



ASHA Facilitator Checklist for Telepractice Services in Audiology and Speech-Language Pathology

This checklist is designed to assist audiologists and speech-language pathologists (SLPs) in guiding facilitators, also known as eHelpers (e.g., family/caregivers and others,) in telepractice service delivery with students/clients/patients across various settings. Per ASHA's Practice Portal on [Telepractice](#), facilitators are appropriately trained individuals present at the remote site to assist the client. They play various roles and are often active participants (and not passive observers) as they engage in the assessment and therapeutic process. It is essential that facilitators are adequately trained to support remote assessment without impacting the validity of results. For appropriate use of facilitators with standardized assessment, refer to guidance from publishers. If working with facilitators, who are interpreters, refer to [ASHA's Practice Portal on Collaborating with Interpreters](#).

For the purposes of this checklist, all recipients of telepractice services will be referred to as clients, and eHelpers will be referred to as facilitators. Prior to implementation of telepractice, clinicians must verify that facilitators are permissible according to state and/or local district guidance from state/local health departments, early intervention (EI) lead agencies, local EI programs, state statutes, regulations, state licensure board/departments or the state Department of Education (ED).

Each section includes step-by-step considerations for audiologists/SLPs to share with facilitators—from preparation to implementation. Sections that clinicians should focus on are designated with the word "Clinician" and those for facilitators are indicated with "Facilitator." These sections and items are intended to help with the provision of effective services; not all may apply. Audiologists and SLPs may wish to advocate for additional time in their schedules to complete these tasks. For more guidance and resources on telepractice service delivery during COVID-19, visit the ASHA COVID-19 Latest Updates and Telepractice [Resources During COVID-19 page](#).

Clinicians

PREPARATION—Review relevant federal, state, facility and payer-specific guidance relevant to privacy and confidentiality.

Steps	Complete	Notes
HIPAA for Professionals		
FERPA and COVID-19 (PDF)		
State laws and regulations concerning the protection and exchange of educational/medical data <ul style="list-style-type: none"> State-by-State Tracking of Laws and Regulations for Telepractice and Licensure Policy [PDF] State-by-State Tracking of Laws and Regulations for School-Based Telepractice [PDF] 		
Facility-specific policies and procedures		
Payer-specific policies and procedures		

Clinicians

PLANNING—Begin laying the groundwork for effective telepractice service delivery.

Steps	Complete	Notes
Ensure that the client has submitted the appropriate consent for services and necessary paperwork. Check with your LEA, SEA or employer before creating.		
For dual language learners, verify the language of service and/or supports needed for appropriate service delivery via telepractice.		
Verify that you and the client have the proper equipment and Internet access. If not, discuss local options to access free or loaned electronic devices, secure community hot spots and/or no-cost Internet service plans.		
Verify contact information for the client, including phone number, email, and address and best way to contact.		
Confirm schedule with the client (and interpreters as needed).		
Familiarize yourself and the client with the client's device and telepractice platform being used.		
Assist the client in establishing the video and audio connection in the platform on their device prior to actual evaluation or treatment session.		
Ensure that the client can receive and send materials to you confidentially.		
Practice opening and reviewing therapy materials ahead of time and assist the client in doing the same.		
If translations or modifications are needed, discuss them with the client and facilitator.		
Discuss appropriate evaluation or treatment materials and ask the facilitator to keep materials for the client accessible and within reach.		

Facilitators

TECHNOLOGY/EQUIPMENT—Tips and techniques to optimize the client’s technology and equipment. (e.g., having the screen or device at an optimal distance for visibility and interaction)

	Complete	Notes
Check client equipment (e.g., hearing assistive technology, hearing aids, AAC devices).		
Ensure the teletherapy device is fully charged and functioning properly.		
Check placement of camera and video monitor via the platform.		
Check microphones and sound via the platform.		
Make sure the device’s Internet connection is stable and reliable. Connect your computer to your router via an Ethernet cable for the most stable, reliable connection. If using WiFi, sit as close as possible to your router.		
Perform a tech “trial run” with audiologist/SLP (and interpreter as needed) before beginning services.		
If applicable, confirm how interpreters will engage in the telepractice sessions (i.e., audio or visual technologies) and actions you can take to support this process.		
Make sure client can access platform and prepare to troubleshoot the audio and visual aspects of the platform.		
Be familiar with the contingency plan (created by audiologist/SLP) and be ready to help implement, if necessary.		

Facilitators

CLIENT AND ENVIRONMENT—Create a therapeutic/educational environment for the client. Review facilitator expectations/roles and responsibilities.

	Complete	Notes
Check process for asking audiologist/SLP questions during session.		
Make sure the space where the client will participate in sessions (ideally a room with a door) has proper lighting and avoid back-lighting behind the client. The audiologist/SLP should also avoid back-lighting. <ul style="list-style-type: none"> Minimize noise and reduce distractions including competing technology (television, cell phones, music devices). 		
Ensure the client has proper seating/positioning to view and access the computer as needed. <ul style="list-style-type: none"> If the client is distracted by their image, turn off or cover the image. 		
Ensure availability of necessary materials ahead of time (e.g., toys/manipulatives, feeding/swallowing tools, including necessary foods, token boards, visual schedules, dry erase board, pen, paper, book, printouts.)		
Review and use proper infection control procedures (e.g., sanitizing feeding/swallowing tools, wiping screens and touch surfaces)		
Help the client access web-based assessment and therapy tools (e.g., highlighter, pointer, text tools).		

Enhance the client's confidence with technology by coaching and guiding them.		
Assist with behavior management (e.g., positive reinforcement, participation, attention).		
Practice strategies and the use of props with the audiologist/SLP as appropriate and adjust based on feedback.		
Provide prompts/scaffolding, support and encouragement to client, as directed by the audiologist/SLP, for reasons including: <ul style="list-style-type: none"> • To reengage a distracted client, change the reinforcement object and/or tools • Shorten session for distracted clients • To use light/camera on phone or video to see inside the mouth for oral examinations • To help identify articulation errors and model correct placement of sounds • To help client follow through with home program set up by the audiologist/SLP 		

Clinicians

FOLLOW-UP TASKS: Share outcomes, follow-ups and trouble shoot with the audiologist/SLP.

	Complete	Notes
Evaluate and describe client performance and outcomes and make suggestions for improving future tele-encounters.		
Share relevant information on client outcomes with teachers and related professionals (with appropriate release of information).		
Take notes and audio/video record and share any skills or challenges the client demonstrates between sessions to guide future treatment.		
Discuss any problems related to planning, technology/equipment, and/or language access services with the audiologist/SLP and suggest possible solutions.		
Confirm date and time of upcoming sessions and ensure that client is aware of schedule.		
Review audiologist/SLP feedback for the client/facilitator throughout the process.		

ADDITIONAL SETTING SPECIFIC RESOURCES

Early Intervention

- Checklists from [Evidence-based International Early Intervention Office \(EIEIO\)](#)
- [Telepractice and the Routines-Based Model video](#) from Robin McWilliam, Routines-Based Model for early intervention for children with disabilities and their families.
- [Family Guided Routines Based Intervention \(FGRBI\)](#)

Schools/Private Practice

- [Family Centered Speech-Language Services Via Telepractice for Individuals with Craniofacial Anomalies](#) (SIG 5 Craniofacial and Velopharyngeal Disorders recorded Zoom discussion)
- [Creative Approaches to Telepractice for Speech-Language Pathologists in Private Practice](#)
- [Service Delivery Considerations for Private Practice in Speech-Language Pathology](#) (This Zoom discussion was part of the ASHA COVID-19 Web Event Series)

Acknowledgements— Thank you to members of Special Interest Groups 16 (School-Based Issues) and 18 (Telepractice) and the Speech-Language Pathology School Issues Advisory Board.