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SPEECH AND LANGUAGE THERAPY REPORT

DATE OF REPORT: 20.05.2021

SCHOOL: St Nicholas Primary school

NAME	DATE OF BIRTH	ADDRESS
VIALS MOORE, Gwendolyn (Miss)	22-Aug-2014 (6y 8m)	2 Coronation Drive Crosby Liverpool L23 3BN

Background information:

Gwen was seen for a face to face assessment in school on 29th April 2021. Previous to this Gwen had been accessing digital and telephone support to home and school due to the covid-19 pandemic.

Mrs Blundell (Gwen's 1:1 Teaching Assistant) was present for the assessment and observation.

Gwen is supported by Margaret Dutton (Hearing Impairment Inclusion Consultant) as she has bilateral moderate conductive hearing loss and 'glue' ear. She also has had support from Lillian Redfern (Visual Impairment Inclusion Consultant) with regards to her visual impairment.

Attention and listening skills:

Gwen's attention and listening skills have increased and Mrs Blundell reports that she is able to sit for longer sessions in the morning and complete adult directed activities at her work station.

Gwen was able to sit for the 40 minute assessment and only required a few verbal prompts to support her to maintain her attention.

Receptive and expressive language skills:

Gwen is following four word level instructions and above e.g. colour the little teddy bear's ears green (words underlined indicate she had to make a choice).

She can follow and respond to simple 'wh' questions within a conversation. For example she answered conversational questions about her Oxford Reading Tree book: where are they? she responded 'street fair', what is the man doing? Gwen responded

'it's a man eating sweeties', who can you see? Gwen said 'mum'.

Gwen's vocabulary has increased and she is using up to 9 words in an utterance. An informal assessment highlighted that she continues to need support to develop verbs e.g. Gwen said 'man on horse' (for riding), 'big girl box' (for posting).

Social communication and play skills:

Mrs Blundell reports that Gwen continues to benefit from having time to play and be involved with activities in class with her peers. She loves break time and is sociable and interested to join in and initiate physical games e.g. running and chasing. Gwen is learning to form friendships and has a special friend which she gravitates too.

Gwen's social communication skills continue to be a real area of strength for her, she used non-verbal skills appropriately: used natural gestures to support her verbal messages e.g. made monkey gesture when therapist struggled to understand the word. She also used appropriate facial expressions to express her emotions. Gwen's understanding of emotions was informally assessed: Gwen looked at emotions cards but struggled to use emotion language other than 'happy' and 'sad' (Gwen appeared to lack the vocabulary rather than not understand how the character was feeling).

She was observed on the playground with her friends and enjoyed playing tag and chase. She will approach other peers and try to initiate a game with them. She appears to understand consequences e.g. when she was too rough on the playground with a peer she showed that she was upset and understood the importance of saying sorry. She demonstrates good reciprocal social skills e.g. in the dinner hall the therapist said 'hope you have a lovely dinner' and Gwen responded 'you have lovely dinner too' and waved bye and smiled.

Mrs Blundell reports that Gwen loves pretend play. They spend time taking on a role of another character e.g. Elsa and Anna. Gwen will get into character and will act out a story while in character.

Speech sounds and fluency:

As her MLU (Mean Length of Utterance) increases speech clarity at times reduced and on a few occasions the therapist required Mrs Blundall to interpret for her. Gwen would benefit from using symbols to support her clarity (e.g. paper based communication system) as previously highlighted. However, Gwen's Mum has expressed that they do not wish to use AAC (Augmentative and Alternative Communication) as a tool. Gwen's parents report that she is understood most of the time at home and when she has communication breakdowns then Gwen is good at persisting and getting her message across in other ways e.g. using a different word, using rhyming words, gesturing or using props to aid her message.

Gwen is making phonological errors with: 'g' to [d] e.g. 'girl' is [dirl]. This process is known as 'fronting' and is a normal developmental process seen when children are starting to develop their sound inventory. She is also struggling with some multisyllabic words. These types of errors are expected for her stage of development, but it is likely that Gwen's hearing loss also impacts on her speech sound production as certain

sounds will be more difficult for Gwen to discriminate and hear (as detailed in Margaret's report).

Gwen's Mum reports that there are times when Gwen is dysfluent at home. This can be up to a few times a week. During the assessment the therapist noticed one episode of dysfluency when she repeated the first sound of a word at the start of her sentence. As her sentence length increases (MLU) it is common to find children can display some dysfluency. This should be monitored and the therapist will give school and home strategies to help support this if these episodes occur more frequently.

Conclusion:

Gwen's expressive language is increasing and she is able to use language for a greater range of functions e.g. within a conversation, to make comments, to ask questions, to ask for wants/needs to express emotions etc.

Gwen's therapy plan has been updated and is attached to this report. The Speech and Language Therapist will review Gwen's plan on 24th June either by telephone or digital appointment (as agreed with school).

In the interim please do not hesitate to get in touch if you have any questions or queries relating to the therapy plan or Speech and Language Therapy for Gwen.

If you have any questions or queries regarding this report please do not hesitate to contact me on 0151 247 6817.

Amy Furlong
Highly Specialist Speech & Language Therapist

Cc File
Parents
SENCO (Jayne Nell and Class Teacher)
Teacher of the Deaf (Margaret Dutton)
Senior Teacher for Visual Impairment (Lillian Redfern)
GP
Community Paediatrician (Dr Daniels)

Speech and Language Therapy Plan

Child's Name: VIALS MOORE, Gwendolyn (Miss)	School: St Nicholas Primary Staff	Plan developed in discussion with: Parents, school
NHS No: 701 057 1422	DOB: 22-Aug-2014 (6y 8m)	Therapy Plan Number: 4

Summary:

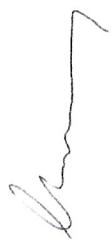
See full report dated May 2021 for latest updated assessment and observation findings.

Long Term Goal: To understand and use words, signs and symbols to convey a variety of language functions to peers and familiar adults.

Baseline	Episode Goal	Actions needed	Carried out by:	Outcome
1) Gwen can struggle to say words that have two or more syllables.	Gwen will be able to identify (e.g. clap out, tap out) the number of syllables she hears in one, two and three syllable words. Gwen will have awareness of segmenting then blending syllables together to make multisyllabic words.	Follow the instructions for the 'syllable jigsaw' game on page 22 and print and laminate the resources on pages 30- 37 from the Time4Sound programme given to school.	School and home.	
2) Gwen is using a greater range of vocabulary. However, she	Gwen will use 10 new regular verbs from the verb pack provided to form complete	Use the action picture pack provided to practise making sentences with Gwen. Focus on 10 chosen verbs initially and then add others in once you feel the first 10 are secure.	School and home	

continues to need support to develop her range of verbs (action words).	sentences spontaneously.	Use everyday opportunities to model and discuss the 10 key words chosen e.g. play with small world toys and say the 'girl is <u>riding</u> the horse'.
3) Gwen is struggling with the speech sound process 'fronting'.	Gwen will be able to discriminate the sounds 'g' vs 'd' in minimal pairs.	<p>See 'minimal pairs' pictures.</p> <p>Place the two minimal pairs pictures out: 'gown' vs 'down'. Introduce both cards to Gwen e.g. this picture is of a 'gown' it is like a dress. Then say you are going to play a game where she has to listen to a word and point to the word she hears. E.g. point to 'gown'. If she points to the wrong picture then emphasise that you asked for 'G-own' then point to the correct picture. Repeat this a few times with each minimal pair. Then move on to a different minimal pair set.</p> <p>The Therapist will support you with implementing this on 24th June (either digitally or in school).</p>
	4) Gwen's sentences are expanding. Her MLU (Mean Length of Utterance) is increasing.	<p>Gwen will be able to tell a complete short story using every prompt card from the Sentence Starters pack.</p> <p>Use the sentence starter pack (which is already in school). As discussed with Mrs Blundall have all the prompt cards out on the table. Make up a silly story using the idea cards together and then using the cards as a visual prompt see if Gwen can re-tell the story.</p> <p>Particularly discuss adjectives that you can incorporate.</p>

Therapy Plan Review date: The therapist will review these targets June 2021.

Therapist's Name	Role	Contact Number	Signature	Date
Amy Furlong	Speech & Language Therapist	0151 247 6817 07814304841		May 2021

CC. Parents, School (Jayne Nell - St Nicholas Primary), ToD (Margaret Dutton), VI Teacher (Lillian Redgrave)

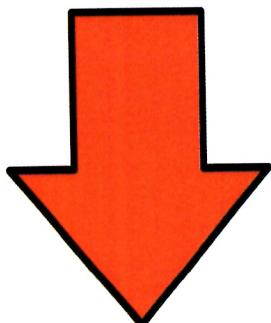
Minimal Pairs d/g



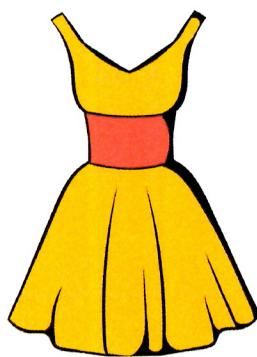
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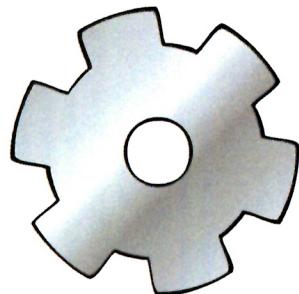
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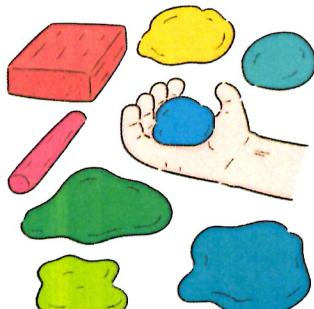
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