

## Research Article

# Language Sample Analysis in Clinical Practice: Speech-Language Pathologists' Barriers, Facilitators, and Needs

Inge S. Klatte,<sup>a,b</sup> Vera van Heugten,<sup>a</sup> Rob Zwitserlood,<sup>a,b</sup> and Ellen Gerrits<sup>a,b</sup>

**Purpose:** Most speech-language pathologists (SLPs) working with children with developmental language disorder (DLD) do not perform language sample analysis (LSA) on a regular basis, although they do regard LSA as highly informative for goal setting and evaluating grammatical therapy. The primary aim of this study was to identify facilitators, barriers, and needs related to performing LSA by Dutch SLPs working with children with DLD. The secondary aim was to investigate whether a training would change the actual performance of LSA.

**Method:** A focus group with 11 SLPs working in Dutch speech-language pathology practices was conducted. Barriers, facilitators, and needs were identified using thematic analysis and categorized using the theoretical domain framework. To address the barriers, a training was developed using software program CLAN. Changes in barriers and use

of LSA were evaluated with a survey sent to participants before, directly after, and 3 months posttraining.

**Results:** The barriers reported in the focus group were SLPs' lack of knowledge and skills, time investment, negative beliefs about their capabilities, differences in beliefs about their professional role, and no reimbursement from health insurance companies. Posttraining survey results revealed that LSA was not performed more often in daily practice. Using CLAN was not the solution according to participating SLPs. Time investment remained a huge barrier.

**Conclusions:** A training in performing LSA did not resolve the time investment barrier experienced by SLPs. User-friendly software, developed in codesign with SLPs might provide a solution. For the short-term, shorter samples, preferably from narrative tasks, should be considered.

Developmental language disorder (DLD) is a common neurodevelopmental disorder (Bishop et al., 2016). Children with DLD experience difficulties in all language domains (Leonard, 2017). However, failure to acquire and/or efficiently use grammar has been proposed as a clinical marker of the disorder. Speech-language pathologists (SLPs) are the primary professionals involved in speech and language assessment and therapy for children with DLD. As such, they play a significant role in helping these children to master the rules of grammar in order to improve their communicative participation. To achieve this, SLPs want to choose functional grammatical intervention goals, for which detailed information about the child's grammatical development and daily language use is crucial. To date, SLPs

tend to rely on information from standardized language tests for goal setting (Overton & Wren, 2014; Pavelko et al., 2016). These standardized language tests appear to guide SLPs more in decision making than informal measures derived from language sample analysis (LSA; Fulcher-Rood et al., 2019). However, outcomes of standardized tests often only provide an indication whether grammatical skills are age-appropriate and give limited information about children's actual grammatical language production. Moreover, many grammatical phenomena are difficult or impossible to elicit in a standardized way (Ebert & Scott, 2014).

LSA is a more naturalistic and ecologically valid way to evaluate a child's language performance. LSA offers clinicians the opportunity to collect and analyze language samples that represent linguistic performance in a real-life situation, such as conversation, or in more structured communication tasks, such as narratives (Calder et al., 2017; Price et al., 2010). These types of language elicitation tasks reflect daily communication, which requires integration of all language domains (morphology, syntax, semantics, and pragmatics). Contrastively, standardized language tests mostly tap into separate domains and were never designed to set

<sup>a</sup>HU University of Applied Sciences Utrecht, the Netherlands

<sup>b</sup>Utrecht Institute of Linguistics OTS, Utrecht University, the Netherlands

Correspondence to Rob Zwitserlood: rob.zwitserlood@hu.nl

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# Language Sample Analysis Report

**RS Peters**



## **Language Sample Analysis Report:**

**Assessment of Communication Disorders in Children** M.N. Hegde, Frances Pomaville, 2021-03-01 Assessment of Communication Disorders in Children Resources and Protocols Fourth Edition offers a unique combination of scholarly information invaluable resources and time saving protocols on assessment of the full range of communication disorders in children including nonverbal or minimally verbal children Most resource books offer limited research and scholarly information thus making them unsuitable as textbooks for academic courses on assessment and diagnosis Similarly most traditional textbooks do not include practical easy to use and time saving resources and protocols that the practicing clinicians can readily use during assessment sessions By combining the strengths of traditional texts with newer assessment resources and protocols this one of a kind book offers a single comprehensive source that is suitable as a textbook and useful as a practical clinical resource This bestselling and trusted text Includes an extensive discussion of issues in using standardized tests along with detailed information on psychometric principles and offers a detailed discussion of alternative assessment approaches that minimize the problems inherent to standardized tests Describes a new comprehensive and integrated assessment approach that derives its strengths from the traditional as well as several alternative approaches Addresses the multicultural issues in assessing communication disorders in children and integrates culturally responsive assessment procedures into the assessment protocols Contains two chapters for each disorder one on resources that offers scholarly and research background and one on resources that describe practical procedures and protocols that save the clinician s preparation time New to the Fourth Edition A new section on the assessment of voice in transgender and gender diverse adolescents A new section on selective mutism in bilingual children included in alternative and integrated assessment of ethnoculturally diverse children All normative tables placed in relevant chapter appendices for quick access The content has been updated throughout to reflect the current state of research Updated diagnostic features of all childhood communication disorders All protocols streamlined and edited for precision in book and on website Updated resources for commonly used assessment instruments and standardized tests now available on the companion website All defined and key terms are now bolded Simplified writing style and reduced redundancy for increased readability and comprehension

Encyclopedia of Language Development Patricia J. Brooks, Vera Kempe, 2014-03-28 The progression from newborn to sophisticated language user in just a few short years is often described as wonderful and miraculous What are the biological cognitive and social underpinnings of this miracle What major language development milestones occur in infancy What methodologies do researchers employ in studying this progression Why do some become adept at multiple languages while others face a lifelong struggle with just one What accounts for declines in language proficiency and how might such declines be moderated Despite an abundance of textbooks specialized monographs and a couple of academic handbooks there has been no encyclopedic reference work in this area until now The Encyclopedia of Language Development covers the breadth

of theory and research on language development from birth through adulthood as well as their practical application Features This affordable A to Z reference includes 200 articles that address such topic areas as theories and research tradition biological perspectives cognitive perspectives family peer and social influences bilingualism special populations and disorders and more All articles signed and authored by key figures in the field conclude with cross reference links and suggestions for further reading Appendices include a Resource Guide with annotated lists of classic books and articles journals associations and web sites a Glossary of specialized terms and a Chronology offering an overview and history of the field A thematic Reader s Guide groups related articles by broad topic areas as one handy search feature on the e Reference platform which includes a comprehensive index of search terms Available in both print and electronic formats Encyclopedia of Language Development is a must have reference for researchers and is ideal for library reference or circulating collections

**Assessment of Communication Disorders in Adults** M.N. Hegde,Don Freed,2020-10-02 Assessment of Communication Disorders in Adults Resources and Protocols Third Edition offers a unique combination of scholarly information invaluable resources and time saving protocols on assessment of communication disorders in adults Most resource books offer limited research and scholarly information thus making them unsuitable as textbooks for academic courses on assessment and diagnosis Similarly most traditional textbooks do not include practical easy to use and time saving resources and protocols that the practicing clinicians can readily use during assessment sessions By combining the strengths of traditional textbooks with newer assessment resources and protocols this one of a kind book offers a single comprehensive source that is suitable as a textbook and useful as a practical clinical resource This bestselling and trusted text Covers the full range of communication disorders in adults from aphasia to voice disorders Gives a comprehensive outline of basic assessment procedures Provides a set of protocols that are necessary to assess any communication disorder in adults Addresses the multicultural issues in assessing communication disorders in adults and offers an integrated assessment approach that includes the most desirable features of the traditional and several alternative approaches Contains two chapters for each disorder one on resources that offers scholarly and research background on the disorder and one on resources that describes practical procedures and protocols that save preparation time and effort for the clinician New to the Third Edition Expanded emphasis and specific guidelines on making a correct differential diagnosis Latest research on the characteristics of communication disorders in adults Review of recent trends on diagnostic assessment with critical recommendations for students and clinicians Updated epidemiological research on communication disorders Revised text to offer more succinct information on assessment tools and diagnostic criteria The latest standardized and informal assessment instruments Student friendly step by step instructions on how to conduct initial interviews and share final assessment results with patients in each protocol chapter [Assessment of Language Disorders in Children](#) Rebecca J. McCauley,2013-03-07 This book constitutes a clear comprehensive up to date introduction to the basic principles of psychological and educational

assessment that underlie effective clinical decisions about childhood language disorders Rebecca McCauley describes specific commonly used tools as well as general approaches ranging from traditional standardized norm referenced testing to more recent ones such as dynamic and qualitative assessment Highlighting special considerations in testing and expected patterns of performance she reviews the challenges presented by children with a variety of problems specific language impairment hearing loss mental retardation and autism spectrum disorders Three extended case examples illustrate her discussion of each of these target groups Her overarching theme is the crucial role of well formed questions as fundamental guides to decision making independent of approach Each chapter features lists of key concepts and terms study questions and recommended readings Tables throughout offer succinct summaries and aids to memory Students their instructors and speech language pathologists continuing their professional education will all welcome this invaluable new resource Distinctive features include A comprehensive consideration of both psychometric and descriptive approaches to the characterization of children s language A detailed discussion of background issues important in the language assessment of the major groups of children with language impairment Timely information on assessment of change a topic frequently not covered in other texts Extensive guidance on how to evaluate individual norm referenced measures for adoption An extensive appendix listing about 50 measures used to assess language in children A test review guide that can be reproduced for use by readers

**Language Disorders in Children** Joan N. Kaderavek, Victoria S. Henbest, 2024-11-26 This modernized third edition of *Language Disorders in Children: Fundamental Concepts of Assessment and Intervention* offers a comprehensive overview of language disorders in children for speech language pathology students The expert authors bring together decades of clinical experience and pedagogical expertise to create a comprehensive resource with instructional strategies and clinical applications enhanced with numerous activities discussions and case studies that promote critical thinking This edition introduces a groundbreaking model that utilizes a story based approach to explain the dimensions of choosing and developing interventions This method engages students in a thought experiment that illuminates the nuances of clinical decision making particularly for children with developmental language disorder autism and other developmental disabilities The book revisits and expands upon the well regarded five communication subdomains framework providing a clear and structured approach to understanding language development from early pragmatic skills to advanced discourse New to the Third Edition New coauthor Victoria S Henbest PhD CCC SLP A color layout with refreshed illustrations to enhance visual comprehension Increased emphasis on multicultural considerations in assessment and treatment of child language disorders Added content on the use of technology in clinical practice Additional class activities and discussions to facilitate clinical thinking skills Key Features A two step approach to language sample analysis is presented with clarifying case studies figures and directions for completing a language sample Chapter overview questions at the beginning of chapters serve as a road map for students QR codes direct readers to helpful video clips and web resources Boxed focus points effectively

communicate the most crucial aspects of the text Bolded key terms and a comprehensive glossary help improve retention of the material Case studies and discussion and in class activities encourage students to delve deeper into the material Concise chapter summaries end each chapter to reinforce key takeaways Appendices containing valuable supplementary materials such as worksheets case studies language analyses guides standard score interpretation tutorial and assessment reports Please note ancillary content such as student quizzes are not included as with the print version of this book **Report**

**Writing for Speech-language Pathologists** Grace Middleton,1992 Assessing Children's Language in Naturalistic

Contexts Nancy J. Lund,Judith F. Duchan,1993

**Otto E. Miller, Plaintiff-Respondent, Against Fred W. Smythe, Defendant-Appellant , Journal for Computer Users in Speech and Hearing ,1992 An Investigation of**

**Functional Attributes of Language and Conceptual Performance in Schizophrenic Adolescents** Maurice Jay

Durall,1970 *Computer Applications for Augmenting the Management of Speech, Language, and Hearing Disorders*

Franklin H. Silverman,1997 This is the first book in this field to examine computers and their impact on the study and practice of speech language pathology and audiology It introduces students to the multitude of ways that speech language pathologists and audiologists have used computers to provide clinical services more efficiently and more cost effectively With this information students will be better able to adequately promote the welfare of the persons they serve professionally in the managed health care cost containment environment in which they are likely to be required to practice in the near future

**Psychware Sourcebook** Samuel E. Krug,1988 *Language Disorders in Children* Barbara Ann Johnson,Barbara Ann Johnson-Root,1996 A comprehensive text that will provide students with information and an understanding of key issues in language development and disorders in children The information is presented in a logical order that includes many clinical examples and illustrations so that the reader can assimilate each new concept The inclusion of multicultural issues and family based intervention make it a timely and complete text **Hegde's PocketGuide to Assessment in Speech-language**

**Pathology** Mahabalagiri N. Hegde,2008 Widely recognized as one of the most valuable resources in speech language pathology the respected Hegde s PocketGuide to Assessment in Speech Language Pathology is now in its third edition Designed as a companion volume to the Hegde s PocketGuide to Treatment in Speech Language Pathology Third Edition it provides clinical practitioners and students in communication sciences and disorders a quick reference for assessment techniques The most desirable features of a specialized dictionary of terms clinical resource book and textbook of assessment are combined in this single easy to access resource Assessment procedures are provided in a do this format Information not directly related to assessment procedures has been moved to the new Hegde s PocketGuide to Communication Disorders allowing for expanded coverage of assessment procedures and the addition of important new entries making this edition more relevant and useful than ever *Communication, Control, and Computer Access for Disabled and Elderly Individuals: Switches and environmental controls* Dale Bengston,1967 One of a series of three resource guides concerned with

communication control and computer access for disabled and elderly individuals the directory focuses on switches and environmental controls The book s three chapters each cover products with the same primary function Cross reference indexes allow access to listings of products by function input output feature and by computer model Switches are listed separately by input output features Typically provided for each product are an illustration the product name vendor size weight power source connector type cost and a description The first chapter describes switches and controls including those marketed as separate devices and intended to be used with a wide range of communication or control aids The second chapter presents environmental controls which control some other device in the person s environment including page turners telephone dialers and remote appliance switches The last chapter reviews call monitoring and memory systems among which are special call buzzers adaptations to hospital call systems telephone emergency call systems activity monitors for elderly or disabled persons and memory aids or reminder systems Appendixes include a list of additional sources of information a glossary addresses of manufacturers listed with their products and an alphabetical listing of all products in the 3 book series

DB     **Infant-toddler Assessment** Louis Michael Rossetti,1990     Linguistics and Language Behavior Abstracts ,2005  
Clinical Linguistics & Phonetics ,1994     **U.S. Government Research & Development Reports** ,1967     **Clinical Assessment of Child and Adolescent Behavior** H. Boone Vance,Andres J. Pumariega,2001-03-29 An invaluable guide for working with children and adolescents with behavioral disorders emotional disorders or both Featuring contributions from renowned experts such as Gerald Fuller Eugenio Rothe John Lockman Charles Casat Freddy Paniagua and Nancy Winters Clinical Assessment of Child and Adolescent Behavior details how to use the behavioral assessment process to develop effective treatment and rehabilitation plans for various child and adolescent psychological and psychiatric disorders This comprehensive guide features step by step instruction for successful identification and diagnosis of various behavioral emotional disorders as well as suggestions for treatment on specialized topics such as Asperger s Syndrome eating disorders and disruptive behavior Carefully edited by H Boone Vance and Andres Pumariega it offers the mental health practitioner a wealth of practical information not only on state of the art clinical assessment procedures and techniques but also on applied intervention strategies for each disorder along with instructive case studies and vignettes The book also examines the use of medication as part of an integrated treatment approach to managing these challenging behaviors Addressing the critical advances made in the field in recent years Clinical Assessment of Child and Adolescent Behavior represents an important step in bridging the gap between various disciplines and improving clinical practice with infants children and youth Topics covered include Anxiety disorders Attention Deficit disorder Bulimia and anorexia nervosa Child abuse and psychic trauma Communicative disorders Disorders of infancy and early childhood Learning disorders Mood disorders Pediatric brain injury Pervasive developmental disorders Posttraumatic stress disorder Socially and emotionally maladjusted children and youth

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