



Talking EBP: Information Updates for Virginia School SLPs

Vol. 3, Number 3. Fall 2013

With the beginning of this school year, we have reasons to be optimistic. As you will see in this issue of *Talking EBP*, there is a growing awareness that reporting research evidence in a "one-size fits all" format has not met the specific needs of school-based SLPs. Better yet, there are increasing efforts at the national level to provide better supports for us.

"The best journal articles are not just those that clinicians can easily get their hands on, but those that are easily understood, and that are written in an approachable manner"

Schuele, C. M., (2013). Editor Update. *Language, Speech, and Hearing Services in Schools, Vol.44*, 119-120.

Need to Know:

Nye, C., Vanryckeghem, M., Schwartz, J. B., Herder, C., Turner, H. M., III, & Howard, C. (2013). Behavioral stuttering interventions for children and adolescents: A systematic review and meta-analysis. *Journal of Speech Language and Hearing Research, 56*(3), 921-932.

This systematic search of 8 databases found 9 studies that examined 7 different types of stuttering therapy. Analysis of these studies revealed that at the present time there is clear support for only one form of behavioral therapy for children who stutter, the Lidcombe program. However, this intervention applies only to children under 6 years of age. The authors state "This is not to say that other approaches may not be effective, but the available data only allow us to conclude that there is insufficient information using the highest research standards in the discipline" (p. 931).

Test Your Knowledge:

- 1) True or False: Research reveals that 4 key indicators of narrative ability can document language difficulty in both African American English (AAE) and general American English (GAE) speaking students.
- 2) True or False: A recent review of published evidence revealed substantial support for the use of telegraphic speech with early language learners.
- 3) A recent meta-analysis of bilingual language assessment studies revealed that:
 - a) 10 diagnostic measures show evidence of diagnostic potential.
 - b) Clinicians must supplement measures with additional assessment data.
 - c) Clinicians could contribute to the "practice-based evidence" of our field.
 - d) All of the above.
 - e) None of the above.

Answers: (Full references and additional information can be found in the 2013 Spring issue of *Talking EBP*, available at <http://curry.virginia.edu/TalkingEBP>.)

- 1) True.
- 2) False.
- 3) D.

Practically Speaking:

Hoffman, L. M., Ireland, M. C., Hall-Mills, S., & Flynn, P. (2013). Evidence based speech-language pathology practices in schools. *Language, Speech, and Hearing Services in Schools, 44*(3), 266-280.

Findings from this survey of 2,762 SLPs revealed that the vast majority of school-based SLPs do not have dedicated EBP time in their schedules and do not read enough peer-reviewed journal research articles to adequately support evidence-based practices. However, SLPs reported high degrees of interest in learning more about EBP, especially if resources directly related to school-based services are available. Specific **suggestions for how to improve the EBP culture and practices in schools** are provided.

Working With Data:

This letter to the editor explains assessment and eligibility considerations that had been overlooked in a recent research article about the use of tests for determining the severity of communication disorders. Nuances of **using assessment data in school settings** are clarified.

Ireland, M., Hall-Mills, S., & Millikin, C. (2013). Appropriate implementation of severity ratings, regulations, and state guidance: A response to "Using norm-referenced tests to determine severity of language impairment in children: Disconnect between U.S. policy makers and test developers" by Spaulding, Szulga, & Figueria (2012). *Language Speech & Hearing Services in Schools, 44*(3), 320-323.

More to Explore: (remember to copy and paste links if clicking on them doesn't work)

A new webinar about **Assessing Narrative Microstructure** is available online at http://www.doe.virginia.gov/special_ed/disabilities/speech_language_impairment/index.shtml

ASHA has released a "beta version" (i.e., pilot testing a website) of their new "**Practice Portal**" which provides evidence-based practice resources for practitioners, including evidence maps, client & patient handouts, templates and tools, clinical topics, and professional issues related to specific communication disorders. Find the Practice Portal at <http://www.asha.org/Practice-Portal/>. One of the Clinical Topics that is current available is Social Communication Disorders in School-Age Children <http://www.asha.org/Practice-Portal/Clinical-Topics/Social-Communication-Disorders-in-School-Age-Children/>.

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

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