

Critical Appraisal Form

Date: November 21 2019

Members in Discussion: Lynne Patrick, Ceara Hutchinson, Jana O'Connor, Jamie Hack,

Article: Receptive Language: To treat or not to treat? That is the question...Written by: Danielle Boaden, The Hanen Centre (Editorial)

Summary:

Receptive language (RL) difficulties tend to co-occur with expressive language (EL) difficulties. Determining the underlying break down of RLI is a challenge. There is limited evidence to support targeting receptive language before targeting expressive language. Studies have consistently shown that EL intervention is more likely than RL intervention to result in gains in both EL and RL. For example, Camarata et. al., (2009) found that syntax comprehension deficits were treated through expressive language intervention (providing models, recasts and imitation). EBP principals and the disparate clinical rationales of UK SLPs for working with receptive language are discussed. The implication for SLP's is that when working with a child with RLI, focusing on EL goals will improve RL.

Strengths and Limitations of article:

This is not a research article and is an editorial. Quality and quantity of available evidence available here is generally low (i.e. small sample sizes, older studies, no blinding).

Findings from the studies available are fairly consistent.

Editorials like this Hanen article are useful for busy SLP's

	Compelling	Suggestive	Equivocal/Uncertain
Validity		x	
Clinical importance		x	

Clinical Implications/Discussion:

Members acknowledged that receptive language can be challenging to assess, and that the acquisition of language is not a simple, compartmentalized, linear process. The challenge of assessing receptive language versus expressive language rang true for members.

It can be difficult to know exactly what piece/s of a clients skill set are contributing to their challenges.

Progress more clear for expressive language

A member found that Sarah Ward Executive Functioning workshop helped to breakdown contributing components (e.g. attention, motivation...)

Targeting expressive language is never isolated from receptive language.

Members found the section where a study was referenced about clinicians in the UK interesting. It demonstrated the clinicians appeared to be developing their own practical theories of what constitutes effective therapy.

Members felt more empowered to target expressive language only versus implementing direct receptive language intervention.

For assessment of this population members use: Rosetti (3), PLS(1), CELF-P(2), 'parent coaching model,' PLAI (2), ESDM checklist(1)

Anna Crauford