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/y9dwpqlc

@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

<table>
<thead>
<tr>
<th>Condition</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speech Sound Disorders</td>
<td>196</td>
</tr>
<tr>
<td>Developmental Language Disorder</td>
<td>212</td>
</tr>
<tr>
<td>Autism Spectrum Disorder</td>
<td>230</td>
</tr>
<tr>
<td>Complex Needs</td>
<td>127</td>
</tr>
<tr>
<td>Learning Disability</td>
<td>121</td>
</tr>
<tr>
<td>Cleft Palate</td>
<td>24</td>
</tr>
<tr>
<td>Downs Syndrome</td>
<td>78</td>
</tr>
<tr>
<td>Language Delay</td>
<td>170</td>
</tr>
<tr>
<td>Dysphagia</td>
<td>91</td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td>43</td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>17</td>
</tr>
<tr>
<td>Other (please specify)</td>
<td>32</td>
</tr>
<tr>
<td>AAC/ACS</td>
<td>68</td>
</tr>
</tbody>
</table>
How are you funded?

68% NHS
16% Local Authority
Charity NHS Local Authority Private Client’s Other (please specify)

Where do you practice?

Northern Ireland
Scotland
England
Wales
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?

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?

Frequency

Confidence

Convenience
Identifying & managing safeguarding issues & other risk factors during telecare

Before

After
Primary goals for telecare sessions

23% Direct teaching of child
22% Direct teaching of caregiver
35% Coaching parent

- Direct teaching of child
- Direct teaching of caregiver
- Direct teaching of teaching staff
- Coaching parent
- Coaching teaching staff
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
alys.mathers@nhs.net
alys@bubbleandspeak.com
@alys_mathers
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
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.
1. French and Belgian Occupation of the Ruhr

First:
- Germany didn't pay their compensation

Second:
- Troops went in and took over the mines and factories

Third:
- Germany's government made a policy to stop workers cooperating with the troops. They continued to pay them

Fourth:
- Workers didn't follow the Troops orders got shot or got sent away/expelled.
- 132 - killed
- 150,000 - expelled

Fifth:
- As a result, they printed more money for the workers. This contributed to hyperinflation (costs of things go up)

Sixth/Last:
- The economy wasn't stable, for example a loaf of bread, which cost 250 marks in January 1923, had risen to 200,000 million marks in November 1923.
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

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Remote vocabulary therapy

Rafiah Badat
Exploring a user co-designed digital INtervention for Child Language Disorder

The INCLUDE Project

Rafiah Badat, Speech and Language Therapist, @RafiahB

NIHR National Institute for Health Research Clinical Doctoral Research Fellow
For people with a disability & who use AAC

https://cityuni-my.sharepoint.com/:p:/g/personal/rafiah_badat_1_city_ac_uk/ESwxU561WDFFqgsn7fxzbJwBXFj_ZGpw2DOZJbzhDoK_HQ?e=puAMqa
Resource list for teletherapy:

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

<table>
<thead>
<tr>
<th>Face to Face delivery</th>
<th>Telehealth delivery</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Trained and experienced LSAs supporting</td>
<td>● Less experienced parent/carer support</td>
</tr>
<tr>
<td>● SLT/SLTA able to move around the room to offer support where needed</td>
<td>● Additional follow up support needed for some parents, e.g. email resources prior to session, phone calls or video calls</td>
</tr>
<tr>
<td>● Focus informed by structured programmes and resources, e.g. talkabout social skills and zones of regulation curriculum</td>
<td>● Some students have struggled with change in delivery method and additional variables, e.g. a peers processing time</td>
</tr>
<tr>
<td>● Adapted materials to cater for sensory processing needs, e.g. writing standing up on a large piece of paper stuck to the wall</td>
<td>● Parent/carer anxiety - ? impact on student (links to evidence base)</td>
</tr>
<tr>
<td>● Students able to move away from the activity for a break and return when ready</td>
<td>● Focus on conversational skills &amp; turn taking using in-built features, e.g. whiteboard on zoom to play hangman or spot the difference (using pictures)</td>
</tr>
<tr>
<td>● Easier to introduce breakaway tasks due to additional staffing support, e.g. making a poster</td>
<td>● Movement activities used to engage students, e.g. treasure hunt</td>
</tr>
</tbody>
</table>
Outcomes

<table>
<thead>
<tr>
<th>Question</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>How many students were engaged with social communication groups</td>
<td>17</td>
</tr>
<tr>
<td>BEFORE COVID? Including teacher led sessions</td>
<td></td>
</tr>
<tr>
<td>How many students were offered group therapy at the start of COVID?</td>
<td>21</td>
</tr>
<tr>
<td>How many students have attended group therapy sessions during COVID?</td>
<td>14</td>
</tr>
<tr>
<td>How many students attended throughout?</td>
<td>11</td>
</tr>
<tr>
<td>How many refused the offer to attend group therapy?</td>
<td>6</td>
</tr>
<tr>
<td>How many students started sessions but then struggled to engage with</td>
<td>2</td>
</tr>
<tr>
<td>group teletherapy sessions and moved to LSA/tutor led on 1:1?</td>
<td></td>
</tr>
<tr>
<td>Who received 1:1 due to limited group size?</td>
<td>2</td>
</tr>
</tbody>
</table>

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 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.

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.

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

@SBSpeechTherapy

sarah@sarahbuckleytherapies.co.uk
Any Questions?
RCSLT resources

Telehealth guidance

Telehealth forum

More resources

PHE fingertip tool
Join us for the next webinar

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