Critical Review:
Efficacy of Telepractice for Speech-Language Pathology Services

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The purpose of this article is to determine if telepractice delivered speech-language pathology interventions are as effective as traditional in-person delivery for school aged children with speech and/or language disorder. A critical review was conducted using 3 databases, resulting in the selection of 2 single group pre-post-test only studies, 1 between groups study with a historical context, 1 between groups study, 1 randomized clinical trial, and 1 systematic review. Results revealed that telepractice and in-person participants made similar improvements after completing therapy for speech and language impairments. The current research suggests telepractice is an effective model for delivery of SLP services to school aged children with speech and language disorders.

Introduction

The COVID-19 pandemic has accelerated virtualization of our social and work lives because of the sudden emergence of social distancing policies. Telepractice has

Appropriate statistical analysis revealed that following the first treatment period, adequate progress or mastery was achieved for 75% of the student progress objectives by both groups. After the second treatment, the authors found that 88% of the objectives were achieved for the telepractice group, and 84% of the objectives were achieved for the in-person group. In addition, there was no statistically significant differences in Goldman Fristoe Test of Articulation-second edition (GFTA-2) scores between the two groups after the first and second treatment periods.

This study is strengthened by the presence of a randomized control group, as well as requiring all SLP's to pass the ASHA inter-rater reliability test. However, weaknesses were also present; Several SLP's provided assessment, developed IEP goals, and implemented therapy for students.