Deciding Which Teletherapy Model is Appropriate 
Related Services (SLP, OT, PT, AT, Behavior)

Quick Glance

<table>
<thead>
<tr>
<th>Model Options</th>
<th>Description</th>
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<tbody>
<tr>
<td>Synchronous Session</td>
<td>Real-time virtual interaction</td>
</tr>
<tr>
<td>Asynchronous Session</td>
<td>Time-delayed, virtual materials, websites, recordings, videos</td>
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<tr>
<td>Instructional Curriculum-Based</td>
<td>Hard copies of materials</td>
</tr>
<tr>
<td>Instructional Phone Calls</td>
<td>Scheduled calls for team collaboration and to clarify information</td>
</tr>
</tbody>
</table>

“IEP teams must individually determine what can and should occur for each student.” (USDOE, 3-12-20)

For students with complex needs, consider a flexible model with hybrid delivery

Hybrid Session/Model: May include a combination of any of the above services
Flexible Service Model: Fluid, flexible process that shifts according to family needs
Example: May start Asynchronous, then shift to include a some Synchronous service

6 Things to Consider about the Student
1. How independent is the student with tasks?
2. How long can the student sustain alertness and/or attention?
3. Does the student have the ability to shift focus?
4. What behavior strategies & tangible visual supports will be needed?
5. How much modeling and adult support will this student need to make progress?
6. How often will movement breaks need to be scheduled?

6 Things to Consider about the Parent/Helper
1. Who will be available consistently to collaborate with the clinician?
2. How much time and energy does the parent helper have to provide assistance?
3. Does the parent/helper understand their role in teletherapy?
4. Can the parent/helper reliably set-up therapy materials for the session, including visual supports and AAC/AT if appropriate?
5. Is there technology available in the home and what is the comfort level?
6. How comfortable is the parent/helper with modeling and behavior strategies?
Supporting Student & Parent Needs in Teletherapy

If the student has:

- Limited independence at task skills
- Limited sustained engagement
- Limited ability to shift focus on the screen
- Limited ability to regulate

Then...

The more the parent/helper needs:

- To remain with the student in a Synchronous session
- Guidance with instructional & behavior techniques
- Hard copies of visual supports, schedules, core boards, token boards, etc.
- Asynchronous and/or hybrid services focusing on home routines & needs

Service Delivery Model
Decision Making

More skills & attention =
More Synchronous Service

Skills & Attention

Less skills & attention =
More Asynchronous or Hybrid

Modified from Communicare, LLC

As the role of the Parent/helper expands to support the student, teletherapy shifts to providing guidance and materials to that are meaningful and relevant to their current situation.

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