



ORPATS
Oregon Program Autism Training Sites and Support

Supporting Learning from Home for Students with Autism and Other Developmental Disabilities

Remote Learning for All Students

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About the Presenter: Darby Lasley M.S.



- Provides workshops and hands-on consultation to classrooms internationally, throughout the country, and in the state of Oregon with OrPATS
- Program Supervisor for OrPATS, created first elementary training site
- Prior Senior Instructor for Portland State University

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ORPATS
Oregon Program Autism Training Sites and Support
Grant Performance Expectations 2019-2021

Conduct an on-going evaluation using student outcome data, ASD Program Self-Assessment, fidelity of implementation data and other data as appropriate.
Collaborate with regional programs to provide parent training.
Maintain and continue to develop the existing OrPATS training sites.
Provide support to Early Childhood Programs to implement evidence-based practices in self-contained and inclusive settings.
Establish new implementation sites and autism teams at E/ECSE, Elementary, Secondary or Post-Secondary Transition depending on regional needs.
Conduct training workshops on evidence-based practices throughout the state.
Conduct New Autism Specialist/Consultant training.
Provide follow-up webinar support and training site visitation support to workshop participants in order to ensure implementation of the evidence-based practices.
Collaborate with regional program staff to use OrPATS training sites to train district staff.
Supporting students and staff in general education to promote inclusion of all students.
Provide reimbursement funds for substitutes release time to attend workshops and for follow-up training at training sites.

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Goals of the Webinar



- ★ Discuss the benefits and challenges of remote instruction
- ★ Recognize the importance of providing students face-to-face instruction through remote learning
- ★ Provide educators access to free materials to support families during this very difficult time

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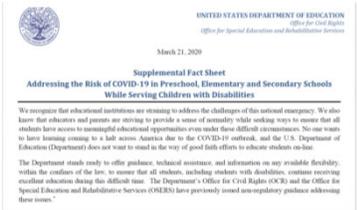
Remote Special Education Services

<p>Challenges:</p> <ul style="list-style-type: none"> ★ Perception that students with disabilities can't access/learn from remote learning ★ This is new! We don't have a clear understanding of how to deliver FAPE remotely 	<p>Solutions:</p> <ul style="list-style-type: none"> ★ There are ways to provide remote instruction "synchronously" via a learning system and instruction by a teacher ★ Parent training is going to be critical right now – so combining instruction with parent training is extremely meaningful to families ★ Doing more than the minimum will make a huge difference for our kids. Even if it is not as good as going to school every day
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School District Obligations

"School districts must remember that the provision of FAPE may include, as appropriate, special education and related services provided through distance instruction, provided virtually, online, or telephonically." (USDE, Supplemental Fact Sheet, 3/21/2020)



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Our Guidance to School Districts

- To support caregivers**
 - At-home resources are provided to support parents and children during a time of significant routine upheaval. We have free resources on our website that can be directed to families: <https://starautismsupport.com/classroom-tools?cpid=933>.
- To reduce loss of skills**
 - Instructorless Learning supports students in maintaining previously learned skills. This type of learning offers students flexibility on when they can engage with materials and provides opportunities for the child to work independently. Worksheet packets and independent work systems for teachers to send home are typically used.
- To ensure FAPE**
 - Synchronous remote learning allows students to not only maintain skills but learn new skills and meet the objectives of their IEPs. This is a critical component to ensuring FAPE and meeting IEPs.

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We Must Continue Using Evidence Based Practices

National Standards Report: Phases 1 and 2

Pattern of findings suggest that treatments from the behavioral literature have the strongest research support at this time

Identified 14 Established Treatments

Comprehensive behavioral packages have the most evidence

www.nationalautismcenter.org

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National Standards Project: Phase 2 Established Treatments

- Comprehensive Behavioral Treatment for Young Children (discrete trial)
- Behavioral Interventions (ABA methods)
- Pivotal Response Training
- Schedules (student schedules)
- Language Training (e.g. modeling verbalizations for the student to imitate)
- Self-management (promoting independence)
- Modeling (imitation of target behavior)
- Naturalistic Teaching Strategies (child-directed to teach functional skills)
- Scripting
- Peer Training Package
- Parent training
- Cognitive Behavioral Intervention
- Story-based Intervention Package
- Social Skills Package

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Types of Learning From Home

- 1 Support Caregivers**
Caregiver training through visual supports, materials, and training webinars. Focus on helping parents during everyday routines.
- 2 Instructorless Learning**
Provide home packets and independent work activities to extend learning throughout the day.
- 3 Synchronous Remote Learning**
To support individual IEP goals and the development of new skills. Synchronous remote instruction offers the opportunity for teachers to individualize and scaffold curriculum to meet the unique needs of all students.

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Getting Started

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Types of Learning From Home

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Assess Student Ability to Attend to the Screen

Strand A	The teacher will be guiding the caregiver while the caregiver is working with their child. The focus of today will be on this student.
Strand B	The caregiver will be helping their child attend to the screen and the teacher will be guiding the caregiver during some of the instruction.
Strand C	The caregiver will be in the room and monitoring their child periodically throughout the session.

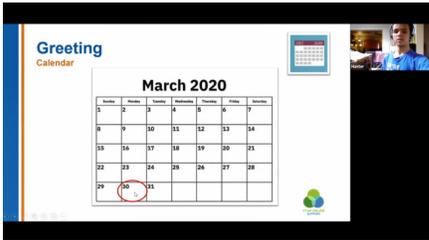
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Strand A Preschool- Video Example



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Strand B Secondary- Video Example



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Strand C Elementary- Video Example



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Add Some Spark!



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Tips for Technology!

- Learn about your online-learning platform before you start
 - Explore features like screen sharing, your camera and your microphone and speakers.
 - Some online platforms require a host to sign in before a participant. Make sure that you know if this is a feature of the platform you are using.
- Test your equipment
 - Most online platforms have a place to test your microphone and speaker before you start your meeting.
- Create a backup plan
 - Consider other devices in case your primary device has technical difficulties.
- Create a connection with families. This is new to them too! Some caregivers will be more or less comfortable with technology.

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Webinars To Help Parents Use the Home Supports

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Video Examples – Sequence Strip

Hand-Washing Sequence Strip

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First/Then

- Helps your child understand which task to complete before getting access to a preferred task

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Video: First/Then/Next

- Helps your child understand which tasks to complete before getting access to a preferred task
- Can also be used as a mini schedule

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Following Rules

- Visuals for "rules" help to remind your child of your expectations
- Can provide consistency across different types of activities

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Helping Around the House

- Visuals can represent the steps for household chores to build independence

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Video Example – Folding Laundry

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Social Skills

- Visuals can help social rules and expectations be less abstract
- Can help children practice social skills

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Video Example – Turn Taking Chart

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Structuring Free Time

- Create "mini schedules" to structure free time or down time

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Token Boards

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Video Example - Token Board

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Token Board Examples



TV and Movie
Character Tokens



Favorite foods and
activities



Puzzles

Checkmarks

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Social Scripts





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Workshop Calendar Available Online

<http://www.orpats.org/training/aet-training/scheduled-workshops/>

- The following workshops are planned for the 2020-2021 School Year!
 - VIRTUAL TWO-DAY COMPREHENSIVE: IMPLEMENTING EVIDENCE-BASED PRACTICES IN REMOTE LEARNING ENVIRONMENTS FOR PRIMARY & SECONDARY LEVEL STAFF
 - DEVELOPING EARLY CHILDHOOD EDUCATION SETTINGS TO SUPPORT STUDENTS WITH AUTISM AND OTHER DEVELOPMENTAL DELAYS
 - VIRTUAL AUTISM CONSULTANT TRAINING SERIES
 - VIRTUAL TWO-DAY COMPREHENSIVE: IMPLEMENTING EVIDENCE-BASED PRACTICES FOR IN-PERSON INSTRUCTION AT THE PRIMARY LEVEL
 - VIRTUAL PARENT TRAINING SERIES
- Detailed information and links to register are available at our website www.orpats.org
- If substitutes are required, release time reimbursement funds are available through OrPATS to attend these virtual workshops

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Thank You for Participating

Stay safe and healthy!

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