

# Talking EBP: Information Updates for Virginia School SLPs

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 **“The evidence, by itself, does not make the decision, but it can help support the …care process.”**

Duke University Medical Center Library & Archives, [*Introduction to Evidence-Based Practice Tutorial*](http://guides.mclibrary.duke.edu/c.php?g=158201&p=1036021), accessed Sept 5, 2018.

## Need to Know:

Gevarter, C., & Zamora, C. (2018). [Naturalistic Speech-Generating Device Interventions for Children With Complex Communication Needs: A Systematic Review of Single-Subject Studies](https://ajslp.pubs.asha.org/article.aspx?articleid=2687555). *American Journal of Speech-Language Pathology, 27*(3), 1073-1090.

This systematic review analyzed 19 single-subject studies to identify common intervention strategies that produced positive treatment outcomes. SLPs can cite this **evidence to support the use of interactive strategies** that are commonly used in therapy with students who are non-vocal.

## Test Your Knowledge:

1. True or False: *Language, Speech, and Hearing Services in Schools* recently published a Clinical Forum on the topic of curriculum-based language assessments and interventions.
2. True or False: A recent meta-analysis using case history information from late-talkers identified 11 statistically significant risk factors for Specific Language Impairment.
3. According to recent research evidence published by Bedore and colleagues, language impairment in second language learners can be accurately identified once the student is speaking English \_\_\_\_\_% of the time
	1. 10
	2. 20
	3. 30
	4. 40
	5. at least 70

## Practically Speaking:

Finestack, L. H. (2018). [Evaluation of an Explicit Intervention to Teach Novel Grammatical Forms to Children With Developmental Language Disorder](https://jslhr.pubs.asha.org/article.aspx?articleid=2695191). *Journal of Speech, Language, and Hearing Research, 61*(8), 2062-2075.

This study compared outcomes of intervention to teach new syntactic structures using traditional *implicit* approaches (modeling and recasts without discussing linguistic rules or patterns) versus therapy that also includes direct statements about grammar patterns or rules (“*explicit*” intervention). Findings provide evidence that **talking about grammar rules or patterns** during syntactic intervention with 5 to 8 year old students who have developmental language disorder is **helpful**.

## Working With Data:

Leading researchers summarized their analysis of 15 evidence-based therapy approaches for remediating speech sound disorders. They identified 72 specific elements within and across the interventions. SLPs will recognize these elements as treatment decisions that must be made while planning and delivering services. The authors present a hierarchically-organized **taxonomy** that can support practitioners in **strategically selecting** the **treatment approach, goals, and progress monitoring data** that will be the most relevant and informative for individual students.

Baker, E., Williams, A.L., McLeod, S., & McCauley, R. (2018). [Elements of Phonological Interventions for Children with Speech Sound Disorders: The Development of a Taxonomy](https://ajslp.pubs.asha.org/article.aspx?articleid=2681079). *American Journal of Speech Language Pathology*, 27(3), 906-935.

## More to Explore:

ASHA recently posted position statements on [Rapid Prompting Method](https://www.asha.org/policy/PS2018-00351/) and [Facilitated Communication](https://www.asha.org/policy/PS2018-00352/) and has released a press statement entitled “[ASHA Supports Effective Services Leading to Independent Communication](https://www.asha.org/News/2018/ASHA-Discourages-Use-of-Facilitated-Communication-Rapid-Prompting-Method/)” along with a [short video](https://www.asha.org/Independent-Communication/).

Watch for [a new free CEU offering from ASHA each month](https://www.asha.org/eWeb/OLSDynamicPage.aspx?Webcode=olsresults&keyword=Free%20CE%20Courses). September’s webinar “Perspectives on Aphasia: Communication Breakdowns in Medical Settings” includes an author who recounts his experiences as a 10 year old child who suffered a stroke and received 15 years of speech therapy. Much of the information in this free 30 minute course is adaptable for school settings.

## Answers for Test Your Knowledge:

Full references and additional information about these questions can be found in the Spring 2018 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. True 2) True 3) D

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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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