TPBA2 Virtual Guidance Webinar Questions and Answers:

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Question: How long should we schedule with a family in order to complete the TPBA2 through virtual technology?

The amount of time the parent and child need to be present will vary. As with a traditional TPBA2 it should not last longer than about an hour. Short segments of play followed by talking with the family will likely work best. Team planning is key. The amount of information gathered, in conjunction with the family, ahead of the TPBA2 virtual, should help guide the amount of time spent with the family and

child. Gathering videos from the family ahead of the TPBA2 virtual will likely reduce the amount of time spent in real time with the family and child. Keep in mind, if the evaluation team determines more information is needed after the real time assessment is complete, they can request additional videos be sent from the family.

Question: What if we cannot get any type of video (live or otherwise) from the family?

An in-depth interview could be used in this instance, which should get the evaluation team important information. However, an interview alone is likely not enough for eligibility determination. In this instance, the evaluation team will likely need to gather as much information as possible (including the family forms that have always been a part of TPBA2) and then delay the eligibility determination until either the family is able to do a TPBA2 virtual and/or in-person meetings are safe again. Please also consider this IDEA citation 34 CFR 300.304(b)(1)(2)(3) about initial evaluation:

In conducting the evaluation, the local educational agency shall—(A) use a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information, including information provided by the parent, that may assist in determining—(i) whether the child is a child with a disability; and(ii) the content of the child's individualized education program, including information related to enabling the child to be involved in and progress in the general education curriculum, or, for preschool children, to participate in appropriate activities;(B) not use any single measure or assessment as the sole criterion for determining whether a child is a child with a disability or determining an appropriate educational program for the child; and(C) use technically sound instruments that may assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors.

Question:

How can siblings be used in the TPBA2 Virtual and would they be considered a peer for a social observation?

Answer:

Siblings are not necessarily equivalent to a peer since most siblings treat each other differently than they would a peer. However, if siblings are available, it is an important opportunity to see how the child interacts with other children. Part of the planning session with the family should involve understanding how they interact with sibling(s). For instance, if certain behaviors occur around a sibling, the team will want to try to observe for those as they watch the interaction(s). Regardless, try to have the family setup scenarios to observe of typical interactions between the siblings. Keep in mind, despite best planning, siblings are likely to most naturally come in and out of the play and view of the video camera.

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So, watching for the most naturally occurring behaviors will yield the best information. Finally, siblings can be a great way to start the interaction to make the child feel more comfortable and not noticing the camera.

Question:

What if parents are of low cognitive functioning?

Answer:

Regardless of functioning, the evaluation team is best served to observe the most natural and typical behaviors and interactions of the family and child and to provide positive feedback throughout the assessment. A simple comment like "wow he's really connected to you" can go a long way. Also, with all interactions between the child and other family members, we want to see how we can extend play, conversations, and even discipline. Therefore, coaching the family will always be a part of a TPBA2 whether it is conducted virtually or live. It is useful to think of suggesting to the parents those behaviors/activities that would be helpful for them to continue beyond the assessment. For instance, encouraging their child to pull to stand or verbally pairing what they are pointing to with the gesture.

Question:

How do we send and receive larger videos?

Answer:

Using an online service like SWIVL can be quite useful. They have various how-to videos that are helpful. If using email or text to send videos, families will likely need to do shorter 3 to 5 min videos. Keep in mind, 5 to 10 minutes clips are the maximum length suggested to request from a family.

Question:

Can a TPBA2 Virtual be completed with only prerecorded clips sent to the evaluation team?

Answer:

If there is enough information for the team to determine a comprehensive view of the child's development from the prerecorded clips and information from interviews, and completed family forms, then yes. These clips will necessarily need to include videos of adult-child interactions. However, it will always be ideal to include a live video session in which you can coach the family on the interactions you'd like to see. Also, the live video option is a great opportunity to build rapport. In the end, remain flexible and make eligibility decisions on the comprehensive body of evidence you collect. Again, the

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team preplanning process will be the best way to determine the extent to which prerecorded clips can serve as a primary source of information for the evaluation and eligibility determination.

Question:

How do we ensure the online video platform we are using is secure and compliant?

Answer:

The best solution for ensuring secure and HIPPA/FERPA compliant online platforms is to stay abreast of the most current information from the [Department of Health and Human Services](#). Additionally, it is important to discuss this matter with your director of special education and administrative unit legal counsel.

Question:

How should we use the age tables when completing a TPBA2 Virtual?

Answer:

Continue to use them for guidance on developmental levels and percentage of delay. Also, look at the qualitative aspects learned from the assessment. In this virtual format, evaluation teams will still use all forms and materials related to the TPBA2. This means that age tables should be used last in the TPBA2 process, to summarize and integrate all evidence, and then to determine eligibility through percentage-delay. TPBA2 age tables should not be used as a checklist.

Question:

How do we help the family to have their video camera propped up so that they can interact with their child?

Answer:

There are a variety of solutions for propping a camera and it depends on what is available in the family's home. For instance, an egg carton, large paper clip, and/or toilet paper roll. In some instances, another caregiver or sibling can take on the role of holding the camera and videoing throughout the adult-child interactions.

Question:

Is it appropriate to determine a child eligible for preschool special education when TPBA2 is conducted virtually?

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Answer:

If the evaluation team feels they have comprehensive information about the child's development, which necessarily includes ample evidence from the family, then yes necessary documentation is present to make a valid eligibility determination. Keep in mind that when the evaluation team feels like the body of evidence is not comprehensive enough, despite best efforts, it is appropriate to delay eligibility determination until the necessary evidence can be collected.

Question:

Can we record and store our TPBA2 virtual for later use by the team, such as an SLP who needs to carefully review certain aspects of the child's speech and language skills demonstrated?

Answer:

Recording the TPBA2 virtual is advisable. Please ensure parental consent prior to recording. The recording should be deleted as soon as the eligibility determination is made.