Symposia

Communication Support Needs In The Justice System

CREATING COMMUNICATION ACCESSIBILITY FOR PEOPLE WITH COMMUNICATION DISABILITIES AT POLICE STATIONS

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Introduction: People with communication disabilities are at a disadvantage in the legal system as victims of crime, witnesses, suspects, persons in custody and people in need of assistance. Scope's Communication and Inclusion Resource Centre and Victoria Police partnered in order to aim to increase the skills, knowledge and confidence of staff at one 24-hour police station in interacting with people with communication disabilities.

Methods: The project aims will be achieved through implementing a pre- and post-intervention mixed-methods design. Descriptive quantitative and qualitative data will be collected through staff surveys, role plays involving people with communication disability, in-depth staff interviews and customer experience evaluations.

Results: A pre-intervention survey was conducted with one police station with a 48% ($n = 29$) response rate. Staff interviews and survey results indicated that they had daily interactions with people who have difficulty speaking or understanding and required additional communication strategies. Final evaluations will take place in May.

Implications Although the police have limited resources and skills to enable effective communication with people with communication disabilities, they are motivated to improve. Training and role plays conducted by people with communication disabilities was a key factor in improving police outcomes.

Keywords: communication access, communication assessors, communication support, police

PAUSING MID-SENTENCE: YOUNG OFFENDER PERSPECTIVES ON THEIR LANGUAGE AND COMMUNICATION NEEDS

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Introduction: Although not all young offenders have intellectual and/or developmental disability, international research evidence has established high prevalence (60–65%) of language disorder (LD) in young offender populations. Descriptions in research literature of perspectives of young offenders on their language abilities are rare. This study investigates the language abilities of recently segregated imprisoned young male offenders and their views on their interactions with peers and justice system professionals.

Methods: Ten young male offenders in custody (age 17–23) were assessed using a mixed-methods approach, by administration of standardised language assessment, informal justice vocabulary assessment and semi-structured interview.

Results: Language assessment: 44% ($n = 4$) of the sample performed below normal limits overall indicating LD prevalence in sample four times that of the general population. Justice vocabulary assessment: Scores ranged 42–100% correct, significantly higher than results from previous studies. Thematic analysis of interview data led to identification of three main themes: valuing communication, language and learning; exerting control; and seeking support.

Implications: Language assessment results broadly align with those from similar studies. Further investigation of views about interactions provides us with greater understanding of features of communication young male offenders value when interacting within the justice system, offers possible reasons why they may act in seemingly self-destructive and self-defeating ways, and opportunities to shape interventions upon liberation.

Keywords: communication support, language disorder, offending, qualitative research

'I'M SURE I'VE MET YOUNG PEOPLE WITH SLCN WITHOUT KNOWING WHAT IT IS.': POLICE PERCEPTIONS OF SPEECH, LANGUAGE AND COMMUNICATION NEEDS (SLCN) IN YOUNG OFFENDERS

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Introduction: With a rising number of young people offending in Scotland (SCRA 2018), and an internationally accepted figure of around 70% of young offenders presenting with speech, language and communication needs (SLCN) (Anderson *et al.* 2017), police officers will routinely experience young people with SLCN. SLCN can be co-morbid with intellectual and/or other developmental disabilities. This study investigates Police Scotland officers' perceptions and experiences of young offenders with SLCN.

Methods: A cross-sectional convenience sample of 158 Police Officers responded to an online questionnaire designed to explore police experience of SLCN in young offenders.

Results: The vast majority of officers reported having experienced young people with SLCN. Respondents had the higher level of concerns where young people experience comprehension difficulties. The most common strategy for supporting young people with SLCN was to seek external support, e.g. from Appropriate Adults or social workers. A large majority of respondents were unaware of the open-referral system operated by NHS SLT services. A lower majority expressed interest in further training on the subject.

Implications: Findings support evidence that SLCN are over-represented in young justice. It emphasises need for training Police Officers not only to recognise SLCN but also to be able to support these needs without reliance on other agencies. The reported concerns of respondents reiterate the need for increased speech and language therapy service provision within the youth justice system.

Keywords: communication support needs, offending, perspectives, police

DELIVERING SPEECH AND LANGUAGE THERAPY SERVICES TO YOUNG PEOPLE IN CUSTODY

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Introduction: International research (Anderson, Hawes, & Snow 2016) has consistently found high levels of speech, language and communication needs (SLCN) amongst young people in contact with the criminal justice system. These SLCN may occur with co-morbid intellectual and/or other developmental disabilities. Speech and language therapy services are now provided in the majority of young offender institutions (YOI) in England. However, little is known about how these services are provided.

Methods: A survey was conducted, followed by a semi-structured interview with the lead clinician in each YOI in England. Six months of service provision data was also collected from each site.

Results: All services were providing 1:1 assessment and interventions for a range of different speech, language and communication needs. Benefits could be seen in more universal service provision, but resource and regime issues were seen as barriers. It was felt that the speed of change and levels of pressure were higher in this field than in other clinical settings.

Implications: Speech and language therapy services in this setting should be led by experienced clinicians with high levels of support. Where resources are limited, careful consideration should be given to as where these are targeted.

Keywords: communication support needs, custody, service delivery, youth offending

Oral Presentations

AUDITORY AND SPEECH–LANGUAGE DEVELOPMENT SCHEDULE: A TOOL TO DETECT HEARING LOSS IN CHILDREN WITH INTELLECTUAL DISABILITY

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Introduction: The hearing impairment (HI) is frequently occurring co-disability in children with intellectual disability. The identification age of HI in India is about 5 years, which is much more than the critical age to respond positively to interventions. Thus, there is need to implement some form of hearing screening method to identify HI especially in countries with less resources and facilities. Therefore, the objective of the study is to assess the efficacy of auditory and speech–language development schedule to identify HI.

Methods: A total of 201 parents of children with ID in the age range of 2–6 years were interviewed with auditory and speech–language developmental schedule, and impedance audiometry, otoacoustic emission and auditory brainstem response (ABR) audiometry were conducted to identify and categorise the HI.

Results: The development schedule could identify the HI in 46 (23%) and objective test identified 67 (34%) children with ID. The objective tests identify HI more accurately and ABR yielded sensitivity of 98% and specificity of 93%. A total of 23 children with intellectual disability found to have mild hearing losses and 27% moderate to severe hearing losses.

Implications: The developmental schedule can identify HI in children with ID. The early identification will prompt parents to seek further help and appropriate referrals and rehabilitation planning.

Keywords: auditory behaviour, hearing impairment, hearing screening, speech and language

RELATIONAL CARE: WHAT PSYCHOSOCIAL SKILLS A CAREGIVER NEEDS TO ENHANCE THE WELL-BEING OF PEOPLE WITH COGNITIVE IMPAIRMENT?

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Introduction: Professional caregivers use their own psychosocial skills to improve other peoples' well-being. We know the importance of inner skills like empathy and compassion for building a good relationship. Person-centred care is founded on a good relationship which is established through communication skills. Therefore, we also need to know more about the psychosocial skills which establish a caring relationship that improves peoples' well-being.

Methods: A Scoping Review on Relational Care includes 4600 articles between 2008 and 2018 and focusses on inner skills and their effects on people with dementia in long-term care nursing homes.

Results: There is evidence for the effect of psychosocial skills on the improvement of peoples' well-being. In about 300 articles, we found several skills and key concepts like non-verbal communication and respect for personhood. These key concepts help to understand the process of attuning.

Implications: This paper is about people with dementia but is also relevant for people with intellectual disability. We can learn from dementia care where there is more research on relational skills. Based on grey literature, there seems to be a relational field of communication which is beyond rational description but which should be explored. One of the issues involved is how caregivers can learn to attune.

Keywords: cognitive impairment, effect on well-being, psychosocial skills, relational care

THE USE OF COMMUNICATION PASSPORTS IN SERVICES FOR ADULTS WITH INTELLECTUAL AND DEVELOPMENTAL DISABILITIES

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Introduction: Communication passports are reported to function as client-centred records that facilitate interaction between their users and others. However, relatively little is known about the use of communication passports in services for adults with intellectual and developmental disabilities. This paper explores staff knowledge and understanding of service user's communication skills in services where people used communication passports and those where communication passports were not in use.

Methods: Thirty service users (some using communication passports) took part in this research. Individual interviews were carried out with up to three staff or family carers for each participant, in order to explore staff knowledge about communication. Staff views were compared with information in files, communication assessment data (including observations) and where possible, information gained from interviews with service users.

Results: Staff knowledge was mixed, with little agreement between staff about service user communication. The quality of communication was also mixed. Communication was mostly verbal, despite the need for a range of communication approaches.

Implications: The use of a communication passport alone does not appear to increase either the consistency or quality of communication in services for adults with intellectual disabilities.

Keywords: communication, quality of life, quality of support, staff views

DO PARTICIPANTS WITH INTELLECTUAL AND DEVELOPMENTAL DISABILITIES (IDDS) RESPOND MORE ACCURATELY TO QUESTIONS THAT REQUIRE LITERAL OR INFERENTIAL INFORMATION TAKEN FROM AN 'EASY READ' HEALTH TEXT?

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Introduction: Data were collected during an open randomised controlled trial to test understanding of 'easy read' health information texts with 60 participants with IDDs. This included a set of eight questions graded to require information ranging from literal to increasingly inferential.

Methods: All participants had IDDs and a self-declared an ability to read. Responses to questions were analysed to establish whether there was any significant difference between scores on questions that required literal understanding and those that required inferential understanding. Responses were scored in relation to participants' semantic closeness to the target response. Scores were aggregated by question, and descriptive statistics were used to provide means and trends for all eight. Tests of independence were used to check for significant relationships between mean scores.

Results: Preliminary results demonstrated no significant difference between the scores that represented understanding of literal versus inferential information. This is contrary to previous literature in the field where participants had more difficulties with inferential processing.

Implications: A construction-integration model of information processing maintains that personal experience strengthens the ability to inferentially contextualise concepts from written documents. Findings suggest that tapping into personal experience and story-telling in the process of constructing meaning from 'easy read' material may contribute to better inferential understanding.

Keywords: easy read, literal, meaning, understanding

PROMOTING THE PERSONAL STORIES OF YOUNG PEOPLE WITH COMPLEX COMMUNICATION NEEDS THROUGH STORYSHARING®

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Introduction: The aim was to investigate the potential of a narrative-based intervention called Storysharing® on the personal stories told by young people with complex communication needs associated with severe–profound intellectual disabilities.

Methods: A case series was conducted in a special school setting. Eight students, each partnered by a member of the teaching staff who had received training in the principles of Storysharing®, took part. Before and after measures involved video capture of personal narratives, followed by detailed transcription and analysis of discourse structure, pragmatics and narrative.

Results: Whilst there was some variation across the dyads, post-intervention revealed a greater balance in teacher–student contributions to the storytelling. The personal narratives demonstrated growth in teacher use of prompts and sensitive responding to student contributions. The stories told were more complete with a greater emphasis on action sequences and story climax.

Implications: Partnership communication and strategic support can serve to recall important life events for individuals with the complex communication needs associated with severe–profound and multiple intellectual disabilities. Storysharing as an intervention offers such individuals the chance to become active participants in the telling of their own personal stories.

GETTING COMMUNICATION RIGHT IS KEY TO SAFEGUARDING

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Introduction: People with learning disability are at risk of health inequality and are vulnerable to abuse. The Scottish Government commissioned Talking Mats, to develop a communication resource which enables people with learning disability raise concerns.

Methods: The resource was based on the Talking Mats® visual communication framework and design involved combining views from three sources:

1   specialists working in the fields of learning disability and abuse;
2   staff working in learning disability; and
3   people with learning disability.

Training courses were delivered, and participants used the resource and submitted impact stories which were analysed and themed. A cost benefit analysis was undertaken.

Results: People with learning disabilities found the resource a helpful way to

- discuss new information (89%);
- discuss and resolve fears (84%); and
- support thinking (89%).

The cost benefit analysis demonstrated that taking time to listen and address the concerns of people with a learning disability is cost effective. Use of the resource is sustained by a licensed trainer model.

Implications: This project has resulted in a framework which enables people with learning disabilities to reflect on their lives and raise concerns. It supports staff to open up conversations in a way that is non-leading and non-judgmental creating a listening space which inherently supports safeguarding.

REALISING INFORMED CONSENT – A BRIGHTER FUTURE FOR ALL

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Introduction: The concept of informed consent has been described as evolving by different schools of thought. Changing definitions of informed consent reflect changing attitudes in seeking, obtaining and maintaining consent when engaging people, especially those regarded as being vulnerable.

Methods: A systematic analysis of theoretical and empirical literature of historical and contemporary aspects of informed consent.

Results: Informed consent is not only an approach to personal rights but augments inclusion in society. When processes and interactions recognise the simplicity and multifactorial nature of informed consent, emphasis on communicative interactions requires active involvement of all. This cyclical nature of seeking, obtaining, maintaining consent and respecting refusals or withdrawals is underpinned by two principles, (a) ways of knowing people and (b) maximising human potential. In this vein, people with intellectual disability are viewed as active agents central to decision-making when consenting within the context of trusting and respectful relationships.

Implications: We propose an integrated conceptual model for the realisation of informed consent highlighting the role of communication and interaction. Informed consent asserts the importance of developing meaningful interactions in time and overtime enhancing mechanisms in developing engagement in disclosure, understanding, voluntariness, competence and consent, envisioning a brighter future for all.

'SO THIS JUST GIVES YOU A BIT OF INFORMATION': HOW ACCESSIBLE EASY READ HEALTH INFORMATION IS USED IN HEALTH CARE INTERACTIONS WITH PEOPLE WITH INTELLECTUAL DISABILITIES

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Introduction: Problems with health literacy (understanding, communicating and using health information) have been implicated in poor health outcomes for people with intellectual disabilities. Use of accessible Easy Read health information (ERHI) is promoted to address this, though currently, there is lack of evidence about how it is being used in real life health settings and how it is being received by people with intellectual disabilities.

Methods: Thirty-two people with intellectual disabilities were video-recorded attending a GP health check, and a further nine were recorded attending a health appointment with a specialist intellectual disabilities nurse. Multi-modal transcription identified how use of ERHI was integrated with verbal and embodied behaviour. Micro-analysis of the health checks was conducted, informed by conversation analysis.

Results: In some cases, use of ERHI was consistent with the aspirations attached to it, namely, advancing patient knowledge and involvement in decision-making. However, its use was implicated in other institutional goals including offering unsolicited health advice. Under these conditions, its use was met with resistance from patients.

Implications: Claims that EHRI promotes 'empowerment' of people with intellectual disabilities should be substantiated by observations of its actual use. There is scope for improving clinical practice and offering guidance to practitioners about how to get the best out of ERHI resources.

PRODUCING ACCESSIBLE 'EASY READ' INFORMATION FOR PEOPLE WITH INTELLECTUAL DISABILITY: PRODUCTION PRACTICES AND IMAGINED AUDIENCES

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Introduction: UK equalities legislation has stimulated demand for Easy Read and accessible information for people with intellectual disability. Such resources are aimed at enhancing access to services, knowledge and decision-making. Small non-for-profit organisations often involve people with intellectual disability in co-production of Easy Read resources, and this study aimed to explore the production practices of these organisations.

Methods: Individual and group interviews were held with members with and without intellectual disabilities of seven non-for-profit organisations ($n = 24$) and others from academic and health service settings ($n = 3$) who had extensive experience of creating Easy Read information. Thematic analysis was used to analyse the data.

Results: Accessibility practices included 'translation' of texts into Easy Read formats in response to commissions. What counted as 'good Easy Read' related to common sense understandings of legibility and familiarity with a local 'brand'. Producers rarely received feedback about the impact of their outputs: they imagined a range of audiences and contexts for use, including people with and without intellectual disabilities who might use the resources independently or with support.

Implications: Producing Easy Read information is a source of income for small organisations, though they lack clear evidence about how it is being used and how best to support its use with individuals with a wide range of communication needs.

AWARENESS OF AND SUPPORT FOR SPEECH, LANGUAGE AND COMMUNICATION NEEDS IN CHILDREN'S HEARINGS

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Introduction: Looked-after children commonly experience speech, language and communication needs (SLCN) which may in some cases

occur with co-morbid intellectual disability. Unidentified and unmet SLCN have negative effects on children's educational attainment as well as social, emotional and mental health. In Scotland, primary responsibility for addressing the needs of children who have come to the attention of authorities as a result of offending behaviour, care/protection needs or both is held by the unique care and justice system for children and young people, the Children's Hearings System. The focal means of decision-making is the hearing.

Methods: Panel members' and children's reporters' views on children's SLCN and on support for these needs in Hearings were gathered using an online questionnaire. A total of 35 responses were received.

Results: Findings emphasised the importance of a child's individual needs. Many respondents had concerns over a child's communication during the Hearings process. SLTs rarely attend Hearings. Barriers to effective communication were seen to be intrinsic to the child but also within the environment.

Implications: The paper concludes that an increased role for SLTs within the Hearings System would be beneficial, both working directly with children to support their SLCN and training and supporting decision makers in developing confidence to refer children to SLT services.

Keywords: awareness, children's panels, communication, language

DEVELOPING SPEECH, LANGUAGE AND COMMUNICATION TRAINING FOR JOINT INVESTIGATIVE INTERVIEWS

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Introduction: In Scotland, children and young people who are victims or witnesses of an alleged offence are interviewed by a trained police officer and social worker in a joint investigative interview (JII). These children and young people may often have speech, language and communications needs (SLCN) which require specific support in their JII. In response to training need, Police Scotland and Social Work Scotland have joined forces to develop and update nationwide JII training which will in part specifically include training on SLCN.

Methods: Updated training on SLCN has been developed and will be delivered by the authors as part of the JII wider training project. The SLCN component will compromise of 3 × half day sessions, of face-to-face training, compromising of lectures, activities and scenarios. Evaluation of the training will be gathered using a mixed-method online questionnaire.

Results: Pilot training will take place in early 2019. Qualitative and quantitative evaluation results are presented.

Implications: Updated, specialist SLCN training will increase knowledge and confidence in police officers and social workers in supporting SLCN of children in JIIs. This in turn will provide the children and young people with the support needed to effectively, fairly and fully participate in the interview process. Ongoing evaluation of training and how this translates into changes in JII practice is needed.

Keywords: communication support needs, joint investigative interviews, police, training

BEING PRESENT: AN ACCOUNT OF AN EXPOSURE

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Introduction: When a caregiver is fully present with a person with intellectual disability, it leads to a rich relationship of greater understanding. The purpose of this research was to gain a better understanding of Presence through an exposure experience.

Methods: The researcher engaged in an *exposure* experience of 1 month at a centre for adults with intellectual disability to experience the interaction between caregivers ($n = 4$) and residents ($n = 10$) and have reflective conversations with caregivers regarding their experience of providing care. She also kept a *reflective journal* and had several *reflective conversations* with a mentor, an expert in Presence. Thematic data analysis was employed.

Results: Two main themes emerged, namely, 'engaging in an exposure' and 'insights on Presence'. An exposure is a meaningful

process of becoming aware. Presence is about recognising, awareness, perspective, connecting and attuning. Presence leads to good care but requires readiness in the caregiver. Management through relationship is important.

Implications: The understanding gained from this research can be used to further refine the concept Presence, as experienced in the context of care for adults with intellectual disability. An in-service training programme is offered for the caregivers at the centre regarding being present for one another and for the residents.

Keywords: exposure, Presence, reflection, relationship

SUPPORTING THE INTERACTION BETWEEN PERSONS WITH VISUAL AND SEVERE/PROFOUND INTELLECTUAL DISABILITIES AND THEIR CAREGIVERS

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Introduction: Persons with severe/profound intellectual disabilities tend to rely on non-verbal communication, using gestures, eye gaze, body language, facial expression and vocalisation to express themselves. It can be challenging for caregivers to understand the communicative behaviour of their clients. The bioresponse system, consisting of a sensor sock, a skin conductance sensor and an Android application (app), is developed to support caregivers in noticing and interpreting the client's communication.

Methods: The effects of the bioresponse system on the interaction between clients and caregivers were examined in a multiple b. Four adults with visual and severe/profound intellectual disabilities and their caregivers participated. For each participant, there were 21 sessions, with a baseline phase, an intervention phase, and a follow-up phase.

Results: The effects on the interaction are evaluated with measures of the client's joint attention, the caregiver's sensitive responsiveness and the dyad's affective mutuality. Visual inspection of the data, using weighted mean trends, revealed that joint attention, sensitive responsiveness and affective mutuality scores increased during the intervention, although not consistently over all participants and/or all subscales.

Implications: Although results are not consistent over all participants and/or all subscales, this study shows promising results for the use of the bioresponse system to support the interaction between clients and caregivers.

Keywords: bioresponse system, interaction, joint attention, severe/profound intellectual disabilities

INTERSECTING ART THERAPY AND COMMUNITY ART PARADIGMS TO EMPHASISE COMMUNICATION IN NEURODIVERGENT POPULATIONS IN REGIONAL AUSTRALIA

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Introduction: Research has shown that art-making in a group provides opportunity to explore and communicate identity using free artistic expression and to contribute to social solidarity using a shared communication platform. These areas have particular importance for neurodivergent people who often do not have their voices heard and regularly experience the ill-effects of marginalisation. However, art-making as a process remains under-researched.

Methods: This study involved nine participants who use regional disability services to access group art-making and nine of their chosen advocates. A case study design was employed using participatory action research (PAR) data collection and analysis tools including focus groups, observations, mood questionnaires and interviews. Nvivo software with thematic coding tools was utilised for the analysis of the data.

Results: Findings demonstrate the multifaceted communications people engaged in art-making can experience. These include communication to (1) the art object, (2) the self, (3) others and (4) the wider community.

Implications: The findings contribute to our understanding of how art-making encourages communication, greatly impacting self-esteem, social connectivity and community interaction, all of which foster agency and a sense of belonging. This research supports the utilisation of facilitation methods that instil a person-centred, democratic frame, thus ensuring the participant's/artist's ideas are at front and centre.

Keywords: agency, art-making, expression, neurodiversity

A MODEL FOR DECISION-MAKING IN AUGMENTATIVE AND ALTERNATIVE COMMUNICATION: FINDINGS FROM THE I-ASC PROJECT

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Introduction: Children and adults whose speech is insufficient for their day-to-day needs may benefit from augmentative and alternative communication (AAC) ranging from symbol boards to high tech computer-based systems. High tech devices are expensive, but there is evidence that users may not receive full benefit because the devices do not meet their personal, social or educational needs.

Methods: A mixed-methods approach involving systematic reviews, focus groups, interviews with children and young people who use AAC, their families and their AAC teams, Best-Worst scaling and a Discrete Choice Experiment was used to explore clinical decision-making in AAC prescription and to identify good practice.

Results: Synthesis of these data has generated a dynamic clinical decision-making model comprising two global themes: competing considerations, made up of *access features*, *communication aid attributes* and *child characteristics*, and cultural and contextual influencers, made up of *available resources*, *transitions* and *ways of working*.

Implications: AAC decision-making has been found to be a complex, dynamic, multifactorial process. Through understanding competing priorities and making the process explicit, the team has been able to produce materials to support decision-making, with the aim of enhancing the quality of decisions and the provision of AAC which best meets the needs of a diverse range of users.

Keywords: AAC, augmentative communication, communication aids, decision-making

VISUAL SUPPORTS TO ENHANCE THE PARTICIPATION IN RESEARCH OF ADULTS IN INTELLECTUAL DISABILITY

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Introduction

Enabling adults with intellectual disability (ID) to directly participate in research about their lives will enhance the quality of research in this area; however, some adults with ID have difficulty comprehending and thus responding to questions. In a project about aspirations for the future, a number of visual tasks/supports were created to assist researchers to communicate and to enable non-verbal participants to respond, regarding question about the future.

Methods: Thirty adults with intellectual disability living with their family in Queensland were included in the study. ID status was considered to range from mild to profound level of disability with some participants being non-verbal. The research team developed four pictorial cards/tasks to ascertain what the participants understood about the future and what they desired for the future.

Results: Only 19 adults provided data. Of these, six demonstrated they were able to easily complete the four tasks, while 13 others provided a range of responses across and within the tasks.

Implications: This preliminary work needs further refinement and investigation. Although some adults were able to complete these tasks and it provided a meaningful and effective way to respond, for others, this was not the case. Further work on inclusive strategies is required.

Keywords: communication, intellectual disability, visual supports

MAINTAINING COMMUNICATION ACCESS ACROSS PUBLIC TRANSPORT IN MELBOURNE, AUSTRALIA

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Introduction

People with communication difficulties face challenges when using public transport. To address these challenges, V/Line rail, a major regional transport provider in Victoria, worked towards being awarded the Communication Access Symbol from 2013 to 2016. Since then, V/Line has undergone a rigorous annual process to maintain communication access standards. This paper describes the issues encountered in the long-term maintenance of these standards.

Methods: Quantitative and qualitative data were collected annually within a 3-year review cycle. Data included completion of (a) an organisational checklist, evaluating service-wide measures, (b) three customised self-review checklists distributed to all staff across the job roles of conductor, station staff member and area service manager and (c) 10 mystery customer evaluations to measure passenger experience of communication access and interactions with staff.

Results: A 24% response rate was received to the staff self-review checklist. The responses highlighted several challenges in maintaining communication access standards. These challenges included new staff not receiving communication training, communication tools not being used and staff not providing the required communication support.

Implications: Although the process to award the Communication Access Symbol is rigorous and requires compliance with standards, ongoing evaluation is necessary in order to maintain the sustainability of communication access over time.

Keywords: access standards, communication access, public transport, survey

MEANINGFUL ENGAGEMENT? NHS HOSPITALS IN ENGLAND AND THEIR COMMUNICATION AND ENGAGEMENT PRACTICES WITH CHILDREN AND YOUNG PEOPLE WITH LEARNING DISABILITIES

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Introduction: Pay More Attention was a national mixed methods study looking at the barriers and facilitators to ensuing access to high-quality hospital care and services for children and young people (CYP) with learning disabilities (LDs) and their families. This presentation aims to consider how staff in NHS hospitals in England communicate and engage with CYP and their families.

Methods: Semi-structured interviews were conducted with 65 senior staff in 24 hospitals, including specialist children's and non-specialist hospitals. Data were analysed using Framework.

Results: Engagement with CYP with LD before, during or at the end of their hospital encounter is variable. At the organisational level, few hospitals have explicit policies and practices to elicit feedback from them or to involve them as effective partners in the provision of care or planning services. Adaptations to information for CYP with LD tend to be based on chronological age rather than level of intellectual ability, or usually, information is provided to parents.

Implications: Accessible methods of engagement are required that go beyond simple adaptations of existing approaches. These are required to capture CYP with LD's views of the hospital experience so changes can be developed and implemented to better meet their specific needs.

Keywords: children, hospital, learning disability, young people

STIGMATISATION OF PEOPLE WITH INTELLECTUAL DISABILITIES IN EMPLOYMENT CONTEXTS: EXAMINING THE ROLE OF MORAL VALUES

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Introduction: Despite numerous policy initiatives, people with intellectual disabilities still have reduced chances of finding a job and a higher unemployment risk (e.g. Becker 2015). Individual and institutional stigmatisation constitute great barriers in application processes (e.g. Hatzenbuehler, Phelan, & Link 2013). We investigated the roles of candidate and employer characteristics, particularly moral values (Haidt & Joseph 2004), for stigmatising attitudes (e.g. Nilsson *et al.* 2016). We presumed that impaired candidates are stigmatised regardless of their qualification and that this effect is moderated by certain moral value constellations.

Methods: A $2 \times 2 \times 3 \times 2$ paper-and-pencil experiment with $N = 802$ participants was conducted. Candidate vignettes were presented as stimulus, which were manipulated regarding candidates' sex (male vs. female), qualification (high vs. low), type of disability (intellectual vs. physical vs. no disability) and the orientation of the potential company (achievement vs. affiliation orientation). Recipients'

moral orientation was measured as moderator (individual vs. binding value orientation; Haidt & Joseph 2008) and stigmatising attitudes as dependent variables.

Results: Results show significant main effects of candidates' type of disability and recipients' value orientation on stigmatising attitudes. Furthermore, higher-order interactions of value orientation and depicted type of disability emerged.

Implications: Findings are discussed regarding their implications for strategic anti-stigma communication for people with intellectual disabilities and regarding the relevance of moral values in employment-related stigmatisation processes.

Keywords: application processes, intellectual disability, moral values, stigmatisation

LANGUAGE FOR ALL: PROMOTING INCLUSION BY USING ACCESSIBLE AND ACCEPTABLE LANGUAGE FOR ALL CITIZENS

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Introduction: A method (language for all) to make information accessible for all citizens in a Dutch city was evaluated.

Methods: According to the Common European Framework for Languages, two sets of ground rules for written communication with people functioning on two literacy levels (A1 and A2) were developed. The comprehensibility of written information applying these rules was tested in collaboration with 71 people including people with ID, as was the acceptability of the information by people with higher literacy levels. Text comprehension was assessed according to the construction integration model (Kintsch 1998). Participants' text base comprehension was assessed using a free recall task, and situation model comprehension was assessed using bridging inference questions, a keyword sorting task and a mental model task. Acceptability was assessed in an interview format.

Results: Comprehensibility of written material is much higher in people with ID when applying correct ground rules. Results show that in different target groups, different sets of ground rules should be used based on text comprehension. Combining sets can be helpful for certain target groups. Texts in easier mode can be acceptable for people with higher literacy levels too.

Implications: All citizens (including people with ID) can benefit from accessible language when applying language for everyone.

Keywords: inclusion, intellectual disabilities, language for all, low literacy

USING EASY READ INFORMATION ABOUT MENTAL HEALTH

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Introduction: Everyone has the right to information about health that they can understand. People with intellectual disability and their supporters often advocate for easy read documents to facilitate access. There is limited evidence about the use and effectiveness of easy read. This study explored how easy read was used in Australian mental health services.

Methods: Semi-structured qualitative interviews were conducted across four sites. Participants (*n* = 49) included people with intellectual disability, their carers/families, advocates and mental health practitioners. Interviews explored strategies that people with intellectual disability and health practitioners used to make information accessible, with a focus on easy read. A health literacy framework was used to analyse the data.

Results: Staff working in health settings were unfamiliar with the term easy read, and its use was limited. Easy read style documents were used to varying degrees across the four sites and were one of several strategies employed. Participants reported that increased easy read availability could give people with intellectual disability, and others, greater opportunity to access, understand, appraise and apply information.

Implications: Easy read is valuable as one of many communication strategies for practitioners and people with intellectual disability to use in a health context. The effectiveness of easy read about mental health is worthy of further exploration.

Keywords: communication, easy read, health, mental health

ENHANCING LITERACY SKILLS OF ADULTS WITH MODERATE TO SEVERE INTELLECTUAL DISABILITIES IN A COMMUNITY-BASED PROGRAMME

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Introduction: The programme aims to challenge the notion that adults with moderate to severe intellectual disabilities are unable to pick up literacy skills. The study explores the effect of phonics training in enhancing the literacy skills of adults with moderate to severe intellectual disabilities in a community-based programme and seeks to find a correlation between age of participants and rate of improvement in literacy skills.

Methods: The Non-Verbal Language Assessment (NVLA) was used to select participants and track their progress. Interviews were conducted with clients and caregivers to gather feedback on clients' progress. A total of 40 clients participated in the study: 20 clients received phonics training and 20 did not. NVLA scores were collected after 10 weeks of hourly training.

Results: The study is ongoing, and the findings will be presented at the conference.

Implications: Examining the effect of phonics training on literacy skills development has implications on design of training curriculum for adults with moderate to severe intellectual disabilities. It also informs resource distribution for policymakers and service providers with regard to enhancing literacy skills in adults with moderate to severe intellectual disability.

Keywords: community-based programme, intellectual disability, literacy, phonics

SUPPORTING HIGH TECH AUGMENTATIVE AND ALTERNATIVE COMMUNICATION AIDS IN SPECIAL EDUCATION

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Introduction: This presentation reports the results of two studies undertaken as part of a doctoral project that

1 set out to identify the mechanisms by which communication aids are adopted and supported within a special education (SE) school and
2 piloted the cross-disciplinary role of the Assistive Technologist as a mediator between teacher, aided communicator and their communication device.

Methods: Mixed methods ethnographic study [including semi-structured interviews with adult stakeholders, inductive thematic analysis (TA) and online survey member check]; participatory action research.

Results:

- Three main themes were generated from the TA: assistive technology interventions require expertise; achieving pedagogical goals with AAC users is complicated; and managing user centred design in special education.
- An evidence-based framework contributing towards establishing more effective operational, interactional and pedagogical support and distribution of resources for learners with IDD.

Implications: We found an engaged and well-meaning community but with an uneven distribution of skills. They appeared to be struggling to coordinate effectively and maintain a coherent response to rapidly evolving technologies, fluid demographics and advancing evidence-based practice (EBP). It seems clear that until more effective, sustained support is available in situ to educators and aided communicators alike, the benefits of high tech AAC for children and young people with IDD cannot be realised. We present a framework that may be a significant contribution towards meeting this need.

Keywords: assistive technologies, augmentative communication, early intervention, human computer interaction

STAFF TRAINING, FACILITATORS AND BARRIERS TO IMPLEMENTATION OF THE PECS PROTOCOL: A SYSTEMATIC REVIEW

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Introduction: The effectiveness of PECS in increasing functional communication in participants with autism spectrum disorders (ASDs) and/or intellectual/developmental disabilities (IDDs) is well documented. This systematic review examines the potential facilitators and common barriers to the protocol's implementation, including type and frequency of training, support and/or supervision offered to staff and staff perceptions.

Methods: A search strategy based on terms related to PECS, ASDs and IDDs was run in six databases. A detailed protocol can be viewed on PROSPERO (registration number – 42018099767). Titles, abstracts and keywords were screened against the inclusion/exclusion criteria. A second investigator independently scanned 20% of randomly selected results. Full text versions of identified studies were screened, and identified articles were used for data extraction. Studies' research quality was assessed using the Critical Appraisal Skills Programme (CASP), Single-Subject Research (Horner *et al.* 2005) and Evaluative Method (Reichow *et al.* 2008).

Results: Identified barriers included pre-requisite environmental and contextual factors, mistakes during implementation, difficulties in adhering to the protocol's core components and perceptions about PECS and its implementation.

Implications: Results stress the importance of developing interventions aiming at resolving the identified barriers to implementation. Behaviour Skills Training (BST) kernels could be employed to increase staff fluency and implementation fidelity. Continuous in situ modelling and supervision would target the common mistakes during implementation, target staff perceptions about PECS and provide suggestions for student-specific adaptations.

Keywords: AAC, autism, PECS, systematic review

INTERNET FOR ALL? THE CASE OF PERSONS WITH INTELLECTUAL DISABILITIES

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Introduction: The Internet provides a means of gaining information, accessing entertainment and socialising, for all individuals in society, including those with intellectual disabilities (ID). However, this population has been largely excluded from the research and surveys on usage patterns.

Methods: This presentation is aimed to review the advantages of using the Internet by persons with ID, including challenges they face in access and use, and ways to overcome these challenges towards equal online participation.

Results: Studies have shown that persons with ID, similarly to other persons with a disability as well as members of society at large, can gain many benefits from the use of the Internet, such as greater social interactions, connectedness, participation in mutual support groups and access to information. Nevertheless, persons with ID are less represented in Internet research. There is an assumption that these online environments are not suitable for persons with ID because of their difficulty in understanding the associated risks.

Implications: It is important to allow equal access to online applications, for example, by enforcing the cognitive accessibility of websites. It is also important to include technological skills in educational programmes for persons with ID. Researchers should also apply an inclusive approach and target users with ID.

Keywords: accessibility, intellectual disabilities, Internet, technology

HOW TO FIGHT SEXUAL VIOLENCE AGAINST PEOPLE WITH INTELLECTUAL DISABILITIES (IDS) AND LITTLE OR NO FUNCTIONAL SPEECH (LNFS)

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Introduction: Being a victim of sexual abuse is higher among people with an intellectual disability (ID) and little or no functional speech (LNFS) than for the general population. Results of a current German study, which focused on the development and evaluation of a communication aid, called Interrogation Folder (IF), show that a communication aid is a needed to allow equal access for people with ID and LNFS reporting a sexual assault in the context of a police interrogation.

Methods: A mixed method exploratory sequential design, based on four phases, was used.

- Data source 1: two in-depth interviews with one experienced female, one male police inspector;
- Data source 2: role play with 16 MA students;
- Data source 3: focus group consisting of four experts for communication aids; and
- Data source 4: one in-depth interview with one experienced male police inspector.

Results: The results of the study offer a framework for understanding

1 standard procedures of police interrogation;
2 relevant and accessible vocabulary, including symbols and design of a communication aid; and
3 the need for the validation of the IF by people with ID and LFNS.

Implications: The developed prototype of a communication aid could be socially validated by two experienced police officers. Our follow-up study focuses on the validation of the IF by people with ID and LNFS.

Keywords: communication aid, police interrogation, sexual violence

TEACHERS' TRAINING NEEDS TO PROMOTE STUDENTS WITH LITTLE OR NO FUNCTIONAL SPEECH (LNFS)

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Introduction: Our studies in Lower Saxony, Germany, from 2011 to 2018, show that special teachers have little knowledge about, and low competencies in, augmentative and alternative communication (AAC). In response, we conducted in-service training to equip teachers to teach students with low or no functional speech (LNFS), efficiently. We focused our research on four questions: (1) How can we motivate teaching staff to participate in AAC training courses? (2) Are teacher training courses an effective and sustainable way to improve AAC competencies of teachers? (3) On which success factors are effective training courses for the staff based? (4) Is there a positive association between staff training and learning progress for the students with LNFS?

Methods: We used a Pre–Post design and trained 70 teachers of vocational classes from three schools to apply AAC in their classrooms.

Results: We identified the following success factors for effective and sustainable teacher courses: AAC content that best fits teachers' needs and identifies areas for improvement; enthusiastic and competent trainers; ownership of courses by teachers and teacher participation in course planning, coordination and conducting; provision and use of subject-related communication aids; a practical focus; and feedback to teachers.

Implications: Follow-up studies are planned in order to implement new communication aids for students who are transitioning from school to workplace.

Keywords: efficiently training, success factors, teacher training courses

THE CHALLENGES OF COMMUNICATING ABOUT DEATH WITH ADULTS WITH INTELLECTUAL DISABILITIES (ID) WHO FACE TERMINAL ILLNESS OR BEREAVEMENT: INSIGHTS FROM A UK-WIDE SURVEY OF STAFF WORKING IN SUPPORTED LIVING AND RESIDENTIAL CARE SETTINGS

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Introduction: We investigated the extent to which staff talk about death and dying with people with ID who are terminally ill or bereaved, and we explored staff needs.

Methods: Support staff working in supported living and residential settings completed an online survey ($n = 690$). Those who reported that a client had died during the past 12 months ($n = 111$), was currently terminally ill ($n = 41$) or had been bereaved in the past 12 months ($n = 201$) were asked detailed questions about this person, including their communication.

Results: Only a quarter of people with ID who died were reported to have good communication skills, and a third reportedly had good understanding of death; 1 in 5 had dementia. Few people who were terminally ill (18%) were told that they would die. Most respondents felt confident talking about death with someone with ID, but there were also high levels of staff uncertainty about whether they 'got it right'.

Implications: Communication challenges arose not only from the complex profiles, co-morbidities and inherent communication difficulties of the people with ID but also from complicated contextual environments, including family and multi-agency involvement. Low levels of staff training suggest that confidence is partly due to experiential learning and support.

Keywords: bereavement, communication, death and dying, terminal illness

EMPOWERING FAMILIES TO USE AND OBTAIN AUGMENTATIVE AND ALTERNATIVE COMMUNICATION (AAC) RESOURCES FOR CHILDREN WITH INTELLECTUAL AND DEVELOPMENTAL DISABILITY

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Introduction: Children with intellectual and developmental disability can benefit from communication supports. Parents need to be informed about the range of communication supports available but also how to successfully request these to be funded under the new Australian National Disability Insurance Scheme (NDIS) plan. Addressing this, a mobile state-wide augmentative and alternative communication (AAC) service was developed.

Methods: All family members receive online surveys at 9 months post-consultation. The surveys contain questions relating to the experiences of respondents to the service, the communication aids received and their experience of the NDIS. In addition, telephone interviews will be conducted with five family members. Quantitative and qualitative data were analysed using descriptive statistics and thematic analysis, respectively. Ethical approval has been obtained.

Results: Currently, survey data have been analysed from 35 family members. Data will be presented in the following areas: the types of communication aids provided; inclusion of communication supports in NDIS plans; parental need for information; and gaps in services and supports for children with intellectual and developmental disability.

Implications: Feedback suggests a range of implications. This includes awareness of AAC and funding processes, knowledge of local resources, barriers and facilitators in NDIS plans and whether children have access to communication aids for full community participation.

Keywords: augmentative communication, children, families, service provision

AUDITING HEALTH WEBSITES WITH PEOPLE WITH LEARNING DISABILITIES

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Introduction: The development and growth of the Internet and websites to provide information over the past 25 plus years means that this is becoming a main source of information about health for all members of the community. Websites from health services should be accessible for people with learning disabilities in order for them to obtain the information they require.

Methods: Following a series of focus groups with adults with learning disabilities, an audit tool for health websites was developed. The tool was used by both the group who developed it and another group. Five different health websites were examined.

Results: Focus group developed an audit tool and identified interface characteristics that were of key importance. The two groups varied in their previous experience of IT resources. Both groups preferred websites that catered to their needs, e.g. support for literacy, language and layout.

Implications: The audit tool requires review. Initial findings illustrated that many people with learning disabilities find it difficult to access health service-based websites affecting their ability to access information. Health service providers and commissioners need to consider their requirements to be truly inclusive.

Keywords: accessible information, audit, focus group, website

Poster Presentations

AUDIT OF THE USE OF COMMUNICATION SUPPORTS IN MENTAL HEALTH OF INTELLECTUAL DISABILITY (MHID) SETTINGS

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Introduction: Up to 90% of people with intellectual disabilities have communication difficulties.[1] Communication impairments have been consistently associated with increased challenging behaviour.[2] The NICE guideline on the prevention, assessment and management of mental health problems in people with intellectual disabilities highlights the importance of considering the person's communication needs and level of understanding throughout assessments, treatment and care of mental health problems.[3] The aim of this study is to audit the use of communication supports in mental health of intellectual disability (MHID) clinic settings.

Methods: Participants were adults and children with intellectual disabilities prospectively recruited from a psychiatry clinic in a large, urban-based intellectual disability service in Ireland. Information relating to communication supports was derived by the treating psychiatrist using a structured audit tool. We analysed data using SPSS.

Results: Although data collection is ongoing, initial data suggest that analysis will show underuse of communication supports in MHID settings. We envisage that qualitative findings will highlight barriers and inform the development of communication supports in this complex setting.

Implications: The national policy framework for mental health service delivery in Ireland does not include speech and language therapists in the recommended core multidisciplinary MHID team. We hope this study will inform future revisions of this policy.

Keywords: communication supports, mental health, psychiatry, service delivery

TRAINING ON SIGN LANGUAGE FOR COMMUNITY MOBILISES

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Introduction: Sign language training in communities facilitates communication with, and by, persons with hearing and speech disabilities.

Methods: The national programme on community-based rehabilitation (CBR) that is being implemented in Sri Lanka conducts services and development activities, including community mobilisation programmes for person with different disabilities. Sign language is a recognised language by the Sri Lankan government. In order to popularise sign language within communities, a series of training workshops on sign language were conducted throughout the country. Thirteen training workshops of 10 days were conducted on sign language in 13 districts. A total of 576 community workers participated in the workshops.

Results: The community workers' abilities to communicate with persons with hearing and speech disabilities increased. Approximately

80% of the officers, who were trained, now engage with persons with hearing and speech disabilities very successfully. It was reported that people with hearing and speech disabilities were able to discuss and solve some of their main problems effectively with these officers.

Implications: The ability to communicate freely and express one's views is a human right. Through promotion of sign language, opportunities are enhanced for people with hearing and speech disabilities to participate and contribute fully to society as citizens.

Keywords: development, equal, inclusion, integration

COMMUNICATION AND CROSS-EXAMINATION IN COURT FOR CHILDREN AND ADULTS WITH INTELLECTUAL DISABILITIES: A SYSTEMATIC REVIEW

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Introduction: Courts in England, Wales and Northern Ireland have identified children and adults with intellectual disabilities (ID) as vulnerable witnesses. The call from the English Court of Appeal is for advocates to adjust questioning during cross-examination according to individual needs, but what do we know of these needs? This review systematically examined previous empirical studies with the aim of delineating the identified communication needs of children and adults with ID during cross-examination.

Methods: A comprehensive search of databases was carried out for papers that included words relating to three key search areas: intellectual disability, communication and court.

Results: A range of communication challenges were highlighted including suggestibility to leading questions and negative feedback, acquiescence, accuracy and understanding of court language. In addition, a number of influencing factors were identified including age, IQ level, question styles used, recall memory and delays.

Implications: This review has highlighted the need for further research in some key areas: confabulation, level of ability and performance indication, using multiple-choice questions for enhanced recall and accuracy, witness understanding of court language and research that takes into consideration other factors beyond IQ levels. The majority of papers included in the review use experimental methodology. There is a dearth of research of actual court cases and examination of factors pertaining to the court process.

Keywords: communication, intellectual disability, learning disability, vulnerable witness

DEVELOPMENT OF EMOTION MATCHING TASK FOR CHILDREN WITH DEVELOPMENTAL DISABILITIES – CATEGORISING COGNITIVE TENDENCIES OF FACIAL EMOTION

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Introduction: Due to an increasing number of children with developmental disabilities (DD), a simple method has been required to identify cognitive tendencies of each DD children and to assist their caregivers to make support plans for DD children. This study aims to develop a method of identifying cognitive tendencies of DD children's facial emotions by conducting matching tasks with Japanese IFEEL Pictures (JIFP).

Methods: Participants: 18 DD children (age 8 to 15).

Participants matched each of the 30 JIFPs to four line-drawings representing the facial emotions of pleasure, anger, sadness and surprise. Unrecognisable was also accepted.

Results: A factor analysis of the DD children's responses to the 14 clearly recognisable facial emotion pictures (extracted from 30 JIFPs) found that distinguishing between pleasure and surprise was critical for the children's recognition of facial emotions. Three groups were identified: DD children who struggled to identify pleasure (Group A); who had difficulty recognising almost all the pictures and responded inconsistently (Group B); and who were able to distinguish between pleasure and surprise (Group C).

Implications: Our study showed that the matching task could identify DD children's facial emotion recognition tendencies. It can help assist with drawing up tailor-made plans for supporting DD children and their caregivers.

Keywords: cognitive tendency, developmental disabilities, facial emotion, matching task

A COMMUNICATION PARTNER INTERVENTION IN SCHOOLS FOR CHILDREN WITH INTELLECTUAL DISABILITIES

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Introduction: Many children with intellectual disabilities need aided communication to express and/or understand spoken language. Partner strategies and modelling are essential components to achieve successful outcomes of augmentative and alternative communication (AAC), such as arranging the environment and pointing at symbols while speaking. To this date, school staff in Sweden commonly lack sufficient AAC skills, and consequently, not all children's communication needs are being met. ComPAL is an AAC intervention using aided language stimulation (ALS) targeting school staff, based on previous research evidence of partner communication.

Methods: Six schools for children with intellectual disabilities, 12–18 school staff and 20–24 children, participate in the study. Six sessions of AAC education and access to ALS material are provided to the staff. Data will be collected through video observations pre-, post-, and 6 months after the intervention, during everyday activities in school. Video analysis will focus on interaction patterns of both staff and children, including turn-taking, communicative functions and modes of communication.

Results: Preliminary results will be presented at the conference.

Implications: An intervention containing evidence-based partner communication components could, if positive results are presented, increase AAC outcomes in children with intellectual disabilities in Sweden. The study may also influence future clinical and public policies.

Keywords: aided language stimulation, augmentative and alternative communication (AAC), communication intervention, teacher communication strategies