

TOOLS FOR YOUR TOOLBOX: COPING WITH COVID-19

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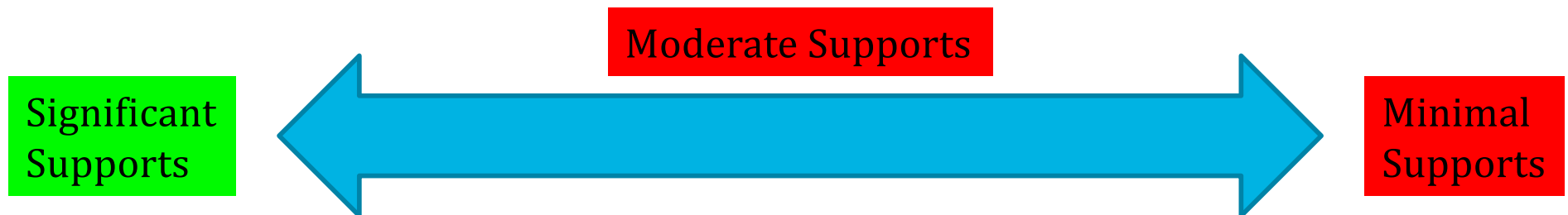


CAPILANO
UNIVERSITY

APPLIED BEHAVIOR ANALYSIS-AUTISM DEPARTMENT

Who Are We Talking About Today?

- NOT for students requiring minimal supports
- NOT for students able to participate, even minimally, in remote instruction
- This is for students requiring significant supports, “Who are not able to equitably access remote instruction.”



Remember...

“It is totally normal right now to be okay one day and struggling the next or to be relaxed one minute and overwhelmed the next.

We are living and working through a global crisis.”

Dr. Jen Heemstra

For All Parents and Caregivers...

What you are doing is OK!

What you are doing is OK!

What you are doing is OK!

Guiding Principles

* Adapted from Dr. Brandon Bayne

#1

- Nobody signed up for this!
 - Not for the social distancing
 - Not for the sudden end of our usual lives
 - Not for having our kids at home, alone, without any help
 - Not for “online learning”
 - Not for having to become my child’s special education teacher

Guiding Principles

* Adapted from Dr. Brandon Bayne

#2

- The humane option is the best option.
 - We are going to prioritize supporting each other as humans
 - We are going to prioritize simple solutions that make sense for the most
 - We are going to prioritize sharing resources and communicating clearly

Guiding Principles

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#3

- We cannot just do the same thing online.
 - Some assignments are no longer possible
 - Some expectations are no longer reasonable
 - Some objectives are no longer valuable

Guiding Principles

* Adapted from Dr. Brandon Bayne

#4

- We will remain flexible and adjust to the situation.
 - Nobody knows where this is going and what we'll need to adapt
 - Everybody needs support and understanding in this unprecedented moment

Setting Realistic Expectations For YOURSELF!

- EVERYBODY is struggling
- Your job is NOT to become a special education teacher
- You are NOT doing home schooling
- You are attempting some form of “Emergency Remote Teaching”
- Or if you prefer “Emergency Virtual Learning” (EViL)

What Does Your Child Understand?

- Many of us are watching the news obsessively... trying to understand what is happening, how to cope, and plan for a return to normal.
- What about your child with ASD?
 - Social Stories
 - Planned visit to the locked school building
 - Monthly calendar

MAY 2020

SUN	MON	TUE	WED	THU	FRI	SAT
					01 No School	02 Weekend No School
03 Weekend No School	04 No School	05 No School	06 No School	07 No School	08 No School	09 Weekend No School
10 Weekend No School	11 No School	12 No School	13 No School	14 No School	15 No School	16 Weekend No School
17 Weekend No School	18 No School	19 No School	20 No School	21 No School	22 No School	23 Weekend No School
24 Weekend No School	25 No School	26 No School	27 No School	28 No School	29 No School	30 Weekend No School

But what about the IEP?!?!?!?

- Your child's Individual Education Plan was written for learning outcomes under typical instructional conditions... at school!
- These ARE NOT typical instructional conditions!
- You ARE NOT at school!

Expectations For Home...

- One of the most critical pieces of your child's day is missing... their SCHEDULE
- So establish a *consistent* quarantine schedule
- But not an academic-based school schedule
- Create a FAMILY SCHEDULE and involve your child in what you are already doing each day

Emergency Remote IEP

- 1. FAMILY SCHEDULE:** consistency, predictability, safety
- 2. CHILD INVOLVEMENT:** an opportunity to invest in functional life goals simply by “doing” (to the extent that they can)
 - Example: “The Gilded Cage”