

Royal College of Speech and Language Therapists

Talking Mats Feedback on Speech and Language Therapy Services from March 2020

Introduction

This Talking Mats resource was funded by the Royal College of Speech and Language Therapists (RCSLT). It sits within a portfolio of feedback tools, a questionnaire, an easy read feedback form and an aphasia friendly questionnaire. The RCSLT were aware that gathering feedback via a traditional questionnaire is problematic for many people with speech, language and communication needs. They asked Talking Mats to design a mat that would allow people to reflect on their experience. We know from the research into Talking Mats that people with communication support needs both say more and the quality of what they say is enhanced when they use Talking Mats. We are hopeful that using this set will give some rich qualitative data on the experience of attending speech and language therapy services during Covid 19.

Who should Use this Resource?

The **recommendation** from Talking Mats is that this set should be used by people who have completed their **Talking Mats foundation** training. Talking Mats appears simple but it is not simplistic. Training focuses on ensuring that the principles that were established as key in the research are adhered to. We would also recommend that you do not seek feedback from people on your own caseload, as for obvious reasons this creates a bias. Good practice would encourage that you ask other colleagues to facilitate the mat e.g. one therapist is planning to ask teaching assistants in her school who are trained in Talking Mats to support the children to complete their mats.

These Talking Mats are an additional resource in the portfolio of tools that the RCSLT has designed and have available to gain feedback on Speech and Language Therapy services. Giving feedback takes people's time, so it is important to ask the person what tool or tools they would like to use. There is no expectation that they need to use all the different feedback tools e.g. they can do the questionnaire and the Talking Mats or just the Talking Mats on its own. It should be up to the individual what they want to use.

Talking Mats is designed to reduce the impact of communication difficulties regardless of aetiology so this resource should work across client groups, and we have designed it to work across age groups too.

The key information we would like to discover is how people feel about the way their Speech and Language Therapy has been delivered before and during the Coronavirus pandemic. We would also like to know how if there is any impact impacted on wider life.

The Structure of the Resource

Mat 1 and 2: Feedback on Speech and Language Therapy Services (choose between the 2 topics depending on mode of service delivery)

It can be difficult for people to report and remember their experiences from different times. Concepts that are used in the questionnaire like 'before and after' are hard for many people with speech, language and communication needs to understand. Our solution is to set the mat in the place that reminds them of that time and mode of therapy i.e. where therapy was/ is delivered. We would advise that you personalise before you do the mat as to the mode of therapy.



(Personalise to actual setting)

How many mats are done depends on the individual circumstances of patients/clients. If they have only received remote SLT then they would do that mat, if they have received both modes they could be asked if they want to do two mats. If they only want to do one mat, ask them which one they want to give feedback on.

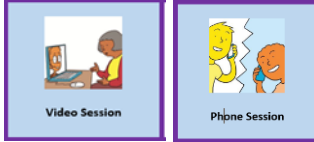
Mat 3 (My Life): Impact of communication and or dysphagia on quality of life



This Talking Mat is more abstract. It creates a space to draw out whether communication, dysphagia or therapeutic support has had an impact on quality of life. We have deliberately left this as an open framework, but we have followed the issues highlighted on the main RCSLT questionnaire.





Guidance for Mats 1-3








Mat 1 Topic: Remote SLT



Choose the mode of how the therapy is delivered, i.e. phone or video session and use that symbol (see above) as the topic symbol. If it is through a remote video session personalise to its name e.g. attend anywhere /near me / zoom

The topscale recommended is Happy with / not sure/ Not Happy with (see topscale symbols attached/at end of this document).

Option	What is meant by the symbol / additional expansion
 <p>Technology/Access</p>	<p>This is about having the actual technology platforms to enable you to access therapy e.g. laptops, tablets, bandwidth to support good connections</p>
 <p>Activities</p>	<p>This is about what you do in the sessions</p>
 <p>Therapist</p>	<p>We have provided a generic symbol; but it would be better to personalise, before you reach for a photo. Remember, photos can be hard for people to express a negative view about. A hand drawn avatar or just the name might be better.</p>
 <p>Family/Carer Support</p>	<p>This is about family support to access remote therapy.</p>



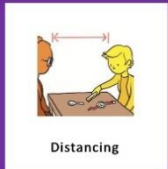


 <p>School/Other Support</p>	<p>This is about school /other support to access remote therapy.</p>
 <p>Communication Support</p>	<p>This is about access to any communication support you require e.g. AAC, visual timetables, etc.</p>
 <p>Length of Session</p>	<p>How long the session is.</p>
 <p>Number of Sessions</p>	<p>The frequency of sessions.</p>
 <p>Time of Session</p>	<p>When the session is.</p>
 <p>Information about Session</p>	<p>This is about the information you get about the session – if sessions are not organised directly with this person then just leave out.</p>
 <p>Next Steps</p>	<p>This is about what happens next in terms of onward referral e.g. Audiology, AAC specialist service, CAMHS, Stroke groups.</p>









Mat 2 Topic: Face to Face SLT



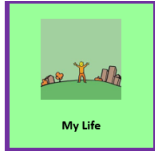
Personalise to the actual setting of the session e.g. at home, at clinic, at hospital, at school, at day centre.

The **topscale** recommended is Happy with / Not sure/ Not Happy with (see topscale symbols attached/at end of this document).

Option	What is meant by the symbol / additional expansion
 <p>Travel to Session</p>	<p>This is about how you travelled to the session, leave out if not relevant.</p>
 <p>PPE</p>	<p>This is about the SLT using PPE e.g. masks, gloves, apron.</p>
 <p>Distancing</p>	<p>This is about using social distancing during the session.</p>
 <p>Activities</p>	<p>This is about what you do in the sessions.</p>
 <p>Therapist</p>	<p>We have provided a generic symbol but it would be better to personalise, before you reach for a photo. Remember, photos can be hard for people to express a negative view about. A hand drawn avatar or just the name might be better.</p>


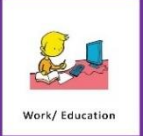

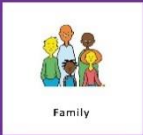

 <p>Family/Carer Support</p>	<p>This is about family support to access face to face therapy.</p>
 <p>School/Other Support</p>	<p>This is about school or other support to access face to face therapy.</p>
 <p>Communication Support</p>	<p>This is about access to any communication support you require e.g. AAC, visual timetables, etc.</p>
 <p>Length of Session</p>	<p>How long the session is.</p>
 <p>Number of Sessions</p>	<p>The frequency of sessions.</p>
 <p>Time of Session</p>	<p>When the session is.</p>
 <p>Information about Session</p>	<p>This is about the information you get about the session, if sessions are not organised directly with this person leave out.</p>
 <p>Next Steps</p>	<p>This is about what happens next in terms of onward referral e.g. Audiology, AAC specialist service, CAMHS, Stroke groups.</p>



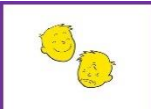


Mat 3 Topic: My Life



This Talking Mat is more abstract. It creates a space to draw out whether communication, dysphagia or therapeutic support has had an impact on quality of life. We have provided a topic symbol however you can personalise the mat by using an appropriate photo or avatar.

The topscale scale recommended is Happy with / Not sure/ Not Happy with (see topscale symbols attached/at end of this document).

Option	What is meant by the symbol / additional expansion
 <p>Home/ Domestic Life</p>	This is about your life at home / your domestic life.
 <p>Work/ Education</p>	This is about your school / college / work.
 <p>Social Life</p>	This is about your friends / socialising with friends.
 <p>Family</p>	This is about your family.
 <p>Health</p>	This is about your physical health.

 <p>Communication</p>	<p>This is about your talking and understanding.</p>
 <p>Swallowing</p>	<p>This is about your swallowing (dysphagia).</p>
 <p>Mood</p>	<p>This is about your mental health/ well-being.</p>
 <p>Hobbies/ Leisure</p>	<p>This is about your hobbies/ interests/ leisure activities.</p>
 <p>My Future</p>	<p>This is about your future plans/hopes.</p>

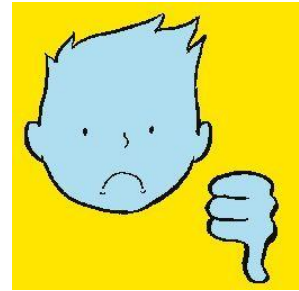
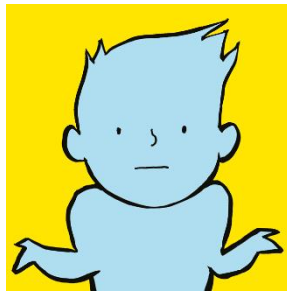
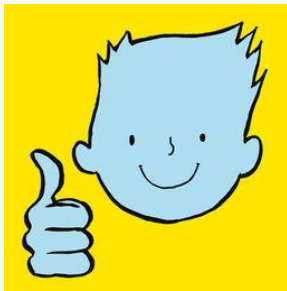
Recording

Once you completed please fill in the recording sheet including a photo of the mat and email to peter.just@rcslt.org.

Intellectual property

Thanks to the Royal College of Speech and Language Therapists, this set is free for you to download and use. Please be aware of the intellectual property restrictions linked to the symbols. The Symbols are designed and © to Adam Murphy and assigned to Talking Mats Ltd in perpetuity. They may not be reproduced without permission.

Top Scale Symbols:



Feedback Template - Talking Mats

Information about the thinker (person completing the Talking Mats)

1. Post code (initial 3 letters will do)	
2. Please circle country	<p>England Scotland Wales</p> <p>Northern Ireland Other</p>
3 Relationship of the Talking Mats listener to thinker e.g. teaching assistant, therapist on different case load, relative	
4. Reason for Speech and Language therapy – tick as appropriate	<p>Help with speech and language and communication</p> <p>Help with eating and drinking</p>
5 Why is speech and language therapy involved – tick as appropriate	<p>Autism</p> <p>Brain injury</p> <p>Cleft lip and palate</p> <p>Hearing loss / deafness</p> <p>Developmental delay</p> <p>Developmental language disorder or language disorder</p> <p>Stammer</p> <p>Learning disability</p> <p>Mental health</p> <p>Selective mutism</p> <p>ADHD</p> <p>Waiting for diagnosis</p> <p>Do not know</p> <p>Other</p>



TalkingMats[®]

Please insert photo of mat

Topic: Please circle which mat you used – remote / face to face/ my life

Additional Comments - include wider comments and additional information gained through doing the Talking Mat. This maybe from either verbal or non-verbal information.

Summary Key points of feedback

Please email completed form to peter.just@rcslt.org