

Behavioral Strategies to Support Students with Disabilities During Remote Learning

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Information and Recording Statement

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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

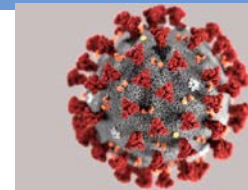
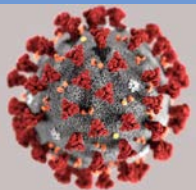
Check-in Poll

How was your day?

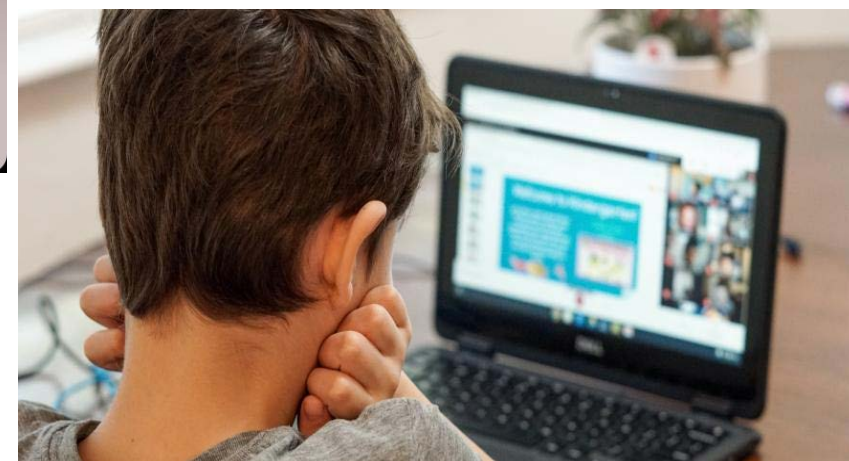


Students with Disabilities (Disability Categories, IDEA)

- 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



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

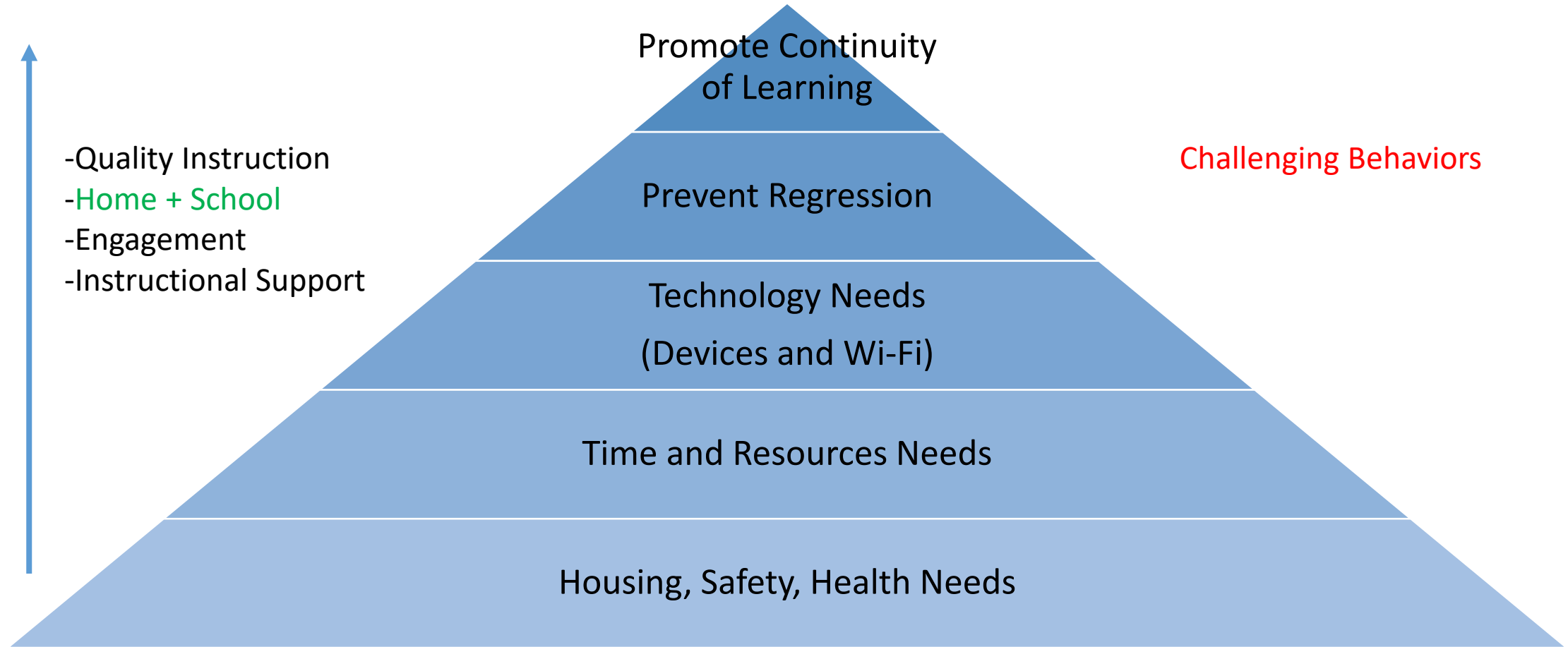
- Engagement is crucial for educational success.
 - (e.g., Finn & Rock, 1997; Janosz et al., 2008; Wang & Holcombe, 2010)
- Online learning requires self-regulation skills for success.
 - (e.g., Bol & Garner, 2011; Broadbent, 2017; Rasheed et al, 2020)
- Online learning can be challenging for students 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



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



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

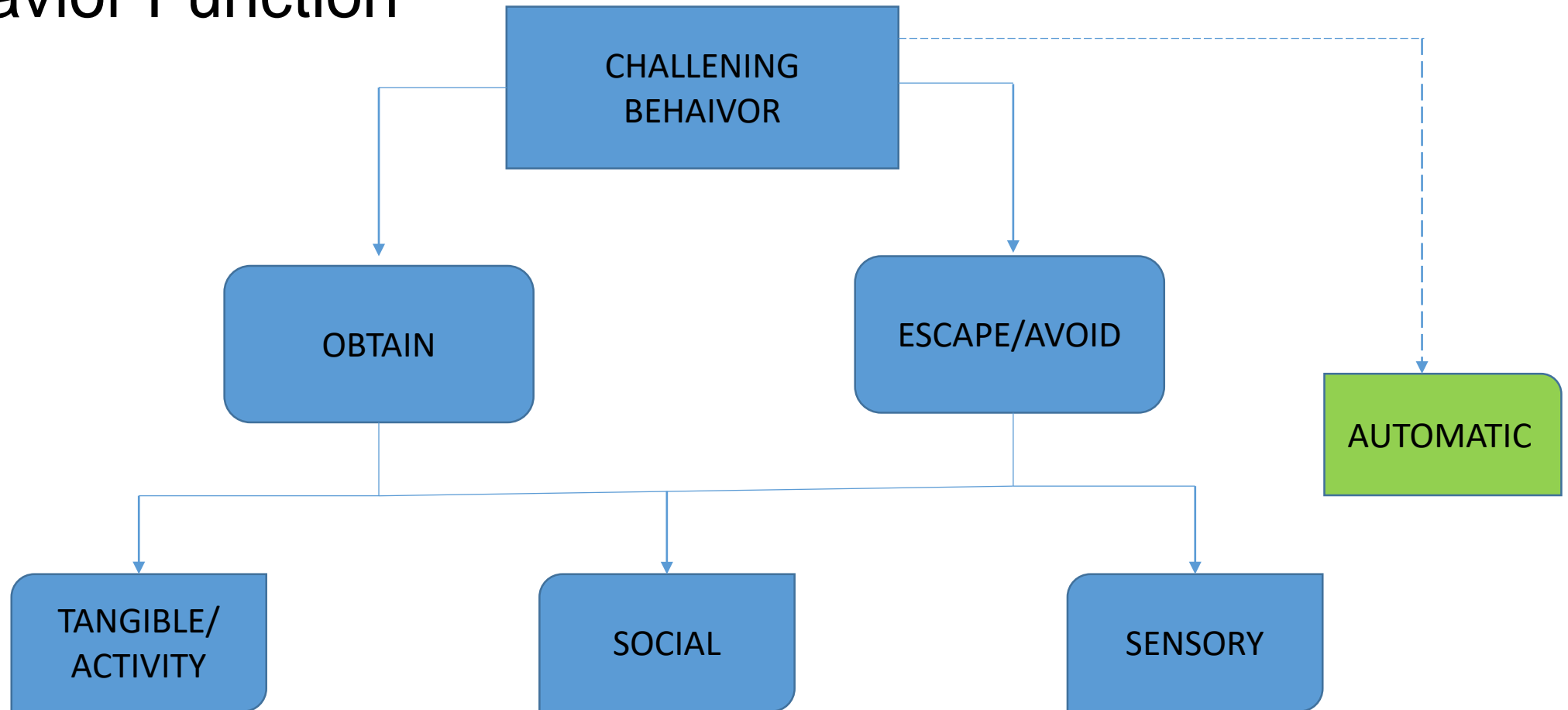
- ***Behavior***

- What happened?
 - Walked away, yelling, oppositional

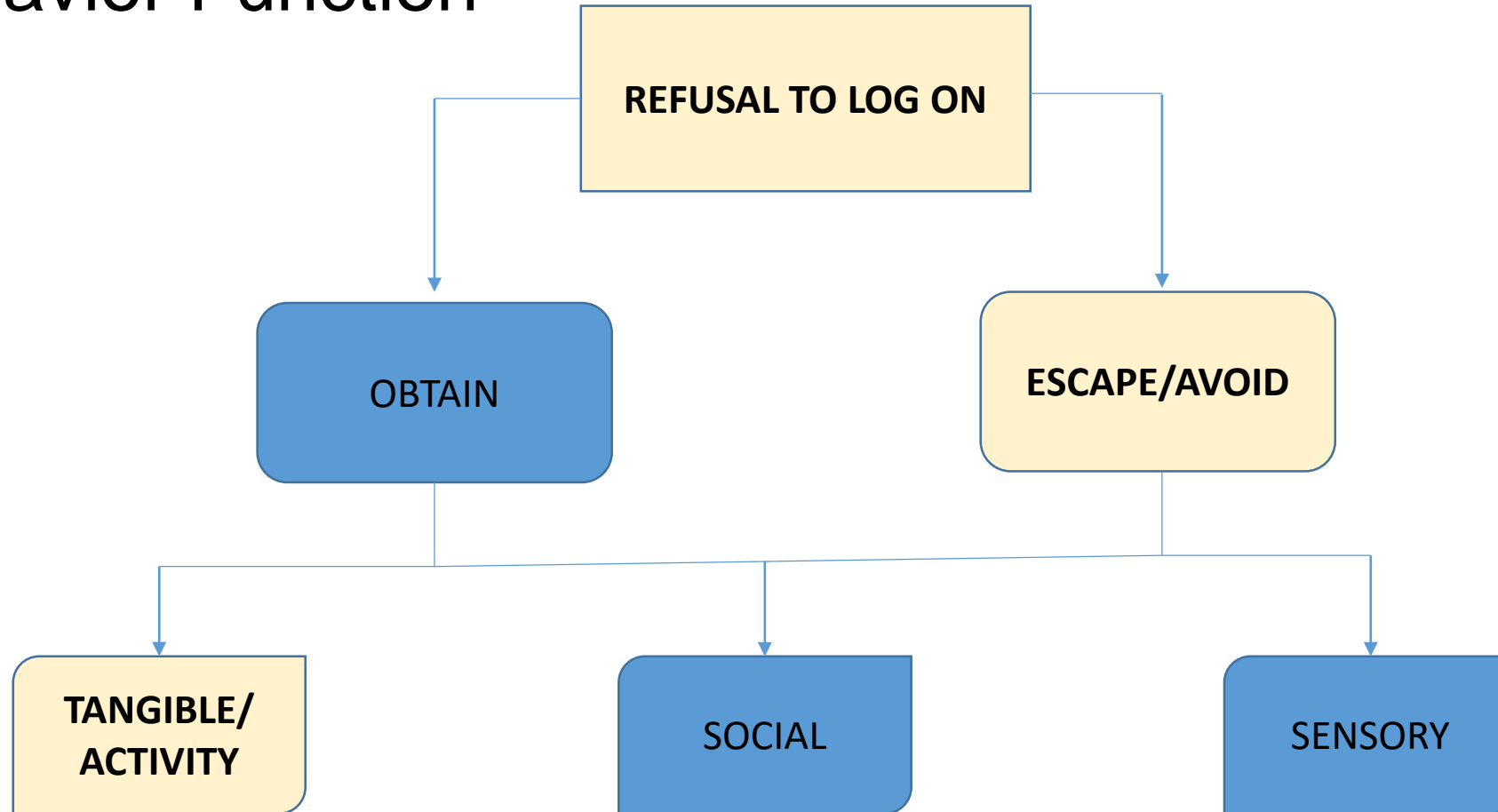
- ***Consequence***

- What happened immediately following the behavior
 - Teacher/parent re-directed behavior
 - Went to a preferred activity

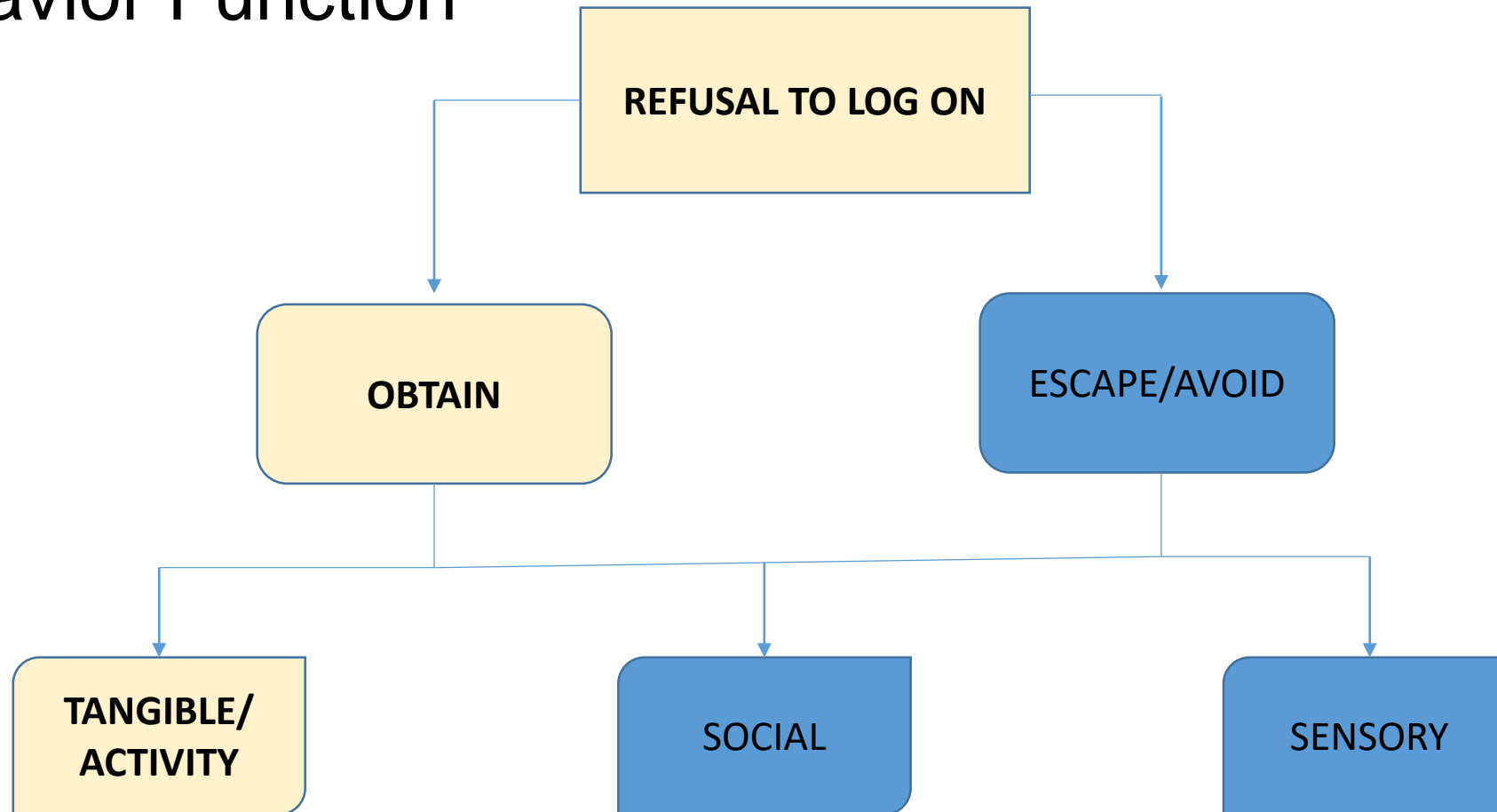
Behavior Function



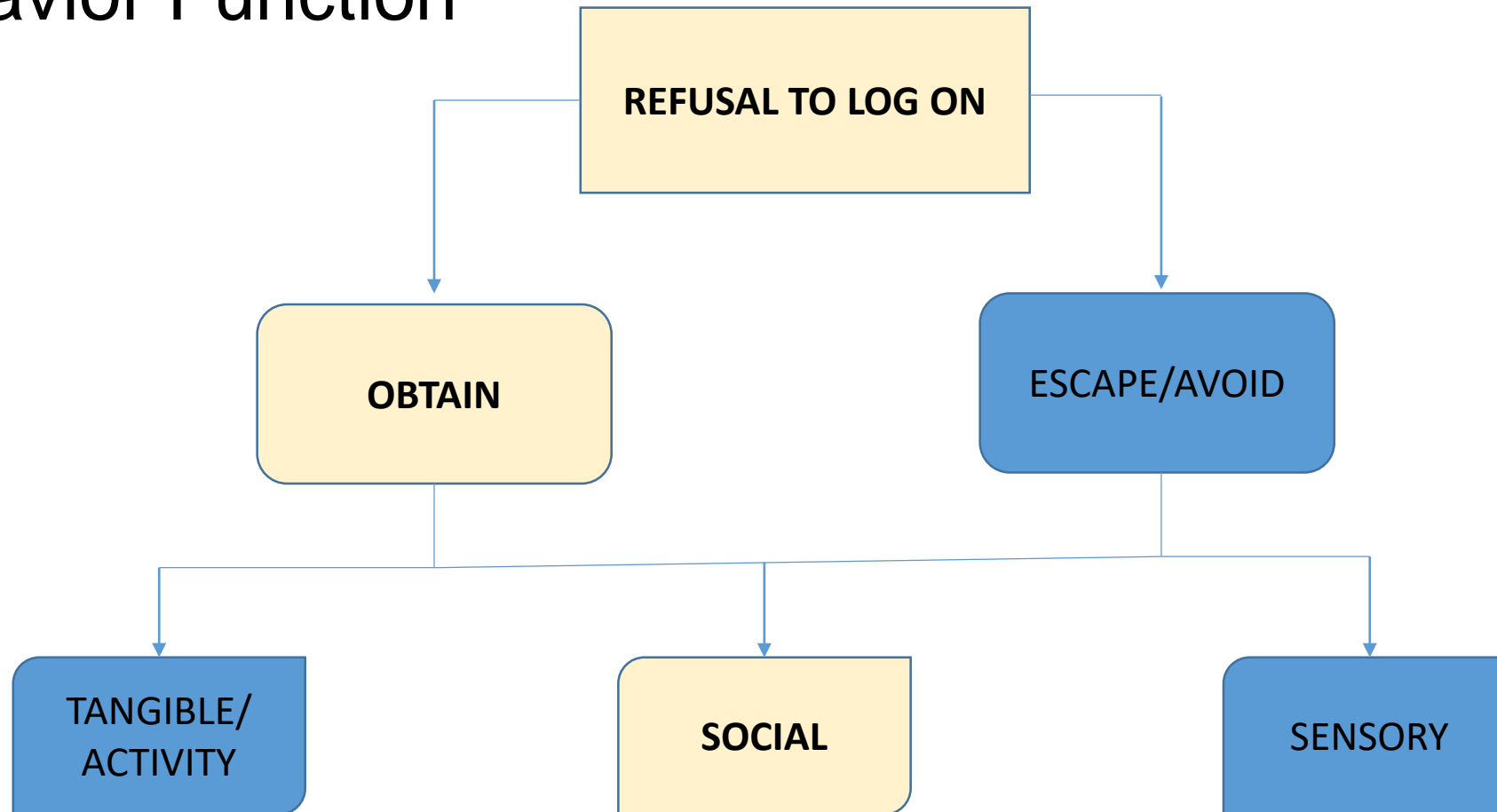
Behavior Function



Behavior Function



Behavior Function



Check-in Poll

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

MONTH:

YEAR:

MON	TUE	WED	THU	FRI	SAT	SUN
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Visual Schedules for Remote Learning

Daily Schedule

Before 8:00 AM	Wake up!	Make your bed, eat breakfast, brush teeth, get dressed
9:00-10:00	Outdoor Time	Family walk or outdoor play
10:00-11:00	Academic Time	No Electronics! Reading, homework, study, puzzles, journal
11:00-12:00	Creative Time	Creative play, drawing, Legos, crafts, music, cooking, baking
12:00-12:30	LUNCH	
12:30-1:00	Home Chores	Clean rooms, put away toys, take out garbage, pet care
1:00-2:30	Quiet Time	Reading, nap, puzzles, yoga
2:30-4:00	Academic Time	Electronics OK! Educational games, online activities, virtual museum tours
4:00-5:00	Outdoor time	Family walk or outdoor play
5:00-6:00	Dinner time	Family dinner, help with clean-up and dishes
6:00-7:00	Bath time	Bath or shower
7:00-8:00	Reading/TV time	Relaxing before bedtime
9:00 PM	Bedtime	Put on PJs, brush teeth, clothes in laundry



Individualized Schedules

Object

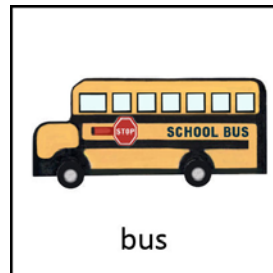


Picture + Tactile

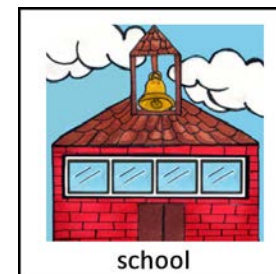


Hybrid Learning Schedules

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
All Students	In-Person Learning			Remote/Virtual Learning	



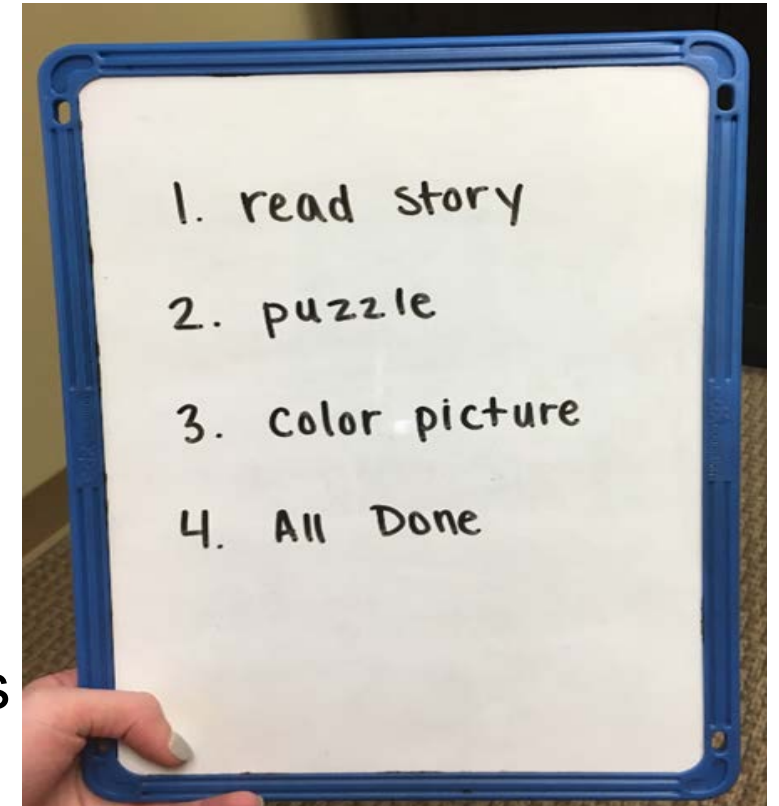
bus



school

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



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?



I need to **SIT DOWN** when using an iPad or computer.



When I see my name or I am called on, it is **MY TURN**.

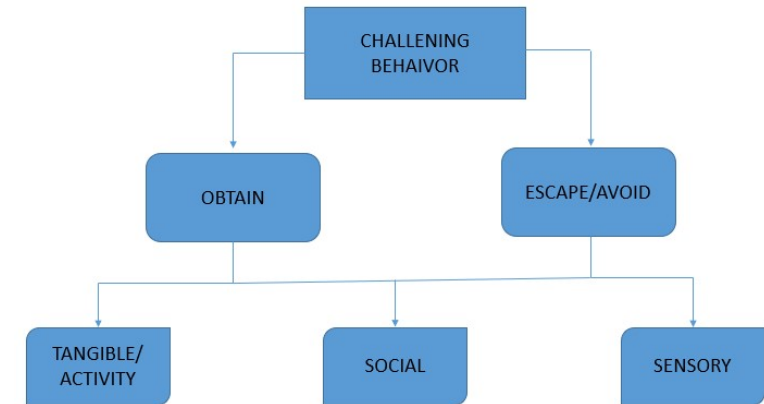
Virtual Classroom Rules		
 Be on time.	 Act like you're at school.	 Sit in 1 spot during class.
 Keep yourself muted.	 Turn on your video.	 Raise your hand to talk.
 Listen.	 No eating during class.	 HAVE FUN AND DO YOUR BEST!

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



5-Point Scale



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?

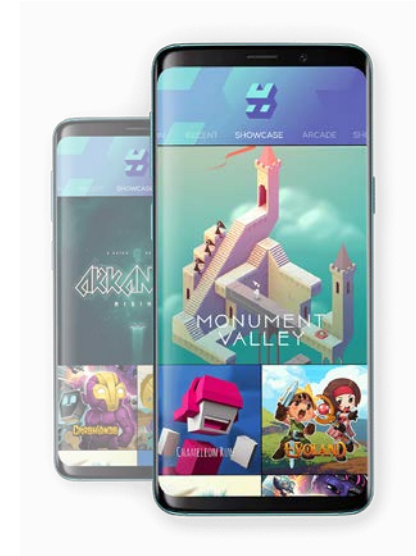


Addressing Challenging Behaviors

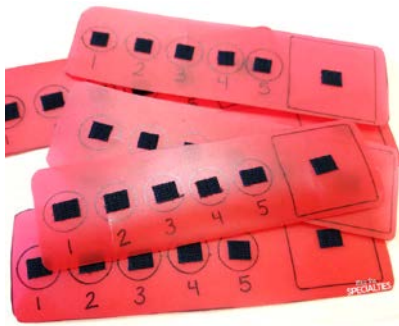
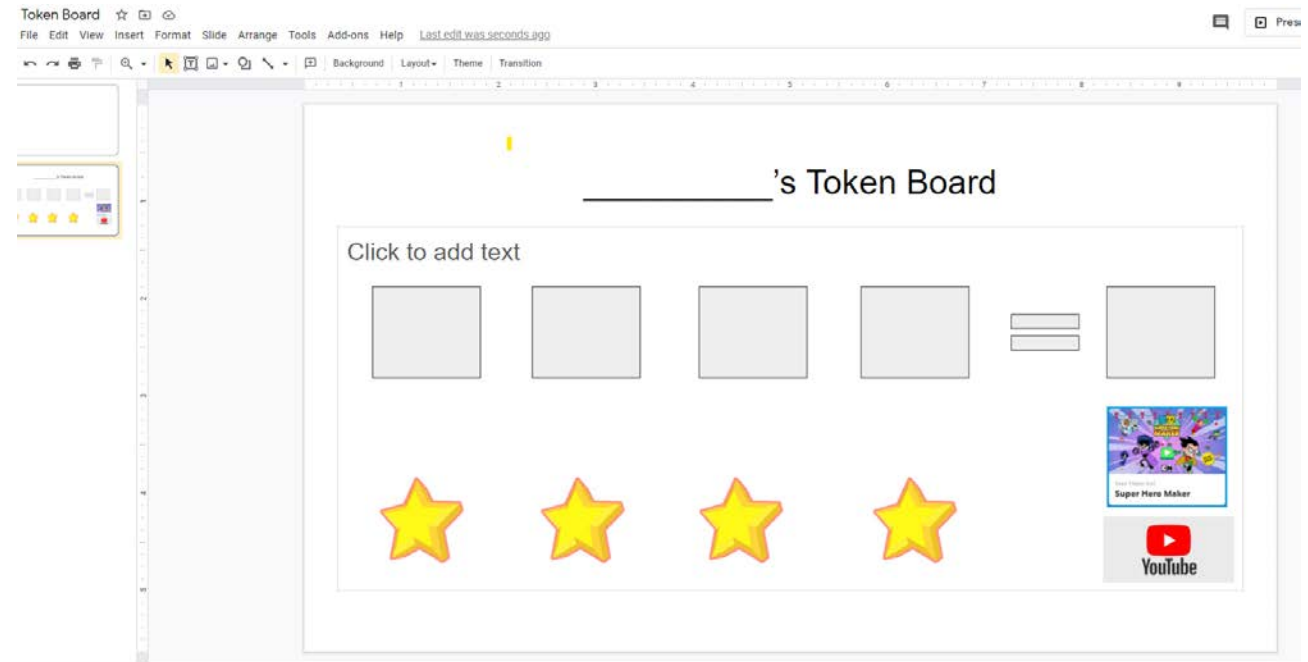
- Antecedent or Prevention Strategies
 - Intervene before the challenging behavior occurs
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 - Provide a new skill to take the place of the challenging behavior
- Reinforce Desirable Behaviors

Provide Reinforcement

- Increases likelihood that desired behaviors will continue
- Types:
 - Edibles
 - Tangibles
 - Activities*
 - People*

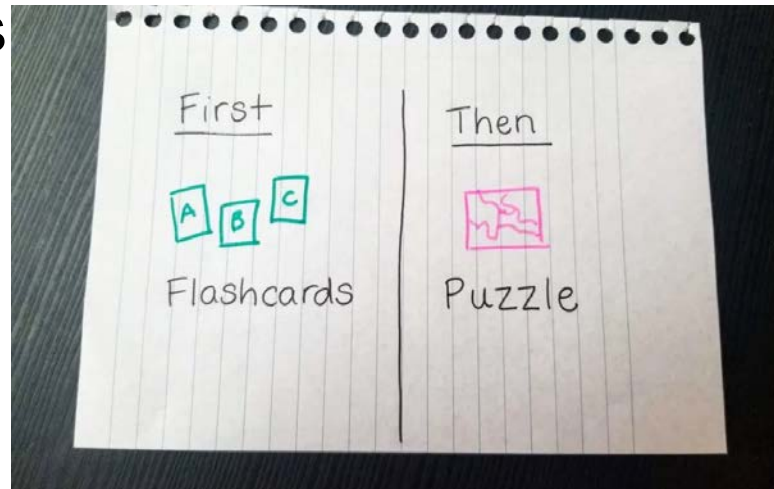
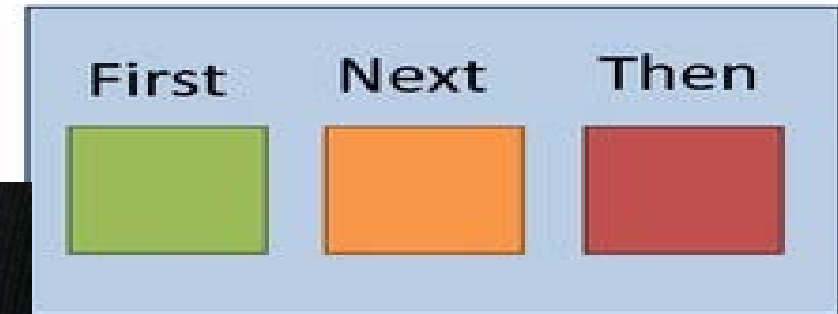
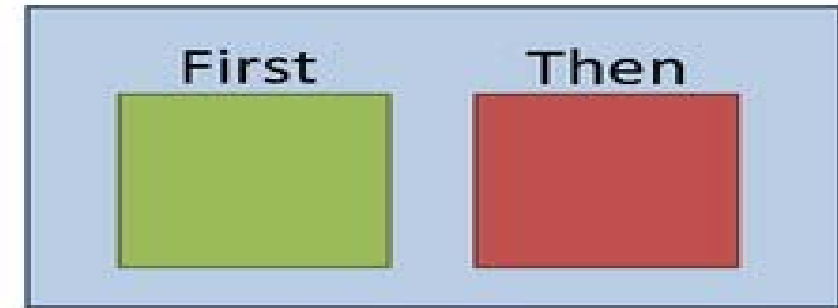


Visual Supports for Reinforcement



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/>

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Disclosure:

Ebony Holliday

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