

Title: Practice-Based Research in Speech-Language Pathology

Research Questions: The knowledge-practice gap has existed for many years and is prevalent in most health care settings (Grol & Grimshaw, 2003; Green & Seifert, 2005). While a number of different frameworks and approaches exist, practice-based research (PBR) has the potential to minimize the gap between research and practice. PBR involves gathering information from practice, to answer questions arising from practice in order to inform future practice (Epstein, 2001). In the current presentation, I will describe three projects that have examined PBR in speech-language pathology (SLP). The first project is a scoping review that was completed to understand the utility of PBR in speech-language pathology. The PBR Co-Creation Model was created to categorize and demonstrate three diverse ways to engage in PBR. The subsequent two projects were completed in partnership with a school board in Southern Ontario using a PBR approach. The overall goal was to determine the validity of a kindergarten screening tool. The tool was created by the SLPs at the school board to meet the needs of the setting.

Project 1 Methods: Prior to a scoping review, the PBR Co-Creation model was created to identify different types of clinical-research partnerships. *Creating, capturing* and *changing* practice were identified as three diverse ways that partners could engage in PBR. From eight databases, twenty-five articles were read in full and 16 articles were deemed appropriate for the review. These articles were sorted according to the PBR Co-Creation Model.

Project 1 Results: A thematic analysis of the scoping review results revealed that most of the articles were classified as capturing current practice (56%), fewer articles were deemed to be changing current practice (38%), and very few articles were focused on creating practice (6%).

SLP group to assess phonological awareness and narrative language in kindergarten children.

Groups of kindergarten children who were either on the SLP caseload ($n = 108$) or not ($n = 121$)

completed the kindergarten assessment tool in November and May of a school year.

Project 2 Results: Analyses comparing the two groups on the repeated assessments revealed significant differences on the assessment tool section focused on phonological awareness;