



# COST IS1406 Practitioner Survey Coding Manual

This coding manual reflects the English version of the practitioner survey questions and response options

## Explanation of the coding procedure:

Multiple choice questions:

- When participants were asked to select only one option, options have been coded with successive numbers.
- When participants were asked to tick any or all options that apply, every option has been coded with either “0 = no” if not selected or “1 = yes” if selected.

Rating Scale:

- When participants were asked to select an option on a rating scale, the options of the scale have been coded with successive numbers

Coding of Participant-Number (PPT-No.):

PPT-No: 07-13-0747

First number: Country  
(see Section 1, Question 3)

Second number: Language

 The numbers for countries and language do not match, since there are more participating countries than languages.

Countries included in the COST ACTION			
01	Albania	21	Lebanon
02	Austria	22	Lithuania
03	Belgium	23	Luxembourg
04	Bosnia and Herzegovina	24	Macedonia
05	Bulgaria	25	Malta
06	Croatia	26	Netherlands
07	Cyprus	27	Norway
08	Czech Rep.	28	Poland
09	Denmark	29	Portugal
10	Estonia	30	Romanina
11	Finland	31	Serbia
12	France	32	Slovakia
13	Germany	33	Slovenia
14	Greece	34	South Africa
15	Hungary	35	Spain
16	Iceland	36	Sweden
17	Ireland	37	Switzerland

18	Israel	38	Turkey
19	Italy	39	United Kingdom
20	Latvia		
<b>Additional countries (not in the COST ACTION)</b>			
40	Argentina	53	United Arab Emirates
41	Australia	54	Uganda
42	Brazil	55	USA
43	Canada	56	Zimbabwe
44	Chile	57	Tanzania
45	Dubai	58	Liechtenstein
46	Kenya	59	New Caledonia
47	Malaysia	60	Moldova
48	Mexico	61	Berlarus
49	Namibia	62	Russia
50	Oman	63	New Zealand
51	Saudi Arabia	64	Yugoslavia
52	Senagal	999	Missing

<b>Languages</b>			
01	Albanian	18	Lebanese French
02	Belgian French	19	Lithuanian
03	Bulgarian	20	Macedonian
04	Croatian	21	Norwegian
05	Czech	22	Polish
06	Danish	23	Portuguese
07	Dutch	24	Romanian
08	English	25	Serbian
09	Estonian	26	Serbian/Croatian/Bosnien (= Bosnia & Herzegovina)
10	Finnish	27	Slovakian
11	French	28	Slovenian
12	German	29	South African (Afrikaans)
13	Greek	30	Spanish
14	Hungarian	31	Swedish
15	Icelandic	32	Turkish
16	Italian	33	Arabic
17	Latvian	34	Hebrew

Exception:

18-0834-2008	The Hebrew questionnaire could not be put into survey monkey. Therefore Hebrew speaking respondents filled in the English questionnaire (08) with a pdf of the Hebrew version available and answered open ended responses in Hebrew (34)
18-0834-2009	

Exclusions:

Participants were excluded if they had not answered any question past section 1 (i.e. had not answered sections 2, 3 or 4).

#### **ANALYSIS NOTE – Section 2:**

**In section 2 for questions relating to the indirect or direct interventions; Some participants have put answers for questions relating to a particular intervention style, but have not selected that they have done this for the child during question 3 (i.e. They have not selected indirect intervention, but have answered some questions about indirect intervention).**

**Therefore, it is recommended that groups are first ‘split’ into those who are coded as ‘yes’ (1) and ‘no’ (0) to direct intervention, and then only examine the results of the ‘yes’ group. The same should be done for indirect intervention.**

## Survey sections and questions

Explanation of the coding procedure: .....	2
SECTION 1: Some information about you. ....	8
1. Gender. ....	8
2. Age. ....	9
3. The country you work in (please specify). ....	10
4. What is the title of your job? ....	12
5. Level of “professional” qualification. ....	13
6. Country of graduation. ....	14
7. Years of experience with children with language impairment since qualification. ....	16
8. What is your native language: ....	17
9. Do you consider yourself to be: ....	18
10. How many languages do you speak in your professional role? ....	19
11. What age group(s) of children do you work with? (Please tick all that apply) ....	20
12. Where do you work when you are treating children with language impairment? (please tick all that apply) ....	21
13. Which sector(s) do you work in? (Please tick all that apply) ....	22
SECTION 2: Issues regarding intervention delivery.....	23
1a. How old is the child? (report age in years and months, e.g. 3;8) ....	23
1b. What type of language impairment does the child have?.....	24
1c. Using your clinical judgement what is the severity of the child’s language Impairment?.....	25
1d. What is the child’s language background? ....	26
1e. What (pre)educational provision does the child attend? ....	27
2. For this particular child how is the intervention funded? (Please tick any or all that apply) .....	28
3. For this particular child how is the intervention delivered? (Please tick any or all that apply) .....	29
4. For this particular child where does the direct intervention take place? (Contingent on answer in question 3, please tick any or all that apply) .....	30
5. For this particular child is the direct therapy delivered: (Contingent on answer in question 3 - Please tick any or all that apply) .....	31
6. For this particular child how often does direct intervention take place? (Please choose one option).....	32
7. For this particular child – how long does each direct intervention session last? .....	33

8. For this particular child is there a maximum number of sessions you can provide?.....	34
9. If yes – how many sessions in total? .....	35
10. If the intervention is delivered indirectly who works with the child? (Please tick any or all that apply) ..	36
11. For this particular child where does the indirect intervention take place? (Please tick any or all that apply) .....	37
12. For this particular child is the indirect therapy delivered? (Please tick any or all that apply) .....	38
13. For this particular child how often does indirect intervention take place? (Please choose one option) ..	39
14. For this particular child – how long does each indirect intervention session last? (Please choose one option).....	40
15. For this particular child have you used any of the following digital technology as a tool for delivery of the intervention activities indirect or indirect intervention? (Please tick any or all that apply).....	41
SECTION 3: Theoretical considerations.....	42
1. In general, when making decisions about interventions, how often do you consider the theory behind them? .....	42
2. Indicate, in terms of your overall workload (time devoted), the proportion of time you devote to working with children of each of these ages, irrespective of their condition or disorder: .....	43
3a. Name the main intervention approach (ranging from child-centred, to hybrid, to clinician-centred), you used for his/her language difficulty? .....	44
3b. Why did you choose this intervention approach? .....	45
4. Continue to think about this child. Review each of the following statements about the factors that influenced your decision-making when you chose the intervention for him/her. For each statement, select a point that most closely reflects how often this factor influences your decision-making.....	46
5. Again, for this particular child, please indicate whether you have used or are using the following strategies or approaches in your intervention. For each statement, select a point that most closely reflects how often you use the strategy or approach in intervention with that child. Again the options were suggested by members of Action IS1406 and we do not expect them all to be relevant to everyone responding to the survey. If you are not familiar with the term (it may not be used in your country, for example) just tick the box saying “Don’t know”. If you wish to know more about some of these techniques/strategies, please find descriptions of these below. ....	47
6. Overall, in your practice, is your language intervention influenced by any of the theories listed below? (If you wish to know more about these theories please click on this link: <a href="#">LINK TO A GOOGLE DOC</a> ). For each statement, select a point that most closely reflects how the theory influences your intervention. It is possible that more than one, or perhaps none, of the theories are relevant or related to your day-to-day work, or even that they are not well known in your context. The purpose of this question is to describe whether these “academic” ways of thinking relate to practical interventions. ....	48
SECTION 4: The social and cultural context of intervention for children with language impairment.....	49
1. Please indicate whether the following factors have an impact on children’s access to services in your country:.....	49
2. In your experience, do cultural differences (such as religious, cultural beliefs, ethnic/linguistic group etc.) have an impact on whether families seek services?.....	50

3. Are there families in your country who would prefer a service provider other than an SLT/SLP, or one outside the health or educational system? .....	51
4a. Are there such programs in your country (language and communication may not be the only focus of the program)? .....	52
4b. If yes, please list the program(s) and indicate who facilitates them: (e.g Community health nurse, Social Worker, Teacher, Speech/language therapist, other) .....	53
5a. For your caseload in general, which family members are typically most involved in services with the child (pick up to 2 choices):.....	54
5b. Are there cultural differences in which family member(s) are most involved in the language intervention?.....	55
5c. Are there cultural differences in parents' (or primary caregivers') typical involvement in the language services you provide in terms of: .....	56
6. In your experience, do bi/multilingual children receive any of the following: (check all that apply) .....	57
7. In your experience, what professionals work on language intervention with bi/multilingual children with language impairment? (Check all that apply) .....	58
8. Are there training opportunities in place in your country for SLTs (or equivalent professionals) who work with bilingual/multilingual children? .....	59
9. When a parent(s) can speak their mother tongue and the official language of the country, which language(s) do you recommend they speak to their child with LI at home? .....	60
10. Do you work with interpreters when you work with children of a mother tongue you do not speak?....	61
11. In your experience, have you noticed differences across cultural groups in these aspects: (Please check any that apply) .....	62
12. Which of these group(s) do you work with? (Please check any which apply) .....	63
13. How confident do you feel in your skillset in terms of working with the range of cultural and linguistic groups in your practice? .....	64
14. What is your linguistic background? Please indicate the number of languages you speak conversationally and sufficiently well to conduct intervention by completing the following table: .....	65
Appendix .....	66
Section 1:.....	66
3. The country you work in .....	66
6. Country of graduation.....	66
Section 2:.....	67
1a. How old is the child? .....	68

## **SECTION 1: Some information about you.**

### **1. Gender.**

**1 = Male**  
**2 = Female**



## **SECTION 1: Some information about you.**

### **2. Age.**

**1 = 20-30**

**2 = 31-40**

**3 = 41-50**

**4 = 51-60**

**5 = 61+**

## SECTION 1: Some information about you.

### 3. The country you work in (please specify).

#### [Open ended responses]

When the answer wasn't clearly stated, we tried to deduce the country from other information available (like language or country of graduation).

#### Country codes

##### Countries included in the COST ACTION

01	Albania	14	Greece	27	Norway
02	Austria	15	Hungary	28	Poland
03	Belgium	16	Iceland	29	Portugal
04	Bosnia and Herzegovina	17	Ireland	30	Romania
05	Bulgaria	18	Israel	31	Serbia
06	Croatia	19	Italy	32	Slovakia
07	Cyprus	20	Latvia	33	Slovenia
08	Czech Rep	21	Lebanon	34	South Africa
09	Denmark	22	Lithuania	35	Spain
10	Estonia	23	Luxembourg	36	Sweden
11	Finland	24	Macedonia	37	Switzerland
12	France	25	Malta	38	Turkey
13	Germany	26	Netherlands	39	United Kingdom

## Additional countries (not in the COST ACTION)

40	Argentina	48	Mexico	56	Zimbabwe
41	Australia	49	Namibia	57	Tanzania
42	Brazil	50	Oman	58	Liechtenstein
43	Canada	51	Saudi Arabia	59	New Caledonia
44	Chile	52	Senegal	60	Moldova
45	Dubai	53	UAE	61	Belarus
46	Kenya	54	Uganda	62	Russia
47	Malaysia	55	USA	63	New Zealand
				64	Yugoslavia
				999	Missing

## **SECTION 1: Some information about you.**

### **4. What is the title of your job?**

- 1 = Speech and Language therapist/pathologist**
- 2 = Audiologist**
- 3 = Special Educator**
- 4 = Psychologist**
- 5 = Linguist**
- 6 = Teacher**
- 7 = Pedagogue**
- 8 = Medical Doctor (please specify area of expertise)**
- 9 = Combination (please specify)**
- 10 = Other (please specify)**

**Please specify here if you have selected 'Medical Doctor', 'Combination' or 'Other' [Separate open ended response]**

***– Responses received for the ‘other’ answer are in the native language, and have also been translated to English.***

## **SECTION 1: Some information about you.**

### **5. Level of “professional” qualification.**

- 1 = Non-University Diploma**
- 2 = Non-University: Other**
- 3 = University: Undergraduate/Bachelor degree**
- 4 = University: Masters**
- 5 = University: Dr (PhD)**
- 6 = University: Other (e.g. Diploma)**

## SECTION 1: Some information about you.

### 6. Country of graduation.

#### [Open ended responses]

When the answer wasn't clearly stated, we tried to deduce the country from other information available (like country you work in question).

#### Countries included in the COST ACTION

01	Albania	14	Greece	27	Norway
02	Austria	15	Hungary	28	Poland
03	Belgium	16	Iceland	29	Portugal
04	Bosnia and Herzegovina	17	Ireland	30	Romania
05	Bulgaria	18	Israel	31	Serbia
06	Croatia	19	Italy	32	Slovakia
07	Cyprus	20	Latvia	33	Slovenia
08	Czech Rep	21	Lebanon	34	South Africa
09	Denmark	22	Lithuania	35	Spain
10	Estonia	23	Luxembourg	36	Sweden
11	Finland	24	Macedonia	37	Switzerland
12	France	25	Malta	38	Turkey
13	Germany	26	Netherlands	39	United Kingdom

**Additional countries (not in the COST ACTION)**

40	Argentina	48	Mexico	56	Zimbabwe
41	Australia	49	Namibia	57	Tanzania
42	Brazil	50	Oman	58	Liechtenstein
43	Canada	51	Saudi Arabia	59	New Caledonia
44	Chile	52	Senegal	60	Moldova
45	Dubai	53	UAE	61	Other (Specify)
46	Kenya	54	Uganda	62	Russia
47	Malaysia	55	USA	63	New Zealand
				64	Yugoslavia
				999	Missing

## **SECTION 1: Some information about you.**

### **7. Years of experience with children with language impairment since qualification.**

**[Open ended responses]**

**999 = missing value**

- **When participants answered 1 and a half years etc., the number was rounded up to 2 years**
- **3 months were rounded down**
- **Over 35 was shortened to 35**
- **Nearly one was rounded up to 1**



## **SECTION 1: Some information about you.**

### **8. What is your native language:**

**1 = 1 – The principal language of your country**

**2 = 2 – Minority language(s)**

**3 = Both (1 and 2)**

## **SECTION 1: Some information about you.**

**9. Do you consider yourself to be:**

**1 = Monolingual**

**2 = Bilingual**

**3 = Multilingual**

**SECTION 1: Some information about you.**

**10. How many languages do you speak in your professional role?**

**1 = 1**

**2 = 2**

**3 = 3 or more**

## SECTION 1: Some information about you.

11. What age group(s) of children do you work with? (Please tick all that apply)

No	Yes	
0	1	0-3;11 years
0	1	4;00-6;11 years
0	1	7;00-11;11 years
0	1	12;00-16;11 years
0	1	17+ years

## SECTION 1: Some information about you.

12. Where do you work when you are treating children with language impairment? (please tick all that apply)

No	Yes	
0	1	Hospital
0	1	Health clinic/centre
0	1	Nursery/Kindergarten
0	1	School (mainstream)
0	1	School (special)
0	1	Private practice (self-funded)
0	1	Private Special education and rehabilitation centres
0	1	Other (please specify) [select box + open ended response]

*– Responses received for the ‘other’ answer are in the native language, and have also been translated to English.*

## SECTION 1: Some information about you.

### 13. Which sector(s) do you work in? (Please tick all that apply)

No	Yes	
0	1	Public sector (education)
0	1	Public sector (health)
0	1	Charitable sector
0	1	Private sector
0	1	Private sector funded by the government
0	1	Non-governmental organisations (NGO)
0	1	Other (please specify) [select box + open ended response]

*– Responses received for the ‘other’ answer are in the native language, and have also been translated to English.*

## SECTION 2: Issues regarding intervention delivery

1a. How old is the child? (report age in years and months, e.g. 3;8)

[Open ended responses]

The answers were reported in the above 3;8 format.  
To enable further analysis using SPSS, the age was transformed into months (see table).

E.g. 3;8 = 44 months

999 = missing value

Table for transformation of Age into months												
years ↓	0	1	2	3	4	5	6	7	8	9	10	11
1	12	13	14	15	16	17	18	19	20	21	22	23
2	24	25	26	27	28	29	30	31	32	33	34	35
3	36	37	38	39	40	41	42	43	44	45	46	47
4	48	49	50	51	52	53	54	55	56	57	58	59
5	60	61	62	63	64	65	66	67	68	69	70	71
6	72	73	74	75	76	77	78	79	80	81	82	83
7	84	85	86	87	88	89	90	91	92	93	94	95
8	96	97	98	99	100	101	102	103	104	105	106	107
9	108	109	110	111	112	113	114	115	116	117	118	119
10	120	121	122	123	124	125	126	127	128	129	130	131
11	132	133	134	135	136	137	138	139	140	141	142	143
12	144	145	146	147	148	149	150	151	152	153	154	155
13	156	157	158	159	160	161	162	163	164	165	166	167
14	168	169	170	171	172	173	174	175	176	177	178	179
15	180	181	182	183	184	185	186	187	188	189	190	191
16	192	193	194	195	196	197	198	199	200	201	202	203
17	204	205	206	207	208	209	210	211	212	213	214	215
18	216	217	218	219	220	221	222	223	224	225	226	227
19	228	229	230	231	232	233	234	235	236	237	238	239
months →	0	1	2	3	4	5	6	7	8	9	10	11

## **SECTION 2: Issues regarding intervention delivery**

### **1b. What type of language impairment does the child have?**

**1 = Receptive only**

**2 = Expressive only**

**3 = Mixed Receptive Expressive**

**999 = missing value**



## **SECTION 2: Issues regarding intervention delivery**

**1c. Using your clinical judgement what is the severity of the child's language Impairment?**

**1 = Mild**

**2 = Moderate**

**3 = Severe**

**999 = missing value**

## **SECTION 2: Issues regarding intervention delivery**

### **1d. What is the child's language background?**

**1 = Monolingual**

**2 = Bi/Multi-lingual**

**999 = missing value**

## **SECTION 2: Issues regarding intervention delivery**

### **1e. What (pre)educational provision does the child attend?**

**1 = None**

**2 = Pre-school/kindergarten or mainstream school**

**3 = Pre-school/kindergarten or mainstream with additional specialist provision**

**4 = School for children with special educational needs**

**999 = missing value**

## SECTION 2: Issues regarding intervention delivery

2. For this particular child how is the intervention funded? (Please tick any or all that apply)

No	Yes	Option
0	1	Government funded (health)
0	1	Government funded (social services)
0	1	Government funded (education)
0	1	Charity
0	1	Family
0	1	Health Insurance (funded)
0	1	Health Insurance (private)
0	1	Practitioner is delivering free of charge (pro bono)
0	1	Other (please specify)

+ open ended response

– Responses received for the ‘other’ answer are in the native language, and have also been translated to English.

999 = missing value

## SECTION 2: Issues regarding intervention delivery

3. For this particular child how is the intervention delivered? (Please tick any or all that apply)

No	Yes	Options
0	1	Directly – face to face delivery of the intervention by you
0	1	Indirectly – other people deliver the intervention which you design and oversee

999 = missing value

### ANALYSIS NOTE – Section 2:

In section 2 for questions relating to the indirect or direct interventions; Some participants have put answers for questions relating to a particular intervention style, but have not selected that they have done this for the child during question 3 (i.e. They have not selected indirect intervention, but have answered some questions about indirect intervention).

Therefore, it is recommended that groups are first ‘split’ into those who are coded as ‘yes’ (1) and ‘no’ (0) to direct intervention, and then only examine the results of the ‘yes’ group. The same should be done for indirect intervention.

## SECTION 2: Issues regarding intervention delivery

4. For this particular child where does the direct intervention take place? (Contingent on answer in question 3, please tick any or all that apply)

No	Yes	Options
0	1	Nursery/kindergarten/school – withdrawn from their classroom
0	1	Nursery/kindergarten/school – in their class
0	1	Health care clinic/centre (this could include a hospital or public or private clinic)
0	1	Private practice/private special education (not attached to a health care clinic)
0	1	The child's home
0	1	Residential care home
0	1	Telehealth – long distance healthcare delivered through contact via electronic information and telecommunication technologies (e.g. telephone and/or video-calls)
0	1	Other (please specify)

= open ended response

– *Responses received for the 'other' answer are in the native language, and have also been translated to English.*

999 = missing value

## SECTION 2: Issues regarding intervention delivery

5. For this particular child is the direct therapy delivered: (Contingent on answer in question 3 - Please tick any or all that apply)

**No**

**0**

**0**

**0**

**Yes**

**1**

**1**

**1**

**Options**

**One to one**

**In a small group (2-3)**

**In a larger group (4 or more)**

**999 = missing value**

6. For this particular child how often does direct intervention take place? (Please choose one option)

1 = Less than 1 x a month

2 = 1 x month

3 = 1x per fortnight

4 = 1 x per week

5 = 2 x per week

6 = 3-5 x per week

999 = missing value



## **SECTION 2: Issues regarding intervention delivery**

**7. For this particular child – how long does each direct intervention session last?**

**1 = < 30 Minutes**

**2 = 30 – 45 Minutes**

**3 = 46 – 60 Minutes**

**4 = > 60 Minutes**

**999 = missing value**

## **SECTION 2: Issues regarding intervention delivery**

**8. For this particular child is there a maximum number of sessions you can provide?**

**1 = Yes**

**0 = No**

**999 = missing value**

## **SECTION 2: Issues regarding intervention delivery**

**9. If yes – how many sessions in total?**

**1 = < 6**

**2 = 7-12**

**3 = 13-20**

**4 = 21-50**

**5 = > 50**

**999 = missing value**

**888 = missing value because Question 8 = No (0)**

## SECTION 2: Issues regarding intervention delivery

10. If the intervention is delivered indirectly who works with the child? (Please tick any or all that apply)

No	Yes	Option
0	1	Parent/carer
0	1	Teacher
0	1	Teaching Assistant
0	1	Special Education Practitioner
0	1	Other (Please specify)

+ open ended response

– *Responses received for the 'other' answer are in the native language, and have also been translated to English.*

999 = missing value

## SECTION 2: Issues regarding intervention delivery

11. For this particular child where does the indirect intervention take place? (Please tick any or all that apply)

No	Yes	Options
0	1	Nursery/kindergarten/school – withdrawn from their classroom
0	1	Nursery/kindergarten/school – in their class
0	1	Health care clinic/centre (this could include a hospital or public or private clinic)
0	1	Private practice/private special education (not attached to a health care clinic)
0	1	The child's home
0	1	Residential care home
0	1	Telehealth – long distance healthcare delivered through contact via electronic information and telecommunication technologies (e.g. telephone and/or video-calls)
0	1	Other (please specify)

+ open ended response

– Responses received for the 'other' answer are in the native language, and have also been translated to English.

999 = missing value

## SECTION 2: Issues regarding intervention delivery

12. For this particular child is the indirect therapy delivered? (Please tick any or all that apply)

No

0

0

0

Yes

1

1

1

Options

One to one

In a small group (2-3)

In a larger group (4 or more)

999 = missing value

## SECTION 2: Issues regarding intervention delivery

13. For this particular child how often does indirect intervention take place? (Please choose one option)

1 = Less than 1 x a month

2 = 1 x month

3 = 1x per fortnight

4 = 1 x per week

5 = 2 x per week

6 = 3-5 x per week

7 = I don't know

999 = missing value

## SECTION 2: Issues regarding intervention delivery

14. For this particular child – how long does each indirect intervention session last? (Please choose one option)

1 = < 30 Minutes

2 = 30 – 45 Minutes

3 = 46 – 60 Minutes

4 = > 60 Minutes

5 = Don't Know

999 = missing value



## SECTION 2: Issues regarding intervention delivery

15. For this particular child have you used any of the following digital technology as a tool for delivery of the intervention activities indirect or indirect intervention? (Please tick any or all that apply)

No	Yes	Option
0	1	No, I don't use digital technology
0	1	Smartphone
0	1	Tablet
0	1	Laptop/computer
0	1	Other (please specify)

+ open ended response

– Responses received for the 'other' answer are in the native language, and have also been translated to English.

999 = missing value

## SECTION 3: Theoretical considerations

1. In general, when making decisions about interventions, how often do you consider the theory behind them?

1 = Never

2 = Sometimes

3 = Often

4 = Always

999 = missing value

## SECTION 3: Theoretical considerations

2. Indicate, in terms of your overall workload (time devoted), the proportion of time you devote to working with children of each of these ages, irrespective of their condition or disorder:

Under 3 years old

3 to 5 years old

6 to 12 years old

13 to 18 years old

[Drop-downs for each option from 0-100% in 10% increments]

Transfer to 10% = 0.1, 20% = 0.2, 30% = 0.3 etc

999 = missing value

### SECTION 3: Theoretical consideration

3a. Name the main intervention approach (ranging from child-centred, to hybrid, to clinician-centred), you used for his/her language difficulty?

**[open ended response]**

***– Responses received for the ‘other’ answer are in the native language, and have also been translated to English.***

## SECTION 3: Theoretical consideration

3b. Why did you choose this intervention approach?

[open ended response]

– *Responses received for the ‘other’ answer are in the native language, and have also been translated to English.*

## SECTION 3: Theoretical consideration

4. Continue to think about this child. Review each of the following statements about the factors that influenced your decision-making when you chose the intervention for him/her. For each statement, select a point that most closely reflects how often this factor influences your decision-making.

All the below options can be answered with:

Not at all	Rarely	Sometimes	Always
1	2	3	4

999 = missing value

- The scores the child receives on a standardised formal assessment of language
- Variability of the activities in an intervention session
- How well the intervention will suit the child's profile of needs
- The parent(s)/child's preferences about intervention
- Assessments and information about the child's learning and memory profile
- My understanding of the reasons for the child's language problems
- What I learn from watching the parent/carer and child interacting with each other
- The number of intervention sessions
- My familiarity with and training in the intervention
- Variability of the materials available for a specific goal (a word, a rule)
- Duration of an intervention session
- Whether I think that the intervention will work for this child
- My knowledge of how a particular intervention works to change a language difficulty
- The scientific evidence supporting the intervention
- My ability to provide the intervention in the place where I work
- Frequency of intervention sessions (twice/ once a week, once a month...)
- Financial constraints
- Expertise and opinion of my colleagues about intervention
- What I learned from watching the child playing/with his/her friends
- The results/findings of my analysis of the child's language sample
- Type of feedback usually used with this particular intervention (e.g., verification, corrective, try again, elaborative)
- How soon after the child's response you provide feedback
- Time frame available to deliver the intervention (over two months, six months, school-term etc)
- Qualitative examination of the child's errors and responses on a standardised assessment of language

### SECTION 3: Theoretical consideration

5. Again, for this particular child, please indicate whether you have used or are using the following strategies or approaches in your intervention. For each statement, select a point that most closely reflects how often you use the strategy or approach in intervention with that child. Again the options were suggested by members of Action IS1406 and we do not expect them all to be relevant to everyone responding to the survey. If you are not familiar with the term (it may not be used in your country, for example) just tick the box saying “Don’t know”. If you wish to know more about some of these techniques/strategies, please find descriptions of these below.

All the below options can be answered with:

Don't Know      Never      Occasionally      Often      Always

1                      2                      3                      4                      5

999 = missing value

- Behaviour modification approaches
- Sensori-motor approaches
- Linguistic modelling/facilitation to support implicit learning of language
- Explicit teaching
- Strategies to develop understanding of social situations
- Milieu teaching approaches
- Comprehension monitoring
- Scaffolding in intervention
- Enhancement of the frequency and quality of content in the input to the child
- Cueing hierarchies
- Strengthening of phonological/semantic/syntactic/ morphological/ pragmatic representations
- Development of social skills
- Teaching the child to use compensatory strategies
- Oro-motor approaches
- Embedding of intervention and changes in the environment in an ecological approach
- Development of conversational skills
- Development of meta-pragmatic awareness
- Phonological contrast approaches
- Training of parent-child interaction
- Interaction based therapy (i.e. not involving parent training in parent-child interaction)
- Metalinguistic approaches
- Working memory intervention
- Specific illustrative materials to teach language rules (e.g., pictures, movies)
- Drilling
- Reinforcement schedules
- Focused stimulation
- Conversational recast intervention
- Other (please specify) [has a separate 'If selected 'Other', please specify' open ended response]

### SECTION 3: Theoretical consideration

6. Overall, in your practice, is your language intervention influenced by any of the theories listed below? (If you wish to know more about these theories please click on this link: [LINK TO A GOOGLE DOC](#)). For each statement, select a point that most closely reflects how the theory influences your intervention. It is possible that more than one, or perhaps none, of the theories are relevant or related to your day-to-day work, or even that they are not well known in your context. The purpose of this question is to describe whether these “academic” ways of thinking relate to practical interventions.

All the below options can be answered with:

Don't Know	Never	Occasionally	Often	Always
1	2	3	4	5

999 = missing value

- Behaviourist (Skinner)
- Nativist/Generative grammar (Chomsky; Wexler)
- Information Processing Theories (Bates; MacWhinney; Saffran et al.)
- Cognitive constructivist (Piaget)
- Socio-cognitive (Vygotsky)
- Constructivist and Usage-based (Goldberg/Tomasello)/ Emergentist (Aslin et al; MacWhinney; Ellman; Hollich et al)
- Social-interactionist/socio-pragmatic (Ninio; Bruner; Nelson; Clark)



## SECTION 4: The social and cultural context of intervention for children with language impairment

1. Please indicate whether the following factors have an impact on children's access to services in your country:

All the below options can be answered with:

Yes	Somewhat	No	Don't know	N/A
1	2	3	4	5

999 = missing value

- Urban/rural residence
- Social position
- Income level
- Cost for parents
- Linguistic /cultural community
- Educational level of parents
- Regional/geographical variations
- Other [has a separate 'If selected 'Other', please specify' open ended response]

## **SECTION 4: The social and cultural context of intervention for children with language impairment**

**2. In your experience, do cultural differences (such as religious, cultural beliefs, ethnic/linguistic group etc.) have an impact on whether families seek services?**

**1 = Yes**

**2 = Somewhat**

**3 = No**

**4 = Don't Know**

**5= N/A**

**999 = missing value**

## **SECTION 4: The social and cultural context of intervention for children with language impairment**

**3. Are there families in your country who would prefer a service provider other than an SLT/SLP, or one outside the health or educational system?**

**1 = Yes**

**2 = Somewhat**

**3 = No**

**4 = Don't Know**

**999 = missing value**

**Specify who they would seek support from [open ended response]**

## **SECTION 4: The social and cultural context of intervention for children with language impairment**

**4a. Are there such programs in your country (language and communication may not be the only focus of the program)?**

**1 = Yes**

**3 = No**

**4 = Don't Know**

**999 = missing value**

**(Coding here made the same as 'No', 'Don't know' in other questions of the survey)**

## **SECTION 4: The social and cultural context of intervention for children with language impairment**

**4b. If yes, please list the program(s) and indicate who facilitates them: (e.g Community health nurse, Social Worker, Teacher, Speech/language therapist, other)**

Program and Who facilitates it [open ended response]

Program and Who facilitates it [open ended response]

Program and Who facilitates it [open ended response]

Program and Who facilitates it [open ended response]

Program and Who facilitates it [open ended response]

**999 = missing value**

## SECTION 4: The social and cultural context of intervention for children with language impairment

5a. For your caseload in general, which family members are typically most involved in services with the child (pick up to 2 choices):

No	Yes	Options
0	1	Mother
0	1	Father
0	1	Grandparents
0	1	Siblings
0	1	Others, e.g. nannies, minders

999 = missing value

## **SECTION 4: The social and cultural context of intervention for children with language impairment**

**5b. Are there cultural differences in which family member(s) are most involved in the language intervention?**

**1 = Yes**

**2 = Somewhat**

**3 = No**

**4 = Don't know**

**5= N/A**

**999 = missing value**

## **SECTION 4: The social and cultural context of intervention for children with language impairment**

**5c. Are there cultural differences in parents' (or primary caregivers') typical involvement in the language services you provide in terms of:**

**All the below options can be answered with:**

**1 = Yes**

**2 = Somewhat**

**3 = No**

**4 = Don't know**

**5= N/A**

**999 = missing value**

- **Participation in intervention sessions**
- **Work on intervention goals at home**
- **Help set the goals**
- **Are aware of what the goals are**
- **Are the primary provider of treatment**



## **SECTION 4: The social and cultural context of intervention for children with language impairment**

**6. In your experience, do bi/multilingual children receive any of the following: (check all that apply)**

**All the below options can be answered with:**

- 1 = Yes**
- 2 = Somewhat**
- 3 = No**
- 4 = Don't know**
- 5 = N/A**

**999 = missing value**

- **More services than monolingual children (number of sessions)**
- **Assessment in their mother tongue if it is not the mainstream language**
- **Assessment in the mainstream language only**
- **Assessment in the mother tongue only**
- **Assessment in both languages**
- **Assessment in more than two languages**
- **Intervention in their mother tongue (when different from mainstream language)**
- **Intervention in the mainstream language only**
- **Intervention in the mother tongue only**
- **Intervention that targets two/multiple languages**
- **Remedial services in school related to bi/multilingualism**
- **Other [separate select box and 'If selected 'Other', please specify' open ended response]**

## SECTION 4: The social and cultural context of intervention for children with language impairment

7. In your experience, what professionals work on language intervention with bi/multilingual children with language impairment? (Check all that apply)

No	Yes	
0	1	The same as those who work with monolingual children
0	1	Bilingual/multilingual professionals
0	1	Interpreters/translators
0	1	Professionals from particular language groups
0	1	Don't know
0	1	N/A
0	1	Other (please specify)

+ open ended response

999 = missing value

## **SECTION 4: The social and cultural context of intervention for children with language impairment**

**8. Are there training opportunities in place in your country for SLTs (or equivalent professionals) who work with bilingual/multilingual children?**

**1 = Optional training courses**

**2 = Obligatory training courses**

**3 = No training courses**

**4 = Don't know**

**5 = N/A**

**999 = missing value**

## **SECTION 4: The social and cultural context of intervention for children with language impairment**

**9. When a parent(s) can speak their mother tongue and the official language of the country, which language(s) do you recommend they speak to their child with LI at home?**

**All the below options can be answered with:**

**1 = Never**

**2 = Sometimes**

**3 = Most of the time**

**4 = Always**

- **The parent's native language**
- **The mainstream Language**
- **N/A**

**999 = missing value**

## **SECTION 4: The social and cultural context of intervention for children with language impairment**

**10. Do you work with interpreters when you work with children of a mother tongue you do not speak?**

**All the below options can be answered with:**

- 1 = Never**
- 2 = Sometimes**
- 3 = Most of the time**
- 4 = Always**
- 5 = N/A**

- In assessment**
- In intervention**
- In counselling**

**999 = missing value**

## **SECTION 4: The social and cultural context of intervention for children with language impairment**

**11. In your experience, have you noticed differences across cultural groups in these aspects: (Please check any that apply)**

**All the below options can be answered with:**

- 1 = Yes**
- 2 = Sometimes**
- 3 = No**
- 4 = Don't know**
- 5 = N/A**

- **Whether the parents/caregivers think that they have a role to play in teaching their children to speak**
- **Whether the parents see language development as the responsibility of the parents**
- **Whether the parents see language development as the responsibility of caregivers or of school**
- **Whether parents think children should be encouraged to talk around adults**
- **Whether parents think children's utterances should be responded to**
- **Whether parents think children's development should be expected to follow a norm – be similar for all children**
- **Whether parents think that deviations in typical development should be addressed through intervention**

**999 = missing value**

## **SECTION 4: The social and cultural context of intervention for children with language impairment**

**12. Which of these group(s) do you work with? (Please check any which apply)**

**No    Yes**

**0    1    Native speakers of the mainstream language(s) of your region**

**0    1    Native speakers of a minority language which you speak**

**0    1    Native speakers of a minority language which you do not speak**

**999 = missing value**

## **SECTION 4: The social and cultural context of intervention for children with language impairment**

**13. How confident do you feel in your skillset in terms of working with the range of cultural and linguistic groups in your practice?**

**All the below options can be answered with:**

**1 = Not at all confident**  
**2 = Somewhat confident**  
**3 = Confident**  
**4 = Very Confident**  
**5 = N/A**

- **Diverse cultural groups**
- **Diverse linguistic groups**

**999 = missing value**



## **SECTION 4: The social and cultural context of intervention for children with language impairment**

**14. What is your linguistic background? Please indicate the number of languages you speak conversationally and sufficiently well to conduct intervention by completing the following table:**

**All the below options can be answered with:**

**1 = Native language proficiency**

**2 = Sufficient knowledge to work in the language**

**3 = Conversational knowledge**

**888= N/A, because the respondent only knows his/her native language well enough to conduct intervention in it and therefore could not give information concerning the other options**

- **Native language**
- **Additional language 1**
- **Additional language 2**
- **Additional language 3**
- **Further additional languages**

**999 = missing value**

# Appendix

## Section 1:

### 3. The country you work in

#### Comments on the coding of countries:

- Responses from Liechtenstein were coded as coming from Germany, because Liechtenstein is a German speaking country but not part of the COST Action IS1406. Like this the data can still be taken in consideration for further analysis.
- The response from San Marino was coded as coming from Italy for the same reasons.
- The responses from New Caledonia was coded as coming from France for the same reasons.
- If participants answered this question “oddly”, the country they work in was deducted from other information (see below)
- If participants answered naming more than one country, the first one was coded
- If participants answered with City names or areas, the corresponding country was coded

PPT	Answer to Q3	Country-code
17-08-1889	Country	17
19-16-2011	Dipendente	19
19-16-2012	Dipendente	19
19-16-2611	Adi	19
19-16-2612	Libero professionista	19
19-16-2613	pubblico	19
19-16-2615	xxxx	19
31-26-3716	a	31

### 6. Country of graduation

#### Comments on the coding of countries:

- Yugoslavia was added, because four respondents indicated Yugoslavia as their country of graduation. Without further information, the corresponding current country could not be deduced.
- If participants answered Question 6 “Country of graduation” oddly, it was assumed that it corresponds to the country they work in and was coded accordingly

PPT	Answer to Q6	Country-code
02-12-0038	Akademie für den logopädisch phoniatisch audiologischen Dienst, Diplom	2

03-02-0285	1979	3
04-26-0505	Jugoslavija	64
08-05-0882	Soviet union	8
09-06-0891	Læreruddannelse + diplom fra DLH	9
09-06-0904, 09-06-0923	Sdu = Universitz of southern Denmark	9
12-11-1209	2001	12
12-11-1243	HDR = habilitation	12
12-11-1245	Certificat de Capacité d'Orthophoniste obtenu en 4 ans à l'université	12
12-11-1276	certificat d'orthophonie, DEUG en sciences du langage	12
13-12-1573	s.o. = see above	13
19-16-2366	DIPLOMA UNIVERSITARIO	19
19-16-2615	ccc	19
20-17-2645	Nav iegūts grāds	20
21-18-2743	2006	20
31-25-3690	Jgoslavija-Hrvatska	6
31-26-3716	a	31

## Section 2:

### ANALYSIS NOTE – Section 2:

In section 2 for questions relating to the indirect or direct interventions; Some participants have put answers for questions relating to a particular intervention style, but have not selected that they have done this for the child during question 3 (i.e. They have not selected indirect intervention, but have answered some questions about indirect intervention).

Therefore, it is recommended that groups are first 'split' into those who are coded as 'yes' (1) and 'no' (0) to direct intervention, and then only examine the results of the 'yes' group. The same should be done for indirect intervention.

## 1a. How old is the child?

Deviant answers and how they've been coded:

- 6;02 = 6;2
- 3 - 7 let = 7 (probably started the intervention when the child was 3 years old and today it's 7)
- Ja = 999
- 2;0 bis 5;11 = 5;11 (s.a.)
- Marzo 2013 = calculate, September = reference, since survey was open from august – October
- 3-25 = 999
- 4 ani și 45luni = 999
- 7;b86 = 7;8
- F9 = 999
- 't = 999

### How unusual responses were coded for question 1a:

PPT	Q1a Response	Q1a cleared Response	Code	Section 1 Q2 = Q11	Decision
497	24	24	24	Own age = 51-60 17+ = 0	Months
901	30	30	999	Own age = 61+ Only 17=	Years!
2352	48	48	24	Own age = 51-60 17+ = 0	Months!
3274	3-25	3-25	999	Own age = 31-40 17+ = 1	Years!
3815	20 let	20	999	Own age = 51-60 17+ = 1	Years!
Spanish speaking:					
3941	54 años 9 meses	54 años 9 meses	999	Age = 50-60 17+ = 0	Years!
3971	48	48	999	17+ = 0 Own age = 20-30	?
3982	42	42	999	17+ = 0 Own age = 41-50	Years!
3996	30	30	999	Only 17+ = 1 Others = 0 Own age = 41-50	Years?

4038	36 AÑOS Y 10 MESES	36 AÑOS Y 10 MESES	999	17+ = 0 Own age: 31-40	Years!
4102	30	30	999	17+ = 0 Own age = 31-40	Years?
4111	48	48	999	17+ = 0 Own age = 31-40	?
4215	39;3	39;3	999	17+ = 0 Own age = 31-40	Years!
4256	35	35	999	17+ = 0 Own age = 31-40	Years!
4289	27,1	27;1	999	17+ = 0 Own age = 20-30	Years!
4983	27 años 5 meses	27 años 5 meses	999	17+ = 1 Own age = 20-30 17+ = 0	Years!

**The Spanish translation ¿Qué edad tiene? Has an ambiguous meaning: How old is it as well as how old are you? Participants who may not have fully read the Introduction and heading of Section 2 may have misunderstood the question.**