



Remote Learning Plan 20-21

NwOESC SLPs

- This plan will be implemented during periods of remote learning due to Covid 19.
 - (SCHOOL-AGE) Document this in a PR-01 (do not change the IEP); document alternate service delivery provided in a PR-01.
 - (PRESCHOOL) Offering itinerant services and IEP will be amended with PR-01-- Speech would be delivered via...
 - telepractice OR
 - remote learning in conjunction with Itinerant teacher OR
 - parent bringing child in (district must approve)
 - Alternate service delivery models will be determined on an individual basis as determined by the IEP team. There will not be a “one size fits all” model.
- Choosing the best alternative service delivery model
 - ¹When considering telepractice, the following factors must be taken into consideration to determine appropriateness:
 - student’s education level
 - age
 - home-support resources
 - cognitive/behavioral/motivational issues
 - access to technology
 - Informed consent
 - ²While there are no federal or state requirements for additional consent for individual or group teletherapy sessions, American Speech and Hearing Association recommends informed consent to provide teletherapy services
 - See informed consent form with parental guidelines
<https://docs.google.com/document/d/18wpmbodsA4wzYLIffgogxCoQxATnoFT8nNAuJNv42eE/edit?usp=sharing>
 - Technology survey for parents to complete:
https://docs.google.com/forms/d/e/1FAIpQLSdEAGVkw8WU4fHBbBHFm-bCMtPMp_6ia9vCwZx8B0nfGvUFhQ/viewform?usp=sf_link

¹ <https://leader.pubs.asha.org/do/10.1044/2020-0513-ethics-telepractice/full/>

² <http://education.ohio.gov/Topics/Reset-and-Restart/Telehealth-Guidelines-for-Service-Providers>

- Other options when teletherapy is not appropriate:
 - Consult with intervention specialist/parent
 - Provide packet of materials with set guidelines for communication with parent and/or student via phone or email
 - Child brought into school building for services (parent and district must agree)
- Documentation of alternate service delivery
 - Documentation of all parent/student contacts:
 - <https://docs.google.com/spreadsheets/d/1v2HaWQw310U0riPGQY8yMd6-w1nSFgJyw0S2i9dL4so/edit?usp=sharing>
 - Sample teletherapy documentation:
 - https://docs.google.com/spreadsheets/d/1PRpEMh38WmDcYdC0jzKxz3sg4HyMpnQDeAWxnmr_1N8/edit?usp=sharing
 - (attendance can be kept on this teletherapy doc.)
- Response rate
 - Notify a district administrator when a student/parent is not answering phone calls, returning online packets, or attending teletherapy sessions
 - Offer different time or method of delivery when possible, and document in PR-01
 - Work with other professionals, as appropriate, to consult and best meet students' needs
 - Suggest pick-up times for physical packets, as mail may be delayed (must be district approved)
- Assessments
 - ³Considerations when completing an assessment online:
 - Students must be appropriate for telehealth and factors referenced above must be considered
 - Assessment must be appropriate for technology provided
 - Cultural and linguistic sensitivity
 - Must note how administration strayed from standardization procedures; explain any modifications that were made
 - Do not solely use assessment given via telepractice to determine eligibility
 - SLP must be able to hear well, especially for articulation assessment
 - Q-global can be used for select test picture stimulus books
 - Other options
 - Parent brings student to the local district (must be district approved)

- Records review
- Waive evaluation-- done when a records review or telepractice is not appropriate
- Use of inventories, checklists completed by parent (see list of checklists)

Other resources:

Checklists:

- <https://chicagospeechtherapy.com/parent-resources/developmental-milestones/> (PRESCHOOL)
- North Dakota milestones (PRESCHOOL)
- <https://www.asha.org/public/speech/development/communicationdevelopment/> (K-5)
- Functional Communication Profile- Revised (RESOURCE ROOM)
- Pragmatics Profile- CELF

Helpful links/apps:

- Remind app-- sends out a mass text with parents
- Google phone number, ring central
- <https://www.theinformedslp.com/how-to/covid-19-children-and-school-slps>
- <https://link.springer.com/article/10.1007/s40617-020-00437-8> (Creating Digital Activity Schedules to Promote Independence and Engagement)
- <https://www.vooks.com/teacher-appreciation>
- <https://www.instagram.com/speechroomlibrary/?hl=en>
- <https://www.storylineonline.net/about-us/>
- <https://www.instagram.com/savewithstories/>
- <https://www.blacksheepress.co.uk/product/squirrel-story-narrative-comprehension-assessment-nca/>
- <https://www.bitmoji.com/>

- <https://slpnataliesnyders.com/2020/07/using-bitmoji-interactive-google-classrooms-in-speech-language-therapy.html>