



How effective is the 'It Takes Two to Talk' Hanen Program in assisting children with development of speech and language?

Authors	Emma Schultz, Madeline Wells, Nicky Wong, Renae D'Aloia and Sonia Dahdah
Relevant Discipline	Speech Pathology
Sources searched including dates of search	The Linguistics and Language Behaviour Abstract (LLBA), PubMed, Scopus, Educational Resources Information Centre (ERIC) and Medline. Searches completed on LLBA and Medline were last searched on the 10th September 2020, with Scopus, ERIC and PubMed searched last on the 11st September 2020. Grey literature was also accessed through Google.
Quality appraisal of the body of Evidence	Strength of Evidence: Results from level II of the NH&MRC were investigated before lower levels of evidence, however only one RCT was found relevant to our research. Lower levels of evidence were compiled due to lack of available higher-level evidence
	Quality of Evidence: internal validity- bias/confounders, how well study was done Results were of moderate to low level evidence and contained multiple biases. Key bias included; selection bias, publication bias and reporting bias.
	Statistical significance: The review found a small amount of higher-level evidence as well as many studies with small sample sizes, therefore there was limited statistical significance across all studies included.
	Clinical significance: For a SLP, implementation of the ITTT program may improve a child's speech and language development. Further reflection on ITTT outcomes is needed to ensure higher confidence in program implementation, therefore results need to be used with caution.
	External Validity/Applicability: The review findings are difficult to be considered a representation of a wider population due to limited research with small sample sizes. Replication of studies needs to be completed to ensure transferability to the wider population of children with speech and language delay.
Summary of Evidence findings	The evidence detailed indicates there may be some improvements in children's speech and language after implementation of the ITTT program. It was further reported there was improvement in parent's ability to implement strategies and approaches to assist in their child's speech and language development.
Conclusions	Research suggests there is some evidence that supports the use of the ITTT program in developing a child's speech and language. It has been recognised that there is a lack of strong evidence to examine therefore recommendations found need to be used cautiously.
Implications for clinical practice	Evidence indicated the ITTT may assist in development of speech and language. Available evidence lacked methodological strength with a high risk of bias evident therefore conclusions found need to be used with caution

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2. Whittingham, K., Wee, D. & Boyd, R. (2011). Systematic review of the efficacy of parenting interventions for children with cerebral palsy, *Child: Care, Health and Development*, 37(4), 475-483.
3. Pennington, L. & Thomson, K. (2007). It Takes Two to Talk the Hanen program and families of children with motor disorders: a UK perspective, *Child: Care, Health and Development*, 33(6), 691-702.
4. Pennington, L., Thomson, K., James, P., Martin, L. & McNally, R. (2009) Effects of It Takes Two to Talk the Hanen program for parents of preschool children with cerebral palsy: findings from an exploratory study, *Journal of Speech, Language, and Hearing Research*, 52(5), 1121-1138.
5. Cologon, K., Wicks, L. & Salvador, A. (2017). Supporting caregivers in developing responsive communication partnerships with their children: Extending a caregiver-led interactive language program, *Child Language Teaching and Therapy*, 33(2), 157-169.
6. Konza, D., Maloney, C. & Grafton, P. (2010). It Takes Two to Talk: A focused intervention program for parents and children with language delays, *The International Journal of Interdisciplinary Social Sciences*, 5(6), 225-236.
7. Pennington, L. & Noble, E. (2009). Acceptability and usefulness of the group interaction training programme It Takes Two to Talk to parents of pre-school children with motor disorders, *Child: Care, Health and Development*, 36(2), 285-296.

This evidence summary has been prepared by undergraduate students as part of the HLTH 3057 Advanced Evidence Based Practice course. Due to limitations of assignment requirements reviews are limited to a maximum of 8 evidence sources. Conclusions and implications for clinical practice reported are provisional based on the evidence identified in this review and should be contextualized to local practice, clinical expertise and patient values. For further information on the review process please contact steve.milanese@unisa.edu.au