

Speech and Language Therapy:
Grove House School Handbook
2017-2018

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Forward

The content of this handbook has been created with the intent to educate key stakeholders on the current policies and procedures embedded within Speech and Language Therapy (SALT) services at Grove House School.

As a new and growing school, every day is a day of development, progression, and change. Like the school itself, the 'in-house' SALT service delivery model continues to expand and grow. At Grove House School, the SALT team delivers evidence-based therapy practices within each of the six classes, across Key Stage 2, 3 and 4.

Fundamentally, it is the SALT philosophy to enable students to communicate to their full potential within the Education system. Under this philosophy, we strive toward preparing students for life outside of Grove House School, as successful and functional communicators.

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1. Whole Class Sessions

Each class within the school has weekly 'Language Skills' and 'Social Skills' sessions. These are led by a Speech and Language Therapist and supported by the class team.

Language Skills Sessions: typically cover vocabulary development/learning, comprehension skills, memory, sequencing, narrative, sentence structure, grammar and abstract language. Sessions may be structured with some aspects being taught/presented as a whole class, some classroom discussion or small group work within the class. These sessions although whole class based will reflect the individual needs of each of the students and this is largely done through differentiation of tasks.

Social Skills Sessions: typically cover aspects of body language, conversational skills, assertiveness, non-literal language, conflict resolution and group cohesion work. These sessions also cover trips out into the community to practice social skills in a more functional way. These sessions are usually less formal and will be carried out as whole class team building activities/games or small group games and activities. As above, although whole class based these sessions will reflect the individual needs of each of the students and this is largely done through differentiation of tasks.

2. Classroom Support

The Speech and Language Therapists spend a considerable amount of time based in classrooms. This enables Therapists to support the overall needs of the students, to support students in carrying over skills and practicing skills in a functional way. It also enables Therapists to experience firsthand the speech, language and communication difficulties that individual students face on a daily basis within the classroom and enables difficulties and matters that arise to be worked on immediately, continuously and within the correct context/environment. This kind of classroom support also enables classroom staff to gain invaluable knowledge and experience in supporting the speech, language and communication needs of the students within their class.

3. Individual Therapy

In general Speech and Language therapy is delivered as a whole school/whole class approach but we recognise that there may be some students with more complex and less typical speech and language difficulties who do require some 1;1 intervention

from a Speech and language Therapist in addition to the whole class work. These sessions are needs based and the need for which are reviewed at regular intervals.

4. Staff Training

All school staff receive regular formal and informal training from the Speech and Language Therapy Team. Training has and can be done as a whole staff team in school meetings and on inset days, is regularly done with classroom teams based on pupils needs and is also carried out with individual members of staff depending on need at the time. Training is often a combination of information/knowledge and practical ideas/interventions.

Our Senior Speech and Language Therapist is also an ELKAN Tutor and it is our aim over a period of time for all staff members to have completed this formal training and to become accredited. This process has been started and a number of staff members have already completed the training and have become accredited.

5. Parent Training and Advice Sessions

Parents are invited in at least once a year for a Speech and Language training and advice session. These sessions are usually done in small groups to enable each set of parents to attend the training areas relevant to their own child's needs. It is our aim to start offering these sessions more regularly (potentially once per term) to enable consistent approaches to be used across all environments.

6. Evidence Based Practice

Key to everything the Therapy Team does at Grove House School is Evidence Based Practice. All intervention, training and advice is given according to the best available research evidence bearing on whether and why a treatment works, clinical expertise (clinical judgment and experience) to rapidly identify each student's unique diagnosis and profile, their individual risks and benefits of potential interventions, and students preferences and values. Some of the evidence based approaches we use include Makaton (adapted sign language for those with Speech and Language needs), Lego Therapy (aiming to improve social competence), Shape Coding (a visual approach to aid sentence building and grammar use), Colourful Semantics (a basic visual approach used to aid sentence building) and many others.

7. Collaborative Practice

Underpinning everything that we do at Grove House is collaborative practice. The Speech and Language Therapy team work closely with Teaching staff and teams to joint plan sessions, in target setting, in completing annual reviews and in delivering sessions. We also work collaboratively with the other strands of therapy (Occupational Therapy and Music Therapy), often carrying out joint assessment, supporting each other's clinical decision making, joint planning, carrying out joint sessions and devising joint training sessions to deliver to staff member to ensure continued collaborative practice and consistent approaches.

8. Assessment Battery

At Grove House we aim to assess each student twice within a 1 year period. The first of the two assessments is considered the 'Baseline' for the year (the starting point) which enables us to gain detailed information around each student's speech, language and communication skills and the second assessment is considered the review which enables us to gain information on areas of progress, therapeutic effectiveness and continuing areas of need. There are several assessments that the Speech and Language Team carry out on all students across the school (unless they have previously been assessed to fall well within the average range on any of the assessments). The assessments and subtests within the assessments are outlined below:

The Clinical Evaluation of Language Fundamentals–Fourth Edition (CELF–4)

The Clinical Evaluation of Language Fundamentals–Fourth Edition (CELF–4) is an individually administered test for determining if a student (ages 5 through 21 years) has a language disorder or delay. CELF-4 provides a comprehensive look at a student's language ability, and clinicians can confidently determine the most appropriate evaluation procedures from an array of assessment options. The subtests generally carried out are as follows:

Concepts and Following Directions:

This subtest assesses understanding of language, in particular understanding of spoken instructions. In this subtest the pupil points to objects in a stimulus book in response to spoken directions. The assessment evaluates the student's ability to understand instructions of increasing length and complexity, as well as concepts within these directions (e.g. before, between). This requires the student's to

remember this information and identify the appropriate pictures. Results strongly relate to the pupil's ability to follow directions in class and at home.

Understanding Spoken Paragraphs:

This subtest assesses the student's ability to sustain attention and focus whilst listening to spoken paragraphs of increasing length and complexity, their understanding of oral narrative and text and their ability to answer questions about the content of the information given. The questions probe for understanding of the main idea of the paragraph, understanding and memory for details; and sequence of events, and ability to make inferences and predictions from information presented in the paragraph.

Scoring: Scores are worked out as percentiles. A percentile rank shows the number of pupils in the standardised group, of the same age, who scored the same or lower than the pupil. For example a percentile rank of 50 indicates that 50% of examinees who took the assessment scored the same or lower. Scores on the 16th percentile and above are considered to be within the average range expected.

Test of Abstract Language Comprehension (TALC-2)

The Test of Abstract Language Comprehension (TALC-2) is used to assess the pupil's understanding of language focusing on abstract verbal reasoning skills. Questions and directions range from computing concrete information to drawing upon real world knowledge and theory of mind. The four levels follow a developmental sequence so the model can be used to ascertain the level of abstract language a child can understand. Based on the results, the manner in which a child is questioned can be adjusted. The pupil needs to give a clear indication of **understanding the type of question**. The TALC is an assessment of underlying verbal reasoning skills so rather than marking the child according to whether he understood the underlying vocabulary, the question to ask is – does the child understand the underlying type of question?

Level 1	Level 2	Level 3	Level 4
- Point to an object	- Find an object by attribute/description	- Tell a story or re-tell and event	- Solve a problem - Solve a problem from another

<ul style="list-style-type: none"> - Find a matching object - Name an object 	<ul style="list-style-type: none"> - Find an object by function - Give an example within a category - Answering Who? What? Where? When either information is given or a picture is provided 	<ul style="list-style-type: none"> - Sequence pictures to represent an event - State what a character might say/think/feel - Answering When? - Summarize and event - Predict what might happen next 	<ul style="list-style-type: none"> person's point of view - Justify a decision or prediction - Identify the cause of an event - Explain why something cannot be done - Make an inference from an observation
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Scoring: To reach competency, a score of 80% or more at each level is required. If a score lower than 80% is gained then language used should be modified accordingly and opportunities to develop at this level should be provided.

Expression, Reception and Recall of Narrative Instrument (ERRNI)

The **ERRNI** assesses the ability to relate a story, comprehend it and remember it after a delay. A standard set of pictures in context is used to elicit the narrative. The student looks at the picture stimulus book before using it to initially tell the story. After 20 minutes, the student is required to retell the story. Each telling of the story is recorded, transcribed and analysed. In short, this assessment looks at storytelling ability (meaning the content used in the students narratives) and the length and complexity of their spoken sentences.

Scoring: Scores are worked out as percentiles. A percentile rank shows the number of pupils in the standardised group, of the same age, who scored the same or lower than the pupil. For example a percentile rank of 50 indicates that 50% of examinees who took the assessment scored the same or lower. Scores on the 16th percentile and above are considered to be within the average range expected.

Social Skills Checklist

The social skills checklist from the 'Talkabout' programme is used to assess a range of social skills. The checklist is carried out after ongoing classroom and playground observations. A description of each area is outlined in the table below.

Body Language	Features of Speech	Conversational Skills	Assertiveness
<ul style="list-style-type: none"> - Eye contact - Facial expression - Gestures - Distance - Touch - Fidgeting - Posture - Personal appearance 	<ul style="list-style-type: none"> - Volume - Rate - Clarity - Intonation - Fluency 	<ul style="list-style-type: none"> - Listening - Starting a conversation - Taking turns - Asking questions - Answering questions - Being relevant - Repairing - Ending a conversation 	<ul style="list-style-type: none"> - Expressing feelings - Standing up for self - Making suggestions - Refusing - Disagreeing - Complaining - Apologising - Requesting explanations

Scoring: For each of the skills looked at in each area, a rating is given between 1-4. 1 = never good/skill not demonstrated and 4=very good. Skills scored at 3 or 4 indicate a reasonable level of competency.

Informal Curriculum Vocabulary Assessment

The Informal Curriculum Vocabulary Assessment consists of a number of words from each subject (which will regularly come up during the year) that are gathered from teaching staff at the beginning of the year (many words that pupils will already have been exposed to and some that will be new and learnt over the year). This task requires the student to describe what words mean or to give examples that demonstrate their knowledge of the words (e.g. with the word 'emotions', suitable answers would be 'how someone feels' or examples such as 'happy/angry/worried').

Scoring: As this is an informal assessment, scores are calculated as a percentage.

9. Reports

Each academic year, two reports are written and sent home and shared with all of the relevant professionals. Reports are written after each of the assessment sessions.