

Outcome Measure	Social Language Development Test (SLDT) (Elementary and Adolescent versions)
Sensitivity to Change	Unknown
Population	Pediatrics
How to obtain	Pro-Ed Australia
Domain	Language and Communication
Type of Measure	Standardised Assessment
Time to administer	45 minutes
Description	<p>Social Language Development Test (Comes in 2 versions, a) Elementary Ages: 6-11, Grades: 1-6 and b) Adolescent Ages: Ages: 12-17, Grades: 7-12).</p> <p>Testing Time: 45 minutes</p> <ul style="list-style-type: none"> • The Social Language Development Test is designed to assess language-based skills of social interpretation and interaction with friends, the skills found to be most predictive of social language development. • Assesses students' language-based responses to portrayed, peer-to-peer situations. • Assesses language required to infer and express what another person is thinking or feeling within a social context, to make multiple interpretations, take mutual perspectives, and negotiate with and support their peers. • Test tasks reflect the developmental refinement of social language comprehension and expression and differentiate typically-developing children from those with language learning disorders or autism. <p>Subtests</p> <p>Subtests consist of question-answering tasks, interpretations of photographed scenes, and verbal explanations.</p> <ul style="list-style-type: none"> • Subtest A: Making Inferences • Subtest B: Interpersonal Negotiations • Subtest C: Multiple Interpretations . • Subtest D: Supporting Peers <p>Examiner Qualifications</p> <p>The test should be administered by a trained professional familiar with language disorders (e.g., speech-language pathologist, psychologist).</p> <p>ADOLESCENT VERSION</p> <p>Test Description</p> <p>The SLDT A is a diagnostic test of social language skills for adolescents. It assesses students' language-based responses to portrayed, peer-to-peer situations. The test differentiates typically-developing adolescents from</p>

	<p>those with language learning disorders or autism. There are five subtests with 12 items each: Making Inferences, Interpreting Social Language, Problem Solving, Social Interpretation, and Interpreting Ironic Statements. Test stimuli include photographs, scenarios presented verbally by the examiner, and audio recordings of a CD.</p> <p>Subtests</p> <ul style="list-style-type: none"> • Subtest A: Making Inferences • Subtest B: Interpreting Social Language • Subtest C: Problem Solving (Stating and Justifying Solutions) • Subtest D: Social Interaction • Subtest E: Interpreting Ironic Statements <p>Examiner Qualifications</p> <p>The test should be administered by a trained professional familiar with language disorders (e.g., speech-language pathologist, psychologist) because careful interpretation of the responses is required.</p> <p>Testing Time: 45 minutes</p> <p>Raw scores convert to:</p> <ul style="list-style-type: none"> ◦ Age Equivalents ◦ Percentile Ranks ◦ Standard Scores
<p>Properties</p>	<p>Standardization and Statistics</p> <p>Two studies were conducted on the Social Language Development Test Elementary: the item pool and standardization studies. The item pool study consisted of 390 subjects. The test was standardized on 1,104 subjects that represented the latest National Census for race, gender, age, and educational placement. In addition, 352 subjects with language learning disorders and autism spectrum disorders were used in the validity studies.</p> <ul style="list-style-type: none"> • Reliability—established by the use of the following for all subtests and the total test at all age levels: <ul style="list-style-type: none"> ◦ SEM ◦ Inter-Rater Reliability ◦ Test-Retest ◦ Reliability Based on Item Homogeneity (KR20) <p>The test-retest coefficient is .79 for the total test, the SEM is 11. 26 for the total test and the KR20 coefficient is .93. Given the uniqueness of the test, the clinical population, and scoring criteria, the reliability is considered highly satisfactory.</p> <ul style="list-style-type: none"> • Validity—established by the use of construct and contrasted group validity. <ul style="list-style-type: none"> ◦ Contrast Groups (t-values) ◦ Point Biserial Correlations ◦ Subtest Intercorrelations ◦ Correlations Between Subtests and Total Test <p>Results revealed highly satisfactory levels of item consistency (88%). Internal consistency estimates are clearly satisfactory. The test differentiates students with language disorders or autism spectrum disorders from students developing language normally.</p>

- Race/Socioeconomic Group Difference Analyses—conducted at the item and subtest levels. The analysis of performance differences among race/socioeconomic groups was conducted at the subtest level.
 - Z-tests Chi Square analysis at the subtest level
 - Analysis of Variance (ANOVA) F-tests

The low percentage (1%) for race and small number of race/SES differences, indicate that neither is a strong impact on the Social Language Development Test Elementary at the item level

ADOLESCENT VERSION

Standardization and Statistics

Two studies were conducted on The Social Language Development Test Adolescent – the item pool and standardization studies.

The item pool study consisted of 500 subjects from every region of the country. The test was standardized on 834 subjects. For both studies, the subjects represented the latest national school population demographics from the latest National Census for race, gender, age, and educational placement. Test performances reflect typically-achieving students as well as those in subgroups found in the school population. In addition, 68 subjects with language disorders and autism spectrum disorders were used in the validity studies.

- Reliability—established by the use of the following for all subtests and the total test at all age levels:

- SEM
- Inter-Rater Reliability
- Test-Retest
- Reliability Based on Item Homogeneity (KR20)

The test-retest coefficient is .82 for the total test, the SEM is 4.66 for the total test and the KR20 coefficient is .92. Inter-Rater reliability is 85% for the total test. Given the uniqueness of the test, the clinical population, and scoring criteria, the reliability is considered highly satisfactory.

- Validity—established by the use of construct and contrasted group validity.

- Contrast Groups (t-values): test discriminates between subjects with normal social language development and subjects with autism and/or language impairment
- Point Biserial Correlations
- Subtest Intercorrelations
- Correlations Between Subtests and Total Test

Results revealed highly satisfactory levels of item consistency (97%). Internal consistency estimates are clearly satisfactory. The test significantly discriminates between contrasted groups for every subtest and the total test. These results are highly satisfactory and substantiates that the test differentiates students with language disorders or autism spectrum disorders from students developing language normally.

- Race/Socioeconomic Group Difference Analyses—conducted at the item and subtest levels. The analysis of performance differences among race/socioeconomic groups was conducted at the subtest level.
 - Z-tests Chi Square analysis at the subtest level

	<ul style="list-style-type: none"> ◦ Analysis of Variance (ANOVA) F-tests <p>There are three Chi Squares out of 30 that are significant—one at the median, one at the 25th percentile, and one at the 75th percentile. These relationships were not strong as the contingency coefficients ranged from .35 to .41. The analyses of variance test indicate that there were some race and socioeconomic effects on the subtest scores but in 88% of the analyses, there were no race or SES effects. Neither race nor SES has a major impact on the SLDT A.</p>
<p>Advantages</p>	<p>Likely the most comprehensive and ecologically valid assessment of pragmatics.</p>
<p>Disadvantages</p>	

References