



Talking EBP: Information Updates for Virginia School SLPs Vol. 5, Number 2. Fall 2015

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

Lee, S., Brandt, L., & Blanchard, T.H., 2011. Promoting research and evidence-based practice: Strategies for creating and sustaining a professional practice environment. Massachusetts General Hospital.
http://www.mghpcs.org/knightcenter/ce/Documents/4_PromotingResearch_andEBP.pdf (accessed 8/31/15)

Need to Know:

Farquharson, K., Tambyraja, S. R., Logan, J., Justice, L. M., & Schmitt, M. B. (2015). Using hierarchical linear modeling to examine how individual SLPs differentially contribute to children's language and literacy gains in public schools. *American Journal of Speech-Language Pathology*, 24(3), 504-516. doi: 10.1044/2015_AJSLP-14-0055

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:

Hall-Mills, S., & Apel, K. (2015). Linguistic feature development across grades and genre in elementary writing. *Language, Speech, Hearing Services in Schools*, 46(6), 242-255.

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.)

Ebert, K. D., & Scott, C. M. (2014). Relationships between narrative language samples and norm-referenced test scores in language assessments of school-age children. *Language, Speech, and Hearing Services in Schools, 45*(4), 337-350. doi: 10.1044/2014_LSHSS-14-0034

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.

<http://stattrek.com/estimation/confidence-interval.aspx>

“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:10.1044/1le1.2.33

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

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