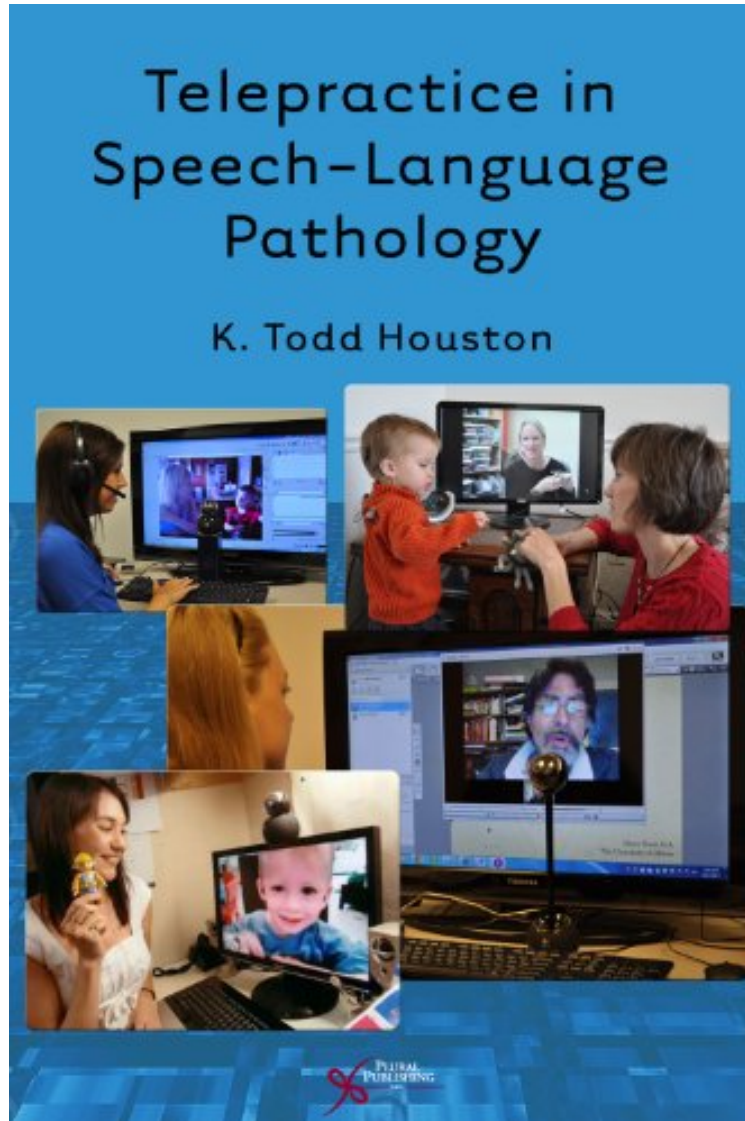


Telepractice in Speech-Language Pathology

K. Todd Houston

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K. Todd Houston : Telepractice in Speech-Language Pathology before purchasing it in order to gauge whether or not it would be worth my time, and all praised Telepractice in Speech-Language Pathology:

1 of 1 people found the following review helpful. Very sorry I purchased this. I am an experienced ...By yellow rose
Very sorry I purchased this. I am an experienced SLP who expected more information about teletherapy. It appears to be a text for beginning, undergraduate speech students.0 of 0 people found the following review helpful.
Four StarsBy Lang2015This is the only book I could find on this topic and it was very helpful and understandable.

The evolution of distance technology and widespread availability of cheaper, high-quality video conferencing equipment has allowed for the growth of telepractice in the field of speech-language pathology. Increasingly, practitioners are developing telepractice programs to provide family-centered early intervention services, speech and language therapy to children in public schools, rehabilitation to adults who are recovering from stroke or traumatic brain injury, as well as mentoring to pre-service and in-service professionals to improve their knowledge and skills. This book provides practical information to speech-language pathologists that will allow them to implement a successful telepractice program. It presents the technological requirements, applications in speech-language pathology, policy and regulatory issues, and future directions and trends of telepractice. Practitioners currently in the field as well as graduate students in speech-language pathology will find this text to be invaluable.

"Prior to reading Houston's book, *Telepractice in Speech-Language Pathology*, I made a mental note of questions I often hear regarding telepractice and service delivery in our profession. I wondered if this book would address those questions. I'm happy to report that it did. Thus, I give this book a thumbs up and highly recommend it as a good addition to your library if you want to understand telepractice, consider delivering services via technology, invest in alternative approaches to treatment or supervision, or add this delivery method as a new service option to your practice. My five questions concerned: technical specifications, reimbursement, professional qualifications, populations that would benefit from services in this mode, and recommendations for application. This is the first book I am aware of that is entirely devoted to the delivery of speech-language pathology and rehabilitation services at a distance. The 12 chapters were contributed by Houston and a host of other professionals who are seen as experts and/or pioneers in the field. They cover a wide range of geographic regions, disability populations, business interests, and service options. While there were a number of contributors, Houston did a great job of ensuring that the content was presented cohesively. The book lays an excellent foundation by providing a historical perspective on the evolution of telepractice and an overview on how other professions utilize telepractice. There is also a thoughtful explanation of where to begin if interested in initiating telepractice services. The role of federal regulations was clearly explored. It supported the concept that the quality, security, and treatment outcomes of service delivery via a telepractice platform must be the same as those services offered onsite. One of the strengths of the book is the focus on efficacy. Many chapters included discussion of challenges, benefits, and recommendations for utilizing telepractice in service delivery and highlighted how this mechanism can be applied to specific populations or aspects of service delivery. For example, challenges such as time, travel, logistics, availability of qualified professionals, and continuity of services can be resolved. Authors addressing provision of telepractice in the school setting offered information, practical suggestions, and guidelines. A helpful needs assessment form was included. Chapters also addressed employing telepractice for supervision of university students and Clinical Fellows, stuttering, and adult speech and swallowing disorders. Individuals and organizations that are considering incorporating telepractice into their practice or business model will appreciate the authors' experiences and perspectives on important personal, business health, and financial aspects. Discussions include comments about tools for business as well as developing and growing a customer base. Of interest as well is the discussion about telepractice in international services. The last chapter is very interesting as the authors provide insights into the future of telepractice and service delivery. The Appendices contain practical tools and information including the school needs assessment tool and information about the ASHA Practice Portal. Finally, there is a Blueprint for Telepractice Guidelines that highlights Administrative Principles, Clinical Principles, Technical Principles, and Ethical Principles. This book is now on my shelf and will be my go-to resource for questions I receive when I consult with schools, healthcare programs, and businesses interested in knowing more about telepractice." --Jean Blosser, CCC-SLP, EdD, President, Creative Strategies for Special Education, (2015)

About the Author Dr. K. Todd Houston is an Associate Professor in the School of Speech-Language Pathology and Audiology at The University of Akron where he teaches courses related to aural habilitation/Auditory-Verbal Therapy, childhood language development and disorders, phonology, phonetics, and professional practices. His areas of research include spoken language acquisition in children with hearing loss, auditory and visual perception of spoken language, parent engagement in the intervention process, the parenting role of fathers for children with hearing loss, the use of social media, and telepractice/teleintervention as a service delivery model. Dr. Houston continues to write extensively on these topics and has published numerous peer-reviewed articles, editorials, and clinical white papers. As a passionate teacher and lecturer, Dr. Houston is also committed to preparing and mentoring professionals to serve children with hearing loss and their families, especially those who have chosen listening and spoken language as the desired outcomes. Prior to joining the faculty at The University of Akron, Dr. Houston was an Assistant Professor in the Department of Communicative Disorders and Deaf Education at Utah State University and is a former Executive Director and Chief Executive Officer (CEO) of the Alexander Graham Bell Association for the Deaf and Hard of Hearing (AG Bell) in Washington, DC. Dr. Houston is also a former member of the Board of Directors of Auditory-Verbal International, Inc. (AVI), a founding partner in the Carolina Summer Institute in Auditory-Verbal Therapy housed at the University of North Carolina at Chapel Hill, and a founding director of the South Carolina Chapter of the AG Bell Association. As a Speech-Language Pathologist and Certified Listening and Spoken Language Specialist

Auditory-Verbal Therapist (LSLS Cert. AVT), Dr. Houston has experience serving infants, toddlers, and children with hearing loss through family-centered early intervention as well as in residential, public school, and clinical settings. He also has held positions as a cochlear implant program director, researcher, and consultant and continues to hold adjunct faculty positions at universities in the United States and Australia. Dr. Houston travels nationally and internationally providing consultations and presenting workshops, scientific papers, and keynote addresses on a variety of topics related to childhood hearing loss.