

# Live Video Conferencing:

## A Viable Tool for Coaching Providers on the Use of Evidence-Based Practices

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# Objectives:

- Examine the use of video conferencing for professional development (PD) systems in three states
- Learn about current research that supports the effectiveness of the use of video conferencing as a PD tool
- Experience the real time use of live video conferencing during the presentation

# Meet the panel:

- Ardith Ferguson, Senior Program Associate, WestEd/NCSI
- Cindy J. Weigel, Part C Coordinator, Early ACCESS, IA Department of Education
- Colleen Head Batchelor, Child and Family Services Director, The Resource Exchange, Colorado Springs, CO
- Kristina M. Blaiser, PhD, CCC-SLP, Assistant Professor, Communication Sciences and Disorders, ID State University-Meridian
- Maureen Casey, Policy and Professional Development Coordinator, AzEIP, AZ Department of Economic Security

# Use of live video conferencing in PD systems

- Live video conferencing provides PD opportunities because the learners (in this case the early intervention providers) get the opportunity to practice the skills they are working to acquire
- However, according to a recent Behl & Kahn article (2015) the majority of providers do not have access to training in telehealth technology. Even more importantly many providers do not truly utilize a coaching approach

# Live video conferencing provides PD opportunities to:

- Store and forward technology with HIPAA/FERPA compliant software and ease of transmission
- Record sessions for provider review and coaching feedback to strengthen skills
- Connect with other providers to role play and practice with the technology that can then be used as another method to deliver direct services

# Why and how live video conferencing is being used to support the Part C state PD system in Arizona (AZ)

- Part of a tiered approach to PD
  - AZ state staff and master coaches gain skills from national experts
  - Those staff plan to use this method to coach providers
- State program contracts with M'Lisa Shelden and Dathan Rush to train state staff and master coaches  
<http://www.coachinginearlychildhood.org>

# Why and how live video conferencing is being used to support PD in a local program in Colorado (CO)

- The program obtained grant dollars to support this PD opportunity
- Sheldon and Rush provided intensive video conferencing for master coaches within a large metro early intervention program
- Additional video conferencing was done with all staff to bridge the instructional information
- Master coaches are preparing to use video conferencing with other team members

# Why and how live video conferencing is being used to support the Part C state PD system in Iowa (IA)

- This is a specific PD activity in IA's SSIP improvement strategies
- State contract with Juliann Woods, FSU <http://dmm.cci.fsu.edu/IADMM>
- Individualized support to providers across the state supplemented with webinars for each cohort
- Webinars with other states doing similar work (PA, MN) and other content experts (Bruder, McWilliam, Shelden and Rush)



# The advantages of using live video conferencing in a CO local program

- Supports active engagement of the team and consistency of information received from trainers
  - Having everyone in the room hearing the same information leads to further discussion and problem-solving and more effective teaming
- Able to incorporate new master coaches through the group process and results in them being brought up to speed more quickly

# The advantages of using live video conferencing in a CO local program

- Supports involvement of service coordinators and providers from a variety of disciplines
  - 90% of staff are employees and are committed to attending and learning

# The advantages of using live video conferencing in IA's state program

- Provides access to experts
- Addresses geographic challenges
- Brings together different disciplines
- Opens door for immediate feedback

# The advantages of using live video conferencing in IA's state program

- Provides data collection method to track effectiveness
  - Data captures number of recorded home visits, use of coaching strategies and embedding interventions in routines
  - Collects number of video conferencing sessions completed

# The advantages of using live video conferencing in AZ's state program?

- Seeing each staff on video allows coach to read non-verbal cues and reduces multi-tasking
- The live session can be recorded for later review and reinforcement
- Minimizes expensive travel and allows for increased intensity of coaching sessions
  - Increases geographic access
  - Provides opportunities for variety of staff to participate

# QUESTIONS?



# Higher education challenges and strategies

- Limited graduate programs focusing on or using live video conferencing/telehealth technology – some Institutes of Higher Education (IHE) are offering a one-credit course for graduate students with the training protocols online
- Inservice training – working with the IT and legal departments through shared resources and meetings, ongoing communication and understanding that change takes time
- Onsite training – including the EI team case studies and sessions has been helpful to give them practice with the technology

# IA's strategies to address challenges and barriers

- Technology – use Florida State University's (FSU) platform and completed technology survey prior to participation
- Accountability – written provider roles and responsibilities with agreed-upon dates of activities
- Seeing yourself on video – one of the worst and best things about this work
- Regional implementation teams – used to address barriers as they come up



# AZ's strategies to address challenges and barriers

- Technology – working with administration to understand and support live video conferencing with funding for equipment
- Internet access – still an issue in some areas, therefore events continue to be scheduled at specific offices
- Provider responsibilities – prep work expected, automated reminders sent, added financial consequences for missed calls

# CO local program's strategies to address challenges and barriers

- Program level support – built commitment to and collaboration for the investment
  - Program Administration participated in all coaching sessions
  - Team Leads chose to become Master Coaches to facilitate team development
- New learning method – staff understanding of effective methods of coaching to fidelity

# Suggestions from AZ for those considering this method for PD

- Be planful and flexible
- Use it as one component of a multifaceted PD system
- Provide clear expectations for roles and responsibilities
- Start with statewide webinars that are interactive

# Suggestions from IA for those considering this method for PD

- Explore the technology
- Consider environmental and privacy issues
- Provide information to users on how to effectively interact during sessions
- Have technical experts on speed dial
- Have patience and be persistent

# Suggestions from a local program for those considering this method for PD

- Ensure administrative support
- Conduct training on use of live video conferencing
- Use it as one method in a larger tool kit of PD strategies

# Suggestions from Higher Education

- Understand the technology
- Utilize practice sessions
- Form a learning community
- Learn how to use store-and-forward technology for self reflection
- Prepare for slow growth and change

# Resources

- Edelman (revised 2016). *Video Conferencing 101: Tips from the Early Childhood Field*
- Checklist from <http://www.infanthearing.org/telehealth/index.html>
- *Tips for coaching remotely*  
<https://hbr.org/2015/03/tips-for-coaching-someone-remotely>

# QUESTIONS?





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