

Checklist for Online Therapy

- Ensure WiFi or other connection capabilities. A desktop, laptop, iPad or tablet is preferable, even your phone would work although viewing capabilities will be reduced.
- Media Consent **MUST** be signed and on file. Your media consent can allow for your therapy session to be recorded, but is not required.
- A parent/caregiver **MUST** be present to engage in a virtual session, especially to refer to any shared resources and prompt attention and responses when necessary.
- You will receive an email invite to 'Join a Meeting' with your therapist. You may be asked to download ZOOM on your laptop or device but can also attend the meeting using ZOOM in your browser. Click the link to join. Your therapist will make sure you have audio, video and can see uploaded materials. Materials will also be emailed in advance.
- We will monitor the effort, value and productivity of your sessions over the short and possibly long-term delivery. We value your feedback along the way, and we'll try to keep it easy and fun!

Informed Consent

I, _____ give consent for my child,
(please print your name)

_____ to be photographed/videotaped or engage in virtual therapy
(child's/client's)

by Cheryl D. Lindsay, Speech-Language Pathologist and/or contractors of, for therapeutic purposes. I understand that the above authorizations may be rescinded at any time when presented in writing to Cheryl D. Lindsay, Speech-Language Pathologist.

Signature: _____ Date: _____

Sources:

- We ensure that all Professional Practice Standards and Telepractice Standards are followed in accordance with CASLPO.
- http://www.caslpo.com/sites/default/uploads/files/INFO_EN_Professional_Practice_Standards.pdf
- http://caslpo.com/sites/default/uploads/files/PS_EN_Use_of_Telepractice_Approaches_in_Providing_Services_to_Patients_or_Clients.pdf
- https://www.sac-oac.ca/sites/default/files/resources/sac_telepractice_position_paper_english.pdf

How to be “Telepractice Ready”

- You will require access to a desktop computer, laptop, iPad, or tablet. Your phone will work, although viewing capabilities will be significantly reduced.
- You will also require a built-in or external camera, as well as a built-in or external microphone.
- Ensure WiFi or other connection capabilities.
- Limit the number of people accessing the internet during the session. ZOOM relies on a strong WiFi connection.
- Be sure the room you will be working in is quiet, free from distractions, and has appropriate lighting.
- Avoid sitting in front of bright windows as your therapist will only be able to see a silhouette.
- Please close out any other programs you may have open and running on your device.
- Print out or have access to the materials your therapist has emailed prior to your session. Your therapist will share these materials on screen, but it is important to have a “back up”.
- You are the “hands” for your therapist. Please follow along with the session because you may be asked to become an active participant. What better way to learn what the student is working on than by being part of the session!



Easily Use Zoom for Your Session

- Please try setting up ZOOM from their Download Centre PRIOR to your first session.

OR

- Click on the JOIN link when you receive your 'Join Meeting' email. It will then prompt you to download and install the app.

You can contact your therapist by phone at the time of your meeting to troubleshoot any problems.

Having trouble downloading zoom or joining a meeting? Click this link <https://support.zoom.us/hc/en-us/articles/201362193-Joining-a-Meeting> and select *Email*.

Click this link <https://support.zoom.us/hc/en-us/articles/206175806-Frequently-Asked-Questions> to access ZOOM's FAQs.

If you have any other difficulties setting up ZOOM, please contact your therapist.

10 Steps for Family-Centered Coaching via Telepractice

***Adapted from Lauren Tandy, M.S., CCC-SLP**

A telepractice session for early intervention caseload, using family-centered coaching may look like:

1. Introduction
2. Review of what they were working on between sessions (giving two choices, following simple directions, using single words/word shapes, etc.)
 - How did that work for you?
 - What did you notice about...?
 - What was difficult?

Try to ask open-ended questions instead of yes/no questions

3. Discussion of what they had planned last session that they wanted to work on today (a skill within a home-based activity like giving two choices during mealtime or reading child's acceptance/refusal cues during experience of a new toy/activity).
 - Have them set up their chosen activity (they should choose this activity with you at the end of your prior session (such as getting a coloring book and crayons out to color with their child at the table).
4. Set up the activity with coaching on what you will be working on (for example: imitating accurate verbal models while they are coloring and making up a story; working on specific signs you just taught the parent; practicing pointing at pictures; giving visual cues for sounds that you just taught the parent to use with their child, etc.)
5. OBSERVE the parent with the child completing the activity that you just set up expectations for with the parent while their laptop/computer/phone/iPad is set up to view the activity within hearing range.
6. Give the parent feedback (there are a lot of different ways to do this).

7. Parent may try again with your given feedback.
 - Here is where you may choose to use resources such as Youtube videos, pictures, direct training from the clinician (YOU). The supports may also be provided while you are setting up expectations for the task.
8. Review the targeted task with parent to breakdown what went well and what could have been done a little differently.
 - Provide resources for parent to look up, print out, or watch during session. You may also choose to video a technique with your own child or doll and upload prior to session for demonstration).
9. Plan for what to work on between visits. This will typically be something that you worked on during the session or a new skill the parent wants to focus on that is encompassed in the child's goals.
 - Ask the parent what activities they plan to practice this skill in (ex: I want to work on tummy time. Then I would ask when do you think you will have a chance to do this or how often throughout the day/what rooms/times of day will this be possible). You try to set as close to a plan as possible so it sets the expectation for the week or until your next session.
10. Plan an activity for your next session. I ask, "What would you like to work on during our next session/visit?" If they say something general like, signing, I will ask, "What signs would you like to work on?" I then try to narrow down an activity that we can work on those signs within (this is the planning part I referred to at the beginning in Step 3.

Then when you meet for the next session, you come full circle and build on plans/expectations/progress.

**Lauren Tandy, M.S., CCC-SLP is a speech-language pathologist who specializes in telepractice, early intervention, school-based intervention, and outpatient therapy for private practice clients. You may find more at TandyTherapy.com or email her at hello@tandytherapy.com.*



Approaches to Therapy

Family/Caregiver Coaching

Coaching is intended to support and educate parents and caregivers in developing and promoting confidence in you and your child's communication. The goal is to empower you, since you are your child's most important communication model and partner. We can show you evidence-based strategies to create the best learning environment possible.

We also support you in addressing attention and behavior challenges that may negatively impact learning and communication and help in identifying opportunities for speech and language practice during play, and how to integrate these opportunities for communication during daily routines.

We work with parents, grandparents, nannies, childcare providers, siblings, and other important people in a child's life in-person, by phone, and via video conferencing.

Consulting and Contract Services

We can work closely with any other supports (daycares, schools, health professionals and services) to create a partnership that enhances your early intervention goals, in-person or via telepractice:

- Performing comprehensive evaluations and writing reports
- Providing inclusive or collaborative care in-person and/or telepractice services where you need them
- Providing in-home therapy and parent/caregiver coaching
- Participating in IEP meetings
- Collaborating with teachers for intervention
- Leading and participating in parent and/or inter-professional meetings
- Supervision for speech-language pathologist assistants