Fall 2020 MA Act Early Conference

Developmental Surveillance in Early Childhood Mixed Systems

Thursday, November 12, 2020
9:00 a.m. - 3:30 p.m.

The live virtual session will begin shortly

Please mute your microphone and turn off camera

The Fall MA ACT State Team Meeting is funded by a grant to

Support for Early Childhood State Systems Through the Act Early Network to Support Recovery and Strengthen Resilience Skills, Behaviors, and Resources of Children, Families, and Communities

Morning Agenda

9:00 – 10:00 a.m. Effective Use of Telepractice to Deliver Special Education Services to Children with Autism: Logistics, Evidence-Based Practices, and the Impact of COVID-19
Mary Andrianopoulos, Ph.D., CCC-SLP
Myranda Marotta, M.A. '22
University of Massachusetts Amherst

10:15 a.m. – 12:15 p.m. Telepractice and Tele-AAC: Instruction, Training, and the Impact of COVID-19
Nerissa Hall, Ph.D., CCC-SLP, Co-founding Partner
Commūnicāre, LLC., Easthampton, MA

Afternoon Agenda

1:00 p.m.– 2:00 p.m. *Screening for Autism Spectrum Disorder in young children through Telepractice.*
Roula Choueiri, MD Neurodevelopmental Disabilities Pediatrician,
University of Massachusetts, Children's Medical Center
Worcester, MA

2:15 p.m. – 3:30 p.m. *Impact of Racism on child development; how to develop resilience in young children and their families in current times and create a change*
Roula Choueiri, MD Neurodevelopmental Disabilities Pediatrician,
University of Massachusetts, Children's Medical Center
Worcester, MA

UMassAmherst

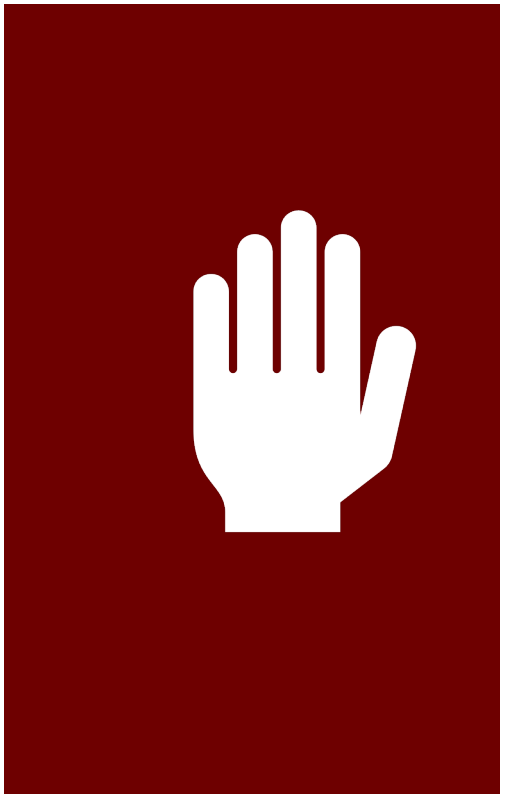
9:00 a.m. – 10:00 p.m.

The Effective Use of Telepractice to Deliver Special Education Services to Children with Autism:

Logistics, Evidence-Based Practices, and the Impact of COVID-19

Webinar Logistics: How to Ask Questions

1. Type in your question in the chat box



Presenters

Mary Andrianopoulos, Ph.D., CCC-SLP
Associate Professor, Project Director
Department of Communication Disorders
University of Massachusetts Amherst
Project REMOTE and Project iPREP

Myranda Marotta, M.A. `22
Project iPREP, Graduate Research Assistant
Department of Communication Disorders
University of Massachusetts Amherst

Disclosure

This work was developed under the auspices of the following grants awarded to Mary Andrianopoulos and Mary Lynn Boscardin to educate and train the next generation of SLPs

U.S. DOE Office of Special Education Programs

- H325K054199 (2005-2009)
- H325D080042 (2008-2012)
- H325K090328 (2009-2013)
- H325K120327 (2013-2018)
- H325K180163 (2018-2023)

"Telepractice is not a different service, but rather a different method of service delivery."

-J.Brown, 2010

GENERAL OVERVIEW OF TELEPRACTICE

Telepractice Models of Service Delivery

Synchronous

Asynchronous

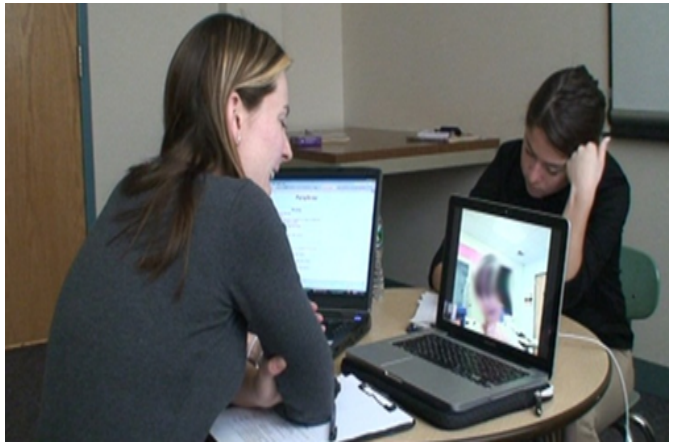
Telepractice Modes of Service Delivery

Hybrid

Synchronous Delivery Model

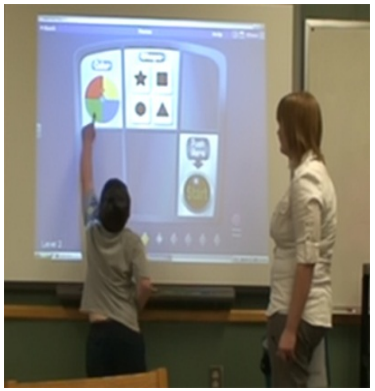
- Live, interactive audio and video connection delivered via videoconferencing platform in real time.

- **Specialist and Client, Student are present at the same time, but not in the same location.**



Asynchronous Delivery Model

- **Store-and-Forward** consultation



- Information captured and **"stored"** in a digital file at one location and then transmitted or "forwarded" to another location for evaluation
  (Telehealth Resource Center, 2013)

- Examples:
- Tx session recorded and viewed later
- Transmission of voice clips, audiologic testing results, etc.

Hybrid Delivery Model

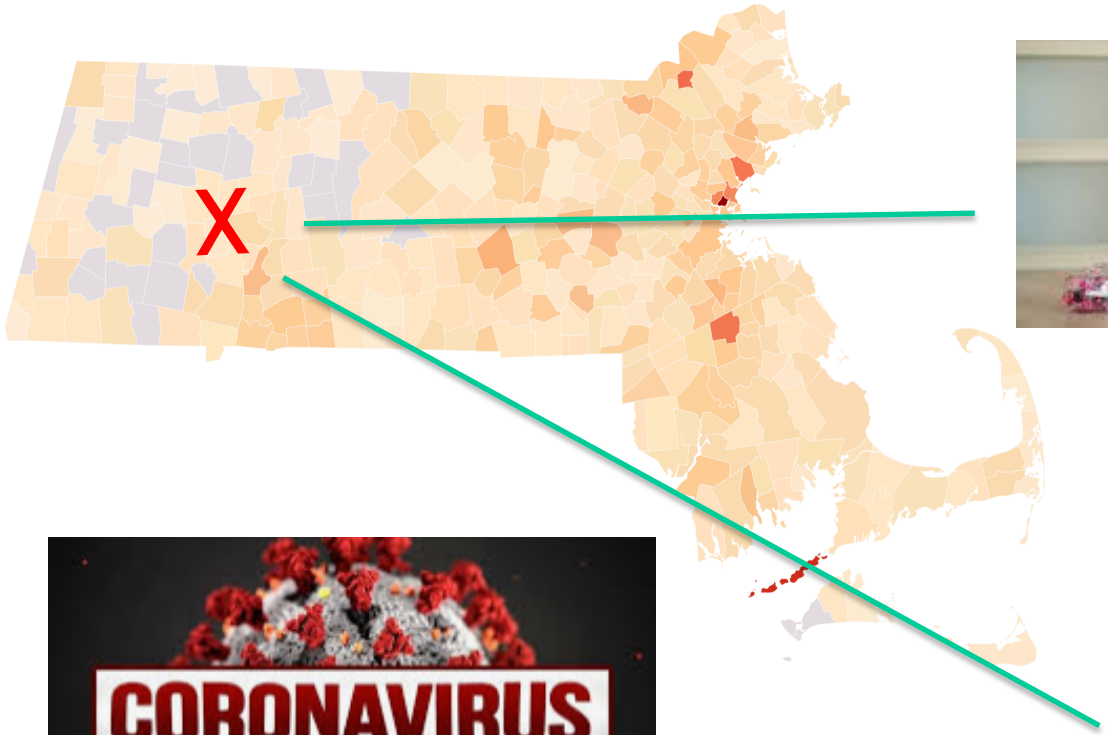
- Both live, **interactive** and **store-and-forward** consultations

- Advantage: use of all technologies to diagnose, treat and consult client and team
  - not limited to a single communications channel

- Examples of hybrid approaches include:
  - Remote Monitoring
  - Distance Supervision
  - Active Consultation

Team consultation regarding TeleTx outcomes

COVID-19 Pandemic Impact on Education



Benefits of Telehealth

When appropriately implemented, a Telepractice promotes:

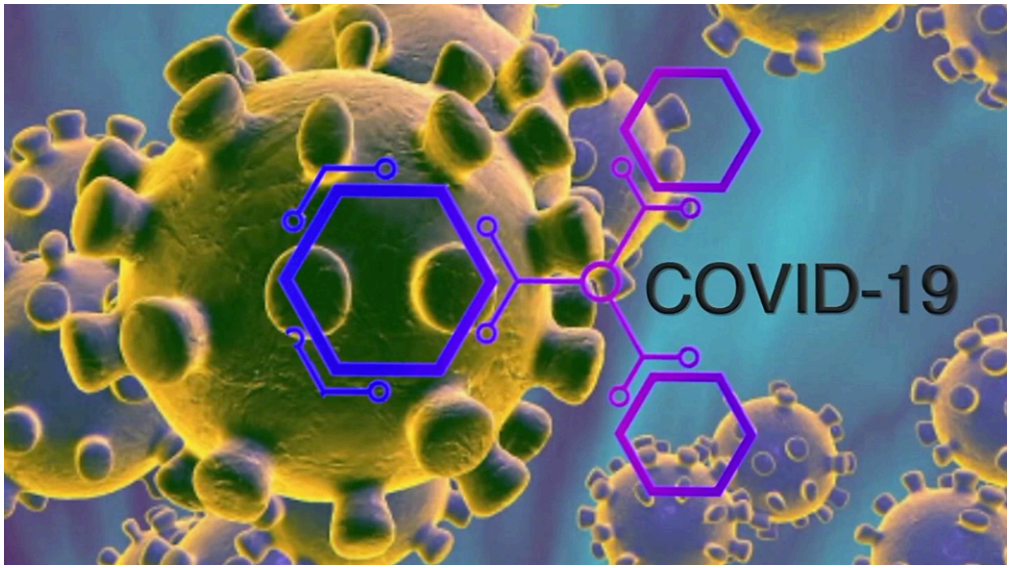
- Free + appropriate public education
- Additional, more consistent direct + indirect service opportunities
- Enables real-time collaboration
- Complements traditional, on-site services and may energize student learning (Juenger, 2009)
- Can be cost effective
- Reduces geographical barriers
- Extends clinical expertise

Limitations to Telehealth

- ✓ **Space**
- ✓ **Budget**
- ✓ **Support On-site or at Student's - Client's Home**
- ✓ **Broadband availability + speed**
- ✓ **Security + Confidentiality Concerns**
- ✓ **Network Firewall**
- ✓ **Licensure Requirements**
- ✓ **Community, Institutional, and Family Awareness**
- ✓ **Organizational, Family Readiness**
- ✓ **EBP-Client Candidacy (On-Site vs. TeleTx)**
- ✓ **EBP Telepractice Training**

FEDERAL, STATE, PROFESSIONAL, DISTRICT GUIDELINES

COVID-19 State Telepractice Laws + Regulations



State-by-state information (updated frequently)

https://www.asha.org/uploadedFiles/State-Telepractice-Policy-COVID-Tracking.pdf

"It is critical to review federal laws, regulations and emergency guidelines"

Federal Laws and State guidelines (Licensure, HIPAA)

https://www.mass.gov/orgs/board-of-registration-for-speech-language-pathology-and-audiology

https://www.hhs.gov/hipaa/for-professionals/index.html

Telepractice Approved for Related Services

ASHA
American
Speech-Language-Hearing
Association

APTA
American Physical Therapy Association

AOTA
American
Occupational Therapy
Association

Federal Regulations: **FERPA**

- **Applies to educational settings**
- *From* https://leader.pubs.asha.org/do/10.1044/2020-0513-ethics-telepractice/full/ by Donna Euben:

"Schools must continue to comply with FERPA. *The U.S. Department of Education (DOE) issued guidance providing a limited "flexible" standard to schools in interpreting the application of the "health or safety emergency" exception to FERPA's general consent requirement during the pandemic. If you are a school-based clinician, you must consult with your school administration and special education director to confirm in writing that you're engaging in FERPA compliant telepractice and/or the school has informed consent of families and/or legal guardians to provide remote services."*

Professional Ethics - Top 10 things to consider:

1. Learn how to use telepractice.
2. Is telepractice the right fit?
3. Follow your state's telepractice law.
4. Don't provide telepractice by written correspondence only.
5. Understand billing, coding, and documentation for telepractice services.
6. Get informed consent before engaging in telepractice.
7. Protect confidentiality and privacy.
8. Can't provide telepractice? Make referrals.
9. Practitioners who are supervisors must not compromise certified supervisees' professional judgment on telepractice.
10. Engage in ongoing telepractice training

https://leader.pubs.asha.org/do/10.1044/2020-0513-ethics-telepractice/full/

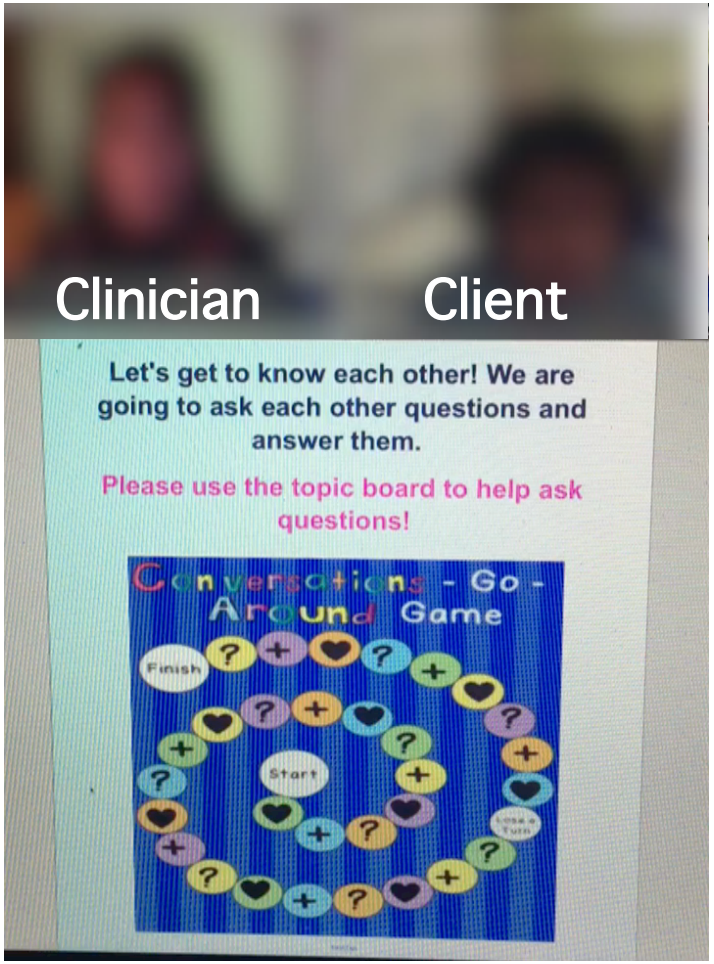
Telehealth Informed Consent Form (ATA, 2020)

Consent to Treatment + Release of Information
Consent obtained prior to Teletherapy services
Privacy, security measures, limits to confidentiality
Potential risks, explicit emergency plan
Storage of client information + potential breaches
Procedures for coordinating care
Conditions where Telehealth services should be terminated for in-person care
Family/Guardian preferences
Modifications to treatment

TeleSupervision Demo

- ***The supervisor is an attendee who can see the clinician*** and the ***client***, as well as the ***activity***

- The supervisor can:
  - ✓ Hide their webcam
  - ✓ Put microphone on mute
  - ✓ Establish a private chat box *within the videoconferencing platform* for real-time communication



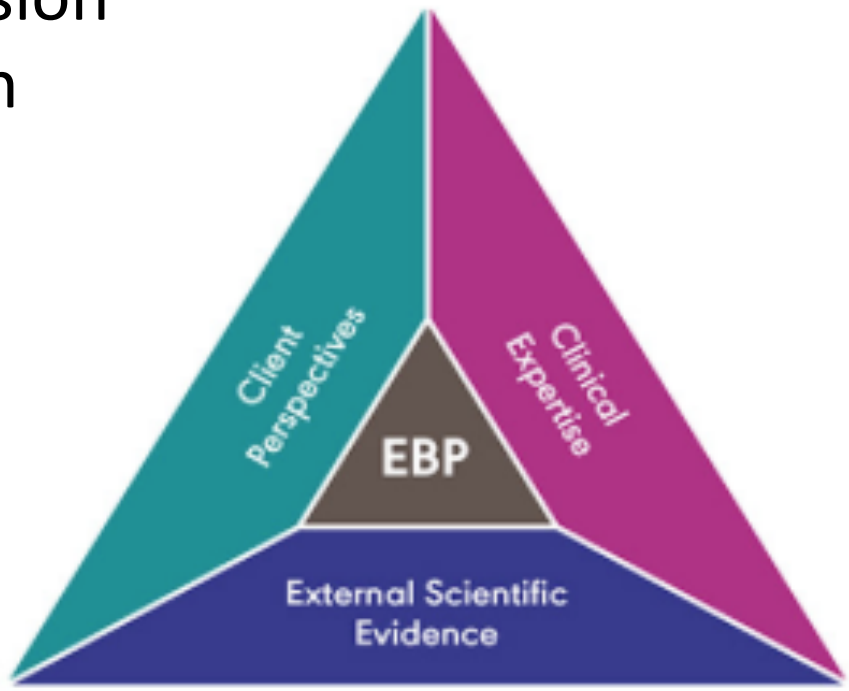
"The use of Telepractice to deliver Speech Language Pathology services has skyrocketed; however, we need to establish its evidence-based practice".

Andrianopoulos, 2012

EVIDENCE BASE PRACTICE TELEPRACTICE

We need to demonstrate EBP on several levels…

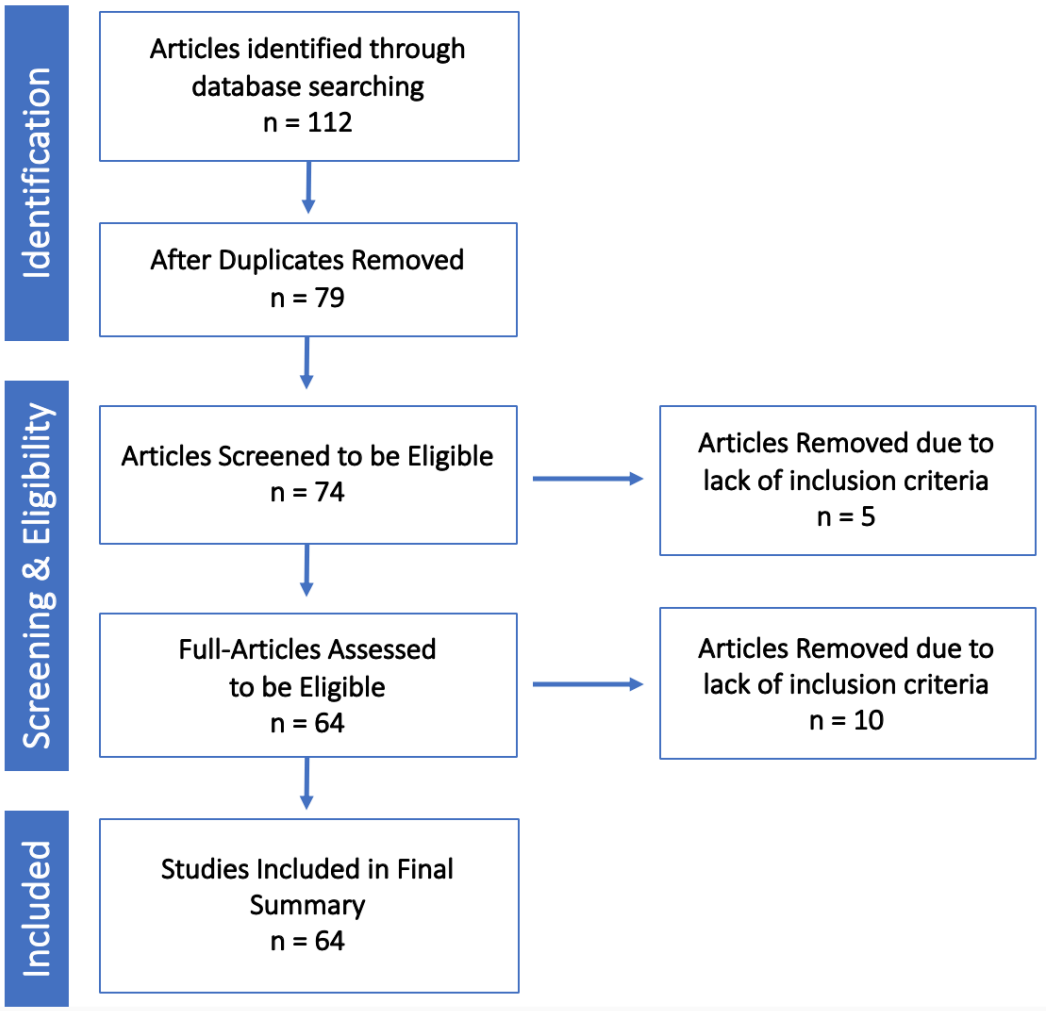
- Models of Service Delivery
- Clinical Training and Supervision
- Assessment and Intervention

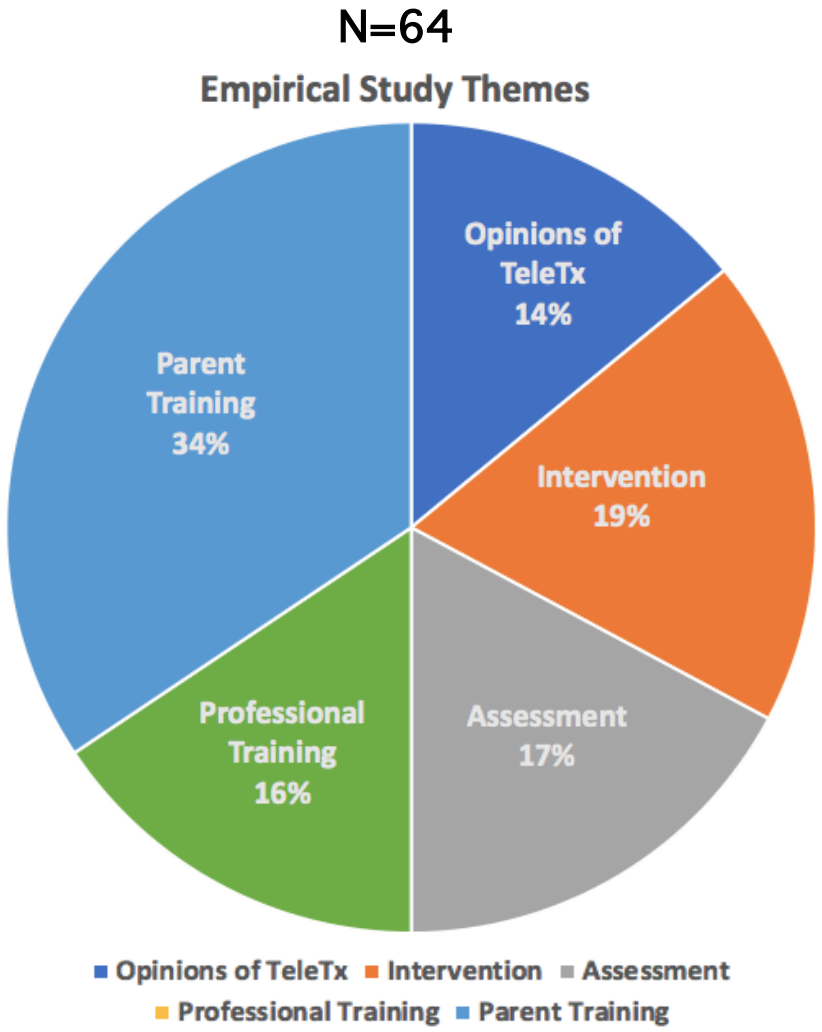


ASHA (2005)

UMassAmherst

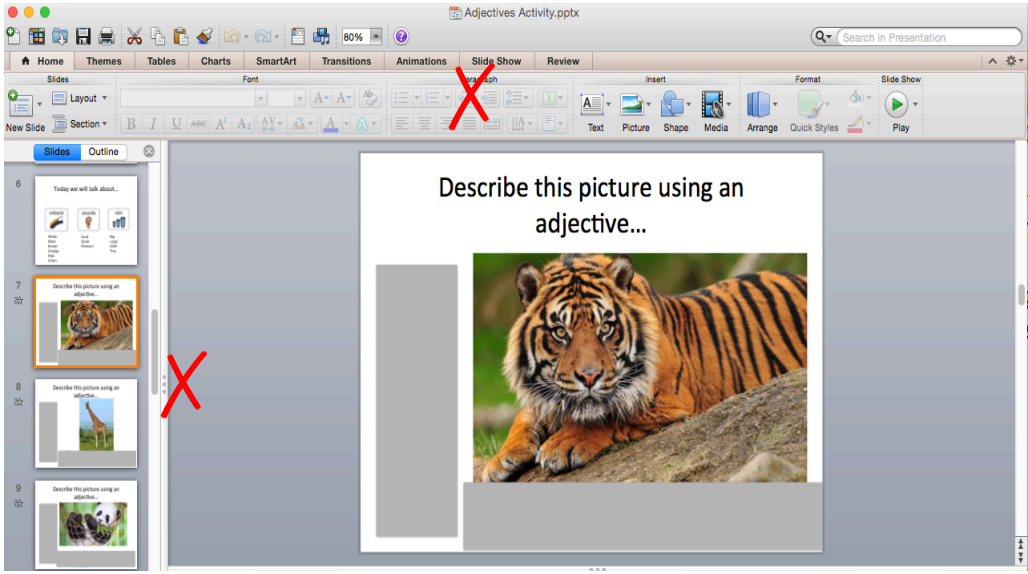
Telepractice + ASD Services





Use Full Screen Mode For Activities

Eliminate “clutter” and distraction on the screen



LOGISTICS OF TELEPRACTICE

Needs Assessment - 8 Step Model (Chaclas et al., 2015)

- **Step 1: Scope, Purpose and Goal**
  - Caseload size, client needs + candidacy, objectives of TeleTx program
- **Step 2: Assessment Team**
  - Administrators, collaborators, coordinators, facilitators, IT support
- **Step 3: Recruitment of essential personnel**
  - Qualified, essential, and vested personnel
- **Step 4: Assessment Approach**
  - Data collection, analysis, student progress monitoring, confidentiality, security,
- **Step 5: Gap Analysis**
  - Characteristics of supports, providers, delivery capability
- **Step 6: Organizational Readiness**
  - Funding, resources for organization to shift to Telehealth
- **Step 7: Potential Barriers**
  - Technology, infrastructure, training
- **Step 8: Summary**
  - Prioritize needs, address gaps, stakeholders

"Candidacy for receiving services via Telepractice should be assessed prior to the initiation of services."
(ASHA, 2015)

CLIENT CANDIDACY

Client Selection (ASHA 2015)

Factors to Consider	Examples
Physical and sensory characteristics	Hearing and *visual abilities*, manual dexterity
Cognitive, behavioral, and/or motivational characteristics	Ability to maintain *attention*, level of *cognitive functioning*
Communication characteristics	*Speech intelligibility* or *cultural/linguistic variables*
Support resources	Availability of *technology*, Appropriate *environment*

HARDWARE + SOFT WARE VIDEOCONFERENCING PLATFORMS, SECURITY

Tele-Conferencing Platforms the claim HIPAA compliance

https://www.gotomeeting.com

https://zoom.us/healthcare

https://doxy.me

https://www.updox.com

https://www.sprucehealth.com

Some vendors that claim HIPAA compliance will enter into a HIPAA Business Associate Agreement

Examples of Tele-Conferencing Platforms

- **Telepractice Platforms summarized by MSHA**

  https://www.mshahearsay.org/resources/Documents/Teletherapy%20Platforms%20-%2003.20.20.pdf

- **Telepractice Platforms summarized by Office for Civil Rights - COVID-19 Nationwide Public Health Emergency Notice**

  https://www.hhs.gov/hipaa/for-professionals/special-topics/emergency-preparedness/notification-enforcement-discretion-telehealth/index.html

Connectivity

- **Internet Connection**
  - Reliable, fast internet connection

- **Bandwidth** = speed of online connection

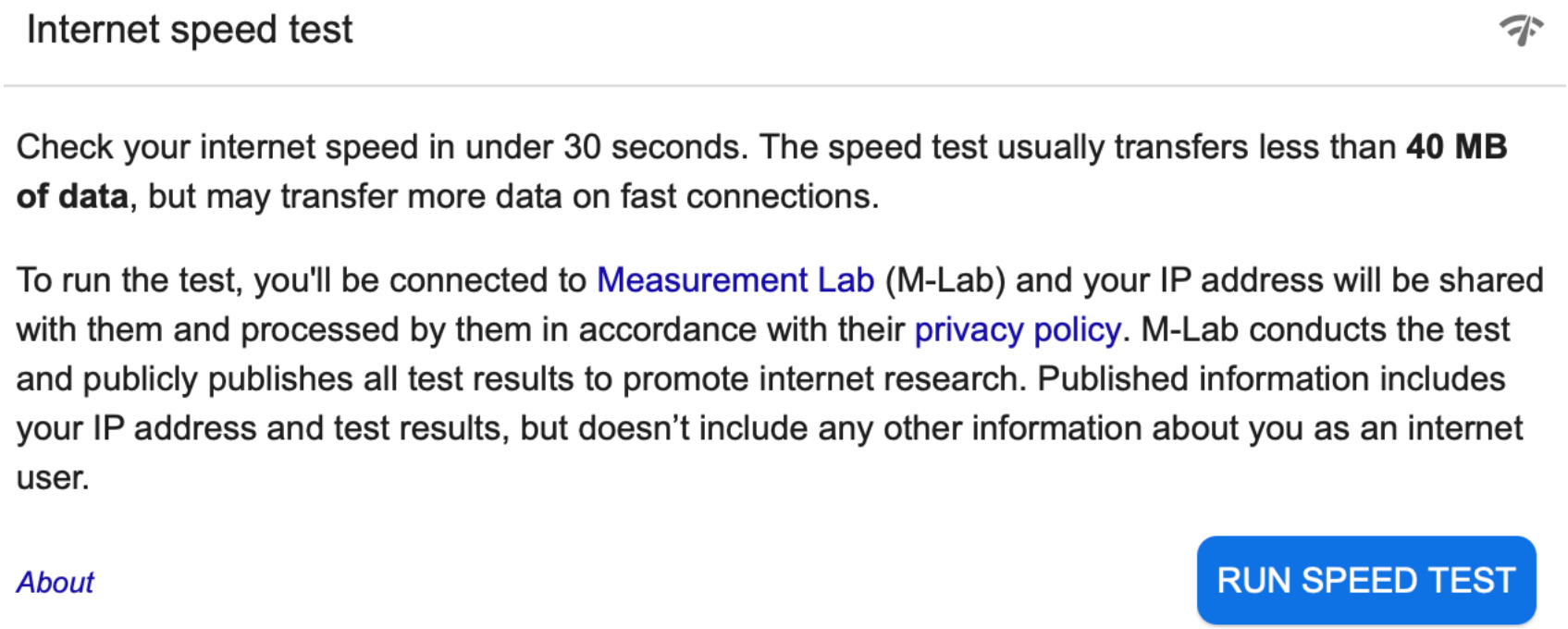
- The ***minimum* bandwidth requirements** for the provider and recipient in teletherapy are:
  - Incoming signal: 150 kbps (more is better)
  - Outgoing signal: 150 kbps (more is better)
  - Delay: 200 ms (less is better)

Connectivity

- The following minimum upload/download speeds:
  - **3 MB** for optimal connection & screen sharing
  - **5 MB** when adding a shared video source
    - Microsoft Power Point
    - YouTube
    - Video recordings

Test Bandwidth in each room where SLP + student plan to work

To test a location's bandwidth go to:
https://www.speedtest.net/run



Getting Ready for Teletherapy Check-off List

- ☑Use reliable and good quality equipment
- ☑Set-Up the Camera at Eye-Level
- ☑Set-Up Dedicated Space for Virtual Visits
- ☑Test Out Your Webcam
- ☑Make Sure Your Volume's On
- ☑Test Your Microphone
- ☑Plug In Your Computer or Mobile Device

Getting Ready for Teletherapy Check-off List

- ☑Use Wired Internet Connection (Ethernet)
- ☑Close Unnecessary Programs
- ☑Use the Right Browser
- ☑Dress Appropriately
- ☑Use quiet space close to router or ethernet
- ☑Adjust the lighting

Get Ready Set Go!

Know your Platform

KNOW	KNOW	KNOW	KNOW	KNOW	KNOW
How to sign in and join a meeting	How to schedule a meeting	The basic meeting settings	How to share your screen, give mouse control	How to use the sound from your computer	How to use other functions on your computer

TRAINING CORE COMPETENCIES

Core Competencies

- There are 48 Core Competencies to effectively administer SLP services using Telepractice to students with autism

Kumar & Cohn (2013). Telerehabilitation. Dordrecht: Springer; Houston, 2013; ATA

Training – Telepractice Competencies

1. Regulatory Knowledge	4
2. Technical Skills	24
3. Connecting and Digital Management	7
4. Interpersoenal Skills	13
Total:	**48**

DATA COLLECTION

Plan for Data Collection

Project REMOTE Data Collection

Graduate Student Clinician: _____ Date: _____

School: _____ Student Code Name: _____

Goal #: _____ Objective: _____

Performance:

+ Correct
- Incorect

Notes:

# of Trials/# correct:_____ % Correct: _____ %of Cues:_____

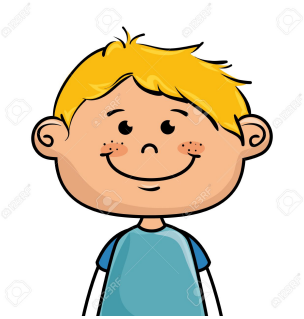
Intervention: Pre-Tx to Post-Tx
Generalization of Skills
Satisfaction Surveys: Clients + Clinicians

OUTCOME DATA

CASE STUDIES & TREATMENT MATERIALS

Case Study 1: Adolescent with Autism

- Male
- Age: 10 years Grade 5



- Services under an IEP:
  - English Language Arts
  - Mathematics
  - Behavior
  - Communication

Measurable IEP Communication Objective

Objective #3:

Client will demonstrate appropriate conversation skills (e.g., asking questions, making comments) in 8 out of 10 opportunities across four sessions

Service Delivery Model

- The student received SLP intervention via a TeleTx service delivery model AND in-person services

Social Narrative Example for Objective #3

Conversation Story!

Sometimes when we have a conversation, I need some time to think of what to say next.

Thinking of a related comment or question can be hard!

Here are some things I can say when I am thinking about what to say next!

1. Cool.
2. Interesting.
3. Let me think of the best way to respond to that.

OR

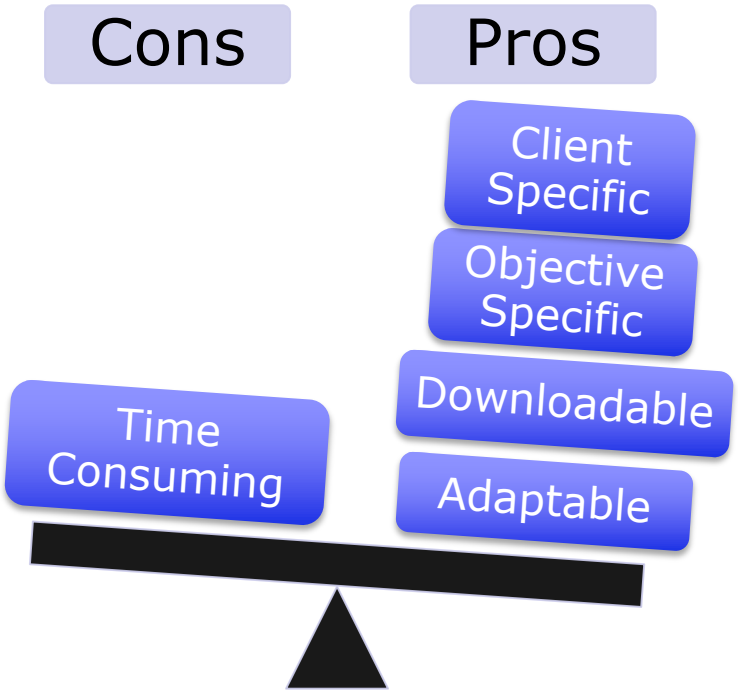
"I still don't understand"

"Can you repeat that"

ELECTRONIC ACTIVITIES

REMOTE/iPREP SMART Notebook Library

- **Creating activities that are designed specifically for your client**



Electronic Activities: Educational Websites

When Using Pre-Made Materials, Ask:

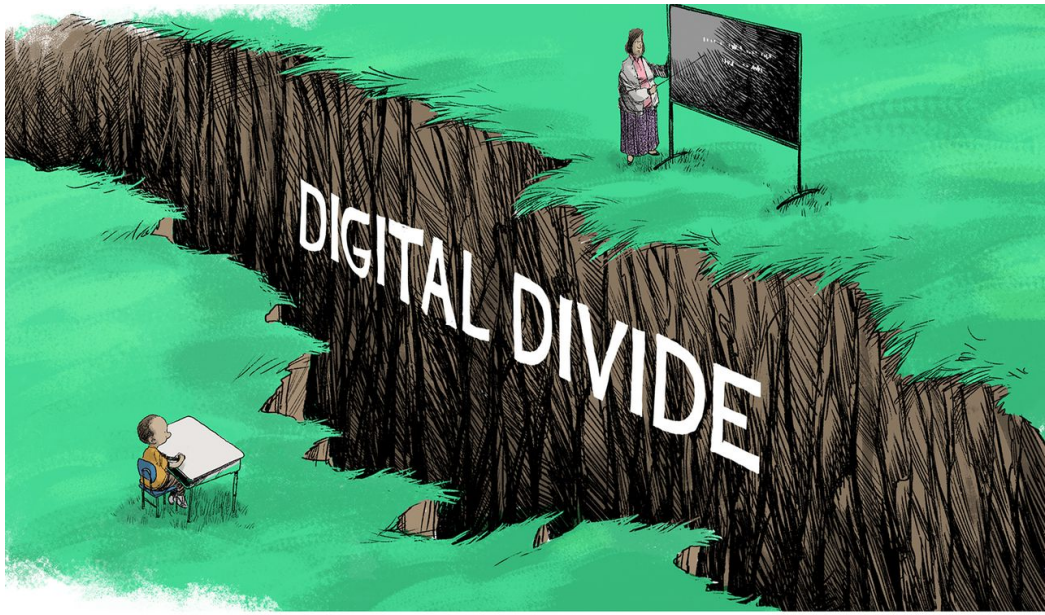
- ☐ Is this material appropriate for the client?
- ☐ Will this activity target the objective?
- ☐ Will the advertisements be distracting?
- ☐ Will the surrounding website materials be distracting?
- ☐ Can the materials be downloaded before the session?

CULTURALLY & LINGUISTICALLY DIVERSE POPULATIONS, COVID-19 & THE DIGITAL DIVIDE

Digital Divide

- Gap between those who have access to modern information & communication technologies and those who lack access

- ☑ Income
- ☑ Education
- ☑ Geography
- ☑ Race
- ☑ Disability



Digital Divide for Children with Disabilities

- Those with disabilities are less likely to: go online, to have access to high-speed internet, to have tech devices, and to have a high degree of confidence in their use of technology
- Remote learning especially difficult when specialized instruction and accommodations are needed

Digital Divide for Children with Disabilities

- Need for inclusive technology
- Frequently used technologies (e.g. Zoom) are not made to be inclusive for people with disabilities
- 53% of parents of children with disabilities reported concern over the loss of learning and skills, compared to 40% of parents of TD children

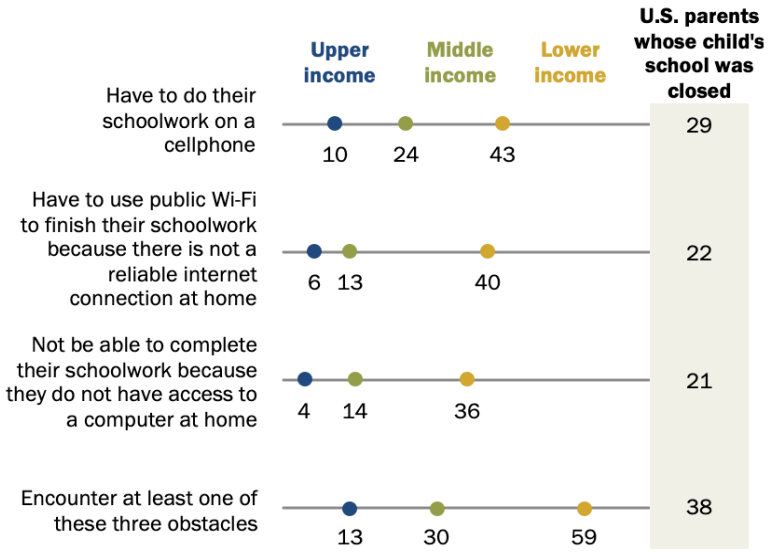
Technological Access for Low-Income Families

- 59% of U.S. parents with lower incomes say their child may face digital obstacles in schoolwork
- 1/5: at least somewhat likely their children would not be able to complete their schoolwork because they did not have access to a computer at home

Pew Research Center, April 2020

Roughly six-in-ten parents with lower incomes said it's likely their homebound children would face at least one digital obstacle to doing their schoolwork

*Among parents with children whose schools were closed, % who said it was **very** or **somewhat** likely that as their children did schoolwork at home during the coronavirus outbreak, they would ...*

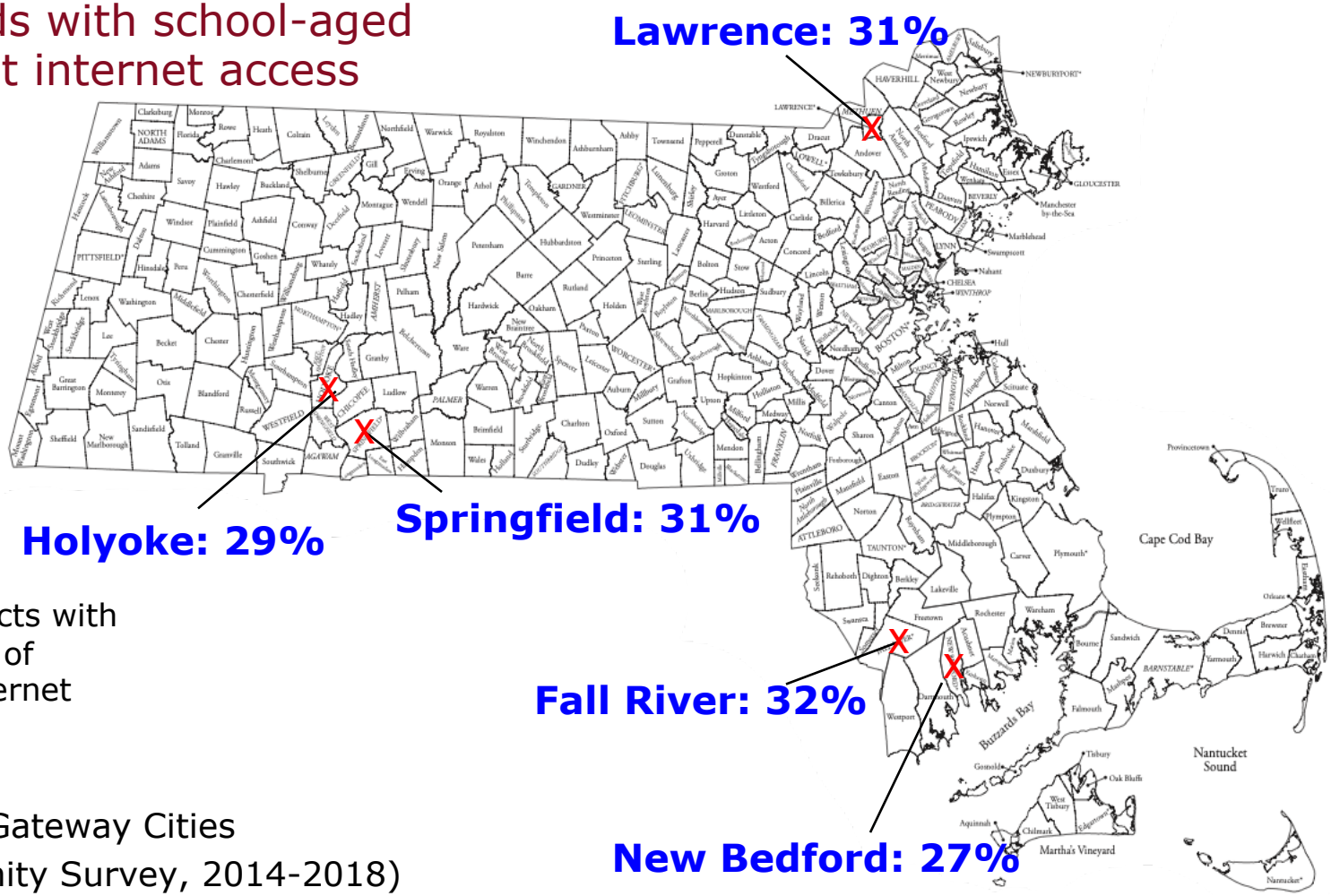


Note: Only parents of elementary, middle, high school students whose school was closed at the time were asked these questions. Family income tiers are based on adjusted 2018 earnings. Those who did not give an answer or who gave other responses are not shown.
Source: Survey of U.S. adults conducted April 7-12, 2020.

PEW RESEARCH CENTER

MA Public Schools & the Digital Divide

% of households with school-aged children without internet access



*Top 5 school districts with highest percentage of children lacking internet access at home

Internet Access in Gateway Cities
(American Community Survey, 2014-2018)

Holyoke, MA & the Digital Divide

- ☑ 80% of Holyoke Public Schools (HPS) students are Hispanic
- ☑ 77% come from low-income families
- ☑ 21% require a level of special education services

<u>Current measures to address digital divide:</u>

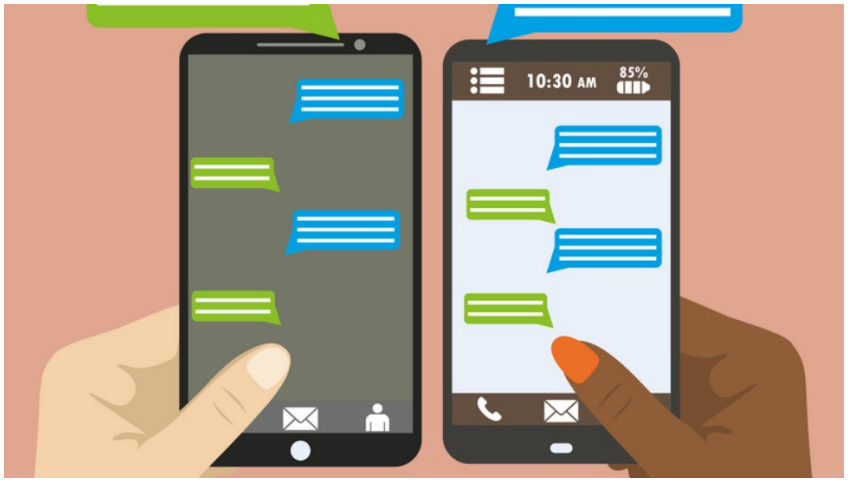
- Chromebook or iPad for each student
- Free internet for qualifying families
- District identified K-12 students for whom in-person instruction is essential: ELL students & those with disabilities

EI & Mobile Health Programs (Olson et al., 2016)

- Parents of children 11-36 months with concerning language development were enrolled in a 3-month text messaging program
- All low-socioeconomic status, 48% monolingual Spanish-speaking

EI & Mobile Health Programs (Olson et al., 2016)

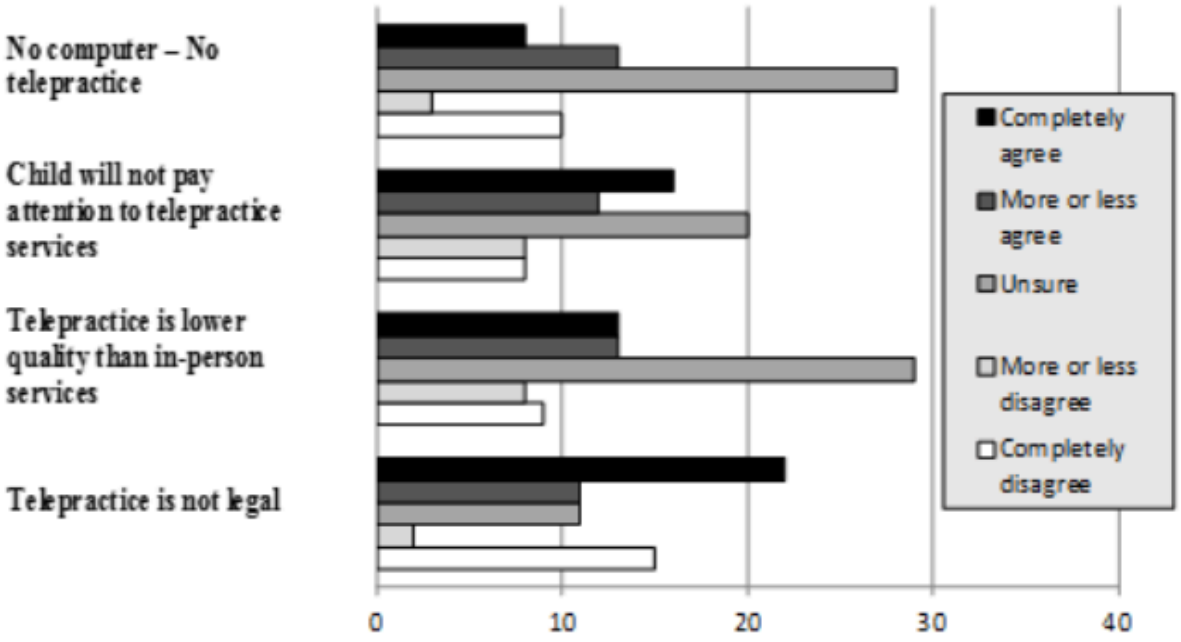
- After completion, parents reported increased engagement & awareness of language-promoting activities and local child development resources
- Marginal cost= 37 cents/participant
- Text messaging is a feasible, engaging, and inexpensive platform for delivering developmental education to families.
- Modality for providing education to populations marginalized by language barriers



Social Validity of TeleTx (Fitton, Bustamante, & Wood, 2017)

- Purpose: to examine the social validity of Telepractice as a service delivery model for Spanish-speaking families of English learners
- Prior to the study, 4% reported any knowledge of Telepractice services
- 46% of the participant sample reported being interested in their children receiving services via Telepractice
- Caregivers interested in their child receiving Spanish language support also significantly more interested in Telepractice than those who did not express interest in Spanish support

Telepractice Myths



Social Validity of TeleTx (Fitton, Bustamante, & Wood, 2017)

- Telepractice is a promising, but not yet widely accepted, service delivery model for young English-learners
- Practitioners should provide thorough information about Telepractice and its associated myths when considering Telepractice as a service delivery option for families of English-learners

Cultural Considerations (Edwards-Gaither, 2018)

- Cultural Humility (Hook et al., 2013)
  - Life-long process
  - Other-oriented rather than self-oriented
- Awareness of Linguistic Bias
  - Valid, bias-free assessments
- Ethical Considerations
  - Competent in delivering services via Telepractice
  - Have knowledge of clients' cultural and linguistic backgrounds & how they relate to treatment via Telepractice
  - Select equipment that meets clients' needs