

# STUDY 1 ENGAGE: CONSENSUS ON COMMUNICATIVE PARTICIPATION IN CHILDREN WITH LANGUAGE DISORDER

## Authors

Ingrid Singer MA<sup>1</sup>  
Inge Klatte MSc<sup>1</sup>  
Prof. Ellen Gerrits<sup>1</sup>

<sup>1</sup> HU University of Applied Sciences Utrecht- The Netherlands, Research Centre Healthy and Sustainable Living, Research Group Speech and Language Therapy.

## Contact

ingrid.singer@hu.nl

## Research Group Speech and Language Therapy

The Speech and Language Therapy research group aims to optimise social participation and communication of people living with communication disabilities, through development of knowledge and tools for multidisciplinary care.

## Partners



## Background

- Communicative participation is fundamental for cognitive, social and emotional development<sup>1</sup>.
- No consensus on what communicative participation means.
- Definition and operationalisation are necessary for clear clinical decision making.

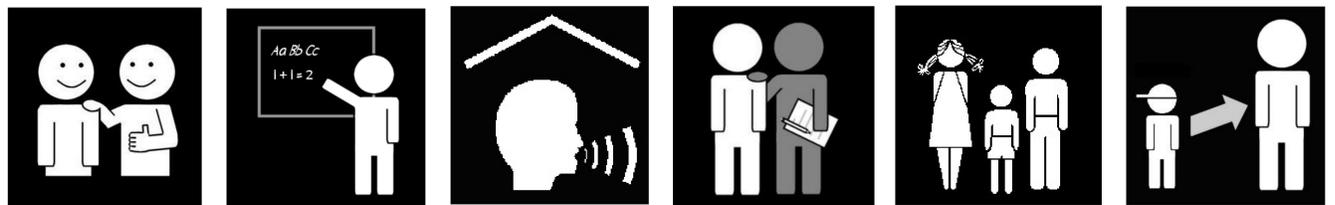
## Aim

To develop consensus on the definition and operationalisation of communicative participation in 2-8 year old children with Language Disorder within a broad stakeholder panel.

## Method

- Online 4-round Delphi study.
- Delphi panel: 10 parents of a child with LD, 5 young adults with LD, 11 speech and language therapists, 4 clinical linguists, 4 children's psychologists, 7 teachers and teaching assistants and 6 clinical researchers working with a LD population (n = 47).
- Concept definitions and behavioural items of CP developed through thematic content analysis of input Delphi panel.
- Concept definitions rated by Delphi panel on 7-point Likert scale (1= very good match with construct – 7 = very poor match with construct).
- Concept definitions revised with feedback from panel, until consensus was achieved.
- Behavioural items rated by Delphi panel on 7-point Likert scale (1= very good match with construct – 7 = very poor match with construct).

## Result 1: Definition communicative participation



Communicative participation is understanding and being understood in a social context by applying verbal and/or non-verbal communicative skills.

79% of the panel rated the final definition as 'very good' (score 1) or 'good' (score 2)

## Result 2: Behavioural items on communicative participation

Theme Code	Text example	Example item
Understanding others understanding instructions	"An indication of communicative participation is when a four year old starts to clean up after I tell him "we're going to clean up" while simultaneously making the sign"	The child understands instructions that match his/her developmental age.
Being understood conveying desires and wishes	"Children need to have the skills to express themselves during interaction with others so they can express what they want or mean"	The child expresses his/her desires and wishes.
Interacting with others exchanging information	"Children with communication needs may succeed often or regularly, but sometimes they fail in effectively exchanging verbal information with their environment"	The child exchanges information effectively with its environment.

33 out of 36 items are considered to be valid empirical indicators of communicative participation in young children with LD by the Delphi panel.

## Conclusion

- High level of consensus on definition and operationalisation.

## Clinical relevance

- Behavioural items can be used by SLTs to dissect the broad construct of communicative participation in consultation with a child's parents.



## Reference

<sup>1</sup> Roulstone, S., Coad, J., Ayre, A., Hambly, H. & Lindsay, G. (2012). *The preferred outcomes of children with speech, language and communication needs and their parents*. London: DfE.

## Funding

