



Talking EBP: Information Updates for Virginia School SLPs

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"Practitioners often see the gaps that researchers don't see and are able to work together to conduct studies" Vangie Foshee, Professor, Department of Health Behavior, University of North Carolina at Chapel Hill. Quotesgram.com, accessed August 31, 2016.

Need to Know:

de Wit, E., Visser-Bochane, M. I., Steenbergen, B., van Dijk, P., van der Schans, C. P., & Luinge, M. R. (2016). **Characteristics of Auditory Processing Disorders: A Systematic Review.** *Journal of Speech, Language, and Hearing Research, 59*(2), 384-413. doi: 10.1044/2015_JSLHR-H-15-0118

This systematic review examined 48 published studies exploring Auditory Processing Disorders (APD) that had adequate internal validity to be included in the review. Of these 48 publications, only 1 study was found to have "strong methodological quality" while the remaining 47 research publications had inadequate descriptions of participants, variable group compositions, and questionable validity and reliability of the measures used. Characteristics of children who were suspected of having APD were examined and found to include difficulties that extend beyond the auditory modality. The authors concluded that current empirical **evidence does NOT support APD** as a specific auditory condition. Therefore, they suggest that intervention efforts should be "focused on cognitive or language skills rather than only auditory functioning" (p. 408). These findings provide up-to-date research support for diagnostic and intervention decisions in your school.

Test Your Knowledge:

- 1) True or False: According to Oetting, Gregory, & Riviera (2016), the phrase "disorders that occur within dialects" should now be avoided.
- 2) True or False: A recent meta-analysis (Cleave, et al. 2015) supports the use of focused recasts during therapy to improve students' syntax. (Focused recasts: a language intervention technique that is a type of "contingent responding" in which the SLP replies to a student utterance by stating a new sentence that includes words from the student's sentence along with additional linguistic elements).
- 3) A recent tutorial in an ASHA journal (Price & Jackson, 2015) describes specific procedures for gathering word-, sentence-, and discourse-level data for which of the following forms of written language:
 - a) narrative texts
 - b) expository texts
 - c) persuasive texts
 - d) all of the above
 - e) none of the above
- 4) True or False: The Virginia Department of Education offers free online continuing education (CE) training and CE documentation for 3 narrative language webinars and 5 SUGAR modules.

Practically Speaking:

Mills, M. T., & Fox, M. (2016). **Language Variation and Theory of Mind in Typical Development: An Exploratory Study of School-Age African American Narrators.** *American Journal of Speech-Language Pathology*, 25(3), 426-440. doi: 10.1044/2016_AJSLP-15-0038

This research article reports that 2 language-based indicators of theory of mind (false-belief mentioning and use of internal-state words) may be measurable aspects of narrative ability that could provide **dialect-neutral** evidence of functional language abilities in typically developing students who are in Grades 2-5. The findings from this research study may support **culturally-fair** assessment of narrative language skills and may have application for classroom **instruction** in narrative performance.

Working With Data:

This **open access** research publication reports data from a large longitudinal population study in the United Kingdom. Findings document a **3.6% rate** of persistent speech sound disorders (**SSD**) in **8 year old children**. Characteristics associated with SSD include cognitive, linguistic, and motor skills. The authors suggest that difficulties with more than one of these areas may contribute to speech problems that are resistant to intervention. Consider these findings in conjunction with evidence of educational achievement when making service decisions in schools.

Wren, Y., Miller, L. L., Peters, T. J., Emond, A., & Roulstone, S. (2016). Prevalence and Predictors of Persistent Speech Sound Disorder at Eight Years Old: Findings From a Population Cohort Study. *Journal of Speech, Language, and Hearing Research*, 59(4), -673. doi: 10.1044/2015_JSLHR-S-14-0282

More to Explore:

Free ASHA CEUs related to **assessing dialects** and language diversity are available via video webinars at www.LeadersProject.org

- **Differential Diagnosis in Preschool Evaluations: A Case Study** (0.6 ASHA CEUs)
- **Grammar Fundamentals for a Pluralistic Society** (0.5 ASHA CEUs)

Answers for Test Your Knowledge:

1) False, it is important to begin using this phrase. 2) True 3) D 4) True

Full references and additional information about these topics can be found in the Spring 2016 issue of *Talking EBP*, available at

http://www.doe.virginia.gov/special_ed/disabilities/speech_language_impairment/ or <http://curry.virginia.edu/TalkingEBP>

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