




Lunch and Learn with VCU-ACE
Alicia Hart
Preparing for Virtual Options in Early Childhood



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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



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Today's Objectives

- Discuss what we know about virtual options for very young children with ASD
- Describe the research surrounding parent-mediated / parent-implemented interventions
- Describe types of teleintervention models
- Describe a case study
- Questions and answer opportunities



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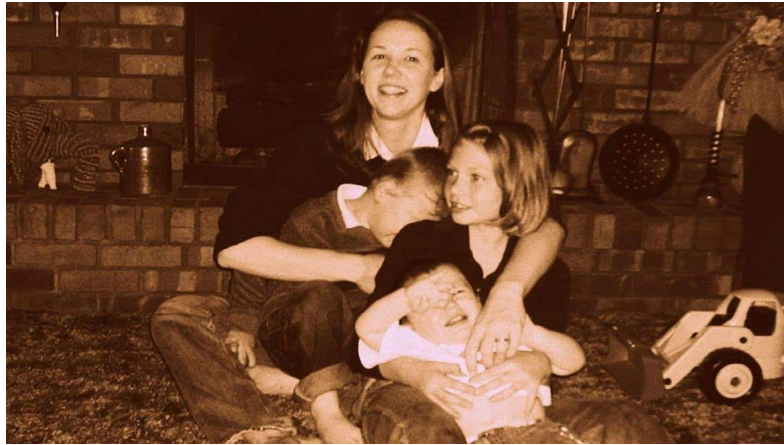
Alicia Hart, Training Associate at VCU-ACE



- Foundations of ASD self-paced course
- The Parent Playbook self-paced course
- How To videos
- COVID-19 videos
- Early Childhood videos
- Project PASS
- Remote employee in Florida



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Alicia Hart, Parent of Three: Skye, Ewan, and Vaughn. Ewan was diagnosed with ASD when he was 2 years old. Vaughn had brain surgery at 9 with significant complications.



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Alicia Hart, Parent of Two Virtual Students Since 2013



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What do we know about providing early childhood education virtually?

Very little!



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What research can help us as we navigate virtual plans for very young children with ASD in the time of COVID-19?



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Evidence-Based Practices for ASD

- Antecedent-Based Interventions
- Augmentative and Alternative Communication
- Behavior Momentum Intervention
- Cognitive Behavioral / Instructional Strategies
- Differential Reinforcement
- Direct Instruction
- Discrete Trial Training
- Exercise and Movement
- Extinction
- Functional Behavioral Assessment
- Functional Communication Training
- Modeling
- Music Mediated Intervention
- Naturalistic Intervention
- Parent-Implemented Intervention
- Peer-Mediated Intervention
- Prompting
- Reinforcement
- Response Interruption / Redirection
- Self-Management
- Sensory Integration
- Social Narratives
- Social Skills Training
- Task Analysis
- Technology-Aided Instruction
- Time Delay
- Video Modeling
- Visual Supports



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Evidence-Based Practices for ASD

“In Parent-Mediated Interventions, parents are the primary person using an intervention practice with their own child. Practitioners teach parents in individual or in group formats in home or community settings. Methods for teaching parents vary, but may include didactic instruction, discussions, modeling, coaching, or performance feedback. The parent’s role is to use the intervention practice to teach their child new skills and/or to decrease challenging behavior. Once parents are trained, they implement all or part of the intervention(s) with their child. Parents are often implementing other EBPs included in this report including naturalistic interventions, video modeling, or social narratives.”

Steinbrenner, J. R., Hume, K., Odom, S. L., Morin, K. L., Nowell, S. W., Tomaszewski, B., Szendrey, S., McIntyre, N. S., Yücesoy-Özkan, S., & Savage, M. N. (2020). Evidence-based practices for children, youth, and young adults with Autism. The University of North Carolina at Chapel Hill, Frank Porter Graham Child Development Institute, National Clearinghouse on Autism Evidence and Practice Review Team



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Parent-Implemented Interventions

Parent/Caregiver Training

- These interventions include a specific, systematic training component that moves beyond just parent education or awareness of topics.

Coaching Parents/ Caregivers

- Parents implement practices at home. A trained provider is able to observe the family, model best practices, and provide feedback.




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Parent-Implemented Interventions

- Coaching may look very similar to what some families have experienced in Early Intervention (0-3) programs.
- Often, families are coached on how to use evidence-based practices in the context of daily routines and activities.



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PARENT IMPLEMENTED INTERVENTION (PII)


PARENT IMPLEMENTED INTERVENTION (PII)
---EBP Brief Packet---

Components of the EBP Brief Packet...

AFIRM Modules: An excellent resource!
<https://afirm.fpg.unc.edu/afirm-modules>

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Parent-Implemented Interventions and coaching practices CAN be done both in-person OR virtually!



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Virtual Delivery Models

- Synchronous – In real time
- Asynchronous – Occurs at learner's pace
- Hybrid – A mix of both synchronous and asynchronous activities



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Benefits of synchronous delivery

Interaction Ask Questions Immediate feedback

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Considerations for Families

- Synchronous sessions put a lot of pressure on families to learn, demonstrate, or record in the moment.
- This can all be very difficult to manage with a young child with ASD!
- This doesn't give families a lot of time to process information or ask more meaningful questions.



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A photograph showing a person's hands interacting with a tablet computer. The tablet screen displays a website with various articles and images. In the foreground, there is a white cup of coffee on a saucer. The background is slightly blurred, showing a desk with papers and a pen.

Benefits of asynchronous learning

Convenient **Flexible pace** **Review as needed**

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Considerations for Families

- Asynchronous sessions allow families to learn information at their own pace and convenience.
- Can be a concrete way to learn by watching videos again and again.
- Allows families to process information and generate thoughtful questions and concerns.



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Benefits of hybrid delivery

Time to digest information	Time to develop meaningful questions	Real time interactions
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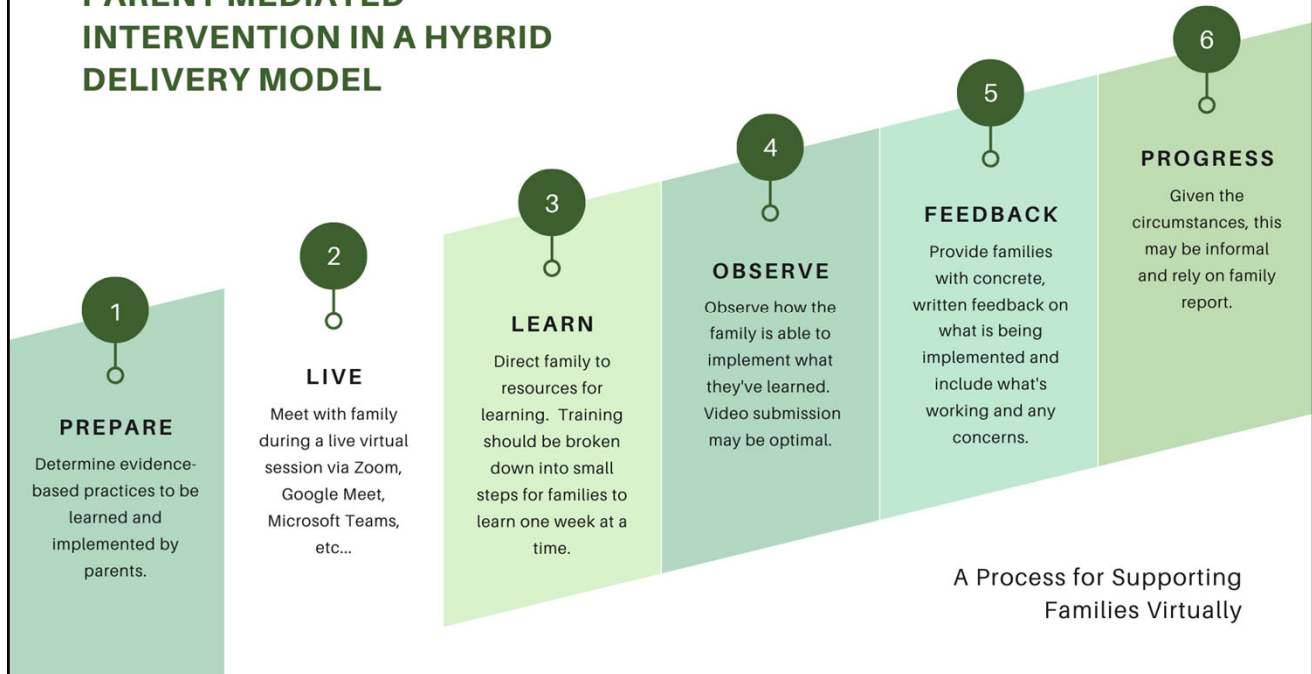
Considerations for Families

- Hybrid sessions provide better opportunities to learn new information at an individual pace and at convenient times.
- Provides families the time needed to record video and takes the pressure off of trying to wrangle a 3 year old in front of a computer!
- Allows families and coaches opportunities for live discussion, to answer questions, and provide clarification on difficult concepts.



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PARENT MEDIATED INTERVENTION IN A HYBRID DELIVERY MODEL



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Ok, I see how it all works out on paper, but what does this REALLY look like in practice?



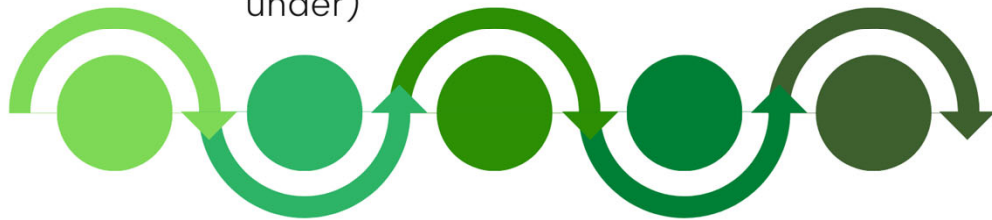
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Let's try a case study with 3 year old Ewan!



Understand basic concepts (on, off, under)

Follow two step directions



Waiting / Turn taking

Use 2-3 word utterances

Parallel play

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FAMILY LIFE

A Quick Breakdown

Mom working from home FT

Dad is an essential worker

Has a 1 year old brother

Has a 10 year old sister



Family just transitioned from EI

Mom has some knowledge of ASD

Dad is tired but likes to play games

Mom and sister are tech savvy

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“

I come home around 2 every day so I could help but my job is physically demanding and I'm tired. I need some time to rest when I get home. I want easy, I want quick, and I want something that helps make life easier.



”

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I have a pretty good grasp on some things like using sign language, making pictures for visual supports, and modeling how to use Ewan's AAC system but I need Ewan to be WAY more independent right now with a 1 year old and so many things happening at once.



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WHERE CAN WE REALISTICALLY START WITH THIS FAMILY?



A series of short videos on topics such as Understanding and Using Strengths and Interests, Improving Motivation, Prompting, and Reinforcement to get started.



Suggest activities that use family strengths and allows them to work on goals. Ex: Dad can play games and work on waiting / turn taking



Encourage activities that incorporates the child's interests (in this case Thomas the Train) to work on basic concepts such as on, off, under, on top, etc...)

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WHERE CAN WE REALISTICALLY START WITH THIS FAMILY?

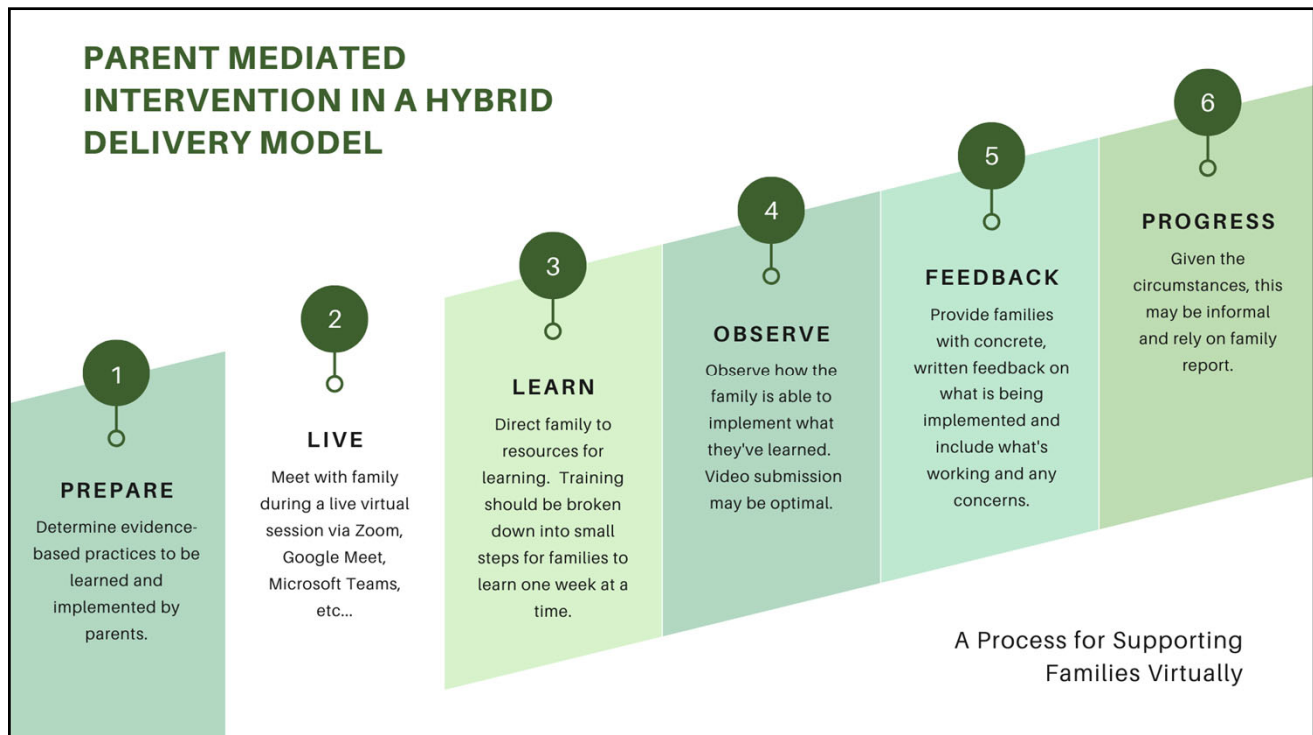
- Build on mom's skills with modeling and using visual supports to include using prompts and reinforcement

- Encourage mom to practice modeling, visual supports, using other prompts, and reinforcement with activities that increase independence and target following a two step direction

- Include the older sister to help with video recording clips to send in for feedback

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PARENT MEDIATED INTERVENTION IN A HYBRID DELIVERY MODEL



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Feedback

Coaching always includes observation and feedback. This is what helps us improve!



FAMILY VIDEO FEEDBACK

IN THIS VIDEO, I NOTICED THE FOLLOWING PRACTICES:

- | | | |
|---|---|--|
| <input type="checkbox"/> Physical Structure | <input type="checkbox"/> Visual Clarity | <input type="checkbox"/> Visual Supports |
| <input type="checkbox"/> Schedules | <input type="checkbox"/> Transitioning | <input type="checkbox"/> Providing Choices |
| <input type="checkbox"/> Task Analysis | <input type="checkbox"/> Modeling | <input type="checkbox"/> Prompting |
| <input type="checkbox"/> Time Delay | <input type="checkbox"/> Reinforcement | <input type="checkbox"/> Social Narratives |
| <input type="checkbox"/> Social Scripts | <input type="checkbox"/> Social Skills Training | <input type="checkbox"/> Video Modeling |
| <input type="checkbox"/> Functional Communication | <input type="checkbox"/> AAC | <input type="checkbox"/> Other |

COMMENTS:

WHAT TO TRY:

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Resources

AFIRM Modules

<https://afirm.fpg.unc.edu/afirm-modules>

VA LEADS ECSE Teleintervention Resources

<https://va-leads-ecse.org/tele-intervention>

Project ImPACT

<https://youtu.be/ZuaCS19djPw>

Coaching in Early Intervention / Early Childhood

<http://www.eiexcellence.org/evidence-based-practices/coaching-interaction-style/>

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=PLj7MF9GDcommjppgZ_gqYp5xiGV0uhq-t



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Upcoming Topics

Date	Topic	Presenter
August 6, 2020	Social Distancing, Mask Wearing, and the Return to School	Carol Schall and Staci Carr

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



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For questions or more information

Please visit:

www.vcuautismcenter.org

Or

e-mail: autismcenter@vcu.edu

