

Research Report

Is speech and language therapy effective for children with primary speech and language impairment? Report of a randomized control trial

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Abstract

Background: A randomized controlled trial was conducted of a whole-service cohort of children referred to the Paediatric Speech and Language Therapy Service of Middlesbrough Primary Care Trust between January 1999 and April 2000. The 730 children involved, aged up to 16 years, were diagnosed with primary speech and/or language impairment in the absence of any learning, physical or sensory difficulty.

Aims: The study considered outcomes of treatment versus no treatment.

Methods & Procedures: Treatment involved clinic-based interventions, provided according to local departmental criteria and care pathways, averaging 5.5 h (range 0–24 h) of contact during the 6-month period immediately following initial assessment. Assessments occurred within 8 weeks of referral and intervention began immediately thereafter.

Outcomes & Results: Treatment was significantly more effective than no treatment, over 6 months, both overall ($p < 0.001$) and for each of the three diagnostic categories (comprehension, expression and speech, each $p < 0.001$).

Conclusions: An average of 6 h of speech and language therapy in a 6-month period can produce significant improvement in performance, and it has been shown to be more effective than no treatment over the same 6-month period for children with primary speech and/or language impairment.

Keywords: children, speech, language impairment, evidence-based practice (EBP), speech and language therapy.

What this paper adds

What is already known on this subject?

There is little prior large group evidence for the effectiveness of intervention for children with primary speech and/or language impairment.

What this study adds

Speech and language therapy intervention is demonstrated as being more effective than no intervention for children with primary speech and/or language impairment.

Introduction

Speech and language impairment may be the most common difficulty presenting in early childhood (Law 1992) with a prevalence of around 6% of children (Barnford *et al.* 1998). The incidence of referral of this caseload to speech and language therapy (SLT) may be as high as 16.3% of the child population aged up to 16 years (Broomfield and Dodd 2004a). There is

still limited evidence, however, concerning the clinical effectiveness of SLT intervention. In addition, the need for early SLT intervention for children who fail to acquire age-appropriate communication skills in the pre-school years has been questioned (Hall 1996). Law *et al.* (1998) suggested that the benefit is still not proven, and acknowledged that the available studies have been based on individuals and small groups.

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Report Writing for Speech-language Pathologists Grace Middleton, 1992 Assessment of Communication Disorders in Children M.N. Hegde, Frances Pomaville, 2021-03-01

Assessment of Communication Disorders in Children Resources and Protocols Fourth Edition offers a unique combination of scholarly information invaluable resources and time saving protocols on assessment of the full range of communication disorders in children including nonverbal or minimally verbal children. Most resource books offer limited research and scholarly information thus making them unsuitable as textbooks for academic courses on assessment and diagnosis. Similarly most traditional textbooks do not include practical easy to use and time saving resources and protocols that the practicing clinicians can readily use during assessment sessions. By combining the strengths of traditional texts with newer assessment resources and protocols this one of a kind book offers a single comprehensive source that is suitable as a textbook and useful as a practical clinical resource. This bestselling and trusted text Includes an extensive discussion of issues in using standardized tests along with detailed information on psychometric principles and offers a detailed discussion of alternative assessment approaches that minimize the problems inherent to standardized tests. Describes a new comprehensive and integrated assessment approach that derives its strengths from the traditional as well as several alternative approaches. Addresses the multicultural issues in assessing communication disorders in children and integrates culturally responsive assessment procedures into the assessment protocols. Contains two chapters for each disorder one on resources that offers scholarly and research background and one on resources that describe practical procedures and protocols that save the clinician's preparation time. New to the Fourth Edition A new section on the assessment of voice in transgender and gender diverse adolescents. A new section on selective mutism in bilingual children included in alternative and integrated assessment of ethnoculturally diverse children. All normative tables placed in relevant chapter appendices for quick access. The content has been updated throughout to reflect the current state of research. Updated diagnostic features of all childhood communication disorders. All protocols streamlined and edited for precision in book and on website. Updated resources for commonly used assessment instruments and standardized tests now available on the companion website. All defined and key terms are now bolded. Simplified writing style and reduced redundancy for increased readability and comprehension.

Early Development in Neurogenetic Disorders, 2011-07-21 This special issue is among the first volumes to examine the topic of early development in children with neurogenetic disorders associated with intellectual disability. It includes discussions of theoretical issues regarding the emergence of behavioural profiles during early development as well as comprehensive accounts of early development in specific disorders such as Down syndrome fragile X syndrome Williams syndrome and sex chromosome disorders. In addition several contributions examine the latest clinical applications of this work for diagnosis treatment and education. The comprehensive nature of the reviews of early development in neurogenetic disorders provided by top researchers in the field of developmental disabilities research.

Innovation in the application of new approaches to this population such dynamic systems theory and the developmental trajectory approach to studying these populations place this volume on the cutting edge of theoretical work in this area This volume also addresses the implications of emerging behavioural phenotypes in neurogenetic disorders from many angles the biological issues related to diagnosis psychiatric issues related to comorbid conditions such as autism and autism spectrum disorder and educational issues related to targeted intervention Understanding and Interpreting Educational Research Ronald C. Martella, J. Ron Nelson, Robert L. Morgan, Nancy E. Marchand-Martella, 2013-04-17 This user friendly text takes a learn by doing approach to exploring research design issues in education and psychology offering evenhanded coverage of quantitative qualitative mixed methods and single case designs Readers learn the basics of different methods and steps for critically examining any study s design data and conclusions using sample peer reviewed journal articles as practice opportunities The text is unique in featuring full chapters on survey methods evaluation reliability and validity action research and research syntheses Pedagogical Features Include An exemplar journal article at the end of each methods chapter together with questions and activities for critiquing it including where applicable checklist forms to identify threats to internal and external validity plus lists of additional research examples Research example boxes showing how studies are designed to address particular research questions In every chapter numbered chapter objectives bulleted summaries subheadings written as questions a running glossary and end of chapter discussion questions Electronic Instructor s Resource Manual with Test Bank provided separately includes chapter outlines answers to exercises discussion questions and illustrative example questions and PowerPoints **Resources in Education** ,2000 **U.S. Government Research Reports** ,1964 **Developmental Phonological Disorders** Susan Rvachew, Françoise Brosseau-Lapr , 2016-12-30 Developmental Phonological Disorders Foundations of Clinical Practice Second Edition is the only graduate level textbook designed for a competency based approach to teaching learning and assessment The book provides a deep review of the knowledge base necessary for the competent assessment diagnosis and treatment of developmental phonological disorders Thoroughly revised and updated the textbook contains learning objectives in each chapter to further support understanding of concepts and carefully designed case studies and demonstrations to promote application to clinical problem solving Key Features Learning objectives for each chapter subsection Includes the how why and when to apply each assessment and treatment procedure in clinical practice 62 tables containing clinically relevant information such as normative data to interpret phonological assessment results 99 figures to support clinical decision making such as recommending a treatment delivery model selecting treatment targets or choosing evidence based interventions 35 case studies to support a competency based approach to teaching and assessment 35 demonstrations that show how to implement assessment and treatment procedures The second edition provides a comprehensive overview of seminal studies and leading edge research on both phonological development and phonological disorders including motor speech disorders and emergent literacy This wealth of

theoretical background is integrated with detailed descriptions and demonstrations of clinical practice allowing the speech language pathologist to design interventions that are adapted to the unique needs of each child while being consistent with the best research evidence New to the Second Edition Updated and expanded section on childhood apraxia of speech Updated and expanded sections on the identification and treatment of inconsistent phonological disorder Administration and interpretation of the Syllable Repetition Task added Administration and interpretation of the Diagnostic Evaluation of Articulation and Phonology added with case studies and demonstrations New organization formatting and editing to reduce the size of the book Case studies revised to a single page format Improved Table of Contents to ease access to content including norms tables case studies and demonstrations

Hearings, Reports and Prints of the House Committee on Interior and Insular Affairs United States. Congress. House. Committee on Interior and Insular Affairs, *The Parliamentary Debates (official Report)*. Great Britain. Parliament. House of Commons, 1927 Technical Abstract Bulletin, 1964

Speech-Language Pathology Assistants Jennifer A. Ostergren, Margaret Vento-Wilson, 2022-12-29 The third edition of the bestselling Speech Language Pathology Assistants A Resource Manual is an essential practical and easy to use resource for SLPAs and SLPA educators and their students The text defines the roles of SLPAs and their supervisors offering additional insight into the scope of practice of an SLPA per current American Speech Language Hearing Association ASHA recommendations and includes discussions strategies and examples of real world issues such as using augmentative and alternative communication AAC and working with individuals with autism spectrum disorder ASD Also included within the chapters are important factors and modifications that can enhance the effectiveness of treatment activities For example using behavioral principles and incorporating play literacy and speech sound remediation into treatment or modifying the clinical interface to enhance group therapy dynamics for children and adults Initial chapters are devoted to specific aspects of an SLPA s development such as chapters on ways SLPAs can enhance clinical service through understanding of goals lesson plans data collection and note writing Likewise chapters on professional practice offer insight into ethical problem solving presenting a professional image developing mentoring relationships working with culturally and linguistically diverse populations and the use of self reflection for self improvement These chapters are followed by key principles for SLPAs to incorporate in clinical services provided to specific populations and disorders New to the Third Edition Updated ASHA documents throughout including references to the new ASHA Speech Language Pathology Assistant Scope of Practice 2022 and Speech Language Pathology Code of Conduct 2020 New co author Margaret Vento Wilson brings years of experience in both professional and academic settings and adds a fresh perspective throughout Significant updates to Chapter 11 on using behavioral principles New contributing authors bringing relevant updates in the field of speech language pathology Speech Language Pathology Assistants A Resource Manual Third Edition is a key resource for enhancing skills and highlighting professional practice issues for clinical practicum training or future employment This is a text both SLPAs and SLPA

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process Stuttering Barry Guitar,2013-01-29 Stuttering An Integrated Approach to Its Nature presents the most comprehensive textbook on the topic today providing an overview of the etiology and development of stuttering and details appropriate approaches to accurate assessment and treatment Exploring a variety of practice settings this core introductory book grounds all topics in a firm basis of the disorder s origin and nature This edition has been thoroughly updated to address all current methodologies *Report of the Trial of the Queen Charles Stewart Parnell,1881* *Extracts from the Reports of the Executive of the Zionist Organisation to the Twelfth Zionist Congress, Carlsbad, September, 1921* Zionist Organization,1921 **A Guide to Clinical Assessment and Professional Report Writing in Speech-Language Pathology** Renee Fabus,2024-06-01 Learning to assess speech and language disorders and write diagnostic reports may be an overwhelming experience especially when most texts don t cover both topics at once With that in mind A Guide to Clinical Assessment and Professional Report Writing in Speech Language Pathology Second Edition combines the latest assessment protocols and diagnostic techniques with vital diagnostic report writing tools into a single definitive guide Cyndi Stein Rubin Renee Fabus and their contributors recognize that clinical assessment is inextricably linked to report writing and have updated this Second Edition to synthesize the two Following the introductory chapters which discuss the basics of assessment and report writing each subsequent chapter focuses on a particular disorder provides in depth assessment tools and presents a corresponding sample report Key Features An inventory and explanation of formal and informal assessment measures A glossary of key vocabulary Sample case histories with assessment tools Relevant and useful interview questions Each disorder s background and characteristics Assessment parameters A differential diagnosis section A model report The accessible format of A Guide to Clinical Assessment and Professional Report Writing in Speech Language Pathology Second Edition will help students learn how to assess and document speech and language disorders and will also make for a perfect reference for them as clinicians for years to come **Preschool Prevention of Reading Failure** Richard L. Masland,Mary Wootton Masland,1988 A summary of research on preschool recognition of reading disabilities and possible instructional approaches *Ready reference, the universal cyclopædia* William Ralston Balch,1890

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