

# bulletin

THE OFFICIAL MAGAZINE OF THE ROYAL COLLEGE  
OF SPEECH & LANGUAGE THERAPISTS

March 2020 | [www.rcslt.org](http://www.rcslt.org)

Tackling the word  
gap with BBC Tiny  
Happy People

Stepping up: SLTs and  
leadership skills

Altered states: the role of SLTs in supporting  
adults with disorders of consciousness





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# Victoria Briggs

EDITORIAL



**Bulletin thrives on your letters and emails. Write to the editor,** RCSLT, 2 White Hart Yard, London SE1 1NX. Email: [bulletin@rcslt.org](mailto:bulletin@rcslt.org) Please include your postal address and telephone number. Letters may be edited for publication (250 words maximum).



## Behind the scenes

If the arrival of spring has brought some pep to your step, then this month's issue of *Bulletin* comes packed with opportunities for you to channel all of that positive energy.

Let's start with BBC Tiny Happy People. Last September we brought you news of the BBC initiative aimed at reducing the word gap in the UK's 0- to 4-year-olds. This month sees not only the launch of Tiny Happy People but also the RCSLT's official endorsement of it. It's an important partnership for us, one that allows us to work with a national broadcaster to support the development of evidence-based resources for both parents and practitioners, and to raise the profile of the profession. To celebrate the partnership, we've gone behind the scenes of the BBC to bring you interviews with the team behind the initiative (p16), and the SLTs who've been working with them on its development. If you're an SLT with early years expertise and a creative bent, then do check out the exciting opportunity to get involved in the next phase of the initiative.

This month also brings Swallowing Awareness Day. Whether in your settings or on social media, we hope you'll join us on 18 March to shout about dysphagia. As in previous years, we'll be on the lookout for your photos from the day to publish in *Bulletin*, so be sure to tag them with [#swallowaware2020](https://twitter.com/hashtag/swallowaware2020) and get your colleagues and friends (and pets!) involved.

Our 75th anniversary theme this month is 'women'. We've got Twitter chats lined up on gender diversity in the profession, a webinar on 'Giving voice to trans people', and additional themed content for download over at [www.rcslt.org](http://www.rcslt.org). Enjoy!

**Victoria Briggs**, editor

[bulletin@rcslt.org](mailto:bulletin@rcslt.org) [@rcslt\\_bulletin](https://twitter.com/rcslt_bulletin)

### Your RCSLT

LUCY ADAMSON



I joined the RCSLT in December as a project coordinator in the professional development team. I will be working on a number of topics, including advanced clinical practice, the update of the learning disabilities online guidance, personalised care and the update of the leadership webpages. I am

excited to be working in such an innovative and dynamic organisation, as well as with highly experienced and dedicated SLTs from across the UK.

Previously, I taught French to 3- to 18-year-olds in a range of schools. I have also worked in teacher training and development. As a linguist, I have always been interested in language and communication, so I am excited to be bringing my passion and experience to the RCSLT and its members.

Please get in touch if you are interested in any of the topics mentioned above.

**Lucy Adamson**, project coordinator

Email: [lucy.adamson@rcslt.org](mailto:lucy.adamson@rcslt.org)



## Eastern Retirement Network and the 75th anniversary

Following a meeting of the Eastern Retirement Network group, we would very much like to make a call for retired members to make contributions to the RCSLT 75th anniversary year throughout 2020.

At our meeting there was a discussion about the content and format of these contributions, and members were asked to consider writing about reflections on their careers, and to submit early case histories, historical photographs, books, articles and memories.

Any retired members who wish to get involved are encouraged to get in touch with Carol Everingham at [caroleveringham@btinternet.com](mailto:caroleveringham@btinternet.com)

## Questing for a spiky profile

I am concerned that many SLTs imply that a spiky profile or mismatch in scores on a battery assessment means a child 'has a disorder' and so needs therapy.

This is at odds with the evidence as discussed in the RCSLT DLD briefing paper and the specific language impairment (SLI) debate (see [bit.ly/2ONibFU](https://bit.ly/2ONibFU) and *IJLCD* special edition, 2014):

- The term 'disorder' should be used where there is no obvious aetiology.
- A spiky or flat profile is not an effective indicator of aetiology or prognosis.
- Response to intervention and lack of obvious cause (such as deprivation) are a better indicator of disorder.
- It is unhelpful to separate between delayed as transient and disordered as lifelong, as language skills are so fluid.

The SEN code of practice (2015) states that provision should be based on a careful evaluation of a child's current strengths and needs. Therefore, it is important to detail any 'spikes' in a profile as these strengths can be used to develop functional strategies, build on these strengths and take pride in them, and understand it can be frustrating to find some things so much easier than others.

I would urge my colleagues to care about spiky profiles and mismatches, not because they indicate some hallowed 'disorder', but because we should be describing the child's strengths and difficulties so we can meet their needs, celebrate their strengths, and treat them as an individual and not as a label.

**Helena Duncalf**, highly specialist SLT

[helena.duncalf@nhs.net](mailto:helena.duncalf@nhs.net)

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European Day of Speech and Language Therapy



International Women's Day



Swallowing Awareness Day

## CPLOL working to overcome language and culture barriers

The increasing linguistic and cultural diversity of populations across Europe, and the barriers that healthcare users face when they do not speak the dominant language of the country in which they live, was the focus of a recent RCSLT CPLOL\* Action Group professional development event in Birmingham. Solutions were discussed to enable all people to access equitable services and to contribute to how those services are delivered.

Professor David Sallah of Birmingham Community Healthcare NHS Foundation Trust introduced the audience to the amazing linguistic diversity of Birmingham, where 64 different languages are spoken.

Keynote speaker Professor Wiebke Scharff-Rethfeldt from Hochschule Bremen, Germany, advocated actively listening to our clients, their families and wider communities, in order to remove barriers, while healthcare providers need to support access to services and ensure that linguistically and culturally diverse populations feel comfortable using them.

Keynote speaker Dr Julie Marshall from Manchester Metropolitan University spoke about her research into low- and middle-income countries, reflecting on how communication is influenced by culture. She argued that we need to gather comprehensive background information from clients in order to develop our understanding of cultural differences and to ensure that we provide accessible healthcare.

Further discussion focused on offering more flexible services to enable inclusion—potential solutions include being more flexible with time and location and making assessment and intervention more meaningful for families, and more appropriate to their cultural expectations by using appropriate resources. International volunteering was proposed as a solution for better preparing the student allied health professionals of the future, by helping them to develop a skillset that includes broader thinking around culture and communication.

The SLTs in attendance had the



opportunity to reflect on their unique skillset, one that enables them to advocate for people from linguistically and culturally diverse populations.

SLTs can enable positive environments for children and families to feel comfortable enough to demonstrate what interactions and communication look like in their daily lives. This is key to creating accessible healthcare.

**The RCSLT CPLOL Action Group is hosting a webinar on inclusive and accessible service provision from 4.15 to 5pm on 3 March. For information, visit [www.rcslt.org/webinars](http://www.rcslt.org/webinars)**

**CPLOL celebrates the European Day of SLT on 6 March, with a clinical focus is reading and writing disorders. For more information, contact Dr Mark Jayes, RCSLT CPLOL representative, at [m.jayes@mmu.ac.uk](mailto:m.jayes@mmu.ac.uk) or visit [cplol.eu](http://cplol.eu)**

**Lesley Cherriman, CPLOL Action Group member and SLT, Isle of Man Government**  
**Email: [lesley.cherriman@gov.im](mailto:lesley.cherriman@gov.im)**

**@UK\_CPLOL**

*\* CPLOL, the Standing Liaison Committee of EU Speech and Language Therapists and Logopedists, is the umbrella body for 30 European professional organisations for SLTs and logopedists, including the RCSLT*

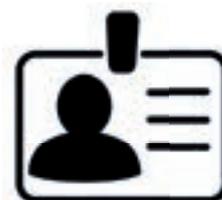
### Membership renewal reminder

Your 2020/2021 membership renewal information should have reached you by email or letter at the end of last month.

If you pay your fees by direct debit then your membership will be renewed automatically and no further action is required.

However, if you wish to change your membership category, pay by credit card or set up a direct debit, please contact the membership team by emailing [membership@rcslt.org](mailto:membership@rcslt.org) or calling **020 7378 3010/3111**.

Please remember that our insurance covers only fully paid-up members. Members paying by cheque or credit card must pay before **1 April** to ensure that full insurance cover remains in place.





**@FindthekeySLT**

When the young man in our AAC assessment today picked up the device and said 'I love you' to his mum ... #MySLTday

**@rjbsalt**

A lovely #mySLTday @DagParkOffical all packed for a presentation tomorrow at a local school #lovemyjob

## MBE honour for learning disabilities champion

Congratulations to Nigel Miller, therapies lead at Hywel Dda University Health Board, who has been appointed a Member of the Order of the British Empire (MBE) in the New Year 2020 Honours List for services to people with learning disabilities.

Nigel has worked as an SLT in West Wales for more than 33 years and was awarded a Fellowship of the RCSLT in 2011.

Starting in 1986 as the only SLT within the mental health/learning disabilities directorate in his area, Nigel went on to build an award-winning team of 13 specialist SLTs and SLTAs. He was formally recognised by the Council for Professions Supplementary to Medicine when he assisted in its transition to becoming the Health and Care Professions Council.

In 2003 Nigel attended a reception at 10 Downing Street in recognition of his work in promoting allied health professionals. He was also pivotal in the development of the easy-read way-finding signage at Withybush Hospital, which was designed to help people with learning disabilities find their way around the hospital more easily. The outcome had a positive response not just

from people with learning disabilities but from the general public as well. This project gained international attention and accolades from both his peers and the Welsh government, winning the 'Citizens at the Centre of Service Re-Design and Delivery' award at the NHS Awards 2013.

Nigel's passion for developing reasonable adaptations so that everyone can be included and listened to means that people with learning disabilities now have a say at the senior management meeting of statutory bodies of the West Wales Partnership. Nigel won hearts and minds by demonstrating that, with reasonable adjustments, a group of disadvantaged and underrepresented people in society could be supported to bring a wealth of knowledge and information to the development of their health and social care in West Wales.

In 2019 Nigel was the recipient of an NHS Wales Award, for 'empowering people to co-produce their care'. Throughout his career he has always carried an active caseload and has been committed to



employing people with learning disabilities within the Health Board.

Nigel said that he was "slightly overwhelmed" at being singled out for this honour. "There is no doubt that I would not have got it if I hadn't had the opportunity of working with some amazing people who happen to have been labelled with the term 'learning disability', outstanding and talented colleagues, forward-thinking organisations and a truly supportive family."

## 75th anniversary video interview



Pam Enderby, Emeritus Professor of Community Rehabilitation at the University of Sheffield, took part in a video interview with the *Bulletin* team to discuss her career over the past 30 years, diversity in the speech and language profession, and some tips for anyone starting their career as an SLT.

Pam was an obvious choice to feature in March, the month in which we celebrate International Women's Day, and when the RCSLT is highlighting the role of women in building and leading the speech and language therapy profession.

She led the charge for SLTs to legally receive 'equal pay for equal work' in the 1990s, and is today recognised as one of the leading figures in the profession.

In our discussion, Pam touches on topics such as why so many SLTs tend to be female, how to attract more men to the profession, and the most important lessons she's learnt throughout her career.

To view the video, and a range of other themed content, resources and merchandise, visit [www.rcslt.org/75years](http://www.rcslt.org/75years)

@jongthorne

Saying to someone 'I don't think you need thickener anymore' and seeing their smile in response is always a great moment! #RCSLTlove

@ekmslt

I love facilitating non-verbal patients to be able to show capacity to engage in their healthcare (and lifestyle) decisions when it is generally assumed they can't have a say! #RCSLTlove



DELLA MONEY & KAMINI GADHOK

## Afasic charity concert a hit

Afasic, the charity organisation for families that seeks to raise awareness of speech and language needs in children and young people, held a hugely successful Christmas concert at the Church of St Andrew in London in December.

Afasic was established more than 50 years ago, and works to help families to understand speech, language and communication needs and developmental language disorder.

The concert was attended by Afasic's patron, HRH The Duchess of Gloucester, and included readings by actor Sir Derek Jacobi and two pupils from Moor House School and College: Oliver Campbell and Samuel Harper.

The church was packed with families, volunteers and Afasic supporters, including three of its vice presidents: Professor Dorothy Bishop, Dr Susan Ebbels and Professor Courtenay Norbury, who all support the charity.

Afasic CEO Linda Lascelles was pleased with the success of the event, and appreciated the continued support of the RCSLT members who attended this biennial celebration.

Carol Everingham



## Swallowing Awareness Day 2020

Swallowing Awareness Day takes place this year on 18 March, in the middle of NHS Nutrition and Hydration Week (16-20 March).

In previous years, members' efforts to raise awareness of how dysphagia affects people's lives, and the role of SLTs in supporting those with dysphagia to eat, drink and swallow safely, have been at the heart of Swallowing Awareness Day campaigns. We hope this year's campaign will inspire the same acts of creativity and collaboration across the profession.

You can download the 2020 Swallowing Awareness Day toolkit from the RCSLT website: just visit [bit.ly/SwallowAwareTools](http://bit.ly/SwallowAwareTools). It includes logos, posters, factsheets, coasters and placemats for you to print out and use to support awareness-raising activities in your workplace.

Don't forget to post your activities on social media using the hashtag #SwallowAware2020 and tagging @RCSLT and @GivingVoiceUK so we can see and share your efforts.

## JOINING FORCES

In this special anniversary year of ours, we are delighted to announce that the RCSLT has become an official partner of BBC Tiny Happy People, the biggest initiative ever undertaken by BBC Education.

As you can read in our feature on p16, the aim of the BBC initiative is to reduce the language and literacy gap in children 0- to 4-years-old. The BBC's website ([www.bbc.co.uk/tinyhappypeople](http://www.bbc.co.uk/tinyhappypeople)) offers an extensive collection of fun, high-quality, evidence-based content and resources that early years practitioners can use to create real change and improve outcomes for some of the most vulnerable children in our society.

Two years ago, when Kamini was first approached by BBC Education to get involved in the project, she was keen to ensure that SLTs from across the UK who worked in early years were actively engaged in the development of Tiny Happy People from the outset.

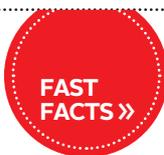
Thanks to the hard work and dedication of several of our leading early years experts (including Janet Cooper, Michelle Morris, Catherine Pape, Shima Choudhury, Delyth Dando and Jane Young, along with members of their respective teams) we are now able to bring you news of our formal relationship with the BBC on this important initiative, as well as a behind-the-scenes look at Tiny Happy People from the BBC team itself.

We hope that the resources that have been developed by the BBC will enhance the work undertaken not only by SLTs, but by other professionals working in early years services too.

In addition, we would like to promote the opportunity being offered by BBC colleagues for members to get involved with the ongoing development of Tiny Happy People by sharing their ideas and experiences with the production team. Our 'My Working Life' this issue (p33) comes from Cardiff SLT Sinead Campbell, who stars in one of the BBC's online videos. By signing up to the BBC's newsletter at [tinyhappypeople@bbc.co.uk](mailto:tinyhappypeople@bbc.co.uk), you can be among the first to hear about further opportunities and new developments underway.

*"SLTs... were actively engaged in the development of BBC Tiny Happy People"*

Dr Della Money, RCSLT chair  
Kamini Gadhok, MBE, RCSLT chief executive  
Email: [kamini.gadhok@rslt.org](mailto:kamini.gadhok@rslt.org)



43

jokes submitted to the Voice Box judging panel

86,000

click throughs to rcslt.org from Google in the last three months

## Formidable females, wonderful women

*Jois Stansfield shines a light on some of the strong women who helped to build the speech and language therapy profession as we know it today*

Many of the pioneers of the speech and language therapy profession, including all 18 of the RCSLT founder fellows, were women. International Women's Day, recognised on 8 March, provides a great opportunity to celebrate our place as a strong, female-led profession, and the women who helped to make it that way.

**Elsie Fogerty (1865–1945)** established what is now the Royal Central School of Speech and Drama at the Albert Hall in London in 1906. She came from a privileged background, but had to find a way to earn a living when her father became ill and unable to support the family. By 1912 she was teaching about elocution, voice production and 'speech defects', and began working as a speech therapist in St Thomas's Hospital. She was involved with the school until her retirement in 1942.

The Great War decimated the male population in the UK, and between the wars around a fifth of women of 'marriageable age' remained single throughout their lives. Many of these women turned their energy to forging careers for themselves, including many early speech therapists.

**Winifred Kingdon Ward (1884–1979)** was one such SLT. She studied singing and speech and worked with injured servicemen during the Great War, subsequently establishing not one, but two schools of speech therapy. The first, in 1929, was at the West End Hospital (now University College London). She left in 1935, ostensibly to travel, but also following a disagreement with one of the senior staff, of whom she disapproved because of his 'irregular' (ie adulterous) relationship with a woman described as either his laboratory assistant or an SLT. The London Hospitals School (now at City, University of London),



her second establishment, was founded in 1942. Winifred demonstrated huge tenacity by achieving all of this in the middle of wartime London, and went on to author a number of important publications.

**Anne McAllister (1892–1983)** was a Scot whose work as a phonetician in Glasgow morphed into speech therapy. 'Dr Anne', as she became known, first started teaching about speech disorders in 1919, and established the Glasgow School of Speech Therapy (celebrating 85 years this year) in 1935. As with so many other women in the field, Anne was renowned for being highly intelligent and knowledgeable, but she did not hold back when she was displeased.

**Joan van Thal (1900–1970)** was of Dutch and English heritage, and educated in England. She had wanted to become a doctor, but was not accepted to study medicine owing to her poor eyesight. Under the guidance of Elsie Fogerty after the Great War, Joan became an expert

on cleft palate, publishing a book on the topic in 1934. Her greater claim to fame, however, is that during World War II she appears to have been the catalyst in bringing together the two competing speech therapy associations formed in the 1930s, resulting in the establishment of the College of Speech Therapists (now the RCSLT).

There are so many other impressive women who built this amazing profession—the stars in my own 'speech therapy sky' include Betty Byers Brown, Caroline Dunsmore (my wheelchair-using, polio-surviving boss in Canada), Brenda Kellett and Pam Enderby.

Who are the inspirational women—and men—in your SLT world? Let us know on Twitter and join the conversation about gender diversity using **#RCSLTwomen**

**Jois Stansfield, emeritus professor, Manchester Metropolitan University**

### Share your stories

Many thanks to all those who have submitted their contributions in response to the RCSLT's 75th anniversary via letters, stories and photographs!

The members featured opposite all received a limited-edition RCSLT pin badge for their contributions—if you would like to be featured, email your letters and photographs to [bulletin@rcslt.org](mailto:bulletin@rcslt.org)



16,394

SLTs registered  
with the HCPC  
(December 2019)

318

RCSLT research  
champions



Rachel  
Purkett

COLUMN

## RCSLT 75th anniversary: your submissions

### Responses to 'A piece of SLT history' by Sarah Dugdale, January *Bulletin*

I have just read Sarah Dugdale's letter in *Bulletin* about finding an ancient assessment at Royal Albert Edward infirmary in Wigan. As a 14-year-old in Wigan in 1968 I made a visit to the SLT at that hospital as part of my career search.

I am pleased to report that as a result of my visit observing the therapist I chose speech and language therapy as my career. I subsequently trained at Leeds Polytechnic and worked for many years in Lancashire and Cheshire until my retirement.

So Sarah... I can confirm that that well-used assessment was there in 1968!

**Terrie Taylor, SLT**



I was interested to read the letter on page four of January's *Bulletin*. I still have a copy of that very same Michael Reed RNID 'hearing' test among my box of long-ago equipment!

Indeed, I shared a photo of some of my original equipment with Jois Stansfield last year, some of which was 'homemade' when I was a student (1972-1975) and some bought in the very early years. This is all making me feel rather old!

**Anne Hancox, specialist SLT**

## Embracing the '12 months of SLT'

The speech and language therapy team at the Children's Therapy Service at Lancashire and South Cumbria NHS Trust decided to incorporate the RCSLT's monthly themes into daily practice and into our community clinics, by creating monthly posters that highlight the themes, while providing important information to the local community.

For January and the theme of 'firsts', we focused on something that would be really helpful to people, creating a poster on 'What will happen at my first appointment?' By highlighting this

poster in waiting areas across our various clinics, the team was able to promote the role of the SLT and educate children and their families on what to expect.

We followed this up in February by incorporating patient feedback into a poster highlighting what children and their families love about coming to speech and language therapy.

We can't wait to continue this format throughout the year.

**Emily Holgate, specialist SLT,  
Lancashire and South Cumbria NHS  
Foundation Trust**

## FROM THE GROUND UP

The RCSLT's 75th anniversary theme this month is women—a fact that has me reflecting on how proud I am to have joined an organisation that was built, from the ground up, almost entirely by women, and to work with a profession that has been shaped and led by so many women throughout its history. That they did so was an incredible feat.

I can see the positive impact that this history has had on the culture of the profession and my new workplace, and I feel privileged to have landed in such an amazing job.

That said, with my management hat on, one of my first objectives on joining the RCSLT was to form an effective team. For me there's no doubt that a crucial part of that is ensuring diversity.

Hiring, running meetings, managing performance—they're all the bread and butter of management, and they can often be where things go wrong when it comes to diversity.

As a manager, I have to ask myself—am I making assumptions about who can contribute what? Am I holding staff to differing standards? Am I giving feedback fairly and consistently? How am I making sure everyone can do their best work?

If I fail on these points, it's not just a bad outcome for the individual. It means team performance will suffer, people's potential will be wasted, and our support to members will be worse as a result.

Luckily, there are ways to combat this. Focusing on the issue and measuring it are good ways to start.

That's a step that the speech and language profession has taken by raising concerns about the fact that only 3.1% of SLTs are men (HCPC, 2019). As the article by Yvonne Wren, 'On an equal footing', highlighted in the June 2019 issue of *Bulletin*, there are many reasons for this: historical, cultural and societal.

But what is the solution? It's one of the many questions we're exploring this month, as we discuss gender issues in the profession on social media.

Please join us and share your thoughts on how speech and language therapy can become more diverse and inclusive using **#RCSLTWomen**

**Rachel Purkett, RCSLT director of engagement and communications**

Email: [rachel.purkett@rcslt.org](mailto:rachel.purkett@rcslt.org)

Twitter: [@rpurkett](https://twitter.com/rpurkett)

## SLT excels in gender identity field

Matthew Mills, a consultant SLT working in the field of trans and non-binary voice and communication, has become the first SLT to be elected president of the British Association of Gender Identity Specialists (BAGIS).

BAGIS is an association of healthcare professionals from a wide range of disciplines, including psychology, psychiatry, endocrinology, urology, surgery, general practice and speech and language therapy. It was founded in 2014 with the aim of promoting excellence in clinical practice, research and training in transgender health and gender dysphoria.

Dr James Barrett, consultant psychiatrist and lead clinician at the London Gender Identity Clinic and outgoing BAGIS president, welcomed Matthew to the role: "Matthew has a deep understanding of the complexities in the field, and has developed robust voice and communication therapy which also champions therapist voice and coaching skills, psychological interventions and trans awareness training for professional competence. The association is in very safe hands."

Matthew and a dynamic council of



Outgoing BAGIS president Dr James Barrett (left) with new president Matthew Mills

multidisciplinary specialists throughout the UK will oversee a number of important BAGIS workstreams: developing a set of principles for gender dysphoria assessment, care and treatment within the UK; launching a BAGIS-based journal; spearheading fertility preservation treatment access for all trans and non-binary people; and ensuring inclusive language and sensitive communication.

BAGIS holds an annual UK symposium, to be held in Birmingham in 2020.

For more information, visit [bagis.co.uk](http://bagis.co.uk)

## Have you heard about RCSLT podcasts?

The RCSLT is trialling podcasts in 2020 as a new approach to sharing content with members and stakeholders.

Podcasts are audio files which you can listen to online from an app or website (we use [www.soundcloud.com](http://www.soundcloud.com)) or download to your own devices to listen to later.

Our podcasts cover topics from learning, research, policy and public affairs, and we will be adding to the collection throughout the year with member interviews and round-ups of key issues in speech and language therapy.

To access the podcasts, either stream live from

[www.soundcloud.com/rcslt](http://www.soundcloud.com/rcslt) or download the SoundCloud app ([soundcloud.com/mobile](http://soundcloud.com/mobile)) to listen on mobile.

We welcome member feedback on this new format, and want to know what topics you would like us to cover in future instalments. Email your feedback to [cpd@rcslt.org](mailto:cpd@rcslt.org) or join the conversation on Twitter using the hashtag #RCSLTpodcasts



### RCSLT Study Day and AGM 2020: save the date

The RCSLT Study Day and annual general meeting will be held on **7 October** at the Titanic Centre in Belfast. Join us for this flagship CPD event in our 75th anniversary year, where you will hear from expert speakers and get the opportunity to network with SLTs from across the UK.

### Now hiring: RCSLT research and outcomes officer

Are you an SLT with an interest in research and evidence-based practice? The RCSLT is looking to hire a research and outcomes officer to join the research and development team at RCSLT HQ in London. The role offers a unique opportunity to develop your knowledge, skills and experience in speech and language therapy research in the broader context of the profession. Applications close at 9am on 16 March.

For more information, see the advertisement on p24 or visit [bit.ly/RCSLTJobs](http://bit.ly/RCSLTJobs)

### Free online course: multidisciplinary working and MND

The Motor Neurone Disease Association and the University of Nottingham run a free online course, endorsed by the RCSLT, to help allied health professionals (AHPs) and trainee AHPs explore the key factors in the effective operation of a multidisciplinary team for the treatment and care of people living with motor neurone disease. The course start dates for 2020 are 2 March, 18 May and 28 September.

For more information, visit [bit.ly/2us6uBe8](http://bit.ly/2us6uBe8)

### Upcoming RCSLT webinars

The RCSLT has an exciting calendar of webinars lined up for 2020. Hear from expert speakers covering a wide range of topics relevant to the profession and get your questions answered. Our webinars also provide a great opportunity for bite-sized CPD and can be conveniently completed within your lunch hour!

Check out all forthcoming webinars at [www.rcslt.org/webinars](http://www.rcslt.org/webinars)



## Carrie Biddle

# Opinion

**Carrie Biddle looks at what makes a good leader, and discovers SLTs have the skills it takes**

## Living leadership



ILLUSTRATION BY Sara Gelfgren

**A**gainst a background of continual change in the NHS and health and social care professions, Stuart Palma, head of allied health professionals (professional leadership) at NHS England and NHS Improvement, recently stated, “We require organisations and systems to invest now in diverse leadership at all levels to take on these challenges.”

I believe our professional background, as SLTs, provides us with readily transferrable skills

that allow us to take our roles forward from clinician-experts in human communication skills into those that exist in the wider leadership landscape.

While on secondment with Health Education England (HEE) as the South West region AHP Leadership Fellow, I have had opportunities to connect and work with leaders at local, regional, organisational, professional, system and national levels. In those situations, I often found myself in the presence of many other SLTs.

The cornerstones of leadership include the ability to build relationships and communicate effectively, and the aptitude to guide others to a better/future place with positive impact, and in such a way that people choose to engage and follow.

As SLTs we can draw upon our knowledge and skills in human communication, and fully understand the impact and consequences when communication breaks down. Our appreciation of the power of language makes us agile in our ability to inspire, motivate, influence and persuade. Storytelling is often described as a skill possessed by great leaders, and is another one that we, as SLTs, can add to our strengths profile.

*“Great leaders are continuous learners”*

We get that communication is more than being a good talker and requires the use of active listening—listening to learn—and recognising the importance of ensuring messages and actions are clear and land as we intend them to. SLTs are adept at adjusting our message delivery (something that’s essential in cascading vision, strategy and plans in a hierarchical system), and we are brilliant advocates, skilled at escalating concerns and empowering others to speak out (as celebrated annually at the RSCSLT Giving Voice Awards).

I also believe in everyday leadership; that leadership presents itself everywhere in our daily routines. Every interaction offers an opportunity to influence and shape the thoughts, behaviours and actions of another. By making leadership something that we do, we shift from it being

something we need to become.

We are human beings, not human doings, as the saying goes. Great leaders are continuous learners, constantly looking to listen, learn and adapt, and to develop the next version of themselves for the benefit of others.

Leadership happens at all levels. The rise of collective leadership has thrown the doors wide open for us all to lead on those things that matter and are important to us, as I discovered myself through co-creating the AHPs Day social movement with Rachael Brandreth (dietetic professional lead, Royal Cornwall Hospitals Trust).

Effective leadership is also pivotal to the delivery of the interim NHS People Plan. Many organisations and systems are already benefiting from having SLTs as leaders. As more organisations recognise the benefits of appointing chief AHPs to their ranks, they are realising the visible impact that AHP leadership has on workforce engagement, utilisation and quality improvement.

Let us all start to positively promote leadership within the profession—let’s grab it, and learn by living leadership every day in order to make it something we can all do at all levels. Evidently, it’s something we’re very good at! ■

**Carrie Biddle, South West region AHP leadership fellow, Health Education England, and therapies clinical governance and quality lead, Royal Cornwall Hospitals Trust**  
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**Twitter:** @carrie\_biddle



### Resources

RCSLT Leadership webpages: [www.rcslt.org/members/lifelong-learning/leadership](http://www.rcslt.org/members/lifelong-learning/leadership)  
 NHSE AHPs—professional leadership webpages: [improvement.nhs.uk/resources/allied-health-professionals-ahps-leadership](http://improvement.nhs.uk/resources/allied-health-professionals-ahps-leadership)



# Altered states

**Amy Pundole** and colleagues introduce new guidelines for SLTs working with adults who have a disorder of consciousness

ILLUSTRATION BY James O'Brien

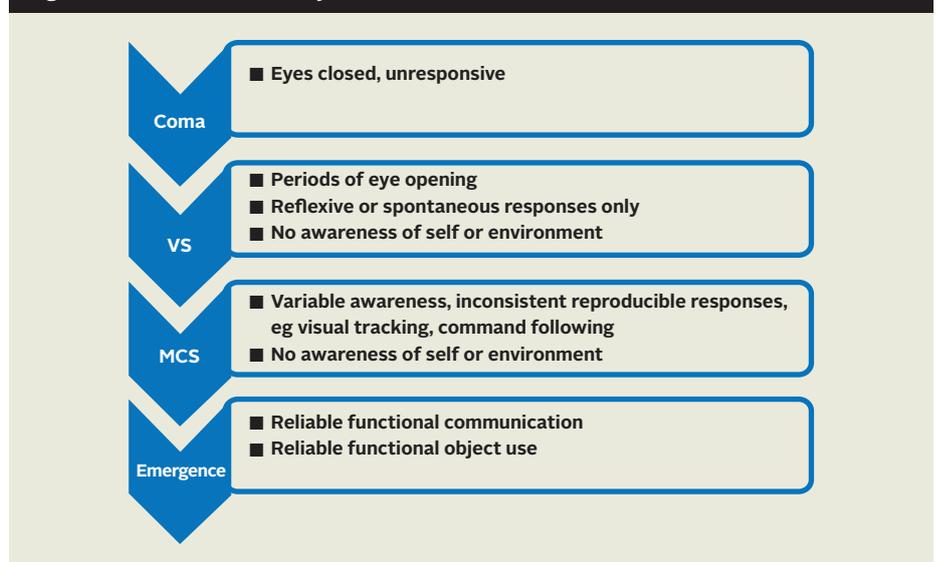
**A** disorder of consciousness (DOC) can occur following severe brain injury and is considered prolonged (PDOC) if persisting for longer than four weeks. It is a rare and complex condition, but SLTs are increasingly likely to encounter this population owing to advances in lifesaving treatment immediately following injury.

Patients with a DOC have significant and complex cognitive, communication and physical impairments, so SLTs have an important role in a range of areas including communication; tracheostomy and dysphagia management; educating and supporting family members; and involvement in best-interest decision making with the rest of the team.

Patients may progress along the continuum of consciousness (see figure 1), through the stages of coma, vegetative state (VS) and minimally conscious state (MCS) before emerging (The Royal College of Physicians National Clinical Guidelines on Prolonged Disorders of Consciousness, 2020).

Due to the emphasis on communication behaviours associated with a DOC, SLTs are key members of the multidisciplinary team (MDT). They should be involved in assessing for communicative behaviours, particularly the return of functional communication to indicate emergence, as this can be

Figure 1: The continuum of consciousness



challenging (Pundole and Crawford, 2017).

Roberts and Greenwood (2019) completed a Delphi study, a systematic method to ascertain consensus, regarding speech and language therapy best practice for adults with a DOC, with 67 best practice statements produced. Following the study, a working party of SLTs with expertise in this client group was created from across the pathway (acute to community services) and from different areas of England to develop specific speech and language therapy guidelines.

The guidelines were then sent out for consultation to a wider group of SLTs across the UK to ensure they fully reflected current best practice.

These guidelines are endorsed by the RCSLT and are now available to support SLTs working in this area across the pathway, from critical care through to community services.

The guidelines outline best practice in the key areas of:

- assessment of awareness and communication;

- use of augmentative and alternative communication (AAC);
- tracheostomy management;
- saliva management;
- oral intake; and
- oral hypersensitivity.

The guidelines also contain a competency framework to support the development of skills for working with this complex population, and we encourage all SLTs working with adults with a DOC to familiarise themselves with them: [bit.ly/2OGUySV](http://bit.ly/2OGUySV)

In addition, the RCP guidelines on PDOC have been updated and will be published in

early 2020. They are a practical guide for all members of the MDT working with PDOC patients and, for the first time, an SLT has been directly involved in their development (see [bit.ly/2Sc9kTK](http://bit.ly/2Sc9kTK)).

**Mary Ankers, highly specialist SLT, The Walton Centre NHS Foundation Trust;**  
**Katrina Clarkson, principal SLT, Northwick Park Hospital;**  
**Amy Pundole, clinical lead SLT, Royal Hospital for Neurodisability;**  
**Hannah Roberts, joint SLT team lead, West Park Rehabilitation Hospital Royal Wolverhampton NHS Trust**  
**Email: [apundole@rhn.org.uk](mailto:apundole@rhn.org.uk)**



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### Case study 1: Communication

Max was 24 when he suffered a hypoxic ischaemic brain injury that left him in a PDOC, with a tracheostomy and a percutaneous endoscopic gastrostomy (PEG) tube. Before his injury, he had lived independently and spoke Polish and English.

On admission to a rehabilitation unit seven weeks post-injury, Max opened his eyes for extended periods, but no consistent communication behaviours were identified. His family reported that he smiled and cried, but it was unclear if these were reflexive or meaningful emotional responses. Assessment of awareness and communication were delayed until Max was decannulated and could tolerate sitting in a chair.

An SLT initially worked with the rest of the MDT to carry out formal and informal assessments to establish level of awareness. Observations were made of behaviours that Max demonstrated at rest without stimulation. This helped to establish which behaviours were reflexive or spontaneous and which were intentional in response to the environment. Max did not smile or laugh without stimuli, but did so when his brother was present, so the team felt this indicated some awareness of the environment.

The Wessex Head Injury Matrix (WHIM) was used to assess Max's behaviours in a range of contexts, with a Polish interpreter present for some sessions. Responses were variable and indicated that he was in a minimally conscious state. He could sometimes visually track an object or follow a command. Towards the end of a three-week assessment period, Max started to show some higher-level responses suggesting he was emerging. He demonstrated some choice-making from two items, inconsistent verbal communication and object use. The SLT took a lead in developing communication from this point, and worked with Max and an interpreter on command following and trying to establish a yes/no response. He started to respond to yes/no questions using a thumbs-up, head shake and verbal responses.

The SLT's goal was for Max to demonstrate a consistent yes/no response to demonstrate emergence from PDOC under the current criteria. The MDT was given guidance on asking appropriate questions, taking into account language complexity, semantic, visual and phonemic factors. Max's family provided information on his likes and interests so motivating stimuli could be used, such as his favourite sports teams and pets.

After four weeks, Max could respond with increasing accuracy and often attempted to mouth responses. He met the criteria for emergence by using a reliable yes/no and was transferred from a PDOC pathway to goal-orientated rehabilitation, where he continued to improve and develop his communication abilities using low- and high-tech AAC.

### Case study 2: Swallowing

David was 65 when he collapsed at home following a posterior circulation stroke with basilar artery thrombosis. He remained in MCS with variable levels of arousal, and was reliant on enteral feeding via a PEG tube for all his nutrition, hydration and medication.

David's family stated clearly that he loved food and it had been a huge part of his life prior to his injury. They believed eating and drinking would significantly improve his quality of life and stimulate arousal.

It was felt to be in David's best interests to be given tastes of thin fluids and yoghurt as part of the assessment of his awareness in a motivating context. The aim was to encourage purposeful behaviours, such as reaching for a spoon, indicating he wanted more, or pushing the food/drink away and indicating if he liked/disliked a taste. The SLT had a discussion with David's family to ensure they understood that the goal was assessing communication behaviours using tastes rather than aiming for full oral intake.

David sometimes coughed on oral trials, and a videofluoroscopy indicated a moderate oropharyngeal dysphagia with aspiration observed on thin fluids. The risks were explained to his family and treating team, who agreed that it would be in David's best interests to continue with small amounts of water and yoghurt, as there had been no clinical deterioration. This enabled ongoing monitoring of reproducible behaviours that might indicate emergence from PDOC, and the family felt strongly that David enjoyed the task. David continued to require enteral feeding and close monitoring of his chest status.

He was discharged home with a package of care, family support and ongoing monitoring by the community speech and language therapy team. He continues to make improvements in his awareness and oral intake.

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# [StutteringHelp.org/Streaming](https://StutteringHelp.org/Streaming)

# Meet BBC Tiny Happy People

The RCSLT is an official partner of **Tiny Happy People**—the BBC initiative aimed at tackling the UK’s word gap. *Bulletin* caught up with the BBC team to hear about their plans to improve language and communication in 0- to 4-year-olds

PHOTOGRAPHS BBC Tiny Happy People

**H**elping children fulfil their potential has always been one of the BBC’s guiding principles, so when the BBC approached the RCSLT two years ago for advice on language development in the early years, we jumped at the chance to engage some of our expert advisors in support of its aims. Fast forward to spring 2020 and the BBC is launching Tiny Happy People. It’s

the biggest initiative BBC Education has ever undertaken, and one that sees the broadcaster tackling head on the word gap that exists in the UK between wealthier and poorer communities.

“We’re working to a very simple underlying message: talk to your baby from as early as possible, starting with pregnancy,” says Cerys Griffiths, head of content production at BBC Education.

“But Tiny Happy People has one big aim, along with a broad coalition of like-minded partners—to halve the UK’s word gap.





We absolutely recognise that this is going to take several years to achieve, but ours is a long-term commitment.”

### Expert advice

Based at MediaCityUK, Salford, the BBC team behind Tiny Happy People has spent the past two years building and fine-tuning the initiative. “In that time, we’ve listened, and developed: we’ve been immersed in the world of speech and language, and surrounded ourselves with experts in the field,” says executive producer Joe McCulloch.

Before starting work on any content, the team’s first step was to build their credentials. “We wanted to ensure that everything we do is rooted in evidence and techniques,” says Joe. From the outset, the team built a strong relationship with the RCSLT and also created a Language Advisory Group (LAG): a mix of professionals working in front-line health service provision and academia, including SLT Michelle Morris, and Dr Danielle Matthews from the University of Sheffield (see p19).

“The LAG helped us shape the core messages behind Tiny Happy People. They also moulded our approach to tackle word gap, which is to deliver our advice in a positive and clear way across TV and radio, digital channels, front-line professionals such as SLTs, and grassroots community activation,” explains Joe.

In addition to the LAG, the BBC team consulted with other experts and organisations that work to improve social mobility on how to reach other organisations in the same space. “These include the National Literacy Trust, Public Health England, the Education Endowment Foundation and KPMG,” says Joe.

### Quality time

During the planning stages of Tiny Happy People, the BBC also spent quality time getting to know its audience and focusing on harder-to-reach young parents from less advantaged backgrounds. “They feel marginalised, ignored and find it harder to trust authority figures,” says Joe. “This is why we’ve been working hard to get the tone of our content right, to ensure there’s no finger pointing, no judgement and no irrelevant messages. We want to create positive and sometimes funny resources that reflect real parents and carers and their experiences.”

Armed with these insights, the team produced their first films, testing them during two pilot phases. Their first pilot



*“Tiny Happy People is all about empowering parents”*





was with Greater Manchester-based parents in their target audience group, while their second involved a wider geographical spread of parents and community groups: health visitors delivering book-gifting programme Bookstart in Swindon, members of the traveller community in Northern Ireland, a library in Nottingham, and parent and baby groups in Bradford and Inverness.

“These pilots were so important—they allowed us to establish which kinds of content would most likely lead to behaviour change in our target audience, and these learnings influence what we continue to produce now,” explains Joe. “For example, we found out that comedy, with a sprinkling of irreverence, is effective in getting through to young dads—they do not respond well to bland, unengaging advice.”

### Reaching out

The focus for Tiny Happy People’s first year is parents and carers of children under 18 months, with a focus on children up to four years of age due to follow in future years. The content you can currently see on its website ([www.bbc.co.uk/tinyhappypeople](http://www.bbc.co.uk/tinyhappypeople)) and Instagram feed (@bbctinyhappypeople) is proven to cut through to its target audience, and it’s also quality-assured by experts: a panel of SLTs has helped ensure that messaging on language and communication is consistent and robust. All the Tiny Happy People films and web articles are full of practical tips, plenty of humour and real, relatable parents in real, relatable situations, such as mealtimes and nappy changes. “We’re less interested in content that showcases the ‘ideal’. We want to create resources that teach techniques, model →



*Experts in the field*



**Janet Cooper**, clinical lead SLT at Midlands Partnership NHS Foundation Trust and Stoke Speaks Out, is a special advisor and author of online content for Tiny Happy People

"I'm thrilled with the way the BBC has approached this initiative and am particularly proud of the breadth of activity films it has commissioned, which SLTs should find useful. They're short, high-quality and pitched just right for a range of audiences... the messages are upbeat, simple without being patronising, and they also reinforce

the key public health advice shared by therapists and practitioners. They should be a great resource to embed in universal training sessions and to illustrate tried-and-tested activities with parents.

"I've enjoyed the experience of working with the BBC—the team really listened to practitioners and parents alike.

"From a practitioner's point of view, the content is so good because it reinforces the information we pass to parents in the clinic, and revisits those messages in lots of different ways. Having that information available digitally helps to remove the literacy barriers we're often up against in our particular community. And having the BBC onboard with this kind of project—a national broadcaster—helps to destigmatise the work we do, because parents get to hear these messages outside of a clinical environment.

"The quality of the content is as excellent as you'd expect from the BBC. The way it has produced short, sharp videos that are a minute long and deliver one message has never been done before.

"Another good point about the content is its diversity—not only of the participants in the videos, which feature a wide range of ages and ethnicities, but the team has also produced content in lots of different formats. Alongside films of real people you've got animations and games, so there's really something that works for everyone."



**Dr Danielle Matthews**, developmental psychologist at the University of Sheffield, sits on the Tiny Happy People Language Advisory Group

"Research is slow to produce and once you've produced it, it's hard to disseminate it. So I was really excited to be involved in Tiny Happy People, because the BBC knows how to reach audiences and do it in a helpful, positive and sensitive way. It wants to empower parents, rather than making them feel put-upon or

judged, because there's a risk of that. After all, how people raise their children is an incredibly sensitive issue.

"My overall research interest is in how children learn to talk and how their experience of their environment supports their language development. In the initial stages, we talked through the research in this area; helping the Tiny Happy People team sift through evidence, making sense of it and generating ideas. There was a two-way process that I really enjoyed. The team listened and made sense of the research, and this means everything they've since produced for the initiative is rooted in evidence.

"The content is accessible and human, even with the strong evidence base: it goes through a journey with parents, doesn't hector them. I love the video content—it's really warm so it will appeal to different parents. A great example of the honesty and the humour is its 'Insta vs Reality' series, showing what life with young children is really like. It's very clear the BBC has stuck to a small set of messages. It doesn't say 'you have to do this or that'—it communicates a positive and simple principle that being available for your kids, being responsive and making communication part of your everyday life is hugely beneficial."

behaviours and empower adults to stimulate their children's language and communication skills," says Joe.

As well as activities and advice that members will be able to signpost families to, the BBC team are in the process of developing a dedicated area for professionals who work with parents. This content will include testimonials from SLTs who have plenty of practical, first-hand advice on using the Tiny Happy People resources.

"We also now have two 'hubs' running in the UK—[including] one in Greater Manchester—and four more in the pipeline," says Joe. "These hubs are an opportunity for us to work more closely with communities around the UK; they enable us to share what we're doing in person and crucially, for professionals to feed into the future direction of Tiny Happy People."

**Get involved**

As well as using the BBC's resources with the parents you work with, there are other ways for members to get involved with Tiny Happy People. The BBC team is keen for RCSLT members to get in touch about ideas, their experiences of using Tiny Happy People, and if they're interested in their area becoming a Tiny Happy People hub.

To contact the BBC team and sign up to their monthly newsletter, email: [tinyhappypeople@bbc.co.uk](mailto:tinyhappypeople@bbc.co.uk)

**Experts wanted**

If you're an SLT with early years expertise and an interest in advising the BBC team on- and off-camera, then we want to hear from you! To support the next stage of development for Tiny Happy People, the RCSLT is looking for members to join a BBC advisory group. To get a sense of what's involved, you can read our two interviews (left) from SLT Janet Cooper and Dr Danielle Matthews, who've both been involved with Tiny Happy People from its inception. Our 'My Working Life' this issue (p33) also comes from Sinead Campbell, a Cardiff-based SLT who's the face of one of the Tiny Happy People videos. To express your interest in joining the BBC advisory group, please send a brief summary of your work and areas of expertise, telling us why you'd like to be involved, to [info@rslt.org](mailto:info@rslt.org) ■



**Resources**

Website: [www.bbc.co.uk/tinyhappypeople](http://www.bbc.co.uk/tinyhappypeople)  
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**References:** 1. Oudhuis L, Vallons KJR. Viscosities of thickened drinks and ready-to-use food products targeted for dysphagia patients. Clin Nutr Suppl,2011;Vol6(Suppl2):150. 2. Data on file.



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# Books and resources reviewed and rated by *Bulletin* readers

# Reviews

## BOOK

### Managing Children with Developmental Language Disorder

**AUTHORS:** Edited by James Law, Cristina McKean, Carol Ann Murphy and Elin Thordardottir

**PUBLISHER:** Routledge publishing

**PRICE:** £35.99

**REVIEWER:** Marie Newton, highly specialist SLT and mainstream schools clinical lead

**RATING** Book ●●●●●

This book is written for a wide target audience: SLTs, commissioners, policy makers and students. Part one provides an overview of current evidence-based practice (EBP) and its application for children with developmental language disorder (DLD), as well as background information on the development of the COST Action European practitioner survey. The term ‘European’ is used in a broader geographical sense than the EU political boundaries. Part two is a series of vignettes summarising the information collated from each country. By looking at pre-registration training, policy and legislation, commissioning, professional bodies, DLD prevalence and clinical practice, the book provides the reader with a thorough overview of the ‘big picture’ of speech and language therapy in the field of DLD. Each vignette ends with a paragraph entitled ‘Looking to the future: what would make a difference?’. It is interesting to see the common thread in those final reflections.

Despite the variations across countries, a number of themes are recurring: recognition of the profession, coordinating healthcare, consistent use of terminology, and commissioning delivery models based on current EBP.

This publication should be recommended reading for policy makers, commissioners and clinicians. It confirms that by looking past our borders, we can reflect and learn from others.

## BOOK

### Pip and Bunny series

**AUTHOR:** Maureen Glynn

**PUBLISHER:** Routledge publishing, 2020

**PRICE:** £11.99 each

**REVIEWER:** Elizabeth Rajan, specialist SLT, Dorset Healthcare NHS Foundation Trust

**RATING** Book ●●●●○

The Pip and Bunny series is a set of six books aimed at children between the ages of 3 and 6 years. The stories and characters in the series are attractive, and there is just enough text on each page for early readers.

Usefully, individual books in the series can be used on their own. The characters Pip and Bunny are lovable, and each book describes situations that children would be able to relate to, such as a birthday party, going to the beach, and a visit to the zoo.

The books would be ideal to support vocabulary development for common objects and everyday events. The author has included activities at the end of the book which encourage children to discuss pictures with an adult and think of verbs, adjectives and prepositions. The pictures could be adapted to the child’s language level. There are also questions around emotions that could be useful for general emotional development or with children who have difficulty with social skills.

I feel that the illustrations in the book resemble hand drawings, which are unlike the usual illustrations you see in books targeted for this age range. It would be interesting to see how children respond to illustrations of this kind.

## BOOK

### Tele-AAC: Augmentative and Alternative Communication through Telepractice

**AUTHORS:** Nerissa Hall, Jenifer Juengling-Sudkamp, Michelle Gutman and Ellen Cohn

**PUBLISHER:** Plural Publishing

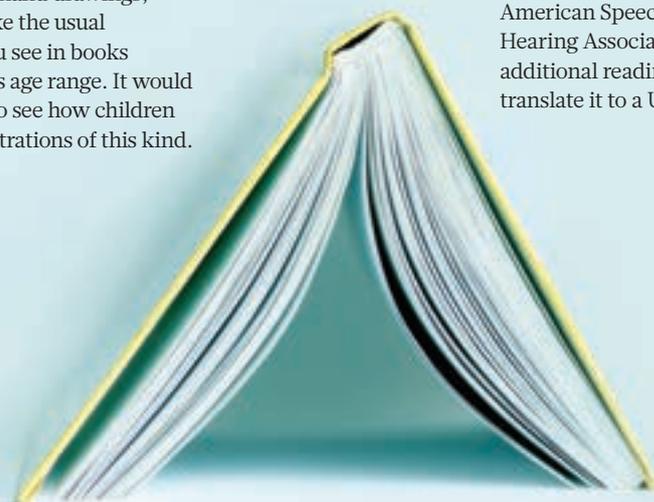
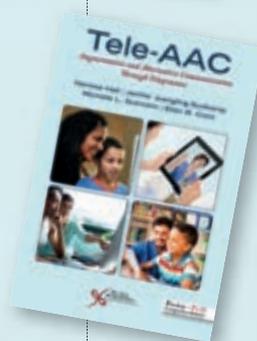
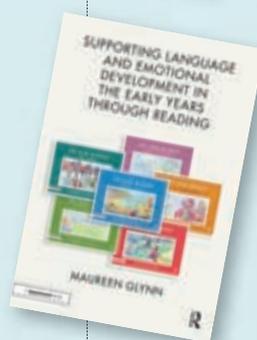
**PRICE:** £74 paperback/£55 ebook

**REVIEWER:** Milly Heelan, clinical doctoral research fellow and specialist SLT

**RATING** Book ●●●●○

This book is aimed at clinicians or service managers interested in establishing a tele-therapy service using augmentative and alternative communication (AAC). The book gives a clear overview of tele-AAC, taking the reader from assessment to practical therapy approaches in a wide range of client groups and settings. The user-friendly guide provides checklists to consider security, safety and ethical considerations when using online resources; checklists to ensure adequate set-up of the environment; and useful session plans. Case studies are presented to provide examples of where implementation of AAC via tele-therapy has been successful and highlights facilitators and barriers to this.

It’s a very interesting read, providing an overview of tele-AAC and further links to additional resources. For UK-based therapists, the book is a useful guide; however, as a US publication based on American Speech-Language-Hearing Association guidelines, additional reading will be required to translate it to a UK setting.



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## Our monthly look at the latest in published research

# In the journals

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### Self-efficacy and stammering

This study explores a multi-dimensional approach to stammering therapy for adults, addressing fluency and self-efficacy to develop communicative confidence.

A total of 29 adults (six women and 23 men, aged 18–77) who stammer participated in semi-structured interviews, which asked: what are the lived experiences of adults who stammer and the subsequent nature of their self-efficacy beliefs? Thematic analysis identified sub-themes and major themes. Positive and negative experiences shaped speakers' communicative confidence, and engaging in new speaking situations with positive outcomes increased confidence. Participants experienced inner turmoil between wanting to communicate freely and fear of stammering or negative listener evaluation; coping strategies included humour, positive self-talk, and speech techniques. They discussed the wider impact of stammering—positive social impacts included increased empathy and developing close friendships; negative social impacts included avoiding social interactions and missed opportunities.

The depth of impact was apparent: participants described stammering as “challenging on the soul”. The notion that fluency and confidence are inextricably linked was evident. Some embraced stammering, highlighting acceptance as essential in increasing communicative confidence.

The authors state: “Findings will be used to inform a novel integrated fluency and psychosocial intervention for adults who stutter that addresses fluency and self-efficacy concurrently.”

**Anna Prince, highly specialist SLT, Bristol**



#### Reference

Carter A, Breen L, Beilby J. Self-efficacy beliefs: Experiences of adults who stutter. *Journal of Fluency Disorders* 2019; 60, 11-25.

### Non-speech oral exercises

The author of this paper aimed to conduct a (non-systematic) review into the existing literature on using non-speech oral exercises as a treatment option. The findings were consolidated not only in terms of clinical value but also into the justifications for their use; eg strengthening oral musculature.

The review focused on studies of children aged 9 and under with a speech sound disorder. All children were otherwise typical in their developmental profile. The definition of oral exercises was broadly defined as “any non-speech activity that is used to train orofacial structures to improve sensory integration, motor coordination, and muscular strength”. This definition would include activities such as chewing, blowing, massage and sucking.

This review found that there is a lack of evidence to support non-speech exercises in the treatment of paediatric speech sound disorders. The main rationales for its use, and their challenges, were: to strengthen muscles (but strength gain can be subjective); to break up a complex behaviour into more manageable tasks (but there is limited literature to support this); and to develop ‘precursor’ skills to speech (but evidence does not support that non-speech behaviours are precursors for speech sound development).

The author concludes that this type of therapy should be “carefully considered... with respect to a client’s speech needs”.

**Sophie Harding, specialist independent SLT, Birmingham and Staffordshire**



#### Reference

Alhaidary A. Treatment of speech sound disorders in children: Non-speech oral exercises. *International Journal of Pediatrics and Adolescent Medicine* 2019; DOI: [doi.org/10.1016/j.ijpam.2019.07.008](https://doi.org/10.1016/j.ijpam.2019.07.008).

### Sarcopenia and dysphagia

In this study, sarcopenia (progressive, generalised loss of skeletal muscles) was shown to be an independent risk factor for dysphagia in older Korean adults living in the community without common causes of dysphagia.

A total of 236 participants (mean age 76 years) with no history of diseases that commonly cause dysphagia (eg stroke, Parkinson’s disease, cognitive impairment, head and neck cancer) were included in the study. Dysphagia was identified using the Standardised Swallowing Assessment, while sarcopenia was identified using measures of skeletal muscle mass, hand grip strength and physical performance. Variables including activities of daily living and quality of life, smoking, alcohol history and cholesterol levels were also measured.

Of the participants, 54 (22.9%) showed dysphagia and 38 (16.1%) were diagnosed with sarcopenia, while 14 (5.9%) had sarcopenia and dysphagia simultaneously. The risk for dysphagia was 2.7 times higher in participants with sarcopenia compared with those without, although a causal relationship could not be evaluated.

It has been proposed that sarcopenic dysphagia may be improved through rehabilitation, including nutritional supplementation combined with exercises to improve the strength of swallowing muscles, although “an interventional study is needed to improve dysphagia in such a sarcopenic dysphagia population in the future”.

**Dr Heather Waldron, highly specialist SLT, Sunderland Royal Hospital**



#### Reference

Cha S, Kim W-S, Kim K-W, Han J-W, Jang H-C, Lim S, Paik N-J. Sarcopenia is an independent risk factor for dysphagia in community-dwelling older adults. *Dysphagia* 2019; 34, 692-697.

This section aims to highlight recent research articles that are relevant to the profession. Inclusion does not offer a critical appraisal. If you find any of these interesting, follow them up and apply your own critical appraisal.

# WinG

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[www.hanen.org/workshop-schedule](http://www.hanen.org/workshop-schedule)

## Research and Outcomes Officer job vacancy

Full time: 35 hours per week (part-time/job share may be considered)  
**Salary: £35,389**

**Are you a clinician with an interest in research and evidence-based practice (EBP)? Maybe you are considering how to develop your understanding and experience within speech and language therapy research to help you embark upon a research-related or clinical-academic career? Or maybe you are looking to extend your portfolio of skills to build your clinical expertise and move towards more specialist, advanced clinical practice, or leadership roles? If so, this post is for you.**

The role of Research and Outcomes Officer offers a unique opportunity to develop knowledge, skills, and experience in speech and language therapy profession. With responsibilities including project planning, data collection, data analysis, as well as writing and delivering presentations and publications, the post-holder will require, or will develop, a range of skills related to project management, research, outcome measurement and informatics. With responsibilities for providing clinical, professional and research insight to other RCSLT teams, members and to external bodies (e.g. NICE), the post-holder will also develop wide range of networks across speech and language therapy and beyond.

**Applicants should have a good understanding of EBP and some understanding and experience of speech and language therapy research and the use of outcome measures. Further knowledge and skills will be developed within the role.**

Closing Date: 9am, Monday 16 March 2020

Interview Date: Wednesday 1 April 2020

Contact Email: [jo.offen@rcslt.org](mailto:jo.offen@rcslt.org)

Application is by the official RCSLT application form only, available at: [bit.ly/RCSLTJobs](https://bit.ly/RCSLTJobs)



## MARCH CEN NOTICES

CLINICAL EXCELLENCE NETWORKS

Send your CEN notice by email to [bulletin@rcslt.org](mailto:bulletin@rcslt.org) by 1 April for the May issue and 1 May for June. To find out more about RCSLT CENs, visit: [bit.ly/rcsltcens](http://bit.ly/rcsltcens)

Venue hire at the RCSLT—special rates for CENs. For further details or to arrange to view our refurbished rooms, email: [venuehire@rcslt.org](mailto:venuehire@rcslt.org)

### ABICA CEN (Acquired Brain Injury in Children and Adolescents)

**6 March, 9.30am – 5pm**

'The management of children and young people with brain tumours'. An exciting study day with a wide range of professionals and topics related to brain tumours. Agenda to follow. Venue: St Michael's Hospital Lecture Theatre, St Michael's Hill, Bristol BS2. Cost: £20. To book a place, email [ihatfield@thechildrenstrust.org.uk](mailto:ihatfield@thechildrenstrust.org.uk) or visit [bit.ly/358xVwx](http://bit.ly/358xVwx)

### National Trans and Gender Diverse Voice and Communication CEN

**13 March, 9.30am – 4.30pm**

Study day: 'Introduction, practice and refresh Estill Model and its application to trans and non-binary voice and communication therapy', with Tim Richards. Venue: Old Diorama Arts Centre, Drummond Street, London. Cost: £55; visit: [bit.ly/30c0hVd](http://bit.ly/30c0hVd)

### SEMH CEN North

**17 March, 9.30am – 4pm**

The next SEMH CEN North will take place in Rotherham. Topics to include sexually harmful behaviour, the role of an OT working on a mental health ward, and a physiotherapist specialising in sensory processing. Contact [semh.cen.north@gmail.com](mailto:semh.cen.north@gmail.com) for further details and to book a place.

### MSI/ VI CEN

**24 March, 9.30am – 4pm**

'Tactile communication'. Venue: RNIB London, 105 Judd Street, London WC1H 9NE. Cost: £15 professionals, £5 students. To book, email: [Olly.Robinson@seashelltrust.org.uk](mailto:Olly.Robinson@seashelltrust.org.uk)

### London ASD CEN

**31 March, 9am – 5pm**

Cost: free for members, £30 for non-members. Tickets via Eventbrite. Location: Friend's House, 173-177 Euston Rd, London NW1 2BJ. For more information, email [londonasdcen@gmail.com](mailto:londonasdcen@gmail.com)

### London and South East Speech and Language Therapy Assistant Practitioners

**6 April**

Location: Wycombe General Hospital. This is a CEN for SLTAs working with adults in different settings. We are keen for new members to join. There is no membership fee and we meet twice a year. In previous meetings we have had speakers from the RCSLT and music therapy. Topics have included aphasia, apraxia and dysphagia. If you are an SLTA or work with someone who might be interested in joining us, email [clare.curtis@nhs.net](mailto:clare.curtis@nhs.net) for more information.

### South West Brain Injury CEN

**12 May, 10am – 4pm**

Theme: 'Use of AAC with adult brain injury population'. Cost: £20, to include lunch. Tickets via Eventbrite: [bit.ly/36A4lA9](http://bit.ly/36A4lA9). Location: National Star College, Ullenwood, GL53 9QU. Agenda will be advertised on Basecamp, and will include sessions on: tech success for TBI; AAC and literacy; Lego group; impact of cognition on self-management of AAC; use of smart speaker to improve intelligibility; using VR; and change over time—when does rehab end? For more information, email [sarah.gibbin@nbt.nhs.uk](mailto:sarah.gibbin@nbt.nhs.uk). Please note: the room has a limited capacity; therefore tickets are essential.

### Dementia and Mental Health of Older Adults CEN

**2 June, 9.30am – 4.30pm**

Location: RCSLT, 2-3 White Hart Yard, London SE1 1NX. Programme to include: Julia Johnson, SLT, talking on management of FND; the neurotherapeutics research group talking about the Gotcha app and its application to dementia; and TBC SLT on risk feeding in dementia and other populations. Cost: £15 for members and students, £25 for non-members. Email [dmhcn@gmail.com](mailto:dmhcn@gmail.com) for further information and to book your place. You can also contact us via our website: [www.dementiamentalhealthcen.com](http://www.dementiamentalhealthcen.com)



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# Target early communication with the ESB

*Training courses now available*

The Early Sociocognitive Battery (ESB) is a new and innovative way to assess social communication skills and deficits in young children. While the 15-minute assessment is quick enough to act as a screening measure in a busy practice, it is also a fully standardised, robust psychometric test used in intervention planning.

With more than 60 items including colourful, engaging toys and test materials designed to target 2–5 year olds directly, the ESB helps speech and language therapists looking at the key areas of social communication and early language development.

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**Katie Chadd**

# Research and Development Forum

**Katie Chadd gives an overview of what's in store at the 2020 RCSLT Research Champions Workshop**

## Research champion workshop

**O**n 6 July this year, 100 RCSLT research champions will gather in London for our biannual research champion workshop: a highly anticipated event in the RCSLT calendar. In the spirit of co-production, we have research champions on the workshop planning committee this year who are helping to ensure the day is a success. So get the date in your diaries and read on to find out what's in store!

### Strength in diversity

At the last workshop, 'celebrating strength in the diversity of the network' was the over-riding theme of the event. Having now surpassed 300 members, the network is more diverse than ever, and in recognition of this, our aim this year is to deliver a workshop that will be motivating and meaningful to all, from newly qualified clinicians to longstanding professors.

This has been a key challenge for the workshop planning committee: the curation of a programme that is focused on research, yet applicable to members with varying degrees of experience and interest in 'formal' research activity.

To address this, the workshop programme has been structured

around a framework that conceptualises all levels and stages of evidence-based practice and research as equally important within an overall cycle—a message that the RCSLT supports, and which the research champions represent.

The framework we used was initially designed to provide guidance to health researchers on the development, evaluation and implementation of complex interventions (Medical Research Council, 2006), outlined in figure 1. The four boxes describe a collection of elements that feed into the process, which naturally lend themselves to activities that research champions and SLTs can undertake.

For example, 'development' activities could include literature searching, critical appraisal, and transforming clinical queries into research questions, which can be carried out by clinicians and researchers. Activities in the 'feasibility/piloting' phase may include collecting outcome measures, auditing case records, or running a feasibility study. Similarly, 'evaluation' activities may vary in scale. They may include analysing outcomes data or critically appraising a client's progress in comparison with a control condition, or may be a much larger piece of research

undertaking in-depth statistical analysis or data synthesis. Finally, 'implementation' activities can be applicable to all SLTs, whether it's running an implementation trial, retweeting news of a published study, or trying to apply new theory to practice. We hope that this variety of input illustrated by the framework resonates with the network.

### Unique opportunity

The research champion workshop is valuable in that it is a unique opportunity to bring together expertise and enthusiasm for each stage in this cycle, with a high degree of mutual respect and appreciation.

While ensuring there is 'something for everyone' at the workshop, we are also excited to be focusing on contextualising everybody's efforts as a research champion in the broader research cycle. Research champions will be able to recognise and celebrate the value of the role and the activities they currently undertake, and learn about ways in which they could improve and/or scale up their work.

The day will be made up of shared learning opportunities, as well as individual action-planning, to ensure that each delegate has something to take away and implement in their

everyday practice. As well as our research champions themselves, we will hear from experts in specific topics, and provide a space for members to network and exchange ideas.

There will also be a poster exhibition, where members can showcase their work regardless of their level of research experience. We are hoping this will allow those new to the world of speech and language therapy research to practise presenting their projects and get feedback from their peers, as well as provide an opportunity for those with greater experience to focus on disseminating their results.

You can find out more about the workshop online (visit [bit.ly/ResearchChampWorkshop](https://bit.ly/ResearchChampWorkshop)), and if you're interested in becoming a research champion, visit [bit.ly/RCSLTRCs](https://bit.ly/RCSLTRCs) or email [katie.chadd@rslt.org](mailto:katie.chadd@rslt.org) for more information. ■

**Katie Chadd, RCSLT research officer**

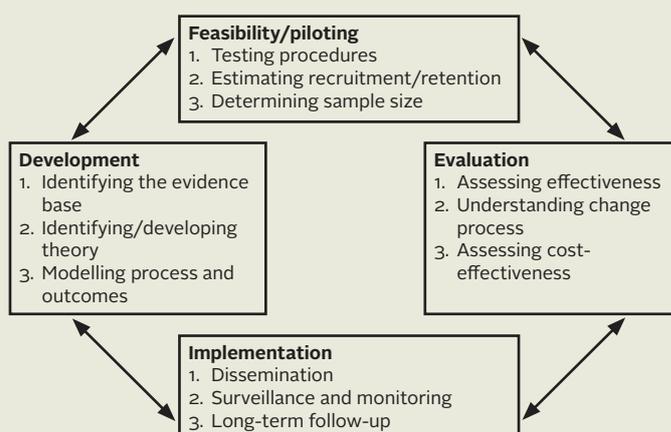


### References

Medical Research Council Complex Interventions Guidance, 2006 [Online]. Available at: <https://mrc.ukri.org/documents/pdf/complex-interventions-guidance/> <Accessed 15.01.20>

**Figure 1**

### Key elements of the development and evaluation process



# Appointments

## Speech and Language Therapist



Job Type: Permanent -2 days per week - Term Time Only  
Salary: £26,684 – £30,373 (pro-rata)  
Applications Close: Monday 20 April 2020  
Interviews: Week commencing 27 April 2020  
Start date: Negotiable

Crowdys Hill School is seeking to recruit an enthusiastic and dynamic Speech and Language Therapist to join our busy therapy department. Crowdys Hill is a special needs school with 230 pupils, with Complex Needs aged between 5-19 years and the majority of our students have a diagnosis of A.S.C. We currently deploy a range of communication strategies in the classroom and deliver specialist group intervention during the school day.

You will be in charge of your own caseload and supported by another Speech and Language Therapist. The post holder is required to train members of staff in the school setting and should be a team-worker.

The post is for two days a week during term-time and is flexible. There may be a possibility for further hours in the future. Both newly qualified and experienced applicants are welcome.

Please see the job description on the school website, [www.crowdyhill.swindon.sch.uk](http://www.crowdyhill.swindon.sch.uk) for more information or by contacting [recruitment@crowdyhill.swindon.sch.uk](mailto:recruitment@crowdyhill.swindon.sch.uk), or speaking to El Taylor on 01793 332400.

*Crowdys Hill School is committed to safeguarding and promoting the welfare of children. Successful applicants will be required to undergo pre-employment checks including an enhanced DBS check.*



## Do you want to be part of an exciting and pioneering team with fantastic opportunities for progression?

Communicourt is the leading provider of intermediaries to the criminal and family courts across England and Wales and is expanding to offer a wider service for vulnerable people. We carry out detailed communication assessments and give practical advice to the courts about how a person's communication difficulties will impact on their ability to understand and participate in the justice system. We then suggest strategies that will assist and provide practical support for vulnerable people through the process.

### Full Time Permanent

### Trainee Intermediary in the Criminal and Family Courts (Multiple positions)

**Salary - £21,703 rising to £23,700 - £28,263 with training and experience  
(10% London Weighting applies within M25)**

**Further opportunities for Mentor and Leadership roles with training once in post.**

**Location: You may live anywhere in England provided you have easy access to a major railway station by public transport.**

We are recruiting dynamic graduates who are passionate about justice and fairness for communication impaired people. You will need to have knowledge of a full range of communication difficulties, mental health conditions and learning disabilities and be willing to work with different professionals on a day to day basis. In addition, you must have excellent oral and written communication and a desire to develop your professional and clinical skills.

In return, you will receive excellent training and supervision, experiences to achieve your SLT competencies, and opportunities for rapid career progression in an expanding and forward-thinking organisation.

**Full details of opportunities on the RCSLT and Communicourt website.**

## SPEECH & LANGUAGE THERAPIST

<b>Starting salary</b>	<b>£24,214 - £37,267</b> (NHS band 5-6) depending on experience
<b>Term time only</b>	<b>34.75 hrs per week - 44 days annual leave</b>
	<b>FULL TIME &amp; PART TIME CONSIDERED</b>

The Jigsaw CABAS® School in Surrey (GU6 8TB), rated "Outstanding" by Ofsted, is an independent day school for pupils aged 4-19 with autism spectrum disorders and associated additional complex needs. Teaching at the school is based on the principles of behaviour analysis (ABA).

### An opportunity has arisen to join our vibrant and supportive team of therapists

You will work closely with pupils and their teachers to provide specialist direct and indirect therapy; addressing receptive and expressive language difficulties, attention and listening difficulties, difficulties with social interaction, communication and functional life skills.

Jigsaw has a strong commitment to continuing the professional development of its staff and offers excellent internal and external training opportunities.

**FIND OUT MORE** visit [careersatjigsaw.co.uk](http://careersatjigsaw.co.uk) or call our HR department on 01483 277366



@jigsawtrust



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Jigsaw School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful applicant will be subject to an Enhanced DBS check.

Jigsaw Trust is a UK registered charity no. 1075464

Jigsaw Trust 29/01/20.3

## Developing Specialist Speech and Language Therapist for Secondary and 6th Form pupils

This is a permanent post. Salary will depend on qualifications and experience. The full time equivalent salary range will be £31,434 SO1/23 - £36,486 PO1/31 (equivalent to NHS band 6). Benefits include a final salary pension scheme | 36 hours per week; term time only

**An exciting opportunity has arisen for an additional SLT to join the therapy team at Oak Lodge School. You would be part of a team consisting of Speech and Language therapy, Occupational Therapy and Physiotherapy. The therapy team also work in collaboration with a very supportive teaching staff. You will have access to support from the clinical team as well as links to other therapists working in special schools.**

You will be a member of the RCLT and HPC who has an interest working with D/deaf and/or SCLN students, within a school setting, and wants to develop specialist skills in these areas. The right candidate would preferably be practising at a Band 6 level and may have some experience of working with D/deaf children, dysphagia and/or AAC. The ability to use BSL would be a distinct advantage, however the opportunity to learn BSL will be part of the training, as required. Interest in signing is highly desirable.

Oak Lodge provides education for D/deaf students and for students whose primary difficulties are linked to language and communication. As students present with a range of learning, communication and language issues, sign language (BSL and English with sign (EWS), spoken language and augmentative and alternative communication (AAC) methods are applied as appropriate to meet the needs of all our students. The position involves assessment, delivery of therapy, training and close working with teaching staff, parents/carers and other professionals to promote language and communication development across the curriculum. There is also involvement in pre-entry assessment for students transferring into the school.

You will need to have:

- Experience of working with children with a range of communication needs.
- Knowledge of core assessment and intervention approaches for children.
- The ability to work closely and effectively in partnership with school staff, parents and others in order to support children.
- The ability to devise, implement and review therapy plans.
- Knowledge of current intervention policies, practice and national drivers.
- The ability to work within a team, flexibly and under sometimes challenging conditions
- Enthusiasm, imagination and initiative.

The school will provide all necessary training to fulfil the job description, time allowance to attend relevant training and special interest groups (SIG). There will also be regular supervision as part of your ongoing CPD requirements.

For an application pack, further information or to apply, please visit the school's website: [www.oaklodge.wandsworth.sch.uk](http://www.oaklodge.wandsworth.sch.uk) or email Judy Lamprecht, Head of Therapy, on at [jlamprecht@oaklodge.wandsworth.sch.uk](mailto:jlamprecht@oaklodge.wandsworth.sch.uk)

The school is committed to safeguarding. If successful, you will be subject to an enhanced DBS check. (Registered Charity No. 1042823).

Closing date: 22nd March 2020

Interviews proposed for: Week commencing from 23rd March



# Appointments



## Speech & Language Therapist

£26,500 - £37,100 per annum (dependent on experience)

Full or part-time working will be considered.

39 weeks Term time working arrangement.

Ingfield Manor School is a day and weekly boarding school for students age 3-19 with neurological motor impairments such as cerebral palsy. If you are excited at the prospect of seeing Speech and language therapy targets integrated by highly skilled teams, whilst integrating a holistic skillset into your own practice, this could be the job for you.

### We require a HCPC registered speech and language therapist to join the department, where the emphasis will be on working with AAC and Dysphagia.

Depending on experience, successful candidates can expect to extend existing specialism and/or to develop specialist skills and expertise. Ingfield Manor School has a history of innovative practice, with resources published on a range of AAC platforms. Further resource development would be encouraged.

You will join a small team of on-site speech and language therapists, with further support from professionals within the wider organisation and visiting professionals. Clinical supervision and training available.

Closing Date - 27th March 2020

For further information please contact Nicola Dodds on 01403 782294.

To request an information pack or to apply, please visit;

[www.ingfieldmanorschool.co.uk](http://www.ingfieldmanorschool.co.uk)

or e-mail; [Jane.Hart-Coombes@ambitoeducation.co.uk](mailto:Jane.Hart-Coombes@ambitoeducation.co.uk) or

[ingfield.recruitment@ambitoeducation.co.uk](mailto:ingfield.recruitment@ambitoeducation.co.uk)

## Highly Specialist/Specialist Speech & Language Therapist

Permanent, Full Time, 37 Hours

(Term Time - 45.8 working weeks)

Salary: FTE £34,000 – £40,000 (Pro Rata Actual Salary:

£29,946 – £35,231 (NAS Grade 5, SP 1-8)

We are a forward thinking Autism Specific Specialist Free School seeking an experienced Speech & Language Therapist to work as part of our multidisciplinary therapies team which, provides specialist assessment and interventions for children and young people in our schools as part of the curriculum planning and delivery. We work with the whole school team within a transdisciplinary model to help identify any barriers or enablers to learning and with the aim of achieving the best outcomes for children and young people.

Supported by the National Autistic Society Academies Trust and National Autistic Society, we cater for up to 64 students aged 4-19 with Autism and Asperger Syndrome. We were inspected in November 2017.

The School was rated as Good overall, with outstanding in personal development, behaviour and welfare. The school was also Autism Accredited in January 2019. Our aim is to transform lives by preparing autistic students for life, further education and employment.

Church Lawton School is just one of many NAS independent and free schools providing specialist education for children and young people with autism spectrum disorders. Therapeutic and psychological services are embedded within our schools with aim to deliver the highest level of education and experiences to ensure the best life chances become a sustainable reality for every young person (on an individual needs led basis). Professional supervision will be provided, as well as opportunities for peer support and participation within a NAS CPD programme designed for clinical staff. There will also be the opportunity to increase your knowledge and skills through participation in school team and wider NAS continuing professional development programmes.

Your role would also include opportunities to deliver training, support environmental modifications as well as direct group and individual therapy sessions. You will be expected to work autonomously and be confident in representing Speech & Language Therapy within annual reviews and team meetings, along with ensuring effective service delivery and facilitating positive outcomes for our students

### Essential

- You will have at least five years experience of working with students with autism.
- You will have relevant post graduate training along with experience of working within a school environment.
- You will be a member of RCSLT and HCPC reg.

### How to apply

To apply for this role, please visit [tinyurl.com/w5jr9zx](http://tinyurl.com/w5jr9zx) to complete our online application form. Applications must be completed in full. Only complete applications will be considered. Should you experience any issues with the electronic application form, please contact the school. CVs will not be accepted under any circumstances.

For more information about this job, please contact Stacy Booth, [stacy.booth@naschurchlawton.cheshire.sch.uk](mailto:stacy.booth@naschurchlawton.cheshire.sch.uk)

Closing date: Friday, 27th March 2020

Interview date: Thursday, 23rd April 2020

Start Date: September 2020

Successful applicants will be required to complete the relevant safeguarding checks.

We are an equal opportunities employer.



## Speech and Language Therapist

Location – Abu Dhabi, United Arab Emirates

Salary – Tax-free package based on experience, full time.

Al Karamah School opened in January 2019 for children and young people with Autism Spectrum Condition (ASC). It is the first ASC school in the UAE to jointly employ therapists and teachers to deliver child-centred, evidence-based learning. We are looking for innovative Speech and Language Therapists who can see possibilities for all our learners, and collaboratively establish a school-based provision so they can thrive. This is a unique opportunity to be part of a fantastic and enthusiastic MDT, and part of a wider shift in ASC practice in the UAE.

Applicants must be registered with RCSLT and HCPC, meet the criteria to be licensed with the Abu Dhabi Department of Health, and have minimum of 2 years' experience working in education, with ASC and/or other special educational needs. For further information, contact the Principal, [LucyWood@priorygroup.com](mailto:LucyWood@priorygroup.com) **Closing date: 27/3/2020**

*Disclosure and References – Priory Education Services is committed to safeguarding and promoting the welfare of children. All applicants must be willing to undergo safeguarding screening, including checks with past employers and disclosures with the relevant body at an enhanced level. We are an equal opportunities employer. For all roles we require a minimum of two references, requested prior to interview.*

Please check [www.gov.uk/foreign-travel-advice](http://www.gov.uk/foreign-travel-advice) and refer to the relevant embassies before making any plans to travel to UAE





# Speech and Language Therapist

New Ash Green, Kent, starting 24th February 2020  
Permanent, 37 hrs/week during Term Time plus 2 weeks

## What are we looking for?

- RCSL recognised degree/diploma and a registered member of RCSLT
- Membership of the Health Professionals Council
- Experience of assessment and management of complex communication needs
- Experience of alternative and augmentative communication systems
- A commitment to multi-disciplinary/agency working
- Experience of working in a school setting

## We can offer:

- Clinical supervision
- Excellent CPD opportunities
- Dysphagia training (if required)
- The chance to join an Outstanding Special School

For further information, please contact the Talent Team on [talent@latrust.org.uk](mailto:talent@latrust.org.uk) or call 01634 412 240.

Closing date Monday 17th February 2020

Job description: <https://www.jobtrain.co.uk/leighacademiestrust/displayjob.aspx?jobid=2591>

## Relocation to Qatar Tax Free Income.

**Clinical therapists of diverse backgrounds seeking the next step in their career often turn to opportunities in Qatar - a burgeoning business hub in the Arabian Peninsula. Recognized as a sought-after destination for both pleasure and business, Qatar's sunny climate combines cultural hospitality with cosmopolitan sophistication that is enjoyed by the 85% of expats that make up its total population. Also ranked 1st in the Middle East by the Global Peace Index and the 8th most open country in the world for visa facilitation, Qatar's economy is expected to grow by 2.4% this year, offering a sense of unmatched financial security compared to the current global job market.**

Mind Institute, licensed as per the NHS2030, is seeking a **Manager Speech and Language Therapist** to join its multidisciplinary team.

Mind Institute's team of highly-qualified clinical professionals, special educators, and shadow teachers, hailing from over 10 countries including the UK, Netherlands, and Canada, serves over 150 clients across Speech and Language Therapy, Occupational Therapy, Physiotherapy, CBT, ABA, Sensory Integration and Psychology.

### Primary Responsibilities

- Management, assessment, and treatment of a mixed pediatric and young adults' caseload with a range of Speech, Language and Communication needs
- Provide ongoing therapy through groups or individual
- Set targets and care plans to meet children's and young adults

- Provide advice/training to parents and other professionals around early intervention and prevention
- Provide feedback about possible developments in the team
- Provide supervisory management of multidisciplinary team members
- Facilitate communication and team-building of the multidisciplinary team
- Collaborate with the management team to identify and arrange for education and training programs for clinicians
- Develop, maintain, and implement therapy policies and procedures conforming to current standards of therapy practice and operational systems while maintaining compliance with local regulations
- Collaborate with physicians, consultants, and schools to improve the quality of services and resolve identified problems
- Collaborate on an interdepartmental level to integrate therapy services with the total patient care
- Monitor client's outcomes

### Required Clinical Experience treating the following:

- Mild, moderate or severe learning difficulties
- Physical disabilities
- Language delay
- Specific difficulties in producing sounds
- Hearing impairment
- Cleft lip and palate
- Stammering
- Autism/social interaction difficulties
- Selective mutism
- Developmental language disorder.
- Communication or eating and swallowing problems following neurological impairments and degenerative conditions

- Voice problems
- Mental health issues

### Professional Requirements:

- Clinical Lead for 2 years
- Master's degree
- Leadership/managerial experience
- Valid license

### Compensation:

- \$62,400- \$82,200 per year TAX FREE (equivalent to approx. £45,408 to £63,060 Tax free)
- Furnished housing with utilities paid
- Car
- Annual ticket to the UK
- Health card
- 23 days paid annual leave
- Paid official holidays (6 days)
- Christmas and New Year's Day off
- Pension plan

If you'd like to learn more about Mind Institute, visit: [www.mindinstitutes.com](http://www.mindinstitutes.com), [www.facebook.com/MindInstituteQa/](https://www.facebook.com/MindInstituteQa/), [www.instagram.com/mindinstituteqa/](https://www.instagram.com/mindinstituteqa/)

If you'd like to learn more about Qatar and all the unique destination it has to offer, we encourage you to visit [www.visitqatar.qa](http://www.visitqatar.qa).

To apply please email your CV to: [manal@mindinstituteqatar.com](mailto:manal@mindinstituteqatar.com)

Please check [www.gov.uk/foreign-travel-advice](http://www.gov.uk/foreign-travel-advice) and refer to the relevant embassies before making any plans to travel to Qatar





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# Sinead Campbell

OCCUPATION: INDEPENDENT SLT

*“The variety and constant challenges really spur me on”*



In July 2019 I was made redundant from a private speech and language therapy company where I had been working for six months. At the time there were limited job opportunities within the NHS and I faced a string of unsuccessful interviews. I didn't really know what I was going to do, but I knew that I loved being an SLT and there was no other job role that would bring me the same satisfaction, sense of achievement and variety. So I took a leap of faith and decided to give it a go as an independent therapist. Out of my comfort zone, I had to learn how to create a website, promote and market myself, create invoices and tackle accounts. It has been a steep learning curve and each day brings a new challenge. But I am doing a job that I love and there are always new and exciting opportunities that I don't think I would have experienced had I stayed in my first NHS role.

In the past few months alone, I have had the opportunity to be involved in the BBC's Tiny Happy People initiative (see p16). I have written some top tips for its website and appeared in one of its online videos (see [bbc.in/2UJqqtR](http://bbc.in/2UJqqtR)). It has been so exciting to be a part of such a great project, and one that is so needed within our communities. I have also been involved in some baseline data collection in secondary schools as part of a new project being introduced by I CAN, the children's communication charity.

As an independent SLT, my day-to-day work is a pretty mixed bag, which I love! Variety really is the spice of life. I can go from a home visit with a pre-schooler and their family, where we'll be working on parent-child interaction strategies, to a specialist school where I support a pupil to use their augmentative and alternative communication device in classroom activities. Or I may spend time helping a child with developmental verbal dyspraxia to practice their core words so that they can contribute to classroom discussions more confidently, or working on strategies to support GCSE students to access the language used in the school curriculum.

Another part of my role as an independent therapist is to deliver training and universal support to schools, helping them to bridge the gap between what the local authority and NHS offer and what they feel able to

deliver as teachers and teaching assistants. In most cases, I work closely with parents, SENCOs and local NHS therapists to ensure there is a consistent and unified approach, which has considerably improved the outcomes for many of the pupils. I then use any spare hours to do all the stuff that is way out of my comfort zone, like developing my website, being actively involved on social media, marketing, promotional work, and the absolutely dreaded invoicing and accounts!

It can get a little overwhelming sometimes trying to go it alone, and it can feel a little bit lonely, but I have developed a supportive network through social media and through my local ASLTIP group, where there are always experienced clinicians ready to help with new ideas, and give guidance or just encouraging words of wisdom. Despite what can sometimes feel like complete chaos, I am doing a job that I love. The variety and constant challenges really spur me on. There is something new to learn each and every day. And while I feel I'm still new to speech and language therapy, I cannot think of a better profession to be in, where we have opportunities for such diverse working and spreading such a crucial message: that everyone deserves a voice and that speech and language therapy can transform lives. ■

Sinead Campbell  
@SC\_CardiffSLT

## QUICK LOOK DATES

### Various dates

#### Elklan Total Training Package for 5-11s

2-3 March, Holiday Inn Media City, Salford; 8-9 June, RCSLT, London; 9-10 November, RCSLT, London. Equips SLTs and teaching advisors to provide accredited, evidence-informed training to staff working in primary schools. Cost: £495 excluding VAT; tel: 01208 841450; email: henrietta@elklan.co.uk; visit: www.elklan.co.uk

### Various dates

#### Elklan Total Training Package for Verbal Pupils with ASD

2-3 March, Holiday Inn Media City, Salford; 8-9 June, RCSLT, London; 9-10 November, RCSLT, London. Equipping SLTs and teaching advisors to provide accredited training to staff supporting verbal pupils with ASD, 3-18 years. Cost: £495 excluding VAT; tel: 01208 841450; email: henrietta@elklan.co.uk; visit: www.elklan.co.uk

### Various dates

#### Elklan Let's Talk Together Training Pack

3 March, Holiday Inn Media City, Salford; 15 October, RCSLT, London. Practitioners will be equipped to provide accredited training to parents of pupils with social communication needs including ASD. Relevant Elklan Level 3 qualification essential. Cost: £235 excluding VAT; tel: 01208 841450; email: henrietta@elklan.co.uk; visit: www.elklan.co.uk

### Various dates

#### Elklan Let's Talk with Under 5s Training Pack

3 March, Holiday Inn Media, Salford; 15 October, RCSLT, London. SLTAs and EY practitioners will be equipped to provide accredited training to parents of pre-schoolers. Relevant Elklan Level 3 qualification essential. Cost: £235 excluding VAT; tel: 01208 841450; email: henrietta@elklan.co.uk; visit: www.elklan.co.uk

### Various dates

#### Elklan Let's Talk with 5-11s Training Pack

3 March, Holiday Inn Media City, Salford; 15 October, RCSLT, London. Educationalists will be equipped to provide accredited training to parents of 5-11s. Relevant Elklan Level 3 qualification essential. Cost: £235 excluding VAT; tel: 01208 841450; email: henrietta@elklan.co.uk; visit: henrietta@elklan.co.uk

### Various dates

#### Elklan Total Training Package for 11-16s

4-5 March, Holiday Inn Media City, Salford; 11-12 November, RCSLT, London. Equipping SLTs and teaching advisors to provide accredited training to staff in secondary schools. Strategies will help students maximise their communication. Cost: £495 excluding VAT; tel: 01208 841450; email: henrietta@elklan.co.uk; visit: www.elklan.co.uk

### Various dates

#### Elklan Total Training Package for 3-5's, with optional TTP for 0-3's

4th-5th March 2020 Holiday Inn Media City, Salford (3-5's) 6th March (0-3's) 10th-11th June 2020 RCSLT, London (3-5's) 12th June (0-3's) 11th-12th November 2020 RCSLT, London (3-5's) 13th November (0-3's) Equipping SLTs and EY advisors to provide accredited training to Early Years staff. £495 for 3-5s, £250 for 0-3s, £745 for Both. All prices are excluding VAT; tel: 01208 841450; email: henrietta@elklan.co.uk; visit: www.elklan.co.uk

### Various dates

#### Bricks for Autism

18 March and 23 April, Oldham. This one-day course teaches the principles of LEGO®-based therapy along with setting up groups, kit building, collaborative freestyle and assessment and evaluation. Endorsed by the Cambridge Autism Research Centre. Cost: £225; email: kris@ATtherapy.co.uk

### Various dates

#### Talking Mats Foundation

Be more effective in involving people in decisions and attend a Talking Mats foundation course. 7 April, online course; 26 March and 23 April, Stirling; 13 May, Manchester; 5 March and 18 June, London.

### Various dates

#### Paediatric Autism Communication Therapy (PACT) accredited training

16-17 April, Blossom House School, London; 19-20 March and 9-10 July, University of Manchester. Equipping SLTs, psychologists and teachers to become certified practitioners in PACT; suitable for children aged 2-10 years. PACT can be delivered in clinics, homes and caregiver settings (e.g. day/nursery/schools).

A two day live training and 2.5 days post-course supervision and support. Cost: £1,050 excluding VAT; email: info@PACTtraining.co.uk; visit: www.pacttraining.co.uk

### Various dates

#### ARCOS (Association for Rehabilitation of Communication & Oral Skills)

One-day courses, £130: FOTT Study Day, 4 June, 19 October; Moves to swallow, 1 June, 9 November; Making the most of mealtimes, 13 July, 7 December; Therapeutic oral hygiene, 28 September. Two-day courses, £625; part one 18-20 May, part two 6-7 July; part one 14-16 September, part two 16-17 November. Email: admin@arcos.org.uk; tel: 01684 576795

### Various dates

#### Become a Talking Mats licenced trainer course

9-10 June and 7-8 October, Stirling. Visit: www.talkingmats.com; email: info@talkingmats.com; tel: 01786 479511

### 19 March, London

#### Speech & Language Profiles of Children with Neurodevelopmental Conditions

A one-day course presented by Neurodisability SLTs at Great Ormond Street Hospital. For SLTs (NHS/independent) working with children in early years, mainstream and specialist settings. Visit: bit.ly/2zwoh6Yc

### 20 March, RCSLT, London

#### Introduction to working with children and young people with SEMH needs

Presented by Melanie Cross, lead author of the RCSLT clinical guidelines on SEMH. Cost: £215; visit: bit.ly/2qda28a

### 27 March, Birmingham

#### ASLTIP Conference

For all your clinical and business needs. Speakers from Suzy Lamplugh Trust, ICO and safeguarding adults and children – it is one not to be missed. Dyslexia, dyspraxia, talking to parents, assessments, supervision and many more great topics and exhibitors. Visit: bit.ly/369RTYg

### From April 2020

#### I CAN free teletherapy service

From April 2020 I CAN will pilot a free teletherapy service that aims to provide a service for families struggling to access therapy. This small-scale pilot will involve monitoring outcomes and service users' satisfaction. To help us identify suitable families and to work cooperatively with existing services, we would be grateful if you or your team would complete a brief survey located here: www.surveymonkey.co.uk/r/SKGX2MV

### 16-17 April, Birmingham

#### PODD Communication System Introductory Training

Delivered by licenced trainer Natalie Fitzpatrick. Cost: £250; visit: coursebeetle.co.uk/podd-courses/; email: info@coursebeetle.co.uk

### 21-22 April, Birmingham

#### Nuffield Dyspraxia Programme NDP3

Delivered by Dr Pamela Williams, co-editor of current NDP third edition. Cost: £195-£350; visit: bit.ly/2CHWYzP; email: info@coursebeetle.co.uk

### 23 April, London

#### Unsafe swallow and aspiration in neurologically normal children

Royal Brompton Hospital Paediatric Respiratory and SLT departments present this integrated MDT study day sharing practice, knowledge and expertise in the assessment, diagnosis and treatment of swallow aspiration. Focus on otherwise normally developing children who present with unexplained chronic respiratory symptoms and are subsequently diagnosed with dysphagia. Cost: £50 before 9 March, £65 after; visit: bit.ly/3oVkc5z; email: s.zimmels@rbht.nhs.uk

### 23-24 April, Essex

#### Rehabilitation of Dysphagia: two-day workshop

With Maggie-Lee Huckabee. Focus on the changing face of rehabilitation of dysphagia in face of emerging concepts related to strength vs skill paradigm, and how this informs rehabilitation approaches. Expect two full days of CPD including an overview of clinical assessment practices with an emphasis on neurophysiology, review of biomechanics seen on VFS, and active learning through case studies. Cost: £270; email: veronika.hubickova@nhs.net

### 24 April, RCSLT, London

#### Bilingual Children with Speech and Language Difficulties

A day regarding the current evidence base for identification and management, with clear pointers for practice. Led by Dr Sean Pert of Manchester University. Cost: £215 or £190 if two book together; visit: bit.ly/2DOqfnw; email: info@coursebeetle.co.uk

### 14-15 May

#### Paediatric Tracheostomy for Speech and Language Therapists

Two-day course aimed at clinicians working with children with tracheostomies in both hospital and community settings. Visit: www.ichevents.com; email: ich.events@ucl.ac.uk; tel: 020 7905 2699

### 18-19 May

#### Mindfulness for SLTs

Experiential introduction to key elements of mindfulness with reference to mindfulness-based stress reduction and mindfulness-based cognitive therapy. Relevant to wide range of adult/paediatric client groups

and has personal stress management/wellbeing benefits for therapists. City Lit London. Cost: £109 (special one-off reduced fee); visit: speechtherapy@citylit.ac.uk; tel: 020 7492 2578

### 19 May, Birmingham

#### The current evidence base for school-aged children with DLD

An update on the current evidence base for intervention for school-aged children with language impairments. Led by Dr Susan Ebbels. Cost: £215; visit: bit.ly/369RTYg; email: info@coursebeetle.co.uk

### 19-21 May, Newcastle upon Tyne

#### SVS training

FEES workshop and masterclass with Dr Susan Langmore, who will present recent research supporting clinical FEES practice and the systematic protocols for best practice in FEES. Opportunities to build on your skills in practical endoscopy using live and simulation experiences. Extended interpretation module will provide case discussions and videos of patient examinations that are challenging to interpret and/or prove challenging in recommending diet or rehabilitation options. This three-day course will provide knowledge and skills for both novice and experienced FEES practitioners. Cost: Early Bird £675 (to 29 February 2020), standard fee £745. Visit: www.svsassociates.co.uk; email: jackie.ellis4@btopenworld.com

### 1 June, London

#### Social Thinking Across the Home and School: The ILAUGH model

Speakers: Pam Crooke with introduction by Michelle Garcia Winner. This is an award-winning programme for children/adults with social communication difficulties. Suitable for professionals and parents. Cost: £175 (includes lunch/drinks); visit: www.sltcommunicationcourses.co.uk; email: info@sltcommunicationcourses.co.uk

### 2-3 June, London

#### Social Thinking - Emotions

Speaker: Michelle Garcia Winner. Day 1: Understanding Emotions and Strategies to Develop Self-Regulation. Day 2: Emotion-Based Strategies to Foster Relationship Development and Academic & Career Performance. Suitable for professionals and parents. Cost: £300 (includes lunch/drinks). Visit: www.sltcommunicationcourses.co.uk; email: info@sltcommunicationcourses.co.uk

### 4-5 June, London

#### Prolonged Disorder of Consciousness training

The course will update participants on the revised 2020 National Clinical Guidelines for PDOC. Day one: A pragmatic approach to assessment and treatment. Day two: teaching and practice using the WHIM and CRS-R assessment tools. Email: elica.ming-brown@nhs.net; tel: 020 8869 2808

### 5 June, RCSLT, London

#### Attachment difficulties and complex trauma: impacts on SLCN

Presented by Melanie Cross, lead author of the RCSLT clinical guidelines on SEMH. Cost: £215; visit: bit.ly/380yUA5; email: info@coursebeetle.co.uk

### 10 June, Derby

#### Advanced Course: Therapy Management of Parkinson's

Will cover management at each of the 4 stages of Parkinson's (Diagnosis, Maintenance, Complex and Palliative) with emphasis on the latter two stages. Motor and non-motor symptoms will be covered and

principles of therapeutic management will be followed by individual discipline workshops. CPD: 5.75 hours. Cost: £130; visit: [www.ncore.org.uk](http://www.ncore.org.uk); email: [uhdb.ncore@nhs.net](mailto:uhdb.ncore@nhs.net)

**10-11 June, RCSLT, London**

**Elklan Total Training Package for 0-25s with Complex Needs**

This course equips SLTs to provide accredited training to staff who manage pupils with complex learning needs. It covers pre-intentional to early intentional communication. Cost: £495 excluding VAT; tel: 01208 841450; email: [henrietta@elklan.co.uk](mailto:henrietta@elklan.co.uk); visit: [www.elklan.co.uk](http://www.elklan.co.uk)

**11-12 June**

**Acceptance and Commitment Therapy for SLTs**

Helpful to a wide range of SLT clients/carers and with a strong evidence base, ACT is about acceptance of difficult experiences and taking action towards living a valued life. Learn about ACT's key components on this experiential workshop. Cost: £109; email: [speechtherapy@citylit.ac.uk](mailto:speechtherapy@citylit.ac.uk); tel: 020 7492 2578

**15-18 June, Manchester**

**ADOS2 administration and coding course**

ADOS2 is the latest revision of the Autism Diagnostic Observation Schedule and is the most widely used observational assessment in the diagnosis of autism. Visit: [ados2training.co.uk](http://ados2training.co.uk)

**19-20 June, London**

**LSVT LOUD training and certification course**

Learn the evidenced-based voice treatment for Parkinson's disease with application to adults and children with other neurological conditions. Cost: professional £475, student £245; visit: [www.lsvtglobal.com](http://www.lsvtglobal.com); email: [info@lsvtglobal.com](mailto:info@lsvtglobal.com)

**22-23 June, Northampton**

**Dysphagia for Speech & Language Therapists**

Lecturer: Professor Maggie-Lee Huckabee. Begin with a review of physiology in the context of innervation and muscular anatomy and focus on improving the clinical skill of inferring pharyngeal physiology from clinical and neurophysiologic findings. This seminar will provide an overview and update of information related to long-term rehabilitation of disordered swallowing physiology; in particular, focus will be on exercises targeted toward improving pharyngeal motility. CPD: 11.5 hours. Cost: £300; visit: [www.ncore.org.uk](http://www.ncore.org.uk); email: [uhdb.ncore@nhs.net](mailto:uhdb.ncore@nhs.net)

**26 June, Manchester**

**Autism Research into Practice Symposium**

This symposium equips professionals, clinicians, managers and commissioners to provide quality evidence-based autism interventions in clinical practice. Keynote speakers on implementation science and childhood enduring disorder, the autism national policy, delivering autism intervention, measuring impact, examples of implementation in the UK and internationally. Cost: £75 excluding VAT; tel: 0161 440 8685; email: [info@pacttraining.co.uk](mailto:info@pacttraining.co.uk); visit: [www.PACTtraining.co.uk](http://www.PACTtraining.co.uk)

**29-30 September, Glasgow**

**Supporting Oral Feeding in Fragile Infants**

Therapy Links UK is proud to host this training for the second time in the UK. This two-day course will summarise Dr Erin Ross's (Feeding Fundamentals, USA) integrated approach to

supporting oral feeding in preterm and medically complex infants and is relevant for SLTs, doctors, nurses and other therapists working both in the NICU and community settings. It will cover evidence-based information, assessment and intervention strategies. Cost: £485 (£435 for the first 15 delegates that book via Therapy Links UK website); visit: [www.therapy-links.co.uk/training](http://www.therapy-links.co.uk/training)

**12-13 October, RCSLT, London**

**Elklan Total Training Package for Pupils with SLD**

This course equips SLTs and teaching advisors to provide accredited training to staff working with pupils with SLD in different educational settings. Cost: £495 excluding VAT; tel: 01208 841450; email: [henrietta@elklan.co.uk](mailto:henrietta@elklan.co.uk); visit: [www.elklan.co.uk](http://www.elklan.co.uk)

**12-13 October, RCSLT, London**

**Elklan Supporting Children and Adults using AAC – Accredited CPD**

Suitable for SLT assistants, SLTs and educationalists. Practical strategies and activities will be taught to give learners a thorough grounding in AAC. Cost: £340 excluding VAT; tel: 01208 841450; email: [henrietta@elklan.co.uk](mailto:henrietta@elklan.co.uk); visit: [www.elklan.co.uk](http://www.elklan.co.uk)

**14 October, RCSLT, London**

**Supporting Children and Adults Using AAC**

Equipping SLTs to provide accredited training to staff supporting users of AAC. Covers effective use of high and low tech communication aids. Cost: £235 excluding VAT; tel: 01208 841450; email: [henrietta@elklan.co.uk](mailto:henrietta@elklan.co.uk); visit: [www.elklan.co.uk](http://www.elklan.co.uk)

**14-15 October, RCSLT, London**

**Elklan Total Training Package for Vulnerable Young People**

Equipping SLTs and teaching advisors to provide accredited training to staff working within youth offending institutions, prisons and vulnerable situations. Cost: £495 excluding VAT; tel: 01208 841450; email: [henrietta@elklan.co.uk](mailto:henrietta@elklan.co.uk); visit: [www.elklan.co.uk](http://www.elklan.co.uk)



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- Doesn't alter the natural appearance, taste or texture of drinks<sup>3</sup>
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#### Helping patients to stay hydrated

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#### Find out more about dysphagia

For expert information, advice, case studies and the latest developments in clinical dysphagia research call Fresenius Kabi on **01928 533 516** or email [scientific.affairsUK@fresenius-kabi.com](mailto:scientific.affairsUK@fresenius-kabi.com)

**References** 1. Emma Derbyshire. The Essential Guide to Hydration. Available from: <https://www.naturalhydrationcouncil.org.uk/wp-content/uploads/2012/11/NHC-Essential-Guide-Hydration-FINAL.pdf> Accessed 29th January 2018 2. <http://iddsi.org/> Date accessed: November 2017 3. Fresenius Kabi data on file - Thick & Easy Clear - Acceptability Study Report Sept 2014. **Date of preparation:** February 2020. **Job code:** EN1461a. Thick & Easy is a trademark of Hormel Health Labs. Fresenius Kabi is an authorised user.

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