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## Learning Disabilities:

### Long list of research priorities

#### **The role of the SLT**

*The SLT role in end of life care for people with learning disabilities*

The SLT role working with breath control with people with cerebral palsy and learning disabilities

The SLT role working on speech with people with cerebral palsy and learning disabilities

The SLT role in identifying and supporting sensory needs of a person with profound and multiple learning disabilities

The SLT role in working within forensic settings with adults with learning disabilities

Specialist learning disabilities SLTs' role in providing additional support for other speech, language and communication needs (e.g. stammering, selective mutism) for people with learning disabilities

Perceptions of a) SLTs and b) parents/carers of the SLT role in identifying and supporting long term outcomes for people with profound and multiple learning disabilities

SLT role in advocating for people with learning disabilities in the wider community

#### **Information gathering and assessment**

*Selecting appropriate approaches to information gathering for individualised and holistic SLT assessment for people with learning disabilities.*

*Most appropriate ways of measuring long term personalised and holistic outcomes for a) people with learning disabilities and b) their parents/ carers*

Impact of SLT findings on outcomes of mental capacity assessment of a person with learning disabilities

Measuring impact of social skills intervention for people with learning disabilities

Measuring suitability for social skills intervention for people with learning disabilities

Measuring suitability for beginning language intervention for people with profound and multiple learning disabilities

Measuring access to and uptake of social participation opportunities for people with learning disabilities

### **Environment and staff around the individual**

*Inclusive communication environments and staff's skills in supporting speech, language and communication needs of people with learning disabilities*

Impact of having a communication champion in a residential setting on staff awareness and support for people with learning disabilities

Impact of local versus CQC promotion of the '5 good communication standards' on the implementation of them by health and social care services

Impact of environmental factors on achievement of SLT outcomes of people with profound and multiple learning disabilities

Facilitators and barriers to carrying out SLT recommended communication strategies in the school setting as perceived by teachers.

Effectiveness of a written communication care plan versus communication partner training on the uptake of SLT recommendations for a person with learning disabilities by staff in an educational or residential setting

Impact of training on SLCN for employers when considering the experiences of a person with learning disabilities who is seeking employment/ currently employed.

Impact of inclusion of the 'five good communication standards' as a service objective alongside frontline staff training on the implementation of the standards in practice

Effectiveness of modelling strategies compared with providing written instructions to education staff on the implementation of SLT recommendations for people with learning disabilities

The impact of joint occupational therapy and SLT input on the readiness of people with profound and multiple learning disabilities to communicate their needs during activities of daily living, compared with SLT input alone

A video reflection model compared to a traditional staff training approach when considering uptake and adherence to SLT suggested recommendations for staff working with people with learning disabilities and behaviour that challenges

Impact of public awareness raising activities around learning disabilities and communication skills on the social participation outcomes of people with learning disabilities

The experiences and perceptions of SLTs in Scotland since the launch of the inclusive communication standards, in terms of the standards' impact on social participation and quality of life of people with learning disabilities

## **Language and communication intervention**

Effectiveness of using a picture exchange system (PECS) compared to a) Applied Behaviour Analysis (ABA) and b) Pragmatic Organisation Dynamic Display (PODD) book for people with learning disabilities, in terms of the individual's ability to request in activities of daily living

Indication of readiness for extended communication therapy by level of engagement of people with learning disabilities with Intensive Interaction programmes compared to informal assessment by a SLT

Effectiveness of the Derbyshire Language Scheme as an intervention, on the language skills of children with learning disabilities, when compared with an informal or eclectic direct therapy approach

Impact of using a consistent set of symbols across a forensic setting on adults with learning disabilities understanding of language

Facilitators and barriers to generalisation of strategies learnt in social skills interventions for people with learning disabilities

The perception of the term 'social skills' by people with learning disabilities compared to SLTs and implications for practice

Effectiveness of a targeted approach compared to a developmental norms approach on functional skills of children with learning disabilities

Impact of post-diagnostic education from SLTs given to individuals with autism and learning disabilities, and their carers, compared to no direct education, in terms of a) awareness of the individual's diagnoses and b) the individual's quality of life

The current evidence-base behind vocabulary interventions aimed at children with learning disabilities, commonly used by SLTs

The impact of using Video Interaction Guidance in SLT compared to non-video feedback programmes for a) people with learning disabilities and b) people with learning disabilities and foetal alcohol syndrome in terms of the individual's perceived level of communication competence

Effectiveness of intensive interaction with a person with learning disabilities when carried out by a SLT only versus the team around the person in terms of their level of engagement with a communication partner

Effectiveness of using socially-relevant narrative approaches in SLT for people with learning disabilities and autism, in terms of their narrative skills, compared to narrative approaches using generic texts

The clinical and cost effectiveness of a sliding in approach in improving meaningful outcomes for people with co-existing selective mutism and learning disabilities, compared to alternative behavioural therapy approaches

Effectiveness of Makaton signing compared to other signing systems when used with people with learning disabilities, in terms of their receptive and expressive language skills

Impact of SLT input on the personalised long-term outcomes of people with learning disabilities who are also accessing forensic services, compared with no SLT input

Important goals relating to social skills for people with learning disabilities, and perceived facilitators and barriers to personalised goal attainment

The impact of setting additional parent/carer goals compared to goals relating to the skills of an individual with learning disabilities only, on the individual's quality of life

Impact on attainment of personalised goals for people with profound and multiple learning disabilities when involving parents/carers and staff in addition to the individual with profound and multiple learning disabilities

The impact of intensive interaction carried out by parents/carers or staff on reducing communication-related behaviours that challenge of people with learning disabilities, compared to no behaviour-focused intervention

### **Communication partners**

Impact of training by SLTs for parents on facilitating communicative opportunities during play dates, on the social skills of a child with learning disabilities

Impact of training on communication partner understanding and implementation of recommendations in communication passports for adults with learning disabilities

The most effective way of SLTs involving parents in supporting achievement of the communication goals of a child with learning disabilities

Comparative impact of communication partner training approaches for parents/paid carers of people with learning disabilities, on the quality of their shared communication experiences

Impact of parent/carer traits on achievement of personalised SLT targets, including following communication partner training

### **Speech intervention**

Suitability and impact of including a phonological awareness component within SLT intervention on the long-term personalised outcomes of adults with learning disabilities

Perceptions of a) people with learning disabilities b) their families/carers, c) school staff and d) SLTs on the importance of targeting speech in interventions

Facilitators and barriers to people with a) learning disabilities b) their families/carers and c) school staff in highlighting their priorities for speech intervention to a SLT

Provision of speech interventions for people with learning disabilities across UK-wide SLT services

Measuring suitability for speech intervention for people with learning disabilities

Effectiveness of a specific phonological awareness intervention compared with a comprehensive speech-processing intervention in terms of a) speech recognition and b) speech production for people with Down Syndrome

### **Alternative and augmentative communication (AAC)**

Impact of implementation of a high-tech versus low-tech AAC approach on personalised long-term outcomes of children with Down Syndrome

Components of communication partner training packages that facilitate opportunities for people with learning disabilities to communicate using augmentative and alternative communication

Use of voice output communication aids by people with moderate learning disabilities, compared with using paper-based augmentative and alternative communication aids in terms of communication competence across different settings

Perceived facilitators and barriers of SLTs to implementing high tech augmentative and alternative communication for children with Down Syndrome

Facilitators and barriers to sustained communication partner competency and motivation of using augmentative and alternative communication with people with learning disabilities

### **Dysphagia**

*Presentation of eating and drinking difficulties for people with learning disabilities across the lifespan and their associations with dysphagia (including aspiration, choking, safety, nutrition and hydration and enjoyment)*

*Effective dysphagia interventions for people with learning disabilities to achieve personalised and holistic outcomes*

*Impact of a multi-disciplinary approach to dysphagia management for people with learning disabilities*

*Facilitators and barriers to instrumental assessment of swallowing for people with learning disabilities*

Effectiveness of SLT intervention on the health and wellbeing outcomes for a) children and b) adults with learning disabilities and sensory feeding difficulties

Perceptions of caregiver-led interventions for people with learning disabilities and dysphagia from the perspectives of a) SLTs and b) families/carers, in terms of the level of risk of unfavourable outcomes

The beliefs, attitudes and practices relating to mealtimes of (a) adults with learning disabilities and (b) their carers and impact on care.

Facilitators and barriers in managing dysphagia for people with learning disabilities and multiple health conditions compared to management of dysphagia for people with learning disabilities only

Similarities and differences in the management of dysphagia for people with learning disabilities across UK-wide SLT services

The most meaningful tools for measuring outcomes following dysphagia intervention, for people with learning disabilities as perceived by SLTs

Effectiveness of thickened liquids and free water protocol, compared to thickened liquids alone in terms of health and wellbeing outcomes for people with learning disabilities with good oral hygiene

### **Service delivery**

*Effectiveness of different service models of SLT input for people with learning disabilities to reach personalised and holistic outcomes.*

*Level of SLT input (including timeliness, dosage, intensity and frequency) in achieving and maintaining long-term personalised holistic outcomes for people with learning disabilities*

The impact of service delivery approach (1:1 versus group) of social skills interventions for people with learning disabilities

Impact of specific dosage of direct SLT on desired outcomes for people with learning disabilities

Parent-delivered intervention compared to SLT-delivered intervention for children with learning disabilities

Comparative effectiveness of engaging children with learning disabilities in SLT interventions across 1:1, group or classroom-based delivery models, in terms of their rate of progress towards personalised goals

Impact on communication skills of people with profound and multiple learning disabilities of using computer-delivered therapy compared to traditional approaches

Clinical reasons informing on an individual with learning disabilities' entry in to and exit of different UK learning disabilities services, from SLTs perspectives

### **Co-morbidities with learning disability**

Typical presentation of speech, language and communication skills in people with foetal alcohol syndrome and learning disabilities

Impact of communication difficulties experienced by children with foetal alcohol syndrome and learning disabilities on a) quality of life and b) educational attainment, compared to children with typically developing language profiles

Tactile Signing for Sensory Learners (TaSSeLs) compared with a high contrast symbol set as a communication method for children with cortical visual impairment (CVI) and learning disabilities

**Miscellaneous**

Facilitators and barriers to adults with learning disabilities being involved in research studies

Experiences of adults with a learning disability in communicating with people working in the criminal justice system