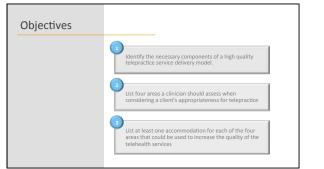


Disclosures	
	Financial Kristin Edwards is employed by PresenceLearning Non-Financial Kristin Edwards is a member of ASHA SIG 18: Telepractice









## 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 <u>Code of Ethics, Scope of Practice in Audiology</u> and <u>Scope of Practice in Speech-Language Pathology</u>, state and federal laws (e.g., licensure, HIPAA), and ASHA policy.



# 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

#### Why Telepractice?

#### ✓ 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.)

# State Regulations

Telehealth is viewed as mode of delivery of health care services, not a separate form of practice. Telehealth is not a telephone conversation, e-mail/instant messaging conversation, or fax; it typically involves the application of videoconferencing or store and forward technology to provide or support health care delivery.

The standard of care is the same whether the patient is seen in-person, through telehealth or other methods of electronically enabled health care. Practitioners need not reside in Georgia, as long as they have a valid, current Georgia license.

The **laws** govern the practice of speech-language pathology, audiology, and hearing aid dispensing, and no matter how communication is performed, the standard of care is no more or less.

# State Regulations

#### Telepractice State Licensure Board Requirements

5609-13-.01 Telecommunications

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Any person who performs such acts through such means as described in Rule 809-13-01 shall be required to have a license to practice speech-language pathology or audiology in this state and shall be subject to regulation by the Board.

speech-language pathology or audiology in this state and shall be subject to regulation by the Board.

No out-of-state or foreign practitioner shall have ultimate authority over the speech language or auditory-vestibular system health care of a patient who is located in this state. Any such practitioner in this state, another state, or a foreign country shall abide by the rules of the Board

http://www.asha.org/Advocacy/state/info/GA/Georgia-Telepractice-Requirements/

# Medicaid Billing

As of 2017, Medicaid has been approved if billing for telehealth services for individual or group sessions with up to 5 students. Check the GA Medicaid manual for up to date information.

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# Components of a Successful Model

- Use of modern technology standards.
- Trained Primary Support Person or E-helper.
- List of specific procedures before starting.
- Establishing relationships with online partners.

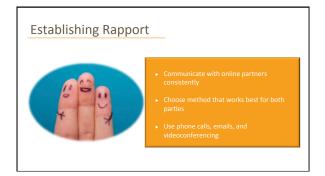
# Use of Modern Technology Standards

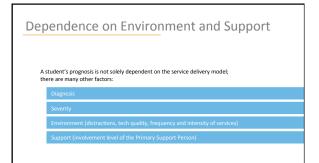


- Ensure adequate internet speeds
- Set up dedicated computer for online
  - teletherapy use.
- Provide technical support and train for basic troubleshooting

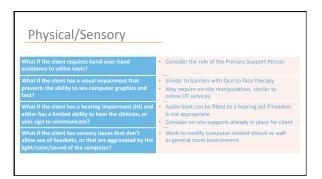


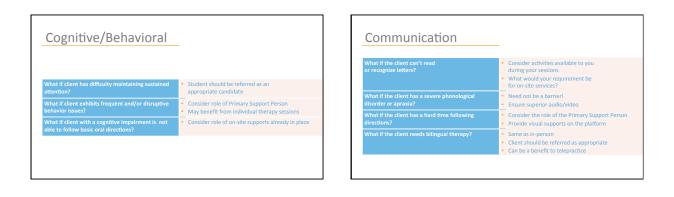
# Develop Specific Procedures Image: Specific Procedures I

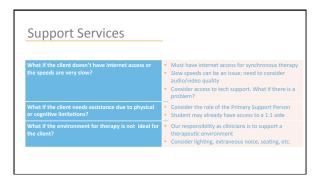














# Are There Contraindications?

- Absence of Primary Support Person to support client during therapy sessions
- 🙁 Lack of internet access or dedicated computer
- Client with physical, sensory, cognitive, behavioral or communication characteristics that impede or prevent effective therapy if appropriate level of on-site support not in place

Scenario #1	

## Diana's Story:

Diana is a 9<sup>th</sup> grader who is nonverbal and has an iPad that she uses in the classroom to communicate. When the primary support person goes to bring her for her speech therapy session, she becomes angry and refuses to talk even to say "hello" to her. Lately, she will throw a temper tantrum in class right before her speech time.

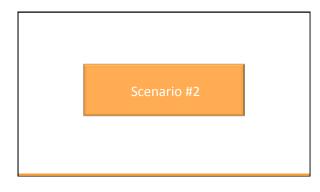
Diana

Possible Solutions

Change the time of day the student is served as it may be the time of day that is upsetting the student

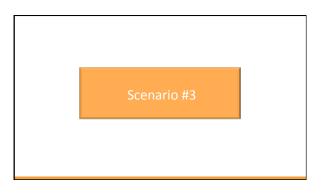
Explore motivating activities for that student and have those available for the student during therapy time

Have the PSP be the "hands" and the SLP be the facilitator Use a traditional reward system for completion of tasks





	Possible Solutions
Jared	Place the camera away from his face and slowly lower each sessions
	Have him explore viewing his face on camera outside his speech time
	Use ear buds
	Do not use headsets but rather the computer's microphone and external speakers
	Slowly introduce headsets outside of the therapy session to desensitize to wearing them
	30



# Tyler's Story: Tyler is 3<sup>rd</sup> grade student who has a moderate-to-swere hearing loss. He wears hearing adds in both ears. His speech and language goals focus on auditory disting stills. Currently, he is being seen in the computer lab for online speech services and during his session, the computer teacher is instructing class.







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