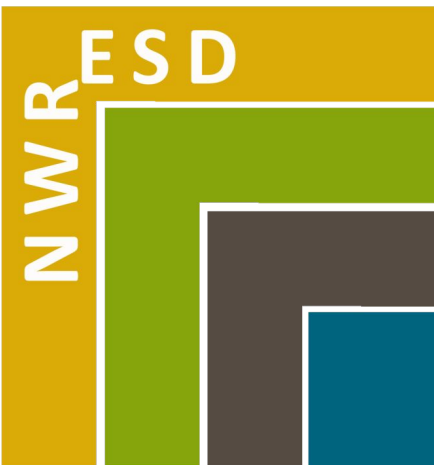


TILLAMOOK WASHINGTON

CLATSOP COLUMBIA



Distance Learning For ALL: SLP Service Considerations

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SLP Program Coordinator

Acknowledgement...

We acknowledge that our guidance has been informed by community partners, ASHA, ODE, shared online resources/training, and the Licensing Board.

We are in the process of collective collaboration and problem solving, our own thinking, planning, and distance learning processes have been enhanced.

Within this context, there is immense appreciation for the hard work, effort and collaboration that is taking place to support learning communities. “We are building the plane in the sky.”

Our goals for today...

- Intended to provide a holistic overview of how the Distance Learning for ALL (DLFA) framework influences the SLP role(s) in this new educational context
- Review resource links to support a pathway for SLPs to maximize support to students/families, district teams, and communities within DLFA
- Telepractice process considerations and tools for onboarding districts and families onto telepractice

ODE Resources and Guidance

COVID-19 Resources for Special Education

EI/ ECSE and K-12 Resources

<https://www.oregon.gov/ode/students-and-family/SpecialEducation/Pages/covid19forspecialeducation.aspx>

Distance Learning for ALL - Guiding Principles	SLPs as educational partners	SLP: Role and Function
Ensure safety and wellness	Ensuring student most basic needs are supported	Apply a trauma informed care lens when connecting with students and families
Cultivate connection and relationship	Support relationships with students and families - apply outreach lens	Honor home language and culture - consider strengths and needs of students in their new context
Center in equity and efficacy	Maximize efforts to create access in all aspects of distance learning - consider environment and learning needs of students	Build on cultural and linguistic assets to inspire learning and engagement - implement accommodations and UDL
Innovate	Center in deep learning, support student agency, and culturally sustaining practices	Differentiate and use a variety of modes, resources, and strategies to provide access to learning (UDL)

ODE: SDI ToolKit [\(link\)](#)

Key Ideas	SLP Considerations / Variables
Review IEPs in the context of district's "distance learning plan"	District approach to distance learning - online tools / resources / communication with families Coordination with educational team's familiarity with technology Implementation of Universal Design for Learning Framework (UDL)
To the "maximum extent possible" teams <i>should</i> implement the IEP as written	Identify needs in new learning context, district's distance learning options, family connectivity, online accessibility, and access to technology

Distance Learning for ALL Resources



(503) 614-1428
Toll-free 1-888-990-7500



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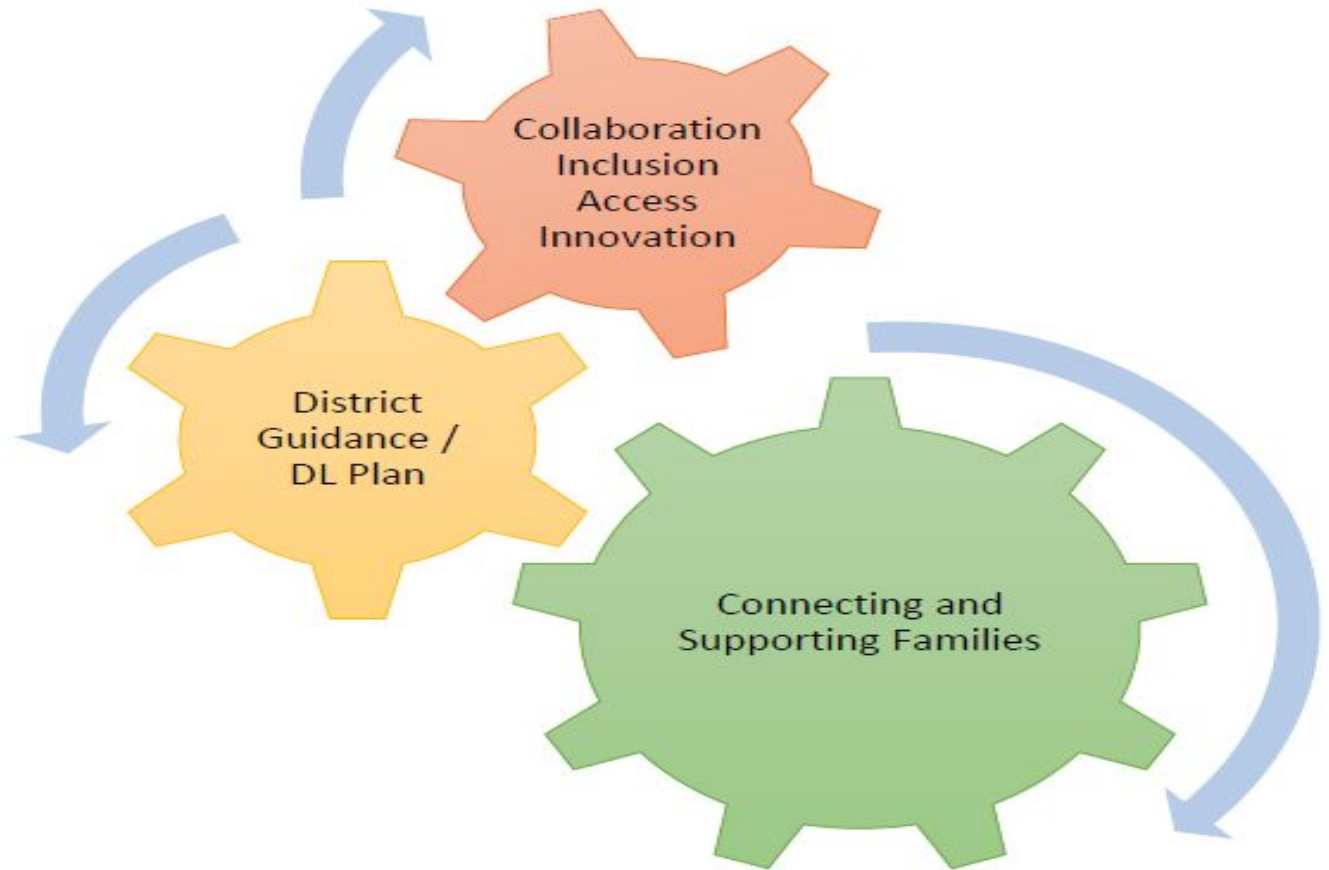
[Distance Learning for All Resources](#)

Limitations to Student Accessibility

Districts should examine the effect of the closure on the student's IEP goal progress based on:

- Family and student accessibility - Many families are experiencing increased levels of stress (health, financial, etc.)
- District's distance learning plan - tech support / tools
- Access to technology, online access, and tech tools
- Parent/guardian accessibility for supporting learning in the home

Partnering with Districts



Transitioning SLP Services...

Connecting

Sped Director
Communication -
participating in virtual
meetings

Families / Case Managers

Identifying preferred
method of accessibility

Developing DL Plan

Exploring family
preference / options for
supports

Connecting with Case
Managers and Sped
Directors

Family Check-in Form
https://docs.google.com/document/d/1z8rQgS7JoBP8KhjqDWRDCS_ya2H0xR_nfHEUTnsVaH8/edit?usp=sharing

Tracking Information

Communicate with Sped
Directors: Level of student
access and # of students
served - Calibrate with
Sped process

Track student support and
access methods - Identify
how students will be
served

Online SLP service log

- Families
- Case Managers
- District Teams
- Sped Directors

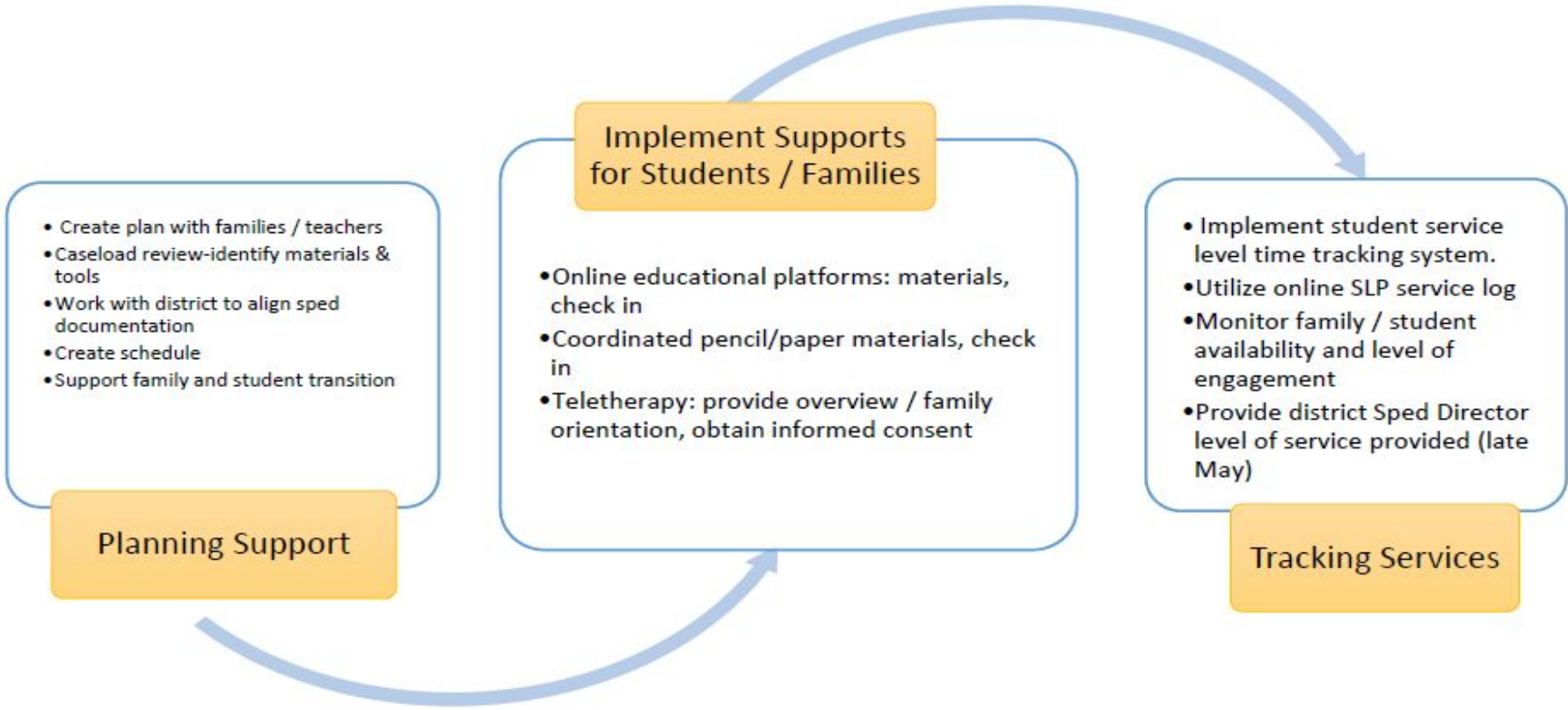
Connecting

Identifying Student Access

- Family needs - SEL
- Accesssibility / Accommodation Factors
- Connectivity / Technology / Materials
- Paper / Pencil Packets
- District Online learning platform
- Teletherapy

- Identifying collaboration and inclusion oportuntiiies -
- Family outreach: partnership, share options
- Track and document student service level information

Distance Learning Plan



Student Access	Supplemental: Limited parent communication	Supplementary: (indirect) (Instructional coaching provided to parent-teachers, learning specialists, no implementation data shared)	Consultation: (indirect) Instructional coaching provided to the parent, teachers, learning specialists, <i>implementation data available based on intermittent contact with parent/teacher</i>	SDI Related Service Student interactive: Via phone, direct online interaction SLP - Provider Responsible on IEP (ie: articulation, fluency, voice)
<p>Pencil / Paper Packets - Intermittent instructional coaching for parents and / or students)</p> <p>Connecting directly with students and parents via phone</p>	X	X	X	X
<p>Online Platform (email with instructional materials/resources, SeeSaw - Google Classroom, etc..) Collaboration with teachers</p> <p>Synchronous (live interactions direct contact)</p> <p>Asynchronous: video modelling, instructional videos with instructions (no direct student contact); materials to enhance access; intermittent phone check-in</p>	X	X	X	X
<p>Teletherapy Online interactive, instructional email, educational platform interaction, teleconsultation (phone/online), assessment</p>			X	X

Considering SLP Service Options

Paper / Pencil Packets:	Online Educational Platform: <i>Asynchronous</i>	Online Educational Platform: <i>Synchronous</i>	Telepractice
<p>Intermittent student phone support</p>	<p>Videos and materials are uploaded for student independent access</p>	<p>Interactive sessions with groups of students</p>	<p>Virtual online therapy sessions with student / parent</p>
<p>Family Consultation</p>	<p>Student may submit completed work samples / videos</p>	<p>Materials / activities are available on platform</p>	<p>Online materials / tools</p>
<p>Limitations with data - work samples</p>	<p>Data collected: review of work samples, phone check-ins</p>	<p>Data is collected in real time</p>	<p>Data collected in real time</p>
<p>Can be supplemental - no student / family contact</p>			<p>Incorporates asynchronous supports</p>

SLP SDI Supports within DLFA

The goal is to capture time dedicated to supporting ***individual*** student needs within the various Distance Learning for ALL service options. Access to student data is needed.

<u>Service Options</u> <u>SLP Activities</u>	Supplementary Supports - Training	Consultation with teacher/parent	Paper-Pencil Packet with Intermittent Check-In	Online Educational Platforms	Telepractice
Material Preparation	X	X	X	X	X? consideration
Posting Materials in Asynchronous Educational Platforms	X	X		X	
Reviewing work samples/videos submitted by students / parents/ teachers	X	X	X	X	X
Participation in teacher-guided synchronous platforms	X	X		X	
Connecting with students via phone to review materials sent home			X	X	X
Supporting student goals via consultation with the parent (phone or online)	X	X	X	X	X
Direct student service			X	X	X

Capturing Services Provided

SDI/Related Services:

Paper / Pencil (phone instruction, if appropriate), Online Educational Platforms (with data collection and phone check-ins), Telepractice, data - work samples obtained

Consultation:

Paper / pencil (parent coaching), Online Educational Platform (teacher consultation), Parent training - coaching (phone or online)

Supplementary Supports:

Teacher / Parent training time

Can Speech Language Pathologists provide Telehealth (or telepractice) services in a school setting? YES.

The Oregon Board of Examiners for Speech-Language Pathology and Audiology allows for telepractice delivery of services.

The Board defines telepractice as: “The application of telecommunications technology to delivery of professional services at a distance for assessment, intervention, and/or consultation. **“Telepractice” means, but is not limited to, telehealth, telespeech, teleSLP, telehear, telerehab, Telepractice, teleswallow, teleaudiology when used separately or together.**” (OAR 335-005-0010)

<https://www.oregon.gov/ode/educator-resources/standards/Documents/SLP%20Guidance%20Final%204-7-20.pdf>

What is considered telepractice?

Telepractice is the application of telecommunications technology to the delivery of professional services at a distance by linking provider to student or provider to provider for assessment, intervention, and/or consultation.

Telepractice typically occurs in real time and ‘face to face’ with a provider via online video conferencing, but also includes the following:

- Consultation via phone or online
- Email support with instructional materials (w/ intermittent support)
- Interactive with parent (data / information sharing / training)

Board of Examiners for Speech-Language Pathology and Audiology: Telepractice Guideline

PROFESSIONAL AND ETHICAL STANDARDS

OAR 335-005-0016

<https://secure.sos.state.or.us/oard/displayDivisionRules.action?selectedDivision=1405>

ODE and BSPA Guidance: Components

- ❑ Services delivered via telehealth are equivalent to the quality of services delivered face-to-face (via progress monitoring).
- ❑ The Telepractitioner assesses the client's candidacy for telepractice.
Accommodations Checklist:
https://drive.google.com/open?id=1SKLy9JH-3Brt_8Zq-LhdPKi-0JYOVxVL
- ❑ Telepractice services must conform ***to professional standards including, but not limited to, ethical practice, scope of practice, professional policy documents, and other relevant federal, state, and institutional policies*** and requirements.
- ❑ Telepractitioners have the knowledge and skills to competently deliver services via telecommunication technology by virtue of education, training, and/or experience.
- ❑ Audio and video quality shall be sufficient to deliver services that are equivalent to in-person service delivery.

ODE and BSPA Guidance: Components

- ❑ Prior to the initiation of telehealth services, a Licensee shall obtain the patient/client and if applicable, their parent or guardian's consent to receive the services via telepractice.
Informed Consent Form:
<https://drive.google.com/a/nwresd.k12.or.us/file/d/1fOD9ubZv1JcPj6hm8xPLW1LVrPnF4NKX/view?usp=sharing>
Ease the Transition to Telepractice for Families
https://drive.google.com/open?id=1vB9o653Sdjo2QJFyox0whVos_UQWstil
- ❑ Telepractitioners shall comply with all laws, rules, and regulations governing the maintenance of client records, including but not limited to, HIPAA and FERPA are maintained. ***(Recording online sessions requires implementation of a secure data storage process)***
- ❑ Telepractice services **may not be provided by correspondence only—e.g., mail, email, fax**—although these may be used in connection with telepractice. ***(Supplemental material packets without follow-up support or student interaction opportunities)***
- ❑ When providing services via telepractice, the Licensee shall have procedures in place to address remote medical or clinical emergencies at the patient/client's location

Security and Confidentiality

Recording and storage of online Telepractice sessions requires compliance with FERPA/HIPAA guidelines. Organizations have appropriate administrative, physical, and technical safeguards in place and that they have reasonably implemented those safeguards.

Telepractice services are subject to FERPA/HIPAA requirements for security, transmission, and confidentiality.

Always check with the district technology department regarding district adopted platforms that meet FERPA/HIPAA guidelines.

<https://www.hhs.gov/sites/default/files/ocr/privacy/hipaa/administrative/securityrule/security101.pdf>

When considering telepractice...

Benefits

Student access to online virtual therapy intervention

Approach to meet service minutes on IEPs

Increased family engagement / partnership

Telepractice engages students who are responsive to technology

Remote evaluation opportunities

Limitations

Developmental and behavioral barriers

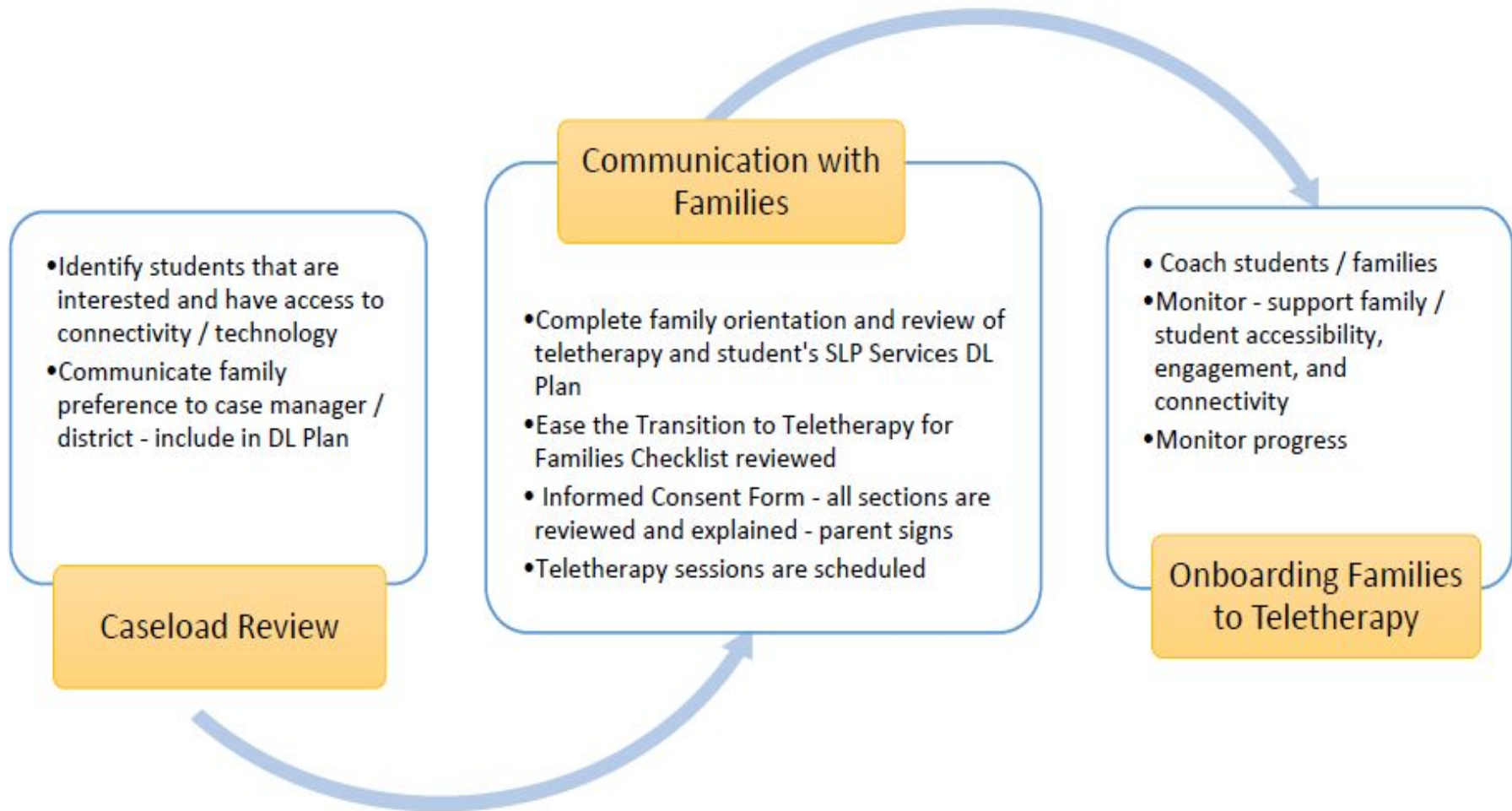
Technology / connectivity issues / limited level of home support

Recognize that every student may not be best served by a telepractice model and support students with other models of support

Standardized evaluation approaches may be limited based on measures

Pathway to Telepractice...

- **Speech Language Pathologist:**
 - Understands and implements BSPA licensure and scope of practice guidelines
 - Engages in PL with tech tools and online materials
 - Identifies individual level of student accessibility and candidacy
- **District partnership:**
 - Understands the Telepractice process, introduces telepractice to families (SAMPLE LETTER) or works with SLP to send communication
<https://docs.google.com/document/d/1upNaoVMCWWzH8OsRvJmIxdHoYzT9NS2999B25i0R5cc/edit#>
 - Understand the informed consent process, privacy / confidentiality, and family onboarding process to telepractice; HIPAA guidelines



Transitioning to Telepractice Process

<https://docs.google.com/document/d/1CWlOyfEJvnjllanHkSsXRqexzJmAZ1QmZ55gy3f3GCY/edit?usp=sharing>

- Preparing for Telepractice

<https://docs.google.com/document/d/1SkoH9SPwagHelYONMJ4X8QGg2lr2B1bg412l42CNxVE/edit>

- Self reflection and preparation with Telepractice Knowledge Checklist

https://docs.google.com/document/d/1HkTP_-TiBelmlCKIs9wrTtzuSpJDyARmPzPEfHGP4MU/edit

- Identify how to support family/student transition

<https://docs.google.com/document/d/1Dd4ObiX3AAOfBksc63Qipwat-iP2Dpx9H86kqpNmnJA/edit>

- Implement an Informed Consent Process

https://docs.google.com/document/d/11vSDEFndq6clogOfCt0eCDqt9VVylFgOsignSPyce_k/edit

Index Page

File	File Type	SLP / SLP-A	Parent / eHelper	District
NEW 1-PAGE SLP Telepractice Process	PDF	X		X
1. Fillable Telepractice Accommodations	Fillable PDF	X		X
2. Fillable Espanol District Informed Consent	Fillable PDF	X	X	X
2. Fillable District Informed Consent	Fillable PDF	X	X	X
3. Sped Director Parent Letter	PDF		X	X
4. Easing the Transition to Teletherapy: A Guide Sheet for Parents	PDF	X	X	X
5. Family Check-in Form	Google Doc/ Fillable PDF	X		X
6. SLP: Teletherapy Knowledge Checklist	PDF	X		X
7. SLP: Preparing for Teletherapy	PDF	X		X
8. SLP: Transitioning Families to Teletherapy	PDF	X		X
9. Teletherapy: Informed Consent Process Options	PDF	X		X
10. Family Email Template - Intro to Teletherapy & Informed Consent	PDF	X	X	X

Resources - Sample Documents

Index Page of Resources / Sample Forms:

https://docs.google.com/document/d/1dtywtZFGK0v69g1Kwwl6bLH1NfTOUbnYgfXe2LF4_WE/edit

ODE Resources and Guidance	<i>El/ ECSE and K-12 Resources</i>	https://www.oregon.gov/ode/students-and-family/SpecialEducation/Pages/covid19forspecialeducation.aspx
Distance Learning for ALL Resources	<i>NWRES D Special Education Distance Learning Resources</i>	http://www.nwresd.org/distance-learning-resources.html
Transitioning SLP Services	<i>Family Check-in Form (Fillable PDF)</i>	https://drive.google.com/open?id=1g-NHaz3P4pBGHfvdTdW9cePBbDovmJX4
Oregon Board of Examiners for SLP and Audiology	<i>Oregon's Extended School Closure Special Education Guidance</i>	https://www.oregon.gov/ode/educator-resources/standards/Documents/SLP%20Guidance%20Final%204-7-20.pdf
Oregon Board of Examiners for SLP and Audiology	<i>Professional and Ethical Standards</i>	https://secure.sos.state.or.us/oard/displayDivisionRules.action?selectedDivision=1405
ODE and BSPA Guidance: Components	<i>Telepractice Accommodations Checklist (Fillable PDF)</i>	https://drive.google.com/file/d/1M0MIGA_G7Pi4eEw62ZjhLRI7vF9DrExz/view?usp=sharing
ODE and BSPA Guidance: Components	<i>Informed Consent Form English (Fillable PDF)</i>	https://drive.google.com/file/d/1dlokp8q9G5cogLFvhfKEF3A9ZCSdblr/view?usp=sharing
ODE and BSPA Guidance: Components	<i>Informed Consent Espanol (Fillable PDF)</i>	https://drive.google.com/file/d/1bvQf_wrN0Dk-s-tMphrCOJ0Y1YUdVv28/view?usp=sharing
ODE and BSPA Guidance: Components	<i>Ease the Transition to Telepractice for Families (PDF)</i>	https://drive.google.com/file/d/1iH4uceyTSa_Nv3RwSXWvs5IbNuTuBiBP/view?usp=sharing
Security and Confidentiality	<i>HIPAA Security</i>	https://www.hhs.gov/sites/default/files/ocr/privacy/hipaa/administrative/securityrule/security101.pdf
Pathway to Telepractice	<i>District Partnership Sped Director Letter to Families (PDF)</i>	https://drive.google.com/file/d/1g4PLZQ_22EZcuyvoVQ0YFsiPYmiPEewL/view?usp=sharing
Telepractice Onboarding	<i>Telepractice Files Index Page</i>	https://docs.google.com/document/d/1CWl0yfeJvnjlianHkSsXRqexzJmAZ1OmZ55gy3f3GCY/edit?usp=sharing

Questions