

Critical Appraisal Form

Date: 22-Sep-21

Members in Discussion: Liz, Elysia, Anna

Article: Rinaldi, S., Caselli, M., Corfalice, V. et al (2021) Efficacy of the Treatment of Developmental Language Disorder: A Systematic Review. *Brain Sci*, 11,407, 1-36.

Participants: Children with a DLD diagnosis up to 8 years of age that were included in phono-articulatory, phonological, morpho-syntactic, and/or semantic-lexical treatments.

Method: A systematic literature review with extensive inclusion criteria resulted in 27 studies for inclusion. 3334 reports were originally identified. Study designs included one systematic review and 26 randomized controlled trials.

The internal validity of SR's was evaluated using AMSTAR 2.

Results: Intervention for three and four year old children that is intensive has positive effects on phonological expressive and receptive skills. Children who present with lower cognitive skills benefit significantly less than their peers from phonological awareness intervention.

No evidence was found on the treatment of receptive vocabulary and limited evidence was available on the treatment of expressive vocabulary. Intervention for morphological and syntactic skills has positive results on expressive skills. Some effectiveness on narrative skills was also detected.

Interventions on general language skills appear to have promise as an area of intervention, although there are some inconsistencies in the included research findings.

Strengths and Limitations of articles included:

Limited internal validity with overall high risk of selection bias across 24 included studies

Limited external validity RE almost all of the studies included English speaking children

	Compelling	Suggestive	Equivocal/Uncertain	N/A
Validity		*		
Clinical importance		*		

Clinical Implications/Discussion:

- Members discussed the finding that intensive intervention for PA skills with children who had lower cognitive skills was potentially not efficacious. Alternatives to teaching these children early literacy, such as sight word reading and the SMILE program were discussed.
- Members expressed that morphological and syntactic expressive skills had the most included studies. They also discussed that these areas can be more clear diagnostically, whereas comprehension differences can present as behavioral issues and can go under the radar in terms of detection.
- Members discussed that the article inspired them to investigate further and seek out the specific articles described where treatment was more efficacious with certain methods, i.e. Milieu language teaching, and explicit teaching vs. implicit teaching
- Members discussed barriers to providing a more intensive intervention model, as was demonstrated to be efficacies in numerous studies