

Carmen Schipper
Instructor: Polly Manske
SPE 637B: Social Emotional Support & Mental Health
1 June 2021

**Journal Article Summary:
“Well-Being and Resilience in Children with Speech and Language Disorders”**

Lyons, R., & Roulstone, S. (2018). Well-being and resilience in children with speech and language disorders. *Journal of Speech, Language, and Hearing Research*, 61(2), 324–344. https://doi.org/10.1044/2017_jslhr-l-16-0391

Rena Lyons and Sue Roulstone, in their research published in the *Journal of Speech, Language, and Hearing Research*, studied students in the K-12 environment with a diagnosed speech or language impairment (SLI), with the purpose of finding out how what factors influenced their well-being. The researchers explained that students with SLI affects 2 in 30 K-12 students, and their disability puts them at social and academic disadvantages without proper support (Lyons & Roulstone, 2018, p. 324). By looking at the students’ self-reported experiences, Lyons and Roulstone hoped to gather information on whether student self-assessments would offer important information that could be used to identify at-risk students.

To conduct the “Well-Being and Resilience in Children with Speech and Language Disorders” study, Lyons and Roulstone surveyed 11 students, both boys and girls, between the ages of 9 and 12, who were receiving in-school services for a SLI. The researchers conducted 59 narrative inquiry interviews to gather data, in both the home and school settings. The data from the interviews was analyzed for protective strategies and risk factors (pp. 326-330).

The study found that student perspectives can effectively highlight areas of risk for students with SLI; “The potential risks to well-being, which emerged in the children’s narratives, were communication impairment and disability, difficulties with relationships, and concern about academic achievement” (p. 338). Effective protective strategies, factors that offered protection against the potential risks reported by the students were positive personal relationships, agency, and a sense of hope (pp. 336-338). The researchers concluded that student self-reporting on well-being and protective strategies offered meaningful information that could be used to inform educators, family members, and other support within the educational community, and lead to individualized interventions for students who have SLI.