



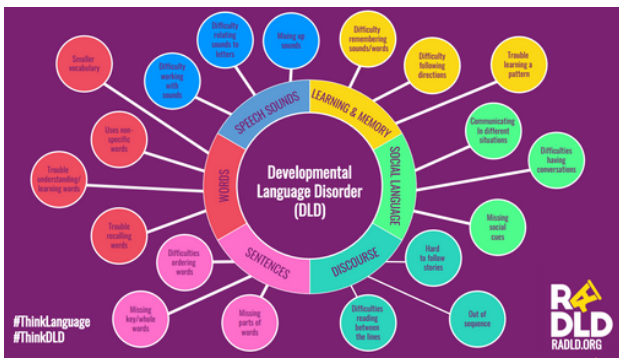
Developmental Language Disorder Toolkit

We'd like to highlight the release of the DLD (Developmental Language Disorder) Toolkit for Practitioners, expressing gratitude to those involved in its creation. Here at WMSLT, the toolkit has been the topic of conversation during recent in-house CPD events and clinical supervisions.

The Toolkit was created by The Communication Intervention Team (ComIT) in South East Wales, in collaboration with NAPLIC, taking inspiration from the RADLD DLD Bubble Resource.

The purpose of the toolkit is to increase awareness of DLD and its associated challenges among children and young people. It serves as a valuable resource for school staff in identifying and supporting individuals with Communication Needs, including DLD.

It includes a DLD Bubble Pupil Check document to help identify target areas for specific communicative support. Information, Strategies, Activity Ideas and Resources are available for these 6 communication areas:



- Learning and Memory
- Discourse
- Speech Sounds
- Words
- Social Language
- Sentences

We encourage ALL professions to explore the DLD Toolkit's downloadable resources. You can access the toolkit here:

[DLD Toolkit](#)

You can download this [here!](#)

Strategy Spotlight

To help students learn new vocabulary, make clear links to words they already know!

Ramadan: March/April 2024

Ramadan is a sacred month in which Muslims across the world embrace spiritual growth and deepen their connection with Allah. Our school students & families, colleagues, and Uni Students may observe fasting from dawn to sunset, with changes to daily routines.

It's important to be mindful of possible adjustments to our practice, and any personal challenges associated with fasting. The Royal College of Speech and Language Therapists have worked with their Muslim members to create guidance around supporting Muslims this month. [**Access this here.**](#)

We have vacancies for a Band 5 Speech and Language Therapist.

Please Spread the Word!

We're Hiring

APPLY NOW



Mindful Moments: WMSLT's focus on Mental Health



This term WMSLT have been putting the focus on mental health and wellbeing. We have been encouraging our team to start conversations, notice the positives and to share their successes, as well as recognise when they need to look after themselves. Here is what we have been getting up to...

- Our Mental Health First Aider and Speech and Language Therapy Assistant Mark raised an amazing £250 by 'growing the mo' for Movember in order to raise awareness of men's mental health. Well done, Mark!



art of *brilliance*

- The whole team attended a team building day on 'The Art of Being Brilliant' by Darrell at Art of Brilliance. The training inspired us all to notice both the big and small wins in our every day lives and we have been sharing these with each other to get through January! Darrell spoke about how we should all give as much care and attention to ourselves as we do to the young people we work with.

- We marked 'Time to Talk Day' together by encouraging conversations about mental health over a cup of tea.



- It was Children's Mental Health Week and the theme was 'My Voice Matters'. At WMSLT we support children to communicate their emotions and needs using all types of communication methods. Every child has the right to express their views, feelings and wishes and to have their views considered and taken seriously. Every child deserves to have their voice heard. Speech and Language Therapy is crucial in empowering children and young people to provide them with the skills and methods to express themselves. Children and young people with special educational needs often have their voices marginalised. Our team have been sharing activities with our schools to put the focus on making sure their voices are heard.



OT Resource of the Term - Alternative Seating!

We often receive requests from school staff seeking support for students who find it difficult to sit still, or remain seated for the duration of a set learning task. This can be for a variety of different reasons, including reduced core stability and/ or muscle tone (impacting on posture), inappropriate size of seating for student, or due to sensory processing challenges, such as movement seeking to support body awareness.

Alternative seating can sometimes be the answer! We have had some great success stories from staff when using the 'wobble stool', especially for students who present with sensory seeking behaviours.



Shine the Light Award



This term's nominees from our WMSLT therapists are...

- Ben Campbell - The Pines
- Clare Matthews - Tile Cross Academy
- Courtney Sparrows - Hamilton School
- Sanaa Nasar - Ward End Primary

Your work with the children is much appreciated, thank you for everything you do to support the children on our caseloads.

This term's SaLT 'Shine the Light' award goes to.....

Clare Matthews at Tile Cross Academy!

Clare recently became the lead contact at school for speech and language. She is amazing - she takes everything on with positivity and is already running a variety of groups such as Word Aware, DLD & Me and Comprehension Monitoring. She has great knowledge of all the young people with SLCN and makes all her intervention sessions so much fun. Clare is super organised and can be relied upon to keep parents up to date with the interventions the young people are having.



Clare, thank you for all your hard work. You have won some resources for your school!



From Student to SALT with WMSLT



An Interview with Elle

How does it feel to transition from being a student on placement to an NQP?

Transitioning from a student to an NQP felt very surreal and daunting at first. However, with support from my fellow NQP's and staff within the team, I found my transition to be a very positive experience.

Can you share some highlights from your student placement that prepared you for your current role?

Discussions with other SLTs during placement about their experiences and the resources they use really helped me to get an idea of what resources I may need as an NQP. Regular opportunities to reflect on my practice with my educators also improved my practice and prepared me for life as an NQP.

Have there been any surprises or unexpected aspects of the transition?

Every day is a learning curve! I didn't expect to continue to learn new things every day; my knowledge is continuously increasing and it's great!

How has the company supported you during your transition from student to NQP?

The company have been very supportive during my transition. Staff regularly check in to see how I am doing and I know that they are always on the other end of the phone or emails if I have any questions. No question has ever been too silly!



What differences have you noticed in your day-to-day responsibilities and workload?

Since becoming an NQP, I have gained a lot of independence; As well as having my own caseload, I am in control of my own diary and ensuring I am ready for the day with the appropriate tools and resources.

What advice do you have for students who are entering their 3rd year placement?

Don't be afraid to just have a go! Placement is a great way of building on your knowledge and skills so have a go and make the most out of every opportunity.

Did you see us in the Bulletin?

We're thrilled to have been featured in the Royal College of Speech and Language Therapists Bulletin! Being highlighted in such a widely-circulated publication is a proud moment for our team.



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