Ebenezer New Hope School

Speech therapy service
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Staff of ENHS

- Staff of Ebenezer New Hope School (ENHS)
  - School section
    - Principal & Teachers
    - Rehabilitation team
      - PT
      - OT, OTA
      - ST
      - Nurses
    - Teaching assistance
    - Social worker
    - Minor staff
    - Clerical staff and other supporting staff (e.g IT)
  - Boarding section
    - Wardens
    - House parents & Program worker
    - Minor staff
Students of ENHS

Age range
- 6-16
- Extension Program (16 +)

Disabilities
- Visually-handicapped: Deaf-blind
- Visually-handicapped: Totally blind
- Visually-handicapped: Low vision
- Physically handicapped
- Mentally handicapped
- Autistic features
Flow of school daily activities

- 0800  Wake up in Boarding section + Breakfast
- 0930  School Assembly
- 0940 – 1040  Class / Session
- 1040 – 1055  Recess
- 1055 – 1225  Class / session
- 1225 – 1300  Lunch
- 1300 – 1400  Rest / Program
- 1400 – 1530  Class / session
- 1700  Dinner
- 1800 – 2100  Shower / news listening / program
- 2100  Bed-time
Special subjects / services

- Low vision training (LV)
- Orientation and Mobility (O&M)
- Braille
- Conductive Education (CE)
- Physiotherapy (PT)
- Occupational therapy (OT)
- Speech therapy (ST)
- Extension Program
ST services

- Serving students
  - Communication skill class (CS) [whole school]
  - Individual and group session
  - Group session with rehabilitation team members
  - School extra-curriculum activities
    - (E.g. Girl Guides, Picnic, Overnight camp)
  - Daily routine (exercises, feeding)
  - Paper work
ST services (cont’d)

- Serving parents
  - Parents’ day
  - Case conference
  - Parents’ enquiry
  - Other school functions
ST services (cont’d)

- Co-operation with colleagues
  - Staff from Ebenezer school
  - Staff development program
  - Staff meeting
  - Planning and designing of curriculum (e.g. 語常科、延伸課程)
  - School manual

- Co-operation with other organizations
  - Hong Kong Society for the Blind (HKSB)
  - Funding proposal
  - Visitors
## Communication problems seen at ENHS

<table>
<thead>
<tr>
<th></th>
<th>Vocal</th>
<th>Verbal</th>
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</thead>
<tbody>
<tr>
<td>Pre-linguistic skills</td>
<td>0</td>
<td>0</td>
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<tr>
<td>Linguistic skills</td>
<td>14</td>
<td>37</td>
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</tbody>
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- **Prelinguistic**: 0%
- **Vocal & Linguistic**: 27%
- **Verbal & Linguistic**: 73%
Therapeutic Process

- Intake – by Social Worker
- Assessment
  - Informal assessment to obtain baseline
    - Observation
    - Free play
  - From Medical report, referral reports and caretakers’ reports to obtain basic background information
- Writing of Treatment plans
  - Individual / group therapy (Twice a year)
  - CS classes (4 times a year)
Therapeutic Process (cont’d)

- Treatment
  - Comprehension
    - Daily commands
    - Questions
    - Daily Conversation
    - Reports (by peers or news)
  - Objects
  - Braille
  - Signs
  - Pictures

- Expression
  - Verbal
  - Signs
  - Communication Book

- Social skills

- Evaluation, Progress Summary & Recommendation

- School leaver’s report (If necessary)
Features in the Communication of VI children with MH

- **Weakness**
  - Social skills – lack of confidence, passive, echolalic speech, self-centered, verbalism
  - Difficulty in Learning Symbolic ideas
    - (photos, pictures, symbols, icons, written words and visual concepts e.g. colors, height… etc.)
  - Difficulty in Learning daily concepts / activities
    - (deprivation of visual stimuli)
  - Ineffectiveness in daily communication
    - (no information from facial expressions and body language of communication partners)
  - Phonological errors
    - (no visual cues)
Features in the Communication of VI children with MH

- **Strength**
  - Increase in auditory, olfactory, tactile sensory awareness
- **Attentive**
  - (no visual distracters)
- **Good memory**
End