

Time for Telepractice Transcript

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> > KAREN: Thanks so much everyone for joining this session. We're just a few minutes away from our start time.

We welcome everybody to this session about telepractice and recognize it is time for telepractice. We have Marge Edwards with us, who will lead our session starting in just two minutes. Please stand by.

I'd like to welcome you all to this session. This is hearing first's time for telepractice.

I'm Karen Hyder your host for the session.

Please use the link in the chat to access the captioning outside this live session room.

Notice also you have a chat pod or a chat panel and a Q&A panel.

You can communicate with us during this live session.

In just a minute I'm going to turn things over to Marge, but before I do that, I want to let you know that Marge Edwards is the program leader and family support community leader for Hearing First.

This webinar we'll provide practical sips for telepractice sessions, partnering with families to planning sessions, establishing parent and professional expectations for temperature, implementing sessions effectively using the family's routines and existing resources, applying LSL techniques and strategies in telepractice and assuring a stated of care consistent with in person sessions.

I'd like to turn over to Marge Edwards. Please begin when you're ready.

> > MARGE: Welcome, everyone.

I want to test quickly, Karen, you can hear me? Please confirm.

> > KAREN: I can.

> > MARGE: Perfect. Welcome, everyone, I'm so excited to be joining you all today. I see that you have joined, many of you, from all over the world and all over the United States.

I am amazed at how many people we're bringing together in this challenging time. But that's why we're here, we're here to learn how to connect with families and do what we do in the best way possible.

And I really appreciate you all joining us today.

So I am joining from, this is what's happening at my house. This is my son Cameron, school has been canceled for foreseeable future, and he is determined to learn how to play the Bach Cello suite.

That's his new hair style. It's nice to be here around the house and we're making the beds.

Dogs are excited to have us home, cat not particularly pleased and has taken to lifting waits outside.

You can see from the picture, we live in a pretty snowy place and from what I understand, spring has been postponed as well for about three months.

That's how things are looking at my house.

Again, I am from, I currently live in Teton valley Idaho, population 6,399.

And I am here today foremost as a parent of two children with hearing loss. Both of my sons were diagnosed within a year of each other. Living in Teton valley Idaho, we had zero access to services specific to hearing loss and listening to spoken language.

We had to travel five hours to receive audiology services and really are to do our best.

We had great support from local speech language pathologists and certainly learned together. But our learning curve was pretty slow.

When we had issues with hearing technology and wanted to learn specific strategies we had to work hard to find that information.

Secondly, I decided to go to graduate school as speech pathologists and receive my degree in communication disorders and deaf education.

And as a part of my graduate work, I was lucky enough to work with Todd Houston, who is very involved in telepractice. He played a video of an individual in Australia, happened to be Melissa McCarthy, who is actually very involved in telepractice, conducting a session with a family via telepractice.

Immediately I realized that is an amazing solution for professionals and families to be able to connect with each other and have equivalent, have quality services from their own home.

So subsequently I did my practicum at the Royal Institute for deaf and blind students in Sidney Australia, and enjoyed seeing that vibrant program, at the time serving over a hundred families. Connecting and providing absolutely amazing services. And to see what was possible with telepractice.

I'm excited to share my passion for telepractice with you and cannot wait to learn from all of you.

So throughout this, our time together here, there's going to be opportunities for you to participate in chat and to participate, to respond to polls.

Please engage in this discussion because we really are given our current circumstances, in this together.

So enough about me.

I want to hear about all of you.

So Karen, can you please bring the polls up.

This is a great opportunity for me to learn who we have in the group.

> > KAREN: The poll is showing all three questions in the same box.

You can scroll down to see the options to click in the other questions.

When you're finished, click the submit button at the bottom.

If you're not seeing the poll, you might need to minimize other windows on the screen, because it can sneak behind.

> > MARGE: I'm seeing we have a really good mix of participants in the group here.

We have some parents, that's wonderful.

We have some audiologist, lots of teachers of the deaf, speech language pathologists, early education specialists.

So I think from your point at the table, really look at this information and think how can I do this, how can I adapt what I'm doing to telepractice.

Interestingly too, we have a really pretty even spread of age groups represented here.

So especially up to age six. We're looking at infant up to preschool and we have quite a few school age as well.

So this is great.

I also see we do have a fair bit, members who have participated, people that have done a couple of sessions, so this is a great opportunity to learn, to learn ways to learn new skills.

A lot of you, this is brand new for you. I'm so glad you're here and encourage you to participate as much as you can.

I'm also really going to rely on many of you that have been doing this a lot to add your insights.

Because again, we are in this together.

Our objectives, again, we're just going to get right to it.

Identify available video conferencing technology and steps for really getting started.

Essential components of the parent professional partnership.

Many of you this may be new. We're going to talk about how to really build those relationships with families to have very effective sessions.

Understand the key considerations of planning and implementing.

For those especially if this is new to you, you're used to kind of having everything in your control, you're able to control the sessions, to decide what your materials are.

This is how we're going to talk about how you really adapt what you do to telepractice.

Then gaining practical strategies to utilize what the family already has going on at home and to make the most of your time together.

Quick agenda.

These are the things we're going to talk about, again, related to the objectives.

So when we talk about the needs for telepractice, we do have a very real need right now to provide telepractice to families who are isolated at home.

We can't get to our job sites, and families are isolated and home and need to continue having services.

In many cases, those of you providing services for early intervention under part C, you're still obligated to do your best to fulfill those services in many cases.

Similarly with part B, schools are providing education on line, we are definitely required to meet our the IEP requirements as well.

So from my perspective too, we have our current situation. But there has always been a need for telepractice. And so think of this not necessarily as an emergency situation. You're going to do your best right now to make this work.

You're going to try to adapt your skills.

But consider telepractice really does have a place longer term in what we're doing with families.

Okay, another quick poll here.

I want to know from you, are services provided by telepractice equivalent to services provided in person? What's your perspective?

>> KAREN: Sorry, Marge, I don't have a poll here.

>> MARGE: Okay, please type in chat briefly.

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(Chat typing).

Definitely seeing lots of yeses and some no's too.

Let's talk through this as to what are some of the challenges that we face.

Also for those that are saying no, Melissa McCarthy in one of the courses we have done at Hearing First talks about challenging you to really think about what you're doing.

She talks about the telepractice attitude.

So if you're thinking can I replicate the services that I'm doing in person with families via telepractice?

That's probably going to be really challenging.

But if you're able to adapt what you do, you can really change, you can really change your perspective. So really quickly here, there is some great research out there right now. Thus far telepractice while it has challenges, it's proving to be very promising for promoting parent coaching, for providing effective services.

We do have in our telepractice courses, we have a list of resources. So telepractice is here to stay, and it's recognized in many cases as a viable and effective method of providing services.

I would argue telepractice should not be considered a last resort or a lesser version of providing services.

It actually has a lot of advantages in terms of working with families.

Again, parent coaching is one thing that we're really seeing some positive results.

Let's hear from a parent.

I want you to listen carefully here.

Karen is going to put the link in the chat.

After you finish watching this video, please comment in the box a key take away.

I'll put my microphone on mute.

(Video is captioned).

> > KAREN: I have pasted links and instructions in chat.

You may need to pop up the chat window.

Notice the link is Hearing First.Wistia.com.

When it's done, close that window and come back to zoom.

(Participants viewing video).

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> > MARGE: Thank you, everybody, these are great responses.

Parent training, parent is trained, able to carry over every day all day.

Onus is on parent.

That probably feels intimidating out there for parents in the group. Admittedly there is a learning curve for professionals and parents.

It's quick, but when it happens, you really do notice a difference.

I am going to move on. We do have a lot to cover today.

I'm going to go ahead and have you add a little bit more in the chat, then we're going to keep cruising with the content.

I'm curious, what are your real or perceived challenges of providing services by telepractice.

A lot of you that are brand new, what's the thing that's making you terrified right now?

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These are all great responses.

Technology, managing behaviors.

Materials.

Adapting when things don't go as planned.

All of these are wonderful.

So I think one of the biggest ones that, here's the list you covered right here, a lot of you did mention technology.

We're going to talk about that.

I think a big one is also not being in charge of the session. You're having to take what you normally do.

You have your comfort zone, do your session, teach classes in a certain way, and suddenly you're having to adapt that.

So let's talk through these things and see if we can't convince you that you really can do this and we can overcome some of these barriers.

Another one of the challenges, this is elephant in the room and has been for a long time with telepractice.

Licensure working across state lines.

Reimbursement.

Please now that right now, Medicare and a lot of insurance companies are making accommodations for transferring services to telepractice.

So I have put some links here in the PowerPoint.

I would encourage you to look and see what's happening in your state.

There's policy statements for coronavirus specifically.

Another thing is privacy and security.

That's something you always have to be aware of. Don't assume things have necessarily changes because of the virus going on.

You do need to be aware of these things before you jump into doing telepractice.

Please explore all these links.

Anything you find, I would encourage you to share it in the professional learning community with your colleagues.

Again the benefits of telepractice, there are so many.

Again a lot of you have mentioned, it happens in the family's environment.

You're utilizing what the family already has.

You have opportunities for carryover.

Obviously as professionals, reducing travel times, you're not exposed to any germs, so there's a lot of benefits to telepractice.

I think the main thing, and I mentioned earlier, Melissa McCarthy refers to it as a telepractice attitude, and she says.

I think it's a matter of really changing your brain. How are you going to adapt what you do, what the family needs, what the child's goals are, this goal of communicating and receiving services.

It's not just a convenient replacement during the quarantine. This model is reliant on the development of strong connections with families and professionals.

It takes the center where you are working to plan how you will do this and also takes a lot of planning on your part and coordination with the families.

So it's not a matter of just turning the technology on. Things happen before, during, after and behind the scenes.

So really wrap your mindset around this.

Again, a couple of thoughts here as you're thinking. Explore those options of possibilities.

As a preschool teacher, can you meet with your students if you have five students, can you conference them in for the morning meeting and talk about strategies to work on during the day?

Itinerant teachers, can you support families with online curriculum? Absolutely.

Can you help families if for some reason they need remote microphone systems or need captioning for lectures?

Can you help line that up? Absolutely.

So really think about how can you, A, adapt what you're doing to meet the need right now, because we really are in kind of catch up mode or emergency mode.

But also think longer term how you can really shape this to make it work efficiently and well.

Then audiologist.

If a family has issues with technology, can you troubleshoot with them?

Can you do something with families to increase wear time where you're checking in with them?

Can you take time to go over that audiogram again or in depth?

Absolutely these things can be done by video conferencing, and I would encourage you to really think about how you can meet those needs.

Also conferencing with family and other team members if the early interventionist has an appointment with the family and is concerned about the hearing technology or the child's responses, conference in on that session. Make it work. It's a great time for us all to work together.

So the question that many of you were discussing, technology.

One of the first considerations when you're talking about connecting with the family, you want to know what their bandwidth is.

First you want to definitely check your own bandwidth.

I would advice if you're leading telepractice sessions, you really do want a bandwidth speed of over 3mbps and upload speed of 5.

I say this because from your end, you want clear smooth audio.

You don't want choppy sounds.

You really want to do everything you can to make things happen.

As this picture illustrates, you can have a five lane highway.

If it's a Friday night and you have a session with a family and there's an apartment building streaming and 60 percent of people in the apartment building streaming movies, you bet you're going to have questionable bandwidth.

If you're planning on meeting the family at 10, ask them to run a test and run your own bandwidth test. The idea is don't get stuck in traffic.

Make sure your road is open and drivable.

Karen put a link in for speed test, or somebody, yes.

Device selection.

So currently, obviously, you want to have the best audio and video capability on both ends.

As a professional, you should be able to make that happen through your workplace or utilize the resources you have.

Keep in mind, families may only have an iPhone.

Many of our families, that's how they communicate.

They may not have a laptop or computer at home.

So make sure that you're able to support that family as well as possible with a device selection at home, knowing that if you do have to use an iPhone to get started with them, you can make it work.

I have had sessions on iPhones before.

I had a session on an iPhone and the parent was in the car. It was the way the circumstances were. We made the best of it, and I wouldn't recommend starting out that way, but use what you can.

Logistical and tech considerations.

This is a picture of my set up.

Not fancy. It's a laptop, a web cam plugged in, and I do use a headset with a microphone.

Again, that family needs to be able to hear you clearly.

It's important that you are setting the standard for quality in your intervention sessions.

It's also really important for you to be able to hear the parent and child interacting, particularly if you're listening for speech errors and that sort of thing.

I tell families, microphones are not necessarily that effective for families. If you're wearing the microphone, you can really limit feedback and that sort of thing.

But families can generally use a microphone on a laptop, a tablet or a phone, so I think for now, I think count on using what they have.

If you have issues, explore other options for better microphones.

Video conferencing platforms.

For those of you that are conducting telepractice sessions, what are you using?
I'd love to know.

Okay, I'm seeing a lot of zoom, some Google hangout, Skype, face time.

Doxy is one new to me. I see someone is using that.

I saw teams.

So here's a list of some that I saw and some others.

I would encourage you to look at these.

Some are developed specifically for medical settings and for counseling.

So it's worth looking to see what they have available.

In blue at the bottom, face time, Skype, Google hangout. Be aware those are, you have to be very cautious about HIPAA compliance.

As speech pathologists we're held to a standard of recognizing that your responsibility as a professional.

Follow standard, note state standards, and work site protocols.

There are some of you out there working in hospital settings that use a private server for telepractice services.

So be aware of these things. There's some links you can look at. Just do your due diligence.

All right, initially once you decide your technology and how you will connect with families, how do you start?

I have to say that an orientation session is probably one of the most important steps in conducting telepractice with families.

It's your opportunity to test the technology, obviously.

To start your conversation with the family. It may be a family you already have a relationship with or a family you met at the IEP or the IFSP, so you may not even know much about the family yet.

This is really an important time to start that conversation.

And it's more than just the technology.

I would say the technology you're testing, you're making sure it's working, but right away, you're jumping in to having those discussions.

I think one of the most important things about this is that it's your opportunity to set those expectations.

What are you going to do as a professional during those sessions.

What is the family expected to do.

If you have a family that drops their kid off for interventions sessions for an hour and they come back and pick them up, they are very likely going to expect that that's what the session is going to look like.

And I can promise you, if you're telepractice with a two year old and the parent goes and does laundry or catches up on emails, that session is not going to last probably more than a minute and a half.

So it's all about setting that expectation for what the parent is going to be doing, how you're going to be planning together, and how you're really going to have this partnership.

Before you do this test session, this is your opportunity to see how things look on your end.

So right here, I have a window behind me in a photograph.

This is not a particularly warm, functional, greeting way to meet family.

Make sure your lighting is good, not a ton of things going on in the background.

Goes without saying, but you definitely need to be in a room where you can close the door. Again, we talked about HIPAA compliance.

You need to keep your end as professional, keep it professional.

Family's environment, it's great if they have that prepared, and you talk through this in the orientation, but make positively sure absolutely that your environment is as you would want it in your in person settings or better.

These handouts will be available to you after the webinar here, and you can adapt these in your own way.

But I typically really like to send parents information and say here's our checklist we're going to use. I ask that you why us this before your session.

The telepractice role chart, I go through that and I say, yep, this is what needs to happen on your end. This is what I'm going to do.

And hold me accountable.

So this is really, really important that you're sharing this information and going over this.

So again, these will be available for you afterwards.

Also the telepractice routines form.

You might give this to the family ahead of time and talk through one routine just to kind of, again, start your conversation.

So important considerations.

Obviously, we talked about how is the connection, are you able to hear each other, is it consistent, is the sound choppy, is the screen freezing.

Those are things you want to pay attention to. Again, go back to the bandwidth because that is going to affect all of those things.

Then future communication, how you guys are going to communicate.

Again, HIPAA compliance is an issue.

Does the family want to receive texts.

Are you using a private server to leave lesson plans and information.

Then also what will you communicate? Do you have a formal lesson plan you're sharing? A specific list of what the parent is going to do and prepare for the session?

Obviously, scheduling, talk about how you're going to schedule.

Also especially starting out talking about who is going to be there. Don't assume that because you always have been working with mom or dad in the in person sessions, invite both parents. They may both be home.

Make sure you're opening the door for that.

The other thing, I would advise for those initial sessions especially until you get a routine going within your session, I would say do your best to have siblings not present. Because again, this is a lot that the parents are carrying. It's a big load. They are having to focus, having to do so much to learn while you're learning.

If they have siblings, it's going to be very, very challenging.

This is a very important disclaimer.

Keep in mind that we're all human, and families are home. They have been in the house two weeks plus now with their families.

It's going to, you're going to be working this out together.

You're going to have days that go better than others.

I always tell parents, you always have a white flag option. If something is not going well, wave that flag and we can change course, change direction. But really as a professional, be able to read those things.

As parents, wave that flag and say, hmm, this is frustrating, he's not participating, what can we do.

Be ready to do that and put it out there that we're in this together, and have that dialogue with parents. It's really important.

What do you tell parents? To put their minds at ease even in the in person sessions.

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Great.

Figuring out together.

No judgment zone.

Yeah, so really allaying that stress. If you think about it, if it's a parent, again, they were bringing their kids in for in person sessions with you, if you're a speech pathologist, suddenly they are on. Again, we talked about that quick learning curve. Parents can do it. And when they realize that they can do it and are actually quite good at it, the sky is the limit for what you can accomplish during sessions.

I think just having that conversation at the beginning, putting them at ease, is really important. And tell them, you know, if you don't have a lot of experience, tell them, I'm learning here too, so let's keep talking.

All right, I'm going to jump into, I think because telepractice is so, so based on parent coaching and that parent professional partnership, it's absolutely essential to go about that very strategically how you develop that partnership.

We talked a little bit about our orientation session, really opening that door, having some of those conversations.

But as you work together, this partnership is what's going to make it happen.

So building that partnership.

Definitely the most important thing is meeting families where they are and helping them build capacity from there.

We talk about 136, the idea that we have kids that are diagnosed early and get their hearing technology early. As interventionists, our goal is to initiate intervention at least by six months if not much sooner.

But we do have families that have kids that are late identified, families that are really trying to figure it out.

So again, in telepractice this is as important as ever, meeting families where they are.

Again, you may not have spoken with this family ever or have only met them briefly at an IEP meeting, so really think about where they are.

Another thing that's really important, ask open ended questions. Don't make assumptions.

It may be tempting to say I know this family, they've a lot going on, super stressed right now. Maybe they won't be able to do sessions.

Ask.

And make sure, don't make any assumptions.

You want to, again, meet them where they are and build from there and find those strengths in the family.

Every family has some strengths.

By talking with them, you build on what's working, what's going well, and you move from there.

So that's really important, meeting families where they are.

The parent professional partnership, you're really, you are putting your brains together.

Professionals, we are like really good at being the experts.

We know all about hearing loss, we can, you know, talk about an audiogram until we're blue in the face.

We know hearing technology pretty well, at least we should.

Developmental milestones, we know what the child's goals are,er we know what comes next developmentally.

The parents, they are experts on their own child.

They know what their child's likes and dislikes are, what makes their child, you know, have a tantrum.

They know least and favorite routines.

The parents are there, having conversations, interacting with their child day in, day out.

Know that this is an ongoing conversations where you're putting it all together to essentially, again, put your brains together to make the absolute most of sessions and the parents can do what they do over time.

Know also as a professional, you are with the parent one hour a week, the parent and the child one hour a week. Parents have the remaining 70 98 hours.
So how do you make that investment as good as it can possibly be.
Again, this partnership is what makes it happen.
So the world of routines.
Honestly, as you start to look at putting together routines with families, again, this is a starting point.
Over time you'll be using these routines, adding to them, expanding them, looking at them in a completely different way.
But this document here, I would say you may only use this initially with your families.
You're not going to be using this every single time.
It starts that dialogue.
You're going to get very familiar with the family's routines.
It gives you a starting place.
The other thing about this form, it forces parents to really think about, what do I say?
How do I do this?
How do I interact during that time? What am I focusing on? Am I really making the most use of the vocabulary available to us here?
So consider that this is just the beginning of your discussion, and I promise, you and the parents are going to see routines in an entire different light.
So again, routine may happen in a specific room, putting laundry away, or it may be in multiple rooms, putting laundry away.
May involve a specific set of vocabulary, setting the table, or a particular order, making a sandwich.
These routines, again, it's a starting point.
Use them, you know you'll be using them with the family.
Ultimately they are going to be teaching you how they are making the most of routines.
Here's this chart, again, how do you make as a professional the most of your tiny sliver there, make the absolute most out of that time.
This is not to intimidate you parents, big orange part. But again, parents are powerful, have the capacity to make all this happen.
Between 70 98 hours, part of that time the parents may be hiding in the pantry eating Cheetos, trying to get the moment of fresh air during their home isolate.
But definitely think about how do, as a professional, how do I make the most out of what I'm doing.
Again, the partnership is the way to make it happen.
Strengths based coaching.
In the early intervention setting, absolutely.
The families are, again, the experts on the children, on their own child, and they have the greatest influence.
So we really really really need to look at that coaching model and how are we going to hand over our expertise, how are we going to listen to the parents during planning and during our in session dialogue.
How are we going to do that to make the best possible outcome for that family.
With telepractice, fortunately, and maybe it's a bit of a challenge for some of you, but you have the capacity to do that. You can't be in the room, you can't change the circumstances.
You basically are coaching the parent through it, and it may seem hard at first, but ultimately, that parent is going to be better for it.
As the parent mentioned in the video that we watched.
So let's jump to telepractice sessions.
We're cruising right along here.

When you initiate your sessions, again, if you had done your orientation session, you really do have a rapport going with the family.

So, when you start your sessions, you're kind of diving in and making the most out of them.

So coaching and telepractice.

There's five key components, the way I look at it.

This is loosely based on Sheldon's routine based intervention and coaching families.

You essentially have planning together, you're sharing knowledge with each other, you're learning and practicing during your sessions, you're analyzing interactions as they happen, after they happen, and then ultimately at the end of the session, hopefully you're able to say, here's what happened during the session, what's our plan moving forward.

How do we integrate all of this.

We're going to break these down a little bit.

We also, I do have some videos in here.

I'm hopeful that the videos worked well for everybody, and we'll see if we can get through these just because they demonstrate some of these elements of coaching.

Planning for telepractice initially, I have to tell you, it requires more on your part as a professional.

It requires more on the part of the family.

You're going to say, my gosh, this is really hard. But if you're doing it right, you're, again, setting that stage for an ongoing dialogue, an ongoing system of monitoring how that child is doing.

You're also really building capacity in that family. So go with it. Go all in. And do it right.

But again, when you're planning with that family, the other thing is, communicate this to them.

I'm not going to tell you this is easy.

Always communicate.

Again going back to expectations, you'll be doing a lot to prepare. And let's make this work, we can do this.

Again, planning.

And one thing that is absolutely essential in everything we do, you have to lead with the child's goals.

It can be tempting in telepractice to say, and some of the studies, Arlene settler Brown actually noticed this, a lot of times parents and professionals were connecting but not a lot of coaching going on, and it wasn't clear necessarily what the goal was.

So lead with those goals.

If you have an activity, if you have decided okay, we're going to work in the kitchen, we're going to talk through identifying elements of the kitchen or things in the kitchen, make sure that you're telling the parents, this child's goal is to identify familiar items based on two to three descriptors.

If that's the goal of the activity, you can apply that anywhere in the house.

Again, lead with those goals.

Then as you plan, evaluate those routines.

The parent may say every morning, we probably spend an hour and a half in the kitchen.

So that's a good place to start.

If you're having your session in the morning, evaluate that routine.

What's working during that routine.

And what are you going to do.

Then again, joint planning.

Talk to the parent. This may require phone calls between sessions, may require email back and forth about how this is going to go.

So think about, the planning is really important.

You can't just log on and expect things to happen.

I would say overplan, and that gives you a lot of things to choose from if you don't get to everything.

Hopefully you've addressed that child's, all of the child's goals within that session.
Make sure that you're planning carefully with the parent.
If the parent plans with you, they have buy in, so that's really important.
Talk about where the session is going to occur.
Again, I mentioned the kitchen.
How are you going to set that up?
What is the family going to use?
What are they going to prepare, what are they going to have put together?
Who will be present?
Again, this is really important to say, okay, what are the siblings doing?
Can somebody watch the siblings?
Can we make sure they have something specific going on so the parent isn't trying to manage everybody's behaviors or everybody's language.
Where will the child sit.
So especially in the early sessions, I really encourage parents, let's start in the high chair, especially if we're in the kitchen, and let's talk through things, do our listen check there.
But that's a really important consideration.
What will happen in the session?
We're going to start in the high chair, do our listening check, so talk through those things.
Then talk about where the computer is going to sit.
If you're in the play room and the computer is sitting on the floor, what is that 16 month old Toddler going to do?
They are going to want to type on the computer and chew on it computer.
Set your tablet, computer, if it has to be a phone, set it up in a place where it's not going to be problematic.
However, it still needs, as a professional, you need to be able to see what that family is doing, and you also need to be able to hear what's happening.
So work through that with the family.
Communicate, say hey, you know, I can't see you, or I'm really having a hard time hearing you, can you set the phone up.
IPad stands are helpful, but sometimes at an angle, you're looking the a the ceiling.
Think through all that, obviously, in your orientation session, but work with the parent.
Make sure that your session is good, that you can see and hear.
Send the family a session plan.
You can talk through this together potentially.
This is kind of a standard form that looks similar to a form that I used in terms of the lesson plan that I used with families.
Just be aware that, let them know what the important things are on here.
You can fill this out, send it to the family, and say okay, here's our goal.
Again, you're leading with goals.
The target that we're using here or the strategy if we're doing audition first, well, mom, the way you're sitting in the room, I want you to be sure you're sitting beside the child, not directly in front.
Those subtle things, at least the parent has an idea of what the goals are and what the routines and activities that you have happening in session.
But definitely, another thing that I have done with families, I will send them an email the day before the session and say, make sure to have the following things compiled and have them at each.
You may say, set up your environment.

I want you to hide some things in the kitchen cabinet, because we're working on concepts, top, middle, bottom.

Think about how to talk the parent through that so they can prepare.

When it's time to work on a goal or do an activity, they are then ready to go.

Your session structure.

It really can help to put parents at ease, or if you have an older child, a school age child, to have a visual schedule to know, you know, you do this probably in your very own sessions, in person sessions.

Make sure that you let them know kind of what that structure is.

I think it is very important to start out, you know, continue having a structure in your sessions.

Without structure, it makes the parents feel very anxious.

What's happening next, this is not going well.

Structure, and sometimes I will even put timing on certain elements of the session.

Again as we talk about this, as listening and spoken language specialists, we can do the greeting, hello, tell me something wonderful that happened this week, tell me a challenge.

The listening check is essential, as we will all attest. Especially now we have to know that technology is working as it should, that the child has full auditory access, and that nothing has changed.

If we're noticing something has changed, we gotta get on the phone with the audiologist and figure out what to do.

Again, that listening check, don't ever thing that isn't important.

I do have families so religious about doing it every single morning, they log on and say we did it, everything is working great.

Again, keep that in mind. It's very important.

You probably are wondering why I have this photograph here of the cow with his head in a little tyke's car.

This actually was a session opener a family had sent to me.

Sometimes the best way to start your session or get your session going is with conversation.

This is about conversation between the parent and child.

Show something like this, a funny picture, funny video.

It gets the parent and child talking, and they can talk about why that's funny, you know, they can talk about what are the cow's thinking.

Theory of mind going on.

As a professional it gives you a quick snapshot of how they are talking to each other.

Is the parent asking a lot of questions.

I'm going to actually post a question in the professional community about this and ask you to share your conversation start is or your session open because this really is a great way to get that conversation going.

It reduces stress, it sets the tone for the whole session.

Again, whatever you use for your sessions in terms of the structure, just have a structure and make it clear to the family before and during the session.

So sharing knowledge, we talk about coaching in terms of sharing knowledge.

Again, we're the professionals.

We're using that lesson plan, using the child's goals, we're talking about what the goals are.

What are some strategies that the parent can practice to make progress and to support the child in achieving their goals.

So we're explaining it, describing it.

Oftentimes we're modeling it.

If I'm working with a family with a very young child, I have prompts.

I will say okay, tell the parents where to sit, what to do.

I'll use props. Doesn't have to be identical. But definitely make sure that you're modeling and handing over to the parent and sharing what you want them to do.

Karen, can you put the link, please put the link to the video in here.

I'm going to go on mute for a second and drink a sip of water.

After you watch this video, please share one take away.

What do you think the goal of this opportunity was here, this video.

(Participants troubleshooting in chat).

(Some participants viewing video).

Okay, a lot of you mentioned identifying an item in the house by descriptors.

The strategy, and this child was definitely working on that, so getting a number of descriptors, identifying what the item was as a goal.

The strategy was using auditory first.

As you noticed, hey really wanted to just see what was on that card.

When the mom pushed a little further and used the descriptors without looking, it was definitely, that was sort of a parent goal to say okay, really force yourself to give those descriptors by the audition first so he's having to process.

Again, that was working through the goal, applying the strategy, and you can see how ultimately the child was able to process that information by hearing it first.

Again, learning and practicing.

After the model, ask the parent, hey, can I hand it over to you now, does everything make sense.

So have that clear communication, are you, do you have questions about how I'm modelling it, do you think you're ready to try this activity.

And so again, that's your opportunity to see is the parent applying the strategy.

Oftentimes I'll give them two to three opportunities.

Okay, let's try another one.

Now, in this case, you saw that I had materials for the family.

Do you think those materials were necessary?

Yeah, I made them a packet, and this was something they could work with.

But no, they did not need these materials.

I think in many ways, you know, the mom, it didn't help to have the materials.

So this is an example.

You can play a game like this perfectly well without actually having objects or materials there.

Somebody mentioned here the I spy game.

Yes, it's really important to kind of think about that.

Don't get bogged down in materials.

It's time consuming.

But that's just a consideration.

How we're doing on time.

Karen? Okay, let's play this video.

Just watching the mom.

Again, one of the strategies that we were applying here was building anticipation.

So really getting his interest in the game.

Again, we didn't need these little cards necessarily to do it, but I'll let you guys go ahead and take a look at this video.

Karen, can you put the link in there, please?

I can also do it.

(Participants viewing video).

Many of you are saying you're having a hard time reviewing the videos.

These videos are available in the other two courses that we're going to open up after this session, so you will have an opportunity to review these again.

They will be in the context of a discussion.

Again, your video may be slow, may be a bandwidth issue, so it's kind of the trick of the trade.

Okay, I'm going to move forward a bit here in the interests of time.

Again, the parent reflection, the analysis and discussion.

In this case, this mom does a great job of really looking at how this went.

You'll see it in a subsequent video that she really makes some great observations about how her son was responding to the questions here and identifying, you know, coming up with the right word and the vocabulary.

So again, finding the gems in the interaction. So in this case, mom was doing a great job of using anticipation.

So it was possible to say, you know, you're really using anticipation well, it helps him listen, it helps him follow better.

So that's just one example of the parent reflection, how she was using a strategy.

Okay, I'm going to skip forward a bit.

A word on feedback.

Through a strengths based lens, definitely give feedback that is specific.

I love how you did that, I loved how you used anticipation to keep him interested in listening.

Did you notice how they responded?

So that you're really capturing moments that identify what went well in the interaction.

Having said that, couch your feedback in a positive way.

So oftentimes, and you'll see this in teleintervention, that parents really want their children to perform.

So you'll log on and will say say this, do this, oh, he said it the other way, what's this, what's that.

Again, what's a positive way you can ask a parents or let a parent know, think about the questions you're asking.

You know, what's another way you can ask a question, an open ended question to get a response from your child.

So really using strengths based coaching when things are going really well or to help that parent sort of see the way they are talking with their child in a different way and how to change that to make it more conversational.

Definitely, you know, use that strengths based language.

Then the summary and action plan.

This is the time that you look back at the session with the parent.

Ask lots of really good questions.

What did you notice?

What did you see?

You noticed that suddenly he is identifying, he's able to do a lot of descriptors for words.

You'll see in this video mom talks about, gosh, a lot of words he doesn't know, but he knows how to describe them.

So summarize what happened in the session.

Brainstorm what the parent can do next or how they can level up or how they can apply that strategy to meet the child's goal in other environments.

So this is your chance to really talk about, okay, we had our hour here. What's going to happen the next 98 hours? Let's talk about it.

Okay, I have one more video here for you.

Karen, if you have that link, it would be wonderful.

My computer is a little bit frozen.

You should see the link now in chat, so please click that or copy it and paste it into a new browser window.

(Video).

I want to confirm we have the same link.

Based on the discussion, I'm wondering if there's another.

So it should be the video that goes with summary and action plan that is playing right now.

Yeah, a lot of you are commenting on the fact this particular mom, she really thought through.

It was her observation about labeling things but also using all the language around it.

So sometimes your session take aways may be as you had expected, but more often than not, it's the parent thinking about what they did in an interaction, what they observed, and how they are going to change their game plan, what they are going to do new, better and different with their child.

So again, I think this was a really good example, but it's so essential to take that time to make sure that the parent is getting time to practice, that you take that time to reflect at the end.

There may be times where the child is done, the parent is done.

It's worth catching up after the fact to go through that.

I always send a session summary to families to discuss that.

But in the absence of really having the parents talk through what they observed, I think that's what's really, really important, that they take the time to sum up what their experience was during the session.

So again, make sure you are really going through the steps of planning, modeling, practicing, doing microfeedback within an interaction, and then summarizing every time you do a session.

It's so so so important.

Again, because you have that hour with that parent, you need to make sure that whatever happens within that hour becomes part of everything they do, as the mom said in the initial video.

Really think about how you're coaching parents throughout the whole process.

So a few other things about doing telepractice.

How do you adapt your plan to the real world?

This is the golden question.

If you're lucky, things will go as planned between 30 and 50 percent of the time.

The beauty of telepractice is that you have an opportunity to rely on the goals while weaving strategies and techniques into any routine or unforeseen contingency.

With practice, you're going to become a pro.

This picture, you may think it's funny, but don't be surprised if this happens, and be prepared for it.

Do everything you can in planning to prevent this from happening, but yes, this is the reality for many parents, particularly right now, because you know, everybody is at home.

Parents are trying to work.

They are carrying a heavy load already.

During your sessions, do everything you can to plan that time very specifically for both parent and professional, obviously as professional, but have that parent really set that time aside.

But be prepared that things may not go as planned and, you know, realize the parent may be raising their red flag or the child may be done with something.

Act accordingly and proactively.

And that's related very much, and I think ask questions, ask the parent, say how do you feel, how are you feeling like this is going?

Do you think he's done?

That leads to my next slide here.

In your intervention sessions, if you are in a classroom, if you are doing individual therapy, if you are working with a family, how do you know when the moment has passed?

What sort of indications do you get?

(Chat responses).

These are great, love it.

Everywhere from child disengages to all hell breaks loose.

Absolutely.

You start to see tantrums.

Hopefully you know ahead of time about that.

But somebody also mentioned parent looks worried or looks distracted or parent picks up their phone.

So yeah, read those signals before they happen.

I think usually it's, you know, if the child really starts to kind of look away, make sure that you're changing course, you're talking with the parent to say hey, you know what, he's done, let's move on to the next thing.

Definitely communicate a lot during session and don't let it get to the point of frustration.

Make sure you're heading that off and reading those signals really carefully.

But ask. Don't always assume. Ask.

What do you think? Are we done here?

Really consider that.

It's important, you know, in your own session, in person, you can stretch things out a little bit.

You might be able to tell the child, okay, we're going to get to do that favorite activity if we just get through this. You don't necessarily have that opportunity when you're in a session and working remotely.

So really think about reading those signals and making transitions in the session.

Definitely ask those questions.

I always encourage professionals, and I do my best to end things on a positive note.

Read those signals.

I think children pick up on that really quickly, you know, I can get out of this, don't have to do this activity, you know, get through something.

But again, try to end it on a positive note and how the parent is engaging in conversation with the child even.

You can do the clean up song to make that transition.

You can still with the clean up song use that time to follow directions.

So really really practice that, you know, as you do your sessions, be aware what's happening on the other side of the screen and act accordingly.

Again, I mentioned here, reserving that reflection. It may need to happen at the end if you're, you know, moving right along, so adapt accordingly.

Then obviously, best laid plans may not work for that day. Again, be prepared. Have your go do activities.

Plan these things with the families. Again, they are the experts on their children. They can tell you what that child loves doing.

So really think about that.

In this case, one thing that I talked about earlier is, you know, we have pictures of households.

Have the family send you pictures.

In this bookshelf you know what that family has, the books they have.

You can talk through that ahead of time.

Have your family send you pictures of places in the house where they spend time, because you know what they have on hand.

They don't have a send a list, it's an easy quick get.

Definitely make sure you're doing that.

Please type in chat, what are some of your go to activities.

(Chat responses).

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Yeah, these are great.

I saw somebody mentioned songs.

What a great way to change even the auditory environment in the house.

Oftentimes getting a child's interest using a song to get through a routine or an activity, using a song to kind of change the focus is excellent.

So again, keep in mind, we are talking about activities here, but never ever ever forget it's not about the activity, it's not about the toy, it's about the interaction and conversation happening between that child and parent that's getting that child to their goals.

So yep, make sure you have these things ready and available, but remember you're keeping it specific to what is happening, the interaction and conversation between that parent and child.

So really quickly here.

I am going to put a plug in for experience books.

If ever there was a time for a family to put in some time for experience books, now is the time.

This is two pictures from my son's experience book that he had early on, and there's no end to the amount of language that you can use in putting together the experience books.

You're talking about past stories, past events.

They are great for teaching theory of mind.

And it's one of the best ways to support early and ongoing literacy.

I can't tell you, we got years and years and years out of my son's experience book.

And it is a great session opener for a child to share with you. You can see how they are retelling a story from their experience book.

I see there's a question in the chat, if we have linked for experience books, we absolutely do in the Hearing First community.

I would strongly encourage you, download that, share it with families, and use some time to do that.

Yes, Jane, great for building language.

Absolutely.

That's my plug for telepractice, encourage families to do it because they will get lots of mileage out of it.

I continue to absolutely love looking at my son's experience book.

He's in a phase right now he wants nothing to do with them, but hopefully we will return to that time.

Post session learning.

This is really important.

I always send a session summary to families.

It doesn't have to be a dissertation, but definitely those key points that the parent may have set goals for what they are going to do all week.

Send them a reminder.

You can send videos or resources or learning content.

You can send strategy tips midweek.

You can send a text to the parent, how is that auditory first going, is it really working for you.

Handouts, if the family uses handouts, definitely make sure they are getting additional resources to support what's happening in the sessions.

The other thing that has been incredibly helpful for me and I encourage the families to do it as much as possible, but have them send you a video of something that happens during the week.

So in this case, little Rose was babbling away using vary gated babble, all kind of new sounds and sounded very conversational.

Guess what we talk about? This was kind of a new thing she had reached.

Suddenly it gave us a chance to touch base at the beginning of our session and say okay, she is doing that now, this is where we are.

It enabled us to do a little diagnostic teaching. We're like, she's meeting her goals for having very conversation like babble, she's making all these new sounds.

What can we do to support her in her session.

These little tiny videos give you an opportunity to shape your session.

The parent was there, they saw it.

They can watch it as many times as they want.

You're on the same page.

It's a way to link your sessions with what's happening at home.

So if you can, encourage parents to do that if they are willing.

A couple of words here.

Include other professional team members!

Absolutely.

Audiologist, as much as you can audiologist that are here, connect with your families during this time.

Find out what they need, how you can help them.

I mentioned earlier, if it's going over the child's most recent audiogram again, absolutely do it. Don't assume the parents are a hundred percent experts on the audiograms.

It's well worth the time. If you can, do a conference call with the speech pathologist because the speech pathologist can talk about speech acoustics and how important it is to keep those hearing aids on and working at full capacity.

So again, use these opportunities.

IFSP, IEP team members, you bet. See what the Department of Education is saying right I know, the Department of Health, anything they are saying about providing services, anything you can do.

Parting tips and tricks.

I know we're out of time.

Again, set those realistic expectations from the beginning.

Communicate.

Just communicate all the time about what you have going on.

Don't make any assumptions.

Ask.

Be flexible and adaptable.

Use session openers when you can.

Stay simple.

You don't have to make cookies. You can get a glass of milk out of the fridge and make an entire language lesson with a baby.

Keep it simple.

Doesn't have to be complicated.

Laugh a lot.

Again, just have fun with the families.

So here are my references.

Thank you all soooo much.

I very much appreciate it.

Thanks for your participation.

I loved your comments.

You can contact me any time through Hearing First.

Look for an email today.

Karen, I'll let you go ahead.

> > KAREN: Thanks so much, Marge.

That was really excellent, packed full with lots of good information.

I'm not able to post those links to the recordings due to permissions from the families, about you you can see that Jen Ransley has posted links to content that already exists in the Hearing First community space.

Scroll up through the chat and see those links there.

You'll also see an email coming from our team with a pdf for the points, the link to the recording, and access to the other course content.

We want to give you lots of information to work on while you're ramping up for this, and we look forward to seeing you in our next event.

Thanks again so much, Marge, and thank you all for joining this session.

Also a shout out to Deb for Caption First, thank you so much for writing for us today.

Enjoy the rest of your day.

(Session ended at 12:30 central).

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