



# REMOTE LEARNING ON THE SPECTRUM

## PART 4: Tips for Synchronous Learning

Patty Cloran, M.Sc., BCBA  
Katie Cohene, Ph. D.  
Co-Coordinator of the CoE for ASD

Collaborators: Jade Lawsane, M.Ed, Ps. Ed  
Ilana Loggia, M.Ed, BCBA  
November 16, 2020



**Centre of Excellence**  
AUTISM SPECTRUM DISORDER

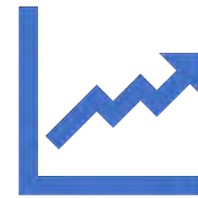
# TIPS FOR SYNCHRONOUS LEARNING - SESSION OUTLINE



Synchronous Learning  
– What To Do/To  
Avoid



Sample Daily Schedule  
& Lesson Structure



Tips to Increase  
Student Engagement

## THINGS TO DO!

# SYNCHRONOUS LEARNING

## LIVE, REAL-TIME LEARNING, TEACHER-LED

- ✓ Do have opening and closing routines
- ✓ Do have a within-lesson schedule that is routinely referred to throughout the class
- ✓ Do set clear expectations regarding student engagement
- ✓ Do include frequent opportunities for active student responding (e.g., choral responding, responses in chat, polling, breakout rooms)
- ✓ Do encourage student self-monitoring checklists to increase self-awareness of engagement
- ✓ Do use a collaborative slide decks or other tools to guide student discussion and capture key ideas (e.g., padlet, jamboard, miro)





# SYNCHRONOUS LEARNING

## LIVE, REAL-TIME LEARNING, TEACHER-LED

Avoid extended frontal instruction or prolonged lecturing

Avoid combining two or more synchronous lesson periods into a single session

Avoid calling on one student at a time to respond or to participate (e.g., raise your hand if you know the answer to....)

Avoid adopting a “go with the flow” lesson schedule

Avoid setting limitations around how students can engage in the lesson - some students may prefer to respond via chat or polling rather than being in the spotlight



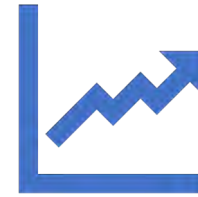
# TIPS FOR SYNCHRONOUS LEARNING - SESSION OUTLINE



Synchronous Learning –  
What To Do/To Avoid



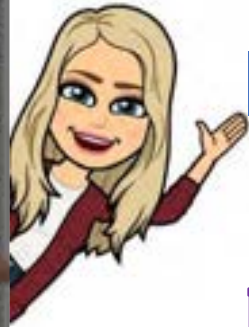
Sample Daily Schedule  
& Lesson Structure



Tips to Increase Student  
Engagement

## MONDAY'S SCHEDULE

9:00 am – 10:00 am	Group Lesson #1
10:00 am – 10:40 am	Independent Work – Math XL
10:40 am – 11:00 am	Health Break
11:00 am – 12:00 pm	Group Lesson #2
12:00 pm – 1:00 pm	Lunch
1:00 pm – 1:30 pm	Group Lesson #3
1:30 pm – 2:30 pm	Independent Work – Boom Cards
2:30 pm – 3:00 pm	Group Lesson #4
3:00 pm – 3:40 pm	Office Hours





Welcome to our virtual class meeting!  
I'm your teacher,  
Mrs. Westlake.

Hello! My name is Mrs.  
Martinez. I am Mrs.  
Westlake's assistant. Feel  
free to ask me for help!



## GROUP LESSON #2 - SCHEDULE



Opening  
Routine



Math Lesson



English Lesson



Breakout  
Rooms -  
English Group  
Projects



Social Activity



Closing  
Routine

RESPOND TO THE POLL TO LET US KNOW HOW YOU  
ARE FEELING THIS MORNING

What Zone Are You In?			
Blue	Green	Yellow	Red
			
Sick Sad Tired Bored Moving Slowly	Happy Calm Feeling Okay Focused Ready to Learn	Frustrated Worried Silly/Wiggly Excited Loss of Some Control	Mad/Angry Mean Yelling/Hitting Disgusted Out of Control





In Mrs. Westlake's Class, I should...

Arrive on time and remain present until the end of the lesson

Raise my hand if I want to speak

Ask for help if I don't understand

Respond to the polls

Respond in the chat when I am asked to do so

Contribute ideas to the padlet during breakout sessions



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## GROUP LESSON #2 - SCHEDULE



Opening Routine



Math Lesson



English Lesson



Breakout Rooms -  
English Group  
Projects



Social Activity



Closing Routine

$$\underline{33} + \underline{42} = \underline{75}$$

$$\begin{array}{cccccccc} | & | & | & \bullet & \bullet & \bullet & + & | & | & | & | & \bullet & \bullet & = & \_ \\ \dots & & & \dots & \dots & \dots & & \dots & \dots & \dots & \dots & \dots & & & \end{array}$$

$$70 + 5 = 75$$



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## GROUP LESSON #2 - SCHEDULE



Opening  
Routine



Math Lesson



English Lesson



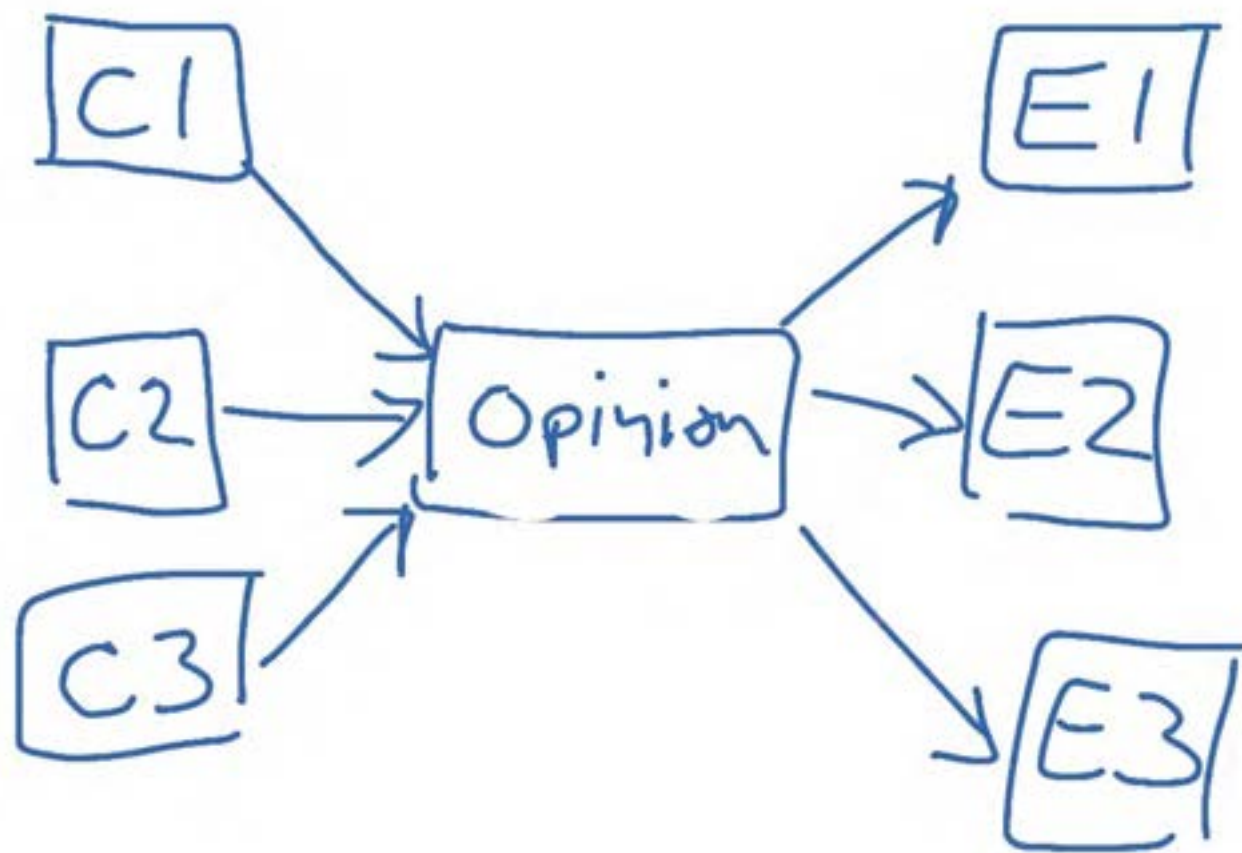
Breakout  
Rooms -  
English Group  
Projects



Social Activity



Closing  
Routine





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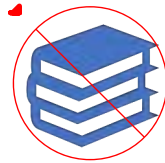
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Opening  
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Math Lesson



English Lesson



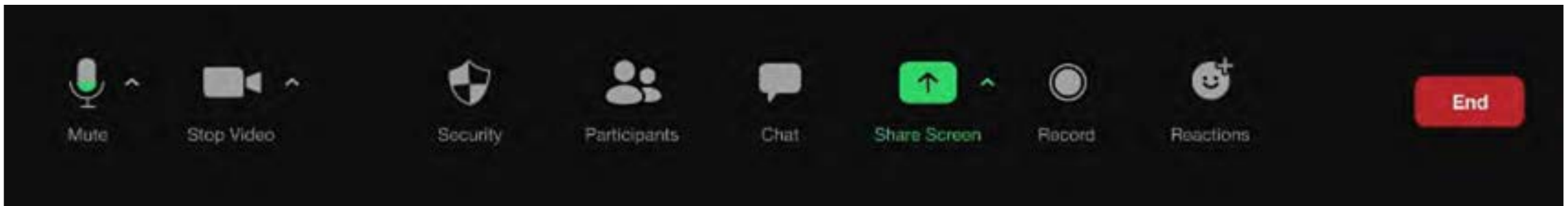
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Social Activity



Closing  
Routine





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## GROUP LESSON #2 - SCHEDULE



Opening Routine



Math Lesson



English Lesson



Breakout Rooms -  
English Group Projects



Social Activity



Closing Routine





Round 1 of 5

\_\_\_\_\_g\_\_p\_\_

#1 spy (You)  
Points: 1215



#5 aaa  
Points: 850



#4 keef  
Points: 950



#5 lolzor  
Points: 850



#7 doopy  
Points: 690



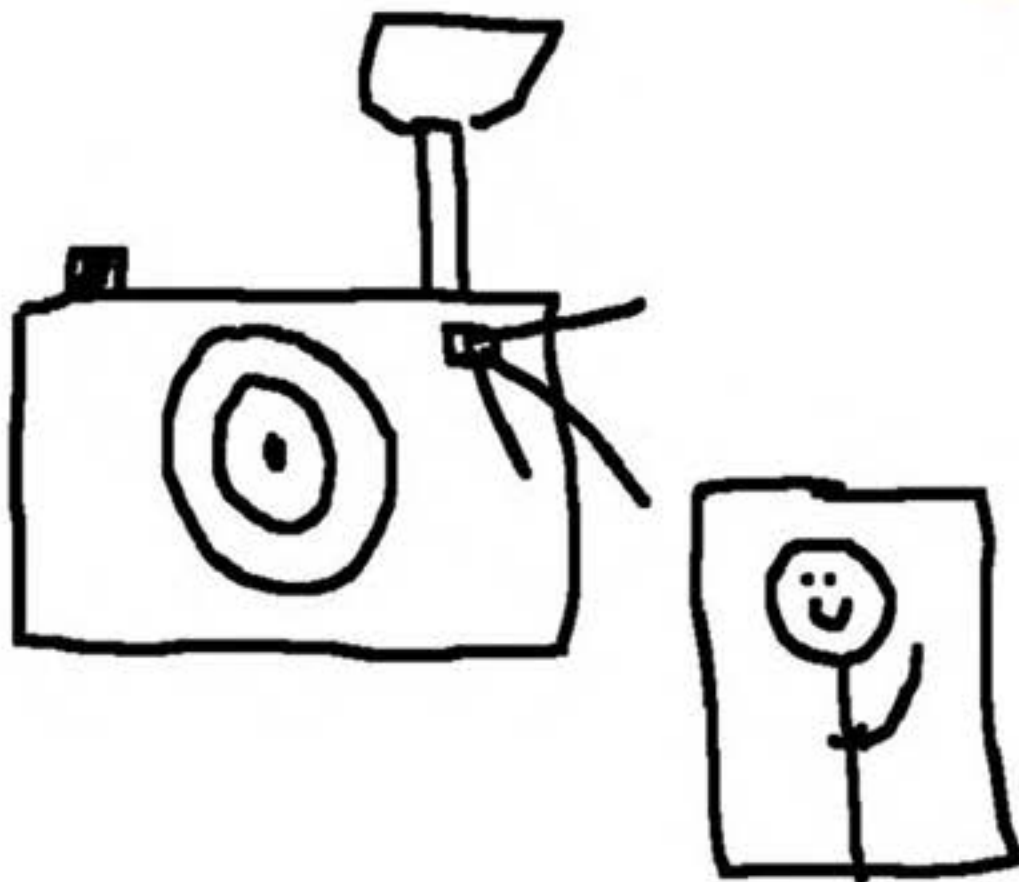
#3 bacon  
Points: 1050



#2 yip  
Points: 1125



#6 rem  
Points: 730



yip: briefcase

yip: radio

yip: camera

aaa: camera

bacon: camera

spy: washingmachine

yip: kodak

spy: camera

doopy guessed the word!

spy: flash

aaa: flashlight

rem: flashlight

yip: flashcamera

bacon: flashlight

rem: camera

yip: instagram

spy: flashlight

keef: flashlight

aaa: photographer

spy: photography

'photography' is close!

keef guessed the word!

Vote xxx



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## GROUP LESSON #2 - SCHEDULE



Opening Routine



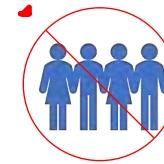
Math Lesson



English Lesson



Breakout Rooms -  
English Group  
Projects



Social Activity



Closing Routine

After lunch, we will meet for Group Lesson #3.

We will work on:

- MATH QUIZ (10 minutes)
- MUSIC WITH MRS. YANG



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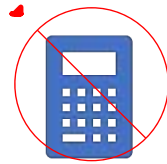
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Opening  
Routine



Math Lesson



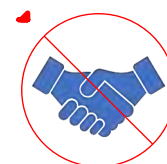
English Lesson



Breakout  
Rooms -  
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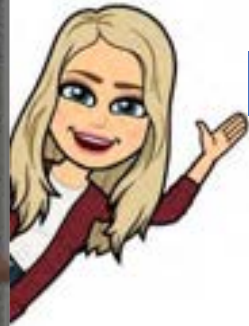
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Closing  
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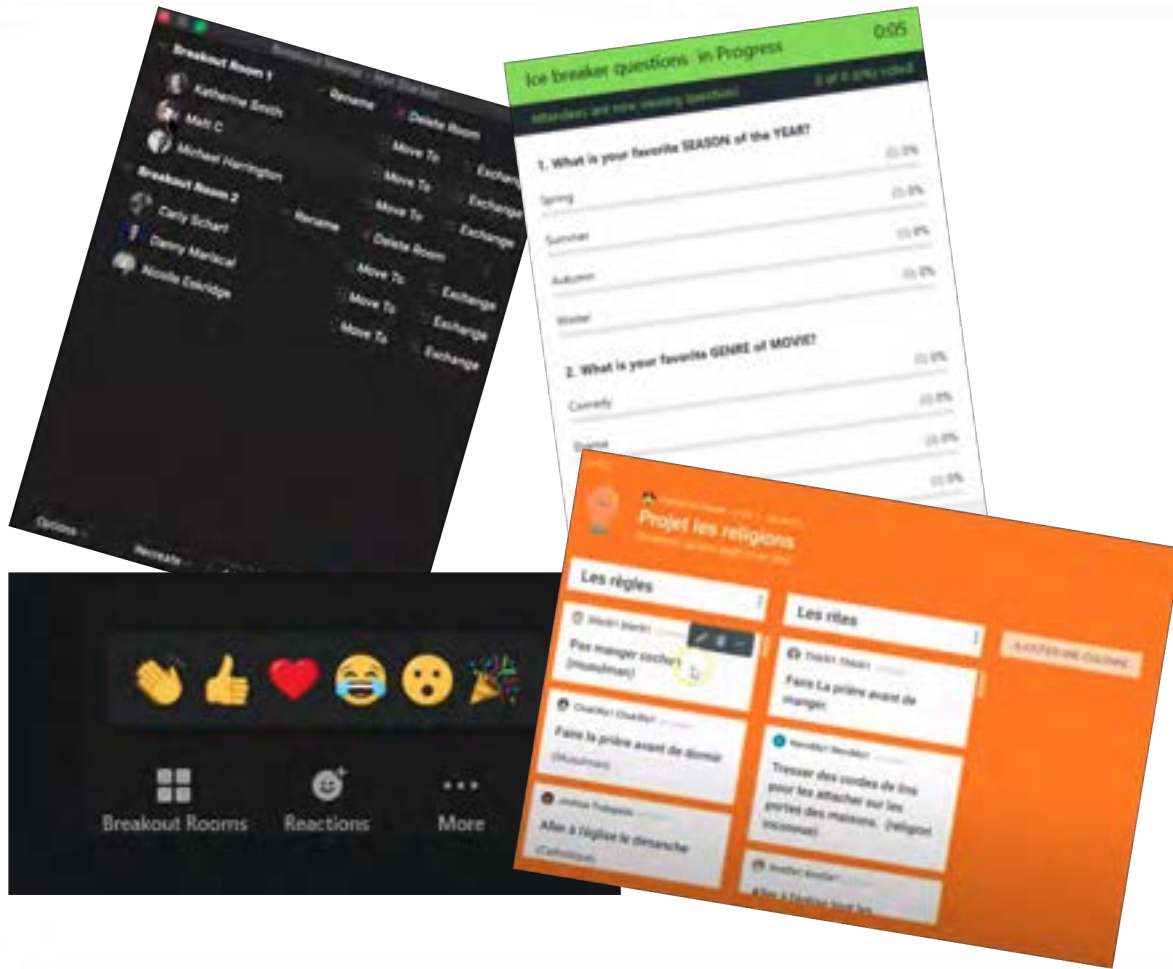
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Sample Daily Schedule  
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Tips to Increase Student  
Engagement



↑ Opportunities for ASR = ↑ ENGAGEMENT



↓ Opportunities for ASR = ↓ ENGAGEMENT



# SYNCHRONOUS LEARNING

## Example of a Self-Monitoring Checklist for Engagement

- Did I arrive on time?
- Did I remain online for the entire duration of the lesson?
- Did I ask questions when I didn't understand?
- Did I respond in the chat when I was asked to do so?
- Did I respond to the polls?
- Did I share my ideas and thoughts in the breakout rooms?





<p><b>Attendance:</b></p> <ul style="list-style-type: none"> <li>Arrived on time</li> <li>Remained present for the entire duration of the lesson with camera on</li> </ul> <p><b>Student consistently engages in the following behaviours throughout the lesson:</b></p> <ul style="list-style-type: none"> <li>Participated in cued responding</li> <li>Participated in the polls</li> <li>Participated in the chat responses</li> <li>Contributed ideas to the collaboration deck during breakout sessions</li> <li>Respectful of teachers and peers' comments, ideas and questions</li> </ul>	<b>3 POINTS</b>
<p><b>Attendance:</b></p> <ul style="list-style-type: none"> <li>Arrived on time</li> <li>Remained present for the entire duration of the lesson with camera on</li> </ul> <p><b>Student engages in the following behaviours most of the time:</b></p> <ul style="list-style-type: none"> <li>Participated in cued responding</li> <li>Participated in the polls</li> <li>Participated in the chat responses</li> <li>Contributed ideas to the collaboration deck during breakout sessions</li> <li>Respectful of teachers and peers' comments, ideas and questions</li> </ul>	<b>2 POINTS</b>
<p><b>Attendance:</b></p> <ul style="list-style-type: none"> <li>Arrived late OR</li> <li>Did not remain present for the entire duration of the lesson with camera on</li> </ul> <p><b>Student fails to participate in some or all of the following behaviours:</b></p> <ul style="list-style-type: none"> <li>Participated in cued responding</li> <li>Participated in the polls</li> <li>Participated in the chat responses</li> <li>Contributed ideas to the collaboration deck during breakout sessions</li> <li>Respectful of teachers and peers' comments, ideas and questions</li> </ul>	<b>1 POINT</b>
Student is absent from the virtual class	<b>0 POINTS</b>

## Synchronous Participation Rubric

