

Critical Appraisal Form

Date: 18-Jan-23

Members in Discussion: 2

Article:

Overby, M., Mazeika, S., Magdalena, D., Loli, J., Birch, K., Devorace, L. (2022). Clinicians' Perspectives of Treatment for Lateralization Errors: A Quantitative and Qualitative Study. *Language, Speech, and Hearing Services in Schools*, 53, 749-767.

Summary:

This study aimed to obtain the perspectives of SLP's RE treatment of lateralised errors (LE's), including, the challenges of providing evidence based LE treatment, and sources of evidence SLP's use to treat LE's.

Participants were 214 SLP's who worked in a variety of settings and had been practicing for an average of 10-20 years. They completed a 24 question survey over email. Quantitative and qualitative data were analysed using frequencies, averages, and a content analysis approach.

The article noted the common use of the description 'slushy,' or 'wet' for LE's as being potentially misleading and inaccurate, as well as neither efficient or reliable

Results:

Most clinicians agreed that individual therapy was the best approach for LE's. The most common reported duration of LE therapy was 54-57 weeks. An EBP subtheme indicated that SLP's believed that additional knowledge and training on orofacial muscle and dental aspects related to LE's is needed.

Treatment for LE's included digital VBF games, and phonetic placement therapy (i.e. traditional articulation therapy). The effectiveness of phonetic placement therapy for LE'S has not been empirically examined. One phonetic placement technique mentioned was the straw technique (Usdan, 1978).

Challenges to treatment included, lack of skills/knowledge specific to LE's, a research-practice gap, and time demands.

	Compelling	Suggestive	Equivocal/Uncertain
Validity		X	
Clinical importance		X	

Clinical Implications/Discussion:

- Members agreed that lateralized errors, and working on 'r' tend to be more challenging in comparison to other speech sound errors
- Members reported developing their own articulation cueing techniques for LE's, or learning techniques from other clinicians
- Members agreed there is a research-practice gap in terms of specific techniques for remediating lateralised errors
- Members both had strategies they had developed for targeting lateralisation; With one SLP using the 'waterslide tongue,' and having students practice a tongue bowl first 'keeping the water in,' before trials with the sound. Another SLP used the 'butterfly' technique, and started with achieving an accurate 's' within 'ts,' then word final 'ts' words, before isolating the accurate 's' and moving on to additional sound word placements.

