

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

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**“Evidence-based practice is no ‘quick fix’ as it relies on fundamental changes in professional practice and education. Nevertheless, the potential advantages for the profession are enormous.”**

Dodd, B. (2007). Evidence-Based Practice and Speech-Language Pathology: Strengths, Weaknesses, Opportunities and Threats (p. 128). *Folia Phoniatrica et Logopaedica, 59*(3), 118-129.

***Need to Know:***

Broome, K., McCabe, P., Docking, K., & Doble, M. (2017). [A Systematic Review of Speech Assessments for Children With Autism Spectrum Disorder: Recommendations for Best Practice](http://ajslp.pubs.asha.org/article.aspx?articleid=2648031&resultClick=1). American Journal of Speech-Language Pathology, 26(3), 1011-1029. doi: 10.1044/2017\_AJSLP-16-0014

These authors accessed 8 databases and found 21 peer-reviewed research publications that met stringent criteria to be included in this study. Careful analysis revealed inconsistencies across assessment strategies and published data. The authors also provide a broad review of existing literature regarding the assessment of speech sound disorders in children in general. On this basis, they recommend specific **guidelines** for future researchers and clinicians when **assessing** the **speech abilities** of children who have **Autism Spectrum Disorders** (ASD). Recommendations include the use of 3 data collection methods to report 4 types of data with prelinguistic populations, and 5 data collection methods with 9 forms of data for verbal children.

***Test Your Knowledge:***

1. True or False: According to research comparing service delivery models, collaborative services are less effective than pull-out therapy.
2. True or False: Easy-to-read practical instructions and helpful suggestions for how to evaluate systematic reviews and practice guidelines are available for clinicians.
3. A 2016 study of morphological intervention revealed:
   1. Evidence of developmental growth in prefixes
   2. Evidence of developmental growth in suffixes
   3. Students who have literacy deficits benefit from training in affixes.
   4. All of the above
   5. A and B only
4. True or False: “Beginning with Babble” is a free app that provides daily support for language development to parents of infants, toddlers, and preschoolers.

***Practically Speaking:***

A new language sampling task used 4 Greek fables to elicit **complex language** performance from **adolescents** between the ages of 13;5 and 14;9 who have typically developing language abilities. These normative data include means, standard deviations, and range values for 3 measures of language productivity and complexity: total number of communication units (TCU), mean length of C-unit (MLCU), and clausal density (CD). Additional data are provided about teenagers’ understanding of the moral messages within the fables. **Use these norms to understand, analyze, and report language performance of students in middle and high school**.

Nippold, M. A., Vigeland, L. M., Frantz-Kaspar, M. W., & Ward-Lonergan, J. M. (2017). [Language Sampling with Adolescents: Building a Normative Database with Fables](http://ajslp.pubs.asha.org/article.aspx?articleid=2645245&resultClick=1). American Journal of Speech-Language Pathology, 26(3), 908-920. doi: 10.1044/2017\_AJSLP-16-0181

***Working With Data:***

Using an expedited language sampling procedure (SUGAR), a recent investigation documented age-related changes in the language performance of typically developing children. SUGAR expands the analysis of morphemes beyond Brown’s Grammatical Morphemes by including derivational morphemes. Language data included total number of words (TNW), SUGAR mean length of utterance (MLUs), words per sentence (WPS), and clauses per sentence (CPS). **SUGAR norms** are provided for these metrics at 6 month intervals for children between **3:0 and 7:11** who have typically developing language abilities.

Pavelko, S. L., & Owens, J. R. E. (2017). [Sampling Utterances and Grammatical Analysis Revised (SUGAR): New Normative Values for Language Sample Analysis Measures](http://lshss.pubs.asha.org/article.aspx?articleid=2646499&resultClick=1). Language, Speech, and Hearing Services in Schools, 48(3), 197-215. doi: 10.1044/2017\_LSHSS-17-0022

***More to Explore:***

The National Professional Development Center on Autism Spectrum Disorder (NPDC) has developed a list of [**27 Evidence-Based Practices**](http://autismpdc.fpg.unc.edu/evidence-based-practices) that have met their [intervention criteria](http://autismpdc.fpg.unc.edu/what-criteria-determined-if-intervention-was-effective). Practice briefs, training modules, and research citations are provided for many of these interventions, with more to come. A comparison of practices recommended by NPDC and the National Standards Project is also available on this site.

Learning modules for [**analyzing speech sound deficits**](http://www.doe.virginia.gov/special_ed/disabilities/speech_language_impairment/professional-development/index.shtml) and clinical uses of the International Phonetic Alphabet (IPA) are now available on the VDOE website.

This series of **three webinars** offers videos and transcripts to support SLPs’ professional development as related to speech sound disorders.

***Answers for Test Your Knowledge:***

Full references and additional information about these questions can be found in the Spring 2017 issue of *Talking EBP*, available at [the VDOE website](http://www.doe.virginia.gov/special_ed/disabilities/speech_language_impairment/) or [the TalkingEBP website](http://curry.virginia.edu/TalkingEBP).

1. False, collaborative services were found to be more effective than pull-out therapy. 2. True, SIG 2 published this is 2007. 3. D 4. True

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Archived copies of all previous issues can be downloaded at [the TalkingEBP website](http://curry.virginia.edu/TalkingEBP) or [VDOE](http://www.doe.virginia.gov/special_ed/disabilities/speech_language_impairment/)

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