

Does your child have Specific Language Impairments?



We are currently recruiting **8- to 13-year-olds** with a diagnosis of specific language impairment (SLI) for our research into the relationship between language and mathematics.



Information about our research study

What is the purpose of the study?

Taking an Educational Neuroscience approach, our project aims at a better understanding of the relationships between language development and numerical abilities. Indeed, recent data showed that children with specific language impairment develop difficulties in arithmetic. Our project aims to investigate the links between knowledge of the counting sequence, counting skills, memory for elementary arithmetic facts, and language skills in children with specific language impairments. Improved knowledge about the relation between language and numerical skills will enable us to prevent and/or remediate cognitive and emotional mathematical learning problems.

What will happen if I give permission for my child to take part?

During the first phase of the project each child will be given a set of tasks involving solving a mathematics test, an attention and memory test, and some additional computerized mathematics tasks where we measure your child's reaction times. It is expected that all tasks can be completed in 1 or 2 sessions (approximately 2 hours in total), to be given at convenient times after the school day, over the weekend or half-term at home or in our lab. If you decide to come to our lab, all your travel expenses will be covered, including up to a maximum of 3 hours parking in the centre of Cambridge. Your child will receive a £10 Amazon voucher for taking part in this study. All tasks will be administered by Dr Florence Gabriel.

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What are the possible disadvantages and benefits of taking part?

This research project may not bring any immediate benefits to your child in the first phase of this research. Rather, we hope that in due course the information that we obtain will help children's and adults' educational development and quality of life. Also, we will create interventions in the second phase of the project in order to help children learning arithmetic. You may be sent a separate letter about the intervention if you decided to permit your child to participate in the first phase of the study. Only children who took part in the first phase of the research will be eligible for the second intervention phase.

Confidentiality/Ethical Approval

All data will be identified by a code, with names kept in a locked file. Results are normally presented in terms of anonymised groups and will be presented at conferences and written up in journals. If any individual data were to be presented, the data would be totally anonymous, without any means of identifying the individuals involved. This project has received ethical approval from the Cambridge Psychology Research Ethics Committee.

How to contact us

If you would like to discuss the research with someone beforehand, or if you have questions afterwards, the first point of contact is:

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