



LEARNINGbyte

EI Service Delivery

Using Tele-Intervention to Conduct EI Visits 2-Session Plan



PURPOSE OF ACTIVITY

This activity is designed to facilitate learning, problem-solving, and reflection among early intervention (EI) practitioners about the practices they use to prepare for and conduct tele-intervention visits using video conferencing with families.



RESOURCES NEEDED

Video conferencing platform with a shared screen option (if conducting sessions remotely) or laptop, projector, and screen (if sessions will be in-person)

Handouts/Resource Links:

- [Video Conferencing 101](#)
- [Challenges and Solutions for Telehealth](#)
- Blog post: [7 Technology Tips for Tele-Intervention](#)
- Infographic: [Tele-Intervention: Getting Started](#)
- Infographic: [Tele-Intervention: Natural Learning Environment Practices](#)
- Blog post: [10 Strategies for Engaging Parents \(not Children?\) during Tele-Intervention](#)
- Infographic: [Tele-Intervention: FIPP Tips](#)
- Infographic: [Tele-Coaching](#)
- VA Guidance Document: [Early Intervention during the COVID-19 Public Health Emergency: Frequently Asked Questions](#)

Tele-Practice Video and Infographics from [FIPP Early Childhood Intervention Tele-Practice](#)

Videos:

- [Supporting Families During the Pandemic: Four Therapists Share Their Wisdom](#)
- [Providing Early Intervention Services Through Distance Technology](#)
- Home visits videos from [Provider and Educator Use of Technology](#) (ECTA Center)



SPECIFIC STEPS - PART 1

Structure this discussion to occur across two sessions, either in-person or using video conferencing. Or, choose the session(s) that will address the interests and needs of your staff/colleagues. If using video conferencing, provide participants with instructions about the session at least one week prior to the first meeting. Provide participants with the video conferencing meeting link 1-2 days before the meeting.

Note: If your group needs an orientation to tele-intervention, you may want to start with the learning byte, [Orientation to Tele-Intervention](#), and then come back to this learning byte to extend their learning. If your group wants to discuss tele-assessment, use the learning byte, [Conducting Tele-Assessments](#).

Session 1 – Preparing for Tele-Intervention Visits

1. Before the session, send links to the following documents: [Video Conferencing 101](#), [Challenges and Solutions for Telehealth](#), and [7 Technology Tips for Tele-Intervention](#). Ask participants to read each document and bring the following to the session:
 - a. Three key ideas from the readings
 - b. Two questions they have about preparing for tele-intervention visits
 - c. One strategy they plan to use to prepare for tele-intervention visits
2. Open the session by inviting participants to share the items on their list. Record questions on a flipchart, whiteboard, or shared document (if using video conferencing).
3. During the session, watch the video, *Providing Early Intervention Services Through Distance Technology*, on the [FIPP Early Childhood Intervention Tele-Practice](#) page.
4. Debrief the video using the following discussion questions:
 - *What technology and environmental safeguards will you need to have in place to protect the privacy of families during tele-intervention visits? What ideas do you have for how to accomplish this in your environment?*
 - *What tips were suggested for preparing for visits specifically related to:*
 - *technology, devices, data plans, and internet connection?*
 - *the planning call before the visit?*
 - *identifying natural routines and activities to join during the visit?*
5. Use the following infographics on the FIPP page (below the video) to guide the rest of the discussion:
 - a. [Tele-Intervention: Getting Started](#)
 - b. [Tele-Intervention: Natural Learning Environment Practices](#)

Open each infographic and show it onscreen (or provide copies if meeting in-person), then pause to let participants read it. Discuss the content on the infographic(s) and how what is described will be similar or different to the coaching practices used during in-person visits.
6. Revisit the questions shared at the beginning of the session. Invite participants to identify answers to the questions based on what they learned from the video and infographics.
7. Wrap up by asking each participant to share one strategy they plan to use to prepare for tele-intervention visits based on what they learned.
8. After the session, send participants an email with another video to watch with advice from EI Practitioners entitled, [Supporting Families During the Pandemic: Four Therapists Share Their Wisdom](#). Encourage participants to watch the video then “reply all” to the email to share at least one insight, or plan to discuss insights at a future meeting.

Session 2 – Conducting Tele-Intervention Visits

1. Before the session, email participants a link to the [Provider and Educator Use of Technology](#) page on the ECTA Center site. Instruct participants to scroll down to find the Videos section and watch at least three of the home visiting videos. Or, identify the videos you want participants to watch and send those titles or direct links (some videos on this page are also available on YouTube). Ask participants to take notes about the videos and come to the session ready to answer the following questions:
 - *What did the EI service provider like about conducting tele-intervention visits?*

- *What feedback did the family member have about tele-intervention?*
 - *How did you know the service provider was using coaching to support the family?*
 - *How does what you heard/saw compare to what happens on your visits?*
2. Open the session by asking for a volunteer participant to take notes about tips and strategies shared by group members, solutions to challenges, and innovative ideas.
 3. Invite participants to share insights from the videos they watched. Discuss each of the questions above and invite all participants to share their answers using a round-robin style format where each participant takes a turn sharing. Or, if time is an issue, invite participants to answer each question using the chat features in the video conferencing platform. Verbally summarize chat comments as they appear and look for common themes.
 4. Use any of the following resources as a guide to discuss tips and strategies for engaging families and using coaching during tele-intervention visits. Provide copies if meeting in-person or send links to each document you will be using via the chat feature in the video conferencing platform or via email.
 - a. Blog post: [10 Strategies for Engaging Parents \(not Children?\) during Tele-Intervention](#)
 - b. Infographic: [Tele-Intervention: FIPP Tips](#)
 - c. Infographic: [Tele-Coaching](#)
 - d. VA Guidance Document: Early Intervention during the [COVID-19 Public Health Emergency: Frequently Asked Questions](#) (Visit the COVID-19 & EI Tele-Intervention Updates page and look for the most current version of this document under the VA-Specific Info tab)
 5. Invite participants to share the tips and strategies they like best or add to the list based on their personal experiences with tele-intervention. Discuss challenges as well and problem-solve together how to overcome those challenges.
 6. Wrap up the session by asking each participant to share at least one tip or strategy they plan to use when conducting tele-intervention visits. Ask participants to record their action plans and email them to you during or after the session. Use this information to check back in with participants one week later to see if they had success, experienced a challenge, or need additional support.
 7. Email the notes from this session to participants immediately following the session, or email one tip/strategy/solution from the notes to participants each day for the next two weeks to extend their learning.



ADDITIONAL RESOURCES

VEIPD page - [COVID-19 and EI Tele-Intervention Updates](#)

Visit this page for additional information and links to videos, articles, handouts, and tools.