

ASHA Telepractice Documentation Data Checklist for School-Based SLPs



This form is designed to assist school-based speech-language pathologists (SLPs) with documentation and tracking of service delivery via telepractice.

FORMS / TASKS	DATE(S)	IN PROGRESS	COMPLETE	NOTES
PREPARATION				
Obtain parental or caregiver informed consent for telepractice services.				
Document (a) all attempts to obtain consent forms and (b) all communication with administrators.				
File and save a copy (hard copy and/or electronic) of consent forms in a secure location.				
Schedule ongoing collaboration with teachers and related service providers to determine a schedule for virtual sessions.				
Identify a facilitator, and provide information and training to the para, e-helper, parent, or caregiver on the facilitator's role.				
Determine the method of service provision (e.g., co-teaching, small group, 1:1, morning meetings).				
Contact school or caregiver (if the student is being seen in the home) to schedule sessions.				
Identify any technology access barriers that the family and/or student may have. • Document all of your attempts to troubleshoot barriers by keeping detailed records of all communications that you've had with administrators, school staff, and parents.				

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PREPARATION (continued)				
Document all initial and ongoing contacts via phone, email, or district-approved electronic platform.				
Identify additional supports needed—such as hiring an interpreter, using assistive technology, or obtaining English language learner (ELL) support. • Document all attempts to consult with other service providers.				
Review any individualized education program (IEP) accommodations, modifications, and/or supports to access learning.				
Review district or state guidelines on documenting progress (i.e., progress report forms).				
Collaborate and coordinate with the student's general education teacher and with other service providers.				
Develop distance learning plans, if required by your state and/or district.				
For each interaction, document the number of service delivery minutes, and note if that number differs from what is specified on the student's IEP (if so, provide rationale).				
Create lesson plans and/or carryover activities as directed by your district.				

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INTERVENTION AND PROGRESS MONITORING				
Collect Data • Document the student's progress on their IEP goals addressed during the session. • Include observations from (a) parents or caregivers, (b) general education teacher, and (c) other support staff. • Document type of service delivery (e.g., in-person vs. virtual).				
Ensure that the intervention task and criterion for success align with the student's needs using telepractice service delivery.				
Document the type of telepractice technology used.				
Document the supports provided to the facilitator for each session.				
Document (a) facilitator engagement throughout the session and (b) the impact on session outcomes.				
Describe the student's behavior during the telepractice session (e.g., engaged, distracted).				
List environmental factors that may have impacted telepractice services (e.g., distractions by others in the room).				
Complete your progress report; remember to include intervention and observational data, per district guidelines.				

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ANNUAL IEP REVIEW FORMS				
Work with all other members of the IEP team to draft the student's IEP.				
If you are serving as the case manager, send procedural safeguards to parents or caregivers.				
If you are serving as the case manager, send the Prior Written Notice form to parents or caregivers.				
Consult district and state policies for acceptable forms of consent.				
REEVALUATION/ASSESSMENT				
Obtain parental or caregiver consent for reevaluation.				
Send Prior Written Notice form to parents or caregivers.				
Complete the reevaluation and assessment report. • See ASHA's Telepractice Practice Portal .				
Include observations and feedback from parents, general education teachers, and other support staff.				
Collect work samples.				