Practice-Based Research in Education

- Educational SLPs create early interventions to fit the service delivery model within their Board.
- Service variations give rise to questions about effectiveness of early intervention design and delivery addressed via practice-based research (PBR).

PBR is an active and collaborative approach that creates knowledge at the point of implementation for clinicians to use in clinical settings.

This cycle eliminates the "research-practice gap".

Western & DDSB Partnership Goal: Determine the validity of a kindergarten assessment tool

- Assessment tool designed by the SLPs: 20 minutes to administer, few materials, content specific.
- Assesses phonological awareness, and narrative and personal retell.

Methods

Preliminary Discussion: Creating collaborative clinical-research questions

- Does the board-designed assessment tool identify children who need support? (Phase 1)
- Does the tool capture growth in skills across the school year? (Phase 1)
- Is this tool a valid measure of phonological awareness and narrative skill? (Phase 2)

Phase 1: Collecting norms and growth data

- Participants: Kindergarten students
- Normative Group: typical language (n = 121)
- Selected Group: identified by SLPs with weak language skills (n = 108)
- Outcome Measures:
  - Completed board-designed assessment tool 2 (normative group) or 3 (selected group) times throughout the school year.

Phase 2: Validation Analysis

- Phase 1:
  - Collecting Data from Normative and Selected Groups

1. Significant differences between November to May on phonological awareness measure but not the narrative measure for both groups.
2. Significant group differences on phonological awareness measure but not for the narrative measure.

Mixed-Method Survey (SLPs)

Barriers to PBR

- Additional time for recruitment.
- Additional assessments for research project.
- Managing consent forms.

Facilitators to PBR

- Institutional support.
- Support with additional assessments.
- SLPs found PBR useful and valuable to job.

Further Questions

- Altering narrative portion of assessment tool.
- Validating tool.
- Effectiveness of phonological awareness and narrative intervention delivery.

References


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