Collaborative practice: a universal SLT aspiration, but each SLT has a personal skill and attitude range; specific implementation is determined by characteristics of the individual family

Attitudes and rules governing work with parents: an exploration of the perspectives of speech and language therapists.

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Introduction

Speech and language therapists in England consider that the involvement of parents in preschool interventions with children with DLD is critical; however, this is not universal practice. Even where SLTs attempt to involve parents, the process is not always successful or straightforward with difficulties reported in the engagement of families. Furthermore, the research evidence about how best to facilitate involvement is sparse. Investigating how SLTs interact and work with parents in a variety of contexts may shed light on useful practices and aid reflection on practice.

The aim of this study:

- to explore how Croatian therapists work with parents and provide a rich description of practice from the therapists’ perspectives that made explicit the process and the outcomes that therapists hope to achieve.

Method

Qualitative phenomenological design; Two phases

1. Semi-structured interviews with 10 therapists from Zagreb

2. Focus group of 13 therapists from across Croatia

Results

Procedures and outcomes timeline

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