

| Question | Guidance |
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| How can we increase student compliance with district policy regarding face coverings , such as a mask or facial shield? | <p>Be sure the policy is stated for students in clear, simple language & framed in the positive. Address the following:</p> <ul style="list-style-type: none"> • Where are face coverings to be worn? Are there any places or times where face coverings can be removed, such as recess if social distancing is in place? • Is there an option/place to request a break from wearing the face covering? |
| How can we prevent behavior? | <p>Consider antecedent, or preventative strategies:</p> <ul style="list-style-type: none"> • Rule out any medical issues & watch for undiagnosed medical concerns • Ensure physical needs are met (i.e., access to drink, face covering doesn't rub, runny nose or saliva are wiped to prevent rash) • Consider comfort of face coverings • Incorporate choice, if possible (color, material, characters, earpieces/form) • Ensure students have functional communication necessary (i.e. request for help with face covering, permission to remove to drink or take a break) (see <i>Functional Communication Training checklist & form below</i>) |
| How can we teach students to wear masks? | <p>Utilize evidence-based practices to teach the skill. Keep it engaging & fun! Examples:</p> <ul style="list-style-type: none"> • Use shaping to help the student feel comfortable using a face covering • Make a video model to teach putting on a face covering • Create a visual support for where to wear a face covering • Develop a class-wide reinforcement system specific to wearing face covering • Use peer modeling to encourage appropriate face covering |
| How can we respond to behavior? | <p>Differential Reinforcement</p> <p>Appropriate behavior: Reinforce for appropriate facial covering (i.e. immediate praise & positive attention, points or tokens toward other items/activities/break from face covering)</p> <p>Problem behavior: Reduce attention as much as possible & prompt to desired behavior</p> |
| How can we individualize instruction ? | <p>Do some of your students require:</p> <ul style="list-style-type: none"> • More repetition, prompting, or reinforcement? • Additional visuals? • A different way of teaching or evidence-based practice? |
| Are there other skills you need to teach? | <p>Consider gaps in student skill related to health & safety</p> <ul style="list-style-type: none"> • Covering a cough/coughing into elbow • Washing hands • Blowing nose |
| Additional Resources | <p>Modules on the highlighted evidence-based practices & many more are located: Autism Internet Modules (AIM) https://autisminternetmodules.org/ Autism Focused Intervention & Resources Modules (AFIRM) https://afirm.fpg.unc.edu/</p> <p>Request assistance through the SESTA Help Desk: http://www.idahosesta.org/</p> |

Functional Communication Checklist: Asking for a break from a mask

| Questions | Example |
|---------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|
| 1. What is the function of the problem behavior? | <i>Student consistently screams & rips off mask after about 15 minutes (function is escape from wearing mask).</i> |
| 2. How can the student communicate the same need? | <i>By asking to have a break from the mask.</i> |
| 3. Is the student fluent in the communication? If not, can we teach to fluency? | <i>Student can communicate in 2-3 word phrases. We can teach the phrase "mask off" to fluency.</i> |
| 4. Does the communication work as quickly & easily as the problem behavior? | <i>No...it's quicker to rip the mask off. We'll reduce the phrase to just "off" to begin with.</i> |
| 5. Can people understand the communication? | <i>Usually, but the mask makes it harder. We'll teach all adults in the environment to be watching/listening for this communication.</i> |
| 6. Can we teach in a controlled setting first, then teach in other settings? | <i>Yes, we'll start with 1:1 time with the teacher, then teach with paras and during a variety of activities.</i> |
| 7. Will it be consistently reinforced? | <i>We'll write a brief plan so each team member knows how to immediately & consistently reinforce in the beginning.</i> |
| 8. Is it socially acceptable? | <i>It's acceptable in our classroom. Once student is fluent, we'll shape to a longer request, such as "mask off, please".</i> |



Face Coverings Quick Guide: COVID-19



Functional Communication Checklist:

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|---------------------------------------------------------------------------------|------|
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| 2. How can the student communicate the same need? | |
| 3. Is the student fluent in the communication? If not, can we teach to fluency? | |
| 4. Does the communication work as quickly & easily as the problem behavior? | |
| 5. Can people understand the communication? | |
| 6. Can we teach in a controlled setting first, then teach in other settings? | |
| 7. Will it be consistently reinforced? | |
| 8. Is it socially acceptable? | |