

# Collaboration Between SLP and OTs



## Enhancing Telepractice Service Delivery

### Disclosures

#### **Financial**

Kristin Edwards and Rachel Morris are employed by PresenceLearning.

#### **Non-Financial**

Kristin Edwards is a member of ASHA SNG18: Telepractice.

# Objectives



1. Discuss best practices related to interdisciplinary collaboration and co-treatment as telepractitioners.
2. Identify and address potential barriers to providing interdisciplinary services via the telepractice model.
3. Apply solutions to case examples involving interdisciplinary telepractice-based services.

# Occupational Therapy Overview

- ❑ Focus on Occupations
- ❑ Related Service Provider
- ❑ Service Delivery Methods
  - *Direct Intervention*
  - *Consultation*
  - *Accommodations*
- ❑ Skills Addressed
  - *Fine and Gross Motor Skills*
  - *Visual Motor Skills*
  - *Sensory Processing*
  - *Behavioral & Self Regulation*
  - *Activities of Daily Living*



# Research

Villeneuve, M (2009). A Critical Examination of school-based occupational therapy collaborative consultation. *Canadian Journal of Occupational Therapy*, vol 72, 206-218.

Literature review of 5 studies that investigated collaborative consultation between OT and educators and 6 studies that examined school-based OT outcomes for consultation services.

## Implications:

- Educators need an understanding of OT roles/responsibilities to know what to collaborate on
- OT need understanding of school policies, curriculum, and classroom practices to provide relevant approaches/partnerships
- Time and opportunities need to be created for collaboration.

# Why is interdisciplinary collaboration so important?

As identified by Orelove and Sobsey (Educating Children with Multiple Disabilities: A Collaborative Approach - 4th Edition, 2004)

- Ensuring coordination of services; that everyone is working collaboratively for the betterment of the child and his/her progress.
- Services are provided in a cohesive and coordinated approach.
- Every team member has an identified role and is educationally relevant and necessary for the student's success.

# What is interdisciplinary collaboration and what does it look like?

Interdisciplinary Collaboration:

*Collaboration involving two or more disciplines or areas of study*

Effective collaboration is:

- A social learning process
- Influenced by individual beliefs, values, and assumptions
- A shared knowledge & expertise (distributed cognition)
- Affected by time and opportunity for interaction and understanding
- Requires shared interest in a problem
- Providing powerful solutions

"The elements that must be in place before interdisciplinary collaboration can be successful are interprofessional education, role awareness, interpersonal relationship skills, deliberate action, and support."

- Petri, 2010



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

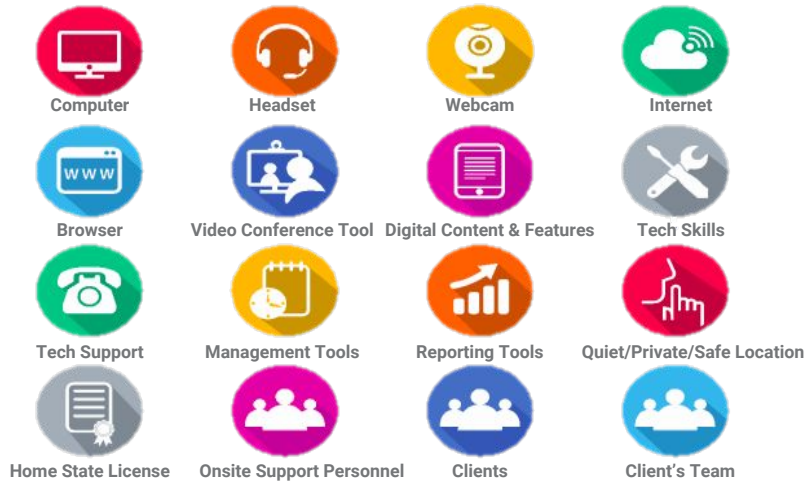
TAC §111.212 (k) As pertaining to liability and malpractice issues, a provider shall be held to the same standards of practice as if the telehealth services were provided in person.



## 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
- ✓ Removes geographic barriers
  - Reduces or eliminates travel time for on-site SLPs
- ✓ Increased opportunity to bring SLPs with specialized training to students with specific needs (e.g., bilingual therapy, AAC, ASL certified, etc.)

# Essential Components



## Research

**Literature review of 103 papers published between 2008 and 2014.**

**Some findings:**

- Telehealth considered by respondents to be “similar” to face-to-face therapy in most cases.
- Parents were satisfied with level of interaction
- Telehealth allows greater ability to train caregivers and support personnel in support of client’s goal carryover.
- Primary benefit reported across studies was improved access to care.
- Barriers to implementation of telehealth services: issues with technology, acceptance by professionals.

*Molini-Avejonas, et al (2015). A Systematic Review of the Use of Telepractice in Speech, Language and Hearing Sciences. Journal of Telemed Telecare.*

# Research

**This article reports on the perspectives of five SLPs regarding the use of telepractice in the schools.**

Barrier to collaboration in telepractice:

- Establishing therapeutic relationships constituted a barrier to overcome due, in part, to the differences encountered in establishing therapeutic rapport with students and other educators.
- Since the SLP could not be in the school building, it was not as easy to discuss the student with others or get a sense of the student's whole educational experience.

*Tucker, J (2012). Perspectives of Speech-Language Pathologists on the Use of Telepractice in the Schools: The Qualitative View. International Journal of Telerehabilitation, vol 4, no 2, 47-60.*

## What are challenges to interdisciplinary collaboration?

According to Roles of Related Services Personnel in Inclusive Schools, historically common practices that interfere with the provision of educationally necessary related services include:

- Groups of providers serving the same student but not functioning as a team
- Support service determinations are made by providers in isolation without consideration of interrelationships among the services provided by team members
- Each team member develops separate goals

*Giangreco, M., Prelock, P., Reid, R., Dennis, R., and Edelman, S.(unknown), Roles of Related Services Personnel in Inclusive Schools*



# Barriers to Interdisciplinary Collaboration

## Technology

- Quality of equipment
- Limited access
- Discomfort with technology
- Lack of training

## Professionalism

- Personality traits
- Professional experience

## Culture

- Community norms
- Exclusion

## Policies and Procedures

- Unclear institutional procedures

- Confidentiality

## Limited Opportunity

- Time constraints
- Not intentional

## Mock session: Addison





# Collaboration

## *Best Practices*



- Relationship building
- Cultural considerations
- Regulations and guidelines
- Teaming

# Telepractice:

## *Interdisciplinary collaboration best practices*

### **Relationship Building:**

- Take the initiative
- Be open
- Be considerate
- Provide opportunities

### **Be aware of and sensitive to potential regional and cultural differences:**

- Communication
- Therapy
- Technology

# Telepractice:

## *Interdisciplinary collaboration best practices*

### Educate Yourself:

- ❑ Regulations
- ❑ Ethics
- ❑ Institutional requirements and processes

### Be a good teammate:

- ❑ Value other professions
- ❑ Be cognizant of personality difference
- ❑ Work to resolve conflict when it arises

## Interdisciplinary Collaboration: *Case Studies*

How do SLPs and OTs collaborate in traditional models?

How might this look different if one or both of the clinicians is remote?



## Case Study

**Student:** Preschool student receiving onsite SL for language and onsite OT services for fine motor skills. Student has very low energy and doesn't respond to environmental input appropriately. Difficulties following multi-step directions.

**Challenge:** Initially, SL and OT sessions on alternate days so little time to collaborate. Student's progress was slow.

**How could collaboration be facilitated?**

**How could this be adapted if one or both services were provided online?**

## Case Study

**Student:** Middle school student in high needs classroom who receives online SL services. OT services provided via push in model in the classroom on the same day as SL services. The student uses an AAC device but adjustments were needed to allow access.

**Challenge:** Treating SLP was new to teletherapy and had concerns about working with a student who had more severe needs.

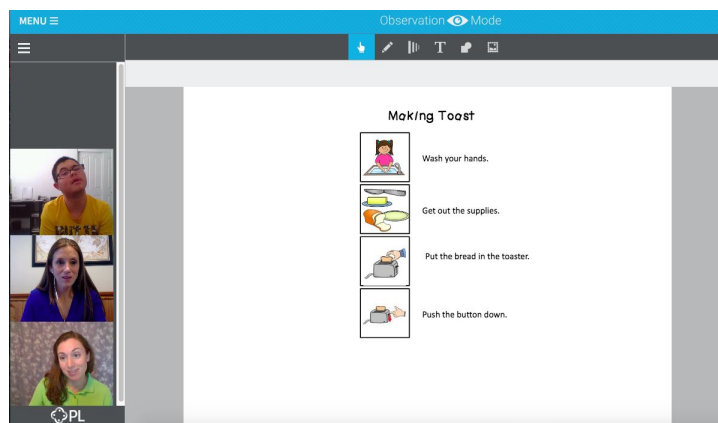
**What does collaboration look like?**

# Case Study

**Student:** High school student with Down Syndrome receiving online SL and OT services with a focus on transitional living skills. Student had short attention span and motor limitations. He also has some behavioral concerns. He attends a virtual school and his mother is his learning coach.

**Challenge:** Mother needing frequent collaboration with the OT and SLP. Wanted all services related to transitional activities to promote independent. All parties are virtual.

## What did collaboration look like?



## INTERVIEW: Tricia and Robyn

## Case Study

**Student:** Student with Autism who is non-verbal and has many sensory seeking behaviors, poor direction following, and a very short attention span. The student uses PECS to request preferred items but sometimes throws non-preferred items. OT services are online with speech-language service provided on-site.

**Challenge:** Student behaviors are often difficult to control due to his frustration with communication and dysregulation of his sensory system.

### What could collaboration look like?

## Interdisciplinary Collaboration: *As you get started...*

- Establish a shared framework
- Establish common goals
- Ensure educationally relevant goals and the necessity of support services
- Work in the context of general education
- Evaluate your impact throughout the process



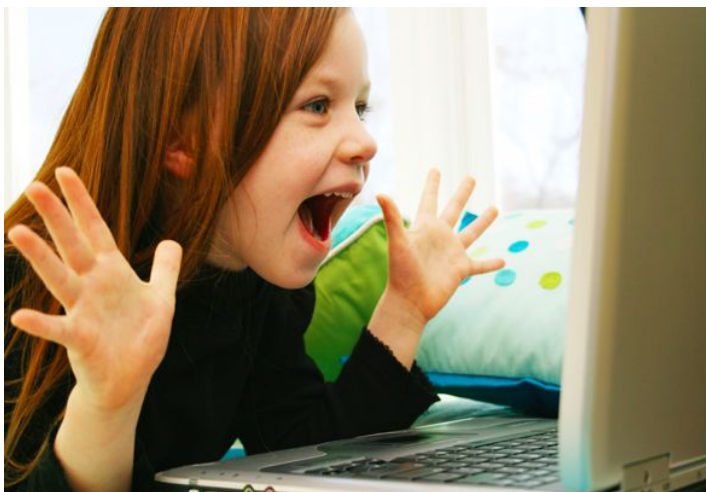
(Giangreco, et al)

## Resources to support communication and collaboration

- Cloud storage
- Shared calendars
- Virtual office hours
- Coordinated outreach to teachers and parents



## Questions?



# References

Giangreco, M., Prelock, P., Reid, R., Dennis, R., and Edelman, S.(unknown), Roles of Related Services Personnel in Inclusive Schools

Orelve and Sobsey (Educating Children with Multiple Disabilities: A Collaborative Approach - 4th Edition, 2004)

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