**Judgments by teachers and therapists when deciding whether a child needs speech therapy**

Maarten Speekenbrink looked at models concerning how decisions were made in groups in his PhD thesis (see chapter 5 in http://dare.uva.nl/document/2/35501). We want to take this forward and see how it applies in a realistic situation involving how teachers and speech-language therapists (SLTs) make decisions about referral of children for treatment of speech difficulties. Whilst both teachers and SLTs both take speech-based measures into account when making their decisions, teachers take factors associated with educational attainment into account, whereas SLTs take factors associated with ongoing speech difficulty into account. As preparation, we need to estimate the relative weighting placed on speech cues versus other cues and the weightings of the cues employed by individual groups. The second experiment in chapter 5 (p.90) of MS’s PhD looks at a partly shared, partly distributed (e.g., hybrid) environment, so assessment of cases where teachers and SLTs both use the same, but also unique information, is possible. Another possibility is that if both use different information, but still make judgements about the same children, a situation more like the distributed task in Experiment 1 occurs. Both of these are potential models of the decision processes behind what the 2 groups do. We will examine such models and establish the impact making decisions in these various ways affects judgment performance. This should provide information to establish whether current ways of making decisions about a child are made in a satisfactory way and suggest ways of improving such mutual decisions. This is a joint proposal by Peter Howell and Maarten Speekenbrink (the main day to day supervision of the project will be by Howell).