



# REMOTE LEARNING ON THE SPECTRUM

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## PART 7: Incorporating Evidence- Based Practices into Remote Learning

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**Centre of Excellence**  
AUTISM SPECTRUM DISORDER

How can my students work on social skills in a meaningful way from behind a screen?

How can I ensure that my students have access to their visual supports in the remote classroom?

What are the best practices in remote learning for students with ASD?



EVIDENCE-BASED PRACTICES FOR ASD	EXAMPLES
ANTECEDENT INTERVENTIONS	<ul style="list-style-type: none"> <li><input type="checkbox"/> Creating behavioral momentum</li> <li><input type="checkbox"/> Choice</li> <li><input type="checkbox"/> Contriving motivational operations</li> <li><input type="checkbox"/> Cueing and prompting/prompt fading procedures</li> <li><input type="checkbox"/> Environmental modification of task demands</li> <li><input type="checkbox"/> Incorporating special interests</li> <li><input type="checkbox"/> Noncontingent reinforcement</li> <li><input type="checkbox"/> Active Student Responding</li> </ul>
BEHAVIOURAL INTERVENTIONS	<ul style="list-style-type: none"> <li><input type="checkbox"/> Contingency mapping</li> <li><input type="checkbox"/> Contingency contracting</li> <li><input type="checkbox"/> Differential reinforcement</li> <li><input type="checkbox"/> Generalization training</li> <li><input type="checkbox"/> Successive approximations, shaping</li> <li><input type="checkbox"/> Token economy</li> </ul>
MODELING	<ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstration of the target behaviour</li> <li><input type="checkbox"/> Live or video modeling</li> </ul>
NATURALISTIC TEACHING STRATEGIES	<ul style="list-style-type: none"> <li><input type="checkbox"/> Encouraging conversation</li> <li><input type="checkbox"/> Natural reinforcers</li> <li><input type="checkbox"/> Stimulating learning environment</li> </ul>
PEER TRAINING	<ul style="list-style-type: none"> <li><input type="checkbox"/> Facilitated play and social interactions</li> <li><input type="checkbox"/> Peer-mediated prompting and reinforcement</li> </ul>
SCHEDULES	<ul style="list-style-type: none"> <li><input type="checkbox"/> Daily, weekly and monthly schedules</li> <li><input type="checkbox"/> Within-task schedules (mini-schedules)</li> </ul>
SELF-MANAGEMENT	<ul style="list-style-type: none"> <li><input type="checkbox"/> Setting and monitoring one's own goals</li> <li><input type="checkbox"/> Checklists</li> <li><input type="checkbox"/> Counters</li> </ul>
STORY-BASED INTERVENTIONS	<ul style="list-style-type: none"> <li><input type="checkbox"/> Social Stories™</li> </ul>

Best practices are characterized by the systematic application of interventions that are widely supported by scientific literature.

**The modality by which these strategies are provided is of lesser importance.**



# LIAM'S MORNING SCHEDULE

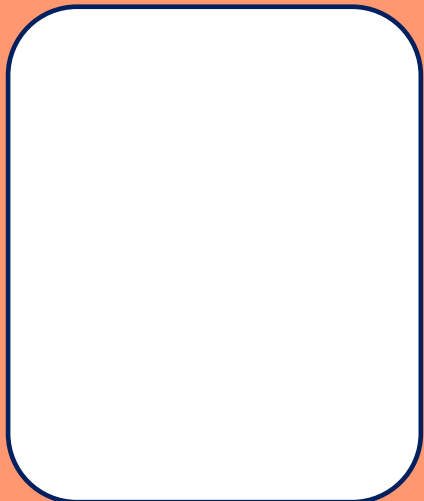


# MY CHOICES

FIRST

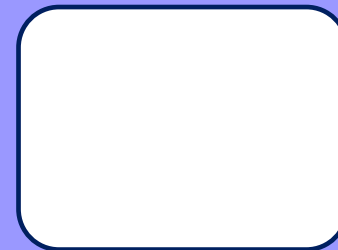


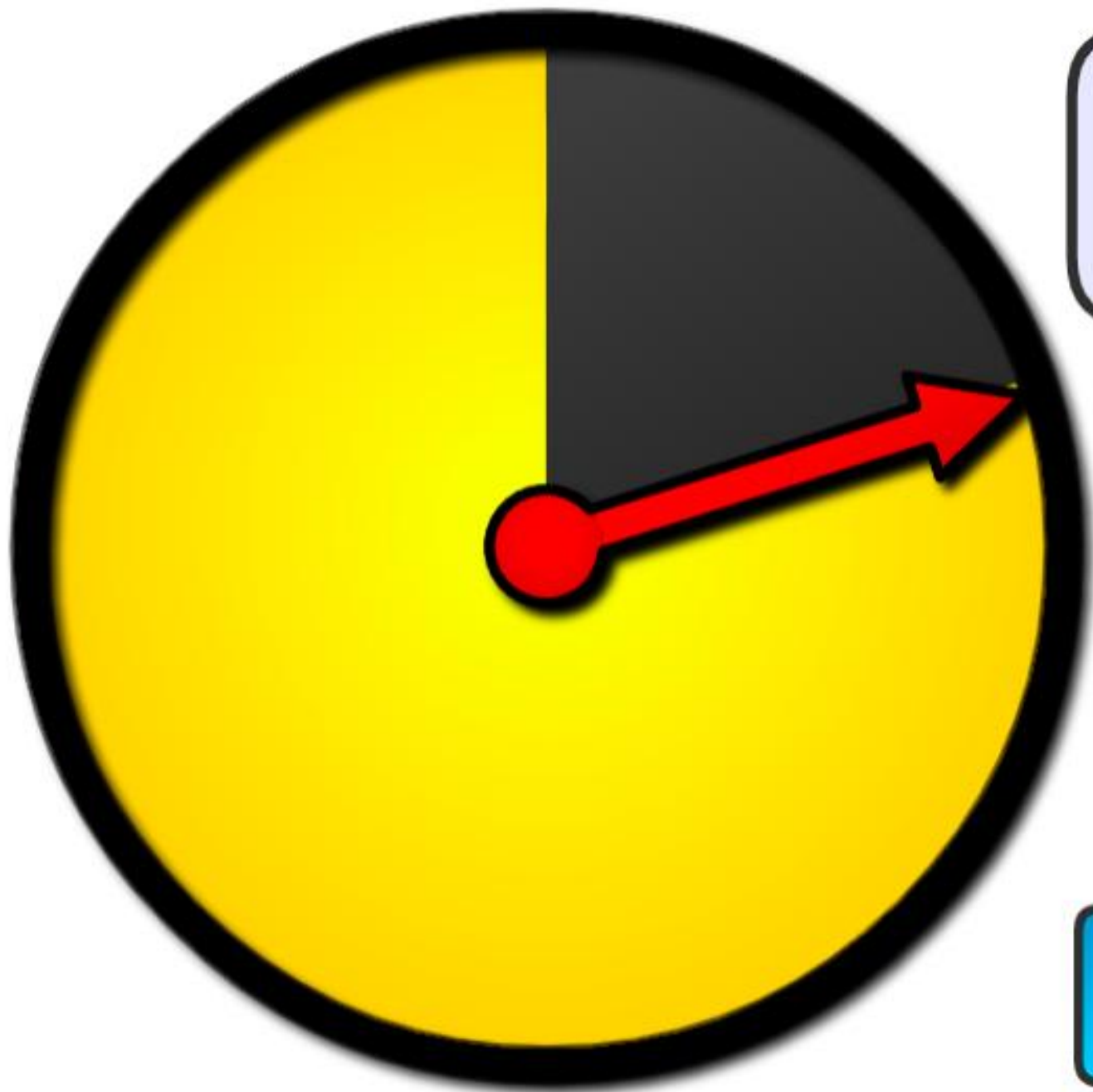
THEN



A collection of colorful geometric blocks in red, green, yellow, and blue.	A musical staff with various notes and a treble clef.	Three small train characters in green, blue, and red.
The logo for 'The Wiggles' featuring four colorful characters.	A group of diverse children dancing on a stage with colorful mats.	A variety of colorful Hot Wheels toy cars.

# I AM WORKING FOR





00:03:59  
830

Pause

Clear

		<b>SETTING EVENTS</b> Are there other factors indirectly contributing to the occurrence of challenging behaviours?	<b>ANTECEDENT</b> What happened/how did the environment change immediately before the behavior occurred?	<b>BEHAVIOUR</b> What did the behaviour look like, how long did it last?	<b>CONSEQUENCE</b> What happened/how did the environment change immediately after the behavior occurred?	<b>HYPOTHESIZED FUNCTION(S)</b>
<b>Date, Time &amp; Initials</b>	Friday, November 21, 2020 10:05 am Mrs. Westlake	<input type="checkbox"/> Student is ill <input type="checkbox"/> Chronic health condition <input type="checkbox"/> Atypical sleep pattern <input type="checkbox"/> Complaints of being in pain <input type="checkbox"/> Medication changes <input type="checkbox"/> Challenging morning before school <input type="checkbox"/> Negative school experience <input type="checkbox"/> Substitute teacher or caregiver <input type="checkbox"/> Introduction of new services <input type="checkbox"/> Traumatic events outside of school <input type="checkbox"/> Change in living placement <input type="checkbox"/> School routine change <input type="checkbox"/> Other:	Michael's teacher was giving a lesson on long division.	Michael was playing videogames online (confirmed by his mother).	He was reminded of the expected behaviours to earn a token for math period. Michael closed the videogame and did not re-open it for the rest of the lesson.	<input checked="" type="checkbox"/> Escape/avoidance <input checked="" type="checkbox"/> Access to item <input type="checkbox"/> Attention <input type="checkbox"/> Sensory/self-stim
<b>Date, Time &amp; Initials</b>		<input type="checkbox"/> Student is ill <input type="checkbox"/> Chronic health condition <input type="checkbox"/> Atypical sleep pattern <input type="checkbox"/> Complaints of being in pain <input type="checkbox"/> Medication changes <input type="checkbox"/> Challenging morning before school <input type="checkbox"/> Negative school experience <input type="checkbox"/> Substitute teacher or caregiver <input type="checkbox"/> Introduction of new services <input type="checkbox"/> Traumatic events outside of school <input type="checkbox"/> Change in living placement <input type="checkbox"/> School routine change <input type="checkbox"/> Other:				<input type="checkbox"/> Escape/avoidance <input type="checkbox"/> Access to item <input type="checkbox"/> Attention <input type="checkbox"/> Sensory/self-stim



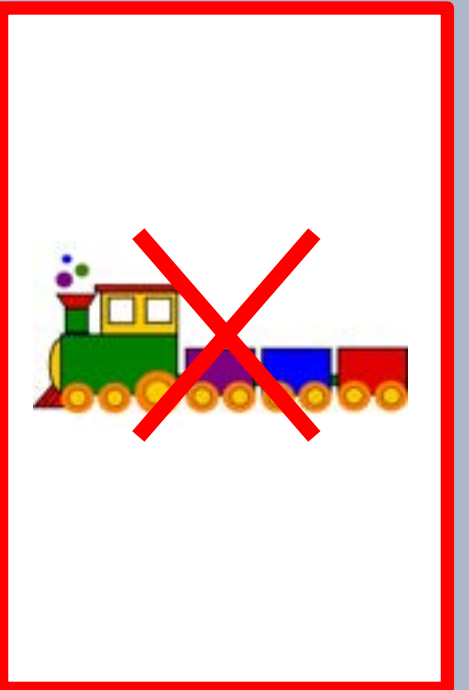
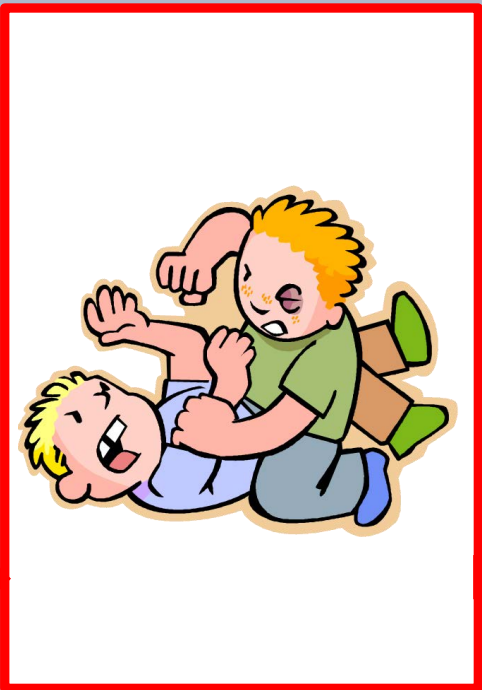
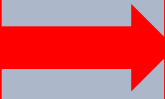
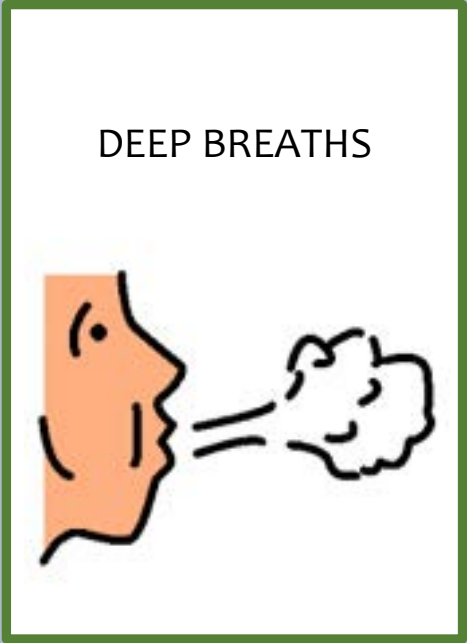
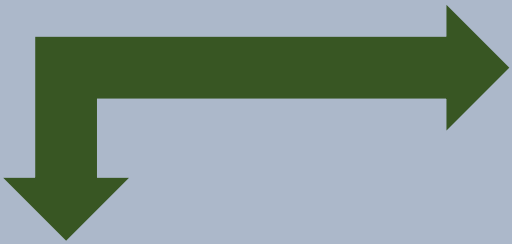
David is hurting  
my feelings.  
I feel sad.

Why is David  
saying that?  
That's so mean!

Miss X is with other  
students. She doesn't  
care about me!

AHHHH!  
I HATE YOU!







A SOCIAL  
NARRATIVE:

WORKING ON  
GROUP PROJECTS



Centre of Excellence  
AUTISM SPECTRUM DISORDER



# December 2020



Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2	3	4	5 
6 	7	8 	9	10 	11	12 
13 	14	15	16	17	18	19 
20 	21	22 	23 	24 	25 	26 
27 	28 	29 	30 	31 		

## Daily Calendar Work



The day is:

Monday **Tuesday** Wednesday Thursday Friday

The month is:

January February March  
 April May June  
 July August September  
 October **November** December

The date is:

1 2 3 4 5 6 7 **8**  
 9 10 11 12 13 14 15 16  
 17 18 19 20 21 22 23 24  
 25 26 27 28 29 30 31

Tomorrow will be: Sunday



Monday Tuesday  
**Wednesday** Thursday  
 Friday Saturday

Yesterday was: Sunday



**Monday** Tuesday  
 Wednesday Thursday  
 Friday Saturday