



Mable Therapy Case Study - Child A



Clinical Details

- Age: 15
- Diagnosis: Verbal Dyspraxia
- Poor gross-motor and fine-motor coordination
- Sensory differences
- Social Communication difficulties
- Anxious/ perfectionistic personality.



Risk Factors

- Difficulty expressing himself clearly to friends
- Struggling with speech clarity and fluency
- High risk of becoming socially isolated and unhappy
- Affecting his participation in everyday activities
- Affecting his access to learning

Mable Timeline

Gather referral information and take case history

Referral made, booked within 48 hours. Report received by school and parents on the same day as appointment

Assessment Session

Assessment information used to set functional goals in conjunction with student, parents and SENCo

Therapeutic intervention - 12 weeks

Agreed 12 week therapy block to learn new strategies and provide support to school and parents

Impact and outcomes

End of block impact report addressing SALT targets, learning goals and impact on wellbeing.



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→ Referral Information

Child A started talking when he was six years old and received a diagnosis of developmental verbal dyspraxia (DVD). By age 10, thanks to intensive sessions with a specialist Speech and Language Therapist, he could express himself in short sentences. He has had the experience of several AAC strategies, including sign language, typing and spelling, to help get his messages across. This student has an EHCP in place with speech and language provision specified but has not received therapy from the local authority.

→ Assessment

The student was referred to Mable by the school SENCO and was booked for an assessment within 48 hours. Mable Therapy matched him with highly specialist therapist Emanuela. Emanuela has a Masters in speech sound disorders from City University London in addition to her undergraduate degree. In 2014 was awarded Speech Therapist of the year for her outstanding work in Speech sound disorders. After the assessment, parents and SENCo received a comprehensive assessment report, which outlined a recommended pathway and therapy plans.

→ Therapy

The student started on the verbal dyspraxia pathway that involved 12 weekly sessions to work on the targets created in collaboration with the student, school and parents. In addition to weekly progress reports and quantitative progress data Emanuela provided an impact report summarising the 12-week block recommendations for the next steps. The therapy block focused on supporting the student in learning strategies to help him fluently articulate low-frequency vocabulary and improve his awareness of his own speech mechanism.

→ Outcomes

The student met all of the goals set by Emanuela and reported that he felt "more confident" and "understood more about speech" following the programme. Parents were thrilled with the support, and online sessions worked very well for this child. Most notably, they reported they would prefer Mable over in-person local authority services. School also noticed a profound increase in confidence and participation.



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Understanding Speech Anatomy

This informal Mable Canvas activity provides an opportunity for the therapist to teach Child A about the anatomy and mechanisms involved in a speech so that he understands his own speech sound difficulties and can work at a metalinguistic level to support his own development and learning.



Sound Loaded Scenes

This Mable Canvas activity provides an opportunity for the therapist to elicit a natural speech sound sample using visual stimulus. The Canvas environment takes the pressure away from the student thinking about their speech production and allows for a more naturalistic interaction.



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Increase consistent production of multisyllabic words

This target uses Mable's unique phonemic keyboard. The keyboard allows the therapist to transcribe the student's productions through the phonemic transition accurately. A phonemic model of the target word is pre-filled in the recording section. The therapist has access to the entire International Phonetic Alphabet Keyboard (IPA)

