Masks and Tasks: Strategies for Adjusting to the "New Normal"

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Initial Issues:

Unprecedented and Unexpected Changes in the Daily Lives of:

Everyone across the age span

Family

Friends

Home

School

Work

Daily Activities

Health/Safety

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Explaining what occurred and what is COVID-19

Use of Direct and Clear Language

Use of Multiple Modalities to Supplement Understanding

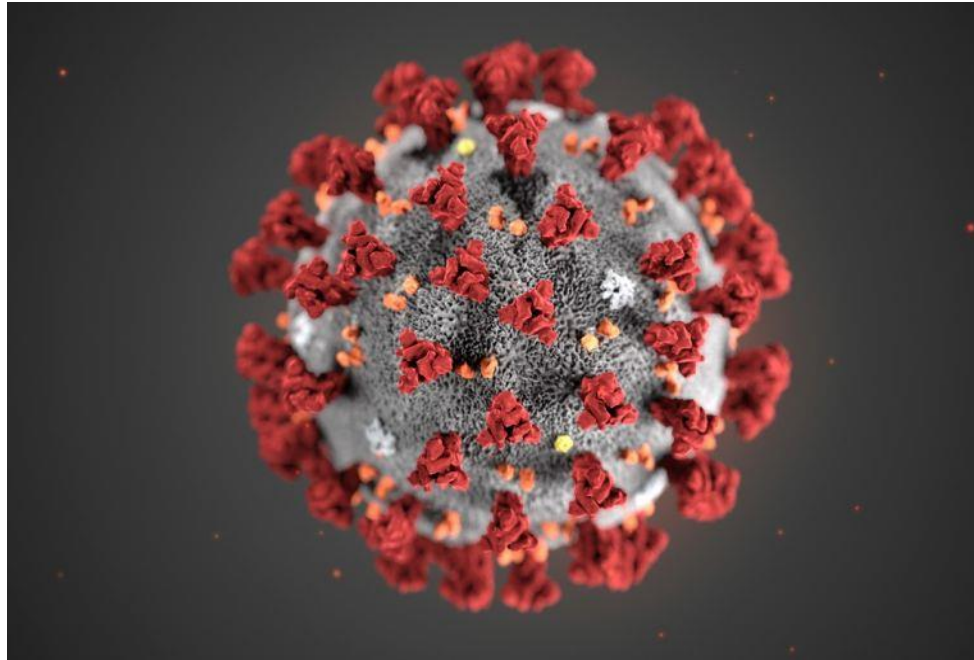Introduction of New Terms, Items and Specific Behaviors

Addressing Emotions Around Related Issues

Encouraging Expressive Communication

Assisting with Understanding

Germs, Bacteria and Viruses are NOT new so what has changed?

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Increasing awareness, proficiency and frequency of Hand Washing

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Instruction of Hand Washing

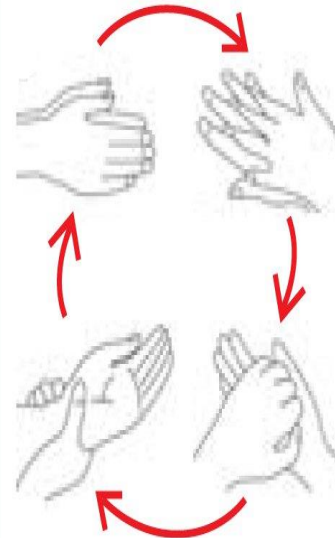UNIVERSITY *of* ROCHESTER MEDICAL CENTER

Additional Method of Hand Hygiene

STEP 1
Apply one squirt

STEP 2
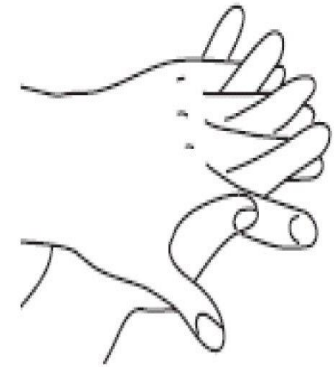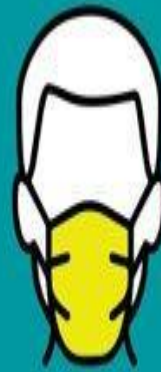**Rub hands together**

STEP 3
Rub until dry

DO NOT TOUCH YOUR FACE

FACE COVERINGS
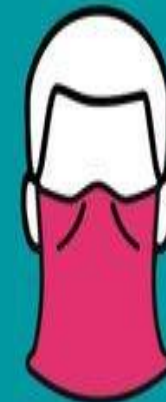
MASK — BANDANA — NECK GAITER — SCARF

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Considerations and Instruction of Mask Wearing

Explaining Stay at Home & other limitations

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www.bigstock.com · 358477073

Explaining all the Various Contexts of Social Distancing
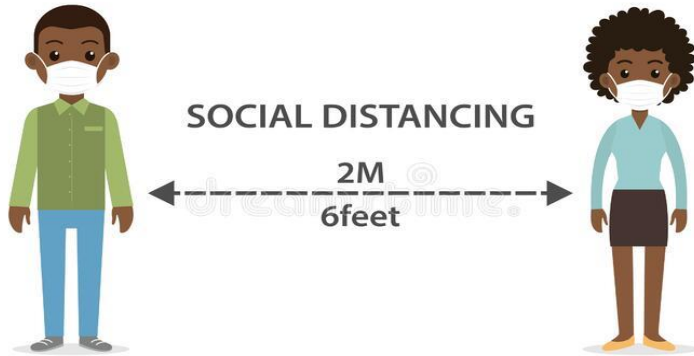
Changes and Instruction in How We Interact

avoid close contact

NO NO NO

Global NEWS

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ALTERNATIVES TO HANDSHAKES, HUGS, HIGH FIVES AND HONGI

THE WAVE

THE HAND ON HEART

NAMASTE

NZSL: HOW ARE YOU?

THE 'HI-BROWS'

THE 'ALL GOOD' NOD

THE 'EAST COAST WAVE'

THE 'WHAT A WORLD EH?'

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Behavior Skills Training (BST)

Instruction of desired skill → Model of the desired behavior → Learner rehearsal of the desired behavior → Praise for effort and skill demonstration / Feedback to improve performance

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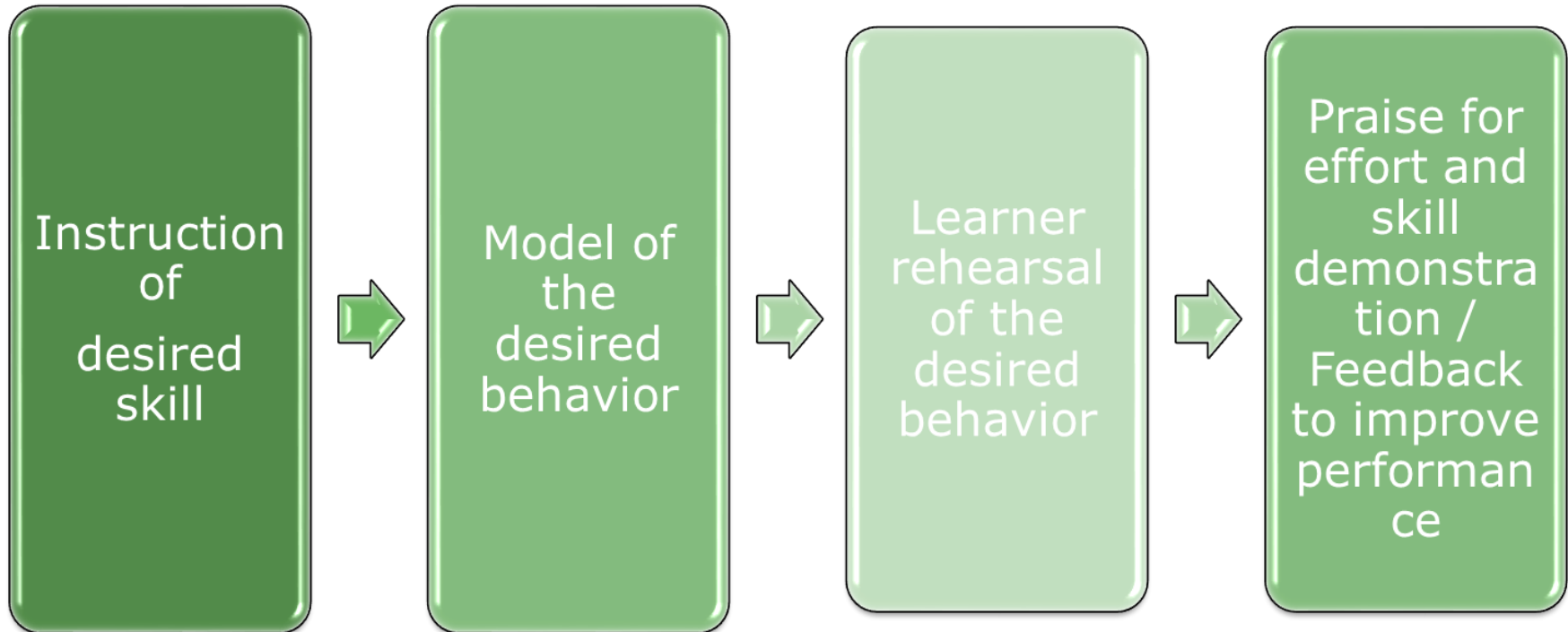
➢Transitions and Abrupt Changes are Difficult especially where there is uncertainty.

➢Anxiety, Worry, or Fear impact on performance of daily tasks and behavior.

➢Children and Adult feelings are often similar.

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Supports for Transitions & Changes

- Social Stories or Narratives

- Use of visual/auditory cues

- Use organizational tools e.g., Calendars

- Use of Schedules and First/Then Systems

- Maintaining Structure and Routines

- Incorporate and/or teach flexibility

- Encourage and teach self-efficacy & problem solving skills to handle change and difficult situations

Types of Schedules

Weekly or Monthly that depict the variations of current instruction

▪Remote versus "in school" days (if Hybrid Model)

▪Parent/Care Giver instruction versus Teacher/Therapist Remote

▪No school days/Holidays

This should also include when parent/caregiver will not be instructing

Daily schedule that represents all aspects of the day specific academics, related services, lunch, free time etc. And can include synchronous and asynchronous learning times.

Break down (*Task Analysis*) of the expectations of each subject and/or task

**All should be individualized and can be written, icons, pictures, objects and any combination*

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Example Schedules:

6th Grade Remote Learning Student Schedule		
	DAY A	DAY B
8:30-9:00	HOUSE Google Classroom	HOUSE Google Classroom
9:00-10:00	Humanities Google Classroom	Humanities Google Classroom
10:00-11:00	Math Google Classroom	Health Google Classroom
11:00-12:00	Science Google Classroom	Math Google Classroom
12:00-1:00	LUNCH	
1:00-2:00	Social Studies Google Classroom	Science Google Classroom
2:05-2:50	Studio Google Classroom	
2:55-3:30	HOUSE Reflection	

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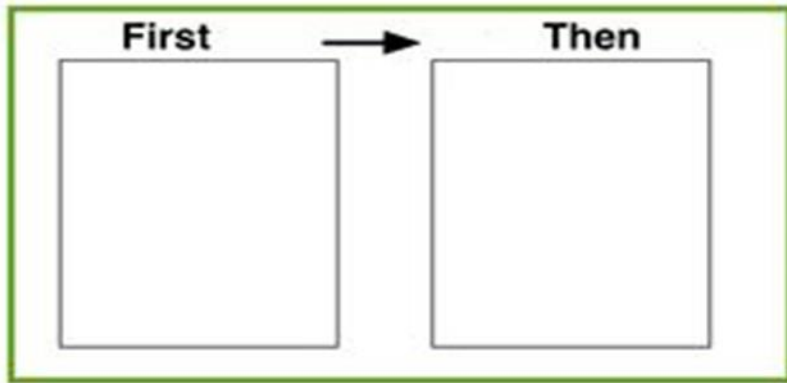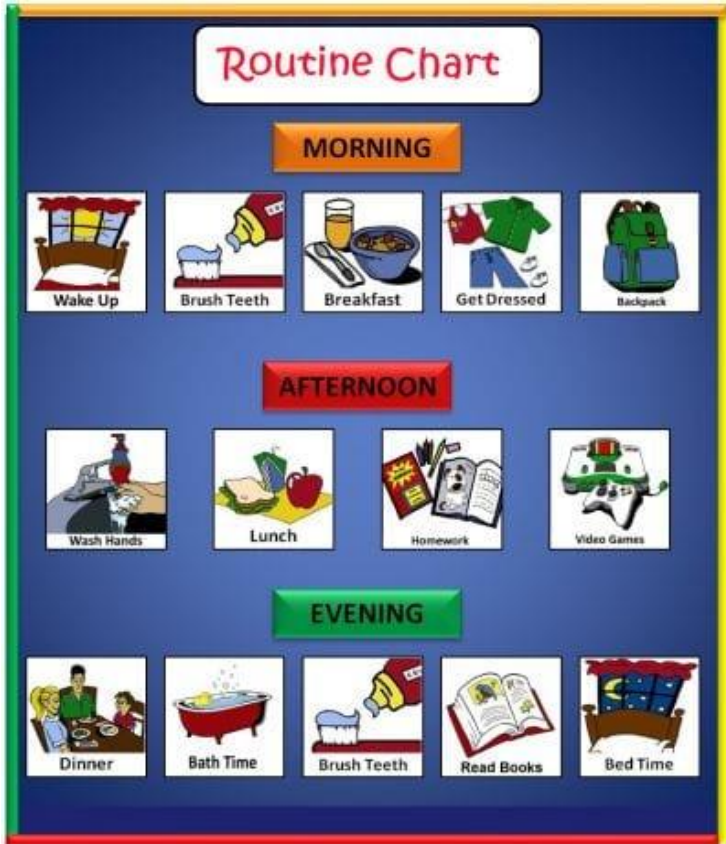
Visual Routine

Time	Activity
6:00 am	
7:00 am	WAKE UP, BREAKFAST
8:00 am	CHORE TIME
9:00 am	ACADEMIC TIME
10:00 am	SNACK, OUTSIDE TIME
11:00 am	CREATIVE TIME
12:00 pm	LUNCH
1:00 pm	EDUCATIONAL VIDEO/APP*
2:00 pm	REST/READING/FREE TIME IN ROOM*
3:00 pm	SNACK
4:00 pm	OUTSIDE/PLAY TIME
5:00 pm	DINNER
6:00 pm	FAMILY TIME/BATHS
7:00 pm	FREE TIME IN ROOM*
8:00 pm	BEDTIME
9:00 pm	

Providing Information as Things are Changing and Reminders of What is Staying the Same

- Total remote learning or Hybrid (Days in school and Days remote) versus Regular Models of School Attendance

- Increased amount of time learning remotely from home while others are back in school 4-5 days a week.

- Riding the bus is different or parents/caregivers walk or drive student to school

- Teachers, staff and therapists wear masks, face shields, gloves, and sometimes gowns.

- All students need to wear face coverings, social distance and use the new ways to greet and interact with peers/friends, teachers, and other adults etc.

- Learning can be synchronous and asynchronous

- Things may change

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Blended Learning

❖Blended Learning is a hybrid way of learning.

❖Combines group instruction with the teacher and more personalized instruction on a computer/tablet.

❖Blended learning allows for student control of the

pace and content of the instruction.

❖Uses adaptive technology.

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A shift in thinking & application:

From a model of instruction that is more **Teacher-driven**: instruction that utilizes lessons that are the same or similar for every student.

To a model of instruction that is **Student-centered**: instructional content, method and pace can be different for each student.

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Key Components for Distance Learning Success

- Awareness of learning style and challenges that a particular learning style may present given the modality of instruction

- Set up the environment

- Obtain or create supports (visuals, materials, etc.)

- Ensuring curriculum can be supported if instruction is remote

- Differentiation (content, method, pace, and sufficient repetition)

- Clearly stated expectations and rules

- Ensure Student Engagement

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Importance of the Environment

- Identify specific areas where learning will take place.

- Define where other activities will take place (instruction, break, wait area, free time, recreation etc.).

- Set up a desk/table, chair, folders, material bins etc.

- May be helpful to label the specific areas or use specific furniture and materials for those areas.

- Can use some objects that the individual used at school or work as cues

- Ensuring that the learning area is distraction free (TV and other electronics off and out of direct sight, secure pets and access to toys etc.)

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Rules for Distance Learning

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Maintaining Engagement

- Frequent Check-ins with learner for understanding.

- Consistent specific Prompts for Showing Attending Behavior.

- Frequent Check-ins from the Instructor on how the student is doing and getting a student response (e.g., thumbs up/thumbs down).

- Whenever feasible using student's interests in the instructional tasks (curriculum/topics).

- Requiring hand raising to ask a question, ask for help or participate.

- If there is home support then clear expectations of who is providing directions and prompts.

- Ongoing communication between teacher, school team and parent(s)/caregivers

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Additional Support Strategies

- Use of Reinforcement—some individuals may have formal reinforcement systems that they were using at school.

- If praise is used be behavior specific and avoid just saying "good job"

- When stating demands/directions avoid using a question format e.g., Can you (demand/direction)? Instead use strategies such as "First_____, Then_____"; "After reading the story we have 2 questions then a break"; "When you write 2 sentences then writing will be finished."

- Allow choices whenever feasible this can include choices of preferred activities, the order of the learning tasks within a lesson or the order of the lessons.

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Use of Reinforcement

- Involves identifying potential reinforcers that the individual values this can be done informally, involving the individual or by doing a "preferences assessment"

- Setting up a system "I am working for (item/activity)" A token system where the individual earns a specified number of tokens for showing ready to learn behavior, paying attention, following directions, doing the work/task and then once the number of tokens is earned immediately they can engage with the item or activity they selected.

- Another way of providing reinforcement that is activity based so that upon completion of the task the individual is able to get the preferred item/activity (no tokens required).

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Other Reinforcement Strategies:

- If more the individual requires more immediate reinforcement than each occurrence of a desired behavior immediately receives the actual reinforce.

- To maintain skills especially those related to engagement intermittent reinforcement can be used.

- Many individuals may have in their educational/behavioral plans Differential Reinforcement Systems for either the non-occurrence of problem target behavior for a specified amount of time and/or very specific replacement skills that are being targeted and reinforced. For example, asking and accepting assistance "help", asking for a break, negotiating assignments etc.

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Coping and Self-Regulation

- Make time in the day to talk to the child/young adult and more importantly to listen.

- Notice what their body is saying and if they can identify how the body feels.

- Teach or Do some simple calming exercises: breathing, counting, tracing the lines in the palm of the hand with the opposite hand, some things that involve any of the senses.

- Teach and model Self-talk

- Teach more formal coping and relaxation techniques: Progressive Relaxation, Cognitive Restructuring, Problem Solving

- Self-Efficacy
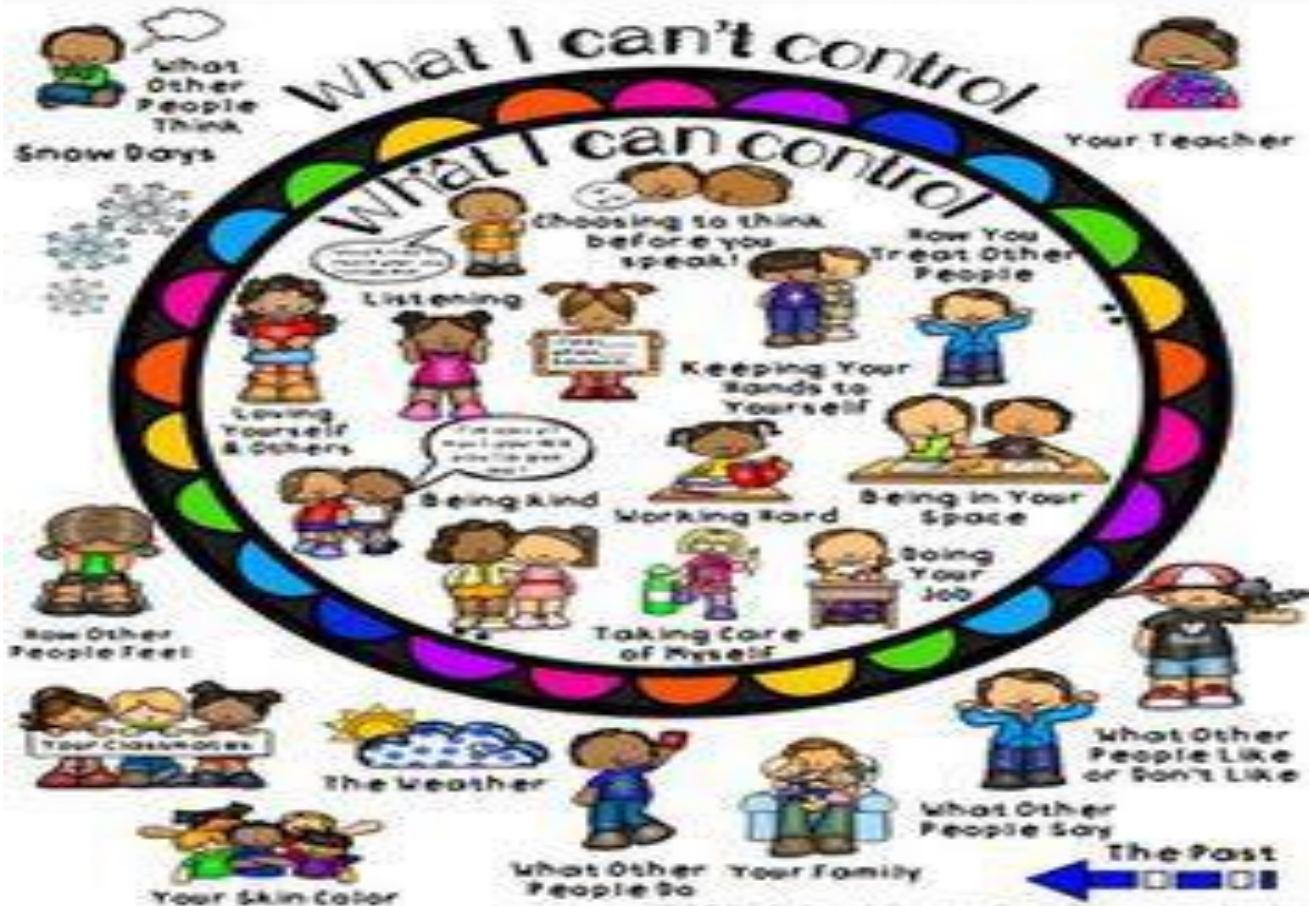
How Big is My Problem?

5 — **Emergency**
You definitely need help from a grownup (fire, someone is hurt and needs to go to the hospital, a car accident, danger).

4 — **Gigantic problem**
You can change with a lot of help (getting lost, hitting, kicking, or punching a friend, throwing or breaking things, bullying).

3 — **Big problem**
You can change with some help (someone is mean to you or takes something that is yours, a minor accident, needing help calming down).

2 — **Medium problem**
You can change with a little help (feeling sick, tired, or hungry, someone bothering you, being afraid, needing help).

1 — **Little problem**
You can change with a little reminder (not being line leader, not winning a game, not taking turns, making a mess).

0 — **Glitch**
You can fix yourself (changing clothes, cleaning up toys, forgetting favorite toy or blanket).

What Pushes Your Buttons?

- ☐ Being Told On
- ☐ Waiting Awhile
- ☐ Hunger
- ☐ Cheating
- ☐ Being Touched
- ☐ Not Understanding
- ☐ Rumors or Gossip
- ☐ Hurt or Pain
- ☐ Being Scared
- ☐ Bad News
- ☐ Unfair Treatment
- ☐ Tests and Grades
- ☐ Stress
- ☐ Being Criticized
- ☐ Being Tired

- ☐ Being Ignored
- ☐ A Misunderstanding
- ☐ Being Disrespected
- ☐ Being Bumped Into
- ☐ Loud Noises
- ☐ Losing a Game
- ☐ An Accident
- ☐ Being Left Out
- ☐ Being Bullied
- ☐ An Interruption
- ☐ Things Do Not Go As Planned
- ☐ Things Not Fair
- ☐ Not Understanding What To Do
- ☐ Being Told What To Do

Problem Solving

SOCCSS Worksheet

Situation:		
Who:		
When:		
What:		
Why:		
Where:		

Desired Outcome:		

Options	Consequences	Choices

Strategy/ Action Plan (choose the option)	

Simulation	Select One

Simulation Outcome:

Follow-Up

2. What could you have done?	3. If you would have, then what?	4. Is this doable?
Option #1		Could you do this? Would it help the situation?
Option #2		Could you do this? Would it help the situation?
Option #3		Could you do this? Would it help the situation?
Option #4		Could you do this? Would it help the situation?
Option #5		Could you do this? Would it help the situation?

Problem Solving Worksheets- Steps 2-3-4

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Blue Zone Tools: Rest Stop

- Take a break.
- Think happy thoughts.
- Talk about your feelings.
- Ask for a hug.
- Draw a picture

Green Zone Tools: Go Time

- Complete your work.
- Listen to the teacher.
- Remember your daily goal.
- Think happy thoughts.
- Help others.

Yellow Zone Tools: Slow Down

- Take a break.
- Talk to the teacher.
- Squeeze my stress ball.
- Go for a walk.
- Take three deep breaths.

Red Zone Tools: Stop

- Take a break.
- Squeeze my stress ball.
- Take three deep breaths.
- Count to ten.
- Talk about my problem.

5	**Out of Control** The Thing — I feel like I am about to explode! I feel completely overwhelmed and may become unsafe.
4	**Starting to Lose It** The Hulk — I'm getting very angry and I may start to say things I don't mean.
3	**Anxious/Worried/Excited** The Flash — I feel like I need to run away as fast as I possibly can.
2	**I Think I Can Handle It** Spiderman — I am going to push myself to try my very best, even if it is hard. I will feel proud when I get through it.
1	**Just Right** Superman — Nothing can bring me down! I am a man of steel and feel on top of the world!

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Name:

5 – Point Scale	What does it look like?	What does it feel like?	Strategies I or others can use?	What can happen?
5	• Out of control	Out of control!	**Others** • *Remove student* **ME:**	• Privileges may be taken away
4 CAUTION!	• Face gets red • Start yelling/uses loud voice • Gets hot	Anxious / Frustrated	**Others:** • Reduce talking • Use sticky notes to write • Provide a break outside of classroom **ME:** • Deep breathing • Request a break	• I may need to do a fix-it plan
3	• Start chewing on things • Voice gets louder • Not smiling • Looks annoyed or angry • May say unkind things • Face may start getting red	A little nervous	**Others:** • Provide a break • **ME:** • Deep breathing • Music on iPod • Get a drink of water • Request a break • Chew gum	• I may need to do a fix-it plan
2	• I can focus	Okay	**Others:** • Offer reinforcement for positive behavior choices. **ME:** • Stay in class and learn • Think positive thoughts	• I stay in class with classmates
1	• I can focus and learn	Happy!	**Others:** Offer reinforcement for positive behavior choices. **ME:** Think Positive – Stay POSITIVE!!! :) Enjoy it!	• I stay in class with classmates

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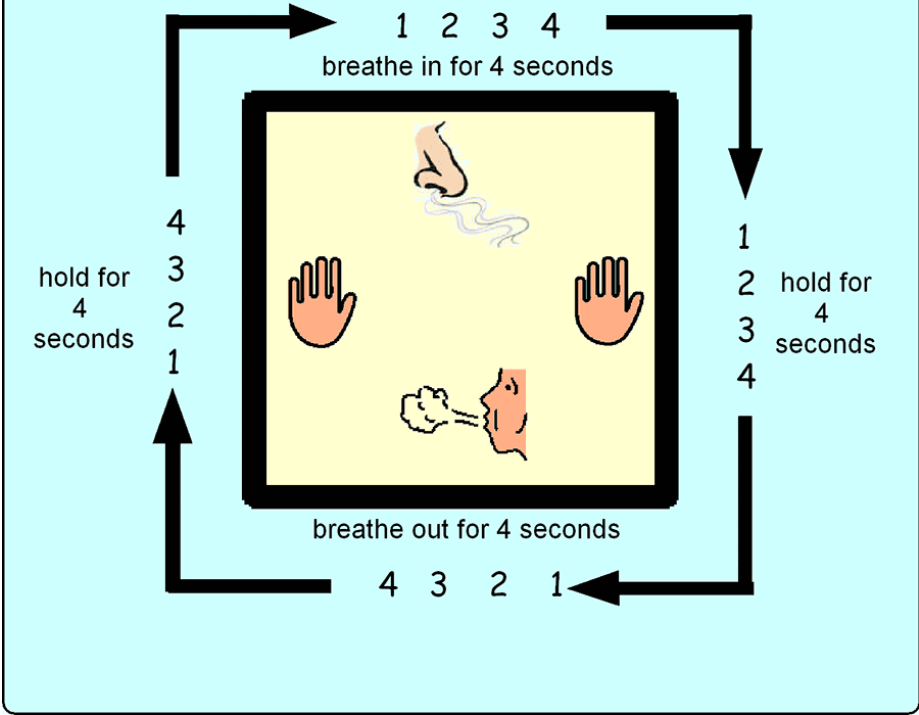
Cognitive Restructuring

Thought or Worry?	Feeling	Replacement Thought	Action

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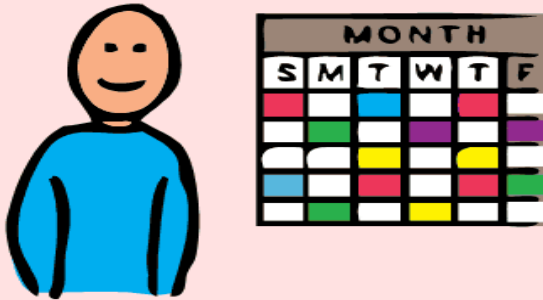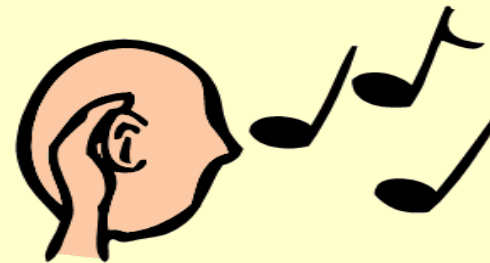
Maintaining Social Connections

➢Video Chat Time/FaceTime

➢Cooperative Online Games

➢Schedule a Watch Party (Movie or Show)

➢Video Snack/Dinner Time or Cooking Activity

➢Create (safe) Challenges with Friends

➢Email or Snail Mail Notes—Check-ins with friends, family
 members

➢Video Group Gatherings

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Patience

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Questions & Answers

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Resources:

The Incredible Five Point Scale Kari Dunn Buron

www.5pointscale.com

Incredible 5 Point Scale: *The Significantly Improved and Expanded Second Edition* 2012) Buron, K. and Curtis, M.

Autism 5-Point Scale App By The Autism Society of Minnesota

When my Worries Get Too Big (2013) Buron, K.

Superflex: A Superhero Social Thinking Curriculum Package Michelle Garcia Winner:

www.socialthinking.com

Resources:

Various visual supports for Relaxation Training, Cognitive Rehearsal & Restructuring etc.

https://elearning.autism.net

Problem solving and social situation break down:

Asperger's Syndrome and Difficult Moments: Practical Solutions for Tantrums (2005) Smith-Myles, B. and Southwick, J.

https://www.ocali.org/project/resource_gallery_of_interventions/page/soccss

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Resources:

Social Emotional Teaching Strategies:

http://csefel.Vanderbilt.edu/modules/module2/handout7.pdf

http://csefel.Vanderbilt.edu/resources/training.preschool/html

Autism Science Foundation:

https://autismsciencefoundations.org/covid-19-resources/the-autism-science-foundation-covid-19-family-resource-center/

https://autismsciencefoundation.org/covid-19-resources/for-service-providers/

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Resources:

Mask Wearing Toolkit

https://www.urmc.rochester.edu/strong-center-developmental-disabilities/resources/masks-toolkit.aspx

My Social Distancing Story

https://rochester.box.com/s/gnpcp3jbrg3eu9b0fgn2x23mfl82cg5f

A Visual Story about Staying Safe from Coronavirus

https://rochester.box.com/s/gnpcp3jbrg3eu9b0fgn2x23mfl82cg5f

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