

Digitizing Learning for Students with Autism



Tips, Tools & Strategies



Sean J. Smith, Ph.D.
seanj@ku.edu



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Presentation for Today

bit.ly/37mKt6R



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Pandemic 101

- New normal - flexible - compromise
- Digital solutions
- Glass half full & empty



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Let's Consider

- F2F one Day – Online the Next - Repeat & Rinse
- No time to Plan
- Unaware of Technology Resources
- Did we Say no Time to Plan
- Everyone self-isolating



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Design/Plan for Distance & Online Learning

- Learner Variability
- Goals/Big Ideas
- Barriers Our Students are Facing?
- Barriers in the New Medium?
- Barriers in the Content and Curriculum?



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What are OUR Big Ideas?

- ❑ What's Our Focus?
- ❑ What can we do well?
- ❑ What can the home do well?
- ❑ What does the child need?
- ❑ ...



A 🧑 Roll and Read 📖 (at)

•	cat	fat	sat	rat
◦	sat	mat	cat	hat
◡	pat	rat	hat	bat
◢	fat	bat	mat	sat
◣	rat	hat	pat	cat
◤	mat	sat	bat	fat



UDL

Representation

What?

of Learning



Action and Expression

How?

of Learning



Engagement

Why?

of Learning



- To provide multiple means of **Representation** to address the **WHAT** of learning

- To provide multiple means of **Action and Expression** to support the **HOW** of learning

- To provide multiple means of **Engagement** to answer the **WHY** of learning.

Reading Access

□ Text-to-Speech Tools

- Read Write
- Bookshare
- Learning Ally
- Snap & Read



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Empower Parents - Building Capacity

1. Notes Home
2. Instructional Guides
3. Videos - Directions - How To - Mentoring - Explicit Instruction - Video Models - The List Goes On
4. Practice Guides - Enrichment Activities...
5. List goes on & on

KNOW YOUR
ROLE



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Read and Write for Chrome



Dictionary

Picture
Dictionary

TTS

Audio
Maker

Screen
Mask

Translator

Highlighter

Practice
Read Aloud

Planning & Designing via UDL

1. UDL & Digital Tools
2. Planning for Online/Blended through the UDL Framework.
3. Each Principle with Ideas



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Agenda for the Day

- What do we Know & How do we Apply
- Social Skills & Engagement
- Tips, Strategies, & Solutions



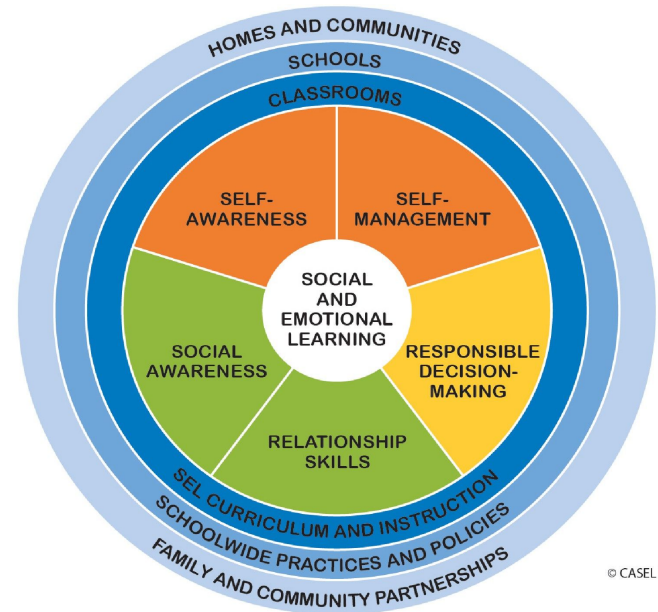
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SEL - Social Emotional Learning

All ages - *Better Comprehend their Emotions*

Five Core Competencies - CASEL

1. Self-awareness
2. Self-management
3. Social-awareness
4. Relationship skills
5. Making responsible decisions









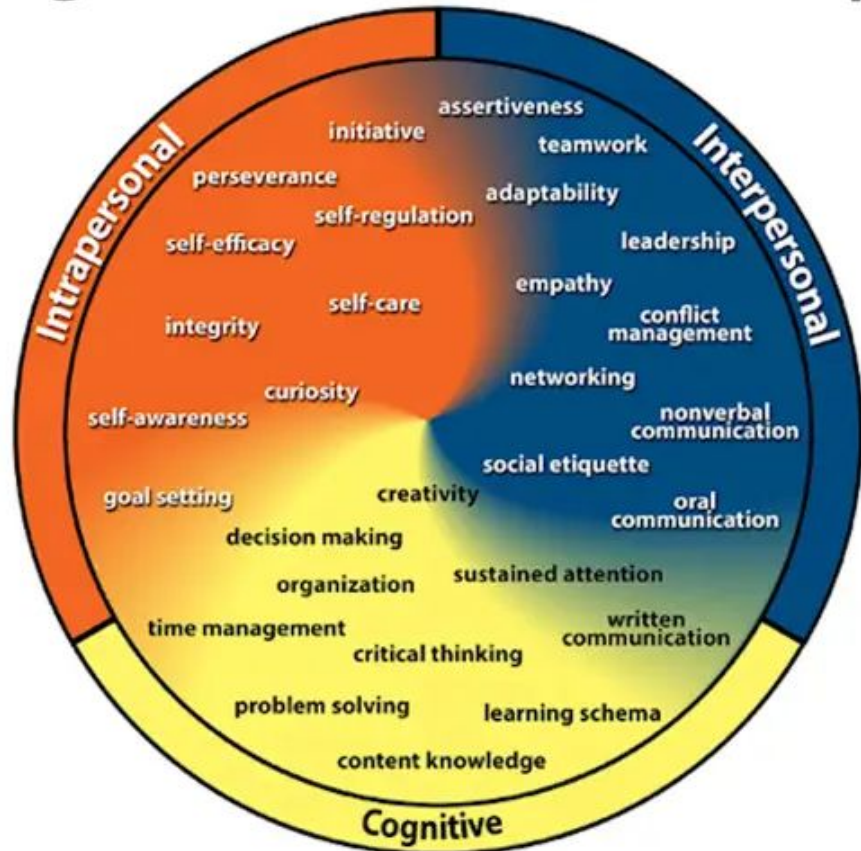
Why SEL?

1. Increase self-awareness
2. Improves academic performance
3. Enhance positive behaviors

In 2018, **42% of all workers**, or 65 million, held jobs in which **social skills are most important**. In contrast, only 19% of workers were employed in occupations in which social skills are least important.

-Pew Study - 2018

College and Career Competency Wheel



Gaumer Erickson, A.S., Soukup, J.H., & Noonan, P. (2013). College & Career Competency Wheel. Lawrence, KS: University of Kansas, Center for Research on Learning. Derived in part from Pellegrino, J.W., & Hilton, M.L. (Eds.). (2012) Education for Life and Work: Developing Transferable Knowledge and Skills in the 21st Century. Washington, DC: National Academies Press.

COMPETENCIES ARE TEACHABLE.

(Cantley, Little, & Martin, 2010; Cassidy, 2011; Ervington & Camp, 2002; Farrington et al., 2012; Grote, Trusty, Chaw, & Bakley, 2014; Hulleman & Harackiewicz, 2009; Meiklejohn et al., 2012; Meyer & Turner, 2002; Moeller & Fleming, 2001; Oettingen & Gollwitzer, 2001)



Strategies - Interventions



Video



Model



Video Modeling – The Basics

- Communication
- Emotion
- Emotion recognition
- Perspective taking
- Social interaction
- Reciprocal play
- Initiative response
- Adaptive behaviors



The National Clearinghouse on

Autism Evidence & Practice



NCAEP • BRIDGING PRACTICE AND SCIENCE

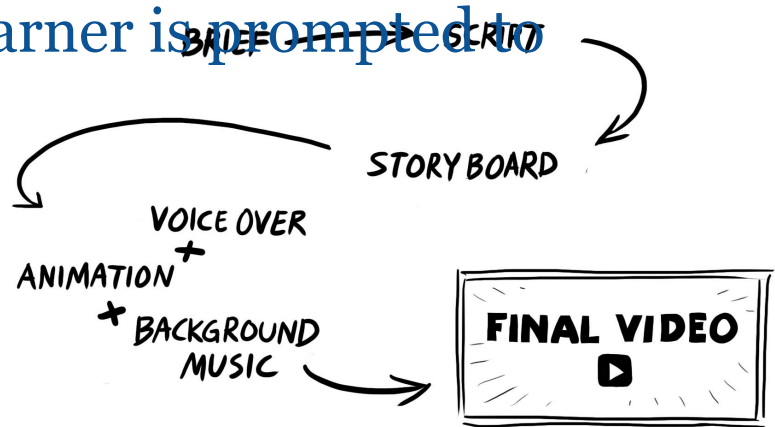
EVIDENCE-BASED PRACTICES

Icon indicates practices with newly developed content (2015-2018) on AFIRM. Select the practice to access these modules and downloadable resources.

 <i>Antecedent-based Intervention (ABI)</i>	 <i>Naturalistic Interventions (NI)</i>	 <i>Self-management (SM)</i>
 <i>Cognitive Behavioral Intervention (CBI)*</i>	 <i>Parent-implemented Interventions (PII)</i>	 <i>Social Narratives (SN)</i>
 <i>Differential Reinforcement (DR)</i> Previously Differential Reinforcement of Alternative, Incompatible, or Other Behavior	 <i>Peer-mediated Instruction and Intervention (PMII)</i>	 <i>Social Skills Training (SST)</i> Previously Social Skills Groups
 <i>Discrete Trial Training (DTT)</i>	 <i>Picture Exchange Communication System (PECS)</i>	 <i>Structured Play Groups (SPG)*</i>
 <i>Exercise (ECE)*</i>	 <i>Pivotal Response Training (PRT)</i>	 <i>Task Analysis (TA)</i>

Three Main Features of VM

1. An exemplar is video recorded performing the targeted behavior. This model can be a peer, a family member, teacher, or other adults.
2. The video is played for the learner before each teaching situation.
3. After the video is finished, the learner is prompted to perform the behavior.



Video Modeling 101

- ***Basic video modeling*** involves recording someone besides the learner engaging in the target behavior or skill (i.e., models) – reviewed later.
- ***Video self-modeling*** is used to record the learner displaying the target skill or behavior - reviewed later.

Video Modeling 101

- ***Point-of-view video modeling*** is when the target behavior or skill is recorded from the perspective of the learner.
- ***Video prompting*** involves breaking the behavior skill into steps and recording each step with incorporated pauses during which the learner may attempt the step before viewing subsequent steps. Video prompting may be done with either the learner or someone else acting as a model.

[Click on the Image](#)



Teacher Responsibility

Focused
Instruction

"I do it."

Guided
Instruction

"We do it."

Collaborative
Learning

"You do it together."

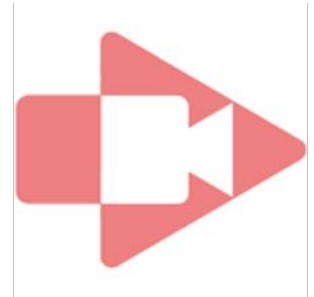
Independent
Learning

"You do it alone."

Student Responsibility

Examples of Video Modeling

- Going to a Dentist - <https://youtu.be/oo4Os4ACQWU>
- Time for School - <https://youtu.be/4qzDxnGGzN8>
- Social Interaction - <https://youtu.be/loZIt-XmEDU>



Organizing Video

Storyboard Thoughts

- Story Board That
- Make Belief Comixs
- Digital Books



Create your own at [Storyboard That](https://www.storyboardthat.com/)

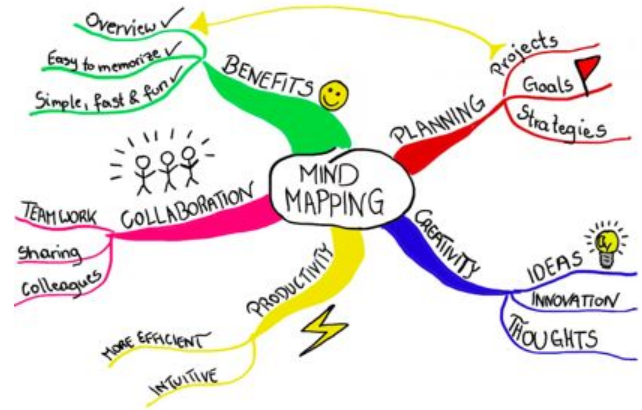


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Organizing Video

Interactive Graphic Organizers - Resources

- [BubblUs](#)
- [iBrainStorm](#)
- [Checkvist](#)
- [ConceptBoard](#)

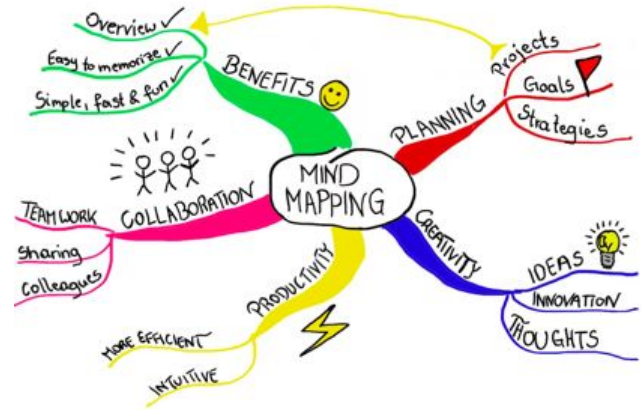


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Organizing Video

Interactive Graphic Organizers - Resources

- [MindMeister](#)
- [MindDomo](#)
- [Mural](#)
- [Popplet](#)



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Digital Books



Tar Heel Reader

books for beginning readers of all ages



BOOK CREATOR



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Social Stories/Narratives

1. A brief description of the situation
2. What the individual thinks, feels, does, or says in this situation
3. What others may think, feel, do, or say in this situation
4. Description of appropriate response or behavior in that situation
5. Explanation of why that response or behavior is appropriate
6. How the better behavior/appropriate response will benefit the student



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Social Stories

Descriptive sentence – in these sentences the “who, what, where, and why” details are emphasized, making it recognizable and easier for your child to relate as to when the situation actually occurs.

Directive sentence – here you include instructions as to how your child should appropriately respond to a specific situation.



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COVID-19



Right now, lots of people are getting sick with a virus.



Doctors and leaders are working hard to keep everyone



healthy. I need to help keep myself safe and healthy too.



School is closed so students and teachers can stay

healthy. While school is closed, it is important for



everyone to stay home and not visit other people. While I



am at home, I can play, look at books, and learn. I also



need to wash my hands a lot with soap and water. This



Social Skills + Distance Learning

- Virtual Greetings/Morning Meetings
- Breakout Rooms - With a Purpose
- Structured Discussion Starters
- Read Alouds
- Virtual Lunch Bunch
- Practice & Model - Explicit Instruction
- Empower Home - Model, Practice, & Apply



What Social Skills?



10 Social Skill Domains

Domain name	# of scenarios/skills	Example scenario
Self-Awareness & Advocacy	25	Can implement self-control
Self-Regulation Skills	17	Understands no means no
Critical Thinking & Problem-Solving	21	Seeks attention appropriately
Executive & Organizational Skills	15	Follows daily schedule
Receptive Communication Skills	10	Respects boundaries
Relationship Skills	22	Asks to join in
Social Comprehension	13	Manages peer pressure
School, Home & Community	18	Deals with transitions
Self-Care & Safety	24	Identifies risky situations
Expressive Communication & Conversational Skills	17	Listen without interrupting

A Look At 9 of the 20 Social Skill Assessment Domains

Instrument (Acronym)	Target Population	Subscales	Instrument (Acronym)	Target Population	Subscales	Instrument (Acronym)	Target Population	Subscales
Autism Social Skills Profile by Scott Bellini	N/R	3 Subscales: Social reciprocity, social participation/avoidance, and detrimental social behaviors	Child and Adolescent Social Support Scale (CASS) Levels 1 & 2	Age 8-18	4 Subscales: Emotional, informational, appraisal, and instrumental	Social Responsive-ness Scale-2 (SRS-2)	Age 2.5-Adult	5 Subscales: Receptive communication, cognitive processing, expressive communication, motivational aspects of social behavior, and autistic preoccupations
Behavior Assessment Scale for Children – 3rd Edition (BASC-3)	Age 2-21	5 Subscales: Externalizing problems, internalizing problems, adaptive skills, school problems, and executive functioning	Devereux Student Strengths Assessment and Screener	Age 5-13	8 Subscales: Optimistic thinking, self-management, goal-directed behavior, self-awareness, social awareness, personal responsibility, decision making, and relationship skills	Social Skills Improvement Rating Scales (SSIS)	Age 3-18	7 Subscales Depending on Age Administered: 3 Subscales: Social skills, problem behaviors, and academic competence 4 Subscales: Communication, engagement, bullying, and autism spectrum.
Behavioral & Emotional Rating Scale–Second Edition (BERS-2)	Age 5-18	5 Subscales: Interpersonal strength, involvement with family, intrapersonal strength, school functioning, and affective strength.	Matson Evaluation of Social Skills with Youngsters (MESSY-I and MESSY-II)	Age MESS Y-II 2-16 MESS Y-I 4-18	5 Subscales: Adaptive or appropriate social skill, hostile, overconfident or inappropriate assertiveness, impulsive, and jealousy or withdrawal	Social Competence and Behavior Evaluation Scale (SCBE)	Age 2.5-6	4 Subscales: Social competence, externalizing problems, internalizing problems, and general adaptation

Define Virtual Reality

- A 3-Dimensional simulation of a real world environment or physical event that is depicted using computer generated graphics and content (Virtual Environment).
- Defining characteristics
 - Immersion-The degree to which users are engrossed and engaged in a virtual simulation (Presence).
 - Interaction-The degree to which the users are able to visualize, manipulate, and participate in a virtual environment.

CAVE



Desktop



Virtual Café'



Second Life



Teaching and Learning Social Skills Digitally

Video
Modeling



Virtual Training with Live
Coach

Charisma

VIRTUAL TRAINING TO HELP YOU
NAVIGATE SOCIAL SITUATIONS
IN THE REAL WORLD

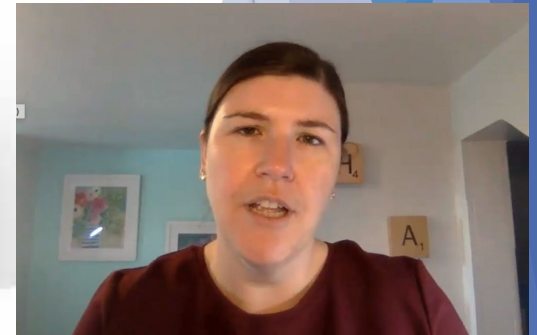
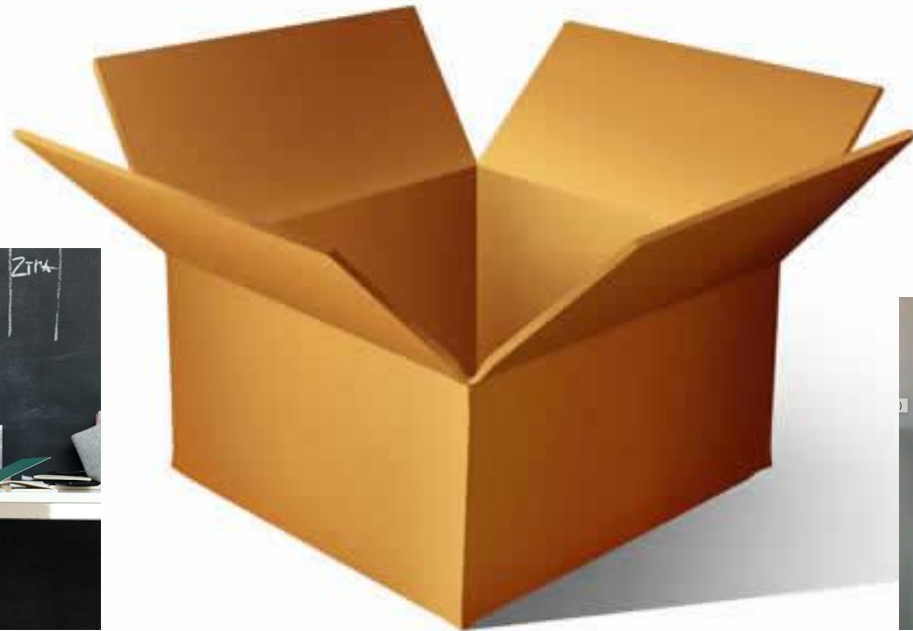
Charisma™ is a flexible virtual training platform combined with live, interactive social coaching. Trained experts teach cognitive strategies to enhance the way individuals think, work and thrive socially.

Computer Assisted
Practice



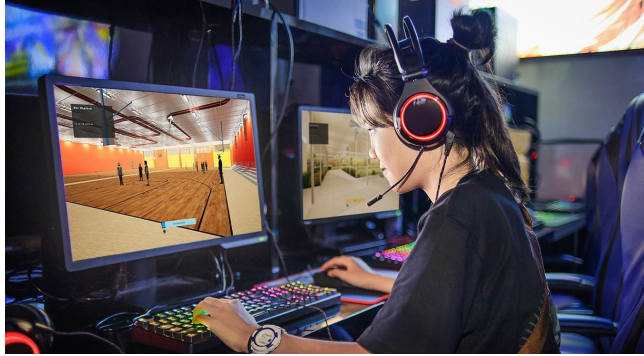


VIRTUAL REALITY OPPORTUNITIES TO IMPLEMENT SOCIAL SKILLS





VIRTUAL REALITY OPPORTUNITIES TO IMPLEMENT SOCIAL SKILLS

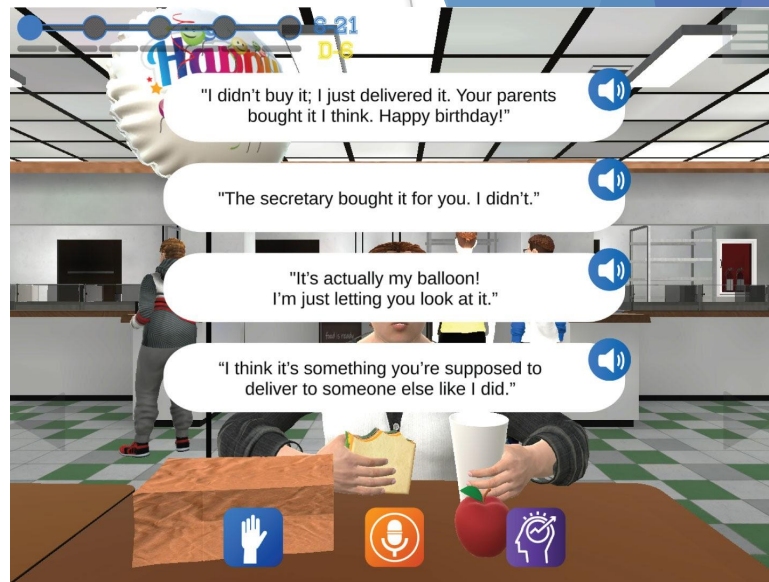


- Stand-alone interactive solution to support acquisition
- Middle school students with social skill needs
- Students with Autism and Learning Disabilities
- Accessible on computer/iPad/Chromebook, **doesn't require a headset**
- Accessible on Oculus Quest



VOISS Basics

- 140 social scenarios
- Across multiple school environments
- Built around Social Narratives
- Controlled Pathways
- Students respond to pre-set questions.
- Pre-programmed responses for correct/incorrect answers



University of Kansas – Project VOISS

Responding to Questions in VOISS

The screenshot displays a virtual classroom environment with a checkered floor and wooden desks. Overlaid on the scene are four white speech bubbles containing the following text:

- "Thanks for asking but I need to work somewhere quiet to get this homework done before the next class."
- "Thanks for asking but I don't want to sit with you."
- "Thanks for asking. Maybe tomorrow but not today."
- "Sure!"

Each speech bubble has a blue speaker icon to its right. At the bottom of the interface are three buttons: a blue hand icon, an orange microphone icon, and a purple head icon with a brain. Arrows point from these buttons to the speech bubbles. On the left, the text "Click the Correct Response" has arrows pointing to the first three bubbles. On the right, the text "Click to have response read aloud" has arrows pointing to the speaker icons of the first three bubbles.

Click the Correct Response

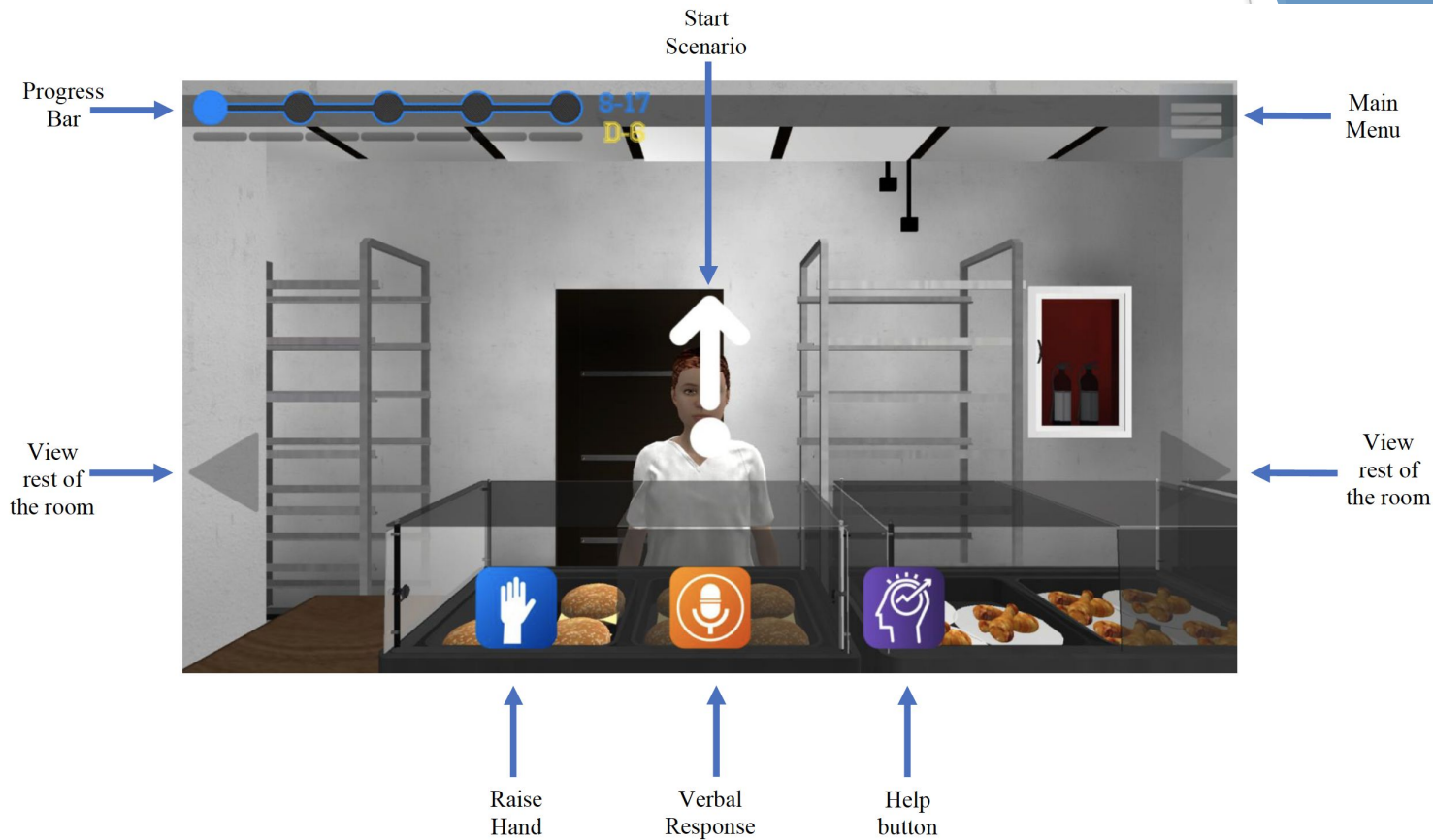
Click to have response read aloud

Raise Hand

Verbal Response

Help Button

VOISS Navigation



SCENARIO EXAMPLE

☰ VOISS Virtual Reality Social Skills Scenario 11 Example



Scenario 1

Lunchroom Ask to Join in and Needing Assistance

Scenario 2

Providing the Main Idea for a Conversation

Scenario 3

Starting a Conversation

Scenario 4

Conversation at Lunch Table

Scenario 5

Turn in Work

Scenario 6

Asking Teacher A for Help

Scenario 7

Collaborative Activity in the Classroom

Scenario 8

Shooting Baskets in the Gym

Scenario 9

Greetings and Conversation in Hallway

Scenario 10

Greeting Others

Scenario 11

Walking Through the Hallway Between Classes

Scenario 12

Changing Topics Smoothly in Conversation

Scenario 13

Conversation with Peers in the Classroom

Scenario 14

Teacher Calls on Student in the Classroom

Scenario 15

Talking with Adults

Scenario 16

Ending a Conversation

Scenario 17

Interacting with Cafeteria Personnel in the Lunch Line

Scenario 18

Working on Homework in Library

Scenario 19

Library Project

Scenario 20

Being a Good Digital Citizen

Scenario 21

Balloon Delivery

Scenario 22

Problem Solving a Broken Device

Scenario 23

Tattling in Hallway

Scenario 24

Gym Class Interaction

Scenario 25

Collaborative Art



Web-based Support

- ❖ Targets Educators
- ❖ Addresses the 10 Social Domains
- ❖ How-to Guides for VOISS
- ❖ Seeks to guide *real-life* practice
- ❖ Interventions for generalization
- ❖ Progress Monitoring Dashboard



The screenshot shows the VOISS Advisor website. At the top right is a large red and blue logo featuring a stylized 'V' with a globe inside. Below it, the text 'VOISS ADVISOR' is displayed in a bold, blue, sans-serif font. A navigation bar below the logo contains links for 'VOISS', 'Resources', 'Classroom Stories', and 'Lesson Planning Tool'. The main content area features a 3D-rendered classroom scene with three avatars. A text box on the left of the scene reads: 'Welcome to VOISS Advisor. This website was developed to support teachers with implementing behavioral strategies in the classroom. VOISS is an immersive virtual reality environment where students can learn specific behavioral skills.' Below this is a row of four dark blue buttons with white icons and text: 'VOISS' (play button icon), 'RESOURCES' (magnifying glass icon), 'CLASSROOM STORIES' (document icon), and 'LESSON PLAN TOOL' (pencil icon). At the bottom left, there is a text block titled 'VOISS' describing the program as a virtual reality opportunity for middle school students. To the right of this text is a 3D-rendered group of six diverse students in a classroom setting. A red button labeled 'WATCH VIDEOS' is positioned below the text.

VOISS
Designed for middle school students who struggle with social skills, Virtual reality Opportunity to Integrate Social Skills (VOISS) is an interactive virtual environment that integrates empirically validated social narratives into a safe and meaningful virtual learning experience. With over 140 skill-based scenarios covering 10 social skill domains, teachers assign students scenarios and receive instant data to support implementation, practice, and generalization of new learning.

[WATCH VIDEOS](#)

Components of VOISS Advisor

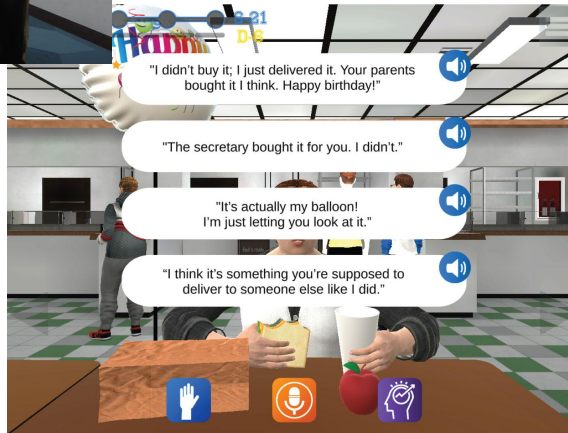


- Access to VOISS
- Social Skill Screener
- Progress Monitoring Dashboard
- Library of strategies and tactics for practice and generalization
 - Instructional videos
 - Implementation guides
 - Modeling videos
- Classroom Stories
- Lesson Plan Builder

University of Kansas – Project VOISS

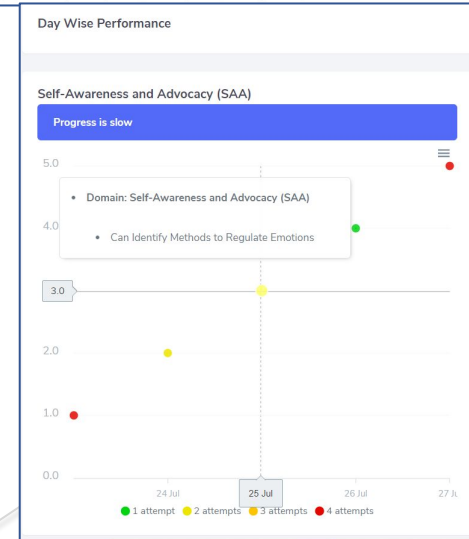
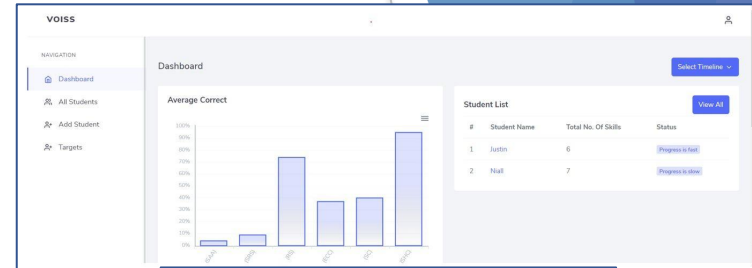


Social skill screener suggests specific scenarios



Progress Monitoring Tool

1. Collects Data on every click & touch by the student.
2. Measures number incorrect
3. Measures number correct
4. Measures amount of time per scenario
5. Identifies scenario completion compared to teacher expectation
6. Measures speed of completion
7. Identifies location of student in system





Attempts Analysis

Progress Visualization

Radial Visualization

Time Based

Day Wise Individual Analysis

Progress Visualization

Self-Awareness & Advocacy (SAA)



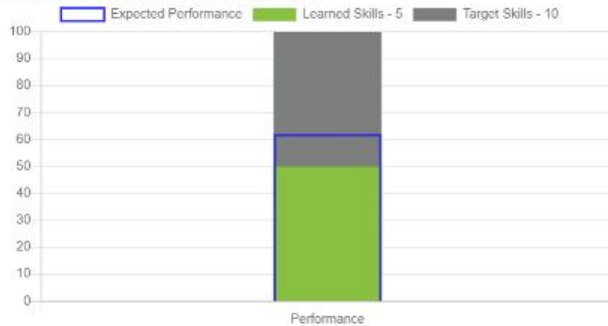
Self-Regulation Skills (SRS)



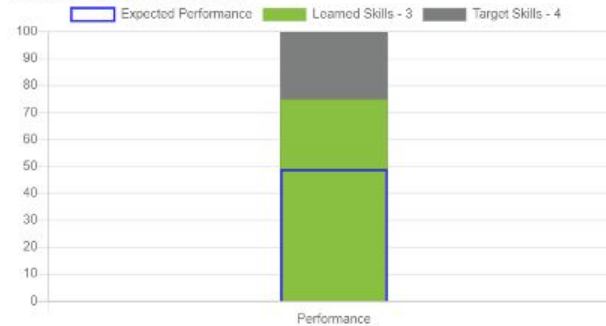
Relationship Skills (RS)



Self-Awareness and Advocacy (SAA)

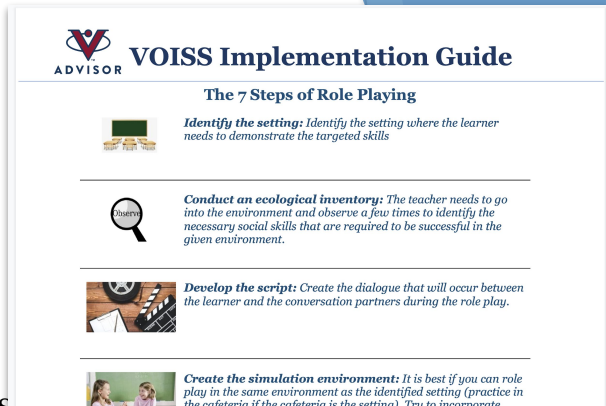


Self-Regulation Skills (SRS)



Videos & Guides

- How-to use VOISS as a teacher
- How-to use VOISS with students
- Instructional & modeling videos + implementation guides for:
 - 3 generalization settings
 - 4 instructional strategies
 - 5 generalization tactics
 - 3 support strategies



VOISS
ADVISOR

VOISS Implementation Guide

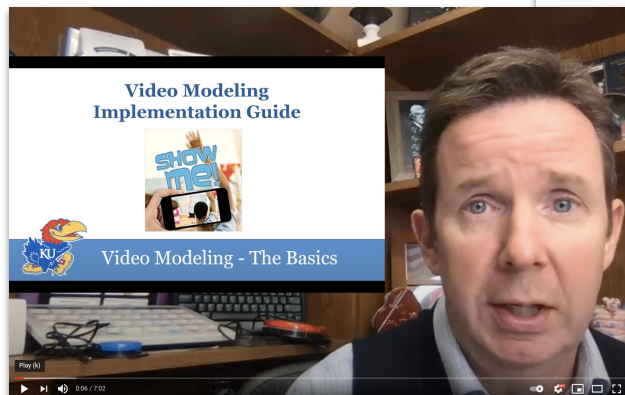
The 7 Steps of Role Playing

Identify the setting: Identify the setting where the learner needs to demonstrate the targeted skills

Conduct an ecological inventory: The teacher needs to go into the environment and observe a few times to identify the necessary social skills that are required to be successful in the given environment.

Develop the script: Create the dialogue that will occur between the learner and the conversation partners during the role play.

Create the simulation environment: It is best if you can role play in the same environment as the identified setting (practice in the cafeteria if the cafeteria is the setting). Try to incorporate



Classroom Stories

- Context
 - Individual student
 - Parent perspective
 - Teacher perspective
 - includes videos of teacher describing student
- 5 individualized lesson plans
- Links to strategies and tactics

Expressive Communication and Conversational Skills



Arturo's Story

Arturo is an 8th grader who receives special education and speech-language services under the autism eligibility category. Arturo's parents are from Honduras, and Spanish is the primary home language. In elementary school, Arturo was described by teachers as hyperactive and he had high rates of problem behaviors. He was eligible for services under the emotional disturbance category until he received a medical diagnosis of autism at eight years old. Although the severity of Arturo's challenging behaviors has decreased, hyperactivity and social skills remain areas of concern.



PARENTS' PERSPECTIVE



MS. JONES' PERSPECTIVE



SUPPORTING SKILLS



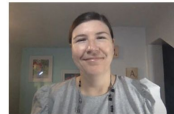
ARTURO'S LESSON PLANS

Ms. Jones' Perspective

Ms. Jones has observed similar behaviors at school. She's noticed that although Arturo joins conversations, he has trouble staying on topic. Arturo enjoys checking the weather radar online and talking about car engines, and he interjects these topics into irrelevant conversations. For example, Ms. Jones recently noticed that Arturo joined a group of peers talking about Minecraft and interrupted the peers to tell them that a cold front was coming in that evening. Most students are nice to Arturo, and he is rarely teased about his idiosyncratic interests. However, peers often leave the area or end the conversation when Arturo begins to ramble. Ms. Jones is concerned because she's noticed some students have begun avoiding Arturo in general.

Hear Ms. Jones share more about Arturo:

Introduction of Ms. Jones and Arturo



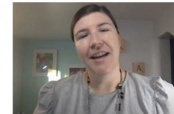
General Summary of Concerns for Arturo



Struggles with Conversation Skills



Struggles with Communication



Expressive Communication and Conversational Skills Lesson Plans for

Arturo



ECC.3

Greeting Others



ECC.7

Listening Without Interrupting



ECC.5

Asking a Question About a Topic



ECC.12

Using Appropriate Voice Level and Tone



ECC.17

Displaying Manners - Apologizes, Requests Respectfully

Do you wanna play?

Seeking middle school students with ASD and LD

Contact:

Sean J. Smith, Ph.D.

seanj@ku.edu

Periodically searching for various students and interested teachers. Let us know you want more information here:

<http://projectvoiss.org/work-with-us>



Overview

The study will:

1. Provide a safe place for students to develop and practice social skills.
2. Use current virtual reality technology (i.e., iPad, Chromebook) to **support student's expressive communication social skills** (i.e., responding appropriately to greetings).

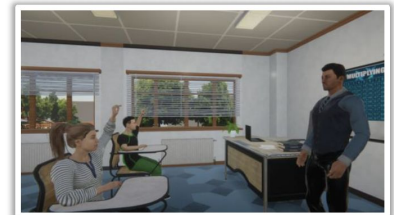


Participants Needed

- 5th-8th Grade (11-15)
- Students with ASD and/or LD eligible with an identified with a social skills deficit
- The device will be randomly selected; students comfortable with the possibility of wearing a VR headset

Time Frame

- 5 days total
- 30-minutes a day for 5 days completing scenarios (Day 1-5)
- Hope to complete in Fall of 2020



STEVEN SPIELBERG PRESENTS



BACK TO THE FUTURE

PG

A ROBERT ZEMECKIS FILM



Provide multiple means of Engagement

Affective Networks
The "WHY" of Learning



Access

Provide options for **Recruiting Interest**

1. Options for **RECRUITING** Interest
2. Options for Sustaining Effort & Persistence
3. Options for Self-Regulation



Build

Provide options for **Sustaining Effort & Persistence**



Internalize

Provide options for **Self Regulation**

Engagement | Guidelines & Checkpoints

GUIDELINE 7

Recruiting Interest ➔

Spark excitement and curiosity for learning.

CHECKPOINT 7.1

- **Optimize individual choice and autonomy** >

CHECKPOINT 7.2

- **Optimize relevance, value, and authenticity** >

CHECKPOINT 7.3

- **Minimize threats and distractions** >

GUIDELINE 8

Sustaining Effort & Persistence ➔

Tackle challenges with focus and determination.

CHECKPOINT 8.1

- **Heighten salience of goals and objectives** >

CHECKPOINT 8.2

- **Vary demands and resources to optimize challenge** >

CHECKPOINT 8.3

- **Foster collaboration and community** >

CHECKPOINT 8.4

- **Increase mastery-oriented feedback** >

GUIDELINE 9

Self Regulation ➔

Harness the power of emotions and motivation in learning.

CHECKPOINT 9.1

- **Promote expectations and beliefs that optimize motivation** >

CHECKPOINT 9.2

- **Facilitate personal coping skills and strategies** >

CHECKPOINT 9.3

- **Develop self-assessment and reflection** >

UDL's Top 10 Rules for Engagement

1. Create Clear Specific Goals
2. Minimize Distractions
3. Present flexible assessment options
4. Provide frequent, formative feedback
5. Incorporate authentic and relevant examples



UDL's Top 10 Rules for Engagement

6. Ensure resources/supports meet the demands of a task
7. Increase opportunities for collaboration
8. Share examples & non-examples
9. Offer time for active reflection on learning & engagement
10. Support risk taking



Student Engagement = Collaboration

Collaboration

- x In Class
- x Out of Class
- x Real Time
- x Asynchronous



OmniEd.org - Engaging ALL Learners

Student Engagement = Collaboration

Google Classroom/Slides

- x Demonstrate what I Know
- x Various Media
- x Offers tools
 - x Asynchronous
 - x Speech-to-Text
 - x Embedded Supports



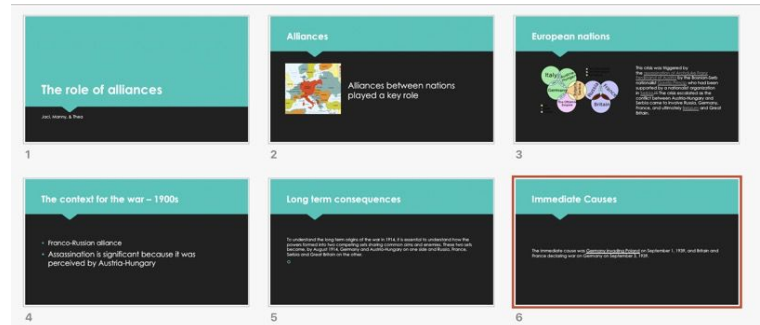
Google Slides



Student Engagement = Collaboration

Google Classroom/Slides

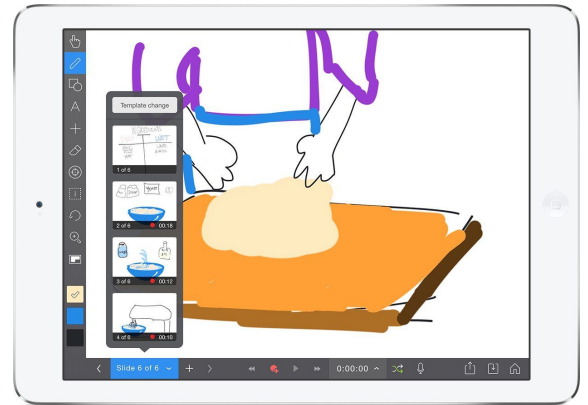
- ✗ Collaborate in small groups
- ✗ Place headers or photos on slides (as a scaffold, if needed)
- ✗ Provide formative comments as they create slides
- ✗ Can be a scaffold for a report or writing assignment



Tools for Collaboration

- Interactive whiteboards
- Add text, draw, highlight, images...
- Record - Video - Audio
- Real-time collaboration
- Save & Share

Explain
Everything



OmniEd.org - Engaging ALL Learners

Student Engagement = Collaboration

Interactive White Boards/Explain Everything

- ✗ Interact with others
- ✗ Various Media
- ✗ Offers tools
 - ✗ Live/asynchronous
 - ✗ Drawing tools/Shapes
 - ✗ Images/text

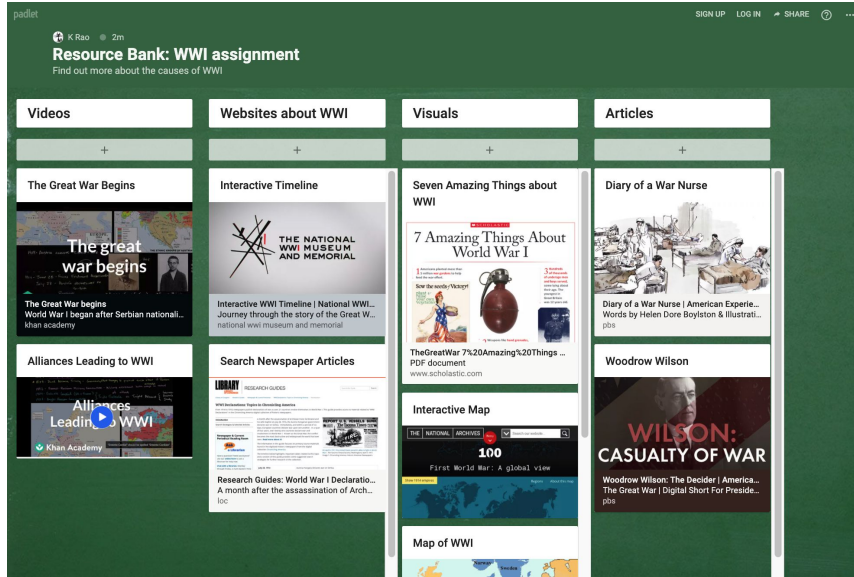


Jamboard



OmniEd.org - Engaging ALL Learners

Tools for Collaboration



Padlet

1. Online Virtual Bulletin Board
2. Synchronous and Asynchronous Posting
3. Use text, images, video, links....
4. Share, connect, add....
5. Our Job - Directions...



OmniEd.org - Engaging ALL Learners

Video

Demonstrating what I know!!!

- x Google docs to outline
- x Video and then share
- x Live and record
- x Edit and combine
- x Zoom, FlipGrid....

SCREENCAST  MATIC



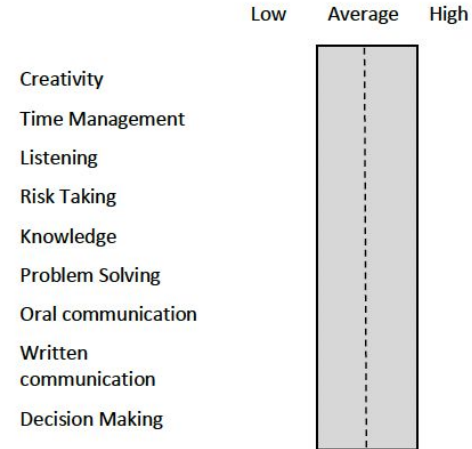
OmniEd.org - Engaging ALL Learners

#1 - Get to Know Your Student

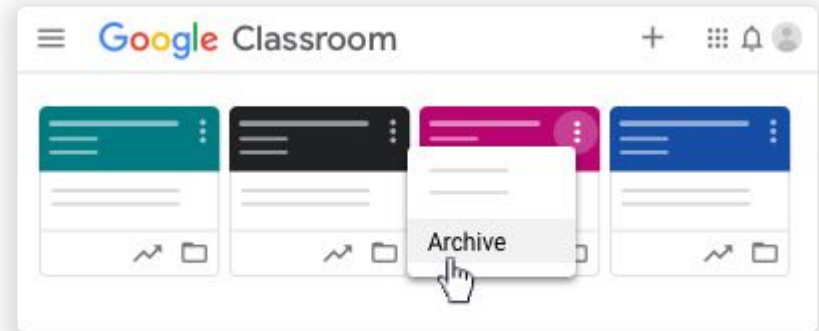


Jagged Profile

1. Pre-Assessments
2. Likes & Dislikes
3. Interest
4. Learning Styles
5. What's Happening at Home

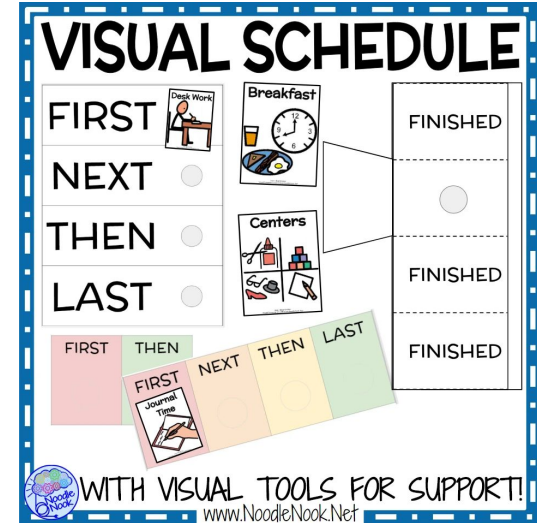


#2 Create a Schedule



#2 Create a Schedule

1. Use a Visual Schedule
2. Layout Structure for the Students
3. Communicate The Day
4. Set Up the Week
5. Reinforce Structure & Flexibility
6. Communicate Transitions



LMS Calendar

Remember your Calendar!

Embedded

Features

Organize

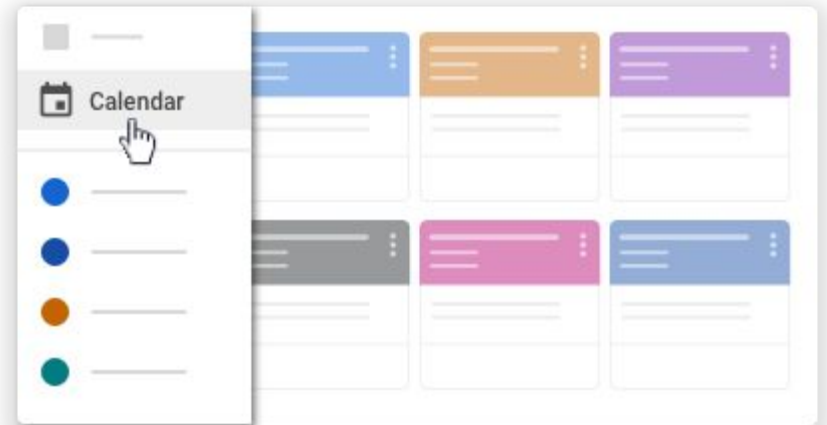
Reminders

Links to Content

Video

Presentations

Directions...

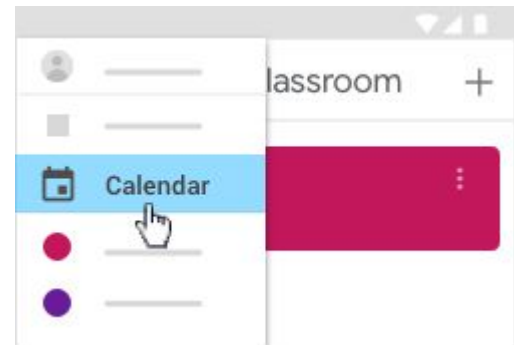
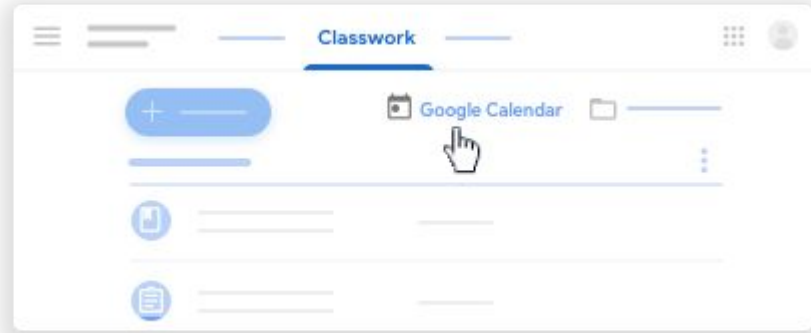


How To Video

HOW TO USE
GOOGLE
CLASSROOM
CLASS CALENDAR
FOR STUDENTS

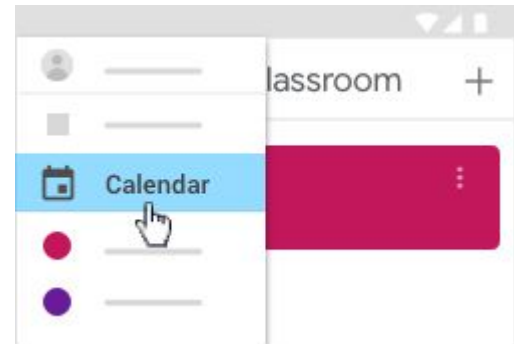
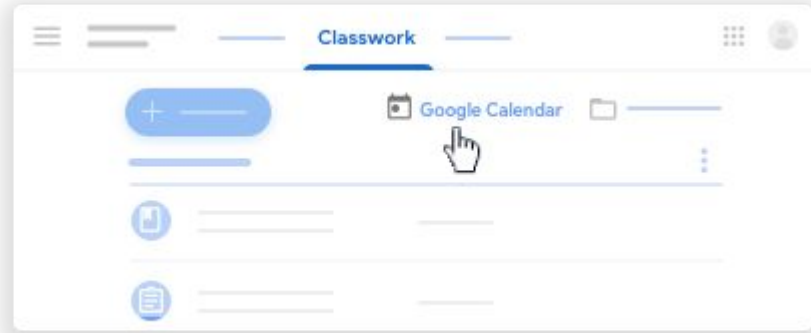
Calendar - Personalize

1. Group & Individual
2. Reminders to other devices
3. Homework Listing
4. Lesson Plan Calendar
5. For Parents
6. ...



Calendar - Personalize

1. Color code
2. Direct Links
3. Video
4. Use the Task List Feature
5. ...



How To Task List

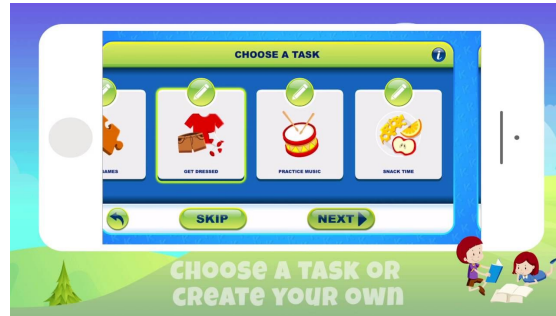
Google Calendar To-Do List



Simpletivity

Visual Schedules

1. Visuals
2. Features
 - a. Pictures
 - b. Audio
 - c. Symbols
 - d. Graphics



Personalized Learning & Self-Determination

1. Students taught to empower themselves
2. Make self-aware choice
3. Tools to facilitate this...
4. Students Take Ownership!



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Schedules as a Road Map & Transitions



Remember - Schedules and Family

Communicate to family

1. What is due and when
2. Where things need to be loaded
3. What they need to be reminding their child
4. Navigate their child to the resource
5. ...



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A Case for the EBP

Why should this evidence-based practice (EBP) be used with learners with ASD?

Lesson
1

EBP Basics

- Definition and description of the EBP
- How the EBP is used
- Who can use the EBP
- Evidence-base for the EBP

Lesson
2

Planning for the EBP

- Steps for planning for the EBP
- Concrete examples of how the EBP steps are followed
- Activities, videos, and sample resources to assist in planning for the EBP

Lesson
3

Using the EBP

- Steps for using the EBP
- Scenarios of how practitioners and family members can use EBP
- Interactive problem-solving activities

Lesson
4

Monitoring Progress

- Steps for monitoring the EBP
- How to collect data
- Engaging examples of how to use data to determine learner progress
- Sample data collection forms to assist in monitoring learner progress



EBP Resources and Tools

Downloadable resources that support understanding and application of the EBP.



#3 Small Group Structure - Instruction

- Chunk Learning
 - Large Group
 - Small Group
 - Digital Content
 - Exit Ticket



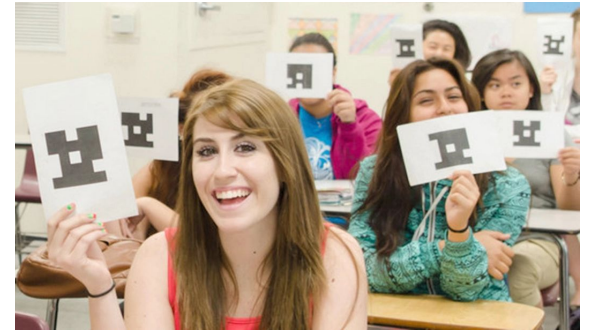
Google Hangouts



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#4 Provide Reinforcement

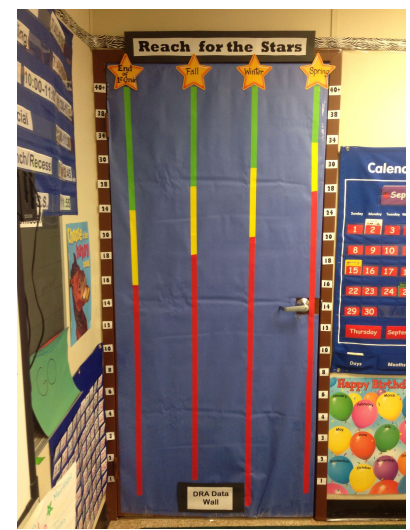
1. Spirit Day - Show and Tell
2. Use Movement
3. Puppets
4. Reveal both Teachers & Students
5. Gamify



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Data Walks = Reinforcement

1. Formative Assessment - Automatic Feedback
2. Personalized Learning
 - a. Data Walks
 - b. Data Walls
 - i. At school
 - ii. Directions for the Home



Engagement | Guidelines & Checkpoints

GUIDELINE 7

Recruiting Interest →

Spark excitement and curiosity for learning.

CHECKPOINT 7.1

- **Optimize individual choice and autonomy** >

CHECKPOINT 7.2

- **Optimize relevance, value, and authenticity** >

CHECKPOINT 7.3

- **Minimize threats and distractions** >

GUIDELINE 8

Sustaining Effort & Persistence →

Tackle challenges with focus and determination.

CHECKPOINT 8.1

- **Heighten salience of goals and objectives** >

CHECKPOINT 8.2

- **Vary demands and resources to optimize challenge** >

CHECKPOINT 8.3

- **Foster collaboration and community** >

CHECKPOINT 8.4

- **Increase mastery-oriented feedback** >

GUIDELINE 9

Self Regulation →

Harness the power of emotions and motivation in learning.

CHECKPOINT 9.1

- **Promote expectations and beliefs that optimize motivation** >

CHECKPOINT 9.2

- **Facilitate personal coping skills and strategies** >

CHECKPOINT 9.3

- **Develop self-assessment and reflection** >

Don't
Forget
UDL Tips

#5 Set Expectations

1. Be clear & Make Sure Students Know
2. Give them Digital Tools to Respond
3. Set up the Classroom Digital Tools
 - a. Mute
 - b. Camera
 - c. Chat Room
 - d. Communicate



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Expectations for Digital

1. Review & Remind
 - a. Etiquette - large & small groups
 - b. Expectations
2. Also Use the Tech
 - a. Breakout Rooms
 - b. Tech for a Purpose
 - c. How-to



Engagement



Representation



Action &
Expression

VIDEO CONFERENCING

Etiquette

 BE ON TIME Be on time and prepared with your device charged. Close all materials and tabs of other classes. Make sure all tech works 5-10 minutes before the meeting.	 MUTE YOURSELF Mute yourself right away to eliminate background noise. In Hangouts Meet you can use the keyboard shortcut Ctrl + D.	 PRESENTATION Consider your surroundings and attire. Find a good spot in the home with few distractions and make sure you're wearing something appropriate for the college day.	 HEADPHONES Use headphones if you have them! If your headphones or earbuds have a microphone, even better!
 CHAT RESPONSIBLY Use the chat function responsibly. Only type when needed so the teacher can respond to questions promptly.	 SIGNALS Use hand signals: Thumbs up = YES / Thumbs down = NO Hand by ear = can't hear Raise hand = have a comment	 CONDUCT Note that all Video Meetings/Lessons will be recorded. Please ensure you conduct yourselves in the same manner you would in a normal lesson.	<p>IT Services can provide limited support and advice during this time.</p> <p>If you have any questions or comments on distance learning please send an email to helpdesk@barton.ac.uk</p>



Joining Breakout Rooms...

Breakout Room 1

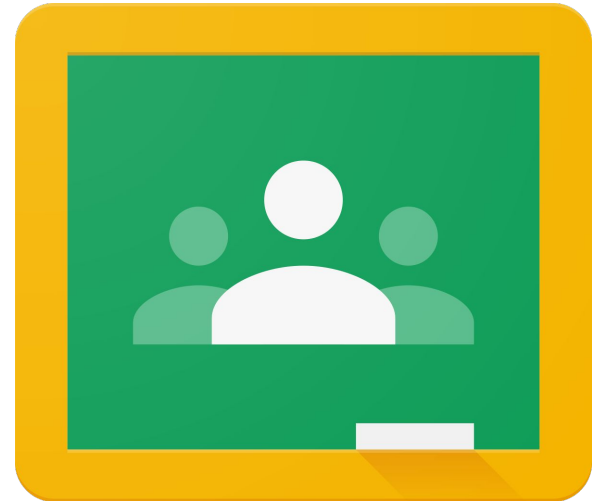
It may take a few moments.

Expectations for Digital

1. Review & Remind
 - a. The How Tos
 - b. Upload
 - c. Download
 - d. Basic communication
 - e. Model
2. Don't let the tech get in the way
3. Don't limit tech use



[27 Tech Tools for Teachers](#)



Expectations - Goals

- Goals
 - Understood
 - Visual
 - Goals - Assessment



Engagement



Representation



**Action &
Expression**



#6 Alter the Way you Represent Information

1. Let them Choose - Choice Chart
2. Present with...
 - a. Background
 - b. Illustrations
 - c. Music



GOOD CHOICE



preview

NOT A GOOD CHOICE



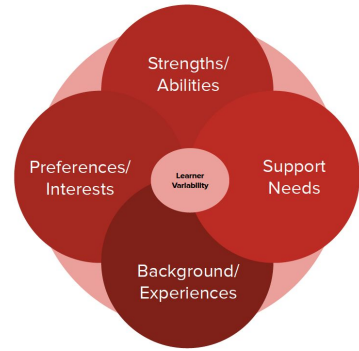
www.specialdayteacher.com

schoolvirtually.org

Awareness of Learning Barriers



Integration of Digital Solutions

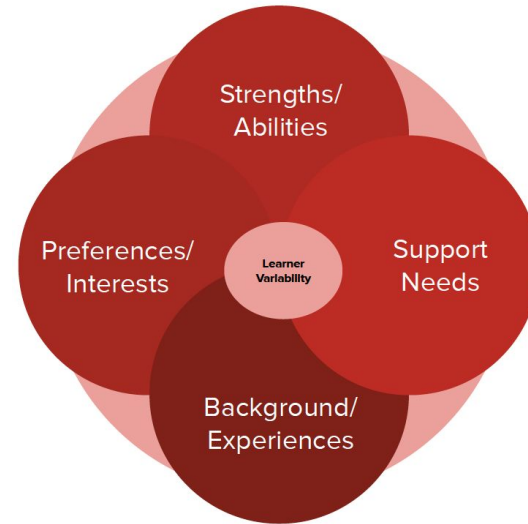


1. Plan **for** varied abilities, needs, preferences, strengths...
2. Identify and design **for** barriers that arise.
3. Plan and Design **for** strategies and tools that reduce barriers & engage & support learners.



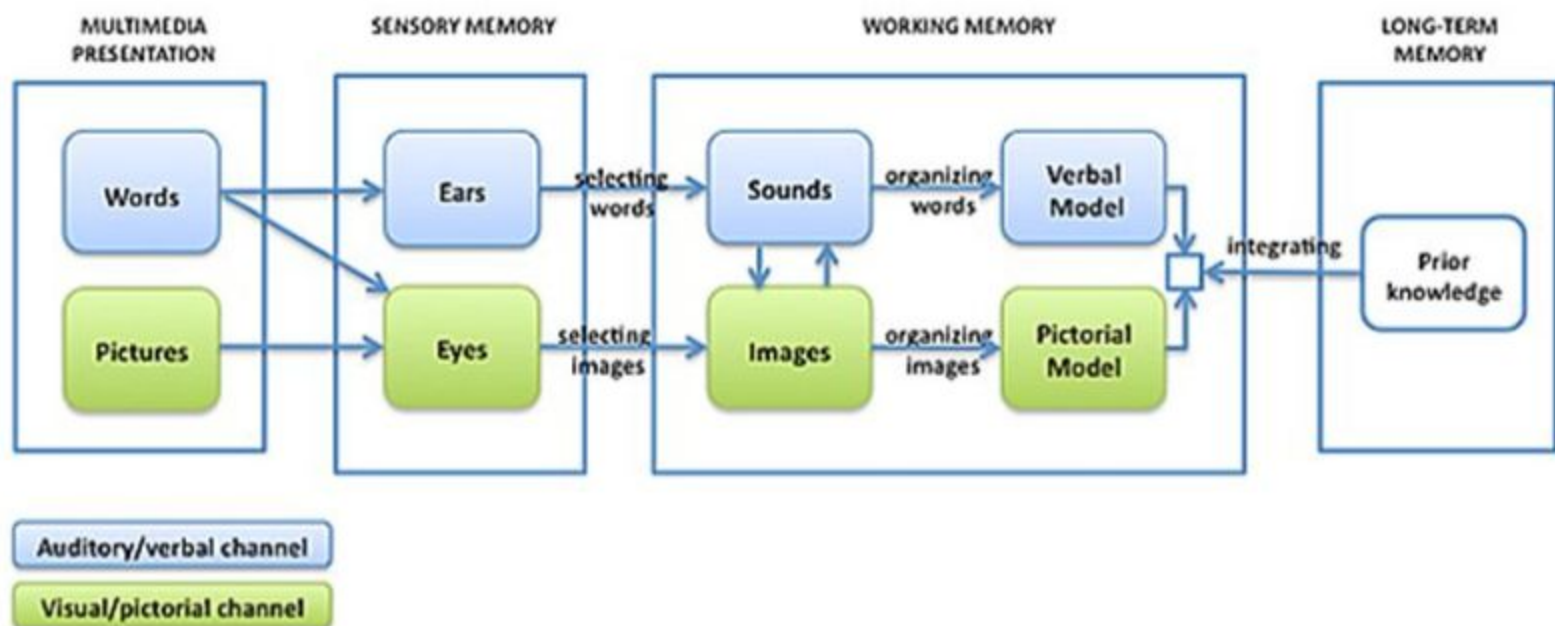
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September Session



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Cognitive theory of multimedia learning



Cueing

1. On-screen text or symbols to highlight important information.
2. Change color or contrast to highlight ideas
3. Use symbols that draw attention to a part of a screen



Segmenting

1. Chunk information – allows learners to engage in small pieces of new information
2. Shorter videos
3. Targeted to specific goals
4. Pauses in video
5. Annotate video – Offer a Question





Stretchy

the

Word Snake

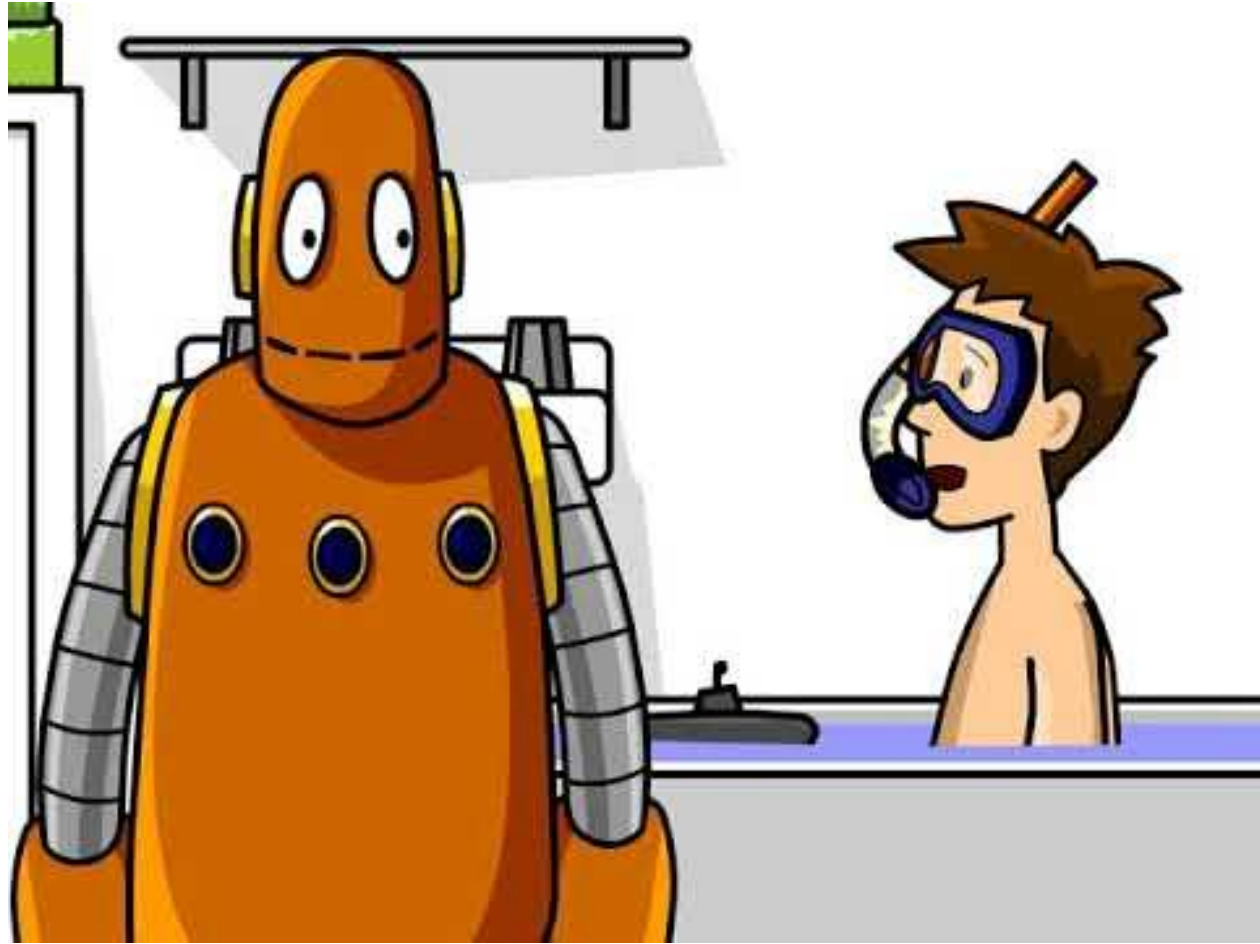
Weeding

Basic addition



Khan Academy

Matching Modality



Assessing with Video

1. Virtual Exit Slips – Post a Short Video
2. Explain a Math problem
3. Demonstrate a Skill
4. Peer review for writing/online work
5. Narrative to a student artifact
6. Fluency in reading assignments – Vocabulary meaning



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Assessing with Video

1. Biographies....interviews
2. Presentations
3. Demonstration of knowledge and skill acquisition
4. Students create how-to videos
5. Perform a lab experiment – home – outside
6. Proper sport technique



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Strollin
With
Nolan



What Tools have You Used to Allow Students/Parents to Share Video

1. Video Tools to Capture Video
2. Tools to Edit Video
3. Tools to Display Video
4. Additional Tools that Visually Represent a Student's Understanding?



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Organizing Video

Storyboard Thoughts

- Story Board That
- Make Belief Comixs
- Digital Books



Create your own at [Storyboard That](#)

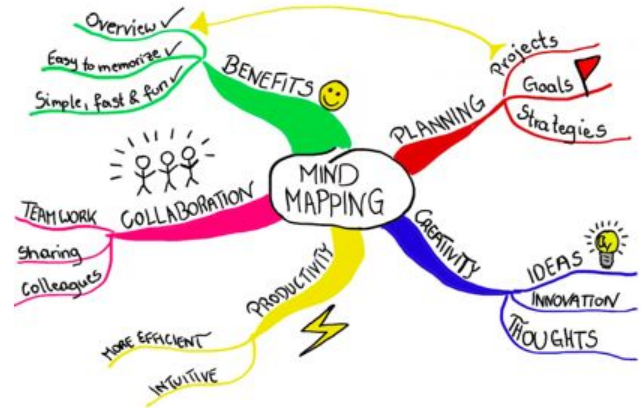


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Organizing Video

Interactive Graphic Organizers - Resources

- [BubblUs](#)
- [iBrainStorm](#)
- [Checkvist](#)
- [ConceptBoard](#)

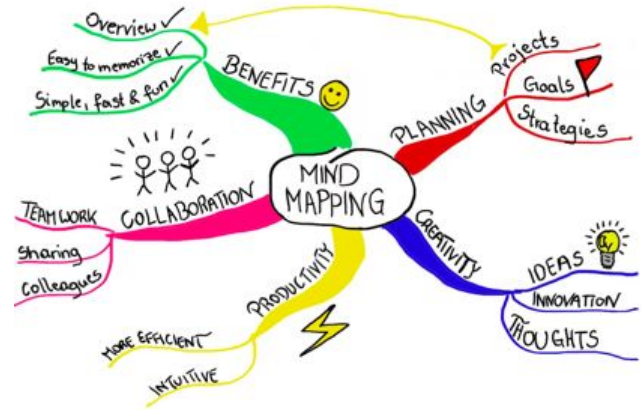


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Organizing Video

Interactive Graphic Organizers - Resources

- [MindMeister](#)
- [MindDomo](#)
- [Mural](#)
- [Popplet](#)



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#7 Virtual Experts

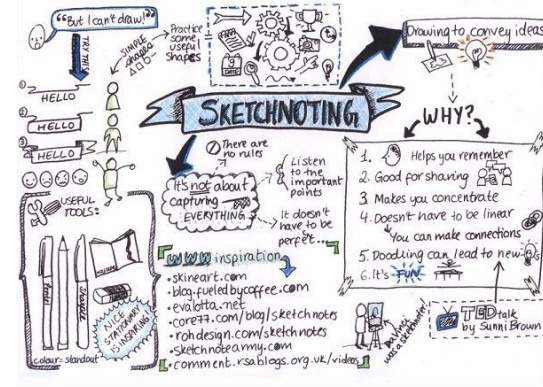


1. Assign Student Experts
2. Assign Educator Experts
3. Engage Family Members as Experts - Roles
 - a. Independent Supports
 - b. Content Expert
4. Offer a Place - Person - To Ask Questions



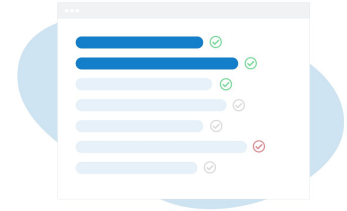
#8 Gamify - Offer Simulations

1. Various Games
2. Templates for Students to Use




#9 Provide Check-Ins - Checklists

1. Google Forms - Sheets
2. Checkli
3. Canva
4.



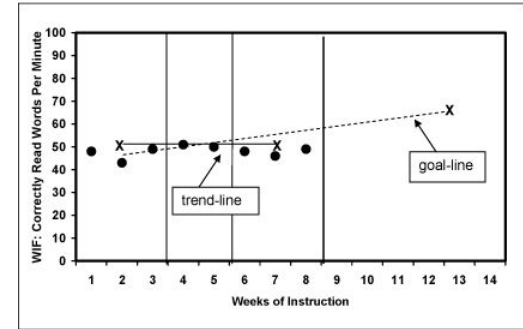
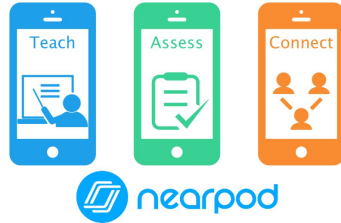
<i>To-Do List</i>	
<input checked="" type="checkbox"/>	Grow a tree
<input type="checkbox"/>	Chop down a tree
<input checked="" type="checkbox"/>	Build a fire
<input type="checkbox"/>	Roast smores
<input checked="" type="checkbox"/>	Something else



Google Sheets - Task List



#10 Formative Feedback



Quizlet

PROGRESS AND IMPROVEMENT

STUDENT: Meredith Boyer

SKILL	TIME SPENT	QUESTIONS	SCORE IMPROVEMENT
MATH - 8TH GRADE			
Operations with Integers			
8-C.4 Add and subtract three or more integers	32 min	35	0 → 74
8-C.5 Add and subtract integers: word problems	37 min	35	0 → 83
8-C.7 Multiply and divide integers	47 min	39	0 → 99
8-C.8 Evaluate numerical expressions involving integers	37 min	15	0 → 27



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Presentation for Today

bit.ly/37mKt6R



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Pandemic 101

- New normal - flexible - compromise
- Digital solutions
- Glass half full & empty



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Let's Consider

- F2F one Day – Online the Next - Repeat & Rinse
- No time to Plan
- Unaware of Technology Resources
- Did we Say no Time to Plan
- Everyone self-isolating



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Design/Plan for Distance & Online Learning

- Learner Variability
- Goals/Big Ideas
- Barriers Our Students are Facing?
- Barriers in the New Medium?
- Barriers in the Content and Curriculum?



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What are OUR Big Ideas?



- ❑ What's Our Focus?
- ❑ What can we do well?
- ❑ What can the home do well?
- ❑ What does the child need?
- ❑ ...

A 🧑 Roll and Read 📖 (at)

•	cat	fat	sat	rat
◦	sat	mat	cat	hat
◡	pat	rat	hat	bat
◢	fat	bat	mat	sat
◣	rat	hat	pat	cat
◤	mat	sat	bat	fat



UDL

Representation

What?

of Learning



Action and Expression

How?

of Learning



Engagement

Why?

of Learning



- To provide multiple means of **Representation** to address the **WHAT** of learning

- To provide multiple means of **Action and Expression** to support the **HOW** of learning

- To provide multiple means of **Engagement** to answer the **WHY** of learning.

Reading Access

▣ Text-to-Speech Tools

- ▣ Read Write
- ▣ Bookshare
- ▣ Learning Ally
- ▣ Snap & Read



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Empower Parents - Building Capacity

1. Notes Home
2. Instructional Guides
3. Videos - Directions - How To - Mentoring - Explicit Instruction - Video Models - The List Goes On
4. Practice Guides - Enrichment Activities...
5. List goes on & on

KNOW YOUR
ROLE



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Read and Write for Chrome



Dictionary

Picture
Dictionary

TTS

Audio
Maker

Screen
Mask

Translator

Highlighter

Practice
Read Aloud

Planning & Designing via UDL

1. UDL & Digital Tools
2. Planning for Online/Blended through the UDL Framework.
3. Each Principle with Ideas



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Agenda for the Day

- What do we Know & How do we Apply
- Social Skills & Engagement
- Tips, Strategies, & Solutions



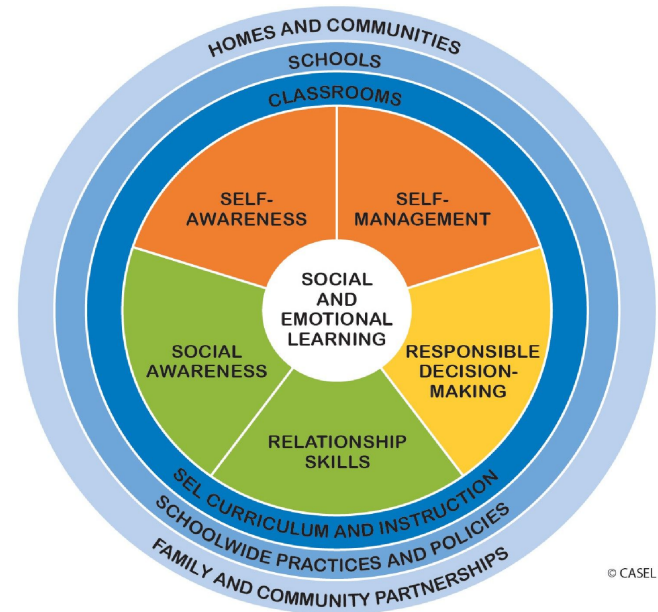
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SEL - Social Emotional Learning

All ages - *Better Comprehend their Emotions*

Five Core Competencies - CASEL

1. Self-awareness
2. Self-management
3. Social-awareness
4. Relationship skills
5. Making responsible decisions









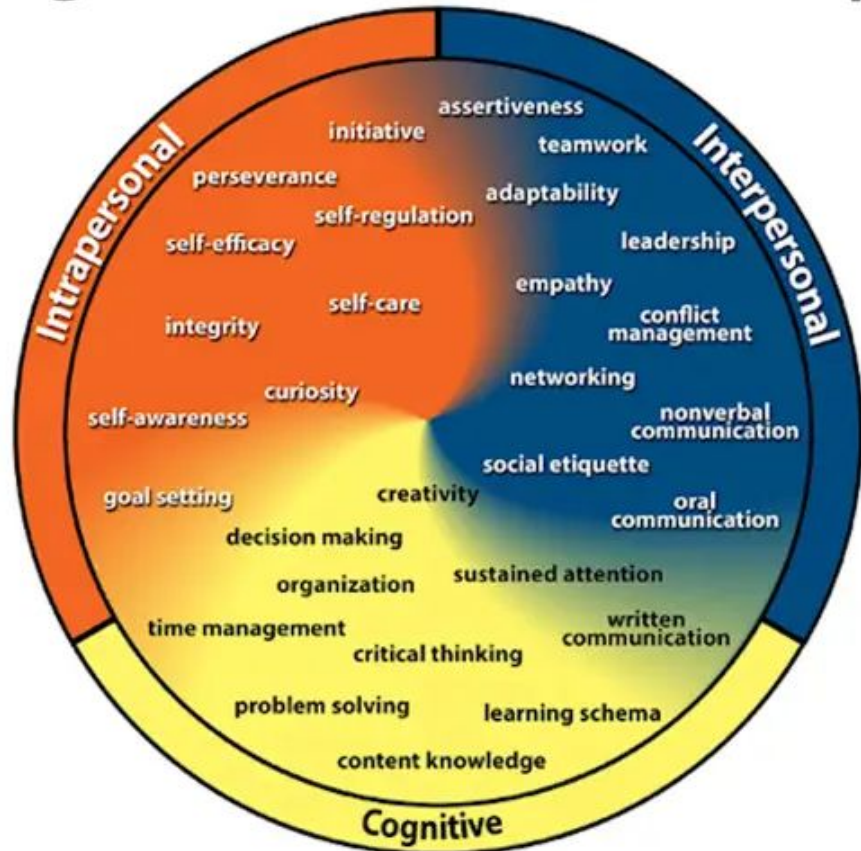
Why SEL?

1. Increase self-awareness
2. Improves academic performance
3. Enhance positive behaviors

In 2018, **42% of all workers**, or 65 million, held jobs in which **social skills are most important**. In contrast, only 19% of workers were employed in occupations in which social skills are least important.

-Pew Study - 2018

College and Career Competency Wheel



Gaumer Erickson, A.S., Soukup, J.H., & Noonan, P. (2013). College & Career Competency Wheel. Lawrence, KS: University of Kansas, Center for Research on Learning. Derived in part from Pellegrino, J.W., & Hilton, M.L. (Eds.). (2012) Education for Life and Work: Developing Transferable Knowledge and Skills in the 21st Century. Washington, DC: National Academies Press.

COMPETENCIES ARE TEACHABLE.

(Cantley, Little, & Martin, 2010; Cassidy, 2011; Ervington & Camp, 2002; Farrington et al., 2012; Grote, Trusty, Chaw, & Bakley, 2014; Hulleman & Harackiewicz, 2009; Meiklejohn et al., 2012; Meyer & Turner, 2002; Moeller & Fleming, 2001; Oettingen & Gollwitzer, 2001)



Strategies - Interventions



Video



Model



Video Modeling – The Basics

- Communication
- Emotion
- Emotion recognition
- Perspective taking
- Social interaction
- Reciprocal play
- Initiative response
- Adaptive behaviors



The National Clearinghouse on

Autism Evidence & Practice



NCAEP • BRIDGING PRACTICE AND SCIENCE

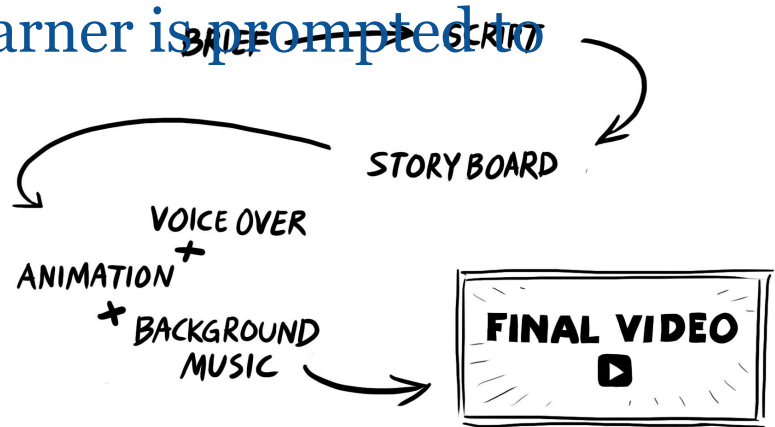
EVIDENCE-BASED PRACTICES

Icon indicates practices with newly developed content (2015-2018) on AFIRM. Select the practice to access these modules and downloadable resources.

 <i>Antecedent-based Intervention (ABI)</i>	 <i>Naturalistic Interventions (NI)</i>	 <i>Self-management (SM)</i>
 <i>Cognitive Behavioral Intervention (CBI)*</i>	 <i>Parent-implemented Interventions (PII)</i>	 <i>Social Narratives (SN)</i>
 <i>Differential Reinforcement (DR)</i> Previously Differential Reinforcement of Alternative, Incompatible, or Other Behavior	 <i>Peer-mediated Instruction and Intervention (PMII)</i>	 <i>Social Skills Training (SST)</i> Previously Social Skills Groups
 <i>Discrete Trial Training (DTT)</i>	 <i>Picture Exchange Communication System (PECS)</i>	 <i>Structured Play Groups (SPG)*</i>
 <i>Exercise (ECE)*</i>	 <i>Pivotal Response Training (PRT)</i>	 <i>Task Analysis (TA)</i>

Three Main Features of VM

1. An exemplar is video recorded performing the targeted behavior. This model can be a peer, a family member, teacher, or other adults.
2. The video is played for the learner before each teaching situation.
3. After the video is finished, the learner is prompted to perform the behavior.



Video Modeling 101

- ***Basic video modeling*** involves recording someone besides the learner engaging in the target behavior or skill (i.e., models) – reviewed later.
- ***Video self-modeling*** is used to record the learner displaying the target skill or behavior - reviewed later.

Video Modeling 101

- ***Point-of-view video modeling*** is when the target behavior or skill is recorded from the perspective of the learner.
- ***Video prompting*** involves breaking the behavior skill into steps and recording each step with incorporated pauses during which the learner may attempt the step before viewing subsequent steps. Video prompting may be done with either the learner or someone else acting as a model.

[Click on the Image](#)



Teacher Responsibility

Focused
Instruction

"I do it."

Guided
Instruction

"We do it."

Collaborative
Learning

"You do it together."

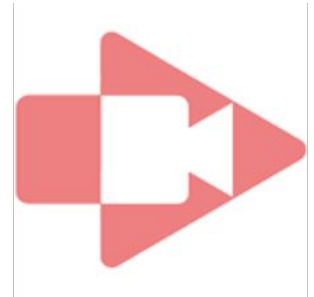
Independent
Learning

"You do it alone."

Student Responsibility

Examples of Video Modeling

- Going to a Dentist - <https://youtu.be/oo4Os4ACQWU>
- Time for School - <https://youtu.be/4qzDxnGGzN8>
- Social Interaction - <https://youtu.be/loZIt-XmEDU>



Organizing Video

Storyboard Thoughts

- Story Board That
- Make Belief Comixs
- Digital Books



Create your own at [Storyboard That](https://www.storyboardthat.com/)

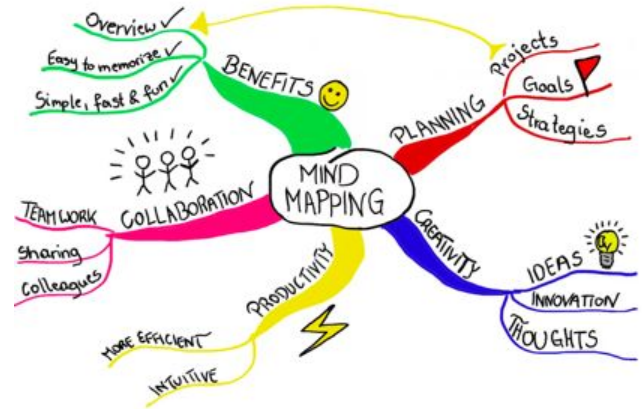


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Organizing Video

Interactive Graphic Organizers - Resources

- [BubblUs](#)
- [iBrainStorm](#)
- [Checkvist](#)
- [ConceptBoard](#)

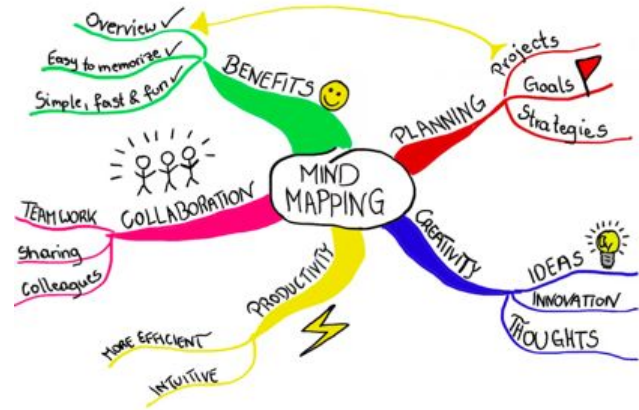


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Organizing Video

Interactive Graphic Organizers - Resources

- [MindMeister](#)
- [MindDomo](#)
- [Mural](#)
- [Popplet](#)



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Digital Books



Tar Heel Reader

books for beginning readers of all ages



BOOK CREATOR



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Social Stories/Narratives

1. A brief description of the situation
2. What the individual thinks, feels, does, or says in this situation
3. What others may think, feel, do, or say in this situation
4. Description of appropriate response or behavior in that situation
5. Explanation of why that response or behavior is appropriate
6. How the better behavior/appropriate response will benefit the student



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Social Stories

Descriptive sentence – in these sentences the “who, what, where, and why” details are emphasized, making it recognizable and easier for your child to relate as to when the situation actually occurs.

Directive sentence – here you include instructions as to how your child should appropriately respond to a specific situation.



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COVID-19



Right now, lots of people are getting sick with a virus.



Doctors and leaders are working hard to keep everyone



healthy. I need to help keep myself safe and healthy too.



School is closed so students and teachers can stay

healthy. While school is closed, it is important for



everyone to stay home and not visit other people. While I



am at home, I can play, look at books, and learn. I also



need to wash my hands a lot with soap and water. This



Social Skills + Distance Learning

- Virtual Greetings/Morning Meetings
- Breakout Rooms - With a Purpose
- Structured Discussion Starters
- Read Alouds
- Virtual Lunch Bunch
- Practice & Model - Explicit Instruction
- Empower Home - Model, Practice, & Apply



What Social Skills?



10 Social Skill Domains

Domain name	# of scenarios/skills	Example scenario
Self-Awareness & Advocacy	25	Can implement self-control
Self-Regulation Skills	17	Understands no means no
Critical Thinking & Problem-Solving	21	Seeks attention appropriately
Executive & Organizational Skills	15	Follows daily schedule
Receptive Communication Skills	10	Respects boundaries
Relationship Skills	22	Asks to join in
Social Comprehension	13	Manages peer pressure
School, Home & Community	18	Deals with transitions
Self-Care & Safety	24	Identifies risky situations
Expressive Communication & Conversational Skills	17	Listen without interrupting

A Look At 9 of the 20 Social Skill Assessment Domains

Instrument (Acronym)	Target Population	Subscales	Instrument (Acronym)	Target Population	Subscales	Instrument (Acronym)	Target Population	Subscales
Autism Social Skills Profile by Scott Bellini	N/R	3 Subscales: Social reciprocity, social participation/avoidance, and detrimental social behaviors	Child and Adolescent Social Support Scale (CASS) Levels 1 & 2	Age 8-18	4 Subscales: Emotional, informational, appraisal, and instrumental	Social Responsive-ness Scale-2 (SRS-2)	Age 2.5-Adult	5 Subscales: Receptive communication, cognitive processing, expressive communication, motivational aspects of social behavior, and autistic preoccupations
Behavior Assessment Scale for Children – 3rd Edition (BASC-3)	Age 2-21	5 Subscales: Externalizing problems, internalizing problems, adaptive skills, school problems, and executive functioning	Devereux Student Strengths Assessment and Screener	Age 5-13	8 Subscales: Optimistic thinking, self-management, goal-directed behavior, self-awareness, social awareness, personal responsibility, decision making, and relationship skills	Social Skills Improvement Rating Scales (SSIS)	Age 3-18	7 Subscales Depending on Age Administered: 3 Subscales: Social skills, problem behaviors, and academic competence 4 Subscales: Communication, engagement, bullying, and autism spectrum.
Behavioral & Emotional Rating Scale–Second Edition (BERS-2)	Age 5-18	5 Subscales: Interpersonal strength, involvement with family, intrapersonal strength, school functioning, and affective strength.	Matson Evaluation of Social Skills with Youngsters (MESSY-I and MESSY-II)	Age MESS Y-II 2-16 MESS Y-I 4-18	5 Subscales: Adaptive or appropriate social skill, hostile, overconfident or inappropriate assertiveness, impulsive, and jealousy or withdrawal	Social Competence and Behavior Evaluation Scale (SCBE)	Age 2.5-6	4 Subscales: Social competence, externalizing problems, internalizing problems, and general adaptation

Define Virtual Reality

- A 3-Dimensional simulation of a real world environment or physical event that is depicted using computer generated graphics and content (Virtual Environment).
- Defining characteristics
 - Immersion-The degree to which users are engrossed and engaged in a virtual simulation (Presence).
 - Interaction-The degree to which the users are able to visualize, manipulate, and participate in a virtual environment.

CAVE



Desktop



Virtual Café'



Second Life



Teaching and Learning Social Skills Digitally

Video
Modeling



Virtual Training with Live
Coach

Charisma

VIRTUAL TRAINING TO HELP YOU
NAVIGATE SOCIAL SITUATIONS
IN THE REAL WORLD

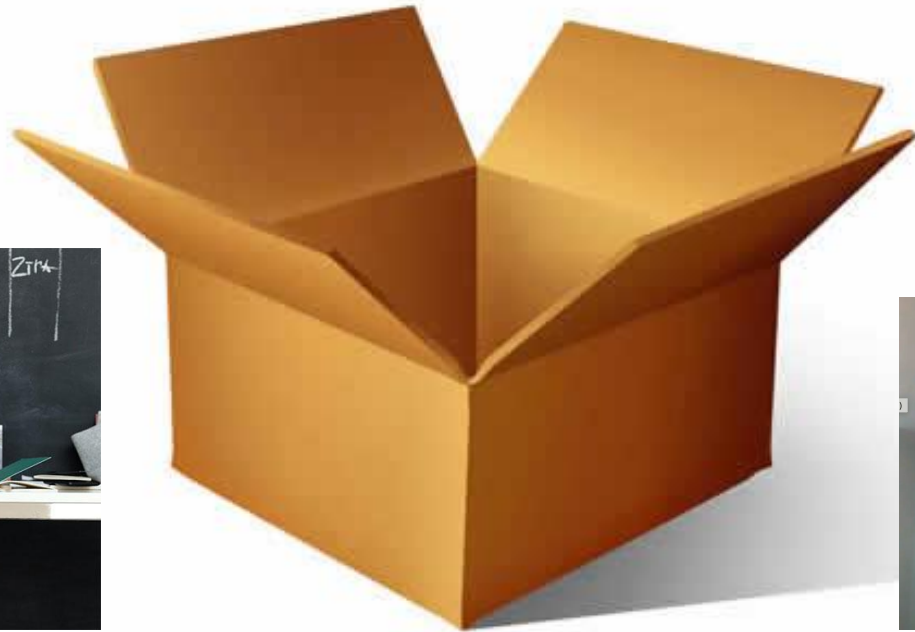
Charisma™ is a flexible virtual training platform combined with live, interactive social coaching. Trained experts teach cognitive strategies to enhance the way individuals think, work and thrive socially.

Computer Assisted
Practice



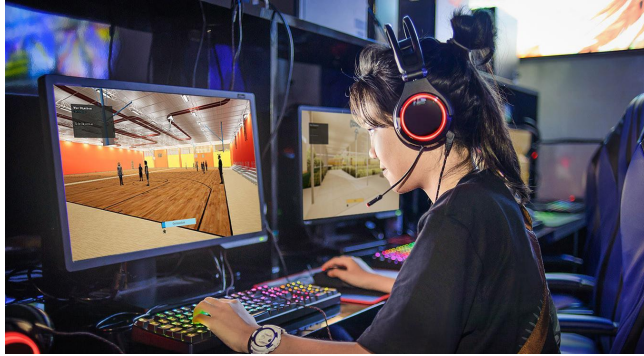


VIRTUAL REALITY OPPORTUNITIES TO IMPLEMENT SOCIAL SKILLS





VIRTUAL REALITY OPPORTUNITIES TO IMPLEMENT SOCIAL SKILLS

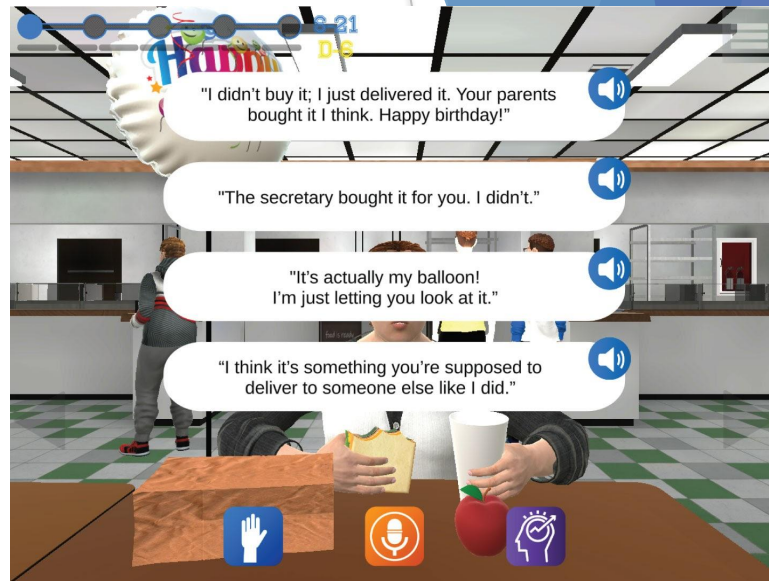


- Stand-alone interactive solution to support acquisition
- Middle school students with social skill needs
- Students with Autism and Learning Disabilities
- Accessible on computer/iPad/Chromebook, **doesn't require a headset**
- Accessible on Oculus Quest



VOISS Basics

- 140 social scenarios
- Across multiple school environments
- Built around Social Narratives
- Controlled Pathways
- Students respond to pre-set questions.
- Pre-programmed responses for correct/incorrect answers



University of Kansas – Project VOISS

Responding to Questions in VOISS

The screenshot displays a virtual classroom environment with a checkered floor and wooden desks. Overlaid on the scene are four white speech bubbles containing the following text:

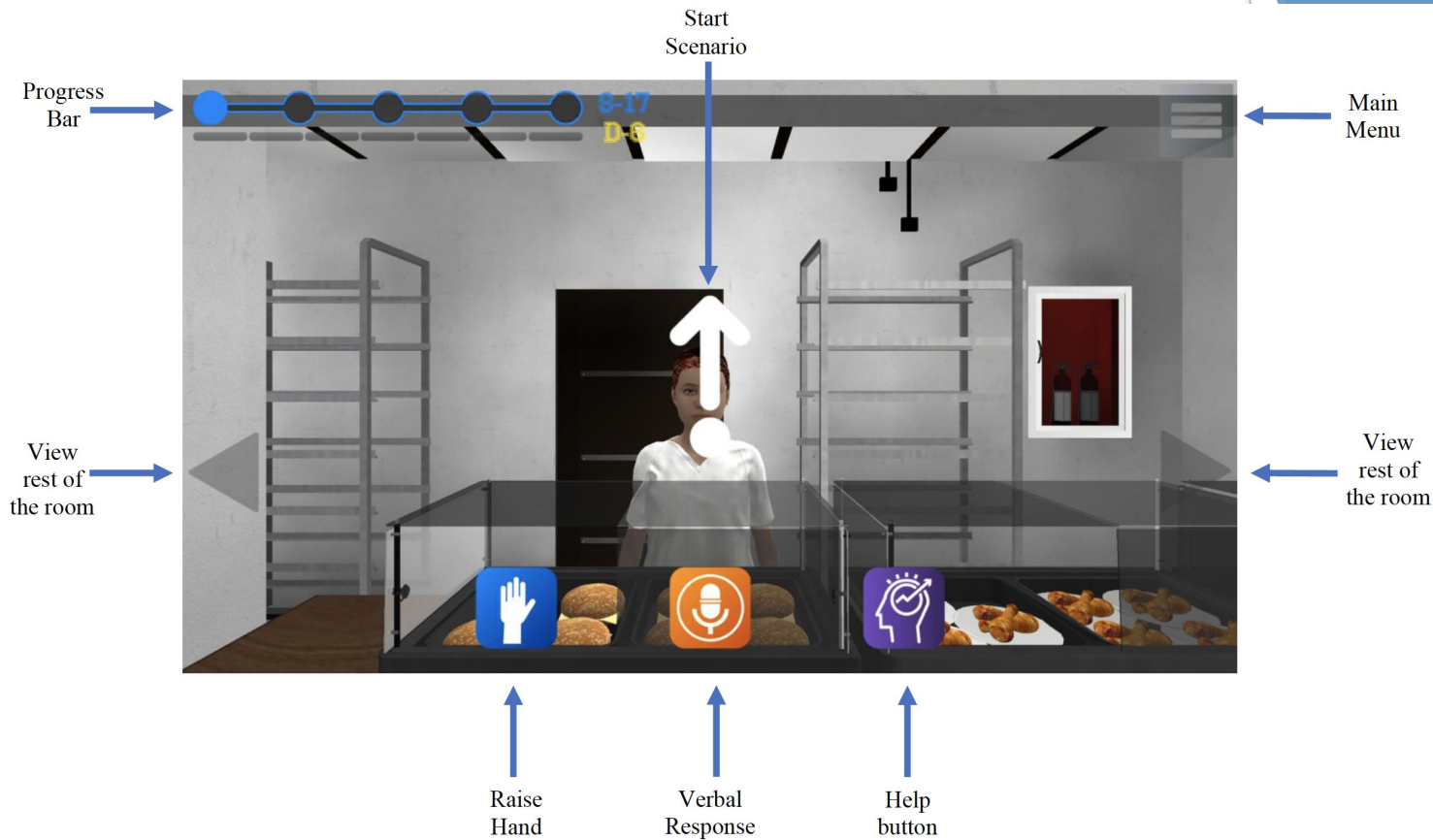
- "Thanks for asking but I need to work somewhere quiet to get this homework done before the next class."
- "Thanks for asking but I don't want to sit with you."
- "Thanks for asking. Maybe tomorrow but not today."
- "Sure!"

Each speech bubble has a blue speaker icon to its right. At the bottom of the interface are three icons: a blue hand icon, an orange microphone icon, and a purple head icon with a brain. Below these icons are the labels "Raise Hand", "Verbal Response", and "Help Button".

Annotations with blue arrows provide instructions:

- On the left, "Click the Correct Response" has four arrows pointing to the four speech bubbles.
- On the right, "Click to have response read aloud" has four arrows pointing to the speaker icons.
- At the bottom, three blue arrows point upwards from the labels "Raise Hand", "Verbal Response", and "Help Button" to their respective icons.

VOISS Navigation



SCENARIO EXAMPLE

☰ VOISS Virtual Reality Social Skills Scenario 11 Example



Scenario 1

Lunchroom Ask to Join in and Needing Assistance

Scenario 2

Providing the Main Idea for a Conversation

Scenario 3

Starting a Conversation

Scenario 4

Conversation at Lunch Table

Scenario 5

Turn in Work

Scenario 6

Asking Teacher A for Help

Scenario 7

Collaborative Activity in the Classroom

Scenario 8

Shooting Baskets in the Gym

Scenario 9

Greetings and Conversation in Hallway

Scenario 10

Greeting Others

Scenario 11

Walking Through the Hallway Between Classes

Scenario 12

Changing Topics Smoothly in Conversation

Scenario 13

Conversation with Peers in the Classroom

Scenario 14

Teacher Calls on Student in the Classroom

Scenario 15

Talking with Adults

Scenario 16

Ending a Conversation

Scenario 17

Interacting with Cafeteria Personnel in the Lunch Line

Scenario 18

Working on Homework in Library

Scenario 19

Library Project

Scenario 20

Being a Good Digital Citizen

Scenario 21

Balloon Delivery

Scenario 22

Problem Solving a Broken Device

Scenario 23

Tattling in Hallway

Scenario 24

Gym Class Interaction

Scenario 25

Collaborative Art



Web-based Support

- ❖ Targets Educators
- ❖ Addresses the 10 Social Domains
- ❖ How-to Guides for VOISS
- ❖ Seeks to guide *real-life* practice
- ❖ Interventions for generalization
- ❖ Progress Monitoring Dashboard



The screenshot shows the VOISS Advisor website. At the top right is a large red and blue logo featuring a stylized 'V' with a globe inside. Below it, the text 'VOISS' is written in large blue letters, and 'ADVISOR' is written in smaller blue letters below that. A navigation bar contains links for 'VOISS', 'Resources', 'Classroom Stories', and 'Lesson Planning Tool'. The main content area features a 3D-rendered classroom scene with three avatars. A text box reads: 'Welcome to VOISS Advisor. This website was developed to support teachers with implementing behavioral strategies in the classroom. VOISS is an immersive virtual reality environment where students can learn specific behavioral skills.' Below this are four dark blue buttons with white icons and text: 'VOISS' (with a play button icon), 'RESOURCES' (with a magnifying glass icon), 'CLASSROOM STORIES' (with a document icon), and 'LESSON PLAN TOOL' (with a pencil icon). At the bottom left, there is a section titled 'VOISS' with a paragraph: 'Designed for middle school students who struggle with social skills, Virtual reality Opportunity to Integrate Social Skills (VOISS) is an interactive virtual environment that integrates empirically validated social narratives into a safe and meaningful virtual learning experience. With over 140 skill-based scenarios covering 10 social skill domains, teachers assign students scenarios and receive instant data to support implementation, practice, and generalization of new learning.' Below this text is a red button labeled 'WATCH VIDEOS'. To the right of the text is a 3D-rendered group of six diverse middle school students in a virtual classroom setting.

Components of VOISS Advisor

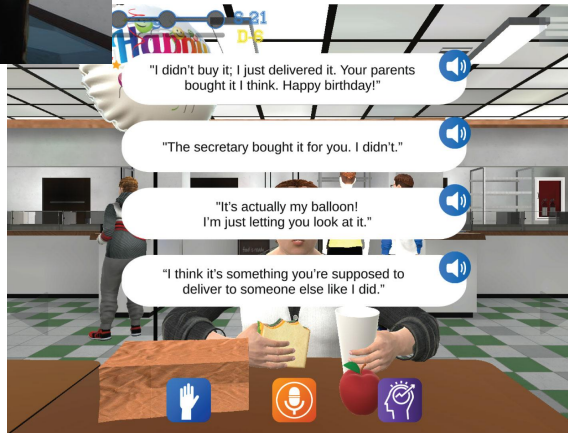


- Access to VOISS
- Social Skill Screener
- Progress Monitoring Dashboard
- Library of strategies and tactics for practice and generalization
 - Instructional videos
 - Implementation guides
 - Modeling videos
- Classroom Stories
- Lesson Plan Builder

University of Kansas – Project VOISS

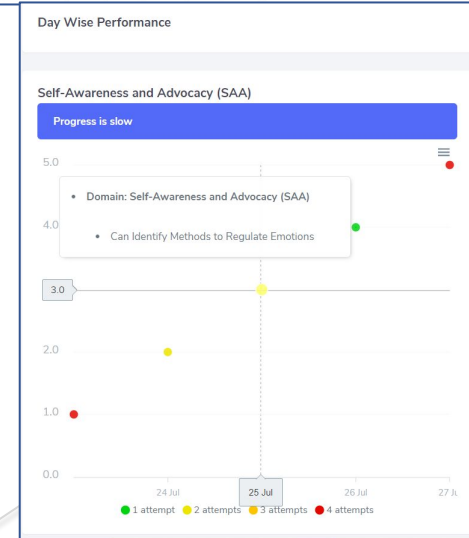
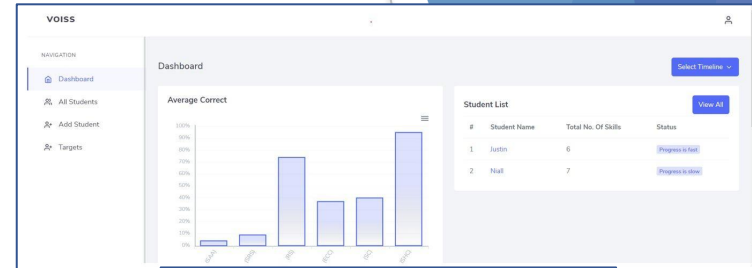


Social skill screener suggests specific scenarios



Progress Monitoring Tool

1. Collects Data on every click & touch by the student.
2. Measures number incorrect
3. Measures number correct
4. Measures amount of time per scenario
5. Identifies scenario completion compared to teacher expectation
6. Measures speed of completion
7. Identifies location of student in system





Attempts Analysis

Progress Visualization

Radial Visualization

Time Based

Day Wise Individual Analysis

Progress Visualization

Self-Awareness & Advocacy (SAA)



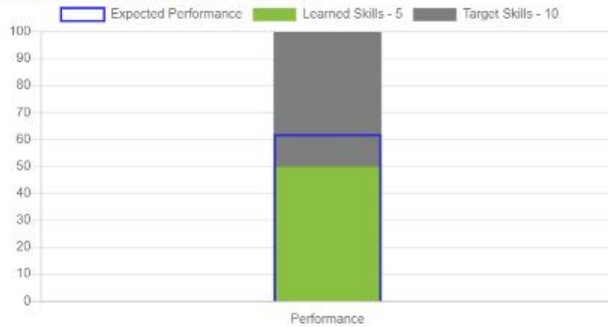
Self-Regulation Skills (SRS)



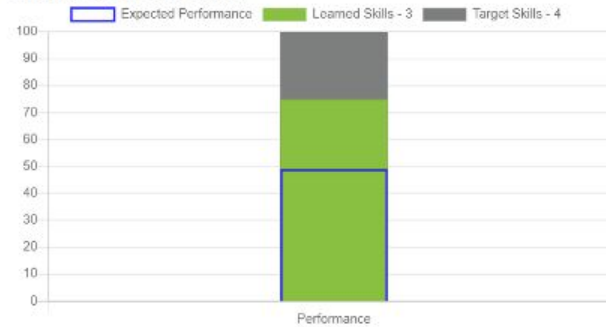
Relationship Skills (RS)



Self-Awareness and Advocacy (SAA)

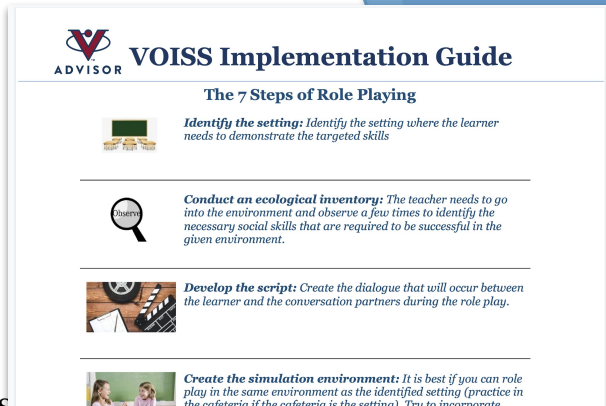


Self-Regulation Skills (SRS)



Videos & Guides


- How-to use VOISS as a teacher
- How-to use VOISS with students
- Instructional & modeling videos + implementation guides for:
 - 3 generalization settings
 - 4 instructional strategies
 - 5 generalization tactics
 - 3 support strategies





VOISS
ADVISOR


VOISS Implementation Guide

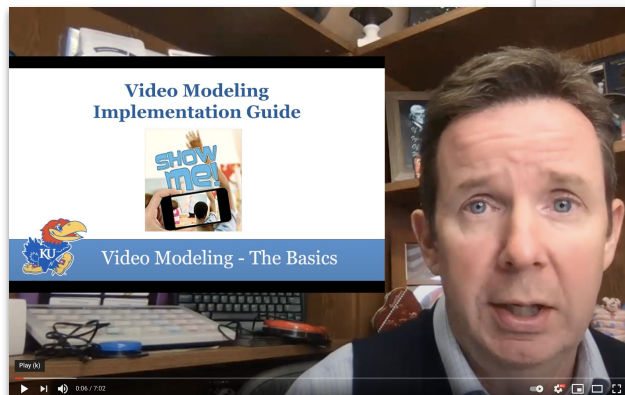
The 7 Steps of Role Playing

 **Identify the setting:** Identify the setting where the learner needs to demonstrate the targeted skills

 **Conduct an ecological inventory:** The teacher needs to go into the environment and observe a few times to identify the necessary social skills that are required to be successful in the given environment.

 **Develop the script:** Create the dialogue that will occur between the learner and the conversation partners during the role play.

 **Create the simulation environment:** It is best if you can role play in the same environment as the identified setting (practice in the cafeteria if the cafeteria is the setting). Try to incorporate



Classroom Stories

- Context
 - Individual student
 - Parent perspective
 - Teacher perspective
 - includes videos of teacher describing student
- 5 individualized lesson plans
- Links to strategies and tactics

Expressive Communication and Conversational Skills



Arturo's Story

Arturo is an 8th grader who receives special education and speech-language services under the autism eligibility category. Arturo's parents are from Honduras, and Spanish is the primary home language. In elementary school, Arturo was described by teachers as hyperactive and he had high rates of problem behaviors. He was eligible for services under the emotional disturbance category until he received a medical diagnosis of autism at eight years old. Although the severity of Arturo's challenging behaviors has decreased, hyperactivity and social skills remain areas of concern.



PARENTS' PERSPECTIVE



MS. JONES' PERSPECTIVE



SUPPORTING SKILLS



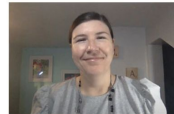
ARTURO'S LESSON PLANS

Ms. Jones' Perspective

Ms. Jones has observed similar behaviors at school. She's noticed that although Arturo joins conversations, he has trouble staying on topic. Arturo enjoys checking the weather radar online and talking about car engines, and he interjects these topics into irrelevant conversations. For example, Ms. Jones recently noticed that Arturo joined a group of peers talking about Minecraft and interrupted the peers to tell them that a cold front was coming in that evening. Most students are nice to Arturo, and he is rarely teased about his idiosyncratic interests. However, peers often leave the area or end the conversation when Arturo begins to ramble. Ms. Jones is concerned because she's noticed some students have begun avoiding Arturo in general.

Hear Ms. Jones share more about Arturo:

Introduction of Ms. Jones and Arturo



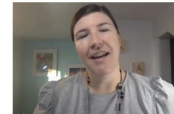
General Summary of Concerns for Arturo



Struggles with Conversation Skills



Struggles with Communication



Expressive Communication and Conversational Skills Lesson Plans for

Arturo



ECC.3

Greeting Others



ECC.7

Listening Without Interrupting



ECC.5

Asking a Question About a Topic



ECC.12

Using Appropriate Voice Level and Tone



ECC.17

Displaying Manners - Apologizes, Requests Respectfully

Do you wanna play?

Seeking middle school students with ASD and LD

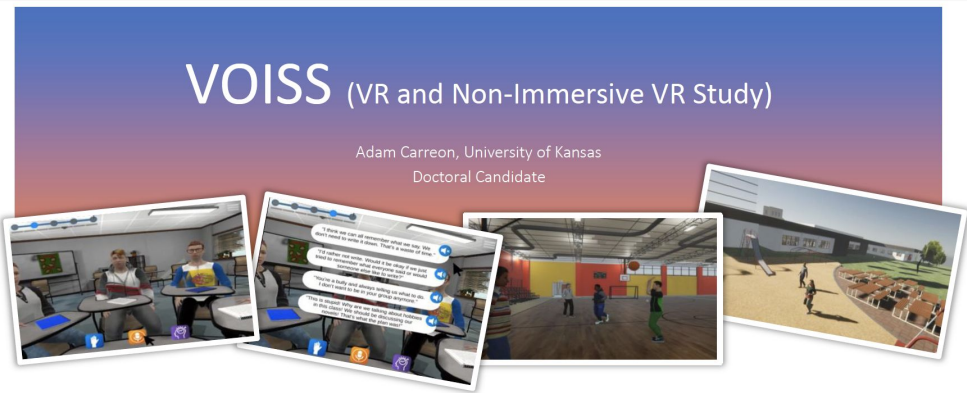
Contact:

Sean J. Smith, Ph.D.

seanj@ku.edu

Periodically searching for various students and interested teachers. Let us know you want more information here:

<http://projectvoiss.org/work-with-us>



Overview

The study will:

1. Provide a safe place for students to develop and practice social skills.
2. Use current virtual reality technology (i.e., iPad, Chromebook) to **support student's expressive communication social skills** (i.e., responding appropriately to greetings).

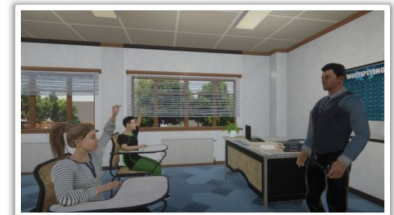


Participants Needed

- 5th-8th Grade (11-15)
- Students with ASD and/or LD eligible with an identified with a social skills deficit
- The device will be randomly selected; students comfortable with the possibility of wearing a VR headset

Time Frame

- 5 days total
- 30-minutes a day for 5 days completing scenarios (Day 1-5)
- Hope to complete in Fall of 2020



STEVEN SPIELBERG PRESENTS



BACK TO THE FUTURE

PG

A ROBERT ZEMECKIS FILM



Provide multiple means of Engagement

Affective Networks
The "WHY" of Learning



Access

Provide options for **Recruiting Interest**



Build

Provide options for **Sustaining Effort & Persistence**



Internalize

Provide options for **Self Regulation**

1. Options for **RECRUITING** Interest
2. Options for Sustaining Effort & Persistence
3. Options for Self-Regulation

Engagement | Guidelines & Checkpoints

GUIDELINE 7

Recruiting Interest

Spark excitement and curiosity for learning.

CHECKPOINT 7.1

- **Optimize individual choice and autonomy** >

CHECKPOINT 7.2

- **Optimize relevance, value, and authenticity** >

CHECKPOINT 7.3

- **Minimize threats and distractions** >

GUIDELINE 8

Sustaining Effort & Persistence

Tackle challenges with focus and determination.

CHECKPOINT 8.1

- **Heighten salience of goals and objectives** >

CHECKPOINT 8.2

- **Vary demands and resources to optimize challenge** >

CHECKPOINT 8.3

- **Foster collaboration and community** >

CHECKPOINT 8.4

- **Increase mastery-oriented feedback** >

GUIDELINE 9

Self Regulation

Harness the power of emotions and motivation in learning.

CHECKPOINT 9.1

- **Promote expectations and beliefs that optimize motivation** >

CHECKPOINT 9.2

- **Facilitate personal coping skills and strategies** >

CHECKPOINT 9.3

- **Develop self-assessment and reflection** >

UDL's Top 10 Rules for Engagement

1. Create Clear Specific Goals
2. Minimize Distractions
3. Present flexible assessment options
4. Provide frequent, formative feedback
5. Incorporate authentic and relevant examples



UDL's Top 10 Rules for Engagement

6. Ensure resources/supports meet the demands of a task
7. Increase opportunities for collaboration
8. Share examples & non-examples
9. Offer time for active reflection on learning & engagement
10. Support risk taking



Student Engagement = Collaboration

Collaboration

- x In Class
- x Out of Class
- x Real Time
- x Asynchronous



OmniEd.org - Engaging ALL Learners

Student Engagement = Collaboration

Google Classroom/Slides

- x Demonstrate what I Know
- x Various Media
- x Offers tools
 - x Asynchronous
 - x Speech-to-Text
 - x Embedded Supports



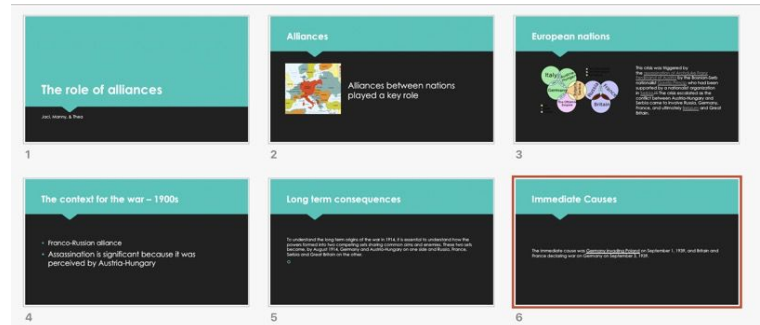
Google Slides



Student Engagement = Collaboration

Google Classroom/Slides

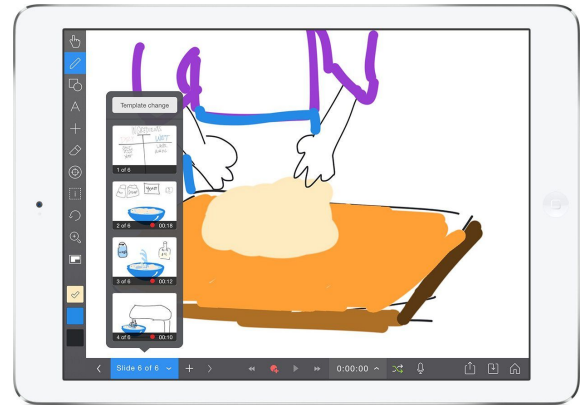
- ✗ Collaborate in small groups
- ✗ Place headers or photos on slides (as a scaffold, if needed)
- ✗ Provide formative comments as they create slides
- ✗ Can be a scaffold for a report or writing assignment



Tools for Collaboration

- Interactive whiteboards
- Add text, draw, highlight, images...
- Record - Video - Audio
- Real-time collaboration
- Save & Share

Explain
Everything



OmniEd.org - Engaging ALL Learners

Student Engagement = Collaboration

Interactive White Boards/Explain Everything

- ✗ Interact with others
- ✗ Various Media
- ✗ Offers tools
 - ✗ Live/asynchronous
 - ✗ Drawing tools/Shapes
 - ✗ Images/text

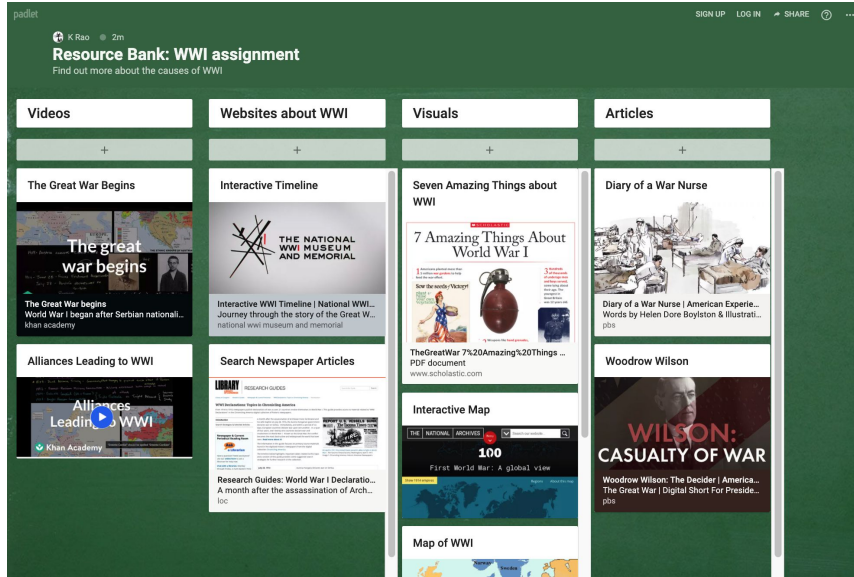


Jamboard



OmniEd.org - Engaging ALL Learners

Tools for Collaboration



Padlet

1. Online Virtual Bulletin Board
2. Synchronous and Asynchronous Posting
3. Use text, images, video, links....
4. Share, connect, add....
5. Our Job - Directions...



OmniEd.org - Engaging ALL Learners

Video

Demonstrating what I know!!!

- x Google docs to outline
- x Video and then share
- x Live and record
- x Edit and combine
- x Zoom, FlipGrid....

SCREENCAST  MATIC



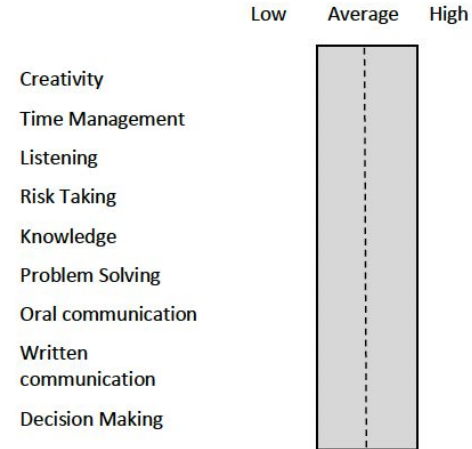
OmniEd.org - Engaging ALL Learners

#1 - Get to Know Your Student

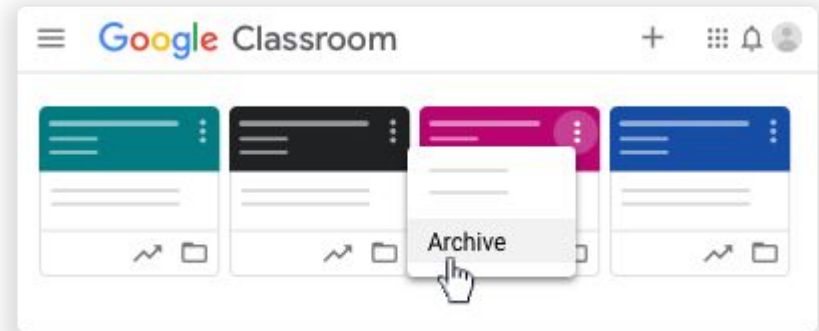


Jagged Profile

1. Pre-Assessments
2. Likes & Dislikes
3. Interest
4. Learning Styles
5. What's Happening at Home

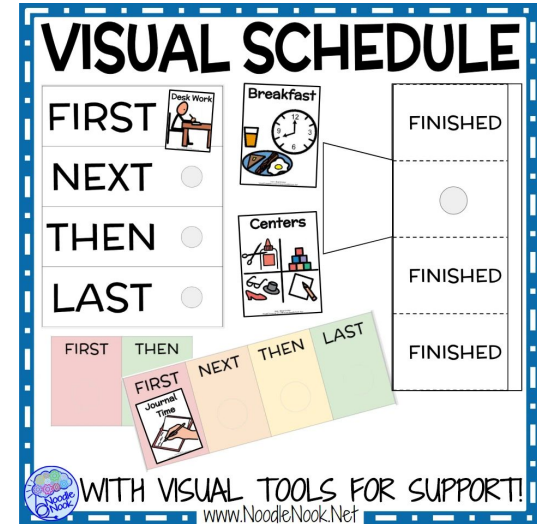


#2 Create a Schedule



#2 Create a Schedule

1. Use a Visual Schedule
2. Layout Structure for the Students
3. Communicate The Day
4. Set Up the Week
5. Reinforce Structure & Flexibility
6. Communicate Transitions



LMS Calendar

Remember your Calendar!

Embedded

Features

Organize

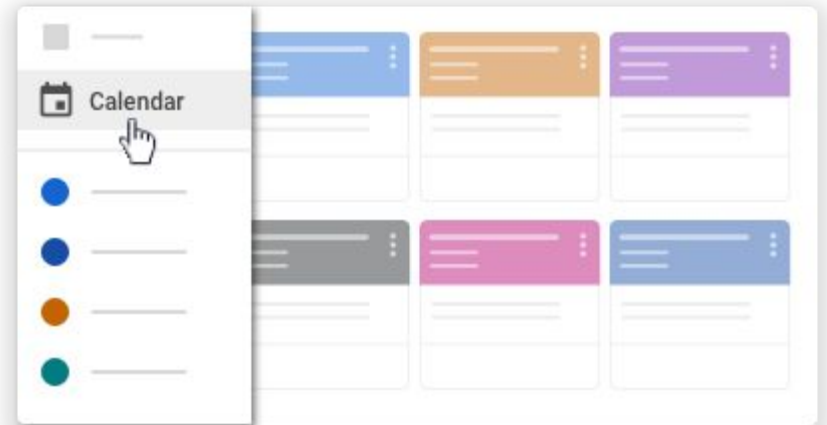
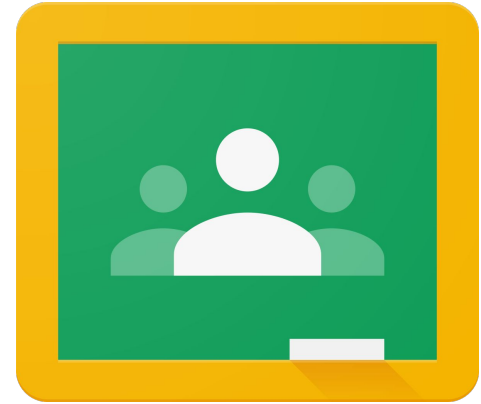
Reminders

Links to Content

Video

Presentations

Directions...

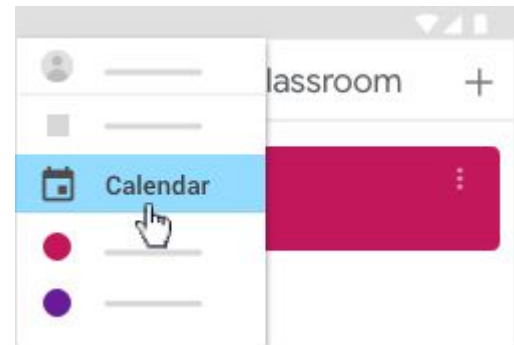
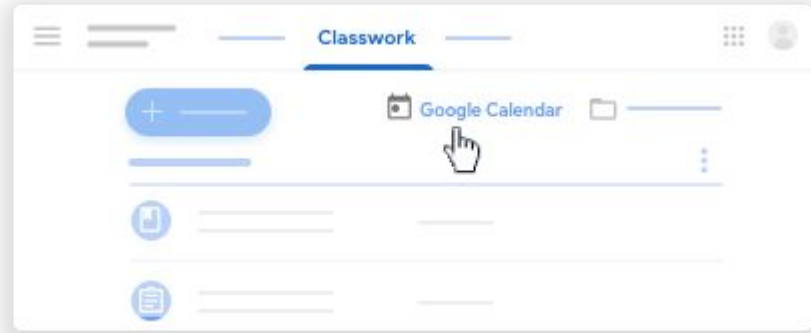


How To Video

HOW TO USE
GOOGLE
CLASSROOM
CLASS CALENDAR
FOR STUDENTS

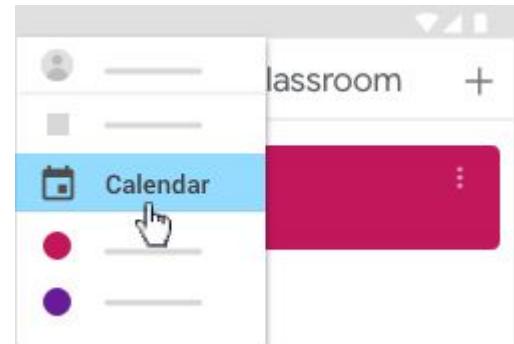
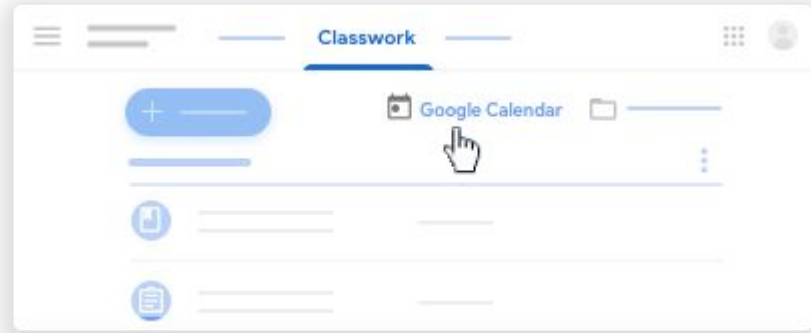
Calendar - Personalize

1. Group & Individual
2. Reminders to other devices
3. Homework Listing
4. Lesson Plan Calendar
5. For Parents
6. ...



Calendar - Personalize

1. Color code
2. Direct Links
3. Video
4. Use the Task List Feature
5. ...



How To Task List

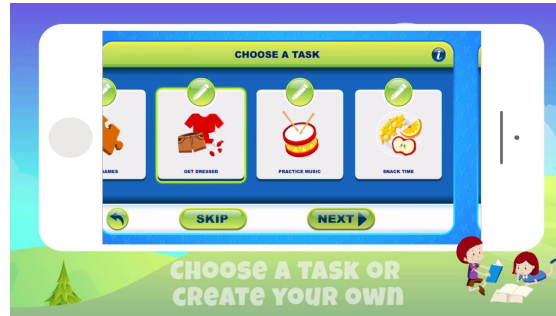
Google Calendar To-Do List



Simpletivity

Visual Schedules

1. Visuals
2. Features
 - a. Pictures
 - b. Audio
 - c. Symbols
 - d. Graphics



Personalized Learning & Self-Determination

1. Students taught to empower themselves
2. Make self-aware choice
3. Tools to facilitate this...
4. Students Take Ownership!



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Schedules as a Road Map & Transitions



Remember - Schedules and Family

Communicate to family

1. What is due and when
2. Where things need to be loaded
3. What they need to be reminding their child
4. Navigate their child to the resource
5. ...



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A Case for the EBP

Why should this evidence-based practice (EBP) be used with learners with ASD?

Lesson
1

EBP Basics

- Definition and description of the EBP
- How the EBP is used
- Who can use the EBP
- Evidence-base for the EBP

Lesson
2

Planning for the EBP

- Steps for planning for the EBP
- Concrete examples of how the EBP steps are followed
- Activities, videos, and sample resources to assist in planning for the EBP

Lesson
3

Using the EBP

- Steps for using the EBP
- Scenarios of how practitioners and family members can use EBP
- Interactive problem-solving activities

Lesson
4

Monitoring Progress

- Steps for monitoring the EBP
- How to collect data
- Engaging examples of how to use data to determine learner progress
- Sample data collection forms to assist in monitoring learner progress



EBP Resources and Tools

Downloadable resources that support understanding and application of the EBP.



#3 Small Group Structure - Instruction

- Chunk Learning
 - Large Group
 - Small Group
 - Digital Content
 - Exit Ticket



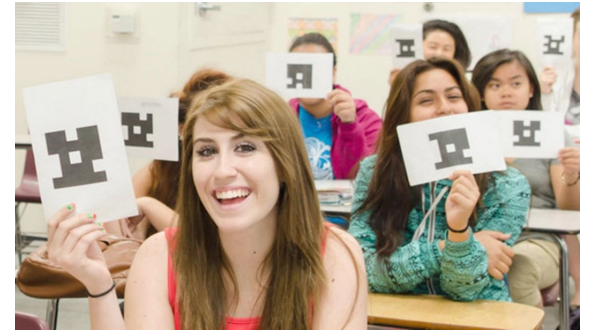
Google Hangouts



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#4 Provide Reinforcement

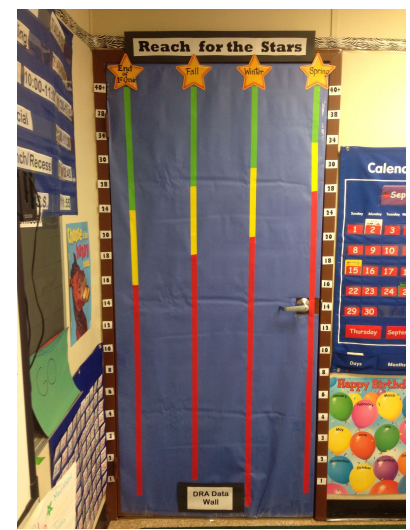
1. Spirit Day - Show and Tell
2. Use Movement
3. Puppets
4. Reveal both Teachers & Students
5. Gamify



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Data Walks = Reinforcement

1. Formative Assessment - Automatic Feedback
2. Personalized Learning
 - a. Data Walks
 - b. Data Walls
 - i. At school
 - ii. Directions for the Home



Engagement | Guidelines & Checkpoints

GUIDELINE 7

Recruiting Interest →

Spark excitement and curiosity for learning.

CHECKPOINT 7.1

- **Optimize individual choice and autonomy** >

CHECKPOINT 7.2

- **Optimize relevance, value, and authenticity** >

CHECKPOINT 7.3

- **Minimize threats and distractions** >

GUIDELINE 8

Sustaining Effort & Persistence →

Tackle challenges with focus and determination.

CHECKPOINT 8.1

- **Heighten salience of goals and objectives** >

CHECKPOINT 8.2

- **Vary demands and resources to optimize challenge** >

CHECKPOINT 8.3

- **Foster collaboration and community** >

CHECKPOINT 8.4

- **Increase mastery-oriented feedback** >

GUIDELINE 9

Self Regulation →

Harness the power of emotions and motivation in learning.

CHECKPOINT 9.1

- **Promote expectations and beliefs that optimize motivation** >

CHECKPOINT 9.2

- **Facilitate personal coping skills and strategies** >

CHECKPOINT 9.3

- **Develop self-assessment and reflection** >

Don't
Forget
UDL Tips

#5 Set Expectations

1. Be clear & Make Sure Students Know
2. Give them Digital Tools to Respond
3. Set up the Classroom Digital Tools
 - a. Mute
 - b. Camera
 - c. Chat Room
 - d. Communicate



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Expectations for Digital

1. Review & Remind
 - a. Etiquette - large & small groups
 - b. Expectations
2. Also Use the Tech
 - a. Breakout Rooms
 - b. Tech for a Purpose
 - c. How-to



Engagement



Representation



Action &
Expression

VIDEO CONFERENCING

Etiquette

 <p>BE ON TIME</p> <p>Be on time and prepared with your device charged. Close all materials and tabs of other classes. Make sure all tech works 5-10 minutes before the meeting.</p>	 <p>MUTE YOURSELF</p> <p>Mute yourself right away to eliminate background noise. In Hangouts Meet you can use the keyboard shortcut Ctrl + D.</p>	 <p>PRESENTATION</p> <p>Consider your surroundings and attire. Find a good spot in the home with few distractions and make sure you're wearing something appropriate for the college day.</p>	 <p>HEADPHONES</p> <p>Use headphones if you have them! If your headphones or earbuds have a microphone, even better!</p>
 <p>CHAT RESPONSIBLY</p> <p>Use the chat function responsibly. Only type when needed so the teacher can respond to questions promptly.</p>	 <p>SIGNALS</p> <p>Use hand signals: Thumbs up = YES / Thumbs down = NO Hand by ear = can't hear Raise hand = have a comment</p>	 <p>CONDUCT</p> <p>Note that all Video Meetings/Lessons will be recorded. Please ensure you conduct yourselves in the same manner you would in a normal lesson.</p>	<p>IT Services can provide limited support and advice during this time.</p> <p>If you have any questions or comments on distance learning please send an email to helpdesk@barton.ac.uk</p>



Joining Breakout Rooms...

Breakout Room 1

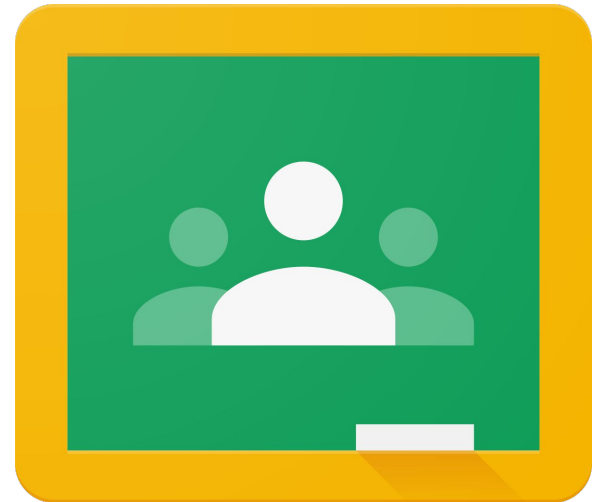
It may take a few moments.

Expectations for Digital

1. Review & Remind
 - a. The How Tos
 - b. Upload
 - c. Download
 - d. Basic communication
 - e. Model
2. Don't let the tech get in the way
3. Don't limit tech use



[27 Tech Tools for Teachers](#)



Expectations - Goals

- Goals
 - Understood
 - Visual
 - Goals - Assessment



Engagement



Representation



**Action &
Expression**



#6 Alter the Way you Represent Information

1. Let them Choose - Choice Chart
2. Present with...
 - a. Background
 - b. Illustrations
 - c. Music



GOOD CHOICE



preview

NOT A GOOD CHOICE



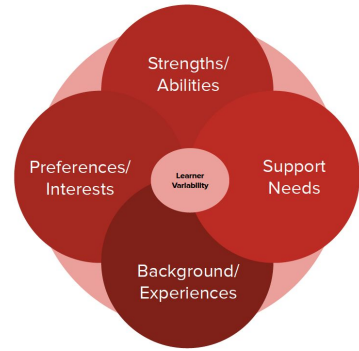
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Awareness of Learning Barriers



Integration of Digital Solutions

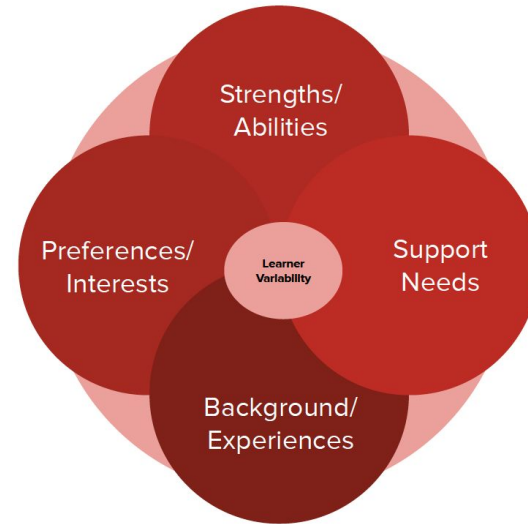


1. Plan **for** varied abilities, needs, preferences, strengths...
2. Identify and design **for** barriers that arise.
3. Plan and Design **for** strategies and tools that reduce barriers & engage & support learners.



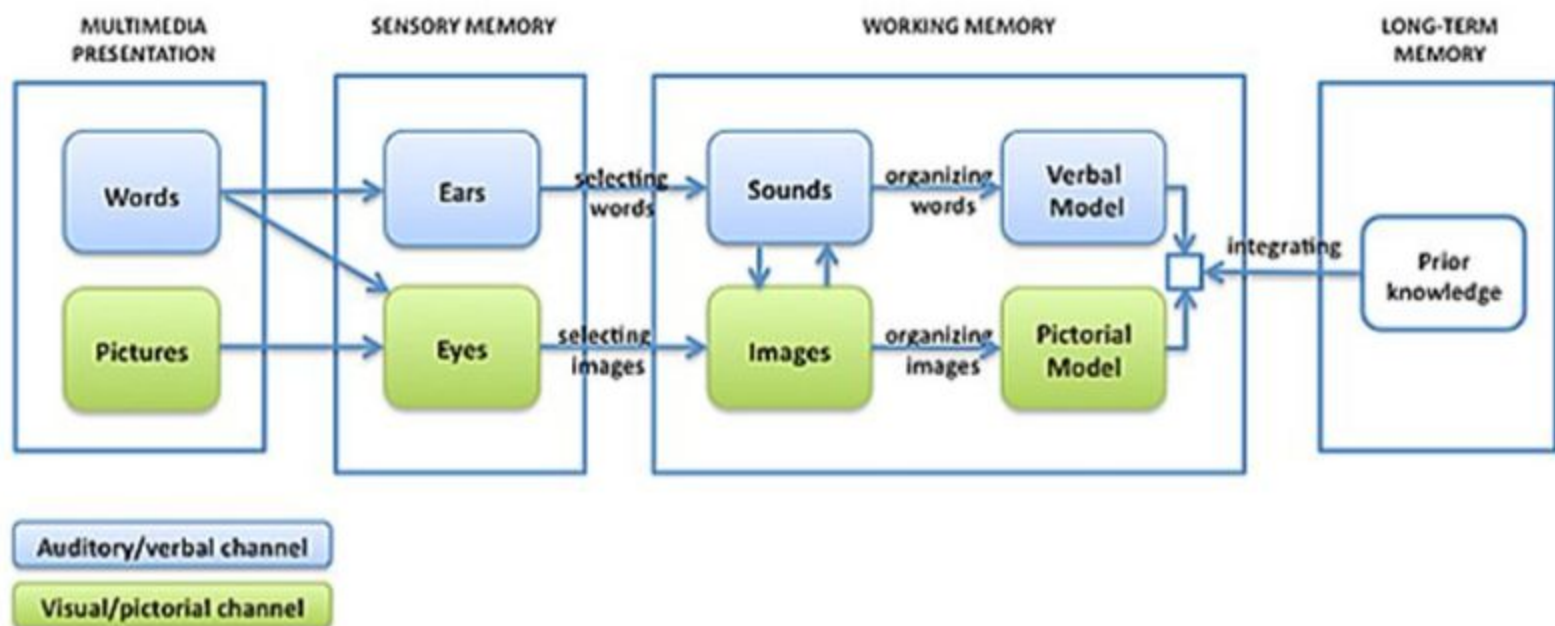
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September Session



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Cognitive theory of multimedia learning



Cueing

1. On-screen text or symbols to highlight important information.
2. Change color or contrast to highlight ideas
3. Use symbols that draw attention to a part of a screen



Segmenting

1. Chunk information – allows learners to engage in small pieces of new information
2. Shorter videos
3. Targeted to specific goals
4. Pauses in video
5. Annotate video – Offer a Question



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Stretchy

the

Word Snake

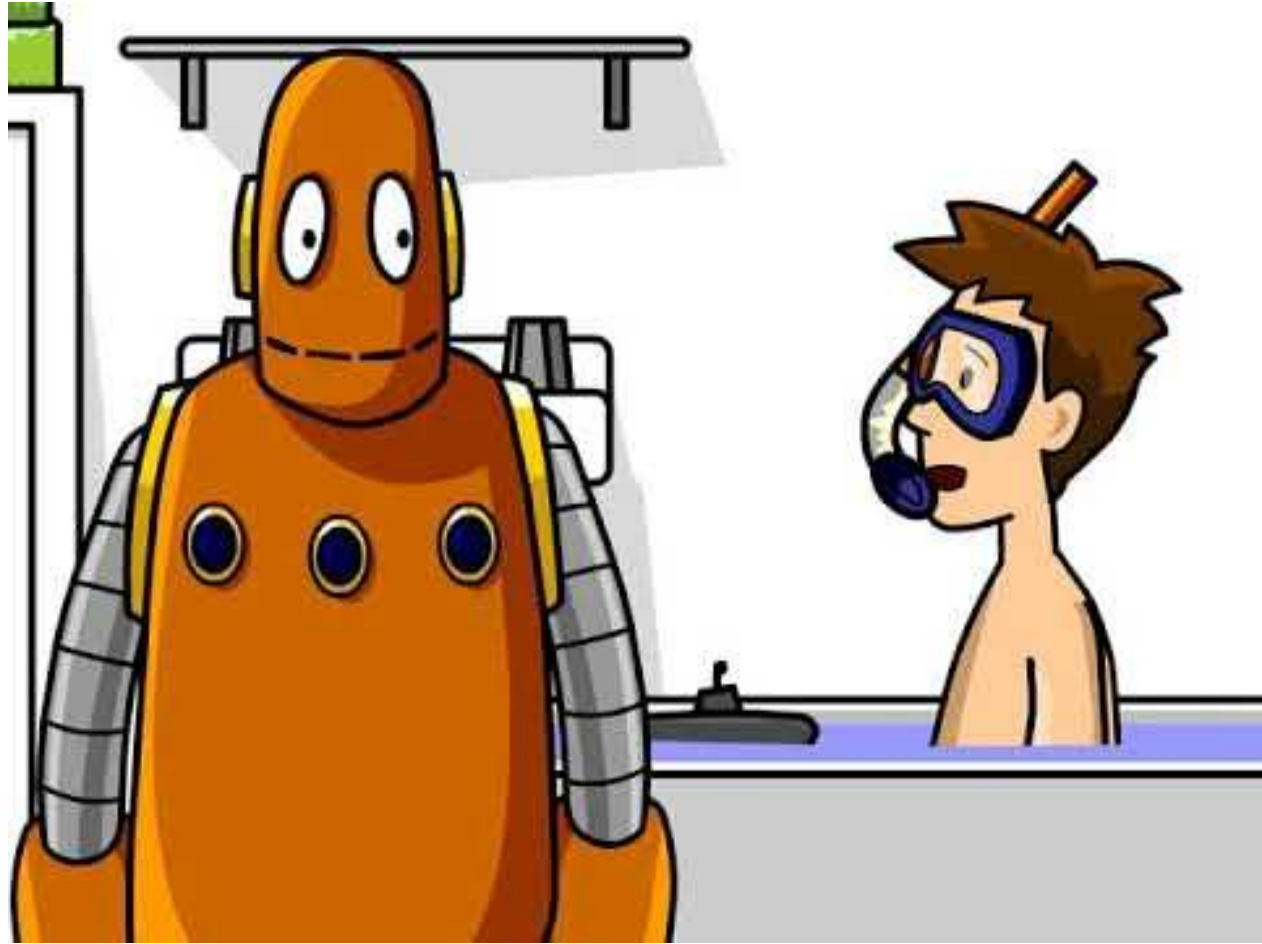
Weeding

Basic addition



Khan Academy

Matching Modality



Assessing with Video

1. Virtual Exit Slips – Post a Short Video
2. Explain a Math problem
3. Demonstrate a Skill
4. Peer review for writing/online work
5. Narrative to a student artifact
6. Fluency in reading assignments – Vocabulary meaning



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Assessing with Video

1. Biographies....interviews
2. Presentations
3. Demonstration of knowledge and skill acquisition
4. Students create how-to videos
5. Perform a lab experiment – home – outside
6. Proper sport technique



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Strollin
With
Nolan



What Tools have You Used to Allow Students/Parents to Share Video

1. Video Tools to Capture Video
2. Tools to Edit Video
3. Tools to Display Video
4. Additional Tools that Visually Represent a Student's Understanding?



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Organizing Video

Storyboard Thoughts

- Story Board That
- Make Belief Comixs
- Digital Books



Create your own at [Storyboard That](https://www.storyboardthat.com/)

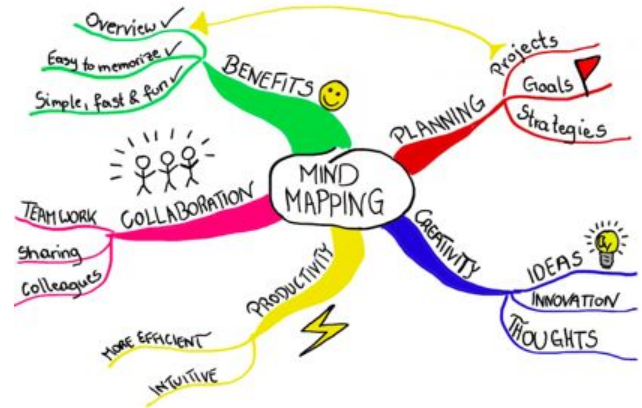


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Organizing Video

Interactive Graphic Organizers - Resources

- [BubblUs](#)
- [iBrainStorm](#)
- [Checkvist](#)
- [ConceptBoard](#)

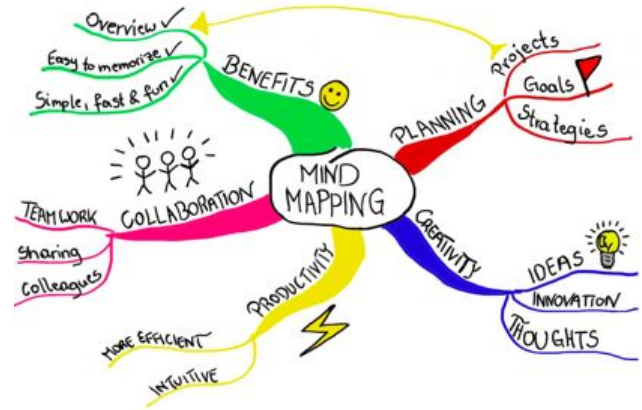


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Organizing Video

Interactive Graphic Organizers - Resources

- [MindMeister](#)
- [MindDomo](#)
- [Mural](#)
- [Popplet](#)



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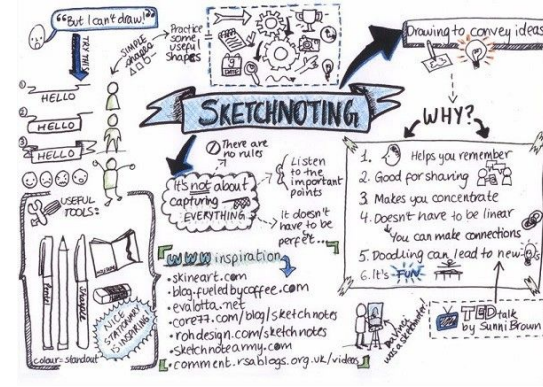
#7 Virtual Experts

1. Assign Student Experts
2. Assign Educator Experts
3. Engage Family Members as Experts - Roles
 - a. Independent Supports
 - b. Content Expert
4. Offer a Place - Person - To Ask Questions



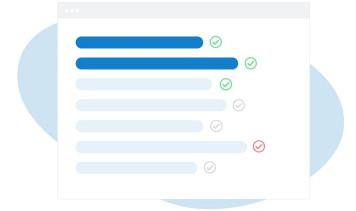
#8 Gamify - Offer Simulations

1. Various Games
2. Templates for Students to Use




#9 Provide Check-Ins - Checklists

1. Google Forms - Sheets
2. Checkli
3. Canva
4.



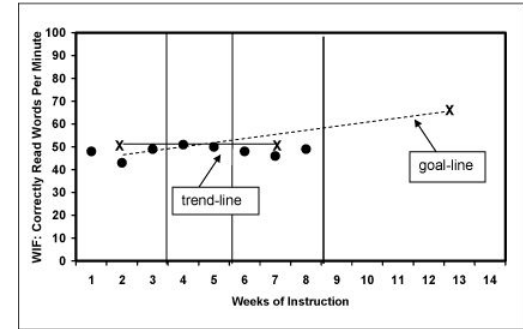
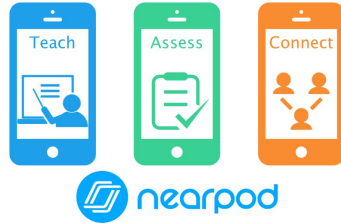
<i>To-Do List</i>	
<input checked="" type="checkbox"/>	Grow a tree
<input type="checkbox"/>	Chop down a tree
<input checked="" type="checkbox"/>	Build a fire
<input type="checkbox"/>	Roast smores
<input checked="" type="checkbox"/>	Something else



Google Sheets - Task List



#10 Formative Feedback



Quizlet

PROGRESS AND IMPROVEMENT

STUDENT: Meredith Boyer

SKILL	TIME SPENT	QUESTIONS	SCORE IMPROVEMENT
MATH - 8TH GRADE			
Operations with Integers			
8-C.4 Add and subtract three or more integers	32 min	35	0
8-C.5 Add and subtract integers: word problems	37 min	35	0
8-C.7 Multiply and divide integers	47 min	39	0
8-C.8 Evaluate numerical expressions involving integers	37 min	15	0



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