

# Summary of evidence for the effectiveness of the Social Use of Language Programme Sulp (Rinaldi)

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Study	Participants	Intervention	Pre and post intervention measure	Key findings
Owens et al	Fifteen 6-11 year olds with high functioning Autism and Asperger's Syndrome	18 weekly sessions	Vineland Adaptive Behaviour Scales	Statistically significant increase in communication and socialisation scores compared with lego therapy and control groups
Rinaldi	Seven 13 – 15 year olds with moderate learning difficulties	Weekly sessions October to June, school terms	Social skills Assessment Chart (Spence)	All children improved by at least one point on the rating chart on areas covered in therapy
Shelton	22 primary school children on the SEN register	Five groups Nursery to year 5; Weekly sessions; academic year	Class Teacher interviews and classroom observation  Attendance figures	Teachers reported improvements in confidence, ability to concentrate and talk appropriately at the right time. 86% of children improved attendance
Stockley	9 students aged 12 to 19 with visual impairment and mild - moderate learning difficulties	Weekly sessions, academic year.	Social situations Questionnaire (Rinaldi) Students rate a range of social situations for difficulty, including meeting new people, chatting to friends and speaking to people in authority	All students except one found social situations easier at the end of the course.
Mitchell	Seven reception children identified by class teacher as having poorer language skills than peers	Twice weekly sessions, 7 weeks	Triangulation of researcher observation data for listening/ following instructions and eye contact  Class teacher interviews	Point 1: 7 children unable to carry out any instructions 3 children did not make any eye contact, 4 children make eye contact on occasions Point 3: listening skills developing 3 children carried out most instruction and 4 children carried out all instructions, 1 child made appropriate eye contact on occasions, 6 made eye contact most of the time
Taylor	3 children; 6.08 - 8.01 with Communication and behavioural difficulties.	Twice weekly sessions; 6 weeks	Rating scale tracking student's progress during intervention: aspects of Sulp rating scale (Rinaldi), Children's Communication Checklist (CC2) Bishop The Strengths and Difficulties Questionnaire (Goodman)	Statistically significant effects of intervention for two children with changes outside therapy being seen for the third child
Watson	10 year old (AJ) with moderate learning difficulties and selective mutism	6 staged therapy programme; Sulp formed the final stage (terms 10 to 13)	Descriptive Case study	By term 13 AJ responding appropriately to nearly all members of staff and to people outside school.
Kirklees educational Psychology service,	Two groups of secondary school students with SEN including those with Autism Spectrum Disorder	Weekly session over two terms	Teacher observation	The teacher in charge observed generalisation of skills including eye contact and awareness of personal space.

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Hesketh	Children with MLD. Pilot study with four 7 year olds and four 14 year old, followed by a study of a class of 20 eleven year old children (divided into two groups)	Weekly sessions February to September (term time)	Written observations and evaluation, filmed samples of teaching sessions, Pre and post intervention assessment with Sulp communication rating scale, self other awareness interview and Social Situations questionnaire. Validity and reliability of data assessed through triangulation, comparing views of children, programme leaders with class teachers, parents and bus escorts	Evaluations showed positive results as did evaluations of the importance of Sulp in the Curriculum for children with MLD
Beevers	Two groups of eight Pupils in year 7 and 8 in a mainstream secondary school, four pupils ( 2 in each year group) with statements of special needs stating specific language difficulties	Weekly sessions for a term was aimed for but not all sessions took place	Staff observations, pupil comments (recorded) SENCO written evaluation,	Sulp provided an arena for positive interaction which extended into the curriculum. The programme was rolled out to all pupils in year 8 following the positive results achieved
Macaskill	12 children aged 5 to 10 with autism, the majority with high functioning autism, many diagnosed with Asperger syndrome.	Weekly sessions for an unspecified period	Written evaluation describing pupils' responses to different elements of the programme	Interaction skills improved, notably eye contact and posture for listening but listening skills were harder to establish with some children. Conversational turn taking improved with prompts. Picture material could be referred back to during the school day making it easier to discuss feelings involved in social situations as they arose. Lower functioning children tended to learn by rote and were still reliant on prompts at the end of the project

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