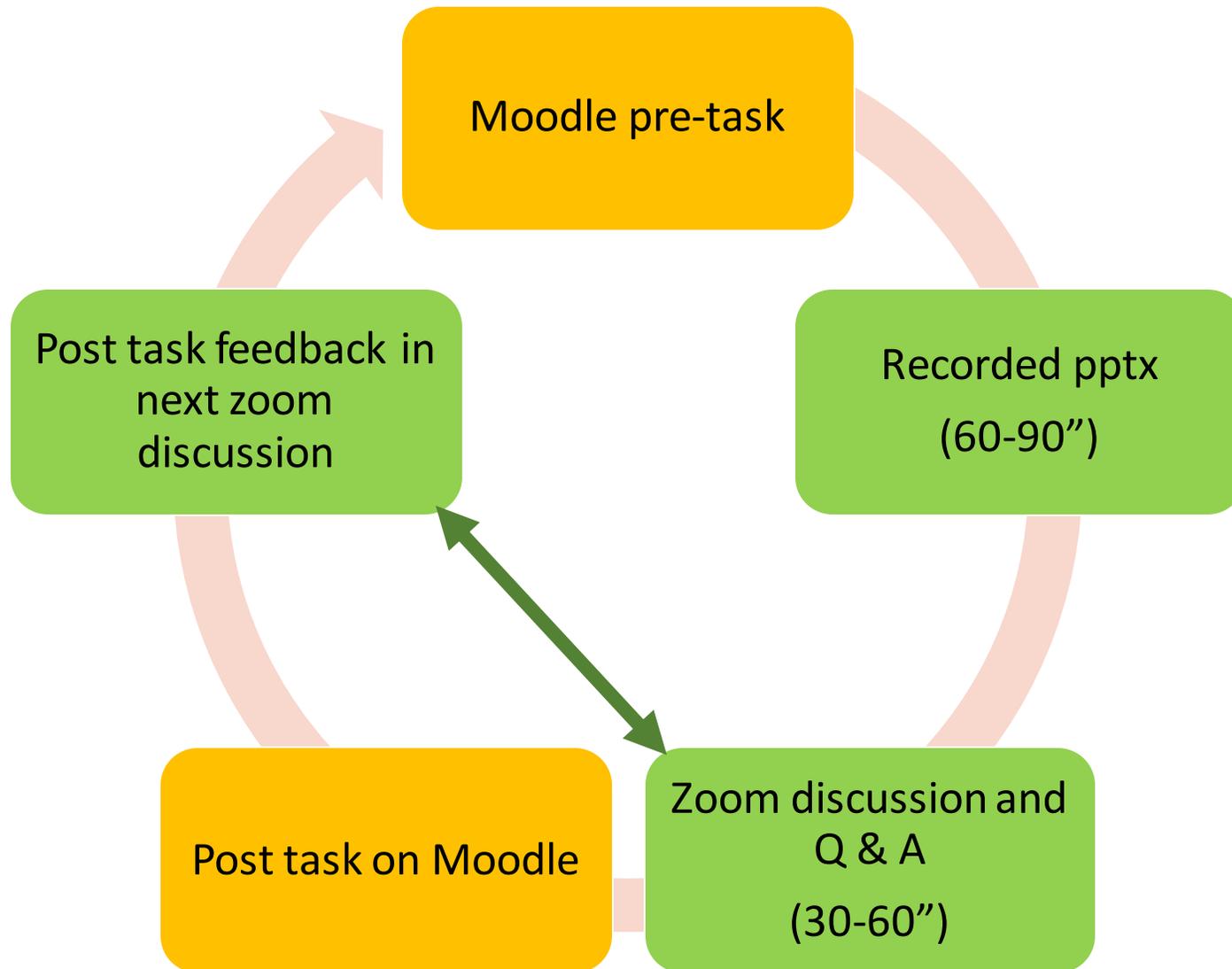


# Organising online classes: A low cost but effective package



online

f2f

Kit Chan

1. Watch the video of Michael, 2 years old.
2. What are the characteristics you observe from Michael that make you suspect he has Autism Spectrum Disorder?



- ✓ Tasks are short.
- ✓ Stimulate students' thinking.
- ✓ Raise their awareness of attending to their own students.
- ✓ Applicable to their teaching.
- ✓ Valuable information for me to know their baseline knowledge.

# Examples of students' responses on Moodle

□ Forum type:

✓ A single simple discussion

I agree with XXXX's careful and detailed observations.

Lack of/ avoiding eye contact

- Back on the high chair, no eye contact with parent/ auntie who ever was talking to him, however, was about to respond to the hi and bye with his waving hand.

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Re: Session 2 pre-task

by [redacted] Thursday, 23 January 2020, 12:59 PM

Similar to what [redacted] brought up, I did find some possible observations in Michael's behavior that makes me suspect he has ASD

- Although Michael displays facial expressions and giggles out loud in response to interactions with others, usually these responses are due to **physical stimulation** on his body e.g. raspberry kisses & being tickled
- Comparatively, Michael shows low response to language related stimulation, such as question content, e.g. 'Did you have fun at the beach?' 'Did you have a good sleep?' Although he may not be able to verbally answer yes or no, neither did Michael nod or shake his head in response, which would be typical in others his age
- turns in circles: around the slide and on his own in the room
- lack of eye contact

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Re: Session 2 pre-task

by [redacted] day, 24 January 2020, 11:00 PM

I agree with [redacted] careful and detailed observations. In the video, Michael's mother was obviously hoping to encourage him to speak where she commented that she was "trying to get him to talk.", but he shows constant repetitive sounds and body movements, and remains unresponsive to his mother.

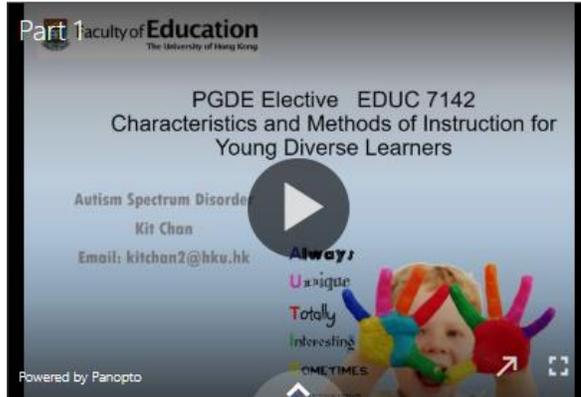
In every different scene, Michael seldom shows that he can make eye contact with people around him or when they are talking to him.

He shows a lack of reciprocity and nonverbal communication. When he was given a snack at the playgroup, most children at his age can say thank you or make a gesture of appreciation, but he quickly snatched the snack without any reaction to the giver.

He is preoccupied with his own babbling a lot of the time and seems to have no interest in what is happening around him.

## Recorded pptx (60 - 90")

“They prefer a mix of in-time and pre-recorded lectures/classes so that they can review it in their own time.” Gary

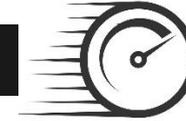


Recorded pptx are divided into different parts if needed.

Students can:

- learn at their own pace/time
- review the information at any time/before assignments
- raise questions about information from the pptx

Speed



“Hi Kit, I watched the powerpoint and I just want to check a few things to make sure that they are not important. I think I get the general idea so it's ok, I am just checking.

Some of the videos end abruptly:

**Slide 19:** the parents response video, so we don't see the emotional coaching parent response.

**Slide 22:** the burger king video - we only see the tantrum, we don't see what happens next.”

**slide 19:** the video shows how the parents showed her understanding of the son's feeling and then expressed the reason for going to school and work before she suggested the solution of playing together on the next day. Did this show on your version? If not, you need to click on the little triangle on the video. The video is in Chinese but I have done the English subtitles.

**slide 20:** I used this video to demonstrate how we can show the child the bad side of temper tantrum and talk about solutions that can help the burger king girl. For children to look at others' behaviours, it is easier for them to comment, criticize and then offer "the right thing" to do. It's easier than looking at their own mistake first. After that, when children are shown similar behaviours of theirs, they find it much easier to suggest solutions for the appropriate behaviours.

I am so pleased to know that you are studying the slides so carefully!

**Zoom:**

**Discussion, feedback on tasks, Q & A (30-60")**

This is an example of one of the pptx slides for students.

## How can we help our students with ASD?

Each group does a 2 minute summary on strategies to support one of the following areas:

- Academic learning
- Social and communication
- Behaviour

(Jigsaw discussion)



Points to note:

An icon to indicate zoom discussion

Limit zoom time

Vary groupings

Vary learning media (audio and visual)





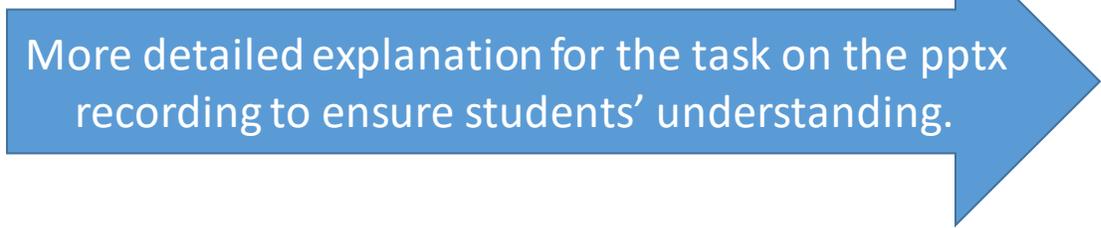
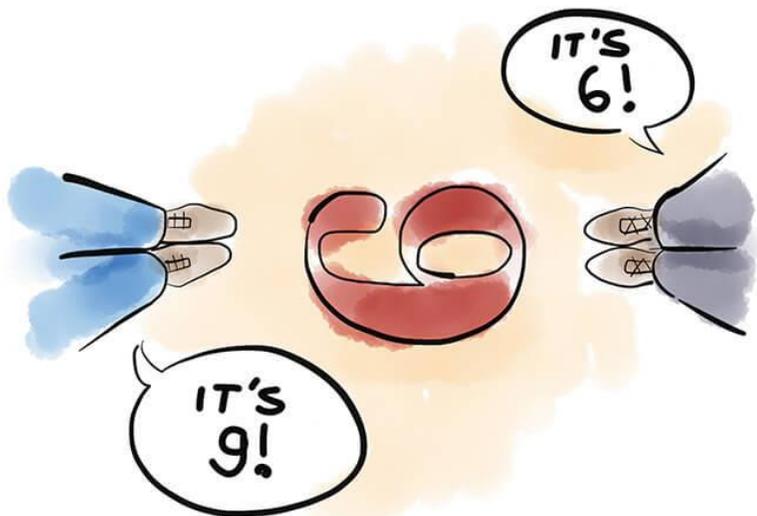
Post task on Moodle

# ASD – post task

Write a visual schedule to support an ASD student to follow the daily routine.

Or

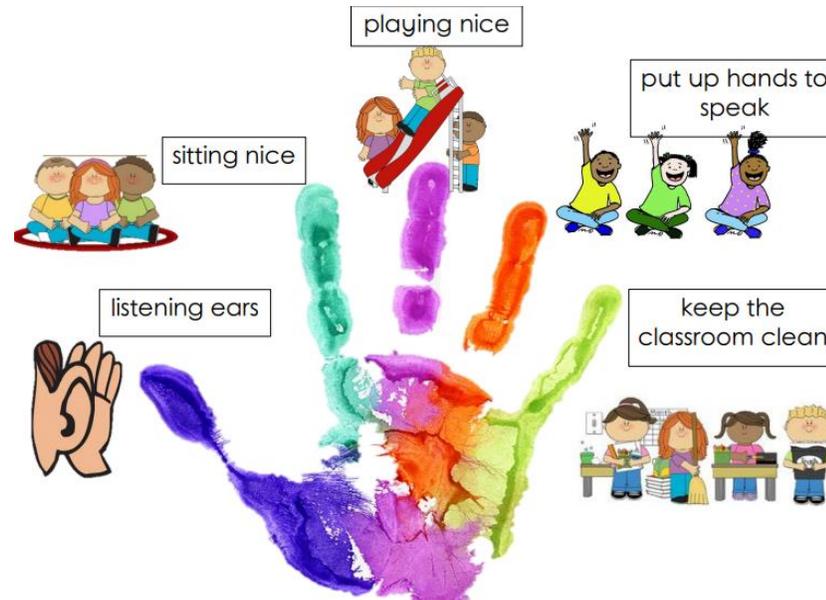
Design a visual reminder to support students' particular behaviour. This is for the whole class, there may or may not have students with SEN.



“It is very effective as it can be used as an immediate reminder than a chart on the wall.”

~ ECE student

“I have created a visual schedule for my K2 ASD student to follow the circle time routine. Instead of the cartoons, I actually use the photos of the students to demonstrate the correct action in the visual schedule.” ~ECE student



Feeling empowered!



## Post task feedback in next zoom discussion

I can try new food	
	I like eating raisin bread at snack time. It makes me happy.
	Sometimes, Teacher gives the class new food to try at snack time.
	John and Mary like the new food. They are happy.
	I haven't tried the new food before, so I don't know if I would like it.
	I can smell the new food first. It is OK.
	I can try taking a small bite first. It is OK.
	If I like it, I can have some more.
	Trying new food is good for my body.
	Everyone is proud of me when I try new food. Well done!
	I can try new food. Well done!

- Analyse examples of students' work together
- learn from each other's good practices
- make improvements

- Analyse real cases from students
- Relate to theories learnt
- Students are motivated to brainstorm solutions together

### Case 2

When he goes to school, he **needs to take the same route and transportation** every day. If there is **a change** on the route and the vehicle, for example, there was a day when the alarm clock didn't work and they were almost late for school, mummy decided to take him to school by taxi, but he **refused** to get on the taxi and **kept shouting, crying and repeating "take MTR"**.

Reason?

Solution?

# Student's feedback

*“This course is conducted by Ms Kit Chan and her teaching through online platforms has been conducted efficiently. I can see she has recorded her lessons and kept in close contact with students in the course regarding changing arrangements. We also have a zoom discussion weekly to consolidate understanding and brief on the upcoming tasks. My online learning experience has been great so far knowing that Ms Kit is there to help at any time. Thank you Ms Kit!”*

*Feedback to the University survey on online learning from a PGDE ECE student, 2/2020.*

# A low cost but effective package

