



# To Telepractice or not to Telepractice: Considerations for providing speech-language therapy online to school-age students

10/13/2021

**Presented by**

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**Presented by**

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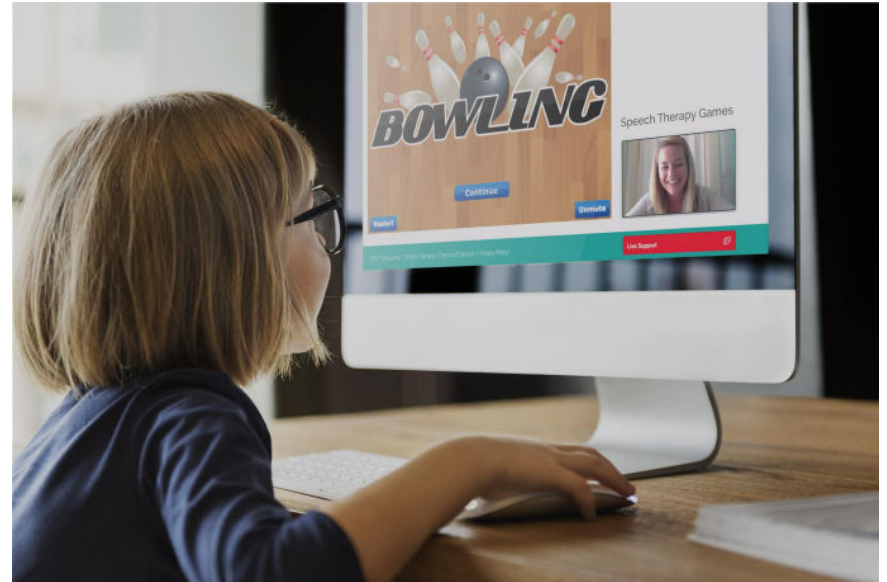
# Agenda

<b>Introduction</b>	1:00 pm EST (5 minutes)
<b>Presentation</b>	1:05 pm EST (30 minutes)
<b>Q&amp;A</b>	1:40 pm EST (10 minutes)

# Who is eLuma?

## eLuma Online Therapy

- ▶ Dedicated to solving problems in the areas of special education and mental health
- ▶ Provides live services online with dedicated therapists
- ▶ Founded in 2011
- ▶ Comprised of 299 dedicated team members
- ▶ Over 27,000 students served in 36 states








# The Webinar

## A few facts:

- ▶ Part of our “Online Therapy: From Research to Practice” Webinar Series
- ▶ Recording will be posted to Webinars page at [elumatherapy.com](http://elumatherapy.com)
- ▶ Recording link, Slide Deck and Certificate of Attendance will be sent after the webinar

**DON'T MISS OUR UPCOMING WEBINAR SERIES FEATURING**

				
<b>Sue Grogan Johnson</b>	<b>William Bolden III</b>	<b>Erin Elizabeth Gill Lundblom</b>	<b>Ellen R. Cohn</b>	<b>Joneen Lowman</b>
10/13	10/22	10/29	11/5	11/12

# The Presenter

## Sue Grogan-Johnson, Ph.D, CCC-SLP

- ▶ Professor in the speech pathology department at Kent State University
- ▶ She teaches courses in adult and pediatric language disorders and directs the school-based speech-language telepractice project which began in 2007.
- ▶ She has published research related to the effectiveness of speech-language therapy services delivered to school-age children through telepractice and presents on topics related to telepractice and language intervention for school-age students.

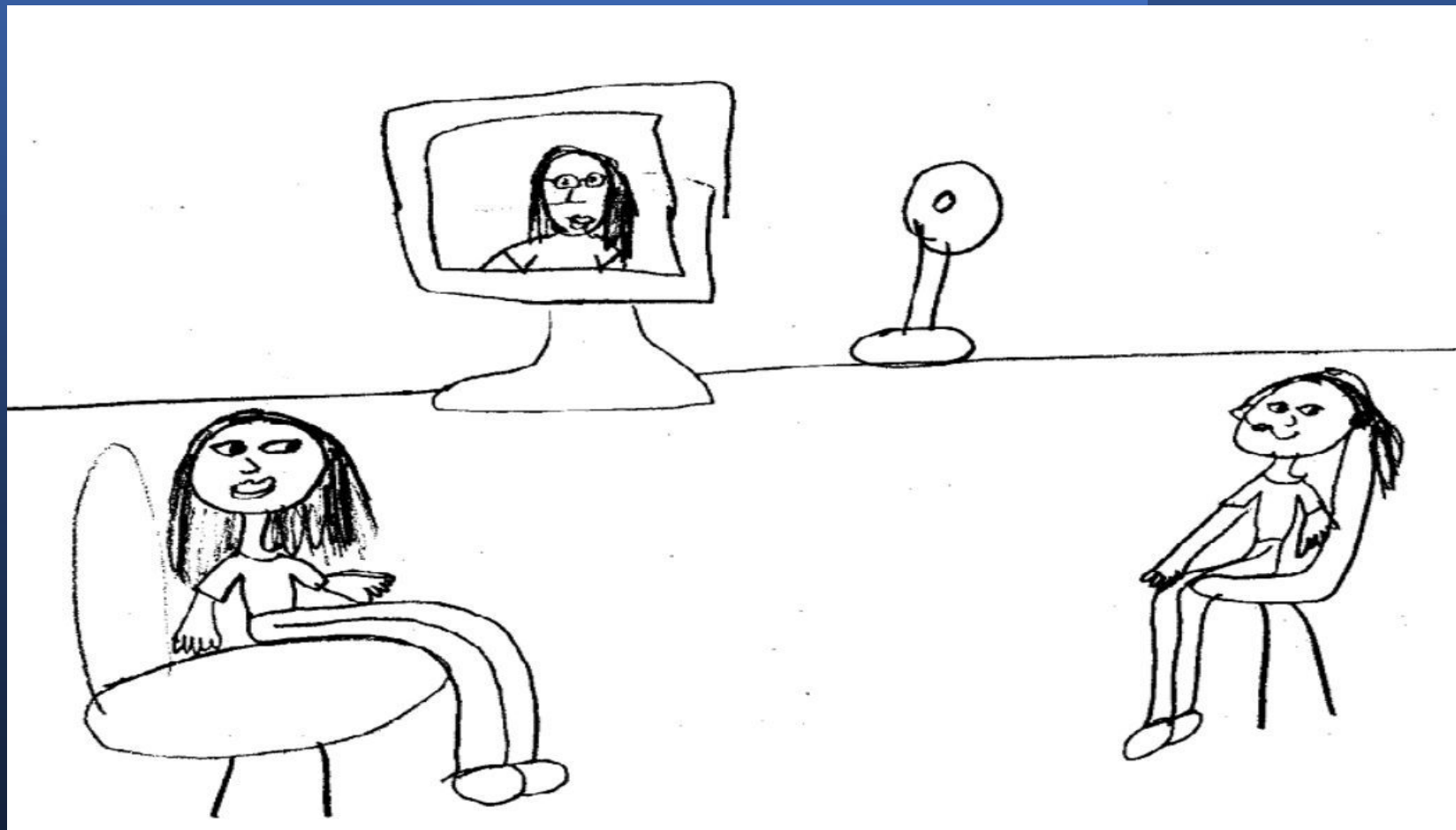


# School Based SLP Services Delivered by Telepractice

Session 1

Introduction

Evidence Base





# Services We Provide

- **Types**
  - Screening, evaluation, therapy, consultation, Rtl, team meetings
- **Locations**
  - Primarily pull-out, classroom
- **Student Characteristics**
  - PreK - post 12<sup>th</sup> grade students
  - Impairments in speech sounds, language, fluency, executive functioning, social-pragmatics
  - Additional diagnoses of SLD, visual impairment, hearing impairment, intellectual impairment, autism, EBD

# Our Experiences during the COVID 19 Pandemic

- Technology and internet changes
- Services to students in school/at home/ in-direct
- Inconsistency in attendance
- Less than ideal communication settings
  
- We still think telepractice is one among several service delivery models for the school-based SLP to utilize

# KSU Outcomes



## **Year 1**

- Speech and Language Intervention compared in person and remote
- NSD in two conditions as measured by standardized tests, progress reports, NOMS comparison
- Satisfaction Survey Results

## **Year 2**

- Speech sound intervention compared in person and remote with on-line materials
- Students in both conditions made progress as measured by change in GFTA-2 scores. However, students in telepractice made significantly more improvement.
- Chi-Square test suggests that students in telepractice were more likely to Master IEP goals than children in side-by-side condition.

## **Year 3**

- Comparison with ASHA School Age NOMS on selected measures of articulation and language skills

## **Summer Project**

- Randomized, controlled trial with school-age students with SSD

# Initial Pilot Study (Grogan-Johnson, Alvares, Rowan, Creaghead, 2010).

## Study Design

- Split half
- Ss reward
- Data collection:
  - Progress reports
  - NOMS
  - GFTA-2
- Therapy Delivery
  - **Telepractice Condition: primarily individual**
    - 4 students in group therapy
    - 2 students who received group and individual
  - **Side by Side Condition: primarily small groups ranging 2-4 students**

# Initial Pilot Study Results

- **ASHA NOMS Comparisons**

<b>Functional Communication Measure D: Intelligibility</b>		
	Telepractice Project Subjects (n= 8)	2008 NOMS National Report*
% of students who made no progress	37.5%	29.2%
% of students who improved one level	25%	40.4%
% of students who improved multiple levels	37.5%	30.3%

# Initial Pilot Study Results

- **ASHA NOMS Comparisons**

<b>Functional Communication Measure G: Speech Sound Production</b>		
	Telepractice Project Subjects (n= 14)	2008 NOMS National Report*
% of students who made no progress	28.5%	20.9%
% of students who improved one level	21.4%	31.1%
% of students who improved multiple levels	37.5%	30.3%

# Initial Pilot Study Results

- **ASHA NOMS Comparisons**

<b>Functional Communication Measure I: Spoken Language Production</b>		
	<b>Telepractice Project Subjects (n= 7)</b>	<b>2008 NOMS National Report*</b>
% of students who made no progress	<b>28.5%</b>	<b>37.4%</b>
% of students who improved one level	<b>28.5%</b>	<b>41.2%</b>
% of students who improved multiple levels	<b>43%</b>	<b>21.4%</b>

# Initial Pilot Study Results

## • GFTA-2 Results

	Telepractice Subjects (N =22)	On site Subjects (N = 22)
# of students whose standard score did not change	1	1
# of students whose standard score increased	14	11
# of students whose standard score decreased	7	10

# Initial Pilot Study Results

- Parent Comments
- “My son has come so far this year with his speech! His improvement was shocking to his father and I! He still needs work, but he loved the telepractice and with his improvement it is wonderful.
- “I feel student’s name is learning a lot. He comes home and tells us what the therapist has told him to work on. He thought it was fun, and if learning is made fun I think it will stay with him.”
- “Keep up the good work and help other kids I would let student’s name do it again if she needs for next year.”
- “My son was happy to do the therapy via telepractice because he was more comfortable with doing it that way rather than face to face. He was excited about going to speech on those days. Thanks so much!”

# Initial Pilot Study Results

- Satisfaction Surveys (teachers)
  - 15 of 27 surveys were returned
  - Teachers did not know about the components of the program or student response/progress
  - One exception was student attitude toward telepractice (9/15 rated very good)

# Initial Pilot Study Results

- Reliability of Telepractice Services
  - 704 possible sessions
  - 189 missed sessions
  - 41 made up sessions
  - 556 total sessions (79%)
  - Of missed sessions
    - 20% teacher in-services (39/189)
    - 38% weather (72/189)
    - 15% student absent (28/189)
    - 13% school related activities (25/189)
    - 4% site based technical difficulties (7/189)
    - 0% KSU based technical difficulties (0/189)
    - 10% E-SLP absent (18/189)

Pilot study of speech sound intervention provided by telepractice  
(Grogan-Johnson, Gabel, Taylor, Rowan, & Alvares, 2011).

- 13 Students with speech sound disorders
  - 7 received services by telepractice
  - 6 received services by in-person delivery model
  - all used computer based intervention materials
- Both groups of students made change in speech sound production
- Telepractice appears to be a viable method for delivering speech sound intervention

## RCT of speech sound intervention delivered by telepractice vs. in-person (Grogan-Johnson, Schmidt, Schenker, Alvares, Rowan & Taylor, 2013)

- Small sample of 14 students (6-10 years of age) randomly assigned to intervention provided through telepractice or in side-by-side conditions.
- Children in both conditions made improvement in their speech sound production; there was no significant difference between the performance of the two groups pre and post intervention based on listener judgments of word productions and standardized test results
- Improvements over earlier studies

# Two Systematic Studies of School-Based Telepractice SLP services

## **Rudolph & Rudolph (2015)**

- Reviewed 6 articles
- Promising delivery model
- Need additional data to confirm equivalent outcomes

## **Wales et al (2017)**

- Reviewed 7 articles
- Participants made significant and similar amounts of improvement in both conditions
- Limited evidence

# Two recent larger comparison studies

## **Coufal et al (2018)**

- Large study of school age students with SSD
- 1,331 in-person v. 428 students remote
- NSD between the two groups when using the ASHA NOMS scoring

## **Musaji et al (2021)**

- Similar study for students with receptive or expressive language impairment
- 1,214 in person v. 408 remote (expressive )
- 946 in person v. 254 remote (receptive)
- Services delivered by telepractice can and do effect meaningful change for students with communication disorders

Utilize the service  
delivery model to  
meet the needs of  
your specific  
circumstances

- Hybrid
- Select for disorder
- Rtl
- Grade level
- Follow up sessions
- Pullins study (2017)
- TLD edition- creating materials specifically for the delivery model.



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# References

- Coufal, K., Parham, D., Jakubowitz, M., Howell, C., & Reyes J. (2018). Comparing traditional service delivery and telepractice for speech sound production using a functional outcome measure. *American Journal of Speech Language Pathology*, 27(01), 82–90.
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Q&A



# Next Webinar



## Entering the Online Therapy Room: Best Practices for Telepractice Interventions with School Age Clients

Friday, October 22, 2021

The use of telepractice requires unique knowledge and skills, yet the foundations of therapy remain the same. This course will review best practices for the telepractice service delivery model along with ideas for providing contextualized, effective interventions remotely.

\*This is part of our “Online Therapy: From Research to Practice” Webinar Series

You will receive an email with the watch link as the webinar gets closer.



**Thank You**

For more information contact:

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