



Coffee Chat

with the Diverse Learners Cooperative



Remote Behavior Support

- April 22nd
- 8:30 - 8:45am CST



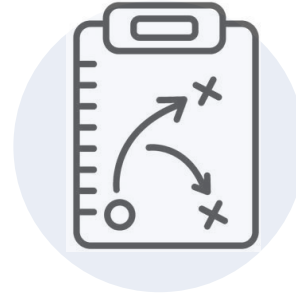
We connect teachers to relevant professional growth opportunities, resources, and networks that propel best practice and lifelong success for diverse learners.



CREATE



COLLABORATE



COACH



Today's Focus

1. Asking the right questions about behavior
2. Using tools with students at home
3. Discussing ways we can provide support





Asking the Right Questions

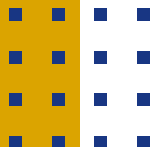
Beyond asking...



- How are things going?
- What do you need?
- How can I help?

Specifically ask...

- How is [child's name] responding to the shift to being at home?
- Have you noticed any new behaviors that [child's name] didn't exhibit before school closed?
- I've created a visual schedule for home learning, would this be helpful for [child's name] to use? Can I explain it to both of you?







Tools for Supporting Behavior at Home

- ❑ Support predictability and routine in the home setting
- ❑ Co-create **simple + specific** behavioral goals
- ❑ Provide tools and strategies that can be used at home
- ❑ Track progress during communication with families
- ❑ Provide incentives for meeting goals



FIRST	THEN
	



Parent-child behavior contract

This contract between _____ and _____ begins on _____. We developed this contract together and will review it on _____ to see if we need to change anything.

Goals

Goal: _____

Strategies:

- _____
- _____
- _____

Goal: _____

Strategies:

- _____
- _____
- _____

Rachel's IEP Data

for the 2018/2019 school year

*** Required**

date: *

Date
08/21/2018

LA: answers wh- questions (10 trials)

1 2 3 4 5 6 7 8 9 10

Math: identifies numbers 1-10 (10 trials)

1 2 3 4 5 6



hi

How Are You?

How did you sleep last night? *

1 2 3 4 5

Didn't Sleep At All Best Night's Sleep Ever

How was your breakfast or lunch? *

1 2 3 4 5

Skipped breakfast/lunch I'm full

How are you today? *



Naomi Parikh
BCBA Clinical Supervisor
The Titus School -- New York, NY



Justine Katzenbach
BCBA Behavior Outreach Team
Buncombe County Schools -- Asheville, NC

The Titus School:

- Private, specialized, ungraded
- Serving 50 students, ages 5 through 16
- Most have dual diagnoses of Autism and mental health needs

Remote Services Currently Provided:

- Using Zoom to provide live teaching sessions and 1:1 ABA therapy sessions, such as discrete trial training
- Using Zoom to provide related services, such as OT, PT, and mental health / counseling sessions
- Using Edmodo to send worksheets and at-home activities for students to complete

Unique Opportunity:

- Lower population = more direct, individualized contact
- Crisis support hotline to assist with behavior escalations



Buncombe County Schools:

- K-12 public school district, 26,000 students
- Serve 1 cluster district of 6 schools
- Support students with + without IEPs

Remote Services Currently Provided:

- Using Zoom to provide live student & family support sessions
- Sending home packages of materials – work, token boards, visual schedules, etc.
- Using Zoom to provide monthly child and family team meetings to see how to support families

Unique Opportunity:

- CEUs and professional development modules; revising district PD
- School district has been providing meal drop offs and resource support



Discussing Ways to Provide Support: Behavior Outreach Team (Asheville, NC)

EDUCATING THE WHOLE CHILD: Tips for Teachers during Distance Learning



As our classrooms shift into the mode of distance learning, so must our mindsets about our role as educators. During this time of uncertainty, how can we ensure that we are meeting the needs of our diverse learners, **beyond academics**? Below, we offer five areas of focus that can help teachers address the broader impact this "new normal" has on our students.



ENSURING PHYSICAL WELLBEING

Remember Maslow: physical needs have to be met first. Work with your school team to contact each of your students' families. [Ask them](#) if they have access to enough food, shelter, + necessary medication. If not, provide them with contact numbers for local agencies, like food banks and medical clinics, to support continuity for their physiological needs. Then, [assist families](#) if needed and [follow up](#) every two weeks.

SETTING BEHAVIORAL GOALS

Help students create predictability + routine in their home environment by working with them to set behavioral goals. Start simple: have students identify one **specific** behavior they can [exhibit at home](#), such as how to ask for help or how to take turns on tech devices. Whether you check in daily or weekly, [track progress](#) during your communication with them and provide [incentives](#) they can earn for meeting goals.



More tools like this can be found in our DLC Resource Hub at: <https://diverselearnerscoop.com/covid19/>



Reflection

- ❑ Are we asking the right questions to understand what's happening?
- ❑ How can we equip parents to transition from school to home?
- ❑ What types of supports can we provide parents during closure?

Let's hear from you.





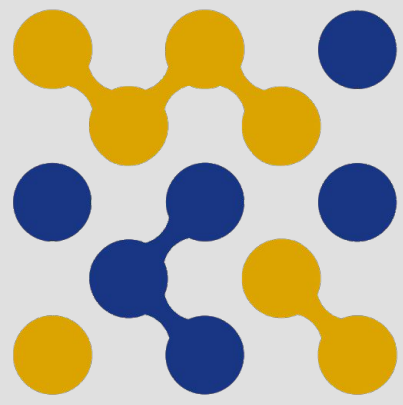
Thank you!

www.diverselearnerscoop.com/covid19

Join us [here](#) next time for:

Remote Speech Support

- Monday, April 27th
- 8:30 - 8:45am CST



Diverse Learners

COOPERATIVE

Connect with us!



The Diverse Learners Cooperative



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