

Welcome to the webinar:

The COVID-19 patient pathway for SLTs

Telehealth in the COVID-19 context: working with children

Monday 27th July 2020
1pm



Welcome



Judith Broll

Director of Professional
Development, RCSLT

Presenters



Rafiah Badat
Clinical Doctoral Researcher



Alys Mathers
SLT



Sarah Buckley
SLT



Kate Boot
Specialist SLT



Charlotte Gower
SLT



Sarah Case
Parent



Housekeeping



- Send in chat messages at any time by using the Chat button
- Send in questions by using the Q&A button
- This event is being recorded. See here for recordings:
<https://www.rcslt.org/webinars>
- Please do fill in the survey that we'll share after the event
- RCSLT staff are on hand to help!

Aims and objectives



By attending this webinar, you will gain an understanding of:

- How SLTs are delivering teletherapy to children in the context of COVID-19
- Practical ideas, examples and case studies
- How to address patient choice and technology access
- Up to the minute research on SLTs' use of telehealth
- Identifying unmet needs - see PHE [fingertip tool](#)

Survey of Tech Use in Paed SLT: Pre vs During COVID-19

Rafiah Badat

Tech Survey



<https://tinyurl.com/y9dwpglc>



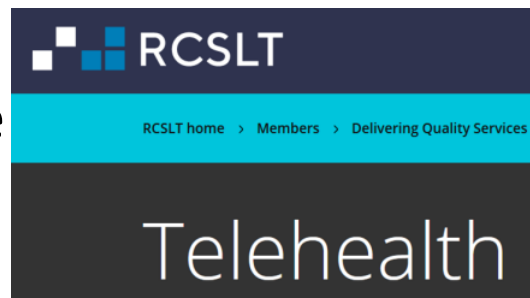
@SLTElena



@RafiahB

How will the findings be used?

Guide RCSLT telehealth guidance



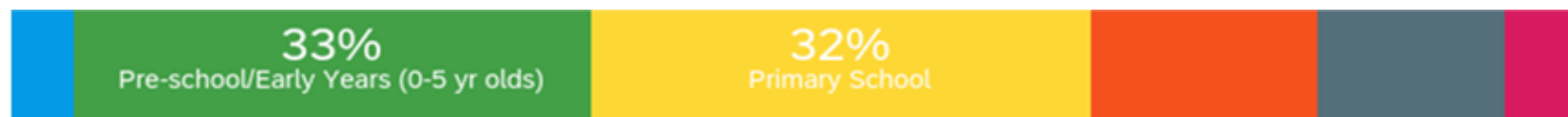
Share with Clinical Excellence Networks and Advocacy Groups to disseminate to members



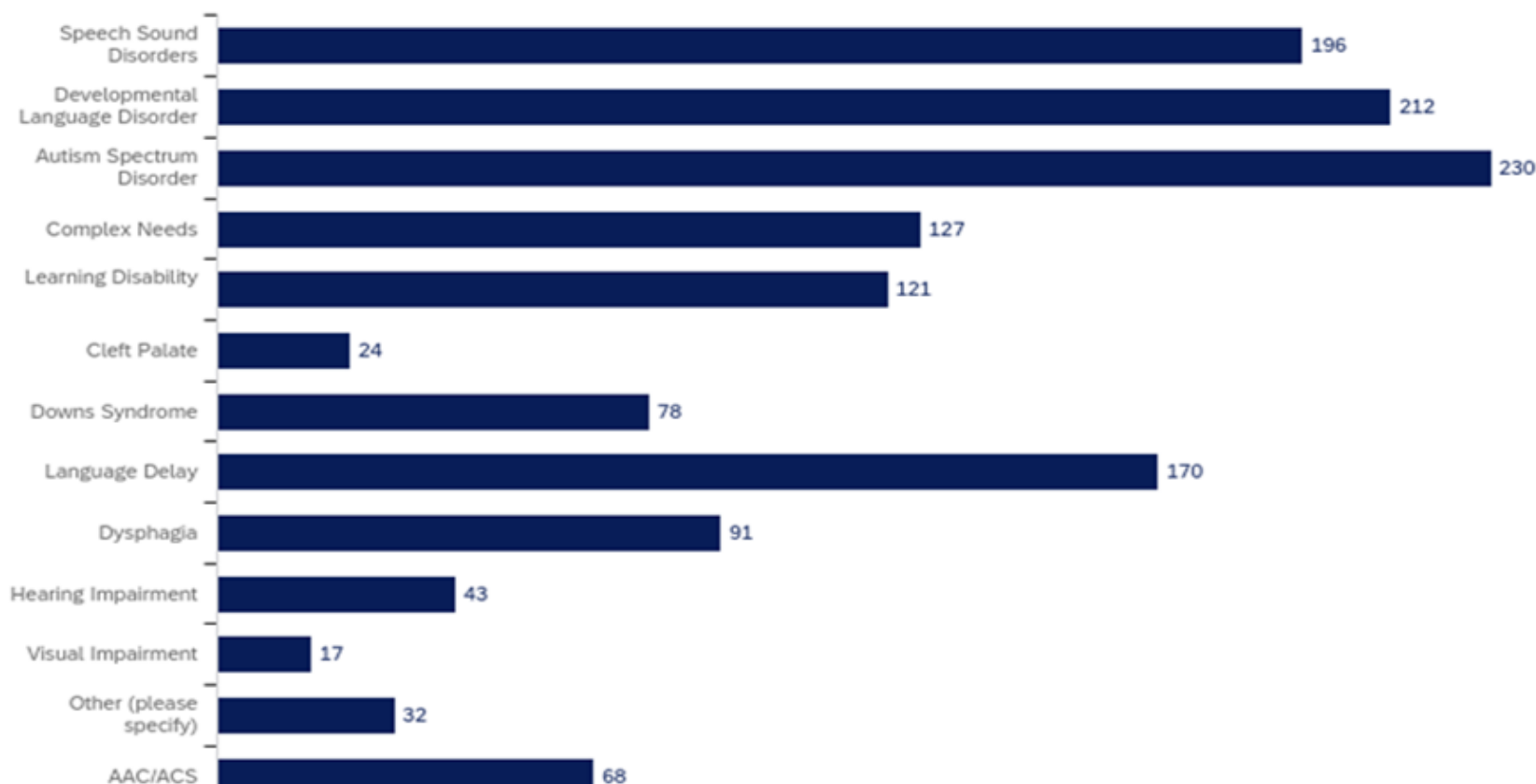
Write up for publication



Client groups



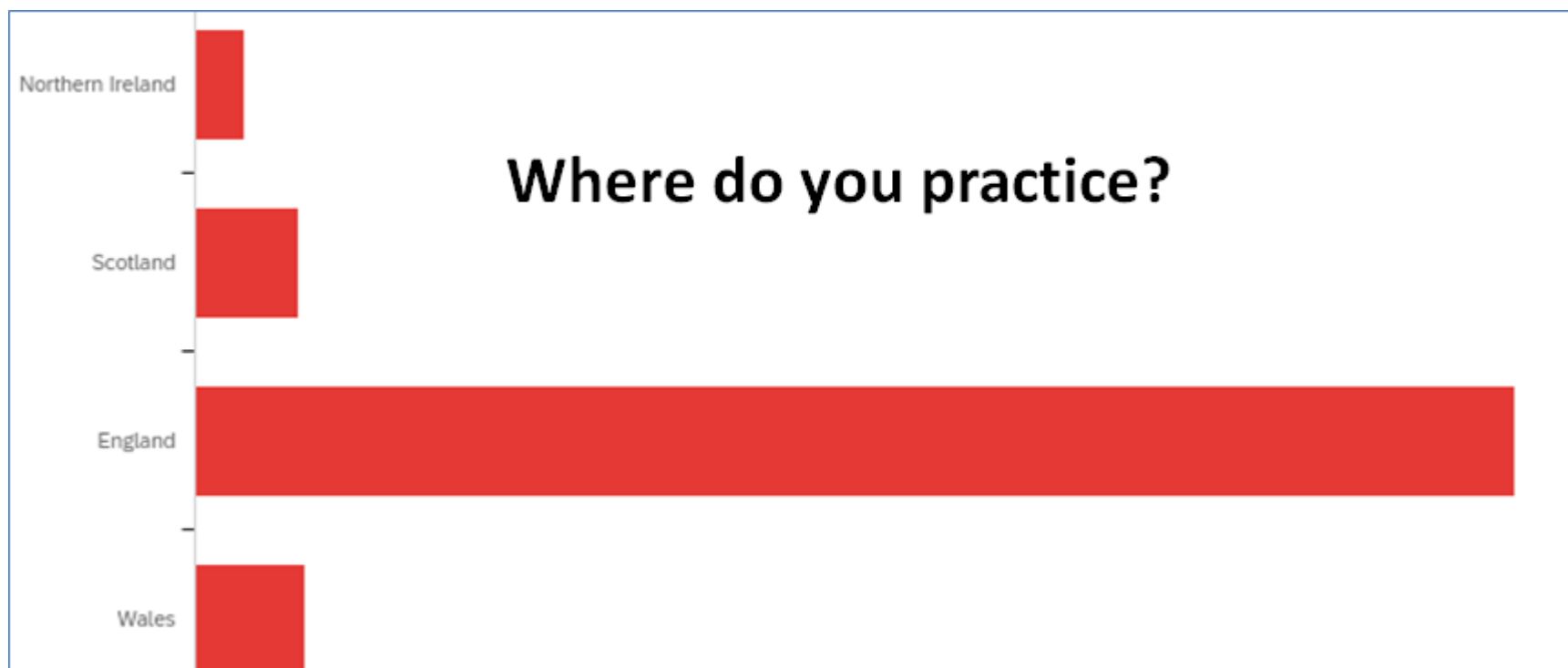
■ Neo-natal clinic
 ■ Pre-school/Early Years (0-5 yr olds)
 ■ Primary School
 ■ Secondary School/High School
 ■ Special Schools/Unit
 ■ Other (please specify)



How are you funded?



Where do you practice?



Before covid-19 measures, how often did you use technology to deliver therapy?



During covid-19 measures, how often do you use technology to deliver therapy?

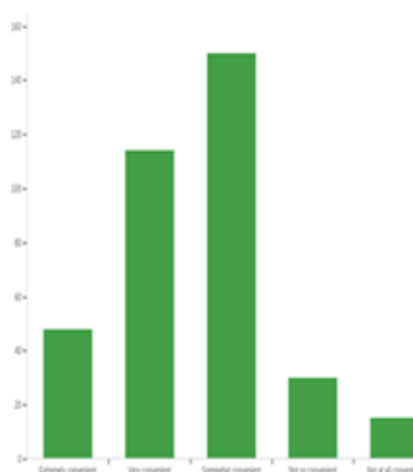


Frequency

Before covid-19 measures, how convenient did you find the use of technology to deliver therapy?



During covid-19 measures, how convenient do you find the use of technology to deliver therapy?

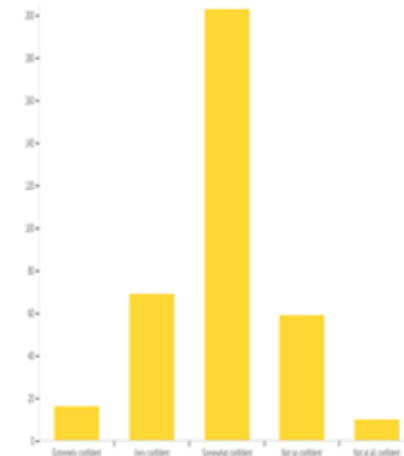


Convenience

Before covid-19 measures, how confident did you feel about using technology to deliver therapy?



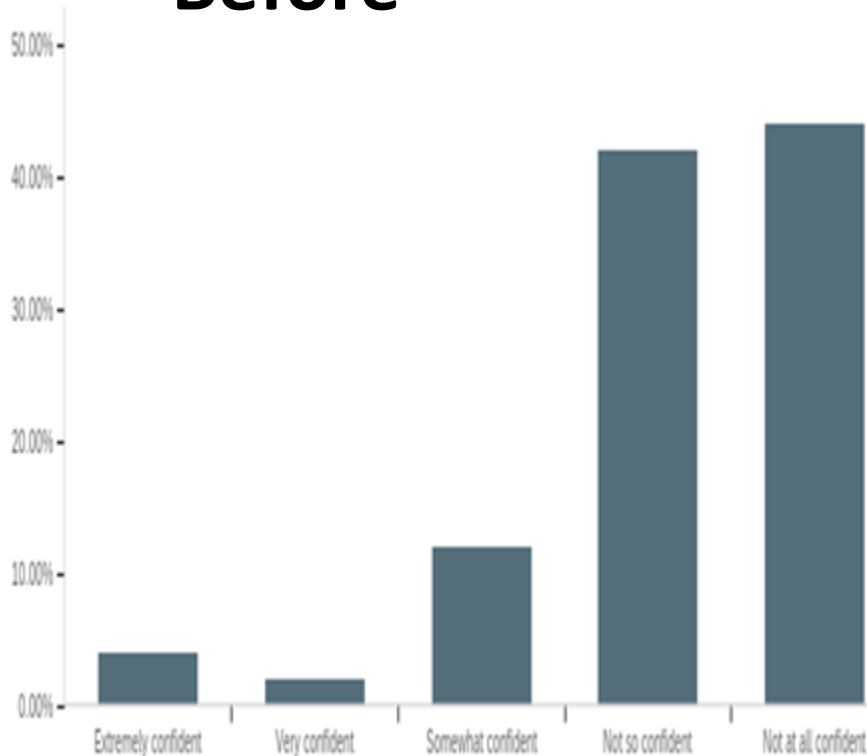
During covid-19 measures, how confident do you feel about using technology to deliver therapy?



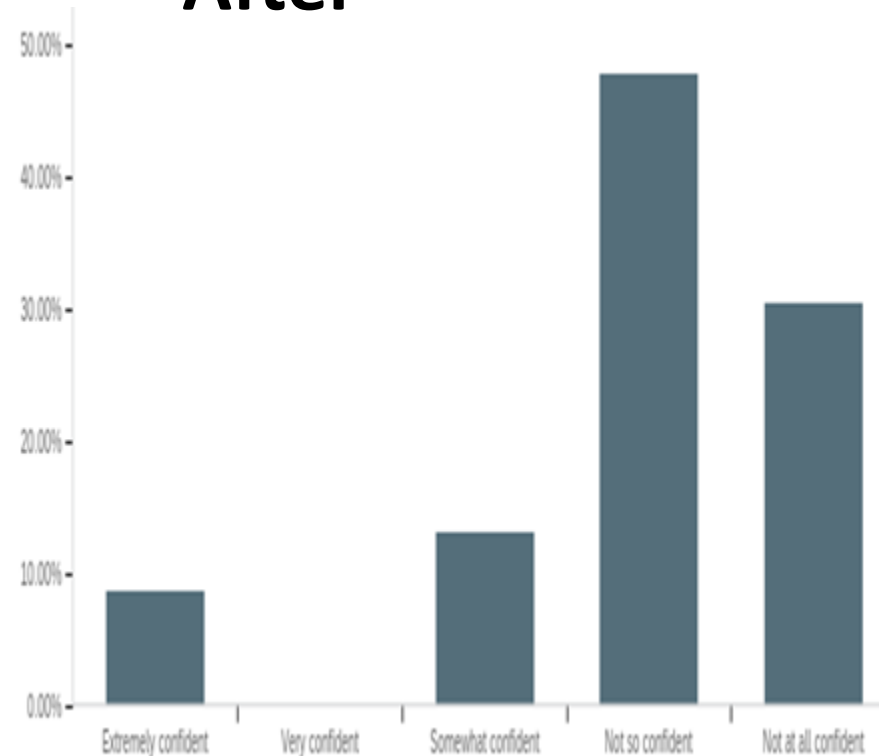
Confidence

Identifying & managing safeguarding issues & other risk factors during telecare

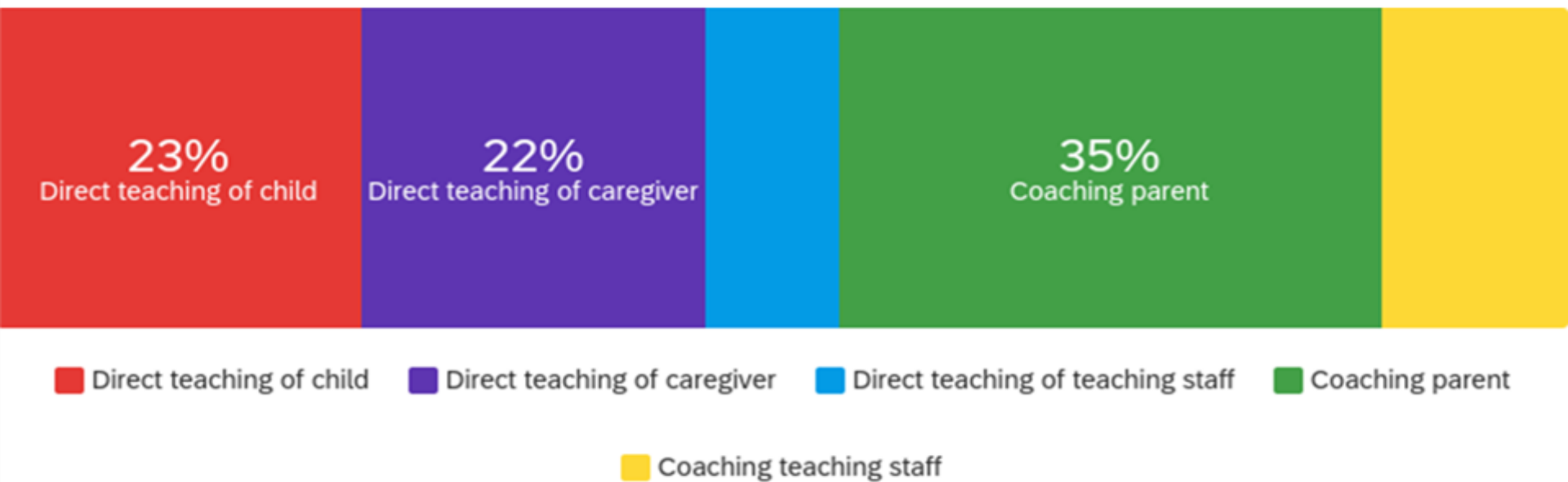
Before



After



Primary goals for telecare sessions



What would help you use technology in therapy?



Most Useful

Specialist training (27%)

Funding for devices (23%)

Supportive leaders (20%)





Take the Survey!

Spread the word!

<https://tinyurl.com/y9dwpglc>



@RafiahB
@SLTElena

A Parent's Perspective

Sarah, Mum to Alfie



- Tell us about Alfie and his speech therapy so far
- What one thing has made telehealth easier for you and Alfie?
- What would you like SLTs to know about your telehealth experiences?

Telehealth - Child's Play

(how can it work with younger children?)

Alys Mathers

Child-led activities

Does the child need to interact with you?

What could you see?

- Routines
- Play
- Location
- People

Practicalities

- Videos
- Information sharing
- Coaching style





Adult-led

- model activity and coach parent
- promoting engagement (Ekberg et al 2019)





Engaging games!

- Boo
- Songs and rhymes
- Cars
- All our classic motivation games...
- Pretend play
 - Feeding each other
 - Catch



Thanks for listening!

Alys Mathers

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Telehealth in Secondary School

Charlotte Gower

What worked well...

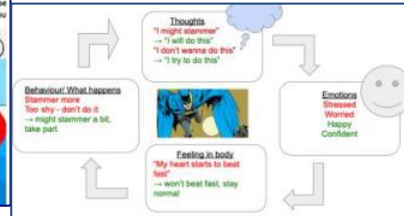
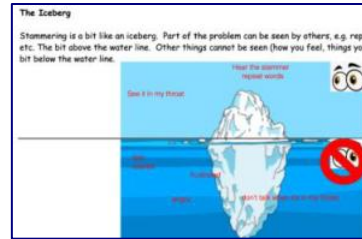
- Regular remote sessions via zoom at school & home (paired/ 1:1)
- Weekly training sessions (45-60mins) with TAs to consolidate learning of selected modules of The Box (available on the RCSLT website)
- Meetings with parents/carers to discuss concerns/ goals and Year 7 transitions meet & greets

What was challenging...

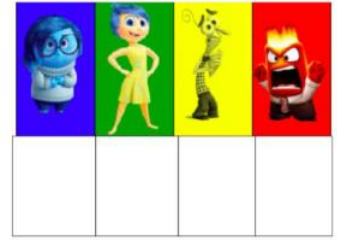
- Parents/ families who don't engage
 - Solution: telephone calls from school staff & SLT to explain purpose & importance
- YP who didn't have access to the internet / devices
 - solution: school provided laptops, YP came into school for remote sessions set up by the TA

What areas have been targeted in sessions?

- Stammering
- Language (including use of online homework resources)
 - Strategies for the classroom (e.g. word maps)
 - Inferring & verbal reasoning resources made digitally
- Social skills (in a pair)
- Speech sounds
- Awareness & transition to college
- Assessment



What zone are you in today?



Communication Profile for college

Collect the Speech and Language Checklist at [http://www.rcts.org.uk](#) for further information

About me
Previous School: Chingford Foundation School
Likes: hanging out with friends, some video games
Important to me:
Being in a small group to learn and who I feel comfortable with
Being with people or friends
I work for my family business' not too far
I can speak English and some Vietnamese

Language Profile
I have a learning difficulty and disabled language skills. This means that my language is not following the normal pattern of development. This will impact on both my understanding and use of language in my everyday environments. This means I have difficulties accessing technical language, hearing new and complex vocabulary and difficulties taking in new people. I also have difficulties using social communication skills. I often get anxious when I meet new people.

Strategies to support my language and communication skills

- Reminders of the key points
- Explain tasks to the group and then clarify with me 1:1 to check I have understood
- Provide access arrangements such as extra time in tests/exams
- Ask me complex questions 1:1 rather than in front of the group
- Support me to be independent and promote self-help skills

Strategies that I have identified:

- I find it easier to learn and understand if...
- I am given some examples to help start me off with my work.
- Write down instructions so I can make sure I am doing it correctly.
- Check with me regularly (1:1) as sometimes I can rush ahead and do something, but be on the wrong track.
- Words are explained using clear language and vocabulary and for abstract language and vocabulary to be explained clearly.
- Ideas and instructions are repeated to make sure I understand.
- Visual clues are given alongside verbal ideas and instructions, e.g. use of pictures, diagrams and practical demonstrations.
- Give me supportive feedback so I can improve my skills.
- PowerPoint or materials presented on the board are sent to me via email.
- You let me explain what I am doing or have to do in my own words to check my understanding going along.
- I sometimes have word finding difficulties where I struggle to think of the word I need - sometimes I know what I want to say but have difficulty in expressing it.



What was Scott trying to find?

Scott and his brother were getting ready to leave. They were going to be late. Scott was looking everywhere but he couldn't find it. He said to his brother: "can you help? It's **black leather** about the **size of my hand** and has one **pocket** and 6 slots for my **cards**. I need it if we want to get **McDonalds** tonight!"



Case Study

Profile:

- Young person with moderate DLD who is 15 years old in Year 10; difficulties sequencing thoughts & ideas, reduced vocabulary, understanding long & complex sentences, WFD, inferring information
- Doesn't engage with staff / professionals at school
- Parents have difficulty supporting with academic work as they have difficulties themselves and X isn't accessing/ completing his work
- Difficulties with self-esteem, confidence
- X is vulnerable to peer pressure and often ends up in the 'wrong' crowd and in trouble
- SENDCo reported X's mother reported he was very upset and anxious about his homework

Goal:

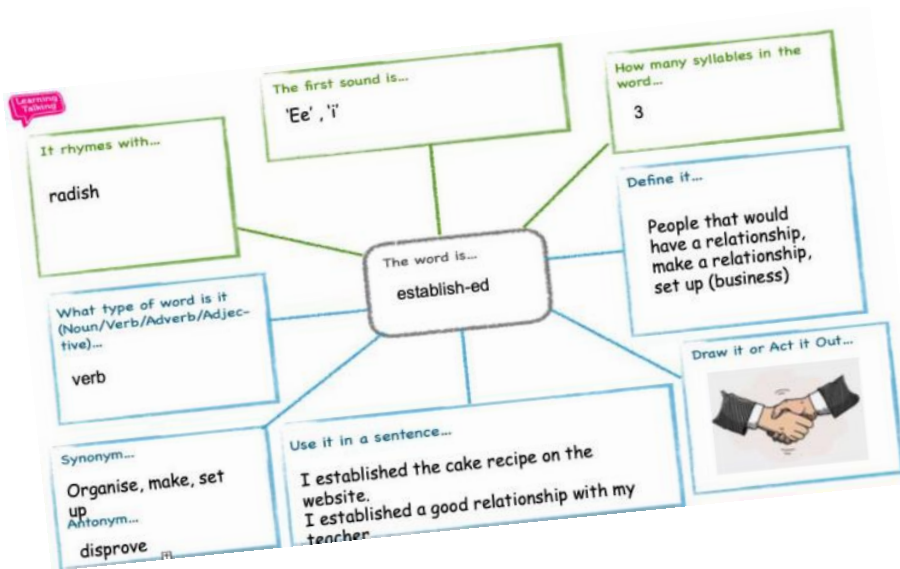
- X will use visual strategies to develop his understanding of academic work e.g. word maps, sequencing flow charts
- X will explain and sequence a series of events (up to 6)
- X will infer information when written text is presented orally.

Intervention:

- X identified homework he was finding challenging / could not access
- Whilst going through information from his homework, SLT supported and modelled strategies when X had not understood / could not explain e.g. word maps, completing flowcharts for events, putting information into own words
- SLT sent pupil documents from the session with additional areas to complete for next week

Outcome:

- X reported strategies that helped him “yer now I know what happened”, “I can use this word again”
- X reported in a feedback questionnaire he felt less anxious about his school work and more confident in using strategies in the classroom
- X was able to independently complete word maps however continues to require support to identify words he does not understand & to put information in his own words. X is able to infer basic information, following prompts to identify key words in the information presented.



Source A

Alfred, a young British soldier finds himself alone in the trenches of France during World War One...

1 Alfred felt something move. It came out of the mud in the dark behind his back where he sat cold and drowsily slumped against the trench wall. Something small and warmly alive pushed itself between the wooden slats and his battledress jacket. It touched for an instant the small exposed area of his pale dirty skin just where his jacket and vest were folded and rucked up together. He could feel something struggling and pushing to get past him. He shot up in

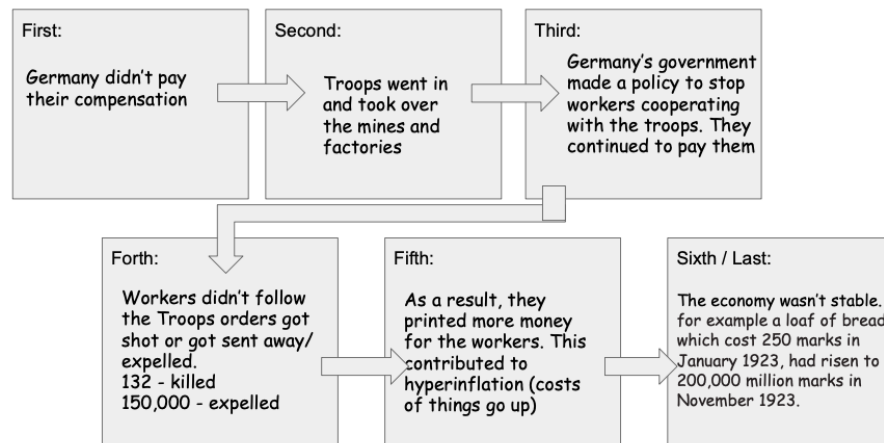
5 6 **revulsion** – he knew just what it was: a filthy...

'Rat!' he shouted to no one in particular.

8 He saw it there, pushing through and twisting its head, saw the wet greasy fur and its mean red eyes. He kicked at it and missed. The rat scuttled out from the tiny gap between the slat supports and ran across the mud. Normally Alfred would have let it go. Rats were, after all, commonplace but something, whether pent-up anger... hate... loss... pain... boredom, whichever it was made him give chase after it.

The creature appeared sluggish, as if it were weighed down with overeating. It had most likely been feeding on what was caught, left behind, in the lines and coils of barbed wire which stretched for miles beyond the trench. The terrible **sa** **debris** of dead soldiers. The remains that were left behind after a 6am push.

1. French and Belgian Occupation of the Ruhr



Moving forwards with telehealth



- Video-call appointments for parents to discuss concerns, updates, goal planning and to gather information for assessment
- Video-call session within the school when you can't cross 'bubbles'
- Video-call sessions after school for children who are more difficult to engage in the school environment

Thank you

@CharlotteGower3

charlottegower.slt@gmail.com

Remote vocabulary therapy

Rafiah Badat

Exploring a user co-designed digital **I**Ntervention for **C**hild **L**ang**U**age **D**isord**E**r *The INCLUDE Project*



Rafiah Badat, Speech and Language Therapist, @RafiahB

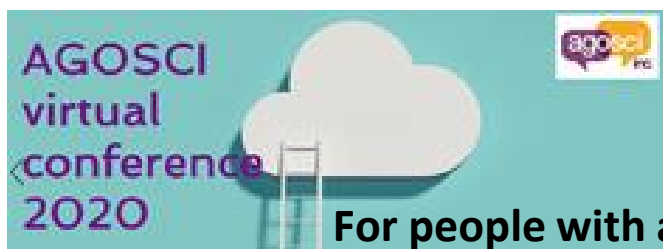


@INCLUDEtherapy



<https://youtu.be/xPbYNzRzmlI>

<https://citcentoolkit.files.wordpress.com/2020/06/rafiah-badat-include-therapy-citcen-1st-june-2020.pdf>



**For people with a disability
& who use AAC**

https://cityuni-my.sharepoint.com/:p/g/personal/rafiah_badat_1_city_ac_uk/ESwxU56IWDFfQgsn7fxzbJwBXFj_ZGpw2DOZJbzhDoK_HQ?e=puAMqa



@INCLUDEtherapy



https://www.speechtechie.com

SpeechTechie

Looking at **technology** through a **language** lens.

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[The SLP Apps List](#)

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Sean Sweeney,
CCC-SLP



Resource list for teletherapy:

https://docs.google.com/document/d/1cFI0LLG_io_6clu7lsJ9iSS1-KXmnZZnsfoygXcVaOI/edit



Anywhere

Enter words / phrases

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By Sean Sweeney

August 19, 2018



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Sean Sweeney

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SLP/ITS, interested in simple resources to enhance interventions, engage students. Clinician, consultant and trainer in tech integration for SLPs and educators

📍 Boston, MA 🌐 speechtechie.com 📅 Joined March 2010

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Sean Sweeney · @SpeechTechie · Jul 20

A potential model from @socialthinking useful for conversations and action planning for teens in teletherapy.
speechtechie.com/2020/07/adapti...

Investigate Residence

Loat

19

Novel Caper Former

Investigate Loat Residence

20

Adventure Affordable

Aquatic

Attraction

21

Calendar 2020

22

Video

Adventure

Affordable

Attraction

Aquatic






Adventure, Affordable, Airfare, Ambiance, Amenities, Aquatic, Arrangements, Atmosphere, Attraction, Availability



Thank you

@rafiahb

@INCLUDEtherapy

rafiah.badat@nhs.net

Group Therapy via Telehealth

Kate Boot

Area of focus

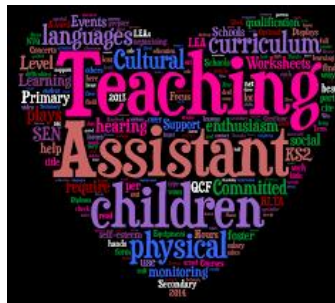
- Social Communication Groups
 - A continuation of classroom based social communication groups
 - Using Zoom or MS Teams
 - 2-4 students, 1 SLTA, 1 teacher + up to 4 parents



Prior to the first session

We had to consider:

- Consent - risks vs benefits
- Choice of activities
- Time available



What's the Difference?



Face to Face delivery	Telehealth delivery
<ul style="list-style-type: none">● Trained and experienced LSAs supporting● SLT/SLTA able to move around the room to offer support where needed● Focus informed by structured programmes and resources, e.g. talkabout social skills and zones of regulation curriculum● Adapted materials to cater for sensory processing needs, e.g. writing standing up on a large piece of paper stuck to the wall● Students able to move away from the activity for a break and return when ready● Easier to introduce breakaway tasks due to additional staffing support, e.g. making a poster	<ul style="list-style-type: none">● Less experienced parent/carer support● Additional follow up support needed for some parents, e.g. email resources prior to session, phone calls or video calls● Some students have struggled with change in delivery method and additional variables, e.g. a peers processing time● Parent/carer anxiety - ? impact on student (links to evidence base)● Focus on conversational skills & turn taking using in-built features, e.g. whiteboard on zoom to play hangman or spot the difference (using pictures)● Movement activities used to engage students, e.g. treasure hunt

Outcomes



How many students were engaged with social communication groups BEFORE COVID? Including teacher led sessions	17
How many students were offered group therapy at the start of COVID?	21
How many students have attended group therapy sessions during COVID?	14
How many students attended throughout?	11
How many refused the offer to attend group therapy?	6
How many students started sessions but then struggled to engage with group teletherapy sessions and moved to LSA/tutor led on 1:1?	2
Who received 1:1 due to limited group size?	2
80% of students attended the weekly group therapy sessions	
86.7% of sessions have been attended by half or more of the intended participants	

Parent feedback



Very successful. My daughter has enjoyed these sessions. Only issue has been when technology failed and she became upset.

My son has loved seeing Gemma and having his social skills sessions with her. It has been great that he can have a link to college and friends. It has been very useful to have these zoom sessions to keep him in the right frame of mind to do college work at home.

My son has really worked well in his sessions. He's fully cooperated. The sessions have been very well organised and he looks forward to his weekly SLT sessions.

Thank you for listening

kboot@plcl.org.uk

@SLTinSEND



Technology Access

Sarah Buckley

Device Access



Pre-therapy interview



- Does the family have a device? If so, which one?
- Who uses it?
- When is it available?
- For how long?
- What's the connectivity like?
- Preference for on or offline content?
- Experience of online meetings?
- Preferred platform?

Pre-therapy preparation



- Device access - SLT role as advocate
- What therapy can you offer?
- Send out materials to the family
- Tailor your therapy:
 - Location
 - Positioning
 - Materials
 - Consider making everything 'phone friendly'
- Text reminder for the family on the day
- Check the technology

Outcomes



- Engagement with 80% of the home-schooled caseload
- 25% of sessions were 'phone friendly'
- 10% of families accessed offline content
- Mostly online content
- Short sessions - about 15-20 minutes
- Majority of intervention was language based
- Parent survey

Thank you

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Any Questions?



RCSLT resources

Telehealth guidance

Telehealth forum

More resources

PHE fingertip tool



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