USING VIDEO CONFERENCING TO SUPPORT COMMUNICATION, COLLABORATION & COOPERATION

PART 1: OVERVIEW AND EXAMPLES

AT Now Conference
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Paradigm Shifts in Professional Development

Workshops

Digital Learning

Paradigm Shifts in Professional Development Formats

Workshops

Multiple means - A UDL approach

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One More Paradigm Shift

Uses of Video Conferencing for Remote AT Services

Face to Face Workshops

Video Conferencing

Our Morning Together

8:00-9:30-Examples and Research
  • Overview
  • Examples
  • Considerations
  • Group Work
  • Share Ideas

9:30-10:00  BREAK

10:00-11:30 Planning a Remote Service
  • Kubi Demonstration
  • Considerations for set-up and technology
  • Planning together
  • Group work
  • Share Ideas

Tele-intervention

Communication conducted via technology that allows individuals and/or groups in two or more locations to communicate by simultaneous two-way video and audio transmissions.

Examples
  Teleconsultation, Tele-health,
  Tele-rehabilitation
  Virtual homevisits.

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My uses of video conferencing

- Share my skills and experiences
- Coach others and be coached
- Virtual teamwork to develop products
- Systems change
- Multidisciplinary student teams
- Professional development
- Access to expertise
- Reduce geographic barriers
- Technical Assistance
- Software/device training

And a new use!

Real-life Examples from Education

- Child centered teams
- Consultations
- Coaching
- Assessment Activities
- Tutoring
- Remote classroom participation
- Professional Learning Communities
- Online courses

Some Examples

It’s not just workshops any more!
School to Home to School Collaborations

Remote Consultation School Aged Student

Miguel’s New Desk

Miguel’s New Work Station
OSEP SPONSORED PROJECT #H327A080038

VIRTUAL HOME VISITING PROJECT

Tele-Early Intervention Partnerships as a Statewide Strategy to Increase Access to Services for Toddlers with Autism Spectrum Disorder and Their Families

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VHV Strategies

- Coaching
- Identifying a strategy to use during a daily activity for parent/child need.
- Observe the parent/child dyad
- Facilitate parent’s implementation of the particular strategy.
- Assess parent comfort and continued use of the strategy in additional activities.
How Do We Explain This Idea to Families?

- We will be developing a script for your county to explain this new idea of “virtual” visits. Here is an excerpt from information we currently share with families in our other “virtual” programs:

  We will be using technology to visit you in your home! You will be on a computer, laptop, tablet, or phone while in your home, and you will click on a link that will connect you to “room” set aside for us and an early interventionist on a computer here at FCLC.

  We will be able to see and hear each other throughout the visit. Families have told us that after the first few virtual visits, it’s almost as if the computer isn’t there.

Parents: Strategies Learned From Virtual Home Visiting

- Waiting and joint attention
- Learned activities to help my son’s vocabulary
- To be more expressive with words, colors, shapes, and pictures
- I learned to keep asking questions and keep pushing the doctors for the care my child needed
- How to help manipulate his environment and tricks or ideas to do so.
- How to encourage him to do things for therapy while he thinks were just playing with electronics.
- How to communicate with him to get him to put words together

Professionals: Strategies Used During Virtual Home Visiting

- Share caseloads of children and
- Identify families appropriate
- Observation in natural environments
- Nutrition Consultation
- Screenings which include MCHAT and CARS
- Sensory profile parent interview

Satisfaction With Virtual Home Visits

- Families reported that Virtual Home Visits were shorter and more focused than a traditional home visit.
- Families rated virtual home visits as equal to or better than traditional home visits and said that they would continue with the service if offered
- Providers reported increased satisfaction with virtual home visits for services provided at large distances.
I learned to be prepared with questions and concerns beforehand to ask the provider and to follow up on what we had previously done, also I learned that the success of the program is dependent upon the parent in implementing what is learned. There is only so much a provider can do in addition to the parent.

- Parent Participant

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**Video Assessment Steps**

1. Conduct parent phone interview & schedule assessment  
2. Get permission to evaluate  
3. Video interview, parent/child interactions, direct assessment probe  
4. Take filming Team Meeting Notes  
5. Schedule follow-up eligibility & IFSP team meeting with parent and give parent appointment card  
6. Upload video to Synology

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**Video Assessment Steps (cont.)**

7. Complete observation form  
8. Complete AEPS/ASQ and submit score sheet to Technical Resource Specialist  
9. Complete a weekly Recap listing the people who need to be invited to eligibility meeting  
10. Observation sheets, Developmental History information, AEPS/ASQ faxed to Report writers.  
11. List provider(s) on EC Data
We are discussing this same issue at our school. Unfortunately we don’t have fancy lecture capture equipment that would do this for us, and we aren’t a school that offers many online courses. In the interim I have given a volunteer student from the class a mini mic that can be clipped to their lap top and they skype the student in each me the class meets. The student who is at home suggested Skype as his preferred program – it’s good to consult the students on what ideas they have for how to go about accessing the class.
Robotics

Robotic telepresence devices are digital devices that can be piloted from a distance for the purpose of interacting with people in a remote location.

- Driving anxieties
- Narrow field of view
- Unstable robots

Bell, J., Cain, W., Peterson, A., Cheng, C., (2016) P.19

Examples: Applications of Telepresence Robot Problem-Solving Consultation and Parent Training

School Setting
- Teaching and Learning
- Behavior Observation/Management
- Academic skill acquisition
- SLPA/COTA/Delegated Nursing Tasks Supervision

Home Setting
- Functional Analyses
- Treatment for Pediatric Feeding problems
- Behavior Observation/Management
- SLPA/COTA/Delegated Nursing Tasks Supervision

Mobile Robotics

2-way audio/visual capabilities which allow students to be 'present' in class and interact with teacher and peers.
- Receive the same instruction as peers
- Move around/between classrooms while still connected
- Socialize with friends in the hallways and at lunch
- Participate in a full school day with classmates

Kubi

- For further information...
  - http://www.revolverobotics.com/get-kubi/
  - pcassella@e-idsolutions.com
Lessons Learned About Video Conferencing and Robotics for Student Class Participation

- Ensure the student has ample opportunity to voice their hopes and concerns about this method of receiving instruction
- Teacher can provide lecture notes or outlines ahead.
- Set the tone for the use of video conferencing early.

Your lessons?

Synchronous Online Professional Development

SYNCHRONOUS AND HYBRID LEARNING

Synchronous hybrid learning classes refer to classes in which online and face-to-face students interact during shared synchronous sessions.

Bell, J., Cain, W., Peterson, A., Cheng, C., (2016) P.19
Using Video Conferencing for Communication Collaboration and Coaching

Example

- Two classrooms on two different campuses
- Linked together by videoconferencing
- The instructor may alternate locations

Comparable Learning Experience

- Our commitment is to provide a comparable learning experience for all students, in whichever mode they study. Yet, this goal is surprisingly hard.

- Frequently, an online student will say, “I’m sorry to interrupt. Can I say something?” This question reveals an awkward reality, which is that the online students often think of themselves as existing in a secondary stratum. Indeed, the apologetic qualifiers in their statements suggest that they perceive their attempts at interaction as interruptions to the primary environment, namely, the physical space where the instructor is.

Bell, J., Cain, W., Peterson, A., Cheng, C., (2016) P.20

Example:
Multiple devices in the same room

Example: Classmate Advocates

- Face-to-face students paired 1:1 with online students.
- Responsibility of the face-to-face student sitting in the chair with the iPad attached to move and swivel the chair
- The iPad faces the center of the conversation in the class.
- Whoever was at the center of the conversation in the class could see the online student looking

Bell, J., Cain, W., Peterson, A., Cheng, C., (2016) P.19

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The goal of Project ECHO-UW is to increase the capacity of educators to use best practices in assistive technology for the benefit of students.

**ECHO Objectives**

- Technology-enabled collaborative learning and capacity-building
- Ongoing, timely training in ever-changing AT field
- Increase practitioner knowledge regarding AT
- Decentralize expertise
- Provide platform for interdisciplinary collaboration and learning (PT, OT, SLP, AT, general/special educators, paraprofessionals, parents)

**Session Structure**

- 1 ½ hour videoconference, every week
- 30 minutes of training in AT each session
- Weekly case reviews with recommendations from colleagues
- Standardized, confidential case presentations
- CEUs available for live and recorded sessions

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### AT Case Reviews

- Student/goals first
- Consideration of AT, AIM
- Assessing needs
- Device suggestions
- Implementation strategies
- Evaluation of impact
- Standardized testing
- Evidence-based AT updates

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### Grand Rounds Revisited

*technology-enabled collaborative learning and capacity-building*

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### Research-based Benefits of Remote AT Support Services

- Reduced travel time
- Reduced Cost
- More frequent access to expertise
- Timely responses to urgent student needs
- Improved response time for staff needs
- Increased independence at the remote site
- Higher retention of providers in rural/underserved areas
- Quickly educate providers to address complex health, educational and mental health needs.

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**Discussion**

- Reflect on the following with others at your table or in the small group you select:
  - How do you currently use video conferencing in your practice?
  - How do you imagine that you might use video conferencing...
    - To save time?
    - To communicate more often?
    - To include more people?
    - To follow up technical assistance?
    - To gain other advantages?

  Share this information in your small-group discussion.

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Utah State University Data

- Average time savings per visit: urban 10 minutes, rural 43 minutes, frontier 3 hours 20 minutes
- Average personnel cost savings per visit: urban $14.33, rural $39.40, frontier $112.50
- Average mileage reimbursement savings per visit: urban $10.20, rural $13.60, frontier $122.45

Procedural Benefits of Remote AT Support Services

- Timely procedural meetings (Eligibility, IEP/IFSP, AT Assessment)
- Shared documents/forms, digital signatures
- Timely Review/Delivery of final documents

"Deciding on or announcing a change is not the same as implementing the change."

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