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
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?
Increasing awareness, proficiency and frequency of Hand Washing

1. Palm to palm
2. Between fingers
3. Back of hands
4. Base of thumbs
5. Back of fingers
6. Fingernails
7. Wrists
8. Rinse and wipe dry

Did you wash them?

Hand washing stops the spread of germs.
Additional Method of Hand Hygiene

**STEP 1**  
Apply one squirt

**STEP 2**  
Rub hands together

**STEP 3**  
Rub until dry
Protecting Against “Input” and “Output”

**DO NOT TOUCH YOUR FACE**

- **FACE COVERINGS**
  - Mask
  - Bandana
  - Neck Gaiter
  - Scarf
Considerations and Instruction of Mask Wearing
Explaining Stay at Home & other limitations
Camp Koinonia 2020 has been canceled
We plan to resume camp in 2021.
Explaining all the Various Contexts of Social Distancing

Social distancing guidelines and new normal social distancing practices are highlighted in the image. The text and visual elements emphasize the importance of maintaining a safe distance and wearing masks to prevent the spread of infections.
Changes and Instruction in How We Interact

avoid close contact

NO  NO  NO
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?’
Behavior Skills Training (BST)

1. Instruction of desired skill
2. Model of the desired behavior
3. Learner rehearsal of the desired behavior
4. Praise for effort and skill demonstration / Feedback to improve performance
What We Know

- 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.
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**
Example Schedules:

<table>
<thead>
<tr>
<th>Day A</th>
<th>Day B</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30-9:00</td>
<td>HOUSE</td>
</tr>
<tr>
<td></td>
<td>Google Classroom</td>
</tr>
<tr>
<td>9:00-10:00</td>
<td>Humanities</td>
</tr>
<tr>
<td></td>
<td>Google Classroom</td>
</tr>
<tr>
<td>10:00-11:00</td>
<td>Math</td>
</tr>
<tr>
<td></td>
<td>Google Classroom</td>
</tr>
<tr>
<td>11:00-12:00</td>
<td>Science</td>
</tr>
<tr>
<td></td>
<td>Google Classroom</td>
</tr>
<tr>
<td>12:00-1:00</td>
<td>LUNCH</td>
</tr>
<tr>
<td>1:00-2:00</td>
<td>Social Studies</td>
</tr>
<tr>
<td></td>
<td>Google Classroom</td>
</tr>
<tr>
<td>2:05-2:50</td>
<td>Studio</td>
</tr>
<tr>
<td></td>
<td>Google Classroom</td>
</tr>
<tr>
<td>2:55-3:30</td>
<td>HOUSE Reflection</td>
</tr>
</tbody>
</table>
The Premack Principal and Task Analysis
### Visual Routine

#### Routine Chart

**MORNING**
- Wake Up
- Brush Teeth
- Breakfast
- GetDressed
- Backpack

**AFTERNOON**
- Wash Hands
- Lunch
- Homework
- Video Games

**EVENING**
- Dinner
- Bath Time
- Brush Teeth
- Read Books
- Bed Time

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### Our Day at Home

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>6:00 am</td>
<td>WAKE UP, BREAKFAST</td>
</tr>
<tr>
<td>7:00 am</td>
<td>CHORE TIME</td>
</tr>
<tr>
<td>8:00 am</td>
<td>ACADEMIC TIME</td>
</tr>
<tr>
<td>9:00 am</td>
<td>SNACK, OUTSIDE TIME</td>
</tr>
<tr>
<td>10:00 am</td>
<td>CREATIVE TIME</td>
</tr>
<tr>
<td>11:00 am</td>
<td>LUNCH</td>
</tr>
<tr>
<td>12:00 pm</td>
<td>EDUCATIONAL VIDEO/APP*</td>
</tr>
<tr>
<td>1:00 pm</td>
<td>REST/READING/FREE TIME IN ROOM*</td>
</tr>
<tr>
<td>2:00 pm</td>
<td>SNACK</td>
</tr>
<tr>
<td>3:00 pm</td>
<td>OUTSIDE/PLAY TIME</td>
</tr>
<tr>
<td>4:00 pm</td>
<td>DINNER</td>
</tr>
<tr>
<td>5:00 pm</td>
<td>FAMILY TIME/BATHS</td>
</tr>
<tr>
<td>6:00 pm</td>
<td>FREE TIME IN ROOM*</td>
</tr>
<tr>
<td>7:00 pm</td>
<td>BEDTIME</td>
</tr>
<tr>
<td>8:00 pm</td>
<td></td>
</tr>
<tr>
<td>9:00 pm</td>
<td></td>
</tr>
</tbody>
</table>
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
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.
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.
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
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.)
Rules for Distance Learning

**Zoom Etiquette**

- Mute yourself!
- Be on time!
- Turn on video!
- Sit still!
- Be respectful!
- Come prepared!
- Raise your hand to talk!
- Find a quiet place!
- No eating!

**Student tips for successful VIDEO CALLS**

1. Check in with your teacher. Gather your materials.
2. Be on time. Check in thru the chat when you arrive.
3. Stay engaged (nod or thumbs up) if others are talking.
4. Mute your mic if you’re not speaking.
5. Use the chat or raise hand to share ideas.
6. Wait for teacher to call on you or unmute your mic.
7. Take notes in a doc or on paper for reference.
8. If using video, look at the camera, not the screen.

Text by Karly Moura @karlymoura. Infographic by Matt Miller @mattmiller. Icons by The Noun Project.
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
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.
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).
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.
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
Circle of Control

What I can’t control

What I can control

- Choosing to think before you speak!
- How you treat other people
- Being kind
- Working hard
- Being in your space
- Doing your job
- Taking care of myself
- Keeping your hands to yourself
- Making friends
- Listening
- Loving yourself & others
- How other people feel
- Your classroom
- The weather
- Your skin color
- What other people say
- What other people like or don’t like
- Your teacher
- Snow days
- What other people think

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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
- What
- Why
- Where

**Desired Outcomes:**

<table>
<thead>
<tr>
<th>Options</th>
<th>Consequences</th>
<th>Choices</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Strategy: Action Plan (choose the option):**

<table>
<thead>
<tr>
<th>Simulation</th>
<th>Subject One</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Simulation Outcomes**

**Follow-Up:**

### Problem Solving Worksheet: Steps 2-3-4

<table>
<thead>
<tr>
<th>2. What could you have done?</th>
<th>3. If you would have, then what?</th>
<th>4. Is this doable?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Option #1</td>
<td>Could you do this?</td>
<td>Would it help the situation?</td>
</tr>
<tr>
<td>Option #2</td>
<td>Could you do this?</td>
<td>Would it help the situation?</td>
</tr>
<tr>
<td>Option #3</td>
<td>Could you do this?</td>
<td>Would it help the situation?</td>
</tr>
<tr>
<td>Option #4</td>
<td>Could you do this?</td>
<td>Would it help the situation?</td>
</tr>
<tr>
<td>Option #5</td>
<td>Could you do this?</td>
<td>Would it help the situation?</td>
</tr>
</tbody>
</table>
Blue Zone
Tools: Red Zone
• 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.

Out of Control
The Thing
I feel like I am about to explode. I feel completely overwhelmed and may become unsafe.

Starting to Lose It
The Hulk
I'm getting very angry and I may start to say things I don't mean.

Anxious/Worried/Excited
The Flash
I feel like I need to run away as fast as I possibly can.

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.

Just Right
Superman
Nothing can bring me down! I am a man of steel and feel on top of the world!
<table>
<thead>
<tr>
<th>5 - Point Scale</th>
<th>What does it look like?</th>
<th>What does it feel like?</th>
<th>Strategies I or others can use?</th>
<th>What can happen?</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>● Out of control</td>
<td></td>
<td>Others: © Remove student</td>
<td>Privileges may be taken away</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>ME:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Out of control!!</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>● Face gets red</td>
<td>● Start yelling/uses loud voice</td>
<td>Others: © Reduce talking</td>
<td>I may need to do a fix-it plan</td>
</tr>
<tr>
<td>CAUTION!</td>
<td>● Gets hot</td>
<td></td>
<td>© Use sticky notes to write</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>© Provide a break outside of classroom</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Anxious / Frustrated</td>
<td>ME: © Deep breathing</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>© Request a break</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>● Start chewing on things</td>
<td>● Not smiling</td>
<td>Others: © Provide a break</td>
<td>I may need to do a fix-it plan</td>
</tr>
<tr>
<td></td>
<td>● Voice gets louder</td>
<td>● Looks annoyed or angry</td>
<td>© Deep breathing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Not smiling</td>
<td>● May say unkind things</td>
<td>© Music on iPod</td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Looks annoyed or angry</td>
<td>● Face may start getting red</td>
<td>© Get a drink of water</td>
<td></td>
</tr>
<tr>
<td></td>
<td>© May say unkind things</td>
<td></td>
<td>© Request a break</td>
<td></td>
</tr>
<tr>
<td></td>
<td>© Face may start getting red</td>
<td></td>
<td>© Chew gum</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>● I can focus</td>
<td>● I can focus</td>
<td>Others: © Offer reinforcement for positive behavior choices.</td>
<td>I stay in class with classmates</td>
</tr>
<tr>
<td></td>
<td></td>
<td>© Stay in class and learn</td>
<td>ME: © Think positive thoughts</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>© Think positive thoughts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>● I can focus and learn</td>
<td>● I can focus and learn</td>
<td>Others: © Offer reinforcement for positive behavior choices.</td>
<td>I stay in class with classmates</td>
</tr>
<tr>
<td></td>
<td></td>
<td>© Stay POSITIVE!!! :)</td>
<td>ME: © Think Positive - Stay POSITIVE!!! :)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>© Enjoy it!</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1 SFSD MS AAE Team 2013; Created with Boardmaker™ Symbols
WHEN I NEED HELP

If I don’t understand I can...

- Reread the instructions
- Quietly ask a friend for help
- Ask the teacher for help

If I’m frustrated or stressed...

- I can walk away or ignore
- I can ask for a break
- I can find an adult to ask for help
SQUARE BREATHING

1. Breathe in for 4 seconds
2. Hold for 4 seconds
3. Breathe out for 4 seconds
4. Hold for 4 seconds

1 2 3 4
## Cognitive Restructuring

<table>
<thead>
<tr>
<th>Thought or Worry?</th>
<th>Feeling</th>
<th>Replacement Thought</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>
Cognitive Picture Rehearsal

- change routine
- I’m fine
- breathe and relax
- listen to music
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
Patience
Resources:

The Incredible Five Point Scale Kari Dunn Buron

www.5pointscale.com


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:


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

Social Emotional Teaching Strategies:


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

Autism Science Foundation:


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

Mask Wearing Toolkit


My Social Distancing Story

https://rochester.box.com/s/gnppcp3jbrg3eu9b0f2x23mfl82cg5f

A Visual Story about Staying Safe from Coronavirus

https://rochester.box.com/s/gnppcp3jbrg3eu9b0f2x23mfl82cg5f