



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

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Springtime in the schools includes planning treatment for the next year. This is a great time to think about the evidence we use to support our decisions.

**“The goal of E<sup>3</sup>BP\* is to reduce uncertainty about a clinical decision by using best evidence from external research, from clinical practice, and from a fully informed [student] concerning his or her preferences.”** \*external evidence, internal clinical practice evidence, & patient preferences

Dollaghan, C. A. (2007). *The handbook for evidence-based practice in communication disorders* (p. 9). Baltimore, MD: Paul H. Brookes Publishing.

### **Need to Know:**

Dollaghan, C. A., & Horner, E. A. (2011). Bilingual language assessment: A meta-analysis of diagnostic accuracy. *Journal of Speech Language and Hearing Research*, 54(4), 1077-1088.

The results of this study indicate that 10 diagnostic measures show evidence of **diagnostic potential**. Clinicians must or should supplement these measures with **additional assessment information** in order to make accurate diagnostic decisions for **bilingual Spanish-English students**. The authors also assert that clinicians could have an important role in compiling “*practice-based evidence*” that could be essential for future research. This is an excellent introduction to evaluating evidence of diagnostic accuracy.

### **Test Your Knowledge:**

- 1) True or False: Recent research findings by Kapantzoglou and colleagues provide empirical evidence that dynamic assessment probes can reveal word-learning deficits in bilingual Spanish-speaking children who have language impairments.
- 2) True or False: No published empirical data exist to inform our understanding of age-related growth in abstract noun and meta-cognitive verb use by adolescents.
- 3) When addressing discourse abilities in school age children, which intervention procedures have preliminary evidence to support use in therapy?
  - a) Role play
  - b) Meta-pragmatic discussions
  - c) Modeling
  - d) Caregiver training
  - e) All of the above

Answers:

- 1) True. This 2012 LSHSS research article was summarized in the Fall 2012 issue of *Talking EBP*, available at <http://curry.virginia.edu/TalkingEBP>.
- 2) False. The complete reference for a 2012 LSHSS research article on this topic was included in the Fall 2012 issue of *Talking EBP*.
- 3) E. A systematic review on this topic was completed by Gerber and colleagues. The Fall 2012 issue of *Talking EBP* has a summary and complete reference.

### **Practically Speaking:**

van Kleeck, A., Schwarz, A. L., Fey, M., Kaiser, A., Miller, J., & Weitzman, E. (2010). Should we use telegraphic or grammatical input in the early stages of language development with children who have language impairments? A meta-analysis of the research and expert opinion. *American Journal of Speech Language Pathology*, 19(1), 3-21.

Some SLPs use highly simplified utterances ("**telegraphic**" **speech**) in therapy with young children. This study found that there is **not sufficient evidence to support** this practice. Also in this article, four leading experts summarize their differing opinions about whether, when, and how to use telegraphic input. Suggestions are provided for discussing this intervention strategy with parents to help them be fully informed when making treatment decisions for their child.

### **Working With Data:**

SLPs should work with data that do not penalize students who use a dialect. The authors of this article developed a probe to elicit stories that include characters' thoughts and beliefs about other people's thoughts. Four key indicators of narrative ability were found to be common to both African American English (**AAE**) and general American English (**GAE**). The four indicators that are still sensitive to differences in age and language difficulty are: reference contrasting, temporal expressions, mental state descriptions, and understanding behavior based on false belief. Additional future research may allow examiners to make decisions using **data that are not dialect-dependent**.

Burns, F. A., de Villiers, P. A., Pearson, B. Z., & Champion, T. B. (2012). Dialect-neutral indices of narrative cohesion and evaluation. *Language, Speech and Hearing Services in Schools*, 43(2), 132-152

### **More to Explore:**

Virginia SLPs have requested more resources about language development and expectations during the school years. Find **new links** to writing and grammar skill progressions by grade, English SOL vocabulary resources, and ASHA listings of "common developmental milestones and school expectations for children in grades pre-k to 5" 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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