

# Telehealth Strategies for Early Intervention

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# Speaker Disclosure

- Co-author royalties
- ARI honorarium
- No nonfinancial disclosures

*Proven methods based on the breakthrough Early Start Denver Model*

## An Early Start for Your Child with Autism

Using Everyday Activities  
to Help Kids Connect,  
Communicate,  
and Learn

Sally J. Rogers, PhD  
Geraldine Dawson, PhD  
Laurie A. Vismara, PhD

## Coaching Parents of Young Children with Autism

Promoting Connection, Communication,  
and Learning



Sally J. Rogers, Laurie A. Vismara,  
and Geraldine Dawson

# My Background

- Early autism intervention & research
- Telehealth to families, EI programs, & university-conducted research



# Webinar Topics

1. Coaching Background
2. Coaching Qualities
3. Telehealth Application



# Coaching: A Federal Mandate

“Natural environments mean settings that are natural or normal for the child’s age peers who have no disabilities.”

IDEA, Part C (U.S. Code of Federal Regulations 303.18)



# Infant-Toddler Learning

**Natural  
Environments**

**Everyday  
Experiences**

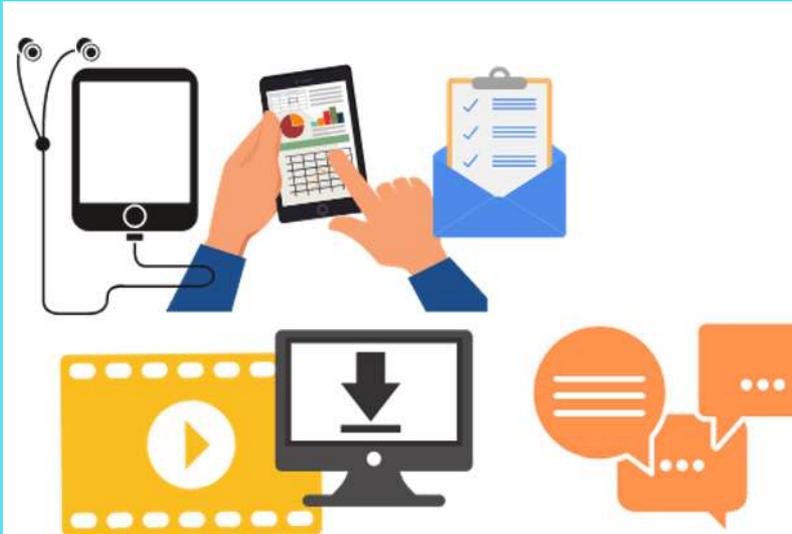
**Important  
Relationships**

**Families have  
the tools**



# What is Telehealth?

Technology to provide health-related services & information



## asynchronous:

Discussion boards, quizzes, polls, email, digital documents, recorded audio or video, recorded slides with narration, self-paced courses.



## synchronous:

Virtual classroom, live presentations, live text chat, instant messaging, live audio or video chat, live quizzes, live polling

# Preparing for Telehealth

## Parent Coaching Through Telehealth

BROOKE INGERSOLL, PHD, BCBA  
ANNA DVORTCSAK, MS, CCC-SLP



3:30 / 1:28:54



Parent Coaching Through Telehealth - Brooke Ingersoll & Anna Dvortcsak

- Brief overview of parent-mediated intervention & telehealth coaching models
- Preparing your practice for telehealth coaching
- Setting families up for success with telehealth coaching
- Providing parent coaching via telehealth

# Telehealth Coaching: What Remains the Same

- Mobilize families' experiences for learning
  - ✓ What works now
  - ✓ What else to try
- Capacity building
  - ✓ Confidence, competence, & independence
  - ✓ Now & in the future
  - ✓ When coach is not present



# Telehealth Coaching: What can be Different

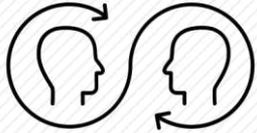
- Comfort & experience with technology
- Virtual coaching relationship
- Modeling
- Talking with parents
- Session organization
- Learning materials
- Data collection



# Coaching Qualities

## Partnership

A voluntary, nonjudgmental, collaborative relationship  
(Hanft, Rush, & Shelden, 2004)



## Shared Input

Coach has specialized knowledge & guides coaching process

Parent has specialized knowledge & guides planning process



## Create the Space

We ask & listen

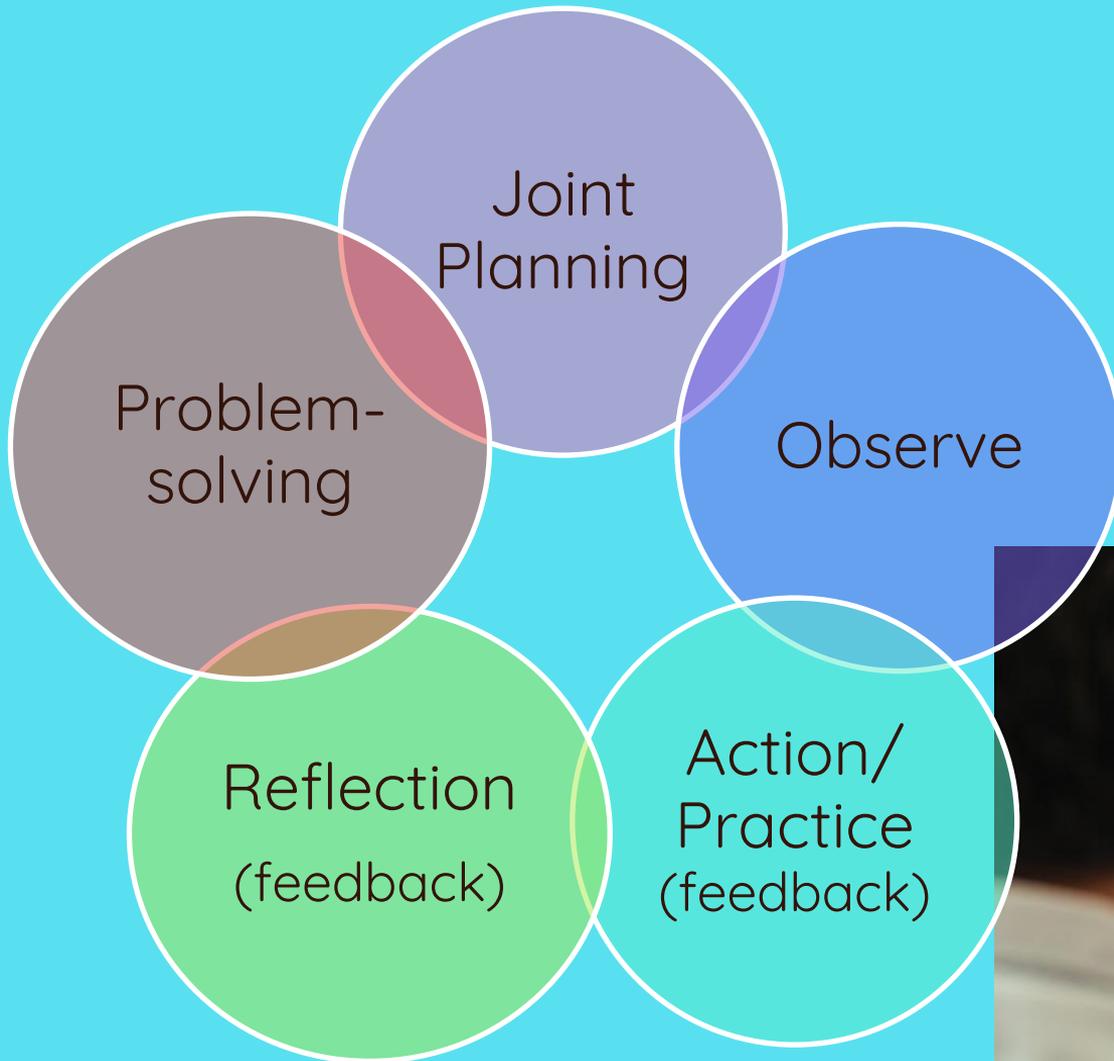


## Capacity Building

Confidence  
Competence  
Independence



# Capacity Building with Telehealth



# Telehealth Session



## Joint Planning

- Revisit the last plan
- Ask about progress, success, challenges, no practice
- Acknowledge but refrain from coaching until you observe
- Typing notes can be distracting

# Telehealth Session



## Observe

- See the plan
- Observe live or recorded parent-child interactions  
(turn off camera & mute audio)
- Take parent fidelity & child data
- Acknowledge but refrain from coaching until interaction ends
- A coaching focus emerges

# Telehealth Session

**Action/  
Practice**

- Practice current coaching focus
- Build parent-child skills
- Parent input
- Acknowledges efforts & success
- Quick feedback
- Save discussion for reflection
- Varied practice to generalize parent-child skills

# Telehealth Session

## I noticed that when I...

- Involve my child in setting up the activity, he helps and is more focused and eager to participate.
- Label action/object words to ask my child how to take my turn, he points, touches, or vocalizes
- Slow myself down and give my child more time to watch, listen, and process, he responds

- Parent experience after each practice
- Open-ended questions or comments to recognize, confirm, understand, clarify
- Shared evaluation ties parent actions (strategies) with child behaviors (goals)
- Cultural & personal alignment
- Feeds into the plan
- Pull up materials for visual learners

**Reflect**

# Reflective Tools



# Telehealth Session

My Child's Learning Chart  
—October 19-25, 2020—

	MON	TUE	WED	THU	FRI	SAT	SUN
 Your child does the action that you ask her to do after watching you do it and helping her.							
 Your child copies what you do during the play from your help.							
 Your child looks at you when you hold up your hand, and show her how to give you the item.							
 Your child looks at you when you hold up and name the item or action that she wants.							
 Your child watches you play with a toy or item.							
Notes:				Notes:			

This week I will practice...

- Setting up activities with my child
- Giving my choices of how I take my turns
- Slowing activities and my actions down to help my child watch, listen, and process
- Expecting & waiting for a response or setting up another opportunity

What I want to see from my child...

- Follow directions
- Point to the object he wants or where he wants them to go
- Vocalize what he wants
- Respond with a gesture, eye contact, or words

Joint Planning

Problem-solving

- Make a plan- what to practice, when, where, with whom
- Mutual understanding & agreement
- Reflects parent priorities
- Problem-solve on what could stand in the way
- Pull up the plan
- Does parent want to track progress?
- Ask for feedback

# Telehealth Session Considerations

1. Coach-parent communication when it is hard to support the child

Start with child, end with parent

Start with parent, end with child

Chunk coaching topic into smaller pieces to talk through with parent

2. Parent practice when child is not in session

Ask about last plan for parent to share input

Settle on a coaching focus

Plan when, where, & how parent will practice & what behaviors (goals) parent wants to see child do

3. Other topics

create a parking lot to organize & revisit with parent

# Potential Benefits of Telehealth



## Greater Access

- Rural & underserved areas
- Other barriers



## Flexibility

- Scheduling
- Learning
- Session structure



## See More

- Family
- Rooms & spaces inside/outside
- Activities & routines
- Lifestyle



## Cost-Effective

- No transportation
- Less overhead

# Potential Drawbacks to Telehealth

- Limited or no internet/cellular service
- May not fit learning style or needs compared to in-person services
- Not intended to replace in-person services



# Telehealth Resources in Response to Covid-19

- U.S. Department of Health & Human Services- enforcement guidelines  
<https://www.hhs.gov/hipaa/for-professionals/special-topics/emergency-preparedness/notification-enforcement-discretion-telehealth/index.html>
- California Department of Managed Health Care  
[http://dmhc.ca.gov/Portals/0/Docs/OPL/APL%2020-013%20-%20Telehealth%20Services%20\(4\\_7\\_2020\).pdf?fbclid=IwAR1YzQTusa7Ps2IE7S75BYN8kRnA9N2d\\_SgQjEPepoqOZTNM4FP1bxiT3EI](http://dmhc.ca.gov/Portals/0/Docs/OPL/APL%2020-013%20-%20Telehealth%20Services%20(4_7_2020).pdf?fbclid=IwAR1YzQTusa7Ps2IE7S75BYN8kRnA9N2d_SgQjEPepoqOZTNM4FP1bxiT3EI)
- Autism Speaks- educators & health professionals  
<https://www.autismspeaks.org/covid-19-information-and-resources-educators-and-health-professionals>
- Stanford Medicine  
[https://med.stanford.edu/espa/covid\\_19\\_resources.html](https://med.stanford.edu/espa/covid_19_resources.html)  
<https://med.stanford.edu/content/dam/sm/espa/Telehealth-Providers-6.14.2020.pdf>  
<https://med.stanford.edu/content/dam/sm/espa/Online-videos-and-trainings-for-caregivers-6.14.2020.pdf>
- American Psychological Association (APA), *Practice Innovations*  
<https://psycnet.apa.org/PsycARTICLES/journal/pri/5/2>
- Behavioral Health Center of Excellence (BHCOE ®)- suggestions for BACBs  
<https://bhcoe.org/2020/03/telehealth-aba-therapy-ebp-covid-19/>

# Resources Mentioned

- Webinar link to “Parent Coaching through Telehealth” from Brooke Ingersoll, Ph.D., BCBA & Anna Dvortcsak, MS, CCC-SLP- <https://casproviders.org/webinar-parent-coaching-through-telehealth-brooke-ingersoll-anna-dvortcsak/>
- Help is in Your Hands- publicly available modules & coaching tools from the Early Start Denver Model – [helpisinyourhands.org](https://helpisinyourhands.org)
- Autism Focused Intervention Resources & Modules (AFIRM)- publicly available modules on evidence-based practices for birth to adult-aged learners with ASD- <https://afirm.fpg.unc.edu/afirm-modules>
- Navigator- publicly available & fee-based courses in early detection, early intervention, coaching, and classroom practices- <https://autismnavigator.com/>

# Closing Thoughts



- What we do with families has not changed
- But how it looks has
- Telehealth may work for some families
- Use clinical judgment
- Ask & listen to families
- We care & do our best

# Thank You!

## Questions?

