Speech and Language Therapy
An Insight Into Early Intervention

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October 25th 2023
APDSF, Kathmandu, Nepal
The act of sharing, exchanging ideas, thoughts and feelings

During the first 3 months babies begin to use their voice and body to communicate

Crying will be the newborn's main way to communicate,

Babies slowly discover their ability to make sounds: Soon you'll have a cooing and gurgling machine! Your baby will "talk" to you with a variety of sounds: babbling
Learning to talk is an everyday activity.

- **Language is learned because**
- **Children want to communicate**
- **The single most important influence on the rate of progress is the quality and quantity of communication that the child experiences throughout their day at home or at school.**
Early interaction with your child

- **Interact and engage with your baby**
  
  Your baby loves the sound of your voice.
  
  Talk, read, sing, and coo away during these first few months.
  
  Respond enthusiastically to your baby's sounds.
  
  Name familiar objects as you feed, change, and play with your baby.

- **Have conversations with your baby**
  
  Don't interrupt or look away when your baby is "talking".
  
  Your baby will start to enjoy two-way "conversations" — exchanging smiles and sounds.

- **Notice when your baby needs quiet time**
  
  They may need to take a break from all the stimulation.
When do you begin intervention?

- Shortly after birth for feeding
- As early as 6 months for communication
Development in children with Down Syndrome

Children with Down syndrome usually have an uneven profile of social, cognitive and language development.

Delay is not equal in all areas.
Understanding the child - Strengths

- Imitation
- Language Comprehension and Cognitive skills
- Social-pragmatic Skills
- Visual Memory
- Compliance
- Response to reinforcement
Understanding your child - Challenges

- Associated Sensory deficit
- Taking to nonverbal communication
- Muscle Tone Issues
- Slow vocabulary acquisition
Prognostic variables - The big W?

- Sensory abilities
- Pre-linguistic skills
- Comprehension
- Muscle tone
- Language learning situations
- Specific difficulties
- Variability in children
Determinants of success

- Every achievement is a milestone to celebrate
- Give your child the time to bloom and do not succumb to pressure
- Presence of parent in the sessions - Parents are the best therapists
- Regularity, redundancy and consistency
THERAPY AND REHABILITATION
Components of Speech Therapy

- Prelinguistic Skills
- Comprehension
- Expression
- Oromotor Stimulation
These skills are the basepoint for developing any skill.

Some children develop these skills faster than others.

Developing these abilities forms the foundation of a child’s speech and language.
Prelinguistic

- Pointing
- Joint Attention
- Matching
- Eye contact
- Eye and hand coordination
- Sitting tolerance
- Imitation
Language Skills

- Comprehension
- Expression
- Auditory perception
- Articulation
- Fluency
Oromotor Stimulation

- Specialized exercises to improve strength, movement and coordination of oral structures such as tongue, lips, cheeks and jaw
Lip Strengthening

Closure and Seal

- Helps with drooling, chewing and swallowing
## Defining roles - SLP vs Parent

<table>
<thead>
<tr>
<th>SLP</th>
<th>PARENT</th>
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<tbody>
<tr>
<td>Set realistic goals – long term and short term</td>
<td>Involvement and Engagement</td>
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<tr>
<td>Design effective and doable home therapy programs</td>
<td>Follow your therapist</td>
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<tr>
<td>Plan activities for each goal</td>
<td>Redundancy, Consistency and Practice</td>
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<td>Suggest reinforcement strategies</td>
<td>Regularity</td>
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<tr>
<td>Highlight the nuances during the therapy session</td>
<td>Provide feedback</td>
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<td>Support strategies for schooling</td>
<td>Document Progress</td>
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Vision

Early intervention paves the way to **inclusive education**

Making the self advocates – **happy, independent and confident**

Improve quality of life