

What is the impact of VERVE child interaction on preschool children with language difficulties?

Research project

over to you

Background

Within preschool children, prevalence rates of language disorder are between 2-19% (Law et al, 2000). Parent Child Interaction Therapy (PCIT) is a popular intervention within paediatric speech and language therapy (Allen and Marshall, 2009). Video, Endorse, Respect, Vitalise, Eye contact, Child Interaction (VERVE), developed by Keena Cummins is a specific type of PCIT which has a greater focus on developing face watching (Stokes, 2015). Clinical experience suggests efficacy, however, there is limited evidence to support this (Faulkus et al, 2017).

Aim: Investigate impact of VERVE on communicative ability in preschool children with language difficulties.

Method

Methodology: Exploratory Sequential Mixed Methods.

Sample: 10 children aged 3;0-4;11 with severe language difficulties and their parents.

Quantitative phase: Multiple Baselines Design. Communicative ability will be measured using Pre-School Language Scale (5th Ed.) Measurements will be taken:

- 1) At consent to study
- 2) Half-way point on NHS waiting list
- 3) 1 week prior starting intervention
- 4) Post intervention.

Intervention: VERVE Child Interaction Therapy (Cummins, 2015). 4 weeks direct therapy sessions followed by 6 week consolidation period.

Qualitative phase: Parental interview post intervention.



Next steps

- PPI – parent feedback forums throughout
- HRA and NHS Trust approval granted November 18
- Recruitment and informed consent completed
- Quantitative phase started: Baseline measurement 1 completed for all participants.
- Data analysis
- Write up
- Dissemination

Results

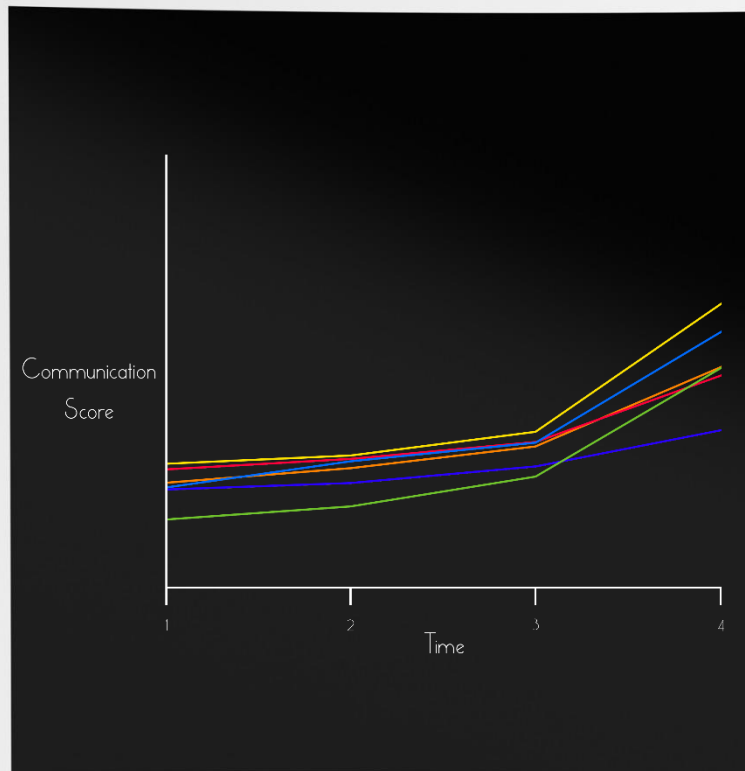
Quantitative: Statistical analysis in 3 stages:

1. Visual analysis of trends
2. Paired t-test of average language scores pre and post intervention.
3. Regression analysis to account for external factors.

Qualitative: Thematic Analysis as per Braun and Clarke (2013)

Integration of Quantitative and Qualitative data:

Use the qualitative data to explain the mechanisms behind the quantitative results. Why did we get these results?



Example graph for visual analysis

Developed alongside Joanna Dawes, David Rees- Academic supervisors, St George's University, London.
The Children's Therapies Service, Kent Community Health Foundation Trust.

Naomi Brown,
Speech and language Therapist.

