

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)

Audit/service evaluation

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

Wednesday 27 September 2017 – morning parallel sessions

INTERACTIVE SESSIONS AND WORKSHOPS

Please select one of the below parallel sessions:

Parallel session 1: Creating and using evidence

Sound Start Study: A community-based randomised controlled trial of Phoneme Factory Sound Sorter

Presented by Dr Yvonne Wren, Director of Research, Bristol Speech and Language Therapy Research Unit and Senior Research Fellow, University of Bristol; and Professor Sharynne McLeod, Professor of Speech and Language Acquisition, Charles Sturt University, Australia

Category: Research (speech and language therapy research contributing new knowledge)

Description: The Sound Start Study was a cluster randomised controlled trial of non-SLT delivery of the Phoneme Factory Sound Sorter software which took place in preschools in Sydney, Australia between 2013 and 2015. The results of the trial will be presented and the implications for future practice discussed.

Evidence-based practice and research engagement from YOUR perspective: Exploring SLTs' understanding and use of research and evidence-based practice in routine clinical work in the UK

Presented by Professor Victoria Joffe, Associate Dean for Taught Postgraduate Studies and Internationalisation in the School of Health Sciences, and Professor in the Enhancement of Child and Adolescent Language and Learning in the Division of Language and Communication Science, City, University of London; Jo Wallinger, SLT, Research Associate, City, University of London; Dr Emma Pagnamenta, Lecturer, University of Reading; and Sai Prasanna Bangera, SLT and Honorary Research Assistant, City, University of London

Category: Research (speech and language therapy research contributing new knowledge)

Description: Healthcare professionals are required to shape their clinical decision-making using evidence. We report on findings from a survey exploring the knowledge, skills and understanding of UK speech and language therapists of evidence-based practice and research engagement. Barriers and opportunities to enhance research understanding and engagement will be explored.

Parallel session 2: Equality and diversity

Group voice and communication therapy for trans individuals: The reciprocal benefits of involving student volunteers in delivering care

Presented by Dr Sean Pert, Senior Lecturer, University of Manchester

Category: Audit/service evaluation

Description: Trans individuals reported difficulty accessing voice and communication therapy outside Gender Identity Clinics. The University of Manchester and the LGBT Foundation, a local charity, have collaborated to provide advice and group therapy, involving student volunteers. Outcomes for both clients and students are discussed.

Refugee survivors of sexual and gender-based violence (SGBV) with communication disabilities in Rwanda

Presented by Dr Julie Marshall, Reader in Communication Disability and Development, Manchester Metropolitan University and Helen Barrett, Specialist SLT, Communicability Global

Category: Research (speech and language therapy research contributing new knowledge)

Description: Refugees, especially in low- and middle-income countries, with communication disabilities (CD) are highly vulnerable to sexual and gender-based violence (SGBV). This study aimed to begin to determine the challenges facing refugee-survivors of SGBV in Rwanda, who have CD, and those who provide services to such SGBV survivors.

Parents as agents of change: Empowering parents to reduce impoverished language in disadvantaged communities

Presented by Caspian Jamie, Lead SLT, Twinkleboost CIC

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

Description: The Twinkleboost programme tackles high rates of impoverished language in inner city areas of Manchester. The intervention uses parents as agents of change, equipping them with key strategies to support the child's language development. This presentation discusses the innovative teaching techniques used to engage and empower parents on the programme.

Parallel sessions and workshops
11.15 – 12.15

Parallel session 3: Stammering

Stuttering and the COM-B model: Exploring parents' views of post-treatment changes in participation

Presented by Kevin Fower, Specialist SLT, The Michael Palin Centre for Stammering

Category: Research (speech and language therapy research contributing new knowledge)

Description: The COM-B model is considered in terms of its usefulness as a framework in identifying the barriers and facilitators to change following treatment for stuttering. Parents' responses to interview questions describe the role of capability, opportunity, and motivation in changes made in day-to-day life.

Addressing social anxiety in adults who stutter: The MOSAICS study

Presented by Dr Jan McAllister, Senior Lecturer, University of East Anglia

Category: Research (speech and language therapy research contributing new knowledge)

Description: This presentation describes a feasibility study for a trial of an intervention for social anxiety disorder in adults who stutter.

Parallel session 4: Voice

Reliability of GRBAS evaluation of voice quality in children who have a history of airway reconstruction surgery and how this compares to parental report of voice-related quality of life

Presented by Dr Wendy Cohen, Senior Lecturer, University of Strathclyde, and Susie Lloyd, Research Assistant, University of Strathclyde

Category: Research (speech and language therapy research contributing new knowledge)

Description: This presentation describes the two approaches to defining voice quality in children who have had laryngotracheal reconstruction surgery. The inter/intra-rater reliability of clinician rating using the GRBAS scale is reported along with a comparison between clinician and parent report of voice related quality of life.

Does time of day matter for voice assessment? Clinical implications of longitudinal fluctuations in voice parameters

Presented by Professor Janet Beck, Head of Speech and Hearing Sciences, Queen Margaret University

Category: Research (speech and language therapy research contributing new knowledge)

Description: This presentation reports on the use of mobile phones for longitudinal voice monitoring. The range of within-speaker variation in acoustic and perceptual parameters is quantified for healthy speakers and results show some diurnal patterns of voice fluctuation. Implications for clinical assessment and early detection of voice disorder are considered.

Acoustic, respiratory, cognitive and wellbeing comparisons of two groups of people with Parkinson's disease receiving voice and choral singing group therapy or music appreciation activity: A work in progress

Presented by Robin Matthews, Senior SLT and PhD Candidate, University of Auckland, New Zealand

Category: Research (speech and language therapy research contributing new knowledge)

Description: This RCT is designed to determine how the sophistication of voice production through singing might improve the phonatory and respiratory muscle control systems of people with PD and explores how a mutually supportive singing group facilitates social interaction, boosts psychological wellbeing and enhances therapeutic outcomes.

Parallel session 5: Dementia

The VOICE Study: Developing and testing an evidence based communication skills training intervention for healthcare professionals caring for people with dementia in the hospital setting

Presented by Rebecca O'Brien, Clinical Researcher / Clinical Specialist SLT, University of Nottingham

Category: Research (speech and language therapy research contributing new knowledge)

Description: This presentation will describe a research project which has developed and piloted a novel communication skills training intervention, using video analysis and patient simulation, for healthcare professionals caring for people with dementia in the acute setting.

Collaboratively reducing stress and distress in people with dementia

Presented by Helen Moores, Specialist SLT, Speech and Language Therapy Adult Service, IDEAS Team, NHS Dumfries and Galloway; and Helen Fletcher, Head of Speech and Language Therapy Adult Service, NHS Dumfries and Galloway

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

Description: Showcasing a collaborative service development with mental health which established SLT in a new specialist training and consultation team. This innovative multidisciplinary team seeks to reduce stress and distress in people with dementia through patient-centred non-pharmacological means. This presentation shares the journey and outcomes of this pioneering team.

Parallel session 6: AAC

"Helpful to do it together": Ensuring teams are equipped to support people who use AAC

Presented by Laura Renfrew, SLT, NHS Greater Glasgow and Clyde

Category: Research (speech and language therapy research contributing new knowledge)

Description: SLTs in a multidisciplinary team in Glasgow carried out an evaluation of the IPAACKS framework (Informing and Profiling AAC Knowledge and Skills). They wanted to identify the knowledge and skills required of staff to support people with complex communication needs who require AAC.

Communication effectiveness using AAC: What is it? And how do we know if we have achieved it?

Presented by Deborah Jans, AAC Clinical and Service Lead, NHS Lothian

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

Description: What is a successful AAC communicator? The aim of this session is to familiarise the participants with the definition and theory of communication competence and what skills we must look for and encourage to develop effective communication. Practical solutions will be explored in depth and highlighted by case studies.

Parallel session 7: Workshop

What is the decision-making process for SLTs in deciding to feed infants on high flow nasal cannula oxygen therapy?

Presented by Rebecca Murphy, Highly Specialist SLT, Guys and St Thomas' NHS Foundation Trust

Category: Research (speech and language therapy research contributing new knowledge)

Description: A qualitative study exploring the decision-making process for SLTs in deciding to feed infants on high flow nasal cannula (HFNC) oxygen therapy. The session will include an oral presentation and workshop, comprising critique of relevant published evidence and open discussion of current practice.

Parallel session 8

RCSLT Outcomes Project

Presented by Kamini Gadhok MBE, CEO, RCSLT and Kathryn Moyse, Outcomes Project Officer, RCSLT

Category: Audit/service evaluation

Description: The Outcomes Project team presents the findings of the proof of concept pilot for the RCSLT Online Outcome Tool (ROOT). The presentation covers the use of the ROOT in collecting, collating and reporting on Therapy Outcome Measures (TOMs) data from the perspectives of those involved in the pilot.

Parallel session 9

Research impact: Using research evidence to influence decision makers

Presented by Dr Rebecca Palmer, RCSLT Trustee for Research and Development, and Senior Lecturer, University of Sheffield; Professor James Law, Professor of Speech and Language Science, Newcastle University; Professor Marian Brady, Director of Stroke Rehabilitation Research, Glasgow Caledonian University; Bryony Simpson, Associate Dean, HEE and Derek Munn, Director of Policy and Public Affairs, RCSLT

Category: Research (speech and language therapy research contributing new knowledge)

Description: Professionals in different roles make decisions about speech and language therapy provision including individual clinicians, service managers, budget holders and policy makers. This session will explore the varying ways in which research evidence can contribute to decisions that impact on clinical practice.

Wednesday 27 September 2017 – afternoon parallel sessions

<p>14.15 – 15.45 Parallel sessions and workshops</p>	<p>INTERACTIVE SESSIONS AND WORKSHOPS <i>Please select one of the below parallel sessions:</i></p>
	<p>Parallel session 1: Service delivery - children</p>
	<p>Getting the balance right: Understanding needs, outcomes and provision for children and young people in Scotland <i>Presented by Marie Gascoigne, Director, Better Communication CIC and Pauline Beirne, National Lead for AHP Children and Young People, Scottish Government</i></p> <p>Category: Audit/service evaluation Description: Participants will increase their understanding of the power of strategic analysis for influencing decision makers and budget holders through hearing about the outcomes of the Scottish Government funded AHP Children and Young People's Project. They will be able to begin to apply these principles to their own service areas.</p>
	<p>Parents of young children and speech and language therapy: Who comes? Who does what we say? Does it really matter? <i>Presented by Dr Penny Williams, Consultant SLT, Evelina London, Guys and St Thomas' NHS Foundation Trust</i></p> <p>Category: Research (speech and language therapy research contributing new knowledge) Description: This presentation reports the findings of the first research in speech and language therapy to explore factors associated with parental participation in treatment for young children and the relationships with child outcome. It discusses the limitations of this large community cohort study, future research and implications for the profession.</p>
	<p>'Never do anything by halves... Be outrageous. Go the whole hog'. How a speech and language therapy service transformed its way of working to meet the communication needs of children in Falkirk <i>Presented by Glen Carter, Speech and Language Therapy Team Leader, NHS Forth Valley; and Mary Coleman, SLT, NHS Forth Valley</i></p> <p>Category: Audit/service evaluation Description: Within Falkirk we have a sustainable, whole systems approach to developing children's spoken language and learning that has demonstrated positive impact for children and education staff. This session will map how the service reached this goal in partnership with education and will outline key factors for success.</p>
	<p>A journey towards maximum impact: Development and implementation of an evidence-based early language clinical pathway across Wales <i>Presented by Claire Butler, Highly Specialist SLT for Early Years, Aneurin Bevan University Health Board; and Helen Myall, Highly Specialist SLT for Paediatric Special Needs, , Aneurin Bevan University Health Board</i></p> <p>Category: Brag and steal (showcasing how evidence is being applied in practice) Description: Wales has a commitment across all seven health boards to co-produce and implement clinical pathways to maximise impact of intervention for preschool children with language delay. An evidence-based pathway has been co-produced to support all SLTs in Wales to make robust evidence-based clinical decisions from referral through to discharge.</p>
	<p>Parallel session 2: Speech and language therapy: Giving Voice and raising awareness</p>
	<p>Mujeres que dan palabra. 'Giving Voice' through women's first person narratives in Spain and the UK <i>Presented by Dr Lidia Rodriguez Garcia, Assistant Professor, University of Castilla-La Mancha, Vice-president – International Affairs - of Spanish Association of Logopedics, Phoniatrics and Audiology (AELFA-IF)</i></p> <p>Category: Research (speech and language therapy research contributing new knowledge) Description: This presentation explores the issues of EU collaboration in exploring professional histories from documentary and first person narratives. It considers methodological issues, in collecting and analysing oral histories and the valuable contributions made by pioneers in the profession in Spain and the UK.</p>
<p>Scotland's voices. Stories from the past; stories for the future <i>Presented by Professor Jois Stansfield, Professor of Speech Pathology, Manchester Metropolitan University</i></p> <p>Category: Research (speech and language therapy research contributing new knowledge) Description: This presentation explores the issues that arise when SLT professionals 'do history'. It considers methodological issues in collecting and analysing oral histories, and presents results from the Scottish participants who have been the first group of SLTs interviewed for the RCSLT oral history.</p>	

#SLTImpact: Sharing positive impact stories on social media to raise awareness of the profession
Presented by Robert MacBean, Policy Officer, RCSLT Scotland Office and Zoe Roxburgh, SLT, NHS Grampian / Queen Margaret University

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

Description: The positive impact stories project aims to create a library of one-minute videos of SLTs across Scotland sharing their success stories. This interactive presentation will give delegates an overview of the project, demonstrate videos and allow participants to understand how to create their own video that can be shared through social media platforms.

Inclusive communication

Presented by Kim Hartley Kean, Head of the Scotland Office, RCSLT

Category: Other

Description: This presentation will provide an overview of RCSLT strategy and activities relating to inclusive communication and invite the audience to contribute their thoughts to a shared inspirational vision for people who live with communication disability

Parallel session 3: Adult dysphagia: The patient perspective

Eating and drinking experiences and preferences of people living in care homes

Presented by Lindsey Collins, Senior Dementia Care Consultant and Trainer / Clinical Specialist SLT, University of Bradford

Category: Research (speech and language therapy research contributing new knowledge)

Description: Eating and drinking opportunities play an important role in supporting physical, social and emotional needs. This study thematically analysed focus group and interview data from care home residents to identify specific elements that are important about eating and drinking experiences to people living in care homes.

What do people with MND and their caregivers think about dysphagia? An interpretative phenomenological analysis of lived experiences

Presented by Dominika Lisiecka, Health Research Board Fellow, PhD student, University College Cork

Category: Research (speech and language therapy research contributing new knowledge)

Description: Little is known about the experiences of dysphagia in MND. We aimed to address this gap by investigating the experiences of PwMND and their caregivers using Interpretative Phenomenological Analysis. Participants expressed their opinions regarding improvements in dysphagia services. Our results suggest that dysphagia in MND should be carefully approached.

Collecting patient evidence to inform and contextualise treatment choices: Thickened liquids from the perspective of people with dysphagia post-stroke

Presented by Dr Arlene McCurtin, Lecturer, University of Limerick

Category: Research (speech and language therapy research contributing new knowledge)

Description: Thickened liquids are commonly prescribed by SLTs to treat aspiration generally and specifically post-stroke. This paper presents findings from a qualitative study exploring patient experiences of the intervention. It adds to the patient evidence and encourages the discipline to consider whether TL can be considered a burdensome treatment for PWD.

Parallel session 4: Clinical education

Learners' and educators' views of clinical practice education in SLT: A case for blended learning alternatives?

Presented by Dr Sean Pert, Senior Lecturer, University of Manchester

Category: Research (speech and language therapy research contributing new knowledge)

Description: Clinical placement is a key aspect of training pre-qualification students. However, not all students are equipped with the skills they need prior to commencing placement. Focus groups and structured interviews with practice educators and students identified their priorities. Alternative learning including blended e-Learning will be informed by the findings.

Motivation for success: Increasing hours of practice for speech and language therapy students learning phonetic transcription using online independent resources

Presented by Dr Jill Titterington, Lecturer in Speech and Language Therapy, Ulster University; and Dr Sally Bates, Senior Lecturer, University of St Mark and St John

Category: Research (speech and language therapy research contributing new knowledge)

Description: The value of independent online learning resources to increase hours of phonetic transcription practice with speech and language therapy students was investigated. More engagement/participation in the online learning was associated with better transcription skills. Relevance, interest and contribution to final module marks were key to effective engagement/participation with online learning.

Evidence-based practice self-efficacy of undergraduate speech pathology students following training
Presented by Dr Maree Doble, Lecturer, Manager Communication Disorders Treatment and Research, The University of Sydney

Category: Audit/service evaluation

Description: A capstone unit of study was introduced to teach undergraduates the principles and practices of evidence-based practice (EBP). The outcomes of this unit were evaluated using a pre- and post-measure, namely the Evidence-Based Practice Confidence scale (EPIC). Results and implications of this unit will be discussed.

Using Objective Structured Clinical Examinations (OSCEs) in speech and language therapy pre-registration clinical education
Presented by Dr Wendy Cohen, Senior Lecturer, University of Strathclyde; and Dr Claire Timmins, Lecturer, University of Strathclyde

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

Description: This paper describes the incorporation of Objective Structured Clinical Examinations into the assessment of clinical skills in pre-registration speech and language therapy education. Four key clinical skills are defined and described in the context of student learning and development. Student experiences of this approach are reported.

Parallel session 5: Child speech

Predicting persistent speech disorder in the early years: Findings from a population study

Presented by Dr Yvonne Wren, Director of Research, Bristol Speech and Language Therapy Research Unit and Senior Research Fellow, University of Bristol

Category: Research (speech and language therapy research contributing new knowledge)

Description: Identifying which children are likely to have persistent speech disorder is a problem for many speech and language therapists. Using data from a large-scale population study, risk factors have been identified which are associated with poor speech outcomes at age 8 and can be used to prioritise children for intervention.

The relationship between performance on spoken diadochokinetic (DDK) tasks and oral motor tasks by children with speech difficulties

Presented by Dr Pam Williams, Consultant SLT, Nuffield Hearing and Speech Centre, RNTNE Hospital, UCLH NHS Foundation Trust

Category: Research (speech and language therapy research contributing new knowledge)

Description: Oral motor skills and speech motor skills are assumed to be associated. Findings from a detailed diadochokinetic study will challenge this view and recommend that children's performance on DDK tasks should be evaluated in the context of their performance on other speech tasks, rather than on oral motor tasks.

What is a complex intervention for children with speech sound difficulties?

Presented by Avril Nicoll, ESRC PhD Student, University of Stirling

Category: Research (speech and language therapy research contributing new knowledge)

Description: Speech and language therapy interventions are complex, but the profession lacks models which take into account the realities of clinical practice. As part of the findings of a qualitative study of practice change, we propose a 10-element layered model of real-world intervention for children with speech sound difficulties.

What does it take to change practice with children with speech sound difficulties?

Presented by Avril Nicoll, ESRC PhD Student, University of Stirling

Category: Research (speech and language therapy research contributing new knowledge)

Description: Speech and language therapists are expected to change their practice throughout their career. However, little is known about what practice change is, or how and why it comes about. This paper presents cases of practice change with children with speech sound difficulties configured through a critical realist qualitative study.

Parallel session 6: Training for early years/schools

Supporting early years practitioners to facilitate children's language and communication development is effective: An independent study evaluating the effectiveness of the Elklan Talking Matters Programme

Presented by Dr Judy Clegg, Senior Lecturer, Human Communication Sciences, University of Sheffield

Category: Research (speech and language therapy research contributing new knowledge)

Description: Evidence in support of the effectiveness of practitioner training on young pre-school children's language development is limited. This study reports on an independent evaluation of Elklan's Talking Matters Programme to show the effectiveness of practitioner training on the receptive and expressive language abilities of young pre-school children.

Talk Boost KS2 an evidenced school-based intervention for children with delayed language

Presented by Louisa Reeves, Speech and Language Adviser, I CAN

Category: Research (speech and language therapy research contributing new knowledge)

Description: Talk Boost KS2 is an evidenced intervention for children aged 7-10 years with delayed language skills. The presentation will consist of a description of the intervention and an outline of the evaluation methods and findings together with a discussion of the challenges of 'real world' studies.

<p>Early intervention: Training implications for health visitors <i>Presented by Joanne Gibson, SLC Project Lead, NHS Lanarkshire / NHS Education Scotland</i></p> <p>Category: Audit/service evaluation Description: NHS (Education Scotland) has developed an online learning resource for student health visitors to support their learning around speech, language and communication. The tool which is based around the universal pathway and developed in collaboration between various agencies is a key resource in promoting learning and development of health visitors.</p>
<p>Auditing the communicating classroom: Participating with schools to change practice <i>Presented by Professor James Law, Professor of Speech and Language Science, Newcastle University</i></p> <p>Category: Research (speech and language therapy research contributing new knowledge) Description: This presentation looks at the application of the Communicating Supporting Classrooms Observation Tool (Dockrell et al. 2015) across 50 schools in the north east of England as a part of the north east literacy campaign, training class teachers to observe their own and each other's classrooms.</p>
<p>Parallel session 7: Workshop</p>
<p>Skills for work: Tools for measuring communication skills in adolescents <i>Presented by Mary Hartshorne, Head of Evidence, I CAN; and Maxine Burns, Speech and Language Adviser, I CAN</i></p> <p>Category: Brag and steal (showcasing how evidence is being applied in practice) Description: Developing work-related communication skills in young people is crucial, especially as employers frequently report these skills to be lacking in new recruits. This workshop provides an opportunity to explore the opportunities and challenges in designing tools to measure progress in these communication skills in adolescents with SLCN.</p>
<p>Parallel session 8: Workshop</p>
<p>Using Behaviour Change Technique Taxonomy (BCTT) to describe what SLTs do: A useful tool for SLTs? <i>Presented by Dr Helen Stringer, Lecturer/SLT, Newcastle University; Kate Toft, Macmillan Oncology Specialist SLT, NHS Lothian; and Dr Rachel Rees, Lecturer/SLT, University College London</i></p> <p>Category: Research (speech and language therapy research contributing new knowledge) Description: In this interactive workshop we will discuss the Behaviour Change Technique Taxonomy and its application to SLT interventions. We will explore its use in day-to-day practice, research, CPD and pre-registration training. How can we best utilise this as a tool for quality improvement and to support evidence-based practice?</p>
<p>Parallel session 9: Workshop</p>
<p>Assistive technology approaches to facilitate reading and writing in aphasia <i>Presented by Dr Celia Woolf, Research Fellow, SLT, City, University of London; Dr Anna Caute, Research Associate, SLT, City, University of London; and Katie Monnelly, Research SLT, City University of London</i></p> <p>Category: Research (speech and language therapy research contributing new knowledge) Description: This workshop will showcase mainstream technologies for reading and writing impairments in aphasia. Participants will gain hands-on experience using the technologies, view aphasia-friendly therapy materials, case studies, videos, learn how to evaluate the technologies in terms of accessibility for PWA, and discuss implications for their service or research.</p>

Thursday 28 September 2017 – morning parallel sessions

INTERACTIVE SESSIONS AND WORKSHOPS

Please select one of the below parallel sessions:

Parallel session 1: Service delivery

The current practices of UK SLTs: Phonological intervention approaches and dosages

Presented by Natalie Hegarty, PhD Student, Ulster University

Category: Research (speech and language therapy research contributing new knowledge)

Description: An online, anonymous, UK-wide survey of current clinical practice with phonological speech sound disorders was conducted by Ulster University (n=166). This focused on SLTs' intervention practices, the intervention dosages currently provided, and if different, the intervention dosage ideally provided, as well as the decision-making factors behind these everyday, clinical decisions.

A preliminary investigation into the effectiveness and cost-effectiveness of SLT led interventions for children with speech sound disorder versus programmes delivered by assistants

Presented by Dr Lydia Morgan, Research Associate, Speech and Language Research Unit, Bristol; and Dr Yvonne Wren, Director of Research, Bristol Speech and Language Therapy Research Unit and Senior Research Fellow, University of Bristol

Category: Research (speech and language therapy research contributing new knowledge)

Description: The present study uses a retrospective analysis of case notes to examine both the effectiveness and cost effectiveness of intervention delivered by speech and language therapists versus assistants. Findings provide pilot data of possible cost savings to the NHS as well as crucial steps to informing a future clinical trial.

'time to talk'TM - We're Closing the Gap

Presented by Melanie Packer, Lead SLT for 'time to talk'TM, Speech and Language Therapy Team, South Warwickshire NHS Foundation Trust

Category: Audit/service evaluation

Description: 'time to talk'TM is Warwickshire's strategy for communication in the early years. Starting as a single project led by speech and language therapists, 'time to talk'TM developed organically into a wider programme; founded upon partnerships and committed to ensuring all children have the opportunity for the best start in life.

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

Presented by Nicola Lawtie, Senior Lecturer, De Montfort University Leicester; Idalina Rodrigues, Lecturer, De Montfort University Leicester / Leicestershire Partnership NHS Trust; and Emma Bedingham, SLT, Leicestershire Partnership NHS Trust

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

Description: An evaluation of the impact of working in partnership with services to develop innovative models of service delivery using SLT students on placement as, 'added value', in schools and with adults with dementia.

Parallel session 2: Supporting adults with diminished capacity

Feasibility of using the Mental Capacity Assessment Support Toolkit (MCAST) in clinical practice

Presented by Mark Jayes, Highly Specialist SLT, HEE/NIHR Clinical Doctoral Research Fellow, Sheffield Teaching Hospitals NHS Foundation Trust / University of Sheffield

Category: Research (speech and language therapy research contributing new knowledge)

Description: This presentation reports the methods and results of a study designed to test the feasibility of using the Mental Capacity Assessment Support Toolkit (MCAST) in clinical practice.

Using participative research methods to explore the experiences of parents and carers of adults with severe learning disabilities

Presented by Rachael Black, PhD Student, Human Communication Sciences, University of Sheffield; and Dr Judy Clegg, Senior Lecturer, Human Communication Sciences, University of Sheffield

Category: Research (speech and language therapy research contributing new knowledge)

Description: This study uses qualitative methodology to involve service users in setting the research agenda for adults with learning disabilities. A group of parents/carers of adults with learning disabilities have co-researched a study to understand how communication and interaction between service users and services can be improved.

The Keeping Safe Talking Mat – a visual communication resource to help people reflect on how their life is going

Presented by Lois Cameron, Director, Talking Mats Ltd

Category: Audit/service evaluation

Description: The Keeping Safe Talking Mat resource has been shown to support people to reflect on their lives and raise issues of concern. The three topics are wellbeing, relationships and thoughts and feelings. The resource was trialled and the project has been made sustainable by a trainer scheme.

Parallel sessions
and workshops
11.10 – 12.40

Parallel session 3: Assessments for children

The RAPT unwrapped

Presented by Dr Sally Bates, Senior Lecturer, University of St Mark and St John; and Dr Julia Stewart, Senior Lecturer, University of St Mark and St John

Category: Research (speech and language therapy research contributing new knowledge)

Description: Independent verification of test reliability is important in order to be confident using standardised formal assessments to inform clinical management. This study investigated inter-tester reliability in scoring the Renfrew Action Picture Test (RAPT) (Renfrew, 2010). Results indicate that the RAPT is not a reliable measure of clinical need.

Maximising the impact on services for bilingual toddlers

Presented by Dr Allegra Cattani, Senior Research Fellow, School of Psychology, University of Plymouth

Category: Research (speech and language therapy research contributing new knowledge)

Description: The amount of exposure to the two languages has a direct influence on the levels of receptive and expressive vocabularies. When the amount of exposure to English is high at 60% or above, the word learning of a bilingual toddler should resemble a typically developing child.

British Sign Language receptive skills: How much has changed in 18 years?

Presented by Dr Ros Herman, Reader, City, University of London; and Martina Curtin, Part Time Student: MRes Clinical Research, NIHR Funded Candidate, City, University of London

Category: Research (speech and language therapy research contributing new knowledge)

Description: Newborn hearing screening and earlier use of cochlear implants have positively impacted deaf children's spoken language. To explore whether the same is true for BSL, data from 250 deaf children collected using an online version of the BSL Receptive Skills Test are compared with the original standardisation sample.

Development of a clinical tool: The Early Sociocognitive Battery (ESB) in research and practice

Presented by Jennifer Warwick, Lead Clinical Specialist Autism Spectrum Disorder, Guys and St Thomas' NHS Foundation Trust

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

Description: The Early Sociocognitive Battery (ESB) is a new assessment that provides direct and systematic measure of key sociocognitive skills in young children. The development of the ESB highlights the importance of joint working and shared enterprise in the process of transforming a research tool into a clinically relevant assessment.

Parallel session 4: Adult dysphagia

Videofluoroscopy of swallow: A study of intra-rater and inter-rater reliability of SLT ratings of aspiration, vallecular residue and pyriform sinus residue

Presented by Julie Coats, SLT, NHS Greater Glasgow and Clyde

Category: Audit/service evaluation

Description: The methodology and results of a service evaluation project which investigated reliability of SLT ratings of aspiration, vallecular residue and pyriform sinus residue from videofluoroscopy images will be presented. Implications for practice and the ways in which inter-rater reliability of SLT ratings can be improved will be discussed.

Validation of the Functional Intraoral Glasgow Scale as a practical measure of speech and swallowing in head and neck cancer

Presented by Eleanor Slaven, SLT, NHS Greater Glasgow and Clyde

Category: Research (speech and language therapy research contributing new knowledge)

Description: Patient-reported outcome measures (PROM) are fundamental to both quality HNC care, and research into the patient's experience of treatment. The Functional Intraoral Glasgow Scale is a clinically useful, short PROM which is well-tolerated by patients and which captures the patient's perception of their level of speech and swallow function.

Audit of adherence to speech and language therapy recommendations for patients with dysphagia

Presented by Daisy Parkes-Smith, Specialist SLT, Guys and St Thomas' NHS Foundation Trust

Category: Audit/service evaluation

Description: An audit to determine adherence to SLT recommendations and reasons for non-adherence was completed at St Thomas' Hospital. In a sixth of observations patients were put at risk of aspiration as recommendations were not followed so a programme of measures to improve adherence and ensure patient care has been implemented.

International Dysphagia Diet Standardisation Initiative (IDDSI) pilot implementation

Presented by Alison Seiler, Advanced Clinical Specialist SLT, Mid Cheshire Hospitals NHS Trust

Category: Audit/service evaluation

Description: The International Dysphagia Diet Standardisation Initiative (IDDSI) is a new global framework, providing terminology and definitions for texture modified foods and thickened liquids within dysphagia management. Mid Cheshire Hospitals NHS Trust piloted use of IDDSI to determine if staff can assimilate IDDSI terminology during an implementation period of one month.

Parallel session 5: Use of technology to deliver speech and language therapy

"I'm with the world now": Reducing social isolation in people with aphasia through an online supported conversation intervention delivered over Skype

Presented by Dr Celia Woolf, Senior Research Fellow and Lead Clinician for Aphasia, City, University of London

Category: Research (speech and language therapy research contributing new knowledge)

Description: This paper reports findings from the online supported conversation strand of the CommuniCATE research project at City, University London. A supported conversation intervention for people with chronic aphasia was adapted for remote delivery over Skype. Positive outcomes were found in terms of reducing social isolation and increasing communication confidence.

ReaDySpeech for people with dysarthria after stroke: Feasibility of the intervention in a randomised controlled trial

Presented by Claire Mitchell, Research SLT, University of Manchester

Category: Research (speech and language therapy research contributing new knowledge)

Description: A feasibility randomised controlled trial of ReaDySpeech, an online computer programme for speech rehabilitation, is compared with usual care for people with dysarthria after stroke. We report the feasibility of using ReaDySpeech in the trial, evaluating fidelity, adherence and participant views of the intervention.

What are the factors influencing the implementation of self-managed computerised therapy for people with long-term aphasia following stroke? A qualitative study

Presented by Jo Burke, SLT, Sheffield Teaching Hospitals Foundation Trust

Category: Research (speech and language therapy research contributing new knowledge)

Description: This presentation reports a qualitative study of 11 SLTs from different NHS trusts, exploring the factors influencing the implementation of aphasia computer software to assist with increasing the amount of therapy provided to people with aphasia post-stroke.

Words of the Week: Multi-purpose digital therapy materials

Presented by Amy Hanschell, SLT, NHS Tayside; and Laorag Hunter, SLT, NHS Tayside

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

Description: Words of the Week (WoW) is a multi-purpose dynamic therapy resource for adults based on current news stories. Using the weekly sets as established in our practice and shared via email as PowerPoints to clinicians and patients who use these independently or with supporters. Benefits will be identified.

Parallel session 6: Workshop

Understanding behaviour change: What helps intervention work? What stops it from working?

Presented by Dr Fiona Johnson, SLT, University College London / Homerton University Hospital NHS Foundation Trust

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

Description: Speech and language therapy regularly requires people to change their everyday behaviour in order to meet swallowing and communication goals. However principles of behaviour change are not routinely used in intervention. This workshop introduces participants to key concepts from behaviour change theory, and shares practical tools for planning intervention.

Parallel session 7: Workshop: Exploring Rapid Syllable Transition Treatment (ReST): An evidence-based treatment for developmental verbal dyspraxia

Exploring Rapid Syllable Transition Treatment (ReST): An evidence-based treatment for developmental verbal dyspraxia

Presented by Donna Thomas, Speech Pathologist, Clinical Educator, PhD candidate, The University of Sydney

Category: Research (speech and language therapy research contributing new knowledge)

Description: This workshop gives a practical overview on the Rapid Syllable Transition treatment (ReST), an evidence-based treatment for children aged 4-13 years with developmental verbal dyspraxia (DVD). We will identify ReST's evidence-base in relation to other DVD treatments and will focus on how to do ReST therapy including video models.

Parallel session 8: Workshop

Talk about Talk Secondary: An intervention for young people aged 13-16 with SLCN to develop their communication skills for work

Presented by Maxine Burns, Speech and Language Adviser, I CAN; and Mary Hartshorne, Head of Evidence, I CAN

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

Description: *Talk about Talk Secondary* is a manualised intervention for students aged 13-16 with identified SLCN. Delivered by trained non-specialist staff, the 12 week intervention prepares students to co-deliver a workshop about communication difficulties to employers. Impacts include improvements in students' communication skills and staff confidence in identifying and supporting SLCN.

Parallel session 9: Workshop

Beyond statistical significance: Exploring how research can best inform your clinical decision making

Presented by Theresa Redmond, Lead Professional Adviser, The Communication Trust

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

Description: The Communication Trust presents an informative, practical workshop on understanding how evidence and research can underpin clinical decision making. Clinicians will explore effect sizes and a new graphic illustrating these, the 'What Works' and 'Developing and Using Evidence' websites and apply this knowledge to a range of practical, clinical scenarios.

Thursday 28 September 2017 – afternoon parallel sessions

INTERACTIVE SESSIONS AND WORKSHOPS

Please select one of the below parallel sessions:

Parallel session 1: Developmental language disorder

Understanding and improving oral inferential comprehension in young children with developmental language disorder.

Presented by Emily Dawes, Speech-Language Pathologist, Curtin University, Australia

Category: Research (speech and language therapy research contributing new knowledge)

Description: This presentation will discuss a novel intervention targeting oral inferential comprehension which was designed for young children with developmental language disorder. The results of a randomised controlled trial of the inferential comprehension intervention for 5-6 year old children with language disorder will be presented.

The effectiveness of semantic therapy for word finding difficulties in post-16 students (16-18 years) with persistent language disorders

Presented by Lisa Campbell, Highly Specialist SLT, Moor House School and College

Category: Research (speech and language therapy research contributing new knowledge)

Description: Four hours of semantic intervention for word finding difficulties delivered 1:1 by an SLT led to significant gains on a standardised test of word finding for post-16 students with language disorder as compared with a baseline period. Thus, SLTs can have an effective role with this age group.

Outcomes for early language delay: Does temperament make a difference?

Presented by Dr Julie Lachkovic, Principal Lecturer in Speech and Language Therapy, Manchester Metropolitan University

Category: Research (speech and language therapy research contributing new knowledge)

Description: This session presents results from a study which investigated links between children with language delay's temperament profiles (N=72) and their receptive and expressive language progress over 12 months. The role of the temperament factors distractibility, adaptability and persistence significantly contributed to the children's outcomes.

Assessing the effects of language groups for children with English as an additional language

Presented by Professor Tim Pring, City, University of London; and Andrew Ralephata, Principal/Lead Therapist, Whittington Health NHS Trust

Category: Research (speech and language therapy research contributing new knowledge)

Description: We report an RCT of the use of language groups for children with EAL. Significantly greater progress was made by those attending the groups and these gains were maintained 16 months later. The children remained below their expected levels. Continued monitoring and further intervention is appropriate.

All singing all dancing: Methods to support the development of idiom skills in 9-16 year olds with developmental language disorder

Presented by Lucy Nicoll, Specialist SLT and Clinical Researcher, Moor House School and College and University College London

Category: Research (speech and language therapy research contributing new knowledge)

Description: Both 1:1 SLT and classroom intervention are effective but 1:1 SLT is more effective than classroom-based intervention. It is possible to use a prescriptive method of therapy to develop the idiom skills of 9-16 year olds with severe language disorder.

Parallel session 2: Aphasia

Which words are most important for people with aphasia to relearn?

Presented by Dr Rebecca Palmer, Senior Lecturer, University of Sheffield

Category: Research (speech and language therapy research contributing new knowledge)

Description: This study describes the analysis of 9999 words selected for word finding therapy practice by 100 people with aphasia to identify words perceived to be of greatest relevance to relearn. The study suggests that these words can inform the production of pre-prepared therapy materials to enable time-efficient tailored therapy.

Investigating the effectiveness of Elaborated Semantic Features Analysis (ESFA) in two different approaches

Presented by Professor Katerina Hilari, Professor of Communication Disorders, City, University of London

Category: Research (speech and language therapy research contributing new knowledge)

Description: This controlled trial ran within the Thales Aphasia Project. It evaluated the efficacy of Elaborated Semantic Features Analysis. Two therapy approaches were explored: individual therapy vs. combination of individual and group therapy. Both therapies (but not control) led to gains in naming, communication and quality-of-life, which were maintained at follow-up.

Parallel sessions
and workshops
13.50 – 15.20

<p>Experience of public patient involvement in aphasia research; co-design of an ICT user feedback questionnaire Presented by Aine Kearns, HRB PhD Training Fellow, University College Cork, Ireland</p> <p>Category: Research (speech and language therapy research contributing new knowledge) Description: This research highlights participant experiences and the participatory process undertaken in a co-design project which resulted in the development of an online user feedback questionnaire. The questionnaire will provide a mechanism to support people with aphasia to provide feedback on their experience of using ICT in aphasia rehabilitation.</p>
<p>Are mindfulness and other CBT techniques effective in improving communication in people with acquired, non-progressive aphasia? A systematic review Presented by Sophie Cottrell, SLT, North Bristol NHS Trust</p> <p>Category: Research (speech and language therapy research contributing new knowledge) Description: This review explores the question of whether mindfulness and other cognitive behavioural therapies may be beneficial in improving the communication of people with aphasia, many of whom report the detrimental effect of anxiety. As well as a systematic literature review, we report the opinions and experiences of people with aphasia.</p>
<p>Parallel session 3: Innovation in service delivery: Young people</p>
<p>Ten years on: Language skills of young offenders in custody in England Presented by Kim Turner, Postgraduate Researcher, Human Communication Sciences, University of Sheffield</p> <p>Category: Research (speech and language therapy research contributing new knowledge) Description: Young offenders are said to have significantly higher levels of language impairment than the general population, but what kind of language impairments do they have; are there opportunities to intervene earlier and can we effectively screen to highlight those most at need of services?</p>
<p>No Wrong Door – integrating speech and language therapy into services for multiply vulnerable young people Presented by Carol-ann Howe, Lead for Communication and Interaction, North Yorkshire County Council</p> <p>Category: Audit/service evaluation Description: This session will present information on the North Yorkshire No Wrong Door programme, and the development of the Youth Communication Team working within it. This will be of interest to colleagues whose LA is considering adopting this model, or who wish to develop a service to multiply vulnerable children and young people.</p>
<p>Using motivational interviewing to maximise the impact of speech and language therapy intervention Presented by Alison Williams, Professional Lead for Speech and Language Therapy; Early Years, Aneurin Bevan University Health Board; and Tom Damsell, GDAS Tier 1 Training Coordinator, Gwent Drug and Alcohol Service</p> <p>Category: Audit/service evaluation Description: Aneurin Bevan University Health Board Speech and Language Therapy Service worked in partnership with the Gwent Drug and Alcohol Service to implement motivational interviewing (MI) into service delivery. Qualitative data suggests that MI training can maximise engagement and partnership between SLTs, patients and their families therefore promoting optimum outcomes.</p>
<p>No no no: Analysing resistance in clinical interactions with young children with autism Presented by Helen Cameron, PhD Student, University of Sheffield</p> <p>Category: Research (speech and language therapy research contributing new knowledge) Description: This study examines children's resistance to therapist initiations in speech and language therapy with young children with autism, and explores the outcomes of therapist responses.</p>
<p>Parallel session 4: Workshop: Important to me: Achieving meaningful outcomes for children and young people</p>
<p>Important to Me: Achieving meaningful outcomes for children and young people Presented by Sandra Smith, Director, Storyworlds Life; Pauline Beirne, AHP National Lead for Children and Young People, Scottish Government; and Dr Esther Walker, Director, Storyworlds Life</p> <p>Category: Brag and steal (showcasing how evidence is being applied in practice) Description: Important to Me is the story-based tool for change developed by Storyworlds Life to support the ambitions of Ready to Act. The aim of this workshop is to provide delegates with an opportunity to experience how this work can be used to strengthen relationships and enable culture change.</p>

Parallel session 5: Workshop

VOICE for dementia: Novel evidence-based training to enhance staff communication in acute healthcare settings

Presented by Rebecca O'Brien, Clinical Researcher / Clinical Specialist SLT, University of Nottingham / Nottinghamshire Healthcare NHS Trust / Nottingham Citycare

Category: Research (speech and language therapy research contributing new knowledge)

Description: This interactive video-based workshop will give participants the opportunity to experience elements of a new training intervention grounded in detailed observational evidence on healthcare communication with people with dementia in the acute hospital setting.

Parallel session 6: Workshop

Look who's talking: Using birth cohorts to extend the evidence base in speech and language therapy

Presented by Professor James Law, Professor of Speech and Language Science, Newcastle University; Dr Yvonne Wren, Director of Research, Bristol Speech and Language Therapy Research Unit and Senior Research Fellow, University of Bristol; and Dr Jan McAllister, Senior Lecturer, University of East Anglia

Category: Research (speech and language therapy research contributing new knowledge)

Description: Birth cohort data can be used to provide an evidence base for the clinical decisions we make with children presenting in clinic with speech, language and communication needs. This workshop will introduce attendees to birth cohorts, the evidence obtained to date and the potential for future work.

Parallel session 7: Workshop: Evidence-based practice in speech and language therapy: A workshop to develop critical appraisal skills and maximise engagement in the evidence base

Evidence-based practice in speech and language therapy: A workshop to develop critical appraisal skills and maximise engagement in the evidence base

Presented by Dr Judy Clegg, Senior Lecturer, Human Communication Sciences, University of Sheffield; and Professor Victoria Joffe, Associate Dean for Taught Postgraduate Studies and Internationalisation in the School of Health Sciences, and Professor in the Enhancement of Child and Adolescent Language and Learning in the Division of Language and Communication Science, City, University of London

Category: Research (speech and language therapy research contributing new knowledge)

Description: This workshop will cover the embedding of research in routine clinical practice, emphasising critical appraisal. Delegates will practice their critical appraisal skills and identify the quality of published research. The skills for reviewing articles will be given and delegates will input ideas for increasing the applicability of research in journals.

Parallel session 8: Workshop

More than research evidence: Considering the totality of evidence when evaluating treatments

Presented by Dr Arlene McCurtin, Lecturer, University of Limerick; Dr Lydia Morgan, Researcher, Bristol Speech and Language Research Unit; and Professor Sue Roulstone, Professor, University of the West of England

Category: Research (speech and language therapy research contributing new knowledge)

Description: Research evidence is the commonly used information with which to reference a treatments' validity. A broader concept of totality of evidence may be useful in the context of limited supporting evidence, to facilitate a comprehensive, contextualised treatment understanding and help clinical and shared decision making. Practice exemplars treatment is provided.

Parallel session 9: Workshop: How do we assess gesture in clinical practice? A prototype City Gesture Checklist (CGC)

How do we assess gesture in clinical practice? A prototype City Gesture Checklist (CGC)

Presented by Dr Anna Cauter, Research Fellow, City, University of London; and Dr Abi Roper, Research Fellow, City, University of London

Category: Research (speech and language therapy research contributing new knowledge)

Description: We are developing a gesture assessment tool that can be used in real-time in clinical practice. The tool synthesises gesture frameworks from research in order to adapt them for clinical use. A prototype has been developed, based on consultation and feedback from SLTs in clinical practice.