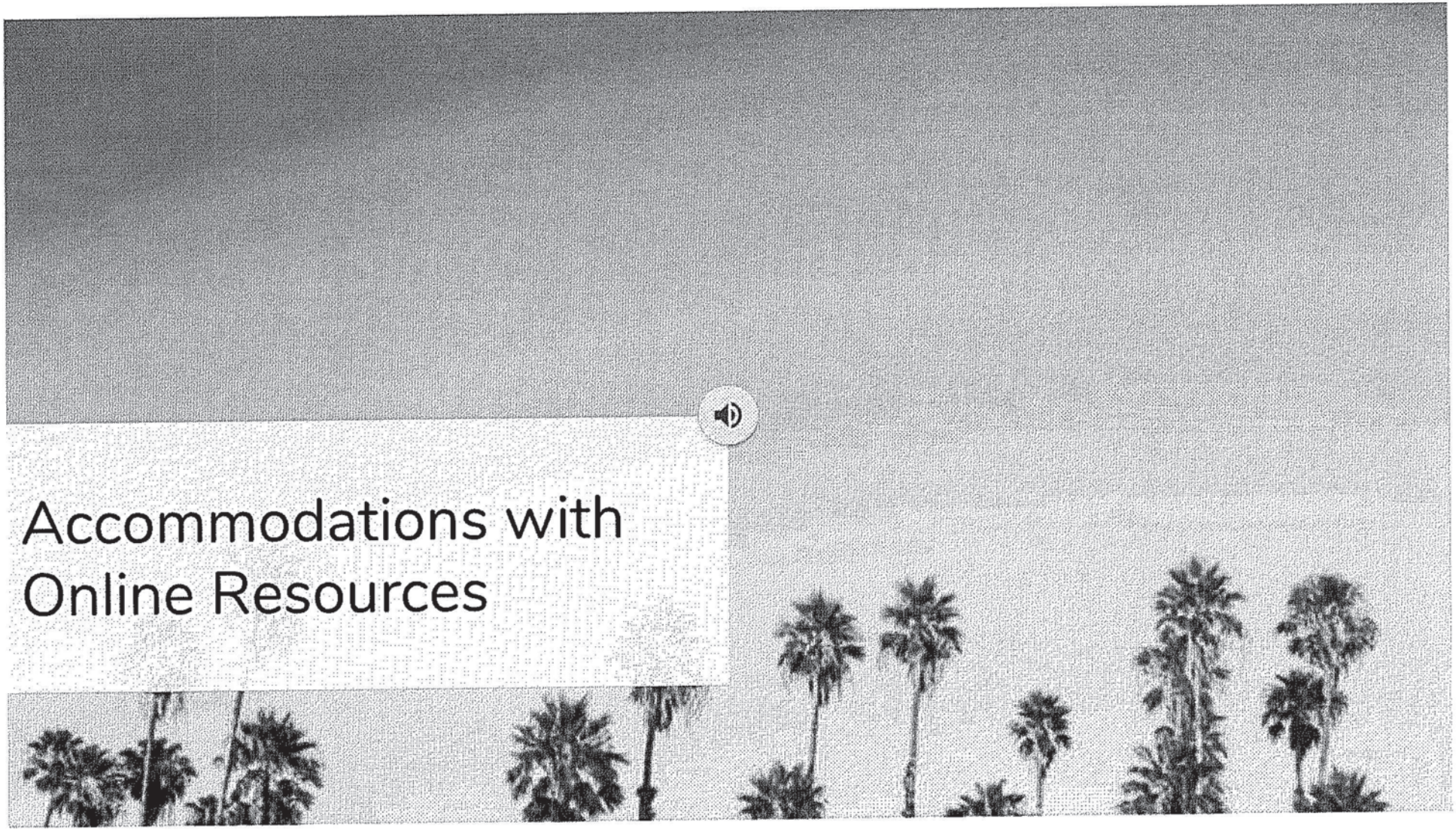
Attachment 13:

c. Special education instructional trainings and training schedule

Exploring
The Accommodations Toolbox



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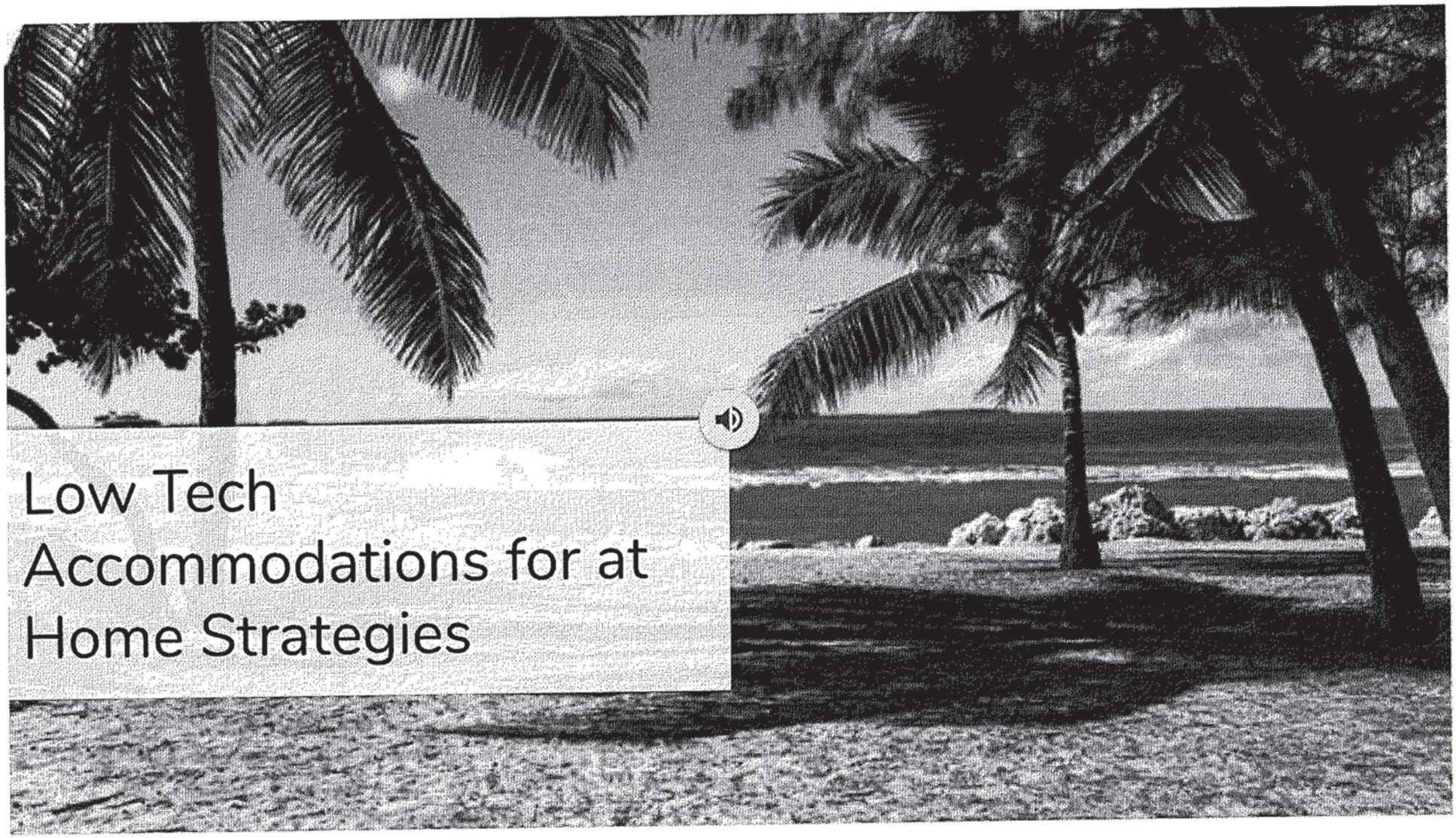

Accommodations with
Online Resources

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Individualized Education Plan (IEP) accommodations provide support in general education and/or special education settings. Please be sure to reference the accommodations which are documented on your child's current IEP. Students may continue to use the resources from school to access instruction, if provided. The chart below is an accommodation toolbox which includes strategies and resources on how a student may be able to access accommodations at home. Additional information and resources for accommodations are available in the Blackboard Distant Learning Plan folders.

If you have questions or concerns please contact the student's case manager or Due Process Helpline- dpehelp@fcps.edu 571-423-4470.

Accommodations	Description	Strategies/Resources for Home Access
Accessible Text	Electronic Text (Braille/Electronic Text/Large Print) provided through AIM.	This includes: • Learning Ally (user login and password required) • Bookshare (user login and password required) • AIM-VA (user login and password required) • myON (user login and password required) • Tumblebooks (available to all students) • PebbleGo (available to all students) • Tar Heel Reader (available to all students)



Low Tech Accommodations for at Home Strategies

Low-Tech Accommodations Toolbox

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The chart below includes strategies for how a student can access accommodations at home without the use of technology. The complete **Accommodations Toolbox** is available online and includes links to online resources. The Accommodations Toolbox is located on the FCPS Internet page https://www.fcps.edu/news/coronavirus-update-academics-distance; select the grade level, then select Special Education: Additional Supports. Individualized education program (IEP) and 504 Plan accommodations provide support in general education and/or special education settings. Please be sure to reference the accommodations which are documented on your child's current IEP or 504 Plan. As available, students can continue to use the resources from school to access instruction.

Accommodations	Description	Strategies/Resources For Home Access
Alternate Means of Response Dry Erase Board/Additional Writing Implements/Student Indicates Response (Verbally Pointing or Otherwise)	This allows a student an alternate means of response to answer a question.	Create your own dry erase board using paper or insert white paper into a picture frame (use dry erase markers); Use available highlighters, markers, colored pens, and/or colored pencils to support assignment. Allow the student to say and/or point to the answer while someone else writes down or indicates the student's response.


Additional Supports for Parents

Accommodation: Frequent Breaks

The Accommodation focus below is on providing frequent breaks for your student. Frequent breaks provide a time to cool down or have time away from a stressful situation or task. A short break can help students return to a task ready to focus and complete the work. Below are some activities that can be used to provide a break for your student. Be sure to have a timer available (kitchen timer, timer on phone or watch) to limit the break time. Provide your student the opportunity to make a choice. Cover choices that are not an option at that time and make sure you have the items needed available to use when the student makes the break choice.

Write about your favorite activity or a topic of your choice 	Play with your favorite squishy toy/item (i.e. Playdough, stress/tennis balls) 	Go or look outside your window/door and tell what you see 
Turn on your favorite song and dance around 	Snack on something healthy 	Take 5 deep breaths 
Take turns telling a silly joke to your sibling(s) or parent(s) 	Read a book 	Draw or color a picture of your favorite animal 
Play a board game or make up your own game like Simon Says or I Spy 	Movement: walk like you're on ice, a giant and have to step over houses, a mouse quietly through the house, make yourself as big, as small, and reach as high as you can 	Watch your favorite cartoon or TV show/ video 
Create a scavenger hunt 	Use chalk to draw pictures on paper or outside on the driveway or sidewalk 	Blow bubbles and try to catch them 
Jump 	Identify shapes in the room or outside 	Play with your favorite toy 

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ESY & Assessment

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Individualized Education Plan (IEP) accommodations provide support in general education and/or special education settings. Please be sure to reference the accommodations which are documented on your child's current IEP. Students may continue to use the resources from school to access instruction, if available. The chart below is an accommodation toolbox which includes strategies and resources on how a student may be able to access accommodations at home. Additional information and resources for accommodations are available in the Blackboard Distant Learning Plan folders.

If you have questions or concerns please contact the student's case manager or Due Process Helpline- dpehelp@fcps.edu 571-423-4470.

Accommodations	Description	Strategies/Resources for Home Access
Accessible Text	Electronic Text (Braille/Electronic Text/Large Print) provided through AIM.	This includes: • Learning Ally (user login and password required) • Bookshare (user login and password required) • AIM-VA (user login and password required) • myON (user login and password required) • Tumblebooks (available to all students) • PebbleGo (available to all students) • Tar Heel Reader (available to all students)
Alternate Means of Response *Dry Erase Board*	This may be used in place of scratch paper.	Create your own dry erase board! Paper can be used. -Insert white paper into a picture frame. Use dry erase markers. -If you have a touch screen device check out this resource: • Padlet includes a draw feature • Wixie for elementary students (use student login) • G Suite Jamboard (use student login)
Alternate Means of Response *Additional Writing Implements*	Tools such as: highlighters, markers, colored pens and/or colored pencils used to support learning.	Use available highlighters, markers, colored pens,and/or colored pencils to support assignment. Many programs come with built-in highlighters.

Accommodations	Description	Strategies/Resources for Home Access
Alternate Means of Response *Student indicates a response (Verbally, Pointing or Otherwise)*	This allows a student an alternate means of response to answer a question.	Allow the student to say and/or point to the answer while someone else writes down or indicates the student's response.
Alternate Means of Response *Audio Recording of Student Response*	This is used to record a student's oral response.	Below are available online tools that may be used: • Audacity - free audio software online • Google Voice Typing Tool Tutorial - Speech to text • Windows Speech Recognition - Speech to text
Alternate Means of Response *(Word prediction software, word processor speech to text functionality, and/or Brailler)*	This is used to support the student with alternate ways to respond.	Below are common online tools that may be used: • Windows Predictive Text • Google Voice Typing Tool Tutorial - Speech to text • Windows Speech Recognition - Speech to text
Amplification or Noise-Dampening Equipment	Assistive listening devices such as an FM system, audio trainer, whisper phone, or sound field help to increase volume.	Work in a quiet space with the volume turned up.
Assignment Notebook	Provides students with organization skills.	Google Calendar (use student login) Google Keep (use student login) Calendars that Work Use student agenda Use a wipe off schedule - create a schedule, put in a plastic frame, use an erasable marker to check off tasks as completed
Assistive Technology Support ATS	Services provided by assistive technology services to support instruction.	ATS

Accommodations	Description	Strategies/Resources for Home Access
Augmentative Communication Device	This is used to aid with communication.	See Communication Board/Choice Cards.
Behavior Intervention Plan (BIP)	Behavior plan developed by the school team and parent.	Continue to use strategies outlined in the student's Behavior Intervention Plan (BIP). See behavior folder.
Bilingual Dictionary	This is a specialized dictionary used to translate words or phrases from one language to another.	Online Resources: • Bilingual Dictionary • Bilingual Glossaries • Use Google Translator (translates single words)
Calculator *Calculator or Arithmetic Table*	This is used to aid with math calculations.	Could access calculator through: • Phone • Computer • Basic function online calculator • Desmos 4-Function • Desmos Scientific • Graphing Calculator
Clearly Defined Limits/Expectations	This provides the student with clear direction and understanding of expectations.	Give the student clear directions, first you will complete 5 math problems then you can have break Provide student with a schedule of tasks. Review the schedule with the student. Self-check Behavior Checklist Creator
Communication Board */Choice Cards*	This is used to indicate student response	Ideas to help with home student response: • Use actual items as choices for students

Accommodations	Description	Strategies/Resources for Home Access
Dictation	The student speaks aloud and the response is written down by someone else.	A student can respond aloud and you may write/type the answer. Online Tools: • Google Voice Typing Tool Tutorial - Speech to text • Windows Speech Recognition - Speech to text
English Dictionary	This is a book or electronic resource that lists words of a language and gives the meaning.	Free online resource: • https://www.merriam-webster.com/
Flexible Schedule *Extended Time*	This provides additional time to the student to complete the given assignment(s).	If the student demonstrates fatigue, frustration, restlessness during an assignment a break may be needed.
Flexible Schedule *Frequent Breaks*	This provides the student with time for breaks within instruction and completing assignments.	Set a timer to assist with giving student frequent breaks Online timers
Highlighted Text Materials	This provides highlighted text to support student learning. .	Use any available highlighters, markers, colored pens,and/or colored pencils to support assignment. If using Google or Word, go to Tools and click on the highlighter tool and use it to highlight the text.
Increase Size of Answer Document	This provides the student with increased font size.	If using Google, use the zoom feature by clicking on the three dots on the right upper corner. Located next to your google name icon.  If using Windows, hit the Windows Key and the + or - Keys. Magnifier tool in Windows Ease of Access

Accommodations	Description	Strategies/Resources for Home Access
Large Print	This is available to students who have a documented visual impairment.	If using Google you can use the zoom feature by clicking on the three dots on the right upper corner to make the print appear larger.  If using Windows you can hit the Windows Key and the + or - Keys to make the print appear larger. How to use zoom on an iPad directions Magnifier tool in Windows Ease of Access
Math Aids *Access to colored shapes, number lines, and fraction circles.*	These materials are used to help a student with math.	Below are common online tools that may be used: Addition Chart Subtraction Chart Multiplication Chart Division Chart Fractions Visual Resource Printable Graph Paper Hundreds Chart Mathematical equations in Google Docs & Tutorial Google Sheet math templates Graphic organizers for math Wixie for elementary students - (use student login)
Positive Reinforcement	An action immediately following a behavior that increases how often or how much of that behavior we see in the future.	Online Resources: Generic At Home Token Board
Presentation of Material/Assign	This explains the directions for complete understanding.	You may read and explain the directions to the student so that they have a clear understanding.

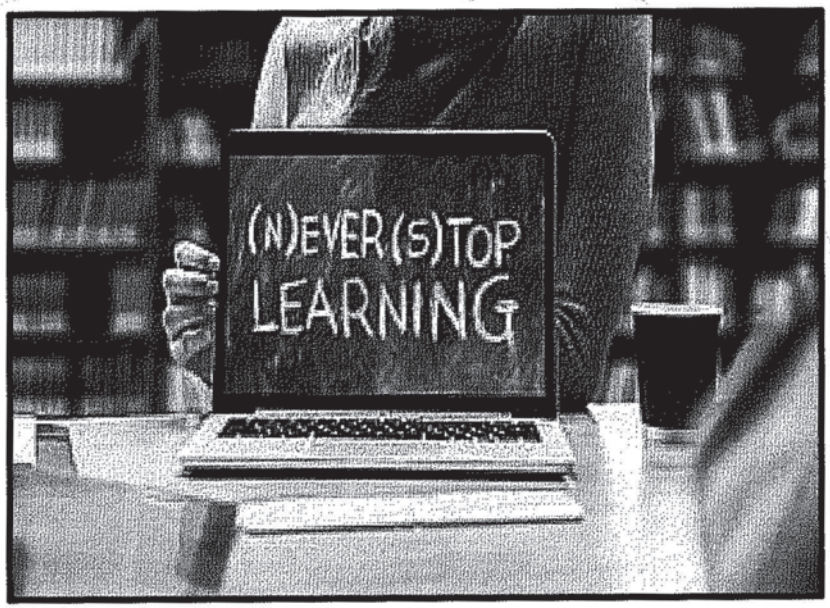
Accommodations	Description	Strategies/Resources for Home Access
Interpret Translate Directions		
Presentation of Material/Assign Provide A Copy of Directions	A written copy of the directions is provided for an assignment.	You may read and explain the directions to the student so that they have a clear understanding. If the directions are shared aloud, then you may write the directions.
Presentation of Material/Assign Provide Specific Verbal Prompts	Helps to keep a student on task. Suggested prompts: • "Please continue with your test." • "Keep working." • "Keep going." • "Focus." • "Stay focused."	Refer to prompts indicated on the IEP accommodation page. You may also use the provided samples as needed.
Presentation of Material/Assign Reduced Language Level/Reading Level/Plain English	This simplifies the language of the text.	Online resource that helps to simplify difficult text. • Rewordify.com | Understand what you read • https://www.simplish.org/ • About Text Compactor
Read Aloud Read Back Student Response	The teacher reads back to the student their written response.	Read your student's written work aloud Screen Readers: • Microsoft Word Read Aloud Tool • Windows Speak Tool • Natural Reader
Read Aloud Read Entire Assignment/Assessment to Student	This allows opportunity for material to be read to a student.	A person at home may read the assignment/assessment. Some online resources provide read aloud components. Screen Readers: • Microsoft Word Read Aloud Tool

Accommodations	Description	Strategies/Resources for Home Access
		• Windows Speak Tool • Natural Reader
Read Aloud Read to Student Upon Request or Demand	A student may ask for assistance with reading a word or text.	A person at home may read the assignment/assessment. Some online resources provide read aloud components. Commonly available Screen Readers: • Microsoft Word Read Aloud Tool • Windows Speak Tool • Natural Reader
Shortened Assignment	The student will have less tasks to complete for an assignment.	Contact your student's case manager if you have any questions or concerns.
Spelling Aids Spell Checker/Aid	This aids students with spelling.	Using Google or Word select Tools and then spelling grammar. Windows Predictive Text
Use Recording Device for Prewriting	A student records thoughts for brainstorming when writing.	Commonly available Online Tools: • Google Voice Typing Tool Tutorial - Speech to text • Windows Speech Recognition - Speech to text • Audacity - free audio software online
Visual Aids *Place Keeper*	Allows a student to see one word, sentence, or line of print at a time. Additionally, can support a student with maintaining their place when reading text.	Use a bookmark or a piece of paper to help keep their place while reading.
Visual Aids *Magnification*	Magnification for students with a visual impairment include magnifying glass, screen magnifier, electronic magnification devices such as a closed-circuit television (CCTV), a large	Student may continue to use the tools and/or strategies provided at school to access instruction. If using Google you can use the zoom feature by clicking on

Accommodations	Description	Strategies/Resources for Home Access
	monitor, interactive or electronic whiteboard, or LCD projector which projects the assessment onto a large screen	the three dots on the right upper corner. If using Windows you can hit the Windows Key and the + or - Keys. Magnifier tool in Windows Ease of Access
Visual Aids *Color Overlays*	Colored overlays, one type of tinted filter, are plastic reading sheets tinted with color and placed over text.	Continue to use your student's color overlay when reading, if provided.
Visual Aids *Graphic Organizer*	A visual and graphic display that depicts the relationships between facts, terms, and or ideas within a learning task. Also used to help support prewriting tasks.	Commonly available online resources: • Google Docs Tables to Text Tutorial • Mind mapping & Tutorial • Wise Mapping & Tutorial • Word Map or Venn Diagram

Distance Learning

Research-based Programs

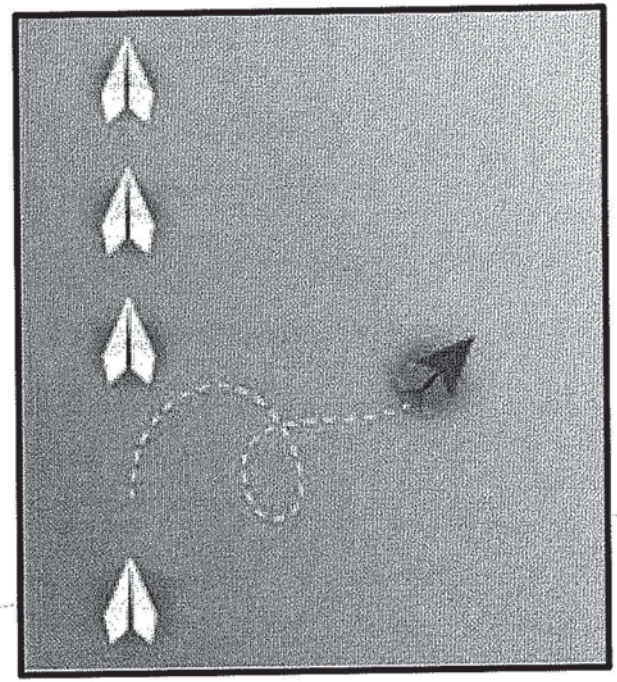


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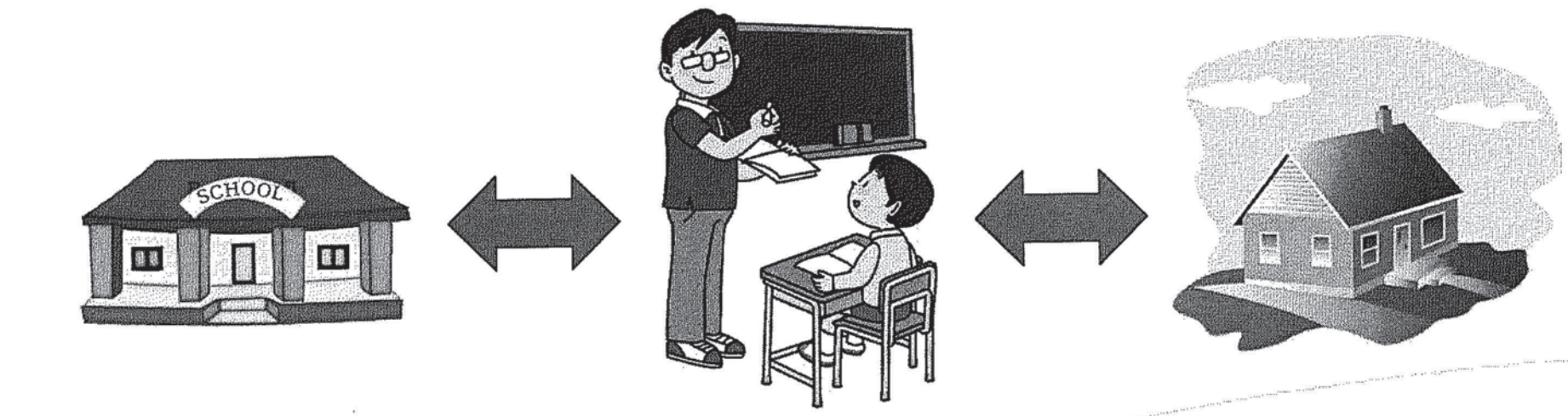
Things are changing...

With this change of direction, it is important to:

- Acknowledge the differences
- Embrace the experience
- Stay positive
- Know that we are in this together!



Considerations



Considerations for Use

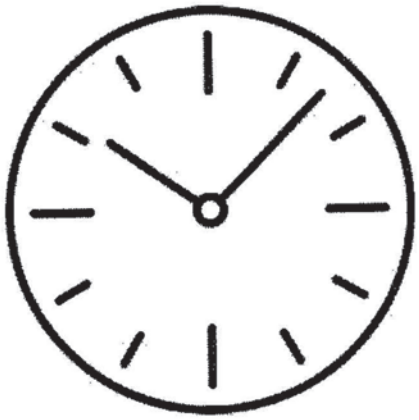


- As a decision is made to move forward with continued use of Research-Based Programs, please consider the following: **time**, **student engagement** and **fidelity** of implementation

- Please refer to your school-based administration if you have questions related to continuing the use of Research-Based Programming

- Remember, Research-Based Programs are supplemental to quality core instruction

Time



You might consider instruction...

- During office hours
- Small group instruction
- Individualized instruction time

Student Engagement



- Maintain a perky pace
- Ensure your materials are able to be seen by your audience
- Be mindful of speaking toward the camera and microphone
- When asking for student responses (either synchronous or asynchronous), provide wait time
- Keep it simple!

Fidelity of Instruction



- Fidelity of instruction means following the planning and implementation as directed by the publisher or as documented within the IEP
- Many of these programs were NOT designed to be solely delivered online
- Given the reduced amount of instructional time and distance learning limitations, adjustments will need to be made that may impact effectiveness

Getting Started



- Determine instructional delivery: synchronous or asynchronous
  - Synchronous: create a Blackboard Collaborate or Google Meet "class"
  - Asynchronous: determine location for posted instruction/materials
- Determine a communication plan for your students and families on how and when your instruction will take place
- Gather needed materials (teacher manual, copy of student materials, display materials, etc.)
- Lesson preparation

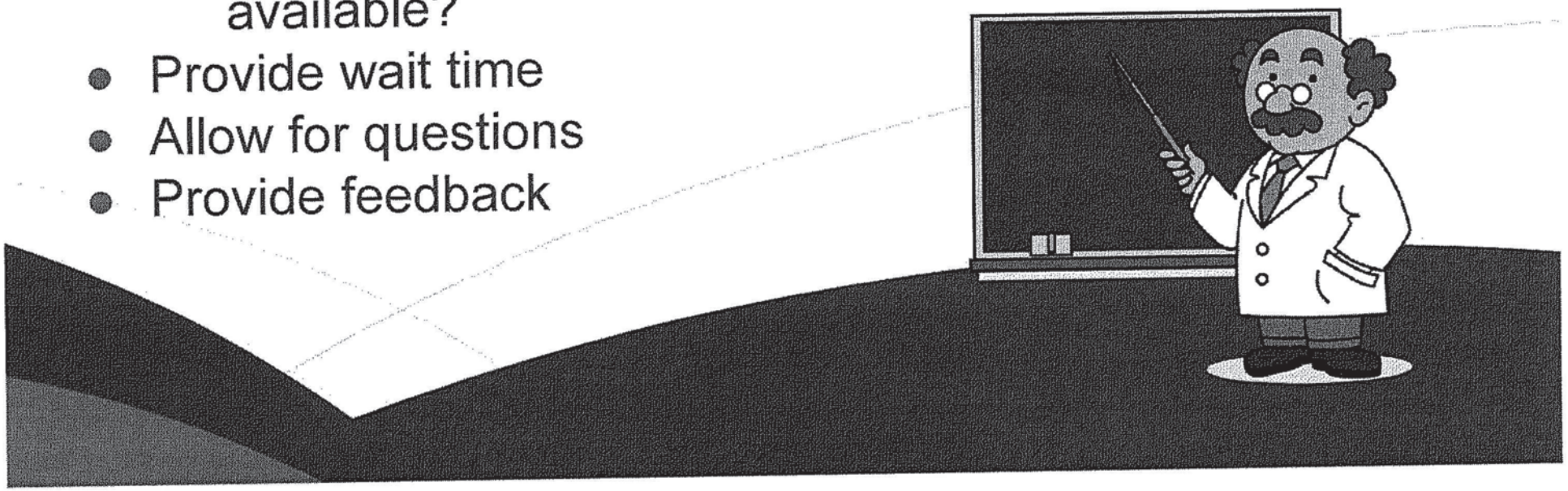
Considerations for Use



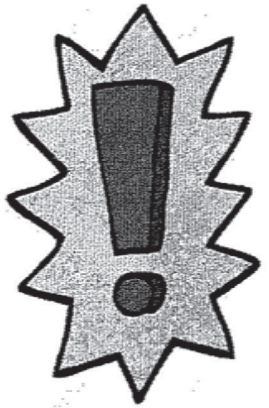
- Where did you leave off with your students?
  - Determine and develop needed review to continue meaningful instruction
- What does the scope and sequence look like?
  - What has already been taught?
  - What will you teach next?
- What is the methodology of the program?
  - Consider how you may adapt for online teaching and learning
  - What do students need to see, hear, and do?
- How does your plan align with student needs?

Lesson Implementation: Best Practices

- Write a lesson plan based on key ideas from the scope and sequence
- Practice your lesson before going "live" or taping
- Provide clear expectations/instructions
- Consider opportunities for student involvement:
  - How will students respond/communicate?
  - Are multi-sensory and/or multi-modal responses available?
- Provide wait time
- Allow for questions
- Provide feedback



Important Note!



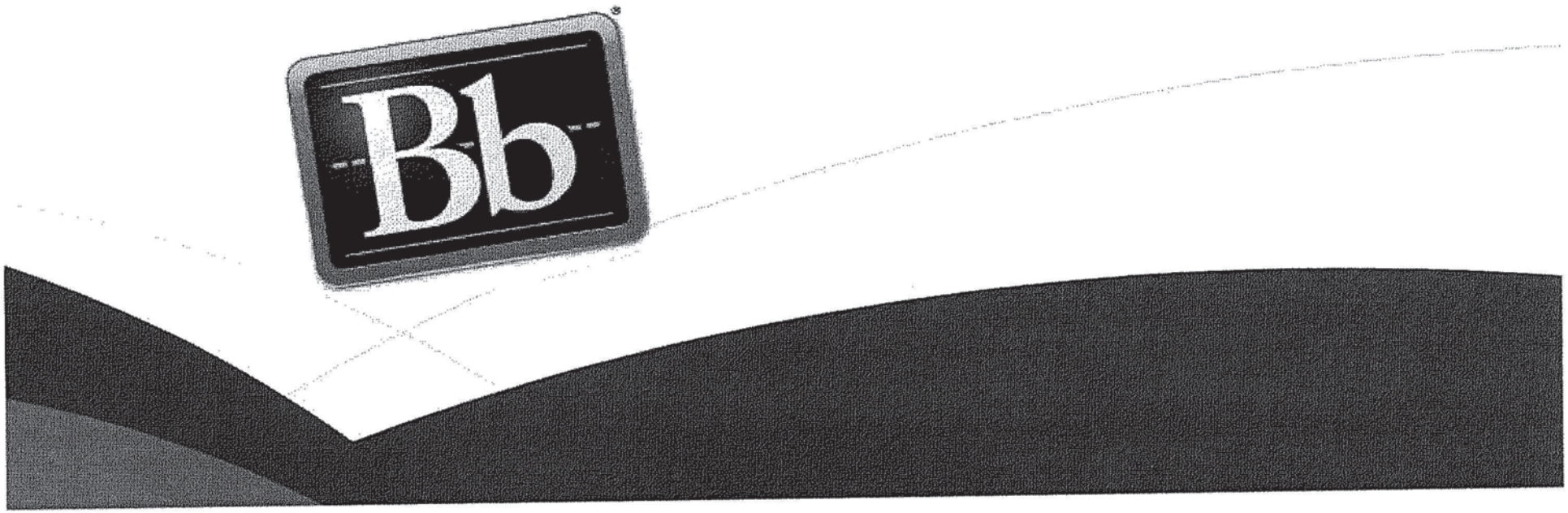
The programs listed below might be difficult to continue due to **copyright** permissions.

- Corrective Reading Decoding
- Corrective Reading Comprehension
- Connecting Math Concepts
- Reading Mastery
- PCI Reading

If you have students currently using Corrective Reading please reach out to your ACT contact to discuss alternatives.

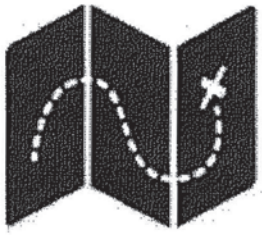
Distance Learning Plan Resources

- All of the Distance Learning Plan (DLP) resources can be accessed through Blackboard 24/7
- Login with your FCPS credentials at https://fcps.blackboard.com/webapps/login/



Where to Find Resources

Distance Learning Support



The course linked below contains resources to help teachers plan in the event of an extended shut down. *(Content is being added to the co a regular basis.)*

Resources include:

- Help documentation for suggested applications
- Materials to support instructional continuity in an online environment
- Content specific resources for elementary, middle, and high school
- Link to materials being provided to students

Distance Learning Resources

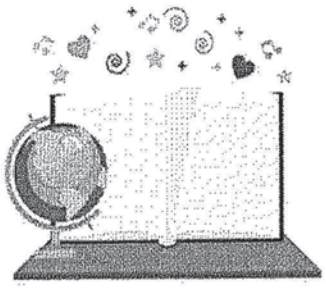
Special Education

Adapted Curriculum

English/ Language Arts ← Reading Programs

Math ← Math Programs

Resource Examples



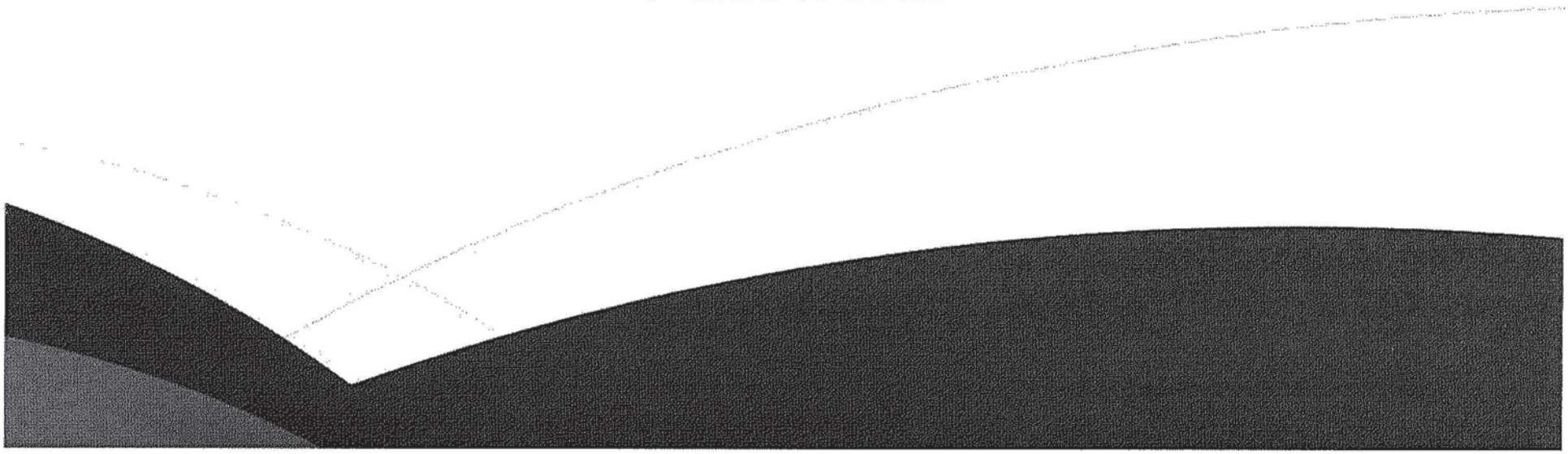
- Attainment products
  - Program materials including teacher guides
  - Tips and tricks that describe how to use online tools to teach
- Digital learning matrices
  - Unit plans with follow up activities/materials
- Sample Lessons & Videos
  - Videos demonstrating how to use specific programs through distance learning

Attainment Plus

Aplus-fairfax.attainmentcompany.com

Username: FCPS

Password:

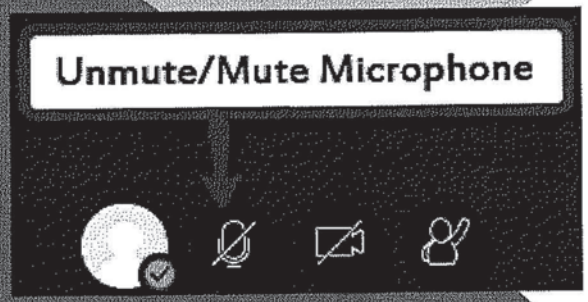


Need support? Contact us!



Region 1	**Mo Chi** machi@fcps.edu	Madison Pyramid **Brittany Brown** babrown2@fcps.edu
Region 2	**Jugnu Agrawal** jpagrawal@fcps.edu	**Justice Pyramid** **Brittany Brown** babrown2@fcps.edu
Region 3	**David Lojkovic** dalojkovic@fcps.edu	**Lee Pyramid** **Brittany Brown** babrown2@fcps.edu
Region 4	**Aimee So** anso@fcps.edu	**South County Pyramid** **Brittany Brown** babrown2@fcps.edu
Region 5	**Jennifer Skarke** jkskarke@fcps.edu	

Mute your Mic



Turn off your camera

During Q and A,
Raise your hand

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ECIDS

Distance Learning Plan

This is all new

- For us
- For our students
- For our families



Employee Assistance Program

Available for free

http://fcpsnet.fcps.edu/hr/benefits/eap/index.shtml

What We Know

- Self care is important
- Your family and friends are important

- Our lives have been disrupted
- Our student's lives have been disrupted

- We will only begin to understand what this will look like for our students when we begin!

Best Practices

- Focus on relationships
  - Used county approved technology to reach out to your families as frequently as you can and they want.
  - Approved technology - new Virtual Meeting Infographic Guide
  - Let families and students know you care about them
- Document, document, document
- Create office hours and share your contact information

Do's and Don'ts

- Do be flexible and open minded
- Do reach out to families
- Do ask for help when you need it
- Do rely on your teammates
- Do take care of yourself, your family and each other
- Do give yourself "Grace" during this time – set your expectations lower

Do's and Don'ts

- Don't attempt to meet face to face with your students or families for any reason
- Don't use communication tools that are not approved by FCPS
- Don't participate in legal meetings where teams are not using approved communication tools
- Don't work without breaks or eating or stretching

Access and Equity

- Access will be an issue for some of our students
- Do the best you can with what we have
- Looking for 'Good faith effort' knowing the limitations
- There will be more questions than answers for a while

Specialized Instruction

- IEP time and services will look very different
- Document your contacts with families with great detail

- A weekly central office created packet mailed home by central office weekly
- Teachers should use the packet to develop specialized instruction for each student
- Explicitly connect IEP goals and objectives to the activities in the packet

Distance Instruction Suggestion

- Using approved communication tool:

- Class based and PAC teachers are encouraged to reach out to their students individually in two 20 minute visits a week

- These should be viewed as parent coaching visits where you as instructor are coaching the parent on how to deliver the specialized instruction.

IEP Meetings and Initial Packets

- ECAT is going to try to hold as many eligibilities as we can to stay within timelines.
- The next couple of weeks you may get an initial packet.
- Reach out to the families.
- More information about IEP meetings (annual and initial will be posted soon by OSEP).

Resources for Distance Instruction

Blackboard 24/7 – Distance Learning Resources – Elementary Specific Resources

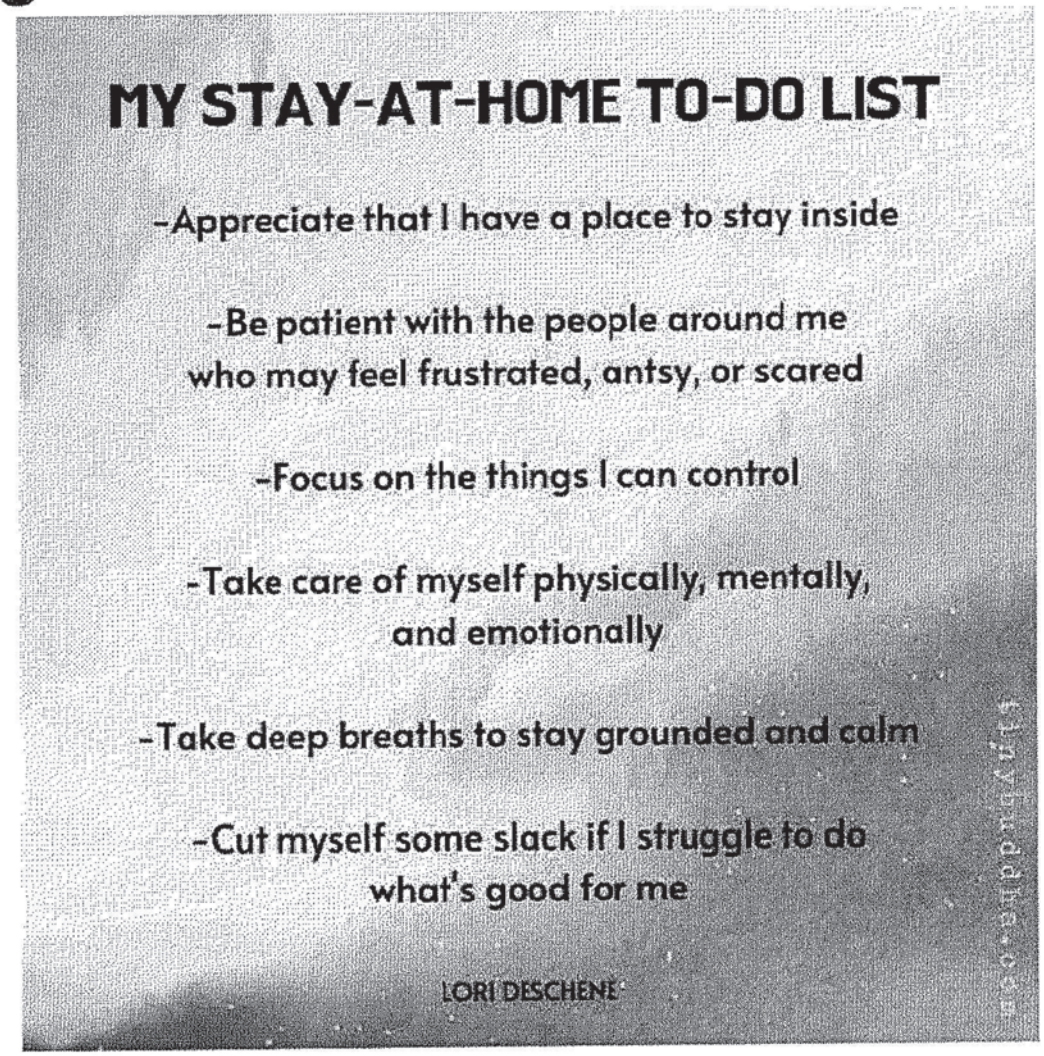
- **For Packets** – Click on Distance Learning Packets and scroll to the special education
- **For Lesson Plans, Parent Feedback forms and Sample Teacher Schedule:**

Scroll to Special Education folder and click on Early Childhood Special Education – Open ECSE Distance Learning Teacher Supports

Accommodating Diverse Families

- Communication with non-English speaking families
- Parents who are working and don't have time or regular hours
- Families who are not in the emotional or physical place to be engaging in learning

Working from Home



We are here for you!

Denise dbforrest@fcps.edu
Tina twilkerson@fcps.edu
Amy abfieldman@fcps.edu
Melissa mwmodarressi@fcps.edu
Kim ktdupont@fpcs.edu

Office hours Monday and Wednesday
2 – 4 pm

Denise -
https://us.bbcollab.com/guest/22f109df61904ea380c9e46fb9e67e9c

Tina -
https://us.bbcollab.com/guest/9ffdbf7a1a4448feb638bdd05606a39b

Behavioral Supports to Enhance Online Learning

Behavior Intervention Services

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Overview

Explore behavior tips to support teachers providing distance learning in the following areas:

1. Avoiding Power Struggles by Minimizing Distractions
2. Avoiding Power Struggles by Increasing Independent Tasks
3. Avoiding Power Struggles by Offering Choice
4. Cognitive Flexibility and Shifting Strategies
5. Procedure for Independently Navigating Tasks

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Outcomes

- Have access to quick tip videos that support your development of your distance teaching methods for each topic area.

- Have access to printable storyboards and handouts for each topic area.

- Have access to online and printable resources to share with your students' families.

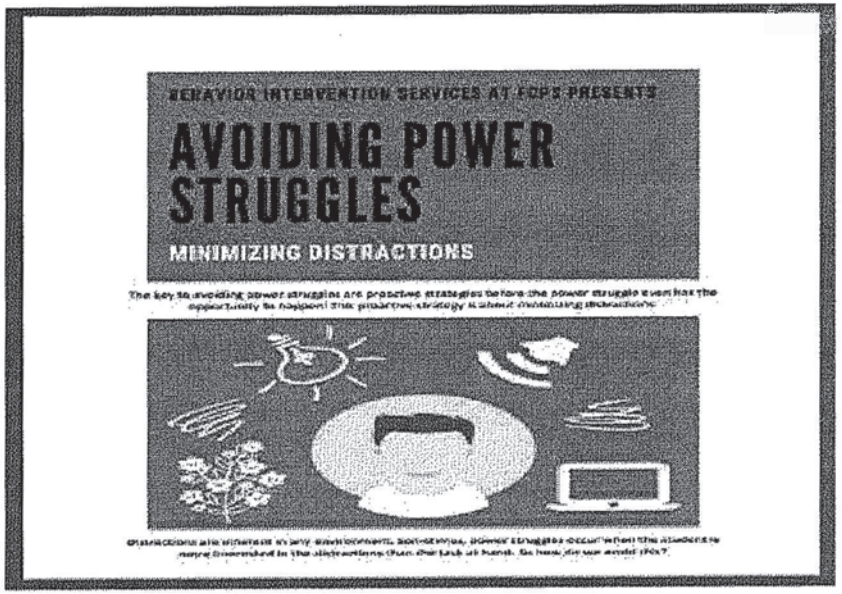
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Accessing Resources Overview

Quick Tip Videos



Storyboards (Handouts)



Every picture is linked to an online and/or printable resource.

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Accessing Resources - Video

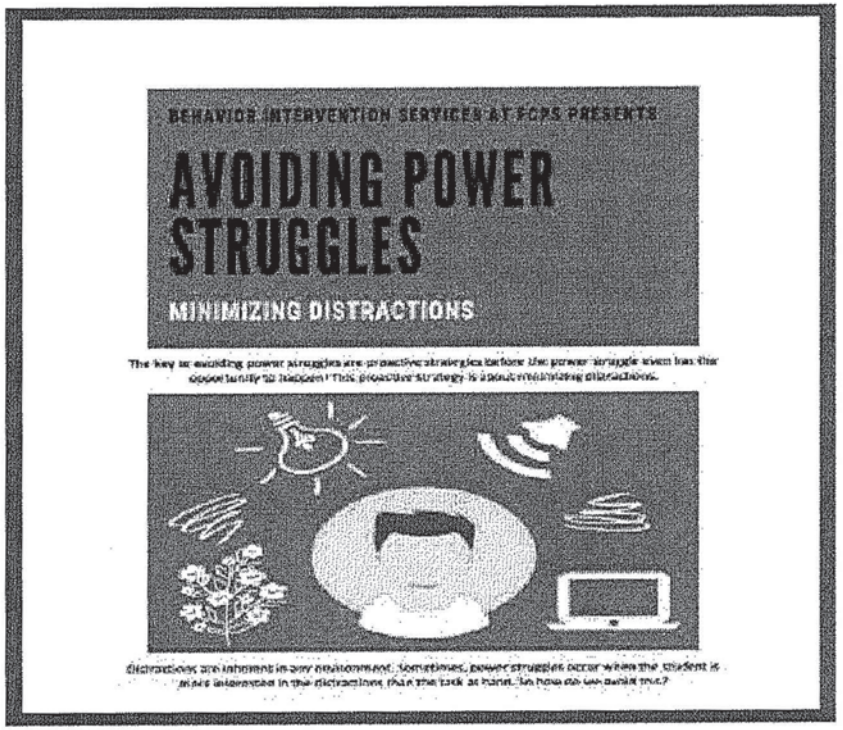


Click here for access to your quick tip video

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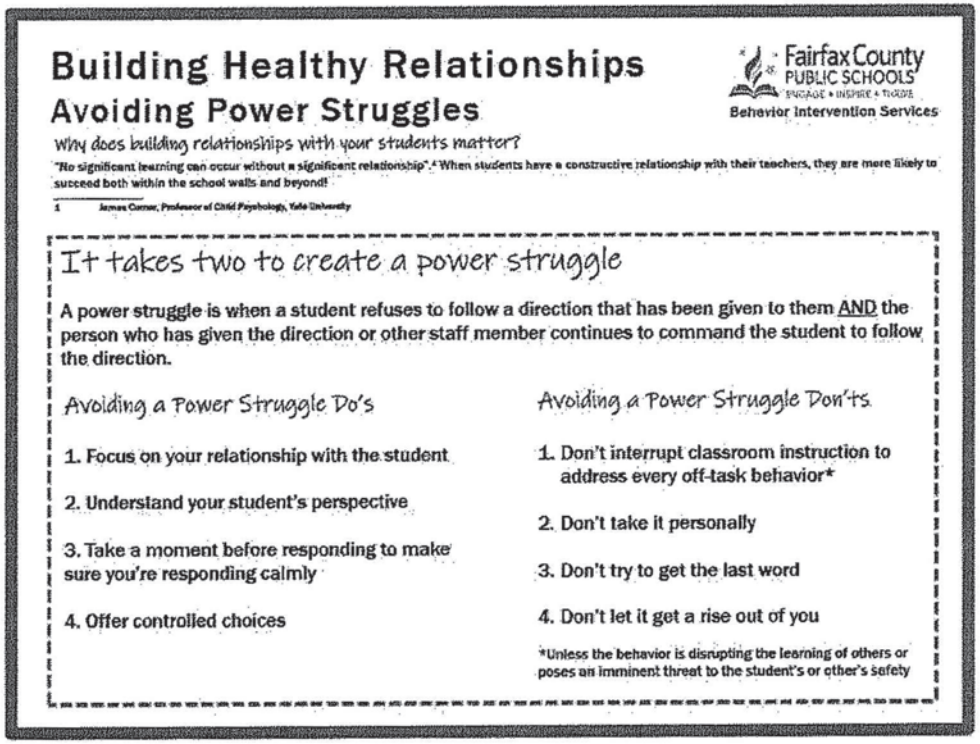
Accessing Resources – Storyboard

Click here for access to your storyboard



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Accessing Resources – Related Handout



Building Healthy Relationships

Avoiding Power Struggles

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Behavior Intervention Services

Why does building relationships with your students matter?

"No significant learning can occur without a significant relationship".[1] When students have a constructive relationship with their teachers, they are more likely to succeed both within the school walls and beyond!

1 James Comer, Professor of Child Psychology, Yale University

It takes two to create a power struggle

A power struggle is when a student refuses to follow a direction that has been given to them AND the person who has given the direction or other staff member continues to command the student to follow the direction.

Avoiding a Power Struggle Do's

1. Focus on your relationship with the student
2. Understand your student's perspective
3. Take a moment before responding to make sure you're responding calmly
4. Offer controlled choices

Avoiding a Power Struggle Don'ts

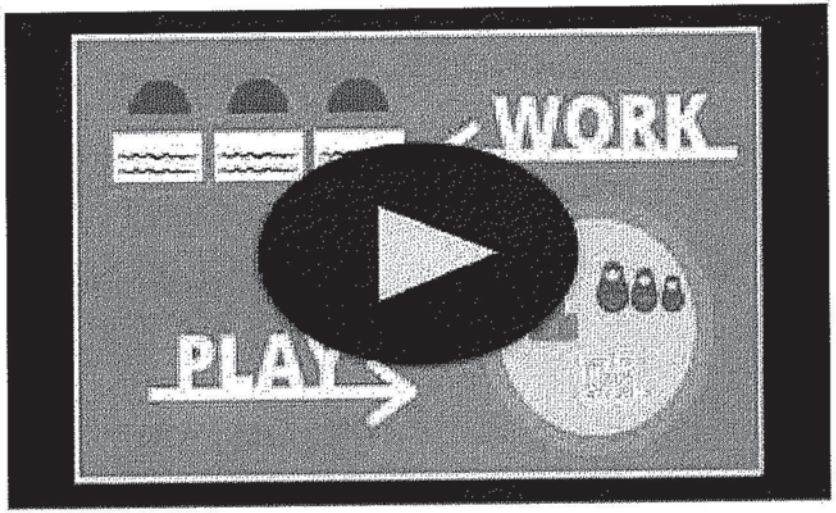
1. Don't interrupt classroom instruction to address every off-task behavior*
2. Don't take it personally
3. Don't try to get the last word
4. Don't let it get a rise out of you

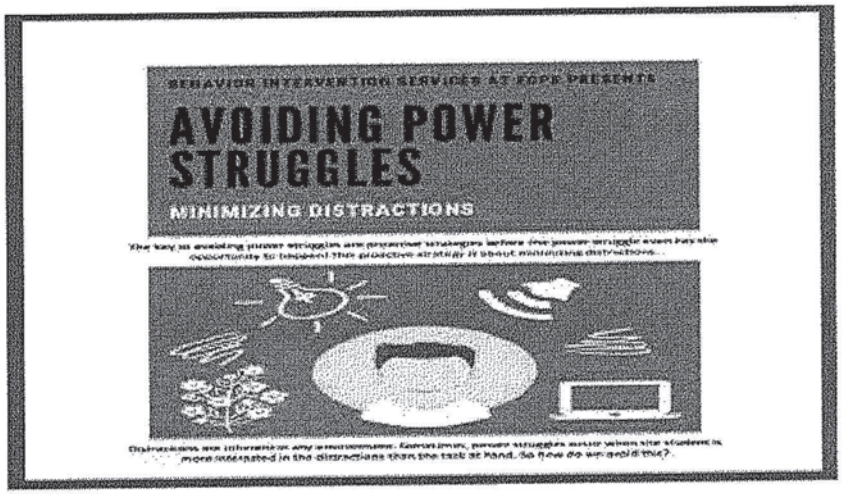
*Unless the behavior is disrupting the learning of others or poses an imminent threat to the student's or other's safety

Click here for access to your related handout

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#1. Avoiding Power Struggles by Minimizing Distractions

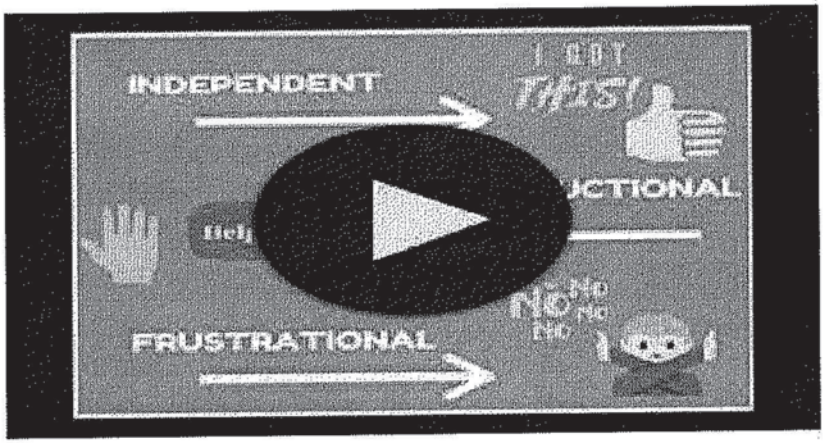


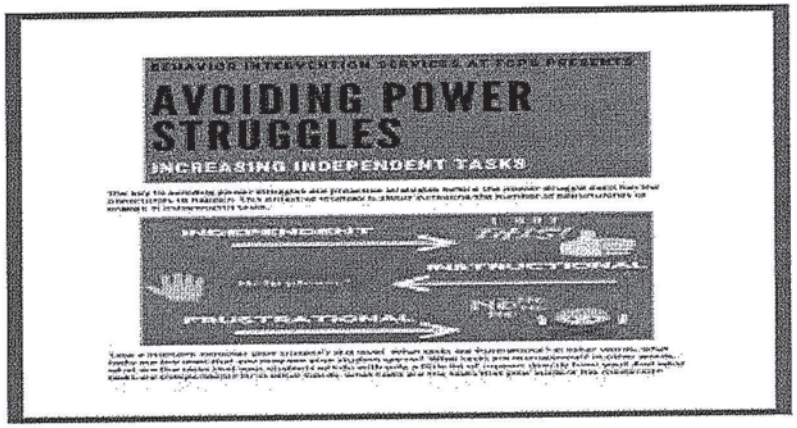


- Minimize distractions in your digital environment
- Remember, less is more
- Can share tips with families
- Example: a work area near a turned-on TV may cause a power struggle

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#2. Avoiding Power Struggles by Increasing Independent Tasks



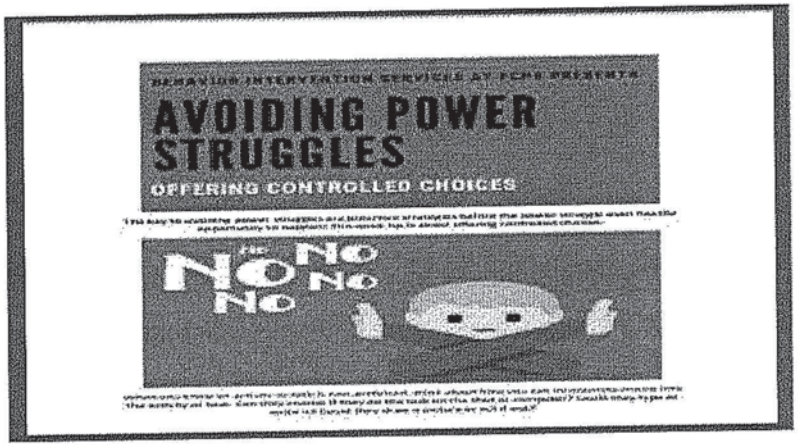


- Directions may not be followed due to perceived difficulty
- Increase number of independent (mastered) tasks to help students follow directions and complete tasks
- Can be incorporated into distance learning model and home environment

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#3. Avoiding Power Struggles by Offering Choices



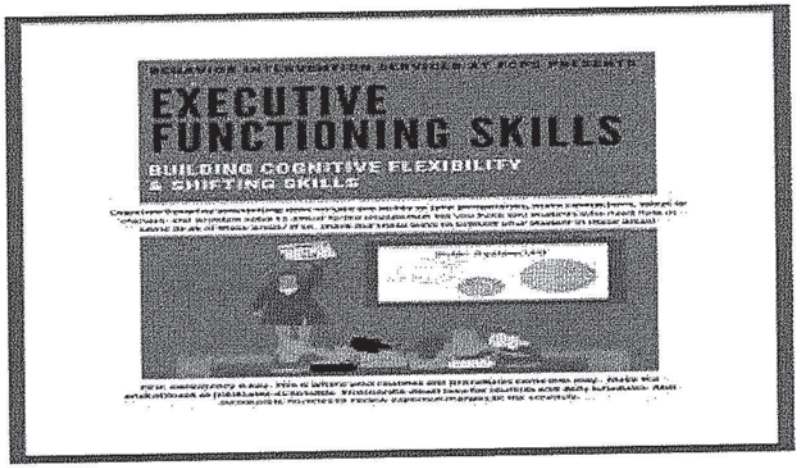


- Incorporate choices into your distance teaching model
- Share these strategies with students' families so they can integrate choice throughout the day in home

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#4. Cognitive Flexibility & Shifting Strategies



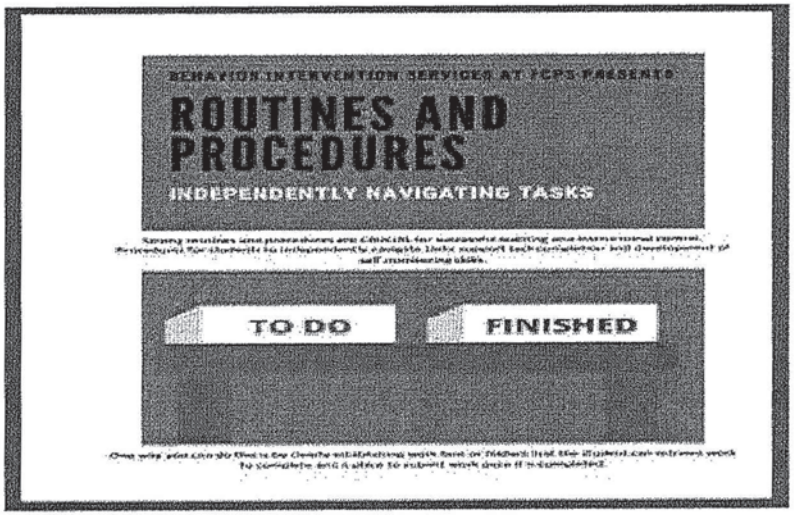


- Everything is different for our students, students' families, and teaching team in this distance learning model
- Support cognitive flexibility and shifting strategies to help cope with these changes

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#5. Procedure for Independently Navigating Tasks

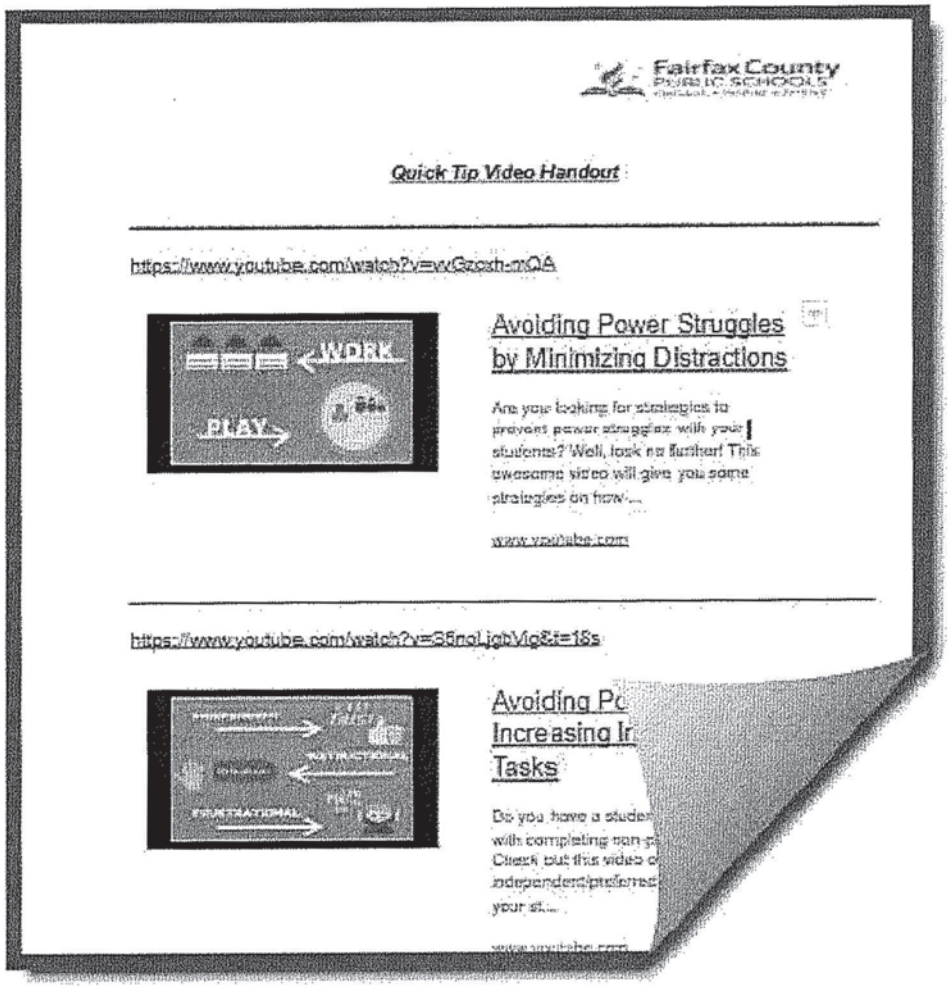




- Establish procedures for students to independently navigate tasks in your online environment
- Help students' families establish procedures for students to independently navigate tasks in their home environment

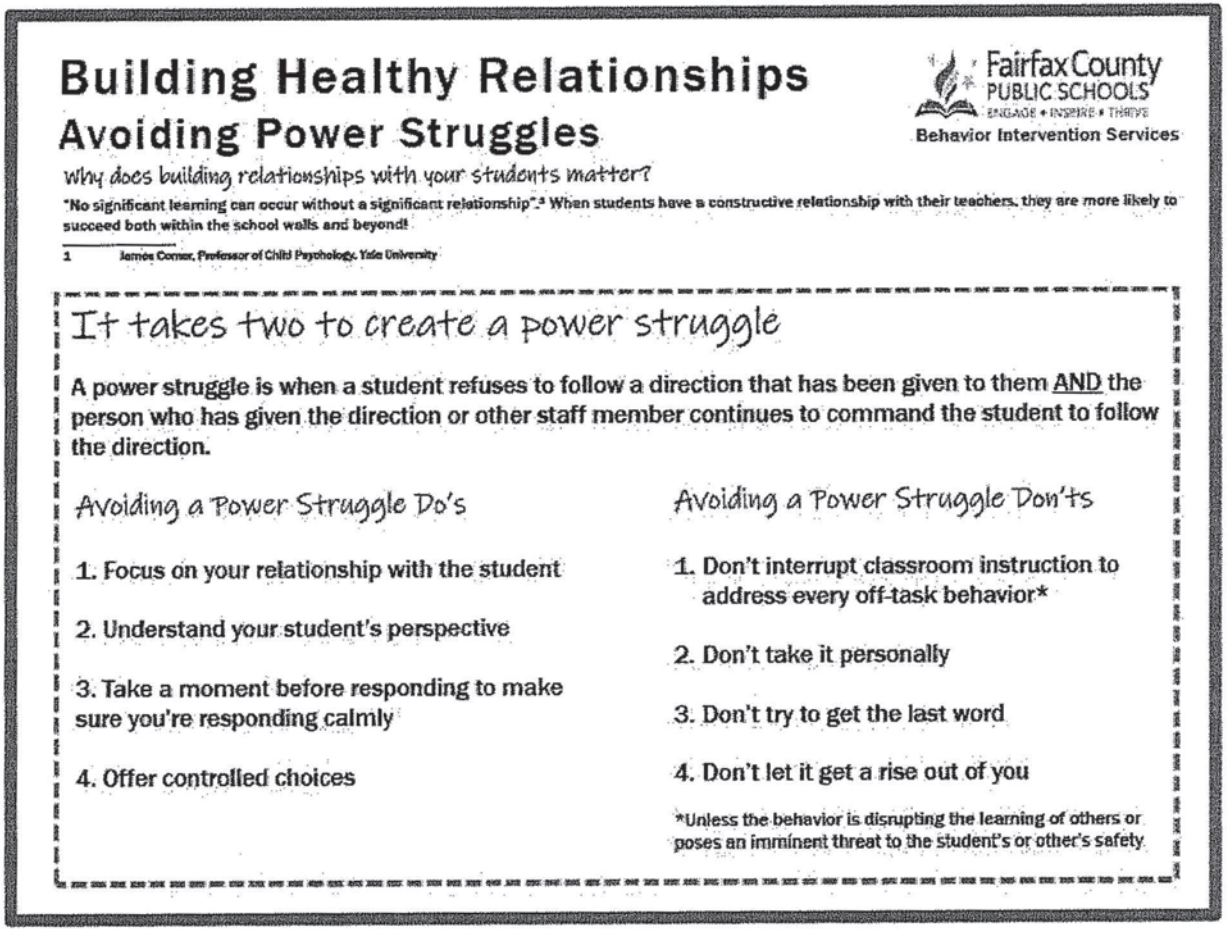
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Quick Tip Video Handout



Click here for access to the quick tip video handout

Related Handout – Avoiding Power Struggles



Building Healthy Relationships

Avoiding Power Struggles

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Behavior Intervention Services

Why does building relationships with your students matter?

"No significant learning can occur without a significant relationship".[1] When students have a constructive relationship with their teachers, they are more likely to succeed both within the school walls and beyond!

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2. Don't take it personally
3. Don't try to get the last word
4. Don't let it get a rise out of you

*Unless the behavior is disrupting the learning of others or poses an imminent threat to the student's or other's safety

- Opportunities for power struggles will be rife in the home setting
- This handout will help teachers and families alike, navigate a power struggle if one were to arise

Related Handout – Routines and Procedures

Building Healthy Relationships
Routines and Procedures

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Behavior Intervention Services

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1 James Comer, Professor of Child Psychology, Yale University

Routines are what the students actually do.

- Keep routine expectations consistent; moving targets do not support building strong teacher-student relationships
- Reinforce approximations
- Examples of how to reinforce students correctly following classroom routines: have your students beat their best time by tracking how long it takes to begin and end a routine, break the class into teams and reward the teams that follow the routine the best
- Pro Tip: if there are multiple routines that need improvement, isolate and prioritize 1 or 2
- Pro Tip: return to "first day of school" practice after long breaks

Procedures need to be taught just like any behavior.

- Break it down, make it visual, check for understanding, practice, and reinforce!
- Examples of procedures: completing work, keeping desk orderly, asking for help, entering classroom, returning after absence, etc.

Procedures are how you want something done.

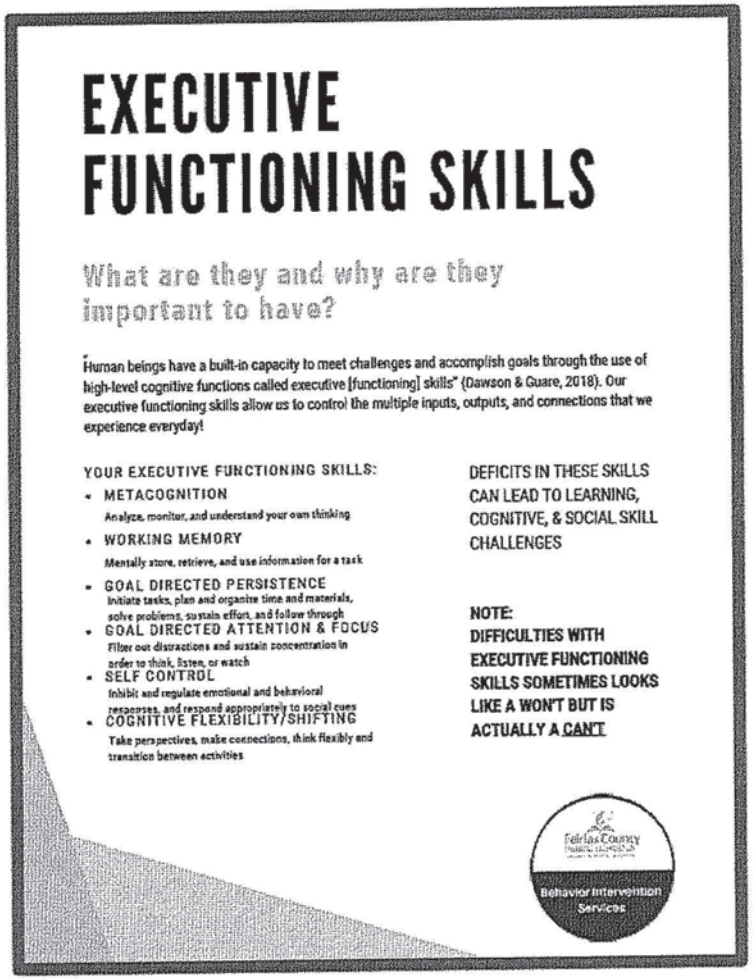
- Procedures need to be directly taught and practiced throughout the year
- Procedures are the railroad tracks and learning content is the train



- Establishing routines and procedures in the distant learning environment and home are critical
- This handout reviews tips on how to establish those routines and procedures

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Related Handout – Executive Function Overview



EXECUTIVE FUNCTIONING SKILLS

What are they and why are they important to have?

Human beings have a built-in capacity to meet challenges and accomplish goals through the use of high-level cognitive functions called executive [functioning] skills" (Dawson & Guare, 2018). Our executive functioning skills allow us to control the multiple inputs, outputs, and connections that we experience everyday!

YOUR EXECUTIVE FUNCTIONING SKILLS:

- METACOGNITION
  Analyze, monitor, and understand your own thinking
- WORKING MEMORY
  Mentally store, retrieve, and use information for a task
- GOAL DIRECTED PERSISTENCE
  Initiate tasks, plan and organize time and materials, solve problems, sustain effort, and follow through
- GOAL DIRECTED ATTENTION & FOCUS
  Filter out distractions and sustain concentration in order to think, listen, or watch
- SELF CONTROL
  Inhibit and regulate emotional and behavioral responses, and respond appropriately to social cues
- COGNITIVE FLEXIBILITY/SHIFTING
  Take perspectives, make connections, think flexibly and transition between activities

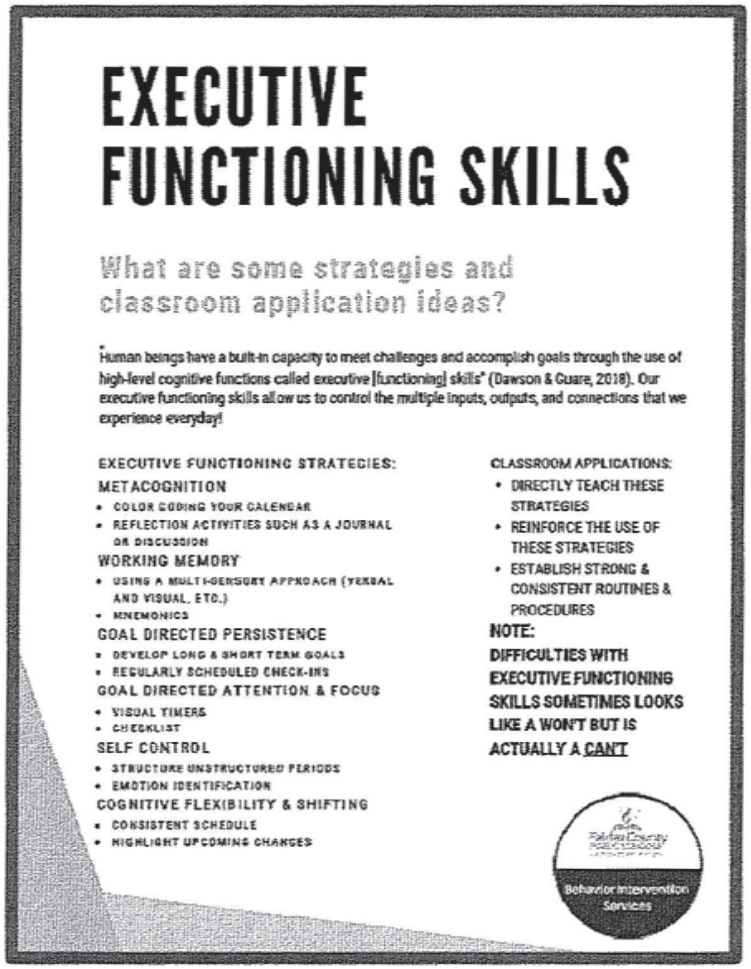
DEFICITS IN THESE SKILLS CAN LEAD TO LEARNING, COGNITIVE, & SOCIAL SKILL CHALLENGES

NOTE:
DIFFICULTIES WITH EXECUTIVE FUNCTIONING SKILLS SOMETIMES LOOKS LIKE A WON'T BUT IS ACTUALLY A CAN'T

Behavior Intervention Services

- Executive functioning skills are necessary for students, teachers and families to navigate this distance learning model
- This handout is an overview of what those executive functioning skills are

Related Handout – Executive Function Strategies



EXECUTIVE FUNCTIONING SKILLS

What are some strategies and classroom application ideas?

Human beings have a built-in capacity to meet challenges and accomplish goals through the use of high-level cognitive functions called executive [functioning] skills" (Dawson & Guare, 2018). Our executive functioning skills allow us to control the multiple inputs, outputs, and connections that we experience everyday!

EXECUTIVE FUNCTIONING STRATEGIES:

METACOGNITION
- COLOR CODING YOUR CALENDAR
- REFLECTION ACTIVITIES SUCH AS A JOURNAL OR DISCUSSION

WORKING MEMORY
- USING A MULTI-SENSORY APPROACH (VERBAL AND VISUAL, ETC.)
- MNEMONICS

GOAL DIRECTED PERSISTENCE
- DEVELOP LONG & SHORT TERM GOALS
- REGULARLY SCHEDULED CHECK-INS

GOAL DIRECTED ATTENTION & FOCUS
- VISUAL TIMERS
- CHECKLIST

SELF CONTROL
- STRUCTURE UNSTRUCTURED PERIODS
- EMOTION IDENTIFICATION

COGNITIVE FLEXIBILITY & SHIFTING
- CONSISTENT SCHEDULE
- HIGHLIGHT UPCOMING CHANGES

CLASSROOM APPLICATIONS:
- DIRECTLY TEACH THESE STRATEGIES
- REINFORCE THE USE OF THESE STRATEGIES
- ESTABLISH STRONG & CONSISTENT ROUTINES & PROCEDURES

NOTE:
DIFFICULTIES WITH EXECUTIVE FUNCTIONING SKILLS SOMETIMES LOOKS LIKE A WON'T BUT IS ACTUALLY A CAN'T

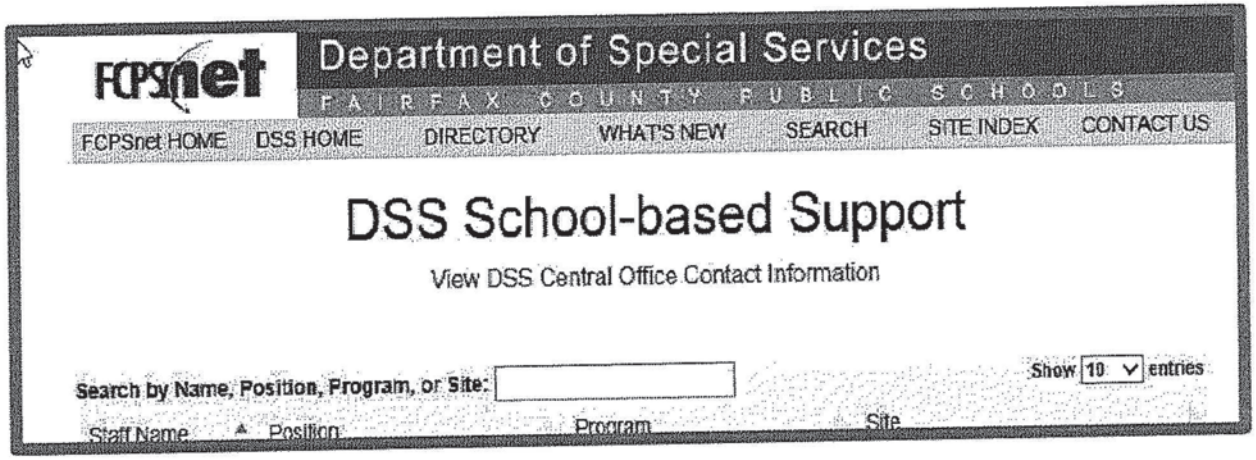
Behavior Intervention Services

- Executive functioning skills are necessary for students, teachers and families to navigate this distance learning model
- This handout is an overview of what strategies can support deficits in each executive functioning skill area
- Remember, even students who had strong executive functioning skills in the school setting, may not have mastered those skills in the home environment

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Office of Special Education Instruction
Behavior Intervention Services

Click here to find your Behavior Intervention Teacher



http://fcpsnet.fcps.edu/ssse/contact/schoolbased.shtml

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Resources

Aune, B., Burt, B., & Gennaro, P. Behavior Solutions for the Inclusive Classroom. Arlington, TX: Future Horizons, 2010. Print

Dawson, P., & Guare, R. Executive Skills in Children and Adolescents: A Practical Guide to Assessment and Intervention (3rd ed.). New York, NY: Guilford Press, 2018. Print

Minahan, Jessica & Rappaport, Nancy. The Behavior Code: A Practical Guide to Understanding and Teaching the Most Challenging Students. Cambridge, MA: Harvard Education Press, 2018. Print

Page, Leanne. Parenting with Science: Behavior Analysis Saves Mom's Sanity. Bcbatoday, 2015. Print




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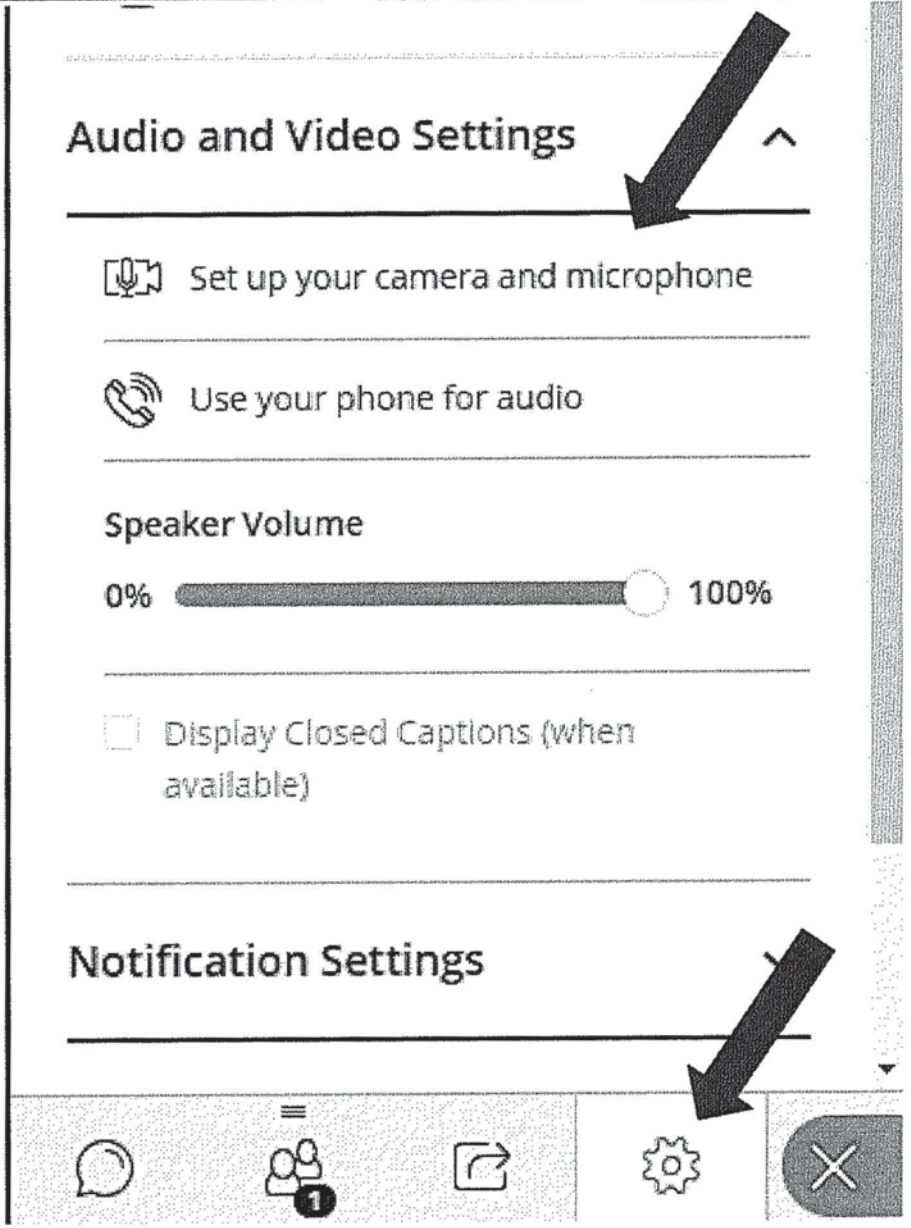



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Welcome to the OSEI Training! We will begin shortly. Please click on the gear icon and run the audio set-up on the top right hand corner of your screen.



HIGH LEVERAGE PRACTICES and DISTANCE LEARNING: Supporting Students Accessing Adapted Curriculum

OSEI – Spring 2020

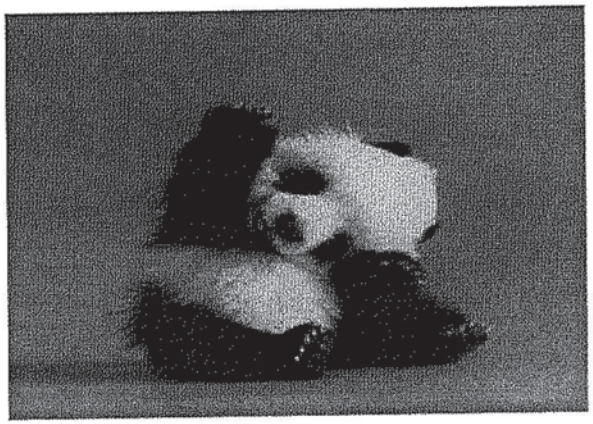
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Welcome Back

Room etiquette:

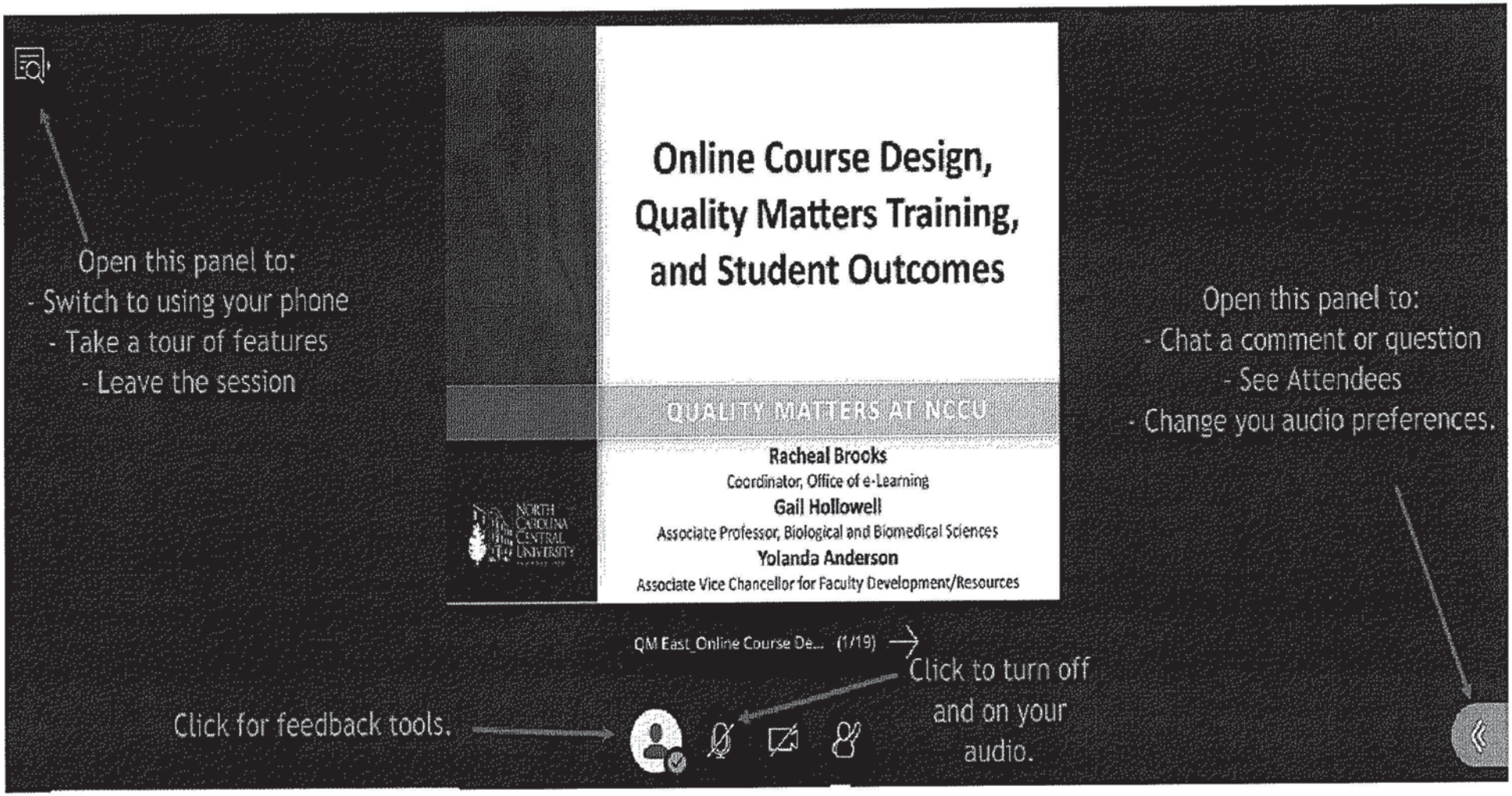
- Please make sure to mute your microphone
- Please save your questions for the office hours



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Tour of Basic Features



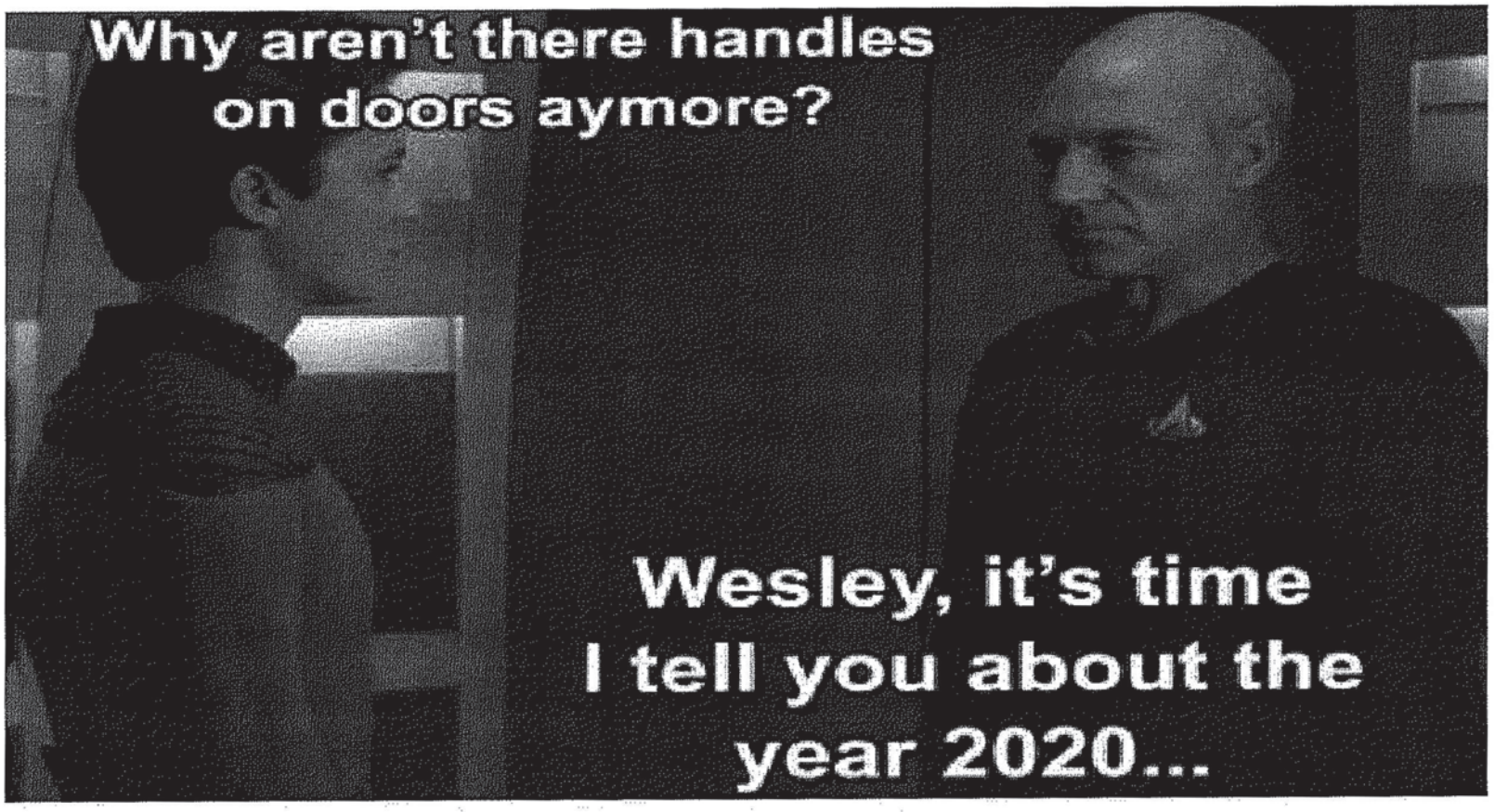
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Who to Contact?

IEP Progress Reports	PSL
IEP Services Hours, Temporary Learning Plans, IEP Addendums, Annual IEP, etc...	PSL
Differentiation	ACT/ABA
Evidence-based programs	ACT
Behavior strategies and implementation	ABA/ACT
Daily schedules	Administrator
Staff Technology Concerns	SBTS, Administrator

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Humor.....The best survival tool



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AGENDA

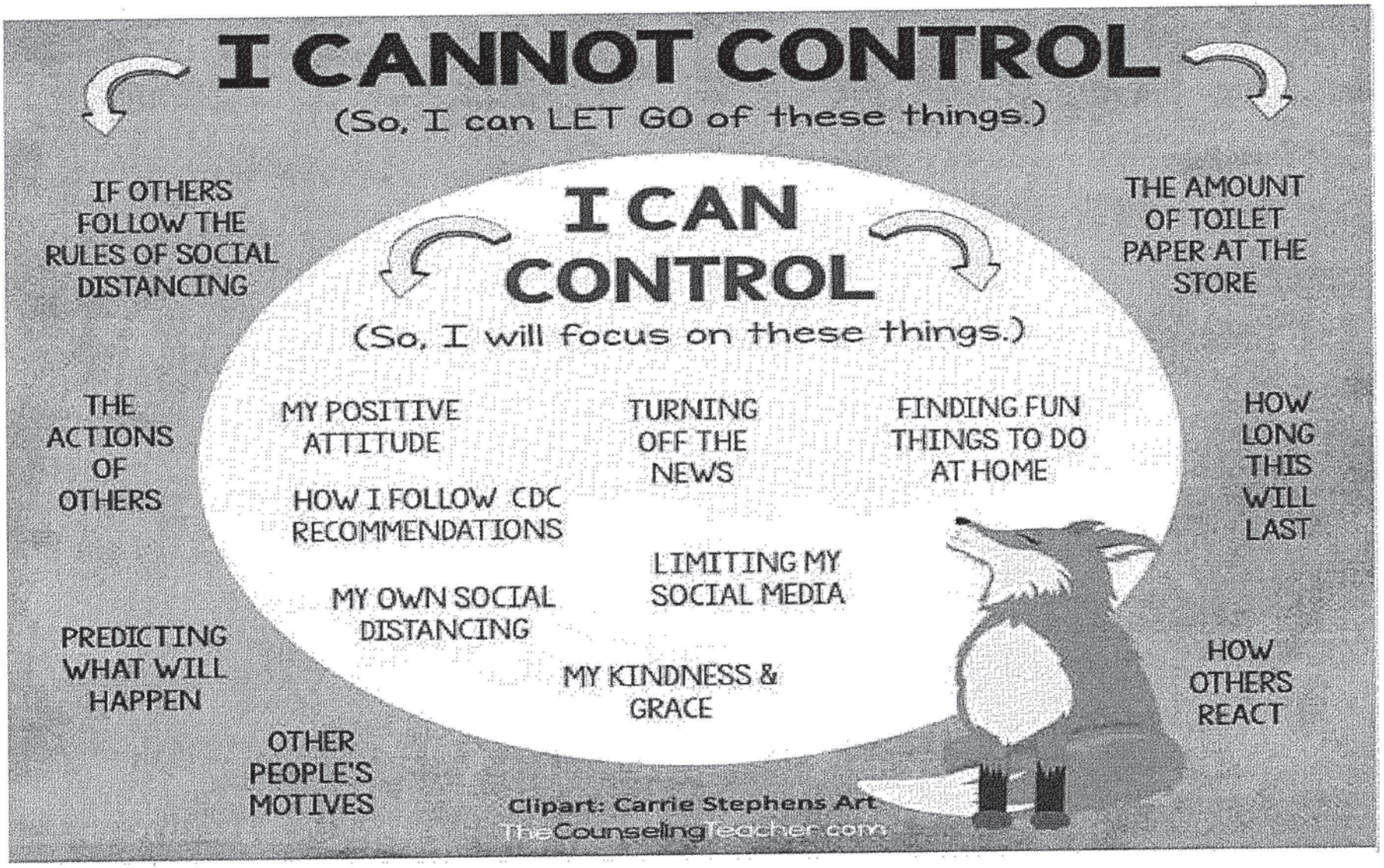
- Distance Learning Expectations
- Teleworking Tips
- High Leverage Practices
- Resources
- Supports

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Learning Targets

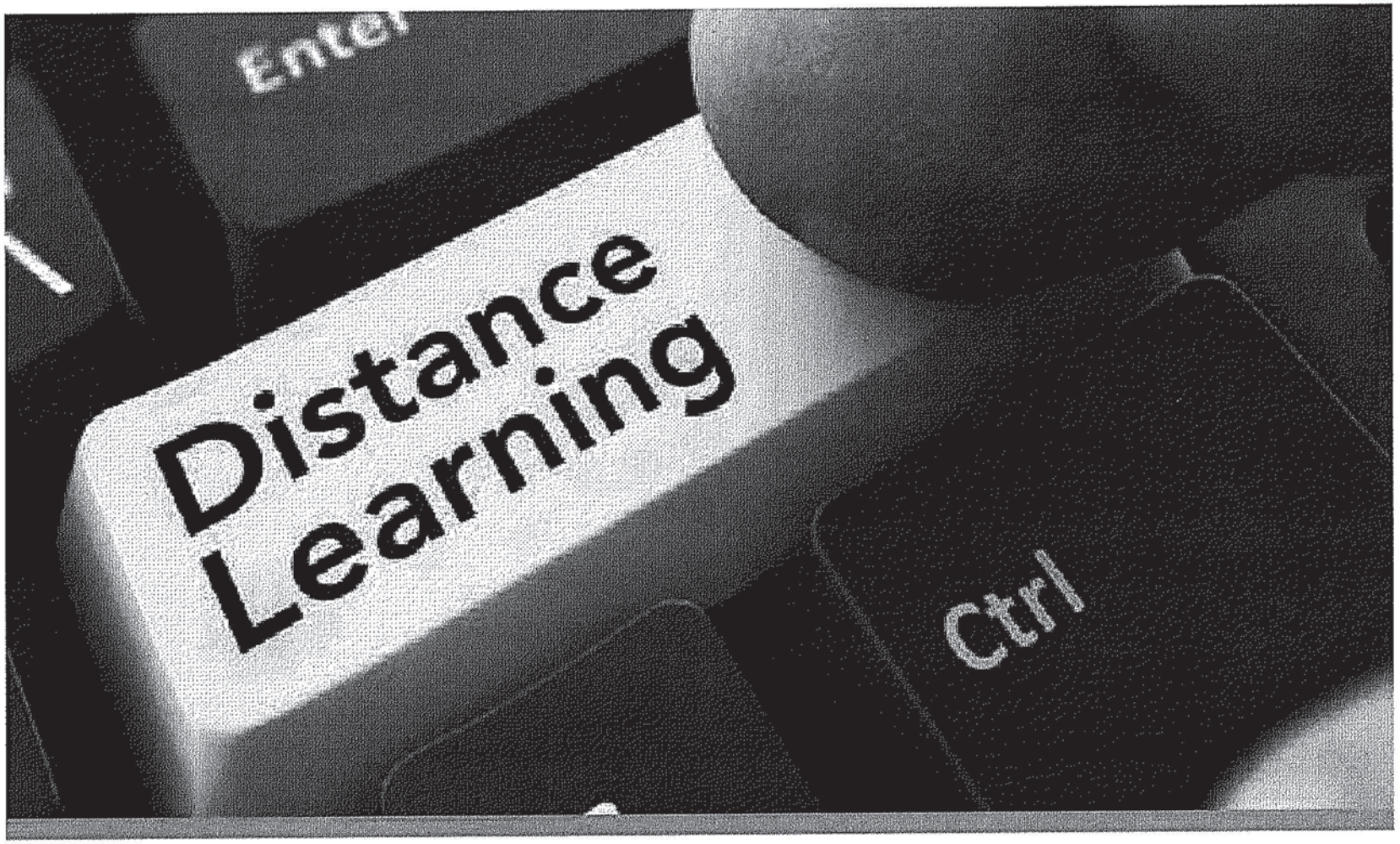
- **I will**……learn how to incorporate high leverage practices into distance learning.
- **So that**…..I can develop interactive lessons to maximize learning for students and minimize barriers for families
- **I will know I have done this when**….I can proactively plan lessons to incorporate multimedia tools to provide access for all students, motivate student learning through individualization, and enhance student learning through choice.

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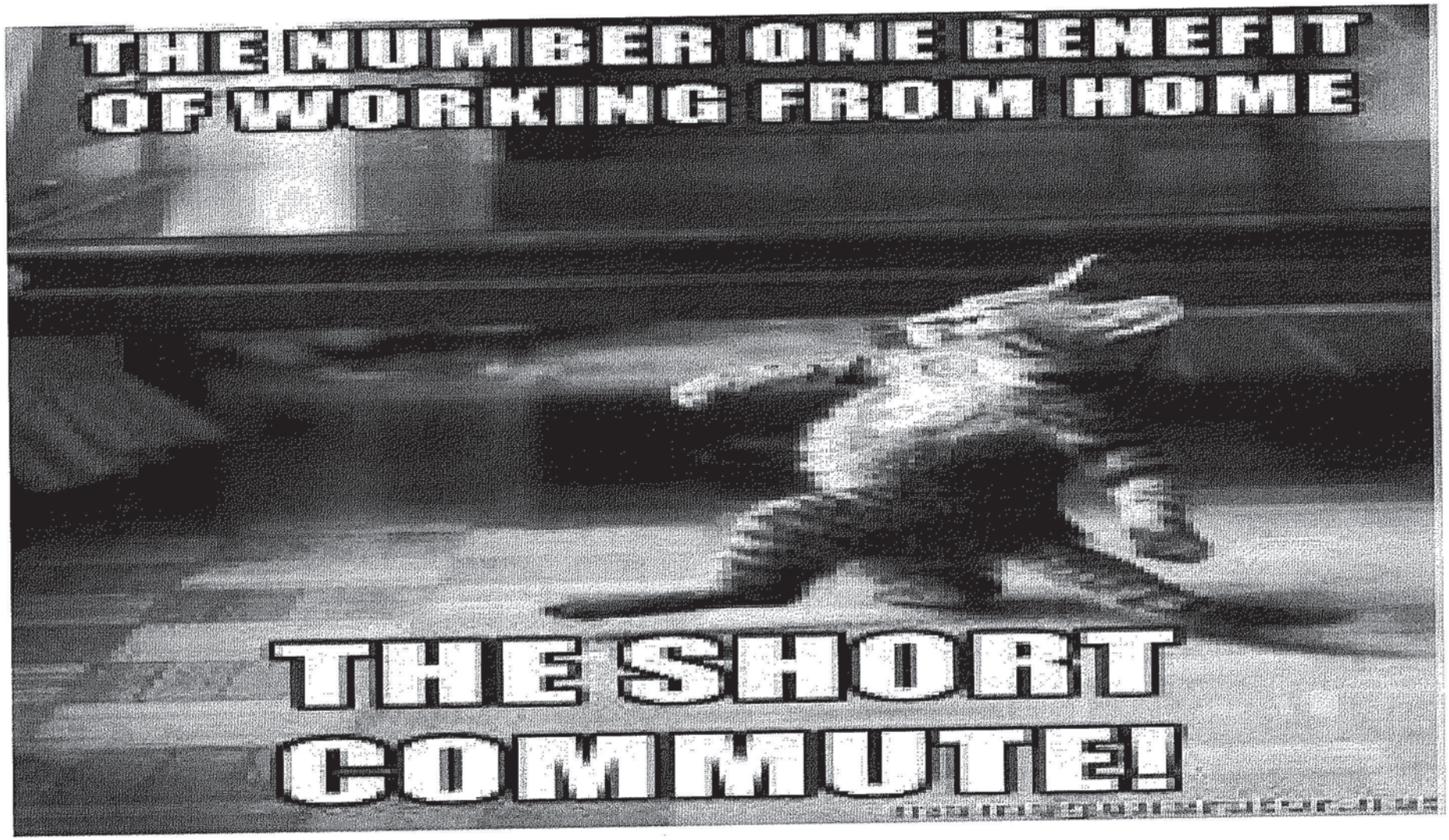
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High Leverage Practices

- Collaboration
- Instruction
- Social-Emotional/ Behavioral
- Assessment

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Documentation Log

Distance Learning Plan Documentation Log

Student:	ID #:	Teacher:

Date	Skill Area	Modality	Differentiation	Accommodations	Notes/Parent Report
Ex: 4/14/20	Life Skills	Packet	Student directed to do dusting, skill 1 & 2 from Level 1, and skill 2 from Level 2 of packet	Manipulatives provided in packet	Touched base with guardian to explain how to implement

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Documentation Log - Continued

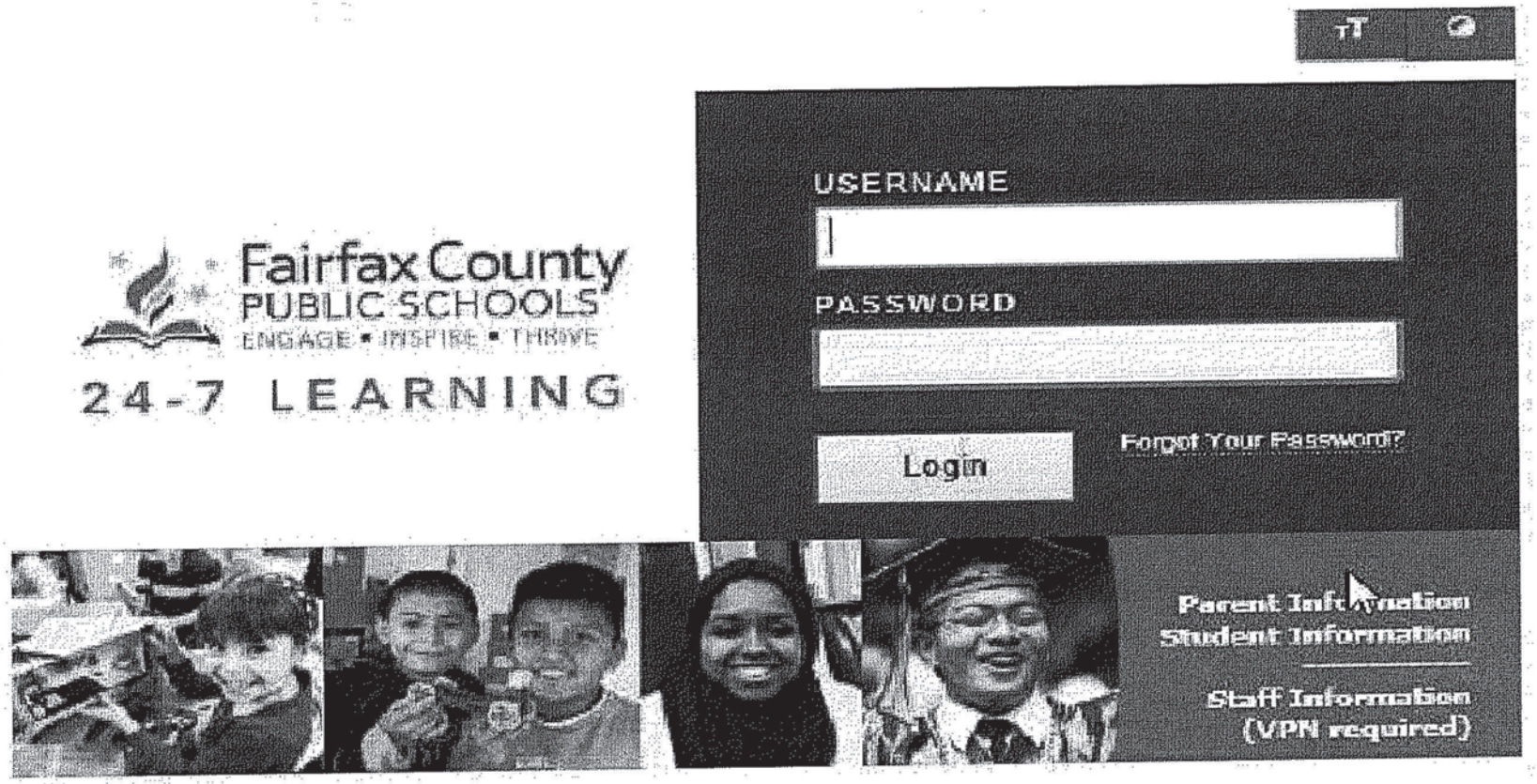
Distance Learning Plan Documentation Log

Student:	ID #:	Teacher:

Contact Log

Date	Person Contacted	Method of Contact	Discussion Points/Parent Report	Duration
Ex: 4/14	Jane Doe	Phone Call	• Discussed materials that were sent home in packet on life skills • How to run trials for skills in level 1 and level 2 selected for their child • What reinforcement should look like	15 minutes

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Blackboard

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Accessibility information Installation details

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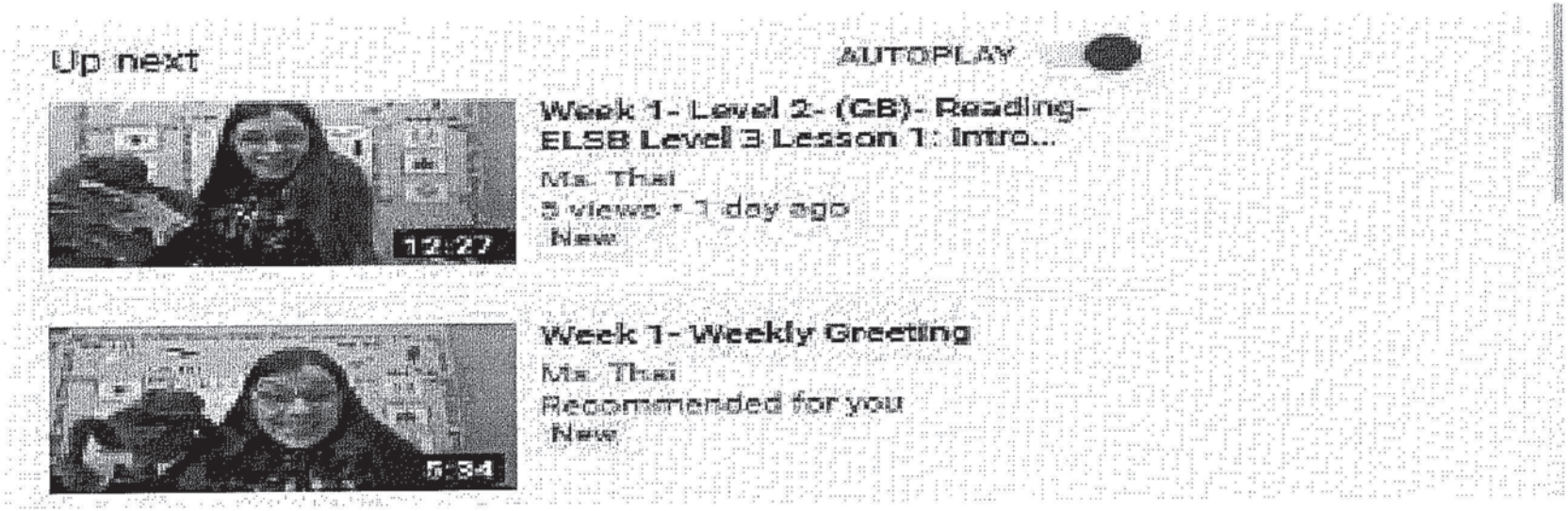
Elementary Digital Learning Matrix

Elementary Weekly Unit: Plants and their Life Cycle

Curriculum Area	Materials	Lesson	Guided Practice	Follow Up Activity
Language Arts (This lesson can be repeated for 1-2 weeks, ending with a different Follow Up activity each time)	Book: Ann Plants a Garden (MyON) Guided Practice Parent Page & Student Materials Follow Up Activities Parent Page & Student Materials LAMP WFL Reference Home materials: -printer & paper pencil/marker -Pictures (magazine/ newspaper) -Sequencing - seed, vegetable, cup of water -Optional - index cards (if no printer for vocabulary)	**Parents: watch this video each day to start the lesson--** https://www.youtube.com/watch?v=rwIkfId56H8&feature=youtu.be **Teacher: utilize this powerpoint in conjunction with the book Ann Plants a Garden from MyOn** Lesson includes the following: -Recognize book from non-book -Prediction -Recognize title -1:1 text correspondence (point to text as it is read) -Main idea -Comprehension Questions (WH questions) -Repeated storyline	**Parents: pick 1-2 activities per day, use the following video link to rewatch the story and complete:** https://www.youtube.com/watch?v=_DRgOAdrZ-M&feature=youtu.be -Comprehension - parent information -Sequencing - parent information & student materials -Word and Picture Identification - parent information -Vocabulary - parent information & student materials	**Parents: extra activities, choose 1-2 per day** -Writing - parent information & student materials -Finding Details - parent information & student materials -Find the Produce- parent information -Color Scavenger Hunt- parent information -Produce Collage- parent information.
Math (This lesson can be	Lesson YouTube link: https://youtu.be/0DTcUu-rySE	Read aloud powerpoint story without guided questions to start each day's lesson.	Read aloud powerpoint story incorporating guided questions throughout.	Complete a different corresponding follow-up activity each day.

Evidenced Based Practices

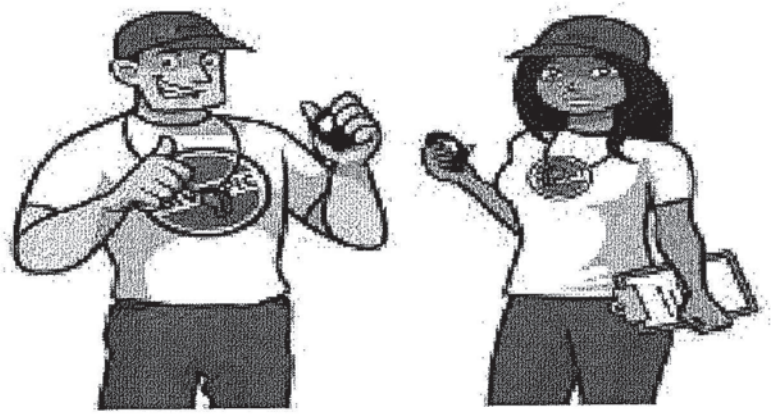
- Distance learning with EBPs
  https://www.youtube.com/channel/UC92qJ1nTo9XxpEiBad1_IlA



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Supports

ACT Office Hours	ABA Office Hours
April 2nd – 12:00-1:00 pm	PAC AND EAC
April 3rd – 9:00-10:00 am	April 3rd – 10:00-12:00 pm
April 13th – 9:00-10:00 am	April 13th – 10:00-12:00 pm



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Fairfax County
PUBLIC SCHOOLS
ENGAGE • INSPIRE • THRIVE

Adapted Curriculum Team CLTs

Secondary

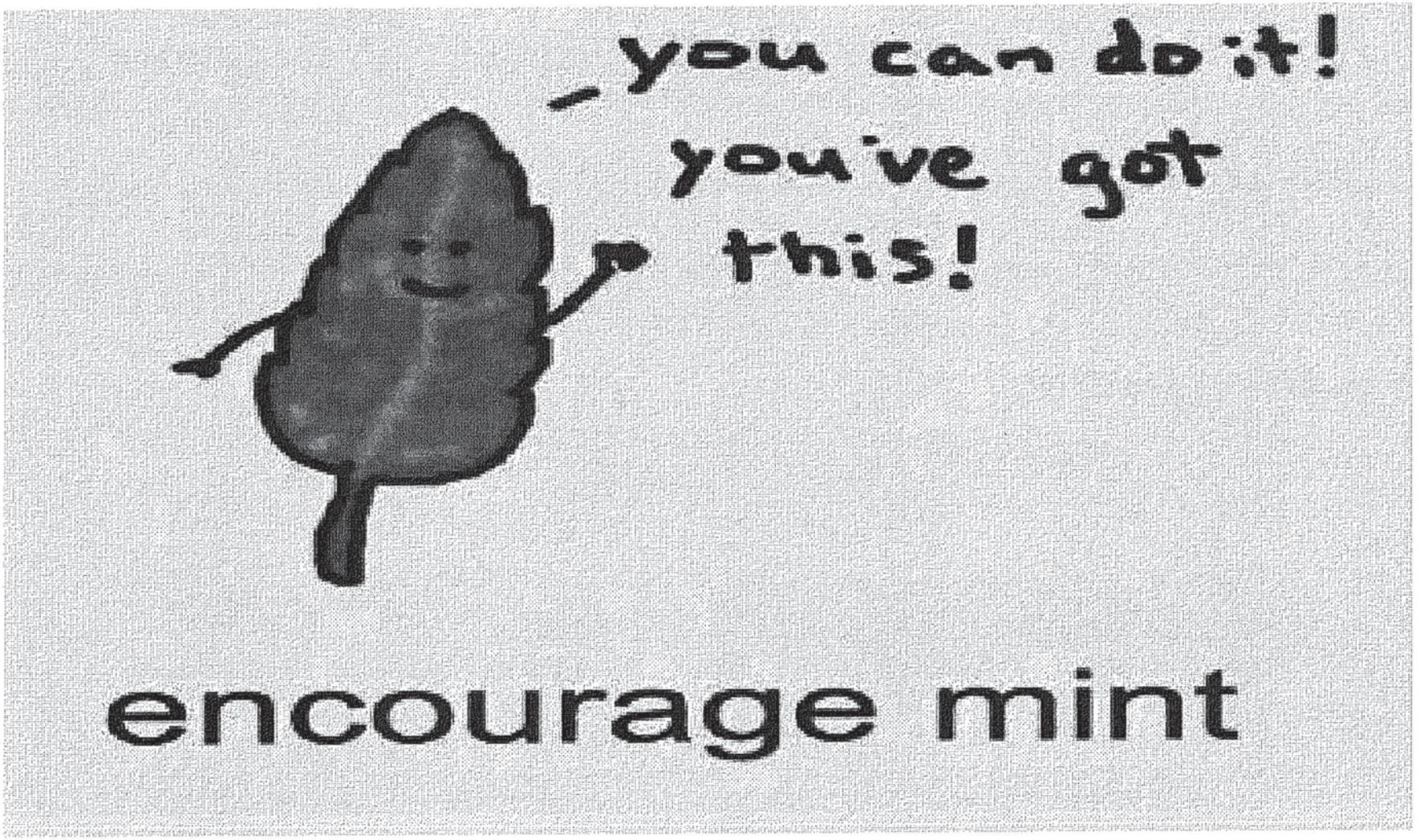
Monday-9:30-10:30 a.m. & 1:00-2:00 p.m.

Elementary

Friday-9:30-10:30 a.m. & 1:00-2:00 p.m.

Starting the week of April 20, 2020

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Who to Contact?

IEP Progress Reports	PSL
IEP Services Hours, Temporary Learning Plans, IEP Addendums, Annual IEP, etc...	PSL
Differentiation	ACT/ABA
Evidence-based programs	ACT
Behavior strategies and implementation	ABA/ACT
Daily schedules	Administrator
Staff Technology Concerns	SBTS, Administrator

Third Edition

TRANSMATH®

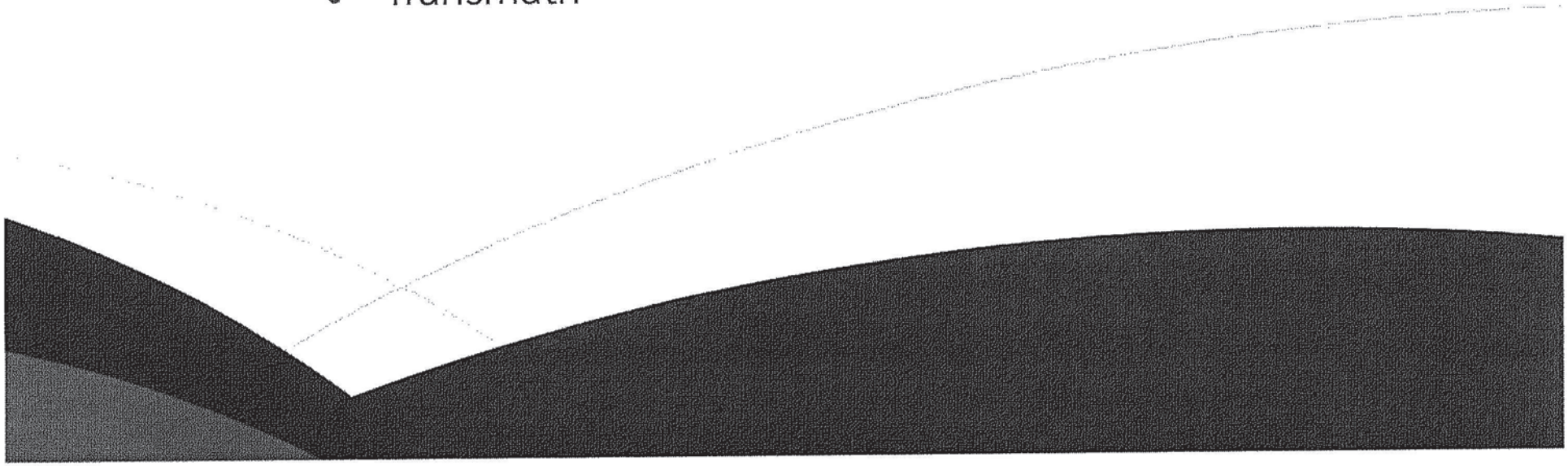
Via Distance Learning



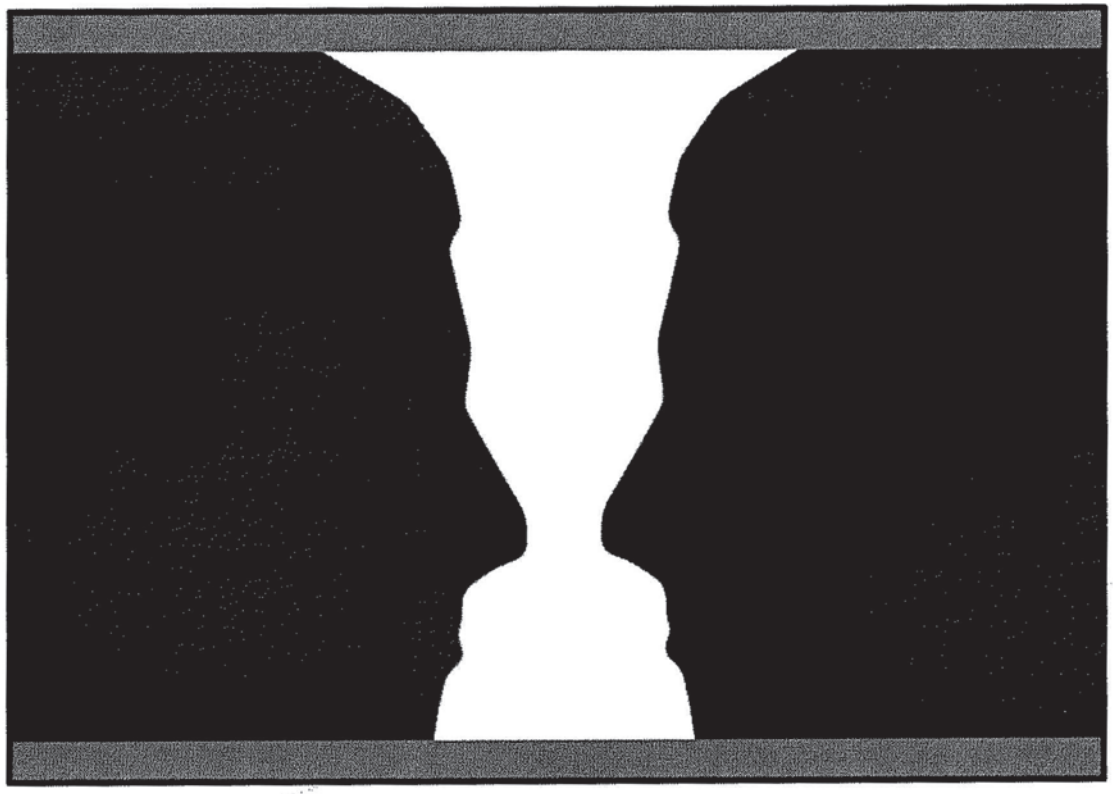
Note-Taking Resource

The Research Based Program Pathway Planner

- Blackboard 24/7
  - Distance Learning
    - Special Education
      - Transmath



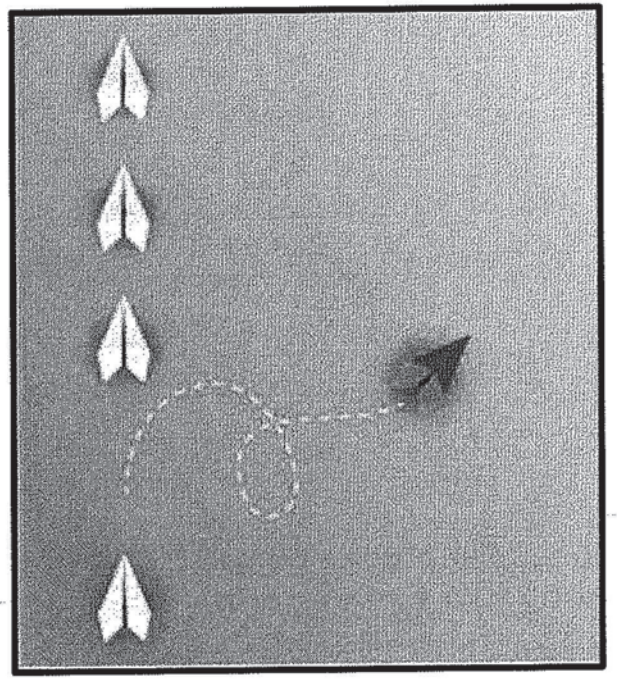
Changing our Perspective



Dealing with Difference

With this change of direction, it is important to:

- Acknowledge the differences
- Embrace the experience
- Stay positive
- Know that we are in this together!



Instructional Delivery



Flexible Instruction

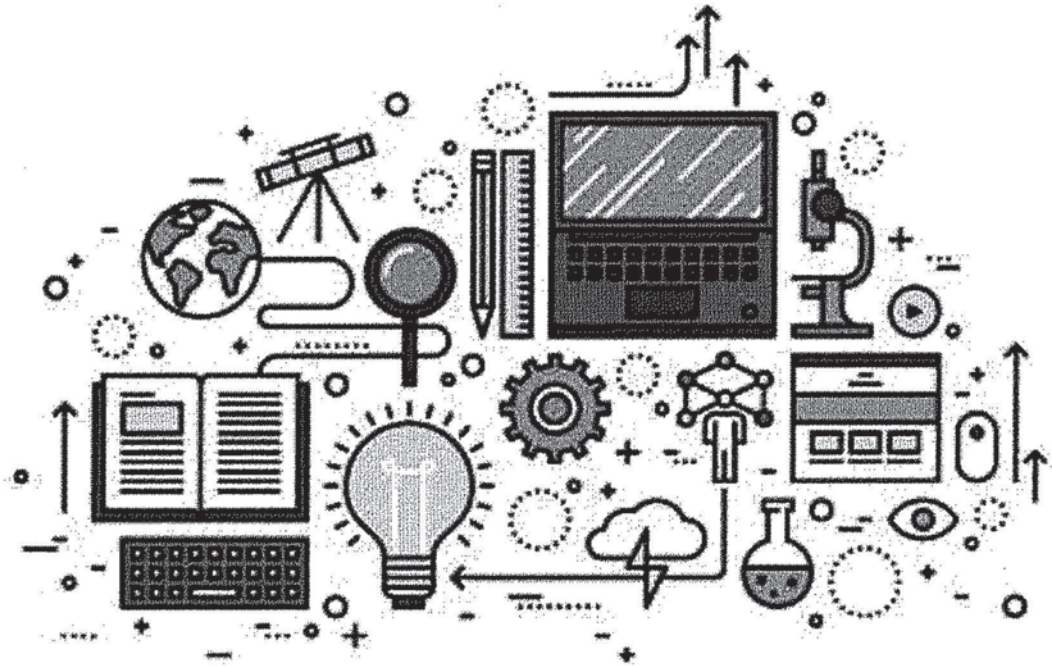


- Regardless of your chosen method of delivery, you have the flexibility to determine what aspects of instruction will be delivered to meet your student's needs
- This information is intended as a guide, but in no way restricts the manner in which you provide instruction to your students in a distance learning model

Blackboard Resource Highlights



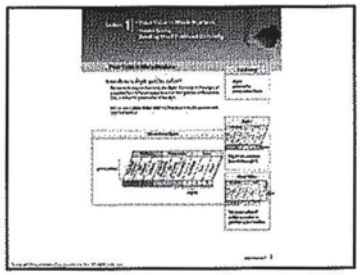
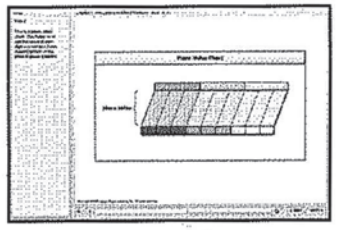
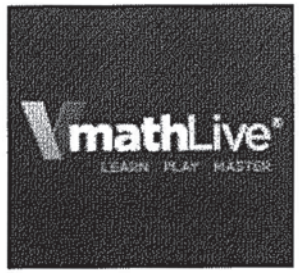
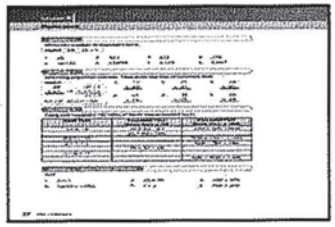
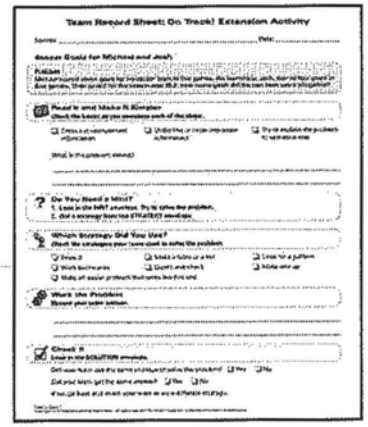
- Transmath student tip sheet
  - Highlights how students can access tools for online learning
- Virtual classroom tip sheet
  - Highlights how a teacher can utilize Transmath for distance learning



Distance Learning with TransMath

Synchronous and Asynchronous Learning with Technology

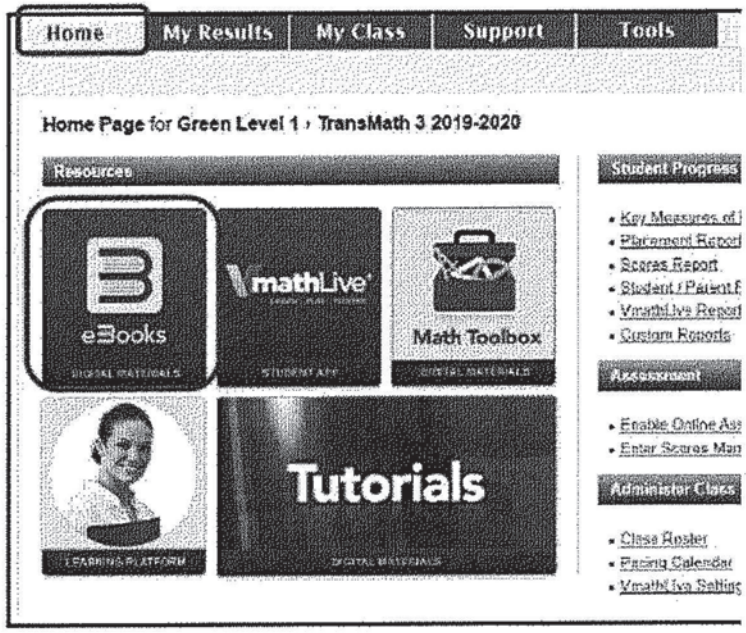
Synchronous and Asynchronous Learning: What can I keep?

PowerPoint Lessons or Recorded Tutorials	eBooks (teacher manual, student interactive text)	VMath Live, Homework	Extension Activities
 		 	

Teacher View: Accessing eBooks

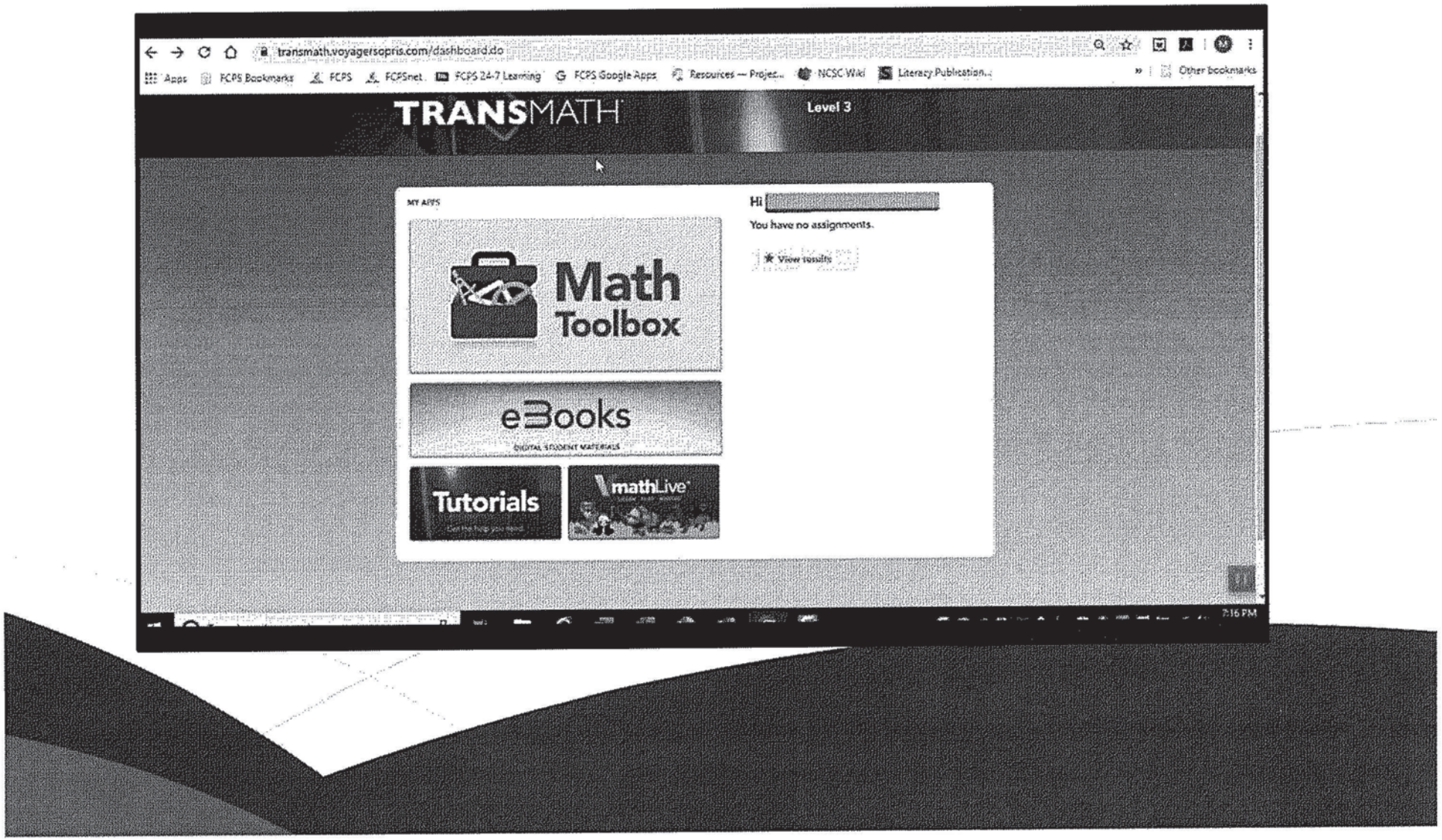


- Login at vport.voyagersopris.com
- Click on your home tab
- Click eBooks
- Select your book



Student View:
Accessing Online Materials

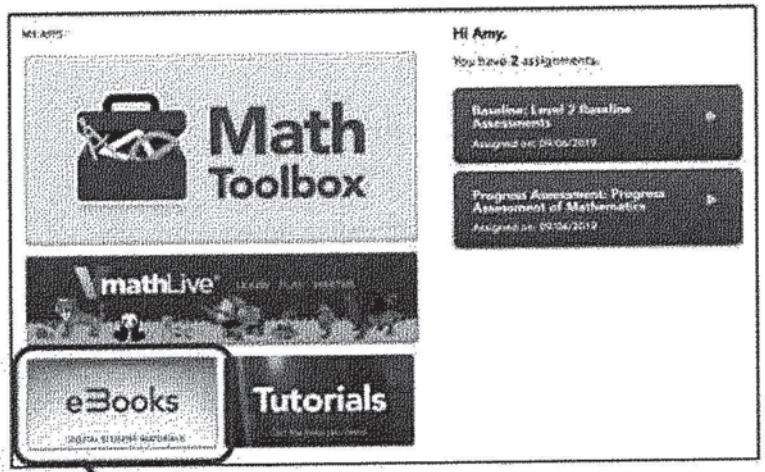


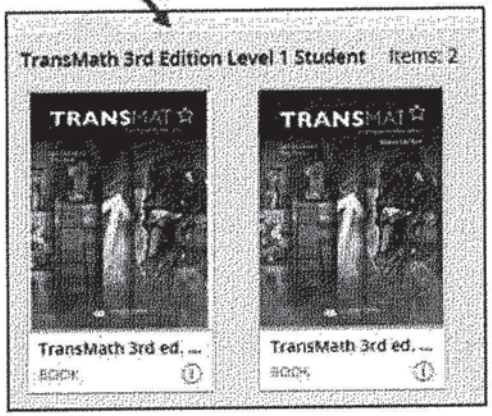


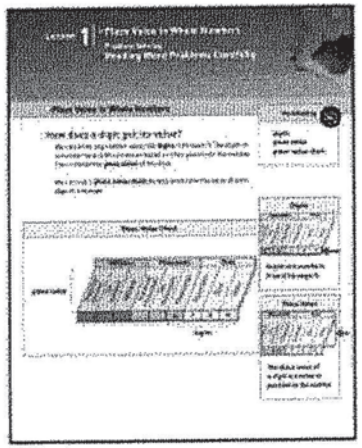
Student View: Accessing eBooks



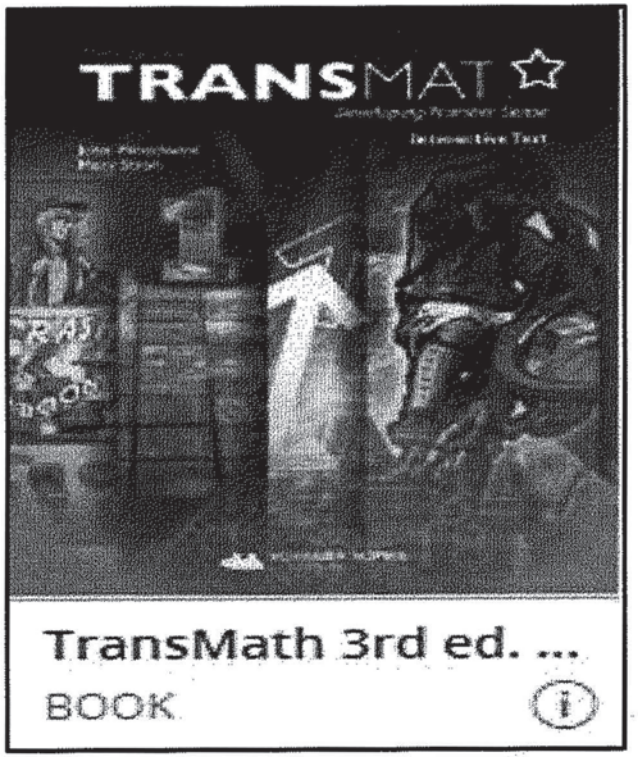
- Students login at transmath.voyagersopris.com
- Click eBooks
- The first book is the Student Text, the second in the Interactive Text

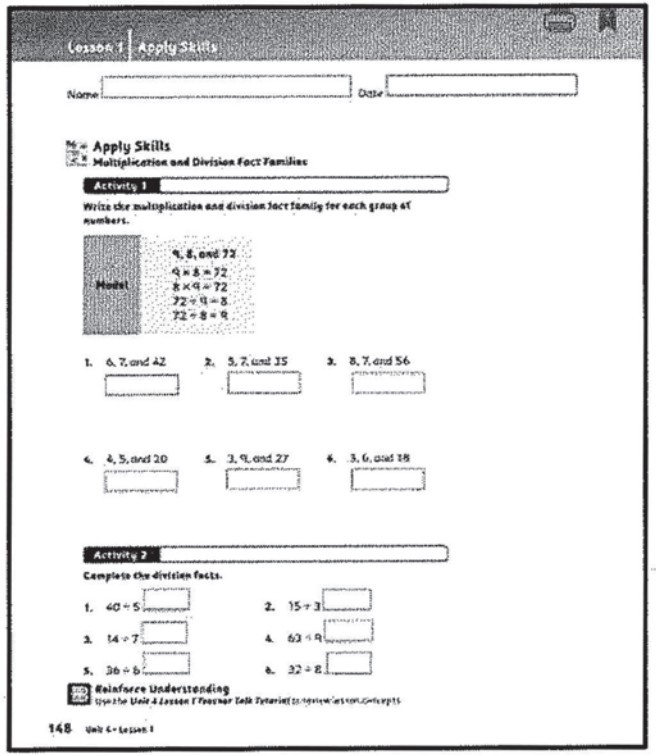






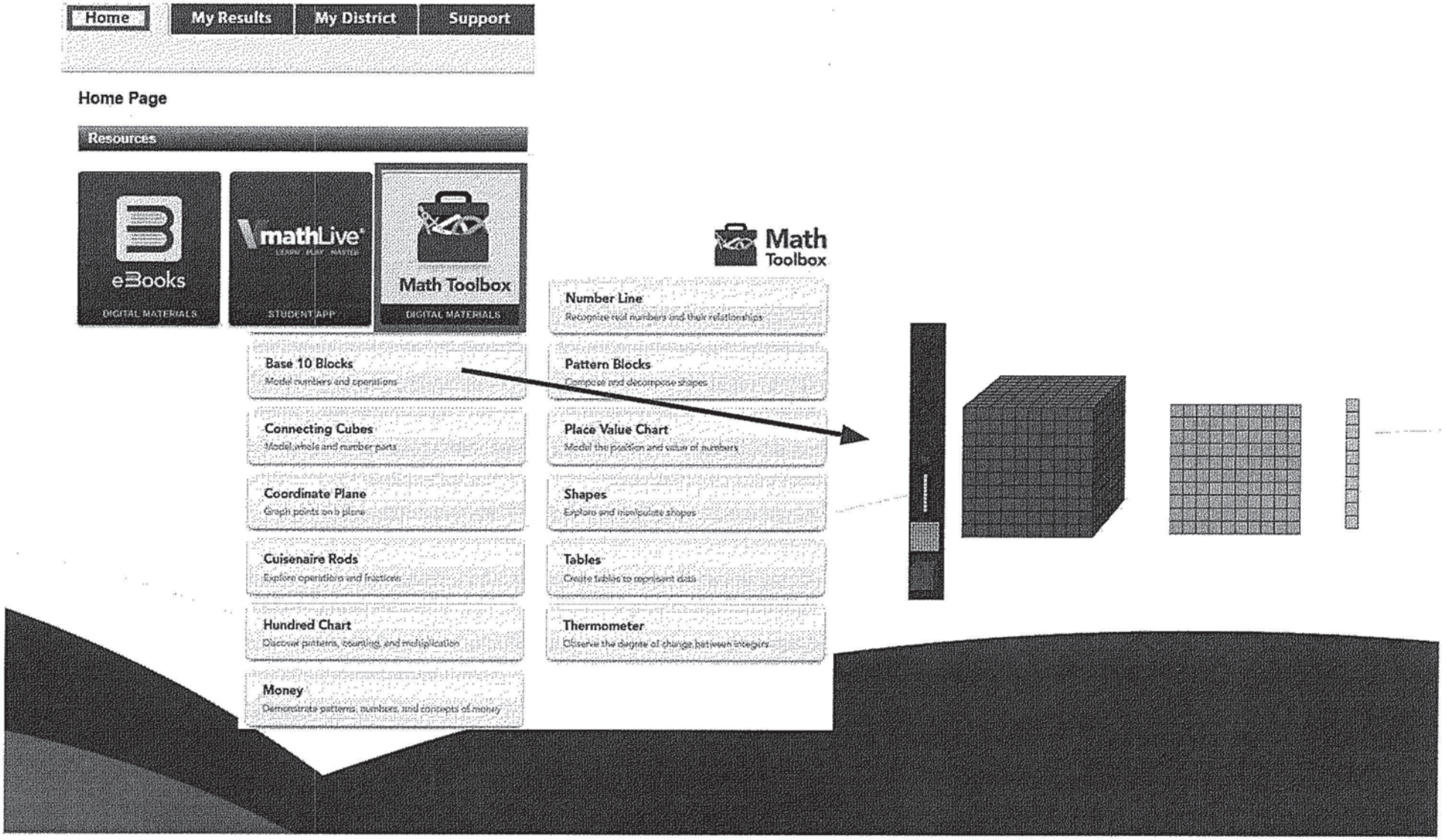
Student Interactive Text eBook



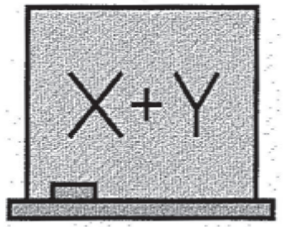


Teacher View:
Math Toolbox for display





Displaying Math to Students

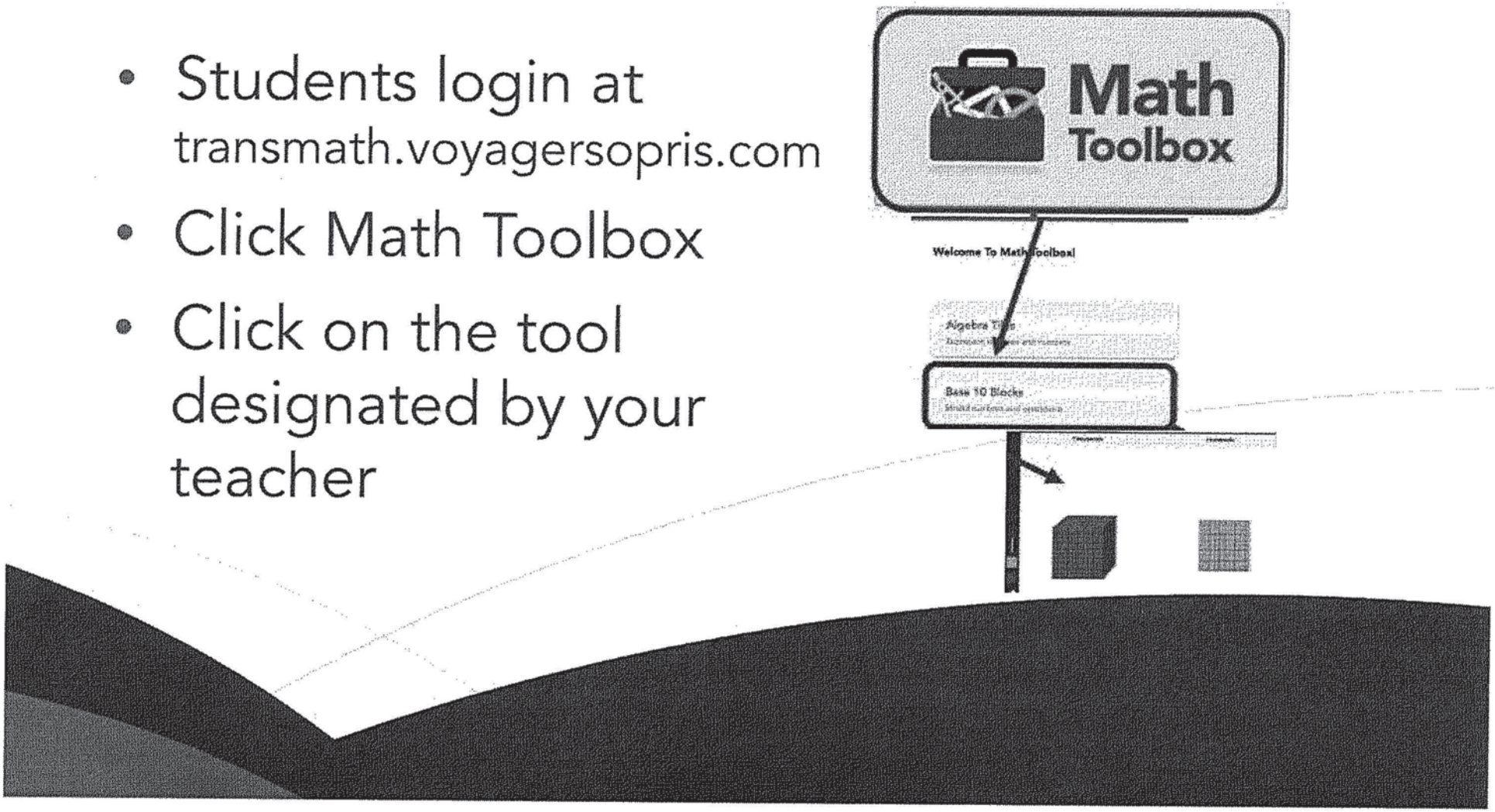


- Write on a whiteboard and hold it up to your students using your video
- Share a blank whiteboard in Blackboard Collaborate and type or write in any content for your students
  - Note: They will also be able to interact on this whiteboard, dependent on settings

Student View: Math Toolbox



- Students login at transmath.voyagersopris.com
- Click Math Toolbox
- Click on the tool designated by your teacher



Teacher Manual eBook

- Start with a brief warm-up
- Provide feedback
- Introduce the concept
- Elicit student understanding
- Provide opportunity for guided practice
- Provide independent practice

