



# Shift of Services due to COVID-19 and Effectiveness of Telepractice & Remote Learning for Children with ASD

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## Introduction

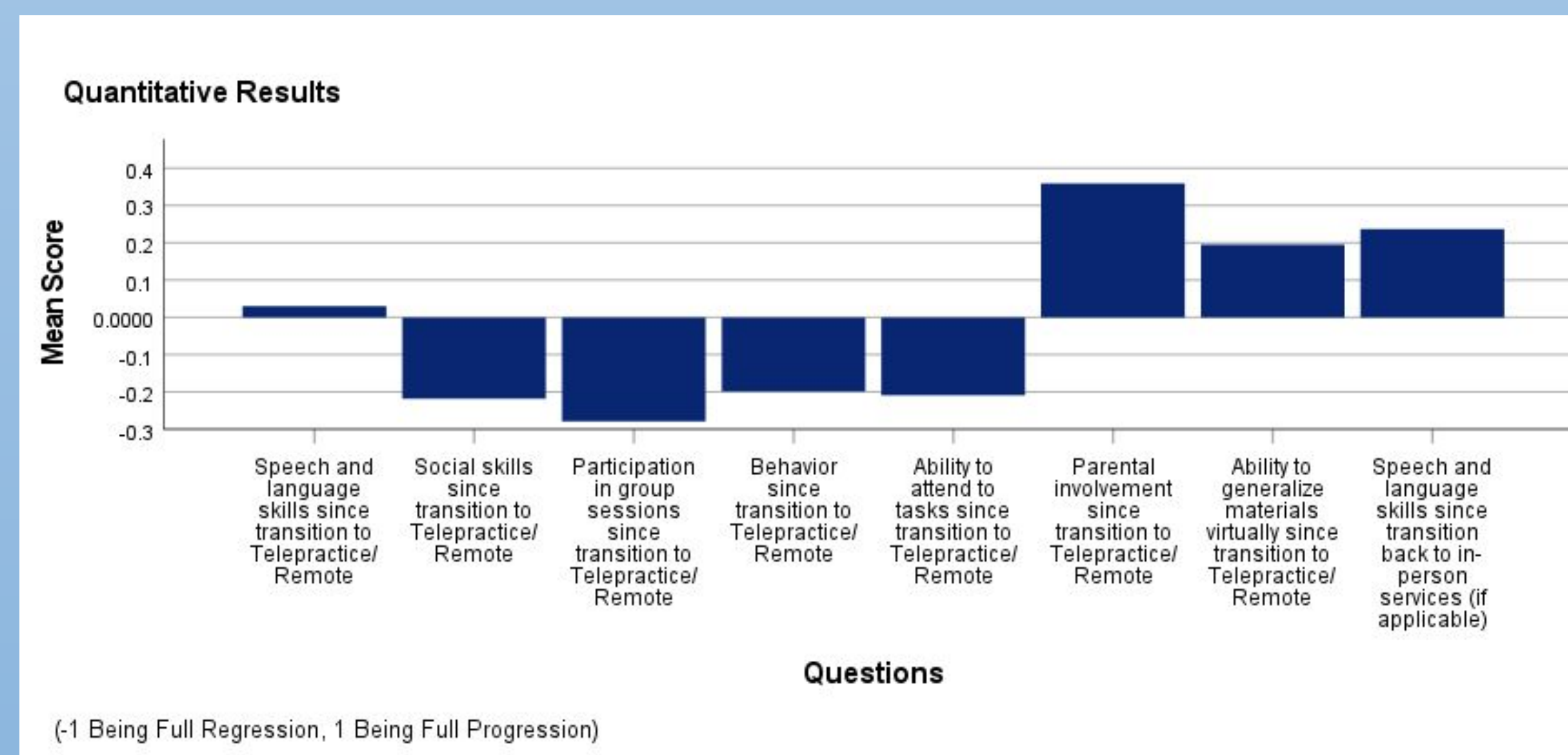
- Telepractice and remote learning has become rapidly widespread this year due to the arrival of the Coronavirus (COVID-19).
- Due to high transmission rates, several states signed executive orders to shut down and provide remote (or partially remote) instruction within schools and private practices.
- This shift in services affected children with ASD as they not only need to receive educational instruction, but also speech-language and communication services.
- The purpose of this study was to determine how services have been affected by this shift in society, as well as how we can adapt as a field to cope and continue to develop the skills of students with ASD to the best of our ability.

## Methods & Materials

- Qualtrics
  - Survey created by researchers
  - Questions regarding effectiveness of telepractice/remote learning
    - Both Quantitative and Qualitative
  - Distributed via Facebook groups to teachers and SLP's working with children with ASD
- SPSS Statistics
  - Performed statistical analysis of results

## Results

- Analysis of research yield the following results:
- **2.9%** progression in speech and language skills
  - **-21.79%** regression in social skills
  - **-27.89%** regression in group participation
  - **-19.86%** decrease in behaviors
  - **-20.88%** regression in students attention
  - **35.96%** increase in parental involvement
  - **19.52%** progression in students ability to generalize materials
  - **23.73%** progression in students speech an language skills since the transition back to in-person services.



### Remote Challenges

- Attention & Engagement
- Parents Managing Behavior & Attention

### Advantages

- Increased Parent Involvement & Awareness

### In Person (COVID) Challenges

- Wearing Masks
  - Articulation Treatment
  - Hearing Sound Production
- Social Distancing

### Advantages

- More 1:1
- Attention

## Conclusions

- Progression in Speech and Languages skills (Remote and in-person) and ability to generalize materials virtually
- Regression in social skills, group participation, and ability to attend to tasks
- Increase in parent involvement and awareness
- Decrease in student behaviors
- Parent involvement has increased due to COVID-19 circumstances and the quality of their contribution can be a pivotal factor on the skill progression or regression of their child with ASD.
  - It can increase the likelihood of intervention reinforcement outside of sessions
  - However, if behavior or attention is not managed properly, engagement in intervention decreases

## References

*The Coronavirus Spring: The Historic Closing of U.S. Schools (a Timeline)*. (2020).  
<https://www.edweek.org/leadership/the-coronavirus-spring-the-historic-closing-of-u-s-schools-a-timeline/2020/07>.