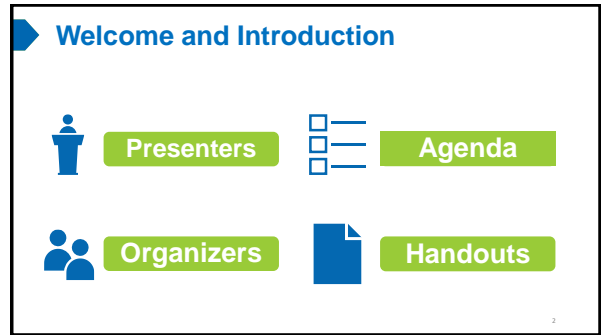


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Agenda

Day 1	
9:00	Overview of SOLS – Evidence Based Practices for Remote Learning Environments
9:45	Basic Behavior Principles
10:15	Break
10:30	Behavior Cont'd
11:30	Assessment
12:00	Lunch (on your own)
1:00	Assessment Cont'd
2:00	Break
2:15	Instructional Strategies: Teaching Time
3:00	Adjourn

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Agenda

Day 2	
9:00	Instructional Strategies: Teaching Time Cont'd
10:00	Instructional Strategies: Play Time
10:15	Break
10:30	Play Time Cont'd
11:30	Teaching Functional Routines
12:00	Lunch (On your own)
1:00	Functional Routines Cont'd
1:30	Putting it All Together
2:15	Break
2:30	Application/Practice
3:00	Adjourn

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Poll

- What ages do you serve?
- What is your role?
- Is this the first time attending a STAR/Links/SOLS workshop?

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ORPATS

Oregon Program Autism Training Sites and Support

What: Statewide project supporting schools with implementing evidence-based practices for students with autism

Who:


- Oregon Department of Education
- Northwest Regional ESD
- STAR Autism Support

For more information:
www.orpats.org

Email:
information@orpats.org

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OrPATS Landing Page



- Once you've received the link <https://www.starautismsupport.com/orpats-workshop-documents>
- Find "Workshop Handouts"
- Workshop Practice PowerPoints
- Downloadable Supports

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Media Center Resources



- Once you've received a log-in...
- Go to <http://starautismsupport.com/>
- Click on "STAR Sign-in" (upper right-hand corner) and log in with your credentials.
- Click on the "Media Center" tab

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Requesting Media Center




- To request your own log-in, use this link <https://starautismsupport.com/orpats-media-center-access-request>
- This link will also be sent in the chat
- Accounts will be active until end of grant cycle, June 2021
- Note: This free account is available by classroom, please have any licensed or certified staff supporting the classroom complete the access request.

Resources: Chat Box

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Virtual Activities

- Breakout Sessions
 - Breakout rooms are sub-rooms that are created within the training session used for discussion, practice, and collaboration with peers.
- Polling
 - The presenter will launch polls periodically during the training to gather responses for knowledge check and to support engagement.
- Chat Feature
 - Use this feature to ask questions. The presenter will review the chat and provide answers during breaks, or when appropriate, as to not interrupt the presentation.




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Zoom Review

- Mute/Un-Mute
- Start video/Hide video
- Chat: Everyone or Private
- Avoid "Leave meeting"
- Participating in polls

Note: Your toolbar may look a little different than this one. If you're on a mobile device (phone or tablet), tap screen to see the toolbar options.



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Workshop Objectives

Participants will learn to:

- Use behavioral strategies to increase desired behaviors and decrease challenging behaviors during in person and remote learning
- Complete an assessment to identify individual lessons
- Implement evidence-based strategies using the lesson plans and specific protocol in SOLS or apply the knowledge to use with the STAR or LINKS programs
- Collect and use data to make instructional decisions
- Use a variety of supports to increase fidelity and consistent implementation for in person learning, hybrid learning and remote learning.

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Remote Learning for Special Education

Instructional recommendations

- When students are not able to access instruction in schools, it is important to continue using evidence-based teaching strategies.
- Remote learning can be delivered in a variety of forms (e.g. instructorless, synchronous, blended learning, etc.)
- Throughout the training, we will explore a variety of tools that you can incorporate into remote learning opportunities to increase success with your students.



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What is the STAR Online Learning System (SOLS)?

- SOLS is a synchronous remote learning curriculum founded in evidence-based practices and designed for students with autism and other developmental needs from early childhood to post-secondary.
- SOLS offers real-time teaching from a trained instructor while maintaining an IEP-driven curriculum.
- SOLS sessions can be conducted individually or in small groups.
- SOLS provides caregiver training, home support webinars, supplemental activities, and independent work tasks to support students in increasing independence and skill generalization.

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Addressing Goals and Objectives

- SOLS supports student acquisition for current IEP goals and objectives during school closures
 - IEP Goal Alignment form
- SOLS includes assessment tools and on-going progress monitoring
 - Skills Assessment
 - Participation Data Form
 - Participation Summary Data
 - Phase Progression Data Form
- Core curricular areas:
 - Language
 - Functional Academics
 - Natural Communication
 - Engaging in Diverse Activities
 - Functional Routines



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Common Terminology

- In-Person Learning**
 - Other name: In-Class learning, Face-to-face instruction
- Remote Learning**
 - Other names: Online learning, Distance learning
 - Instruction outside of the physical classroom
 - Synchronous vs Asynchronous
- Caregiver**
 - Includes: parents, family members, guardians, other care providers
- Instructor**
 - Includes: teachers, educational assistants, and support staff

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Common Terminology

- Hybrid Learning**
 - Combines in-class instruction and remote learning (synchronous and asynchronous), conducted simultaneously
 - Remote instruction is intended to *replace some portions of in-class instruction*
 - Focus is on the most effective way to deliver instruction to learners
- Blended Learning**
 - Combines in-class instruction and asynchronous remote learning (online learning)
 - Remote learning is intended to *supplement in-class instruction*

Often used interchangeably but they are different types of instruction

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Preparing for Seamless Instruction



Whether you are teaching Primary or Secondary instruction, in-person, remotely, or through hybrid learning, SOLS will provide seamless instruction for your students.

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Evidence-Based Practices

National Standards Report: Phase 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

Bold interventions are included in SOLS

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What is Applied Behavior Analysis (ABA)?

ABA is an umbrella term for methods that change behavior in systematic and measurable ways



- Teach new skills
- Reduce challenging behaviors
- Maintain skills across a variety of domains

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STAR and SOLS

starautismsupport.com


The STAR Program

Strategies for Teaching Based-On Autism Research

PROGRAM OVERVIEW



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Basic Behavior Principles

Remote Learning for All Students


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Breakout 1: Discussion

- What challenging behaviors affect the learning of your students during remote learning?
- What behaviors would you like your students "to do" in place?



Breakout: Page 19

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Answering the Whys

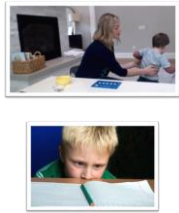
Why do students with Autism and developmental disabilities, and related disorders often exhibit challenging behaviors?

- They don't always understand verbal directions. Verbal information can be very confusing:
 - "I don't understand what you are asking me to do."
- It's hard for them to pay attention to important details and shift their focus of attention when asked:
 - "I don't want to leave this activity and go to the next activity."
- Communication is hard:
 - "I don't know how to tell you what I need."
- Sensory difficulties can have a huge impact:
 - "Sensitivity to sounds, textures, and light can affect the way I react to people and events."

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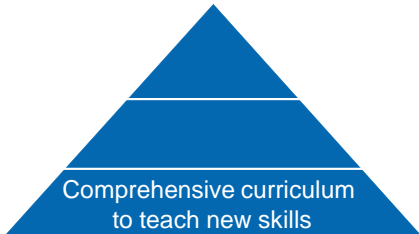
All Challenging Behaviors Serve a Purpose

- Many times your student is using challenging behavior to *communicate* with you and others
- With their behavior, your student may be trying to say . . .
 - Leave me alone
 - I want to play longer
 - I'm overwhelmed
 - This is too hard
 - I want that toy –right now!
 - I'm hungry
 - I'm not finished



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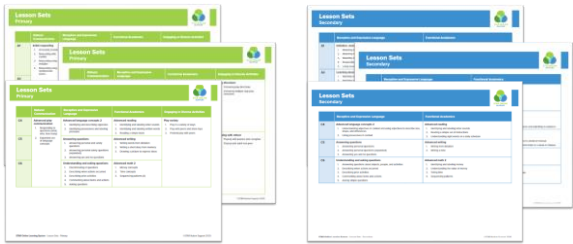
Teaching New Behaviors



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SOLS Curriculum

Teaches students what "to do."



Breakout: Pages 2-4 Primary, 5-7 Secondary

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Incorporating Evidence-Based Practices & Progress Monitoring


SOLS uses evidence-based strategies and progress monitoring to guide instruction

Data Driven

- SOLS Follows a development scope and sequence and allows for progress monitoring throughout the instruction process
 - * Strand Selection guide
 - * Skills Assessment
 - * Participation Data Forms
 - * Participation Summary Data
 - * Phase Progression Data forms

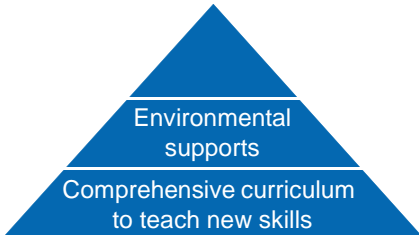
Positive Behavior Supports

- SOLS focuses on using Positive Reinforcement to increase skills and generalization across settings
 - * Reinforcement Inventory
 - * Token Boards
 - * Behavior Supports



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Appropriate Student Supports



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Environmental and Behavioral Supports

Favorite Color:

- 1 Decide what you want to do.
- 2 Ask yourself, "Is it a choice today?"
 - If yes, start!
 - If no, make another choice.
- 3 Get the materials you need.
- 4 Stay with your first choice.
 - Stay with your first choice.
 - Stay with your first choice.
 - Stay with your first choice.
- 5 Clean up your materials.

I'm working for...

00:00

Go to Computer | Print Program | Use Computer | End Activity

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When Necessary

Functional Behavior Assessment/Supports

FBA

Environmental supports

Comprehensive curriculum to teach new skills

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SOLS Behavior Supports

- Home Supports
- Resources - Primary
- Topic Specific Webinars
- Home Supports Extended

- Conduct a Functional Behavior Assessment (FBA) and develop a Behavior Support Plan (BSP)
 - May need to check with your district or related service providers.
- Take data and individualize for the student as needed
- SOLS behavior supports on the STAR Media Center

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What Is Behavior?

Behavior is anything we say or do!

For example:

- Saying, "Hi"
- Sitting down
- Picking up a pencil
- Yelling
- Raising your hand
- Turning off the water
- Running away
- Clapping hands

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Let's Talk About the ABCs

A — **B** — **C**

Antecedents are the events and setting that happen before the behavior occurs

Behavior is the specific way the child acts in response

Consequences are the events that happen to the child immediately following the behavior

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The ABC Sequence

Antecedents (Triggers)

- Patrick is in a remote learning session. His dad tells him to "look at the computer."

Behavior

- Patrick hits his dad.


Consequence (Maintains the Behavior)

- His dad takes him back to his bedroom.

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Antecedents

- An event that happens just prior to the occurrence of the target behavior.
There is always an antecedent to behavior.




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The Power of the Antecedent

- It allows you to predict when the behavior is going to occur.
- By changing the antecedent, you can change the behavior.

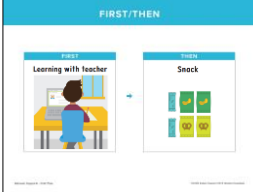


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Changing the Antecedent


- Help the student understand adult expectations by changing the antecedent:
 - What am I supposed to do?
 - Where should I go?
 - When will I be done?
 - What happens next?



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Use Visuals



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Consequences

S.O.L.S focuses on using reinforcement to change behavior



- Reinforcer:** Increases the probability that a behavior will occur again
- Extinction:** Behavior decreases (reinforcer is not given)
- Punisher:** Decreases the probability that a behavior will occur again

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What Is Positive Reinforcement?

- Behavior occurs
- Student GAINS something positive or preferred
- Increases frequency of future behavior


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More About Positive Reinforcement

Positive Reinforcement Works!

- Reinforcers – Also called *Motivators* – maintain or increase the behavior/skill you want your student “to do”
- Reinforcers give your student positive feedback and tell them to “do it again”



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Positive Reinforcement:

Real-World Examples

- Social reinforcement**
 - This works for some students, but other students are not yet motivated by social praise
- Tangible rewards**
 - Food, toys, stickers, etc.
- Tokens**
 - Symbols of future reinforcement (used to get access to a tangible reward)
- Activities**
 - Going to the park, playing a preferred game, reading a book with you, etc.






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Effective Use of Positive Reinforcement

- Reinforcement needs to be immediate! Provide reinforcement right after the behavior
- After your student is successful with their new skill or behavior, fade toward social reinforcement and teach a new skill
- Be a careful observer of your student’s interests
- Use a reinforcement inventory to track likes and dislikes of each student.

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What is Negative Reinforcement?

- Behavior occurs
- REMOVAL of something unpleasant or undesired
- Increases frequency of future behavior

Example:

- You turn your car on and back out of the driveway. Immediately, you hear a buzzing or beeping sound.
- You put on your seatbelt.
- The annoying buzzing sound goes away!






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Negative Reinforcement Example

- Logan has a history of throwing or pushing away non-preferred items to get them away from him.
- His teacher decided to teach him, “No X.”
- During play time, she coached his caregiver to give him choices of non-preferred items. She modeled, “No car” and encouraged Logan to imitate.
- After he imitated, “No car,” she coached the caregiver to remove the item and allowed him to play with his favorite dinosaur toy.





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Extinction

- If a challenging behavior no longer works for your student, the behavior will decrease
- If the function of the behavior is attention, provide all your attention to the replacement behavior
- Don’t ignore your *student*; ignore the *behavior*!

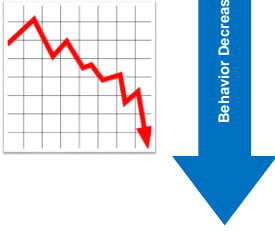



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Prepare for an Extinction Burst

- The behavior will get worse before it gets better!
 - Be consistent and get all staff on board
 - Be prepared and make a plan
 - Remember to reinforce the replacement behavior!




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Extinction Example

- While Rohan was engaged in the independent work routine and his caregivers were engaged in alternate activities, Rohan would make loud noises.
- Typically, his caregiver would walk over to him and say things like, "Do you need help? You need to use your words!" When the caregiver walked away, Rohan would make even louder noises.
- The team identified that the function of his screaming was to get their attention.




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Extinction Example

- The team decided to use extinction to decrease the screaming and teach him to say, "I need help!" as a replacement behavior.
- They put an "I need help!" visual on the desk and prompted him to say, "I need help!"
- Now they had a plan: when Rohan said, "I need help!" they attended to him and provided lots of social praise and positive reinforcement.
- When he made noises, they limited attention by avoiding eye contact, not saying anything, and not going over to his area.
- Over time, Rohan said, "I need help!" more often and the screaming decreased.



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The Power of the Consequence


- Behaviors that are followed by pleasant consequences are more likely to occur again.
- It allows you to predict that the behavior will occur again.
- By changing the consequence, you can change the future behavior.*

Be Thinking:
How can you change the consequences that follow challenging behaviors?

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Let's Go Back to Patrick...



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The ABC Sequence

What teaching tools can you add to the situation with Patrick to change the antecedent?

Antecedents

- Patrick is in a remote learning session. His dad tells him to "look at the computer."

(Trigger)

Behavior

- Patrick hits his Dad.

Consequence
(Maintains the Behavior)

- His Dad takes him back to his bedroom.

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Changing the Antecedent

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The ABC Sequence

What teaching tools can you add to the situation with Patrick to change the consequence?

Antecedents (Trigger)

- Patrick is in a remote learning session. His dad tells him to "look at the computer."

Behavior

- Patrick hits his Dad.

Consequence (Maintains the Behavior)

- His Dad takes him back to his bedroom.

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Changing the Consequence

- Ignore the hitting behavior (if possible)
- When Patrick looks at the computer, immediately give attention, social praise, and/or a tangible reinforcer.

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Consequences

By examining and understanding the events that surround a behavior, you have the power to make changes!

- Always respond in a way that will make challenging behavior ineffective
- Make sure rewards or attention for appropriate behavior far exceed any attention the child may receive for challenging behavior

Adults must modify their behavior first!

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Changing your Behavior

- Is your response reinforcing?
- Are you giving attention to the desired behaviors?
- What are some ways you can limit attention to the challenging behaviors?

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Video Example

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Time for a Review!

- Positive reinforcement: student gains something and the behavior increases
- Negative reinforcement: student escapes a non-preferred activity, and the behavior increases

Behavior Increases

Reinforcers always increase the likelihood of a behavior happening again!

- ★ Extinction: A behavior is no longer reinforced, and the behavior decreases over time


Behavior Decreases

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Example Scenario

- At snack time, Sarah's mom arranges two clear containers: one is filled with cookies and the other is filled with grapes, both on the table and out of Sarah's reach.
- Sara's mom asks Sarah, "What do you want?"
- Sarah says, "Grapes."
- Sara's mom places a grape on Sarah's plate.



Breakout: Page 20

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Example Scenario

Antecedents (Triggers)	Behavior	Consequence (Maintains the Behavior)
<ul style="list-style-type: none"> Containers with food. Sarah's mom asks, "What do you want?" 	<ul style="list-style-type: none"> Sarah says, "Grapes." 	<ul style="list-style-type: none"> Sarah gets a grape to eat.

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Let's Take a Poll and Share

Is this scenario an example of:

- Positive Reinforcement
- Negative Reinforcement
- Extinction

What are some possible next "Targets for Instruction" for Sarah?

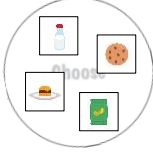



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Possible Next "Targets for Instruction"

- Making spontaneous one-word requests
- Extending phrase length
- Trying a variety of foods
- Counting / color identification
- Asking for help
- Opening containers independently
- ★ Fine motor skill development




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Breakout 2: Practice

- Read the scenario and identify:
 - The antecedent(s)
 - The specific behavior
 - The consequence maintaining the behavior
- What type of consequence?
 - Positive reinforcement
 - Negative reinforcement
 - Extinction
- What should you do in the moment, if needed?
- What are some next steps for teaching?




Breakout: Page 20-21

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Scenario #1



- Annie's dad tells Annie iPad time is finished.
- Annie runs to get the iPad and starts playing.
- Annie's dad says, "No more iPad."
- **Annie drops to the floor screaming and crying.**
- Her dad, quite frustrated, allows Annie to play the iPad and she immediately stops screaming.

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Scenario #2



- The teacher instructs Katie's mom to put a cup and a spoon in front of Katie.
- The mom says, "Give me the cup."
- **Katie hands the cup to her mom.**
- The teacher says, "Cup! That's the cup," and instructs Katie's mom to give Katie a small piece of pretzel.

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Scenario #3



- Tyler is playing dinosaurs near his brother.
- Tyler's brother reaches for the dinosaur and says, "My turn."
- **Tyler screams and begins to cry.**
- Tyler's brother lets Tyler play for awhile longer and Tyler stops crying.

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Scenario #4



- After using the restroom, Pablo is washing his hands.
- He has finished rinsing his hands but continues to play and splash in the water. His mom says, "Turn off the water."
- **Pablo continues to play in the water.**
- Pablo's mom repeats the direction to turn off the water several times.

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SOLS Progress Video Example

First Week of Instruction

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