



# **Strategies for Engaging Families in Tele-EI**

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# Telepractice

- Application of telecommunications technology to the delivery of services and supports at a distance
  - Assessment
  - Intervention
  - Consultation
- Services and supports must be equivalent to the quality of services provided in person & adhere to rules\*

\*See ECTA guidance

<https://ectacenter.org/topics/disaster/coronavirus.asp>

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# Types of Telepractices



**Synchronous (client interactive)**



**Asynchronous (store-and-forward)**



**Hybrid**

# Research

Behl, D. D., Houston, T. K., Guthrie, W. S. and Guthrie, N.K., (2010), *Tele-Intervention: The Wave of the Future Fits Families' Lives Today*. EP Magazine [www.eparent.com](http://www.eparent.com). P. 23-28.

- Many states (more now) incorporate telehealth within EI Part C programs
- Improve access to services and overcome personnel shortages



# Research

Behl, D.D., Blaiser, K., Cook, G., Barrett, T., Callow-Heusser, C., Brooks, B.M., Dawson, P., Quigley, S., & White, K. (2017) *A Multisite Study Evaluating the Benefits of Early Intervention via Telepractice*. *Infants & Young Children*, 30 (2), 147-161.

- Creates access
- Natural environments
- Provide EI services
- Connect caregivers and on-site providers with remote providers
- Facilitate IFSP team collaboration

# Research

Cason, J., Behl, D., and Ringwalt, S. (2012), *Overview of States' Use of Telehealth For The Delivery of Early Intervention (IDEA Part C) Services*, International Journal of Telerehabilitation Vol. 4, No. 2, P. 39-46.

**TRS (timely  
receipt of  
services)**

**Natural  
Environment**

**Child &  
Family  
Outcomes**

**Early  
Identification**

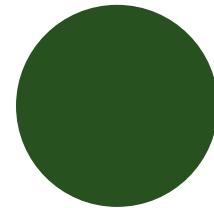
**Transition  
Planning**

- Evaluation & Assessment
- Progress monitoring
- Collaborate & Share information
- Modeling
- Team Consultation
- Self-reflection
- Supervision/reflections



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## How can we use video? (Edelman, 2016)



# How can we use video? (Edelman, 2016)

- Illustrate strategies
- Give a tutorial
- Orient families to resources/materials
- Consultation & Coaching
- Share information
- Professional development
- Collect information
- Documentation





# Remember

- ALWAYS obtain the family's written consent before capturing video, still images, or sound.
- Consider how, where, and how long files will need to be stored and backed up depending on rules (HIPPA, FERPA, Ohio)
- Need to comply with codes & rules related to each discipline including privacy (HIPPA)

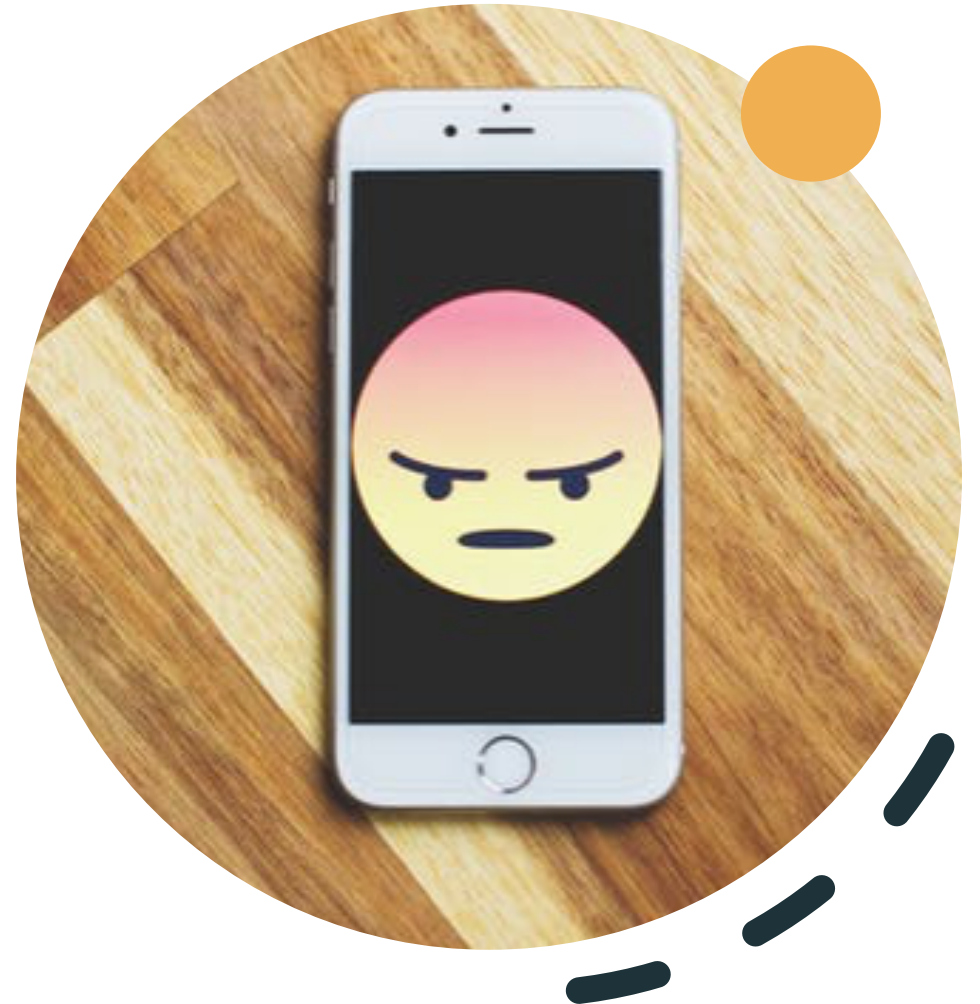
# Benefits

- Provides access
- Decreases travel
- Increases use of family-centered coaching strategies
- Allows for flexibility with changing family schedules/needs
- Promotes natural environment
- Intensifies family involvement
- Opportunities to work as a team
- Promotes developmental progress



# Challenges

- High quality internet connection
- Confidence/comfort with technology
- Quiet, dedicated workspace with privacy
- Adequate training & skill development for technology and intervention
- Recognize it may not fit all families
- Reimbursement
- Costs: startup, maintenance, tools
- Security & file storage



# Checklist for Providers

- ☐ Knowledge of computers/equipment
- ☐ Able to trouble shoot
- ☐ Organized & attentive to technology
- ☐ Training in model of intervention
- ☐ Clear communication/coaching skills
- ☐ Flexibility to adapt

<http://www.infanthearing.org/ti-guide/implementation.html>

## Checklist for Providers (continued)

- ☐ Willing to learn new technologies
- ☐ Knows how to prepare the home environment or problem solve with the family
- ☐ Identifies activity settings, strategies, learning opportunities with the family
- ☐ Demonstrates strategies modeled & discussed during sessions
- ☐ Provides feedback and reflection with the family
- ☐ Revises outcomes and activity settings as needed

<http://www.infanthearing.org/ti-guide/implementation.html>



# Talking It Over With Families

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- Consider each family's situation
  - What's changed for them?
- May be like starting EI for some
- Explain how it works, why it works and the expectations



# Preparing Families

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- Explain how it works
- Help them get to know the technology
- Practice together
- Download any necessary apps ahead of time
- Suggest a location to prop the device
- Establish and review the flow of visits



# Video Resources

<https://ohioearlyintervention.org/video-resources>

- Using Video Technology To Enhance Coaching in Early Intervention
- Using Video Technology To Enhance Coaching in Early Intervention
- Ohio Developmental Disabilities Council website:  
<https://ddc.ohio.gov/videos#eiseries>



*Helping children and families wherever they choose to live, play, and spend their day.*

About

Families

Providers

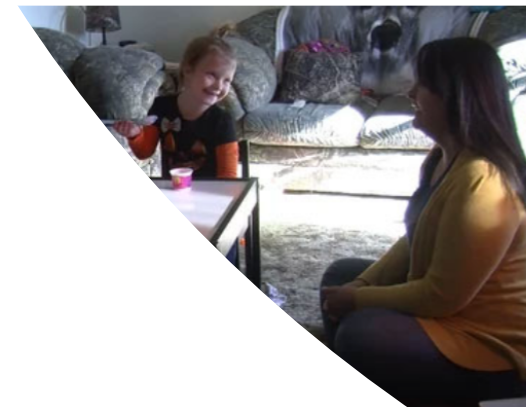
## Video Resources



### A Home Visit with Es

Category: Coaching

This video illustrates how a Speedy intervention home visits. The SLP approach, focusing on family routine framework



### Using Video Technology in Intervention

Category: Coaching

This video illustrates a pilot project where providers record their home visits, post the recordings, and receive coaching on their approach.



- Prepare, prepare, prepare
  - Email/call /text the family to confirm the session
  - Assure that the parent has access to tools
  - Prepare your equipment and establish the connection
  - Provider & family have cell phones ready... just in case!
  - Fully charge devices, chargers nearby
- 



# Getting Set Up



- Considerations...
- Things may not “pick up” where you left off
- Where is the family right then & there
- Join them, reconnect
- Share resources

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## Initial Visit

# Considerations for Families

**Do you need to make any accommodations?**

**Does the family have internet?**

- Does the local library offer access in the parking lot?
- Can you share video back and forth?
- Can you turn the camera on for brief moments?
- Will a local cellular company offer temporary services?

**Do you need captioning?**

- Google meet/Google slides
- New PowerPoint versions

# Considerations for Staff

- Additional “brain space”
- Try not to schedule “back to back” sessions, take time to decompress!
- More preparation to do a virtual visit than a F2F visit
- Allow yourself time to prepare and be ready
- Practice the platform/tech with a colleague to get comfortable
- Does the platform/tech offer webinars/support?
- Plug into a dedicated router or minimize competing wi-fi activities
  - Other devices, web pages, programs, etc.



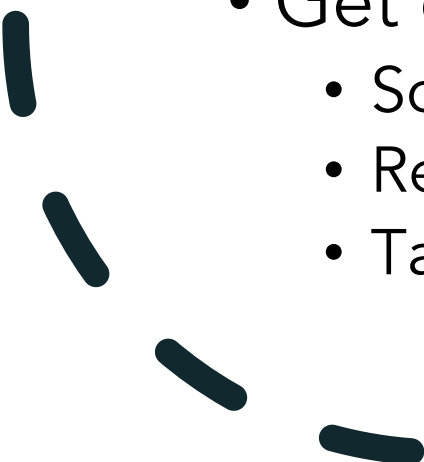
# Quick Tips for Zoom

- Host meetings with a password
  - Otherwise someone might “crash” your visit
  - Added security
- Utilize the waiting room feature
  - Keeps others out if coming up next or testing out the links
  - Gives you a chance to make sure you are ready





# During the Visit

- Have your phone nearby!
  - Use a private room
  - Consider headphones
    - Not everyone in your house needs to know about their house!
  - What features does the platform you are using offer?
  - Get creative and use the features-
    - Screen share websites, documents, videos
    - Record (with permission)
    - Take and share notes with the family
- 

# During the Visit

- Explain everything!
  - You will find yourself talking a lot!
  - Water nearby
- Ask questions, frequently
- Remember that "At-a-Glance Reflective Coaching Questions" sheet (Rush, D. & Sheldon, M. L., (2011))?
  - Keep it nearby as a reference tool
- Focus on the family child connection
- Have & share documents for meeting ahead of time
- Verbally review all the words and visuals they might not see

# Components of a Visit

- Joint Plan
- Observation
- Action/Practice
- Reflection
- Feedback
- Joint Plan
- Intervention

Today

1)


2)

3)

4)



## During the Visit

- Are you recording?
  - Allow for lag time
  - Ask if they are having any problems
  - Review the previous joint plan along with child & family outcomes
  - Review what has happened since the last visit
  - Explain modeling & have families practice strategies
  - Clearly communicate feedback
  - Strategically provide feedback
  - Reflect with the family after practice
- 

# Ending the Visit

- Review the joint plan for the next session
- Determine what action steps you & the family will take between visits
- Provide information or make recommendations as needed
- Schedule the next session—then if possible because you both have a calendar 😊



# Follow up



Document!



Share resources, notes, with family



Confirm date/time of next visit



Remind them the day before & include links

# Collecting and Sharing Video



Joint visits



Consultation with colleagues



Consider the file size!



Is your system secure?



Can your system handle it?



Where are the files going?

# Video Teaming

- Agenda ahead of time
- Allow time and pause for input
- Who is the facilitator?
- Who is the time keeper?
- Joint planning via video



# Reflection



# Resources

- ECTA (Early Childhood Technical Assistance)  
<https://ectacenter.org/topics/disaster/tele-intervention.asp>
- The National Center for Hearing Assessment and Management parent-provider partnerships through tele-intervention  
<http://www.infanthearing.org/telehealth/index.html>
- The American Speech Language Hearing Association  
<http://www.asha.org/practice/telepractice>
- Telehealth Resource Centers (TRCs) <http://www.telehealthresourcecenters.org/>

# Resources

Edelman, L. (2020). Planning for the Use of Video Conferencing for Early Intervention Home Visits during the COVID-19 Pandemic. Denver, Colorado: Author.

[https://ectacenter.org/~pdfs/topics/disaster/Video\\_Conferencing\\_101.pdf](https://ectacenter.org/~pdfs/topics/disaster/Video_Conferencing_101.pdf)

<https://ectacenter.org/topics/disaster/ti-service.asp>

<https://ecpcta.org/wp-content/uploads/sites/2810/2020/03/Tips-for-Providers-Flyers-final-page-1-1.pdf>

<https://ecpcta.org/wp-content/uploads/sites/2810/2020/03/Tips-for-Providers-Flyers-final-page-2-1.pdf>



# Video Examples

- Using video conferencing for early intervention home visits and team meetings: <http://ddc.ohio.gov/video-ei-series>
  - Using Video and Video Conferencing to Enable Team Meetings over Distances
  - Using FaceTime to Enhance Team Collaboration
  - A Virtual Home Visit with Liam's Family
  - A Virtual Co-Visit with Straton's Family
- Using video conferencing for coaching: <https://www.cdd.unm.edu/ecIn/FIT/fit-focus-video-library.html>
  - Using Video Technology to Enhance Coaching In Early Intervention

# Video Examples

- Using video conferencing to enable early intervention team meetings:  
<https://vimeo.com/398369975/52ba0d803f>
  - Using Technology to Enable Early Intervention Team Meetings
- Using video conferencing to virtually include children in preschool classrooms:
  - Ruairi Goes To Preschool-  
[http://www.cde.state.co.us/resultsmatter/RMVideoSeries\\_PracticesHereAndThere.htm#top](http://www.cde.state.co.us/resultsmatter/RMVideoSeries_PracticesHereAndThere.htm#top)
  - Collaborating to Support Aiden:  
[http://www.cde.state.co.us/resultsmatter/RMVideoSeries\\_PracticesHereAndThere.htm#top](http://www.cde.state.co.us/resultsmatter/RMVideoSeries_PracticesHereAndThere.htm#top)
  - Getty's Window To Inclusion: The Chance To Be Just Like Any Other Kid:  
<http://draccess.org/videolibrary/>
  - Getty's Door To Inclusion: <http://draccess.org/videolibrary/>

# References

- Behl, D.D., Blaiser, K., Cook, G., Barrett, T., Callow-Heusser, C., Brooks, B.M., Dawson, P., Quigley, S., & White, K. (2017) A Multisite Study Evaluating the Benefits of Early Intervention via Telepractice. *Infants & Young Children*, 30 (2), 147-161.
- Constantinescu, G. (2012) Satisfaction with telemedicine for teaching listening and spoken language to children with hearing loss [PDF]. *Journal of Telemedicine and Telecare* 2012; 18: 267–272.
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# OCAI Centers



**Autism Center**



**Lifespan  
Transitions Center**



**THE OUTREACH CENTER**  
for Deafness and Blindness



**Center for the  
Young Child**



**Teaching Diverse  
Learners Center**



**Assistive Technology &  
Accessible Educational  
Materials Center**



**Family Center**



**Universal Design  
for Learning Center**



autism certification center

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autism certification center

**Toddler & Preschool Age**

**Center for the  
Young Child**

[www.ocali.org/center/cyc](http://www.ocali.org/center/cyc)

# Thank you!

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## Questions?

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\*Messages will be transcribed via email.

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# Thank You

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