

# bulletin

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

October 2018 | [www.rcslt.org](http://www.rcslt.org)



Stammering: raising awareness through art

Developing play skills in pupils with autism

NICE guidelines: how you can get involved

**Return to practice:** everything you need to know about coming back to the profession

# Heard any good jokes lately?

Voice Box is a UK-wide joke competition for mainstream and special primary schools.

Run by the RCSLT, the competition is aimed at building confidence, supporting children's communication skills and raising awareness that some children need additional specialist help to speak or understand what is being said to them.

**The competition, now in its fifth year in England and Scotland, is also being launched in Wales for the first time.**



**The Voice Box competition in England and Scotland** runs  
1 October-30 November 2018.  
If you would like to get your local primary schools involved, visit: [www.givingvoiceuk.org/voice-box/voice-box-england-scotland/](http://www.givingvoiceuk.org/voice-box/voice-box-england-scotland/)



**The Voice Box competition in Wales** runs  
5 September-21 December 2018.  
If you would like to get your local primary schools involved, visit:  
[www.givingvoiceuk.org/voice-box/voice-box-wales/](http://www.givingvoiceuk.org/voice-box/voice-box-wales/)  
Supported by the National Association of Head Teachers Cymru (NAHT Cymru) and Parentkind.



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ISSN: 1466-173X



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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).



## Season change

**T**he start of autumn always reminds me of school days: the new school term, the obligatory new pencil case, and the trip into town to buy sensible shoes. As much as I love the summer, there is something about the autumn that signals a time of renewed application, and a return to the business of study and work.

In this issue of *Bulletin*, we take a look at what's involved in returning to practice. If you're an SLT on a career break—or are considering taking an extended break from the profession in the near future—then our feature on p12 will tell you everything you need to know about how to navigate the transition back into the workplace.

Transitions are also underway here at the RCSLT as Morag Dorward prepares to step down from her role after serving five years as chair on the Board of Trustees. On p7, in her last *Bulletin* column, Morag reflects on her experiences being at the helm of the profession and asks you, as members, to consider getting more involved with your professional body.

But we don't say goodbye to Morag just yet. At the time of writing, we're busy planning for the Study Day and AGM in Cardiff on 4 October, where Morag is to deliver the welcome speech to members.

If Morag's column inspires you to further involvement then our feature on p22 calling for more SLTs to engage with NICE consultations can provide you with plenty of opportunities to explore.

### Victoria Briggs

Editor

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

### Your RCSLT

#### DR LYDIA MORGAN



I've perhaps had an unusual career path. After qualifying as a speech and language therapist I started at the Bristol Speech and Language Therapy Research Unit (BSLTRU), initially as a PhD student in 2007, and ever since as a researcher. During that time, I've worked on a diverse range of interesting projects, focusing largely on children with speech or

language difficulties.

Two years ago, I began working clinically in the acute adult setting at Southmead Hospital.

I currently work half-time in both roles, so it's handy that I only have to walk across the road to get between my jobs! After 10 years in children's research, working clinically with adults was a real change, but I feel extremely fortunate to do so. It's allowed me to gain insight into the practical challenges of the clinical context, as well as to consider how research can be applied in practice.

**Dr Lydia Morgan, research associate, BSLTRU.**  
Email: [Lydia.Morgan@nbt.nhs.uk](mailto:Lydia.Morgan@nbt.nhs.uk)

## Retirement network group

For any RCSLT members who live in the South East and are thinking of retirement (or are already in that happy state!), please come and join us for tea and cake on Friday 9 November in the board room at RCSLT, between 1pm and 3.30pm. If you can't join us, please get in touch via email as we'd love to hear your ideas on the following: Is there a value in networking once or twice yearly, or more? Should these meetings be in London or at different venues? Should they be social, informative or both? Should they involve food?

At our relaunch meeting in November we would particularly like to discuss the RCSLT retirement membership category: what do we get? What do we want?

Our guest speaker is Becky Clark who will give a short presentation on 'Developmental language disorder—raising awareness and agreeing terminology: how far have we come?'

Looking forward to catching up with friends and colleagues.

**Shelagh Urwin and Carol Everingham.** Email: [shelagh.urwin@hotmail.co.uk](mailto:shelagh.urwin@hotmail.co.uk) and [caroleveringham@btinternet.com](mailto:caroleveringham@btinternet.com)

## Invest in voice banking

I share Richard Cave's opinion from 'Time to invest in voice banking' (August's *Bulletin*). I have worked with people with motor neurone disease (MND) in Dorset for many years but, like many SLTs, had limited confidence in using voice banking (VB) technology. I also recognised a conundrum that by the time we meet folk, their speech may be too changed for banking. In order to offer a successful VB service, we needed referrals at the point of diagnosis, and to have equitable access across our four locality teams.

The East Dorset and New Forest Branch of MNDA was keen to help in any way that they could. So in 2017, with full support from my SLT manager, I applied to the branch for two project grants. One was used to release 10 county-wide SLTs/assistants for training by Richard, to purchase equipment, and to bank our own voices (the best way to really appreciate what is required), as well as to champion early referrals from our MND MDTs. The second grant is being used to backfill the time spent enabling people to VB so we can allow 'rapid access', even for those supposedly without current speech and language therapy needs.

While the numbers are small, the feedback is immensely moving and it is proving very beneficial to work with people earlier than we used to. The project has been extended to March 2019 and will be fully evaluated, with a work in progress poster accepted for the MNDA symposium in December.

**Mrs Sharon Owens, senior specialist speech and language therapist, Dorset Healthcare University NHS Foundation Trust.**  
Email: [Sharon.owens1@nhs.net](mailto:Sharon.owens1@nhs.net)

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VISIT: [WWW.RCSLT.ORG](http://WWW.RCSLT.ORG) AND FOLLOW THE LINKS



## Members test new RCSLT website

The RCSLT digital team is working overtime to prepare for the launch of our new website in November. The website redesign is part of the RCSLT Digital Transformation Project, and the RCSLT has worked closely with our digital partners and with the membership to ensure that the new site will effectively serve the needs of our members.

The site has been designed and built, and is now undergoing a series of tests to ensure it is ready to go live. This phase includes user testing from members themselves, with the very first user testing sessions held at the RCSLT throughout September. Members from across the UK travelled to the RCSLT offices in London for these sessions, eager to see the new site in action.

Members began the session by viewing a website demonstration from the RCSLT digital team, who showcased the site's potential for personalisation. Attendees noted the more modern look and feel of the site, and couldn't wait to start using it themselves.

User panel member Bethan Williams described it as 'a massive improvement on the existing site'.

"I especially love the CPD Diary.

The whole site is lovely, clear and easy to navigate," Bethan said.

"It's not cluttered, I think that's so important," added fellow



panel member Stephanie Stollery.

Members were then given their own login details and let loose to explore a test version of the site. They performed a number of tasks to see the site in action, including logging in, filling in their profile, accessing the professional networks area, setting goals in the new CPD Diary, using the search function, and accessing help and support.

The next few weeks will see RCSLT staff and key digital partners continue to rigorously test and tweak the site in preparation for the launch in November. Members can expect a number of improved features on the new website:

### Personalisation

Members will have one username and password to sign in to the whole site. You can personalise your RCSLT journey by going into your profile and updating your contact

details, communication preferences and areas of interest. Your homepage will then show content that is tailored to you.

### Professional networking

The professional networking section of the website will replace the current Basecamp system – it is a space where users will be able to join and establish a variety of groups. Within this area, you can share documents with colleagues, post CPD opportunities, and ask questions to your peers and to the RCSLT.

### Content

Our clinical guidance pages have been rewritten and restructured, and will be accessed via a simple and accessible 'A-to-Z' page. A greatly improved search function means it will be easier than ever to find the content you're looking for.

### CPD Diary

The CPD Diary has been comprehensively redesigned in response to user feedback. It now works on mobile devices, and will help you plan your CPD and lifelong learning more effectively. You can save content to read and reflect on later, and your homepage will display a summary of your goals and activities.

Keep up-to-date with the latest news on the website launch by following @RCSLT on Twitter.

### DLD workshop

On 22 January 2019 the RCSLT will hold a multi-stakeholder, multi-professional workshop for those who work with children or adults with DLD. Delegates will be asked to help develop research questions that address current uncertainties in the evidence base.

For more information visit [tinyurl.com/y8ugbra5](https://tinyurl.com/y8ugbra5) or email [lauren.longhurst@rcslt.org](mailto:lauren.longhurst@rcslt.org)

### Get involved

Members who would like to get involved in helping the RCSLT's professional guidance team develop brand new guidance for SLTs working in end of life/palliative care are encouraged to register their interest by emailing Louise Borjes at [info@rcslt.org](mailto:info@rcslt.org) who will be in touch with information.

### Peer reviewers

Peer reviewers are being sought from across the UK to help the RCSLT develop a leadership and local influencing learning journey. The peer review begins in November.

Further details can be found at [bit.ly/2KKwGJq](https://bit.ly/2KKwGJq)

### Next month

The consultation for the degree level SLT apprenticeship standard opens. A trailblazer group has been working on its development and ensuring the standard aligns with RCSLT curriculum guidelines and maps to HCPC requirements. More news about the consultation will be posted on the RCSLT website and social media channels in October.



**@SpeechieAtDMU**

I have loved campaigning for #Bercow10 with @RCSLT and @ICANcharity! Lovely to have their support too. They have done amazing work, looking forward to getting @DmuSlit involved and seeing what happens next! #slt2b

**@SharynneMcLeod**

Communication is important for everyone. Acknowledge people - Adjust your communication - Take time to listen - Facilitate everyone's right to receive and impart information @UNHumanRights #SpeakUp4CommRights

## RCSLT insurance webinar

Have you ever wondered exactly what's covered by your RCSLT insurance? Do you have questions about it but don't know who to ask? Join us for a webinar at **1-1.45pm on 22 October**, when we highlight key benefits about your insurance and bust some common myths!

The webinar will be presented by Karen Willis, RCSLT's head of finance and membership; Tom Griffin, RCSLT's enquiries co-ordinator; and Alex McLaggan, account director at RCSLT insurance provider, Premier BusinessCare.

By joining the webinar, participants will:

- be made aware of the full range of RCSLT insurance benefits;
- understand key features about the members-only insurance; and
- have an opportunity to put questions to an expert panel. On registering for the webinar, members will be invited to submit questions.

📍 **For more details visit: [bit.ly/2rmBY55](http://bit.ly/2rmBY55)**

## Raising awareness on DLD

This year's developmental language disorder (DLD) awareness day will take place on 19 October, the organisers of the Raising Awareness of Developmental Language Disorder (RADLD) campaign have announced.

'We encourage all RCSLT members to get involved to keep building the DLD awareness momentum,' says campaign founder, Becky Clark. 'You can organise activities, share resources, or just be sure to tell someone about DLD.'

RADLD is hoping to repeat the success of last year's DLD awareness day, where activities took place on a global basis.

'Activities stretched around the world from Hackney to Rochdale, and from Toronto to Sydney. Members initiated activities within schools and communities, shared information about DLD at exhibition stands and talks, and via leaflets, quizzes,



**Ealing SLT half-marathon runners on last year's DLD awareness day**

radio interviews, social media, t-shirts and half marathons,' says Becky.

A number of key message and resources have been created for those who want to help get the word out about DLD.

📍 **For more information and a campaign pack, visit [www.radld.org](http://www.radld.org) or email [DLAwarenessDay@gmail.com](mailto:DLAwarenessDay@gmail.com)**

## Aphasia award-winners named

Sharon Bishop, a speech and language therapy student from Birmingham City University, has been awarded one of this year's student prizes by the Tavistock Trust for Aphasia.

Open to all universities who teach speech and language therapy in the UK, New Zealand, Australia, Canada and Ireland, the Tavistock Trust awards recognise excellence in student work related to aphasia.

Sharon, a former primary school teacher, won the award on the basis of work she undertook with a neurological rehabilitation patient as part of her final year placement on the degree course.

News of the award win came in the same week that Sharon graduated with a first class honours degree, making for a double celebration.

📍 **To read more about the Tavistock Trust for Aphasia awards and see the full list of student prize recipients, visit [bit.ly/2BAssER](http://bit.ly/2BAssER)**



## New children's services guidance

The RCSLT has published new guidance for children's speech and language therapy services.

*Placing children and young people at the heart of delivering quality speech and language therapy: Guidance on principles, activities and outcomes* has been directly informed by conversations with children and young people, families, SLTs, and other professionals who work with children.

The guidance document forms just one part of the RCSLT's strategy for children's speech and language therapy services. The new RCSLT website (expected in November) will include a dedicated children's services area comprising guidance and resources, while a plan to support members in implementing the guidance is due for roll-out soon.

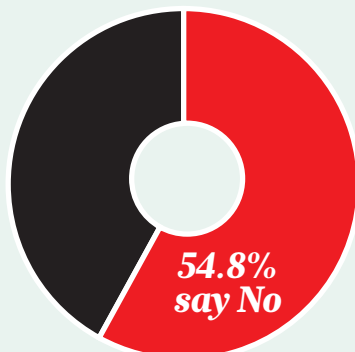
📍 **Download the guidance at [bit.ly/2m8msu8](http://bit.ly/2m8msu8)**

**Gemma Holmes, RCSLT Professional Development Manager**

**RCSLT Web Poll**  
*Have your say...*



*Do you work exclusively with adults?*



**VISIT: [WWW.RCSLT.ORG](http://WWW.RCSLT.ORG)**

**@ChloeOnSLT**

An ex-student of mine emailed me today and told me she's been offered her first #SLT post in a community learning disability team. I am SO PROUD! #learningdisabilities #SLPeeps #rscsl #ClinicalEducator

**@gredingtonslt**

So pleased to discover that as of today I am registered with @The\_HCPC and that my @RCSLT membership has changed from Student to Newly Qualified! One step closer to starting my career as an #SLT! #newlyqualified



**MORAG DORWARD**



# Championing Bercow: Ten Years On

Members who follow the @RCSLTpolicy Twitter feed will already know about the fantastic work our #Bercow10champions have been doing since March to promote the *Bercow: Ten Years On* report. They include students, stakeholders, service user organisations, parents and young people with speech, language and communication needs, RCSLT members and now, superheroes.

Twins Henry and Charlie West (aka Batman and Spiderman, pictured above) have been out on the campaign trail in Hull and East Yorkshire with mother Nicky, a speech and language therapy consultant, who said the boys had a great time promoting the petition.

Promoting the report in Westminster have been several MPs and Peers—our #Bercow10parliamentarychampions—whose oral and written questions have kept the report's recommendations in the parliamentary spotlight.

The government has said it is to consider the recommendations carefully while promising a response in due course.

Other parliamentary questions have focussed on issues highlighted in specific report recommendations, including about looked-after children, where the government has said that those organisations charged with running the new mental health assessment pilots will be required to identify and meet speech, language and communication needs.

On the children and young people's mental health Green Paper, the government has also spoken about the role of SLTs. Separately, it announced in relation to the joint Ofsted and Care Quality Commission SEND inspections that provision would continue beyond the current cycle.

🔴 **To see all the parliamentary questions and answers relating to *Bercow: Ten Years On* visit [bit.ly/2wwgDol](http://bit.ly/2wwgDol)**

## A PERSONAL REFLECTION

The first week in October is a highlight in the RCSLT calendar, with the Board of Trustees meeting, the Honours Ceremony, the Study Day and AGM taking place. It is my privilege to be attending all of them, as I have for the past five years, as a Trustee of the Board.

This October's events will be my last as RCSLT Chair. I wanted to use my last *Bulletin* column to reflect on my experience as a trustee and to encourage you to think about your own opportunities, as doing something in addition to the 'day job' can be a rewarding learning experience.

My time as a trustee has been positive, challenging, exciting and stimulating, while meeting so many members at a range of events, in committees and at steering groups, has been enriching. I will carry the learnings from these years into many aspects of my life and the memories will remain with me as I continue to engage with RCSLT in whatever ways present themselves.

It was early in my tenure when I learned that the key responsibility of the trustees is to ensure sound governance of the organisation.

I discovered there is no 'right way' to do things and that looking at an issue from many angles to reach a decision is a collaboration between trustees and the RCSLT senior management team, ably led by Kamini Gadhok. Learning from them as well as the previous two chairs, Bryony Simpson and Maria Luscombe, gave me a good grounding.

I want to thank all the RCSLT staff, my fellow trustees, and you as members for your support. I also want to wish Della Money and Mary Heritage (the incoming chair and deputy) well for their years in office and look forward to hearing how the professional body moves forward under their leadership.

We talked about the 'engagement swish' in last month's *Bulletin*: is there room in your life for further engagement with the RCSLT? Believe me, the effort of getting involved pays personal dividends tenfold.

I wish you all well in your careers and hope to meet some of you in Cardiff. ■

*'The effort of getting involved pays personal dividends tenfold'*

**Morag Dorward, RCSLT Chair**

**🐦 @DorwardMorag**



**1.5**  
million people in the UK have  
a learning disability

**373**  
overseas members  
of the RCSLT

## TOMs study day

Members from across Wales (pictured), met for a Study Day on Therapy Outcome Measures (TOMs) in July 2018. TOMs (Enderby and John, 2015) is an outcome measurement tool that allows health and social care professionals to describe the relative abilities of an individual across the four dimensions of the World Health Organization's (2001) International Classification of Functioning, Disability and Health in association with intervention.

Presentations on the day included a session from a values based healthcare team in Wales who provided the wider context of outcome measures. The group also heard about the experience of embedding TOMs within an integrated AHP learning disability service, as well as those from two speech

and language therapy services in Wales that are pilot sites for the RCSLT Online Outcome Tool (ROOT).

The future of data collection, clinical coding (ICD10 and SNOMED CT), and links with other electronic systems being developed for Community NHS Services in Wales

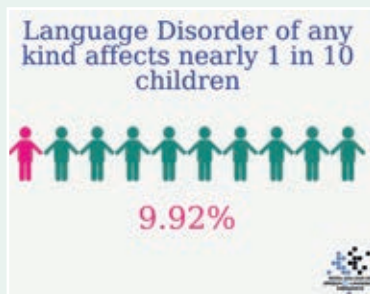
was also presented for discussion.

Health Boards within Wales are at varying stages of implementing TOMs in their services and the day was designed to serve



as a catalyst for progress in using TOMs data effectively. The importance of consistent use of TOMs for service comparisons and service developments was highlighted to all.

### RCSLT online resource of the month



The RCSLT website features a range of resources to support members in navigating the recent changes in terminology and criteria regarding developmental language disorder (DLD). Our briefing paper summarises the changes and goes over the implications for service provision and funding, while a range of tailor-made infographics lay out the key facts and figures in a simple, sharable format. Find the infographics, briefing paper, and other DLD resources at [bit.ly/2M21wgY](http://bit.ly/2M21wgY)

## NHS 70th celebrated in Wales



To celebrate the 70th anniversary of the NHS, SLTs from Hywel Dda University Health Board were invited to take part in a BBC Wales lip sync video of Jess Glynne's song *Hold my Hand*.

A group of paediatric therapists from Ceredigion and Pembrokeshire took part in the filming at Cardigan Hospital, and appear signing and miming in a video that's had more than 40,000 views on YouTube. If you haven't seen it yet, it's

worth a watch: [bit.ly/2Kz7o1h](http://bit.ly/2Kz7o1h)

Also marking the NHS anniversary were Cardiff SLTs Caroline Saine, Aysha Siddika, Bethan Davies and Katy Mogford, who all took part in a charity run around Cardiff Bay.

While some of the SLTs were seasoned runners, others took on the challenge by using the NHS Couch to 5K app, so as

to improve their health and fitness in the process.

"The event was great fun and we had so many people cheering us along the way. We felt that the event helped to highlight how highly regarded NHS staff are," said Aysha Siddika.

The run, in which the SLTs wore Giving Voice t-shirts, raised in excess of £10,000 for the Cardiff and Vale health charity.

## Parkinson's watch

In *PD COMM: a speech and language therapist's view*, SLTs Gillian Beaton and Avril Nicoll are filmed discussing the practicalities and dilemmas of being involved in the PD COMM trial, which is studying the

effectiveness of speech and language therapy interventions in the NHS for people with Parkinson's disease. You can watch the video at [bit.ly/2NH0Saq](http://bit.ly/2NH0Saq) or visit @PDCOMM\_trial on Twitter for more details.



2,332

course completions through the RCSLT CPD site in 2018

8,800

new cases of head and neck cancer diagnosed in England and Wales annually



Derek Munn

COLUMN

## Alison McCullough MBE to step down



### Head of the RCSLT’s Northern Ireland Office announces she is to step down from her role at the end of this year

Alison McCullough’s decision to retire comes after 13 years of service at the RCSLT, during which time she has overseen the considerable development of work within the region, and made a huge contribution to public affairs and other work across the organisation as a whole.

In June 2007, Alison was appointed by the then minister of health, Michael McGimpsey, to chair the Northern Ireland ministerial task force into speech and language therapy, the recommendations from which led to an action plan that was rolled out by the Department of Health.

Following an MBE award in 2009 for her contribution to the profession, Alison played an instrumental role with the Department of Justice in implementing the Northern Ireland Registered Intermediary Scheme. She was also successful in making the case for the provision of speech and language therapy within youth justice services.

During her tenure, Alison presented evidence to the Ad Hoc Joint Committee on the mental capacity bill that resulted in an amendment to primary legislation, ensuring that people with

communication difficulties receive communication support before a determination of capacity is made.

Among Alison’s other contributions to the RCSLT was the development of the annual Voice Box joke competition for school children. Originally conceived to raise awareness of SLCN in Stormont (the heart of government in Northern Ireland), Voice Box is now a fixture in the Westminster calendar, and launches in Wales too, this year.

Alison was also behind the creation of My Journey My Voice: a two-year multimedia exhibition and campaign across Northern Ireland designed to raise awareness of communication difficulties.

On retiring, Alison plans to travel, spend more time with her family and ‘keep busy.’ She has said that thoughts of the profession ‘would never be far away from her mind.’

Commenting on Alison’s retirement, RCSLT Director of Policy and Public Affairs Derek Munn said her forthcoming departure would “leave a huge hole at the RCSLT,” before wishing her all the very best.

The recruitment for Alison’s successor is due to begin shortly.

## BOCS LLAIS

I was once a student—long ago—and amongst my areas of study was medieval Welsh. I have often been asked what use this has been to the world, and so it gives me pleasure to title my column in Welsh—we’ll see why later.

It’s time once again for our Voice Box competition. Long-term readers will know that this began in Northern Ireland, with children invited to tell jokes in the Northern Ireland assembly alongside the politicians who represent them—and it’s been a huge success.

In recent years we have held the same event at Westminster to raise awareness of speech, language and communication. For the children concerned it’s a once in a lifetime experience, and for us it serves at least two other purposes.

First, it’s an outstanding way of involving parliamentarians who may not have an existing interest in speech and language. They can engage with schools in their constituency, get positive local coverage and do something genuinely fun.

Second, it’s a model of inclusive communication in action. Young people have told jokes with communication aids, on video or with sign language, and after an hour the MPs are immersed in this environment and it’s no longer a big deal—a vision of how things could be.

*“It’s an outstanding way of involving parliamentarians who may not have an existing interest in speech and language”*

This year, to return to my opening, we will be hosting a separate competition in the Welsh Assembly, and of course it will be bilingual, in English and Welsh.

So it’s over to you to think about different ways you can engage staff and pupils in Voice Box—whether you work in a school or have children in one. You could hold a special assembly where teachers tell jokes. There can be inter-class competitions, judged by teachers, your local MP or local celebrities. Classes or laughter workshops could discuss comic timing and delivery, how to make someone giggle, different sorts of jokes, when it’s appropriate to tell jokes, and how to use props. All part of the SLT skill set! ■

Derek Munn, RCSLT Director of Policy and Public Affairs. Email: derek.munn@rslt.org



## Kenya conference

A conference on communication disabilities in East Africa has been hosted by Yellow House, a community-based organisation that provides speech and language therapy services within the East Africa region.

Held in the Kenyan city of Kisumu, the conference was attended by allied health professionals and other stakeholders to discuss practice issues, the contextual complexities of service provision in East Africa, and innovative research and solutions.

Professor Edwards Kochung, dean of the School of Education at Maseno University in Kenya, spoke about the benefit of collaborative partnership among professions, while Grace Macharia, chairperson of the

Association of Speech and Language Therapists Kenya (ASLTK), shared plans for the organisation's official recognition as a professional regulatory body.

The acknowledgement comes on the back of ASLTK's "tireless and passionate voluntary work to achieve recognition for the profession in Kenya," says Rachael Gibson, CEO of Yellow House.

It is hoped that government support for SLT positions in Kenya will follow in the future. For more information visit: [www.yellowhouseoutreach.org](http://www.yellowhouseoutreach.org)

**Rachael Gibson, Sally Newton and Dr Bea Staley, speech and language therapists**

## The Great SLT Bake Off

The SLTs at Ealing Community Services take *The Great British Bake Off* very seriously indeed. The sweet-toothed fans hold their own version of the popular TV show, dubbed 'The Great Ealing Bake Off', where they match the show's weekly challenges in the hope of being crowned 'Queen of the Bakes'.

Rosie Bowness Clarke was the first to complete the biscuit challenge with wagon wheels, while Brody Cruickshank and Lucy Flaherty created a blueberry and lime drizzle tray bake for the signature challenge.

Karen Benedyk, clinical head of

speech and language therapy, said: "We're all big fans and always look forward to the new series." The cakes are made at home and eaten in the office.

Rosie admits burning the midnight oil during her baking session and missing the show in the process.

"No-one was allowed to tell me what happened until I watched it on catch up TV the following night."

During the last series, the team whipped up creations ranging from cardamom and blueberry buns and Portuguese tarts, to chocolate mousse cake and strawberry and raspberry pavlova.



### Travers Reid Award

Applications are invited for the 2018 Travers Reid Award. Worth £300, the award is open to UK speech and language therapy students whose research project (written within the last three years) is on the subject of stammering. Interested applicants should submit a 500-word abstract with a letter of recommendation from their supervisor by 1 November 2018. Those shortlisted will be asked to send their full project, with the award presented by Michael Palin on 19 December 2018.

📧 **Email queries and applications to [sharonmillard@nhs.net](mailto:sharonmillard@nhs.net)**

### Placement education

A placement education workshop to help inform the RCSLT's work plan on placement education took place last October. We are now continuing this piece of work and will be developing guidance to support placement educators, HEIs and students. Those who attended the workshop will automatically be sent an email from us with more information.

📧 **If you didn't attend the workshop and would like to get involved, please email Louise Borjes at [info@rcslt.org](mailto:info@rcslt.org)**

### Sing and Say

A set of resources to encourage young children's speech, language and communication development through play and song has been created by the Oxford Craniofacial Unit. Called *Sing and Say*, the resources are aimed at children 0-2 years of age and intended to be used by families in the home environment. Comprising animations, instructional videos, songs, leaflets and an iBook, the resources are freely available to anyone in the UK. The videos can also be translated into any language using the subtitles setting.

📧 **To access the resources visit [www.ouh.nhs.uk/singandsay](http://www.ouh.nhs.uk/singandsay)**

### Save the date!

Back in March, members helped to raise awareness about dysphagia on Swallowing Awareness Day by holding events around the country and generating discussions on social media.

Next year's Swallowing Awareness Day campaign is to take place on 13 March 2019.

Campaign details will follow in future issues of *Bulletin*. In the meantime, we look forward to hearing how your plans are shaping up. Let us know by adding #SwallowAware2019 to tweets.



# Shamima Begum & Helen Burgess

# Opinion

**Shamima Begum and Helen Burgess discuss why teenagers with communication needs require additional support in the digital space**

## Communication matters



ILLUSTRATION Sara Gelfgren

**A**s speech and language therapists working within a secondary autism base, we recently recognised the need to develop an intervention supporting the way that teenagers with social communication needs interact online.

The popularity of online communication among teenagers is just as prevalent in those with higher functioning social communication needs within the

autism base. Although teenage students on our caseload felt the desire and/or pressure to communicate with peers online, we noticed that many of them were experiencing difficulties in doing so. These difficulties were leading to disagreements in the classroom and playground, and it soon became apparent that at the root of these misunderstandings was social communication itself.

To address this, we conducted discussions with students and

teachers and learned that more students within the department actually preferred to communicate online when at home (through a variety of methods, including texting, WhatsApp and Snapchat) rather than have face-to-face interactions or chat via phone calls.

When communicating online, interactions change and different social ‘rules’ need to be considered; eg the use of capital letters to convey emotion, the use of emojis, and the ‘online tone of voice’, which can differ from person to person. The way we talk online is different, and at times more subtle; ie there are no facial cues, no body language, and no intonation. Discussions with students and teachers also highlighted that, while online, a number of students struggled to recognise the difference between friends, acquaintances and strangers.

We felt that we needed to equip students in how to communicate online in a safe and responsible way, to assist them in maintaining current friendships and to support them in developing new ones. To address this, we created the Digital Social Communication Programme (DSCP)—a 10-week programme that was run in class-based groups using a range of resources (eg video clips, songs, presentations, etc). Outcomes were measured qualitatively through questionnaires to staff and students, and it was noted that students demonstrated being able to recall some of the work done in the group, for example, recalling that people online can sometimes lie.

Students were also able to refer to the songs and raps that were used in the programme, as well as citing topics that were previously covered, by way of giving peer support when discussing online communication.

Since completing the programme, there have been

continued discussions within the classrooms about social media through problem-solving, with ‘real life’ online issues used to explore how these have been dealt with. Students were also observed discussing some of the same issues within other lessons, such as mainstream ICT lessons.

The programme also linked to aspects of cyberbullying, with teachers enthusiastic for these sessions to continue. In the future, we hope to create a joint initiative linking to personal, social and health education (PSHE) classes in order to develop a programme supporting a range of interpersonal skills.

The DSCP continues to be refined, with one student group having completed a review session at the request of teachers. This involved discussing previous work and spending time looking at problem-solving in relation to some specific difficulties that had arisen around when it was appropriate to comment, or not to comment, online.

Since then, the sessions have been requested by teachers on a regular basis, thereby highlighting the importance of supporting communication skills in the face-to-face and online world, and the difference that each approach entails. In terms of next steps, we plan to conduct further work that looks into the impact that digital communication has on friendships, and the maintenance of friendships outside of school, as well as the concomitant impact it has on self-esteem, linking these with PSHE lessons. ■

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**Helen Burgess, highly specialist speech and language therapist, London Speech Therapy. Email: [Helen@londonspeechtherapy.co.uk](mailto:Helen@londonspeechtherapy.co.uk)**



# Return to practice

If you're considering returning to the profession after a career break there are a number of steps you need to take before you can call yourself an SLT. **Victoria Harris**, RCSLT Learning Manager, outlines the process

ILLUSTRATION BY Hannah Warren

**P**eople take career breaks for a variety of reasons. Whether to focus on family commitments for a time, to travel the world, learn new skills or take-up volunteering, career breaks can serve to re-energise you personally and professionally.

But what happens when it's time to return to work? What are the steps you need to take to get back into the profession? The RCSLT is keen to encourage those trained as speech and language therapists, who have taken a career break of two years or more, to consider returning to work as an SLT, whether on a part-time or full-time basis.

In response to frequent member queries regarding return-to-work requirements, we've collected those that are asked most regularly to help navigate you back into practice as seamlessly as possible.

## Before you start

Anyone returning to practice after a break of more than two years will need to familiarise themselves with the Health and Care Professions Council's (HCPC) returning to practice guidance, which was updated in 2017 (see [bit.ly/2MDV1p3](http://bit.ly/2MDV1p3)).

The HCPC defines 'practising your profession' as: "drawing on your skills and

knowledge in the course of your work." This does not have to be in clinical or 'frontline' practice and can include roles in education management and research, or other areas.

To return to the HCPC Register, SLTs will need to meet the following requirements, depending on how long they have been out of practice:

- 0-2 years - no updating requirements necessary (this is applicable for maternity, paternity and parental leave)
- 2-5 years - 30 days of updating skills and knowledge required
- 5 years or more - 60 days of updating skills and knowledge required.

These requirements also apply to someone who has:

- not practised in the last two years, or
- has never been registered with the HCPC and has never practised (but who holds an approved qualification which is more than five years old).

## Meeting HCPC requirements

The HCPC requires returners to complete a combination of the following activities to update their knowledge and skills:

- Supervised practice, or working/volunteering as a returner under the supervision of a registered professional. This involves engaging a suitably qualified SLT who has been registered with the HCPC for a minimum of three years. The level of supervision and tasks undertaken during

this period are not specified by the HCPC; instead, it is expected that the nature of the supervision and range of tasks will be agreed between the supervisor and supervisee.

- Formal study, such as attending a return-to-practice programme held by a university or industry body, etc.
- Private study/self-directed learning, which includes drawing on information sourced from journals, online or library resources (it is important to note that HCPC requirements stipulate that only 50% of your return to work evidence can be made up of private study).

The HCPC is flexible in its approach and fairly open to how you organise your evidencing, so if there are elements you cannot access locally this will be taken into consideration.

## Frequently asked questions

### Which RCSLT membership category should I be in while I am updating my knowledge and skills?

When completing your return-to-work evidence, you can apply to become a 'returner' RCSLT member. The returner category provides access to all general member benefits (except for minor grants) at a reduced rate. This includes insurance, CPD and networking resources, which are great for building up your portfolio of activities and knowledge. →

Returners transfer to certified membership once their supervisor is satisfied that their competencies, skills and knowledge base are all safely up-to-date.

**How do I record my updating activities?**

You'll need to evidence your activities as you go. The HCPC provides forms where you can record your return to practice learning (see [bit.ly/2N3x0VB](http://bit.ly/2N3x0VB)), or the RCSLT online CPD diary can also be used to organise your completed evidence.

**Can I call myself an SLT while I am undertaking my updating period?**

While you are undertaking your updating period, you cannot call yourself an SLT as it is a protected title. You can only use this title once you are accepted back on the HCPC Register.

**What support do other organisations offer?**

There are a number of 'return to practice' courses being developed or run by universities across the country. Birmingham City University, for example, runs a distance-learning course aimed at therapists returning to practice after a career break, which counts for approximately 115 hours towards the HCPC return to work process and is classed as 'professional study'. For more information on this and other courses please contact the RCSLT—our membership team will be happy to answer any queries you have.

**Further support**

**England**

Health Education England (HEE) has a new programme to encourage returners to practice in England. It covers funding in three areas: academic study, practice placement and out of pocket expenses.

If you are thinking of returning to practice in England, please take a look at HEE's advice and resources at [bit.ly/2Mt02li](http://bit.ly/2Mt02li), where you can also register your interest in HEE support.

**Northern Ireland**

Due to the small numbers in Northern Ireland, there is no specific return to practice course for SLTs. For more information, individuals should contact the lead AHP officer at the Department of Health on 028 9052 0500.

**Scotland**

NHS Education for Scotland (NES) is in the process of developing national return to practice guidance, which will be clearly aligned to HCPC guidance and can be

*“The RCSLT is keen to encourage those trained as SLTs to consider returning to work”*



**What support does the RCSLT offer to returners?**

Enquiries service	Our enquiries team is on hand to answer all your questions. Call <b>020 7378 3012</b> or email <a href="mailto:info@rslt.org">info@rslt.org</a>
Networks	Returner members can join our informal group online for people who are returning to practice. To be added to this group, please contact <a href="mailto:info@rslt.org">info@rslt.org</a> You're also welcome to join any of our networks – your local Hub, CENs, journal clubs and online groups.
Opportunities for formal study	CEN study days, Hub events and RCSLT study days all count as formal study.
Opportunities for private study	You can access a lot of private study resources on the RCSLT website. For example: <ul style="list-style-type: none"> <li>■ Journals collection (see <a href="http://bit.ly/2LcofXn">bit.ly/2LcofXn</a>)</li> <li>■ Elearning resources (see <a href="http://www.rsltcpd.org.uk">www.rsltcpd.org.uk</a>)</li> <li>■ Webinars (see <a href="http://bit.ly/2kKYGCY">bit.ly/2kKYGCY</a>)</li> </ul>

implemented locally, across Scotland. Expect further updates in *Bulletin* once this is launched.

**Wales**

Members living in Wales should refer to guidance for return to practice for nurses, midwives, SCPHNs, AHPs and healthcare scientists (2016), provided by NHS Wales, at [bit.ly/2vZphRX](http://bit.ly/2vZphRX).

**I've completed my activities—now what?**

Once you've completed your updating period, you will need someone to countersign your form. HCPC return to practice guidance states that the counter-signatory does not need to have supervised your updating activities, and they do not need to confirm that you are fit to practise. Instead, the counter-signatory “needs to take reasonable steps to be sure that you have carried out the number of days required”. If you already have a supervisor while you are updating your practice then this person can also counter-sign your return to practice form. However, please remember that the counter-signatory and

supervisor are different roles. Throughout the period of updating, it is fine to ask this person to be your counter-signatory, noting that the counter-signatory and supervisor are different roles.

**I'm back on the register**

Congratulations. To gain the full benefits of RCSLT membership (including the correct level of insurance coverage) you must now change your membership category to 'certified'.

You may already have a job lined up, but if not, you can now start applying for roles as an SLT. Returning to practice after a career break should not affect your chances at interview— instead, time out of the profession should be viewed as being of benefit to any potential new employer. Not only do you bring a wealth of experience with you from your earlier career, but you also return, in all likelihood, with a broader perspective and renewed motivation. Good luck! ■

**Victoria Harris, RCSLT learning manager.**  
**Email: [victoria.harris@rslt.org.uk](mailto:victoria.harris@rslt.org.uk)**


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# The art of being heard

**Ruth Edwards and Siobhan Ward reflect on an innovative project using art and animation to raise awareness about stammering**

**A**rt has the ability to make us see things from another person's point of view. It stimulates empathy and enables us to reveal the truth about our feelings and thoughts, communicating messages that cannot be conveyed with words alone.

When Hull was announced as the UK City of Culture in 2017, individuals and community groups were invited to submit project ideas for funding.

This presented an opportunity for Hear in Hull—an initiative run by the city's Artlink Centre for Community Arts, in partnership with Humber NHS Foundation Trust—to bid for funding for an innovative art project to raise awareness about stammering.

## Background

Around 1% of the adult population stammers. The aim of Hear in Hull was to use art to explore how listeners feel when they listen to stammering voices, and how people who stammer feel about stammering, with the purpose of changing perceptions, creating understanding and building confidence.

Out of 600 City of Culture funding applications, 60 creative community projects were chosen and Hear in Hull was one of them. We were awarded £6,200.

Our project was timed to coincide with International Stammering Awareness day on 22 October. By chance, that date also happened to correspond with a scheduled strand in the City of Culture programme entitled 'Tell the World'. So our first task was to find out what our clients wanted to say: our priority was to accurately represent the views and wishes of

people who stammer.

There were two significant inputs for this.

### 1. Leeds Stammering Support Symposium

At this event, stakeholders within the world of dysfluency, including international researchers, SLTs, the British Stammering Association (BSA), and service users, came together to discuss a range of key issues significant to and affecting people who stammer (PWS).

The service users were particularly keen to discuss public attitudes to stammering. A number of recommendations were made by this group:

- The need for research to address public misconceptions, prejudice and discrimination, including subconscious bias, to remove barriers towards PWS.
- For PWS to help counteract their own self-limiting beliefs, and to raise awareness of the benefits of therapy, through an advocacy role, thereby enabling them to have an effective voice in changing public attitudes.
- For commissioners to be aware of the need for services and ring-fenced funding to support PWS.
- To help commissioners and managers better understand that managing disorders of fluency is not bound to a medical model of 'curing' stammering, but also links to a model of social disability that aims to reduce the negative impact that stammering has on clients.
- That the outcome of therapy is not just about attaining a certain level of fluency but relates to reducing the psychological and emotional impact of the disorder.

### 2. Our clients

Over many years of working in this specialist field, clients have informed our thinking about stammering. So often they have talked



Hull Truck Theatre played host to *My Stammering Tap* on launch night

about their fear of the reaction they might receive from listeners when they talk during their daily lives. The result is the development of a set of self-limiting beliefs, which can then result in clients withdrawing from participation in everyday communication.

## Stereotypes

We wanted to find out what people in Hull thought when they heard someone with a stammer, and drew on two research papers.

The first, by Craig, Tran, Craig (2003), identifies the stereotypes towards stammering that exist among those who have never had direct contact with PWS. In the study, 'stereotypes' takes its definition from another study by White and Collins (1984), where stereotyping is defined as "making generalisations about a particular group of people whereby society attributes a defined set of characteristics to the group".

Many studies report PWS being negatively stereotyped. Descriptors used include: shy, anxious, withdrawn, nervous, tense, hesitant, self-conscious, less competent, introverted and insecure.

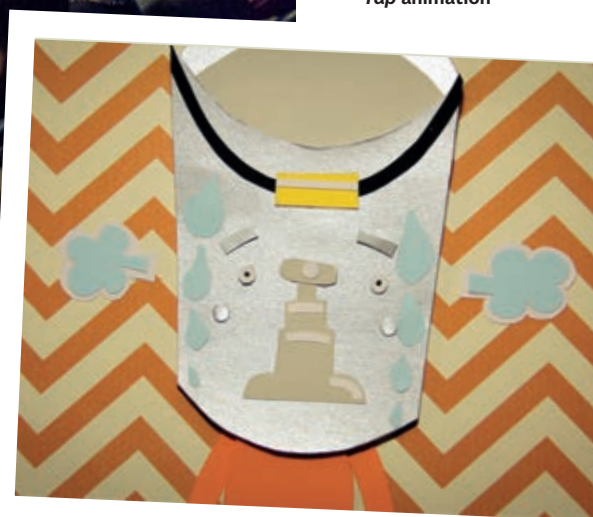
Secondly, according to Smart (2001) people with disabilities often internalise negative stereotypes and accept them as truth. This can lead to the individual developing a negative self-concept or stigma.

We were interested to see if the people of Hull held these negative stereotypes of PWS, and if PWS living in Hull had internalised negative concepts as a result.





Below:  
*My Stammering*  
Tap animation



To find out, we asked members of our adult support group to record a message of themselves stammering as they talked. We then played the messages to a group of children who stammer (9-15 year olds), and also to members of the public.

We then asked each individual a set of questions to elicit their thoughts about what they heard, conducting 60 interviews in total. Although this could not be considered scientific research, it did show that most listeners were empathetic and listened to the message (not the stammer). Conversely, the majority of PWS focussed primarily on the stammer, highlighting their sensitivity to non-fluent speech and the perceived reactions of others.

### Creating impact

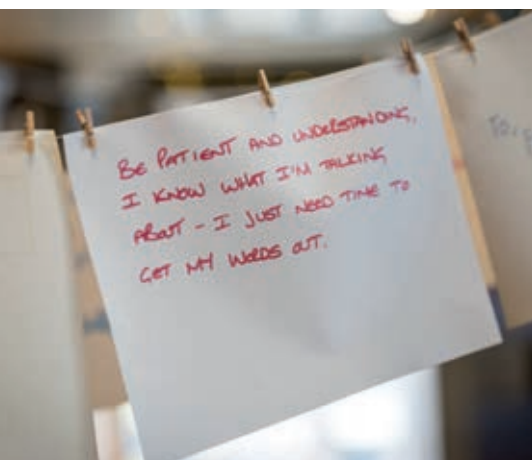
While the main aim of the project was to help the public understand more about stammering and the importance of their role as listeners, it was also important to show our clients that although they may encounter adverse reactions to their speech sometimes, most people are well-meaning and want to do the right thing. With this in mind we asked clients to write on postcards what they wanted people to know about their stammer and how they would like them to react.

Postcards were addressed to specific groups of people, eg 'to my friends', 'to my teachers', 'to my parents', 'to shopkeepers', etc. Clients then wrote messages on the reverse of the postcards (pictured below),

which proved to be a powerful and emotive way for them to express their feelings.

Using art, we wanted to represent the themes that had emerged in order to create visual impact and to highlight the message that stammering need not limit you.

We enlisted a group of art students from Hull College of Art and Design and gave a short talk to them about stammering and what we were hoping to achieve with the project. We tasked the students with finding out which famous people (historical or →



*“The aim was to help the public understand more about stammering and the importance of their role as listeners”*

present day) have achieved success in their chosen field despite (or maybe even because of) their stammer.

The reasoning behind this was that it is still extremely unusual for someone in the public eye to stammer openly. This has two effects: firstly, it supports the belief that to 'overcome' stammering you need to be fluent. It also creates the expectation that only fluent speech is acceptable. Both of these ideas are damaging to PWS as they reinforce feelings of shame (stigma) and generate fear of stammering.

### Key themes

We wanted to create a film that would express the key themes of the project and reach a wider audience. Peter Snelling, an award-winning animator, was commissioned to help us to achieve that.

Peter met a group of children on our caseload and, over a couple of sessions, they helped to generate ideas for him to work with. We organised another workshop, this time with adults from our support group. Peter presented a poem he had written in response to what the children had told him, which the adults responded to, offering their perceptions and perspectives, from a position of greater experience.

The next stage was for Peter to animate the finished poem. This he did using paper cut-outs to produce a beautiful and extremely clever animation called *My Stammering Tap*, about what it's like to have a stammer.

Dylan, one of our young clients, read the poem and Peter—who was very receptive to fact that we wanted Dylan's stammer to be heard—recorded Dylan's voice. At first this went against Peter's instincts. In film-making, it is common practice to edit out dysfluencies (inadvertently perpetuating the myth that all speech is fluent). Since the project, however, Peter has told us that he is less inclined to do this, and far more tolerant of leaving in dysfluencies when they crop up.

### Launch

With all three elements of the project complete it was time for the launch. We organised an event at Hull Truck Theatre, attended by family and friends of our clients and therapists, as well as key stakeholders in the world of stammering, including representatives from the British Stammering Association, Action for Stammering Children and The Michael Palin Centre.

At the event, portraits that the students had created were on display and prizes were presented. We also exhibited the postcard



**Above: Peter Snelling held creative workshops**

**Right: Student art display**



installation that our clients had produced and heard speeches by several key note speakers. *My Stammering Tap* was also shown for the first time and it's fair to say there wasn't a dry eye in the house.

Co-ordinating this project has been a massive learning curve for those involved. We had to step out of our comfort zone to write the initial funding bid, enlist sponsors to raise extra money, promote the project through media interviews, work with creative agencies, organise venues for the exhibition, and manage the budget.

The project has proved successful in raising awareness. Our animation has been viewed more than 4,000 times (at the time of writing) and received media coverage on TV and radio. We have had hundreds of conversations with people about stammering as a result of promoting the exhibition, organising the events, and talking to people as they stop to look at the work created. We have also distributed information packs to every school in Hull and East Yorkshire.

Our aim is that all schools in the UK will show the film so that everyone can understand how to listen when someone stammers, and children who stammer do not grow up in fear of stammering. There

is no copyright on this film (which you can see on YouTube at [bit.ly/2MC9bHr](http://bit.ly/2MC9bHr)). It is free for therapists to use as a resource, and we would encourage it to be shared as widely as possible.

One of the highlights of the experience was hearing the mother of one of the children talk so movingly about the impact the project has had on her son. Although friends and family had previously assumed her son was shy because he didn't talk much, she knew he wasn't; it was his stammer that was making him afraid to speak. Following his involvement in the project, her son is no longer afraid to speak and will now go to the shops and ask for things, which he never would before. What's more, he also tells his friends about his stammer, and has grown in confidence knowing that he can be himself, stammer and all. ■

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**For more information on Peter Snelling visit [www.mypockets.co.uk](http://www.mypockets.co.uk)**

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**SUPPORTING YOU TO  
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# Developing play skills in pupils with autism

**Sue Mabbutt** and **Alanna Muldownie** explain how working in an education setting has allowed them to explore an area of difficulty in autism, through joint working with teaching staff

ILLUSTRATION BY Chiara Zarmati

**T**he inspiration behind this project came from the Preschool-Autism Communication Trial (PACT, Pickles et al., 2016) follow-up study carried out by The University of Manchester, and reported on by BBC News (Gallagher, 2016).

The follow-up study focused on those families who had participated in the original PACT Trial, which ran between 2006 and 2009, once their children had reached seven to 11 years of age.

The PACT results suggested a “long-term ASD-symptom reduction” after early intervention, which raised our awareness of the importance of early input for children with autism.

After reading the PACT trial findings, we decided to undertake a small pilot project in our school, to see if the methods could be applied to a special education setting. We used Mary Sheridan’s (Howard et al., 2011; Sharma et al., 2014) child development books to extend our knowledge of play development and the interrelatedness between areas of child development.

## Project aims

Working full-time in one setting allows for intensive and flexible interventions with a consistent cohort, alongside experienced and knowledgeable class staff—all of which were needed when carrying out our pilot project.

The overall aim of the project was to improve play skills in early years pupils with autism spectrum disorder (ASD). This was to be demonstrated by pupils engaging independently in activities associated with their current play level.

## Methods

The cohort consisted of nine pupils with ASD in an early years setting. The pilot project involved:

- taking baselines of play skills
- delivering direct input
- recording sessions against set targets

## Baselines

We created an observation checklist based on Mary Sheridan’s developmental play norms, which focus on cognitive and social aspects of play. The norms follow a chronological order from birth to five years. This helped us to identify eight stages of play, which we referred to as ‘levels’ in the

observation checklist: for example, level 1 (0–5 months), included dropping, pulling and grabbing objects.

We used appropriate toys and activities from our existing resources to assess all play levels for each pupil. The observation checklist was used to take baseline measurements for all pupils and sessions were filmed for more accurate observation findings.

To gather parent-reported information about play skills in a more informal and unstructured setting, we sent home a questionnaire based on the Checklist for Autism in Toddlers (CHAT, Baron-Cohen et al., 2000). In addition, we conducted a baseline assessment on a child of five years and six months with age-appropriate play skills using the same checklist and play materials for comparison purposes.

## Direct input

Play targets were set following information gathered from the baseline assessments. Direct input involved pupils attending daily one-to-one sessions with an SLT in order to secure pupils’ current level of play, and then promote progression to the next level. In addition, staff members were trained to support target delivery throughout the day.



- our play targets had some similarities to the SCERTS Model (Prizant et al., 2006), specifically Joint Attention skills at the Social Partner Stage; and
- staff became more aware of individual play targets and engaged in structured play activities during intervention times.

#### Difficulties

Some difficulties were encountered during delivery of direct input, which included:

- time for class staff to deliver and record sessions; and
- the impact of ASD difficulties on pupil engagement (eg joint attention with an adult, understanding and use of language, rigidity in following their own agenda).

#### Next steps

Future directions for the project could include:

- incorporating SCERTS targets into the early years curriculum;
- further staff training to generalise skills; and
- working closely with parents to support play skills development in the home environment. ■

“The project’s aim was to improve play skills in early years pupils with ASD”

The initial intervention period lasted for five weeks, with adaptations made over half-term to address the impact of ASD characteristics on play, and revised intervention sessions then continued for a further six-week period.

#### Recording sessions

We created a recording form to document all sessions. These forms were individually created for each pupil, listing their current targets and specific achievement criteria for the next stage of play.

#### Results and findings

Following intervention our main findings were as follows:

- five out of nine children moved on to the next developmental play level;
- all children showed positive engagement and higher degrees of independence;
- play skills showed a positive correlation to language skills;
- positive outcomes were seen in communication, social and physical development, as well as extended play skills;

**Sue Mabbutt and Alanna Muldownie,** speech and language therapists in Northamptonshire.

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# Have your say

The RCSLT often asks members for their views on NICE guidelines and quality standards. But with an overflowing caseload, it's not always easy for members to find time to respond. **Katie Chadd** and **Paul O'Meara** make the case for getting involved with NICE

ILLUSTRATION BY **Kate Hazell**

**E**arlier this year, the National Institute for Health and Care Excellence (NICE) asked the RCSLT, as well as other stakeholders, to help review *Developing NICE guidelines: the manual*.

The request presented a valuable opportunity for the RCSLT and its members to influence how NICE engages with the profession, and to have our say in how guidelines and quality standards are shaped.

## Who is NICE?

(From [www.nice.org.uk/about/who-we-are](http://www.nice.org.uk/about/who-we-are))

NICE is the independent organisation responsible for providing evidence-based guidance on health and social care. Its guidance is applicable to England only, although it has agreements in place to provide certain NICE products and services to Wales, Scotland and Northern Ireland.

Set up in 1999, NICE is at the heart of the health and social care system and works closely with NHS England, the Care Quality Commission and Health Education England, among other organisations.

Its guidelines make evidence-based recommendations on a wide range of topics and recommend the most effective ways to:

- prevent and manage specific conditions
- provide social care to adults and children
- plan services and interventions to improve the health of communities
- provide integrated health and social care services that meet the needs of patients and people who use services.

NICE guidance and standards are independent and authoritative; underpinning all its work is evidence, expert input and public involvement.

## What can NICE do for you?

The impact of work by NICE may be evidenced at different levels. NICE publications can guide clinical decision-making, facilitate production of relevant research proposals, and influence the commissioning and quality of service provision. Where they exist, NICE clinical guidelines can also support SLTs to be evidence-based practitioners.

Traditional conceptualisations of evidence-based practice identify three core sources of information to guide clinical decision-making: the best available evidence from the literature, clinical expertise, and the patient's values (eg Sackett et al., 2000, p1). At a high level, the recommendations in NICE guidelines reflect this approach:

- they are based on relevant and high-quality research evidence
- they are formulated by topic experts
- all guidance undergoes consultation by a wide number of stakeholders prior to publication.

Using NICE guidance to inform discussions around care planning provides one way to develop your evidence-based practice.

NICE quality standards that list evidence-guided 'expectations' of provision can also be used to influence changes in your practice. These are core standards that healthcare services should be striving to meet. Therefore, comparing your current practice or service to that listed in the quality standards is an effective method of planning for an audit or quality improvement project.

With each clinical guideline, NICE simultaneously publishes 'research recommendations' resulting from the evidence search and guideline development

process. These identify areas in the evidence base where large amounts of uncertainty have been found and which would benefit from further investigation. There can be a number of benefits to this:

- It provides a useful starting point for planning research projects that make meaningful contributions to the evidence base.
- Helpful references may be found in its literature search strategies and results.
- Funders may be more likely to support a research proposal that refers to a NICE 'research recommendation' as it supports the notion that the research is of value.

A clinical recommendation made by NICE can also influence the likelihood of speech and language therapy services getting funded, as each guideline states:

“ Local commissioners and providers of healthcare have a responsibility to enable the guideline to be applied when individual professionals and people using services wish to use it. ”

Therefore, if speech and language therapy is referred to in a NICE guideline, commissioners should be made aware of it. On-the-ground clinicians can inform commissioning bodies, using this as leverage when making a case for speech and language therapy services. It is also the role of RCSLT and its members to ensure speech and language therapy is referred to in the first place, which can be done during consultation periods.

One example demonstrating the powerful impact of the RCSLT members engaging with NICE is reflected in their guideline *Dementia: assessment, management and support for people living with dementia and their carers* (NICE, 2018), where members outlined a notable lack of reference to the communication and swallowing needs of people with dementia.

By providing vital evidence of the role and impact of SLTs, the guideline was changed to include several recommendations encouraging SLT involvement. This guideline can now be taken to a commissioner to argue for greater specialist SLT provision in dementia services.

Implications of member engagement in NICE consultations can be even more widespread for patient care. A recent example is the acknowledgement of RCSLT recommendations to include the following as markers of quality services for individuals receiving intermediate care:

- provision of information on local and charitable support services



■ services are to be delivered by multidisciplinary teams

These are now evidenced in the NICE Quality Standard on intermediate care including reablement (NICE, 2018).

### The NICE process

NICE guidelines make evidence-based recommendations on various topics, from preventing and managing specific conditions through to providing social care and support to adults and children. Guideline development can take between 12 and 27 months, depending on the scope of the topic. Their process reflects this high-level approach seen in Table 1.

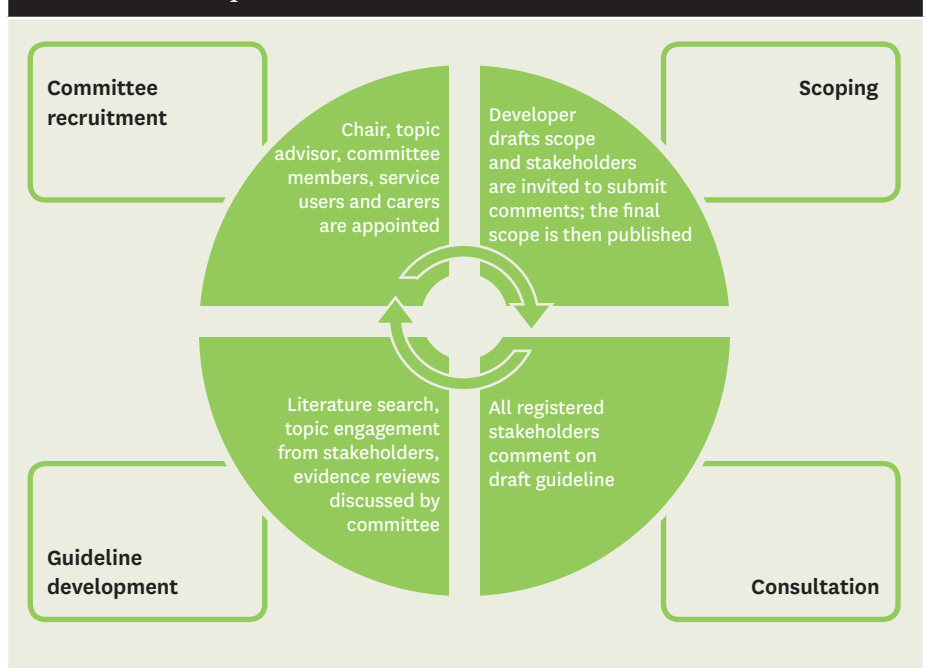
### We need your help

As a registered stakeholder, the RCSLT has a small but dedicated team that oversees interaction with NICE and disseminates news about consultations. Our team filters the alerts we receive and cascades those that are relevant to you, our members.

RCSLT advisers are usually the team's first port of call if NICE requires a topic adviser, or when a guideline consultation opens. Once a NICE topic engagement or call for evidence is underway, then we look to engage members via CENs, Hubs, and by utilising social media and RCSLT publications.

Having speech and language therapy guidance incorporated into NICE publications has the potential for widespread effects at multiple levels. This is where your knowledge and experience is vital and the impact of your input should not be underestimated.

Table 1. The NICE process



If we engage more with NICE and increase our levels of involvement, the ultimate result could be improved care and better outcomes for patients—something which is surely a goal shared by all SLTs.

To get involved or ask questions about the NICE process, please email [consultations@rslt.org](mailto:consultations@rslt.org) ■

**Katie Chadd, RCSLT research support officer and Paul O'Meara, RCSLT project co-ordinator. Email [katie.chadd@rslt.org](mailto:katie.chadd@rslt.org) and [paul.omeara@rslt.org](mailto:paul.omeara@rslt.org)**



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Our monthly look at the latest in published research

# In the journals

To review an article or suggest an article for review, email [katie.chadd@rcslt.org](mailto:katie.chadd@rcslt.org)

## Side-lying feeding outcomes

Four studies highlight that side-lying for premature infants helps improve physiological stability during bottle feeding compared with an upright position.

This paper was a systematic review involving a search for studies that investigated using side-lying for supporting preterm infant physiological stability during bottle feeding. Only four studies met the inclusion criteria. One study was a speech and language therapy investigation, (Clark et al 2007); another study was from an occupational therapy perspective (Lau, 2013), and two were nursing studies (Dawson et al, 2013; Park et al, 2014).

Although findings suggest that side-lying potentially is beneficial for bottle feeding premature infants, the evidence base remains small. Specifically, studies have not considered if side-lying helps improve co-ordination of the suck-swallow-breathe cycle, or if it can reduce stress. In addition, accuracy of staff and carers reduplicating the side-lying position would have been useful.

The authors conclude that: "There is a need for a larger pragmatic randomised control trial to determine whether the side-lying position improves important clinical feeding outcomes...with a diverse group of preterm infants in terms of their maturity levels, feeding experiences and skills, and medical complications".

**Dr Celia Harding, senior lecturer, City, University of London; and speech and language therapist, Royal Free London NHS Foundation Hospitals Trust**

### Reference

Park, J., Pados, B. F., & Thoyre, S. M. (2018). Systematic Review: *What Is the Evidence for the Side-Lying Position for Feeding Preterm Infants?* *Advances in Neonatal Care*, 18(4), 285-294. doi: 10.1097/ANC.0000000000000529

## Conversation therapy practices

'Given the growing evidence base for conversation-based interventions, it is important to consider SLTs' conversation therapy practices'. The authors of this article addressed this point by examining how SLTs working in south east England define and deliver conversation therapy for those with aphasia, and also their challenges in delivering it.

Insight was gathered by surveying 50 SLTs, and a smaller focus group with six SLTs (most were band 6 and 7, working full-time in specialist roles). Recruitment was through personal and professional networks, and social media.

Survey results showed SLTs worked directly and indirectly on conversation for aphasia. Intervention most frequently involved the client and family member together, but individual and group work was popular and informal approaches were used over published resources. There was substantial variation in delivery, influenced by client and conversation partner need, the service, and the setting. Conversation goals were diverse, with the majority focusing on strategy use.

The focus group SLTs felt conversation therapy had benefits, but lacked justification for delivering the approach in isolation and often combined impairment and conversation therapy.

The authors conclude that SLTs perceive conversation therapy to be beneficial. However, existing evidence-based resources are not being consistently applied in practice. They state a challenge remains as to how to enable the translation of the evidence into clinical practice.

**Jan Thomson, senior stroke rehabilitation speech and language therapist, Leeds General Infirmary**

### Reference

Nicola Sirman, Suzanne Beeke & Madeline Cruice (2017) *Professionals' perspectives on delivering conversation therapy in clinical practice*, *Aphasiology*, 31:4, 465-494. doi: 10.1080/02687038.2017.1278739.

## An EPIIC intervention

This pilot study demonstrated a functional relationship between the intervention and an increase in the participant's communication skills and parents' facilitation of communication skills.

In this pilot study the researchers adapted the 'Parents Interacting with Infants' (PIWI) intervention to create Enhancing Parent Interaction in Communication (EPIIC). The participants were three males aged 26 to 44 months with speech and language delays, and their mothers. These child-parent dyads received intervention in a 30-minute session, once a week, for seven weeks. Each child had two individualised targets as well as a universal goal across participants to increase parent-child interaction.

Overall, all dyads experienced improvements across all target goals with the exception of one goal in a dyad. The social validity score indicated this intervention was a socially valid approach to provide speech and language therapy input to young children and their families.

The authors suggest that the EPIIC intervention may "meet the need for a feasible caregiver-centered service delivery model that supports the use of evidence-based practices for children with speech and language delays".

**Tara E. Millan-Brophy, specialist speech and language therapist, Bensham Manor School, Thornton Heath**

### Reference

Green, K. B., Towson, J. A., Head, C., Janowski, B., & Smith, L. (2018). Facilitated playgroups to promote speech and language skills of young children with communication delays: A pilot study. *Child Language Teaching and Therapy*, 34(1), 37-52. doi.org/10.1177/0265659018755525

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



# Yvonne Wren

**As the Bristol Speech and Language Therapy Research Unit approaches its 30th anniversary, Dr Yvonne Wren and colleagues reflect on the achievements and impact it has made on the profession**

## Celebrating success

In the early 1990s, Professor Pam Enderby, then head of the speech and language therapy department at Frenchay Hospital in Bristol, was speaking to local SLTs at their annual study day.

Pam was talking about a recent clinical query regarding swallowing, explaining how the team had answered the question by spitting into tubes to measure the viscosity of saliva after drinking. Their discovery, that increased dairy intake resulted in thicker saliva, was a small finding with a big impact for patients with swallowing problems.

At that time, there was little research in response to clinical questions in this field and the Bristol Speech and Language Therapy Research Unit (BSLTRU), as it became known, was established in 1988 as an integral part of the clinical service to address practical therapy questions just like this.

### Origins

The early days of BSLTRU had a focus on adults with acquired neurological disorders, then

publication of the Frenchay Dysarthria Assessment (1983) and the Frenchay Aphasia Screening Test (1986) led to an interest in applying new technologies to intervention. At the same time, Dr Brian Petheram from the University of the West of England's computer department joined the BSLTRU team, while funding from the Wolfson Foundation and the Stroke Association led to the formation of the Aphasia Computer Team in 1987. This laid the groundwork for the research unit and, with additional funding from The Underwood Trust, the new Speech Therapy Research Unit was opened by journalist Angela Rippon in 1988.

By the mid-1990s, the research unit had started to extend its interests to other client groups and funding was obtained to carry out research in the fields of stammering, AAC, primary speech and language difficulties, and speech sound disorder in children.

The success of the unit was recognised by the number of

grant awards obtained, in the appointment of Pam Enderby as a professor at The University of Sheffield, and funding for the appointment of Dr Sue Roulstone as co-director of the unit.

### Current overview

BSLTRU's aim has always been to conduct research to improve the care and management of people with speech, language and communication disorders by developing knowledge related to the prevention, management and social consequences of the disorders.

Now hosted by North Bristol NHS Trust, the unit is situated at Southmead Hospital with a team comprising SLTs and psychology and information systems researchers with specialisms in developmental language disorder, speech sound disorder, cleft palate, AAC, head and neck cancer, and stuttering.

Funded predominantly by grants and charitable donations, recent research at the unit has focused on a range of topics within speech and language therapy, including:

- assessments, outcome measures and screening tools;
- perceptions of communication disorders and therapy;
- therapists' decision making;
- therapy development and evaluations; and
- development and evaluation of software for those with speech and language disorders.

### Future

Over the last 30 years, BSLTRU has successfully supported 20 PhD students, carried out clinically applied research, published numerous papers, and been successful in competitive and commissioned research bids. The team has sat on several RCSLT committees and both Professors Pam Enderby and Sue Roulstone have spent time in the role of RCSLT Chair. The unit has also hosted visits from esteemed international academics in the field including (most recently) Professor Lawrence Shriberg from the University of Wisconsin-Madison, and Professor Sharynne McLeod from Charles Sturt University in Australia. In the autumn, Professors Barbara May



(L-R) Brian Petheram, Sam Harding, Pam Enderby, Yvonne Wren, Kath Broomfield, Sue Roulstone, Rosemary Hayhow, Fay Smith and Lydia Morgan at the BSLTRU.

# Research and Development Forum



Bernhardt and Joe Stemberger from the University of British Columbia, Canada, will also be visiting to speak on speech development in multilingual children.

Now directed by Dr Yvonne Wren (an SLT who was in the audience listening to stories of spitting therapists in the early 1990s), the unit is seeking to inspire the next generation of clinical academics. In that capacity, BSLTRU maintains its original desire to make a difference – to individuals with communication difficulties and their families, and to those of us who work with them. We might not be looking at spit quite so much these days, but the questions that drive our activity remain those clinical queries that drive all SLTs. ■

**Yvonne Wren, Sam Harding, Lydia Morgan, Fay Smith, Sue Roulstone, Pam Enderby, Rosemarie Hayhow, Brian Petheram**

**Email:**  
**yvonne.wren@bristol.ac.uk**  
**@Bristol\_SLTRU**

*Table 1. Overview of BSLTRU projects and impacts over the last 30 years*

Key Projects	People	Impact
Randomised controlled trial of speech and language therapy for aphasia	Rachel David Pam Enderby	One of the earliest randomised controlled trials investigating the impact of speech and language therapy on aphasia following stroke.
Frenchay Aphasia Screening Test	Pam Enderby	Translated into many languages.
Frenchay Dysarthria Assessment	Pam Enderby	One of a few standardised dysarthria assessments; translated into several languages.
Therapy Outcome Measures (TOMs)	Pam Enderby, Brian Petherham, Alex John	Now used as part of the RCSLT Outcomes project.
INTACT	Brian Petheram, Jane Mortley	Pre-cursor to the Step by Step software used in the Big CACTUS trial.
Bristol Stammering Research Project	Anne-Marie Cray, Rosemarie Hayhow	Produced review of the literature on stammering research and an analysis of the experiences of stammering and therapy by those who stammer.
STEP study (speech and language therapy effectiveness with pre-school children)	Sue Roulstone, Margaret Glogowska	Published in <i>The BMJ</i> , this study showed that children typically received six hours of intervention in a year, which was insufficient to see a significant change compared to the watchful waiting group.
PCAD (personal communication aid for dysphasia)	Phillipa Hardy, Alex Davies	Set up to address the needs of the dysphasic population by designing a portable communication aid specifically for people with dysphasia.
Lidcombe in the Community study	Rosemarie Hayhow	Explored parents' and clinicians' experiences of the Lidcombe Programme in the UK.
Health Technology Devices grant from the Department for Health with GL Assessment	Yvonne Wren, Sue Roulstone	Led to the development and validation of the Phoneme Factory Software and book series.
MRC Research Project grant	Sue Roulstone, Yvonne Wren	Funded research using the ALSPAC (Avon longitudinal study of parents and children) dataset and identified prevalence and risk factors that can be used to identify children at risk for persistent speech disorder.
BUPA Funding	Rosemarie Hayhow, Sue Roulstone	Funded investigation into prevalence and risk factors for stammering in the ALSPAC cohort.
Bercow Review	Sue Roulstone, Anne Ayre	Working with colleagues, this ground-breaking review has been pivotal in the debate around provision for children with SLCN.
Better Communication Research Programme	Sue Roulstone, Yvonne Wren, Rosemarie Hayhow, Helen Hambly	With collaborators, this work formed the basis of the What Works database. It also reported on the preferred outcomes of children with SLCN and their parents.
Underwood Trust Endowment	Sue Roulstone	This endowment supported a professorial role for the Director of BSLTRU.
NIHR Programme Grant	Sue Roulstone, Yvonne Wren	This study used the Phoneme Factory Sound Sorter software in a cluster randomised controlled study in Australia.
NIHR Fellowships	Yvonne Wren (Postdoc), Lucy Southby, Kath Broomfield, Sam Burr (Doctoral), Anna Prince (MClinRes)	These schemes helped to fund research proposals and training for SLTs interested in a research career.
HEE/Internships	Hannah Lane, Sarah Overton	This scheme has provided clinical SLTs with experience of research and an opportunity to consider a clinical academic career.



Bulletin remembers those who have dedicated their careers to speech and language therapy

# Obituaries

## Dawn Smith

1961–2018



Our friend and colleague Dawn Smith died earlier this year, aged 57. Her legacy is one of innovative, creative and progressive therapy services in South London, where a generation of SLTs developed their clinical knowledge and managerial skills under her leadership. She was a rare manager, one who had the ability to be proactive, efficient and effective, while still remaining “one of us”. She also had exceptional coaching skills and questioned received wisdom, often drawing on tools from beyond the world of speech and language therapy.

Dawn trained at NHCSS (National Hospitals College of Speech Sciences) in Portland Place, London, in the early 1980s, and her first job was with charity organisation KIDS. This early experience in the voluntary sector gave her a unique perspective on the non-statutory services. The centrality of the service user at KIDS, and the inclusion of other agencies, reflected her strong values, and she maintained this approach for the rest of her career.

In 1988 she joined what was then called West Lambeth Health Authority. At that time, SLTs mostly worked in clinical settings, largely following a medical model. Dawn worked in partnership with families, child-minders and within mainstream schools which was, at the time, unusual.

With her extraordinary organisational skills and ability to think politically and strategically, she soon became head of speech and language therapy in Lambeth. Dawn sensitively managed the complex relationships across disciplines and agencies, as she steered the team through numerous geographical and organisational changes over the next 20 years.

Other services were envious of the strong teams and specialisms she created.

Dawn expected high standards, so she challenged and encouraged us in equal measure. When we presented new ideas, Dawn always ensured that they underwent a rigorous process of outcome setting, piloting and evaluation.

Dawn’s commitment to high-quality support and supervision within the team was exemplary. She took every new starter out to lunch and made every staff member feel valued. She inspired her staff to think broadly and to create innovative alliances with other key individuals and agencies. Dawn supported the establishment of the UK’s first speech and language therapy service for looked-after children and oversaw reductions in waiting times, particularly for children with autism.

*“She was the epitome of integrity”*

Dawn successfully bid for funds from what was the Health and Race initiative in the 1990s and, through these, developed a non-traditional route into the profession.

For Dawn, equality and diversity coursed through her veins and were not just boxes to be ticked. The process of recruitment to vacant positions that she established was a model of equal opportunities. She championed all allied health professionals and constantly

chipped away at the glass ceiling in a medically dominated NHS.

Dawn led a strong, energetic, empathic and inclusive team. Those of us who moved on to work elsewhere took with us the gold standards of practice learned in Lambeth.

In 2001, her ability to lead her staff in meeting the challenges of working within an increasingly politicised NHS was further reinforced by her successful completion of a master’s degree in organisational development and consultancy.

Dawn left Lambeth Community Health in 2011. With her broad skillset she established a range of independent consultancy and mentoring projects, areas that she developed conscientiously and shared generously. Together with colleagues in NHS Clinical Soft Intelligence, she created online forums and webinars, again engaging service users, providers and commissioners. Her personal experience of living with a long-term condition brought her a deep understanding of the importance of the expert patient as a crucial partner in the management of their own care, and was committed to patient and public involvement in the delivery and shaping of services. She was the epitome of integrity and the voice of all those families that struggle to get heard by the system.

Dawn would have appreciated the extent to which the skills and experience that we gained in our work together in Lambeth has had a lasting impact on our continued practice across many disciplines.

.....  
**Jane Conway, Jane Stokes and colleagues (formerly clinical managers of SLT Services in Lambeth)**

# April Corner (nee Glover)

## 1932–2018

I first met April Corner in the 1970s when we both attended local study days and discussion groups in Surrey. We also met up when we were both practical examiners for the speech therapy diploma examinations.

April worked for many years for what became West Surrey North East Health Authority as head of service and then, following NHS reorganisation and the Griffiths Report, as district speech therapist.

April enjoyed serving a term on the college council where she was happy to be able to contribute to policies and the development of the profession. Unfortunately, due to ill health, April retired in 1987. Consequently, I was appointed her successor, and it was as she introduced me to the territory that I realised the extent of her dedication to the profession.

As well as her tenacity and perseverance in seeking proper professional recognition for SLTs, she also encouraged staff and students, and her rather brusque manner (at times) disguised kindness and concern.

April expected a high standard of professional efficiency from her staff, often presenting new members, on their first day, with a full clinic, which could be quite daunting.

She was painstaking in explaining the local problems of the service, particularly the itinerant nature of children whose parents were members of the armed services and frequently moved in and out of Aldershot

(the home of the British Army). She would sometimes say, with a wry smile, that “the Paras have rather more hormones than most!”

Following retirement, April and her husband moved to Dorset where she became engaged in voluntary work at the Dorchester Museum, helping in administration and organising exhibitions, which she enjoyed. Sadly, severe arthritis limited her activities and reduced her independence so that she was not able to continue.

She will be missed by her family and friends.

.....  
**Jennifer Gower (with thanks to Brefni Bray, Wish Walter, Carolyn Anderson and Vivien Caird for their help)**

I sat on the college council at the end of the 1970s as the south west representative and it was here I first met April, who was always helpful and pleasant to talk to.

On one occasion she had to bring a whole sheaf of papers to the college—the results of a survey—and arrived at Harold Poster House with the papers sensibly loaded in an

old shopping trolley, which was destined to then be thrown away.

I was about to take a long, summer family canal trip. At that time, shops along the canal bank were far apart and stocking up meant long walks with loaded bags. April kindly let me take the trolley with me, and so it was that the speech and language therapy ‘document transport’ did good service on the canal bank that summer, bringing provisions for the hungry crew!

.....  
**Lynette Smith**

April qualified in 1953 from the Central School of Speech and Drama. Apart from about a year or so in York, her working life was spent in West Surrey and East Hampshire.

I met April through various meetings and refresher courses. We were both of the early, post-pioneer days when the number of therapists was small and contact was through meetings (one worked in isolation).

April was always professional in manner and, whilst we were both serving on the council, she demonstrated her interest and concern for the profession. It was during this time that the amusing incident with the shopping trolley occurred, which Lynette describes above. April’s practicality often led to kindness.

It was a privilege to know April and to have experienced first-hand her professionalism and concern for the profession.

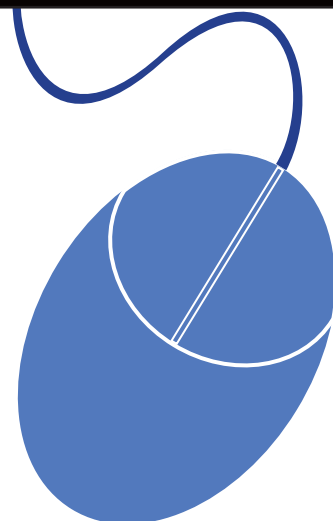
.....  
**Joyce L. Cook, Fellow of the RCSLT**

*“April expected a high standard of professional efficiency”*



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## OCTOBER CEN NOTICES

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Send your CEN notice by email to [bulletin@rcslt.org](mailto:bulletin@rcslt.org) by 6 October for the November issue, 6 November for December and 6 December for January. To find out more about RCSLT CENs, visit: [tinyurl.com/rcsltcens](http://tinyurl.com/rcsltcens)

#### West Midlands CEN for ASD

**2 October, 12.30–4.30pm**

Relaunch event. Network meeting followed by The Girl with the Curly Hair Project's Sam Ramsay presenting on issues related to managing anxiety and the spectrum. Venue: Parkview Clinic, 60 Queensbridge Road, Moseley, Birmingham B13 8QE. More information to follow via email for CEN members. If you wish to join, email: [cath.clayton@nhs.net](mailto:cath.clayton@nhs.net)

#### Cleft Lip and Palate CEN

**5 October**

Venue: Birmingham Children's Hospital. Please see website for further details and to apply: [www.cleftsig.co.uk](http://www.cleftsig.co.uk)

#### AAC London CEN

**10 October, 9am – 4.30pm**

Study Day. Theme: What's the latest? A day of updates, case studies and AAC users to keep you in the know. Venue: The Forum@Greenwich. Refreshments provided. Cost: Annual membership £30. Visit [tinyurl.com/y7s286zu](http://tinyurl.com/y7s286zu) or email: [aaclondoncen@gmail.com](mailto:aaclondoncen@gmail.com)

#### East Midlands AAC CEN

**11 October, 10am – 2pm**

Venue: Bennerley Fields School, Stratford Street, Ilkeston DE7 8QZ. Cost: free. Please email: [Claire.Sayers@nottshc.nhs.uk](mailto:Claire.Sayers@nottshc.nhs.uk) if you would like to attend.

#### Specific Learning Difficulties CEN Conference

**12 October, 8.45am – 4pm**

Topic: Integrating SpLD into the Curriculum. Speakers: Douglas Silas – EHCPs, GDPR, Children and Families Act; Maggie Johnson (SLT) – active listening for active learning; Rosie Gibbons (OT) – sensory challenges and practical strategies; Elklan – Communication Friendly Programme. Venue: Caledonian Club, London SW1X 7DR. Cost: £110. The AGM will be held at 3.30pm. Contact: [spldsiglondon@gmail.com](mailto:spldsiglondon@gmail.com) to book.

#### Communication Therapy International CEN

**13 October, 11am – 5pm**

Venue: Islington Outlook, Archway, London. A focus on the practical side of planning and delivering projects in low and middle income countries, including a session on appropriate paper-based technology. A unique opportunity to hear about the experiences of SLTs who have been involved in a range of overseas projects and to take part in group discussions and networking. Cost: £16 waged; £9 unwaged. To book, visit: [www.communicationtherapyinternational.org/study-day-2018](http://www.communicationtherapyinternational.org/study-day-2018)

#### Yorkshire CEN for ASD

**16 October, 9.30am – 1pm**

Venue: University of Sheffield. Topic: Lived experiences of autism. More information to follow via email for CEN members. If you wish to join, email: [asdyorkshirecen@gmail.com](mailto:asdyorkshirecen@gmail.com)

#### North West Fluency CEN

**17 October, 1 – 4pm**

We will be discussing the following topics: Acceptance and Commitment Therapy; working in schools/nursery settings; and a review of useful publications for stammering intervention. Venue: Timperley Health Centre WA15 6PH. For more information, contact Sarah Ellison on 07934 677750.

#### Acquired Communication Disorders CEN

**18 October, 9.30am – 4pm**

Study Day: Dyspraxia. Venue: Leeds Beckett University. Cost: SLTs £10; students £5. Guest speakers: Rosemary Varley on dyspraxia; Heather Waldron on phonological aphasia; and Miranda Leach presenting a case study. Email your details to [acquiredneurocen@gmail.com](mailto:acquiredneurocen@gmail.com) to join the CEN contact list.

#### Central Neuro-Rehab CEN

**18 October, 9.30am – 4.30pm**

Rehabilitation of reading comprehension and dysgraphia in adults with acquired neurological impairments. Venue: Birmingham Central Library, Birmingham. Cost: SLTs £30; students/SLTAs £15 (payable with booking by BACS). Limited places; to enquire or book email [centralneurorehabcen@gmail.com](mailto:centralneurorehabcen@gmail.com)

#### South West Speech CEN

**19 October, 1.30 – 4.30pm**

Study day hosted jointly with the Bristol Speech and Language Therapy Research Unit – Assessing speech in children from multilingual backgrounds: current research and clinical applications. Speakers include Barbara May Bernhardt, Joe Stemberger, Jane Speake and Rhonwen Lewis, and the day will end with a panel discussion with audience questions. Venue: The Vassall Centre, Gill Avenue, Bristol BS16 2QQ. Cost: £15 + bf. Visit: [tinyurl.com/yaz3uqbh](http://tinyurl.com/yaz3uqbh)

#### London ALD CEN

**25 October, 9.30am – 4.30pm**

Focusing on Dysphagia and IDDSI, with an opportunity to share ideas, best practice, and to discuss implementation. Venue: RCSLT, 2-3 White Hart Yard, London SE1 1NX. Cost: £15. Email: [India.Jones@sabp.nhs.uk](mailto:India.Jones@sabp.nhs.uk)

#### Trent Dysphagia CEN Study Day

**31 October, 9am – 4.15pm**

Topics to include: oral care, cough reflex testing, updates on IDDSI and more. Opportunities for clinical case and service discussion throughout the day. Venue: Chesterfield Royal Hospital, Education Centre, Chesterfield, Derbyshire S44 5BL. Cost: £10. To book your place, contact [trentdysphagiacen@outlook.com](mailto:trentdysphagiacen@outlook.com)

#### South East CEN in Deafness

**1 November, 9.30 am – 4.30 pm**

Focus on Solution Focused Brief Therapy (SFBT) with Kidge Burns. London (venue TBC). Refreshments provided. Cost: annual membership (from April) £15 (covers two meetings); non-members £10 per meeting; concessions £5. To book, email [m.curtin@nhs.net](mailto:m.curtin@nhs.net)

#### South East CEN in Deafness

**1 November, 9.30am – 4.30pm**

Focus on Solution Focused Brief Therapy (SFBT) with Kidge Burns. Venue: University Building, City University of London, EC1V 0HB. Refreshments provided. Registration from 9am. Annual membership (from April) of £15 covers two meetings; non-members £10 per meeting; concessions £5. To book, email: [m.curtin@nhs.net](mailto:m.curtin@nhs.net)

#### Palliative and Supportive Care CEN

**2 November, 9am – 5pm**

The SLT's role in neuro-oncology. Topics to include SLT role in neuro-oncology, both adults and paediatrics, including common diagnoses, mental capacity, having difficult conversations and what to expect at the end of life. Cost: SLTs £20; students £15; non-SLTs £25. Venue: RCSLT, London. Book via Eventbrite. For more information, email: [palliativecarecen@gmail.com](mailto:palliativecarecen@gmail.com)

#### Dementia and Mental Health of Older Adults CEN (formerly Psychiatry of Old Age [Southern] CEN)

**6 November, 9.30am – 4.30pm**

Study Day. Programme to include: Dr Chris Hardy, sharing information on the National Rare Dementia Support Group; Dr Vitor Zimmerer on formulaic language use in dementia and schizophrenia; Lindsey Collins on people with dementia and dysphagia in care homes; workshops on formal language assessment in dementia; AGM and more. Venue: RCSLT, London. Cost: £15 for members and students; £25 for non-members. For more information and to book, email [dmhccen@gmail.com](mailto:dmhccen@gmail.com) or visit [www.dementiamentalhealthcen.com](http://www.dementiamentalhealthcen.com)

#### Mainstream CEN

**12 November**

Study day – focus on supporting children's speech difficulties. Venue: RCSLT, London. For more information, email: [mainstreamcen@gmail.com](mailto:mainstreamcen@gmail.com)

#### Midlands Paediatric Dysphagia CEN

**13 November, 9.30am – 4pm**

Theme: Sensory feeding difficulties, what are they, where do they come from and what do we do about them? Speakers from specialist services in the Midlands. Discussion groups and parent experience presentations. Venue: St Luke's Church Centre, Birmingham. Cost: £10 per study day. Tea, coffee and lunch provided. For more information, email: [cpdcen2017@gmail.com](mailto:cpdcen2017@gmail.com)

#### Trache CEN

**14 November, 9.30am – 4.30pm**

Therapy and rehab for patients with a trache – what is our role and how do we do it? North London. Cost: £21.55 (includes lunch). Please register online: [tinyurl.com/y76lhm7r](http://tinyurl.com/y76lhm7r)

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)

#### South West Brain Injury CEN

15 November, 10am – 4pm

Theme: Social communication interventions for people with ABI. Guest speaker Dr Nicholas Behn, City University. Cost: £15 (to be paid on the day). Location: The Vassall Centre, Gill Avenue, Bristol BS16 2QQ. The agenda for the study day will be advertised on Basecamp. For more information and to reserve a place, contact Sarah Gibbin (email: [sarah.gibbin@nbt.nhs.uk](mailto:sarah.gibbin@nbt.nhs.uk))

#### National CEN in Selective Mutism

15 November, 9.30am – 4pm

'A day on Practical Approaches in Selective Mutism Management', to include Maggie Johnson and others. Venue: The Church at Carrs Lane conference centre, Carrs Lane, Birmingham, B4 7SX. To book, visit: [www.eventbrite.co.uk/e/managing-selective-mutism-a-day-of-practical-approaches-professionals-only-tickets-48279866380](http://www.eventbrite.co.uk/e/managing-selective-mutism-a-day-of-practical-approaches-professionals-only-tickets-48279866380)

#### Practical approaches to working with children who have social, emotional and mental health needs CEN

16 November, 9.30am – 4pm

Limited places left on this one-day workshop run by Ian Long, co-creator of The Blob Tree visual tools. Cost: current members free; new/unpaid members £20. Venue: Kaleidoscope Centre, 32 Rushey Green, Catford, SE6 4JF. For more information and to reserve your place, email [donnahopesalt@gmail.com](mailto:donnahopesalt@gmail.com) by 17 October.

#### Medico Legal CEN

16 November

Bond Solon Training: Experts are increasingly asked to write Joint Statements, so the CEN has arranged for Bond Solon to provide their half day training to support this process at a significantly reduced price. Half-day training (am or pm). Venue: London, E1 8QS. Cost: members £150; non-members £200. Email [jo.intospeech@gmail.com](mailto:jo.intospeech@gmail.com) if you would like to attend.

#### Computers in Therapy CEN

20 November, 9am – 4pm

Venue: Winter Gardens Weston Super Mare. Exploring the use of Virtual Assistants (Alexa/Siri/Ok Google) in therapy. Guest speakers and hands-on demonstrations. Looking at emerging evidence, and discussing their uses with a variety of client groups. Cost: £20 to be paid in advance (£10 for livestream attendance). Book on Eventbrite – search CITCEN.

#### MSI/VI CEN

22 November, 10am – 4pm

Venue: TouchBase Pears, 750 Bristol Road, Selly Oak, Birmingham B29 6NA. Cost: members and students £5 (plus £15 annual membership); non-members £15. To book, email: [sshah@thechildrenstrust.org.uk](mailto:sshah@thechildrenstrust.org.uk) or [julia.hampson@rnib.org.uk](mailto:julia.hampson@rnib.org.uk)

#### Surrey DLD CEN

28 November, 9am – 5pm

'Lis'n Tell' workshop with Louise Coigley. Learn about this creative and practical approach to educational therapeutic storytelling. Venue: Moor House School & College, Hurst Green, Surrey RH8 9AQ. Cost: members £5; non-members £20. Limited places available; email [DLDCEN@moorhouseschool.co.uk](mailto:DLDCEN@moorhouseschool.co.uk)

#### Speech and Language Therapy through Storytelling CEN

30 November, 10am – 3.30pm

Speech and Language Therapy through Storytelling: guest speakers 'Team Calais SLT on inspirational work with child and adult refugee communities. Venue: RCLSL, London. Email: [jill.goulding@gmail.com](mailto:jill.goulding@gmail.com) to request a place.

#### London and South East Region Selective Mutism CEN

3 January, 9.15am – 4pm

The London and South East Region (LASER) Selective Mutism CEN invites you to a day on the topic: 'Tackling selective mutism through key aspects of the wider context, family, school and community'. Guest speakers include Libby Hill. Venue: RCLSL, London. This event is open to non-SLT professional colleagues. Email: [roberta.mendes@nhs.net](mailto:roberta.mendes@nhs.net)



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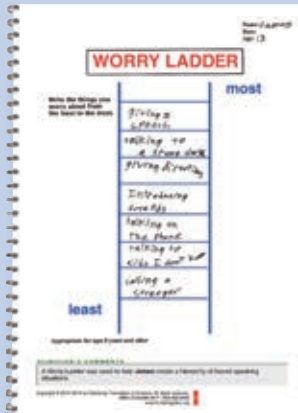
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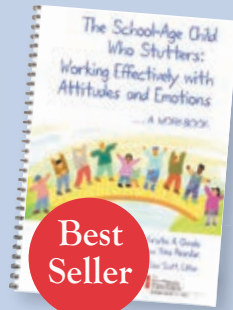


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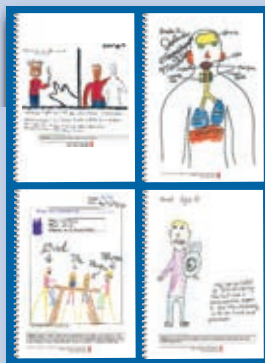
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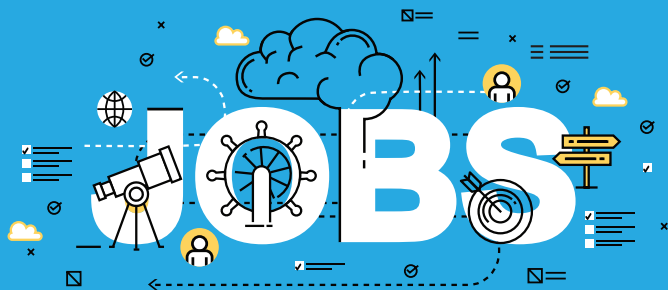


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### Speech and Language Therapist

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Full time, term time only

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For an informal discussion about the role please contact Emily Rackstraw, Clinical Lead SaLT at [erackstraw@stdominicsschool.org.uk](mailto:erackstraw@stdominicsschool.org.uk)

To request an application pack please contact Alison Corbett, Recruitment and HR Co-ordinator, by email at [acorbett@stdominicsschool.org.uk](mailto:acorbett@stdominicsschool.org.uk)

Please note that CV applications will not be considered.

Closing date: Wednesday 24 October 2018.



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HMP & YOI Grampian, Peterhead, Aberdeenshire

## Advanced Clinical Specialist Speech and Language Therapist

- Ref No RM21136

Band 7 £32,974 - £43,471 per annum pro rata, Part-time 15 hours per week



An exciting opportunity exists for an experienced Speech and Language Therapist to join the Speech and Language Therapy team in Aberdeenshire in order to support the development and evaluation of a new comprehensive service to the Prison population within Her Majesty's Prison & Young Offenders Institute Grampian (HMP & YOI Grampian).

The postholder will work alongside other AHP's working within HMP Grampian, the Aberdeenshire Community Speech and Language Therapy Team and colleagues from the Mental Health and Learning Disability SLT Team.

The successful applicant will:

- Identify therapy needs of the population of HMP & YOI Grampian and capacity required to support the provision of a diagnostic and therapeutic service (including dysphagia).
- Identify the training needs of staff at HMP & YOI Grampian in order to support those with speech, language and communication needs.
- Assist/lead in the development of the Speech and Language Therapy service within the NHS Grampian/HMP Service with support of clinical leads.
- Use highly specialist speech and language therapy skills to monitor, evaluate and report on that service to the Uni-Professional Lead for Speech and Language Therapy and Prison management to ensure effective use of resource.

Informal enquiries to: Emma MacPherson, Lead Speech and Language Therapist (Aberdeenshire) on 01467 672731.

Portlethen, South Aberdeenshire

## Advanced Speech and Language Therapist - Ref No RM21134

Band 7 £32,974 - £43,471 per annum pro rata, Part-time 22.5 hours per week

There are three specialist Community Learning Disability Teams (CLDTs) across Aberdeenshire and this post is based within the South CLDT. Each team has a small specialist Speech and Language Therapy Team based within a multidisciplinary Community Learning Disability Team which has the full range of professionals and care managers.

This post offers the candidate an opportunity to further develop their specialist learning disability skills within a supportive team structure and with regular supervision and assistant support.

The caseload will be mixed and include a number of complex, dysphagic and forensic clients. The suitable candidate will have a broad range of learning disability experience to allow them to manage a diverse range of clients over a large geographical area.

A driving license and access to a car are essential requirements of the post. We would also consider the full range of flexible working options.

Informal enquiries welcome to Rachel Paterson, Principal SLT on 01467 672708.

Aberdeenshire is a beautiful area of the world in which to work and this post offers someone the opportunity to live and work in an area with endless opportunities. We would welcome applicants to apply for either of these vacancies, or to apply for both with the potential for both posts to be joined together to create one full-time post.

To apply please visit [www.nhsgrampian.org/jobs](http://www.nhsgrampian.org/jobs) and search for Ref No - RM21136 for Post 1 and Ref No - RM21134 for Post 2. Closing date 24th October 2018.



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# International Journal of Language and Communication Disorders

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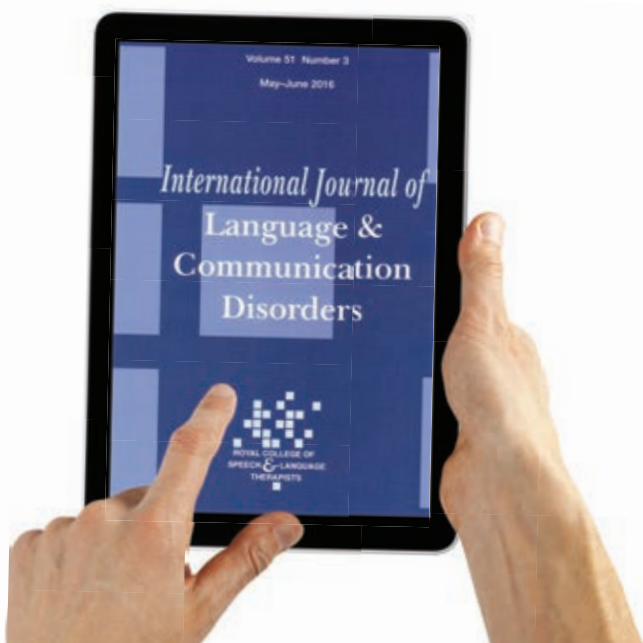
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# Sarah Kilcoyne

**OCCUPATION:** PRINCIPAL SPECIALIST SPEECH AND LANGUAGE THERAPIST, OXFORD FACIAL PALSY CLINIC AND OXFORD CRANIOFACIAL CLINIC

*“As an SLT, I am one of a kind working within a facial palsy service”*



initially qualified as a speech and language therapist in Adelaide, South Australia, in 2004. Since then, I have had a varied career working in special and mainstream schools, specialist language settings and tertiary hospitals.

After working for the South Australian Department of Education for five years, I started to notice that many of the young people I was working with were engaging with the criminal justice system. A colleague of mine pointed me in the direction of Professor Pamela Snow’s work, which highlighted the high rate of developmental language disorder in young offenders: I was inspired!

Shortly afterwards, I decided to go back to university to study for a postgraduate degree in law with the aim of working with young offenders with language disorder. While studying, I continued to work as an SLT and soon relocated to Queensland where I joined the Royal Children’s Hospital in Brisbane in the cleft palate and craniofacial teams.

During this time, I was admitted as a solicitor to the Supreme Court of Queensland and completed a Masters of Laws in Health. As a result, I found that my understanding of human rights relating to communication disability deepened considerably, as did my motivation to work in the best interests of children.

Soon, it was time for another change. My parents were born in England, so I decided to return to the ‘motherland’ for an adventure. I interviewed for a position at the Spire Cleft Centre and Oxford Craniofacial Unit in 2014 and got the job.



Since then, I have started a PhD at the University of Oxford investigating the participation of young people with language disorder associated with craniosynostosis in decisions relating to their craniofacial care.

In 2015, I was approached by the unit’s clinical lead to see if I would be interested in a role with the Oxford Facial Palsy Service as a facial rehabilitation specialist. I had no idea that a clinical specialism in facial palsy was an option for an SLT! To find out more, I went on a facial therapy training course and, since deciding to pursue this path as a specialism, have been welcomed into the fold by a small and committed team of facial rehabilitation specialists who work across the UK. The majority of facial rehabilitation specialists are physiotherapists, so, as an SLT, I am one-of-a-kind working in the profession within a facial palsy service.

In the Oxford Facial Palsy Service, we see

patients with facial palsy from all age groups and across their lifespan. Since taking on the role, I have been on a steep learning curve in working to adapt the service to provide the optimal care for children.

The children I work with often share the unique obstacles they experience as a result of having a facial palsy. These include difficulty making friends because, as one child told me, ‘Nobody knew they were friendly because they could not smile.’

In response to this, we set up a children’s facial palsy afternoon, where children from across our caseload can meet other children who have ‘special smiles’. We talk to the children about facial difference and how they can answer any questions they get asked about their faces. Our clinical psychologist also meets with the children’s families to provide them with support.

Children have also told me that they do not like missing school to come to therapy sessions. In response to this, we established the world’s first online paediatric facial palsy exercise videos (see [bit.ly/2BI0i0u](http://bit.ly/2BI0i0u)). Not only can the video help children reduce the amount of time they spend in therapy, but the innovation also won the gold award for quality improvement in the 2016 Oxford University Hospitals’ Staff Recognition Awards.

When I started my degree in speech and language therapy, I had no idea that this career would launch me into the fields of cleft, craniofacial, facial palsy and law! Being an SLT has opened a world of opportunities to me that I will forever be grateful for. ■

.....  
@kilcoyne\_sarah

## QUICK LOOK DATES

### 2018-19 (ongoing)

#### Video Podcast Training for Neurological Impairments

This brand-new series of distilled training sessions (each episode is 20 minutes) will enable you to empower your patients to manage, and adjust to, their neurological problems, in a fun and practical way. Cost: £120 for all 12 episodes. Location: Home study – watch the episodes as often as you like (you own them). Email: enquiries@braintreertraining.co.uk; tel: 01276 472 369; visit: www.braintreertraining.co.uk/dlc\_vpc.php

### Various dates

#### Talking Mats Courses

Develop your use of Talking Mats at an advanced level. There are opportunities in the following: Train the Trainer: 11-12 October; Advance Care Planning, Stirling: 17 October (morning); Safeguarding, Stirling: 17 October (afternoon); Advance Care Planning, London: 31 October (morning); Safeguarding, London: 31 October (afternoon). Visit: www.talkingmats.com; email: info@talkingmats.com; tel: 01786 479511.

### Various dates

#### Elklan Total Training Package (TTP) for pupils with SLD

10-11 October, Shelter, London; 14-15 May 2019, Holiday Inn, Edinburgh. This course equips SLTs and teaching advisors to provide practical, accredited, evidence-informed training to develop communication in children and young people with severe learning difficulties. Innovative advice and strategies help children maximise their speech, language and communication potential and access the curriculum more effectively. Suitable for training staff working with 3-18 year olds in a range of educational settings, including mainstream schools. Cost: £495. Tel: 01208 841450; email: henrietta@elklan.co.uk; visit: www.elklan.co.uk

### Various dates, Worcestershire

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

One-day courses, £130: FOTT Study Day, 15 October; Moves to Swallow, 19 November; Making the Most of Mealtimes, 10 December. 2019 five-day two-part courses, £625: 6-8 May (part 1) and 15-16 July (part 2); 9-11 September (part 1) and 11-12 November (part 2). Email: admin@arcos.org.uk; tel: 01684 576795.

### Various dates

#### Talking Mats Foundation Course

Be more effective in involving people in decisions and attend a Talking Mats foundation course. Edinburgh: 24 October/21 November; online: 30 October; London: 30 October; York: 15 November; Birmingham: 22 March 2019 (visit tinyurl.com/y8g9dser to book). Visit: www.talkingmats.com; email: info@talkingmats.com; tel: 01786 479511.

### Various dates

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

12-13 November, RCSLT, London; 14-15 May, Holiday Inn, Edinburgh. This course equips SLTs and teaching advisors to provide practical, accredited, evidence-informed training to those supporting verbal pupils with ASD. Covers a wealth of practical strategies and approaches proven to be effective with these pupils. Suitable for training staff working with 3-18 year olds in a range of educational settings, including mainstream schools. Teacher/therapist teams welcome. Cost: £495. Tel: 01208 841450; email: henrietta@elklan.co.uk; visit: www.elklan.co.uk

### Various dates

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

13-14 November, RCSLT, London; 6-7 March 2019, Holiday Inn Media City, Salford, Manchester. This course equips SLTs and teaching advisors to provide practical, accredited, evidence-informed training to staff working in secondary school settings. Innovative advice and strategies are taught to help young people maximise their communication potential and access the curriculum more effectively. All training resources supplied. Teacher/therapist teams welcome. Cost: £495. Tel: 01208 841450; email: henrietta@elklan.co.uk; visit: www.elklan.co.uk

### Various dates

#### Elklan Total Training Package (TTP) for 3-5s with optional TTP for 0-3s

14-15 November (3-5s) and 16 November (0-3s), RCSLT, London; 16-17 May 2019 (3-5s), Holiday Inn, Edinburgh. This course equips SLTs and teaching advisors to provide practical, accredited, evidence-informed training to staff working in Early Years settings from 3-5 years. The additional day provides information for those working with 0-3s. Both courses provide innovative advice and strategies which help children maximise their communication potential and access the curriculum more effectively. Teacher/therapist teams welcome. Option to do one day 0-3s for Elklan Tutors who have trained on Total Training Packages for 3-5s or under 5s. All training resources supplied. Cost: £495 for 3-5s two days; £745 all three days; £250 for 0-3s one day. Tel: 01208 841450; email: henrietta@elklan.co.uk; visit: www.elklan.co.uk

### Various dates

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

15-16 November, RCSLT, London; 4-5 March 2019, Holiday Inn Media City, Salford, Manchester; 16-17 May 2019, Holiday Inn, Edinburgh. This course equips SLTs and teaching advisors to provide practical, accredited, evidence-informed training to education staff and SLTAs. Innovative advice and strategies help children maximise their speech, language and communication potential and access the curriculum more effectively. All training resources supplied. Teacher/therapist teams welcome. Cost: £495. Tel: 01208 841450; email: henrietta@elklan.co.uk; visit: www.elklan.co.uk

### 8-9 October, London

#### Elklan Total Training Package (TTP) for post-16s

This course equips SLTs and teaching advisors to provide practical, accredited, evidence-informed training to those working within post-16 settings, and gives staff new approaches and strategies to help young people maximise their speech, language and communication potential and access the curriculum more effectively. All training resources supplied. Teacher/therapist teams welcome. Venue: Shelter, Garratt Street, London. Cost: £495. Tel: 01208 841450; email: henrietta@elklan.co.uk; visit: www.elklan.co.uk

### 11 October, Nottingham

#### Rehabilitation Post Laryngectomy: how to teach oesophageal voice

Eryl Evans, author of Working with Laryngectomees, brings her wealth of experience and knowledge to teach this one-day course. Venue: Nottingham Post Graduate Medical Education Centre, Queens Medical Centre. Cost: £125. Email: Jackie.ellis@bopenworld.com; visit: www.svsassociates.co.uk

### 12 October, Birmingham

#### Autism: the current evidence base and implications for practice

Update on new and significant research findings with Dr Dougal Julian Hare, Reader in Clinical Psychology, Cardiff University. Cost: £215. Visit: tinyurl.com/ybdobakj; email: info@coursebeetle.co.uk

### 17-19 October, Birmingham

#### Rehabilitation and Functional Outcomes Masterclass

Venue: University of Birmingham. The course aims to present and consider the ways in which multidisciplinary management of patients with head and neck cancer can improve functional outcomes. Leaders in the field of rehabilitation will describe novel and innovative approaches to improving speech, swallow and voice outcomes after surgical and non-surgical treatment of head and neck cancer. Cost: £250. Visit: www.tinyurl.com/RFOMasterclass2018; tel: 0114 225 9143.

### 18-19 October, Swindon

#### Swindon Fluency Packs Training

Working with children who stammer, 6-17 years. Includes group work, Solution Focused Practice, working with parents, and introducing strategies to children. Full access to the latest version of the Fluency Packs included. For more information, contact Gaby Smith at gsmith@swindon.gov.uk

### 29-31 October, RCSLT, London

#### PROMPT LEVEL 1: Introduction to Technique

This 3-day intensive workshop focuses on teaching the technique of PROMPT (PROMPTs for Restructuring Oral Muscular Phonetic Targets). It teaches a system for assessing and treating language and speech disorders from a perspective of speech-motor control and learning, and trains SLTs to provide tactile-kinesthetic input to support the development of speech movement. Using a holistic framework, participants will learn how to embed speech goals within functional communication, thus developing social interaction and language. 9am – 4.30pm. Cost: \$775 (early bird \$725). Visit: www.promptinstitute.com/events

### 31 October – 2 November, London

#### It Takes Two to Talk® Certification Workshop

Learn how to facilitate parents' involvement in their child's early language intervention through teaching, coaching and scaffolding so that they can effectively apply the learning to everyday interactions with their child. Visit: www.hanen.org//ITTT-2018-Oct-31-London-England

### 5 November

#### Introduction to Rett syndrome webinar

For SLTs/SLT assistants interested in the new Network for SLTs working with people with Rett Syndrome (RTT). General information on features of RTT and their potential impact on UK communication. Supported by Rett UK. 3-4pm. Cost: Free. Visit: www.rettuk.org/events; email: gill.townend@rettuk.org; register: https://attendee.gotowebinar.com/register/1190316288147845635

### 7 November, London

#### Social thinking and children with hearing loss – joining the dots

With Michelle Garcia Winner. The Social Thinking Methodology helps individuals with social learning challenges learn how to develop their social competencies to better connect with others. Cost: £150. Email: susanna@earfoundation.org.uk

### 9 and 30 November

#### Introduction to Positive Behaviour Support for SLTs

Understanding challenging behaviour for therapists who work with children and adults who have learning disabilities/autism in schools and community settings. 9 November, Birmingham; 30 November, London. Visit: bit.ly/SLTBILDcourse

### 12-14 November, Chorley

#### PROMPT LEVEL 1: Introduction to Technique

This three-day intensive workshop focuses on teaching the technique of PROMPT (PROMPTs for Restructuring Oral Muscular Phonetic Targets). It teaches a system for assessing and treating language and speech disorders from a perspective of speech-motor control and learning, and trains SLTs to provide tactile-kinesthetic input to support the development of speech movement. Using a holistic framework, participants will learn how to embed speech goals within functional communication, thus developing social interaction and language. Venue: Goodwins Bar and Restaurant, Chorley PR6 7AX. 9am – 4.30pm. Cost: \$745. Visit: www.promptinstitute.com/events

### 12-15 November, Birmingham

#### 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

### 13 November, Derby

#### Multidisciplinary Management of Parkinson's Disease

This study day is aimed at all grades of AHPs who have contact with Patients with Parkinson's disease in a non-specialist setting. The day looks at a multidisciplinary approach to the management of patients. Each session will be led by a clinical specialist in the field of Parkinson's disease. Venue: Royal Derby Hospital, Derby. Cost: £130. Visit: www.ncore.org.uk; email: dhft.ncore@nhs.net

### 21 November, Leeds

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

Presented by Melanie Cross, lead author of the RCSLT clinical guidelines on SEMH. Cost: £215, student discounts available. Visit: tinyurl.com/y7rxk9co; email: info@coursebeetle.co.uk

### 23 November, Birmingham

#### Managing Complex Neurological Disorders in the Community

A P-CNS workshop looking at what makes a neurological disorder 'complex', how to make them less complex and help you address some of the unmet care needs of those living with complex neurological disorders. Venue: Birmingham Women's and Children's Hospital NHS Foundation Trust. Delegate fee: £75 with early bird discount (until 23 October). Visit: www.p-cns.org.uk

### 24 November, London

#### Music and SLT: benefits of using music and working with music therapists

Gain practical skills. No musical abilities required. Includes lunch/refreshments. Venue: Radisson Blu Edwardian Grafton Hotel, London. 9am – 4.30pm. Cost: £100 (£90 if paid before 12 October). Email: info@apexability.com; visit: www.apexability.com

**26 and 30 November**

**Launch of Network for SLTs working with people with Rett Syndrome (RTT)**

26 November, RCSLT, London and 30 November, Showroom Workstation, Sheffield. Open to all SLTs/SLT assistants working with RTT in any setting, any age group, any level of experience, any region of the UK. Come to a kick-off event to learn about communication challenges in RTT and share experiences with colleagues. Supported by Rett UK. 9.30am – 3.30pm. Cost: Free. To register, visit: <https://goo.gl/forms/KZdoSlawMLVtoiXP2>. Visit: [www.rettuk.org/events/](http://www.rettuk.org/events/); email: [gill.townend@rettuk.org](mailto:gill.townend@rettuk.org)

**27 November, Nottingham**

**Social thinking in the early years**

This course will be looking at a hands-on, practical approach for growing social competence and learning how to take other people's perspectives. Cost: £90 (bring a friend for £10). Email: [susanna@earfoundation.org.uk](mailto:susanna@earfoundation.org.uk)

**27 November, Birmingham**

**TOMs CONNECT 2018: making sense of the data**

A one-day conference for users of the Therapy Outcome Measure plus those wishing to learn more about its use. Venue: Council House, Birmingham. Cost: £185. For more details, visit: [www.communitytherapy.org.uk](http://www.communitytherapy.org.uk)

**6-7 December, London**

**Two-day course: Introduction to Working with Children with Hearing Loss: for SLTs**

Explore key issues of working with children with hearing loss. Understand the role of the SLT working with children with hearing loss and the importance of working collaboratively. Cost: £150. Email: [susanna@earfoundation.org.uk](mailto:susanna@earfoundation.org.uk)

**12-14 December, Derby**

**Working with Adults who Stammer**

Course Tutor: Rachel Everard. Designed for SLTs, this three-day interactive workshop will cover assessment and selection, stammering modification, interiorised stammering and cluttering. Cost: £300. Visit: [www.ncore.org.uk](http://www.ncore.org.uk); email: [dhft.ncore@nhs.net](mailto:dhft.ncore@nhs.net)

**9-11 January 2019, London**

**Shelter, London: Communication Support for 0-25s Pupils with Complex Needs and Let's Talk with Special Children Tutor Pack Day**

9-10 January: two-day intensive course, Communication Support for 0-25's Pupils with Complex Needs. A practical course for staff working with children in special school or early years provision with severe and complex learning needs at the pre-intentional to early intentional stages of communication. 11 January: Let's Talk with Special Children Tutor Pack day. Participants who attend this extra day learn how to provide accredited, practical, evidence-informed training to the parents/carers of children with complex learning and communication needs. Cost: £380. Tel: 01208 841450; email: [henrietta@elklan.co.uk](mailto:henrietta@elklan.co.uk); visit: [www.elklan.co.uk](http://www.elklan.co.uk)

**14 January and 7 March 2019**

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

14 January, RCSLT, London; 7 March, Holiday Inn Media City, Salford, Manchester. This course is designed for SLTAs, EY practitioners and parents to equip them to provide accredited, practical, evidence-informed training to parents/carers of pupils with social communication needs including ASD. Participants

must have successfully completed the Elklan Level 3 award, 'Communication Support for Verbal Children with ASD'. All training resources supplied. Cost: £235. Tel: 01208 841450; email: [henrietta@elklan.co.uk](mailto:henrietta@elklan.co.uk); visit: [www.elklan.co.uk](http://www.elklan.co.uk)

**15 January and 7 March 2019**

**Elklan Let's Talk with 5-11s Tutor Training Pack**

145 January, RCSLT, London; 7 March, Holiday Inn Media City, Salford, Manchester. This course is designed for SLTAs, HLTAs, TAs, SENCOs, teachers and parents to equip them to provide accredited, practical, evidence-informed training to parents/carers of 5-11 year olds. Participants must have successfully completed the Elklan Level 3 award, Speech and Language Support for 5-11s. All training resources supplied. Cost: £235. Tel: 01208 841450; email: [henrietta@elklan.co.uk](mailto:henrietta@elklan.co.uk); visit: [www.elklan.co.uk](http://www.elklan.co.uk)

**18 January 2019, RCSLT, London**

**smiLE Therapy Practitioner Training: Day 3**

Day 3 training for SLTs and specialist teachers in this innovative 10-step therapy that teaches functional communication and social skills in real, everyday settings. Outcome measures integral to each module and generalisation of skills with parents part of the therapy. Suitable for children, young adults and adults with deafness, ASD, DLD, learning difficulties and physical disability, from age 7-25 and beyond. For information and bespoke training to your local team, email: [info@smiletherapytraining.com](mailto:info@smiletherapytraining.com); visit: [www.smiletherapytraining.com](http://www.smiletherapytraining.com)

**18-19 January 2019, London**

**Cognitive Rehabilitation Workshop**

This two-day interactive workshop is suitable for professionals working with adults who have cognitive problems following brain injury. Venue: Gatwick Hilton Hotel. Cost: £185. Email: [enquiries@braintreetraining.co.uk](mailto:enquiries@braintreetraining.co.uk); tel: 01276 472 369; visit: [www.braintreetraining.co.uk/crwp\\_spf.php?id=82](http://www.braintreetraining.co.uk/crwp_spf.php?id=82)

**24 January 2019, Birmingham**

**Shape Coding™**

Learn this effective system to help school-aged children improve understanding and production of grammar. Suitable for SLTs and teachers. No prior knowledge of Shape Coding is required. Cost: £220. Visit: [tinyurl.com/y7748kod](http://tinyurl.com/y7748kod); email: [info@coursebeetle.co.uk](mailto:info@coursebeetle.co.uk)

**28 January 2019, Midlands**

**Assistant Dysphagia Practitioner Training**

Increase your understanding of dysphagia, decrease the risk of choking or aspiration. Learn how to prepare food/drink accurately to IDDSI guidelines. Cost: £84. Visit: [www.eg-training.co.uk](http://www.eg-training.co.uk); tel: 01530 274747; email: [info@eg-training.co.uk](mailto:info@eg-training.co.uk)

**31 January 2019, London**

**The Management of Complex Tracheostomy in Long Term Brain Injury**

Venue: Royal Hospital for Neuro-disability, London. Study day aimed at those working with people with brain injury and tracheostomies. It will cover topics such as long-term complications, above cuff voicing, complex weaning, outcomes and ethical decision-making in patients with long-term tracheostomy. Cost: £120. Email: [institute@rhn.org.uk](mailto:institute@rhn.org.uk); visit: [www.rhn.org.uk/events/tracheostomy](http://www.rhn.org.uk/events/tracheostomy)

**14 February 2019, London**  
**A Multi-disciplinary Team Approach to the Assessment and Management of Huntington's Disease**

Venue: Royal Hospital for Neuro-disability, London. This comprehensive and practical course includes talks specifically on assessment and management of communication, swallowing, and advanced decision planning for this complex and often challenging client group. Cost: £120. Email: [institute@rhn.org.uk](mailto:institute@rhn.org.uk); visit: [www.rhn.org.uk/events/hdstudyday](http://www.rhn.org.uk/events/hdstudyday)

**28 February 2019, Derby**

**Cervical Auscultation**

Lecturer: Dr Alison Stroud. Therapists will learn the theory of Cervical Auscultation and learn the 'How, What and Where' of Cervical Auscultation. Delegates will have an opportunity to participate in a practical session, identifying normal and disordered swallow sounds. Cost: £130. Visit: [www.ncore.org.uk](http://www.ncore.org.uk); email: [dhft.ncore@nhs.net](mailto:dhft.ncore@nhs.net)

**4-5 March 2019, Manchester**

**Supporting Children and Adults using AAC: a two-day course for practitioners**

Venue: Holiday Inn Media City, Salford, Manchester. This course is suitable for speech therapy assistants, generalist or newly qualified SLTs and other practitioners using AAC in their setting. A wealth of practical strategies and activities will be given to give learners a thorough grounding in this area. Cost: £340.

**4-5 March 2019, Manchester**

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

This course equips SLTs and teaching advisors to provide practical, accredited, evidence-informed training to support communication in 0-25 year olds with more complex needs. It covers pre-intentional to early intentional communication skills. Suitable for training staff working in special schools and units who manage pupils with severe and complex learning needs. Venue: Holiday Inn Media City, Salford, Manchester. Cost: £495. Tel: 01208 841450; email: [henrietta@elklan.co.uk](mailto:henrietta@elklan.co.uk); visit: [www.elklan.co.uk](http://www.elklan.co.uk)

**6 March 2019, Manchester**

**Elklan Specialist training Package: Supporting Children and Adults Using AAC**

Venue: Holiday Inn Media City, Salford, Manchester. This course equips SLTs and specialist teachers to provide practical, accredited training to those supporting ALL users of AAC. Essential information given to enable effective use of high and low tech communication aids as well as a wealth of other practical strategies. All training resources supplied. Suitable for training staff working with 3-18 year olds in a range of educational settings including mainstream schools. Cost: £235. Tel: 01208 841450; email: [henrietta@elklan.co.uk](mailto:henrietta@elklan.co.uk); visit: [www.elklan.co.uk](http://www.elklan.co.uk)

**6-8 March 2019, Manchester**

**Elklan Total Training Package (TTP) for 0-35 with optional TTP for 3-55**

6-7 March 0-35, 8 March 3-55. Venue: Holiday Inn Media City, Salford, Manchester. This course equips SLTs and teaching advisors to provide practical, accredited, evidence-informed training to staff working in Early Years settings from 0-3 years. The additional day provides information for those working with 3-55. Innovative advice and strategies help young children develop their communication and so access the curriculum more effectively. All

training resources provided. Teacher/therapist teams welcome. Option to do one day 3-55 for Elklan Tutors who have trained on TTPs for 0-35 or under 55. Cost: £495 for two days; £745 for all three days; £250 one day. Tel: 01208 841450; email: [henrietta@elklan.co.uk](mailto:henrietta@elklan.co.uk); visit: [www.elklan.co.uk](http://www.elklan.co.uk)

**8 March 2019, Manchester**

**Elklan Let's Talk With Under 5s Training Pack**

Venue: Holiday Inn Media City, Salford, Manchester. This course is designed for SLTAs, EY practitioners and parents to equip them to provide accredited, practical, evidence-informed training to parents/carers of 2-5 year olds. Participants must have successfully completed the Elklan Level 3 award, Speech and Language Support for Under 5s/0-3s. All training resources supplied. Cost: £235. Tel: 01208 841450; email: [henrietta@elklan.co.uk](mailto:henrietta@elklan.co.uk); visit: [www.elklan.co.uk](http://www.elklan.co.uk)

**21-22 March 2019, Durham**

**LSVT LOUD - Training and Certification Workshop**

Designed to train SLTs in a voice/speech treatment technique for adults and children with motor speech disorders, with a speciality in Parkinson's disease. Venue: The Durham Centre. Cost: Various rates available. Visit: [www.ncore.org.uk](http://www.ncore.org.uk); email: [dhft.ncore@nhs.net](mailto:dhft.ncore@nhs.net)

**1-4 April 2019, Birmingham**

**Post Registration Paediatric and ALD Dysphagia Course**

This 4-day taught course plus work-based learning develops skills and competence in dysphagia assessment and management. Cost: £665. Email: [info@thespeechtherapypractice.com](mailto:info@thespeechtherapypractice.com); visit: [www.thespeechtherapypractice.com/training](http://www.thespeechtherapypractice.com/training)

**w/c 13 May 2019, London**

**Intensive Training Week: Early Intervention**

Often, auditory learning is confused with auditory training and the link between cognition and language is missed. This intensive week enables you to plan sessions with greater impact. 30 AG Bell CEUs. Cost: £500. Email: [susanna@earfoundation.org.uk](mailto:susanna@earfoundation.org.uk)

**17 May 2019, London**

**smiLE Therapy Practitioner Training: Day 3**

Day 3 training for SLTs and specialist teachers in this innovative 10-step therapy that teaches functional communication and social skills in real, everyday settings. Outcome measures integral to each module and generalisation of skills with parents part of the therapy. Suitable for children, young adults and adults with deafness, ASD, DLD, learning difficulties and physical disability, from age 7-25 and beyond. Venue: RCSLT, London. For information and bespoke training to your local team, email: [info@smiletherapytraining.com](mailto:info@smiletherapytraining.com); visit: [www.smiletherapytraining.com](http://www.smiletherapytraining.com)

**6-7 June 2019, RCSLT, London**

**smiLE Therapy Practitioner Training: Day 1 and Day 2**

Day 1 and Day 2 training for SLTs and specialist teachers in this innovative 10-step therapy that teaches functional communication and social skills in real, everyday settings. Outcome measures integral to each module and generalisation of skills with parents part of the therapy. Suitable for children, young adults and adults with deafness, ASD, DLD, learning difficulties and physical disability, from age 7-25 and beyond. For information and bespoke training to your local team, email: [info@smiletherapytraining.com](mailto:info@smiletherapytraining.com); visit: [www.smiletherapytraining.com](http://www.smiletherapytraining.com)



# We know what you're made of

## Are your patients drinking enough?

We all know that water is essential for life. Unfortunately, not everyone finds it easy to drink enough to stay hydrated.

Dysphagia sufferers, estimated at 8% of the population<sup>1</sup> often struggle to take in enough liquids, even developing a fear of swallowing.

It's time to take hydration seriously

## Thick & Easy™ Clear



### Thick & Easy Clear

Thick & Easy Clear is prescribed to modify the consistency of drinks, helping people with dysphagia to swallow safely.

#### Thick & Easy Clear:

- Encourages fluid intake, therefore reducing the risk of dehydration
- Is a gum-based thickener
- Doesn't alter the natural appearance, taste or texture of drinks<sup>2</sup>
- Retains a consistent thickness over time

### Helping patients to stay hydrated



Fresenius Kabi are sponsors of Hydration Angels. Together we're helping to hydrate the nation.

To find out more, visit [www.whatwemadef.org](http://www.whatwemadef.org)

### 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. <http://iddsi.org/> Date accessed: November 2017
2. Fresenius Kabi data on file - Thick & Easy Clear - Acceptability Study Report Sept 2014.

Date of preparation: January 2018. Job code: EN1461. Thick & Easy is a trademark of Hormel Health Labs. Fresenius Kabi is an authorised user.



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caring for life