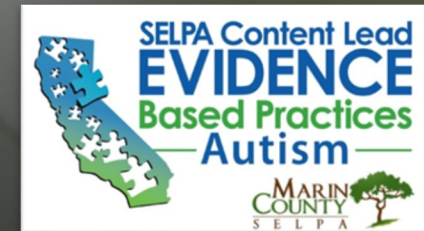




How Educators Can Support Students with Autism and Their Families Through Distance Learning

SELPA LEAD DISTANCE LEARNING MODULES SERIES

• May 11th, 2020



SELPA LEAD DISTANCE LEARNING MODULES SERIES

This series will introduce relevant topics for education leaders who support teachers and administrators in the implementation of special education services and distance learning plans.

This Recorded CCEE Statewide Webinar Available:

How Educators Can Support Students with Autism and Their Families Through Distance Learning

Video Session Link:

<https://vimeo.com/417334897>

PowerPoint Link:

<https://drive.google.com/file/d/1bfZLtRWzkR7kcek3mTNaE4ysZmk-Swnl/view>

CAPTAIN Padlet Link:

www.captain.ca.gov

CAPTAIN Website Link:

www.captain.ca.gov

How Educators Can Support Students with Autism and Their Families Through Distance Learning

May 11, 2020
9:00 am - 10:30 am

The SELPA Content Lead for Autism (Marin County SELPA and CAPTAIN) are pleased to provide a webinar that will provide an overview of some of the evidence-based practices (EBPs) and methods that educators can use when providing home based instruction to students with Autism Spectrum Disorder (ASD) and their families/caregivers through distance education. This session will help educators access additional training, resources and support with implementing these EBPs during home instruction, including how to connect with members of the CAPTAIN Cadre and Leadership Team for additional guidance and support.

Ann England, M.A., CCC-SLP-L
Project Coordinator SELPA Content Lead-ASD - Marin County SELPA
Co-Coordinator CAPTAIN

Patty Schetter, M.A., BCBA
Coordinator of Education Initiatives
UC Davis MIND Institute
SELPA Content Lead - ASD
Co-Coordinator CAPTAIN

Find more [here](#) from Marin County SELPA Lead for Autism.

Click [here](#) for the registration link!

Access CDE COVID-19 resources [here](#).

Access CCEE COVID-19 resources [here](#).

Find more [here](#) about CAPTAIN.

CCEE
CALIFORNIA COLLEGIATE EDUCATION EXCHANGE FOR ENHANCING EXCELLENCE

DEPARTMENT OF EDUCATION
STATE OF CALIFORNIA

SELPA Content Lead EVIDENCE Based Practices Autism

CAPTAIN
CALIFORNIA AUTISM PRACTICES AND TRAINING INITIATIVE

About The Presenters



Ann England, MA, SLP-L

Project Coordinator SELPA Content Lead-ASD

Co-Coordinator CAPTAIN



Patty Schetter, MA, BCBA

Coordinator of Education Initiatives, UC Davis MIND Institute

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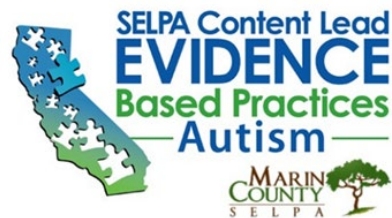
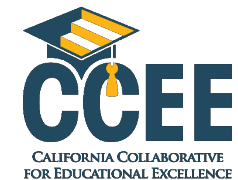
Executive Leadership Team Coordinator, SELPA Content Lead

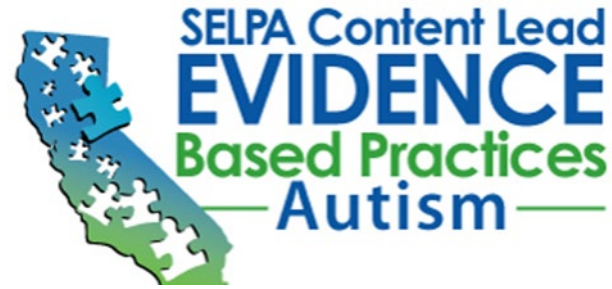
Session Outcomes

- Learn about SELPA Content Lead-ASD/CAPTAIN and Evidence Based Practices (EBP) for ASD that can be used during distance learning
- Understand how to use the Activity Matrix as a tool to support implementation of the EBP: Naturalistic Intervention (NI)
- Explore the use of visual daily schedules
- Explore the use of other EBPs: Visual Supports (VS) and Antecedent Based Intervention (ABI) to support new learning environments and prevent behavior challenges
- Review EBP: Social Narratives (SN) as a strategy to help children with Autism understand the changes taking place due to Covid-19

CAPTAIN

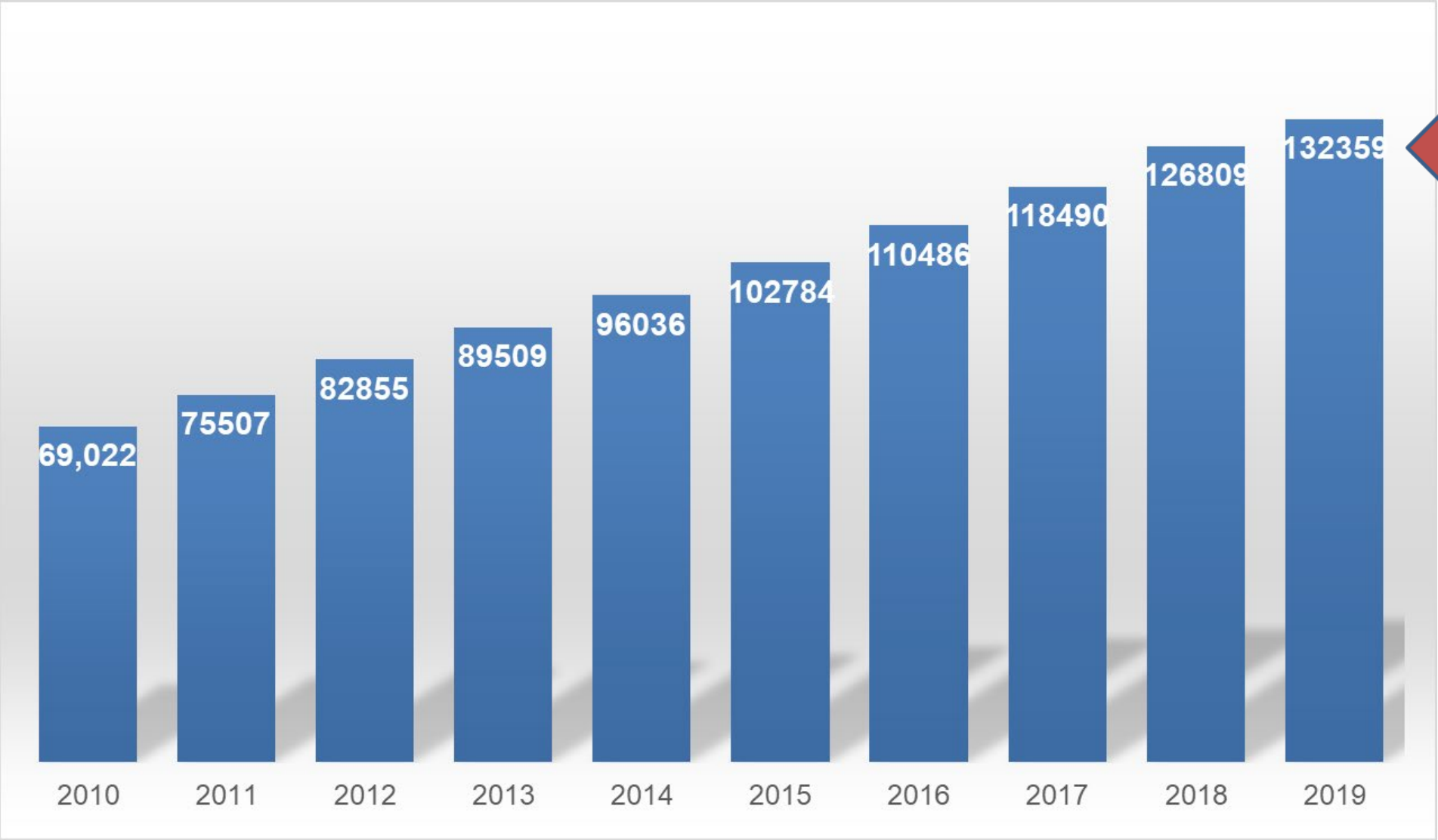
CAPTAIN is a multiagency network developed to support the understanding and use of Evidence-Based Practices for individuals affected by Autism Spectrum Disorder in California.





**CAPTAIN is also a
SELPA Content Lead-ASD
in partnership with
Marin County SELPA
which is part of California's
Statewide System of Support**

Steady Increase in Number of California Students with Autism



16.46% of total SWD population 2019



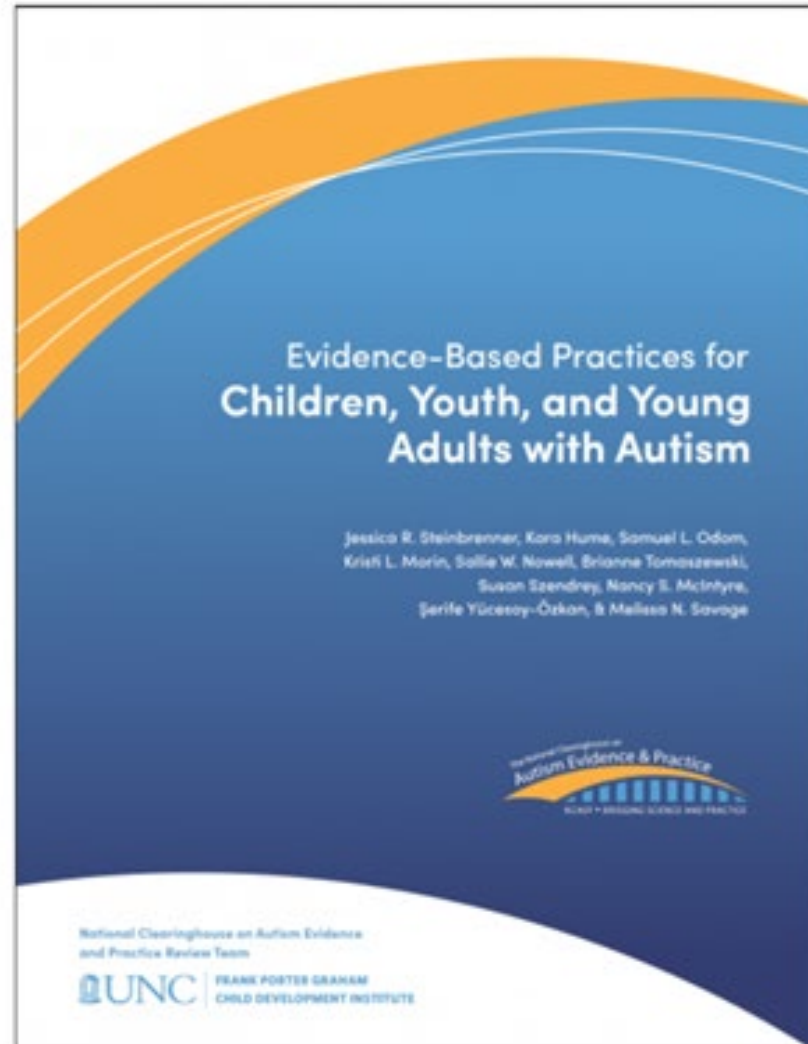
Students with Disabilities Total Population for Ages 0 to 22: 804,101

Source: CASEMIS December 2019 CA Dept. Education

2020 NCAEP EVIDENCE-BASED PRACTICES REPORT

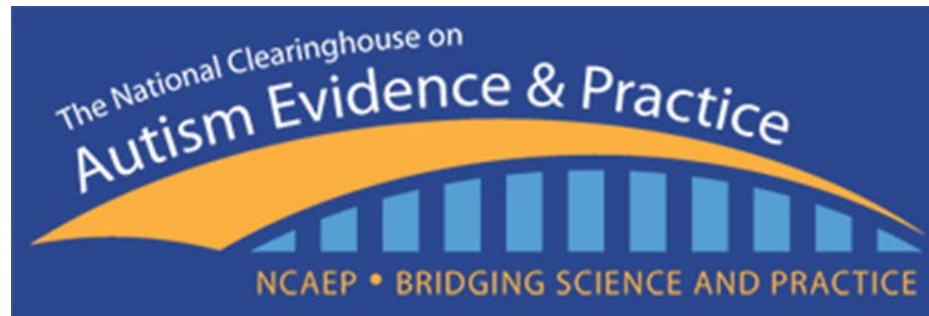
For Children, Youth and Young Adults with Autism

April 27, 2020

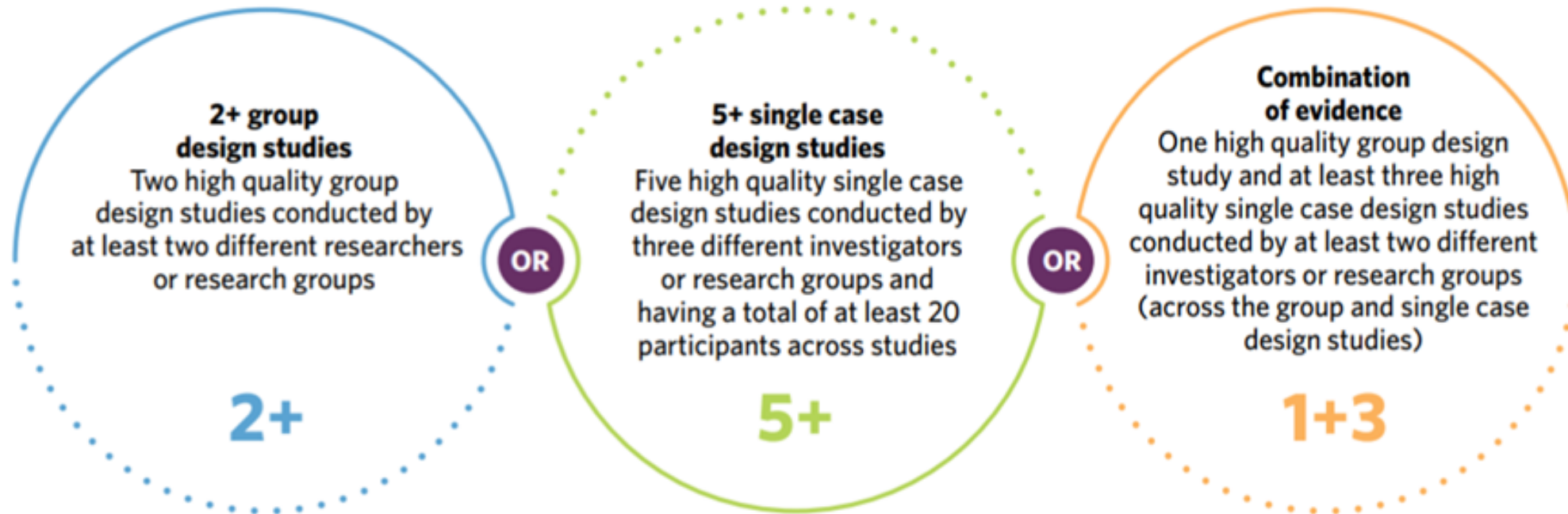


Definition of Evidence Based Practice (EBP)

“Focused intervention practices that have evidence of efficacy in promoting positive outcomes for learners with ASD.”



Criteria for Qualification of an EBP



Citation: Steinbrenner, J. R., Hume, K., Odom, S. L., Morin, K. L., Nowell, S. W., Tomaszewski, B., Szendrey, S., McIntyre, N. S., Yücesoy-Özkan, S., & Savage, M. N. (2020). Evidence-based practices for children, youth, and young adults with Autism. The University of North Carolina at Chapel Hill, Frank Porter Graham Child Development Institute, National Clearinghouse on Autism Evidence and Practice Review Team

28 Evidence Based Practices (2020)

Antecedent-Based Interventions

Augmentative and Alternative Communication

Behavioral Momentum Intervention

Cognitive Behavioral/Instructional Strategies

Differential Reinforcement of Alternative, Incompatible, or Other Behavior

Direct Instruction

Discrete Trial Training

Exercise and Movement

Extinction

Functional Behavioral Assessment

Functional Communication Training

Modeling

Music-Mediated Intervention

Naturalistic Intervention

Parent-Implemented Intervention

Peer-Based Instruction and intervention

Prompting

Reinforcement

Response Interruption and Redirection

Self-Management

Sensory Integration

Social Narratives

Social Skills Training

Task Analysis

Technology-Aided Intervention and Instruction

Time Delay

Video Modeling

Visual Supports

5 **NEW** Evidence Based Practices

Antecedent-Based Interventions

Augmentative and Alternative Communication

Behavioral Momentum Intervention

Cognitive Behavioral/Instructional Strategies

Differential Reinforcement of Alternative, Incompatible, or Other Behavior

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Social Narratives

Social Skills Training

Task Analysis

Technology-Aided Intervention and Instruction

Time Delay

Video Modeling

Visual Supports

What Happened to These EBPs from the 2014 List?

2014 EBP	MOVED TO THIS EBP
PECs	Alternative and Augmentative Communication
PRT	Naturalistic Intervention
Scripting	Visual Supports
Structured Play Groups	Peer-Based Instruction and Intervention



Designed to help you learn the step-by-step process of planning for, using, and monitoring EBPs with learners with ASD from birth to 22 years of age



A screenshot of the AFIRM website. The browser address bar shows 'afirm.fpg.unc.edu/afirm-modules'. The website header includes the AFIRM logo and the text 'Autism Focused Intervention Resources and Modules'. There are links for 'My Account | Logout' and a message: 'You are logged in. Need help? Visit the FAQ section.' Below the header are navigation tabs: 'AFIRM Modules', 'Learn with AFIRM', 'Selecting EBPs', and 'Resources'. The main content area features a green box for a 'Prompting' module. The text in the box reads: 'Use prompting to reduce incorrect responding as learners with ASD acquire new skills.' Below this text is a blue button that says 'Learn more about Prompting'. To the right of the text is a photograph of a woman interacting with a child at a table. Below the main content area, there is a section titled 'AFIRM Modules' with a paragraph of text: 'AFIRM Modules are designed to help you learn the step-by-step process of planning for, using, and monitoring an EBP with learners with ASD from birth to 22 years of age. Supplemental materials and handouts are available for download. Visit the Learn with AFIRM section to find out more.' Below this is a link for 'Available EBP Modules'.

There's a Learning Module for most of the 28 EBPs

www.captain.ca.gov

<https://afirm.fpg.unc.edu/afirm-modules>



AFIRM Resources

Select a key word to search for AFIRM resources or filter AFIRM resources by category.

Keyword Search

[Apply](#)

Browse by Module

- Antecedent-based Intervention
- Cognitive Behavior Intervention
- Differential Reinforcement
- Discrete Trial Training
- Exercise
- Extinction
- Functional Behavior Assessment
- Functional Communication Training
- Modeling
- Naturalistic Intervention
- Parent Implemented Interventions
- Peer-Mediated Instruction and Intervention
- Picture Exchange Communication System
- Pivotal Response Training
- Prompting
- Response interruption and Redirection
- Reinforcement
- Scripting
- Self-management
- Social Narratives
- Social Skills Training
- Structured Play Groups
- Task Analysis
- Technology-aided Instruction and Intervention
- Time Delay
- Video Modeling
- Visual Supports

Browse by Module Lesson

- Lesson 1 - Basics
- Lesson 2 - Planning for the Practice
- Lesson 3 - Using the Practice
- Lesson 4 - Monitoring Progress
- Additional Materials

Browse by Document Type

- Evidence-base
- Implementation checklist
- Parent's guide
- Professional standards
- Step-by-Step practice guide
- Tip sheet for professionals
- EBP Brief Packet

Parent Guides



EBP Videos



AFIRM Videos

- Browse Videos

Naturalistic Intervention (NI)

- Collection of practices including environmental arrangement and interaction techniques implemented during everyday routines and activities in the learner's classroom or home environment.
- Practices are designed to encourage specific target behaviors based on learners' interests by building more complex skills that are naturally reinforcing and appropriate to the interaction.
- Nis are embedded in typical activities and/or routines in which the learner participates.



What is An Activity Matrix?

- A method of mapping out meaningful learning opportunities across the day
- Learning activities are embedded within naturally occurring activities and routines
- The Activity Matrix helps to plan for Naturalistic Interventions (NI)
- Very useful in supporting families during distance learning
- Helps to promote generalization of skills



The image shows a template for an Activity Matrix titled "USING AN ACTIVITY MATRIX TO INFUSE IEP GOALS THROUGHOUT THE DAY". It features a grid with columns for goal areas and rows for daily activities. The CAPTAIN logo is visible in the top left and right corners.

1) List the student's goal areas along the top of the matrix.
2) List the daily schedule of activities along the left side of the matrix, including all routines throughout the day (lunch, etc.)
3) In each corresponding cell write how the student will be taught and/or practice each skill during the daily activities and which EBP for ASD will be used

DAILY ACTIVITY:	Goal Area: Academics	Goal Area: Communication	Goal Area: Social Skills	Goal Area: Independence	Goal Area: Motor

USING AN ACTIVITY MATRIX TO INFUSE IEP GOALS THROUGHOUT THE DAY

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DAILY ACTIVITY:	Goal Area: Academics	Goal Area: Communication	Goal Area: Social Skills	Goal Area: Independence	Goal Area: Fine Motor
REVIEW DAILY SCHEDULE 9:00 AM - 9:30 AM	Reading: Reads words on schedule Math: Reads times on schedule	Responds to prompt: "Tell me what you want to do today."	Requests help using two-words "Help, please."	Builds order of daily schedule	Uses pincer grasp to put Velcro picture symbols on schedule
READING 9:30 AM – 10:00 AM	Reading: Read a story to student Have student sequence three pictures related to the story	When offered two books and asked, "Which book?" will answer, "I want to read ____."	Takes turns turning the pages Waits until his turn to turn the page	Returns the books to the bookshelf	Uses pincer grasp to open and close book and turn pages
BATHROOM 10:00 AM – 10:15 AM FREE CHOICE 10:15 AM- 10:45 AM	Reading: Follows mini-task schedule for toileting/washing hands	When offered two free choice activities, "Want to take a walk or do iPad" will answer, "I want to ____."	Walk: Take a scavenger walk with sibling/parent and check off items on list iPad: Play a two-person game with sibling/parent	Independently completes toileting and handwashing using mini-task schedule	Use pincer grasp to zip and unzip pants Use efficient pencil grasp when making checkmarks on scavenger list while using an adaptive pencil grip, short pencil/crayon, or standard wide Kinder pencil
MATH 10:45 AM – 11:30 AM	TouchMath: Lesson 7	When offered two lesson choices, "Want to do this lesson or this lesson he will answer, "I want to do ____."	Requests help using two-words "Help, please." Or by raising hand Asks for more time saying, "Five more minutes, please"	Sets Time Timer Quits when TimeTimer ends Shuts down program Checks schedule	Uses pincer grasp to set Time Timer

Example Activity Matrix:

USING AN ACTIVITY MATRIX TO INFUSE IEP GOALS THROUGHOUT THE DAY

- 1) List the student's goal areas along the top of the matrix
- 2) List the daily schedule of activities along the left side of the matrix, including all routines throughout the day (lunch, etc.)
- 3) In each corresponding cell write how the student will be taught and/or practice each skill during the daily activities and which EBP for ASD will be used

DAILY ACTIVITY:	Goal Area: Functional Academics	Goal Area: Communication (Consult with SLP)	Goal Area: Social Skills (Consult with SLP)	Goal Area: Independence	Goal Area: Motor (Consult with OT)
WRITING	-write CVC words -copies phrases/sentences -sequences words to make a simple sentence	-writes the words spoken to him -says words as he writes.	-shares writing utensils with sibling	-Uses "count down chart"/timer to complete tasks -Checks schedule	traces/copies/draws on lines
WALK	-reads street signs	-names/describes what he sees	Verbally exchanges greetings with peers/staff	-puts jacket on -checks schedule -demonstrates safety awareness, i.e., "stop", "cross", etc. Checks schedule.	-walks 15 mins with parent --takes jacket on/off/zips and unzips
SNACK	-counts requested number of food items -reads snack words -determines how many crackers he wants/has left -follows mini-schedule	-makes choices between foods - identifies/says texture of the food, i.e., soft, hard, etc. -tells if he likes/dislikes -uses social scripts: I want more, please.	-sits appropriately next to sibling -offers snack to parent or sibling	-checks schedule -wipes table & throws away mess -washes hands before & after (follows mini-task schedule)	-opens and closes packages -uses utensil -wipes table
WORK TIME	-completes tasks on numbers, words, puzzles -recognizes opposites -copies/writes 1-3 word phrases	-asks for help -makes comments on what he's doing -makes request -recognizes opposites	-shares with sibling -plays cooperatively with sibling	-checks schedule -plays /works with sibling	- writes/copies/draws

How to Develop an Activity Matrix

Case Manager:

- Schedule a convenient time to meet with the caregiver to describe and explain the Activity Matrix
- Gather information to learn about the family's daily schedule and routines, best times of day for instruction, and especially what is manageable and doable
- Discuss what is essential, relevant, and important to the caregiver to ensure the Activity Matrix is responsive to the current needs and to get buy in



FLEXIBILITY IS KEY!

How to Develop an Activity Matrix

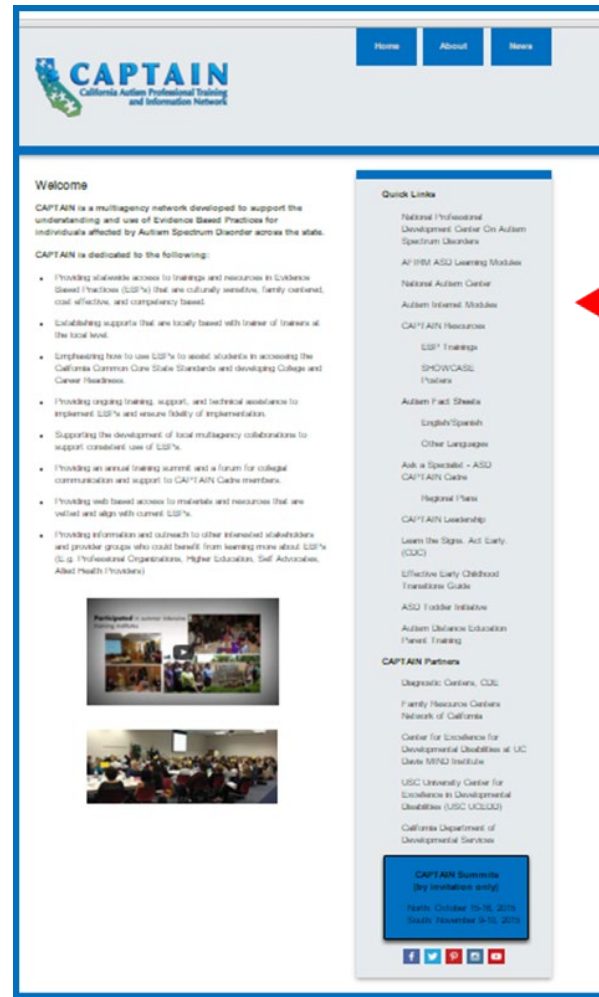
- Case Manager coordinates with all providers on the IEP team to embed goals into the Activity Matrix
- Google Docs is an effective and efficient tool to develop and update the Activity Matrix
- Schedule a time to meet with the caregiver to review the rough draft of the Activity Matrix and obtain additional input, make revisions, etc.



Activity Matrix is on CAPTAIN Website

English and Spanish

www.captain.ca.gov



Click on
CAPTAIN
Resources

Visual Supports



"When I see it, then I understand"

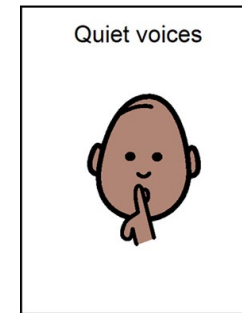
- This evidence based practice involves the use of visuals to support an individual as he or she moves through the day
- Might include written words, objects within the environment, arrangement of the environment or visual boundaries, schedules, maps, labels, organization systems, timelines, and scripts

Types of Visual Supports Include

- Visual/Physical Boundaries and Structure



- Visual/Picture/Written Cues



- Visual Schedules



Why Use Visual Supports?

- **Research informs us that students with ASD benefit from:**
 - predictable schedules/routines
 - visual supports
- **Visual schedules can benefit a learner in the following ways:**
 - Increases independence
 - Support easier transitions
 - Increases understanding of verbal information
 - Reduces anxiety



Consider Types of Schedules:

Most Concrete to the Most Abstract



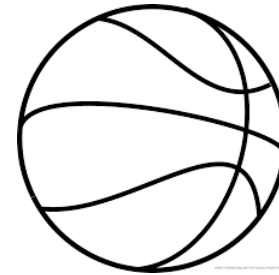
**REAL
OBJECT**



PHOTOGRAPH



**COLOR
ICONS**



**BLACK & WHITE
ICONS**

basketball

**WRITTEN
WORD**

Actual Object Schedule

Most Concrete



Associated Object Schedule

A Little Bit More Abstract

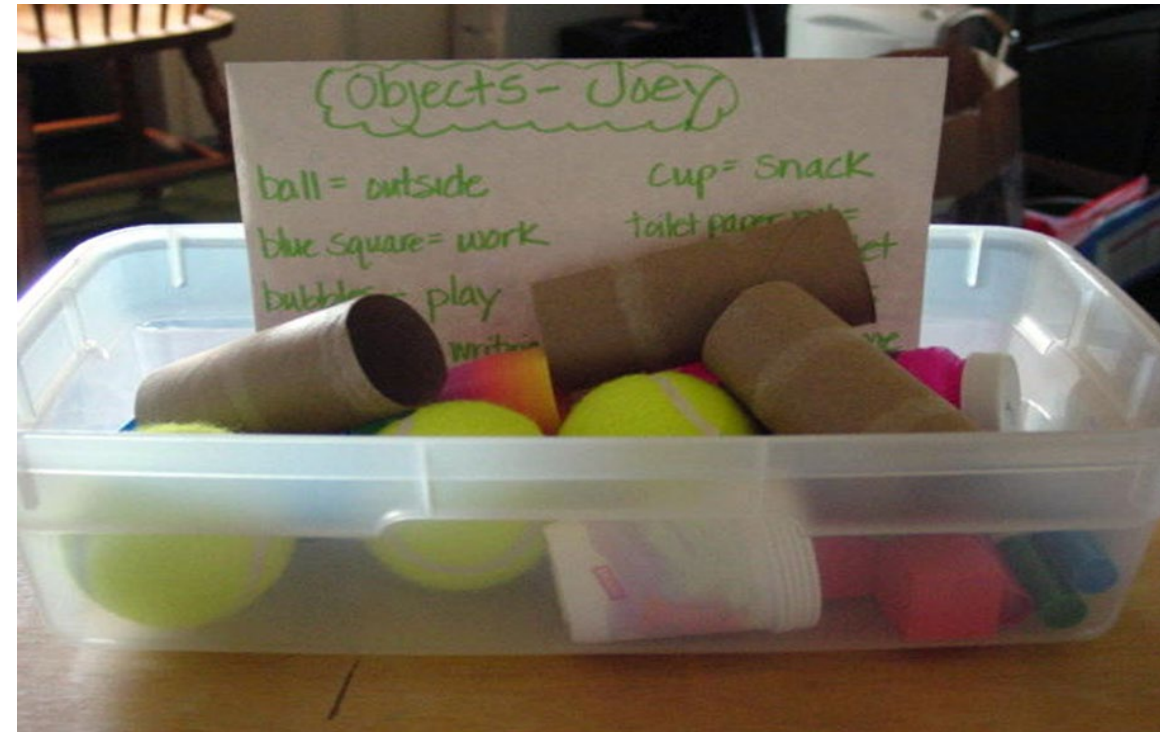


Photo Schedule



Bathroom

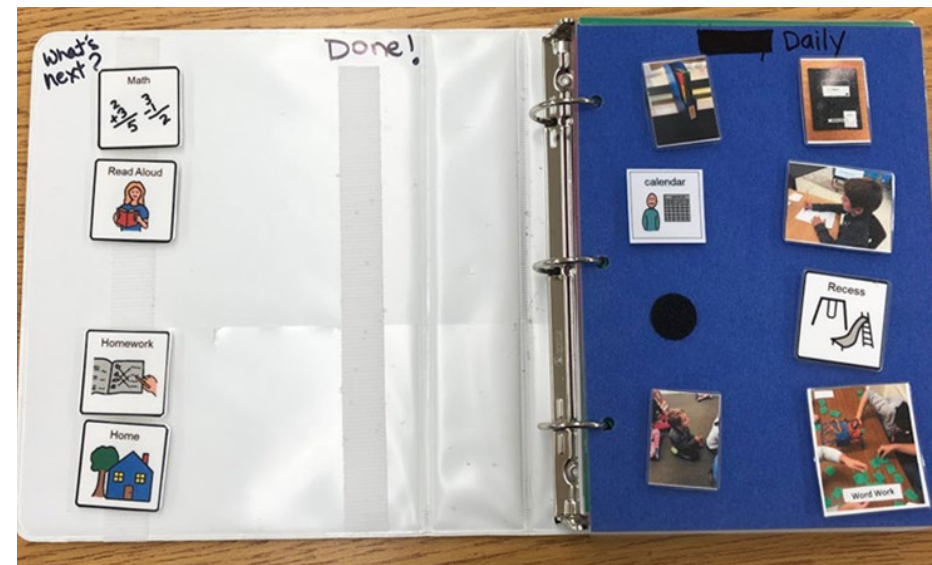


Lunch



iPad

Colored Picture Symbol Schedule



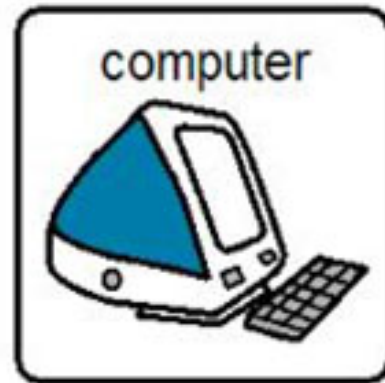
NOTE:
Adding the printed word supports reading acquisition and comprehension

Combination Photo/Symbol Schedule

- Hang up jacket



- Computer



- Trampoline

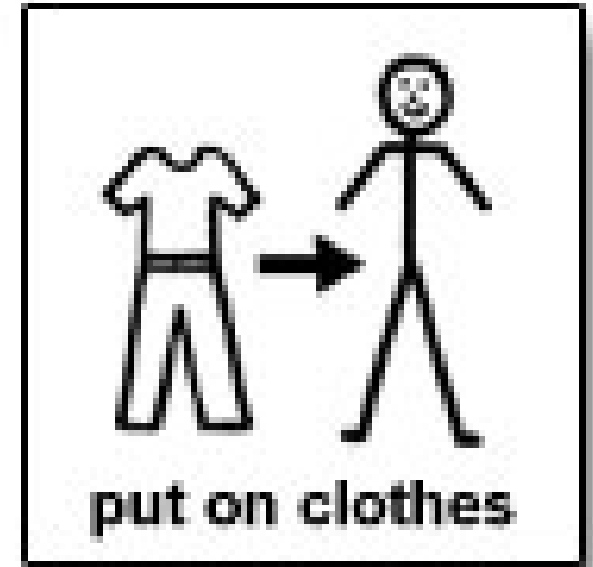
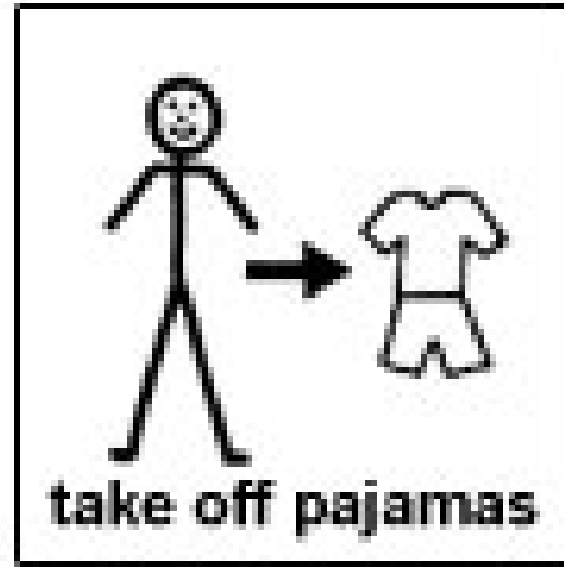


NOTE:

Sometimes a student will understand some color picture symbols but may also still need photos for some activities

Black and White Icons

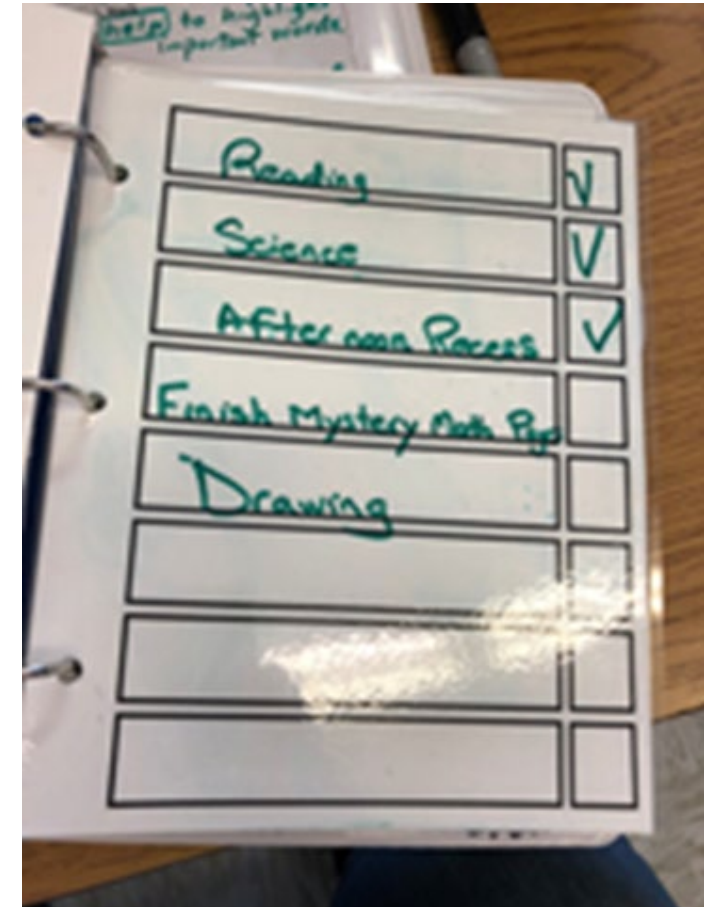
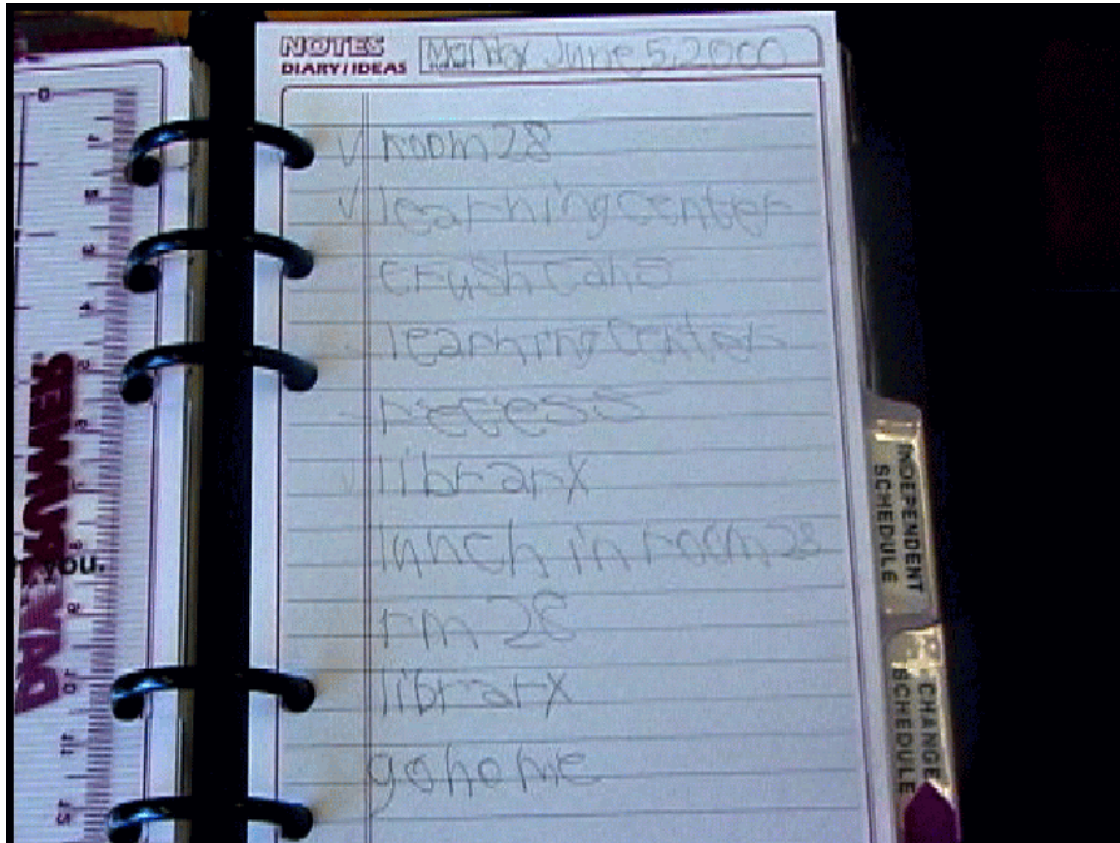
More Abstract Than Colored Picture Symbols



Written Word Most Abstract

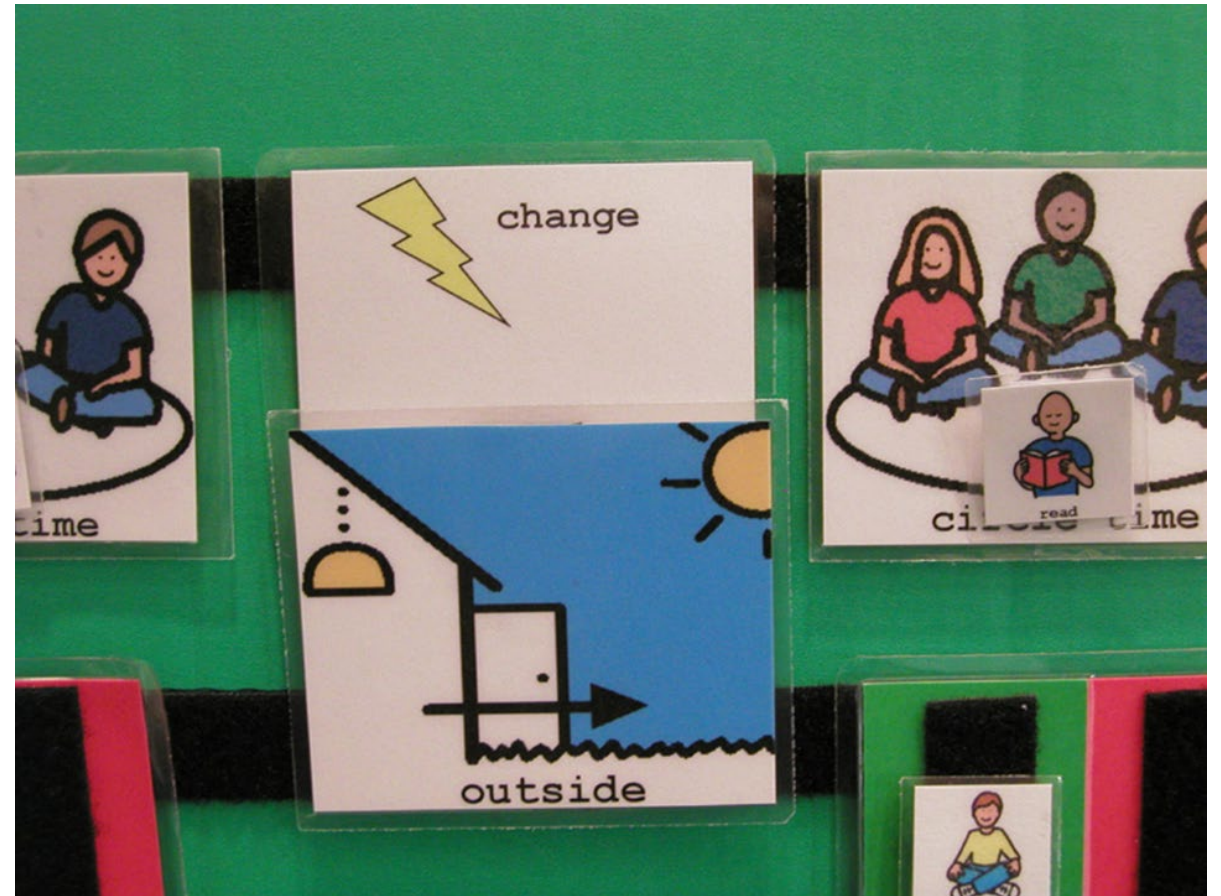
Done	Activity
	Rm 2 make up work
	Recess
	Rm 4 Play

- watch
- try out; wait his turn
- read play



What about if there is a change in the schedule?

A change in schedule is usually okay if the student is prepared!



CHANGE ALERT!!!

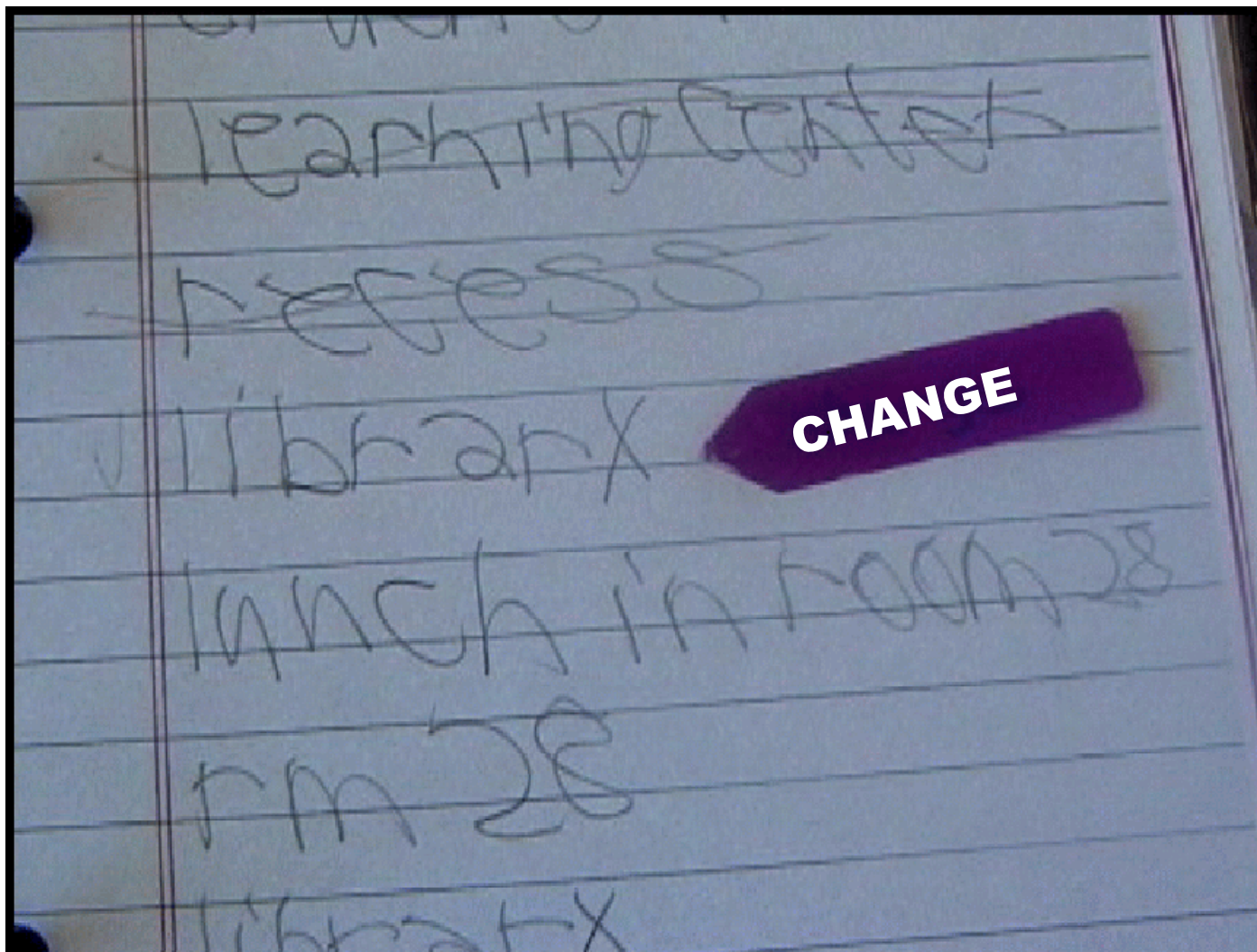
INSTEAD OF



WE WILL

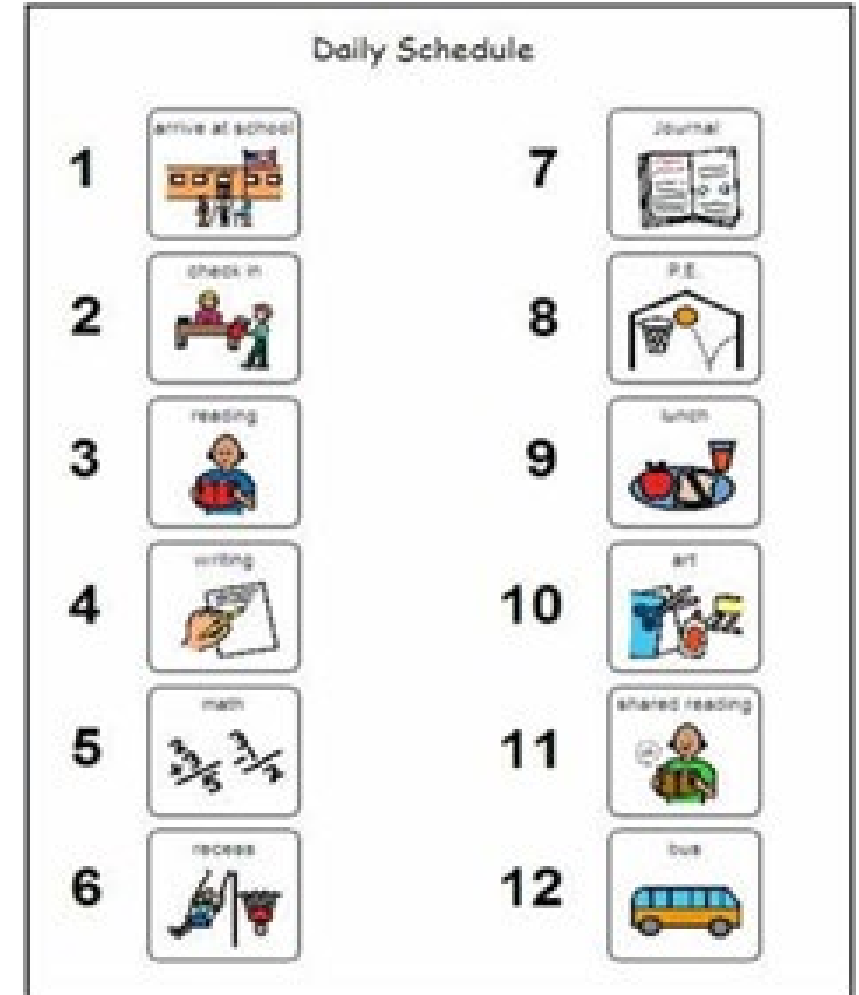


CHANGE Tab (Post-it® Arrow Flags)



Support for Families

- Collaborate with the caregiver so the visual schedule is easily understood by the student:
 - Some students may need a more concrete type of schedule
 - Some students may be able to comprehend a more abstract type of schedule
- Keep in mind that the schedule that worked in your classroom may not work in the home!
- Teach the caregiver how to use the schedule



Support for Families

- Determine how many events can be easily comprehended by the student:
- Some students may need a single event presented at a time while other students may be able to comprehend many events across the whole day



Support for Families

Strategically determine the order of activities:

Pay close attention to the order of preferred and less preferred activities helps to avoid difficult transitions



Support for Families

Encourage the caregiver to:

- Display the schedule so it is visible and easily accessible
- Update the schedule daily so it reflects the actual activities of the day noting any changes



Support for Families

- **Encourage the caregiver to:**
 - Review the schedule throughout the day

Help design a way to indicate when an event/activity is finished:

- Checkmark
- Turn over or move icon
- Put icon or object in a finished area



Visual and Physical Boundaries and Structure

A specific type of visual support that uses furniture arrangement, labeling, and color coding to make the use of a particular space more obvious and clear

How Can Visual/Physical Structure Be Helpful?

- Can eliminate or minimize distractions
- Can clarify what is expected
- Can reduce anxiety
- Can teach important self management strategies

Set Up a Work Station



Provide Structured Work Systems to Manage Workload

Homework Checklist

Name _____

Week: _____

Fill in your assignments below. Check them off as they are completed.

Math



Mon. _____

Tues. _____

Wed. _____

Thurs. _____

Fri. _____

Reading



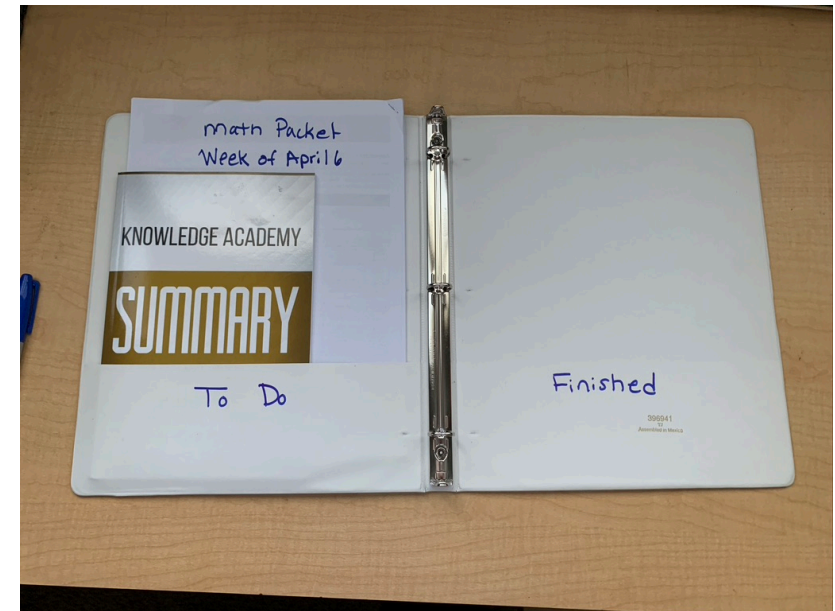
Mon. _____

Tues. _____

Wed. _____

Thurs. _____

Fri. _____



Support for Families

- Brainstorm ways to set up a workstation
- Brainstorm items needed for “Homeschool” and collaborate on how to access them
- Collaborate to create work systems that are appropriate for their child
- Empower families with how to set up structure



Antecedent Based Interventions (ABI)

- This evidence based practice can be used to decrease an identified interfering behavior and/or increase engagement by modifying the environment to change the conditions that prompt the interfering behavior from the learner
- It is a proactive way of setting up better engagement and attention while preventing problematic behaviors



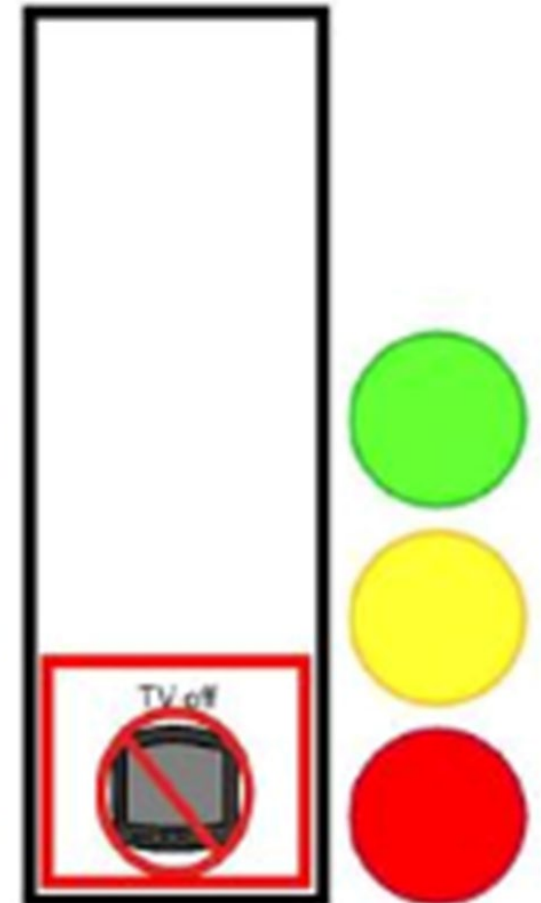
Some Examples of ABI

- Give warning
- Choose motivating activities and materials
- Use visual supports to set the expectations
- Offer Choices
- Build student's tolerance to the teaching activity



Give Warnings: Use Countdown Methods

- Can visually indicate how long an activity will last (preferred and nonpreferred)
- Can help remove power struggles because “The Timer Said So”
- Can teach students an important self management skill



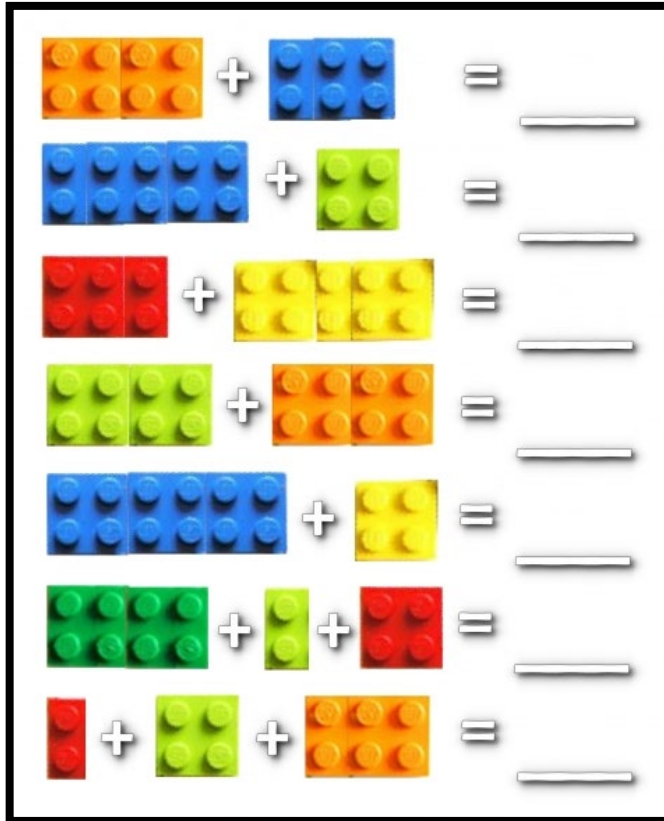
Timers and Alarms:



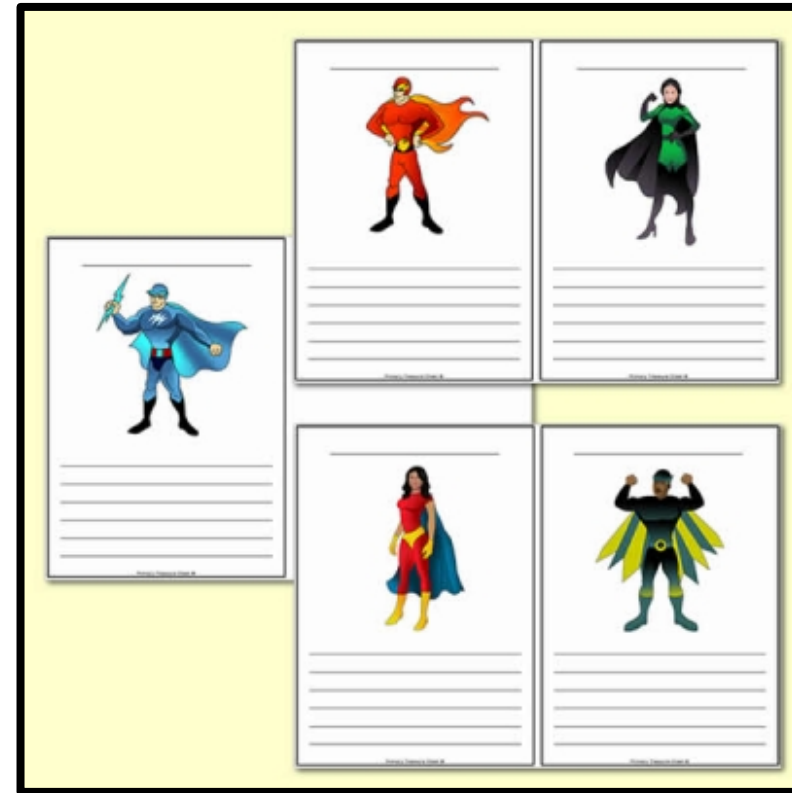
Website: 20 Visual
Timers for Children with
Special Needs



Use Learner Preferences Within Activities



Lego Math



Super Hero Writing




Choices...Choices....



Visual Rules and Expectations




Work Time Rules 

1. Take your work 
2. Pick a desk and sit down 
3. Do your work 
4. Clean up your desk 
5. Tell a teacher what you are working for 

Be quiet! 

Try your best! 

Ask for help! 


Rules and Expectations (Adapted for PBIS)

Example Remote Learning Matrix - Elementary

We are...	Entering Class	Teacher-led Whole Group Instruction	One-on-One Instruction	Small-Group Activities (Breakout Rooms)
Safe	<ul style="list-style-type: none"> Choose a distraction-free space Use equipment as intended Use kind words and faces 	<ul style="list-style-type: none"> Ask in chat if you need help Use kind words and faces 	<ul style="list-style-type: none"> Use kind words and faces 	<ul style="list-style-type: none"> Use "stop-leave-talk" when you hear disrespect Encourage others to participate Use kind words and faces
Respectful	<ul style="list-style-type: none"> Video on at all times Audio off Use chat with classmates for first 5 minutes 	<ul style="list-style-type: none"> Video on at all times Audio off Answer questions in chat box on cue Answer polls promptly 	<ul style="list-style-type: none"> Video on at all times Audio on Listen attentively Answer questions out loud on cue 	<ul style="list-style-type: none"> Video on at all times Audio on One speaker at a time: wait or use chat to respond when others are talking Respect others' cultures, opinions, and viewpoints
Responsible	<ul style="list-style-type: none"> Be on time and ready to learn Start class charged or plugged in Have materials ready 	<ul style="list-style-type: none"> Ask questions (voice or chat) when you have them Be present - avoid multitasking 	<ul style="list-style-type: none"> Ask questions out loud when you have them Try your best Be present - avoid multitasking 	<ul style="list-style-type: none"> Encourage each other to stay on topic Complete the work together Use "Ask for Help" button if you have questions Be present - avoid multitasking

Example Remote Learning Matrix – Secondary

(Courtesy of Grandview Middle School, Westonka Public Schools ISD 277, Minnesota)

 Distance Learning Behavior Matrix	Preparation <i>How ready are you?</i>	Respect <i>How do you treat others?</i>	Integrity <i>Who are you when no one is looking?</i>	Discipline <i>Are you following the rules?</i>	Effort <i>Are you being your best you?</i>
Distance Learning	<p>I am:</p> <ul style="list-style-type: none"> Have all the materials I need Attend Zoom/online Meetings on time. Completing and turning in assignments on time. 	<p>I am:</p> <ul style="list-style-type: none"> Taking turns to comment during on-line/zoom lessons. Honoring one voice. Making respectful comments on-line/zoom Respectful facial expressions on-line/zoom Valuing school property. Wash hands and maintain social distances. 	<p>I am:</p> <ul style="list-style-type: none"> Turning in my own work. Helping younger siblings if needed. Using Zoom for school use only. Always THINKING before posting (is it True, is it Helpful, is it Inspiring, is it Necessary, is it Kind?) Supportive of my classmates and opinions. 	<p>I am:</p> <ul style="list-style-type: none"> Attending all my classes, every day. Following class procedures. Checking my calendar. Completing my homework each day. Spending time helping my family. 	<p>I am:</p> <ul style="list-style-type: none"> Always persevering and trying my best. Asking for help when I need it. Actively participating Creating thoughtful and neat work. Checking over my work. Helping others who might need assistance.
Technology	<p>I am:</p> <ul style="list-style-type: none"> Coming to class with Chromebook charged. Using technology appropriately. Taking good care of my Chromebook. 	<p>I am:</p> <ul style="list-style-type: none"> Respectful of myself and others online. Keeping login passwords, and private information private. Avoiding eating or drinking while using Chromebook. 	<p>I am:</p> <ul style="list-style-type: none"> Always citing sources of pictures & information used. Always THINKING before posting (is it True, is it Helpful, is it Inspiring, is it Necessary, is it Kind?) 	<p>I am:</p> <ul style="list-style-type: none"> Staying on task when using technology. Avoiding and reporting inappropriate sites and unsafe use. 	<p>I am:</p> <ul style="list-style-type: none"> Using Chromebooks for school use only. Taking PRIDE in completing my best work.

Report students and staff who are showing **PRIDE** during our Distance Learning!

[Click this link to the online form to report PRIDE!](#)

<https://www.pbis.org/resource/supporting-families-with-pbis-at-home>

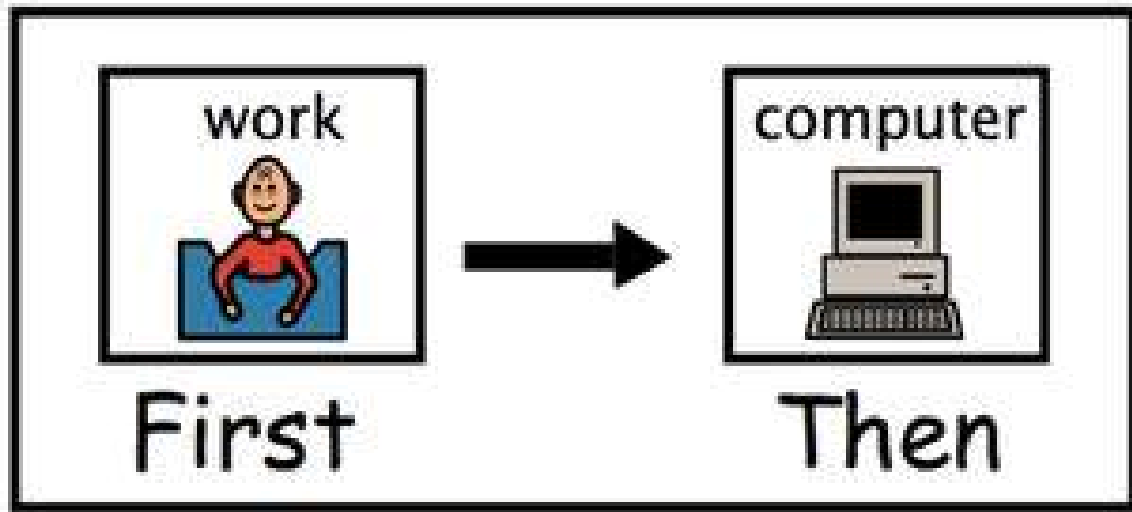
Choice Boards

ART HISTORY

<p>Verbal/Linguistic (Word Smart)</p> <p>Choose an Artist. Write a presentation on the life of this artist. Option: Present your presentation to the class.</p>	<p>Logical/Mathematical (Math Smart)</p> <p>Research the Op Art Period. Create an Optical Illusion on paper or using Adobe Photoshop. Option: Create a String Art Project</p>	<p>Intrapersonal (Self Smart)</p> <p>Choose your favorite artist or art period. Write a self reflection paper supporting why the artist or art period is your favorite. Option: Compare and Contrast two of your favorite artist or art periods.</p>
<p>Interpersonal (People Smart)</p> <p>With one partner, choose an artist or art period that you both like. Create a collaborative work of art in the style of artist or art period you both choose. Option: Present your collaborative work of art to the class.</p>	<p>Activinspire Presentation (Computer Smart)</p> <p>Create an art history flipchart using Activinspire. Choose an artist, your favorite work of art they created, and write two paragraphs describing the art and artist. Option: Present your Flipchart to the class.</p>	<p>Musical/Rhythmic (Music Smart)</p> <p>Write a song, chant or rap about an artist or art period. Option: Present the song, chat or rap to the class.</p>
<p>Visual/Spatial (Art & Space Smart)</p> <p>Recreate a piece of art in the style of an artist or art period. Option: Present your art to the class and explain how your art represents the artist or art period.</p>	<p>Bodily/Kinesthetic (Body Smart)</p> <p>Research an artist or art period. In partners or small groups, write a play about the artist or art period. Option: Record your play before or after school or present live to the class.</p>	<p>Naturalist (Nature Smart)</p> <p>Choose an artist whose art represents your favorite part of nature. Create a piece of art in the style of this artist. Option: Present your art to the class and describe why you choose this artist.</p>



First - Then Visual Schedule System



Support For Families

- Partner with families to identify the type of timer or visual countdown method to use
- Collaboratively identify situations where a timer or countdown might be helpful
- Coach parent and empower them to use warning and countdown methods during home routines and home instruction



Support for Families

- Be flexible with assignments
- Collaborate with Gen Ed Teachers to Develop UDL Choice Boards
- Offer to make and send icons or photos to parents to use on choice boards and First-Then
- Explore with parents how they could use their smartphone
- Observe a lesson and empower parents by providing feedback on how they use or can improve these strategies



Social Narratives (SN)

- **Evidence Based Practice that:**

- Describes social situations in some detail
- Highlights relevant cues
- Gives examples of appropriate responding
- Individualized according to student needs



- **Helps Learners to:**

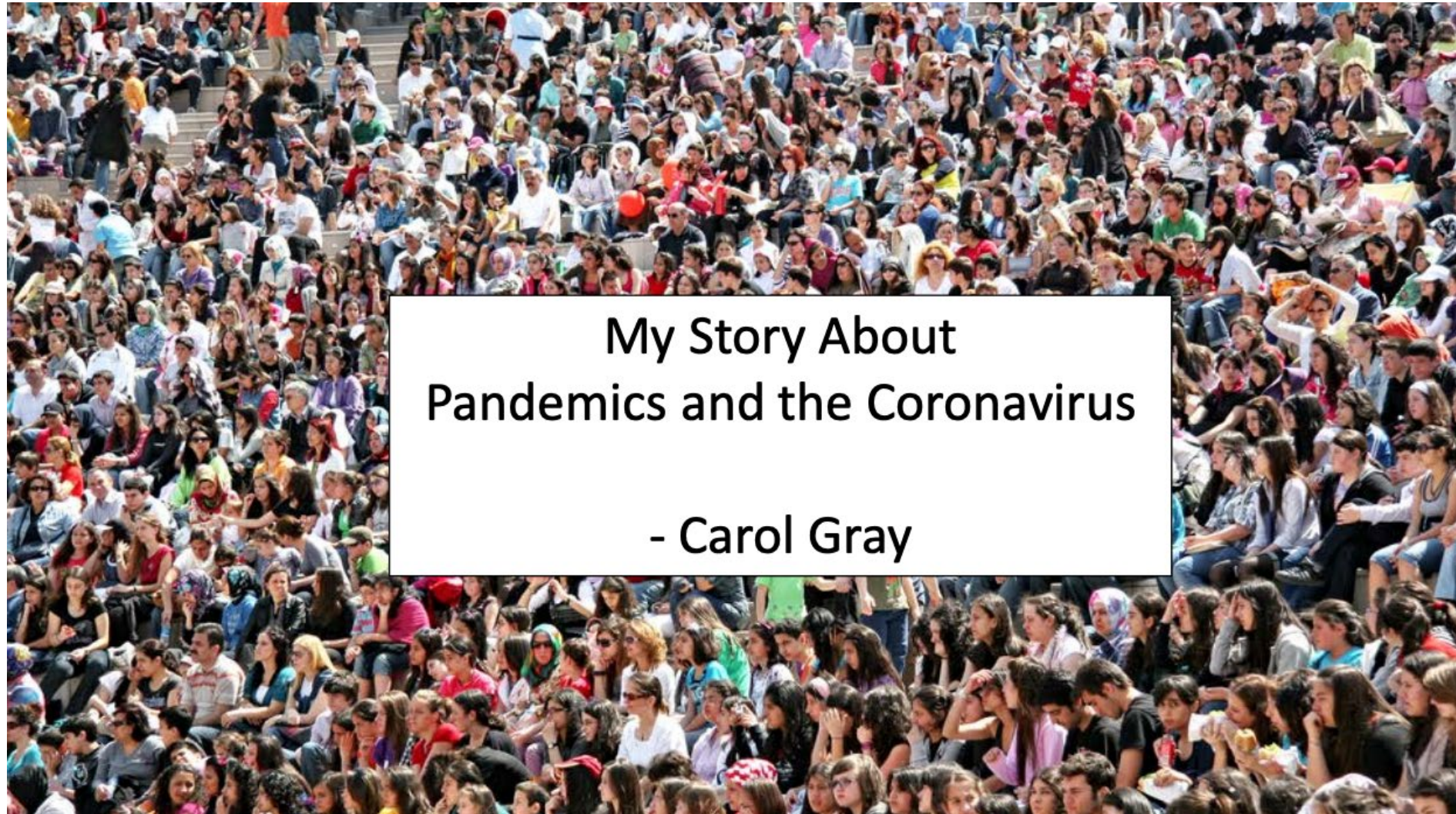
- Adjust to changes in routine
- Adapt their behaviors based on the social and physical cues of a situation
- Learn specific social skills or behaviors

Social Stories TM, Carol Gray

- Social Stories is an evidence based practice: Social Narratives (SN)
- Clearly written stories that paint a picture of a situation, event or activity
- Used to increase understanding and identify expectations which can support the learner in using more appropriate skills and assist the learner when responding to situations

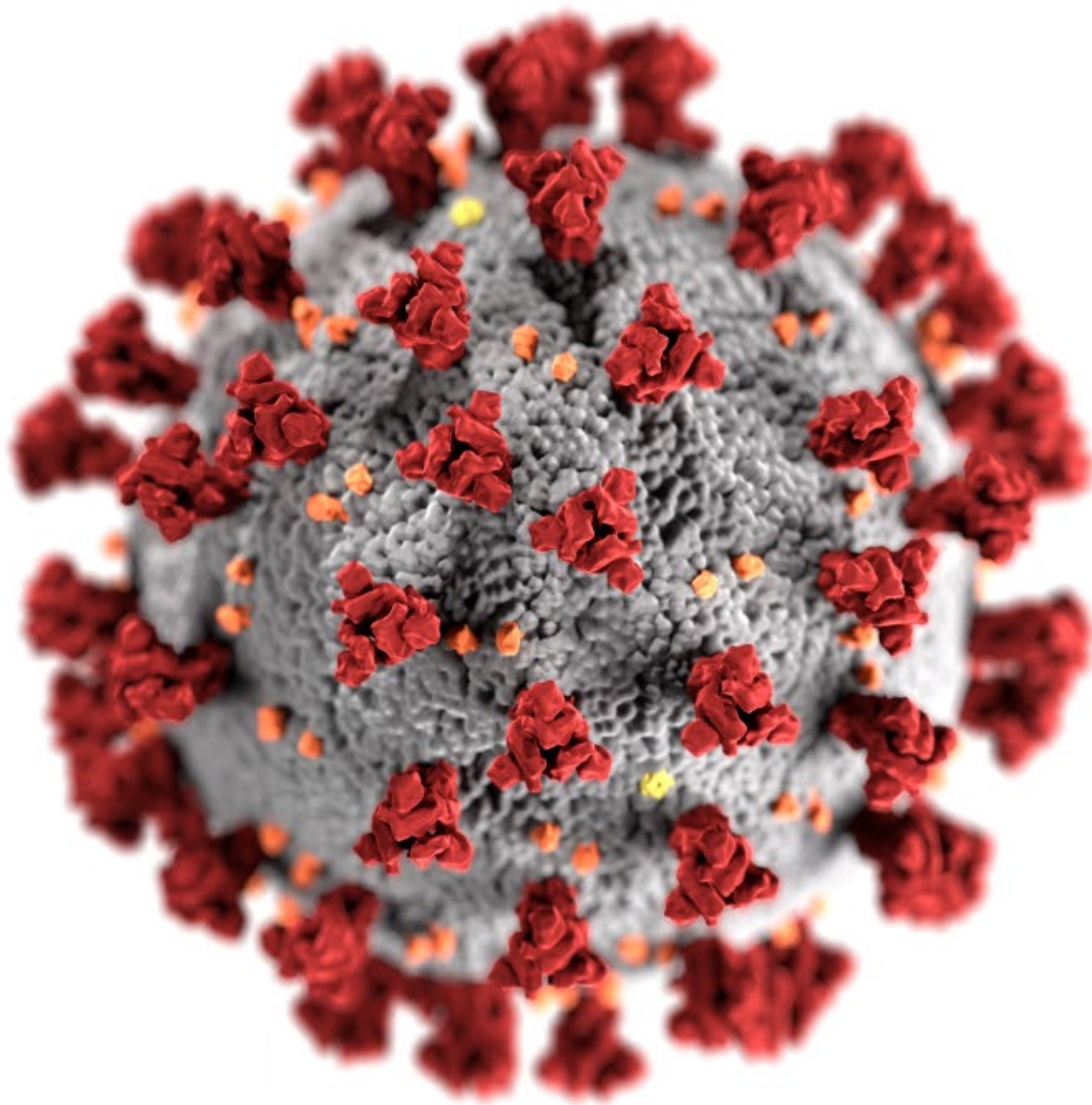


Social Stories Related to Covid-19 Issues



My Story About
Pandemics and the Coronavirus

- Carol Gray



Social Story by
Carol Gray:
COVID 19:
I Can Help!

Social Story by Carol Gray: Watching a Pandemic on Television



Social Story: School is Different Now

School is different now.

I see my teacher on my
computer or television.



Sometimes, I see my friends on my computer or television.



I do my schoolwork at home now.

Resources

PADLETS ON CAPTAIN WEBSITE WWW.CAPTAIN.CA.GOV



RESOURCE AND GUIDANCE PADLETS DURING SCHOOL CLOSURES FOR STUDENTS WITH ASD SELPA CONTENT LEAD-ASD, CAPTAIN/Marin County SELPA



Here is the link to the English Padlet:
<https://padlet.com/SELPACAPTAIN/xr3r3q3szpyf>

Here is the link to the Spanish Padlet for Families:
<https://padlet.com/SELPACAPTAIN/c4jbcglc414h>

Welcome

CAPTAIN is a multiagency network developed to support the understanding and use of Evidence Based Practices for individuals affected by Autism Spectrum Disorder across the state.

A screenshot of the CAPTAIN Events section. It features a "Google Custom Search" box with a "Search" button. Below the search box is the heading "CAPTAIN Events" and a "Calendar" link. A prominent blue box contains the following text: "CAPTAIN Summit [by invitation only]", "November 2-3, 2020", "One Statewide Summit", "Riverside Convention Center, Riverside CA".

PADLET

Resources for Educators and Families during School Closure

English

<https://padlet.com/SELPACAPTAIN/xr3r3q3szpyf>

The screenshot shows a Padlet board with a blue background. At the top left, there is a logo for 'CAPTAIN' (California Autism Partnership Team) and 'EVIDENCE-Based Practices for Autism'. The board title is 'RESOURCES TO SUPPORT SCHOOL CLOSURES/DISTANCE LEARNING FOR STUDENTS WITH AUTISM' by 'SELPA Content Lead-ASD, CAPTAIN and Marin County SELPA'. The board is organized into four main columns:

- Column 1: RESOURCES TO EXPLAIN COVID-19 TO STUDENTS WITH AUTISM**
 - Social Stories by Carol Gray: Pandemics and the Corona Virus (English)
 - My Story About Pandemics and the Coronavirus - Carol Gray
 - SOCIAL STORY BY CAROL GRAY Pande... google docs
- Column 2: RESOURCES FOR PARENTS TO SUPPORT HOME LEARNING**
 - AFIRM Modules
 - 1. Visual Supports
 - 2. Antecedent Based Interventions
 - 3. Reinforcement
 - Autism Spectrum Disorder
 - AFIRM Modules Our funding has ended. Find out how to ... unc
- Column 3: RESOURCES FOR EDUCATORS TO SUPPORT DISTANCE LEARNING**
 - GUIDANCE DOCUMENT: What to do and Where to Start
 - SUPPORTING EDUCATORS AND FAMILIE... by CAPTAIN CA google drive
 - Webinar: Teaching Online During COVID-19
- Column 4: APPS, ETC., TO SUPPORT LEARNING, BEHAVIORS, AND MAINTENANCE OF SKILLS**
 - Schedules:
 - iCal (Apple Calendar)
 - Google Calendar (iPhone and Android Apps)
 - First/Then Visual Schedule App (\$14.99)
 - Timers:
 - TimeTimer App (\$2.99)
 - 20 Types of Visual Timers:

PADLET

Resources for Educators and Families during School Closure Spanish

<https://padlet.com/SELPACAPTAIN/c4ibcglc414h>

The image shows a screenshot of a Padlet board. At the top left, the Padlet logo is visible. The board title is "RECURSOS EN ESPAÑOL PARA LAS FAMILIAS CON ESTUDIANTES CON AUTISMO" (Resources in Spanish for Families with Students with Autism). The board is organized into several columns and rows of content blocks. The first column contains a title "Cómo Explicar COVID-19 a los Niños" (How to Explain COVID-19 to Children), followed by a social story titled "Historias Sociales por Carol Gray: Mi historia sobre Pandemias y el Coronavirus" (Social Stories by Carol Gray: My story about Pandemics and the Coronavirus), which includes a photo of a crowd and a social story card. The second column has a title "Información Básica Sobre El Trastorno Del Espectro Autista" (Basic Information About the Autism Spectrum Disorder), followed by a block titled "Que es el autismo?" (What is autism?) featuring a "PLATINUM GUIDESTAR" logo and a description in Spanish. The third column is titled "Ayuda para las Familias" (Help for Families) and includes "Información para las familias en Español: 1-888-772-9050" (Information for families in Spanish: 1-888-772-9050) with the "AUTISM SPEAKS" logo, and "Tarjetas de Autismo" (Autism Cards) from USC UCEDD. The fourth column is titled "Estrategías de Enseñanza para las Familias" (Teaching Strategies for Families) and includes "ADEPT: (Entrenamiento en Autismo para Padres Educación a la Distancia) Aprendizaje Interactivo Versión en Español" (ADEPT: (Autism Training for Parents Distance Education) Interactive Learning Spanish Version) with a photo of a woman and a child playing with toys. The board interface includes a "padlet" logo, a user profile for "SELPA Content Lead-ASD, CAPTAIN and Marin County SELPA", and a "6d" timestamp. There are also several plus signs at the bottom of the board for adding new content.

padlet

SELPA Content Lead-ASD, CAPTAIN and Marin County SELPA • 6d

RECURSOS EN ESPAÑOL PARA LAS FAMILIAS CON ESTUDIANTES CON AUTISMO

SELPA Content Lead-ASD, CAPTAIN and Marin County SELPA www.captain.ca.gov

Cómo Explicar COVID-19 a los Niños

Historias Sociales por Carol Gray:

Mi historia sobre Pandemias y el Coronavirus



SOCIAL STORY BY CAROL GRAY PANDE...
by CAPTAIN CA
google drive

Historias Sociales por Carol

Información Básica Sobre El Trastorno Del Espectro Autista

Que es el autismo?



Español | Autism Speaks
El autismo, o trastorno del espectro autis...
autismspeaks

Aprenda los signos. Reaccione pronto.

Ayuda para las Familias

Información para las familias en Español:

1-888-772-9050



Autism Response Team (ART) | Autism ...
The Autism Response Team (ART) is an i...
autismspeaks

Tarjetas de Autismo

USC UCEDD

Estrategías de Enseñanza para las Familias

ADEPT: (Entrenamiento en Autismo para Padres Educación a la Distancia) Aprendizaje Interactivo Versión en Español



ADEPT Training | Center for Excellence i...
Ciertas funciones en este programa fuer...
ucdavis

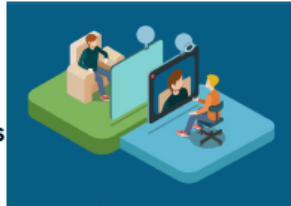
Special Edition: Autism Tele ECHO

This series will equip school providers with tools, strategies and resources to coach families in the use of positive behavior supports.

Helping Educators Use a Distance Coaching Model to Assist Families with Setting up New Learning Routines and Supporting Positive Behaviors for Students with Autism During Home-based Instruction

Target Audience

- Educators
- School Providers
SLP, OT, BCBA



- Recorded ECHO sessions will be added each week for viewing
- Session Topics:
 - Partnering with Parents through Distance coaching
 - Using visual schedules and an activity matrix to support home instruction
 - Strategies for structuring learning at home using visual supports
 - Helping parents use basic tools to understand behavior and teach new skills
 - Using self-regulation strategies to address anxiety and behavior concerns within the home
- Visit the MIND Institute YouTube channel for all recorded sessions
<https://www.youtube.com/channel/UC429m3SOjCJNAS2-DTDA3RA>
or Visit the CAPTAIN YouTube channel:
https://www.youtube.com/playlist?list=PLdYnp2_boQzfq90gKht1S_Vb-QS7VfdoW



Content Focus:

Partnering with parents through distance coaching to support evidence based practices within the home setting



**RECORDINGS and
RESOURCES ON
MIND Institute Website
LINK BELOW
and
CAPTAIN Website
www.captain.ca.gov**

MIND INSTITUTE

<https://health.ucdavis.edu/mindinstitute/education/echo/echo-special-edition.html>



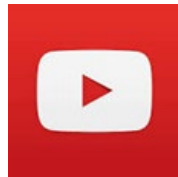
CAPTAIN



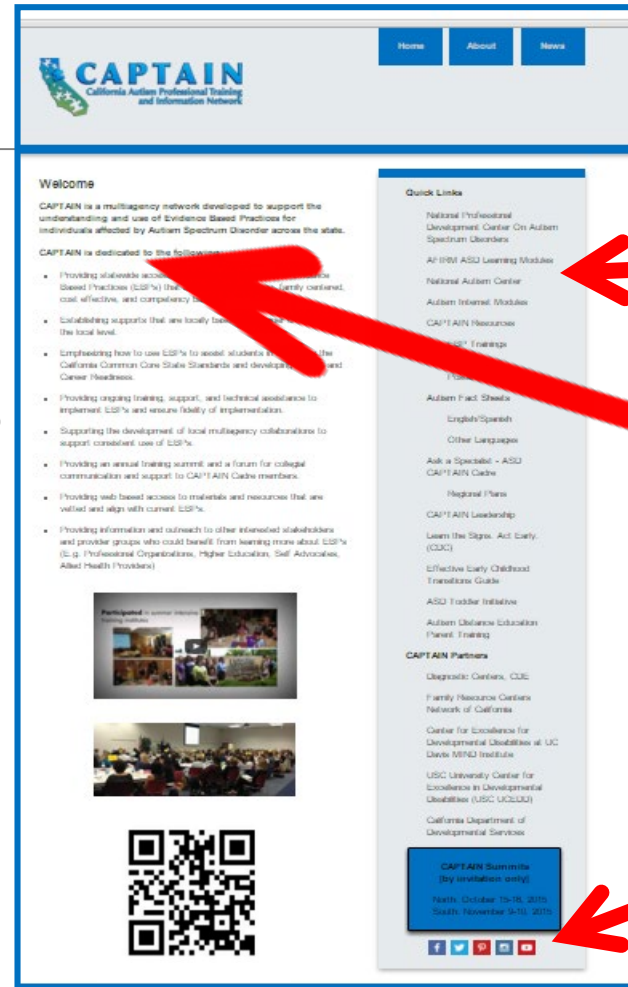
CAPTAIN_EBPS



@CAPTAIN_EBPS



CAPTAIN



Welcome

CAPTAIN is a multiagency network developed to support the understanding and use of Evidence Based Practices for individuals affected by Autism Spectrum Disorder across the state.

CAPTAIN is dedicated to the following:

- Providing statewide access to Evidence Based Practices (EBPs) that are research based, family centered, cost effective, and competency based.
- Establishing supports that are locally based and meet the needs of the local level.
- Emphasizing how to use EBPs to assist students in meeting the California Common Core State Standards and developing students' Career Readiness.
- Providing ongoing training, support, and technical assistance to implement EBPs and ensure fidelity of implementation.
- Supporting the development of local multiagency collaborations to support consistent use of EBPs.
- Providing an annual training summit and a forum for collegial communication and support to CAPTAIN Cadre members.
- Providing web based access to materials and resources that are vetted and align with current EBPs.
- Providing information and outreach to other interested stakeholders and provider groups who could benefit from learning more about EBPs (e.g. Professional Organizations, Higher Education, Self Advocates, Allied Health Providers).

Quick Links

- National Professional Development Center On Autism Spectrum Disorders
- AP (W) ASD Learning Modules
- National Autism Center
- Autism Internet Modules
- CAPTAIN Resources
- EBP Training
- EBP Training
- Autism Fact Sheets
- English/Spanish
- Other Languages
- Ask a Specialist - ASD
- CAPTAIN Cadre
- Regional Plans
- CAPTAIN Leadership
- Learn the Steps - Act Early (COAC)
- Effective Early Childhood Transition Guide
- ASD Tagger Initiative
- Autism Distance Education Parent Training

CAPTAIN Partners

- Diagnostic Centers, CDE
- Family Resource Centers Network of California
- Center for Excellence for Developmental Disabilities at UC Davis MIND Institute
- USC University Center for Excellence in Developmental Disabilities (USC UCEEDD)
- California Department of Developmental Services

CAPTAIN Summits
(by invitation only)

North: October 16-18, 2015
South: November 3-5, 2015

Links to ASD Resources

Links to Padlets

CAPTAIN Social Media Links



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San Rafael, California 94903

captain@marinschools.org
www.captain.ca.gov
