

The impact of online training resources on primary school education staff knowledge and confidence.

Kim Griffin
Dr Tanya Rihtman

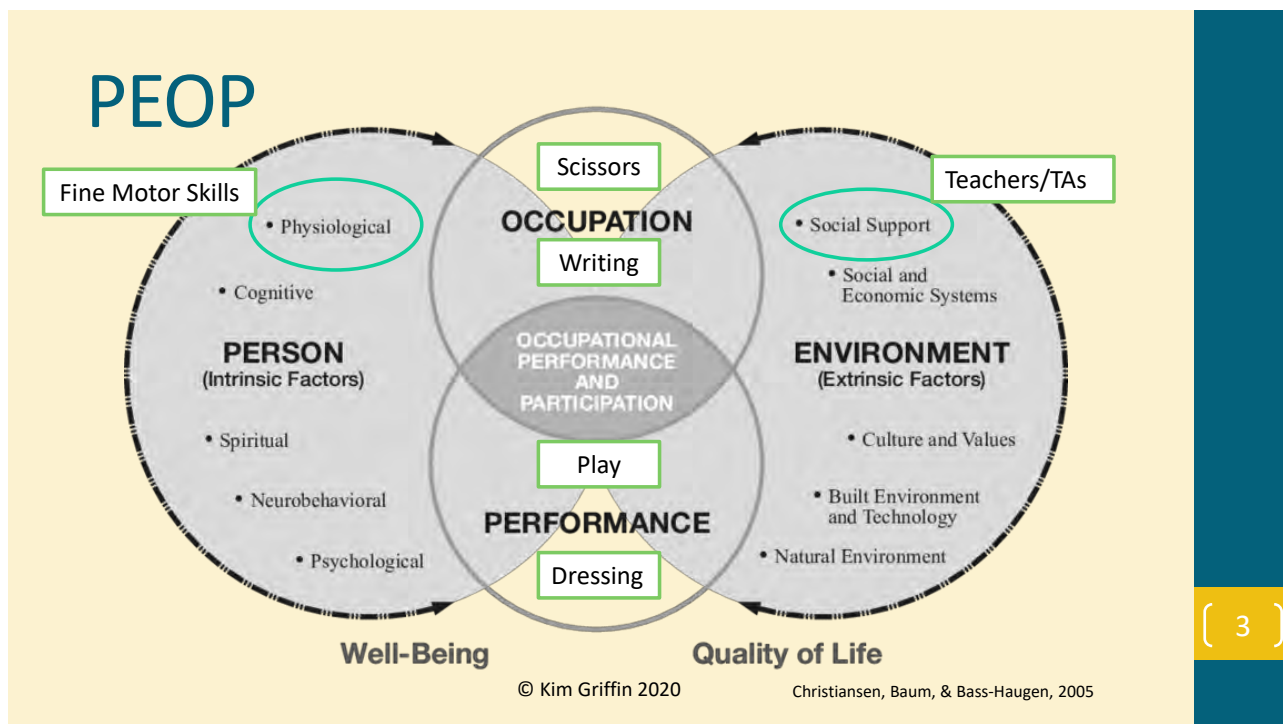


Learning Outcomes

- To understand the impact online training can have on **education staff knowledge and confidence** when supporting children with **fine motor skill** delays.
- To consider whether **online training** could be **relevant** to your own universal offering for schools.

© Kim Griffin 2020

[2]



[3]

Teacher preparedness for additional needs

Special Education Needs (SEN/SEND)

© Kim Griffin 2020

[4]

Teacher preparedness for SEN

- NQT survey found only **50-59%** felt 'prepared' to teach pupils with SEND. [England]¹
- Teach First Internal Survey - On the whole, trainees interviewed generally reported they felt **under-prepared** to support students with SEN [England]²

© Kim Griffin 2020

[5]

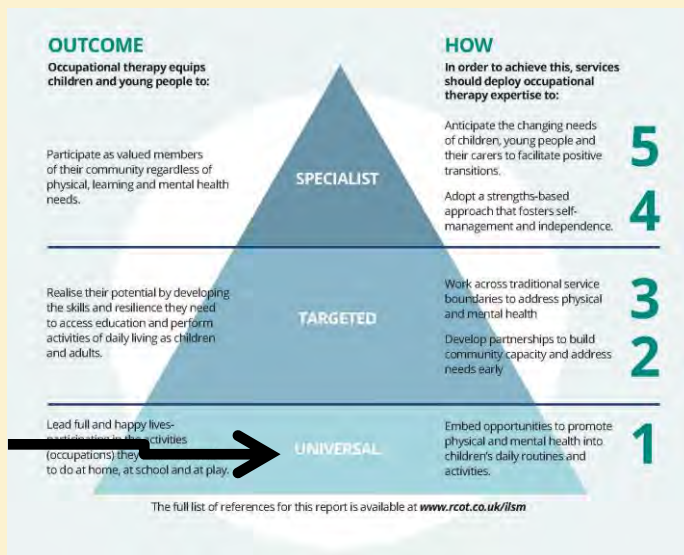
Teacher preparedness for SEN

- Teachers **do not feel ready** to teach students with ASD and want more training, support and resources [Ireland]³
- Level of degree impacts teacher confidence in support SEN and **more training for SEN was recommended** [Finland]⁴
- Link between training and preparedness, and participants **requested more training** on individual needs/differentiation [USA]⁵

© Kim Griffin 2020

[6]

Where does OT fit in?



Training →

Can this be done online?

Benefits of Online Training

- Flexible access / convenience/ timely delivery¹
- Content standardization¹
- Cost reduction compared to face to face in delivery²
- Social equality and accessibility¹
- Supports life long learning^{1,2}
- Control over own learning^{1,2}
- Supports self-determination¹ / self-efficacy³

© Kim Griffin 2020

[9]

Challenges with Online Training

- Technical readiness²
- Psychological readiness²
- Usability of platform³

© Kim Griffin 2020

[10]

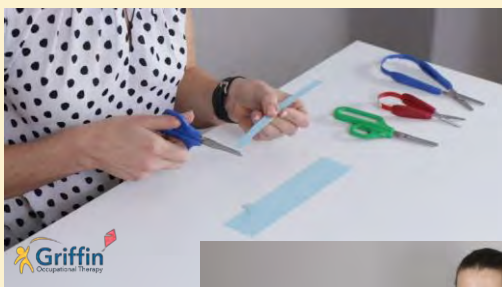
Current OT examples (UK)

- Glasgow NHS KIDS – 25% of those directed needed no further OT follow up
- Cambridge NHS – Confidence increased from 4/10 to 6/10 after watching videos
- Birmingham NHS – Parent workshops
- GriffinOT – Flexible and accessible, 87% of total users would recommend

(11)

© Kim Griffin 2020

About the fine motor programme



Education, activities, tips on performance and how to adapt tasks

Evaluating the fine motor programme

The current study

Ethical approval – Coventry University P93479

[13]

© Kim Griffin 2020

Study Aim

To determine the **impact** of an online fine motor skill training programme on primary school education **staff knowledge**, both theoretical and practical, and their **confidence** in supporting children's fine motor skill development in school.

[14]

© Kim Griffin 2020

Research Questions

- To determine if the GriffinOT FMSP increases staff's **theoretical knowledge** on fine motor skill development.
- To determine if the GriffinOT FMSP increases staff's **practical knowledge** of mature and immature fine motor skill development.
- To determine if the GriffinOT FMSP increases staff's **confidence** in supporting the fine motor skill development of school aged children.

© Kim Griffin 2020

[15]

Study Design – Pre/Post Survey

- Theoretical Knowledge – identifying grasps, pre-writing skills, terms
- Practical Knowledge – videos of mature & immature performance
- Confidence – Likert Scale 1-5 rating
- Text responses were coded

© Kim Griffin 2020

[16]

Example of coding text questions

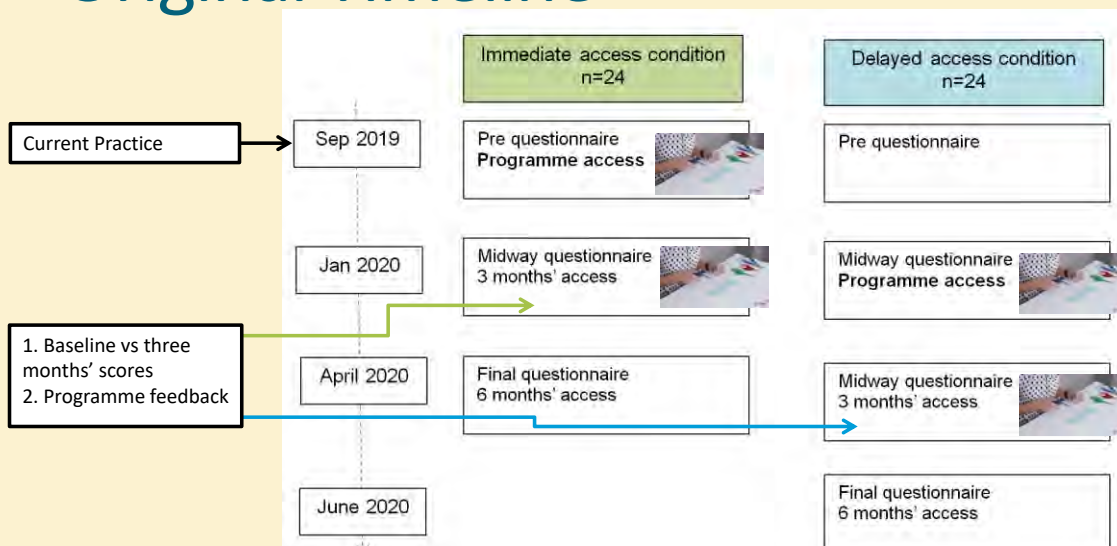
- What is midline?

4 Correct	<ul style="list-style-type: none"> • OR Imaginary line in the middle/centre of the body vertically • Imaginary line that divides your body into two equal halves • Invisible line that separates the body into right and left sides
3 Partially Correct	<ul style="list-style-type: none"> • Add if any additional ones come up in responses • The middle/centre of the body • Symmetry
2 Incorrect	<ul style="list-style-type: none"> • Incorrect response
1 I don't know	<ul style="list-style-type: none"> • Response is blank or says I don't know

[17]

© Kim Griffin 2020

Original Timeline



[18]

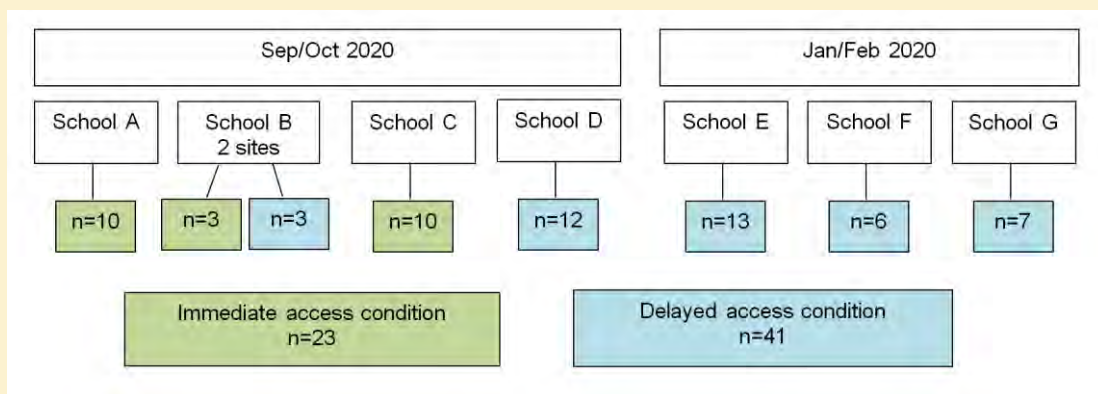
Current Practice

Results from pre-questionnaire all schools (n=64)

[19]

© Kim Griffin 2020

Participating Schools

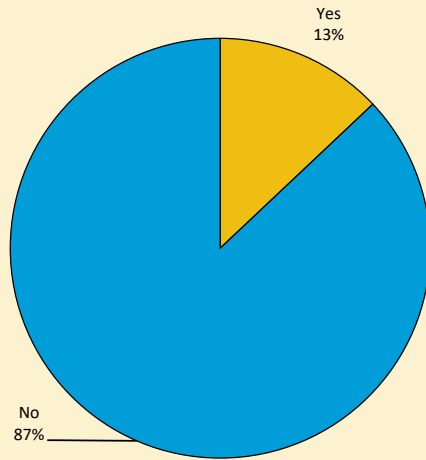


(n = 64)

[20]

© Kim Griffin 2020

Have you had training from OT?

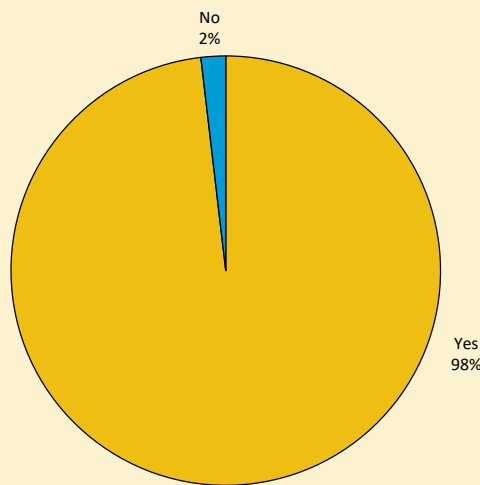


(n = 64)

[21]

© Kim Griffin 2020

Would you like to receive training?

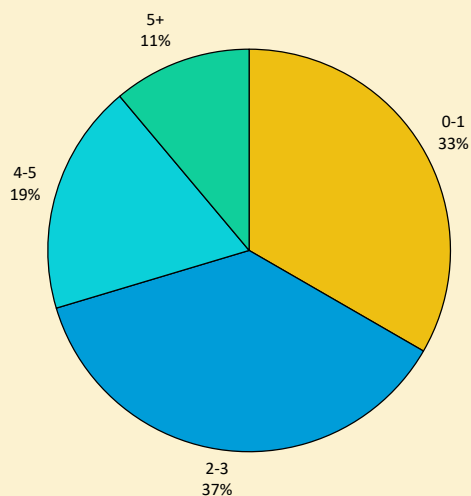


(n = 64)

[22]

© Kim Griffin 2020

Hours/wk on fine motor skills

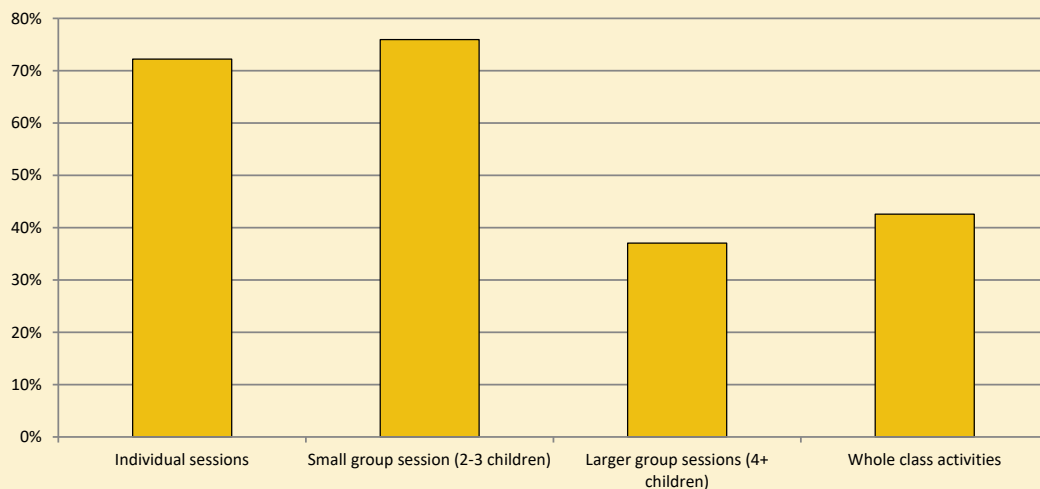


(n = 64)

[23]

© Kim Griffin 2020

How are sessions conducted?



(n = 64)

[24]

© Kim Griffin 2020

Functional Skills?

- Writing – 77%
- Dressing – 30%
- Scissors – 28%
- Cutlery – 12%
- Play, Construction, Toileting, Everyday items, Strength, Hand-eye co-ordination

© Kim Griffin 2020

(n = 64)

[25]

Current Practice

- Where do you find fine motor activities?
 - OT
 - Internet – Pinterest, Twitter, Blogs
 - Handwriting schemes
 - Twinkl
 - School resources
 - SENCO / Teacher

© Kim Griffin 2020

(n = 64)

[26]

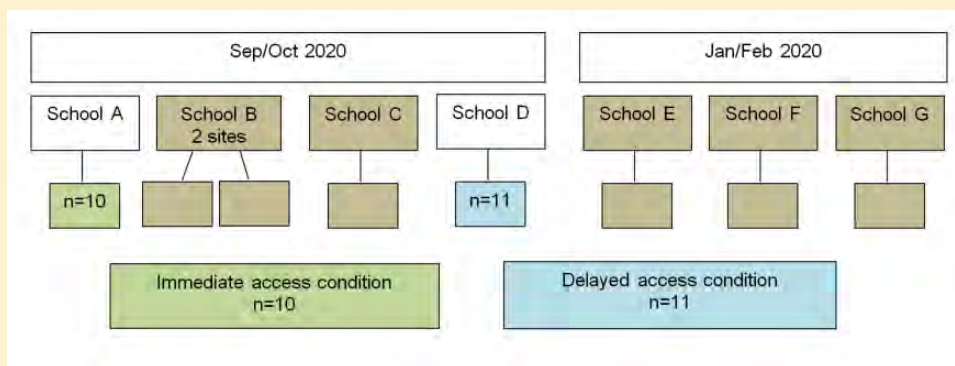
Interim Results

Data from School A and D after 6 months of data collection

[27]

© Kim Griffin 2020

Interim Data n=21



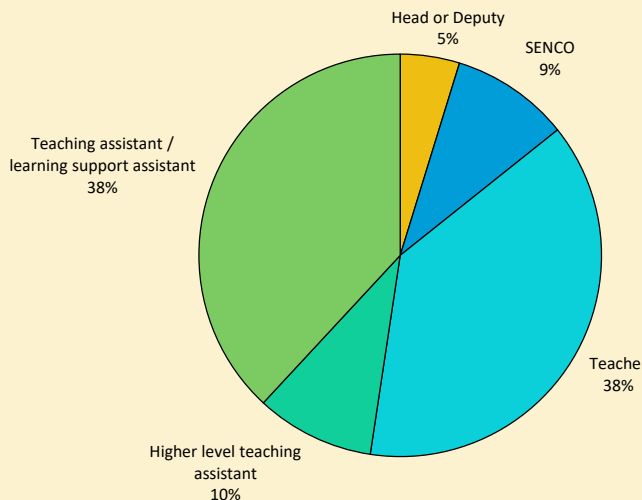
Data collection Sep 19, Jan 20, Apr 20
A = Special School D = Mainstream School

[28]

© Kim Griffin 2020

Demographics - Role

All Women

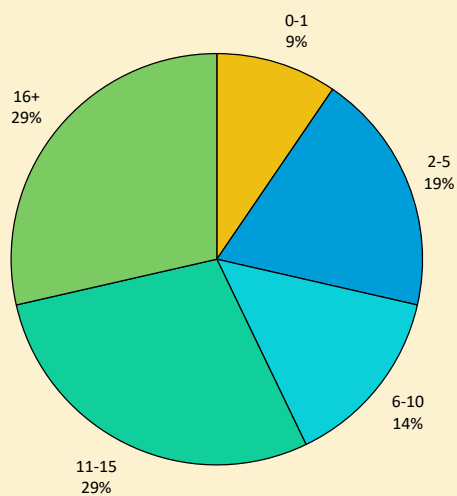


(n = 21)

[29]

© Kim Griffin 2020

Demographics – Years in Education

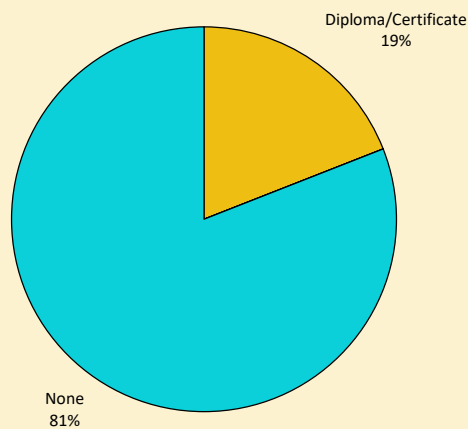


(n = 21)

[30]

© Kim Griffin 2020

Demographics – SEN Higher Training?



(n = 21)

[31]

© Kim Griffin 2020

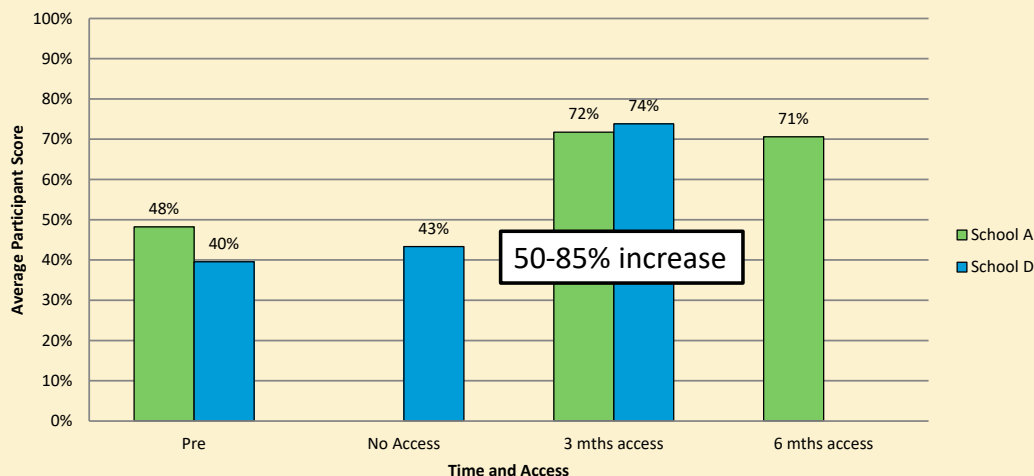
Research Questions

- To determine if the GriffinOT FMSP increases staff's **theoretical knowledge** on fine motor skill development.
- To determine if the GriffinOT FMSP increases staff's **practical knowledge** of mature and immature fine motor skill development.
- To determine if the GriffinOT FMSP increases staff's **confidence** in supporting the fine motor skill development of school aged children.

© Kim Griffin 2020

[32]

Theoretical Knowledge

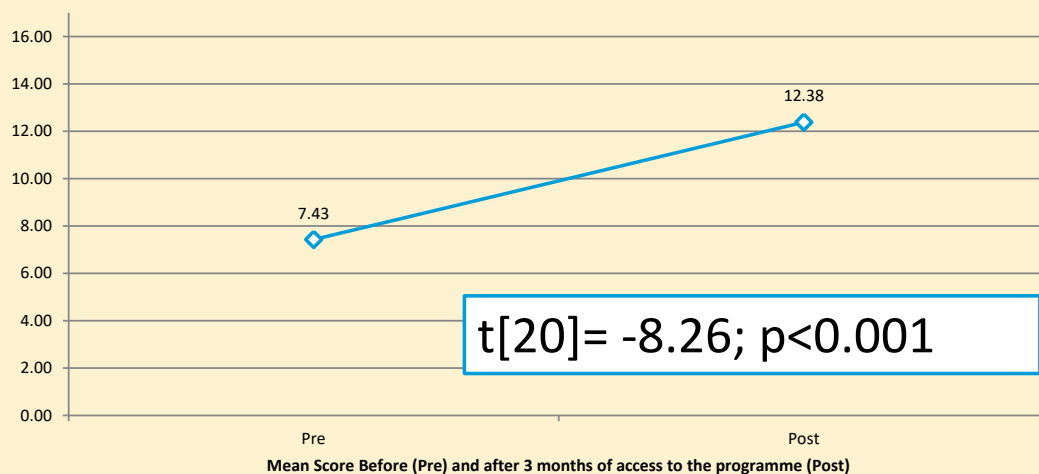


© Kim Griffin 2020

(n = 21)

[33]

Theoretical Knowledge (n=21)

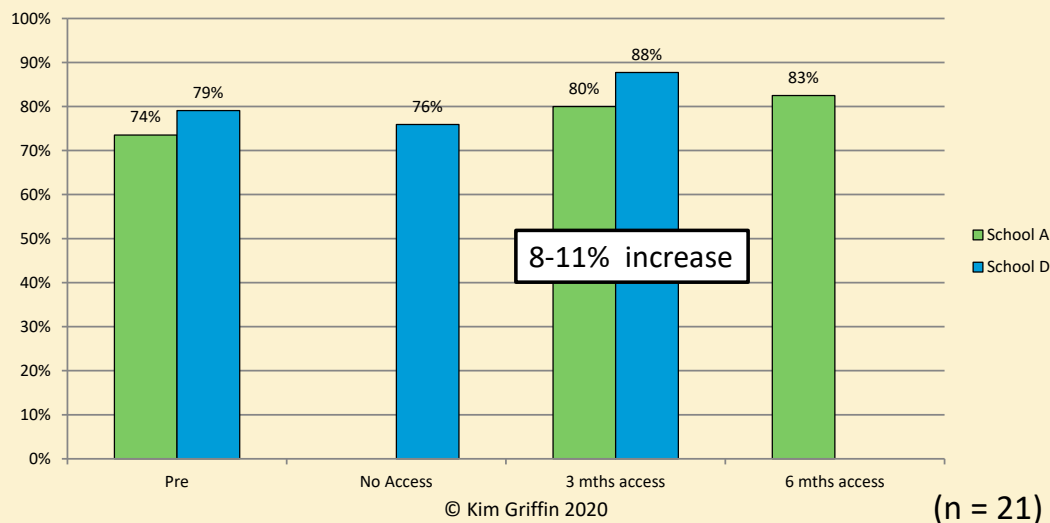


© Kim Griffin 2020

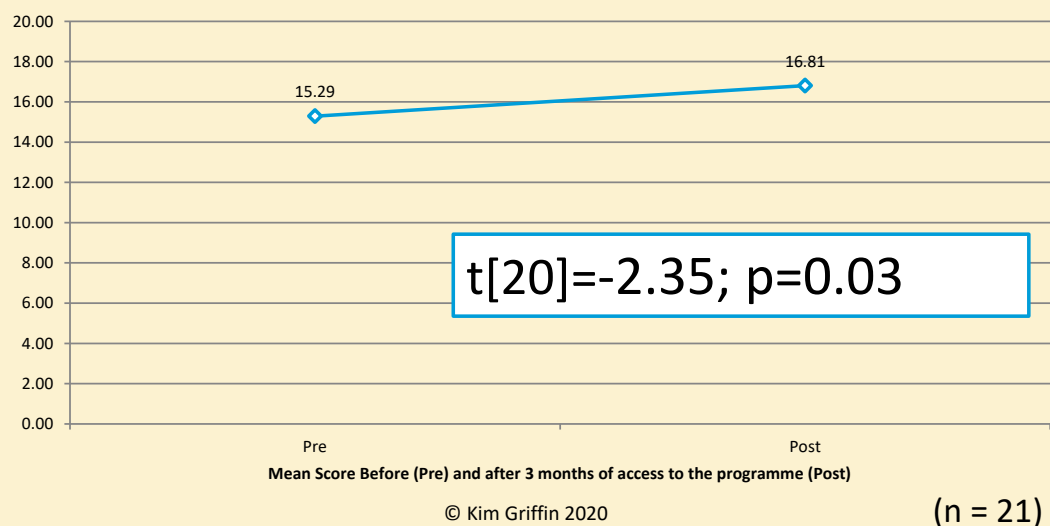
(n = 21)

[34]

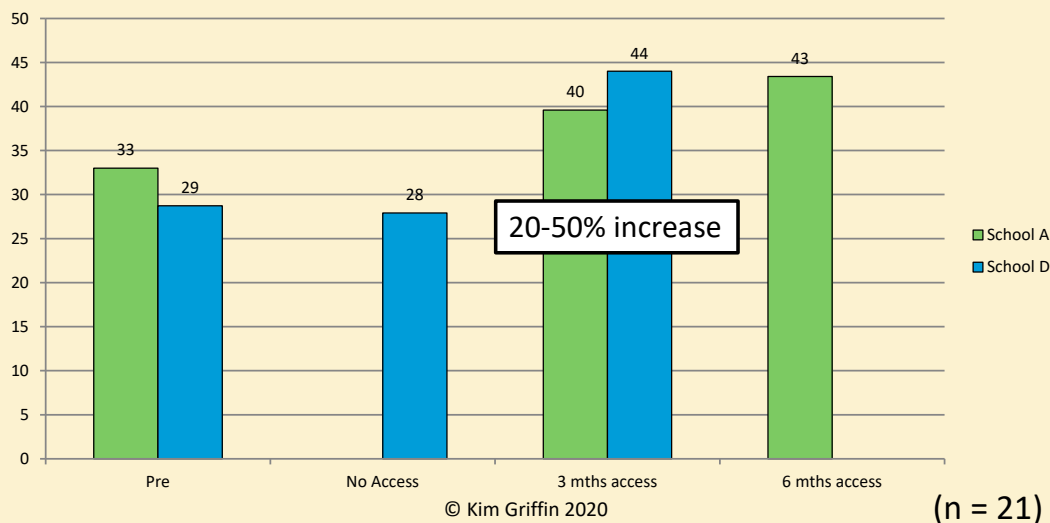
Practical Knowledge



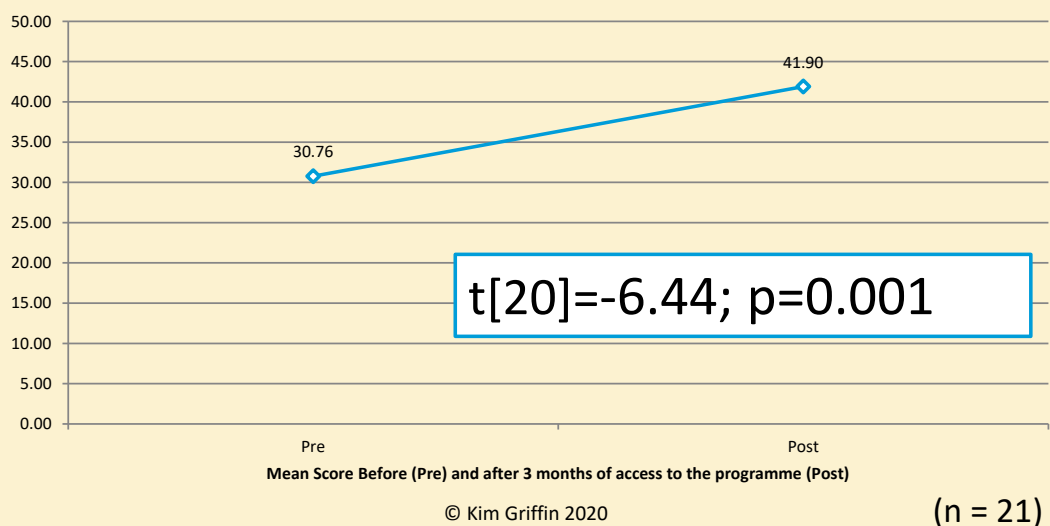
Practical Knowledge (n=21)



Confidence Supporting Students



Confidence (n=21)



Discussion

- Theoretical knowledge was lower than practical knowledge – ? know what to look for, but not necessarily why it occurs e.g. underlying biomechanics/planning/diagnosis.
- Special school staff appeared to have slightly higher baseline scores – but this was not significant when analysed using t-tests

[39]

© Kim Griffin 2020

Feedback on the Programme

Three months after starting

[40]

© Kim Griffin 2020

How has it helped you?

- It has allowed me to pick up on subtle difficulties children have and **understand why**. There are lots of **good ideas** given to support children at different levels.
- I've gained **more confident** and gained knowledge.
- The **children can see success** and are enjoy the activities and will choose to do them which is securing the skills they are learning and improving finger/hand strength as well as manipulation skills.

© Kim Griffin 2020

[41]

How has it helped you?

- It has given me an **insight** and understanding of how to **identify problems early on** and the best way of helping those children.
- Having a range of progressive activities to use with the children and being aware of how to **teach skills correctly**.

© Kim Griffin 2020

[42]

What was the most useful part?

- The **understanding behind why** children might complete an activity in a certain way.
- The **background behind** the activities that I've done with children in the past without really understanding why.
- Understanding of **child development** and examples of resources and activities.

[43]

© Kim Griffin 2020

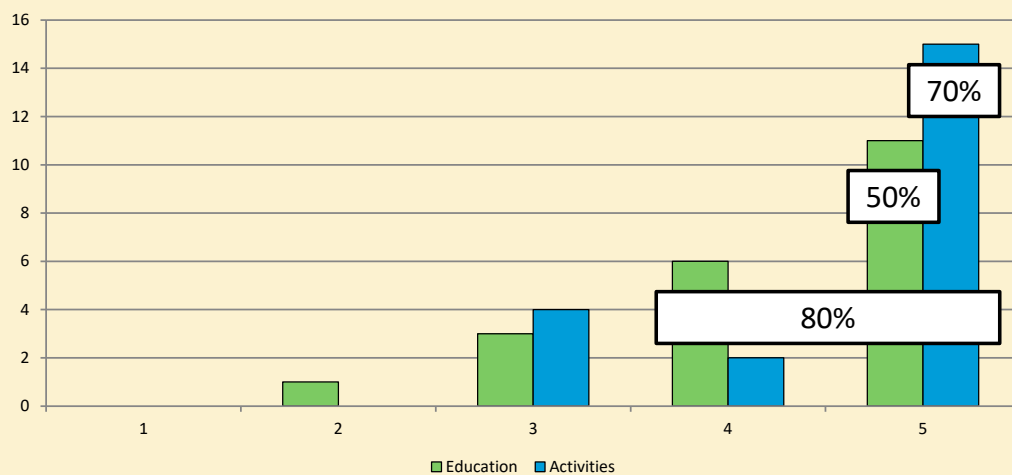
What was the most useful part?

- I don't know - there has been **so much!** Things relating to **pencil grasp, scissors** and knives and forks were interesting as I am aware of various children who struggle to control these.
- Pencil grips and types of writing tools, cutting skills and the **progression with scissors**. Variation of activities and how to adapt them.
- I have gained most from the activities suggested and how to **step them up or down** when needed.

[44]

© Kim Griffin 2020

Would you recommend it?



© Kim Griffin 2020

[45]

In summary

Final takeaways

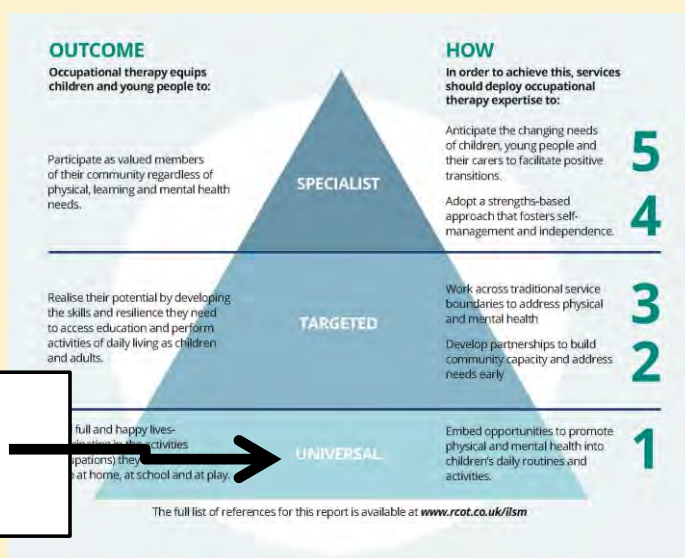
Takeaways

- Educators **want training** from OTs
- Preliminary results indicate a **positive trend** in staff **knowledge** and **confidence** scores 3 months post the online training
- **80%** of participants would **recommend** the online programme (4 or 5/5 score)

(47)

© Kim Griffin 2020

An ideal universal support?



Online Training

Next steps programme research

- What is the impact for the **students**?
- What is the difference with online vs **face to face** training?
- Looking to partner with schools and OTs to measure this – **please contact** if you would like to help Kim@GriffinOT.com

[49]

© Kim Griffin 2020

Questions?

Or any feedback or suggestions!

Follow/Contact Kim

Kim@GriffinOT.com

www.GriffinOT.com

 [@Griffin_OT](https://twitter.com/Griffin_OT)  [Kim Griffin](https://www.linkedin.com/in/KimGriffin)

 [GriffinSensoryOT](https://www.facebook.com/GriffinSensoryOT)  [GriffinOT](https://www.youtube.com/GriffinOT)

[51]

© Kim Griffin 2020

Follow/Contact Dr Rihtman

 [@TanyaRihtman](https://twitter.com/TanyaRihtman)

 [Dr Tanya Rihtman](https://www.linkedin.com/in/DrTanyaRihtman)

trihrtman@brookes.ac.uk

[52]

© Kim Griffin 2020

References – PEOP/OT Support

- RCOT 2019 Occupational Therapy
Unlocking the Potential of Children
<https://www.rcot.co.uk/ilsm>
- Christiansen, Baum, & Bass-Haugen, 2005
cited in Wong & Fisher, 2015
<https://doi.org/10.3109/07380577.2015.1010130>

[53]

© Kim Griffin 2020

References – Teacher Preparedness

1. Department for Education. (2018). *NQT Survey 2017*. Retrieved from https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/738037/NQT_2017_survey.pdf
2. Teach First – SEND research report, May 2020. INTERNAL ONLY
3. Anglim, 2018
<https://doi.org/10.1080/02667363.2017.1391750>
4. Paju, 2015
<https://doi.org/10.1080/13603116.2015.1074731>
5. Zagona, 2017 <https://doi.org/10.1177/0888406417692969>

[54]

© Kim Griffin 2020

References – Online Learning

1. Zare, 2017
<http://dx.doi.org/10.1016/j.asoc.2016.04.020>
2. Mirke, 2020 <https://doi.org/10.2478/jtes-2019-0013>
3. Rodrigues, 2019
<https://doi.org/10.1016/j.compedu.2019.03.007>

[55]

© Kim Griffin 2020

References – Online OT Resources

- KIDS – McLaren, Cunningham, Glen. Kids Independently Developing Skills NHS Greater Glasgow and Clyde. Poster CYPF 2019
- Cambridgeshire – CYPHS Cambridgeshire. Results shared at CYPF DCD training day with Dr Sally Payne
- Birmingham – OTnews May2020 pg.15
- GriffinOT.com – Impact Report 2020

[56]

© Kim Griffin 2020

Approvals & Funding

- Ethical Approval Number Coventry University P93479
- Funding of £1000 received from the RCOT IPSIG through the Innovation Award Grant

[57]

© Kim Griffin 2020