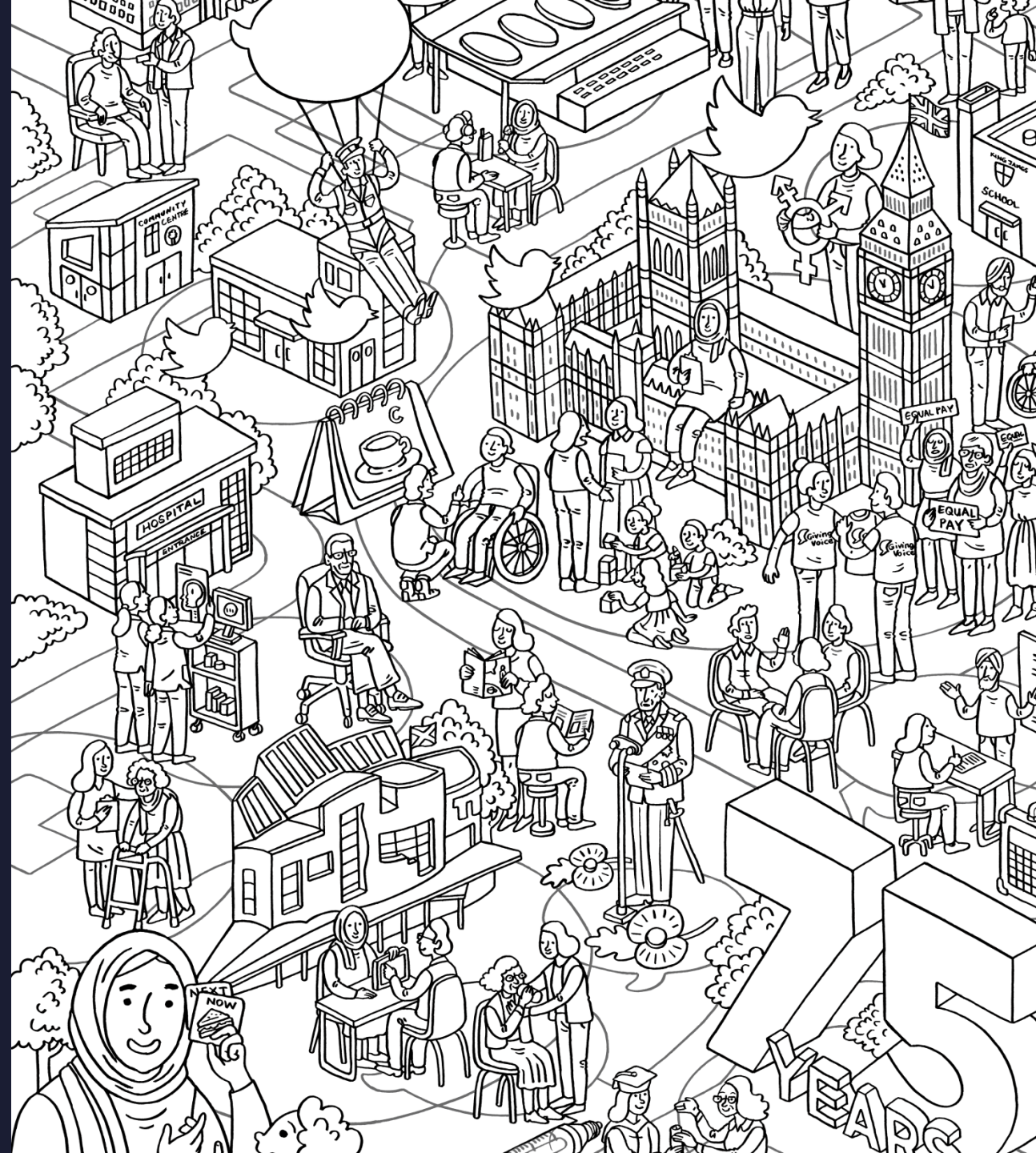




IJLCD annual lecture:

Building on the legacy of Professor James Law OBE – New horizons in Developmental Language Disorder

22 June 2022
09.30 – 11.30



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Editor, IJLCD



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UCL Institute of Education, UK



Professor Cristina McKean,
Newcastle University, UK



Professor Sheena Reilly
Griffith University, Australia



Dr Julie Morris,
Newcastle University, UK

Housekeeping

- RCSLT staff are on hand to help with any technical queries, you can get in touch with them via the chat button
- You can send in questions to our speakers today by using the Q&A button
- This event is being recorded and will be made available on the RCSLT website
- We would be very grateful if you would fill out the evaluation form that will pop up in a new window once the webinar window closes

Tribute to Professor James Law OBE

Professor Julie Dockrell

UCL Institute of Education, UK



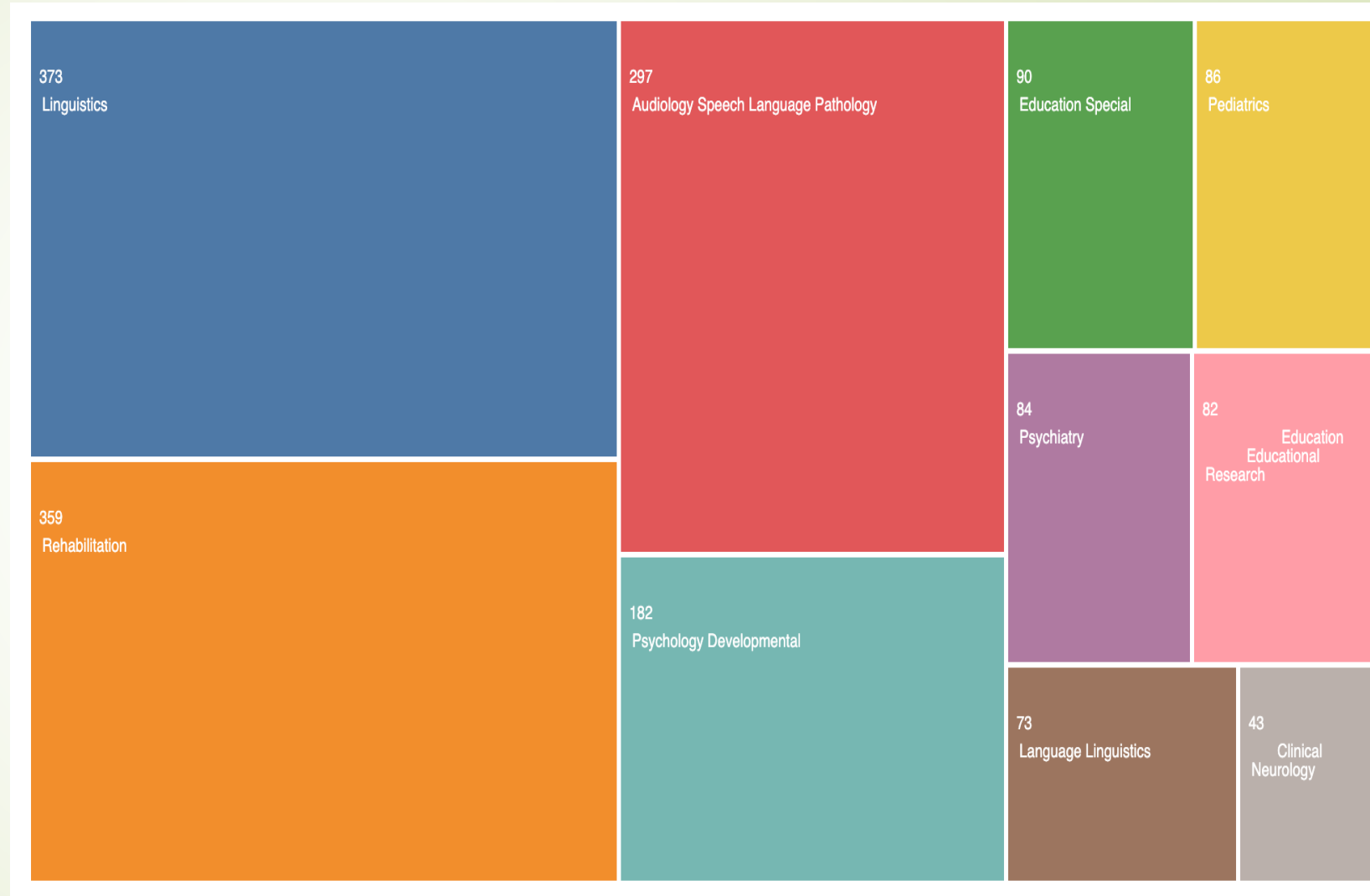
James Law

Impact and legacy



The Academic

- H index of 23
Most highly cited:
- Modeling
Developmental
Language Difficulties
From School Entry
Into Adulthood:
Literacy, Mental
Health, and
Employment
Outcomes JSLHR
2009 172 cites
- Reach international
- Reach disciplines



The innovator

➤ Social Disadvantage



Public Health
England

➤ Reading with preschool children boosts language by 8 months and Dads should read too (Nuffield Foundation, 2019) a systematic review

➤ CSCOT

➤ WHAT WORKS



The Bercow Report

A Review of Services for Children and
Young People (0-19) with Speech,
Language and Communication Needs



The empowering critique

- Impact on practice
 - Spans education and SLT
 - Universal targeted
- No question too small – broad range of issues
 - Dosage
 - Cost effectiveness
- No data not worth interrogating
 - Range of data sources - longitudinal cohorts, systematic reviews, experimental studies, observations, questionnaires ...



The easy going colleague

- ▶ Always time to listen and talk
- ▶ In a convivial context
 - ▶ Restaurant, kitchen, coffee shop
- ▶ Inclusive
- ▶ And a word about how the family was doing and latest excursion



What we miss?

- Constructive engagement
- Good humour
- Balance
- Empowerment
- Legacy lives on
 - Six recent publications (2022)
 - Colleagues
 - Students
 - Mind set – open and inquisitive



Thank you James



Building on the Legacy of Professor James Law OBE - New Horizons in Developmental Language Disorder



Professor Cristina McKean

Newcastle University, UK



Professor Sheena Reilly

Griffith University, Australia

Building on the legacy of Professor James Law OBE

New Horizons for Interventions in Developmental
Language Disorder

Cristina McKean

Professor of Child Language Development & Disorders



@cristina_mckean



cristina.mckean@ncl.ac.uk





Dr Anastasia Trebacz



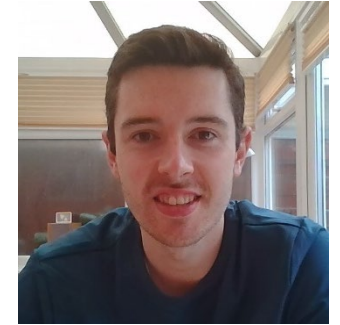
Dr Carole-Ann Murphy



Dr Jenna Charlton



Dr Melanie Dornstauder



Dr Joe Willoughby



Dr Liz Westrupp



Dr Penny Levickis



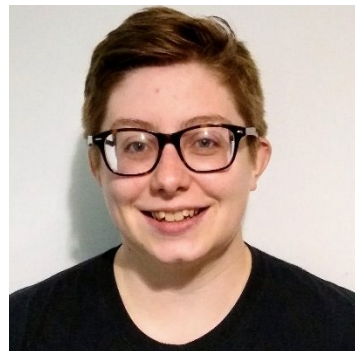
Dr Rena Lyons



Dr Pauline Frizelle



Dr Helen Wareham



Dr Josie Tulip



Dr Robert Rush



Dr Hanne Søndergaard Knudsen



Rose Watson, Prof Sue Roulstone,
Victoria Jackson, Caitlin Holme, Dr Jenna
Charlton, Vicky Gilroy, Prof James Law

Child language is an issue of social justice

Individual differences in their social context



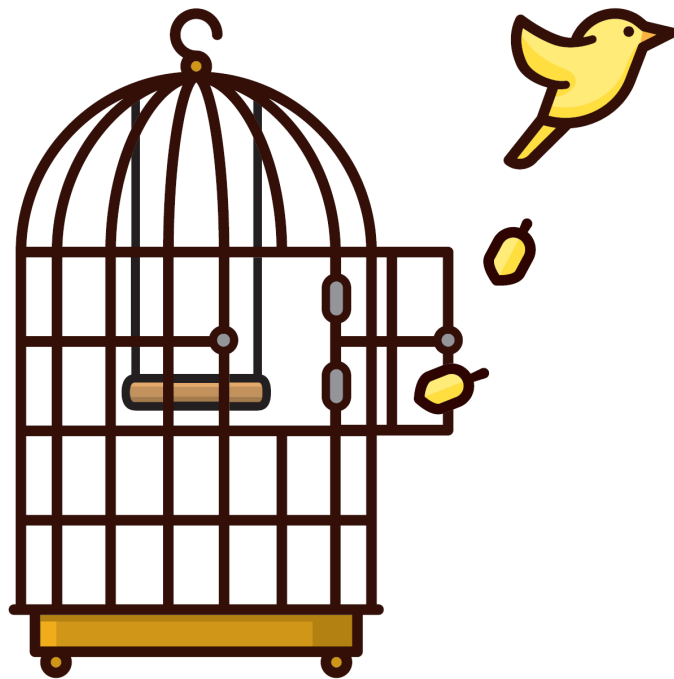
Reilly, S., Tomblin, B., Law, J., McKean, C., Mensah, F., Morgan, A., Goldfeld, S., Nicholson, J. and Wake, M. (2014) 'SLI: a convenient label for whom?', *IJLCD* 49(4), pp.416-451.

McKean, C., Morgan, A., Law, J. Reilly, S., (2018) Developmental Language Disorder in Shirley-Ann Rueschemeyer & M Gareth Gaskell (Eds.) *Oxford Handbook of Psycholinguistics*

Wareham, H., Huang, W., Labuschagne, L. & Law, J. (2021) The association between mother's education level and early child language skills; findings from three European cohort studies. Publications archive – dynamicsofinequality.org

Child language is an issue of social justice

Child Language as an indicator of inequality & a lever for change



Child language is an issue of social justice

It is logical to develop and implement interventions which enable all children to achieve their maximum potential for language and communication development and which can ameliorate the negative consequences for those with persisting language difficulties.

So what's stopping us?

Four challenges

1. Intervention within the context of health inequalities
2. Intervention in the context of a life-course approach
3. Intervention within complex systems
4. Intervention as the implementation of evidence

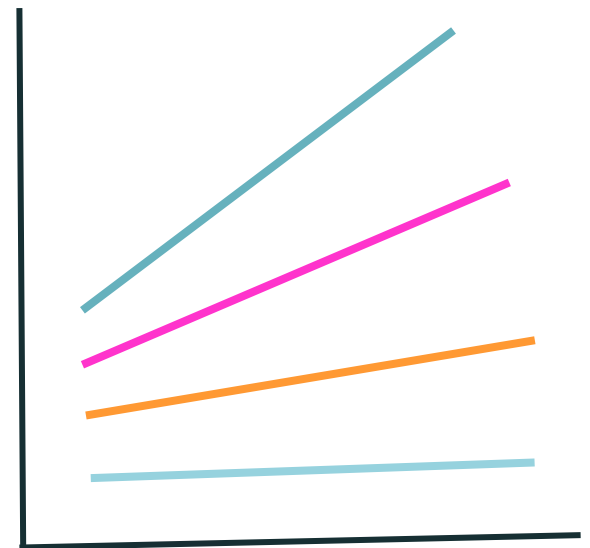
- The challenge
- James' pioneering work
- Building on James legacy

1: Intervention within the context of health inequalities

Interventions can widen rather than narrow inequalities

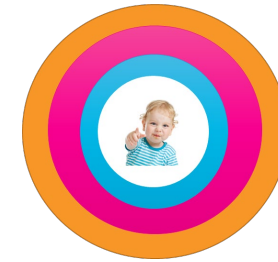
It is more difficult for socially disadvantaged families to

- seek support
- change behaviour due to higher burden of material, psychosocial vulnerabilities
- navigate complex, fragmented services
- advocate for their child's rights to education and health services
- pay for private services to supplement those on offer from the state



1: Intervention within the context of health inequalities

Upstream determinants



Proportionate Universalism (Marmot 2013)

“Proportionate universalism refers to the universal provision of services, where the scale and intensity of service delivery is tailored to individual disadvantage and need”
(Law et al 2018 p. 297)

“Yet how proportionate universalism should be put into practice has not been well articulated” (Law et al 2018 p. 297)

1: Intervention within the context of health inequalities

Building on James' legacy

'Making the most of together-time'

Development of a Health Visitor led intervention to support children's early language and communication development at the 2-2½ year-old review

a proportionate universal language intervention

Background and context

Best start in speech, language and communication

In 2019 the Department for Education and Public Health England commissioned research to create a national approach to support the development of children's early language. James led a project to.....

Universal HV review visit at 2 -2 ½ years old



Measure



Parent perspectives



Intervention



Background and context

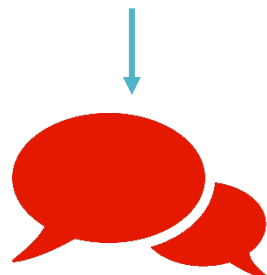
Best start in speech, language and communication

In 2019 the Department for Education and Public Health England commissioned research to create a national approach to support the development of children's early language.

Universal HV review visit at 2 -2 ½ years old



Measure



Parent perspectives

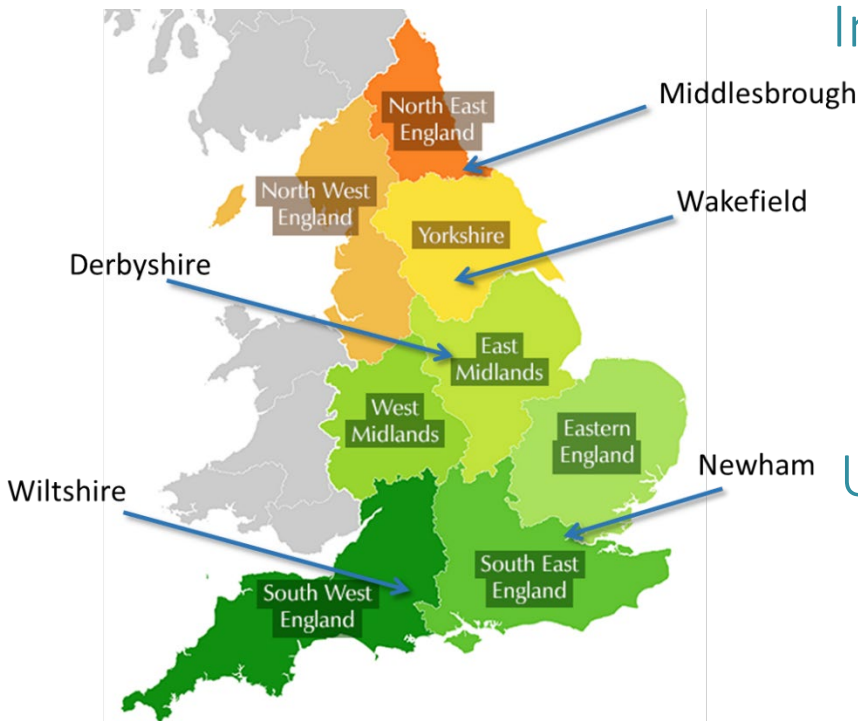


Intervention

Aim

to design an acceptable,
feasible and equitable
early language
intervention
synthesising current
best evidence with
stakeholder views.

How the intervention was designed



In close partnership with stakeholders across 5 sites

Using methods which maximise stakeholder co-design and involvement¹

Over 13 workshops

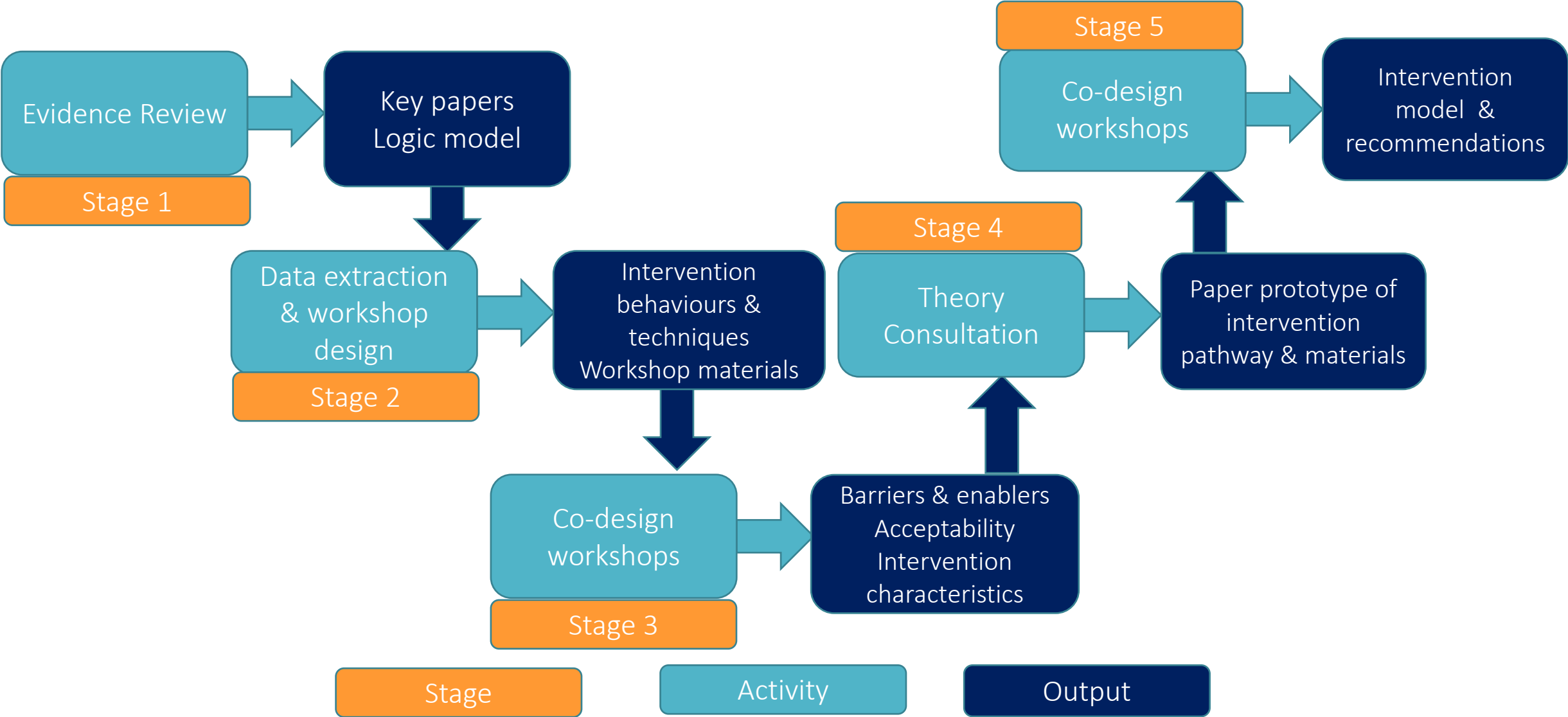
Using latest guidance on intervention development^{2, 3}

Drawing on a range of implementation science theory⁴⁻⁷

Participants	
HV teams	28
SLT teams	8
Parent/caregivers	7*
*COVID affected –workshop with 12 additional families cancelled	

1. O'Brien, N., et al., Integrating evidence from systematic reviews, qualitative research, and expert knowledge using co -design techniques to develop a web-based intervention for people in the retirement transition. *Journal of Medical Internet Research*, 2016. 18(8): p. e210
2. O'Cathain, A., et al., Guidance on how to develop complex interventions to improve health and healthcare. *BMJ Open*, 2019. 9(8).
3. Duncan, E., et al., Guidance for reporting intervention development studies in health research (GUIDED): an evidence-based consensus study. *BMJ Open*, 2020. 10(ee033516)
4. Michie, S., L. Atkins, and R. West, *The behaviour change wheel: a guide to designing interventions*. 2014, Surrey: England: Silverback Publishing.
5. Cane, J., D. O'Connor, and S. Michie, *Validation of the theoretical domains framework for use in behaviour change and implementation research*. *Implementation Science*, 2012. 7(1): p. 37.
6. Sekhon, M., M. Cartwright, and J.J. Francis, *Acceptability of healthcare interventions: An overview of reviews and development of a theoretical framework*. *BMC Health Services Research*, 2017. 17(1).
7. Murray, E., et al., *Normalisation process theory: a framework for developing, evaluating and implementing complex interventions*. . *BMC Medicine*, 2010. 8(1): p. 63.

How the intervention was designed



The intervention

..... to support families to increase their use of responsive interaction within their daily routines



Proportionate universalism

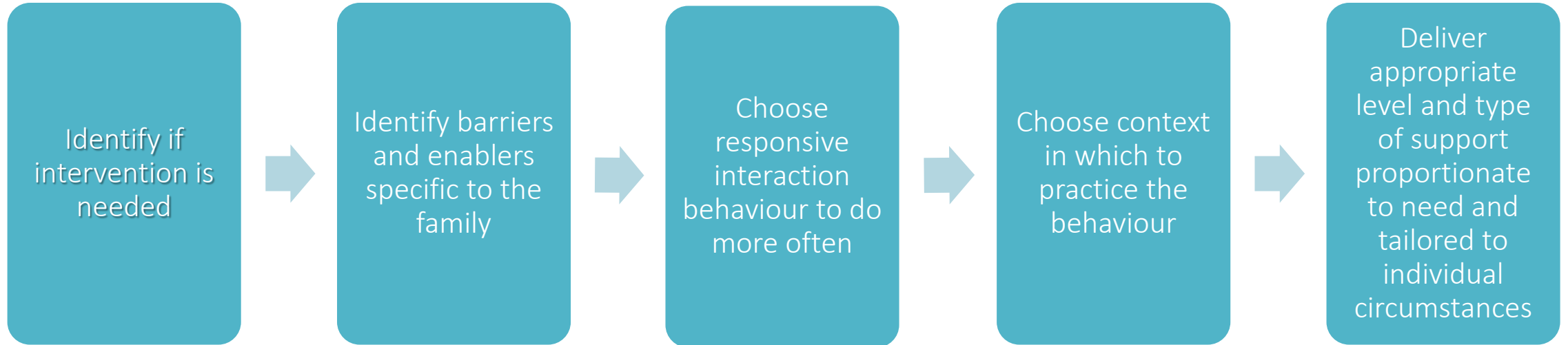
For the intervention to be equitable it must be



proportionate, with higher 'intensity' for higher levels of disadvantage,

tailored, offering differing approaches considering the specific barriers and enablers, assets and challenges in each family



The intervention



COM-B	Theoretical Domains Framework Domain and description of enablers
Capability  	Physical skills Have skills to follow a child's lead in play or share a book and use responsive interaction Have literacy skills to share a book
	Knowledge Able to choose age appropriate books, toys and activities Know what kinds of questions and responses to use during book sharing/shared activities and how to follow child's interests
	Decision making Able to decide on what they need to change to achieve their goal and choose that goal
	Regulation Able to monitor their own use of the new behaviour and make and stick to an action plan to do it

Motivation**Belief about capabilities and optimism**

Feel they can make the change and increase the use of this behaviour

Feel making the change is worthwhile and that there is scope to increase their responsiveness

Beliefs about consequences

Feel child will engage and so will respond or benefit

Feel the chosen behaviours are best for the child and other behaviours (e.g. TV viewing) are not equally good – have reason to change

Feel that what they do will make a difference

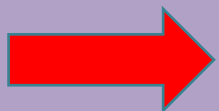
Intentions and goals

Have definite intention to try to increase their use of the behaviour


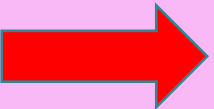
Able to set a clear goal and create action plan for implementing it

Emotion

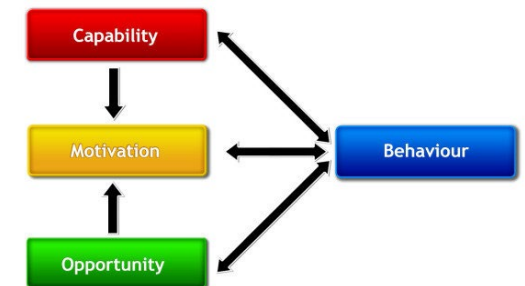
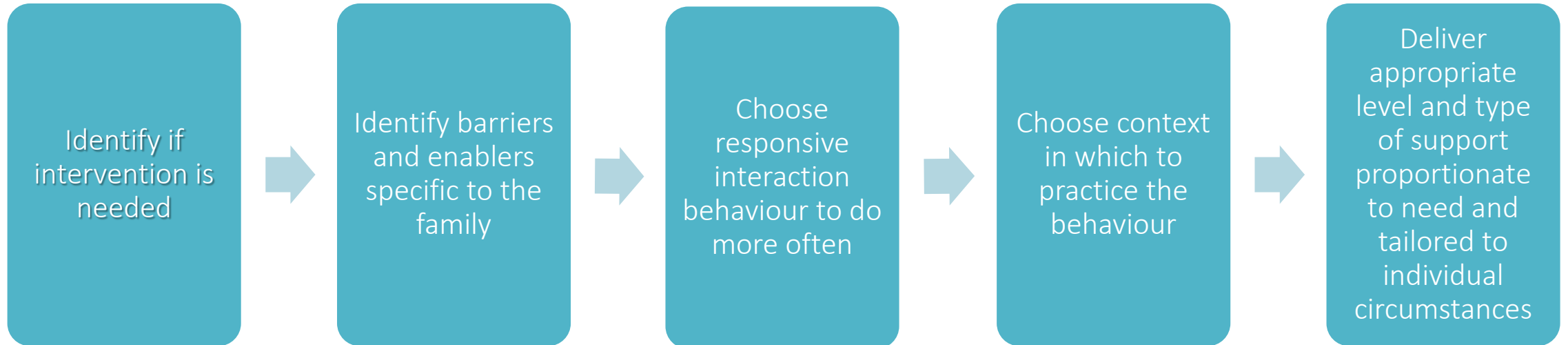
Do not feel embarrassed at trying new behaviour and/or being judged



Do not feel overwhelmed by additional demands

<p>Opportunity</p> 	<p>Physical Opportunity A</p> <p>Have the books and toys needed to use this new behaviour including books in home language</p> <p>Have access to playgroups, drop-ins or other contexts to support the use of these behaviours</p>
	<p>Physical Opportunity B</p> <p>Have a family and/or social network to draw on to support them</p> <p>Have access to/making use of childcare for siblings or child</p>
	<p>Social opportunity</p> <p>See others in their social group using the responsive communication behaviours in a range of contexts</p> <p>Have a family and/or social network who also use the behaviours with their child</p> <p>Have opportunities for supported 'together time' which is intrinsically rewarding for child and parent/carers</p>

The intervention



2: Intervention in the context of a life-course approach

When to intervene, on what, for how long?



2: Intervention in the context of a life-course approach

early identification, mechanisms of cumulative and interacting risks and long-term consequences

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disadvantaged back
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Language and Heari
McKean, C., Law, J.,
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Schoon, I., Parsons,
Schoon, I., Parsons,
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problems. Child developm

Modeling Developmental Language Difficulties From School Entry Into Adulthood: Literacy, Mental Health, and Employment Outcomes

James Law
Robert Rush
Centre for Integrated Healthcare Research,
Queen Margaret University, Edinburgh,
United Kingdom

Ingrid Schoon
Institute of Education, University of London,
United Kingdom

Samantha Parsons
Centre for Longitudinal Studies, Institute
of Education, University of London,
United Kingdom

Purpose: Understanding the long-term outcomes of developmental language difficulties is key to knowing what significance to attach to them. To date, most prognostic studies have tended to be clinical rather than population-based, which necessarily affects the interpretation. This study sought to address this issue using data from a U.K. birth cohort of 17,196 children, following them from school entry to adulthood, examining literacy, mental health, and employment at 34 years of age. The study compared groups with specific language impairment (SI), nonspecific language impairment (N-SLI), and typically developing language (TL).

Method: Secondary data analysis of the imputed 5-year and 34-year data was carried using multivariate logistic regressions.

Results: The results show strong associations for demographic and biological risk for both impairment groups. The associations are consistent for the N-SLI group but rather more mixed for the SI group.

Conclusions: The data indicate that both SI and N-SLI represent significant risk factors for all the outcomes identified. There is a strong case for the identification of these children and the development of appropriate interventions. The results are discussed in terms of the measures used and the implications for practice.

KEY WORDS: specific language impairment, nonspecific language impairment, literacy, mental health, employment

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ARTICLES

Childhood Language Skills and Adult Literacy: A 29-Year Follow-up Study

AUTHORS: Ingrid Schoon, PhD,^a Samantha Parsons, MSc,^b Robert Rush, MSc,^c and James Law, PhD^d

^aDepartment of Quantitative Social Science, and ^bCenter for Longitudinal Studies, Institute of Education, University of London, London, United Kingdom; and ^cCenter for Integrated Healthcare Research, Queen Margaret University, Edinburgh, United Kingdom

KEY WORDS
childhood receptive language problems, adult literacy, family literacy, poverty, longitudinal study

www.pediatrics.org/cgi/doi/10.1542/peds.2008-2111
doi:10.1542/peds.2008-2111

Accepted for publication Sep 3, 2009

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PEDIATRICS (ISSN Numbers: Print, 0031-4005; Online, 1098-4275).
Copyright © 2010 by the American Academy of Pediatrics

FINANCIAL DISCLOSURE: The authors have indicated they have no financial relationships relevant to this article to disclose.

WHAT'S KNOWN ON THIS SUBJECT: Although language and vocabulary competency are well-known correlates of psychiatric, academic, and psychosocial outcomes, there has been relatively little research into the course of language development from childhood to adulthood.

WHAT THIS STUDY ADDS: Using a large-scale general population sample, we examined the longitudinal trajectory of childhood receptive language skills and adult functional literacy, and we examined the role of early family environment in shaping the course of language development.

OBJECTIVES: Our aim was to assess the longitudinal trajectory of childhood receptive language skills and early influences on the course of language development.

METHODS: Drawing on data collected for a nationally representative British birth cohort, the 1970 British Cohort Study, we examined the relationship between directly assessed early receptive language ability, family background, housing conditions, early literacy environment, and adult literacy skills. A sample of 11 349 cohort members who completed the English Vocabulary Test at 5 years of age was studied.

abstract

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2: Intervention in the context of a life-course approach

Building on James' legacy

Examining patterns and mechanisms of inequality

Relations between child language and adolescent mental health across subgroups of cumulative disadvantage

Early language intervention to prevent later mental health difficulties

Background and context



Language

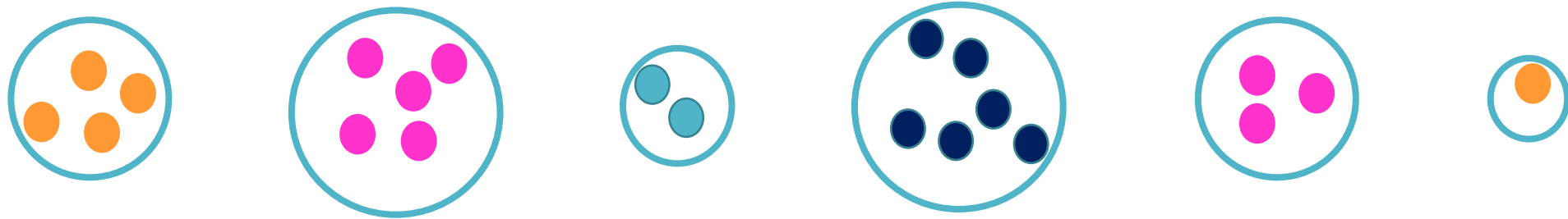
Mental Health

Socio-economic circumstances



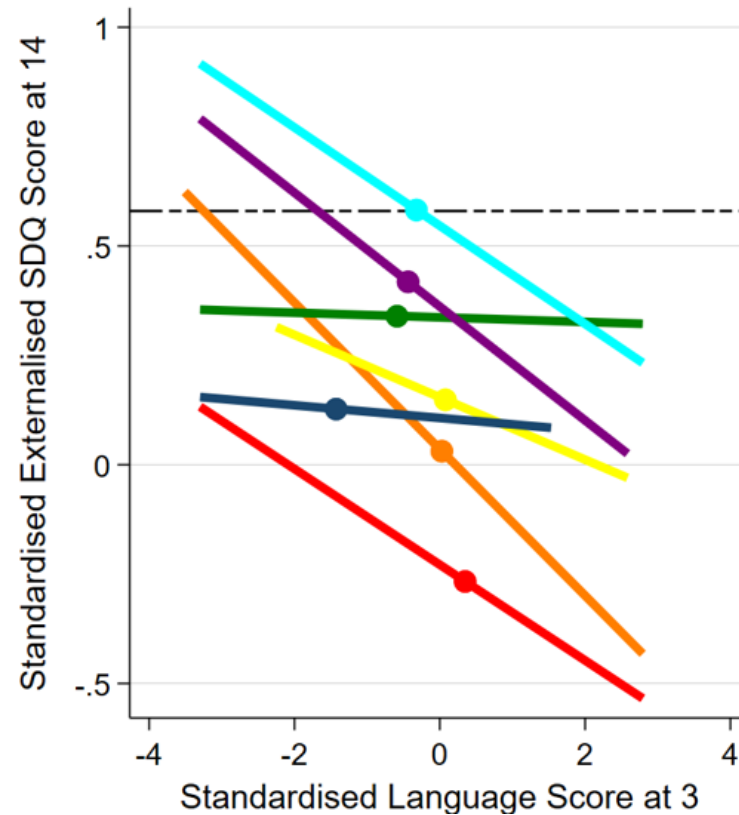
Background and context

Socio-economic circumstances & risk exposures



We analysed the Millennium cohort to

- *Identify subgroups in socio-economic circumstances*
- *Examine whether these subgroups moderate the effect of early language abilities on adolescent mental health outcomes – is language less protective for some subgroups?*



- Developmentally and Materially Enabled (1)
- Low Income Two Parent (2)
- Low Income Lone Parent (3)
- Developmental Vulnerability And Low Maternal Resource (4)
- Overwhelmed (5)
- Overwhelmed + Multilingual (6)
- Overwhelmed + Lone Parent (7)

Predicted outcomes for externalising mental health plotted for each latent class subgroup given a language score aged 3. Circular markers denote the average language score for each subgroup (e.g., 0.345 for the 'Developmentally and Materially Enabled' subgroup). The black horizontal dashed line represents recognised cut-point indicative of clinical concern on the SDQ

Conclusions

- Children across almost all subgroups are similarly affected by their level of language ability - robust language skills could be of almost universal benefit.
- Language intervention would not be a panacea - the number and nature of other risks are equally as important as language and must be tackled in interventions.
- In the 'Overwhelmed' subgroup - average language abilities are associated with externalising problems reaching clinical levels of concern - holistic support is needed for families experiencing the highest levels of risks.
- The lack of a relationship between language and mental health outcomes for the developmentally vulnerable-low maternal resource subgroup points to the need for a targeted, different approach for this group perhaps related to maternal mental health and wider family support

3: Intervention within complex systems

The skills, knowledge, and capacity to support language development are distributed across the children's workforce and community



3: Intervention within complex systems

Mobilising and connecting the children's workforce & characterising diverse systems

Child Language is everyone's business

International Journal of Language & Communication Disorders

INT J LANG COMMUN DISORD, XXXX 2016, VOL. 00, NO. 0, 1-14

Research Report

A qualitative case study in the social capital co-practice for children with speech, language and communication needs

Cristina McKean†, James Law†, Karen Laing‡, Maria Cockerill‡, Jan Allon-Smith§, Elspeth McCartney¶ and Joan Forbes||



Research in Developmental Disabilities

journal homepage: www.elsevier.com/locate/redevdis

Research in Developmental Disabilities 121 (2022) 104139

Contents lists available at ScienceDirect

Allocation and funding of Speech and Language Therapy for children with Developmental Language Disorders across Europe and beyond

Hanne B. Søndergaard Knudsen^{a,*}, Niloufar Jalali-Moghadam^{b,c}, Silvia Nieva^d, Ewa Czaplewska^e, Marja Laasonen^f, Ellen Gerrits^g, Cristina McKean^h, James Law^h

Managing Children with Developmental Language Disorder
Theory and Practice Across Europe and Beyond



Edited by James Law, Cristina McKean, Carol-Anne Murphy and Elin Thordardottir



Law, J., Lindsay, G., Peacey, N., Gascoigne, M., Soloff, N., Radford, J., & Band, S. (2002). Consultation as a model for providing speech and language therapy in schools: a panacea or one step too far? *Child Language Teaching and Therapy*, 18, 145-163.

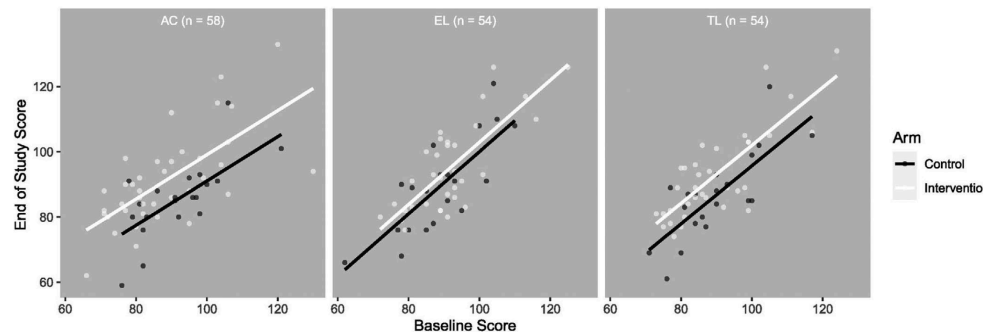
Law, J., Lindsay, G., Peacey, N., Gascoigne, M., Soloff, N., Radford, J., . . . Fitzgerald, L. (2000). *Provision for children with speech and language needs in England and Wales: Facilitating communication between education and health services*.

Lindsay, G., Soloff, N., Law, J., Band, S., Peacey, N., Gascoigne, M., & Radford, J. (2002). Speech and language therapy services to education in England and Wales. *International Journal of Language and Communication Disorders*, 37(3), 273-288.

3: Intervention within complex systems

Building on James Legacy

- Effectiveness study – comparing Happy Talk delivered by SLT services to usual care across 4 pre-schools – blind outcome assessment
- 12 sessions with parents – 4 workshops with Early Educators
- We found significant intervention effects for comprehension and total language with large and moderate effect sizes, respectively (0.60 and 0.46 SD)

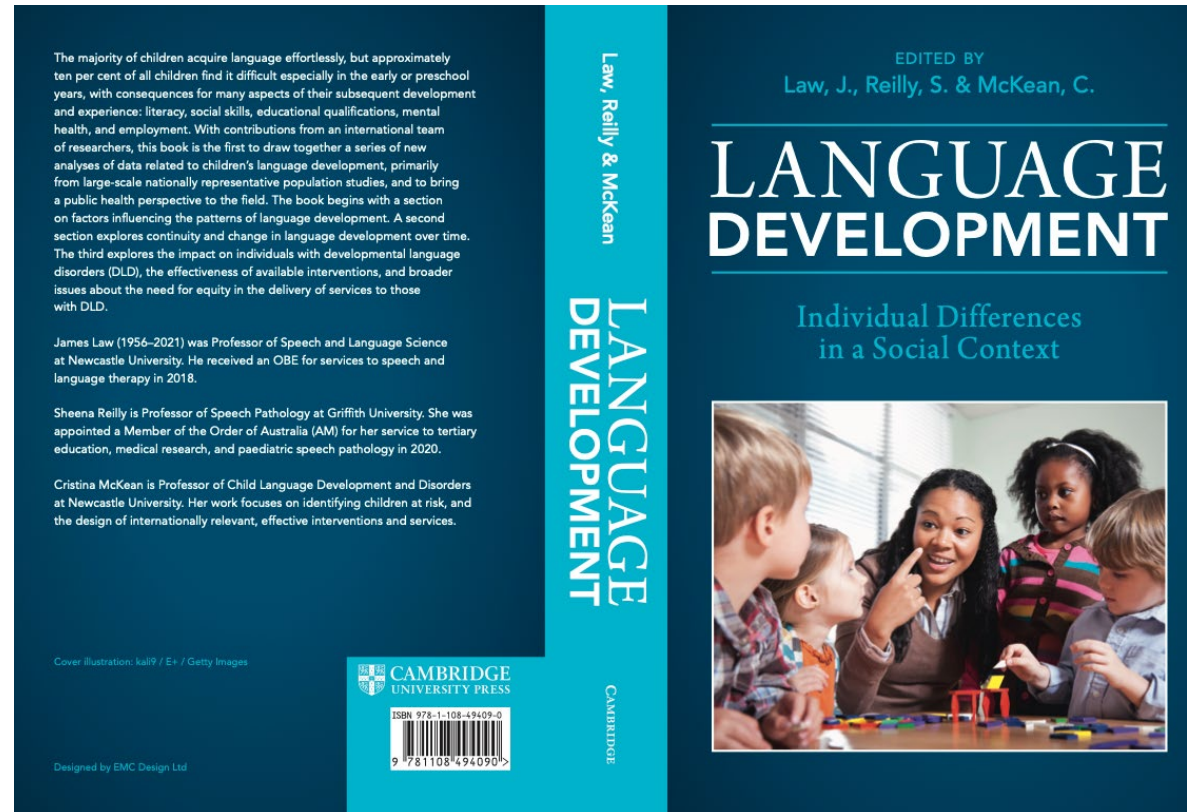


Frizelle, P., Mullane, E., O’Shea, A., Ceroni, A., Dahly, D., Horgan, A., Levickis, P. & Mckean, C. (2021). Happy Talk: A pilot effectiveness study of a targeted-selective speech–language and communication intervention for children from areas of social disadvantage. *International Journal of Language & Communication Disorders*.

Frizelle, P., Mckean, C., O’Shea, A., Horgan, A. & Murphy, A. (2021). Economic evaluation of the Happy Talk pilot effectiveness trial: A targeted selective speech, language and communication intervention for children from areas of social disadvantage. *International Journal of Speech-Language Pathology*, 1–12.

4: Intervention as the implementation of evidence

getting efficacy research into policy and practice



What we know

What we do

4: Intervention as the implementation of evidence

Evidence synthesis and translation



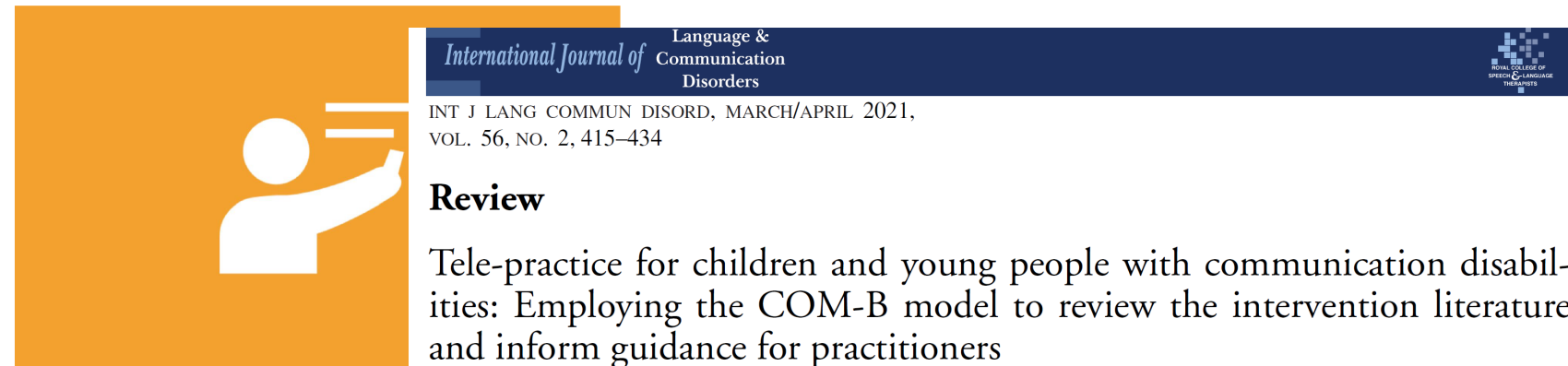
Cochrane Database of Systematic Reviews

Speech and language therapy interventions for children with primary speech and/or language disorders (Protocol)

I CAN

What Works supports practitioners to deliver evidence-informed interventions and approaches to support children and young people with speech, language and communication needs

[Access database](#)







Language & Communication Disorders
International Journal of Language & Communication Disorders
ROYAL COLLEGE OF SPEECH & LANGUAGE THERAPISTS

INT J LANG COMMUN DISORD, MARCH/APRIL 2021,
VOL. 56, NO. 2, 415–434

Review

Tele-practice for children and young people with communication disabilities: Employing the COM-B model to review the intervention literature and inform guidance for practitioners

James Law† , Melanie Dornstauder† , Jenna Charlton†  and Mélanie Gréaux‡ 

4: Intervention as the implementation of evidence

Building on James' legacy

New approaches to systematic review & evidence synthesis

Conducting intervention research to enable its ready uptake to policy & practice - designing with implementation in mind

4: Intervention as the implementation of evidence

Building on James' legacy

New approaches to systematic review & evidence synthesis

- Dosage – how much intervention how often, and for how long?
- Active ingredients – what makes the intervention work?
- Differential response – do all children benefit equally?
- Development of agreed reporting guidelines for intervention research
- Does the evidence address what matters to families?

Issues with the quality & consistency of reporting

Frizelle, P., Tolonen, A. K., Tulip, J., Murphy, C. A., Saldana, D., & McKean, C. (2021). The influence of quantitative intervention dosage on oral language outcomes for children with developmental language disorder: A systematic review and narrative synthesis. *Language, Speech, and Hearing Services in Schools*, 52(2), 738-754..

Frizelle, P., Tolonen, A. K., Tulip, J., Murphy, C. A., Saldana, D., & McKean, C. (2021). The Impact of Intervention Dose Form on Oral Language Outcomes for Children With Developmental Language Disorder. *Journal of Speech, Language, and Hearing Research*, 64(8), 3253-3288.

Tulip, J. (2022) The influence of child and social factors on the efficacy of language interventions and the role of language in predicting school readiness Newcastle University

Collaboration for communication network <https://research.ncl.ac.uk/collaborationforcommunication/>

4: Intervention as the implementation of evidence

Building on James' legacy

Conducting intervention research to enable its ready uptake to policy & practice - designing with implementation in mind

ELIM-I
Making the most
of Together time



4: Intervention as the implementation of evidence

Building on James' legacy

- Stakeholder engagement & co-design
- Synthesising theory – current evidence - implementation science
- Including process evaluations into trials
- Using effectiveness and pragmatic trials
- Embedding economic evaluation

ELIM-I
Making the most
of Together time



Conclusions

- James' body of work has radically changed the landscape in policy and practice for child language and laid the foundation for continued development and improvement .
- To build on his legacy requires us to focus on
 - *co-design- implementation science - economic evaluation*
 - *voice - equity*
 - *open science – international cooperation and consensus*
 - *elevation of public health roles in SLT*

Thank you

Very many thanks to the parents/caregivers, Speech and Language Therapy teams, Educators, Health Visiting teams, and children who took part in the studies discussed and gave their time, insights and wisdom so willingly.

Also, to the many funders of this work and the huge team of collaborators.

Above all thank you to Professor James Law



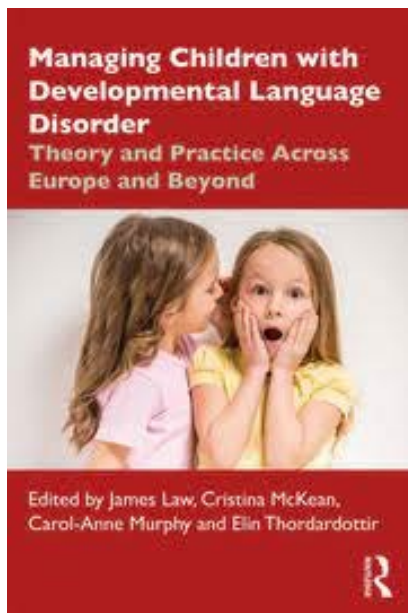
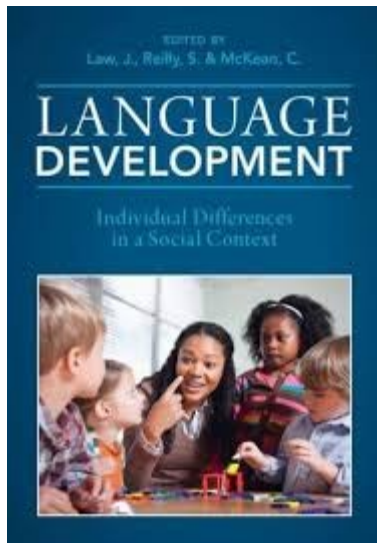
@cristina_mckean

cristina.mckean@ncl.ac.uk



Your questions





Department for Education
Research Report DFE-RR267 - DCFR1

The Better Communication Research Programme: Improving provision for children and young people with speech, language and communication needs

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FEATURE
SOCIETY EXPERTS EARLY YEARS

Parent-child book reading and language development in the early years

James Law and Jenna Charlton answer the question: Does parent-child book reading impact on language development and/or school readiness in preschool children?

For a number of years, popular press has shown that parental book reading in the early years is an important factor in what is sometimes called the child's home learning environment (HLE) and appears to predict children's later test outcomes. But it's possible to intervene to enhance parental book reading, and what difference does it make to early stages of child development such as oral language and pre-reading skills? There has been a number of reviews of the literature (Baker, 2011; Scarborough & Dobson, 2011) but these have included a mixture of different types of studies and ages of children, and have a variety of different foci. We recently carried out a narrative synthesis systematic review focusing on book reading interventions carried out specifically by parents and carers with preschool children (up to the age of five years), and looking primarily at the impact

of parent-child reading interventions on expressive and receptive language and pre-reading skills. We searched all the literature available in electronic databases over the past 40 years for parent-child reading intervention studies that included books or electronic readers. The studies had to have assigned a randomised or a quasi-experimental (but-level) design with book reading being compared with no intervention. In all cases the interventions had to be carried out by the parent. We set early years or preschool as the study period to assess language outcomes (comprehension and/or expressive language) or pre-reading outcomes (for example, phonological awareness). The included studies had to report the children's test performance before and after the intervention. We identified 22 studies that met our inclusion criteria and, of these, we were able to conduct (meta-analyse) the results from



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16 studies. Altogether, the review reported on 22 children reading interventions, and 569 control group children, with the average age of the children was 41 months. **Methods** We searched all the literature available in electronic databases over the past 40 years for parent-child reading intervention studies that included books or electronic readers. The studies had to have assigned a randomised or a quasi-experimental (but-level) design with book reading being compared with no intervention. In all cases the interventions had to be carried out by the parent. We set early years or preschool as the study period to assess language outcomes (comprehension and/or expressive language) or pre-reading outcomes (for example, phonological awareness). The included studies had to report the children's test performance before and after the intervention. We identified 22 studies that met our inclusion criteria and, of these, we were able to conduct (meta-analyse) the results from

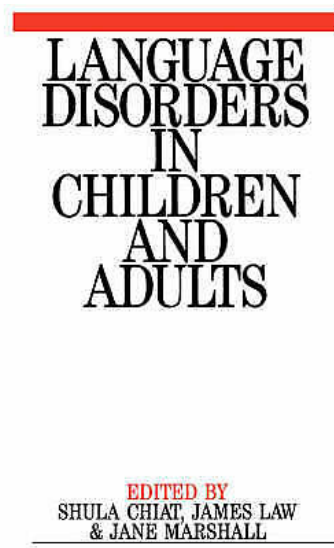
16 studies. Altogether, the review reported on 22 children reading interventions, and 569 control group children, with the average age of the children was 41 months. **Results** There were a number of key findings from the review. The first is that the majority of the studies showed positive effects, but the largest effect by quite a long way was on receptive language skills. The average effect size of 0.48 for receptive vocabulary (see table 1) is equivalent to an average of eight months reading criteria developed by the Education Endowment Foundation. The average effect size for receptive vocabulary was twice that for pre-reading skills and for expressive language. This is quite an important finding for two reasons. Receptive language skills are more predictive of later educational and social outcomes than oral skills. In fact, evidence has suggested that early receptive language skills were the most difficult to change.

Other findings from the review include that early book reading was powerful throughout the pre-school period, particularly for receptive language development, but that book reading was also effective for children over

three years of age, and slightly more effective with children from more socially disadvantaged backgrounds. There were some indications that studies that included electronic readers had similar effects to those that used books.

Interestingly, in practice, shared reading was found to be more effective than dialogic methods for receptive language development. Dialogic methods involving more specific interaction behaviours from the parent such as the extension and use of language questions. Importantly, and unlike most of the findings from the other reviews, our findings were relatively consistent or homogeneous (the results go in the same direction). This is almost certainly a function of the narrow focus of the review and given our confidence in predicting what is important to measure how often it was at higher doses, suggesting that book reading may have the greatest impact on receptive effect in terms of receptive child development, acting as a protective factor against potential risk factors for poor language and reading.

We were also interested to see that some intervention studies have been carried out in a range of different countries and, indeed,



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