The Impact of Training

Improving Joint Working Between SLTs, Families and Educational Settings
Aims of Today

To answer the following questions about the training packages we provide as a speech and language therapy service.

- Why
- What
- Next
- Who
- How
Why Provide Training?

- One of the RCSLT outcomes of the Bercow 10 review was to support the effective partnership between SLTs and schools and families.

- Research related to several interventions recommends training of key adults to support children with SLCN and increase efficacy of therapy.

- Helps spread awareness of Speech, Language and Communication Needs, the role of a Speech and Language Therapist and how to identify and support children with a range of SLCN in various settings.

- Directly influences other areas of an SLT’s job:
  - Accuracy and propriety of referrals
  - Caseload management
What Training Do We Offer?

**Early Years Foundation Stage**
- Attention Builders
- VERVE
- Total Communication
- EarlyBird
- Supporting Communication Development in 2 Year Olds
- Receptive and Expressive Language Development
- Speech Sound Development
- Selective Mutism
- Fluency

**Primary School**
- Attention Builders
- VERVE
- Total Communication
- EarlyBird+ and Cygnet
- Blanks Level Language
- Colourful Sentences
- Narrative Skills
- Speech Sound Development
- Selective Mutism
- Fluency
Who Can Receive Training?

- Anyone who supports a child with SLCN!

Who Provides Training?

- Any speech and language therapist!
How is Training Created and Delivered?

- Regularly review the assessments and interventions we provide
  - New evidence and research
  - Functionality and clinic findings

- Create and review training packages as required

- Offer training to educational settings and parents/adults
  - Termly SENCo Meetings
  - Initial session of preschool groups
  - Final session of therapy offered to early years settings

- Collect and review feedback

- Discuss as a team and amend interventions and training as required
Feedback Gained So Far

- Keen to use the resources across the classroom
- Appreciate the ability to work closely with the SLT and develop better rapport between parents/staff and SLT
- More able to support new staff in implementing strategies
- ‘It made me reflect on how I am supporting children’s language development’
- Training let’s staff implement ‘a method that works’
- ‘Reduced frustration’ from children
- Can see difference in vocabulary
- ‘Wow it works’
- Ensures all staff are working on the new page
- Better identification and referral of children with SLCN
- Incorporate SLCN into SMART school targets
- Inspired more queries in to DLD and provoked a lot of conversation and reflection among staff
- Managing national curriculum and speech and language expectations re. developmentally appropriate age-related levels
- ‘All children in the class may not be at the same level’
- ‘Inspiring...useful and informative’
- Offers a refresher and new ideas for using resources in the classroom
- Highlights importance of all areas of communication (e.g. attention)
- Progress observed with language and academic levels
- Increased staff confidence un supporting and communicating with children at the appropriate level
- ‘I reduced my language level and now he doesn’t get frustrated with me and follows what I say’
Some Changes Made so Far

- Provision of new evidence-based interventions and training packages based on clinical need
  - Cycles
  - Colourful Semantics
  - Narrative Therapy

- More sessions added to preschool speech groups which incorporate new therapy techniques and cover a broader area of speech sounds

- Language programmes revamped to be workable documents and training updated to include support for behaviour

- School has adopted Colourful Sentences as whole key stage approach

- Problem-solved effective means of providing quick input to key adults to support children (outside therapy sessions, following assessment)
What Happens Next?

- Continue to review our clinical practice and feedback and use this to inform the training packages we offer.

- Continue to spread awareness of SLCN and up-to-date support and interventions in line with the evidence base.