The Role of Student Services in Providing Direct and Indirect Services to Students during Online Learning:

Teleservice and Collaboration to Promote Student Access, Engagement and Safety

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Today's Topics

- **Practices and strategies for Students with physical or psychological barriers to engagement**

- **Access Considerations**

- **Collaborative Practices to Support Students with physical or psychological barriers to engagement**

- **Providing Pupil Services and IEP Related Services (school counseling, psychological services or social work services)**

- **Crisis Management and Response via teleservice**

Learning Outcomes

- **Gain knowledge and skills needed to provide equitable, legal and ethical teleservices to students in individual and group settings, including ensuring student safety through crisis response and risk assessment.**
- **Learn practical strategies and tools for collaboration and consultation for student engagement.**
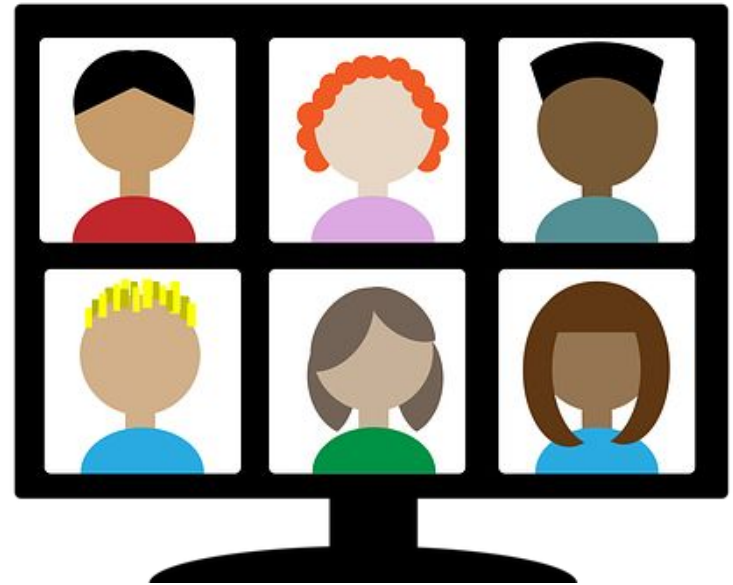
Definitions

Online Learning: Education where instruction and content are primarily delivered via the internet or systems like a video-enabled classroom

Digital Learning: Any learning facilitated by technology that gives students some element of control over time, place, path and/or pace.

Teleservice: The application of telecommunications technology to the delivery of services at a distance by linking the practitioner to a student, parent/caregiver or other service provider for assessment, intervention, or consultation, often through related services identified in a student's IEP.

Teleservice and Virtual Instructional Practices

- **Access Considerations**

- **Staff Considerations**

- **Tools, Strategies, Resources**

Access Considerations

Infrastructure-Level Access	Individual-Level Access
• Hardware (e.g., computer, laptop, devices) • Software (e.g., learning management systems, videoconferencing programs, word processing) • High-speed Internet and/or Wi-Fi • Software's ability to be used on a mobile or other device	• Cognitive and executive functioning (e.g., reasoning, processing information, working memory) • Physical and sensory concerns (e.g., visual, hearing, mobility) • Communication needs (e.g., speech and language, verbal vs. nonverbal) • Reading ability • Ability to use assistive technologies

OSEP's Ideas that work: Evidence-based and Promising Practices to Support Continuity of Learning for Students with Disabilities

Are the school and staff ready?

- **Confidence and Competence with technology and tools**
- **Ensuring Equitable Access**
- **Be familiar with applicable laws**
  - Keep up with guidance from your district, DPI and US DOE
  - Be aware of the relationship between ethics and law
    - Your professional organization likely has these
    - Follow an ethical problem-solving/decision making model or process
- **Set appropriate boundaries**

Tools, Strategies and Resources

- **New opportunities for engagement:**
    - New ways to engage-Get creative!
    - Turning the camera on?

- **Need to teach the skills and the responsibilities**
    - Routines, expectations and rules
    - Individual and Small Group counseling or service provision

Universal Design for Learning Process

Set Clear, Rigorous Goals

Anticipate Barriers

Design Options

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UDL Forward!

Universal Design for Learning (UDL)

- UDL Blasts: Core Concepts and Tech Tools

- UDL Community of Practice Meetings

- UDL Learning Design Coaching Labs

- UDL Virtual Conference

Go to WI DPI UDL page for more information

Wisconsin Universal Design for Learning

UDL Blasts: Educational Technology

UDL Blast Self-paced featuring *Jamboard*

UDL Blast Self-paced featuring *Flipgrid*

UDL Blast Self-paced featuring *Google Slides with Audio*

UDL Blast Self-paced *HyperDocs & Choice Boards*

Learning more about reading and writing supports…

WATI:

[AT Continuums](#)

WATI Assistive Technology Continuums

SEATING, POSITIONING AND MOBILITY
Seating and Positioning
☐ Standard seat/desk at correct height and depth
☐ Modifications to standard seat or desk
☐ Alternative chairs
☐ Adapted/alternate positioning devices
☐ Custom fitted wheelchair or insert
☐ Custom wheelchair for alternative positioning

Mobility
☐ Ambulation aids - crutches/walker
☐ Grab bars and rails
☐ Manual wheelchair
☐ Powered scooter, toy car or cart
☐ Power wheelchair w/joystick or other control
☐ Adapted vehicle for driving

COMMUNICATION
☐ Real objects/tangible symbols
☐ Communication board or book
☐ PECS
☐ PODD
☐ Simple speech generating device
☐ Speech generating device with levels
☐ Speech generating device with icon sequencing
☐ Speech generating device with dynamic display
☐ Text based device with speech synthesis

COMPUTER/DEVICE ACCESS
☐ Special positioning of student or equipment
☐ Standard Keyboard/Mouse using accessibility features built into the operating system
☐ Standard Keyboard/Mouse with Adaptations
☐ Onscreen keyboard
☐ Alternate Keyboard/Mouse
☐ Rate Enhancement
☐ Speech recognition software
☐ Eye Gaze
☐ Morse Code
☐ Switch Access

MOTOR ASPECTS OF WRITING
☐ special seating adaptations
☐ Variety of pens/pencils
☐ Adapted pen/pencil
☐ Adapted paper
☐ Writing templates
☐ Prewritten words/phrases
☐ Notetaking tools
☐ Computer/mobile device
☐ Computer/mobile device using accessibility features
☐ Alternative keyboards
☐ Computer/device w/word prediction
☐ Computer/device w/speech recognition

COMPOSITION OF WRITTEN MATERIAL
☐ Picture Supports to write from/about
☐ Pictures with words
☐ Words Cards/Word Banks/Word Wall
☐ Pocket Dictionary/Thesaurus
☐ Written templates and Guides
☐ Portable, talking spellcheckers/dictionary/thesaurus
☐ Word processing software
☐ Word prediction software
☐ Digital templates
☐ Abbreviation expansion
☐ Word processing with digital supports
☐ Talking word processing
☐ Multimedia software with alternative expression of ideas
☐ Tools for citations and formats
☐ Speech recognition software

READING
☐ Book adapted for access
☐ Low-tech modifications to text
☐ Handheld scanner to read individual words
☐ Use of pictures/symbols with text
☐ Electronic text
☐ Modified electronic text
☐ Text reader
☐ Scanner with OCR and text reader
☐ Text reader with study skill support

MATHEMATICS
☐ Low-tech tools for reading/writing math
☐ Physical manipulatives
☐ Adapted math paper
☐ Adapted calculator (large key, talking)
☐ Math tool bars
☐ On-screen calculator
☐ Graphing calculator
☐ Audio graphing calculator
☐ Virtual manipulatives
☐ Basic math software/app
☐ Advanced math software
☐ Web simulations
☐ 3D geometry modeling software
☐ Speech recognition math software

ORGANIZATION
Self-Management
☐ Sensory regulation tools
☐ Movement and deep pressure tools
☐ Fidgets
☐ Auditory tools
☐ Visual tools

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WATI Development Team. (2017). Assistive Technology Consideration and Assessment forms.
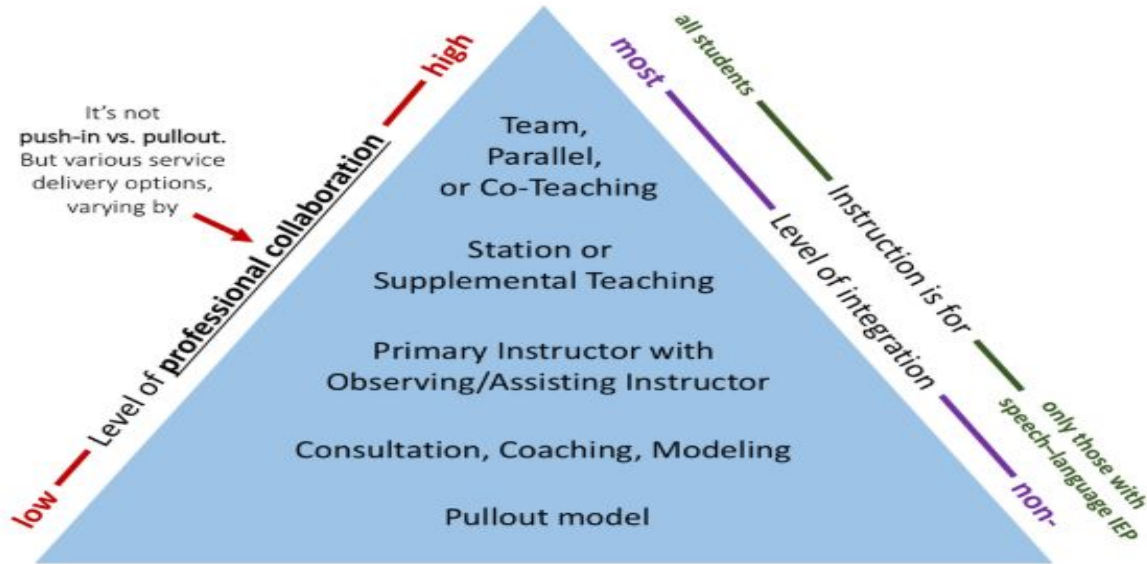
Pause and Reflect

Think of a student with that has been difficult to engage

- **What might be the barriers to engagement?**
- **What technology strategies or resources could you use to increase engagement?**

Collaborative Services

It's not push-in vs. pullout. But various service delivery options, varying by →

Level of professional collaboration — low ▬ high

Level of integration / Instruction is for — most ▬ non-

all students / only those with speech-language IEP

- Team, Parallel, or Co-Teaching
- Station or Supplemental Teaching
- Primary Instructor with Observing/Assisting Instructor
- Consultation, Coaching, Modeling
- Pullout model

(Blosser & Kratcoski, 1997; Elksnin & Capilouto, 1994; Friend, 2008; Hartas, 2004; Pershey & Rapking, 2003; Suleman et al., 2014)

https://www.theinformedslp.com/how-to/guest-post-push-in-services-how-to-collaborate

Collaborative Services in a Virtual Environment

- Relationships are different, and probably more important

- What are we collaborating about?

- Proactively address potential barriers

- Opportunity to expand your circle

Collaborative Services During COVID

- IEP development
- Regular planning time
- Curriculum-based intervention and support

Related Service Delivery and COVID -19

- Be prepared- training and professional development

- Evidence Based Interventions

- AT and AEM for teleservice, accommodations and modifications

- Assessments and monitoring progress

Training Sessions

- orientation to the technology
- demonstration of techniques or strategies
- time to watch caregiver support the student and provide feedback

OSEP's Ideas that work: Evidence-based and Promising Practices to Support Continuity of Learning for Students with Disabilities

Service Delivery and COVID 19

- Evidence-based interventions

  - Coaching

  - Context Focused Interventions

  - Goal Directed Training

    (Novak & Honan, 2019; Novak et al, 2020; Cahill et al, 2020)

Maintaining Educational Relevance in Teletherapy|
Carlo Vialu, PT, MBA

Conducting Assessments Virtually

Research has shown that assessment and intervention set in the natural environment and embedded in class routines

- Increase the efficacy of intervention
- Increase achievement of IEP goals
- Increase the motivation of the student/teacher… (and parent)

(Dunn, 1991; Dunn & Westman, 1995; Giangreco, 1986 found in Occupational Therapy Services for Children and Youth Under the Individuals with Disabilities Education Act, 1999)

Assessment

- **[Progress toward IEP Goals](#)**

- **Progress toward age or grade level standards: Formative Assessments**

  - [Academic](#)
  - [Social, Emotional, Behavioral](#)

Routines-Based Assessment

What is routine based assessment?

Routines based assessment in the child's natural environment **sets the stage for family guided, developmentally appropriate intervention**. Routines based assessment accommodates the preferences of the family by encouraging them to identify the routines and activities most appropriate for and preferred by the child.
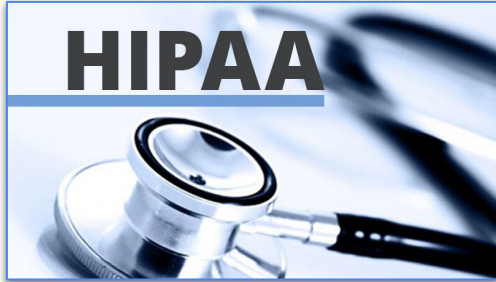
https://naturalenvironments.blogspot.com/2018/07/overview-of-routines-based-model.html

Consent from Parents and Confidentiality

FERPA and Virtual Learning During COVID-19 Webinar
US Department of Education

Relaxation of Reinforcement of HIPAA
US Department of Health and Human Services

Therapy Groups & Group Instruction/Co-Teaching

- **Consider educational relevance**

- **Parental Consent- follow your district's policy and ethical standards**

- **Protect students' Personally Identifiable Information (PII)**

NASP Virtual Service Delivery in Response to COVID-19 Disruptions

Crisis Response during Online Learning

- **NASP recommendations for Behavioral Threat Assessment and Management in the Virtual Environment**

- **NASP Comprehensive School Suicide Prevention in a Time of Distance Learning**
  - Preparation Checklist
  - Take care of yourself and your colleagues!

- **Center for Practice Innovations: Managing Suicidal Clients During the COVID-19 Pandemic**

Suicide Prevention during Online Learning

- **[NASP Comprehensive School Suicide Prevention in a Time of Distance Learning](#)**

  - [Preparation Checklist](#)

  - [Take care of yourself and your colleagues!](#)

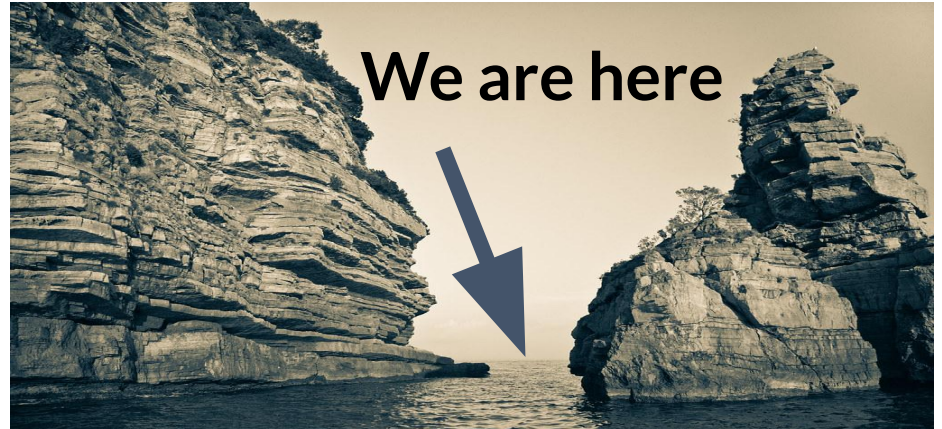- **[Center for Practice Innovations: Managing Suicidal Clients During the COVID-19 Pandemic](#)**

Pause and Reflect

- **What are your district's crisis response and suicide prevention policies?**
- **What next steps are needed to adapt policies and procedures to the virtual setting?**

Optimistic Closure

We are here

Enjoy the Rest of the Conference

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