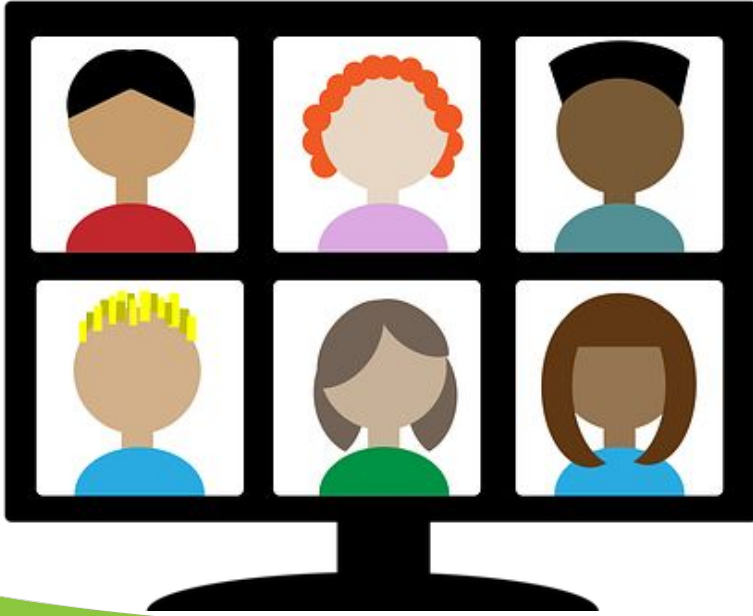# Teleservice: How Parents Can Support Students During COVID-19

Andrea Bertone, Speech-Language and Related Services Consultant

Tim Peerenboom, School Psychology Consultant

February 17, 2021

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.

Definitions

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

Extended School Closure due to Covid-19 Special Education Question and Answer Document 03-25-20 Current FAQ Available on: https://dpi.wi.gov/sped/covid-19-sped-updates-and-resources

DPI Guidance for Virtual IEP Meetings

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

Extended School Closure due to Covid-19 Special Education Question and Answer Document 03-25-20 Current FAQ Available on: https://dpi.wi.gov/sped/covid-19-sped-updates-and-resources

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 😎 😊 😆 🤭 👿 👍 👎

- 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
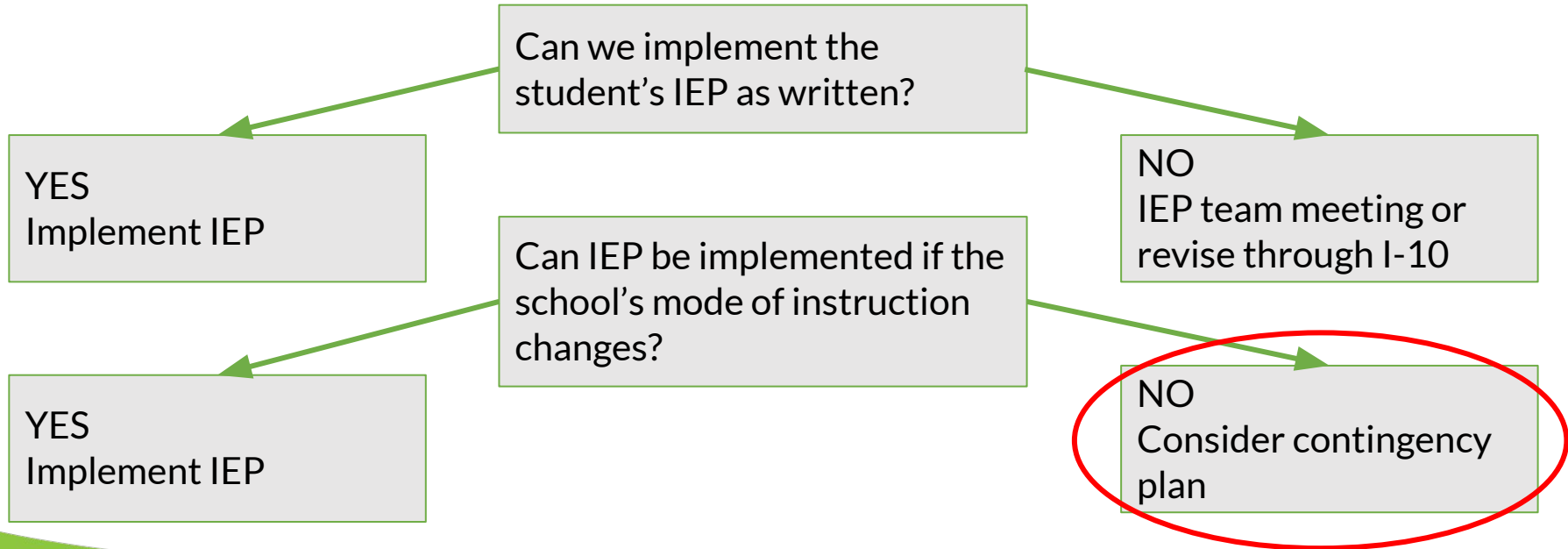
Possible Documentation Changes in IEP

- 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

Special Education/ Specially Designed Instruction	Amount	Frequency	Location	Duration
Speech language therapy (in-person session)	15 minutes	2x week	Special education speech therapy room	On days the student attends in-person
Speech language therapy (articulation drills via video chat)	10 minutes	2x week	Special education	On days the student attends virtually

How Could a Contingency Plan Look?

Related Service	Amount	Frequency	Location	Duration	DRN/Goal
Occupational therapy for support of functional motor skill development	30 minutes	per week	Regular ed	When school is open for in-person instruction	???
Occupational therapy consultation and parent coaching	15 minutes	per week	Virtual learning platform or DL	If the school closes for in-person instruction	???

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 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)

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

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

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

AT
FORWARD PROJECT

Introducing Assistive Technology Forward

The Assistive Technology (AT) Forward Project is designed to support educators, practitioners, caregivers and families to increase student autonomy in utilizing Assistive Technology tools to support access, engagement, and progress in virtual and distance learning. Assistive Technology Forward will provide a statewide virtual Community of Practice (CoP) to support AT in virtual and distance learning. By joining this Community of Practice, members will have the opportunity to learn from experts in the field of AT as well as benefit from the knowledge learned through networking with colleagues statewide. CoP members will have access to:

- A free membership to Assistive Technology Industry Association (ATIA) that includes free online webinars related to AT.
- Access to free one-to-one virtual technical assistance to support the use of AT in virtual and distance learning.
- Regular updates from the field and ability to share resources with others through a new AT CoP email list.

Register here for our first CoP meeting where we will share more about this new statewide project. To sign up to be a member of the CoP and receive the benefits outlined above, please complete this form.

For more information contact Molly Vierck|molly.vierck@cesa2.org

Learning more about reading and writing supports...

WATI:

AT Continuums

WATI Assistive Technology Continuums

SEATING, POSITIONING AND MOBILITY

Seating and Positioning
- ☐ Standard seat/desk at correct height and depth
- ☐ Modifications to standard seat or desk
- ☐ Alternative chairs
- ☐ Adapted/alternate positioning devices
- ☐ Custom fitted wheelchair or insert
- ☐ Custom wheelchair for alternative positioning

Mobility
- ☐ Ambulation aids - crutches/walker
- ☐ Grab bars and rails
- ☐ Manual wheelchair
- ☐ Powered scooter, toy car or cart
- ☐ Power wheelchair w/joystick or other control
- ☐ Adapted vehicle for driving

COMMUNICATION
- ☐ Real objects/tangible symbols
- ☐ Communication board or book
- ☐ PECS
- ☐ PODD
- ☐ Simple speech generating device
- ☐ Speech generating device with levels
- ☐ Speech generating device with icon sequencing
- ☐ Speech generating device with dynamic display
- ☐ Text based device with speech synthesis

COMPUTER/DEVICE ACCESS
- ☐ Special positioning of student or equipment
- ☐ Standard Keyboard/Mouse using accessibility features built into the operating system
- ☐ Standard Keyboard/Mouse with Adaptations
- ☐ Onscreen keyboard
- ☐ Alternate Keyboard/Mouse
- ☐ Rate Enhancement
- ☐ Speech recognition software
- ☐ Eye Gaze
- ☐ Morse Code
- ☐ Switch Access

MOTOR ASPECTS OF WRITING
- ☐ special seating adaptations
- ☐ Variety of pens/pencils
- ☐ Adapted pen/pencil
- ☐ Adapted paper
- ☐ Writing templates
- ☐ Prewritten words/phrases
- ☐ Notetaking tools
- ☐ Computer/mobile device
- ☐ Computer/mobile device using accessibility features
- ☐ Alternative keyboards
- ☐ Computer/device w/word prediction
- ☐ Computer/device w/speech recognition

COMPOSITION OF WRITTEN MATERIAL
- ☐ Picture Supports to write from/about
- ☐ Pictures with words
- ☐ Words Cards/Word Banks/Word Wall
- ☐ Pocket Dictionary/Thesaurus
- ☐ Written templates and Guides
- ☐ Portable, talking spellcheckers/dictionary/ thesaurus
- ☐ Word processing software
- ☐ Word prediction software
- ☐ Digital templates
- ☐ Abbreviation expansion
- ☐ Word processing with digital supports
- ☐ Talking word processing
- ☐ Multimedia software with alternative expression of ideas
- ☐ Tools for citations and formats
- ☐ Speech recognition software

READING
- ☐ Book adapted for access
- ☐ Low-tech modifications to text
- ☐ Handheld scanner to read individual words
- ☐ Use of pictures/symbols with text
- ☐ Electronic text
- ☐ Modified electronic text
- ☐ Text reader
- ☐ Scanner with OCR and text reader
- ☐ Text reader with study skill support

MATHEMATICS
- ☐ Low-tech tools for reading/writing math
- ☐ Physical manipulatives
- ☐ Adapted math paper
- ☐ Adapted calculator (large key, talking)
- ☐ Math tool bars
- ☐ On-screen calculator
- ☐ Graphing calculator
- ☐ Audio graphing calculator
- ☐ Virtual manipulatives
- ☐ Basic math software/app
- ☐ Advanced math software
- ☐ Web simulations
- ☐ 3D geometry modeling software
- ☐ Speech recognition math software

ORGANIZATION

Self-Management
- ☐ Sensory regulation tools
- ☐ Movement and deep pressure tools
- ☐ Fidgets
- ☐ Auditory tools
- ☐ Visual tools

(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
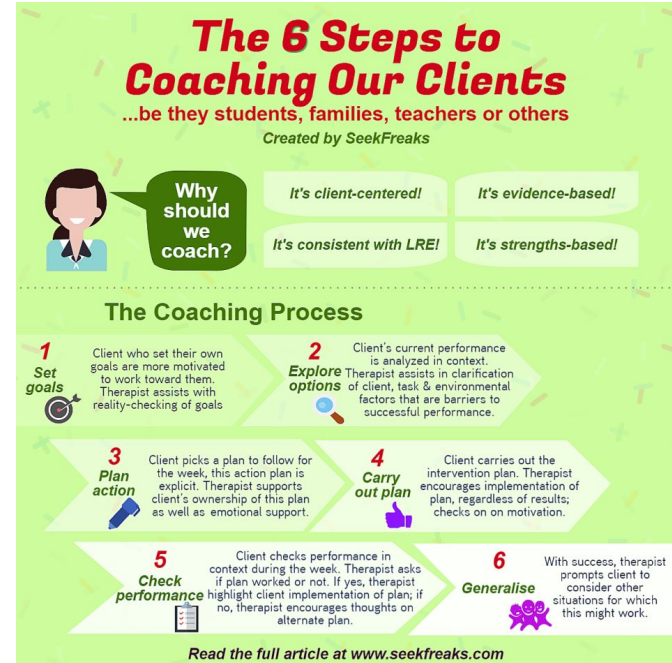

Maintaining Educational Relevance in Teletherapy| Carlo Vialu, PT, MBA Fall 2020

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

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)
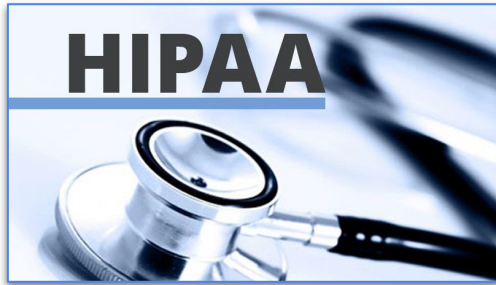
Assessment

- [Progress toward IEP Goals]

- Progress toward age or grade level standards: Formative Assessments

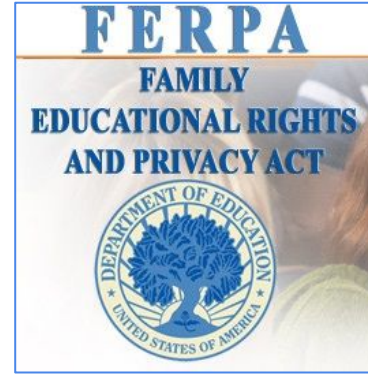 - [Academic]
  - [Social, Emotional, Behavioral]

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](#)
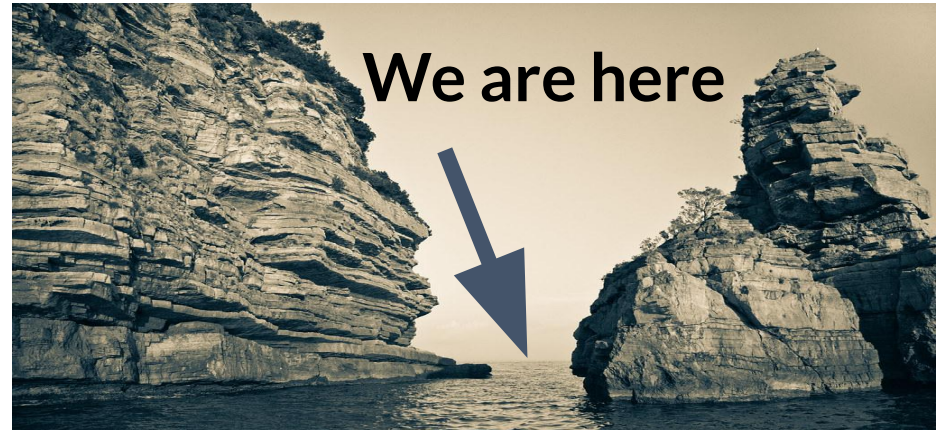
Application

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

- What is one technology you'd like to try?

Optimistic Closure

We are here

Contact Information

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