



## **Talking EBP: Information Updates for Virginia School SLPs**

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As autumn arrives, we pause to consider evidence about **pragmatic intervention** procedures, **dynamic assessment** with bilingual children, and **narrative language assessment** with adolescents, because...

**'...clients, professionals, and the general public are all best served when we have a solid scientific basis ...'**

Finn, P., Bothe, A. K., & Bramlett, R. E. (2005). Science and pseudoscience in communication disorders: Criteria and applications. *American Journal of Speech Language Pathology*, 14(3), 172-186.

### **Need to Know:**

Gerber, S., Brice, A., Capone, N., Fujiki, M., & Timler, G. (2012). Language use in social interactions of school-age children with language impairments: An evidence-based systematic review of treatment. *Language, Speech and Hearing Services in Schools*, 43(2), 235-249.

This systematic review reveals a paucity of empirical evidence to support pragmatic language intervention. The results indicate that there is **preliminary evidence** to suggest the **feasibility** of common intervention procedures to potentially improve topic maintenance, narrative story grammar components, and repairs of inadequate or ambiguous comments. Intervention procedures included **modeling, role play, metapragmatic discussions, and caregiver training**. Importantly for practitioners, in addition to summarizing the current state of the evidence, the authors underscore the importance of relying on clinical expertise and expert opinion to inform clinical decisions given the lack of published evidence related to treatment for pragmatic deficits.

### **Test Your Knowledge:**

- 1) True or False: A recent systematic review of service delivery models by Cirrin and colleagues found no evidence of benefit associated with pull-out services.
- 2) True or False: The Virginia Department of Education provides 2 tools to assist SLPs in evaluating websites when searching for evidence.
- 3) True or False: When reporting research that compares interventions, statistical significance indicates whether or not treatment(s) made a

difference, and effect sizes report how much of a difference intervention(s) made.

Answers:

- 1) False. This 2010 LSHSS article, was summarized in the Spring 2012 issue of Talking EBP which is available at <http://curry.virginia.edu/TalkingEBP>
- 2) True. A link to these resources can also be found in the Spring 2012 issue of Talking EBP.
- 3) True. This topic was introduced in the Spring 2012 issue of Talking EBP and additional information, including a full reference, can be found there.

### ***Practically Speaking:***

Kapantzoglou, M., Restrepo, M. A., & Thompson, M. S. (2012). Dynamic assessment of word learning skills: Identifying language impairment in bilingual children. *Language, Speech, and Hearing Services in Schools*, 43(1), 81-96.

This article investigated the use of dynamic assessment with bilingual language learners who have primary language impairment compared to their typically developing peers. Results documented greater difficulty with a word-learning task for Spanish-speaking bilingual children who have language impairment. In addition to the empirical evidence, the descriptions of assessment methods and stimuli may be very helpful to practitioners who must **differentiate language differences from language disorders**.

### ***Working With Data:***

Collecting and analyzing data from written narrative samples is described in this study which summarizes literate language skill growth in students between 11 and 17 years of age. Age-related growth data for abstract noun and metacognitive verb use by **adolescents** is provided.

Sun, L., & Nippold, M. A. (2012). Narrative writing in children and adolescents: Examining the literate lexicon. *Language, Speech, and Hearing Services in Schools*, 43(1), 2-13.

### ***More to Explore:***

Two new webinars on **Narrative Language Assessment** are available online at [http://www.doe.virginia.gov/special\\_ed/disabilities/speech\\_language\\_impairment/index.shtml](http://www.doe.virginia.gov/special_ed/disabilities/speech_language_impairment/index.shtml)

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