

Speech & Language Therapy

Update #15



January 2023

Welcome to the latest copy of the Speech & Language Update. The aim of this publication is to bring together a range of recently published research and guidance that will help you make evidence-based decisions.

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Please contact Holly if you would like more information, or further evidence searches: holly.cook3@nhs.net.

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1. 'Shape' and 'Taste' of Words May Make Them Easier to Learn and Remember

Item Type: Journal Article

Authors: RAMACHANDRA, VIJAYACHANDRA and KARTHIKEYAN, SETHU

Publication Date: Jan ,2023

Journal: ASHA Leader 28(1), pp. 28-29

Abstract: The article explores the potential of the use of unique words that spark multiple senses and emotions in speech-language assessment and treatment. Topics covered include the links between articulatory gestures and shapes, the opportunities provided by the phenomenon of sound symbolism in gaining understanding of speech and language issues across ages, and the associations that people make between words and tastes/flavors.

URL: <https://search.ebscohost.com/login.aspx?direct=true&AuthType=sso&db=rzh&AN=160891120&custid=ns023446>

2. Effects of voice therapy in children with vocal fold nodules: A systematic review

Item Type: Journal Article

Authors: Adriaansen, Anke;Meerschman, Iris;Van Lierde, Kristiane and D'haeseleer, Evelien

Publication Date: 2022

Journal: International Journal of Language & Communication Disorders 57(6), pp. 1160-1193

Abstract: Background: Vocal fold nodules (VFNs) are the main cause of paediatric dysphonia. Voice therapy is recommended as the preferable treatment option for VFNs in children. Aim: The aim of this systematic review is to provide an overview of the existing literature concerning the effects of voice therapy in children with VFNs. Methods & Procedures: This systematic literature review was developed following the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) guidelines. The Cochrane Central Register of Controlled Trials (CENTRAL), MEDLINE (via PubMed) and Embase were searched and the grey literature was checked. The search strategy was based on three concepts: VFNs, voice therapy and children. Two examiners independently determined article eligibility and extracted all relevant data from the included studies. The methodological quality of the included study was assessed using the QualSyst tool. Main contributions: By identifying, evaluating and summarizing the results of all relevant studies about voice therapy in paediatric VFNs, this systematic review makes the available evidence more accessible to voice therapists, otolaryngologists and other relevant stakeholders. Conclusions & Implications: 24 studies were included in this systematic review. Eight studies (8/24) reported a significant improvement for at least one outcome parameter after voice therapy. However, five papers (5/24) could not demonstrate significant changes after voice therapy. All studies that did not test for significance (11/24) found improvements for one or more outcome parameters. The overall quality of the included studies is adequate (55%). In sum, there is some evidence that voice therapy is effective in children with VFNs, but further well-designed research, especially randomized controlled trials, is necessary to confirm these results. WHAT THIS PAPER ADDS: What is already known on the subject: Voice therapy is preferable in children with VFNs because of the phonotraumatic nature of the nodules and the associated high recurrence rate after phonosurgery. Most voice therapists in clinical practice offer an eclectic voice therapy programme, consisting of direct and indirect voice therapy techniques. What this study adds to existing knowledge: This systematic review provides a clear overview of the available evidence concerning the effects of voice therapy in paediatric VFNs. There is some evidence that voice therapy is an effective treatment option in children with VFNs, but well-designed research is scarce on this subject. What are the potential or actual clinical implications of this work?: This review shows that effectiveness studies with strong designs are very scarce in children with VFNs. Clinicians should be aware that few therapy techniques have been thoroughly investigated in this

population. However, this review may guide voice therapists when creating a treatment plan for a child with VFNs because it identifies, evaluates and summarizes the results of all relevant individual studies about voice therapy in paediatric VFNs. Voice therapy seems to be effective in treating paediatric patients with VFNs, given the fact that a considerable number of included studies report significant improvements after voice therapy. Both direct and indirect therapy approaches appear to have a positive effect on the phonation of children with VFNs.

Access or request full text: <https://libkey.io/10.1111/1460-6984.12754>

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3. Telepractice application for the overt stuttering assessment of children aged 6–15 years old

Item Type: Journal Article

Authors: Aldukair, Lamya and Ward, David

Publication Date: 2022

Journal: International Journal of Language & Communication Disorders 57(5), pp. 1050-1070

Abstract: Background: Despite the importance of delivering speech and language therapy services to children who stutter (CWS), there are barriers to accessing speech and language therapy. One way to improve access for those who may otherwise be deprived of speech and language therapy services, including CWS, is through telepractice (TP). However, there is currently no evidence as to the viability of TP stuttering assessments for CWS. Aim: To investigate the validity and reliability, and acceptability of using a TP application to assess overt stuttering behaviour children aged 6–15 years. Methods & Procedure: A total of 30 CWS, aged between 6 and 15 years, were recruited from a speech therapy clinic in King Abdulaziz University Hospital in Riyadh, Saudi Arabia. Children were divided into two testing conditions, either face-to-face (f2f)-led or TP-led testing, and the Stuttering Severity Instrument (SSI-IV) was administered, percentage of syllables stuttered (%SS) was calculated, and severity ratings (SR) assigned, either via f2f or via TP using two laptops with webcams, video conference software and a broadband internet connection. Agreement and reliability of scoring in the two testing conditions were reported in addition to findings from questionnaires exploring children's and their caregivers' perceptions both before and immediately after the TP assessment was carried out. Outcome & Results: A total of 30 sessions were successfully carried out, with results revealing unsatisfactory levels of agreement when applying the Bland and Altman method. However, when discrepancies were found, these were comparable with those from traditional f2f studies. Generally, parents and children exhibited high levels of satisfaction and held a positive view regarding TP pre- and post-assessment. Conclusions & Implications: The results of the study suggest that conducting an overt stuttering assessment via TP for 6–15-year-olds CWS is reliable and valid. Although the TP model posed some (mainly technical) challenges for executing the assessment, high levels of satisfaction were recorded by parents and children alike. The TP system and equipment chosen in this study has provided a basis for the delivery of TP overt stuttering assessment in a clinical setting, thus addressing the barriers to access that are present for CWS. These results are preliminary, but they can be seen as a building block for future research in TP assessment studies for CWS. What this paper adds: What is already known on the subject: Stuttering treatment via TP has been proven to be feasible and successful across a variety of treatment programs (e.g., Lidcombe, Camperdown). However, the viability of assessing stuttering via videoconferencing has never been explored in children. What this paper adds to existing knowledge: Preliminary support for the assessment of overt stuttering in CWS aged 6–15 years via video conferencing. The results justify larger scale studies of this service delivery method. What are the potential or actual clinical implications of this work?: The TP system and equipment chosen in this study has provided a basis for the delivery of TP overt stuttering assessment in a clinical setting, thus addressing the barriers to access that are present for CWS aged 6–15 years.

Access or request full text: <https://libkey.io/10.1111/1460-6984.12739>

URL: <https://search.ebscohost.com/login.aspx?direct=true&AuthType=sso&db=rzh&AN=159295227&custid=ns023446>

4. Advancing cluster randomised trials in children's therapy: a survey of the acceptability of trial behaviours to therapists and parents

Item Type: Journal Article

Authors: Armitage, Samantha; Rapley, Tim; Pennington, Lindsay; McAnuff, Jennifer; McColl, Elaine; Duff, Catherine; Brooks, Rob and Kolehmainen, Niina

Publication Date: 2022

Journal: Trials 23(1), pp. 958

Abstract: Background: Randomised controlled trials of non-pharmacological interventions in children's therapy are rare. This is, in part, due to the challenges of the acceptability of common trial designs to therapists and service users. This study investigated the acceptability of participation in cluster randomised controlled trials to therapists and service users.; Methods: A national electronic survey of UK occupational therapists, physiotherapists, speech and language therapists, service managers, and parents of children who use their services. Participants were recruited by NHS Trusts sharing a link to an online questionnaire with children's therapists in their Trust and with parents via Trust social media channels. National professional and parent networks also recruited to the survey. We aimed for a sample size of 325 therapists, 30 service managers, and 60 parents. Trial participation was operationalised as three behaviours undertaken by both therapists and parents: agreeing to take part in a trial, discussing a trial, and sharing information with a research team. Acceptability of the behaviours was measured using an online questionnaire based on the Theoretical Framework of Acceptability constructs: affective attitude, self-efficacy, and burden. The general acceptability of trials was measured using the acceptability constructs of intervention coherence and perceived effectiveness. Data were collected from June to September 2020. Numerical data were analysed using descriptive statistics and textual data by descriptive summary.; Results: A total of 345 survey responses were recorded. Following exclusions, 249 therapists and 40 parents provided data which was 69.6% (289/415) of the target sample size. It was not possible to track the number of people invited to take the survey nor those who viewed, but did not complete, the online questionnaire for calculation of response rates. A completion rate (participants who completed the last page of the survey divided by the participants who completed the first, mandatory, page of the survey) of 42.9% was achieved. Of the three specified trial behaviours, 140/249 (56.2%) therapists were least confident about agreeing to take part in a trial. Therapists (135/249, 52.6%) reported some confidence they could discuss a trial with a parent and child at an appointment. One hundred twenty of 249 (48.2%) therapists reported confidence in sharing information with a research team through questionnaires and interviews or sharing routine health data. Therapists (140/249, 56.2%) felt that taking part in the trial would take a lot of effort and resources. Support and resources, confidence with intervention allocation, and sense of control and professional autonomy over clinical practice were factors that positively affected the acceptability of trials. Of the 40 parents, twelve provided complete data. Most parents (18/40, 45%) agreed that it was clear how trials improve children's therapies and outcomes and that a cluster randomised trial made sense to them in their therapy situation (12/29, 30%).; Conclusions: Using trials to evaluate therapy interventions is, in principle, acceptable to therapists, but their willingness to participate in trials is variable. The willingness to participate may be particularly influenced by their views related to the burden associated with trials, intervention allocation, and professional autonomy. (© 2022. The Author(s).)

Access or request full text: <https://libkey.io/10.1186/s13063-022-06872-y>

URL: <https://search.ebscohost.com/login.aspx?direct=true&AuthType=sso&db=mdc&AN=36435825&custid=ns023446>

5. Diagnosis and Treatment of Childhood Apraxia of Speech Among Children With Autism: Narrative Review and Clinical Recommendations

Item Type: Journal Article

Authors: Beiting, Molly

Publication Date: 2022

Journal: Language, Speech & Hearing Services in Schools 53(4), pp. 947-968

Abstract: Purpose: Treatment for children with autism spectrum disorder (ASD) and low verbal ability is a largely neglected area of study. Existing research focuses on language abilities; however, a subset of children with ASD also has speech sound disorders (SSDs). The purpose of this tutorial is to provide clinicians with evidence-based recommendations to guide speech assessment and treatment among children with ASD, low verbal ability, and suspected childhood apraxia of speech (CAS). Method: Multifaceted search procedures were used to identify studies that have assessed or treated speech sound production among children with ASD. A narrative review and synthesis of the literature is followed by practical clinical recommendations based on best available evidence. Conclusions: It is critically important to consider all possible hindrances to the development of functional communication ability for children with ASD. Speech sound production has been identified as a key predictor of expressive language outcomes, yet there are very few studies that address assessment and treatment of SSDs among children with ASD. Less is known about the presentation of CAS among children with ASD and low verbal ability. More research is needed to determine whether existing speech assessment and treatment methods are appropriate for children with ASD, if modifications are needed, or if new methods should be designed.

Access or request full text: https://libkey.io/10.1044/2022_LSHSS-21-00162

URL: <https://search.ebscohost.com/login.aspx?direct=true&AuthType=sso&db=rzh&AN=159881630&custid=ns023446>

6. Profiles of Children With Cortical Visual Impairment Who Use Augmentative and Alternative Communication: A Retrospective Examination

Item Type: Journal Article

Authors: Blackstone, Sarah;Luo, Fei;Barker, R. M.;Sevcik, Rose A.;Ronski, MaryAnn;Casella, Vicki and Roman-Lantzy, Christine

Publication Date: 2022

Journal: American Journal of Speech-Language Pathology 31(6), pp. 2707-2721

Abstract: Purpose: Cortical visual impairment (CVI) is the most common cause of visual impairment in children today and can impact the outcomes of children who rely on augmentative and alternative communication (AAC). This study provides baseline data of 13 children with CVI who used AAC during their first year of participation in an integrated CVI program. One purpose was to describe similarities and differences in the student's demographic, functional vision, communication, and educational profiles. A second purpose was to examine differences in students described with different communicator profiles. Method: Archived student records were de-identified and reviewed using a systematic coding scheme. Two researchers independently reviewed and coded all student records. Reliability was established. Measures included CVI Range scores; supports for positioning, mobility, vision, and writing; AAC systems, including modes, access methods, and language representation; communicative competence; self-determination; literacy; and mathematics. Results: The study yielded a rich description of similarities and differences among students at baseline and led to careful consideration of differences among the participants with emergent

communicator and context-dependent communicator profiles. Conclusions: Currently, limited evidence exists that informs practice regarding AAC assessment and intervention for children with CVI. This article describes a small sample of children with CVI who use AAC. Results underscore the need for educators and practitioners to ensure that vision functioning in students with CVI is evaluated carefully and regularly when conducting AAC assessment and intervention and formulating communication or education goals.

Access or request full text: https://libkey.io/10.1044/2022_AJSLP-22-00130

URL: <https://search.ebscohost.com/login.aspx?direct=true&AuthType=sso&db=rzh&AN=160296157&custid=ns023446>

7. A qualitative systematic review of the role of families in supporting communication in people with dementia

Item Type: Journal Article

Authors: Braithwaite Stuart, Laura; Jones, Catrin Hedd and Windle, Gill

Publication Date: 2022

Journal: International Journal of Language & Communication Disorders 57(5), pp. 1130-1153

Abstract: Background: Cognitive–communication difficulties are often associated with dementia and can impact a person's ability to participate in meaningful conversations. This can create challenges to families, reflecting the reality that people living with dementia rarely have just one regular conversation partner, but interact with multiple family members. To date, there is limited evidence of the impact of changes in communication patterns in families. A family systems approach, with foundations in psychology, can be used to explore the impact of communication difficulties on multiple different family members, including the person living with dementia and potential coping strategies used by individuals, together with the family as a whole. Methods & Procedures: A systematic review of primary qualitative research was conducted to identify and examine research exploring communication and interaction within families living with dementia. Studies were identified through a comprehensive search of major databases and the full-text articles were subject to a quality appraisal. We conducted a thematic analysis on the literature identified to consider the role of families in supporting communication for people with dementia. Outcomes & Results: The searches identified 814 possible articles for screening against the eligibility criteria. Nine articles were included in the final review. Three major themes emerged from the analysis of the included studies: (1) 'identities changing' reflected how interactions within the family systems impacted on identities; (2) 'loss' reflected the grief experienced by families due to changes in communication; and (3) 'developing communication strategies' highlighted strategies and approaches that families affected by dementia may use organically to engage in meaningful interactions and maintain connection. Only one study explicitly used a family systems approach to understand how families manage the changes in interaction resulting from dementia. Conclusions & Implications: The findings may usefully inform the clinical practice of speech and language therapists in terms of communication strategies and coping mechanisms that may be advised to facilitate connection in families living with dementia. Further research using a family systems approach to exploring communication in dementia may help to support the implementation of family-centred practice as recommended in policy. What this paper adds: What is already known on the subject: There is increasing recognition of the impact of dementia on whole families and the need for family-centred interventions to enhance quality of life. However, much of the research to date that explores communication within families affected by dementia examines interaction between dyads, largely overlooking the roles and skills of other familial communication partners. To the authors' knowledge, there has been no previous review of the literature using a family systems approach, which has the potential to inform clinical practice of those working in dementia care. What this paper adds to existing knowledge: The review examines and understands what is known about the approaches used by families affected by communication changes resulting from dementia to preserve connection. It collates the evidence from qualitative studies examining approaches and strategies used by individual conversation partners, including people with dementia, as well as the family system as a whole, to

facilitate meaningful interactions, and proposes recommendations for clinicians working in this field. Furthermore, we consider the potential benefits of using a family systems approach to understand the context of people living with dementia and how this could enhance communication, personhood and well-being. What are the potential or actual clinical implications of this work?: This review highlights practical conversation strategies and interactional approaches that may serve to enhance communication and preserve relationships between people with dementia and their family members. Such techniques have the potential to be advised by Speech and Language Therapists working in dementia care as part of tailored, relationship-centred care and support that they provide.

Access or request full text: <https://libkey.io/10.1111/1460-6984.12738>

URL: <https://search.ebscohost.com/login.aspx?direct=true&AuthType=sso&db=rzh&AN=159295226&custid=ns023446>

8. Stimulus- and Person-Level Variables Influence Word Production and Response to Anomia Treatment for Individuals With Chronic Poststroke Aphasia

Item Type: Journal Article

Authors: Braun, Emily J. and Kiran, Swathi

Publication Date: 2022

Journal: Journal of Speech, Language & Hearing Research 65(10), pp. 3854-3872

Abstract: Purpose: The impact of stimulus-level psycholinguistic variables and personlevel semantic and phonological processing skills on treatment outcomes in individuals with aphasia requires further examination to inform clinical decision making in treatment prescription and stimuli selection. This study investigated the influence of stimulus-level psycholinguistic properties and person-level semantic and phonological processing skills on word production accuracy and treatment response. Method: This retrospective analysis included 35 individuals with chronic, poststroke aphasia, 30 of whom completed typicality-based semantic feature treatment. Mixed-effects logistic regression models were used to predict binary naming accuracy (a) at baseline and (b) over the course of treatment using stimulus-level psycholinguistic word properties and person-level semantic and phonological processing skills as predictors. Results: In baseline naming, words with less complex lexical-semantic and phonological properties showed greater predicted accuracy. There was also an interaction at baseline between stimulus-level lexical-semantic properties and person-level semantic processing skills in predicting baseline naming accuracy. With treatment, words that were more complex from a lexical-semantic standpoint (vs. less complex) and less complex from a phonological standpoint (vs. more complex) improved more. Individuals with greater baseline semantic and phonological processing skills showed a greater treatment response. Conclusions: This study suggests that future clinical research and clinical work should consider semantic and phonological properties of words in selecting stimuli for semantically based treatment. Furthermore, future clinical research should continue to evaluate baseline individual semantic and phonological profiles as predictors of response to semantically based treatment.

Access or request full text: https://libkey.io/10.1044/2022_JSLHR-21-00527

URL: <https://search.ebscohost.com/login.aspx?direct=true&AuthType=sso&db=rzh&AN=159773112&custid=ns023446>

9. The Effects of Symbol Format and Psycholinguistic Features on Receptive Syntax Outcomes of Children Without Disability

Item Type: Journal Article

Authors: Brock, Kris L.;Zolkoske, Jamie;Cummings, Alycia and Ogiela, Diane A.

Publication Date: 2022

Journal: Journal of Speech, Language & Hearing Research 65(12), pp. 4741-4760

Abstract: Purpose: The graphic symbol is the foundation of augmentative and alternative communication (AAC) for many preliterate individuals; however, research has focused primarily on static graphic symbol sequences despite mainstream commercial technologies such as animation. The goal of this study was to compare static and animated symbol sequences across receptive communication outcome measures and psycholinguistic features (e.g., word frequency). Method: A counterbalanced, $2 \times 2 \times 2$ mixed design was used to investigate the effects of symbol format (animated and static), first condition (animated or static), and first experimental task (identification or labeling) on identification accuracy and labeling accuracy of graphic symbol sequences (five symbols) in 24 children with typical development ages 7 and 8 years old. Additionally, three 2×2 repeated-measures analyses of variance were conducted using symbol format (animated and static) and (a) word frequency (low, high), (b) imageability (low, high), and (c) concreteness (low, high). Results: In addition to superior identification and labeling accuracy of animated sequences, a significant interaction between symbol format and the first condition was observed for both experimental tasks. When the animation format was the first condition, then the children's performance improved in the subsequent static condition. Finally, word frequency, imageability, and concreteness ratings for all verbs and prepositions had significant effects on labeling accuracy of verbs and prepositions. Significant interactions between symbol format and psycholinguistic features were also found. For example, highly imageable, animated verbs were labeled with greater accuracy when compared with all other variables. Conclusions: Animation technology appears to alleviate some of the burden associated with word- and sentence-level outcomes in children with typical development. Moreover, animation appears to reduce the effects of psycholinguistic features such as word frequency and imageability by increasing the transparency of the symbol. Given the increase in research in this area, speech-language pathologists may consider adopting animated graphic symbols on a case-by-case basis as a tool to augment the learning of word classes in which movement is integral to comprehension.

Access or request full text: https://libkey.io/10.1044/2022_JSLHR-22-00022

URL: <https://search.ebscohost.com/login.aspx?direct=true&AuthType=sso&db=rzh&AN=160768020&custid=ns023446>

10. Communication and Social Interaction Experiences of Youths With Congenital Motor Speech Disorders

Item Type: Journal Article

Authors: Connaghan, Kathryn P.;Baylor, Carolyn;Romanczyk, Megan;Rickwood, Jessica and Bedell, Gary

Publication Date: 2022

Journal: American Journal of Speech-Language Pathology 31(6), pp. 2609-2627

Abstract: Purpose: The purpose of this study was to explore the communication and social interaction experiences of adolescents with congenital motor speech disorders due to cerebral palsy or Down syndrome, with the aim of identifying clinical and research needs to support the development and implementation of speech-language interventions. Method: Five male youths (ages 14–18 years) with congenital motor speech disorders and one of their parents participated in face-to-face, semistructured interviews designed to understand communication and social experiences in daily life. Interviews were audio-recorded and orthographically transcribed offline. Content was coded according to topic areas emerging in the data. Themes were developed to illustrate the most salient and representative aspects of participants' experiences according to the phenomenological tradition that recognizes that participants are experts in their "lived experience." Results: Participants described the youths' day-to-day

communication experiences, including facilitators and barriers to successful social interactions. Thematic analysis revealed three main themes: (a) strong core relationships amidst sparse, superficial interactions in daily life; (b) the complicated picture of why; and (c) how speech-language pathologists can help. Conclusions: Participants reported that the impact of congenital motor speech disorders on social interactions and experiences became more apparent in adolescence than in earlier childhood. Addressing communication challenges to meet the unique social demands of this period requires tailored interventions that target multiple contributing factors beyond speech impairment, such as social communication skills, negative communication partner attitudes, and participation opportunities. Shifting practice toward a life participation approach to communication intervention stands to substantially improve the long-term social outcomes of adolescents with motor speech disorders.

Access or request full text: https://libkey.io/10.1044/2022_AJSLP-22-00034

URL: <https://search.ebscohost.com/login.aspx?direct=true&AuthType=sso&db=rzh&AN=160296151&custid=ns023446>

11. Has Esophageal Speech Returned as an Increasingly Viable Postlaryngectomy Voice and Speech Rehabilitation Option?

Item Type: Journal Article

Authors: Doyle, Philip C. and Damrose, Edward J.

Publication Date: 2022

Journal: Journal of Speech, Language & Hearing Research 65(12), pp. 4714-4723

Abstract: Purpose: The literature on postlaryngectomy voice and speech rehabilitation is long-standing. Although multiple rehabilitation options have existed over the years, the acquisition and use of esophageal speech (ES) has decreased significantly over the past 40 years. This reduction coincides with the increased application of tracheoesophageal puncture (TEP) voice restoration. The literature suggests that voice acquisition failures observed secondary to TEP may represent a similar phenomenon that led to ES acquisition failures. Method: A comprehensive review of the literature on ES and TEP voice/speech was conducted. Specific attention was directed toward information on ES and TEP speech failures. Information on pharyngoesophageal segment (PES) spasm in the context of ES and TEP voicing failures was of specific importance. Results: Similarities between voicing failures with both ES and TEP were identified. In order to resolve spasm in TEP speech, proactive efforts to eliminate it were undertaken, and regardless of the method used, voicing improvements were observed. These data suggest that both ES and TEP speech acquisition failures may be related to the same control mechanisms influencing the PES. Conclusions: The elimination of PES spasm provides evidence that justifies the reconsideration of ES. Consequently, ES may return as an increasingly viable postlaryngectomy voice and speech rehabilitation option.

Access or request full text: https://libkey.io/10.1044/2022_JSLHR-22-00356

URL: <https://search.ebscohost.com/login.aspx?direct=true&AuthType=sso&db=rzh&AN=160768018&custid=ns023446>

12. Effectiveness of intervention focused on vocational course vocabulary in post-16 students with (developmental) language disorder

Item Type: Journal Article

Authors: Ebbels, S. H.; Bannister, L.; Holland, B. and Campbell, L.

Publication Date: 2022

Journal: International Journal of Language & Communication Disorders 57(6), pp. 1334-1353

Abstract: Background: People with language disorders (including developmental language disorder—DLD) often struggle to learn new words and, for young adults, this could affect their success in future work. Therefore, it is crucial to support their learning of career-specific vocabulary. However, little published evidence exists regarding the effectiveness of speech and language intervention for older adolescents and young adults with (developmental) language disorder (D)LD within a post-16 provision. Aims: To investigate whether for students with (D)LD in a post-16 environment, the addition of direct individual intervention from a speech and language therapist (SLT) teaching course-specific vocabulary leads to more progress than just in-course teaching on bespoke vocabulary measures. Methods & Procedures: A total of 28 college-aged students (11 female and 17 male) with (D)LD (aged 16.0–19.9) participated in a within-participant study comparing progress with explicit vocabulary intervention plus in-course teaching versus in-course teaching alone. The participants were assessed at four time points (3 months pre-intervention, immediately pre- and post-intervention, 3.5 months after intervention) using bespoke vocabulary assessments with an equal number of nouns, verbs and adjectives. All participants received one-to-one vocabulary intervention from their usual SLT for 30 min per week for 9 weeks. The intervention had four main components: (1) to identify intervention focus, (2) to recap previously taught terms (using an online flashcard program), (3) to explicitly teach new words using word maps to help with: creating definition and pictorial representation, identification of word class and investigation of phonological and morphological properties, and (4) to add new words, with their definition and pictorial representation to online flashcard program. Outcomes & Results: The results showed a stable baseline, then during the intervention term significant progress on words targeted only in lessons and significantly greater progress on words targeted both in lessons and SLT sessions. Progress was maintained for 14 weeks. Individuals with initially lower scores showed smaller intervention effects. In general, performance was higher on verbs and on the definition recognition task and lower on the production tasks, but all tasks improved with intervention. Conclusions & Implications: Direct one-to-one vocabulary intervention with an SLT can lead to significant gains in knowledge of course-specific terminology for college-aged students with (D)LD. The effectiveness of speech and language therapy services for this age group in a wider range of areas of language and social communication should also be investigated. What this paper adds: What is already known on this subject: Very few services exist for young adults with DLD, despite their persisting language difficulties and the detrimental impact of these on their academic attainment and employment prospects. Most careers involve specific vocabulary which is crucial to executing a role successfully and these need to be learned by those looking to move into these careers. However, children, adolescents and adults with DLD struggle to learn new words and may need help in this area. What this study adds to existing knowledge: The young adults with (D)LD received 9 weeks of intervention targeting individualized course-specific vocabulary (nouns, verbs and adjectives), using word maps to focus on word forms, definitions, morphologically related words and syntactic information such as word class and how to use the word in a sentence. An online learning tool provided regular spaced retrieval practice of previously taught words and their definitions. The participants showed significant progress with learning course-specific vocabulary from attending lessons. However, they made significantly greater progress on those words which were also targeted in individual SLT sessions, regardless of word class. Progress was maintained over 14 weeks. What are the potential or actual clinical implications of this work?: Direct one-to-one vocabulary intervention with an SLT can lead to significantly greater gains in the acquisition of targeted course-specific terminology for young adults with (D)LD than the vocabulary teaching available in lessons. Individual intervention delivered by SLTs should therefore be offered to this age group of students with (D)LD to maximize their ability to access the academic curriculum and their future careers. Indeed, the broader role of SLTs in helping these young adults to access the world of work and independent living should be further investigated and supported.

Access or request full text: <https://libkey.io/10.1111/1460-6984.12758>

URL: <https://search.ebscohost.com/login.aspx?direct=true&AuthType=sso&db=rzh&AN=160306053&custid=ns023446>

13. An Evaluation of the P300 Brain–Computer Interface, EyeLink Board, and Eye-Tracking Camera as Augmentative and Alternative Communication Devices

Item Type: Journal Article

Authors: Elliott, Claire;Sutherland, Dean;Gerhard, Daniel and Theys, Catherine

Publication Date: 2022

Journal: Journal of Speech, Language & Hearing Research 65(11), pp. 4280-4290

Abstract: Purpose: Augmentative and alternative communication (AAC) systems are important to support communication for individuals with complex communication needs. A recent addition to AAC system options is the brain–computer interface (BCI). This study aimed to compare the clinical application of the P300 speller BCI with two more common AAC systems, the EyeLink board, and an eye-tracking camera. Method: Ten participants without communication impairment (18–35 years of age) used each of the three AAC systems to spell three-letter words in one session. Accuracy and speed of letter selection were measured, and questionnaires were administered to evaluate usability, cognitive workload, and user preferences. Results: The results showed that the BCI was significantly less accurate, slower, and with lower usability and higher cognitive workload compared to the eye-tracking camera and EyeLink board. Participants rated the eye-tracking camera as the most favorable AAC system on all measures. Conclusions: The results demonstrated that while the P300 speller BCI was usable by most participants, it did not function as well as the eye-tracking camera and EyeLink board. The clinical use of the BCI is, therefore, currently difficult to justify for most individuals, particularly when considering the substantial cost and setup resourcing needed.

Access or request full text: https://libkey.io/10.1044/2022_JSLHR-21-00572

URL: <https://search.ebscohost.com/login.aspx?direct=true&AuthType=sso&db=rzh&AN=160296012&custid=ns023446>

14. Introduction: Innovations in Treatment for Children With Speech Sound Disorders

Item Type: Journal Article

Authors: Farquharson, Kelly and Tambyraja, Sherine

Publication Date: 2022

Journal: Language, Speech & Hearing Services in Schools 53(3), pp. 627-631

Abstract: Purpose: There is a clear need for effective and efficient interventions for children with speech sound disorder (SSD) that can be implemented in both clinical and school-based settings. Method: This forum was created for any clinician who treats SSDs. We asked the invited authors to include immediately actionable information, such as therapy activities, tips for goal writing or progress monitoring, assessment processes, and frameworks for conversations with parents. Results: We have curated nine scientifically based articles that highlight the heterogeneity of SSDs and how various subpopulations require uniquely tailored interventions. Some children with SSDs require treatment approaches that are more heavily embedded in phonological theories (e.g., maximal or multiple oppositions) or that extend beyond speech production and include speech perception and phonological awareness skills. Clinicians also need to be mindful of not only which sounds are affected, but which kinds of errors a child is making. For instance, lateral lisps and residual speech sound errors should be evaluated and treated differently from other kinds of speech sound errors. There are certainly subpopulations of children with SSDs for whom there is extremely limited data upon which speech-language pathologists can base clinical decisions, such as children under the age of 3 years or children who are multilingual. Finally, there is a crucial need to better

understand the social-emotional impacts of SSDs. Tools to aid in including social-emotional data within assessment and intervention outcomes are also included in this forum. Conclusion: The traditional articulation approach is the most commonly used approach in school-based settings; however, there are many children for whom this approach is not appropriate. We hope to provide a robust resource for busy school-based speech-language pathologists who treat children with SSD--specifically, we hope clinicians embrace the opportunity to "think outside the box" of traditional articulation therapy.

Access or request full text: https://libkey.io/10.1044/2022_LSHSS-22-00065

URL: <https://search.ebscohost.com/login.aspx?direct=true&AuthType=sso&db=rzh&AN=157854839&custid=ns023446>

15. Pediatric Voice Therapy: How Many Sessions to Discharge?

Item Type: Journal Article

Authors: Fujiki, Robert Brinton and Thibeault, Susan L.

Publication Date: 2022

Journal: American Journal of Speech-Language Pathology 31(6), pp. 2663-2674

Abstract: Purpose: Voice therapy is the primary treatment for children presenting with benign morphological vocal fold changes. This study examined the number of voice therapy sessions required to meet treatment goals and identified factors that predicted treatment length for pediatric voice patients. Method: An observational cohort design was employed. Data were extracted from the University of Wisconsin–Madison Voice and Swallow Outcome Database. This study examined 62 children who completed a course of voice therapy with a speech-language pathologist (SLP) addressing dysphonia caused by benign vocal fold lesions. Extracted data included patient demographics, auditory-perceptual assessments, acoustic and aerodynamic voice measures, videostroboscopy ratings, and medical comorbidities. Linear regression was used to identify predictors of number of therapy sessions. Results: Patients received an average of 7.5 sessions of voice therapy prior to discharge. Baseline auditory-perceptual assessment of dysphonia ($p = .032$), phonation threshold pressure (PTP, $p = .005$), Glottal Function Index (GFI) score ($p = .006$), and glottic closure pattern ($p = .023$) were significant predictors of number of voice therapy sessions. These measures, as well as hourglass glottic closure, predicted longer intervention duration. The regression model had an overall r^2 of .62. Conclusions: Pediatric voice therapy addressing benign vocal fold lesions and/ or laryngeal edema required an average of 7.54 sessions before voice outcomes were sufficiently improved for discharge. More severe overall SLP ratings of dysphonia, GFI scores, PTP, or hourglass glottic closure pattern significantly predicted increased number of therapy sessions prior to discharge. Future work should determine what other factors affect treatment duration and how the efficiency of pediatric voice therapy can be maximized.

Access or request full text: https://libkey.io/10.1044/2022_AJSLP-22-00111

URL: <https://search.ebscohost.com/login.aspx?direct=true&AuthType=sso&db=rzh&AN=160296154&custid=ns023446>

16. What Is the Role of Questioning in Young Children's Fluency?

Item Type: Journal Article

Authors: Garbarino, Julianne and Ratner, Nan Bernstein

Publication Date: 2022

Journal: American Journal of Speech-Language Pathology 31(5), pp. 2061-2077

Abstract: Purpose: Most therapy programs for young children who stutter (CWS) involve caregiver counseling and adjustment of caregiver behavior to maximize opportunities for the child to be more fluent. One component sometimes included as a recommended adjustment is a reduction in caregiver question asking, as question asking is hypothesized to increase language formulation demands on the child. However, there is limited research to guide clinician advisement to caregivers that has controlled for numerous potential confounding factors, including utterance length and grammaticality, that may impact potential stressors on children. Our aim was to assess whether there was an empirical basis for such recommendations by comparing disfluency profiles of answers to questions and nonanswer utterances produced by children during spontaneous play with parents and examiners.*** Method: We analyzed fluency and structural properties as well as pragmatic function of 15,782 utterances from language samples produced by 32 CWS and 32 children who do not stutter (CWNS) who were between 28 and 50 months of age. CWS and CWNS were matched on gender and age within 4 months and were matched as closely as possible on maternal education.*** Results: For utterances produced by CWS, answers to adult questions were significantly less likely to contain stuttering-like disfluencies than other utterance types, and this was still true after controlling for utterance length and grammaticality. In contrast, for utterances produced by CWNS, answers to questions were significantly more likely to be disfluent than other utterance types after controlling for length and grammaticality.*** Conclusion: Given the current findings, some prior research, and the documented potential benefits in language development for adult question asking of children, we do not believe that clinicians need to recommend changes to typical question-asking behavior by caregivers of CWS.

Access or request full text: https://libkey.io/10.1044/2022_AJSLP-21-00209

URL: <https://search.ebscohost.com/login.aspx?direct=true&AuthType=sso&db=rzh&AN=158988554&custid=ns023446>

17. A Scoping Review of Research Evaluating Physiological Information for Individuals With Developmental Disabilities: Augmentative and Alternative Communication Research Considerations

Item Type: Journal Article

Authors: Holyfield, Christine and Zimmerman, Tara O. 'Neill

Publication Date: 2022

Journal: Journal of Speech, Language & Hearing Research 65(11), pp. 4306-4326

Abstract: Purpose: Today, an ever-increasing number of technological advancements are becoming mainstream. As the availability of technological innovations increases, so do opportunities for evaluating any benefits of those innovations in augmentative and alternative communication (AAC) research for individuals with developmental disabilities. One innovation that has become mainstream is the use of noninvasive wearable technology to provide physiological information (e.g., heart rate, skin conductance). Such information could be valuable in AAC research, but more information about its potential feasibility and utility is needed. Method: A scoping review was conducted to review and report on existing research that has evaluated (a) physiological information as a communication intervention tool for individuals with developmental disabilities and (b) the relationship between physiological information from individuals with developmental disabilities and behavioral and/or environmental information in real time. Results: Results revealed that, while little communication intervention research has been completed, descriptive research demonstrates that physiological information from individuals with developmental disabilities gathered using wearable technology corresponds meaningfully to observable environmental and behavioral events. Conclusions: Future AAC research incorporating wearable technology to gather physiological information is warranted. Such research could evaluate potential benefits such as preempting challenging behavior with communication opportunities, signaling readiness for language learning, indicating AAC feature preferences, and

expanding methodological approaches.

Access or request full text: https://libkey.io/10.1044/2022_JSLHR-22-00087

URL: <https://search.ebscohost.com/login.aspx?direct=true&AuthType=sso&db=rzh&AN=160296015&custid=ns023446>

18. Association between timing of speech and language therapy initiation and outcomes among post-extubation dysphagia patients: a multicenter retrospective cohort study

Item Type: Journal Article

Authors: Hongo, Takashi; Yamamoto, Ryohei; Liu, Keibun; Yaguchi, Takahiko; Dote, Hisashi; Saito, Ryusuke; Masuyama, Tomoyuki; Nakatsuka, Kosuke; Watanabe, Shinichi; Kanaya, Takahiro; Yamaguchi, Tomoya; Yumoto, Tetsuya; Naito, Hiromichi and Nakao, Atsunori

Publication Date: 2022

Journal: Critical Care 26(1), pp. 1-10

Access or request full text: <https://libkey.io/10.1186/s13054-022-03974-6>

URL: <https://search.ebscohost.com/login.aspx?direct=true&AuthType=sso&db=rzh&AN=160178926&custid=ns023446>

19. Development of a new scale for the measurement of interprofessional collaboration among occupational therapists, physical therapists and speech-language therapists

Item Type: Journal Article

Authors: Ikeda, Kohei and Sasada, Satoshi

Publication Date: 2022

Journal: Hong Kong Journal of Occupational Therapy 35(2), pp. 146-153

Abstract: Background/Objective: The purpose of this study is to develop and validate an instrument to assess interprofessional collaboration by occupational therapists, physical therapists, and speech-language therapists. Methods: Item development consisted of a review of interprofessional collaboration and group interviews with occupational therapists, physical therapists, and speech-language therapists. The developed items were surveyed on a 4-point Likert scale among occupational therapists, physical therapists, and speech-language therapists. Ceiling effects, floor effects, and item-total correlation analysis for each item, as well as constructs, internal consistency, and cross-cultural validity of the scales were evaluated. Results: A total of 47 items were extracted for evaluation and 28 items with five factors ("team-oriented behavior," "exchange of opinions," "flexible response," "sharing the whole picture of the patient," and "coordination of support methods") were retained after the evaluation. The correlation coefficients of the five factors ranged from 0.48 to 0.72. The total score of each factor and the total score of all 28 items were compared for occupational therapists, physical therapists, and speech-language therapists, and the result showed that there was no statistically significant difference between the total scores of all factors and the job titles. The Cronbach's alpha coefficients for the five factors are 0.842, 0.840, 0.805, 0.732, and 0.734 for the first, second, third, fourth, and fifth factors, respectively. Conclusions: The developed scale includes items aimed at facilitating patients' activities of daily living through interprofessional collaboration, and its content reflects the expertise of occupational therapists, physical therapists, and speech-language therapists.

Access or request full text: <https://libkey.io/10.1177/15691861221111439>

URL: <https://search.ebscohost.com/login.aspx?direct=true&AuthType=sso&db=rzh&AN=160576940&custid=ns023446>

20. Prologue to the Forum: Care of the Whole Child: Key Considerations When Working With Children With Childhood Apraxia of Speech

Item Type: Journal Article

Authors: Iuzzini-Seigel, Jenya

Publication Date: 2022

Journal: Language, Speech & Hearing Services in Schools 53(4), pp. 921-925

Abstract: Purpose: This prologue introduces the LSHSS Forum: Care of the Whole Child: Key Considerations When Working With Children With Childhood Apraxia of Speech. The goals of the forum are to provide (a) an overview of several cooccurring conditions and challenges that may affect children in this population and (b) methods and materials to enhance diagnostic accuracy and treatment efficacy to help children with childhood apraxia of speech (CAS) to thrive. Method: The prologue provides an overview of what it means to care for the whole child and introduces the five articles in the forum, including research and clinical focus articles as well as tutorials. Infographics, assessment templates, video examples, case studies, and treatment goals are included throughout the forum to promote translation from research to practice. Conclusion: Children with CAS may experience a breadth of skills, challenges, and diagnoses. By learning (a) to identify possible co-occurring conditions, (b) when to make referrals, and (c) how to best accommodate and treat children when different conditions are present, speech-language pathologists can further increase the quality of care provided and ability to advocate for some of our most vulnerable clients and their families.

Access or request full text: https://libkey.io/10.1044/2022_LSHSS-22-00119

URL: <https://search.ebscohost.com/login.aspx?direct=true&AuthType=sso&db=rzh&AN=159881628&custid=ns023446>

21. The impact of participation in research for speech and language therapy departments and their patients: A case example of the Big CACTUS multicentre trial of self-managed computerized aphasia therapy

Item Type: Journal Article

Authors: Jimenez Forero, Sonia, J. and Palmer, Rebecca

Publication Date: 2022

Journal: International Journal of Language & Communication Disorders

Abstract: Background: In order to conduct research that is meaningful to speech and language therapy services and their patients, it is often desirable to conduct the research within routine clinical services. This can require considerable time and commitment from speech and language therapists (SLTs). It is therefore important to understand the impact that such participation in research can have.; Aims: To explore the impact of research participation in the Big CACTUS study of self-managed computerized aphasia therapy conducted in 21 UK NHS speech and language therapy departments.; Methods & Procedures: An online survey was sent to SLTs who took the lead

role for the study at their NHS Trust to evaluate the impact of study participation in three domains: capacity-building, research development and health services. The questionnaire, based on the VICTOR framework for evaluating research impact, included Likert scale statements and closed and open-ended questions. The results from open-ended questions were coded and analysed using framework analysis in NVivo 12 and the data from closed questions were analysed descriptively.; Outcomes & Results: A total of 12 SLTs returned the survey. Nine codes were identified from open-ended questions and 20 predefined from the literature. Analysis of the responses demonstrated the perceived impact including improvements in practices and access to therapy, investments in infrastructure, increased SLT profile, and impact on research culture among SLTs. The usefulness of the intervention during the COVID-19 pandemic was also highlighted.; Conclusions & Implications: The results suggest participation in Big CACTUS has resulted in improvements in patient care and SLT research capacity and culture in speech and language therapy departments.; What This Paper Adds: What is already known on the subject Practice-based research is encouraged to assist with the clinical relevance of the research findings. Participation in research can be seen as an activity that is additional to the core business of patient care and it can be difficult to secure time to participate or conduct research in clinical settings. Impact evaluation initiatives of individual trials facilitate early identification of benefits beyond the trial. What this paper adds to existing knowledge This study describes specific examples of the impact on services, staff and patients from SLT participation and leadership in the Big CACTUS speech and language therapy trial in clinical settings. What are the potential or actual clinical implications of this study? Clinical services participating in research may benefit from improved clinical care for patients both during and after the study, an improved professional reputation, and increased research capacity and culture within the clinical settings. (© 2022 The Authors. International Journal of Language & Communication Disorders published by John Wiley & Sons Ltd on behalf of Royal College of Speech and Language Therapists.)

Access or request full text: <https://libkey.io/10.1111/1460-6984.12814>

URL: <https://search.ebscohost.com/login.aspx?direct=true&AuthType=sso&db=mdc&AN=36478493&custid=ns023446>

22. The experiences of speech-language therapists providing telerehabilitation services to children with autism spectrum disorder

Item Type: Journal Article

Authors: Karrim, Saira B.;Flack, Penelope S.;Naidoo, Urisha;Beagle, Stephanie and Pontin, Abigail

Publication Date: 2022

Journal: South African Journal of Communication Disorders 69(2), pp. 1-12

Abstract: Background: There has been an increased emergence of the use of telerehabilitation by speech-language therapists (SLTs) in South Africa since the COVID-19 pandemic in 2020. Objectives: To explore the criteria that SLTs use when recommending telerehabilitation for children with autism spectrum disorder (ASD), the technical skills required, strategies used by SLTs, the restrictions encountered when conducting telerehabilitation and the views of SLTs on telerehabilitation in comparison to face-to-face therapy for children with ASD. Method: A descriptive, phenomenological, qualitative study design was utilised. Purposive and snowball sampling techniques were employed. Six SLTs from the private sector, who had experience providing telerehabilitation to children with ASD, were recruited from three provinces in South Africa. Data were gathered via semistructured online interviews and analysed using thematic analysis. Results: Two out of five themes that emerged from this study are presented in this paper, i.e. approaches to telerehabilitation and the benefits of telerehabilitation. Results revealed that telerehabilitation was used to provide assessment and therapy during the COVID-19 pandemic lockdowns as an alternative method of service delivery. Assessment and treatment strategies included synchronous and asynchronous methods, family collaboration, social stories, frequent breaks and interactive sessions. Telerehabilitation reduced the client's and SLT's travel costs and increased caregiver and clinician satisfaction. Client progress and increased awareness of SLT were viewed as further benefits. Conclusion: Telerehabilitation was found

to be beneficial to most children with ASD, and in most cases, the benefits far outweighed the challenges encountered. Clinical implications included the need for caregiver support in facilitating effective carryover, an increase in SLTs' knowledge and the opportunity to provide services to a broader geographical range. Limitations of the study are included.

Access or request full text: <https://libkey.io/10.4102/sajcd.v69i2.917>

URL: <https://search.ebscohost.com/login.aspx?direct=true&AuthType=sso&db=rzh&AN=159484188&custid=ns023446>

23. Supporting Emergent Bilinguals Who Use Augmentative and Alternative Communication and Their Families: Lessons in Telepractice From the COVID-19 Pandemic

Item Type: Journal Article

Authors: King, Marika;Ward, Hannah;Soto, Gloria and Barrett, Tyson S.

Publication Date: 2022

Journal: American Journal of Speech-Language Pathology 31(5), pp. 2004-2021

Abstract: Purpose: The purpose of this project was to examine the effect of the COVID-19 pandemic on speech-language pathologist (SLP) service provision for emergent bilinguals who use augmentative and alternative communication (AAC). One prominent issue in AAC service delivery is the efficacy and feasibility of providing AAC services via telepractice. The COVID-19 pandemic intensified this issue as most providers, clients, and families adjusted to remote service delivery models. While emerging evidence supports telepractice in AAC, little is known about the potential benefits and challenges of telepractice for emergent bilinguals who use AAC and their families.*** Method: Data were collected via a nationwide survey. Licensed SLPs (N = 160) completed an online questionnaire with Likert-type, multiple-choice, and openended questions, analyzed using mixed methods.*** Results: Findings illustrated a shift in service delivery from in-person to telepractice and hybrid (both telepractice and in-person) models. Overall, child intervention outcomes declined for emergent bilinguals who used AAC during the COVID-19 pandemic, regardless of service delivery format. However, collaboration increased for many providers and families. Qualitative analyses highlighted barriers to AAC service provision for emergent bilinguals who use AAC that were exacerbated by the COVID-19 pandemic, as well as factors that facilitated collaboration and family engagement.*** Conclusion: These findings suggest that, despite challenges, telepractice or hybrid services may be a promising approach to provide more culturally responsive, family-centered care for emergent bilinguals who use AAC.

Access or request full text: https://libkey.io/10.1044/2022_AJSLP-22-00003

URL: <https://search.ebscohost.com/login.aspx?direct=true&AuthType=sso&db=rzh&AN=158988551&custid=ns023446>

24. Factors influencing the success of telepractice during the COVID-19 pandemic and preferences for post-pandemic services: An interview study with clinicians and parents

Item Type: Journal Article

Authors: Kwok, Elaine Yuen Ling;Pozniak, Kinga;Cunningham, Barbara Jane and Rosenbaum, Peter

Publication Date: 2022

Journal: International Journal of Language & Communication Disorders 57(6), pp. 1354-1367

Abstract: Background: There has been a significant uptake in the use of telepractice during the coronavirus SARS-CoV-2 (COVID-19) pandemic. This study explored the experiences of speech and language therapists (SLTs), assistants (SLTAs) and parents with telepractice during the COVID-19 pandemic. Aims: (1) To identify factors that influenced success of telepractice; and (2) to describe clinicians' and parents' preferences for the future mode of service delivery for preschoolers with communication disorders. Methods & Procedures: The study was conducted in partnership with one publicly funded programme in Ontario, Canada, that offered services to preschoolers with speech, language and communication needs at no cost. SLTs (N = 13), assistants (N = 3) and parents (N = 13) shared their experiences and perspectives during semi-structured videoconference interviews. Outcomes & Results: Factors that influenced the success of telepractice were reported in three categories: the setting (i.e., where and how telepractice was being delivered); the nature of telepractice (i.e., the services that were provided via telepractice); and the individuals (i.e., who was involved in telepractice). These factors were reported to interact with each other. As the needs for each child and family are unique, parents and clinicians reported a preference for a hybrid and flexible service delivery model in the future. Conclusions & Implications: The themes identified in this study can be used by clinicians and managers to consider factors that influence the success of telepractice for children and families. WHAT THIS PAPER ADDS: What is already known on the subject?: Studies conducted before the COVID-19 pandemic showed that telepractice was an effective and acceptable service approach. However, some clinicians and parents reported wanting to resume in-person visits. The provision of telepractice services to families with children with communication disorders increased significantly during COVID-19. What this paper adds to existing knowledge?: Parents and clinicians shared factors that influenced the success of telepractice during semi-structured interviews. Factors were identified in three categories: the setting (i.e., where and how telepractice was being delivered); the nature of telepractice (i.e., the services that were provided via telepractice); and the individuals (i.e., who were involved in telepractice). As each child's and family's needs are unique, parents and clinicians reported a preference for a hybrid and flexible service delivery model in the future. What are the potential or actual clinical implications of this work?: SLTs and SLT managers can use the factors identified to discuss with parents and decide whether telepractice may be well suited to the needs of each child and family.

Access or request full text: <https://libkey.io/10.1111/1460-6984.12760>

URL: <https://search.ebscohost.com/login.aspx?direct=true&AuthType=sso&db=rzh&AN=160306055&custid=ns023446>

25. Measuring Change During Intervention Using Norm-Referenced, Standardized Measures: A Comparison of Raw Scores, Standard Scores, Age Equivalents, and Growth Scale Values From the Preschool Language Scales–Fifth Edition

Item Type: Journal Article

Authors: Kwok, Elaine;Feiner, Hannah;Grauzer, Jeffrey;Kaat, Aaron and Roberts, Megan Y.

Publication Date: 2022

Journal: Journal of Speech, Language & Hearing Research 65(11), pp. 4268-4279

Abstract: Purpose: Norm-referenced, standardized measures are tools designed to characterize a child's abilities relative to their same-age peers, but they also have been used to measure changes in skills during intervention. This study compared the psychometric properties of four types of available scores from one commonly used standardized measure, the Preschool Language Scales–Fifth Edition (PLS-5), to detect changes in children's language skills during and after a language intervention. Method: This study included data from 110 autistic children aged 18–48 months whose mother participated in an 8-week parent-mediated language intervention. Children's language skills were measured at 3 time points using the PLS-5. Changes in children's expressive and receptive language skills were calculated using raw scores, standard scores, age equivalents, and growth scale values (GSVs). Results: Analysis of

raw scores, age equivalents, and GSVs indicated significant improvement in the scores of autistic children in both receptive and expressive language throughout the study (i.e., during the intervention period and in the 3-month period after the intervention). Standard scores suggested improvement only in the receptive language scale during the intervention period. Standard scores showed a floor effect for children who scored at -3 SD below the mean. Conclusions: Findings suggested that GSVs were not only psychometrically sound but also the most sensitive measure of direct changes in skills compared to raw, standard, and age-equivalent scores. Floor effects may limit the sensitivity of standard scores to detect changes in children's skills. Strengths, limitations, and interpretations of each of the scoring approaches in measuring changes in skills during intervention were discussed.

Access or request full text: https://libkey.io/10.1044/2022_JSLHR-22-00122

URL: <https://search.ebscohost.com/login.aspx?direct=true&AuthType=sso&db=rzh&AN=160296011&custid=ns023446>

26. Effect of Video Augmentative and Alternative Communication Technology on Communication During Play With Peers for Children With Autism Spectrum Disorder

Item Type: Journal Article

Authors: Laubscher, Emily; Barwise, Allison and Light, Janice

Publication Date: 2022

Journal: Language, Speech & Hearing Services in Schools 53(4), pp. 1101-1116

Abstract: Purpose: Children with autism spectrum disorder (ASD) are at risk for exclusion from play with their peers due to difficulty with communication skills. Video augmentative and alternative communication (AAC) technology has the potential to support communication within the context of play using videos with integrated visual scene displays. This study investigated the effect of a video AAC intervention on the number of turns in which children with ASD demonstrated symbolic communication during interactions with a peer without disabilities. Maintenance of skills, generalization to untrained play scenarios, and stakeholder perceptions of the video AAC technology were also investigated. Method: This study used a single-case, multiple-probe design across participant dyads. It included baseline, intervention, maintenance, and generalization phases. Six children with ASD and six peers participated in the study. Results and Conclusions: All six participants with ASD demonstrated an increase in the number of turns in which they demonstrated at least one symbolic communication act following intervention, although one participant demonstrated variability in baseline performance, making it difficult to draw conclusions. Results provide preliminary evidence that instruction with video AAC technology can support communication for children with ASD during play interactions with peers.

Access or request full text: https://libkey.io/10.1044/2022_LSHSS-21-00136

URL: <https://search.ebscohost.com/login.aspx?direct=true&AuthType=sso&db=rzh&AN=159881639&custid=ns023446>

27. Swallowing and Motor Speech Skills in Unilateral Cerebral Palsy: Novel Findings From a Preliminary Cross-Sectional Study

Item Type: Journal Article

Authors: Malandraki, Georgia A.; Mitchell, Samantha S.; Arkenberg, Rachel E. Hahn; Brown, Barbara; Craig, Bruce A.; Burdo-Hartman, Wendy; Lundine, Jennifer P.; Darling-White, Meghan and Goffman, Lisa

Publication Date: 2022

Journal: Journal of Speech, Language & Hearing Research 65(9), pp. 3300-3315

Abstract: Purpose: Our purpose was to start examining clinical swallowing and motor speech skills of school-age children with unilateral cerebral palsy (UCP) compared to typically developing children (TDC), how these skills relate to each other, and whether they are predicted by clinical/demographic data (age, birth history, lesion type, etc.). Method: Seventeen children with UCP and 17 TDC (7-12 years old) participated in this cross-sectional study. Feeding/swallowing skills were evaluated using the Dysphagia Disorder Survey (DDS) and a normalized measure of mealtime efficiency (normalized mealtime duration, i.e., nMD). Motor speech was assessed via speech intelligibility and speech rate measures using the Test of Children's Speech Plus. Analyses included nonparametric bootstrapping, correlation analysis, and multiple regression. Results: Children with UCP exhibited more severe (higher) DDS scores ($p = .0096$, Part 1; $p = .0132$, Part 2) and reduced speech rate than TDC ($p = .0120$). Furthermore, in children with UCP, total DDS scores were moderately negatively correlated with speech intelligibility (words: $r = -.6162$, $p = .0086$; sentences: $r = -.60792$, $p = .0096$). Expressive language scores were the only significant predictor of feeding and swallowing performance, and receptive language scores were the only significant predictor of motor speech skills. Conclusions: Swallowing and motor speech skills can be affected in schoolage children with UCP, with wide variability of performance also noted. Preliminary cross-system interactions between swallowing, speech, and language are observed and might support the complex relationships between these domains. Further understanding these relationships in this population could have prognostic and/or therapeutic value and warrants further study.

Access or request full text: https://libkey.io/10.1044/2022_JSLHR-22-00091

URL: <https://search.ebscohost.com/login.aspx?direct=true&AuthType=sso&db=rzh&AN=159118775&custid=ns023446>

28. Evaluating Palin Stammering Therapy for School Children (Palin STSC 8-14): protocol for a feasibility randomised controlled trial comparing Palin STSC(8-14) with usual treatment

Item Type: Journal Article

Authors: Millard, S. K.;Murphy, S.;Barton, G.;Leathersich, M.;Mills, G.;Rixon, L.;Shepstone, L.;Sims, E. and Joffe, V.

Publication Date: 2022

Journal: Pilot and Feasibility Studies 8(1), pp. 210

Abstract: Background: Having a stammer can have a significant effect on a child's social, emotional and educational development. With approximately 66,000 children in the UK having a stammer, there is a need to establish an adequate evidence base to inform clinical practice. We describe a feasibility trial to explore the effectiveness of a new therapy programme for children aged 8-14: Palin Stammering Therapy for School Children (Palin STSC(8-14)). Preliminary data from the Michael Palin Centre, where the programme was developed, indicate that Palin STSC(8-14) is effective in reducing stammering frequency and impact for children, with beneficial effects for parents too. We will investigate the feasibility of the methods required for a definitive randomised controlled trial to investigate the application of this therapy by NHS speech and language therapists (SLTs), compared with 'treatment as usual' (TAU), beyond the specialist context in which it was developed.; Methods: This is a two-arm feasibility cluster-randomised controlled trial of Palin STSC(8-14) with TAU control arm, and randomisation at the level of the SLT. Quantitative and qualitative data will be collected to examine the following: the recruitment and retention of therapists and families, the acceptability of the research processes and the therapeutic intervention and the appropriateness of the therapy outcome measures. Assessments will be completed by children and parents at baseline and 6 months later, including measures of stammering severity; the impact of child's stammering on both children and parents; child temperament, behaviour and peer relations, anxiety; quality of life; and economic outcomes. There will also be a qualitative process evaluation, including interviews with parents, children, SLTs and SLT managers to explore the

acceptability of both the research and therapy methods. Treatment fidelity will be examined through analysis of therapy session records and recordings.; Discussion: The findings of this feasibility trial will inform the decision as to whether to progress to a full-scale randomised controlled trial to explore the effectiveness of Palin STSC(8-14) when compared to Treatment as Usual in NHS SLT services. There is a strong need for an evidence-based intervention for school age children who stammer.; Trial Registration: ISRCTN. ISRCTN17058884 . Registered on 18 December 2019. (© 2022. The Author(s).)

Access or request full text: <https://libkey.io/10.1186/s40814-022-01158-1>

URL: <https://search.ebscohost.com/login.aspx?direct=true&AuthType=sso&db=mdc&AN=36114558&custid=ns023446>

29. Speech-Language Pathologists' Feelings and Practices Regarding Technological Apps in School Service Delivery

Item Type: Journal Article

Authors: Olszewski, Arnold;Smith, Erika and Franklin, Amber D.

Publication Date: 2022

Journal: Language, Speech & Hearing Services in Schools 53(4), pp. 1051-1073

Abstract: Purpose: Thousands of technological applications (apps) have emerged in the past decade, yet few studies have examined how apps are used by speechlanguage pathologists (SLPs), their effectiveness, and SLPs' feelings regarding their use. This study explored how SLPs use apps and their feelings regarding their use in schools, as well as considerations made by SLPs prior to implementing apps in therapy sessions. Method: A survey was distributed electronically to school-based SLPs in Ohio, yielding 69 valid responses. The study probed SLP demographics, patterns of app use in schools, and feelings toward their use in a school setting. Results: Results showed 77% of SLPs reported using apps in their treatment sessions and reported generally positive feelings regarding app use. SLPs considered factors such as age, cognitive ability, and treatment targets when using apps in treatment. SLPs who reported not using apps cited personal preference and price as the most common factors influencing their decision. SLPs also noted concerns about excessive screen time. Conclusions: Results of this study carry clinical implications for future development and assessment of technology to be used for service delivery in schools. Given that the majority of school-based SLPs report using apps with their students, research on the role of apps in supporting learning for speech-language services is urgently needed.

Access or request full text: https://libkey.io/10.1044/2022_LSHSS-21-00150

URL: <https://search.ebscohost.com/login.aspx?direct=true&AuthType=sso&db=rzh&AN=159881636&custid=ns023446>

30. Impact of COVID-19 on digital practice in UK paediatric speech and language therapy and implications for the future: A national survey

Item Type: Journal Article

Authors: Patel, Rafiah;Lorraine, Elena and Gréaux, Mélanie

Publication Date: 2022

Journal: International Journal of Language & Communication Disorders 57(5), pp. 1112-1129

Abstract: Background: The COVID-19 pandemic and subsequent measures to reduce transmission risk has led to unprecedented digital transformation across health, education and social care services. This includes UK paediatric speech and language therapy (SLT), which sits at the crossroads of these services. Given the rapid onset of this pandemic-induced digital transition, there is now a need to capture, reflect and learn from the SLT profession so that benefits can be sustained, and barriers addressed.; Aims: To survey the impact of COVID-19 remote working on UK paediatric SLTs' digital views and experiences using the Capability, Opportunity, Motivation and Behaviour (COM-B) model.; Methods & Procedures: An online survey was conducted from May to October 2020. Respondents were asked to rate their use of technology in service delivery before and during the pandemic, to select factors facilitating digital practice, and to provide open-response aspirations for the future role of technology in paediatric SLT which were analysed thematically using the COM-B behaviour change model.; Outcomes & Results: A total of 424 UK paediatric SLTs responded to the survey. Findings indicate a marked increase in clinicians' perception of their frequency, convenience and confidence with digital practice during COVID-19 compared with before the pandemic. Respondents identified that specialist training (27%), funding for workplace devices (22%) and supportive leadership (19%) were most likely to facilitate sustained digital practice. Clinicians hoped for a blended approach going forward with technology enhancing existing best practice. Further prominent themes included digital accessibility for all and maintaining the increased opportunity for multidisciplinary working that videoconferencing has afforded. More service-specific aspirations were bespoke technological solutions as well as parents/carers being able to engage remotely with school-based provisions.; Conclusions & Implications: During COVID-19, paediatric SLTs' recognition and acceptance of how technology can augment practice has accelerated, with particular value being placed on inclusivity, choice, training, resources, leadership and indication of effectiveness. These are important considerations to help guide the profession towards the long-term digital enhancement of SLT services.; What This Paper Adds: What is already known on the subject The COVID-19 pandemic led to an unprecedented interest in the use of technology across SLT practice. Studies are emerging nationally and internationally to identify the digital priorities of the SLT workforce, the areas of digital SLT provision that are thriving or lacking, and the evidence to guide clinical practice and service development. What this study adds to existing knowledge This is the first UK-wide COVID-19 survey solely focusing on the digital practice of paediatric SLTs. The findings provide critical insights into SLT perception of how practice has been impacted in the early stages of the COVID-19 pandemic, including digital trends that are service, condition and demographic specific. Tools and channels required to support sustained beneficial change are also discussed. What are the potential or actual clinical implications of this work? This paper demonstrates the potential for digital solutions to enhance SLT practice, as long as implementation is guided by clinicians' experiences and perspectives. The findings lay groundwork for service development work, such as the creation of training packages, updating of clinical guidelines and care pathways, and development of processes to ensure equitable allocation of evidence-based resources. (© 2022 The Authors. International Journal of Language & Communication Disorders published by John Wiley & Sons Ltd on behalf of Royal College of Speech and Language Therapists.)

Access or request full text: <https://libkey.io/10.1111/1460-6984.12750>

URL: <https://search.ebscohost.com/login.aspx?direct=true&AuthType=sso&db=mdc&AN=35925005&custid=ns023446>

31. Black Children With Developmental Disabilities Receive Less Augmentative and Alternative Communication Intervention Than Their White Peers: Preliminary Evidence of Racial Disparities From a Secondary Data Analysis

Item Type: Journal Article

Authors: Pope, Lauramarie;Light, Janice and Franklin, Amber

Publication Date: 2022

Journal: American Journal of Speech-Language Pathology 31(5), pp. 2159-2174

Abstract: Purpose: Ensuring equitable access to augmentative and alternative communication (AAC) intervention services for children with complex communication needs (CCN) is crucial. Evidence suggests that racial disparities exist in access to communication interventions, disadvantaging Black children. However, no research has investigated specifically the evidence for racial disparities in AAC services for children with developmental disabilities and CCN.*** Method: The current study applied post hoc data analysis methods within a preexisting, open-access data set to explore preliminary evidence of racial disparities in AAC intervention. Amount of AAC intervention was compared for Black versus white1 preschool students at study initiation (Mage = 3;8 years; months]) and 2 years later at study completion (Mage = 5;10).*** Results: Black preschool students were reported to receive significantly less AAC intervention per week as compared to their white peers, both at study initiation and 2 years later. By study end, 75% of the Black children were receiving less than 60 min of AAC intervention per week, an inadequate amount to achieve meaningful gains given their significant disabilities.*** Conclusions: It is unclear what mechanisms may contribute to the observed disparities; however, it is critical that concrete steps are taken by individual speechlanguage pathologists, school districts, preservice preparation programs, and researchers to identify inequities in AAC services and take actions to rectify them. Future research is essential to investigate the potential factors contributing to inequalities and determine effective interventions to address them.

Access or request full text: https://libkey.io/10.1044/2022_AJSLP-22-00079

URL: <https://search.ebscohost.com/login.aspx?direct=true&AuthType=sso&db=rzh&AN=158988561&custid=ns023446>

32. Respiratory Responses to Two Voice Interventions for Parkinson's Disease

Item Type: Journal Article

Authors: Richardson, Kelly;Huber, Jessica E.;Kiefer, Brianna;Kane, Caitlin and Snyder, Sandy

Publication Date: 2022

Journal: Journal of Speech, Language & Hearing Research 65(10), pp. 3730-3748

Abstract: Purpose: The purpose of this study was to examine the respiratory strategies used by persons with Parkinson's disease (PD) to support louder speech in response to two voice interventions. Contrasting interventions were selected to investigate the role of internal and external cue strategies on treatment outcomes. LSVT LOUD, which uses an internal cueing framework, and the SpeechVive prosthesis, which employs an external noise cue to elicit louder speech, were studied. Method: Thirty-four persons with hypophonia secondary to idiopathic PD were assigned to one of three groups: LSVT LOUD (n = 12), SpeechVive (n = 12), or a nontreatment clinical control (n = 10). The LSVT LOUD and SpeechVive participants received 8 weeks of voice intervention. Acoustic and respiratory kinematic data were simultaneously collected at pre-, mid- and posttreatment during a monologue speech sample. Intervention outcomes included sound pressure level (SPL), utterance length, lung volume initiation, lung volume termination, and lung volume excursion. Results: As compared to controls, the LSVT LOUD and SpeechVive participants significantly increased SPL at mid- and posttreatment, thus confirming a positive intervention effect. Treatment-related changes in speech breathing were further identified, including significantly longer utterance lengths (syllables per breath group) at mid- and posttreatment, as compared to pretreatment. The respiratory strategies used to support louder speech varied by group. The LSVT LOUD participants terminated lung volume at significantly lower levels at midand posttreatment, as compared to pretreatment. This finding suggests the use of greater expiratory muscle effort by the LSVT LOUD participants to support louder speech. Participants in the SpeechVive group did not significantly alter their respiratory strategies across the intervention period. Single-subject effect sizes highlight the variability in respiratory strategies used across speakers to support louder speech. Conclusions: This study provides emerging evidence to suggest that the LSVT LOUD and SpeechVive therapies elicit different respiratory adjustments in persons with PD. The study highlights the need to consider respiratory function when addressing voice targets in persons with PD.

Access or request full text: https://libkey.io/10.1044/2022_JSLHR-22-00262

URL: <https://search.ebscohost.com/login.aspx?direct=true&AuthType=sso&db=rzh&AN=159773103&custid=ns023446>

33. Interventions for pre-school children with co-occurring phonological speech sound disorder and expressive language difficulties: A scoping review

Item Type: Journal Article

Authors: Rodgers, Lucy; Harding, Sam; Rees, Rachel and Clarke, Michael T.

Publication Date: 2022

Journal: International Journal of Language & Communication Disorders 57(4), pp. 700-716

Abstract: Background: Recent evidence suggests that pre-school children with co-occurring phonological speech sound disorder (SSD) and expressive language difficulties are at a higher risk of ongoing communication and literacy needs in comparison with children with these difficulties in isolation. However, to date there has been no systematic or scoping review of the literature specific to interventions for children with this dual profile. Aims: To explore the evidence regarding interventions for pre-school children with co-occurring phonological SSD and expressive language difficulties, including the content/delivery of such interventions, areas of speech and language targeted, and a broad overview of study quality. Methods & Procedures: A scoping review methodology was used in accordance with the guidance from the Joanna Briggs Institute. Following a systematic search of Ovid Medline, Ovid Emcare, OVID Embase, CINAHL, Psycinfo and ERIC, 11 studies were included in the review. A researcher-developed data extraction form was used to extract specific information about each intervention, with the JBI appraisal tools used to provide a broad overview of the quality of each study. Main contribution: Included papers consisted of six randomized controlled trials (RCTs), two cohort studies, two case studies and one case series. Interventions fell into two main categories: (1) integrated interventions that combined content for both speech and language targets and/or explicitly used the same type of technique to improve both domains; and (2) single-domain interventions that explicitly included content to target speech or language only, but also aimed to improve the other domain indirectly. Study quality varied, with detail on the content, context and delivery of interventions often underspecified, hampering the replication and clinical applicability of findings. Conclusions & Implications: Early emerging evidence was identified to support both integrated speech and language interventions as well as single-domain interventions. However, caution should be exercised due to the variation in the quality and level of detail reported for the interventions. Future intervention studies may seek to address this by reporting in accordance with Template for Intervention Description and Replication (TIDieR) reporting guidelines. This approach would enable clinicians to consider the applicability of the intervention to individual children within differing settings. What this paper adds: What is already known on the subject: Pre-school children with co-occurring phonological SSD and expressive language difficulties frequently present within speech and language therapy services. These children are at a higher risk of long-term communication and literacy difficulties compared with children with these needs in isolation. Some emerging evidence suggests that interventions for children with this co-occurring profile may exist within the literature; however, this evidence may not be known to clinicians in everyday practice. What this paper adds to existing knowledge: This review is the first to systematically examine evidence of interventions for pre-school children with co-occurring phonological SSD and expressive language difficulties. The review identified a small number of intervention studies that varied in research quality and level of detail provided regarding the content and delivery of interventions. What are the potential or actual clinical implications of this work?: The findings of this study highlight published evidence for interventions for pre-school children with co-occurring phonological SSD and expressive language difficulties. These may take the form of integrating techniques for speech/language into a single intervention, or the explicit targeting of one domain with the aim of also influencing the other. However, there is a need for further high-quality research in this area. Such studies should provide sufficient detail to enable replication. This would enable clinicians to understand the relevance and applicability of such intervention findings to the

individual children they see within their clinical practice.

Access or request full text: <https://libkey.io/10.1111/1460-6984.12719>

URL: <https://search.ebscohost.com/login.aspx?direct=true&AuthType=sso&db=rzh&AN=158042743&custid=ns023446>

34. Language and Communication Deficits in Chromosome 16p11.2 Deletion Syndrome

Item Type: Journal Article

Authors: Salud Jiménez-Romero, Maria;Fernández-Urquiza, Maite and Benítez-Burraco, Antonio

Publication Date: 2022

Journal: Journal of Speech, Language & Hearing Research 65(12), pp. 4724-4740

Abstract: Purpose: Chromosome 16p11.2 deletion syndrome (OMIM #611913) is a rare genetic condition resulting from the partial deletion of approximately 35 genes located at Chromosome 16. Affected people exhibit a variable clinical profile, featuring mild dysmorphisms, motor problems, developmental delay, mild intellectual disability (ID), socialization deficits and/or autism spectrum disorder (ASD) traits, and problems with language. Specifically, a precise characterization of the speech, language, and communication (dis)abilities of people with this condition is still pending. Method: We used standardized tests and samples of naturalistic speech to provide a longitudinal profile of the speech, language, and communication problems of a boy with Chromosome 16p11.2 deletion syndrome and without ID or ASD. Results: The proband shows impaired expressive abilities as well as problems with receptive language, dysprosody, and ASD-like communication deficits, such as impaired interactive skills, perseverative verbal behavior, overabundance of tangential responses, and lack of metapragmatic awareness and communicative use of gaze, meeting the criteria for social pragmatic communication disorder. Conclusions: Our results support the view that language and communication impairment should be regarded as one core symptom of Chromosome 16p11.2 deletion syndrome, even without a diagnosis of ASD or ID. Clinical implications of our results, with a focus on therapeutic interventions for children with 16p11.2 deletion syndrome and no ASD or ID, are also discussed.

Access or request full text: https://libkey.io/10.1044/2022_JSLHR-22-00160

URL: <https://search.ebscohost.com/login.aspx?direct=true&AuthType=sso&db=rzh&AN=160768019&custid=ns023446>

35. An integrated care systems model approach for speech and language therapy head and neck cancer services in England: service development and re-design in Cheshire and Merseyside

Item Type: Journal Article

Authors: Sheldrick, Heulwen;Houghton, Lisa;Fleming, Catriona and Crane, Julie

Publication Date: 2022

Journal: Current Opinion in Otolaryngology & Head & Neck Surgery 30(3), pp. 177-181

Abstract: Purpose Of Review: The incidence of head and neck cancer (HNC) is increasing globally and changes in treatment mean that patients are living longer with the condition. It is recognised that while there have been improvements at the diagnostic phase of the pathway, follow-up and on-going care can be fragmented and inequitable. Integrated care models (ICMs) are acknowledged as beneficial. The National Health Service in England is

moving to a model whereby services are being re-organised to integrated care systems. This paper reviews the literature and discusses potential models of care to enhance speech and language therapy (SLT) provision for patients with HNC in line with the emerging ICS. Recent Findings: The COVID-19 pandemic has provided an opportunity to review service provision and SLT teams quickly adapted to offering remote support. Discussions are currently on-going to explore the potential for patient initiated follow-up via the PETNECK 2 trial and the Buurtzorg 'neighbourhood model' holds promise. Summary: ICMs put the patient at the centre of care and have reported benefits for experience of care and clinical outcomes. Navigating organisational structures is complex. The Buurtzorg model provides a practical and theoretical framework to support organisational change.

Access or request full text: <https://libkey.io/10.1097/MOO.0000000000000800>

URL: <https://search.ebscohost.com/login.aspx?direct=true&AuthType=sso&db=rzh&AN=157146289&custid=ns023446>

36. Speaking Rate, Immediate Memory, and Grammatical Processing in Prelingual Cochlear Implant Recipients

Item Type: Journal Article

Authors: Shin, Sujin; Warner-Czyz, Andrea; Geers, Ann and Katz, William F.

Publication Date: 2022

Journal: Journal of Speech, Language & Hearing Research 65(12), pp. 4637-4651

Abstract: Purpose: This study examined the extent to which prelingual cochlear implant (CI) users show a slowed speaking rate compared with typical-hearing (TH) talkers when repeating various speech stimuli and whether the slowed speech of CI users relates to their immediate verbal memory. Method: Participants included 10 prelingually deaf teenagers who received CIs before the age of 5 years and 10 age-matched TH teenagers. Participants repeated nonword syllable strings, word strings, and center-embedded sentences, with conditions balanced for syllable length and metrical structure. Participants' digit span forward and backward scores were collected to measure immediate verbal memory. Speaking rate data were analyzed using a mixed-design, repeated-measures analysis of variance, and the relationships between speaking rate and digit spans were evaluated by Pearson correlation. Results: Participants with CIs spoke more slowly than their TH peers during the sentence repetition task but not in the nonword string and word string repetition tasks. For the CI group, significant correlations emerged between speaking rate and digit span scores (both forward and backward) for the sentence repetition task but not for the nonword string or word string repetition task. For the TH group, no significant correlations were found. Conclusions: The findings indicate a relation between slowed speech production, reduced immediate verbal memory, and diminished language capabilities of prelingual CI users, particularly for syntactic processing. These results support theories claiming that immediate memory, including components of a central executive, influences the speaking rate of these talkers. Implications for therapies designed to increase speech fluency in CI recipients are discussed.

Access or request full text: https://libkey.io/10.1044/2022_JSLHR-22-00163

URL: <https://search.ebscohost.com/login.aspx?direct=true&AuthType=sso&db=rzh&AN=160768012&custid=ns023446>

37. Using co-design to develop a tool for shared goal-setting with parents in speech and language therapy

Item Type: Journal Article

Authors: Singer, Ingrid;Klatte, Inge S.;de Vries, Rosa;van der Lugt, Remko and Gerrits, Ellen

Publication Date: 2022

Journal: International Journal of Language & Communication Disorders 57(6), pp. 1281-1303

Abstract: Background: Despite the compelling case for engaging parents in speech and language therapy, research indicates that speech and language therapists (SLTs) currently have a leading role in the goal-setting process of therapy for children with developmental language disorder (DLD). Therefore, we set out to develop a tool that aims to support the dialogue between SLTs and parents and enhance shared decision-making about children's communicative participation goals. We used co-design techniques with SLT-practitioners to include their perspectives throughout the design process. Although co-design has been used for some years in healthcare research, it is still a relatively new research methodology in the field of speech and language therapy. Aims: To provide a detailed description of the co-design process that led to the development of a physical artefact that can support SLTs to engage parents of children with DLD in collaborative goal-setting. Methods & Procedures: The Design Council's Double Diamond model was used to develop a tool in co-design, together with eight SLTs, who participated in all stages of the development process. Usability was tested in actual goal-setting conversations between four SLTs and 11 parents of a child with DLD resulting in stepwise improvements. In addition, usability of the first and final prototypes was tested with five usability criteria that were rated on a 10-point scale by 64 SLTs. Outcomes & Results: The co-design process resulted in the development of a physical prototype of the tool called 'ENGAGE', consisting of a metal 'tree trunk' on which parents can stick magnetic 'leaves' containing potential participation goals for their child. The 'tree' shape represents a child's development and opportunities for growth. This first prototype received marks between 7.0 and 8.0 out of 10 on attractiveness, user-friendliness, safety, functionality and affordability. After several iterations, there were significantly higher marks for attractiveness, user-friendliness and safety in favour for the final prototype. Marks for functionality and affordability did not change significantly. Conclusions & Implications: As researchers we usually develop pen-and-paper tools, interview protocols, apps or questionnaires to support clinical practice. Including the SLTs' perspectives in the design process resulted in a tree-shaped physical artefact that, according to the SLTs, helps to order information and encourages and guides their dialogue with parents. We strongly advocate the inclusion of end-users in developing innovative user-centred tools for speech and language therapy and we hope that this will become widespread practice. WHAT THIS PAPER ADDS: What is already known on the subject: Collaborative goal-setting is at the heart of family-centred speech and language therapy. However, research indicates that goal-setting processes for children with DLD are currently predominantly therapist-led, instead of family-centred. Reasons for the lack of parental engagement are that effective communication with parents throughout the goal-setting process appears to be complex, and parents are not always invited and supported to engage in this. We used co-design to develop a tool that aims to support SLTs in their dialogue about therapy goals with parents. What this paper adds to existing knowledge: This paper provides an example of applying a co-design approach for the development of a shared goal-setting tool for SLTs and parents of young children with DLD. The co-design approach enabled us to incorporate needs, experiences and ideas of SLTs in the design process. We report the four stages in the co-design process from (1) discovering the needs, wants and desires of the people involved, (2) defining the problem that SLTs experience, (3) developing several solutions and selecting the best solution, and (4) developing and testing the prototype. The detailed description of this process can add to an understanding of the advantages and disadvantages of a design process that includes the perspective of end-users. The result is a physical artefact representing a tree, which aims to support the conversation between SLTs and parents about a child's communicative participation. Items describing facets of communicative participation are printed on 'leaves' that can be hung on a tree trunk by parents. The tree shape is a positive metaphor for the growth and development of a child. What are the potential or actual clinical implications of this work?: This study describes how SLTs can be meaningfully involved as partners in a co-design research approach. Incorporating experience from clinical practice was highly relevant since our study aimed to create a solution that would support goal-setting and service delivery by SLTs. We want to show that it is inspiring and beneficial for SLTs to partner with researchers in innovation of their own clinical practice and provide examples of co-design activities that illustrate the involvement and influence of end-users in a design process. Including the perspective of SLTs in the development of a new tool to facilitate the dialogue between SLTs and parents of children with DLD regarding therapy goal-setting is expected to add value and enhance its implementation in clinical practice.

Access or request full text: <https://libkey.io/10.1111/1460-6984.12753>

URL: <https://search.ebscohost.com/login.aspx?direct=true&AuthType=sso&db=rzh&AN=160306048&custid=ns023446>

38. Speech Perception Variability in Childhood Apraxia of Speech: Implications for Assessment and Intervention

Item Type: Journal Article

Authors: Spencer, Caroline; Davison, Kelsey E.; Boucher, Alyssa R. and Zuk, Jennifer

Publication Date: 2022

Journal: Language, Speech & Hearing Services in Schools 53(4), pp. 969-984

Abstract: Purpose: Beyond hallmark production deficits characterizing childhood apraxia of speech (CAS), largely attributed to disruption(s) in speech motor planning, children with CAS often present with co-occurring speech perception and language difficulties. Thus, careful consideration of the potential for speech perception difficulties to have cascading downstream effects on intervention responsiveness and real-life functioning for some children with CAS is highly important. The purpose of this tutorial was to consider the impact of speech perception abilities in children with CAS, which carries implications for caring for the needs of the whole child. Method: This tutorial summarizes the current literature on speech perception and how it relates to speech production, language, and reading abilities for children with CAS. We include case illustrations that are adapted from real clinical scenarios illustrating how speech perception difficulties may impact some children with CAS and provide recommendations for incorporating speech perception into assessment and intervention practices. Results: Although speech perception difficulties do not seem to be a core deficit of CAS, they are strongly linked to language difficulties, which are highly prevalent among children with CAS. Speech perception and language difficulties are also associated with reading difficulties and risk for lower academic achievement. Conclusions: Children with CAS who have co-occurring language difficulties likely also demonstrate speech perception deficits, which puts them at heightened risk for reading difficulties and struggles with academic achievement. Comprehensive assessment of children with CAS should address speech perception and production, language, and reading abilities, which carries important implications for multifaceted approaches to intervention.

Access or request full text: https://libkey.io/10.1044/2022_LSHSS-21-00170

URL: <https://search.ebscohost.com/login.aspx?direct=true&AuthType=sso&db=rzh&AN=159881631&custid=ns023446>

39. Evaluation of the implementation of a speech and language therapist-led referring model for VFSS using the Consolidated Framework for Implementation Research (CFIR)

Item Type: Journal Article

Authors: Taubert, Shana T.; Burns, Clare L.; Ward, Elizabeth C. and Bassett, Lynell

Publication Date: 2022

Journal: International Journal of Language & Communication Disorders 57(5), pp. 977-989

Abstract: Background: Speech and language therapists (SLTs) use videofluoroscopic swallow study (VFSS) results to manage dysphagia. Yet, in some services only doctors can directly request a VFSS, potentially creating workflow

inefficiencies and delaying patient access to VFSS. An alternative model, where SLTs directly refer patients for VFSS, is used in many services in the UK and Australia. However, processes for implementing and sustaining this model have not been reported.; Aims: To evaluate the implementation of an SLT-led inpatient VFSS referring model using the Consolidated Framework for Implementation Research (CFIR) to ascertain implementation barriers, facilitators and critical sustainability factors.; Methods & Procedures: This implementation evaluation examined stakeholder perceptions of implementing the SLT-led VFSS referring model via interviews of (1) SLTs who treat and refer inpatients for VFSS; (2) doctors who manage and refer inpatients for VFSS; (3) radiologists; and (4) trained VFSS referring SLTs. The CFIR was used to prospectively guide implementation planning, evaluation and outcome reporting, regarding barriers, facilitators and sustainability factors.; Outcomes & Results: Implementation facilitators were (1) the advantage of SLT-led VFSS referring over the standard model (doctors referring), in promoting high-quality VFSS referrals; (2) compatibility of the model with the SLT skill set; (3) supportive communication networks between staff groups; and (4) engaging stakeholders throughout implementation. Adequate availability of trained VFSS referring SLTs was both a barrier and a facilitator of implementation. It was also a critical sustainability factor, along with ongoing staff education and outcome monitoring.; Conclusions & Implications: The CFIR supported systematic evaluation of implementation facilitators and barriers, and adjustment of factors critical for implementing and sustaining the new model. Findings may assist other organizations to establish the SLT-led VFSS referring model.; What This Paper Adds: What is already known on the subject Models where SLTs directly refer patients for VFSS have been described in the literature, with evidence of appropriate referrals and adherence to radiation safety standards. However, the process for establishing and sustaining this referring model has not been published. What this paper adds to existing knowledge This study describes the process and outcomes of implementing an SLT-led VFSS referring model, using the CFIR. A key advantage of the new model that facilitated implementation was the improved quality of VFSS referrals compared with the standard referring model. Important facilitating factors in the environment were the compatibility of the model with SLTs' skillset and supportive communication network between doctors and SLTs. Initially, an implementation barrier was the inadequate availability of trained SLT referrers. Using proactive implementation strategies, more referrers were trained (which was a facilitating factor for implementing and sustaining the model). What are the potential or actual clinical implications of this work? This study highlights that successful implementation requires more than just an effective model. Features of the environment require consideration to minimize barriers and optimize facilitating factors, supported by proactive implementation strategies. Planning and evaluating implementation processes and outcomes using a standardized implementation framework such as CFIR aided understanding of barriers and facilitators for introducing the SLT-led VFSS referring model. This process may assist other services to implement the model. (© 2022 Royal College of Speech and Language Therapists.)

Access or request full text: <https://libkey.io/10.1111/1460-6984.12733>

URL: <https://search.ebscohost.com/login.aspx?direct=true&AuthType=sso&db=mdc&AN=35582771&custid=ns023446>

40. 'I think writing is everything': An exploration of the writing experiences of people with aphasia

Item Type: Journal Article

Authors: Thiel, Lindsey and Conroy, Paul

Publication Date: 2022

Journal: International Journal of Language & Communication Disorders 57(6), pp. 1381-1398

Abstract: Background: Written communication has become an increasingly important part of everyday life in social, educational and professional spheres. The substantial increase in writing via the internet and mobile technologies provides both an opportunity for social engagement and distinct challenges for people with aphasia. Within the current literature there has been limited research into the lived experiences of people with aphasia of their writing difficulties and how these affect their ability to communicate. Aims: This qualitative study aimed to explore the experiences of people with aphasia of living with language-related writing difficulties and the impact of these on

their lives. **Methods & Procedures:** Eight people with post-stroke aphasia and writing difficulties took part in semi-structured interviews. The interviews were analysed using inductive reflexive thematic analysis. **Outcomes & Results:** Two themes were found in the data. The first theme was a gradual and effortful improvement to writing: Participants described how writing had improved since their stroke due to strategies and support, but they still found writing to be difficult and frustrating and described many barriers to writing. The second theme was the importance of writing for fulfilling adult social roles: Participants found writing to be important for communicating with family, friends and organizations, but their participation in society and self-esteem and confidence were impacted by writing difficulties; reduced social roles meant reduced need for writing, but participants were still motivated to work towards writing goals. **Conclusions & Implications:** The findings demonstrate the emerging importance of writing skills for people with aphasia with respect to communication, well-being, participation and inclusion in society, and carrying out social roles. They provide an insight into the process of improvement, including the difficulties, facilitators and barriers. Implications for speech and language therapy assessment and management are discussed. **WHAT THIS PAPER ADDS:** What is already known on the subject: People with aphasia have difficulties with writing that can affect their ability to communicate. A small body of qualitative research has provided insights into individuals' experiences of literacy difficulties. More research is needed to understand the writing experiences of people with aphasia to help design appropriate assessments and interventions. What this paper adds to existing knowledge: Participants experienced gradual and effortful improvement since their stroke. They felt negative about aspects of their writing, including speed, accuracy and range of vocabulary. Writing was facilitated through assistive technologies, spelling practice and support from others; barriers included technology, lack of time, stroke-related symptoms and others' lack of awareness about aphasia. Participants considered writing skills to be important, particularly for communication, carrying out adult social roles and participating in society, and were therefore still working towards goals related to everyday writing activities. What are the potential or actual clinical implications of this work?: This study suggests that speech and language therapy assessment should include interviewing participants about their activities, strengths, difficulties, facilitators and barriers in writing, and informal assessment of a range of functional writing tasks. Intervention should be tailored to the individual's needs. This should include meaningful activities that relate to functional everyday writing and, where appropriate, self-management, compensatory technologies and group approaches, while making use of existing strategies identified by the individual.

Access or request full text: <https://libkey.io/10.1111/1460-6984.12762>

URL: <https://search.ebscohost.com/login.aspx?direct=true&AuthType=sso&db=rzh&AN=160306057&custid=ns023446>

41. The Effect of Vocal Hygiene Education Programs on Voice Quality in Professional Voice Users: A Systematic Review

Item Type: Journal Article

Authors: Vermeulen, Rouxjeanne;du Toit, Maria;van Lierde, Kristiane and van der Linde, Jeannie

Publication Date: 2022

Journal: Journal of Speech, Language & Hearing Research 65(12), pp. 4700-4713

Abstract: Purpose: This study aimed to critically appraise recent peer-reviewed scientific evidence on the effect of vocal hygiene education on voice quality and function directly and indirectly measured by auditory-perceptual, acoustic, and self-report measures in professional voice users. Method: A systematic review was conducted utilizing the Preferred Reporting Items for Systematic review and Meta-Analyses Protocols (PRISMA-P) guidelines. Five databases were searched using the keywords "vocal hygiene," "vocal hygiene education," "vocal health," "vocal quality," and "voice quality" with Boolean phrases "AND" and "OR." Twenty-three studies that met the eligibility criteria were included. Scoring was based on the American Speech-Language-Hearing Association's levels of evidence and quality indicators, as well as the Newcastle–Ottawa Scale for assessing the risk of bias. Results: Four studies (17%) linked low awareness of vocal hygiene or insufficient vocal hygiene education to self-reported acute and

chronic voice symptoms, as well as a greater perception of voice handicap among professional voice users. Numerous studies (n = 10; 43%) showed that adequate voice training or vocal hygiene education was linked to positive voice outcomes. Six studies (6.26%), however, demonstrated that vocal hygiene education is more effective when combined with direct voice therapy. When vocal hygiene education is presented in isolation, the superiority of a direct voice therapy approach, with or without vocal hygiene education, is seen over a vocal hygiene education program alone (indirect treatment). Conclusions: Recent literature demonstrates mixed results obtained through auditory-perceptual, acoustic, and self-rating measures on the effects of vocal hygiene instruction on vocal quality and function in professional voice users. However, the compelling positive outcomes presented do warrant implementation of vocal hygiene education programs in combination with direct voice therapy for professional voice users.

Access or request full text: https://libkey.io/10.1044/2022_JSLHR-22-00097

URL: <https://search.ebscohost.com/login.aspx?direct=true&AuthType=sso&db=rzh&AN=160768017&custid=ns023446>

42. The Severity-Calibrated Aphasia Naming Test

Item Type: Journal Article

Authors: Walker, Grant M.;Fridriksson, Julius;Hillis, Argye E.;den Ouden, Dirk B.;Bonilha, Leonardo and Hickok, Gregory

Publication Date: 2022

Journal: American Journal of Speech-Language Pathology 31(6), pp. 2722-2740

Abstract: Purpose: We present a 20-item naming test, the Severity-Calibrated Aphasia Naming Test (SCANT), that can serve as a proxy measure for an aphasia severity scale that is derived from a thorough test battery of connected speech production, single-word production, speech repetition, and auditory verbal comprehension. Method: We use lasso regression and cross-validation to identify an optimal subset from a set of 174 pictures to be named for prediction of aphasia severity, based on data from 200 participants with left-hemisphere stroke who were quasirandomly selected to represent the full impairment scale. Data from 20 healthy controls (i.e., participant caretakers/spouses) were also analyzed. We examine interrater reliability, test-retest reliability, sensitivity and specificity to the presence of aphasia, sensitivity to therapy gains, and external validity (i.e., correlation with aphasia severity measures) for the SCANT. Results: The SCANT has extremely high interrater reliability, and it is sensitive and specific to the presence of aphasia. We demonstrate the superiority of predictions based on the SCANT over those based on the full set of naming items. We estimate a 15% reduction in power when using the SCANT score versus the full test battery's aphasia severity score as an outcome measure; for example, to maintain the same power to detect a significant group average change in aphasia severity, a study with 25 participants using the full test battery to measure treatment effectiveness would require 30 participants if the SCANT were to be used as the testing instrument instead. Conclusion: We provide a linear model to convert SCANT scores to aphasia severity scores, and we identify a change score cutoff of four SCANT items to obtain a high degree of confidence based on test-retest SCANT data and the modeled relation between SCANT and aphasia severity scores.

Access or request full text: https://libkey.io/10.1044/2022_AJSLP-22-00071

URL: <https://search.ebscohost.com/login.aspx?direct=true&AuthType=sso&db=rzh&AN=160296158&custid=ns023446>

43. Measuring Communicative Congruence and Communicative Dysphoria in a Sample of Individuals Without Voice Disorders

Item Type: Journal Article

Authors: Welch, Brett and Helou, Leah B.

Publication Date: 2022

Journal: Journal of Speech, Language & Hearing Research 65(9), pp. 3420-3437

Abstract: Purpose: This study examines communicative congruence and communicative dysphoria in adults who deny having a voice disorder. Communicative congruence is the degree to which a person's communication is consistent with their sense of self/identity. Communicative dysphoria is the psychological entropy resulting from communicative incongruence. We propose that these experiences may influence patients' psychosocial well-being and are thus relevant to the field of speech-language pathology. We hypothesized that both constructs would be normally distributed with an inverse relationship. We also hypothesized that communicative congruence would predict scores on the Center for Epidemiological Studies-Depression (CES-D) scale, subscales of the Big Five Aspect Scales (BFAS; a personality measure), and achieve convergent validity with the Vocal Congruence Scale (VCS). Method: Participants (adults 18-70 years) completed the BFAS, CES-D, VCS, and the Voice Handicap Index-10 (VHI-10) before recording a series of speech tasks. Participants' recordings were played back while they responded to questions probing their communicative congruence and communicative dysphoria. Results: The 196 participants were predominantly female (67.3%) and cisgender (96.4%). Communicative congruence was negatively skewed, and communicative dysphoria was normally distributed. Both variables significantly related to each other: More incongruence was associated with more dysphoria. Communicative congruence was inversely related to CES-D scores. The personality metatrait Plasticity related to communicative congruence, as did the domain of Extraversion and the aspects Withdrawal, Enthusiasm, and Assertiveness. Communicative congruence achieved high convergent validity with the VCS. Conclusions: Counter to our hypothesis, participants reported more congruence than incongruence, but all other hypotheses were supported. Participants who reported incongruence were more likely to report symptoms of depression. These findings suggest that even in a predominantly cisgender cohort, some individuals' mental well-being might relate to how well their communication aligns with their identity. This work may inform future investigations into these constructs and their effects on voice therapy outcomes.

Access or request full text: https://libkey.io/10.1044/2022_JSLHR-21-00459

URL: <https://search.ebscohost.com/login.aspx?direct=true&AuthType=sso&db=rzh&AN=159118782&custid=ns023446>

44. 'I think that's what I heard? I'm not sure': Speech and language therapists' views of, and practices in, phonetic transcription

Item Type: Journal Article

Authors: White, Sarah;Hurren, Anne;James, Sarah and Knight, Rachael-Anne

Publication Date: 2022

Journal: International Journal of Language & Communication Disorders 57(5), pp. 1071-1084

Abstract: Background: Phonetic transcription is recognized in regulatory standards as an essential skill for Speech and Language Therapists (SLTs) in the assessment, diagnosis and management of clients with speech difficulties. Previous research has identified that approaches to phonetic transcription vary, and that SLTs often lack confidence in transcribing. However, SLTs' views and working practices have not been investigated in detail, particularly in terms of whole service approaches and following the recent increase in telehealth.; Aims: To investigate SLTs' views about phonetic transcription, their working practices at both individual and service levels, and the factors that influence

these.; **Methods & Procedures:** A total of 19 SLTs from the UK were recruited to online focus groups via social media and local networks. Participants discussed their views of, and practices in, phonetic transcription. Themes were identified using reflexive thematic analysis.; **Outcomes & Results:** Three broad themes were generated division and unity; one small part of a big job; and fit for purpose. SLTs were uniformly proud of their ability to phonetically transcribe and viewed this as a unique skill, but clear differences existed between different groups of SLTs in their views and practices. Investing in phonetic transcription was not always a priority for SLTs or services, and although many felt under-confident in their skills they considered these to be adequate for the populations they usually encounter. SLTs make an early judgement about possible therapy targets, which influences the level of detail used in their phonetic transcription. Practical barriers are often not addressed at service level, and assessment via telehealth poses some specific challenges.; **Conclusions & Implications:** SLTs and services would benefit from increased investment in phonetic transcription in terms of time, opportunities for continuing professional development (CPD) and initiatives such as electronic patient records (EPRs) which support the use of phonetic symbols. Identifying target sounds at an early stage raises questions about the implications of disregarding other features of speech, and the selection of appropriate intervention approaches. Further research is needed to analyse actual rather than reported practices, and to consider the relationship between phonetic transcription and intervention approaches. Future studies could also identify precise CPD requirements and evaluate the effectiveness of CPD.; **What This Paper Adds:** What is already known on the subject Previous research has demonstrated that SLTs often lack confidence in phonetic transcription and that practices are varied, with relatively little use of narrow transcription. SLTs are interested in opportunities to maintain and develop transcription skills but do not often undertake CPD for transcription. What this paper adds to existing knowledge By using focus groups as a forum for discussions, this study provides a rich and detailed insight into SLTs' views about clinical transcription and their working practices, with previously unreported details about the reasons for these practices in a clinical context and at a service-wide level. What are the potential or actual clinical implications of this work? Transcription is often de-prioritized in non-specialist contexts, with practical barriers and a lack of clear and consistent protocols at a whole-service level. There is an opportunity for service managers to address the systemic difficulties in using transcription effectively by raising the profile and value of transcription amongst clinicians, and promoting CPD opportunities, using the findings of this study as a rationale for funding this. Together, these recommendations have the potential to improve client outcomes through more accurate assessment and diagnosis, and hence more appropriate intervention. (© 2022 The Authors. International Journal of Language & Communication Disorders published by John Wiley & Sons Ltd on behalf of Royal College of Speech and Language Therapists.)

Access or request full text: <https://libkey.io/10.1111/1460-6984.12740>

URL: <https://search.ebscohost.com/login.aspx?direct=true&AuthType=sso&db=mdc&AN=35714098&custid=ns023446>

45. Temporal Overlap Between Gestures and Speech in Poststroke Aphasia: Is There a Compensatory Effect?

Item Type: Journal Article

Authors: Zhang, Han and Hinzen, Wolfram

Publication Date: 2022

Journal: Journal of Speech, Language & Hearing Research 65(12), pp. 4797-4811

Abstract: Purpose: If language production is impaired, will gestures compensate? Evidence in favor of this prediction has often been argued to come from aphasia, but it remains contested. Here, we tested whether thought content not present in speech due to language impairment is manifested in gestures, in 20 people with dysfluent (Broca's) aphasia, 20 people with fluent (Wernicke's) aphasia, and 20 matched neurotypical controls. Method: A new annotation scheme was created distinguishing types of gestures and whether they co-occurred with fluent or dysfluent/absent speech and were temporally aligned in content with coproduced speech. Results: Across both

aphasia types, noncontent (beat) gestures, which by their nature cannot compensate for lost speech content, constituted the greatest proportion of all types of gestures produced. Content (i.e., descriptive, referential, and metaphorical) gestures were largely coproduced with fluent rather than dysfluent speech and tended to be aligned with the content conveyed in speech. They also did not differ in quantity depending on whether the dysfluencies were eventually resolved or not. Neither aphasia severity nor comprehension ability had an impact on the total amount of content gesture produced in people with aphasia, which was instead positively correlated with speech fluency. Conclusions: Together, these results suggest that gestures are unlikely to have a role in compensating for linguistic deficits and to serve as a representational system conveying thought content independent of language. Surprisingly, aphasia rather is a model of how gesture and language are inherently integrated and aligned: Even when language is impaired, it remains the essential provider of content.

Access or request full text: https://libkey.io/10.1044/2022_JSLHR-22-00130

URL: <https://search.ebscohost.com/login.aspx?direct=true&AuthType=sso&db=rzh&AN=160768023&custid=ns023446>

46. Language disorder and internalizing mental health problems in youth offenders: A systematic review

Item Type: Journal Article

Authors: Zupan, Barbra; Hutchings, Suzanne M.; Everitt, Lucy E. and Gupta, Charlotte

Publication Date: 2022

Journal: International Journal of Language & Communication Disorders 57(6), pp. 1207-1228

Abstract: Background: The prevalence of language disorder in youth offenders far exceeds rates reported in community samples. Youth involved in the justice system are also at increased risk of a range of psychiatric disorders, including internalizing mental health problems (i.e., anxiety, depression). However, the frequency with which these co-occur in this population is not known. Understanding the co-occurrence of language disorder with anxiety and depression in youth offenders may contribute to more coordinated and targeted support for these vulnerable youth. Aims: To explore the co-occurrence of language disorder and anxiety and depression in youth offenders. Methods & Procedures: A systematic literature search of six databases (CINAHL, ERIC, Medline, PsycINFO, PubMed, Scopus) was conducted (September 2021) using key search terms relevant to the systematic review question. Study inclusion criteria were: (1) original research published in English; (2) youth up to 21 years of age involved in the justice system; and (3) reported outcomes on language and anxiety and/or depression. All included studies were appraised using the Joanna Briggs Critical Appraisal tool checklist relevant to study design. Due to the heterogeneity of included studies, data synthesis was narrative. Main Contribution: Eight studies met the eligibility criteria. A range of measures was used to assess language abilities across samples. Only two studies directly addressed the relationship between language disorder and internalizing mental health problems; both found no significant correlation. Conclusions & Implications: Although the results did not support a significant relationship between language disorder and internalizing mental health problems in youth offenders, the two appear to occur comorbidly as evidenced by heightened rates of both in the included samples. This review highlights the need for more robust studies aimed to better understand this relationship. Stronger evidence may contribute to increased collaborative speech pathology and psychology services which might increase youth offenders' accessibility and engagement in intervention programmes (e.g., cognitive-behaviour therapy; interpersonal skills training; individual counselling). WHAT THIS PAPER ADDS: What is already known on this subject: The markedly high rates of language disorder in youth involved in the justice system have been widely reported. It is also known that externalizing mental health problems often bring youth in contact with the justice system. Though there is some information about the prevalence of internalizing mental health problems in this population, the co-occurrence of language disorder and internalizing mental health problems has not been examined as widely. What this study adds to existing knowledge: This study aimed to identify the frequency of co-occurrence of language disorder and anxiety and/or depression in youth

offenders. Although the results did not support a significant relationship between language disorder and internalizing mental health problems in this population, results of the review provide evidence of heightened rates of both. This study also provides a summary of the various measures used to assess language and internalizing mental health in youth offenders across the eight studies included in this review. What are the potential or actual clinical implications of this work?: It is possible that the tests and sub-tests used to identify language disorders and internalizing mental health problems were not sensitive enough to identify the full extent of youth offenders' needs. Identifying the presence of language disorders and internalizing mental health problems and recognizing the impact these may have on the communication and behaviours of an individual can better inform staff and therapists as they engage and interact with youth in the justice system.

Access or request full text: <https://libkey.io/10.1111/1460-6984.12759>

URL: <https://search.ebscohost.com/login.aspx?direct=true&AuthType=sso&db=rzh&AN=160306054&custid=ns023446>

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