SLP 2019

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Sharing on

1. How and Where to begin
2. Relevant databases
3. Tips...
How and Where to begin
In a nutshell

Topic

Identify keywords

Search
SUGGESTION

1st round

Question the topic
Search in generic platform
Identify keywords

2nd round

Question the topic further
Search in academic database
Identify more keywords
Question the topic

Use a database or a source which shows trends in research

Ask 5W 1H questions

Identify keywords from questions

Search in a database
Main Library Sources

FindMore
For an overview of everything within the library’s collection

LINC (Library Catalog)
For specific titles except articles

Databases
For eBooks, eJournals, and online articles relevant to your topic
The library’s search engine

Searches across everything in the library’s collection, including book chapters and journal articles.

Saves and export results using different citation styles.
FindMore@NUSL


Databases
- PsycINFO
PsycINFO

User Guide
All aspects of Psychology
Updated weekly
APA

Coverage: 1860-present
4 million records

* Includes 110 full-text APA journals, i.e. PsycArticles
Expressive and receptive language skills of temperamentally shy preschoolers.


Although shy children speak less in social situations, the extent to which their language skills fall behind those of their more outgoing peers remains unclear. We selected 22 temperamentally shy and 22 non-shy children from a larger group of 400 4-year-old children who were prescreened for temperamentally shy by maternal report, using the Colorado Childhood Temperament Inventory (CCT). We then compared the two groups on widely used measures that index expressive and receptive language skills. We found that, although the temperamentally shy children scored lower on both expressive and receptive language skills compared with their non-shy counterparts, they were nonetheless performing at age-equivalent levels. The non-shy children, however, were performing significantly above their age level on expressive and receptive language skills. These findings suggest that the development of normal language skills is not compromised in temperamentally shy preschoolers.
PscyINFO
- results

Key Concepts
- Language skills
- Preschoolers
- Non-preschoolers
- Kindergarten children
- Parents
- Repetitive vocabulary tests

Subject Headings
- Educational Measurement
- Kindergarten Students
- Language Development
- Temperament
- Vocabulary
- Childhood Development
- Parent
- Preschool Students

PsychINFO Classification Code:
- Curriculum & Programs & Teaching Methods (1550)
- Analysis of Variance
- Assertiveness
- Child Language
- Child Preschool Female
- Humane
- Language Tests
- Male
- Psycholinguistics
- Psychological Tests
- Speech
- Speech Production Measurement
- Surveys and Questionnaires

Population Group
- Human: Male, Female
- Childhood (birth-12 yrs), Preschool Age (5-6 yrs), School Age (6-12 yrs)

Location
- UG

Methodology
- Empirical Study: Quantitative Study

Tests & Measures
- HOME Literacy Experiences Questionnaire
- Colorado Childhood Temperament Inventory
- Comprehensive Receptive and Expressive Vocabulary Test
- Sentence Initiation - Test of Language Development - Primary - Third Edition
- Block Design - Wechsler Preschool and Primary Scale of Intelligence - II

Grant/Sponsorship
- Sponsor: Natural Sciences and Engineering Research Council
- Other Details: Postgraduate Scholarship
- Recipient: Scarre, Katherine A.
- Sponsor: Canadian Language and Literacy Research Network, Canada
- Other Details: Research grant
- Recipient: Evens, Mary Ann

Cited References

http://dx.doi.org/10.1037//0022-3514.64.5.1072

Find Similar
Find Citing Articles
Complete Reference
Library Holdings
Find It @ NUS Libraries
PscyINFO - Advanced Search

Limits Search

- Choose a search to limit by clicking a "select" box
- Select as many limits as you wish by clicking in checkboxes or choosing from pull-down menus
- Click "Limit Search" when you are ready to post the search

Limits:
- Full Text
- Peer Reviewed Journal
- Animal
- Abstracts
- Tests & Measures
- Test DOI
- Publication Year
- Ovid Full Text Available
- All Journals
- Human
- Disordered Populations
- Treatment & Prevention
- Open Access

PsycINFO Classification Code
- General Psychology
- History & Systems
- Psychometrics & Statistics & Methodology
- Tests & Testing
- Sensory & Motor Testing

PsycINFO Articles:
- Fringe to Psychology: Questionable General Public
- Juvenile Psychology: Professional & Research
- Childhood <birth to 12 yrs>
- Adolescence <13 to 17 yrs>
- Adulthood <18 yrs>
- Neonatal <birth to age 1 mo>
- Infancy <2 to 12 mo>
- Preschool Age <age 2 to 5 yrs>
- School Age <age 6 to 12 yrs>
Scopus is a database that provides abstracts and links to full-text of peer-reviewed and open access journals. It covers conference proceedings, book chapters, scientific journals, web sources, etc. Coverage starts from 1996 onwards. Over 50% of content originates from Europe, Latin America & Asia-Pacific. It has 100% Medline coverage (previously only on PubMed) and is multidisciplinary—STM, Social Science, Arts & Humanities. Scopus is an Elsevier product.
Document search

Search
impact on speech of shy children
E.g., "Cognitive architectures" AND robots

Limit
Date range (inclusive)
- Published: All years to Present
- Added to Scopus in the last: 7 days

Document type
ALL

Access type
All
<table>
<thead>
<tr>
<th>Document title</th>
<th>Authors</th>
<th>Year</th>
<th>Source</th>
</tr>
</thead>
</table>
Language skills in shy and non-shy preschoolers and the effects of assessment context

Spence, K.A. 1, Brown, M.A. 2, Hendry, C.A. 1, Mantell, J. 1
1University of Guelph, Canada
2Department of Psychology, University of Guelph, Guelph, ON N1G 2W1, Canada

Abstract

Children's language development in relation to social behaviors such as shyness and sociability is not well understood. This study compared expressive and receptive vocabulary skills in 3 year old children who were shy or non-shy and whose parents were also rated as shy or non-shy. The results showed that shy children had lower expressive and receptive vocabulary skills than non-shy children, and that shy children who were also rated as shy by their parents had lower expressive and receptive vocabulary skills than non-shy children who were also rated as non-shy. The results suggest that shyness may have an impact on language development, and that the effects of shyness may be mediated by other factors such as parental shyness or social withdrawal.
## Subject Databases: Comparison

<table>
<thead>
<tr>
<th>PsycINFO</th>
<th>Scopus</th>
</tr>
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<tbody>
<tr>
<td>All aspects of Psychology</td>
<td>Multidisciplinary (includes some Psychology)</td>
</tr>
<tr>
<td>1906-</td>
<td>1996- (retrospectively adding older issues)</td>
</tr>
<tr>
<td>Full-text (Partial)</td>
<td>No full-text</td>
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<tr>
<td>Use Find It! @ NUSL</td>
<td>Use Find It! @ NUSL</td>
</tr>
<tr>
<td>Thesaurus of Psychological Index Terms</td>
<td>No thesaurus</td>
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</table>
Identify keywords from questions

Ask 5W 1H questions

Search in a database

Use a database or a web site which shows trends in research

Question the topic

Use a topic
Ask 5W 1H questions

• What – definition, description
• When – time of the issue, frequency
• Where – place, location, country, market
• Who – People affected, influencers, decision makers, people with resources
• Why – Reasons, justifications
• How – Method, approach, technology, tools
Let’s try: Language ability in children who stutter

<table>
<thead>
<tr>
<th>5W 1H</th>
<th>Question</th>
<th>Where to search</th>
<th>Answer</th>
<th>Question</th>
<th>Answer</th>
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</thead>
<tbody>
<tr>
<td>What (Definition)</td>
<td>What is xxxxx</td>
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<tr>
<td>When (Time)</td>
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<tr>
<td>Where (Place)</td>
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<td>Who (Stakeholders)</td>
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<td>Why (Reasons)</td>
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<tr>
<td>How (Tool/Process)</td>
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</table>
Evaluating Resources

This quick test allows you to analyse the quality of the sources you have found.

1. **Currency** – When was it published?
2. **Relevance** – Is the information relevant? Does it answer your research question?
3. **Authority** – Who are the authors / What are their credentials?
4. **Accuracy** – Where is the evidence? Can it be verified?
5. **Purpose** – Why was this written? To inform? entertain? Is it objective or impartial?

More info at:

- [http://owl.english.purdue.edu/owl/resource/553/03/](http://owl.english.purdue.edu/owl/resource/553/03/)
- [http://www.usg.edu/galileo/skills/unit09/](http://www.usg.edu/galileo/skills/unit09/)
USEFUL TIP #1:

Setting up Find It! @NUS Libraries in Google Scholar
Google scholar

Scholar Settings

Search results
Languages
Library links
Account

Show library access links for (choose up to five libraries):

NUS 2
e.g., Harvard

Open WorldCat - Library Search
National University of Singapore - Find it! @NUS Libraries

Online access to library subscriptions is usually restricted to patrons of that library. You may need to login with your library password, use a campus computer, or configure your browser to use a library proxy. Please visit your library’s website or ask a local librarian for assistance.

4. Check this box
USEFUL TIP #2:

Subject Guides: [http://libguides.nus.edu.sg](http://libguides.nus.edu.sg)

Contact us via email, chat or phone...

More helpful info in our FAQ
USEFUL TIP #3:

Plagiarism Prevention: iThenticate
## Useful Links

<table>
<thead>
<tr>
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<th>URL</th>
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</thead>
<tbody>
<tr>
<td>Library website</td>
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<tr>
<td>FAQs</td>
<td><a href="http://libfaq.nus.edu.sg/">http://libfaq.nus.edu.sg/</a></td>
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<td>Citation styles</td>
<td><a href="http://libguides.nus.edu.sg/citation">http://libguides.nus.edu.sg/citation</a></td>
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<tr>
<td>Subject guides</td>
<td><a href="http://libguides.nus.edu.sg/">http://libguides.nus.edu.sg/</a></td>
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