

NCHAM

Transitioning for Emergency Tele-intervention to Ongoing Tele-intervention Sessions

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Remote CART Captioning

>> For those of you coming in, we welcome you. I just wanted to do another quick audio check and make sure that the captioner can hear us and is responding. Wonderful! Thank you so much, Brook!

>> LAUREN SMITH: I see a couple people are raising their hand. I'm going to put the question box in so if you had a question, you can go ahead and ask that.

>> Audio recording for this meeting has begun.

>> Hello, everyone. Welcome to today's Hear2Learn Webinar brought to you by Utah State University. This webinar is being recorded.

Today's presentation is entitled Transitioning for Emergency Tele-intervention to Ongoing Tele-intervention Sessions, which will be presented by Lauren Smith.

Lauren Smith is a teacher of the Deaf at Utah State University. She has served as an early interventionist and currently serves as a preschool teacher at Sound Beginnings. At the conclusion of the presentation, I will be opening up a text field for you to submit any questions you have for our presenters. So, if you would please hold your questions until the end, thank you for that.

Now, I would like to welcome Lauren Smith to today's webinar.

>> LAUREN SMITH: Thank you! I am very excited about our topic today of Transitioning for Emergency Tele-intervention to Ongoing Tele-intervention Sessions.

At the end of our presentation today, you will be comfortable knowing when teleintervention can be used for parent coaching, when kids are able to participate in teleintervention on their own, and some tips for using the technology.

I know you all know the history of this year and everything that happened. But teleintervention went from being something that just some people were doing to something that everyone was doing. We had to transition so quickly that some people literally had to change their lesson plans overnight. Some families didn't have access to

the technology at first, and neither did the teachers. And some people had never considered using teleintervention for themselves, but coronavirus changed a lot of things. As an educational community, I think we did an amazing job. We met the families, we found ways to continue on with what we're doing, and I don't know about the rest of you, but I thought this would be just for a short time. And I was wrong. It has lasted a lot longer and is continuing to go on. So, I think we have a unique opportunity now to make a transition again. Not a transition that we're doing out of necessity, but a transition that we're doing because we've learned that we have a unique opportunity in our work with our families.

When we first picked this topic, I was really excited to talk about it, because I have been serving as a teleintervention for individuals and in groups for children with hearing loss to age six for the last five years. I have laughed and cried with families over the things we learned with the kids, and with the technology never doing exactly what we think it's going to do.

I put together this list of some of the reasons why I have loved having teleintervention as a tool that I could use. I think teleintervention has an amazing capacity to increase the frequency of interactions that we have with parents so that we can be on the same page together and work as a team.

I've also really enjoyed the opportunity to meet with families who live further away from our school so that we can see each other more frequently and that there's less of a burden on the family to travel or me to travel when I was an early interventionist.

Some of the families that I have worked with say that teleintervention is their favorite way to have therapy. They say they love the way it helps them to feel in control and the opportunity to have me as just a fly on the wall.

I also love teleintervention myself. I think that it is a great way to talk with families. And I know that there are others who also really enjoy teleintervention for themselves.

And then finally, there are lots of schools, including ours who are continuing to use teleintervention to prevent the spread of this pandemic.

So, the first consideration that I want to make with you today is how do we know if a child is ready for online learning? So, you can see, we've done teleintervention with a wide range of ages, but what are the pieces that really help us to know how to interact with them?

I want to start with attention span. We all know that children of different ages have wildly different attention spans, and that is even more prevalent on a computer. So, finding the ways that you can increase their attention span will increase the amount of time that they can spend on the computer.

Some of those things that increase their attention span are just getting older. Also, their cognitive skills. Many children need to be able to interact with materials themselves in order to understand. And that can be challenging on a computer. But there are ways to get around it that we'll continue to talk about further on in the presentation.

The other thing that will really help your children is the support from an adult. And that's something that changes depending on the child. So, if they need that support, then the adult that's in their home to help them with that, as well.

That's also something that fluctuates from day-to-day, depending on how the child is feeling, what else is happening at home, and what kind of material you're trying to introduce to them.

I want to take a moment to talk about the auditory skills that are necessary for online learning. Here in the picture is just a segment of the auditory learning guide. And you'll see the reference in the corner if you'd like to go look at the rest of the auditory learning guide yourself.

But what I wanted to point out here is that this auditory learning guide breaks up auditory skills based on the number of years the child has been listening. So, the blue represents year one. The yellow represents year two. And the purple represents year three.

Listening age is calculated by adding the number of devices and use of their devices.

In year three is when they start to decode electronic signals. Some of the children that you're working with may have a difficult time understanding what you're saying through the computer. They may need the support of an adult on your end to repeat back what you're saying, or even to just be the only person that gives them information.

Here I've made a graphic to represent what I think creates the most successful Zoom sessions. Because Zoom is the platform that we use here. But it really applies to any teleintervention session that you're doing.

I think every child can have a successful Zoom session, but it's finding the individual factors that go together to create that successful Zoom session. So, think of it as a sliding bar. Auditory skills and attention skills make up part of the bar and then support from a loving adult is the other portion. I use that word "loving" because the key to having an adult help them with this attention and auditory is that they feel that warm connection and support that the adult is part of their team. Sometimes I'll even set it up that the child is the child and the adult against me because I want to help that parent and that child with their relationship over all other things.

I'm going to show you a video of some of that warm connection that you see between the adult and the child. I want you to be looking for the moments when there were

teaching opportunities that happened for the adult to give the child and how the child was able to feel successful with that support.

>> The map said pirate plunges this way, calls Clubby? Pirates plunge asks Hook. Of course! Those puny pirates are going to cool off of the water slide. Hey, I wonder, what does the word "puny" mean?

Puny means small. Those small or puny pirates are going on the water slide.

>> You both used our challenge. You told your mom you didn't know what the word meant, and your mom used our special way of teaching you what it meant.

>> LAUREN SMITH: So, in this clip, I had set it up that the parent and the child were in a challenge against me. And you could see that little girl light up as she was able to advocate for herself in what she needed to understand. And then to recognize that both she and her mom had jobs to do during our session, that she wasn't the only one working.

And then the best part of this clip is the warm environment that the two of them have together. They're doing something that they normally do together. I'm just a fly on the wall giving mom some ideas of things that they could work on that help support this child's goals.

All right. The next thing I want to share with you are some tech tips, especially, as we're working with school-aged children. We have lots of options for being able to share things on our screen, to be able to give them control of the screen so that they can manipulate the items. And even to draw on the screen so that we can have a shared reference for what's happening.

The caution that I'd like to give you all is you're sharing information over your screen is if you're going to share a video or music over your screen, because of the auditory skills we discussed earlier, it is very important to make sure that the auditory signal is going straight to the other computer by sharing the audio sound. So, in Zoom, and I know it's a little different in other platforms, there is a little button when you start to share your screen, you'll see it in the picture in the lower left-hand corner, and it says "share computer sound." This means that the computer sound is going to go directly to that other person's computer instead of playing on your computer, going into your microphone, then going to their computer and coming through the speakers. Each step that that computer sounds go through degrades the audio signal. So, you want it to go through as directly as possible.

Here you can see some of the options for sharing screens. You can do your literacy activities this way, do some auditory recall, and using the annotate symbols, you'll be able to see what the children are thinking as they go through the process of discovering

what you've told them to do.

If your child that you're working with is not quite ready to manipulate the mouse and be able to interact with the screen that way, having the parent on the other end allows the child to point at the screen and show their parent what they're thinking and you can have their parent click on thing so they don't have to repeat for you what the child was thinking. They can just show you.

Another way that you can use your parents in order to meet these goals is to actually just tell the parents what needs to be said. So, because of that auditory signal I was talking about earlier, sometimes I don't want to tell the parent what to say and then have the parent say it so that the child hears multiple versions of the task before they do it, sometimes they just want the parent to be the one that says it. So, I use both the chat function and the annotate or the white board function on my platform so their with the parent what the goal is or some of the script that we could be using in order to set up the child to use their targets.

My next tech tip is for group sessions. So, if you're holding a group Zoom session, there are a couple of ways that you can set up your screen. The first is to use the speaker view, which is what this green box shows. And it just shows one person at a time and it's whenever person the computer thinks is talking. Well, in a lot of cases, computers are not as smart as we are. So, if you leave it up as "gallery view," your child is going to be able to find the person that's talking faster than the computer can. So, in this case, you can see that it actually isn't the adult who's talking. It's all the other kids. That can become very confusing for all auditory listeners, and it can be confusing when there are multiple people talking at once. This is also social-emotional advocacy for children, when they want to be the one talking and they can coordinate with their peers about whose turn it is to talk.

The tech tip I have for you I actually want to spend the most time on is that's to forget about the tech. We don't need it. You can stop using it and you can use real toys and real experiences.

Using real toys and real experiences increases children's attention span, it increases their cognitive abilities as they move from abstract learning to a more hands-on approach, and it increases your parent coaching opportunities as you mirror what is really happening in their home. This can be really challenging to set up, though, because as educational professionals, we've become very used to being in control of situations, and this requires us to give up control.

So, start by talking to the parent about changing who is in control of the session. It moves the parent into the driver's seat with materials, which isn't always comfortable. So, you're doing it together. One of the things that I like to do to set up this type of session is at the end of my previous session, I'll talk with a parent about creating our teleintervention bag, or our teleintervention box. And what we're going to do with that bag or box is we're going to prep it for the next session. We're going to talk about what

toys, what materials, or what experiences we want to have in our next session and we're going to fill up that bag with those things.

This helps the parent to feel prepared ahead of time. If they can't find those things immediately, they've got the week or at least a few days to find the materials that we need, but we've got a plan that we made together. It also lets me gauge how comfortable the parent is with the activities that we're talking about. And if they're not comfortable, we can make a switch at that point.

The other thing that I do to help support parents in having control in times when things don't feel very controlled is by modeling materials. I try to keep by my desk a number of things that parents tend to have in their home or things that could represent things in their home.

So, I keep some blocks, a baby doll, sometimes a puppet, some fake food. And that way if the parent decides that they want to work on a meal, I've got some things that I can show the parent how I'm going to manipulate the materials to keep the child's attention while we're playing the activity.

I'm going to pull up what are some of those opportunities without being on the screen.

>> This could be another way that we do wonder, since she likes to pretend things. I wonder how to pretend we were puppies. I wonder what we would do if we were a goat.

>> Oh, okay.

>> I wonder how I can be a puppy. You'll show me? What do I do? I'll show you one thing.

>> It isn't always a structured activity, because sometimes we spend some time chasing after the child. But her engagement is strong. And as we moved from this activity back into her home, she was able to continue using the targets we had presented for her because she was so interested and engaged as we practiced them on her walk. I want to spend just a moment on parent coaching, even though I know that may be a familiar term for you. Parent coaching is a partnership between providers and parents. It's important so we can problem solve situations and needs. I grew up as a Suzuki violinist. And I always loved what Dr. Suzuki said about the parent, child, teacher relationship. He described it as a three-legged stool. Parent coaching is like a three-legged stool, as well. Without one of the legs, it's going to fall down. We need the parent to be highly involved, we need the child to be highly involved, and we need the clinician to be highly involved, as well.

It says the coach's role is to provide a supportive and encouraging environment in which the coach and the coachee jointly examine and reflect on current practices, apply new skills, and competencies with feedback and prosolve challenging situations.

Things that happen every day as they go on their walk and deal with some of the frustration that the parent felt as they wanted to work so hard on the experiences that they had. They were able to reflect together on what supports they needed and what supports the child needed in order to be successful. And that's what I love about parent coaching because as we all know, there isn't a one-size-fits-all for the children that we work with. And when we can create this three-legged stool, it's easier to find the right fits of what the child needs.

The key to these is to have an open communication. That way if something isn't working, you can find a new solution and find a new way of going about it. Parents have so much insights to share and so do our clinicians. So, as we invite each other to share what we know, we'll be able to find new solutions.

There are just a couple of things to keep in mind. The ebb and flow of your conversation is going to be just a little more challenging. So, I challenge you to sit in the silence and be okay with it. There are more moments where if you jump in too quickly, you're going to break up the flow of what's happening with the parent and the child or you're going to miss the moment that you were commenting on and be on top of another moment. So, it's okay to sit in silence for just an extra second to make sure that that's the moment you want to jump into.

I also highly recommend using a good microphone. It's going to make it a lot easier for the parent to hear you as they're following your child's lead if you can do everything you can to maximize your audio.

And then for the parent's computer and microphone, I recommend putting it a little above and back from the parent and child. That way you can see a little bit of their dynamic as they're interacting, as well as hearing them clearly. If their computer is too close to their materials, you're going to get a lot of extraneous noise from the materials themselves.

And then the most important advice that I think I can give in any of this presentation is to take the time to build your professional to parent relationship. Because it's a three-legged stool, we need each of the piece to be interconnected. We need to focus on the relationship of the parent with the child, the parent with us, and us with the child. But the strongest one needs to be, well, not the strongest one, because the strongest one really is the parent and the child, but the second strongest should be the professional and the parent together.

This allows you as the professional to know how to go about the next part and it helps the parent to feel safe with you if they know that you care about them and not just their child's outcomes.

So, to summarize, parent engagement, attention span, and auditory skills are the key components to creating a successful teleintervention session.

You can mix and match the amount of each, but finding the individual needs of the child are going to help you discover which one to use the most of. You don't need a lot of tech in order to make a teleintervention session successful, but having a few simple techniques in your back pocket can optimize your success, particularly as we look at the auditory signal.

And finally, building the relationship between the parent and the child and building your relationship with the parent is the most important elements of your teleintervention session.

If you'd like more information about parent coaching, I've put just a few resources here. Leave it there for a second in case anyone wants to copy them down.

And here are a few resources on teleintervention.

Now, as we said before, we're going to put up some questions and answers in case you have anything you'd like to ask.

>> NICOLE JACOBSON: Thank you, Lauren, for your presentation. I want to draw attention also, if you look to the left of your screen, on the bottom left corner of the pod, you will find that the PowerPoint slides are also available for download. Please, at this time, if you'll type your questions into the question and answer pod that's opening up. Lauren, there's a question that says how can we optimize sound setting again, please?

>> LAUREN SMITH: If you're using Zoom, when you start the "share screen," you have the option of selecting multiple windows. There's also going to be an option for how to do the actual sound share. And they are separate. So, you need to look through and see if you've selected both the visual and the audio.

I see someone else asked the same question. If you look in the PowerPoint slides again, if you pull those down, you'll be able to see a picture of what that actually looks like. Or if you send us an e-mail, we can send you, even the direct link to Zoom's question and answer for their frequently asked questions, because they have a pretty detailed video there of how to make sure you're sending the sound directly.

>> NICOLE JACOBSON: And I see Linda, if you have a question, I see that your hand is raised. If you would please type your question into the Q&A pod box.

>> LAUREN SMITH: Yes, I see someone is asking.

>> NICOLE JACOBSON: Yes, you can e-mail later. If you would send questions to Nicole.Jacobson@USU.edu, we would be happy to help you with that.

It looks like there was a question about where to download the PowerPoint. It's on, if you're looking at it on a phone, there might be a different setup there. But there is a download window to the far left of your screen in the bottom left corner there.

Okay. And Kathryn had a question, what is the optimal session length for children birth to three on average?

>> LAUREN SMITH: My preferred length has generally been about 50 minutes. That usually sounds really intimidating to parents when I first set that up. But the 50 minutes isn't just for the child. So, generally, I found the kids usually stick around for about 40 minutes and then that gives me 10 minutes to talk with the parents, plan our next session. Sometimes that even happens in the middle of the session. We might have the child for 20 minutes, get a little time to plan together, and then 20 more minutes. But I really do highly recommend that 50-minute session as it gives a lot of time for each portion of your therapy session.

I see Mary Jo asked can I use the share computer sound while using a wireless headset? Absolutely. It's sharing the sound internally from your computer. If you're sharing any kind of video, it will go directly. It has nothing to do with you talking.

>> NICOLE JACOBSON: All right, everybody. We would like to thank all who participated online today and remind you that a video recording of today's presentation will be available on our website, heartolearn.org. At the close of this session, you will be invited to complete a very brief survey that will help us to improve future webinars. There was a quick question that people often ask, which is will you receive certificates of completion for this presentation. Unfortunately, no, we do not have that available for you. But, we again want to thank you for your participation in today's webinar and we hope to see you back for the next one.

Thank you for joining us!