



SPEECH & LANGUAGE THERAPY REVIEW

APRIL 2018



GAS REVIEW

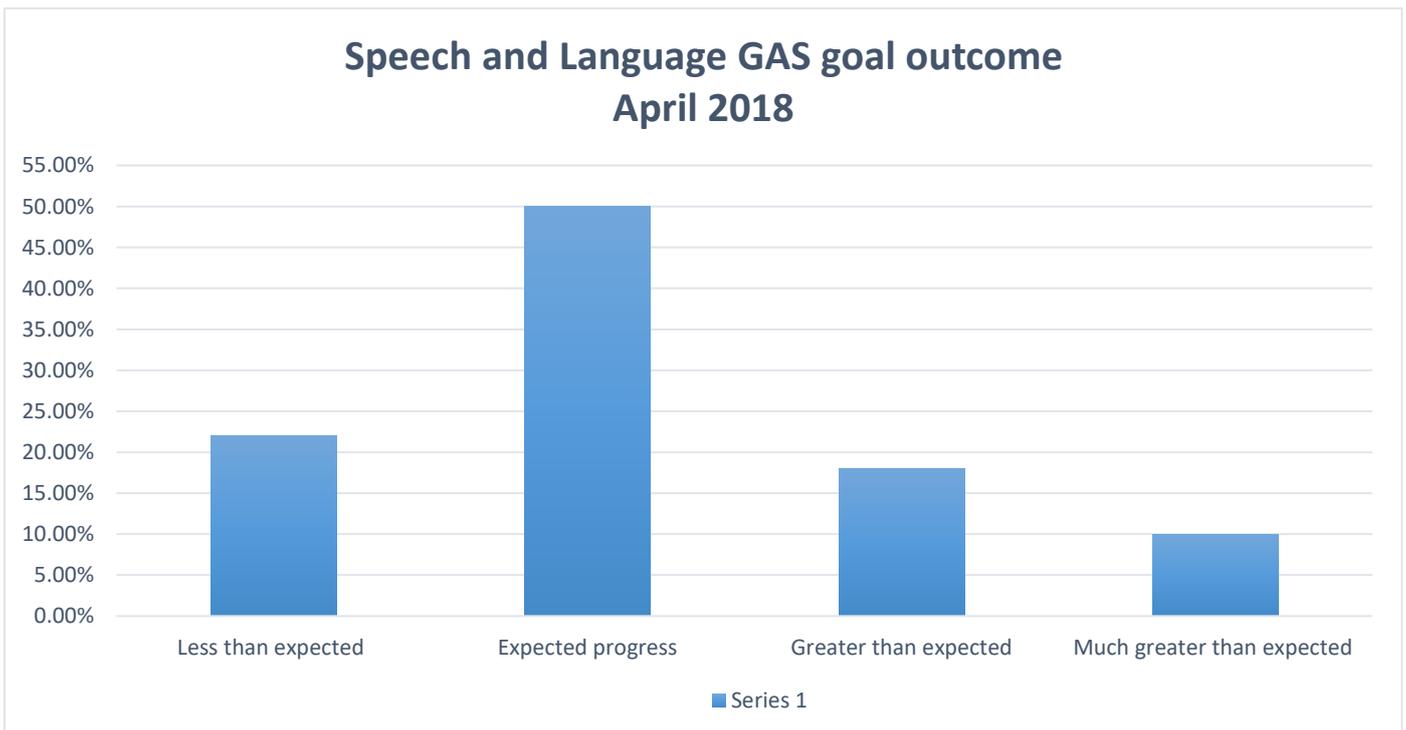
Goal Attainment Scaling (GAS) is a way of measuring progress and outcome data which is used by many strands of the wider Multi-Disciplinary Team, in many settings. Goals are set out on a 5 point scale from -2 to +2. Using GAS enables data to be placed on a quantitative measurement scale, thus tackling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

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
175	38	88	31	18

A table can also be found above, 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. 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 2: Progress made in a graph



Some pupils have not had an adequate block of therapy and in some cases, this has negatively affected their progress. It is important to note that adequate therapy sessions were timetabled, however as the school was closed due to the industrial strike action (10 days), and snow days (1) where therapy sessions were unable to take place. The number of students who had GAS goals set was reduced compared to Autumn. Other classes were provided with different support including developing communication passports, consultative support and functional support. This was required due to the reduced staff in the speech and language department. There are several classes whose GAS goals have not been reviewed and have continued for the Summer term due to the reduced number of session due to strikes.

Table 3: Potential reasons for GAS goals that were not met. Each time MDT support was required (PBIT/VIHI), referrals were made to these professionals.

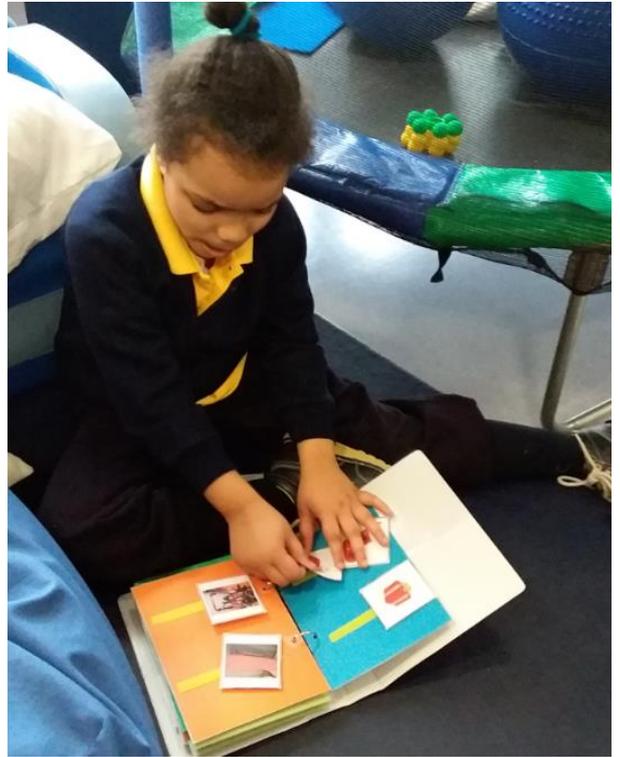
Student initials	Industrial strike action resulting in school closure	High level of absenteeism	PBIT input needed	Medical issues	Environmental issues (e.g. ICT/lack of generalisation)	Additional SALT input needed
LB	✓					
HBA	✓					
SK	✓					
JN	✓					
COS	✓					
SO	✓					
FS	✓	✓				
HSA	✓					
HK	✓	✓				
RK	✓					
AM	✓		✓			
TP	✓					
EM	✓	✓	✓			
AH	✓					
JR	✓	✓				
MHA			✓			
JA					✓	
SS		✓			✓	

TK		✓			✓	
Vlad	✓					
PA	✓	✓				
MA	✓	✓				
FA	✓	✓				
AK		✓				
SH		✓	✓		✓	
BM		✓	✓		✓	
AZ		✓	✓			
PD	✓	✓			✓	
DA	✓				✓	
AH	✓				✓	
KN	✓				✓	
SO	✓				✓	
SS	✓		✓			
FA	✓					

Case Study: IBA

IBA is a sociable 8 year old girl who is keen to interact with familiar adults. She has been diagnosed with unspecified dysmorphic syndrome, associated global developmental delay and a peanut allergy. IBA is currently placed in a class with seven other students with a diagnosis of physical and multiple learning disabilities. IBA is non-verbal and communicates her basic wants, needs and opinions through a mixture of vocalisations, basic body language, natural gestures (e.g. reaching) and facial expressions.

IBA can attend to a highly motivating activity for a short period of time (up to 10 – 15 minutes). Her attention is currently at a rigid level, meaning that she can concentrate for some time on a concrete task of her choosing. However, she may have difficulty tolerating interventions or adult attempts to modify the task. She is able to follow familiar routines, e.g. puts her foot out when shoe is presented and is able to take turns in familiar routines, e.g. responds when



someone spreads arms to receive a hug. IBA is able to respond to simple 1 key word instructions, for example 'come here' or 'pick up' when supported with a gesture/Makaton sign. IBA can express the basic emotions of happiness and distress through vocalisations, facial expressions and body language. During periods of happiness, IBA will smile, clap her hands and move her head from side to side, while during times of distress, IBA will vocalise loudly and cry. IBA will smile, laugh and look at the person communicating with her. She can vocalise along to her favourite nursery rhymes and particularly enjoys when an adult sings to her. IBA is learning to express her wants and needs using photographs.

From January 2018, IBA was offered 9 therapy sessions from the Speech and Language Therapy Department, consisting of direct therapy, group sessions, meetings and resource making. Her current Goal Attainment Scale (GAS) goal is to *"be able to exchange a photograph of a preferred item from a choice of 3 x preferred photographs during a structured activity in 60% of trials"*. She has made much more than expected progress with regard to her GAS goal as she has progressed from a score of -1 to +2, moving up 3 points. IBA can make a choice between 6 x preferred photographs. She was been observed to take a pack of photographs (up to 10 photographs) from the Speech and Language Therapist (SALT) and go through each photograph until she finds an item that she wants. Recently, the SALT team have made her a communication book which contains 20 – 30 photographs of preferred photographs. The class team will begin to introduce IBA to make a choice between preferred and non-preferred symbols when choosing her favourite nursery rhyme as this is highly motivating to her. IBA continues to make significant progress in relation to his communication skills and is continuously supported by the staff at The Village School.

Áine McCarthy

Specialist Speech and Language Therapist

March 2018

Case Study: MN

MN is aged 6;4 with a diagnoses of Autism Spectrum Disorder, Learning Difficulties and sensory modulation difficulties. MN is currently placed in a class with seven other students with a diagnosis of Autism Spectrum Disorder. MN is able to attend to engaging table-top activities for approximately 10 minutes. He has mostly single-channelled attention skills, meaning that he is able to attend to one source of stimuli at a time. MN typically engages in solitary, exploratory play and often mouths toys to explore them.

MN is non-verbal and communicates his basic wants and needs using gestures, body language and vocalisations such as crying when upset or laughing/smiling when happy and was using Picture Exchange Communication System (PECS) at phase 4 (sentence structure) until the high-tech trial was carried out.



Baseline ability (Jan 2018)

MN was trialled using a Dell tablet in December 2017, this was carried out as MN was making pleasing practice using his low-tech AAC and confidently combining two symbols. A basic grid bundle was created which included known motivators for him such as sensory toys and snacks. MN worked on his ability to combine two symbols ("I want" + object) to request these items. Initially MN tended to request for a single item using a single symbol. With some modelling to use the "I want" sentence starter, he began to use it more independently and to request by combining two symbols independently.

Intervention

From January 2018, MN was offered 15 sessions from the Speech and Language Therapy Department, consisting of direct therapy and group sessions, resource making, meetings. MN attended 6/9 contact sessions offered this term. His current Goal Attainment Scale (GAS) goal is: "Using his iPad (high tech AAC), MN will be able to independently put 2x symbols together (e.g. "I want horse") to request a range of items, with correct correspondence checks on 3/5 trials during a structured, adult-led activity". He has made more than expected progress with regard to his GAS goal as he has progressed from a score of -1 to +1, moving up 2 points in total. MN has been observed to confidently use his iPad to request during a range of activities in class, with all correspondence checks correct. He has also started to combine three symbols to request for two items at a time (e.g. "I want" + "grapes" "milkshake").

The SaLT has updated Mohammed's grid five times, gradually adding vocabulary gradually and through ongoing liaison with the class teacher. This has included symbols for items used during PE, music classes and vocabulary related to the current class topic book.

Direct SALT sessions have included a variety of activities, this has enable the SaLT to model to the class team how MN's device can be used during a range of activities. Sessions have included making Rice Crispy cakes (requesting ingredients/ utensils), biscuit decorating (requesting icing colours and toppings), musical sessions (requesting different instruments), choosing motivating toys and nursery rhymes. MN also requests using his iPad during snack time in class.

MN continues to require some support to 'clear' the sentence strip after making his request and to travel to his communication partner to make requests, these will be areas to work on further with MN. MN

continues to make significant progress in relation to his communication skills and is continuously supported by the staff at the Village School.

Moving forward

Further SALT input will focus on supporting MN to use his device across a range of settings and providing him with more opportunities to use it during the school day, aside from adult-led activities, for example to enable him to request during music, art and PE lessons, supporting him in making his wants and needs known reliably.

The SALT will continue to expand MN's symbol vocabulary and his ability to request for a broader range of items. This will be achieved through on-going liaison with the class team.

MN will attend a core vocabulary group in the summer term which will aim to develop his ability to use his device in a range of functional situations, outside of structured activities.

His class teacher reports that his parents are planning on purchasing an iPad for him to use to communicate outside of school. The SALT will continue to liaise with the parents and teacher and will be available to support implementation.

Jayla Arnold

Speech and Language Therapist

April 2018