

<b>CODER:</b>			
<b>CODE NUMBER:</b>			
<b>DISSERTATION?</b>	YES	NO	
<b>FULL REFERENCE:</b>			
<b>ABSTRACT:</b>			

### Primary Research Appraisal Tool

<b>Researcher Credentials:</b> Description of researcher's discipline				
<b>Major Construct Investigated</b> (e.g., speech acts (types); social cognition (type); discourse (type))				
<b>LITERATURE REVIEW:</b>				
<b>Balance of survey research</b> presented by others	Yes		No	
<b>Problem Statement:</b> <i>Statement of the issue leads directly to purpose of study and research questions</i>	Yes		No	
<b>Purpose of Research:</b> <i>Purpose of the research clearly expressed? Statement Explicit?</i>	Yes		No	
• <i>Significance of the problem clearly indicated?</i>	Yes		No	
<b>Research Questions:</b> <i>Research questions explicitly expressed?</i>	Yes		No	
<b>Identification of Theoretical Framework:</b> <i>Identification of theoretical framework made by the researcher?</i>	Yes		No	
• <i>If yes, what is (are) the framework(s)?</i>				
<b>Identification of Assumptions:</b> <i>Identification of assumptions made by researcher(s)?</i>	Yes		No	
<b>METHOD:</b>				
<b>Participants</b>				
• Total number of participants in sample:				
• Ethnic/Racial Composition: <i>African American population must 30% or more of the total sample.</i>	African American		Latino	
	Native American		Asian	
	White		Other	
• Gender:	Males:		Females	
• Language Ability:	Typical:		Impaired:	
• Education Level: (write in age level → Infant/Toddlers, Preschool, School Age)				
• Socioeconomic Status (write in SES → High, Middle, Low)				
• Authors describe the sampling procedure(s)	Yes		No	
• Authors identify inclusion/exclusion criteria	Yes		No	
• Attrition noted/Subject pool retained noted	Yes		No	

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Research Design					
<ul style="list-style-type: none"><li>• <b>Theoretical Paper</b></li></ul>	<b>Match with ASHA LEVEL IV:</b> <i>Expert committee report, consensus conference, clinical experience of respected authorities</i>				
<ul style="list-style-type: none"><li><ul style="list-style-type: none"><li>○ Theoretical Paper</li></ul></li></ul>	<table><tr><td>Yes</td><td></td><td>No</td><td></td></tr></table>	Yes		No	
Yes		No			
<ul style="list-style-type: none"><li>• <b>Non-Experimental Designs</b> – <i>a research study that allows one to examine a situation without changing or modifying it some way (i.e., without directly manipulating independent variables) and cannot identify a causal relationship.</i></li></ul>	<b>Match with ASHA LEVEL III:</b> <i>Well designed non experimental studies, i.e., correlational and case studies</i>				
<ul style="list-style-type: none"><li><ul style="list-style-type: none"><li>○ <u>Descriptive</u>: identify, illustrate, record, classify</li></ul></li></ul>	<table><tr><td>Yes</td><td></td><td>No</td><td></td></tr></table>	Yes		No	
Yes		No			
<ul style="list-style-type: none"><li><ul style="list-style-type: none"><li>○ <u>Predictive</u>: relationship among variables (<u>correlation</u>/regression)</li></ul></li></ul>	<table><tr><td>Yes</td><td></td><td>No</td><td></td></tr></table>	Yes		No	
Yes		No			
<ul style="list-style-type: none"><li><ul style="list-style-type: none"><li>○ <u>Probability</u>: likelihood of relationship (sensitivity/specificity)</li></ul></li></ul>	<table><tr><td>Yes</td><td></td><td>No</td><td></td></tr></table>	Yes		No	
Yes		No			
<ul style="list-style-type: none"><li>• <b>Pre-Experimental Designs</b> - <i>a research study that lacks randomization and control, but allows one to form hypotheses that need to be investigated with quasi-experimental and/or experimental studies.</i></li></ul>	<b>Match with ASHA LEVEL III:</b> <i>Well designed non experimental studies, i.e., correlational and case studies</i>				
<ul style="list-style-type: none"><li><ul style="list-style-type: none"><li>○ One-shot experimental case study</li></ul></li></ul>	<table><tr><td>Yes</td><td></td><td>No</td><td></td></tr></table>	Yes		No	
Yes		No			
<ul style="list-style-type: none"><li><ul style="list-style-type: none"><li>○ One group posttest design</li></ul></li></ul>	<table><tr><td>Yes</td><td></td><td>No</td><td></td></tr></table>	Yes		No	
Yes		No			
<ul style="list-style-type: none"><li><ul style="list-style-type: none"><li>○ One group pretest-posttest design</li></ul></li></ul>	<table><tr><td>Yes</td><td></td><td>No</td><td></td></tr></table>	Yes		No	
Yes		No			
<ul style="list-style-type: none"><li><ul style="list-style-type: none"><li>○ Static group comparison</li></ul></li></ul>	<table><tr><td>Yes</td><td></td><td>No</td><td></td></tr></table>	Yes		No	
Yes		No			
<ul style="list-style-type: none"><li>• <b>Ex Post Facto Designs</b> - <i>a retrospective study that does not manipulate an independent variable nor implement control as it examines what exists or already has a cause; it allows one to infer that certain variables tend to be associated with a condition, but are not the cause of the condition.</i></li></ul>	<b>Match with ASHA LEVEL IIa:</b> <i>Well-designed controlled study without randomization</i>				
<ul style="list-style-type: none"><li><ul style="list-style-type: none"><li>○ Simple ex post facto design</li></ul></li></ul>	<table><tr><td>Yes</td><td></td><td>No</td><td></td></tr></table>	Yes		No	
Yes		No			
<ul style="list-style-type: none"><li>• <b>Quasi- Experimental Designs</b> – <i>a research study that does not control for all extraneous variables and, therefore, must take that into consideration when the data are interpreted; when randomization is not possible or preformed groups are examined.</i></li></ul>	<b>Match with ASHA LEVEL IIb:</b> <i>Well-designed quasi-experimental study</i>				
<ul style="list-style-type: none"><li><ul style="list-style-type: none"><li>○ Nonrandomized control group pretest-posttest design</li></ul></li></ul>	<table><tr><td>Yes</td><td></td><td>No</td><td></td></tr></table>	Yes		No	
Yes		No			
<ul style="list-style-type: none"><li><ul style="list-style-type: none"><li>○ Simple time-series experiment</li></ul></li></ul>	<table><tr><td>Yes</td><td></td><td>No</td><td></td></tr></table>	Yes		No	
Yes		No			
<ul style="list-style-type: none"><li><ul style="list-style-type: none"><li>○ Control group time series design</li></ul></li></ul>	<table><tr><td>Yes</td><td></td><td>No</td><td></td></tr></table>	Yes		No	
Yes		No			
<ul style="list-style-type: none"><li><ul style="list-style-type: none"><li>○ Reversal time-series design</li></ul></li></ul>	<table><tr><td>Yes</td><td></td><td>No</td><td></td></tr></table>	Yes		No	
Yes		No			
<ul style="list-style-type: none"><li><ul style="list-style-type: none"><li>○ Alternating treatments design</li></ul></li></ul>	<table><tr><td>Yes</td><td></td><td>No</td><td></td></tr></table>	Yes		No	
Yes		No			
<ul style="list-style-type: none"><li><ul style="list-style-type: none"><li>○ Multiple baseline design</li></ul></li></ul>	<table><tr><td>Yes</td><td></td><td>No</td><td></td></tr></table>	Yes		No	
Yes		No			
<ul style="list-style-type: none"><li>• <b>True Experimental Designs</b> – <i>a research study that allows one to randomly assign people to groups or present all interventions and conditions to a single group of people so that subjects act as their own control.</i></li></ul>	<b>Match with ASHA LEVEL Ib:</b> <i>Well-designed randomized controlled study</i>				
<ul style="list-style-type: none"><li><ul style="list-style-type: none"><li>○ Pretest-posttest control group design</li></ul></li></ul>	<table><tr><td>Yes</td><td></td><td>No</td><td></td></tr></table>	Yes		No	
Yes		No			
<ul style="list-style-type: none"><li><ul style="list-style-type: none"><li>○ Solomon four-group design</li></ul></li></ul>	<table><tr><td>Yes</td><td></td><td>No</td><td></td></tr></table>	Yes		No	
Yes		No			
<ul style="list-style-type: none"><li><ul style="list-style-type: none"><li>○ Posttest-only control group design</li></ul></li></ul>	<table><tr><td>Yes</td><td></td><td>No</td><td></td></tr></table>	Yes		No	
Yes		No			
<ul style="list-style-type: none"><li><ul style="list-style-type: none"><li>○ Within-subjects design</li></ul></li></ul>	<table><tr><td>Yes</td><td></td><td>No</td><td></td></tr></table>	Yes		No	
Yes		No			
<ul style="list-style-type: none"><li>• <b>Factorial Designs</b> – <i>a research study that allows one to investigate the effects of multiple independent variables in a single study.</i></li></ul>	<b>Match with ASHA Ib:</b> <i>Well-designed randomized controlled study</i>				

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○ Two factor experimental design	Yes		No	
○ Combined experimental and ex post facto design	Yes		No	
• <b>Meta Analysis/Systematic Review</b> – a research study that allows one to statistically combine the results of many experimental and other designs to determine if they provide predictable result(s).	<b>Match with ASHA Ia: Well-designed meta-analysis of &gt; 1 randomized controlled trial</b>			
○ High quality meta-analysis	Yes		No	
• <b>Systematic Review</b> – a study that allows one to apply procedures that limit bias in the gathering, appraisal, and synthesis of all studies relevant to a given topic.	<b>Does not Match with ASHA Levels of Evidence</b>			
○ High quality systematic review	Yes		No	
• <b>Ethnographic Study</b> – a systematic, qualitative study of people's behaviors, attitudes, and/or perceptions on a particular topic or matter	<b>Does not Match with ASHA Levels of Evidence</b>			
○ Ethnographic design including at least 3 of the following ethnographic stages: theoretical framing of research; observation; document and/or artifact analyses; and triangulation	Yes		No	
<b>Procedure/Data Gathering Strategy(ies)</b>				
• Data gathering procedures are clearly described	Yes		No	
○ If not, what was missing?				
• Authors discuss data gathering timeframe	Yes		No	
• <b>Inter-rater</b> reliability regarding data coding is reported	Yes		No	
• <b>Intra-rater</b> reliability regarding data coding is reported	Yes		No	
• Data gathering procedures training reported	Yes		No	
• Reliability of data gathering procedures were reported	Yes		No	
<b>Data Coding and Analysis Strategies</b>				
• Authors describe methods used	Yes		No	
• Data coding training is reported	Yes		No	
• Data analyses are clearly presented	Yes		No	
• Analysis methods are appropriate for study	Yes		No	
• Authors describe data qualitatively	Yes		No	
• Authors describe data quantitatively	Yes		No	
• Authors discuss significance of the results	Yes		No	
• Effect sizes are reported	Yes		No	
<b>Research Questions/Hypothesis Addressed by Method of Data Collection</b>	<b>List methods of data collection here</b>			
<b>Major Findings (Conclusions &amp; Discussions):</b>	<b>Implications of Findings:</b>			
<b>Further Study Suggested:</b>				
<b>Other Comments:</b>				
<b>Include in our systematic synthesis of the literature?</b>	Yes		No	Not sure
<b>Explain "no" and "not sure"</b>				