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ABSTRACT BOOK

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P72. THERAPY APPROACHES FOR CHILDREN WITH SDD: CURRENT PRACTICE OF SLT WORKING IN PORTUGAL

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Background: Speech Sound Disorders (SSD) are the most common communication difficulties among preschool children and represent a significant portion of Speech-Language Therapists' (SLT) caseloads. Interventions for children with SSD may involve different therapy approaches, categorized into phonological-based and motor-based approaches. Nearly a decade after Portuguese speech therapists were questioned about their practices with children with SSD, it is crucial to understand which intervention approaches are currently most prevalent.

Aim/ Objectives: This study aims to describe the most frequently used approaches by SLT in treating children with SSD.

Methods: A cross-sectional survey was conducted in Portugal. The questionnaire used was the result of a translation and cultural adaptation process from the questionnaire originally used in the study of Brumbaugh and Smit (2013). The data collected were analyzed using descriptive statistics.

Results: A total of 128 questionnaires were collected. The majority of participants (96.1%) were females, and over 70% of respondents held a Bachelor's degree, with nearly 40% having completed their degree more than 15 years ago. The results indicated that the most frequently used intervention approaches were phonological awareness (74.2%), cued articulation (58.6%), minimal pairs approach (56.3%), and traditional articulatory therapy (56.3%). Some approaches were unfamiliar to most SLT (over 50%), such as PROMPT, Nuffield Dyspraxia Programme, Complexity Approach, Metaphon Therapy, and Nonlinear therapy. Most speech therapists use more than one intervention approach in their clinical practice.

Conclusions/take-home message: The use of various intervention approaches may reflect SLT's response to the heterogeneous nature of SSD cases, and this is crucial for intervention effectiveness. However, there still seems to be an important path to go in terms of familiarizing SLT with phonological-based approaches that consider the complexity of children's phonological system since the prevalence of phonological-based SSD cases is higher worldwide compared to motor/articulatory-based SSD cases.