Related Services in a Virtual World: Teleservice Moving Forward

FACETS Presentation
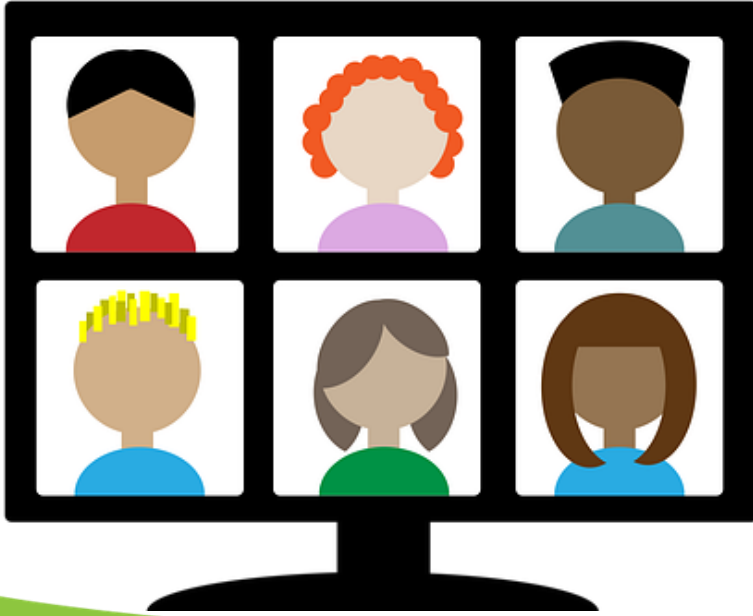October 6, 2021
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WISCONSIN DEPARTMENT OF
Public Instruction
Jill K. Underly, PhD, State Superintendent

Learning Outcomes

- Participants will gain understanding in the benefits of virtual services

- Participants will learn about best practices in providing teleservice.

- Participants will learn about state and national resources supporting the provision of virtual services.

Definitions

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

Virtual / Online Learning: Education where instruction and content are primarily delivered via the internet or systems like a video-enabled classroom

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.

Benefits of Virtual Services

- Research conducted in the areas of OT, PT, and SLP support teleservice to be as feasible and effective as in-person interventions
- Positive outcomes include:
  - increased collaboration
  - opportunities for training and coaching teachers and caregivers
  - optimizes child's ability to generalize targeted skills within natural setting which reinforces and strengthens performance

OSEP 5/20: Evidence-Based and Promising Practices to Support Continuity of Learning for Students With Disabilities

Role of Related Service Providers

IDEA: ... related services are defined as "transportation and such developmental, corrective, and other supportive services as are required to assist a child with a disability to benefit from special education... (34 CFR §300.34.)

- Related services are identified in students' individualized education programs and include information about the setting where the services will occur
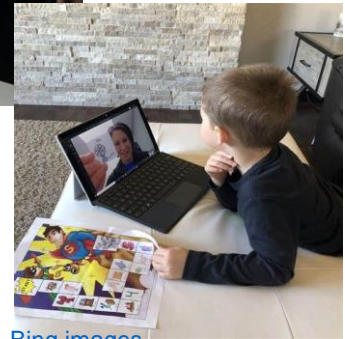
Setting Matters
School-Based Services vs. Medical Therapy

How are school-based services different?

- Driven by educational need

- Context is critical: The student's individual circumstances should inform our focus and interventions

Bing images

Bing images

A Rose is a Rose … is a Rose

- Best practice service delivery models are consistent across all educational settings: including the setting of virtual instruction.
- Basic service delivery models:
  - Direct & Indirect
  - Whole class
  - Small group instruction
  - Instructional -coaching model
  - Consultation

Additional models for Teleservice

- Synchronous
- Asynchronous

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

Related Services: Roles and Responsibilities

Assist student to participate, engage, and benefit from their special education program and Transition.

Student role/ interaction skills

Learning process

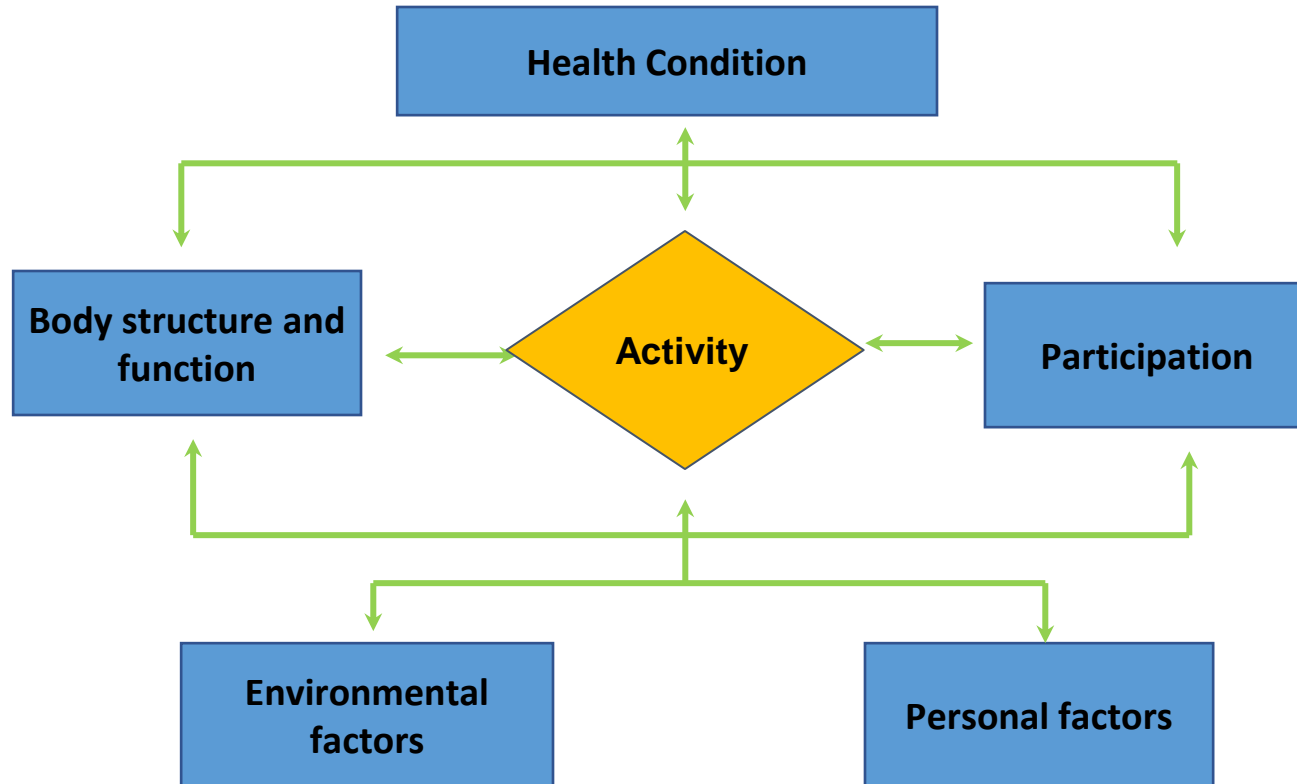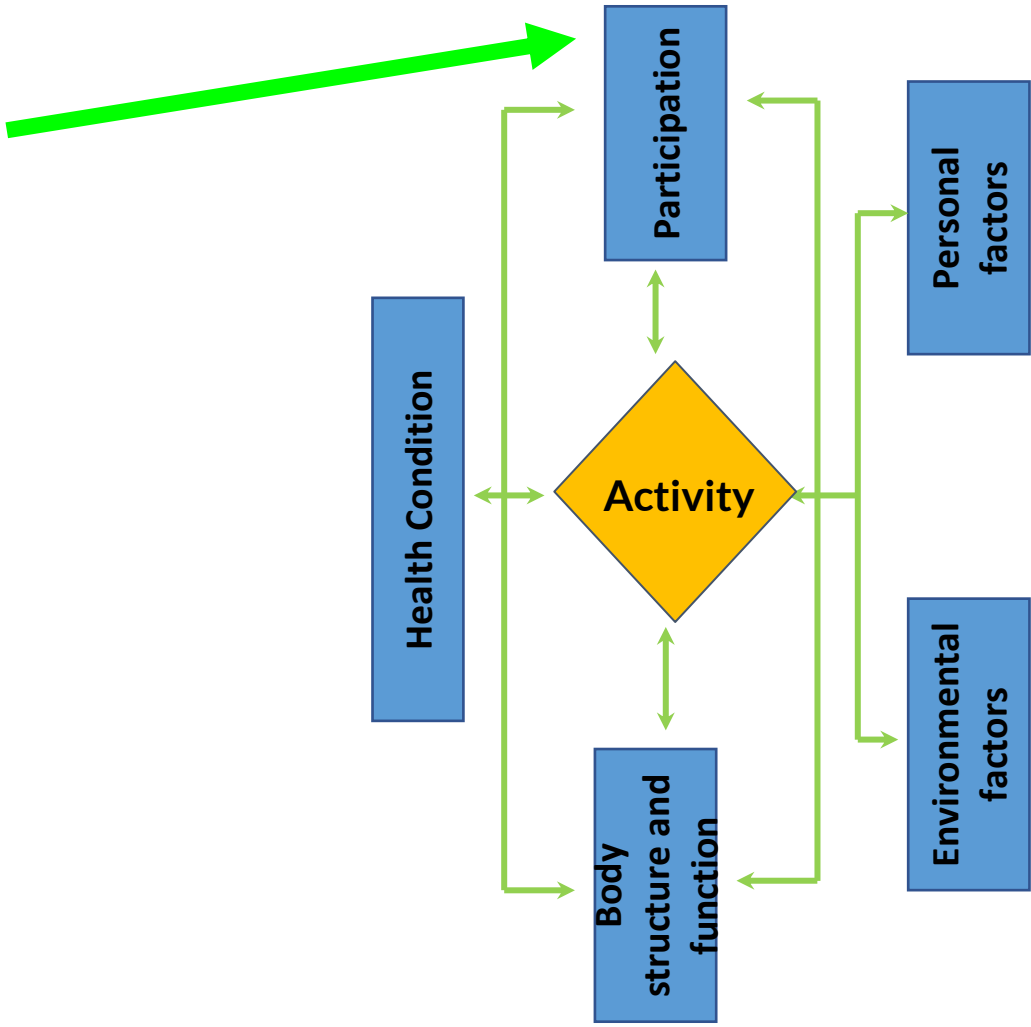Personal care

Play & recreation

Written communication (motor and AT)

Work and community participation

Positioning

WHO: The International Classification of Functioning, Health and Disability (ICF) 2001

http://www.who.int/classifications/icf/en/

The "F" Words in Childhood Disability: ChildCan
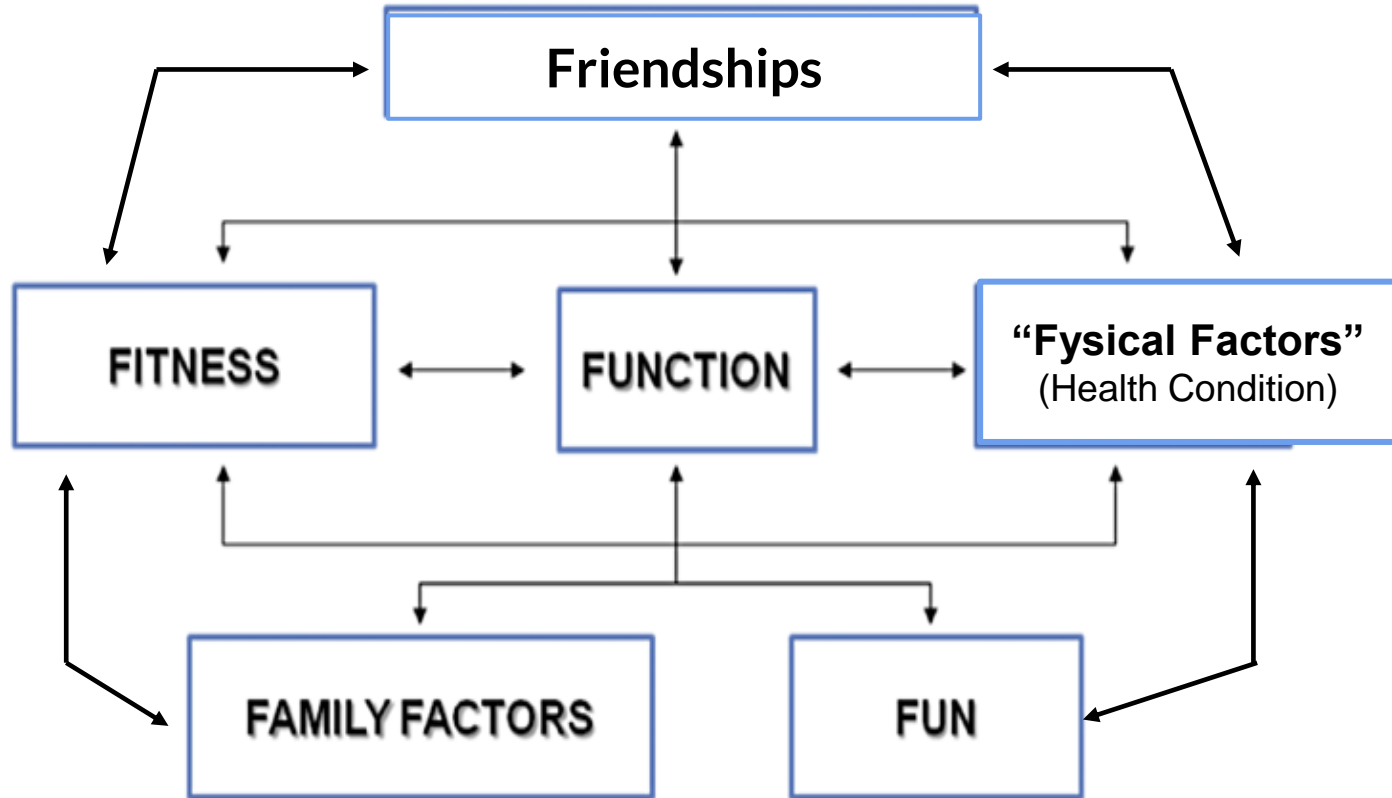
Conducting Assessments Virtually

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 in Teleservice

Static measures such as standardized tests and formal examinations provide an indication of current performance that may be depressed for a variety of reasons.

Assessments based in student performance and routine address the discrepancy between the performance on school tests and those in everyday activity.

(Newman, Griffin, & Cole, 1989)

Routines - Based Assessment
Dynamic Assessment

Authentic Assessment

Routines-Based Assessment

- The Routines-Based Model is a collection of practices that, together, provide a unified approach to working with young children with disabilities and their families.
- It emphasizes
  - children's functioning in their everyday routines
  - supporting families (*as well a educators and caregivers*).

(McWilliam, 2010)

Dynamic & Authentic Assessment

Dynamic Assessment:

- An approach for assessing cognitive change and learning in authentic settings.
- consider children's problem-solving abilities in contexts other than the traditional testing format.
- how students react to instruction and how well they perform in an interactive environment.

ASHA

Dynamic & Authentic Assessment

Authentic Assessment

- ○ Authentic assessment captures real-life behavior in everyday settings and routines.…...It enables children to show what they can really do in any way possible (AOTA Conference: Children and Youth 2020)
- ○ Collaborative process that evaluates children's strengths and challenges as they engage in their everyday activities and routines (Macy et al., 2019)
- ○ Uses ongoing observations of children's functional performance to make determinations about their development, learning and progress
- ○ Consistent with top-down, activity-focused approach (Novak & Honan, 2019)

Access Considerations

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

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

IEP Considerations for Virtual Learning

Identification of student's current level of participation and engagement in virtual learning

- ○ Disability related needs in the virtual learning environment
- ○ Meaningful goals related to support progress in the areas of need
- ○ Clear understanding of how services will be provided and how progress will be monitored

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 and service)

Review the Effects of Disability and Disability-Related Needs

Example of an effect of disability and disability-related need that likely <u>can</u> 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)

Supporting Engagement

Make it meaningful. Make it fun.
Get creative!

- Child Engagement in Daily Life Measure (CanChild)
- Higher levels of self-determination are correlated with positive school, employment and independent living outcomes.

Supporting Engagement

Benefits of child engagement

- greater conceptual understanding

- better academic performance

- feelings of efficacy

- increased intrinsic motivation

(Moreira et al, 2015)

Supporting Engagement

Practice the skills and the responsibilities

- ○ Routines, expectations and rules
- ○ Consider new needs

Teleservice Delivery

Evidence-based interventions

- Coaching

- Goal Directed Training
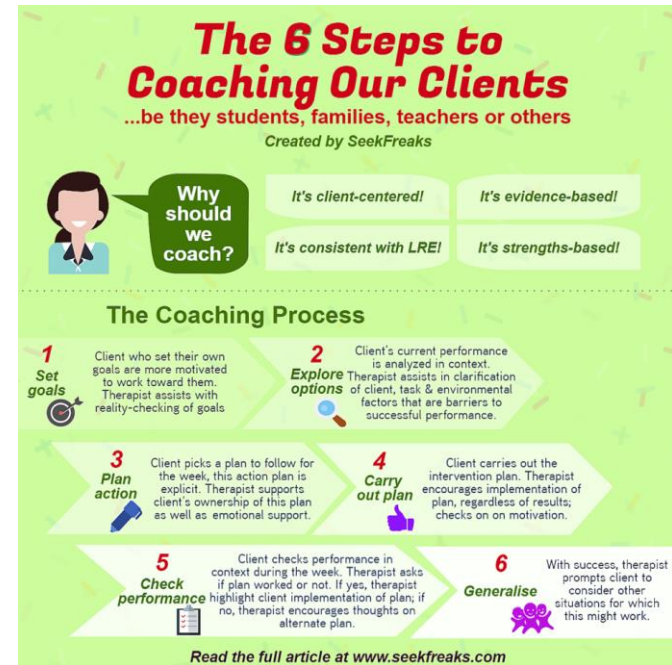
- Student/Family Engagement

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Coaching

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

The Process - Relationship-Based

Asking important questions and good listening on the

part of the provider is essential.

Tell me about a typical day

- What are your challenges

- What would you like to change

- What would it look like if that "worked"?

(followed by:) What have you tried?

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](#)

Reflection

- How have you become involved in your student's learning?

- What do you think it would be helpful for your student's teachers and related service providers to know about your routines at home?
  - And how could those skills be generalized into the student's other environments?

Resources

- Evidence-Based and Promising Practices to Support Continuity of Learning for Students With Disabilities [OSEP](#)
- Related Services: Common Supports for Students with Disabilities [IRIS](#)
- Successful Participation at School: Strategies for all Students [AOTA](#)
- [Providing Related Services via Teleservice | Wisconsin Department of Public Instruction](#)
- Routines-based model of assessment and intervention [Routines-Based Model - EVIDENCE-BASED INTERNATIONAL EARLY INTERVENTION OFFICE (EIEIO) (ua.edu)](#)
- [Routines-based Interventions and Planning Checklist](#) (McWilliams)

Contact Information

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Thanks for having
me here today!