

Third Quarter 2015 Highlighted EBP Articles

Brady, N.C., Storkel, H.L., Bushness, P., Barker, M., Saunders, D.D., & Fleming, K. (2015). **Investigating a multimodal intervention for children with limited expressive vocabularies associated with autism**. *American Journal of Speech-Language Pathology*, 24, 438-459.

This new treatment study showed how combining AAC and speech sound practice resulted in gains in children with autism. This intervention package may be a nice option for children with autism who have limited expressive vocabularies.

Hall-Mills, S., & Apel, K. (2015). **Linguistic feature development across grades and genre in elementary writing**. *Language, Speech, and Hearing Services in Schools*, 46, 242-255.

This article provides a great review into written language in school-age children and documents the progression of various elements of writing across grades 2-4. Data from this article can help support clinical decisions regarding written language, specifically within the context of the Common Core State Standards.

Second Quarter 2014 Highlighted EBP articles

If you want to improve your clinical practice for children with language disorders, then the entire April issue of LSHSS is for you! The whole issue is full of wonderful articles that will undoubtedly improve your clinical practice. The **article** by Gillam & Gillam is particularly insightful!

A **treatment study** by Altmann et al. in the April 2014 issue of JSLHR describes how the addition of intentional left-hand gestures to anomia treatment led to increases in picture naming.

First Quarter 2014 Highlighted EBP articles

Interesting **new article** just published in AJSLP by Shelley L. Bredin-Oja and Marc. E. Fay investigating whether telegraphic prompts or grammatically complete prompts led to greater increases in grammatical morpheme use.

Working with bilingual children with language impairment? An **article** published in JSLHR, Kerry Danahy Ebert et al. provided a comparison of three different treatment approaches.