1

Purpose

The purpose of this presentation is to share strategies for teaching in a Virtual Environment and to model instructional strategies that can be utilized to implement a Verbal Behavior Program in a virtual environment using an errorless teaching procedure and reinforcement strategies.

We will learn strategies on how to implement Natural Environment teaching with Caregivers, including Mand, Basic Skills, and for the Verbal Operants.

2

Objectives

- Learn how to plan with caregivers for the delivery of Virtual Instruction.
- Learn how to talk with caregivers about structuring the student's day while they are at home.
- Learn how to deliver reinforcement with the help of a caregiver, or virtually.
- Collect and analyze Cold Probe data during a virtual Intensive Teaching session.
- Learn how to present the Verbal Operants virtually.
- Learn how to create practice lessons on "easy" cards for learning opportunities throughout the day.
- Learn how to create a virtual group read aloud session with students.

3

Planning for Delivery of Virtual Instruction

- Presentation from 2020 National Autism Conference <u>School is Closed and You are Asking Me to do What? Virtual Instruction for Students with Autism</u>
  By: Amiris Dipuglia
  - starting with student and family assessment before starting any type of virtual programming.
  - Consider the skill level of the student, their ability to respond to technology, problem behavior, how reinforcement will be offered in the home environment, and more.

4

Planning for Delivery of Virtual Instruction

More highlights from Amiris' presentation:

- ❑ Consider who will be the caregiver for the child while at home, when the caregiver or other household members will be available to assist with virtual learning, training needs, internet, and device availability.

- ❑ Resource: Continuity of Education Planning Sheet that educators can use to conduct student and family assessments.

5

Helping Parents Structure Their Day

- ❑ Presentation from 2020 National Autism Conference Parents as Educators: Lessons Learned During the Covid-19 Italian Lockdown by Francesca degli Espinosa

- ❑ Caregivers may find it beneficial for you to work with them on structuring their day, and even providing them with a basic schedule to help them get through the day.

- ❑ When creating a daily schedule, the teacher and the caregiver can work together to fill in the parts of the day that happen at specific times, such as: wake up, breakfast, snack, lunch, etc.

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Helping Parents Structure Their Day

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- The teacher and caregiver can then look at the parts of the day that may be high risk times for behavior and when the child would benefit from an activity.
- These are the times when the caregiver and child may do activities such as: Independent work, meet online with the teacher or para-educator, craft activity, or a game.
- When building a schedule like this, a window of time, such as 20-30 minutes, can be added intermittently for the child to access reinforcement and allow the parent to work with another child in the family, or take a break.

7

Parent Schedule

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Based on information presented by Francesca degli Espinosa

	Child	Sibling	Caregiver 1	Caregiver 2
8:00-8:30	Wake up, morning routine	Wake up, morning routine	Child	Sibling
8:30-9:00	Breakfast	Breakfast	Both children	Unavailable
9:00-9:30	Direct Instruction with teacher provided material	Independent classroom assignment (Math)	Both children	Unavailable
9:30-10:00	Reinforcement	Homework (Math)	Work with sibling/or free	Unavailable
10:00-10:30	Meet online with Teacher	Independent Classroom Assignment (ELA)	Work Directly with child and teacher	Unavailable
10:30-11:00	Snack	Snack	Both Children	Unavailable
11:00-11:30	Independent Work provided by teacher	Homework (ELA)	Work with sibling/or free	Unavailable
11:30-12:00	Adult-led Activity (craft), Speech M, W, Th	Adult-led activity with child or work independently	Both Children	Unavailable

8

Parent Schedule

Based on information presented by Francesca degli Espinosa

	Child	Sibling	Caregiver 1	Caregover 2
12:00-12:30	Reinforcement	Independent Work (complete ELA or Math assignments)	Make Lunch/offer help to sibling	Unavailable
12:30-1:00	Lunch	Lunch	Both Children	Unavailable
1:00-1:30	Chores with parent (clean up lunch)	Independent Work (Social Studies)	Child	Unavailable
1:30-2:00	Meet online with para-educator	Independent Work (Spelling)	Work directly with child and para-educator	Unavailable
2:00-2:30	Reinforcement	Homework	Work with Sibling/or free	Unavailable
2:30-3:00	Direct Instruction with teacher provided materials/OT on T	Independent Work (Science)	Child	Unavailable
3:00-3:30	Snack	Snack	Both children	Unavailable
3:30-4:00	Play a game outside or inside	Silent Read	Child	Unavailable

9

Parent Schedule

Based on information presented by Francesca degli Espinosa

	Child	Sibling	Caregiver 1	Caregiver 2
4:00-4:30	Reinforcement	Complete any homework	Work with Sibling	Unavailable
4;30-5:00	Park	Free time or Park	Child or Both	Unavailable
5:00-5:30	Park	Free time or Park	Child or Both	Unavailable
5:30-6:00	Activity with caregiver 2	Meal preparation with caregiver 1	Meal Preparation	Child
6:00-6:30	Meal	Meal	Meal	Meal
6:30-7:00	Activity with caregiver 2	Meal cleanup	Meal cleanup	Child
7:00-7:30	Reinforcement	Free time	Free	Free
7:30-8:30	Bath, pajamas, bedtime routine	Free time	Caregiver 1, 2 or both	Caregiver 1, 2, or both

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Resources

- PaTTAN has the following resource that teaches parents how to use a Promise Reinforcer
- Resources on how to teach parents how to include their child in completing daily activities and chores, Independent activities, and setting up activity schedules are found in the PaTTAN Supports for Families Resource file
- Access to the 2020 National Autism Conference. You can also access past conference from this same link.

11

Providing IT Services Using the Verbal Behavior Card Sort System

Reinforcement! Reinforcement! Reinforcement!

- Pick things you can control: short video clips, silly hats, magic tricks, playing/doing silly things with toys the student likes, be fun, silly, and engaging.
- You may have to reinforce more often than what you would in the classroom under more controlled environments.
- Video by Emaley McCulloch goes through steps on how to do multiple "shared" activities in Zoom. She also shares how to create and use a Digital token board for reinforcement.
  - https://youtu.be/0m34Ce3HY6c

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Sample Token Board

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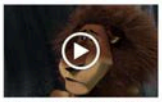
Example of a working for board for a student with special interests. Again you can drag and drop in edit mode. Also included links to his special songs on you tube.

These have links so when in play mode they take you
To a 2 min video music clip on you tube

I like to move it



What a Wonderful World

I am working for

Digital working for board: Adapted From Motivity Systems 2020- https://www.youtube.cm/watch?v=HBf0KzCrmGk

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Reinforcement

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https://vimeo.com/449112634/2e271e3d68

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Dr. Carbone (2010)

Remember Dr. Carbone's slide from Bootcamp? It is especially important to implement his strategies when teaching in a virtual environment.

- ❑ Start with easies or knowns and fade in demands gradually.
- ❑ Start with short, successful sessions.
- ❑ Use fast-paced instruction, but remember that internet lag may make this a bit slower.
- ❑ Mix and vary easy and hard tasks.
- ❑ Use Errorless instruction
- ❑ End the session on a successful note while the student is responding and actively engaged.

15

Teaching Parents How to Deliver Instruction and Reinforcement

Prior training for caregivers is recommended.

- ❑ Provide instruction on how to teach specific skills
- ❑ Provide instruction on when to deliver reinforcement, how much to give, and when to give it.
- ❑ The Behavior Skills Training (BST) model is a systematic way to teach new skills.
  - ❑ It is a researched based practice to teach parents, paras, and teachers, etc.
  - ❑ BST utilizes instruction, modeling, rehearsal, and feedback in order to teach a new skill.
  - ❑ Short daily or weekly BST sessions can be done with a caregiver on targeted skills.
  - ❑ Resources for how to use BST can be found at:
    - ❑ Power Point
    - ❑ BST Planning Guide

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Teaching Parents How to Deliver Reinforcement

- ❑ Reinforcement can be physical or tangible, such as hugs and tickles, or a small piece of candy or a cracker.
- ❑ Before sessions begin, you may want to ask caregivers to have several different reinforcers nearby and give some instruction or reminders on how to mix and vary reinforcement.
- ❑ Teach caregivers the sequence of instructional delivery.
  - ❑ Reinforcement may be delivered after a Prompt-Transfer sequence (for students with a low VR) or after a Prompt-Transfer-Distract-Check sequence

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Teaching Parents How to Deliver Reinforcement

- When starting out, the teacher will likely need to prompt the caregiver to give reinforcement until the caregiver learns the teaching sequence.
- Reinforce caregivers for their participation and for things they do well during the session.
- Remember to always use language that is easy to understand!

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Parent Feedback

- Prior to IT sessions, provide caregivers some training on what the session will look like, what your expectations are, and that you will be providing feedback to them during the session.
- It would be beneficial to debrief after the session on things that went well and things to work on for the next session.

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Parent Feedback

https://vimeo.com/449113293

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Begin with 1st Trial Cold Probe Data

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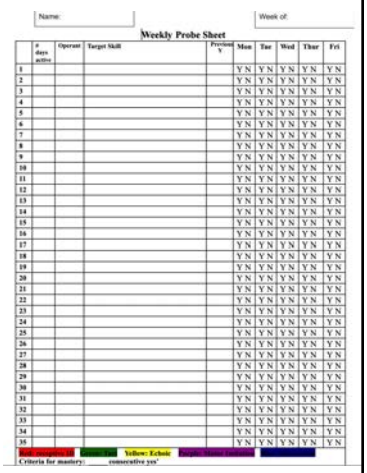
- Cold Probe data will be taken at the beginning of the IT session.
- Be flexible where the student sits. It's okay for the student to cuddle up in the caregiver's lap, as long as the student is paying attention


Name: Week of:
Weekly Probe Sheet
# days active	Operant	Target Skill	Previous Y	Mon	Tue	Wed	Thur	Fri
1				Y N	Y N	Y N	Y N	Y N
2				Y N	Y N	Y N	Y N	Y N
3				Y N	Y N	Y N	Y N	Y N
4				Y N	Y N	Y N	Y N	Y N
5				Y N	Y N	Y N	Y N	Y N
6				Y N	Y N	Y N	Y N	Y N
7				Y N	Y N	Y N	Y N	Y N
8				Y N	Y N	Y N	Y N	Y N
9				Y N	Y N	Y N	Y N	Y N
10				Y N	Y N	Y N	Y N	Y N
11				Y N	Y N	Y N	Y N	Y N
12				Y N	Y N	Y N	Y N	Y N
13				Y N	Y N	Y N	Y N	Y N
14				Y N	Y N	Y N	Y N	Y N
15				Y N	Y N	Y N	Y N	Y N
16				Y N	Y N	Y N	Y N	Y N
17				Y N	Y N	Y N	Y N	Y N
18				Y N	Y N	Y N	Y N	Y N
19				Y N	Y N	Y N	Y N	Y N
20				Y N	Y N	Y N	Y N	Y N
21				Y N	Y N	Y N	Y N	Y N
22				Y N	Y N	Y N	Y N	Y N
23				Y N	Y N	Y N	Y N	Y N
24				Y N	Y N	Y N	Y N	Y N
25				Y N	Y N	Y N	Y N	Y N
26				Y N	Y N	Y N	Y N	Y N
27				Y N	Y N	Y N	Y N	Y N
28				Y N	Y N	Y N	Y N	Y N
29				Y N	Y N	Y N	Y N	Y N
30				Y N	Y N	Y N	Y N	Y N
31				Y N	Y N	Y N	Y N	Y N
32				Y N	Y N	Y N	Y N	Y N
33				Y N	Y N	Y N	Y N	Y N
34				Y N	Y N	Y N	Y N	Y N
35				Y N	Y N	Y N	Y N	Y N

Yellow: Echoic
Criteria for mastery: ____ consecutive yes'

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Begin with 1st Trial Cold Probe Data

TASN Autism and Tertiary Behavior Supports www.ksdetasn.org

Reminder! This is still true when teaching virtually!

- If errors were made on known cards in previous sessions, or during a pre-recorded "easies" session, assess them in the Cold Probe. If they are wrong on the 3rd day, they will need to go back into Targets.
- When this happens, remember to adjust the Skills Tracking Sheet and the graph.
- Plan to teach the error cards during the IT session using errorless teaching procedures.
- Remember to reinforce the student (and the caregiver) after the Cold Probe session. Some students may need to be reinforced more frequently.

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Begin with 1st Trial Cold Probe Data

https://vimeo.com/449112458/23643da263

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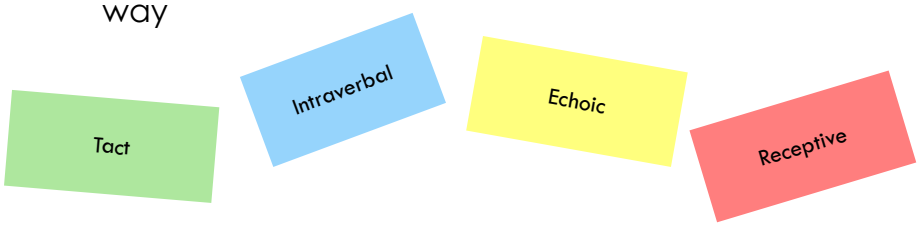
Presenting Operants

- **Tact** present the same way
- **Intraverbal** presented the same way
- **Echoics** presented the same way
- **Listener Responding** (3x5) presented the same way



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Presenting Operants

TASN Autism and Tertiary Behavior Supports www.ksdetasn.org

- **Listener Discrimination**
  - If you have a laptop or webcam, you can put the field on the table in front of you and pull your screen down to show the field. Parents will need to signal you to let you know whether or not the student got the answer correct.
  - Items could be presented in a PowerPoint presentation. For students who memorize where the correct answer is, you will need to move items around between sessions.
  - Parents could have pictures at home to present a field at home. Coordination would be key for presenting a target vs. a known item.

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Presenting Operants

TASN Autism and Tertiary Behavior Supports www.ksdetasn.org

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Presenting Operants

- **Motor Imitation** will need to be coordinated with the parent to provide the physical prompt for errorless and error correction procedures.
- **Match-to-Sample** will need to be coordinated with the parents.
  - Parents will need materials at home for the student to match to the field on the screen or they will need duplicate items at home to present a field and the item to match.
  - Parents will need to signal you to let you know whether or not the student got the answer correct if they are matching to the screen.

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Tips

Intermediate Unit 1 in Pennsylvania has developed some tip sheets for teaching the Verbal Operants in a Virtual Environment.

Follow the link to open their resources:
https://drive.google.com/drive/u/0/folders/1l6osHkCUB-YAUu-JoflTXCyD4ODMSWYu

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Error Correction

- The student may respond differently to you in a virtual environment vs. a classroom setting. Because of this, Error Correction may need to be modified to maintain instructional control.
- If you find yourself repeating the error correction sequence and increasing the student's VR significantly, one of the following modifications may work better:
  - End, prompt, move to next trial
  - End, prompt, transfer, move to next trial
- A student's VR may also need to be modified when teaching virtually as well, due to the change in environment.

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At-Home Review

- To give the student extra practice, the teacher can pre-record several short sessions using the student's mastered cards. These videos can be uploaded into a site, such as Schoology or Google Classroom, for the caregiver to access and have the child run through every day.

- When recording practice videos, make sure to have at least 4 seconds of time between each S^D. This will ensure enough time for the student to respond with the possibility of lag time and the need to stop the video to error correct.

30

At-Home Review

- There is also a natural delay from when you present material to when the other person perceives the information. This delay is longer in a virtual setting.
- A pre-recorded session is a good opportunity for paraeducators to get online with caregivers to provide feedback and help with error correction.
- Caregivers will need some training on when to give reinforcers during these run-throughs. They will need some knowledge of the child's schedule of reinforcement, or VR to do this.

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At-Home Review

https://vimeo.com/449114062

32

Accessing Schoology

#1 K-12 Learning Management System | LMS

- Schoology is free for educators and parents. Account set-up and assignment set-up is simple.
- Video's can be easily uploaded and assigned to individual students and even put into folders. Because of this, teachers can have their own folder for Verbal Behavior practice sessions.
- How to access PaTTAN's Conference Supporting Student with Disabilities in Virtual Environments.

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At-Home Review

- Plan at a minimum, one weekly check-in with caregivers. This is to provide feedback on the student's responding.
  - Join online and watch the student engage with the pre-recorded easies. Give the caregiver feedback on the student's responding. For example, if an error has been made, the video can be paused, and the caregiver can go through a prompt-transfer sequence, reinforce, then move on.
  - Have the caregiver send a video of the child reviewing the pre-recorded easies. The teacher can watch this video and provide feedback at the next session.

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At-Home Review

https://vimeo.com/449111956

35

At-Home Review

The teacher will want to watch for the following:

- ❑ Is the student responding on cue?
- ❑ Is the student making errors?
- ❑ What is the caregiver doing if the student responds correctly or responds with an error?
- ❑ The teacher may want to engage the caregiver in a conversation about offering reinforcement or about how to stop the video and complete an Error Correction Sequence.

36

Utilizing Para-Educators

- Trained paraeducators can run easy sessions with students throughout the week.
- Paraeducators who are trained in Intensive Teaching can run the Cold-Probe and other IT sessions.
- Make sure data can be easily shared among the paraeducators and the teacher if multiple people are running sessions throughout the week.

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Object-Sort

- It is beneficial to provide caregivers a list of household items to gather for teaching sessions or to provide items to parents. Packets of new materials could be dropped off at caregiver's homes or picked up from school.
- It is likely that objects used for imitation will not match the items of the teacher if the caregiver is looking for these items at home.
  - Some students may be successful with non-identical items and others may not.
- This system can be taught just like the Card Sort system.

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Object-Sort

https://vimeo.com/449114758

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LR and Imitation in the Natural Environment

- Intermediate Unit 1 in Pennsylvania resources:
  - LR Contextual and Imitation Contextual in the natural environment.
  - Activity Matrix that teachers can provide parents with so everyday objects can be plugged into the child's routine.

https://drive.google.com/drive/folders/19Nb5bsoQa5iwtFUVZEox5GutPh3muN1B

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Mand Sessions

- Mand Sessions will need to be coordinated with caregivers. Caregivers will need to present items and run through the teaching session. Prior training and modeling is recommended.
- Have the caregiver start with a preference assessment, as Mand sessions may be more motivating to the student when using preferred items from around the house.
- Make sure the child will have needed communication items (paper, pencil, PECS system).

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Simple Steps to Follow

- If the child independently makes a request, reward the request by giving them access to the item, activity, or information as long as appropriate behavior is exhibited upon request.
- If a request is not made, model again how you would like the child to make the request and immediately deliver the item, information, or activity.

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Mand Session

https://vimeo.com/449122936

43

Mand Session

- The teacher will not know which items in the house a child is able to Mand for. The teacher and the parent may want to work together to conduct probes to figure out which household items the child can mand for. The data from these probes can be used to structure mand sessions.
- If the child is unable to say the entire word of what is being requested, vocal shaping should be used to help the child learn how to request using the entire word.

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Examples of Manding in the Natural Environment

IU1 has these wonderful examples that parents can use when working on manding with their children.

- ❑ While playing with your child, hold a preferred toy out and name it, wait 2-3 seconds to see if your child will name the toy, and then give your child the toy and name it.
- ❑ Present a short clip of a preferred television show and say "play". Then pause and wait 2-3 seconds to see if your child says "play", and then press "play" while saying "play".
- ❑ When helping your child get dressed, hold out a clothing item they need and name it, wait 2-3 seconds to see if your child will name it, and then give your child the clothing item and name it.

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Resources for Manding in the Natural Environment

- ❑ Intermediate Unit 1 (IU1) made some wonderful resources for their teachers who work with early learners. Included in their resources is a Mand calendar, Mand target ideas, and data sheets.

https://drive.google.com/drive/folders/1Ee-JEMpuodYSeNR0aeTGQYYMFlGUAGRd

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Manding Using Stimulus-Stimulus Pairing

- Stimulus-Stimulus Pairing is used to shape vocal behavior in children when learning mands or tacts. This method can be used with children who have very limited verbal skills.
- Steps:
  - Say the target sound three consecutive times.
  - Immediately present the preferred stimulus while simultaneously saying the target sound two more times.

  Example:
  "Cuh, cuh, cuh" "cuh, cuh" (while presenting cookie)
  "Cookie!" (say while the child is eating the cookie.
- Once the child has said a sound that is closer to the target word ("cookie"), remember to say the sound(s) that is closest to the target sound while presenting the item. Fade out reinforcement for previous sounds. This process is called Shaping.

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Special Education Teacher Resources

Teri McGill from the Nebraska ASD Network has shared a document she put together **Special Education Teacher Resources: Online Learning and Other Ideas**.

- Teri has information and videos available on Verbal Behavior, routines, behavior, and more.
- This is also a great resource from Teri on Things to Consider when Starting the School Year, that I did not get into the Resources section of this presentation.
- https://drive.google.com/file/d/1HGwo8DAqLvX28GXIz2d8cPIj4YTYuOb5/view?usp=sharing

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Read Alouds

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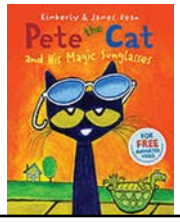
- Group read-alouds are another great way to work in Natural Environment training to maintain a previously learned skill. Read alouds also offer opportunities for generalization and expose students to new skills.
- Opportunities for peer interaction can also happen during read aloud sessions.



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Teaching Read Alouds While Incorporating the Verbal Operants

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- Choose a highly visual book and make sure the book can be shown over a screen. A highly visual book will give the teacher an opportunity to have students practice several different tacts. You may want to use a site like Epic or YouTube.
- It is also important to choose high interest stories that will keep a student's attention.
- While reading the story, incorporate the different verbal operants and target specific operants to students who are working on those skills.

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Teaching Read Alouds While Incorporating the Verbal Operants

For example, if reading Pete the Cat: A Pet for Pete, the teacher may do the following:

- **Tact:** Use the cursor to point to Pete's mom's car and say: Student's name, "What is this?". Student says, "car".
- **Intraverbal:** Teacher asks, "What is Pete feeding the fish?". Student says, "Fish food".
- **Echoic:** Everyone, say "Pete".
- **Listener Responding:** Pete has big ears, "Show me your ears".
- **Listener Discrimination:** Look at the picture: "Point to the glasses".
- **Motor Imitation:** "Pete is painting!" "Do this!" imitate brush strokes. OR, "Do this" sign car.

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Teaching Read Alouds While Incorporating the Verbal Operants

- **Match to Sample:** Parent is told previously to have items ready if they have them available.
  - "Match your cat to the cat on the page".
- **Feature, Function, Class (Receptive or Intraverbal):**
  - "What is something you drive?" (Car)
  - "Point to something that is round." (Wheels)
  - "What is something you can do with a car?" (Drive it)

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Invite Guest Readers

- Invite other teachers the students are familiar with to read a book aloud. This could be a music teacher, Speech Language Pathologist, PE teacher, Occupational Therapist, or guests outside of school if allowed.
- Prepare guests by having them observe one of your sessions. You will want to spend time discussing the lesson with them and help them come up with different ways to work on the Verbal Operants.

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Reinforcement during Virtual Read Alouds

- Some students will have a difficult time with being able to sit and attend during group times, especially if an electronic device has been mostly used for reinforcement.
- Teachers may need to instruct caregivers on differential reinforcement and shaping to help students see the electronic device as a learning tool and not just reinforcement.

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Parent Training Guide

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Parent Training Guide:

- This parent training includes Instruction and Modeling for Verbal Behavior. If using this outline to train caregivers, it is the trainer's responsibility to work on Rehearsal and Performance Feedback with the caregiver.
- The trainer can set up short sessions with the caregiver to go over specific skills to be targeted. It is recommended that trainers copy and paste sections of this document to send to caregivers. The whole document could be overwhelming for some caregivers.

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Parent Training Guide

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- It will be important for the trainer to assess the skill level of the caregiver and train accordingly. For example, one caregiver may need more explicit instruction than another caregiver.
- When training caregivers, remember to pair yourself with reinforcement for the caregiver. For example, when the caregiver is practicing a skill, make sure to tell them what they are doing right!
- Show caregivers data regarding skill acquisition so they visually see what you are doing is working.
  - If teaching in a hybrid fashion, the teacher may want to think about recording a video of how adults in the classroom work with the child and share the video with the caregiver.

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References

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Resoures

BST Powerpoint:
https://www.ksdetasn.org/resources/2470
BST Planning Guide:
https://www.ksdetasn.org/resources/2721
Continuity of Education Planning Sheet:
https://static.sched.com/hosted_files/autismconference2020/cb/55.%20Handout%201%20-%20Continuity%20of%20Education%20Planning%20Sheet.pdf
National Autism Conference (2020):
https://autism.outreach.psu.edu/schedule/

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Resources

- Pattan Supports for Families Resources: https://www.pattan.net/Disabilities/Autism/COVID-19/Supports-for-Families
- Pattan Conference: Supporting Students with Disabilities in Virtual Environments: https://docs.google.com/document/d/1Ki2Lr4UgMSzliq--K72CBTudi-fETuB98vhEc91k-Dk/edit
- Parent Training Guide: https://www.ksdetasn.org/universal_search?utf8=%E2%9C%93&search_term=Parent+training+guide
- Guide for Teachers Providing IT Services in a Virtual Environment: https://www.ksdetasn.org/universal_search?utf8=%E2%9C%93&search_term=IT+services+in+a+virtual

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Resources

- Promise Reinforcer: https://static.sched.com/hosted_files/autismconference2020/9f/55.%20Handout%209%20-%20Tips%20for%20Parents%20-%20Promise%20Reinforcer.pdf
- Schoology: https://www.schoology.com/k-12
- Special Education Teacher Resources: Online Learning and Other Ideas: https://drive.google.com/file/d/14cJZmBrrle5ZcBCjxO_cc1EWOHc940jv/view?usp=sharing
- Token Board (adapted from one seen on YouTube video): https://www.youtube.com/watch?v=HBf0KzCrmGk

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Resources

- Vimeo Link to Teacher training videos on how to teach virtually: https://vimeo.com/manage/showcases/7461450/info
- Vimeo Link to Parent training videos: https://vimeo.com/manage/showcases/7376206/info

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