



Talking EBP: Information Updates for Virginia School SLPs

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"...acknowledgment of uncertainty is an important ingredient supporting both good science and good clinical practice."

Nelson, N. W. (2011). Questions about certainty and uncertainty in clinical practice. *Language, Speech & Hearing Services in Schools, 42*(1), 81-87.

Need to Know:

Murray, E., McCabe, P., & Ballard, K. J. (2014). A systematic review of treatment outcomes for children with Childhood Apraxia of Speech. *American Journal of Speech-Language Pathology, 23*(3), 486-504.

This meta-analysis examined improvement rate differences (IRDs) for single case studies reported using 13 therapy approaches to treating Childhood Apraxia of Speech. Most participants were reported to improve following intervention. Three treatment approaches showed sufficient evidence to warrant clinical use on the basis of preliminary evidence: 1) **Integral Simulation/Dynamic Temporal and Tactile Cueing**, 2) **Rapid Syllable Transition Treatment**, and 3) **Integrated Phonological Awareness Intervention**. Future randomized controlled trial research with these three approaches is recommended.

Test Your Knowledge:

- 1) True or False: A recent systematic review provides evidence supporting the effectiveness of parent-based interventions with young children.
- 2) True or False: A recent analysis revealed that year of publication is the best criterion for selecting a standardized, norm-referenced assessment instrument.
- 3) Recent findings reveal that first grade writing abilities are influenced by skills in:
 - a) Quality (ideas, organization, word choice, and sentence fluency)
 - b) Spelling and word conventions
 - c) Syntactic complexity
 - d) Productivity (numbers of words, different words, and ideas)
 - e) All of the above

Practically Speaking:

Kim, Y.-S., Apel, K., & Al Otaiba, S. (2013). The relation of linguistic awareness and vocabulary to word reading and spelling for first-grade students participating in response to intervention. *Language, Speech & Hearing Services in Schools, 44*(4), 337-347.

This study reported findings from an investigation of 304 first-grade children who received 3 different levels of reading and spelling support using a Response to Intervention system. Results revealed that phonological and orthographic awareness were unique contributors to reading decoding and spelling abilities. In addition, morphological awareness also contributed to reading decoding. Vocabulary, however, did NOT contribute to either reading decoding or spelling abilities beyond the influence of the three linguistic awareness abilities. These findings were consistent regardless of the level of reading help given to students. This evidence supports the **need to assess three areas of linguistic awareness (phonological, orthographic, and morphological)** with young learners who struggle with early literacy and **provide intervention accordingly**.

Working With Data:

This article provides research evidence to support the assessment of children who speak Spanish, have had at least one year of school in English, and are using English at least 30% of the time. The results of this study found that **English-only testing** could yield **reasonable diagnostic accuracy with children who are bilingual** when **revised cutoff scores** are used, resulting in sensitivity of .86 and specificity of .68. An alternate model that yields better specificity is also described. The spreadsheet formula is provided.

Gillam, R. B., Peña, E. D., Bedore, L. M., Bohman, T. M., & Mendez-Perez, A. (2013). Identification of Specific Language Impairment in Bilingual Children: I. Assessment in English. *Journal of Speech, Language, and Hearing Research, 56*(6), 1813-1823.

More to Explore:

Follow “Habla Lab” on Facebook for more interesting information about bilingual communication development and disorders. The Habla Lab at The University of Austin is directed by Liz Peña and Lisa Bedore.

Dorothy V. Bishop, professor of developmental neuropsychology at Oxford University, writes insightful posts about specific language impairment at deevybee.blogspot.com.

Answers for Test Your Knowledge:

Full references and additional information about these questions can be found in the Spring 2014 issue of *Talking EBP*, available at <http://curry.virginia.edu/TalkingEBP>.

- 1) True.
- 2) False. Sensitivity and specificity data are more important than year of publication.
- 3) A.

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