

Lost for Words: Lost for Life
A conference on SLCN in older children and young people

15-17 June 2011
City University London, England.

DRAFT CONFERENCE PROGRAMME AND ABSTRACTS

Please note: the programme is in draft format and not all abstracts are available at this time.

WEDNESDAY, 15TH JUNE:

KEYNOTE TALK 1: Dr Victoria Joffe, City University, London
SLCN in older children and young adults: lessons learned and ways forward.

SESSION A: Workshop: The voices of young people with SLCN.
My Speech and me. Abby Beverly and Lavinia Scott

Welcome Addresses: Vice Chancellor, Professor Paul Curran, City University, London and Professor Stan Newman, Dean of the School for Community and Health **Sciences**, City University, London

Introduction: Rt Hon John Bercow, MP and Speaker of the House

SESSION B: Panel Discussion:

Vision of future support for young people with SLCN:

Jean Gross, The Communication Champion, Marie Gascoigne, Speech and Language Therapy consultant, and other panellists still to be confirmed.

THURSDAY, 16TH JUNE:

KEYNOTE TALK 2: Dr Nicola Botting, Department of Language and Communication Science, City University, London

Social and emotional wellbeing: its relationship to language in teenagers and young adults

SESSION C: SYMPOSIUM:

THEME: CRIMINAL JUSTICE WORK

Oral language competence and social marginalisation: International evidence for increased engagement of Speech Language Pathology in the lives of young people in contact with criminal justice services

Associate Professor Pamela Snow, School of Psychology & Psychiatry, Monash University, Australia;

Assistant Professor Mitzi Ritzman, University of Nebraska (Omaha), USA and Professor Karen Bryan, Head of the Division of Health and Social Care, University of Surrey, UK

Abstract

This Symposium will synthesise research from across three continents (Australia, the USA and UK) that deals with the oral language skills of young offenders and young people who are at risk of offending. It is not uncommon for such youth to come from backgrounds that are characterised by high levels of risk, and to have experienced early involvement with Child Protection Services. In spite of their early identification, e.g. as being at-risk for maltreatment (neglect and / or abuse), as being a “behaviour problem”, and / or as having a “learning disability”, little is done in the education and welfare systems to change the life trajectories of these young people – in fact their marginalisation often begins in the school environment. Not surprisingly, such young people often depart the formal education system prematurely, frequently with poorly developed oral and written language skills and with few marketable employment skills. These characteristics bode poorly for prosocial engagement and are typically transmitted to subsequent generations. Evidence from a range of studies of both male and female offenders, in both community and custodial settings across three continents will be presented, and the public health importance of promoting oral language competence, at policy and practice levels will be emphasised.

Presentation 1 (Pamela Snow, Australia) will deal with research evidence from Australian samples of young offenders, and will focus on the implications of findings for: (i) investigative interviewing with young people, whether they are suspects, victims, or witnesses; (ii) early identification and intervention for boys who are recognised early in their school years as having both language and behaviour difficulties; and (iii) the need for speech language pathologists to advocate more forcefully for vulnerable young people whose language difficulties are masked, but may masquerade as poor motivation / uncooperativeness.

Presentation 2 (Mitzi Ritzman, USA) will briefly discuss evidence from samples of young women residing in a rehabilitation and treatment centre in the United States. Findings will then be presented regarding (a) pragmatic awareness, (b) consideration of multiple perspectives from youth, teachers, and counsellors (c) metalinguistic and metacognitive skills and (d) planning intervention and programs.

Presentation 3 (Karen Bryan, UK) will briefly outline the evidence from samples of young people involved with community based Youth Offending teams (YOTs) in the UK and from Youth Offending Institutions (YOI's). This presentation will then focus on the UK evidence for the delivery of speech and language therapy within YOIs and YOT teams. Findings will be presented that demonstrate the impact of SLP services on engagement with YOI therapeutic regimes (Bryan et al., 2007) and the actual impact on language abilities (Gregory & Bryan in press).

SESSION D: PAPER SESSION

THEME:

LONGITUDINAL FOLLOW UP AND OUTCOMES FOR YOUNG PEOPLE WITH SLCN

PAPER 1:

Developmental communication impairments in adult life: documenting the life experiences of the adults and their parents from childhood into adult life.

Dr Lydia Anson, Dr Judy Clegg & Professor Joy Stackhouse; Department of Human Communication Sciences, University of Sheffield.

Abstract:

More is now known about the developmental trajectories of cognition, language and communication abilities in children with significant language and communication impairments (for example, Clegg et al., 2005; Conti-Ramsden et al., 2009). However, the experience of living with such a disability from the perspective of both the individual and their family is rarely reported. Such data is potentially very valuable in understanding the needs of these individuals and their families and finding more effective ways to support them.

This study offered a unique opportunity to document the longitudinal life experiences and outcomes of adults who attended a specialist residential school for children with severe and complex developmental communication impairments.

Semi-structured interviews were carried out with 17 adults (age range 18 years to 35 years) who all attended a specialist residential school for children with severe and complex developmental communication impairments and the parents of 9 of these adults. The interviews identified the psychosocial outcomes of the adults and documented their life experiences from the perspective of both the adults themselves and their parents. Content analysis was used to code and analyse the data to identify key themes.

The key themes identified from the data included 1) the lack of specialist support and the impact of this in early childhood; 2) the benefits of specialist educational provision compared to mainstream provision; 3) the changing nature of developmental communication impairments over time; 4) the challenging transition from leaving specialist educational provision to returning to the family home; 5) the persisting impact on family life; 6) the absence of appropriate support in young and older adult life; and 7) the differences in perspectives between the adults and their parents.

Perceptions of the adults and their families about living with severe and complex developmental communication impairments are extremely informative. The perceived benefits of early intervention, parental support, specialist educational provision and guidance at times of transitions should inform current service provision for this vulnerable group of individuals and their families.

References

Clegg, J., Hollis, C., Mawhood, L., Rutter, M. (2005). Developmental language disorders – a follow-up in later adult life. Cognitive, language and psychosocial outcomes. *Journal of Child Psychology & Psychiatry*, 46, 2, 128-149.

Conti-Ramsden G.M, Durkin K, Simkin Z, Knox E. (2009). Specific language impairment and school outcomes. I: identifying and explaining variability at the end of compulsory education. *International Journal of Language & Communication Disorders*, 44(1), 15-35.

PAPER 2:

Individual and contextual predictors of well-being in adolescents with Specific Language Impairment (SLI): The mediating role of family involvement.

Dr Olympia Palikara, Professor Julie Dockrell, Institute of Education, University of London and Professor Geoff Lindsay, CEDAR, University of Warwick.

Abstract:

Background: The promotion of mental health and well-being for children and young people is a key priority both in the UK and internationally. A history of language difficulties has been identified as a risk factor for poorer outcomes in adolescence but the roles of contextual factors and individual differences, including their sense of well-being, remain underspecified. It is therefore important to identify the mediators of positive adjustment for young people with a history of language difficulties. This study aimed to address this objective by examining the individual and contextual factors that predicted the well-being of young people with Specific Language Impairment (SLI) in the first year of post-16 education.

Methods: Fifty-six young people, identified at the age of 8 as having SLI, were assessed at 17 on a range of standardised assessments examining language and literacy and self-report questionnaires of personal attributes, family involvement and social support. Well-being was assessed using the Multidimensional Students' Life Satisfaction Scale (MSLSS; Huebner, 1994).

Outcomes and evaluation: The results indicated no association between well-being and concurrent or earlier measures of language and literacy. Regression analysis showed that sense of mastery and relatedness, family involvement and social support significantly predicted well-being at 17. It was also found that family involvement mediated the link between well-being and sense of mastery and relatedness.

Practical implications: The findings suggest that for this cohort of pupils, language skills are not associated with self-perceived well-being during this period of adolescence. In contrast both personal attributes and systemic factors, including family and social support, are significant predictors of the psycho-social outcomes of young people with SLI during adolescence. It is argued that family involvement can be an important mediator in promoting the positive adjustment of young people with a history of SLI during this crucial developmental period.

PAPER 3:

The behavior disorder prevention in children with speech and language impairment,

Professor Alexander Kornev, St.Petersburg State Pediatric Medical Academy, Russia.

Abstract:

Speech and language impaired children (SLIC) are at special risk for developing psychiatric disorders. Attention deficit, aggressive behaviour as well as anxiety disorders and excessive shyness have been reported in speech and language impaired children (Conti-Ramsden, G. and Botting, N.,2008, St Clair, M. C, et al., 2010). The purpose of this study was to evaluate the developing (or reduction) a wide range of psychopathological symptoms during the school years among SLIC.

350 students of special school for children with severe speech and language disorders were evaluated by means of the clinical, psychopathological and neurolinguistic methods. All students were diagnosed the SLIC. All participants were observed longitudinally from grade 1-2 (age 7-8 years) until 12-13 years of age. Most of children

was delayed in expressive language but not in receptive language. Exclusion criteria was IQ below 80 on WISC.

The first assessment revealed in 90% of 7-8 year old SLIC children some kinds of mild psychopathological disorders: attention disorders, restlessness, conduct disorder. After 4-5 years studying in special school most part of speech and language impairments are reduced and children's communicative skills had grown up. But 15% of participants had only subtle progression.. Some of them demonstrates decreasing adaptation skills, intellectual efficiency and increasing of restlessness, aggressive behavior, mood disorders, neurotic disorders. It looks like the state of psychic decompensation. During the 5 years observation we faced with 101 cases of such states. Comparative statistic analysis the percentage of such cases in different age subgroups reveals that most often this state occurs from 9,5 to 11,5 years of life. 50% of all decompensation states occurs in this age range.

On the background of these results the prevention program was developed. The target group was the 9,5-10 age subpopulation of SLIC. This program includes psychological, pedagogical and sometimes medicine intervention (PPMI-program). 2 years experience of treating risk subgroup of SLIC in the course of PPMI-program gave us the prominent results. The percentage of decompensations significantly reduced. Severity of psychopathological disorders is decreased. In all the cases PPMI prevents developing of severe behavior disorders.

PAPER 4:

Associations between adolescent language skills and GCSE outcomes.

Dr Sarah Spencer, I CAN, Dr Judy Clegg & Professor

Joy Stackhouse, Human Communication Sciences, University of Sheffield

Abstract:

Background

Adolescents with a history of recognised speech, language and communication needs (SLCN) perform less well on measures of educational attainment at the end of secondary school (Conti-Ramsden, Durkin, Simkin, and Knox 2009). However, less is known about the associations between language skills and educational attainment for adolescents without recognised SLCN.

There is continuing concern about the educational gap between adolescents from areas of social disadvantage and their more advantaged peers. Provisional evidence suggests that adolescents from areas of social disadvantage may have lower scores on language assessments (Spencer, Clegg and Stackhouse, submitted; Spencer, Clegg and Stackhouse, 2010). However, there is a paucity of research examining multi-associations between language, social disadvantage and educational outcomes in adolescents.

An Outline of the Work

As part of this project, 148 adolescents *without* a history of recognised SLCN completed a battery of language assessments when they were aged 13 to 14 years old. The results of these assessments were compared to their performance on GCSE examinations when aged 15 to 16 years. The adolescents were from two areas of

differing socioeconomic backgrounds (100 adolescents were from an area of socioeconomic disadvantage and 48 adolescents were from an area of average socioeconomic background).

Outcomes

The associations between language skills, nonverbal abilities, socioeconomic background and GCSE results will be presented, with opportunity for discussion.

This analysis will be of interest to:

- Teaching staff wanting to discuss how language skills may impact on educational outcomes.
- Speech and Language Therapists wanting information about the associations between language and educational outcomes, which is of potential interest to commissioners.
- Professionals working at a whole-school level to improve language skills across the curriculum.
- Professionals working in secondary schools in areas of social disadvantage.

References:

Conti-Ramsden, G., Durkin, K., Simkin, Z., and Knox, E. (2009). Specific language impairment and school outcomes. I: Identifying and explaining variability at the end of compulsory education. *International Journal of Language and Communication Disorders*, 44, 15-35.

Spencer, S., Clegg, J. and Stackhouse, J. (submitted). Language and Disadvantage: A comparison of the language abilities of adolescents from two different socioeconomic areas. *International Journal of Language and Communication Disorders*.

Spencer, S., Clegg, J. and Stackhouse, J. (2010). 'I don't come out with big words like other people': Interviewing adolescents as part of communication profiling. *Child Language Teaching and Therapy*, 26: 144.

SESSION E: WORKSHOP THEME: COLLABORATIVE PRACTICE IN THE CLASSROOM

Creating “language-accessible” secondary school classrooms through professional collaborations.

Julia Starling, & Dr. Natalie Munro, Discipline of Speech Pathology, Faculty of Health Sciences, University of Sydney.

Abstract:

Increasingly, mainstream secondary school teachers are expected to embrace the conceptual guidelines of inclusive education and support young people with additional learning needs in their classrooms, including students with language impairment (LI). Young people with LI are known to be at risk of academic disengagement and failure (Conti-Ramsden, Durkin, Simkin & Knox, 2009). Teachers report being under-supported in professional development targeting inclusive education

(Pearce & Forlin, 2005). The need to support both teachers and students is therefore critical.

Speech and language therapists (SLTs) have an important role in working collaboratively with secondary school teachers to address the needs of whole populations of secondary school students with LI (Gascoigne, 2008). In particular, training secondary school teachers in the use of language-supporting teaching strategies can create more “language-accessible” classroom environments (Ehren, 2002). Teachers’ up-take of instructional language modification techniques leading to improvements in the language abilities of secondary school students with LI has been demonstrated in a recent RCT (Starling, Munro, Togher & Arciuli, 2010).

The focus of this workshop is on professionally collaborative interventions for supporting secondary school students with LI, and will therefore be suitable for SLTs as well as mainstream and learning support teachers working in secondary education settings. An overview of evidence-based instructional language modification techniques will be presented, including direct vocabulary instruction, modified test papers and worksheets and visual aids for supporting oral and written language. Workshop participants will practice and develop a range of personally useful resources through interactive learning tasks.

References

- Conti-Ramsden, G., Durkin, K., Simkin, Z., & Knox, E. (2009). Specific language impairment and school outcomes. I: Identifying and explaining variability at the end of compulsory education. *International Journal of Language and Communication Disorders, 44*, 15 - 35.
- Ehren, B. J. E. (2002). Speech-language pathologists contributing significantly to the academic success of high school students: A vision for professional growth. *Topics in Language Disorders, 22*, 60-80.
- Gascoigne, M. (2008). Change for children with language and communication needs: Creating sustainable integrated services. *Child Language Teaching and Therapy, 24*, 133-154.
- Pearce, M. & Forlin, C. (2005). Challenges and potential solutions for enabling inclusion in secondary schools. *Australasian Journal of Special Education, 29*, 93-105.
- Starling, J., Munro, N., Togher, L., & Arciuli, J. (2010). *Tackling Language Disability in Secondary Schools: Can professional collaborations work?* Paper presented at Speech Pathology Australia National Conference, Melbourne, Australia.

SESSION F: PAPER SESSION THEME: SUPPORTING STUDENTS IN MAINSTREAM CLASSES

PAPER 1:

Lessons learned from a secondary school partnership pilot.

Wendy Lee, The Communication Trust.

Abstract

Lessons learned from a secondary school partnership pilot

Rationale

The Communication Trust (TCT) and Specialist Schools and Academies Trust (SSAT) joined forces to pilot a project to raise awareness in secondary schools about speech, language and communication issues and the links with attainment.

SSAT experiences were harnessed to develop a Speech, Language and Communication training network, providing much needed support for secondary schools.

Method

10 schools piloted the programme and were given package of support; a diagnostic consultation by a specialist consultant with follow up CPD support.

The aim was to highlight a relatively narrow project that could proceed with minimal direct specialist support and access to the training network resources. Projects were designed to reflect the diagnostic consultation so that they were achievable within the context of the school.

Outcomes and Evaluation

Outcomes were agreed at the outset and a number of tools used to gather feedback and measure impact on workforce, young people and for the school as a whole.

Case Studies were completed to share lessons learnt and showcase projects.

Evaluation forms were completed to collect information on changes in practice and impact. Consultants and young people also provided feedback.

Although further information is due to over coming months, early evaluation is positive; SLC has been identified in some development plans. Positive comments have been made regarding impact of the network on workforce development and positive experiences have been reported by staff and students.

Practical Implications

Utilising readily available and trusted networks for secondary schools has been invaluable as has the notion of concentrating on relatively small and contained projects, which in some cases have created positive ripples across the school. Many lessons have been learned both in accessing secondary schools, supporting them further and considering sustainability of approaches.

PAPER 2:

What considerations do we need to take into account when planning for and supporting successful transitions? How can ethnographic research with students be used to inform practice?

Anna Moverley & Amanda Desmond, Southfields Community College, London.

Abstract

Our school is establishing a SLCN resource base and we have identified three transition periods of particular importance to our students:

- Primary to Secondary
- Key Stage 3 to 4
- Post 16.

In order to support students effectively, we are conducting research to develop our existing provision, identifying any gaps in the provision and aiding the planning of future support.

The specific objectives for this project are to:

- contribute to the development of a range of provisions to aid successful transitions by understanding the main difficulties encountered
- capture an evidence base of information
- analyse how effective ethnography can be in capturing the views and opinions of young autistic people.

We are focusing on transition because it is a difficult time for students with SLCN due to the high levels of anxiety caused by the number of decisions that need to be made, as well as by changes in routine. We are using ethnography, as young people with SLCN and autism find it difficult to express themselves through formal conversations. Ethnography and video footage allow us to experience what transition is like for students first hand. We can also help the young person feel part of the research process and that their views are being taken into account.

The research is divided into four interlocking stages:

- Exploration: in-depth interviews with stakeholders to explore key difficulties experienced during transition
- Ethnography: compiling video diaries with young people as they go through transition
- Verification: interviews with family members
- Review and planning: sharing findings with all who participated and receiving feedback on future plans.

We anticipate the research will enable us to develop a comprehensive transition package of support for students and their families, as well as a way to ensure the true voice and opinions of pupils' are taken into consideration.

PAPER 3:

Addressing language deprivation in an inner city population through a whole class collaborative intervention.

Nadine Prescott, SLT, Central London Community Health Care, Speech and Language Therapy Service to Mainstream Secondary Schools & Carolyn Gelenter, Specialist Teacher for SLCN, Westminster Special Schools

Abstract:

Approximately 50% of children who live and attend school in Westminster, live on or below the official poverty line. In addition over 80% of those children come from non-English speaking backgrounds (WCC statistics, 2007). Social deprivation is now well recognised as a correlating factor in delayed language development and social skills (Locke, Ginsborg, Peers, 2002). This language and communication delay continues into the secondary school setting, as evidenced by some secondary schools in Westminster identifying up to 30% of their students as having a special educational need (Westminster Mainstream Secondary School Service Needs Analysis, 2008). This level of need has required an innovative and collaborative approach from the therapy and advisory services, delivered at a whole school level.

The authors have worked together since the establishment of the secondary speech and language therapy service in 2008, to develop and deliver joint training to support and teaching staff in schools, followed up by in class work with individual teachers working with the most at risk students. This has involved the development of joint working protocols, systems for working within a secondary school setting, formats for planning

and measuring impact for staff, development of appropriate resources for this age group in the classroom setting, and systems for following up and monitoring.

The authors have had to overcome challenges of working with school management and staff who do not always understand the importance of speech, language and communication on children's general academic attainment and well-being. In addition, lack of time for preparation, planning, reflection and follow up has needed consideration and negotiation. This way of working has also created opportunities for staff in schools to access meaningful CPD and a deeper theoretical and practical knowledge and understanding of the students they work with. Finally, such collaboration between a therapist and specialist teacher creates an ideal skill mix for providing accessible and relevant CPD for school staff.

References

Locket, A., Ginsborg, J., Peers, I. (2002). Development and disadvantage: implications for the early years and beyond, *International Journal of Language and Communication Disorders*, Vol 37, 1, 3-15.

Westminster City Council (WCC) Statistics, 2007.

Westminster Mainstream Secondary School Service Needs Analysis, 2008.

PAPER 4:

Working with students with complex needs in secondary mainstream schools.

Ruth Fine, specialist SLT, The Children's Integrated SLT service for Hackney & the City, City and Hackney Community Health Services & The Learning Trust

Abstract

On-going research, evidence, and the Bercow review, has resulted in growing recognition of the need for input and support for secondary aged students with Speech Language and Communication needs. Departments have expanded, provision has slightly increased, and resources developed.

Maximising mainstream inclusion results in an increase in the number of students with complex learning and communication needs attending mainstream provisions.

Developing ways of working with these students that increase the confidence of practitioners, maximise the success of the input, and ensure effective interdisciplinary working is essential.

Within the local borough 5.0 WTE therapists are employed to deliver SLT for adolescents. Each setting has a link therapist who oversees the caseload, but the aim of the team is that skills and knowledge are shared in order to provide suitable input for students with varying needs.

Students with more complex needs require additional specialist support to supplement generalist provision from link SLTs. Project time was allocated to develop pathways and packages for these students.

Information was gleaned about the nature of the needs of the students on all of the caseloads, what information and resources were currently available, and what the team felt would be beneficial to develop further.

The pathway was developed in a tiered format to match the structure used throughout the SLT service: Universal –Targeted – Specialist.

An increase in environmental adaption, direct work targeted around the students' needs, and increased knowledge and resources for students with more complex needs results from this approach.

SESSION G:

SYMPOSIUM

THEME: Teaching vocabulary in the classroom

Vocabulary teaching and learning for adolescents with Speech Language and Communication Needs (SLCN) in mainstream secondary schools.

Dr Marysia Nash, Clinical Lead Language and Literacy, Royal Hospital for Sick Children, Edinburgh NHS Lothian; Gill Earl, Highly Specialist SLTNHS Lothian, Royal Hospital for Sick Children, Edinburgh; Hazel Kinnear, Deputy Head Teacher, Drummond Community High School, Edinburgh & Gemma Wilson, Highly SLT, NHS Fife, Carnegie Clinic, Dunfermline.

Abstract:

There are few interventions for vocabulary deficits in clinical literature and these often focus on word-finding difficulties and are directed at younger children (Easton, Sheach, & Easton, 1997; Hyde-Wright, 1993). Importantly they do not generally address issues such as the selection of appropriate words, nor the problem that explicit teaching alone cannot address the expectations of rate and quantity of vocabulary acquisition in secondary school.

For the Speech and Language Therapist (SLT) who wishes to meet the Speech Language and Communication Needs (SLCN) of students within mainstream secondary schools, approaches need to address these limitations, make best use of resources and lend themselves to effective practice for vocabulary development that can be embedded within teaching and learning.

In this symposium, four linked presentations based on extensive experience of working in mainstream secondary schools will outline how this work has been taken forward.

The first presentation, **Fitting the bill? Approaches to meeting needs for vocabulary development in secondary schools**, describes how methods advocated by educationalists in the USA have lent themselves to collaborative SLT and teacher classroom practice to develop vocabulary. Drawing on the principles of a comprehensive approach to vocabulary acquisition (Graves, 2000) the theory and practice of explicit teaching, independent word learning and word awareness will be outlined, considered in relation to both the needs of students with SLCN and the curricular context, and illustrated with real school examples.

The second, **In search of a starting point; Different routes to developing vocabulary practice**, recognises that SLTs wishing to address vocabulary teaching and learning have to consider different routes to developing and embedding practice. These will be influenced by many contextual factors including demographics, resources and personnel. The development of the new curriculum in Scotland and England will, in

some schools, provide opportunities for SLTs to be involved in a 'top down' approach in which vocabulary teaching and learning is integrated into Literacy initiatives across the whole school. In other schools it will be more appropriate to adopt a 'bottom up' approach where the SLT works with individual teachers to develop practice which can permeate the school.

The presentation describes and explores methods used in a number of schools and considers the strengths and weaknesses of different routes.

In the third, **Vocabulary in my school; Perspectives and experiences of a school manager**, a deputy head teacher of a mainstream secondary school describes her role and experience of embedding and supporting initiatives in vocabulary teaching and learning within the context of a whole school approach to Literacy across Learning (Curriculum for Excellence, 2004). The importance of an integrated approach (working with partnership agencies e.g. SLT) to develop good practice will be highlighted.

The final presentation, **Proof of the pudding; Assessing impact of vocabulary support in secondary schools**, describes the challenges to evaluating the impact of intervention both generally (McCartney, 2004) and for vocabulary within a secondary school. To gain understanding of the effect of input however, some preliminary small-scale evaluation will be described, including measures of student knowledge and engagement.

References

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- Easton, C., Sheach, S. & Easton, S. (1997) Teaching vocabulary to children with wordfinding difficulties using a combined semantic and phonological approach: an efficacy study. *Child Language Teaching and Therapy* 13, 125-42.
- Graves, M. (2000) A vocabulary program to complement and bolster a middle-grade comprehension program. In: Taylor B, Graves M and van den Broek P (Eds.) *Reading for meaning: Fostering comprehension in the middle grades*. Newark, DE: International Reading Association, 116-35.
- Hyde-Wright, S. (1993) Teaching wordfinding strategies to severely language-impaired children. *European Journal of Disorders of Communication* 28, 165-75.
- McCartney, E. (2004) 'Hard health' and 'soft schools': research designs to evaluate SLT work in schools. *Child Language Teaching and Therapy* 20, 2, 101-14.

SESSION H: SYMPOSIUM

THEME: Deaf children and SLCN in sign language

Deaf children with Impairments in Sign Language Acquisition: New Research Findings.

Professor Gary Morgan, Dr Ros Herman, Dr Chloe Marshall, City University, London & Kate Rowley, Katie Mason & Professor Bencie Woll, University College, London.

Abstract:

In the first paper we will outline the main linguistic features of British Sign Language (BSL) relevant to understanding the research in the following talks. We then describe

briefly the normal developmental milestones of BSL acquisition and outline how our research team developed a test battery to document sign language acquisition in older deaf children aged 8 to 16 years. In the second paper we go through the main findings from the first ever group study of language impairment in users of sign language. A group of 50 children were referred to the study that fitted pre-determined criteria and were systematically assessed for BSL sentence comprehension, repetition of nonsense signs, expressive grammar and conversation skills, non-verbal intelligence and fine motor control. In this talk we discuss the outcomes of the evaluation and the main practical implications linked to tailored therapy recommendations. The third paper focuses on sentence repetition which is a reliable proxy for typical language development as well as a marker of language impairment in hearing children. It is also a useful skill for practical educational situations where children need to process information online from various sources using short term memory. We describe how we developed the assessment and then move onto to describe general outcomes and more specific linguistic errors. The test was designed to evaluate the processing of morphology and syntax in BSL as well as the role of language load on working memory. The results demonstrate that the language impaired group performed significantly worse overall on the test. We find particular difficulties with sentences involving complex morphology. We use these results to suggest possible therapy recommendations aimed at improving online sign language processing. The final paper in the symposium looks at sign narrative skills. Narrative development is extremely important for accessing the national curriculum, expressing scientific concepts and social-emotional literacy. The elicited narratives produced by 18 children diagnosed with sign language impairments were compared with typically developing controls matched for chronological age, amount of sign language exposure and level of education. Overall, children with language impairment scored significantly lower than their age-matched controls on both narrative structure and linguistic indices. These data suggest that the domains of morphology, pragmatics and correct use of anaphoric reference were particularly impaired. We discuss the practical educational implications of these findings in terms of deaf children becoming bilingual in sign and spoken languages.

SESSION I: PAPER PRESENTATION

THEME:

Beyond the classroom – exploring and meeting the wider needs of young people with SLCN

PAPER 1: Communicating a Better Future for Homeless Young People.

Claire Topping, Head of Research and Innovation, NHS Islington, Professor Fiona Brooks, Adolescent & Child Health University of Hertfordshire; Dr Maxine Offredy, CRIPACC Research Associate, University of Hertfordshire & Dr Julia Williams, School of Health & Emergency Professions, University of Hertfordshire.

Abstract

Background

Homeless young people are a vulnerable population with whom it is challenging to support re-engagement with education and employment opportunities. Research with other overlapping populations such as young offenders and care leavers identify higher levels of learning difficulties, including speech, language and communication needs,

than those within the general population. Drawing on concepts from developmental asset theory, this research study explores how homeless young people perceive their own communication skills/behaviours and what impact, if any, they feel enhancing those skills might play in supporting them to achieve their life ambitions.

Method

A convenience sample of homeless young people aged 16 - 22 years old attending a voluntary sector day centre were asked to complete the Communication Checklist-Self Report (CC-SR) (Bishop et al 2009). Using purposive sampling, based on the CC-SR results, a group of young people were invited to participate in semi-structured interviews exploring their communication behaviours and perceptions in greater depth. The interview transcripts were then examined using a thematic analysis approach.

Outcomes and Evaluation

Some of the early findings from this study will be presented.

Practical Implications

This study provides information about how homeless young people perceive their own communication skills/behaviours and the value they place on developing these to support their aspirations. This information will be useful to a range of professionals working with homeless young people.

PAPER 2:

Somewhere to go with people like us on Friday night.

Clare Davies-Jones (Afacic NE London Development Officer) & Shermeena Rabbi (SLT)

Abstract:

Background:

A Youth Project was set up in 1999 at the request of teenage boys with SLCN. Socially isolated, comfortable in neither existing mainstream nor 'disability' leisure provision, they knew they wanted something different - and we listened to what that was. Their voices, echoed by others, became the cornerstone of a listening culture fundamental to the club. To provide fun social and leisure opportunities for young people aged 11-19 is the first aim of its constitution, the second '*to learn from the young people what support they need as they grow up*'.

Outline

The Friday-night club meets through term-time with up to 35 members, offering wide-ranging, age-appropriate activities, similar to mainstream youth-clubs, led by two youth-workers drawing on best practice from youth-work complemented by understanding of communication difficulties provided by a *Speech and Language Therapist* (SLT). Staff are supported by volunteers, mainly postgraduate students or would-be students of SLT, but also some young adults with personal experience of SLCN. Members choose activities while being challenged to try new things and have the chance to learn by mistakes in a setting supportive but a step away from families on whom they are often overly dependent. Offsite trips, including residential weekends, give scope for further personal development as individuals and as a group.

Outcomes and Evaluation

Over the years we have observed increases in confidence, social interaction, ability to manage unpredictable situations, forge friendships and gain independence skills. Through finding a shared identity, founded on acceptance of, and respect for each other, some have gone on to be a voice for SLCN outside the club. Our observations were

strengthened by an evaluation conducted by City University, now presented on a website.

Practical implications

Evaluation suggests that experiencing social compatibility with a peer group may be significant in developing confidence and increasing resilience in young people with SLCN. The next step is to see how the learning can be used to develop similar provision elsewhere.

PAPER 3:

Predicting the quality of life experience for children and young people with SLCN.

Dr Chris Markham, School of Health Sciences and Social Work; D van Laar, Department of Psychology & Taraneh Dean, School of Health Sciences and Social Work, University of Portsmouth

Abstract:

Background

Speech and language difficulties not only impair children's communication, but are also associated with difficulties in their broader life and experience of it (Hartshorne, 2006, Markham, Gibbard, van Laar & Dean, 2009). Although clinicians and researchers are aware of these additional outcomes for children, currently the evidence base for them is limited. Many of the associated difficulties experienced by children with speech, language and communication needs are captured in the notion of 'quality of life'. Indeed, the World Health Organisation defines health as "a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity" (1947). Furthermore, evaluation of quality of life provides valuable insights and outcome data for clinicians, patients and their families in a range of other chronic conditions of childhood (Gerharz, Eiser & Woodhouse, 2003).

Outline of the work (method)

The Paediatric Speech and Language Quality of Life Scale (Ped SaL QoL) is a condition specific, quality of life measure for children and young people with speech, language and communication needs (SLCNs). It has been used to collect data from a range of older children and young people with SLCNs, in order to evaluate their daily living experiences.

This Study looks at data from older children and young people's responses to Ped SaL QoL, mean age 12;7. The population (N=270) studied were sampled from three NHS Trusts and special schools in Southern Britain. Participant's responses to question items in Ped SaL QoL were entered into a multiple regression analysis in order to investigate predictors of children's QoL when they have a SLCN.

Outcomes, evaluation and practical Implications

The results identify a number of demographic and psychosocial variables as significant predictors of QoL in these children and young people. However, the results must be mediated by the methods used, in particular convenience sampling and the potential for social desirability response bias. Despite these methodological caveats, though, the findings present clinicians with new evidence regarding key QoL variables for children and young people with SLCNs.

References

Gerharz, E. W., Eiser, C., & Woodhouse, C. R. J. (2003). Current approaches to assessing the quality of life in children and adolescents. *British Journal of Urology*, 91,150-154.

Hartshorne, M. (2006). *The cost to the Nation of Children's Poor communication*. London: ICAN

Markham, C., Van Laar, D., Gibbard, D. & Dean, T. (2009). Children with speech, language and communication needs: their perceptions of their quality of life. *International Journal of Language & Communication Disorders*, 44 (5), 748-768.

PAPER 4:

Leading My Life: An innovative approach to meeting the needs of 16-25 year olds with SLCN:

What they want and how we support them to make change. Pippa Czarnowska (SLT)

Amy Duck ((SLT)

Clare Davies-Jones (Afasic NE London Development Officer)

Abstract:

Background:

We work with young people with SLCN aged 16-25 years who fall through the net of statutory services. The project has evolved organically since 2004 when an SLT began working with two isolated young people with significant recurring barriers in their lives. Since then we have continually captured the learning and refined our working model. The project is SLT led, relies heavily on skilled volunteers (typically SLT students) and has a focus on inclusion. The aim of the work is to support the young person to find their 'voice' as a young adult with SLCN and take steps to make the changes that are important to them.

Outline:

Functional SLT assessment; match young person to a volunteer trained in Person Centred Thinking tools; use simple tools to elicit information about what's working and not working in the young person's life and their dreams.

Develop a Person Centred Plan; young person identifies the areas they wish to make changes in and volunteer and SLT support them to make change. Contact between young person and volunteer is typically monthly.

Volunteer has individual supervision from SLT and everyone on project attends group supervision every 8 weeks.

Outcomes and Evaluation

The project was last evaluated in September 2010. 'Change' has occurred for all young people. Gains have been made in terms of a) control and confidence: they make more choices and they feel more listened to b) participation: they are involved in more meaningful activities c) relationships: they are more connected with others.

Practical Implications

We are developing an evidence base for working with young people and adults with SLCN. The young people's stories illustrate the longitudinal impact of SLCN. We are learning about the challenges of seeking employment in today's society and participating in local communities in a meaningful way. We are supporting parents and families to adjust to the needs of a young adult with SLCN.

SESSION J: PAPER SESSION

THEME:

Whole school collaborative practice

PAPER 1:

The three year journey of a SENCo and Specialist Outreach teacher, galvanising a whole school approach towards the support of the SLCN of older children.

Wendy Knott, Specialist Teacher and Daniel Soibelman SENCo, King Solomon High School, Redbridge

Abstract:

Overview

Our presentation describes a three year journey of an outreach specialist teacher and mainstream school working together. It will highlight the micro and macro challenges of SLCN in mainstream schools and the innovative practice we developed to effectively confront these.

Why us?

The raise-online figures demonstrating contextual value-added for the SEN department are significantly high, OFSTED described our work as outstanding and recommended we publish our system of good practise. The individual student tracking data has shown an exponential increase in all areas of intervention and effective ways of demonstrating and using these will inform the whole presentation.

A change of thinking?

The presentation will discuss the absolute centrality of the role of Specialist Outreach Teacher to student progress and towards changing the way a school thinks about SEN. Access to and acceptance by whole school and whole department and developing a "place" within has been the foundation for all our innovations. The principle change in our approach may be summarised by the phrase: "Staff-focussed intervention" galvanising the whole school to focus on the student as opposed to, and in a radical departure from, the traditional "side-by-side approach" of the specialist teacher.

Some Details

We will begin by discussing the embedded cultural challenges of the mainstream and how day-to-day practices have impacted these. We will look at the importance of establishing robust base-line assessments, tracking and review systems that influence effective support. We will demonstrate some of the hardest challenges of home-school liaison and how we instigated home-communication systems to negotiate these issues. We will also explore the impact of self esteem, family and social integration on pupil progress

We will show that the innovative ideas work together in a wholesome system that turns conventional thinking on its head.

Conclusion

We will conclude with our "top ten" issues and recommendations to address them, as well as inviting delegates to share their thoughts.

PAPER 2:

I CAN Secondary Talk

A whole school programme for whole school change to support pupils' speech, language and communication: a consultant's view. Maxine Burns, Mary Hartshorne, Glenn Major, Liz Wood, Sarah Spencer, I CAN

Abstract:

There is increasing recognition that speech, language and communication continues to develop throughout adolescence (Nippold 2007) and in particular key aspects associated with both academic and social success. Because of competing pressures, speaking and listening in secondary schools is often not prioritised and yet it is recognised as a key factor in successful schools (Ofsted 2009). Whole school change in relation to speaking and listening has traditionally been found to be particularly challenging.

Secondary Talk was developed as a whole school initiative aiming to build schools' capacity, skill and knowledge to support all pupils' speech, language and communication, including those with SLCN. In line with current models of school improvement the programme focuses on self evaluation so that it responds to existing school priorities, offers a very practical, activity based approach and a staff development model based on reflective learning.

During 2010, the programme was piloted in 14 secondary schools in 3 regions across England. Consultants worked with schools using an action planning cycle, to effect and embed changes to how schools support young peoples' speech, language and communication.

Secondary Talk has proved to be a mechanism for raising the profile of communication across schools. Staff like the fact that it is very 'do-able' – staff carry out activities, reflect on them to develop their learning, measure the impact and then share ideas with colleagues.

For some schools the programme has been a catalyst for whole systems change, for others it has built on and provided additional impetus and structure. For all schools there have been measurable changes to classroom practice, which have resulted in improved outcomes for pupils.

This workshop will describe the journeys of different schools and consultants' experiences, exploring the key features of successful whole school change.

Nippold M A (2007) *Later Language Development: School aged children, adolescents and young adults* 3rd edition Pro-Ed

Ofsted (2009) *English at the Crossroads: An Evaluation of English in primary and secondary schools 2005/8* ref 080247

PAPER 3:

Evaluating Social Communication Groups in a Mainstream Secondary School.

Natasha Atkinson & Judith Edgar, Speech and Language Therapy, East Kent Secondary Schools Service.

Abstract:

The school identified ten students across Key Stage 3 and 4 and the 'Talkabout for Teenagers' resource was used as a training tool to deliver the programme. Skills targeted were based on the students' self-esteem/self-awareness. The Speech and Language Therapist and Classroom Support Assistants jointly led a six week block with

sessions lasting one hour, once a week. The group format included cohesion games, watching DVDs which facilitated discussion and demonstrated social skills in action through role-play.

The intervention involved a rigorous set of before and after assessments which included a range of tools such as, classroom observations, self-rating scales, parent/staff rating scales and video interviews. Post-intervention outcome measures were considered for five of the students looking at their self-esteem/self-awareness. Four out of the five students demonstrated significant progress in these areas which has been extended to the classroom environment. The fifth student with an ASD diagnosis had demonstrated progress in areas outside of the outcome measures used and had extended these skills into the classroom setting.

The success of this programme has had wider implications on service delivery. CSAs are now keen to roll out the programme independently and it has also sparked interest within the Senior Leadership Team. This has further influenced the school's A.E.N. referral process and increased training requests from school staff. CSAs have started to identify students with SLCN and run targeted groups in consultation with the Speech and Language Therapist. These changes have been driven forward by the SENCo who now feels CSAs can be used more effectively to support students as a direct result of the group interventions.

PAPER 4:

Supporting Successful Transition to Secondary School. – A Group Approach.

Phoebe Kent, Principal SLT; Gail Piper, Highly Specialist SLT; Beatrice Klee, Highly Specialist SLT & Samantha Hawkesford, Specialist SLT, Dudley Community Services

Abstract:

To support successful transition to secondary school, Dudley Speech and Language Therapy Service provide Summer Transition Groups for pupils transitioning from Year six to Year seven. The groups are run by SLT's and SLTA's specialising in Autistic Spectrum Disorders (ASD). Whilst the focus is on supporting the transition of pupil's with ASD; links with other teams within the SLT service and also collaborative working with education colleagues, enable a wide range of pupils to be identified.

The groups run daily for one week during the summer holidays, with session lasting two hours. Three to four groups run across several geographical locations, with pupil's attending their local group where possible. This enables pupils from different primary feeder schools to meet pupils going to the same secondary school.

The aims of the group include: developing social communication skills; providing opportunities for pupils to practice new communication skills in a supported environment; introducing a solution-focused approach for pupils to problem solve the challenges identified associated with transitioning to secondary school. A range of activities are introduced throughout the week using a visual timetable framework to provide structure and consistency to the sessions. Activities include discussion relating anxieties generated by the pupils' themselves. Throughout the week, the pupils problem-solve solutions together to these anxieties. Commercially available games and role play are also used. There is also a strong focus on identifying the positive aspects

of attending secondary school. Social situations within the sessions are used to provide pupil's with opportunities to negotiate, plan and organise as a group (e.g. pupils are provided with refreshments but are encouraged to organise their own snack time).

Qualitative measures are used to evaluate the groups, focusing on participation and well-being outcomes. A written evaluation summarising pupil's progress and areas discussed is provided at the end of the group.

KEYNOTE TALK 3:

Professor Sarah-Jayne Blakemore, UCL Institute of Cognitive Neuroscience, London
The Social Brain in Adolescence

Abstract:

Adolescence is a time characterised by change - hormonal, physical, psychological and social. In the past decade, research has shown that the human brain develops both structurally and functionally during adolescence. In this talk I will focus on the development of brain regions involved in social cognition in adolescence.

FRIDAY, 17TH JUNE:

KEYNOTE TALK 4:

Professor Maggie Snowling, Department of Psychology, University of York
Improving Educational Outcome for Young People with Language Impairments

Abstract:

Among young people with a preschool history of language impairment, literacy difficulties are common and these difficulties have a negative effect on educational attainments. In this paper I will review research findings showing that both educational attainments in adolescence and psycho-social outcomes are strongly associated with literacy skills. Against this backdrop I will show that from the early school years, teachers' judgements of their pupil's language, communication and literacy skills can be used to identify children at risk of underachievement and hence, a proactive approach should be taken to intervention within mainstream schools. There is now good reason to be optimistic about the value of interventions for children with language-based learning difficulties and some evidence-based effective interventions for language and literacy will be discussed.

SESSION K: SYMPOSIUM

THEME:

Whole school training and collaborative practice

Great Expectations: Can training programmes to embed speaking and listening within general teaching practice deliver on their promises for young people with SLCN?

Claire Topping, Head of Research and Innovation, NHS Islington; Stephen Armstrong, Achievement for All Project Leader – L.B. Camden, Kate Bayley, Clinical Co-ordinator Speech and Language Therapy Service for Young People, NHS Islington, Janette Goss, SENCo, Elizabeth Garrett Anderson Language College, Islington, Laura McLean, Specialist SLT, NHS Islington, Karen Rowe, Specialist SLT, NHS Islington

Abstract:

A frequently cited benefit of capacity-building programmes designed to embed speaking and listening within general teaching practice is their ability to free up specialist resources to focus on those individuals with the most significant SLCN. Within the current economic climate such approaches are likely finding increasing favour. However, there is limited evidence about whether or not these approaches are sustainable in the longer term and if they can really deliver the benefits to which they aspire. This symposium will explore both the successes and challenges associated with the development and delivery of a specific training programme and the chair will use these to illustrate general points meriting consideration by both practitioners and those with strategic responsibility when embarking on similar training programmes. The *Listen-EAR* programme began as small scale project in 2003 and continues to evolve, receiving ongoing recognition as an example of best practice and most recently becoming part of a flagship *Achievement for All* pilot project judged as “outstanding” by the National Strategies Panel in December 2010.

The first talk will provide a brief overview of the original project, including evaluation data, and how it has evolved into a philosophy of working that is now embedded within all aspects of the Speech and Language Therapy Service for Young People

The second talk will describe how the programme has been incorporated and evaluated within an *Achievement for All* pilot project. The talk will provide an overview of the pilot taking place within a London borough and how the *Listen-EAR* programme is being used within it to help improve outcomes of children and young people with SEN/disabilities. This talk also will include information about the use of technology such as electronic voting systems, as a way of gathering large amounts of data e.g. at class level and discuss some of the results obtained so far.

The final talk will describe how a school that was involved in the initial project has used its enhanced knowledge to develop ‘communication-sensitive’ pathways within its educational programme. It has modified its SEAL programme to improve access for pupils with SLCN. It has also recently widened its curriculum offer by introducing vocational qualifications within Foundation Learning. Successful participation in differentiated speaking and listening activities is being used as part of the evidence portfolios, as well as individual modules having explicit communication skills sections for all participating students. As a consequence of these developments the capacity-building programme has now ceased and the local speech and language therapy service is now able to refocus its resources towards supporting the progress of young people with the most significant/complex SLCN within the school.

The symposium to enable both practitioners and managers to reflect upon some of the practical and strategic implications of adopting capacity building approaches within mainstream secondary schools.

**SESSION L: WORKSHOP 315:
THEME:
An approach to grammatical Intervention**

Introduction to Shape Coding for teaching grammar to secondary-aged children with language impairments – background theory and practical applications.

Dr Susan Ebbels, Moor House School & Division of Psychology and Language, UCL;
Juliet Vale & Rowena Birch, Mainstream Schools Team, Buckinghamshire Healthcare NHS Trust & Kirsty Chapman, Mainstream Schools Team, Buckinghamshire Healthcare NHS Trust & Hearing Impaired Team, Buckinghamshire Healthcare NHS Trust

Abstract:

Background:

Shape Coding has been developed primarily for teaching comprehension and production of grammar to school-aged children with language impairments (originally aimed at Key Stages 2 and 3). It assumes that some children with language impairments have visual strengths and that it is possible to teach them language using these visual strengths. The effectiveness of Shape Coding therapy has been shown for several areas of language with secondary-aged children with language impairments. This includes: verb argument structure, comprehension of passives, wh-questions and datives and use of past tense in written work (Ebbels, van der Lely & Dockrell, 2007; Ebbels, 2007; Ebbels & van der Lely, 2001). This method has been used in both special and mainstream schools, with individuals, groups and classes.

Workshop:

This workshop will be a practical session introducing the Shape Coding system and how to use it practically in schools. Participants will learn how to use the system to help teach basic sentence constructions, vocabulary, verb agreement and tenses. We will also demonstrate the flexibility of Shape Coding and show that therapists at all levels of experience can understand and use the system without extensive training. Therapists will share personal experiences of using Shape Coding tailor-made to individual need, describe case studies of individual secondary-aged students and demonstrate improved outcomes. We will recount how the system has been received by school-based staff and specialist teachers (both in mainstream and special schools), and share the endorsement of the system by students themselves, citing motivation and engagement. The practical applications are diverse and we will discuss these; including use of connectives in writing, the promotion of increased independence in checking work, and the introduction of complex curriculum vocabulary within the Shape Coding framework.

References

- Ebbels, S. & van der Lely, H. (2001). Meta-syntactic therapy using visual coding for children with severe persistent SLI. *International Journal of Language & Communication Disorders*, 36, 345-350.
- Ebbels, S. H. (2007). Teaching grammar to school-aged children with Specific Language Impairment using Shape Coding. *Child Language Teaching and Therapy*, 23, 67-93.
- Ebbels, S. H., van der Lely, H. K. J., & Dockrell, J. E. (2007). Intervention for verb argument structure in children with persistent SLI: a randomized control trial. *Journal of Speech Language and Hearing Research*, 50, 1330-1349

SESSION M: WORKSHOPS

THEME:

WORKING WITH PARENTS

Workshop 1:

Integrating parent involvement into routine practice

Professor Sue Roulstone, Underwood Trust Professor of Language and Communication Impairment

University of the West of England, Bristol

Abstract:

There is an increasing expectation that practitioners, from both health and education sectors, will not only consult and collaborate with parents about their children, but will work with them to (re)design services and interventions. This presentation will bring together data from a number of consultations with parents including the Bercow Review of Services for Children and Young People with Speech, Language and Communication Needs, a report on transition to secondary schools for the Communication Trust and the Better Communication Research Programme. The session will present the views and experiences of parents who interact with services for their children. The session will explore barriers and facilitators to effective engagement of parents and identify possible ways of integrating parent consultations into routine practice.

Workshop 2:

Working with parents of children with SLCN.

Andrea Wershof, parent of child with SLCN and clinical psychologist

SESSION N: PAPER SESSION (1, 14, 24, 6):

THEME:

CRIMINAL JUSTICE WORK

PAPER 1:

Youth Offending Speech & Language Therapy (YOSALT) Project.

Sarah Heneker, Highly Specialist SLT, Ealing Youth Offending Service, Karen Benedyk, Paediatric SLT manager, Ealing & Harrow Community Services, Sarah Heneker, Highly Specialist SLT, Ealing Youth Offending Service.

Abstract:

There is an established body of evidence showing that 60 – 90% of young people who are in the youth justice system have speech, language and communication difficulties. Many of these have been previously undetected or have been labelled as “behaviour problems”. The association between speech and language disorders and behaviour difficulties is also well documented.

The YOSALT project seeks to extend the evidence that speech and language therapy intervention has positive outcomes for young people who have been convicted of committing offences by undertaking the first *controlled* social experiment. Changes made in the intervention group of approximately 25 young people will be compared with changes made in a control group of approximately 25 young people in a neighbouring borough.

Interventions will focus on supporting the young people to develop their communication skills in order to help them to gain maximum benefit from rehabilitation, education and training programmes, which, it is anticipated, will in turn, empower them to change their behaviour. The interventions will include training other to help them build supportive communication environments and individual work with young people.

The project will also obtain feedback from a highly diverse group of young people, through the medium of a film, regarding the best ways of engaging them. This will be used to inform professionals' practice in the future.

Changes in a variety of areas will be compared using information currently collected by Youth Offending Services, self rating questionnaires, rating scales completed by others, structured interviews and performance on language tasks.

The project runs from January 2010 until December 2011 and is funded by the European Commission. The project has a partner in Italy and there is a commitment to mutual learning. The findings of the project will be used to encourage the prioritisation of the social inclusion of young people within the youth justice system on UK political agenda and to influence European policy.

PAPER 2:

Speech and language therapy intervention with young offenders with previously undiagnosed Speech, Language and Communication Needs (SLCN) within a Youth Offending Service (YOS) and a Young Offender Institute (YOI). Putting research into practice from the perspectives of the clients, the staff and the SLTs

Juliette Gregory

Highly Specialist SLT, Clinical lead for criminal justice, Leeds Speech and Language Therapy Department, NHS Leeds Community Healthcare

Abstract:

Background

In 2008 in response to research findings demonstrating that young offenders are at high risk of having undiagnosed SLCN, a Speech and Language Therapist (SLT) was funded to identify communication needs and to evaluate the effectiveness of the SLT intervention with the young people and staff within a Youth Offending Service team. (Gregory and Bryan, in press).

This paper describes how, following the successful outcomes of that project, the SLTs have extended and developed their role within the YOS and have adapted and established the service within a Young Offender Institute.

Methodology

All young people working with Leeds YOS are now screened and a range of interventions offered. Two SLTs are employed (1FTE) and work across the whole YOS delivering staff training, providing individual communication plans and developing intervention programmes. The programmes target issues ranging from car crime or burglary to domestic violence. In the Young Offender Institute (YOI) all young people with below average literacy are screened for SLCN. The SLT then supports a specialist teaching assistant to deliver individualized communication plans to the identified young

people. Training in SLCN is offered to all staff groups in both the YOS and YOI. Pre and post intervention data is recorded and feedback obtained from staff and young people.

Outcomes

Post intervention results in both settings demonstrate improvement in language and communication skills in the young people. YOS staff report increased confidence and ability to incorporate communication aims into their sessions. Training has been well received by all staff groups. The SLTs have been successfully integrated into the new settings.

Implications

The potential for SLT to improve youth justice services and the need for screening for SLCN in this client group is demonstrated. The training and support needs of both the SLT and the YOI/YOS staff are recognized.

(Text word count 298)

References

Gregory J., Karen B., Speech and language therapy intervention with young offenders with a group of persistent and prolific young offenders in a non custodial setting with previously undiagnosed speech, language and communication difficulties. *International Journal of Language and Communication Disorders*. (In press).

PAPER 3:

Speech & Language Therapy: Banged Up!

Steven Boyd, Highly Specialist SLT, HMYOI Hindley, Wigan

Abstract:

In 2008 a full time Speech & Language Therapist was appointed for the first time in the Prison Service. This came from the emerging research that up to 60% of Young Offenders have a Speech, Language or Communication Need (Bryan, 2004). This post would provide a Speech & Language Therapy Service to the prison and evaluate the outcomes for those Young People who receive support from the service.

The Speech & Language Therapy Service has become an integral part of Prison life and receives an average of 5 referrals per week. The presentation will outline the challenges and successes of the Speech & Language Therapy Service at HMYOI Hindley. The service is based on a Community Speech & Language Therapy Service model and is provided on three levels; Universal, Targeted and Specialist. Individual packages of care are developed based on the assessed need of the Young Person in the context of the Prison environment. Training and Support is offered to all Prison Staff (e.g. Prison Officers, Social Worker, Teacher) in order to enhance the care provision offered to Young Men resident in HMYOI Hindley.

This Service has found that universally screening Young People for SLCN has not been successful. In a Needs Assessment, all new admissions, over a 5 week period, were screened both on admission by a Nurse and then for a second time by a Speech & Language Therapist and a Nurse. This second screen was used to identify hearing difficulties and Speech, Language and Communication Needs. 42 young men were screened. We found that of the 42, 25 young men failed the communication screen. The first Screening Assessment, however, identified 1 young person.

The Young People who have accessed direct Speech & Language Therapy have shown a significant improvement in behaviour, better engagement in Health Appointments as well as improved attendance at Education. When key staff received training from the Speech & Language Therapist, this led to better informed and more appropriate referrals. There has been a reported change in Staff perceptions and attitudes towards young people which has led to more positive staff – young person relationships. The Hindley Speech & Language Therapy model is easily replicated in most custodial settings with similar positive outcomes achieved.

PAPER 4:

Oral language skills and the incarcerated young offender: Links with patterns of offending and early life-risk.

Associate Professor Pamela Snow, School of Psychology and Psychiatry, Monash University, Australia.

Abstract:

This paper presents findings from a recently completed study of 100 incarcerated young offenders in Australia. The study aimed at determining the prevalence of language impairment in this very high-risk group, as well as examining correlates of language impairment that could act as early intervention levers, e.g., early engagement with Child Protection Services. A particular focus of this study was to explore associations between the presence of language impairment and the nature and severity of the young person's offending history. Selected language measures (Clinical Examination of Language Fundamentals – 4th edition; Test of Language Competence – Expanded Edition) were administered, together with a measure of nonverbal IQ (the matrices subtest of the Kaufman Brief Intelligence Test – 2nd Edition) and a measure of mental health functioning (the Depression, Anxiety and Stress Scale). In addition, the Cormier-Lang Crime Index was used to quantify offending histories along two dimensions – violent and nonviolent. It was hypothesised that violent offending would be over-represented in those young offenders with a language impairment, reflecting a history of poor interpersonal skills and difficulties establishing and maintaining relationships. The mean age of the sample was 19.3¹ years (SD=.85), and they had completed an average of 9.8 years of formal education (SD=1.7). Using published norms on the tests employed, 61% were classified as language impaired (LI), and this was not accounted for by low IQ. Of the 26 participants with very high (>75th percentile) CLCI Violence scores, 18 (69.2%) were in the LI group. LI also aggregated strongly with a history of Out of Home Care Placement, with 62% who had been removed from their homes due to maltreatment having a LI. Particular emphasis will be placed on early intervention implications of the findings for better identification of boys who display both language-learning and emotional/behaviour difficulties in the early school years.

SESSION O: PAPER SESSION (30,8):

THEME:

Specific semantic and vocabulary interventions

¹ In some parts of Australia, young people aged 18-21 are sentenced in the Youth Justice system, in an effort to delay / prevent their entry into Adult Corrections.

PAPER 1: Semantic therapy to improve developmental word finding difficulties: Does the method of delivery impact effectiveness?

Hilary Nicoll & Dr Susan Ebbels, Moor House School.

Abstract:

Background

Developmental word finding difficulties (WFDs) are probably at least partly caused by poor semantic knowledge. Previous studies of semantic therapy for WFDs (delivered 1:1) are inconclusive. The method of delivery has not been investigated, but Boyle, J. et al. (2009) found group therapy was as effective as 1:1 for improving expressive language in primary-aged children.

Method and Outcomes

We carried out three studies on semantic therapy for WFDs. In the first, an RCT, 15 pupils with SLI and WFDs (9;9 to 15;11) received two 15 minute therapy sessions per week for eight weeks 1:1. Both groups made significant progress in standard scores (pro-rated for comprehension, $d=0.94$ and $d=0.81$) on the Test of Adolescent Word Finding (TAWF, German, 1990), but only after receiving the therapy.

In the second study, 5 different pupils (11 to 13 years) received the same therapy, but delivered in a group, while 5 others acted as controls. The therapy group made some progress on the TAWF but not significantly more than the controls.

In the third study, eight of these ten pupils received a block of the same therapy in a pair; during different school terms. For those eight pupils, their change in score with therapy was significantly different from their average change in score at all other time-points ($p=0.01$), showing that the change in scores with therapy was not just due to a practice effect.

Comparisons of change of raw score with therapy showed paired and individual therapy were equally effective ($p=0.70$).

Evaluation

Four hours of semantic therapy delivered 1:1 led to large gains (which were maintained for 5 months) on the TAWF. The same therapy was as effective when delivered in pairs but not in a group.

Practical implications

Semantic therapy is effective for improving WFDs. It is most cost-effective delivered in pairs.

References: Boyle JM, McCartney E, O'Hare A, Forbes J. Direct versus indirect and individual versus group modes of language therapy for children with primary language impairment. International Journal of Language & Communication Disorders 2009; 44(6):826-46.

PAPER 2: Measuring Change in Different Therapy Contexts: Vocabulary Learning in Secondary Speech & Language Therapy (SLT) Sessions.

Kirstie Goulding, Clinical Lead Specialist SLT, (Adolescents). Annabel Mills, SLT; Helen Worthington, SLTA

Lisa O'Brien, SLTA; The Children's Integrated SLT Service for Hackney and the City, (City & Hackney Community Health Services & The Learning Trust)

Abstract

During the development of the Secondary Schools Service it was necessary to consider the most effective method to support students with Speech, Language and Communication Needs to learn subject vocabulary. Whole class sessions were identified as a way to support vocabulary learning within the context of the subject being taught.

Two classes were identified to work with the SLT once a week for a term. Prior to therapy, informal screening assessments were created to measure student knowledge of 40 science words. Twenty words were targeted in Class-A and the other 20 words in Class-B. At the end of the term the students were re-assessed for their knowledge of the 40 words.

Most students from both classes improved on their ability to understand and use all 40 words on the informal screening tests. It became apparent that the impact of teaching could not be separated out from any SLT impact. A second phase of therapy around the same science words has been initiated across two schools, this time in small group work. Again, student knowledge of the target science vocabulary has been measured with 20 words being targeted in School A and the other 20 in School B. Therapy is carried out for one hour a week across ten sessions. These sessions are due to end in Spring Term 2011; post-screening will then take place to measure any change.

If the small group work proves successful in supporting vocabulary knowledge, a third phase will be necessary. This will aim to capture the impact of SLT work within the classroom setting alongside teaching, by targeting the same set of science vocabulary *prior* to it being taught by the teacher, using the same programme employed in the small groups. In this way, the effectiveness of different contexts for therapy should become more apparent.

SESSION P: PAPER SESSION THEME:

The social, emotional and behavioural functioning of students with SLCN

PAPER 1: Boys Are Loud But Are They Heard: An exploration into the language needs of boys educated in a specialist school for boys statemented with Emotional Social and Behavioural Difficulties (ESBD).

Annie Tindale, Assistant Head Woodfield School, Coventry & Sandi McKinnon, Language Consultant, Coventry, Excellence In Cities

Abstract:

Background

Woodfield School is a school for boys who have a statement of Special Educational Needs for Emotional Social and Behavioural Difficulties (ESBD).

This project was part of a wider project aiming to embed language and communication in the classroom to increase learning and engagement. The talk will focus on work to increase teacher's understanding of pupils' speech, language and communication needs (SLCN) and strategies to support SLCN.

The school aimed to:

- Develop teachers' knowledge regarding what SLCN is and the impact of SLCN.
- Promote more reflective teaching by providing opportunities for staff to reflect on their own classroom practice.

- Shift the focus from behaviour to look at pedagogy and provide staff with the opportunity to develop and practise new skills.
- Improve student engagement, achievement and attainment.

An Outline of the Work

As part of the project, the school involved all staff in a multi-method approach. We:

- Conducted an audit of Special Educational Needs (SEN) based on students statements
- Developed and delivered staff training on Speech & Language Difficulties, the impact on learning and behaviour, and use of support strategies, invited all staff to implement chosen strategies with identified pupils and then review progress
- Completed lesson observations concentrating particularly on teacher talk and pupils' behaviour
- Modelled strategies such as allowing time to process information, breaking down instructions, using visual images to support learning.
- Worked in partnership with the Science department on strategies aimed at more effectively teaching key vocabulary

Outcomes

The project resulted in greater staff awareness of SLCN:

- 62% of students had some kind of SLCN on their statement
- Lesson observations provided opportunity to reflect on the discrepancy between the content and intention behind the students' language

The project resulted in:

- A greater awareness of SLCN and the impact on behaviour and learning.
- Staff reflecting on their classroom practices and matching their teaching style to the language needs of the students.
- An understanding by staff that the content of students' language may not reflect what they actually mean to say. This had an impact on behaviour as students were less worried by what they were being asked to do. This also led to greater self esteem as students realised they could complete tasks and consequently fewer outbursts that used to mask frustrations.

PAPER 2:

The relationship between language, educational attainment and social, emotional and behavioural functioning in secondary school students with language and communication difficulties.

Dr Victoria Joffe, Department of Language and Communication Science, City University, London

Abstract:

Background

A significant number of secondary school students have speech, language and communication needs (SLCN) which impede access to the curriculum and have a long-term impact not only on academic performance, but on behaviour and social and emotional functioning in adolescence and adulthood (Clegg et al., 2005; Johnson et al., 2010). Benner et al (2002) showed that 57% of children with language deficits had emotional and behavioural difficulties, and 71% of

children with identified emotional and behavioural difficulties had language difficulties.

The relationship however between SLCN and behaviour and social and emotional functioning is not however straightforward. Although adolescents with SLCN are vulnerable to emotional, behavioural, and social difficulties (Conti-Ramsden and Botting, 2008; Lindsay et al., 2007), not all students with SLCN show these difficulties, and some are found to have positive outcomes (Carroll and Dockrell, in press; Durkin and Conti-Ramsden, 2010). There is much heterogeneity in adolescents with SLCN and a multitude of factors may play a role in the relationship between language, behaviour and social and emotional functioning including type and degree of language difficulty, educational attainment and whether the information is obtained by the student directly or from another respondent, i.e. teacher or parent.

Aim:

This poster reports the findings of a large scale longitudinal study exploring the relationship between language ability, educational attainment and social, emotional and behavioural functioning in secondary school students with language and communication difficulties.

Method:

Three hundred and fifty eight secondary school students with low or below average scores on a national standard assessment test in English were initially referred to the study. The students were recruited from 21 mainstream secondary schools across two outer London boroughs. Detailed assessments of verbal and non-verbal abilities were administered in years 7 (11 years) and 8 (12 years). The strengths and difficulties questionnaire (Goodman, 1997) was administered to students, their parents and teachers as a measure of social, emotional and behavioural functioning (SEBF).

Results

Students with language difficulties were reported to have difficulties with SEBF. Agreement was found across the three informants with regards to evidence of such difficulties and their impact. Differences were evident across the three informants with parents identifying higher levels of peer and emotional problems and teachers identifying limited pro social behaviours. A relationship was found between educational attainment and SEBF with less associations evident between SEBF and language ability.

.Practical Applications:

The needs of the older student with SLCN are frequently unmet and in order to support this group effectively, it is important to explore the relationship between SLCN and SEBF; and the nature and degree of any such difficulty from a range of perspectives. The poster discusses the implications of the relationship found between school attainment and SEBF and emphasises the importance of obtaining information from a range of perspectives including the young person with SLCN.

References:

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**SESSION Q: PAPER SESSION
THEME:**

Screening and Identification of SLCN

PAPER 1:

Secondary Language Link: A Universal Screening Tool.

Susan McMackin & Derry Patterson, Speech and Language Therapists, Speech Link Multimedia Ltd

Abstract:

The Bercow Review (2008) showed that some young people with communication difficulties may manage well in primary education but their difficulties may become more apparent when they are confronted with the linguistic and social challenges of secondary school. The Basic Skills Agency 2002 reported that as many as 40-50% of secondary school pupils had limited communication skills which impacted on their social and educational functioning. Across the country, there is marked variation not only in the level of support offered by SLT services to secondary schools but also in the criteria used to identify pupils with SLCN. Undetected communication difficulties can place young people at risk of misdiagnosis or inappropriate intervention and may increase the risk of exclusion from school. (Cohen *et al* 1998).

Method:

An online screening tool, Secondary Language Link, was developed for pupils aged 11-16 years and comprises two distinct strands receptive language skills and social understanding. It was designed for use by secondary school staff following training with on-line support from the local SLT Services. Two year groups were screened using Language Link. Participants' language and non-verbal abilities were also assessed. Schools provided information from the SEN register.

Outcome and Results:

The profiles from the groups are presented. The screening identified a high percentage

of pupils from both year groups with SLCN, many of whom were unknown to SLT services. This unidentified group contained pupils that had been placed on the SEN register for BESD.

Conclusion:

The results demonstrate that a high number of pupils with SLCN are unidentified or misidentified in secondary school. The Secondary Language Link offers an efficient and user-friendly screening tool to address this need. This online tool offers baseline comparisons within schools, regions, and nationally as well as the ability to track pupils on a single measure over time.

References:

Bercow, J., 2008, the Bercow Report: A Review of Services for Children and Young People (0-19) with Speech, Language and Communication Needs. July (London: Department of Children, Schools and Families).

Cohen, N., Barwick, M.A., Horodenzky, N.B., Vallance, D. and IM N., 1998a, Language, achievement and cognitive processing in psychiatrically disturbed children with previously identified and unsuspected language impairments. *Journal of Child Psychology and Psychiatry*, **39**, 865-877.

Basic Skills Agency (2002). Summary Report into Young Children's Skills on Entry to Education.

PAPER 2: How specific is specific language impairment?

Professor David Messer, Open University; Professor Lucy Henry & Dr Gilly Nash, London South Bank University.

Abstract:

Specific Language Impairment (SLI) involves a greater difficulty with language than with other areas of cognition. Because language is a complex system these difficulties may occur across a range functions. In diagnosis and research, quite understandably, the assessment of cognition is often less extensive and detailed than that of language. As a result, identification of cognitive abilities often relies on a limited number of assessments and the language difficulties can be varied in nature.

Information about executive functioning (working memory, fluency, planning, inhibition and switching) was collected from 41 young people with a mean age of 11;4 years who fulfilled the criteria for SLI. These young people a formal diagnosis of SLI by professionals, and were selected to have scores on three subtests of the CELF-UK-4 below 1 s.d. from the mean, and BAS matrices above 1 s.d. from the mean. In addition, data was collected from a sample of 88 children who had language and BAS matrices scores in the typical range. The analyses of executive functioning revealed that the SLI group had marked difficulties with four of the five domains. Other analyses conducted on this sample indicated that for both groups EF was related to their grammatical abilities.

The utility of SLI as a diagnostic category has been questioned for a number of years (e.g. Ullman, 2001). Our findings indicate that the cognitive difficulties of individuals with SLI may be more general and severe than often appreciated. The consequences of this for theory and practice are discussed. In particular, there is discussion of the need to focus on specific dimensions of language difficulty and the need to take a broader perspective about Speech Language and Communication Needs together with the provision which supports both cognitive and language difficulties.

SESSION R: WORKSHOP:

Identity and friendship through sharing stories.

Dr Nicola Grove, Director, Openstorytellers

Abstract:

Storysharing™ is an approach developed over more than 10 years to enable children and adults with severe and profound disabilities to recall and share personal experiences. It is now being used across Somerset in residential homes and day centres, and has been shown to bring about real changes in the communication environment.

The workshop aims

- To raise awareness of the importance of personal stories in the lives of children with severe and profound disabilities
- To demonstrate practical strategies to use in storysharing

Topics

The role of personal anecdotes in children's lives
How stories are shared in real life
A framework for understanding how to build a story
Teaching strategies for developing storytelling

The workshop will use filmed clips to illustrate the techniques

SESSION S:

POSTER DISCUSSION LED BY PROFESSOR JANE MARSHALL, Department of Language and Communication Science, City University, London.

KEYNOTE TALK 5:

PROFESSOR SUSAN GATHERCOLE, MRC Unit Cognition and Brain Sciences Unit, University of Cambridge.

Working memory, language, and classroom learning

POSTER PRESENTATIONS

1.

A Person First: Communication and people with profound disabilities. Juliet Goldbart and Sue Caton, Research Institute for Health & Social Change, Manchester Metropolitan University.

Abstract:

Background: People who have profound learning disabilities or severe learning disabilities and challenging behaviour, and those with severe autism, are likely to have great difficulty communicating and need high levels of support with most aspects of daily life. The evidence base for communication interventions with this group is rather sparse. This research was commissioned by a UK charity and DoH to identify essential communication approaches for people with the most complex needs.

Method: Interviews, focus groups and email interviews were used to elicit information from 30 parents/family carers of people with complex communication needs and an international group of 11 researchers on appropriate approaches to communication impairment. Responses were content analysed. The evidence base was searched for relevant studies, and findings of a previous study on UK SLT practice were added to provide the three components of Evidence Based Practice.

Outcomes and Evaluation: Data gathering and sharing approaches such as communication passports were quite extensively used and valued, though their use has not been formally evaluated.

Few intervention approaches have sufficient evidence, expert practitioner and service user support for unconditional recommendations on their use with this client group. The attitudes of communication partners were seen as vital to successful communication and interaction.

Practical Implications: Further research is needed on some communication intervention approaches, and dissemination of good practice, including better communication with family carers required in others. The selection and training of support staff is particularly important, and should involve people who know the person with a communication impairment well.

2.

The participation of children and young people with speech, language and communication needs in decision-making. Dr Anita Franklin, Senior Researcher, Elizabeth Lovell, Policy Adviser & Martin Brown, Senior Trainer and Consultant. The Children's Society.

Abstract:

This poster will present the policy context and research evidence on the participation of children and young people with speech, language and communication needs in decision-making. Findings from three research studies undertaken by The Children's Society will be explored; these include a call for evidence on involvement in decisions concerning service provision, access to advocacy and the role of Independent Reviewing Officers in ensuring the participation of young people in the review of their care. The workshop will then provide a hands-on opportunity to explore practical tools to help facilitate involvement in decision-making. The Children's Society award-winning, and newly updated *I'll Go First Toolkit and CD-Rom* will be presented; this is designed to enable

children and young people to communicate their wishes and feelings about the care and education they receive and facilitate their involvement in planning and reviewing their care. The toolkit now includes practical tools for safeguarding. In addition the new *Let's Go Forward toolkit and CD Rom* will be demonstrated. Designed in partnership with disabled young people; the toolkit enables young people to express their views and needs about transition and moving into adulthood. Participants will explore the sets of storyboards and stickers which enable children to express their likes, dislikes, emotional preferences and requests for change.

3.

Somerset Total Communication, making a difference to lives! Louise Lisle,
Somerset Total Communication manager

Abstract:

Somerset Total Communication (STC) is the inclusive, whole County, multi-disciplinary approach to the delivery of total communication training, intervention strategies and resources to overcome SLCN barriers. Training is intended for parents, carers and staff involved with, children, young people and adults living with SLCN.

Benefits and outcomes of STC:

- STC enables individuals their right to communicate
- STC enables individuals to have more choice, control and independence in their lives.
- STC enables effective inclusion for individuals in all aspects of life
- STC facilitates consistency of training and resources within and across services for children, young people and adults in Somerset.

Poster outline:

- How does life with ineffective communication feel? (audience participation)
- Developing a shared, common language to communicate throughout our lives
- Effective support strategies and resources for children and adults using total communication, including multi sensory and visual representation (audience participation)

4.

Jack's Journey Cheryl Smith – Specialist TEACCH Teacher, Adolescent Service; Carol Reffin – Specialist Speech and Language Therapist, Adolescent Service

5.

“Actions speak louder than words” Introducing Signalong to young people with Autistic Spectrum Disorder as a tool for enhancing understanding of higher level

emotion vocabulary. Leona Cook; SLT, Brompton Academy, Kent, Sessional Lecturer Canterbury Christ Church University, Registered Signalong Tutor.

Abstract:

Background - This action research project evolved from personal observations of students with Autistic Spectrum Disorders (ASD) struggling to express emotions such as anxiety. It aims to expand understanding of higher-level emotion vocabulary in a group of 8 secondary-aged students with ASD attending a mainstream Communication Centre, with the ultimate aim of improvement in emotion regulation.

A recent study by Castelli (2005) indicates that children with ASD are as able as controls to recognise basic emotions from facial expression but it is understanding the cause of other's internal states that is impaired (Capps, Losh and Thurber 2000). A review of interventions by Goldstein (2002) found that those incorporating sign language have been used successfully to expand 'communication' in ASD. This intervention seeks to link the sign, label and cause.

Method - Eight secondary-aged students with ASD are included from the SLCN attending the Centre where I am employed. 3 girls and 5 boys aged between 11 and 13 years with higher functioning skills are introduced to the signs via classroom and social skills activities. The 11 signs are selected from 'We have feelings too – signs for emotions' (Signalong). A sign is introduced each week in the social skills group for 11 weeks (January – March 2011). Activities based around each emotion aim to link sign, label and cause with improved recognition of internal physical markers. As a baseline, Students were asked to produce the signs for each emotion label. None were able to do this spontaneously or during classroom observations.

Outcomes and Evaluation – Evaluation of the intervention will be carried out at 3 levels: 1) Weekly reflection, 2) Re-measurement of sign-production in response to the spoken word, 3) Focused discussion with Teachers examining usefulness of signing with this population.

Practical Implications – This project will inform practice; whether Signalong signs support use of emotional vocabulary and emotion regulation.

References:

Capps, L., Losh, M., Thurber, C. (2000) 'The frog ate the bug and made his mouth sad': narrative competence in children with autism. *Journal of abnormal child psychology*. 2000 Apr; 28 (2): 193-204.

Castelli, F. (2005) Understanding emotions from standardized facial expressions in autism and normal development. *Autism*. 2005 Oct; 9 (4): 428-49.

Goldstein, H. (2002) Communication Intervention for Children with Autism: A Review of Treatment Efficacy. *Journal of Autism and Developmental Disorders*. Vol. 32, No 5, 373-396.

The Signalong Group; Stratford House, Waterside Court, Rochester, Kent, ME2 4NZ

6.

Complex Learning Difficulties and Disability project.

Christina Wright Acting Assistant Head Teacher, Dawn House School. .

Abstract:

Dawn House school was one of 12 trial schools for the SSAT CLDD research project looking at innovative ways of supporting learning of pupils with CLDD. This included measuring engagement using new tools developed by the SSAT and developing teaching and learning strategies with pupils. The school submitted case studies of pupils with CLDD and 5 were chosen for the project. These pupils were observed in lessons

and their engagement was measured against several scales. These detailed and measured observations were discussed with the Core Teams and with external experts to decide on how to increase engagement and thereby support further learning. Staff were involved in delivering several new strategies to support the pupils and engagement increased as a result. The implications of the research are to continue developing innovative practices in school by undertaking reflective research. We intend to achieve this by training LSAs and developing reflective skills of all staff in school.

7.

Enabling pupils with severe SLCN to achieve The Duke of Edinburgh Award.

Marian Ludlow, Dawn House School, I CAN.

Abstract: .

- **A background to the work (rationale)**

I CAN's Dawn House School provides intensive and specialist support for children and young people aged 5 -19 years who have severe speech, language and communication needs (SLCN) which prevent them from realising their full potential intellectually, academically and socially. The Duke of Edinburgh Award (D of E) aims to inspire, guide, challenge and support young people in their self-development and recognise their achievements. The D of E has been shown through impact research to offer a successful personal development programme for young people². This poster presentation is about how staff at Dawn House School worked with parents to enable pupils with severe SLCN to achieve their D of E Award.

- **An outline of the work - how it was undertaken (method)**

The staff involved in this project helped the pupils choose four suitably challenging activities covering the following areas; **Volunteering**, improving a **Physical** skill, learning or developing a **Skill**, and planning, training for and completing an **Expedition**. They also worked to support the pupils through developing 'variations' such as a set of photographs to follow rather than a map. It has also been necessary to differentiate guidance and information about the award so it is accessible to the pupils.

- **Outcomes and Evaluation**

Four of six pupils have achieved their Bronze Award; two are still working towards theirs. The poster will include evidence from the young people themselves and those who work with them, about improvements in their independence skills, organisational skills, ability to work as a team, reasoning and leadership skills.

Practical Implications

Although this project has been very beneficial to pupils it is very time consuming for staff, who do much of the work in their own time and this has an impact on sustainability. The students must complete the Award in their own time i.e. after school and weekends.

8.

The Hello Campaign. Wendy Lee. The Communication Trust.

Abstract

Rationale

One of the recommendations of the Bercow report was the need for a national campaign to highlight the importance of children's ability to communicate, to speak and to

² <http://www.dofe.org/go/impact/>

understand. The Bercow review found these skills were often taken for granted and services for children with SLCN were inconsistent.

Within this context, the campaign aims to make communication a priority in settings, schools and homes across the country, including focusing on 14-19 year olds as a key audience.

Method

Monthly themes have been put in place as a framework with which to plan and roll out information, engagement opportunities and practical resources for key audiences. The ethos of the campaign is to facilitate sharing of good practice locally and nationally in addition to new developments; Focus on secondary phase includes a project enabling young people to take a participatory and leading role around elements of the year for 14-19 year olds in partnership with the national youth agency. A resourced designed to support young people consider their own communication skills and develop them further (a communication gym) is being developed and a survey completed by partners, the national literacy trust with around 7000 young people gathering their views on the importance of communication and perceptions of their own skills.

Outcomes and Evaluation

A social change map is being developed to enable a systematic approach to outcomes and impact of the trust work. Outcomes are identified for the campaign and projects within it. Baseline measures are being collected and revisited where possible with case stories gathered to demonstrate impact

Practical Implications

Information for professionals, parents and commissioners will be available to support understanding of speech, language and communication, it's fundamental importance for secondary aged students and how to support development of these skills.

9.

Youth Offending Team (YOT) communication needs and screening tool. Wendy Lee, The Communication Trust.

Abstract

Rationale

At least 60% of the young people in custody have difficulties with speech, language and communication that adversely affect their ability to benefit from education and offending prevention provision.

Staff working in settings need additional support to effectively identify and support young people with communication difficulties.

Method

A Communication Needs Hidden Disabilities Questionnaire (CNHDQ) screening tool has been developed in order to identify young people and signpost the need for more in-depth assessment.

Direct delivery of training to staff based in three YOTs aims to help staff better address some of the communication needs of the young people in these settings. The training is based around the questionnaire and supports YOT staff both to adapt their own practice to better take into account the communication needs of the young people they work with and to access the right support where needed.

Pilot training has been delivered to staff at 50% of the YOT network in England by trained pairs of specialists (speech and language specialists and dyslexia specialists).

Outcomes and Evaluation

Evaluation has taken place to ensure validation of the questionnaire and for the training. Attendees are asked to complete a training questionnaire prior to and following pilot training that will ascertain confidence and understanding of communication needs and to ask for their views on the content of the training and its suitability

Practical Implications

Staff trained will have more awareness of the numbers of young people who may have speech, language and communication needs and have strategies to identify these young people and to seek support where needed. They will also be more aware of strategies they can use to simplify information given to young people and ensure understanding of information they receive.

10.

Parenting Inside & Out. Steven Boyd, Highly SLT & Rachel Renwick, Health Development Manager, HMYOI Hindley.

Abstract

Hindley YOI can hold up to 440 Young Men between the ages of 15 – 18. At anyone time it has been identified that over 20% of the young men are dads or expectant dads. Therefore HMYOI Hindley introduced a new and radical initiative designed to equip these young fathers with vital parenting skills.

Staff from the prison, working in partnership with the Teenage Pregnancy Unit, Teenage Parent Support Workers, Sure Start, School Health, the prison healthcare and YOT Parenting Leads, have developed a course entitled “Parenting Inside and Out” which will give offenders with children a key insight into communicating with children, positive discipline, healthy eating, first aid and budgeting.

As a result of research and evidence highlighting the disproportionate Communication Needs of these Young Men, the Health Development Manager and Speech & Language Therapist have worked jointly to ensure that the course is highly interactive. It enables children and other family members to visit their fathers where they will undertake a range of practical activities. During the final session, there will be an opportunity to showcase what they have achieved and be presented with a certificate in recognition of their efforts.

This poster will give an overview of the course and using case studies and practical hands on activities will show how Young Parents who are at high risk of Speech, Language and Communication Needs can become the best fathers they can be.

11.

Meeting the needs of pupils with SEBD and SLCN. Kate Bayley and Simone Wynter, Speech and Language Therapists
Camden Service for Young People

Abstract:

Pupils in SEBD have unique profiles that do not respond to conventional service models – hence the comment: “Due to X’s behavioural difficulties, SLT is not recommended (effective) at this time.” This means that pupils in the most difficult circumstances are denied access to services that they would benefit from.

Spot commissioning has become a recent phenomenon e.g. SEN wanting to purchase a specified number of appointments for young people with known SLCN / Statements of SEN and who are currently attending specialist SEBD provisions and YOS. There are a range of barriers that prevent successful direct SLT interventions with these clients, these are linked to the client’s range of difficulties, the environment/setting and the commissioning/service constraints.

Over the last two years, we have engaged with our partners in youth justice and in SEBD education to think of creative solutions to these problems and different outcomes for commissioners to consider. This work is still in its early development, but the framework we use has given us a jointly held vision, and the flexibility required to find our way beyond the barriers.

The approach includes:

- Audits of SEBD settings, pupils and teachers
- Training/INSETs to raise awareness of the links between SLCN and SEBD
- A top-down whole school approach
- Development and adaptation of Listen-EAR resources for the SEBD population
- Tools to track pupil progress
- Sustainability – enhancing and developing existing policy and practice

SEBD clients deserve practitioners who understand how language and communication difficulties are a factor, and can provide support in a more effective manner. Language and communication difficulties are seen as criminogenic factors that require a multi-layered and proactive response if the pathway to crime is to be avoided. Conversely good communication skills are a vital life skill and huge asset in accessing opportunities in life e.g. jobs, relationships etc and therefore should be taught to all pupils regardless of their current situation.

12.

Kevin and Perry Grow Up: A Functional Conversation Skills Programme for Teens.

Lorna Smart, Specialist SLT & Janet Edwards, Highly Specialist SLT, East Cheshire NHS Trust

Abstract:

Background

Research suggests that language and communication needs (LCN) are a lifelong difficulty. For adolescents, these LCN are often associated with other difficulties (unemployment, offending, limited relationships). Where optimum change has been reached, immediate discharge would typically be the main service option. In looking holistically at this client groups’ needs, however, it was hypothesised that by increasing awareness of their strengths and needs in communication, and their ability to self-manage their difficulties, young people could start to become more skilled in meeting the

communication challenges of adult life. This could then support young people and their families through the discharge process.

Methods

6 boys ranging from 10 to 14 years attended a series of monthly sessions over the school year. Participants were selected on the basis of having long-term communication difficulties particularly around conversational skills. Sessions included specific skill teaching, videoed role play of students, followed by peer and therapist feedback. Opportunities to repeat role plays and modify their performance were given. Assignments were completed between sessions by participants and their families. Change was measured by a comparison of pre- and post-therapy videos of conversations using an informal observation schedule.

Outcomes and Evaluation

At the end of therapy, almost all participants appeared to have made positive changes to aspects of their functional conversation within the group context. Peer feedback became more specific over time and there was an increase in self-commenting: these changes suggest increased awareness of conversation skills in themselves and others. Parents reported that they noticed a difference in communication skills outside therapy sessions.

Practical Implications

It is felt that the combination of video and peer feedback does have potential benefits in supporting adolescents with LCN to develop functional communication skills and in moving towards self-managed care. However, further study is needed to include:

- Follow-up assessment to determine whether improvements are maintained and generalised.
- More formalised assessment measures.

13.

Turning everyday intervention into effective evidence. A collaboration with university colleagues.

Tina Meagher, Highly Specialist SLT and Head of Therapy St Catherine's School and Grove Hill FE Centre, Rachel Mathrick, Highly Specialist SLT, St Catherine's School and Grove Hill FE Centre & Dr Courtenay Frazier Norbury, LiLAC (Literacy Language and Communication) and Royal Holloway University of London.

Abstract:

Rationale:

Interview skills are an important functional skill for success in the adult world to access college courses and employment. Young people with communication disorders struggle with the pragmatic and formal interaction skills required for this situation. Directly teaching young people these skills is imperative. Collaborating with a university has allowed for the formalisation of measuring effectiveness of this therapeutic input.

Method

- Discussion with university colleagues with regard to current input and evaluation methods
- Changes made to ensure intervention is measurable as a research project e.g. control tasks added, changes to self-evaluation and blind evaluation of video.
- 12 students with SLCN aged between 17 and 18 years old carried out a baseline interview and control task, following a period of intervention interview and control task were repeated.
- Video recordings of interviews and control tasks given to blind assessors at the university to evaluate specific skills and relevancy of answers.

Outcomes and Evaluation

- Currently awaiting outcomes of blind evaluations
- Students will be able to show a measurable improvement in use of non verbal skills required .
- Students will show measurable improvement in relevancy of answers to questions taught specifically as part of therapy.
- Students will show increased ability to cope with unexpected questions.
- Increase in students confidence in dealing with interviews

Practical Implications

1. Collaborating with university colleagues can support the development of evidence around the effectiveness of interventions with this population and decrease the 'fear' related to carrying out research!
2. Addition of information with regard to the development of functional skills with this group of students
3. Development of skills for therapists to carry out further intervention research.
4. Collaborative working is a practical and manageable way to increase the evidence base.

14.

Language through Lyrics. Tina Meagher, Highly Specialist SLT and Head of Therapy at St Catherine's School and Grove Hill FE Centre; Rachel Mathrick, Highly Specialist SLT; Nicky Masterson; Rachael Parsloe, Highly Specialist SLT, St Catherine's School and Grove Hill FE Centre.

Abstract

Rationale:

Working with a teenage population can bring challenges with regarded to how to make therapy age appropriate and motivating. The use of pop music presented itself as a fun and stimulating way to develop a variety of skills such as summarising the meaning of the songs through using simple narrative structures; exploring idiomatic and figurative language; drawing inferences; determining likes and dislikes; ascertaining emotions, giving opinions and recognising that others may think differently.

Method

- Language through lyrics is used with 2 age groups 15 to 16 year olds and 17 – 18 year olds.

Older age group:

- Presented as part of our Functional Communication therapy programme in the FE Centre
- The 'Language through Lyrics' aims are to develop strategies for recognising and understanding current use of language, and encourages independent strategies; such as using the internet and alternative dictionaries, to make sense of the song. It also introduces the idea of 'blagging it'.
- Baseline song given to students to see how they worked out what the song meant.
- The song, 'Fit But You Know It' by The Streets, is currently used as it is easy to visualise the story and has an abundance of slang.
- The use of context as a strategy is introduced – identify the story, use surrounding information to try and work out meaning, find picture relating to meaning, and discuss in group.
- Address any questions relating to language and social use
- Re-assessment – use another song to see if they can apply the strategy

Outcomes and Evaluation

- Baseline assessment
- On going clinical observations
- Re-assessment with new song
- Evaluation using FC Framework
- Generalisation of strategy to everyday life for reading for meaning and social understanding

Practical Implications

1. Use of motivating material for young people makes it easier for them to engage in therapeutic intervention.
2. Develops awareness of slang and helps them to keep safe and engage more effectively with their wider peer group.
3. Teaches them the strategy of using context to guess at meaning
4. An awareness of 'blagging' as a strategy when not fully sure of meaning.
5. Development of an appropriate strategy for saying when you don't understand with your peers

15.

Working collaboratively to support mainstream secondary school teachers in helping pupils with SLCN in their class.

Stella Whitton, Senior Lecturer, Birmingham City University & Paula Thompson, Specialist SLT & Outreach Teacher for Solihull Education Department.

Abstract:

Rationale:

Having transferred from smaller primary schools and Language Units, older children with SLCN are faced with having to adapt to numerous teachers, classrooms, peers and routines. For SLTs, the question of best service delivery includes the challenge of ensuring that all the teachers involved with each pupil are aware of their strengths and needs and how to support them in the classroom.

This work shows how collaborative working between the SLT and specialist teacher (ST) helped to raise awareness about the nature of SLCN and the impact for individual pupils. Appropriate strategies for classroom support were collaboratively devised and shared with those staff involved with each pupil.

Method:

Initially, the ST ascertained teachers' current perception of the pupil through an information-gathering sheet.

The SLT and ST used this information, together with SLT appraisal data, IEP information and joint knowledge of the pupil as a basis for devising an advice sheet. This detailed the main areas of SLC difficulties and suggested school strategies to support each issue. The ST copied and distributed these to all staff involved with the pupil one week in advance of a whole group meeting.

After explaining the rationale to the Head teacher, the teaching staff were released during registration for this. Cover was arranged.

At the meeting the pupils, the teachers concerns and the advice sheets were discussed.

Outcomes:

Inaccurate initial perceptions helped us to set the most useful level of information for staff.

Feedback was generally very positive: verbal and written information useful input from other teaching staff was helpful.

Staff wanted this support early in the academic year which produced prioritisation decisions on our joint management of the pupils.

18 out of 19 staff reported they had changed their practice as a result of the support, and gave examples of their practical adaptations in the feedback survey.

Practical Implications:

This method of collaborating and consultation worked well in this setting. Whole classes benefited from generalisation of differentiated management for other pupils.

Individual pupils benefited from strategies being functionally devised based on jointly shared understanding of their strengths and needs.

It is dependant on the support from the Head teacher.

16.

Is joint working between Specialist Teachers and Speech and Language Therapists an effective model of delivery for children with SLCN? A focus on the model of working in Loxford School of Science and Technology.

Juliet Parry and Mary Hammond, Specialist Outreach Teachers, Little Heath Foundation School & Pippa Courtnage, SLT, Redbridge PCT.

Abstract:

The current support service is having a truly positive impact on students with SLCN within a diverse Secondary School. The two teams are jointly analysing the effectiveness of this working model.

Rationale

The key elements of the joint relationship contributing to the effectiveness of working include:

- Shared working knowledge allowing for joint aims to be identified and targeted
- Pooled resources

- Case discussions allow views to be shared and feedback to be provided.
- Increased access for staff to professionals who portray a shared message.
- No unnecessary duplication of work, creating a cost-effective model

Model

Seven children with statements of SEN are currently supported by both services. They have 1:1 support regularly by Sp.T and in-class/1:1 support/assessment 1-4xa term by SLT. Services liaise regularly, share all written correspondence e.g. programmes/strategies/reports, administer joint visits and attend joint team training to relay information to SEN Staff.

Investigation

To measure the effectiveness of joint working, staff and students are currently being given questionnaires. The data is being gathered/analysed and outcomes are being identified from this.

Areas investigated include:

- Is the service viewed as continuous?
- Is it felt the model has a positive effect?
- The strength of effectiveness in different environments
- Aspects of the service that can be improved

Responses will also be gathered from students who attended a language/social-skills group run by the Sp.T using ideas/strategies provided by the SLT (see attached). Members from the two teams will also analyse the effectiveness, see attached for an example.

Implications on provision

A positive result from this investigation will allow:

- services to adapt to the School's needs/identify areas to be targeted
- service to have evidence to support working model
- support for a cost effective model
- access can be increased without adding a time element

17.

Lost for Words: a whole school approach to improving communication skills,
Rebecca Keen & Michelle Lyndsey , Sheffield Spring academy, Sheffield.

Abstract:

Background

Sheffield Springs Academy School is a member of the ULT family, Sheffield Springs shares the objective of “the best in everyone,” enabling each pupil to become a balanced, happy and articulate person with the intellectual freedom to be creative.

Staffs at Springs have long-held concerns about the Language and Communication skills of their pupils. This year-long project began to address these concerns and embed language and communication in the classroom to increase learning and engagement. The talk will focus on how the whole-school was engaged with this task, from work with pupils' with speech, language and communication needs (SLCN) and to departmental strategies to increase interaction in lessons.

The school aimed to:

- Raise Staff awareness about how we acquire language

- Utilise strategies to teach key vocabulary
- Use scaffolding to enable students to use vocabulary
- Enable students to articulate their learning

An Outline of the Work

As part of the project, the school involved all staff in a multi-method approach. We:

- Incorporated the key vocabulary into the Study Schedules and lesson planning
- Trained key staff in Communication in Print
- Set up listening groups 2 x Y7
- Trained LSA's to work with Speech and Language students
- Visual prompts for expectations, strategy use in Art and Food Tech, literacy co-ordinator, listening and communication groups, partnerships with SLTs, nurture groups.
- Visual timetables
- Visual signs around school
- Visual school expectations
- Incidents Statements revised to include picture cues

Outcomes

The project resulted in:

- Pupils now articulate learning automatically
- Use of behaviour strategies – statement changes to use visual cues
- Pupil tracking demonstrate greater understanding of key vocabulary
- Lesson observations
- Challenges – start small and plant those seeds of good practice
- Specialist TA appointed as a result of this work
- Personalised key rings for students with communications difficulties
- Specific “I can talk” interventions running via our Nurture and EBSD groups

18.

Supporting speaking, listening and literacy across a mainstream secondary school. Pauline Smith (SENCo) and Sasha Freeman (Literacy Coordinator); Alexandra Park School, New Southgate London.

Abstract

The poster reports on work to support pupils' language and communication skills at a comprehensive secondary school. It has a large SEN department supporting many pupils with SLCN. A recent Ofsted inspection found it to be “a very good school which enables all its pupils to do well. Standards are much higher than might be expected of pupils with similar backgrounds and prior attainment. Students with a statement of special educational need make excellent progress.”

The initiative was inspired by an awareness of the link between language and literacy, and achievement. Increasingly, advice to schools is that spoken language underpins effective teaching, (English at the Crossroads' Report, Ofsted June 09)

The initiative arose through the joint working of the SENCo with the Literacy Working Party, comprising one member of staff from each subject area. The group created an interactive whiteboard resource and an Assessment for Learning (AfL) Toolbox to support pupils' language and communication. Staff made use of Secondary Talk materials during their participation in the piloting of the programme. Key approaches were introduced through the school's primary to secondary transition programme. In addition, pupils at the school were taught behaviours for learning and tutor time promoted a focus on communication using a range of approaches (including sentence starters, connectives, staff questioning, structuring pupil interaction to support language skills, and a 'plenary dice') provided to each class in the AfL toolbox.

Evaluation of the initiative used lesson observations and monitoring of schemes of work, as well as pupil and parent questionnaires.

Implications for wider practice centre on how the school's successes have relied on both whole-school involvement and a core of committed staff taking responsibility for driving the initiative forward. Furthermore, the active backing of the Leadership Team and using internal CPD to 'drip feed' simple clear messages to staff have been crucial

19.

Working in the Context of the Secondary Classroom as a Speech & Language Therapist (SLT) – Models & Themes of Working.

Kirstie Goulding, Clinical Lead Specialist SLT, (Adolescents); The Children's Integrated SLT Service for Hackney and the City (City & Hackney Community Health Services & The Learning Trust)

Abstract:

During development of the Secondary Schools Service it became apparent that to impact upon the entire school community a universal approach would be required to provide therapy. Following successful implementation of a whole class model in a Language Unit, whole class working was pursued for two Year 7 classes.

Initially, 'in class' working was discussed with the SENCO; two science classes were identified. Both classes had a high proportion of students with Speech, Language and Communication Needs (SLCNs) and Behaviour, Emotional and Social Difficulties (BESDs). It was felt that both the young people and the teachers/SLT involved would benefit from a joint approach whereby language skills could be learnt within the context of the classroom. Teaching staff supplied their plans for the coming term; vocabulary and self-help skills were identified as the focus for the SLT within the given science topics. The SLT attended each class once a week for a term.

At the end of term, both teachers reported that students had a better grasp of the target science vocabulary and were able to ask more questions within class. Teaching staff reportedly gained insight into SLT language strategies used within sessions. The SLT acquired an in depth insight into the SLCNs of the students enabling realistic goal setting. The SLT learnt about behaviour management strategies.

As a result of the initial sessions, the SENCO requested SLT time to be allocated to whole class working, with various classes, for at least two lessons per week.

Whole class working is now an integral part of the SLT offer to secondary schools across both classes and subject areas. Evidence for the efficacy of the approach is currently being sought through informal pre and post pre-screening measures and observation schedules.

20.

SLT for Adolescents: Growing and Maintaining a Service.

Sally Hewett, SLT Team Manager (Central team) & Kirstie Goulding, Clinical Lead Specialist (Adolescents); The Children's Integrated SLT Service for Hackney and the City (City & Hackney Community Health Services & The Learning Trust

Abstract

The Children's Integrated SLT Service for Hackney and the City is jointly owned and commissioned by health and education. Services for adolescents have grown significantly since 2004 when a single 0.6 wte therapist was employed through budget underspend to conduct some pilot work in secondary.

Currently 5.0 wte therapists are employed to deliver SLT for adolescents (December 2010). The majority of secondary maintained mainstream and special schools, as well as Academies, a Pupil Referral Unit and a growing number of colleges commission weekly sessions. Skill mix has been a key feature, with 1.2 wte SLT assistants, a significant number of SLT students and a few SLT volunteers involved.

Between 1 and 3 days / week of SLT are commissioned per institution. Service priorities are negotiated. New commissions typically request a more traditional model of SLT. Over time, creative, innovative holistic work is introduced.

Team Managers develop key relationships with Head Teachers. The benefits of buying from a holistic service and a large, experienced local team are emphasised. Link SLTs are allocated to each buy-in to provide the majority of sessions however a network of specialist SLT services are also available.

Both established services in educational institutions and community based services recently piloted are provided in a context of multi-agency working. Strong links with universities exist. Hosting student placements and delivering university lectures are key strategic activities to inspire and prepare the future SLT workforce. Students are promoted to SLT commissioners and their contribution in extending SLT services is recognised and valued.

The Children's Integrated Service for Hackney and the City works proactively to maintain a high profile locally and nationally. Opportunities to share experiences in Hackney from the past 6 years with other services are valued to support others in developing local services in other areas.

21.

Riding the Rainbow (A Curriculum Framework for Secondary Language

Departments). Carolyn Angell, Head of Speech & Language Resource & Ysanne

Lathbury-Haigh, Speech & Language Therapist, Speech & Language Resource, Holmer Green Senior School, High Wycombe.

Abstract

Riding the Rainbow

Rationale The curriculum is designed for pupils in secondary school with a Speech, Language and Communication Needs statement. It was developed by the SALT team to provide an encompassing, functional approach to working with teenagers in a 30 place secondary language department.

As most pupils within the department have had years of prior SALT input it is necessary to be creative to continue to engage them. The approach needs to be holistic, as at this stage, other areas of need besides language often have a greater impact on their functioning. Additionally, the department needs to maintain the pupils' self-esteem as they come to terms with their disorders by learning how to utilise their strengths.

Outline The curriculum aims to address those gaps in ability which may:

- hold them back from accessing the mainstream curriculum effectively
- impact on their ability to socialise, build and maintain friendships and relationships
- reduce their confidence, self-esteem and sense of self worth.

It consists of a collection of programmes, using a range of existing resources incorporated with devised in-house materials.

It is divided into 7 main subject areas:

- Emotional Management
- Social Communication
- Brain Skills
- Problem Solving
- Language
- Literacy
- Numeracy

Outcomes The intended outcomes are that pupils:

- become effective learners and achieve their academic potential
- interact successfully with their peers and others
- value themselves as individuals and worthy members of the community.

Practical Implications Most of our pupils have achieved beyond their predicted grades for GCSE and gone on to take up vocational courses at local colleges. They have established friendships with their peers and participated fully in school life. They have developed confidence, gained work experience and left school with a good sense of self-worth.

22.

Can we improve comprehension of grammar in secondary-aged students with language impairments? A randomised control trial of therapy for coordinating

conjunctions. Dr Susan Ebbels, Moor House School, Division of Psychology and Language, UCL; Natasa Maric, Aoife Murphy and Gail Turner, Moor House School.

Abstract:

Rationale

Many secondary-aged students have difficulties with comprehension and production of grammar. A randomised control trial (RCT) using Shape Coding showed it improved *production* of argument structure (Ebbels et al., 2007). Single subject experiments showed it improved *comprehension* of several grammatical structures (Ebbels & van der Lely, 2001; Ebbels, 2007). However, these findings may not generalise to other language-impaired children. Thus a more rigorous trial is required into comprehension therapy using this method, especially as the evidence for effectiveness of any therapy for comprehension difficulties is limited (Law et al., 2003).

Method

We will present the results of an RCT of Shape Coding therapy for comprehension of coordinating conjunctions (“and”, “but not”, “not only, but also” and “neither, nor”).

Participants and groups

Sixteen participants (10-15 years) will be randomly assigned to two groups: Therapy versus Waiting Controls. The therapy group will receive eight half hour sessions 1:1 using Shape Coding therapy aiming to improve comprehension of the targeted conjunctions. If the therapy is effective, the waiting controls will also receive therapy in a second phase.

Tests

The participants will be tested pre- and post-therapy on 1) the TROG, 2) a specific picture-pointing test of the targeted conjunctions, 3) a functional classroom-based test of the targeted conjunctions and 4) a picture-pointing test of passives (used as an additional measure of control). If the waiting controls also receive the therapy (see above), all participants will be re-tested after Phase 2. This will allow us to determine whether the original therapy group maintain any progress they make and whether the waiting controls make the same progress as the original therapy group.

Outcomes and Evaluation

The results are not yet available, but we will present these at the conference.

Practical Implications

The practical implications will be discussed, depending on the results of the study.

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Can we improve comprehension of vocabulary in secondary-aged students with language impairments? Evaluating the effectiveness of speech and language therapy in a Key Stage 3 Science lesson.

Sarah O'Sullivan, Hilary Nicoll, Moor House School & Dr Susan Ebbels, Moor House School; Division of Psychology and Language, UCL.

Abstract:

Rationale

Children with SLI frequently experience difficulties with comprehension of subject specific vocabulary. However, vocabulary instruction is neither frequent nor systematic in most schools. Previous studies into improving comprehension of vocabulary are limited, and those available have been small designs (e.g. Law et al 2005). Thus, results cannot be assumed to generalise to the wider population of language impaired children. We will present a larger trial of therapy for comprehension of science curriculum vocabulary which will add to evidence base.

Method

Participants and groups

Eighteen students (aged 10-15 years) from two KS3 classes are currently participating in the study. Both classes are covering the same topics in science. During the Autumn term 2010, one class received therapy while the other acted as waiting controls. The therapy group received ten fifteen-minute sessions of classroom-based vocabulary therapy led by an SLT, aiming to improve comprehension of ten chosen words from the science curriculum. The waiting controls will receive similar therapy targeting ten different words in Spring 2011.

Tests

In the first term, participants and waiting controls were tested pre-therapy and post-therapy using a multiple-choice test, assessing comprehension of the targeted words within context. A similar testing process will be adopted this term. Final testing at the end of Spring 2011 will determine whether the original therapy group maintain progress and whether the waiting controls make similar progress.

Outcomes and Evaluation

Both groups made significant progress during the first term. However, the class receiving SLT support made significantly more progress ($p=0.03$, $d=1.1$). The fact that both classes made progress indicates that the teaching is effective, but the greater progress shown by the therapy group highlights the added value of SLT support. Results from second term will also be presented.

Practical Implications

Students benefit from SLT support during science lessons. This supports findings by Law et al, 2005.

24.

Enabling students with SLI to access the English Curriculum in Key Stage Four.

Helen Middleton, Teacher; Jackie Scott, SLT; Lisa Campbell, SLT; Dawn Carter, Special Teaching Assistant; Jane Vallance, Special Teaching Assistant, Moor House School

Abstract

Background

Moor House School is a non-maintained special school for students with language and communication difficulties. The school offers a highly differentiated curriculum and students are entered for examinations in English at both Entry Level and GCSE, depending on their ability and motivation.

Outline

The English curriculum is planned and delivered collaboratively by a team comprising a specialist teacher, speech and language therapists and special teaching assistants. The approaches used have been developed over the last five years using the experience and varied expertise of the range of staff involved.

The focus of the work in key stage four is on finding ways to encourage students to become more independent in their learning and thereby more able to generalise their skills.

Outcomes and Evaluation

We will present data kept over the last five years which shows attainment in the national examinations by consecutive cohorts of students. The collaborative approach, in both planning and delivery, and continuing refinement of the approaches used has been a factor in students' success.

Poster Content

This poster will outline and demonstrate some of the strategies and techniques that have been used at the school to enable and engage the students in the areas of reading comprehension and writing.

25.

Smooth moves to secondary school for pupils with SLI.

Ann Birks, SLT, Sheffield; Wendy Wellington, SLT, Sheffield & Rachael Spriggs, SLT, Sheffield.

Abstract:

Rationale

This is a collaborative project between speech and language therapists and educational support services within a large city aimed at promoting the social and educational inclusion of pupils with SLI at yr.6 and yr 7 transition. This transition is frequently a time of great anxiety for pupils with SLI

Method:

Intervention took place over 2 terms

Questionnaires, interviews were administered to pupils, teachers and education staff of both primary and secondary schools to ascertain concerns and understanding around SLI and the transition process

At primary school 6 sessions aimed at targeting preparation for secondary school were given by specialist TAs to the pupils –TAs from the primary schools were requested to be present.

At secondary school a training session on identification ,implications for and support strategies for pupils with SLI was given to staff; communication passports of pupils made available and a further 6 week block of intervention given to the pupils. Secondary TAs were requested to be present in order to mentor them in the use of support strategies for these pupils in secondary schools.

Outcomes and evaluations

Post transition questionnaires and interviews were given to pupils, education staff and parents to compare pre and post intervention results and knowledge of support strategies and identification of pupils with SLI and general well being of the pupils themselves.

Practical implications

This programme is designed to assist in

- the smooth transition of pupils with SLI from primary to secondary education
- raise awareness of the workforce to this group of children, their specific difficulties and support strategies for them.

Future aims are to make this intervention available to a wider group of pupils with SLI transferring to secondary school and to make available a range of resources to support this transition.

26.

The effectiveness of Language Stimulation Groups and Secondary Starters transition groups for children in year six.

Neil Gordon and Katie Tucker, Wood Street Health Centre, Walthamstow.

Abstract:

The Speech and Language Therapy Education Project Team provides a universal service to all mainstream primary schools in Waltham Forest. The team train school staff to identify/support children with SLCN. This involves setting up and training support staff to run Language Stimulation Groups across the school.

In 2009, Nicola Botting from City University evaluated the effectiveness of Language Stimulation Groups on children's language skills in Foundation and Key Stage 1. The findings showed that Language Stimulation Groups facilitate significant language change for poor language learners.

The Year 6 Language Stimulation Groups focus on introducing self-help strategies and developing reasoning/inference skills.

The Secondary Starters Groups have been running in Waltham Forest since 2005. These groups provide targeted and functional intervention for caseload children making the transition from primary to secondary school. Informal evaluation in 2007 revealed that all students benefited and some children made huge improvement in their responses to pre and post- screening questionnaires. The intervention has been adapted into a programme for support staff to deliver in school following training by the SLT.

This study is looking at the effectiveness of the year 6 Language Stimulation Groups and the Secondary Starters transition groups.

In this study we evaluate 100 children in year 6 by carrying out screening questionnaires with the children and rating scale questionnaires with parents/teachers/LSAs.

Findings show statistically significant improvement following intervention in the year 6 Language Stimulation Groups and the Secondary Starters transition groups (SLT led and LSA led).

27.

Transition from KS3 to KS4 and post-16: supporting students with SLCN in identifying pathways for options choices.

Pauline Hickey, Director of Learning, Longdean School, Speech and Language Base; Zoë Duckett, Speech and Language Therapist, Longdean School, Speech and Language Base; Kate Northing, Teacher, Longdean School, Speech and Language Base; Shelly Pegg, Speech and Language Teaching Assistant and Pearl Wijesekera, Speech and Language Therapist, Longdean School, Speech and Language Base.

Abstract:

Rationale

The oral presentation will outline and explore ways in which students with SLCN, in an integrated resource setting, are supported in making their options choices in Year 9 of the National Curriculum in order to identify an appropriate KS4/post-16 pathway for each. The motivation for beginning to work in a formal way in this area arose from a lack of knowledge about how to proceed. This engendered nervousness about not providing sufficient guidance for vulnerable students and their parents. The desire to help all stakeholders make informed choices was paramount.

Method

Informed by the literature [Bercow,2008; Conti-Ramsden, Durkin et al, 2009, Palikara, et al, 2009, Ripley & Barrett, 2008 and Whitehouse and Bishop, et al, 2009] the curriculum for a weekly social skills group was reviewed. Some published resources were used as a spine for the programme and the Connexions service involved in a detailed way. Parents and students were surveyed about needs and use made of SEN Transitional Statement Reviews [Years 9, 11] to add a further dimension. Close liaison with post-16 providers, provision of Transition packs, personalised profiles with guidance for professionals in a new setting, visits to the new setting and the creation of a small-scale social event, completed the process.

Outcomes and Evaluation

All participating students so far have made successful transitions to post-16, but 3 students have moved out of the Resource after being excluded from school; 2 remain dual registered. Parents surveyed - formally and informally, further evidenced at SEN Statement Reviews, have been overwhelmingly positive. Formal evaluation is ongoing.

Practical implications

The work is fraught with pitfalls. Young people are experiencing a period of transition in many ways at this time - not just academically. The work relies on the whole team - SALTs, teachers, TAs, managers, outside agencies- being committed to joint working in a thorough, transparent professional way. At the core remains the objective of enabling young people with SLCN achieve their potential. All stakeholders work collaboratively to achieve this.

28.

How to provide the Words for Life. The AEN Strategy; Cultivating the growth of a tree of support to provide....Words for Life.

Owen Quantick, Director of AEN; Cathy Aldritt: Assistant Head of AEN; Carla Letts, ASD Studio Manager; John East, Language and Communication Manager, Folkestone Academy, Folkestone, Kent.

Abstract:

Background.

Since the inauguration of the Academy in September 2007, its main aim has been to improve the standards of education primarily within the East of Folkestone. This has been identified as an area of social and economic deprivation. It became apparent that the creation of an Additional Educational Needs faculty was required to address the high levels of AEN within the school. Over half of the students within the Academy have additional needs; whether cognitive, literacy, social or behavioural difficulties. Since September 2009 a full AEN faculty has been in operation and developing provision of support for students and staff at the Academy.

Outline.

The Faculty recognised the 'child is at the centre'. By implementing varying support, strategies, expertise and documentation, student academic progress can be improved. The support and confidence that a student gains, gives them direction to improve prospects in life. At the Academy it is possible to expertly address difficulties with ASC, behaviour, literacy/dyslexia and language and communication. Further expertise in Care and Guidance, Counselling for Emotional welfare, a positive environment, social and emotional support help to bolster confidence and maximise individual academic progress. This can be represented cleverly within the Folkestone Academy corporate 'Tree' logo – supporting the child at school and in the community.

Outcomes and Evaluations.

The Faculty has identified that a clear supportive working structure must be put in place. As a team the recognition of a referral system (blue forms) had to be created. Twice weekly meetings with senior faculty staff decide what support/intervention is required or needs to be put in place. Subsequent assessment leads to a member of staff taking the lead on creating a comprehensive Student Learning Intervention Plan (SLIP). This is placed on the school system where all members of staff can find relevant strategies to help with the teaching. The publication of a full AEN register and access to a continually updated electronic version has helped with planning for learning. The faculty provides direct intervention, support, and advice for the following:

- Case conferences
- Strong links with external agencies (especially Speech and Language Therapy)
- Senior Leadership Team
- Supporting All Departments
- Sharing information (ie teaching strategies, parents etc)
- Providing qualitative and quantitative observations
- Involvement in Curriculum Development

Practical Implications

- How to and find solutions to disseminate information in the most user friendly way and how to improve our own paperwork system, both hard filing and on computer.
- Accessibility of information and teaching strategies for members of staff.
- Improving links with the Primary Academy & providing whole Academy support over a split site.

Future Direction

- Have identified that we should build a Centre of Excellence, and Respite/accommodation centre to continue the 'groundbreaking' work that the Academy is providing for the area.

29.

Working as an NQT in Secondary Schools: Opportunities and Challenges.

Jenni Evans, SLT; Katherine Middleweek, SLT & Annabel Mills, SLT, The Children's Integrated SLT Service for Hackney and the City, City & Hackney Community Health Services & The Learning Trust.

Abstract

Secondary provision is a rapidly expanding area of development within SLT. The Bervier Bercow Review identified the importance of providing SLT input for teenagers,

and the current lack of this provision generally in the UK. The local Secondary Schools Service has expanded from a pilot project in secondary schools in 2004, and the team now comprises 7 therapists (of which 3 therapists are recently qualified). Working as an NQT in secondary schools presents unique challenges and opportunities.

The local Buy-In model of SLT provision enables a consistent SLT school presence. The SLT offers direct therapy with students in 1:1, group and whole class settings. NQTs have benefited from developing experience in designing, planning and delivering creative programmes tailored for individuals and settings, in contrast to the more time-limited, consultative models often employed in local primary settings.

SLTs working on a weekly basis in secondary schools also have better opportunities to collaborate effectively with other professionals working in schools, including teachers, mental health professionals, Educational Psychologists. The Hackney model also offers opportunities for joint working with more experienced SLTs.

In a changing climate, experience of working in a buy-in model of SLT provision has developed NQT's awareness and understanding of the complexities of working and negotiating more closely with commissioners of services. Within the developing field of secondary work, there is also a wealth of opportunities to contribute to new research in SLT approaches.

NQTs have also developed skills in negotiating the challenges of dealing with larger and more diverse schools, a greater number of teachers and specialisms, and more rigid timetabling for both students and support staff. Highlighting the need to prioritise SLT input to teachers concerned with academic progress and reluctant to release students from lessons gives valuable experience in explaining and arguing rationales for therapy.