

## Language and social disadvantage: Is there an effective model of intervention

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## Today

- **Language and social disadvantage**  
Real data analysis of teenagers' views
- **Intervention – models and evaluation**  
Evaluating your own interventions/provision
- **Language, social disadvantage and behaviour**  
The young offender  
A dynamic perspective and the role of the SLT

## Language and social disadvantage

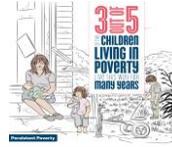
## Recent Issues for New Zealand



Twelve thousand hours; Education and Poverty in Aotearoa, New Zealand

 The New Zealand Herald

Education Investigation; The Great Divide November 4<sup>th</sup> 2015



Children's Commissioner  
[www.childpoverty.co.nz](http://www.childpoverty.co.nz)

## Over to you

Why is this currently important for New Zealand?  
What are the challenges for you and your service(s)?  
What do you want to know?  
5 minutes to discuss and 5 minutes to feedback

## **The Star**

### Over 25,000 children in Sheffield are living in poverty, new report claims

Many children in Sheffield are said to be living in poverty

Feature in the Sheffield Star Newspaper 2015  
Read more: <http://www.thestar.co.uk/news/local/over-25-000-children-in-sheffield-are-living-in-poverty-new-report-claims-1-7289994#ixzz3rn00lNdi>

## Language and Social Disadvantage

- High proportion of children have delayed or impoverished language development
- Difference or deficit debate
- Significant implication for 'school readiness'

Ginsborg, J. (2006). Effects of SES on language acquisition and use. In Clegg, J. & Ginsborg, J. Language and social disadvantage: theory into practice. London: Wiley, UK.

Locke, A., Ginsborg, J. & Peers, I. (2002). Development and disadvantage: implications for the early years and beyond. *International Journal of Language and Communication Disorders*, 37, 1, 3-15.

Roulstone, S., Law, J., Rush, R., Clegg, J. & Peters, T. (2012). Investigating the role of language in children's early educational outcomes. Department for Education, Research Report DFE-RR134

## Language and Social Disadvantage

Over to you

How do we understand this association?

## Initial Research

What we found is that the more talkative parents, like the parents with college educations and the professionals like doctors and lawyers are hearing about 2,100 words an hour, hour after hour after hour. The children of welfare families were hearing about 600 words and hour, hour after hour after hour

What is your response to this?

Hart, B. & Risley, T. R. (1995). Meaningful differences in the everyday experience of young American children. Baltimore, MD: Paul H. Brookes Publishing Co.

## Difference versus Deficit

- Measuring language identifies a deficit
- Describing language identifies a difference
- Is impoverished language a deficit or a difference?
- Language ready for school

Hoff, E. (2003). Causes and consequences of SES-related differences in parent-to-child speech. In M. H. Bornstein & R. H. Bradley (Eds.) Socioeconomic status, parenting and child development (pp. 147-160)

Roulstone, S., Law, J., Rush, R., Clegg, J. & Peters, T. (2012). Investigating the role of language in children's early educational outcomes. Department for Education, Research Report DFE-RR134.

Snell, J. (2010). From sociolinguistic variation to socially strategic stylisation. *Journal of Sociolinguistics*, 14 (5), 630-656.

## Moving into Adolescence

Does the impoverished language remain or resolve?

Adolescents aged 13-14 years: 103 socially disadvantaged compared to 48 relative socio economic advantage on 6 standardised language measures.

52% (and 25%) scored below average on two or more measures (-1.25 SD)

9% (and 0%) had scores suggesting severe language difficulties (-2 SD on two or more measures)

Spencer, S., Clegg, J., & Stackhouse, J. (2012) Language and social disadvantage: a comparison of the language abilities of adolescents from two different socio-economic areas. *International Journal of Language & Communication Disorders*, 47, 3, 274-284.

## What do the adolescents say?

T: 'I don't come out with big words like other people and I can't understand other people'

J: 'But I think I've got some good speech and then half bad'

Spencer, S., Clegg, J., & Stackhouse, J. (2012). 'I don't come out with big words like other people': Interviewing adolescents as part of communication profiling. *Child Language Teaching & Therapy*, 26, 144-162

## What do the adolescents say?

S: Do you think that people in this school need help with their talking?

N: Not really, it depends though, if they want to. We all talk same, we've all been brought up in the same area - things like that - so we all just talk the same. We all know - we all understand each other, and as long as we understand each other, that's all what really matter.

Spencer, S., J. Clegg, and J. Stackhouse. (2013). Language, Social Class and Education: Listening to adolescents' perceptions. *Language and Education*, 27, 129-143

## Activity 1: a case study of Philippa

- Background and language assessment profile
- Read through the interview transcript with Philippa and identify the key themes for you.
- Triangulate the themes with the assessment data
- What are your overall thoughts on this in your role as a SLT?

## Other themes

- Social pressures of talking
- Aware of their own profile of strengths and limitations
- How they compared to peers
- Future language demands, e.g. in interviews
- Able to recognise other people's values about language and communication

## Intervention – models and evaluation

## Models of Intervention

- Universal, targeted and specialist
- Focus on universal

Talking point:

- What is a universal model of intervention in a context of social disadvantage?

## A Public Health Issue

Every Sheffield Child Articulate and Literate (ESCAL)

Being articulate and literate helps every Sheffield child to enjoy life, think, communicate, participate, aspire and achieve

[www.sheffield.gov.uk/ESCAL](http://www.sheffield.gov.uk/ESCAL)



## Every Sheffield Child Articulate and Literate

- ESCAL is the award winning City-Wide Literacy Strategy ensuring that 'Every Sheffield Child is Articulate and Literate'.
- ESCAL acts as an umbrella for a range of services, projects, initiatives and strategies already being delivered to parents and young children across the city.
- Through a partnership approach the strategy aims to further embed literacy across services to families, children and young people and ensure there is a cohesive approach to meeting children's and young people's needs.

## The evidence

- What are the outcomes?
- Should these be measured?
- How can they measured?

## The Early Language Development Programme (ELDP) [www.ican.org.uk/ELDP](http://www.ican.org.uk/ELDP)

- The ELDP was a national training programme, funded by the Department for Education from September 2011 to March 2015. Led by I CAN, it increased awareness, knowledge and confidence amongst the early years workforce supporting children's early speech, language and communication development.
- Using a cascade model, **1,157** lead practitioners from early years settings and early years professionals were trained by I CAN to deliver three core training sessions to over **16,000** early years and family-facing practitioners, using a high quality suite of nationally tested materials. They in turn supported over **150,000** parents and carers

## Our evaluation - Aim

To evaluate whether there was any change in the trajectory of children's language development following introduction of ELDP to the setting

## Design

Early June 2014		Late July 2014	September 2014	November 2014
Time 1		Time 2		Time 3
Data Collection	Usual practice within setting	Data Collection	ELDP training to setting	Data Collection

## Participants

- 31 children in 4 settings recruited
  - Direct assessment data at all 3 time points from 22 children
- Age range 20-41 months (mean 32 months)
- 4 early-years settings in South East England
- Data collection continuing with 11 participants in 5<sup>th</sup> setting in North-West England

## Measures

- Pre-school Language Scale (Zimmerman et al., )
- A standardised measure of expressive and receptive language and communication
  - Direct assessment of child
  - Caregiver questionnaire – used with early years practitioner (and parents)

## Summary

- Early Indications of a significant effect of the ELDP on children's language
  - Some variation between settings
- Practitioner questionnaire data not consistent with direct child assessment at T2.
  - Practitioner awareness changed as a result of being in the study?
  - Test – retest effect?

## Activity 2: Implications for you

What are the implications of universal models of provision for you, your service and New Zealand?

## Language, social disadvantage and behaviour

## Activity 3: The young offender

- Watch the video of Alex and read the case
- What are the issues here?
- What role does 'communication' have here with respect to both the individual and others?

## Alex



## A dynamic perspective

- Children's development as multi-factorial and inter-dependent
- Biopsychosocial model – within child, interpersonal and environmental factors
- Factors interact at multiple levels through a child's development

## A Biopsychosocial model, e.g., Bronfenbrenner & Morris 2006; Dodge & Pettit 20013

**Within child factors:** usually biological, e.g., gender, family history, health at birth such as prematurity and IQ

**Interpersonal factors:** dynamic relationships between the child and the people in their world with an emphasis on parents/caregivers usually the mothers such as maternal education, maternal stress and parenting including attachment

**Environmental factors:** often identify level of socio-economic status as key but should also include the socio-cultural environment of the child and the different expectations of children across varying socio-cultural contexts

## Activity 4: Jake – a child in mental health services

- Read the case study
- Try and apply a biopsychosocial framework to understand Jake and the role of the SLT in the multi-disciplinary management

## Jake – some thoughts

**Within child factors:**

**Interpersonal factors:**

**Environmental factors:**

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## Final reflections

- What is the one action that you will take away from today?
- Identify the challenge(s) in this action
- How can you overcome this challenge(s)?
- What do you need to do to make this happen?



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And  
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