



Using Technology to Deliver Related Services

Telepractice allows a student to benefit from related services when it is unfeasible or unsafe to deliver those services in person. It involves using technology to provide an IEP service, (like speech therapy, ABA services, counseling, etc.) remotely.

Determining the Appropriateness of the Telepractice:

The IEP team members first consider the following questions:

- Does the student need to access services at home?
- Is telepractice appropriate for this particular student and can the service be delivered via telepractice? One consideration would be does the student have access to a device and internet connection?
- Are the parents and therapist in agreement about using technology?

Determining the Need for an E-helper:

While some students are able to interact with the therapist without assistance, others may need help logging in at the scheduled time, having needed materials available, prompting through verbal or physical assists or aiding in communication. If help is needed, is a parent or other family member available and willing to assist?

Training and Support for the E-helper:

Once an E-helper is identified, the related service provider will provide any necessary training and support *virtually*. That means that the therapist will use videoconferencing and/or teleconferencing to provide instruction to the E-helper to enable him or her to assist the student, including helping the student complete assignments.

Setting up a Service Delivery Plan:

When the necessary technology and in-home E-helper (if required) are in place, the parent and therapist can agree on a plan and a schedule to provide services. Generally, services fall within the hours of a typical school day.

Obtaining Parent/Legal Guardian Approval:

The last step in setting up telepractice sessions is to get the approval of the student's parent or legal guardian to receive these services.

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