

COMMUNICATION AND LANGUAGE: ASSESSMENT, INTERVENTIONS AND TOOLS

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WHO WE ARE

London Children's Practice is a group of paediatric therapy clinics located in London. We provide assessment and therapy to children and young people with a range of special educational needs.

Our services

Speech and Language Therapy, Occupational Therapy, Educational Psychology, Art Therapy, Music Therapy, Developmental Medicine, Specialist Diagnostic Clinics, Legal tribunal assessments.

We provide services in clinic, homes and schools, in the UK and internationally.


TODAY'S PRESENTATION

1. Understand the evolution of Speech and Language Therapy for children and young people with Autism Spectrum Disorders. Looking at assessment and therapy.
2. Identify language and communication interventions with an established level of evidence.



ASSESSMENT – THE WHAT

Communication Difficulties to look out for:

- Language
 - Comprehension
 - Expression
 - Social Communication
 - Auditory Processing
 - Speech
- 

ASSESSMENT – THE HOW

From quantitative to qualitative and back again!

- Initially a focus on standardized assessments (i.e., CELF)
- Move to qualitative, functional assessments (i.e., observational assessments, reported needs/goals, “real world”)
- Now a combination (CCC-2)



ASSESSMENT – EXAMPLES

SCAN 3

Auditory Figure-Ground (+8dB) - Normal/Borderline/Disordered

This test is used to assess the ability to process speech in the presence of background noise at a +8 decibel signal-to-noise ratio (the stimulus words are at the same level of intensity as the background multi-talker speech).

Competing Words - Free Recall:

This test is used to assess the ability to process competing speech signals presenting a monosyllabic word to each ear simultaneously. This measures a child's ability to manage to discriminate speech in classroom discussion.

Filtered Words

This diagnostic test is used to assess the ability to process distorted speech by presenting monosyllabic words low-pass filtered at 750 Hz. This is when a teacher talks with their back towards the child, or shouts from another room.

ASSESSMENT EXAMPLES - CCC2

Scale	Area assessed	Scaled Score	Percentile
A. Speech	The student's ability to produce speech sounds appropriately in words, fluency and clarity of speech and overall intelligibility	4	6
B. Syntax	The student's ability to produce grammatical structures such as verb/noun endings and pronouns correctly and sentences of an age-appropriate length and complexity	4	6
C. Semantics	The student's ability to find and use words appropriately in terms of meaning and to use an age-appropriate range of different words including abstract words	5	6
D. Coherence	The student's ability to convey an adequate level of information to listeners, sequence narratives in a coherent way and talk about past and future events	3	2
E. Inappropriate initiation	The student's ability to gauge interest and knowledge of their listener, and use this to inform topics of conversation and know when and when not to speak	4	1
F. Stereotyped language	Highlights inappropriate or unusual use of phrases and accents learnt from others and use of language which is too formal for the context or over-precise	8	36
G. Use of context	The student's ability to understand long and complex sentences, verbal humour and non-literal language, and to communicate both in and with a range of different situations and listeners	10	56
H. Non-verbal communication	The student's ability to use a range of facial expressions, eye contact and gestures to communicate and to recognise and respond to non-verbal cues from speakers	2	1
I. Social relations	The student's level of ease in interacting with peers and ability to show empathy with others	1	<1

INTERVENTION

- Initially a focus on:
 - Behaviour
 - Skills
 - Weaknesses

- Moved to:
 - Understanding
 - Functional
 - Strengths-based
 - Emotional regulation

EVIDENCE BASED INTERVENTION – ESTABLISHED LEVEL

1. Cognitive Behavioural Approaches e.g. Zones of Regulation
2. Social thinking approaches including story based interventions e.g. Social Stories, social thinking programmes.
3. Scripting e.g. Comic Strip Conversations.

EVIDENCED BASED INTERVENTIONS

A Cognitive Behavioural Approach:

Zones of Regulation:





A conceptual framework to foster emotional regulation and self control. A systematic cognitive behavioural approach used to teach self regulation by categorizing the different ways we feel and levels of alertness into 4 colour coded categories. Not a programme but a process.



EVIDENCED BASED INTERVENTIONS

The ZONES of Regulation® Reproducible E The Zones of Regulation Visual

The ZONES of Regulation®

			
BLUE ZONE Sad Sick Tired Bored Moving Slowly	GREEN ZONE Happy Calm Feeling Okay Focused Ready to Learn	YELLOW ZONE Frustrated Worried Silly/Wiggly Excited Loss of Some Control	RED ZONE Mad/Angry Terrified Yelling/Hitting Elated Out of Control

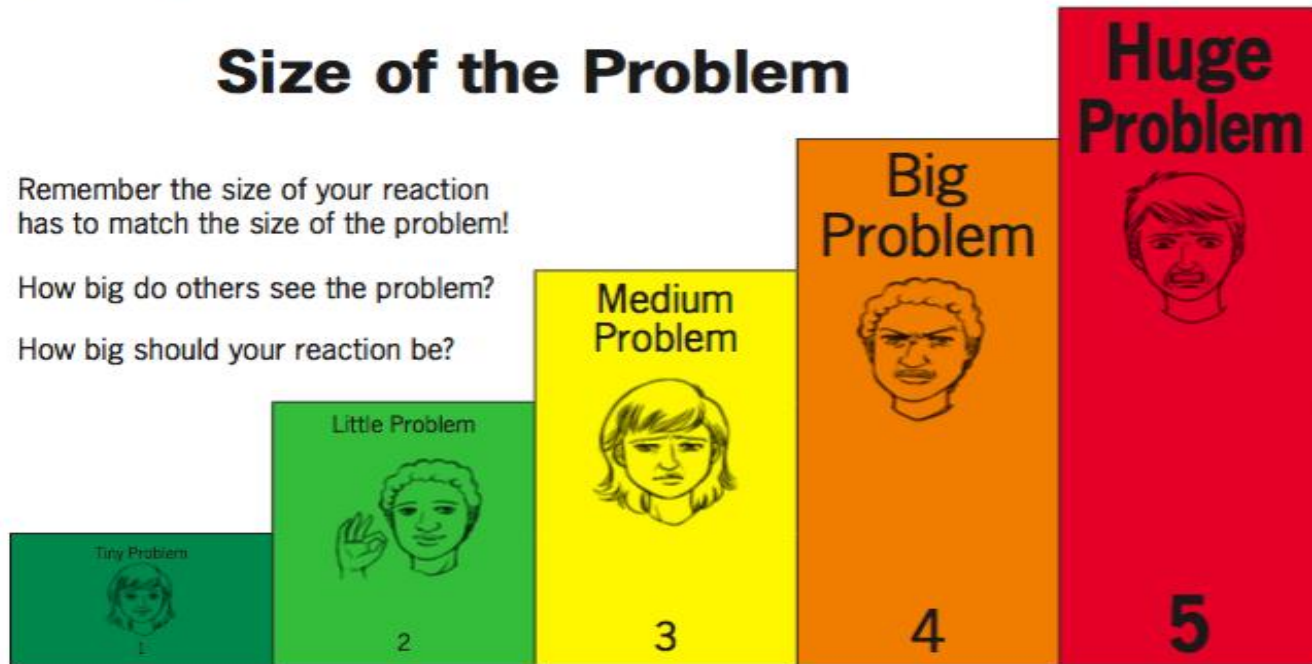
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From The Zones of Regulation® by Leah M. Kuypers • Available at www.socialthinking.com

Size of the Problem

Remember the size of your reaction has to match the size of the problem!

How big do others see the problem?

How big should your reaction be?















Visual adapted by Leah Kuypers, Donna Brittain and Jill Kazma for The Zones of Regulation® from the original work of Winner's Think Social! (2005), pages 44-45, www.socialthinking.com, and Buron and Curtis' The Incredible 5-Point Scale (2003), www.5pointscale.com










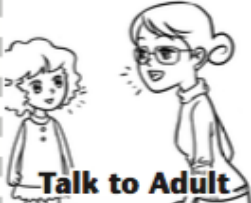


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TOOLS

ZONES Tools Menu

 <p>Listen to Music</p>	 <p>Squishes</p>	 <p>Walk</p>
 <p>Jumping Jacks</p>	 <p>Shoulder Rub</p>	 <p>Belly Breath</p>
 <p>Inner Coach</p>	 <p>Take a Break</p>	 <p>Lazy 8 Breathing</p>
 <p>Fidget Ball</p>	 <p>Size of Problem</p>	 <p>Six Sides of Breathing</p>

ZONES Tools Menu

 <p>Carry</p>	 <p>Read</p>	 <p>Jump</p>
 <p>Bounce</p>	 <p>Run</p>	 <p>Push</p>
 <p>Tickle</p>	 <p>Pull</p>	 <p>Swing</p>
 <p>Talk to Adult</p>	 <p>Hug</p>	 <p>Animal Walks</p>

TOOLS

_____ 's **Toolbox**

Blue Zone Tools

Green Zone Tools

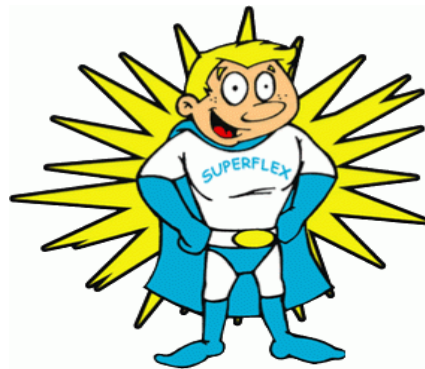
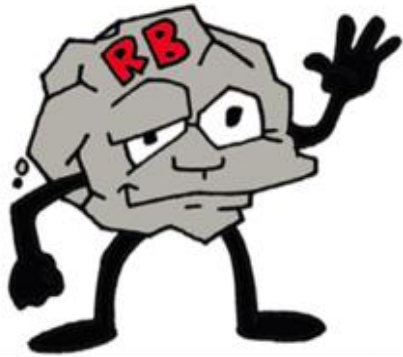
Yellow Zone Tools

Red Zone Tools

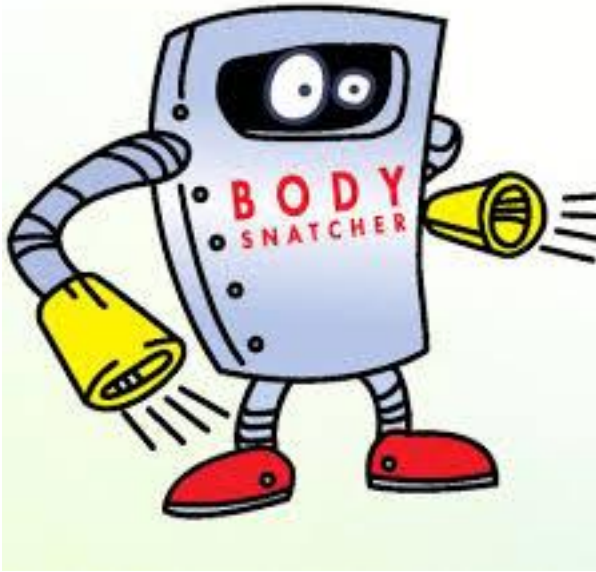


TEAM OF UNTHINKABLES

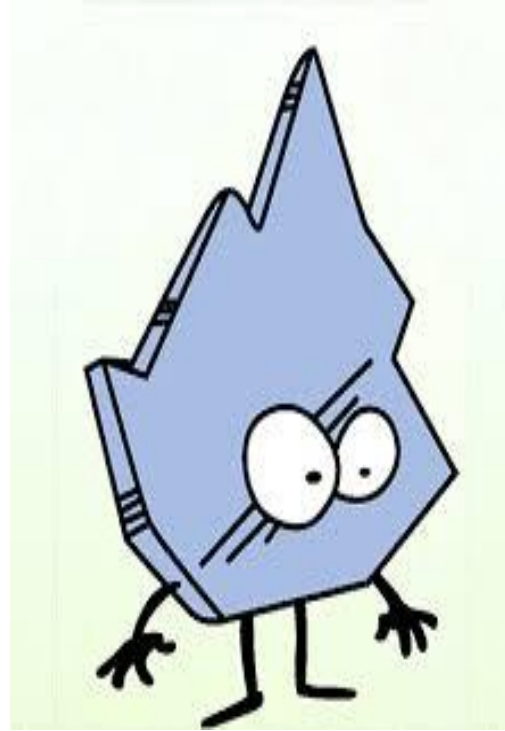
Superhero Social Thinking Curriculum: A non threatening way for students to explore social thinking whilst increasing knowledge of social expectations, awareness of their behaviour and use of superflex strategies.



BODY SNATCHER



GLASSMAN



SPACE INVADER




Social Cognition Model

The 4 Steps of Communication (Garcia Winner 2017):

- Think about others and the situation. I consider what I know about them, the situation, and what they know about me.
- Establish physical presence. This includes how close or how far away our bodies should be (an arm's length from each other), how we orientate our bodies and how we use gestures. Our language shares information and so does our body.
- Use our eyes to think about others. Our eyes help us determine the context, think about others' thoughts and feelings, and send clear signals about whether we are interested in what they are saying, and which people we do or do not want to communicate with.
- Use language to relate to others, their interests, to gain information about them and understand their knowledge.

STORY BASED INTERVENTIONS:

Social Stories – Carol Gray 1991:

- Social stories are not used to change behaviour but to build social understanding that will impact behaviour responses in functional settings.
 - A social story is written based on a particular area or situation of concern.
 - It should be made up of descriptive sentences, perspective sentences and may also have some coaching sentences.
 - Coaching sentences can be incorporated to support future behavioural responses.
- 

EXAMPLE OF A SOCIAL STORY:

SMILES

Most people like smiles. When people smile the corners of their mouths go up and their teeth show.

A smile means I am happy, a smile means I am enjoying myself, a smile may mean I want to talk to you.

Most of the time when someone smiles it means something nice. I am going to smile at my friends when I see them.



SCRIPTING: COMIC STRIP CONVERSATIONS

Used to support a student's ability to see perspective and develop theory of mind

Green: Good ideas, happy, friendly

Red: Bad ideas, anger, unfriendly

Blue: Sad, uncomfortable

Yellow: Frightened

Black: Facts, truth

Orange: Questions

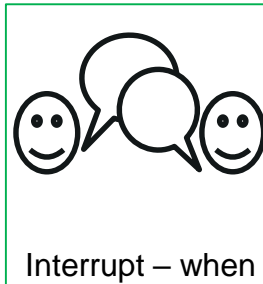
Brown: Comfortable, cosy

Purple: Proud

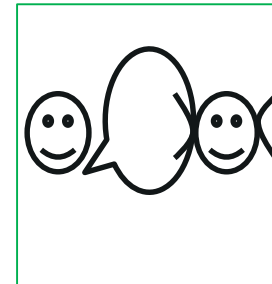
Colour Combinations: Confusion



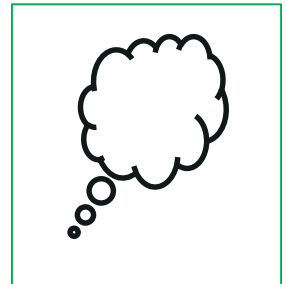
Everyone is talking at once – voices in unison (e.g. choir)



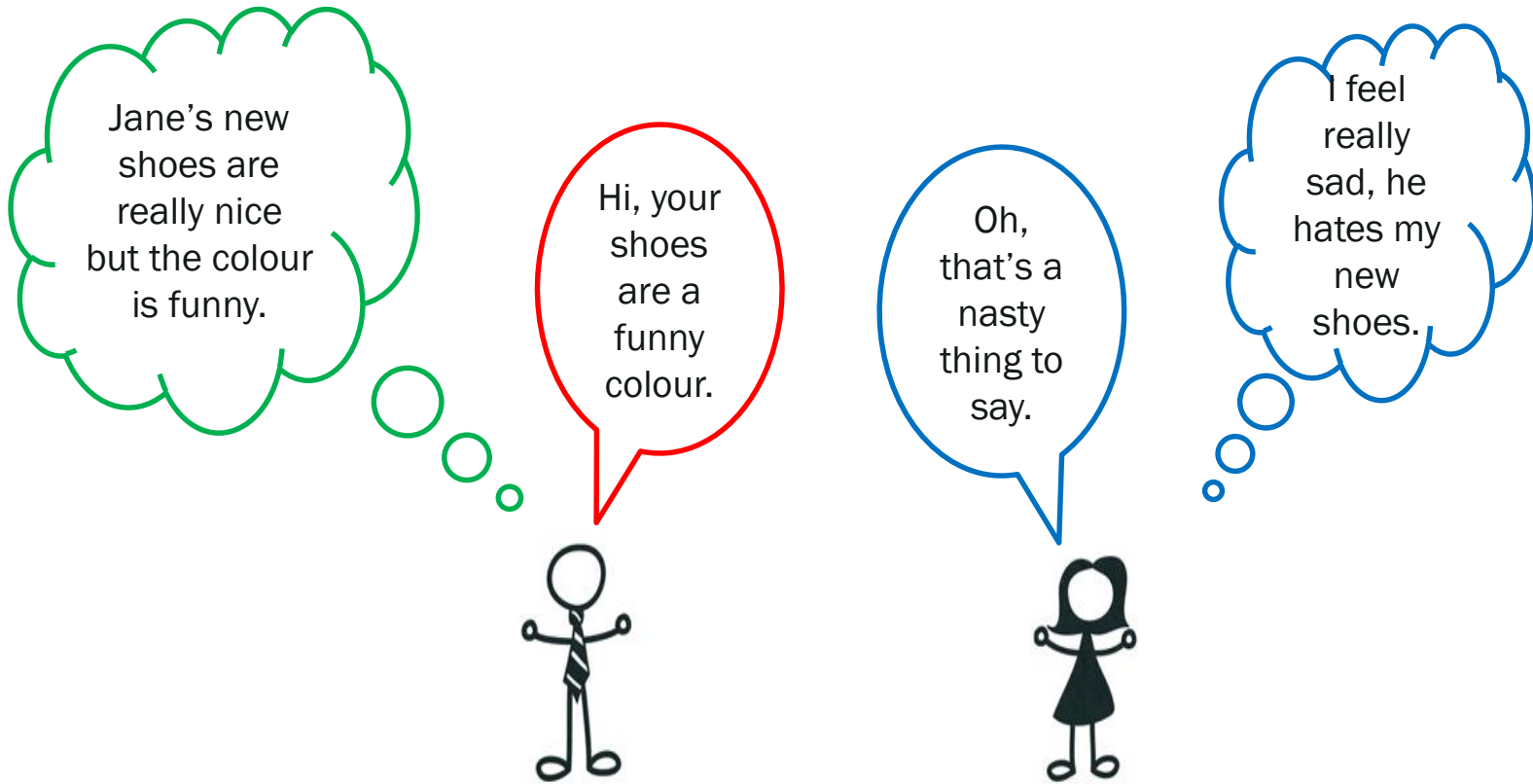
Interrupt – when someone is still talking



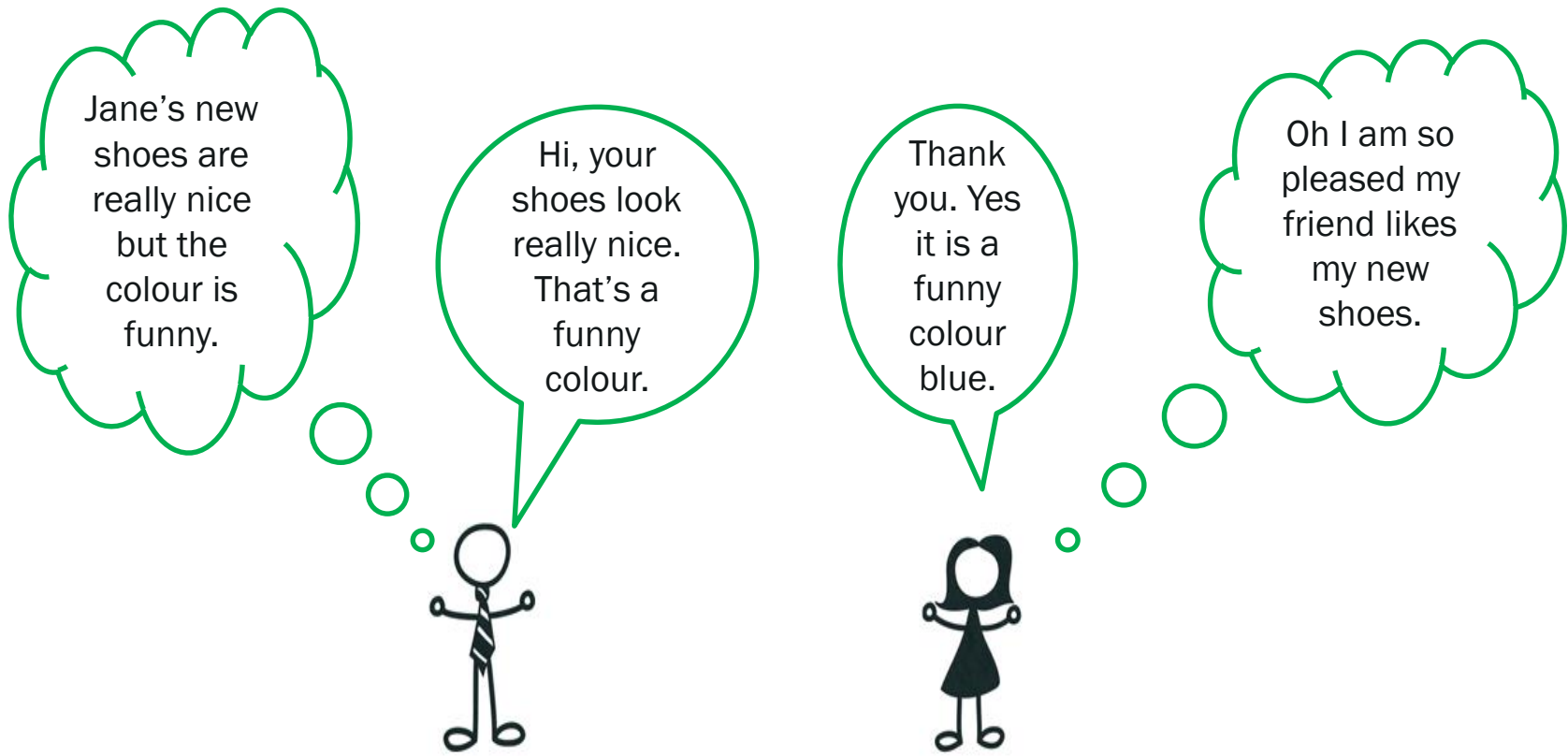
Listen



Thoughts



COMIC STRIP CONVERSATIONS – FROM THE STUDENT'S PERSPECTIVE THEN DEMONSTRATING THE PERSPECTIVE OF OTHERS



Comic strip conversations – the resolution or the response to understanding perspective.

Questions / Resources

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