**Planning Instruction and Activities Related to Student Goals**

Moving to Comprehensive Distance Learning: Questions & Answers for Instructional Planning

*Adapted from Guidance Developed by the* [*Teaching Diverse Learners Center at the Ohio Center for Autism and Low Incidence (OCALI)*](https://www.ocali.org/center/tdl)

*What concepts were you in the process of teaching before the 2020-2021 school year? What activities did you have planned? What standards were you in the process of covering?*

* Stick with the teaching plan that you had created, while still thinking flexibly.
* Send home any materials (digitally or in take-home packets) that were created for learners to use during instruction. Record small videos or hold short, live video conferences with students to teach and demonstrate/model.
* Break activities into small chunks that can be completed over multiple days in small segments of time that are no longer than 15 minutes.
* Add in familiar tools and strategies that students will be able to use independently.

*What were you planning to teach next month, and the next and the next? What units of study were coming next? What standards still remain untaught?*

* Many new digital resources have been shared via social media. Sift through resources to find material that may be used in teaching the upcoming topics/content.
* Design new materials and learning opportunities in the format described in the question above.
* Select materials/manipulatives that might be available at home or send materials to families in resource toolkits.
* Offer choices that allow students and families flexibility in choosing learning activities that might match resources at home, remembering that not all students have access to the same resources.
* Think of fun and of movement, and think creatively when designing activities.
* Support all activities with access tools and features.
* Make sure all activities are accessible to all students. Some students may require additional supports (e.g., graphic organizers for writing, step by step instructions for tasks, video demonstrations, social stories).

*What daily schedule were your students used to following? How can it be adapted to work in a home environment? Think ease of use for families and flexibility.*

* Share your weekly schedule with families, including times of day. Some students benefit from continuing familiar routines as much as possible.
* Model visual and tactile schedule use, task analysis and first/then systems with families.
* Take pictures of object schedules that families could possibly replicate at home. Repurpose home objects to create tactile schedules and/or schedule or calendar boxes.
* Create an adapted version of a daily schedule offering flexible options rather than single choices.
* Share the first/then strategy and tools with families.
* Communicate with families that the schedule can be designed to meet their concerns.
* Share alternate versions of the daily schedule that students can use as they would at school.
* Suggest the use of timers at home if they are typically used at school and provide the timers:
	+ Phone/watch timer, egg timer, sand timer, digital online timer, etc.
* Look online to access and create visual schedules.

*Did you use in-task schedules, task analysis, first then choices/boards that might help learners and families to complete tasks and build learner independence?*

* Gather up and send home as many of these tools as possible.
* Send digital copies of these tools home to families if they can print them.
* Use adapted versions of these tools using found objects in the home as described above.
* Work with families and other school staff (paraeducators, therapists, aides) to create tools for support in the home.
* Send assistive technology tools used in the classroom home for use during school closure.
* Check with local lending libraries to see if they have and can ship assistive technology tools home for short term use.

*Are there digital resources that can be used in place of traditional class materials?*

* Example: teacher read aloud - use online videos or live streams of storytellers
* Example: use manipulatives - virtual manipulatives
* Example: field trips - take virtual tours
* Example: paper materials - digital materials with teacher created, free access or short-term trials
* Example: digital resources - in partnership with Oregon educators, ODE is developing the [Oregon Open Learning OER site](https://www.oercommons.org/hubs/oregon) to maintain a repository of high-quality digital materials.

*How do we develop transition/functional skills across home, work, community during school closure?*

* Pair everyday skills together with academic skills (e.g., cooking projects, building projects, organizing projects). Include these skills in the daily schedule.
* Different work experiences and community skills can be simulated online (e.g., grocery clerking or shopping, planning travel instructions, developing lists of community resources).
* Research and gather input on strengths and challenges. Students and families track challenging everyday skills and those that students can perform independently during time at home.
* Watch videos of different jobs and select a few that the student might be interested in pursuing.

*How do we help families and students maintain emotional and physical health during time at home?*

* Add movement to activities and daily schedule. Schedule twice as many breaks/recesses as usual.
* Suggest ideas for movement in and around the home. Remember: some of these activities can also be functional skill development. (e.g., sweep, dust, yard work, laundry, wash dishes, cook, exercise videos, homemade obstacle course, changing bed sheets, take a shower/bath, walk the dog, clean out animal stalls or pet cages/tanks).
* Remember the arts: music, dance, song, board games, puppet shows, mini-plays, arts and craft projects, make sensory materials like playdough or glitter jars, coloring pages, movement activities, stretch, play homemade or other musical instruments, make mud pies, go on a nature walk and make art, baggie books or wind chimes with found objects.
* Make a communication plan with the family and follow the plan.
* Connect students with other students.
* Connect students with other staff members.
* Share resources and information with families for success, but do not overwhelm them.
* Offer families access to contact information for resources (e.g., general or special educators, school counselors, or school social workers).