



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

10/22/2021

Presented by

William Bolden III, MA, CCC-SLP

Kent State University



Moderated by

George Dayton

Director of Marketing, eLuma

Agenda

Introduction	1:00 pm EST (5 minutes)
Presentation	1:05 pm EST (30 minutes)
Q&A	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
- ▶ Follow us on Twitter [@eLumaTherapy](#)








The Webinar

A few facts:

- ▶ Part of our “Online Therapy: From Research to Practice” Webinar Series
- ▶ Recording link, Slide Deck and Certificate of Attendance will be sent after the webinar

DON'T MISS OUR UPCOMING WEBINAR SERIES FEATURING


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

The Presenter

William Bolden III, MA CCC-SLP

- Project coordinator, SLP and doctoral student at Kent State University
- He has worked at the university for several years providing school-based speech and language services via telepractice.
- He has supervised graduate student clinicians as part of their clinical practicum in both on-site and telepractice therapy settings.
- Bill lectures on topics related to telepractice and teaches coursework related to language disorders in children and adolescents as an adjunct course instructor.





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William Bolden III, MA CCC-SLP

October 22, 2021



Disclosures

- ▶ Presenter Disclosure:
- ▶ Non-financial disclosures: Presenter works at Kent State University as part of their Telepractice project.
- ▶ Financial disclosures: Presenter received an honorarium for presenting this course.
- ▶ Content Disclosure: This learning event does not focus exclusively on any specific product or service.



Learning Outcomes

- ▶ After this course, participants will be able to:

List roles and responsibilities of SLPs conducting Telepractice.

Identify the required technology for telepractice and ways to enhance the transition to online services for SLPs and families.

Describe methods for engaging and supporting students during telepractice intervention.



About Me

- ▶ Graduate of Kent State University
- ▶ Currently serve as a school-based speech language pathologist via teletherapy
- ▶ Provide graduate supervision in teletherapy
- ▶ Several unique experiences with telepractice



General Telepractice Considerations



Pandemic Telehealth vs Steady Telehealth

Considerations when beginning telepractice:

Equipment

▶ Client preference for therapy modes (in-person vs. telehealth)

▶ Training

Systems

Laws and regulations

E-helper

Materials and technology

Client candidacy

American Speech-Language-Hearing Association (n.d.-a).



ASHA Practice Portal: Telepractice

- ▶ Information related to
 - Assessment
 - Intervention expectations
 - Technology
 - Guidelines and regulations

www.asha.org/Practice-Portal/Professional-Issues/Telepractice.



Telepractice

“Use of telepractice must be equivalent to the quality of services provided in person and consistent with adherence to the [Code of Ethics](#) (ASHA, 2016a), [Scope of Practice in Audiology](#) (ASHA, 2018), [Scope of Practice in Speech-Language Pathology](#) (ASHA, 2016b), state and federal laws (e.g., licensure, Health Insurance Portability and Accountability Act [HIPAA; U.S. Department of Health and Human Services, n.d.-c]), and ASHA policy.”



Code of Ethics

Rules of Ethics F:

“Individuals who hold the Certificate of Clinical Competence shall not delegate tasks that require the unique skills, knowledge, judgment, or credentials that are within the scope of their profession to aides, assistants, technicians, support personnel, or any nonprofessionals over whom they have supervisory responsibility.”

American Speech-Language-Hearing Association. (2016). Code of ethics [Ethics]. Available from www.asha.org/policy/.



E-Helpers or Facilitators

- ▶ The people who assist the client on his/her side of the screen
 - Aides, SLPA, Parents/caregivers
- ▶ SLP is responsible for training e-helper.
- ▶ Training should include:
 - Use in technology
 - Role in therapy
 - Role in assessment



Client Candidacy

- ▶ Not all clients are appropriate candidates for telepractice
- ▶ Items to consider:
 - Client age
 - Ability to attend/ interact with technology
 - Visual and auditory abilities
 - Motor skills
 - Ability to sit for prolonged periods of time
 - Client support
 - Facilitators, technology, etc.



Technology

- ▶ Desktops or laptops on a stable surface are preferred
- ▶ May use microphones embedded in webcams or choose to buy a dedicated microphone
- ▶ May use headsets or headphones to achieve better audio quality
 - Adjust mic piece to avoid feedback noises
- ▶ Separate tabletop webcam can be used for assessments or when you want to see where the client is pointing
 - E-helper will need to switch camera settings in the video conferencing



Video Conferencing Software

- ▶ Encryption
- ▶ Built in features
 - Screen sharing
 - Annotation
 - Remote control



Technology Issues

- ▶ Anticipate technology issues

Issues with video and audio quality

May not fully connect to microphone/camera

- ▶ Keep notes on solutions for future reference
- ▶ Check for updates in your platform frequently
- ▶ iPads and smartphone may limit interactivity during sessions



Intervention Considerations



What We Know

- ▶ Most telepractice services occur within the school setting, yet research has shown promising results for the use of telepractice interventions for treating a variety of diagnoses and age ranges.
- ▶ Conditions such as Aphasia, Parkinson's Disease (Wiedner & Lowman, 2020), Speech and Language Disorders (Wales, Skinner, & Hayman, 2017), Articulation Disorders (Grogan-Johnson, 2013), Stuttering (McGill, Noureal, & Siegel, 2019) and Voice Disorders (Fu, Theodoros, & Ward, 2015) have all been treated via telepractice.
- ▶ Free Blog Post from the Informed SLP on Telepractice research



Therapy Environment

- ▶ Limit background distractions
 - Visual
 - Auditory
 - Clean desktop/close email
- ▶ Try to stay away from windows or keep them covered.
- ▶ Find a place with ample desk space for data collection
- ▶ Find a space to ensure client privacy.
- ▶ Work with families to set up the best space for them to receive therapy
 - Consider these same items on the client's end



Communication with Stakeholders

- ▶ One of the biggest challenges of being remote is the loss of face-to-face contact with stakeholders.
- ▶ Ideas to facilitate communication:
 - Frequent electronic communication (emails, apps, etc..)
 - Remind App
 - Exit Tickets
 - Phone calls
 - Check in with parents when they log into sessions.
 - Send work samples



Planning a Teletherapy Session

- ▶ Therapy techniques remain the same.
- ▶ Activities and methods mirror in-person therapy sessions
- ▶ Steps:
 - Think about therapy goals and targets
 - Generate ideas for therapy activities and methods
 - Consider ways to adapt materials and/or utilize technology
 - Adapt plan as needed



The Digital Therapy Shelf

- ▶ PDFs
- ▶ PowerPoints
- ▶ Word Documents
- ▶ Websites
- ▶ Green Screens
- ▶ Video Streaming
- ▶ Digital activities from publishers



Consider Your Therapy

- ▶ Ask yourself:
 - Is my activity contextualized?
 - Is my activity therapeutic?
 - Is my activity evidenced-based?



Interactivity

- ▶ Hands-on activities are useful for teaching a variety of communication skills
- ▶ Using a multisensory approach honors the different learning styles of children
- ▶ Interactivity increases engagement (Farrell & Cushen White, 2018)



Examples of Hands-on Activities

- ▶ Use of annotation features and sharing remote control
- ▶ Story Boxes (Drissel, n.d)
- ▶ Object cues
 - Describing Ropes
 - Story Retell Ropes
- ▶ Science Experiments
- ▶ Clickers and data tracking sheets
- ▶ Pictography (Ukrainetz, 2007)



Contextualized Therapy

- ▶ Narrative Therapy

 - Use literacy-based units to build in shared contexts

 - Whole- Part-Whole (Ukrainetz, 2007)

 - Spencer, T. D., & Petersen, D. B. (2020). Narrative Intervention: Principles to Practice. *Language, Speech & Hearing Services in Schools*, 51(4), 1081–1096.

- ▶ Use curriculum activities (Bourque Meaux & Norris, 2018)

 - Readings from class

 - Assignments

 - Presentations

- ▶ Use Play-based activities

 - Educational Websites



Case Example

Client 1:

Female, age 6

Language disorder

Objectives:

In one academic year, the client will retell stories that she has read/heard with grade level story grammar (i.e. characters, settings, problems, actions, and consequences) given no more than two verbal/visual prompts in 4/5 trials across three sessions.

In one academic year, the client will correctly use subjective pronouns (he, she, they) and objective pronouns (him, her, them) when describing pictures or in structured conversation (e.g. retelling a story), given no more than two verbal/visual prompts, with 80% accuracy in $\frac{3}{4}$ observed opportunities.

In one academic year, the client will generate sentences with correct subject/verb agreement during structured language activities with 80% accuracy given no more than 1 verbal/visual prompt per trial in $\frac{3}{4}$ measured opportunities.



Case Example

- ▶ Read ***Goldilocks and the Three Bears*** with pre-teaching
 - Teach vocab and focus on identifying story grammar elements
- ▶ Retell Task w/ visuals
- ▶ Story grammar identification
- ▶ Pronoun Activity
- ▶ Possessive –s activity
 - Teach rule, model with story, game activity
- ▶ Vocabulary activity
- ▶ File Folder Retell Activity
- ▶ Parallel story retell



Resources

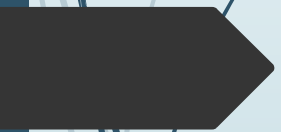
- ▶ SIG 18 through ASHA
- ▶ ASHA's Telepractice Practice Portal
- ▶ ASHA's Code of Ethics
- ▶ Facebook Groups
- ▶ Troubleshooting
- ▶ Ukrainetz, T. A. (2006). Contextualized language intervention : scaffolding PreK-12 literacy achievement. Thinking Publications.

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Questions

Next Webinar



**Erin Elizabeth
Gill Lundblom**

School Telepractice Assessment (STA): Part 1

Friday, October 29, 2021

The increased use of telepractice in educational settings compels a review of educational legislation and regulations for service providers. This presentation describes use of the School Telepractice Assessment (STA) to ensure compliance with federal educational legislation. The STA is designed for use by SLPs, school administrators, school districts, and contracted providers.

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

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Thank You

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