

Clinical Decision Making: A Case Study Presentation

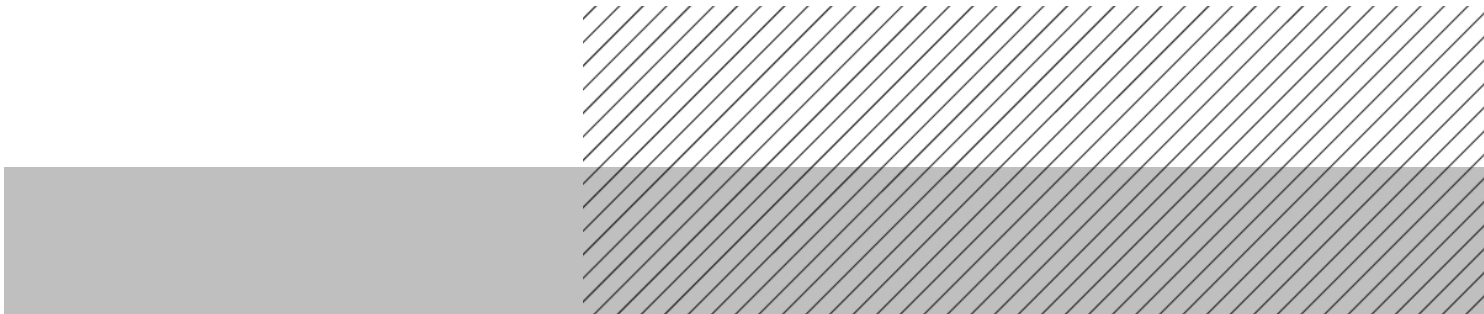
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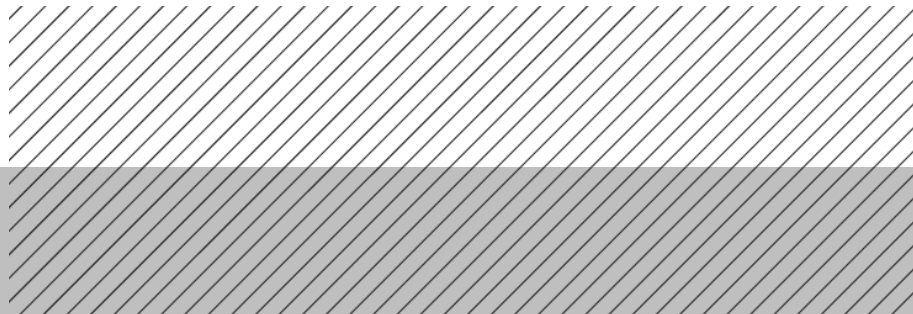
Purpose

The purpose of this project was to apply the principles of EBP to a case study and to utilize a decision-making map to ensure evidence, clinical judgement and client needs are thoroughly considered when making clinical decisions.



Case Study

Becky is an adopted child with a history of neglect and lack of stimulation in her early years. Quite early on, her adoptive parents had concerns about her speech and language. She was referred for speech-language therapy when she was two years old. She is now in third grade. She does not exhibit expressive language commiserate with her same-age peers. In fact, she was diagnosed with a mild language disorder last year by the school speech language pathologist and is attending treatment sessions at school for her language disorder. Becky is struggling in all her classes, especially in her Language Arts class. Her parents have brought her to your private clinic to give her more support than the school SLP can provide during group sessions twice a week. What is the best EBP approach?



Client Needs

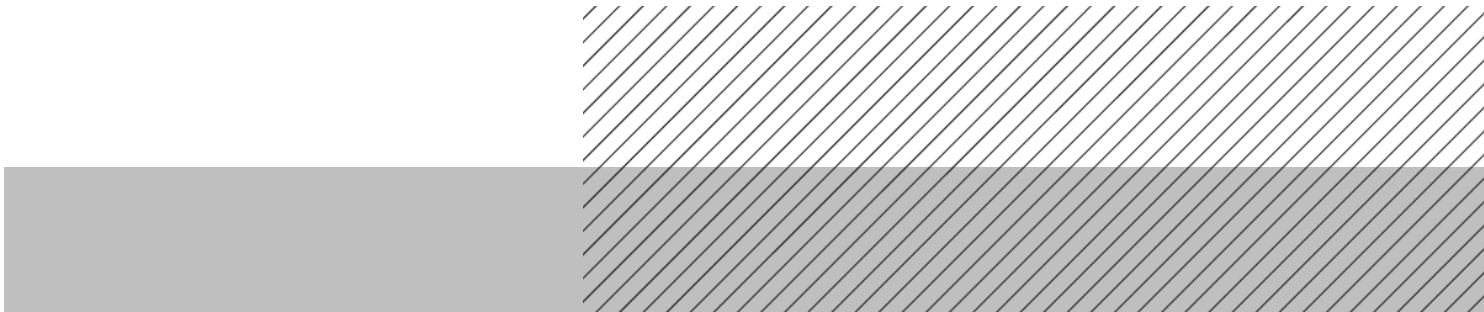
Based off the case study, Becky needs receptive and expressive intervention for her mild language disorder.

Contextualized language intervention utilizing Literature Based Units (Gillam & Ukrainetz, 2007)

Take home activities related to her language arts class

Extra support from her guardian, teacher, and speech therapist

Stimulating environment with encouragement and positive feedback



Clinical Judgement

Socioemotional support

–Children who have been in foster care tend to struggle with fear and anxiety due to past neglect, mistreatment, and trauma.

Contextualized language intervention in a group setting

A trusting relationship that is empowering

–This relationship is created using the strategies/approach described within Trust-Based Relational Intervention

Theoretical Considerations

Constructivism and the ICF model should be the center of intervention.

–The ICF framework consists of two parts:

–Functioning and Disability: Body Functions/Structures and Activity/Participation

–Contextual Factors:
Environmental and Personal Factors

The ICF looks at functioning and a more comprehensive picture of the person.

Hybrid Approach (1986)

Response to Intervention (RTI)
(ASHA, 2020)

Method

Trust-Based Relational Intervention (TBRI): A Systemic Approach to Complex Developmental Trauma (Purvis, et. al., 2019)

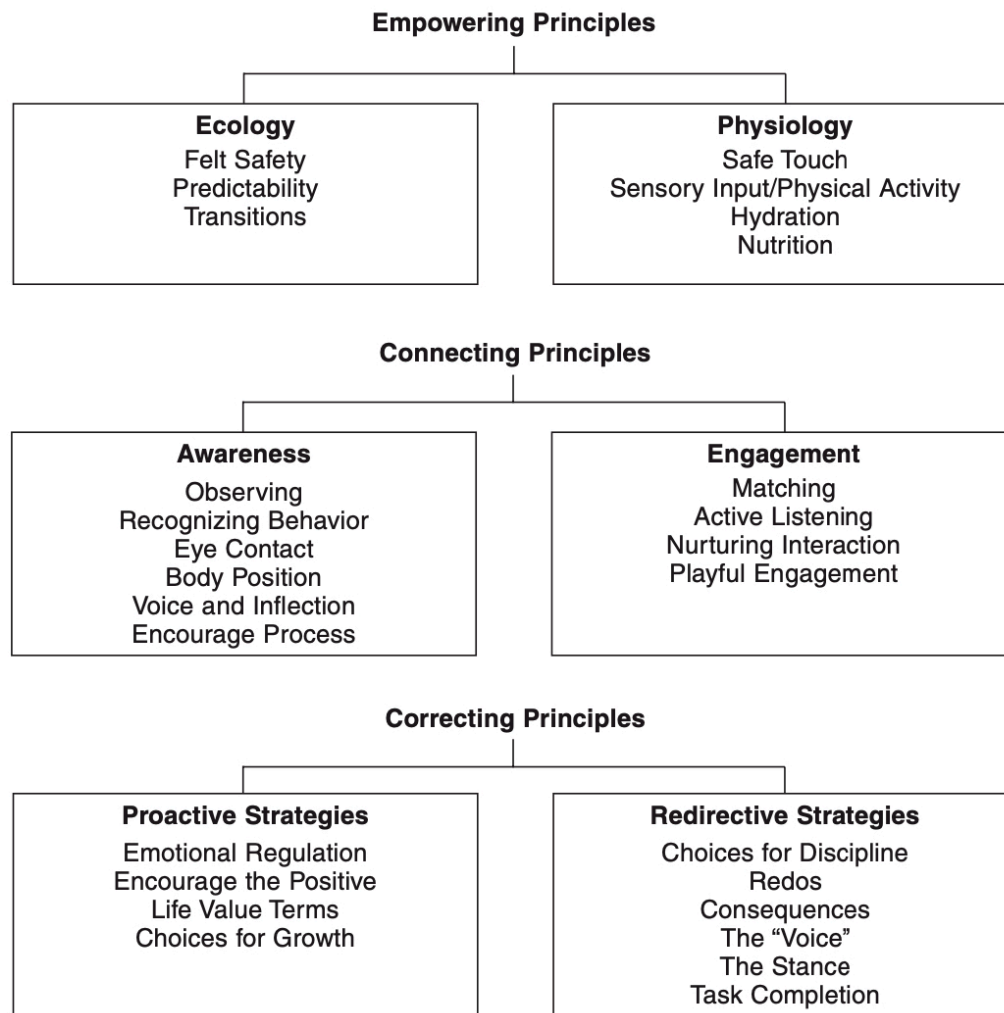


FIGURE 1

**An Outline of the Trust-Based Relational Intervention™
Interactive Empowering Principles, Connecting Principles,
and Correcting Principles**

IDEAL response:
Immediately, **D**irectly,
Efficient, **A**ction-Based, Level

Literature:

*Youths in foster care with
language delays: Prevalence,
causes, and interventions*
(Krier, et. al., 2018)

*Bridging Oral and Written
Language: An Oral Narrative
Language Intervention Study
With Writing Outcomes*
(Spencer, et. al., 2018)

Recommendations

Group therapy, with potential of one-on-one therapy later, as appropriate
–to provide opportunities to learn language and use language with others

Small-group writing project

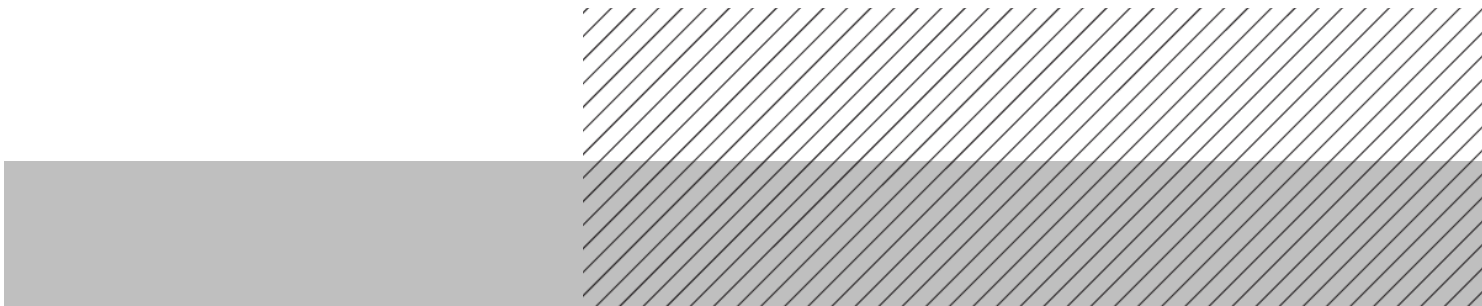
–will provide a structured environment for Becky to demonstrate her newly learned language skills

A team approach with Becky's teachers and family

–language facilitation techniques can be taught in a more contextualized and natural environment

Use of visual schedules, as well as transitional cues throughout each therapy session, within the classroom, and within the home

–help reduce fear and anxiety while giving Becky a sense of security



References & Acknowledgement

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