

A Virtual Model for Clinical Education in Speech-Language Pathology

Denise Fournier Eng

Samantha Grynberg

Boston Children's Hospital

Deaf and Hard of Hearing Program

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Financial Disclosures

- Denise Fournier Eng is a salaried employee at Boston Children's Hospital
- Samantha Grynberg is a full-time student at Emerson College, Boston, MA
- We have no other financial disclosures.



Introductions

BCH Deaf and Hard of Hearing Program + Emerson College

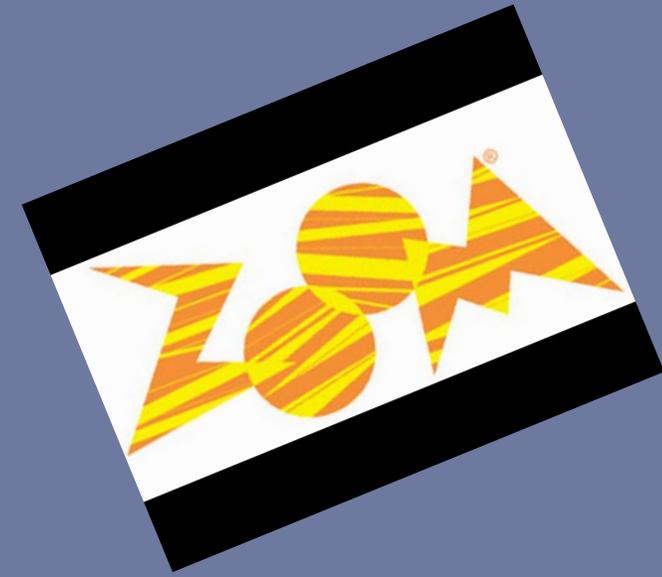
- Supervisor
 - Denise Fournier Eng, MA, CCC-SLP
 - Boston Children's Hospital
 - Deaf and Hard of Hearing Program
 - Cochlear Implant Team
- Graduate Student Clinician
 - Samantha Grynberg
 - Emerson College
 - Florida State University
 - ASL Classroom Facilitator, *Tallahassee, Florida*
 - Placement at Horace Mann School for the Deaf, Boston, MA (interrupted by the Covid 19 quarantine)



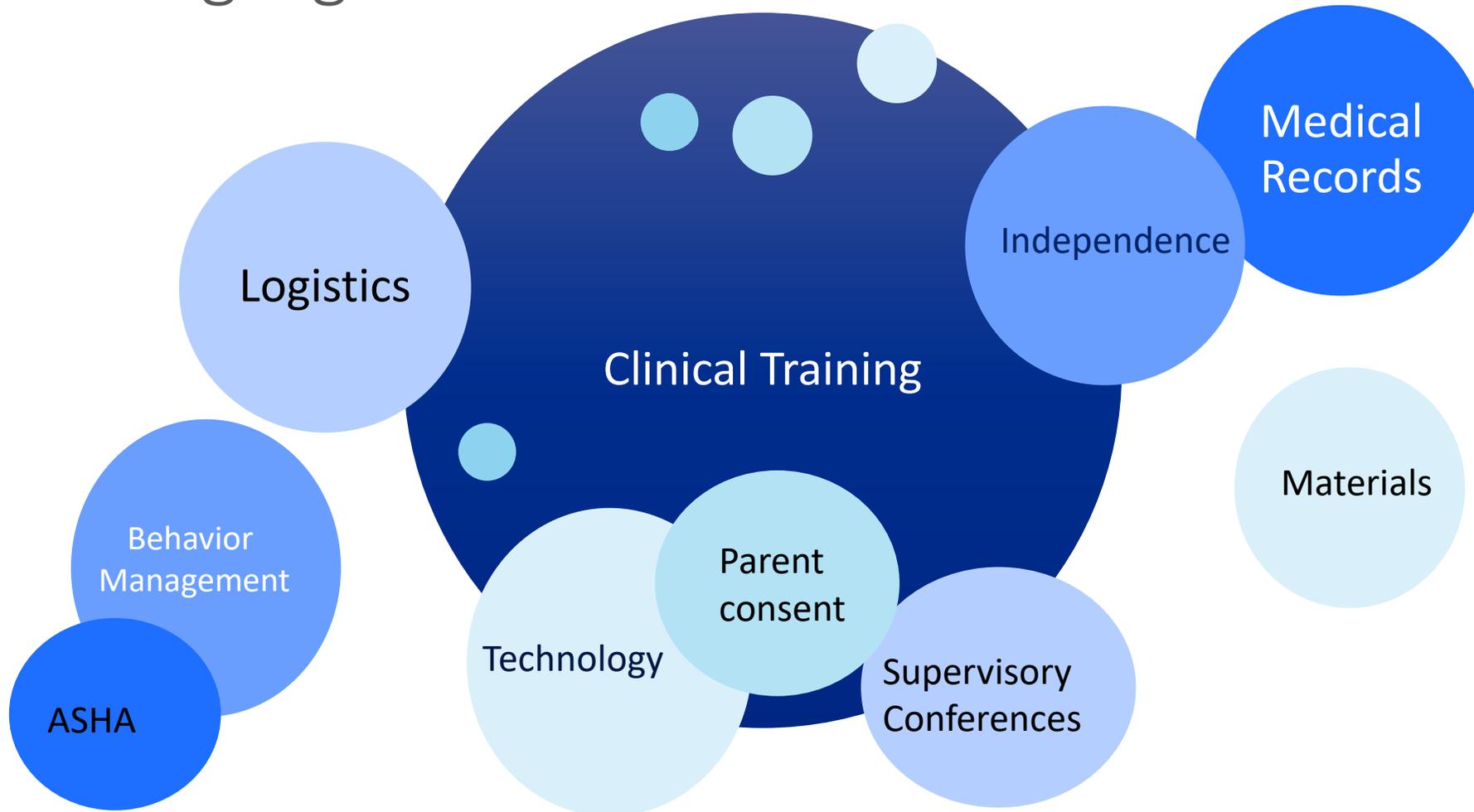
Going virtual...

It was kind of unexpected!

- To do list...
 - Get computer set up with VPN and access to remote desktop
 - Figure out the technology for going virtual
 - Find a place in my house as everyone moved home
 - Learn a lot of Tier 3 vocabulary
 - Complete PDPs/CEUs
 - Get out-of-state license(s)
 - Learn how to provide remote speech-language/aural habilitation therapy and assessment
 - Get parents to buy in
 - Adapt materials for remote services
 - Learn something new everyday
 - Add an intern



Adding a graduate student clinician



Clinical Skills

First some sincere thanks to parents and to Sam!

***Parents have been incredibly welcoming and generous in supporting Sam's virtual clinical education
And Sam has been incredibly flexible, curious and willing to learn as we figured out this virtual model together!***

***And thanks to Amy Wetherby and her team at Baby Navigator for making her training and information
available, especially in the early stages of the Covid 19 quarantine.***

Thank you!



Clinical Skills

Observation, data collection and notes

- Growing observation skills that encompass behavior, interaction, play, communication, language, listening and speech

Assessment and goal-setting

- Understanding assessment tools and communication sample analysis for monitoring progress and setting goals



Clinical Skills

Research and resources

- Establishing a solid foundation in understanding developmental expectations for speech, language and communication development
- Implementing a “top-down”, “communication first” model that leads with age appropriate social/pragmatic language expectations

Baby Navigator Social Communication Growth Charts

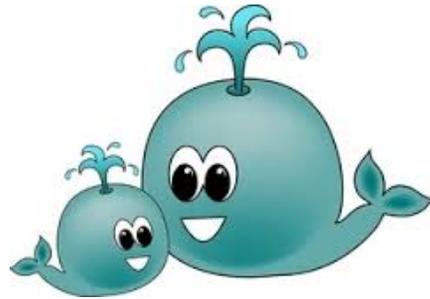
Play	
Using Actions with Objects <input type="checkbox"/> I can combine two different pretend actions with imagined things in a play scenario. <ul style="list-style-type: none">- Help roll out the Playdoh and cut cookies, then pretend to put sprinkles on and bake them- Make my toy horse run and then eat pretend grass- Put on a sheet and pretend it is a cape and I am flying- Climb on a big box and pretend I am fishing in a boat- Use a paper towel roll and make noise in it like it's a trumpet and march around	
Social Sharing with Objects <input type="checkbox"/> I can tell you about my play scenario and invite you to play with me. <ul style="list-style-type: none">- Ask you to help me stack up boxes to build a pretend house- Find a stick and string for each of us and ask you to play fishing with me- Get my shoes then tell you I want to go outside with you to make mud pies in the sandbox- Invite you to go on a picnic with my teddy bear and me- Say <i>Wanna play horrie</i> and ask to climb on your back and pretend you're a horse	
Social Interaction	
Social Attention <input type="checkbox"/> I can take a few turns sharing my ideas and listening to your ideas. <ul style="list-style-type: none">- Tell you about my leaf and look to see other things you point to outside- Show you the buttons on my jacket and then look when you show me the zipper on your jacket- Look at your new hat and I go get mine to show you- Point to a train in my favorite book and name it, then turn the page and look at one you point out- Try to reach the ball that rolled under the counter and ask you to help use my stick to get it	
Intentional Communication <input type="checkbox"/> I can ask you about things that I don't know. <ul style="list-style-type: none">- Say <i>Where Kitty</i> when it's time to feed the cat and she is not around- Say <i>What Grandpa do</i> when he is working out in the garage- Say <i>What's that</i> when we look at pictures in a book and I don't know the name- Take turns talking about people we see when we go to Grandma's house- Ask you what's in a pumpkin pie	
Emotional Regulation	
Sharing & Managing Emotions <input type="checkbox"/> I can use my words to ask you to help me get motivated or settle down. <ul style="list-style-type: none">- Bring my shoes to you and say <i>Help Mommy</i> when I get frustrated trying to put them on myself- Say <i>Push me</i> to get you to help me scoot my chair closer to the table so I can play with my big sister- Ask to take my favorite book in the car when you tell me it's time to go pick up Daddy- Say <i>Purple spoon</i> when you tell me it's time to take my medicine- Say <i>No mud books</i> when you ask if I'm all done after I push the books away	
Regulating Challenging Moments <input type="checkbox"/> My very upset moments are getting briefer and I can flow with unpleasant or unexpected situations. <ul style="list-style-type: none">- Get mad when you say <i>All done watching TV</i> but calm down when you give me choices of other things to play with- Get upset when we can't go outside to play because it's raining but feel better when you suggest we bake cookies- Begin to cry then ask you for a kiss and Band-Aid when I fall down and skin my knee- Help clean up my toys even though I protest that I want to do something else- Calm down by sitting in my rocking chair with my doll, when the	



Clinical Skills

Focused stimulation and discrete skills

- Integrating discrete skills practice within natural play interactions



Clinical Skills

Parent Focus

- Incorporating parent observations and feedback into assessment and intervention
- Fostering the graduate student clinician's abilities to provide suggestions for child-centered activities, make observations and recommendations for next steps, and provide parent-centered guidance and information



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Supervisor Skills

Successes and Challenges

- Challenges
 - Regulation for All
 - Passing on clinical responsibilities
 - Limited multi-disciplinary team opportunities
 - No opportunity for in person clinical experiences
 - Delayed access to medical records
- Successes
 - Sharing resources and research
 - Increased opportunities for participation in IEP and IFSP team meetings
 - Expanded teaching and conferencing time
 - “Mastering” intern on a shelf

I'm trying to wonder...

Maizie age 3 1/2



Collaborative Training (Getting on the Same Page)

Setting up the home environment for optimal communication opportunities during virtual visits



Autism Navigator Webinar Series
Earlier Detection of Autism and Access to Care

Effective strategies for DHP children and their families

Active Engagement Model

Wetherby et al 2018

Regulation
Productivity
Social Connection
Visual Engagement
Interaction
Communication
Language



Virtual Environment

Child – Parent – Intern – SLP

Child	Parent	Intern	SLP
Follow the child's typical routine (in a time when nothing is typical)	Schedule around parents' work obligations	Flexibility	Gate-keeper



Active Engagement – Regulation + Productive Actions

Child – Parent – Intern – SLP

- Tricks and Strategies
 - Sharing materials (special delivery)
 - Sensory boxes
 - Snuggling
 - Breakfast together (including siblings)
 - Crafts
 - Pretend play
 - Themes
 - Social stories
- “Online” and on-the-fly
 - Sensory activities (parent led)
 - Parent coaching
 - Child-initiated pretend play (ready books, videos and games)



Wetherby et al, 2018



Active Engagement – Social Connection and Visual Engagement

Child – Parent – Intern – SLP

- Tricks and Strategies
 - Having the same materials (show & tell)
 - Building on a theme – ready and related books, videos and toys
 - Parent coaching to facilitate visual scanning and making connections
 - *Create multiple opportunities for focused language stimulation*
 - Coordinated in-person and virtual materials
 - Picture schedules, stories and songs



Wetherby et al, 2018

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Active Engagement – Interaction, Communication & Language

Child – Parent – Intern – SLP

- Select speech, language, communication and listening targets in context
 - Targets are planned but activities are flexible



Wetherby et al, 2018

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Graduate Student Clinician Skills

Successes and Challenges

- Challenges
 - Missed the “deep dive” into audiological, otolaryngology and medical records (planned for Spring 2021!)
 - No in person clinical opportunities (yet!)
 - Feeling one step behind
 - Opportunities for independent implementation of assessment tools and expanded error analysis
 - Closing the loop
- Successes
 - Expanded role in observation
 - Team meetings and collaboration with school SLPs, ABA therapists
 - Coordinated assessment and consultation with DHP psychologists
 - Participation in CI team
 - Conferencing discussions: methodology, clinical writing, terminology, medical vs educational model
 - Enhanced language modeling skills – keeping adult models within the “zone of proximal development” while still setting high and appropriate expectations and avoiding linguistic withholding
 - Flexibility! The ability to follow the child’s lead while maintaining focus on goals
 - Great connections with children!

