




Lunch and Learn with VCU-ACE
www.vcuautismcenter.org




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Lunch and Learn:
Home Activities to Learning Experiences




Noel Woolard, Ed.D. and Carol Schall, Ph.D.

How do I recreate a special education classroom for my child with a disability in my home while I am trying to work from home as well?


Maybe you have seen this...
 COVID-19 DAILY SCHEDULE

06:00-06:30	Wake up	Personal hygiene (hand wash, shower)
06:30-07:00	Morning walk	Exercise (walk, jog, yoga, etc.)
07:00-07:30	Academic time	Reading, writing, math, science, social studies
07:30-08:00	Creative time	Art, music, drama, dance, etc.
08:00-08:30	Breakfast	Meal preparation, eating, cleaning up
08:30-09:00	Quiet time	Reading, listening, etc.
09:00-09:30	Academic time	Reading, writing, math, science, social studies
09:30-10:00	Afternoon break	Meal preparation, eating, cleaning up
10:00-10:30	Free TV time	Watching TV
10:30-11:00	Bedtime	Reading, etc.
11:00-11:30	Bedtime	Reading, etc.



That might not work for children with ASD or other developmental disabilities

- Have much shorter attention spans
- Have difficulty initiating activities on their own
- Have extreme difficulty communicating
- Are behaviorally “fragile”




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But... Have you seen this from the Virginia Department of Education?

GRADE LEVEL	MAXIMUM LEARNING TIME PER DAY	MAXIMUM LEARNING TIME PER WEEK
Pre-K	30-45 min daily	2 ½-3 ½ hrs weekly
K-2	45-60 min daily	3 ¾-5 hrs weekly
3-5	60-90 min daily	5-7 ½ hrs weekly
6-12	30 min per teacher daily	2 ½ hrs per teacher weekly
Pre-K-12	self-selected reading time should be encouraged daily and outside of recommended learning time	

Virginia Department of Education. (2020). *Virginia Learns Anywhere: A Report and Recommendations from Virginia's Educators on the Continuity for Learning (C4L) Taskforce*. <http://www.doe.virginia.gov/instruction/c4l/virginia-learns-anywhere.pdf>



Instead...

- Teach reading, math, science, and social studies through the everyday activities you do at home.
- Teach leisure and language skills at home, too!
- Those everyday activities are *ESSENTIAL* skills your child will need to be successful in life!



The Importance of Routine!

- By building a relatively consistent routine, you create your own learning opportunities!
- By maintaining a relatively consistent routine, you may see:
 - Reduced anxiety
 - Increased self-control
 - Increased independence
 - Strengthening of life-long habits



Sample Natural Home Routine

Child

- Morning routine to include dressing and hygiene
- Breakfast
- Choice of learning activities

Learning Opportunity

- Science: health and weather
- Reading: reading recipe
- Math: measuring amounts, counting place settings, patterns
- Select learning activity from age friendly and appropriate website, independent reading or interact with parent



Kramer vs. Kramer

- Benton, R. (1979). *Kramer vs. Kramer. Making French toast*. Columbia Pictures, Culver City, CA.
<https://www.youtube.com/watch?v=d5bv02MopFU>



French Toast

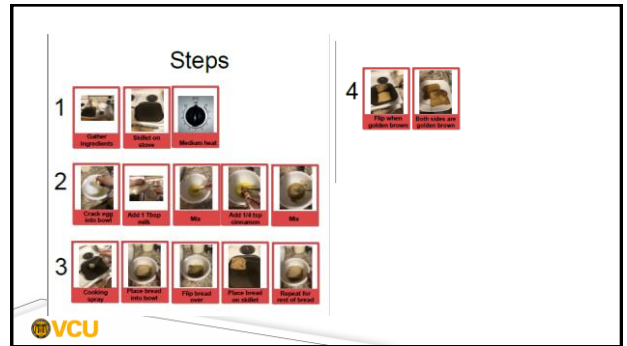
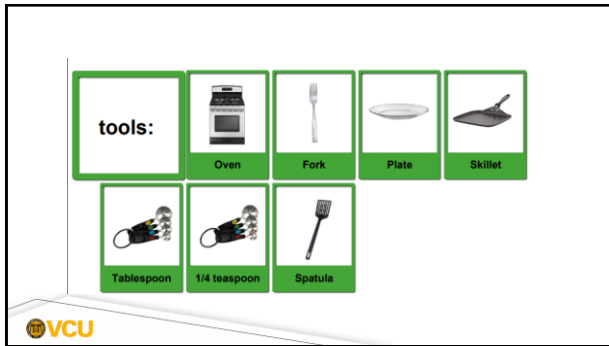
you will need:



From accessiblechef.com



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Making Breakfast

- Reading/Literacy: Reading recipes (even picture recipes count)
- Math: Measuring amounts, calculating time to eat, counting number of items chosen, following a pattern to set the table, counting sets of items

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Making Breakfast

- Science: Observe the changes in food as you prepare it (toast: soft to crunchy; eggs: liquid to solid; oranges to orange juice, etc.)
- Social Studies: table manners, why do we eat breakfast, how has breakfast changed over the years

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Rounding out the Literacy Aspect of the Experience

- Make a book of how you made French toast!
- Or read an easy to read book about breakfast
- <https://tarheelreader.org/2011/04/06/the-toaster-waffles/>
- Story Creator – Easy Story Book Creation App

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Setting the Table

Setting the table **visual support:**
<https://monarchcenterforautism.org/visualsupport/viewdocument/64>


Setting the table **video modeling:**
<https://www.youtube.com/watch?v=IAFxDo21Ebs>

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What skills did you see?


- Sequencing of tasks
- Use of first, next, and last language
- Prepositions
- Identification of silverware
- Task completion activity



Parents and Teachers as Collaborative Partners


- Opportunity for families and teachers to collaborate to plan for home instruction
- Includes structured questions
- Helps identify areas of focus at home

Plan is family driven
 Plan is not IEP driven




Sample Questions

1. Please describe a typical day at home with your child?
2. Please describe any changes you would like to make in your daily routine?
3. Please describe any challenges you face in implementing your daily routine? What are some parts of the routine that are going really well?
4. Please describe the activities you do with your child where you feel especially successful?
5. Please describe the activities you do with your child where you are especially challenged or struggling?
6. What activities would you like to teach your child that you believe will improve your life at home?
7. Please describe how you would go about teaching your child a new skill or routine?
8. Please describe your long term goals for your child?
9. What do you think is most important for me to know about you as it relates to helping you meet your child's learning needs at home?
10. Is there anything else you would like me to know about you and your child at home?




PARENT IDENTIFIED: What is the activity or routine for which the parent seeks help?	PARENT IDENTIFIED: When will this activity or routine occur in the day?	PARENT IDENTIFIED: How often should the family try to practice the activity or routine?	PARENT IDENTIFIED: Which family members will teach the activity or routine?	TEACHER DEVELOPED AND RECOMMENDED: What materials will the family need to implement the teaching?	TEACHER DEVELOPED AND RECOMMENDED: What are the steps the family should follow to teach the activity or routine?	TEACHER DEVELOPED AND RECOMMENDED: What are the special tips the family to should try make the activity or routine go smoothly?
Waiting for a preferred activity or item	Naturalistic times when waiting is required.	This activity may occur at any time during the families day when waiting is required.	Parent and older sibling.	Card or piece of paper that says, "wait, please." Timer on phone.	-Child requests access to a preferred activity or item. The family member says, "oh, you want ----? -You can have it, but first wait for five seconds."	- Approach teaching this skill in a fun/game like way. - Slowly increase the amount of time the student is asked to wait. - Write down the amount of seconds the child is able to successfully wait and share with the teacher.



Resources

- VCU ACE COVID-19 Resources
 - <http://vcuautismcenter.org/te/covid19.cfm>
 - <https://vcuautismcenter.org/te/parents.cfm>
- Free Picture Cards for Home Activities
 - <https://do2learn.com/>
 - <https://accessiblechef.com/>
- Free Easy to Read Books
 - <https://tarheelreader.org/>









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How did we do?
Poll question
What else do you want to Learn?
Chat Box



Upcoming Topics

Date	Topic	Presenter
May 21, 2020 Noon to 1:00pm	Practical Ideas for Maintaining and Creating Structure at Home	Noel Woolard and Lauren Vetere

To register go to: <https://vcuautismcenter.org/te/lunchandlearn.cfm>




For questions or more information

Please visit:

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Or

e-mail: autismcenter@vcu.edu



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