

Critical Review:

Are dysphonia prevention training programs effective in reducing the incidence of voice disorders in teachers?

Taylor Strande

Selection Criteria

Articles that met inclusion criteria were required to address voice disorder prevention in teachers or student teachers who did not already have a voice disorder. Articles were excluded if they did not explicitly deal with teachers or student teachers without current voice disorders or if there was no preventative treatment provided. Selection of articles was not limited by study design or date of publication.

Data Collection

Five articles from the literature search met the selection criteria. Articles consisted of three randomized clinical trials and two pseudo-randomized trials.

Duffy and Hazlett (2003) was one of the first articles to address primary prevention as a method to reduce the incidence of voice disorders in the teaching population. This randomized control trial evaluated the acoustic,

One strength of this study was its low attrition rate of 5-17%, which the authors credit to be because of the simple-to

disorders across multiple populations into a meta-analysis to increase the level of support for these programs. Research is also needed to further examine the different benefits of vocal hygiene education versus vocal exercise programs in this population in order to determine the variables that provide the best outcomes for teachers in the long-term. Furthermore, as stated previously, Richter et al. (2015) should be replicated to provide evidence of the study's validity, and longitudinal data should be provided to determine the long-term effectiveness of these programs. Finally, methodologies of future studies should be outlined in greater detail in order to guide SLPs and other voice professionals when implementing these programs in a clinical setting.

Amir, O., Dukas, M., & Shnaps-Baum, R. (2005). The effect of a 'voice course' on the voices of people with and without pathologies: Preliminary observations. *Journal of Voice*, *30*(2), 63-71.

Angelillo, M., Di Maio, G.