

Behavioral Strategies to Support Students with ASD During Remote and Hybrid Learning

Ebony Holliday, PhD, NCSP
Research Scientist

hollidaye@kennedykrieger.org



ASHA Disclosure

Disclosure:

Ebony Holliday

Financial: *None*

Non-financial: *None*



Information, Video, and Image Disclosure

Kennedy Krieger Institute's Center for Autism and Related Disorders (CARD) does not take responsibility for information shared in this public event. Please keep all questions general and do not disclose personal health information (PHI) when speaking aloud or submitting typed questions and/or answers. This webinar will be recorded. By attending this webinar, you are consenting to being recorded and to all screen shots taken by the webinar moderator for event purposes.



Polling – REQUIRED FOR CEUs!

Instructions:

- On your smartphone, laptop, or tablet, go to www.Slido.com or scan the QR code.
- Enter the event code: **#EH23**.
- Enter your name and email.
- Click “Join.”
- The online polling platform Slido will be used to track CEUs and monitor attendance.
- CEU attendees **MUST respond to every Slido poll** in this webinar to receive CEUs.



Feedback Survey – REQUIRED FOR CEUs!

- The link to the feedback survey will be emailed to attendees after the webinar has concluded.
- ***CEU attendees MUST complete the feedback survey to receive CEUs.***



Objectives

- Identify common challenges that may impact the educational progress of students with ASD during remote and hybrid learning
- Increase knowledge of evidenced-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

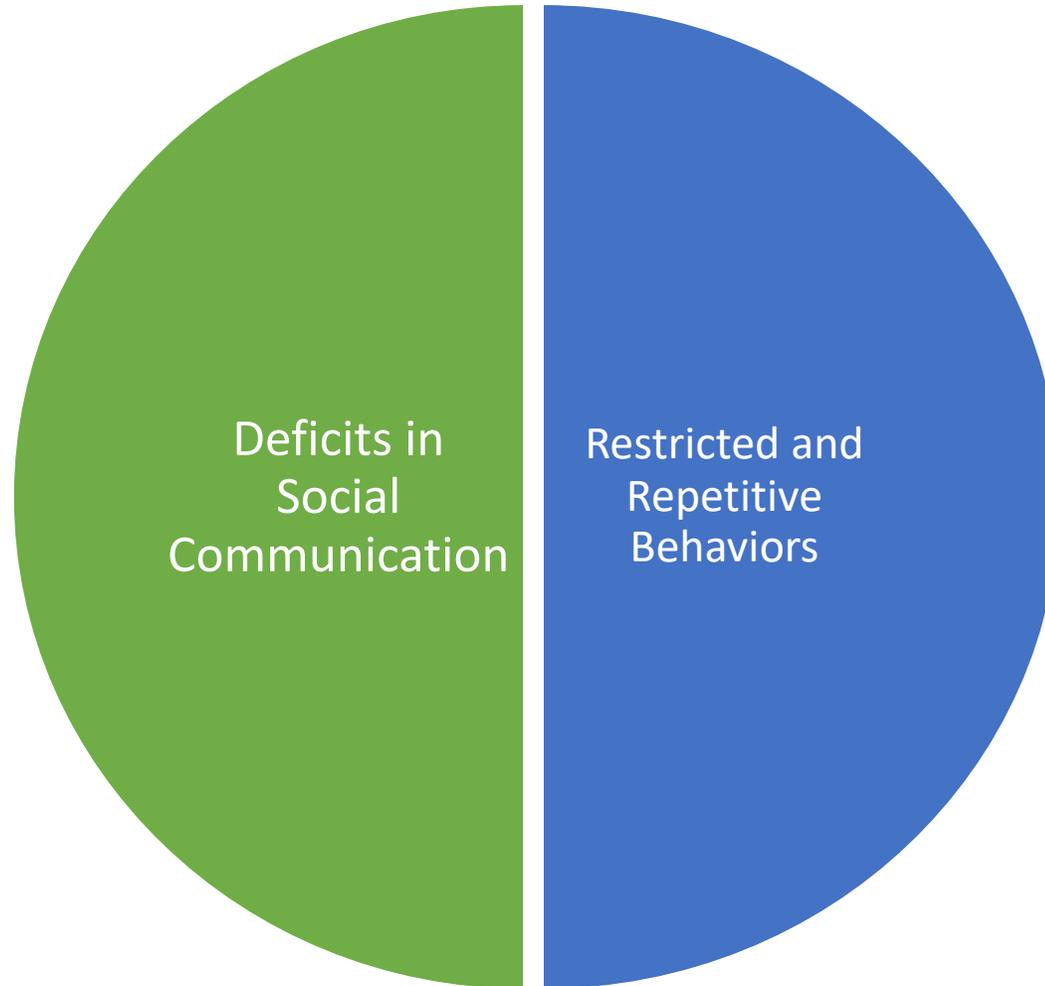


General Challenges and Stressors

- 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.



Autism Spectrum Disorder



Social-emotional reciprocity

Nonverbal communication behaviors

Developing, understanding, and maintaining social relationships

Stereotyped/Repetitive Behaviors
(movement, objects)

Insistence on sameness

Fixated interests

Sensory sensitivities



ASD and Related Difficulties and Impairments

- Abnormalities mood or affect
- Delays in cognitive skills
- Adaptive and functional skills
- Hyperactivity, short attention span, impulsivity
- Oppositional, disruptions, tantrums

Image: (Neurodiversity, 2018)



Educational Impact for Students with Autism

- “CARING through COVID” - (Jeste et al., 2020)
 - 74% = loss of at least one educational service or therapy
 - 30% = loss of ALL educational services and therapies
 - 56% = continued at least one service through tele-education



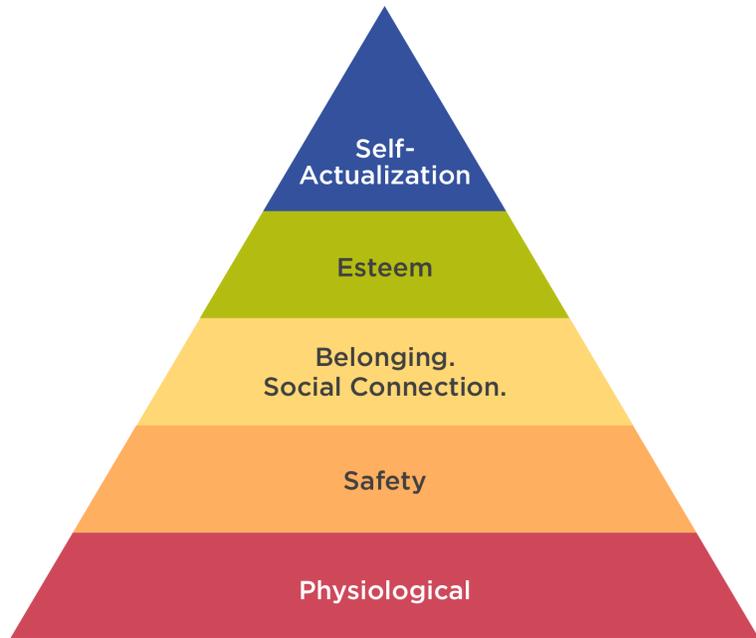
Remote Learning for Students

- 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)

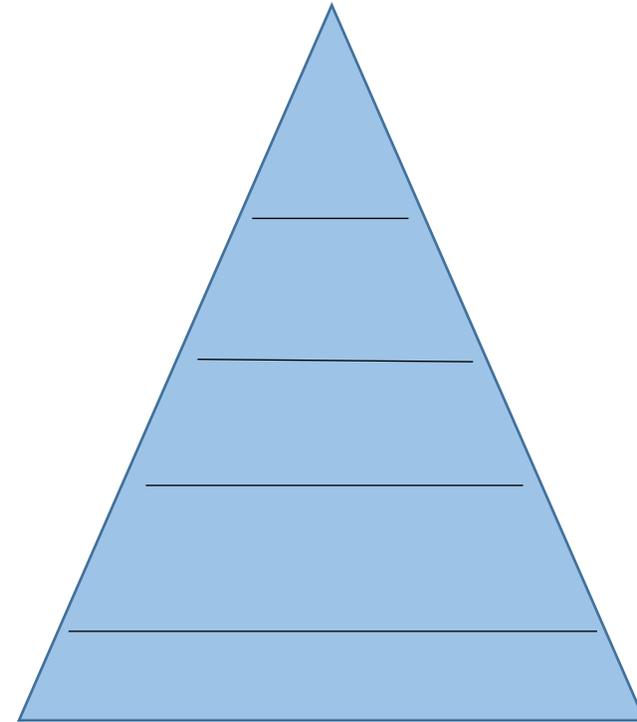


Hierarchy of Needs

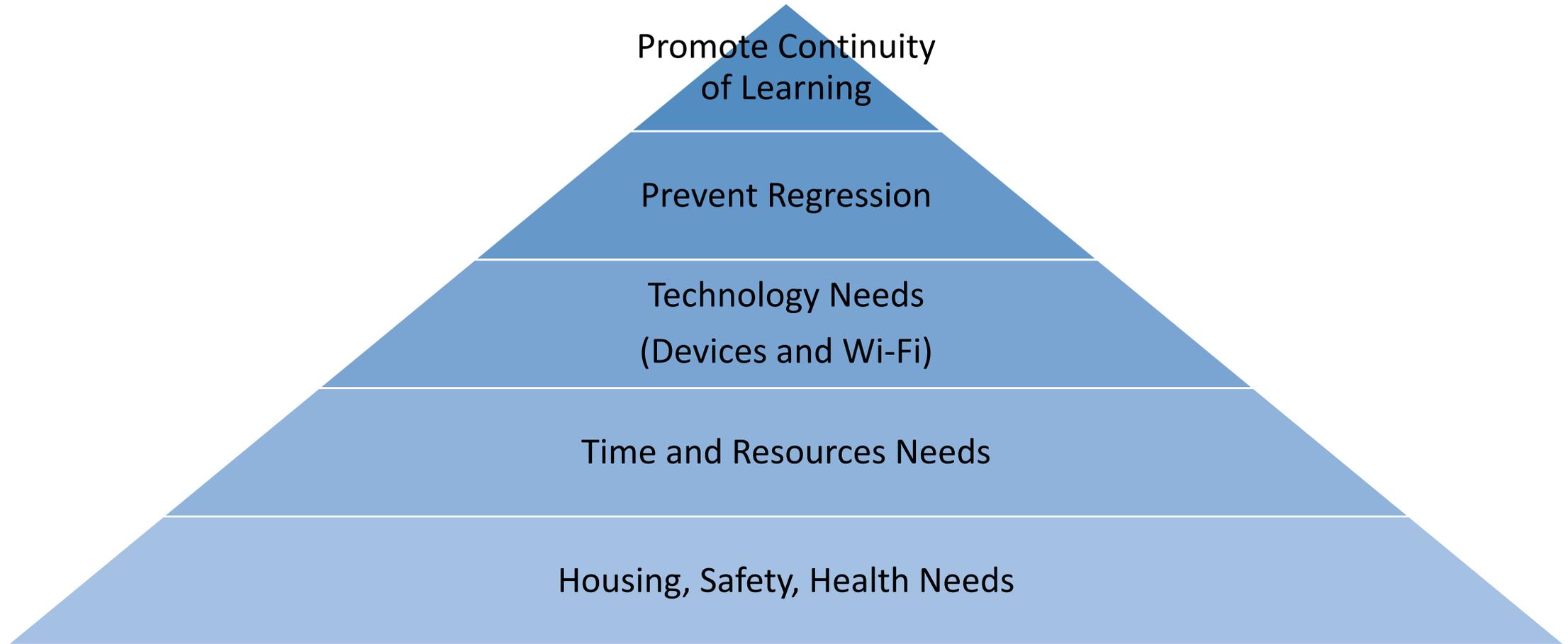
Maslow's Hierarchy of Needs



COVID-19 Schooling Hierarchy



COVID-19 Remote Learning Hierarchy of Needs



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



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)

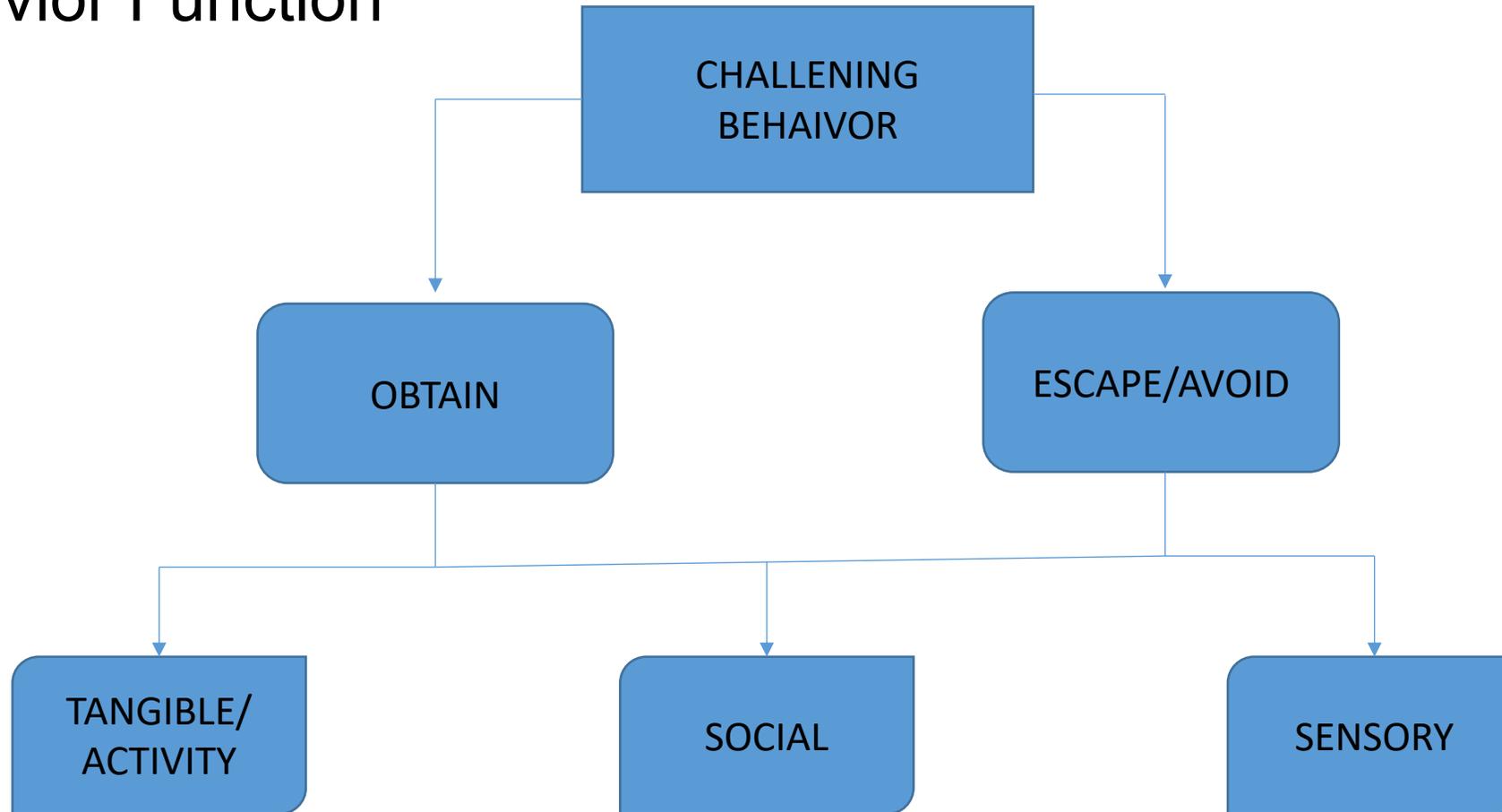


ABCs of Challenging Behaviors

- **A**ntecedent
 - What happened immediately before the behavior? (The trigger)
 - Prompt to log on
 - End of first activity during a session
- **B**ehavior
 - What happened?
 - Walked away, yelling, oppositional
- **C**onsequence
 - What happened immediately following the behavior
 - Teacher/parent re-directed behavior
 - Went to a preferred activity



Behavior Function



Addressing Challenging Behaviors

- Antecedent and Prevention Strategies
 - Intervene **before** the problem behavior occurs
- Skills Training
 - Provide a new skill to take the place of the problem behavior
- Reinforce Desirable Behaviors



Prevention Strategies

- Establish Routines
- Environmental Arrangements
- Define and Teach Expectations

- Reinforce Appropriate Behaviors
 - Give 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)

Image: (FlyAVP, 2020)



Establish and Maintain Routines (Schedules)

- Provide structure and order
- Create a predictable environment
 - Improve behavior and increase independence

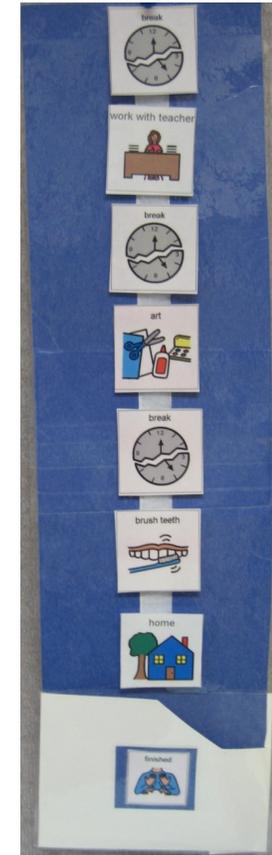
Images: (Clipart Library, n.d.)



Remote Learning Schedules

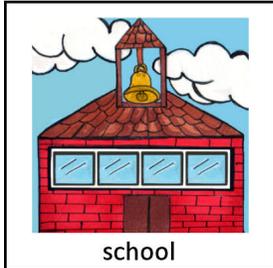
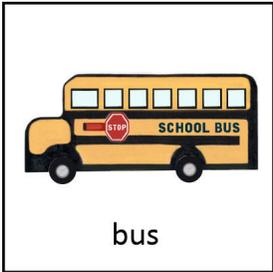
GRADE 1 - 4 VIRTUAL LEARNING SCHOOL DAY SCHEDULE

| Start Time | End Time | Activity |
|------------|----------|---|
| 8:30 AM | 8:55 AM | Student/Parent logs in attendance via district Google Form |
| 9:00 AM | 9:25 AM | Google Hangout / view link to Pre-recorded <i>Morning Message</i> |
| 9:25 AM | 9:50 AM | Student work time (ELA) |
| 9:50 AM | 10:15 AM | |
| 10:15 AM | 10:40 AM | Student work time (Math) |
| 10:40 AM | 11:05 AM | |
| 11:05 AM | 11:30 AM | Break |
| 11:30 AM | 11:55 AM | Student/Teacher Meetings (Google Hangouts) <i>Resource, ESL Pull Out, ESL Push In, Title 1</i> |
| 11:55 AM | 12:20 PM | |
| 12:20 PM | 12:45 PM | |
| 12:45 PM | 1:10 PM | Special / Daily Physical Activity |



Hybrid Learning Schedules

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



Activity Schedules

- Depicts a sequence of events
- Prepares for next step within an activity
- Can improve engagement and transition 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)



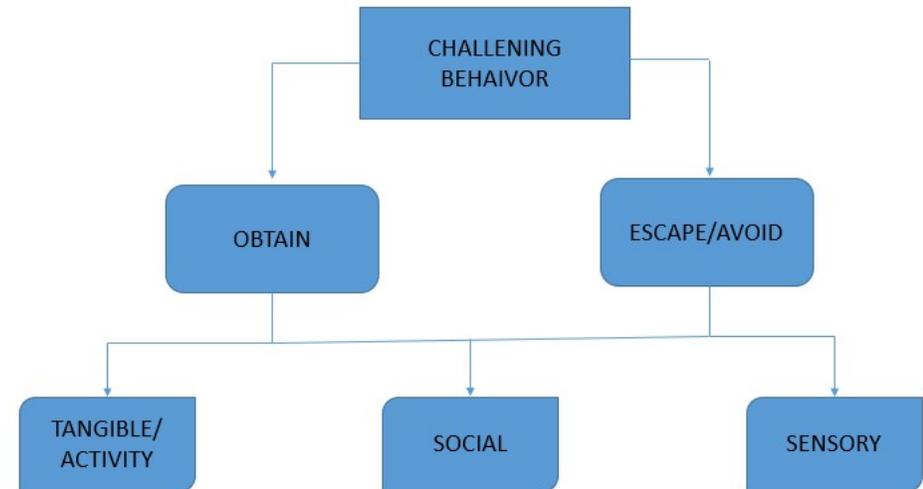
Addressing Challenging Behaviors

- Antecedent or Prevention Strategies
 - Intervene before the challenging behavior occurs
- Skills Training
 - Provide 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
 - Tangible (Items/Activities)
 - Waiting, Alternate Choices
 - Attention
 - Appropriate requests (social skills)
- Emotional-regulation skills
 - Social narratives, visual supports to teach children how to regulate more intense feelings (e.g., deep breathing, counting, etc.)



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



Addressing Challenging Behaviors

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

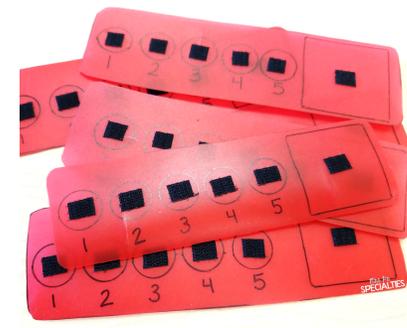


Provide Reinforcement

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

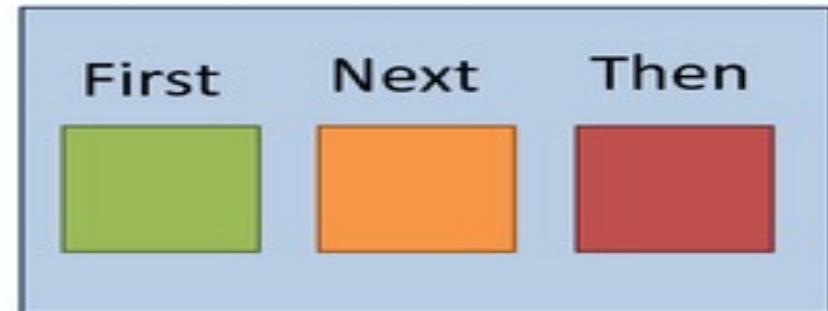
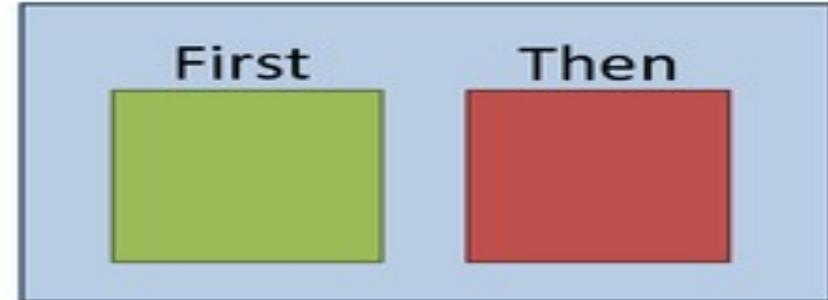


Visual Supports for Reinforcement



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



Home & School Relationships

- Communication
 - Providing/Exchanging information

- Collaboration
 - Developing partnerships
 - Problem-solving
 - Goal-setting
 - Planning

Images: (Common Sense Media, 2020)



Reminders about Behavioral Challenges

- Emphasize Prevention
- Consider Behavioral Function
- Consistency is Key
- Collaboration among Home/School is essential.



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.
- Bol, L, & Garner, J. K. (2011). Challenges in supporting self-regulation in distance education environments. *Journal of Computing in Higher Education*, 23, 104-123.
- Broadbent, J. (2017). Comparing online and blended learner's self-regulated learning strategies and academic performance. *The Internet and Higher Education*, 33, 24-32.
- Finn, J. D., & Rock, D.A. (1997). Academic success among students at risk for school failure. *Journal of Applied Psychology*, 82, 221-234.



References

- Jeste, S., Hyde, C., Distefano, C., Halladay, A., Ray, S., Porath, M., Wilson, R.B., & Thurm., A. (2020). Changes to access in educational and healthcare services for individuals with intellectual and developmental disabilities during COVID-19 restrictions. *Journal of Intellectual Disability Research*. Advance Online Publication. doi.org/10.1111/jir.12776
- Neece, C., McIntyre, L.L., & Flenning, R. (2020). Examining the impact of COVID-19 in ethnically diverse families with young children with intellectual and developmental disabilities. *Journal of Intellectual Disability Research*, 64, 739-749.
- Janosz, M., Archambault, I., Morizot, J., & Pagani, L.S. (2008). School engagement trajectories and their differential predictive relations to dropout. *Journal of Social Issues*, 64, 21-40.



References

- Rasheed, R. A., Kamsin, A., & Abdullah, N. A. (2020). Challenges in the online component of blended learning: A systemic review. *Computers and Education*, 144, 1-17.
- Wang, M. & Holcombe, R. (2010). Adolescents' perceptions of school environment, engagement, and academic achievement in middle school. *American Educational Research Journal*, 47, 633-662.
- White, L. C., Law, J.K., Daniels, A.M., Toroney, J., Vernoia, B., Xiao, S., et al., (2021). Brief report: Impact of COVID-19 on individuals with ASD and their caregivers: A perspective from the SPARK cohort. *Journal of Autism and Developmental Disorders*. <https://doi.org/10.1007/s10803-020-04816-6>



Reference (Images)

- Asperger Autism Network. (n.d.). *Incredible 5-Point Scale*. [Image]. <https://www.aane.org/incredible-5-point-scale-assessing-students-autism-spectrum-disorders-understanding-social-interactions-controlling-emotional-responses>
- Autism Little Learners. (2020). *Social Stories*. [Image]. <http://www.autismlittlelearners.com>
- Best, J. (2020). *Student Engagement*. [Image]. <https://www.3plearning.com/blog/20-student-engagement-strategies-captivating-classroom>
- Clipart Library. (n.d.). *Schedules*. [Image]. <http://clipart-library.com/schedule-cliparts.html>
- Clipart Panda. (2020). *Clipart Play*. [Image]. http://www.clipartpanda.com/clipart_images/outdoor-play-clipart-1-60468117
- CMHO (2021). *Frustration*. [Image]. <https://cmho.org/four-tips-to-ease-frustration-in-remote-learning>



Reference (Images)

- Common Sense Media. (2020). *Video-Chat*. [Image].
<https://www.commonsensemedia.org/blog/how-to-get-kids-ready-to-video-chat-for-online-classes>
- Gessen, K. (2020). *Distance Learning*. [Image].
<https://www.newyorker.com/culture/personal-history/what-is-distance-learning-for>
- Jones, L. (2017). *Classroom-management*. [Image].
<https://www.teachingchannel.com/blog/classroom-management>
- Laura, J. (2015). *Classroom*. [Image].
<https://thefirstgrademade.blogspot.com/2015/08/classroom-reveal.html>
- Neurodiversity. (2018). *Comorbidity*. [Image].
<https://intr100neurodsp18burk.sites.wm.edu/2018/03/15/comorbidity-in-adolescence-immune-dysregulation>



Reference (Images)

- Oh Happy Play. (2021). *Distance Learning Room*. [Image]. <https://ohhappyplay.com/2020/07/our-craft-room-turned-distance-learning-homeschool-room-reveal>
- Rubin, K. (2020). *Road map*. [Image]. <https://www.stratosphenetworks.com/blog/5-key-considerations-for-overhauling-your-it-road-map-for-2020>
- The Journal Gazette. (2020). *Virtual Learning*. [Image]. <https://www.journalgazette.net/news/local/schools/20200329/virtual-learning-now-a-real-necessity>
- The Kindergarten Smorgasboard. (2020). *Virtual Classroom Rules*. [Image]. <https://thekindergartensmorgasboard.com>
- Unsplash. (2020). *Remote Learning*. [Image]. <https://unsplash.com/s/photos/remote-learning>

