

Building Capacity to Serve All Learners:

Effectively Assessing Learners
Via Telepsychology

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Zoom Key Considerations

- Recording
- Interpreters
- Captions
- Audio/Video
- Chat Box

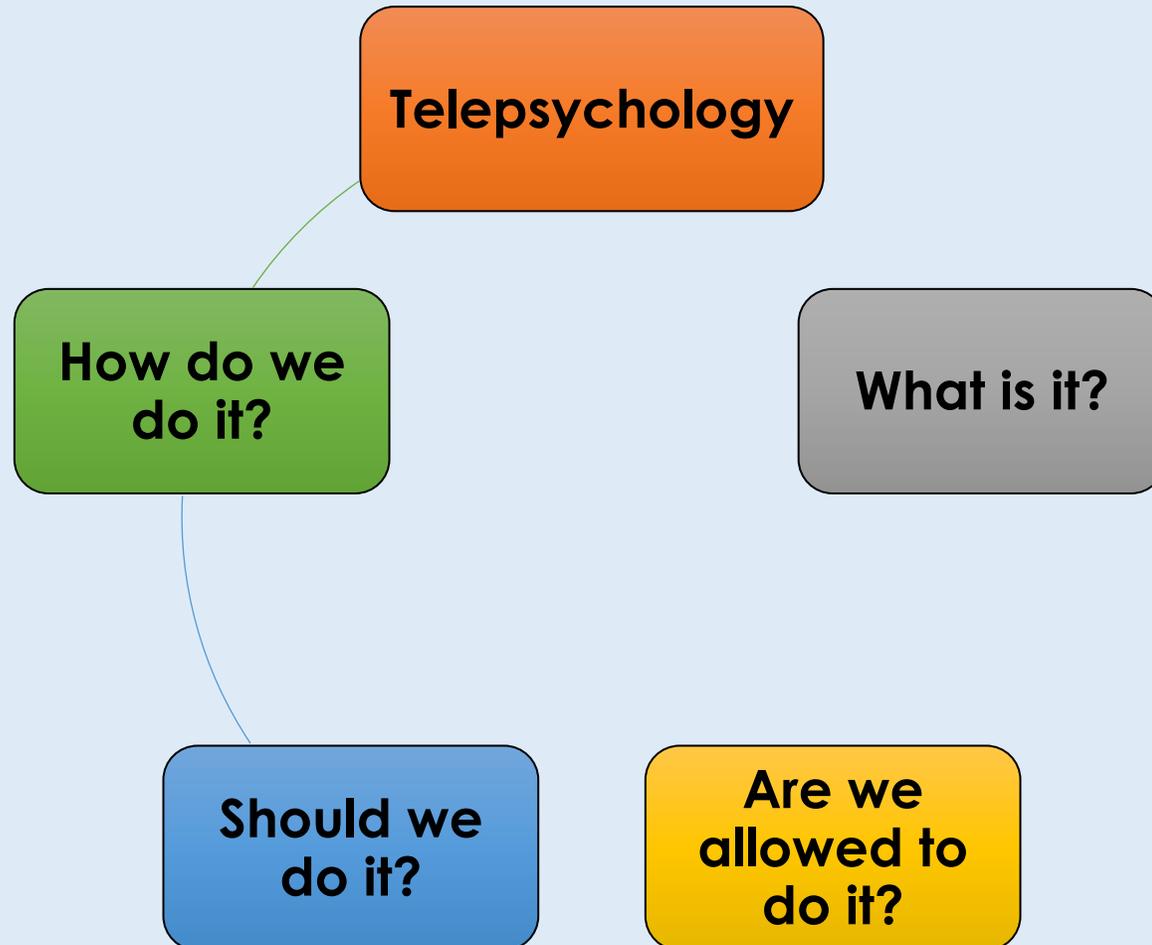
Disclaimers

- One-hour presentation
- Telepsychology is not for everyone
- Not giving legal or regulatory advice

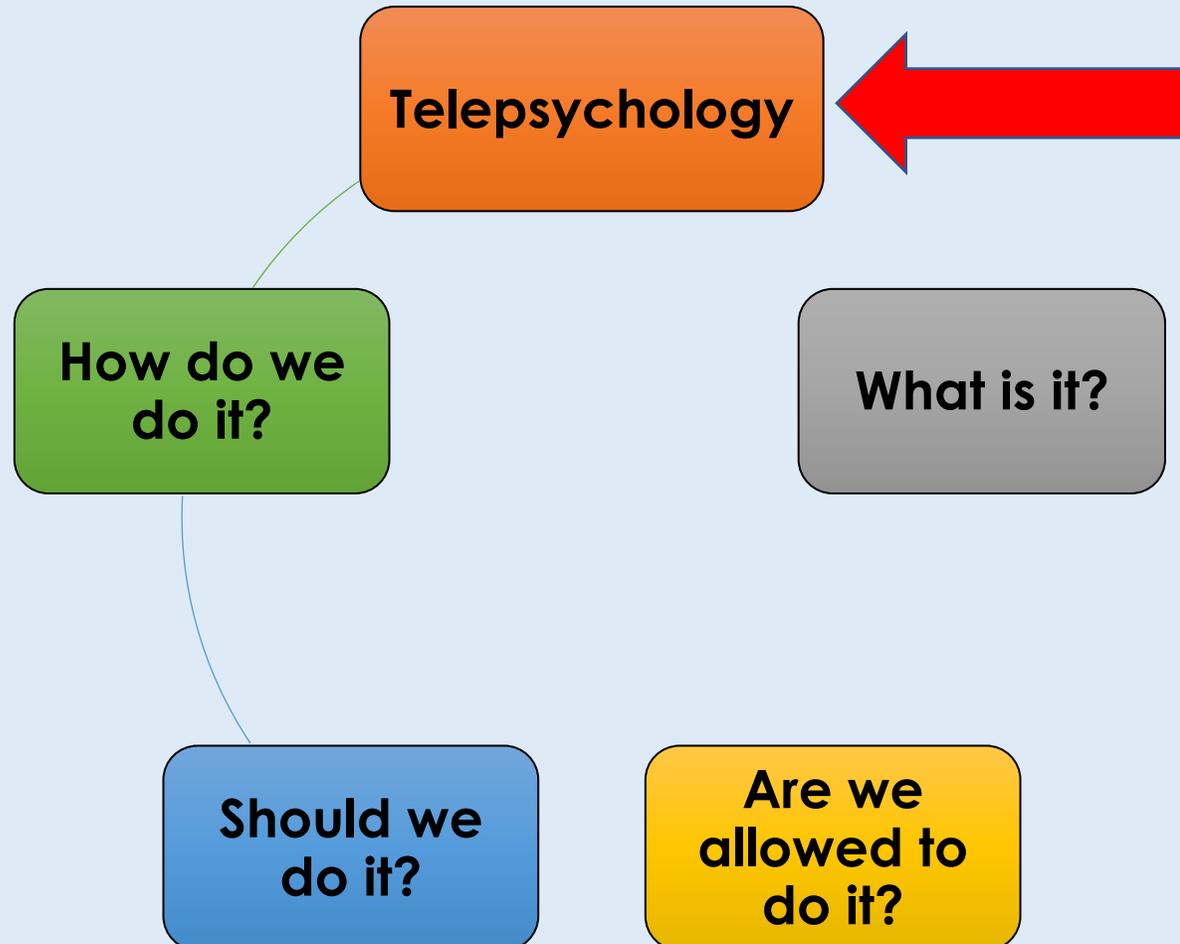
Learning Objectives

1. Learn key considerations for appropriate assessment practices for providing telepsychological assessments.
2. Learn how to identify barriers for assessing learners, especially those related to access for D/HH and B/VI learners, via telepsychology.
3. Explore solutions for access and other barriers for administering telepsychological assessments.

Building Capacity: Effectively Assessing Learners



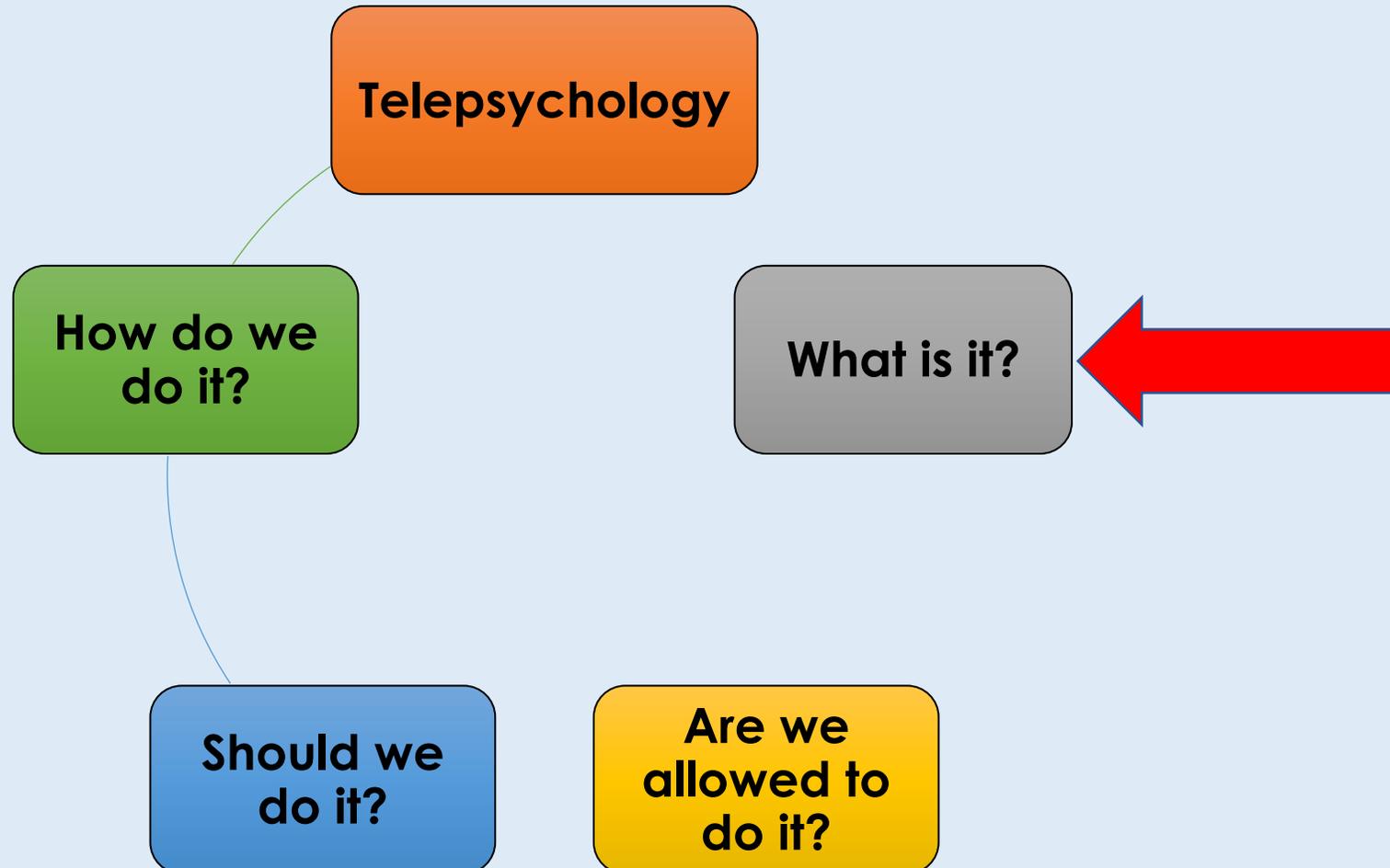
Building Capacity: Terminology in Telepsychology



A Rose Called By Any Other Name...

- Telepsychology
- Telehealth
- Telebehavioral health
- Teletherapy
- Telepractice
- Tele-assessment
- Virtual service delivery
- Video Assessment

Building Capacity: Defining Telepsychology



Ohio Administrative Code (OAC)

- Telepsychology" means the practice of psychology or school psychology...by distance communication technology such as but not necessarily limited to telephone, email, internet-based communications, and videoconferencing.

American Psychological Association (APA)

- Telepsychology is...the provision of psychological services using telecommunication technologies...
- Telecommunication technologies include but are not limited to telephone, mobile devices, interactive videoconferencing, email, chat, text, and Internet (e.g., self-help websites, blogs, and social media).

National Association of School Psychologists (NASP)

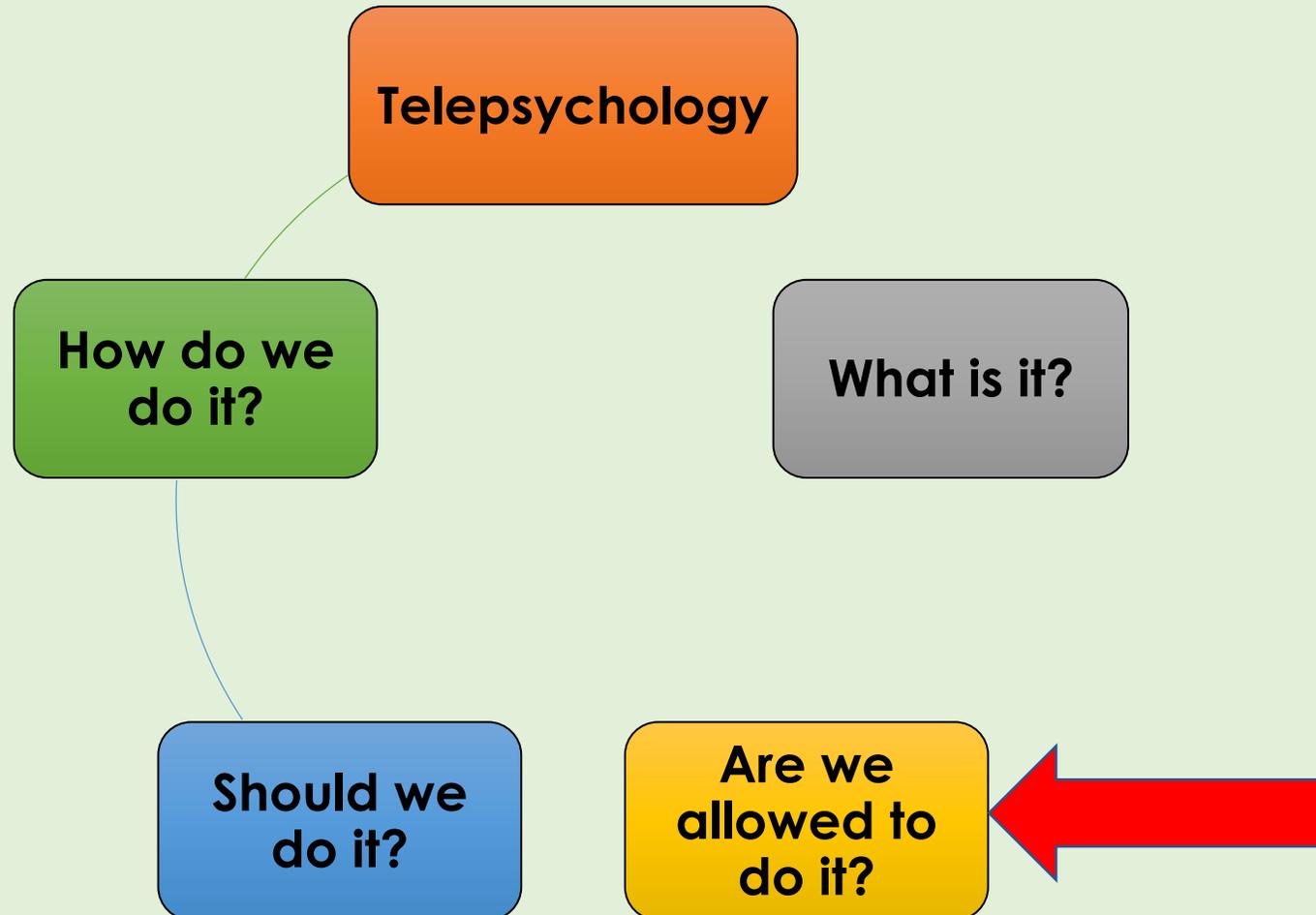
- ...Providing services remotely, where the clinician and the client are physically located in two different locations and services are provided using technology via the Internet.

Common Features

- Live (synchronous)
- Different locations
- Research-based
- Not new



Building Capacity: Is Telepsychology Allowed?



State Board of Psychology Regulations

- Documented risk-benefit analysis
- Identify client
- Alternative means of contacting each other
- Written agreement regarding access to emergency services
- Use secure communications; document consent for non-secured
- Written informed consent (re: limitations / innovative nature, risks to confidentiality, risks of disruptions, when and how will respond to routine messages, when will use alternative means, who else may have access, methods used; how information is stored)

Guidance From Professional Associations: APA

- Competence
- Maintain ethics
- Obtain informed consent
- Maintain confidentiality
- Ensure security
- Properly dispose of data
- Consider unique issues with testing instruments
- Familiar with interjurisdictional rules

Guidance From Professional Associations: NASP

- Maintain ethics
- Follow licensure and certification requirements
- Use high-quality technology
- Attain competence
- Use validated assessment tools and methods
- Legal/professional record keeping practices
- Privacy, confidentiality, and security
- Informed consent
- Determine if appropriate

Guidance From ODE

- “As schools remotely support continued learning during Ohio’s ordered school-building closure, they should consider providing related services and mental and behavioral health services virtually, if possible.”
- If an evaluation of a student with a disability requires a face-to-face assessment or observation, the evaluation will need to be delayed until the ordered school-building closure ends. Evaluations and re-evaluations that do not require face-to-face assessments or observations may take place during the ordered school-building closure, so long as a student’s parent or legal guardian consents. These same principles apply to similar activities conducted by appropriate personnel for a student with a disability who has a plan developed under Section 504 or who is being evaluated under Section 504.

Q&A From ODE (1-6)

1. Should schools provide related services that are written in the IEPs of students with disabilities if the schools are offering some form of instruction to all students during this ordered closure period? **YES**
2. Are schools required to provide related services via telehealth during ordered school building closures? **NO**
3. If the IEP team determines service delivery by telehealth is appropriate, must the IEP be amended to reflect this? **NO**
4. Do telehealth services require additional parental consent? **NO***
5. Do IEP related services delivered via telehealth count as IEP minutes delivered? **YES**
6. Will Medicaid reimburse for health services provided via telehealth to Medicaid-enrolled students? **YES**

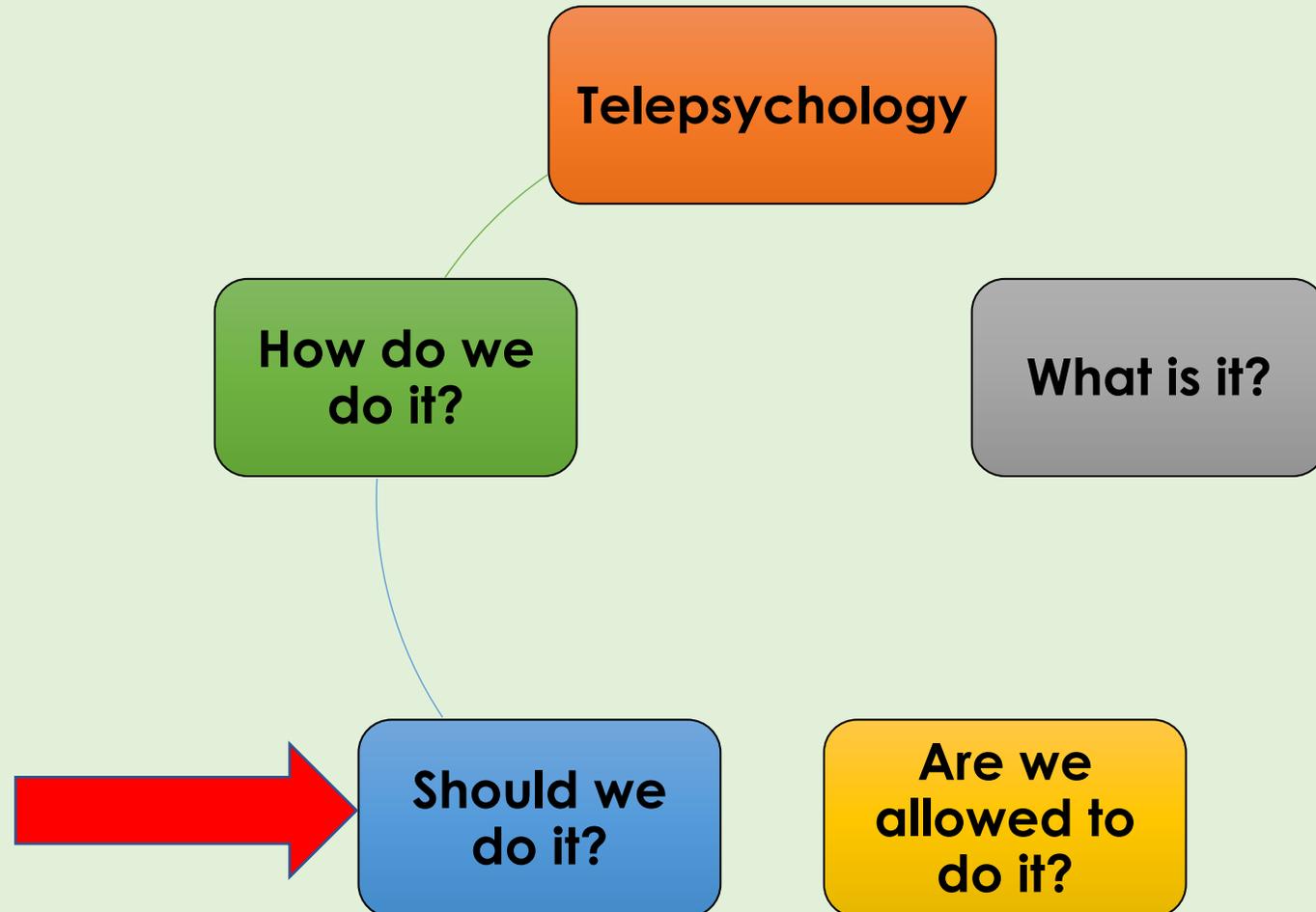
Q&A From ODE (7-12)

7. Will the Medicaid School Program reimburse for related services provided via telehealth to students with IEPs enrolled in Medicaid? **YES**
8. Must HIPAA-compliant platforms be used to deliver telehealth related services? **NO***
9. Does providing IEP related services via telehealth to a group of students in the same session violate FERPA confidentiality requirements since the transmission is going into homes? **NO**
10. Must I follow the rules of my professional licensure board concerning telehealth? **YES**
11. Can occupational therapy assistants, school psychologist interns, etc. provide services via telehealth? **YES**
12. Can mental and behavioral health services normally provided in the school be delivered via telehealth for all students, not just students identified as having disabilities under IDEA, during the ordered school-building closure? **YES**

Is Telepsychology Equivalent?

- Research is young, but promising
- Relative equivalence (within the SEM)
- Can use same norms (qualifying statements)

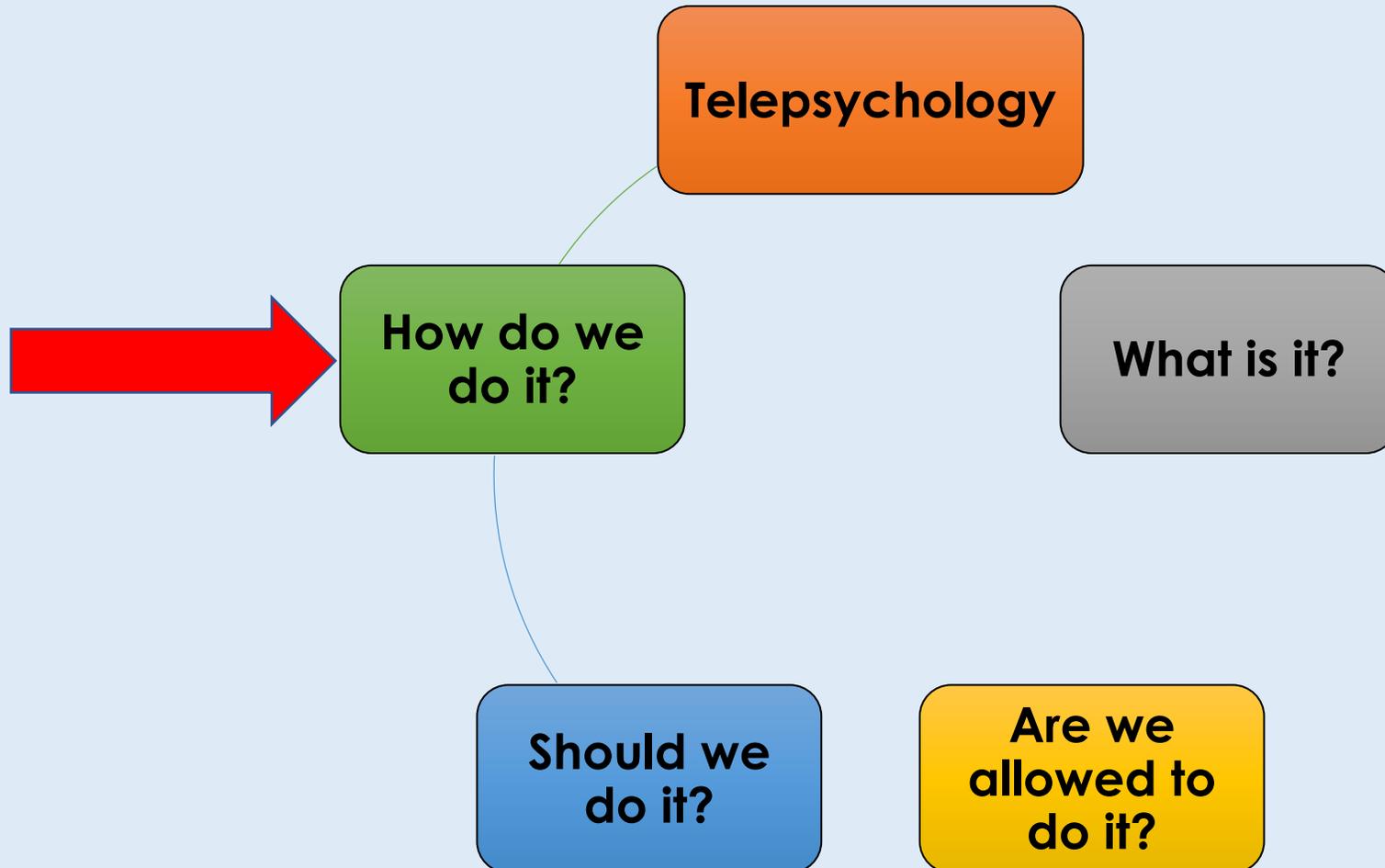
Building Capacity: Should We Use Telepsychology?



Identifying and Breaking Down Barriers

- Re-allocate supply and demand
- Access to specialists
- Service remote areas
- Service under-resourced areas
- Mentor and support early career psychologists
- Mentor and support students
- Increase efficiency (decrease windshield time)

Building Capacity: How to do Telepsychology



Major Considerations

- Competence
- Logistics
- Session Protocol
- Test Security
- Limitations



Competence

- Psychologist
- Student
- No shortage of training!

Logistics

- Internet connection
- Appropriate platform
- Equipment
- Environment
- Use of Proctors / Support Person

Session Protocol

- Audio / visual check
- Identify yourself and the student and any support person
- Document location of student
- Verify personal, support, and emergency contact info
- Environment check (verbally and visually at both ends)
- Inquire about any difficulties / emergencies prior to session
- Ask if there is anything else you need to be aware of
- Review informed consent (e.g., no recording)
- Address use of a proctor and/or on-site support person

Test Security

- Test publishers are offering a lot
- Screen capture video
- Mailing stimulus books v. response booklets



Limitations

- Certain assessments might not be appropriate
 - Block Design
 - ADOS
- Interjurisdictional telepsychology may be problematic

Wrap Up: Learning Objective 1

1. Learn key considerations for appropriate assessment practices for providing telepsychological assessments.
 - You know what telepsychology is (and the various names it goes by).
 - You know you are allowed to do it. It's legal and ethical.
 - You are familiar with guidelines provided by professional organizations (e.g., APA and NASP) and ODE.
 - You know equivalence studies to date are promising.

Wrap Up: Learning Objective 2

2. Learn how to identify barriers for assessing learners, especially those related to access for D/HH and B/VI learners, via telepsychology.

- Telepsychology helps overcome:
 - Supply and demand issues
 - Limited access to specialists
 - Limited service in remote and under-resourced areas
 - Limited access to supervisors and university personnel to mentor and supervise students and early career professionals.
 - Inefficiencies (e.g., “windshield” time)

Wrap Up: Learning Objective 3

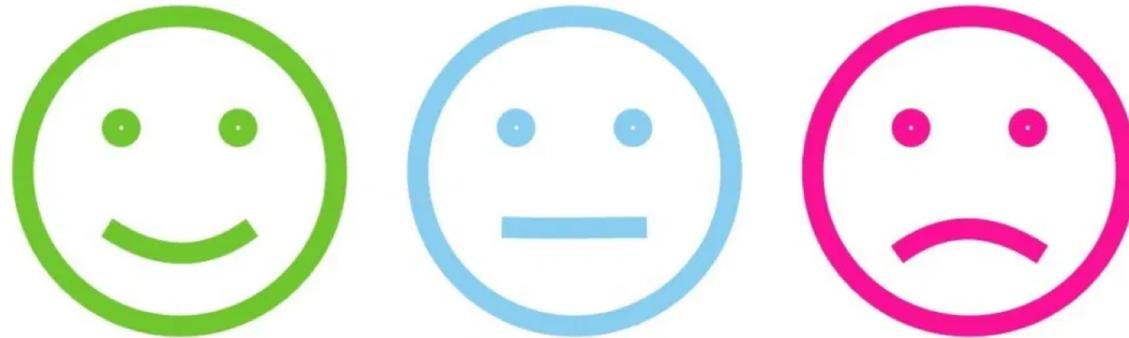
3. Explore solutions for access and other barriers for administering telepsychological assessments.
 - Telepsychology is a viable solution in many cases; requires:
 - Competence / training
 - Attention to logistics (internet, platform, equipment, environment, proctors)
 - Review of session protocol
 - Maintenance of test security

Questions



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Feedback



FEEDBACK

