

## 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	Core Vocabulary
<p><b>Context of intervention</b> Child (IW) was seen in a children’s centre clinic setting with her parent and sometimes older sister. Appointments were usually once a fortnight and occasionally took place at home due to room availability issues.</p> <p><b>Child details</b> IW - 6 years old with inconsistent speech disorder – specific difficulties with coordination but also phonological awareness difficulties. She had been receiving intervention involving input tasks and production since the age of 3 via blocks of intervention with slow but steady progress on targeted sounds. She was finally able to discriminate and say all sounds clearly in simple words in a focused task, but generalisation of many sounds to complex words, phrases and sentences was limited.</p> <p><b>Adult details</b> Mum was the main adult involved in implementing the intervention at home. Her role was to help IW to identify target words that were relevant for them, and to carry out activities on a daily basis. However, activities at home were actually carried out a few times per week rather than daily. An experienced TA at school was also working on some speech targets at school alongside the core vocabulary activities being done at home (although mum took in a list to her of the vocab being targeted so she could be familiar with it and give IW some practise at school too).</p> <p><b>Activities</b> IW was often distractible in the clinic setting because she was aware of her speech coordination difficulty and how tricky she found it to work directly on speech – she would use a lot of distraction techniques. However, she enjoyed playing games such as ‘shops’ and ‘teachers’ in the clinic setting and I would therefore follow her lead on this and develop role play games that would focus on using the core vocab target words. She also loved singing and we would sometimes get her to sing the core vocab target words which worked well for her.</p> <p><b>Resources</b> We would usually use toys and objects in the clinic, e.g. to play shops. Target words were usually just written on card as she is a good reader. The family were given the lists of words to take home. We would use our hands (and sometimes feet) to represent syllables to help her to break words down and she found this really useful to the point when she would then use it as a strategy herself for learning to say new words.</p> <p><b>Practicalities</b> Sessions were often short (30mins) so fortnightly was a possibility. The family run a pub so were very busy but making the activities practical and focused on things IW was interested in made it effective. IW and her parents’ motivation was reignited by the fact that we were targeting words that she really struggled with but that were relevant in her every day life. E.g she learned how to say her sisters’ names clearly and her teacher’s name, and she would leave the room singing ‘Canada’ when we focused on that word (when her brother was going there for a few months). She would surprise herself about how well she had learned to say words that she previously found very tricky.</p> <p><b>Outcomes</b> IW achieved clear production of all targeted words and they generalised approximately 90% of the time to conversational speech in non-therapy tasks. She also learned strategies for how to tackle new tricky words and how to practise to get them clear. Her parents were very pleased with the progress with general intelligibility and her teacher and TA said the same. When I introduced the notion of case closure IW herself said that she felt she needed two more appointments and then we would be ready to close....which we did. Her speech and</p>	

language case was closed with advice on strategies for maintaining clear speech and practising tricky words and the family were delighted with this.

**Top tips**

I would say this is useful with children with persistent difficulties who are struggling to generalise progress to everyday speech.

Sessions can be short so not too time consuming.

Allow the child to be involved in choosing target words because it is very motivating for them (and us) to turn up with a list that they have come up with for you to help them with!