Slide 1

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Embracing Telehealth: How to use CELF 5 UK via Q-global

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02 June 2020

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Slide 2

Agenda

- Telepractice Considerations
- Q-global and CELF-5UK
  - Digital resources
  - Scoring & Reporting
- Q&A

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Slide 3

What is Telehealth?
(aka *telemedicine* or *telepractice*)?

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Slide 4

What is Telehealth?

- The International Organisation for Standardisation defines Telehealth as the 'use of telecommunication techniques for the purpose of providing telemedicine, medical education, and health education over a distance'

- It is about transmitting voice, data, images and information rather than moving care recipients, health professionals or educators.

- It encompasses diagnosis, treatment, preventive (educational) and curative aspects of healthcare services and typically involves care recipient(s), care providers or educators in the provision of these services directed to the care recipient.

- In short, telemedicine allows for continuity of care when in-person sessions are not practical or feasible.

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Guidelines: Offering Successful Telehealth Speech-Language Therapy Services

- See RCSLT website for Practice Guidelines on Telehealth

- A valuable resource for all clinicians: A Blueprint for Telerehabilitation Guidelines (International Journal of Telerehabilitation)

- Pearson Clinical UK Telehealth Resources

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How do I know if Telehealth is right for my client(s)?

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Factors to consider when exploring telehealth

1. Audio/Visual Environment
2. Examiner Factors
3. Examinee Factors
4. Materials
5. Other/Misc

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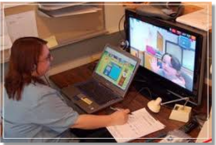**Audio/Visual Environment**

Both the clinician and client must have:

- Computer with a webcam
- Speaker/headset
- Microphone
- **Reliable internet**

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Audio/Visual Environment

- Some clients may require an on-site facilitator.
- During COVID-19 that is likely to be someone already in their environment:
  - Parent/caregiver
  - Older sibling
- The role of the facilitator is to help manage the technology and any materials and to help the client stay focussed and minimise distractions
- See: The Use of Facilitators in a Remote Test Administration

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Audio/Visual Environment

A few other considerations
- Headsets/headphones can help block out environmental distractions
- It's important to use a platform that allows the client to see both your face and any visual stimuli you are sharing with them (more on platforms later)
- The on-site facilitator can help with instructions but if conducting a standardised assessment they must stick to standardised procedures

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Additional Audio/Visual Considerations

- The examinee's screen size should be a minimum of 9.7" or 25cm when measured diagonally (e.g. no smart phones, iPad minis, etc)
- Both practitioner and client should be in well-lit rooms with overhead lighting. Minimise glare by closing shades/blinds
- Be sure you can fully see the client's face throughout the session, even when other stimuli are being presented.
- Recommend: Close all other applications not in use – this will also increase bandwidth performance.
  - Help decrease distractions by silencing phones & alerts, closing all other apps, etc. (this applies to both the clinician and the client)

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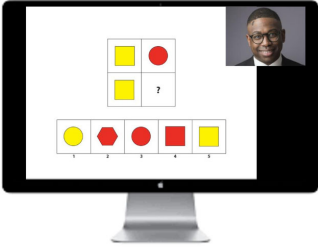**Additional Audio/Visual Considerations**

- Test the technology at the start of each session (audio & video on both sides)
- If possible, blur your background and make sure no info about other clients is visible
- Have a back-up plan. Make sure you have the client's phone number and that they have yours. Keep your phones handy until you are sure the technology on the computers is working
- When doing active listening, try to do more visual acknowledgement (e.g. nodding) than verbal acknowledgement. There may be an audio delay so saying things like 'mmhmmm', 'yes', etc may cause you to disrupt the flow of conversation.

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Audio/Visual Environment

When administering standardised assessments over the platform, make sure that both the full stimulus and the video can both displayed without the video blocking the stimulus.

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Choosing a technology platform

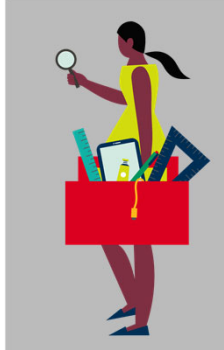When exploring technology platforms, make sure it offers:
- A picture-in-picture display
- The ability to share your screen
- Features that enable you to meet local data security requirements (e.g., encrypted transmission, secure login/access).
- Some exceptions are being made by Health Insurance Portability and Accountability Act (HIPPA) and other regulatory bodies, but it's important to do your due diligence based on local regulations. At the end of the day you are responsible for the security and protection of client data.
- Consider whether it is customised for telehealth

Many options exist, so do a thorough comparison. Some examples:
- Microsoft Teams
- Google Hangouts
- Zoom (offers a healthcare subscription)
- Healthdirect

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Examiner Factors

Practice
- Practice using the technology with a friend or family member before using it with a client so that you can anticipate any difficulties that may arise.
- With standardised assessments, practice the mechanics and workflow of every item in the entire test using the selected teleconference platform so that you are familiar with the administration procedures.

Standardised Procedures
- Follow the administration procedures of traditional administration.
  - E.g. **not standardised procedure**: "giving the parent the answers and they tell the SLT if the child was correct or not"
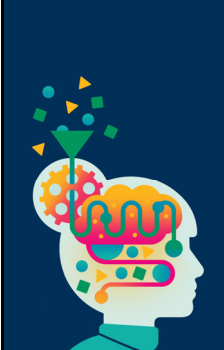
Facilitator role and training
- The onsite facilitator's role in a telepractice session is largely to manage audiovisual needs and materials. Make sure you discuss this with the facilitator prior to starting the session.

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Examinee factors

Prepared
- Remote administration preparations for examinees
- Before initiating test administration, ensure that the examinee is able, prepared, well-rested, and ready to appropriately and fully participate in the telepractice session. This may be especially challenging for young/pre-school aged children
- Make sure they are comfortable using the technology and have them practice using the different features

Explain facilitator
- Explain the role of the facilitator to the examinee so participation and actions are understood.

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Test/Test Material of Standardised Tests

Copyright
- Obtain permission for access to copyrighted materials as appropriate. Pearson has provided a letter of No Objection to permit use of copyrighted materials for telepractice during the COVID-19 event.
  - Note this does not allow you to scan in PDF versions of your print materials, it allows you to use Pearson digital assets on Q-Global through screen-sharing. More on that later…
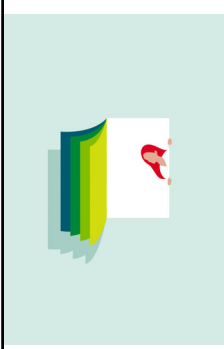
Response booklets
- Provide the correct printed copies of response booklets to the facilitator in advance of the testing session and communicate the plan for securing and forwarding/returning materials, real-time and after testing.
- For example, seal the response booklets in separate envelopes that are clearly labelled and have the facilitator open the envelopes on camera only after requested to do so, and return the original response booklets to the examiner in prepaid envelopes to ensure test security is not compromised and test records can be maintained.
- For simple responses, you can have the parent hold up the completed response booklet to the camera and take a screen capture so that you can score on-the-spot

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Other/Miscellaneous

Getting started with a client
- Start each session by introducing everyone in the room (on both ends)
- Review confidentiality (no recording of sessions on either side, no screen-shots of sessions, etc)
- Agree on expectations such as length of session, when there will be breaks, etc.
- Especially if it is a new client, spend some time building rapport as you would in a face-to-face session
- Encourage them to be honest if they can't hear you, see you, if they don't understand something, etc
- Make sure they have your phone number so they can call if you if the technology fails

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Other/Miscellaneous

A few hints and tips for you

- Non-verbal communication is just as important (if not more so) when conducting sessions over telehealth
  - Make sure your facial expression and tone of voice match what you are communicating
  - Use gestures when appropriate
  - Monitor the client's nonverbal communication as well (facial expression, fidgeting, etc). Check in with them frequently to make sure they are comfortable and understand what you are asking them to do.

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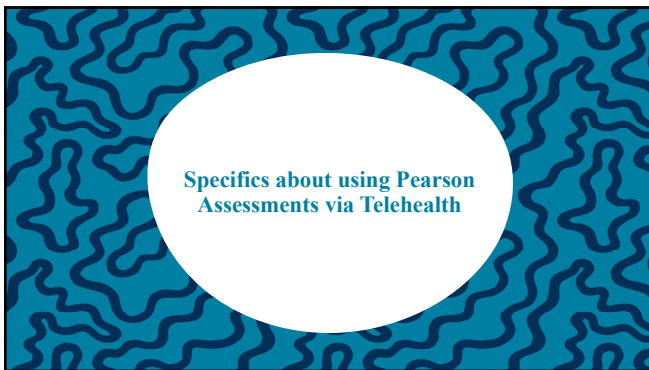19

Other/Misc. Reporting

- State in your report that the test was administered via telepractice, and briefly describe the method of telepractice used. For example,
  - *"The CELF-5UK was administered via remote telepractice using digital stimulus materials on Pearson Clinical's Q-global system, and a facilitator monitored the administration onsite using a printed response booklet during the live video connection using the [name of telepractice system, e.g., Zoom] platform."*
- Make a clinical judgment, similar to a face-to-face session, about whether or not you are able to gather the examinee's best performance. Report your clinical decision(s) in your report and comment on the factors that led to the decision to report (or not report) the scores. For example,
  - *"The remote testing environment appeared free of distractions, adequate rapport was established with the examinee via video/audio, and the examinee appeared appropriately engaged in the task throughout the session. No significant technological problems were noted during administration. Modifications to the standardisation procedure included: [list]. The CELF-5UK subtests, or similar tasks, have received initial validation in several samples for remote telepractice and digital format administration, and the results are considered a valid description of the examinee's skills and abilities."*

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Specifics about using Pearson Assessments via Telehealth

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Multi-technology and/or Collaborative Assessment using Telehealth (Manual Entry Only)

Multi-technology and/or Collaborative Assessment
- Assessments that can be considered for Telehealth but may require multiple supports i.e.
  - Screensharing pdf resources through Q-global
  - Mailing out response booklets ahead of time (e.g. CELF-5UK Reading & Writing Supplements)
  - A facilitator that is available to assist the client at their location ideally with an additional external camera
- To support you in this type of practice a number of digital manuals and digital stimulus books are temporarily being offered free of charge via the resource library in Q-Global. A full list can be found here: List of temporarily free digital assets on Q-Global

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Multi-technology and/or Collaborative Assessment using Telehealth: Speech-Language Assessments

- CELF-5UK
- CELF-5 Metalinguistics**
- GFTA -3 & KLPA
- EVT-3
- CELF-P2UK
- Shaywitz Dyslexia Screen
- WRMT-III

All resources free on Q-global until 31st July 2020
(** Coming Soon)

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Register for a Q-global account

- Sign up for a Q-global account directly from our Q-global info page: pearsonclinical.co.uk/q-global

- Your account will be created with 48 business hours. You will receive a welcome email with set up instructions once complete

- Book your 20 minute onboarding session with a Customer Success Consultant via a link in the welcome email to help get you started

How to access free resources on Q-global

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How to access free resources on Q-global

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How to access free resources on Q-global

- Resources in the restricted folder are typically items you have purchased.

- During COVID-19 we are making some of these resources temporarily free (now until 31st July 2020).

- Resources in the restricted folder can NOT be downloaded, saved or printed.

- You must be connected to the internet for the duration of the assessment to access these resources

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How to access free resources on Q-global

- Resources in the general folder are always available to all clinicians with Q-global access.

- These resources can be downloaded, saved and printed.

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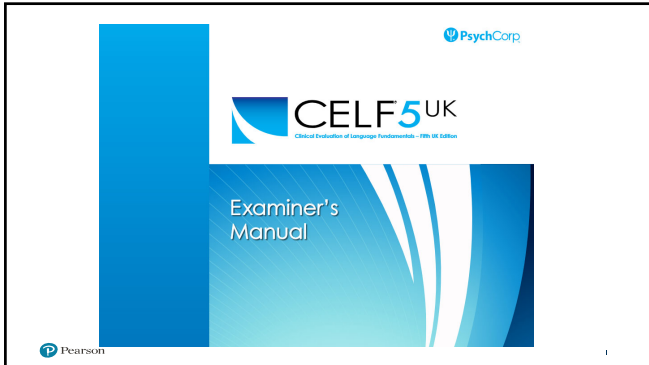**Contents**

Sentence Comprehension
Ages 5–8 Demo/Trials

Linguistic Concepts
Ages 5–8 Demo/Trials

Word Structure
Ages 5–8 Demo/Trials

Word Classes
Ages 5–10 Demo/Trials

Following Directions
Ages 5–21 Demo/Trials

Formulated Sentences
Ages 5–21 Demo/Trials

Sentence Assembly
Ages 9–21 Demo/Trials

Semantic Relationships
Ages 9–21 Trials

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WS Demo

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CELF5UK
Clinical Evaluation of Language Fundamentals – Fifth UK Edition

PsychCorp

Examiner's Manual

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Setting up the CELF-5UK Assessment via Telehealth

1. Set up your Telehealth environment considering the 5 factors: Audio/visual, examiner & examinee factors, test materials & other
2. Login to your Q-global account
3. Open the CELF-5UK Q-global stimulus book
4. Screenshare this with the student
5. Proceed with the assessment as per standardised procedures
6. Capture the student's response on the hard paper record form or on the practitioner device (for Q-interactive users only)
7. Scoring: Hand-score and/or Q-global

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Capturing Responses

- Most telehealth platforms allow you to give mouse control to the client.
  - Then using the mouse the student can point to their response, just as they would if they were using their finger to point to the answer.
  - Ensure the student is able to and comfortable with controlling the mouse.
- Or have the facilitator set up an additional camera (e.g. a parent's mobile phone) positioned so that you can see the child pointing to the screen.

Recording Responses:
1. Use a hard paper record form OR
2. Q-interactive users (iPad): Set up the student as per normal and capture their responses on the practitioner device

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Example of client using a separate camera

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Capturing written response items using a separate camera

For items requiring a written response in the response booklet, support the facilitator to set up a separate 'document camera' using their mobile phone

They can attach their phone to a ruler with a rubber band and put the ruler in a stack of books on the desk next to the response booklet.

See: Deep Dive: 3rd Camera Hack Ideas (YouTube or my LI)

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Face-to-Face Assessments: Social Distancing and Disinfecting Tests

Disinfecting test materials

Explore our overview on disinfecting testing materials and some practical tips.

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What if an assessment isn't available on Q-global?

Pearson Clinical's No Objection Letter

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Q-global Scoring & Reporting:
Including Item Analysis

£1.05 + VAT per client*
£32.00 + VAT per year; unlimited scoring
*Tiered discounts are available for bulk purchases

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Assessment Details: Test Child

Save | Save and Close | Cancel

Examinee Details
First Name: Test
Middle Name:
Last Name: Child
Examinee ID:
Gender: Female
• Birth Date: 24/11/2011
Age: 8 years 5 months
Email:

Assessment Details
Assessment: CELF-5 UK
Batch ID:
Status: Ready for Administration
• Administration Date: 19/05/2020
Age at Administration: 8 years 5 months
Examiner: [None]   New Examiner
Delivery: ◉ 📄 Manual Entry

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Demographics | Additional Information | Scores
Record Form | Reading and Writing | Observational Rating Scale ORS

Comprehensive Form Subtest

⊞ Sentence Comprehension	Raw Score	(0 to 26)	Expand Item Scores
⊞ Linguistic Concepts	Raw Score	(0 to 25)	Expand Item Scores
⊞ Word Structure	Raw Score	(0 to 33)	Expand Item Scores
⊞ Word Classes	Raw Score	(0 to 40)	Expand Item Scores
⊞ Following Directions	Raw Score	(0 to 33)	Expand Item Scores
⊞ Formulated Sentences	Raw Score	(0 to 48)	Expand Item Scores
⊞ Recalling Sentences	Raw Score	(0 to 78)	Expand Item Scores
⊞ Understanding Spoken Paragraphs	Test Paragraph for Ages	Please Select... ▼	Expand Item Scores
	Raw Score	(0 to 20)	
⊞ Word Definitions	Raw Score	(0 to 21)	Expand Item Scores
⊞ Sentence Assembly	Raw Score	(0 to 20)	Expand Item Scores
⊞ Semantic Relationships	Raw Score	(0 to 20)	Expand Item Scores
⊞ Pragmatics Profile	Raw Score	(50 to 200)	Expand Item Scores
⊞ Pragmatics Activities Checklist	Administered	No ▼	Expand Item Scores
	Raw Score	(0 to 32)	

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Assessments Help

Demographics | Additional Information | Scores
Record Form | Reading and Writing | Observational Rating Scale ORS

Comprehensive Form Subtest

⊟ Sentence Comprehension   Raw Score [ ] (0 to 26)   Expand Item Scores

Item Scores

Item
1. The girl has a big, spotted, black-and-white dog. (0 to 1)
2. The girl who is standing at the front of the line is wearing a backpack. (0 to 1)
3. The boy who is sitting under the big tree is eating a banana. (0 to 1)
4. The spotted puppy is in the box. (0 to 1)
5. They like to pat the dog. (0 to 1)
6. Dad sat behind the children. (0 to 1)
7. She is climbing and he is swinging. (0 to 1)
8. The girl is not painting. (0 to 1)
9. The girl is not ready for school. (0 to 1)
10. The first two children are in line, but the third child is still playing. (0 to 1)
11. The woman who is holding the baby dropped her handbag. (0 to 1)
12. The woman asked, "How much does that chair cost?" (0 to 1)
13. The boy gathers the apples after they have fallen to the ground. (0 to 1)
14. The girl is taking some flowers to her mother. (0 to 1)
15. The girls have dressed for the game. (0 to 1)

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Home   Angela Kinsella-Ritter ▼ | PCTA (Internal Speech) ▼ | My Account | Manage Accounts | Resource Library | Notifications | Help | Sign Out

Examinee | Group Administration | Report

☐ Include Sub-Accounts

New Examinee | Delete Examinee | Assign New Assessment | Create Group | More Actions ▼ | Move To ▼ | Search 🔍

View: ▼ Active   Reset Sort Order   17 Records
1 record selected   Page 1 of 2   View 1 - 10 of 17

		System ID	Last Name	First Name	Examinee ID	Birth Date	Gender
1	☑	13605624	Jackman	Hugh		16/04/2009	Male
2	☐	13535125	Pill	Sam		29/09/2013	Female
3	☐	13313679	Bell	Tinker A		04/09/2010	Female
4	☐	13065561	Bell	Tinker		17/06/2014	Female
5	☐	12339764	Mac	Lochy		15/12/2013	Male
6	☐	11000121	Bella	Tinker		07/03/2012	Female
7	☐	10974361	Parker	Peter SH		22/04/2006	Male
8	☐	10888132	Parker	Peter		13/02/2004	Male
9	☐	10861147	B	Tayla		28/08/2006	Female
10	☐	10820406	Zee	Finnan		07/08/2012	Male

Page 1 of 2   View 1 - 10 of 17

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Examinee: Hugh Jackman

Edit

Demographics
System ID: 13605624
First Name: Hugh
Middle Name:
Last Name: Jackman
Birth Date: 16/04/2009
Age: 11 years 0 months
Examinee ID:
Email:
Gender: Male
Comment:

Account: PCTA (Internal Speech)
Custom Field 1:
Custom Field 2:
Custom Field 3:
Custom Field 4:
Groups:
History data entered: No Create New

Assign New Assessment | Delete Assessment(s) | Generate Report

Reset Sort Order   1 Record
Page 1 of 1   View 1 - 1 of 1

		Assessment ID	Assessment Name	Admin Date	Delivery	Status	Group Assessments
1	☐	24457500	CELF-5 A&NZ	21/04/2020	Manual Entry	Ready for Reporting	

Page 1 of 1   View 1 - 1 of 1

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Examinee | Group Administration | Report

Examinee: Test Child

< Back to Search

Configure Report   Reset Sort Order

Page 1 of 4   View 1

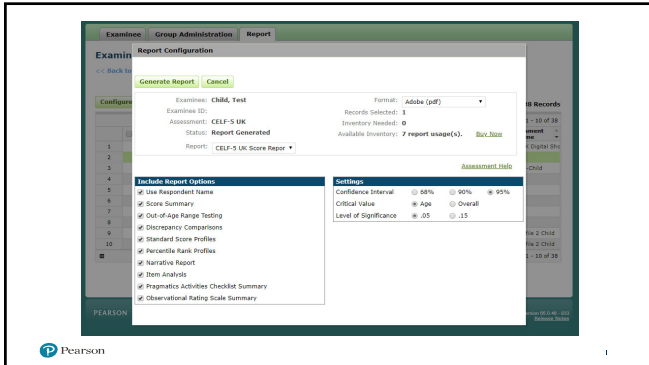|		Assessment ID	Admin Date	Delivery	Status	Group Assessments	Assessment Nam...
1							
2	☑						

Reports for CELF-5 UK   [X]
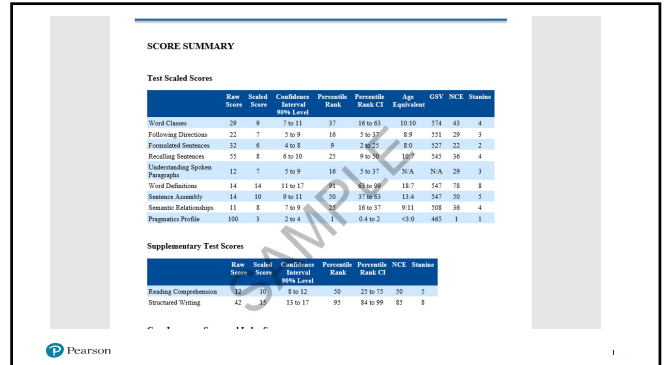
CELF-5 UK Progress Report

CELF-5 UK Score Report

Some reports require a score report to be generated first. If you see a report but cannot select it, run the score report and try again.
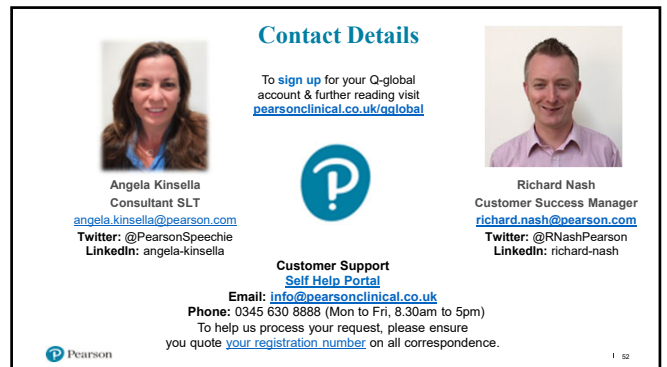
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