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Exploring Evidence-Based Practice in Curriculum-Based Language Interventions

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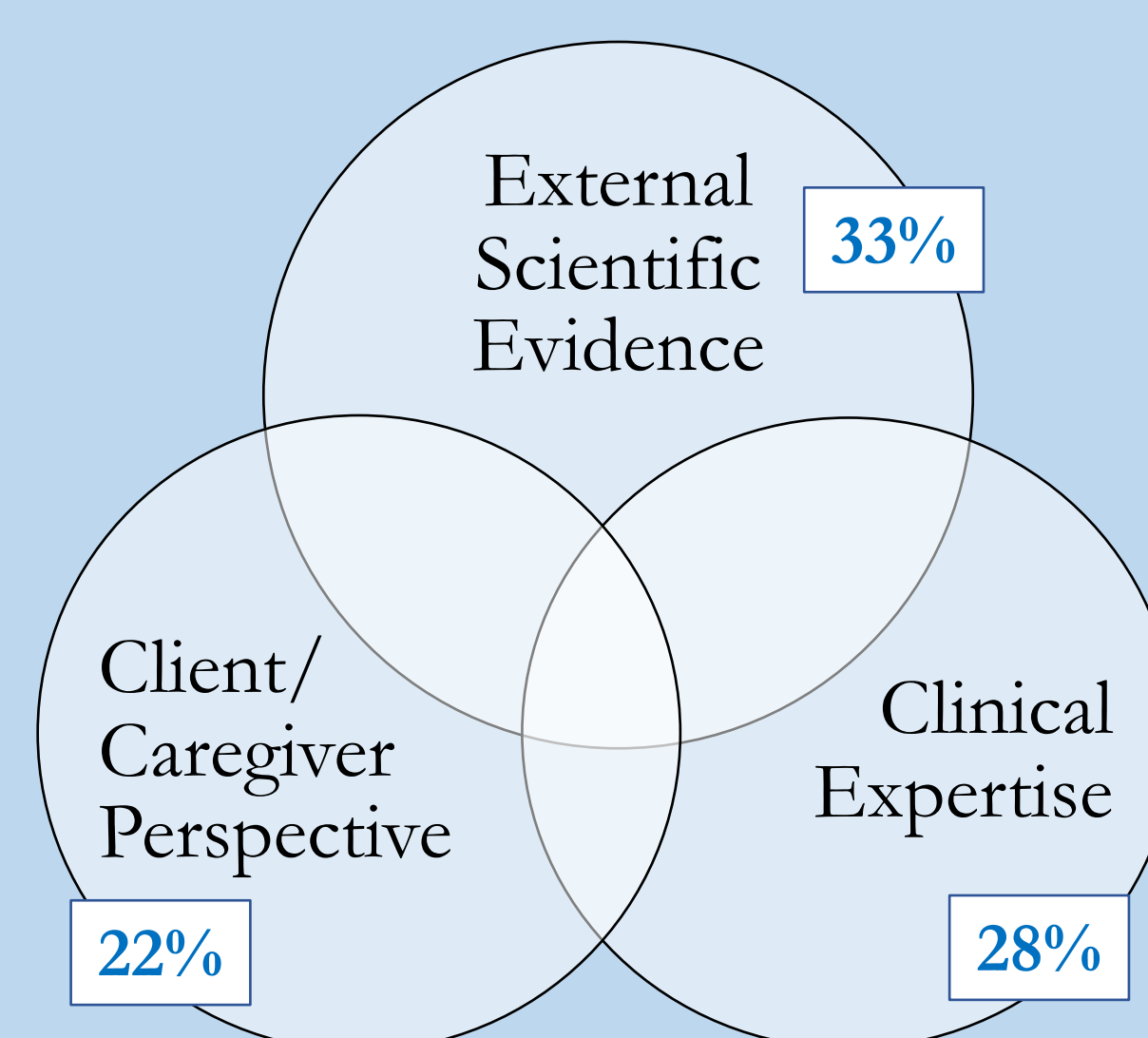
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Evidence-Based Practice (EBP)

- Evidence-Based Practice (EBP) emphasizes the synthesis of science and craft, or data and theory (Justice & Fey, 2004)
- EBP includes
 - practitioner expertise,
 - client/family preferences, and
 - external scientific evidence (Hoffman, Ireland, Hall-Mills, & Flynn, 2013)
- SLPs should consider all three aspects of the EBP triad in treatment
- However, 89% of school-based SLPs indicated difficulty treating clients while also keeping up to date on literature and research (Meline & Paradiso, 2003)

EBP



How Do You Choose New Interventions?

- Attend conferences: **19%**
- Consult with colleagues: **18%**
- Explore research: **18%**

Curriculum-Based Language Intervention (CBLI)

- School-based speech-language pathologists' (SLPs) roles and responsibilities reflect educational reform, evolving professional practices, and legal mandates (ASHA, 2010)
- One way school-based SLPs can provide current model of intervention is through curriculum-based language intervention (CBLI)
- CBLI refers to "the use of curriculum contexts and content for measuring a student's language intervention needs and progress (Nelson, 2010)
- CBLI allows for school-aged children to gain more adequate communication, language, and literacy skills (Nelson, 2010)
- When implementing CBLI, teachers and SLPs work in a collaborative model, in the classroom of the child receiving treatment (Nelson, 2010)

Identified Barriers to Implementing CBLI

Although SLPs are trained to use EBP when delivering intervention services, several barriers have been identified:

- 91% of SLPs report no scheduled time to support EBP, including CBLI, in their treatment activities (Hoffman, Ireland, Hall-Mills, & Flynn, 2013)
- SLPs identified 582 obstacles that prevented them from obtaining high quality information (Nail-Chiwetalu & Bernstein Ratner, 2007)
- Common barriers identified when implementing CBLIs include: time, place, participants, curriculum, schedules, personnel, school structure and culture, and competing and overlapping programs (Bourque-Meaux & Norris, 2018)

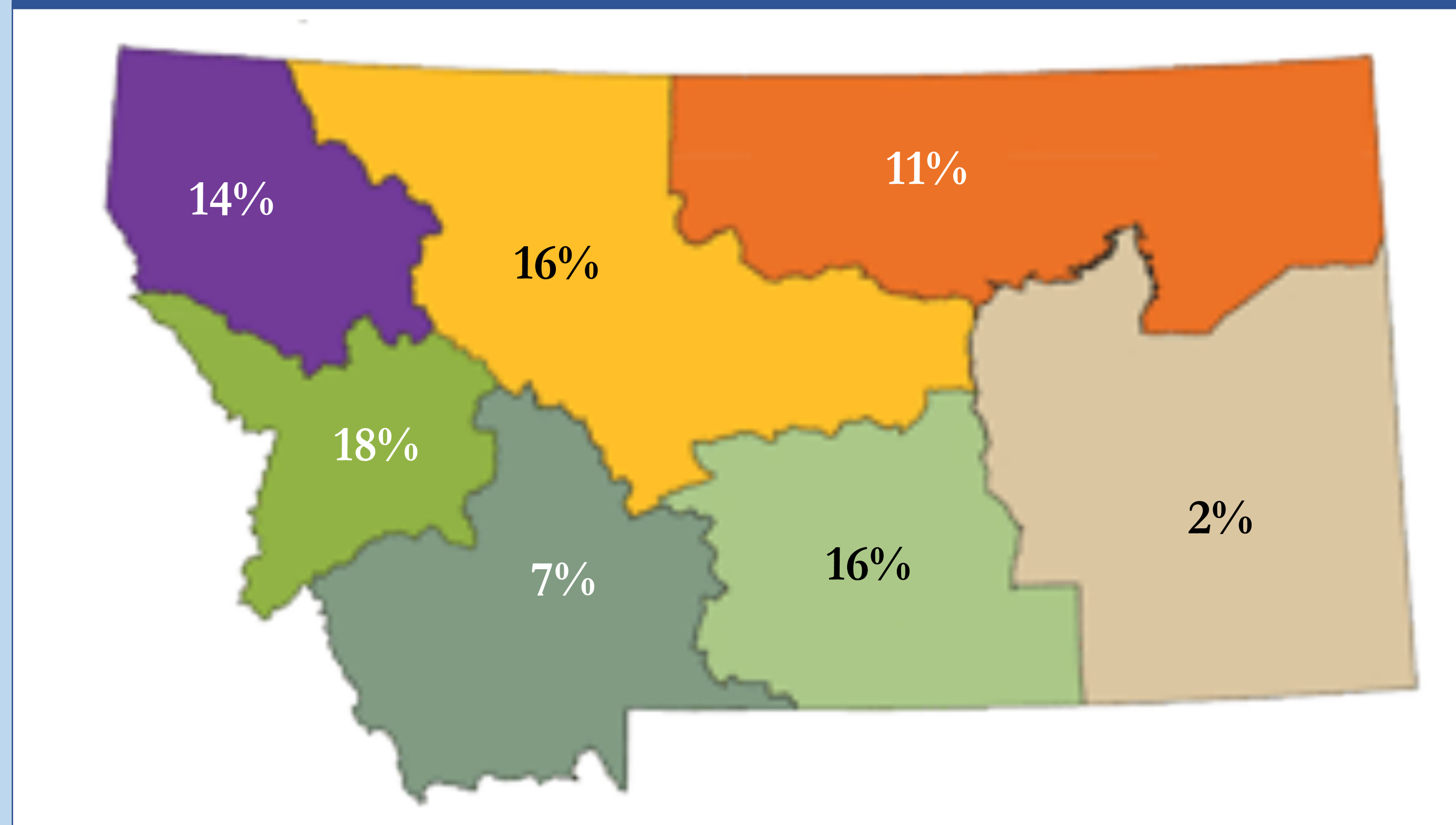
Research Questions

- School-based SLPs and SLPAs knowledge of EBP
- Identify barriers to implementing CBLI
- School-based use of EBP when designing CBLIs

Methods

- SLPs working in Montana schools were invited via email and Facebook to complete an online questionnaire i.e., Qualtrics) that explored their knowledge of EBP & CBLI, their current CBLI practices, and perceived barriers to implementing CBLI
- The questionnaire was disseminated through the Montana Speech Language and Hearing Association (MSHA), as well as contacting school principals and special education coordinators
- The questionnaire as open to participants for 3 weeks.
- Descriptive analysis was performed

Results



Education Level

- Master's Degree: **52%**
- Masters Plus: **36%**
- Bachelor's: **7%**
- Associate's: **3%**
- PhD: **2%**

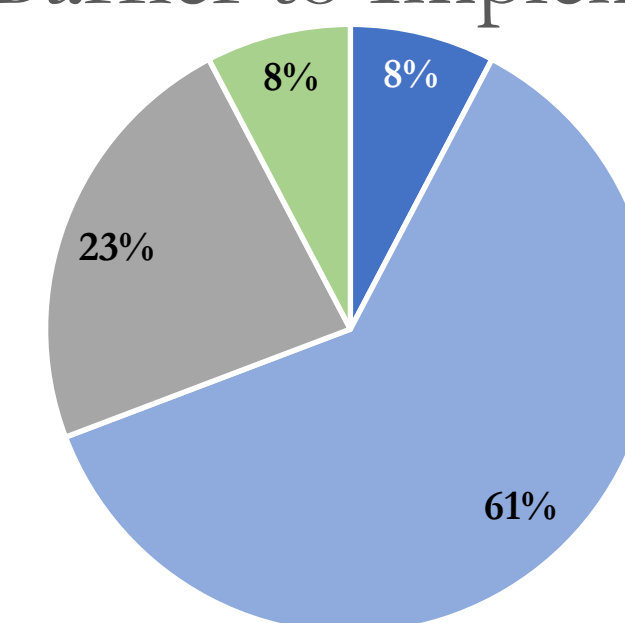
Years Practicing in Montana

- More than 30 years: **9%**
- 26-30 years: **7%**
- 21-25 years: **4%**
- 16-20 years: **15%**
- 11-15 years: **9%**
- 10 years or less: **56%**

Years Employed

- More than 30 years: **15%**
- 26-30 years: **9%**
- 21-25 years: **15%**
- 16-20 years: **9%**
- 11-15 years: **6%**
- 10 years or less: **46%**

Most Common Barrier to Implementing CBLI



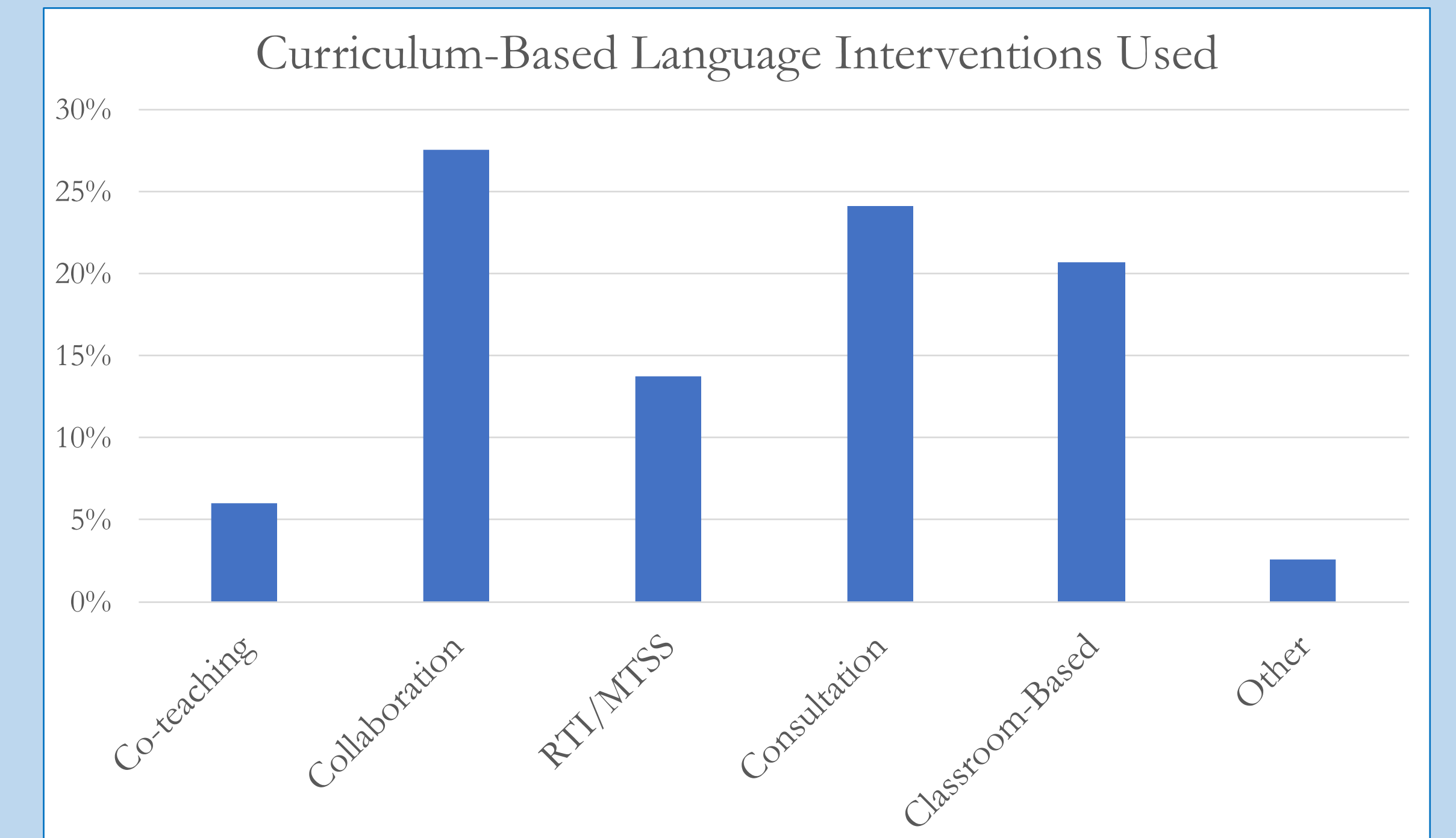
- Knowing where to find the appropriate information
- Having the time to search for information on top of a full caseload
- Accessing studies that are easy to apply to "real-life" intervention situations
- Sifting through large amounts of research

Top Four Perceived Barriers to Implementing CBLI

- Having the time to search for information: **28%**
- Accessing studies that are easy to apply: **20%**
- Sifting through large amounts of research: **18%**
- Interpreting the available information: **10%**

Do You Believe There Are Barriers to Implementing EBP?

- Yes: **62%**
- No: **26%**
- I am unsure: **12%**



Areas of Implementation for CBLI

- Expressive Language: **34%**
- Literacy: **28%**
- Social Language: **17%**
- Receptive Language: **14%**
- Other: **7%**

5% of Respondents Do Not Use CBLI Interventions

Discussion

- Many SLPs appear knowledgeable about EBP, yet continue to select interventions without an EBP basis
 - Due to time constraints,
 - Difficulty applying research to practice,
 - Difficulty accessing EBP (amount of research, cost associated with accessing journals, etc.)
- Many respondents indicated that they value EBP, but would benefit from more direction in implementation

Implications

- Better clinical translational research would likely to lead better clinical practice
- Advocating for the needs of our students and obtaining administrative support
- Increase access to evidence-based strategies

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