Housekeeping

- For educational and quality control, we will be recording this zoom session.
- By participating, you are consenting to being recorded.
- Before this session is shared, we will edit to remove identifying information to protect your privacy.
- The Q&A section will be removed and only be shared as an anonymous transcript.

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...

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

<table>
<thead>
<tr>
<th>GRADE LEVEL</th>
<th>MAXIMUM LEARNING TIME PER DAY</th>
<th>MAXIMUM LEARNING TIME PER WEEK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-K</td>
<td>30-45 min daily</td>
<td>3 1/2 hrs weekly</td>
</tr>
<tr>
<td>K-2</td>
<td>45-60 min daily</td>
<td>5 1/2 hrs weekly</td>
</tr>
<tr>
<td>3-5</td>
<td>60-90 min daily</td>
<td>5 1/2 hrs weekly</td>
</tr>
<tr>
<td>6-12</td>
<td>90-120 min per teacher daily</td>
<td>2 1/2 hrs per teacher weekly</td>
</tr>
<tr>
<td>Pre-K/12</td>
<td>self-selected reading time should be encouraged daily and outside of recommended learning time</td>
<td></td>
</tr>
</tbody>
</table>


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

Sample Natural Home Routine

<table>
<thead>
<tr>
<th>Child</th>
<th>Learning Opportunity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Morning routine to include dressing and hygiene</td>
<td>Science: health and weather</td>
</tr>
<tr>
<td>Breakfast</td>
<td>Reading: reading recipe</td>
</tr>
<tr>
<td>Choice of learning activities</td>
<td>Math: measuring amounts, counting place settings, patterns</td>
</tr>
</tbody>
</table>
| Select learning activity from age friendly and appropriate website, independent reading or interact with parent

French Toast


Kramer vs. Kramer

If you use material from this presentation, please use the following Citation, Woolard, N. & Schall C. (May 14, 2020) Lunch and Learn: Home Activities to Learning Activities. Online: www.vcuautismcenter.org/te/lunchandlearnarchives.cfm Copyright Autism Center for Excellence, 2020
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

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

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

Setting the Table

Setting the table **visual support:**
https://monarchcenterforautism.org/visualsupports/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 your long term goals for your child?
8. Please describe how you would go about teaching your child a new skill or routine?
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?

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

Upcoming Topics

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Presenter</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 21, 2020</td>
<td>Practical Ideas for Maintaining and Creating Structure at Home</td>
<td>Noel Woolard and Lauren Vetere</td>
</tr>
</tbody>
</table>

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

For questions or more information
Please visit:

www.vcuautismcenter.org
Or
e-mail: autismcenter@vcu.edu

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