

PAIC: PRESCHOOL AMPLIFICATION INTERPROFESSIONAL COLLABORATION

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Disclosures

Financial Disclosures:

- Presenters are employed as clinical faculty at Purdue University.

Nonfinancial Disclosures:

- None

Learning Objectives

- Describe how interprofessional collaboration can be implemented in the preschool setting
- Discuss the roles of SLPs and audiologists in the preschool setting when working on a collaborative team
- Explain the benefits of interprofessional collaboration for preschoolers who are DHH and possible solutions to challenges that arise

Agenda

- Introduction
- Audiology & SLP Roles
- Interprofessional Collaboration
- Benefits to the Preschoolers
- Challenges and Possible Solution
- Wrap-Up
- Questions

Audience Survey

- A. Caregiver
- B. Speech-Language Pathologist
- C. Audiologist
- D. Teacher
- E. Other

Introduction: Professionals & Roles (LO #2)



AuD

Shannon Van Hyfte, AuD, CCC-A

Clinical Associate Professor



AuD

Jillian Hubertz, AuD, CCC-A

Clinical Assistant Professor



SLP

Anne Gritt, MS, CCC-SLP

Clinical Assistant Professor



Teacher

Kalie Standish, MA.Ed.

Preschool Teacher & Co-Leader of Early Childhood Programs

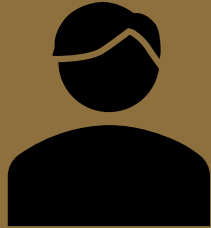
Introduction: Clinical Setting

Purdue Preschool Language Program:

- Play-based preschool program for children with language disorders
- Total enrollment = 12 (2 peer models)
- 4 mornings/week
- Mixed ages (3-5) and developmental levels
- Early Childhood Specialist and SLP co-lead and are present daily
- Clinical education setting for MS-SLP students
- In same building as M.D. Steer Audiology Clinic



Introduction: Clients



Client 1

- 4 years old
- Uses bilateral cochlear implants (implanted at 1;2)
- Uses spoken language (currently single words)
- Typically developing fine motor, gross motor, cognitive, adaptive, and social skills
- Possible sensory needs



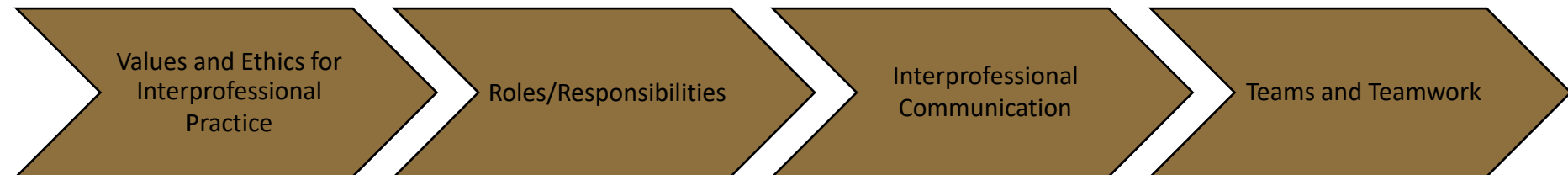
Client 2

- 3 years old
- Hearing levels within mild range in both ears
- Uses bilateral hearing aids (since age 2;9)
- Uses spoken language and some signs
- Rare genetic disorder and developmental delay
- History of OT and PT services

Interprofessional Collaboration

"Collaborative practice happens when multiple health workers from different professional backgrounds work together with patients, families, caregivers and communities to deliver the highest quality of care across settings" (WHO, 2010)

- Approximately 73% of Audiologists and 91% of SLPs working in schools reported engaging in interprofessional collaborative practice (ASHA, 2021)
- Effective and successful interprofessional collaboration requires an intentional approach and planning
- Framework for our collaboration based on the core competencies for interprofessional collaborative practice (IPEC, 2016)



Initial Meeting to design PAIC

Defining Expectations for Collaboration

- Discuss roles and each child's needs
 - Teacher role
 - SLP role
 - Audiologist role
 - Graduate student role

- Allow for time for questions and defining roles
 - What happens when roles overlap?
 - How do we help roles overlap? (It's a good thing when planned for!)

PAIC Plan (LO #1)

Orientation

Visits to the Preschool

- Routine (monthly)
- Consultative (as needed)

Team Huddles & Debriefings

- Prior & after monthly PLP visits

Communication in between Visits

End of the semester case conferences

Orientation

Audiologists

- Interprofessional education/collaboration basics
 - Team building & Communication tools
- Amplification
 - CI, HA, FM system and ALD technology; Daily listening checks/LING sounds; Basic troubleshooting



Orientation

Speech-Language Pathologist

- Describe preschool environment and philosophy
- Review communication strategies for children who are D/HH
- Share client-specific needs and information
 - motivating reinforcers
 - transition supports
 - communication profiles



Visits to PLP

- First of the month for 30 minutes with time to debrief on the same day



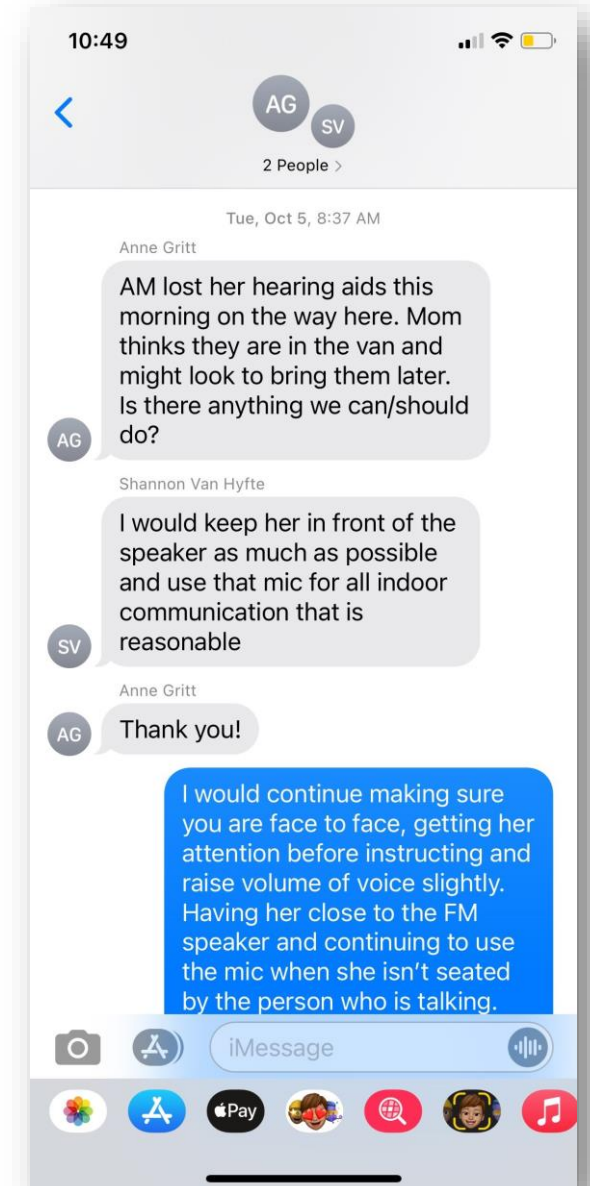
Huddle and Debriefings

- Team huddle (10 minutes)
 - Short meeting prior to clinical day to brief all involved on the plan for the day and any other related topics, concerns, etc. (ex. FM/classroom noise concern)
 - Tips for a successful huddle
 - Establish a routine; identify roles; implement, evolve and improve over time
- Debriefing
 - Reflective practice
 - Determining steps for improvement/plan future
 - Celebrate collaborations



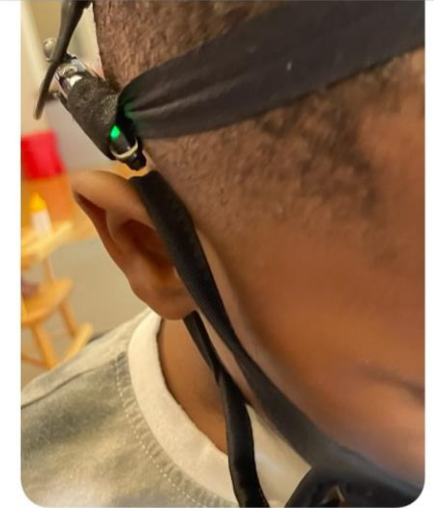
Communication Between Visits

- Emails for tracking contact
- Phone/Text for quick question/resolution
- Our team communication was very successful
 - Why?
 - Shared electronic medical record system
 - Located within the same building
 - Dual responsibility to not only provide clinical services but also clinical education to graduate students, so modeling good interprofessional collaborative skills is valued.



Benefits to preschool clients (LO #3)

- Receive consistent care in learning environment
- Faster service-delivery (example: Client 1)
- “Whole” patient model of service delivery
 - Each provider notices and shares progress with team
 - Team members integrates each other’s input into care.
 - In isolation, the full picture may not be fully realized and team members may miss important pieces (example)
- Client 2 increased self-advocacy skills
- Client 2 progressed from detection tasks to picture pointing tasks and providing verbal responses



Are either of you here? Just noticed clear mic piece missing on one of the CIs. Haven't had chance to talk to Mom. Anything we should do?

AG

Shannon Van Hyfte

I'm with a patient. It means the mic is exposed, but still functioning. We can order a replacement if mom doesn't have one

SV



iMessage



Challenges and Possible Solutions

- Scheduling/Making Time to Implement IPC
 - Schedule meeting times in advance when possible (*Ex. Schedule pre-conference meeting before case conference*)
 - Have a purpose or agenda and keep communication solutions-based
 - Remain flexible and responsive in communication
- Additional outside collaborators (Teacher for D/HoH; Teacher of Record; OT; PT; Principals)
 - Invite to attend routine meeting times or plan larger interprofessional meeting to discuss progress or concerns.
- Keeping all involved/active/important
 - Including SLP students in AuD appointments, some opportunities were missed due to last minute scheduling or busy workloads

Barriers to engaging in IPP <small>(Adapted from ASHA, 2021)</small>	Audiologists	SLPs in Schools
Limited time for collaboration	55.8%	79.2%
High workload/caseload	40.5%	70.1%
Other health care or education service providers are not co-located in my setting to easily facilitate collaboration	40.9%	27.8%

Take-a-ways....

Recap of Highlights

- Interprofessional collaboration requires intention to be effective
- Successful Preparation
- Define Roles
- Open/Clear/Purposeful/Respectful Communication
- Recognize Benefits to All

Thank you!

Questions?

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References

- American Speech-Language-Hearing Association, ASHA (2021). Interprofessional Practice Survey Results: June 2021
- Interprofessional Education Collaborative, IPEC. (2016). Core Competencies for Interprofessional Collaborative Practice: 2016 Update