

# Appendix I

## Topic Guide for parent consultation groups

1. Can I start by asking everyone to introduce themselves:
  - a. Say your first name
  - b. Why you came to the meeting
  - c. And your favourite colour
  
2. Thinking back about when you first knew there was a problem with communicating
  - a. How did it come up?
  
3. What happened then?
  
4. Did you get help?
  - a. What help did you get?
  - b. Who helped you?
    - i. type of professional
    - ii. type of organisation
    - iii. location
  
5. What it was like being helped?
  - a. Types of activity, context, group/individual
  - b. Expectation of child/young person
  - c. Expectation of parent/carer
  - d. How did you feel?
  
6. Could it be done differently?
  - a. Type of service
  - b. Availability
    - i. Access
    - ii. Information
  - c. Level of provision
    - i. School funding (School Action/Action Plus)
  - d. Identification of problem
  
7. Has the help you got made a difference?
  - a. Learning
  - b. Daily life
  - c. Social life
  - d. Family life
  
8. How are things for you now?

## Appendix II

### Topic guide for children and young people

Topic guide	Activity
Checking consent	Introducing the session, checking informed consent
<p><b>What are good talking times? What makes them good?</b></p> <p><b>Which talking times are bad</b></p> <p><b>What makes them bad</b></p> <p><b>What would make them better?</b></p>	<p><b>Talking about talking pictures</b></p> <p>Pictures are placed on the table for the YP to look at. Flip chart sheets/card with X and √ or smiley/frown faces. Or alternatively to stick smiley/frown faces onto the pictures themselves</p> <p>YP asked to put the pictures into the place they feel most appropriate and asked to comment/explain their choice</p>
<p><b>Who helps you with your talking</b></p> <p><b>What do they do that is helpful</b></p> <p><b>Who is not helpful</b></p> <p><b>Why</b></p> <p><b>What do they do that you don't like</b></p> <p><b>What could do they differently that would be better</b></p>	<p><b>Circles of friendship</b></p> <p>Demonstration by leaders first. (brief outline of how this might work)</p> <p><i>We're going to talk about who helps us with our talking; who is helpful and who is not very helpful. This is me (stick picture in middle of circles). My science teacher used to be really helpful, cos he always explained what words meant to me (put face of science teacher close to me in the middle; I had a friend called Tom who wasn't very helpful cos he used to interrupt me all the time and take the micky (put Tom's face at the outside of the circle)</i></p> <p>Ask them to put their own picture or name in the middle of their picture. It may be easier to get YP to think about a particular context: people at school/college; when I go the shops; when I go to the hospital/clinic.</p> <p>Choose stickers (4-6) to represent some people who are helpful or not helpful. Ask the young people about their stickers – who and why</p>
<p><b>What sort of talking goes on in their day?</b></p> <p><b>What do they regard as good or bad</b></p> <p><b>What makes some talking good or bad – things that other people do, things that they do, other factors - noisy environment, tiredness</b></p> <p><b>With bad situations, what would make it better</b></p>	<p><b>Typical day</b></p> <p>Leader sketches out a day in own life showing the 'ups and downs, highs and lows of that day. Tells the events and interactions that cause the ups and downs.</p> <p><i>I'm going to talk about one of the days I had over the Christmas holidays and all the talking I did on that day. That day had some nice things and some nasty things (drawing up for nice and down for nasty); there were some good things and some bad things. For example, I had a chat with my best friend (drawing or sticking a picture to represent this on one of the high points) – I like doing that cos we talk about shopping and she listens to me; I also talked to the man at the bank (low spot) and I couldn't understand what he said. There was so much noise in the bank that I couldn't hear him properly.</i></p>

<p><b>What do they remember about learning to talk and talking when they were younger?</b>  <b>Did anyone ever help them with their talking?</b>  <b>What do they remember about it?</b>  <b>Did they like it or not?</b>  <b>What would have made it better?</b></p>	<p>YP asked to make their own typical day, using A4 sheets and pictures to stick on.</p> <p>Discussion whilst they construct their typical day</p> <p>This activity could be turned into a life-span picture for some children e.g.  <i>When I was little I remember someone teasing me at school because I couldn't talk (drawing a down path) and when I went to school I had to have help for my talking cos I wanted to be in the school play but just got too flustered; I was in the school play and it was horrid because I forgot all my lines. When I was in the senior school I was in the guides and we used to do lots of singing and I used to love that and I used to help at cubs too, teaching the cubs how to tie knots.</i></p>
<p><b>What are good talking times/ places/ people?</b>  <b>What makes them good</b></p> <p><b>Which talking times are bad</b>  <b>What makes them bad</b>  <b>What would make them better?</b></p>	<p><b>Collage of communication contexts</b></p> <p>Start off with a large sheet of paper on the table so that it covers the table and everyone has part of the blank sheet in front of them with some basic details to create some initial sense of what the picture will be about (e.g. if it is to be a school, mark the middle section as the playground).</p> <p><i>We're going to make a big picture of your town/school/college (whichever is most appropriate to the group) Where are all the places you talk (playground, diner/café, classroom, gym - draw and label places at they talk – encourage them to draw and stick pictures onto the collage)? Who do you talk to? What do you talk about?</i></p> <p><i>Sometimes when it's a big group of people, its hard to talk and I get left out (add relevant picture)</i></p> <p><i>Sometimes I like just talking to my friend when its nice and quiet</i></p> <p><i>When I was at school, there was a boy who used to laugh at me and tease me when I talked.</i></p> <p>They may like to create their own school or classroom in the space in front of them</p>
<p><b>What different people do they work with?</b></p> <p><b>Where do they see them?</b></p> <p><b>What sort of activities happen</b></p> <p><b>Which things/people/places do they like</b></p> <p><b>What do they like about them</b></p> <p><b>What would make them better.</b></p>	<p><b>Choices</b></p> <p>Discussion of how slt and other 'support' sessions are conducted and how that works for the YP.</p> <p><i>How many of you see a</i></p> <p><i>Doctor</i></p> <p><i>Dentist</i></p> <p><i>Teacher (who are their different teachers?)</i></p> <p><i>Someone to does extra work with your reading or maths</i></p> <p><i>Speech &amp; Language therapist</i></p> <p><i>Anyone else that you go to see</i></p> <p>(Stick up pictures/names as they mention different people)</p> <p><i>Where do you see them?</i> (talk about the various possibilities illustrated) Get them to tick stickers those contexts that have happened to them</p> <p><i>What do you do when you're with them?</i> (try to illustrate these – maybe with words, diagrams, drawing, pictures etc)</p> <p><i>Which things do you like best? Why?</i></p>

