Teleservice: How Parents Can Support Students During COVID-19

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Learning Outcomes

• Participants will identify be able to define virtual learning, teleservice, and distinguish the difference between the two.

• Participants will gain understanding in how teleservice may be documented in an IEP.

• Participants will identify ways that families can be involved in supporting teleservice.
**Virtual / Online Learning:** Education where instruction and content are primarily delivered via the internet or systems like a video-enabled classroom.

**Digital Learning:** Any learning facilitated by technology that gives students some element of control over time, place, path and/or pace.

**Teleservice:** The application of telecommunications technology to the delivery of services at a distance by linking the practitioner to a student, parent/caregiver or other service provider for assessment, intervention, or consultation, often through related services identified in a student’s IEP.
DPI Guidance for Virtual IEP Meetings

- Every attempt should be made to comply with required timelines
- All IEP requirements still apply to virtual IEP meetings
- All required team members should participate unless appropriately excused
- Parents should be notified ahead of time who will be absent and appropriate documentation is required

Unable or prefer not to meet virtually?

- Parent may request a phone meeting
- Can request to meet in person if follows district and county health department guidelines
- Parents may choose to allow LEA to proceed with meeting without them
Virtual IEP Meeting Confidentiality Considerations

- Be aware of potential threats to confidentiality that are out of anyone’s control

- Steps to protect confidentiality:
  - Use screen sharing or “snail mail” versus emailing documents when possible
  - Be mindful of your video surroundings (and what is on your screen if sharing) when conducting a virtual meeting
  - Ask your school/district questions

https://studentprivacy.ed.gov/training/email-and-student-privacy
FERPA and the Coronavirus Disease 2019 (COVID-19)
FERPA and Virtual Learning
Agreement / Disagreement Considerations

- There are differences between communicating in person and communicating through technology 😎😊😆тики👍👎

- How will consensus for major decisions be determined in a virtual or phone based discussion?

- How will disagreements be handled?

- If a disagreement persists, consider dispute resolution options, such as mediation, or an IEP Facilitation through WSEMS
Possible Documentation Changes in IEP

- Contingency Plans
- Reviewing Student Needs and Goals
- Taking Data for Goal Progress-Parents May Help
IEP Revision in Light of COVID

Can we implement the student’s IEP as written?

YES
Implement IEP

NO
IEP team meeting or revise through I-10

Can IEP be implemented if the school’s mode of instruction changes?

YES
Implement IEP

NO
Consider contingency plan
## Example of Contingency Plan

<table>
<thead>
<tr>
<th>Special Education/ Specially Designed Instruction</th>
<th>Amount</th>
<th>Frequency</th>
<th>Location</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speech language therapy (in-person session)</td>
<td>15 minutes</td>
<td>2x week</td>
<td>Special education speech therapy room</td>
<td>On days the student attends in-person</td>
</tr>
<tr>
<td>Speech language therapy (articulation drills via video chat)</td>
<td>10 minutes</td>
<td>2x week</td>
<td>Special education</td>
<td>On days the student attends virtually</td>
</tr>
</tbody>
</table>
### How Could a Contingency Plan Look?

<table>
<thead>
<tr>
<th>Related Service</th>
<th>Amount</th>
<th>Frequency</th>
<th>Location</th>
<th>Duration</th>
<th>DRN/Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Occupational therapy for support of functional</td>
<td>30 minutes</td>
<td>per week</td>
<td>Regular ed</td>
<td>When school is open for in-person instruction</td>
<td>??</td>
</tr>
<tr>
<td>motor skill development</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Occupational therapy consultation and parent</td>
<td>15 minutes</td>
<td>per week</td>
<td>Virtual learning platform or DL</td>
<td>If the school closes for in-person instruction</td>
<td>??</td>
</tr>
<tr>
<td>coaching</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Student Needs May Be Different for Different Modes of Instruction

- Different settings/situations can mean different needs
- Goals and services should be adjusted to support students with those needs
- Individual determination
Review the Effects of Disability and Disability-Related Needs

Example of an effect of disability and disability-related need that is written for in-person instruction and with review could be adjusted for virtual learning or teleservice:

- **Effect of disability**: (high school student) difficulty getting to class on time, not being prepared for the beginning of class.
- **Disability-related need**: improve ability to transition from class to class
- *(Root Cause Analysis: attending/focus? motor concerns/mobility? behavior/compliance?)*
- **IEP service to address need**: use of a digital self monitoring tool/timer (supplementary aid and service)
Example of an effect of disability and disability-related need that likely can be addressed as written:

- **Effect of disability**: difficulty both hands to complete functional tasks
- **Disability-related needs**: improve application of motor skills for completion of functional tasks
- **IEP service to address need**: visual cues (Supplementary Aids and services), School Staff training for use of visual supports and proper verbal cues (PM&S), Occupational Therapy weekly consult for monitoring (Program Summary)
Parents and Progress Monitoring on Goals

- Determine if parents will help collect data
- Parent training should be included in the “program modifications and supports for school staff” or “family engagement” section of the IEP.
- Document in contingency plan and IEP revision
- Set up check in times/coaching with parents
- Consider collecting data more often
Pause and Reflect

- How has your student’s IEP been revised to account for different learning environments?
- Have you been asked to support data collection?
Parental Engagement

- Familiarize yourself with the technology
- Determine how to support your child
- Engage in coaching/collaboration with school staff
## Access Considerations

<table>
<thead>
<tr>
<th>Infrastructure-Level Access</th>
<th>Individual-Level Access</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Hardware (e.g., computer, laptop, devices)</td>
<td>● Cognitive and executive functioning (e.g., reasoning, processing information, working memory)</td>
</tr>
<tr>
<td>● Software (e.g., learning management systems, video conferencing programs, word processing)</td>
<td>● Physical and sensory concerns (e.g., visual, hearing, mobility)</td>
</tr>
<tr>
<td>● High-speed Internet and/or Wi-Fi</td>
<td>● Communication needs (e.g., speech and language, verbal vs. nonverbal)</td>
</tr>
<tr>
<td>● Software’s ability to be used on a mobile or other device</td>
<td>● Reading ability</td>
</tr>
<tr>
<td></td>
<td>● Ability to use assistive technologies</td>
</tr>
</tbody>
</table>

OSEP’s Ideas that work: Evidence-based and Promising Practices to Support Continuity of Learning for Students with Disabilities
Supporting Engagement

● **New opportunities for engagement:**
  ○ Make it fun; Get creative!
  ○ Turning the camera on?

● **Practice the skills and the responsibilities**
  ○ Routines, expectations and rules
  ○ Consider new needs
Assistive Technology (AT) Forward Project and Community of Practice (CoP)

- Meetings are always on Tuesdays from 4-5:30 PM
- A free membership to ATIA - includes free webinars related to AT
- Access to free one-to-one virtual technical assistance to support virtual/distance learning
- Updates from the CoP email list
- Sign up and Learn more on the AT Forward webpage
Learning more about reading and writing supports...

### WATI: AT Continuums

<table>
<thead>
<tr>
<th>SEATING, POSITIONING AND MOBILITY</th>
<th>MOTOR ASPECTS OF WRITING</th>
<th>READING</th>
<th>MATHEMATICS</th>
<th>ORGANIZATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seating and Positioning</td>
<td>Special seating adaptations</td>
<td>Book adapted for access</td>
<td>Low-tech tools for reading/writing math</td>
<td>Self-Management</td>
</tr>
<tr>
<td>Standard seat/desk at correct height and depth</td>
<td>Variety of pens/pencils</td>
<td>Handheld scanner to read individual words</td>
<td>Physical manipulatives</td>
<td>Sensory regulation tools</td>
</tr>
<tr>
<td>Modifications to standard seat or desk</td>
<td>Adapted pen/pencil</td>
<td>Use of pictures/symbols with text</td>
<td>Adapted math paper</td>
<td>Movement and deep pressure tools</td>
</tr>
<tr>
<td>Alternative chairs</td>
<td>Adapted paper</td>
<td>Electronic text</td>
<td>Adapted calculator (large key, talking)</td>
<td>Friglets</td>
</tr>
<tr>
<td>Adapted/alternate positioning devices</td>
<td>Writing templates</td>
<td>Modified electronic text</td>
<td>Math tool bars</td>
<td>Auditory tools</td>
</tr>
<tr>
<td>Custom fitted wheelchair or insert</td>
<td>Prewritten words/phrases</td>
<td>Text reader</td>
<td>On-screen calculator</td>
<td>Visual tools</td>
</tr>
<tr>
<td>Custom wheelchair for alternative positioning</td>
<td>Notetaking tools</td>
<td>Scanner with OCR and text reader</td>
<td>Graphing calculator</td>
<td>(Continued on next page)</td>
</tr>
<tr>
<td>Mobility</td>
<td>Computer/mobile device</td>
<td>Text reader with study skill support</td>
<td>Audio graphing calculator</td>
<td></td>
</tr>
<tr>
<td>Ambulation aids - crutches/walker</td>
<td>Computer/mobile device using accessibility features</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grab bars and rails</td>
<td>Alternative keyboards</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Manual wheelchair</td>
<td>Computer/device w/word prediction</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Powered scooter, toy car or cart</td>
<td>Computer/device w/speech recognition</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Power wheelchair w/ joystick or other control</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Adapted vehicle for driving</td>
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</tr>
</tbody>
</table>

### WATI Assistive Technology Continuums

- Seating and Positioning
- Mobility
- Communication
- Computer/Device Access

(Continued on next page)
Training Sessions

- Orientation to the technology
- Demonstration of techniques or strategies
- Time to watch caregiver support the student and provide feedback

OSEP’s Ideas that work: Evidence-based and Promising Practices to Support Continuity of Learning for Students with Disabilities
Service Delivery and COVID-19

- Evidence-based interventions
  - Coaching
  - Goal Directed Training

Maintaining Educational Relevance in Teletherapy | Carlo Vialu, PT, MBA Fall 2020
1. Set goal
2. Explore options
3. Plan action
4. Carry out plan
5. Check performance
6. Generalize plan

Maintaining Educational Relevance in Teletherapy
Carlo Vialu, PT, MBA Fall 2020
Goal Directed Training

1. Goal Selection:
Parent/child identifies meaningful goal

2. Task Analysis:
Identify limiting factors in the:
- Child
- Environment
- Task

3. Intervention:
• Home program with daily structured practice of task
• Child is allowed to be problem solver
• Adaptations to task and environment as needed
• Weekly session with therapist to sustain motivation, adjust program, provide adult support

4. Evaluation: of goal attainment

Vroland-Nordstrand et al, 2015

Maintaining Educational Relevance in Teletherapy
Carlo Vialu, PT, MBA Fall 2020
Conducting Assessments Virtually

Assessment and intervention set in the natural environment and embedded in class routines

- Increase the efficacy of intervention
- Increase achievement of IEP goals
- Increase the motivation of the student/teacher... (and parent)

(Dunn, 1991; Dunn & Westman, 1995; Giangreco, 1986 found in Occupational Therapy Services for Children and Youth Under the Individuals with Disabilities Education Act, 1999)
Assessment

- Progress toward IEP Goals
- Progress toward age or grade level standards: Formative Assessments
  - Academic
  - Social, Emotional, Behavioral
Consent and Confidentiality

FERPA and Virtual Learning During COVID-19 Webinar
US Department of Education

Relaxation of Reinforcement of HIPAA
US Department of Health and Human Services
Counseling Groups & Group Instruction/Co-Teaching

- Consider educational relevance
- Parental Consent - know your district's policy and ethical standards
- Protect and respect Personally Identifiable Information (PII)

NASP Virtual Service Delivery in Response to COVID-19 Disruptions
Application

• How have you become involved in your student’s learning?
• What is one technology you’d like to try?
Optimistic Closure

We are here
Thank you
Contact Information

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