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Speech pair therapy improve sociality in developmental disorder of speech and language children

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Introduction

As a type of communication disorders, speech and language disorder leads to delayed speech and language learning because of deficiency in cerebral physiological process to understand and express spoken language, and shows a significant deviation from the normal process of speech and language learning. Speech and language disorders in children include deficiency in communication between children, deficiency in the process to understand and express other people's spoken language in their cerebral and central nervous system, and deficiency in the physiological process to speak language. Typical disorders of speech and language are developmental disorder of speech and language, dysarthria, voice disorder, fluency disorder, and reading disorder. This study aims to look into children with developmental disorder of speech and language, and to find the influence of speech pair therapy on sociality.

Methods

The study subjects are 10 children who had been hospitalized in department of rehabilitation and physical medicine from Feb. 2016 to Feb. 2018 and were diagnosed with developmental disorder of speech and language. Inclusion criteria are 1) age of less than 8 years, 2) more than 6 months of delayed speech in language evaluation, and 3) the patient group which has less than 80 points in SQ. Exclusion criteria are 1) delayed speech caused by other diseases, 2) rejection of pair therapy, and 3) attention difficulty impeding pair therapy. In case of speech and language therapy, generally one therapist-to-one child matching occurs. In this study, children with the disorder who have similar language ability were paired and therefore 1-to-2 pair therapy was performed. This therapy was performed once a week, a total of 20 sessions. The children cooperated through competition or with the same goal in a game, or did role-play. This program induced dialogues necessary to each other. Before this pair therapy was performed, language evaluation was conducted with PRES examination and paired the children with a similar level. Through SQ, their sociality was evaluated. After the end of the therapy, SQ, and PRES examination were reevaluated to find any changes in sociality, language skills and communication.

Results

10 children with developmental disorder of speech and language showed significant rises in SQ score. Their language evaluation was also significantly improved.

Conclusion

Speech pair therapy not only improved the language skills of the children with developmental disorder of speech and language in a similar level, but also contributed to

their sociality improvement by way of creating the relationship between the children of their age. Developmental disorder of speech and language makes social interaction more difficult resulting decrease in sociality. Through this pair therapy, it may be possible to improve the sociality of pre-school children by practicing speech with other children of their age and thereby to get along well with other st