

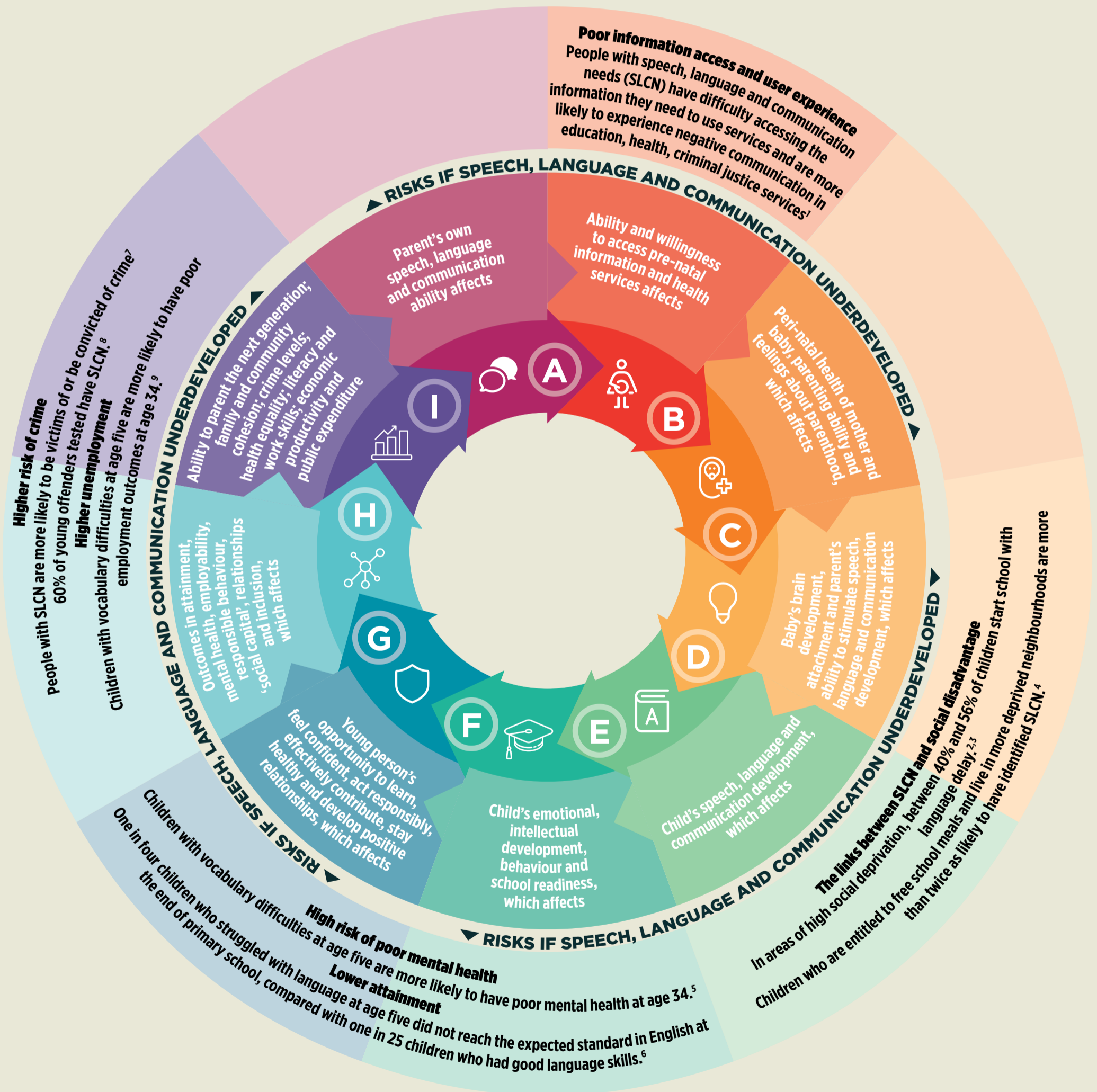
Speech, Language and Communication Capacity



A National Asset



The Intergenerational Cycle of Speech, Language and Communication Outcomes and Risks



How to grow national assets by breaking the intergenerational cycle of speech, language and communication needs

All relevant agencies involved in the cycle work collaboratively to:

- 1** Identify and respond effectively to parents' speech, language and communication needs and preferences – mainstreaming quality inclusive communication approaches throughout public services
- 2** Boost early years speech, language and communication provision for today's babies and toddlers and their parents by building the skills to support children's speech, language and communication development throughout child health, education and care workforces
- 3** Boost the speech, language and communication capacity of the next generation of parents who are already accessing primary, secondary, tertiary education; youth justice services; youth employment services; and children and young people's mental health services

For further information on anything in this publication, please contact info@rcslt.org

¹Law, J. et al (2007). Communication Support Needs: a Review of the Literature. Scottish Executive Social Research. Available at: www.gov.scot/Resource/Doc/179456/0051018.pdf

²Locke, A., Ginsborg, J. & Peers, I. (2002). Development and disadvantage: Implications for the early years and beyond. *International Journal of Language and Communication Disorders*, 37(1): 3-15.

³Law, J., McBean, K. & Rush, R. (2011). Communication skills in a population of primary school-aged children raised in an area of pronounced social disadvantage. *International Journal of Language and Communication Disorders*, 46(6): 657-64.

⁴Dockrell et al (2012). Understanding speech, language and communication needs: Profiles of need and provision. Department for Education. Available at: www.gov.uk/government/uploads/system/uploads/attachment_data/file/557156/DFE-RR247-BCRP4.pdf

⁵Law, J. et al (2009) Modelling developmental language difficulties from school entry into adulthood: literacy, mental health, and employment outcomes. *Journal of Speech, Language and Hearing Research*, 52(6): 1401-16.

⁶Save the Children (2016). Early language development and children's primary school attainment in English and Maths: new research findings. Available at: www.savethechildren.org.uk/sites/default/files/images/early_language_development_briefing_paper.pdf

⁷Law, J. et al (2007). Communication Support Needs: a Review of the Literature. Scottish Executive Social Research. Available at: www.gov.scot/Resource/Doc/179456/0051018.pdf

⁸Bryan, K. et al (2007). Language and communication difficulties in juvenile offenders. *International Journal of Language and Communication Difficulties*, 42: 505-520.

⁹Law, J. et al (2009) Modelling developmental language difficulties from school entry into adulthood: literacy, mental health, and employment outcomes. *Journal of Speech, Language and Hearing Research*, 52(6): 1401-16.