

# The Virginia Consortium for Teacher Preparation in Severe Disabilities and Autism: Statewide Collaboration Through Innovative Distance Education



# Participating Universities



- George Mason University
  - Dr. Mike Behrmann, Dr. Marci Kinas Jerome
- University of Virginia
  - Dr. Marti Snell
- Virginia Commonwealth University
  - Dr. Donna Gilles, Dr. Beth Bader
- Radford University
  - Dr. Liz Altieri
- Norfolk State University
  - Dr. June Harris



# Basic Program Description



- Five collaborating university training programs in Adapted Curriculum (severe disabilities)
- Unified curriculum, course delivery system
  - Ten 3-credit hour graduate-level classes
  - 4-6 credit hours hands-on experiences
  - Total of 36 credit hours
  - Meets State Licensure Requirements
- Students enroll, receive credit through home university
- Leads to state endorsement in Adapted Curriculum
- Funded through grant from Va. DOE and US DOE

# Collaborative Program Philosophy



- Focus of Curriculum Needs to be Solely on SD
- Quality of Program Requires Hands on Training and Experiences
  - E.g. Integration of Assistive Technology Needs to be Present Throughout Curriculum
  - Hands On Experiences such as Positioning and Handling
- Curriculum Needs to be Aligned Across Collaborating Universities
- Create New Ways to Provide Internships and Practica
  - E.g. Use of videoconferencing to observe students
  - One Credit Practica with Each of Four Courses
- Develop a Mutual Teacher Support Network Statewide

# Rationale for SD Distance Education Program



- Collaborating Universities
  - Low Enrollments in Program Courses
  - Future Faculty Positions in Jeopardy
- Target Population
  - High Percentage of Provisionally Licensed Teachers (75%) and career switchers new to the field
  - Low Incidence (relatively few jobs statewide)
- Access to SD Training Needs to be Statewide
  - In addition to 5 University Sites
  - Students working or residing more than two hours away from the nearest University

# Program Content



## Curriculum

Fall	Positive Behavior Support + 1cr Practica
	Curriculum and Assessment + 1cr Practica
	Positioning and Handling
Spring	Communication & Severe Disabilities + 1cr Practica
	Teamwork & Consultation
	Teaching Strategies + 1cr Practica
Summer	Characteristics of Students with Severe Disabilities
	Transition/Community-Based Instruction
	Reading and Literacy
	Introduction to Special Education

# Our Students



- Approximately 150 program completers since 2002
  - 60 program completers from our US DOE Personnel Prep Grant
- Enrollment fluctuates by year and university
- 2011 Enrollment

Teach SP 11	Team SP 11	Comm SP 11	Char SM 11	Tran SM 11	Read SM 11	PBS Fall 11	C&A Fall 11	P&H Fall 11
28 (GMU had own section)	12 (year before 30)	40	31	32	23	37	32	33

# Distance Education Philosophy



- Need to Provide Improved Access to SD Courses for Unendorsed Teachers
- Faculty Expertise Across Universities Needs to be Shared
- Maintain synchronous face to face teaching environment
- Universities Need Not Compete For Enrollments
- Need to Go Beyond Videoconferencing to Include Other Supportive Technologies
  - Video streaming for live remote and archival purposes
  - Remote sharing of computers through Adobe Connect
  - Electronic course management tools (e.g. Blackboard)
  - Electronic synchronous and asynchronous communication
- Need to Keep Recurring Delivery Costs Low
  - Rely on our own resources rather than high tech or long term contracts

# Classroom Snapshot



Communication and SD | Connect Pro Meeting

Meeting Present Layouts Pods Help

Camera and Voice — Autism and Communication.ppt

Attendee List (1) —  
My Status: Active  
Marcie Kinas-Jerome

Chat —

Note —  
Any problems call 702

To: Everyone

Share Stop Sharing Full Sc

Sharing Posting Coffee Talk Reflection Poll Whiteboard Collaboratio

## Agenda

- Questions, Comments, Concerns
- AAC and Autism
- Visual Supports
- PECS
- Literacy Assignment
- Prisoners of Silence (if Time)

# Providing Hands On Experience With Technology



- Use Data sharing program such as Adobee Connect to:
  - Demonstrate computer and internet applications in real time
  - Share software programs and provide remote access and control to Students
- Use GoToMyPC to Access Remote Software Applications
- Use document camera to provide color, 3D images of course handouts, materials, and technology devices

# Internship



- Candidates enroll in 4-6 credits of internship at home university
- Candidates are placed and supervised locally
- Candidates (consortium wide) complete 4 in-depth practicum assignments that correlate with completed coursework in:
  - Positive Behavior Supports
  - Curriculum and Assessment
  - Teaching Strategies
  - Communication and SD
- Candidates utilize Flip cameras and other video capture devices to analyze teaching
- Supervisors can utilize Adobe Connect, Skype and other technologies to provide remote supervision

# Issues in Content Delivery



- Approval of Common Curriculum Across Universities
- Integration of AT and IT Throughout Curriculum
- Scheduling Courses in 5 locations
- Cancellation and Announcement Policies
- Practicum Supervision and Assignments
- Selecting Facilitators
  - Directing Student Questions to Instructor
  - Managing Camera
  - Gathering Handouts
  - Telephone Contact
  - Troubleshooting
- Guest Lecturers and Experts
- Developing a Student Community and Network

# Issues in Technology Delivery



- Lack of Technology Expertise in Instructors
- Communication between sites (Human Factor)
- Inconsistent technology capabilities/support across university sites
- Bridge and Gateway Configuration and Setup
- Technology Failures and Backup Systems
- Selecting Technology Facilitators and Troubleshooters
  - ✦ Technology Issues related to Blackboard and Adobe Connect
  - ✦ Videoconferencing
- University Computing Technical Support
  - ✦ Immediate Technical Support
  - ✦ Infrastructure Support

# Student Feedback



- Technology-related
  - Loss of effectiveness, esp. at remote sites
  - Breakdowns, difficulty hearing lead to frustration
  - Blackboard great way to communicate
- Liked practical assignments
- Liked hands-on activities
- Liked notes (Powerpoint) in advance of class
- Home Students
  - Being a site of One
  - Working in Groups

# Instructor Feedback



- Different views about technology possibly related to comfort level with technology, comfort teaching in medium/amount of experience with the medium
- When asked about changes few mentioned technology/equipment, they spoke more of course content/assignments
- Course organizational tool and communication tool (Blackboard) highly valued "I'll tell you that almost reduced some of the responsibility for me.... Now with this course everything was up on Blackboard. And I didn't have any requests for materials because people knew where to get it."
- On-site tech support is critical "Now having a good local facilitator, which I have now and I did last semester, makes all the difference in the world."
- Regarding AT the wish for physical resources at each site for students to access
- Positive response to peripherals

# Current Consortium Issues



- University faculty retirement
- Inclusion of other state universities
- Alternative route to licensure
  - Approving students with only 2 additional courses, our program has 4 courses
  - Message appears to be that adapted curriculum is a more advanced license than general curriculum
- Increased need to address specific autism competencies
- Increased enrollment (good issue!)

# Autism Competencies



- Skill Competencies for Professionals and Paraprofessionals in Virginia Supporting Individuals with Autism Across the Lifespan, 2010
- From the Virginia Autism Council
  - (1) General Autism
  - (2) Environmental and Visual Support
  - (3) Comprehensive Instructional Program
  - (4) Communication
  - (5) Social Skills
  - (6) Behavior
  - (7) Sensory Motor Development
  - (8) Independence and Aptitude

# Foundations Course



- 1.1.4S Describes typical child development (ex: communication, sensory motor, cognitive, behavior, and social skill development).
- 1.2.5S Differentiates between self-inflicted injuries and potential abuse/neglect related injuries.
- 3.1.11S Describes the need for early intervention and the provision of intensive and explicit instruction.
  
- \*These competencies were assessed through the syllabus and course materials offered by GMU.

# Positive Behavior Support



- 1.1.6S Describes the range of possible behaviors across the lifespan.
- 2.1.5S Provides a distinct space for the individual to engage in a quiet, calming, or sensory based activities.
- 2.2.5S Uses visual supports and strategies to help the individual prepare for and complete transitions.
- 2.3.1S Observes behaviors using objective measures and criteria, and records data.
- 3.1.7S Develops goals that lead to the increase of positive behaviors and the reduction of problem behavior.
- 3.2.7S Provides appropriate reinforcement contingent on behavior and emphasizes the use of naturally occurring reinforcement.
- 6.1K Understands factors that influence behavior and the components of behavior analysis (antecedents, behavior, and consequences) and how to provide positive behavior intervention.
- 6.1.1S Identifies and operationalizes target behaviors for assessment and intervention.
- 6.1.2S Assists team members, including family, in prioritizing areas of concern.
- 6.1.3S Observes and documents behaviors using objective measures and criteria.
- 6.1.4S Completes functional behavior assessment to determine function of behavior and maintaining antecedents and consequences. FBA should include:
  - • Indirect (structured interviews, checklists, rating scales) and direct (structured ABC data collection) measures of data collection
  - • Analysis of collected data
  - • Development and testing of hypothesis
- 6.1.5S Identifies individualized reinforcement preferences using indirect and direct measures on an ongoing basis.

# Positive Behavior Support



- 6.1.6S Develops and implements multi-component intervention plans based on the results of the FBA that emphasize prevention and are socially valid. Plans should include:
  - • Implementation of setting event and antecedent interventions (ex: proactive changes to prevent the behavior from occurring)
  - • Teaching of alternative replacement, coping, and general skills
  - • Implementation of positive consequences to increase the use of the new positive behaviors
  - • Implementation of schedules of reinforcement and differential reinforcement to increase use of positive behaviors
  - • Description of thinning of a reinforcement schedule as appropriate
  - • Description of strategies for teaching and promoting desired behaviors
  - • Implementation of reactive and crisis management strategies to support the individual if and when the problem behavior occurs
- 6.1.7S Implements all components of the behavior intervention plan with consistency in a variety of complex environments under natural circumstances.
- **6.2K Understands how to evaluate the effectiveness of a behavior plan reliably and effectively.**
- 6.2.1S Collects data to evaluate the plan's effectiveness in:
  - Decreasing the problem behavior
  - Increasing the alternative and positive behaviors
  - Increasing quality of life outcomes
  - Generalizing skills to new environments
- 6.2.2S Evaluates data and reports on the plan's effectiveness and revise as needed in consultation with the team.
- 6.2.3S Develops a plan to generalize behavior to other persons and settings.

# Curriculum and Assessment



- 3.1K Understands how to assess an individual's strengths and weaknesses and determine appropriate goals.
- 3.1.1S Identifies and uses appropriate formal and informal assessment tools to evaluate the individual's strengths, needs, interests, and learning style.
- 3.1.3S Integrates evaluation results from all areas to determine goal and program recommendations.
- 3.1.5S Develops goals and objectives that are:
  - • Based on the individual's present level of performance
  - • Observable and measurable
  - • Age appropriate
  - • Reflective of the desires of the individual and family
- 3.1.6S Develops goals that address core deficit areas related to autism (ex: social skills communication, attention, imitation, play/leisure, sensory-motor, and self-regulation).
- 3.1.9S Develops goals designed to target generalization and maintenance of skills across programs and community and school settings and also in the home.
- 3.3K Understands how to measure progress and evaluate the effectiveness of strategies and instruction.
- 3.3.1S Assesses progress toward goals on a consistent and regular basis (ex: weekly) using objective measures and criteria.
- 3.3.2S Analyzes and reviews data with the educational team.
- 3.3.3S In consultation with the team, uses data and ongoing assessments to modify program content, presentation, and interventions.

# Positioning and Handling



- 1.3K Understands the implications of ‘dual’ diagnoses (autism and any other diagnosis from the latest version of the Diagnostic and Statistical Manual of Mental Disorders) and co-morbidity.
- 1.3.1S Lists behaviors that could indicate the presence of an additional mental health or disability diagnosis.
- 1.3.2S Discusses concerns and shares observations regarding possible additional diagnoses with team, which includes parents, when dual diagnosis is suspected.
- 1.3.3S Implements behavioral and mental health recommendations given to the team by specialists such as psychiatrists or psychologists.
- 1.3.4S Shares reports of behavioral and symptomatic changes to medical professionals who are supervising care for persons with autism and co-morbid disorder(s).
- 7.1K Understands the sensory systems, sensory processing, and sensory motor development.
- 7.1.1S Describes the seven senses (visual, auditory, oral, olfactory, tactile, proprioceptive, and vestibular) and the varying patterns of hypersensitivity and hyposensitivity to sensory input.
- 7.1.2S Describes the relationship between sensory motor systems and behavior (ex: demonstrating stereotypical behaviors such as rocking or hand flapping, or triggering fight, flight, or freeze responses).
- 7.1.3S Describes the relationship between sensory processing and functional performance in activities of daily living (ex: work, academic, and play/leisure activities).
- 7.1.4S Describes the relationship between sensory processing and motor planning and coordination.
- 7.2K Understands the implications or influences of sensory processing when developing a comprehensive plan.
- 7.2.1S Identifies behaviors that might indicate the need for a sensory motor assessment.
- 7.2.2S Observes and assesses sensory motor needs across environments.
- 7.2.3S Solicits information from all members of the individual’s collaborative program development team (anyone who supports, works with, or provides consultation).

# Communication



- 1.2.4S Develops and teaches the use of communication tools to assist the person in self-reporting health related concerns.
- 4.1K Understands components of communication and its impact on the day-to-day experience of an individual with autism and how to assess skills for intervention planning
  - 4.1.1S Uses informal and formal tools to assess and analyze both receptive and expressive communication (ex: verbal, nonverbal, content, speech, semantics, and pragmatics).
  - 4.1.2S Determines the functions (ex: request, comment, question, negate) and frequency of communication across all life environments.
  - 4.1.3S Determines the form of communication (ex: verbal, gestures, visuals) and considers augmentative communication options that are based on individual need and strengths.
- 4.2K Understands a variety of strategies to increase an individual's communication abilities.
  - 4.2.1S Designs and implements a meaningful communication program that crosses all life settings and is based on individual assessment.
  - 4.2.2S Implements programs throughout all daily activities maximizing communication opportunities.
  - 4.2.3S Implements effective strategies and supports to teach communication (ex: modeling, prompting, shaping, NET and narratives).
  - 4.2.4S Implements environmental arrangement, routines, and motivational activities to teach communication.

# Communication



- 4.2.5S Supports vocabulary development within a contextual framework.
- 4.2.6S Implements pragmatic skill strategies using the individual's learning style.
- 4.2.7S Provides opportunities for and offers choices across the day.
- 4.2.8S Provides and is able to instruct others on the team how to provide adequate processing (“wait”) time when communicating.
- 4.2.9S Supports development of receptive communication within a contextual framework.
- 4.2.10S Based on the function and frequency of communication, teaches individuals how to communicate for a variety of reasons, to a variety of people, and in a variety of settings.
- 4.2.12S Implements appropriate augmentative communication interventions such as object or picture exchange systems, voice output communication devices, gesture, signs, text, among others to promote or enhance communication.
- 4.3K Understands how to measure progress and evaluate the effectiveness of strategies.
- 4.3.1S Observes communication behaviors using objective measures and criteria, and records data.
- 4.3.2S In consultation with the team, uses data and ongoing assessments to modify strategies as needed to promote communication skills in various settings.
- 4.3.3S Assesses and revises communication program to match factors such as contextual fit, values of team, affordability, and portability.

# Collaborative Teamwork



- 2.2.6S Teaches paraprofessionals, professionals, and families to implement visual supports and strategies.
- 2.3.2S In consultation with the team, uses data and ongoing assessments to modify strategies as needed to promote communication skills in various settings.
- 3.1.2S Solicits information from all members of the individual's team.
- 3.1.4S Shares evaluation results with the individual, family, professionals, and paraprofessionals.
- 3.2.12S Plans, communicates, and instructs family and professionals on strategies needed to access home, educational, work, and community environments.
- 3.2.14S Teaches paraprofessionals, professionals, and families to implement appropriate components of the intervention program.
- 3.4K Understands the need and benefit of a team to develop programs.
- 3.4.1S Shares useful and pertinent information with family regularly and provides opportunities for families to respond.
- 3.4.2S Respects the needs, desires, and interests of the individual and families and incorporates into goals and intervention.
- 3.4.3S Includes the individual as an active participant and contributor to program planning.
- 3.4.4S Collaborates with the team and has regularly scheduled meetings to address needs and problem solve using data as appropriate.
- 3.4.5S Implements and follows-up on team decisions and communicates results immediately.
- 3.4.6S Provides appropriate support and training to paraprofessionals or direct service staff.
- 3.4.7S Collaborates with the team to effectively plan for transition needs of individuals (ex: early intervention to preschool, preschool to elementary school, elementary to middle school, middle to high school, high school to post secondary activities).
- 4.1.4S Solicits information from all members of the individual's collaborative program development team (anyone who supports, works with, or provides consultation).
- 4.2.11S Teaches paraprofessionals, professionals, and families to implement the communication program.
- 5.3.2S In consultation with the team, uses data and ongoing assessments to modify strategies as needed to promote positive social skills.
- 6.1.8S Teaches paraprofessionals, professionals and family to implement the behavior intervention plan in a variety of settings.
- 6.1.9S Educates paraprofessionals, professionals and family on the concepts of factors that influence behavior and the components of behavior analysis.

# Teaching Strategies



- 1.2.6S Suggests and requests adaptive equipment and assistive technology when appropriate.
- 2.1K Understands the importance of the environment and provides a setting that is safe, structured, and promotes independence.
- 2.1.1S Provides safe environments that are free of hazards.
- 2.1.2S Provides a positive climate that promotes respect for the individual.
- 2.1.3S Structures the physical environment and materials so the individual can complete activities and routines independently.
- 2.1.4S Provides environments that are organized visually (ex: color coding, labeling, pictures) to assist the individual in understanding expectations.
- 2.2K Understands and implements a variety of visual supports and strategies to promote comprehension and independence.
- 2.2.1S Designs and implements meaningful visual supports and strategies that cross all life settings and are based on individual assessment.
- 2.2.2S Implements a variety of visual supports and strategies to communicate information and expectations and increase independence (ex: break cards, rule cards, narratives, and scripts).
- 2.2.3S Implements a daily schedule of activities that is individualized by length (ex: full day, part day) and type (ex: objects, photos, icons, words).
- 2.2.4S Implements mini-schedules to help the person participate in the environment and complete activities.
- 2.2.7S Uses evidence based practices (ex: modeling, prompting, shaping, and cueing) to teach the individual how to use the visual supports.
- 2.3K Understands how to measure progress and evaluate the effectiveness of strategies.

# Teaching Strategies



- 3.2K Understands and implements intervention strategies and supports to address the individual's goals.
- 3.2.1S Selects and designs intervention strategies based on the abilities, learning style, and interests of the individual.
- 3.2.2S Provides intervention through a full range of formats (ex: one-to-one, small group, school/community interactions, and peer-mediated interactions).
- 3.2.3S Implements a wide variety of strategies and supports to effectively address the many needs of the individual.
- 3.2.4S Implements strategies and supports that are evidence-based or promising practices.
- 3.2.5S Uses strategies and supports that:
  - • Meet individuals' academic and adaptive needs in the core curriculum
  - • Promote the development of life skills across all domains
  - • Promote communication and social interaction
  - • Facilitate the development of healthy relationships
  - • Encourage generalization and maintenance of skills across programs and settings
- 3.2.6S Implements prompting strategies and hierarchies that promote high rates of successful performance.
- 3.2.8S Implements explicit instructional methods that:
  - • Are clear and concise
  - • Break skills into small teachable parts
  - • Focus on systematic presentation of new skills
- 3.2.9S Implements instruction that promotes active engagement and maximizes opportunities for learning.
- 3.2.10S Implements strategies and supports across all settings and with fidelity.
- 3.2.11S Modifies and/or accommodates task requirements to address individual's strengths and needs.

# Teaching Strategies



- 3.2.13S Implements adaptive equipment and assistive technology options needed (ex: picture symbols, computer, pencil grip, electronic devices).
- 5.1K Understands social skill development and the unique social skill deficits and challenges associated with autism and how to assess skills for intervention planning.
- 5.1.1S Assesses social skill strengths and needs across environments on an ongoing basis.
- 5.1.2S Assesses skills related to understanding and regulating emotions (ex: identify emotions in self and others, self-management).
- 5.1.3S Assesses skills related to social interactions and reciprocity (ex: joint attention, sharing, turn taking).
- 5.1.4S Assesses play and leisure skills. 5.1.5S Solicits information from all members of the individual's team.
- 5.2K Understands appropriate strategies to increase an individual's social skills.
- 5.2.1S In collaboration with the individual with autism, uses circles of support or other techniques to identify their personal relationships (ex: family, friendship, acquaintance, romantic, and bullying).
- 5.2.2S Develops social skills goals and objectives that are: appropriate, observable, measurable, and functional.
- 5.2.3S Plans for generalization and maintenance of social skills in a variety of settings with a variety of people including other professionals, friends, and family members.
- 5.2.4S Teaches positive social skills in natural environments, general education and community settings.
- 5.2.5S Uses specialized social skills strategies (ex: anger and stress management techniques, social narratives, mentoring, shaping, natural environment teaching, video-modeling, integrated play groups, etc.) to teach social skills, and to foster social interest and interaction.

# Teaching Strategies



- 5.2.6S Teaches individuals appropriate behavior for different social contexts and relationships across settings (ex: when interacting with strangers and intimate significant others).
- 5.2.7S Implements age appropriate social skills for play, recreation, and community activities.
- 5.2.8S Teaches individuals how to interact and reciprocate for a variety of reasons, with a variety of people, and in a variety of settings.
- 5.2.9S Supports emotional understanding and development in a contextual framework.
- 5.2.10S Educates and trains peers to interact appropriately and effectively with individuals with autism.
- 5.2.11S Provides instruction, support, and guidance to the individual in identifying and dealing with manipulative, coercive, and/or abusive relationships.
- 5.2.12S Teaches paraprofessionals, professionals and family to implement specialized social skill strategies in a variety of settings.
- 5.2.13S In collaboration with the family, teaches self-advocacy and awareness of autism.
- 5.2.14S Educates paraprofessionals, professionals and family on the concepts of social integration and the characteristics of autism.
- 5.3K Understands how to measure progress and evaluate the effectiveness of strategies.
- 5.3.1S Observes social behaviors using objective measures and criteria, and records data.
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# Characteristics



- 1.1K Understands the characteristics and diagnosis of autism as defined by the most recent version of the Diagnostic and Statistical Manual and definition/description of the Virginia Department of Education.
- 1.1.1S Lists and explains the defining characteristics of autism (Communication, patterns of stereotypical behavior, socialization and social skill development) and the impact on the individual.
- 1.1.2S Lists and explains the associated characteristics commonly present in autism (ex: difficulties in sensory processing, motor skills, theory of mind, and imitation) and the impact on the individual.
- 1.1.3S Lists and explains the associated cognitive characteristics and learning styles commonly present in autism (ex: difficulties in executing functioning, attending, planning, abstract thinking, problem solving) and the impact on the individual.
- 1.1.5S Describes the continuum of Autism Spectrum Disorders and the basic differences between each including Autism, Pervasive Developmental Disorder- Not Otherwise Specified (PDD-NOS), Asperger Disorder, Retts Disorder, and Childhood Disintegrative Disorder (CDD).
- 1.1.7S Describes potential courses of development and outcomes in individuals with autism from infancy to adulthood.
- 1.1.8S Describes the current understanding of etiology and prevalence of autism.
- 1.2K Understands the impact of common medical issues (ex: seizure disorders, chronic otitis media, chronic constipation or diarrhea) and treatments (ex. psychotropic medications and possible side effects, use of special diets) for persons with autism.
- 1.2.1S Assesses and communicates critical health related information to team members, especially collaborating with parents and medical personnel
- 1.2.2S Identifies health-related resources available to persons with autism.
- 1.2.3S Documents medications that individuals are taking and the side effects they might experience.

# Transition



- 3.1.8S Develops goals that lead to immediate and long term independence.
- 3.1.10S Considers and plans for transition needs of individuals (ex: early intervention to preschool, preschool to elementary school, elementary to middle school, middle to high school, high school to post secondary activities).
- 8.1K Understands skills needed for short term and long term independence and how to assess skills for intervention planning.
- 8.1.1S Uses informal and formal tools to assess and analyze functional and life skills related to caring for self, caring for home, participating in the community, and employment.
- 8.1.2S Uses informal and formal tools to assess and analyze academic skills (ex: literacy, math, science, and social studies).
- 8.1.3S Uses informal and formal tools to assess and analyze cognitive skills and learning profiles (ex: attention, processing, organization, problem solving).
- 8.1.4S Solicits information from all members of the individual's team.
- 8.1.5S Determines generalization of skills across environments and ability to use functionally.
- 8.2K Understands a variety of strategies to increase an individual's short term and long term independence in functional and life skills.
- 8.2.1S Develops goals that maximize personal independence, meaningful participation in community environments, positive relationships with others, and successful employment.
- 8.2.2S Develops an intervention plan for all settings that targets functional and life skills related to caring for self, caring for the home, participating in the community, and employment with the team that directly targets individual needs.
- 8.2.3S Implements effective strategies and supports to teach functional and life skills (ex: modeling, prompting, shaping, discrete trial instruction, natural environment teaching, and task analysis).
- 8.2.4S Implements the intervention plan across all environments with fidelity.
- 8.2.5S Implements programs throughout all daily activities maximizing opportunities for learning.
- 8.2.6S Supports development of functional and life skills within a contextual framework utilizing the natural environment.

# Transition



- 8.2.7S Implements intervention to specifically teach personal awareness and self-monitoring.
- 8.3K Understands a variety of strategies to increase an individual's cognitive and learning abilities.
- 8.3.1S Develops an intervention plan targeting cognitive and learning skills with the team that is based on individual needs.
- 8.3.2S Implements effective strategies and supports to teach skills needed to improve cognitive and learning abilities (ex: visual supports, narratives, prompting, shaping, and natural environment teaching).
- 8.3.3S Teaches paraprofessionals, professionals, and families to implement relevant components of the program.
- 8.4K Understands a variety of strategies to increase an individual's short term and long term independence in academic skills.
- 8.4.1S Develops an intervention plan targeting meaningful academic skills with the team that is based on individual needs.
- 8.4.2S Implements effective strategies and supports to teach academic skills that address the individual's learning style (ex: modeling, prompting, shaping, discrete trial instruction, natural environment teaching, and task analysis).
- 8.4.3S Supports literacy and math concept development within a contextual framework utilizing real materials.
- 8.4.4S Teaches paraprofessionals, professionals, and families to implement relevant components of the program.
- 8.5K Understands how to measure progress and evaluate the effectiveness of strategies.
- 8.5.1S Observes behaviors using objective measures and criteria, and records data.
- 8.5.2S In consultation with the team, uses data and ongoing assessments to modify strategies as needed to promote communication skills in various settings.

# Reading



- No specific competencies are covered by this course, however several curriculum development, communication, and teaching strategies competencies are reinforced here.

# Research on Teacher Behaviors in Videoconferencing

## Dr. Kathy Bohnstedt, GMU



- Studied differences in teacher interaction with students at local and remote locations
- Two types of behavior studied
  - **Interaction:** Communication, participation and feedback between students and instructors
  - **Immediacy:** Communication behaviors that reduce perceived distance between people. Positive and personal behaviors
- **Methods**
  - Interviewed instructors and collected data on interaction and immediacy behaviors
  - Compared instructor behaviors directed to students in local and remote sites

# Main Findings



- Challenges of teaching this way are the same as in other videoconferencing environments
- No difference in instructor interaction behaviors directed to local and remote populations
- Students at remote sites interacted more often
- Instructors more positive and personal with remote population
- Students who got the most immediacy behaviors interacted more often
- Instructor behaviors were tied to student behavior, not student location

# Implications for Practice



- Use interaction strategies designed for videoconferencing to increase student participation
- Make sure remote students have enough access to the instructor
- Use camera angles, lighting and placement of remote student displays that promote engagement with remote students
- More remote sites may generate more remote student participation
- Active emphasis on immediacy behaviors