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SOLS Strands

- **Strand A** – The instructor will be providing the instruction while the caregiver supports their child. Some students may not be able to attend to the screen
- **Strand B** – The instructor will be providing the instruction while the caregiver provides some support to their child, as needed.
- **Strand C** – The instructor will be providing the instruction while the caregiver provides minimal support to their child, and only as needed.
- **Strand Group** – The instructor will be providing the instruction while the caregiver provides minimal support to their child, and only as needed.

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Understanding the Strands

Strand A

- Sits and attends for less than 5 minutes
- Needs prompting to follow simple instructions (i.e., "come here," "sit down," etc.)
- Uses gestures and sounds to communicate needs

Strand B

- Sits and attends for 5 minutes or more
- Follows simple one-step commands
- Requests using one or two words (verbal or use of AAC)

Strand C

- Sits and attends for 15 or more minutes
- Follows complex (2-3 step) directions independently
- Uses a variety of ways to request (verbal or use of AAC)

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Sub-Strands

- Strands are broken into sub-strands to further help instructors identify specific lessons for each student

Strand A

A1
A2
A3

Strand B

B1
B2
B3

Strand C

C1
C2
C3
C4
C5
C6

Easily aligned to lessons in STAR and Links

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

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Lesson Sets

Lesson Set	Strand	Strand Sub-Strand	Lesson Set	Strand	Strand Sub-Strand
81	Strand A	A1	81	Strand A	A1
82	Strand A	A2	82	Strand A	A2
83	Strand A	A3	83	Strand A	A3
84	Strand B	B1	84	Strand B	B1
85	Strand B	B2	85	Strand B	B2
86	Strand B	B3	86	Strand B	B3
87	Strand C	C1	87	Strand C	C1
88	Strand C	C2	88	Strand C	C2
89	Strand C	C3	89	Strand C	C3
90	Strand C	C4	90	Strand C	C4
91	Strand C	C5	91	Strand C	C5
92	Strand C	C6	92	Strand C	C6

Lesson Set	Strand	Strand Sub-Strand	Lesson Set	Strand	Strand Sub-Strand
93	Strand A	A1	93	Strand A	A1
94	Strand A	A2	94	Strand A	A2
95	Strand A	A3	95	Strand A	A3
96	Strand B	B1	96	Strand B	B1
97	Strand B	B2	97	Strand B	B2
98	Strand B	B3	98	Strand B	B3
99	Strand C	C1	99	Strand C	C1
100	Strand C	C2	100	Strand C	C2
101	Strand C	C3	101	Strand C	C3
102	Strand C	C4	102	Strand C	C4
103	Strand C	C5	103	Strand C	C5
104	Strand C	C6	104	Strand C	C6

BREAKOUT: Pages 2 Primary, 4 Secondary


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Interactive User Experience

- SOLS will use a **REEL (Remote Education for Exceptional Learners)** in place of Power Points
- REELs are a one-of-a-kind interactive tool that allows instructors to create individual lesson presentations based on each student's strand and skill level
- REELs include all materials needed to teach lessons and generalize skills using themed-content
 - Themes will correspond to Themes First! and Links Routine Teaching Units for seamless instruction

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Components of SOLS



- Resources - Primary
- Lesson Plans - Primary
- Rotating Content - Primary
- REEL (Remote Education for Exceptional Learners)

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Components of SOLS

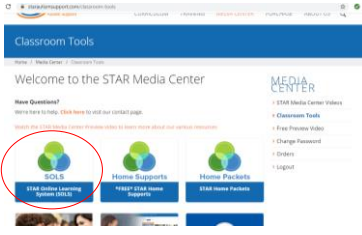


- Resources - Secondary
- Lesson Plans - Secondary
- Rotating Content - Secondary
- REEL (Remote Education for Exceptional Learners)

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STAR Online Learning System


- How do we get there?
 - STAR Webpage
 - Log-in with provided username and password
 - STAR Online Learning System tile
 - Where the 4 main Component of SOLS tiles are located



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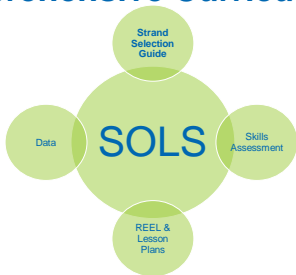
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SOLS Resources



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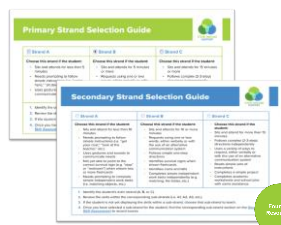
Comprehensive Curriculum



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Strand Selection Guide

- Identify student's main strand (A, B, C)
- Review the skills within the corresponding sub-strands (i.e. A1, A2, A3, etc.)
- If the student is not yet displaying the skills within a sub-strand, choose that sub-strand to teach



BREAKOUT: Pages 23 Primary, 63 Secondary

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Strand Selection Guide

Primary

Strand B

Choose one sub-strand for instruction:

Strand B1 Identify the set of emerging skills the student needs to learn:

Language (Receptive and Expressive):
Following directions

Teaching Time

Functional Academics:
Beginning reading
Identifying letters, labeling letters, and recognizing first name

Natural Communication:
Beginning reporting
Requesting using spontaneous words, requests

Play Time
(Skills required from Strand A3)

Engaging in Diverse Activities:
Play initiation
Initiating play actions

Secondary

Strand B

Choose one sub-strand for instruction:

Strand B1 Identify the set of emerging skills the student needs to learn:

Language:
Following directions
Following simple and multi-step directions, using pictures to obtain objects, and responding with phrases "I want X" and "Yes X"

Teaching Time

Functional Academics:
Beginning reading
Identifying and labeling letters, recognizing own name, and matching words to pictures

BREAKOUT: Pages 26 Primary, 65 Secondary

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Find the Strand Selection Guide

Demonstration

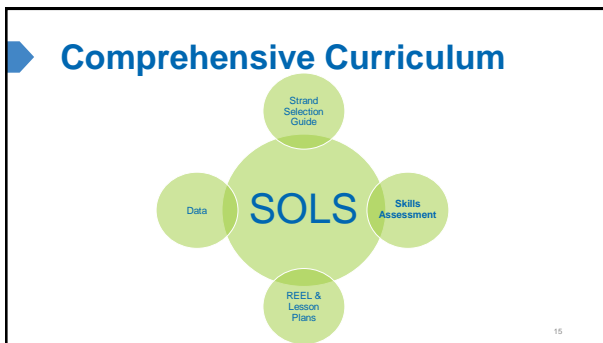
- 1 STAR Online Learning System (SOLS)
- 2 SOLS - Secondary
- 3 Resources - Secondary
- 4 LESSON PLANS RESOURCES

GETTING STARTED
Get to know the STAR Online Learning System with the SOLS Overview. Find the strand that best suits your student with the Strand Selection Guide and assessment skills, and track data with the Student Participation Data Form.

- SOLS Overview
- Strand Selection Guide
- Strand Selection Guide (Spanish)

Follow the steps together to find the Strand Selection Guide

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Skills Assessment

- Identify target skills appropriate for the student (based on their developmental level or IEP goals).
- Record the initial baseline score.
- Scores represent the number of skills the student has mastered, unless otherwise noted.
- Monitor progress at least quarterly

BREAKOUT: Pages 30 Primary, 68 Secondary

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Find the Skills Assessment

Demonstration

- 1 STAR Online Learning System (SOLS)
- 2 SOLS - Primary
- 3 Resources - Primary
- 4 LESSON PLANS RESOURCES

GETTING STARTED
Get to know the STAR Online Learning System with the SOLS Overview. Find the strand that best suits your student with the Strand Selection Guide and assessment skills, and track data with the Student Participation Data Form.

- SOLS Overview
- SOLS Overview (Spanish)
- Strand Selection Guide
- Strand Selection Guide (Spanish)
- Skills Assessment
- Skills Assessment (Spanish)

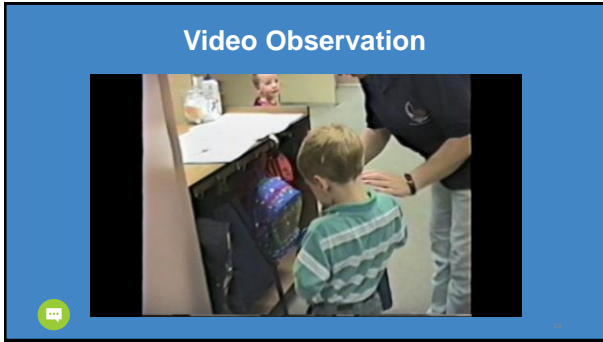
Follow the steps together to find the Skills Assessment

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Video Observation

- Watch the video example
- Think about the content area of SOLS
 - ★ Language
 - ★ Natural Communication
 - ★ Functional Academics
 - ★ Engaging in Diverse Activities
- Write down the skills you observe.

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Breakout 3: Practice Strand Selection

- Reference
 - Primary Strand Selection Guide
 - BREAKOUT: Pages 26 Primary, 65 Secondary
 - Skills Assessment
 - BREAKOUT: Pages 30 Primary, 68 Secondary
- Discuss where to start with Ben

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Primary Strand Selection Guide

Strand A

Choose this strand if the student:

- Sits and attends for less than 5 minutes
- Needs prompting to follow simple instructions (i.e. "come here," "sit down," etc.)
- Uses gestures and sounds to communicate needs

Strand B

Choose this strand if the student:

- Sits and attends for 5 minutes or more
- Requests using one or two words, either verbally or with the use of an alternative communication system
- Follows simple one-step directions

Strand C

Choose this strand if the student:

- Sits and attends for 15 minutes or more
- Follows complex (2-3-step) directions independently
- Uses a variety of ways to request, either verbally or with the use of an alternative communication system

1. Identify the student's main strand (A, B, or C).
2. Review the skills within the corresponding sub-branches (i.e. A1, A2, A3, etc.).
3. If the student is not yet displaying the skills within a sub-branch, choose that sub-branch to teach.
4. Once you have selected a sub-branch for the student, find the corresponding sub-branch section on the [Primary Skill Assessment](#) to record scores.

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Strand Selection Guide

Strand B	
Choose one sub-branch for instruction	
<input checked="" type="checkbox"/> Strand B1	Identify the set of emerging skills the student needs to learn: Language (Receptive and Expressive): Following directions: Following directions; finding items when requested
Teaching Time	Functional Academic: Beginning reading: Identifying letters; labeling letters; and recognizing first name
Play Time <small>(Skills requested from Strand A3)</small>	Natural Communication: Beginning requesting: Requesting using spontaneous words; requesting using "I want X" Engaging in Diverse Activities: Play imitation: Imitating play actions

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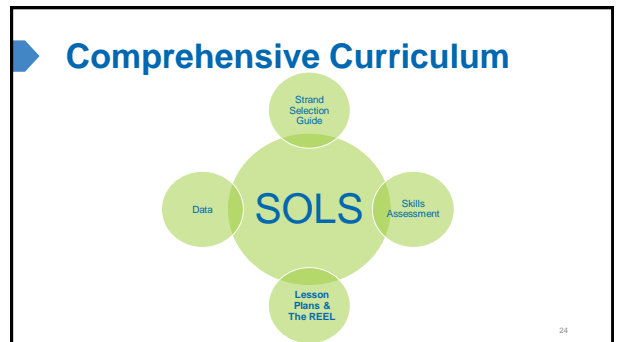
Skills Assessment Primary Strand B

Skill assessment instructions:

- Go to the sub-branch selected for this student.
- Identify target skills appropriate for the student (based on their developmental level or IEP goals).
- Record the initial baseline score.
- Scores represent the number of skills the student has mastered, unless otherwise noted.
- Monitor the student's progress at least quarterly.

Curriculum Area Content	Target Skill for Student? (check below)	Skill	Number of Skills	Date								
				3/20	1st Assess.	2nd Assess.	3rd Assess.	4th Assess.	5th Assess.			
Strand B1												
Teaching Time	Language: Following directions	✓ Follows one-step directions	0-5	2								
		Follows two-step directions	0-5	0								
		Finds items when requested	0-5	0								
	Functional Academic: Beginning reading	✓ Identifies letters	0-26	10								
		Labels letters	0-26	4								
		Identifies first name	0-1	0								

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Lesson Plan

Strand B1: Teaching Time
Language - Following Directions

Materials list below:	Pictorial material:	Additional materials (if available):
<ul style="list-style-type: none"> • Booklets • Paper handouts • Common items used in the classroom 	<ul style="list-style-type: none"> • Strand B1 lesson plan • Strand B1 REEL • Data collection sheet 	

Goal: The student will follow one- or two-step directions and find items when requested.

Progression of skills:
When on each phase will be based on the criteria for mastery, and then move onto the next phase.

Phase 1: Engage and explore directions
Target and goal: The student will follow 1 one-step directions needed during functional routines in one booklet by following 10 functional routines in 2 directions in 80% of the trials across 2 consecutive weekly probes.

Phase 2: Engage and explore directions
Target and goal: The student will follow 1 one-step directions needed during functional routines by responding to one-step requests for functional items in 100% of the trials across 2 consecutive weekly probes.

Phase 3: Engage and explore directions
Target and goal: The student will follow 2 one-step directions needed during functional routines by responding to the one-step requests for functional items in 100% of the trials across 2 consecutive weekly probes.

Essential skills:
During this lesson, continue to work on embedded skills such as attending and social communication (see the teacher guide for more information).

Notes:
1. The program will provide direct instruction with repetition and modeling first to the teacher. If the student is able to attend and follow even one routine, study the following lesson plan to complete.
2. Search for items using the following steps: (a) Look for the item in the room. (b) Look for the item in the room. (c) Look for the item in the room. (d) Look for the item in the room.

BREAKOUT: Page 8 25

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Finding Lesson Plans – B1

1 **P** SOLS 2 - Primary

2 **Lesson Plans - Primary**

3 **B** SOLS - Primary - Strand B [Read more](#)

4 **FINDING B1 LESSON PLANS**
Page One, Functional Academic, and Language lessons for students working on skills in the B1 sub-strand

- Page One, Engaging in Online Activities: Page One
- Page One, Record Communication: Beginning Repeating
- Page One, Functional Academic: Beginning Repeating
- Teaching Time: Language - Following Directions

Follow the steps together to find B1:
Teaching Time – Language – Following Directions

BREAKOUT Pages 8-9 26

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Find the Corresponding REEL – B1

1 **P** SOLS 2 - Primary

2 **REEL (Remote Education for Exceptional Learners)**

3 **Primary (Only P)**

4 **Create Your REEL**
SEARCH FILTER PREVIEW

5 **Create Your REEL**
SEARCH FILTER PREVIEW

Follow the steps together to find B1

BREAKOUT Pages 8-9 27

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Use Tabs to Find Lessons

Your REEL

SEARCH FILTER PREVIEW

Get toothbrush.

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Assessment REEL

Once you identify a strand and sub-strand, you can also use the assessment REEL to collect baseline data on the Skills Assessment

Strand B1: Language
Following Directions

Following One-Step and Two-Step Directions

Materials needed: common objects (book, hat, car, blocks, container with lid etc.)

1. Place the objects needed on the table in front of the student.
2. Say, "1 (one-step direction) or "2 (two-step) and 2 (direction)" "Push car," "Clap hands" or "Pick up block and put in tub"
3. Repeat the process for five one-step or two-step directions.

Finding Items When Requested

Materials needed: common objects in familiar locations (a cup in the kitchen, a tissue box on the counter etc.)

1. Give a direction that includes a location. Say, "Go to X [location] and get X [item]."
2. "Go to the kitchen and get a cup"
3. "Stand up and clap your hands," or "Pick up block and put in tub."
4. Repeat the process for five trials.

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REEL Supplements

Many of the materials needed for SOLS sessions are included in the REEL

Check here for REEL Supplements such as

- ★ vocabulary flashcards
- ★ Vocabulary
- ★ Assessments
- ★ virtual field trip forms
- ★ science experiments
- ★ group activities.

LESSON PLANS

RESOURCES

- Vocabulary Flashcards: 100
- Vocabulary
- Assessments
- Virtual Field Trip Forms
- Science Experiments
- Group Activities

REEL Supplements

[Find More REEL Supplements](#)

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Demonstration

Finding Ben's Materials

Let's put it all together!


- Follow along on the system if you want!
- Ben's teacher finds the following on the system:
 - Strand Selection Guide
 - Skills Assessment
 - Lesson Plans
 - Create the REEL

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Large Group Practice

Assessing Your Student



- Go to Resources and Download
OR
- Use your Breakout Packet
 - Strand Selection
 - BREAKOUT: Pages 26 Primary, 65 Secondary
 - Skill Assessment
 - BREAKOUT: Pages 30 Primary, 68 Secondary
- Complete assessment on a student of your choice
- If extra time, explore lesson plans/REELS on SOLS or brainstorm how you would teach these skills in Remote Learning



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Breakout 4: Assessing Your Student


Click "Ask for Help" to request the trainer to join you in your Breakout Room

****Join your Breakout Room Now****

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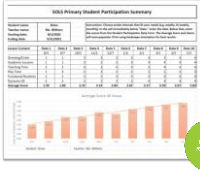
Comprehensive Curriculum



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Student Data


- Student Participation data form
 - Use the data form to rate the student's level of participation during sessions across instructional blocks
- Student Participation Summary
 - Track student's progress by utilizing the Participation summary excel document

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Skill Phase Progression

- Use the Phase Progression Data Form to track progression in specific skill phases
- Track mastered phases by updating the skills assessment as appropriate



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Find Student Data Forms

Demonstration

1 STAR Online Learning System (SOLS)

2 SOLS - Primary

3 Resources - Primary

4

LESSON PLANS	RESOURCES
<p>Writing Strategy</p> <p>Use to view the STAR Online Learning System with the SOLS interface. Use the grid that lists each user assigned to the STAR Online Learning System and associated SOLS, and how they use the system throughout the term.</p>	<ul style="list-style-type: none"> SOLS Courses SOLS Online Reports SOLS Student Code SOLS Student Data Reports SOLS Inventory SOLS Assessment SOLS Progression Reports SOLS Progression Summary Reports SOLS Progression Summary Data SOLS Progression Summary Data Tables

Follow the steps together to find the Data Forms

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Remote Teaching Procedures

STAR ONLINE
LEARNING SYSTEM

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Prepare your Caregivers

- If possible, complete some of these preparation strategies prior to your first session
- SOLS includes opportunities for Caregiver coaching and training
- Caregivers will be coached to provide support to their child
- SOLS prepares Caregivers through
 - The Caregiver REEL
 - Home Support Webinars
 - Caregiver guides across instructional blocks
 - Caregiver pre-session checklists

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SOLS Instructional Blocks – Primary

- Greeting/Circle Time**
 - Includes attendance, weather, calendar, thematic books, chuckle time and more
- Teaching Time**
 - Language and Functional academics
- Play Time**
 - Natural Communication and Engaging in Diverse Activities
- Routines**
 - Caregivers chooses a target routine each week
 - Instructor coaches caregiver to use strategies to increase independence
- Academic Lessons**
 - Literacy, Math, Science, Large Motor, Social Emotional, Listening and Attention
- Independent Work and At-Home Activities**
 - Dynamic and printable Independent Work
 - At-Home activities include art, cooking, and games for caregiver to use as generalization.

Bold instructional blocks include monthly rotating content

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SOLS Instructional Blocks – Secondary

- Greeting**
 - Includes attendance, calendar, routine review, and video modeling
- Teaching Time**
 - Language, Natural communication, Engaging in Diverse Activities and Functional Academics
- Caregiver Routine Training**
 - Instructor provides ideas to set-up routines and train caregiver to use strategies
- Routine Practice**
 - Caregiver guides the student through the routine while instructor coaches
- Academic Lessons**
 - Literacy, Math, Science, Large Motor, Social Emotional and Social Studies
- Independent Work**
 - Dynamic and printable Independent Work

Bold instructional blocks include monthly rotating content

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Greeting

STAR ONLINE
LEARNING SYSTEM

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Primary – Video Example

ESY Week 2: Strand A Lesson Plan
 Weekly Goal: Responding to and Using Language
 Weekly Theme: Fun in the Summer

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Secondary – Video Example

Greeting
 Calendar

March 2020

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Strand Group – Video Example

Week 4 Strand C Group: Lesson
 Weekly Goal: Increasing Functional Vocabulary and Math Skills
 Weekly Theme: Cooking

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Breakout 5: Practice Greeting

- Practice using the Greeting on the REEL
- OR
- Use the PowerPoint version shared in the chat box to complete with your groups
- Each person take turns being the teacher

Forms: Chat Box

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Teaching Time

STAR ONLINE LEARNING SYSTEM

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Using Evidence-Based Teaching


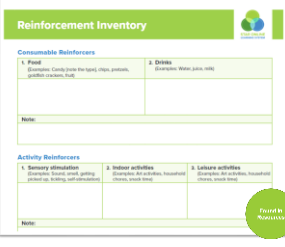
Teaching Time

In-person- Discrete Trial	Remote Learning- Teaching Time
Teachers and staff are trained in educational and behavioral strategies	Caregivers may or may not have experience
Areas are identified, clearly defined with minimal distractions	Homes may have more distractions and students may be less familiar working at home
Specific error correction and errorless learning procedures are used	Instructors will guide caregivers to use "basic" correction procedures – some will be more efficient than others
Trial by trial data is collected	Participation data is collected daily. Recommended to probe skills weekly.

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Reinforcement Inventory

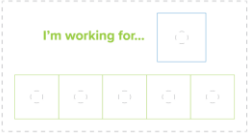

- Reinforcement remains constant across learning environments.
- Use the reinforcement inventory with caregivers to identify what will motivate the students to participate in lessons and routines.

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Token Boards

Strand B
Token Board

- STRAND A – 1:1 reinforcement
- STRAND B – The caregiver will put the token on the board
- STRAND C – The student will put the token on the board

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Discrete Trial Is a 4-Step Sequence

Lesson 6: Nonverbal Object Imitation

Strategy	Cue	Response	Consequence	Pause
Application	Teacher provides instructional cue	Student responds	Teacher provides social praise and tangible reinforcement	There is a pause
Example	Teacher says, "Do this" and models ringing the bell	Student rings bell	Teacher says, "Ringing bell," praises student, and gives student a reinforcer	Student uses reinforcer and teacher pauses before next cue

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Discrete Trial video STAR in person instruction



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Teaching Time

Strand A1: Language: Modeling

Strategy	Cue	Response	Consequence	Pause
Application	Teacher/caregiver provides instructional cue	Student responds	Teacher provides social praise and caregiver provides tangible reinforcement	There is a pause
Example	Teacher or caregiver says, "Do this" and models touching head	Student touches head	Teacher or caregiver says, "touching head," praises student, and caregiver gives student a reinforcer	Student uses reinforcer and teacher/coach's caregiver before next cue


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Teaching Time Example SOLS Remote Learning Primary



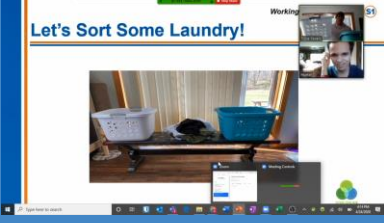
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Discrete Trial video Links in person instruction



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Teaching Time Example SOLS Remote Learning Secondary



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Understanding Lesson Plans

- Materials
- Goals
 - Example: The student will identify colors and shapes, make a mark on paper, and/or color inside the lines of a simple shape.
- Progression of skills
 - Phases are used to identify prerequisites
 - Options are used to offer flexibility of materials and instruction
 - Mastery criteria is provided to guide instructors to move to the next set of lessons
- Evidence-based Teaching Procedures
 - Cue – Response – Consequence – Pause
 - Error correction procedures
 - Scripts for instructors and caregivers

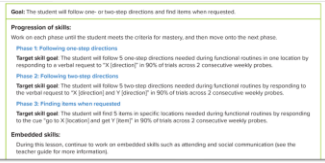


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Understanding the Phases

- Phases are developmental (i.e. students should have Phase 1 and 2 mastered before teaching 3)
- Use the Phase Progression Data sheet to determine when the student is ready to move to the next phase or lesson set


Use the Skills Assessment to identify target skills for each Lesson Set



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Suggested Items to Teach

- Located on the bottom of each lesson plan
- Images are included in the REEL if the lesson requires the student to receptively or expressively identify items
- Other images are attached to be used as an option (e.g. matching pictures or colors)



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Teaching Time Tips and Reminders

- Be consistent**
 - Use the cues on the lesson plan
- Say the cue once**
 - Observe to see what the student does
 - Coach the caregiver to avoid prompting too soon or too often
- Provide reinforcement regularly for attending skills:**
 - Hands down!
 - Good looking at the screen!
 - Nice sitting!

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Breakout 6: Practice Correct Response

- Identify teacher, student and caregiver
- Use your student's lesson or B1- Phase 1
- Create a REEL or Use the PowerPoint
- Use tabs at the top and select, Teaching Time Language
- Share your screen
- Student makes correct response – *only*



Teacher:
Explain activity to caregiver

Caregiver:
"Clap hands"

Student:
Claps hands

Caregiver:
"Clapping hands! Good job!"

BREAKOUT: Pages 8-12 61

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Basic Error Correction Procedure

- In SOLS sessions, student should be reinforced for:**
 - Correct responses
 - Good attempts and approximations
- When an error occurs during a receptive trial (e.g. point to or give me):**
 - Repeat the cue, provide assistance (or coach caregiver) and reinforce
 - Try the same skill again to see if the student can independently complete
 - For Strand A students, ask caregiver to support, if needed
- When an error occurs during an expressive trial (e.g. "What is it?"):**
 - Repeat the question and the answer, then reinforce
 - For example, "Point to soap" "What is it? SOAP!" , student repeats "SOAP!"
 - Try the same skill again to see if the student can independently complete

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Error Correction – Receptive Example



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Error Correction – Expressive Example



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Errorless Learning


- If the basic error correction is not successful, do the following:**
 - Repeat the same skill/trial several times and provide (or coach the caregiver to provide) immediate prompting to help the student make the correct response
- Other ideas:**
 - Reinforce attending skills or maintenance skills from previous sessions
 - Be more animated and reinforce for engagement, encourage the caregiver to do the same
 - If needed, shorten the sessions and gradually increase the time of the session as the student is successful

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Breakout 7: Practice Error Correction

- Identify teacher, student and caregiver
- Use your student's lesson or B1- Phase 1
- Create a REEL or use the PowerPoint
- Use tabs at the top and select, Teaching Time Language
- Share your screen
- Student makes **incorrect** response – *only*
- Teacher follows error correction procedure



Teacher:
Explain activity to caregiver

Caregiver:
"Clap hands"

Student:
Puts hands on head

Caregiver:
Repeats the cue and error corrects

BREAKOUT: Pages 8-12 66

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Play Time



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Using Evidence-Based Teaching

Play Time

In-Person: Pivotal Response Training	Remote Learning: Play Time
Classrooms include a designated set of materials for PRT	Suggestions of toys and materials are included, and it is recommended that caregivers restrict access to toys prior to sessions
Areas are identified and clearly defined with minimal distractions	Homes may have more distractions and students may be less familiar with structured play time at home
Staff target specific goals and curricular areas, and also maximize teachable moments throughout the day	Instructors will coach caregivers to use a variety of strategies to target skills during play time

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What are we teaching in Play Time



- o **A variety of skills:** play skills, social interaction, self-initiations, joint attention, language, speech imitation, labeling, spontaneous speech, academic success.
- o Student's levels of interest and enthusiasm increase because they are getting access to **what they want**.

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Differences Between Play Time and Teaching Time

- o Student initiates activity
- o Area is loosely structured
- o Reinforcer and activity are one and the same
 - ★ No token board
- o Students are less likely to become stimulus or cue bound
- o Student "gets what they want" through communication and/or appropriate play
- o Student is reinforced for attempts to respond, not just for correct responses

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Challenges

- o Low motivation
- o Lack of communicative intent
- o Limited attention to undesired items
- o Difficulty generalizing skills
- o Disruptive and/or self-stimulatory behaviors



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Advantages



- o Promotes **acquisition** of language and play skills in a meaningful and functional way
- o **Everyone** can implement (caregiver, sibling, teachers)
- o **Maximizes** teachable moments
- o Encourages **generalization**

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PRT Video- STAR in person Learning Verbal Imitation



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Initial Requesting

Examples of PRT Process

Cue	Response	Consequence
Teacher labeling available items in PRT box	"Thomas" (spontaneous)	Access to Thomas book
"open" "box"	"open" "box" (imitation)	Access to PRT box
Teacher waiting and looking with anticipation at student	"Incredibles" (spontaneous)	Access to Mr. Incredible

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Play time – Video SOLS Remote Learning Verbal Imitation



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Verbal Imitation

Examples of Play Time

Cue	Response	Consequence
"Blocks"	"Blocks"	Access to blocks.
"What is it?"	Incorrect response	Does not gain access to blocks.
"Block"	"Block"	Access to blocks.
"Block"	"Block"	Access to blocks.
"Block"	"Block"	Access to blocks.
Caregiver waiting and looking with anticipation at student	"Triangle" (spontaneous)	Access to blocks.
Caregiver waiting and looking with anticipation at student	"Block" (spontaneous)	Access to blocks.

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Step 1: Motivation

Is the student motivated?

- Help the caregiver identify toys, activities and items the student enjoys
 - Reinforcement Inventory
 - Teacher and Caregiver Guide – list of toys
- Coach the caregiver to restrict access to maintain motivation
 - In sight and out of reach or in a bin
 - Suggest that play time toys/activities are only available to the student during SOLS sessions



Remind caregivers to follow the child's lead!

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Step 2: Create Opportunities

How can the caregiver create more opportunities?

- Provide ideas for blocking or use of playful obstruction
 - Play Trial** - Bubbles: The adult holds the bubble wand until the child imitates popping bubbles. Once they do, provide access to the bubble wand.
 - Language Trial** - Car tracks: Adult holds a piece of the car track the student wants and models "track". Adult withholds the piece until the student imitates the word, "track". Once they do, the adult provides access to the track.
- Be creative
 - Vary the cue
 - Increase the complexity/variety of play.
 - Combine toys and teach new ways to play with preferred toys
 - Add play-doh, wash toys, use cardboard to create "scenes"

Find a balance! Interrupt the student's play just enough to motivate them to respond, but not so much that they lose interest. Encourage the caregiver to have shared control with the student.

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Step 3: Teach Strategies

Choose one to focus on with the caregiver– what would help the most?

- **Providing wait time**
 - ★ Remind the caregiver to give the student a few seconds to respond before helping.
- **Limit language**
 - ★ Encourage the caregiver to limit their language and tell the student exactly what "to do"
- **Use gestures**
 - ★ Caregivers can use gestures to call the student's attention to the activity/toy
- **Exaggerate expressions and be silly**
 - ★ Provide ideas for using facial expression or body language to communicate what's next
- **Model actions**
 - ★ The caregiver can say "do this" and show the student what to do

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Step 4: Reinforcement


Does the student need more reinforcement?



- Provide the student feedback **immediately** by giving them access to the motivator
- Reinforce **good attempts** or **adjacent skills**
- Reinforce **small steps**
- Reinforce even if the student required **help**

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Play Time Process



- Child Chooses Item/Motivator
- Block Access
- Cue a Response
- Child Responds
- Give Item/Motivator
- Prepare for Next Response

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Incorrect or No Response

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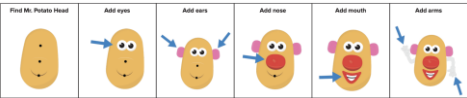
    graph TD
      A[Incorrect or no response:  
Was it a reasonable attempt?] -- Yes --> B[Give the student  
access to the toy  
or activity]
      A -- No --> C[Gain the student's  
attention, give the  
cue again*]
      C -- Yes --> B
      C -- No (After 2 incorrect responses) --> D[Give a cue for a  
maintenance skill]
      D --> B
      E[Either way the student should gain access to the toy or activity to keep the play session going while maintaining motivation] --> B
  
```

*Give PP or FP, if needed

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Creating Play and Social Skills Routines

Would the student benefit from visual supports to increase play or attending?

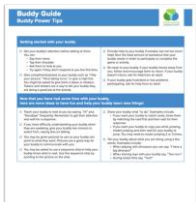


83

Enlist the Help of Siblings or Family

Consider teaching "Playing a Game" Routine with the caregiver and the student?


- Teach siblings a few simple things:
 - ★ How to get the child's attention before talking to them
 - ★ How to use visuals/gestures to help your child understand
 - ★ How to simplify the activity/game to help your child participate
- Use video modeling
 - ★ Film other children playing with a toy/game appropriately. Watch the video with your child, using it as an example for appropriate play




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Group Discussion

- What are some toys/songs your students enjoyed while you were in the classroom?
- What kind of toys or games can you suggest that aren't too expensive or do not require a ton of materials?



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Functional Routines

Remote Learning for All Students

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Using Evidence-Based Teaching Routines

In-person	Remote Learning
Teachers and staff are trained to use least to most prompting	Caregivers may need more explanation and support to learn how to prompt
Areas are identified, clearly defined with minimal distractions	Homes may have more distractions and students may be less familiar working at home
Visual supports are readily available	Visual supports may or may not be available (consider using devices to show visual if printing is not an option)

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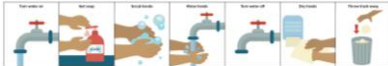
Routines Teach Independence



Why are routines important?

Routines:

- Decrease prompt dependency
- Teach students to use skills learned in DT and PRT
- Create teachable moments throughout the school day




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Routines Decrease Challenging Behaviors

Why are routines important?

Routines:

- Provide predictable events that tell students what "to do"
- Engage students in appropriate and meaningful activities (less "down time")
- Provide opportunities for teachers to reinforce desired behaviors



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Reinforcement



- Tangible reinforcers or the penny board are used to increase desired behaviors during routines

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How to Teach Routines

Student Response	Pre-teaching	During Routine Teaching	Environmental Supports
What step do you want the student to complete?	Skill Acquisition: <ul style="list-style-type: none"> Teaching Time Play Time Communication Systems 	During routine, instruction should include: <ul style="list-style-type: none"> Prompting/fading strategies Reinforcement strategies Data collection to guide instruction 	Provide supports throughout the routine: <ul style="list-style-type: none"> Environment (room arrangement) Tasks (task strips) Time (visual schedules)

****Target foundational skills during individual instruction****

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Pre-Teach Skills

Using Teaching Time or Play Time Lessons

- Attending Commands
- Nonverbal Imitation – Gross Motor
- Walk with me
- Matching Pictures
- Picture Sequencing

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How to Teach Routines

Student Response	Pre-teaching	During Routine Teaching	Environmental Supports
What step do you want the student to complete?	Skill Acquisition: <ul style="list-style-type: none"> Teaching Time Play Time Communication Systems 	During routine instruction should include: <ul style="list-style-type: none"> Prompting/fading strategies Reinforcement strategies Data collection to guide instruction 	Provide supports throughout the routine: <ul style="list-style-type: none"> Environment (room arrangement) Tasks (task strips) Time (visual schedules)

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Environmental Supports

Help students understand caregiver and teacher 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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Prompting and Fading

- Prompting from behind
- Coaching caregivers to use least to most prompting
- Consistent use of language telling the student what "to do"
 - "Match X"
 - "Walk with me"
 - "Do this"

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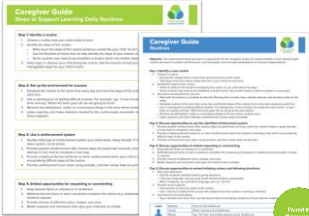
Visual and Environmental Supports

- Visual Schedules
- "Check schedule" cue
- Clearly labeled areas
- Timer

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Routine Caregiver Training

- The focus of this instructional block is to support the caregiver in:
 - Identifying a home routine
 - Teaching the home routine
 - Providing support
 - Identify ideas for skill generalization
- During this Instructional Block, encourage the caregiver to engage the student in another activity near the caregiver



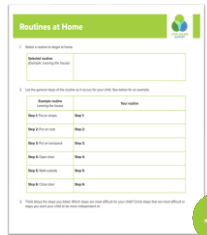
See Routine Teacher and Caregiver Guides for more detailed information and suggestions

Found in Resources

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Primary – Routines at Home Form

- Complete "Routines at Home" form with the caregiver
- Break down routines into small steps
- Ask to observe the student performing the routine during the session or in a video to identify steps



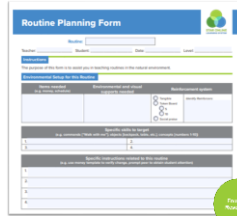
BREAKOUT: Page 63

Found in Resources

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Secondary – Routine Planning Form

- Complete the "Routine Planning Form" during or after the first session to identify:
 - Items needed
 - Environmental and visual supports
 - Reinforcement systems
 - Skills to target
 - Specific instructions for caregivers




BREAKOUT: Page 95

Found in Resources

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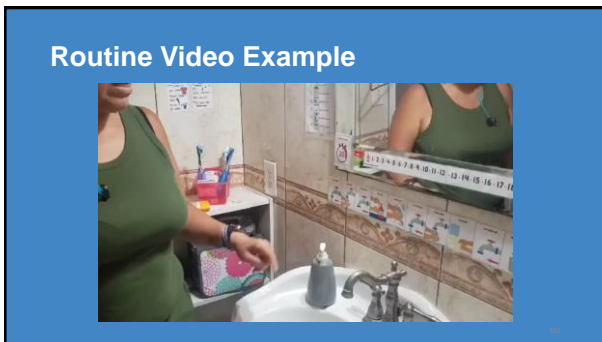
Teaching Routines in SOLS

- If possible, have the student engage in the routine during the session
 - Provide coaching to the caregiver during the routine
 - Debrief with the caregiver after the routine
- If it is NOT possible for the student to complete the routine during the session, request that the caregiver record a video of the student completing the routine during the day
 - Provide feedback during the session to the caregiver
 - Have the caregiver video the routine again!

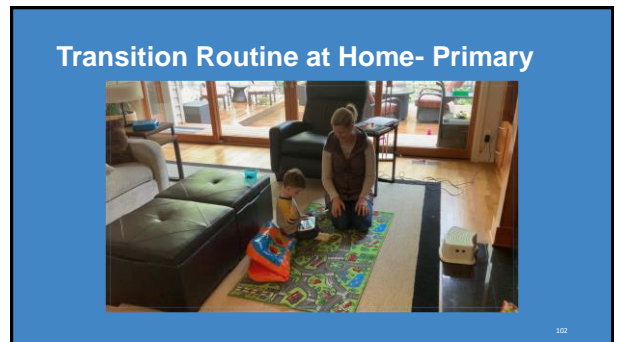


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100



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Transition Routine at Home-Secondary

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SOLS Schedule Options

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Getting the Mail- Primary

Getting the Mail Data Collection

Student name: _____

Date	
cue	Response
"Turn to the mail on the door!"	Go to door
"Where's the mail?"	Look "in fridge" and go to get key
"Get the mail!"	Walk to the door
"Mail and shoe coat"	Bring mail outside door
"Walk with me" and show visual	Walk to mail box
"Walk on road"	Walk on grass
"Get on street"	Walk on the street
"Put in box"	Put in box
"Close door"	Close mail box
"Open door"	Open mailbox
"Get the mail"	Get mail
"Close the door"	Close door
"Turn key"	Turn key to lock mailbox
"Put key"	Put away key
"Return to the mail. Walk with me"	Walk mail and walk back to house
"Walk on grass"	Walk on grass
"Open door"	Mail opens door
"Put mail on table"	Go inside and put mail on table

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Routines at Home- Primary Getting the Mail

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Routines at Home- Secondary

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At-Home Activities

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Home Supports and At home Activities

Morning and Bedtime Self-Care Mealtime

Building Social Skills Family and Fun Time Activities

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Rotating Content

- Thematic activities provided for at-home activities and independent work.
- At-Home activities include games, art, and cooking
- Independent work activities provided in Strands A, B, and C

LESSON PLANS

RESOURCES

INDEPENDENT WORK, STRAND A

INDEPENDENT WORK, STRAND B

INDEPENDENT WORK, STRAND C

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At-Home Activity Examples

Art Activity: Racking Paper Plate Boat

Reading Activity: Transportation Memory

Apple Car Snack

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Create an Independent Workspace

- Help the caregiver set-up an Independent Workspace in the home
- Identify Independent Work for the student based on IEP goals and objectives. Activities are included in each week of instruction.
- Schedule time to observe and coach the caregiver during the routine
 - Initially the student may need prompting to learn the new system. Coach the caregiver to stand behind the student and prompt them from behind
 - Refer students to visual cues, such as the mini-schedule, by pointing to direct their attention to the next task/step of routine
 - Fade out prompts as quickly as possible; the goal is for students to become independent
 - Coach the caregiver to use least to most prompting throughout the routine.

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Visual Supports for Independent Work

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Independent Work Examples

Strand a

Strand b

Strand c

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Breakout 8: Routines

- Discuss routines to work on with students/caregivers
- Identify visual supports that will help families with these routines
- Look on system:
 - ★ Home supports extended
 - ★ Teaching During Covid-19

BREAKOUT: Page 63 Primary, 95 Secondary

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