



## Programme – parallel session details (Subject to change)

Please note that only presenting authors are listed on the programme.

### COLOUR CODE KEY: Presentation/workshop categories

Research (speech and language therapy research contributing new knowledge)

Quality improvement\*/audit/service evaluation (\*this refers to projects using formal quality improvement methodology, e.g. Six Sigma, Lean thinking, Model for Improvement, Plan Do Study Act cycles)

Brag and steal (showcasing how evidence is being applied in practice)

## Wednesday 25 September 2019 – morning parallel sessions

### INTERACTIVE SESSIONS AND WORKSHOPS

Please select one of the below parallel sessions:

#### Parallel session 1: Primary-school aged children

##### Terminology use and diagnostic practices of UK based speech and language therapists working with children in the areas of speech, language and fluency

Presented by Hannah Harvey, PhD candidate, Birmingham City University

**Description:** Terminology in relation to paediatric speech, language and fluency diagnoses has been a source of international debate. Through a survey (n=374) and qualitative interviews (n=22), this study investigates what terminology SLTs use, how diagnosis is approached, and explores clinicians' views on the issue.

##### Feasibility of digital language therapy to improve vocabulary and influence wellbeing

Presented by Rafiah Badat, Highly Specialist SLT/Clinical Research Fellow, St George's Trust, St George's, University of London, City, University of London

**Description:** The project explored the feasibility of a digitally-enhanced word-web intervention to improve vocabulary and influence wellbeing in child language disorder. Findings demonstrated the potential for digital therapy to be acceptable for children with language disorder and professionals supporting them as well as some indication of positive language and wellbeing change

##### Service transformation in challenging times: the power of whole system change focused on outcomes and impact

Presented by Emma Jordan, Speech and Language Therapy Service Manager, Worcestershire Health and Care NHS Trust and Marie Gascoigne, Director, Better Communication CIC

**Description:** Delegates will increase their understanding of the power of strategic analysis for influencing decision makers, budget holders and team members as well as planning, delivering and measuring impact through the example of the Worcestershire SLT service use of the Balanced System® framework and tools.

#### Parallel session 2: Caring for adults

##### Supported decision-making and mental capacity assessment in care homes: could the Mental Capacity Assessment Support Toolkit (MCAST) facilitate practice?

Presented by Dr Mark Jayes, Research Fellow in Communication Disability, Manchester Metropolitan University

**Description:** This qualitative study explored how care home staff support residents to make decisions and how they assess mental capacity. Staff were interviewed in focus groups about their experiences and support needs. They were asked to consider whether and how the MCAST could be used in care homes.

##### Training to improve mealtime care for people with dementia: A systematic scoping review

Presented by James Faraday, SLT/NIHR Clinical Doctoral Research Fellow, The Newcastle upon Tyne Hospitals NHS Foundation Trust

**Description:** This systematic scoping review investigated training needs and interventions for staff who care for people with dementia at mealtimes. Eligible quantitative and qualitative studies were appraised and synthesised. Correspondence and gaps between training needs and interventions were identified, providing useful implications for practice and research.

Parallel sessions and workshops  
 11.15 – 12.25

Parallel sessions and workshops 11.15 – 12.25 (cont.)	<p><b>Who's in charge here? – Supporting people living with dementia and dysphagia in care homes</b>          Presented by <i>Lindsey Collins, Senior Dementia Care Consultant and Trainer/SLT, University of Bradford</i></p> <p><b>Description:</b> This research explores the eating and drinking experiences of people living with dementia and dysphagia in care homes from their perspective as well as from the perspectives of family members, care staff and speech and language therapists. It also explores the impact of dysphagia on wellbeing.</p>
	<b>Parallel session 3: Dysphagia (paediatric)</b>
	<p><b>Initial reliability and validity testing of the Functional Oral Intake Scale adapted for paediatrics (p-FOIS)</b>          Presented by <i>Claudia Au-Yeung, SLT, Northwick Park Hospital</i></p> <p><b>Description:</b> This study adapted the functional oral intake scale (FOIS) for use in paediatrics (p-FOIS) and assessed inter- and intra-rater reliability and consensual and face validity. Initial psychometric analysis using simulated clinical scenarios demonstrated excellent inter- and intra-rater reliability and good consensual and face validity.</p>
	<p><b>The Eating and Drinking Ability Classification System for cerebral palsy: A study of reliability and stability over time</b>          Presented by <i>Dr Diane Sellers, Clinical Specialist Team Lead Speech and Language Therapy, Sussex Community NHS Foundation Trust</i></p> <p><b>Description:</b> Retrospective application of EDACS to case notes over time. EDACS classifies eating and drinking ability of children with cerebral palsy in 5 distinct levels from: 'I. Eats and drinks safely and efficiently' to 'V. Unable to eat or drink safely – tube feeding may be considered to provide nutrition'.</p>
	<p><b>Developing a revised Therapy Outcome Measure for paediatric dysphagia</b>          Presented by <i>Bev Curtis and Nicola Harrison, Highly Specialist SLTs, Cardiff and Vale University Health Board</i></p> <p><b>Description:</b> A revised Therapy Outcome Measure for paediatric dysphagia was originally developed to increase use of an outcome measure within a team of SLTs. Use increased by improving the tool's 'fit'. New domains were added and a series of subsequent substudies suggests adequate reliability. A validity study is underway.</p>
	<b>Parallel session 4: Head, neck and voice</b>
	<p><b>Trajectory and sequelae of eating and drinking outcomes in head and neck cancer survivors</b>          Presented by <i>Dr Sam Harding, Senior Research Associate, Bristol Speech and Language Therapy Research Unit</i></p> <p><b>Description:</b> HN5000 is a large multi-centred UK cohort study collecting longitudinal quality of life outcomes from people with head and neck cancer. This dataset provides the opportunity to extrapolate outcomes relating to patient-reported dysphagia and its psychosocial sequelae. We investigated the temporal trajectory and predictors of swallowing and social eating.</p>
	<p><b>Feedback of trans women regarding voice therapy</b>          Presented by <i>Dr Ioanna Georgiadou, Highly Specialist SLT, Nottinghamshire Healthcare NHS Foundation Trust and Sarah Rabin, SLT student, De Montfort University</i></p> <p><b>Description:</b> The present study aimed to examine the opinions of transwomen regarding the most helpful voice exercises/techniques after undergoing voice feminization therapy.</p>
	<p><b>Ensuring the safety of altered airways in the community: a multi-disciplinary team approach</b>          Presented by <i>Rebecca Lantz, SLT - Head and Neck, Guy's and St Thomas' NHS Foundation Trust</i></p> <p><b>Description:</b> This submission examines the management of people with altered airways and provision of support in the community setting; including the development of an 'airway visit' for people post discharge from the acute setting. It highlights speech and language therapy as a core team member supporting this process.</p>
	<b>Parallel session 5: Workshop</b>
<p><b>Advanced practice: what you need to know</b>          Presented by <i>Berenice Napier, Policy Adviser, RCSLT; Della Money, Chair, RCSLT Board of Trustees and Angela Shimada, Advanced Practitioner Speech and Language Therapist, Lincolnshire Community Health Services NHS Trust</i></p> <p><b>Description:</b> Interested in what advanced practice means for you as an SLT and for your service? Do you want to know what the term means and what the potential roles are for SLTs? Come and hear about the latest developments UK wide and what RCSLT is doing to support the profession to engage locally.</p>	

Parallel sessions and workshops 11.15 – 12.25 (cont.)	<b>Parallel session 6: Workshop</b>
	<b>From research idea to research active: How to get involved in research in speech and language therapy</b> <i>Presented by Yvonne Wren, Director of Bristol Speech and Language Therapy Research Unit and Sue Roulstone, Emeritus Professor, University of West of England</i>
	<b>Description:</b> Do you have an idea for clinically based research but are not sure how to start? This workshop, run by Bristol Speech and Language Therapy Research Unit, will use individual and group activities to develop your idea into a personalised action plan which will take you from being an evidence consumer to an evidence creator.
	<b>Parallel session 7: Workshop</b>
	<b>Classification of speech sound disorders for informing clinical decision making</b> <i>Presented by Dr Joanne Cleland, Senior Lecturer, University of Strathclyde; Dr Sara Wood, Reader, Queen Margaret University; Dr Emma Pagnamenta, Lecturer, University of Reading; Dr Jill Titterington, Lecturer, Ulster University; and Dr Helen Stringer, Senior Lecturer, Newcastle University</i>
	<b>Description:</b> This workshop will engage clinicians in working towards a classification of developmental speech sound disorders which is useful for clinical practice. Using a consensus-based method, we invite clinicians to discuss how we might best sub-divide speech sound disorders into to descriptors which help us make decisions about evidence-based management plans.

## Wednesday 25 September 2019 – afternoon parallel sessions

14.15 – 15.45 Parallel sessions and workshops	<b>INTERACTIVE SESSIONS AND WORKSHOPS</b> Please select one of the below parallel sessions:
	<b>Parallel session 1: Assessments and interventions in paediatrics</b>
	<b>New standardised vocabulary assessment: WinG (Words in Game) for 19 to 37 months old toddlers</b> Presented by <i>Dr Allegra Cattani, Senior Research Fellow, University of Plymouth</i>
	<b>Description:</b> Novel standardised picture naming task to assess preschool children in noun comprehension, noun production, predicate comprehension and predicate production. Norms in percentiles and correct scores are provided for age in months, gender and educational levels. Further guidance for the analyses of error types is given.
	<b>Improving practice through clinical research: An early efficacy study investigating the effect of a small group oral narrative intervention for 5-to-6-year old children with narrative difficulties</b> Presented by <i>Laura Glisson, Highly Specialist SLT, Moor House School and College/Curtin University</i>
	<b>Description:</b> This study evaluated the efficacy of a small-group narrative intervention for mainstream school with narrative delays (aged 5;0-5;11) using a Phase 1 non-randomised single-subject across multiple-baselines design. Results revealed clinically significant improvements for 9/11 participants and significant changes with moderate-large effects in the number of macrostructure elements, conjunctions and adverbs.
	<b>Training parents in smiLE Therapy: How does it impact deaf children’s ability to generalise their social communication skills?</b> Presented by <i>Martina Curtin, Specialist SLT, Whittington Health NHS Trust/City, University of London</i>
	<b>Description:</b> SmiLE Therapy is a video-based social communication intervention that aims to teach deaf pupils skills to confidently communicate with unfamiliar hearing people in the community. This study added parent training to the therapy children received to investigate the benefits to the maintenance and generalisation of pupils’ skills.
<b>Assessing social cognition in pre-schoolers, use of the Early Sociocognitive Battery (ESB): standardisation and implications for clinical practice</b> Presented by <i>Jennifer Warwick, SLT, City, University of London</i>	
<b>Description:</b> The ESB is a standardised assessment tool which considers social cognition in preschoolers aged 2-5 years. We discuss the process of standardisation and application to clinical practice.	
<b>Development of an app to support professionals’ teaching of grammar to people with language disorders</b> Presented by <i>Dr Susan Ebbels, Director, Moor House Research and Training Institute and Hilary Nicoll, Highly Specialist SLT, Moor House School and College</i>	
<b>Description:</b> We discuss the process and challenges of developing an app to support professionals' teaching of grammar to people with language disorders. We will demonstrate the app and show videos of children using it. We will provide tips for others wishing to develop an app.	
<b>Parallel session 2: Providing speech and language therapy services for adults: what, where, how?</b>	
<b>Living with unspoken voices: A qualitative narrative synthesis of the communication experiences of people who use augmentative and alternative communication</b> Presented by <i>Katherine Broomfield, HEE/NIHR Clinical Doctoral Research Fellow, Sheffield Hallam University/Gloucestershire Care Services NHS Trust</i>	
<b>Description:</b> This systematic literature review forms a qualitative evidence synthesis of the reported communication experiences of people who use AAC. The aim was to identify outcomes from AAC to inform the development of a patient-reported outcome measure. The themes generated in a preliminary synthesis resonated with the project PPI group.	
<b>Building the evidence base for communication skills training of healthcare professionals in acute dementia care: a conversation analytic study of how healthcare professionals manage hard-to-interpret talk</b> Presented by <i>Dr Rebecca O’Brien, Clinical Academic SLT, University of Nottingham/Nottinghamshire Healthcare NHS Foundation Trust</i>	
<b>Description:</b> This presentation will describe a conversation analytic research study of the responses of healthcare professionals to the hard-to-interpret talk of people with dementia. Practices which worked to respect the patient's contribution whilst supporting completion of the healthcare task were identified to inform evidence-based communication skills training.	

14.15 – 15.45 Parallel sessions and workshops (cont.)	<p><b>National survey of speech and language therapists' and physiotherapy practice for patients with chronic cough in England</b> <i>Presented by Jemma Haines, Consultant SLT/NIHR Manchester BRC PhD Fellow, Manchester University NHS Foundation Trust</i></p> <p><b>Description:</b> A national survey in England was performed to gain insight into the clinical practice approaches in the management of chronic cough. The results demonstrate there is current variation to practice and an appetite for further educational training and professional support.</p>
	<p><b>A service evaluation of videofluoroscopy clinic practices in the United Kingdom</b> <i>Presented by Jacqueline Benfield, SLT/PhD student, University of Nottingham</i></p> <p><b>Description:</b> The results of a UK-wide survey of speech and language therapists involved in videofluoroscopy clinics will be presented. The way clinics are governed and operated and the assessment and analysis methods employed will be discussed.</p>
	<p><b>Speech and language therapy at the front door</b> <i>Presented by Jessica Crockett, AEITT SLT, Royal Cornwall Hospital NHS Trust</i></p> <p><b>Description:</b> SLT is a key member of the multidisciplinary team at the front door. We work collaboratively with therapy, nursing and doctor colleagues to improve patient outcomes and patient flow throughout the hospital. We are evidencing our impact on preventing hospital admissions, reducing length of stay and avoiding readmissions.</p>
	<p><b>Parallel session 3: Dysfluency</b></p>
	<p><b>An innovative approach to delivering therapy for adults who stammer</b> <i>Presented by Stephanie Burgess, SLT, Airedale NHS Foundation Trust</i></p> <p><b>Description:</b> Airedale NHS Foundation Trust, in collaboration with the British Stammering Association, have shown that effective speech therapy for adults who stammer can successfully be delivered remotely, improving access to services for people in areas with no specialist local provision.</p>
	<p><b>What is change? The effect of an intensive group therapy programme for young people who stammer</b> <i>Presented by Kevin Fower, Specialist SLT, The Michael Palin Centre for Stammering</i></p> <p><b>Description:</b> This presentation explores change following treatment for stammering. While demonstrating that an integrated treatment approach is effective, it also shows the need for a range of outcome measures and highlights the clinical implications of fluctuation in outcome (traditionally referred to as 'relapse') over the long term.</p>
	<p><b>How does research inform our clinical practice with Palin PCI and stammering?</b> <i>Presented by Elaine Kelman, Consultant SLT, The Michael Palin Centre for Stammering</i></p> <p><b>Description:</b> The focus of this presentation is to support clinicians in the translation of research into clinical practice, considering the current evidence base for Palin PCI, along with preliminary evidence for factors that relate to outcome and process of change, and to apply this evidence to the clinical decision making process.</p>
	<p><b>The level of speech and language therapy for adults who stammer in Kent, Surrey and Sussex</b> <i>Presented by Pip Steers, Specialist SLT, First Community Health and Care</i></p> <p><b>Description:</b> The study highlights gaps in service delivery in the Kent, Surrey and Sussex area. It provides information about what is working well and challenges faced by services, stressing an opportunity for existing services to promote their care and consider outreach programmes to support areas without support for adults who stammer.</p>
	<p><b>Parallel session 4: Co-production</b></p>
<p><b>Co-producing a group intervention with parents who don't like groups</b> <i>Presented by Louisa Reeves and Liz Wood, Lead Speech and Language Advisers, I CAN</i></p> <p><b>Description:</b> Working with 'hard to reach' parents to design and implement an intervention for 2 year old children which would encourage parents to use more contingent language with their children. The challenges and opportunities presented by the co-production approach and what we learned along the way.</p>	

14.15 – 15.45 Parallel sessions and workshops (cont.)	<p><b>The rhetoric and reality of co-producing research with those who use AAC</b> <i>Presented by Liz Moulam, Co-researcher, and Dr Mark Jayes, Research Fellow in Communication Disability, Manchester Metropolitan University</i></p> <p><b>Description:</b> The ‘Identifying appropriate communication aids for children who are non-speaking: clinical decision-making (I-ASC)’ project was co-produced by researchers and service users from concept and delivery through to dissemination and evaluation. This study evaluated the public involvement (PI) contribution to the I-ASC project and identified ways to facilitate co-produced research.</p>
	<p><b>Co-producing a complex intervention targeting working memory, attention and language</b> <i>Presented by Anita Rowe, PhD researcher, Ulster University</i></p> <p><b>Description:</b> There is international recognition of the need for research into ecologically valid interventions for SLTs working in schools. This presentation outlines an innovative approach to intervention development, using co-production and logic modelling, which could be applied to other SLT research and practice settings.</p>
	<p><b>Why listening to patients matters: a collaborative approach to service improvement</b> <i>Presented by Nadine Hare, Highly Specialist SLT, NHS Lothian</i></p> <p><b>Description:</b> An overview of the experience-based co-design approach to quality improvement and its application in a clinical setting to achieve meaningful patient engagement and collaborative service improvement for laryngectomy patients.</p>
	<p><b>Parallel session 5: Workshop</b></p>
	<p><b>From the Integrated Care System to the Long Term Plan – making a difference</b> <i>Presented by Angela Shimada, Advanced Practitioner Speech and Language Therapist, Lincolnshire Community Health Services NHS Trust and Derek Munn, Director of Policy and Public Affairs, RCSLT</i></p> <p><b>Description:</b> Whatever your role and whoever you work with, you can make a difference by getting involved in the implementation of the NHS England long-term plan in your area – whether the Integrated Care System, workforce shortages, Children and Young People’s Transformation Plan and more. Come and discuss how.</p>
	<p><b>Parallel session 6: Workshop</b></p>
	<p><b>How to assess the feasibility of a quality improvement project</b> <i>Presented by Barbora Krausova, Interim Programme Manager, King’s Improvement Science at King’s College London</i></p> <p><b>Description:</b> The King’s Improvement Science ‘decision matrix’ allows people to score their quality improvement project proposals on a series of questions, which produces an indication of the project’s feasibility. In this practical session, attendees will use the matrix to see how it could help them in their quality improvement efforts.</p>
<p><b>Parallel session 7: Workshop</b></p>	
<p><b>Building resilience: Supporting wellbeing for better outcomes</b> <i>Presented by Pauline Beirne, National Lead AHP Children and Young People, Scottish Government</i></p> <p><b>Description:</b> Through practical activities and discussion this session will explore the fundamental requirements for building resilience in speech and language therapy. Exploring compassionate and collective leadership and drawing on the evidence from Carnegie Trust Kindness Project and the Institute for Healthcare Improvement Joy at work report , we will consider the place of resilience and kindness in transforming our work experience as well as improving outcomes for the people we support .</p>	

Parallel sessions and workshops 11.05 – 12.35	<b>INTERACTIVE SESSIONS AND WORKSHOPS</b> Please select one of the below parallel sessions:
	<b>Parallel session 1: Bilingualism</b>
	<b>Cross cultural adaptation of assessments for testing lexical retrieval in bilinguals: a study on healthy Sinhala-English bilingual speakers</b> Presented by <i>Dr Dinushee Atapattu, Senior Lecturer, University of Kelaniya, Sri Lanka</i> <b>Description:</b> Adapting test material published for a specific population, particularly for bilinguals, requires consideration of cultural, language factors and population-specific variables during test construction. This study reports the adaptation, translation and development of a test battery for testing lexical retrieval in healthy bilingual Sinhala-English speakers and normative data for the same.
	<b>Pilot Study: Cross-cultural exploration of how parents construe language disorder and their experiences of accessing services</b> Presented by <i>Dr Sam Harding, Senior Research Associate, Bristol Speech and Language Therapy Research Unit</i> <b>Description:</b> Governments differ in how health services for children with LD are allocated, and societies, parents and cultures differ in how they view the development of children. This 10-country cross-cultural study examines parental perspectives of having a child with LD and accessing services.
	<b>Working with multicultural populations: evidence from research, examples from experience and recommendations for SLTs in clinical practice</b> Presented by <i>Dr Sharimila Ambrose, Assistant Professor, State University of New York at Plattsburgh, USA</i> <b>Description:</b> This presentation will examine research findings on cross-cultural parent-child interaction studies and its impact on SLT service provision. Study limitations and personal challenges from clinical practice will be discussed. Participants will be provided with tools to navigate cultural differences and implement culturally-competent practices when working with diverse, multicultural families.
	<b>Providing equitable access for bilingual children: adaptation of language assessments and interventions</b> Presented by <i>Dr Sean Pert, Senior Clinical Lecturer, University of Manchester and Dr Carolyn Letts, Senior Lecturer, Newcastle University</i> <b>Description:</b> Despite RCSLT clinical guidelines, SLTs rarely feel confident working with interpreters, bilingual children and their families. This paper provides actual worked examples of how cultural and linguistic adaptation of language assessments and interventions, in contrast to direct translation, can deliver equitable outcomes.
	<b>Parallel session 2: ALD and/or mental health</b>
	<b>The prevalence and nature of speech, language and communication needs in long-term unemployed adults: a role for the SLT?</b> Presented by <i>Victoria Joffe, Professor of Enhancement of Child and Adolescent Language and Learning, and Josephine Wallinger, SLT and Honorary Research Fellow, City, University of London</i> <b>Description:</b> Speech and language therapy services become increasingly rare at secondary age and into adulthood. Language and communication skills were explored in 149 adults in long-term unemployment. Results showed self-reported difficulties in language structure, pragmatic skills and social engagement. Speech and language therapy services are needed to support this population.
	<b>How do speech and language therapy services use communication profiles with adults with learning disabilities? Findings from a national survey of clinical lead SLTs</b> Presented by <i>Sian Wood, Clinical Lead SLT, Nottinghamshire Healthcare NHS Foundation Trust</i> <b>Description:</b> A scoping survey of SLT practice when using communication profiles in ALD services was undertaken. Findings suggest inconsistent terminology and a need to define the approach across the profession.
	<b>Working outside of referrals — How SLTs in ALD spend 10% of their time</b> Presented by <i>Dr Della Money, AHP Associate Director, Nottinghamshire Healthcare NHS Foundation Trust</i> <b>Description:</b> Time and motion studies find that SLTs in ALD spend 10.1% of their time on clinical interventions not related to a referral. This activity is often unreported and the sustainable outcomes and impact are subjective and/or unknown, although highly valued within and outside of the profession.

Parallel sessions and workshops 11.05 – 12.35 (cont.)	<p><b>Visual Incident Review Resource — A structured way to talk about an incident</b>  <i>Presented by Emma-Kay Dominey-Hill, Clinical Lead SLT CAMHS, Nottinghamshire Healthcare NHS Foundation Trust; Jessica Renton, Highly Specialist SLT, and Darran Hill, Team Leader MVA Department, University of Nottingham and Nottinghamshire Healthcare NHS Foundation Trust</i></p> <p><b>Description:</b> Use of a 'Visual Incident Review Resource — A Structured Way to Talk about an Incident'. An inter-disciplinary project to support service users with SLCN to express their experiences of incidents involving restrictive practice, with the aim of reducing the likelihood of these recurring.</p>
	<p><b>Singing, signing and social prescribing: life on the edges of speech and language therapy</b>  <i>Presented by Alix Lewer, Founding Director, Include.org</i></p> <p><b>Description:</b> How can we empower people with learning disabilities and communication needs — and improve inclusive communication practice, beyond traditional service-delivery models? A community-based inclusive communication choir, with foundations in speech and language therapy research, is trying to find out.</p>
	<p><b>Parallel session 3: Early years service delivery</b></p>
	<p><b>A mixed methods study investigating factors which influence the language development of preschool children in South Wales</b>  <i>Presented by Claire Butler, Highly Specialist SLT for Early Years, Aneurin Bevan University Health Board</i></p> <p><b>Description:</b> A service evaluation was carried out using a mixed-methods approach to identify factors which influence preschool children's language development. A model of four systems was developed which provides guidance for the improvement of the quality of screening tools, training and health promotion campaigns in order to maximise children's language development.</p>
	<p><b>A journey towards maximum impact: auditing the initial assessment phase of the Wales Early Language Pathway</b>  <i>Presented by Suzanne Hambley, Specialist SLT, Cwm Taf Morgannwg University Health Board</i></p> <p><b>Description:</b> Clinical audit is an integral component of the Wales Early Language Pathway (WELP) and ensures a systematic approach to quality improvement as the pathway is implemented across Wales. Audit findings indicate that compliance levels are variable and have been used to support service development and improve pathway compliance.</p>
	<p><b>A pilot evaluation of early identification training for health visiting teams: service improvement in practice</b>  <i>Presented by Dave McDonald, SLT, Nottinghamshire Healthcare NHS Foundation Trust</i></p> <p><b>Description:</b> This project describes a preliminary evaluation of early identification training for health visiting teams which has informed the development of national SLCN training. It shows training may lead to improved knowledge and skills around speech, language and communication, and identifies some SLCNs on which identification training may need to focus.</p>
	<p><b>Collaboration for improvement — Communication friendly environments in early years</b>  <i>Presented by Alison Gooding, Early Years SLT, and Shona Fletcher, SLT, NHS Ayrshire and Arran</i></p> <p><b>Description:</b> Communication Friendly Establishment accreditation recognises ECCs that show a commitment to, and can evidence good practice in, promoting the development of SLC skills. The Language meets Literacy Practicum enabled the use of a collaborative approach using quality improvement methodology to develop communication-friendly environment accreditation in the early years.</p>
	<p><b>Mind the Gap — using improvement science to ensure no child falls through the gap</b>  <i>Presented by Annabelle Burns, Speech and Language Therapy Service Manager, and Karen Humfress, Clinical Lead Specialist SLT for Early Years, Hackney Speech and Language Therapy Service</i></p> <p><b>Description:</b> The Hackney SLT Team identified that too many children continue to arrive at school with previously unidentified SLCN. Using quality improvement (QI) methodology they explored this issue, making improvements towards their aim to ensure no child falls through the gaps, as well as becoming familiar with useful QI tools.</p>
<p><b>Parallel session 4: SLCN in older children and young adults</b></p>	
<p><b>Translating research into practice: inferential comprehension intervention for secondary children with Developmental Language Disorder</b>  <i>Presented by Laura Glisson and Hilary Nicoll, Highly Specialist SLTs, Moor House School and College</i></p> <p><b>Description:</b> In this talk, participants will learn how a team of speech and language therapists at Moor House School and College translated recently published evidence for an oral inferential comprehension intervention previously investigated with 5-to-6-year old children with DLD in a specialist language setting in Western Australia, into their school context.</p>	

Parallel sessions  
and workshops  
11.05 – 12.35  
(cont.)

**The effectiveness of direct group-based speech and language therapy intervention in post-16 students with persistent language disorder**

*Presented by Bryoni Holland, Specialist SLT, Moor House School and College*

**Description:** Direct group intervention delivered in weekly 60-minute sessions across 12 weeks by a qualified SLT led to significant gains on assessments of language for post-16 students with language disorder. Therefore, group-based therapy delivered by SLTs can have an effective role within this client group.

**Effectiveness of intervention focused on vocational course vocabulary for post-16 students with (developmental) language disorder**

*Presented by Lauren Bannister, SLT, and Bryoni Holland, Specialist SLT, Moor House School and College*

**Description:** Post-16 students received direct 1:1 SLT intervention focused on specialist vocabulary related to their vocational college courses. They showed significant improvement relative to a baseline period and also relative to other words not targeted in SLT sessions, but still encountered in lessons.

**Vocabulary intervention for adolescents with language disorder: a systematic review**

*Presented by Dr Hilary Lowe, SLT and Post-doctoral Research Fellow, City, University of London*

**Description:** This presentation reports on a systematic review of vocabulary intervention with adolescents who have language disorder. The evidence for the effectiveness of a phonological-semantic approach in enhancing vocabulary skills is presented.

**The relationship of listening comprehension, reading and socio-economic status with reading comprehension in mainstream secondary school students**

*Presented by Morag Boyes, PhD research student, City, University of London*

**Description:** A significant number of students in secondary education have literacy difficulties; some go 'unnoticed' in the classroom. Data from 443 secondary students (11-14 years) showed poor performance in listening comprehension, despite age-appropriate scores in reading and school attainment. This reflects the lack of emphasis on oral language in school.

**Parallel session 5: Advances in adult neuro speech and language therapy**

**Self-administered aphasia rehabilitation targeting auditory comprehension: a feasibility study**

*Presented by Aine Kearns, PhD candidate, University College Cork, Ireland*

**Description:** This feasibility study explores self-administered aphasia rehabilitation targeting auditory comprehension. Four participants demonstrated improvements during auditory comprehension tests at sentence level; however there was no statistically significant change post therapy. Barriers and facilitators for engaging in ICT-delivered rehabilitation for auditory sentence comprehension are identified.

**Peer-befriending for people with aphasia: exploring the experience of peer-befrienders**

*Presented by Katie Monnelly, Research Assistant, City, University of London*

**Description:** This abstract details the experiences of people with aphasia who provided peer befriending intervention to others with aphasia. The presentation explores peer befriending from the perspective of the befriender through semi-structured interviews and qualitative analysis.

**Mental capacity assessment in people with aphasia: Understanding the role of the SLT**

*Presented by Sophie Borrett, Specialist SLT, University of Southampton and Portsmouth Hospitals NHS Trust*

**Description:** This research used a qualitative approach to explore the experiences of UK speech and language therapists assessing mental capacity in people with aphasia.

**The emerging contribution of SLTs in awake craniotomy: a national survey of their roles, practice and perceptions**

*Presented by Michelle O'Neill, Advanced SLT, Ulster University*

**Description:** Efficacy of language specialists in awake craniotomy multidisciplinary teams is widely acknowledged. In spite of this, the contribution of speech and language therapists within awake craniotomy is ambiguous. This UK-wide survey outlines the current practices of speech and language therapists and management patterns and skillset within awake craniotomy.

<p>Parallel sessions and workshops 11.05 – 12.35 (cont.)</p>	<p><b>The patient experience of awake craniotomy across five unaffiliated neurosurgical sites in central London</b>  <i>Presented by Elizabeth Bradley, Highly Specialist SLT, Imperial College Healthcare NHS Trust; Claire Axton, Highly Specialist SLT, University College London; Anna Forde, Highlight Specialist SLT, Barts Health NHS Trust; Eibhlin Cleary, St George's University Hospitals NHS Foundation Trust; and Hilary Wren, Highly Specialist SLT, King's College Hospital NHS Foundation Trust</i></p> <p><b>Description:</b> Awake craniotomy is the gold standard neurosurgical procedure for patients with brain tumours in eloquent cortical areas. Although more research is emerging on the surgical and anaesthetic aspect of this procedure, patient experience remains an under-researched area. Five neurosurgical sites have explored the patient experience of awake craniotomy.</p>
	<p><b>Parallel session 6: Workshop</b></p>
	<p><b>CATs: How to undertake a rapid appraisal of the evidence to answer a question for your clinical practice</b>  <i>Presented by Presented by Dr Hazel Roddam, Reader in Allied Health Practice, University of Central Lancashire (UCLan) and Sophie Chalmers, SLT, Bolton NHS Foundation Trust</i></p> <p><b>Description:</b> This workshop will introduce delegates to Critically Appraised Topics (CATs), a simple process for synthesis of the research evidence to answer a practice-based question. The session will provide delegates with guided activities to learn how these rapid reviews can be undertaken by non-specialists.</p>
	<p><b>Parallel session 7: Workshop</b></p>
<p><b>Leadership and influencing skills to deliver quality improvement</b>  <i>Presented by Debbie Begent, SLT Service Manager, Buckinghamshire Healthcare NHS Trust and RCSLT Leadership Mentor; Ruth Williams, Clinical Directorate Lead (iCares - Integrated Care Services), Community and Therapies Clinical Group, Sandwell and West Birmingham Hospitals NHS Trust; and Victoria Harris, Learning Manager, RCSLT</i></p> <p><b>Description:</b> This practical, workshop session will provide a short overview of the content of the RCSLT Leadership and Influencing Learning Journey. It will help participants to reflect on the difference between management and leadership, and consider the skills they have as a therapist which are transferable to leadership roles. Participants will also take away practical suggestions of how they can use these skills to facilitate delivery of their improvement idea.</p>	

## Thursday 26 September 2019 – afternoon parallel sessions

Parallel sessions and workshops 13.50 – 15.20	<b>INTERACTIVE SESSIONS AND WORKSHOPS</b> Please select one of the below parallel sessions:
	<b>Parallel session 1: Cleft/speech</b>
	<b>Cleft Collective Speech and Language Study: using focus groups to explore intervention provision</b> Presented by <i>Caroline Williams, Research Associate, North Bristol NHS Trust</i>  <b>Description:</b> Knowing which interventions work is critical to providing evidence-based practice. However, collecting such data on a large-scale basis is challenging. This paper describes how focus groups were used to determine the content and process for collecting a large dataset on intervention and outcomes and its potential application for other populations.
	<b>SLTs' practices and views on evidence-based practice and continuing professional development specific to intervention for children with speech sound disorders</b> Presented by <i>Miriam Seifert, Research Associate, North Bristol NHS Trust</i>  <b>Description:</b> This study identifies current barriers to EBP for SLTs working with children with SSDs. It also provides substantial quantitative and qualitative data on what CPD activities and strategies clinicians report as useful to facilitate implementation of research findings in clinical practice.
	<b>Response to articulation therapy by a young adult with Nager syndrome with speech prosthesis: a pilot single case experimental design</b> Presented by <i>Nicole Prendeville, Specialist SLT, Great Ormond Street Hospital for Children NHS Foundation Trust/University College London</i>  <b>Description:</b> A young adult with Nager Syndrome with longstanding velopharyngeal insufficiency who had successful fitting of a speech prosthesis underwent articulation therapy for cleft speech characteristics which significantly impacted her intelligibility and her confidence. She acquired 9 new sounds and the CSCs resolved after 16 therapy sessions during a gap year.
	<b>Developing an ultrasound visual-biofeedback service for the treatment of speech sound disorders within a rural clinical setting</b> Presented by <i>Dr Eleanor Sugden, Research Fellow, University of Strathclyde; Dr Joanne Cleland, Senior Lecturer, University of Strathclyde; and Christine Schoepfer, SLT, NHS Grampian</i>  <b>Description:</b> This paper describes a brag and steal project, implementing the evidence from ultrasound visual biofeedback (U-VBF) literature into clinical practice. The Aberdeenshire Children's Speech and Language Therapy Department has developed a specialist U-VBF therapy service for children with speech sound disorders.
	<b>Parallel session 2: Specialist services for young adults</b>
	<b>Pausing mid-sentence: young offender views on their language and communication needs</b> Presented by <i>Dr Dermot Fitzsimons, SLT, and Dr Ann Clark, Senior Lecturer, Queen Margaret University</i>  <b>Description:</b> Ten imprisoned male young offenders (age 17-22) with recent experience of segregation underwent standardised and informal language assessment and semi-structured interview. Assessment results align with those from existing research. Experiences of communication breakdown in justice and educational settings and among peers and authority figures in the prison environment are described.
<b>Identifying and supporting the communication needs of care leavers to maximise their transition from care to independence</b> Presented by <i>Dr Judy Clegg, Senior Lecturer, University of Sheffield</i>  <b>Description:</b> This collaborative study is identifying a high prevalence of unidentified SLCN in care leavers aged 16 to 25 years. Quality speech and language therapy services are needed to support city council services to effectively meet the needs of these vulnerable young people as they transition into independent adult life.	

Parallel sessions and workshops 13.50 – 15.20 (cont.)	<p><b>SLTs working in social care to identify SLCN in highly vulnerable teenagers</b> <i>Presented by Kirsty Basnett, Advanced SLT, Harrogate and District NHS Foundation Trust/North Yorkshire County Council</i></p> <p><b>Description:</b> NWD has achieved positive outcomes for CYP, including a significant reduction in the number of CYP needing to be placed in local authority care. Case studies and inevitable everyday challenges will form the backbone of our presentation. To bring to life the real, impactful gains enabled by SLT within NWD.</p>
	<p><b>The Secret Agent Society (SAS) intervention programme – evidence of impact in an Irish outpatient Child and Adolescent Mental Health Service (CAMHS)</b> <i>Presented by Deirdre MacEvilly, Katie Maguire and Geraldine Brosnan, Senior SLTs, Lucena Clinic, Ireland</i></p> <p><b>Description:</b> The Secret Agent Society (SAS) programme is an innovative, evidence-based intervention programme that develops children’s social-emotional skills (Beaumont &amp; Sofronoff, 2008). No published evidence currently exists for the use of SAS within CAMHS. This study provides new evidence for the effectiveness of SAS in an Irish outpatient CAMHS setting.</p>
	<p><b>The SECURE STAIRS framework: Innovative speech and language therapy practice for young people and whole systems in two secure children’s homes</b> <i>Presented by Marianne Loftus, Advanced SLT, Northumberland Tyne and Wear Foundation Trust</i></p> <p><b>Description:</b> Innovative speech and language therapy practices for young people and whole systems in two secure children’s homes (SCHs) in the north east of England. A review of how evidence-based SALT practices are being integrated into the secure estate and the benefits for children and young people at risk.</p>
	<p><b>Parallel session 3: Considerations in developing quality services</b></p>
	<p><b>The mental health of speech and language therapists: are we well enough to provide a quality service?</b> <i>Presented by Claire Ewen, SLT, Birmingham City University</i></p> <p><b>Description:</b> This presentation reports the findings of a mixed-methods study that explored the mental health of the speech and language therapy workforce across the UK. Job characteristics predicting stress were identified for both organisationally employed and independent SLTs. Semi-structured interviews were conducted, revealing participants’ views of how they can be supported.</p>
	<p><b>Maximising quality, skill and capacity: How competency frameworks can assure the SLT workforce is fit for the future. An example from clinical practice in the childhood disorders of fluency</b> <i>Presented by Simon Henderson, Specialist SLT, Northumbria Healthcare NHS Foundation Trust</i></p> <p><b>Description:</b> The current changing landscape within healthcare demands quality and efficiency at the centre of all practice. This presentation will illustrate how the quality assurance agenda can be met through the use of practitioner competency profiles to ensure safe and effective care delivered by an appropriately skilled SLT workforce.</p>
	<p><b>Using early career research skills to develop practice-based evidence</b> <i>Presented by Anne-Marie Counce, Professional Lead Speech and Language Therapy, Lancashire Care NHS Foundation Trust</i></p> <p><b>Description:</b> Band 5 clinicians across speech and language therapy, occupational therapy and physiotherapy were supported through Action Learning sets to develop collaborative, work-based research projects to improve integrated working and caseload management. The projects demonstrated and enhanced the research skills of newly qualified practitioners.</p>
	<p><b>Embedding QI in speech and language therapy — Improving outcomes, engaging staff and spreading change</b> <i>Presented by Rhiannon Haag, Interim Clinical Lead SLT; Clare Linger, Interim Deputy AHP Lead; and Mark Allinson, Interim Clinical Lead SLT, NELFT NHS Foundation Trust</i></p> <p><b>Description:</b> NELFT SALT services represent the largest trust-wide uniprofessional cohort to have completed QI training. We present our project outcomes achieved to date, a reflection on our colleagues’ experiences of embedding QI, and our lessons learned in the hope that this will encourage others to start their own QI journey.</p>
	<p><b>The contribution of Twitter-based journal clubs to dissemination of research evidence in speech and language therapy practice: experiences from English and German language online groups</b> <i>Presented by Dr Hazel Roddam, Reader in Allied Health Practice, University of Central Lancashire</i></p> <p><b>Description:</b> This study presents an overview of the Twitter-based journal clubs for speech and language therapists hosted in English and in German. The analytics suggest that both journal clubs have a wide international audience and contribute to dissemination of research that may help to build research capacity in the profession.</p>

Parallel sessions and workshops 13.50 – 15.20 (cont.)	<b>Parallel session 4: Collaborative working – paediatric</b>
	<p><b>A video-reflexive study of how families and SLTs develop a therapeutic relationship during early speech and language therapy sessions</b> Presented by Katelyn Melvin, Speech Pathologist, The University of Queensland, Australia</p> <p><b>Description:</b> Research has identified that families are supported to become engaged in intervention when they build trusting relationships and establish open, two-way communication with speech- and language therapists. This study explored the complexity of interpersonal interactions within intervention sessions and identified the important role speech and language therapists have in building therapeutic relationships with families.</p>
	<p><b>Understanding collaborative practice with parents — using realist principles</b> Presented by Susan Roulstone, Emeritus Professor, University of the West of England, Bristol/Bristol Speech and Language Therapy Research Unit</p> <p><b>Description:</b> The study uses realist evaluation principles to explore collaborative working between parents and therapists. A programme theory that hypothesises how collaborative working brings about change for children is proposed. Examples from research studies are used to illustrate the theory.</p>
	<p><b>The How-QA? — A patient/parent outcome tool for evaluating the quality of speech and language therapy outpatient appointments focused on assessment or review</b> Presented by Lesley Cavalli, Joint Head of Speech and Language Therapy Services, Great Ormond Street Hospital for Children NHS Foundation Trust/University College London</p> <p><b>Description:</b> Empowering our patients and their parents/carers is a key aspect in wellbeing and improved outcomes. ‘How Well Were Your Questions Answered?’ (How-QA) evaluates a primary health benefit for those attending an assessment-based outpatient appointment. Combining engagement and measurement into one tool enables achievement of health benefits while evaluating services.</p>
	<p><b>‘I am the language lead, but what do I do as the language lead?’: using implementation science to improve support for language champions in early years settings</b> Presented by Jane Marr, and Rachel Dillon, SLTs, Nottinghamshire Healthcare NHS Foundation Trust</p> <p><b>Description:</b> This project describes improvement of a continuous professional development SLT service for early years educators. The SLT service has used an implementation evaluation to improve the training, resources and promotion of the approach in order to support early years practitioners to implement a ‘Language Lead’ role in early years practice.</p>
	<b>Parallel session 5: Dysphagia (adults)</b>
	<p><b>Development of a swallow risk screening tool for acute cervical spinal cord injury patients and a feasibility study in two major trauma centres</b> Presented by Dr Jackie McRae, Consultant SLT, St George’s University Hospitals NHS Foundation Trust</p> <p><b>Description:</b> SCI patients with dysphagia have worse outcomes due to additional complications and need for respiratory interventions. Early identification of risk helps to reduce symptoms and initiate early SLT referral. A non-invasive swallow risk screening tool developed through consensus, had good utility to support multi-professional decision-making for oral intake.</p>
	<p><b>Validating the Dysphagia Severity Rating Scale</b> Presented by Lisa Everton, PhD student, University of Nottingham and SLT, Nottinghamshire Healthcare NHS Foundation Trust</p> <p><b>Description:</b> The validation of the Dysphagia Severity Rating Scale (a scale to measure dysphagia severity in stroke patients), is presented. The procedure undertaken and results of the validation are presented.</p>
<p><b>Does drinking from a spouted beaker increase the risk of aspiration?</b> Presented by Julie Wright, SLT, Royal Cornwall Hospitals NHS Trust</p> <p><b>Description:</b> Research project to investigate if drinking from spouted beakers and straws affects the risk of aspiration in comparison to drinking from an open cup for patients referred to videofluoroscopy for swallowing assessments.</p>	

Parallel sessions and workshops 13.50 – 15.20 (cont.)	<p><b>Speech and language therapy in urgent care: early implementation of dysphagia management to reduce admissions and length of stay, and improve patient safety</b>  <i>Presented by Sophie Chalmers, Specialist SLT, Bolton NHS Foundation Trust</i></p> <p><b>Description:</b> Speech and language therapy provision in urgent acute and community care: An evidence-based approach to evaluate the early implementation of swallowing identification and management to reduce admissions and length of stay, and improve patient safety.</p>
	<b>Parallel session 6: Workshop</b>
	<p><b>Communication Access UK – promoting inclusive communication for all</b>  <i>Presented by Najmul Hussain, Policy Advisor, RCSLT/wider CAUK project management and Catherine Harris, CAUK project coordinator, RCSLT</i></p> <p><b>Description:</b> The Communication Access symbol and standards will support millions of people with communication disabilities across the UK. Displaying the symbol will mean that people with communication disabilities are welcome. This interactive workshop will provide background to the project, and introduce the training and standards that underpin the use of the symbol.</p>
	<b>Parallel session 7: Workshop</b>
	<p><b>From engagement to co-production in research and clinical practice: PPI in practice</b>  <i>Presented by Anna Volkmer, SLT, NIHR Doctoral Research Fellow, Language and Cognition, UCL; Katherine Broomfield, HEE/NIHR Clinical Doctoral Fellow, Gloucestershire Care Services NHS Trust/Sheffield Hallam University; and Lauren Longhurst, Research and Development Officer, RCSLT</i></p> <p><b>Description:</b> People who have lived experience of communication difficulties can provide insights that ensure speech and language research and clinical services are significantly more relevant to the needs of these people. This workshop will discuss how to use inclusive, collaborative and accessible methods of engagement and co-production.</p>