Checklist for Positive Practices in Distance Learning

Teacher: _____ **Setting:** _____ **Date:** _____

EBP Strategy	The program struggles to implement this item.	The program does this item somewhat, but needs more consistency.	The program demonstrates this item consistently.	NOTES:
TRAINING AND TECHNICAL ASSISTANCE WITH THE LEARNING MANAGEMENT SYSTEM (LMS)				
1. Staff assists caregivers in developing and maintaining a distraction-free, virtual learning space in the home (i.e. quiet workspace, materials easily accessible,adequate chairs and power source, etc.)				
2. Staff refers students and caregivers to LMS technical assistance when issues arise.				
3. Staff helps students and caregivers access LMS and help with troubleshooting technical issues as they arise.				
4. Staff teaches students how to access materials and assignments in LMS.				
5. Staff provides students and caregivers a list of important contacts who provide division-wide technology support.				
6. Staff provides printed copies of worksheets and materials for caregivers who do not have access to printing capabilities in the home.				
SCORES	/6 %	/6 %	/6 %	
COLLABORATION WITH CAREGIVERS				
1. Staff provides learning expectations, announcements, materials and other information in the LMS prior to class.				
2. Staff conducts at least weekly "check-ins" with caregivers to discuss student progress, important dates, behavioral concerns, and assist with virtual learning.				

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COLLABORATION WITH CAREGIVERS (continued)				
3. Staff teaches caregivers to develop and implement a self regulation routine for students during virtual learning.				
4. Staff provides caregivers and students with video chat examples and expectations using visual supports in the learning management system.				
5. Staff instructs caregivers how to use prompting with their child.				
6. Staff teaches caregivers how to deliver reinforcement to their child based upon an established individualized reinforcement system.				
7. Staff teaches caregivers how class-wide reinforcement systems operate.				
8. Staff discusses with caregivers how to increase social interaction during virtual learning.				
SCORES	/8 %	/8 %	/8 %	
LEARNING ENVIRONMENT: VIRTUAL CLASSROOM AND HOME SETTINGS				
1. Staff sets up a virtual learning environment to maximize engagement and learning (i.e. visually appealing, teacher's face on camera, writing surface background, teaching toolkit nearby, have contrasting teaching environment if possible-outdoor location, etc.)				
2. Staff starts each lesson by greeting students with an engagement activity.				
3. Staff positively reinforces (i.e. verbal or expressive praise, emoji, gesture, visual, index card or sign with positive saying on it) student's positive academic and/or social behaviors.				

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LEARNING ENVIRONMENT: VIRTUAL CLASSROOM AND HOME SETTINGS (continued)				
4. Staff provides each student with more positive feedback than correction (recommended ratio of 5 positive feedbacks to 1 correction).				
5. Staff establishes and maintains engagement by using proactive class-wide methods(i.e. group contingency system).				
SCORES	/5 %	/5 %	/5 %	
VISUAL SUPPORTS				
1. Staff posts and references classwide schedule in LMS.				
2. Staff provides each student with an individual visual schedule.				
3. Staff instructs students to use LMS learning features to participate in instruction (raise and lower hand, chat, mute and unmute, move to breakout room, etc.)				
4. Staff displays a video background that is free of distraction for students.				
5. Staff uses visual supports to promote social emotional learning such as virtual 5 point scales, virtual social stories, virtual countdowns, etc.)				
SCORES	/5 %	/5 %	/5 %	
SYSTEMATIC INSTRUCTION				
1. Staff uses breakout rooms in LMS for small group and individualized instruction.				
2. Staff applies instructional pacing to each lesson to meet instructional needs of individual students.				

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SYSTEMATIC INSTRUCTION (continued)				
3. Staff utilizes visual timers to signal session and activity duration.				
4. Staff provides a choice of activities within learning sessions using digital choice boards.				
5. Staff provides ongoing modeling, rehearsal and feedback on skill development to students during instruction.				
6. Staff takes data on individual student goals and provides positive feedback to students on progress during learning sessions.				
SCORES	/6 %	/6 %	/6 %	
PROMPTING AND REINFORCEMENT				
1. Staff prompts student responses using a variety of prompting methods including visual, verbal, gestural, and model.				
2. Staff constantly corrects student errors using positive reteaching methods and positively reinforces correct responses from students.				
3. Staff fades prompts to increase student independence.				
4. Staff allows appropriate wait time for student responses.				
5. Staff uses individualized reinforcement for distance learning based on student preferences and interests (digital token board, choice board, social reinforcement, verbal praise, etc.)				
6. Staff implements classwide reinforcement for distance learning (described in LMS).				
SCORES	/6 %	/6 %	/6 %	

EBP Strategy	The program struggles to implement this item.	The program does this item somewhat, but needs more consistency.	The program demonstrates this item consistently.	NOTES:
SOCIAL COMMUNICATION INSTRUCTION				
1. Staff establishes a method of functional communication for each student.				
2. Staff creates natural and planned opportunities to elicit responses from students during instruction.				
3. Staff implements both synchronous and asynchronous activities to promote social interaction and communication between peers.				
4. Staff embeds social skills instruction into virtual lessons.				
5. Staff encourages students to engage in choice-making opportunities throughout the instructional day.				
6. Staff completes regular (at least daily) mental health/emotional "check-in" with students.				
SCORES	/6 %	/6 %	/6 %	
BEHAVIOR				
1. Staff implements individualized strategies to increase engagement of students with behavior challenges (i.e. "check-in", entrance ticket, token economy, first/then visual, assess, and apply preferences, etc.)				
2. Staff uses proactive strategies to prevent interfering behaviors (pre-teach behavioral expectations, prime expected behavior, deliver reinforcement that is personal, contingent, and immediate, modify classroom environment as necessary to accommodate needs, lower visual clutter, avoid triggers if possible-like being told "no", etc.).				

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BEHAVIOR (continued)				
3. Staff uses motivating activities to develop behavioral momentum for non-preferred activities (i.e. assess and apply preferred themes, activities and/or items).				
4. Staff provides reinforcement for desired behaviors (i.e. must be customized based on student's preferences, delivery must be immediate).				
5. Staff works with family to use safe reactive management procedures to address challenging behavior (i.e. if necessary, have crisis or behavior plan developed and shared in advance, coach family on responding to behaviors as to not reinforce interfering behaviors, etc.)				
6. Staff ensures behavior support plans are adapted for virtual and home based settings (i.e. modify delivery and types of reinforcement to match virtual and home environment, have strategies adapted for distance learning environment).				
SCORES	/6 %	/6 %	/6 %	

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