

Everyday School Activity Categories & Classroom Structure for Learning: Making Every Moment Count



It has been recommended that students with ASD spend at least 25 hours a week actively and productively engaged in meaningful learning activities to promote positive educational outcomes. That sounds like a lot, but 5 hours a day is a usual school day and can provide the intensity needed for students with ASD. What matters is how engaged the student is in learning from moment to moment and activity to activity. Given this recommendation, it is important that we look across the school day in a variety of activity categories to support the student's active engagement and promote generalization of learning. Collaborating with families to help them embed supports in everyday activities at home can add to learning opportunities at school and further promote generalization.

Everyday School Activity Categories

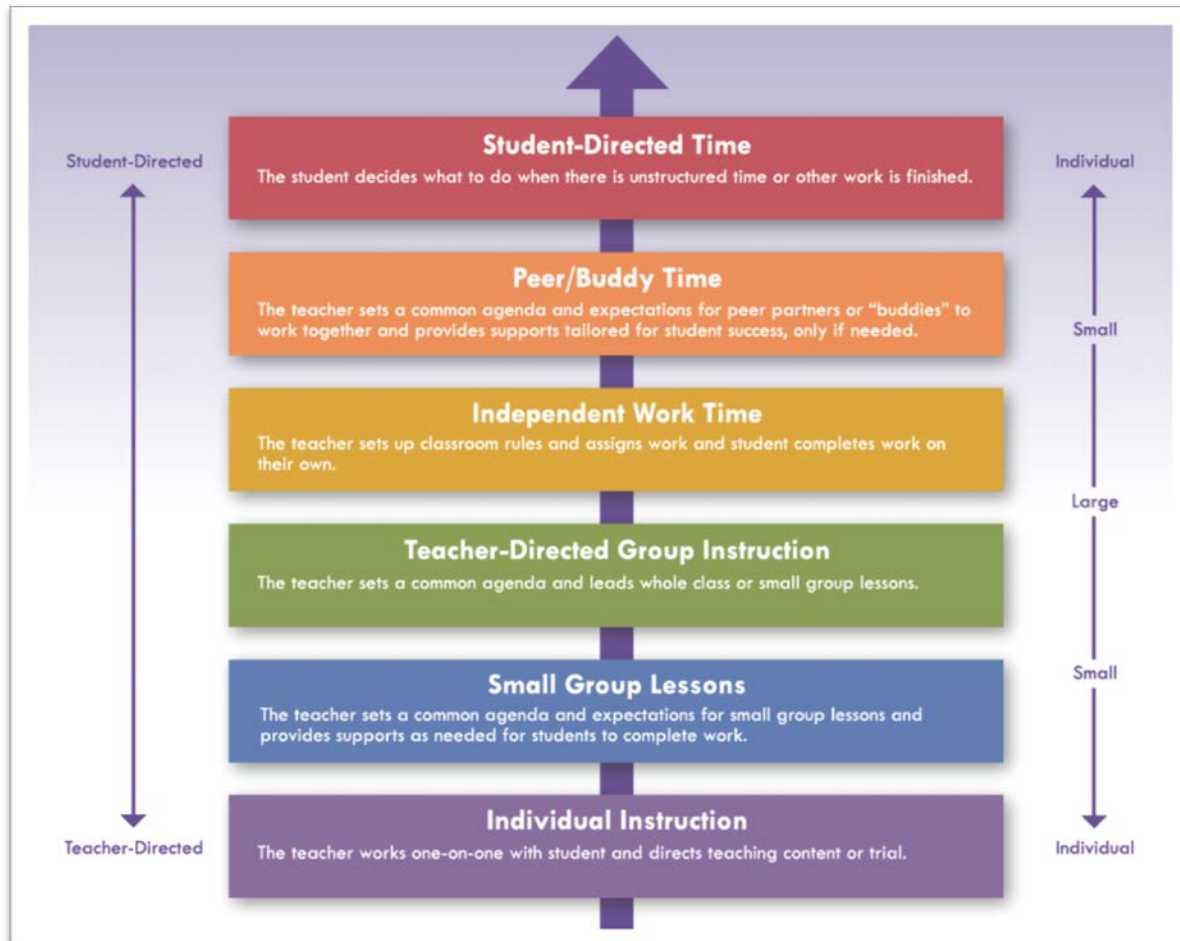
The following everyday school activities are organized into eight categories to ensure that active engagement is being supported in a variety of activities throughout the school day.



Classroom Structure for Learning

The student's active engagement and teaching strategies need to be considered in the context of classroom structure for learning. This can vary by the degree of teacher direction—whether the teacher is directing the teaching trial, lesson, assignment, and work agenda or this is delegated to the student. This can also vary by group size, from individual instruction or work to peer partners or small groups, to whole class instruction.

The following categories of classroom structure illustrate the varying degrees of teacher direction and group size.



Each classroom lesson is structured by both the degree of teacher- or student-directed learning and the group size. We use the word “teacher” broadly because every adult that comes in contact with the student has the potential to teach the child. No matter what role or title you have, you fit somewhere in the realm of “teacher” throughout the day. To promote inclusive education, it is important to provide learning opportunities for students with ASD that increase the degree of student-directed learning in activities and contexts.

