

# bulletin

THE OFFICIAL MAGAZINE OF THE ROYAL COLLEGE  
OF SPEECH & LANGUAGE THERAPISTS

December 2019 | [www.rcslt.org](http://www.rcslt.org)



RCSLT Honours and Giving Voice Awards:  
celebrating outstanding achievement



# FROM HOSPITAL TO HOME

IDDSI  
Compliant

**apetito**

Wiltshire Farm Foods is part of the apetito family, providers of award winning meals to hospitals. [apetito.co.uk](http://apetito.co.uk)

Pictured: Purée Petite Fish & Chips

Because our expertly prepared Softer Foods range of texture modified meals is available in hospital and at home, patients who have difficulty swallowing can always rely on the same safe, nutritious meals.

For more information or to book a free tasting session, visit [www.specialistnutrition.com](http://www.specialistnutrition.com) or call 0800 066 3702



OVER 80 DELICIOUS DISHES IN LEVELS 4, 5 & 6

PROUD SUPPLIERS TO THE NHS

FREE FRIENDLY DELIVERY

**WILTSHIRE**

EST. **FARM** 1991

**FOODS**

# Contents

ISSUE 812

33



18



11



12

4 **Letters**

5 **News**

11 **Opinion by Victoria Just**

12 **RCSLT Honours and Giving Voice Awards**

18 **RCSLT Conference 2019: Member highlights**

22 **Mia Travlos on counselling skills and speech and language therapy**

24 **Research and Development Forum**

28 **In the Journals**

29 **Clinical Excellence Networks**

30 **Your speech and language therapy job adverts**

33 **My working life: Louise Engers**

## CONTACTS

### ROYAL COLLEGE OF SPEECH AND LANGUAGE THERAPISTS

2 White Hart Yard, London SE1 1NX  
Tel: 020 7378 1200  
Email: [bulletin@rcslt.org](mailto:bulletin@rcslt.org)  
Website: [www.rcslt.org](http://www.rcslt.org)  
ISSN: 1466-173X



**President:** Nick Hewer  
**Honorary life vice president:** Lord Ramsbotham  
**Honorary vice presidents:** Lord Shinkwin and John Bercow  
**Chair:** Dr Della Money  
**Deputy chair:** Mary Heritage  
**Honorary treasurer:** Richard Fass  
**Professional director:** Kamini Gadhok MBE

#### EDITORIAL

**Editor:** Victoria Briggs  
**Publications officer:** Amelia Dale  
**Contributing editors:** Amit Kulkarni, Katie Chadd  
**Content assistant:** Siobhan Lewis  
**Art editor:** Yvey Bailey

#### PUBLISHING DIRECTOR

Joanna Marsh  
**PRODUCTION**  
Aysha Miah-Edwards  
**PRINTING**  
Buxton Press

#### ADVERTISING

**Recruitment sales:**  
Tel: 020 7324 2777  
Email: [rcsltjobs@redactive.co.uk](mailto:rcsltjobs@redactive.co.uk)  
**Display sales:**  
Tel: 020 7880 7668  
Email: [bulletin@redactive.co.uk](mailto:bulletin@redactive.co.uk)

**COVER ILLUSTRATION**  
Vicky Scott



**PUBLISHERS**  
Redactive Publishing Ltd  
Level 5, 78 Chamber Street,  
London E1 8BL  
020 7880 6200  
[www.redactive.co.uk](http://www.redactive.co.uk)

#### DISCLAIMER

©2019 Bulletin is the monthly magazine of the Royal College of Speech and Language Therapists. The views expressed in the Bulletin are not necessarily the views of the RCSLT. Publication does not imply endorsement. Publication of advertisements in the Bulletin is not an endorsement of the advertiser or of the products and services. The publisher reserves the right to alter or withdraw any advertisement without consultation.





# Victoria Briggs

EDITORIAL



Bulletin thrives on your letters and emails. Write to the editor, RCSLT, 2 White Hart Yard, London SE1 1NX. Email: [bulletin@rcslt.org](mailto:bulletin@rcslt.org) Please include your postal address and telephone number. Letters may be edited for publication (250 words maximum).



## Good times

In this last *Bulletin* for 2019, we're revisiting the RCSLT conference and awards ceremony, which took place earlier in the year. We know it's not possible or practical for every member to attend both events, but we aim to enable all members to benefit from the learnings that the conference gives rise to, and to share in the celebrations of those whose work and achievements earned them special praise and recognition at the event.

As well as the conference coverage this issue, be sure to check out the conference resources and learning materials that we've published on the website (see: [bit.ly/RCSLTConference](http://bit.ly/RCSLTConference)). And if our Giving Voice Awards photo spread on p16 gets you thinking about others who deserve singling out for their efforts in raising awareness about speech, language and communication needs, well, it's never too early to be thinking about nominations for next year.

Don't forget that, as usual, the RCSLT offices will be closed over the seasonal period, starting 25 December and reopening on 2 January. On behalf of all at the RCSLT, may we wish you a very happy holiday. The *Bulletin* team looks forward to seeing you back here in print for the start of our 75th anniversary celebrations in the New Year (and if you can't wait until January to start your anniversary celebrations, then our news story on p10 should help you with your planning!).

### Victoria Briggs

editor

[bulletin@rcslt.org](mailto:bulletin@rcslt.org) [@rcslt\\_bulletin](https://twitter.com/rcslt_bulletin)

### Your RCSLT

#### RACHEL PURKETT



Hello! I joined the RCSLT as director of engagement and communications in September.

My role is to help make your experience as a member the best it can be, and to build public understanding and support for the brilliant work you do.

My team and I do this in a variety of ways. For example, we lead on the RCSLT's

monthly *Bulletin* magazine, the website, face-to-face and virtual events, campaigns and media outreach work.

I'm particularly excited to be joining you now. That's because I'll have the chance to mark an important RCSLT milestone with you in 2020—our 75th anniversary. We've got big plans to celebrate the past, present and future of the profession throughout the year. Please do get involved.

I'd love to hear your ideas for improving how we communicate with members.

**Rachel Purkett, RCSLT director of engagement and communications**

**Tweet @rpurkett or email [rachel.purkett@rcslt.org](mailto:rachel.purkett@rcslt.org)**

## Learning disabilities network



Are there any SLTs or SLTAs who are working within learning disabilities Intensive Support Teams (ISTs) who may be willing to discuss what their speech and language therapy input looks like for service users who are open to the IST? Is there a network of SLTs who are working in ISTs already, or would you be interested in setting one up? If so, please get in touch.

**Amy Bates, SLT, Learning Disability Services, Birmingham Community Healthcare NHS Foundation Trust**  
Email: [amy.bates@bhamcommunity.nhs.uk](mailto:amy.bates@bhamcommunity.nhs.uk)

## Radiotherapy late effects

I am currently working with radiotherapy staff at the Royal Derby Hospital to help develop a referral pathway into speech and language therapy for patients who present with changes to their swallowing associated with late effects from radiotherapy to the head and neck.

I am aware of a handful of other services that work with late effect clinics. I was wondering how other teams manage referrals in for this patient group? What if any triage tools or patient questionnaires are routinely used? I am also interested in any difficulties, risks or benefits associated with accepting referrals from late effects clinics.

**Jonathan Smyth, highly specialist SLT (head and neck), Royal Derby Hospital**  
Email: [jonathansmyth@nhs.net](mailto:jonathansmyth@nhs.net)

FOLLOW THE RCSLT ON [facebook](#) AND [twitter](#)



VISIT: [WWW.RCSLT.ORG](http://WWW.RCSLT.ORG) AND FOLLOW THE LINKS

## IJLCD vacancies: Editors in chief

Don't miss your last chance to apply to be part of the editorial team at the *International Journal of Language and Communication Disorders (IJLCD)*.

The successful candidate for this position will have a PhD in a related academic discipline; possess a proven track record in research; have extensive experience of carrying out peer review; commit to carrying out the role for three years; and have a vision for the ongoing development of the IJLCD.

**The deadline for applications is 9am on 6 January.**

**To apply, visit [bit.ly/RCSLTjobs](http://bit.ly/RCSLTjobs)**

**For an informal discussion about the posts, email [amit.kulkarni@rcslt.org](mailto:amit.kulkarni@rcslt.org)**





International Day  
for Persons with  
Disabilities



RCSLT  
National Student  
Study Day



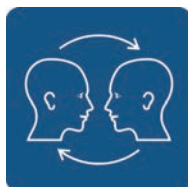
RCSLT  
75th anniversary

## Communication access project gathers pace as Wales signs up

Health Education and Improvement Wales (HEIW) is the first organisation in Wales to adopt the communication access symbol and standards to improve the lives of people living with communication disabilities.

### The new communication access symbol

Communication Access UK, a partnership between national charities and organisations\*, including the RCSLT, working to give a voice to people



living with communication disabilities, has developed a new symbol and an accompanying set of standards to improve communication access.

While the wheelchair access symbol is universally recognised, as well as the symbols for hearing and vision impairment, until 2018 there was no symbol for communication access. As SLTs we know that 20% of the UK population experience a communication difficulty at some point in their lives. This includes speech difficulties, finding it hard to ask a question or ask for help, or difficulties reading, writing and processing information – all of which can pose challenges when dealing with people and businesses in one's everyday life.

As an early adopter



of the communication access standards and symbol, HEIW is helping to shape the communication access project, as it is gradually rolled out, by leading the way in Wales. HEIW staff will be provided with face-to-face training designed to underpin the implementation of the standards.

To support those with communication needs, staff will learn how to:

- ensure physical environments are adapted;
- ensure verbal and written information is available in a number of accessible formats;
- consider communication access at the start of designing any initiatives or resources; and
- provide appropriate time for communicating and processing information.

Following this training, HEIW will display the communication access symbol in its offices to signal that staff are equipped to support the needs of people with communication disabilities.

HEIW chief executive Alex Howells said that he is excited for his organisation to be taking this historic step.

“We are delighted to be the first organisation in Wales committed to adopting the symbol and standards to support those living with communication disabilities to gain equality of access and opportunity. By raising awareness, providing training for our staff, and through the introduction of the new communication access symbol, we hope to increase confidence and independence for those living with communication difficulties.”

For more information on Communication Access UK, visit [bit.ly/CommAccessUK](http://bit.ly/CommAccessUK)

*\*Communication Access UK is a partnership between the RCSLT, Headway, Communication Matters, Stroke Association, Disability Rights UK, Business Disability Forum, Motor Neurone Disease Association and the National Network of Parent Carer Forums.*

NEWS  
IN BRIEF

### Advancing Healthcare Awards

The Advancing Healthcare Awards UK are open to allied health professionals and healthcare scientists throughout the UK. They recognise and celebrate the achievements of these professions and those who work alongside them. Entries close 8 January.

Visit [www.ahpandhsawards.co.uk](http://www.ahpandhsawards.co.uk)

### New collaborative guidance

The RCSLT has worked with the British Association of Teachers of the Deaf (BATOD) to develop best practice guidance on collaborative working between SLTs and teachers of the deaf.

Visit [bit.ly/RCSLTBATOD](http://bit.ly/RCSLTBATOD)

### IJLCD positions: webinar 9 December, 1-1.45pm

This webinar will shed some light on the current vacancies on the editorial team of the IJLCD. If you are an SLT with a PhD, a proven track record in research, and a vision for the ongoing development of the IJLCD, tune in to find out more.

Visit [www.rcslt.org/webinars/ijlcd](http://www.rcslt.org/webinars/ijlcd)

### Swallowing Awareness Day 2020

Swallowing Awareness Day will be held on 18 March 2020, so be sure to mark the date in your diary! Start thinking about awareness-raising activities and initiatives your team might like to undertake.



@ELSSLT

On reflection of my day today I realised that no one ever told me how much #time, #energy, #care, #empathy and #emotionalintelligence it takes to be a good #SLT

@BeccaFSLT

First week as an #slt complete. Well... first week of my @NELFT induction training complete! Safe to say I am exhausted and ready for bed! #newlyqualified

## Raising awareness of DLD in Surrey



The Surrey County Council Speech and Language Therapy Service celebrated Developmental Language Disorder (DLD) Awareness Day in October with a range of events across our four teams.

The teams presented in school assemblies and gave out stickers to children and staff (with schools supporting the awareness day through a purple and yellow themed non-uniform day). We gave talks to other education and social care colleagues, held cake sales and even showed off our special T-shirts while paddle boarding! We also created two 'DLD You and Me' videos to share online (in the hope of going viral!).

The Mayor of Woking, Councillor Beryl Hunwicks, came to one of our 'sharing information' events. We had lots of interest and met with multidisciplinary colleagues including occupational therapists, health visitors, youth support workers and social workers, and were able to answer some really interesting questions.

**Cara Bethell, SLT, on behalf of the Surrey County Council Speech and Language Therapy Service**



## State of Care report highlights staffing needs

The *State of Care* report from the Care Quality Commission (CQC) is an annual assessment of health and social care in England that highlights the impact of staffing on quality of care. This year's report, published in October, shines a light on the difficulties many people face trying to get the care and support they need—including those with communication difficulties.

The report highlights that more people are struggling to access the mental health services they need. Too many independent mental health hospitals and child and adolescent mental health inpatient services are still rated as 'inadequate' and vulnerable people are often being cared for by staff who lack the skills and expertise to meet their needs.

The report also found that some people with communication difficulties have found themselves in inappropriate services, with staff not able to meet their needs due to training gaps, staff shortages and restrictions of service—and that this can impact on their mental health.

To view the full report, visit [bit.ly/StateofCareReport](https://bit.ly/StateofCareReport)

## NIHR training advocates

Congratulations to RCSLT Research Champions and Clinical Academic Mentors Jackie McRae, Rogan Givender and Jo Patterson, who have been appointed National Institute for Health Research (NIHR) Training Advocates for speech and language therapy.

NIHR Academic Training Advocates are ambassadors for clinical-led research and clinical academic careers. They promote NIHR training and career opportunities, and support clinicians embarking on or developing their own research careers.

If you are an aspiring or early career clinical academic, or an organisation developing clinical academic careers, the advocates may be able to advise you.

For more information, visit [bit.ly/NIHRadvocates](https://bit.ly/NIHRadvocates)



@BHRUT\_SLT

We were delighted to welcome @KGadhok to visit the @BHR\_ hospitals SLT Team today. Thank you for taking the time to hear about the growth and development of our service over the last 3.5 years & thanks to @DavidAmosSE11 for organising

@kay\_gillett

Quote from a young person at #youthoffendingservice communication skills awareness group today - "if I'd known about this earlier I swear I wouldn't have been excluded" #mysltday #youthjustice #SLCN #MondayMotivatn [sic]



DELLA MONEY & KAMINI GADHOK

## Partnership working award win for SLTs



The QE Gateshead Star Awards, hosted by Gateshead Health NHS Foundation Trust and QE Charitable Funds, took place in September. Congratulations to the Gateshead Adult Speech and Language Therapy IDDSI (International Dysphagia Diet Standardisation Initiative) Implementation Group, which won the award for partnership working.

The criterion for this category was to work with others outside one's own team for the benefit of patients and/or staff. Judges looked for staff who demonstrated a commitment to making service improvements by working with people/organisations outside their normal environment, and who showed positive results

had been achieved by the partnership working.

The winning team of SLTs set up an IDDSI working party involving adult, paediatric, and adult learning disability speech and language therapy; nutrition and dietetics; catering; acute and community pharmacy; community nursing; and representatives from Nestlé Health Science. The group then met regularly for more than a year, working across two NHS trusts as well as two external companies to implement IDDSI successfully in Gateshead. As a result of this project there are now closer working relationships across departments to the benefit of overall patient care.

## 2020 minor grants

Did you know that you can apply for up to £500 to put towards your continuing professional development as part of the RCSLT minor grants programme?

Minor grants are awarded, according to merit, to applicants seeking to benefit the profession and to enhance their own professional development. The grants can be put towards presentations and/or attendance at conferences and professional

gatherings; certain specialised training, particularly short courses; research into speech and language therapy; or the purchase of specific equipment and/or books.

The deadlines for minor grant applications in 2020 are 19 February, 17 June and 14 October, so start thinking about whether you'd like to apply.

For information on how to apply, visit [bit.ly/RCSLTminorgrants](https://bit.ly/RCSLTminorgrants)

## IMPROVING QUALITY

The 2019 RCSLT Conference on improving quality in speech and language therapy highlighted the use of quality improvement (QI) methodology and the importance of co-production throughout the workshop sessions and via our keynote speakers.

For those who attended the conference, we hope the event gave you practical examples of how you can use these approaches in your area of work.

If you weren't able to attend—or are looking for a reminder of the learnings you took from the event—then be sure to check out this month's R&D Forum on p24, or the link to our conference assets at [bit.ly/RCSLTConference](https://bit.ly/RCSLTConference). We'll also be holding webinars on related topics in early 2020.

We were particularly pleased that the conference served to highlight the networks we have built in support of the QI agenda, and to provide a platform on which further engagement of the profession can take place. Those networks include key figures such as Dr Joanne Fillingham, clinical director for Allied Health Professions (AHPs), NHS England and NHS Improvement; Dr John Boulton, interim director of NHS Quality Improvement and Patient Safety, 1000 Lives at Public Health Wales; Pauline Beirne, national lead for AHP Children and Young People, Scottish Government; and Hugh McCaughey, national director of improvement at NHS England and NHS Improvement.

In addition, NHS England is establishing a new Personalised Care Institute and we were delighted to be named as a key stakeholder in its *Universal personalised care* publication (see: [bit.ly/33UITUH](https://bit.ly/33UITUH)).

As the focus on personalised care continues across the UK, the RCSLT is keen to gather case studies from across the profession and use opportunities to highlight and build on the excellent work that members do in this area. We plan to feature some examples of these in an issue of *Bulletin* in the not too distant future.

We will also be testing the use of QI methodology and approaches to personalised care and co-production in supporting members with the implementation of the RCSLT guidance on *Placing children and young people at the heart of delivering quality speech and language therapy* (for more information on this, visit [bit.ly/2p6cpcb](https://bit.ly/2p6cpcb)).

*"The focus on personalised care continues across the UK"*

Dr Della Money, RCSLT chair  
Kamini Gadhok, MBE, RCSLT chief executive  
Email: [kamini.gadhok@rctl.org](mailto:kamini.gadhok@rctl.org)

## ‘Easy read’ team celebrates

The ‘Can You Understand It?’ team at Oxleas NHS Trust is celebrating its 10th anniversary in 2019.

The team is made up of service users and staff from the trust’s learning disability services across Bexley, Bromley and Greenwich. It reviews information for the trust, to ensure that it can be easily understood (i.e. is in ‘easy-read’ format), especially for those with a learning disability, older people, stroke and dementia patients, and those for whom English is not their first language.

The team provides an essential service—being able to understand and know how to access health services is vital for all of us. Information (such as appointment letters, care plans, website content, leaflets and signage) should be clearly and simply written, without jargon, so that everyone can understand and make the right decisions about their care.

With 10 years of experience behind them, the ‘Can You Understand It?’ team are experts in knowing exactly how information should be presented to be easily understood. The team includes eight people with learning disabilities, who review the easy-read information prepared by staff and help to improve the wording and images to make it as clear as possible. They also help to



teach staff about how to communicate with someone with a learning disability.

Team member James describes his work: “I love the group. I like discussing leaflets, sharing ideas and supporting each other. I have to work hard in the group.”

The team’s contribution has been recognised outside of Oxleas over the years—it has featured in publications including *Dignity in Care for People with Learning Disabilities* and *Advances in Mental Health*, and they presented at the Learning Disability Today conference.

In this 10th-year anniversary year, the Oxleas Trust would like to say a huge ‘Thank you!’ to everyone in the ‘Can You Understand It?’ team for their fantastic work.

To view an easy-read version of this article, or for more information on the ‘Can You Understand It?’ team, email [sharon.rodriguez@nhs.net](mailto:sharon.rodriguez@nhs.net)

**Lesley Brown, professional lead ALD/MH, Oxleas NHS Foundation Trust Learning Disability Service**

## Encouraging public involvement in research

The team behind the Identifying Appropriate Symbol Communication (I-ASC) project hosted an event in October highlighting the value of involving the public in research, including children, young people and adults with communication disabilities and their families.

The project employed individuals who had lived experience of either using augmentative and alternative communication (AAC), or being a parent/carer of someone with communication disabilities, as co-researchers. It also involved a ‘critical friends’ group and an advisory board that included public

members throughout the project. At each stage, public involvement was used with the aim of ensuring the work was always meaningful and relevant.

The I-ASC team also secured additional funding to support Manchester Metropolitan University research fellow Dr Mark Jayes to carry out a formal evaluation of the impact of public involvement in this project.

The team has made all its resources and information freely available, including ones to support AAC decision-making as well as a host of public involvement resources.

To find out more, visit [iasc.mmu.ac.uk](http://iasc.mmu.ac.uk)

## Ehealth and technology updates: get involved

Are you interested in ehealth and the use of technology within the speech and language therapy profession? The RCSLT is looking for expressions of interest from members who want to help with two upcoming projects:

■ **Technology webpages:** We will be updating our clinical webpages on technology in 2020. This topic covers the use of apps, communications technology, telehealth and information governance within the profession.

■ **Ehealth learning journey:** We will be reviewing and updating our existing ehealth learning journey in 2020 and are looking for members who wish to get involved.

Visit [bit.ly/RCSLTprojects](http://bit.ly/RCSLTprojects)



8

online courses available on [www.rcsltcpd.org.uk](http://www.rcsltcpd.org.uk)

36,000

impressions of RCSLT Twitter content on Stammering Awareness Day



Derek Munn

COLUMN

# New case studies collection online



clinicians can carry out small projects alongside their clinical practice, with a focus on the practical considerations required to make it happen. This can include carrying out an audit, service evaluation or quality improvement project, or collecting and using clinical data to answer clinical queries.

A key learning point from the RCSLT Conference in September was the need for SLTs to exchange knowledge far and wide in order to learn about and replicate the successes of others, and avoid

making the same mistakes. This new online collection will act as sharing space for SLTs to do this. To make it a success, we need your contributions.

To view the case studies, visit [bit.ly/RCSLTcasestudies](http://bit.ly/RCSLTcasestudies)

If you'd like to write your own, email [katie.chadd@rcslt.org](mailto:katie.chadd@rcslt.org)

The RCSLT has launched a collection of 'practice-based project' case studies, with the help of Research Champions Kayleigh Sparkes, Roshan George and Alys Mathers.

These short and accessible case studies demonstrate how

# Twitter takeover for stammering awareness

On 22 October, I was given the opportunity to 'take over' the RCSLT's Giving Voice Twitter feed (@GivingVoiceUK) for International Stammering Awareness Day. It was a fun and rewarding experience, as it gave me the chance to share some personal experiences relating to my stammer with the wider public.

On the day, the Giving Voice Twitter feed saw a significantly above-average engagement rate, which included 36,000 impressions on the day and 7,026 views of our specially created awareness-raising videos. It was especially heart-

warming to see that the videos were so well received—as a stammerer, they were quite challenging to record. Overall, this first Twitter takeover was very successful in raising awareness of stammering and will, I hope, prompt further takeovers for a wider range of communication and swallowing-related causes in the future.

Search #ISAD2019 on Twitter to see all of the social media action from International Swallowing Awareness Day.

Paul O'Meara  
RCSLT project coordinator  
@\_paulomeara

# WHAT MIGHT HAPPEN

I've written before about the challenges of producing a column on up-to-the minute policy, given the lead time for a published magazine. For this issue of *Bulletin*, I'm going to tell you what was in the Queen's Speech in Parliament at the end of October, because it's a useful indication of government thinking at that point. Where the government and country will be by the time you read this, who can say.

The Queen's Speech is the mechanism for a government to lay out its plans for the parliamentary session ahead. Three bills were announced that are of interest to the profession:

**Health Service Safety Investigations Bill:** To establish an independent body to investigate patient safety concerns and share recommendations to prevent incidents occurring.

**Medicines and Medical Devices Bill:** Powers to remove bureaucracy (or regulation, depending on your view) for the lowest-risk clinical trials, with the aim of encouraging the rapid introduction of new medicines. The bill would also increase the range of professions able to prescribe low-risk medicines.

*"Bills were announced that are of interest to the profession"*

**Serious Violence Bill:**

Intended to tackle the root causes of violent crime through a multi-agency approach, placing an emphasis on intervention with young people and acknowledging that law enforcement alone cannot tackle violence. A duty on agencies to collaborate and a requirement for Community Safety Partnerships to prioritise violence.

Other areas of interest to us include the following:

**Implementing the NHS Long Term Plan:**

The government is considering NHS England's recommendations for legislative changes in connection with the plan.

**Adult social care:** Consultation on a 2% precept that would enable councils to access a further £500m. Substantive proposals, including legislation, are promised—but we have been here before.

**Mental health reform:** In 2017, the government commissioned an independent review of the Mental Health Act. By the end of this year, it will publish a White Paper setting out its response. This will pave the way for reform to the act, including the process of detention, care and treatment while detained, and patients' ability to challenge detention.

Derek Munn, RCSLT director of policy and public affairs  
Email: [derek.munn@rcslt.org](mailto:derek.munn@rcslt.org)

# News

## 75th anniversary: a year of highlights

The RCSLT is busy preparing a range of content, awareness campaigns and special merchandise to mark next year's 75th anniversary, and we encourage members to join us across the year in planning their own events to celebrate the past, present and future of the profession.

We're excited to announce that the year will be split into 12 creative 'themes', one for each month, to highlight the invaluable work of SLTs in supporting those with speech, language, communication and swallowing needs.

The themes are designed to be broad and flexible so they can cover a range of issues, provide ideas and inspiration, and be interpreted in different ways when planning local activities.

We hope the themes will also give members opportunities to raise awareness and start conversations with multidisciplinary colleagues and members of the public, through the

events you plan, the conversations you start, the challenges you take on, or the noise you make on social media!

For example, to coincide with the first month of our anniversary year, we'll be kick-starting our celebrations on the theme of 'firsts' by taking a look back at the history of the profession and highlighting some of its pioneers and milestones. You might choose to look at firsts from a different perspective: when did you first know you wanted to be an SLT? Or, if yours is a paediatric caseload, maybe you want to look at 'first words' by highlighting on social media the importance of interaction and play in developing children's communication skills.

We encourage diverse responses to the themes, and will be on the lookout for the most imaginative to profile in *Bulletin* and on other RCSLT communication channels.

For more information on the 75th anniversary themes, visit [www.rcslt.org/75years](http://www.rcslt.org/75years)

### THEMES:

January:  
**FIRSTS**

February:  
**LOVE**

March:  
**WOMEN**

April:  
**WORLD OF WORK**

May:  
**IN THE SPOTLIGHT**

June:  
**SERVICE USERS**

July:  
**DIVERSITY**

August:  
**AROUND THE WORLD**

September:  
**EDUCATION AND TRAINING**

October:  
**INSPIRATION**

November:  
**SCIENCE, RESEARCH AND INNOVATION**

December:  
**FUTURE**



## New member sought for research network

The UK and Ireland Child Speech Disorder Research Network (CSDRN) is a group of research-active SLTs that aims to raise and maintain the profile of developmental speech sound disorders within the profession, to promote implementation of evidence-based practice and drive the research agenda. *Bulletin* readers will recall that the network authored a special pull-out *Ask the Experts* supplement



exploring the clinical area in depth in August's issue.

If you have a particular interest in this area or in research, why not apply to be part of the network? The CSDRN is currently seeking another research-active SLT to join the group.

Members are unpaid volunteers, and must

be able to attend two meetings per year in the UK and contribute actively to the network. SLTs interested in applying should hold a PhD and show evidence of current research activity in the area. The network is particularly interested in hearing from SLTs whose research is in the area of childhood dysarthria or speech disorder in multilingual children.

To apply, send your CV to [joanne.cleland@strath.ac.uk](mailto:joanne.cleland@strath.ac.uk) by **16 December**. Skype interviews are to be arranged in January.

For any informal enquiries, email [joanne.cleland@strath.ac.uk](mailto:joanne.cleland@strath.ac.uk)





**Victoria  
Just**

# Opinion

**Victoria Just explains how a community head injury service developed a guide to help clients with aphasia—and their prospective employers—at job interviews**

## Clearing the pathway to employment

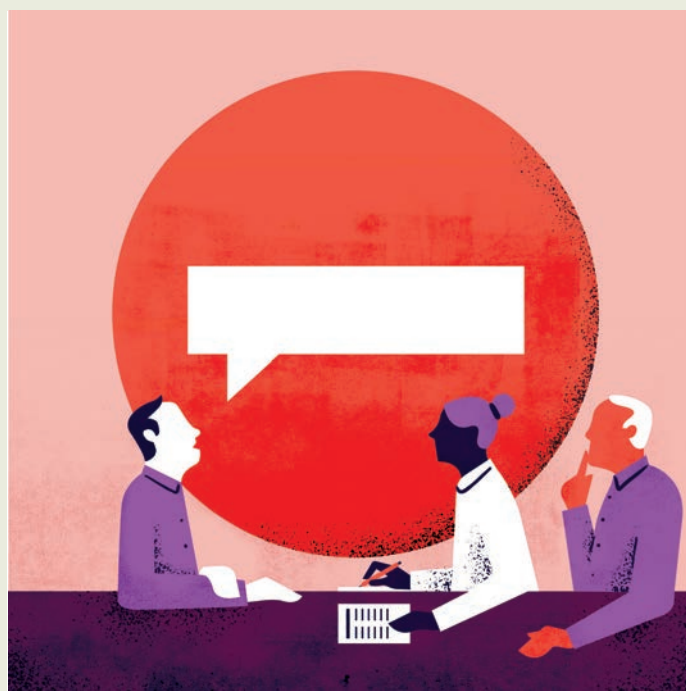


ILLUSTRATION BY Sara Gelfgren

I am an SLT working in the community with adults who have a range of neurological conditions. Part of my post is within a community head injury service that provides specialist rehabilitation and vocational programmes for adults with

traumatic brain injury. The ‘Working Out’ programme and the service’s vocational rehabilitation team provide people with in-depth vocational rehabilitation to help them reach a point at which they are ready to work. They will either be supported to go back to

their job or begin the process of competing on the employment market in order to find a new job.

One of my colleagues, Working Out’s placement consultant Martin Hillier, recently mentioned that several of our clients with aphasia had reported some negative experiences at job interviews. There appeared to be a lack of understanding of aphasia and reasonable adjustments for people with communication difficulties. Interviews are such an important part of the recruitment process that we felt we needed to explore how we could help clients express themselves in a competitive, high-pressure scenario.

*“Several of our clients with aphasia had reported negative experiences at job interviews”*

Our first port of call was to meet with members of our HR department, who were equally dismayed by this issue. After giving them an idea of what we felt would be beneficial to our clients, they gave us an employer’s perspective on what would help an employer and be ‘reasonable’ under the Equality Act’s requirement for employers to make reasonable adjustments for people with disabilities. Following this meeting, and after further discussion, we produced a reasonable adjustment guide to aphasia. This was passed on to a design team, who developed a rough template and costing, and Martin successfully submitted a bid to the Tavistock

Trust for Aphasia for a grant to cover these costs. Following the completion of a first draft, we shared it with clients and professionals, as well as with the Tavistock Trust in order to secure its advice on a final draft.

Within the Working Out programme there have been clients who would have greatly benefited from extra support relating to their aphasia. One had spent three years looking for vacancies with our assistance, but during this time had found only three roles that matched his capabilities. While he was able to get interviews for of these, his communication difficulties proved to be a barrier at interview and his search remained unsuccessful. It was hoped that the aphasia guide would help an interviewer adjust the way they delivered the interview and help clients give stronger answers to the questions, therefore reducing their anxiety. While this client never got to trial the guide, he was successful in finding a job thanks to an understanding employer. If, however, he had had access to the aphasia guide, he might not have had to wait so long to find work.

The finished guide has both male and female versions, with advice on adjustments for the interviewer or employer and a reminder of strategies for the interviewee or employee that can be tailored accordingly. We are hoping to adapt the guide for different areas of difficulty, such as fatigue or memory impairment, and that it will be a resource that can be accessed by professionals in other services, employers or clients.

For more information about the guide, please email Martin Hillier or myself at **buc-tr.CHIS@nhs.net**, or phone us at **01296 337760**. ■

**Victoria Just is a highly specialist SLT at the Buckinghamshire Healthcare NHS Trust**





# Celebrating excellence at the RCSLT Awards 2019

Congratulations to all the recipients of this year's RCSLT Honours and Giving Voice Awards, which were presented by RCSLT President Nick Hewer and royal patron Her Royal Highness the Countess of Wessex on 25 September in Nottingham





## The Sternberg Award for Clinical Innovation

**Anna Sowerbutts & Amanda Finer**

Highly specialist SLTs,  
Children's Integrated  
Services for Hackney and the  
City (London)

Amanda and Anna were awarded the Sternberg Clinical Award for Clinical Innovation, and £1,000, for the project 'DLD and Me: Supporting Children and Young People with Developmental Language Disorder'.

**E**ach year the RCSLT awards evening represents a unique opportunity for the profession to come together and celebrate the achievements of the SLTs, students, multidisciplinary colleagues and service users who make up the winners. This year, RCSLT staff and trustees were joined by special guests including the Lord Mayor of Nottingham, the chair of Nottinghamshire County Council and the Lord-Lieutenant of Nottinghamshire. Many thanks to all who attended and made the awards evening possible.





# RCSLT fellowships

RCSLT fellowships honour those members who have contributed outstanding service to the RCSLT, or shown outstanding scholarship within the profession.



↑ **Pauline Beirne**  
National lead, AHP Children and Young People for the Scottish Government  
For her outstanding contribution to the profession, particularly around policy influence and transformational change in the field of children's services across the UK.



↑ **Hazel Roddam**  
Reader in allied health practice, University of Central Lancashire  
For her work establishing research networks and promoting capacity-building in research, particularly through the establishment of the ResNetSLT journal club and as an RCSLT delegate to European professional body CPLOL.



← **Dr Ayesha Kamal Butt**  
Associate professor, Riphah College of Rehabilitation Sciences  
For her life-changing work in developing speech and language therapy services, education and training in Pakistan.

↑ **Marian Brady**  
Professor of stroke care and rehabilitation, Glasgow Caledonian University  
For her outstanding work to develop research into aphasia at an international level.  
*Not pictured.*

# RCSLT honorary fellowships

Honorary fellowships acknowledge non-SLTs who have contributed outstanding services to speech and language therapy and for the benefit of those with speech, language and communication needs.



↑ **Diz Minnitt**  
Operational manager, Milton Keynes Youth Offending Team  
For his work in promoting speech, language and communication needs in the youth justice sector.



↑ **Dr Nicola Grove**  
SLT and founder, Openstorytellers  
For the impact she has made at a national and international level through her research for children and adults with learning difficulties.

For more awards, see pages 16 and 17 ↘



Take your Speech Therapy Clinic to the next level

# Simplify, Automate & Grow Your Practice

Power Diary is the **online practice management system** trusted by over 27,000 health practitioners. Affordable, easy-to-use and suitable for solo practitioners, through to large, multi-location clinics.



Includes everything you need to get your clinic running smoothly...

- Calendar & Appointment Management • SMS & Email Appointment reminders • Online Bookings
- Integrates with Xero, Google Calendar, MailChimp & Stripe • Integrated Invoices & Payments • Treatment Notes
- Client Database • Reports & Analytics • Works on any device • 12 Month Money-Back Guarantee!

# CITYLIT

INSPIRING PASSIONS · REALISING AMBITIONS

City Lit – award-winning training courses in speech therapy

**Prioritisation and assertiveness for recently qualified SLTs**

17 February 2020 £99  
Develop your personal and professional effectiveness by learning and practising key prioritisation and assertiveness skills.

**Working with adults who stammer**

24 – 26 February + 5 October 2020 £459  
Comprehensive training covering assessment; block modification; interiorised stammering; acquired stammering

**NEW! Difference not defect: stammering activism, empowerment and pride: a course for people who stammer and speech and language therapists**

28 February 2020 £99  
Learn more about the social model of disability and stammering pride in a shared and collaborative learning environment.

**Counselling skills for recently qualified SLTs**

14 March 2020 £99  
Develop and practise a range of essential core counselling skills to help you work with emotional issues you will encounter as an SLT.

**Introduction to mindfulness for SLTs**

18-19 May 2020 £199  
Relevant to work with both paediatric and adult client groups. This introduction to mindfulness-based stress management and mindfulness-based cognitive therapy will provide valuable professional learning as well as personal strategies for life management.

**Effective counselling skills for SLTs**

3-5 June 2020 £369  
Counselling skills are central to speech and language therapy. This course (relevant to work with any client group) will develop confidence in understanding and using these skills.

**Acceptance and commitment therapy**

11-12 June 2020 £109  
The two major goals of ACT are acceptance of experience that is out of personal control and taking committed action towards living a valued life. On this workshop you'll learn how this is achieved and ACT's relevance to speech and language therapy.

**Facilitating aphasia communication groups**

21 July 2020 £109  
A course for speech and language therapists, speech and language therapy assistants and aphasia group facilitators.

**Plus tailor-made courses delivered locally**

Topics include adult stammering therapy, counselling skills, assertiveness, stress management and mindfulness.

Please contact: [speechtherapy@citylit.ac.uk](mailto:speechtherapy@citylit.ac.uk) | 020 7492 2578  
[www.citylit.ac.uk/courses/specialist-learning/speech-therapy/training-courses-in-speech-and-language-therapy](http://www.citylit.ac.uk/courses/specialist-learning/speech-therapy/training-courses-in-speech-and-language-therapy)



# Giving Voice

## ↓ **Alix Lewer**

SLT, The Include Choir

For her tireless commitment to highlighting inclusive communication and creating environments where people with speech, language and communication difficulties feel welcome and accepted.



## ↑ **Michelle Morris**

Consultant SLT

For the impact of her contributions at an Education Select Committee roundtable on the SEND reforms.

# Awards

**Giving Voice Awards are for those who have made a significant contribution to the Giving Voice campaign over the past 12 months. This year, a high volume of excellent nominations were received, and the RCSLT would like to thank all Giving Voice champions for their continued support.**



## ↑ **Jan Baerselman**

SLT, Talking Outcomes and Lynette Webster & Theresa Mayman

Parents

For their national media appearances to discuss the Children's Commissioner's report *We need to talk – access to speech and language therapy*.



## ↑ **Himali De Silva**

SLT, Mary Sheridan Centre and Maya Asir

SLT

For their considerable commitment and dedication to supporting infants with swallowing difficulties internationally in low-resource countries.



## ↑ **Jacqui Learoyd and Charlotte Thompson** and **Claire Westwood**

SLT Student

For spreading awareness of the profession by creating the incredibly popular 'MySLTDay' hashtag, and for highlighting the journey of student SLTs by creating the 'MyStudentSLTDay' hashtag.





↑ **Tony O'Hara**  
Head of services for patient experience,  
South Eastern Health and Social Care Trust  
For demonstrating inspirational leadership  
among a multidisciplinary team that  
provides fresh, healthy, enjoyable and safe  
food and drink to people with dysphagia.



↑ **Laura Payne**  
SLT student  
For her outstanding campaign work  
to highlight the language needs of  
people living with aphasia.



↑ **Stephanie Burgess**  
Specialist SLT  
For producing a video of her  
awareness-raising poem,  
*Speak Up For Communication*.

# 2019



↑ **Carrie Biddle**  
SLT

For leading and motivating UK-wide  
colleagues to create a powerful and  
collective speech and language therapy  
voice within the 2018 AHPs Day campaign.  
*Not pictured.*

↑ **Abed Ahmed** →  
Secondary school maths teacher, Washwood  
Heath Academy; British Stammering  
Association trustee  
and  
↑ **Juliet Wright** →  
Student and advocate  
and  
↑ **Michael Akers** →  
Service user, organiser of 'Mikey's Wish –  
Verbal Dyspraxia Awareness' social  
media campaign

Abed, Juliet and Michael, three very special  
service users, were recognised with Giving  
Voice Awards for sharing the stories of their  
speech, language and communication needs  
to benefit others.

↑ **Geraint Davies**  
MP for Swansea West and co-chair  
of the All-Party Parliamentary Group  
on Speech and Language Difficulties  
and  
↑ **Nicole Zandi**  
Senior parliamentary advisor  
For their exceptional work over the  
past year in promoting the interests of  
people with speech, language  
and communication needs.  
*Not pictured.*





# Everyone's business: RCSLT Conference 2019

**Bulletin caught up with 2019 RCSLT Conference delegates to hear about their event highlights**

**T**he 2019 RCSLT Conference, held in Nottingham on 25-26 September, was a valuable opportunity for members of the speech and language therapy community to come together, united by the theme, 'Improving quality in speech and language therapy: everyone's business'.

Over the two days, attendees enjoyed keynote addresses, parallel sessions, workshops, surgeries and poster presentations that spanned the breadth of the profession.

We caught up with three delegates to get their take on the event.



**Lyn Button**  
Clinical specialist SLT

"It's been an excellent conference—it's really dynamic, very busy, and has a really good feel to it.

There were some excellent sessions focusing on realistic quality improvement and implementation science. There's been a shared vision, shared values, and a real push for a team culture, and that's what I'm taking away from it.

What surprised me the most was hearing the stark reality that research, on average, takes 17 years from the development of new evidence to put into practice. Although I've worked for a long time, hearing that number and thinking that through has been really shocking.

In one of the keynote sessions Annette Boaz discussed the concept of being a

'personal trainer' for quality improvement. By that she meant not just telling people how to do it, but actually taking their hand, being the trainer, and going through the entire process with your team, or the group you're working with—not just the theory but actually helping them to put it into practice, and that's my take-home message."



**Heloise Frechin**  
Fourth-year student SLT,  
De Montfort University,  
and conference volunteer

"I've never been to a conference before, so when we got the opportunity to volunteer I thought 'I have to do it!'

I've learnt a lot. I like the fact that the talks are about studies that are being conducted, because we read about research, we read articles for our placements and everything, we have to be up-to-date, but to actually hear about research from the people who have conducted it and are passionate about it—it's inspiring.

I loved the informal panel discussion on leadership. That's not necessarily the first thing you think about when you think about speech and language therapy, but it was really interesting to get some leadership tips, and for me personally to see strong women in leadership positions who are inspiring, who are telling us to take risks. That's not something you get to hear every day. I immediately went home and followed everyone on Twitter, because I want more of that in my life!"



**Professor Annette Boaz**,  
Professor in Health Care  
Research at Kingston  
University and St George's  
University of London,  
delivers her keynote  
address







Conference  
2019



Kamini Gadhok and members of the RCSLT Board of Trustees at the Annual General Meeting



*The conference in numbers*

**401**  
delegates



**23**

student volunteers,  
representing  
2 universities



**2**

lunchtime  
surgeries

**135**  
presenters  
across  
all sessions



**24**  
exhibitors



**80**  
posters  
displayed

**227**

active users of  
electronic  
polling across  
the keynote  
sessions,  
including:



**22**  
questions  
asked



**767**  
poll votes  
counted





**Ruth Yates**  
SLT, East Midlands  
community service

"I'm really keen on lifelong learning and I love that SLTs

have to constantly learn. The conference is an opportunity to access opportunities you wouldn't normally have—coming to an event like this and then bringing notes and learning back to my workplace is so valuable.

In terms of the population I work with, which is primary school-aged children, there was a really interesting presentation about use of terminology and how that varies across different locations according to different factors. It's something I can take back and talk about with my speech and language therapy team.

A piece of advice from the conference that I found really useful was from the workshop about resilience. The presenters talked about spending two weeks writing down or thinking about three things that have gone well and how you've contributed towards them. It's really easy to focus on what's not going well and what you could do better, because we all want to give the best possible care, but it's good to realise how resilient we already are." ■

**For more information on the content covered at the conference, see the R&D Forum on p24**

**#RCSLT2019 on Twitter**

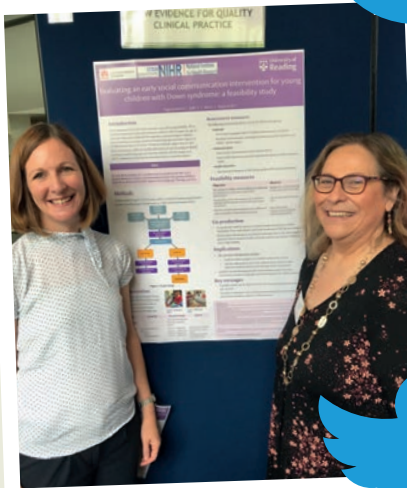


**@MichelleHamill8**

SO proud to represent @SLTSocietyNCL who received a Giving Voice award for outstanding contribution to raising awareness of how SLTs transform lives!



**@viknauti**  
Always great to meet old colleagues @HannahWatters05. Here we are promoting the great work by our local hub, @RCSLTeastmidhub, at #RCSLT2019



**@vjoffe**

Our poster on a parent delivered intervention focusing on early social communication skills in young children with Down Syndrome, we would love to chat to you about the early stages of our @NIHRresearch funded feasibility study @EmmaPagnamenta @StojanovikV #RCSLT2019



**@StephFBurgess**  
Amazing evening #RCSLT Awards Thank you so much @alirohat for nominating me and @GivingVoiceUK for promoting my poem #speakupforcommunication. Proud to be #SLT tonight.





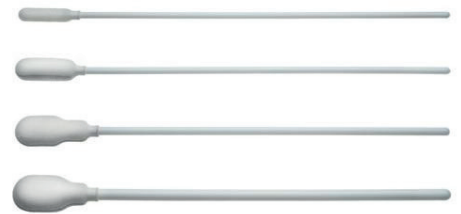
# Available now on the NHS Supply Chain.

Atos Medical are delighted to announce that we have a range of laryngectomy and tracheostomy products that are available on NHS Supply Chain.

We offer quality, cost effective products for use within a Trust or Hospital which will provide the opportunity to save money on some of your regularly used items.

## **Provox Swabs**®

- High quality swab for easy and hygienic tube cleaning
- Robust and flexible handle for ease of movement inside tube
- Ideal to clean the surface of the inner cannula and prevent mucus build-up within the tube
- Disposable swabs in 5 packs of 10 to help reduce contamination risks



## **Freevent Neckbands**® one-piece with twill ties

- Twill ties suitable for use with silicone tubes
- Simply cut and adjust to the exact size needed
- Soft foam edges to maximise comfort
- Designed with additional slits for optimal adjustment of neckband



## **Freevent Neckbands**® two-piece with VELCRO brand fastening

- Designed to provide secure tube positioning
- Simple application with VELCRO fastening
- Adjustable to any adult or paediatric neck size
- Soft foam with rounded edges to maximise comfort



**Visit the NHS Supply Chain for the full range.**



# Dismantling emotional barriers

**Mia Travlos** discusses how counselling skills can be applied to, and help, teenagers with language difficulties

**A**ctive listening, paraphrasing, helping someone to clarify their thinking—these are all skills we employ and model regularly as SLTs, but they are also counselling skills. Initially, the idea of using counselling skills, or supporting the emotions of the students I work with, seemed daunting to me—but through research and reflection, and following recent training, I am reconsidering the value of counselling skills in our profession.

## Background

My interest in social, emotional and mental health (SEMH) began when I started my role in Greenshaw High School, a mainstream secondary school. Having previously worked with younger children, I was surprised to face many emotional barriers from my new clients. Teenagers tested boundaries and pushed me away. Others expressed low self-esteem and sought reassurance. As such, I often felt

inclined to act as a mentor, and at times a counsellor, though I was also strongly aware of my professional boundaries. I needed to reach my students while maintaining my primary focus on communication.

I joined existing supportive groups such as the SEMH Clinical Excellence Network (CEN) for London and South East England, and the Secondary CEN. Then, in October 2017, I received an RCSLT minor grant to attend a course at London college City Lit entitled 'Effective counselling skills for SLTs'. The course covered the theoretical background to the person-centred approach (Rogers, 1951). Attendants worked together, trying out the roles of the listener, the speaker and, when appropriate, the observer. The 'speaker' had to share something that was emotionally challenging during these role-plays in order to allow the 'listener' the opportunity to practise their counselling skills.

## Counselling skills

According to the training, counselling is a contracted activity between a counsellor and a client, based on empowerment

and respectful and attentive listening. Conversely, using counselling skills is 'the intentional use of specific interpersonal skills which reflect the values of counselling' by a practitioner whose primary role is not a counsellor. The course aimed to enhance our roles as SLTs by making our use of counselling skills explicit within our professional roles (see figure 1). Following the course, I decided to refer to a resource from my training, *Speech and Language Therapy Intervention, Framework and Processes* (Bunning, 2004). My aim was to unpick the skills that were listed under our therapeutic role and see how they matched up with the counselling skills covered on the course. I have summarised my findings in table 1 and included reflections on each point.

## Outcome

In my opinion, the explicit use of counselling skills is applicable to all client groups—not just students with SEMH difficulties—and to all stages of our therapeutic process. Kaderavek et al (2004) highlight the need to include counselling skills in training for speech and language therapy students through an effective short module (see their appendix for a counselling skills checklist). By applying my counselling skills more explicitly, I have seen increased engagement with some of my most disengaged students. Some have spoken more freely about their negative self-image. Others have started looking forward to my sessions, rather than avoiding them. For one particularly disengaged student with speech, language and communication needs and attention deficit hyperactivity disorder, naming and validating his emotions and modelling self-talk in sessions increased his confidence and ability to self-regulate during exam situations.

It will always remain crucial to share relevant information with safeguarding and mental health professionals. However, following this course, I feel much more equipped to identify and support the emotions and loss that come into my sessions. I would encourage every practitioner to reflect on their existing counselling skills and consider increasing the space for emotions within their sessions through creativity, emotional literacy and the confidence to sometimes just 'be'. ■

**Mia Travlos**, now senior SLT, Capella House School (previously at Greenshaw High School)

Email: [mtravlos@capellahouse.org.uk](mailto:mtravlos@capellahouse.org.uk)

Twitter: [@MiaTravlos](https://twitter.com/MiaTravlos)



**Table 1: Counselling skills and our therapeutic role**

Counselling skills	Part of our role	Reflections
Active listening	Being a responsive listener shows the client that their ideas are valued and relevant (Bunning 2004).	This has always been part of my practice. However, I now value silence and listening more before trying to fix something. Embracing a 'being mode' is key to making room for emotions.
Identifying and naming emotions	The SLT has a role in identifying the emotions in their clients and reflecting displays of affect (Bunning 2004).	Snow et al (2016) found a co-morbidity between language difficulties and identifying and naming one's emotions in young offenders. Further, Torre and Lieberman (2018) have shown that naming one's emotions supports self-regulation. Could targeting emotion vocabulary be teaching abstract language and supporting self-regulation simultaneously? In my experience, labelling specific emotions has increased engagement.
Paraphrasing, summarising feelings and facts, and helping clients to clarify their thoughts	Repeating, recasting and modelling are part of our therapeutic process (Bunning, 2004), though they are generally aimed at language development.	Giving language models for naming emotions and working through social problems (such as assertiveness scripts) teach crucial language skills. They may also support self-regulating and increased self-esteem as we repeat, validate and extend our clients' thoughts.
Congruence and empathy	"Genuineness, warmth and empathy" are described as core qualities of our therapeutic relationship (Bray et al, 1999, in Bunning, 2004).	Identifying and 'sitting with' my emotions has given me better insight to my reactions. Identifying that I feel hurt or embarrassed helps me not to take things 'personally' and see my students' behaviour as communication. Reflecting on the emotions my students may be experiencing has helped me empathise more deeply with them.
Maintaining an unconditional positive regard for our clients, regardless of agreeing with them or liking them	"Partnership practice is characterised by: respect for a client's individuality and acknowledgement of the intrinsic value of the other person's contribution" (Bunning, 2004).	I avoid asking 'why', using clichés, or saying "it's okay to feel that way". Instead, I use phrases such as "I wonder if..." or "I can hear the anger in your voice". When students share negative thoughts about themselves, I acknowledge their feelings but help them reality check.
Making room for loss	"Communication and related disorders can lead to a loss of independence, a change in life style, confusion, frustration, failure at school, adverse reactions from others and difficulty with relationships" (Bray et al, 1999, in Bunning 2004).	I am more empathetic about how loss impacts my students (whether a traumatic event or a more subtle loss of the self-image as a 'typical teenager').



**References**

Bray M, Ross A and Todd C. *Speech and Language Clinical Process and Practice*. London: Whurr Publishers, 1999.

Bunning K. *Speech and Language Therapy Intervention, Frameworks and Processes*. London: Whurr Publishers, 2004.

Kaderavek J, Laux J and Mills N. A counselling training module for students in the speech-language pathology training programs. *Contemporary Issues in Communication Science and Disorders* 2004; 31, 153–161.

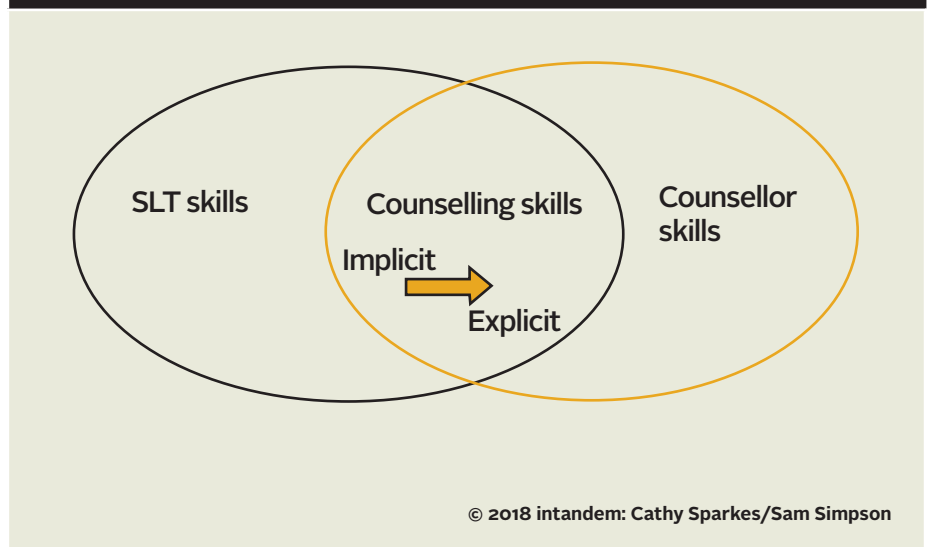
Rogers C. *Client-Centered Therapy: Its Current Practice, Implications and Theory*. London: Constable, 1951.

Simpson S and Sparkes C. *The Interaction between SLT and Counsellor Skills*. intandem, 2018.

Snow P, Woodward M, Mathis M and Powell M. Language functioning, mental health and alexithymia in incarcerated young offenders. *International Journal of Speech-Language Pathology* 2016; 18:1, 20–31.

Torre J and Lieberman M. Putting feelings into words: affect labeling as implicit emotion regulation. *Emotion Review* 2018; 10:2, 116–124.

**Figure 1: The interaction between SLT and counsellor skills**







# Amit Kulkarni & Rebecca Palmer

**Amit Kulkarni, RCSLT research manager, and Rebecca Palmer, RCSLT trustee for research and development, reflect on the key themes addressed at the RCSLT Conference 2019**

## Improving quality at conference

In this month's R&D forum, we present a selection of items that tackled some of our key conference themes: approaches to improvement; clinical evidence; co-production; collaboration; and leadership. Please do look at the conference resources on our website at [bit.ly/RCSLTConference](http://bit.ly/RCSLTConference) to find more detail about these and the content of presentations and posters.

### Significant drivers

'Improving quality in speech and language therapy: everyone's business' was the thread woven throughout the two days of conference. Professor Annette Boaz, professor in health care research at Kingston University and St George's University of London, kicked us off by reinforcing how significant quality improvement\* and implementation science\*\* currently are in the healthcare landscape worldwide. She reinforced that in order to achieve results, quality improvement really has to be everyone's business, adding that the biggest resource in improvement efforts is not technology, but people—i.e. us! In her interaction with the audience, she confirmed that many of you are involved in quality improvement work. This

is fantastic, and it was great to see so many examples of improvement projects in the posters and parallel sessions. However, fewer of us are engaged with implementation science methodology. Annette suggested, and we would agree, that we need to understand and embrace models of implementation identified by implementation science if we are going to tackle the well-established issue of promoting the clinical uptake of evidence-based interventions. As highlighted by Professor Marion Walker MBE, professor in stroke rehabilitation and emeritus NIHR senior investigator, University of Nottingham, if they ever do make it into routine clinical practice, currently, evidence-based interventions take on average 17 years to do so (Morris et al, 2011)! Marion discussed the fact that the UK health system is starting to address this at a structural level using quality improvement and implementation science approaches, so the time is ripe to embrace these approaches in speech and language therapy.

### Clinical evidence

Parallel sessions and poster presentations provided huge amounts of information on the latest evidence across a range of

clinical areas in speech and language therapy. It was great to see that the standard and clinical relevance of speech and language therapy research is going from strength to strength. While it is too broad and too deep to summarise here, you can search for key evidence within your clinical area, or learn from the evidence presented across different areas via the conference links on the RCSLT website. There was so much to learn, either from new research itself, or from those who have been applying this research in their clinical practice.

### Embedding co-production

Whilst the focus on these themes will not be new to you, it was clear from sessions across the two days that they are now becoming truly embedded in efforts to improve the quality of speech and language therapy. Sessions focused on co-production included a parallel session, a workshop and our final inspirational keynote talk from Mrunal Sisodia and Sarah Thomas, both parents of children with multiple needs, on 'Partnering with service users: how real co-production transforms services and outcomes'. The clear message from across all of these sessions was that true co-production includes service users as equal partners with equal responsibility for improvement projects from the start.

With sessions specifically focused on 'Collaborative working' and a workshop on 'Leadership and influencing skills to deliver quality improvement', these themes also received explicit focus across the two days. They were also highlighted across the keynote speeches as imperative in the development of safe, timely, effective, cost-effective and person-centred, modern healthcare services.



### Summary

In summary, the message from conference was that by continuing to develop our focus on the use of improvement approaches, co-production, collaboration, evidence and leadership skills, we can continue to drive forward safety and quality in speech and language therapy. Not an easy task by any means, but judging from the reaction over the two days, one that we are all ready to embrace.

### Glossary

\*Quality improvement: local changes to improve services driven by local service user needs.

\*\* Implementation science: the scientific study of methods to promote the systematic uptake of clinical research findings and other evidence-based practices into routine practice.

**Amit Kulkarni, RCSLT research manager**  
Email: [amit.kulkarni@rcslt.org](mailto:amit.kulkarni@rcslt.org)  
**Dr Rebecca Palmer**  
RCSLT research trustee  
Email: [r.l.palmer@sheffield.ac.uk](mailto:r.l.palmer@sheffield.ac.uk)



# Research and Development Forum



ILLUSTRATION BY Ben Mounsey-Wood

building so colleagues can see what you are doing. It is more of a challenge to further promulgate PowerPoint or oral presentations, and also to create a wider audience for posters. However, there are platforms that can help us with that: having a ResearchGate account allows authors to upload their posters and presentations and make them and their abstracts searchable on the internet, allowing people to reference the work and make contact with the team behind it.

*“Posters and presentations are useful preparatory work in developing a paper for publication”*

## Preparation

Posters and presentations can also act as useful preparatory work in developing a paper for publication. The work you have done in the preparation of these conference outputs is a great way to get yourself organised for writing a journal article. In essence, the poster or presentation acts as a storyboard to frame the sections of the paper.

This may sound simplistic, but however you look at it, the bulk of the thinking needed in producing a peer-reviewed journal article has been undertaken in production of the poster or presentation. Nonetheless, there are a couple of elements to consider before you start writing:

- Who is taking a lead on writing the paper, and will anyone else be supporting them?
- What journal are you writing for? The answer to the question

above should be clear from how the poster or presentation was developed. This clarity is needed not only to ensure the write-up gets done, but also to ensure everyone involved can input, offer critical comment, and get credit for their work.

■ For further advice, talk to your quality improvement or audit department or your local medical library, or search to see where previous research, quality improvement or audits undertaken in your area of interest have been published. Is there someone in your trust who can work with you to develop the paper, and advise on the craft of journal writing? Or get in touch with the RCSLT research team—they can put you in touch with a clinical academic mentor, who may be able to act as a critical friend to consider where and how to publish your work.

A conference presentation is the start of sharing your work, but don't let it be the end! Maximise the impact of your work by sharing online and by publishing.

Examples of journals that publish QI projects include *Healthcare Quarterly*, *BMJ Open Quality*, *BMJ Quality and Safety*, *International Journal for Quality in Healthcare* and *KUMC resource*.

**Sam Harding**, senior research associate at the Bristol Speech and Language Therapy Research Unit

Email: [Samantha.Harding@nbt.nhs.uk](mailto:Samantha.Harding@nbt.nhs.uk)

Twitter: [@samharding](https://twitter.com/samharding)



## References

*BMJ Open Quality*: [www.bmjopenquality.bmj.com/](http://www.bmjopenquality.bmj.com/)

*BMJ Quality and Safety*: [www.qualitysafety.bmj.com/](http://www.qualitysafety.bmj.com/)

*International Journal for Quality in Healthcare*: [www.academic.oup.com/intqhc](http://www.academic.oup.com/intqhc)

*KUMC resource*: [bit.ly/2J9WKZA](https://bit.ly/2J9WKZA)

ResearchGate: [www.researchgate.net/](http://www.researchgate.net/)

**Sam Harding**, senior research associate at the Bristol Speech and Language Therapy Research Unit, shares her opinions on next steps for posters and presentations following a conference



## Maximising impact

Having been an attendee and presenter at this year's RCSLT conference, I left feeling inspired by the breadth and depth of work being undertaken, not only to develop the evidence base for speech and language therapy, but to improve the quality of clinical services and interventions.

Presenters of posters and oral presentations put a lot of time and effort into the work

they are showcasing, and the conference interface provides the authors the opportunity to chat to attendees. This, in turn, provides opportunity to establish collaborations where interests overlap. And who knows where that may go!

### Next steps

The research poster has uses after the conference too. It can be displayed in your



# Supporting you... in developing Communication and Interaction at every stage



At Pearson Clinical Assessment, we're committed to ensuring every SLT has access to clinical assessments that meet the needs of all adults and children who require speech language and communication support.

In the last 7 years, our partnership with I CAN and The Communication Trust on the Shine A Light Awards has allowed a yearly celebration of impactful and innovative stories of speech, language and communication provision across the UK. It's our mission to continue supporting the commendable work of SLTs and the life-changing work they do every day.

Prepare the next generation of SLTs with our effective assessments and resources that are developed to help you make a difference to peoples' lives, at every stage!

## How we can help you

### Training Partnership Programme - SLT Class Pack

Our Training Partnership Programme (TPP) offers useful tools and resources that contribute to the knowledge base of SLTs! Membership to the TPP gives direct access to today's most widely used assessments. Our aim is to make it easier for the next generation of SLTs to effectively fulfil their supportive and training roles.

Become a member at: [pearsonclinical.co.uk/TPPMembership](https://pearsonclinical.co.uk/TPPMembership)

### The CELF range of clinical language assessments

The CELF range of comprehensive tools are designed by health & psychology experts to assess expressive and receptive language, language content, structure and memory in children and young adults between the ages of 3 and 21. CELF assessments support SLTs in identifying language and communication challenges during those important, formative years of life.

[pearsonclinical.co.uk/moreoncelf](https://pearsonclinical.co.uk/moreoncelf)





## Give digital a try with our SLT Licence on Q-interactive

The SLT licence on Q-interactive was created to make the management and administration of assessments easier. With audio capture and digital note taking, Q-interactive facilitates enhanced interpretation which helps ensure accurate scoring.

It also gives you access to multiple assessments, including the new CELF-5<sup>UK</sup>, EVT-3, GFTA-3 and KLPA-3.

sign-up for a free trial at: [pearsonclinical.co.uk/tryQinteractive](https://pearsonclinical.co.uk/tryQinteractive)



“ Being a judge for the Shine A Light Awards has opened my eyes to some of the great approaches to innovation and best practice taking place and the impact that these approaches are having on young people with SLCN. ”

- Bob Reitemeier CBE, CEO of I CAN



▶ Watch videos of award winners

[shinealight.award.co.uk](https://shinealight.award.co.uk)

## Follow us on social media



@PsychCorpUK



Pearson Assessment UK



Pearson Clinical Assessment UK

We want to understand your assessments needs. **Complete our survey by 16th December** for a chance to win a FREE Pearson Stationary Pack [pearsonclinical.co.uk/questionnaire](https://pearsonclinical.co.uk/questionnaire)







# Our monthly look at the latest in published research

# In the journals

To review an article or suggest an article for review, email [katie.chadd@rcslt.org](mailto:katie.chadd@rcslt.org)

## Bilingual vocabulary acquisition

This cross-sectional study compared the amount of language input with age of language exposure on bilingual (French-English) children's vocabulary skills.

A total of 64 grade 1 students (mean age 6 years 10 months) and 68 grade 3 students (mean age 8 years 10 months) attending a French school in Montreal completed vocabulary assessments. Participants were matched across grade levels, and included monolingual French speakers, simultaneous bilinguals (SiB) (i.e. exposure to French before 36 months), and sequential bilinguals (SeB) (i.e. exposure to French after 36 months). Exposure to French was measured through parent reports.

In grade 1 there was a statistically significant difference between all groups for most measures, but SeB and SiB performed similarly in expressive language tests. The grade 3 scores showed a similar pattern, but with subtler differences between SiB and SeB groups. For grade 1, language input for SeB was much less than SiB, but this was not observed in grade 3. The findings suggest that young SeB may learn faster initially than their older counterparts. Possibly, although this acceleration eventually moderates, it enables them to 'catch up' with SiB.

The author concludes that more, versus early, language exposure may better predict a child's bilingual vocabulary performance, asserting that: "studies of critical or sensitive periods in bilingual acquisition carefully control both the timing and the amount of exposure".

**Alison Yildirok, speech-language pathology student, McGill University**



Reference

Thordardottir E. Amount trumps timing in bilingual vocabulary acquisition: Effects of input in simultaneous and sequential school-age bilinguals. *International Journal of Bilingualism* 2019; 23(1), 236-255.

## Gothenburg Throat model

Fluid-thickening agents are commonly prescribed to slow the flow of the bolus in swallowing disorders. These agents impact upon many properties of flow behaviour (rheology) such as flow rate and density, but little research on their impact exists.

The European Society for Swallowing Disorders' (ESSD) White Paper (2016) highlights the importance of these properties, and initiatives such as IDDSI illustrate the need for a better understanding of rheology.

This study presents the design and validation of a novel in vitro model of swallowing: the Gothenburg Throat model. Rapeseed oil and water with a common thickening agent were tested in the model. Properties such as resistance to flow (shear viscosity) and density were measured. Flow was visualised using ultrasound to detect movement of particles suspended in flowing liquids (ultrasound velocity profiling).

The model appeared to replicate bolus transfer through the human pharynx, encompassing measurements of pressure and speed of flow. The findings also indicated that the model's pressure inducers performed manometry on a bolus in a way comparable to clinical examination.

The authors acknowledge that further work is required to determine effects of volume, viscosity, temperature and elasticity, stating this is "beyond the scope of the current work" and "a separate publication is intended to thoroughly investigate these variables".

**Lise Sproson, NHS innovation manager and SLT, NIHR Devices for Dignity MedTech Cooperative**



Reference

Stading M, Waqas M Q, Holmberg F, Wiklund J, Kotze R & Ekberg O. A device that models human swallowing. *Dysphagia* 2019; 34, 615-626.

## Dummy use and speech development

This study examined the relationship between oral sucking habits and the presence and severity of phonological impairment (PI). Non-nutritive oral sucking (e.g. dummy use), can have some benefits; however, the prolonged use of dummies is often discouraged owing to potential impact on later speech development.

The authors used pre-school aged children from a large randomised control trial in Australia. More than a quarter of parents had concerns regarding their child's speech development. A total of 275 children were screened using the Diagnostic Evaluation of Articulation and Phonology (DEAP), with parents answering questions about oral sucking behaviours to identify 65 children without PI and 134 children with PI.

Children were grouped on the presence or absence of breastfeeding and dummy use, as well as relative durations. Non-significant interactions were found between different oral sucking behaviours and the presence or severity of PI.

The authors acknowledge contention around advice on dummy use but argue that although they found no relationship in this study, "research is needed to determine whether nutritive and non-nutritive sucking habits do play a role in the presence and severity of other types of speech sound disorders."

**Nikki Gratton, SLT, Humber Teaching NHS Foundation Trust**



Reference

Baker E, Masso S, McLeod S & Wren Y. Pacifiers, thumb sucking, breastfeeding, and bottle use: oral sucking habits of children with and without phonological impairment. *Folia Phoniatrica et Logopaedica* 2018; 70 (3-4), 165-173.

This section aims to highlight recent research articles that are relevant to the profession. Inclusion does not reflect strength of evidence or offer a critical appraisal. If you find any of these interesting, follow them up and apply your own critical appraisal.



## DECEMBER CEN NOTICES CLINICAL EXCELLENCE NETWORKS

Send your CEN notice by email to [bulletin@rcslt.org](mailto:bulletin@rcslt.org) by 1 January for the February issue and 1 February for March. To find out more about RCSLT CENs, visit: [bit.ly/rcsltcens](http://bit.ly/rcsltcens)

Venue hire at the RCSLT—special rates for CENs. For further details or to arrange to view our refurbished rooms, email: [venuehire@rcslt.org](mailto:venuehire@rcslt.org)

### Speech & Language Therapy Through Storytelling

**17 December, 10am – 3.30pm**

Collaborative working with music therapy—guest speakers Helen Sutherland, SLT, and Alexandra Georgaki, music therapist (am), and Caroline Casula and Christina Lydon, SLT and music therapist at Treloar's (pm). Venue: RCSLT, London. Cost £25. Email [jill.goulding@gmail.com](mailto:jill.goulding@gmail.com) to request a place.

### ABICA CEN (Acquired Brain Injury in Children & Adolescents)

**6 March, 9.30am – 5pm**

'The management of children and young people with brain tumours'. An exciting study day with a wide range of professionals and topics related to brain tumours. Agenda to follow. Venue: St Michael's Hospital Lecture Theatre, St Michael's Hill, Bristol BS2. Cost: £20. To book a place, email [ihatfield@thechildrenstrust.org.uk](mailto:ihatfield@thechildrenstrust.org.uk)

### Wales CEN Voice

**12–13 March**

Wales Voice CEN is excited to be hosting internationally renowned voice experts Dr Gillyanne Kayes and Jeremy Fisher of Vocal Process, who will be delivering a two-day course primarily aimed at SLTs. Lunch and refreshments will be provided. It will be held at The Media Resource Centre, Oxford Road, Llandrindod Wells, LD1 6AH. Cost: £250. Any enquiries please contact: [joanne.fletcher@wales.nhs.uk](mailto:joanne.fletcher@wales.nhs.uk)

### Children who have Social Emotional and Mental Health Needs CEN (SE)

**17 January, 9.30am – 3.30pm**

We will be discussing: issues raised from practice, cases, projects, research, looking after yourself and feedback from trainings. Please bring cases/assessments/resources/interventions to share. Email [samantha.trebbles@surreycc.gov.uk](mailto:samantha.trebbles@surreycc.gov.uk) to book a place (places are limited) and get further details.

### Head & Neck North CEN

**24 January**

Join us for clinical updates on evidence-based practice in head and neck cancer and an opportunity to network. Topics to include 'Tracheostomy in Head and Neck' and 'Immunotherapy'. Lunch and refreshments provided. For updates, follow us on Twitter: @HeadNeckNorth. Venue: The Foresight Centre, University of Liverpool. Cost: members £15 Members, non-members £20. Email [shelley.bampton@nhs.net](mailto:shelley.bampton@nhs.net) to book a place.

## The Royal College of Speech and Language Therapists

# Notice of an Extraordinary General Meeting

Notice is hereby given that an Extraordinary General Meeting (EGM), in accordance with Article 19, of the Royal College of Speech and Language Therapists will be held on **Thursday 5 December 2019, at 12.30 p.m.** at RCSLT HQ, 2 White Hart Yard, London SE1 1NX.

The EGM agenda, background notes and proxy voting form are **now available to be downloaded from: [bit.ly/RCSLTEGM](http://bit.ly/RCSLTEGM)**

### All members are welcome to attend the EGM

The required 14 days' formal notice of this EGM was sent by email on Tuesday 12 November 2019 to all members for whom email addresses are held, and by hard copy to members who have previously requested formal notices in hard copy, and to members for whom no email address is held. Please contact the Company Secretary at RCSLT if you did not receive them. If you would like your EGM papers sent in hard copy, and have not previously notified us, please write to the Company Secretary at RCSLT at [info@rcslt.org](mailto:info@rcslt.org). Likewise, if you no longer require papers to be sent to you in hard copy, please inform us.

**If you wish to send in a proxy form, it must be addressed to the Company Secretary and received at RCSLT no later than noon on Tuesday 3 December 2019.**

Proxies received after that time will not be counted.

Please note that:

- Only Full Members are entitled to vote at the EGM. *The Full Members category consists of: Certified Members, Newly Qualified Members, Overseas Qualified Members, Non-Practising Members, Returners to Practice, Retired Members, Student Members.*
- Under Section 324 of the Companies Act 2006, a member of a company is entitled to appoint another person as their proxy to exercise all or any of their rights to attend and to speak and vote at a meeting of the company. The RCSLT Articles require that any proxy appointed must be a Full Member of the RCSLT.

By order of the Board



Brian Gopsill ACIS, Company Secretary



Hogrefe  
**70<sup>th</sup>**  
anniversary



## Target early communication with ESB.




Many preschool children referred to speech and language therapy services have social communication difficulties and/or disorders that are not identified until late childhood – and these “late” diagnosed children often miss opportunities to benefit from earlier targeted interventions.

Historically, there has been no one tool to evaluate sociocognitive skills directly and systematically in preschool children.

Now, Hogrefe has launched the Early Sociocognitive Battery (ESB); a tool for assessing sociocognitive skills in children aged 2–5 years that is predictive of later language and social communication difficulties, including Autism Spectrum Disorder.

Pre-order the ESB kit at an introductory price by visiting [hogrefe.co.uk](https://hogrefe.co.uk)

Hogrefe Ltd  
Tel. +44 (0)1865 797920  
[customersupport@hogrefe.co.uk](mailto:customersupport@hogrefe.co.uk)

 @hogrefeltd  
 /company/hogrefe-ltd  
 /hogrefeltd

 **hogrefe**





## SPEECH & LANGUAGE THERAPIST

**Starting salary** £24,214 - £34,782 (NHS band 5-6) dependent on experience

**Term time only** 34.75hrs per week - 44 days annual leave

**Extensive CPD package and comprehensive benefits package**

The Jigsaw CABAS® School, rated "Outstanding" by Ofsted, is an independent day school for up to 68 pupils aged 4-19 with autism spectrum disorder and associated additional complex needs. Teaching at the school is based on the principles of behaviour analysis (ABA).

An opportunity has arisen to join our vibrant and supportive team of therapists.

You will work closely with pupils and their teachers to provide specialist direct and indirect therapy; addressing receptive and expressive language difficulties, attention and listening difficulties, difficulties with social interaction, communication and functional life skills.

Jigsaw has a strong commitment to continuing the professional development of its staff and offers excellent internal and external training opportunities.

To apply or for more information please visit: [careersatjigsaw.co.uk](http://careersatjigsaw.co.uk), or call our HR department on 01483 279679

Jigsaw School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful applicant will be subject to an Enhanced DBS check.

Jigsaw Trust is a UK registered charity no. 1075464



Jigsaw Trust 22/10/19.2



## Highly Specialist/Specialist Speech & Language Therapist (HCPC Registered)

£27,917 - £38,477 per annum - Full-time or part-time considered

This is an exciting opportunity to join our on-site Therapy team, working within the Speech and Language Therapy department to meet the communication, eating and drinking needs of a complex caseload of students. The SLT team work closely with educational, clinical and care staff and we work in a variety of ways across the School and College campus.

### You will need:

- A strong commitment to multi-disciplinary working and a flexible approach
- Experience of working with children / young people with complex physical and communication needs
- Experience of working with Augmentative and Alternative Communication systems or Post-graduate dysphagia qualification (ideally both)

### We offer:

- Term time only
- Excellent opportunity to develop your experience in complex special needs, AAC and dysphagia
- Pension, life insurance, HSF cash plan and occupational health schemes
- Perkbox discount scheme
- Free wellbeing activities

If you have any queries regarding this position please contact **Sally.Mosley@treloar.org.uk**.

**Closing Date:** 11th December 2019

An application pack can be obtained by visiting [www.treloar.org.uk](http://www.treloar.org.uk), emailing [hr@treloar.org.uk](mailto:hr@treloar.org.uk) or calling 01420 547400 ext. 3411.

*Treloar Trust is committed to safeguarding children, young people and vulnerable adults. All successful candidates will be subject to a DBS check along with other relevant employment checks.*

Treloar Trust, responsible for Treloar School and Treloar College, is an equal opportunities employer. Registered charity number 1092857.



**Linden Lodge School**  
A Specialist Sensory & Physical College

## Specialist Speech and Language

**Band 6 £36,481-44,044 inc HCAS pro rata**

Linden Lodge is a leading provider of specialist education for young people 2 - 19 years with sensory-impairment and highly complex needs. We are developing an integrated therapy team to ensure high quality, evidence based therapies are a core part of the school. Speech and Language Therapists work closely with Physio and OT colleagues to ensure students' are able to meet their goals for education and wider life.

This is an opportunity for occupational therapists with paediatric or special school experience, who are passionate about transforming young peoples' lives, promoting independence and wish to develop their career in a Special School setting.

A role in our school offers the opportunity to develop highly specialised skills and expertise. A dedicated therapies CPD budget supports staff to develop in the areas most beneficial to our students. There is also opportunity to provide training and workshops and to be research active.

Our three acre campus in offers fabulous facilities to support learning, including a multi-sensory hydrotherapy pool, swimming pool, adapted kitchen, ground-level trampolines, sensory rooms, ball pools, a variety of outdoor play environments and gardens.

Posts are advertised as term-time contracts but please contact us to discuss alternative working patterns.

**We also have an opportunity for a Band 5 SLT with post graduate experience**

Please contact us for further details:

Email: [therapy.recruitment@lindenlodge.wandsworth.sch.uk](mailto:therapy.recruitment@lindenlodge.wandsworth.sch.uk)

Telephone Jackie Nolan: on 020 8788 0107

All applications via [www.jobs.nhs.uk](http://www.jobs.nhs.uk)

B6 ref: J183-A-19-59336 / B5 ref: J183-A-19-59439



**Isle of Man Government**  
Rettey Ellan Vannin

## Clinical Team Lead Community Adult Speech & Language Therapy Service

**Job Reference: DOH&-009676**

**Salary: £48,016 - £57,529 Per Annum**

Department: Department of Health & Social Care | Hours Per week: 37.5

### About the Role

An exciting opportunity has arisen for an experienced Speech and Language Therapist to join the Community Adult Speech and Language Service as Clinical Lead. This is a highly specialised clinical role within Speech & Language offering clinical expertise to a complex service user group. The post holder will be an autonomous practitioner offer responsible for the assessment, diagnosing and management of adult patients referred with communication and/or swallowing disorders associated with neurological disorders, trauma, voice disorders and stammering. They will use evidence based/client centred principles to implement and evaluate Speech and Language intervention.

### Interview Expenses & Relocation Package

Interview expenses and a relocation package of up to £7,000 based on receipts is available for this role. For any further information on the relocation package please contact [helpmeapply@gov.im](mailto:helpmeapply@gov.im) To find out more about the lifestyle, culture and living/working on the Isle of Man please visit [www.locate.im](http://www.locate.im).

### How to Apply

Please visit: [tinyurl.com/y2cmd4kc](http://tinyurl.com/y2cmd4kc) for the full job description and apply.

If you have difficulties applying online please contact the Recruitment Team on 01624 686300 or by email at [helpmeapply@gov.im](mailto:helpmeapply@gov.im)

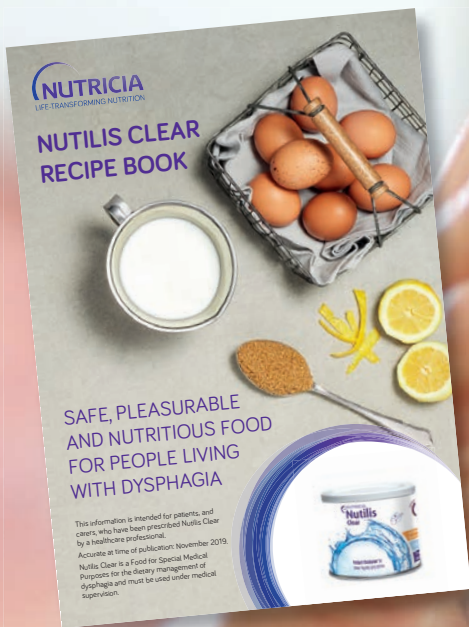
Applications for this post will be accepted up to midnight on 13th December 2019

# NUTILIS CLEAR

- Transparent results
- Simple to use
- Amylase resistant<sup>1</sup>
- Does not continue to thicken<sup>2</sup>
- IDDSI compliant



## NEW NUTILIS CLEAR RECIPE BOOK COMING SOON



This information is intended for healthcare professionals only.

Nutilis Clear is a Food for Special Medical Purposes for the dietary management of disease related malnutrition and must be used under medical supervision.

**References:** 1. Oudhuis L, Vallons KJR. Viscosities of thickened drinks and ready-to-use food products targeted for dysphagia patients. Clin Nutr Suppl,2011;Vol6(Suppl2):150. 2. Data on file.







# Louise Engers

OCCUPATION: REGISTERED INTERMEDIARY

*“I must stand in the witness box and explain my recommendations and rationale”*



**A**s a registered intermediary (RI), I help complainants and witnesses with communication needs to give their best evidence during criminal investigations and at trial, ensuring they can understand questions and communicate answers effectively.

As part of this role, I recently attended a Ground Rules Hearing (GRH) at a local crown court. A pre-trial GRH between judge, barristers and RI is necessary in order to consider the implementation of my report’s recommendations. I had assessed a 32-year-old woman with a diagnosis of learning disability, personality disorder, post-traumatic stress disorder and anxiety. She is the complainant in a case that is due for trial. I had completed my assessment of the witness and submitted my court report, but at a GRH I must stand in the witness box and explain my recommendations and rationale.

I highlighted this witness’s specific difficulties: the need to avoid trigger words that elicit flashbacks; the timing of the witness’s evidence to optimise the effects of medication; the pacing and wording of questions; the need to structure sentences as active and not passive; keeping language simple and concrete and avoiding abstract language; eliminating preamble to questions; and ‘chunking’ information to reduce the load on working auditory memory. It is essential that recommendations I make are supported by evidence from my communication assessment.

I also recently attended a primary school with a police officer to complete a



communication assessment in order to plan for a video recorded interview, referred to as an ABE (Achieving Best Evidence). I assessed a child there using a combination of formal and informal methods and looked at communication strengths and weaknesses—very much as you would as an SLT, but throughout I was thinking of the police interview rather than speech and language norms.

Following the assessment, the police officer and I discussed the interview plan and how we would work together to address the child’s communication needs and achieve their best evidence. By adapting the ABE interview process we were able to make the interview accessible for that child. We discussed introducing pictorial body maps to discuss body parts if the child struggled to label them and describe their functions. We considered using picture sequencing cards to order the incident visually if the child struggled to provide a spoken narrative in a logical sequential order. We also

considered using wooden figures and toy furniture to support expression in the event of the child finding verbal communication difficult.

Soon, I will be doing an assessment of a person in prison who is to stand trial for a serious offence. His solicitor has asked me to assess him owing to concerns over his ability to give instructions, understand court proceedings and communicate effectively when giving evidence.

Although the Witness Intermediary Scheme provides RIs for vulnerable witnesses and complainants, RIs are not currently provided for vulnerable suspects

and defendants. When I work with a person who has been accused of a crime, I do so as a non-registered intermediary—but my role is similar to that of an RI, conducting a comprehensive assessment of the person’s communication skills and making recommendations to the court about how to enable the individual to follow proceedings and meaningfully participate in the process. ■

**Louise Engers, registered intermediary**  
Email: [louise.engers@gmail.com](mailto:louise.engers@gmail.com)



## References & resources

More information about the Witness Intermediary scheme can be found at: [www.gov.uk/guidance/ministry-of-justice-witness-intermediary-scheme](http://www.gov.uk/guidance/ministry-of-justice-witness-intermediary-scheme)

If you are interested in becoming a registered intermediary, send an expression of interest to: [registered.interme@justice.gov.uk](mailto:registered.interme@justice.gov.uk)

Intermediaries for Justice aims to give voice to the voiceless: [www.intermediaries-for-justice.org](http://www.intermediaries-for-justice.org)

## QUICK LOOK DATES

### Various dates

#### Working with Selective Mutism

17 December, Module 1: 'Understanding SM: a 24/7 approach for families and schools'; 18 December, Module 2: 'Small-steps programmes', Module 3: 'Working with adolescents and individuals who are hard to reach'; 19 December, Module 4: 'When it's more than Selective Mutism – working with co-existing conditions and behavioural issues'. Tutor: Maggie Johnson, FRCSLT. Cost: £480 for all three days. Email: sslycpd@ucl.ac.uk; visit: [bit.ly/2QdQJX3](http://bit.ly/2QdQJX3); tel: 02076794204/4020.

### Various dates

#### Elklan Total Training Package for 3-5s, with optional TTP for 0-3s

7-8 January (3-5s) and 9 January (0-3s), RCLSL, London; 4-5 March (3-5s) and 6 March (0-3s) Holiday Inn Media City, Salford; 10-11 June RCLSL, London. Equipping SLTs and EY advisors to provide accredited training to Early Years staff. Cost: £495 for 3-5s, £250 for 0-3s, £745 for both. All prices are excluding VAT. Tel: 01208 841450; email: henrietta@elklan.co.uk; visit: [www.elklan.co.uk](http://www.elklan.co.uk)

### Various dates

#### Elklan Total Training Package for 5-11s

7-8 January, RCLSL, London; 2-3 March, Holiday Inn Media City, Salford; 8-9 June, RCLSL, London. Equips SLTs and teaching advisors to provide accredited, evidence-informed training to staff working in primary schools. Cost: £495 excluding VAT. Tel: 01208 841450, email: henrietta@elklan.co.uk, visit: [www.elklan.co.uk](http://www.elklan.co.uk)

### Various dates

#### Talking Mats Foundation Courses

14 January, online course; 22 January, Stirling; 29-30 January, Dublin; 12 February, Manchester; 26 February, Stirling; 5 March, London; 12-13 March, Stirling. Be more effective in involving people in decisions and attend a Talking Mats foundation course. Visit: [www.talkingmats.com](http://www.talkingmats.com); email: [info@talkingmats.com](mailto:info@talkingmats.com); tel: 01786 479511.

### Various dates

#### Elklan Total Training Package for Verbal Pupils with ASD

2-3 March, Holiday Inn Media City, Salford; 8-9 June, RCLSL, London. Equipping SLTs and teaching advisors to provide accredited training to staff supporting verbal pupils with ASD, 3-18 years. Cost: £495 excluding VAT; tel: 01208 841450; email: henrietta@elklan.co.uk; visit: [www.elklan.co.uk](http://www.elklan.co.uk)

### Various dates

#### Elklan Total Training Package for 11-16s

4-5 March, Holiday Inn Media City, Salford; 10-11 June, RCLSL, London. Equipping SLTs and teaching advisors to provide accredited training to staff in secondary schools. Strategies will help students maximise their communication. Cost: £495 excluding VAT; tel: 01208 841450; email: henrietta@elklan.co.uk; visit: [www.elklan.co.uk](http://www.elklan.co.uk)

### Various dates, London

#### Working with deaf people: Part one

From 30 March to 3 April 2020, UCL, London. An introduction to all aspects of assessment and therapy with deaf people. Cost: £480; email: [ruthmeritt@csdconsultants.com](mailto:ruthmeritt@csdconsultants.com)

### 6-7 December

#### Advanced Cognitive Rehabilitation Workshop: Attention & Information Processing

This advanced two-day interactive workshop is suitable for professionals working with adults who have cognitive problems following brain injury. Email: [enquiries@braintreertraining.co.uk](mailto:enquiries@braintreertraining.co.uk); tel: 01276 472369; visit: [www.braintreertraining.co.uk](http://www.braintreertraining.co.uk)

### 14 January, Birmingham

#### Shape Coding™

Learn this effective system to help school-aged children improve understanding and production of grammar. Suitable for speech and language therapists and teachers. No prior knowledge of Shape Coding is required. Cost: £220; visit: [bit.ly/2MvngZn](http://bit.ly/2MvngZn); email: [info@coursebeetle.co.uk](mailto:info@coursebeetle.co.uk)

### 17-18 January, Gatwick

#### Cognitive Rehabilitation Workshop

This two-day interactive workshop is suitable for professionals working with adults who have cognitive problems following brain injury. Location: Gatwick Hilton Hotel; cost: £185; email: [enquiries@braintreertraining.co.uk](mailto:enquiries@braintreertraining.co.uk); tel: 01276 472369; visit: [www.braintreertraining.co.uk](http://www.braintreertraining.co.uk)

### 24-26 January, Cornwall

#### Sensory Solutions Easier Eating

Taught by Dr Isabelle Beaudry Bellefeuille, this workshop is about clinical reasoning concerning children who are very selective in their food choices, or refuse to eat without apparent cause. Learning outcomes: identify the factors associated with feeding difficulties, learn to carry out a basic evaluation and treatment, understand the multidisciplinary approach in the treatment of feeding difficulties. This course is open to occupational therapists, speech and language therapists, paediatricians and dietitians. Cost: £450; visit: [bit.ly/33E79vs](http://bit.ly/33E79vs)

### 2 February, Birmingham

#### Speech: Assessment and Therapy in Practice

Practical intensive on treatment for children with all types of speech disorder with Dr Sean Pert. Cost: £215 or £90 for previous attendees; visit: [bit.ly/34RtpCw](http://bit.ly/34RtpCw); email: [info@coursebeetle.co.uk](mailto:info@coursebeetle.co.uk)

### 10-15 February, Cardiff

#### Early Intervention & Assessment course

Highly experienced course leaders, Betty Hutchon and Chris Barber, present a comprehensive overview of assessment and early intervention from birth to 12 months, utilising the EI SMART approach to maximise the effectiveness of early intervention. Key principles: promote and encourage self-initiated movement, variability, play, communication and social interaction. Cost: £945; visit: [www.bobathwales.org/training-courses](http://www.bobathwales.org/training-courses); email: [niccy@bobathwales.org](mailto:niccy@bobathwales.org)

### 11 February, Birmingham

#### Learning to the use the Therapy Outcome Measure (TOM)

One-day training workshop with Professor Pam Enderby. Cost: £175 (check website for CTN member discount); visit: [www.communitytherapy.org.uk](http://www.communitytherapy.org.uk)

### 12 February, Birmingham

#### Setting Up in Independent Practice Course

1-day course aimed at SLTs considering becoming an independent practitioner. Do you want to be

flexible with your working hours/days, pursue particular clinical interests, do more therapy, take more time over therapy, be creative, meet a growing client need, develop a business, gain a reputation? Will provide an overview of the things you need to know and what your independent practice might look like. This is also an invaluable opportunity to network with other therapists considering IP and hear from established independent practitioners. Cost: £150. Contact the office to register your interest office@helpwithtalking.com 020 3002 3704

### 13 February, Derby

#### Cervical Auscultation

Therapists will learn the theory of Cervical Auscultation and learn the 'How, What and Where' of Cervical Auscultation. Delegates will have an opportunity to participate in a practical session, identifying normal and disordered swallow sounds. Lecturer: Dr Alison Stroud; venue: London Road Community Hospital, Derby; cost: £130; CPD: 5.5 hours; visit: [www.ncore.org.uk](http://www.ncore.org.uk); email: [uhdb.ncore@nhs.net](mailto:uhdb.ncore@nhs.net)

### 18-20 February, Nottingham

#### Autism Diagnostic Interview Revised (ADI-R)

The ADI-R is considered one of the 'gold standard' diagnostic instruments for assessing autism in children and adults. Visit: [positiveaboutautism.co.uk/index.html](http://positiveaboutautism.co.uk/index.html)

### 3 March, Salford

#### Elklan Let's Talk with 5-11s Training Pack

Educationalists will be equipped to provide accredited training to parents of 5-11s. Relevant Elklan Level 3 qualification essential. Cost: £235 excluding VAT; tel: 01208 841450; email: [henrietta@elklan.co.uk](mailto:henrietta@elklan.co.uk); visit: [www.elklan.co.uk](http://www.elklan.co.uk)

### 3 March, Salford

#### Elklan Let's Talk Together Training Pack

Practitioners will be equipped to provide accredited training to parents of pupils with social communication needs including ASD. Relevant Elklan Level 3 qualification essential. Cost: £235 excluding VAT; tel: 01208 841450; email: [henrietta@elklan.co.uk](mailto:henrietta@elklan.co.uk); visit: [www.elklan.co.uk](http://www.elklan.co.uk)

### 3 March, Salford

#### Elklan Let's Talk with Under 5s Training Pack

SLTAs and EY practitioners will be equipped to provide accredited training to parents of pre-schoolers. Relevant Elklan Level 3 qualification essential. Cost: £235 excluding VAT; tel: 01208 841450; email: [henrietta@elklan.co.uk](mailto:henrietta@elklan.co.uk); visit: [www.elklan.co.uk](http://www.elklan.co.uk)

### 10-12 March, Birmingham

#### Three-day masterclass: Selective Mutism for Professionals and parents/carers

Maggie Johnson. Suitable for teachers, therapist and parents. Cost: £195-£499; visit: [bit.ly/zrMhLut](http://bit.ly/zrMhLut); email: [info@coursebeetle.co.uk](mailto:info@coursebeetle.co.uk)

### 20 March, RCLSL, London

#### Introduction to working with children and young people with SEMH needs

Presented by Melanie Cross, lead author of the RCLSL clinical guidelines on SEMH. Cost: £215; visit: [bit.ly/2qda28a](http://bit.ly/2qda28a); email: [info@coursebeetle.co.uk](mailto:info@coursebeetle.co.uk)

### 23 March

#### Cervical Auscultation course

Run by Quest Training. Practical skills-based course to be held in Birmingham. Cost: £147.50; visit: [www.thespeechtherapypractice.com/training](http://www.thespeechtherapypractice.com/training); email: [info@thespeechtherapypractice.com](mailto:info@thespeechtherapypractice.com)

### 16-17 April, Birmingham

#### PODD® Communication System Introductory Training

Delivered by licenced trainer Natalie Fitzpatrick. Cost: £250; visit: [bit.ly/33NxDLfi](http://bit.ly/33NxDLfi); email: [info@coursebeetle.co.uk](mailto:info@coursebeetle.co.uk)

### 21-22 April, Birmingham

#### Nuffield Dyspraxia Programme NDP3®

Delivered by Dr Pamela Williams, co-editor of current NDP third edition. Cost: £195-£350; visit: [bit.ly/2CHwyZp](http://bit.ly/2CHwyZp); email: [info@coursebeetle.co.uk](mailto:info@coursebeetle.co.uk)

### 24 April, RCLSL, London

#### smILE Therapy Training Day 3

For SLTs and Teachers. Innovative 10-step therapy. Teaching FUNCTIONAL communication and social skills in REAL settings. OUTCOME MEASURES and empowering PARENTS integral to therapy. Visit: [www.smiletherapytraining.com](http://www.smiletherapytraining.com); email: [info@smiletherapytraining.com](mailto:info@smiletherapytraining.com)

### 29 April – 1 May

#### Working with Children and Young People with Voice Disorders

This course is aimed at SLTs working with voice-disordered children in a community or educational setting. Visit: [www.ichevents.com](http://www.ichevents.com); email: [ich.events@ucl.ac.uk](mailto:ich.events@ucl.ac.uk); tel: 02079052675

### Various dates, Worcestershire

#### ARCOS

Association for Rehabilitation of Communication & Oral Skills. One day (£130): FOTT Study Day, 4 May 2020, 19 October 2020; Moves to Swallow, 18 November 2019, 1 June 2020, 9 November 2020; Making the most of Mealtimes, 13 July 2020, 7 December 2020; Therapeutic Oral Hygiene, 23 March 2020, 28 September 2020. Five-day two-part courses (£625): (part 1) 18-20 May 2020; (part 2) 6-7 July 2020; (part 1) 14-16 September 2020; (part 2) 16-17 November 2020. Email: [admin@arcos.org.uk](mailto:admin@arcos.org.uk); tel: 01684 576795

### 14-15 May

#### Paediatric Tracheostomy for Speech and Language Therapists

Two-day course aimed at clinicians working with children with tracheostomies in both hospital and community settings. Visit: [www.ichevents.com](http://www.ichevents.com); email: [ich.events@ucl.ac.uk](mailto:ich.events@ucl.ac.uk); tel: 020790 52699

# BOOK YOUR QUICK LOOK DATE TODAY

To book your advert please contact.

Tel: 020 7880 7668 or email: [bulletin@redactive.co.uk](mailto:bulletin@redactive.co.uk)





# Keep in touch with the RCSLT on Twitter

Did you know that you can read about the RCSLT's activities via social media?

### Find out about:

The RCSLT @RCSLT

The *Bulletin* magazine @RCSLT\_Bulletin

The RCSLT policy team and its activities @RCSLTPolicy

Research and development @RCSLTResearch

CPD @RCSLTLearn

Giving Voice activities @GivingVoiceUK

### You can also find out what's happening in:

Northern Ireland @RCSLTni

Scotland @RCSLTScot

Wales @RCSLTWales

Hubs @RCSLTHubs

Follow our feeds for the latest news and information

# WinG

## Words in Game test

A vocabulary assessment for pre-school children

A standardised vocabulary assessment for ages 19-36 months.  
126 picture cards for game presentation.  
Assesses comprehension and production of nouns, verbs, adjectives and adverbs.



Usually £120 Ex Vat  
Now £96 Ex Vat

Offer expires January 17th 2020

Stass  
PUBLICATIONS

www.stass.co.uk 01208 841450



Our therapy materials are developed by world renowned experts:

**Vivian Sisskin, M.S., CCC-SLP,**  
University of Maryland

[www.StutteringHelp.org/Store](http://www.StutteringHelp.org/Store)

**Helping Children Change Thoughts & Feelings About Communication**

2 hours, 55 minutes DVD 6335

**Avoidance Reduction Therapy in a Group Setting**

2 hours DVD 6740

**Autism Spectrum Disorders and Stuttering**

2 hours DVD 6730

**A Fresh Look at Stuttering**

24 minutes DVD 4083

 THE STUTTERING FOUNDATION® 901-761-0343  
A Nonprofit Organization Since 1947 — Helping Those Who Stutter

## Complete Video Library Now Online!



### StutteringHelp.org/Streaming

- 50+ titles
- Works on smart phones, tablets and computers
- Instant access
- No software to download
- No DVD drive required
- Great for college classrooms and take-home assignments
- Use in workshops
- No expiration

 THE STUTTERING FOUNDATION®

If undelivered please return to:  
RCSLT, 2 White Hart Yard,  
London SE1 1NX

The **Delivery**  
Group



## Overcome language and communication barriers with the **CELF** range

The **Clinical Evaluation of Language Fundamentals** (CELF) range of comprehensive tools are designed to help you assess expressive and receptive language, language content, structure and memory in ages 3 and 21:11 months.



Learn more on the CELF range at:  
[pearsonclinical.co.uk/moreoncelf](https://pearsonclinical.co.uk/moreoncelf)

