



Mable Therapy Case Study - Child B



Clinical Details

- Age: 5
- Diagnosis: Autistic Spectrum Condition
- Sensory processing disorder
- Attention and listening difficulties
- No functional Language
- Some echolalic phrases



Risk Factors

- High level of clinical need
- Affecting Mum's mental health
- Not accessing an adequate level of support through NHS
- Affecting his participation in everyday activities
- Affecting his access to learning

Mable Timeline

Gather referral information and take case history

Referral made, by Child B's Mother. The initial consultation was booked within 48 hours. Assessment report was written and received by parents 2 days following the initial appointment

Assessment Session

Assessment information was gathered through interview with parents, discussion with school placement and through assessment subtests administered in the initial session.

Therapeutic intervention - 40 weeks

Ongoing therapy to address multiple targets including parent empowerment, development of

Impact and outcomes

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



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→ Referral Information

Child B is a private referral. He is age four and has a diagnosis of Autistic Spectrum Condition. He receives Speech and Language Therapy support at school from the NHS, which includes visits three times per year. His Mother would like more support and so-referred to Mable Therapy.

→ Assessment

It was unclear from referral information whether Child B would engage with therapy sessions online, so we began with a trial session. He loved it, he was very engaged and motivated, and mum reported it was the only therapeutic intervention she had tried that held his attention for longer than a few minutes. Mable matched child B with Martha because of his complex profile. She has a history of working in the Autism diagnostic service at Leeds and the Hearing impairment and complex needs Team at Guys and St Thomas' in London. Child B was assessed dynamically over several shorter sessions to establish a baseline. A comprehensive report was written and shared with parents, school and his NHS Speech and Language Therapist.

→ Therapy

Therapy has focused on direct work with child B to increase his vocabulary, word knowledge and functional communication. Martha has also worked closely with his Mum to educate her about the nature of his diagnosis and the best way to support him at home. Martha also advocated for Child B in virtual school meetings. Child B has had weekly sessions with Martha for 40 weeks.

→ Outcomes

Child B has more functional communication; he now greets people he knows, requests activities within the sessions using short phrases, and participates in back and forth conversational turns. His echolalic behaviours have reduced as his language skills have developed. Child B's Mum feels "more empowered" she has joined several support groups for parents of children with an Autism diagnosis. She can advocate for her son's needs and is more accepting of his prognosis.



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Taxonomic sorting - Odd one out

We are developing an understanding of hypernyms and hyponyms, especially concerning noun categories; in this exercise, we teach Child B about taxonomic sisters (Words at the same level in a taxonomy) and belong to the same semantic category of words.

The screenshot shows the Mable Therapy interface. On the left is a sidebar with the 'mable' logo, a star icon, and a timer showing 26:43. Below this are sections for 'Media Controls' (Video Feed, Audio Only, Dock Video, Full Screen Video, Device Settings, Refresh Session), 'Client Details' (Patient: Name: Practise patient, DOB, User: Name: Mr Test Teacher, number: 012345678, device: browser), and 'Mouse Indicator' (toggle, Click Tracking, Position Tracking, Show Therapist Mouse, Show Client Mouse). At the bottom of the sidebar is a 'Record Answer' button with a checkmark icon. The main area features a video feed of a smiling child wearing a headset. Below the video feed is a question: 'Which is the odd one out?'. Three images are shown in boxes: a zebra, a tractor, and a dog. A 'Skip' button is visible next to the question. A progress bar at the bottom shows the current position in the session.



Category sorting - Where does it belong?

Category sorting games help strengthen understanding of semantic links and strengthen neural networks to assist in word retrieval.

The screenshot shows the Mable Therapy interface for the 'Where does it belong?' exercise. The sidebar is identical to the previous screenshot. The main area features a video feed of the same smiling child. Below the video feed is a question: 'Where does it belong?'. A zebra image is shown in a box. Below it are two options: a farm scene and a zoo sign. A 'Skip' button is visible next to the question. A progress bar at the bottom shows the current position in the session.



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Identifying an object from a description of its function, properties and attributes

In this exercise, we have developed Child B's semantic knowledge to the point where he recognises the function. Attributes, properties that categorise words and can listen to a description, retain and process the information and select a correct response from a choice of four. (Therapist asks - show me something you ride)

The screenshot shows the Mable Therapy interface. On the left is a sidebar with controls for media, client details, and user information. The main area features a video feed of a child wearing a headset. Below the video, there are three icons representing different objects: a bicycle, a school bus, and a bell. A progress bar is visible at the bottom of the main area.



Parent support

In one of our initial sessions, we discussed that although Child B did not use many words, he communicated in several ways using his body language, eye contact, leading and vocalising. It was important for mum to observe and recognise these communicative behaviours.

The screenshot shows the Mable Therapy interface with a parent support exercise. The main area displays a grid of icons representing different communication methods: Facial expression, Signs, Eye contact, Pictures, Waving, Guiding you, Symbols, Body Language, Objects, Showing you, and Gestures. A text prompt asks the parent to tick each of the ways their child uses to communicate. A list of communication types is provided on the right: Babble "duh duh duh", Familiar phrases "all gone", Short sentences, Single words, Jargon or chattering, and Open vowel sounds "ahhh".