

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

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**“Evidence-Based Practice requires new skills of the clinician, including efficient literature searching, and the application of formal rules of evidence in evaluating the clinical literature”**

[Duke University Medical Library Online: Introduction to EBP](http://guides.mclibrary.duke.edu/c.php?g=158201&p=1036021), accessed Sept 19, 2017

## Need to Know:

Rudolph, J. M. (2017). [Case History **Risk Factors** for Specific Language Impairment: A Systematic Review and Meta-Analysis](https://ajslp.pubs.asha.org/article.aspx?articleid=2643340). American Journal of Speech-Language Pathology, 26(3), 991-1010. doi: 10.1044/2016\_AJSLP-15-0181

This review of published evidence explored the association between SLI and “any prenatal, perinatal, child, parent, or family characteristic that might be associated with language learning abilities” that could be identified from case histories of toddlers. The meta-analysis found **11 statistically significant risk factors**. The author reports that four of these risk factors met criteria for clinical significance and asserts these might be useful as part of an early identification **screening** protocol: maternal education level, 5-minute Apgar score, birth order, and biological gender.

## Test Your Knowledge:

1. True or False: Normative values for mean length of utterance as calculated through SUGAR (MLUs) are the same as traditional MLU.
2. True or False: Research evidence supports the use of 4 Greek fables for analyzing adolescents’ complex language performance.
3. True or False: More than 25 interventions meet NPCD’s criteria for qualification as an evidence-based practice for use with learners who have Autism Spectrum Disorders.
4. Best practices for speech assessments for children with Autism Spectrum Disorders include:
   1. Using 3 data collection methods with pre-linguistic populations
   2. Reporting 4 types of data with pre-linguistic populations
   3. Using 5 data collection methods with linguistic populations
   4. Reporting 9 forms of data with linguistic populations
   5. A and C only
   6. B and D only
   7. A, B, C, and D

## Practically Speaking:

Meaux, A. B., & Norris, J. A. (2018). [**Curriculum-Based Language Interventions**: What, Who, Why, Where, and How](https://lshss.pubs.asha.org/article.aspx?articleid=2678296)? *Language, Speech, and Hearing Services in Schools, 49*(2), 165-175. doi: 10.1044/2017\_LSHSS-17-0057

This is one of 6 articles in a LSHSS clinical forum that explores how **SLPs are “unique contributors”** within today’s educational environment. In this article, Meaux and Norris demystify Curriculum-Based Language Intervention for SLPs. Other articles in this clinical forum summarize and expand the evidence base and theoretical foundation for language interventions that are grounded in the academic environment of the language learner including **literacy, narratives, mathematics and preparing adolescents for higher education**. Every SLP who works in a school setting will find value in this collection of informative articles and will acquire knowledge that will enhance their practice.

## Working With Data:

SLPs must ensure that students are not identified as eligible for special education services due to language impairment when the language difficulties are attributable to dialect or second language acquisition. To help SLPs with the data collection and interpretation challenges that we face weekly, LSHSS has published a clinical forum entitled: Toward Accurate Identification of Developmental Language Disorder with Linguistically Diverse Schools. This set of 5 articles is an exceptionally helpful resource that clarifies the concept of **“disorder within diversity.”** The article cited below is from the always-reliably-excellent research team of Bedore and Peña, who reveal that that language impairment can be accurately identified once second language learners speak English 40% of the time.

Bedore, L. M., Peña, E. D., Anaya, J. B., Nieto, R., Lugo-Neris, M. J., & Baron, A. (2018). [**Understanding Disorder Within Variation**: Production of English Grammatical Forms by English Language Learners](https://lshss.pubs.asha.org/article.aspx?articleid=2678305). *Language, Speech, and Hearing Services in Schools, 49*(2), 277-291. doi: 10.1044/2017\_LSHSS-17-0027

## More to Explore:

During the month of May, ASHA is offering a free CE course entitled [“A Taste of the Core: Building CCSS-Aligned Vocabulary Skills”](https://www.asha.org/eWeb/OLSDynamicPage.aspx?Webcode=olsresults&keyword=Free+CE+Courses)

The [Knowledge Checks for Parts 2 and 3 of the VDOE Speech Sound Detective modules](http://www.doe.virginia.gov/special_ed/disabilities/speech_language_impairment/professional-development/index.shtml) are now available. Watch the webinars, finish the Knowledge Checks, and print the certificates to document your continuing professional development.

## Answers for Test Your Knowledge:

Full references and additional information about these questions can be found in the Fall 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 2) True 3) True 4) G

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Archived copies of all previous issues can be downloaded at [the TalkingEBP website](http://curry.virginia.edu/TalkingEBP)

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