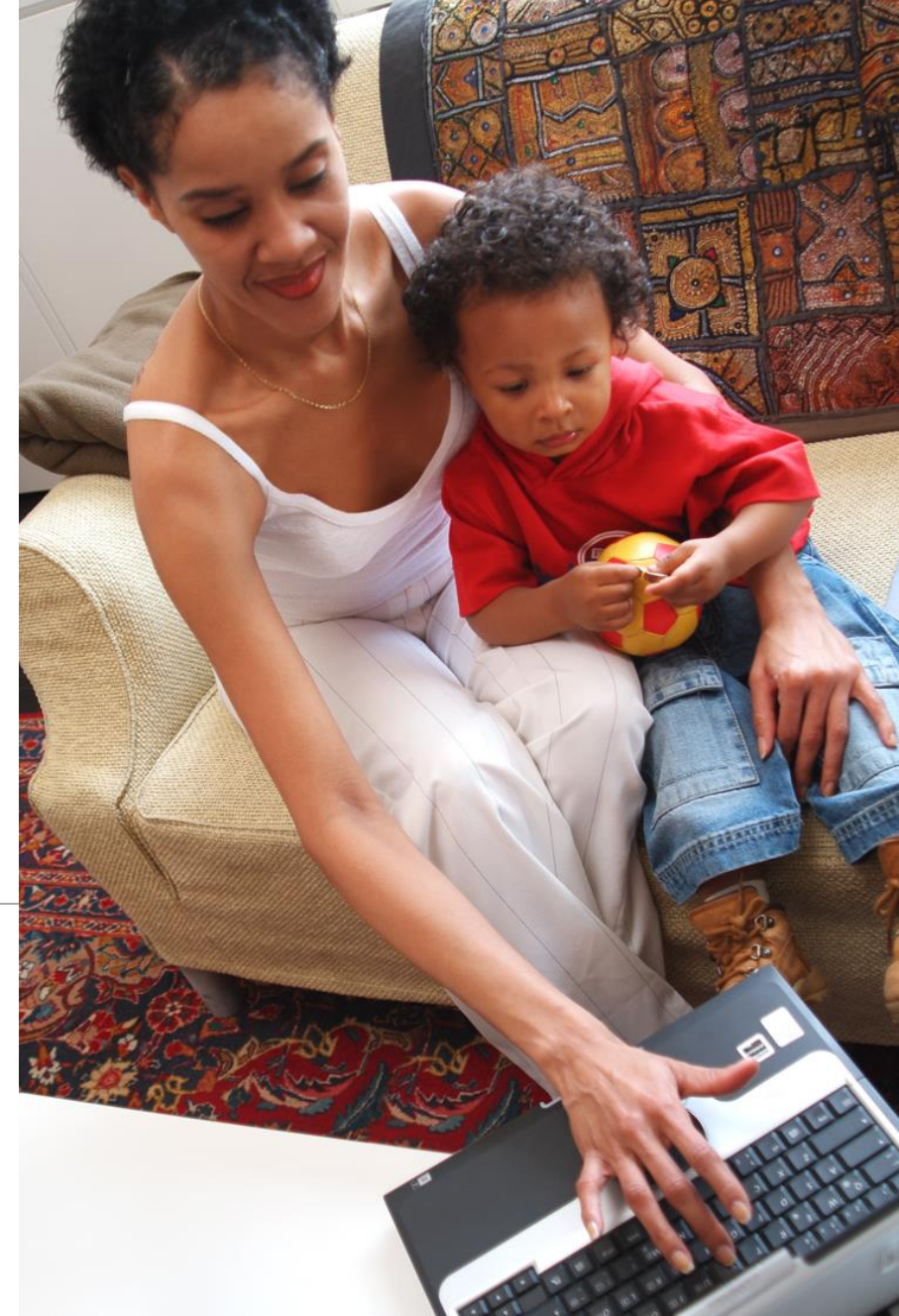


Parent Coaching Through Telehealth

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Webinar Overview

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

Parent-Mediated Intervention (PMI)

- ***Systematic instruction*** in strategies to help parents accomplish specific goals or outcomes for their child

Improve Parent-Child Interaction

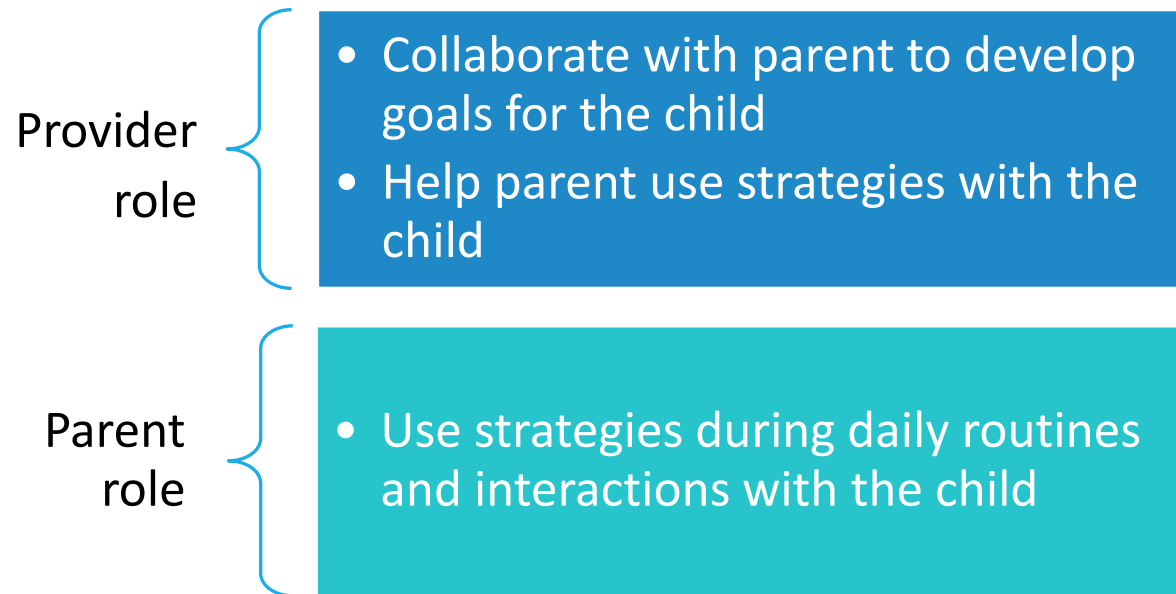
Teach Developmental Skills

Manage Challenging Behavior

- Essential part of a comprehensive intervention program for ASD
- PMI can be a *primary* intervention strategy

Parent-Mediated Intervention Process

- Shift in practice from “expert delivery” to partnership with parent
- Help parent develop skills and confidence to change their behavior



Outcomes of PMI in ASD



- Increase in social communication, and behavior¹
- Maintenance of skills²



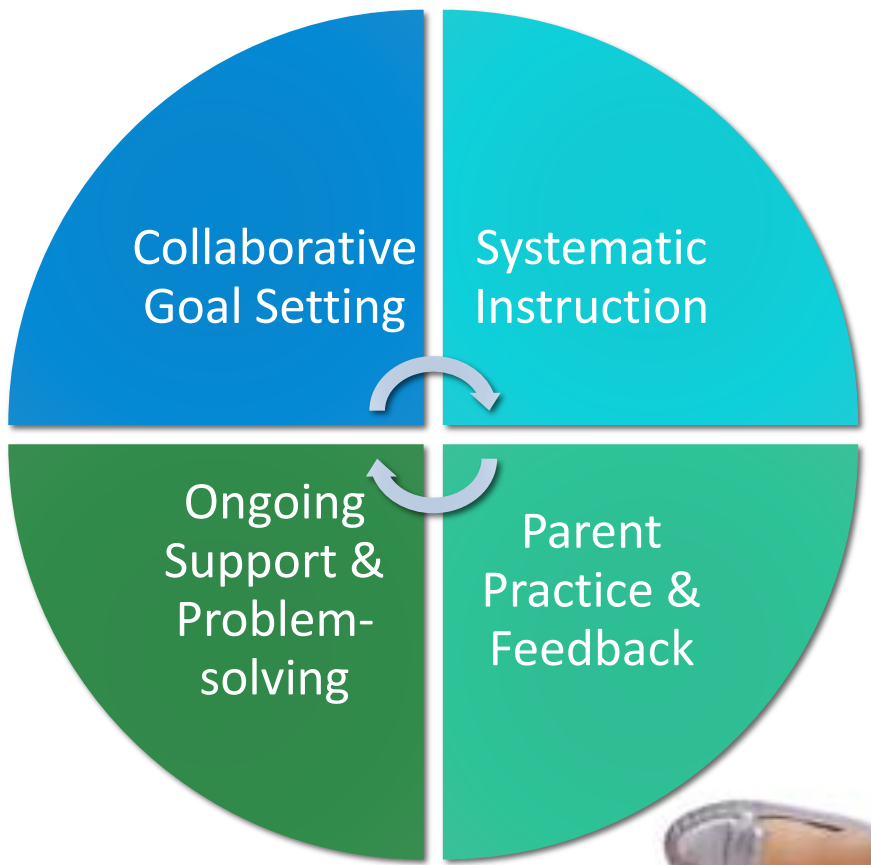
Evidence-Based Practice
(NRC, NPDC-ASD, NSP)

- Increase in family interactions⁶
- Decrease in caregiver stress⁵
- Increase in caregiver efficacy⁴

¹Siller & Morgan, 2018; ²Seibel, 2018; ³Postain, 2019; ⁴Koegel, Blongh, & Schrand, 1982; ⁵Maione & Peralas, 2005



Elements of Effective PMI Programs



Telehealth Service Delivery Models

Synchronous

- Coach provides instruction and feedback to single family via video conferencing
- Coach runs group with multiple families via video conferencing

Asynchronous

- Family completes tutorial or watches webinar on their own
- Family submits video for review and coach provides feedback

Hybrid

- Family completes learning activity on their own AND receives learning support or feedback from a coach

Evidence-base for Telehealth

Telehealth considered effective treatment modality for many disciplines

Multiple single-case and group design studies showing effectiveness of telehealth for ASD

Most telehealth parent programs for ASD include synchronous coaching and preserve effective elements

Rev J Autism Dev Disord (2016) 3:330–344
DOI 10.1007/s40489-016-0086-9



REVIEW PAPER

A Systematic Review of Telemedicine in Autism Spectrum Disorders

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Abstract This paper provides a comprehensive and systematic review of telemedicine use in autism spectrum disorder (ASD). A total of 36 articles met inclusion criteria and comprise the final study sample. A majority of the articles included in this review (33) are pilot studies, single-case designs, or case studies/case reports. Three surveys and one randomized controlled trial were also included. Included literature generally supports the feasibility and potential effectiveness of using telemedicine to increase access to autism evaluations and specialist expertise as well as to deliver a variety of interventions

to individuals with ASD and/or their caregivers and families. However, methodological rigor in some studies is insufficient to support strong conclusions about impact. There is a need for larger, randomized trials to better determine impact.

Keywords Autism spectrum disorder · Telemedicine · Telehealth

Introduction

Autism spectrum disorders (ASD) comprise a group of neurodevelopmental disorders characterized by impairments in social and communication skills as well as restricted and repetitive behavior or interests (American Psychiatric Association 2013). The prevalence of ASD has increased significantly over the past decade. Recent estimates indicate that approximately 1 in 68 children have ASD (Centers for Disease Control and Prevention 2014). As the magnitude and diversity of people with ASD increases, so does the challenge to provide them with access to competent care. Increasing numbers of referrals has swollen wait lists at specialty centers, and families in rural areas have additional barriers to receiving quality care.

Telemedicine is defined as “the use of medical information exchanged from one site to another via electronic communications to improve a patient’s clinical health status” (American Telemedicine 2015). A related, commonly used term in the telemedical literature is “telehealth” which has had a broader definition, including not only telemedicine but also tele-education, tele-practice, tele-research, and disaster response. Here, we use “telemedicine” as an umbrella term for the more

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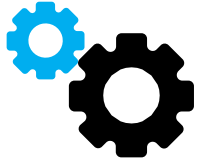
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⁶ Staud Family Department of Pediatrics College of Medicine, University of Iowa Carver, Iowa, IA, USA

⁷ Center for Disabilities and Development, University of Iowa Children’s Hospital, Iowa, IA, USA

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Advantages of Telehealth Parent Coaching

- Cost-effective for parents and providers
- Greater access for rural and underserved areas
- Some portions can be completed outside of traditional work week
- Better understanding of family's home and routines
- Encourages parents who are hesitant to practice to do so
- Parents can share video from when you're not present
- Can include other family members
- Can record and share sessions with family



Preparing Your Practice for Telehealth

Telehealth Guidelines / Regulations



Client Confidentiality and Protected Health Information

HIPAA compliant software (BAAs)



Electronic Data Storage and Transfer

HIPAA compliant cloud storage (BAA)
Encrypted and password protected computer and hard drive



Informed Consent

Differences between telehealth and traditional services
Video/audio recording
Privacy risks
Cost and insurance coverage



Reimbursement

State regulations
Insurance regulations
Modality and software

Technology / Space Requirements



High speed internet /
cellular service



Computer & webcam,
smartphone, or tablet



Video conferencing
software



Email / Text



Private space
(for coach)



Headset (for coach)

Video Conferencing & Video Chat Apps for conducting parent coaching

See US Dept of Health and Human Services

HIPAA-Compliant with Business Associate Agreement (BAA)

- Zoom for Healthcare
- Skype for Business / Microsoft Teams
- Google G Suite Hangouts Meet
- Cisco Webex Meetings / Webex Teams
- GoToMeeting
- Updox
- VSee
- Doxy.me
- Amazon Chime

HHS Waiver of HIPAA-Compliance during COVID-19 Pandemic

- Zoom
- Skype
- Apple FaceTime
- Google Hangouts video
- Facebook Messenger video chat

May NOT use public facing apps

- Facebook Live
- Twitch
- TikTok



Setting families up for success
with telehealth coaching

Introducing telehealth

- Discuss relevant information for telehealth via phone
 - Service delivery model
 - Identify barriers to participation and help problem solve
 - Acknowledge it may take a few sessions to feel comfortable
 - First sessions will be spent planning for the current situation
 - Follow up with written information
- Structure of the sessions, equipment, and home set up
 - Privacy risks
 - Mandated reporting
 - How information will be shared (Limit PHI as much as possible)
 - Consent for audio/video recording (if needed)
 - Cost/reimbursement

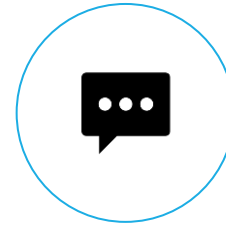
Relevant Features of Zoom for Parent Coaching



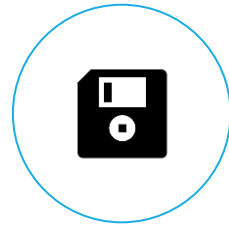
VIDEO CHAT



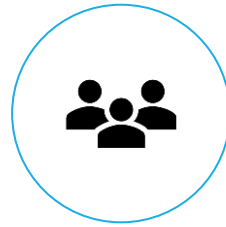
SCREEN SHARING



CHAT



SCREEN RECORDING



BREAKOUT ROOMS



WHITE BOARD

A note on technology for families



- Easier to prop open – No need for stands
- Better for screen share
- Easier for parent to fill out forms / practice plan



- Families more likely to have access
- More mobile
- Can use cellular when high speed internet is problematic

Problem solve room set up and camera placement



- Small room with a door that can be closed
- Place camera across room for widest angle
- Smartphones may need a stand
- If child is highly mobile, can place smartphone in shirt pocket or around next
- Wireless headphones are helpful





Providing parent coaching via telehealth



Plan: Create a partnership

- Engage and Empower Parents
 - Responsive to parents needs
 - Shared expertise
 - Strengths-based approach
- Gather Information
 - Family and child needs
 - AFIRM Checklist
- Identify the child's strengths and areas of need

Parent Implemented Intervention (PII)
---Implementation Checklist---

	Observation	Date			
		1	2	3	4
<i>Before you start:</i>	Observer's Initials				
Step 1: Planning					
<input type="checkbox"/> 1.1 Identify strengths and areas of need					
<input type="checkbox"/> 1.2 Identify routines and activities					
<input type="checkbox"/> 1.3 Select EBP to target areas of need					
<input type="checkbox"/> 1.4 Provide information and discussion around selected EBP					
<input type="checkbox"/> 1.5 Identify reinforcers					
<input type="checkbox"/> 1.6 Develop implementation plan with parent					
<input type="checkbox"/> 1.7 Develop data collection plan with parent					
<input type="checkbox"/> 1.8 Prepare materials					
Step 2: Using					
<input type="checkbox"/> 2.1 Arrange environment to address goals					
<input type="checkbox"/> 2.2 Follow the coaching cycle:					
<input type="checkbox"/> Model selected EBP for parent					
<input type="checkbox"/> Parent practices EBP with learner					
<input type="checkbox"/> Allow time for parent to reflect and discuss					
<input type="checkbox"/> Provide feedback					
<input type="checkbox"/> 2.3 Problem-solve to continue work on the selected EBP					
<input type="checkbox"/> 2.4 Continuously coach and individualize approach					
Step 3: Monitoring					
<input type="checkbox"/> 3.1 Collect and analyze data on target behavior					
<input type="checkbox"/> 3.2 Revisit accomplished skills					
<input type="checkbox"/> 3.3 Determine next steps based on learner's progress					

AFIRM Autism Focused Intervention Resources and Modules

Parent Implemented Intervention National Professional Development Center on ASD 2017 12 of 37

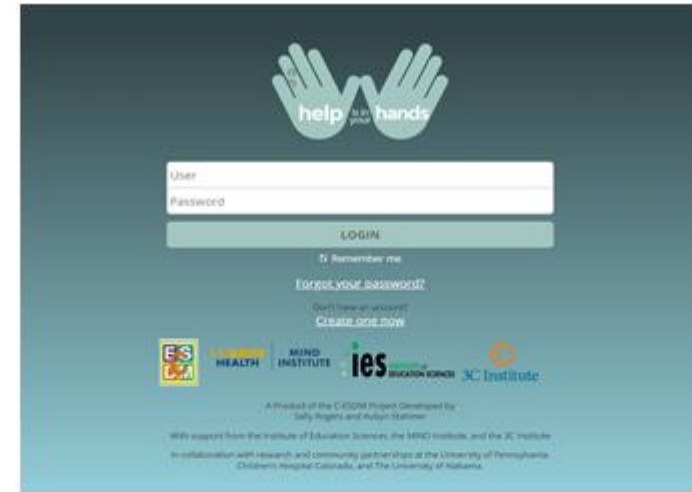


Plan: Set Goals Collaboratively

- Use data to collaboratively set goals
 - Ask parent for input
 - Collaboratively select goals that are meaningful to parent and appropriate for treatment
 - Start small with goals so parent will be successful
 - Provide resources for goals that are outside your scope of practice
- Identify routines and activities

Plan: Select an EBP

- Manualized parent coaching program
- Individual EBPs
 - AFIRM modules
- Self-directed online program



Plan: Prepare for the Sessions

- Develop implementation plan

- Goals
- Selected program
- Format of the sessions
- Materials and space needed

- Share meeting information

- Link, time, etc.



Parent Manual, Handouts, or Tip Sheets



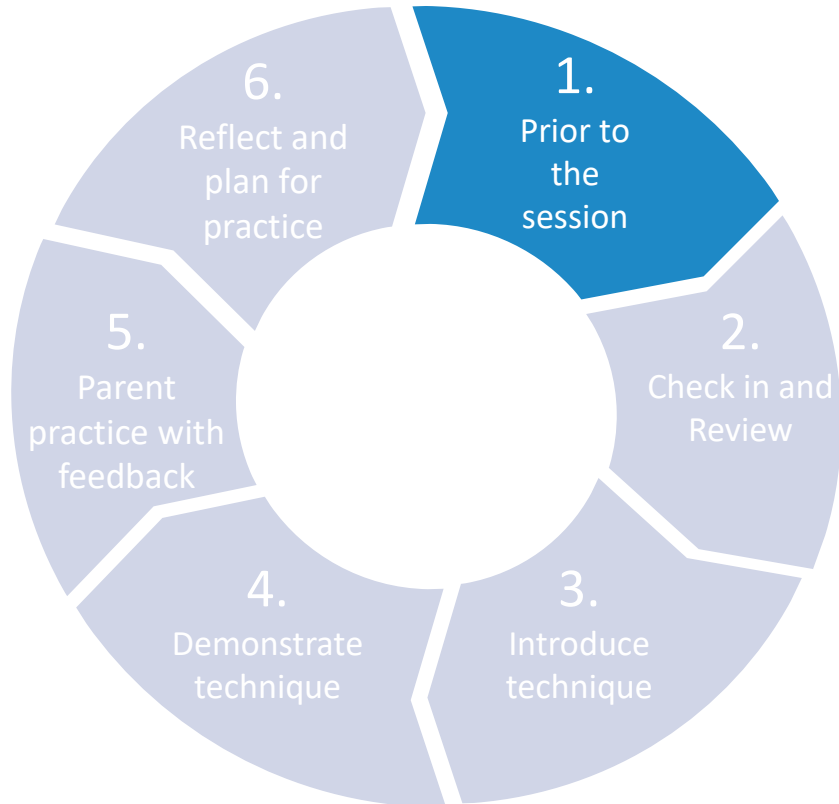
Video Examples



Data Collection / Practice Plans



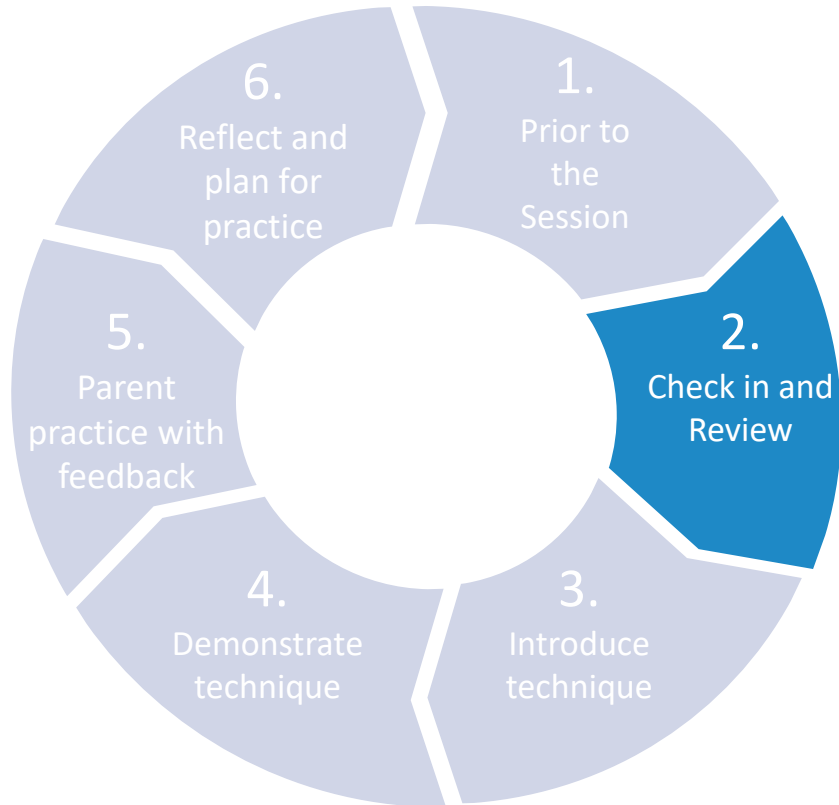
Prior to each Session



- Session Goals and Agenda
- Materials and space needed
- Ask for input
- Meeting information
 - Link, time, etc.



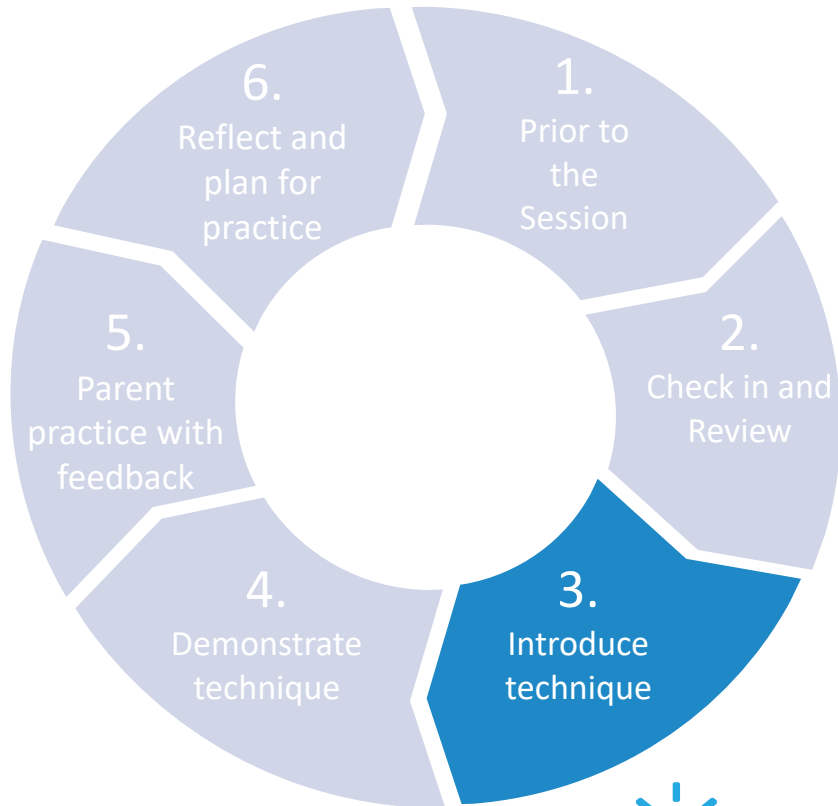
Begin: Check in and Review



- Check in with the parents
- Review between session practice
- Help parent problem-solve challenges



Introduce the Technique

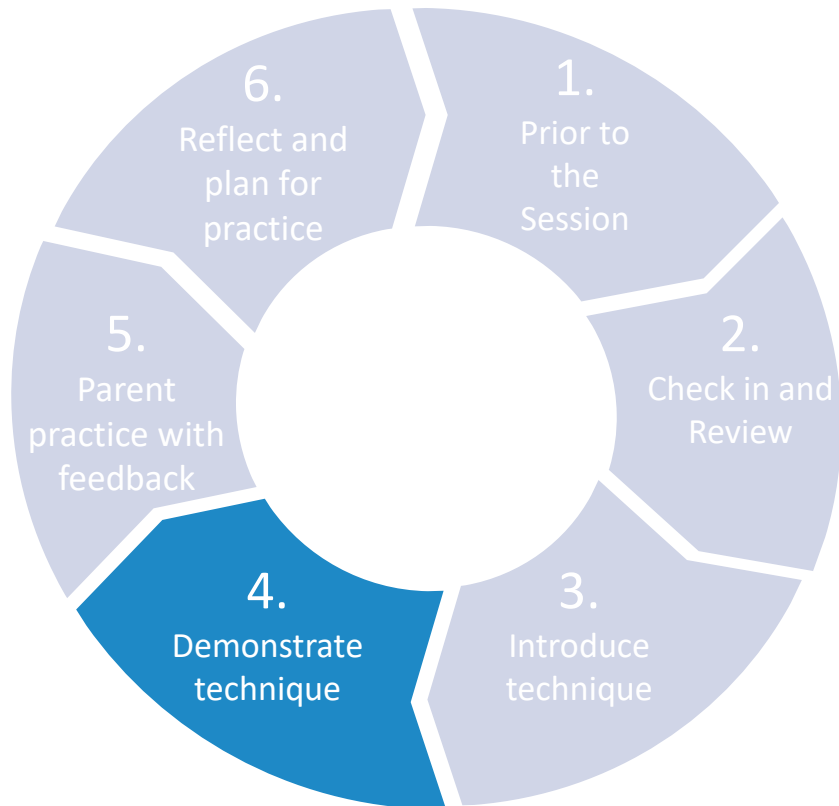


- Describe the technique
 - Rationale
 - Key Elements
- Provide written supports
 - Parent manual, tip sheet, checklist
- Explain the steps
- Teach one step at a time



Parents need to know what to do before they do it!

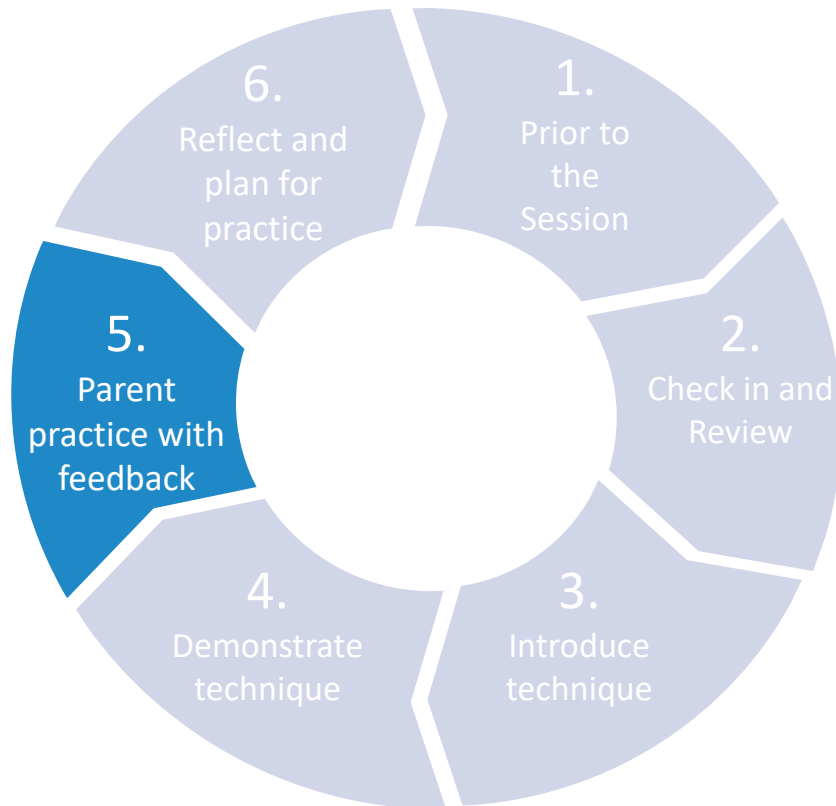
Demonstrate the Technique



- Show the parent what it looks like
 - Video
 - Role Play
- Ask parent to watch for specific components of the strategy and the child's response
- Check in for understanding



Parent Practice



- Have the parent bring the child to the space that was identified
 - Make sure needed materials are available
- Encourage the parent to practice
- Provide feedback
 - Positive and corrective
 - More and less directive
 - Live or video

Giving Feedback



- Provide frequent feedback
- Give feedback on limited number of techniques
- Keep comments short
- Wait for a natural pause
- Observe parent's response to your feedback



Focus more on positive than corrective feedback



Positive Feedback

- Acknowledge parent's efforts
- Point out what the parent did correctly
- Point out how child responds to what parent is doing
- Explain why child is responding in a certain way



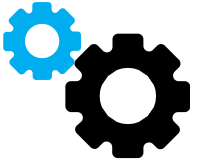
Always start with positive feedback

That was great how you got Jimmy's attention before asking him what he wanted

You are really working hard to follow Carlos's lead

Lucy is so engaged with you when you imitate what she is doing

Peter is making beautiful eye contact, now that you are holding the toy in your line of sight



Corrective Feedback - More directive

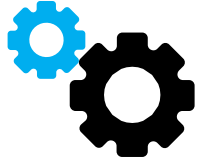
- Model the language for the parent imitate
- Suggest strategy for next opportunity
- Remind parent of technique
- Tell parent what to do

Next time Scott reaches for the ball, wait a few seconds before you ask him what he wants

"My Turn" or 'Roll the ball"

Remember to use one or two words to describe what Brian is doing

Hold the car back so Carly can't grab it from you



Corrective Feedback - Less directive

- Make observation to help parent problem-solve
- Point out how the child responds
- Ask a question to help parent problem-solve

I notice that Carson uses more words when you use shorter sentences

Mark seems to look at you more when you are highly animated

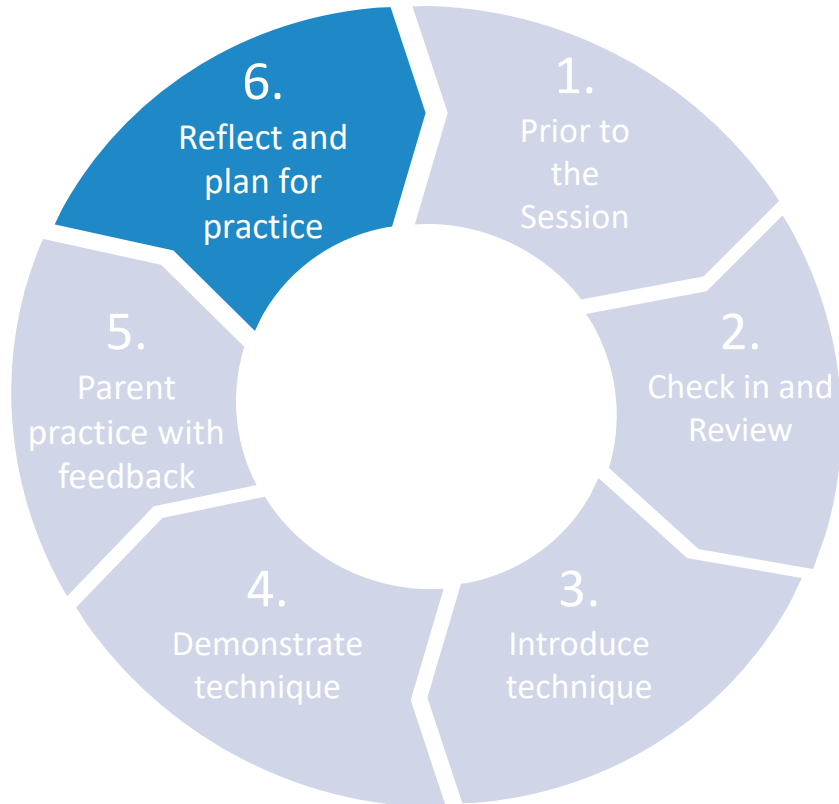
How could you encourage Olivia to look at you?



Use less directive feedback over time



Plan for Practice



- Have the parent reflect
- Provide any tips for practice
- Follow up with an e-mail and send any documents
- Prior to the next session send a plan

Documentation/Monitor Progress

- Obtain authorization from the family and document this in the child's record
- Document that the client is suitable for this modality
- Track child behavior
 - Progress towards goal
 - Activities
 - Child behavior
 - Parents use of strategies and notes for next session

Take Home Message

Prepare family for Success

- Address barriers to participation

Create a partnership with parent

- Develop goals collaboratively

Use systematic instruction

- Clearly defined goals and techniques

Parent practice with feedback

- Follow up

Links

- MSU Autism Lab website:
 - <https://psychology.psy.msu.edu/autismlab/>
- DSLSI website:
 - <https://dlsi.com/>