**LEARNING AT HOME RESOURCES TO SUPPORT STUDENTS WITH AUTISM SPECTRUM DISORDER**

*If they can’t learn the way we teach, we teach the way they learn.*

- Dr. Lovaas

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| **Understanding Covid-19 and Learning from Home** | Students with ASD may have difficulty understanding the current situation. For example, they may not understand why they can’t go to school, visit with family, go to their favourite place, or what Learning from Home means. | • Explain the current situation to the student using clear, concrete language.  
• Write a social narrative to explain ideas or concepts that might be hard to understand.  
• Create visual supports or “rules” about how we greet people, what social distancing means, how we connect with others, or when to wash our hands and how often. | [Corona Virus Social Narrative](#)  
[Corona Virus and Staying Safe Movie](#)  
[Social Distancing and Hand Washing Social Narrative](#)  
[Social Narrative-Greeting People](#)  
[Hand Washing Visual](#) |
| **Calming and Coping Strategies** | Now more than ever students with ASD may require more support to learn and/or practice strategies that can help them cope with their new learning and living situation. | • Create fun and interactive ways to teach or practice identifying and expressing emotions, or coping and calming skills.  
• Have fun exploring different strategies and model the expectations of each one to provide the student with the correct expectation/response.  
• Create a list of effective, individualized strategies for the student (e.g. listening to music, deep breathing, yoga, physical activity, apps for self-calming or meditation or doing a favourite activity).  
• Create a visual routine/schedule/choice board/social narrative to support the student with the use of these strategies during specific times of the day (*teaching should occur when the student is in a calm state*).  
• Offer choices and provide the student with opportunities to choose what strategy they would like to use. | [And Next Come L - Emotions and Self-Regulation](#)  
[Model Me Yoga](#)  
[Model Me Movements](#)  
[Sensory Need Breaks](#)  
[Ideas for indoor and outdoor activities](#)  
[Visual Calming Routines](#)  
[Exercise Choice Board](#)  
[List of Mindfulness Apps](#)  
[Sample-Self Monitoring Tool for Calming](#) |
# Learning at Home Resources to Support Students with Autism Spectrum Disorder

*Why fit in when you were born to stand out?*  
— Dr. Seuss

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| Building Routines and Organization | Students with ASD often cope best when routines are minimally disrupted. Maintaining a predictable routine may help to increase comfort for students with ASD during this time of unexpected changes. Visual supports can help students with following routines, transitions, and organization. | • Maintain consistent sleep/wake routines.  
• Create visual cues to support the understanding of the passage of time (ex. Calendars).  
• Build a visual schedule for the day so students know what to expect each day. Consider adding daily chores or daily living skills into the daily routine.  
• Create a choice board to provide students the opportunity to choose activities and the order in which they occur.  
• Build regular breaks into your daily schedule.  
• Be aware of the student’s ability to maintain attention on specific activities. Transition to new activities based on that, in order to reduce boredom or frustration.  
• Allow opportunities for breaks when the student is becoming frustrated.  
• Consider creating a new workspace for Learn from Home activities to occur that has minimal distractions.  
• Create visual supports such as First/Then or First-Then-Next to help students understand what to do when working on Learn from Home resources.  
• Use a visual timer or a count-down system made from coloured paper or sticky notes to help students transition between activities.  
• Use graphic organizers to help students identify key concepts and ideas for work tasks.  
• Use a task analysis to break tasks down step by step to help students complete their tasks independently (ex. school work or chores). | Calendar Template  
Tips to Establish Good Sleep Hygiene  
Visual Schedule Template-Blank  
Teaching a student how to take a break  
Brain Breaks  
Graphic Organizers  
Countdown Example Template  
Timer Apps  
Tips for Creating a Task Analysis  
Task Analysis Template-Blank |
# Learning at Home Resources to Support Students with Autism Spectrum Disorder

*Alone we can do so little, together we can do so much.* — Helen Keller

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| **Maintaining Social Connections From a Distance** | Students with ASD may need more guidance to keep in contact with family, teachers, friends and others. Maintaining students’ positive social connections can be supported through the scheduling of social interactions and/or building in opportunities for students to participate in social activities at a distance. | • Schedule weekly video chats with family or friends.  
• Help the student learn a new way to communicate at a distance, such as teaching the steps for how to make a phone call.  
• Engage in community organized activities, such as city-wide *Easter Egg Hunts or Bear Hunts*, taking place in cities around the world.  
• Go for a drive by the homes of family and friends to wave or have a short conversation from a safe distance.  
• Write a letter or design a postcard for family or friends using stickers and send it in the mail.  
• Create a social narrative on how to interact with a friend using a social platform (e.g. Messenger, FaceTime, etc.). | **Fostering Connections Strategy Package** |
| **Support Motivation with Reinforcement** | Providing students with incentives may encourage them to complete non-preferred tasks more willingly. Students with ASD sometimes have very special interests. These interests can be used in their learning to keep them interested in the task and motivated to work. | • Follow work tasks with something that the student likes to do to motivate the student to complete the work.  
• Use a First/Then card to visually represent this to the student.  
• Provide the student with a token board where the student can earn tokens for time to do their preferred activities.  
• Provide specific positive praise for all behaviour you wish to see. For example, “You did a great job cleaning up your supplies!”  
• Use the student’s special interests in the form of words and pictures related to their interest (e.g. Unicorns, Super Mario, etc.). These areas of interest can be added to their school work exercises. | **How to use a First/Then board**  
**How to use a token system at home**  
**Token Board Templates**  
**First/Then Template** |
LEARNING AT HOME RESOURCES TO SUPPORT STUDENTS WITH AUTISM SPECTRUM DISORDER

*Education is not the learning of facts, but the training of minds to think.*

—Albert Einstein

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<th>COMMUNITY AGENCY</th>
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<tr>
<td>Child &amp; Community Resources</td>
<td>Applied Behaviour Analysis Supports,</td>
<td>Phone: 705–942-7267 Toll Free: 1 (877) 996.1599</td>
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<tr>
<td></td>
<td>Parent Education</td>
<td>Website: <a href="https://ccrconnect.ca/">https://ccrconnect.ca/</a></td>
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<tr>
<td></td>
<td></td>
<td>Website: <a href="https://www.autismontario.com/">https://www.autismontario.com/</a></td>
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<tr>
<td>Community Living Algoma</td>
<td>Mental Health</td>
<td>Phone# SSM: 705-253-1700  Elliot Lake: 705-848-2475, Wawa: 705-856-2423</td>
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<td></td>
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<td>Hornepayne: 807-868-3052  Toll Free: 1-800-448-8097 or 1-800-385-7235</td>
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<td>Website: <a href="communitylivingalgoma.org">communitylivingalgoma.org</a></td>
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<td>THRIVE</td>
<td>Therapy, Social Work</td>
<td>Phone# SSM: 705-759-1131  Toll Free: 1-855-759-1131</td>
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<td></td>
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<td>Website: <a href="kidstrive.ca">kidstrive.ca</a></td>
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