

**Critical Review:
Efficacy for SLP – Teacher Collaboration for Classroom Based Intervention**

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This paper presents a critical review, examining the efficacy of collaboration between SLPs and teachers for classroom intervention. Studies used experimental group designs to analyse the effects of collaborative speech and

Results

Outcomes

Five experimental, cohort design studies and 1 qualitative design study were reviewed. All studies found students participating in the early classroom intervention did improve for some *some* (if not all) speech and language goals targeted.

Farber, J.G. and Klein, E.R. (1999)

the findings collected from these papers; however, teacher bias was accounted for by Farber & Klein (1999) when researchers created "T2" groups: a group of randomly selected students from the regular curriculum who visited the experimental classroom for the teacher-speech pathologist collaborative intervention lessons only. Another shortcoming of these studies, again due to the nature of the research, was difficulty assigning total randomized groups. Whenever possible, children would be chosen randomly to take part in therapy or control groups, however, schools and classrooms were chosen mostly on availability, need, and interest in participating. The studies take place within the mid and north east United States and primarily with students of low-middle to upper-middle socioeconomic status, resulting in somewhat limited ability to generalize the results.

Conclusions

Based on the research designs used, the appropriate statistical analysis, and the relevant research explored, all of the papers mentioned have a valuable contribution in the area of

highly beneficial to that particular client and the goals.

REFERENCES

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