



How Engaged are Preschool Children in Speech and Language Therapy? A methodology to aid investigation

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Bristol Speech and Language Therapy Research Unit

The Child Talk- What Works Programme



Aim: to improve Speech and Language therapy for preschool children (2 - 5yrs 11mths) with primary speech and language impairments (PSLI)

Programme Applicants



- Jane Coad, Coventry University
- Norma Daykin, University of the West of England
- Alan Emond, University of Bristol
- Cres Fernandes, AR Ltd
- Juliet Goldbart, Manchester Metropolitan University
- Will Hollingsworth, University of Bristol
- Linda Lascelles, Afasic
- Julie Marshall, Manchester Metropolitan University (Work stream lead)
- Jenny Moultrie, North Bristol Hospital Trust
- Tim Peters, University of Bristol
- Jon Pollock, University of the West of England
- Jane Powell, University of the West of England
- Sue Roulstone, University of the West of England (Work stream lead)
- Yvonne Wren, North Bristol Hospital Trust (Work stream lead)

Programme Staff

- Rebecca Coad – Research Programme Manager
- Helen Hambly – Psychologist and Research Assistant
- Sam Harding – Psychologist and Senior Research Assistant
- Elizabeth Lewis – Psychologist and Research Assistant
- Lydia Morgan – Speech and Language Therapist and Research Assistant
- Naomi Parker – Speech and Language Therapist and Research Assistant
- Fay Smith – Administrator

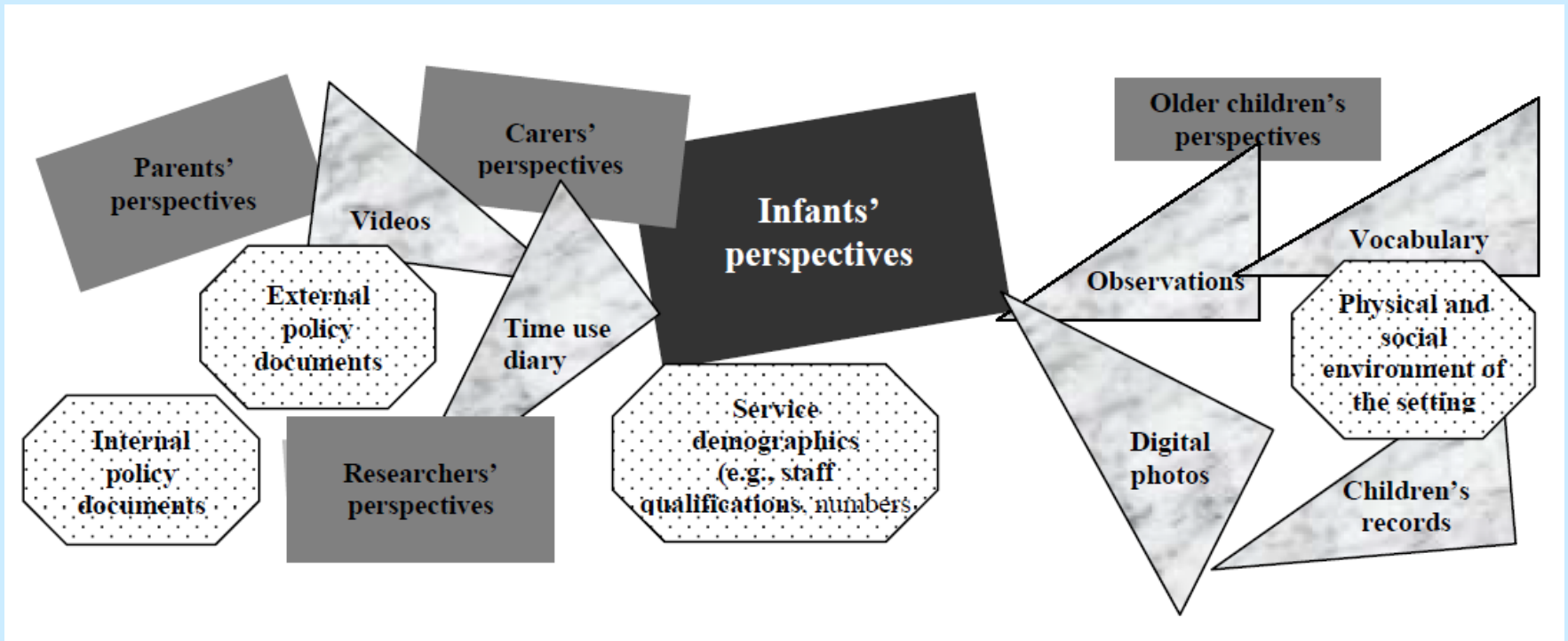
PhD Students

- Anna Blackwell – Psychologist
- Karen Davies – Speech and Language Therapist

Volunteers

- Emily Charington – Speech and Language Therapist

Mosaic Approach



Key: *Sources* (marbled triangles), *Perspectives* (grey rectangles) and *Contexts* (dotted octagons)

Participants & Study Sites



Children

16 Male

8 Female

Min Age 26mths, Max Age 47mths,

Average Age 39mths

Ethnicity

Asian, British	Bangladeshi	Black Caribbean	Black Caribbean British	Mixed White & Black African	Somalian	White British
2	1	1	1	1	1	17

Site 1: Rural (Commuter Belt), Exclusively White Caucasian, High SES

Site 2: Suburban, Mixed Ethnicity, Middle SES

Site 3: City Centre, None single ethnic majority, Low SES



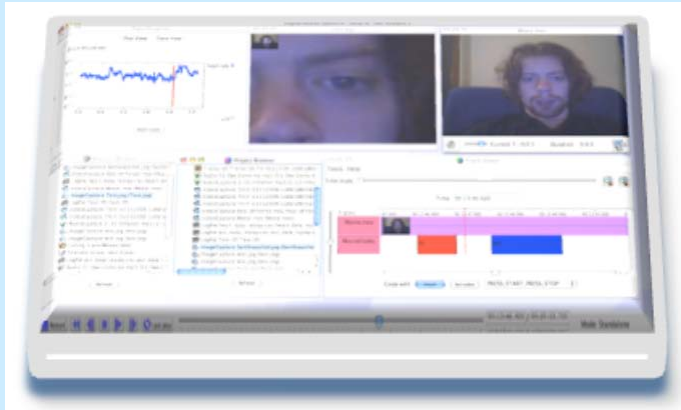
Group Design & Aims

Groups	Aims	Task Variables
Communication skills group (Ages 2-3 yrs)	Good looking/attending, Good listening, Good turn Taking, Understanding emotions, Pretend play	Familiar/Unfamiliar objects, Familiar/Unfamiliar pictures
Language skills group (Ages 3-4 yrs)	Following child's lead in play, Waiting, Expanding and adding word, naming items, Derbyshire language scheme, Introduce 'Who' & 'Where'	Structure/Unstructured, Familiar/Unfamiliar objects, Familiar/Unfamiliar pictures, Culturally relevant (multi-ethnicities)
Speech sound group (Ages 4-5 yrs)	Rhyme, Syllable clapping, Individual sound identification, Sound identification in words, Introduction to blending	Structure/Unstructured, Familiar/Unfamiliar objects, Familiar/Unfamiliar pictures, Culturally relevant (multi-ethnicities)



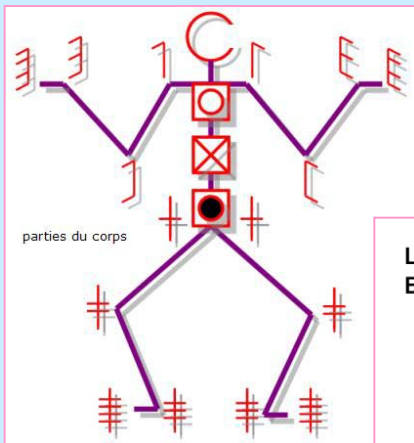


Analysis Tools

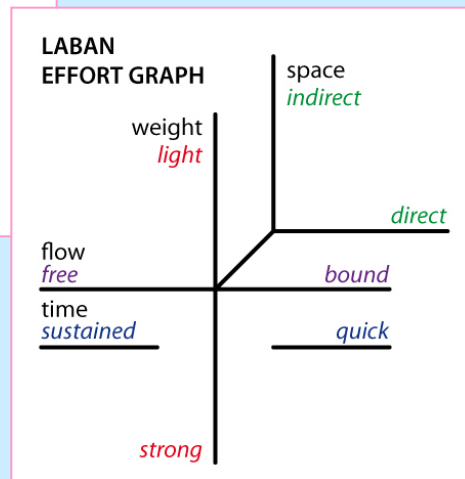


Digital Replay System

<http://www.ncess.ac.uk/tools/drs/>



Laban Movement Analysis



Conceptual Coding Framework

- Eye gaze
- Gestures used to communicate
- Body Language (*inc. directional change, wringing, dabbing*)
- Attention (*e.g., staying in group, orientation, proximity to adult*)
- Vocalisation & verbalisation

Significant Event Identification

Methodological Challenges and Advantages



Challenges

- Children were not known to the researchers prior to running the groups
 - *We were exploring resources and activities, not performing an assessment*
 - *We did not tailor the activities or resources for specific children's needs*
- Mix of Children with and without speech and language delay (although not in the same group)
- Children were identified by lead early years practitioners at each site in light of their concerns (or lack of)
- Match stick 'Kiddy Cam' requires a jacket to hold the monitor
 - *Less acceptable to child*
 - *Less stable images and less able to deal with 'rough and tumble'*
- Loads of Data

Methodological Challenges and Advantages



Advantages

- Novel Research method with this cohort of children
- Provides a 'child's eye view' of SLY activities and resources
- Good range of speech & Language abilities represented in group
- Range of Age, Gender, Socio-Economic Status, and Ethnicity represented across sites
- Activities identified via literature and SLT focus groups (*part of the CTWW programme*)
- Six groups and four sessions with each group
 - allowed for numerous speech therapy activities to be used
 - allowed the children to become familiar with the researchers
 - allowed the children to become familiar with the activities
- Wide Angle 'Kiddy Cam' readily accepted by the children (*and adults*)
- Loads of Data

Acknowledgements



- Bristol Early Years Practitioners that facilitated the research in each setting and identified the children.
- All the children that participated and their parents and guardians for consenting

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