



REMOTE LEARNING ON THE SPECTRUM

PART 5: Tips for Asynchronous Learning

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Centre of Excellence
AUTISM SPECTRUM DISORDER

THINGS TO DO!

ASYNCHRONOUS LEARNING

SELF-DIRECTED, STUDENT-PACED LEARNING

- ✓ Do ask for pictures of your students' environmental arrangements for work and break times
- ✓ Do utilize a daily schedule with embedded clickable links to activities
- ✓ Do set clear expectations for student engagement during offline work (e.g., activity completion goals)
- ✓ Do have students self-monitor their offline learning engagement and daily goals (e.g., self-evaluation rubric)
- ✓ Do assign closed-ended activities that provide immediate and direct teacher-feedback (student-teacher account)
- ✓ Do provide a checklist for open-ended activities (when these can't be avoided)
- ✓ Do provide a picture of the final product for open-ended activities (when these can't be avoided)
- ✓ Do encourage students to use an analog clock for time management





ASYNCHRONOUS LEARNING

SELF-DIRECTED, STUDENT-PACED LEARNING

Avoid verbal assignment of asynchronous learning activities when not supported by a visual schedule

Avoid assigning asynchronous work without also setting clear expectations of what needs to be accomplished

Avoid assigning asynchronous work that requires a multi-step submission process (e.g., go to this website, find the activity, download it, complete it, log back into google classroom and submit)

Avoid assigning open-ended activities (e.g., read chapter 4, make a list of your favorite things)

Avoid assigning activities that can't be easily verified by teacher for the purposes of assessing student engagement during asynchronous learning

Avoid repetitious assigning of the same activity





SETTING UP HOME ENVIRONMENT FOR ONLINE LEARNING

- There should be a designated work space with a suitable table/desk and chair suitable for the child's size with adequate lighting
- The learning environments should be clutter-free and noise free (child may need headphones especially if there are multiple family members working from home)
- School supplies and necessary materials should readily available (i.e., within reach)
- A system for organizing extra learning materials (e.g., binders, duotangs, etc.) should be in place
- Visual supports (visual schedules, cues, etc.) should be strategically placed in eyesight



Headsprout

Raz-Plus

BOOM!
Cards

LINKED STUDENT-TEACHER
ACCOUNTS ALLOW FOR:

- > REAL-TIME FEEDBACK
- > DIRECT FEEDBACK
- > PROGRESS MONITORING
- > EASY, SINGLE-CLICK
SUBMISSION PROCESS
FOR THE STUDENT



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