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**Forced Into Telepractice With No Idea What To Do Next!
The Ins & Outs to Becoming a Teletherapist
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- [Amy] And at this time, it is a pleasure to introduce Diana Parafiniuk, who is presenting forced into teletherapy with no idea what to do next. The ins and outs of becoming an expert teletherapist. Diana is a seasoned and nationally recognized business leader in the teletherapy market. Her company E-Therapy pioneered the teletherapy industry and education with its innovative practices, services, and solutions. And first to market approaches to serve pre K through 12 schools and students. Diana received the prestigious Women's Achievers Award, awarded from the Arizona Capitol Times for women who excel in business advancing communities and making a difference in people's lives. So welcome Diana. It's great to have you with us today.

- [Diana] Thank you so much, Amy. I'm so glad to be here. Thank you to everybody as well. I really look forward to the webinar today to be able to impart the knowledge and experience that I have had over the last 11 years. So we are here today to discuss forced into telepractice with no idea what to do next. And I just wanna share that I do understand where maybe all of you are coming from at this time. Personally for myself starting my teletherapy practice over 11 years ago. I know what it's like to be in waters that are unfamiliar and then try to find your way.

So today we would like to discuss the practical ins and outs to becoming a teletherapist and hope that we can impart some important information and no house for all of you today to make you feel more confident in your teletherapy practice, where you find yourself now. And just to touch on the presenter disclosures, I am Diana Parafiniuk, the founder and CEO of E-Therapy, which contracts with schools nationwide to provide telepractice services. So, and that's learning event does not focus exclusively on any specific product or service. And this course is presented by SpeechPathology.com. I did want to mention I have two additional contributors today for the videos that you will see throughout the webinar presentation. And they are

Megan Magee and Sarah Smith, and they do wonderful work for E-Therapy and are amazing telepractitioners themselves. And they participated in creating the videos that we will share with you throughout the presentation today. So where we find ourselves today during this pandemic and COVID-19, and given the current situation with the coronavirus you now are all finding yourselves in the field of telepractice, unbeknownst to you that that was gonna happen. And realizing now what an essential model of service delivery teletherapy is. So we understand that there are so many practitioners out there that didn't even consider working with students or clients online or providing teletherapy. And now you find yourselves needing to adopt a practice model very quickly. And we are here to support that for you.

As you continue to navigate the changing landscape of teletherapy, you'll become more familiar with how it works and all the different attributes that you can bring into your practice. And we are going to address the basics now for you in this webinar and hopefully make it more comfortable as you proceed. And as we all proceed through this unknown time of COVID-19 and the pandemic and not quite knowing where we will all be in the fall. So really providing that support for you is our essential goal today. After today's webinar the main premise for what you will be able to do will be the following learning outcomes.

So after this course, participants will be able to identify five important areas of telepractice that are necessary for providing successful teletherapy, identify essential foundations of teletherapy to support your practice and explain why these telepractice foundations that are important to becoming an expert, teletherapist. We do have an outline today that we wanted to provide a high overview of that we'll be covering in today's webinar. And these are important foundations of being an expert telepractitioner, which I'm sure some of you have already taken a deep dive and others of you might have been a little resilient and others of you might not have had the full opportunity to fully engage in. So we're gonna discuss setting expectations, consistent

organization, and how that supports your teletherapy and makes you better, scheduling issues and how address those, of course, privacy, tracking and documentation, how that pertains to you via telepractice and teletherapy. And as it were for you onsite, integrating parents and learning coaches within your sessions, coordinating sessions with students and additional members and how to address technical difficulties when you're in a pinch. So that's what we look forward to covering today in our webinar. Some common questions that we're gonna address throughout this presentation is how complicated is digital organization for telepractice and what can you do to address how to be digitally organized for your practice? What does it like incorporating parents in the online therapy and when, and how do you do that? So we're gonna address those. How often do you keep your clinical data notes and where do you store them and how do you transmit them when working online?

This is a very important section that will come up throughout the presentation. How do you maintain client confidentiality when working in telepractice? So just touching on these questions and incorporating the answers to these throughout the webinar so that you have these for your reference. So diving in here, I'm a teletherapist. Now what you all may have not thought that this was in your near future, and now you find yourself being a teletherapist. And what does that look like for you and how do you transition to those online services?

Well, over the past few months, I'm sure you have just had to dive in and experience that firsthand. And if you haven't, and it's something that, you know, might be in your near future, either this summer or the fall, what does it look like when transitioning your online services? And we want to make sure that you understand that therapy is still therapy just like across the table. So think of the computer as maybe an additional participant in your therapy session. It's really a tool for you, it's your friend, so to speak. And you're gonna use it to engage your students and have that become part of your session. I know there is hesitancy with technology and how can we possibly do

these things? So it's just a mindset that you just need to shape a little differently and change to be able to incorporate that and look at it as a tool, to be able to supplement your therapy sessions. And the computer if you think about it can be just like your tabletop when you're working across the table with your students. So if you feel like you're not technologically savvy and how can you incorporate this computer? And it just feels overwhelming, maybe shift your mindset a little bit so that you can feel more comfortable in that space.

Obviously major differences in providing services then across the table, as when you're working in teletherapy is you are gonna have to rely on stronger remote communication skills. And everybody here has a speech language pathologist. So communication is your strong suit, but not taking for granted the extra communication that you're going to have to provide. When working with your families or your students, now that you're working online. They do need that extra support. They need extra reminders, they need extra direction. So really honing those communication skills and integrating that into your practice is important. All the digital activities and your additional materials, manipulatives, additional document cameras, you're gonna be incorporating some additional tools that you'll be using within your practice and getting familiar and comfortable with those.

And we'll touch on that a little bit later in this webinar, such as a mirroring or how to maybe use it in additional tablet or phone within your session. There are hidden advantages, however to being a talent therapist and working over the computer. And what I like to remind people is that the web cam is such a dynamic tool to integrate within your therapy. It really does work as a mirror. So if you can remember to get up close and utilize that web cam, showing your mouth, showing the intricacies manner and placement of your tongue for articulation activities, not just using it simply as a webcam, but thinking of it as how to incorporate it for activities for your students and getting them to do it as well. So having them play with their mouth and play with their

face and their range of motion being able to use it as a dynamic tool instead of just a static video. So always kinda keep that in your back pocket. Your group sizes tend to be smaller when you're working in teletherapy, which is very important. When we work on site across the table, we can have up to eight students in a group sometimes. And in telepractice typically work one to one, or you have groups of two or three, possibly four. So we're gonna address that later within the webinar for our group sizes and how you can integrate different students together. But typically they tend to be a bit smaller. So we create this more intimate setting when working with students via telepractice.

And now that everybody is remote and all services and education and classrooms are happening within the student's home setting, you now have a high level overview of your students' life making your therapy more personal and possibly seeing things in a way that you didn't get to experience or see when you're working with them in the onsite brick and mortar school setting. So how do we incorporate that? And we'll address that later as well. So we wanted to incorporate real questions from our onsite SLPs, and they're the following, which is how do you determine if students are appropriate for teletherapy?

And this is a question that you're probably asking yourself as well. How do you know when you're working with your life skills students or any profound and severe students, how can you possibly work with them via telepractice? And if you haven't had that experience yet happened to you, or you're still contemplating on what that looks like, you want to make sure that you still are gonna bring in your professional knowhow as an SLP and do the extensive research on what that looks like for you. So maybe it's collaborating with a parent or a learning coach. Determining how appropriate it is for them to attend and for how long, and it's okay to modify your session. It's okay to make part of it consult. And part of it direct for those students that are more difficult. The majority of students can attend and are appropriate for telepractice. So for those considerations of when you're determining the appropriateness for teletherapy, bring in

a holistic view, and then don't worry about having to modify your therapy, if you're working through telepractice with certain students that you feel might struggle and that's okay. What expectations do I need to set with the students and families? And this is very important because this sets the stage for you. This sets the stage on how your sessions and your lessons and your activities are going to take place. So don't underestimate the importance of setting expectations and what that looks like for families. And again, this will be addressed with in the webinar and throughout the presentation. Can I use my hard copy materials and teletherapy? Absolutely, you can integrate a document camera. You can snail mail activities. You can use flashcards that you rely on if they were in your bookcase behind you and pull those out. So you can incorporate those if your experience does not have to be solely digital. What is the best way to plan for therapy sessions?

And this really falls back onto organization, which we will touch on extensively throughout the webinar. Organization is key. Digital organization is key, and that will lay the foundation for you to feel more comfortable in utilizing all the activities that you have set aside for your students. So, as we addressed in the previous questions, the expectations that you need to set, this is very important. So obviously you've all probably had to do that first impression with your families.

Now, even though you might've worked with them across the table, at a meeting with parents and you've met them before, but this is a much different experience, as you all know. So really remember that you're the professional speech language pathologist with the knowhow and the experience that you bring into your field. So regardless if you're working onsite or across the table, you want to be able to communicate that with your parents. Now that everybody's kind of grasping at straws and worried about what's going to happen next. So as you're interacting over the phone before you meet online, really rely on the fact that you do know what you're doing, regardless of the service delivery model. So understanding your family's needs and communicating

through a professional demeanor, meaning now that you're working possibly in the students, "Virtual living room" and at home even though you're working remotely and they're receiving services remotely, and it seems more of a casual experience, we are still providing our professional services and you really wanna maintain that there is a balance there. So you wanna make sure that you understand the intimate setting and that your parents understand the intimate setting, but at the same time, this is speech therapy and we have goals to meet and you're going to be addressing those goals.

And that it's important that they understand that. So remember that piece, you also wanna take in the time to learn what parents and teachers and your team is expecting from online sessions, because everybody got thrust into this experience with very little communication and very little connectivity, because now everybody's working remotely. It's always good to do a touch base. It's always good to send additional emails and mention that this is what you're working on, and these are your expectations.

And you wanna make sure that the parents understand your expectations and what they are from them and what they expect from you. And if you set the foundation for this for yourself and for the parents and for the team members that you all work together, having an understanding of what the objectives are when you're working online and remote really makes for a more successful outcome for your practice. You can offer examples of how you might work with their child or student. They may not have an idea of what even therapy looked like when they were receiving services at the brick and mortar school. Don't hesitate to explain what the activities are that you'll be incorporating into your therapy. And not that they're just games, but that they're addressing the specific goals that your student is working towards and how you manipulate those activities to be able to elicit the responses that you want. We sort of take for granted that maybe families understand and know this, or maybe they see it and they don't have additional questions, but heading that off with just simple

explanations of what you'll be doing beforehand really helps to streamline your practice. Incorporating those parents into therapy. The how and when well, we know that we have therapists and we know that we have parents that really get excited about knowing the answers and what to do and how to do them. And so it is really important that you set boundaries and guidelines with parents for your therapy sessions before they take place.

And when you have an understood boundary and clear guidelines set with them, then they're great participants for your therapy sessions down the line, and you can incorporate them when you need to. If you don't set those expectations at the start, you find that navigating your therapy in the future becomes a little bit more difficult to navigate. So again, just touching on remembering that teletherapy is not a different service, it's just a different type of delivery. So when you feel like I can't do this, you just remind yourself that you're still doing what you do. You're just doing it in a different way. So we just wanted to reinforce that.

You can complete most of all the same types of activities online that you might utilize in your onsite practice. It's just that your materials are maybe digital or you're manipulating them in a different way. So just remembering and reminding yourself for that, if you feel frustrated or a little discombobulated. So moving on here to creating consistent organization, this is key. So the better organized you are, the easier your digital online practice becomes keeping your digital files and your hard copy files organized, allow you to really focus on therapy. You're no longer toggling between open tabs and I quick have to close this and where did I put that? And that activity, I can't find it now. And it trips you up when you are providing your therapy, because you're so focused on now paying attention to the technology and how do I pull that tab forward? And so if you get organized with all your digital files before your session takes place, and then you set the stage for it, for the rest of your therapy. So then you can pull from those at any time. And we are going to show you through a few videos here

that we have how to do that, how to organize those files for yourself, and we'll show you two different modalities. And then you can navigate what works for you best. So creating profiles for each client and storing the data. So you can easily access the student's file for activities in real time. And what this looks like for you is each individualized student, just like you would, if you're working on site and you have a file folder, you pull that out before your sessions take place, you're doing the same thing, but you're doing it digitally. And setting up those folders in a secure drive. So making sure that they're protected for yourself and storing your clinical data notes is an all in one for you. So keeping them in a timely manner, your student data notes, and making them easily accessible within that student's file folder allows for clear organization for yourself so that you don't feel disoriented when the session time comes and everything is all in one place and easily found on your computer. We're going to address writing those clinical data notes.

I would suggest that you do them immediately after each session, but as we know, sometimes life doesn't work out that way. So maybe it's at the end of the day, but you really wanna streamline your time and keeping on top of your organization really makes it easier to maintain your online practice. So not waiting till the end of the month to write all of your session data notes and having to go back and remind yourself of what you did. And this is obviously just a general notation, whether you're onsite or working via telepractice, but when you're working via telepractice, if you're able to do those digital clinical data notes at the end of the day or after your session really allows you more time to be able to research and all the resources that you'd like to work with for your digital activities, instead of having to figure out what day and who you saw when to be able to take your notes, and it really frees it up, and you can really support your practice better. Organizing your digital links and your activities and interactive worksheets, which we'll address for you as well in the videos makes planning for your sessions, really a breeze when everything's in one location. And so creating your own digital library, which we'll touch on here down the line really will support you when you

wanna pull the information quickly. So we will address those pieces for you as well. So in this video, we are showing you how to create a folder on your computer and creating those folders, and then having folders inside those folders and what that looks like uploading documents that student create and keeping those in a folder and possibly using those documents for screensavers in the future when you're working with your students makes for a really fun session. So in this video, that's what we'll discuss just briefly, and there's just some tips and tricks to that. Thank you.

- [Instructor] Let's take a look at a quick example of digital organization for your files. It's really helpful to use folders that keep things organized. So just as you might use folders in a physical file cabinet, when working onsite, you can use folders on your computer to house all your digital files. There are many ways you might choose to organize your client or student information, but here's a really simple example of what that might look like. You can create a folder on your computer and computers vary in how this process works. So you can follow the process for your particular device. Here I have a folder that I've created for a particular student, and I can have sub folders within that folder.

You might visualize this as the dividers you could use in a large folder, in a physical file cabinet to make sections of materials within an individual student's file. So I have the contact information handy for that student or family, which is really important. I have a sub folder here for daily session notes, evaluation, or assessment info, and also a folder for some activities or pictures specific for this student. And this could be worksheets or practice materials you have used with the student during sessions, or sometimes during the session, the student might create a really cool onscreen creative activity, and you might snap a screenshot of it, or maybe your student draws you a sweet picture or card. It can be really nice to have a spot to save those digital moments. So for any of these folders, you can easily click to view what's in the folder. Here's a real example of a sweet, thank you note that a student drew for her SLP and

the mom took a picture of it and sent it to the therapist. And it's that kind of thing you would keep when you're working onsite. So don't forget to save those digital momentos too. You could, of course also organize practice materials here. If you have a worksheet or other document, you can simply drag it into the folder so that you have it handy and organized. If you're storing files and materials on a computer, be sure that you have your data backed up to an external hard drive or cloud storage. This ensures that if your computer fails, which can unfortunately happen unexpectedly at times, then you won't lose important information.

- [Diana] Great, wonderful. Thank you. Okay, so that's one way to do it. And with this next video we wanted to show you an additional way for you to create student folders directly in your browser. Just as we demonstrated in our previous video, you can create student file folders right on your desktop, or you can create student folders directly into your bookmark browser. So we wanted to share that with you as well today.

- [Instructor] This demonstration will guide you through creating browser bookmark folders to allow you to easily plan and organize your therapy sessions. This demonstration utilizes Google Chrome. However many browsers offer similar options for adding bookmark folders. To get started you can create folders in advance, or you can find the online activities you'd like to use and then create the folders. Additionally, you have the creative freedom to manage the folders in whatever system works best for you. In these examples, you can see that I've used one system to organize by day of the week with specific session times nested under those day of the week folders. And other examples I've used student initials to house the specific activities, regardless of the system that you choose. It is very simple to bookmark sites and create folders. To get us started. I've gone to fundbrain.com and located this vine time activity that I would like to use in the therapy session. I'm going to come up to the book mark it will typically be white on the bookmark star. From there, Google is going to ask where I would like to house this bookmark. In this example, I'm going to move it to a folder I've

already created. So I wanna add this to Tuesday, but remember I'm keeping them by session time. So I'm actually going to select more and then scan down to my Tuesday folder where I want to add a new folder to put this in a session for my 2:00 p.m. session. So once I click save, I can always double check that the activity saved. If I go to Tuesday, 2:00 p.m., there is my vine time activity. Just show you again. In another way, I've also pulled up the website quia.com, where there are hundreds of activities. It can be a little overwhelming to find the specific activity you need if you haven't bookmarked the activity, I'm just going to select a random example here. This is a challenge board activity that I want to save.

Again, I come up to click the bookmark star, but this time I wanna create an entirely new folder. So I'm going to click on more. I'm going to make sure that I am nesting this under my name, bookmark bar and click new folder. I'm going to now create a Wednesday bookmark. And now under Wednesday, this Quia activity is housed. If I want to go in and add sub folders for specific times, I can right click, or if you're using a Mac, whatever function is right, click on that folder. And I can add a new folder housed under that Wednesday session.

And maybe it is an 8:30 a.m. session. From there becomes a simple drag and drop. I would just drag the activity into that folder. And then again, there at 8:30 is my organized activity. There is a bookmark manager, so you can certainly come in these three little dots in the top, right corner of Google Chrome, go under bookmarks and bookmark manager. From there, you'll get a whole new active window where you can come in and organize your folders, delete folders, move specific activities within folders. Similarly, up here on the bookmark tab, you can drag and drop these. So if you want to organize by day of the week, you can drag and organize your week. Or again, if you've chosen to do it by student initials, you can organize it by whatever system works well for you. It's also very easy to delete activities. All you would need to do in this case to delete an activity is go to the folder again, right click and delete, and that

will remove the activity so that you have a fresh slate for the next week. I hope this has been helpful in organizing and preparing for your therapy sessions.

- [Diana] Wonderful, so we will move on to the next slide. Thank you. So we wanted to show you the two types of examples that we use to create student folders and that how's your students' digital activities. And these are really just two examples of many different options you have. So providing you some initial support there. And if you would like, you can create your own student folders in a way that works best for you and for your practice. So this takes us to our next slide here, which is creating your own digital library. So we often hear, "Where are the best places to find materials?" And there are so many sites and forums and social groups, companies that are out there that have listed resources available that you can access. So it does require a little bit of a deep dive in some research on your part to find where you can get that information and associate with additional SLPs out in the digital social world space, if that's not where you usually go, it is a good place to explore. Asha always has good references as well for teletherapy following social media influencers on Twitter from different teletherapy companies. You can also collect resources as you go along. So just putting that out there for you to be able to find additional places, to get your materials.

However, when creating your own digital library, it's an essential resource to really fall back on and allows you to provide your teletherapy sessions with seamless transition. So if you're able to do what we showed you here and finding the activities that you love that work really well for your students and creating your own digital library, and this is what our next video will address and how you do that. It can be really easy and fun activity for you yourself to make this digital library for yourself. There are many different ways to create and keep track of your digital resources, which can include Google documents, sheets, Excel words. So they don't have to always be video games and things like that, activity games online. So you can also create your own and

remembering to add those to your digital library as well. If you haven't created a digital library, consisting of activities, games, and materials that you love and your students love. Now's a good time to really up that game for yourself and it'll make your teletherapy practice very successful. So this video is to provide practical strategies and how tos and how to build an organize your library. So we hope this is useful that you can come back to it in the future and use this as a library, organizational tool.

- [Instructor] let's look at saving and organizing your teletherapy activities and resource links. There are lots of ways to go about this. And if you work with an established telepractice company, they may already have a resource library organized for you, but if you're gathering materials yourself, you can organize them in a way that works best for you. Here are a couple of examples. You can simply use a word document to list links and drag PDFs or worksheets into a folder on your computer, but to give more organization to your activity list, you can also use something like Google drive. You can create a folder to house all of your teletherapy materials. Again, if you have a PDF or worksheets saved, you can simply drag it into the folder to keep it handy. And if you have a lot of PDF or worksheet type of materials, you can create sub folders here to keep those really categorized and organized.

Then you can use a document such as this Google doc to list the therapy resource links you want to save. Here I have just a quick example with only a few resources listed, but of course your saved library of items could grow to be much larger than this. I have categorized some items with headings here to give a bit more organization in your categories or headings could get really specific if you want, whatever works best for you. You can input the website address below or beside the title here, or you can make this line item into a hyperlink so I can copy the link I'm wanting to insert. Then highlight the line, click to make it into a link and paste in the URL. Now I can easily click right there to get where I need to go. If you need to quickly find a resource in your list, you can click control or command F on your computer and a search bar will

appear. Then you can type in a key word and quickly access what you're looking for. So that's really handy. Also, if you put headings throughout your list, like I've demonstrated here, then the Google doc will automatically list those headings out to the side. And you may have to click to reveal that headings menu, but from there, you can then easily navigate to your different sections really quickly and easily. Here's one more organization example using Google sheets. So it's the same concept here you can add in the therapy activity link right below the title, or again, you can click to insert the link. You could also add more detail out here to the side. You might wanna put some notes for yourself about the age range this activity is suited for or reminders about using the resource. You can also add colors and different fonts and really jazz up your list here. But this is just a simple example. It is really helpful to organize by category or concept. And with Google sheets, you can use the various pages or tabs here at the bottom to do that. So you can see, I have the list divided up into different areas. And if you want to view one of those pages, you simply click on the tab. As your list of online resources grows, keeping things organized, can really help you to have a variety of activities at your fingertips when you're conducting your teletherapy session.

- [Diana] Wonderful, so moving on now that we've kind of gone over the organizational pieces and creating your digital library. Scheduling always a challenge for us SLPs, no matter if you are working through telepractice or onsite. So what's the best way to set up your schedule. Back to back is probably not the best way to do it. I would say that to leave yourself anywhere between five and 10 minutes between your sessions, allowing yourself to be able to get up and move around and take a mini break for yourself. And if you have that digital resource library available in your file folders, it's easy to move on to your next session. Things to consider. So keeping a calendar and your session calendar updated for yourself is really important. You wanna be able to incorporate those notifications and reminders to alert you about your upcoming session in various ways. So if you're working from a hand planner, maybe you wanna look at possibly moving to an online calendar and getting those online notifications via

text and on your computer desktop, which are very important and keep you on task. Constant communication is always key when scheduling your sessions. So I'm making sure that, you know, what time they take place and creating that regular schedule for yourself. Once your regular schedule is in place, you may not have to rely on those reminders as much, and you can reduce them and your notifications, but they are a wonderful way to incorporate that into your practice. So our next video here discusses incorporating those digital calendars and the different types of calendars that are out there and what plan for--

- [instructor] Keeping a digital calendar can be a really useful tool when organizing your teletherapy schedule. There are of course, various options for digital calendars out there. Here's a Google calendar example where you can add in all of your sessions or other appointments and reminders. You can click directly on the calendar date to add in a scheduled session. I could list the title of the event, maybe the student's first initial and last name so that I know what it is when I glance at the calendar, I can add the time for the session. And if I'm going to be seeing this student every week at this same time, I could populate it as a recurring event. That way you don't have to recreate your schedule every single week. I can add information here about the appointment as needed. And if I wanna send a reminder email to the client or family about the session, I could add their email address here. I can also set a reminder for myself and you can choose at what time intervals. You want to set the reminder, the reminder can pop up on your computer like this, or if you use a calendar app through your phone, then you can set that to give you a ding when that reminder pops up, this is just a basic example of a digital calendar, but there are many options out there, including some paid services. If you choose to go that route, this is an example from a site called Toggl, and here you can have other interactive calendar options for keeping your schedule organized in a really visual way. So as you can see, you can get really intricate with your digital calendar schedule, or you can keep it simple. It's up to you and what works best for your practice.

- [Diana] Wonderful, so touching on ensuring session privacy, which is very important segment of our webinar today. So we wanna make sure that you know, that the online therapy links that you utilize need to be secure and they have to have unique passwords for each student that you're working in. Our recommendation really is that you assign individual therapy rooms for your students, with each of those, having a unique password assigned to them. That allows for very little confusion. It allows for you not having to worry about people jumping in and out of your session. Once your session times have changed and transitioning from student to student, we also wanna make sure that you know how to utilize a digital timestamp logs. So no matter what teleconferencing platform you use, make sure that you understand that there are reports that you can pull that show what time the therapist entered the session, what time the student entered the session, what time the therapist left and what time the student left.

And making sure that you have access to those reports as well. So if there's any question or concern regarding if your session took place or when it took place, you can easily pull those reports and show that you were there, that the student was there and how long the duration of the session lasted. These are very important tools that you should rely on and know that your teleconferencing platform does have. Tracking and documenting no matter if you're onsite or working virtually is always important. And you wanna make sure that you're logging your sessions, how and what to write, and keeping those in streamlined fashion. Again, putting those in your digital file folders that you've created for yourself, for your students. We do stress the importance of realtime note taking when you're working remotely. And this allows for easy access to communicate with your team members and keeping all that information fresh for yourself. So the fun stuff here, integration of parents and learning coaches, how do you get the buy in for teletherapy from your parents? So if you haven't been yet faced with this, it's really important that you do a little bit of a heavy lift and realize that there's

journals and case studies out there. And as the more information you have at your fingertips to share with parents about teletherapy and how it's been utilized over the last decade plus that's always good support for you for your practice. So first and foremost, getting familiar with the history of teletherapy, all the different resources out there, the case studies that you can pull from and being able to support your teletherapy practice with parents is always good. Reassuring them, that you do know what it is that you're doing and working with those activities and how you're gonna target their goals will make them feel more comfortable about the sessions that they'll be participating in or witnessing as you go along with your practice.

You wanna make sure that the parents understand that there should be no background interruptions and how to avoid those and deal with them when they come up and incorporating those parents into your activities can be really fun. So discuss with them when it's appropriate for them to be part of an activity. And when it does not help the student. They're more than willing to be able to play a game or witness what it is you're doing and use that for general carry over. So making sure that you are incorporating them in the way you want them to participate. Working in a team setting in telepractice. So you can also incorporate your other telepractitioner service providers and connect with them and prepare for a team session.

And when you do that, you wanna make sure that you communicate with your other team members, know that time and place and whose room you'll be participating for a team session in. And a lot of times those activities can be really fun. So don't rule those out that you can't co-treat students. That's always a wonderful idea and really does support teletherapy in a way that students might not get if they're working onsite with you. So that collaboration in the virtual world, you always wanna maintain your HIPAA compliance and really pay attention to ensuring privacy when you're sending information and communication about a student. So make sure that maybe you're using the first name and the first initial of the last name, but never the whole name. So

when you are communicating in your team setting, really paying attention to all of the privacy issues that you need to address. And communication and collaboration in your virtual world. So you can communicate and be part of IEP teams and I'm sure that you've all experienced that at some point during the last few months. So sending those materials again, making sure they're password protected, if you don't have a specific platform. Keeping a written communication log for when you've reached out to the families is important. And making sure that you can reference that at your team meetings and working and collaborating with your team.

So consultation and administration and parent learning, coach support, making sure that you meet with all of your team members even if there isn't a scheduled team meeting really going above and beyond and communicating with your additional team members and maybe the activities and materials that you're using and the handouts that you want everybody to have as well. And bringing that within your practice and your team and addressing those needs also help the students. So group sessions, and we talked about this at the very beginning of the webinar, you can see teletherapy students in a group whether it's you're working on site or you're working via telepractice, really students such as groups of two or three is really ideal. You wanna make sure that you're keeping track of your actual workspace. Working on the computer and what you are looking at, really make a difference for the students when you're working in a group setting.

So taking into consideration the size of your laptop or computer, the size of your monitor, taking into consideration what your students are working on, what their visibility is makes a difference as well, keeping track of their own videos and the screenshare that you're using. And making sure that you are just have that spatial awareness of how you're working is definitely different than working onsite. So make note of that. So some tech questions from onsite SLPs that we had is what if students can only access the platform via an iPhone or iPad. So make sure that the

teleconferencing system that you're utilizing and working with is compatible with those devices. If they don't have interactive features, just let the families and students know ahead of time and maybe snail mail activities, if you need to. There are, we wanted to show you and incorporate a mirroring activity that you can utilize when you're bringing in additional tools for your sessions. So I wanted to touch on that. I'm gonna kind of move forward here so that we can incorporate all the information for you. So I'm gonna bring that on here, which is when you're sharing your screen, you can also use additional devices, so an iPad or an iPhone, you can incorporate into your therapy session and share desktop share those activities. And we wanted to show that here today. So here is the Zoom mirroring video for you.

- [Instructor] This demonstration will walk you through what it looks like to mirror your iPad or your iPhone into a Zoom room. To get started. You will click on share screen from there you'll get a list of the available applications to share, and you'll want to select the iPhone, iPad option, and then click the blue share button. Your Zoom will then tell you the next steps to make the connection. You'll want to make certain that if you are using a wifi connection that both your iPad or iPhone and your computer on the same wifi network, and then from there, follow the instructions on how to mirror your screen. On my device for example, I do swipe down from the top corner of my screen, similar to where I would get airplane mode or a Bluetooth connection. And I will select screen mirroring. From there I get the option to mirror, to my Zoom room and I am then connected to my iPad. Now for this demonstration, you're also seeing my desktop is a special note that in Zoom, when you are actually screen sharing your iPhone or your iPad with your student, they will not see your computer desktop. They will only be seeing the iPad screen. So from here, you can use the iPad or your iPhone however you wish. One thing I would note is just be certain. If you use your iPad or your iPhone to receive phone calls or text messages that you have, those features disabled, while you are screen sharing with your students. If you have apps that you like, you can certainly screen share those with your students. Please note that your

students will not be able to actively move the things, but they can certainly use vocabulary to tell you what it is that they want to pick and where they want applications to go, et cetera. You can also use the iPad to show pictures. So if you've had an exciting weekend and want to show your students what you did, or you can actually select the camera application and turn your iPad or your iPhone into a live document camera. So perhaps you have some hard copy materials you'd like to share, or you want to play a quick game of Pictionary or do some writing tasks. You can do those live through sharing your iPad or iPhone with screen sharing. I hope this been helpful in getting started with mirroring your device in Zoom.

- [Diana] Okay, great. Thank you. So incorporating those devices and using those different materials can be such wonderful additions for you, but making sure again, you're paying attention to your space that you're working with online with your laptop or your desktop, or your iPad, or your iPhone, or your phone or your tablet or whatever you're working with. So just addressing that spatial awareness with your groups and all the different activities that you're bringing in, maybe something that you weren't thinking about, but how that is visual to the student on the other side. So moving on here, what to do if your online session experiences, technical difficulty? We all are worried about that and what can we do? So just remain calm. Everyone's experiencing the same thing right now, so you're not alone, but you do wanna document anything that took place.

Remember that if you get knocked off, pick up that phone and call your families and let them know that you're trying to troubleshoot with them. And remember that you can rely on a speed test, check your system requirements before your session starts, shoot your family's an email that says that they can check their speed and working with that. And if you have to do some work rounds, maybe you snail mail activities, and maybe you just do consultation over the phone. So remember to keep calm and not stress out about that. And checking those tech requirements, as I mentioned, are always essential

for yourself. And also making sure that your students have the right directions and instructions to meet you online and that when they go to log in, did they have the right link and that they're in the right place in space and time. So double checking your online therapy links, double-checking your passwords, making sure that you've communicated to the families and to the students ahead of time, where they need to be doing a speed test for yourself, all very important factors for your tech solution. And then having that 800 number at your fingertips. If you need to make a call, just find out what's going on in troubleshoot with your own system and maybe providing that as well to the family. So maybe going that extra mile to find and help solve your problem as well in the tech space.

Making sure that you have a laptop or desktop that your webcam or your document camera works, if you wanna incorporate your headset or not making sure that your internet connection is strong. These are all very important items, just here at the end to reinforce that you need to have in place for you so that your teletherapy and your session is successful. So the final takeaways here teletherapy is obviously the bridge and relationship builder between our students and our clinicians. And we hope that you from this webinar have gained more effective communication strategies and consistent organization strategies that you can implement for yourself, that you feel more confident when you're providing your teletherapy sessions. So, and again, always relying on the fact that you need to make sure that you are providing reliable and secure therapy sessions with those individual links and unique passwords for your students. So I know I haven't left much time, but we can do the questions at this point. Amy, I'll let you maybe pick a few and see what I can address before we're done here.

- [Amy] Absolutely, and then if we do run out of time and are unable to address all the questions would you be okay if we forward some of those questions to you?

- [Diana] Absolutely. Sorry we kinda took it--

- That's okay.

- To the 11th hour.

- That's okay.

- But wanted to make sure--

- Sure all right, well, let's go ahead and address some of these. The first one is asking, can you bookmark an activity in multiple folders if you wanted to use a game with more than one student?

- [Diana] Of course, yes, you can.

- [Amy] And next, could you copy and paste interactive?

- [Diana] It is easy yes.

- [Amy] Ops okay. Can--

- [Diana] I'm sorry. I know really--

- That's okay. Can you copy and paste interactive websites into a file where you have other activities like worksheets and personal, I think this was say momentos. So everything is in one place.

- [Diana] Momentos. Yes, you can. And that is a great idea, absolutely.

- [Amy] I see a lot of teletherapists have their own toys and materials. How important is it for a teletherapist to have toys and physical manipulatives to be successful? Can they be successful with purely digital content?

- [Diana] They can. I like to intersperse the manipulatives just because they're fun. and if you know that students on the other side have manipulatives as well, that they wanna incorporate into therapy, it just kind of adds a dynamic aspect to your session. But if you are more comfortable just using digital activities, you can do that as well. It's just what your level of comfortability is.

- [Amy] All right, thank you. This next question is asking, do you know how to get that? I don't know if they just mean to be able to do it on Google Meet. This person keeps inquiring and can't manage to access.

- [Diana] To get, I'm unable to get what?

- [Amy] If you could follow up Reena, and let us know what you're referring to. That would be helpful. Thank you. All right, next, how do you take real time data during a teletherapy session? How do you take, keep an organize them?

- [Diana] Great question. So for me personally, I have a notepad next to me and I kinda do shorthand notes, so I know what I'm working on and what I'm gonna be addressing before my session. And I have it listed out next to me with paper and pen actually for myself, I know a lot of different teletherapists actually probably do things more digitally, but what I do is, and then just shorthand, I write down the percentages really quickly towards the goal. And then when I have that break between my sessions in that student file folder that I've created, I have a document where I can... That's my clinical data session log, and I can just input really quickly 'cause I've already established it,

the percentage towards the goal. So it moves really fast. And that works really well for me. Each dental therapist sort of has their own style. But that's particularly--

- Okay thank you.

- What I do.

- [Amy] Would you recommend attempting group therapy within a teletherapy model?

- [Diana] Oh yeah, absolutely. I've worked with groups over and over again, and it just depends what you're addressing. So make sure that the age range is compatible with one another of the students you have in your group, make sure that whatever you're able to work on, that you're working on with them, you could take one activity and manipulate that activity in all different ways to address each of those students that are participating in your group to be able to address the goals they're working on. So for instance, you could take one activity and part of that activity could be working on an articulation, a piece of therapy, and then the other part could be, you could utilize that same activity and incorporate it for language activity, making your life easier and addressing multiple students' needs.

- [Amy] Great. Thank you. What's an average caseload number to recommend for elementary school aged students to provide the best services.

- [Diana] Oh yeah, that's always a great question. There's the ACI guidelines on what our case loads should be, and then there's reality of what we as speech therapists always experience. You can have large case loads working in telepractice. It just depends on what their frequency times are and how you can group your students. So you're just gonna have to kinda gauge that for yourself, but we still work with large case loads on, at teletherapy as well.

- [Amy] All right. Thank you. What site do you use to do a speed test?

- [Diana] Oh yeah, you can do go to speedtest.net, which works really well. And it does like a quick upload and download read, and then you can actually click on report and it'll email you everything. So if you're working with a parent or a family on the other side, you can guide them to do that and then they can email you the results. And then you can determine if their internet is really slow or if there's something that they can do to make it better. Or you just have the information ahead of time. So, you know what you're working with, if the connectivity is not great and it freezes, and then from there, you can say, "Let's end the session here. "Let's try to do some consult over the phone," because we know that a lot of therapists work with students that don't have great internet and that you may find yourself in a situation where you're gonna have to modify your practice.

- [Amy] All right, thank you. And we're gonna take just one last question since it is five minutes after the hour, I do see a lot of really great questions, so I will go ahead and actually I can forward these to my self and then Diana, I'll share them with you and we'll see how many, maybe we can address and get out to all of our attendees for today. Okay, one last question.

- Wonderful.

- [Amy] This is a HIPAA question. Hopefully this one isn't too complicated to answer. It is asking how are HIPAA laws complied with in a group session? Do the students see each other?

- [Diana] Great question. So I just had this question actually. Tough practices, a service delivery model. So if you have on your IEP, that services are gonna be addressed in

group sessions, or if you have that, the students seeing one to one. That does support your how you work with the student via telepractice. So just like you would onsite, you're pulling those kids and you're working with them in a group setting. So it's the same through telepractice. When initial consent is signed to be able to pull the student and work with the student that carries over for your service delivery. So if you would like to take it one step further, you can create a consent form. If you're working with group students for each of those families, to let them know I'm gonna be working with your student in a group, and now that we've, everybody's moved remote to get consent from the families beforehand is always a great idea. But you are able to pull those students in a group.

- [Amy] Excellent, yes very, very good question. All right, let's go ahead and wrap it up there so that we're not keeping everybody from things that they need to get to as well as you Diana. So thank you so much for sharing your expertise in this area. I can't thank you enough for just sharing all the ins and outs and so many details of just how to actually go about telepractice. And thank you to all of our participants for joining us today and asking some really great followup questions. We really appreciate everybody's time and look forward to seeing you again soon. Have a great rest of the day, everyone. Thank you.

- [Diana] Thank you, Amy. I really appreciate it. I'm so sorry I went over, but thank you everybody.