

Pre-Kindergarten NOMS FACT SHEET

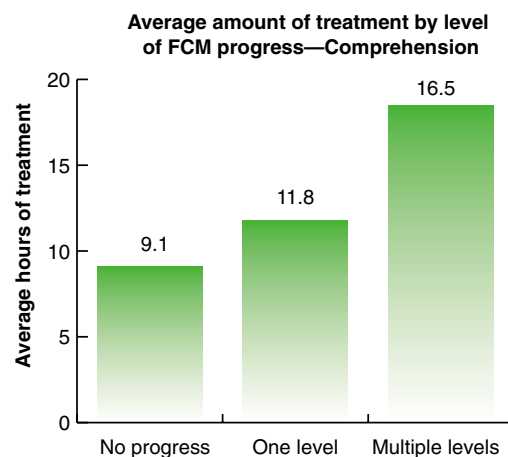
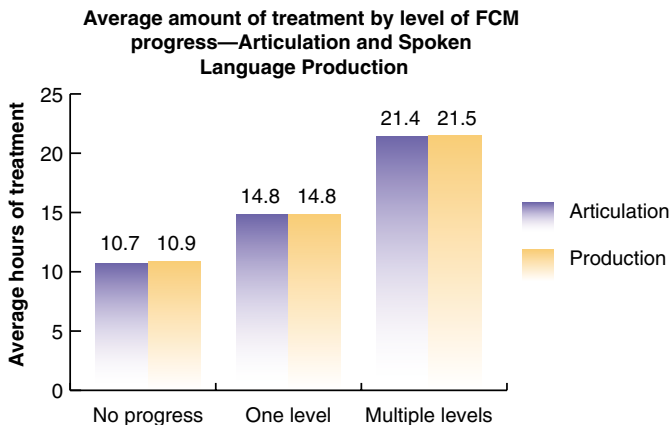
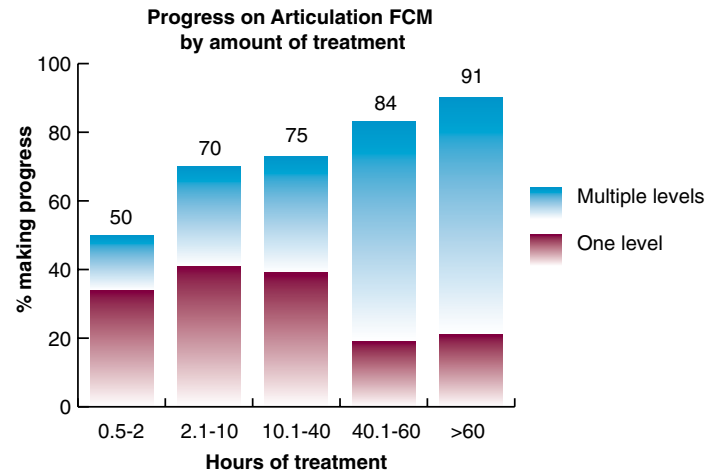
Does Treatment Time Affect SLP Outcomes in Preschoolers?

As a part of NOMS, SLPs collect data to determine what factors may affect progress in preschoolers and to rate children's speech and language skills using ASHA's Functional Communication Measures (FCMs). FCMs are a series of disorder-specific, seven-point scales ranging from least functional (Level 1) to most functional (Level 7).

Not surprisingly, the data indicate that the outcomes children achieve vary with the amount of treatment they receive.

As the chart on the right illustrates, more treatment time is associated not only with more progress, but also in an increased proportion of children demonstrating functional gains in their speech and language skills.

The graphs below also indicate that more treatment is associated with better outcomes for children. Those who achieved one FCM level of progress in either articulation or spoken language production (bottom left) required roughly 50% more intervention than children who made no progress in these areas. Additionally, preschoolers who achieved multiple FCM level gains, received approximately twice as much treatment as those children who made no FCM progress. This same pattern also holds true in youngsters treated for spoken language comprehension disorders (bottom right).



These data were taken from ASHA's National Outcome Measurement System (NOMS). NOMS participants receive reports comparing their data with national benchmarks, which can be used for quality improvement planning, providing answers about expected functional outcome of treatment, and advocacy with administrators, payers, policymakers, and parents.

For more information or to become involved in NOMS, visit our website at http://professional.asha.org/resources/NOMS/treatment_outcomes.cfm or contact us at 301-897-0101.

