

Case study for *What Works*

This case study contains details provided by a practitioner of how he or she has used the named intervention with specific children. If you would like to provide a case study please use the template provided on the *What Works* website.

Name of intervention	Nuffield Dyspraxia Programme
<p>Context of intervention Within an enhanced support provision (ESP) for children with specific speech and language difficulties.</p> <p>Child details I have used the Nuffield Dyspraxia Programme with a several children over the past 5 years; here I will describe progress for two specific children. JF joined the ESP 3 years ago at age 4;6 from a specialist early years setting. She has a diagnosis of motor and verbal dyspraxia. LA joined the ESP last year at age 4;6, having previously been known to the community speech and language therapy team. His speech difficulties were felt to be best described by childhood apraxia of speech, although he has since also been given a diagnosis of autism spectrum disorder. Both children were extremely unintelligible when they started with us.</p> <p>Adult details Both children were seen by the speech and language therapist in school either once or twice a week throughout their time in the ESP. JF was also able to access some follow up support from a teaching assistant (TA) during her second year at the ESP, but follow up for LA has not been consistent because of staffing shortages. It is acknowledged that the frequency of therapy was insufficient even given some TA support for JF.</p> <p>Practicalities Because the children were already familiar with the Jolly Phonics sound symbols and this was the system used in the mainstream classroom, these were used in place of the Nuffield sound symbols. Sequencing drills were produced with the Jolly Phonics symbols. The Nuffield Assessment was used regularly to monitor progress and this was helpful to demonstrate clearly the progress both children were making. The systematic progression from single sound to VC/CV to CVCV and CVC words was helpful for both children as all targets were therefore achievable, keeping them motivated. At the consolidation phase I tended not to use the Nuffield resources as they feel rather contrived and there were other more attractive resources.</p> <p>Although progress is slow, the wide range of picture resources is helpful and can be incorporated into many games and activities. The service has now acquired the new Nuffield 3 programme on disk and this can make production of resources for school/parents very easy.</p> <p>Outcomes The Nuffield programme for JF was always used alongside work targeting her phonological awareness. On entry JF was able to imitate 38% of consonants and 77% of vowels correctly. This increased to 45% of consonants and 94% of vowels after one year. Intervention during this period was at a sound and CV level. At the end of the first year JF could produce 20% of CV/VC combinations. She found it very difficult to maintain the single consonant sounds when sequenced with a vowel and found drills tricky initially. We therefore narrowed down her targets to focus on bilabial sounds, moving on to fricative and velars during her second year with us. By the end of her second year JF was able to use most targeted sounds in CV words and we began to focus on CVC words, while consolidating use of her other sounds at phrase and sentence level. By the beginning of her third year with use JF was able to produce 63% of consonants and 100% of vowels sounds in isolation. She was achieving 80% of CV/VC words and 75% of CVC words. After three years at the ESP JF returned to her mainstream school. She is intelligible to most people most of the time. We are now working on affricates and some residual phonological awareness difficulties.</p> <p>LA showed relatively strong phonological awareness but had found it very difficult in his preschool speech and language therapy sessions to acquire single sounds. Initial assessment on the DEAP showed him on the 2nd percentile for oro-motor skills. At age 4, just before starting with us, he could only imitate 13% of single</p>	

consonant sounds and 72% of vowels. After his first year with us LA was able to produce 58% of consonants and 83% of vowels correctly. His CV/VC productions were up to 45%, but this dropped to 20% for CVC and 15% for CVCV words. The biggest impact has been extending LA's repertoire of consonant sounds which has had a positive effect on his intelligibility and confidence. We are currently focusing on CVC words, and also increasing his use of plosives.

Top tips

While the Nuffield Assessment gives a good objective measure of progress I would now use a subjective intelligibility rating scale alongside this to measure functional improvement. For me it is a benefit that this isn't age normed but parents can see clear progress against their child's own baseline. For both of these children change has been very slow initially, and a bit like building a house it feels like you are working on the foundations for a long time before there are any visible signs of progress. However, once change begins to happen all of the groundwork does appear to be worthwhile.