

Title: Delphi Study

Collaborators: None

Funding Status:

Fully funded by DCSF, then DfE, grant.

MPC Lead and team involved:

Ali Berquez- Joint SIP Project Lead (with Elaine Kelman)

Frances Cook– Head of Specialty

Sharon Millard – Research Lead

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Aims and objectives:

An evidence based resource: The implementation of the Stammering Information Programme required that practical resources, including two professional DVDs were developed in order to provide education staff with information about stuttering and how to support children and young people who stutter in the educational context.

Determining the content of these practical resources and DVDs was the key objective of the Delphi Study. A Delphi study was carried out to seek the opinions of children and young people who stutter; their parents; and members of the education workforce about the information that they felt was most important to include in this programme.

This project intends to explore:

Consensus view: the approach aims to arrive at consensus and is particularly useful when investigating judgements of priorities and in guideline planning since it obtains a group's opinion or judgement on a topic (Goodman, 1987).

User's opinion: in the planning of the SIP a deliberate choice was made to elicit user's opinions rather than professional's opinions in order to make the resources accessible to their target audience, and if possible to make the messages seem non-judgemental.

Content validity: running four mini Delphi groups simultaneously led to high content validity. Content validity is supported by safety in numbers; reasoned argument; and by choosing participants with knowledge and interest in the subject (Goodman, 1987). Content validity is also supported by the fact that there was consultation with users rather than being decided by speech and language therapists based on clinical experience

Relevance and value:

The SIP is a user-led resource designed to raise awareness about stuttering in the education workforce

The findings demonstrated that parents, children and teachers have different priorities about the information to include

Method:

The Delphi Technique is a group facilitation technique that uses a series of data collection "rounds" (Jones & Hunter, 1995) and entails the gathering of information, opinions and ideas about a topic from a panel of experts using a specified sequence. The aim is to achieve group consensus on a specific topic (Keeney et al, 2001).

A Delphi study consists of six stages (Mead & Mosley, 2001):

Round One

1. Selection of the expert panel
2. Formulation of the question
3. Statement generation

4. Categorisation and reduction of statements
Round Two (and round three optional)
5. Rating of the statements
6. Analysis

Participants:

We ran the project ourselves with participants from four groups as follows:

- children who stutter aged 7-11 (n = 25);
- young people who stutter aged 12-18 (n = 27);
- parents of children and young people who stutter aged 2-18 (n = 67); and
- members of the education workforce (n = 35).

Results

Participants in the four groups identified and agreed a number of statements that were most important (i.e most highly rated and with the greatest consensus):

The paper reporting and detailing this study is currently in press with the Journal of Fluency Disorders. If you would like a copy of this paper once it is published, please contact Ali Berquez at MPC (ali.berquez@islingtonpct.nhs.uk)