

Annual Family & Client Survey

Findings and Action Plan 2015

Telethon Speech & Hearing



If you require this survey in an alternative format,
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Telethon Speech & Hearing



CONTENTS

3	Executive Summary
4	Survey Background

FINDINGS

6	Overall Findings
7	Hearing Impairment Early Intervention (Chatterbox)
10	Speech & Language Early Intervention (Talkabout)
13	Hearing Impairment School Support (Outpost)
16	Better Hearing TSH

ACTION PLANS

20	Issues Identified in 2015 and Actions
22	Issues Identified in 2014 and Actions (Update)

EXECUTIVE SUMMARY

Telethon Speech & Hearing (TSH) continually strives for excellence in service delivery. The purpose of the TSH Annual Family and Client Survey is to obtain feedback on our services to evaluate our programs and to incorporate families/clients' voices into future planning of service delivery to meet their needs. The survey was conducted in the (a) Hearing Impairment Early Intervention Program (Chatterbox), (b) Speech and Language Early Intervention Program (Talkabout), (c) Hearing Impairment School Support Program (Outpost), and (d) Better Hearing TSH. Approximately half of TSH families and clients participated in the survey. The outcomes of the survey guide us to ensure continuous improvement in all that we do.

SUMMARY OF FINDINGS

The data indicated that the families and clients were highly satisfied with the service, and the programs were meeting their needs. The families and clients were pleased with the progress towards their goals, and they were impressed with the quality of the staff members. The families and clients were also generally satisfied with the TSH's administration, the facilities and the library services. The open-ended responses illustrated various positives identified by the families and clients. Suggestions and comments were also received. Each single comment was carefully examined by the senior staff of TSH, and a quality improvement action plan commenced. It is expected that the quality improvement action plan will be fully implemented by the end of 2016.



SURVEY BACKGROUND

The first TSH Family Survey was carried out in 2007. The questionnaires have been reviewed annually and updated as required to capture valuable information about each program. An online survey tool was introduced in 2011 with paper based copies also distributed if requested. An incentive has been used since 2011 to maximise response rates. A client survey for Better Hearing TSH (Service for adults with hearing impairment) was introduced in 2014.

PARTICIPANTS AND PROCEDURES

The survey was distributed in late July 2015, and kept open until the end of August. All families of children attending Hearing Impairment Early Intervention (Chatterbox, 57 families), Speech and Language Early Intervention (Talkabout, 137 families) and Hearing Impairment School Support (Outpost, 44 families) at the time of distribution were invited to participate in the survey. A draw prize of a \$100 gift voucher was used as an incentive for participation. All clients of Better Hearing TSH or their carers who had provided email address or postal address (54 clients) were also invited with a draw prize of a \$50 gift voucher.

An invitation was emailed to each family to complete the on-line survey as well as paper copies being posted with a self-addressed envelope. Staff members were asked to encourage families to complete the survey. A general reminder email was sent twice. Hard copy responses were entered manually into the database for collation.

Responses to the surveys were anonymous. The data was always kept confidential to protect privacy. If respondents had either a compliment or complaint that they wish to take further, they were given the option of further contact. At the end of the survey, the respondents were asked to indicate whether they permit TSH to 'share and publish' their comments. The quotes included in this report were provided by those who had given TSH permission.



Findings

OVERALL FINDINGS

The overall response rate was 49%. The total response rate for the three educational programs (i.e., Hearing Impairment Early Intervention, Speech and Language Early Intervention and School Support) was 54.2%. The vast majority of these responses was provided by mothers (94.6%). Better Hearing TSH questionnaire was primarily completed by adults with hearing impairment (71.4%). Some respondents skipped some questions. Overall, the quantitative responses for each program were very positive, indicating that families and clients were highly satisfied with our services through the programs. Many positive comments were provided. Suggestions/issues were also raised. The senior management team members have examined each comment for service improvement and future planning.



HEARING IMPAIRMENT EARLY INTERVENTION [CHATTERBOX]

The response rate was 64.9%. 81.1% of the respondents had a child with bilateral hearing loss whereas the rest had a child with unilateral hearing loss. The vast majority (91.9%) received individual therapy sessions at TSH whilst the minority (8.1%) received tele-intervention. 75.7% of the respondents attended playgroups at TSH.

QUANTITATIVE DATA

The quantitative data indicated that overall, families were highly satisfied with the individual sessions and the playgroups, the specialist services and the staff. Families were generally satisfied with the administrative service and the library. The vast majority of families perceived that:

- The sessions (94.4% for individual therapy, 91.3% for playgroup) were meeting their child's needs.
- The therapist was approachable and professional, and listened to parental concerns about their child (97.2%).
- The therapist discussed their child's progress with them (97.2% for individual therapy, 91.3% for playgroups).
- They understood the reasons for their child's formal speech and language assessments (97.2%), and the annual report regarding their child (96.8%).
- The therapist encouraged and coached them for their therapy goals (94.4%).
- They felt like they were an equal and active participant in the therapy sessions (97.2%).
- The occupational therapy and psychology services were meeting their needs (100%).
- The audiological support is meeting their child's need as well as parental needs in managing their child's hearing loss (96.9%).
- They were able to contact the Occupational Therapist, the Psychologist and the Audiologist when necessary (96.9-100%).

The vast majority of the families:

- Were satisfied with the administrative services (91.2-100%).
- Were satisfied with the physical condition of TSH's facilities and parking access (90.9-97.1%).
- Were generally aware of the TSH programs that are related to children's hearing (77.1-97%). The awareness of the Better Hearing TSH, services for adults with hearing impairment went up to 54.3% in 2015 by more than 10% from the previous year.
- Were generally aware of the major TSH fundraising events (74.3% for Artitude, 88.6% for Loud Shirt Day).
- Were generally satisfied with the way TSH communicates with families such as Parentlink (e-newsletter from TSH) or invitations to events (85.3-97.1%).
- Almost two-thirds of families always or often read Parentlink.
- More than half of the families used the TSH library (60%).
- The library users found it easy to access and borrow books, resources and information (100%).



QUALITATIVE DATA

The main themes identified in the qualitative data supported the quantitative results. Child's progress and development in speech and hearing, specialised services, education and guidance that families received and opportunities to meet other parents were the major themes that families identified as positives about having their child in the program. The families reported that increased confidence, improved listening, speech, language and social skills were the most significant change in their child that was due to the Chatterbox Program. Topics were suggested for TSH Family Information Sessions. These were reviewed by the Family Support and Education Committee for future planning.

Comments include:

- *"My daughter has thrived in her Chatterbox Program, it's great to have specialists on hand who can help identify things we need to be mindful of in daily routine".* [Mother, attended individual therapy]
- *"Because of the Chatterbox program my child is able to successfully speak and is getting much closer to being age appropriate in terms of her language development. Don't know what we would do without the support of everyone at TSH. Thank you!"* [Father, attended individual therapy and playgroup]
- *"The chance to receive specialist therapy and assistance to provide the best possible early intervention for our child and have the opportunity to ask questions and get information as an individual as well as a family unit".* [Mother, attended individual therapy and playgroup]
- *"Excellent professional services, wonderful to have access to other professional services - OT, psychology".* [Mother, attended individual therapy]



SPEECH AND LANGUAGE EARLY INTERVENTION (TALKABOUT)

[Abbreviations] Talkabout 2 = T2, Talkabout 3 = T3, Talkabout 4 = T4, Talkabout 5 = T5.

The response rate was 54% (61.7% for T2/T3, 50.6% for T4/T5). 97% of the main language spoken at home was English. Over 60% of the families were attending the program up to one year. Just above 10% of the families were attending the program 3-4 years at the time of the survey.

QUANTITATIVE DATA

The quantitative data indicated that families were generally highly satisfied with the program, the specialist services, and the staff. The satisfaction with the family support through the program was remarkably high. Families perceived that:

- The Talkabout Program was meeting their child's individual learning needs (100%).
- They understood the aim of the program and how it related to their child (98.5%).
- Their child was making progress towards achieving his or her goals (100%).
- The teaching staff, the specialist staff and the Family Liaison Officer in the Talkabout Program were approachable and professional (95.9-100%).
- They were able to contact the teaching staff, the specialist staff and the Family Liaison Officer when necessary (95.2-100%).
- They had enough opportunity to discuss their child's progress and goals with the teaching staff (95.5%).
- They were generally kept up to date with their child's progress in various areas including language, social skills and play, independence, fine and gross motor skills, behaviour, and ear health (92.3-97%).
- The specialist staff were clear and easy to understand during discussions about their child (95.7-100%).
- They were satisfied with the format of written reports and portfolios from the program (98.4%).
- They felt supported by the Talkabout staff (100%).
- They found the support from interaction with other parents beneficial (100%).
- 75.4% of the families reported that they have attended a Parent Information Session offered between February and July 2015. 98% of the attendees found the sessions useful.

- The vast majority of the families were satisfied with the administrative service.
- Just over 80% of the families reported that they have used the library. Almost half of the families used it about once or twice a week. The library users were generally highly satisfied with the library service.
- The families were generally aware of the TSH programs. The families are more aware of the newborn screening program, TSH private audiology and the Ear Health program than the programs related to hearing impairments.
- Over 90% of the families were aware of Artitude (TSH fundraising event). The awareness of Loud Shirt Day (fundraising events for children who are deaf) went up slightly to 70.3% this year than (66%).
- Families were highly satisfied with the way TSH communicates with families such as Parentlink (e-newsletter from TSH) or invitations to events (83.1-98.4%).
- Over 90% of families always or often read Parentlink.



QUALITATIVE DATA

Main themes identified in the qualitative data supported the quantitative results. Parents reported being pleased with the quality of the program, the improvement in their child's confidence, speech and language, and social interactions with others. Families felt well supported through the program, and acknowledged the quality of the staff. They also valued the opportunity to meet other families in the program. A range of topics were suggested for TSH Family Information Sessions. These were reviewed by the Family Support and Education Committee for future planning.

Comments include:

- *"My son is benefiting from the structure of the class, the scheduled activities and routines. Very good preparation for school. It also helped me as a mother, how to talk to him to help him learn to talk".* [Mother, T2/T3]
- *"Enrolling in TSH is one of the best things we've done for my son's development".* [Mother, T2/T3]
- *"Exceptional service, exceptional staff and exceptional results. We couldn't be happier to be part of the TSH 'family' for our son. Thank you".* [Mother, T4/T5]
- *"Many friends and family members have commented that my son is much easier to understand and that his speech is clearer".* [Mother, T4/T5]
- *"My daughter loves TSH and jumps out of bed to get there. She has stopped stuttering and now isn't scared to talk to her peers".* [Mother, T4/T5]
- *"My son's confidence and social skills have hugely developed as well as his fine motor skills. I cannot highly recommend the Talkabout program enough. It ticks all of the boxes for us".* [Mother, T4/T5]
- *"This is such a fabulous program and we are so happy with our boys' progress. Well worth every bit of time and money!"* [Mother, T4/T5]
- *"It's difficult to summarise the positives of such a wonderful program; the specialist support and huge efforts that the team go to result in providing my child the best opportunity to meet his challenges. The positive outcomes for my son include the basics of language, but more importantly to me a significant improvement in his self esteem, confidence and desire to learn. There are so many children who could benefit from the style and approach to learning - expand!"* [Mother, T4/T5]

HEARING IMPAIRMENT SCHOOL (OUTPOST)

The response rate was 40.9%. Just over 60% of the responses were from families of primary-aged students. The responses from families of primary students and secondary students were very similar.

QUANTITATIVE DATA

The quantitative data indicated that families were generally highly satisfied with the program, the specialist services, and the staff.

All or the vast majority of families perceived that:

- The School Support Program was meeting their child's individual learning needs (100%).
- The individual sessions with the Teacher of the Deaf (ToD) were meeting their child's needs (100%).
- They understood the aim of the program and how it related to their child (94.1%).
- Their child was making progress towards achieving his or her goals (100%).
- They were satisfied with their child's participation in the school (100%).
- They were satisfied with in class support for their child including Note-taker and Education Assistant (100%).
- The ToD, the Education Assistant/Note-taker and the specialist staff were approachable and professional (93.8-100%).
- The ToD and the specialist staff were clear and easy to understand during discussions about their child (93.8-100%).
- They had enough opportunity to discuss their child's progress and goals with their ToD (100%).
- They kept up to date with their child's progress in various areas including listening skills, their ability to manage audiological equipment, language, literacy and communication, social skills, independence and their ability to access the curriculum (96-100%).
- They were able to contact the specialist staff when necessary (85.7-100%).
- They were satisfied with the format of written reports from the School Support Program (100%).

- Nearly two-thirds of parents with primary students and about one-thirds of parents of secondary students would like to receive Parent Tutorials with ToD.
- They were satisfied with the administrative service (100%).
- The families were generally aware of the TSH programs.
- The families were generally aware of the major TSH fundraising events (Artitude 87.5%, Loud Shirt Day 93.8%).
- The families were generally satisfied with the way TSH communicates with families such as Parentlink (e-newsletter from TSH) or invitations to events (92.9-100%).
- 81.3% of families always or often read Parentlink.



QUALITATIVE DATA

Main themes identified in the qualitative data supported the quantitative results. Parents reported being pleased with the progress that their child had made, and grateful with the support provided through the program. They acknowledged how well the staff supported their child. The vast majority of the families believed that increased confidence was the most significant change in their child that was due to the School Support Program.

Comments include:

- *“Having a ‘base’ person to talk with at a regular basis. We have noticed a significant improvement in school based work. Feeling like we belong and that we are all working together to achieve the same for our child”. [Parents of primary age student].*
- *“Thanks for the fantastic job people working with TSH!!! We love the support we are getting. The people who work for this organisation is truly passionate and it really makes a huge difference. Thank you!!!” [Mother of secondary age student].*
- *“Making many social and developmental gains. The program has added an added nurturing component to the school environment and my son has settled into the school environment excellently!” [Mother of primary age student].*
- *“All teachers from TSH have been amazing they have made my son’s school years easy, and fun. He is improved so much and is only going to get better so I thank you all”. [Mother of primary age student].*



BETTER HEARING TSH

The response rate was 25.9%. The majority of the respondents (71.4%) were adults with hearing impairment. Many of the respondents (or the individuals the respondents were supporting) had moderate to profound hearing loss (64.3%), mainly using spoken English (71.4%), and over 60 years old (92.3%).

The clients used various services at Better Hearing TSH (workshops, information about hearing loss, assistive listening technology, lip reading class). The frequency of the use varied from weekly to once only, depending on the nature of their needs and enquiries.

Some question items relate to their information and service needs so that TSH could offer the services that adults with hearing impairment require. The responses to those items were used for future program planning but not included in this report.

QUANTITATIVE DATA

Clients perceived that:

- Better Hearing TSH was meeting their individual learning needs (83.3%).
- They were making progress towards achieving their goals in Better Hearing TSH (83.3%).
- Better Hearing TSH staff were approachable and professional (80%).
- Better Hearing TSH staff were clear and easy to understand during discussions (75%).
- They were able to contact the Better Hearing TSH clinic when necessary (83.3%).
- They had enough opportunity to discuss their progress and goals with Better Hearing TSH staff (83.3%).
- Better Hearing TSH staff had given them information and ideas that had helped them with their difficulties (85.7%).
- They felt supported by Better Hearing TSH staff (85.7%).
- They were satisfied with the physical conditions of Better Hearing TSH facilities (85.7%).
- They were satisfied with access to parking at Better Hearing TSH (80%).

QUALITATIVE DATA

Clients were satisfied with the attributes of the Better Hearing TSH staff and the support and the care they received.

Comments include:

- *“The friendly and informative staff. I didn’t have an appointment but was welcomed and given time to discuss my questions. Thank you. It has only been one visit but it left me with such a positive feeling about Better Hearing TSH”.* [Family/carer for an adult with severe hearing loss]
- *“Caring and helpful staff. Comfortable surroundings”.* [Adult with severe hearing loss]
- *“Professional and friendly service”.* [Adult with severe hearing loss]





Action Plans



ISSUES IDENTIFIED IN 2015 AND ACTIONS

TSH will take the following actions for improvement.

ISSUES RAISED BY FAMILIES	TSH ACTIONS	HOW	WHO
<i>Could you provide more training for mainstream teachers in the Outpost (School Support) program about hearing aids, cochlear implants, sound field system and other devices so that they can better help my child?</i>	Provide more information for mainstream teachers in the Outpost program.	<ul style="list-style-type: none"> • Provide a PowerPoint and training for TSH Outpost teachers to use in the Outpost schools for mainstream teachers. • Provide regular training for TSH Outpost teachers of technology in classrooms. • Produce information packs for mainstream teachers. • Audiologists provide one education session in each Outpost school each year for mainstream teachers. 	Principal Schools and Head of Hearing Services
<i>Could TSH work with mainstream class teachers in Outpost to develop their understanding and awareness of the access needs of our children, and use captions when possible?</i>	Provide more information for Outpost mainstream teachers.	<ul style="list-style-type: none"> • TSH captioning committee to develop resources for Outpost mainstream teachers. • Train TSH Teachers of the Deaf/Education Assistants in operation of captioning technology at school. 	Principal Schools
<i>Could we have more audiologist visits in winter in Outpost to check our children's ears especially primary age- children</i>	Provide more tympanometry for Outpost students.	<ul style="list-style-type: none"> • Provide more tympanometry for Outpost students. 	Head of Hearing Services
<i>Could TSH run Talkabout holiday programs?</i>	Provide a fee for service speech and language program during school holidays.	<ul style="list-style-type: none"> • Introduce Term 2/3 holidays in 2016 	Head of Program Support

ISSUES IDENTIFIED IN 2015 AND ACTIONS

CONTINUED

ISSUES RAISED BY FAMILIES	TSH ACTIONS	HOW	WHO
<i>Could we have the parent information session calendar to be available at the beginning of each year so that we can plan in advance to attend?</i>	Provide an annual Parent Information Calendar.	<ul style="list-style-type: none"> All Parent Information Evenings and events to be determined in Term 4 each year and a calendar prepared for the following year. 	Family Support and Education Committee
<i>How will my child be supported once they leave TSH?</i>	<ul style="list-style-type: none"> Continue to provide information for families whose children are transiting to school. Continue to provide information about Better Hearing TSH services for families of children with hearing impairment who are graduating from school. Begin to examine extensions to existing TSH services to support children once they leave TSH. 	<ol style="list-style-type: none"> Continue with existing support programs. Continue to work with School of Special Educational Needs: Sensory (SSENS). Continue to strengthen TSH Youth Leadership Group. Develop a service plan to provide additional support to children once they leave TSH. Provide an opportunity for Families to keep in touch. 	1-4: Program Managers 5: Director Fundraising

ISSUES IDENTIFIED IN 2014 AND ACTIONS (UPDATED OCTOBER 2015)

TSH has taken the following actions for improvement.

ISSUES RAISED BY FAMILIES	TSH ACTIONS	HOW	STATUS
<i>Can we receive an invoice via email, and pay via online banking?</i>	Provide more choice in how invoices are received and paid.	<ol style="list-style-type: none"> 1. Modify current accounts process to include emailing invoices. 2. Inform parents of payment facilities with next invoices. 3. Ensure all enrolment forms/client forms capture email addresses. 	Completed
<i>Could we have more information about behaviour management for our children?</i>	Provide more information for families about behaviour management.	<ol style="list-style-type: none"> 1. Include as part of TSH family information sessions. 2. Inform parents of any external educational opportunities. 	Completed
<i>How will my child be supported once they leave TSH?</i>	<ol style="list-style-type: none"> 1. Continue to provide information for families whose children are transiting to school. 2. Continue to provide information about Better Hearing TSH services for families of children with hearing impairment who are graduating from school. 3. Begin to examine extensions to existing TSH services to support children once they leave 	<ol style="list-style-type: none"> 1. Continue with existing support programs. 2. Continue to work with School of Special Educational Needs: Sensory (SSENS). 3. Continue to strengthen TSH Youth Leadership Team. 4. Develop a service plan to provide additional support to children once they leave TSH. 	Completed

ISSUES IDENTIFIED IN 2014 AND ACTIONS (UPDATED OCTOBER 2015)

CONTINUED

ISSUES RAISED BY FAMILIES	TSH ACTIONS	HOW	STATUS
<i>Can we have more opportunities to interact with other parents?</i>	Increase the opportunities that we provide for parents to interact.	<ol style="list-style-type: none"> 1. Include more parent interaction opportunities in the annual parent information evenings. 2. Include more parent interaction opportunities through Program morning teas and events. 3. Introduce the Parent Peer Support Group in 2015. 	Completed
Can we access previous issues of Parentlink on TSH website?	Parentlink to be available on the TSH website.	Upload Parentlink to the TSH website.	Completed
How can we, as parents, support our teenage children to help them to be confident young people?	Provide information and activities that support children and their families as they transition from childhood to adulthood.	<ol style="list-style-type: none"> 1. Join with SSENS to provide a camp for our children. 2. Include relevant information in our parent information evenings. 3. Inform parents of any external support and informational opportunities. 	Completed
Can we work together with TSH to grow inclusive communities for our children who are deaf?	Partner with external organisations who are working to build inclusive communities for people who are deaf and hearing impaired and promote best practice to external agencies.	<ol style="list-style-type: none"> 1. Continue working with WA Deafness Council, Deafness, Forum, First Voice, Senses Australia, and Disability Services Commission. 2. Continue providing workshops about supporting and working with the deaf and hearing impaired. 	Completed



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