



**DE MONTFORT
UNIVERSITY
LEICESTER**

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***Innovative practice education
adding value to services in the
community through evidence
based interventions***



Leicestershire Partnership
NHS Trust



www.leicspart.nhs.uk

At the centre of DMU's engagement strategy is our award-winning Square Mile programme. Launched in 2011.

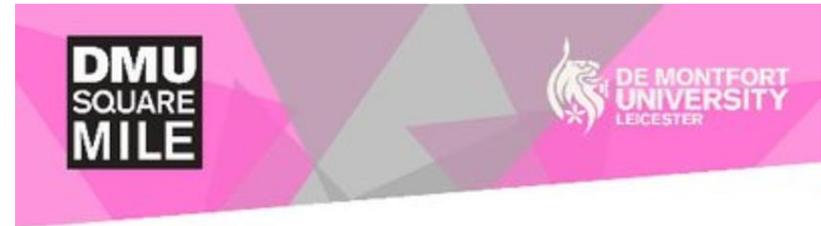
Square Mile / #DMULocal uses DMU's academic expertise and a network of student volunteers to offer potentially life-changing services in the Leicester community.

Funded 0.5 wte and 0.4wte SLTs for fixed term



Aims of the DMU SLT Centre:

Develop and maintain excellent clinical educational opportunities that contribute to the education of highly skilled and professional students for the future workforce.



De Montfort University Speech & Language Centre





The centre works as part of the established Leicestershire Partnership Trust (LPT) Speech and Language Therapy Service to provide an additional service to children, young people, adults and families across the local area.

The centre aims to provide assessment, direct intervention and training support both onsite and across health, social care and education settings in the local area.





Welcome to the webinar:

Students: an essential part of your workforce

18th January 2017

#RCSLTwebinar

We follow the guidelines and
advice of the RCSLT in developing
the centre and its activity



Since October 2016...



Early Talk Boost

A new, targeted intervention aimed at 3-4 year old children with delayed language development

I Can
helps children communicate



Families, Young People and Children's Services

Leicestershire Partnership **NHS**
NHS Trust

Speech and Language Therapy



Placement models

- ‘First Appointments’/ review sessions- outpatient clinic
- Language groups in education settings
- Working with people with Dementia and their carers



ICAN Early TalkBoost



- Evaluation Report 2015

<http://licensing.ican.org.uk/sites/licensing.ican.org.uk/files/documents/Early-Talk-Boost-Evaluation2015.pdf>

Over 2 academic terms-
12 students ran ETB
groups in 3 educational
settings

Students delivered 2/3
sessions per week with
remaining session
carried out by trained
member of staff

9xweek of 2nd yr SALT
placement

Students working with clients with Dementia

October –
December 2016,
working with people
with Dementia and
their carers in their
own homes and in
care homes



Early onset Dementia



- Conducting conversation partner training with individuals with EOD and their partner's

Effective for PWA Simmons-Mackie et al (2010), Anna Volkmer – Better conversations

Delivery

- Peered students
- Conversational analysis
- Personalised strategies

Working within the Care Home

- Running a Cognitive Stimulation Therapy (CST) group – residents with dementia

Evidence-based programme recommended for PWD by NICE guidelines (2006) and the Alzheimer's report (2011) as well as guidelines from Royal College of Speech and Language Therapists

- Working 1:1 with residents – life story work

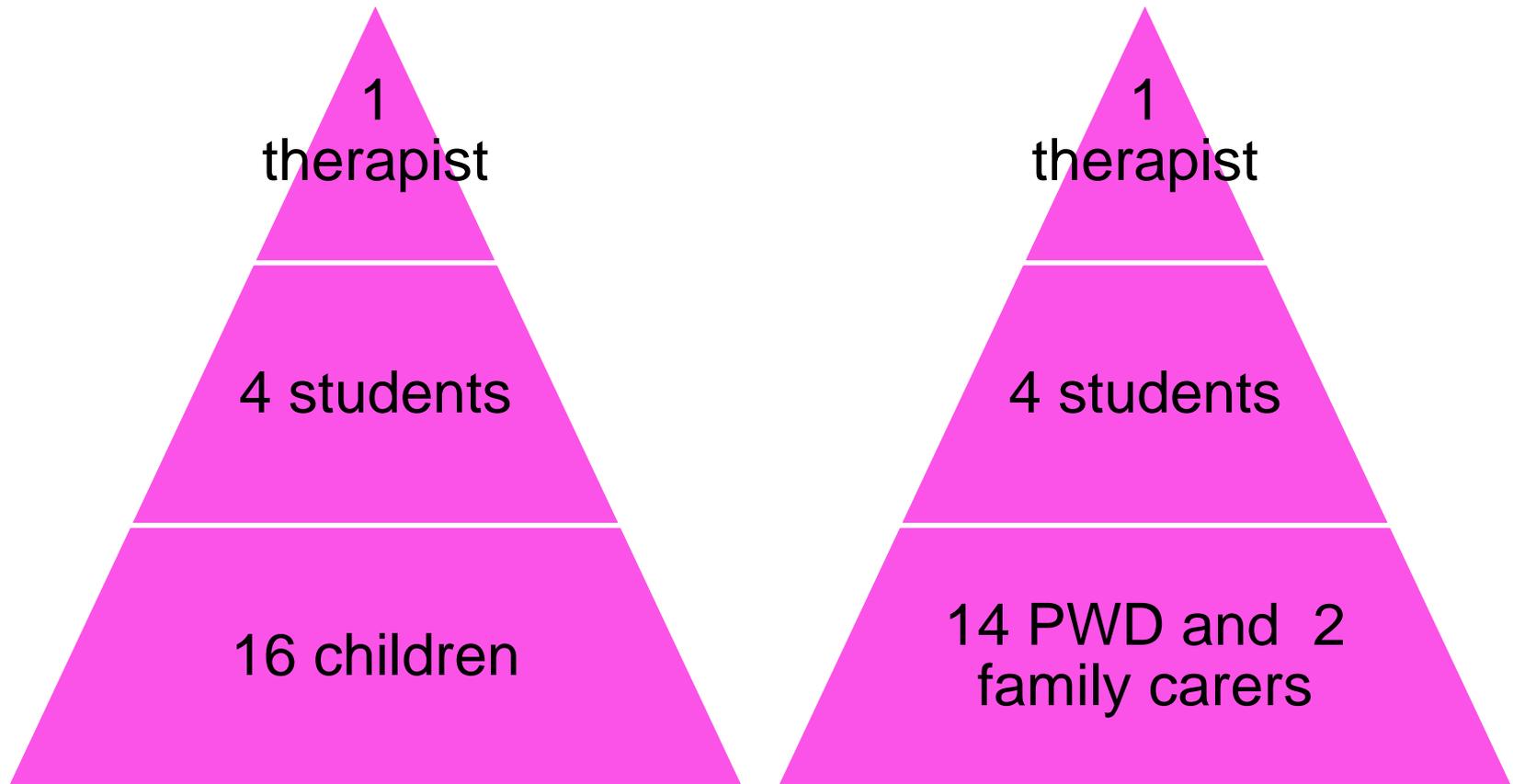
Systematic review – positives for clients, carers and families (McKeown et al 2006).

- Training
 - Communication
 - Dysphagia

Outcomes

- Contributes to 24 DMU student SLT placements
- Capacity – 17% of fourth year and 23% of second year placements
- Resits/ deferrals over the summer

On a placement day....



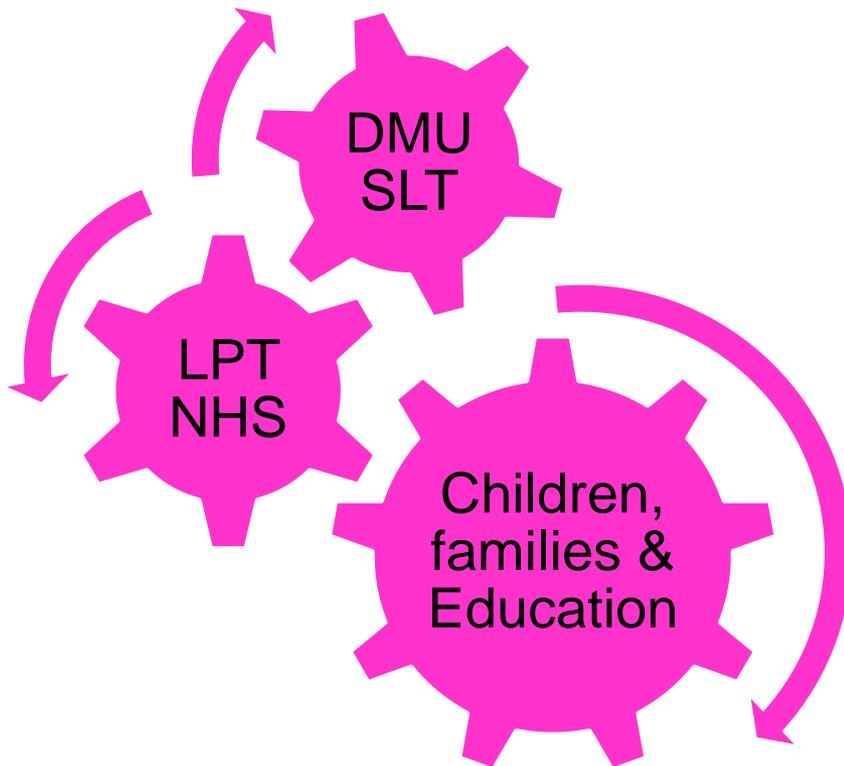
Placement capacity

Caseload Capacity

Service Delivery

Liaising/working within
settings

Training and skill
development



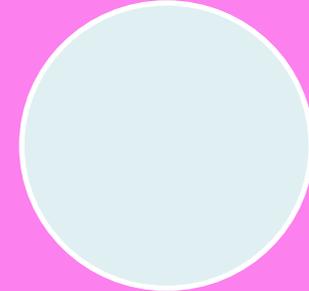
FYPC Outcomes



24 children have benefitted from 3x weekly language groups



6 early years practitioners have been trained to deliver ICAN ETB



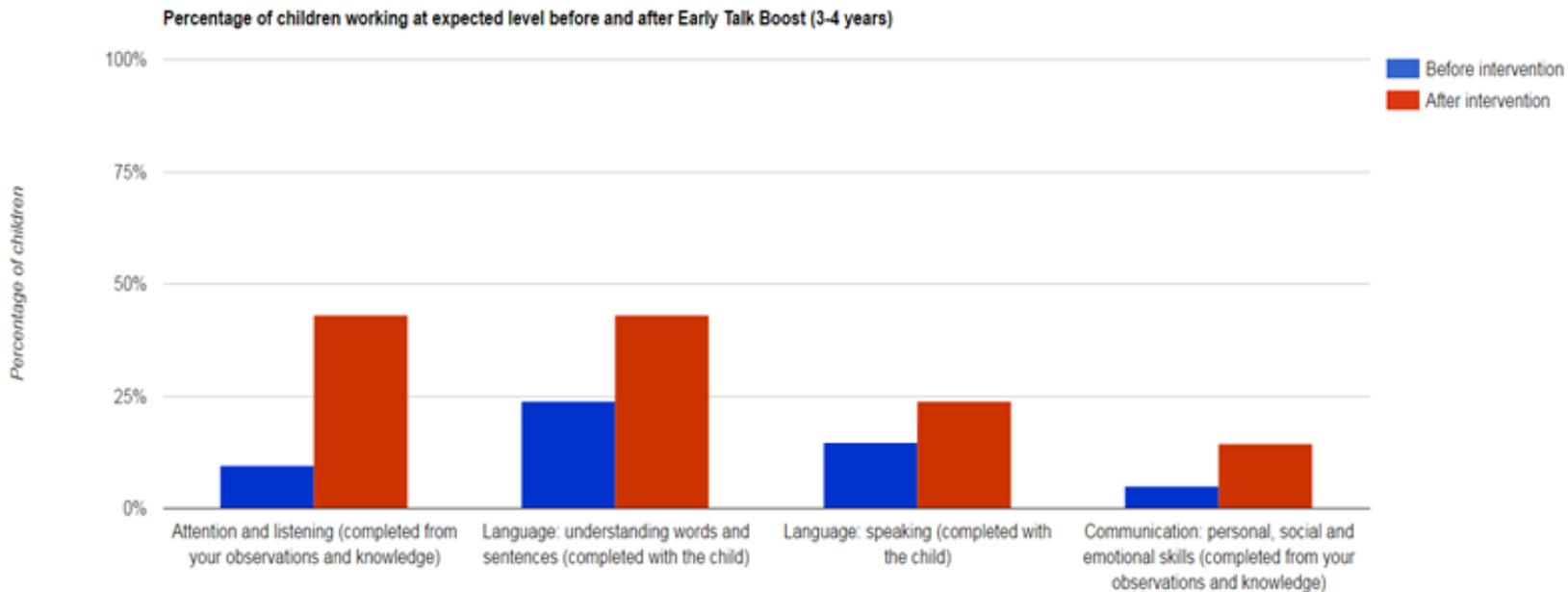
18 parents attended a parent workshop to discuss strategies to support SLCN



ICAN ETB – DMU Students 2016/17

The data shows a trend of improvement in all areas, with the greatest percentage increase in the areas of 'Attention and Listening' and 'Understanding of words and sentences'.

Lessons learned about timing of data collection within academic year



“Thank you for the help and advice today. Now we have more of an idea about how to help him with his language skills. We will be doing some of the games Lucy (SLT student) did with him.”

Parent following first appointment

“I feel the group management skills I’ve developed are exceedingly valuable and can be taken with me into my professional life.” 2nd Year SLT Student

**“I feel independent as I get to plan the sessions, talk to teachers, give feedback and run the sessions every week.” -
2nd Year SLT Student**

“I’ll really miss having the students in school. My son loves the groups and tells me he did talking games at school. I can tell he knows some new words now. Thank you.”

Parent, Primary School, Leicester

Outcomes

Evidence-based intervention

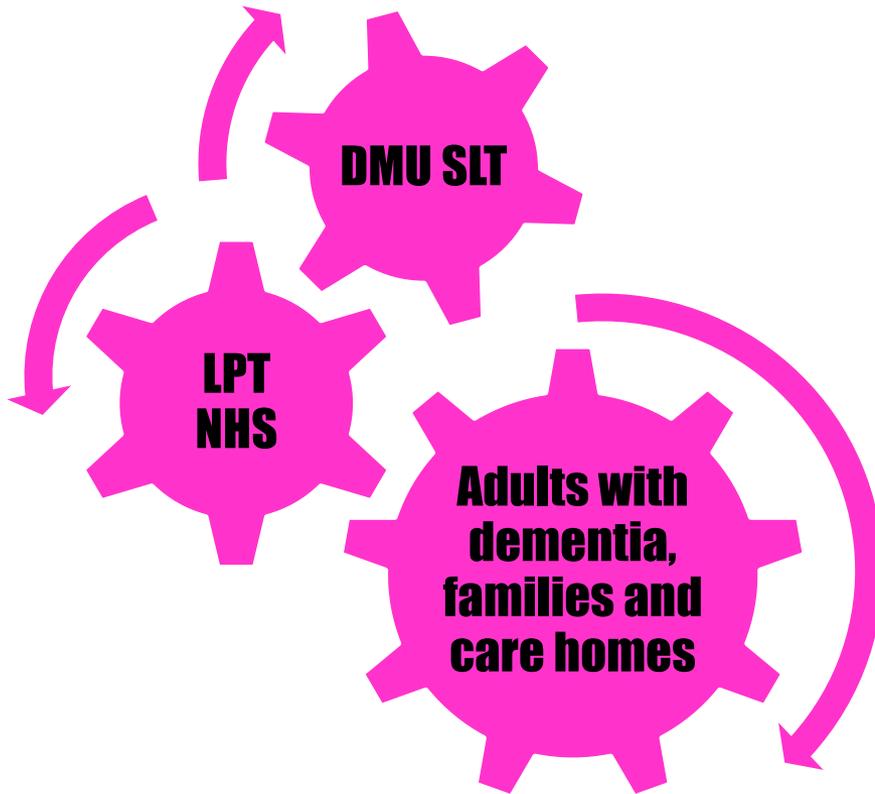
Students knowledge and skills –
ready for practice

Increased well being and
conversation success

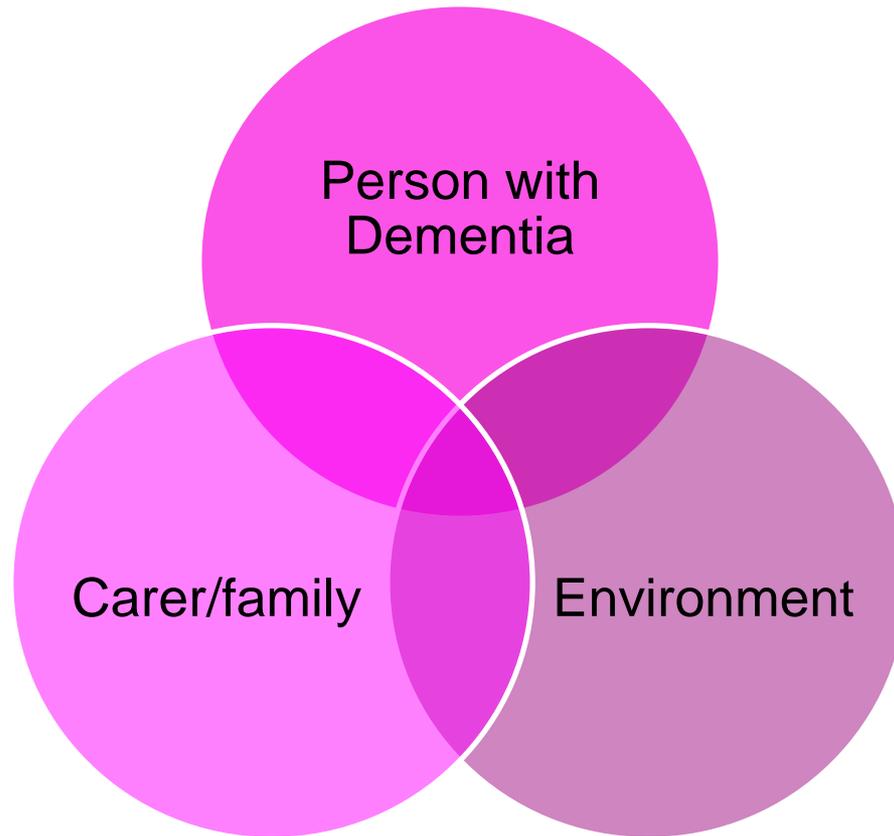
Client/carer feedback – IMPACT

Needs-led service/knowledge of
SLT

Service delivery



Living well with Dementia



What I have learned.....

(Comments from 4th year students)

Independence and resilience

Working collaboratively – peers
and staff

Confidence

Positive feedback – making a
real difference

I would like to tell you how much P has enjoyed and benefitted from his speech therapy sessions with you. He looked forward to them and showed more enthusiasm for them than he has about anything in a long time. Thank you for bringing to me a little bit of him that had got lost.....
(Client's wife)

Nice being with other people,
talking to people you have
probably seen around but not
had the chance to talk to them

I was very happy with the
input from the students. They
were very professional. We
would welcome DMU SLT
students back anytime
(Care home manager)

I have enjoyed it

Clients/staff from the care home

Changes in communication

Conversation training

I benefitted from the word finding strategies as much as P (client). We now don't have to call broccoli – green cauliflower!
(Client's wife)

Our communication skills did improve during the weeks of the course and have continued to do so since
(client's wife)

What would I say to anyone being offered this service? Grab it with both hands (client's wife)

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SQUARE
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Looking ahead

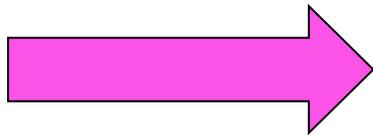
Continue to offer excellent clinical educational opportunities that contribute to the education of highly skilled and professional students for the future workforce.

To work with the expertise and knowledge of the LPT NHS provision to enhance the service for local children/adults with a range of SLCN

To maintain and develop relationships with local education settings / care settings that we have been working with as well as build new links with settings and clinicians that are approaching us for involvement

Students as a resource – service delivery

- **58** adults and children with SLCN received input that would not have been available to them without this partnership and student involvement.
- Students develop skills to be the therapists of tomorrow
- Evidence based Intervention



Maximising Impact



De Montfort University Speech & Language Centre



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