

**Collecting a Representative Sample**

- **What does representative mean?**
  - reliable
  - valid
  - Individual's optimal performance versus usual performance?
- **Variables that affect representativeness:**
  - partner and conversational style
  - setting
  - materials
  - sample size
  - recording methods

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**Partner Factors**

- **Partner can be SLP, parent, spouse, sibling, peer**
- **Mother-child versus clinician-child interactions:**
  - Advantages?
  - Disadvantages?
  - Studies reveal no significant differences in lexical and syntactic measures
- **Mother versus father results are conflicting**
- **Peer/sibling interactions:**
  - can result in decreased language level if younger child
  - conversational styles of peers/siblings can be problem
- **Observer Paradox Problem**

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**Conversational Style**

- **Questioning and responding can affect sample**
- **Recommend decreased questions for longer spontaneous utterances**
- **“Naturalness” of conversation/ interaction is factor**
- **Recommend allow individual to lead**

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**Setting and Materials**

**Setting Factors:**

- Settings = home, school, clinic
- Differences in a study of mother-child versus clinician-child may have been result of setting - home versus clinic
- consider sampling in multiple settings

**Materials Factors:**

- New toys associated with increased or decreased talking?
- Developmental level of toys and result on sample
- Conversation, narrative, picture description, monologue

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**Sample Size, Recording and Transcription**

- **Sample Size related to representativeness**
  - # of utterances (50-200 utterances)
  - sample over time (at least 30 minutes)
  - Increased sampling, decreased analysis and vice versa
- **Audiotape versus Videotape**
  - advantages / disadvantages
  - if audiotape, then take context notes
- **On-line transcription**
  - ? Reliability
  - use time sampling - transcribe for several minutes, then rest, repeat
- **Phonetic versus Orthographic Transcription**
- **Transcribe all speakers and context notes?**

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**Sampling Variables Affecting Data Collection in Research**

- Amount of language used by child and needed for study
- intelligibility of individual
- context effects (e.g., partner, setting, etc.)
- linguistic elements of interest (e.g., some appear infrequently)
  - passive voice
  - pronouns
  - modals

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**Two Child Research Studies using Sampling**

**Brown (1973):**

- 3 children -  
“Adam, Eve, and Sarah”
- 10-16 months
- 2 hours/month
- used 2 observers
  - 1 interacted/ played and used recorder
  - other made context notes

**Wells (1985):**

- 128 children in  
“overlapping longitudinal design”
- 2 years
- 27 min/every 3 mos,  $\cong$  120 utterances/ sample (24, 90 sec samples randomly scheduled, 4 of 6 blocks of time and 18/24 for 27 min)
- used tape recorder with no observers

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