

Therapy with young adults:

Evaluation of an intensive 1-day generalisation pilot group for young adults with Cleft Speech Characteristics A Service Evaluation

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Background:

- Limited studies in to generalisation of speech sounds
- Evidence that generalisation is often not targeted in therapy despite evidence that persistent difficulties can occur (Wales et al 2017, Wren et al 2016)
- Anecdotally – a number of primary NHS SLT services will discharge patients once they get to a generalisation stage
- We had a number of patients on our therapy waiting list who needed support with generalisation.



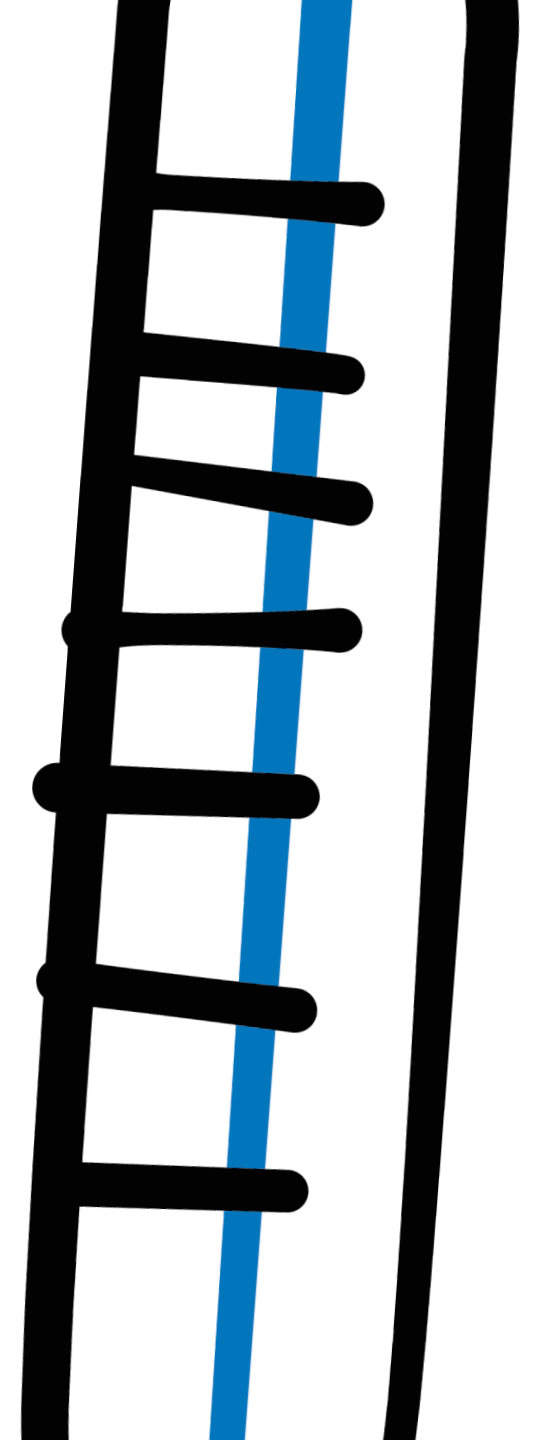
Aims

- To evaluate an intensive approach to generalisation of speech sounds
- To evaluate factors influencing generalisation of speech sounds
- To identify whether this approach could be useful for future service delivery



Methodology

- Patients working on /s, z/ invited to take part in an intensive 1-day generalisation group.
 - Participant 1 (aged 17, ICP. Class III occlusion and significant concerns around her appearance and speech)
 - Participant 2 (aged 21, hemifacial microsomia; speech bulb manages velopharyngeal insufficiency. Soft band hearing aids in use to manage hearing difficulties.)
- Baseline assessment:
 - Articulation skills in connected speech (Percentage of consonants correct (PCC) in reading 'The Rainbow Passage')
 - Great Ormond Street Speech Sound Assessment (GOSPASS)
 - Speech and Resonance Quality of Life questionnaire (SPARQOL)
- Intervention carried out over a whole day
- Participants were given a diary with suggested activities to support generalisation
- Post intervention assessment
- Videos played in a random order to 2 CAPs-A trained SLTs. They listened to the rainbow passage and calculated the PCC and used CAPs-A form to assess overall articulation and resonance.



Activities




Have a conversation about...

where you would like to live, if you could live anywhere in the world.



Have a conversation about...

a time a friend let you down.



Have a conversation about...

who you see as your role model.



Have a conversation about...

the best things about your family.



Hogwarts Digital Escape Room

Hello and welcome to our Harry Potter themed Digital Escape Room!

You can complete this escape room as a group or as individual. You can compete against friends and try it multiple times. Just make sure you have fun!

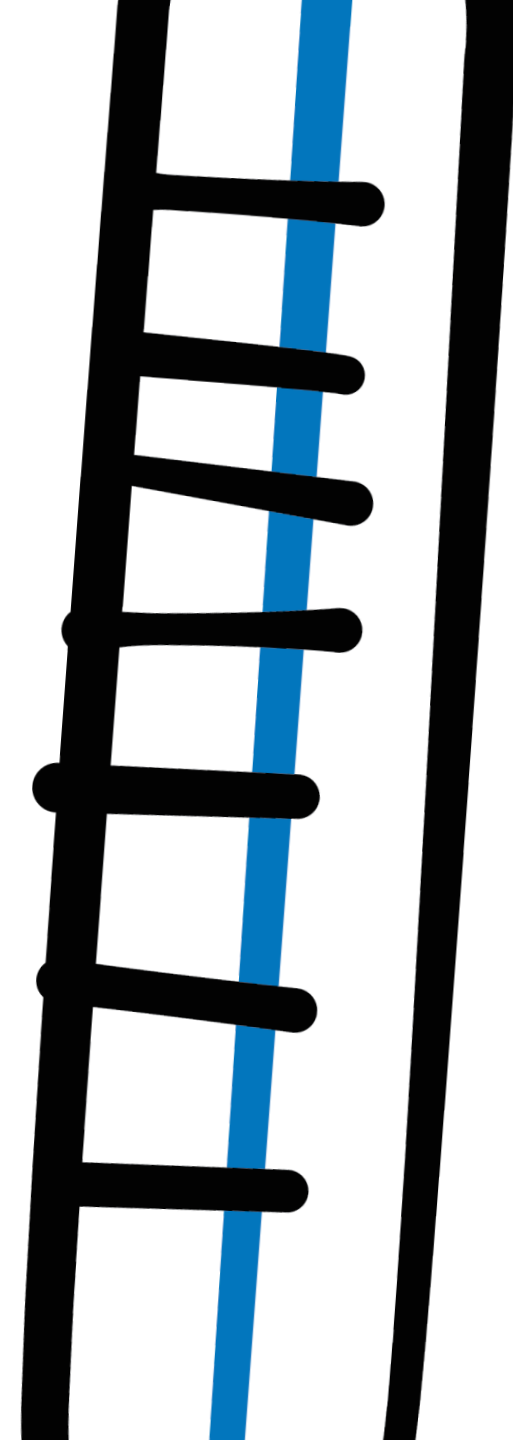
If you are accessing this through a social media app, we recommend opening this escape room in a separate web browser so you don't lose progress when clicking on necessary links.

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Sydney Krawiec can be contacted via email at skrawiec@ptlibrary.org

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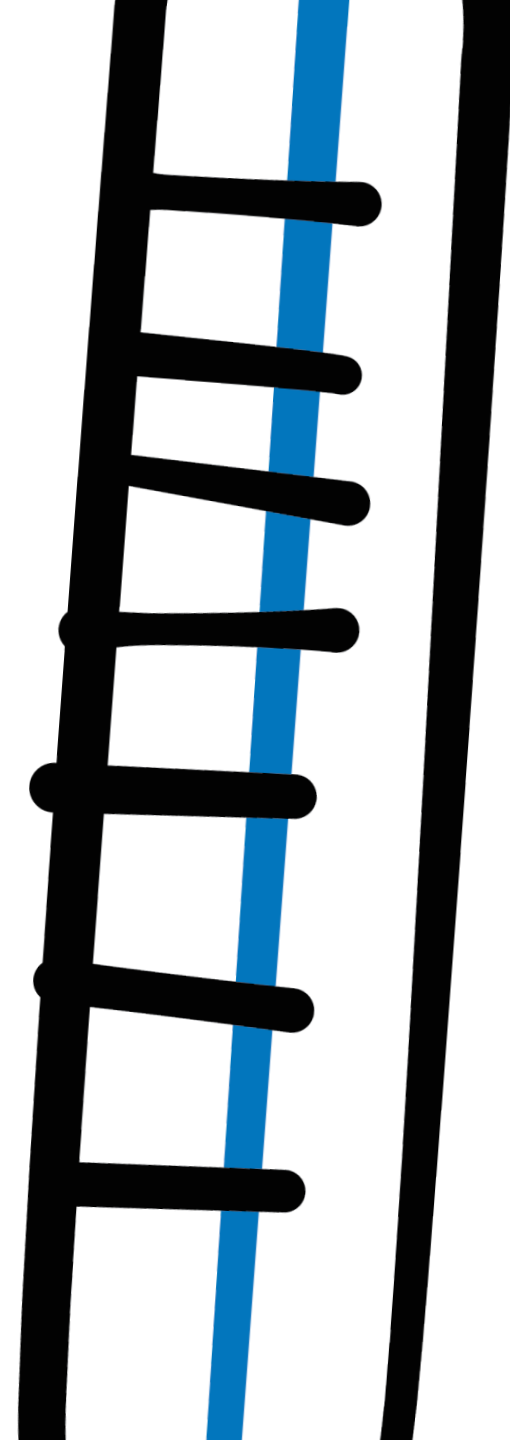
If you're ready, click next below to begin!



Generalisation Diary

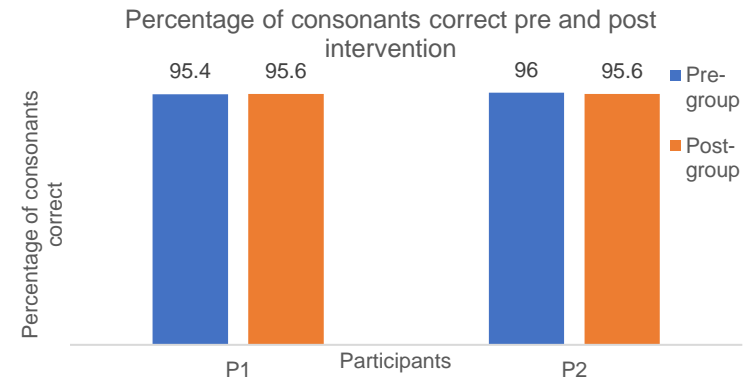
WEEK OF 1ST AUGUST 2022

	TASK	REFLECTION				
1/8	Read a paragraph (or more) of a book aloud, remembering 'careful speech' for your target sounds	<table border="1"><tr><td>More correct sounds</td><td></td></tr><tr><td>More errors</td><td></td></tr></table> How do you feel practice is going? 1 2 3 4 5 6 7 8 9 10 Badly Quite well Very well	More correct sounds		More errors	
More correct sounds						
More errors						
2/8	Sing your favourite sound using your target sounds - repeat it as many times as you like!	<table border="1"><tr><td>More correct sounds</td><td></td></tr><tr><td>More errors</td><td></td></tr></table> How do you feel practice is going? 1 2 3 4 5 6 7 8 9 10 Badly Quite well Very well	More correct sounds		More errors	
More correct sounds						
More errors						
3/8	Order a drink/ice cream/meal out using your target sounds.	<table border="1"><tr><td>More correct sounds</td><td></td></tr><tr><td>More errors</td><td></td></tr></table> How do you feel practice is going? 1 2 3 4 5 6 7 8 9 10 Badly Quite well Very well	More correct sounds		More errors	
More correct sounds						
More errors						
4/8	Play a game of <u>Headsup</u> with a friend/family member using your target sounds.	<table border="1"><tr><td>More correct sounds</td><td></td></tr><tr><td>More errors</td><td></td></tr></table> How do you feel practice is going? 1 2 3 4 5 6 7 8 9 10 Badly Quite well Very well	More correct sounds		More errors	
More correct sounds						
More errors						
5/8	Tell a friend/family member about an episode of your most recently watched TV show using your target sounds.	<table border="1"><tr><td>More correct sounds</td><td></td></tr><tr><td>More errors</td><td></td></tr></table> How do you feel practice is going? 1 2 3 4 5 6 7 8 9 10 Badly Quite well Very well	More correct sounds		More errors	
More correct sounds						
More errors						



Results

SPARQOL	Pre-Intervention	Post-Intervention
Participant 1	Participant's talking worried them all the time and was quite a lot different to their peers, others would say unkind things about their talking sometimes.	Others would never make negative comments about their speech. They would feel low about their speech most of the time. The reported that their speech rarely impacts on their ability to function at work/college
Participant 2	Participant's talking worried them a lot and was quite a lot different to their peers. They would get frustrated when people can't understand them sometimes.	Participant's talking worried them a little, and was quite a lot different to their peers. They get upset about their talking some of the time, and people say unkind things about their talking sometimes.



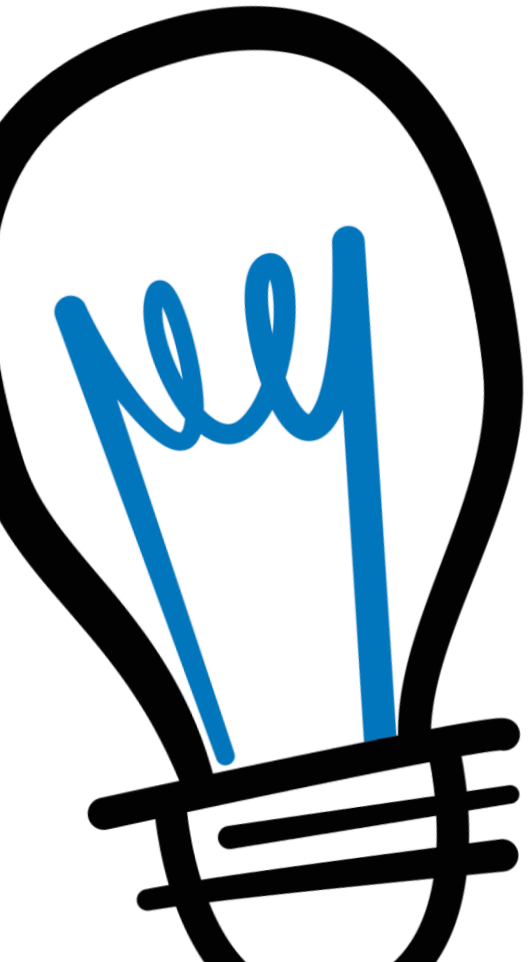
- Over the course of the day, the participants benefited from prompting to remember to use their target sounds, which reduced throughout the day.
- Maintenance of these skills was poor, and compliance with suggested activities following the intervention was also poor.
- The participants had commented that they enjoyed meeting other people with similar speech sound difficulties and found this beneficial.

Limitations



- Size
 - Small scale service evaluation, would be beneficial to run again on a larger scale
- Outcome measures:
 - PCC not sensitive enough – look at individual speech sounds targeted in therapy next times
 - One outcome could have been meeting others and sharing experiences
- Time and commitment
 - Travel times and overall time commitment – tertiary centre
 - Work/school
 - Difficult to recruit to this age group
- Psychology:
 - May be beneficial to carry out a more in depth motivation and commitment assessment to determine suitability for intensive therapy groups.
 - Psychological work around acceptance of speech to step away from speech being solely ‘medical’
 - It would have been beneficial to carry this out with a psychologist – behaviour change support

Questions



- When do we accept CSCs and support patients to accept their speech?
- How do we work on entrenched CSCs in adults?

References

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