

Part One of a Three-Part Series on Patient Engagement:  
Identifying the Best Patients for Telehealth and Engaging  
Them in Inventive Ways



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# Today's Agenda

**01**

## **The Telepractice Patient**

Identifying the best  
patients for telehealth

**02**

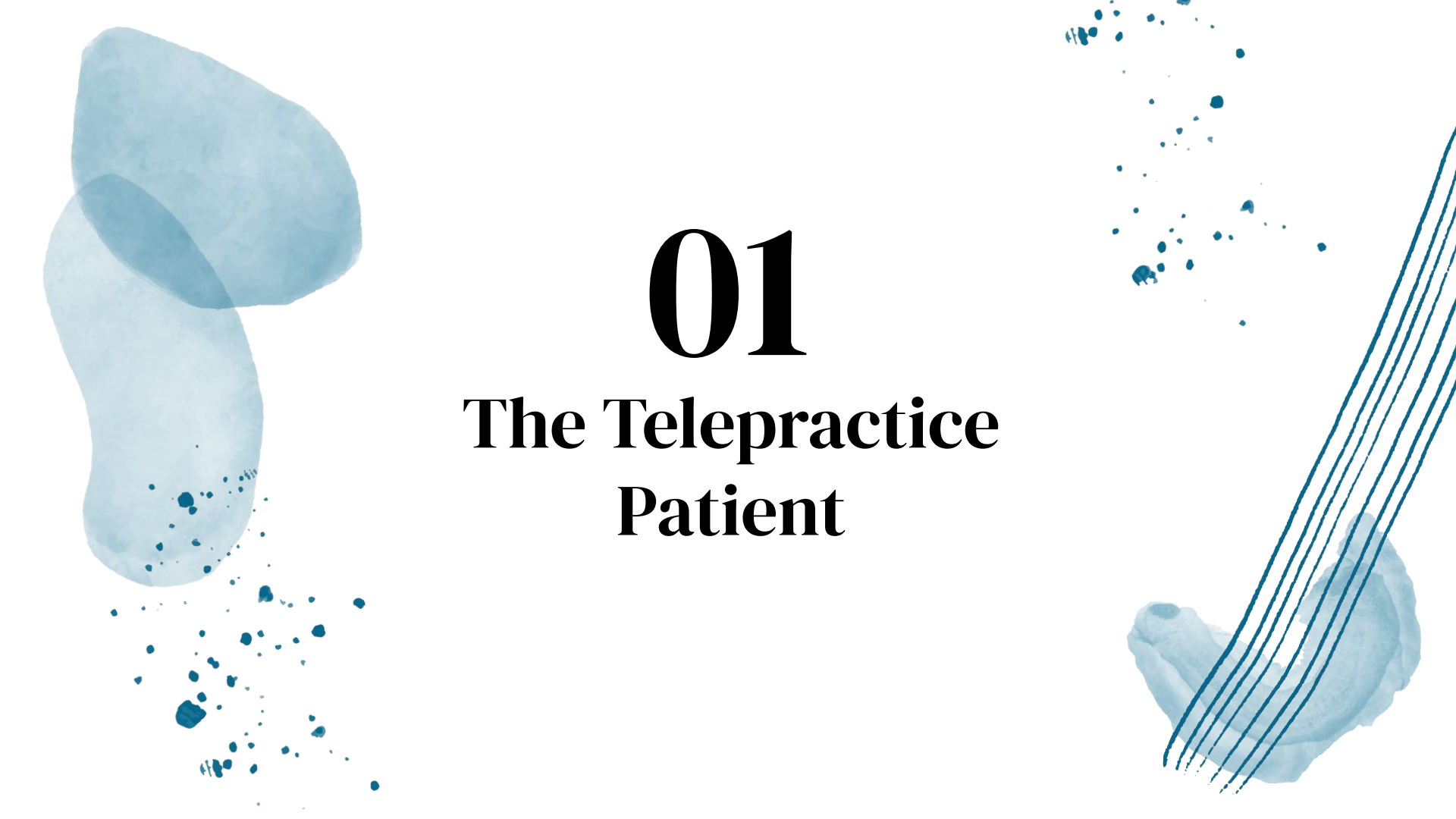
## **Strategies for Success**

Engaging telehealth  
patients in unique ways

**03**

## **Keeping it Fun!**

Implementing innovative  
strategies



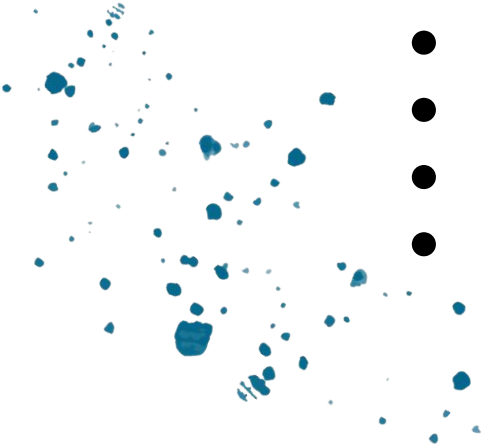

**01**

**The Telepractice  
Patient**



# Who are we looking for?

**What qualities do ideal telehealth patients possess?**

- Cognitive, behavioral & motivation
  - Physical & sensory
  - Communication
  - Technology- comfort and access
  - Support system
- 
- 

# Considerations



## Client environment

Comfort, confidentiality,  
safety

## Client history

Mental health, living  
situation, abuse



## Ethics

Equally effective?  
Clinician skills?  
Best serve the client?

## Billing

Ignorance can still be  
fraud!





02

**Strategies for Success**



# Strategies for Success



Patient & family  
priorities



Relationship building  
& collaboration



Become three  
dimensional




Track progress &  
share data



Utilize in-person  
support system



Evidence based  
practice



# Innovative Technology

- Document camera
- Patient portal - secure document sharing
- Remote monitoring devices
- Use live video to your advantage

## Quick tips:

- If using Zoom, check your settings
- Don't forget the basics: good camera and microphone, great internet





# FunBrain

PreK to 8th grade

Free interactive games, books, videos, and printables that help kids develop skills in math, reading, problem-solving, and literacy

**Books** - [Online Books for Kids](#)

**Games** - some require download

<https://www.funbrain.com/games/spell-check>

**Videos** - safe for kids

BUT ~30 second ads before the start

<https://www.funbrain.com/videos/papa-cloudy/papa-cloudys-lau-ndromat>



# Oxford Owl

[Dashboard \(oxfordowl.co.uk\)](https://oxfordowl.co.uk)

Books PreK - 6th grade levels

Requires free sign up

Some materials require subscription

Read Write Inc. Phonics eBook Library

Free eBooks

Book band color determines age/ability level



## Reading level by band color

PreK - 6th grade levels

<https://cdn.oxfordowl.co.uk/2019/07/19/13/52/18/160/OxfordLevelsAndBookBands.png>

Younger - Oxford Owl for School and Home  
Older -

<https://www.oxfordowl.co.uk/api/interactives/35169.html>

## Oxford Levels and Book Bands

Use the table below to find out which Oxford Level is best suited to your child.

Year group	Age	Oxford Level	Book Band
Nursery	Up to 4 years old	1	Lilac
		1+	Pink
Reception / Primary 1	4-5 years old	1	Lilac
		1+	Pink
		2	Red
		3	Yellow
		4	Light blue
Year 1 / Primary 2	5-6 years old	5	Green
		6	Orange
		7	Turquoise
Year 2 / Primary 3	6-7 years old	8	Purple
		9	Gold
		10	White
		11	Lime
		12	Lime +
		8	Brown
9			
10			
Year 3 / Primary 4	7-8 years old	11	
		12	
		13	
		14	Grey
		15	
Year 4 / Primary 5	8-9 years old	16	Dark blue
Year 5 / Primary 6	9-10 years old	17	Dark red
		18	
Year 6 / Primary 7	10-11 years old	19	
		20	

# Oxford Owl

## *Oxford International English*

- global, multicultural outlook

Reading comprehension, writing and speaking and listening skills for 5–11-year-olds

[https://www.oxfordowl.co.uk/for-school/tar/oxford-international-english--1?sort\\_field=order&sort\\_dir=asc&toggle=header-block-information-closed&query=&level=&unit=unit+1&resource\\_type=#](https://www.oxfordowl.co.uk/for-school/tar/oxford-international-english--1?sort_field=order&sort_dir=asc&toggle=header-block-information-closed&query=&level=&unit=unit+1&resource_type=#)

**BUT only includes digital material sources**

- would need to add some materials
- or create your own version

# Planning Support

## Unit contents

Unit	Theme	Reading and comprehension	Writing
1	A new school	<b>Fiction</b> Narrative with a familiar setting <i>The Name Jar</i>	Fiction Writing characters' speech bubbles
2	Show me, tell me	<b>Non-fiction</b> Instructions <i>Signs and Labels, Our Senses, How to Make a Spinning Picture Trick</i>	Non-fiction Writing instructions
3	Everyday poems	<b>Poems</b> <i>Diggedy-do, Wobbly Tooth, Today I'm a drummer, Poppadoms</i>	Poetry Writing rhyming words
4	Traditional stories	<b>Fiction</b> Traditional narratives <i>The Magic Paintbrush, The Pumpkin in the Jar</i>	Fiction Writing traditional story language
5	Water world	<b>Non-fiction</b> Reports and dictionaries <i>Ocean Sharks, A-Z of the Sea, Sea Transport</i>	Non-fiction Writing questions

Language, grammar, spelling, vocabulary, phonics, punctuation	Speaking and listening
<ul style="list-style-type: none"> <li>Initial letter sounds</li> <li>Blend sounds</li> <li>Sentence punctuation: full stops and capital letters</li> <li>Digraph, <i>sh</i></li> </ul>	Questions – developing ideas and extending understanding Take turns speaking
<ul style="list-style-type: none"> <li>Labels, lists, captions</li> <li>Initial letter sounds</li> <li>Blend sounds</li> <li>New words in context</li> <li>Digraph, <i>ch</i></li> <li>Rhyming words</li> <li>Instructions vocabulary</li> </ul>	Questions – developing ideas and extending understanding Take turns speaking
<ul style="list-style-type: none"> <li>Link words to meaning</li> <li>Initial letter sounds</li> <li>Rhyming words</li> <li>Digraph, <i>ch</i></li> <li>New words in context</li> <li>Features of poetry genre</li> </ul>	Reciting poems Expressing feelings, ideas and opinions
<ul style="list-style-type: none"> <li>Blend sounds</li> <li>New words in context</li> <li>Digraphs, <i>ch, th, sh</i></li> <li>Long vowel phoneme, /ee/</li> <li>Sentence punctuation: capital letters and full stops</li> </ul>	Questions – developing ideas and extending understanding Take turns speaking Expressing ideas
<ul style="list-style-type: none"> <li>Common word endings, <i>-ing, -s</i></li> <li>Digraphs, <i>sh, cr</i></li> <li>New words in context</li> <li>Common sight words, <i>a, and, the</i></li> <li>Labels</li> <li>Sentence punctuation: full stops and question marks</li> </ul>	Questions – developing ideas and extending understanding Take turns speaking Expressing ideas

# Reading Comprehension/Assessment

Unit 1 End of unit test

Oxford  
International  
English

## Unit 1 Home and school

### Question Paper

Reading: fiction

Read the extract and answer the questions.

#### Abdullah Plays a Trick

When he got off the bus at the stop near the school, Abdullah saw a dainty, darting dragonfly. He nimbly whisked it into his net, but five sen was not enough to buy Grandfather the porridge he likes so much.

Then, in the schoolyard, hunched down in a puddle by the drinking tap he saw a small green forest frog. Abdullah grinned with glee. He carefully scooped it into his net and sneaked into the classroom.

He hung his bag on its hook, and when he was sure no-one was looking he slipped the frog into Siew Lian's desk and slunk out to kick the soccer ball with his friends.

During class, Siew Lian reached into her desk to get out her writing book. Four cold sticky frog feet stepped onto her hand. She screamed and jumped out of her seat and shook the creature off, making such a fuss that everyone began to laugh. Mr Ginyun was cross.

"It's just a little frog that made its bed in your desk last night, Siew Lian," he said. "Sit down and do your work, and don't be such a silly."

Abdullah smirked. Siew Lian looked around and saw and pulled a face at him.

From *Abdullah's Butterfly* by Janine M. Fraser and Kim Gamble

#### Glossary

**dragonfly** an insect with a long, thin body and two pairs of wings.

**pulled a face** made an expression on your face that showed you didn't like something.

**sen** the money used in Malaysia.

**slunk** moved slowly and quietly in a way so as not to attract attention.

**smirked** smiled in a way that shows you are pleased with yourself or have gained an advantage over someone else.

### Comprehension

**A** Give evidence from the text to support your answers.

- 1 What did Abdullah see close to the drinking tap?  
\_\_\_\_\_ [1]
- 2 Why did Siew Lian reach into her desk?  
\_\_\_\_\_ [1]
- 3 Why did everyone in class start to laugh?  
\_\_\_\_\_ [1]

**B** Give evidence from the text to support your answers.

- 1 Do you think Abdullah was good at catching butterflies? Explain your answer.  
\_\_\_\_\_ [2]
- 2 Why do you think Mr Ginyun was cross?  
\_\_\_\_\_ [1]
- 3 Why did Siew Lian pull a face at Abdullah?  
\_\_\_\_\_ [1]

**C** Give evidence from the text to support your answers.

- 1 Why do you think Abdullah 'grinned with glee' when he saw the frog?  
\_\_\_\_\_ [1]
- 2 Why didn't Abdullah want anyone to see him go into the classroom with the frog?  
\_\_\_\_\_  
\_\_\_\_\_ [2]
- 3 How do you think Siew Lian felt when she put her hand into her desk? Explain your answer.  
\_\_\_\_\_  
\_\_\_\_\_ [2]



# Social Skills

Free - Stop Bullying.Gov  
[Stopbullying.gov](http://Stopbullying.gov) Kid Videos

Facts for Kids, training videos - with transcripts  
Videos for younger kids to teens

Paid - Everyday Speech  
<https://everydayspeech.com/>

Videos, worksheets, games, homework  
PreK-12th grade  
Sequential units

Yes . . . That's Bullying



# Adolescents

<https://www.adlit.org/topics/technology/adolescent-literacy-whats-technology-got-do-it>

-- Tips for building literacy using technology

<https://www.fl DOE.org/academics/standards/just-read-fl/just-take-20/families/6-8/68-reading.stml>

-- 6th-8th grade resources

-- great materials to share with parents



# Grades 6-8 Student Activities for Using the Newspaper

## Features

- In groups of three, poll 15 other students or teachers and graph the results of the poll:

**Do you read the comics?**

**What is your favorite comic?**

- Clip a comic strip and remove the words. Create your own dialogue for that comic-strip character(s).
- Write a story about a comic-strip character.
- List the names of people mentioned or pictured on a feature page(s) you would like to meet. Tell why you would like to talk to them.

## Sports

- Rewrite a sports article using as many opinionated phrases as possible. Trade with a classmate. Underline the biased statements of your partner.
- Find one example of “good citizenship” and one example of “bad citizenship” on the sports pages and discuss the reasons for choosing these examples.

with an orange marker and each opinion with green.

- An editorial generally consists of four parts – the question or problem, proof, conclusion and suggestions for reader action. Identify these parts in several editorials.
- Read and summarize three or four columns selected by your teacher. Discuss why you liked or disliked particular ones and whether or not you agree with the columnists.



opinions, make a list of issues of local interest.

## News

- Read the headlines and select a news story. List two to three questions you expect will be answered. Write the answers to the questions, if given.
- Skim the front section of the newspaper. Write a current events quiz for your classmates. Take turns asking questions and have others find the answers.
- From the business section, pick 10 stocks you would like to buy and find the total value if you purchased 100 shares of each. Pick the stock you think will gain the most value in a week's time. Compute the percentage of gain or loss for each of the 10 stocks to see if you picked the correct one.
- News stories should be objective and unbiased. Choose two to three articles. List quotes that show different viewpoints of the story. Did the reporter use enough sources or is information lacking from the story? Is it one-sided? Why or why not?

<https://www.fldoe.org/core/fileparse.php/16294/urlt/Newspaper68.pdf>

# Adolescents

How It's Made Science Channel

[How It's Made: Stretch Limousines](#)

Wordless Life Skills for Kids, Teens & People with Disabilities

[Wordless Life Skills](#)

[Wordless Life Skills Episode 3: Jello](#)

# Teens/Adults

## Youth.gov “Soft Skills to Pay the Bills”

Topics like Communicating or Problem Solving

Lesson plans, role play, worksheets

Mastering Soft Skills for Workplace Success

### 22. Workplace Ethics

**JUST THE FACTS:** We all have our own set of values or standards of behavior that we operate by on a daily basis. However, we may not always feel we can apply these same principles or standards while at work. The purpose of this lesson is to help participants learn some of the steps necessary to make ethical decisions on the job.



#### Time

30 minutes



#### Materials

- Activity 22 - one copy for each participant (or group). *These materials were adapted from Lesson Planet: Tools For Success: A Study in Employer/Personnel Issues, Ethics, and Professional Behavior (Alabama Learning Exchange)*



#### Directions

Ask participants the following questions - and discuss answers with the group: How do you make decisions? Is decision-making a skill that was taught to you? Do you have personal rules for decision-making? If you have rules, do these rules change if you are making decisions at home, at school, with friends, or at work?

### Activity 1. What's Your Point?

#### ROLE PLAY #1

**Scenario:** Jade has her first job mowing lawns. She works for her best friend's brother who owns a landscaping company. She's had the job for about three weeks and really feels like she's getting into the groove. In fact, it's the perfect job for her: she loves being outside and appreciates the fact that she can work on her own and even listen to her MP3 player! Jade arrives early at Mr. Z.'s house (her first customer of the day) and gets ready to begin mowing.

**Mr. Z.:** You're finally here!

**Jade:** Hi, Mr. Z. Yes, I'm here to mow your lawn.

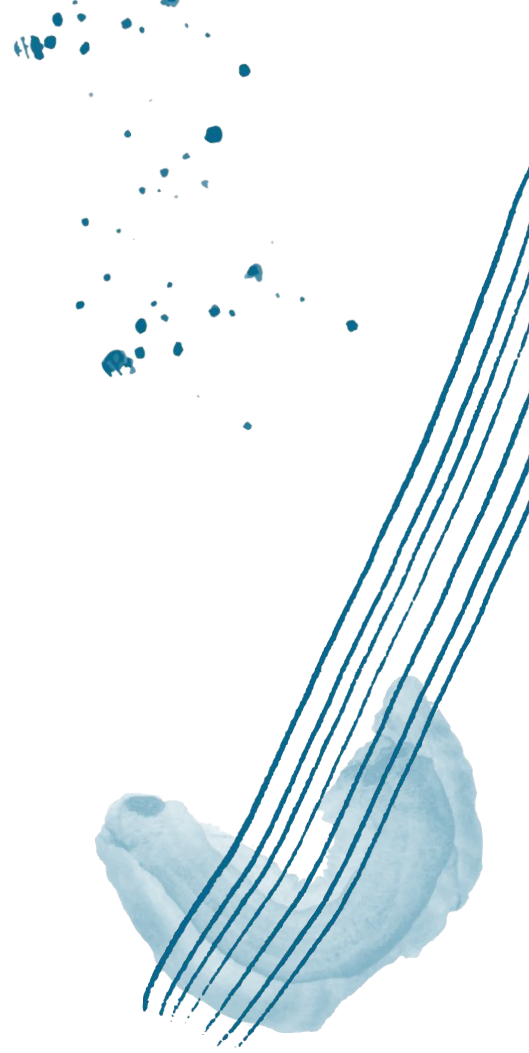
**Mr. Z.:** Well, you didn't do a very good job last week.

**Jade:** I wasn't the person who mowed your lawn, but I'd like to hear why you were unhappy with the job.

**Mr. Z.:** It was just a mess!

# 03

**Keeping it fun!**



# Free Green Screen Training

## Play-Spark

### TUTORIALS – Play Spark

- In depth instructions for use on Zoom

#### Key ideas

No natural light - lots of artificial light

Magnifying glass different color (9:43)

Felt green screen with matching pocket (10:37)

Matching green stick for floating objects (12:49)

# Free Green Screen Training

## Play-Spark

TUTORIALS – Play Spark

Using Worksheets (2:27) & (4:06)

Low internet connection Boom cards (5:15)

Early Intervention Coaching (6:55)

Blowing Bubbles

Kits & Materials some free!

<https://play-spark.com/kits>



# Filters and Effects

- **Potato professor:** <https://youtu.be/-hIFDp8MtbM>
- **Snap Camera** (<https://snapcamera.snapchat.co>)
- “Share sound” feature on Zoom
- **Virtual backgrounds**





# Engaging Images

[Unsplash: Beautiful Free Images & Pictures](#)

[Free Stock Photos and Images](#)

<https://burst.shopify.com/>

[https://www.dreamstime.com/free-images\\_pg1](https://www.dreamstime.com/free-images_pg1)



# Using images

My	Mean	Mat
Melt	Move	More
Make	Meow	Mow

Animate to  
uncover

# Using images



Animate to add pictures



# Engaging Videos

## Animated Short Films

Wh questions, predicting, social thinking, vocabulary

Soar by Alyce Tzue <https://www.youtube.com/watch?v=UUIaseGrkLc>

Fishing With Sam by Atle S. Blakseth [https://www.youtube.com/watch?v=xMnx\\_3BC7EM](https://www.youtube.com/watch?v=xMnx_3BC7EM)

Joy and Heron <https://www.youtube.com/watch?v=1lo-8UWhVcg>

A Short Story of a Fox and a Mouse <https://www.youtube.com/watch?v=k6kCwj0Sk4s>

Coin Operated <https://www.youtube.com/watch?v=5L4DQfVlcdg>

Bridge by Ting Chian Tey [https://www.youtube.com/watch?v=\\_X\\_AfRk9F9w](https://www.youtube.com/watch?v=_X_AfRk9F9w)

## Simon's Cat Films

<https://simonscat.com/films/>



# Free On-demand Webinars

## How to Make INTERACTIVE Google Slides

EZ EdTech

<https://www.youtube.com/watch?v=2oJTCXLeGw>

## Creating and Adapting Resources for Teletherapy

Kate Boot, Oakwood Court College

<https://www.youtube.com/watch?v=wb-xPyOG5A>

# Screen Control

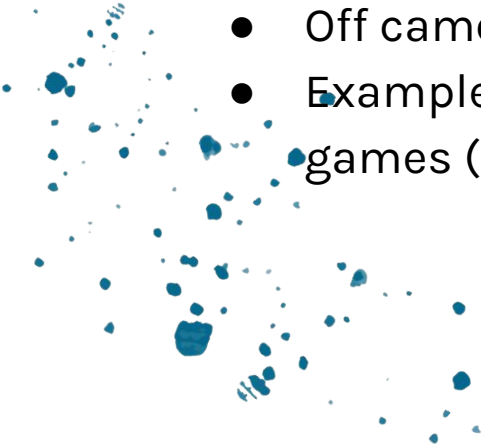

**Interactive  
activities**



**Promotes  
participation**



# Movement & Sound

- Get patients up and moving
  - Don't be afraid to use things in the environment
  - Send materials and supplies to homes
  - Multisensory activities
  - Off camera activities
  - Examples: trash ball, magnetic letters, following directions games (simon says)
- 
- 





# Additional Support

**Consortium of Telehealth Resource Centers**

<https://www.telehealthresourcecenter.org/>

**Northwest Regional Telehealth Resource Center**

<https://www.nrtrc.org/>

**American Speech-Language-Hearing Association**

[ASHA Telepractice](#)

**Office for the Advancement of Telehealth**

<https://www.hrsa.gov/rural-health/telehealth>



# References

## **ASHA Practice Portal Telepractice -**

[https://www.asha.org/practice-portal/professional-issues/telepractice/#collapse\\_1](https://www.asha.org/practice-portal/professional-issues/telepractice/#collapse_1)

Cohn, E.R., & Cason, J. (2019) Ethical Considerations for Client-Centered Telepractice. *Perspectives of the ASHA Special Interest Groups*. Vol. 4, pg 704–711.

## **Pacific Southwest Mental Health Technology Transfer Center -**

[Telehealth Clinical and Technical Considerations for Mental Health Providers](#)

Bolden III, W. (2020) Creating and Adapting Therapy Materials for Telepractice and Computer Based Therapy.



# Thanks

Does anyone have any questions?

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**CREDITS:** This presentation template was created by **Slidesgo**, including icons by **Flaticon** and infographics & images by **Freepik**.