

Introduction

Behaviour change interventions such as Speech and Language Therapy (SLT) are complex, and a lack of common terminology to report them makes their accurate implementation and replication difficult.

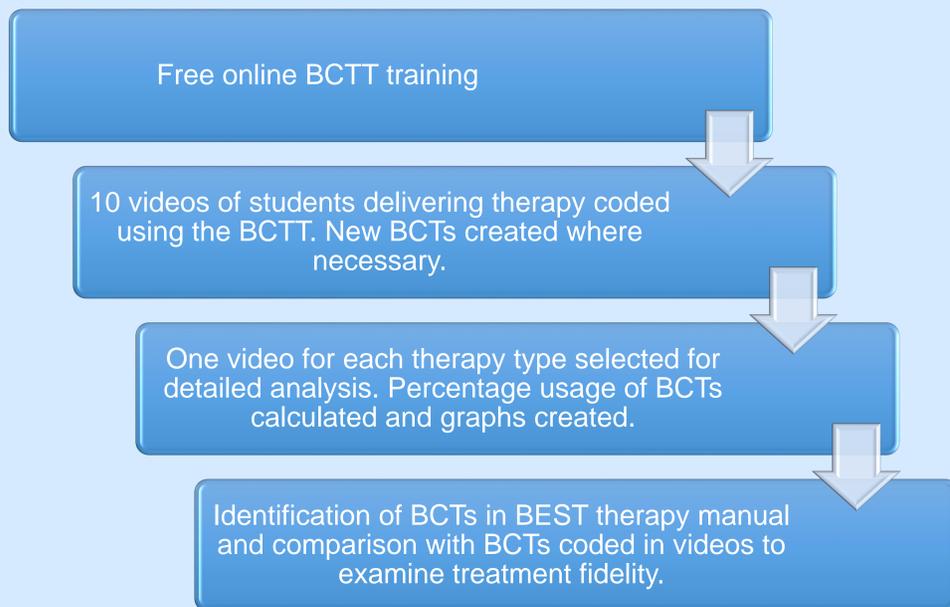
The BCTT (Michie et al, 2013) has been created to address these issues. It aims to describe interventions in terms of 'Behaviour Change Techniques' (BCTs), or components of the intervention that aim to change behaviour in some way, such as providing demonstration, giving instructions, or rewarding target behaviours. The resulting taxonomy is a hierarchically structured list of 93 BCTs with definitions and examples for each.

The BCTT has been used within various fields of research such as public health campaigns, but never within paediatric Speech and Language Therapy (SLT) interventions.

Aims:

- To examine the feasibility of using the BCTT to describe SLT interventions (Phonological Awareness intervention and BEST: Building Early Sentences Therapy).
- To use the BCTT to assess treatment fidelity in BEST.

Methods



Results

14 existing BCTs were identified in the videos and 10 new BCTs were created. The BCTs present in each therapy type and their relative frequencies are shown in **Figures 1** and **2**. Any BCTs occurring with <10% frequency have been grouped in the 'other' category. Existing BCTs are coded in blue and new BCTs in green.

Although there was variation between the two therapy types, common BCTs occurring in both included 8.7 Graded tasks, 6.1 Demonstration of the behaviour and 8.1 Behavioural practice/rehearsal, amongst others. 2.2 Feedback on Behaviour and 10.4 Social reward were much more common in Phonological Awareness therapy.

Using the BCTT as a framework for comparison, levels of treatment fidelity in BEST were found to be high.

Discussion

Patterns of BCTs found were largely dependent on the therapy type. For example, feedback and rewards were far less frequent in BEST. It is likely that each SLT intervention would show a characteristic pattern of BCTs. The BCTs seen across the videos for each therapy type were mostly consistent, with variations usually attributable to context, for example only a group session would include 6.2 Social comparison, and children who struggled in tasks often required more Scaffolding techniques. Additional existing and new BCTs may be present in other intervention types.

The BCTT also proved to be a useful tool for assessing treatment fidelity, and has potential to be used as a framework for describing intervention content in therapy manuals. This would help to specify more precisely the intervention content and allow more accurate implementation. Furthermore, the BCTT could be incorporated into student training, acting as a 'checklist' for feedback, reflections, and development of clinical skills.

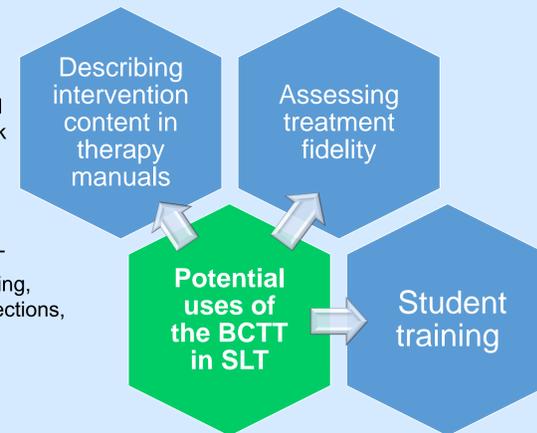


Figure 1

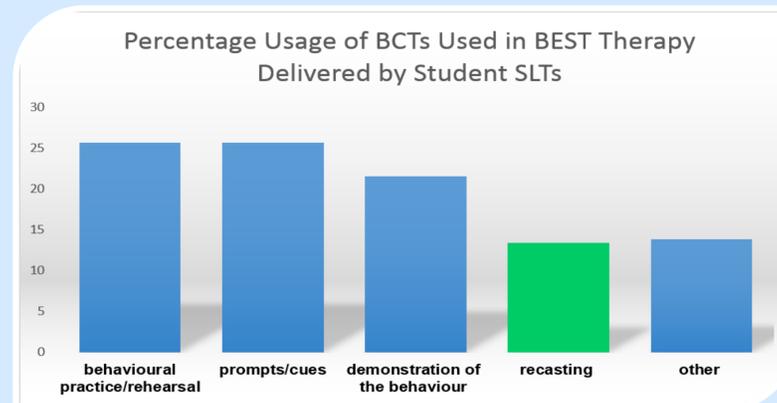
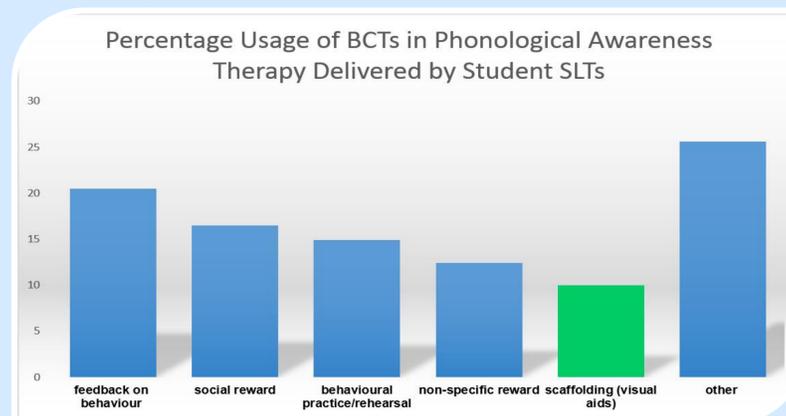


Figure 2



Conclusion

The BCTT requires some modification for use within SLT, as proposed by the new BCTs created in this project. However, several existing BCTs occurred frequently in the videos suggesting that the BCTT has potential to be used within this field.

References

- Michie, S., Richardson, M., Johnston, M., Abraham, C., Francis, J., Hardeman, W., Eccles, M., Cane, J. & Wood, C. (2013). The Behaviour Change Technique Taxonomy (v1) of 93 hierarchically-clustered techniques: building an international consensus for the reporting of behavior change interventions. *Annals of Behavioral Medicine*, 46(1), 81-95.
- Stringer, H. (2010). *A Manual for Phonological Awareness Intervention*. Newcastle upon Tyne, UK: Newcastle University, School of Education, Communication and Language Sciences.
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