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Holme, C., Roulstone, S., McKean, C., Gilroy, V., Charlton, J., & Law, J. (2021). *Exploring the acceptability for parents of preschool children of the language component in the 24-30 month review in England's Healthy Child programme*. Abstract from RCSLT Conference.

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Public Health England

Department for Education

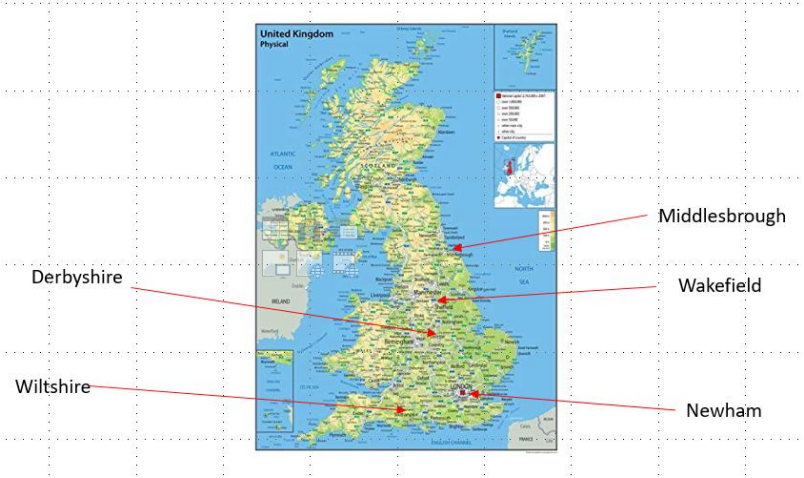
Identifying and Supporting Children's Early Language Needs

James Law, Jenna Charlton, Cristina McKean, Rose Watson
University of Newcastle
Sue Roulstone, Caitlin Holme
Bristol Speech & Language Therapy Research Unit
Robert Rush
Independent Statistical Consultant
Phil Wilson
University of Aberdeen
Vicky Gilmour
Institute of Health Visiting

University of Aberdeen · University of the West of England, Bristol · Institute of Health Visiting · Queen Margaret University · Newcastle University

Overall study aims

- To use the best available evidence to produce an efficient measure of early language development at the 24-30 month review
- To test this measure against a “gold standard” reference language test in five areas in England
- To explore parents’ perceptions of the review process with specific regard to language development
- To develop an intervention approach to accompany the measure



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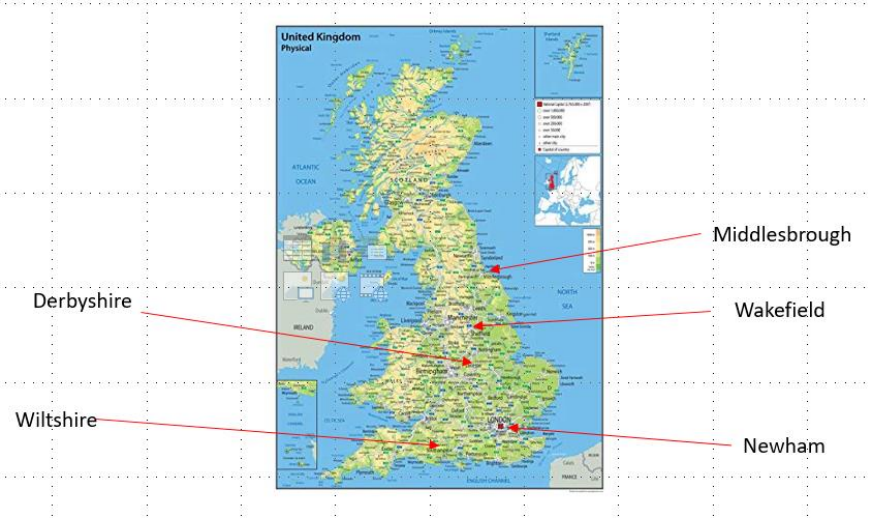
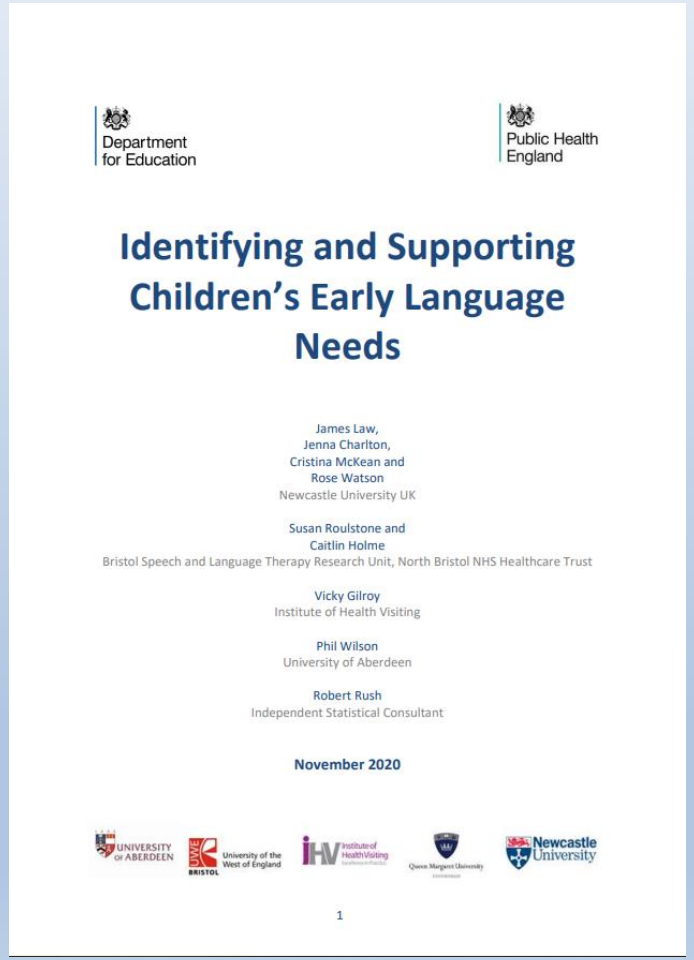


For more information about the whole programme of work



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November 2020

https://myimpact.ncl.ac.uk/UploadFiles/270761/7d1567da-dbc1-460b-94ac-53f2e62f42f7.pdf

Public Health England

Identifying and supporting children's early language needs

Summary report

Department of Health & Social Care

Department for Education

Public Health England

Best start in speech, language and communication:

Guidance to support local commissioners and service leads

Department of Health & Social Care

Department for Education

Public Health England

Best start in speech, language and communication:

Case studies

Department of Health & Social Care

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Best start in speech, language and communication:

Supporting evidence

Department of Health & Social Care

Department for Education

Public Health England

Early language identification measure and intervention

Guidance handbook

Department of Health & Social Care

Department for Education

Best start in speech, language and communication (SLC) – GOV.UK (www.gov.uk)

Exploring the acceptability for parents of preschool children of the language component in the 24-30 month review in England's Healthy Child programme

Caitlin Holme[1]
Sue Roulstone[1]
Cristina McKean[2]
Vicky Gilroy[3]
Jenna Charlton[2]
James Law[2]

1. Bristol Speech & Language Therapy Research Unit
2. University of Newcastle
3. Institute of Health Visiting

RCSLT Conference
5th – 7th October 2021

Overview

- Aims of research:

1. To inform development of new tool through consultation with parents
2. To explore parents' thoughts about screening for speech and language

- Key concept = how **acceptable** the process was for parents

Acceptability

- Term frequently used but inconsistently measured (Dyer, Owens & Robinson, 2016)
- Theoretical Framework of Acceptability (TFA) was developed (Sekhon, Cartwright & Francis, 2017).
- Studies have begun to apply TFA to family contexts (Deja et al., 2021; Toomey et al., 2021)

Affective attitude
How an individual feels about the intervention

Burden
The perceived amount of effort that is required to participate in the intervention

Ethicality
The extent to which the intervention has a good fit with an individual's value system

Intervention coherence
The extent to which the participant understands the intervention and how it works

Opportunity costs
The extent to which benefits, profits or values must be given up to engage in the intervention

Perceived effectiveness
The extent to which the intervention is perceived as likely to achieve its purpose

Self-efficacy
The participant's confidence that they can perform the behaviour(s) required to participate in the intervention

Screening for speech & language

- Acceptability for developmental screening is complex (Carlton et al. 2021)
- Experiences of parents of children with SLCN (Marshall et al., 2017; Rannard, Lyons, & Glenn, 2004).
- Risks and benefits of screening for speech and language:

➢Universal contact - opportunity for identification

➢Risks due to variability in early language development

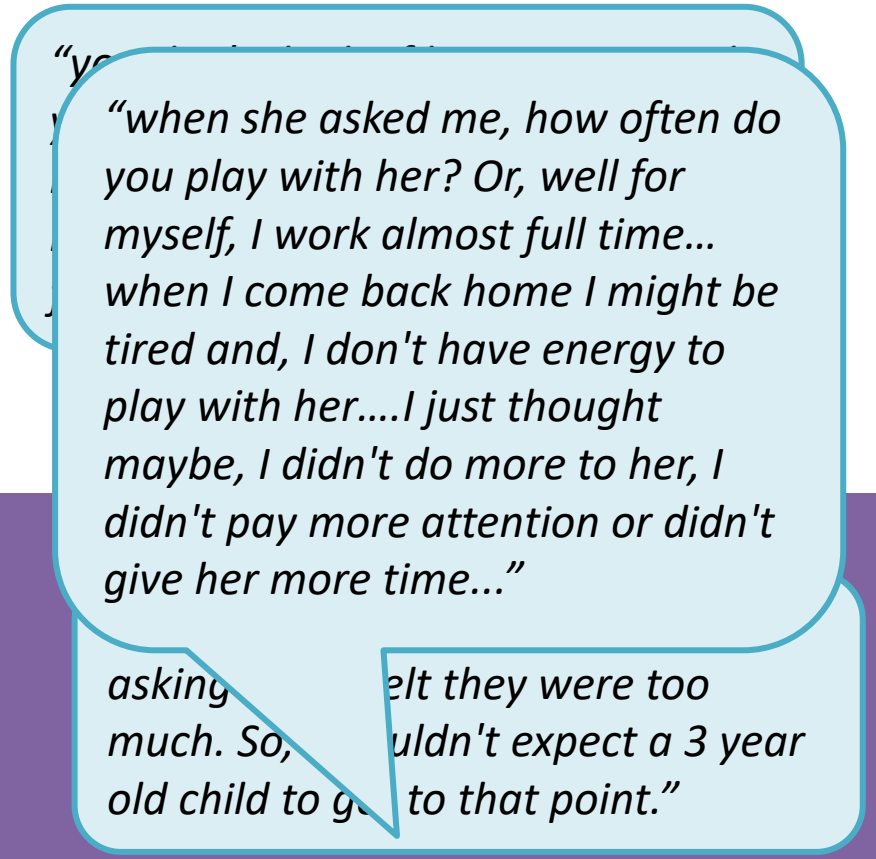
Method

- Parents attended review & SLT follow-up
- Survey of **433** parents and qualitative interviews with **40** parents
- Topic guides and survey based on TFA
- PPI groups were consulted and materials piloted with them
- Reflexive thematic analysis was used (Braun & Clarke, 2006)

Participants

Variable	Groups	Percentage (%)
Child's ASQ communication score	Less than 25	25%
	25 – 35	10%
	40 – 60	62.5%
	Missing	2.5%
Parental concern SLCN	Yes	57.5%
	No	42.5%
Additional language(s) spoken at home	Yes	32.5%
	No	67.5%
IDACI decile of home postcode	1-3	40%
	4-6	47.5%
	7-10	10%
	Missing	2.5%

Results: the ELIM



- Parents remembered questions they felt didn't reflect their child's development
- Questions about home life could prompt feelings of self-blame
- Highlights importance of *how* questionnaire is delivered, not just the questions themselves

Results – key themes

- Accessibility & Communication
- Relationships & Empowerment
- Expertise
- Individualisation
- Value of time & opportunity

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- Accessibility & Communication
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"the first time we raised this issue it was in August and now it's March, it's been 7 months now and we haven't had any update, we have never been contacted"

"when we first get the questionnaire, cos they send it to you quite early on, you think 'oh my goodness, she's not doing that, he's not doing that"

Results – key themes

- Accessibility & Communication
- **Relationships & Empowerment**
- Expertise
- Individualisation
- Value of time & opportunity

"she went through everything that I was worried about, all my concerns with the speech and everything like that and she was really good"

"when you bring up a concern and they either dismiss it, or say oh well y'know like suggest things that you've been trying, but you feel like maybe you've not been trying hard enough or, like maybe you've been doing something wrong, maybe it's your parenting as opposed to an actual issue"

Results – key themes

- Accessibility & Communication
- Relationships & Empowerment
- **Expertise**
- Individualisation
- Value of time & opportunity

"it's good that we could have it at home, and gauge how he's doing, we know him, y'know how he is normally, so we can answer it more accurately as well."

"there's somebody there to say oh there might be a little concern there or, that, they're exceeding there. It gets, gives you an understanding of where your child's at from someone else's view."

Results – key themes

- Accessibility & Communication
- Relationships & Empowerment
- Expertise
- **Individualisation**
- Value of time & opportunity

"she didn't pressure me or it was all about her job, like she had to do it, sort of thing, she made it about us."

"there were some things that they wanted us to try that I knew that he wouldn't be able to do, but I needed to try it anyway just to, like, give an answer…."

Results – key themes

- Accessibility & Communication
- Relationships & Empowerment
- Expertise
- Individualisation
- Value of time & opportunity

"everyone was saying that we have to wait until 2 and a half…they have been telling me wait wait wait, but well I can say to her I don't want to wait anymore, but I can't force anyone you know"

"It would've been absolutely brilliant if there was a sheet with ideas of things you could do to help in certain areas…things that you can do to encourage at home"

Discussion

- The importance of individualization and relationships to the acceptability of screening has been reported previously (Roche et al. 2005, Donetto et al. 2013)
- Parental frustration at concerns not taken seriously reiterates previous research (Rannard et al. 2004)
- Listening to a wide range of parents allowed us to take a broader perspective

Take home messages

1. Something for everyone

2. Delivery is key

3. Not just a tick box

Acknowledgements

Thank you to:

- All the parents and children who participated
- Public Health England
- The ELIM research team

Contact: caitlin.holme@bristol.ac.uk, @HolmeCaitlin

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