

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 \(OCALI\)](#)

What concepts were you in the process of teaching before the 2020-21 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.

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- 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](#) 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,

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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).