

Diagnostic Category: Intellectual Disability, Speech & Learning Deficit Discipline: Speech Language Pathology

Reference	N	Intervention (n)	Telerehabilitation program's:	Platform & clinician's involvement	Outcomes
Country Study Design Quality (for RCTs)	Sample description (dx specifics, age, gender)	vs. Comparison (n) Frequency & duration	I. Focus II. Nature III. Target IV. Receiving client		Child-related outcomes Parent-related outcomes (+) significant between-group differences for RCTs or within group improvements for non-RCTs (-) no significant between-group differences for RCTs or within group improvements for non-RCTs
Grogan-Johnson et al., 2010 USA Quasi-experimental, cross-over	N= 38 Students with articulation, language, and/or fluency disorders as either primary handicapping condition or related to a learning disability, and had an Individualized Education Plan (IEP) Age range: 4-12 yrs 25M:13F	Telemedicine treatment (n=17) vs. Usual care (n=17) 4 months for treatment period 1 and 4 months for treatment period 2 (total 8 months)	I. Speech II. Telemedicine: Students were taken to telemedicine therapy sessions by "e-helpers" who remained during the session to solve any technology problems and to provide adult supervision. They communicated with the remote SLP, receiving and sending fax and mail related to telehealth. They maintained a log of therapy sessions. Therapy sessions were individual. Usual care: Students received the usual conventional treatment on-	Videoconferencing	At post-treatment (4 months): (-) <i>Articulation</i> : Goldman-Fristoe Test of Articulation <ul style="list-style-type: none"> • Students in the tele-practice project overwhelmingly expressed satisfaction • Parents were overwhelmingly satisfied with tele-practice delivery • SLPs were satisfied with the program • All e-helpers were satisfied with the program

			<p>site by an SLP. Therapy sessions were in groups of 2-4 students.</p> <p>All therapy sessions provided by the SLP followed the goals and objectives on each child's Individualized Education Plan (IEP).</p> <p>Cross-over: Students in group A received telemedicine treatment for 4 months, followed by conventional therapy for 4 months. Students in group B received conventional treatment for 4 months followed by telemedicine treatment for 4 months. There was no washout period.</p> <p>III. Child</p> <p>IV. Child/youth alone</p>		<ul style="list-style-type: none">• School principals (3/4) were satisfied with the program
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