



Talking EBP: Information Updates for Virginia School SLPs

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“If practitioners have the tools to identify evidence-based interventions, they may be able to spark major improvements in their schools and, collectively, in American education.”

Identifying and implementing educational practices supported by rigorous evidence: A user friendly guide, (2003). Retrieved April 28, 2017 from U.S. Department of Education website, https://www2.ed.gov/rschstat/research/pubs/rigorous/vid/guide_pg3.html

Need to Know:

[Baylor, C. R., & Yorkston, K. M. \(2007\). Using Systematic Reviews and Practice Guidelines: A How-To Guide for Clinicians. *SIG 2 Perspectives on Neurophysiology and Neurogenic Speech and Language Disorders*, 17\(1\), 6-10. doi: 10.1044/nnsld17.1.6](#)

This article is an overview of how to read a systematic review or a practice guideline and make sense out of the information that is reported. Systematic reviews compare multiple research studies about one topic and state the collective findings. Practice guidelines interpret findings to provide recommendations for practitioners. Suggestions are given for how to evaluate both systematic reviews and practice guidelines.

Test Your Knowledge:

- 1) True or False: A recent systematic review concluded that empirical evidence does **NOT** support Auditory Processing Disorder as a specific auditory condition.
- 2) True or False: A recent study using longitudinal data revealed that the rate of persistent speech sound disorder for 8 year old children in the UK is 9.4%.
- 3) The findings from recent investigation of narrative abilities in school-age African American students inform culturally-fair assessment practices and may have application for classroom instruction because students' use of _____ and _____ may be dialect-neutral indicators of language abilities in grades 2-5.
 - a) terms of negation and pause time
 - b) part-word repetitions and nonverbal redirects
 - c) internal-state words and false-belief mentioning
 - d) auxiliary modals and verb inflections
 - e) aspectual "be" and irregular past tense
- 4) True or False: www.LeadersProject.org offers free ASHA CEUs related to assessing language skills that may be influenced by English dialects.

Practically Speaking:

[Throneburg, R. N., Calvert, L. K., Sturm, J. J., Paramboulas, A. A., & Paul, P. J. \(2000\). A Comparison of Service Delivery Models: Effects on Curricular Vocabulary Skills in the School Setting. *Am J Speech Lang Pathol*, 9\(1\), 10-20.](#)

This long-standing research documents scientific evidence that **collaborative services** (SLPs & classroom teachers planning lessons together) are **more effective** than either pull-out or classroom-based services for improving vocabulary skills in educational settings. The 177 students in this study included students with typically developing language skills as well as students who had language impairments. **All students benefitted**, regardless of ability, when SLPs and classroom teachers used a collaborative approach. Note: Virginia regulations allow for children without disabilities to “incidentally benefit” from services that are provided in a general education class to meet the goals of an IEP for a student.

Working With Data:

This study provides evidence of developmental growth in students’ understanding of prefixes and suffixes in elementary grades. It also examines the connection between derivational morphology and literacy skills. The conclusions support explicit training of affix meanings as part of prevention or intervention services, especially for students who are at-risk or identified as having literacy deficits.

[Apel, K., & Henbest, V. S. \(2016\). Affix meaning knowledge in first through third grade students. *Language, Speech, and Hearing Services in Schools*, 47\(2\), 148-156. doi: 10.1044/2016_LSHSS-15-0050](http://doi.org/10.1044/2016_LSHSS-15-0050)

More to Explore:

Learning modules about **analyzing speech sound deficits** and clinical uses of the International Phonetic Alphabet (IPA) are now available on the VDOE website: http://www.doe.virginia.gov/special_ed/disabilities/speech_language_impairment/professional-development/index.shtml (-or google: “VDOE Speech Sound Detective”) This series of **three webinars** offers videos and transcripts to support SLPs’ professional development as related to speech sound disorders.

“**Beginning with Babble**” is a free app that provides daily **guidance for parents** to support language development in infants, toddlers and preschoolers. This **not-for-profit** app is intended to help close the poverty Word Gap. Designed for low-income parents, there are **NO in-app purchases** and the app uses WI-FI to avoid phone data charges. This app was developed by former ASHA president, Kate Gottfred & her LEAP team.

Answers for Test Your Knowledge:

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

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

- 1) True, use this information for clinical decisions. 2) False, the rate is 3.6%.
- 3) C. 4) True, videos address dialectal grammar and assessment in schools.

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Archived copies of all previous issues can be downloaded at <http://curry.virginia.edu/TalkingEBP>

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