# Critical Appraisal Form

Date:19-Jan-22
Members in Discussion:  3

Article:
Krueger, B. (2019). Eligibility and Speech Sound Disorders: Assessment of Social Impact. *Perspectives of the ASHA Special Interest Groups*, 4, 85-90.

Summary:

The article discusses the social impact that speech sound disorders have on children.
It presents three common hypothetical speech cases in the public school system. Various methods of assessing the social impact of speech sound disorders are described and examined for each case.
Case 1: Errors on many sounds; Case 2: 'R' errors only; Case 3; All strident sounds produced with a lateral lisp.
Interviews, observations, questionnaires (e.g. Strengths and Difficulties Questionnaire [Goodman, 1997], clinician developed questionnaires), or a combination of methods are discussed.  Combined methods are recommended for more severe cases. Children with non-developmental distortions may experience greater social impact.  Ax choice can be aligned with age and disposition.  For example, for older children with SSD who may be more self conscious, indirect methods of Ax (e.g. Interview of people close to the child, or classroom observation) may be better suited than direct interview of the child.  Academic impacts are to be considered as well.

Conclusion:  The assessments discussed provide guidance for SLP's when determining eligibility for speech services, and a holistic picture of speech impact on quality of life.

Strengths and Limitations of research article:
n/a as this article is a 'Tutorial'

|  | Compelling | Suggestive | Equivocal/Uncertain |
|---|---|---|---|
| Validity | n/a |  |  |
| Clinical importance | n/a |  |  |

Clinical Implications/Discussion:
- Members did not tend to use formalised tools to assess social impact.  Optimizing use of limited SLP time was discussed
- One SLP discussed a brief teacher interview as being the most realistic AX of social impact for her moving forward in the school setting.
- Utility of the Ax of social impact was also discussed in terms of determining eligibility for SLP services.  The SLP's did not tend to find they had to make service eligibility decisions, where Ax of social impact played a role in decision making
- It was discussed that tools mentioned (e.g. Strength and Difficulties Questionnaire) could also be used for determining need and monitoring progress RE the social impact of social skills