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Pediatric Telehealth: Supports in the Virtual Setting

Presented by Tasha Perkins Holmes, MOT, OTR/L

- Presenter Disclosure: Financial: Tasha Holmes has received an honorarium for presenting this course. Non-financial: Tasha Holmes has no relevant non-financial relationships to disclose.

- Content Disclosure: This learning event does not focus exclusively on any specific product or service.

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Learning Outcomes

- After this course, participants will be able to:
  - Identify ways for collaborating with families and other professionals when using telehealth as the service delivery model.
  - Identify accommodations to support participation in telehealth and academic virtual services.
  - Identify ways to "push in" to the classroom.

OTPF- 4th Edition

- OT Framework now includes telehealth as an intervention.

- Use of technology such as video conferencing, teleconferencing, or mHealth (mobile telephone application technology) to plan, implement, and evaluate occupational therapy intervention, education, and consultation

Occupation-Based Coaching

- "Occupation-Based Coaching diverges from other parent-mediated interventions because it encourages parents to create their own strategies to match their unique circumstances rather than implementing a therapist's recommendation."

Lauren M. Little, Ellen Pope, Anna Wallisch, Winnie Dunn; Occupation-Based Coaching by Means of Telehealth for Families of Young Children With Autism Spectrum Disorder. Am J Occup Ther 2018;72(2):7202205020. https://doi.org/10.5014/ajot.2018.024786

Occupation-Based Coaching

- This model directly involves caregivers in creating strategies to increase children's participation in daily activities across natural contexts.

Occupation-Based Coaching

- "Parents were more frequently engaging in child play activities (e.g. imaginary play, playing with toys), and they were trying more skill-based activities (e.g. painting, doing a puzzle) during everyday routines."

Lauren M. Little, Ellen Pope, Anna Wallisch, Winnie Dunn; Occupation-Based Coaching by Means of Telehealth for Families of Young Children With Autism Spectrum Disorder. Am J Occup Ther 2018;72(2):7202205020. https://doi.org/10.5014/ajot.2018.024786

Parent/Caregiver Collaboration

- Collaboration:
  - On-going conversation during the session with feedback during activities
  - Reflection at the end of the session as to what went well/needs improvement

- Follow up:
  - During the next session verbally or with visual resources
  - After the session with an email/phone call
  - Shared google file with resources

Child Collaboration

- Collaboration:
  - On-going conversation during the session with feedback during activities.
  - Reflection at the end of the session as to what went well / needs improvement.

- Follow up:
  - During the next session visually or verbally.
  - After the session with an email if appropriate

Interdisciplinary Collaboration

- Determine the best method for FERPA/HIPAA compliant collaboration.

"Push In" School Based Services

Teacher and OT are both providing virtual services and the student is receiving services at home.

If you join the online class session…

- If the teacher is also virtual, will there be too many voices?

- Is there a possibility of going to a "break out" virtual room during class?

- Will the student have their camera on during the class?

"Push In" School Based Services

- Observation with your camera off.

- "Break out" room during the class activity.

- Work on classwork with the student in a (screen) shared google doc (screen share would be done by the student).

Steps for initiating collaboration

- Contact the teacher prior to the session.

- Determine what activity will be observed/co-led.

- Determine level of participation: fine motor group for the whole class; 1:1.

- Provide anticipated OT supports to parent (paper, modifications to classwork, supply list, etc.)

- After-session feedback provided to the teacher and parent.

"Push In" School Based Services

Teacher is providing in person services, the student is physically in school and the clinician is virtual.

"Push In" School Based Services

- Observation with your camera off.

- Collaboration with the teacher to complete a joint handwriting, cut/glue, etc. with you projected on a smart board.

- Have laptop placed next to the student.

- Work on classwork with student in a (screen) shared google doc; screen share would be done by the student

Steps for initiating collaboration

- Contact the teacher prior to the session.

- Determine what activity will be observed/co-led.

- Determine level of participation: fine motor group for the whole class; 1:1.

- Provide anticipated OT supports (paper, modifications to classwork, supply list, etc.)

- Provide after session feedback to teacher and support staff.

Collaboration Example

- Make a shared google folder for the student.
  - Recommendations from team members
  - Resource links/materials
  - Team member contact information

Sample Collaborative File

- Virtual graph paper for math:
https://print-graph-paper.com/virtual-graph-paper

- Picture of twist and write pencil

- Handwriting checklist

Sample Collaborative File

Suggestion	Rationale	Resources
Use of talk to text (dictation)	This will help him focus on content instead of the actual mechanics of writing. He can speak into the computer and have it type for him.	**You have to use a google browser when using these free dictation programs. You will click the start buttons and they will record what is being said. Dictation.io Speechtexter.com
Typing	He can practice using 10 finger typing so that he is able to type his assignments with more efficiency. He can also use typing to add to and/or correct documents that he has created in the dictation programs.	Typing.com Typingclub.com
Use of the snaptype app	The snaptype app will allow him to type words/ numbers onto worksheets instead of writing them. He then will be able to send the completed work to his teacher.	Snaptype app I have included the video links.
Use of a spacer when writing	He has beautiful handwriting but poor word spacing. This will provide a tangible cue for making appropriate word spacing when writing.	I have included a video about making a spacer. However, he can also just use his finger.

Ergonomics and Positioning

Health Promotion in the Virtual Setting

- "Health promoting interventions aiming to support ergonomics of the work station and to structure productive time are needed to address the epidemic sedentary time among office workers".

Allison Naber, Whitney Lucas Molitor, Logan Willhite; Impact of OT Intervention on Sedentary Behaviors Among Office Workers. Am J Occup Ther 2020;74(4_Supplement_1):7411520401. https://doi.org/10.5014/ajot.2020.74S1-PO1900

Active Learning Position

- Knees bent slightly from 90 degrees but with the feet on the floor.

- Bending the trunk slightly forward at the hips.

- Elbows bent slightly more than 90 degrees.

Active Learning Position

- "This position is similar to the one we assume before rising out of a chair without actually getting up. It offers a more dynamic support structure for the upper body, arms, and hands while engaged in activities at a desk."

Ergonomic Considerations

- Do the arm rests need to be removed?

- Do the leg rests need to be removed?

- Does the angle of the seat cushion support active use of the computer/table top tools?

- Does the student need a change in position?

Alternative Seating and Positioning

- Crate with a ball in it to challenge core strength.

- Prone positioning on the floor (prone prop).

- Towel roll to encourage anterior weight shift.

- Sitting on the floor with the back supported and legs extended.

- Standing with knees supported by the bed, below sink cabinets or couch and with the caregiver/learning coach providing tactile cues at the hip.

Ergonomics for Kids

- "A child…may not be very aware of the position of his/her extremities in space".

Retrieved from http://ergo.human.cornell.edu/MBergo/schoolguide.html#children

Movement Breaks

- Providing information about the importance of movement breaks to the family/school personnel.

- Assisting the family/school personnel with adding movement breaks into the virtual school day.

Incorporating Movement Breaks

- GoNoodle.com

- Kidz Bop Dance Along https://youtu.be/sHd2s_saYsQ

- The Learning Station "From Your Seat" https://youtu.be/qsonHTjcnj4

- "Chair Exercises: Episode 1" https://youtu.be/KZfQ6IE5POs

- "Line Jump"   https://youtu.be/LWQxUoHtoVo

- "Fun Workout with Stuffed Animals" https://youtu.be/22IW4EY7s0o

Technology

Device Positioning

- Use of a book or computer riser to increase height of the computer monitor or laptop so that it is at eye level.

- Use a book to prop up a tablet or cell phone.

- Use the tablet or cell phone in portrait mode.

![continued logo]

Visual Cueing

- Visual-use of a second camera to demonstrate activity.

- Zoom/Google Meets: sign in with a different device.

Visual Cues / Demonstrations

Visual Cues / Demonstrations

Talk to Text

- Use in the virtual classroom for class chat boxes.

- Use as an accommodation for academic assignments.

- Use to prevent maladaptive typing skills.

- Use for participation in OT activities.

Talk to Text

- Speechtexter.com
- Dictation.io
- Dictation in google docs

Tools and Devices

- One button mouse (example: Chester Mouse)
- Two button mouse
- Laptop touchpad
- Touchscreen monitor
- Stylus pen

Is handwriting relevant in a virtual setting?

Handwriting in a Virtual Setting

- "Adequate instruction is required for students to achieve success with handwriting for written assignments required through Common Core. Presently, the provisions within Common Core to support this foundational skill are insufficient."

Debra Collette, Kylie Anson, Nora Halabi, April Schlierman, Allison Suriner; Handwriting and Common Core State Standards: Teacher, Occupational Therapist, and Administrator Perceptions From New York State Public Schools. Am J Occup Ther 2017;71(6):7106220010. https://doi.org/10.5014/ajot.2017.021808
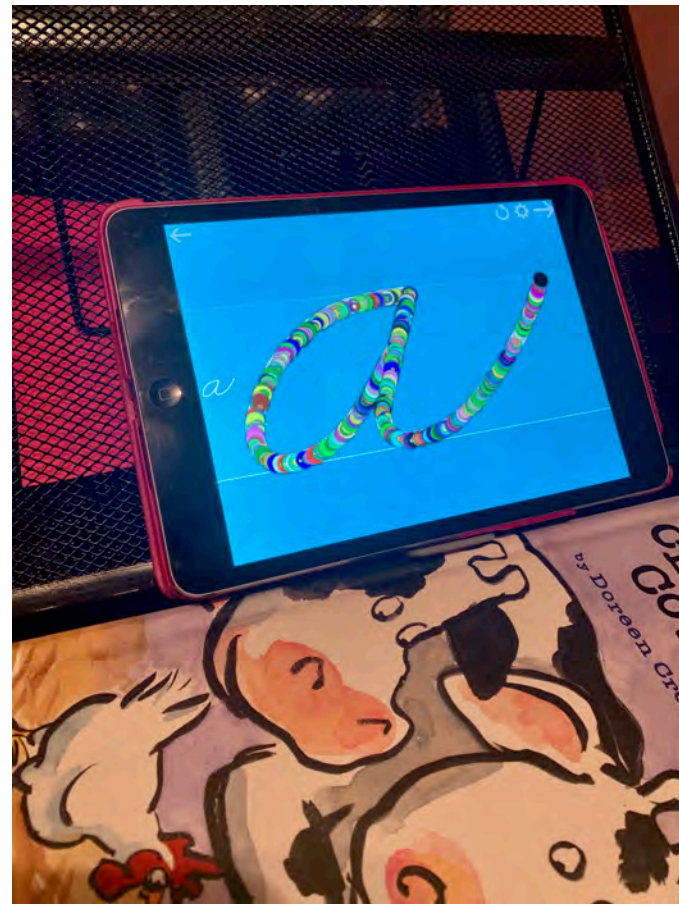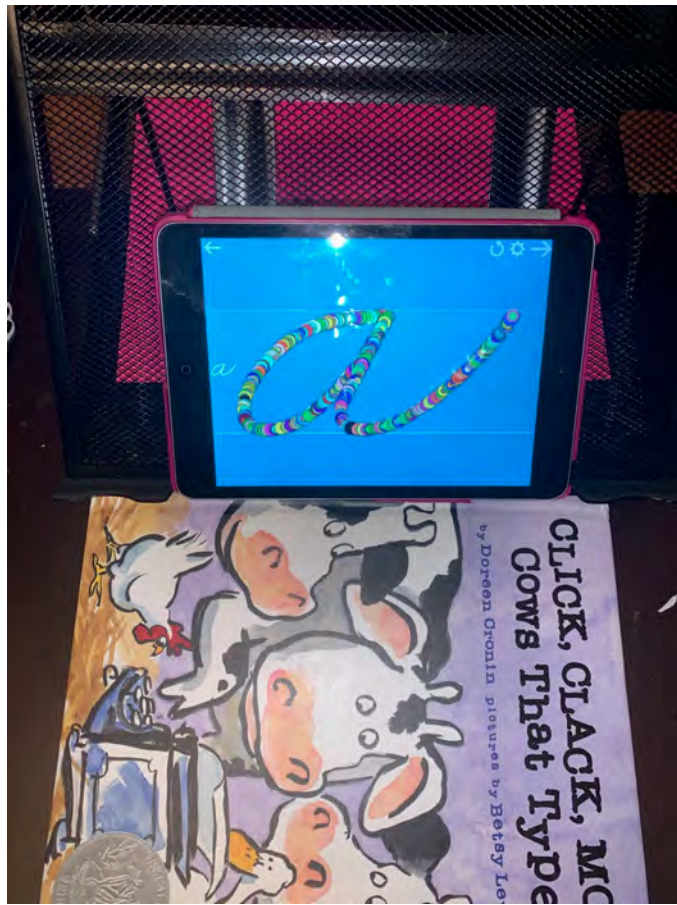
Tools and Devices

- Stylus pen + touchscreen electronic + a writing app can be used to practice handwriting/pencil grasp with multisensory cuing.

Stylus Pen

Slanted Surface

What if the child doesn't like to see themselves on camera?

Occlusion of Child's Video Feed of Themselves

- A sticky note over their picture.

- Allow child to wear a mask.

- Point device toward child's hands only (if appropriate).

- Have child screen share.

Questions?

- TashaTheOT@gmail.com

References and Resources

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References and Resources

- https://www.aota.org/~/media/Corporate/Files/Practice/Manage/Home-Office-Ergonomics-Tips.pdf

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- https://www.aota.org/~/media/Corporate/Files/Practice/back-to-school/Distance-learning.pdf

- http://ergo.human.cornell.edu/CUergocomics.htm

- https://www.texaschildrens.org/blog/preventing-home-learning-injuries-primer-ergonomics