Communication & Language Specialist (CAL)

- Making resources for their own caseload
- Gathering case history from parents/carers
- Feeding back to parents/carers/staff
- Assessing supervision 1:1 or as a group
- Group therapy (max 6 children)
- Asking specific questions to teaching staff
- Modelling therapy programmes
- Observation in setting/home
- One-to-one therapy (speech, language and communication)
- Booking their own face-to-face to telehealth sessions in for the block
Band 4 Communication Support Worker working with children in the community

- Organise and implement early language and communication intervention groups for young children and their families.
- Home visits to model and coach interaction strategies for parents of young children.
- Work with other professionals to safeguard children.
- Give support in creating environments that promote communication.
- Frontline staff on the service helpline.
Band 4 SLTA working with adults in the community

- Telephone triage, Voice referrals
- Care home referrals re: communication and/or dysphagia
- Offer peer support/leadership for SLTAs within the team
- Attend and assist at weekly videofluoroscopy clinic at hospital.
- Help to run weekly conversation support groups for people who have had a stroke.
- Make communication aids (ABC charts, communication books, etc).
- Meal observations to review patients on modified diet and fluid recommendations.
- Video/face-to-face therapy sessions for communication and swallowing
- Admin support to help with voice caseload.
- Offer support with voice banking.
- Update voice outcomes information.
SLT - Associate in Schools Team

- Making resources for team
- Feeding back to school staff
- Classroom Observations & Checklists
- Supporting new Assistant Practitioner
- Adapting programmes to child’s environment
- Assisting & presenting in Training Courses
- Demonstrating programmes
- Liaising and involving parents in decisions
- Demonstrating how to run a group in school
- Sharing casework with therapist
SLT Associate with Bilingual Skills in Children’s Team

- Sharing case-work with therapist
- Making resources for team
- Demonstrating early language strategies in home language
- Home visits & Observations
- Network with Dietetics & Occupational Therapy
- Supporting parents
- Supporting assessment and evaluation
- Advice about linguistic Community to inform care
- Feeding back to nursery staff
- Supporting assessment and evaluation
- Making resources for team
- Feeding back to nursery staff
A day in the life of me - SLTA

I provide inpatient and outpatient patient centred therapy and can deliver swallowing and communication therapy. Therapy includes working with conditions such as dysarthria, aphasia, dyspraxia, as well as total laryngectomy, total/partial glossectomy and valve prosthesis patients.

Tolerance reviews for patients who are on modified diet and fluid recommendations.

Video/face to face rehabilitation for communication and swallowing.

As an assistant I have developed my knowledge and skills within this role significantly. I have already gained competencies in supporting patients with swallowing and communication difficulties due to head and neck cancers, strokes, dementia, learning disabilities and neurological conditions.

Provide demonstrative and practical dysphagia awareness training to nursing staff, medics, cadets, volunteers and housekeeping staff.

Booking in appointments, arranging interpreters and transport.

Support with research by carrying out swallowing outcomes

I have a background in design. I have exceptional computer and technological skills. This creative skill has become extremely useful in my current role, as it allows me to use these skills when designing and making communication therapy resources.

Telephone reviews for the acute, community, voice and head and neck service.

Administration support.
SLTA supporting adults with LD living in the community:

- Attend and contribute to MDT meetings for regular updates around caseloads, and liaison with MDT around the next steps.
- Prepare and carry out training sessions for staff or supporters of service users around communication support strategies.
- Produce guidelines around the use of resources for those supporting service users.
- Gather feedback from staff, family members or carers supporting service users around the wellbeing, presentation and implementation of therapy interventions.
- Produce accessible, personalised information around changes or difficult topics.
- Create resources for service users, e.g. timetables, communication boards.
- Welfare visits to service users (at home, college or other community settings) to establish how the service user is doing, any issues, improvements, further support.
- Observe dysphagia visits with SLT with notes on observations, feedback to discuss with SLT.