



Critical Appraisal Form

Date:22-Apr-20

Members in Discussion: Arlene, Melissa, Kari, Chelsea, Anna

Article: Boisvert & Hall (2019).Telepractice for School-Based Speech and Language Services: A Workload Management Strategy, *Perspectives of the ASHA Special Interest Groups*, 4, 211-216.

Summary:

Two case studies describing how telepractice can be used to support the everyday activities of school-based providers. They include (1) Direct telepractice SLP sessions to high school students (Loss of productive time to travel to the high school from the elementary school for in-person sessions was estimated at 30-40 mins per session).

(2) Telesupervision of an SLPA. The telesupervision helped the SLP “to increase the flow of communication while alleviating some of the time and travel challenges.”

(3) Observations and consultations with an AAC specialist. Consultations with the AAC specialist were both in person and over video. With the specialist, telepractice, “opportunities for additional direct observation helped guide team decisions.” Specific strategies included a webcam on the AAC device, or ‘mirroring’ the device so that the remote consultant could observe use.

The SLP and educator accessed Google Classroom to communicate and access curriculum info. The professionals who engaged in the telepractice were surveyed and found that it was an effective method for direct services and supervision and that they would continue to use the method. Barriers were predominantly technology breakdowns and issues with communication/coordination with on-site facilitators.

Strengths and Limitations of article:

This study presents detailed and practical information that can be applied by teams looking to implement something similar

Limited capacity to generalize these findings to larger populations due to the small number of participants

	Compelling	Suggestive	Equivocal/Uncertain
Validity		x	
Clinical importance		x	

Clinical Implications/Discussion:

Telepractice, in combination with onsite services is an effective workload strategy for school based SLP’s. The SLP’s had increased flexibility and decreased travel time, and telepractice was generally easy to implement for indirect and direct SLP services.

Members agreed that the article was logical and practical

The members in the discussion had started to use telepractice and shared their favourite resources, professional development, and clinical examples, including:

- <http://www.bethebrightest.com>: Two day SLP Telecon conference
- Simple Songs <https://supersimple.com/super-simple-songs/>
- ‘Whiteboard’ drawing with Zoom
- Caroline Bowen’s online speech screener
- Using earbuds with a microphone to enhance audio
- Boom cards
- Screen share on large smart TV a possibility for vision impaired learners
- <http://www.Quia.com>

