

Systematic Review and Meta-Analysis of Stay-Play-Talk (SPT) Interventions for Young Children

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INTRODUCTION

- Children with low social competence might be less likely to be near, play with, and interact with other children
- Stay-play-talk (SPT) is an intervention with more than 20 years of research support but it isn't clear for whom and under what conditions SPT is effective

METHODS

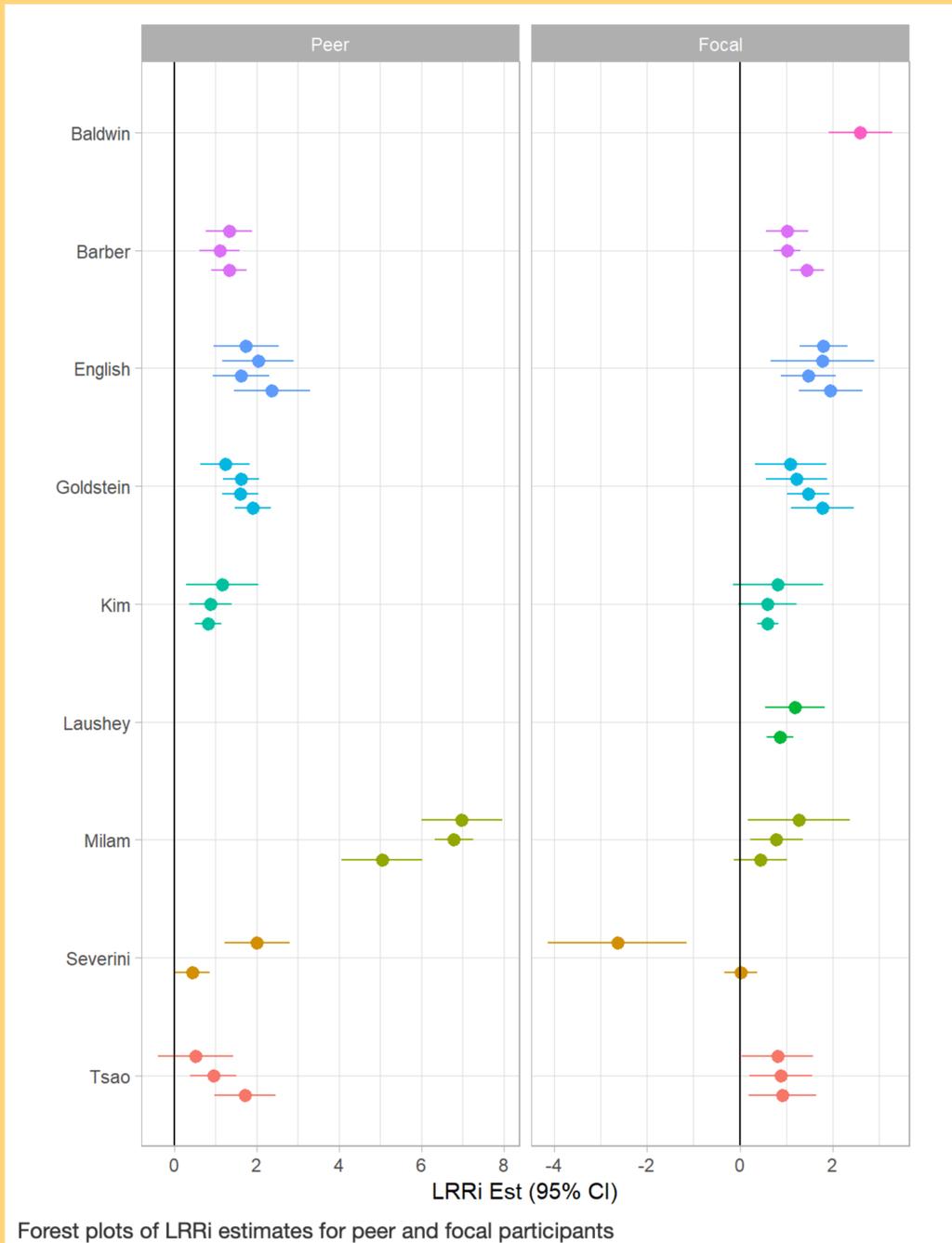
- Search & Inclusion:**
 - SPT intervention with young children (under 9 years) with or at risk for disabilities
 - Database and forward/backward searches for published and unpublished studies
 - Descriptive coding, rigor and visual analysis outcomes coding (SCARF), and meta-analysis

RESULTS

- 25 focal participants (mean age = 56 months), 31 peer participants (mean age = 59 months)
- Mean training time of just over 1 hour
- Mean measurement (peer SPT implementation) time of almost 2 hours
- Most studies were of at least adequate quality
- Only 40% showed FRs for focal participants, while 65% showed FRs for implementing peers (including secondary variables)

Unit	LRRi					% Change		
	Average effect	SE	95% CI	tau	gamma	Average effect	Study 67% PI	Case 67% PI
Including Severini								
Peer	1.30	0.16	(0.89, 1.71)	0.31	0.27	267	(144, 453)	(161, 417) (139, 464)
Focal	1.12	0.27	(0.48, 1.77)	0.74	0.06	208	(61, 487)	(43, 560) (43, 561)
Excluding Severini								
Peer	1.34	0.18	(0.84, 1.85)	0.37	0.00	282	(131, 533)	(156, 471) (156, 471)
Focal	1.29	0.23	(0.74, 1.84)	0.57	0.04	263	(109, 530)	(100, 558) (100, 559)

Stay-play-talk was effective for improving social interactions for focal participants and implementing peers, but heterogeneity was considerable.



Take a photo of this QR code to access more information about SPT.



Take a photo of this QR code to access SPT visuals.



Take a photo of this QR code to access a pre-print of the meta-analysis paper.



What we don't yet know:

- What child or procedural characteristics increase the likelihood of behavior change
- To what extent procedural variations impact outcomes (inadequate reporting was common for procedures such as prompting and reinforcement)
- How SPT can be successfully modified for AAC users
- Whether teachers can and will implement SPT under typical constraints

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