

**"If a child can't learn
the way we teach,
maybe we should teach
the way they learn."**

Ignacio Estrada



A WORD FROM OUR DIRECTOR



By bringing together a team of dedicated experts, Brighten Therapy aims to identify, support and provide effective intervention for children with needs. We hope to make life a little easier for all our families by providing a range of services in one convenient location.

Our multidisciplinary team adopts a holistic approach by addressing all-rounded abilities such as speech-language, motor, cognitive and social-emotional skills. Since every child learns differently, our tailor-made and evidence-based therapy plans are designed to specifically fit each child's unique needs, and also to suit individual family situation, budget, and availability.

I believe every child has the potential to succeed and we are here to help your children reach their full potential.

Zoe Lee, M.Sc., S-LP(C)

Founder & Clinical Director

Registered Speech-Language Pathologist

WHAT IS SPEECH-LANGUAGE THERAPY?

It is carried out by speech therapists - highly trained professionals who are experts in communication and can evaluate and treat children who have difficulty with:

**SPEECH
SOUNDS**



**ORAL MOTOR
SKILLS**



VOICE



FLUENCY



**USE
OF LANGUAGE**



**UNDERSTANDING
OF LANGUAGE**



**PLAY
SKILLS**



**SOCIAL
SKILLS**



**COGNITIVE
COMMUNICATION**



In speech-language therapy, a therapist may work with a child one-on-one, in a small group, or in the classroom.

SPEECH SOUNDS



SPEECH SOUNDS

Speech sounds accuracy refers to the pronunciation and clarity of sounds in a language. Speech therapists work on improving a person's speech sounds accuracy and overall speech intelligibility.

The four types of speech sounds errors are:

- substitution: e.g., 'red' as 'wed', 'got' as 'dot'
- omission: e.g., 'read' as 'rea', 'star' as 'tar'
- distortion: e.g., slushy 's'
- addition: e.g., 'galue' for 'glue'

ORAL MOTOR SKILLS



ORAL MOTOR SKILLS

Oral motor therapy targets the awareness, strength, coordination, control and mobility of oral muscles necessary for feeding and swallowing development (e.g., lips, jaw, tongue).

It can benefit children who present with:

- tongue thrust
- drooling
- tongue or facial weakness
- difficulty with sucking, drinking, chewing and swallowing

FLUENCY

FLUENCY

It is not uncommon for young children to have typical disfluencies in their speech. For most toddlers and preschoolers, disfluencies tend to go away on their own after a short period of time. If, however, the disfluencies persist and the signs of stuttering become more obvious, speech therapists can work with children to establish smooth speech.

Typical disfluencies:

- Word or phrase repetitions (e.g., "But-but I don't want to go")
- Silent pauses
- Use of fillers (e.g., uhh, umm)

Stuttering-like disfluencies/behaviours:

- Sound repetitions (e.g., "Look at the b-b-boy")
- Prolongations (e.g., "Sssssometimes we go out")
- Blocks - inability to initiate sounds
- Facial tension

VOICE

VOICE

Speech therapists work with a variety of voice disorders, which can include hoarseness, breathiness, inappropriate pitch or loudness, and loss of voice.

Most voice disorders result from vocal misuse and straining the voice in some way, such as frequent shouting, muscle tension, speaking at a pitch too low or high, or chronic throat clearing.

UNDERSTANDING OF LANGUAGE



UNDERSTANDING OF LANGUAGE

Children who have understanding difficulties may find it challenging to engage in activities and academic tasks.

They may present difficulties with:

- following instructions at home or at school
- attending and listening in group settings
- learning basic concepts
- responding to requests appropriately
- understanding questions and providing usual answers

USE OF LANGUAGE



USE OF LANGUAGE

Children who have difficulties with the use of language may find it challenging to use words, sentences and gestures to convey meanings and to express their thoughts and ideas to others.

They may present difficulties with:

- labeling objects in the environment
- describing actions and events
- putting words together to form complete sentences
- using correct language structures (grammar)
- choosing the right words to use in a sentence (content)
- retelling stories

PLAY SKILLS



PLAY SKILLS

Play is one of the important ways that children learn about the world by exploring their environment, discovering their interests, and acquiring cognitive, motor, speech, language, and social-emotional skills.

SOCIAL SKILLS



SOCIAL SKILLS

Social skills include the ability to use verbal and nonverbal language with others. Some children may have difficulty with:

- behaving or saying things that are socially appropriate
- understanding another person's intentions
- recognizing choices and expectations of others
- making friends, sharing or turn-taking

Speech therapists use various strategies to help develop social skills and functional communication, e.g., role playing, social stories, video modeling.

COGNITIVE COMMUNICATION



COGNITIVE COMMUNICATION

Some children may have difficulty with:

- anticipating consequences of own actions
- making judgments, reasoning and solving problems
- organization
- attention and memory

Speech therapists can help them improve these cognitive functions so they can perform daily living activities and communicate more efficiently (e.g., staying on topic, remembering information, responding accurately).

THE IMPORTANCE OF EARLY INTERVENTION

If you have any concerns about a child's speech, language and communication abilities, it is best to contact a speech therapist for an evaluation. **No age is too early** to meet with a speech therapist for an assessment to decide whether treatment is needed.

When we identify concerns in communication and speech-language development, we encourage families to seek intervention as soon as possible instead of taking the "wait and see" approach.

Acting early can have a significant impact on a child's overall development. It does not only improve a child's ability to communicate. Early intervention can also enhance a child's social and emotional skills development now and for the future, and help prevent potential problems with behaviors and learning.

Early intervention can help improve:

communication skills



social skills



emotional development



OUR CENTRE



Safety + Comfort = Fundamental.

Our centre was designed to provide a quiet, low arousal environment for optimal learning. A space without too many distractions can decrease sensory overload and help children focus their attention on the task at hand.

We have a stress-reducing “cave” with cushions and books in which children can take a break and relax when they want to.

OTHER CENTER-BASED SERVICES

Occupational Therapy

WHO IS IT FOR?

Children who have difficulties with sensory processing, fine and gross motor skills, strength and endurance, writing and drawing, balance and coordination, attention, and spatial awareness

WHAT ARE THE GOALS?

- Promote independence in self-care skills: eating, dressing, toileting, bathing, grooming
- Modulate and integrate sensory processing in visual, auditory, tactile, proprioceptive and vestibular areas
- Establish better movement, mobility, balance and coordination
- Reinforce functional fine, gross and visual-perceptual motor skills
- Provide adaptive equipment recommendations and usage training
- Modify home and classroom environments to assist children in performing tasks more efficiently and effectively



Psycho-Educational Assessment

WHO IS IT FOR?

Children who are suspected of having features of autism, attention deficit hyperactivity disorder (ADHD), giftedness, specific learning disabilities (e.g. dyslexia, dysgraphia, dyscalculia), developmental delay, or intellectual disabilities

WHAT CAN BE EVALUATED?

- Intelligence
- Cognitive abilities: reasoning, memory, processing speed
- Academic skills: reading, mathematics, writing, listening
- Behavioural functioning
- Social and emotional functioning

OTHER CENTER-BASED SERVICES

Music Therapy

WHO IS IT FOR?

Children who have limited verbal communication, emotional dysregulation and inattentiveness

WHAT ARE THE GOALS?

- Use of musical interactions to enhance and develop socialization, communication, and self-expression skills
- Provide an orderly integration of auditory, visual, cognitive and sensory stimulation
- Enhance listening skills and attention



Counselling

WHO IS IT FOR?

Children age 4 or up who currently have relationship issues and social-emotional challenges, including anxiety and depression

WHAT ARE THE GOALS?

- Improve self-understanding
- Foster emotional development and coping skills (e.g., relieve stress, regulate emotions)
- Strengthen self-esteem
- Improve communication with others
- Identify personal goals and potential solutions to problems
- Promote positive behavioural changes

OUR TEAM



ZOE LEE

Founder & Clinical Director
Speech Therapist



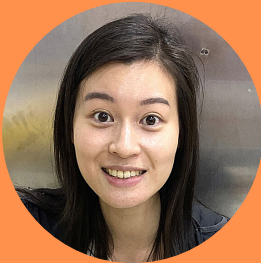
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