

Adapting Evidence-based Practices across the World: Challenges and Opportunities for CBCS

On a recent trip to Brazil with a group of undergraduate students in the “Brazil: Global Issues in Communication Sciences and Disorders” study abroad course, **Dr. Howard Goldstein, Associate Dean for Research** at the College of Behavioral and Community Sciences, was busy giving presentations and developing Brazilian-American research partnerships.

Dr. Goldstein, a nationally known scholar for his work and research in the field of child language intervention, gave lectures to the students, professionals and families from the community, and professional staff at the University of São Paulo’s School of Dentistry, which houses the largest Audiology and Speech-Language Pathology training program in South America. He spoke about his recent research on promoting language and literacy development of young students in high poverty schools who are at high risk for language and reading disabilities.



This spurred discussions about cross-cultural adaptations and investigations of evidence-based practices.

As Dr. Goldstein pointed out, adapting evidence-based practices across nations, cultures, and languages is challenging. In cross-cultural and multi-lingual projects, adaptation involves translating training materials and assessment tools. In his work, children’s books would need to be translated into other languages to study how and if language and literacy teaching practices are transferable. However, intercultural adaptation, or intercultural technology transfer, is more than just translation. It must address a variety of factors, such as conceptual knowledge, cultural discourse norms and sensibilities, and the lexicon and grammar of a language. This may require modifications to existing practices and evaluative measures.

Dr. Goldstein noted, “We may need new types of publication outlets that see the value of systematic replication studies and acknowledge the contributions of examining cross-cultural extensions to assessment and intervention research.” These types of research partnerships could advance knowledge generation and sharing among a global community of scholars and practitioners.

The initiation of research partnerships made the journey to Bauru, Brazil, the home of the University of São Paulo’s School of Dentistry and the Hospital for Rehabilitation of Craniofacial Anomalies all the more professionally and personally rewarding. These productive interactions among faculty and students are continuing, as several faculty and students visited USF five months later to plan for further collaborative endeavors in labs in Brazil and the U.S.

For more about Dr. Goldstein’s investigations of language and literacy interventions, see his [website](#) or contact him at hgoldstein@usf.edu.

Serving nearly 48,000 students, the [University of South Florida](#) is one of the largest public universities in the nation, and among the top 50 universities, public or private, for federal research expenditures. The [College of Behavioral & Community Sciences](#) serves more than 2,600 students with six undergraduate, nine masters, and five doctoral programs housed in six academic departments/schools. The [Department of Communication Sciences and Disorders](#) offers undergraduate programs and nationally ranked graduate programs in audiology, speech-language pathology, and sign language interpreting to prepare students to practice as certified professionals in the field.

KEYWORDS: Evidence-based practice; Intervention adaptation; Language and literacy development; Culturally appropriate interventions; at-risk students; intercultural adaptation; intercultural technology transfer