Digitizing Learning for Students with Autism

Tips, Tools & Strategies

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

schoolvirtually.org

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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

GOOGLE FO
QU

Socrative for Teachers - Socrative: A Formative Assessment Tool f
How to use Socrative for Assessment?...
TEACHER
STUDENT
MODULAR CLASSROOM
Socrative: Formative Assessment Tool For Your Classroom
easily create polls, quizzes and other educational exercises for their class
monitor their students response and progress

Getting Started with "EdPuzzle" Tutorial
Getting started with Edpuzzle

Mentimeter Tutorial
GET MORE STUDENT ENGAGEMENT WITH MENTIMETER

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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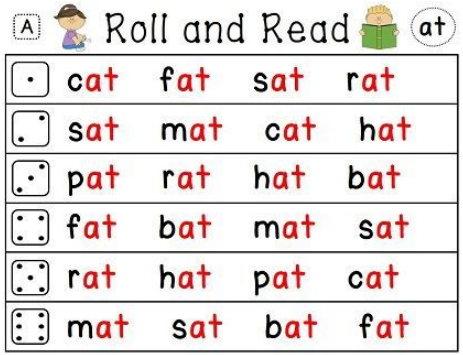
What are OUR Big Ideas?

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



ABA therapy

UDL

Representation

What?

of Learning

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

Action and Expression

How?

of Learning

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

Engagement

Why?

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

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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

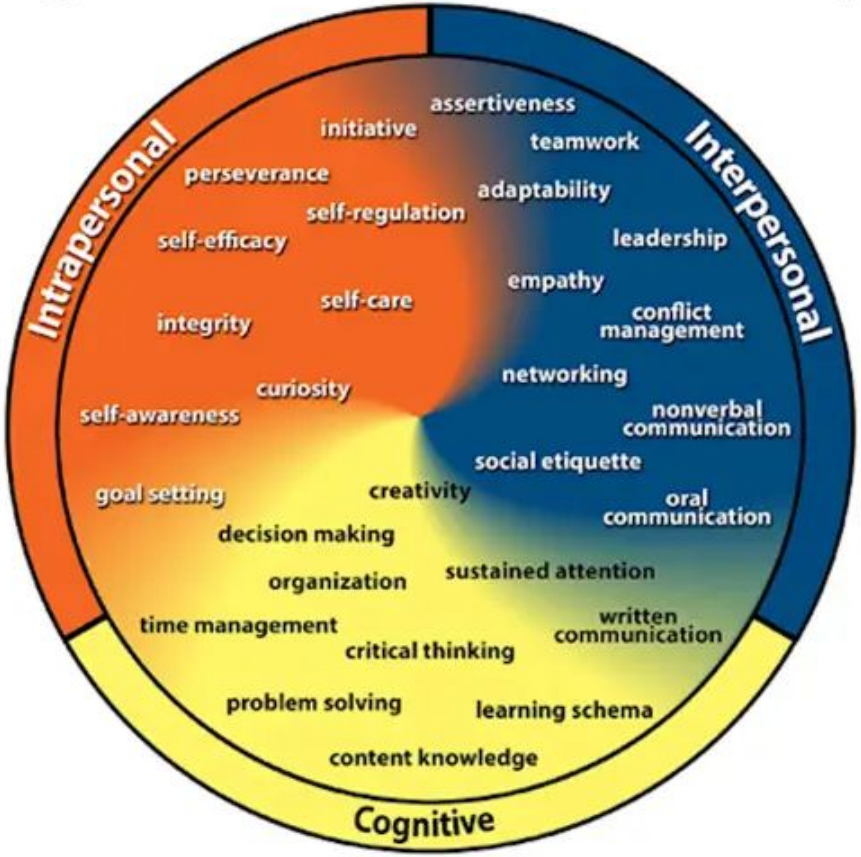
Why SEL?

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; Ettington & Camp, 2002; Farrington et al., 2012; Gross, Trusty, Chae, & Bakley, 2014; Hulleman & Harackiewicz, 2009; Meiklejohn et al., 2012; Meyer & Turner, 2002; Moeller & Fleming, 2001; Oettingen & Gollwitzer, 2010)

=

WE HELP STUDENTS:

DEVELOP THEIR ABILITIES

KNOW WHEN/HOW TO USE THEIR SKILLS

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

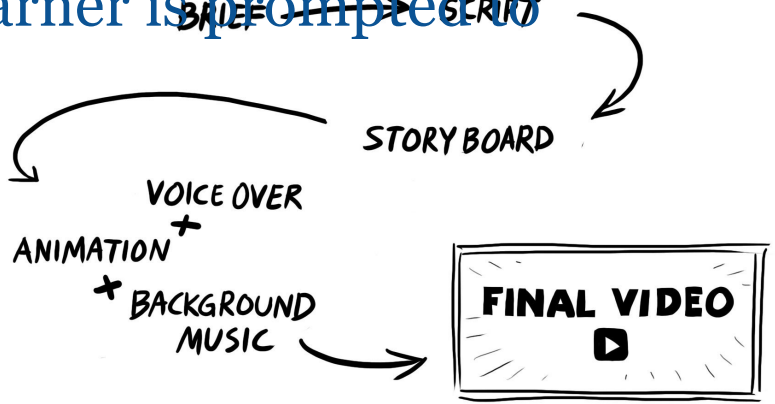
EVIDENCE-BASED PRACTICES

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

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

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.



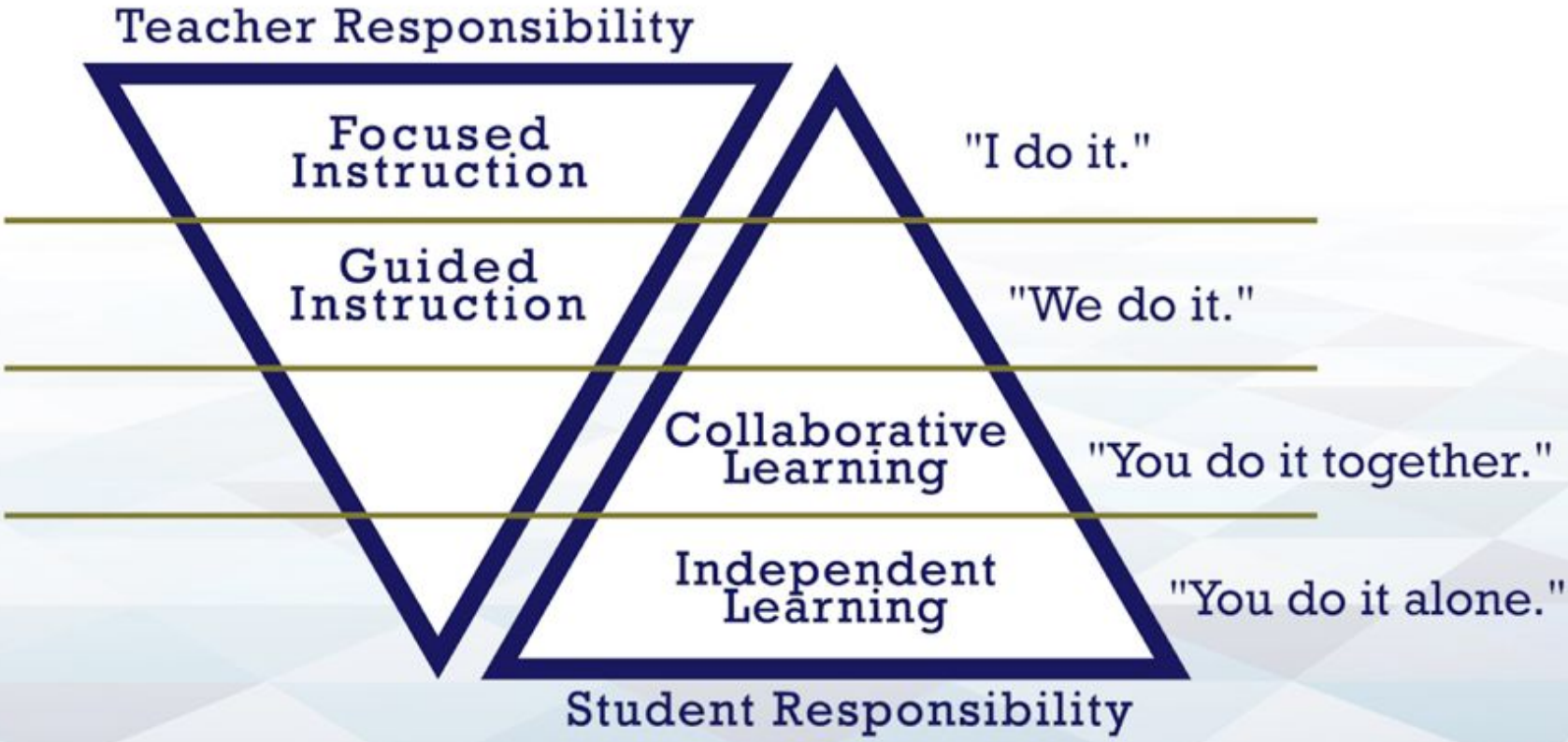
Video Modeling 101

- ***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

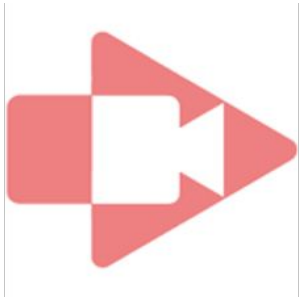
- ***Point-of-view video modeling*** is when the target behavior or skill is recorded from the perspective of the learner.
- ***Video prompting*** involves breaking the behavior skill into steps and recording each step with incorporated pauses during which the learner may attempt the step before viewing 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

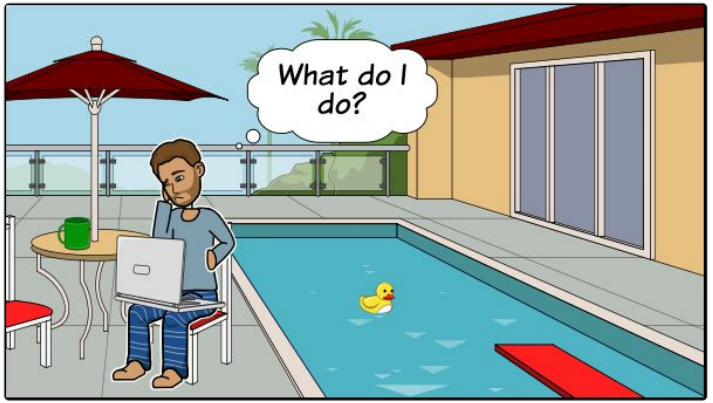
- Going to a Dentist - https://youtu.be/004Os4ACQWU
- Time for School - https://youtu.be/4qzDxnGGzN8
- Social Interaction - https://youtu.be/loZIt-XmEDU



Organizing Video

StoryBoard Thoughts

- Story Board That
- Make Belief Comixs
- Digital Books

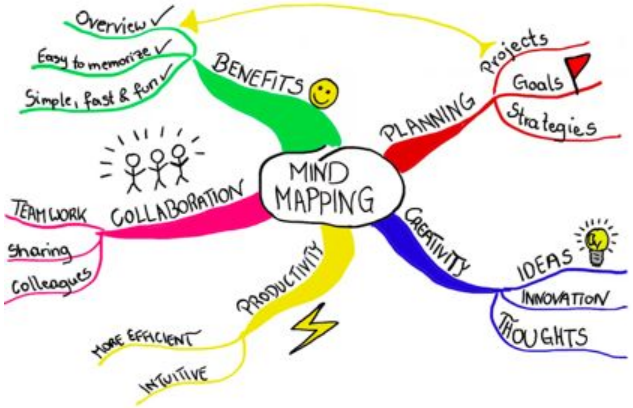


Create your own at Storyboard That

Organizing Video

Interactive Graphic Organizers - Resources

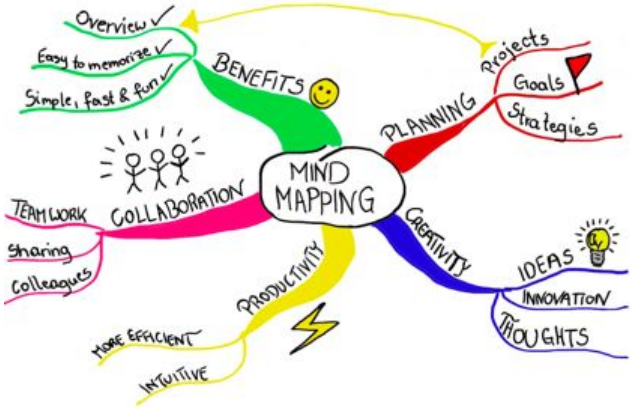
- BubblUs
- iBrainStorm
- Checkvist
- ConceptBoard



Organizing Video

Interactive Graphic Organizers - Resources

- MindMeister
- MindDomo
- Mural
- Popplet



Digital Books

Tar Heel Reader

Books for beginning readers of all ages

BOOK CREATOR

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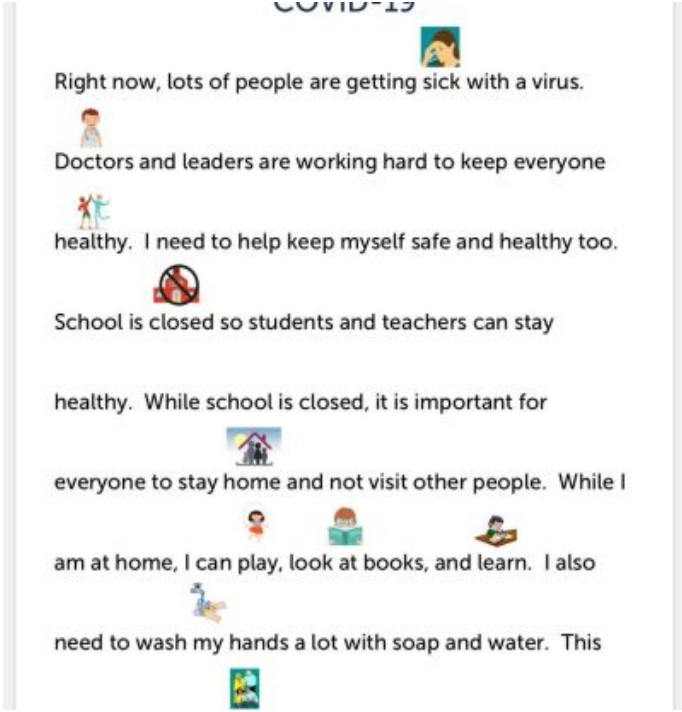
Social Stories/Narratives

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

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.



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

Council for Exceptional Children
Learning Interactive Virtual Event
LIVE
education. interaction. inspiration.
convention/expo ■ march 8-13, 2021

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Project VOISS

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 MESSY-II 2-16 MESSY-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

#CECLIVE

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

YouTube

Computer Assisted Practice

Virtual Training with Live Coach

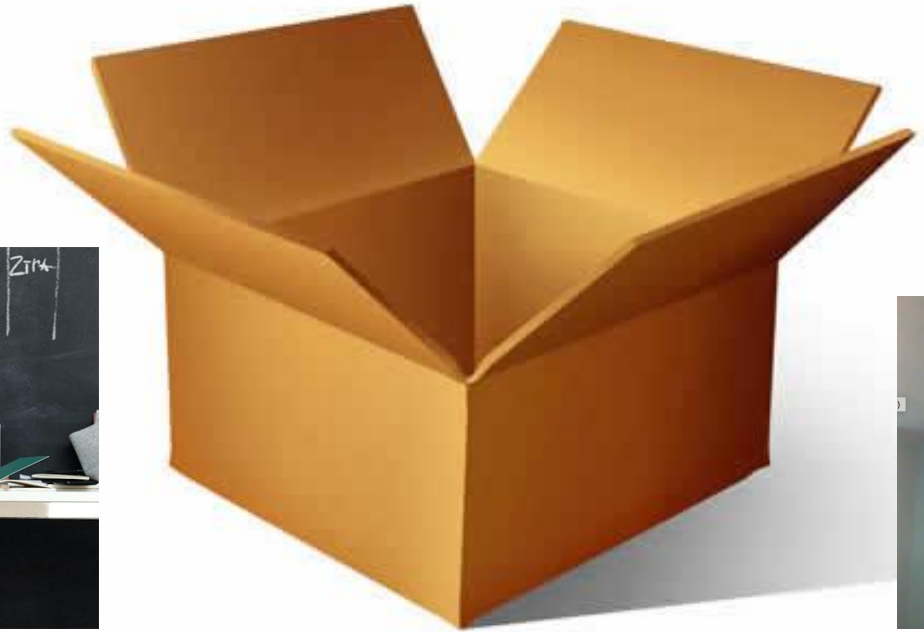
Charisma

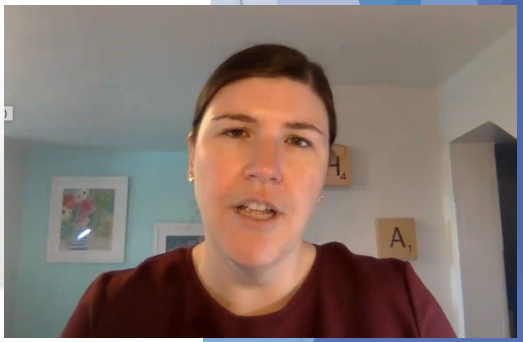
VIRTUAL TRAINING TO HELP YOU NAVIGATE SOCIAL SITUATIONS IN THE REAL WORLD

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.

VOISS™

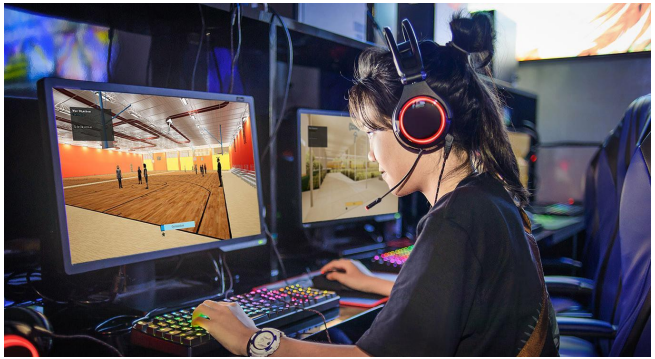
VIRTUAL REALITY OPPORTUNITIES TO IMPLEMENT SOCIAL SKILLS





VOISS™

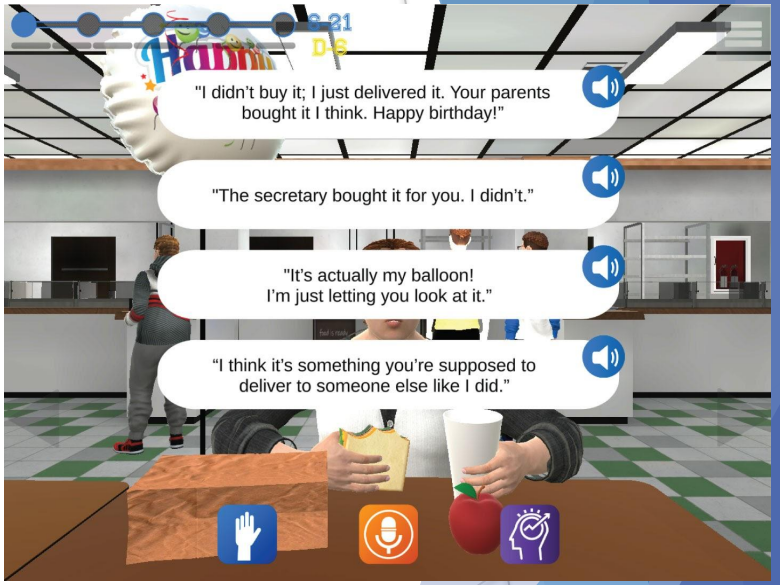
VIRTUAL REALITY OPPORTUNITIES
TO IMPLEMENT SOCIAL SKILLS



- 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



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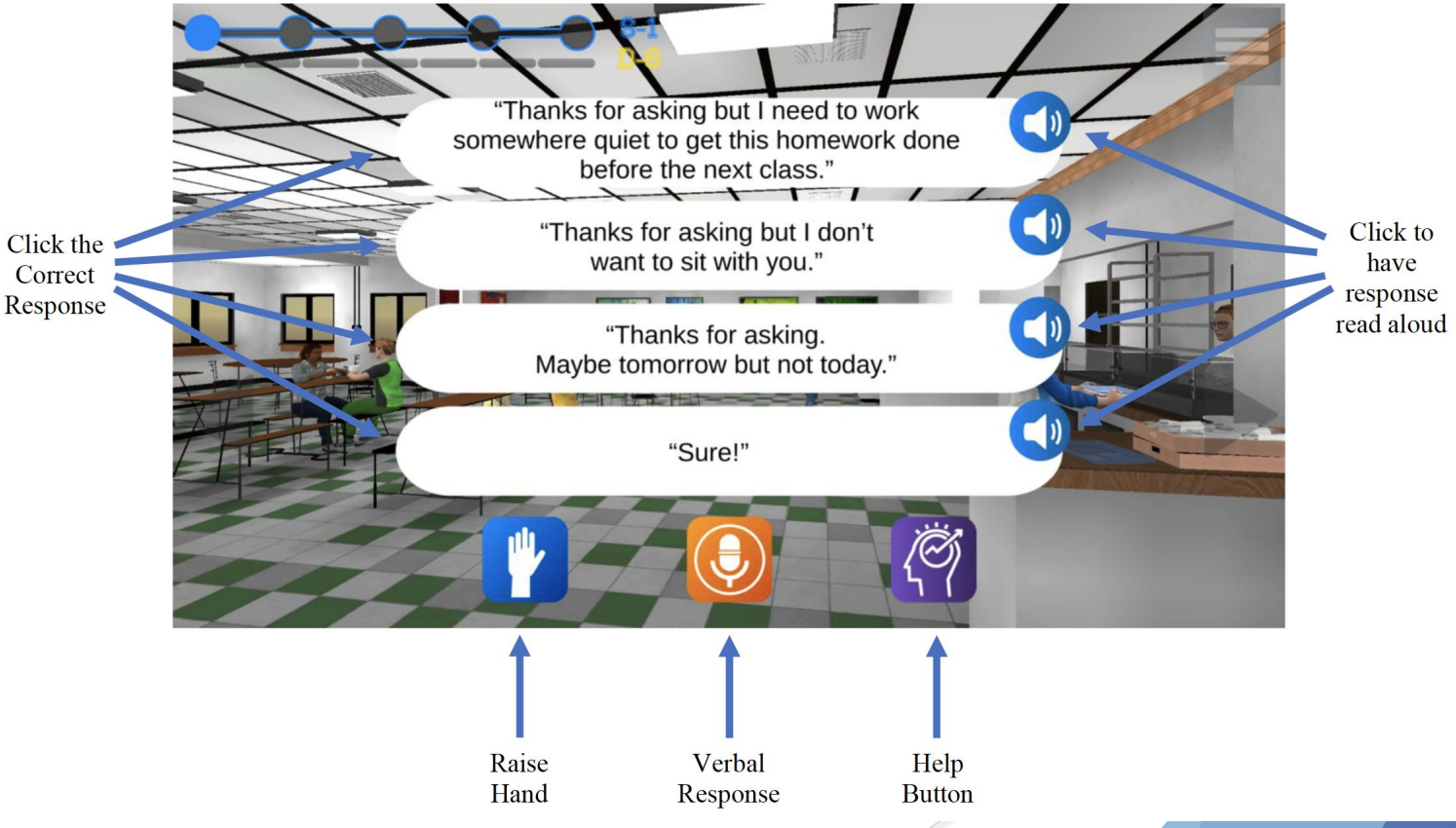
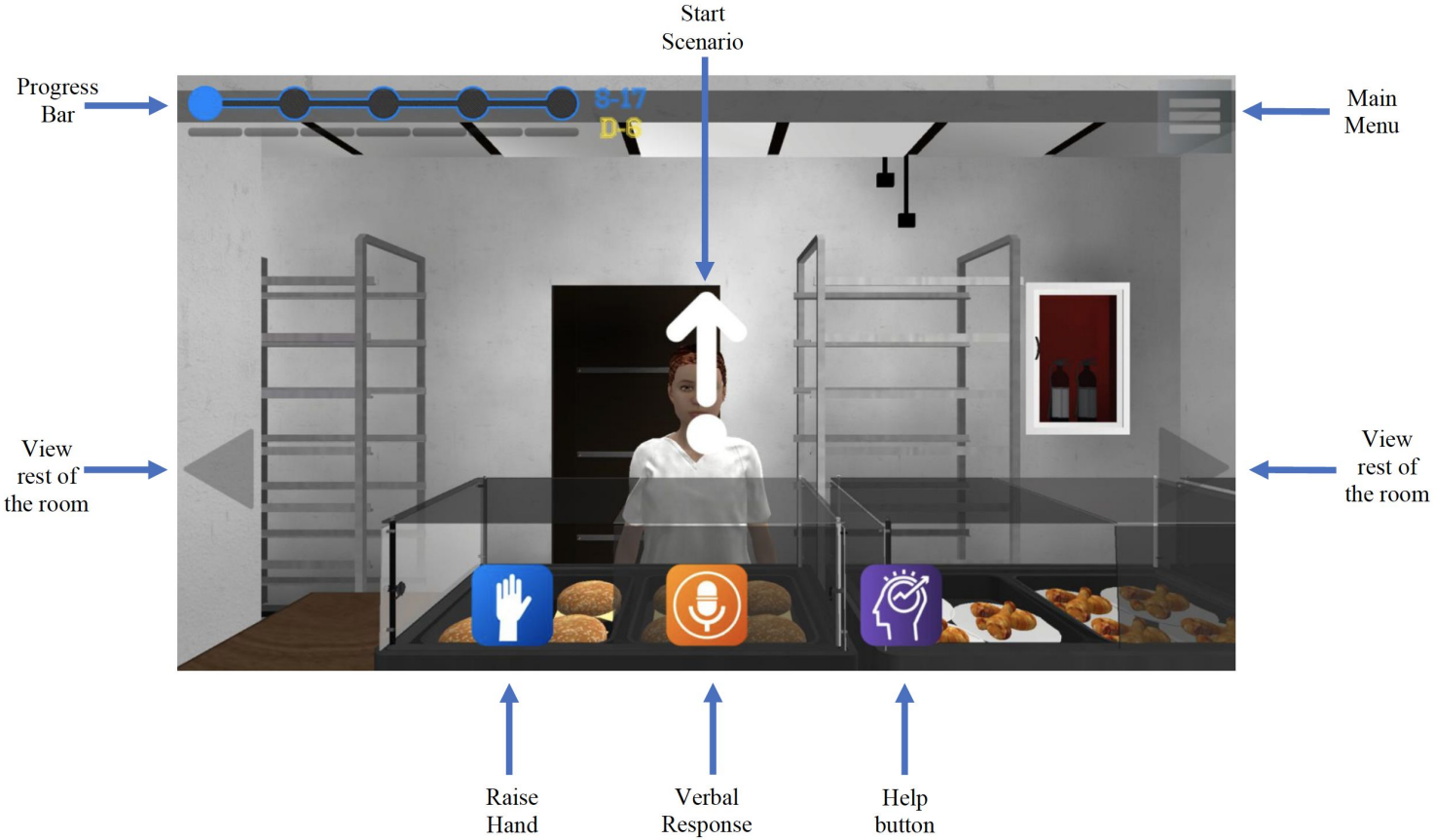
Responding to Questions in VOISS



VOISS Navigation

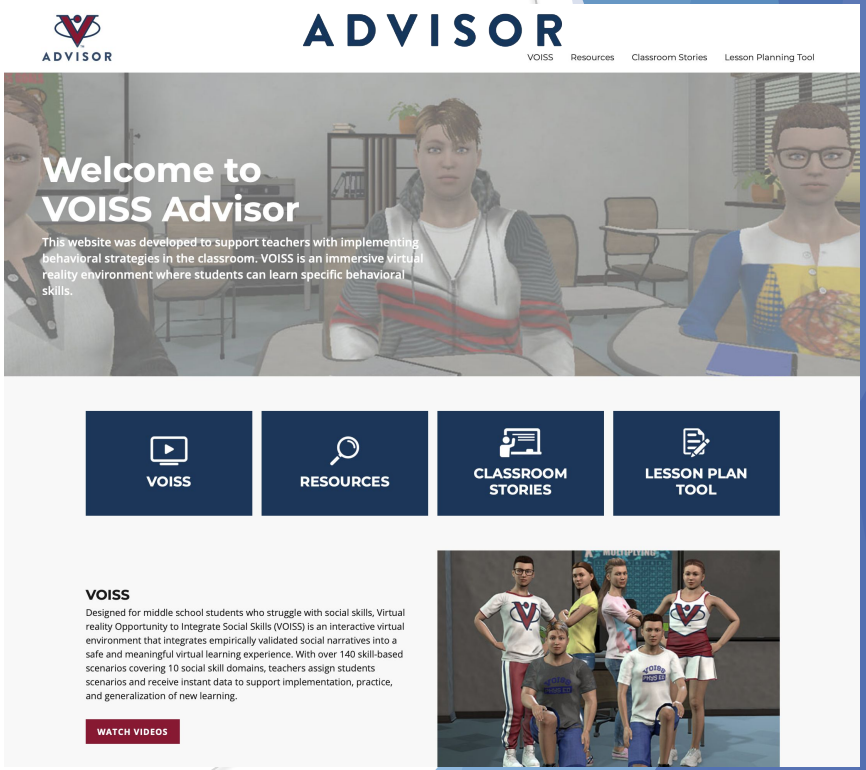


SCENARIO EXAMPLE

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

VOISS™ ADVISOR



Components of VOISS Advisor

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

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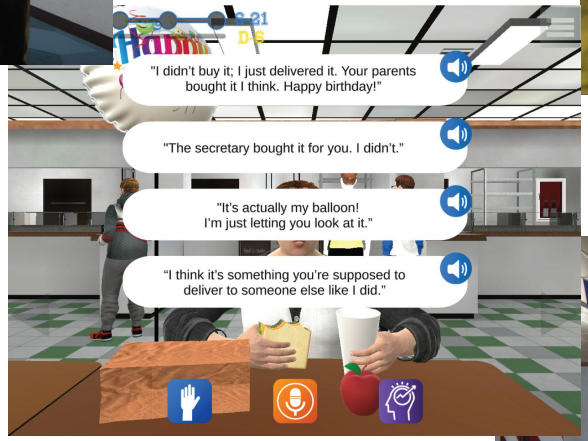
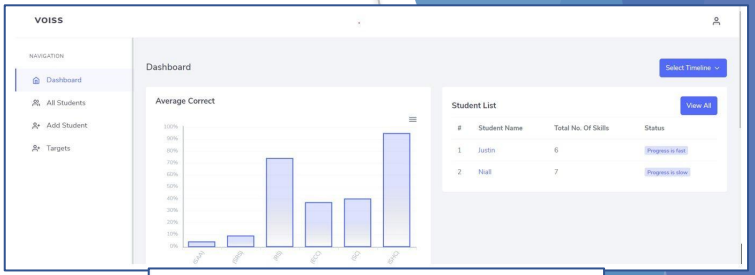
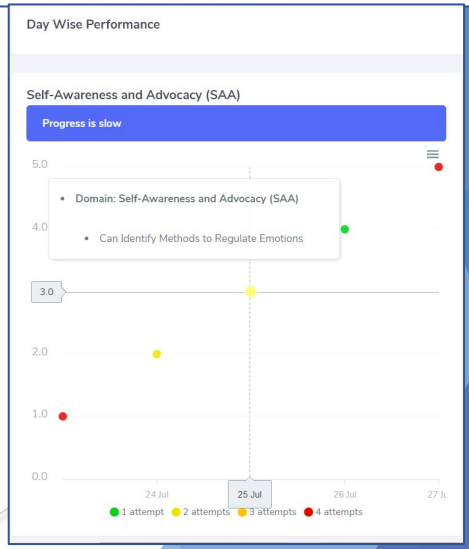
Social skill screener suggests specific scenarios

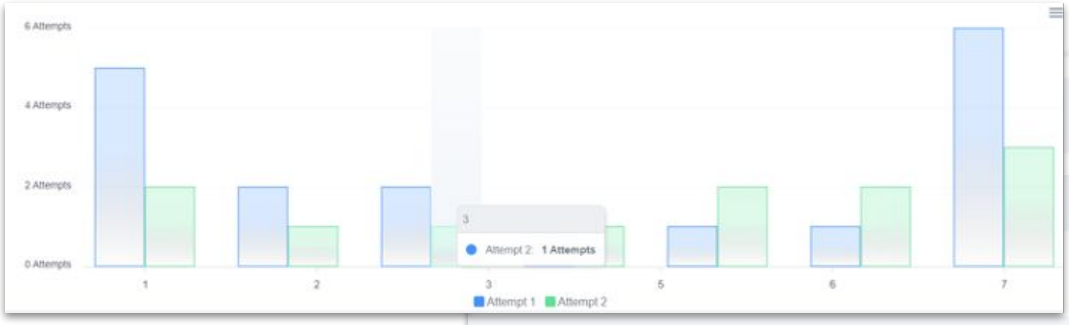


Progress Monitoring Tool

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



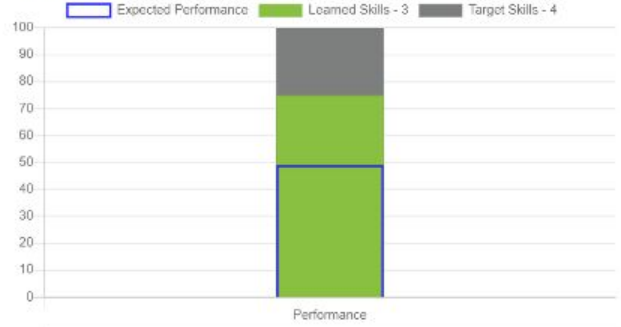




Attempts Analysis | Progress Visualization | Radial Visualization | Time Based

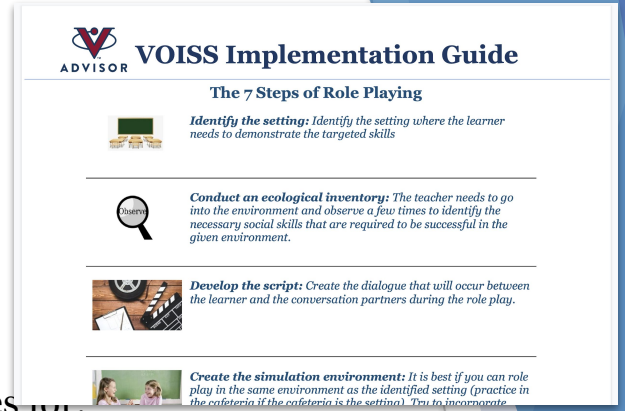
Day Wise | Individual Analysis

Progress Visualization



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


ADVISOR

VOISS Implementation Guide

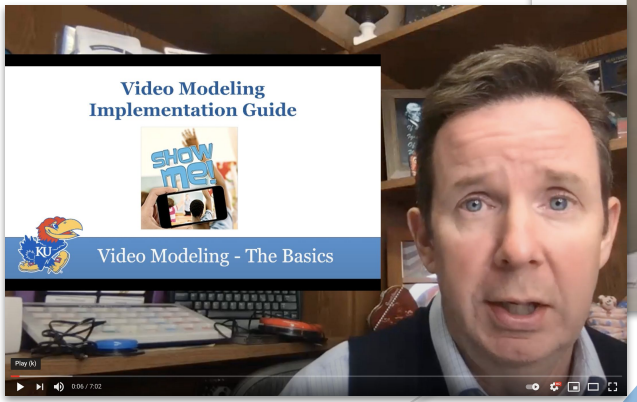
The 7 Steps of Role Playing

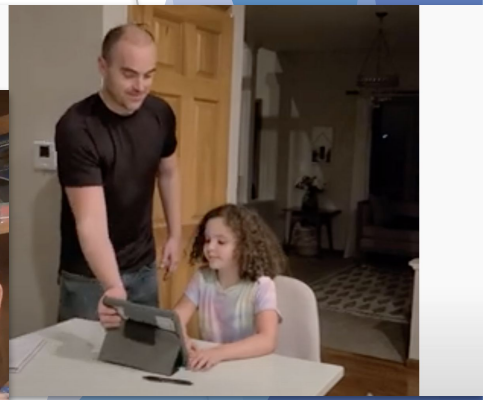
Identify the setting: *Identify the setting where the learner needs to demonstrate the targeted skills*

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*





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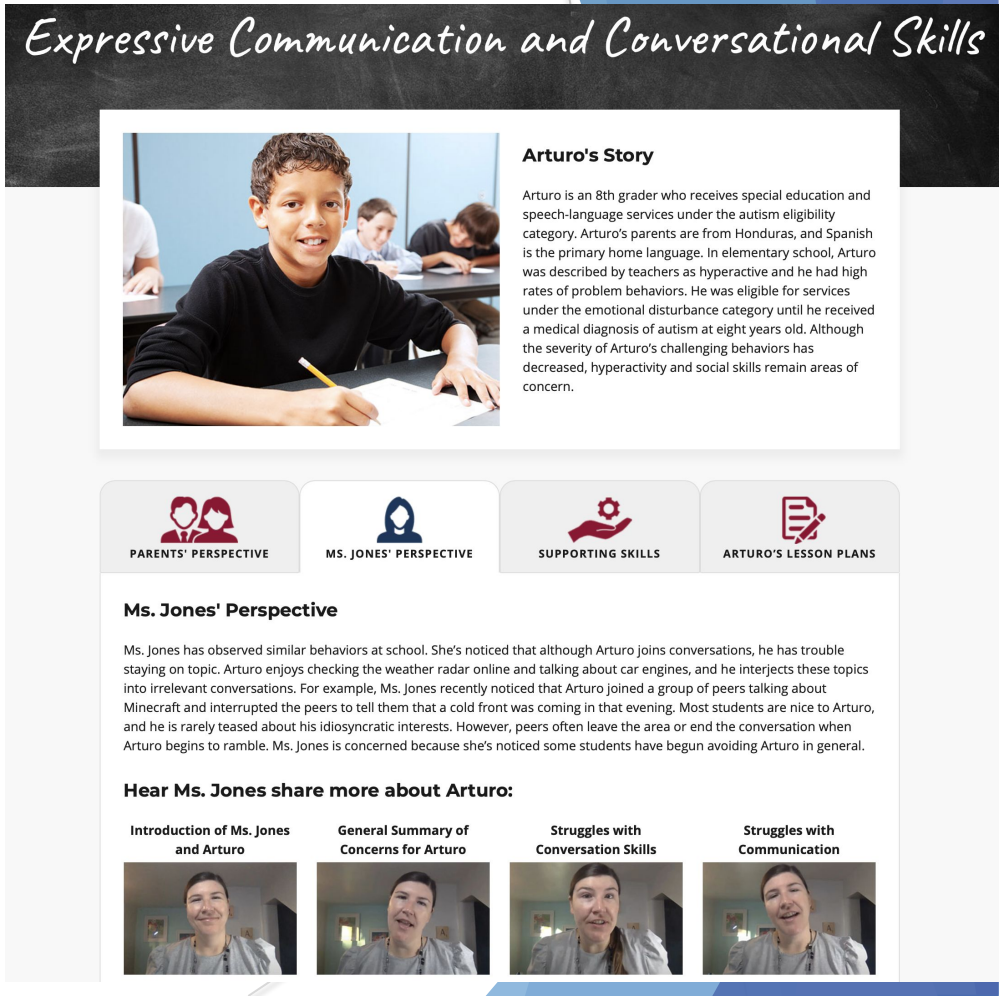
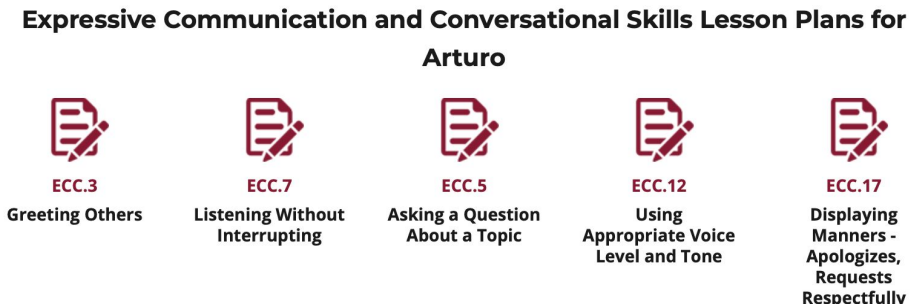
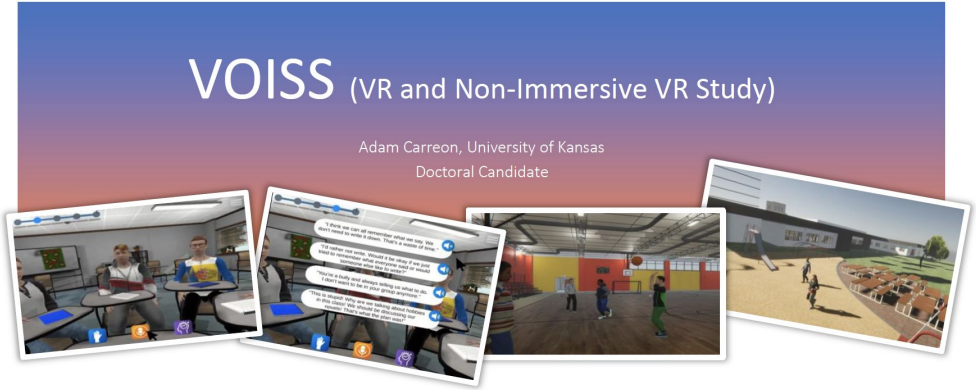
Classroom Stories

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





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

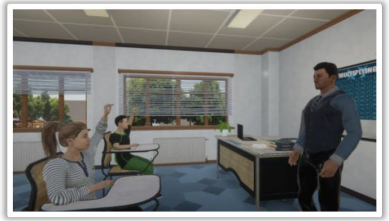
Overview

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

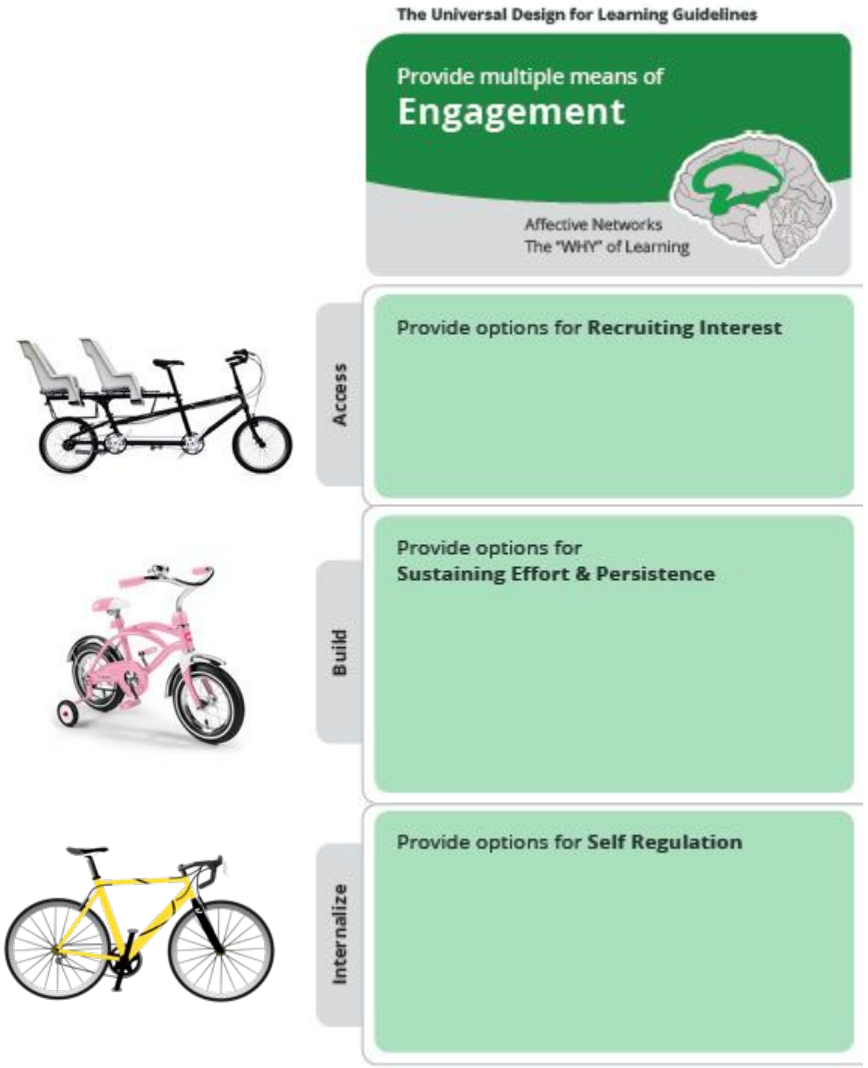
- 5th-8th Grade (11-15)
- Students with ASD and/or LD eligible with an identified with a social skills deficit
- The device will be randomly selected; students comfortable with the possibility of wearing a VR headset



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



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

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

Student Engagement = Collaboration

Google Classroom/Slides

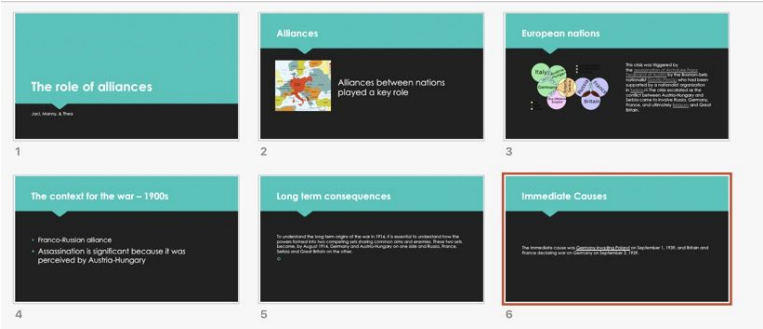
- ✗ Demonstrate what I Know
- ✗ Various Media
- ✗ Offers tools
  - ✗ Asynchronous
  - ✗ Speech-to-Text
  - ✗ Embedded Supports

Google Slides

Student Engagement = Collaboration

Google Classroom/Slides

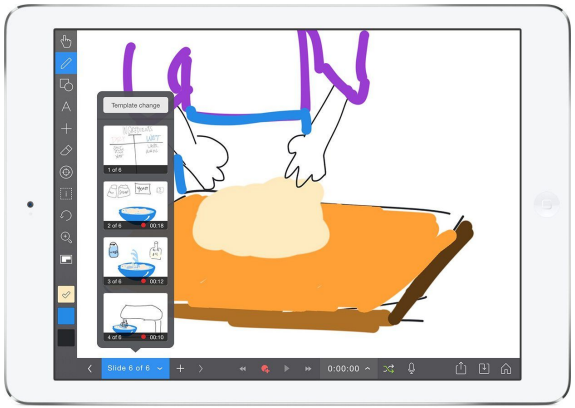
- ✗ Collaborate in small groups
- ✗ Place headers or photos on slides (as a scaffold, if needed)
- ✗ Provide formative comments as they create slides
- ✗ Can be a scaffold for a report or writing assignment



Tools for Collaboration

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

Explain Everything

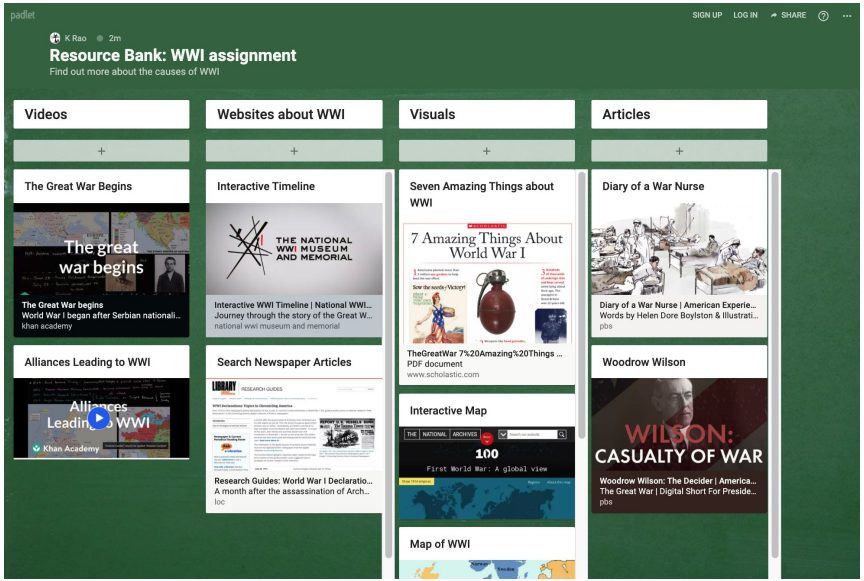


Student Engagement = Collaboration

Interactive White Boards/Explain Everything

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

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...

Video

Demonstrating what I know!!!

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

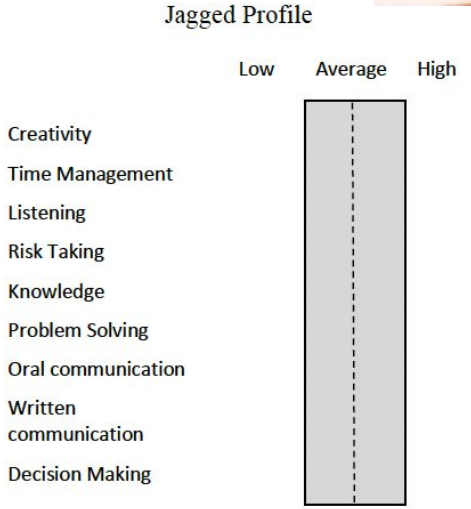
SCREENCAST MATIC

Flipgrid

Screencastify

#1 - Get to Know Your Student

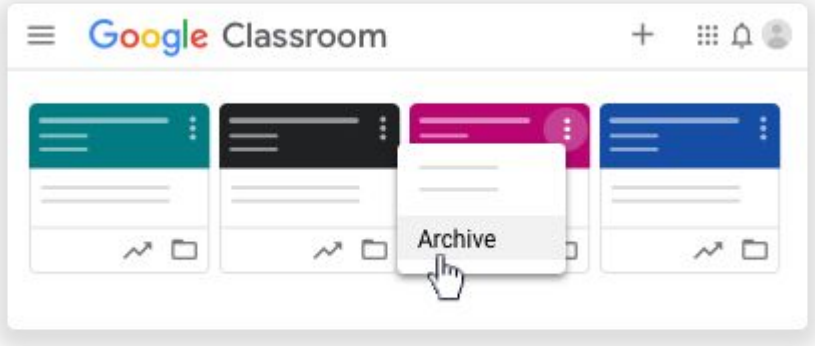
1. Pre-Assessments
2. Likes & Dislikes
3. Interest
4. Learning Styles
5. What's Happening at Home



#2 Create a Schedule

remind

Seesaw



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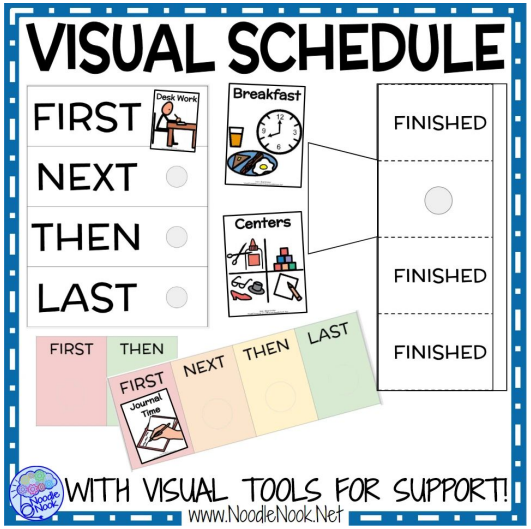
#2 Create a Schedule

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



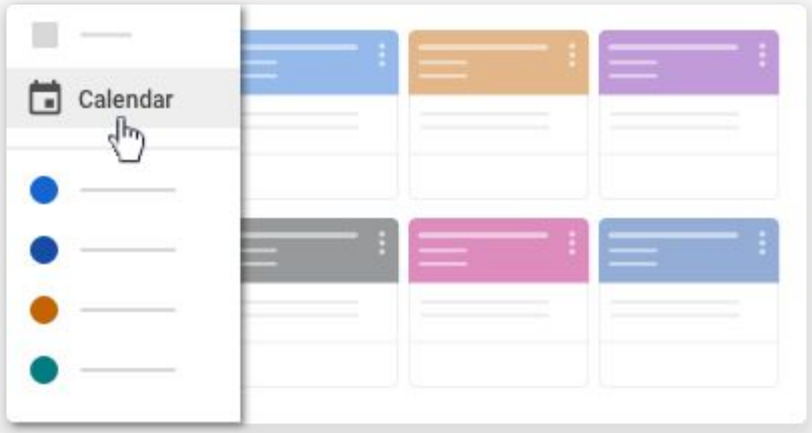
LMS Calendar

Remember your Calendar!

- Embedded
- Features
- Organize
- Reminders

Links to Content

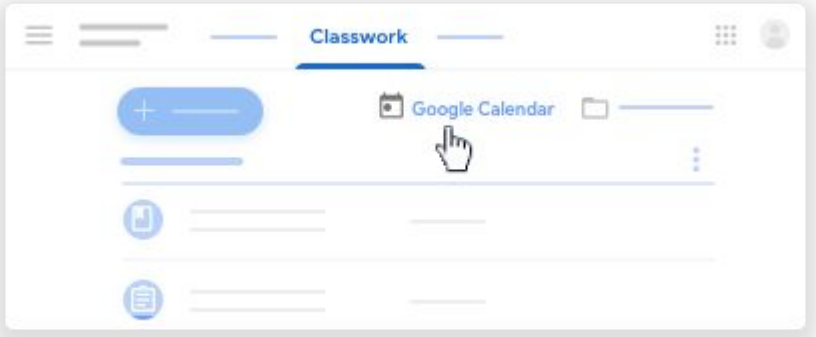
- Video
- Presentations
- Directions…

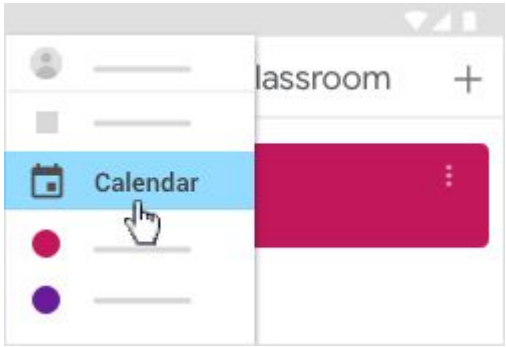


How To Video

Calendar - Personalize

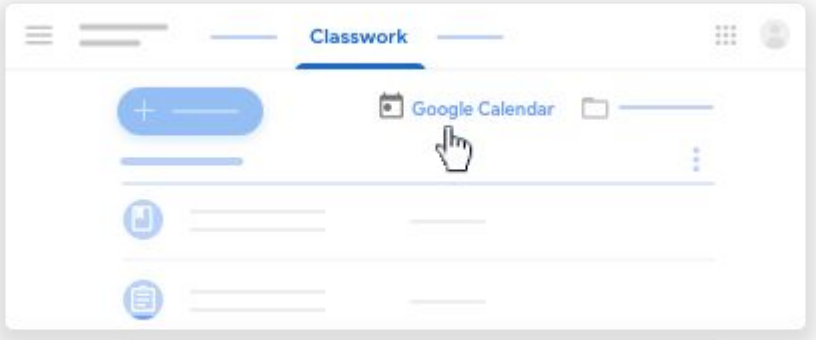
1. Group & Individual
2. Reminders to other devices
3. Homework Listing
4. Lesson Plan Calendar
5. For Parents
6. ...

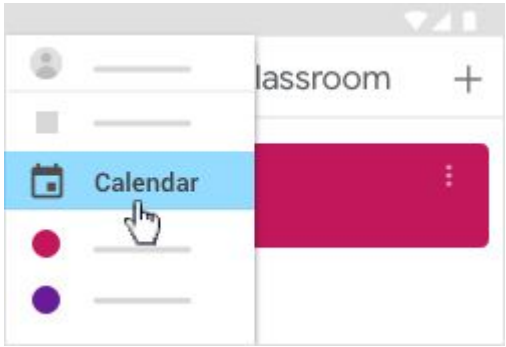




Calendar - Personalize

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

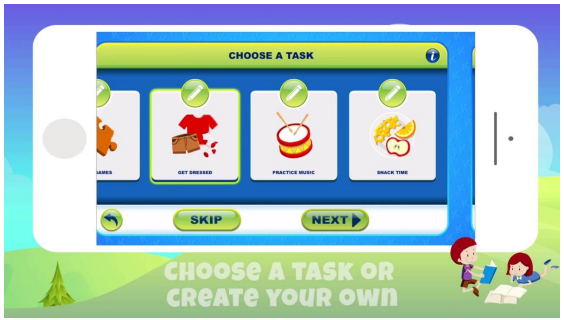




How To Task List

Visual Schedules

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



Personalized Learning & Self-Determination

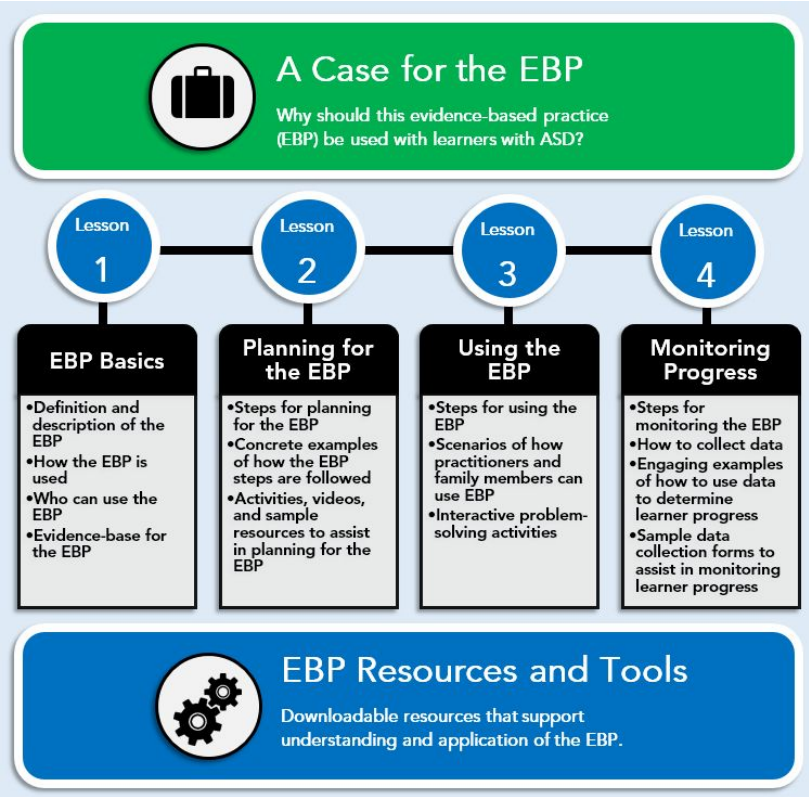
1. Students taught to empower themselves
2. Make self-aware choice
3. Tools to facilitate this…
4. Students Take Ownership!

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. …


A Case for the EBP
Why should this evidence-based practice (EBP) be used with learners with ASD?
Lesson 1
Lesson 2
Lesson 3
Lesson 4
EBP Basics
•Definition and description of the EBP
•How the EBP is used
•Who can use the EBP
•Evidence-base for the EBP
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
Using the EBP
•Steps for using the EBP
•Scenarios of how practitioners and family members can use EBP
•Interactive problem-solving activities
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.

Evidence-based Practice
Evaluating Evidence Use
Applying Evidence to Practice
Appraising Evidence
Searching for Evidences
Formulating Your Clinical Question

#3 Small Group Structure - Instruction

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

IXL

ZOOM

padlet

Google Hangouts

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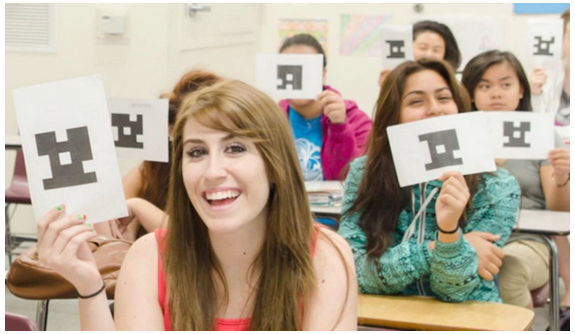
#4 Provide Reinforcement

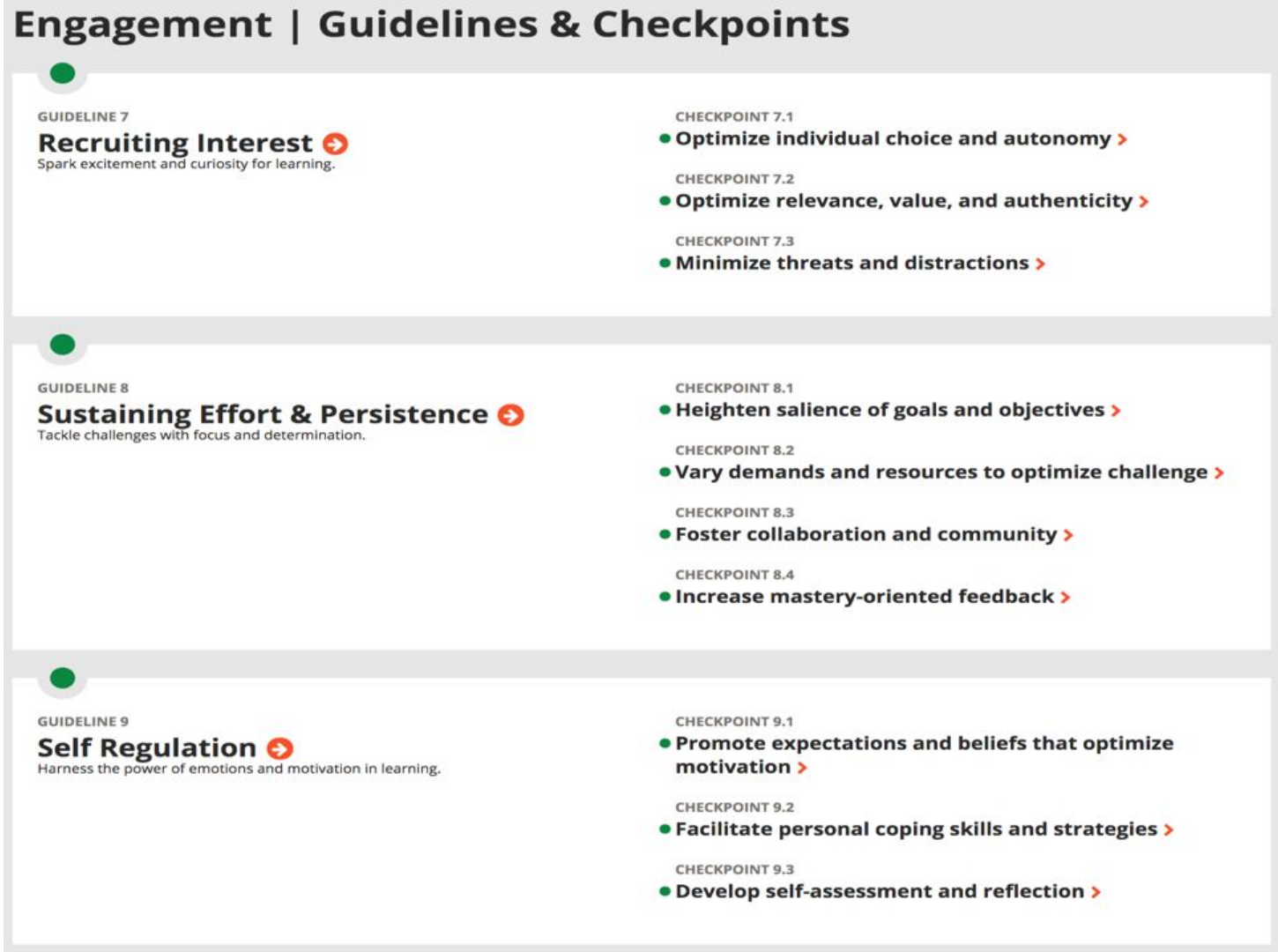
1. Spirit Day - Show and Tell
2. Use Movement
3. Puppets
4. Reveal both Teachers & Students
5. Gamify



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

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

YO Teach!
By PALMS

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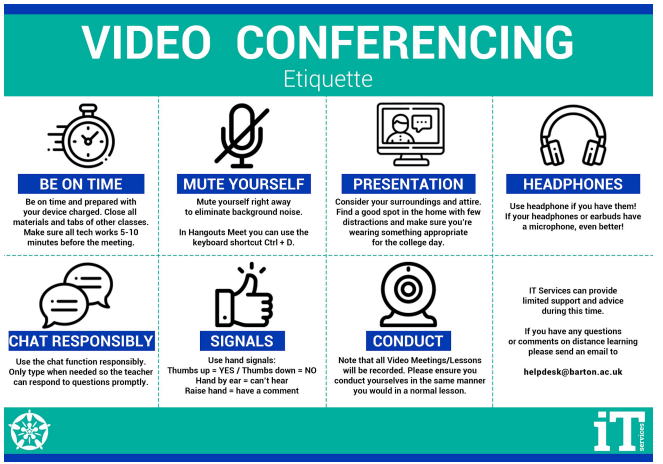
Expectations for Digital

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



Expectations for Digital

[27 Tech Tools for Teachers]

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

Expectations - Goals

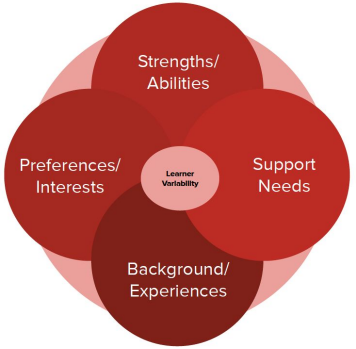
- Goals
  - Understood
  - Visual
  - Goals - Assessment

#6 Alter the Way you Represent Information

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

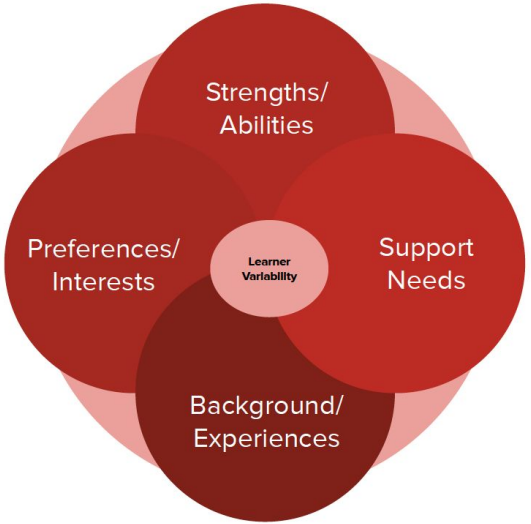
Awareness of Learning Barriers

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.

September Session



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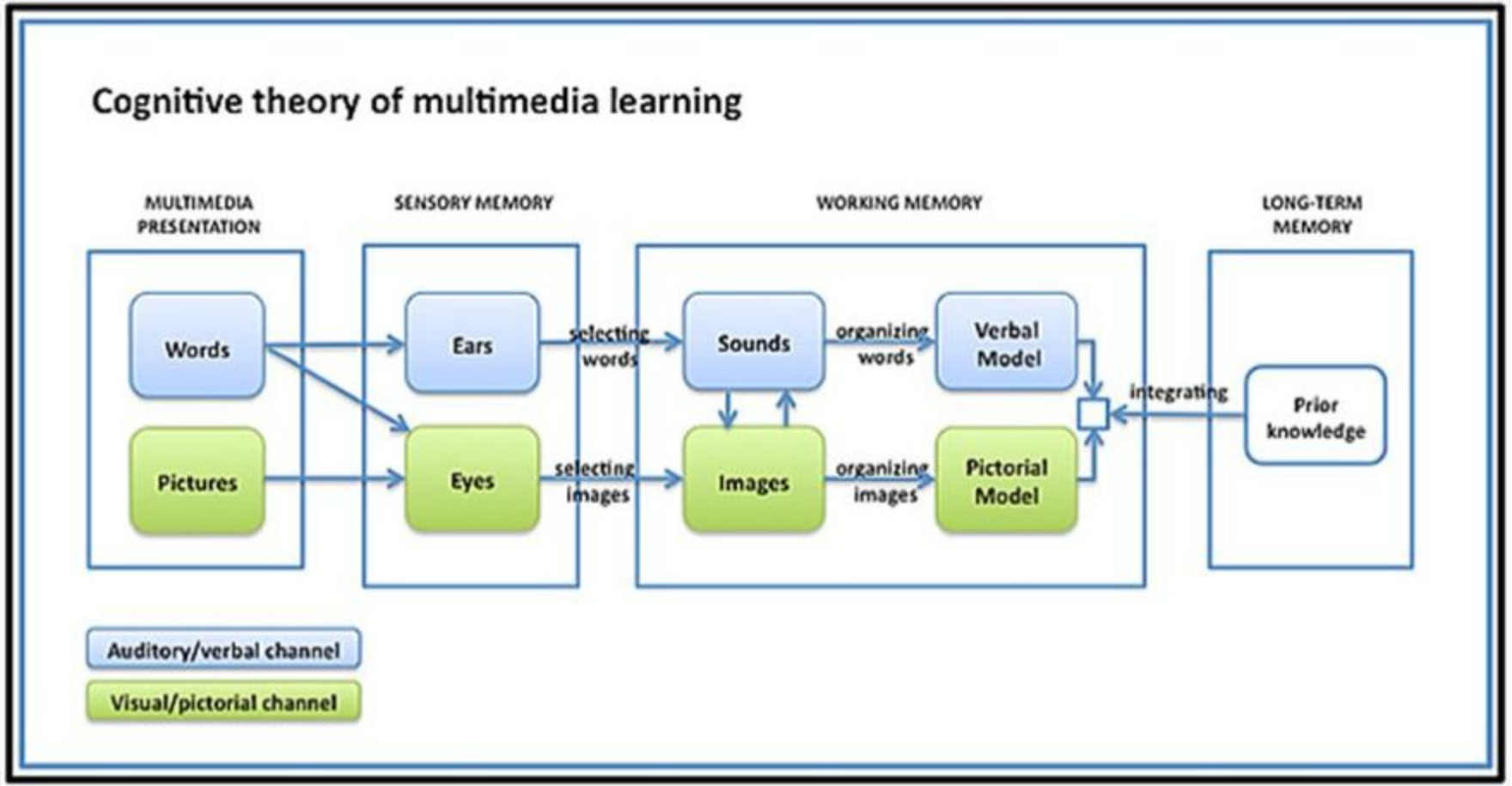


Figure from: https://slideplayer.com/slide/9878856/ - Cathleen Cox

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

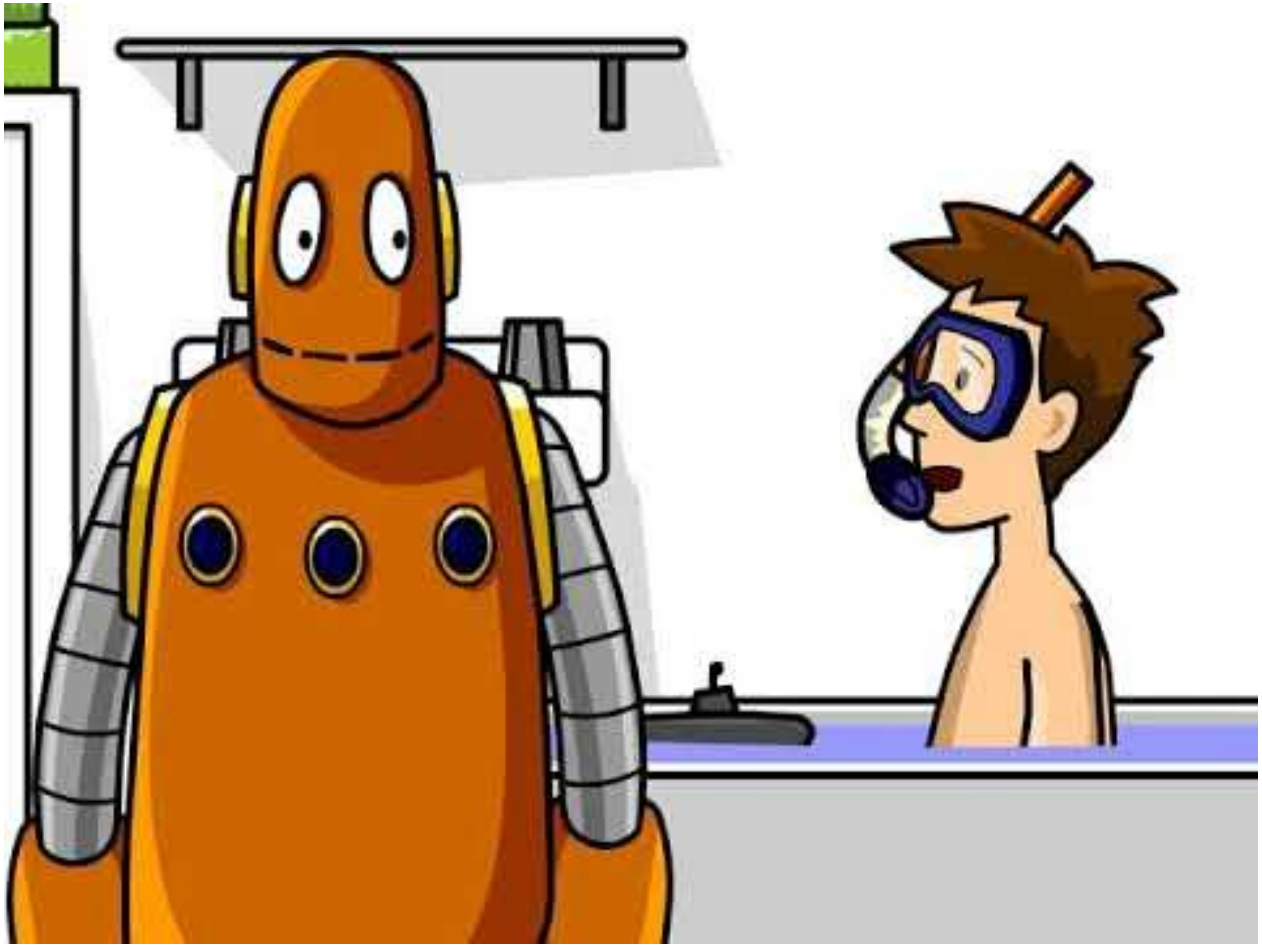
Segmenting

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

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

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

Strollin With Nolan

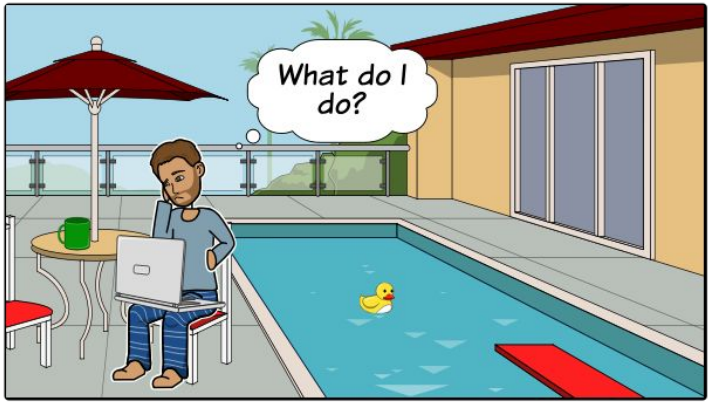
What Tools have You Used to Allow Students/Parents to Share Video

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?

Organizing Video

StoryBoard Thoughts

- Story Board That
- Make Belief Comixs
- Digital Books

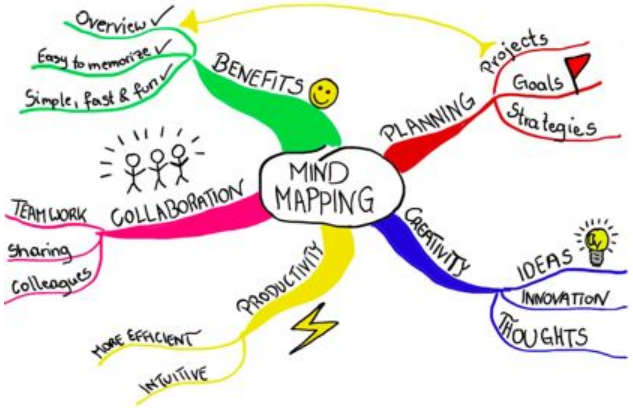


Create your own at Storyboard That

Organizing Video

Interactive Graphic Organizers - Resources

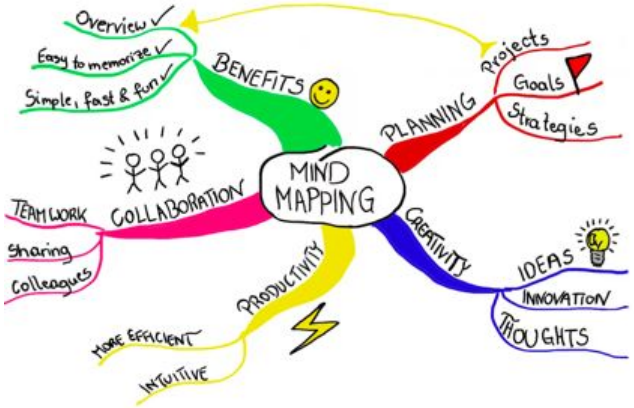
- BubblUs
- iBrainStorm
- Checkvist
- ConceptBoard



Organizing Video

Interactive Graphic Organizers - Resources

- MindMeister
- MindDomo
- Mural
- Popplet

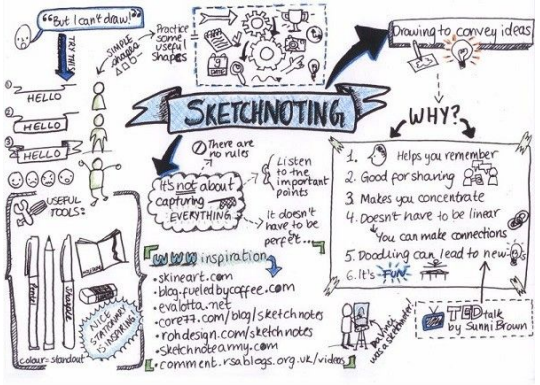


#7 Virtual Experts

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

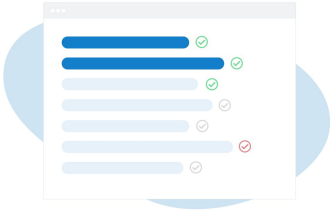
#8 Gamify - Offer Simulations

1. Various Games
2. Templates for Students to Use

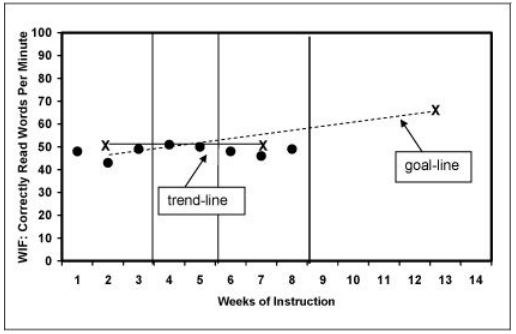


#9 Provide Check-Ins - Checklists

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



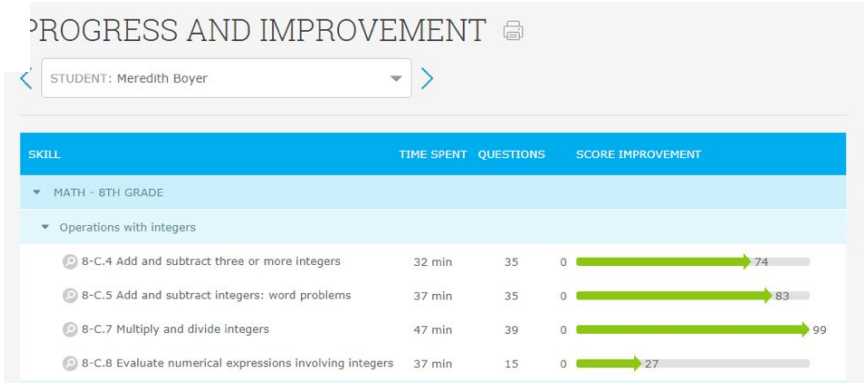
#10 Formative Feedback



Teach Assess Connect

nearpod

Quizlet



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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

GOOGLE FO
QU

Socrative for Teachers - Socrative: A Formative Assessment Tool f
How to use Socrative for Assessment?...
TEACHER
STUDENT
MODULAR CLASSROOM
Socrative: Formative Assessment Tool For Your Classroom
easily create polls, quizzes and other educational exercises for their class
monitor their students response and progress

Getting Started with "EdPuzzle" Tutorial
Getting started with Edpuzzle

Mentimeter Tutorial
GET MORE STUDENT ENGAGEMENT WITH MENTIMETER

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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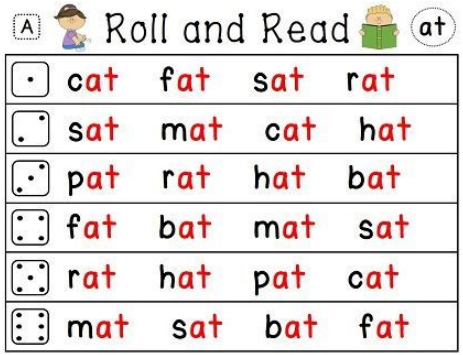
What are OUR Big Ideas?

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



ABA therapy

UDL

Representation

What?

of Learning

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

Action and Expression

How?

of Learning

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

Engagement

Why?

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

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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

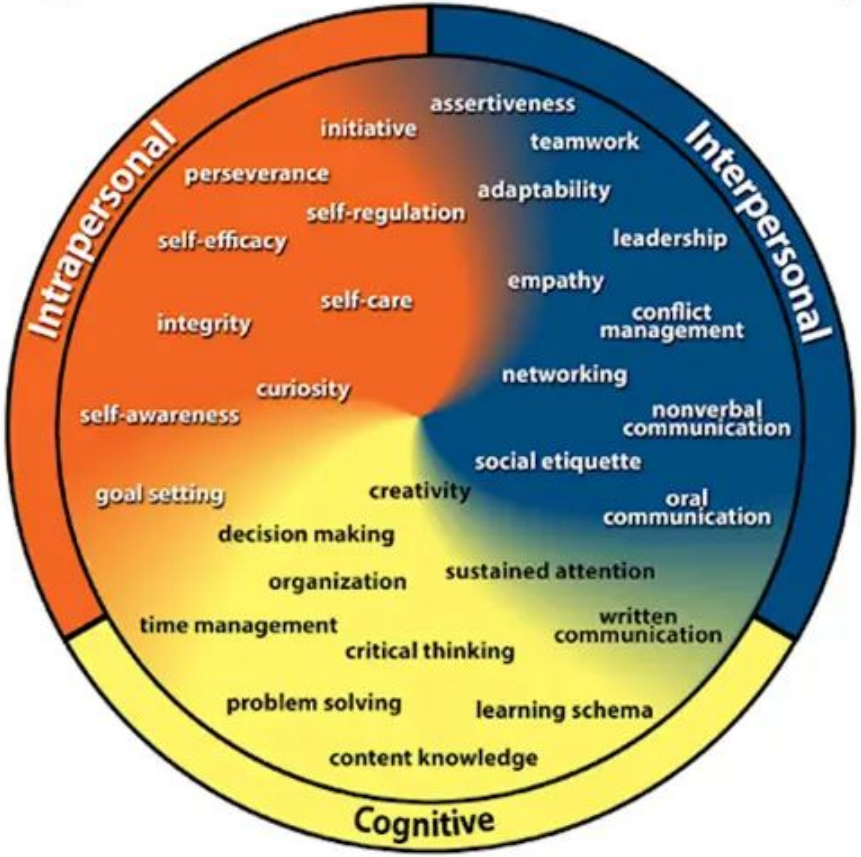
Why SEL?

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; Ettington & Camp, 2002; Farrington et al., 2012; Gross, Trusty, Chae, & Bakley, 2014; Hulleman & Harackiewicz, 2009; Meiklejohn et al., 2012; Meyer & Turner, 2002; Moeller & Fleming, 2001; Oettingen & Gollwitzer, 2010)

=

WE HELP STUDENTS:

DEVELOP THEIR ABILITIES

KNOW WHEN/HOW TO USE THEIR SKILLS

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

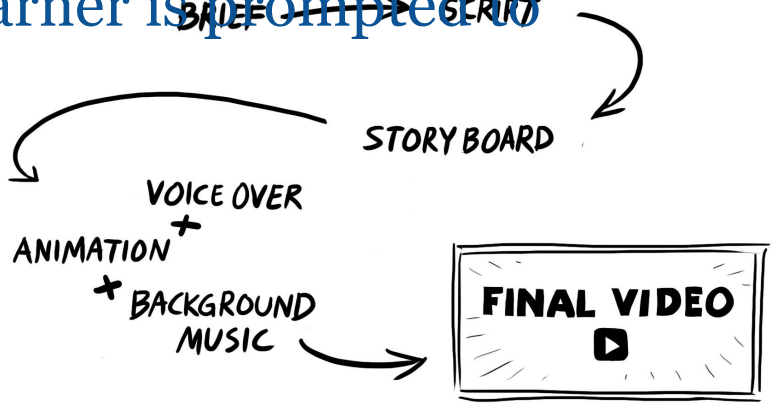
EVIDENCE-BASED PRACTICES

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

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

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.



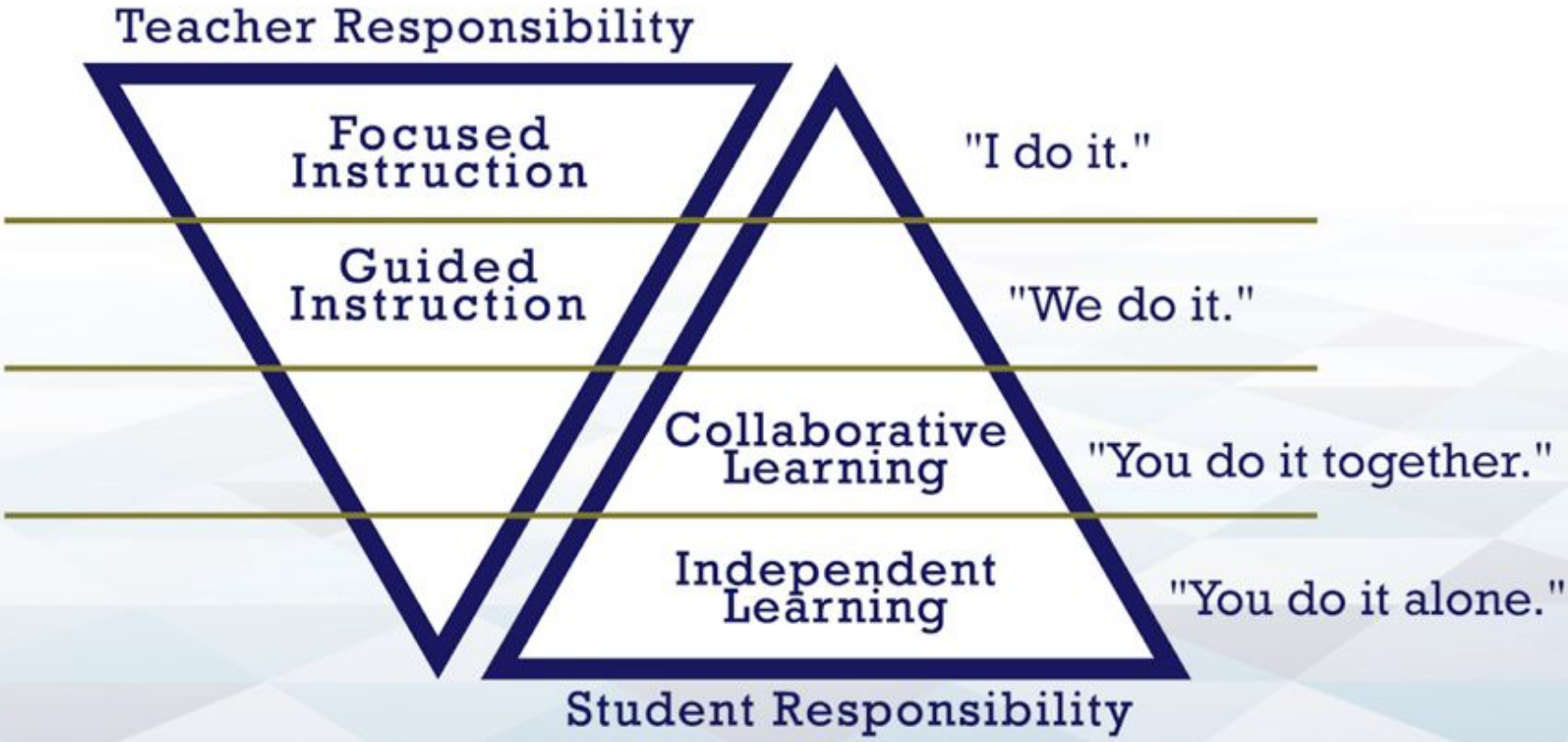
Video Modeling 101

- ***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

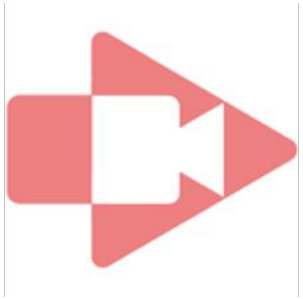
- ***Point-of-view video modeling*** is when the target behavior or skill is recorded from the perspective of the learner.
- ***Video prompting*** involves breaking the behavior skill into steps and recording each step with incorporated pauses during which the learner may attempt the step before viewing 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

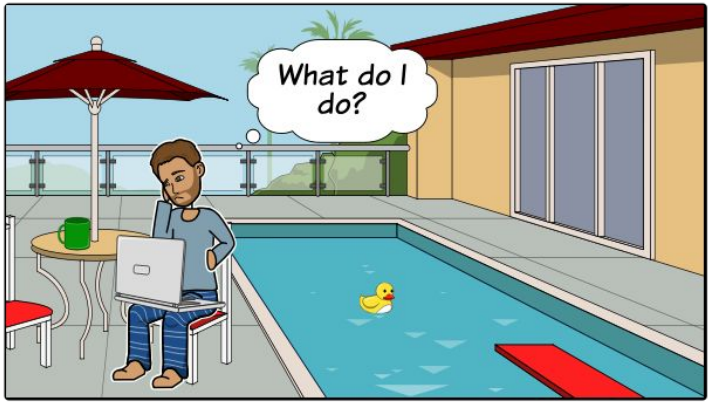
- Going to a Dentist - https://youtu.be/004Os4ACQWU
- Time for School - https://youtu.be/4qzDxnGGzN8
- Social Interaction - https://youtu.be/loZIt-XmEDU



Organizing Video

StoryBoard Thoughts

- Story Board That
- Make Belief Comixs
- Digital Books

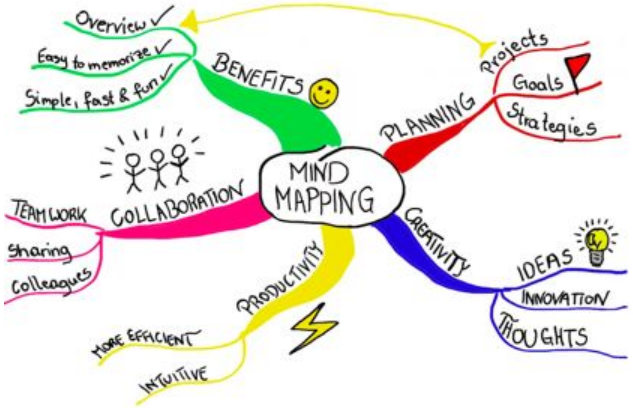


Create your own at Storyboard That

Organizing Video

Interactive Graphic Organizers - Resources

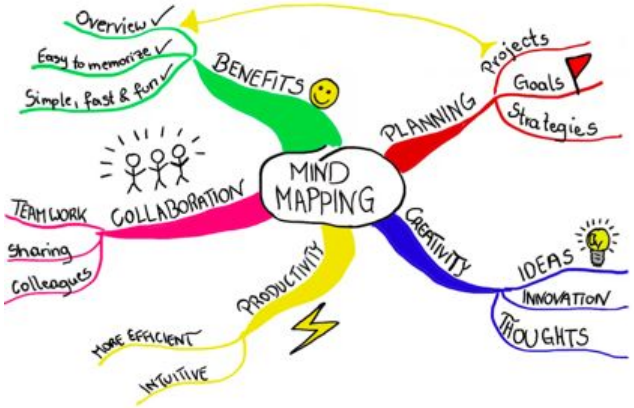
- BubblUs
- iBrainStorm
- Checkvist
- ConceptBoard



Organizing Video

Interactive Graphic Organizers - Resources

- MindMeister
- MindDomo
- Mural
- Popplet



Digital Books

Tar Heel Reader

Books for beginning readers of all ages

BOOK CREATOR

schoolvirtually.org

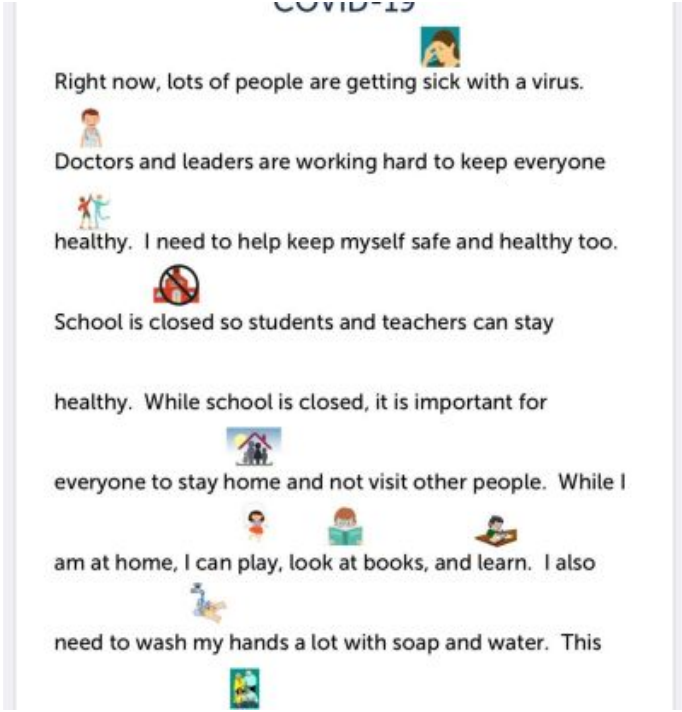
Social Stories/Narratives

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

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.



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

Council for Exceptional Children
Learning Interactive Virtual Event
LIVE
education. interaction. inspiration.
convention/expo ■ march 8-13, 2021

University of Kansas
Project VOISS

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 MESSY-II 2-16 MESSY-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

#CECLIVE

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

YouTube

Computer Assisted Practice

Virtual Training with Live Coach

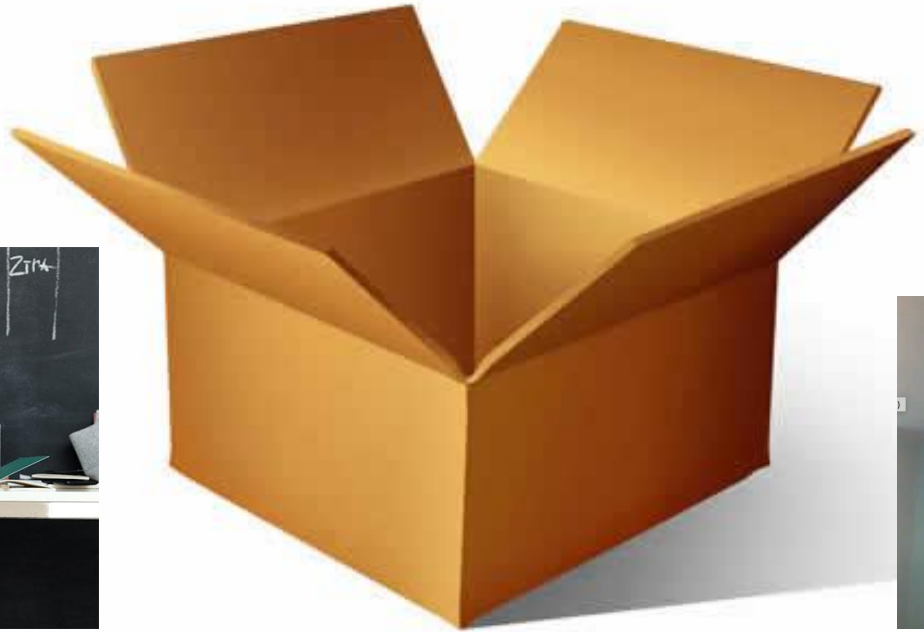
Charisma

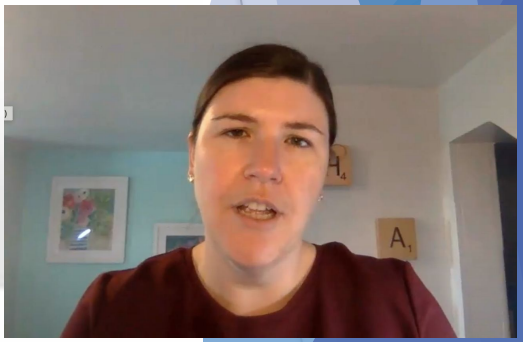
VIRTUAL TRAINING TO HELP YOU NAVIGATE SOCIAL SITUATIONS IN THE REAL WORLD

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.

VOISS™

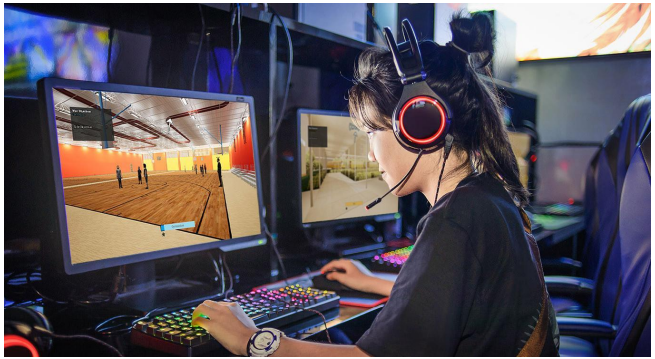
VIRTUAL REALITY OPPORTUNITIES TO IMPLEMENT SOCIAL SKILLS





VOISS™

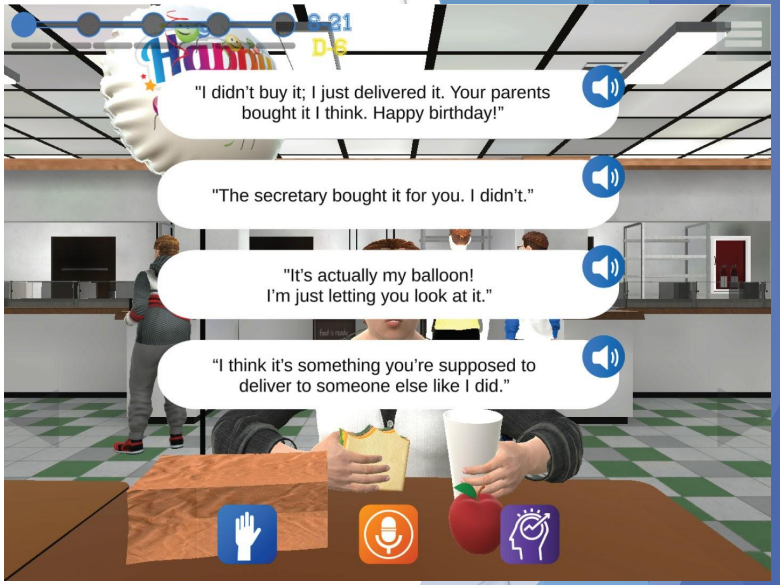
VIRTUAL REALITY OPPORTUNITIES
TO IMPLEMENT SOCIAL SKILLS



- 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



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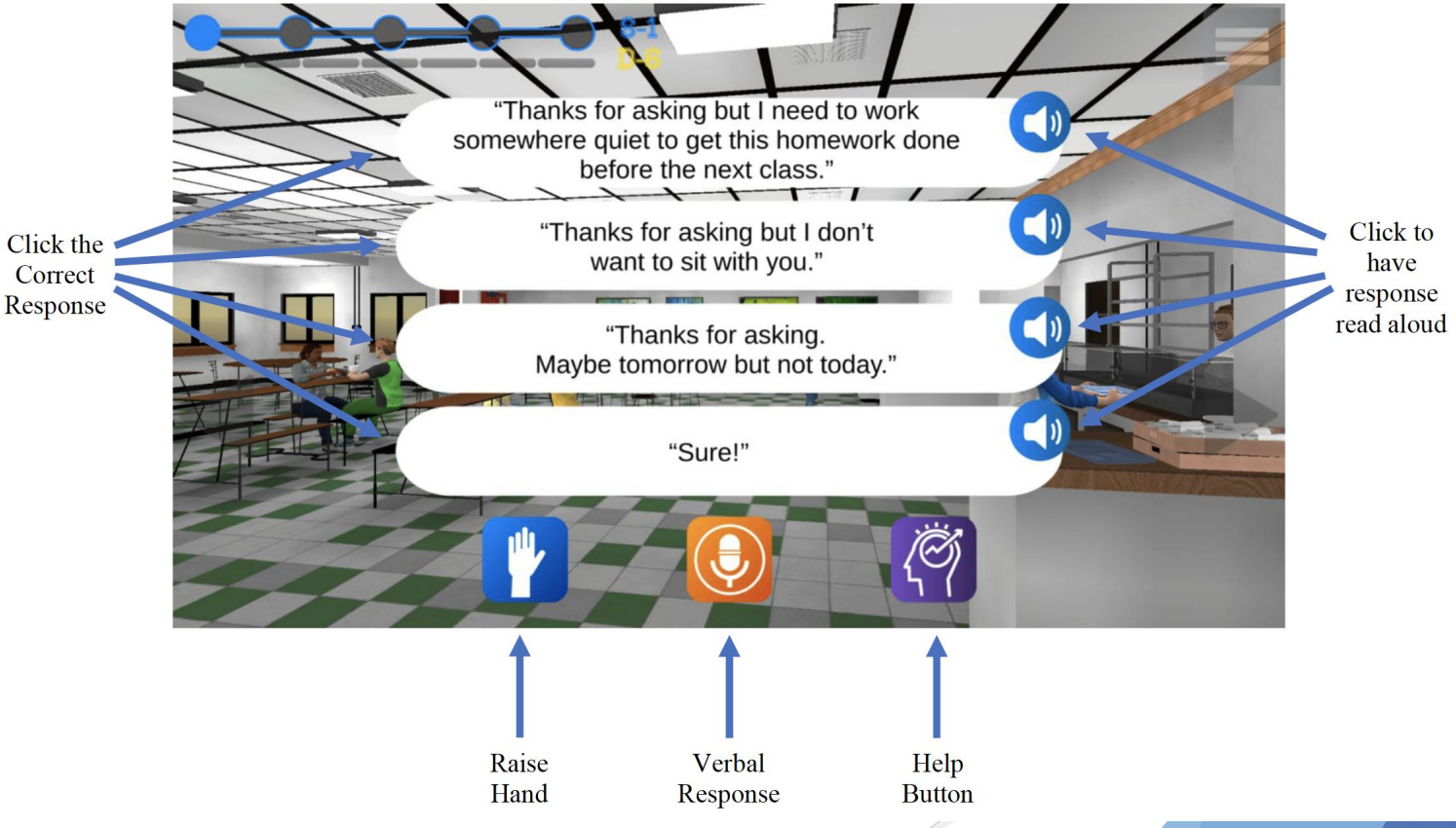
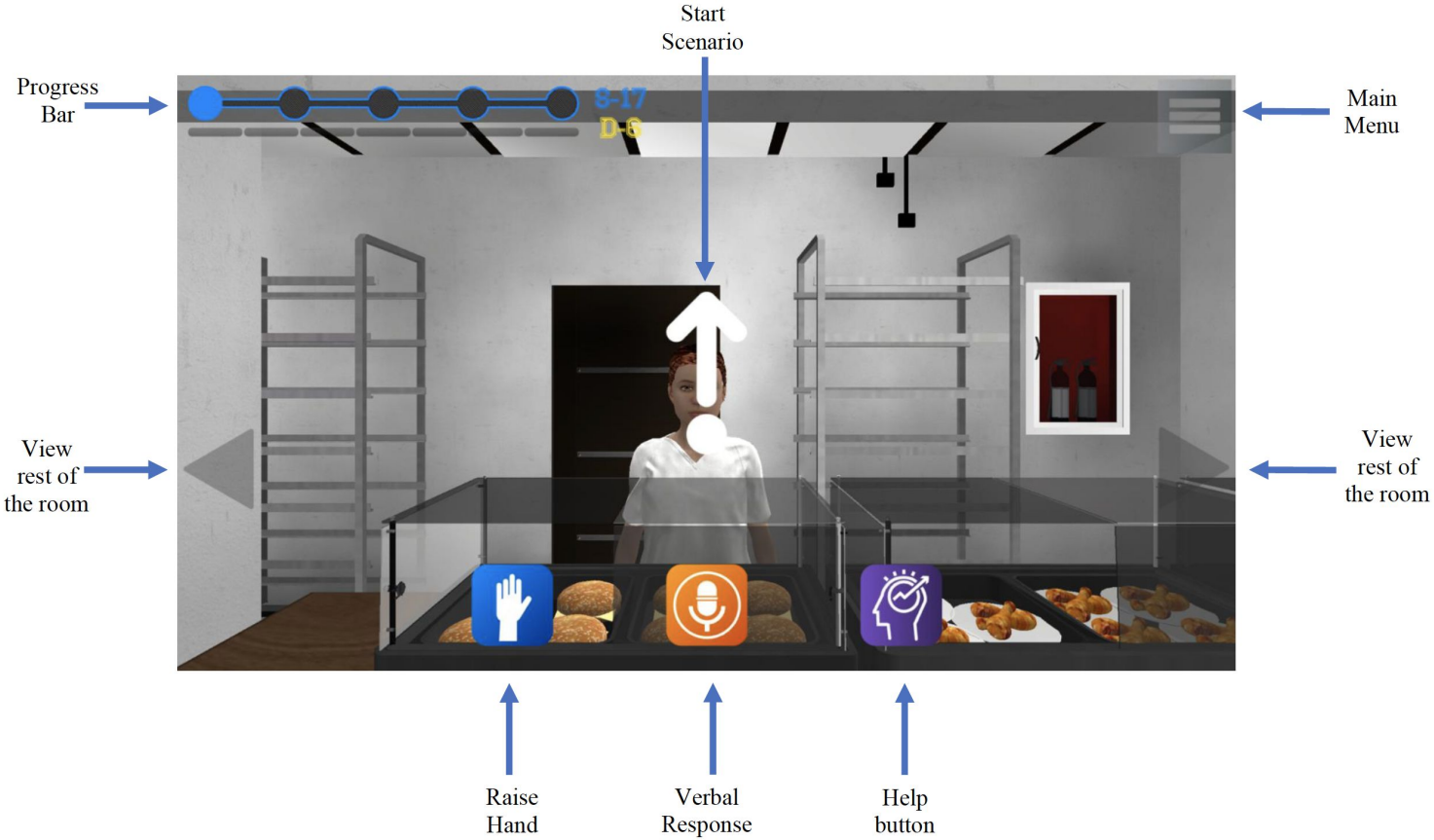
Responding to Questions in VOISS



VOISS Navigation

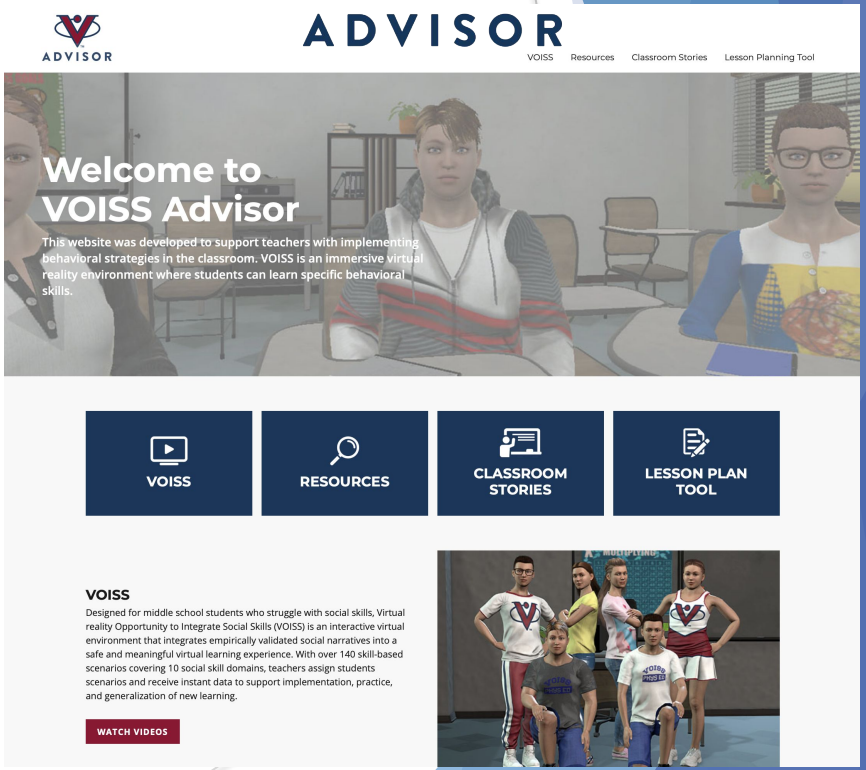


SCENARIO EXAMPLE

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

VOISS™ ADVISOR



Components of VOISS Advisor

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

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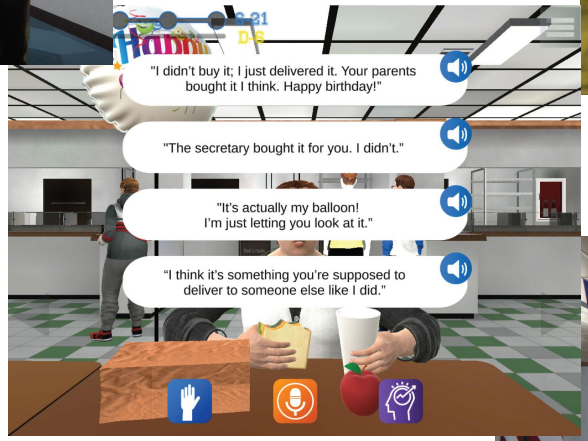
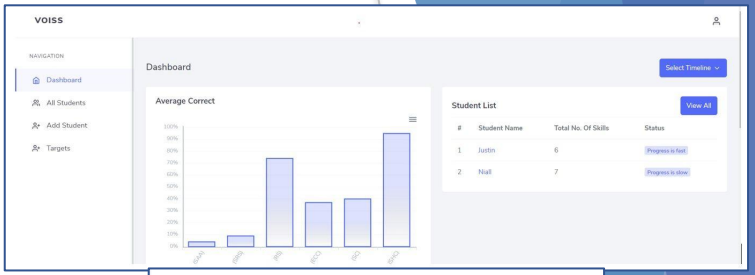
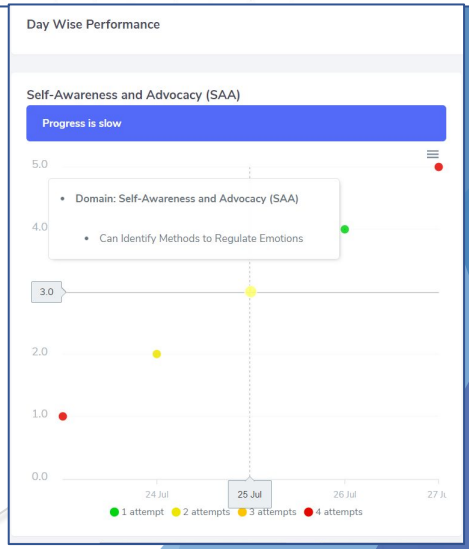
Social skill screener suggests specific scenarios

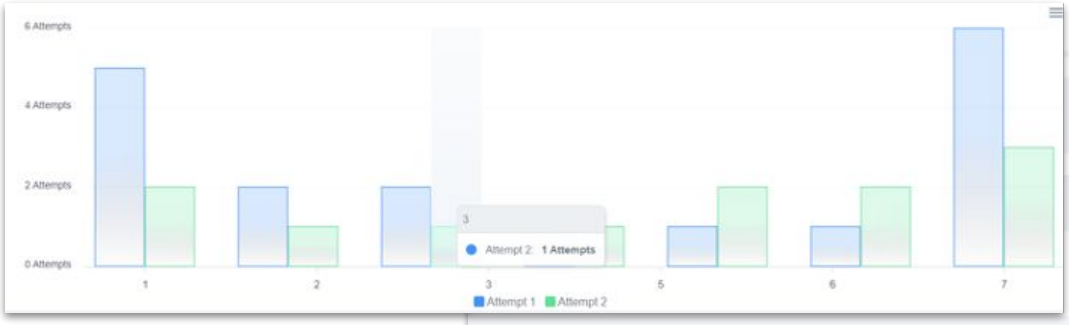


Progress Monitoring Tool

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



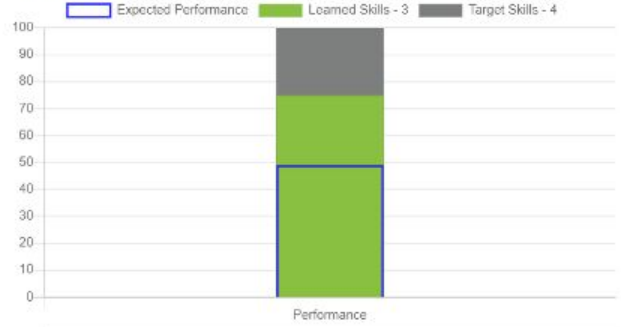




Attempts Analysis | Progress Visualization | Radial Visualization | Time Based

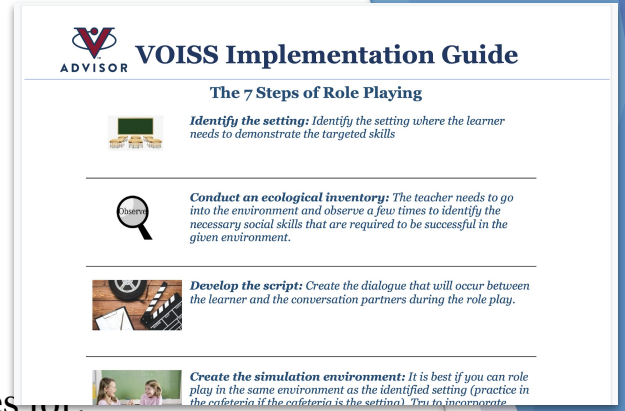
Day Wise | Individual Analysis

Progress Visualization



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


ADVISOR

VOISS Implementation Guide

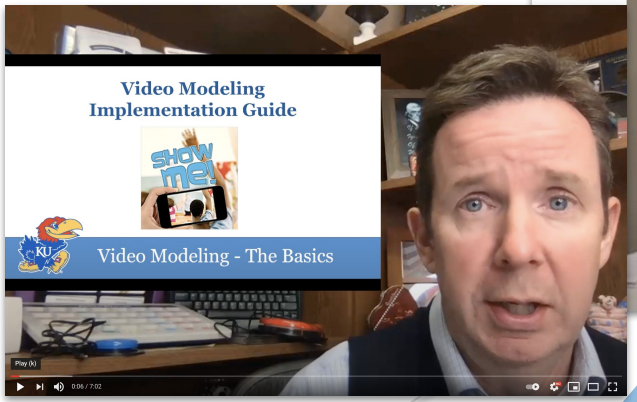
The 7 Steps of Role Playing

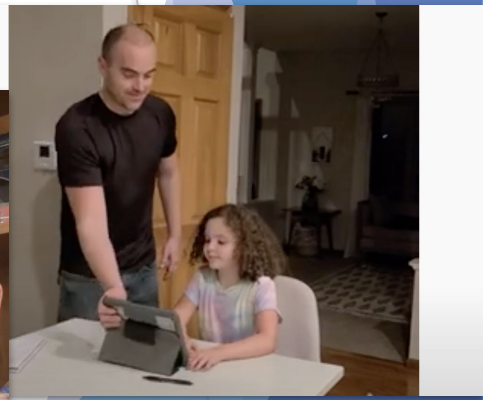
Identify the setting: *Identify the setting where the learner needs to demonstrate the targeted skills*

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*

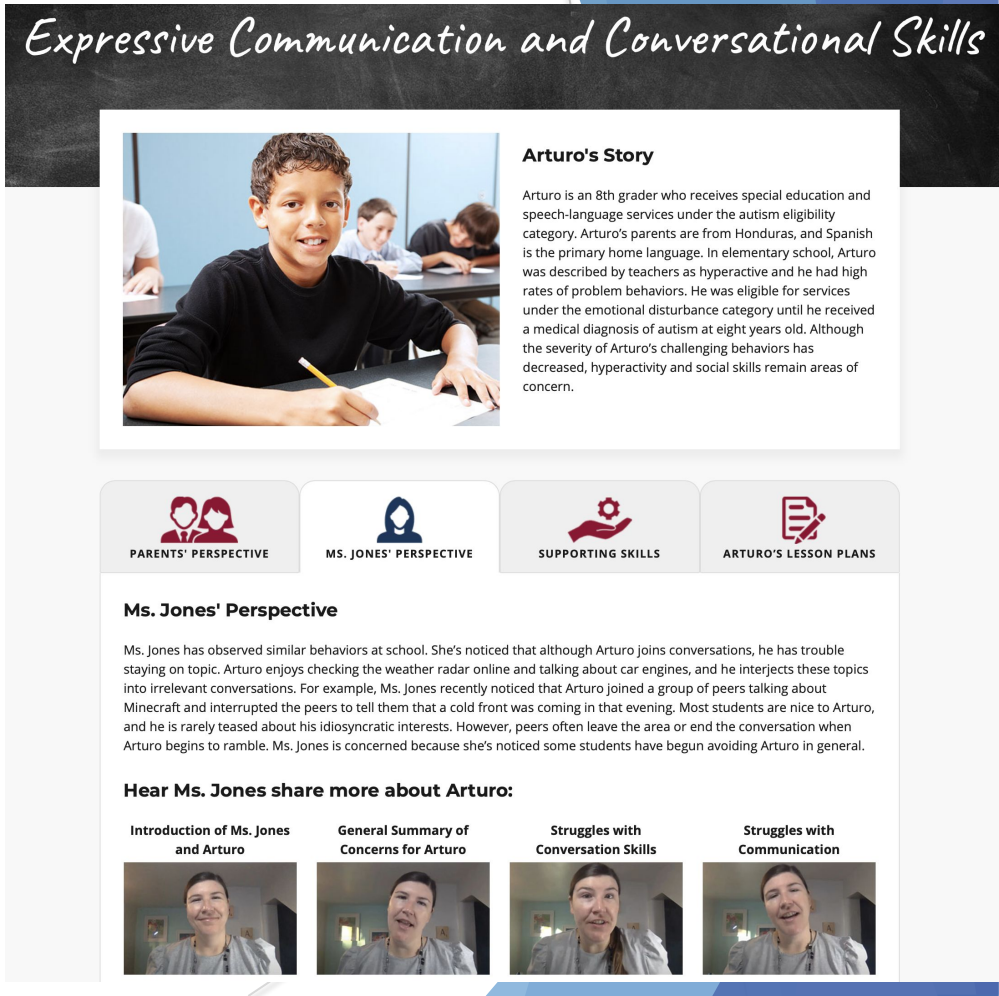


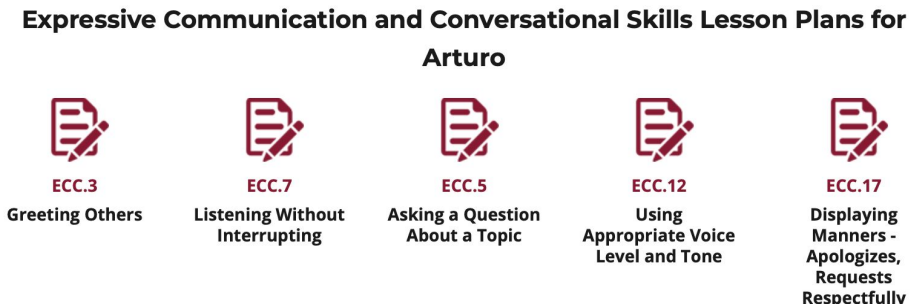


VOISS™ ADVISOR

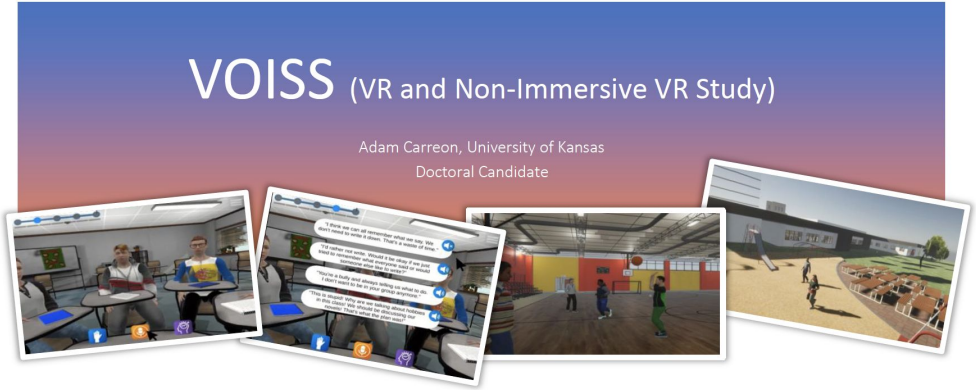
Classroom Stories

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





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

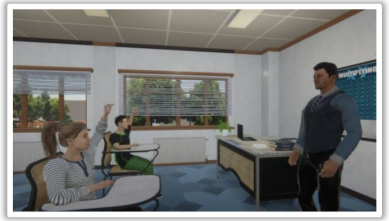
Overview

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

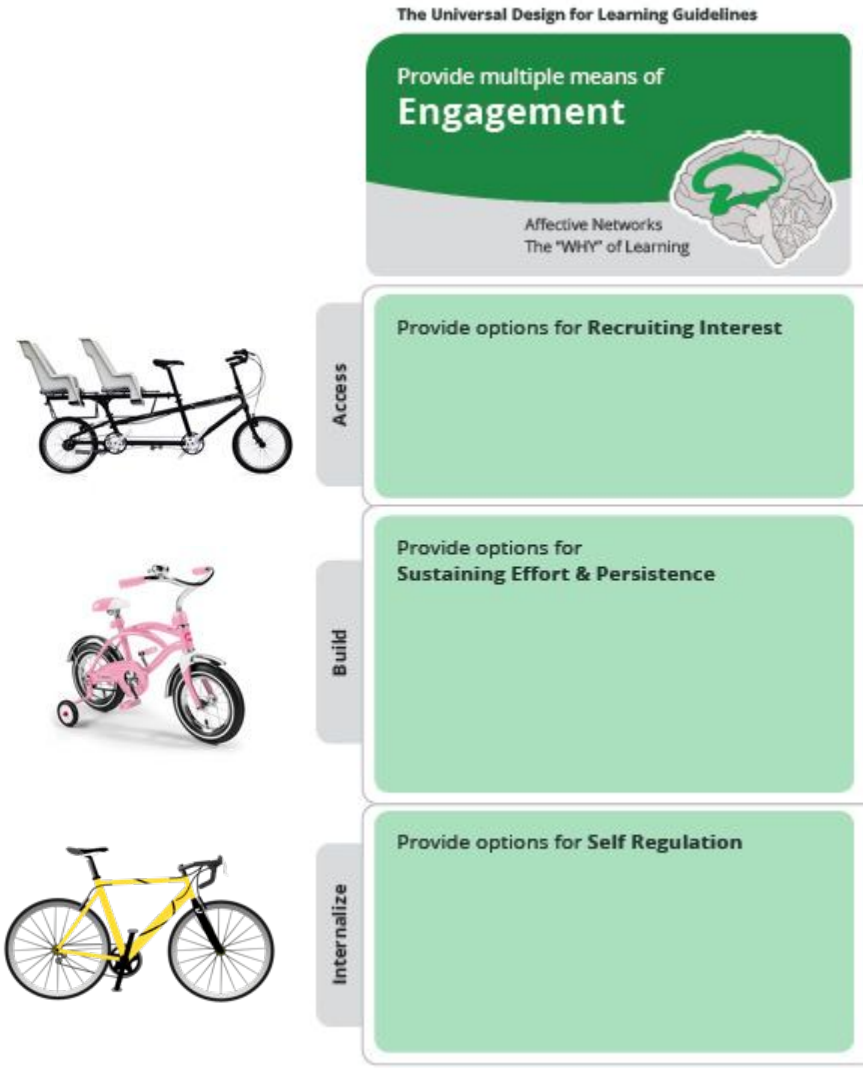
- 5th-8th Grade (11-15)
- Students with ASD and/or LD eligible with an identified with a social skills deficit
- The device will be randomly selected; students comfortable with the possibility of wearing a VR headset



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



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

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

Student Engagement = Collaboration

Google Classroom/Slides

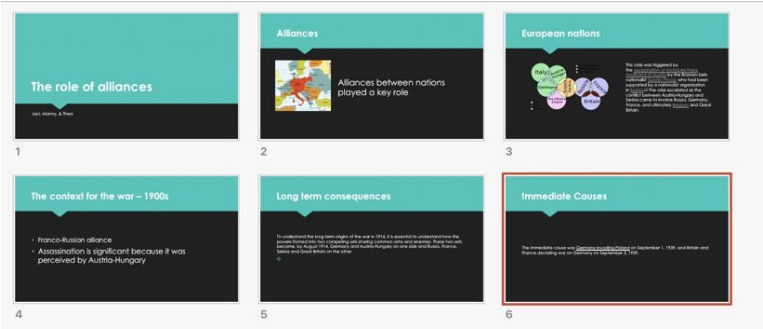
- ✗ Demonstrate what I Know
- ✗ Various Media
- ✗ Offers tools
  - ✗ Asynchronous
  - ✗ Speech-to-Text
  - ✗ Embedded Supports

Google Slides

Student Engagement = Collaboration

Google Classroom/Slides

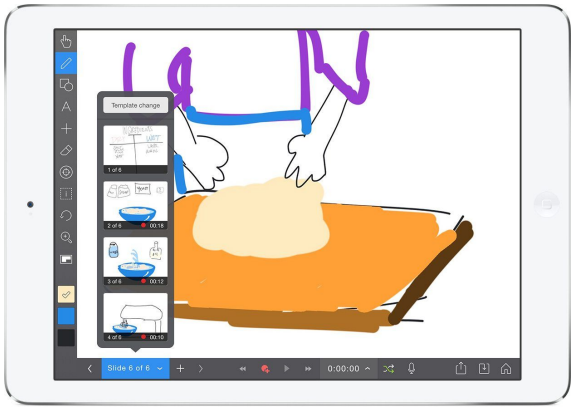
- ✗ Collaborate in small groups
- ✗ Place headers or photos on slides (as a scaffold, if needed)
- ✗ Provide formative comments as they create slides
- ✗ Can be a scaffold for a report or writing assignment



Tools for Collaboration

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

Explain Everything

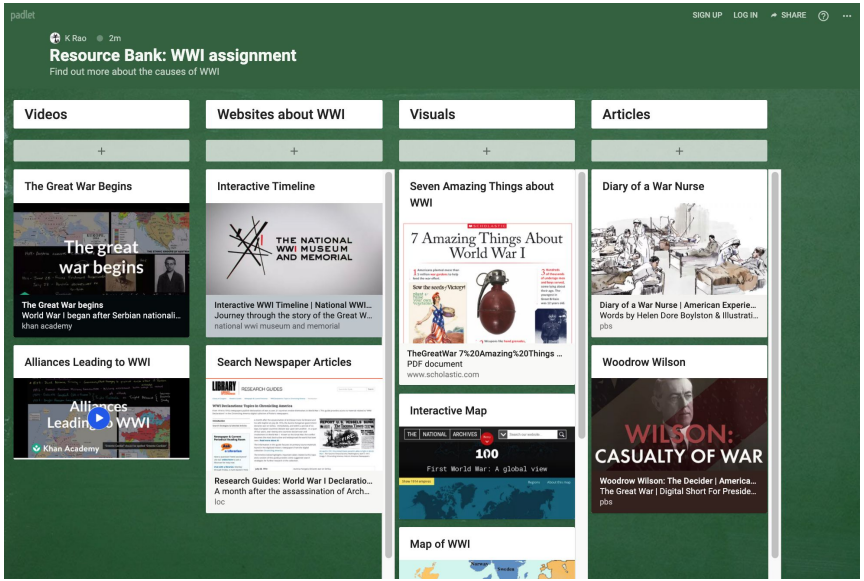


Student Engagement = Collaboration

Interactive White Boards/Explain Everything

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

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...

Video

Demonstrating what I know!!!

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

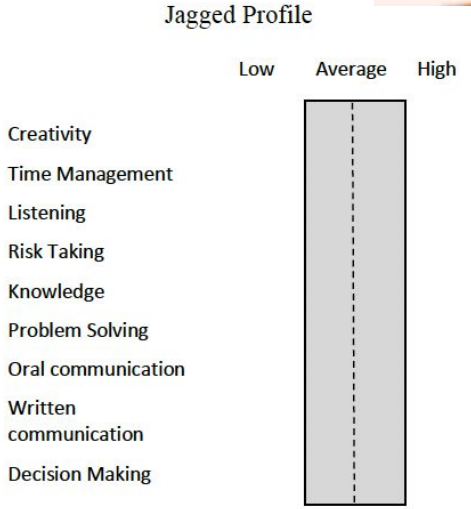
SCREENCAST MATIC

Flipgrid

Screencastify

#1 - Get to Know Your Student

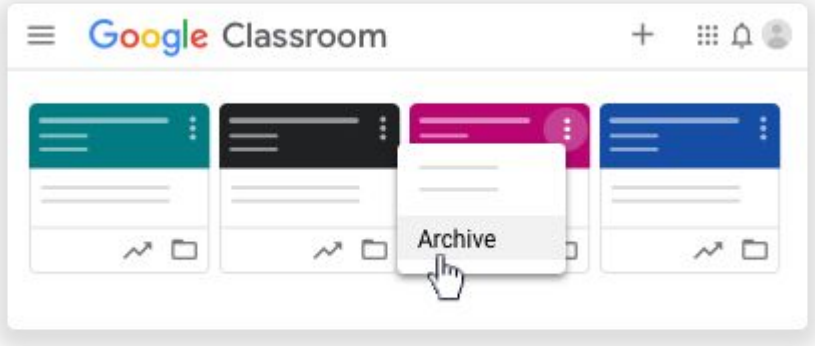
1. Pre-Assessments
2. Likes & Dislikes
3. Interest
4. Learning Styles
5. What's Happening at Home



#2 Create a Schedule

remind

Seesaw



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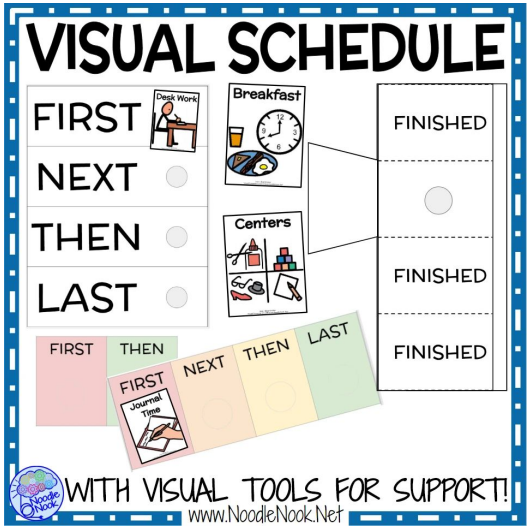
#2 Create a Schedule

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



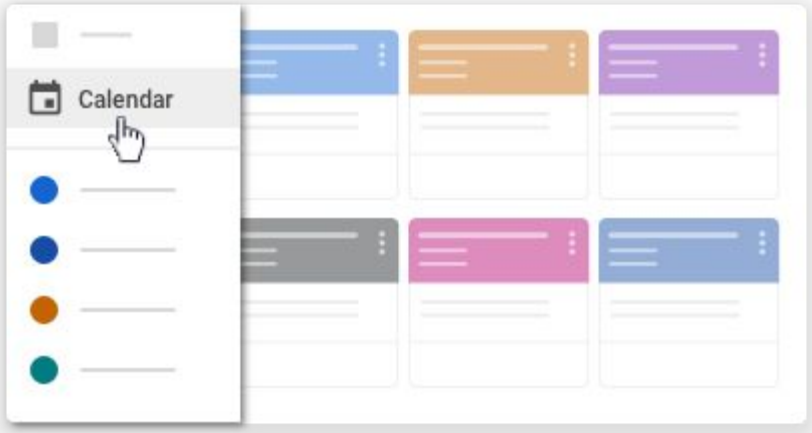
LMS Calendar

Remember your Calendar!

- Embedded
- Features
- Organize
- Reminders

Links to Content

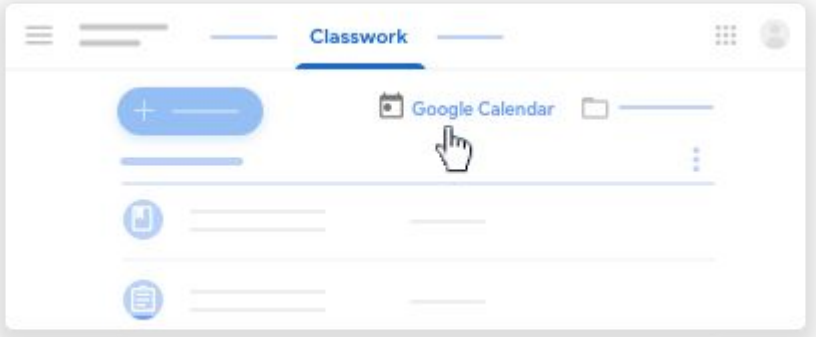
- Video
- Presentations
- Directions…

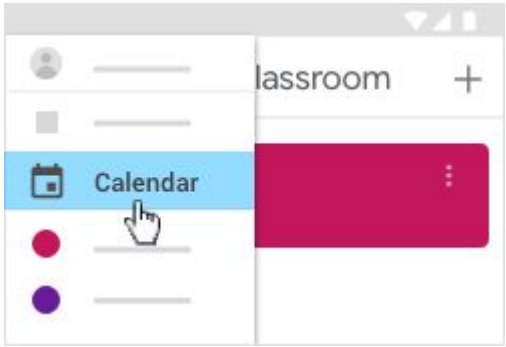


How To Video

Calendar - Personalize

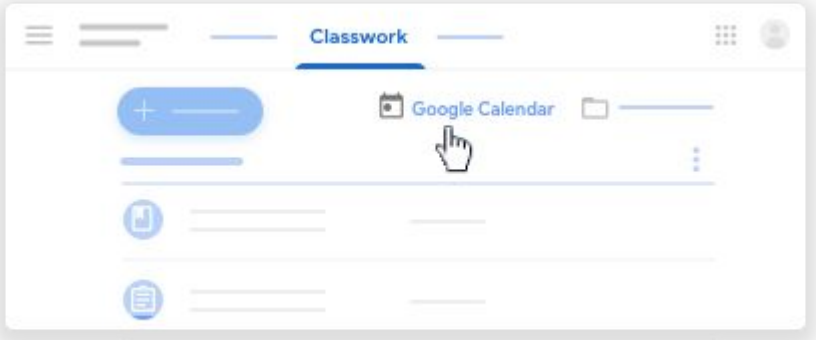
1. Group & Individual
2. Reminders to other devices
3. Homework Listing
4. Lesson Plan Calendar
5. For Parents
6. ...

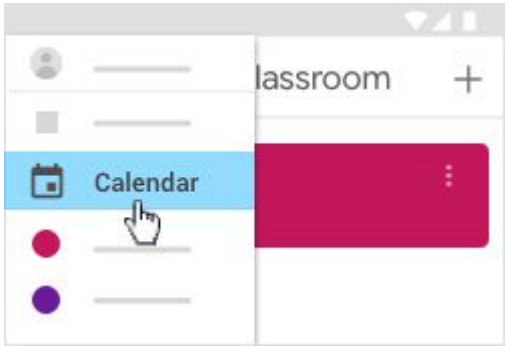




Calendar - Personalize

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

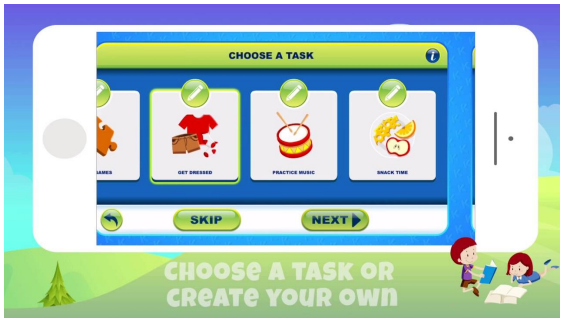




How To Task List

Visual Schedules

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



Personalized Learning & Self-Determination

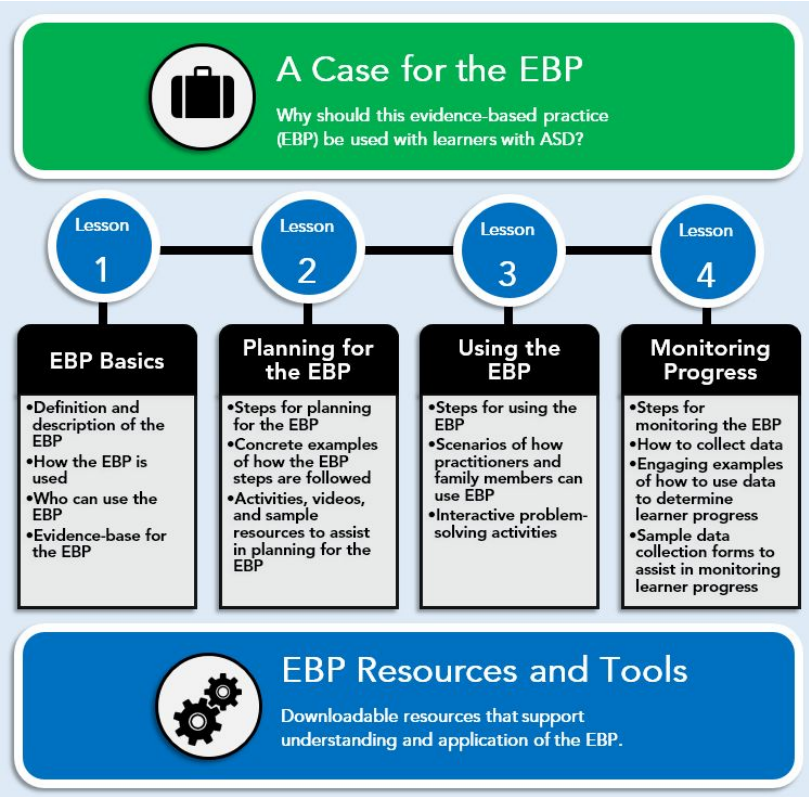
1. Students taught to empower themselves
2. Make self-aware choice
3. Tools to facilitate this…
4. Students Take Ownership!

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. …


A Case for the EBP
Why should this evidence-based practice (EBP) be used with learners with ASD?
Lesson 1
Lesson 2
Lesson 3
Lesson 4
EBP Basics
•Definition and description of the EBP
•How the EBP is used
•Who can use the EBP
•Evidence-base for the EBP
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
Using the EBP
•Steps for using the EBP
•Scenarios of how practitioners and family members can use EBP
•Interactive problem-solving activities
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.

Evidence-based Practice
Evaluating Evidence Use
Applying Evidence to Practice
Appraising Evidence
Searching for Evidences
Formulating Your Clinical Question

#3 Small Group Structure - Instruction

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

IXL

ZOOM

padlet

Google Hangouts

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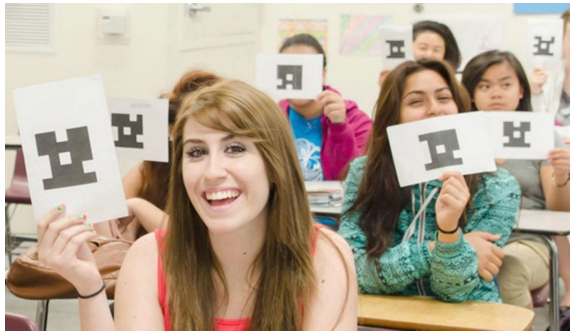
#4 Provide Reinforcement

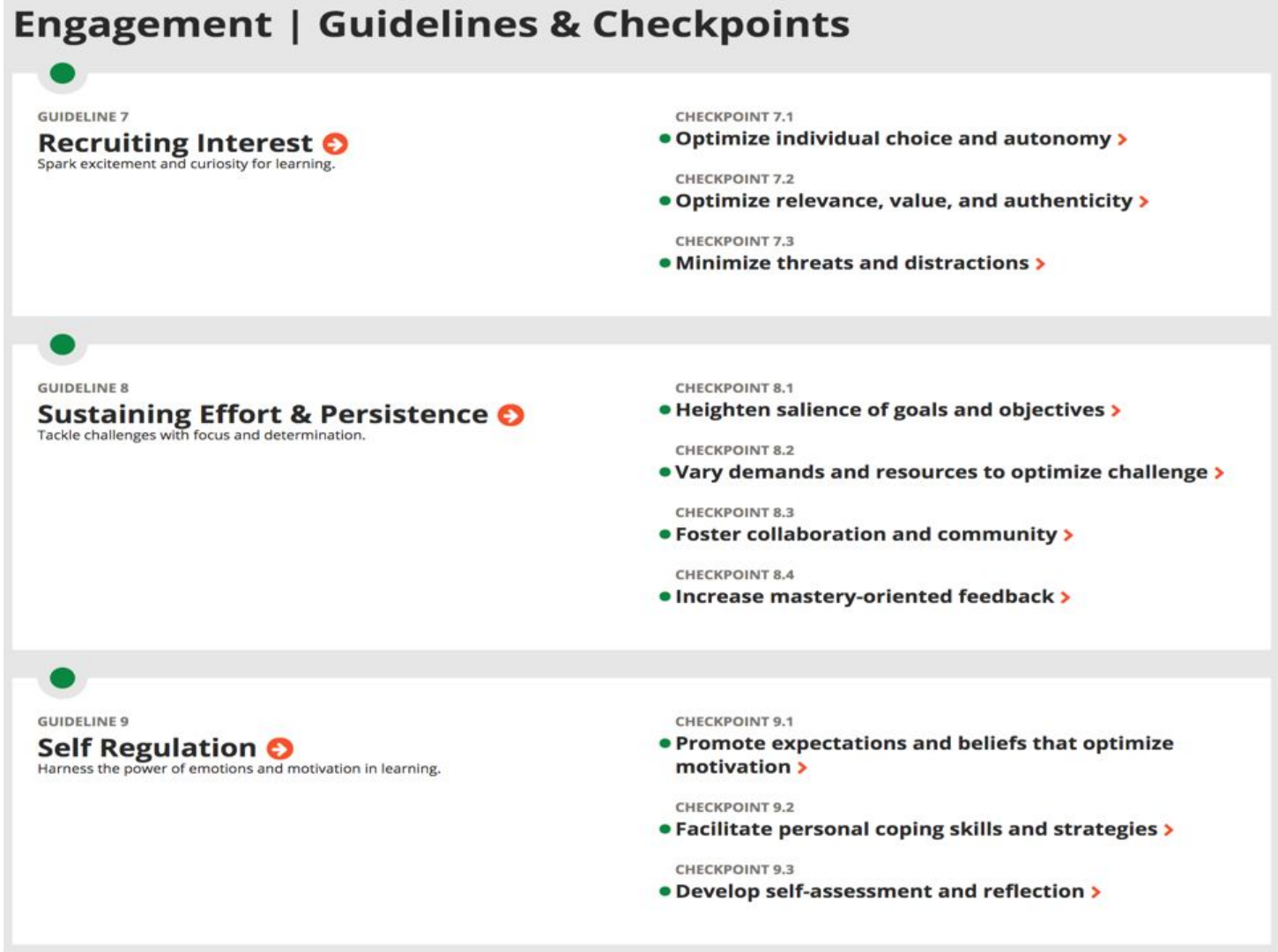
1. Spirit Day - Show and Tell
2. Use Movement
3. Puppets
4. Reveal both Teachers & Students
5. Gamify



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

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

YO Teach!
By PALMS

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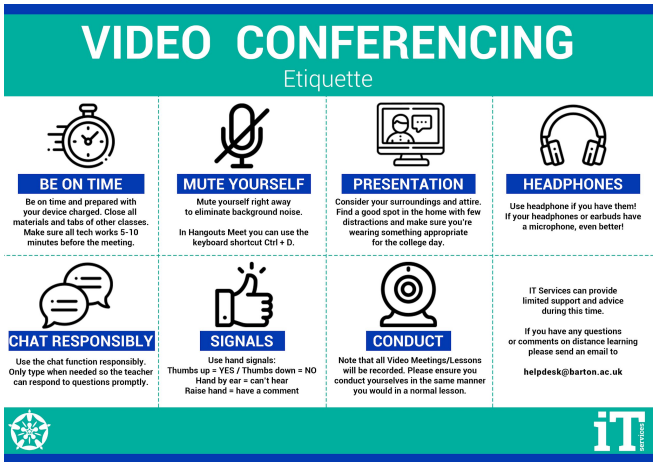
Expectations for Digital

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



Expectations for Digital

[27 Tech Tools for Teachers]

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

Expectations - Goals

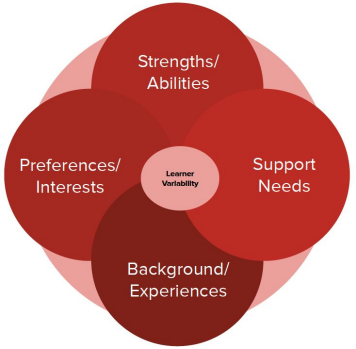
- Goals
  - Understood
  - Visual
  - Goals - Assessment

#6 Alter the Way you Represent Information

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

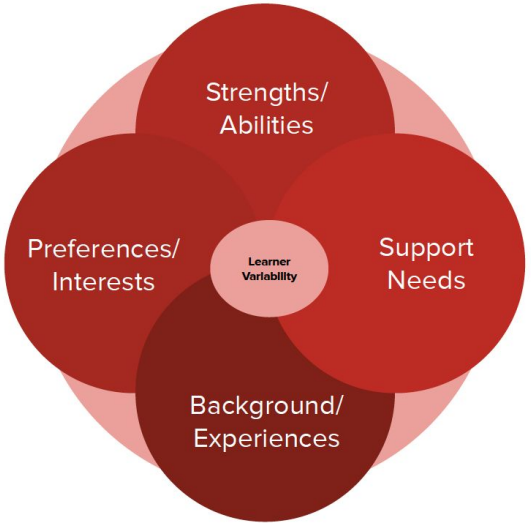
Awareness of Learning Barriers

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.

September Session



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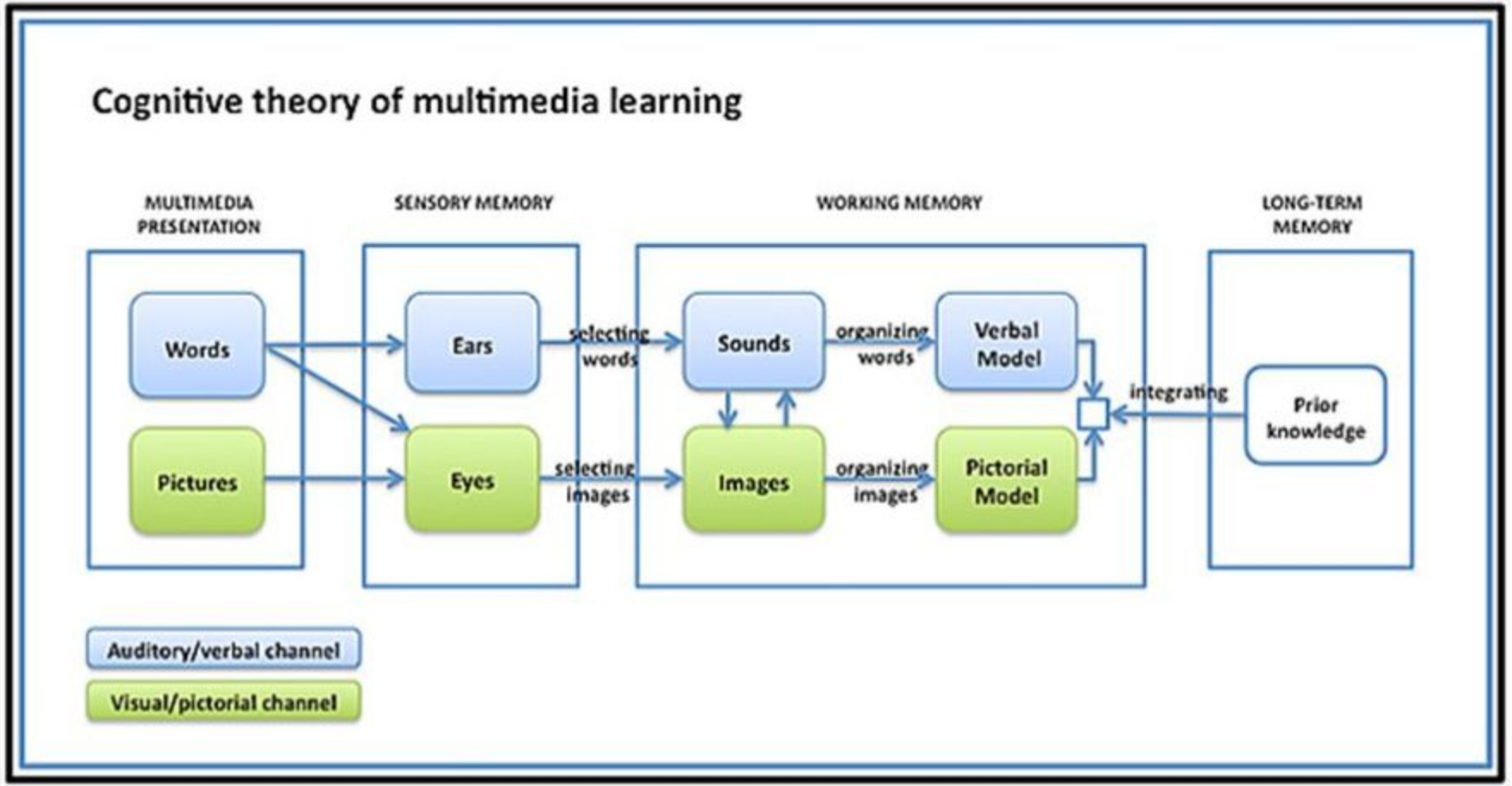


Figure from: https://slideplayer.com/slide/9878856/ - Cathleen Cox

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

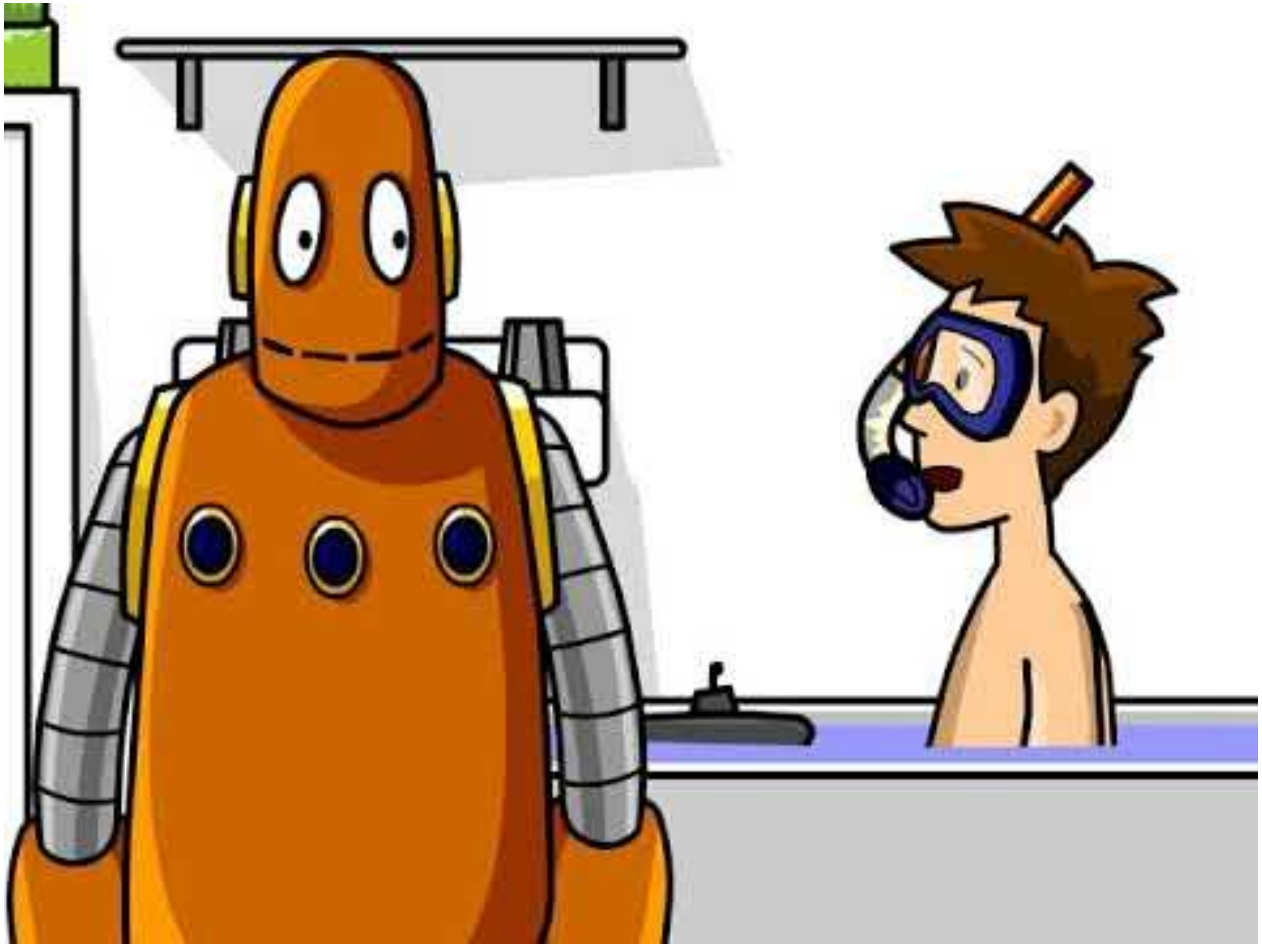
Segmenting

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

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

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

Strollin With Nolan

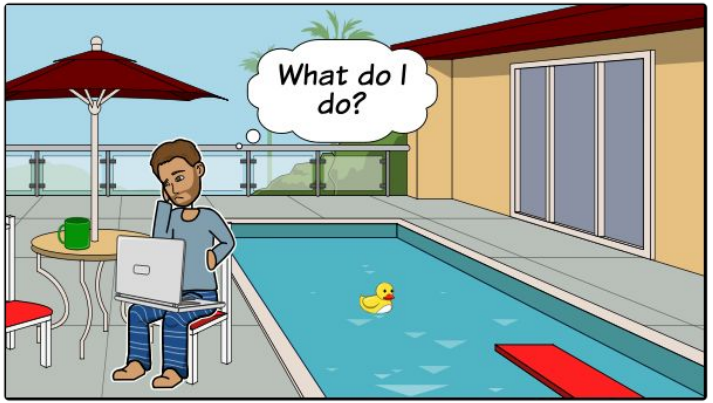
What Tools have You Used to Allow Students/Parents to Share Video

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?

Organizing Video

StoryBoard Thoughts

- Story Board That
- Make Belief Comixs
- Digital Books

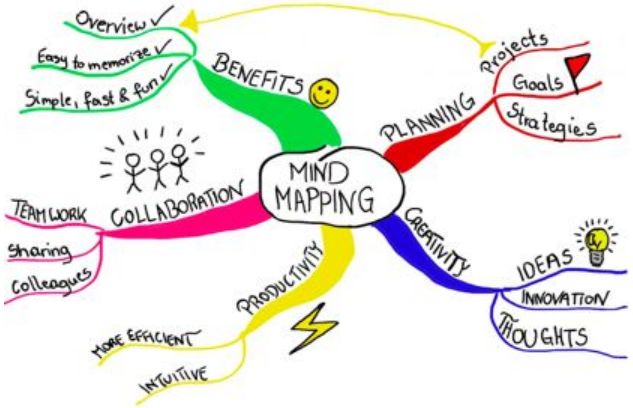


Create your own at Storyboard That

Organizing Video

Interactive Graphic Organizers - Resources

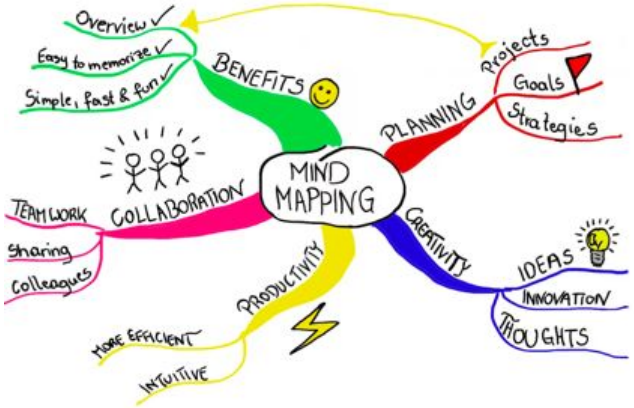
- BubblUs
- iBrainStorm
- Checkvist
- ConceptBoard



Organizing Video

Interactive Graphic Organizers - Resources

- MindMeister
- MindDomo
- Mural
- Popplet

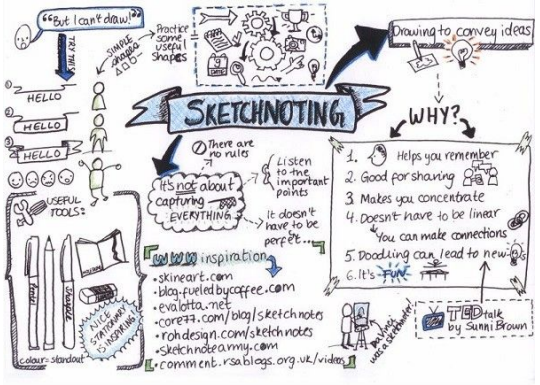


#7 Virtual Experts

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

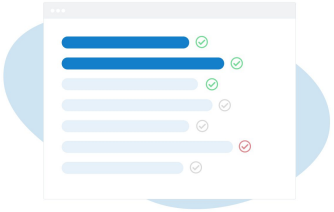
#8 Gamify - Offer Simulations

1. Various Games
2. Templates for Students to Use

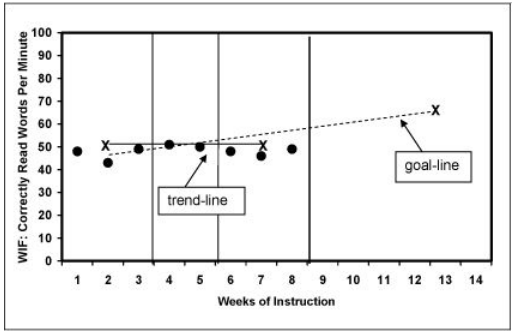


#9 Provide Check-Ins - Checklists

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



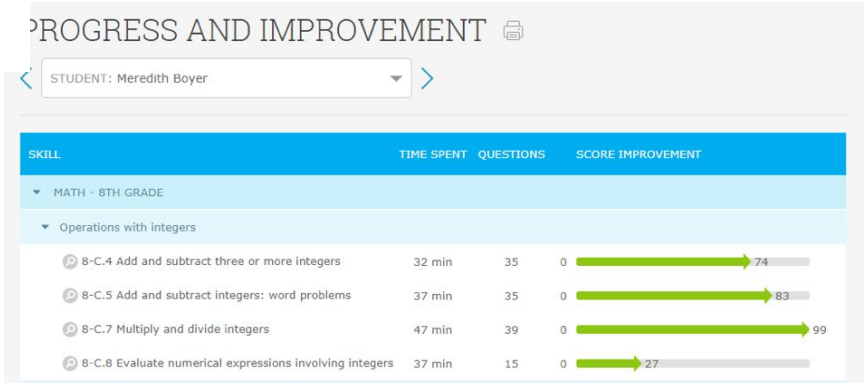
#10 Formative Feedback



Teach Assess Connect

nearpod

Quizlet



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