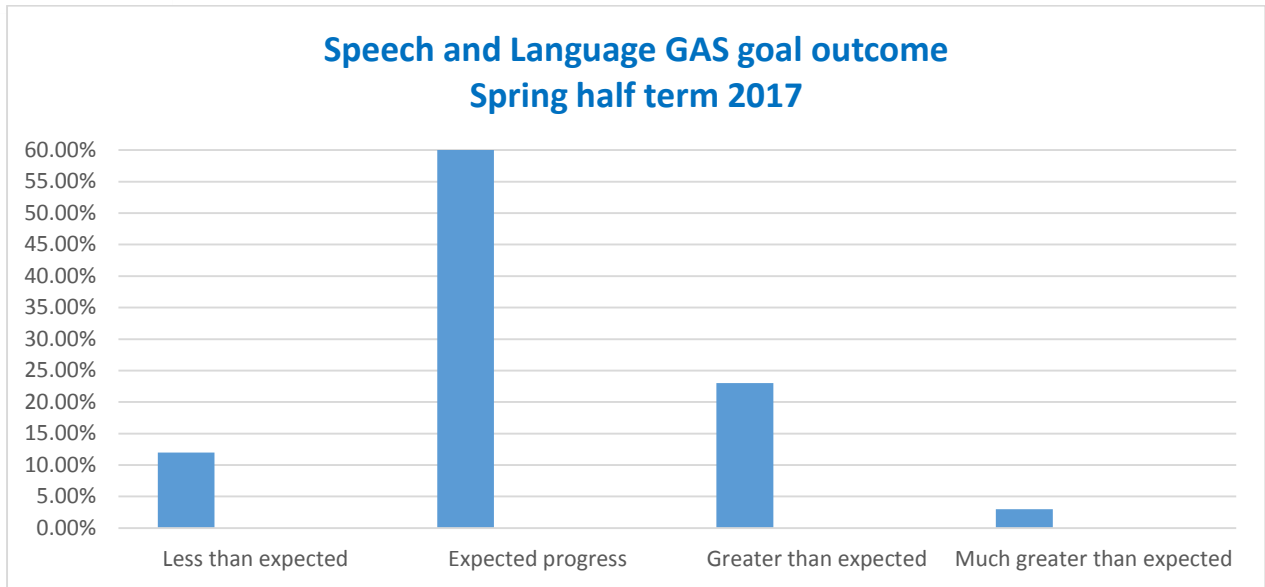




SPEECH & LANGUAGE
THERAPY: GAS PROGRESS
REVIEW – FEBRUARY 2017

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Speech & Language Therapy GAS Goal Outcomes Spring half term 2017



Goal Attainment Scaling (GAS) is a way of measuring progress and outcome data which is used by many strands of the wider Multi-Disciplinary Team, in many settings. Goals are set out on a 5 point scale from -2 to +2. Using GAS enables data to be placed on a quantitative measurement scale, thus tackling the problem of how to adequately identify and measure qualitative goal impact and attainment.

The above chart indicates the percentages of progress the students have made with regards to their GAS goals during the first 15 weeks of this school year (September-February). A table can also be found below, detailing the exact numbers of students who made less than expected, greater than expected or expected progress. Less than expected progress indicates students that have minimal or no gains in therapy. A table has been completed below which highlights potential reasoning behind goals that were not met, as well as any referrals that have been made. Students who made expected progress have progressed either 1 or 2 points. Students who have made greater than expected progress have made a progression of 3 points in relation to GAS goals. This is above what is expected of the students. Students who have made much greater than expected progress have made progress by 3/4 points (-2/-1 to +2) which is much more than what would be expected for the student.

Table 1: Progress made with regards to SALT GAS goals during this time period

Total number of students on GAS goals for this time period	Amount of students who made <i>less than expected</i> progress	Amount of students who made <i>expected</i> progress	Amount of students who made <i>greater than expected</i> progress	Amount of students who made <i>much greater than expected</i> progress
169	19	106	39	5

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Table 2: Potential reasons for GAS goals that were not made. Each time MDT support was required (PBIT/VIHI), referrals were made to these professionals.

Student initials	High level of absenteeism	OT input needed	PBIT input needed	VI/HI input needed	Medical issues	Environmental issues (e.g. ICT/lack of generalisation)	Additional SALT input needed
DG					✓		
NM		✓				✓	✓
IH	✓		✓				✓
SS			✓				
AM		✓					
KQS		✓					
DC		✓					
KC		✓				✓	
AM		✓				✓	
JP	✓						
FM		✓	✓			✓	
AM			✓		✓	✓	
JN		✓	✓			✓	
AJ		✓			✓		
KZ	✓				✓		
NM	✓				✓		
AI		✓					
BN			✓				✓
HBA							✓