



Minnesota eLearning Summit

Minnesota eLearning Summit

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Online Learning for Students with Autism: Promising Practices and Potential Pitfalls

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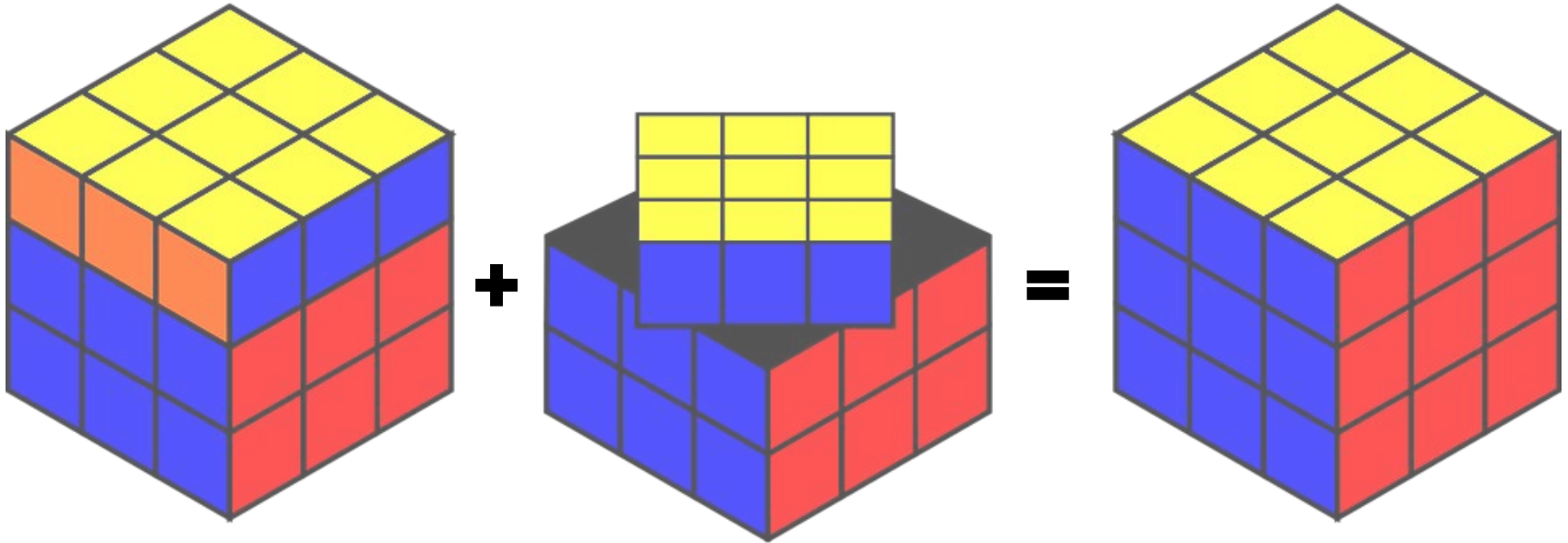
Online Learning for Students with Autism: Promising Practices and Potential Pitfalls

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Why?



If you are curious, you'll find the puzzles around you.

If you are determined, you will solve them.

- *Erno Rubrik*

Online schools in Minnesota

<http://education.state.mn.us/MDE/fam/oil/>



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Online Learning

Online learning provides a unique way for students to continue, expand or enhance their education. Online learning offers students the ability to engage in learning opportunities they have not had access to before. Some online learning combines traditional classroom courses and online courses at the student's local school, while others allow students to attend classes from home and other locations.

Minnesota public school students may enroll in a full-time online program or they may choose to take supplemental courses (taken in place of a course period during the regular school day). All online courses offered through department-approved programs are:

- Taught by Minnesota licensed teachers.
- Meet or exceed state academic standards.
- Transfer to other public school districts.
- Apply toward high school graduation.

All department-approved online learning providers must, as a part of the approval process, outline expectations for actual teacher contact time, student-to-teacher communication, student participation (attendance), and provide definitions for progress, completion, hours online, excused/unexcused absence, and report absence for purposes of compulsory attendance.

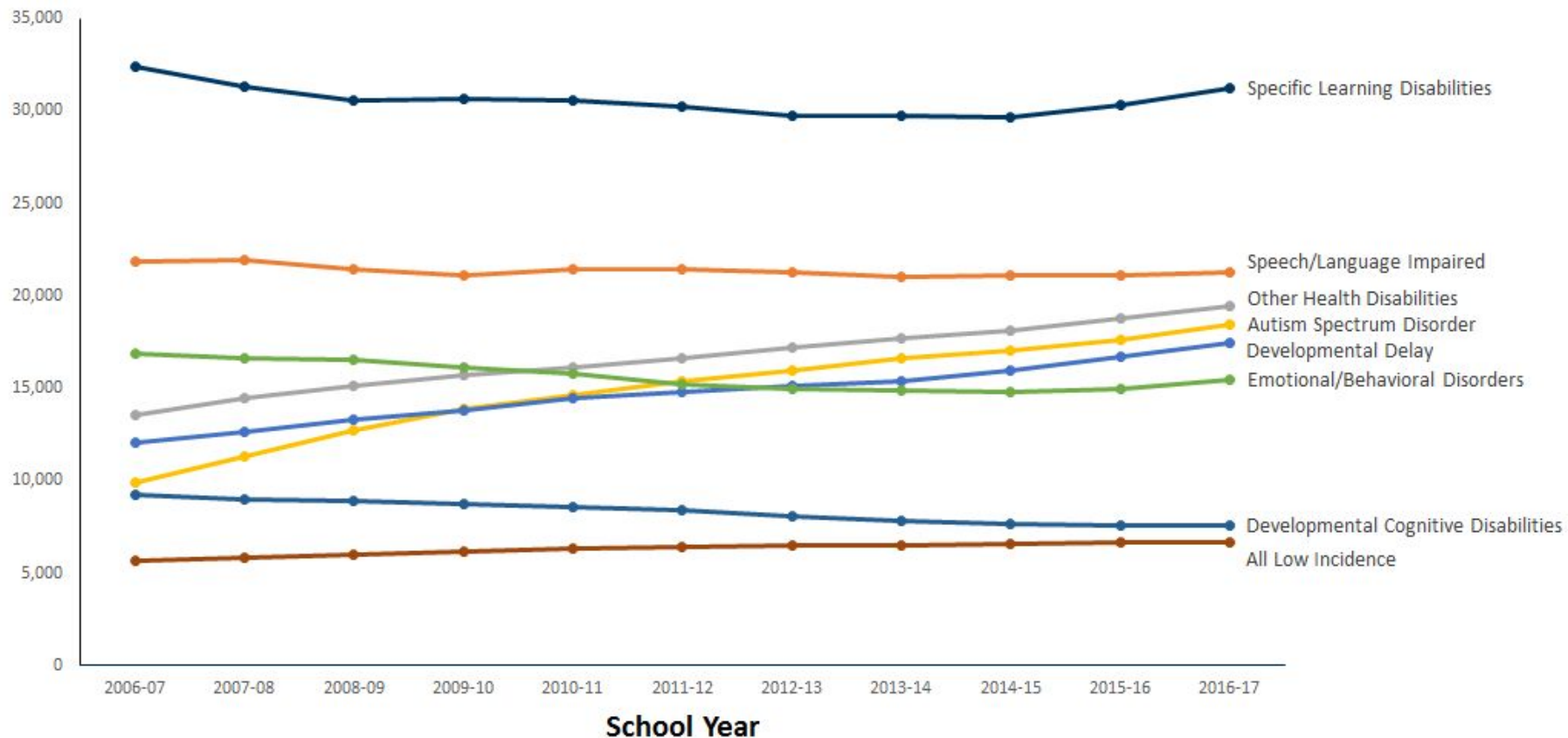
► Online Learning

[K-12 Online Course Offerings](#)

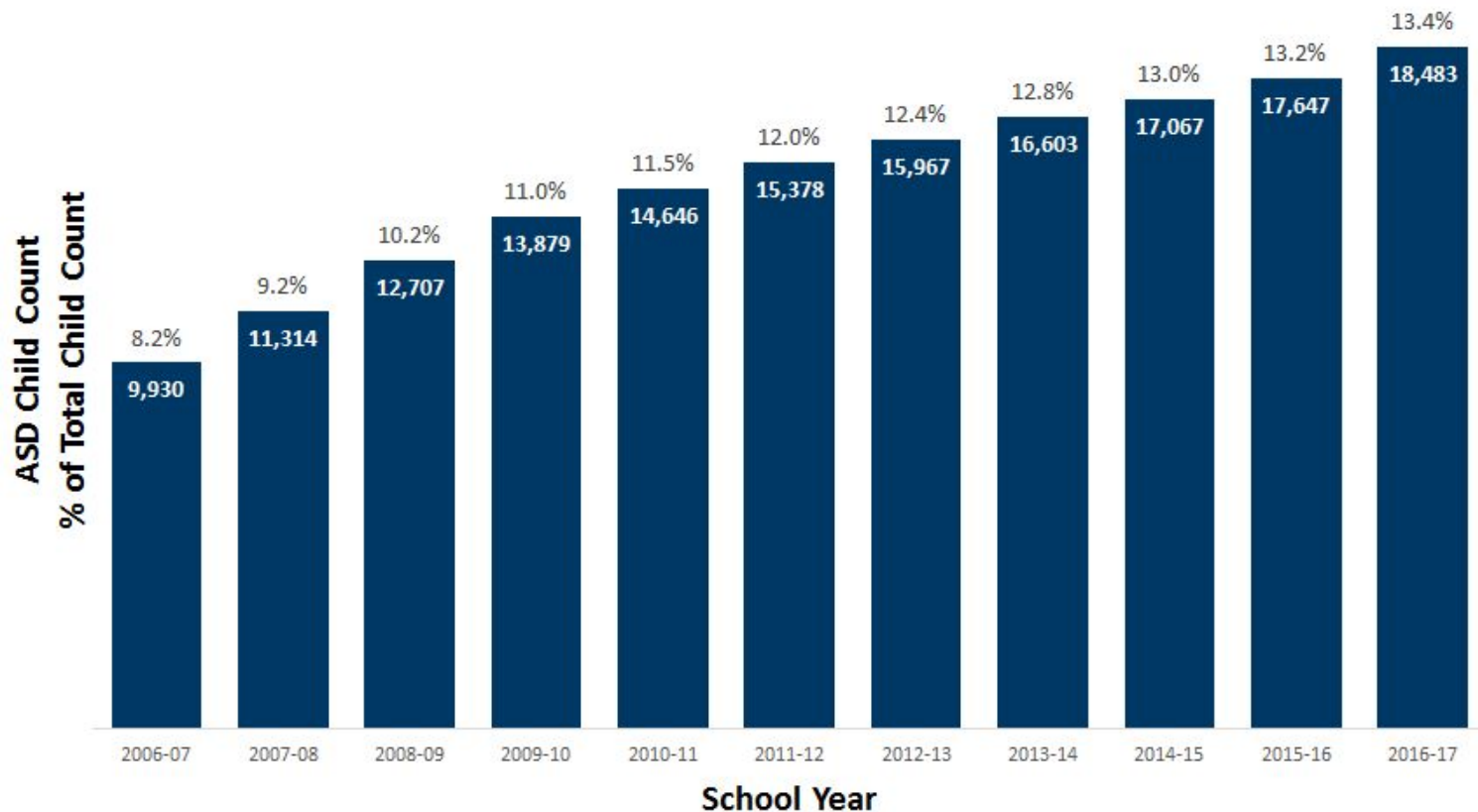
Contact

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Minnesota Child Count Ages 0-21 Disability Distribution

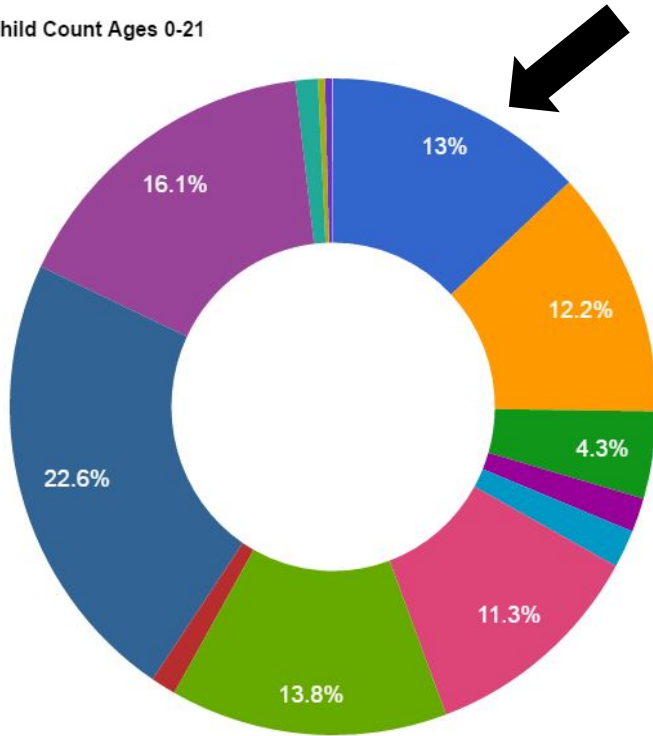


Minnesota Child Count Ages 0-21 Autism Spectrum Disorder



MN Public Schools Child Count 2015-2016 Disability Distribution

Disability Data MN Child Count Ages 0-21



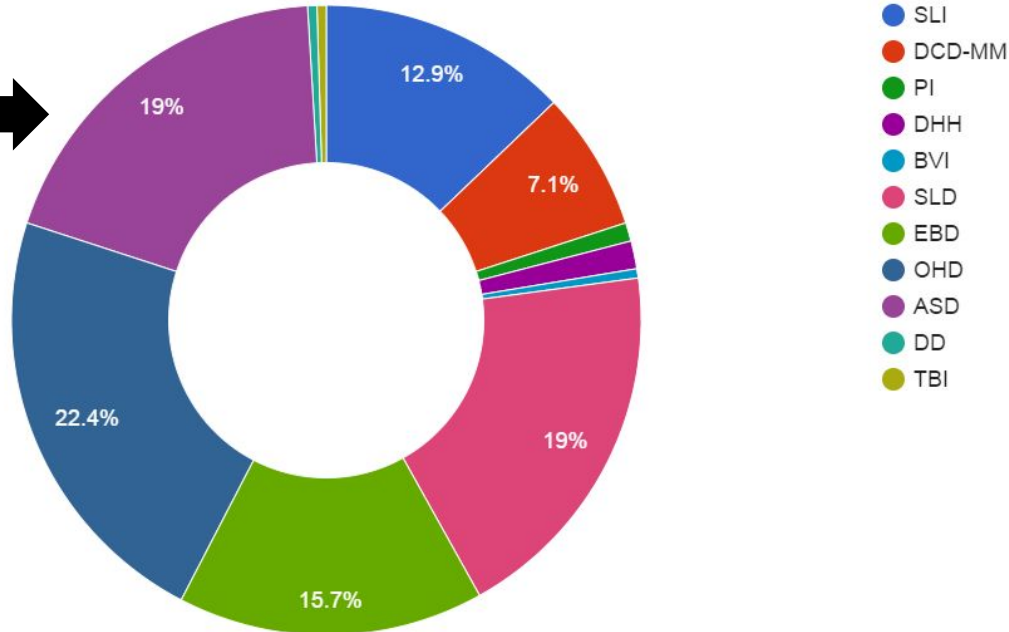
- Autism Spectrum Disorders
- Developmental Delay
- Developmental Cognitive Disability - Mild to Moderate
- Developmental Cognitive Disability - Severe to Profound
- Deaf and hard of Hearing
- Emotional / Behavioral Disorder
- Other Health Impairment
- Physical Impairment
- Specific Learning Disability
- Speech and Language Impairment
- Severely Multiply Impaired
- Trumatic Brain Injury
- Visually Impaired
- Other

MN Public Schools Child Count 2015-2016

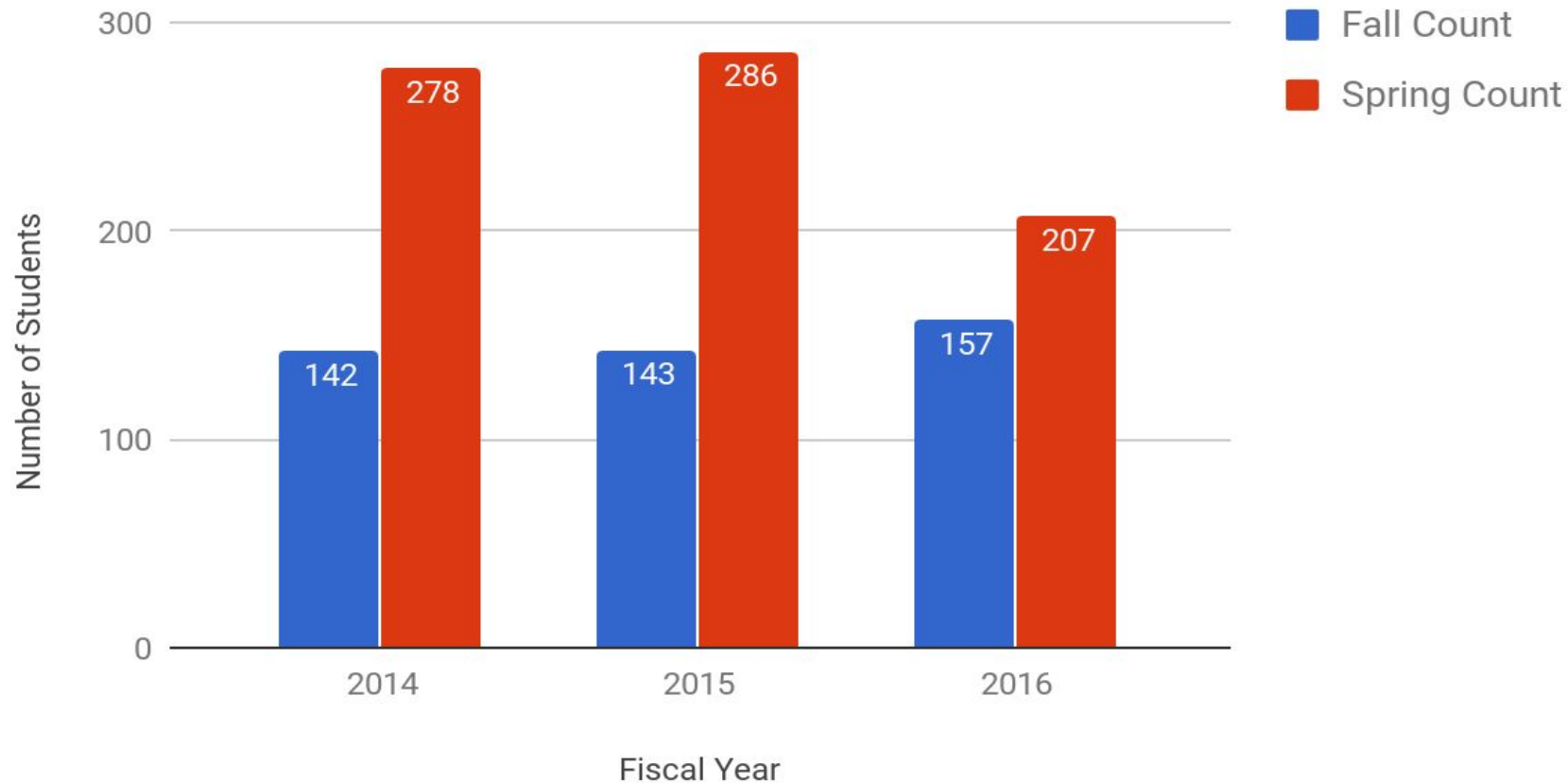
Disability Distribution - Comprehensive Online Learning

Disability Data MN OLL Programs 0-21

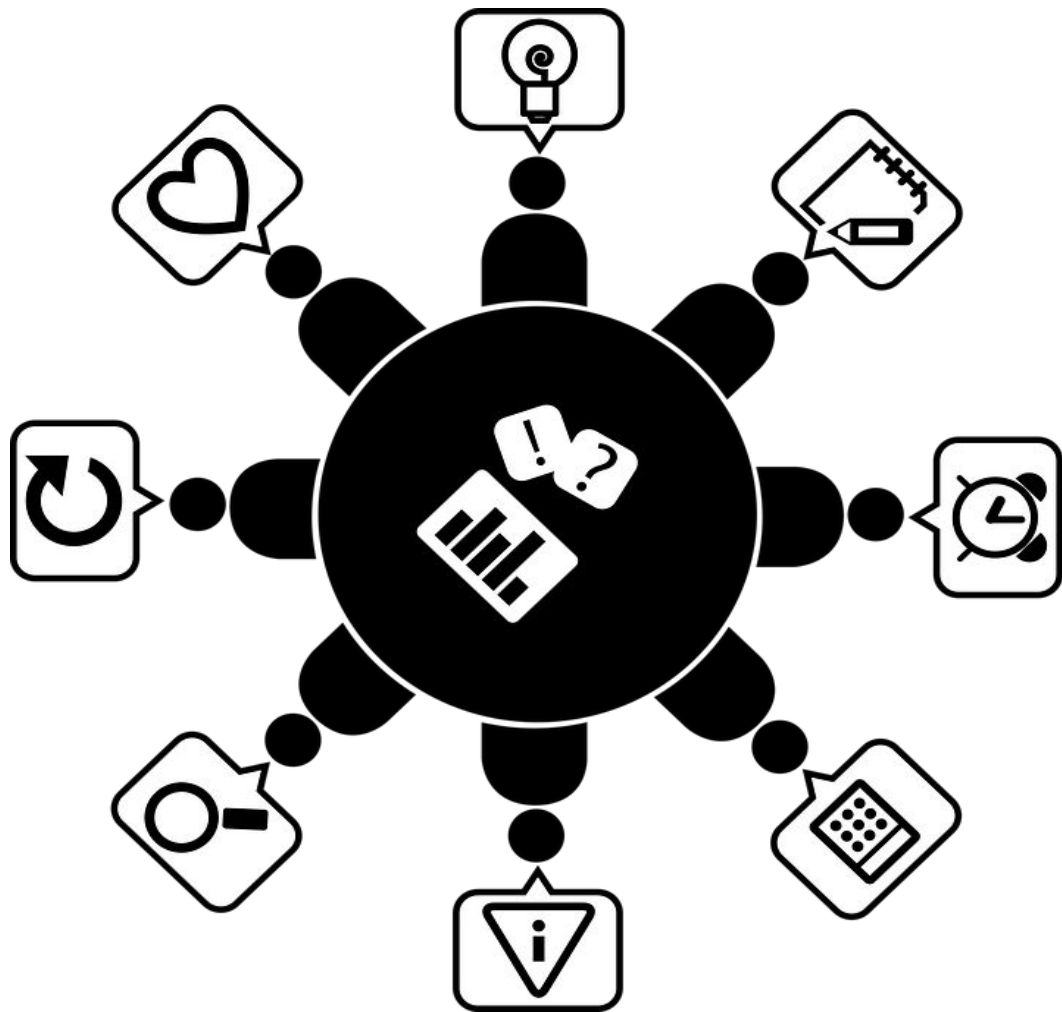
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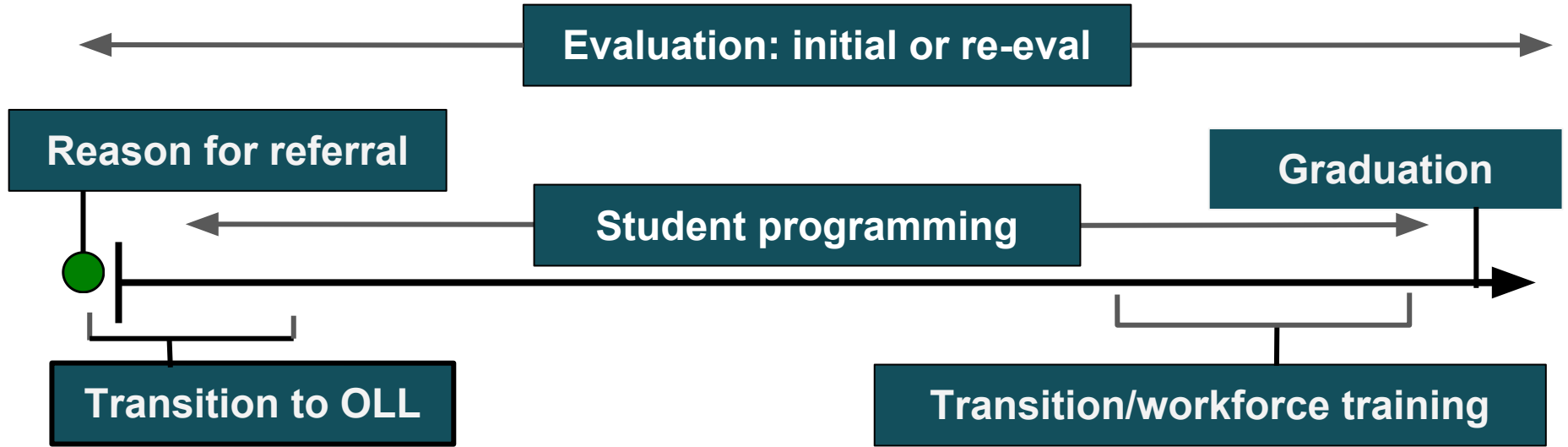
Fall and Spring Counts: Online Learning Students with ASD IEPs



Initial Conversation



Inquiry



Time a student spends in comprehensive online program

Focused Conversation

Are more students with ASD eligibility enrolling in comprehensive online learning programs?

How are practitioners meeting the unique needs of students with ASD enrolled in comprehensive online programs?



Are students with ASD achieving their full potential after graduating from a comprehensive online learning program?

What can be done to identify and support the needs professionals interfacing with students with ASD and families in an online environment?

Evidence based practices and online learning



The National Professional Development Center on Autism Spectrum Disorder
<http://autismpdc.fpg.unc.edu/evidence-based-practices>

The interventions that researchers have shown to be effective are called evidence-based practices (EBPs). One reason for using EBPs is because, by law, teaching practices must be based on evidence of effectiveness.



Autism Internet Modules **<http://www.autisminternetmodules.org/>**



Autism Focused Intervention Resources and Modules
<http://afirm.fpg.unc.edu/afirm-modules>

AFIRM Modules are designed to help you learn the step-by-step process of planning for, using, and monitoring an EBP with learners with ASD from birth to 22 years of age.

Survey Results: Using Evidence Based Practices to Support Students with Autism Spectrum Disorder (ASD) in Online Learning Environments

This report, prepared jointly by the Minnesota Department of Education Autism/PBIS Specialist and the Online/Digital Learning Specialist, summarizes responses from educators in Minnesota's State-Approved Online Learning Programs. The purpose of the survey was to gather information from practitioners about their understanding of Evidence-Based Practices (EBPs) and how they might be used to support students enrolled in comprehensive Online Learning Programs.

Method

The Online Learning ASD Needs Assessment was sent to the directors of the State-Approved Online Learning Programs with the request to distribute it on to any practitioner interfacing with students with autism. The survey opened on March 13th and results were collected through May 31st. The responses were filtered to represent primarily special education teachers from comprehensive State-Approved Online Learning Programs. Seventeen individual responses representing eight programs make up the sample.

Implementation of EBPs in Online Environments

Readiness to Implement		Application to Online	
More Prepared (N=8)	Less Prepared (N>5)	Easy to Apply (N=7)	Difficult to Apply (N>4)
Functional Behavior Assessment (FBA)	Pivotal response training (PRT)	Reinforcement (R+)	Antecedent-Based Interventions (ABI)
Reinforcement (R+)	Functional Communication Training (FCT)	Social Narratives (SN)	Exercise
Social Skills Training (SST)		Video modeling (VM)	Functional Behavior Assessment (FBA)
		Visual Supports (VS)	Self Management (SM)

Implementation of EBPs in Online Environments

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Reinforcement (R+)	F C T	(SN)	Exercise
Social Skills Training (SST)		Video modeling (VM)	Functional Behavior Assessment (FBA)
		Visual Supports (VS)	Self Management (SM)

Antecedent-based interventions can be used to decrease an identified interfering behavior and increase engagement by modifying the environment.

Implementation of EBPs in Online Environments

Readiness to Implement		Application to Online	
More Prepared (N=8)	Less Prepared (N>5)	Easy to Apply (N=7)	Difficult to Apply (N>4)
Functional Behavior Assessment (FBA)	Pivotal response training (PRT)	Reinforcement (R+)	Antecedent-Based Interventions (ABI)
Reinforcement (R+)		Self-management (SM)	Exercise
Social Skills Training (SST)		Video Modeling (VM)	Functional Behavior Assessment (FBA)
		Video Self-modeling (VS)	Self Management (SM)

Self-management teaches learners to discriminate between appropriate and inappropriate behavior, accurately monitor and record their own behaviors, and reward themselves for appropriate behavior or use of skill.

Implementation of EBPs in Online Environments

Readiness to Implement		Application to Online	
More Prepared (N=8)	Less Prepared (N>5)	Easy to Apply (N=7)	Difficult to Apply (N>4)
Functional Behavior Assessment (FBA)	Pivotal response training	Reinforcement (R+)	Antecedent-Based Interventions (ABI)
Reinforcement (R+)	Functional Communication Training	Visual Supports (VS)	Exercise
Social Skills Training (SST)			Functional Behavior Assessment (FBA)
		Visual Supports (VS)	Self Management (SM)

A functional behavior assessment can be used when the intensity, duration, or type of interfering behavior creates safety concerns or impacts a child's development.

Implementation of EBPs in Online Environments

Readiness to Implement		Application to Online	
More Prepared (N=8)	Less Prepared (N>5)	Easy to Apply (N=7)	Difficult to Apply (N>4)
Functional Behavior Assessment (FBA)	Pivotal response training (PRT)	Reinforcement (R+)	Antecedent-Based Interventions (ABI)
Reinforcement (R+)	Functional Communication Training (FCT)	Social Skills Training (SST)	Visual Schedules (VS)
Social Skills Training (SST)			or)
		Visual Schedules (VS)	Stimulus Modulation (SM)

Functional communication training can be used to replace interfering behaviors with more appropriate and effective communicative behavior.

Where are we headed?



Gather More Information

Program administrators should use this or similar surveys to evaluate and address the needs of their program.

Develop Supports and Targeted Training

Based on the information, a work plan should be developed to curate and disseminate resources for teachers utilizing the identified high-value EBPs or practices that are easily translated to the online environment and provide the greatest impact on learning.

Expand research

Work plan moving forward to look at accessibility of online learning curriculum and outcomes for special education students in Minnesota public schools (not limited to ASD).

"Alone we can do so little, together we can do so much."

Thank you to every professional who shared their experiences, donated their time, contributed ideas and most of all, trusted two MDE “bureaucrats” to peer behind the curtain and discover the opportunities and challenges that are presented by online education.



If you have further questions please contact us at:

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