Innovative Solutions for Remote and Virtual Training

Presented by Sylvia Perez and Kendra Farrow
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Objectives

Participants will identify strategies for:

• Working as a remote employee
• Doing remote assessments with consumers
• Providing remote instruction
Suggestions for Working Remotely

• Identify a designated work area
• Have necessary equipment
  o Work phone
  o Secure computer
• Follow a daily routine
• Document work completed
• Communicate with team members
Confidentiality

• Keep documentation and consumer files in a secure location.
• Ask consumers how they would like to receive communication.
• When working in a group, ask consumers to identify themselves by first name only.
Create Remote Teams

- Administrative and support staff
- VRT, rehab teacher, and assistant
- O&M specialist
- Assistive technology instructor
- Case manager, counselor, social worker
Needed Skills

• Teamwork
• Problem-solving
• Creativity and innovation
• Good listening skills
• Use of clear and descriptive language
• Patience
Telephone Calls

• Strengths:
  • Most people have access to a telephone.
  • Consumers usually know how to operate a telephone.

• Weaknesses:
  • It may feel distant.
  • Individuals with hearing impairments may have difficulty.
  • No ability to share visual information
  • People talk over each other on a conference call
Video Call via Smartphone

Strengths:
• Individuals with a smartphone usually have access to a video calling service.
• Allows for sharing of visual information

Weaknesses:
• Individuals may not know how to use the video calling service.
• Individuals may feel uncomfortable with video calling.
**Virtual Conference Platforms**

**Strengths:**
- Each person can share visual information.
- Virtual platforms increase consumers’ AT skills.
- Each person can mute background noise.

**Weaknesses:**
- Some people may not know how to virtual platforms.
- Joining by phone requires two steps.
- Virtual conferencing requires internet.
- Background noise is distracting if not muted.
Remote Rules

• Identify each participant.
• Set an allotted amount of time and stick to it.
• Participants should identify themselves when speaking.
• Use mute when not speaking.
• Choose a specific topic.
• Group consumers with similar needs.
• Provide practical ways to use new skills.
• Give homework.
• Review.
Assessment

Safety questions:

- Can you dial 911?
- Tell me about your support system.
  - Groceries
  - Medication
- Have you recently fallen?
- Can I connect you with telephone support or activity groups?
Skills Assessment

• Can they hear you on the phone?
• Use standard assessment and look for any needs that can be addressed by phone.
  o Information and referral
  o Talking books
  o Labeling & organization
• Document your observations and what is unclear.
Provision of Aids and Devices

• Mail devices that the consumer has already showed ability to use
• Follow up with phone call and review instructions for use
• Ask:
  o Have you used the device? If so, how?
  o Have you encountered any problems?
Information and Referral

• When services are limited in some way, provide information and referral.

• Provide information about:
  o Eye conditions
  o What types of services are available

• Referral to:
  o Community programs
  o Hadley
Questions and Comments
Resources

- Hadley
- Telephone Support and Activity Groups
For more information, visit

- www.oib-tac.org
- www.blind.msstate.edu
- www.ntac.blind.msstate.edu
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