

Supporting Online Learning for Students with Autism

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Thank you!

- Hume, K., Waters, V., Sam, A., Steinbrenner, J., Perkins, Y., Dees, B., Tomaszewski, B., Rentschler, L., Szendrey, S., McIntyre, N., White, M., Nowell, S., & Odom, S. (2020). *Supporting individuals with autism through uncertain times*. Chapel Hill, NC: School of Education and Frank Porter Graham Child Development Institute, University of North Carolina at Chapel Hill. Retrieved from: <https://afirm.fpg.unc.edu/supporting-individuals-autism-through-uncertain-times>
- The research reported here was supported by the Institute of Education Sciences, U.S. Department of Education through Grant R324B160038 awarded to University of North Carolina at Chapel Hill. The opinions expressed represent those of the authors and do not represent the U.S. Department of Education.
- UNC TEACCH Autism Program: <https://teacch.com/free-webinar-supporting-individuals-with-autism-during-covid-19/>



Objectives

- Learn more about how to implement evidence based practices (EBPs) at home to support your child/learner with ASD, including supports to
 - Increase participation and independence
 - Social Narratives
 - Visual Supports
 - Schedules, Activity Systems, Visual Countdowns
 - Task Analysis
 - Reduce anxiety |
 - Self-Management
 - Exercise & Movement
 - Encourage (virtual) social interaction



COVID-Related Resources

www.afirm.fpg.unc.edu
COVID-19 Toolkit



UNC Frank Porter Graham
Child Development Institute
Autism Team

Supporting Individuals
with Autism through
Uncertain Times



UNC Frank Porter Graham
Child Development
Institute Autism Team

Supporting Adults with
Autism through Uncertain
Times: Companion Guide



UNC Frank Porter Graham
Child Development Institute
Autism Team

Supporting Online
Learning for Students
with Autism

Sallie Nowell, Ph.D., & UNC FPG Autism Team:
*Victoria Waters, Becky Dees, Yolanda Perkins, Brianne Tomaszewski, Kara Hume,
Jessica Steinbrenner, Ann Sam, Susan Szendrey, Lindsay Rentschler, & Sam Odom*



EBP-Related Resources

Evidence-Based Practices for Children, Youth, and Young Adults with Autism

Jessica R. Steinbrenner, Kara Hume, Samuel L. Odom, Kristi L. Morin, Sallie W. Nowell, Brianne Tomaszewski, Susan Szendrey, Nancy S. McIntyre, Şerife Yücesoy-Özkan, & Melissa N. Savage



National Clearinghouse on Autism Evidence and Practice Review Team



Table 3.7 Matrix of evidence-based practices, outcomes, and age categories

Evidence-Based Practices See Table 3.1 to link abbreviations to EBPs	Academic/Pre-academic			Adaptive/Self-help			Challenging/Interfering behavior			Cognitive			Communication			Joint attention			Mental health			Motor			Play			School readiness			Self-determination			Social			Vocational		
	0-5 years	6-14 years	15-22 years	0-5 years	6-14 years	15-22 years	0-5 years	6-14 years	15-22 years	0-5 years	6-14 years	15-22 years	0-5 years	6-14 years	15-22 years	0-5 years	6-14 years	15-22 years	0-5 years	6-14 years	15-22 years	0-5 years	6-14 years	15-22 years	0-5 years	6-14 years	15-22 years	0-5 years	6-14 years	15-22 years	0-5 years	6-14 years	15-22 years	0-5 years	6-14 years	15-22 years			
ABI																																							
AAC																																							
BMI																																							
CBIS																																							
DR																																							
DI																																							
DTT																																							
EXM																																							
EXT																																							
FBA																																							
FCT																																							
MD																																							
MMI																																							
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SST																																							
TA																																							
TAII																																							
TD																																							
VM																																							
VS																																							

Steinbrenner et al., 2020

<https://ncaep.fpg.unc.edu/research-resources>



THE UNIVERSITY of NORTH CAROLINA at CHAPEL HILL

Increasing Participation and Independence: Maintaining and Building Routines

- Aggression
 - Not engaging in activities
 - Hard time focusing
-
- Uncertainty
 - Lack of understanding about disrupted routines



How Can We Better Support Understanding:

SOCIAL NARRATIVES

Online Learning Expectations

Ri

Doc

Scho



v

While



My school is online because of COVID-19. Since I am learning at home, it is



important that I know what to do and expect. I wake up, eat breakfast, and



put on clothes I would wear if I were going to the school building. I sign into



my online class on time so that I do not miss anything. I mute my microphone

so that noises in my home do not distract people. I pay attention to the



teacher and participate in class by nodding my head and raising my hand to

rus.



healthy.

healthy.

ne

and



How Can We Better Support Understanding:

SOCIAL NARRATIVES – *for Educators*

School is different now.

I see my teacher on video.



Sometimes, I see my friends on video.

I do my work activities at home.



How Can We Better Support Understanding:

VISUAL SUPPORTS SCHEDULES - *Written*

Daily schedule using sticky notes



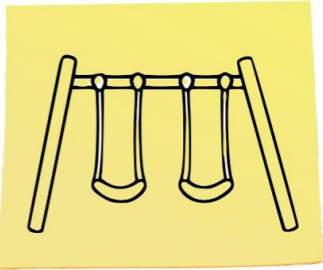
Task	To Be Done	Done
Read (45 minutes)		✓
Computer (30 minutes)		✓
Eat Lunch	✓	
Walk the dog	✓	
Complete homework	✓	



How Can We Better Support Understanding:

SCHEDULES – *Object & Picture*

<p>First</p> 	<p>Then</p> 
<p>First bathroom, then legos</p>	



How Can We Better Support Understanding:

SCHEDULES – *for Educators*










How Can We Better Support Understanding:

ACTIVITY SYSTEM



Morning Meeting Checklist Example

Task	Done
 Login	
 Wave 'Hello'	
 Sing 'Good Morning' song	
 Weather check	
 Answer daily question(s)	
 Wave 'Goodbye'	
 Check Schedule	



How Can We Better Support Understanding:

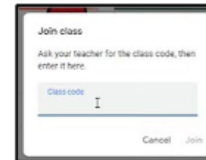
TASK ANALYSIS



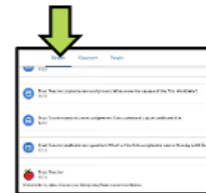
Joining Google Classroom



1. Use **Google Chrome** as your browser and you may want to download the Google classroom mobile app.
2. Login at classroom.google.com



3. Click **Join class** and then enter the class code if needed. Or click on your class name and click **Join**.



4. The **Stream** is your main source of information and will include announcements and assignment updates. There may be a question there for you to answer. Things you write in the Stream will show up for other students to read.



5. The left side has your due dates for assignments.



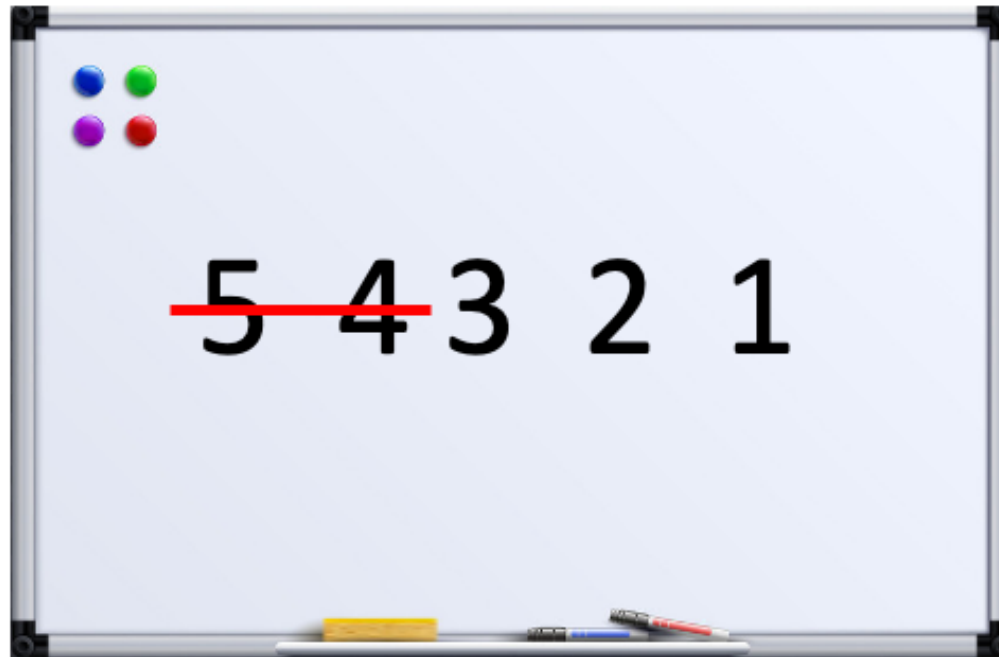
How Can We Better Support Understanding:

VISUAL SUPPORTS: VISUAL COUNTDOWNS

Visual countdown timer



Whiteboard countdown



Visual timer using
sticky notes



Reducing Anxiety: Maintaining and Building Routines

- Increase in repetitive and self-stimulation behavior
- Increase in repetitive questions

- Poor Coping Skills
- Anxiety



How Can We Better Support Emotional Regulation:

SELF MANAGEMENT

COPING ROUTINES: ACTIVITIES TO CALM YOUR MIND & ACTIVITIES TO CALM YOUR BODY



Calming Routine

1. Take 4 deep breaths



2. Clench fists 4 times



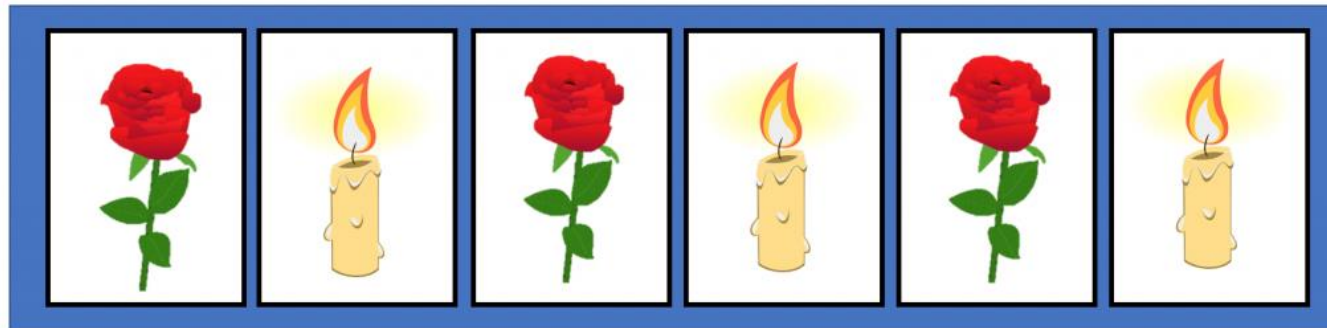
3. Count to 10

1 2 3 4 5 6 7 8 9 10

4. Good job!



*Deep breathing: Smell the flower,
blow out candle*



Squeeze a Ball

1
2
3
4
5



How Can We Better Support Emotional Regulation:

EXERCISE & MOVEMENT

Exercise Activities Choice Board

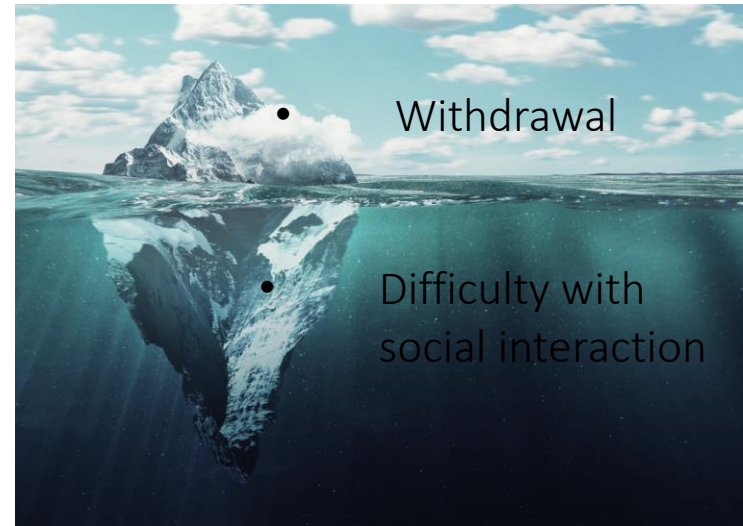
Inside	Outside
Lift weights	Play ball
Dance	Yard work
Climb stairs	Take a walk
Yoga	Go on a nature hike

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Encouraging (virtual) Social Interactions

- Focus on providing opportunities and support
 - Key curriculum area



Trivia session

Online chess

Movie maker club

Virtual Escape Room

Virtual lunch bunch

Go Noodle

Charades

Shared craft project or cupcake decorating

Small group projects

Headbanz

Pictionary

Marco Polo app

Using Zoom breakout rooms

Facetime

Scavenger Hunt

Online card games

Social skills groups






Socially engaged gaming



Encouraging (virtual) Social Interactions: Maintaining and Building New Routines



Calling with FaceTime

	1. Select the FaceTime app.
	2. Select who to call.
	3. Wait for them to answer.
	4. Talk with them. You can ask questions such as: <ul style="list-style-type: none">• What shows have you watched?• Have you played any fun games inside?• What books are you reading?
	5. Say, "Bye." Then end call.



Q&A



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