

Transición a la enseñanza
secundaria y transición desde la
enseñanza secundaria en niños
con TEL:
Problemas sociales y emocionales

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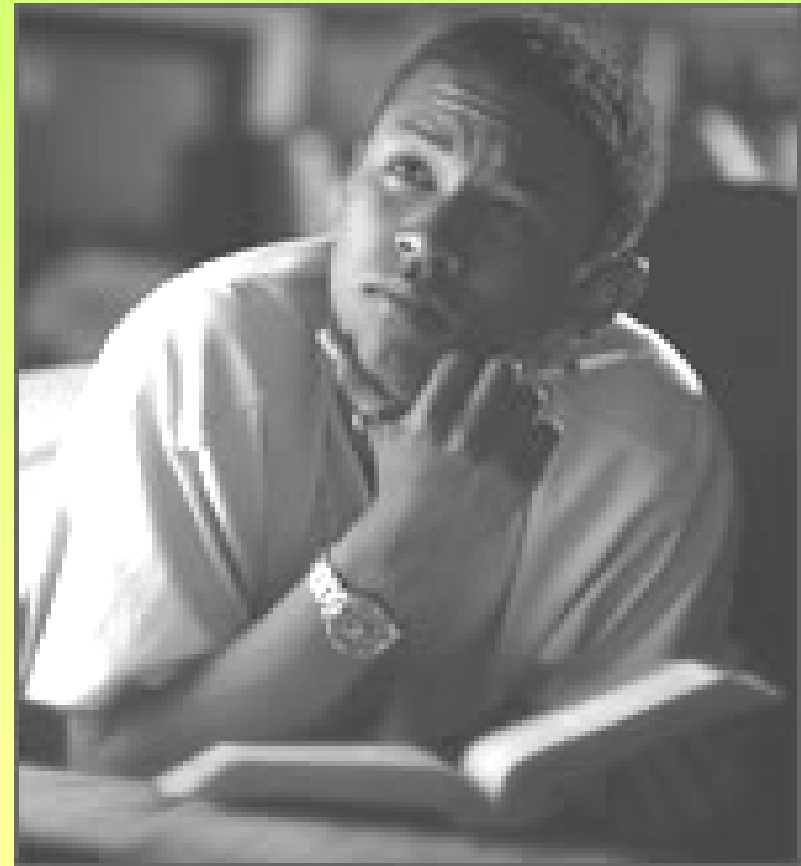
Gina Conti-Ramsden

Nuffield Foundation

Wellcome Trust and ESRC

Niños con TEL

- 4-7% de niños
- Chicos > Chicas
- Not a homogenous disorder
- A considerable proportion of these children appear to have persistent problems (around 55% of preschoolers continue to have difficulties)



Salud sociale y emocional

Literature indicates that SOME children with TEL have:

- Increased risk of being bullied
- Lower popularity
- Difficulties resolving conflicts
- Increased risk of emotional difficulties
- Poorer social understanding?

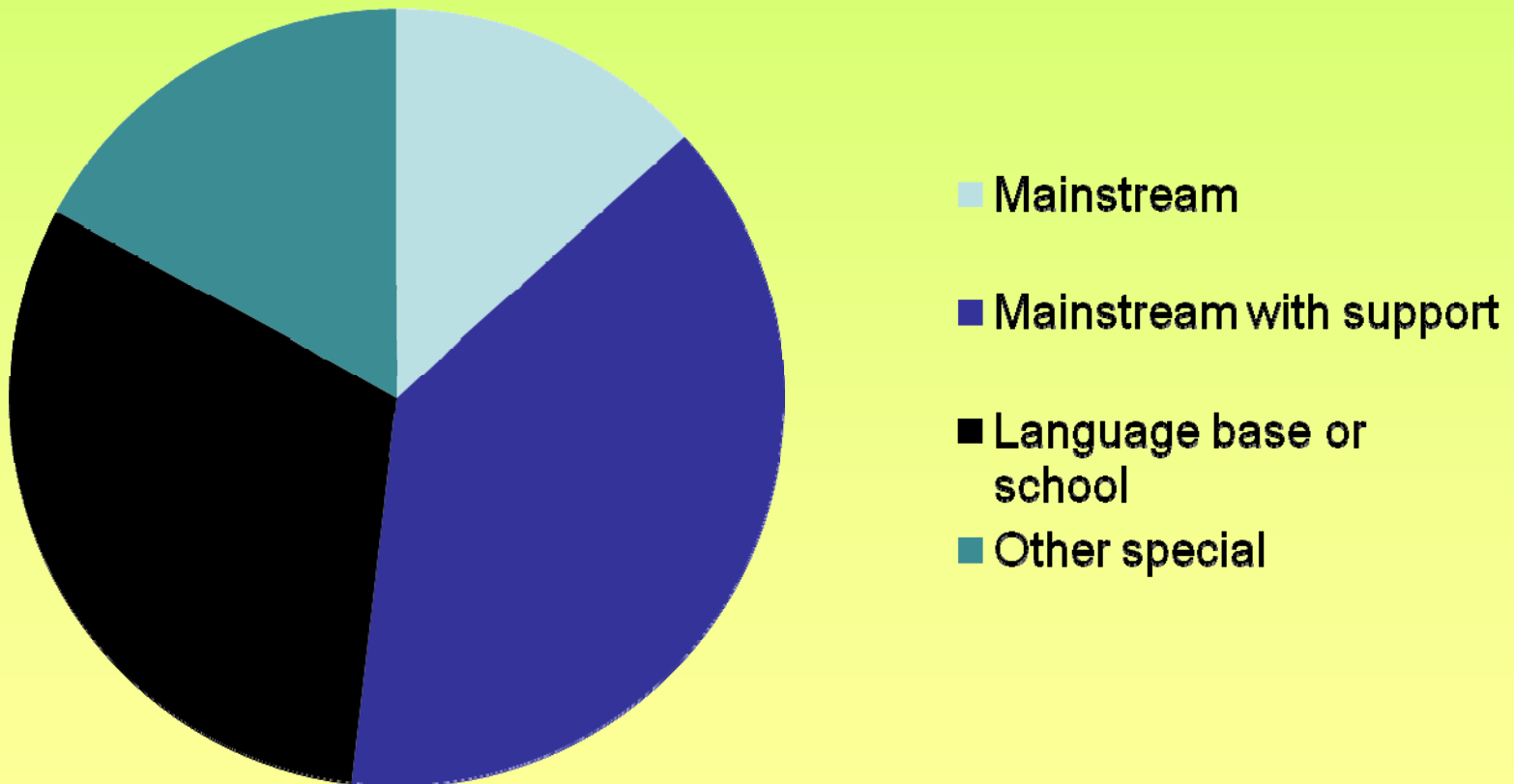


The Manchester Language Study

- Invited families of children attending infant language units - aged 7 years of age
- 50% random sample of all such children
- 242 children participated in original stage
- At 16 years a typically developing comparison group joined

Transición a la enseñanza secundaria

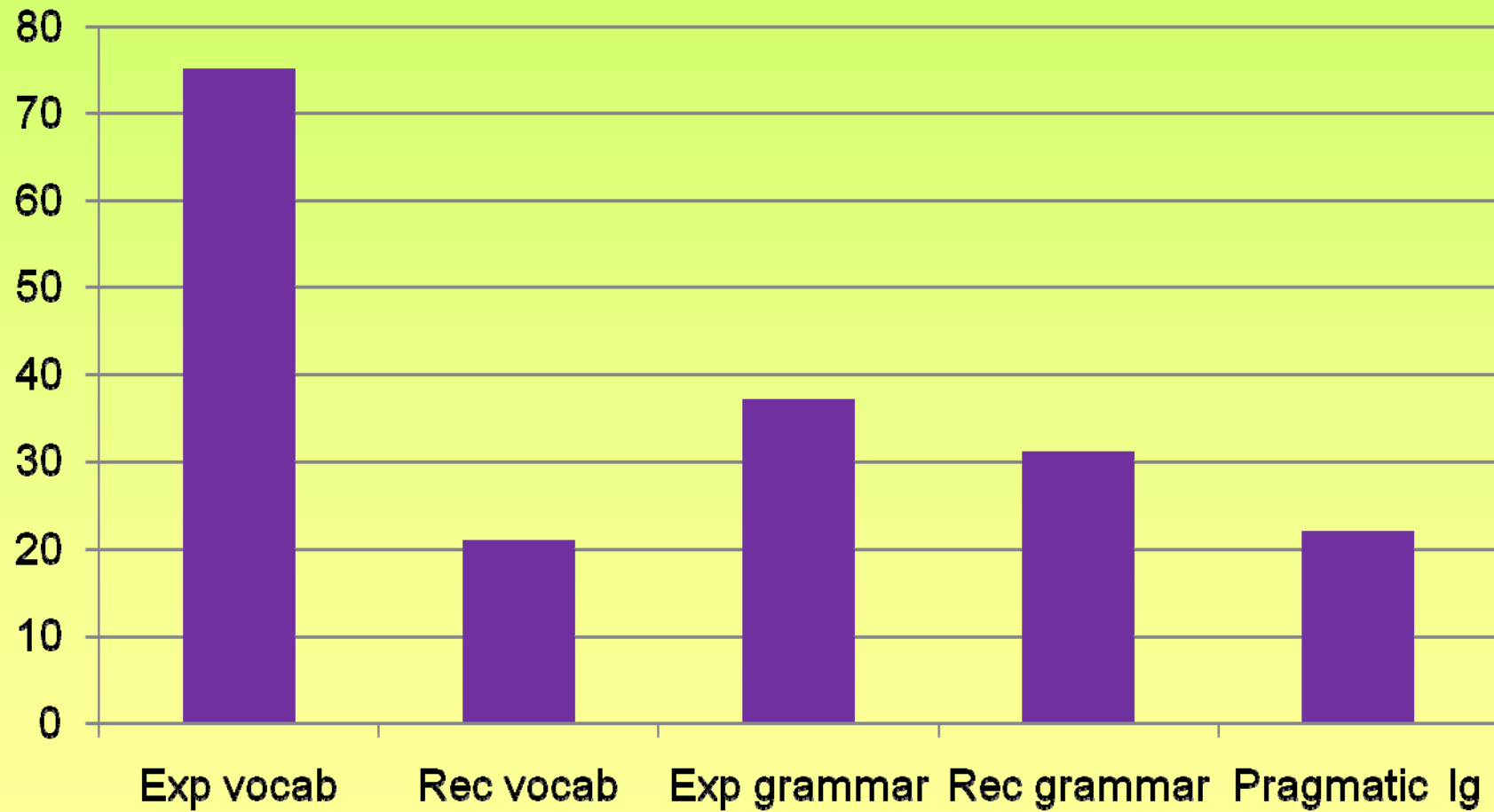
School yr 6



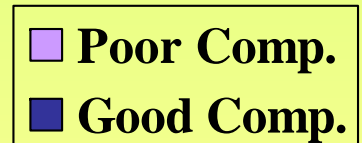
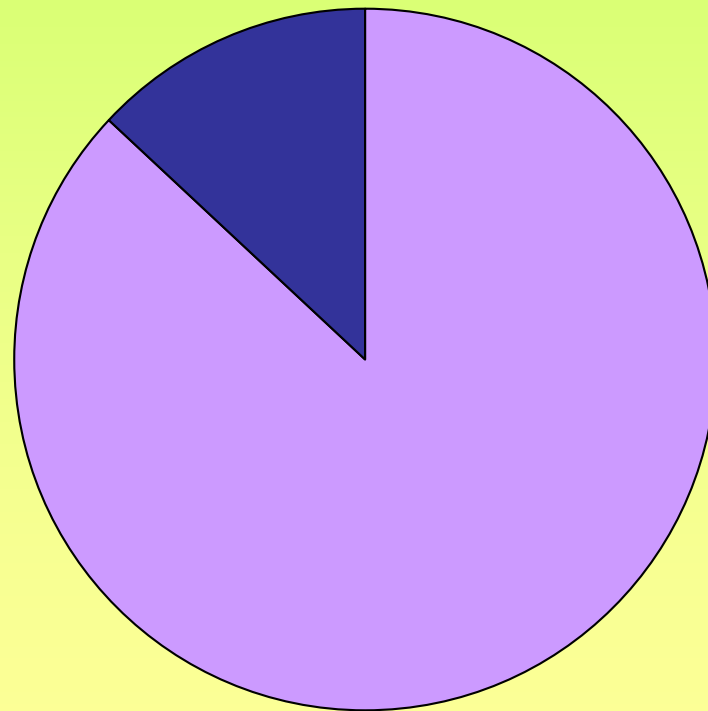
Transición a la enseñanza secundaria

- 36% scoring poorly on year 6 (11 year old) national teacher assessments
- 36% felt they were victims of bullying compared to 12% of peers
- Still clear language difficulties for many

% con problemas de lenguaje



Proportion of those bullied at 11 who were poor comprehenders



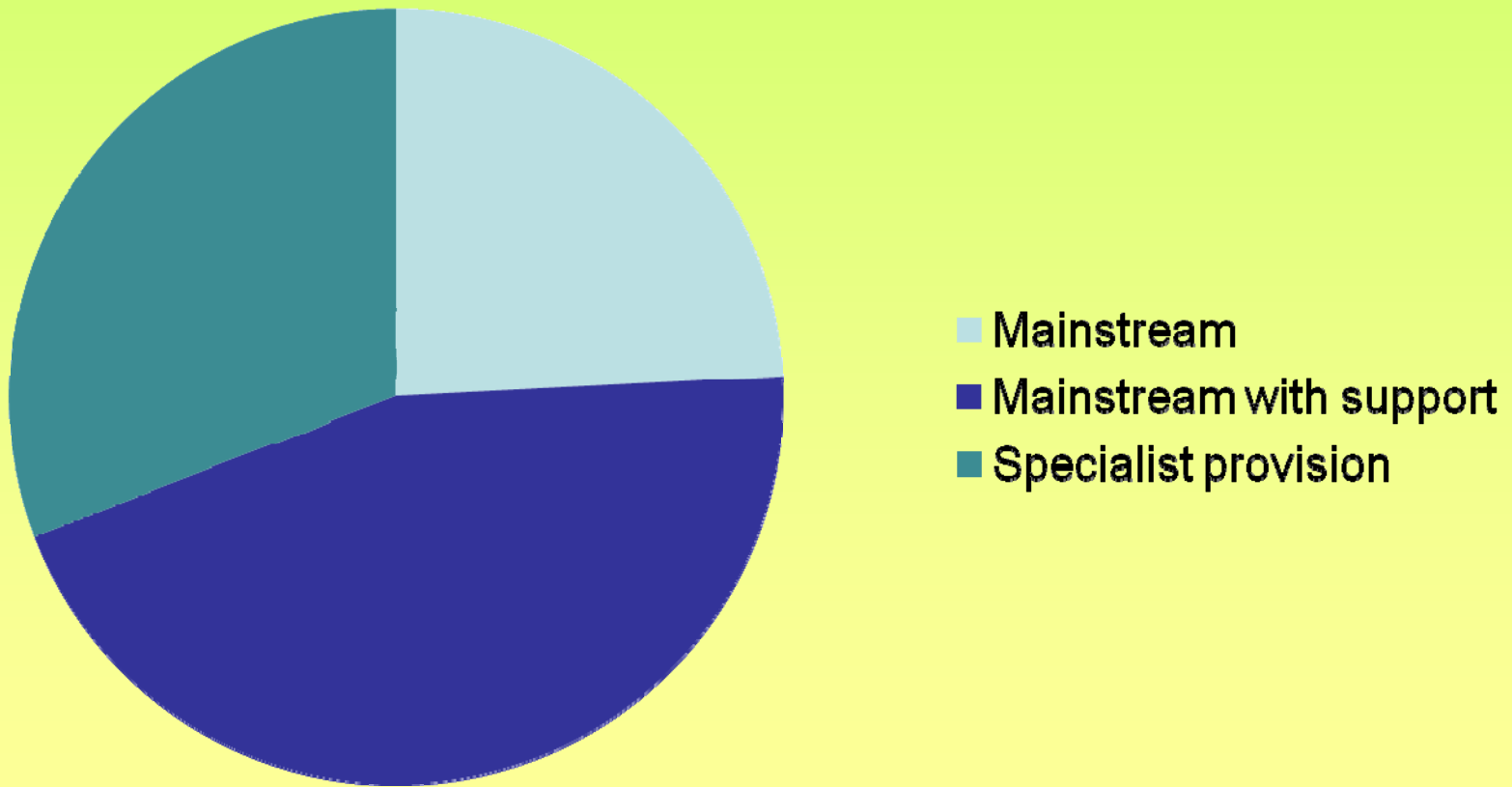
Transición desde la enseñanza secundaria

Educational placement 11-16

- 18% consistently at specialist provision
- 25% consistently in mainstream with support
- 13% consistently mainstream no support
- 41% changed type of educational placement from 11-16

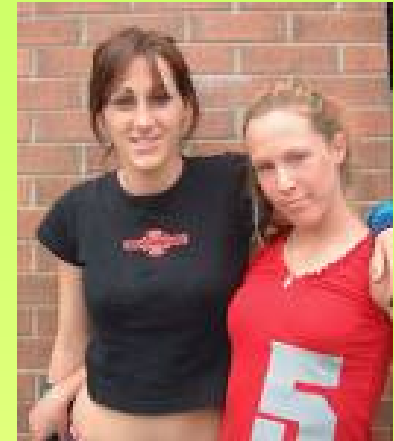
School placement at 16 years

School yr 11



Salud social

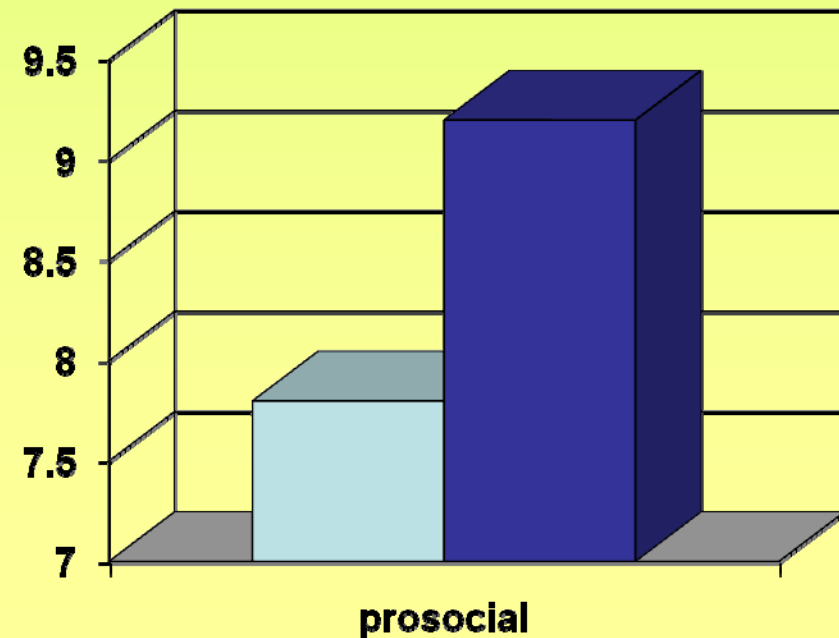
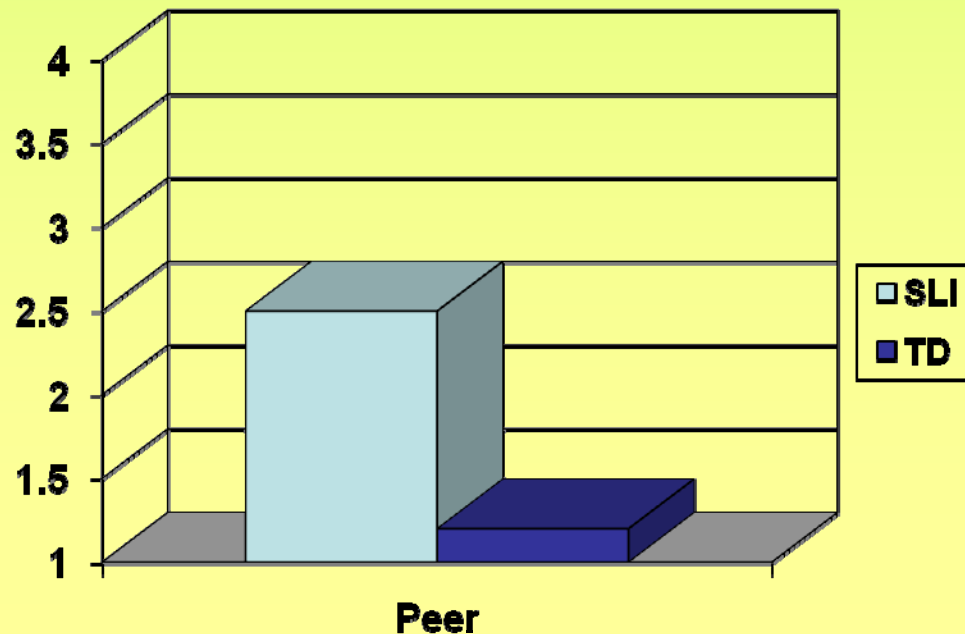
Measures



- **Social skill:**
 - Problems with peer relationships
 - Positive social skills such as helping
 - Questionnaire to parents, teachers and young people
- **Social understanding**
 - Understanding emotional expressions (picture task)
 - Understanding social and emotional language (story task)

Conclusión fundamental: Riesgo de dificultades sociales

- Clear differences on social skill exist between those with TD and those with TEL
- Strengths and Difficulties Questionnaire (SDQ)



celoso

miedo



relajado

odiar

Sarah and Tom are going on a picnic.

It is Tom's idea, he says it is going to be a lovely day for a picnic.



But just as they are unpacking the food, it starts to rain and soon they are both soaked to the skin.

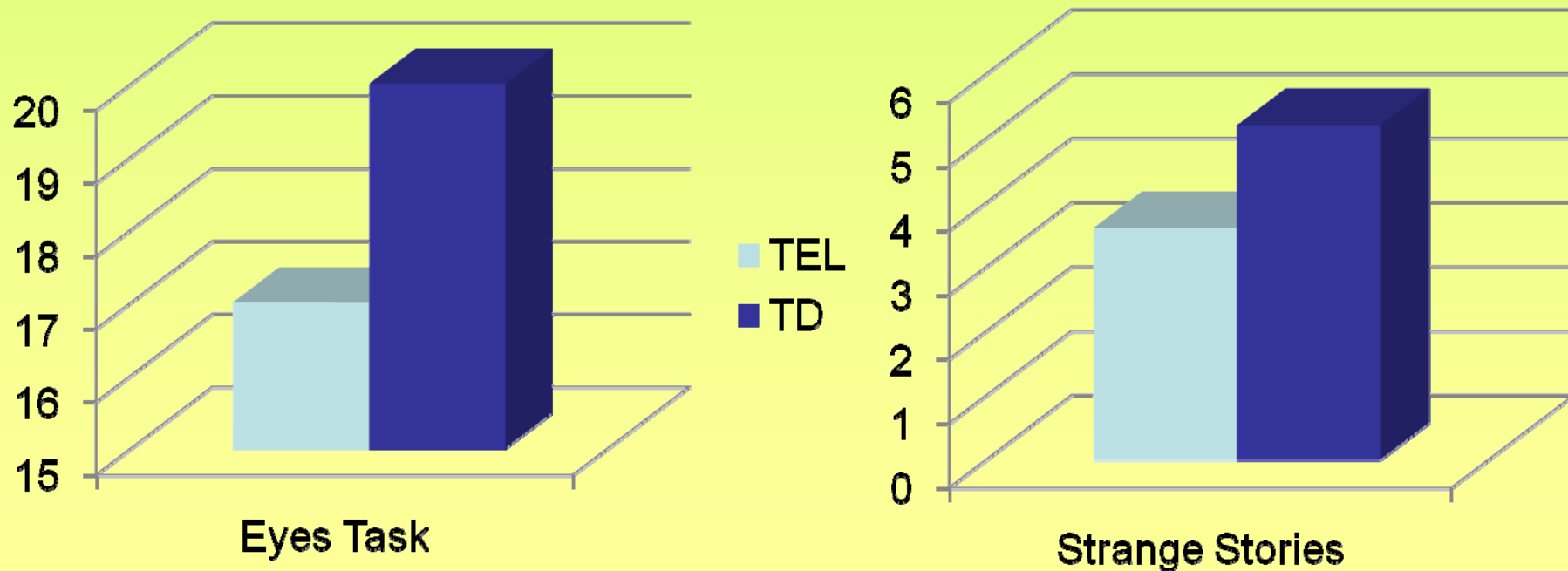
Sarah is cross. She says "oh yes, a lovely day for a picnic alright!".

Young people are asked a question to see whether they understand why Sarah has said this.

They need to give an answer which shows that they understand the non-literal meaning - she really thinks it's a horrid day and is being sarcastic - to score

Conclusión fundamental: Riesgo de dificultades sociales

- Clear additional difficulties of social and emotional understanding for those with communication difficulties



Functional social outcomes

- **Quality of social activity and independence**
- **Getting into trouble**
- **Early work experiences**

Independence

<i>If you were home alone for the day could you:</i>	Proportion answering NO	
	TD	TEL
Go to the local shop and get some shopping?	0%	11%
Get a meal for yourself?	0%	9%
Take a phone message?	1%	13%
Remember to keep a doctors appointment?	10%	33%

Going out

How often do you go out?

At least once a fortnight

- TD: 99%
- TEL: 84%

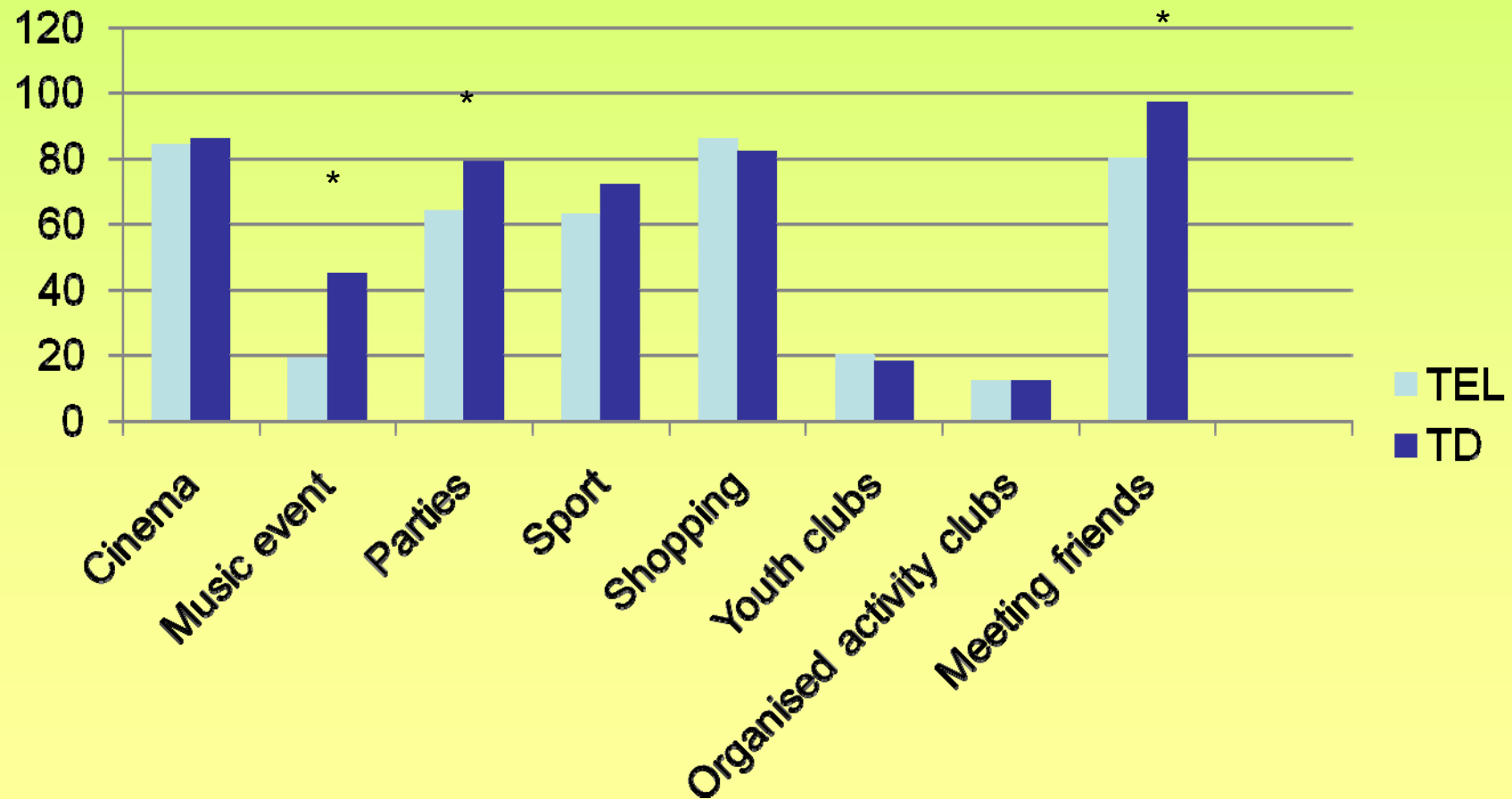
Who do you go out with?

Mostly with family

- TD: 3%
- TEL: 22%

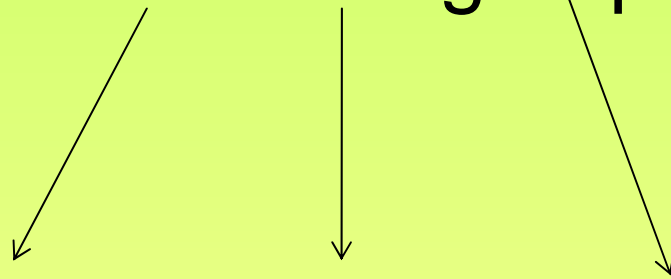


What do young people do in their leisure time?



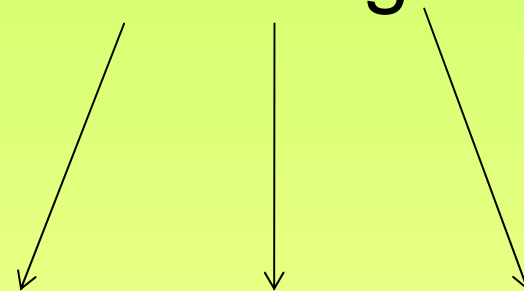
Getting into trouble

- 26% of SLI group



School 81%	Other organisation 6%	Police 33%
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31% of TD group



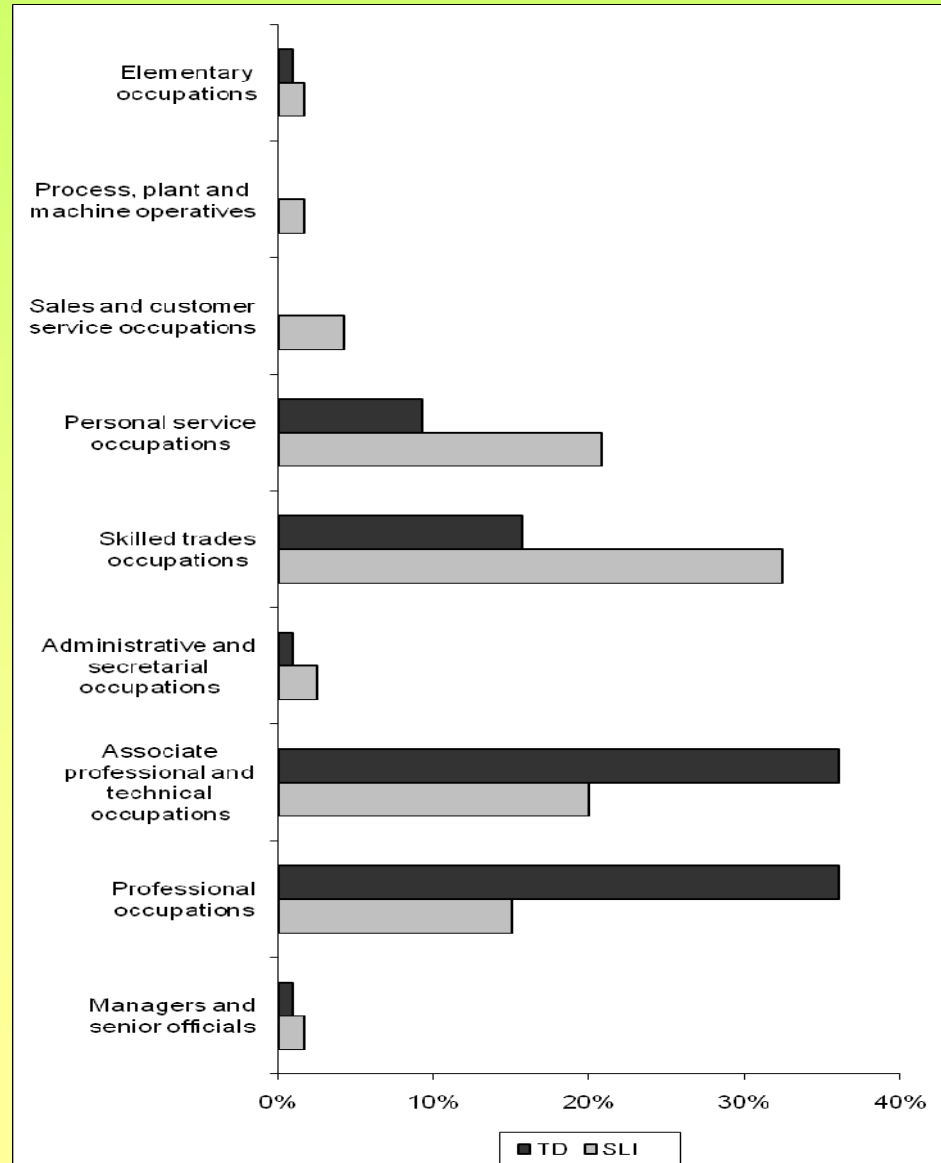
School 78%	Other organisation 16%	Police 47%
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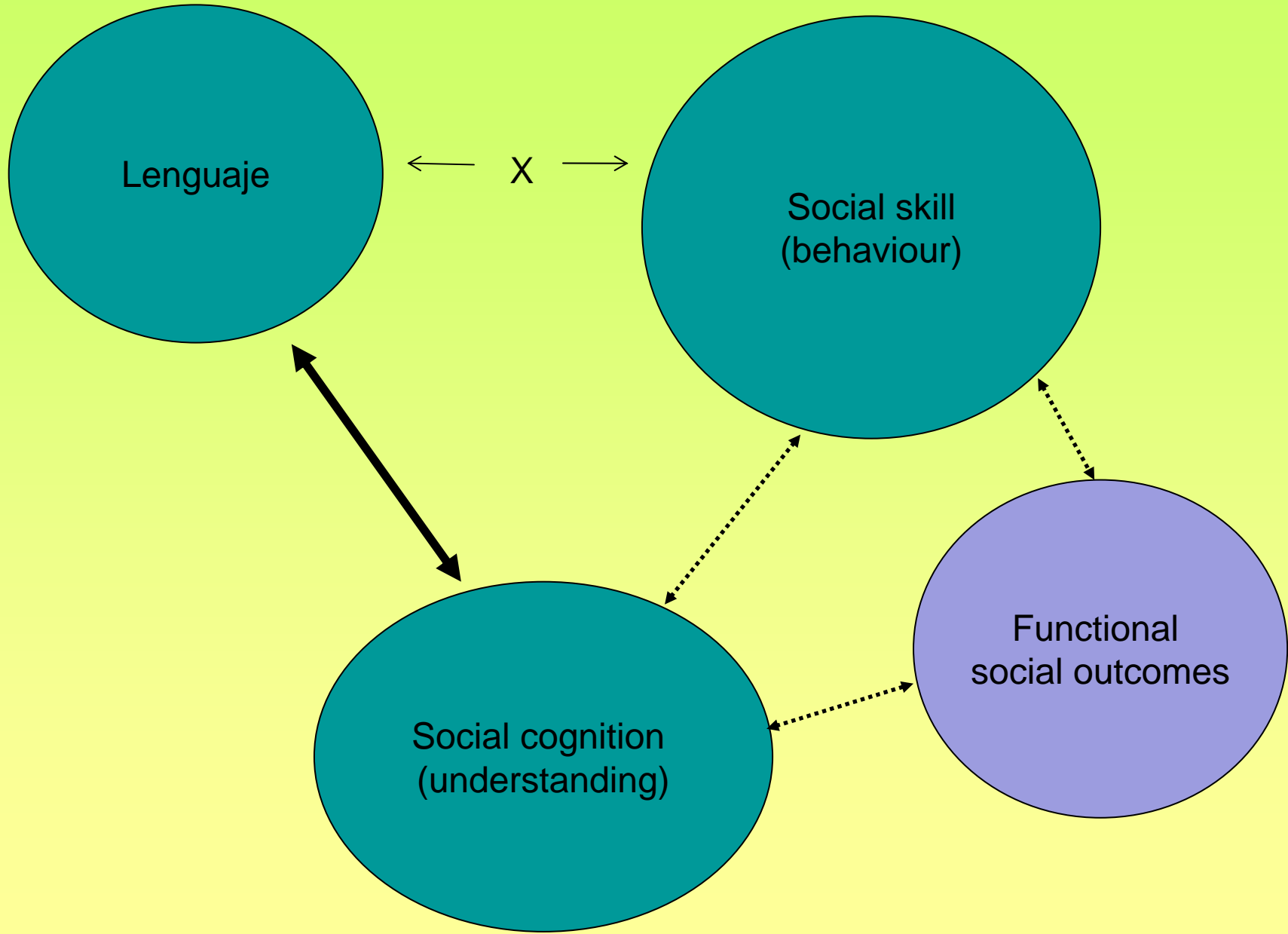
Early work experiences

(Durkin and Conti-Ramsden)

- The needs for those making transition from school to work are very different – we don't know exactly what they are!
- 70% YP with SLI have never had a part-time job compared to 32% YP who are TD
- Virtually all young people keen to find work when the time came
- But aspirations of professional life differed

Work Aspirations





Implications

- Language is not as clearly linked as expected
- Emotional health and social outcomes show some associations
- School support is needed for those with persisting and resistant-to-change language problems
- Need for support for parents in terms of counselling and parental information/advocacy

Summary of social outcomes

- Some evidence of additional social risks
- However, low levels of anti-social behaviour
- AND...majority showing good friendship quality and typical social activity

Salud emocional

Measures

- Depression
- Anxiety



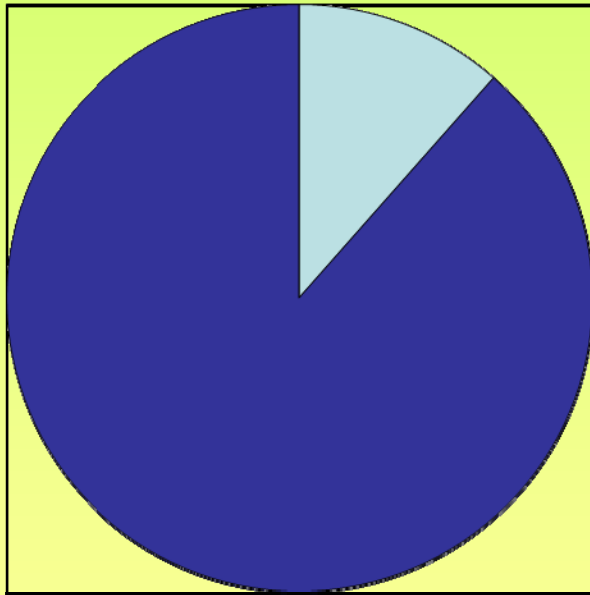
Parents and young people completed questionnaires about the young people's emotional health

Conclusión fundamental: Riesgo de dificultades emocionales

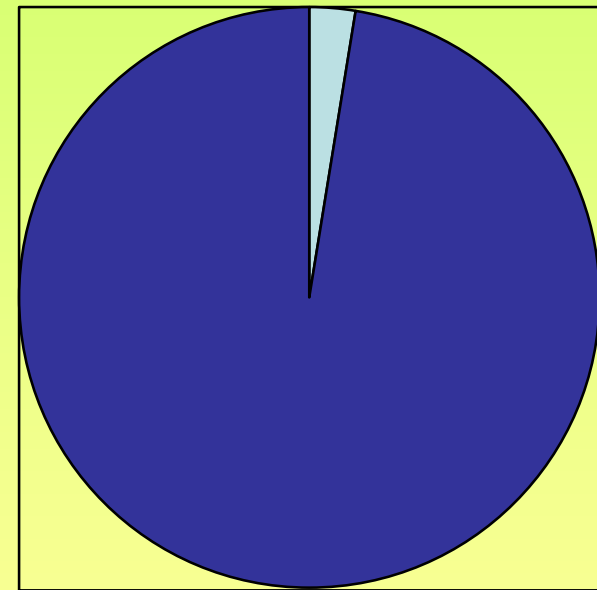
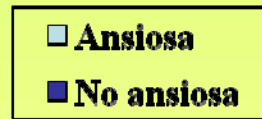
- ❖ Young people with TEL are an at risk group:
Clear increased risk of emotional symptoms
(anxiety and depression) for the TEL group
(on both self and parent report)



Ansiedad



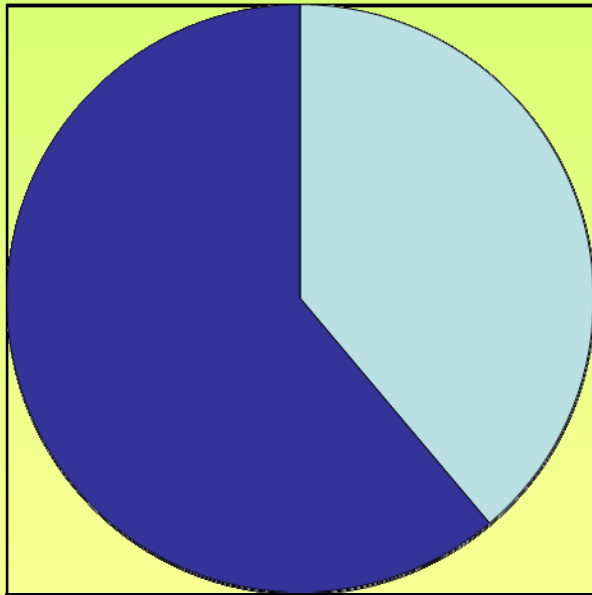
TEL group



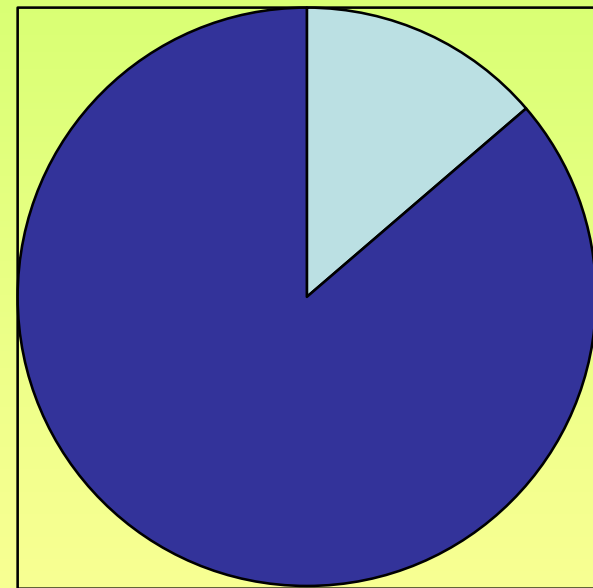
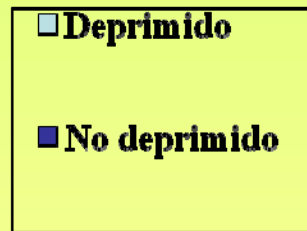
TD group

Fishers exact $p=0.004$

Depresión



TEL group



TD group

Fishers exact $p < 0.001$

Relationship between anxiety and depression

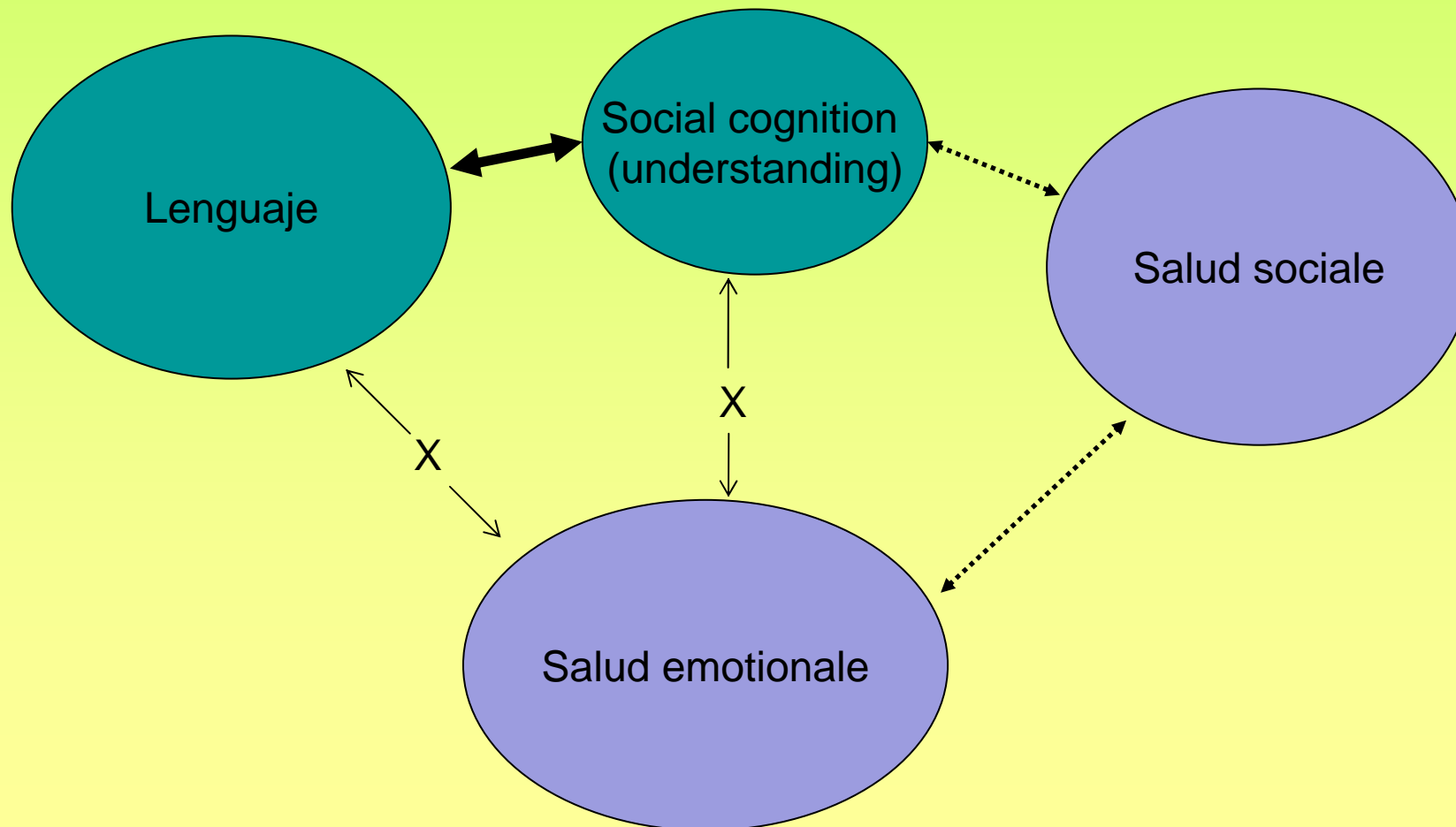
- Strong relationships found between anxiety and depression in both groups
- If you had symptoms of one you were likely to have symptoms of the other
 - Only 2 YP with SLI had anxiety without depression
- More YP with TEL scored high on both questionnaires
- Girls were more prone to anxiety in depression in TD group but not in the TEL group

Mental health Implications

- Raise awareness in adolescent psychological services
- Psychologists and psychiatrists to include in their interviews questions about possible history of language and communication problems
- Find out more about who has emotional problems and why



Conclusión fundamental: No direct links between language and social & emotional health



How can these issues be addressed in practice?

Some ideas

- Start asking young people what support / help / guidance they would like
- Provide additional training in secondary schools
- Transfer information between services and schools
- Provide semi-structured social opportunities

Afasic Friday Club – a ‘spin-off’ project

Afasic
UNLOCKING SPEECH AND LANGUAGE

=



con :

- Lucy Myers
- Shula Chiat
- Victoria Joffe

- Clare Davies-Jones



City University

Afasic

Afasic Youth group

- For young people ages 11-19 (although increasing number of members 19-23)
- Primary speech, language and communication impairments
- Must have the desire and ability to co-operate in social and group activities with appropriate support
- 35 Members: 9 female, 26 male
- Based in London, UK

Going out

How often do you go out?

At least once a fortnight

- Afasic Group:

*67%

Who do you go out with?

Mostly with family

- Afasic Group

22%

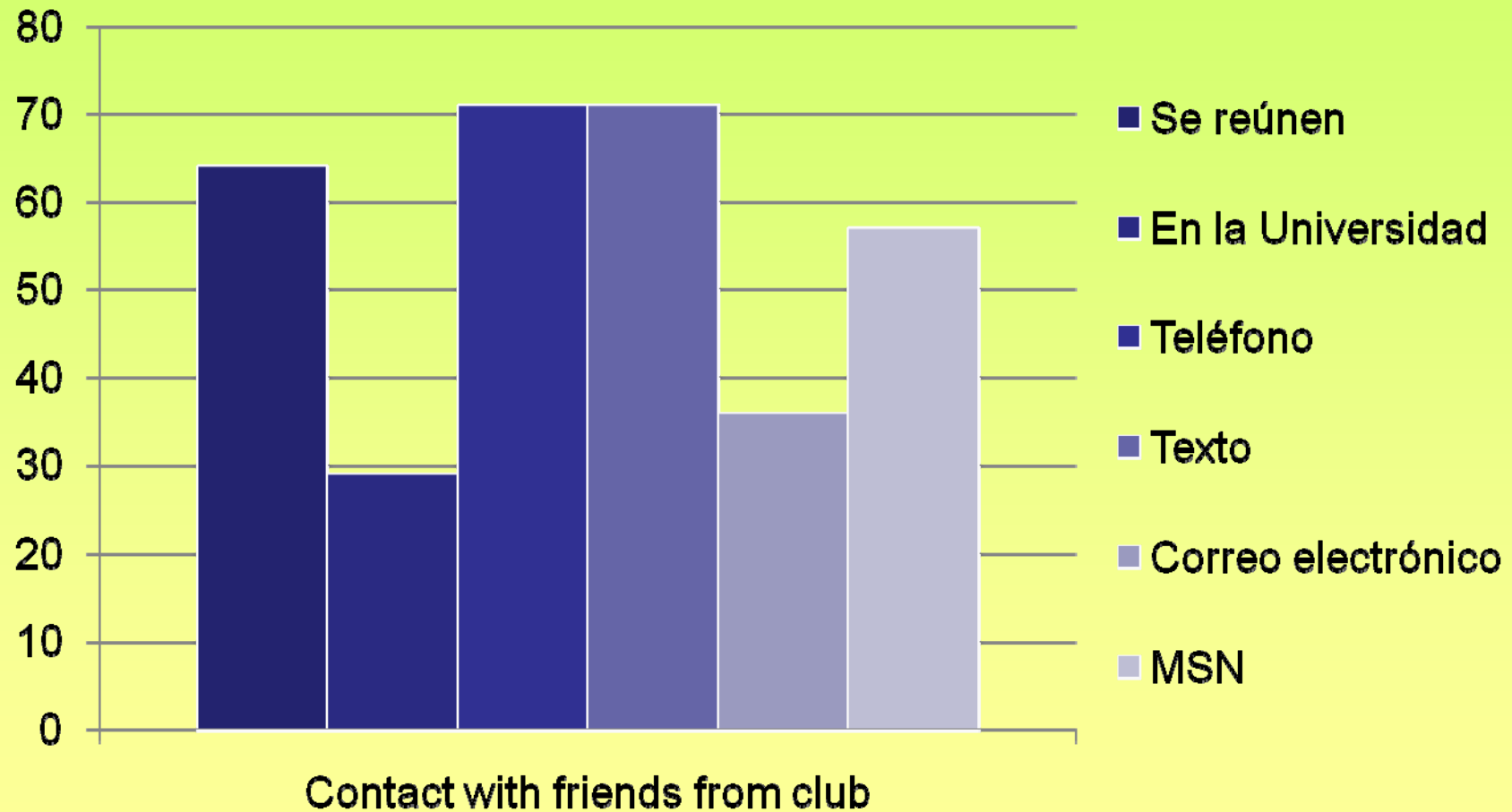
Do you have friends at the club?

97% said 'some' or 'lots'

Amigos

- Do you have friends at the club?
 - 97% said 'some' or 'lots'
- Three quarters have contact with club friends at other times
 - Meet up: 64%
 - Talk on phone: 71%
 - Text: 71%

Amigos



What makes a specialist club special to its members?

- 89% had been to other clubs (only 6% school clubs)
- A third mentioned the ethos being better
'lovely and kind everyone cares about everyone'
- Half mentioned the other members
'the people are more my type'
- Some mentioned that it was more age appropriate
'more teenage stuff to do'

Overall social and emotional health implications

- Some social and emotional risk for young people with communication difficulties
- But social skill and functional social outcomes are not always the same thing
- And language doesn't show clear linear relationships with outcomes

Overall social and emotional health implications

- Instead the pattern is one of a complex pathway of risk where emotional health and differing social outcomes crossover
- Associations between these factors may be different for those with communication needs compared to those with TD

Overall social and emotional health implications

- Mental health professionals' need awareness and involvement with school teams
- More pro-active levels of parent / family based support beyond 'early years' and into early adulthood
- More non-educational provision needs to be available – especially beyond school age
- Need for a better understanding of transition to work and professional aspirations

Final thoughts

- Research not just about difficulties but also strengths
- Identifying who is most at risk and what problems are faced helps to support families
- Investigating what links helps to develop new initiatives that can address problems at the same time

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