

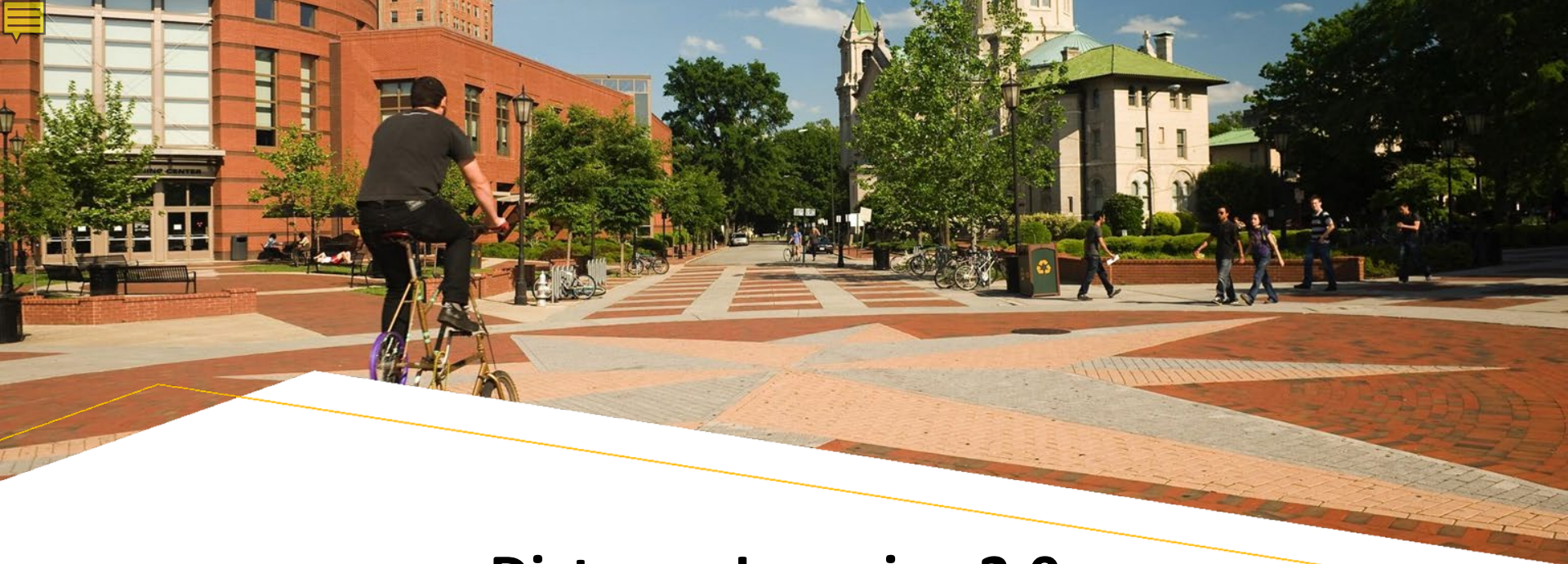
Lunch and Learn with VCU-ACE

www.vcuautismcenter.org



Housekeeping

- For educational and quality control, we will be recording this zoom session.
- By participating, you are consenting to being recorded.
- Before this session is shared, we will edit to remove identifying information to protect your privacy.
- The Q&A section will be removed and only be shared as an anonymous transcript



Distance Learning 2.0: Positive Practices for Students with ASD




VCU

Teresa Cogar, M.Ed. & Lauren Vetere, M.Ed., BCBA, LBA

Agenda:

- **Why Positive Practices in Distance Learning?**
- **Review of tool/examples**
- **Ways to use the tool in your practice**
- **Discussion/questions/reflection**





Positive Practices in Distance Learning

- Evidence-Based Practices (EBPs)
- Focus on Skill Based Treatment
- Basic Tenets:
 - All students can learn
 - All students have strengths

Distance Learning 2.0





Why Positive Practices in Distance Learning?

- Can be **generalizable**
 - Can be implemented effectively in a variety of settings
- Can be **individualized**
 - Meet the unique needs of each learner
- Based in **research**
 - Focus on interventions that have been proven effective



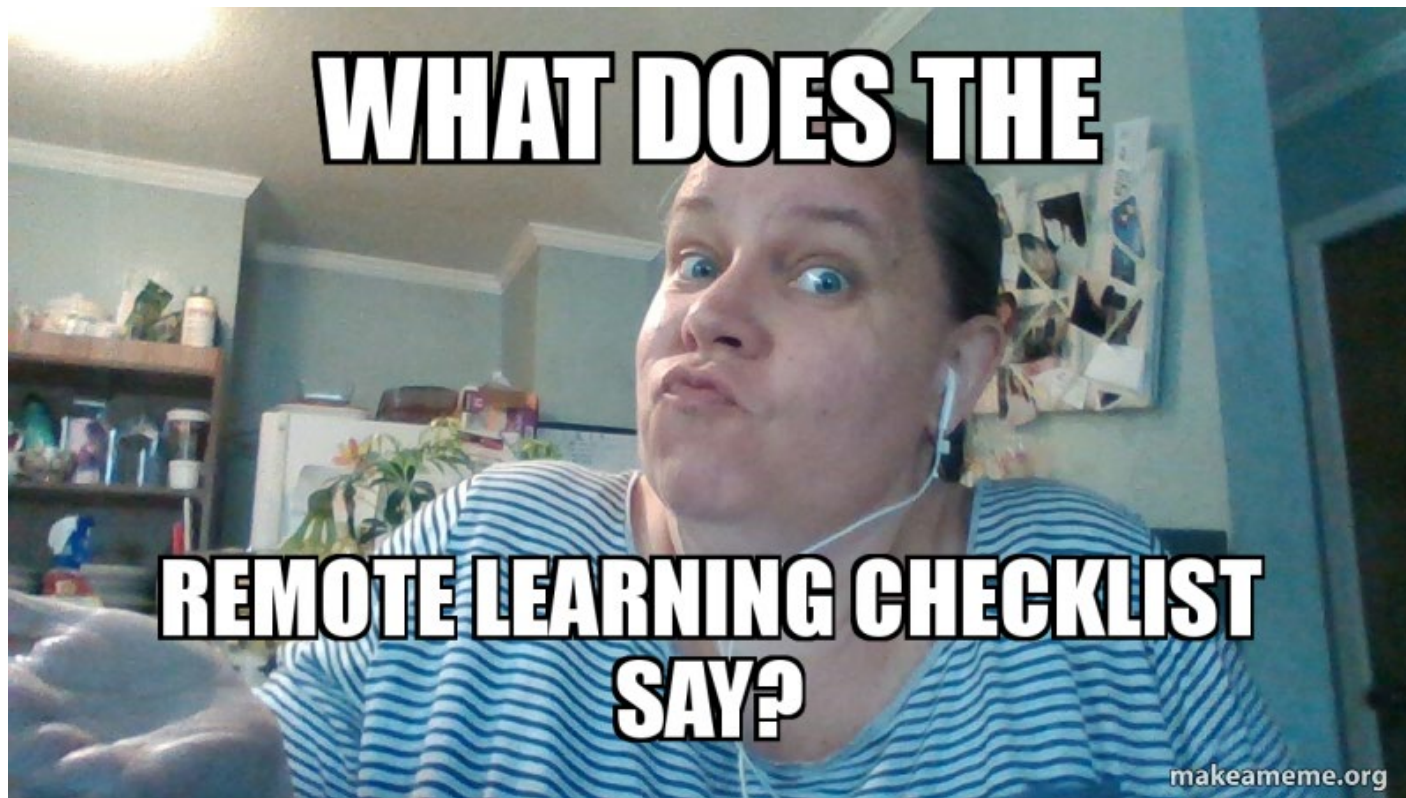
Our Goal:



Why a Checklist?



- ✓ Improve how you work
- ✓ Increase productivity
- ✓ Reduce errors





Checklist for Positive Practices in Distance Learning

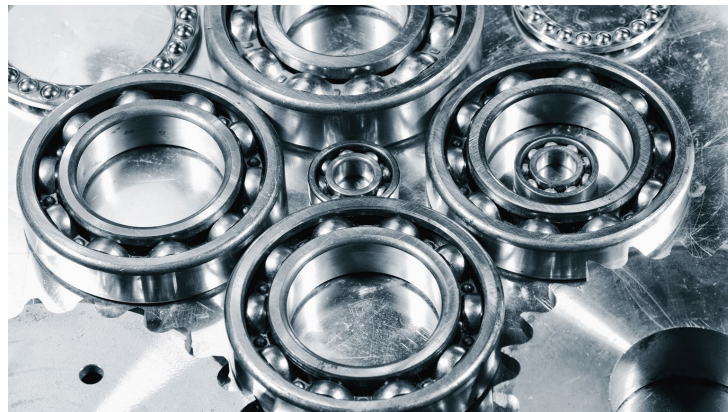
Teacher: _____ Setting: _____ Date: _____

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.				

Components

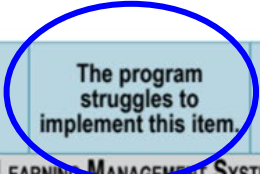
8 Evidence-based Strategies to promote positive practices in distance learning:

- ❖ Training and Technical Assistance with the Learning Management System (LMS)
- ❖ Collaboration with Caregivers
- ❖ Learning Environment: Virtual Classroom and Home Settings
- ❖ Visual Supports
- ❖ Systematic Instruction
- ❖ Prompting and Reinforcement
- ❖ Social Communication Instruction
- ❖ Behavior
 - Program implementation Scale
 - Notes Section



Scoring

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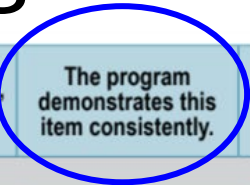
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Training and Technical Assistance with Learning Management System

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SCORES	/6 %	/6 %	/6 %	



Training and Technical Assistance

Focus:

- Technology Support
- Accessibility
- Logistics
- Problem-solving

Collaboration with Caregivers

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.				

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:
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 %	



Collaboration with Caregivers

Focus:

- Building partnerships
- Coaching
- Creating shared vision/goals



Learning Environment: Virtual Classroom and Home Setting

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.				

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:
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 %	



Learning Environment

Focus:

- Maximizing student engagement
- Creating a positive “classroom”
- Setting the stage



Visual Supports

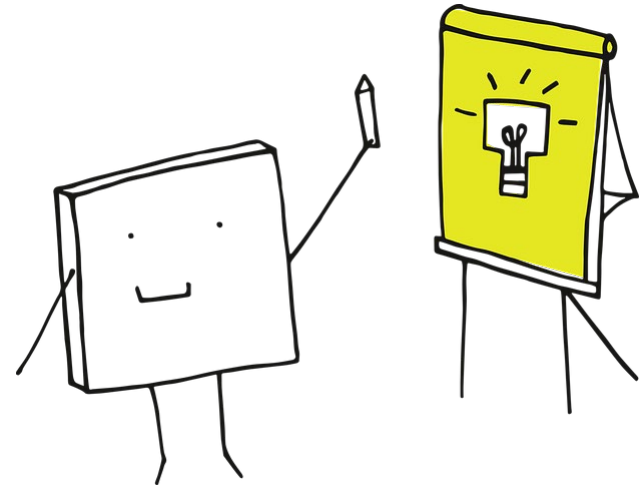
VISUAL SUPPORTS				
1. Staff posts and references classwide schedule in LMS.				
2. Staff provides each student with an individual visual schedule.			.	
3. Staff instructs students to use LMS learning features to participate in instruction (raise and lower hand, chat, mute and unmute, move to breakout 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	<i>15</i>	%	<i>15</i>	%
			<i>15</i>	%



Visual Supports

Focus:

- Setting clear expectations
- Supporting learning
- Priming/cueing



Systematic Instruction

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.				

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:
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 %	



Systematic Instruction

Focus:

- Creating “norms” for distance learning
- Consistent and predictable routines
- Generalization

Prompting and Reinforcement

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	%



Prompting and Reinforcement

Focus:

- Guide students to correct responses
- Motivation
- Encouragement

Social Communication Instruction

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 %	



Social Communication Instruction

Focus:

- Creating and maintaining friendships
- Developing peer relationships
- Expand social skills





Behavior

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.).

Behavior Continued

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:
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 %	



Behavior

Focus:

- Proactive strategies
- Promoting safe, functional and appropriate behavior
- Emotional regulation

Ways to use this tool?





Ideas for Use

- ❖ Teacher self-assessment tool
- ❖ Coaching tool for new teachers or teachers new to distance learning.
- ❖ Checklist/reference for collaborative teams to promote positive practices across settings.
- ❖ Collaborative tool to assist caregivers in generalizing and promoting practices at home and in the community.



Examples:

- Track progress and growth
- Professional Development



Resources



**The National Professional Development Center
on Autism Spectrum Disorder**

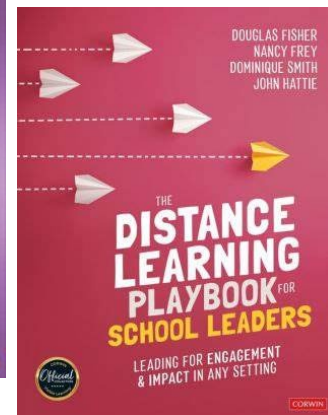
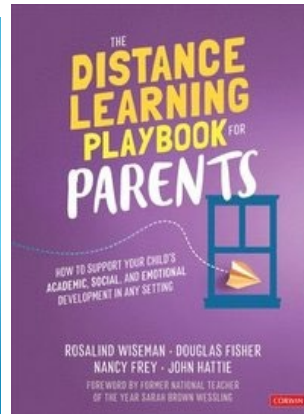
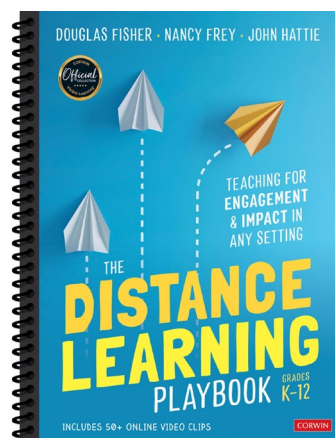
[Evidence-Based Practices | Autism PDC \(unc.edu\)](https://www.unc.edu/ncpi/autism/pdc/)

[VCU Autism Center for Excellence](https://www.vcu.edu/autism/)

[The Distance Learning Playbook, Grades K-12 | Corwin](https://www.corwin.com/books/9781418971000)



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Closing

- **Goal**: deliver quality instruction and Evidence-Based Practices (EBPs) for students with ASD in all settings
- Continue to building skills on a distance learning platform



Questions??





LiveChat



Upcoming Topics

Date:	Topic:	Presenters:
March 4th, 2021	Teaching Self-Determination: Where to Begin!	Deborah Hammer -- Arlington County Public Schools

To register go to: <https://vcuautismcenter.org/te/lunchandlearn.cfm>



For questions or more information

Please visit:

www.vcuautismcenter.org

Or

email: autismcenter@vcu.edu