

# Talking EBP: Information Updates for Virginia School SLPs

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**“Nobody wants extra things on their To Do list, but you simply can not be an effective speech-language pathologist if you don’t continue to learn throughout your career.”**

-The Informed SLP, [blogpost 9/23/2020](https://www.theinformedslp.com/how-to/top-12-questions-about-asha-ceus-answered).

## Need to Know:

Peterson, A. K., Fox, C. B., & Israelsen, M. (2020). [A Systematic Review of Academic Discourse Interventions for School-Aged Children With Language-Related Learning Disabilities](https://pubs.asha.org/doi/10.1044/2020_LSHSS-19-00039). *Language, Speech, and Hearing Services in Schools, 51*(3), 866-881. doi:doi:10.1044/2020\_LSHSS-19-00039

This review of more than 3 decades of published research findings revealed that effective expository or narrative discourse intervention with students aged 9 to 14 years included explicit instruction along with **student generated notes or graphic organizers**. Best effects were realized through 20 to 60 minutes of intervention per week for 6 to 8 weeks provided to individual or paired students. Teresa Ukrainetz’s [Sketch and Speak](https://pubs.asha.org/doi/10.1044/2018_LSHSS-18-0047) intervention was noted as producing the largest gains following intervention.

## Test Your Knowledge:

1. True or False: The Spring 2020 issue of Talking EBP included links to federal and state guidance related to the COVID-19 pandemic.
2. True or False: The [ASHA Practice Portal has a Telepractice section](https://www.asha.org/Practice-Portal/Professional-Issues/Telepractice/) that includes resources and the latest updates related to the COVID-19 crisis.

## Practically Speaking:

Schmitt, M. B. (2020). [Children's Active Engagement in Public School Language Therapy Relates to Greater Gains](https://pubs.asha.org/doi/full/10.1044/2020_AJSLP-19-00157). *American Journal of Speech-Language Pathology, 29*(3), 1505-1513. doi:doi:10.1044/2020\_AJSLP-19-00157

This exploration of “business as usual” therapy in public schools analyzed language intervention sessions with 135 children in kindergarten, first, and second grades. Results revealed that **children** **speaking or responding more during therapy** resulted in greater **language gain** as compared to passive, off-task, or fluctuating behaviors during intervention sessions. This was true regardless of the “dose” of intervention. Although these correlational findings should not be interpreted as causal, these data give SLPs reason to consider whether each student has ample opportunities to actively practice communication skills during each therapy session, as well as the scaffolds needed to support their positive engagement.

## Working with Data:

Heilmann, J., Tucci, A., Plante, E., & Miller, J. F. (2020). [Assessing Functional Language in School-Aged Children Using Language Sample Analysis](https://pubs.asha.org/doi/10.1044/2020_PERSP-19-00079). *Perspectives of the ASHA Special Interest Groups, 5*(3), 622-636. doi:doi:10.1044/2020\_PERSP-19-00079

In this clinical focus article, the authors summarize how language sample analysis (LSA) can be foundational as a standardized assessment tool for SLPs in schools. Free supplemental materials available online include **video examples** of five elicitation contexts: play-based conversation, interview, functional narrative, expository, and persuasion. By choosing a developmentally appropriate elicitation strategy that is also aligned with the relevant Common Core State Standard and each student’s specific challenges, SLPs can efficiently analyze communication strengths and weaknesses. By comparing a student’s performance to that typically developing peers, computerized LSA can also yield **mean scores and standard deviations** for diagnostic, goal generation, and progress monitoring purposes. Sample **evaluation reports** are also provided in the supplemental materials. This straightforward and comprehensive resource can be a game-changer for SLPs in schools.

## More to Explore:

The [VDOE SLP website](http://www.doe.virginia.gov/special_ed/disabilities/speech_language_impairment/index.shtml) has several new resources available to support services in schools:

* [**SLP Services in Schools 2020 Revisions**](http://www.doe.virginia.gov/special_ed/disabilities/speech_language_impairment/slp-revisions-2020.pdf) (PDF) contains the revised pages on **auditory processing, speech sound disorders,**and **an evaluation graphic** to replace outdated pages in the Speech-Language Pathology Services in Schools: Guidelines for Best Practice (2018) publication.
* Updated **articulation resources**, including a [**new infographic for teachers and parents**](http://www.doe.virginia.gov/special_ed/disabilities/speech_language_impairment/artic-inforgraphic-final.pdf), and an [**imitative sentence scoring form**](http://www.doe.virginia.gov/special_ed/disabilities/speech_language_impairment/pcc-imitative-final.pdf), are available on the [VDOE SLP website](http://www.doe.virginia.gov/special_ed/disabilities/speech_language_impairment/index.shtml).

The ASHA Community includes a recorded SIG 16 presentation on [**Documentation and Service Delivery for the 2020-2021 School Year**: Considerations for the School-Based SLP.](https://asha.zoom.us/rec/play/TAyqmAlppzOZWXdsGCbUvI0_THTVMt9IImIhRmHppUPd3-nrouwk6js5pOZoZL3WBcmQBpQR_sT6SG1N.8-VxxSlr40-Xn980?continueMode=true)

ASHA offers a [**Back to School Digital Toolkit**](https://www.asha.org/about/news/back-to-school/)with **resources to share with families** and colleagues about services in school settings.

## Answers for Test Your Knowledge:

Full references and additional information about these questions can be found in the Spring 2020 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

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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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