The SATPAC Program and Approach-Looking at the Peer-Reviewed Research

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Disclosure Statement

Financial:
- Owner and Developer of SATPAC Speech and receives royalty payments.
- Receives royalty payments from Marshalla Speech & Language

Nonfinancial:
- Board Member of the Oral Motor Institute.

Overview of the SATPAC Program

SATPAC (Systematic Articulation Training Program Accessing Computers) is an articulation software/online program which simulates normal conversation by incorporating coarticulation and natural prosody at a conversational rate. Best practices which include the use of facilitating contexts, nonwords and numerous repetitions of the target sound lead to quicker remediation of deficits.

Target sounds are established, practiced and transferred. In the Establishment and Practice Phases, nonwords are used. In the Generalization/Transfer Phase, real phrases and sentences are used that move the student systematically to normal conversational competence

Overview of the SATPAC Approach (6 Key Elements)

- Facilitating Contexts
- Coarticulation
- Normal Rate
- Natural Prosody
- Use of Nonwords
- Therapy Response Rate


Study #1- Conducted by the Presenter

a) Purpose-To Remediate the /s/ sound in a highly efficient manner
b) Procedures
   1) Developing Appropriate Stabilization and Differentiation of the Articulators for the /t/ sound
   2) Multiple Repetitions of EET for proper placement
3) Transitioning from EET into a nonword bisyllable BEETSEET
4) Establishment of BEETSEET through 7 different steps
5) Practice of BEETSEET through 5 lists of nonwords with each list progressively more difficult building up to a slow conversational rate
6) Generalization/Transfer through phrase and sentence lists and if necessary conversational activities
c) Results- Approximately 2/3 of students were remediated in 2 ½ hrs. of direct therapy and these results were largely maintained when a two-year follow-up was conducted.

Study #2- Conducted by Other SLPs

a) Purpose-To Remediate the /s/ sound in a highly efficient manner
b) Procedures
   1) Developing Appropriate Stabilization and Differentiation of the Articulators for the /t/ sound
   2) Multiple Repetitions of EET for proper placement
   3) Transitioning from EET into a nonword bisyllable BEETSEET
   4) Establishment of BEETSEET through 7 different steps
   5) Practice of BEETSEET through 5 lists of nonwords with each list progressively more difficult building up to a slow conversational rate
   6) Generalization/Transfer through phrase and sentence lists and if necessary conversational activities
c) Results- Two-thirds of students were remediated in 3 hrs. of direct therapy and these results were maintained when students were reevaluated after summer vacation.

Peer-Reviewed R Study (Flipsen & Sacks, 2015 Perspectives on School-Based Issues)

a) Purpose – To Remediate the /r/ sound in a highly efficient manner
b) Procedures
   1) Developing Appropriate Stabilization and Differentiation of the Articulators for the /r/ sound
   2) Multiple Repetitions of EERGA for proper placement using infant tongue depressors for stabilization
   3) Establishment of EERGA through 7 different steps
   4) Practice of EERGA through 5 lists of nonwords with each list progressively more difficult building up to a slow conversational rate
   5) Generalization/Transfer through phrase and sentence lists and if necessary conversational activities
c) Results- student was remediated in 3 ½ hrs. of direct therapy and maintained progress (90% accuracy) when evaluated both 1 month and 6 months later
Implications for School Speech Therapy

a) We need to question the traditional model of therapy once/twice a week in a group for 30 minutes.

b) 15 minutes for /s/ individually once a week is effective using this approach with /r/ needing more study.

REFERENCES


Sacks, S., SATPAC: (2003) A Tool in Remediating Articulation/Phonological Deficits, ADVANCE Magazine

