How Educators Can Support Students with Autism and Their Families Through Distance Learning

SELPA LEAD DISTANCE LEARNING MODULES SERIES

• May 11th, 2020
Checking In

• Our meeting will start shortly.

• Please complete the “Do Now” activity as we wait for everyone to sign in and check their equipment.

• Do Now:
  → Please share your name and organization in the chat.
  → Also share one thing you are looking forward to taking away from this meeting.
Welcome
SELPA LEAD DISTANCE LEARNING MODULES SERIES

This series will introduce relevant topics for education leaders who support teachers and administrators in the implementation of special education services and distance learning plans.
Virtual Working Agreements

- Be present and listen deeply
- Step up, step back
- Try both/and statements
- Use “I” statements
- Take care of yourself
- Identify assumptions
About The Presenters

Ann England, MA, SLP-L
Project Coordinator SELPA Content Lead-ASD
Co-Coordinator CAPTAIN

Patty Schetter, MA, BCBA
Coordinator of Education Initiatives
UC Davis MIND Institute
Co-Coordinator CAPTAIN
Session Outcomes

• Learn about SELPA Content Lead-ASD/CAPTAIN and Evidence Based Practices (EBP) for ASD that can be used during distance learning

• Understand how to use the Activity Matrix as a tool to support implementation of the EBP: Naturalistic Intervention (NI)

• Explore the use of visual daily schedules

• Explore the use of other EBPs: Visual Supports (VS) and Antecedent Based Intervention (ABI) to support new learning environments and prevent behavior challenges

• Review EBP: Social Narratives (SN) as a strategy to help children with Autism understand the changes taking place due to Covid-19
CAPTAIN

CAPTAIN is a multiagency network developed to support the understanding and use of Evidence-Based Practices for individuals affected by Autism Spectrum Disorder in California.
CAPTAIN is also a SELPA Content Lead-ASD in partnership with Marin County SELPA which is part of California’s Statewide System of Support.
Steady Increase in Number of California Students with Autism

Students with Disabilities Total Population for Ages 0 to 22: 804,101
Source: CASEMIS December 2019 CA Dept. Education
2020 NCAEP EVIDENCE-BASED PRACTICES REPORT
For Children, Youth and Young Adults with Autism
April 27, 2020
Definition of Evidence Based Practice (EBP)

“Focused intervention practices that have evidence of efficacy in promoting positive outcomes for learners with ASD.”
Criteria for Qualification of an EBP

2+ group design studies
Two high quality group design studies conducted by at least two different researchers or research groups

5+ single case design studies
Five high quality single case design studies conducted by three different investigators or research groups and having a total of at least 20 participants across studies

1+3
Combination of evidence
One high quality group design study and at least three high quality single case design studies conducted by at least two different investigators or research groups (across the group and single case design studies)

Citation: 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
## 28 Evidence Based Practices (2020)

<table>
<thead>
<tr>
<th>Antecedent-Based Interventions</th>
<th>Parent-Implemented Intervention</th>
</tr>
</thead>
<tbody>
<tr>
<td>Augmentative and Alternative Communication</td>
<td>Peer-Based Instruction and intervention</td>
</tr>
<tr>
<td>Behavioral Momentum Intervention</td>
<td>Prompting</td>
</tr>
<tr>
<td>Cognitive Behavioral/Instructional Strategies</td>
<td>Reinforcement</td>
</tr>
<tr>
<td>Differential Reinforcement of Alternative, Incompatible, or Other Behavior</td>
<td>Response Interruption and Redirection</td>
</tr>
<tr>
<td>Direct Instruction</td>
<td>Self-Management</td>
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<tr>
<td>Discrete Trial Training</td>
<td>Sensory Integration</td>
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<tr>
<td>Exercise and Movement</td>
<td>Social Narratives</td>
</tr>
<tr>
<td>Extinction</td>
<td>Social Skills Training</td>
</tr>
<tr>
<td>Functional Behavioral Assessment</td>
<td>Task Analysis</td>
</tr>
<tr>
<td>Functional Communication Training</td>
<td>Technology-Aided Intervention and Instruction</td>
</tr>
<tr>
<td>Modeling</td>
<td>Time Delay</td>
</tr>
<tr>
<td>Music-Mediated Intervention</td>
<td>Video Modeling</td>
</tr>
<tr>
<td>Naturalistic Intervention</td>
<td>Visual Supports</td>
</tr>
</tbody>
</table>
5 NEW Evidence Based Practices

Antecedent-Based Interventions
Augmentative and Alternative Communication
Behavioral Momentum Intervention
Cognitive Behavioral/Instructional Strategies
Differential Reinforcement of Alternative, Incompatible, or Other Behavior
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-Based Instruction and intervention
Prompting
Reinforcement
Response Interruption and Redirection
Self-Management
Sensory Integration
Social Narratives
Social Skills Training
Task Analysis
Technology-Aided Intervention and Instruction
Time Delay
Video Modeling
Visual Supports
What Happened to These EBPs from the 2014 List?

<table>
<thead>
<tr>
<th>2014 EBP</th>
<th>MOVED TO THIS EBP</th>
</tr>
</thead>
<tbody>
<tr>
<td>PECs</td>
<td>Alternative and Augmentative Communication</td>
</tr>
<tr>
<td>PRT</td>
<td>Naturalistic Intervention</td>
</tr>
<tr>
<td>Scripting</td>
<td>Visual Supports</td>
</tr>
<tr>
<td>Structured Play Groups</td>
<td>Peer-Based Instruction and Intervention</td>
</tr>
</tbody>
</table>
Designed to help you learn the step-by-step process of planning for, using, and monitoring EBPs with learners with ASD from birth to 22 years of age

There's a Learning Module for most of the 28 EBPs

www.captain.ca.gov
https://afirm.fpg.unc.edu/afirm-modules
Naturalistic Intervention (NI)

• Collection of practices including environmental arrangement and interaction techniques implemented during everyday routines and activities in the learner’s classroom or home environment.

• Practices are designed to encourage specific target behaviors based on learners’ interests by building more complex skills that are naturally reinforcing and appropriate to the interaction.

• Nis are embedded in typical activities and/or routines in which the learner participates.
What is An Activity Matrix?

- A method of mapping out meaningful learning opportunities across the day
- Learning activities are embedded within naturally occurring activities and routines
- The Activity Matrix helps to plan for Naturalistic Interventions (NI)
- Very useful in supporting families during distance learning
- Helps to promote generalization of skills
1) List the student's goal areas along the top of the matrix
2) List the daily schedule of activities along the left side of the matrix, including all routines throughout the day (lunch, etc.)
3) In each corresponding cell write how the student will be taught and/or practice each skill during the daily activities and which EBP for ASD will be used

<table>
<thead>
<tr>
<th>DAILY ACTIVITY:</th>
<th>Goal Area: Academics</th>
<th>Goal Area: Communication</th>
<th>Goal Area: Social Skills</th>
<th>Goal Area: Independence</th>
<th>Goal Area: Motor</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
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<td>DAILY ACTIVITY:</td>
<td>Goal Area: Academics</td>
<td>Goal Area: Communication</td>
<td>Goal Area: Social Skills</td>
<td>Goal Area: Independence</td>
<td>Goal Area: Fine Motor</td>
</tr>
<tr>
<td>-----------------</td>
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</tr>
<tr>
<td>REVIEW DAILY SCHEDULE</td>
<td>Reading: Reads words on schedule</td>
<td>Responds to prompt: &quot;Tell me what you want to do today.&quot;</td>
<td>Requests help using two-words &quot;Help, please.&quot;</td>
<td>Builds order of daily schedule</td>
<td>Uses pincer grasp to put Velcro picture symbols on schedule</td>
</tr>
<tr>
<td>9:00 AM - 9:30 AM</td>
<td>Math: Reads times on schedule</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>READING</td>
<td>Reading: Read a story to student</td>
<td>When offered two books and asked, &quot;Which book?&quot; will answer, &quot;I want to read ___.&quot;</td>
<td>Takes turns turning the pages</td>
<td>Returns the books to the bookshelf</td>
<td>Uses pincer grasp to open and close book and turn pages</td>
</tr>
<tr>
<td>9:30 AM – 10:00 AM</td>
<td>Have student sequence three pictures related to the story</td>
<td>Waits until his turn to turn the page</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BATHROOM</td>
<td>Reading: Follows mini-task schedule for toileting/washing hands</td>
<td>When offered two free choice activities, &quot;Want to take a walk or do iPad?&quot; will answer, &quot;I want to do ___.&quot;</td>
<td>Walk: Take a scavenger walk with sibling/parent and check off items on list</td>
<td>Independently completes toileting and handwashing using mini-task schedule</td>
<td>Use pincer grasp to zip and unzip pants</td>
</tr>
<tr>
<td>10:00 AM - 10:15 AM</td>
<td></td>
<td>iPad: Play a two-person game with sibling/parent</td>
<td></td>
<td></td>
<td>Use efficient pencil grasp when mailing checkmarks on scavenger list while using an adaptive pencil grip, short pencil/ crayon, or standard wide Kinder pencil</td>
</tr>
<tr>
<td>FREE CHOICE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:15 AM - 10:45 AM</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MATH</td>
<td>TouchMath: Lesson 7</td>
<td>When offered two lesson choices, &quot;Want to do this lesson or this lesson?&quot; he will answer, &quot;I want to do ___.&quot;</td>
<td>Requests help using two-words &quot;Help, please.&quot; Or by raising hand</td>
<td>Sets Time Timer</td>
<td>Uses pincer grasp to set Time Timer</td>
</tr>
<tr>
<td>10:45 AM – 11:30 AM</td>
<td></td>
<td>Ask for more time saying, &quot;Five more minutes, please.&quot;</td>
<td>Or by raising hand</td>
<td>Quits when Time Timer ends</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Checks down program</td>
<td></td>
</tr>
</tbody>
</table>

Using an Activity Matrix to Infuse IEP Goals Throughout the Day:

1) List the student’s goal areas along the top of the matrix.
2) List the daily schedule of activities along the left side of the matrix, including all routines throughout the day (lunch, etc.).
3) In each corresponding cell write how the student will be taught and/ or practice each skill during the daily activities and which IEP for ASD will be used.
### Example Activity Matrix:

**USING AN ACTIVITY MATRIX TO INFUSE IEP GOALS THROUGHOUT THE DAY**

1. List the student’s goal areas along the top of the matrix.
2. List the daily schedule of activities along the left side of the matrix, including all routines throughout the day (lunch, etc.).
3. In each corresponding cell write how the student will be taught and/or practice each skill during the daily activities and which EBP for ASD will be used.

<table>
<thead>
<tr>
<th>DAILY ACTIVITY:</th>
<th>Goal Area: Functional Academics</th>
<th>Goal Area: Communication (Consult with SLP)</th>
<th>Goal Area: Social Skills (Consult with SLP)</th>
<th>Goal Area: Independence</th>
<th>Goal Area: Motor (Consult with OT)</th>
</tr>
</thead>
</table>
| WRITING         | -write CVC words                | -writes the words spoken to him            | -shares writing utensils with sibling      | -Uses “count down chart”/timer to complete tasks  
                  | -copies phrases/sentences         | -says words as he writes.                  |                            | -Checks schedule                  | -traces/copies/draws on lines     |
|                 | -sequences words to make a simple sentence |                        |                                  |                          |                                   |
| WALK            | -reads street signs              | -names/describes what he sees             | Verbally exchanges greetings with peers/staff |                         | -walks 15 mins with parent        |
|                 |                                  |                                            |                                                 |                         | --takes jacket on/off/zips and unzips |
| SNACK           | -counts requested number of food items  
                  | -reads snack words                    | -makes choices between foods, i.e., soft, hard, etc.  
                  | -determines how many crackers he wants/has left  
                  | -follows mini-schedule                 | -identifies/says texture of the food, i.e., soft, hard, etc.  
                  |                                 | -tells if he likes/dislikes             | -sits appropriately next to sibling  
                  |                                 | -uses social scripts: I want more, please | -offers snack to parent or sibling  
                  |                                 |                                             | -checks schedule                    | -checks schedule  
                  |                                 |                                             | -wipes table & throws away mess        | -wipes table  
                  |                                 |                                             | -washes hands before & after (follows mini-task schedule) |                                |
| WORK TIME       | -completes tasks on numbers, words, puzzles  
                  | -recognizes opposites                 | -asks for help                              | -shares with sibling     | -checks schedule  
                  | -copies/writes 1-3 word phrases       | -makes comments on what he’s doing       | -writes/copies/draws on lines    | -writes/copies/draws on lines      |
                  |                                 | -makes request                           |                                                 |                          |                                   |
                  |                                 | -recognizes opposites                   |                                                 |                          |                                   |
How to Develop an Activity Matrix

Case Manager:

- Schedule a convenient time to meet with the caregiver to describe and explain the Activity Matrix

- Gather information to learn about the family’s daily schedule and routines, best times of day for instruction, and especially what is manageable and doable

- Discuss what is essential, relevant, and important to the caregiver to ensure the Activity Matrix is responsive to the current needs and to get buy-in
How to Develop an Activity Matrix

• Case Manager coordinates with all providers on the IEP team to embed goals into the Activity Matrix

• Google Docs is an effective and efficient tool to develop and update the Activity Matrix

• Schedule a time to meet with the caregiver to review the rough draft of the Activity Matrix and obtain additional input, make revisions, etc.
Activity Matrix is on CAPTAIN Website
www.captain.ca.gov

Click on CAPTAIN Resources
Visual Supports

• This evidence based practice involves the use of visuals to support an individual as he or she moves through the day

• Might include written words, objects within the environment, arrangement of the environment or visual boundaries, schedules, maps, labels, organization systems, timelines, and scripts
Types of Visual Supports Include

• Visual/Physical Boundaries and Structure

• Visual/Picture/Written Cues

• Visual Schedules
Why Use Visual Supports?

• Research informs us that students with ASD benefit from:
  o predictable schedules/routines
  o visual supports

• Visual schedules can benefit a learner in the following ways:
  o Increases independence
  o Support easier transitions
  o Increases understanding of verbal information
  o Reduces anxiety
Consider Types of Schedules:

Most Concrete to the Most Abstract

REAL OBJECT
REAL PHOTOGRAPH
COLOR ICONS
BLACK & WHITE ICONS
WRITTEN WORD
Actual Object Schedule

Most Concrete
Associated Object Schedule
A Little Bit More Abstract
NOTE:
Adding the printed word supports reading acquisition and comprehension
Combination Photo/Symbol Schedule

• Hang up jacket

• Computer

• Trampoline

NOTE:
Sometimes a student will understand some color picture symbols but may also still need photos for some activities.
Black and White Icons
More Abstract Than Colored Picture Symbols

- Wake up
- Bathroom
- Take off pajamas
- Put on clothes
Written Word
Most Abstract
What about if there is a change in the schedule?

A change in schedule is usually okay if the student is prepared!
CHANGE ALERT!!!

INSTEAD OF

WE WILL
CHANGE Tab
(Post-it® Arrow Flags)
Support for Families

• Collaborate with the caregiver so the visual schedule is easily understood by the student:
  • Some students may need a more concrete type of schedule
  • Some students may be able to comprehend a more abstract type of schedule
• Keep in mind that the schedule that worked in your classroom may not work in the home!
• Teach the caregiver how to use the schedule
Support for Families

• Determine how many events can be easily comprehended by the student:

• Some students may need a single event presented at a time while other students may be able to comprehend many events across the whole day
Support for Families

Strategically determine the order of activities:

Pay close attention to the order of preferred and less preferred activities helps to avoid difficult transitions.
Support for Families

Encourage the caregiver to:

• Display the schedule so it is visible and easily accessible

• Update the schedule daily so it reflects the actual activities of the day noting any changes
Support for Families

• Encourage the caregiver to:
  o Review the schedule throughout the day

Help design a way to indicate when an event/activity is finished:
  o Checkmark
  o Turn over or move icon
  o Put icon or object in a finished area
A specific type of visual support that uses furniture arrangement, labeling, and color coding to make the use of a particular space more obvious and clear.
How Can Visual/Physical Structure Be Helpful?

- Can eliminate or minimize distractions
- Can clarify what is expected
- Can reduce anxiety
- Can teach important self management strategies
Let’s Look at a Homework Area
Set Up a Work Station
Provide Structured Work Systems to Manage Workload

Homework Checklist

Name ___________________________ Week: ___________________________

Fill in your assignments below. Check them off as they are completed.

<table>
<thead>
<tr>
<th>Math</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon.</td>
<td></td>
</tr>
<tr>
<td>Tues.</td>
<td></td>
</tr>
<tr>
<td>Wed.</td>
<td></td>
</tr>
<tr>
<td>Thurs.</td>
<td></td>
</tr>
<tr>
<td>Fri.</td>
<td></td>
</tr>
</tbody>
</table>
Support for Families

• Brainstorm ways to set up a workstation

• Brainstorm items needed for “Homeschool” and collaborate on how to access them

• Collaborate to create work systems that are appropriate for their child

• Empower families with how to set up structure
Antecedent Based Interventions (ABI)

• This evidence based practice can be used to decrease an identified interfering behavior and/or increase engagement by modifying the environment to change the conditions that prompt the interfering behavior from the learner

• It is a proactive way of setting up better engagement and attention while preventing problematic behaviors
Some Examples of ABI

- Give warning
- Choose motivating activities and materials
- Use visual supports to set the expectations
- Offer Choices
- Build student’s tolerance to the teaching activity
Give Warnings: Use Countdown Methods

• Can visually indicate how long an activity will last (preferred and nonpreferred)

• Can help remove power struggles because “The Timer Said So”

• Can teach students an important self management skill
Timers and Alarms:

Website: 20 Visual Timers for Children with Special Needs

https://www.friendshipcircle.org/blog/2012/11/06/20-visual-timers-for-children-with-special-needs/
Use Learner Preferences Within Activities

Lego Math

Super Hero Writing
Choices....Choices.....
Choice Boards

Art History

Verbal/Linguistic (Word Smart)
- Choose an Artist. Write a presentation on the life of this artist.
  Option: Present your presentation to the class.

Logical/Mathematical (Math Smart)
- Research the Op Art Period. Create an Optical Illusion on paper or using Adobe Photoshop.
  Option: Create a String Art Project

Intrapersonal (Self Smart)
- Choose your favorite artist or art period. Write a self reflection paper supporting why the artist or art period is your favorite.
  Option: Compare and Contrast two of your favorite artist or art periods.

Interpersonal (People Smart)
- With one partner, choose an artist or art period that you both like. Create a collaborative work of art in the style of artist or art period you both choose.
  Option: Present your collaborative work of art to the class.

Activinspire Presentation (Computer Smart)
- Create an art history flipchart using Activinspire. Choose an artist, your favorite work of art they created, and write two paragraphs describing the art and artist.
  Option: Present your flipchart to the class.

Musical/Rhythmic (Music Smart)
- Write a song, chant or rap about an artist or art period.
  Option: Present the song, chant or rap to the class.

Visual/Spatial (Art & Space Smart)
- Recreate a piece of art in the style of an artist or art period.
  Option: Present your art to the class and explain how your art represents the artist or art period.

Bodily/Kinesthetic (Body Smart)
- Research an artist or art period. In partners or small groups, write a play about the artist or art period.
  Option: Record your play before or after school or present live to the class.

Naturalist (Nature Smart)
- Choose an artist whose art represents your favorite part of nature. Create a piece of art in the style of this artist.
  Option: Present your art to the class and describe why you choose this artist.
Visual Rules and Expectations

1. Take your work
2. Pick a desk and sit down
3. Do your work
4. Clean up your desk
5. Tell a teacher what you are working for

Be quiet! Try your best! Ask for help!
Rules and Expectations
(Adapted for PBIS)

Example Remote Learning Matrix - Elementary

<table>
<thead>
<tr>
<th>We are...</th>
<th>Entering Class</th>
<th>Teacher-led Whole Group Instruction</th>
<th>One-on-One Instruction</th>
<th>Small-Group Activities (Breakout Rooms)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Safe</td>
<td>Choose a distraction-free space</td>
<td>Ask in chat if you need help</td>
<td>Use kind words and faces</td>
<td>Use “stop, drop, talk” when you hear disrespect</td>
</tr>
<tr>
<td></td>
<td>Use equipment as intended</td>
<td>Use kind words and faces</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Respectful</td>
<td>Video on at all times</td>
<td>Audio on</td>
<td><strong>Answer questions in chat box on cue</strong></td>
<td>Video on at all times</td>
</tr>
<tr>
<td></td>
<td>Audio off</td>
<td>Audio on</td>
<td><strong>Answer questions out loud on cue</strong></td>
<td>Audio on</td>
</tr>
<tr>
<td>Responsible</td>
<td>On-time and ready to learn</td>
<td><strong>Ask questions (voice or chat) when you have them</strong></td>
<td><strong>Be present - avoid multitasking</strong></td>
<td><strong>Ask questions out loud when you have them</strong></td>
</tr>
<tr>
<td></td>
<td>Start class charged or plugged in</td>
<td><strong>Try your best</strong></td>
<td><strong>Be present - avoid multitasking</strong></td>
<td><strong>Complete the work together</strong></td>
</tr>
</tbody>
</table>

Example Remote Learning Matrix - Secondary
(Courtesy of Grandview Middle School, Westside Public Schools ISD 277, Minnesota)

<table>
<thead>
<tr>
<th>Distance Learning Behavior Matrix</th>
<th>Preparation</th>
<th>Respect</th>
<th>Integrity</th>
<th>Discipline</th>
<th>Effort</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am</td>
<td>Have all the materials</td>
<td>I am</td>
<td>I am</td>
<td>I am</td>
<td>I am</td>
</tr>
<tr>
<td>Attending Zoom/online Meetings on time</td>
<td>Taking turns to comment during online/zoom lessons</td>
<td>Helping younger siblings</td>
<td>Turning in my own work</td>
<td>Attending all my classes, every day</td>
<td>Always persevere and try my best</td>
</tr>
<tr>
<td>Completing and turning in assignments on time</td>
<td>Making respectful comments online/zoom</td>
<td>Helping younger siblings</td>
<td>Helping younger siblings</td>
<td>Following class procedures</td>
<td>Asking for help when I need it</td>
</tr>
<tr>
<td>Respectful Facial Expressions online/zoom</td>
<td>Making respectful comments online/zoom</td>
<td>Help others</td>
<td>Helping younger siblings</td>
<td>Completing homework each day</td>
<td>Actively participating</td>
</tr>
<tr>
<td>Videoing school property</td>
<td>Help others</td>
<td>Help others</td>
<td>Completing homework each day</td>
<td>Spending time helping my family</td>
<td>Creating thoughtful and neat work</td>
</tr>
<tr>
<td>Watch handles and maintain social distances</td>
<td>Help others</td>
<td>Help others</td>
<td>Completing homework each day</td>
<td>Help others who might need assistance</td>
<td>Checking over my work</td>
</tr>
</tbody>
</table>

Technology

<table>
<thead>
<tr>
<th>I am</th>
<th>I am</th>
<th>I am</th>
<th>I am</th>
<th>I am</th>
<th>I am</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coming to class with Chromebook charged</td>
<td>Respectful of myself and others online</td>
<td>Always asking for help when I need it</td>
<td>Always playing on task when using technology</td>
<td>Always using technology</td>
<td>Using Chromebooks for school use only</td>
</tr>
<tr>
<td>Using technology appropriately</td>
<td>Using technology for school use only</td>
<td>Always playing on task when using technology</td>
<td>Always asking for help when I need it</td>
<td>Always playing on task when using technology</td>
<td>Always playing on task when using technology</td>
</tr>
<tr>
<td>Taking good care of my Chromebook</td>
<td>Information used</td>
<td>Always asking for help when I need it</td>
<td>Always playing on task when using technology</td>
<td>Always asking for help when I need it</td>
<td>Always asking for help when I need it</td>
</tr>
<tr>
<td>Avoiding eating or drinking while using Chromebook</td>
<td>All information used</td>
<td>Always asking for help when I need it</td>
<td>Always playing on task when using technology</td>
<td>Always asking for help when I need it</td>
<td>Always asking for help when I need it</td>
</tr>
<tr>
<td>Avoiding eating or drinking while using Chromebook</td>
<td>Information used</td>
<td>Always asking for help when I need it</td>
<td>Always playing on task when using technology</td>
<td>Always asking for help when I need it</td>
<td>Always asking for help when I need it</td>
</tr>
</tbody>
</table>

Report students and staff who are showing PBIS during our Distance Learning.
Click this link to the online form to report PBIS.

First - Then
Visual Schedule System
Support For Families

• Partner with families to identify the type of timer or visual countdown method to use

• Collaboratively identify situations where a timer or countdown might be helpful

• Coach parent and empower them to use warning and countdown methods during home routines and home instruction
Support for Families

• Be flexible with assignments
• Collaborate with Gen Ed Teachers to Develop UDL Choice Boards
• Offer to make and send icons or photos to parents to use on choice boards and First-Then
• Explore with parents how they could use their smartphone
• Observe a lesson and empower parents by providing feedback on how they use or can improve these strategies
Social Narratives (SN)

• Evidence Based Practice that:
  o Describes social situations in some detail
  o Highlights relevant cues
  o Gives examples of appropriate responding
  o Individualized according to student needs

• Helps Learners to:
  o Adjust to changes in routine
  o Adapt their behaviors based on the social and physical cues of a situation
  o Learn specific social skills or behaviors
Social Stories ™, Carol Gray

• Social Stories is an evidence based practice: Social Narratives (SN)

• Clearly written stories that paint a picture of a situation, event or activity

• Used to increase understanding and identify expectations which can support the learner in using more appropriate skills and assist the learner when responding to situations
My Story About Pandemics and the Coronavirus

- Carol Gray
Social Story by Carol Gray:
COVID 19: I Can Help!
Social Story by Carol Gray:
Watching a Pandemic on Television
Social Story:
School is Different Now

School is different now.

I see my teacher on my computer or television.

Sometimes, I see my friends on my computer or television.

I do my schoolwork at home now.
Resources
RESOURCE AND GUIDANCE PADLETS DURING SCHOOL CLOSURES FOR STUDENTS WITH ASD
SELPA CONTENT LEAD-ASD, CAPTAIN/Marin County SELPA

Here is the link to the English Padlet:
https://padlet.com/SELPACAPTAIN/x3r3q3szpyf

Here is the link to the Spanish Padlet for Families:
https://padlet.com/SELPACAPTAIN/c4ibcgic414h

Welcome

CAPTAIN is a multiagency network developed to support
the understanding and use of Evidence Based Practices for individuals
affected by Autism Spectrum Disorder across the state.

CAPTAIN Events

CAPTAIN Summit
[by invitation only]

November 2-3, 2020
One Statewide Summit
Riverside Convention Center,
Riverside CA
PADLET
Resources for Educators and Families during School Closure
English
https://padlet.com/SELPACAPTAIN/xr3r3q3szpyf
PADLET
Resources for Educators and Families during School Closure Spanish
https://padlet.com/SELPACAPTAIN/c4ibcgclc414h

Cómo Explicar COVID-19 a los Niños

Información Básica Sobre El Trastorno Del Espectro Autista

Ayuda para las Familias

Estrategias de Enseñanza para las Familias

Historias Sociales por Carol Gray:
Mi historia sobre Pandemias y el Coronavirus

¿Qué es el autismo?

Información para las familias en Español:
1-888-772-9050

Aprenda los signos. Reactíe pronto.

Tarjetas de Autismo

USC UCEDD

Spanish

https://padlet.com/SELPACAPTAIN/c4ibcgclc414h

SELPA Content Lead—ASD, CAPTAIN and Marin County SELPA www.captain.ca.gov
Special Edition: Autism Tele ECHO

This series will equip school providers with tools, strategies and resources to coach families in the use of positive behavior supports.

Helping Educators Use a Distance Coaching Model to Assist Families with Setting up New Learning Routines and Supporting Positive Behaviors for Students with Autism During Home-based Instruction

Target Audience
- Educators
- School Providers
  - SLP, OT, BCBA

Recorded ECHO sessions will be added each week for viewing.

Session Topics:
- Partnering with parents through distance coaching
- Using visual schedules and an activity matrix to support home instruction
- Strategies for structuring learning at home using visual supports
- Helping parents use basic tools to understand behavior and teach new skills
- Using self-regulation strategies to address anxiety and behavior concerns within the home

Visit the MIND Institute YouTube channel for all recorded sessions
https://www.youtube.com/channel/UC4Z3jJXGJnLEK4IvOoRorI
or Visit the CAPTAIN YouTube channel:
https://www.youtube.com/channel/UC1m1l9Y4qJcZ5J4JAGv1o

Content Focus:
Partnering with parents through distance coaching to support evidence-based practices within the home setting

MIND INSTITUTE
Next Session

- Next session planned for May 18th at 9:00am
- Follow-up Survey: https://tinyurl.com/MarinSur
- Thank you!