

## Putting It All Together

### Remote Learning for All Students

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### SOLS Quick Guide Checklist

Activity	Completed	To-do	Action Plan
1. Complete the Strand Selection Guide on identified students. Identify all target skills assessments in order to collect baseline data.			
2. Review lesson plans based on strand selection for each identified student. Download lesson plans to have them with accessible format selections.			
3. Create the IEL for your identified students based on the strand selection guide. Review IEL prior to instruction.			
4. Determine which self-referenced system will be most effective for each student.			
5. Create a daily schedule to accommodate in-person and/or remote learning opportunities. See IEL schedule.			
6. Identify a visual or written schedule for each student to use at home. See Home Support.			
7. Identify additional materials needed for each student include visual aids, behavior supports, and Independent Work Activities.			
8. Review the SOLS Pre-System Checklist and schedule time to collect progress on lesson content training.			

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## Primary Strand Selection Guide

Strand A	Strand B	Strand C
<p><b>Choose this strand if the student:</b></p> <ul style="list-style-type: none"> <li>Sits and attends for less than 5 minutes</li> <li>Needs prompting to follow simple instructions (i.e. "come here," "sit down," etc.)</li> <li>Uses gestures and sounds to communicate needs</li> </ul>	<p><b>Choose this strand if the student:</b></p> <ul style="list-style-type: none"> <li>Sits and attends for 5 minutes or more</li> <li>Requests using one or two words, either verbally or with the use of an alternative communication system</li> <li>Follows simple one-step directions</li> </ul>	<p><b>Choose this strand if the student:</b></p> <ul style="list-style-type: none"> <li>Sits and attends for 15 minutes or more</li> <li>Follows complex (2-3-step) directions independently</li> <li>Uses a variety of ways to request, either verbally or with the use of an alternative communication system</li> </ul>

- Identify the student's main strand (A, B, or 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.
- Once you have selected a sub-strand for the student, find the corresponding sub-strand section on the [Primary Skill Assessment](#) to record scores.

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## Secondary Strand Selection Guide

Strand A	Strand B	Strand C
<p><b>Choose this strand if the student:</b></p> <ul style="list-style-type: none"> <li>Sits and attend for less than 10 minutes</li> <li>Needs prompting to follow simple instructions (i.e. "get your coat," "look at the teacher," etc.)</li> <li>Uses gestures and sounds to communicate needs</li> <li>Not yet able to point to the correct survival sign (e.g. "stop" or "restroom") when shown two or more flashcards</li> <li>Needs prompting to complete simple independent work tasks (i.e. matching objects, etc.)</li> </ul>	<p><b>Choose this strand if the student:</b></p> <ul style="list-style-type: none"> <li>Sits and attends for 10 or more minutes</li> <li>Requests using one or two words, either verbally or with the use of an alternative communication system</li> <li>Follows simple one-step directions</li> <li>Identifies survival signs when shown flashcards</li> <li>Identifies coins and bills</li> <li>Completes simple independent work tasks independently (e.g. matching, file folders, etc.)</li> </ul>	<p><b>Choose this strand if the student:</b></p> <ul style="list-style-type: none"> <li>Sits and attend for more than 15 minutes</li> <li>Follows complex (2-3-step) directions independently</li> <li>Uses a variety of ways to request, either verbally or with the use of an alternative communication system</li> <li>Reads simple sets of instructions</li> <li>Completes a simple project</li> <li>Completes academic worksheets and school jobs with some assistance</li> </ul>

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## Skills Assessment Primary Strand B

**Skill assessment instructions:**

- Go to the sub-strand 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						
				7/20	8/1	8/15	8/29	9/12	9/26	
Teaching Time	Language: Following directions	Follows one-step directions	0-5	2						
		Follows two-step directions	0-5	0						
	Functional Academics: Engaging reading	Finds items when requested	0-5	0						
		Identifies letters	0-26	10						
		Labels letters	0-26	4						
		Identifies first names	0-1	0						

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## Skills Assessment Secondary Strand B

**Skill assessment instructions:**

- Go to the sub-strand 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					
				7/20	8/1	8/15	8/29	9/12	9/26
Teaching Time	Language: Following directions	Follows one-step directions	0-5	5					
		Follows one-step directions (additional)	0-5	3					
		Follows two-step directions	0-5	1					
		Uses pictures to obtain objects	0-5	2					

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## Finding Lesson Plans

**STRAND K1 LESSON PLANS**  
Play time, functional academic, and language lessons for students working on skills in the K1 sub-strand.

- Play Time - Engaging in Thematic Activities - Book Play Skills
- Play Time - Natural Communication - Inter-Requesting
- Teaching Time - Functional Academic - Shopping
- Teaching Time - Language - Reading/Listening

**STRAND K2 LESSON PLANS**  
Play time, functional academic, and language lessons for students working on skills in the K2 sub-strand.

- Play Time - Engaging in Thematic Activities - Book Play Skills
- Play Time - Natural Communication - Inter-Requesting
- Teaching Time - Functional Academic - Shopping
- Teaching Time - Language - Learning About People

**STRAND K3 LESSON PLANS**  
Play time, functional academic, and language lessons for students working on skills in the K3 sub-strand.

- Play Time - Inter-Initiation
- Play Time - Natural Communication - Beginning Requesting
- Teaching Time - Functional Academic - Beginning Math
- Teaching Time - Language - Beginning Vocabulary

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## Finding a REEL

**Create Your REEL**

THEME    STRAND    SET    PREVIEW

Welcome to SSOE Online Learning System REEL. With REEL, teachers tailor content (presentations and activities) to meet the specific needs of each student. Select a theme below to begin developing a presentation based on your student's strand and skill level.

**Zoo Adventure**

Primary    Secondary

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## Use Tabs to Find Lessons

**Your REEL**

SELECTED LESSON    CURRENT LESSON    NEXT LESSON    PREVIOUS LESSON    NEXT STRAND    PREVIOUS STRAND

Get toothbrush.

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## SOLS Quick Guide Checklist

Activity	Completed	To-do	Action Plan
1. Complete the Strand Selection Guide on identified students. (See page 10) and the skills assessment in order to select student data.			
2. Review lesson plans based on strand selection for each identified student. Download lesson plans to use. Be sure to note appropriate learning opportunities.			
3. Create the REEL for your identified students based on the strand selection guide. Review REEL prior to implementation.			
4. Determine which reinforcement system will be most effective for each student.			
5. Create a daily schedule to accommodate in-person and/or remote learning opportunities. See Embedded data.			
6. Identify a visual or verbal schedule for each student to use at home. See Home Supports.			
7. Identify additional materials needed for each student include visual step, behavior supports, and Independent Work Activities.			
8. Review the SOLS Pro-Spacer Checklist and schedule time to contact caregivers to discuss student learning.			

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## Reinforcement Inventory

Gather Information from Caregivers

**Reinforcement Inventory**

**Consumable Reinforcers**

1. Food (Examples: Candy (only the hard, clear, paraffin, granular candies), fruit)

2. Drinks (Examples: Water, juice, milk)

Note:

**Activity Reinforcers**

1. Sensory stimulation (Examples: Musical record, games, pretend play, tactile, self-stimulation)

2. Indoor activities (Examples: Art activities, household chores, snack time)

3. Leisure activities (Examples: Art activities, household chores, snack time)

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## Reinforcement Inventory

Gather Information from Caregivers

**Reinforcement Inventory**

**Consumable Reinforcers**

1. Food (Examples: candies, crackers, chips, hot sauce)    2. Drinks (Examples: water, juice, milk)

Note:

**Activity Reinforcers**

1. Sensory stimulation (Examples: musical record, visual, tactile, self-stimulation)    2. Indoor activities (Examples: drawing, household chores, reading)    3. Leisure activities (Examples: art activities, video games, cooking activities)

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### Choose a Reinforcement System

1:1 Reinforcement or Token Boards



I'm working for...

I'm working for...

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### Learning During COVID-19 Resources


Demo of website



In-Person Learning   Hybrid Learning   Remote Learning

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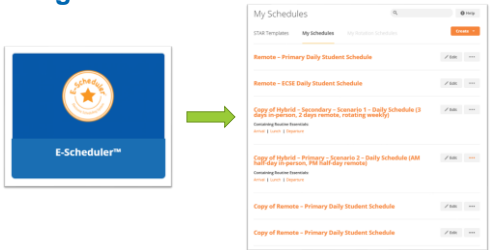
### Remote Learning Action Plan



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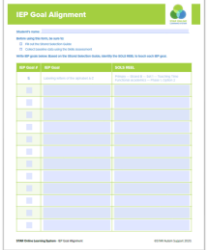
### Using the E-Scheduler



E-Scheduler™


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### IEP Alignment



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### Coaching the Caregiver



STAR ONLINE LEARNING SYSTEM

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## Acknowledgements

- Remote instruction is a **NEW** experience for many of us!
  - If you are feeling uncertain about this school year, know you are not alone. Families are feeling the same way!
  - Families may be facing non-education-related concerns **in addition to** trying to navigate remote learning.
  - Change can be difficult for children with autism and other developmental disabilities.
  - There may be bumps in the road along the way – collaborating with your student's caregiver(s), remaining flexible, and maintaining open communication will be the **keys to success**.
- Each child and family is **unique** – this is not one-size-fits-all!
  - Every family has their own beliefs, values, culture, family structure, and lived experience.
  - Each student has their own strengths, as well as their own needs.

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## Acknowledgements

- Families** and caregivers are the expert on their own children!
  - Family goals and priorities matter.
  - Spend time communicating with families about their goals, priorities, needs, etc.
- Our goal with remote instruction is **maximizing student growth** by:
  - Building on each child's unique strengths
  - Utilizing evidence-based practices and individualize instruction for each student
  - Collaborating with families to determine what is best for each student's unique learning style

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## Caregiver REEL

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## Coach on How to Use Prompting

*Help caregivers understand how to use prompting effectively during routines.*

- If the child has trouble with the steps of a routine, use prompts to help them understand
- The goal is **always** independence!
- Use the **least amount** of prompting needed (least-to-most prompting). Make sure the child is successful!
- Prompt levels may vary by routine
- Fade prompts systematically and as quickly as possible!

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## Train Caregivers on Steps of Prompting

*Walk caregivers through the steps of prompting.*

- Direct the child's **attention** to the cue – say it **once!**
- Give the child a chance to respond (e.g., wait 5-10 seconds)
- Respond** to the child's attempt:
  - Correct response: Provide positive feedback
  - Incorrect response: Repeat the cue, provide the least restrictive prompt that will ensure success, then provide positive feedback
- Go to the **next step** of the routine

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## Prompting Video Example

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### Levels of Support Will Vary

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### Steps to Coaching the Caregiver

1. Provide clear, simple directions	<ul style="list-style-type: none"> <li>Prepare the caregiver for each instructional block.</li> <li>Give the caregiver one direction at a time.</li> <li>Simply your language so the caregiver knows exactly what "to do."</li> </ul>
2. Help the caregiver notice the student's response	<ul style="list-style-type: none"> <li>Direct the caregiver's attention to the student's response.</li> <li>Help the caregiver notice if the child had a correct or incorrect response.</li> </ul>
3. Provide Feedback	<ul style="list-style-type: none"> <li>Use clear and concise language.</li> <li>Limit any jargon or long explanations.</li> </ul>

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### Choose Positive or Corrective Feedback

Positive Feedback	<ul style="list-style-type: none"> <li>The child responded correctly to the caregiver.</li> <li>Give the caregiver praise and let them know they are on the right track!</li> </ul>
Corrective Feedback	<ul style="list-style-type: none"> <li>The teaching was not successful.</li> <li>Give the caregiver clear direction and a chance to try again.</li> </ul>

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### Coaching Caregivers: Final Tips

*Key to Success: When children are motivated to complete a routine or activity, they are more likely to succeed and be independent.*

- Model using reinforcement during SOLS sessions
- Show caregivers videos or refer them to the home webinar
- Provide live coaching or view a recording of a home routine
- Stay positive and consider using reinforcement with the caregiver, as well!

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### Group Discussion

- What is one Ah-Ha moment you had?
- What will you implement immediately?
- What do you think will be a challenge?
- What more do you want to learn?

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### Independent Practice/Set-up

- Pick or make up a student
- Go through the Strand Selection Guide and complete the skills assessment
- Identify the skills that you will teach and decide how you will do that, whether it is through SOLS, STAR, or LINKS.
- IF you have access to SOLS, create a REEL and go through the lessons while referencing the lesson plans
- Find the reinforcement inventory and decide which reinforcement schedule is appropriate for your student
- Find the visual schedules and visual strips that might be appropriate to use
- Go onto the E-scheduler and try to create a schedule

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**THANK YOU FOR JOINING US!**



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