

Tele-Practice Voice Therapy for School Aged Children

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ABSTRACT

Voice therapy for children through tele-practice has only received cursory attention. This could be because tele-practice for children's vocal rehabilitation is not used extensively, or may be used, but data has not yet been adequately collected, studied, and reported. This paper questions the rationale behind the lack of tele-practice in children's vocal rehabilitation. Using two commonly encountered voice problems as examples, potential efficacy of tele-practice in voice therapy for children is discussed. This paper presents the viability of offering tele-practice within a public school setting and the potential implications. In addition, the laws, regulations, and restrictions governing public school speech therapy services are highlighted. Clearly, carefully controlled experimentation and outcome data is needed to understand the multifactorial implications of tele-practice voice therapy services in school age children.

Keywords: Tele-practice; voice therapy; children; school; speech therapy.

INTRODUCTION

One-fifth of Americans live in areas considered non-metropolitan, where access to health-care, especially specialized healthcare, is often scarce (Scheideman-Miller 2002). Shortages of SLP practitioners leads to large workloads, which can affect