

BACK TO SCHOOL
STRATEGIES FOR
REMOTE
LEARNING FOR
STUDENTS WITH
ASD



LEARNER OBJECTIVES:

- Discuss the challenges associated with teaching students with ASD and other disabilities under new guidelines from state and local health officials
- Learn to implement and use evidence-based strategies when teaching new routines and tools to help students understand the new expectations associated with COVID-19
- Identify tips and tricks to support teacher and student success

POLL

How are you beginning your school year?

SAME BUILDING, DIFFERENT SCHOOL

Challenges for the 2020-2021 School Year necessitated by COVID-19

Remote Learning is a whole new way to teach

Social Distancing is maintained within the school and classroom

Hybrid Learning requires detailed planning for what we will be taught. In the classroom and what will be taught remotely

Caregivers/Families are overwhelmed with their new roles as part time teachers

Childcare settings are being utilized more due to shortened weeks and or persistent closures

CHANGE IS HARD!

Many students with ASD and other disabilities don't like change!

SOCIAL DISTANCING MAY INCLUDE:

- **Alternative schedules** (staggered start times, half days, days physically present and virtual, etc.)
- **Physical distance** between students as well as between students and teachers (i.e. desks 6 feet apart, more class time outside)
- **School-wide activities** must be reimagined
- **Minimal co-mingling** of classes means students eat in their classrooms, have staggered recess, and don't rotate between teachers or classrooms
- **Changes to inclusion** with general education peers could occur in-person or virtually

Coping with COVID-19

Remote Learning for Students with Autism Spectrum Disorder



The spread of the novel coronavirus has resulted in unprecedented changes to the daily lives of children and families. We realize these changes may be particularly challenging for individuals with autism spectrum disorder (ASD), who tend to thrive on consistency, structure, and routine. Many learners with ASD may face challenges related to comprehension, communication, difficulty understanding abstract language, an insistence on sameness, and a greater likelihood of anxiety and depression - all of which may be exacerbated during this stressful time. Many also require specially designed instruction to support their educational needs and daily functioning. As such, the Autism Training and Technical Assistance Project at Illinois State University has compiled autism-specific resources for individuals with ASD and their families as they navigate remote learning. It is our hope these resources can help provide ideas and support families as they develop new routines within their homes.

The following support strategies are designed to meet the unique needs of individuals with autism spectrum disorder during this period of uncertainty. In addition, examples and ready-made resources are included to help caregivers implement these strategies quickly and easily. Links are provided for downloading as well as multiple file-formats (when possible) for manipulation.

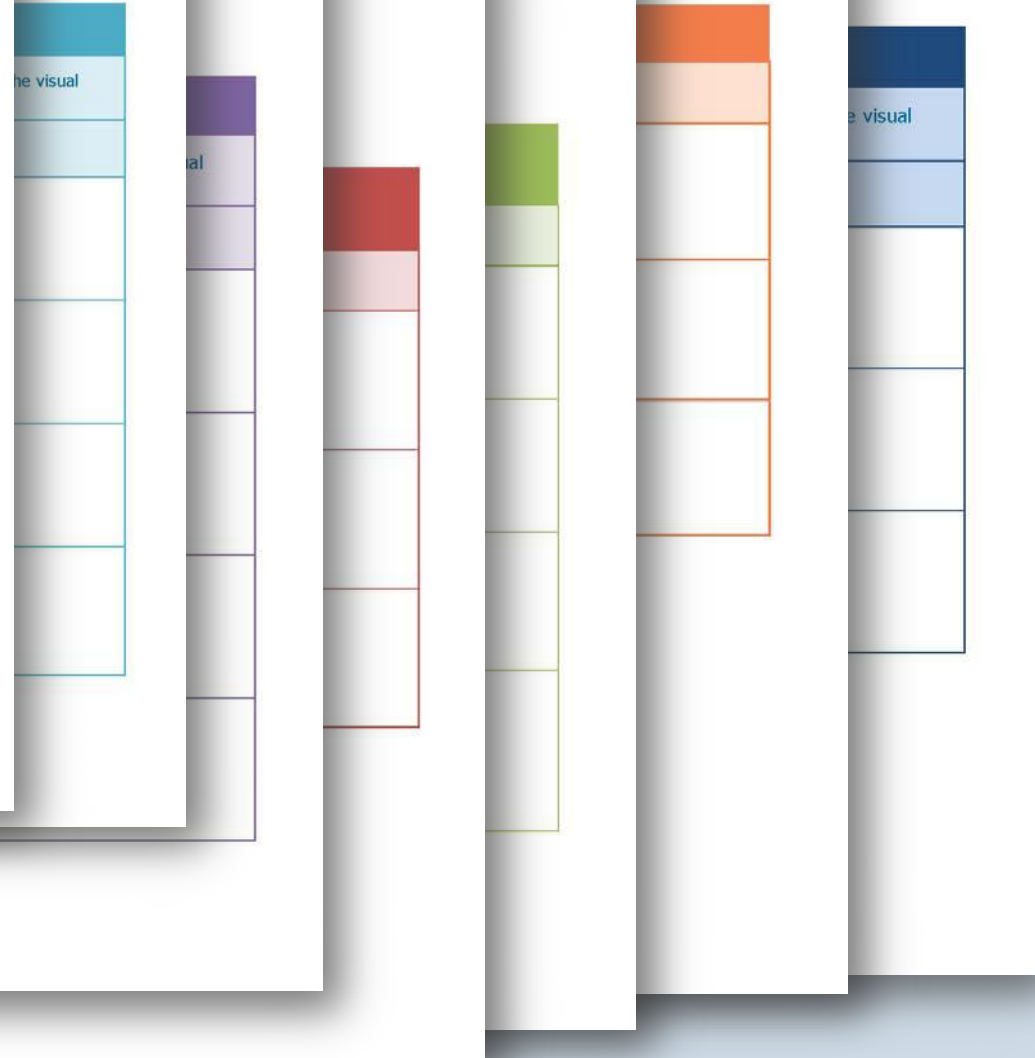
These materials represent a variety of examples to model the range of what may be most meaningful across ages and skills. Specific adaptations and additions may be necessary to best meet the varied needs of individual children and

Teaching During COVID-19

School: _____ Teacher: _____ Classroom: _____ Date of plan: _____

Establishing a safe and healthy classroom environment is a crucial component of teaching during the COVID-19 crisis. Use the considerations below to create an action plan for in-class instruction. Consider the following resources as you complete your action plan: public health guidance from state and local health authorities, guidance from your state's education department, and operational guidelines provided by your district and administrators.

General Health Precautions		
Complete ?	Considerations	Action Plan
<input type="checkbox"/>	Increased hand-washing Implement measures for frequent washing with soap and water and/or alcohol-based hand sanitizer	
<input type="checkbox"/>	Ensure social distancing Implement measures for minimizing extended close contact (less than 6 feet) and maintaining adequate distance between adults and/or students	
<input type="checkbox"/>	Limit co-mingling, establish cohorts Conduct activities and routines in small groups that remain together over time to avoid co-mingling of students	



TIPS & TRICKS

I. Be Flexible

TIPS & TRICKS

2. Don't compare this year to previous years

TIPS & TRICKS

3. Differentiate

TIPS & TRICKS

4. Utilize preference assessments for everyone

TIPS & TRICKS

5. Make data-based decision making part of your process.

TIPS & TRICKS

How do students alert the teacher/professor when they have a question or comment?

How do students step away from a live session (do they announce that they are leaving, or do they just walk away from the computer)?

Where do students look or direct their gaze?

How do students consider the background being displayed from their computer when showing video?

Where do students sit during these online classes?

PLATFORMS TO USE:

Options of platforms to use:

- Microsoft Teams
- Google Classroom
- See Saw
- Recorded Lessons (video: Loom)
- Ed Puzzle
- Class Dojo
- Schoology
- Zoom
- Clever

ONLINE LEARNING TOOLS

Options of tools to use:

- Boom Cards: request yearly subscription from admin to continue to collect data
- Teachtown
- Epic Books
- PEAK
- Nearpod
- Pear Deck
- Online Digital TpT Activities

ACCESSIBILITY

- email and mail to each student a full list of logins and websites
- keep the virtual platforms simple and try to avoid too many different places to login
- if students do not have internet access, drop off packets or bin of activities and schedule weekly phone call with parents to find more ways to support families

ROUTINES AND REINFORCEMENT

- **Start simple**
- **Focus on similarity:** make virtual learning as similar to classroom activities as possible (same routine for circle time with same songs, games, activities, etc.)
- **Make it routine based** - do the same activities in the same order each day
- **Create a weekly routine** - have a different focus activity for each day of the week (i.e. Monday: XX, Tuesday: XXX, Wednesday: XXX, etc.)
- **Embed reinforcement virtually:** use YouTube videos, Go Noodle, Bitmojis, changing the background on the call, etc.
- **Use a virtual reinforcement system:** star chart or first/then board to show when reinforcement/breaks are coming

WHAT ARE YOUR CURRENT NEEDS?
HOW CAN WE HELP?