

Enhancing Telepractice Service Delivery

Collaboration Between SLPs and OTs

Disclosures

Financial

Rachel Morris and Kellie Paul are employed by PresenceLearning

Non-Financial

Rachel and Kellie are members of ASHA SIG18: Telepractice

Objectives

1. Discuss best practices related to interdisciplinary collaboration and co-treatment as telepractitioners.
2. Identify and address potential barriers to providing interdisciplinary services via the telepractice model.
3. Apply solutions to case examples involving interdisciplinary telepractice-based services.

What is interdisciplinary collaboration and what does it look like?

Interdisciplinary Collaboration:

Collaboration involving two or more disciplines or areas of study

Effective collaboration is:

- A social learning process
- Influenced by individual beliefs, values, and assumptions
- A shared knowledge & expertise (distributed cognition)
- Affected by time and opportunity for interaction and understanding
- Requires shared interest in a problem
- Providing powerful solutions

"The elements that must be in place before interdisciplinary collaboration can be successful are inter-professional education, role awareness, interpersonal relationship skills, deliberate action, and support." (Petri, 2010)

Research

Villeneuve, M (2009). A Critical Examination of school-based occupational therapy collaborative consultation. *Canadian Journal of Occupational Therapy*, vol 72, 206-218.

Literature review of 5 studies that investigated collaborative consultation between OT and educators and 6 studies that examined school-based OT outcomes for consultation services.

Implications:

- ❑ Teachers need an understanding of OT roles/responsibilities to know what to collaborate on
- ❑ OT need understanding of school policies, curriculum, and classroom practices to provide relevant approaches/partnerships
- ❑ Time and opportunities need to be created for collaboration.

Why is interdisciplinary collaboration so important?

According to Roles of Related Services Personnel in Inclusive Schools, historically common practices that interfere with the provision of educationally necessary related services include:

- ❑ Groups of providers serving the same student but not functioning as a team
- ❑ Support service determinations are made by providers in isolation without consideration of interrelationships among the services provided by team members
- ❑ Each team member develops separate goals

Giagreco, M., Prelock, P., Reid, R., Dennis, R., and Edelman, S.(unknown), Roles of Related Services Personnel in Inclusive Schools

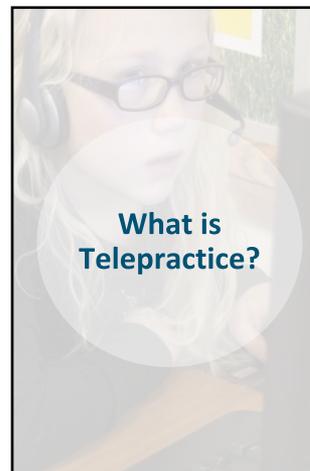
Why is interdisciplinary collaboration so important?

As identified by Orelve and Sobsey (Educating Children with Multiple Disabilities: A Collaborative Approach - 4th Edition, 2004)

- ❑ Ensuring coordination of services; that everyone is working collaboratively for the betterment of the child and his/her progress.
- ❑ Services are provided in a cohesive and coordinated approach.
- ❑ Every team member has an identified role and is educationally relevant and necessary for the student's success.

Essentials of Telepractice

Essential Components



What is Telepractice?

ASHA

Telepractice is the application of telecommunications technology to the delivery of speech language pathology and audiology professional services at a distance by linking clinician to client/patient or clinician to clinician for assessment, intervention, and/or consultation.

The use of telepractice does not remove any existing responsibilities in delivering services, including adherence to the Code of Ethics, Scope of Practice in Audiology and Scope of Practice in Speech-Language Pathology, state and federal laws (e.g., licensure, HIPAA), and ASHA policy.

TAC §111.212 (k) As pertaining to liability and malpractice issues, a provider shall be held to the same standards of practice as if the telehealth services were provided in person.

Why Telepractice?

- ✓ Addresses nationwide SLP shortage
 - According to a recent survey, 65% of undergraduate and graduate participants indicated a preference to work in a healthcare setting rather than a school-based setting, even though 52.6% of SLPs were employed in school-based settings in 2015. This discrepancy may further perpetuate shortage of SLPs in schools.
 - 2015-2016 Educator Supply and Demand report indicates that all US states indicate some degree of shortage related to speech-language pathologists.
- ✓ Reduces caseloads for on-site SLPs, providing opportunity for improved overall quality of therapy
- ✓ Removes geographic barriers
 - Reduces or eliminates travel time for on-site SLPs
 - Reduces district loss of FTE time to travel
- ✓ Increased opportunity to bring SLPs with specialized training to students with specific needs (e.g., bilingual therapy, AAC, ASL certified, etc.)

Research

Literature review of 103 papers published between 2008 and 2014. Some findings:

- ❑ Telehealth considered by respondents to be "similar" to face-to-face therapy in most cases.
- ❑ Telehealth allows greater ability to train caregivers and support personnel in support of client's goal carryover.
- ❑ Primary benefit reported across studies was improved access to care.
- ❑ Barriers to implementation of telehealth services: issues with technology, acceptance by professionals.

Molini-Avejónas, et al (2015). A Systematic Review of the Use of Telepractice in Speech, Language and Hearing Sciences. *Journal of Telemed Telecare*.

Research

This article reports on the perspectives of five SLPs regarding the use of telepractice in the schools.

Barrier to collaboration in telepractice:

- ❑ Establishing therapeutic relationships constituted a barrier to overcome due, in part, to the differences encountered in establishing therapeutic rapport with students and other educators.
- ❑ Since the SLP could not be in the school building, it was not as easy to discuss the student with others or get a sense of the student's whole educational experience.

Tucker, J (2012). Perspectives of Speech-Language Pathologists on the Use of Telepractice in the Schools: The Qualitative View. *International Journal of Telerehabilitation*, vol 4, no 2, 47-60.

Collaboration Best Practices

Collaboration best practices:

- ❑ Focus on relationship building
- ❑ Be aware of and sensitive to regional and cultural differences
- ❑ Educate yourself on relevant state and district regulations and guidelines
- ❑ Be a good teammate

Interdisciplinary Collaboration: As you get started...

- ❑ Establish a shared framework
- ❑ Establish common goals
- ❑ Ensure educationally relevant goals and the necessity of support services
- ❑ Work in the context of general education
- ❑ Evaluate your impact throughout the process

(Giangreco, et al)

Telepractice: Interdisciplinary collaboration best practices

Relationship Building:

- ❑ You are a guest
- ❑ Take the initiative
- ❑ Be open
- ❑ Be considerate
- ❑ Provide opportunities

Telepractice:
Interdisciplinary collaboration best practices

Be aware of and sensitive to potential regional and cultural differences

- ❑ Communication
- ❑ Therapy
- ❑ Technology

Telepractice:
Interdisciplinary collaboration best practices

Educate yourself

- ❑ State and district eligibility and service regulations/guidelines
- ❑ District requirements and preferences for IEP language
- ❑ District processes

Telepractice:
Interdisciplinary collaboration best practices

Be a good teammate

- ❑ Consideration of professional and clinical experiences and background
- ❑ Dealing with different personalities on your team
- ❑ Best practices for conflict resolution

“I” statement examples

I need . . .

I expect . . .

I wish . . .

I would like it very much if . . .

I think . . .

I want . . .

I thought you said . . .

I understand you to say . . .

It was my understanding that . . .

I would appreciate it if . . .

I feel . . .

I guess I misheard. Please . . .

Mock session:
Addison

**Barriers to
Interdisciplinary
Collaboration**

Potential barriers:

- Technology
- Communication and Expertise
- District culture and openness to technology
- Policies and procedures
- Training and time

**Barriers to interdisciplinary
collaboration**

- Technology—quality of equipment
- Comfort with technology
- Access to tools and equipment
- Training/Mentoring

**Barriers to interdisciplinary
collaboration**

- General resistance to telepractice
- District culture
- District policies and procedures
- Time

Barriers to interdisciplinary collaboration

- Confidence in Skills
- Personality Traits
- Communication
- Intentionality

Resources to support communication and collaboration

- Cloud storage (shared lesson plans and resources)
- Shared calendars Virtual office hours
- Coordinated outreach to teachers and parents

Interdisciplinary Collaboration: Case Studies

How do SLPs and OTs collaborate in traditional models?

How might this look different if one or both of the clinicians is remote?

Occupational Therapy Overview

- Focus on Occupations
- Related Service Provider
- Service Delivery Methods
 - Direct Intervention
 - Consultation
 - Accommodations
- Skills Addressed
 - Fine and Gross Motor Skills
 - Visual Motor Skills
 - Sensory Processing
 - Behavioral & Self Regulation
 - Activities of Daily Living

Case Study

Student: High school student with Down Syndrome receiving online SL and OT services with a focus on transitional living skills. Student had short attention span and motor limitations.

Challenge: Treating SLP was new to teletherapy and had concerns about working with a student who had more severe needs.

What did collaboration look like?

Case Study

Students: Middle school students, non-verbal, using AAC devices, receiving online SL therapy.

Challenge: SLP had concerns related to positioning, vision and sensory issues for students participating in online SL sessions.

What did collaboration look like?

Case Study

Student: Preschool student receiving onsite SL and OT services.

Challenge: Initially, SL and OT sessions on alternate days; student's progress was slow.

What did collaboration look like?

How could this be adapted if one or both services were provided online?

Case Study

Student: Student with Autism, non-verbal, using PECS. OT services online with speech-language service on-site.

Challenge: Significant sensory seeking behaviors, short attention span, difficulty following 2-step directions.

What did collaboration look like?

INTERVIEW:
Tricia and Robyn

Questions?

References

*Giangreco, M., Prelock, P., Reid, R., Dennis, R., and Edelman, S.(unknown),
Roles of Related Services Personnel in Inclusive Schools*

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Collaborative Approach - 4th Edition, 2004)*

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