

Resources for Part C Providers Transitioning to Tele-Intervention:

1. How to Plan a Visit, Three Parts of a Virtual Visit, and What a Tele-Intervention visit looks like in action (FIPP video): <https://www.assurethefuture.org/tele-intervention.html>
2. Wroten, C. "The Therapists' Guide to Implementing Telehealth in Early Intervention." Complete guide: https://fd4532fd-b9e3-4f2b-aa62-9967e80306e8.filesusr.com/ugd/b6d6ca_9942aa52b0544f2c9ed19ee7f3d25f04.pdf
3. Tele-practice Early Intervention (YouTube Video): <https://www.youtube.com/watch?v=l-NwHQ2nFjA>
4. Getting Started with Telehealth (Live Video Visits) for Early Intervention Providers - Tips & Tricks (YouTube Video): <https://www.youtube.com/watch?v=qG73FCcoGOw&t=90s>
5. Sunny Days - Virtual Intervention (YouTube Video): <https://www.youtube.com/watch?v=OHQIZu2cXDQ>
6. PT Association talking about PTs and teletherapy: <https://pediatricapta.org/news/#n1249>
7. Tele-Therapy (SLP with parent of child with hearing impairment)(YouTube Video): https://www.youtube.com/watch?v=l_xv9_4Swls
8. How to use Zoom (YouTube video): https://www.youtube.com/watch?v=RQ_BV7yOgY4

Methods of Coaching Parents/Caregivers in a Tele-intervention Session:

[excerpt from "Therapists' Guide to Implementing Telehealth in Early Intervention"]

Joint Activity Planning

During the activity, remind the caregiver how this activity/strategy helps the child reach the functional IFSP goal(s)

Make sure all session activities are important to the caregiver/family.

Check in with the parent/caregiver about their comfort level doing the activity/strategy with their child (modify or assist parent until they feel comfortable)

At the end of every session allow the parent/caregiver to identify what to work on in the next session

Model the Activity

Break the activity down into easy steps, demonstrate, and let the caregiver try while you observe.

Listen and Observe

As the caregiver performs the activity, observe their interaction with the child, and take notes so you can provide feedback. Assess how the child performs the activity. Listen without judgement.

Problem Solving

Ask the caregiver reflective questions such as:

- “How did it feel for you to do that activity/strategy?”
- “Can you think of another time/routine that the client can perform this activity/strategy?”
- “What was most challenging about this activity?”

Verbal Feedback and Guidance

If necessary, give the caregiver *constructive* ideas to improve, reinforce, while validating the caregiver’s performance of the activity.