



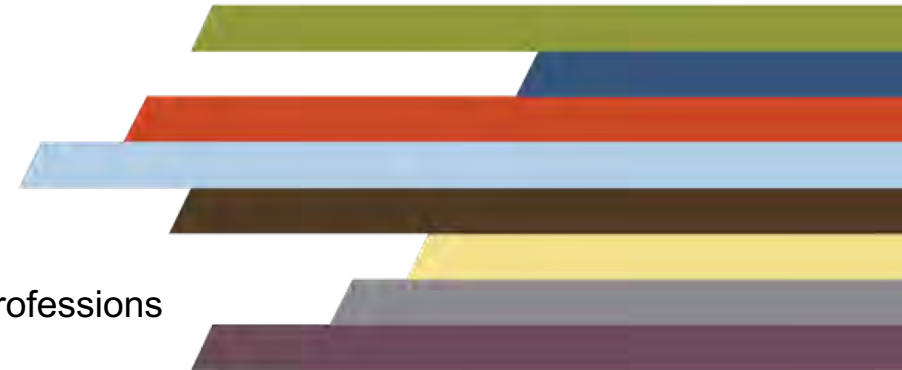
Northeast and Caribbean (HHS Region 2)

MHTTC

Mental Health Technology Transfer Center Network

Funded by Substance Abuse and Mental Health Services Administration

Providing Telehealth Services And Instruction To Students And Clients With A Focus On Those With Developmental Disabilities And On The Autism Spectrum



NORTHEAST AND CARIBBEAN MHTTC

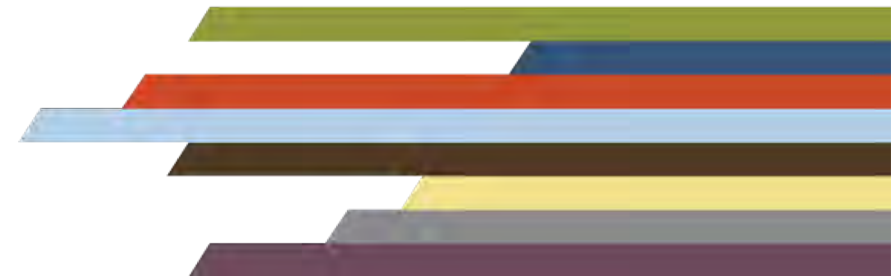
- Provides 5 years (2018 – 2023) of funding to:
 - Enhance capacity of behavioral health workforce to deliver evidence-based and promising practices to individuals with mental illnesses
 - Address full continuum of services spanning mental illness prevention, treatment, and recovery supports
 - Train related workforces (police/first responders, primary care providers, vocational services, etc.) to provide effective services to people with mental illnesses



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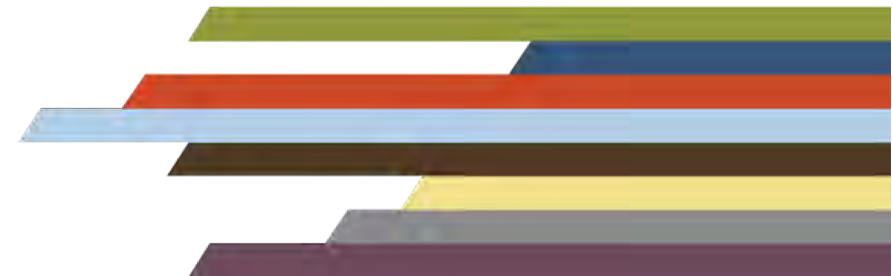


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FEEDBACK

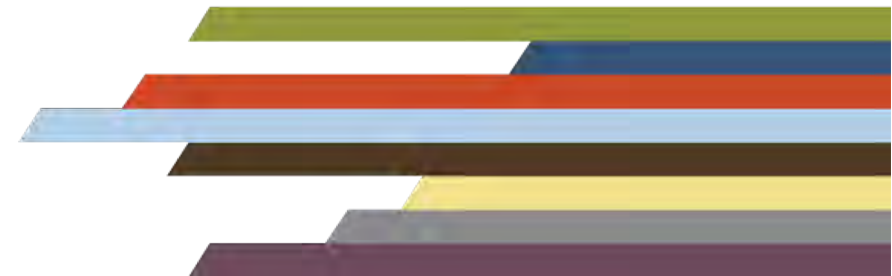
- Our funding comes from the Substance Abuse and Mental Health Services Administration (SAMHSA), which requires us to evaluate our services. We appreciate your honest, ANONYMOUS feedback about this event, which will provide information to SAMHSA, AND assist us in planning future meetings and programs. Feedback about this training will assist us in developing trainings that are relevant to your current professional needs. **Therefore, your feedback counts!**



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VIDEO RECORDING INFORMATION

- Please note that we will be recording this webinar and posting it to our website. Any information and input you provide during today's call will be recorded and posted on our website.

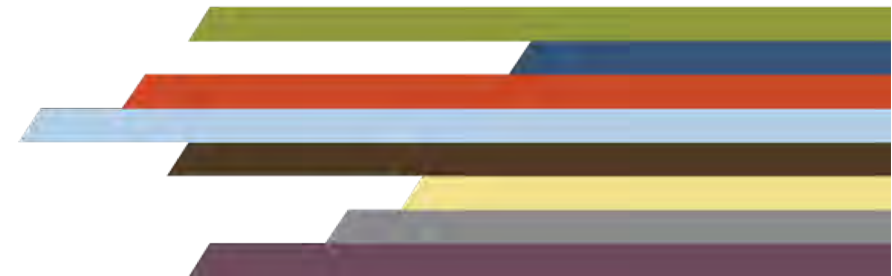
THANKS!



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OUR PRESENTER

Cynthia
Policastro-Smith,
BCBA

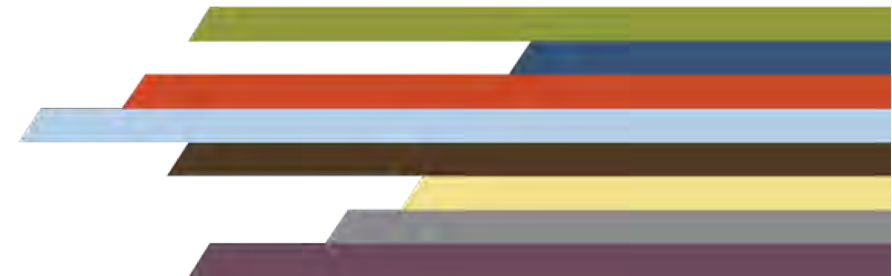
A teacher and practicing Board Certified Behavior Analyst with over 25 years of experience, Cynthia started out in the field by providing ABA services to clients on the autism spectrum, in their homes. Cynthia moved on to teaching students with autism at both the intermediate and elementary grades. Currently Cynthia teaches a self-contained class of students with autism for the Toms River Regional School District in New Jersey and works as a Clinical Supervisor at the Family Resource Network, where she trains and oversees staff and supervisor in-home ABA services.



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POINTS FOR DISCUSSION IN TELEHEALTH SERVICES

- Technology
- Discrete Trial
- Natural Environment Training
- Direct Interaction with Client
- Guiding Caregiver's Interactions with Client
- Format for Sessions
- Materials for Sessions
- Data Collection
- Social Emotional Learning
- Resources

TECHNOLOGY

- The key here is that the video-conferencing solution must be HIPAA-compliant. You can verify this by asking vendors to confirm, or even share, their Business Associate Agreement (BAA). There may be software exceptions pertaining to HIPAA-compliant telehealth during the COVID-19 pandemic. However, if you want to continue using this technology in the future, consider implementing a compliant solution from the start.
- Some platforms are ZOOM for Healthcare, Vsee, doxy.me, tera-link and Simple Practice.
- School systems, non-profits and state agencies also use Google Hangout, Google meet, Microsoft Teams and GoToMeeting.
- A telehealth consent form should be provided and signed by the client prior to service being provided.

TIPS

- Prohibit the remote clinician, who is not face-to-face with the client, to participate or conduct a telehealth session from a public area, such as restaurants, coffee shops, etc.
- The remote clinician should aim to be in a private office or room without any other participants, to protect the client's confidentiality. Any exceptions must be disclosed and acknowledged by the client prior to starting the session.
- Readout service disclaimers to legal guardians before starting every session.
- Complete and document personal identification checks before starting every session (verify client's address, zip code, etc).
- Establish emergency situation guidelines.
- Seek parental/guardian consent before starting every session, especially when exceptions are made.
- Prohibit public internet connections.

FORMAT OF SESSION

- Should be based on the characteristics, strengths and weaknesses of the client.
- A format for session should be developed before engaging in session.
- Communication with caregivers about the nature of telehealth, the format of session and the expectations for session should be communicated.
- Caregivers should be directed on how to prepare the telehealth environment and what materials need to be available including reinforcers and augmentative communication (PECs book, language boards, IPAD with augmentative app or other communication devices) prior to the client being engaged in telehealth session.
- A determination should be made whether the client needs pairing sessions with the technology before demands are placed on the platform.

DISCRETE TRIAL OR NATURAL ENVIRONMENT TRAINING

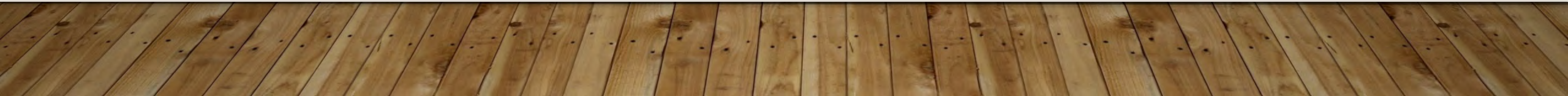
- The decision to focus on DT or NET should be based on the goals and objectives in the client's treatment plan or IEP and on the individual characteristics of the client.
- Both NET and DT can be effectively targeted using telehealth services.
- The decision to directly engage with the client or to guide the parent in engaging the client in the targeted activity should be based on the client's need for hands on prompting and on the client's ability to attend to teacher/therapist via the screen.
- A combination of both direct engagement via screen and engagement through guiding caregiver can be used during session.

UTILIZING NET DURING TELEHEALTH SERVICES

- The key is to set up the environment before telehealth session begins. An example would be setting up a play scenario in a play kitchen before session begins.
- The tablet, phone or computer should be set up to give the teacher/therapist a view of the area. The therapist/teacher would then guide what the caregiver does and says based on the client's interactions with the material. If the sound of the therapist/teacher's voice is distracting headphones or wireless ear piece can be use to guide caregiver.
- Net sessions can work on requesting, labeling, pretend play, answering "wh" questions as well as receptive, feature, function, class identification and social skills.

DAILY LIVING SKILLS

- Therapists/teachers can work with clients on developing daily living skills through telehealth.
- Visual checklists, task analysis, video modeling and social stories can be provided by sharing those materials on the screen through screen sharing.
- Google Docs, Google Slides, recorded videos and videos streamed from Youtube are great ways to import information on to telehealth screen.
- Caregivers can be guided to prompt clients and to fade prompting during daily living tasks.
- Laminated visual supports, check lists or other supports can be mailed to clients to use during these tasks if accessing the visual on the screen is not appropriate or needs to be augmented.



DISCRETE TRIAL INSTRUCTIONS

- For some students the teacher/therapist can give the direction via the screen and have the student interact with the materials the caregiver has arranged as per teacher/therapist direction. The caregiver can be guided to prompt, fade prompting, remove and represent materials and to provide reinforcement.
- In the case where the student cannot engage in directions from the screen, the caregivers can provide the direction to the student that the therapist/teacher gives them through the screen.
- It is very important to provide specific instruction on how to prompt a student including where to stand and how move a student to follow a direction and how to fade this prompting.
- Practice giving those directions prior to directing caregiver.
- Remember to ensure that client is receiving reinforcement that has meaning to her/him. If the student requires a tangible reinforcer it should be provided (M&M, piece of cracker or chip access to toy or sensory item).
- Boom Cards can be utilized to create individualized activities that students can access via screen.

BOOM CARDS

Boom Cards

<https://wow.boomlearning.com/>

PAIRING DURING TELEHEALTH

- Some clients need to establish a rapport with the therapist/teacher while on the telehealth platform.
- The manner in which to pair depends on the individual characteristics of the client.
- If the client regularly engages with content on a screen, that content can be shared on the screen and the teacher/therapist and caregiver can view content together. Demands can be gradually added to session.
- If the client regularly engages in activities or with items that are not related to a screen, have the client engage with those items while therapist/teacher is on screen and caregiver is present. Demands can be gradually added to session.

TAKING DATA

- Data sheets can be provided to caregivers to take data when doing activities or running programs when therapist/teacher are not present.
- Teacher/therapist should take data during telehealth sessions.
- Teachers can have caregivers fill out a Daily Summary Form to document the student's engagement with activities.

➤ Daily Summary Form

WHAT IS SOCIAL EMOTIONAL LEARNING?

- Social emotional learning (SEL) is defined as the process through which students and clients acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.
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SOCIAL EMOTIONAL LEARNING INCLUDES:

- **Self-Awareness**

- A client's realistic understanding of her/his strengths and limitations and consistent desire for improvement.

- **Self-Management**

- A client's success in controlling his or her emotions and behaviors, to complete a task or succeed in a new or challenging situation.

- **Social-Awareness**

- A client's capacity to interact with others in a way that shows respect for their ideas & behaviors, recognizes her/his impact on them, and uses cooperation and tolerance in social situations.

- **Relationship Skills**

- A client's consistent performance of socially acceptable actions that promote and maintain positive connections with others.

SOCIAL EMOTIONAL LEARNING INCLUDES:

- **Goal-Directed Behavior**

- A client's initiation of, and persistence in completing tasks of varying difficulty.

- **Personal Responsibility**

- A client's tendency to be careful and reliable in her/his actions and in contributing to group efforts.

- **Decision-Making**

- A client's approach to problem solving that involves learning from others and her/his own previous experiences, using her/his values to guide her/his action, and accepting responsibility for her/his decisions.

- **Optimistic Thinking**

- A client's attitude of confidence, hopefulness, and positive thinking regarding herself/ himself and her/his life situations in the past, present, and future.

SOCIAL EMOTIONAL LEARNING THROUGH TELEHEALTH PLATFORMS:

- Targeting the concepts and skills necessary for social emotional learning through telehealth can be accessed through streaming videos on the platform for therapist/teacher and client to access and interact with.
- Empathy, emotion identification and perspective taking lend themselves to the use of videos depicting those concepts for the therapist/teacher and client to view and discuss.
- The practice of being able to identify emotions, to identify different perspectives and to identify personal space on videos is good practice for doing it in real life.
- Video modeling of social skills enables clients to learn those skills through observation and then practice.

SOCIAL EMOTIONAL LEARNING THROUGH TELEHEALTH SERVICES:

- Targeting the concepts and skills necessary for social emotional learning through telehealth can be accessed through curriculum, content and exercise on the platform for therapist/teacher and client to access and interact with.
- Curriculum and lesson material can be scanned and then shared on the platform. This allows the programming that is already in place to be used on the platform.

LESSON PLANS

- Lesson Plan
- Links for Activities and Materials:
 - Brainpop.com
 - <https://family.gonoodle.com/>
 - COVID 19 tool kit
- Supports for Caregivers and Staff
 - Affirm Modules

RESOURCES FOR CREATING ONLINE MATERIALS

- Online tutorials can be a great way to learn how to create a google classroom and how to use google forms, docs slides.

➤ [Google Classroom](#)

➤ [Google Docs](#)

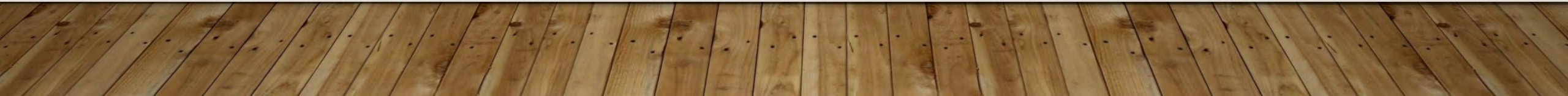
➤ [Google Assignments](#)

➤ [Google Forms](#)

USING VIDEOS

- Creating videos is a great way to read stories or to provide caregiver training tutorials or lessons to students/clients.
- An easy way to create a video is record yourself with your mobile device and then upload video to google doc app on your mobile device.
- Example of video of book reading recorded, and uploaded on device
- Using Videos (directly recorded on mobile device to google drive)

QUESTIONS



CONTACT US!

By phone: (908) 889-2552

Email:

northeastcaribbean@mhttcnetwork.org

Website:

<https://mhttcnetwork.org/centers/northeast-caribbean-mhttc/home>

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