



Talking EBP: Information Updates for Virginia School SLPs

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"... the closure of the research-practice gap is ultimately dependent on bringing the academic researcher and practitioner together to pursue evidence." (p. S1881)

Crooke, P. J., & Olswang, L. B. (2015). Practice-based research: Another pathway for closing the research-practice gap. *Journal of Speech, Language, and Hearing Research, 58*(6), S1871-S1882. doi: 10.1044/2015_JSLHR-L-15-024

Need to Know:

Cleave, P. L., Becker, S. D., Curran, M. K., Owen Van Horne, A. J., & Fey, M. E. (2015). The efficacy of recasts in language intervention: A systematic review and meta-analysis. *American Journal of Speech-Language Pathology*. doi: 10.1044/2015_AJSLP-14-0105

SLPs need be able to readily describe the type of interactive techniques used during intervention and discuss the empirical evidence that supports these techniques. In other words, we need to be able to identify the important elements ("key ingredients") in language therapy and cite the relevant research. The authors of this research synthesized the **scientific evidence** regarding the use of contingent responses and determined that positive evidence exists to **support** the use of **focused recasts** to facilitate **grammatical targets** with students who have specific language impairment. While the evidence is more variable for students with intellectual disabilities, intervention packages that include recasts appear to be effective for this population as well.

Test Your Knowledge:

- 1) True or False: SLPs must rely on their best guess when analyzing language abilities in written narratives and expository text samples because empirical data for grade level expectations do not exist.
- 2) True or False: SLPs who need to provide evidence that therapy makes identifiable contributions to students' language and literacy skills could cite a recent study by Farquharson and colleagues.
- 3) True or False: Specific standard scores are more important than confidence interval data when interpreting norm-referenced test results.
- 4) True or False: It doesn't really matter what cut-point is used (e.g., -1.0 or -1.5 SD) when interpreting assessment results because the outcome will remain the same.

Practically Speaking:

Oetting, J. B., Gregory, K. D., & Rivière, A. M. (2016). Changing how speech-language pathologists think and talk about dialect variation. *Perspectives of the ASHA Special Interest Groups, 1*(16), 28-37. doi: 10.1044/persp1.SIG16.28

These authors assert that SLPs should engage in discussions about **disorders that occur within dialects** rather than focusing on how to differentiate between disordered or dialectal language abilities. Helpful **figures** visually represent the overlap and differences between these two concepts. **Familial history** is reviewed as a risk factor for language disorders and practical implications for assessment practices including universal screening, test selection, and scoring procedures are discussed.

Working With Data:

A new tutorial reviews the theoretical foundation and research evidence for evaluating students' **written language** samples and describes the specific procedures for gathering and analyzing **narrative, expository and persuasive texts**. The authors describe **word-, sentence-, and discourse-level data**, as well as how to assess and report overall organization and structure. One particularly clear table defines the most common analyses, indicates where and how to find each, and identifies research publications that provide **normative data** for each measure. This helpful resource is a "must-read" for early-career and seasoned clinicians who work in schools.

Price, J. R., & Jackson, S. C. (2015). Procedures for obtaining and analyzing writing samples of school-age children and adolescents. *Language , Speech, and Hearing Services in Schools*, 46(4), 277-293.

More to Explore:

Free Continuing Education (CE) certificates are now available for the three VDOE narrative language webinars: **Overview of Narrative Analysis, Macrostructure: Analyzing Episodes, and Microstructure Analysis**. Just watch the modules, complete the knowledge checks, and print your certificates.

http://www.doe.virginia.gov/special_ed/disabilities/speech_language_impairment/professional-development/index.shtml

Free training and CE documentation is also available for **Sampling Utterances & Grammatical Analysis Revisited (SUGAR)**. Find the five SUGAR modules, sampling protocol, norms, and knowledge checks at the same VDOE link.

Answers for Test Your Knowledge:

Full references and additional information about these questions can be found in the Fall 2015 issue of *Talking EBP*, available at

http://www.doe.virginia.gov/special_ed/disabilities/speech_language_impairment/ or <http://curry.virginia.edu/TalkingEBP>

- 1) False 2) True 3) False 4) False

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