

Case study on T aged 3 years 7 months.

T is one of three sisters. They are all of mixed race and have been raised by their mother in a single parent home. She is the middle child of the three sisters with both her elder and younger siblings both meeting their developmental milestones at the appropriate age whilst T clearly has delay in her speech and language.

A referral was sent to the Children's Centre for outreach support for by the family's health visitor. The referral wanted support for mother around T's behaviour and general support as mum was finding T's behaviour very challenging. The family were at that time living with the maternal grandparents and the 3 siblings and their mother were sleeping in the lounge whilst mum awaited her own property. This was allocated to them and they moved into their own 3 bedroom property.

I have been working with T and her mother A since February 2013 when I picked up the case from the previous outreach worker. In that time I have undertaken weekly home visits and focussed on implementing the BookStart Corner programme with T and A. I have found T to be a delightful friendly child who was willing to engage in the activities put before her.

At the first home visit on 4/2/13 I was accompanied by the Qualified Teacher from Woking Children's Centre who completed the ECAT audit with mum. The first ECAT showed that whilst her listening and attention was at the 22-36 months stage all the other areas of her audit were around the 20 month mark. The audit was re-done on 14/3/13 and showed some small improvements. These improvements were quite minimal and still showed a significant delay in T's speech and language. The improvements were mainly in the area of her single word speech and how she was more able to understand some basic 'who, what and where' questions. She was also more able to end some of the simple rhyme stories that we were doing together. She also demonstrated a better understanding of what she was being asked as when I asked her if she had sung 'heads, shoulder's, knees and toes' recently she jumped down ran across the room and found the book of this name I had left with her, brought it back to me and sat on my lap with it. This clearly demonstrated that she knew the book's name and was able to remember that she had a book of this name and where it was located.

I have also carried out some observations and basic assessments with T using skills gained through studying the ELKLAN speech and language course. I used the Blank levels of questions to see what level T was functioning at and this showed that she was predominantly working at a Blank Level 1 but able to answer some obvious Blank Level 2 questions. This activity was done when reading the book 'Peace at Last' with T. The questions she was able to answer are listed below:

Question	Answer
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Show me the cat	T correctly pointed at cat
Point to the moon	T correctly pointed at the moon
Who is yawning	T did not respond but pointed generally at the bears.
What do you think Mrs Bear is knitting?	T did not respond
Where are the bears going?	T did not respond but pointed at the stairs.
What might Mrs Bear be dreaming about?	T did not answer
What's this? (pointing at the bed)	T responded 'bed'
Point to the pillow	T correctly pointed at the pillow
What's this (pointing at the clock in the picture)	T responded 'clock'- however it was not a clear word response
Show me the cups	T pointed at the cups

I also carried out an assessment looking at Information Carrying Words (ICW's). T was able to quickly and correctly carry out the task asked of her in a 1 ICW statement however when asked to carry out a task with 2 ICW's this very much depended on her. T would seem to be working at a rigid attention level as she presents as being on her own agenda and I found that each time I wanted to get her to carry out a new task I needed to touch her, say her name and ask her to look at me. I then had to wait for her to do this before I was able to give her the instruction but this did not always result in her completing the task.

Whilst completing the Book Corner project with T and A, we have sung songs and rhymes as well as reading stories. From using the skills and knowledge I have gained through ELKLAN I have encouraged A to change words in songs like 'wind the bobbin up' to introduce new everyday words to T and familiarise her with these. A has also been advised to read more with T and ask her basic questions about the books that she is reading and getting T to point things out in the book. A has said that she has seen an improvement in how much T is able to identify within the books.

Without my ELKLAN training I would not have been able to see the gap in T's speech and language skills and would not have been able to advise A of some strategies to use with her. Whilst I have not been able to return yet to the Blank levels or ICW's with T, I am more confident that I will know what strategies to use with both T and A in order to help T with her speech and language. ELKLAN has

also helped me to understand how to adjust my questioning when working both with T and other's in my setting so that the questions are appropriate to the child and their age of developing.

In summary I have found T to:

- Have rigid attention
- Able to answer questions on Blank level 1
- Be able to carry out tasks involving 1 ICW.

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