

TIPS FOR A SUCCESSFUL TELE-ASSESSMENT



TO TEST OR NOT TO TEST:

- Determine the feasibility of conducting a tele-assessment taking into account goals of the assessment, time and support required, client and family's comfort level, as well as language and cultural factors which may impact testing process and outcomes.
- If a school-based speech-language tele-assessment is being considered, refer to available guidance documents which pertain to Department of Education State regulations as well as ASHA's resources regarding tele-assessment during COVID-19.
- Speech-language pathologists (SLPs) should choose evaluation tools and strategies based on the unique needs of each individual client.
- Standardized assessments currently used by SLPs have not been normed or validated to be used via "tele practice," therefore it is important to consider the ways in which to perform, and include a thorough functional assessment.
- Document the assessment procedures and environment clearly in the evaluation report.

SETTING THE STAGE:

- In advance, commit to and prepare for a scheduled session
- Provide an estimated time frame for the assessment in order to prepare the parent/facilitator and client.
- Ensure proper equipment is available (computer screen, internet service, working audio or headphones).
- Ensure area is quiet and free from distraction.
- For young children, floor space may be required.
- For older children and adults, there should be a comfortable place to sit and work at a table or desk.
- Allow time at the beginning of the session, or have a pre-session, to ensure technology is functioning and cameras are angled as appropriate.
- Allow time at the end of the session for facilitator and SLP to reflect on the session and determine what additional follow up will be required.

TIPS FOR FUNCTIONAL ASSESSMENT:

- Conference with the facilitator prior to scheduled evaluation to guide them about the types of questions that should/can be asked.
- Have the facilitator set up a situation in the home where the client can be observed interacting with adults and/or siblings using a secure virtual platform.
- Ensure observations include situations during which the client may be seen answering questions, interacting in their typical manner and/or using role play.
- Collect a language sample for clients age five and under, and narrative assessment for those over 5 years old.
- Recording of the assessment may be permitted given client or parent/guardian permission, a written release should always be obtained and maintained by the evaluator.

Resources:

[ASHA- Considerations for Speech-Language-and Cognitive Assessment via Telepractice](#)
[NJSHA Guidance Document: School-Based Speech Language Pathology Services During Emergency Situations: A Guide for Practitioners and Districts](#)



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