




Lunch and Learn with VCU-ACE
Alicia Hart & Stefanie Paul
Preparing Your Child for the Early Childhood
Classroom in the Time of COVID-19



1

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



2

Welcome to the Three-Part Series!



Alicia Hart



Stefanie Paul



3

Today's Objectives

- Discuss the challenges related to school openings in the time of COVID-19
- Describe evidence-based practices to support the needs of young children with ASD as they transition to the classroom
- Provide examples of different practices / strategies
- Questions and answer opportunities



4

A Tale of Two Students

Returning Students

- Learning *different* rules and routines from when they last attended preschool in the spring

New Students

- Young children who have never attended preschool and are not accustomed to school-based rules and routines



5

Potential Changes for Schools

- New bus riding rules
- Drop off / pick up changes
- Temperature checks
- Mask or shield wearing (adults and/or students)
- Increased handwashing
- Increased cleaning throughout the day
- Physical distancing (marked spots for lines)
- Individual supplies for activities / needs
- Altered play opportunities
- Quarantines
- School closures during isolated outbreaks



6



Community Experiences with COVID-19 Changes

Some children may have already experienced some of these changes in their communities.



7

How can we help support young children with ASD as they transition back to school in the time of COVID-19?



8

Evidence-Based Practices for ASD

Antecedent-Based Interventions

- Physical structure
- Visual clarity
- Visual supports
- Schedules and routines
- Transitions
- Choices

Social Communication Interventions

- Functional Communication
- AAC
- Social narratives
- Video modeling
- Role-playing
- Peer-mediation

Applied Behavior Analysis

- Task analysis
- Prompting
- Reinforcement
- Systematic Instruction



9

EBPs can be used ANYWHERE!



In the classroom

At home



In the community



10

Evidence-Based Practices to Prepare Children for School Changes

Antecedent-Based Interventions

- Physical structure
- Visual clarity
- Visual supports
- Schedules and routines
- Transitions
- Choices

Social Communication Interventions

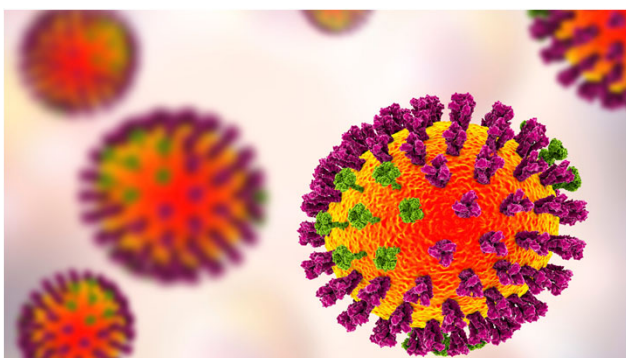
- Functional Communication
- AAC
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Applied Behavior Analysis

- Task analysis
- Modeling
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11



Explaining COVID-19

How you can help

- Prepare or use a pre-made social narrative about COVID-19.
- Watch age-appropriate videos about COVID-19.
- Be positive and reassuring about what is happening.



12



Preparing Your Child for the Bus

How you can help

- Work with your child's teacher so that you know the steps of getting on and off the bus.
- Talk with your child's teacher about creating a visual support to help your child while on the bus.
- Find out the new rules for riding the bus.
- Prepare a social narrative about what to expect on the bus using the steps and rules you've been given.
- If a video is available, watch that with your child again and again.
- Plan something motivating for when your child gets off the bus that can be used with a First / Then support.



13



Preparing Your Child for Drop Off / Pick Up

How you can help

- Talk with your child's teacher and learn the steps of drop off and pick up procedures.
- Talk with your child's teacher about creating any visual supports to support this process.
- Prepare a social narrative using these steps and talk about what might happen during drop off and pick up.
- If your child's school has a video about new procedures, be sure to watch that ahead of time.
- Be consistent in your drop off and pick up routines.
- Use a transition activity.



14



Temperature Checks



How you can help

- Prepare a social narrative about temperature checks (waiting in line, standing still, etc...)
- Practice at home ahead of time.

15



Multiple Transitions / Altering Schedules



How you can help

- Use consistent home routines.
- Create and use a visual schedule for home.
- Use timers to help a child know when an activity will end.
- Use First/Then visual supports at home.
- Use a calendar to identify days for school and days for home.
- Use a task analysis for teaching routines like handwashing.
- Incorporate handwashing throughout the day at home to prepare for handwashing at school.

16



Mask / Face Shields



How you can help

- Prepare a social narrative about seeing people wearing masks / shields or having to wear one
- Watch age-appropriate videos about wearing masks.
- Practice wearing one at home and in the community.

17



Quarantines and School Closures



How you can help

- Prepare a social narrative about quarantines / school closures.
- If in a quarantine, use a calendar to mark off time passed and use visual supports like Today I feel...
- Watch an age-appropriate video about quarantines.
- Use physical structure in the home to mark off clear spaces that are ok to use.
- Use visual supports as reminders to stop a child from entering certain rooms.
- Maintain a routine and use a schedule at home.

18

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19

Let's Try One Together: Handwashing

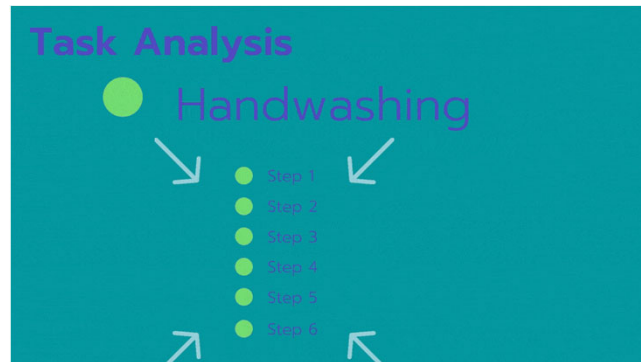


20

Let's Try One Together: Handwashing

Where do you start?

Task analysis!



21

Let's Try One Together: Handwashing

So now you know all the steps, what's next?

Create a visual support!



22

Let's Try One Together: Handwashing

You can model the skill yourself but you can also include a video model.

https://www.youtube.com/watch?v=M0v_2E30Um8



23

Let's Try One Together: Handwashing

Now that you've created a visual support and are modeling the skill, how do you teach the child to wash their hands ?

Prompting!

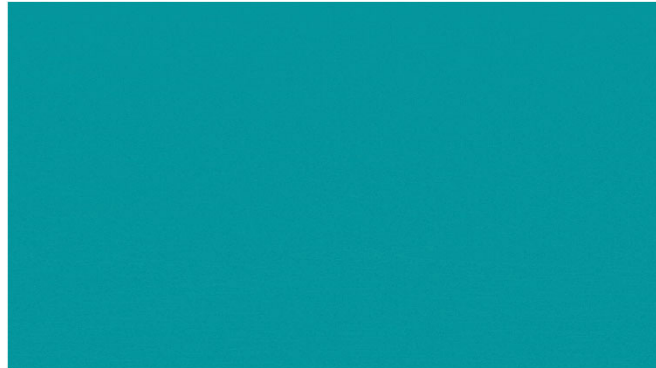


24

Let's Try One Together: Handwashing

What else can you do to help teach the skill?

Reinforce!

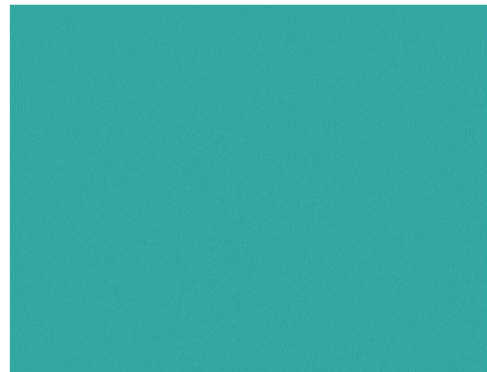


25

Let's Try One Together: Handwashing

Now think about adding in a social narrative.

Explain why it's so important to wash our hands right now.



26

Let's Try One Together: Handwashing

Now create a visual schedule for home and include times for handwashing throughout the day.



27

Resources

The Virginia Commonwealth Autism Center for Excellence (VCU-ACE)
<https://vcuautismcenter.org>

VCU-ACE Early Childhood COVID-19 Playlist
https://www.youtube.com/watch?v=0d2ADe2r9Xs&list=PLj7MF9GDcommjppqZ_gqYp5xiGV0uhq-t



28





29

Upcoming Topics

Date	Topic	Presenter
July 30, 2020	Early Childhood Series, Part 3: Preparing for Virtual Options in the Time of COVID-19	Alicia Hart

Registration Link: <https://vcuautismcenter.org/te/lunchandlearn.cfm>



30

For questions or more information

Please visit:

www.vcuautismcenter.org

Or

e-mail: autismcenter@vcu.edu

