Speech and Language Therapy Works!

Victoria Joffe
School of Health Sciences
City, University of London
YEAH!!
Speech and Language Therapy Works!

WHY, HOW, and HOW DO WE KNOW?

Victoria Joffe

School of Health Sciences
City, University of London
WHEN YOU CHANGE THE WAY
YOU LOOK AT THINGS
THE THINGS YOU LOOK AT
— CHANGE —
Evidence-based medicine is the conscientious, explicit, and judicious use of current best evidence in making decisions about the care of individual patients.”

Sackett, 1996
In wider health service delivery, there has been a call for further discourse and discussion around EBP.

Reframing and reconceptualising the term and process to suit the reality of what we do and our service users’ experiences.
Evidence-based medicine is the conscientious, explicit, and judicious use of current best evidence, primarily from clinical trials, in making decisions about the care of individual patients. (Romana, 2006)
A Crisis in Evidence Based Medicine in Health Services?

- Quality of evidence
- Volume of evidence can be unmanageable
- Statistically significant versus clinically significance
- Care that is management driven, not patient centred
- Evidence based guidelines often map poorly to complex conditions/cases/comorbidities

(Greenhalgh, Howick, and Maskrey, 2014, p. 2, BMJ)
What is real evidence based medicine and how do we achieve it?

- Ethical care of patient/client = top priority

- Need for individualised evidence in a format that clinicians and patients can understand

- Characterised by expert judgment rather than mechanical rule following

- Shares decisions with patients/clients through meaningful conversations

- Builds on a strong clinician-patient relationship and the human aspects of care

(Greenhalgh, Howick, and Maskrey, 2014)
Broader, more imaginative research is needed

- **Multidisciplinary**

- **Qualitative** focus in experiences of illness

- Gain a better understanding of how clinicians and patients find, interpret, and evaluate evidence from research studies, and how (and if) these processes feed into clinical communication…and shared decision making

- Greater consideration of **behaviour change**
- Understand the importance of **practice evidence** and pragmatic constraints

- Discussion on how to interpret and **apply evidence to real cases**

- Consider how best to produce **expert clinicians** and **expert patients**

- **Challenge**, interrogate data and be **curious**. Look for the red flags

- **INNOVATE**

  Greenhalgh, Howick, and Maskrey, 2014
Study the past if you would define the future.
Confucius
SLT Profession
Rising to the challenge
Pushing The Boundaries
Clinical Expertise

Best Research Evidence

EBP

Patient Values & Preferences
SLT Profession

EVIDENCE

CLINICIAN INTUITION
Why is evidence important?
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EVIDE
Comparison of speech and language therapy techniques for speech problems in Parkinson’s disease (Review)

Herd CP, Tomlinson CL, Deane KHO, Brady MC, Smith CH, Sackley CM, Clarke CE
Speech and language therapy for aphasia following stroke (Review)

Brady MC, Kelly H, Godwin J, Enderby P, Campbell P
Speech and language therapy interventions for children with primary speech and language delay or disorder (Review)

Law J, Garrett Z, Nye C
Speech and language therapy to improve the communication skills of children with cerebral palsy (Review)

Pennington L, Goldbart J, Marshall J
Parent-mediated communication interventions for improving the communication skills of preschool children with non-progressive motor disorders (Review)

Pennington L, Akor WA, Laws K, Goldbart J
Interventions for childhood apraxia of speech (Review)

Morgan AT, Murray E, Liégeois FJ
Review

A systematic review and classification of interventions for speech-sound disorder in preschool children

Yvonne Wren, Sam Harding, Juliet Goldbart, Sue Roulstone

First published: 10 January 2018 | https://doi.org/10.1111/1460-6984.12371 | Cited by: 2

Abstract

Background
Vocabulary intervention for adolescents with language disorder: a systematic review

Hillary Lowe, Lucy Henry, Lisa Maria Müller, Victoria L Joffe


Abstract
What are the components of our evidence base?

- More sophisticated investigations - not only exploring effectiveness of an intervention, but looking in much more detail at finer essential nuances, including:
  - ingredients for why it works
  - for which specific groups/disorder/client it works best for
  - how much do we need for it to work best – dosage
  - how frequently do we need to deliver it – intensity
  - who is best placed to deliver it – service delivery model
Commentary

Characterizing optimal intervention intensity: The relationship between dosage and effect size in interventions for children with developmental speech and language difficulties

Biao Zeng, James Law & Geoff Lindsay
Pages 471-477 | Published online: 14 Sep 2012

Download citation https://doi.org/10.3109/17549507.2012.720281

Abstract

Although Warren, Fey and Yoder (2007) have described the key components of
SCIENTIFIC FORUM: RESPONSE

Optimal intervention intensity in speech-language pathology: Discoveries, challenges, and unchartered territories

Elise Baker

Pages 478-485 | Published online: 14 Sep 2012

Download citation  https://doi.org/10.3109/17549507.2012.717967

Abstract

This article is the final response in a scientific forum on the optimal intensity of intervention in speech-language pathology. It is a reflection on the state of knowledge offered by the 13 commentaries in this issue, addressing the areas of early communication and language impairment, speech sound disorders in children,
Conceptualising “dose” in paediatric language interventions: Current findings and future directions

Laura M. Justice

Pages 318-323 | Received 02 Oct 2017, Accepted 19 Feb 2018, Published online: 22 May 2018

Download citation  https://doi.org/10.1080/17549507.2018.1454985
Figure 2  Population of children and the services provided

- Universal services
- Targeted services
- Specialist services
- Children with additional needs
- Vulnerable children
- All children

(Gascoigne, 2006, p. 10)
Discussion

Evidence-based pathways to intervention for children with language disorders

Susan H. Ebbels†, Elspeth McCartney‡, Vicky Slonims§, Julie E. Dockrell¶ and Courtenay Frazier Norbury∥

†Moor House School & College, Oxted, UK; Division of Psychology and Language Sciences, University College London
‡Faculty of Social Sciences, University of Stirling, UK
§Children’s Neurosciences, Evelina London Children’s Hospital, Guy’s and St Thomas NHS Foundation Trust, London
¶Institute of Education, University College London, London, UK
∥International Journal of Language & Communication Disorders
Based pathways to intervention for children with language disorders
What are the components of our evidence base?

- Expansion in use of qualitative methodology allowing for the experiences and views of the service users and their families
What about qualitative research? (it’s not all about quantitative data)

Qualitative research focuses on the beliefs, experiences and interpretations of participants, addressing psychosocial questions.

Vanessa Rogers and Vicky Joffe discuss the valuable contribution qualitative research methods make to clinical research.

Give qualitative research a go:

- We love getting feedback from members. Most of you do not hold back about what we are doing well and what we could improve.
- Alternatively, it can help us to go deeper and investigate nuanced and subtleties.
- To begin with, qualitative research methods can...

http://www.rcslt.org/members/research_centre/qualitative_research/introduction
Language development, delay and intervention—the views of parents from communities that speech and language therapy managers in England consider to be under-served

Julie Marshall, Sam Harding, Sue Roulstone

First published: 20 December 2016 | https://doi.org/10.1111/1460-6984.12288
What are the components of our evidence base?

- Expansion in use of qualitative methodology allowing for the experiences and views of the service users and their families
- Challenging long held beliefs about and uses of diagnostic terms
CATALISE: A Multinational and Multidisciplinary Delphi Consensus Study. Identifying Language Impairments in Children

D. V. M. Bishop, Margaret J. Snowling, Paul A. Thompson, Trisha Greenhalgh, CATALISE consortium

Published: July 8, 2016 • https://doi.org/10.1371/journal.pone.0158753
Original Articles

Labels, identity and narratives in children with primary speech and language impairments

Rena Lyons & Sue Roulstone

Pages 503-518 | Received 13 Nov 2015, Accepted 20 Jul 2016, Published online: 15 Sep 2016

Abstract

Purpose: There has been debate about labels in relation to speech and language impairments. However, children’s views are missing from this debate, which is risky considering that labels with negative associations may result in stigma. The aim of this study was to explore children’s identity and narratives around their labels and whether the labels were perceived as negative.

Method: 17 children aged 5–15 years completed interviews and questionnaires. The interviews were semi-structured, allowing the children to talk about their personal experiences and to reflect on their identities in the context of labels.

Results: The children described the labels in various ways, and their narratives reflected their experiences of acceptance, rejection, and identity formation. The labels were not perceived as negative, and the children’s identities were shaped by their experiences and relationships with others.

Conclusion: The study highlights the importance of understanding children’s perspectives on labels and the need to consider the social and emotional context in which they are used. It suggests that labels can be empowering and positive when used appropriately.

Keywords: Labels, identity, narratives, speech and language impairments.
What are the components of our evidence base?

- Expansion in use of qualitative methodology allowing for the experiences and views of the service users and their families
- Challenging long held beliefs and uses of diagnostic terms
- Explicit selection of range of outcome measures to measure meaningful changes
- Exploring effectiveness from a wider base of stakeholders
Implementation of an extended scope of practice speech-language pathology allied health practitioner service: an evaluation of service impacts and outcomes

Marnie Seabrook, Maria Schwarz, Elizabeth C. Ward & Bernard Whitfield

Received 18 Jan 2017, Accepted 11 Sep 2017, Published online: 27 Sep 2017

Download citation  https://0-doi-org.wamr.city.ac.uk/10.1080/17549507.2017.1380702
- **Therapy Outcome Measures (TOMS):** describes the relative abilities and difficulties of a client in the four domains of
  - impairment
  - activity
  - participation
  - wellbeing

POAT - 2 (Profiling Outcomes Across Time) tool:

Sohail and Joffe, 2016
The **POAT – 2** consists of a series of nine rating scales including:

- Pre-verbal communication
- Talking and listening
- Speech
- Fluency
- Voice
- Social skills
- Emotional well-being
- Behaviour
- Eating and drinking.
<table>
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<tr>
<th></th>
<th>Never</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Frequently</th>
<th>Always</th>
<th>N/O</th>
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<td>Shows frustration when not understood</td>
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</table>

* = please note change in scoring: never = 5; rarely = 4; sometimes = 3; frequently = 2; always = 1

(Sohal and Joffe, 2016)
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<th>Show feelings appropriately</th>
<th>Show appropriate levels of confidence</th>
<th>Participates/engages appropriately in class</th>
<th>Joins in &amp; participates appropriately in the playground</th>
<th>Participates in extra-curricular activities</th>
<th>Shows an appropriate level of interest in a hobby/hobbies</th>
<th>Shows an awareness of what is happening around them</th>
<th>Has friends</th>
<th>Is happy</th>
<th>Is aware &amp; responsive to people’s feelings</th>
<th>Bullies others</th>
<th>Is being bullied</th>
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<td>No</td>
<td>Not observed</td>
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<td>No</td>
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Review

Relationship between perceived social support and patient-reported communication outcomes across communication disorders: a systematic review

Tanya Edie, Mara Kapoulas-Smith, Susan Bolt, Cara Sauder, Kathryn Yorkston, Carolyn Bazelet

First published: 24 July 2018 | https://doi.org/10.1111/1460-6984.12417

Read the full text >

Abstract
Receiving aphasia intervention in a virtual environment: the participants’ perspective

Ana Amaya, Celia Woolf, Niamh Devane, Julia Galliers, Richard Talbot, Stephanie Wilson &... Show all

Pages 538-558 | Received 17 Jul 2017, Accepted 20 Jan 2018, Published online: 26 Jan 2018

Download citation  https://doi.org/10.1080/02687038.2018.1431831

ABSTRACT
We Have a Voice: Exploring Participants' Experiences of Stuttering Modification
What are the components of our evidence base?

- Interventions that best meet the needs of *individuals* – cultural *diversity* – patient-centred care
Academic outcomes of multilingual children in Australia

Meredith O'Connor, Elodie O'Connor, Joanne Tarasuk, Sarah Gray, Amanda Kvalsvig & Sharon Goldfeld

Pages 393-405 | Received 22 Apr 2016, Accepted 04 Feb 2017, Published online: 24 Feb 2017
Culturally and linguistically diverse students in speech–language pathology courses: A platform for culturally responsive services
Supporting culturally and linguistically diverse children with speech, language and communication needs: Overarching principles, individual approaches

Sarah Verdon, Sharynne McLeod, Sandie Wong

https://doi.org/10.1016/j.jcomdis.2015.10.002
What are the components of our evidence base?

- Interventions that best meet the needs of individuals – cultural diversity – patient-centred care

- Greater consideration of **behaviour change** and implementation science
COM-B Model of Behaviour Change

Capabilities

Motivation

Opportunities

Behaviour

Michie et al (2011)
Mapping COM-B with Theoretical Domains Framework (TDF) domains

Capabilities
- Knowledge Skills
- Memory Attention
- Decision Processes
- Behaviour Regulation

Opportunities
- Environmental Context
- Resources
- Social Influences

Motivation
- Professional Role/Identity
- Beliefs about capabilities and consequences
- Optimism/Intentions
- Reinforcements Goals
Elizabeth Usher Memorial Lecture: How do we change our profession? Using the lens of behavioural economics to improve evidence-based practice in speech-language pathology

Patricia J. McCabe

Pages 300-309 | Received 12 Dec 2017, Accepted 25 Feb 2018, Published online: 03 May 2018

Download citation  https://doi.org/10.1080/17549507.2018.1460526

Abstract

Evidence-based practice (EBP) is a well-accepted theoretical framework around
What are the components of our evidence base?

- Interventions that best meet the needs of individuals – cultural diversity – patient-centred care
- Greater consideration of behaviour change and implementation science
- Using research evidence to advocate on a larger social and political platform
Developmental Language Disorder – a public health problem?

Developmental Language Disorder (DLD) is a condition where a child has difficulties understanding and/or producing language and these difficulties impact on their everyday life. Approximately 5 to 8 per cent of children may have DLD. Studies suggest DLD is as prevalent as childhood obesity, reported to be 7 per cent in Australia.9

In population-based studies, which use broader criteria for DLD, prevalence estimates are even higher, with some studies reporting 14 to 20 per cent of 4-5-year-old children may be affected by DLD. Similar levels are also reported at 7 years of age.4,6

What is a public health problem?

Is DLD a public health problem? For a health condition to be considered a public health problem, the following criteria must be met:7,8

- It must place a large burden on society, a burden that appears to be increasing.
- The burden must be distributed unfairly (i.e. certain components of the population are unequally affected).
- There must be evidence that early preventive strategies could substantially reduce the burden of the condition.

The societal burden of DLD

In Australia, there has been a major increase in the number of speech pathology service claims made to Medicare, Australia’s publically funded universal health care system. The speech pathology Medicare service items increased from 3,051 in 2004-05, to 113,167 in 2012-13, with majority of services for children aged 0-14.9

- Early language problems are shown to be associated with externalising (e.g. physical aggression) and internalising (e.g. anxiety) mental health problems.10 Children are often identified with either a language or a behaviour problem although in reality these difficulties often co-occur,11 accentuating the difficulties the child experiences in school.12 This overlap between behaviour and language often goes undetected by teachers or psychologists13 and children are more likely to be referred to services because of their concerns about their behaviour than because of their difficulties with language skills.14 There are also potential consequences with evidence to suggest that poor DLD is associated with adult mental health problems.15 The increased risk of behavioural difficulties for children with persistent DLD puts them at risk of

- Language is an essential foundation for educational progress. Crucially, the transition to literacy in the first three years of school will not be successful without well-established language skills. Children with DLD are likely to struggle with this transition and their academic and vocational trajectories are significantly curtailed. Leaving school without the skills required for employment or further training predisposes children to a life on the social and economic margins. This is a particular issue for young males, for whom unskilled jobs are disappearing as labour-markets are increasingly reliant on technology and higher levels of education.17 Low literacy levels impose a range of direct and indirect costs on governments, industry and communities18 and difficult to rectify.

The unfair distribution of DLD

The burden of DLD is distributed unfairly, more socially disadvantaged children are likely to have poorer developmental skills than their more advantaged peers.19,20 In a national report using data from the Australian Early Development Census (AEDC), which measures the development of children in Australia in their first year of full-time school (around 5 years of age), a linear relationship was found between social disadvantage and child language skills. In 2015, children from the most disadvantaged areas were shown to be three times more likely to be developmentally vulnerable than children from the least disadvantaged areas (see Figure 1).

Figure 1: Social gradient in oral language skills amongst 5-6 year-old children on the Australian Early Development Census (AEDC) in 2015.
Communication is a human right: Celebrating the 70th anniversary of the Universal Declaration of Human Rights

Foreword

Introduction

The importance of the human right to communication
Bercow: Ten Years On

An independent review of provision for children and young people with speech, language and communication needs in England.
A systematic scoping review of speech and language therapists’ public health practice for early language development

Clare Smith, Emma Williams, Karen Bryan

Changes in our role as an SLT…

- Expansion of our clinical areas and client groups to meet the ever-changing needs of our communities
Intervening to address communication difficulties in incarcerated youth: A Phase 1 clinical trial

Pamela C. Snow & Mary N. Woodward

Pages 392-406 | Received 02 Dec 2015, Accepted 11 Jul 2016, Published online: 07 Oct 2016

https://doi.org/10.1080/17549507.2016.1216600
Expanding the evidence: Developments and innovations in clinical practice, training and competency within voice and communication therapy for trans and gender diverse people

Matthew Mills, Gillie Stoneham & Ioanna Georgiadou
Pages 328-342 | Published online: 09 Jun 2017
Is the speech-language pathology profession prepared for an ageing population? An Australian survey

Michelle Bennett, Jade Cartwright & Jessica Young
Early adolescent language development following intrathecal chemotherapy for acute lymphoblastic leukaemia

Fiona M. Lewis & Jaycie K. Bohan

Pages 485-493 | Received 24 May 2016, Accepted 16 Mar 2017, Published online: 10 Apr 2017

Download citation https://doi.org/10.1080/17549507.2017.1309066

Abstract
What is needed to prepare speech pathologists to work in adult palliative care?

Ashleigh Pascoe, Lauren J. Breen, Naomi Cocks

First published: 12 January 2018 | https://doi.org/10.1111/1460-6984.12367

Abstract

Background
Speech–language pathology in paediatric palliative care: A scoping review of role and
Changes in our role as an SLT…

- Expansion of our clinical areas and client groups to meet the needs of our communities

- Working with and through others as appropriate

- Working across different contexts
Research Report

A qualitative case study in the social capital of co-professional collaborative co-practice for children with speech, language and communication needs

Cristina McKean, James Law, Karen Laing, Maria Cockerill, Jan Allon-Smith, Elspeth McCartney, Joan Forbes

First published: 04 November 2016 | https://doi.org/10.1111/1460-6984.12296 | Cited by: 1

Read the full text ➤
Can a teacher-reported indicator be used for population monitoring of oral language skills at school entry?
Screening patients for communication difficulty: The diagnostic accuracy of the IFCI staff questionnaire

Robyn O'Halloran, Julieanne Coyle & Sue Lamont

Pages 430-440 | Received 04 Sep 2015, Accepted 22 May 2016, Published online: 09 Aug 2016

Download citation  https://doi.org/10.1080/17549507.2016.1209560
The feasibility and appropriateness of a peer-to-peer, play-based intervention for improving pragmatic language in children with autism spectrum disorder

Lauren Parsons, Reinie Cordier, Natalie Munro & Annette Joosten

Received 17 Sep 2017, Accepted 19 Jun 2018, Published online: 02 Sep 2018

Download citation  https://0-doi-org.wam.city.ac.uk/10.1080/17549507.2018.1492630

Abstract
Children working as a pair on computerised 'Maze Game'.
Research Article

Palin Parent—Child Interaction Therapy: The Bigger Picture

Sharon K. Millard, Patricia Zebrowski, and Elaine Kelman

Purpose: Palin Parent—Child Interaction therapy (Kelman & Kelman, 2008) is an evidence-based intervention for children who stutter. The evidence consists of multiple pre-subject replicated studies, and this demonstrates the intervention is effective. The aim of this study was to investigate the effects of the intervention on severity and impact the child’s stuttering has on the mother. By 6 months after therapy onset, there was a significant reduction in stuttering frequency and fathers’ perceptions of severity and their worry about it. Furthermore, these improvements were maintained 1 year posttherapy. Several
Research Report

A pilot study to evaluate the effectiveness of an individualized and cognitive behavioural communication intervention for informal carers of people with dementia: The Talking Sense programme

Colin J. Barnes, Chris Markham

First published: 20 February 2018 | https://doi.org/10.1111/1460-6984.12375

Abstract
Capturing communication supporting classrooms: The development of a tool and feasibility study

Julie E Dockrell, Ioanna Bakopoulou, James Law, more...

First Published March 9, 2015 | Research Article
https://doi.org/10.1177/0265659015572165

Abstract

There is an increasing emphasis on supporting the oral language needs of children in the classroom. A variety of different measures have been developed to assist this process but few have been derived systematically from the available research evidence. A Communication Supporting Classrooms Observation Tool (CsC Observation Tool) for children aged 4–7 years (that is, in Reception and Key Stage 1 classrooms) was devised following a review of the research literature. The evidence derived from 62 research papers was rated based on the studies’ research design following specific rating criteria. Based on the review of the literature and rating of the evidence, three main areas were identified and included as dimensions in the CsC Observation Tool: Language Learning Environment, Language Learning Opportunities and Language Learning Interactions. A
**Talk about Talk:** A programme, focused on developing young people’s communication skills, to enable them to co deliver communication awareness training to organisations either in the criminal justice system or those that may offer *employment* or *volunteering* opportunities.
Employer Survey of Communication Skills

Top 5 Communication Priorities for Employers

The employee:

- checks when confused (39/53)
- works well in a team (31/53)
- is a good listener (29/53)
- is able to adjust her/his style of talking (24/53)
- is friendly and approachable (24/53)

(ICAN, 2017, p.7)
Prevalence of SLCN: 55.6% – 63%

Self-rated SLCN of Long-term Unemployed N =135

- SLCN: 75 (55.6%)
- Suggestive of (borderline) SLCN: 10 (7.4%)
- No SLCN: 50 (37%)

CC-SR Bishop, Whitehouse and Sharp (2009)

Joffe & Walinger, 2017
Changes in our role as an SLT…

- Expansion of our clinical areas and client groups to meet the needs of our communities
- Working with and through others as appropriate
- Working across different contexts
- Focus of our work has shifted, expanded and grown more holistic
Socio-Ecological Model

Public Policy
- national, state, local laws and regulations

Community
- relationships between organizations

Organizational
- organizations, social institutions

Interpersonal
- families, friends, social networks

Individual
- knowledge, attitudes, skills

(From Bronfenbrenner, 1977)
Quality of life in children with developmental language disorder

Patricia Edie, Laura Conway, Birgit Helenstein, Fiona Mensah, Cristina McKean, Sheena Reilly

First published: 25 March 2018 | https://doi.org/10.1111/1460-6984.12385

Abstract

Background

Developmental language disorder (DLD) is common in children, but little is known about its association with quality of life (QoL) in middle childhood. QoL is a complex construct.
Well-Being and Resilience in Children with Speech and Language Disorders

Lyons, Rena; Roulstone, Sue

Journal of Speech, Language, and Hearing Research, v61 n2 p324-344 Feb 2018

Purpose: Children with speech and language disorders are at risk in relation to psychological and social well-being. The study was to understand the experiences of these children from their own perspectives focusing on risks to their well-being and protective indicators that may promote resilience. Method: Eleven 9- to 12-year-old children (4 boys and 7 girls) were recruited using purposeful sampling. One participant presented with a speech sound disorder, 1 presented with both a speech and language disorder, and 9 with language disorders. All were receiving additional educational supports. Narrative inquiry, a qualitative method, was employed. Data were generated in home and school settings using multiple semi-structured interviews with each child over a 6-month period. A total of 59 interviews were conducted. The data were analyzed to identify themes in relation to potential risk factors to well-being and protective strategies. Results: Potential risk factors in relation to well-being were communication impairment and disability, difficulties with relationships, and concern about academic achievement. Potential protective strategies included positive relationships, good support, and engagement in daily activities. Conclusion: The study highlights the importance of understanding the experiences of children with speech and language disorders in order to develop effective support strategies.
Victimization, Bullying, and Emotional Competence: Longitudinal Associations in (Pre)adolescents With and Without Developmental Language Disorder

Neeltje P. van den Bedem, Julie E. Dockrell, Petra M. van Alohen, Shareen V. Kalicharan, and Carolien Rieffe
Research Report

Depressive symptoms and emotion regulation strategies in children with and without developmental language disorder: a longitudinal study

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Social networking sites: barriers and facilitators to access for people with aphasia

Abi Roper, Brian Grellmann, Timothy Neate, Jane Marshall & Stephanie Wilson

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"Social networking sites: barriers and facilitators to access for people with aphasia."
International Journal of Speech-Language Pathology

Innovations actively shaping speech-language pathology evidence-based practice

Kathryn Crowe, Sarah Masso & Suzanne Hopf
Benefits and Limitations of Computer Gesture Therapy for the Rehabilitation of Severe Aphasia

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2Centre for Human-Computer Interaction Design, City, University of London, London, UK

Aphasia intervention has made increasing use of technology in recent years. The evidence...
The impact of the telerehabilitation group aphasia intervention and networking programme on communication, participation, and quality of life in people with aphasia

Rachelle Pitt, Deborah Theodoros, Anne J. Hill & Trevor Russell
Telehealth and autism: A systematic search and review of the literature

Rebecca Sutherland, David Trembath & Jacqueline Roberts

Pages 324-336 | Received 09 Jul 2017. Accepted 17 Apr 2018. Published online: 30 Apr 2018

Purpose: Research interest in telehealth and autism spectrum disorder (ASD) has
SUPERB (SUpporting wellbeing Through PEeR Befriending) is an Exciting interdisciplinary project involving partners from SLT and mental health, led by Dr Hilari from City, University of London, and funded by the Stroke Foundation.

Stroke survivors with long-term aphasia will be trained as peer befrienders and will then be paired with individuals with aphasia who have had more recent strokes to offer conversation, help with problem solving and social activities.
Abstracts

SUpporting well-being through PEeR-Befriending (SUPERB) trial: an exploration of fidelity in peer-befriending for people with aphasia

Nicholas Behn, Katerina Hiları, Jane Marshall, Alan Simpson, Sarah Northcott, Shirley Thomas

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An intervention for people with aphasia delivered in a novel virtual reality platform called EVA Park. (led by Jane Marshall and colleagues in language and communication science and Computer Interaction Design at City University of London)
EVA Park

- An enclosed island built with Open Sim
- Contains distinct regions, e.g.:
  - Houses
  - A Cafe
  - A Tropical Bar
  - A Versatile Counter (e.g. for booking a holiday)
  - A Health Centre
  - A Hair Dressers
  - A Disco
  - Election narrative
Leadership

- Empower People
- Inspire People
- Lead Change
- Shared Vision
SEEK HELP FROM ALL CORNERS
Make Connections
Discover Resources
AND SO MUCH MORE
THIS IS JUST THE BEGINNING
The power of the individual is as powerful as the universe is infinite.

Tom Hanks
Never doubt that a small group of thoughtful, committed, citizens can change the world. Indeed, it is the only thing that ever has.

Margaret Mead
Thank you for listening