

# REMOTE LEARNING

## SUPPORTING AND TEACHING STUDENTS WITH ASD



THE UNIVERSITY OF NORTH CAROLINA  
at CHAPEL HILL

THE UNIVERSITY OF NORTH CAROLINA  
**TEACCH**  
Autism Program  
Services Across the Lifespan

## Objectives


- Describe the impact of the learning styles of Autism Spectrum Disorder (ASD) on access to remote instruction
- Identify supports to increase student engagement and independence during remote instruction

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Autism Program  
Services Across the Lifespan

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## UNC TEACCH Autism Program

- Established in 1965 by the University of North Carolina School of Medicine.
- State established as a system of regional centers in 1972. Currently includes 7 outpatient clinics.
- Part of the UNC Health Care System and the North Carolina AHEC Program.



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**TEACCH**  
Autism Program  
Services Across the Lifespan

## TEACCH Mission Statement



The University of North Carolina TEACCH Autism Program **creates and disseminates community-based services, training programs, and research** to enhance the quality of life of individuals with Autism Spectrum Disorder and their families.

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## Communication with Parents for Remote Learning

- Clarify responsibilities
  - teacher, student and parent
- Location of and access to information
- Use of technology
- Needs of student
- Materials



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## Communication with Parents

### CLASSROOM news

**\*In Literacy**, we will work on identifying characters, setting and major events in a story including identifying the problem and solution. We will use I Am Rene, the Boy as the story to guide our learning. **On Thursday, students will need HMH myBook page 16 and a pencil and crayons.**

**\*In Phonics**, we will continue to work with syllables, but this week we will focus on blending syllables into words. We will also look at words that begin with the /s/ sound. Please have their dry-erase boards and markers available everyday.

**\*In Math**, we will continue to work with numbers 1-10, identifying one more/one less of a given number. **Please have the following available:**

**Monday** - dry erase board/marker and Eureka learn workbook pages 147, 149, 150, 153, 154

**Tuesday** - Counters, blank ten frame, Eureka workbook pages 155, 157-159, 163-165

**Thursday** - counters, Eureka learn workbook pages 167, 169-170



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## Learning Styles of ASD Impact Access to Remote Learning



**Learning Styles of ASD**  
Sticky attention  
Auditory processing  
Organization and planning

### Visual Supports and Strategies



### Engagement in Remote Learning



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## Learning Styles

- **Executive Functioning**
  - Support sequencing and planning
  - Teach organizational strategies
- **Differences in Attention**
  - Direct attention to important and relevant information
  - Visual cues to help disengage and shift attention
- **Auditory Processing**
  - Enhance meaning and understanding of concepts



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## Key Questions from the Learner.....

What happens here? **organization of the environment**

What and how much will I do? **to do - work system**

How will I do it? **visual instructions and cues**

When will I be finished? **to do - work system**

What happens next? **to do - work system**



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## Strategies to Increase Engagement in Remote Learning

- Organization of the environment
- Schedules and transition routines
- Visual instructions and cues
- Communication supports
- Engagement strategies



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## Organization of the Environment for Remote Learning

- Create schoolwork area
- Differentiate areas
- Organization and accessibility of materials



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## Schoolwork Area: Clearly Defined Area



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## Schoolwork Area: Minimize Distractions



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## Differentiate Areas: Schoolwork/play



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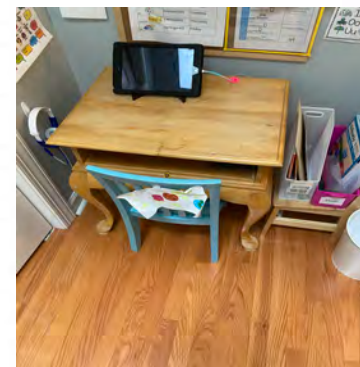
## Differentiate Areas: Multiuse of Space

Change the context: the look and feel of the area



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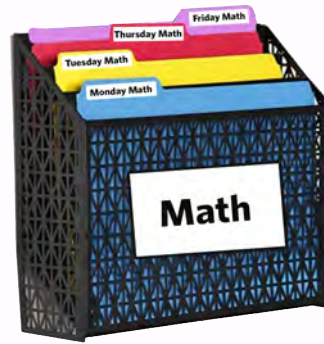
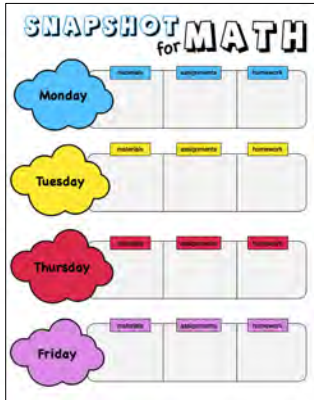
## Organization and Accessibility of Materials



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## Organization and Accessibility of Materials



## Strategies to Increase Engagement in Remote Learning

- Organization of the environment
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## Schedules and Transition Routines for Remote Learning

- When to reference schedule
- Sequence of activities
- Transitions and finished routines
- Wait routines



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## Schedules: Sequence of Activities

Ms. Dotson's Homeroom - Student Schedule				
	Monday	Tuesday	Thursday	Friday
8:00 - 8:30	Morning Meeting	Second Step	Morning Meeting	Second Step
8:30 - 8:55	SPECIALS	Spanish	PE	Music
9:00 - 9:45			Math	
9:45 - 10:30			Social Studies / Literacy	
10:30 - 11:15			Science / Literacy	
11:15 - 12:00			Science	
12:00 - 1:00			Lunch	
1:00 - 3:00			Small Groups	

Flex Wednesdays: Small groups, choice boards, and/or time to work on assignments

Student: Jones, John	
Email: john.jones@students.pccs.k12.nc.us	
Powerschool Number / password: 542987	
SPECIALS (8:30 - 8:55)	Login Card - John Jones
Computer	12356
Code:	Reflex
Art: ghh-shbu-qef	Epic
Spanish: hky-kwed-ony	Raz Kids
PE: cwh-hdr-rgh	KidZic
Music: jhc-zsh-hzg	oeko.org
	Young Kids



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## Schedules: Sequence of Activities

What do I need to do?	Website / Materials	I did it!
Reading	Seesaw	
Phonics	Seesaw	
Choice	Raz Kids OR Epic	
Short Break	Short Choice Board	
Math	Green folder, white board, dry erase markers, and counters	
Science	Red folder and worksheet pg. 47	
Work alone	i-Ready	
Long Break	Long Choice Board	

### Short Break Choice Board

bathroom

play-doh

drink

drawing

read

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## Schedules: Beyond the School Day

### End of School Day Checklist

Check daily learning plan <i>Did I do everything?</i>	
Check email <i>Respond, Do something, or delete?</i>	
Check Google Classroom <i>Are assignments complete and submitted?</i>	
Read for 30 minutes, Complete Reading Log	
Plug in devices to charge	

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## Schedules: Visualize Change

Need predictability

Routines are predictable

But, routines can encourage rigidity

So.... **TEACH FLEXIBILITY**

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## Schedules: Visualize Change

McArthur Homeroom - Student Schedule	
8:00 - 8:30	Morning Meeting
8:30 - 9:15	Literacy with Ms. McArthur
9:15 - 10:30	Science with Ms. McArthur
10:00 - 10:30	Math with Ms. Bigelow
10:30 - 10:55	Specials:
	Monday Music
	Tuesday Art
	Thursday Spanish
	Friday PE
11:00 - 11:15	Math continued with Ms. Bigelow
11:15 - 12:00	Literacy with Ms. McArthur <del>Social Studies with Ms. Bigelow</del>
12:00 - 1:00	Lunch
1:00 - 3:00	Small Groups and Independent Work

calendar

surprise

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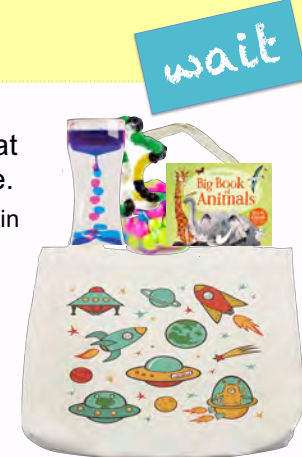
## Transition and Finished Routines

- Give a visual warning i.e., visual timer or count down strip
- Create and label places where the materials belong when finished
- Visual cue (schedule) when the student can return to this activity



## Wait Routines

- Clarify options (activities with quick finishes) for what to do during down/wait time.
  - Organized in a wait bag/bin
  - Written or pictured list
- Finished routine for materials



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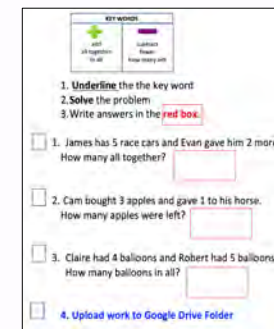
## Strategies to Increase Engagement in Remote Learning

- Organization of the environment
- Schedules and transition routines
- Visual instructions and cues
- Communication supports
- Engagement strategies



## Visual Instructions and Cues for Remote Learning

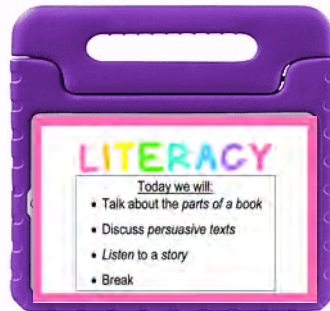
- Develop and teach organizational strategies
  - To-Do "list"
  - Concept of finished
  - Clarify information



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## Visual Supports: To Do

- Answer these questions
  - What and how much to do?
  - Track progress?
  - What happens next?



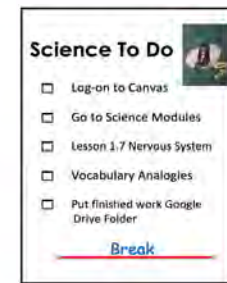
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## To Do: What and How Much To Do

### Electronic Version



### Hard Copy Version



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## To Do: What and How Much To Do



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## To Do: Track Progress

Use colors on slides to indicate to the student when they are getting closer to the end of the activity/session.

- Yellow = getting closer to the end
- Orange = next to the last slide
-  Red = Last slide



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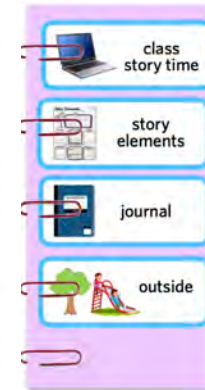


## To Do: Track Progress



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## To Do: What Happens Next



— pink folder  
— green folder  
— purple folder  
iPad 😊



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## To Do: What Happens Next



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## Concept of Finished

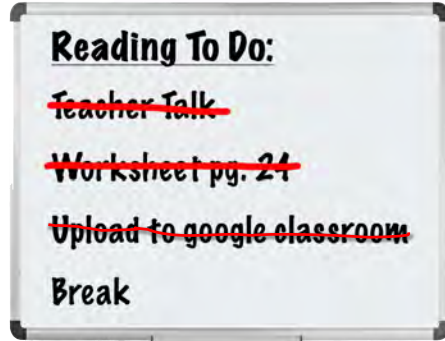
- Understanding the concept of when something is finished helps maintain engagement
- Systems for clarifying finished
  - Remove/Mark off
  - Countdown
  - Counters
  - Move to "finished" location

**DONE**



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## Concept of Finished: Remove/Mark Off



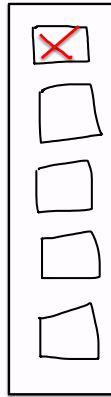
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## Concept of Finished: Countdown



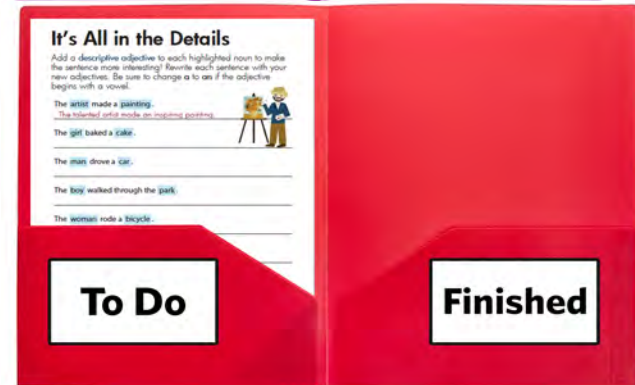
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## Concept of Finished: Counters



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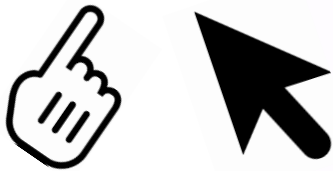
## Track Progress: Materials Empty Out



## Visual Instructions and Cues: Clarify Information: Direct Attention

Clarify where to direct attention on the screen or in the text

- Enlarged cursor
- **FONT SIZE** and **color**



Name: \_\_\_\_\_

1. COUNT and write number in **blue** box.

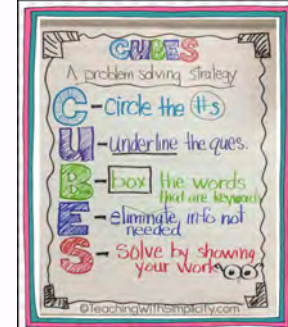
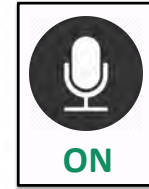
2. ADD and write sum in **red** box.



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## Visual Instructions and Cues: Clarify Information: Add Meaning

Use concrete visuals of color, pictures and objects to add meaning to concepts and terminology



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## Strategies to Increase Engagement in Remote Learning

- Organization of the environment
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## Communication Supports for Remote Learning




- Visual supports to help student communicate with the teacher
- Gain teacher's attention
- Asking for help
- Responding to questions



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## Communication Supports: Gain Attention/Ask for Help



-  I am stuck/upset
-  I am confused/unsure
-  I need something

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## Communication Supports: Responding to Questions



I have a question/  
comment



Got it



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## Engagement Strategies for Remote Learning

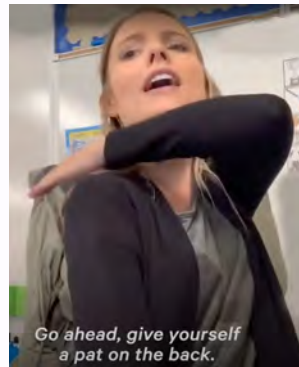
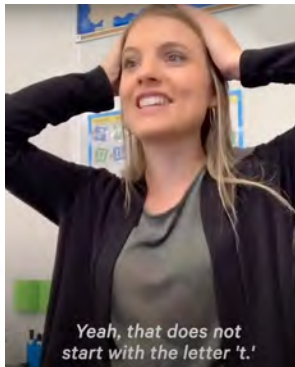
- Exaggerated affect and movement
- Incorporating interests
- Variety and Novelty
- Interactive activities
- Stress reduction activities and routines



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## Engagement: Exaggerated Affect and Movements



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## Engagement: Incorporating Interest



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## Engagement: Variety/Novelty

Present information in multiple ways

- YouTube Channels
  - VSAUCE
  - Brave Wilderness
  - Travel Kids
  - Finding Stuff Out
  - Storybots
  - Kiboomers



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## Engagement: Interactive Activities

Provide opportunities for students to interact and demonstrate knowledge in multiple ways

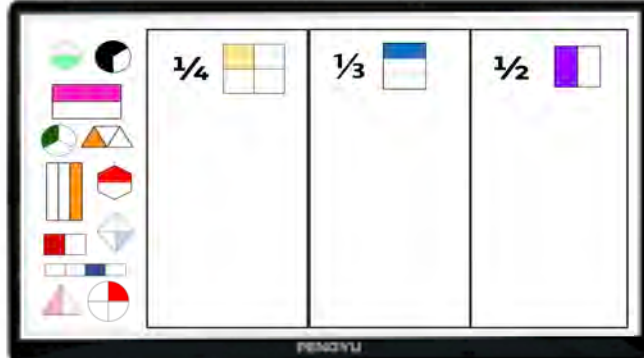
- Movement
- Manipulate materials
- Virtual tours
- Social interaction



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## Engagement: Interactive Activities

Using Google Jamboard – Giving the student a voice



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## Engagement: Stress Reduction Activities

- Stress reduction activities and routines are more important than ever
  - Engage the mind and the body
  - A structured routine with a clear beginning and end
  - Schedule in throughout the school day



## Resources for Teachers and Families

TEACCH Tips: a collection of tips to help provide support to our families and provide ideas on how to support individuals with autism

<https://teacch.com/resources/teacch-tips/>



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## COVID-19 Toolkit



<https://afirm.fpg.unc.edu/supporting-individuals-autism-through-uncertain-times>



## Resource Page **HEELS PREP - Online**



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## Resources for Parents & Teachers

### Free Visual Supports

<https://www.iidc.indiana.edu/irca/resources/visual-supports/>

Social narratives about missing friends at school, parents and self working from home, problems with internet on work from home days, receiving instructions from teacher who is working at home, communicating with teacher via message to chat or email:

<https://www.iidc.indiana.edu/irca/resources/covid19-visuals-and-social-narratives.html>

Distance teaching best practices and also teaching material/packets by grade level and subject:

<https://www.schoolresourcehub.org/distance-teaching-practices>



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