

Remote Learning Supports

TASN ATBS Educator Spotlight

Jana Oldham

Geary County USD 475

Reinforcement

Work Systems

TASN-ATBS is excited to highlight early childhood educator Jana Oldham from Geary County. Jana shares how she incorporates work systems and reinforcement while providing online instruction.

How do I use reinforcement during remote learning?

We all know that many of our students need extrinsic motivation to engage in learning, but how do we support that need during remote learning? The number one thing that helped my team was knowing what motivates our students. Fortunately, we had already asked our families to respond to a reinforcement assessment since this is something we do at the beginning of each school year. Our staff was able to pull ideas from those assessments as well as use what we already knew about the student's preferences.

However, the trick was figuring out how to reinforce the students without actually giving them the preferred item since they could only see it through a screen. It turned out that just showing the preferred items worked to gain their attention and motivated them to participate in learning activities. Once I had their attention, I was able to get my students to respond and engage to several tasks that included: listener responding (following directions), imitating, and tacting (labeling items or pictures). Many of the students also began to mand (request) the items they wanted me to display. I used continuous reinforcement to keep them engaged. I made the session fun by making their favorite items move around or jump, by turning them over

or even having the items dance to the Elmo Slide Song.

As we know, our students all learn differently and what works for one may not work for another. When the methods I was using didn't work with a student, I accepted the challenge and came up with alternate ways to provide reinforcement. For this challenge, we included the family. I provided the family with the student's favorite items or activities from school. The parents and I then worked out a system where they would provide the tangible reinforcement during their child's direct instruction learning session with me. This not only helped the student get what was needed, but the family also started using additional reinforcement strategies in their daily routines at home with their child!



See Jana in action!

[Delivering reinforcement video 1](#)

[Delivering reinforcement video 2](#)

[Delivering reinforcement video 3](#)

Work Systems during remote learning

During remote learning, I feel that it is important for my students to have a piece of the classroom that they can complete on their own. My team and I created an independent work system for each of our students to have at home. It was important that we were able to address the following: 1) What work? 2) How much work? 3) When am I done? 4) What comes next?

Each student was provided with a popsicle stick that had three stickers of their preferred character, shape, letter, or number attached to it with Velcro from top to bottom.



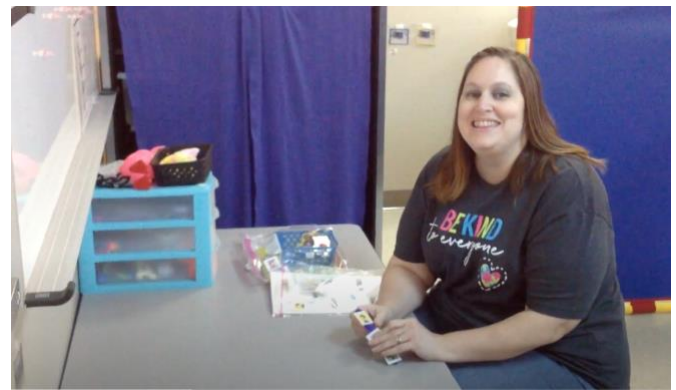
We also provided them with three-gallon sized zip-loc bags that had the corresponding sticker taped on the front with a piece of Velcro for the students to match the corresponding schedule pictures from above. Each zip-loc bag contained a task that we knew our students had mastered.



Examples of tasks that were sent home included: inset puzzles, file folder games, shape-sorter, put-in, put-on, sorting by color/shape, matching activities, Mr. Potato Head, and Duplo blocks.

Families were provided with a video of tips on how the system worked. On Friday our families would bring back the three tasks and they were given three more for the following week. This was a great way for our students to continue using a work system, keep up on skills they had already obtained, and help them generalize some of their skills to their home environment.

[Watch Jana's Instructional video to parents.](#)



The contents of this document were developed under an agreement from the Federal Department of Education to the Kansas Department of Education. However, those contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Kansas Department of Education or the Federal Government. TASN Autism and Tertiary Behavior Supports is funded through Part B funds administered by the Kansas State Department of Education's Special Education and Title Services. TASN Autism and Tertiary Behavior Supports does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. The following person has been designated to handle inquiries regarding the nondiscrimination policies: Deputy Director, Keystone Learning Services, 500 E. Sunflower, Ozawkie KS 66070, 785.876.2214