

Effectiveness of Speech and Language Therapy within a Post-16 Provision.

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BACKGROUND

There is very little published evidence regarding the effectiveness of speech and language therapy within a Key Stage 5 Provision (students aged 16-19).

Moor House is a co-educational, non-maintained day and residential special school for students with severe speech and language impairments.

The cohort of students at Moor House College (Post-16 Provision) present with moderate-severe receptive and expressive language impairment and social communication needs.

Students from Moor House College access mainstream Further Education courses with the support of specialist staff and Speech and Language Therapists.

The role of the Speech and Language Therapy service has been to initiate and sustain a dynamic, integrative and collaborative model of provision.

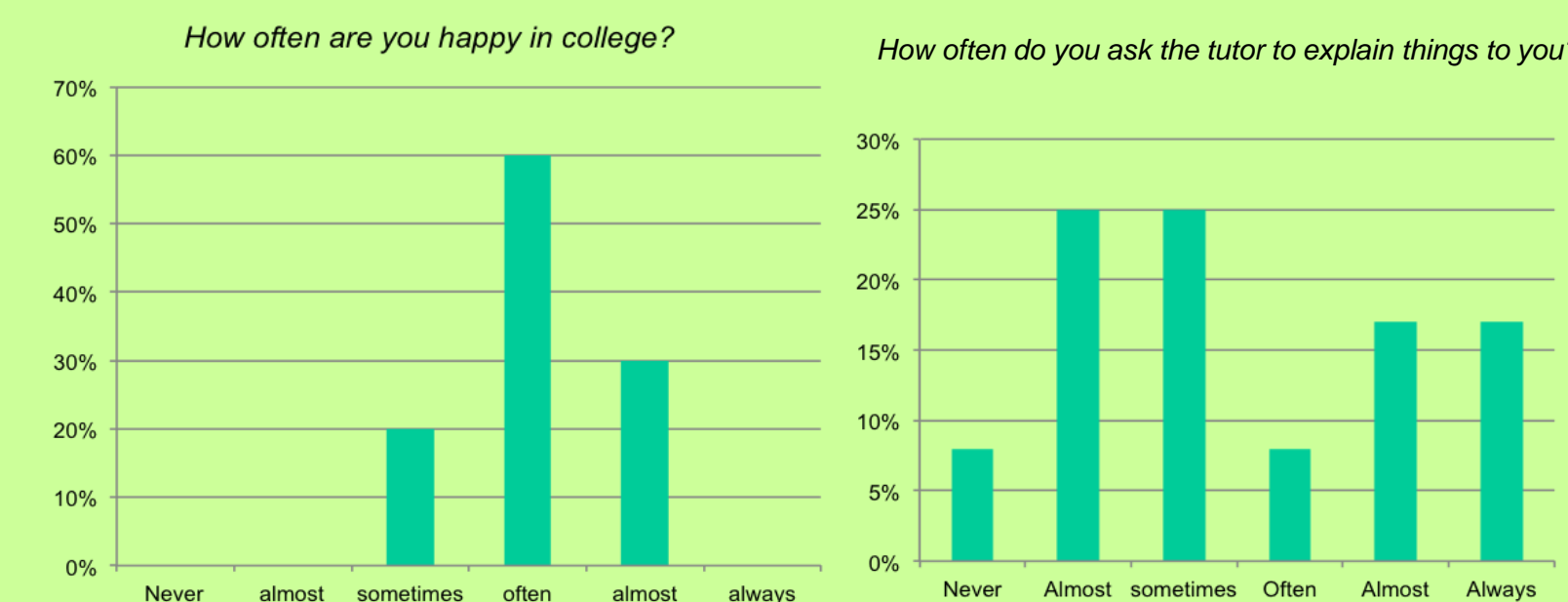
MODEL OF THERAPY PROVISION

- Individualised
- Intensive
- Student led
- Focus on functional skills and independent learning
- Integrated and differentiated approach
- Collaborative
- Individual sessions
- Small group work
- Language skills groups
- Social Interaction skills groups
- Training of key staff on the implications for teaching and learning for students with Speech, Language and Communication Needs

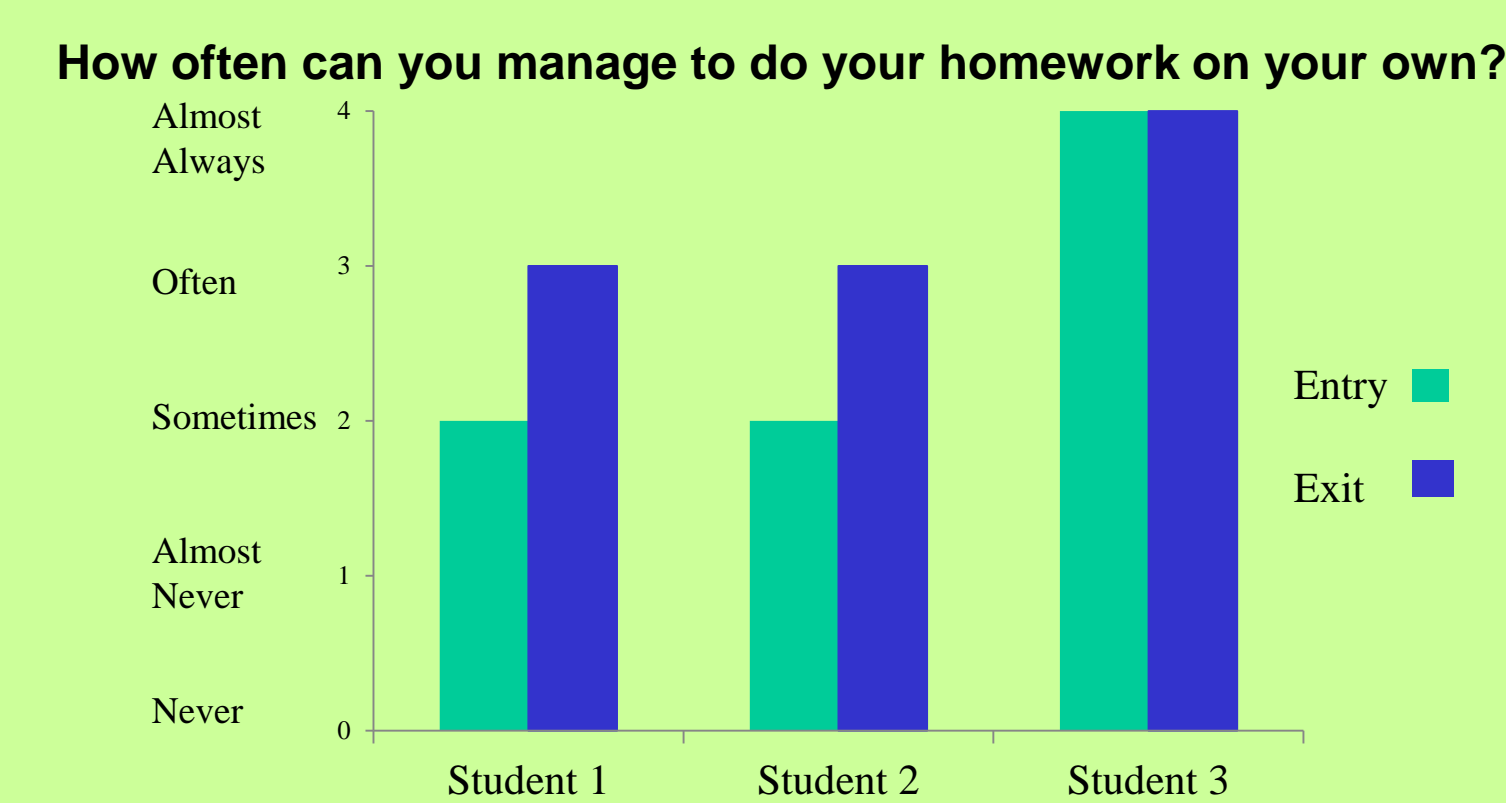
QUALITY OF LIFE MEASURE

At Moor House College we are striving to show that we are providing appropriate life experiences. We have conducted a preliminary exploration of students' perception of their emotional well-being and ability to access adult life independently using a Quality of Life Measure (Markham, 2011).

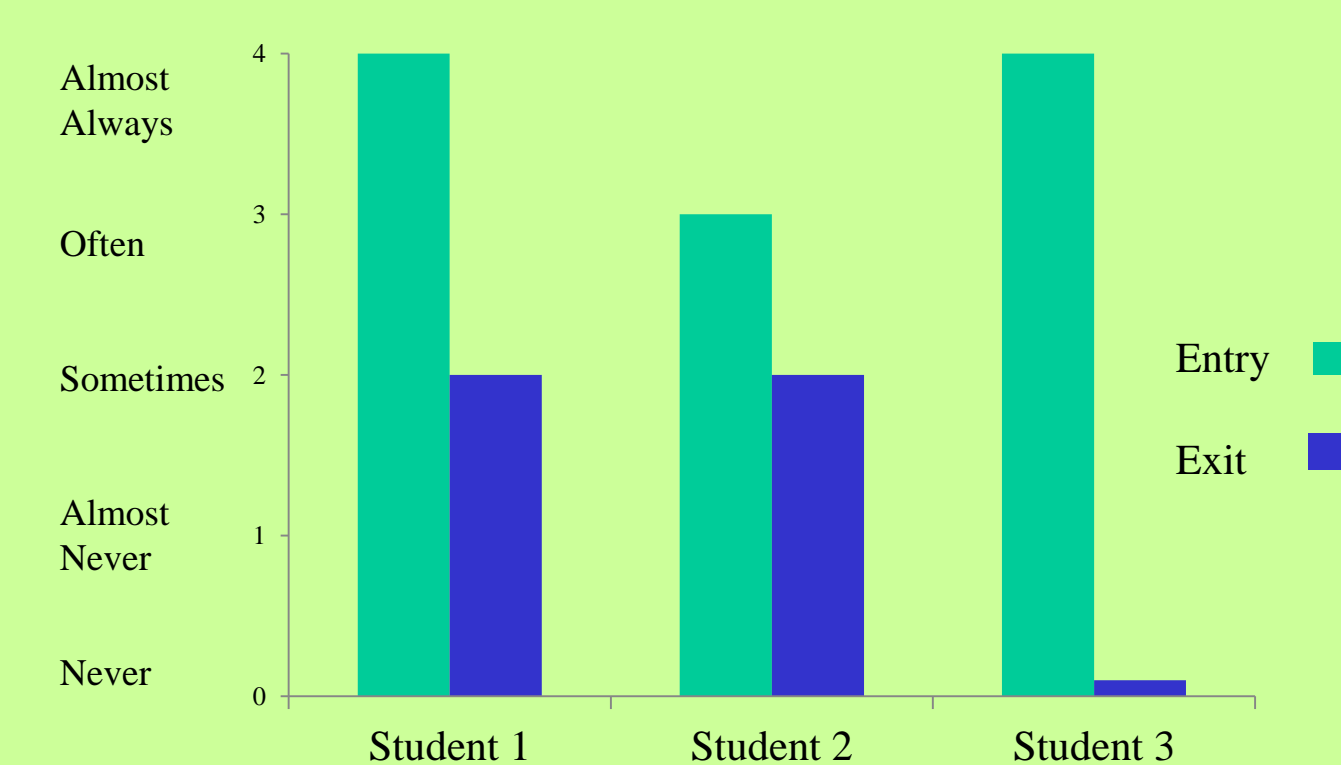
The below graphs show students responses to posed questions:



Examples of comparison responses from students upon entry and exit to Moor House College:



How often do you need help in class?



ACKNOWLEDGEMENTS

- Moor House School and College for supporting therapy research
- Moor House School and College Speech and Language Therapists for conducting assessments and therapy
- Susan Pope for collating the Quality of Life information

REFERENCES

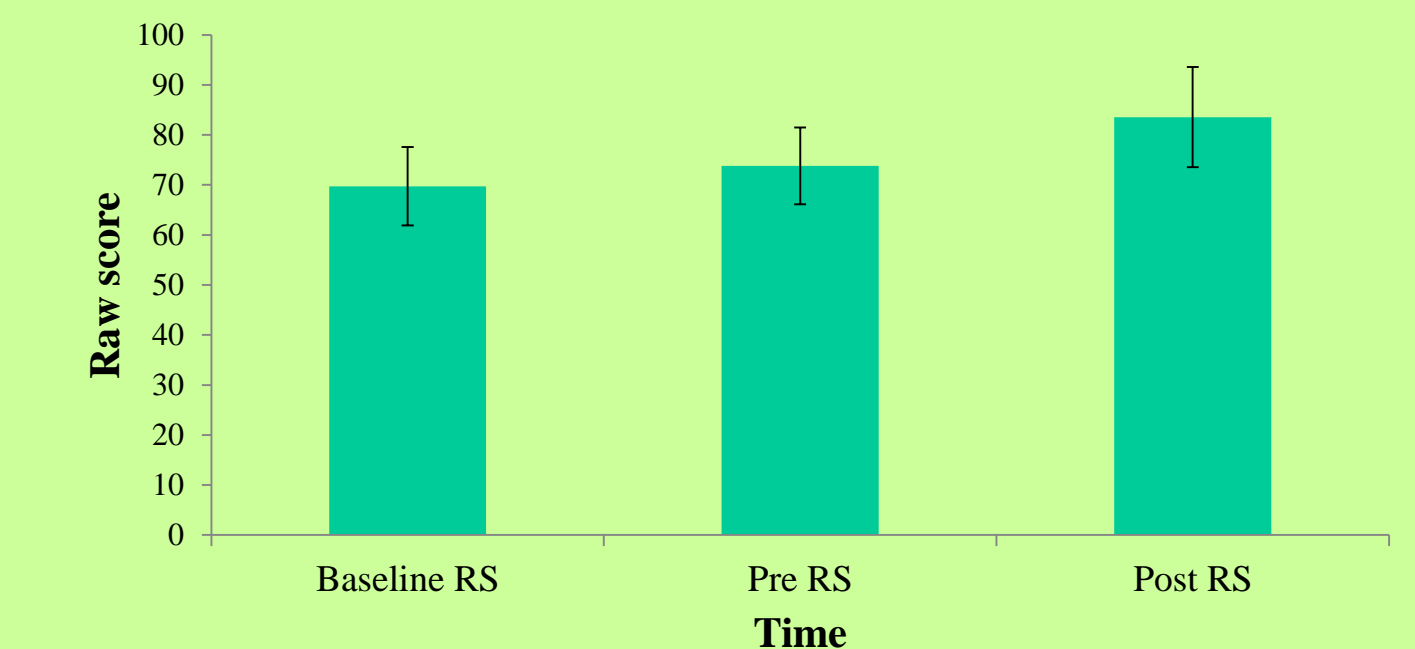
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WORD FINDING THERAPY

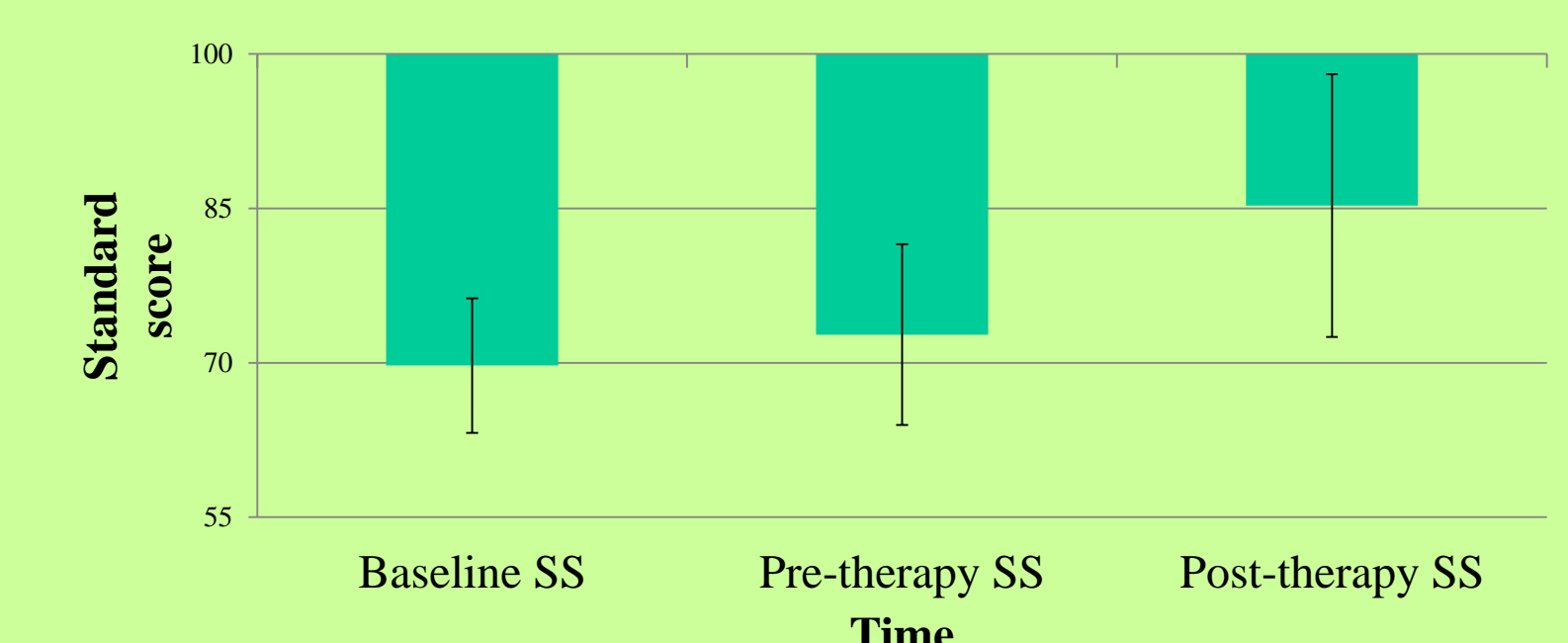
The effectiveness of Semantic Word Finding Therapy with young people aged 16-17 was measured as per Ebbels et al., 2012.

- 11 participants with language impairments and word finding difficulties received weekly semantic therapy sessions for 8 weeks.
- Therapy for each participant targeted words from one semantic category - Transport.
- All participants were tested pre- and post therapy on the full version of the Test of Adolescent Word Finding (TAWF).

Mean Raw Scores at Different Time Points



Mean Standard Scores at Different Time Points



The amount of progress during the therapy period was significantly greater than during the baseline period, indicating a significant effect of therapy, with standard scores increasing from a mean of 73 to 85. Post-therapy, 7/11 students scored within the normal range. Pre-therapy, one was just within the normal range (85) and increased to above average (105).

OVERALL OUTCOMES

The specific results obtained thus far show that despite the severity of the students' language impairment, it is possible for them to continue to make progress within a Post-16 Provision specifically in the areas of:

- spoken and written language
 - higher level semantics
 - word finding
- when intensive speech and language therapy is provided and integrated.

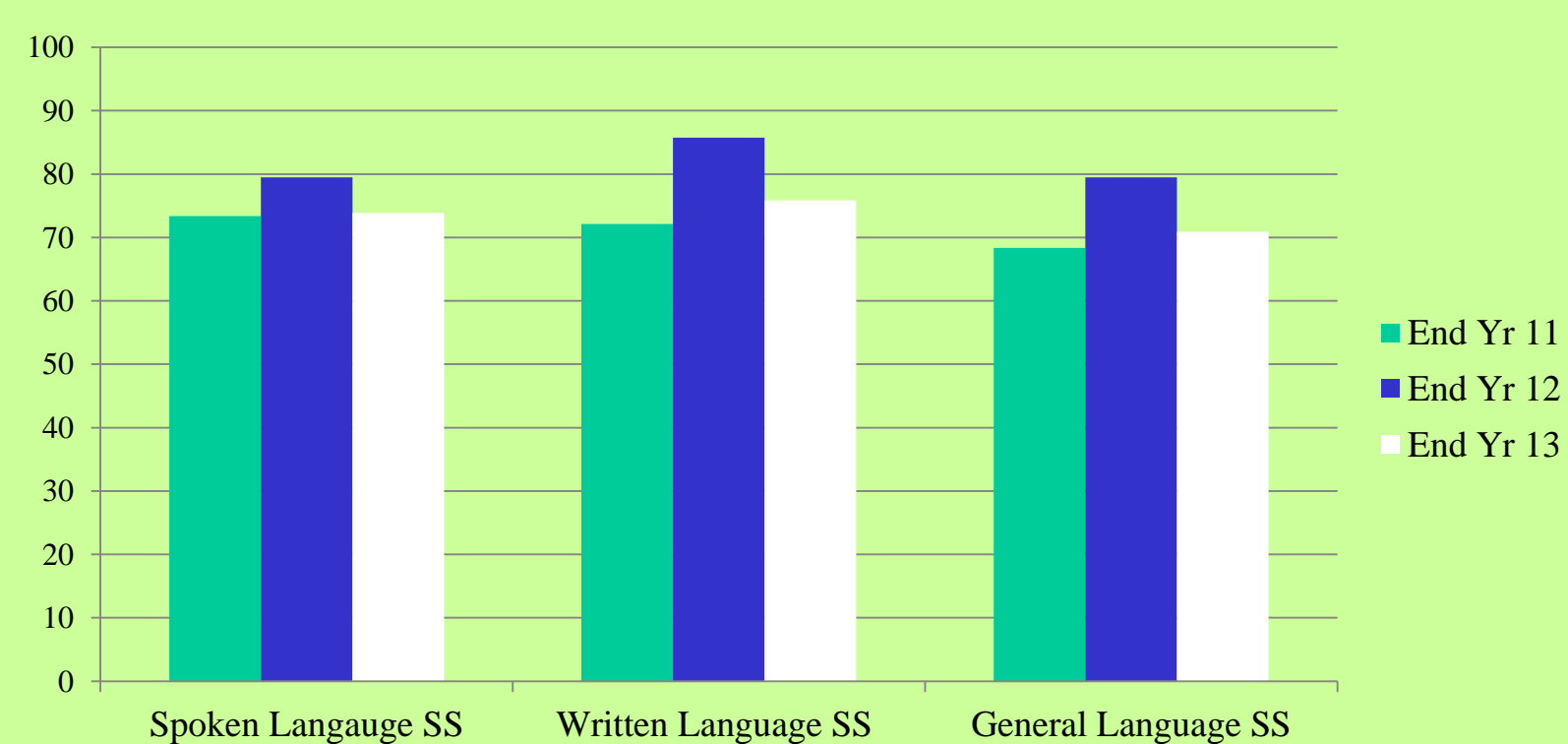
THERAPY INTERVENTION

Key focus areas of intensive intervention for Post-16 students have included:

- Year 12 - Structural language development
- Year 13 – Higher level semantics development

GENERAL LANGUAGE DEVELOPMENT

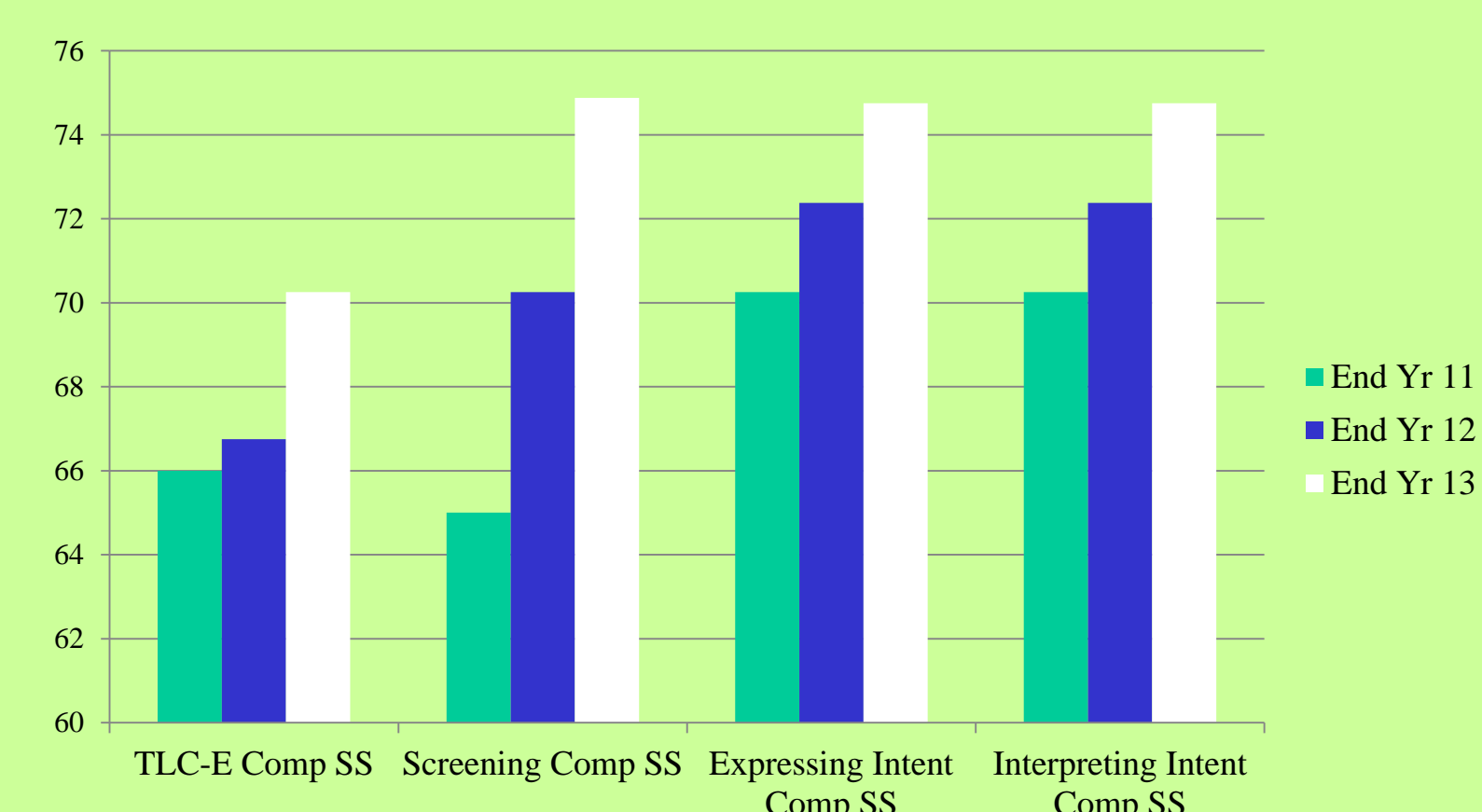
Students' (aged 16-18) progress of spoken and written language skills have been tracked using Test of Adolescent/Adult Language-Fourth Edition (TOAL-4). The TOAL-4 assess students structural language skills.



TOAL-4 results indicate that students make significant progress between years 11 and 12 in Written Language and General Language skills. In Year 13 standard scores decrease but still remain at a higher level at Year 13 than they were at the end of Year 11.

HIGHER LEVEL SEMANTICS DEVELOPMENT

Students' (aged 16-18) progress of higher level language skills have been tracked using Test of Language Competence-Expanded Edition (TLC-E). The TLC-E is a measure of students semantics, syntax and/or pragmatics.



Significant progress is noted between Year 11 and Year 12, and Year 11 and Year 13 on Expressing Intents Composite Scores.