for Collection of Language Samples**

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# **Disclosures**

## **Financial:**

## Salary from James Madison University

## Received financial compensation from Virginia Department of Education

## **Nonfinancial:**

## Nothing to disclose

# **Learner Outcomes for Language Sampling Modules**

## List optimal language sampling contexts for various age groups and describe best practices for collection of *conversation* samples (Module One)

## Identify areas of concern in conversational language samples and select analyses for syntactic, morphological, semantic, and pragmatic behaviors (Module Two)

## Implement a protocol for eliciting samples that highlight pragmatic language behaviors and use a rating scale to document these behaviors (Module Three)

# **Agenda for Module One**

## Rationale for collection of language samples

## Recommended sampling contexts for various ages

## General procedures for collection of language samples and specific considerations for collection of conversation samples

## Practice opportunities for identifying clinician behaviors during conversation samples

# **Rationale for Collection of Language Samples**

## ASHA and the Virginia Department of Education describe language sampling as an important component of a comprehensive language assessment

### Contribute to identification of an impairment for establishment of eligibility

### Provide data for IEP teams

### Establish a baseline of communication behaviors

### Inform intervention goals

### Provide data for progress monitoring

# **Rationale for Collection of Language Samples (continued)**

## May be less biased than norm-referenced tests, particularly for culturally and linguistically diverse populations

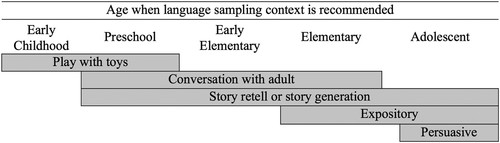
## Provides authentic view of student’s “real life” functional communication skills

### Reveal communication concerns not identified by norm-referenced tests

#### Confirm parent and teacher concerns in one or more communication skills including syntax, morphology, semantics, pragmatics, phonology, speech intelligibility, and fluency

## Confirm that specific errors on test items are an actual concern (e.g., incorrect marking of past tense)

# **Recommended Language Sampling Contexts by Age**



* **Alternative text for graphic**: This graphic by Pezold, Imgrund and Storkel displays recommended language sampling context by age. In the early childhood and preschool years, you can collect samples during play with toys. You just want to make sure that when you compare your child's sample with samples from a normative database that those samples were also collected during play with toys and not just a conversation with an examiner. Once a student enters preschool, you want to collect more than one sample. So, you want to have samples that include conversation samples with an adult and then a narrative sample that can either be a story retell or story generation. Usually in the preschool years, story retell is recommended. As students advance through early elementary and elementary school, you want to add an additional discourse and that's expository discourse. And then finally during the adolescent years, you want to also add a persuasive discourse sample.

# **Language Sampling Contexts for Eliciting Complex Syntax**

## **Narrative Retell:** Read a story to the student, usually one with pictures. Then ask student to retell the story immediately

## **Narrative Generation:** Ask student to create a story from a single picture, a series of pictures, or a wordless picture book

## **Expository**: Ask student to describe rules for a game/sport, a recipe, or procedures for an experiment

## **Persuasive:** Ask student to pick a rule or situation they want to change in school, a job, or the community

### Planning sheet is provided to the student to complete prior to collection of sample (Nippold, 2014)

# **Procedures for Collection of Language Samples** 1. General procedures for all sample contexts 2. Focus on clinician behaviors for elicitation of conversation samples

# **General Procedures for Collecting Language Samples (Any Context)**

## Select appropriate sample context(s) for student’s age

## Video or audio record sample

## Use engaged listening (think about eye contact and facial expression)

## For young child, talk at their language level

## Repeat (i.e., gloss) student linguistic and speech sound errors (so that you won’t miss these later)

## Pause (expectantly wait) after your comment/question to give opportunity for student to respond

## Use “process” questions, such as “how” and “why” rather than yes/no questions

# **Collection of Conversation Samples: Clinician Elicitation Procedures**

## In addition to the procedures just reviewed, use **contingent comments** or **turnabouts** (Pavelko & Owens, 2017)

## **Contingent comments** continue or build upon the child’s comment or question, rather than change the topic

### Tell me more”

### “I’d like to hear about that.”

### “That sounds like fun”

### “That’s my favorite too.”

## Remember to follow your **contingent comment** with a **pause** and **expectant waiting**

# **Let’s Practice**

# **Conversation Sample One: Audio Clip**

## The clinician begins this sample, with “Tell me a little bit about your family”

## Listen to the child’s response

## Think of a contingent comment to respond to child’s comment, “(Ah) My mom, whenever I need help, she helps me.”

# **Conversation Sample One: Audio Clip**

## In the list below, identify the **contingent comment or comments**

### Oh, your mom helps you.

### Do you like it when your mom helps you?

### Tell me more about your mom helping you.

### I bet your dad is nice too.

# **Conversation Sample Two: Video Clip**

## Listen to this clinician’s yes/no question, “Do you practice a lot?”

## Can you replace this question with a contingent comment?

# **Conversation Sample Two: Video Clip**

## Here are some of my options:

### Tell me more about your music teacher.

### I bet you practice a lot.

### I wonder how much you practice.

# **Conversation Sample Three: Video Clip**

## In the next clip the child is sharing an event that happened (sometimes called a **personal recount**)

## You will hear the child say, “And he’s one of the mean guys in my neighborhood”

## Can you think of a **contingent comment** to encourage her to keep talking?

# **Conversation Sample Three: “And he’s one of the mean guys in my neighborhood”**

# **Conversation Sample Three Video Clip**

## In the list below, identify the **contingent comment or comments**

### I wonder what he does that is so mean.

### What neighborhood do you live in?

### Did you tell your mom?

### Tell me more about him.

# **Conversation Sample Four: Audio Clip**

## Listen to this audio clip. Pay close attention to what the clinician does to elicit the sample.

## Then identify all of the language sampling elicitation behaviors that you hear her do.

* Transcript:
* Student: And I know how Emily broked her arm.
* Clinician: You want to tell me about how Emily broked her arm?
* Student: Yeah, because she had something to climb on, a monkey bar thing. Then she jumped off except she hurt when she land. She hit it medal and she broked her arm.
* Clinician: She hit it in the middle and she broked her arm?
* Student: No medal.
* Clinician: Oh, on medal?
* Student: Yeah.
* Clinician: Oh boy that must have hurt.
* Student: Yeah, she was crying to death.
* Clinician: She was crying to death?
* Student: Yeah.
* Clinician: I bet that hurt.
* Student: Yeah.
* Clinician: Yeah. Was she outside?
* Student: Yeah, I was outside.
* Clinician: Where? At your house?
* Student: Yeah but now we had to take it down because we had a trampoline. A trampoline is super fun. Clinician: That sounds like even more fun.
* Student: Because it's like this big and you get to jump. I can grab a net. The end of the net.
* Clinician: The end of the net.
* Student: The top of the net.
* Clinician: Yeah? Tell me about what you do when you're on the trampoline.
* Student: Sometime I jump and then I go on my butt. It's pretty fun.
* Clinician: I bet, that sounds fun when you jump, and you go on your butt. That sounds like a lot of fun.
* Student: And sometimes um Emily, she she gets a cramp in her in her leg, so she gives up.
* Clinician: She gets a cramp her leg, so she gives up?
* Student: Yeah!
* Clinician: Oh boy!
* Student: Just for a little while. And when I got a cramp I still jump.
* Clinician: When you get a cramp, you still jump?
* Student: Yeah like in my legs.

# **Conversation Sample Four: Audio Clip**

## In the list below, identify the ***recommended*** language sampling elicitation behaviors that you heard in the audio clip

### A yes/no question

### Glossing or repeating of the student’s linguistic and speech sound errors

### A process question or statement

### Contingent comments/turnabouts

# **Conversation Language Samples: Clinician Behaviors to Avoid**

## Don’t write copious notes while collecting the sample

### Do use engaged listening!

## Don’t talk too rapidly

### Do talk at student’s level and rate

### Do use pause time after you comment or question

## Limit use of yes/no questions

### Do use process questions

## Don’t switch topics too frequently

### Do use contingent comments/questions to build on student’s utterance

# **Next Steps**

## Take the knowledge check for Module One

## Listen to Module Two, Review of Analyses for Conversation Language Samples