

# Identifying Nursery-age children in need of intensive SLT

Susan Hughes



# What we did



- Replaced single 'specialist SLI assessment' in school with extended block of assessment-based therapy in clinic, plus school visit, for 6 children.
- Compared outcomes to our usual approach.

# Why we did it



- Previous method – single school visit – didn't always allow for informed decision.
- Allowed specialist SLT to build relationship with child and parents.
- Meant that children with significant difficulties received more therapy.
- Allowed more joint working between SLI and Core services.

# How we did it



- 4 sessions delivered jointly by TI and SLT.
- Targets agreed with parents.
- 6 sessions from TI.
- SLT visit to school including training for staff around child's targets.

# What were the outcomes?



- More thorough assessment – better picture of child.
- Much more opportunity to build relationship with parents and help them to understand the child's difficulties and therapy options, and involve them in therapy.
- Block of therapy too long – everyone was tiring by the end!
- All children partially achieved their targets.
- One child did not require intensive input. His social communication difficulties were much more obvious in school setting.