

# Building Early Sentences Therapy



Developing a theoretically driven, outcomes-focused therapy by involving practitioners, children and parents to maximise accessibility and acceptability

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# Iterative process



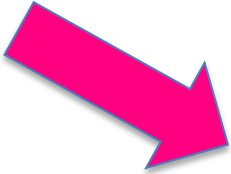


SLTAs

Monolingual and  
bilingual  
professionals



SLTs



**B** **E** **S** **T**

# Consultation



# Feedback: Reassurance

- Conflict with previous ways of working



# Feedback: Organisation

- Paperwork:
  - In sequence → assessments then sessions
  - Each session detailed
- Decision points – carry on / stop
- Care plans – SLTs thought each child should have the same targets
- Equipment bags by set

# BEST equipment: toy box



Monolingual  
English staff and  
families

Bilingual staff  
and families



SLTAs

SLTs

BEST

Children

Parents





# Children's feedback: choosing

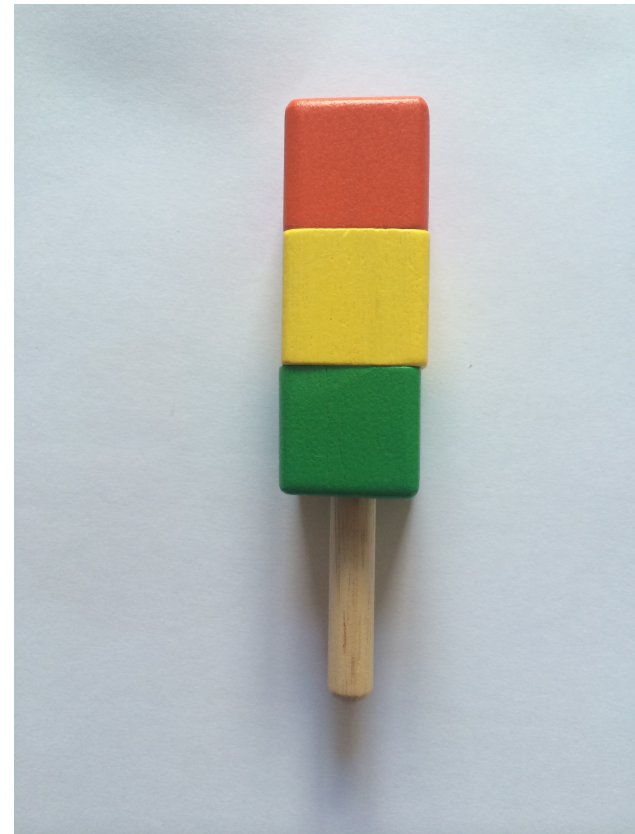
- Reaction to toys / objects
- Analysis of comments and descriptions of pictures

# BEST equipment: lolly

**Trial version**



**Final version**



# BEST equipment: phone

**Trial version**



**Final version**



# BEST equipment: orange juice

**Trial version**



**Final version**

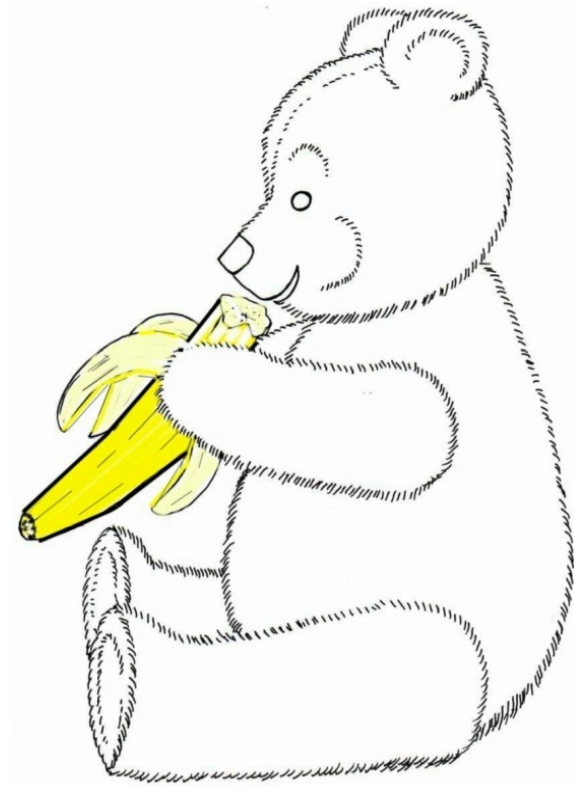


# BEST pictures: Colour to highlight

The teddy is eating

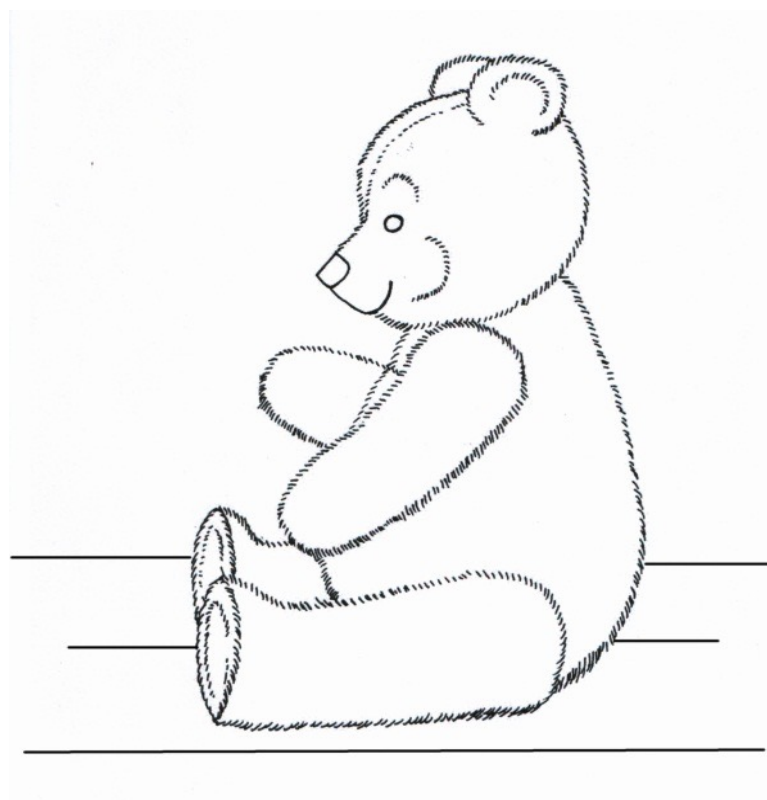


The teddy is eating



# BEST pictures: Perspective

- The teddy is sitting

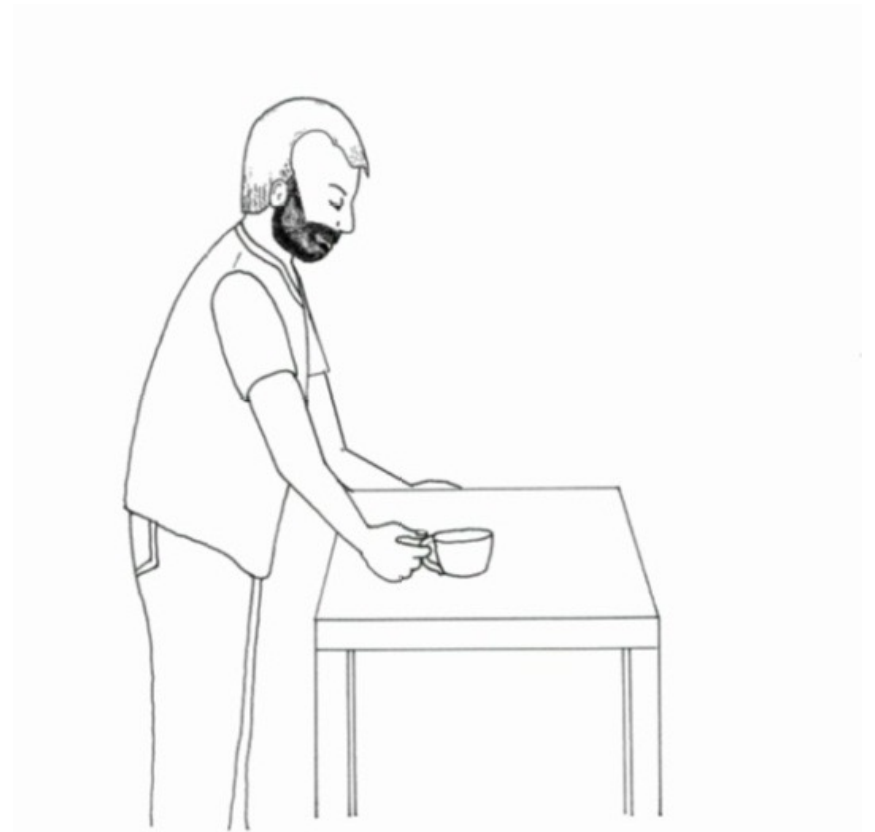


# BEST pictures: Boy or man?

**Man or boy?**



**Beard!**



# BEST homework packs

- Children took the home work packs to their parents to share





# Parents' and carers' feedback

- Visual materials – no need for literacy skills
- Star chart was a motivator for the child and reminded families to attend
- Parents commented on confidence more than language improvement
- May be linked to the child initiating more and /or parents noticing initiations
- Input based – no requirement for children to join in until they're ready



**QUESTIONS**



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