“‘We’ve always done it this way’ is so...yesterday”


**Need to Know:**

This implementation research provides quotable evidence that language intervention provided by school SLPs results in identifiable contributions to students’ grammar, vocabulary, and word decoding skills. Students’ abilities in the fall of the year appear to influence growth; however, variations in SLPs’ years of experience, caseload size, or time constraints did not predict SLP contributions to student achievement.

**Test Your Knowledge:**

1) True or False: A recent meta-analysis (2014) examined nonverbal intelligence tests results for children who have language impairments. These findings provide evidence against the use of nonverbal IQ tests when determining the need for speech-language impairment services (cognitive referencing).

2) True or False: Dynamic assessment in English cannot accurately identify language impairment in English language learners.

3) Which of the following evidence-based assessment measures achieved at least 90% diagnostic accuracy with verbal children who have childhood apraxia of speech?
   a) Percentage of phonemes correct in polysyllabic words
   b) Articulatory accuracy during diadochokinesis
   c) Syllable segmentation
   d) Lexical stress matching
   e) All of the above

**Practically Speaking:**

This research article provides grade level expectation means and standard deviations for productivity, grammatical complexity, grammatical accuracy, lexical density, organization, text structure, and cohesion values in written narratives and expository
texts for second through fourth grade students. –This research provides a valuable assessment resource for SLPs in schools.

**Working With Data:**
Analysis of language assessment data from a culturally and linguistically diverse group of 6 to 12 years old students revealed differing patterns of agreement between norm-referenced tests and narrative language samples. Importantly, the cut-point for decision-making (-1.0 or -1.5 SD) impacted the level of agreement between these two sources of clinical data. The overlap and non-overlap of students’ assessment results underscores the importance of using both types of assessment data when making diagnostic decisions.

(Side note: In addition, considering confidence intervals rather relying on discrete standard scores is a very important factor in eligibility decisions. See More to Explore.)


**More to Explore:**
YouTube: “Understanding Confidence Intervals: Statistics Help” by the Statistics Learning Centre. This 4 minute video explains the concept of confidence intervals (CIs) in clear language, including how to accurately interpret them. 
https://www.youtube.com/watch?v=tFWsuO9f74o

StatTrek: “What is a Confidence Interval?” This website provides a straightforward explanation of CIs that includes an opportunity to test your knowledge. Instructions for constructing confidence intervals are available for the statistically inspired.

“Evidence-Based Practice Tutorial #5: Confidence Interval” by Patricia Hargrove provides information to aid the understanding of confidence intervals in treatment research articles. This brief overview was written specifically for SLPs in *SIG 1 Perspectives on Language Learning and Education*, July 2003, Vol. 10, page 33. doi:10.1044/lle1.2.33

**Answers for Test Your Knowledge:**
Full references and additional information about these questions can be found in the Spring 2015 issue of *Talking EBP*, available at http://www.doe.virginia.gov/special_ed/disabilities/speech_language_impairment/ or http://curry.virginia.edu/TalkingEBP

1) True 2) False 3) E

**********************************************************************************
"Talking EBP" is produced by the Virginia School SLP Leadership Consortium. Financially supported in part by a grant from the Virginia Department of Education.

Archived copies of all previous issues can be downloaded at http://curry.virginia.edu/TalkingEBP

- To unsubscribe, send an empty email with the word “unsubscribe” in the email subject line and nothing in the body of the email (no signature) to talking_ebp-request@virginia.edu
- To subscribe, send an empty email with the word “subscribe” in the email subject line and nothing in the body of the email (no signature) to talking_ebp-request@virginia.edu