Behavioral Strategies to Support Students with Disabilities During Remote Learning

Ebony Holliday, PhD, NCSP
Information and Recording Statement

Kennedy Krieger Institute’s Center for Autism and Related Disorders (CARD) does not take responsibility for information shared in this public webinar. Please keep all questions general and do not disclose personal health information (PHI) when asking or answering questions, whether typed or spoken aloud. This webinar will be recorded. By attending this webinar, you are consenting to being recorded and to all pictures taken during the webinar by the moderator.
Objectives

• Identify common challenges that may impact the educational progress of students with ASD during remote and hybrid learning

• Increase knowledge of evidence-based practices to improve behavioral functioning of students with ASD

• Understand the role of educator and caregiver collaboration in support students with ASD during remote and hybrid learning
Check-in Poll

How was your day?
Students with Disabilities (Disability Categories, IDEA)

- Specific Learning Disability (SLD)
- Speech or Language Impairment
- Emotional Disturbance (ED)
- Intellectual Disability (ID)
- Autism
- Other Health Impairment (OHI)
- Traumatic Brain Injury
- Visual Impairment
- Hearing Impairment
- Deafness
- Deaf-Blindness
- Orthopedic Impairment
- Multiple Disabilities
- Developmental Delay
Transition in Schooling

Images: (Best, 2020; Jones, 2017; Unsplash, 2020)
General Challenges and Stressors

• Time + balancing responsibilities
• Resources
• Rapid change is difficult
• Understanding technology
• Efficiently using technology
• Loss of peer/social relationships
• Loss or decrease of regular supports
• Job, housing, financial insecurity

• Students with disabilities may be at-risk for a greater negative impact on their education due to the pandemic.
Check-in Poll

Which challenges or stressors have you experienced during COVID-19?
Remote Learning for Students

• Engagement is crucial for educational success.
  • (e.g., Finn & Rock, 1997; Janosz et al., 2008; Wang & Holcombe, 2010)

• Online learning requires self-regulation skills for success.
  • (e.g., Bol & Garner, 2011; Broadbent, 2017; Rasheed et al, 2020)

• Online learning can be challenging for students with disabilities related to demands for self-regulation skills.
  • (e.g., Basham et al., 2015)
Check-in Poll

How has your family adjusted to changes in schooling and education during the pandemic?
COVID-19 Remote Learning Hierarchy of Needs

- Quality Instruction
- Home + School
- Engagement
- Instructional Support

Promote Continuity of Learning

Prevent Regression

Technology Needs (Devices and Wi-Fi)

Time and Resources Needs

Housing, Safety, Health Needs

Challenging Behaviors
Home & School Relationships

• Communication
  • Providing/Exchanging information

• Collaboration
  • Developing partnerships
  • Problem-solving
  • Goal-setting
  • Planning
What are Challenging Behaviors?

• Persistent
• Interferes with functioning
  • Learning in classroom (and home)
  • Interacting with others
  • Quality of life

• May look like:
  • Noncompliance or Oppositional Behavior
  • Disruptions
  • Inappropriate Language
  • Tantrums, Aggression
  • Disengagement
Check-in Poll

What specific types of behaviors have you experienced or observed?
Evidence-Based Practices and ASD

- Behavioral Interventions
- Self-Management
- Social Skills Package
- Social Narratives
- Parent-Implemented Interventions
- Visual Supports
- Peer-Mediated Interventions

(e.g., National Autism Center, 2009, 2015; Odom et al., 2010)
Behavior is Communication

• What is the message?

• I don’t want to do this!
• I’m bored.
• This is too hard.
• This is too easy.
• I’m tired and frustrated.
• I don’t feel well.
• I’m sad.

Image: (CMHO, 2020)
ABCs of Challenging Behaviors

• **Antecedent**
  - What happened immediately before the behavior? (The trigger)
    - Prompt to log on
    - End of first activity during a session

• **Behavior**
  - What happened?
    - Walked away, yelling, oppositional

• **Consequence**
  - What happened immediately following the behavior
    - Teacher/parent re-directed behavior
    - Went to a preferred activity
Behavior Function

- CHALLENGING BEHAVIOR
  - OBTAIN
    - TANGIBLE/ACTIVITY
  - ESCAPE/AVOID
    - SOCIAL
    - SENSORY

AUTOMATIC
Behavior Function

REFUSAL TO LOG ON

OBTAIN

ESCAPE/AVOID

TANGIBLE/ACTIVITY

SOCIAL

SENSORY
Behavior Function

- REFUSAL TO LOG ON
  - OBTAIN
  - ESCAPE/AVOID
    - TANGIBLE/ACTIVITY
    - SOCIAL
    - SENSORY
Behavior Function

REFUSAL TO LOG ON

- OBTAIN
- ESCAPE/AVOID

- TANGIBLE/ACTIVITY
- SOCIAL
- SENSORY
Think of a challenging behavior you encounter and choose what you think the function of behavior may be.
Addressing Challenging Behaviors

• **Antecedent and Prevention Strategies**
  • Intervene *before* the challenging behavior occurs

• **Skills Training**
  • Identify a new skill to take the place of the challenging behavior

• **Reinforce Desirable Behaviors**
Prevention Strategies

• Establish Routines
• Environmental Arrangements
• Define and Teach Expectations

• Reinforce Appropriate Behaviors
  • Provide specific positive feedback

• Routines and behavioral strategies = most frequently implemented by parents of children with ASD to assist with coping during COVID-19. (Neece et al., 2020)
Establish and Maintain Routines (Schedules)

- Provide structure and order
- Create a predictable environment
  - Improve behavior and increase independence
Visual Schedules for Remote Learning

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00-10:00</td>
<td>Outdoor Time</td>
</tr>
<tr>
<td>10:00-11:00</td>
<td>Academic Time</td>
</tr>
<tr>
<td>11:00-12:00</td>
<td>Creative Time</td>
</tr>
<tr>
<td>12:00-12:30</td>
<td>LUNCH</td>
</tr>
<tr>
<td>12:30-1:00</td>
<td>Home Chores</td>
</tr>
<tr>
<td>1:00-2:30</td>
<td>Quiet Time</td>
</tr>
<tr>
<td>2:30-4:00</td>
<td>Academic Time</td>
</tr>
<tr>
<td>4:00-5:00</td>
<td>Outdoor Time</td>
</tr>
<tr>
<td>5:00-6:00</td>
<td>Dinner time</td>
</tr>
<tr>
<td>6:00-7:00</td>
<td>Bath time</td>
</tr>
<tr>
<td>7:00-8:00</td>
<td>Reading/TV time</td>
</tr>
<tr>
<td>9:00 PM</td>
<td>Bedtime</td>
</tr>
</tbody>
</table>

- Wake up: Make your bed, eat breakfast, brush teeth, get dressed
- Outdoor Time: Family walk or outdoor play
- Academic Time: No electronics! Reading, homework, study, puzzles, journal
- Creative Time: Creative play, drawing, Legos, crafts, music, cooking, baking
- LUNCH: Clean rooms, put away toys, take out garbage, pet care
- Quiet Time: Reading, nap, puzzles, yoga
- Academic Time: Electronics OK! Educational games, online activities, virtual museum tours
- Outdoor Time: Family walk or outdoor play
- Dinner time: Family dinner, help with clean up and dishes
- Bath time: Bath or shower
- Reading/TV time: Relaxing before bedtime
- Bedtime: Put on PJs, brush teeth, clothes in laundry

Available on the App Store
Available on Google Play

Center for Autism and Related Disorders
at Kennedy Krieger Institute
Individualized Schedules

Object

Picture + Tactile

Images: (Simplify the Chaos, 2013; Willings, 2019)
## Hybrid Learning Schedules

<table>
<thead>
<tr>
<th></th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>All Students</strong></td>
<td></td>
<td></td>
<td>In-Person Learning</td>
<td>Remote/Virtual Learning</td>
<td></td>
</tr>
</tbody>
</table>

---

### Notes:
- **MONDAY**: In-Person Learning
- **TUESDAY**: Remote/Virtual Learning
- **WEDNESDAY**: In-Person Learning
- **THURSDAY**: Remote/Virtual Learning
- **FRIDAY**: In-Person Learning
Activity Schedules

• Micro or Mini-schedule

• Depicts a sequence of events
• Prepares for next step within an activity
• Teaches transition behaviors
• Can improve engagement and on-task behaviors
• Consider order of activities/tasks
  (preferred/non-preferred)
Environmental Arrangements: Location

• Have a defined workspace, if possible
  • Consistent work area
  • Serves as a cue about tasks and expectations

• Minimize distractions
  • Consider location, when possible

• Work materials in convenient location
  • Visual supports
  • Headphones
  • Instructional items

Images: (Laura, 2015; Oh Happy Play, 2021; The Journal Gazette, 2020)
Define and Teach Expectations

• Define, Teach, and Practice!

• Clear and concise rules and directions

• Consistent with school language and expectations, when possible
  • Helpful for hybrid learning
  • Collaborate with teachers, therapists, families

• Applicable to virtual sessions
  • What behaviors need to be taught?

Images: (The Kindergarten Smorgasboard, 2020)
Addressing Challenging Behaviors

• Antecedent or Prevention Strategies
  • Intervene before the challenging behavior occurs

• Skills Training
  • Identify a new skill to take the place of the challenging behavior

• Reinforce Desirable Behaviors
Teach New Skills and Behaviors

- Think about the reason (function) of the challenging behavior
  - Escape/Avoid
    - Requesting Break, Asking for Help
  - Access Tangible (Items/Activities)
    - Waiting, Alternate Choices
  - Access Attention
    - Appropriate requests (social skills)
Teaching Skills and Behaviors

- Replacement Behaviors, appropriate requests and protests
- Emotional-regulation skills
  - visual supports to teach children how to regulate more intense feelings (e.g., deep breathing, counting, etc.),
  - social narratives

Images: (Asperger Autism Network, n.d.)
Social Narratives

Individualized, provide clear statements about a range of social situations

1. Identify social situation or behavior
2. Clearly define target skill
3. Reference what others may feel or think in situation
4. Explain why target skill is appropriate
Check-in Poll

Which behavior skill areas could be beneficial for your child to learn and practice?
Addressing Challenging Behaviors

- Antecedent or Prevention Strategies
  - Intervene **before** the challenging behavior occurs

- Skills Training
  - Provide a new skill to take the place of the challenging behavior

- **Reinforce Desirable Behaviors**
Provide Reinforcement

• Increases likelihood that desired behaviors will continue

• Types:
  • Edibles
  • Tangibles
  • Activities*
  • People*
Visual Supports for Reinforcement
Additional Visual Supports: First – Then Boards

• Multiple Benefits

• Can serve as a schedule

• Helps children learn expectations and routines

• Can assist in understanding reward systems
Reminders about Behavioral Challenges

- Emphasize Prevention
- Consider Behavioral Function
- Consistency is Key
- Collaboration across Home/School is essential.
- Pick a few key areas
Resources and Toolkits

• Autism Speaks:
  • https://www.autismspeaks.org/covid-19-information-and-resources-families

• Autism Society:
  • https://www.autism-society.org/covid-19/

• National Autism Association:
  • https://nationalautismassociation.org/covid-19-resources-for-families/

• Organization for Autism Research:
  • https://researchautism.org/covid-19/
References

• Basham, J.D., Stahl, S., Ortiz, K., Rice., M.F., & Smith, S. (2015). Equity matters: Digital & online learning for students with disabilities. Lawrence, KS: Center on Online Learning and Students with Disabilities.


References


References


Reference (Images)

Reference (Images)

  https://www.commonsensemedia.org/blog/how-to-get-kids-ready-to-video-chat-for-online-classes

  https://www.newyorker.com/culture/personal-history/what-is-distance-learning-for

  https://www.teachingchannel.com/blog/classroom-management

  https://thefirstgrademade.blogspot.com/2015/08/classroom-reveal.html

  https://intr100neurodsp18burk.sites.wm.edu/2018/03/15/comorbidity-in-adolescence-immune-dysregulation
Reference (Images)

- Rubin, K. (2020). *Road map*. [Image]. https://www.stratosphenetworks.com/blog/5-key-considerations-for-overhauling-your-it-road-map-for-2020
ASHA Disclosure

Disclosure:

_Ebony Holliday_

Financial: _None_

Non-financial: _None_