PRACTICAL STRATEGIES FOR IMPLEMENTING AND MANAGING A SCHOOL-BASED TELEPRACTICE PROGRAM IN A RURAL SCHOOL
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- **Robin Alvares, Ph.D., CCC/SLP**
  
  Financial: no disclosure
  
  Non-Financial: Dr. Alvares is a member of the SIG 18 Coordinating Committee

- **Jamison Grime, Ed.D**
  
  Financial: Dr. Grime received travel compensation from ASHA to attend this event
  
  Non-Financial: no disclosure

- **Monica Brigle, M.A.**
  
  Financial: Ms. Brigle received travel compensation from ASHA to attend this event
  
  Non-Financial: no disclosure
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- **John Dalrymple, M.A.**
  
  Financial: Mr. Dalrymple received travel compensation from ASHA to attend this event
  
  Non-Financial: no disclosure

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  Non-Financial: no disclosure

- **Sue Grogan-Johnson, Ph.D., CCC/SLP**
  
  Financial: no disclosure
  
  Non-Financial: Dr GJ is the assistant coordinator of ASHA SIG 18 Telepractice
FTF FEEDBACK

- Why are you attending this short course?
- Complete question cards
AGENDA

Section 1: Evaluating the Potential for Telepractice in Your School District
FTF Feedback
Q & A

Section 2: Setting-Up Service Coordination
FTF Feedback
Q & A

Section 3: Providing Intervention and Assessment
FTF Feedback
Q & A

Section 4: Case Management
Wrap-Up
EVALUATING THE POTENTIAL FOR TELEPRACTICE AS A SERVICE DELIVERY MODEL

Jamison Grime, Ed.D. Superintendent Montpelier EVS
Sue Grogan-Johnson, Ph.D., CCC/SLP Kent State University, School Age Speech-Language Telepractice Project
### SECTION 1: EVALUATING THE POTENTIAL FOR TELEPRACTICE AS A SERVICE DELIVERY MODEL

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CHAMPIONING TELEPRACTICE

- Getting to know MEVS
- How we came to the decision to try telepractice
- Role of the Superintendent in championing telepractice
IDENTIFICATION OF STUDENTS

Identification of student needs

Evidence Base for telepractice to meet student needs

(Refer to EBP handout provided in class)
IDENTIFICATION OF PHYSICAL RESOURCES

Technology

• Space

Fiscal- Cost vs. Benefit
IDENTIFICATION OF PERSONNEL

Special Education Coordinator
• Telepractice Paraprofessional-eHelper

IT staff
• SLP telepractioner
CHAMPIONING TELEPRACTICE REVISITED

- “Selling” telepractice for district support
- KSU Experience with obtaining telepractice support
FTF FEEDBACK

- Review the School Based Telepractice Needs Assessment
- What are the **Strengths**
  - Weaknesses
  - Opportunities
  - Threats

associated with your particular work situation?
SETTING UP SERVICE COORDINATION

Ms. Monica Brigle, Coordinator of Special Education, MEVS
Dr. Robin Alvares, SLP
Telepractioner
IMPLEMENTING SERVICE DELIVERY

1) Identifying and establishing caseloads
2) Setting up lines of communication among principals, teachers, intervention specialists, psychologists and other service providers to introduce concepts of telepractice
3) Setting up communication with parents
4) Establishing RTI and referral procedures for students initially identified with speech and language needs
5) Designated service coordination responsibilities

- IAT
- Kindergarten Screenings
- IEPs
- ETRs
- EMIS
- Progress Reports
IDENTIFYING CASELOADS

At Montpelier, all K-12 students receiving speech services are seen via telepractice. The types of decisions made are similar to those made if the SLP is on site.

- Individual vs. group
- Push-In
- Collaboration
- Co-teaching
YES, WE DO GROUPS

2 students

3 or more
YES, WE’VE DONE PUSH-IN
ESTABLISHING LINES OF COMMUNICATION

One of the greatest challenges of telepractice

The eSLP has to work a little harder to reach out to administrators, teachers, service providers and families.

Suggestions
• Emails to teachers
• Newsletter
• Visits to school
• Website
RTI/INTERVENTION ASSISTANCE TEAM

All initial speech-language referrals to IAT and forwarded to eSLP. eSLP will screen referrals and will assess students who do not pass screening. However, if there are language concerns, students are also monitored by IAT.

SLP provides input to IAT and may attend meeting via teleconferencing as needed.
REFERRALS - KINDERGARTENERS

- Meet via teleconferencing with preschool SLP in April to discuss students who will continue on IEP.
- Attend Kindergarten screenings in Montpelier in April. Identify students to rescreen.
- Rescreen kindergarteners and screen new kindergarteners during first month of school.
- Identify students for further testing, RTI group or monitoring.
OTHER REFERRALS — OLDER STUDENTS, FAMILY CONCERNS

Complete referral form and checklist and give to special education director

Special education director will forward to eSLP. Children with language concerns as well as speech concerns referred to Intervention Assistance Team

Screening by eSLP
## SERVICE COORDINATION

1. Coordination of Special Education (CSE) – obtains consent, schedules and facilitates related service IEPs.

2. School Psychologist (SP) – obtains consent, schedules and facilitates related service ETRs.

3. eSLP – obtains consent, schedules and facilitates speech primary IEPs with assistance of eHelper.

4. EMIS Coordination.
PROGRESS REPORTS

- Special Education Coordinator creates annual schedule and also sends email to service providers and intervention specialists approximately one week before they are due. Intervention specialists print out related service ETRs.

- Speech Primary Progress Reports printed out by eHelper
INFORMED CONSENT

- Initially — at beginning of services
- Ongoing — on ETRs and IEPs
  - Open house each year at start of school year & individual discussion with families/students describing where and how services will be provided.
  - Contact information is provided & parents are encouraged to view therapy sessions and/or communicate concerns
  - Documentation on ETR and IEP
FTF FEEDBACK

10 Minute Break
PROVIDING INTERVENTION & ASSESSMENT

Dr. Robin Alvares, SLP
Telepractioner
Ms. Kandy Houk, eHelper
SET UP USED BY KSU PROJECT
HARDWARE

Computer
Dell Optiplex 9020

Monitor
Dell 2314T 23inch Touchscreen Monitor
LG flat screen TV Monitor

Webcam
Logitech HD Portable 1080p Webcam 615 with autofocus

External Speakers

Headphones- varies by student/SLP preference
CONNECTIVITY ISSUES TO CONSIDER

Network Connection Speech
Available bandwidth during peak hours
Higher speeds for HD, dual streaming presentations or multipoint calls
Establish procedures for troubleshooting via an alternative connection
Technological compatibility between sites
Security of transmission
SECURITY AND PRIVACY FOR VOIP

Voice over Internet Protocol (VoIP) – teleconferencing software uses VoIP technology to deliver voice and multimedia sessions over IP networks

Security – Protection of personal health information
Privacy – how service providers will make us of and share information

Clinicians providing services via telepractice are bound by the same federal and state privacy and security regulations as they would be for in-person services
Both the Health Insurance Portability and Accountability Act (HIPAA) and the Family Educational Rights and Privacy Act (FERPA) include federal legislation about privacy and security. Some states may have additional security and privacy requirements. Insuring compliance with these regulations is complex and it is recommended that service providers consult an expert.

- Adapted from ASHA Telepractice Portal

WHAT’S THE CONNECTION?

Our Connection: KSU’s Optical Connection 3 to OARNetwork (Ohio Academic Resources)- an integrated technology infrastructure that provides support and services to all academic institutions in Ohio

128-bit AES internet signal encryption
**TELECONFERENCING PLATFORMS**

Dedicated point-to-point system (e.g. as would be used for distance education): these can be very expensive and access to equipment might be limited.

Server-based systems: both SLP and student(s) log into a central server (e.g. Microsoft Office Live Meeting, Adobe Connect, Go To Meeting).
PLATFORM FEATURES

Features we prefer:

- User friendly- eHelper and SLP
- Video and audio standards are appropriate for intervention services
- Ability to hide picture-in-picture
- Screen Sharing
- Application sharing
  - Easy to application share
- Whiteboard
  - When whiteboard is not available, utilize a similar feature through software. For example, OneNote
PHYSICAL SET UP AT REMOTE SITE

Dedicated space is needed
Lighting
Sound
Privacy and Security
EHelper

- Managing and troubleshooting equipment
- Scheduling
  - Therapy schedule
  - IEP/ETR meetings
- Materials Management
- Behavior Management
- Cultural Interpreter
- Distributing and monitoring homework
- Manages speech primary IEPs/ETRs
**TELEPRACTICE — PROVIDING THERAPY**

- **Computer Assisted Instruction**
  - Therapy specific
  - Reinforcement activities

- **Worksheets**

- **Whiteboard/OneNote**

- **Books**

- **Powerpoint**

- **Smart Notebook**
WORKSHEETS
REINFORCEMENT ACTIVITY
“Edna,” calls a large penguin. “Come fish with me!”

“I can’t,” she says. “I’m busy.”

“Doing what?”

“Looking for something.”

“You mean something to eat?” he asks. “Like lunch?”

“No,” says Edna.

“Something else.”

“When you get tired of looking for fish,” he says.

EBOOKS
ASSESSMENT

We use same procedures as on-site SLP except classroom observation (at the time of this writing)

- Standardized, norm-referenced testing
- Informal procedures
- Record review
- Feedback from teachers
STANDARDIZED TESTING

- For some instruments, stimuli are at Montpelier

WHAT WE DO AT MONTPELIER

Caseload: 75 K-12 students

Types of cases: Articulation/phonology, specific language impairment, fluency, SLD, ED, Cross-categorical, KIAT

- Students seen a minimum of 30 minutes a month
- Most seen individually or in groups of 2, but some groups of 3 and 2 groups of 4 each
- RTI, primarily for SSD
- In-Person school visits 3-4 times per year- K screening, AAC evaluation, collaboration
WHAT WE DO AT MONTPELIER

3:1 schedule

▪ Make ups
▪ Monthly students
▪ IAT Meetings
▪ Assessments
▪ Speech Primary IEP and ETR Meeting
FTF

- How could you increase collaboration with teachers and the SLP telepractioner?
- How could you increase collaboration with parents?
CASE MANAGEMENT

Ms. Monica Brigle, Special Education Coordinator, Montpelier EVS
Mr. John Dalrymple, School Psychologist, Montpelier EVS,
Dr. Robin Alvares, SLP Telepractioner
Ms. Kandy Houk, eHelper
IEPS

Speech Primary

IEP opened by eSLP, CSE added to IEP
Consent obtained by eSLP
Invitations by eSLP
Meeting facilitated by eSLP
Original signature from eSLP required

Speech as related service

IEP opened by CSE or IS
Consent obtained by CSE or IS
Invitations by CSE
Meeting facilitated by CSE
Original signature not needed
ETRS

Speech primary
IEP opened by eSLP, SP added to all ETRs
Consent obtained by eSLP
Invitations and scheduling by eSLP
Meeting facilitated by eSLP
Original signature required

Speech as related service
ETR opened by SP
Consent obtained by SP, eSLP notified
Invitations and scheduling by SP
Meeting facilitated by SP
SP sends signature page for original signature
TEAM MEETINGS

IEPs and ETRs

- **Speech Primary:** In speech room via teleconferencing

- **Related Service:** Teleconferencing using laptop on cart and/or conference call
FTF FEEDBACK

What data will you collect to determine if telepractice is a successful service delivery model for your setting?
ADDITIONAL RESOURCES
INFORMATION RESOURCES

Organizations

- American Speech-Language-Hearing Association
  - http://www.asha.org/Practice-Portal/Professional-Issues/Telepractice/
    - Special Interest Group 18
    - ASHA Telepractice Portal
- American Telemedicine Association
  - http://www.americantelemed.org/
    - Special Interest Group Telerehabilitation
    - ATA convention

Publications

- AHSA SIG 18Perspectives
  - http://sig18perspectives.pubs.asha.org/
- International Journal of Telerehabilitation
- Journal of Telemedicine and Telecare
- Telemedicine and EHealth
WRAP UP
THANK YOU