



TALKING EBP: Information Updates for Virginia School SLPs

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“With the majority of SLPs in the United States working in schools, use of current **evidence-based information is critical** to ensure compliance with federal and state laws and regulations and consistency in decision-making.”

Ireland, M., McLeod, S., Farquharson, K., & Crowe, K. (2020), p. 337

Need to Know:

Murray, E., Iuzzini-Seigel, J., Maas, E., Terband, H., & Ballard, K. J. (2021). [Differential Diagnosis of Childhood Apraxia of Speech Compared to Other Speech Sound Disorders: A Systematic Review](#). *American Journal of Speech-Language Pathology*, 30(1), 279-300. doi:10.1044/2020_AJSLP-20-00063

This review of 53 investigations summarizes research that school SLPs can use to gather the most informative data during speech assessments. Recommendations include **augmenting routine speech assessment** with differentiating measures, such as the Dynamic Evaluation of Motor Speech Skills (DEMSS; Strand & McCauley, 2019). **Phrase or sentence-level measures** appear to be more informative than word-level measures. Well-organized tables summarizing the findings of studies with varying participant groups will allow SLPs to make quick comparisons of **evidence to help select assessment measures** for individual students.

Test Your Knowledge:

- 1) True or False: A recent systematic review of academic discourse interventions with school-age children failed to provide scientific evidence for expository or discourse interventions with students aged 9 to 14 years.
- 2) True or False: Language sample analysis is a standardized assessment tool for assessing functional language with school-aged students.
- 3) True or False: Research by Schmitt, published in 2020, provides evidence to support the need to provide ample opportunities for students to actively practice target skills during each therapy session.

Practically Speaking:

Ireland, M., McLeod, S., Farquharson, K., & Crowe, K. (2020). [Evaluating Children in U.S. Public Schools With Speech Sound Disorders: Considering Federal and State Laws, Guidance, and Research](#). *Topics in Language Disorders*, 40(4), 326-340. doi:10.1097/tld.0000000000000226

This article succinctly summarizes the three conditions that must be met for a student with speech sound disorders to be eligible to receive special education services under IDEA as a student with a

speech language impairment in U.S. public schools. It also explains the four sources of data that are required in full and comprehensive evaluations for eligibility. Case studies illustrate proper use of data and consideration of clinical factors. This article is a “must-read” for every SLP working in U.S. public schools. If you do not have a subscription to *Topics in Language Disorders*, the link above will provide access to a post-review manuscript with the information that you need.

Working with Data:

Language sample data provide the most informative summary of functional language abilities available to SLPs in any setting, including schools. Advances in computer software have made analyzing language performance data highly efficient, especially when SLPs select **elicitation context and software that fits well with their evaluation and progress monitoring needs**. If you have ever wished for an easy-to-read resource that will bring your language sample analysis (LSA) skills up to date, here it is:

Pezold, M. J., Imgrund, C. M., & Storkel, H. L. (2020). [Using Computer Programs for Language Sample Analysis](#). *Language, Speech, and Hearing Services in Schools*, 51(1), 103-114. doi:10.1044/2019_LSHSS-18-0148

More to Explore:

The LEADERSProject, directed by Dr. Catherine Crowley, offers free ASHA CEUs through online modules about providing culturally and linguistically appropriate services:

- [Grammar Fundamentals for a Pluralistic Society](#) (5 hrs 0.5 ASHA CEUs)
- [Advanced Grammar Fundamentals for a Pluralistic Society](#) (3 hrs or 0.3 ASHA CEUs)
- [Evidence-based Practice in Disability Evaluations](#) (6 hrs or 0.6 ASHA CEUs)

Answers for Test Your Knowledge:

Full references and additional information about these questions can be found in the Fall 2020 issue of *Talking EBP*, available at the [VDOE website](#) or the [Talking EBP website](#).

- 1) False
- 2) True
- 3) True

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