

From the Editor...

Chad Nye
University of Central Florida

Know where to find the information and how to use it—that's the secret of success.

Albert Einstein

Welcome to volume six of *Evidence-Based Practice (EBP) Briefs*. The Briefs are tools to help you—the speech-language pathologist (SLP)—understand the scientific dimension of our field and how you can apply research evidence to improve the quality of learning for the children and adults you serve. The goal of each Brief is to pose a question that you or a colleague may face in a real work-world situation and then provide a model for answering the question. We hope that the EBP Briefs provide you with useful information and a basic understanding of the process of applying evidence you find to clinical decision-making in your practice.

This year, volume six is the most topically varied volume of my tenure as Editor. This volume includes Briefs on

- script training for children with autism (Spencer & Slocum),
- augmentative devices (Koul & Corwin),
- language functioning among internationally adopted children (Scott & Roberts),
- issues of fidelity of evidence (Marturana, et al.),
- treatments effects among children with vocal nodules (Watts), and
- early intervention for vocabulary training with intellectually disabled children (Chae & Wendt).

I hope you get a vision of the importance of the science that ultimately drives or should drive our practice as clinicians. It isn't enough to know work with a client or use program X. We need to know whether or not there is justification for delivering the interventions we determine are appropriate for the individual. Hopefully, these Briefs at least give the reader a broad overview of the scope of the professionally activity we are engaged in on a daily basis.

Philosopher-cowboy Will Rogers observed that *"It ain't what we don't know that gets us in trouble; it's what we do know that ain't so."* The truth of his observation applies to the clinical setting. Beliefs and strategies that our professors, workshop presenters, or colleagues passionately advocated for sometimes short on scientific support and long on examples of an individual clinician result. We hope that the EBP Briefs offer you both an approach you can replicate in gathering, analyzing, and implementing scientific evidence in your daily work place, or offer a reasoned conclusion for a clinical question that is based on the evidence presented. Our mission as professionals should be to provide the highest quality, and most effective instructional and remedial programs available. An evidence-based approach is at the heart of this mission.

I welcome you to this edition of EBP Briefs. This volume offers a window into some of the important issues that we face every day on the job. We encourage you to engage in the thoughtful and critical use of these papers in your professional life by sharing and discussing them with your colleagues.

Thank You, Dr. Nye, for serving as Editor of the EBP Briefs for the past 4 years. Your extensive, career-long work in evidence-based practice and systematic reviews has been integral to the focus of this journal. Thank you, Dr. Nye, for all your efforts—and best wishes for your continuing contributions to the profession.

Tina J. Eichstadt, MS CCC-SLP
Senior Product Manager
Pearson