



REMOTE LEARNING ON THE SPECTRUM

PART 2: Considerations for a Successful Remote Learning Experience

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Centre of Excellence
AUTISM SPECTRUM DISORDER



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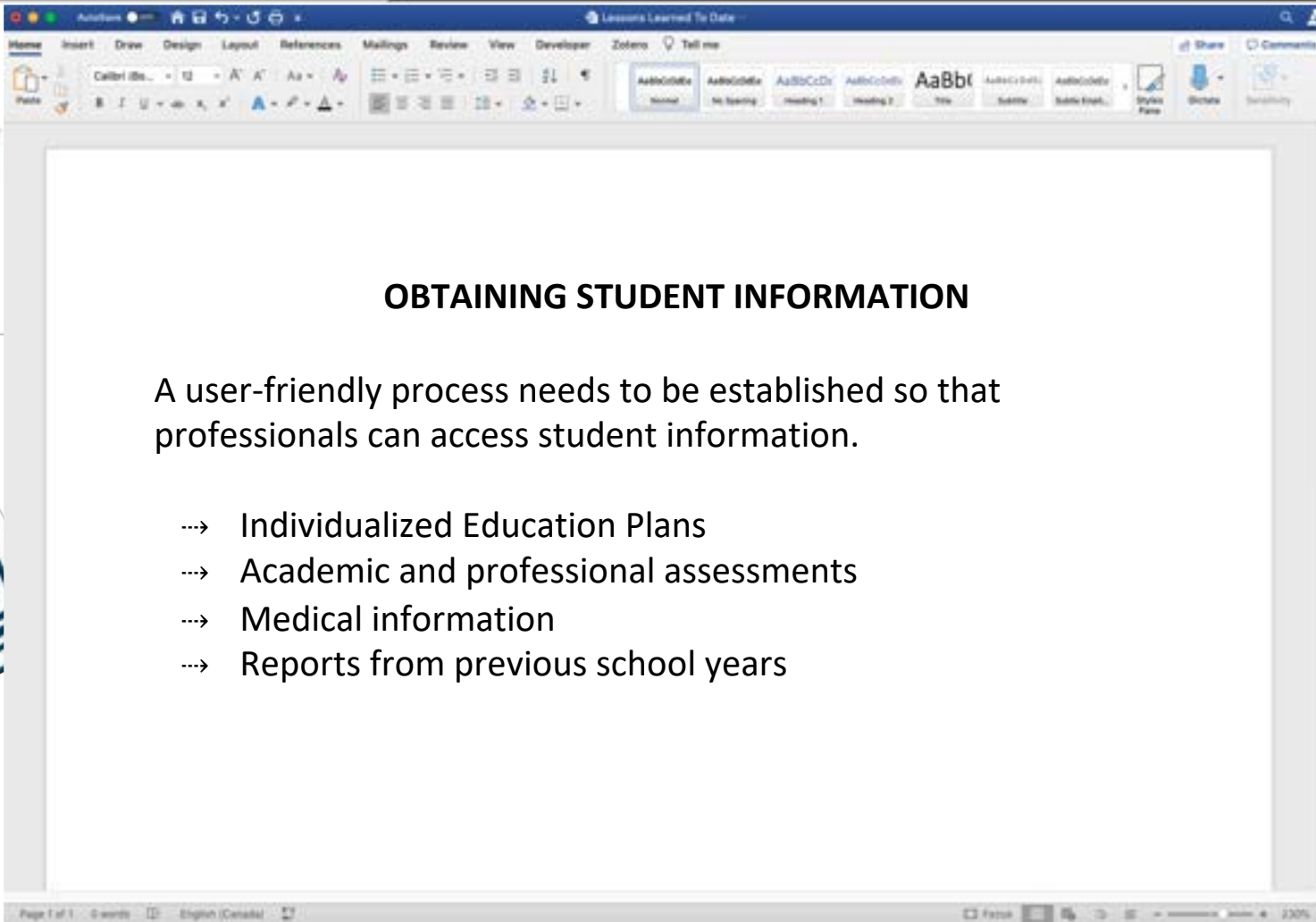
DIFFERENT TYPES OF LEARNERS

FOUR STREAMS OF LEARNER PROFILES TO CONSIDER:

- Following regular curriculum with adaptations
- Participating meaningfully in class activities with some modified expectations
- Following CASP or a fully modified curriculum
- Those who are not able to access learning through online platforms

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REPORT CARD

OBTAINING STUDENT INFORMATION

A user-friendly process needs to be established so that professionals can access student information.

- Individualized Education Plans
- Academic and professional assessments
- Medical information
- Reports from previous school years

Student Portfolio

STUDENT FILE

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Microsoft Word interface showing a document titled "Lessons Learned To Date". The document content is as follows:

CREATING CHANNELS FOR OPEN COMMUNICATION

Informally connecting with colleagues and parents during entry and dismissal routines is an impossibility right now. There must be a concerted effort to enhance communication between:

- Teachers and other teachers
- Teachers, professionals and paraprofessionals
- Teachers and parents
- Teachers and students- students cannot casually speak to the teacher after class

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Collaboration between Teacher and Paraprofessional

This type of support might be in the form of:

- Virtual break out rooms to work one-on-one with students or in small groups to review materials covered by the teacher
- Work 1:1 on modified work task that was created by the teacher with a student that is not following the regular curriculum
- Communicating regularly with the teacher about student behaviour and engagement and share observations
- Encouraging positive behaviour
- Promoting independence and help with organization
- Fostering socialization opportunities



Microsoft Word window titled "Lessons Learned To Date" showing a document with the following content:

COLLABORATING WITH FAMILIES

- Transitions from on-site learning to remote learning will require a period of adjustment
- Daily schedules will be different and may depend on the student's accessibility to online platform, and support staff or parent availability
- Remote learning staff may be different from previous on-site teachers
- There will be periods of synchronous learning (i.e., teacher-led learning) and asynchronous learning (i.e., independent learning)
- Levels of parent involvement may depend on the level of functional autonomy of the child and his/her accessibility to the online learning platform
- Students following a modified or CASP curriculum may require goal changes to account for their new learning environment (i.e., home)
- Teaching materials will be provided digitally

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ZONES
OF REGULATION



FOSTERING THE TEACHER-STUDENT RELATIONSHIP

Building and fostering relationships between the teacher and students needs to be more intentional. Teachers should continue to:

- Check in regularly with students formally and informally (Zoom reactions, Zones of Regulation, emojis, etc.)
- Encourage students to communicate directly with teachers and paraprofessionals to obtain support or share feedback
- Initiate 1:1 dialogues with students outside of classroom hours
- Incorporate icebreaker and social activities whenever possible
- Be proactive - act early to address issues with tardiness, absenteeism, etc.





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PROMOTING OPPORTUNITIES FOR SOCIALIZATION IN REMOTE LEARNING

To facilitate student engagement and to foster relationships between students, teachers can incorporate:

- Virtual recess and lunch breaks
- Breakout rooms to encourage small group social exchanges
- Unstructured times when they are online socializing with no academic expectations
- Virtual “extracurricular activities” ex. organized through online academy, re-adaptation centres, WIAIH, or Special Olympics
- Icebreaker activities

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STUDENT CODE OF CONDUCT FOR ONLINE LEARNING

Establishing clear guidelines for expected and unexpected behaviours from the outset will support a positive online learning climate for teachers and students.

- Attendance and punctuality are expected
- Recording the class, taking screenshots or pictures during online learning is forbidden
- Minimize visual and auditory distractions
- Dress appropriately - sleepwear is not acceptable
- Learning materials should be readily accessible
- Food and drink should be consumed discreetly
- Refrain from texting, accessing and consulting social media during online classes





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OPTIMIZE POTENTIAL IN ONLINE LEARNING

There is no one size fits all model to engage all students in online learning. As issues with student engagement and barriers to accessing the curriculum arise, troubleshoot and adopt a solution-focused approach.

Why is the student not attending class or offline?
Why is the student always late or logs off early?
Why is the student's camera always off?
What can I do to increase student engagement?
How can I increase student participation?

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