



Assessment

Evaluations available

Therapy in Praxis Limited offers a number of different occupational, physical, speech and language and auditory therapy evaluation services to help determine the most appropriate treatment strategy for your child.

Through initial conversations and detailed intake forms, we will determine, together, which type of evaluation(s) your child may require.

OCCUPATIONAL THERAPY / PHYSIOTHERAPY EVALUATIONS

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OCCUPATIONAL THERAPY / PHYSIOTHERAPY EVALUATIONS:

This is the most thorough and commonly suggested evaluation we provide before beginning therapy services. The comprehensive evaluations combines clinical observations, standardised assessments, checklist forms and parent report. We will utilise assessment tools based on your child's age, abilities and needs.



SPEECH & LANGUAGE EVALUATIONS:

These evaluations, administered by a speech/language therapist, thoroughly examine the child's auditory and/or language skills. The evaluation combines clinical observations, standardised assessments, checklist forms and parent report. Direct assessment tools utilised will be based on your child's age, abilities and needs.

COMBINED COMPREHENSIVE EVALUATION:

This evaluation is the specialty of Therapy in Praxis Limited. It combines the comprehensive occupational-therapy and / or physiotherapy evaluation with a thorough auditory/language

evaluation and oral-motor assessment. In particular, it includes a more in-depth speech-and-language evaluation focusing on all aspects of communication, including auditory processing, expressive and receptive communication, and speech and oral motor skills.

ASSESSMENT SESSION

During the assessment the therapist/s will try to understand why the child is having difficulty and to learn as much as they can about his / her daily life.

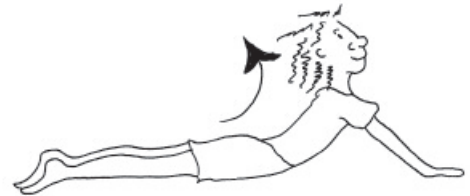
We prefer parent/s to be available throughout although assessment is generally 1:1 with parents observing through a two-way mirror facility.

Assessment is based on informal and formal assessment procedures as indicated. The therapist may use non-directive play situations to gain an insight into a child's responses to sensory input, how he / she processes and interprets sensory information in order to plan and organise movements and co-ordination.

This is particularly appropriate for children who have another 'label' or diagnosis or who are immature or very young.



The assessment may use a combination of standardised and non-standardised assessments to identify specific areas of difficulty in relation to sensory reaction and processing, motor co-ordination and visual perceptual development. This is appropriate for those children for whom dyspraxia or sensory integrative dysfunction is the main area of difficulty.



After this, feedback will be arranged depending on the circumstances. Usually we prefer that the child is not present at feedback unless it is requested at this time. The family will receive a comprehensive written professional report, strategies and advice.



Having identified areas where the child needs help, Therapy in Praxis may recommend that further advice is sought from other agencies to meet the child's needs.

After discussions it may be possible to suggest practical ways to support the child or regular therapy might be indicated.

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