

communication

AUTUMN 2017

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SPECIAL FOCUS: AAC IN SCHOOLS

ERO ORAL LANGUAGE REPORT

BOUNCING BACK FROM BURNOUT



New Zealand
Speech-language
Therapists' Association

Te Kāhui Kaiwhakatikatika Reo Kōrero o Aotearoa

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Cover photo: Michelle King, Speech-language Therapist at Allenvale School, with a group of her students (pp. 3-4).



Editorial –

R. Lucas van Ryn

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Twenty six has flown by and we are already flying into 2017. On the personal front, my one-year contract at The TalkLink Trust has rapidly come to an end and it is time for me to move onto broader ventures. Communication Matters of course keeps me in touch with the Speech-language Therapy profession, as I'm sure it does for many of you. Lots of exciting things are happening this year, including Giving Voice Aotearoa campaigning to government around communication access (p. 16), and the Professional Development Symposium coming up in September (see p. 20).

We have a special focus on AAC in schools this issue, with contributions from Speech-language Therapists and Teachers at Allenvale and Kowhai schools (pp. 3-7). Both these schools have been implementing school-wide AAC programmes and looking at strategies for all staff to be able to use and model AAC. Kowhai Special School is providing A5-sized core boards to all staff and Allenvale School is beginning to look at how to make communication accessible in the playground. These approaches to AAC mean that communication is always accessible to students and there are always opportunities for

communication throughout the day.

In February, the Education Review Office released the report *Extending Their Language – Expanding Their World*, looking at oral language development in children from zero to eight years of age. We talk to Sandra Collins from ERO (pp. 10-11) about what's in the report, why it's important, what schools and early learning services should be doing, and what Speech-language Therapists can take from this.

Voon Pang from START talks about professional burnout (p. 13), sharing his personal experiences and the turning point in his career for dealing with burnout, and telling us about the need to recalibrate. Hopefully the summer months (in those parts of the country that have had some!) have given you some time to relax, reflect, and perhaps recalibrate. It's important to keep this in mind throughout the year, too—we all know how committed Speech-language Therapists can be!

We are saddened to hear of the passing earlier this year of Jo Coulter, Speech-language Therapist at Hawke's Bay DHB. An obituary for Jo appears on p. 12.



COMMUNICATION MATTERS IS PRINTED ON RECYCLED PAPER USING VEGETABLE-BASED INKS



President's Report – Philippa Friary

president@speechtherapy.org.nz

KIA ORA KOUTOU,

I trust everyone is feeling refreshed after some time off over the summer months (or are they a distant memory?). I enjoyed time with family in Taranaki and time on my bike exploring Whangamomena with Liam (you are excused if you need to check Google Earth). Since we last caught up, the Association has been industrious. Let me update you on some of this activity.

Giving Voice Aotearoa is your national campaign, focusing on raising awareness and advocating for our clients and whānau. You will be able to read an update on this great campaign in this issue (p. 16). Also check out the new NZSTA website for more details on activities you can get involved in and ideas on how you can give voice. Our national Champions will be a great contact for you if you are wanting to help out in your area. If you are a Speech-language Therapy student, now is a great time to learn about your role as an advocate and see how many people you can inform about the role of Speech-language Therapists and how we can make a difference. We look forward to hearing about how you are all giving voice.

I want to update you on some exciting activity that is happening behind the scenes for those of you who are keen to know more about how we are influencing government and advocating for our clients. We have recently formally announced our support for Access Alliance's Access for All Campaign. For more information on this campaign, visit www.accessalliance.org.nz. The policy stream of the Giving Voice Aotearoa campaign will be meeting with Dianne Rogers and a working group to help write a principle for an act that is being written on access to communication and information. This is a great opportunity for us to partner with other associations in the disability sector and to increase our visibility and raise the voice of our clients.

In parallel with these conversations, the NZSTA Giving Voice strategic group has met with Minnie Baragwanath from Be.Accessible to discuss possible collaborations. Minnie is an incredibly dynamic and passionate woman whose company is changing culture. Minnie's vision is for a 100% accessible Aotearoa. For further information, visit their website at www.beaccessible.org.nz.

Another way we have been getting our voice into government is through our partnership with Allied Health Aotearoa (AHANZ). Together with the AHANZ group, we are preparing a document for the Health Minister to inform them about our different organisations, what skills we bring, and the challenges we and our clients face. On behalf of you all, I wish to thank Clare McCann, who has been representing the NZSTA on this group for the last four years. Clare is well-known to you all as past Professional Standards portfolio holder and Aphasiologist at The University of Auckland. Clare will be continuing her mentorship to the Association through working alongside Anna Miles, looking into options around registration and self-regulation.

Thank you to everyone who has been getting involved with the Association through area meetings, working groups, the Giving Voice Campaign, or being an Expert Advisor. As an Association of volunteers, all your mahi (work) moves us all forward in the same waka.

Mā te wā, see you at the Professional Development Symposium on September 7 and 8 in Rotorua.

Mauri ora,
Philippa

Giving Voice to AAC at Allenvale

WORDS: MICHELLE KING, SPEECH-LANGUAGE THERAPIST, ALLENVALE SCHOOL

At Allenvale School, we embrace a Total Communication approach. We value and support the use of all modes of communication that enable a person to understand and to be understood across multiple contexts. Modes of communication may include speech, vocalization, gesture, body language, facial expression, signing, writing, the use of visual supports, and voice output technology.

Many of our students use voice output technology or a comprehensive low-tech system as their primary and most effective mode of communication across different environments. It is essential that these students have access to a robust communication system that allows them to understand others and to learn to express themselves for a variety of purposes, whenever and wherever they choose. We aim to help our students maximize their potential as communicators and to participate fully in learning, social arenas, the community, and their chosen endeavours.

What strategies are we using to support the communication development of our students who use AAC?

We speak AAC. Our most powerful strategy is modelling. We aim to model AAC throughout the day. The term modelling is sometimes used interchangeably with terms such as Aided Language Input, Aided Language Stimulation, Augmentative Input, or Aided Language Modelling. When we model, we point to key words on the student's AAC system or another similar AAC system while we talk. We may verbalize our message, say the message entirely using voice output technology, or a little of both. The aim is to present a model of how a student would say a message if they could. This may include modelling their access method.

We ensure students have access to core words by making sure they are part of whatever AAC system they use. There are between 50 and 400 words that are very frequently used in writing and conversation. According to research (Centre for Literacy and Disability Studies, 2013), 400 of the most frequently used words make up about 80% of what we say every day. To teach staff and students to use core words, we have introduced a "Year of Core Words" approach, which we have modified



Kay, Speech-language Therapist at Allenvale School, with one of her students.

from Carole Zangari and PrAACtical AAC (Zangari, 2016). To maximize communication opportunities and increase the frequency of exposure to core words, we aim to have AAC within arm's reach all the time.

We aim to give our students access to the greatest number of core words with the least amount of effort. By keeping these words in the same, or similar, location on all of our high and low-tech AAC systems around the school, we help our students learn to find and efficiently access combinations of core words when they need them (Baker, 2005). We have also chosen to keep consistent colour coding across tools. We have been using Proloquo2Go for around six years, and had recoloured the original vocabulary using the Fitzgerald Key configuration. We originally used the 36 cell per page presentation, but found that staff and students spent too much time navigating through many layers to access the words that they needed to formulate their messages. When the Proloquo2Go Crescendo Vocabulary was released last year, we trialled our students with the 77 cell per page layout and discovered that the majority were able to visually and motorically access this grid size. They were also able to formulate their messages more quickly. Use of the larger home page has enabled us to produce more effective low-tech core boards (for classrooms) with enough vocabulary to be useful in a variety of situations.

We use a combination of high and low-tech AAC. We have recently introduced A1-sized posters of our 77 cell grid from Proloquo2Go into classrooms and other areas throughout the school. Access to these larger low-tech boards has

increased the confidence and engagement of our students in using AAC and has encouraged more frequent modelling by communication partners.

The Speech-language Therapy team, supported by management, is continually identifying and problem-solving barriers. We are always looking for opportunities to empower parents, staff, and others to become comfortable, fluent users of AAC and effective communication partners. The Speech-language Therapy team has found that continual development of resources and provision of training is pivotal to achieving this.

We are also constantly looking for new opportunities for our students to learn and use language in context. Our current Playground Communication Project aims to engineer the school playground environment so that core words and relevant fringe vocabulary is available to model when students are in playground areas. This means that our students who aren't able to take personalized systems into the playground will have effective and familiar supports they can use to continue to understand what is being said to them and to say what's on their mind, including telling, arguing, making a plan, making a friend, and apologizing!

References.

Baker, B. R. (2005). The Role of Motor Planning In AAC and Language Acquisition. In *Proceedings of the California State University, Northridge Conference on Technology and Persons with Disabilities*. Retrieved from <http://www.minspeak.com/students/documents/2005CSUN2005.pdf>

Center for Literacy and Disability Studies (2013). *Dynamic Learning Maps™ Core Vocabulary*. Retrieved from <http://www.med.unc.edu/ahs/clds/resources/core-vocabulary>

Zangari, C. (2016). *PrAACtical AAC*. Retrieved from <http://practicalaac.org/>

AAC at Kowhai: Speech-language Therapists' Perspective

WORDS: MICHELLE ROBERTS AND KYLIE WILLOUGHBY, SPEECH-LANGUAGE THERAPISTS, KOWHAI SPECIAL SCHOOL

Use of AAC at Kowhai Special School in Hawkes Bay has evolved hugely over the past two years as we've gradually moved towards the integrated use of robust communication systems across our school. The roll-out of core vocabulary boards in 2015 was the start of a huge shift in attitude around AAC. Core vocabulary boards and PODD books began floating around classrooms across the school. We rapidly graduated from 50 symbol core boards to 112 symbol boards. With this increase in available language, we soon realised that we needed to provide ways for teaching staff to tackle the task of modelling all this language in manageable chunks. We wanted them to become comfortable and confident in using these new tools! We introduced core vocabulary calendars that encouraged staff to focus on one core word and the corresponding Makaton sign (along with suggested phrases) each week. This meant that staff were able to grow their knowledge of the core board in a systematic way. Similarly to the core word calendars, we provided PODD pathway calendars to teachers who had students using PODD systems.

Encouragement to model, model, and model some more was posted weekly on our noticeboards. The introduction of lanyards featuring select single core words and a mini core board provided a useful way to ensure that aided language was always available to staff in their interactions with students whether in the playground or in the community.

The roll-out of A2-sized core boards with a set of school-specific fringe vocabulary was a huge turning-point for many

of our staff. Getting these produced was a challenge in terms of tailoring templates, having them professionally printed, and organizing multiple working bees to get them cut out, laminated, cut again, and then bound and mounted. The challenge of this mammoth task was worth it, as they have become the focal point around which whole-class teaching takes place. As well as equipping our staff, we've also been able to host the first of hopefully many Communication Workshops for whānau. We hope that this will allow the modeling of aided language to take place in the community, not just at school.

We are currently in the process of producing and distributing A5-sized core boards with fringe vocabulary. These more robust tools will be worn by all staff so that wherever we are, we are able to communicate fully with students who would benefit from aided language input. We are considering creative ways to ensure that staff and students permanently have access to AAC in the playground. Celebrating and recognizing staff who work hard to integrate AAC throughout the day will also be a focus in 2017.

Since the increase in use of class-wide and child-specific AAC systems, we have seen a real growth in students' desire to communicate and engage using alternative tools. We are so excited about where we are as a school in our use of AAC, but also acknowledge the continued learning that lies ahead of us, as we are just breaking the surface of the wonderful world of AAC!

AAC at Kowhai: Teacher's Perspective

WORDS: ANGI PEARCE, SPECIAL EDUCATION TEACHER, KOWHAI SPECIAL SCHOOL



A student at Kowhai Special School requests rain (a water sprayer) using the class core board.

My journey into the world of AAC began at the beginning of 2015, when I started teaching at Kowhai Special School. Prior to this, I had been teaching in mainstream primary schools for almost 30 years and I had never heard of AAC. I had to quickly learn alternative methods of communication in order to help the students in my class to both express themselves and understand my teaching. Initially, I found Makaton Sign the easiest to use and it quickly became a part of my communication toolkit. I initially found core vocabulary boards and PODD books a lot more difficult to master.

As 2016 arrived, so did a new resolve to accelerate the use of AAC in my classroom in order to promote an inclusive and language-rich environment where aided language stimulation is used throughout the day. An expectation of teachers in New Zealand is that they carry out teaching inquiries in order to keep their own teaching and learning constantly moving

forward. I decided to investigate how I could foster and embed a team approach to Total Communication in my classroom. I determined that the steps that I needed to take to achieve this were:

- Seek out tools that can be used in a range of settings with the support of the Speech-language Therapists.
- Make an expectation that any staff working in my room use the communication tools that are available, such as core vocabulary boards, Makaton, and PODD books.
- Use the targeted weekly core word charts from the Speech-language Therapists and encourage other staff to use the core symbol/word/sign of the week, as well as those from previous weeks.
- Research how other schools have brought their classroom staff on-board with the Total Communication approach.

The implementation of certain tools, such as an A2-sized core vocabulary board with a complete set of fringe vocabulary resulted in an exponential growth in student communication in my room. This large core vocabulary board became the focus of communication any time we had mat time. Personalized and generic teaching core boards with fringe are now used daily from circle time, throughout literacy (to support story writing and comprehension) and numeracy (to support number recognition, counting, shapes, colours), and in the playground at break times. One exciting highlight during this AAC journey was when one of my students with autism, who only spoke in one or two word utterances, started to independently use the core vocabulary board to create 5-6 word utterances, both verbally and by pointing to the symbols.

All of us still have a long way to go on our AAC journey, but with each new sign or symbol we use and each new interaction we use them in, it is becoming the culture of our classroom and our school. It's our hope that every student develops a means to express themselves in a purposeful and meaningful way.



Angi Pearce, teacher at Kowhai Special School, models the A2 core board with her students.



Area Updates

NORTHLAND AREA

Lucy Schumacher

We had a quieter area meeting this quarter with members still out enjoying the summer weather!

Whangarei Hospital has made some progress with FEES and is looking forward to getting started on training some time this year.

Blomfield School has a second Speech-language Therapist, with Kristen Shepherd moving from the Ministry of Education to this new position.

AUCKLAND AREA

Auckland Area Rep Fern Maxwell is currently on maternity leave, looking after baby Oliver.

WAIKATO / BAY OF PLENTY AREA

Annabelle Blue

Our first meeting for the year was very well attended by members from across the region. Interesting discussion was had around the Health Practitioners Bill and the possible implications this could have on our profession.

- Tauranga MOE welcomes Nicola Pemberton, who has recently moved from Whangarei, to the team.

- The team at Tauranga Hospital has recently gained a new Allied Health Manager, Martin Chadwick, previously at Counties Manakau DHB.
- We wish to pass on congratulations to Victoria Lougher, Whakatane Hospital, for the recent arrival of her baby boy!
- Our Area Rep, Annabelle, recently got married!

CENTRAL AREA

Emma Irvine

After the hustle and bustle of the Christmas break, we had a great turnout to our recent meeting. A number of staff changes again around our region, so we welcome those who have joined the district.

Gisborne MOE reported that their office is having a restructure and losing their district manager; they are combining managers with Hawkes Bay. The current service manager is on leave but Carmen Fairlie, Speech-language Therapist, is covering the position.

Tairāwhiti DHB reported that it is now fully staffed, which is fantastic for the area.

Otherwise the Central area has had a quiet start to 2017, but is looking forward to upcoming professional development opportunities and getting involved with the Giving Voice Campaign.

WELLINGTON / MARLBOROUGH AREA

Claire-Elle Roberts

It was great to have so many members in attendance this quarter with a range of education and health therapists present. The teleconference option continues to be the most popular with many members in the area calling in. Moving the dates to have the teleconferences occur after face-to-face meetings has been of great success.

We are excited to welcome back Freya Davidson, Amanda Bell, and Libby Coates. We also want to wish Ruth Ring all the best as she goes on maternity leave and Larissa Roy as she goes on her OE.

CANTERBURY / WESTLAND AREA

Ruth Ramsay and Kate Cook

Kia ora koutou, Ruth and Kate here on behalf of the Canterbury / Westland region. We had a great turnout for our first meeting of 2017—getting to know new Speech-language Therapists in the region and hearing about the staffing changes at the Canterbury DHB, MOE Christchurch, and CCS Disability Action. Our Giving Voice Champion Dean Sutherland shared his reflections on an engaging meeting with Canterbury Aphasia NZ members and the Hon. Nicky Wagner, Minister for Disability Issues, regarding access to services and future projects together. We answered the call to create some Top Tips for Communication Access. Tips shared by our members included “tīro mai, whakarongo mai, kōrero mai” and “do what works”. Noho ora mai.

OTAGO / SOUTHLAND AREA

Kathryn Palmer

Happy New Year. Still waiting for the summer to arrive down here. This has been my first quarter as the new Area Rep. Thank you to those who attended my first meeting. Members were also present via Skype from Central Otago and a mini-meeting in Invercargill.



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Not too many changes to report this quarter:

- Sarah Tay has now left MOE Invercargill and Sylvia Costello is now permanently full time.
- Amy Rosenfeld has started at the DHB. Eleanor Jackson has left and moved to Christchurch. There will be some recruitment changes coming up at the hospital.
- Rachel Matthews has started working for Parlez SLT.

Extending Their Language – Expanding Their World

R. LUCAS VAN RYN TALKS TO SANDRA COLLINS ABOUT ERO'S REPORT *EXTENDING THEIR LANGUAGE – EXPANDING THEIR WORLD: CHILDREN'S ORAL LANGUAGE*, RELEASED THIS FEBRUARY.

Can you tell me briefly about your role in ERO and your contribution to the report?

I work in ERO's Evaluation Services Unit and I'm a Senior Education Evaluator in the team there. I was involved in the management of the evaluation project, particularly around the data analysis and drafting the findings.

Why is oral language important? Why is it something we should be thinking about?

Oral language is a foundation for learning. Being competent in oral language is really important and it's the basis for social interactions and it's the medium through which children experience the curriculum.

We'd done quite a few curriculum-focused national reports and we hadn't looked at oral language. It was also an opportunity for us to do a national evaluation report that wasn't just focused on early learning services or on schools. This report is about children from birth to eight years of age.

Do you think that there has been a decline in the oral language ability of children coming into schools?

That's a very interesting question, and we don't know that because we have no measure of children's oral language. We have no common assessment tool. There have been anecdotes in the media; we were aware of principals saying that children are coming into school without good oral language. So we thought, that's a chance to have a look at that.

How aware are teachers of their children's oral language skills?

In early learning services, it was really variable whether the teachers were noticing children's oral language, and whether



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HIGHLIGHTS OF THE REPORT FOR SPEECH-LANGUAGE THERAPISTS

Examples of effective practice pp. 35-43

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Supporting oral language learning and development in schools p. 49

they were documenting anything around oral language. The schools that wanted to know about children's oral language were using some of the available tools, but this is an area that the Ministry needs to take a closer look at. We really want to see a more coherent set of expectations, assessment tools, and resources.

Is oral language support only relevant for children who have difficulties with oral language?

There have always been children who need additional specialist support, but this is actually about promoting and fostering oral language as part of the curriculum for all children. Teachers can pick up when a child is having difficulties associated with speech but were not always picking up that actually they need really good interactions, they need language models, they need their vocabulary extended, as part of the everyday curriculum.

How are schools and early learning services supporting oral language development at the moment? How well are they doing it?

One of the critical findings that surprised me a little bit was the lack of shared understanding about expectations for how children's oral language develops. Teachers need to know what the expectations are and they need to know how far away from that they are and they need to know what a really language-rich curriculum looks like.

What else should teachers be doing to support children's oral language development?

It's about teachers knowing children well and knowing how oral language learning develops but also what it looks like across the curriculum in different contexts. It's about having meaningful

authentic contexts for children to build a real breadth of vocabulary and to be able to use the language relevant to what they are interested in learning about. I think the recommendation that we make in the report for schools and services picks up on that:

Offer rich, broad learning opportunities to support children's oral language learning and enable them to develop oral language capabilities foundational to their learning across the curriculum. (p. 5)

But we've got to do some work in that space as well, just around children having the vocabulary to be able to talk about their experiences.

What does the report mean for Speech-language Therapists? What recommendations can they take from it?

It's about what they can take from this report into the work that they do with teachers where the opportunity is to ask questions about what the curriculum looks like for children and what opportunities they're getting to use and explore language and play with language and sounds.

There's some real benefits in the partnership that can sit between teachers and Speech-language Therapists working together and sharing knowledge and joining up.

This interview is edited, based on a telephone conversation with Sandra.

Reference.

Education Review Office. (2017). *Extending their language – expanding their world: Children's oral language (birth-8 years)*. Retrieved from <http://www.ero.govt.nz/assets/Uploads/Extending-their-language-expanding-their-world2.pdf>

Obituary: Jo Coulter

WORDS: ALICIA SMITH, SUSAN HEARD, AND ANDY BATEMAN-JONES

Jo Coulter (née Dephoff) studied at the University of Canterbury prior to joining the team at Hawke's Bay District Health Board in 2008 as a new graduate. After three years, she went on the obligatory overseas locum experience, working in the United Kingdom for two years. She returned to Hawkes Bay DHB in 2013, where she was an integral member of the team until her passing on January 27, 2017.

Jo was well-known for being sharp; she walked fast, and she thought fast. If you were her student, your first test was to keep up with her fast pace walking to the wards. She was an excellent clinician with a strong understanding of medicine, and wasn't afraid to challenge others or to ask questions in pursuit of improving patient care. Jo was instrumental in the implementation of Cough Reflex Testing at Hawkes Bay DHB, a quick, reliable, evidence-based assessment, which has changed the face of our work. Along with videofluoroscopy, she was fully proficient with Fiber-optic Endoscopic Evaluation of Swallowing and was a key member of staff within the Acute Stroke Unit. Jo also spent time working on rehabilitation wards and in outpatient settings, including a voice caseload, as she knew these experiences helped to make her a more rounded clinician.



Jo Coulter.

Jo was persistent in her role as a patient advocate and she wouldn't stop until she got answers. When appropriate, she would push for an admission of a patient to receive a thorough work-up, suggesting that others should consider alternative diagnoses, chasing test results that were taking too long, consulting expert clinicians for opinions, and sending patients outside of the

DHB to receive the best evidence-based treatments available. She was a cheerleader for those who had rehab potential and she was empathetic with those who did not. Jo learnt from every patient she encountered and integrated this learning into her practice, sharing her new knowledge with her colleagues.

Jo was committed to the job, and despite the upheaval of being diagnosed with cancer, that night she managed to email a full caseload handover so the team knew what to do with her patients the following day. Jo's proficiency with the medical model of care and its jargon meant she was well-equipped to handle her cancer head-on: asking questions, understanding medications and treatment options, and utilising her knowledge of the system to ensure she received the best care available.

Jo continued to work for two years after her diagnosis, taking time off when needed to attend and recover from her treatments. Throughout this time, Jo craved the normality that work provided. Hospital was a place where she treated the unwell, not a place where she was the unwell.

Jo will forever be remembered by her colleagues and friends for the contribution she made to their lives.

Bouncing Back from Professional Burnout: A Speech-language Therapist's Journey to Better Self-Care

WORDS: VOON PANG, SPEECH-LANGUAGE THERAPIST, STUTTERING TREATMENT AND RESEARCH TRUST



Voon Pang at the NZSTA Conference, 2016. Photo credit: Freestyle Event Photography.

with a large caseload, staffing issues, reduced job satisfaction, and the feeling that I was not making a difference in people's lives. On top of work issues, I also had the stress of maintaining a long-distance relationship.

On my one-year anniversary, I resigned, moved back to Perth, and took an indefinite break from working as a Speech-language Therapist. I considered becoming an audiologist, but was fortunate enough to side-step into research assistant work thanks to a colleague. My work as a research assistant involved researching the relationships between spinal cord injury, pain management, and quality of life in Western Australia. I was responsible for ethics submission, literature reviews, and data entry. It was a reprieve from feeling dissatisfied with Speech-language Therapy work but it was also incredibly isolating as there was no client contact and I often worked alone.

During this time, the yearning for wanting to make a difference in people's lives once again crept back in. My gap year allowed me time to reflect on what I liked about Speech-language Therapy and what clinical populations I liked working

I began working as a Speech-language Therapist in 2007, and am proud to say that burnout has played a large role in helping me discover what I love about our profession. Nine years ago, I resigned from my first job as a new graduate therapist working in Kalgoorlie, a mining town 600 km from Perth, Western Australia. Contributors to burnout included lack of clinical support combined

with. It also provided me with plenty of time to read, and having a prior interest in stuttering meant that I read textbooks and watched therapy DVDs to keep my toes in Speech-language Therapy. The knowledge I gained from reading, watching, and reflecting meant that I had new-found enthusiasm to re-enter the Speech-language Therapy workplace. I was fortunate enough to land part-time jobs which helped me ease myself back into the Speech-language Therapy world.

Fast forward to 2017, and I've been working at the Stuttering Treatment and Research Trust (START) for the past five years and not once have I considered leaving the profession again. A turning point in how I bounced back from burnout was when I met David Luterman in 2009 and read his work on *Helping the Helper*. Luterman points out that many people who are attracted to the helping professions have a strong need to be needed. Consequently, there is a tendency to be over-involved with clients and with work, leading to professional burnout. Luterman's own work as an audiologist meant that he recognised the need for health professionals to recalibrate. Recalibration allows us to centre ourselves, thus ensuring we have an abundance to give. He also emphasised that in order to give we have to be sure that we have taken care of our own needs first. Better self-care will inevitably lead to better service provision.

My hopes are that by reading this piece you will be more mindful of self-care and will recalibrate routinely to prevent professional burnout. If you do burn out, there are other options to explore, and there are ways of re-entering the profession at a different stage in your life.

If you are interested in reading Luterman's *Helping the Helper* or if you want to continue the conversation about professional burnout, please email Voon at voon@start.org.nz.

Reference.

Luterman, D. (2009). *Helping the helper*. Paper presented at the Stuttering Foundation Eastern Workshop, Boston, MA.

Classroom-Based Supports for ORS Funded Students

WORDS: ALICE ASHBEY, NAOMI GRIGG, AND KYRA PORTIS, MINISTRY OF EDUCATION

Creating an approach to work in partnership with educators and families of children with ORS funding.

A common challenge faced by Speech-language Therapists is building a shared understanding with teachers and families around the best everyday contexts to support the communication development of students receiving Ongoing Resource Scheme (ORS) funding. The Speech-language Therapists supporting South Canterbury schools developed Communication for ORS (CORS), aimed at developing awareness of the importance of supporting communication in everyday interactions.

CORS was one of several systemic supports offered to South Canterbury schools in 2016. It aims to build the capability of school teams to support the development of functional communication skills for ORS-funded students. The goal of this team-based, collaborative approach was to increase school teams' confidence and capabilities in supporting the interactions and communication skills of their students.

School-based teams attended a workshop and a follow-up planning meeting. The workshop framework gave the Speech-language Therapists and team members a dedicated time to collaborate, a factor which is often a barrier to providing in-class support. With the support of a Speech-language Therapist, each team developed a plan for the year, which included individualised goals for both the adults and the student. Teams were asked to identify what type of support the Speech-language Therapist could provide to help them achieve their goals. Ongoing support throughout the year included coaching, video feedback, and identifying and addressing barriers.

The three-hour workshop was attended by four school-based teams supporting ORS-funded students. For these students, developing communication skills was a priority. The teams were comprised of teachers, SENCOs, and teacher aides. Workshop content focused on increasing team members' use of language facilitation strategies in everyday routines. A teacher interaction checklist was adapted and used as a tool. This provided an opportunity for teachers to challenge their everyday practice, and they reported finding it a powerful reflection tool.

Team members were asked to consider their interactions with students and identify specific strategies they would like to use more often and the routines they would use these in. Throughout the year, teams found creative ideas to target their goals, providing students with a range of language and learning opportunities that reflected their interests.

It was encouraging to receive this feedback from a principal following the workshop: "The staff who attended were buzzing about what they gained from this time . . . and were implementing some things the next day. It has had impact already."



From left to right: Kyra Portis, Naomi Grigg, and Alice Ashbey.

It was exciting to hear the teams' increasing enthusiasm and confidence with developing and using strategies to support their students and celebrating their achievements throughout the year. There were a number of light-bulb moments when adults realised that by using specific strategies *they* could support children to develop their communication skills in day-to-day conversations.

CORS has provided a positive framework for supporting teams around ORS students to build their capability and confidence with communication strategies. Plans are underway to build on our learning from last year and implement CORS with a second group of students.



Spokle: Speech-language Therapist in your Pocket

WORDS: GIA KUEK

Technology has revolutionised the way I provide speech and language services. Since graduating from the University of Canterbury, I have been doing voluntary speech and language work in New Zealand and remotely in Indonesia. With technology, parents and I have instantaneous back-and-forth updates, comments, and suggestions. Parents have reported that with this mode of service delivery, they are suitably equipped with the knowledge and tools to address problem behaviours right away, and to celebrate successes when they happen. Parents have commented that with piecemeal instructions they are able to digest information more easily, making them more motivated and confident to deal with challenges.

As a result, my friends and I developed Spokle, an *app* which embraces technology as a tool to provide families who have a child who struggles with communication with the convenience of doing therapy at any time, anywhere, and with anyone. Spokle can be a family's therapist in their pocket. It is especially suitable if trained professionals are hard to come by, or if cost or distance to a therapist is prohibitive. It can also be complementary to therapy that a child may already be receiving.

Spokle is designed with two goals: to increase parents' awareness of the way they communicate with their children, and to improve children's communication skills. Spokle has various programmes to help develop a child's communication skills, and each builds on the last. For example, the first programme, Little Penguin, addresses foundational skills for communication, such as listening, joint attention, motor and sound imitation, and turn taking. The activities in the programmes all revolve around routine activities that happen every day. This takes the pressure off parents and families to set a time to do therapy work.

The activities recommended in the programmes have smart goals, such as: Your child can copy your actions at least five times during an activity. There are rationales for each goal, which explain the purpose of the activity. Detailed instructions on how to do an activity can be accessed as easy-to-understand text, audio, or video. At the end of each activity, parents are encouraged to answer simple quizzes to help them track their child's progress against key milestones.

In addition to developing communication, Spokle also features sensory integration and strategies and tips for managing behaviour. There are real-life examples so parents can see the strategies in action. The exercises are fun and easy to follow, designed to be used on the go, and each one takes less than five minutes.

Spokle will be available from March 18, 2017 from the Apple and Google Play stores in six countries across the Asia-Pacific region: Australia, New Zealand, Singapore, Malaysia, and the Philippines. It is available in English and Bahasa Indonesia. See <http://spokle.com.au/> for more information.

Giving Voice Campaign Update

WORDS: AMY OUGHTON, NZSTA CHAMPION LEAD

The New Year stands before us, like a chapter in a book waiting to be written. We can help write that story by setting goals, and this is exactly what the Giving Voice Aotearoa Committee has been doing in their recent teleconferences. Members of the strategic group have been making connections and spreading the word about the campaign to organisations and politicians. The Giving Voice Aotearoa campaign is beginning to be a useful tool to get the message out to like-minded organisations such as Be.Accessible and Yes Disability, and as a way to influence government policies such as the New Zealand Disability Strategy.

One example of this happened in January. Annette Rotherham, NZSTA's Communications Executive, and Dean Sutherland, Christchurch Champion, along with the Christchurch Aphasia Hub, met with the Hon. Nicky Wagner, Minister for Disability Issues, in Christchurch to discuss Giving Voice Aotearoa and communication access for people with aphasia. The group was able to raise its concerns around communication barriers found when accessing government departments such as WINZ. From this meeting, Nicky Wagner suggested working together on a project to improve communication accessibility within WINZ. We hope to see some positive changes as a result of the collaboration, and make more people realise the importance of communication in our day to day lives.

Giving Voice Aotearoa plans for 2017:

- *Hearing the consumer voice.* This is a written or video-based survey, which our champions will use and circulate to Speech-language Therapists in their network. In this survey we wish to hear from consumers and clients, so they can tell us their concerns or appreciations with questions such as: Where have you been recently where communication was easy / hard? What helped? Why was it difficult? What could make a difference?
- Giving Voice Aotearoa Community Awards is another activity soon to be released. These will be given out to organisations

that demonstrate communication friendly environments / staff and positive experiences for those affected by communication disability. Nicky Wagner is supportive of this initiative and will sign letters to organisations that are nominated.

- The Giving Voice Aotearoa Video Contest is coming back for 2017! We had a such a positive response in 2016 with some very emotional, well-thought-out, and powerful videos on What Communication Means to You. You can see all of these by visiting the NZSTA YouTube channel. This year the theme will be Communication Access and again, like last year, you can let your creativity go wild! Details on how to enter, due date, and, of course, those amazing prizes, will come shortly via social media and email.
- Awareness week!! Back by popular demand and we realise that so many Speech-language Therapists have gotten into the spirit of this week of focused activity and action. Communication Access will be the theme and the week will be held from September 10 to 16.

For this campaign to spread nationally we need to form connections with not only national organisations and personnel but with those at a local level, and this is where you come into it! The strategic committee encourages all members to speak aloud, to get involved and join forces with your local champion to target local organisations, set up meetings, morning teas, 10 minute Giving Voice Aotearoa presentations, or simply to ask those around you 'How is communication important to you?' and raise their awareness. We have a fabulous bunch of enthusiastic Champions scattered across the country, however they will need some help to carry out activities, run events, and gather and relay information. Please get in touch with your local Giving Voice Aotearoa champion (<https://speechtherapy.org.nz/about-slt/giving-voice/>) if you wish to be a part of this rewarding awareness campaign.



Annette Rotherham – Communications

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TĒNĀ KOUTOU,

2017 is whizzing by. It doesn't feel like that long ago that we were all just checking our sunburn and packing up the camping gear from summer. I'm sure our work, family, and life demands have kicked in and we are noticing the evenings are getting shorter again. Life has been steady from my perspective in the NZSTA and the communications side of the organisation. Our brand new website went live in February. This is a responsive, modern, and fresh site, and if you can't find something, the improved search function is very reliable at doing the finding for you. There are bound to be some hiccups in the first few months, but I'm sure we can work these out together, so do keep us informed if you experience any issues. We want to keep the lines of communication open and accessible.

January and February might be a quieter time of the year on this side of the world, but in international circles work life keeps up its pace, so the ICP has been teleconferencing monthly and we are making some good progress on where policy is at internationally regarding communication access and raising the awareness of the rights of those with communication disabilities. The ICP and the IALP organisations are finding ways to work more closely together to influence the World Health Organisation and the United Nations. We still urge those who haven't signed the pledge to do so at <http://www.internationalcommunicationproject.com>. This will get you connected to the quarterly newsletter and you will see some of

the amazing work happening around the world.

Think global, act local. That is the attitude we have taken with Giving Voice Aotearoa. Hence we are taking the communication accessibility theme and using this as our tool to make inroads with other organisations such as Access Alliance and their campaign to make "NZ accessible for all". I feel very privileged and excited to be working with two enthusiastic committees on our campaign, in our strategic group and our champion group. Communication Access is very cost-effective and relatively easy to implement compared to many other access policies. We aren't asking for changes in building codes or physical ramps. Communication "ramps" can be as simple as speaking more slowly, allowing more time, writing some key words down. Most important is including the person with communication needs in decision making, treating them with dignity, and acknowledging competence. To find out more about the Giving Voice Aotearoa campaign, see the article from Amy Oughton in this issue of Communication Matters (p. 16). The new NZSTA website also has a page dedicated to advocacy and awareness. You are also welcome to contact me anytime by email at communications@speechtherapy.org.nz.

Take care until we catch up again,
Aroha nui,
Annette



Karen Brewer – Māori and Cultural Development

culturaldevelopment@speechtherapy.org.nz

KIA ORA KOUTOU,

I've been pretty quiet on the NZSTA front this year because I've spent the past six months on maternity leave, busily looking after baby Liam. Having tried to be both Mum and EC member for six months, I can see that it won't work long term. As much as I enjoy being on the EC, I have decided not to stand for re-election at the AGM in September. In the mean time, we'll be working on succession planning for the Māori and Cultural Development portfolio. The details of what the portfolio entails are below. Please think about who you know that might be suitable for this role and have a chat with them about it. I'm happy to talk to anyone who is interested or who has questions.

Ngā mihi nui,
Karen

Maori and Cultural Development Portfolio

- Facilitate bicultural partnership within the NZSTA and the Speech-language Therapy profession, as per the principles of the Treaty of Waitangi.
- Facilitate cultural competence and safety within the NZSTA and the Speech-language Therapy profession.
- Promote cultural diversity within the NZSTA and the Speech-language Therapy profession.
- Promote and support the growth of a culturally and ethnically diverse Speech-language Therapy workforce.

Links

- He Kete Whanaungatanga.
- All other EC portfolio holders.
- Whānau/hapū/iwi/kaumātua/tikanga advisors.
- Relevant ethnic and cultural community groups.
- Ngā Pou Mana, Tae Ora Tinana, and other Māori health and education groups.
- Kia ora Hauora and other Māori and Pacific workforce development initiatives.
- Universities, clinical supervisors, and the PAC.

Areas of Responsibility

- Convene He Kete Whanaungatanga.
- Support, and be supported by, all other portfolios.
- Assist organisers with cultural aspects of national conference and professional development events.
- Assist organisers with cultural aspects of Speech-language Therapy Awareness Week.
- In conjunction with the Professional Development portfolio holder, organise professional development for NZSTA members on topics related to cultural competence and safety.



Jodi White – Member Networks

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HI EVERYONE,

Happy New Year to all our members—including our new members, as well as our New Graduate members. We hope you find satisfaction with the benefits you receive from being a member. We are always working to improve the interface we have with our members, so if you have any feedback on how this could be changed or improved, please let me know.

It has been a fairly quiet quarter for this portfolio, with the Christmas period causing a bit of a slowdown in contact. Hopefully all membership issues are now sorted and we are all in the swing of things this year.

We have continued to have excellent attendance at recent area meetings, and I would encourage all of you who attend to add your opinions, comments and questions. The EC is happy to receive all queries, and we try to provide full responses to include as part of the national collated meeting minutes.

The minutes, with EC responses included, are now available on the NZSTA website at <http://www.speechtherapy.org.nz/pages-after-login/exec-documents/exec-minutes> (or <http://tx0.org/ax>).

As I am writing this, the Universities are all in the process of starting up for the year. This includes election of new Student Reps into positions left vacant by their recently graduated peers. I would like to welcome our new Student Reps and thank them for the effort they put into holding meetings and engaging in activities such as Giving Voice and Awareness Week.

Please continue to engage with your Area Reps and area meetings; it really does help the whole association.

Ngā mihi,
Jodi



Claire Winward – Professional Development

professionaldevelopment@speechtherapy.org.nz

KIA ORA KOUTOU,

Well, summer has finally arrived in Wellington, and with it some exciting Professional Development news—but more of that later! Firstly, on behalf of the Executive Council, I am delighted to welcome Emily Jones to the role of Expert Advisor for Paediatric Dysphagia. Emily is an advanced practitioner in this developing field, and currently works as a clinical educator at Massey University. She has a wealth of experience supporting children and their families with eating, drinking, and swallowing difficulties, both in New Zealand and overseas. Emily also has a passion for teaching and mentoring staff in this area and a strong desire to continue to improve management for children with complex feeding difficulties through research into practice. Welcome, Emily! To contact Emily with all your clinical questions, please find her details on the new NZSTA website.

We would also like to take this opportunity to acknowledge Turid Peters for her support in this Expert Advisor role over the past few years. Many thanks Turid for giving us your time and sharing your expertise!

And now (drum roll) I can confirm that this year's NZSTA

Symposium will be held as follows:
Thursday, September 7 and Friday, September 8
Sudima Hotel, Rotorua

The Sudima hotel group holds the distinction of being the first accessible hotel group in New Zealand, their goal being to ensure all guests can enjoy every aspect of the hotels' facilities regardless of their individual needs. This makes them the perfect choice to host our symposium. And of course, Rotorua needs no introduction—tino kino te pai!

We will be announcing our keynote speakers very soon. In the meantime, please save the dates, and start to think about presenting some of the great and innovative work that you're all out there doing!

If anyone based in Rotorua would be interested in helping out with preparations (e.g., visiting the bar at the Sudima for quality control), please let me know.

Mā te wā,
Claire

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SUBMISSION DEADLINES FOR COMMUNICATION MATTERS

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