RCSLT webinar: Telehealth in the COVID-19 context - working with children

Q&A document

Q1. Are any paediatric speech and/or language assessments available digitally to use on Zoom?

A. Pearson's have free access to their Q-Global until 15th August and you can get a 50% discount through to 31st December 2020. There is also a lot of information in the telehealth guidance on assessment in light of telehealth so check that out as there is guidance, infographics and helpful links

Alys	Permission has been given by Routledge to use the Renfrew assessments (RAPT, Bus Story etc.) via telehealth 'whilst the Covid 19 pandemic is ongoing', but please check with them to ensure this is still current. Informal assessment and observation offers a wealth of information and can easily be adapted to telehealth.
Kate	According to the Talking Mats website 'The offer for discounted access to our Digital Talking Mats has been extended until the end of December 2020'. GL Assessment have produced guidance about use of their assessments during COVID, e.g BPVS 'Delivering BPVS III Tests Remotely. We recognise that the current, unprecedented situation means that you may need to adjust your normal way of administering one-to-one assessments. The last few weeks have proven that technology enables us to do far more remotely than ever before and, although these tests were designed to be administered in person, you may wish to use technology to enable you to conduct one-to-one tests'.

Q2. For Sarah - do you feel you need to meet up face to face with your SLT as well to build and maintain that relationship?

A. Answered live during webinar

Alys	I have not met most of the parents and children I am currently working with via telehealth, so it is certainly possible to build and maintain relationships via telehealth. Personal factors, such as how comfortable the parent/child are using tech in general will obviously play a part in rapport building, and we have an important role to play in making the parent and child feel comfortable in the telehealth session, as we would when inviting them to meet us in any new location.
Sarah B	I've found telehealth a great opportunity to connect with parents that aren't typically involved in their child's regular in-school therapy.

Q3. Has anyone been able to manage ACI / PCI type interventions online and if so how have the managed the video feedback part?

A. Free Webinar for Lockdown: How to deliver Palin PCI to families over the internet https://youtu.be/FksyPb7Wm7E Quite a lot of the guidance applies to general PCI

Alys	Yes, there are a few different scenarios. Ideally, the parent makes and sends me a video before the session, I can then watch it first, then we watch it together in the session. I will have uploaded this to my computer, then will screen share so we are both watching the same part at the same time. If the parent cannot send video, but can make one, I ask them to do this in advance, then upload it to their computer and screen share the video during the session. If the parent can't make a video in advance, but we are using a platform that has a recording function (e.g. Skype or Zoom) then ask the parent to play with the child, you record, then watch the video back together. If that's also not an option we would do live parent coaching during the session, playing for a few minutes, then discussing, then playing again.

Q4. Can SLTs comment on how they have overcome the challenges of telehealth for bi/multilingual families?

A.   Answered live during webinar

Sarah B	We have linked in with teaching assistants (TAs) in school and conducted three-way teletherapy between SLT, child and TA. We often find that our TAs live in the local school community and represent the range of languages used locally. This was challenging to organise however, and only happened in some of our schools.
Kate	Ensuring that materials are being translated into written and audio versions of the home language to account for literacy differences. Use of QR codes and www.vocaroo.com has been useful for this.

Q5. Do you recommend that the parent's camera is switched off so the child can't see you when you are working with young children and when a coaching approach is being used?

A.   Answered live during webinar

Alys	Yes this often works best, then the parent also doesn't feel as much like they're being watched.

Q6. How do you recommend assessing receptive language over video and assessing a child's social interaction?

A. I ask the parents to have a few everyday resources at their end. I can then do informal information carrying words (ICW) assessment with, or send over ICW pictures and play 'show me...'. For social interaction - lots of observation! Or videos provided in advance (giving guidance to parent about which routines/social situations would be useful to see), and of them playing with their family in the session

Alys	See above

Sarah B	For receptive language skills, I use sharescreen and/or visualiser for formal assessments. Informally, teletherapy lends itself well to higher level receptive language assessment like inference and reasoning. Social interaction is more challenging to get a measure of, so reviewing a video offline alongside a parental interview is a good idea.
Kate	As Sarah said above using screen share and a visualizer. I have used Mount Wilga for higher level language assessment which I can have up on my screen, but don't need to screen share for all the subtests. Using talking mats a lot, having adapted visual resources to use on Powerpoints so you can screenshare and give the person control of the screen to move their options around. Logging into Zoom twice, on my laptop and ipad, so that I can have the ipad focused on the BPVS whilst my laptop webcam shows my face. I can turn the camera off the ipad when I don't want the assessment on show, and using Zoom, I put the spotlight on the ipad so the assessment comes up larger on the screen for those with visual impairments this is particularly useful. Using informal assessments to gather information from students and parent/carers, e.g. Talkabout social skills questionnaires, Pragmatics profile. Screensharing https://communicationmatrix.org/ with parents or care teams when doing assessment of a potential AAC user

Q7. Alys - can you say more about how you discuss parents' preferred coaching style?

A. My first question is whether they would prefer to send videos before the session, or play 'live' whilst I observe. If it is live, I ask whether they want me to talk to them whilst they're playing, or whether they play for three-five minutes and then we have a chat. As we build a

relationship, discussions will be ongoing as to how 'directive' they feel comfortable with me being - as you can't do as much showing, more telling, telehealth can feel more directive, but I try to balance this.

Alys	See above
Kate	Coaching for sensory processing and using visuals within the home. I have first asked the parent/carer what they would like to get out of the session, using a combination of coaching questions using the GROW model and solution focused questions and then backwards chaining to work out how to achieve this for them. Feedback from parents repeatedly focuses on involving them while allowing them to be a part of goal setting and intervention planning. Using Zoom or MS teams I have been able to share screens and use the whiteboard to draw things on it to explore a particular issue, e.g. behaviours of concern: I have drawn the window of tolerance and iceberg analogy to explore behaviours and their functions. I can then screenshot this and share with parents/carers/my colleagues through email or post if needs be.

Q8. What workarounds have you found for schools in regards to their Wifi and devices? We often encounter challenges with schools' WiFi networks being too secure to allow us access.

A. We are using the same platform as the schools and college (MS teams) but I work within the same service, so perhaps easier, you can however be invited as a guest and have a weekly link to join. I think from a safeguarding perspective most settings are using more robust platforms like this.

Alys	Identify who is responsible for information governance and IT for schools in your local authority, and take the discussion to them at a senior level. We then found solutions could be found, once we had demonstrated the safeguards we had in place, but the schools specific IT teams were not allowed to make those decisions.

Sarah B	If you can't access them, then I suggest getting the school to dial out to you.

Q9. Do SLTs using telehealth use this mainly via Zoom?

A. I am based at St George's NHS Trust in SW London and we use Attend Anywhere

Alys	Zoom or Skype for independent practice, AccuRx and Webex in NHS (although moving to Attend Anywhere)
Sarah B	My team has used MS Teams, Zoom and Google meet.
Kate	We have been using MS Teams and Zoom

Q10. What platforms are the speakers using? We have been asked to use Attend Anywhere, which doesn't allow screen sharing.

A. Yes, we are using screen share all the time, perhaps every session so would advocate for this. For example, sharing YouTube to watch short clips to do narrative work on and screen sharing PowerPoint slides we're adding to each session, e.g. social skills or language work, screen sharing Simplify for speech sound work etc.

Kate	As above

Q11. Has the screen-share aspect been particularly useful to the therapists?

A. Yes, we are using screen share all the time, perhaps every session so would advocate for this. For example, sharing YouTube to watch short clips to do narrative work on, screen sharing PowerPoint slides we're adding to each session, e.g. social skills or language work, screen sharing Simplify for speech sound work etc.

Sarah B	Share screen has been invaluable for visual timetables, vocabulary, worksheets, etc. It's

	also nice to allow the child to sharescreen so they can show you what they have prepared.
Kate	See above, also, it's been crucial to allow the students to be involved and engaged in their session as opposed to a passive participant.

Q12. How would you recommend approaching a telehealth session with a child who hates being on camera? And how would you persuade a parent that a session is still possible even if the child doesn't like video calls?

A. I have offered telehealth sessions for a transition group where the child did not want to be on screen so they have their camera off, however after seeing other children they felt after a few weeks they wanted to come on the screen. If it's appropriate a group/paired session may help. Alternatively offering in-direct support and advice to the parent using coaching and observation would also be very beneficial

Sarah B	Offline video recording can be a good way to desensitize to being on camera.
Kate	Few ideas come to mind: ● You could keep cameras off ● Send a social story through beforehand explaining video calls (do they hate cameras e.g. having photo taken, do they understand purpose of the video sessions?) and offer options for them to cope if they do engage, e.g. a way out ● Send a short video demonstrating what a video call looks like and what may happen during it ● Offer options such as wearing headphones to limit external noises ● Explore volume levels before hand and find out if it's preferred that the therapist keeps their volume down ● Send across a visual timetable of intended activities ● Use a timer to support how long the session will go on for and keep to time, e.g. do what you say

Q13. I have been able to screen share using a few platforms. Can you recommend platforms which allow the child to take control of the screen alongside the therapist?

    A. Both Zoom and MSteams allow the child/carer to take control

Q14. Re: Platforms, many presenters using Zoom/Microsoft Teams. Where this is not possible in NHS provision, it has been recommended to complete Data Protection Impact Assessment to advocate a more user friendly platform.

    A. On the RCSLT guidelines there is a very useful [visual comparison](#) that illustrates the platforms and their differences, including those that are approved by the NHS.

Q15. Re Platform. Are there any other suggestions (apart from completing Data Protection Impact Assessment) to support putting a case forward to use of a more user friendly and interactive platform for those working in the NHS or services that won't advocate Zoom/Teams/Webex etc.

    A. Take a look at the [CIT CEN toolkit](#) where they have collated lots of useful information about how to put forward the case for technology

Q16. For independent SaLTs providing teletherapy to schools - would you recommend charging per day or per pupil?

    A. I suggest you need to negotiate this with the school on a case by case basis based on the terms of your existing contract. This may well depend on the number of pupils who can access teletherapy.

Sarah B	You also need to make sure that you cost up your services appropriately. Many independent practitioners (IPs) reported that teletherapy is more time expensive than face to face and you need to account for this in your billing.

Q17. Do you have any social communication questionnaires to recommend for early years (0-5 years old)?

    A.

Alys	The Social Skills Improvement System (SSiS) is a very comprehensive parent and teacher/staff questionnaire which can be

	completed for children aged 3+. The Children's Communication Checklist 2 is quicker and can be used from 4+.

Q18. Re screen sharing - we too have to use NHS Attend Anywhere which does have screen sharing facility. If you reduce the size of documents it is possible to have this on the screen and still see the child/parent at the same time which has been really useful.

A.

Alys	We use AccuRx, and you can screen share and still see the child/parent at the same time by clicking 'picture in picture'
Kate	I can't speak for Attend Anywhere, but on Zoom and MS teams you can share your screen and their picture will become smaller in the bottom/top of the screen. It doesn't allow you to resize it though as far as I know.

Q19. Have the panelists have any experience of delivering AAC intervention/ assessment via telehealth?

A. AAC London CEN are planning a virtual session on this, Sept I think. Also https://www.agosci.org.au/ and the PowerPoint I mentioned: https://cityuni-my.sharepoint.com/:p:/g/personal/rafiah_badat_1_city_ac_uk/ESwxU56lWDFFqgsn7fxzbJwBXFj_ZGpw2DOZJbzhDoK_HQ?e=puAMqa

| Kate | I have used both the pragmatics profile and through screen sharing have completed the https://communicationmatrix.org/ with parents or care teams when doing assessment of a potential AAC user.

We set up an AAC coaching programme at the start of lockdown. So we set up a programme of topics for weekly sharing with our colleagues (residential care) and parents (if they chose to take part in this) through our Facebook page and email, then |
| --- | --- |

	for those happy to engage we did Zoom video coaching calls.
	You can find out more here: https://rb.gy/unyii9

Q20. Did you find any formal assessments which worked well? Did you complete initial assessments? Were there restrictions on copyright?

A. The CELF is available on Q-Global with a subscription and then you can share screens. This has worked really well online in secondary. Kate has discussed accessing this in a previous answer.

Alys	Renfrew assessments, e.g. RAPT, Bus Story with screen sharing.

Q21. How do you manage the storage of videos following governance guidelines?

A. If Trust-based, the Information Governance Team will provide guidance. If independent, there is a lot of info on the RCSLT information governance telehealth guidance

Sarah B	Refer to the RCSLT telehealth guidance. IPs can also look on the ASLTIP forum for advice.

Q22. Have any SLTs managed to successfully involve interpreters into video calls - using the Attend Anywhere platform in particular?

A. I am aware that Birmingham SLT are running an Attend Anywhere pilot @RKaurAHP and Stockport NHS have also trialled @Carolsperring

Q23. For those families that do not have the technology to access telehealth or who choose not to engage via telehealth, how have other SLT depts worked with these families during COVID?

A. Where access is an issue, we have worked with schools. Children have been invited in with their families and set up remote conferencing.

Sarah B	In the webinar I talked about making teletherapy "phone friendly" and looking at online vs. offline teletherapy.
Kate	Some of our parents haven't engaged with the whole college, not just therapies, so we have offered telephone calls or sent emails to offer support if wanted/needed and shared resources through home learning packs which families can dip into if they wish.

Q24. Has anyone noticed some teletherapy fatigue? I have a few children who I have done teletherapy with and now they are struggling more to sustain attention on the technology or activities.

A.

Alys	Once the novelty effect wears off, remember you'll need to change up the activities, resources etc. like you might when in-clinic to keep attention. Also try to incorporate movement breaks like you would face-to-face. I've noticed for adults and children focus of attention is greater on a screen, but for shorter periods of time, leading to shorter, more intense meetings, but the same amount of work is being done!
Kate	Not something I have noticed, but in preparation for sessions I would suggest families are given information on how to prepare their bodies, e.g. down regulating proprioception or alerting sensory input, e.g. cold drink with a slice of lemon. We provided an easy read visual for this in our 'starting teletherapy' pack. Also consider length of sessions, brightness of screen, volume levels etc. Can you split one longer

	session down into two smaller, for example.

Q25. How do you plan to continue /adapt telehealth when children are back in school in September?

A. We are hoping to offer stammering groups across different schools, telehealth appointments for parents / carers and Zoom sessions within the school, by getting TAs to set up the laptop and support from another room.

Sarah B	We are hoping that parents can dial in to observe their child's teletherapy. For children that are in "bubbles" that we can't access, we are planning on doing teletherapy to that bubble when back on site.
Kate	We have some students who have thrived through remote learning, so the whole college is looking at how to use a blended approach. We have plans to use a combined approach in line with the college and education team, e.g. we will continue to do teletherapy for some students who may be more home based than college based moving forwards. We have also reviewed how we continue to incorporate telehealth into our way of working taking into account the feedback we have had from parents/carers, e.g. it's enabled us and them to become closer and work more collaboratively which we don't want to lose.

Q26. Do you have any recommendations for ASD assessments please, such as asking for videos of particular activities? Checklists that can be purchased or more informal background questions? These are mostly as part of an MDT assessment contributing towards a diagnosis decision

A.

Alys	The Social Skills Improvement System (SSiS) is a very comprehensive standardised questionnaire assessment. I ask for videos of the child participating in

	daily routines (e.g. a meal time, getting ready to go out), as well as different types of play that they typically engage in. You can also ask them to set up a scenario to record or observe, e.g. putting a desired toy out of reach.
Kate	I have some information assessment questionnaires developed by ASD specialist SLT colleagues. Happy to share if people want to get in touch with me kboot@plcl.org.uk. Video footage of the child engaged in their day to day activities is useful. However, I would encourage you to get footage from a few different activities, including those less favoured so you can review communication skills across a variety of contexts.

Q27. Do you feel that parents are becoming more empowered because of the telehealth approach, with them doing more of the interactions?

A. Absolutely! Parents have been very supportive of using telehealth and have commented they've found it useful

Alys	Yes, due to the coaching dynamic they are experiencing more success carrying out the therapy themselves early on, which has certainly empowered lots of the parents and TAs I work with. Also they are being asked about their experiences and knowledge of their child more throughout the therapy process, which is empowering in itself.
Kate	Yes, yes, yes!! Parents have openly told us how much more involved they feel, one parent has been very clear that joining teletherapy sessions has helped her to truly understand what SLT are targeting, why they are targeting it and how she can generalise this into the home. A key learning point for us as professionals

	moving forwards.

Q28. Can you recommend good quality online resources to be used in screen sharing sessions.

A.

Alys	BBC Bitesize and CBBC games, videos, etc.
Kate	www.ultimateslp.com www.twinkl.co.uk https://wow.boomlearning.com https://www.readworks.org https://www.storylineonline.net https://thelisteningroom.com https://poki.com/ Also make use of the whiteboard feature in screen share on Zoom and teams (other platforms may have it too) - plenty of games to play see this download: https://rb.gy/pnarjq

Q29. Are there any online assessments available?

A.

Alys	See previous answers.
Kate	Utilising formal and informal assessment resources, including games/website (identified above)