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Creating Family and Patient Friendly Materials, presented in partnership with Cincinnati Children's

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August 25, 2016

Learning Objectives

After this course, participants will be able to:
• Identify the main reasons for creating written materials.
• List the steps for creating written materials.
• Describe the different methods for writing family friendly materials.
Why would an SLP create materials?

- To educate families regarding a particular disorder
- To provide families with home program information and materials
- To better serve families through gathering information via a survey
- To provide supplemental information as part of a home program
- To relate to others (storytelling or narratives)
- To provide older kids with home programs, materials and stories

Steps to Writing Family Friendly Documents

- **Write down your goal for the material** (example: To educate families on spring social activities).
- At Cincinnati Children’s Hospital Medical Center (CCHMC) we have E-Chirp:

  **Parent/Family Education (Speech specific):**
  - Brochures
  - Knowing Notes / Handouts
  - Patient / Family Videos
  - Editing Clinical Documents for Patients, Families and the Public

Steps for General Documents

- Check for documents already in place.
  At CCHMC: Speech CenterLink and Blackboard
- Organize your thoughts and information:
  1. type of document
  2. target audience
  3. rationale for document
- Follow your location's guidelines for obtaining approval.
- Ask an editing committee or 1-3 colleagues to review your document.

Family Newsletter example for proofreading

Checklist:
- The reading level is 7th grade level or lower
- The document contains “family friendly language”
- No evidence of clip art
- No websites were listed (exception: ASHA if needed).
- Everything is in your own words so there’s no need to cite sources.
- The document is short; ½ page to 1 page
- If a patient, volunteer or family member picture is taken, a HIPAA release has been collected and stored (example: Feature Patient).

Readability Level
- Grade level at which an individual can read.
- Regardless of education level or intelligence:
  - families prefer materials that are simple to read.
- Focus on using: Short sentences with simple vocabulary words, avoid passive sentences, run-on sentences and multisyllabic words
- Examples:
  - The more the child practices between sessions, the faster progress will be.
    Readability Grade Level: 5.8
  - The more you practice with your child between speech sessions, the faster he will make progress.
    Readability Grade Level: 6.1
  - Practice as much as possible between speech therapy sessions so that your child will progress quickly.
    Readability Grade Level: 9.0
Checking the Readability Level

Selecting readability using Word 2007 and beyond:

To set-up Word to tell you the reading statistics, when reviewing the document:
- Click on File, then select "options".
- Click on "proofing"...this takes you to the page where you will see several groups of info - some with green check marks.
- Go to the second "group" of info and look for "show readability level". Click on it and then save it (hit ok)

To check the reading statics, each time you finish a document:
- Click the review tab at the top
- Click: ABC/Spelling (on the top left)
- The readability stats will show after the proofing is finished.
Grammar

• Common Errors: internet and intranet (both lowercase), avoid therapist, clinician and speech therapist use: speech-language pathologist, email (not E-mail, e-mail or Email, except at the beginning of a sentence.)

• Take credit for your work: by Sallie Star, MS, CCC-SLP

• Bullet Lists: Capitalize the first word in a bullet list. Do not use periods at the end of a bulleted list of items or phrases, unless the bulleted item is a full sentence.

• Accept vs. except – Accept means “to receive with consent”; except means “to exclude or to object.”; We do not accept unfinished homework. No one outside of the Division except you knows about the policy.

• Affect vs. effect – Affect means “to have an influence on”; effect means “to make; to bring about.”; Your attendance will affect your grades.; The sports program had positive effects on the children.

Clip Art: To Clip or Not to Clip?

• We don’t own the right to clip art images in Microsoft or on the web.

• Most of the time, clip art is not necessary.

• Professional Photos: CCHMC has a photo bank. They have taken care of the HIPAA releases. Almost all photos are a “approved for general use” and you can use them for any CCHMC material. Photos with a gold background are not approved for general use and have usage restrictions.

• When Clip Art or pictures are needed: iStockphoto.com has royalty free illustrations and pictures that we can purchase. The site is Marketing approved at our site. Example: if designated, small size pictures and/or illustrations in the 2 to 8 credit range. Each credit costs about 

iStock Photos

http://www.istockphoto.com


Other Clip Art Sources

Finding Free Sources:
http://www.inc.com/jeff-haden/where-to-find-free-stock-photos-online.html

Refrain from Citing Sources

- Why? When you place your Division’s name or logo on the materials, you are claiming them as our own.
- You are an experts. You know and understand the best methods for educating families! 😊
- References do not go on family documents.
- Websites do not go on family documents. There are some exceptions, such as ASHA.

Making something your own; Top down approach

Scenario: I found a craft that I want to use for the family newsletter on a website.
1. Look over the craft and read the directions.
2. Make the craft yourself without the directions.
3. Write the directions using your own words.
4. Using your own expertise, write home program suggestions.
5. Take your own picture of the finished product.
Making something your own; Bottom up approach

1. Picture something in your mind that you want to create, say or do.
2. Think: How would I retell this to families in a simple, step by step method?
3. How can families use the information and work on goals related to speech-language pathology?
4. Take your own picture.

Newsletter Example: Craft; bottom up approach

Summer Wind Mobile
Craft By: Deepa Agrawal
乌鲁木齐

Supplies:
• A paper plate (thick enough to keep from falling off the stand)
• String or yarn
• Multicolored tissue paper
• Two to four contact balls
• Scissors
• Glue stick, Topper or Stapler

Directions:
1. Cut the paper plate in half. You both need to make two wind mobiles.
2. Cut large strips of the tissue paper to the desired length (see picture above).
3. Glue each strip of tissue paper onto the straight edge of the paper plate. You may also use tape or a stapler.
4. Pull apart the outer edges to look like clouds. Glue the cutouts onto the paper plate.
5. Make loops in the ends of the paper plate, and pull the string or yarn through. Tie the string in a loop.
6. Hang in a sunny window and enjoy.

Speech Sound Wind Mobile:
• With your child, retell the speech sounds that your child is working on each day.

Sticky Wind Mobile:
• Read one of the books listed below. Write the title on the island part of the mobile.
• After reading, ask your child to retell the story. On a sheet of paper, and the various topics your child shared and tape it on the tail of the mobile. Your child can use the mobile to retell the story to others.

Books about Wind Mobiles:
• The Wind and The Willow by Bethany Riza
• Where Does the Wind Blow by Cindy York

Preschool Language and Literacy
By: Harriett Nunnally, MA
CCC-SLP and Bos
Peoria, IL, CCC-SLP

Read the book: We’re Making Breakfast for Mother. By: Maria Preissler

Preschool Language and Literacy Activities:
• Extro questions about the book in the book.
• Discuss why emotions and words are important.

SpeechPathology.com
Keep it short and simple

- Families prefer materials that are simple to read.
- Sometimes less is better. If you can say it in a half page, often that is plenty!
- Consider a bullet list to tie the information together.
- Avoid jargon: expressive language/what your child says; receptive language/what your child understands; articulation/speech sounds; pragmatics/social skills, literacy/reading,
- Avoid multisyllabic words: preferences/what your child likes, accurate/correct; frequently/often

Keep your audience in mind

- At CCHMC: The newsletter has a yearly parent survey. New material is incorporated based on the survey results. Parent feedback regarding the newsletter is taken into consideration.
- Consider asking a patient or family member what they would be interested in knowing.
- Consider asking a parent if they thought a handout was useful. Do they have any feedback?
Newsletter in Action

- Completing a newsletter submission as part of a therapy session. Video with patient.
Newsletter Example: Feature Patient


Newsletter Example: Informational article

Student Video

- Student volunteer describes her experience as a volunteer and helping with the newsletter project.

Parent Video

- Speech-language pathology parent describes her experience with reading newsletters.
Research

Print-based self-help interventions for smoking cessation (Review)
By: Hartman-Boyce, Lancaster and Stead, 2014
Cochrane Review

Author’s Conclusions:
• Standard, print-based self-help materials increased quit rates when compared to no intervention; the effect is likely to be small
• No additional benefit – when used with advice from a professional or with nicotine replacement therapy
• Materials tailored for individual smokers are more effective than non-tailored materials


Research

The importance of being Authentic: Persuasion, Narration and Dialogue in Health Communication and Education by: Petraglia, 2009

• Professional opinion article
• Narratives: help families to integrate new information about new behaviors (make associations, cause-effect relationships and experiences).
• Nonnarrative: attract attention, deliver information and may prompt reflection but do not allow people to engage with the message and consider how the information functions in real life. Don’t authenticate the information.
• Feedback from our surveys: Families always LOVE patient of the month stories

Research

*Narratives and Cancer Communication* by: Green, 2006

- Professional opinion article
- Transportation into a narrative can be used for persuasion
- **Mechanism for behavioral change**
- Provides role models for behavior change
- Creates strong attitudes based on cognition and emotion


Creating Therapeutic Materials for a “Creativity Connections” Folder
Promoting Individualized Resources

Patients benefit from *clinician created* activities highlighting the following:

- Specific target *areas of language or speech instruction*
- Preferred *topics of interest*
- FUN and engaging games
- Levels of success in comprehension and expression
- Ways that the parent can assist in practice
- Effective clinical strategies for the SLP

Providing a “Go To” source for SLP’s in your organization

*Creativity Connection* is a CCHMC hospital website containing a page for the Division of Speech-Language Pathology

- Includes activities by focus of treatment: behavior, pragmatics, social stories, speech sound production, expressive language, receptive language, reading and writing.
- “Tweaking” given activities for individual patients
- Large Literacy Section: activities to accompany books
  - “Literacy Lesson Plans” include activities to target each area: speech sound production, phonological/phonemic awareness, expressive & receptive language and pragmatic language.
  - Divided by topic and or holiday
- Adolescent activities for reading, study skills and writing.
- Graduate Student Projects
What Can the SLP provide?

SLP’s tend to be creative and innovative people!

- Ask staff SLP’s to send ideas for games, activities, literacy ideas, treatment tips or strategies

WHY?

- Other SLP’s may find your ideas helpful
- The activity is available in a “pinch”
- Activities can spark new ideas!
- We can target the specific speech or language needs of our patients using an individualized approach.
- We can provide high interest activities to promote the patients’ enthusiasm.

What is the Process?

- Create an activity for a patient based on his/her interests.
- Test out the activity and make revisions, if needed.
- Check the activity to make certain that directions are clearly stated at the top of the page.
- Use Arial font in at least size 12. I usually use a larger font for the younger patients.
- Include free clipart or approved photographs.
- Place your first initial and last name with the year in the footer of the document.
- The coordinator of the Creativity Connection site can format documents according to the organization’s standards
What Should SLP’s Avoid?

• Sending copies of published materials
• Sending games or worksheets without directions for use.
• Being hesitant to send your own activities. (I encourage all contributions)
• Thinking the activity is not "good enough".
• Not Checking out Creativity Connection.

Creativity Connection

• Website: Managed by support staff and coordinating SLP
  • All activities checked for copyright infringements. Clipart checked and changed to royalty free; or CCHMC photo
  • Activities placed on CCHMC letterhead

• Activities coordinated and organized by SLP:
  Christine Lackey MS, CCC-SLP
  • Previews activities
  • Includes directions, acknowledges SLP in footer
  • Places activity in appropriate headings on the site for language goals
Creativity Connection

Welcome to Creativity Connection!

It is a compilation of creative ideas for children's therapy works, social stories, songs, receptive language, written language, and related reference pages. I invite all Speech Pathology staff to add creative ideas to share within the department.

Most of the activities on these pages have been developed to expand the language and speech needs of individual patients over the years. I have added instructions to each page, but feel free to deviate.

If you have an original activity to share, please indicate your name in the "books" and provide directions for use. Forward the activity to the Creativity Connection. I will send the activities to Mary Gleason for placement on cchmc.

Thank you. I look forward to your creative contributions!

Main Headings:

- Expressive Language: vocabulary, descriptions, explanations, opinions, organizational frameworks
- Receptive Language: following directions; memory; sentence completion
- Literacy: Children's books with activities; literacy lesson plans
- Pragmatic Language: Social Stories, Conversations, Resolving Conflicts
- Reading Comprehension: Strategies for reading with comprehension
- Written Expression: sentence structure; graphic organizers; paragraph development
- Behavior: focused attention; Social Stories for compliance; emotional regulation
- Parent & Clinician Resources: language modeling, vocabulary building
- Student Projects: graduate student internship projects (group/individual Tx)
- Games: card and board games developed for language or speech targets
- Websites: links to frequently used SLP websites
Dealing with “Poor” Choices

Why should I think about my “poor” choices?
- I can learn from my mistakes.
- I can think about the outcome (good or bad).
- I can understand how I made others feel.
- I can change my behavior and responses.

What did I learn from my mistake?

What outcome did I have?

How did I make my family feel?

How can I change my behavior or actions?

Why should I change?
- To feel better about yourself.
- To improve the way my family thinks about me.

Behavioral Supports & Activities
Winter Memory
Directions: Listen as the clinician names pictures. Put a chip on each picture in the order that it was named. Work on visual strategies, associations, rehearsal, chunking and mnemonics.

SpeechPathology.com

Literacy
All books have at least one language activity attached. The extended lexicon plans include expressive language, receptive language, phonological & phonemic awareness, pragmatic language and speech sound production.

Literacy Links:
1. Books to target speech sounds in speech therapy - Cached page of a non-functioning Amazon link
2. www.learninglandland.com - 15 minute books e-books for purchase
3. www.habitatofphoo.org - emergent readers and activities for reading
4. www.speech-language-therapy.com - Caroline Bevis, PhD
5. www.speakingfitspeech.com - articulation, materials exchange

Talking Books: Web sites with reading strategies (hierarchies) for parents:
1. https://www.readingrockets.org/article/9479

Body Parts:
- From Head To Toe
- Parts of My Body: Rhyming Action Song

Dinosaurs:
- Dinosaur Bear
- How Do Dinosaurs Eat?
- How Do Dinosaurs Eat Their Food?
- If Dinosaurs Came Back

Everyday Activities:
- Cookie's Week Sentence Strip & Sequence Pictures
- Pin the Tail.pdf Lesson Plan
- The Relative Caper: Lesson Plan

Fall/Winter:
- Apple Pie Tree
- Frosty Bear On Ice
- Big Hungry Bear
- If You Were A Penguin
- Jack-O-Lantern Combo
- The Jacket I Wear in the Snow
- Martin MacGregor's Snowman Lesson Plan
- Martin MacGregor's Throwing Combo
- The Mitten
- Mrs. McNosh and the Green Big Squash Lesson Plan
- Mrs. McNosh and the Green Big Squash Lesson Plan

Make-Believe:
- Paper Bag Princess
- Peppa Pig Library
- Apple Farmer Anne
- Dear Zoo
- Feet Are Not For Kicking
- Five Little Monkeys Jumping on the Bed
- The Napping House
- The Old Lady Who Swallowed A DOLL
- We're Going On A Bear Hunt
- Why Should I Listen?
- Wide-Mouthed Frog Combo

School:
- Bully B.E.A.N.S.
- Mrs. McNosh is Missing Lesson Plan
- The Teacher from the Black Lagoon Lesson Plan

Summer:
- The Best Nest Story
- It's Not Easy Being A Bunny
- There was an Old Lady Who Swallowed A Clock
- How Will We Get to the Beach Summer
- How Will We Get to the Beach Lesson Plan
- Ocean Categories
- Ocean Waves
- Oddly Odd Sea Horse
- Power Language Activity 1 Summer

CONT INUED
**Snow Dance**

**Receptive Language: Associations**

**Directions:** Cut out the picture strips. Ask the child to tell you what picture does not belong. Why?

1. 
2. 
3. 
4. 
5. 
6. 
7. 
8. 

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**Snow Dance**

**Phonological & Phonemic Awareness: Rhyming**

**Directions:** Find words that rhyme. Draw a line from the word on the left to a word in the right hand column.

- Freckles
- quitter
- shrilling
- blowing
- glistening
- gleaming
- skimmer
- whimper
- thicker
- dancing
- twirling
- streaming
- making

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**Snow Dance**

**Pragmatic Language: Social Situations**

**Directions:** Read each scenario. Tell what you would say and what you would do in each situation.

1. You are throwing snowballs with your friend. You accidentally hit your friend in the face with a snowball. You notice that your friend is beginning to cry. What would you say? What would you do?
2. You want to make the biggest snowman ever! You start to roll a large snowball, but now you are stuck. You can’t push the snowball anymore. You see a neighbor out in their yard. What would you say? What would you do?
3. Your brother is planning to play snowball tag with his friends. You really want to play, too. What would you say? What would you do?
4. You go to your friend’s house to ask if he/she can go sledding with you. His mom answers the door. What would you say? What would you do?
My Reading for Meaning Plan

1. Read information in Paragraph Segments
2. Identify Main Points & Main Details in the Margin
3. Color Code main ideas, details, examples.
4. Summarize the notes in your own words.
5. Determine Memory Strategies to use.
6. Rehearse the information using the memory strategies.
7. Consolidate material in a Web or Graphic Organizer.
8. Rehearse the information using the memory strategies.
Educate Staff

- How to Target Specific Evidence-Based Reading Comprehension Strategies

Use the Reading Comprehension Strategies listed above to interpret the details and main points of the article.

1. Read in paragraph chunks. Divide into smaller reading parts if needed.
2. Underline the “key” words that answer a WH-question.
3. Write the Main Idea for each paragraph in the margin next to the paragraph.

Written Language

Cohesive Words
- Cohesive Words and Phrases
- Key Cohesive Signal Words
- Cohesive Words in Paragraphs - Hiccups
- Cohesive Words in Paragraphs - Skateboarding
- Cohesive Words in Paragraphs - Soccer
- Cohesive Words in Paragraphs - Being a Teenager

Early Literacy
- Father’s Day Book Making Activity
- Santa Letter

Organization Frameworks
- Chapter Book Framework
- Hand Framework
- Paragraph Writing
- Note Taking Framework
- Paragraph Framework
- Spinners

Sentence Level
- Sentence Formulation - Giraffes - Zoobooks
- Simple Sentences
- Simple Sentences 2
- Simple Sentences - PowerPoint
- Simple sentences - subjects and verbs
- Complex Sentences
- Complex Sentences 2013
- Complex Sentences - Warning! Get Creative! By Marie Fischer
- Compound Sentences
- Compound Sentences - PowerPoint
- Combining Sentences
- Proof Reading Visual
- Sentence Types
- Magic Sentences Conjunctions
- Interview with a Ghost
- Interview with a Leprechaun
- Interview with a Vampire
- Interview with a Witch
- Simple or Compound?
- Subordinate Conjunctions
- Verb Tense Cue Cards

CONTINUED
Frameworks or Scaffolds for Written Expression

Answering "WHY" Questions

1. Find and mark the "key" words in the question. Use the "key" words to begin the first part of your answer.
2. Give the reason that was mentioned in your reading or from your own experience.
3. Find two or more facts in the paragraph to support your reason.
4. Summary: That is why...

*If another reason is given in your reading, go through the middle two steps again. (Reason + 2 supporting details)

Sentence Types

• Simple,
• Compound &
• Complex Sentences

Simple: SV, SVV, SSV, SSVV
Compound: SV, conjunction SV

1. The dog and the cat ate their food.
2. The dog ate his food, and the cat ate her food.
3. The dog was walking and barking.
4. The dog was walking, and he was barking.
5. The dog took a nap in the afternoon.
6. The dog got his toy and brought it back.
7. The dog got his toy, and he brought it back.
8. Andy and Anne went to the mail and the grocery.
9. Andy went to the mail, but Anne went to the grocery.
10. Andy and Anne went to the mail, and they went to the grocery.
11. Andy went to the mail, so Anne could go to the grocery.
Positive Outcomes: We CAN Do It!

- We CAN provide a wealth of material for our patients!
- We CAN promote enthusiasm for language learning!
- We CAN target individualized goals!
- We CAN deliver motivating activities!
- We CAN support our fellow SLP’s!
Questions?

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References:

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