

“VALUE TALKING”

A SLT service to schools, delivered by students, supervised by an independent SLT. An innovative pilot project

RCSLT Practice based research seminar 12/8/20

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THE FIVE PROBLEMS

CHILDREN/FAMILIES



Reporting unmet need (SLCN)

SMALL INDEPENDENT SLT PRACTICE



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Unable to provide student placements
Limited clinic space, client preference, cost

SCHOOL STAFF



Reporting unmet need (Training, resources, support for SLCN)

SLT STUDENTS



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Shortage of placements

Limited experience of hands on therapy and collaborative work in schools

TIME/COST OF PROVIDING SLT PLACEMENTS



No clear data

THE ONE SOLUTION

THE SLT PRACTICE



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SUPERVISES

CHILDREN IN SCHOOLS



PROVIDE A SERVICE TO

4 STUDENTS FROM



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Reading

MEASURE IF IT WORKS



and how much it costs

How hard can it be to tackle 5 problems at once?

PROJECT AIMS

To find out whether this model of service delivery:

Makes a difference to children & families



Is beneficial for school staff



Is a viable way for us to provide student placements

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Provides high quality placements



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Is cost effective & could be rolled out to schools



MEASURES USED



Therapy outcome measures (TOMs)
Talking Outcomes E-questionnaire (TOE)
for parent feedback



TOE questionnaire for feedback from
school staff

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Reflection/analysis of data



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Reading

Reading University placement
questionnaire & students self-designed
TOE questionnaire for student feedback



Timesheets logging all required
placement tasks
Cost analysis

WHO DID WHAT BEFORE & DURING PLACEMENT?

14 Children received assessment & 1:1 or group therapy



Some parents attended sessions & some had programmes

Staff attended project briefing, training sessions, meetings, 1:1 demos & planned targets with students



SENCO supported students & chose children for the project

SLT provided

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TOMs training | Supervision | Problem solving
Resources & report templates
Liaison with clinical tutors | Student reports to uni

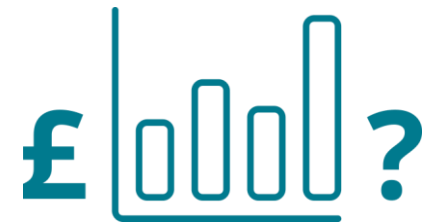
Support from clinical tutors



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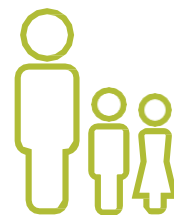
Final year students (MSc or BSc)
10 week placement (1 day per week)
7 or 8 days spent in schools
Assessment, meeting staff & parents, therapy & reports

SLT collected data re time & costs before/during/after project



Students measured outcomes, logged activities & time, supported data collection & analysis, used tech/digital knowledge

EXAMPLES OF QUESTIONS WE ASKED PARENTS



- Q How likely would you be to recommend the Value Talking project to other parents?
- Q How professional was your student therapist?
- Q How satisfied were you with the relationship your student therapist built with your child?
- Q Please tell us how the therapy helped - what did your child learn or what did you or others learn?
- Q How satisfied were you with the way your student therapist communicated with you and others?
- Q How helpful did you find the written reports and intervention plans?
- Q Our therapists are always seeking to improve their practice. What could your student therapist have done differently?
- Q In the future we may consider asking parents to make a voluntary financial contribution to their child's therapy. How much do you think a parent would donate for 6-10 sessions of speech & language therapy with a student?

WHAT PARENTS TOLD US



- A** 3/14 parents responded (hard to reach) so is this representative of group? (21% return rate)
- A** Entirely positive feedback re students and project as a whole
- A** All 3 felt parents could be asked for voluntary contributions of £20 - £200

QUOTE FROM PARENTS

“Personally I think it was all excellent. So patient and calm. And fun, always positive feedback from child and school teachers. I loved that I could be involved with a session. I learnt so much. Thanks”

“My son struggles to formulate sentences and now uses the storytelling glove to help with his writing. The experience has supported him both verbally and written”

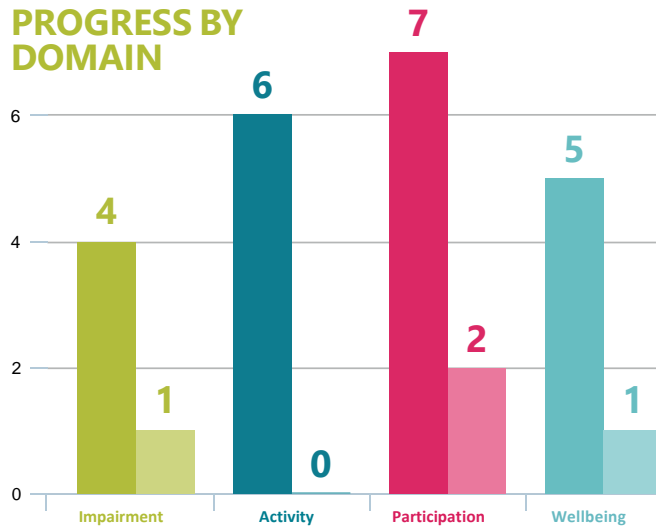
WHAT CHILDREN'S OUTCOME MEASURES (TOMs) TOLD US



14 CHILDREN RECEIVED ASSESSMENT AND THERAPY

21% (3/14) improved 1 whole point or more on one or more scale

PROGRESS BY DOMAIN

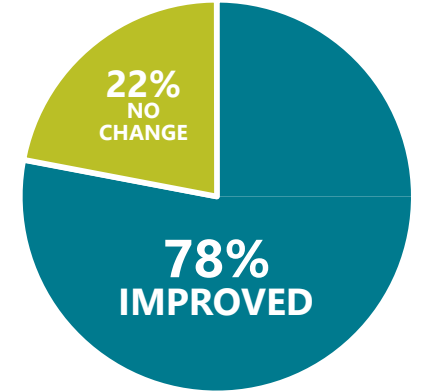


No. improved by 1/2 point or more

No. improved by 1 point or more

78% of children improved 1/2 point or more on at least one TOM scale = clinically significant change

22% showed no change



PROGRESS BY SCALE

TOM scale

No. improved by 1/2 point or more in at least one domain

No. improved by 1 point or more in at least one domain

Phonological disorder	5/5 (100%)	2/5 (40%)
DLD	3/8 (36%)	1/8 (13%)
Learning Disability (Comm)	2/2 (100%)	0/2
Selective Mutism	1/1 (100%)	1/1 (100%)
ADHD	0/1	0/1
ASD	0/1	0/1

?reliability of unmoderated data collection by students

EXAMPLES OF QUESTIONS WE ASKED SCHOOL STAFF



- Q How much time, on average, did you put into the project each week?
- Q What could we do better when organising another similar project?
- Q How likely would you be to recommend your student therapist(s) to others?
- Q Please tell us how the therapy helped - what did your pupil(s) learn?
- Q What did you learn from the project?
- Q How would you rate the communication skills of your student therapist(s)?
- Q Our therapists are always seeking to improve their practice. What could your student therapist(s) have done differently?
- Q In the future schools may be able to buy in the Value Talking service. In the current financial climate, how much do you estimate schools would be willing to pay for two SLT students for one term?

WHAT SCHOOL STAFF TOLD US



- A** 7 responses from 16 staff members (43% response rate)
- A** 6/7 gave positive scores & positive feedback for all questions
- A** 1/7 gave mid-range scores & constructive criticism
- A** 6/7 (86%) staff members reported the project took less than ½ hour per week of their time

IMPROVEMENTS REQUESTED

More than 6 weeks therapy preferred

Teachers to observe 1:1 sessions

More frequent/longer meetings with students

“understanding that teachers cannot drop everything and instantly respond to a query or request”

QUOTES FROM TEACHERS

“This was really useful, the students gave simple tips to support the children in my class and simple changes that could be made in the classroom to support them”

“I learnt how to better support the children with needs in my class”

EXAMPLES OF QUESTIONS THAT STUDENTS WERE ASKED



- Q Have your placement aims been met?
- Q Was the feedback you received from your PE sufficient for your learning?
- Q How easy was it to contact your placement educator and receive a reply?
- Q What else could have supported you better on your placement?
- Q What would the ideal length of time be for this placement?
- Q What else could be added to the shared drive?
- Q Did you have sufficient time to complete your case notes on the placement day?
- Q How well do you feel the school accommodated you as students?

WHAT STUDENTS TOLD US



POSITIVE FEEDBACK FROM ALL 4 STUDENTS ON ALMOST ALL ASPECTS OF THE PLACEMENT

A

“We were given independence from the first day, this increased as the placement progressed but I always felt supported. Having a consistent caseload to see meant I was able to see a child from referral to discharge. A shared hard drive with templates and example reports was helpful.”

“I spoke to the SENCO at the end of every day, as well as most of the classroom teachers. We attended LSA and staff meetings throughout.”

IMPROVEMENTS REQUESTED

Longer placement (15-20 days instead of 10)

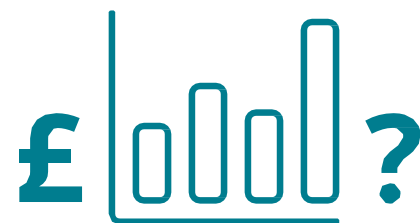
Online record keeping system needed

More electronic therapy resources in shared drive

Fewer room changes (4.8 hours of placement time was spent moving rooms)

Learn about TOMs earlier in placement (than 1/2 term)

TIME AND COST ANALYSIS



All figures are approximate and should be considered as a rough guide only

Time and cost estimates for Value Talking (VT) placement

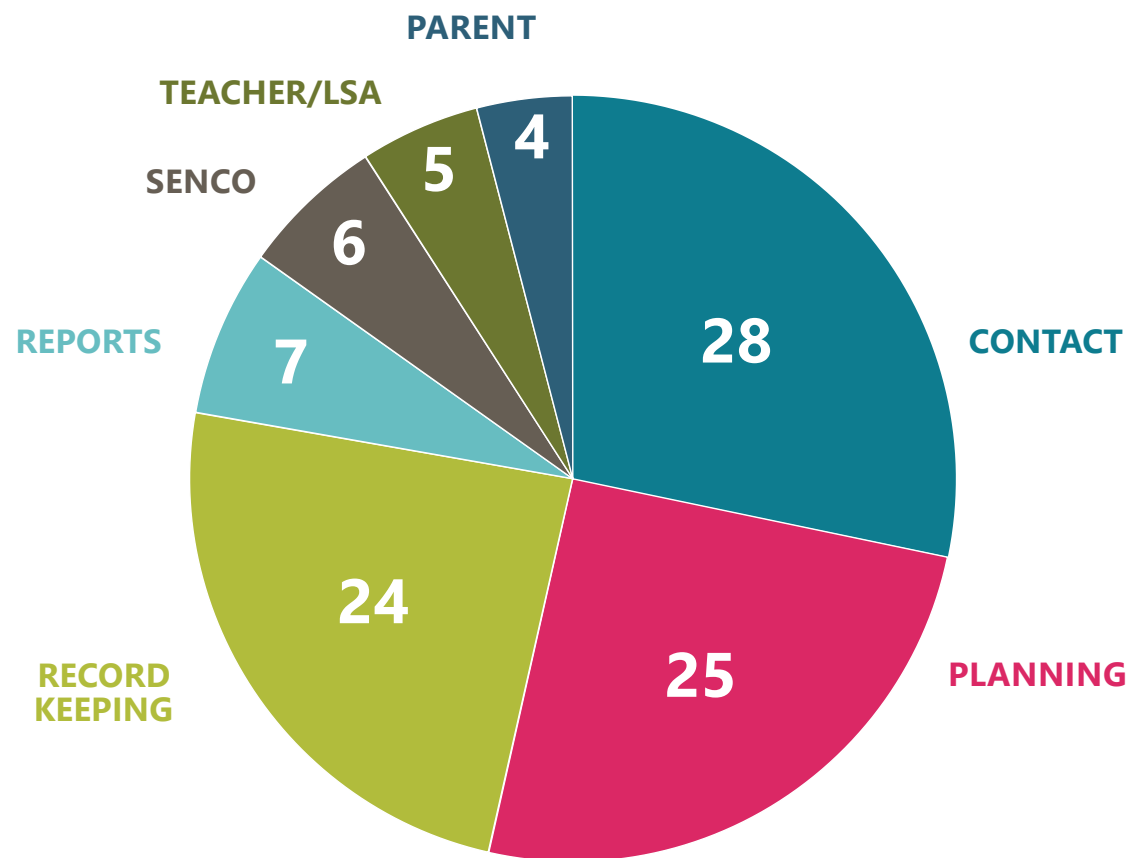
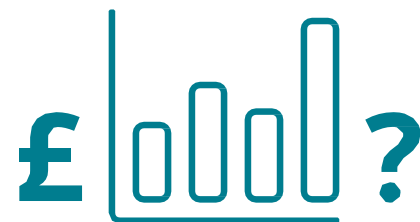
	VT placement time/cost	Estimated time/cost of repeating VT placement for 2 students
Time	213 hrs	102 hrs
Cost measured in hours of company time	£10,412 (minus income from RCSLT minor grant, Crowdfunding, student tariffs, school donations £2164) = £8247	£4,900
Cost measured in lost salary of same period in previous years	£2640 (lower figure as much work was put in out of hours to enable paid work during day)	

The student tariff of £834 covered 10-32% of costs

Estimated time it would take to set up & run ANY placement (1 day per week for 10 weeks) based on the time it took us to undertake all essential placement tasks

TASK (times in hours)	NEW PLACEMENT	SUBSEQUENT PLACEMENTS
PRE-PLACEMENT (register as placement provider, placement educator training, student info pack, risk assessment, comms with Uni & students, planning)	18.5	6
PLACEMENT (supervision & feedback, resource provision, student reports, admin, clinical tutor liaison) Approx 3 hrs per student per week	66.25	66.25
POST-PLACEMENT (attending PE meetings, invoicing Uni)	5.5	5.5
TOTAL	90.25	77.75

HOW DID STUDENTS SPEND THEIR TIME?



OTHER RESULTS

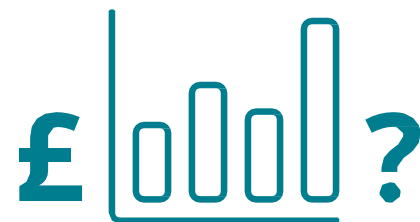
9 hours were required for SLT to pack/unpack/drive suitcase of resources & files to schools for students every week

Students spent 4.8 hours of placement time moving rooms at the request of school staff. Moves took 10 to 35 mins each day of placement.

DNA rate 4% (child absent/busy)

An unforeseen inability to access the locked Hampshire Schools WiFi or generate a hotspot was a barrier to accessing resources; emails & VT shared drive. It necessitated many hours of workaround time for SLT & students & increased print costs.

CONCLUSIONS & LEARNING FROM THE PROJECT



The numbers are small and the data may not be reliable – it's a robust evaluation, not a double-blind RCT. However, data suggests there was a positive impact on 78% of children. Families valued the service. I believe a longer placement would generate better outcomes. Either 2 terms, or 2 days per week for a term



Most school staff valued the service. With a longer placement more staff - student collaboration could take place & increase the impact on staff



A successful & satisfying project



Not financially viable unless we charge schools & request parent donations. SLT income reduced by approx 1 month salary

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Students valued the placement & peer placements worked well



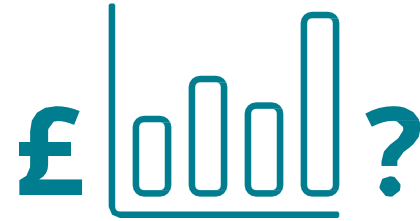
We've generated some approximate data on time required to set up & run a 2-student placement. Particularly useful in the independent sector where often one SLT assumes the roles of service manager, placement co-ordinator, placement educator, and possibly administrator as well



Longer placements may be more cost effective

The cost of 2 students supervised by specialist SLT = (approx) cost of 1 specialist SLT for 1/3 less time

NEXT STEPS – REPEAT AND EXTEND THE PROJECT?



WE WOULD MAKE THE FOLLOWING CHANGES IN A REPEAT PROJECT

Longer placement & compare TOMs & other data with this study

Digital record keeping

1 room change per day & WiFi access should be core criteria for schools wishing to take part

QUESTIONS REMAINING

'Catch Up' funding (post-Covid) can be used for SLT – an opportunity?

If we cost our company time at £50 per hour, the cost to a school for 1 day/week for a term would be £4302, after student tariff and estimated parent donations. Is this something schools/school groups want to commission?

Is this affordable in the current financial climate?

Can we safely place students in school from January (?Covid) – would a remote service work?

Could we explore this as an option as part of a SLT degree apprenticeship if we partner with another organisation with limited SLT service to schools?

We're interested in hearing from HEIs who have final year students living around Hampshire, to collaborate with and take this 'student-delivered' service to the next level. Perhaps a funded PhD?

Please get in touch & follow us on Twitter for updates

Thank you to Natalie Goh, Nimra Khan, Rachel Harrison, Kerrie Paskell (students) and the 2 primary schools, their Headteachers and SENCOs for making it work.

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