

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.

Student: _____ Grade: _____
 Schedule: _____ School: _____
 SLP: _____ Case manager: _____
 Student Number: _____ Teacher(s): _____
 IEP Due Date: _____ Reevaluation Due Date: _____
 Individual/group/virtual classroom/consult/other (please list): _____

FORMS / TASKS	DATE(S)	IN PROGRESS	COMPLETE	NOTES
PREPARATION				
Email school administrators to learn whether a FERPA Consent for Disclosure form needs to be obtained from parents or if one is on file (see sample on pg. 9 FERPA and COVID-19)	Sent _____ Received _____ N/A			
Obtain parental informed consent for telepractice services.				
Document (a) all attempts to obtain consent forms and (b) communication with administrators.				
File/save a copy (hard copy/ 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 parent or caregiver on the facilitator's role.				
Determine the method of provision of services (e.g., co-teaching, small group, 1:1, morning meetings).				

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PREPARATION (continued)				
Contact parent(s) to schedule the sessions.				
Identify any technology access barriers that the family and/or student may have. <ul style="list-style-type: none"> • 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. 				
Document all initial and ongoing family/caregiver contacts that you've had over the phone, via email, or via a district-approved electronic platform.				
Identify additional supports needed—such as hiring an interpreter, using assistive technology, or obtaining English language learner (ELL) support. <ul style="list-style-type: none"> • Document all attempts to consult with other service providers. 				
Review any individualized education program (IEP) accommodations, modifications, and/or supports to access learning at home.				
Review district or state guidelines on documenting progress (i.e., progress report forms) during COVID-19 school closures.				
Review district policies for IEP reviews during COVID-19 school closures.				
Collaborate and coordinate with the student's general education teacher and with other service providers.				
Develop temporary 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.				

FORMS / TASKS	DATE(S)	IN PROGRESS	COMPLETE	NOTES
INTERVENTION AND PROGRESS MONITORING				
<p>Collect Data</p> <ul style="list-style-type: none"> • Document the student’s progress on IEP goals addressed during the session. • Include observations from (a) parents, (b) general education teacher, and (c) other support staff. • Document type of service delivery (e.g., in-person vs. virtual). 				
<p>Ensure that the intervention task and criterion for success align with the student’s needs using telepractice service delivery.</p>				
<p>Document the type of telepractice technology used.</p>				
<p>Check whether the telepractice technology is functional.</p>				
<p>Describe the type of support that the facilitator needed to provide services</p>				
<p>Indicate whether the facilitator was engaged.</p>				
<p>Describe the student’s behavior during the telepractice session (e.g., engaged, distracted).</p>				
<p>List environmental factors that may have impacted telepractice services (e.g., distractions by others in the room).</p>				
<p>Complete your progress report; remember to include intervention and observational data, per district guidelines.</p>				

FORMS / TASKS	DATE(S)	IN PROGRESS	COMPLETE	NOTES
ANNUAL IEP REVIEW FORMS				
Draft the student's IEP, together with all other members of the IEP team.				
Send procedural safeguards to parents or caregivers.				
Send the Prior Written Notice form to parents or caregivers.				
Consult district and state policies for acceptable forms of consent.				
REEVALUATION/ASSESSMENT				
<p>Review district policies for triennial evaluations during COVID-19 school closures.</p> <ul style="list-style-type: none"> • Document reasons for (a) completing assessments online or face to face and (b) requesting extensions of evaluation timelines. 				
Send Prior Written Notice form to parents or caregivers.				
<p>Complete reevaluation and assessment report.</p> <ul style="list-style-type: none"> • See Considerations for Speech, Language, and Cognitive Assessment via Telepractice for more information. 				
Include observations and feedback from parents, general education teachers, and other support staff.				
Collect work samples.				