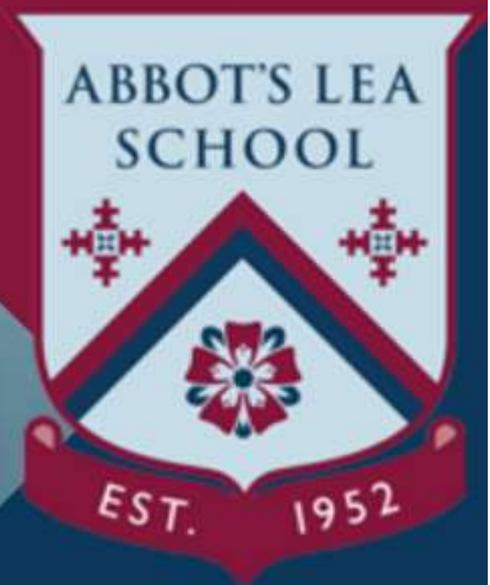


SEND Remote Education Toolkit

January 2021



Abbot's Lea School
Liverpool, UK

Content:

A – Global Perspectives – Literature and Media

- Remote Education
- COVID-19 and Autism
- Further reading

B - Report from practice – Online Survey

- Demographics
- Infrastructure and devices
- Delivery types and methods
- Evaluation of engagement value

C - Practical suggestions

Activities

- Live teaching
- Videos
- Visual activities
- Group activities
- Printed materials
- Reading and writing
- Music, drama and creativity
- Quizzes and games
- Life skills
- Sensory and physical movement

Example of a session structure

Report from Practice 02

- 100 teachers
- 13 countries
- 4 continents

**LIVE TEACHING
VIDEOS
SENSORY ACTIVITIES
PRINTED MATERIALS
QUIZES AND GAMES
ONLINE COLLABORATION
GROUP ACTIVITIES
LIFE SKILLS
WORKSEETS
CHECK-IN
MUSIC AND DRAMA**

This section reveals teachers' tips and tricks for successful and engaging remote education.

Representing different communities, challenges and educational systems, teachers from around the world have shared their experience of remote teaching. Common mistakes and less-known solutions are analysed and presented with direct quotations from those on the front line.

Aim of the online survey is to explore diverse remote teaching and learning activities which are currently offered in special education globally. Teachers' experience and evaluation of those activities is the basis for this report.



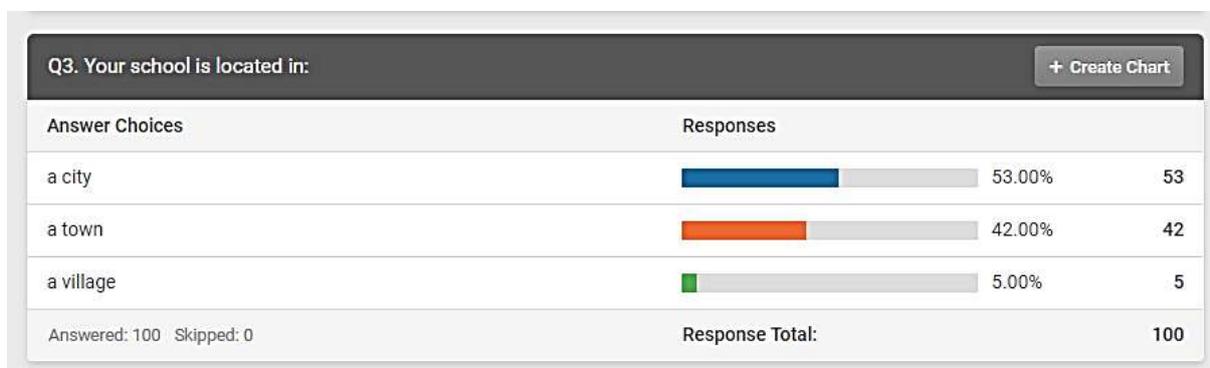
Starting with an overview of available devices and infrastructure, the average time of remote teaching is presented for each age group. More importantly, teachers were asked to discuss the engagement value of the remote learning activities they offer.

Report from practice – Demographic

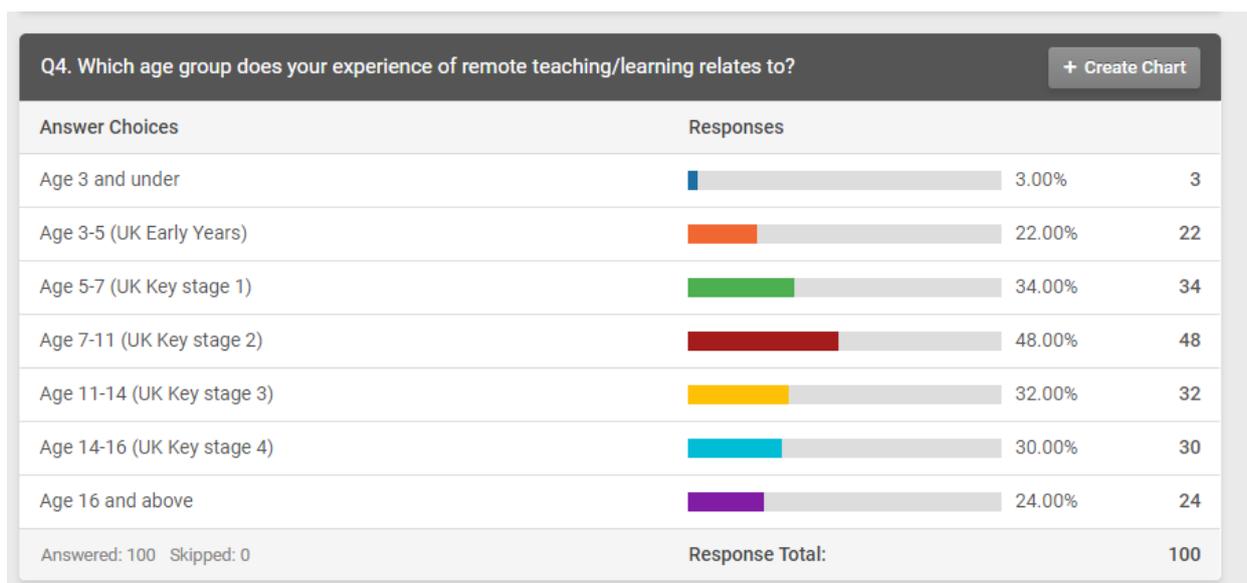
Participant numbers and countries they work in:

| | | |
|----------------------------------|--------------------------|-----------|
| Total | 100 | |
| UK | 43 | |
| Total number of countries | 13 (4 continents) | |
| United States | Ireland | Croatia |
| United Kingdom | India | Brazil |
| United Arab Emirates | Germany | Botswana |
| Nigeria | France | Australia |
| New Zealand | | |

Rural areas are less represented:



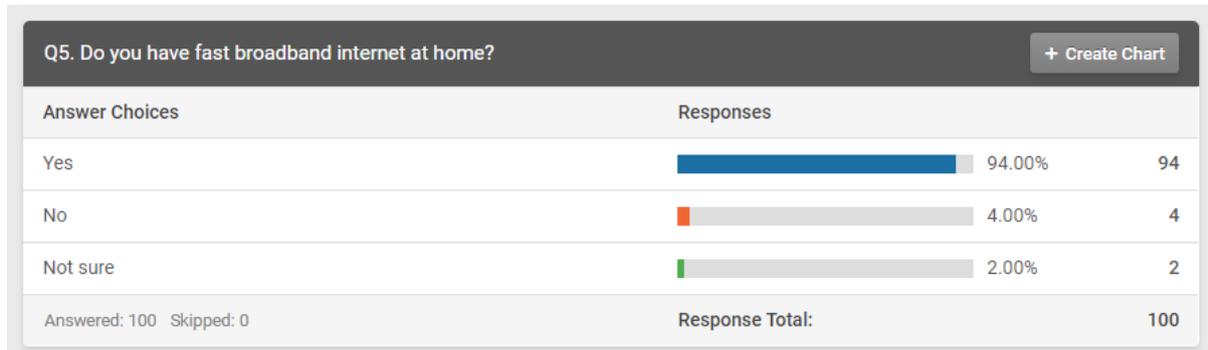
Typical representation from all key stages (correlates with expected numbers of autistic students in education)



Report from practice – Infrastructure and devices

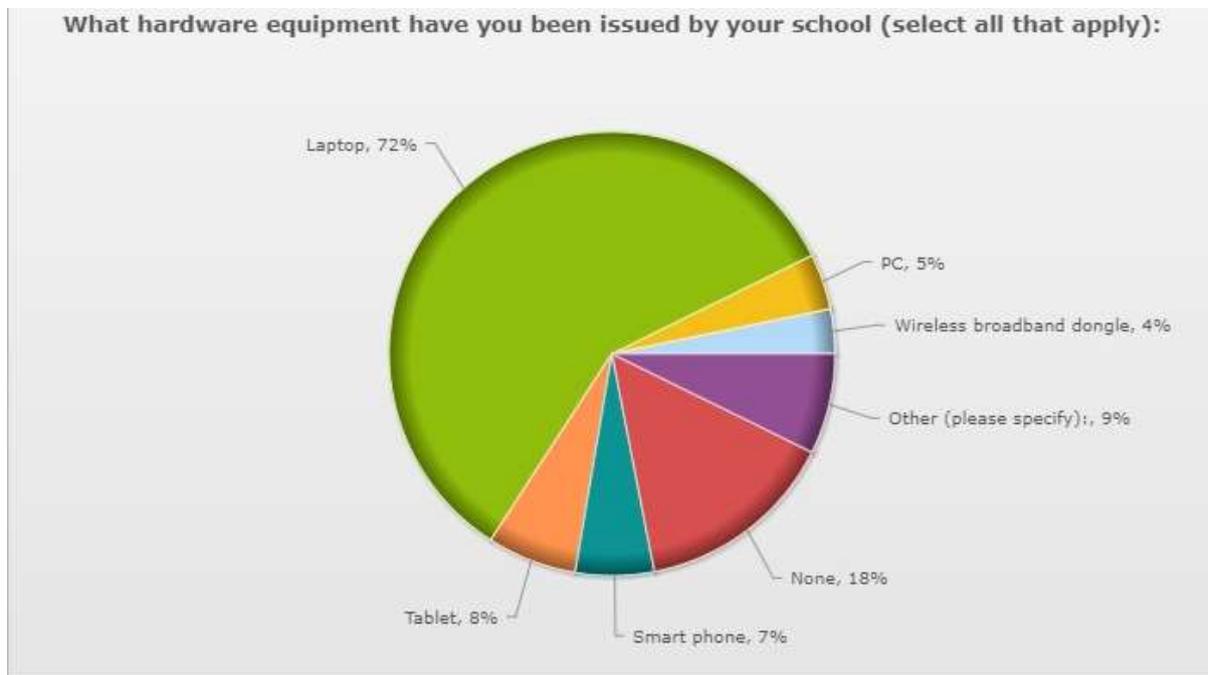
Strong majority of participants have broadband internet at home:

- We can form suggestions based on the assumption that teaching staff has internet access
- Those answering “no” and “not sure” are participants from the UK and US



Majority of participants have been given a laptop or other device from their school:

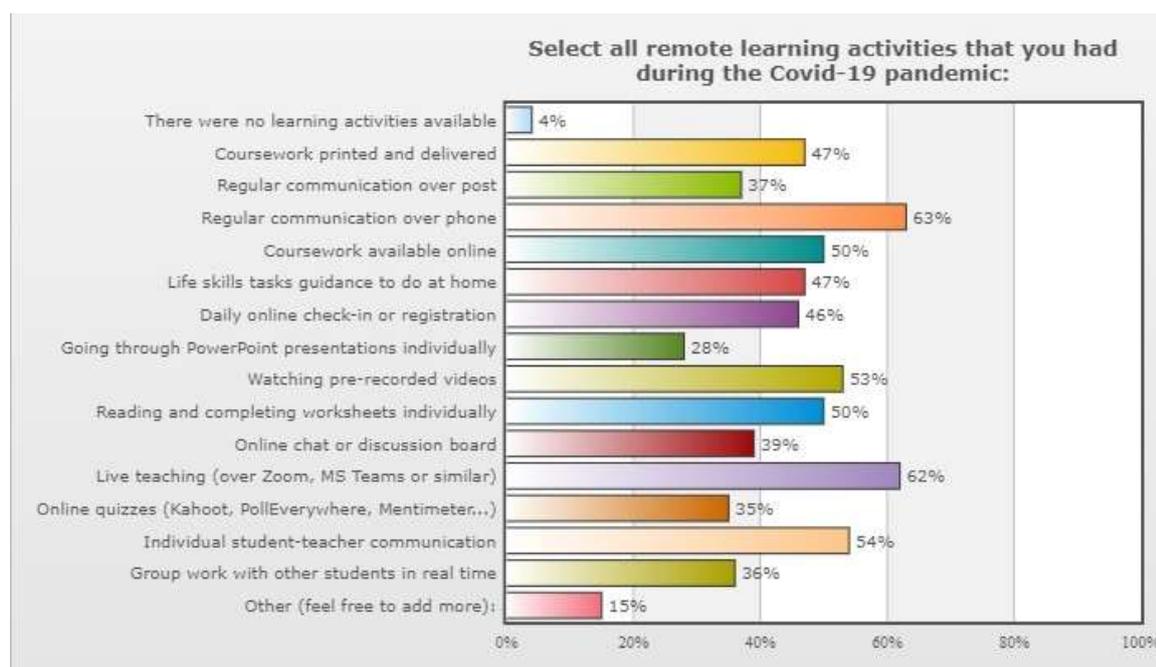
- 82% have been issued a laptop or a PC (macbook, chromebook...)
- 18% have not been issued any device



Report from practice – Delivery Types and Methods

| Teaching time – in minutes | | |
|----------------------------|--------|----------------|
| EY KS1 | 134.96 | σ 89.58 |
| KS2 | 138.11 | σ 88.18 |
| KS3 | 159.75 | σ 92.92 |
| KS4 | 137.45 | σ 93.07 |
| 16+ | 120.00 | σ 89.83 |

Schools offer diverse types of activities:



- Almost half of the participants (47%) has used printed and delivered materials
- Half of the participants (50%) creates coursework which is available online
- Majority of participants regularly communicate with families (63% over phone, 37% over post)
- Live teaching is among most frequently delivered activities (62% of participants offers live teaching over Zoom, Teams or similar)
- Teaching staff (54%) focuses on individual communication with students
- Daily online check-in is offered by 46% teachers

Group interaction:

36% Group work with other students in real time

39% Online chat or discussion board

35% Online quizzes and polls (Kahoot, Poll Everywhere, Mentimeter)

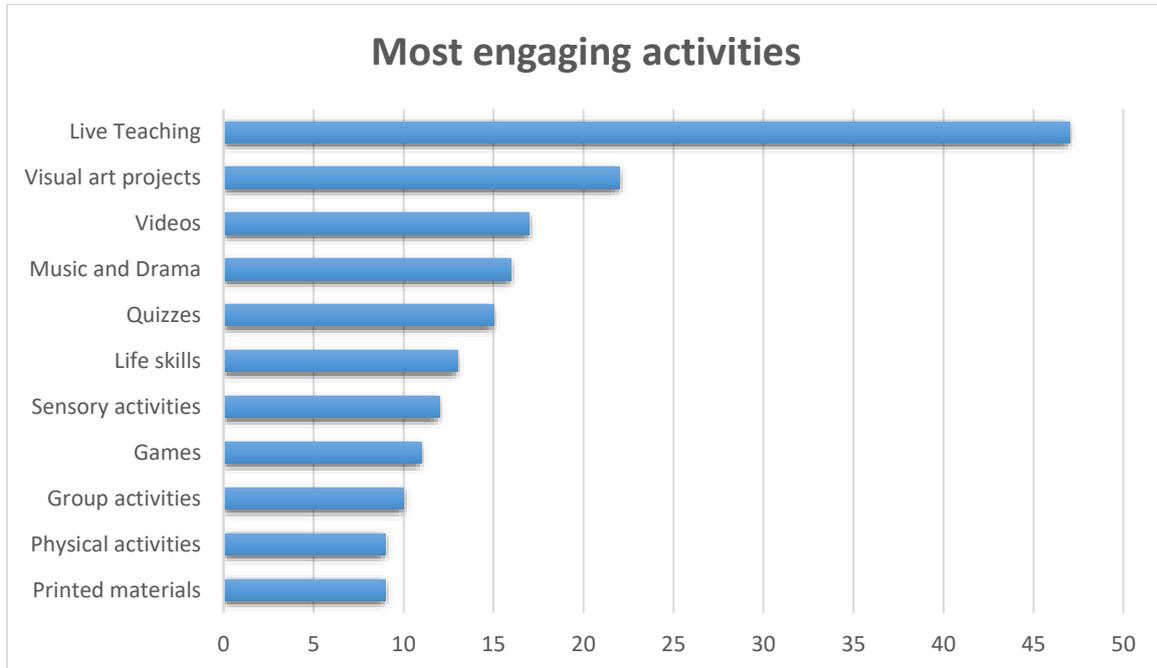
Individual work:

28% of teachers assign students a PowerPoint to go through individually

50% of teachers assign students independent reading and worksheets

Report from practice – Engagement Value

I asked all participating teachers to list 3 activities in their remote education provision which were most engaging for autistic pupils. Their answers were diverse, but by grouping them thematically, I got these numbers:



Live teaching (47% of participants recognise as engaging)

Live teaching over Zoom, MS Teams or other video call platform is identified by participating teachers as a method of boosting students' motivation and engagement. However, it is frequently mentioned that live teaching works only in small groups or individually.

Teachers often mention daily check-in activities, communication, demonstration and pastoral support:

"Students often just want to talk with me"

"It is very important to have a chance for reassurance and clarification of tasks"

Live reading activities have been identified by 12 teachers as an engaging activity for younger students. Finally, teachers mention using live teaching to introduce new digital skills and assistive technology that can help students in academic work.

Videos (17% of participants recognise as engaging)

Teachers use videos in many different ways. Some mention using YouTube, TED-Ed, Oak Academy, Khan Academy... but there are many new platforms available (check our [suggested resources](#) in the appendix)

Ideally, use videos from the same set, created by the same person, with same background and same structure.

Videos can be used as a watch-on-demand instruction (*"some students are late for live lessons and then get confused, videos are helping with that frustration"*)

“With our KS4 students it is an assessment method – they are creating their own videos and reports on learning to their peers or teachers”

Music and Drama (16% of participants recognise as engaging)

Teachers use rhymes or signing activities, ideally paired with movement or signs for multisensory experience. For older pupils, it is recommended to try voice recording or podcast activities.

6 participants recommend using **Show and Tell activities**

“Show&Tell can be organised in real-time or recorded, independently or with support from parents, it all depends on the age of students”

If collated as a video board (see Flipgrid), Show and Tell can be used as a structured and predictable social activity - students post their own video and watch/comment on other videos

“We use a lot of puppets and role play for drama activities”

Visual activities and support (15% of participants recognise as engaging)

Along with regular use of visual schedules and choice boards, teachers are using pictures for learning and assessment

“They like to create mind maps for summary of the lesson”

Teachers frequently mention art projects as engaging for their students (both traditional and digital techniques).

“Every week in our virtual classroom, we get pupils to do a photo safari or scavenger hunt around their homes”

For more digitally skilful students, the exploration of interactive books (layered with additional visual elements, created digitally or using AR) is recommended (see Thinglink)

Quizzes (15% of participants recognise as engaging)

The main benefit of using quizzes is the fun factor it adds to lessons. It also breaks a lesson into sets with a possibility to check students' understanding (and use data for assessment evidence)

Quiz can be organised using interactive PowerPoint slides (to minimise transitions to other software or links) or using external platforms like Kahoot, Poll Everywhere or similar

“Kahoot be very engaging, we use it as a combination of short math tasks and silly questions or fun facts”

Life skills activities and guidance (13% of participants recognise as engaging)

Practical and hands-on activities, which are accessible at home.

“Cooking and gardening kits can be sent home”

The most frequently mentioned as engaging are cooking, cleaning, self-care and gardening activities

Life skills activities should be agreed with parents to ensure relevancy and parental support

Sensory Activities (12% of participants recognise as engaging)

Sensory toolboxes can be sent home or created through organised workshops by students and parents

“A lot of messy play and Lego”

“Our students choose activities from the sensory set that we suggest and parents support”

Games (11% of participants recognise as engaging)

Most popular are puzzle and matching games, as well as educational maths and phonics games

“My group loves games, any topic as long as it is colorful, interactive... I find maths and spelling games online”

Some online platforms offer feedback for teachers in form of a spreadsheet with student answers (see EdPuzzle)

Group activities (10% of participants recognise as engaging)

Mostly suitable for older students (KS3 and up), ideally within small groups of familiar peers. Teachers recommend doing discussion tasks (using strategies like think-pair-share to give time for processing and preparation)

“We usually set up a group goal, but each student gets to do a part of it as an individual task. That way they can update each other on their progress, but do not interfere or compete with others”

“Best are our whole school activities. The weekly sport challenge and Wow Wednesday”

Printed and delivered materials (9% of participants recognise as engaging)

Teachers describe individualised packs of learning materials created by teaching staff and sent home sometimes used as an addition to live teaching or as a way of reaching students with no access to devices or internet. Teachers print and send worksheets for English and Maths to pupils who do not have access to a printer at home. Packs of materials for life skills and maths manipulatives are also among frequently mentioned. Teachers describe materials as engaging when used for project-based or thematic units.

“It helps some students visualise the process and their progress. Printed materials and tools we send home are also a visual reminder of school”

5 teachers mention felt board activities (used alongside videos or live teaching) and math manipulatives as an engaging way for students to follow a live lesson

Physical (movement and PE) activities (9% of participants recognise as engaging)

Physical activities are used to balance out long screen time or sedentary work, but also to support students' wellbeing

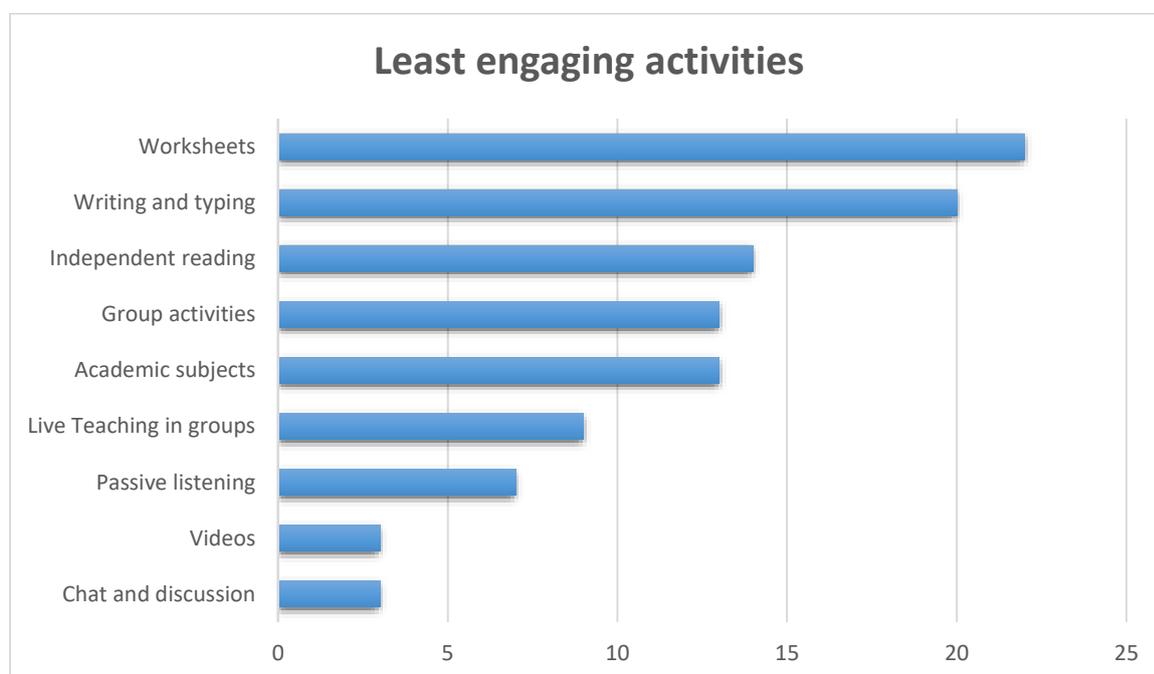
“All activities that require movement around the house, like a scavenger hunt. It can be online or offline”

Teachers recommend activities like morning stretch, songs with movement, social rhythm games, creating blanket forts or obstacle courses

Crafts (7% of participants recognise as engaging)

Crafts are often mentioned in context of building structures from paper or some type of prototypes. Teachers recommend building projects from scratch through integrating organisation, communication, fine motor skills, creativity and presentation

Equally important question I asked the teachers was to list 3 remote education activities which were most difficult for autistic students to engage with. This time, I got less answers in general and the activities listed were less diverse. Grouping and interpretation of responses was therefore easier and resulted in the chart below:



Worksheets (22% of participants recognise as less engaging or challenging)

“Students have no motivation or teacher guidance to follow”

“These activities are not dynamic enough, students forget to take breaks”

“More preparation time is needed to make worksheets better – generic packs do not engage students”

“Math worksheets require guidance for both academic and attention support, but parents are not always available to help”

“Not suitable for students with additional attention difficulties (ADHD, ADD...)”

“Most of our students are not able to complete the worksheets independently”

Writing and typing activities (20% of participants recognise as less engaging or challenging)

“Long writing tasks are monotone and disengaging for most of my students”

“This type of work is not normally associated with home environment”

“Task submission process was too complicated with multiple links and logins”

Independent reading (14% of participants recognise as less engaging or challenging)

“Long texts are difficult for them to follow and become monotone easily”

“It is not effective without a teacher or parent to check for understanding “

“Students’ time management is poor”

“Home environment is very distracting and students easily disengage from challenging tasks to attend to something fun (toys are everywhere)”

Academic subjects – English, Maths 13%

“Exam preparation is almost impossible during highly stressful times like the pandemic”

“It is difficult to facilitate that small group working with adult support that would normally take place in the classroom”

Parents are often not available or not knowledgeable to support their children.

School/Home learning crossover is a challenge for working on academic topics at home – many students struggle with that change and only engage with fun or creative tasks which are similar to what they would normally do at home.

Assessment is difficult due to family situations and timing at students’ homes

Group activities and collaboration 13%

“Collaborative research activities are challenging for autistic students in mixed classrooms. Chat between peers is switching from academic to fun frequently, which is difficult to follow.”

7 participants mentioned Google collaborative documents as problematic for autistic students due to shared control and chaotic changes on screen

“Navigating Google Classroom is difficult for younger students” (KS2 – KS3)

“Logging in all together into different websites to do activities was a massive challenge”

“Group activities require students to be dependent on others and their pace, which is by the very nature of autism difficult to do”

“Group quizzes with time limit (Kahoot) make some students anxious because of their lack of ICT skills”

Live Teaching in groups 9%

Anything including larger groups is distracting (noise levels can be high with students entering and leaving live session, siblings, pets, parents interrupting...)

“Students struggle with the idea of showing their face on camera, they also get preoccupied with it or with cameras their peers are sharing. They are favouring visual over textual or verbal info.”

Passive listening 7%

Story time with no prompts or movements will hardly engage students for more than a few minutes – break it down into sections, add visual support or physical actions

“Not as active or engaging because there are no visuals or interactive elements”

“Any teaching or demonstration needs to be followed with a practical task for students”

Chat and discussion boards 3%

“Fast paced social activity is difficult to follow, control and engage with”

Students prefer 1:1 discussion or chat

Chat boards are limiting non-visual cues for emotions or context

Videos 3%

Main difficulties are device access and internet speed, which cause glitches and frustrates students

“Most videos available online do not offer question breaks, which I would use for my students. Also, it is important that they can ask a question if something is not clear”

Recognised challenges

Inadequate environment

Home environment is students' primary space for relaxation and play, so this transition to learning at home did not work well for some. Students are easily distractible because they are surrounded with their toys and entertainment

"Hand-on activities we do in school are difficult to replicate remotely"

"We are unable to send home specialised equipment we use to support students in school, which also limits our remote teaching options"

Due to lockdown, our students do not have access to community spaces and situational learning.

"Some families do not have spacious rooms for each child to use which creates distractions and barriers for active tasks like PE"

Inadequate support

"Lot of parents need to WFH during our sessions and are unable to offer support to their children during home learning"

"Parents are not engaged in home learning with their kids and we cannot organise life skills activities without them"

Younger students are not yet skilful with ICT and parental support is crucial, however, all parents are confident with technology to support their children

"For all printed materials we send, parents need to support for understanding, attention, motivation..."

Inadequate design and access

Many students do not have access to laptops or share one with siblings

"Internet connections break regularly, which causes major disruptions and frustration for some students"

Some students need additional support with ICT skills to access remote learning and fully benefit from it. Teaching them those skills remotely is a paradox.

"All activities need to be designed for both online and offline work, but my team does not have sufficient time or staff to accomplish that"

03 Practical Suggestions



From setting up remote education provision to ensuring consistent high quality support for every student - this section offers a variety of practical solutions for teachers to use.

Based on the review of scientific literature and analysis of the global practice, these solutions are connecting theoretical knowledge and practical experience. Combine the suggestions into a unique offer for your students.

PLAN FOR QUALITY, IMPROVE COMPETENCE, SUPPORT COMMUNITIES, SHARE EXPERIENCE

With respect to each student's individual needs and interests, this toolkit and its suggestions should be used as a collection of ideas for teachers to choose from and adapt for their class. The following list of practical suggestions will be continuously revised and updated with new ideas. It is advised to frequently check the Abbot's Lea School website for the newest version of this document.



Practical suggestions – Set up Remote Education

Stage 1: Preparation ensures quality

Explore family situations, available devices and infrastructure

- How many school-age children will be accessing remote education at the same time? How many of them require specific support? Do both parents work from home and how do they balance work and childcare?
- Does the family own a computer, a laptop or a tablet for each child that will be accessing remote education? How old/functional are these devices? Are those devices equipped with cameras, speakers, keyboard and microphones?
- Is the internet connection available at home and how reliable/fast is it?
- How confident are parents and children in using mentioned devices for video calls, document editing, internet browsing, receiving and sending emails...?
- Are there any alternative devices or systems the family would prefer to use? Does a child require an alternative method of access (screen reader, braille keyboard, different font or visual adjustment, voice command)?

Collate all data for your school population and select the appropriate delivery system
Average result only informs your main provision type, but you need to ensure all families receive support needed to access quality education

Majority – informs your main provision type. In some cases, it is inappropriate to start a live-teaching provision which requires high-tech resources from families. Take into account the whole eco-system. In some communities, families face the risk of theft for loaned devices and might require long periods of training or accommodation to new technology, which adds up to overall cognitive load.

Minority – informs your support provision. This can be school laptop loan, internet dongle, printed learning materials, sensory tools, remote access to specialist therapeutic support or anything that can help a student access, engage in and maximise the benefit of learning

Stage 2: Support implementation

- Support teachers in creating appropriate and meaningful quality education
- Support families in creating optimal routines and environments for learning
- Support students in academic, pastoral and social activities

Stage 3 Reflect, improve, share

- Set up regular opportunities for communication in all levels
- Ask for students' opinions, in multiple modalities and situations
- Constantly review offered support and develop new solutions based on upcoming feedback and challenges

Network with other teachers, share experiences, solutions and resources. Create communities of practice

Practical suggestions – Tools and Activities

Please note that while we strived to include reputable sources that value and rely on research, though it is possible that some information contained on sites with links in this document that are not aligned with this view. We are not endorsing all web-based resources, nor do we have any financial or other conflicting interests associated with the linked sites; the information in this document is for informational purposes as you work to navigate through this time. Additionally, we recognize that webpages may be updated, which could result in changes to or even elimination of some of the links in this document. On the other hand, the dynamic nature of web resources also means that newer information may become available on the links provided!

Live teaching

Live teaching is all about verbal and non-verbal communication. Use live teaching to notice as many details about students' moods, situations or needs in order to use that information for tailoring best differentiated learning. Be prepared and flexible to adjust daily teaching if your students need some type of pastoral support – the advantage of live teaching is communication. However, if it becomes too long or disrupts the set structure significantly, consider organising a specific time and opportunity for students to talk among themselves and with the teacher in a less formal and time-pressured manner (remote events, like social and interest clubs).

With the communication being a benefit of live teaching, smaller groups or individual calls show best results. Depending on the number of teaching staff available, you can organise a staggered live lesson times for different groups of students (while others work on an independent task or follow a video – see an [example structure for a class of 8](#)). If more staff is available, there can be an ongoing open live-call link for students to access for clarification of the task or extra questions.

Whenever possible, announce or visually present the session structure before starting with the activities and explain how it links to other activities (live teaching activities to start and finish the day or some other system you are using). Some students will enjoy the routines and could take part in leading some of them, for example, days of the week or emotions check-in. This can give them a sense of responsibility and an opportunity to recognise and support their peers in their individual daily situations and emotions.

Organising live teaching for larger groups involves higher levels of noise, less predictability and control, which might increase anxiety for autistic students. Simultaneous camera-view and presentation can in many cases be distractible due to family situations, pets, siblings and other interruptions. Additionally, the social pressure of speaking in front of larger groups might discourage some students from sharing their opinions or answers. It is important to carefully facilitate chat options and allow for sufficient processing time for all students.

Be flexible during live sessions and allow students to type their answer to questions instead of talking out aloud. If the live teaching session is focusing on academic discussions, make sure you allow some time before or after the lesson for students to talk with each other.

Keep in mind that live teaching requires some digital skills to access and participate in discussions. Some families might be anxious about their abilities to support their children in those tasks. One of the ways of helping students and families is to create a screen recording

video with instruction, common mistakes and reassurance. Once live-teaching is mastered, you can use it as a method of introducing new tools and software, as well as developing digital skills in a safe environment.

Live lessons are most beneficial when paired with a practical task. If students were engaged in a life-skills activity, create a space for them to share and discuss their work. Similarly, if students are doing maths lesson, make sure they have a piece of paper, something to write with or even manipulatives to learn kinaesthetically.

It has been mentioned that some students get distracted easily by looking at peers' live camera views, their background, siblings, pets and similar. In some cases, it can be beneficial to engage in live teaching without video link, but those sessions need to be even more interactive to check understanding through other channels (non-verbal cues are very important for teachers to assess understanding throughout the lesson). For those students who are anxious about seeing their own face on the call, consider integrating filters, which can ease the social anxiety. However, filters can very quickly become a focus point and turn into a game, so make sure you assess your audience carefully, engage in small group live teaching and create meaningful lessons.

| | Zoom | Teams |
|--------------------------------|---|---|
| | Zoom is a leader in the video communications industry, tackling unified communications with their cloud platform for video, audio conferencing, collaboration, chat, and webinars across all endpoints. | Microsoft Teams is Microsoft's all-encompassing work stream collaboration plus unified communications platform – combining meetings, chats, calls, and file sharing with the Office 365 application stack to bring everyone together in a shared workspace. |
| Virtually Raise Hand | Yes | No |
| Breakout Sessions | No | No |
| Collaborative Tools | Yes | Yes |
| Chat with Classmates/Attendees | Yes | Yes (limited to 100 participants) |
| Number of Participants | 500 | 250 |
| Video Sharing | Hosts & Panellists | Yes |
| File Transfer | No | Yes |
| Recording | Local or Cloud | Cloud |
| Automatic closed captioning | No | Yes |
| Q&A Tool | Yes | Chat (limited to 100 participants) |
| Breakout Rooms | Yes | No |

| | |
|---|---|
|  | <p>Pear Deck https://www.peardeck.com/</p> <p>Pear Deck is an interactive presentation tool used to actively engage students in individual and social learning. Teachers create presentations using their Google Drive account. Students log into the presentation with unique access codes and interact with questions while teachers monitor student and whole-class progress. Pear Deck is a freemium service; teachers and schools can access a wide array of tools and resources for free or opt to subscribe to a premium account.</p> |
|  | <p>Skype Microsoft's video calling platform that can be used via mobile app through web browsers. It has stream recording, live subtitles, and also can be used for phone calls as well. Full guidance document on setting up Skype for Education https://www.virginiahistory.org/sites/default/files/uploads/Collections_EducatorResources_Skype_getting-started.pdf</p> |
|  | <p>YouTube Live https://www.youtube.com/</p> <p>YouTube streaming can be used to easily broadcast your teaching in real time. Students can also participate using the chat function. Being a widely known platform, it might be a good alternative for families with are not as digitally capable.</p> |

Videos

Videos are recognised and used for education all around the world. While there are many platforms and channels with educational video content, but you might consider creating individualised videos for your students. It is important that you take into account the principles of predictability and structure for all videos that you use in teaching. To support students to focus on the content of the video, the background, the presenter and the structure should be the simple and similar in all videos.

In comparison with live teaching, using videos in remote education is beneficial for students with unstable or slow internet connection. Videos will stop and continue from the same point while live teaching comes back into the call with gaps. For that reason, it is suggested to use video recorded instruction for presentation of new content or important, key messages. Additional benefit of recorded videos is that students can watch it again to remember or in some other, more suitable time. This is especially important for large families, who will then be able to stagger children's access to devices.

On the other side, disadvantage of videos is the lack of immediate feedback and individual support. For that reason, it is of crucial importance to plan for some type of discussion or feedback right after the student has watched the video to allow for questions and further

clarification. This can be done through video-call discussions, phone call, email, voice, photo or text messages. Flexibility for all family situations is the key.

As an additional benefit, traditional session can be turned around and students can create their own videos to present their knowledge, give feedback to other students, ask questions or engage in video journaling. Some of the popular platforms for video content and activities is listed below:

| | |
|---|--|
|  | <p>Youtube https://www.youtube.com/ For videos without ads: In the URL(link) for the video you want to view, you just need to add an extra symbol after the dot com in the YouTube link So, for example – http://www.youtube.com/randomvideo becomes http://www.youtube.com./randomvideo and the latter will load without adverts. In addition to removing pre-roll ads, it also eliminates mid-roll interruptions for videos as well.</p> |
|  | <p>TedEd https://www.ted.com/watch/ted-ed https://www.youtube.com/channel/UCsooa4yRKGN_zEE8iknqhZA TED-Ed is TED's youth and education initiative. TED-Ed's mission is to spark and celebrate the ideas of teachers and students around the world — from producing a growing library of original animated videos, to providing an international platform for teachers to create their own interactive lessons, to helping curious students around the globe bring TED to their schools and gain presentation literacy skills, to celebrating innovative leadership within TED-Ed's global network of over 650,000 teachers.</p> |
|  | <p>Edutopia https://www.edutopia.org/ Edutopia is a website founded in 1991 by filmmaker George Lucas in order to encourage innovation" in K-12 schools. Edutopia focuses on six core learning strategies. These are described as "Comprehensive Assessment, Integrated Studies, Project-Based Learning, Social & Emotional Learning, Teacher Development and Technology Integration".</p> |
|  | <p>Oak Academy https://www.thenational.academy/ Oak National Academy is a new collection of high-quality lessons and online resources. Backed by the UK Government, it has been created in response to the coronavirus lockdown. The online classroom offers free access to great teachers, delivering video lessons, quizzes and worksheets. Available for both primary and secondary levels, it covers a range of subjects.</p> |



Khan Academy
<https://www.khanacademy.org/>

Khan Academy, a free website aimed at promoting self-paced instruction, houses thousands of academic videos that are baked into guided, adaptive instruction. With an initial focus on math, the site now offers courses on a variety of topics in science, economics, history, the arts, and computing, as well as prep for tests like the SAT and GMAT.



Generation Genius videos
<https://www.generationgenius.com/>

Generation Genius is a comprehensive set of science videos and lessons made in partnership with the National Science Teachers Association. The resources align with the Next Generation Science Standards for grades K-5, with recent additions for grades 6-8. Each video has accompanying lesson plans, science investigations, and quizzes.

Additional category of video platforms includes options to create interactive videos. Adding questions, feedback and comments helps increase students' engagement.



EdPuzzle
<https://edpuzzle.com/>

With Edpuzzle, you can make any video your lesson in three easy steps:

- Find a video on YouTube, upload your own or re-use a video lesson created by another teacher.
- Edit the video to create your lesson. Record your voice to personalize it
- Hold your students accountable by embedding questions in the video.



Flipgrid
<https://info.flipgrid.com/>

Flipgrid is a video response platform where educators can have online video discussions with students or other educators. Teachers can provide feedback to students AND better yet students can provide feedback to one another.

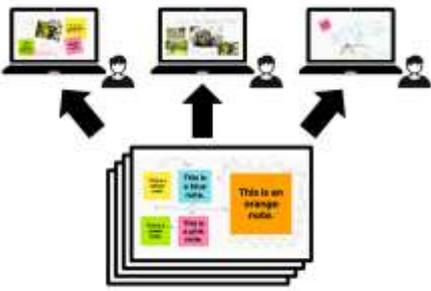
Visual activities

Remote Education offers great possibilities for visually rich and multimedia activities. Traditional blackboard or posters can now be replaced with digital boards students can click on and reveal additional content. From simple picture-based guidance boards to more complex, or student-led projects focusing on weekly themes, opportunities are endless, as are available platforms.

The main idea to keep in mind when exploring tools for visual activities is not to use too many different software solutions. Structure and predictability of one, familiar system will keep students' attention on the novelty of the content, rather than the features and graphics of the new platform. Similarly, with the new digital tool comes increase in cognitive load. It is crucial to set aside time to introduce any new digital tools to make sure you are selecting long-term solutions that your students will be able to use for several subjects and tasks.

Activities that can be done using interactive visual tools focus on images and text. Start by replicating systems used in the classroom – visual schedules, “now/then” boards, choice boards, wheels of emotions, zones of regulation... All of those visual guidance solutions should be present in your remote teaching, regardless of the type. For printed materials you can add the symbol for finished at the end of each segment, announce breaks, points where students are reading or writing. On the other hand, your live presentations should include those symbols on each slide for easier orientation in time and management of expectations. Finally, remote education conditions are a great opportunity to offer additional support for families to set up routines and visual schedules around their home. For activities outside of the teaching time, parents can create additional symbols and guide their child through their daily schedules.

Teachers often use Microsoft PowerPoint or Google Slides to offer visual support for their lessons (live or pre-recorded). However, visual activities can be student-led (interactive books or boards, created as collections of images and comments), individual offline activities (photo safari or scavenger hunt with cameras), small group tasks (mind maps) or whole-class activities (art challenges and exhibitions).

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|  | <p>Jamboards</p> <p>https://jamboard.google.com/</p> <p>Jamboard is Google Suite's digital whiteboard that offers a rich collaborative experience for teams and classrooms. You can create a board, edit it from your device, and share it with others. Everybody can collaborate on the boards anytime, anywhere.</p> |
|  | <p>ThingLink</p> <p>https://www.thinglink.com/</p> <p>ThingLink is a platform that makes it easy to augment images, videos, and virtual tours with additional information and links. Over 4 million teachers and students use ThingLink for creating accessible, visual learning experiences in the cloud.</p> |



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Wordwall.net

<https://wordwall.net/>

A word wall is a literacy tool composed of an organized collection of words which are displayed in large visible letters on a wall, bulletin board, or other display surface in a classroom.



Boom Cards

<https://wow.boomlearning.com/>

Boom Cards are digital, self-checking, interactive activities. Students are shown one question at a time and get instant feedback on their answers



Chatta

<https://chattalearning.com/>

Chatta's evidence-based approach maximises engagement with language for pupils with SEND, helping them overcome challenges and to develop strong literacy and oracy skills.



Kami

<https://www.kamiapp.com/>

It allows you to take any existing document, including scanned PDFs, and write, draw, type, annotate, comment, augment, enhance, and otherwise bring it to life – all within your browser.

Group activities

Similar to live teaching, group activities are most beneficial with smaller number of students, ideally those who are familiar with each other and get along well. While collaboration should be thought to some extent in lower key stages, we see interest and success in group activities in key stage 4 and up (14 years old and above), as students develop interest for friendships and build their social identity. Due to the diversity of students in special education, level of collaboration in the activities should be carefully matched with student's interest and abilities. Additionally, some mental health problems could be connected to increased anxiety around groups or collaboration.

Teachers should prompt and facilitate discussion tasks using strategies like think-pair-share to give students time to process and prepare their responses. Group chat can be organised as a form of social collaboration for students to update their peers on their progress to maintain motivation for longer tasks. There might be a need for an adult to facilitate chat between peers to moderate topics and timing. Some autistic students find it difficult to follow frequent switching from academic to fun content and often insufficient time to response.

Similar problem occurs in real-time collaboration platforms (for example Google docs), when several students edit the same document at once. The shared control of the text creates a less predictable environment, which can be intense and distracting. One of the solutions for using real-time collaboration is to emphasise the structure of the available space, with each student working on a specific, limited place. Alternatively, a student can use a different software to produce a complete response and then submit the whole contribution, rather than sharing the space while writing.

Group activities can also be organised as school-wide projects, for example a weekly challenge, Wow Wednesday events (student of the week nominations, favourite book, funniest video, most popular song) or virtual exhibitions of students' work.

Keep in mind that collaborative activities often require students to depend on others, their pace or successful completion. If students in a group do not demonstrate tolerance towards other members, cooperative activities could become a frustration and trigger negative comments. For that reason, it is suggested to start with school-wide projects, which enforce stricter rules for commenting and sharing the work of others. Building on those social skills and rules, smaller groups can then collaborate and demonstrate respect towards other students in a more direct or real-time environment.



Flipgrid
<https://info.flipgrid.com/>

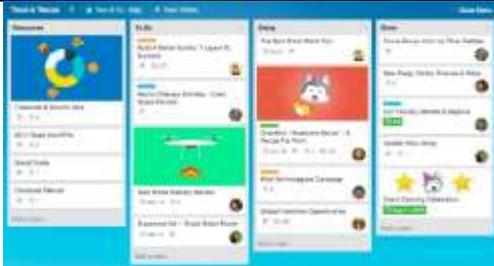
Flipgrid is a video response platform where educators can have online video discussions with students or other educators. Teachers can provide feedback to students AND better yet students can provide feedback to one another.



Padlet

<https://en-gb.padlet.com/>

Padlet is a free online tool that is best described as an online notice board. Padlet can be used by students and teachers to post notes on a common page. The notes posted by teachers and students can contain links, videos, images and document files.



Trello

<https://trello.com/en>

Trello helps you create boards, lists, and cards that enable you to organize and collaborate your projects flexibly and productively. You can create a board for any team and add details such as comments, attachments, due dates, and more directly to Trello cards.



Google classroom

<https://classroom.google.com/h>

Google Classroom can be used in schools to streamline assignments, boost collaboration, and foster communication.



Breakout Edu

<https://www.breakoutedu.com/>

You can fuse any content area with meaningful problem-solving and social-emotional learning (SEL). However, preparing and setting up breakouts is time-consuming; locks can be hard to set and manage; multiple boxes needed for the whole class.



SewSaw

<https://web.seesaw.me/>

Seesaw offers teacher an opportunity to send teaching and learning materials home to the whole class, create announcements and encourage communication between students, teachers and families.

Printed and delivered activities

Printed and delivered materials can be useful and engaging when combined with one of the interactive methods for remote teaching. While in some cases, this was reported to be the only source of education for pupils, greater care and respect needs to be shown to parents who are then responsible of leading and supporting students in completing the set work.

In the overall aim to replicate structure, content and interactions from classroom to home environment, some equipment and tools might be needed at home. Schools should consider lending sensory tools and educational manipulatives to families or organise a workshop for parents to create those tools from available materials.

Main suggestion for printing and delivering materials to students is to make sure those packs are individually tailored to each student's IEP. Printed materials can be used in conjunction with live teaching, where teacher is supporting a student to complete the worksheets or reading passages. With such combined approach, students' learning is less focused on digital skills and allows for more practical and sensory activities.

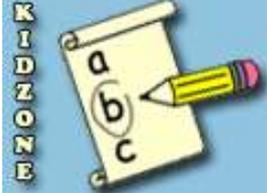
Unlike digital tools, paper-based materials help some students visualise and follow their progress, for example, a constant overview of how many tasks are left on the page. Similarly, bringing and arranging school materials to the tables gives a clear indication to students that it is time for work. Such routines are powerful support strategies which can be easily arranged and do not undermine other methods of remote teaching.

On the other side, reliance on only printed materials will require greater need for parental support and guidance. In those cases, parents are required to take over the role of the teacher and use their knowledge and time to create engaging lessons around given materials. While some parents will do an excellent job at teaching their children, for many this will be a challenge. Especially for parents of children with SEND, specialist support and pedagogical knowledge is not an expectation that can be put on every family.

For that reason, it is the responsibility of the school to ensure a combination of methods is used in remote education. Printed materials can be combined with live teaching, phone consultations, exchange of photos, videos, or any other interactive method that is appropriate for the child and its family.

An example of a blended remote education pack is available at the Pear Tree Community Junior School website: <https://primarysite-prod-sorted.s3.amazonaws.com/pear-tree-community/UploadedDocument/13a1ed5ca1c849cdadcfad6b5bdbba76/ptcj-send-nte-rainbow-pack.pdf>

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|  | <p>Twinkl https://www.twinkl.co.uk/resources/home-key-stage-1-subjects Twinkl offers printable and digital materials for all subjects and ages. Teachers can access materials for different educational events, lesson plans and assembly presentations.</p> |
|  | <p>Education.com https://www.education.com/worksheets/ Free worksheets and printable materials for students up to Year 7</p> |

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|  | <p>Activity Village Printable Materials https://www.activityvillage.co.uk/printables Activity Village offers a wide selection of printable materials for maths, writing and early literacy lessons.</p> |
|  | <p>https://kidzone.ws/ KidZone's printable worksheets help younger kids learn their letters, numbers, shapes, colors and other basic skills. Grade School section offers worksheets for older children learn phonics, reading, creative writing, math, geometry, science and geography.</p> |

Autism specific materials:

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|  | <p>http://www.educateautism.com/free-materials-and-downloads.html</p> |
|  | <p>https://koriathome.com/free-printables-for-autistic-children/</p> |

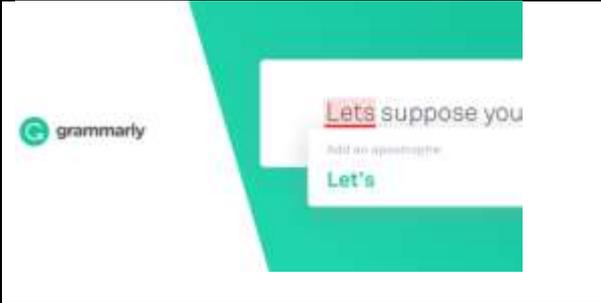
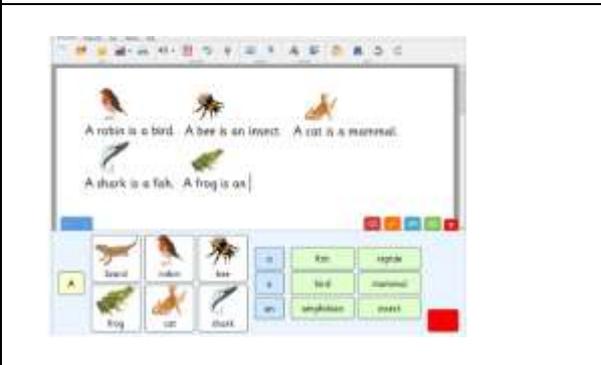
For additional resources and materials, see Appendix 5

Reading, writing

Reading and writing are integral part of every day in school. It should not be forgotten in remote education conditions. While there might be some adaptations needed to the traditional ways of teaching literacy, core skills are the same and should be practiced in some way every day of teaching.

Long writing tasks have been reported to be problematic and disengaging for many students, but if a student usually does not show disengagement with this type of task, the challenge might be in the digital medium or home environment. While some students find it easier to type than to write on paper, both options should be offered (end product can be scanned or photographed for assessment). Additionally, process of logging in the digital systems, platforms and apps might be too complex for some families. Offer to simplify any given task to focus on the core skill that is taught and think about the various assistive technologies which can be used to support students.

Teach your students how to use spell-checker software (integrated in MS Office, or platforms like Grammarly) and vocabulary building sites (for example, PowerThesaurus). Those programmes can build confidence in writing and spelling without the need of constant teachers support. Some students will thrive in computer-assisted writing or enjoy read aloud functions which are now built into most word processors.

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|  | <p>Grammarly https://www.grammarly.com/p This platform (available as a MS office plug-in) provides a digital writing assistance tool based on artificial intelligence and natural language processing. Grammarly is created to automatically detect potential grammar, spelling, punctuation, word choice, tone, and style mistakes in writing.</p> |
|  | <p>Knowword https://playknowword.com/ This platform turns learning words, terms, and definitions into a game. Choose from thousands of pre-made word packs, or create your own.</p> |
|  | <p>PowerThesaurus https://www.powerthesaurus.org/ Automatic list of synonyms and definitions for words and short phrases. Can be used to improve writing and to offer an alternative word to those who tend to frequently use same words.</p> |
|  | <p>Clicker 7 https://www.cricksoft.com/uk/clicker Reading platform which allows users to create a web of words and emoji-like pictograms, or even diagrams for the whole projects. Visual learners can use this as an individual notetaking tool or as a presentation (assessment).</p> |
|  | <p>Story Cubes https://www.storycubes.com/en/ Originated from a physical toy for storytelling, numerous template building platforms have emerged. You can now create your own story cube, print it out, roll the dices and tell/write a new story every time. https://eslkidsgames.com/esl-story-dice-online</p> |

Independent reading at home can be a challenging task for students due to distractions, lack of school atmosphere and direct guidance. Long texts are especially difficult to follow and become monotone easily. For that reason, it is of crucial importance to create an environment for reading, set up the specific task and plan regular breaks for questions or discussion.

Students often need support managing time around reading tasks, so simple digital times can be of great use. Tools like Forest app or Pomodoro timer can add game-based elements to the reading tasks, which may divert motivation to growing trees (each one grows after 15-20 minutes of uninterrupted reading) or finding out crucial information about a character to solve the next puzzle teacher has prepared.

Remote education has also created new opportunities for accessibility. Tools like Immersive Reader offer diverse options for adjustments of size, font, or colour of the text, which is not always available for printed materials in classroom. Additionally, read aloud function promotes enjoyment of literature for all ages and populations of students. Many schools and authors are offering story time activities for students at home. Such activities can bring the school community closer and develop new habits with bedtime stories at home. For an extra layer of community building, older students can be encouraged to read to younger ones.

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|  | <p>Forest app https://www.forestapp.cc/ Forest is a timer app that eliminates distractions and supports productivity in a fun and easy way. By planting a tree with successful on-task sessions, students can grow and view their virtual forest.</p> |
|  | <p>Microsoft Immersive Reader https://www.microsoft.com/en-gb/education/products/learning-tools With this integration, students can change the size, font, and colour of a text. Also, students learning a new language can use the tool to translate words within the text or a block of text. The feature allows text to be read aloud to students as needed and they can also isolate different parts of speech.</p> |
|  | <p>Newsela https://newsela.com/ Newsela is a platform which offers teachers content that is automatically differentiated in five different lexile levels. Each article also includes a quiz to check for comprehension. The five reading levels and quiz are available with the English and the Spanish content.</p> |

Music, Drama and Creativity

Remote Education offers new opportunities for discovering multimedia and creativity. Teachers can replicate their usual activities (like singing songs with movements and creating artwork) using new digital tools for both live online and asynchronous learning experiences.

Teachers should carefully plan their lessons to offer a balance of familiar activities and exploration of new, virtual and multimedia tours and instruments. Familiar activities include rhyming and connecting movement to a song, traditional painting and drawing, musicals and drama. One of the favourite activities easily organised in live teaching is Show and Tell. This structured social activity combines presentation skills and student's interests. It can be organised over live teaching platform or submitted as a video (see Flipgrid or Padlet boards). Once created, a collection of student's videos can be a great reminder for students when they miss their school friends.

As a new addition in their curriculum, students can now explore world's greatest theatres or attend a virtual musical. Older students can engage in creating their own podcast or an art exhibition. In the last year, online repositories of teaching materials have collected different paper craft materials, which can be printed at home and used as activities for development of fine-motor skills. Building projects from scratch is a valuable activity for students as it integrates organisation, communication, fine motor skills, creativity and presentation.

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|  | <p>Beat by Beat https://www.bbbpress.com/teaching-drama-online/ Beat by Beat Team has created a collection for resources for teaching drama remotely.</p> |
|  | <p>Dramatic Virtual Tours of Stages Around the World https://artsandculture.google.com/story/1gJiszMqItReJA?hl=en&fclid=IwAR221bJcBI-eJmE-wyn1bDUTcdHO16oOrvKLiXnalIiQSMsh3KOkDYkFw</p> |
|  | <p>Digital Theatre Plus https://www.digitaltheatreplus.com/education Digital Theatre provides 24/7 unlimited performance access. The learning that begins on campus is enhanced as students continue to explore and experiment outside of the classroom.</p> |

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| <p>Drama Activities set by Norwich School https://www.norwich-school.org.uk/school-life/remote-learning/creative/drama-remote-learning/</p> |
| <p>Bronze Ideas (est. 20 minutes)</p> <ul style="list-style-type: none"> • Write and film a monologue capturing how you feel about school being closed and everyone having to stay at home. • Draw characters on your 1st finger and create a 'finger puppet' show where you narrate a conversation between your two characters. Rehearse it, film it and send it in! <p>What is your favourite moment from a film? The best line ever? Find five of the best lines you have ever heard in a film and deliver them yourself – use a super close up camera shot and capture your facial expressions as you do</p> |

Silver ideas (est. 40 minutes)

- Create a character (with playdoh, plasticine or blu-tack) and film it doing something simple e.g. walking, eating. Use your phone camera to create a film burst or take single images and put them together in a short stop motion animation.
- Create a survival video to send out to others giving them hints and tips about what they can do to keep busy, positive and active!
- Write and present a news report about 'life at home' – the highlights of Easter, you can edit it together, add in some photos or indeed the video that you made trying to complete a tik-tok?!

Gold ideas (est. 60 minutes)

- Using an old shoe box, create a shoe box version of your bedroom. Have a look at some ideas [here!](#)
- Create a 'Day in my life' film that captures a typical day in your household, film short snippets of events and activities and cut them together to create a short film. You can include other members of your family (with their permission) and add voiceover, music, sound effects if you wish!
- What is your favourite story? What book have you read that you think would make an amazing script? Take a section of a chapter and write it as a script – chapter openings and endings are often key moments

Platinum ideas (est. 90 minutes)

- Create and film an advert for a product that you find in your kitchen cupboard, make sure you use all your persuasive techniques to sell the product. Think about the different camera angles you can use, the style of language, music and jingles.
- Take a short story that you know - it could be a fairy tale or something similar - and write it into a script which includes characters dialogue, stage directions, lighting and sound cues. Get creative and rewrite it in a different style or in a different setting.
- Create your own cookery programme, pick your favourite signature dish, get everything ready, rehearse what you are going to say and talk your audience through the process. Remember to show excellent hygiene and don't forget to look directly at the camera! Have a go at editing your programme with opening and end credits. There are some great free apps on line to be able to do this!



Music Mark - UK Association for Music Education

<https://www.musicmark.org.uk/resources/home-learning-resources/>

Music Mark supports the highest quality music education for all children and young people. On their home learning platform they have collated music related resources and lesson ideas for all ages.



Society of Children's Book
Writers and Illustrators

Society of Children's Book Writers and Illustrators

<https://www.scbwi.org/digital-directory-for-remote-learning-resources/>

A group of artists and authors have created online materials that will entertain, instruct, and inspire children and young people. Some are reading their books and discussing them. Some have created mini-lessons on art or history or craft projects. Some are doing the equivalent of a school visit with a presentation and slide show.

Quizzes and games

Teaching remotely depends on interactive elements and constant assessment. Teachers need more ways of collecting information about students understanding and evidence of learning. In order to do that in a fun and engaging way, games and quizzes are often used as an important part of remote education.

Contrary to common belief, quizzes do not necessarily have to be integrated into live teaching but can also be accessed by students themselves to finish the activity or self-assess. Some online platforms offer feedback for teachers in form of a spreadsheet with student answers, which allows for staggered times of completion and different learning paths for students in the same group. Alternatively, students can create quizzes for their peers (if based on taught content, it is a way of applying knowledge) and flip the role of the teacher for a less stressful educational experience.

Quizzes offer a fun way of checking students understanding and create a dynamic social atmosphere in the remote class. Quiz can be organised as an interactive PowerPoint slides (to minimise transitions to other software or links) or using external platforms like Kahoot, Poll Everywhere or Mentimeter. Practically useful for blended learning classrooms, these platforms allow students to join the quiz from their home or while in the classroom, which can create a sense of community. By adding a few silly questions, teachers can break the ice and lower the exam anxiety, which some students might feel for any type of quiz.

It is important to be mindful of the stress that some students experience during the quizzes with time limits (especially Kahoot due to scoring based on speed). Students experience anxiety when their success is based on ICT skills and reading speed, rather than knowledge. Similar issue is present in different educational games which require typing or clicking skills. Combination of academic and digital skills can present a cognitive load issue. Always introduce new digital tools step-by-step to avoid the confusion and overwhelm.

Most popular educational games are puzzle and matching games, as well as educational maths and phonics games. Some platforms offer teachers to choose content or tasks students are solving within the game, which can be especially engaging after a video or live instruction.

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|  | <p>Kahoot https://kahoot.com/</p> <p>Kahoot! is a free game-based learning platform that makes it fun to learn – any subject, in any language, on any device, for all ages!</p> |
|  | <p>Quizlet https://quizlet.com/en-gb</p> <p>Quizlet is an American online study application that allows students to study various topics via learning tools and games.</p> |



Nearpod

<https://nearpod.com/>

Teachers can use Nearpod to support student learning in a variety of ways. Give students opportunities for interaction and immediate feedback by having them draw on a map or diagram, respond to a poll question, post a note or image to a collaboration board, or take a multiple-choice quiz.

Life skills

One of the major goals in education is to equip our students with skills for successful independent living. It has been mentioned that remote education comes with an advantage of teaching those skills in the home environment, where students will be able to practice every day with the support of their families.

It is, therefore, important to organise practical and hands-on activities for our students, but with special care and attention to their individual home situations and opportunities, both in terms of resources and available parental support. In cases where parents are available and able to support the development of those skills, but are lacking resources or tools, some activity kits can be sent home (as described in the previous section on printed and delivered materials).

Life-skills activities should be designed in communication with parents to ensure that student's family agrees with tasks, timing and the type of assessment you are planning (photo evidence of students successfully completing the task or some other form of feedback).

More commonly mentioned and used are activities focusing on areas of personal hygiene, cleaning and organisation of personal belongings (clothes, toys, books...), cooking simple meals, gardening and other. It is suggested to connect those practical activities with academic or creative themes or tasks covered in remote teaching. Example of those connections can be seen on the link below, with 30 various activities connected to gardening:

<https://static1.squarespace.com/static/53ff73cfe4b0516a0c51251b/t/5c5324ba8a922d94b7bd5c79/1548952763081/30+Simple+Garden-Based+Activities+%281%29.pdf>

Ideally, life-skills training activities include more than just tasks and guidance. If a book character a student likes is making its own bed, that is a great connection and introduction to include into teaching independence. Similarly, if a gardening or cleaning activity includes a scavenger hunt, there is a fun element in it and it becomes a game rather than a chore.



Virtual Farm Trip – Washington Youth Garden

<https://www.washingtonyouthgarden.org/virtualfarmfieldtrip/#plantid>

Garden activities, video-based instruction on plant identification, seeds and planting, blossom types and much more
Home-Growing Guide in pdf

<https://static1.squarespace.com/static/53ff73cfe4b0516a0c51251b/t/5ea6e16cc9568657ca7ce7f5/1587995036139/Grow+at+Home+Guide>

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|  | <p>Kids Gardening https://kidsgardening.org/lesson-plans/</p> <p>Full lessons on gardening available. Inspire students' natural curiosity and wonder with hands-on learning experiences and inquiry-based exploration.</p> |
|  | <p>Hands-On FoodCorps Lessons on Cooking and Nutrition suited for Remote Education</p> <p>FoodCorps serves to connect kids with healthy food. FoodCorps has compiled resources to help educators, families, school nutrition professionals, and community members during the COVID-19 crisis. The webpage include webinars, resources on remote learning, lessons that can be adapted to the home or backyard garden, and so much more</p> <p>https://foodcorps.org/cms/assets/uploads/2020/03/FoodCorps-Resources-for-Remote-Learning.pdf</p> |
|  | <p>YMCA – Virtual Kitchen https://www.ymcadc.org/virtual-kitchen/</p> <p>5-week programme covering preparing, cooking, storing ingredients, creating simple meals and learning about nutrition. You can join the virtual community by sharing your creations with a #YMCACommunityTable hashtag.</p> |
|  | <p>Cooking Workshop printable materials https://static1.squarespace.com/static/53ff73cfe4b0516a0c51251b/t/5e9f3372f8e45c4ccb202ca5/1587491702906/Cooking+Workshop_WYG.pdf</p> |

Sensory and physical movement

Activities that require movement around the house (for example, a scavenger hunt) can be organised online or offline. If directions are given to students during live teaching, printed, emailed or explained in a phone call to parents, activities can be done at home without a need for internet connection. Apart from this benefit for families with internet access difficulties, sensory and physical activities are a beneficial way to balance out long screen time.

You can consider different levels of activity, depending on the group of students: from morning stretches, creating blanket forts and songs with movements to more sensory and messy play, Lego activities and tactile books or tools. Some of the sensory tools can be sent home or created by families.

Physical activities can be combined with social and fun elements in dance sessions. Organised as a short break between sedentary activities or as a separate session, dance activities offer students a fun way to move their body and sing. You can use some of the

available video sets or create your own choreographies. See some of the suggested activities and links bellow.

When your child is dysregulated, their brain produces high levels of the stress hormone, cortisol. It also produces adrenaline. An increase in cortisol spikes anxiety and dysregulation. When this occurs, functional and social communication skills decrease – because the brain can't access the prefrontal cortex, that controls executive functioning. This is what leads to meltdowns which cause a huge spike in adrenaline due to the fight or flight response being triggered. Exercise has been proven to reduce cortisol and adrenaline levels. In other words, it helps improve emotional regulation. This lessens anxiety and results in increased dopamine and other endorphins. These are the brain's natural mood lifters. Less cortisol and more dopamine mean self-regulation is much easier.

<https://hes-extraordinary.com/improve-emotional-regulation-just-7-minutes-per-day>

Some of the physical activities that families can organise at home:

Walking

This is a very regulating activity as it provides rhythmical and predictable sensory inputs. Try to walk at the same pace and aim to walk for over 30 minutes. Walking up hills and/or wearing a backpack with bottles of water in will increase the resistance which will provide stronger regulating proprioceptive inputs.

Local parks and outdoor gyms

Hanging from monkey bars provide strong regulating proprioceptive inputs which quickly has a calming effect. If your child cannot hang independently support them to hold on to the bars as they will still be getting some proprioceptive input.

Swings are regulating as they provide rhythmical and predictable linear vestibular and proprioceptive inputs. Encourage your child to swing themselves as much as possible as this will increase the calming proprioceptive inputs and help reduce the stimulating effect of the vestibular inputs.

Use roundabouts with caution as these provide strong rotational vestibular inputs which could quickly cause over stimulation. Spin the roundabout 10 times then stop it and ask your child to look at you and count to ten and repeat. This also applies to other playground equipment that spins.

Older children can use outdoor gym programme. For older children and teenagers outdoor gyms provide strong regulating proprioceptive inputs.

Trampoline

These proved strong vestibular input which can cause rapid overstimulation. You can increase the regulating proprioceptive inputs by standing /sitting on the edge of the trampoline as will increasing the amount of effort your child uses to bounce. This should reduce the stimulating effects of the vestibular inputs.

You could also reduce the possibility of overstimulation by controlling the amount of bouncing by counting the number of bounces to 20 then say stop. Ask your child to stand still like a soldier and look at you while you count to 10 and repeat.

Den building

Use blankets, throws, tarps etc to build as these create a regulating environment and reduce the amount of sensory input your child has to process. You could have a picnic in the den with crunchy and crisp foods which are regulating. Or play regulating games like colouring or connect 4.

Obstacle Courses

These provide great regulating sensory experiences. Encourage your child to carry/punch objects to make the obstacle course. Try to include things that will allow your child to crawl and have different body positions.

Heavy Work Activities

Any activities that involves pulling, pushing, carry heavy objects provide regulating proprioceptive inputs. Some ideas include: gardening activities – digging and pushing a wheelbarrow, tug of war, cycling, helping with house work, row row your boat song, door pull up bars, wall press offs.

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|---|---|
|  | <p>Multisensory Stories https://www.rhymingmultisensorystories.com/story-library-ipad-mobile-compatibl</p> <p>Multisensory stories are aimed at individuals with special educational needs and learning disabilities from curious preschoolers to teenagers with complex needs.</p> <p>A multisensory story immerses the listener by telling a story using words and sensory stimuli (story props), connecting the individual to literature, topic and culture in a way that is motivating and meaningful to their lives.</p> |
|  | <p>Cosmic Kids Yoga https://www.youtube.com/user/CosmicKidsYoga</p> <p>There are lots of fun and child friendly You Tube clips that include simple yoga poses which are regulating and you and your child could do them together. To slow YouTube clips down:</p> <ol style="list-style-type: none">1. Open the video in You Tube.2. Click the three dots in right hand corner or settings icon on the bottom right.3. Select 'playback speed' to 0.5x or less. |
|  | <p>Just Dance https://www.youtube.com/channel/UChIjW4BWKLqpojTrS_tX0mg</p> <p>This Youtube Channel corresponds to the console game that engages students in dance movements to their favourite songs. There are some workout playlists available, as well as children-friendly sets for younger audiences.</p> |

Practical suggestions – Session Example

Morning check-in: Check how the students are feeling before starting your session. We use Zones of Regulation across the school to talk about emotions and offer self-regulation strategies (see below). Adapt your school’s embedded format for this on your online platform:

Abbotts Lea School

Are you ready to learn?

| | |
|---|--|
| Fantastic! Let's start! | Too excited? Worried? Take deep breaths. We are here to help. |
| Try a cold drink if you are feeling tired. | Use your tools to stay out of the red zone! |

Which zone are you in?
Which tools will you help you to learn best?

| | | | | |
|-------|-----------------|--------------|-------------|-----------|
| Rules | Check in | Introduction | Interactive | Check out |
|-------|-----------------|--------------|-------------|-----------|

Visual schedule: Use a way of letting the student see, visually, which part of the remote lesson is happening now and which after. As you can see in the example above, we used a series of 5 symbols. Ensure students have constant access to visual schedules or create individual schedules at home. The same symbols can be used for offering choices.

Flipped learning can be an option: students can watch pre-recorded videos (ideally differentiated) while staff offers pastoral support, updates parents, helps with technical difficulties, checks on students who are not attending. See the table on the next page for detailed organisation example.

Discussion: with the different video duration, teachers are allowed a staggered discussions times to check understanding with students

Many of our classes set a **Life Skills Challenge** for our students at home, using the benefit of the students’ home environment and family support.

Social break – Ensure there is time in your Zoom for social input. Can you create social interaction between the students in school and the students at home by using Zoom?

Also, finish your live teaching sessions by introducing the next one, to create predictable environment and ease anxiety for your students.

Table 1 Example of differentiated remote learning plan with 2 staff members and 8 students in 3 groups

| | Pupil 1 | Pupil 2 | Pupil 3 | Pupil 4 | Pupil 5 | Pupil 6 | Pupil 7 | Pupil 8 | |
|---|---------|---------|---------|---------|---------|---------|---------|---------|---|
| Morning check-in | | | | | | | | | Staff 1 leads, staff 2 facilitates chat and communicates with parents |
| Instructional videos (different duration) | | | | | | | | | Staff helps with technical issues |
| Discussion for pupil 1-4 | | | | | | | | | Staff 1 leads discussion Staff 2 available for parents |
| Discussion for pupil 5 and 6 Task for pupils 1-4 | | | | | | | | | Staff 1 leads discussion Staff 2 sets task |
| Discussion for pupil 7 and 8 Task for pupils 5 and 6 | | | | | | | | | Staff 1 leads discussion Staff 2 sets task |
| Physical activity break | | | | | | | | | |
| Support with finishing task | | | | | | | | | Staff 1 supports students 1-4, staff 2 students 5-8 |
| Virtual exhibition of tasks or Quiz | | | | | | | | | Differentiated quiz in 2 or 3 groups, virtual exhibition for the whole class or key stage |
| Chat, game, social activity | | | | | | | | | Flexible groups based on interest or friendships |
| Afternoon check-in, setting structure for the next day | | | | | | | | | |
| Family/pastoral support | | | | | | | | | |

Appendix 1: Messy Play suggestions

Messy play activities from <https://treetopsschool.org/wp-content/uploads/2020/03/Attention-Autism-activity-ideas-sheet.pdf>

Paint Splat – white paper, dollop of different coloured paint, cover with cotton wool pad so that the paint cannot be seen. Say 'Ooh what colour? What colour? Splaaaaaat'. Splat cotton wool pad with a mallet and watch paint spray out.

Chickpea shower – clear tube and pour chickpeas into tube with hand covering bottom of tube to keep chickpeas in tube. Once tube is filled stand up and say 'Chickpea shower'. Release hand at bottom of tube and allow chickpeas to shower over a black tray.

Flour castles - Using a black tray, flour and a transparent small bowl make some flour castles. Build them and as you lift off plastic cup say 'Flour castle'. Can use shot glasses to make smaller castles to compare sizes. At end pick up wooden spoon and shout 'splat' as you splat each castle down.

Salt pictures – Using some black card and salt in a clear plastic cup with a hole in the bottom, create salt pictures.

Flour sneeze – Set up as if to do a flour sieving activity and then just as you re about to sieve to a fake sneeze in to the sieve. Say 'Ooh sneezing'. The flour should go everywhere. Repeat.

Flour stencil - Cut out a stencil on black paper of an appropriate curriculum shape. Put stencil on to black paper and sieve flower over the paper. Remove stencil to reveal the shape.

Honey drip – lay out tin foil on the floor. Using a squeezable honey jar squeeze honey over foil. Use words such as 'fast' and 'slow', 'long' and 'short'.

Colour fountain – Use a white shower curtain. Place some food colouring in to a spray can or watering can. Repeat with some different colours in to a different can. Add water to each can. Finally spray the can on to the watering can to reveal different colours and create a rainbow.

Glitter Stream – Same as salt shake activity but use glitter.

Rice Stream – Same as salt shake activity but use rice.

Flowerpot spaghetti – place 6 flower pots upside down on to a tray. Spray shaving foam on to each pot spray some food colouring on to each pile of foam. Then place another flower pot on to each pile. Push the pot down and watch the coloured foam come out of the flower pot in a spaghetti shape.

100's and 1000's – Same as chickpea shower but use 100's and thousands and pour on to cake tin in to a black tray,

Erupting Volcano - ¼ of a cup of baking powder, ¼ of a cup of Vinegar, 2 spoonful's of sugar. Food colouring, Put sugar in First, then Baking powder then mix together. Add a bit of water to the vinegar, add food colouring to baking powder and sugar then add the vinegar/water.

Water Bottles – big bottle with pierced holes In the bottom, 4 plastic cups, food colouring. Pour water in to 4 different cups with the food colouring already in, then pour each individual cup into the bottle making a waterfall of different colours coming down out the bottle.

Balloons - balloon, funnel, paint/food colouring, water. Fill the balloon up with some water, mix it with paint/food colouring, shake it and mix it together, pop the balloon on the tray.

Fish Bowl Foam - fish bowl, shaving foam/foam, food colouring, water. Fill the bowl up with water, spray foam on top of the water to the rim of the bowl, pour tiny bits of different food colouring in to make colouring rain drops.

Water Beads – Same as the chickpea shower, Clear tube and pour Water beads into the clear tube. Release and allow the beads to fall on the plastic tray

Water Bead's Balloons – Fill the balloon with water beads tie up the balloon, then pop it and let the water beads fall and spread into the black tray

Blowing Bubbles - Need the big black tray, washing up liquid, water and big long straws. Pour lots of water in first, then Place the washing up liquid in the tray, then put the straw in and blow some bubbles. Can add glitter, or food colouring to make it colourful.

Water Waves – Spray some foam in the tray, Spray some food colouring over the foam, get a cup with pierced holes in the bottom of it, drizzle the water over the foam so it washes all away, Shuffle the tray back and forth to make colourful foamy waves.

Spaghetti Shower – Same as chickpea shower but use pieces of spaghetti, fill up 2 plastic cups. Raise it to the air and shake out the spaghetti in to the tray.

Balloons Glitter – Blow up the balloons and sprinkle glitter all around the balloon. Pop the balloon and let the glitter fall on the tray.

Glow up Balloons – Blow up a balloon, put in a glow stick tie up the balloon. Turn the light of. The balloons will glow.



photo credit and further guidance: <https://www.theautismpage.com/attention-autism/>

Appendix 2: Attention Autism

Attention Autism <https://www.twinkl.co.uk/teaching-wiki/attention-autism>

Attention Autism is a learning approach that aims to develop natural and spontaneous communication skills in children with autism through the use of visually based and highly motivating activities. The approach was developed by speech and language therapist, Gina Davies.

What are the Aims of Attention?

As well as the ultimate goal of developing natural and spontaneous communication skills in children with autism, there are several other aims that Attention Autism strives to achieve. These include:

1. To engage attention.
2. To improve joint attention.
3. To develop shared enjoyment in group activities.
4. To increase attention in adult-led activities.
5. To encourage spontaneous interaction in a natural group setting.
6. To increase non-verbal and verbal communication through commentary.
7. To build a wealth and depth of vocabulary.
8. Most importantly, to have fun!

Stages of Attention Autism:

The Attention Autism programme is split into a series of stages. A stage is only introduced when a child is ready. You can spend as much time on each stage as you feel is required for your group of children.

Here are the four stages as well as attention autism ideas:

Stage 1: The Bucket to Focus Attention

The first stage of Attention Autism involves filling a bucket with visually engaging toys that aim to help children learn how to focus their attention. The toys will be presented to the group by an adult leader, such as teacher, learning practitioner, occupational therapist or parent. The adult leader will make simple comments about each toy to help introduce them to the children and expand their vocabulary.

Aim to carry out this session 4 or 5 times a week. Start by showing the toys in the bucket for a minute. If everyone can pay attention for a whole minute, then add an additional minute. When everyone in the group can pay attention for a whole five minutes, you are ready to move on to stage 2.

Stage 2: The Attention Builder

This stage involves introducing the group to highly appealing and visually stimulating activities. This stage aims to build and sustain attention for a longer period of time.

Attention autism ideas for activities you could demonstrate during stage 2:

- Flour castles - these can be built like sandcastles. You will need flour, a bowl and any other molds you wish to make a castle out of.

- Erupting volcano activity - this is a classic science experiment, that is sure to be visually engaging.
- Fishbowl foam - fill a fishbowl with shaving foam and water, slowly drop different coloured food dye in and get children to describe the colours and speeds at which they see it fall.
- Glowing Balloons - blow balloons up and place a glowstick inside each balloon. Turn the lights off for a fun, glowing, visual activity.

Stage 3: The Interactive Game - Turn-Taking and Shifting Attention

The adult leader will demonstrate a simple engaging activity and invite children up one at a time to have a turn. This may be the same activity from stage 2 or something new to introduce your group to.

This will help children to learn how to shift their attention to their own participation and then back to the rest of the group. This will also teach them about the importance of sharing, turn-taking and waiting.

Stage 4: Individual Activity - Focus Shift and Re-Engage Attention:

In the final stage of Attention Autism, the adult leader will demonstrate a simple creative task and then ask each child will be asked to copy it. This may include building a pattern with different coloured blocks.

Children will focus their attention as part of a group to watch the demonstration, the shift their attention to work on their individual task, and then finally shift their attention back to the group to show their completed task. This stage also aims to build independent working skills and following instruction skills.

Appendix 3: Collection of physical and sensory activities

Frog Hops

These are exactly what they sound like. Hop back and forth, like a frog. Depending on how much room you have, you may need to hop in one place.

Bear Walk

Place your hands and feet on the floor. Your hips and butt should be in the air, higher than your head. On all fours take two steps forward and two steps back, then repeat.

Gorilla Shuffles

Sink down into a low sumo squat and place your hands on the ground between your feet. Shuffle a few steps to the left and then back a few steps to the right. Maintain the squat and ape-like posture through the entire movement.

Starfish Jumps

These are jumping jacks! Do as many as you can, arms and legs spread wide like a starfish!

Cheetah Run

Run in place, as fast as you can!

Crab Crawl

Sit with your knees bent and place your palms flat on the floor behind you near your hips. Lift your body off the ground and “walk” on all fours forward and then backward.

Elephant Stomps

Stand with your feet hip-width apart and stomp, raising your knees up to hip level, or as high as you can bring them up. Try to hit the palm of your hands with your knees.

7 MINUTE HIIT WORKOUT FOR KIDS

SET AN INTERVAL TIMER FOR 45 SEC OF WORK & 15 SEC OF REST



FROG JUMP

Hop, hop hop! up and down like a frog



BEAR WALK

With your hands & feet on the floor, hips high, walk left & right



GORILLA SHUFFLE

In a low sumo squat, use your hands to balance and shuffle around the room



STARFISH JUMPS

Jump up and down spreading your arms and legs wide (jumping jacks)



CHEETAH RUN

Run in place as fast as you can, just like the fastest animal in the Sahara



CRAB WALK

Sitting down, place your palms on the ground behind you, lift your hips and crawl on your hands and feet



ELEPHANT STOMPS

March in place, stomping your feet as hard as you can



Image source: <https://hes-extraordinary.com/wp-content/uploads/2017/12/newhitpin-627x1024.png>

<https://hes-extraordinary.com/improve-emotional-regulation-just-7-minutes-per-day?>

Hot Dog Rolls Programme

(Suggested by Cardiff and Vale University – see additional resources in Appendix 4)

This deep touch pressure of this activity is relaxing and calming.

What you will need:

- Foam mat or flexible gym mat
- Large beach ball or therapy ball
- Various textured household items such as a washcloth, sponge, pot scrubber, vegetable brush, basting brush or large paintbrush, wooden foot massager and fabric swatches



Image source: <https://blog.fitbit.com/lacrosse-ball-mobility-tips/>

Preparation:

- Spread the mat on the floor or bed
- Have the child lie tummy down on the mat, near one end. The child's head should be off the mat

What you can do:

- With consistent, firm pressure roll and press the ball up and down all over the child's body
- Say "I am making sure this hot dog is really well packed."
- Crouch next to your child and roll them gently and tightly in the mat toward the other end. Put one hand on their shoulder and the other hand on their hip, rock them to and fro for a movement

Benefits of the activity:

- Deep touch pressure from the mat and textured materials provides input to your child's somatosensory (tactile/proprioceptive) system
- The rotary action of rolling organises the vestibular system

Sensory activities

These activity ideas were shared by Lemon Lime Adventures and can be found at: <https://lemonlimeadventures.com/100-sensory-activities/>

Proprioceptive Sensory Activities

- Playing on Playground Equipment
 - Climb up the 10' wave slide
 - Jump off the swings
 - Push siblings on the swing
 - Climb the Stairs with a weighted backpack
 - Hang from the monkey bars
- Balancing games
- Tight Hugs and Squeezes
- Cardboard Box Race
 - One Child in a box and another pulls or pushes them down the hall
- Circuit Training when Stuck Inside
 - 10 Wall pushes
 - 10 Desk Push ups
 - 10 Hand Squeezes
 - 10 Second Superman Pose
- [Animal Walk Races](#)
 - Bear Walk
 - Crab Walk
 - Worm Crawl
 - Wheelbarrow Walks



Vestibular Sensory Activities

- 100 seconds of spinning
- Movement Madness (can be done as a relay, or circuit, or stations)
 - 10 Jumping Jacks
 - 10 Arm Spins
 - 10 Cartwheels
 - 10 Summersaults
- 100 Second Freeze Dance
 - Stop the music at 100 second intervals
- 100 Bounces on an Exercise Ball
- [Upside Down Ball Toss](#)
 - Both Children hang upside down and toss a ball back and forth 100 times
- 100 Swings on a Swing
- Hopscotch
 - You can make 10 boards (1-10, 11-20, etc)
- Rock and swing in the hammock



Auditory Sensory Activities

- Play Guess that Animal
 - Use 100 different animal sounds
- Listen to 100 seconds of calming sounds
- 100 Shakes of a Maraca
- 100 Seconds of Silence
- Guess that song in 100 seconds
- Sounds Pattern Repeat
 - Clap, whistle or hum sets of sounds, child repeats
- Discrimination Sound Game
 - Near or Far
 - Soft or Loud
 - High or Low
- 100 Rhyming words



Oral Sensory Activities

- Blow 100 bubbles
- Bubble Gum (Biggest bubble after 100 chews)
- Sailboat Races
 - Blow sailboats with a straw
- Cotton Ball Table Fun
 - Blow 100 Cotton Balls into a cup
- Blow Painting
 - Use a straw to move paint on a paper
- 100 Second Feather Game
 - Try to keep a feather in the air for 100 seconds by blowing
- Create 100th day Trail mix
 - 10 of each Crunchy/Chewy Items
- Whistle for 10 seconds
- 100th Day Milkshakes
 - Use 10 pieces of 10 frozen Fruits
 - Drink through a straw
- Blow on a Recorder for 100 seconds



Tactile Sensory Activities

- Sensory Ball Games
 - Roll from Fingertip to Fingertip
 - Roll from head to toe
 - Sensory Ball Toss
- Guess that Texture
 - Put 100 objects in a box and feel
- Sandpaper Numbers Tracing
- Sensory Bins
 - Coloured Rice
 - Beans/Lentils
- Shaving Cream Fun
- Sensory Dough
 - Foam Dough
 - Edible Playdough
 - Scented Dough
 - Cloud Dough
- Texture Scavenger hunt inside or out
- Hand Fidgets



Fine Motor Sensory Activities

- Q-tip Painting
 - Use Qtips to make 100 dots
- Cotton Ball Squeeze Relay Game
 - Each player uses tweezers to pass 10 cotton balls to the next player
- Write 100 in [shaving cream](#)
- Cut the number 100 out and decorate with 100 sequins
- 100th Day Necklace
 - String 10 beads of 10 colours
- Use a hole-punch to punch 100 dots
- Trace the number 100 in sand
- Use toothpicks and play dough to make a creation with 100 toothpicks
- 100th Day Dropper Art
 - Use a medicine dropper to drop 100 drops of liquid watercolours on a coffee filter
- Clothespin Number Match
 - Put numbers 1-100 on clothespins and match them to a number line



Core Strength Activities

- Circuit Training
 - 10 Sit ups
 - 10 squats
 - 10 crunches
 - 10 Bicycle kicks
- 100 Second Poses
 - Superman
 - Plank
 - Stand on one leg
- Tummy time
 - Do any of the activities listed on your stomach
- Crawling Obstacle Course
- Do pull ups on the monkey bars
- Simple Balance activities
- Simple Yoga Activities for kids



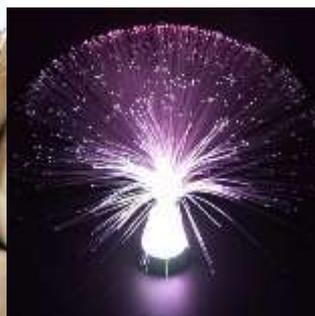
Body Awareness Sensory Activities

- Simon Says
 - Have children use number cards to touch parts of their bodies
- Hokey Pokey
 - You can adapt it to have children put in certain number of body parts
- Sensory Ball toss
- 100 Person Line Estimating
 - Estimate the length a 100-person line would be
 - Line children up to measure
- 100th day Hide and Seek
 - Hide numbers in a large space
- Obstacle Course
- Body Part Relay Race
 - Use different parts of the body to carry a beanbag to the next person
- Sing Head, Shoulders, Knees and Toes
- Body Numbers
 - Create numbers by changing their body shape
- Body Word Building
 - Spell words by making them with your body



Self-Regulation Sensory Activities for Kids

- Fun Breathing
 - Puffer Fish Breaths
 - Square breaths
- Monster Face
 - Squeeze the muscles in your face tight
- Count backwards from 100
- Make Anxiety Squeeze Ball
 - Put 100 beans in a balloon and tie it shut
- Make a Calm Down Jar
 - Shake for 100 seconds and watch it for 100 seconds
- Swing on the hammock 100 Day Flower Bouquet
 - Pass out flowers to children and have them take deep breathes in through their nose to smell, and let it out through their mouths
- Blow up balloons
- Scent Guess
 - Use different items for students to sniff and guess the smell



Appendix 4: Life-skills guidance

Gross Motor

- Roll a Mat and Put it Away
- Walk Around the Mat
- Carry a Chair
- Carry Objects on a Tray
- Carry Liquids on a Tray
- Walk or Sit on the Line
- Walk Next to the Line
- Stack a Tower with Blocks
- Clap to Music with Your Hands
- Tap to Music with Sticks
- Dance and Sing without Falling
- Outdoor Play – Climb, Swing, Run
- Enjoy Daily Walks Outside



Kitchen Skills

- Open & Close Lids
- Pour Water from a Pitcher
- Sponge Water Transfer
- Wash Vegetables and Fruit
- Wash Dishes & the Table
- Peel & Cut a Carrot, Banana, Apple
- Set a Table, Sort Cutlery, Fold Napkin
- Pour/Spoon Beans, Rice, Salt
- Whisk, Stir, Sift, Ladle, Bake, Cook
- Pack a Lunch or Snack
- Learn Knife Skills & Butter Bread
- Crack Nuts
- Squeeze Orange Juice
- Use a Rolling Pin & Cookie Cutters



Care of Self

- Feeding Self (Fork, Spoon, Cup)
- Dressing Frames
- Dressing Self
- Using Toilet, Wipe, & Flush
- Washing Hands, Face, Body
- Brushing Teeth
- Cleaning & Clipping Nails
- Clip Clothespins
- Roll a Pair of Socks
- Use Clothes Pegs
- Hang Up and Put Clothes Away
- Wash Clothes
- Hang Jacket on Low Hook
- Fold a T-Shirt (3.5 y/o)
- Folding Work (Towels)



Care of the Environment

- Use a Dustpan and Small Brush
- Sweep with a Child-Sized Broom
- Wipe up a Spill and Use a Mop
- Vacuum (hand-held)
- Dust
- Polish – Wood, Metal, Leather
- Plant Vegetable Seeds
- Clean a House Plant
- Clean a Window or Mirror
- Flower Arranging
- Return Materials to the Shelf



Life-skills guidance written by Bright Horizons Education Team

<https://www.brighthouse.com/family-resources/teaching-kids-life-skills-seven-essential-life-skills-to-succeed>

1. Focus and Self-Control

Children thrive on schedules, habits, and routines, which not only create a feeling of security, but also help children learn self-control and focus. Talk with your child about what to expect each day. Organize your home so your child knows where to put shoes, coats, and personal belongings. We live in a noisy, distraction-filled world, so quiet activities like reading a book, enjoying sensory activities, or completing a puzzle together can help your child slow down and increase focus.

2. Perspective-Taking

Thinking about another's point of view doesn't come naturally to most children, but it can be developed. Discuss characters' feelings and motivations in the books you read, e.g., "I wonder why the cat and the pig wouldn't help the little red hen." Make observations about how others are feeling, e.g., "Alex was really sad that he didn't get a turn. I wonder what we can do to make him feel better."

3. Communication

Children need high-touch personal interactions every day to build healthy social-emotional skills, including the ability to understand and communicate with others. While the pace at which they develop these skills may vary, children need to learn how to “read” social cues and listen carefully. They must consider what they want to communicate and the most effective way to share it. Just talking with an interested adult can help build these skills. Spend time every day listening and responding to your child without distractions.

4. Making Connections

True learning, says Galinsky, occurs when we can see connections and patterns between seemingly disparate things. The more connections we make, the more sense and meaning we make of the world. Young children begin to see connections and patterns as they sort basic household items like toys and socks. Simple acts, such as choosing clothing appropriate for the weather, helps them build connections. Point out more abstract connections in life, or in stories you read, e.g., “This book reminds me of when we picked sea shells at the beach.”

5. Critical Thinking

We live in a complex world in which adults are required to analyse information and make decisions about myriad things every day. One of the best ways to build critical thinking is through rich, open-ended play. Make sure your child has time each day to play alone or with friends. This play might include taking on roles (pretending to be fire fighters or super heroes), building structures, playing board games, or playing outside physical games, such as tag or hide-and-go-seek. Through play, children formulate hypotheses, take risks, try out their ideas, make mistakes, and find solutions—all essential elements in building critical thinking.

6. Taking on Challenges

One of the most important traits we can develop in life is that of resilience—being able to take on challenges, bounce back from failure, and keep trying. Children learn to take on challenges when we create an environment with the right amount of structure—not so much as to be limiting, but enough to make them feel safe. Encourage your child to try new things and allow reasonable risk, such as climbing a tree or riding a bike. Offer a new challenge when she seems ready, e.g., “I think you’re ready to learn to tie your shoes. Let’s give it a try.” Focus more on effort than achievement, e.g., “Learning to tie your shoes was really hard, but you kept trying. Well done.”

7. Self-Directed, Engaged Learning

A child who loves learning becomes an adult who is rarely bored in life. To encourage a love of learning, try to limit television and encourage plenty of reading, play, and open-ended exploration. Model curiosity and enthusiasm for learning in your own life by visiting the library together, keeping craft supplies, making games available, and allowing for some messes at home.



Appendix 5: Related toolkits and supporting materials

Supporting Children with Learning Disability/ ASD: coping with COVID-19 isolation
Information pack created by Cardiff and Vale University Health Board.

<https://councilfordisabledchildren.org.uk/help-resources/resources/supporting-children-learning-disability-asd-coping-covid-19-isolation>

Resources for Families of Children with Autism Spectrum Disorder During COVID-19
Collected and disseminated by University of Houston's School Psychology Autism Research Collaboration April 2020

<https://uh.edu/education/remote-learning/sparc-covid-19-resource.pdf>

Food - a fact of life remote learning activities and ideas area. The platform is a collection of nearly 600 resources, activities and ideas, over 13 'waves', to support learning from home.

<https://www.foodafactoflife.org.uk/remote-learning/activities-and-ideas/>