

# Talking EBP: Information Updates for Virginia School SLPs

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**“To demonstrate our true value and effectiveness, we need to maximize time spent delivering services we are uniquely qualified to provide.”**

Lemmietta McNeilly, Ph.D., CCC-SLP. (2018) [Why we need to practice at the top of the license](https://leader.pubs.asha.org/doi/10.1044/leader.FMP.23022018.10). The ASHA Leader.

## Need to Know:

Murza, K., Vanryckeghem, M., Nye, C., & Subramanian, A. (2019). [Effects of stuttering treatment: A systematic review of single-subject experimental design studies](https://downloads.pearsonassessments.com/images/assets/ebp/pdfs/EBP_V13A4_1A_FNL.pdf). *EBP Briefs, 13*(4), 1-15.

This systematic review examined 19 published studies that included a total of 74 participants of all ages. Analysis of these single case experimental design studies provides evidence that **assertiveness training** or **fluency shaping** programs yield improved fluency. Notable findings for school SLPs include a large effect size for treatment with children that combined the following: awareness training, regulated breathing, easy speech and parental participation. This article also reports a surprising finding that outcome measures were higher for **adolescents** than other age groups. The findings of these analyses are broadly consistent with previous meta-analyses of experimental group studies.

## Test Your Knowledge:

1. True or False: ASHA has recently posted new position statements about Facilitated Communication and Rapid Prompting Method.
2. Authors of a recent publication presented a taxonomy derived from 15 evidence-based interventions for speech sound disorders that can help SLPs:
	1. Strategically select treatment approach
	2. Strategically select treatment goals
	3. Monitor progress
	4. A, B, and C
	5. A and B only
3. True or False: Explicitly discussing grammar patterns and rules during therapy has face validity, but evidence does not exist to support this practice.
4. True or False: Systematic review evidence exists to support the use of interactive strategies with students who are non-vocal and use a speech-generating device.

## Practically Speaking:

Ukrainetz, T. A. (2019). [Sketch and Speak: An Expository Intervention Using Note-Taking and Oral Practice for Children With Language-Related Learning Disabilities](https://pubs.asha.org/doi/abs/10.1044/2018_LSHSS-18-0047). *Language, Speech, and Hearing Services in Schools, 50*(1), 53-70.

Helping older elementary students understand written texts and develop study skills that will support their classroom achievement can be a challenge. In her recent study, Teresa Ukrainetz explored a visual and concise note-taking strategy that was used with grade-level subject matter to support expository reporting skills. Her innovative Sketch and Speak strategy resulted in **high levels of student engagement** and produced improvement in **quality indicators** of performance when compared to the control group.

## Working with Data:

In a recent tutorial for practitioners, Holly Storkel provided clear explanations about how to use singleton and cluster probe data to **plan phonological intervention** using a complexity approach. This evidence-based intervention has been shown to correct speech sound errors more quickly than other approaches. Her tutorial includes three case illustrations that provide a solid foundation for learning this system.

Storkel, H. L. (2018). [The Complexity Approach to Phonological Treatment: How to Select Treatment Targets.](https://pubs.asha.org/doi/abs/10.1044/2017_LSHSS-17-0082) *Language, Speech, and Hearing Services in Schools, 49*(3), 463-481.

## More to Explore:

* Practitioners can find a plethora of free resources, including an [**SLP IEP Goal Bank**](https://bilinguistics.com/speech-therapy-goals/)**,** at [bilinguistics.com](file:///C%3A%5CUsers%5Clmh3f%5CBox%20Sync%5C3.1.1%20TalkingEBP%5CDvlpmt%202019%20Spring%5Cbilinguistics.com). In addition to materials that are relevant for monolingual English speakers, assessment and treatment resources are also available for **dual language learners** who have language impairments. This website was created by Ellen Stubbe Kester, Ph.D., CCC-SLP. Dr. Kester’s private practice, also called Bilinguistics, specializes in assessment and intervention services for multilingual children in the Austin area of Texas.
* [BookShareTime.com](https://booksharetime.com/) offers an extensive listing of **storybooks** along with filters for finding just the right book to address specific **speech and language skills**. This website was created by a certified speech pathologist in Western Australia.

## Answers for Test Your Knowledge:

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

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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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