



Creating structure

10am: Zoom call into English

First: Unpack bag & movement break
Then: Spelling city on the iPad with dad

Literacy Task: Use letters to make spelling words


positive partnerships

Setting up a learning space

Autism Hub making a difference

Minimise the things you can see and touch

When things are organised and available it helps to build independence.

Things you could try:

- Place the work space with your child (e.g., books on a shelf, pens in a draw)
- Move unnecessary materials out of the way
- Use tablecloths and sheets to cover distracting items (use patterns and colours to a minimum, where possible)

Consider the noise and smells

Avoid setting up activities and learning spaces under fluorescent lights or glare from windows, near noisy vibrating areas such as bathrooms/dishwashers, or doors that are opened and closed regularly.

Things you could try:

- Use posters, curtains, sheets to reduce glare of windows
- Use headphones or restructure your day during times of high activity/noise

Use different areas for different activities

You might plan to do different activities in different areas across the day.

Things you could try:

- Use tape, furniture, mats, rugs and cushions to section off areas
- Learning activities in different locations such as: on the couch, in a bean bag, in the garden, on a trampoline, when walking

Be prepared

Make sure that all of the materials required for the day are organised and easy to access.

Things you could try:

- Materials at the end of the day for the next day
- Have materials stored in containers or folders for easy access and organisation
- Use of labels to clearly identify where materials are stored

Learning environment checklist

NSW Department of Education

In setting up this space the following should be considered:



- Is the area free of distraction?
- Is there excessive noise in the area?
- Are there trip hazards in the area?
- Is the area exposed to direct glare or reflections?
- Does the area have sufficient power points available?
- Is equipment (screen, cords etc.) in good, safe, working condition?
- Is there a proper desk and chair and other necessary equipment (light, stationery and devices)?
- Is the chair adjusted correctly?
- Feet should be flat on the floor and knees bent at right angles with thighs parallel to the floor
- The chair backrest should support the lower back and allow your child to sit upright
- The chair should move freely and not be restricted by handles such as mats and power cords
- Chair arm rests should be removed or lowered when typing
- Is the computer adjusted correctly?
- The screen should be positioned directly in front of your child
- The screen should be at a distance where your child can see clearly and easily without straining. The top of the screen should be slightly lower than eye level
- The keyboard should be positioned at a distance where elbows are close to your child's body area and shoulders should be relaxed
- The mouse should be placed directly next to the keyboard
- Are that most frequently used items within easy reach from a seated position?

Queensland Government

education.nsw.gov.au



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Work stations


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Structured and predictable environments





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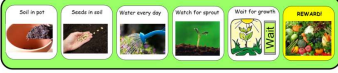
Clearly defining tasks



Activity Sequence





Activity Sequence



This is what we are doing today

My choices	

Finished

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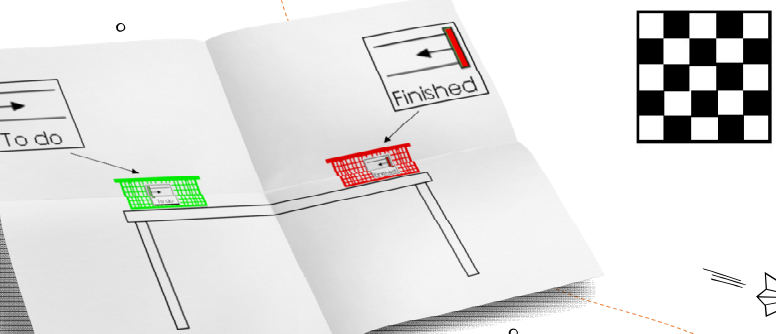
Apps




Choiceworks






Start – Finish

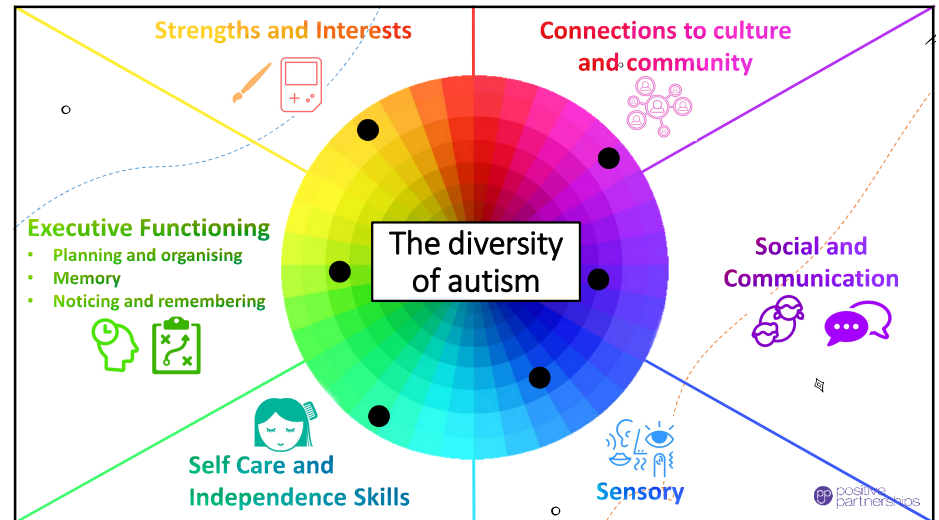
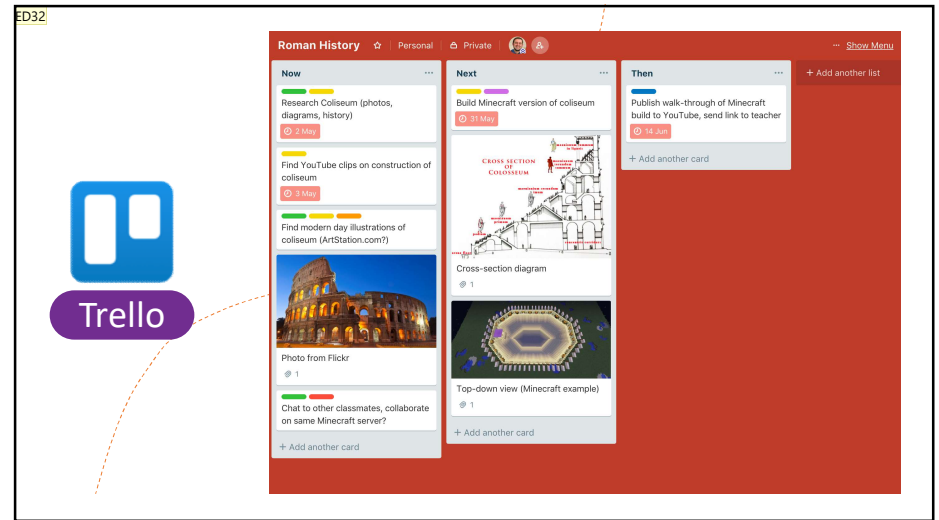
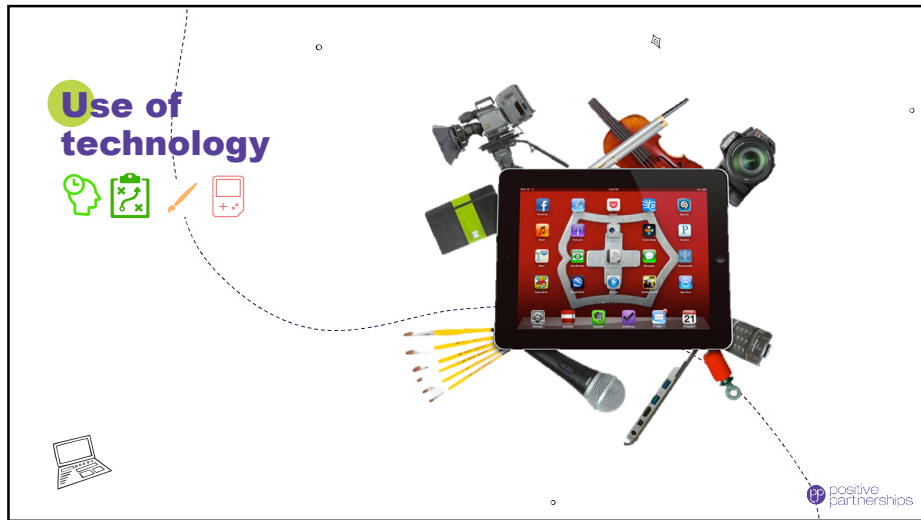
finished

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How long will the task take?

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Slide 22

ED32

Colloseum is spelt incorrectly

Emma Dresens, 9/06/2020

Universal Design for Learning UDL



Universal Design for Learning UDL

Engagement

The **Why** –
stimulate interest
and motivation
for learning

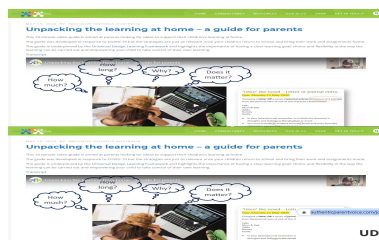
Representation

The **What** –
present
information and
knowledge in
different ways

Action and expression

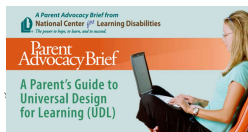
The **How** –the
various ways
young people
can express
what they know

Resources



UDL AND PARENT ENGAGEMENT

Universal Design for Learning (UDL) is a very practical framework that can be used to guide inclusive education. The framework draws from 2 areas of research: (1) neuroscience – how the brain works and (2) educational research on best practices. UDL reflects not only a way of 'doing' but also a way of 'thinking'.



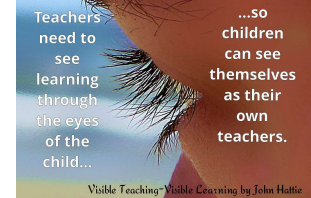
Help them to understand
what they are doing and why

Focus on effort not
outcome

Encourage
feedback

Visible learning

The learner is
at the centre




Slide 27

ED23

great


Emma Dresens, 2/06/2020



Five questions to consider when teaching your young person..

1. What am I teaching?
2. Why am I teaching it?
3. How will I teach it?
4. How will I know when my young person has learned it?
5. What's next?

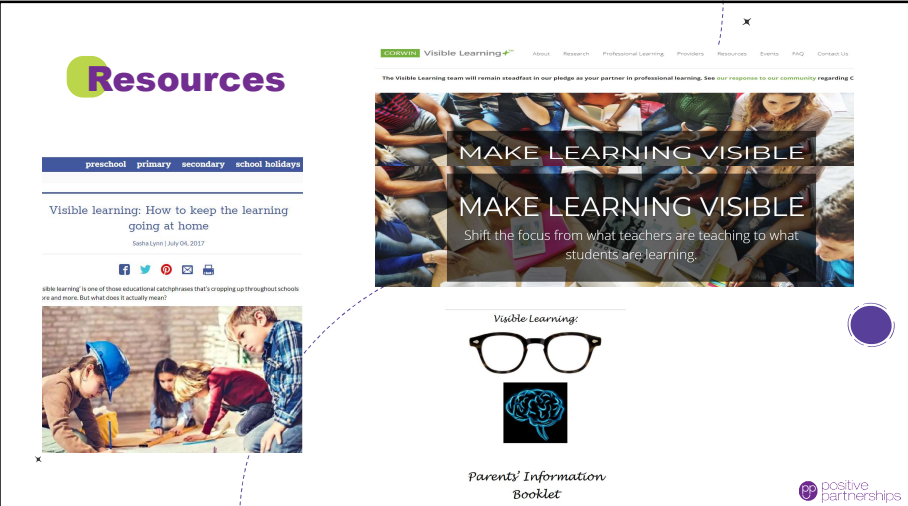
Sharratt and Fullan 2012



Five questions for your young person to consider while learning with you..

1. What am I learning?
2. How am I learning it?
3. How do I know I've learnt it?
4. How can I improve?
5. Where do I need help?

Sharratt and Fullan 2012



Resources

preschool primary secondary school holidays

Visible learning: How to keep the learning going at home
Sasha Lynn | July 04, 2017

Visible learning is one of those educational catchphrases that's cropping up throughout schools and more. But what does it actually mean?

MAKE LEARNING VISIBLE
Shift the focus from what teachers are teaching to what students are learning.

Visible Learning:
Parents' Information Booklet

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Home-school partnerships



Home-school partnership & the planning matrix

