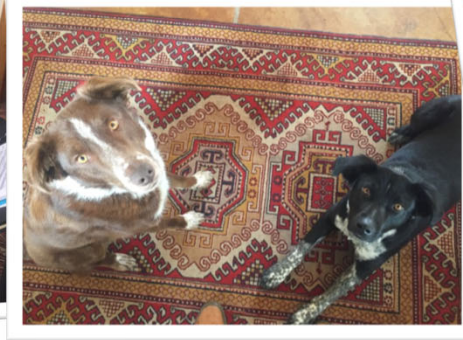


Time for Telepractice!

Partnering with families to keep LSL going at home!

SHARE WHAT'S HAPPENING AROUND YOU RIGHT NOW

WELCOME

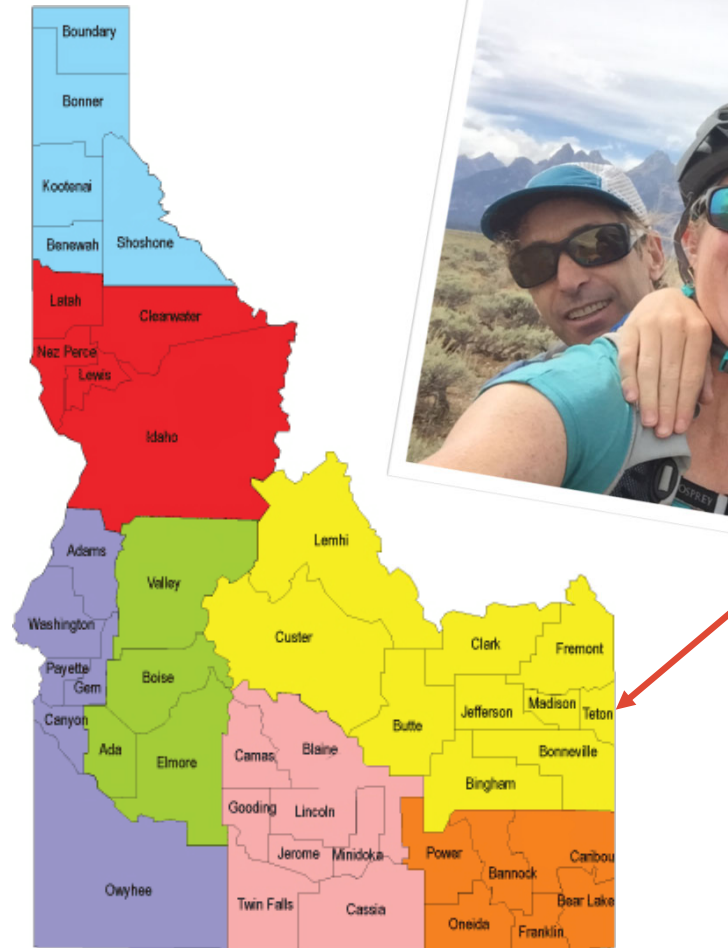


Please type in Chat

ABOUT MARGE EDWARDS

Private Idaho

- Teton Valley
- Population: 6399



HOW ABOUT YOU?

Polls

- Your profession or role
- Age of child or population served
- Previous experience with Telepractice

Respond to Polls

SESSION OBJECTIVES

After this session, you will be able to:

- Identify available videoconferencing technology and steps for getting started
- Describe the essential components of the parent-professional partnership in coaching families via telepractice
- Understand the key considerations of planning and implementing telepractice sessions with families in the home environment
- Gain practical strategies to utilize family routines to coach families to support their child's LSL goals and objectives in all aspects of their daily lives

AGENDA

- Telepractice Today
- Technology 101
- The Orientation Session
- Setting the Stage: The Parent-Professional Partnership
- Successful Sessions

TELEPRACTICE TODAY

Needs, Benefits and Challenges

THE NEEDS

- **Social Distancing**
- Limited availability of LSL services in EI programs
- Shortage of LSL Professionals
- Geographic distribution of families
- Location of LSL professionals and programs
- Travel time, cost and hardship
- Health considerations

DOES TELEPRACTICE WORK?

Are services provided by telepractice equivalent to services delivered in-person?

Please respond to Poll

WHAT DOES THE RESEARCH SAY?

Summary Statements from Research

- “Current evidence in the literature indicates that telepractice can be an effective model for delivering family centered early intervention for children who are deaf or hard of hearing. However, more research is needed to substantiate the use of telepractice as a viable alternative to traditional in-person services, rather than being seen as supplemental to such services”. McCarthy, Melissa, et. al (2018).
- “Telepractice can promote the recommended practice of coaching families within the context of natural environments” Behl, Diane, et.al. (2017).
- “Early Intervention via Telepractice may be as effective as delivery in person for children with hearing loss”. Constantinescu, et. al. (2014).

PARENT PERSPECTIVE

Parent Perspective

What 's your take away?

Please type in Chat

THE CHALLENGES AND BENEFITS OF TELEPRACTICE

From your perspective:

What are your real or perceived challenges of providing services by telepractice?

Please type in Chat

THE CHALLENGES

- Adapting to a new mode of delivering services
- Managing activities in the session
- Less predictable
- Managing family dynamics during sessions
- Managing child behaviors
- Adapting when things do not go as planned
- Connectivity challenges
- Technology limitations
- Empowering reluctant families to take the lead before, during and after sessions
- Relaying information to the parent while they are interacting with their child



THE CHALLENGES

Stay Current on National, State and Local and Worksite Policy

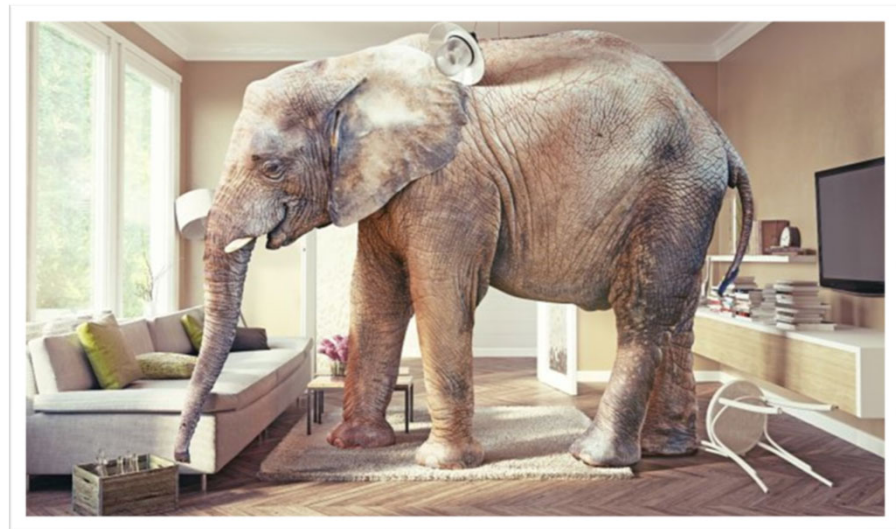
- Licensure
- Reimbursement

[Medicare Telemedicine Health Care](#)

[Provider Fact Sheet](#)

- HIPAA, Privacy and Security

[ASHA Payment and Coverage Considerations for Telepractice Services During Coronavirus/COVID-19](#)



THE BENEFITS

Overcoming Barriers

- Occurs in the family's natural environment
- Facilitates opportunities for use of coaching model
- Coaching occurs in meaningful family routines
- Fosters active parent engagement and participation
- Offers extended opportunities for parent carryover
- Enables continuous professional reflection, refinement and improvement
- Increases opportunities to access LSL professionals and services
- Can increase timeliness of services
- Reduces travel time for families and professionals



CHANGE YOUR BRAIN

Adapt your mindset for telepractice

How have you adapted already?

Please type in Chat



HOW CAN YOU ADAPT YOUR SERVICES?

Explore options and possibilities!

- **Preschool teachers**
 - Morning meeting with students and parents?
 - Small instructional online groups?
- **Itinerant teachers**
 - Support families with online curriculum?
 - Help families access remote microphone systems?
- **Audiologists**
 - Technology trouble shooting?
 - Support families to increase wear time?
 - Schedule time to explain the audiogram?
 - Conferencing with family and other team members?



TECHNOLOGY 101

Technology, Equipment and Software

TECHNOLOGY MATTERS

What's your bandwidth throughput?

www.speedtest.net

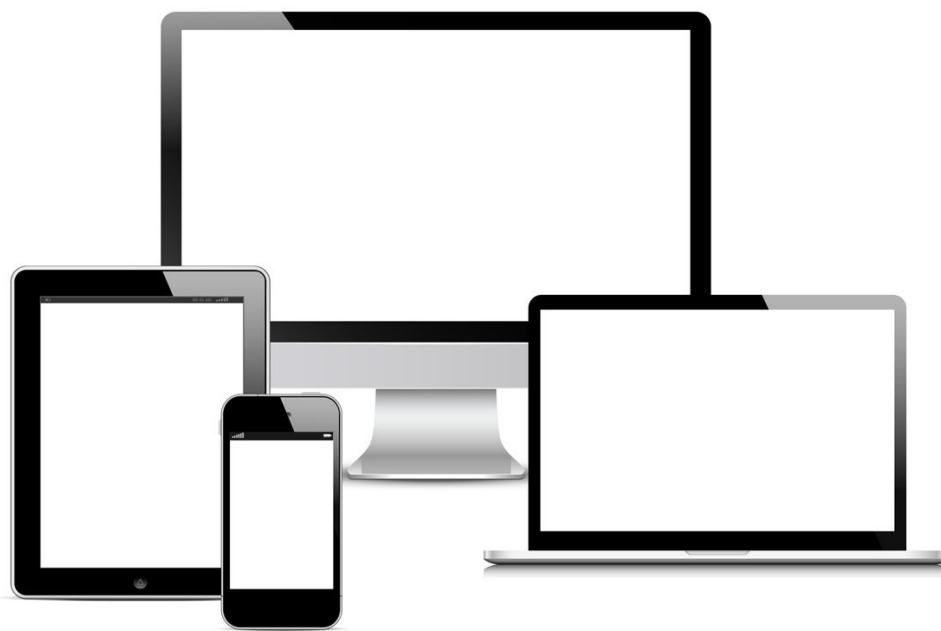
- Minimum of 3 Mbps download speed
- Minimum of 5 Mbps upload speed



DEVICE SELECTION

What types of devices do families have?

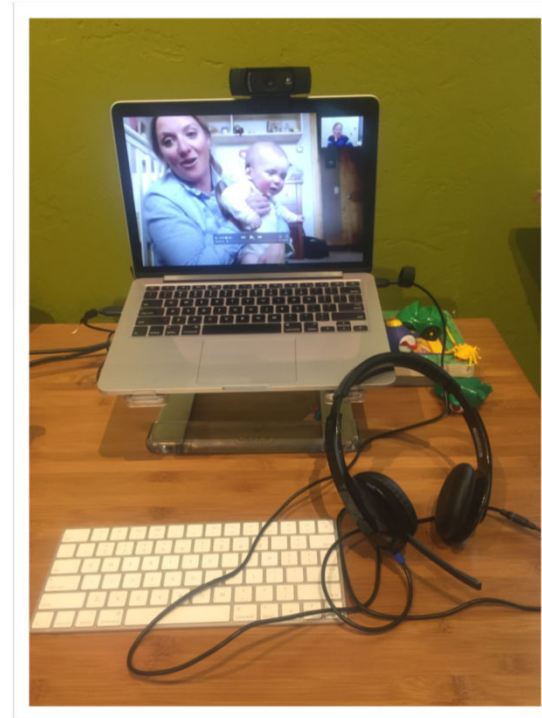
Please type in Chat



LOGISTICAL TECH CONSIDERATIONS

Maximizing technology

- Webcams
- Microphones
- Headphones
- Screen sharing
- Phone or tablet stands



VIDEOCONFERENCING PLATFORMS

What platforms are you using for telepractice sessions with your families?

Please type in Chat

TELEPRACTICE PLATFORM OPTIONS

- Zoom Business
- TheraPlatform
- TheraNest
- Thera-Link
- Doxy.me
- Vsee
- Facetime
- Skype
- Google Hangout

HIPAA, PRIVACY AND SECURITY FOR TELEPRACTICE

You are held to the highest standard

- Follow HIPAA standards
- Know state standards
- Follow worksite protocols
- Considerations
 - Platform security
 - Transmission of private information
 - Live session privacy
 - Managing recordings
- Maintain current consent and video releases

https://www.asha.org/PRPSpecificTopic.aspx?folderid=8589934956§ion=Key_Issues

[HIPAA Guidelines on Telemedicine – HIPAA Journal](#)

THE ORIENTATION SESSION

Connecting for Success



THE ORIENTATION SESSION

What is the purpose?

- Connectivity/Technology test run
- Outlining **expectations**, roles and responsibilities in telepractice
- Discussing purpose of using family routines
- Describing the parent professional partnership
- Outlining coaching model
- Starting your conversation with the family
- Making a plan for the first session

ASSESS YOUR OWN SETTING

Before logging on with the family:

- Materials for modeling on hand
- Lighting is good (not backlit)
- In a quiet environment with door closed
- Sign on your door
- Uploaded any videos, materials or images to screen share
- Turn off notifications on your computer
- Charger?



THE ORIENTATION SESSION

Preparation Considerations



Telepractice Pre-Session Checklist

Session Preparation

- Review Session Plan
- Compile materials for routines and activities
- Make notes of any observations from the week or questions about hearing status
- Prepare session environment/s (set up toys, books, routines)
- Have session materials ready to use in sequence (sound check, song bucket, books)
- With your child, select something of high interest that they might share during the session

Home Environment

- Reduce background noise (turn off TV's, appliances, close doors to adjoining rooms)
- Make sure other household members know not to disturb you
- Reduce or remove common physical or visual distractions (phones, noisy toys)
- Identify where you and your child will sit (high chair, table, floor)

Technology Check

- Computer, laptop or tablet is fully charged or plugged in
- External webcam/microphone is plugged in and recognized by computer
- Connection software is updated
- No other programs are running on the computer
- Bandwidth test completed
- No other computers are using bandwidth
- Computer, laptop or tablet is in a visible/audible, safe, child-proof place
- Monitor or tablet is in position so EI provider can see and hear the interaction and environment

Find more at hearingfirst.org
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Telepractice Role Chart

	Parent Role	Professional Role
Session Preparation	<ul style="list-style-type: none"> <input type="checkbox"/> Completing the Routines Form and describing what happens during the routine including: <ul style="list-style-type: none"> <input type="checkbox"/> What you say <input type="checkbox"/> What your child says <input type="checkbox"/> What things you use during the routine <input type="checkbox"/> Sharing ideas for routines/activities with EI provider <input type="checkbox"/> Emailing challenges or milestones to EI provider <input type="checkbox"/> Reviewing session plans <input type="checkbox"/> Having your home environment ready for the session <ul style="list-style-type: none"> <input type="checkbox"/> Quiet environment <input type="checkbox"/> Few distractions <input type="checkbox"/> Computer/tablet and materials ready 	<ul style="list-style-type: none"> <input type="checkbox"/> Communicating with parent to identify routines and materials <input type="checkbox"/> Writing and emailing session plan 2-3 days in advance including: <ul style="list-style-type: none"> <input type="checkbox"/> Child goals <input type="checkbox"/> Parent strategies <input type="checkbox"/> Outline of activities/routines <input type="checkbox"/> Any materials <input type="checkbox"/> Mailing any materials (5-7 days in advance) <input type="checkbox"/> Sending instructional information or videos relevant to session strategies or learning content <input type="checkbox"/> Confirming scheduled appointment <input type="checkbox"/> Preparing for the session <ul style="list-style-type: none"> <input type="checkbox"/> Reviewing session plan <input type="checkbox"/> Taking perspective from family's place on LSL journey
During Sessions	<ul style="list-style-type: none"> <input type="checkbox"/> Communicating celebrations and challenges <input type="checkbox"/> Describing observations from previous week's strategies <input type="checkbox"/> Conducting listening checks <input type="checkbox"/> Observing EI provider's modeled LSL strategies <input type="checkbox"/> Taking the lead in practicing strategies in routines and activities <input type="checkbox"/> Reflecting on interactions during routines and activities <input type="checkbox"/> Integrating feedback from the EI Provider to: <ul style="list-style-type: none"> <input type="checkbox"/> Refine use of strategies <input type="checkbox"/> Expand use of strategies <input type="checkbox"/> Summarizing and providing feedback about the session <input type="checkbox"/> Brainstorming application of learned strategies and skills in other weekly routines and environments <input type="checkbox"/> Identifying possible routines to utilize in the next session 	<ul style="list-style-type: none"> <input type="checkbox"/> Asking open ended questions about celebrations and challenges <input type="checkbox"/> Guiding the parent through the listening/hearing device check <input type="checkbox"/> Reviewing key points from previous session and parent's update on use of LSL strategies <input type="checkbox"/> Outlining session plan for the day <input type="checkbox"/> Modeling and explaining LSL strategies <input type="checkbox"/> Guiding and coaching the parent through implementation of the strategy using pre-planned routine and materials <input type="checkbox"/> Providing small refinement feedback during the interaction <input type="checkbox"/> Asking open ended questions to guide parent through reflection of the interaction <input type="checkbox"/> Providing feedback about the interaction and parent use of strategy <input type="checkbox"/> Summarizing the session <input type="checkbox"/> Brainstorming application of strategies in other environments
After Sessions	<ul style="list-style-type: none"> <input type="checkbox"/> Reviewing session summaries <input type="checkbox"/> Integrating session strategies and techniques into daily living <input type="checkbox"/> Recording videos or taking notes from interactions during the week <input type="checkbox"/> Sending videos and questions to EI provider <input type="checkbox"/> Identifying routines and strategies to practice in upcoming session 	<ul style="list-style-type: none"> <input type="checkbox"/> Writing and emailing summary including: <ul style="list-style-type: none"> <input type="checkbox"/> Examples of excellent interactions <input type="checkbox"/> Winning use of LSL strategies <input type="checkbox"/> Tips for refinement <input type="checkbox"/> Plan for carryover into other routines and environments <input type="checkbox"/> Date and time of next session <input type="checkbox"/> Send any reading, learning materials or videos to educate and illustrate key points or strategies



Telepractice Family Routines Form

Use the form below to help us understand your family's daily routines or activities. This information will be very helpful for planning our telepractice sessions. Please check those that apply and add any other routines.

Daily Routines

- | | |
|--|---|
| <input type="checkbox"/> Putting hearing devices on | <input type="checkbox"/> Reading books |
| <input type="checkbox"/> Getting out of bed | <input type="checkbox"/> Going to the store |
| <input type="checkbox"/> Dressing | <input type="checkbox"/> Putting groceries away |
| <input type="checkbox"/> Breakfast | <input type="checkbox"/> Making dinner |
| <input type="checkbox"/> Morning play time | <input type="checkbox"/> Cleaning |
| <input type="checkbox"/> Helping siblings get ready for school | <input type="checkbox"/> Bedtime routine |
| <input type="checkbox"/> Chores (laundry, cleaning, etc.) | Other: _____ |
| <input type="checkbox"/> Going in the car | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Lunch | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Nap | <input type="checkbox"/> _____ |

Choose several routines and consider the following when answering the questions for each routine below:

- Feel comfortable describing challenges (my baby does not like diaper changes) or things that go well (my child loves looking at books) during the routine.
- Think about how your child listens and understands what you are saying or tells/shows you what they want.
- What objects, toys or household items is your child most interested in during the routine?

Note: It is helpful if you send a photo or short video of you and your child interacting in the routine.

Find more at hearingfirst.org
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THE ORIENTATION SESSION

Important Considerations

Technology

- ✓ Sound quality
- ✓ Video quality
- ✓ Location of the family
- ✓ Location of device
- ✓ Lighting
- ✓ Background noise

Future Communication

How will you communicate?

- ✓ Email
- ✓ Text
- ✓ Private server

What will you communicate?

- ✓ Lesson plans
- ✓ Session materials
- ✓ Video demos

Scheduling

- ✓ Day and time
- ✓ Who will attend?
- ✓ Sessions with parents only

THE VERY IMPORTANT DISCLAIMER

We're all human

- We're in this together
- Some days are more predictable than others
- Let's check in regularly on how this is going
- Give parents a white flag option
- Let's have fun with this!

Based on your experience, what do you say to put parents at ease?

Please type in Chat

Setting the Stage for Telepractice

Building Your Partnership and Knowing the Essentials

BUILDING A PARENT AND PROFESSIONAL PARTNERSHIP

Meeting the families where they are and helping them build capacity




THE PARENT-PROFESSIONAL PARTNERSHIP

Putting your brains together



THE WORLD OF ROUTINES

Parents will never see their house the same way!



Telepractice Family Routines Form

Use the form below to help us understand your family's daily routines or activities. This information will be very helpful for planning our telepractice sessions. Please check those that apply and add any other routines.

Daily Routines


<input type="checkbox"/> Putting hearing devices on	<input type="checkbox"/> Reading books
<input type="checkbox"/> Getting out of bed	<input type="checkbox"/> Going to the store
<input type="checkbox"/> Dressing	<input type="checkbox"/> Putting groceries away
<input type="checkbox"/> Breakfast	<input type="checkbox"/> Making dinner
<input type="checkbox"/> Morning play time	<input type="checkbox"/> Cleaning
<input type="checkbox"/> Helping siblings get ready for school	<input type="checkbox"/> Bedtime routine
<input type="checkbox"/> Chores (laundry, cleaning, etc.)	Other:
<input type="checkbox"/> Going in the car	<input type="checkbox"/> _____
<input type="checkbox"/> Lunch	<input type="checkbox"/> _____
<input type="checkbox"/> Nap	<input type="checkbox"/> _____


Choose several routines and consider the following when answering the questions for each routine below:

- Feel comfortable describing challenges (my baby does not like diaper changes) or things that go well (my child loves looking at books) during the routine.
- Think about how your child listens and understands what you are saying or tells/shows you what they want.
- What objects, toys or household items is your child most interested in during the routine?

Note: It is helpful if you send a photo or short video of you and your child interacting in the routine.

Find more at hearingfirst.org
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Telepractice Family Routines Form

Routine 1 _____

What are some examples of what your child does/says during the routine?

What are some examples of what you /other family members do/say during the routine?

What toys or household objects are associated with the routine?


Routine 2 _____

What are some examples of what your child does/says during the routine?

What are some examples of what you /other family members do/say during the routine?

What toys or household objects are associated with the routine?

Find more at hearingfirst.org
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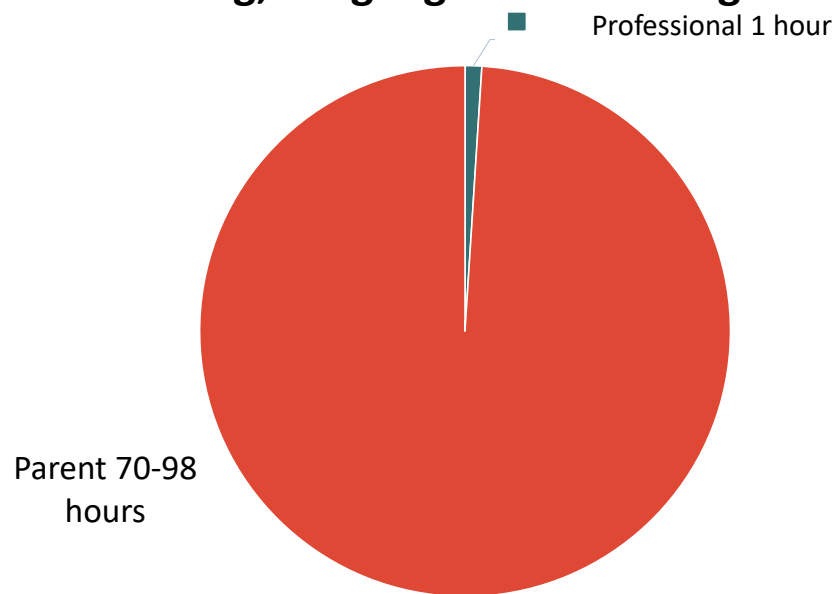




THE PARENT-PROFESSIONAL PARTNERSHIP

How can you make the most of your time together?

Listening, Language and Learning Time



STRENGTHS-BASED COACHING IN TELEPRACTICE

Why Focus on Strengths Based Coaching?

- Families spend the most time with the child and know the child best
- Families provide the greatest influence on the child's language growth and development
- Families already possess inherent strengths in interacting with their child
- Coaching through the parent-professional partnership, enhances and expands family capacity
- Families are empowered with evidence based techniques, strategies and tools to take the lead in carryover in all routines and environments

TELEPRACTICE SESSIONS

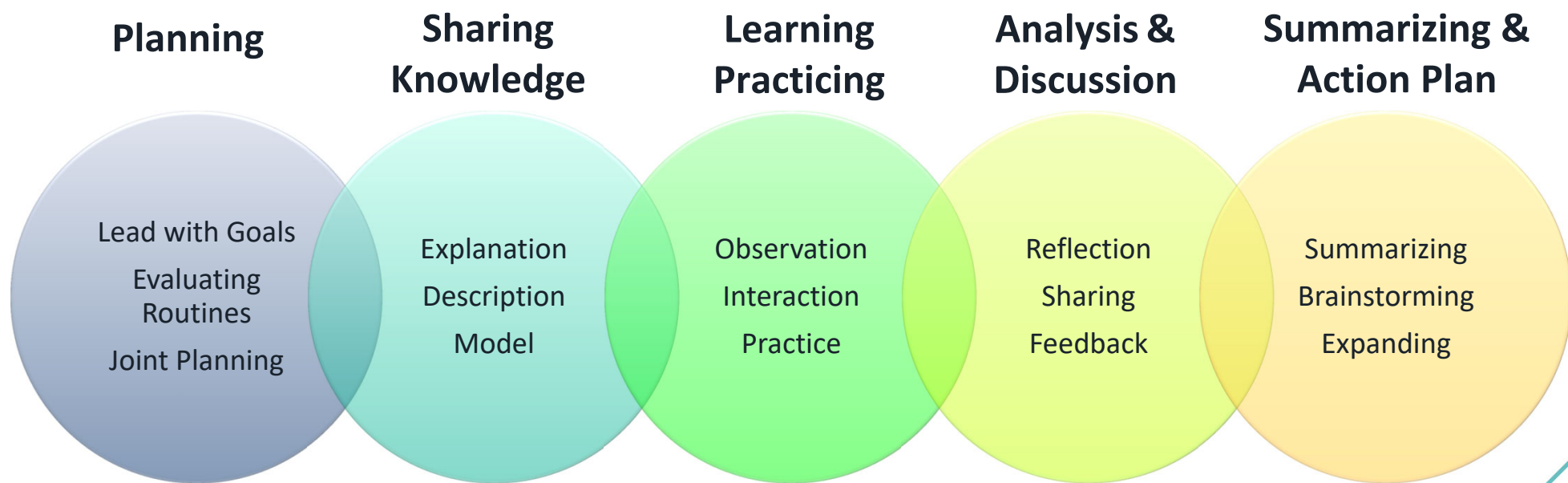
Ready, Set Go!



HEARING FIRST
Powering Potential

COACHING IN TELEPRACTICE

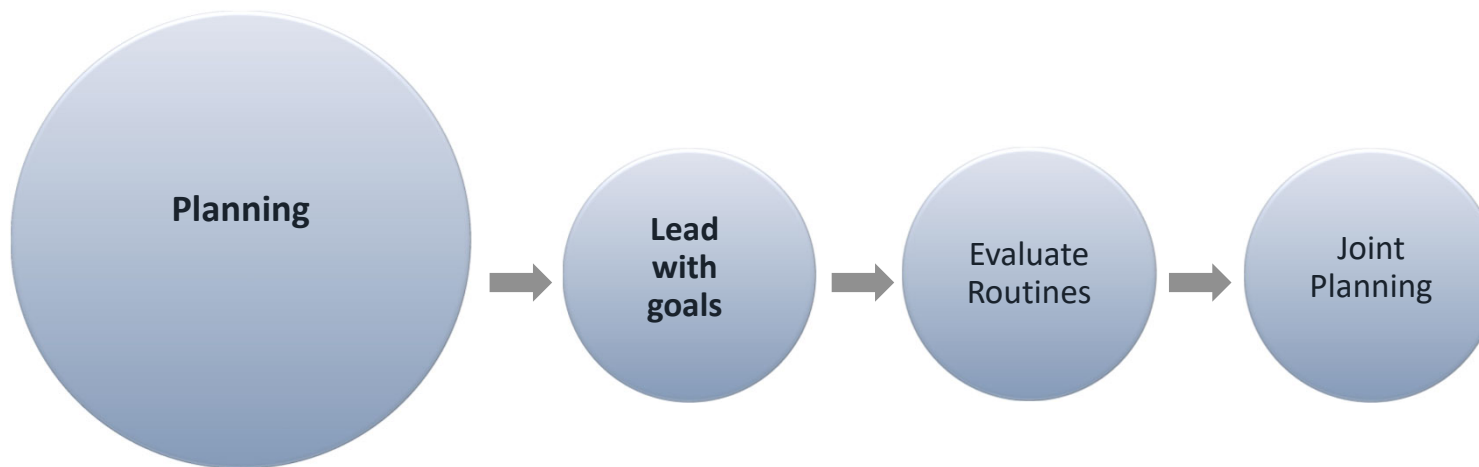
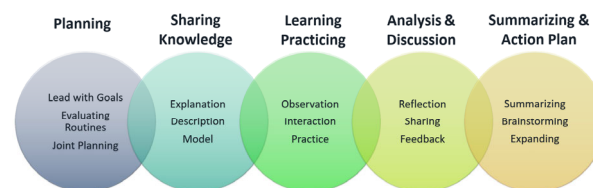
The 5 Key Components



PLANNING IN TELEPRACTICE

Guiding Families in Planning

Planning for telepractice initially requires a high level of parent participation and engagement



SESSION PLAN

Where will the session occur?


- ✓ What room/s?
- ✓ What materials will family use?
- ✓ Who will be present?
- ✓ Where will the child/parent sit?
- ✓ What will happen?
- ✓ Where will the computer, laptop, tablet sit?



SESSION PLAN

Include:

- Child goals
- Parent goals
- Strategy to be discussed and practiced
- Routine or activity
- Materials
(discuss what parent will compile)

 **Telepractice Session Plan** Child: _____ Hearing Device/s: _____
Age: _____ Date: _____

	Child Goals	Strategy/Target Language	Routine/Activity/Materials	Assessment
Audition				
Receptive Language				
Expressive Language				
Speech				
Pragmatics				

Parent Updates: _____ Parent to do: _____ Resources sent: _____ Next Session: _____

SESSION STRUCTURE

With Flexibility

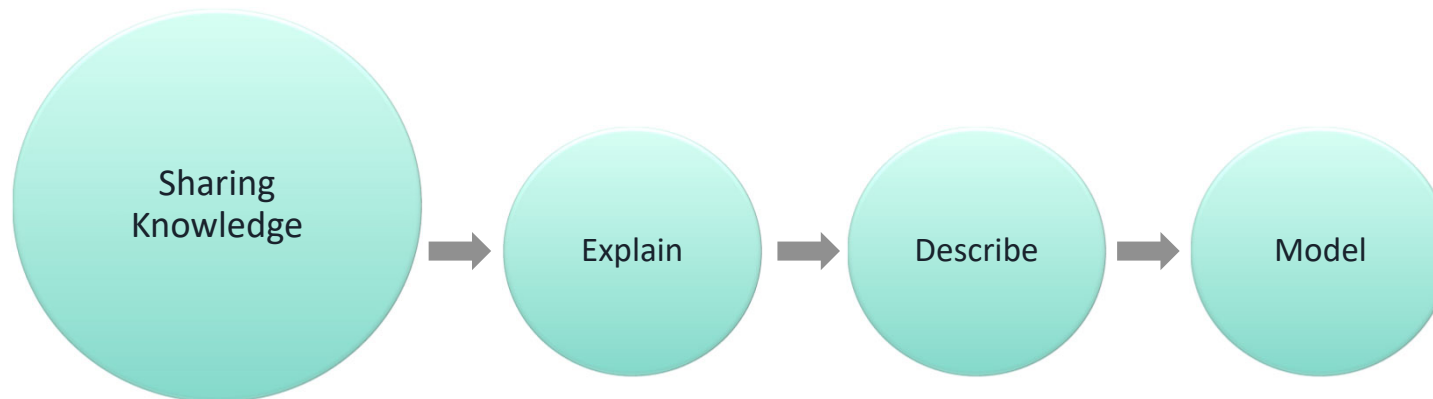
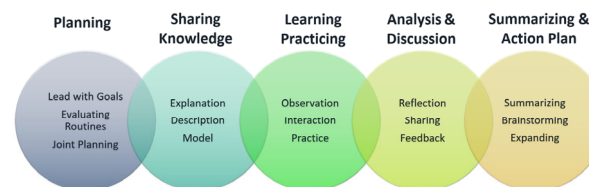
1. Greetings and update
2. Listening check
3. Session opener
4. Listening & song time
5. Review of child goals to be addressed
6. Routines w/ integration of LSL strategies
7. Book reading/literacy integration
8. Reflection, feedback
9. Brainstorm, action plan
10. Session summary



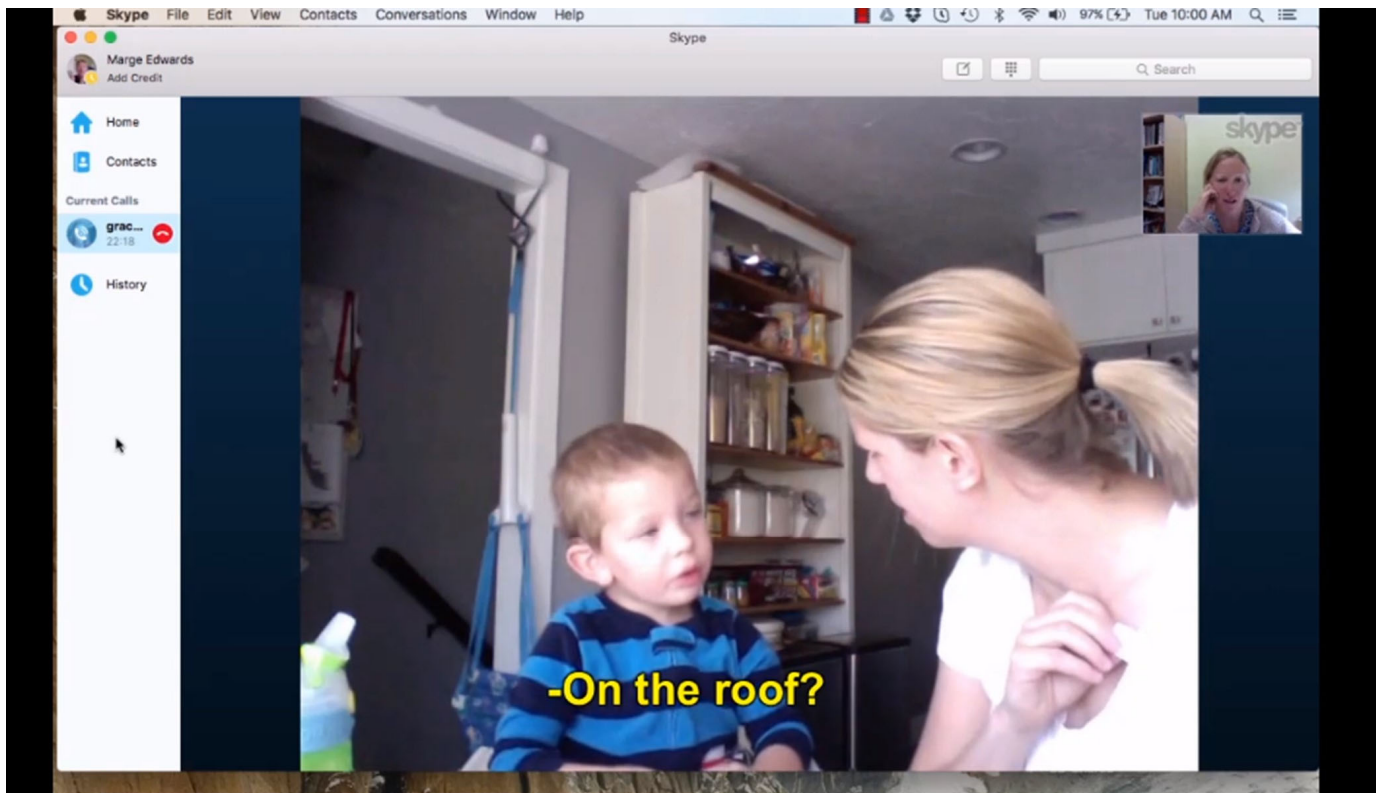
SHARING KNOWLEDGE

LSL Strategies and Techniques

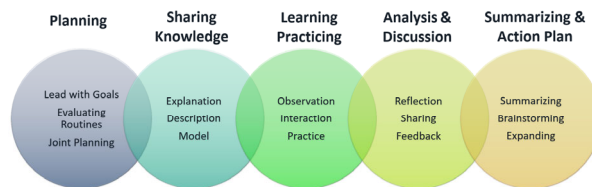
- What is the strategy or technique?
- Why the strategy supports listening and language development?
- How do you use the strategy?
- How can the family integrate the strategy in the selected routine?



HEAR IT BEFORE YOU SEE IT

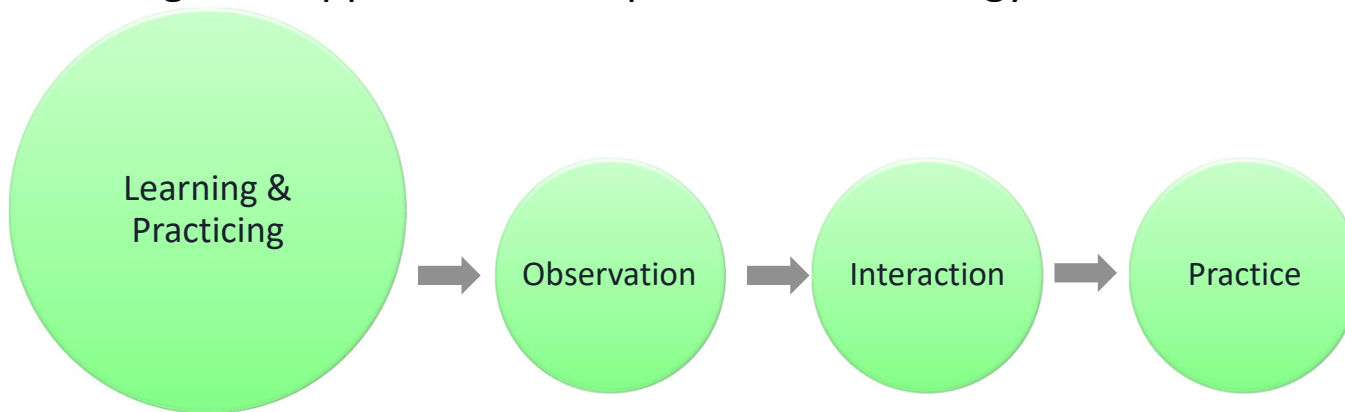


LEARNING AND PRACTICING



Handing it off

- After model, ask parent if they have any questions
- Verbally indicate that it's the parent's turn "try building anticipation"
- Provide small refinements without taking over the interaction
- Provide parents with subtle visual and verbal affirmation (thumbs up, yes!)
- Encourage 2-5 opportunities to practice the strategy



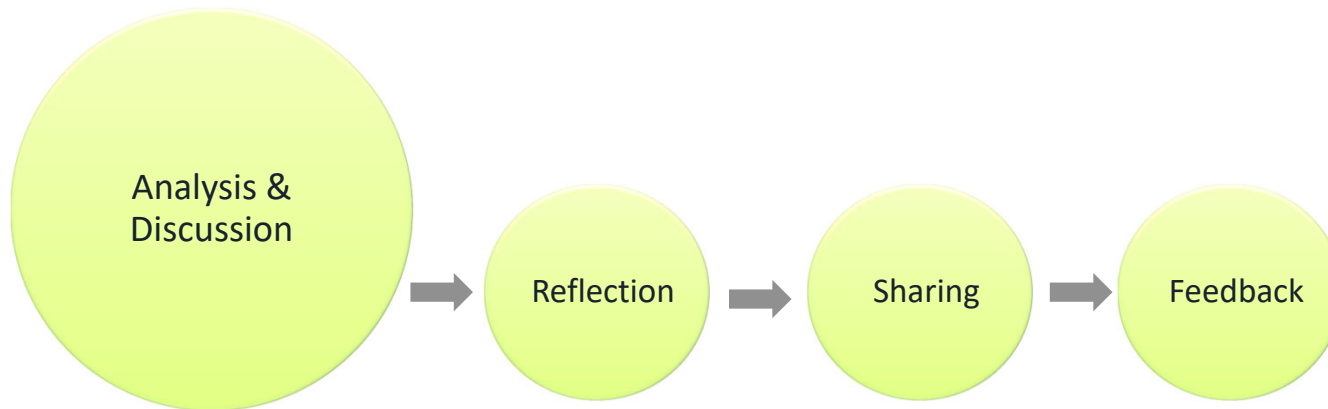
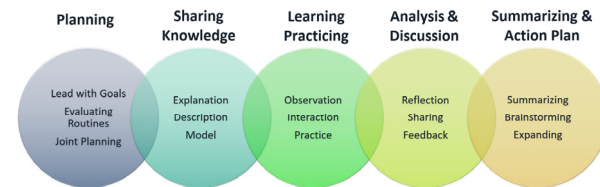
BUILDING ANTICIPATION



ANALYSIS AND DISCUSSION

Parent Reflection

- Guiding the parent to find the “gem/s” in the interactions
- What was confirmed?
- What surprised you?
- What did you notice when...?
- How do you see things more clearly or differently?



FEEDBACK



FEEDBACK

Through a Strengths-Based Lens

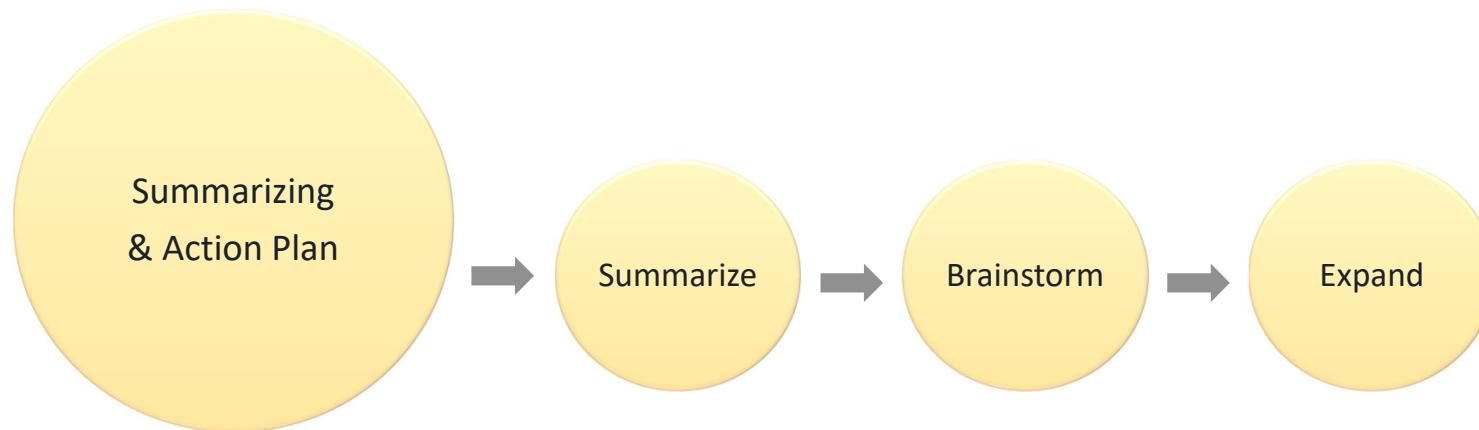
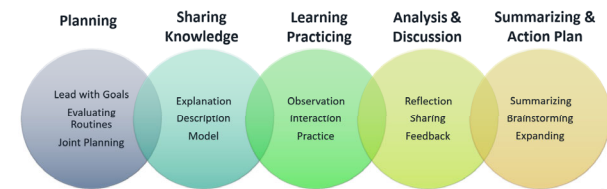
- I love how you...
- Did you notice how he/she responded by...
- When you changed/refined the strategy, he...
- What if...?
- I noticed you challenged yourself to keep it auditory, what did you notice?



SUMMARY AND ACTION PLAN

What were the key take aways of the session?

- Guide the parent through the key take aways from the session
- Discuss the learning change that occurred
- Brainstorm ideas for carryover into other environments
- Make an action plan for what the family will do over the next week
- Send summary of key points and action plan to family



SUMMARY AND ACTION PLAN



CAPTURING THE MOMENT

How do you adapt your 'plan' to the real world?

- Lead with goals
- Focus on universal application of strategy
- Follow the child's interests
- Partner with the parent to observe, adapt and interact through a LSL lens
 - Ask questions!



CAPTURING THE MOMENT

In your intervention sessions, how do you know when the 'moment' has passed?

Please type in Chat

MAKING TRANSITIONS IN THE SESSION

Recognize when the toast is toasted

- State your observation “He seems done with...”
- Ask questions “Shall we try...?”
- Try to end an interaction/activity on a positive note
 - “Let’s clean up and then...”
- May need to reserve reflection or feedback to keep child engaged

FAVORITE GO-TO ACTIVITIES

Plan with Families

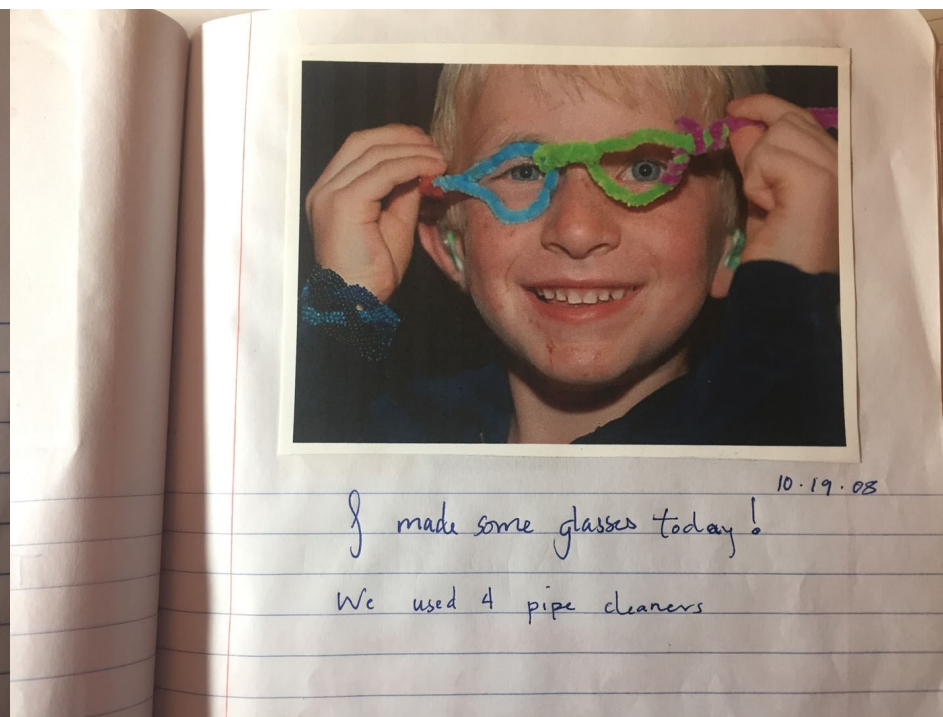
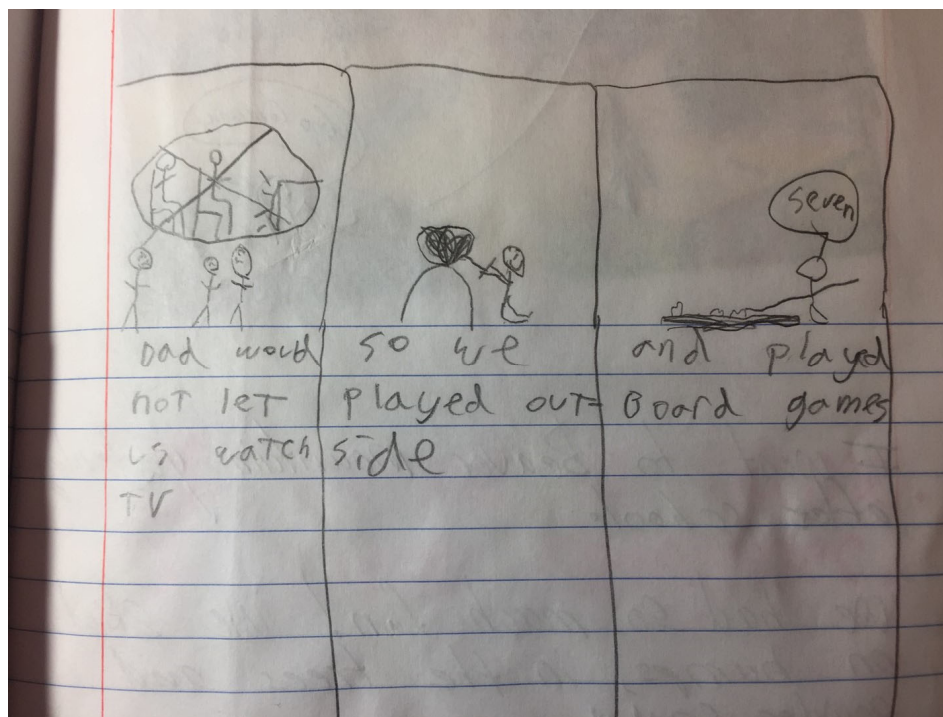
- House and go seek
- Who's in the cupboard?
- What song can we sing?
- Favorite books a new way
- I'm looking for something.....

What's your favorite back-up plan?



Please type in Chat

EXPERIENCE BOOKS!

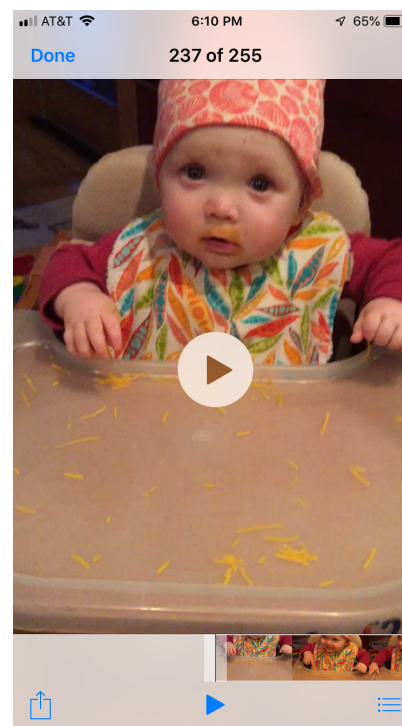


POST-SESSION LEARNING

Send Family-Specific Learning Resources

- Session summary
- Videos
- Strategy tips
- Text reminders
- Handouts (if family uses)
- Fridge reminders

Encourage Family to Send Videos to You



PARTNERING WITH THE ENTIRE TEAM

Include other professional team members!

- Audiologists

[American Academy of Audiology – COVID-19 Clinical Recommendations](#)

[American Speech Language Hearing Association Coronavirus/COVID-19 Updates](#)

- IFSP and IEP team members

[Questions and Answers on Providing Services to Children with Disabilities During the Coronavirus Disease 2019 Outbreak](#)

- Other providers (OT, PT, SLP)

PARTING TIPS AND TRICKS

Tele-On!

- Set clear and realistic expectations
- Communicate, communicate, communicate
- Don't make assumptions
- Ask questions and listen
- Be flexible and adaptable
- Use session 'openers'
- Stay simple
- Laugh a lot
- Have fun!



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