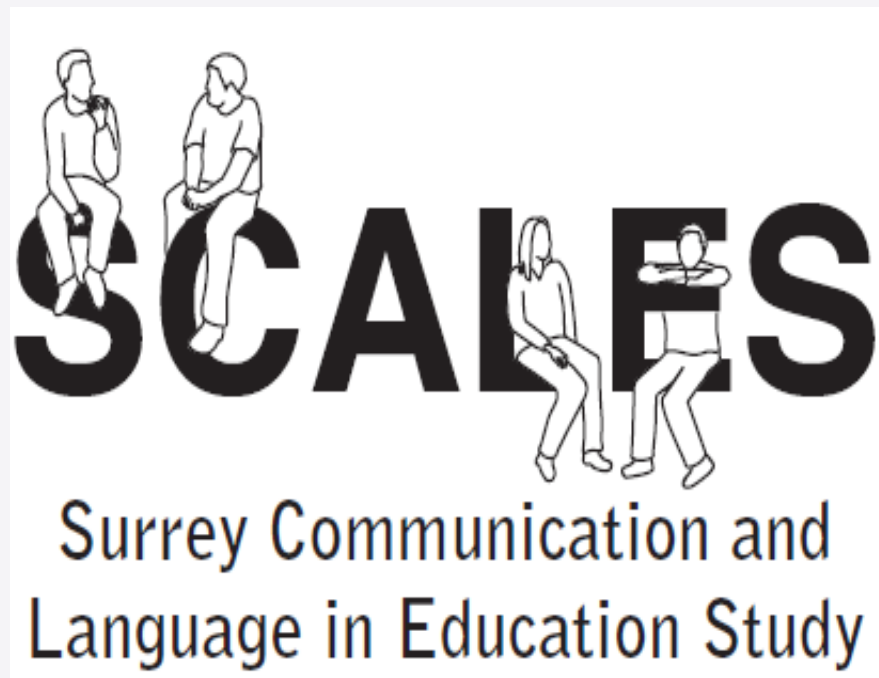


Prevalence and persistence of language disorder in a population study

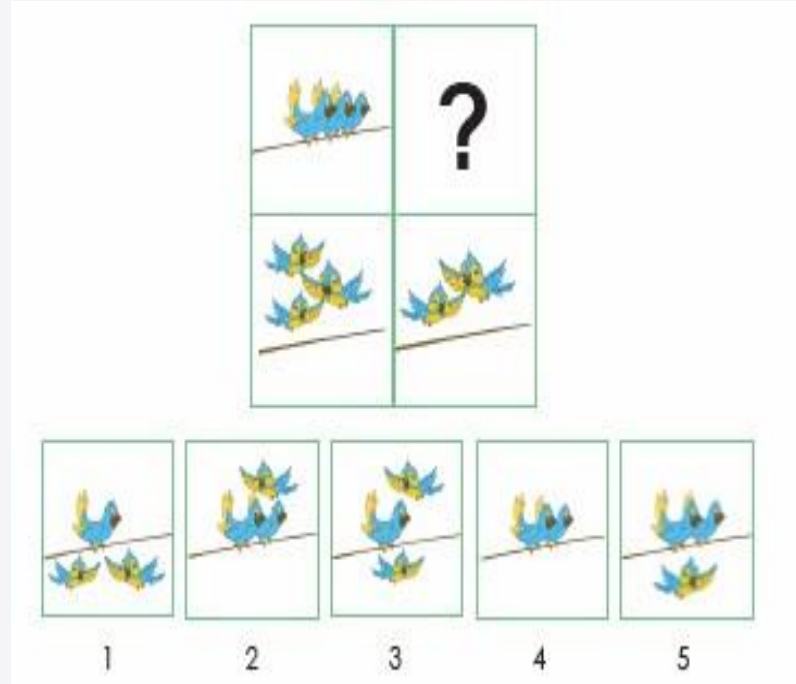
Professor Courtenay Norbury
Psychology and Language Sciences, UCL
2 November 2016



- child's language abilities are below chronological age expectations
- language deficits are *not explained by other developmental concerns* such as sensory impairment, autism, extreme deprivation, head injury, intellectual impairment
- language impairments interfere with everyday life at home or at school

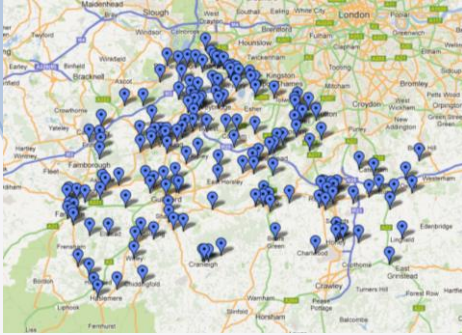
role of non-verbal ability

- children with non-verbal IQs below 85 typically excluded from research and clinical diagnosis
- non-verbal IQ most common exclusion criteria for clinical services (speech-language therapy, language unit placement) (Dockrell et al 2010)



SCALES: a population study

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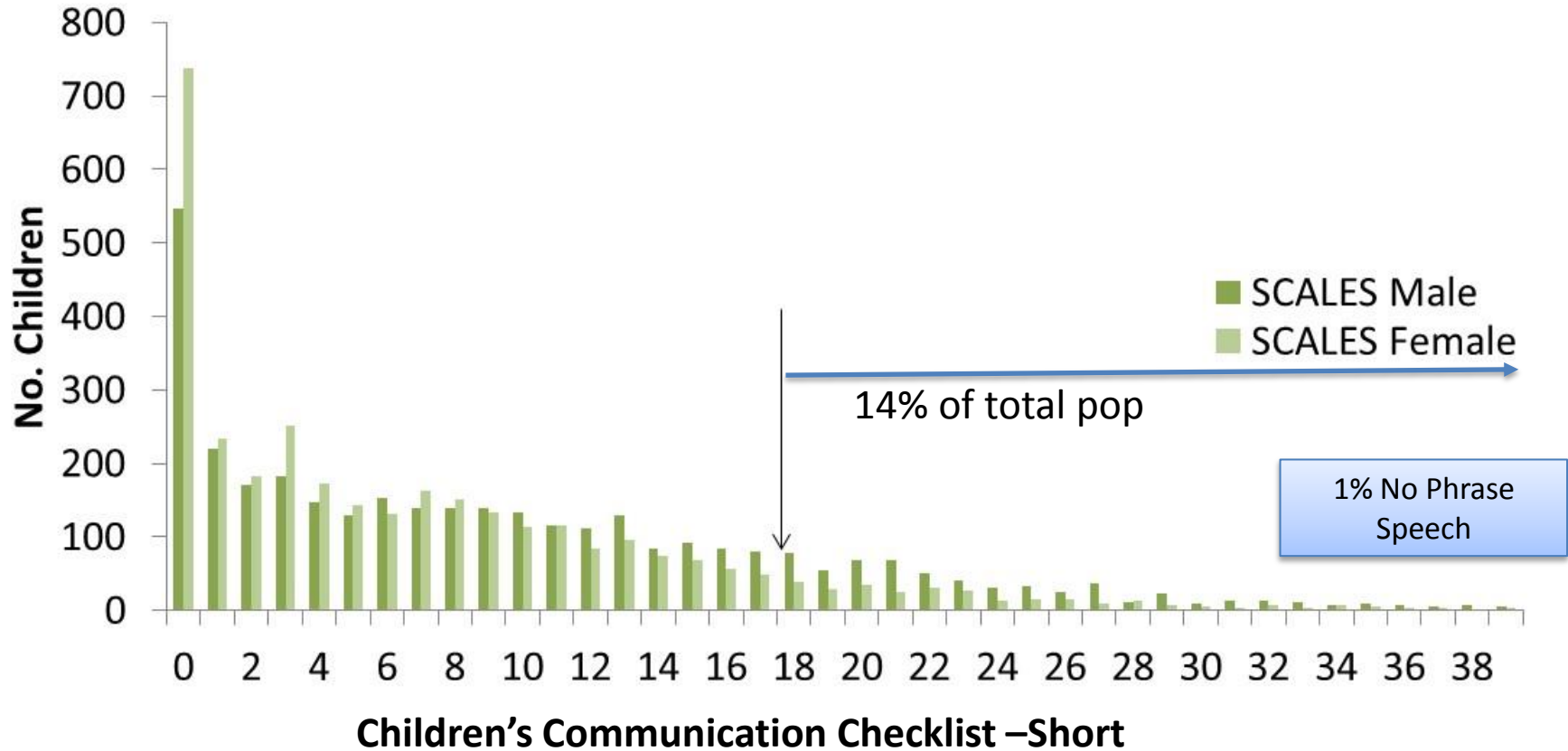
How many children start school with language disorder?

What other developmental concerns are present?

How do these co-occurring deficits change over time?

- *Population*: 7267 children starting mainstream school in 2011 (59% of total)
- *Gender*: 51% boys and 49% girls
- *Ethnicity*: 5959 children (82%) of white British ethnic origin (83% England; 83% Surrey)
- *English as additional language*: 797 (11%) were rated as having English as an additional language (17% UK total; 10% Surrey)
- *Socio-economic status*: Income Deprivation Affecting Children Index (IDACI)

teacher report of language



Younger children experience lower levels of language competence and academic progress in the first year of school: evidence from a population study

Courtenay Frazier Norbury,¹ Debbie Gooch,¹ Gillian Baird,² Tony Charman,³
Emily Simonoff,³ and Andrew Pickles³

¹Department of Psychology, Royal Holloway, University of London, Egham, UK; ²Newcomen Centre, St Thomas' Hospital, London, UK; ³Institute of Psychiatry, Psychology & Neuroscience, King's College London, London, UK

- younger children rated as having more language difficulties, behaviour problems and poorer academic progress
 - mismatch between language abilities of 4-year-olds and curriculum demands
- fewer than 5% of those with teacher-rated language difficulties achieved “Good Level of Development” on the EYFSP
- language best predictor of academic attainment

in-depth assessment of language

- 529 children assessed in Year 1 (83% in 150 schools)
- 499 children assessed in Year 3 (94% of Year 1 cohort, in 180 schools)

Prevalence Year 1	% of population
Language Disorder (cause unknown)	7.58%
higher NVIQ	4.80%
lower NVIQ	2.78%
Gender (boys:girls)	1.22:1
Language Disorder (known cause and/or intellectual impairment)	2.34%

The impact of nonverbal ability on prevalence and clinical presentation of language disorder: evidence from a population study

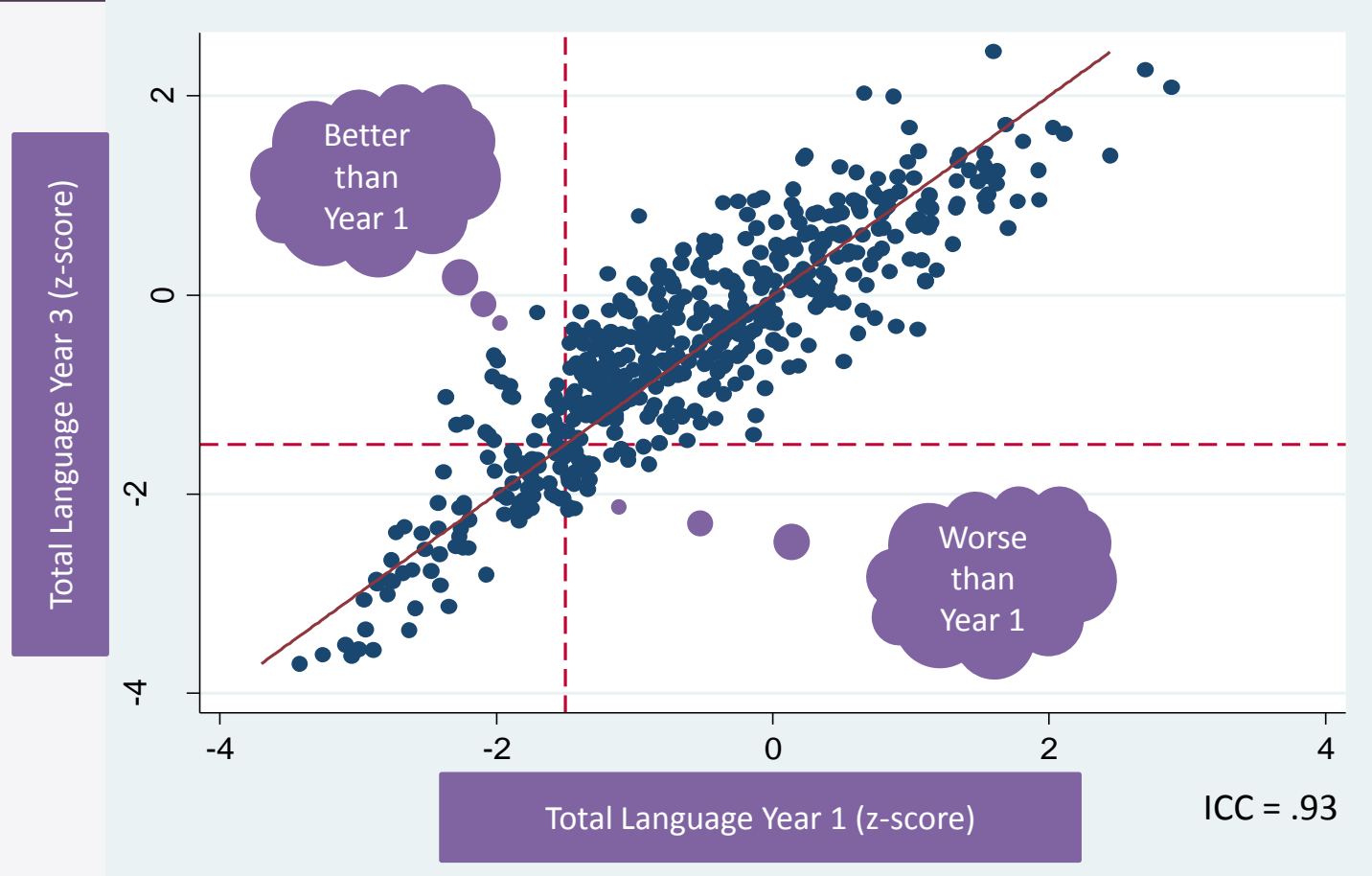
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¹Psychology and Language Sciences, University College London, London; ²Department of Psychology, Royal Holloway, University of London, London; ³Newcomen Centre, St Thomas' Hospital, London; ⁴Department of Psychology, Institute of Psychiatry, Psychology and Neuroscience, King's College London, London; ⁵Department of Child and Adolescent Psychiatry, Institute of Psychiatry, Psychology and Neuroscience, King's College London, London; ⁶Department of Biostatistics, Institute of Psychiatry, Psychology and Neuroscience, King's College London, London, UK

- Language Disorder (cause unknown):
 - Only 11% achieve 'good level of development'
 - 9.68% clinical levels of social, emotional and behavioural deficit
- Language Disorder (known diagnosis):
 - More severe deficits
 - 50% clinical levels of social, emotional and behavioural deficit

- ~50% of children with language disorder referred to SLT by Year 3
- predictors of referral:
 - Severity of language impairment
 - Severity of articulation deficit
 - Female sex (!)

stability in language function to YEAR 3

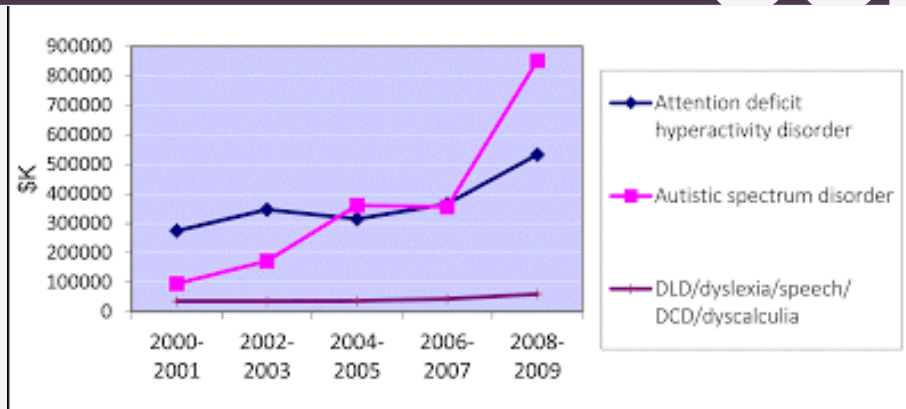


- Easy fixes
 - Focus on oral language development in initial teacher training and National Curriculum
- Medium term considerations
 - UK are world outliers for age at which we start literacy instruction...
 - Early years foundation stage focus on developing oral language competence
 - Reasoning
 - Managing own behaviour
 - Developing social relationships
 - Experiencing early school success

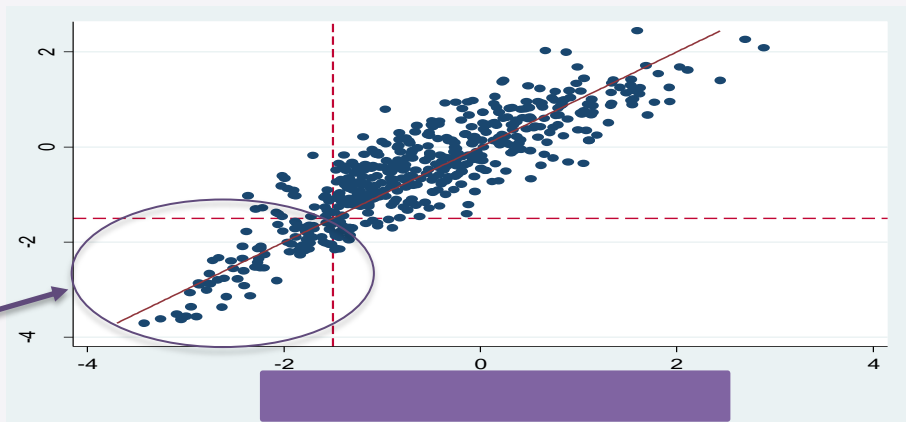
key implications: taking a longer view...

- high-quality intervention trials with longer term follow-up
 - non-verbal ability in response to treatment
 - outcome measures – including SEMH

- Can we ‘narrow the gap’?



Bishop (2010). PLoS One



thanks to the SCALES team



Gillian Baird



Tony
Charman



Debbie Gooch



Andrew Pickles



Emily Simonoff



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Student RAs: Caroline, Natalie, Hayley, Charlotte, Naomi & Tanya; Becca Lucas

and HUGE
thanks to
everyone in
SURREY for
their
continuing
support
and friendly
school
welcomes!

thank you for listening!



find out more about
language impairment and
the impact of language
impairment on children and
young people!

<https://www.youtube.com/RALLIcampaign>

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