



CSHA

California Speech Language Hearing Association

CSHA: Tele-Therapy, Part 2



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CSHA: Tele-Therapy, Part 2

- Moderator: Linda K Pippert, MA, CCC-SLP, MBA
- CSHA Board Chair (2019-2020)
- Vice President, Clinical Operations, The Stepping Stones Group



- Special Education Administrator: Beth Nishida, MA, CCC-SLP
- SELPA Executive Director, Norwalk-LaMirada Unified School District
- CSHA, past Board member.



- Tele-Practice SLP, Trainer, Educator: Melissa Jakubowitz, MA, CCC-SLP
- ASHA Fellow, Board Certified Specialist-Child Language (BCS-CL)
- President, eLiveNow (www.elivenow.com)
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Licensing and Professional Issues Updates

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Special Education Updates

- Special Education Administrator: Beth Nishida, MA, CCC-SLP
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Tele-Therapy 201

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General Information:

- Reminder there are no ceus from ASHA or for state licensing for this session.
- Moderator will monitor the Chat Box for questions
- Q&A at the end



State Licensing Impacts for SLPs, RPEs, SLPAs:

- ✓ Tele-therapy YES. For all SLPs, RPEs, SLPAs
- ✓ Tele-supervision NO for “direct supervision” of RPEs, SLPAs
- ✓ RPEs not being able to complete the 36 weeks of supervised practice this school year.
- ✓ Continuing Education:
 - ✓ the CSHA convention was cancelled,
 - ✓ CSHA did a 7 hours cooperative continuing ed event on tele-therapy
 - ✓ Governor Newsome, issued Executive Order N-39-20, available at <https://www.gov.ca.gov/wp-content/uploads/2020/03/3.30.20-EO-N-39-20.pdf>.
on March 30, 2020 allowing for leniency in Cont Ed for the next six months.
- ✓ CSHA is providing this 2-hour event today to all CSHA members and convention registrants.
- ✓ CSHA is planning to do additional cooperative events with speechtherapyPD.com

What is happening to assist SLPAs and RPEs? and SLPs and AUDs

- ✓ CSHA has been in regular communication with the Executive Officer of the SLPAHADB and came to agreement on

Five specific waivers have been requested of the SLPAHADB to the DCA

- #1: Allow “tele-supervision” for “direct supervision” purposes for SLPAs and RPEs.
- #2: Allow simulated casework to be utilized for SLPA training program fieldwork.
- #3. Permit extensions for RPE deadlines.
- #4. Waive extension fees for those requiring an RPE extension to complete the 36 weeks of supervision for RPEs.
- #5. Waive the 12 month requirement for audiology students to fulfill their completion of field work experience and instead permit the hours needed for completion to be used.



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Lobbying Efforts





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Lobbying Efforts

Maintenance of Effort. There needs to be an awareness that coding additional costs for compensatory education, if any is owed, and other costs, if they are attributed to special education, could possibly unnecessarily increase maintenance of effort which would have a lasting impact for LEAs. We request that CDE apply for a waiver to the United States Department of Education for relief.

Department of Consumer Affairs. Allow credentialed Speech and Language Pathologists (SLPs) to provide reimbursable teletherapy speech services, *just as is allowed for Licensed Educational Psychologists (LEPs), school psychologists, and Counselors (MFTs, LCSW, LPCC).*

California education laws regarding privacy should be suspended only as they relate to distance platforms. However, measures to protect students and staff on various platforms \should be identified. Interactions will not be recorded unless there is mutual consent of the district and the parents.

Compliance Investigations Post Distance Learning. CDE should only pursue compliance complaint investigations for situations involving bad faith in IEP implementation that rise to the level of being deliberately indifferent to providing services, taking into account the services provided to general education students and the individual capacities of that school district, including staffing availability and shelter-in-place implications.

Executive Order to address Due Process Hearings as a result of COVID-19.

Indicate that any compensatory education analyses, to the extent compensatory education is owed at all due to issues arising from the COVID-19 crisis, must take into account the limited education that was provided to all students.

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Resources on
Tele-
Therapy:

TELEPRACTICE

- [State-by-State Tracking of Laws and Regulations for Telepractice and Temporary Practice \[PDF\]](#) (Updated 4/13/20)
- [State-by-State Tracking of Laws and Regulations for School-Based Telepractice \[PDF\]](#) (Updated 4/13/20)
- [ASHA Telepractice Checklist for School-Based Professionals \[PDF\]](#) (New, 4/10/20)
- [Commercial Insurance Telepractice Policy Tracking \[PDF\]](#)
- [State Medicaid Telepractice Policy Tracking \[PDF\]](#)
- [5 Steps to Get Started in Telepractice](#)
- [Payment and Coverage Considerations for Telepractice Services During Coronavirus/COVID-19](#) (Updated 4/10/20)



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A large dark gray circle with a white border, containing the text "ASHA Resources on Tele-Therapy:" in white. The circle is positioned on the left side of the slide, overlapping a vertical gray bar.

ASHA Resources on Tele- Therapy:

Educational Audiologists and School-Based SLPs

- [Register for the COVID-19: ASHA Schools Virtual Town Hall on 4/13/20](#)
- [Considerations Regarding COVID-19 for Schools and Students With Disabilities](#)
- U.S. Department of Education:
 - [Serving Children With Disabilities During the COVID-19 Pandemic \[PDF\]](#)
 - [General K-12 COVID-19 Information and Resources from the U.S. Department of Education](#)
 - [FERPA and COVID-19 \[PDF\]](#)
 - [Impact of COVID-19 on Assessments and Accountability Under ESSA \[PDF\]](#)

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Resources on
Tele-
Therapy:

Early Intervention

- [Early Intervention and COVID-19: Advice for Parents of Children Ages 0–3 Whose Services Are Interrupted](#)
- [Audiology and SLP Service Delivery Considerations in Early Intervention During Coronavirus](#)
- [CDC: Information for Pediatric Healthcare Providers](#)



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Resources on
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Therapy:

Private Practice

- Federal Support for Small Business Owners and Independent Contractors Impacted by COVID-19
- Service Delivery Considerations in Private Practice in Speech-Language Pathology During COVID-19
- Medicare Accelerated/Advance Payments Program for Enrolled Providers



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Special Education Update

Beth Nishida, MA, CCC-SLP
SELPA Director, Norwalk La Mirada USD

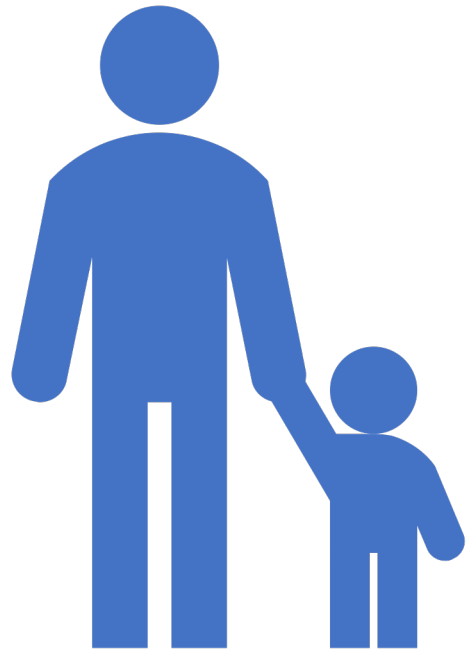
What has changed?

- Right now...
 - Things are changing daily. What is current today may not be current tomorrow.
 - The IDEA requirements are still in place. We still have to be compliant.
 - The writers of the IDEA did not contemplate a pandemic. There is nothing in the IDEA that addresses any emergency.
 - There continue to be as many questions as answers; no one has all the answers.
 - What is clear is that we need to provide services to students.
 - The “how” has changed. The “what” remains the same.
 - Students still have the same areas of need and goals in their IEP. How are we meeting those needs?

What should you be doing?

- Provide a FAPE for students, as much as possible.
 - There may be parts of a student's IEP that you can't implement; if this is true, talk with your special education director.
 - Focus on those things that you can.
 - Students still need to make progress toward goals.
- Work toward the student's individualized goals.
 - Make sure services are individualized to meet student's goals.
- Document everything!
 - Communication with parents – did parents answer? Are they responding? Are they making the child available?
 - Services provided – when were services provided? How were they provided? How did the student do?
 - Responses of students, just like you would if they were attending school.

What should you be doing?



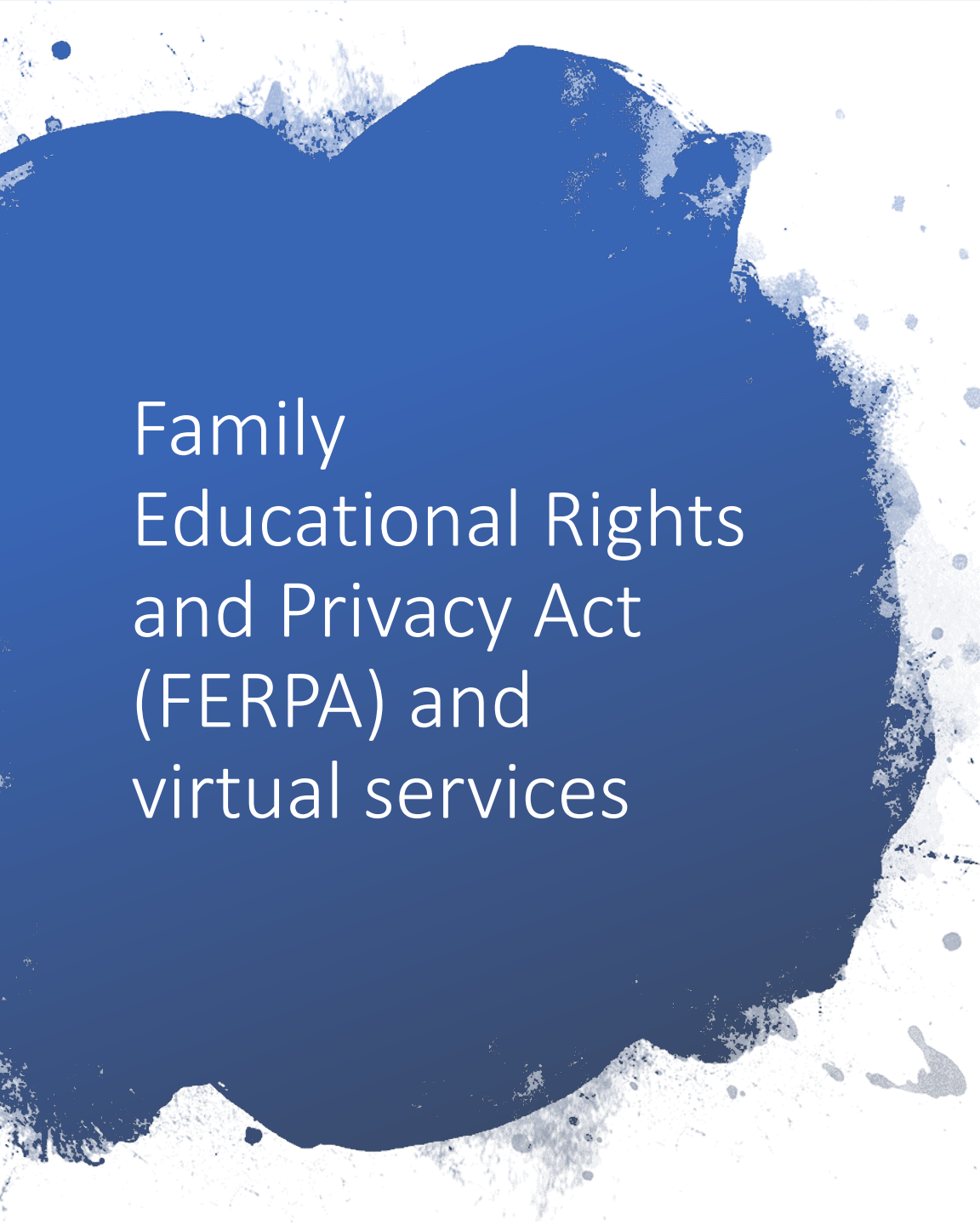
- Communicate with parents
 - What works for each parent? Email? Class dojo? Phone call? If one way doesn't work, try another.
 - Document each attempt.
- Communicate with your special education department
 - If you can't get in touch with parents
 - If you don't know what to do
 - If you don't know how to address certain goals
 - If parents refuse to make their child available

What should you be doing?



Holding IEPs

- Remotely
- As much as possible
- In a way that works for the parents and staff (teleconference; Zoom; some other platform?)
Provide draft goals, present levels, etc ahead of time so that parent can see what you are referencing.
- Triennials may be difficult, or impossible, to hold if you are unable to complete testing.



Family Educational Rights and Privacy Act (FERPA) and virtual services

<https://studentprivacy.ed.gov>

- *Protecting Student Privacy While Using Online Educational Services: Requirements and Best Practices* — this resource identifies applicable exceptions under FERPA, including the school official exception. This resource, while originally developed for online educational services, is also applicable for virtual learning tools and includes best practices for safeguarding student education records under FERPA.



FERPA and virtual services

- With regard to your specific question, FERPA does not specifically prohibit a parent or professional working with the parent from observing the parent's child in the classroom. This is because FERPA would generally prohibit a teacher from disclosing information from a child's education records to other students in the classroom, as well as prohibit a teacher from disclosing information from a child's education records to the parents of another child who might be observing the classroom.
- Now applied to virtual learning.

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Final Questions and Answers



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Thank YOU for attending!!

We are all in this together!