

Intensity of Language Treatment: Contribution to Children's Language Outcomes

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This study included 233 children with DLD in grades K-2. 73 school SLPs provided business-as-usual therapy for one school year. Researchers used videos, therapy logs and direct assessment to determine which scheduling components (i.e., dose, frequency and duration) led to greater language gains.

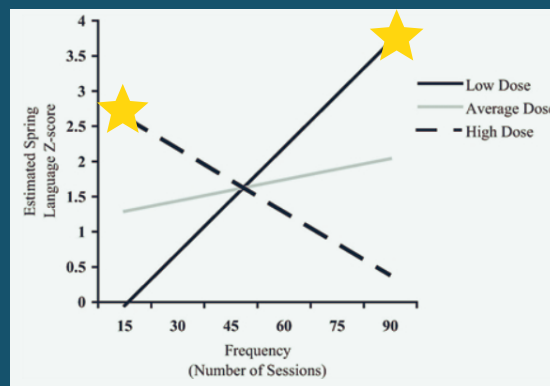
Dose: time spent on language goals

Frequency: number of therapy sessions

Duration: one academic year

For this study:

- Low dose= 2 minutes
- High dose= 20 minutes
- Low frequency= 1 session every other week
- High frequency= 3-4 sessions per week



Major Finding:
More therapy was NOT related to greater gains.

Results of this study suggest that therapy provided via **low frequency and high dose** or **high frequency and low dose** was related to the greatest gains! These results are relevant for SLPs when recommending service schedules for children with DLD.

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