



## **A Qualitative Investigation of Speech-Language Pathologists' and Music Educators' Techniques**

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### **ABSTRACT**

Many techniques speech-language pathologists (SLPs) use to improve speech sounds are akin to techniques general music educators (MEs) use; however, music educators and SLPs may not recognize ways in which their techniques are similar. The purpose of this study was to examine possible similarities among techniques used by SLPs and MEs that could improve speech sounds. This study also sought to compare and contrast the perceptions of SLPs and MEs about using musical techniques to improve speech sounds. Using a modified multi-case study approach, I observed and interviewed two SLPs and two MEs over a period of three months. Preliminary findings seem to indicate that SLPs and MEs use musical elements with students to enhance a student's performance on speech-related tasks. Music educators intentionally utilize musical elements to improve student's enunciation on text used in class and do not necessarily seek to help students generalize these enunciations to conversational abilities outside of their music classrooms. Speech-language pathologists unintentionally utilize musical elements to improve student's articulation on speech sounds and seek to help students generalize these articulations to conversational abilities outside of their speech-language spaces. Understanding that SLPs may not recognize the musical elements they use can help MEs foster collaborations with SLPs. Music educators could open conversations with SLPs that help SLPs identify the musical elements they use and suggest ways in which musical elements could be used to encourage musical and language development across a student's lifetime. [The author can be reached at [MaraCulp@gmail.com](mailto:MaraCulp@gmail.com) or [angela@tempotherapy.com](mailto:angela@tempotherapy.com)]