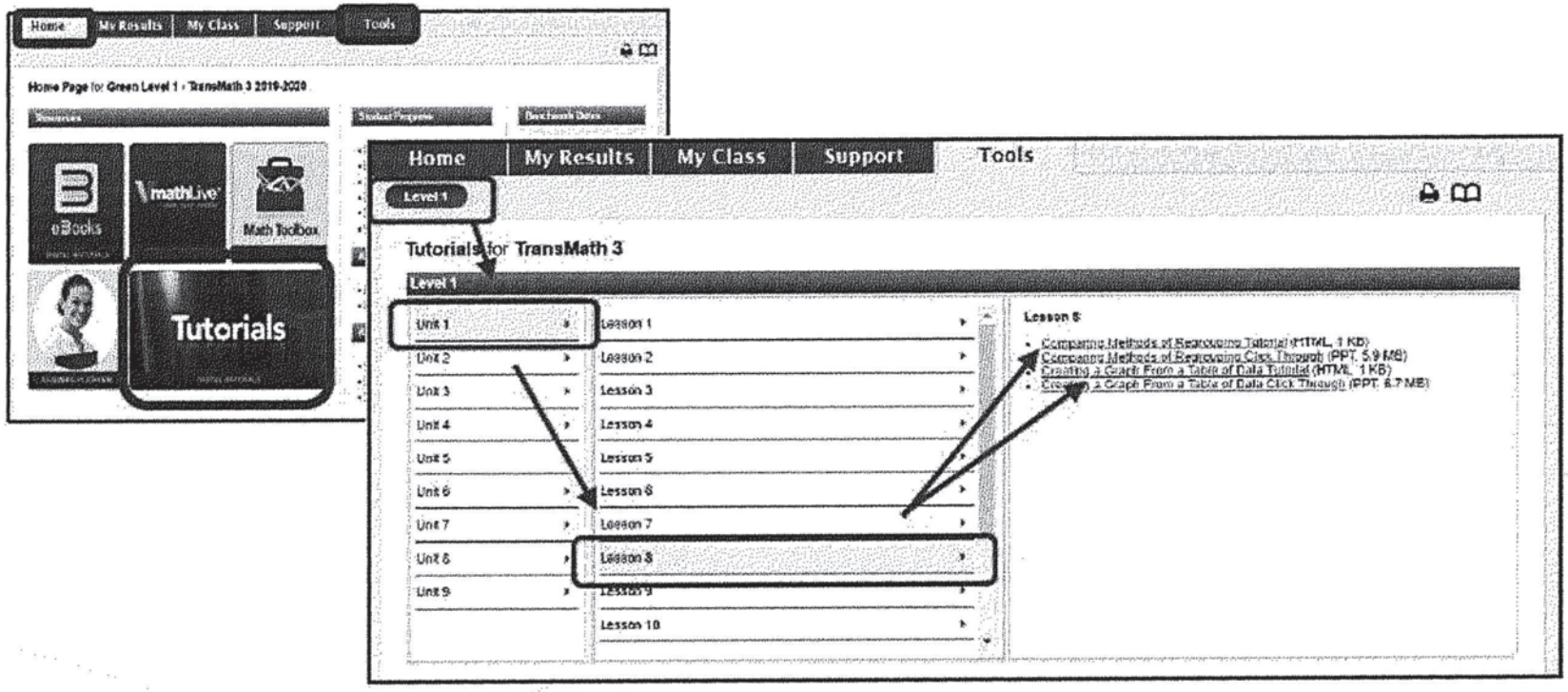
Attachment 13:

c. Special education instructional trainings and training schedule

Teacher View:
Preview Teacher Lessons



Teacher View:
Preview Teacher Lessons



Tutorial

- Has audio embedded in the video
- Moves through automatically from slide to slide
- The left column displays a screen-by-screen transcription of the audio for students who need closed captioning

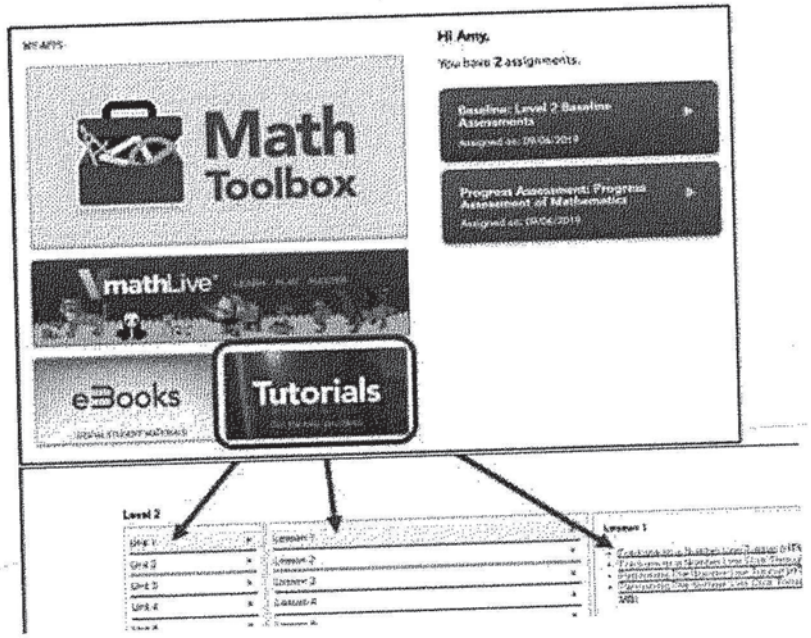
Click-Through

- A PowerPoint presentation of the same visual display as the Tutorial, but without audio
- The PowerPoint does not advance automatically. You can click through the slides manually, at your own speed, as you teach

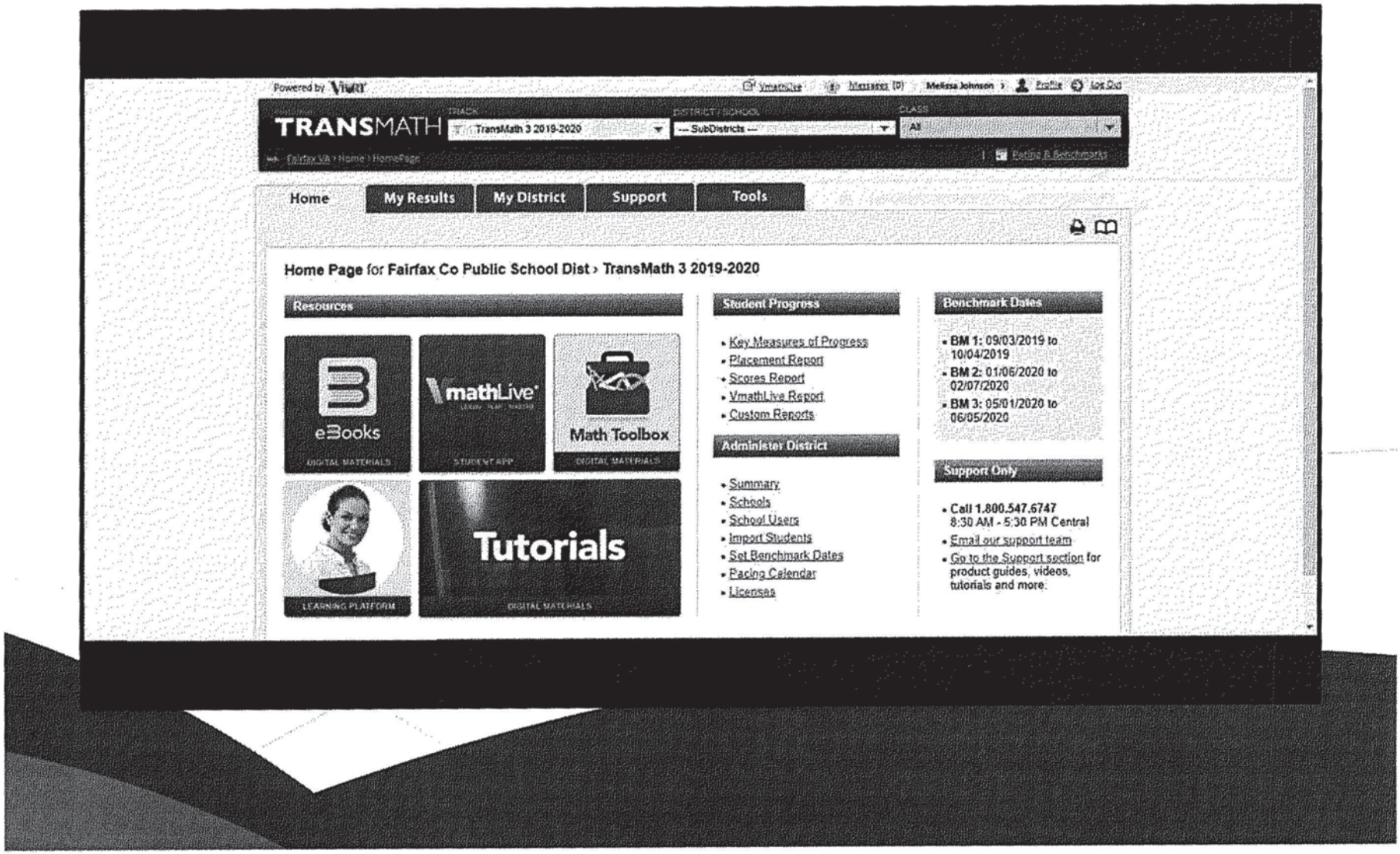
Student View: Tutorials



- Students login at transmath.voyagersopris.com
- Click Tutorials
- Click on the unit, lesson to see the available materials
- Click on Tutorial file



TransMath and Blackboard Collaborate



Getting Started

- Determine a starting point
  - Consider where you left off and student needs
  - Prepare review lessons, or incorporate review into your ongoing lessons
- Read over the lesson
- Prioritize "big ideas"
- Prepare a lesson plan



Work Smarter, Not Harder!



When planning a *synchronous* lesson, consider:

How can I adapt this for *asynchronous* learning?

- Record a synchronous lesson
- Have learning activities that align to both modes of instruction

Synchronous and Asynchronous Learning: What do I need to change?

- Feedback
- Communication plan
- Instructional plan
- Explicit directions and expectations

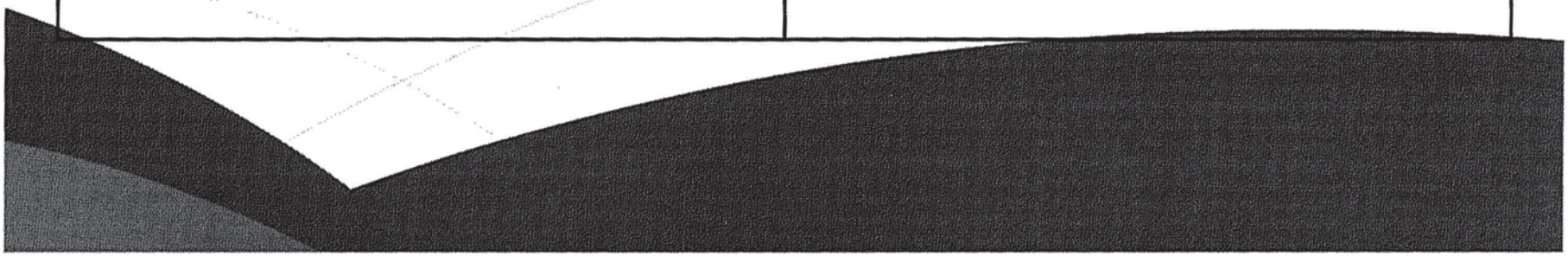


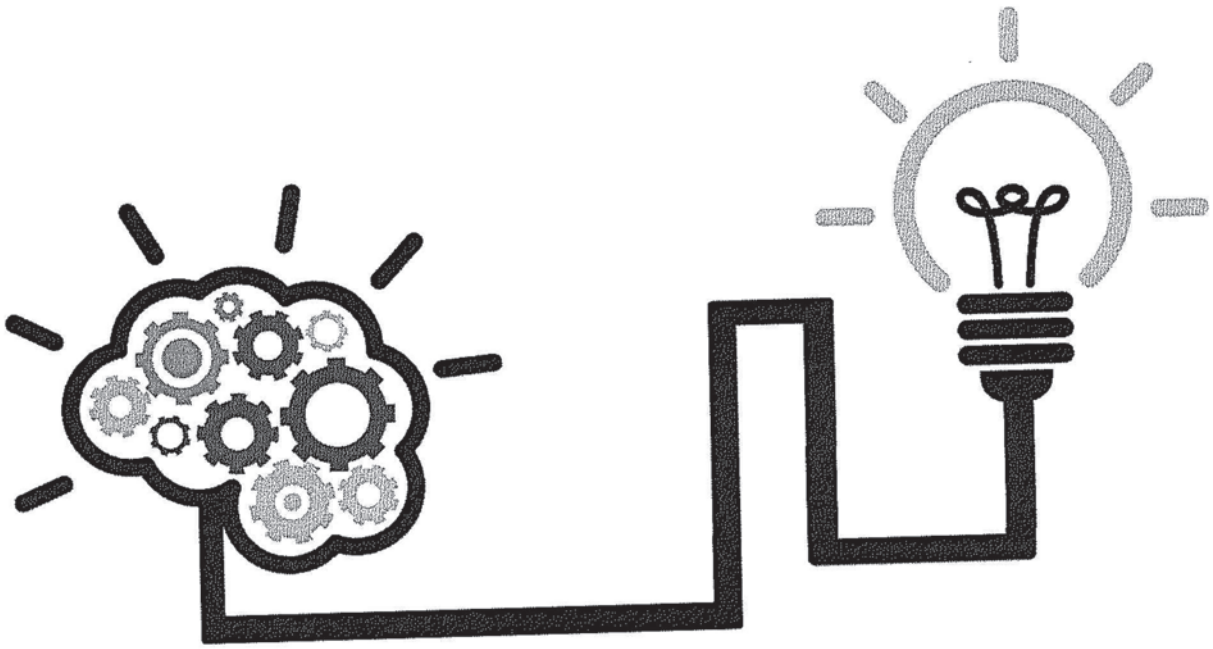
Synchronous and Asynchronous Learning: Sample Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
Teacher-led or Independent: Students watch the Teacher Talk Tutorial for Number Concepts Optional: VMath Live for review Office hours: Student check-ins	Independent: Students utilize interactive workbook for assignments Optional: VMath Live for review Office hours: Student check-ins	Teacher-led or Independent: Students watch the Teacher Talk Tutorial for Problem Solving Optional: VMath Live for review Office hours: Student check-ins	Independent: Students utilize interactive workbook for assignments Optional: VMath Live for review Office hours: Student check-ins	Can Do: Independent: Students could complete homework page, informal assessment, extension activities, etc. Optional: VMath Live for review Office hours: Student check-ins

Synchronous and Asynchronous Learning: What are my outcomes?

Learning outcomes SHOULD be:	Learning outcomes should NOT be:
• FUN! • Maintenance of previously taught material, as well as instruction, guided practice, and independent practice of new material • Informal assessment of student understanding • Using technology to support instruction and student learning	• Frustration • Student mastery of all presented new material • Sending home packets of printable resources without guidance • Formal assessment of student understanding • Depending solely on technology for students to learn independently

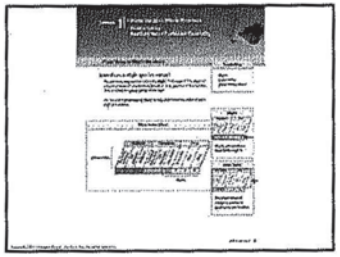
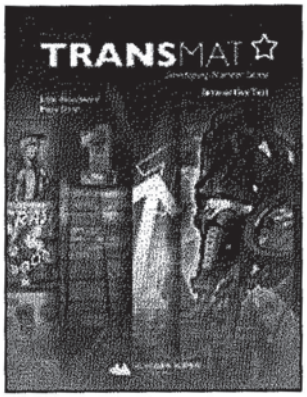
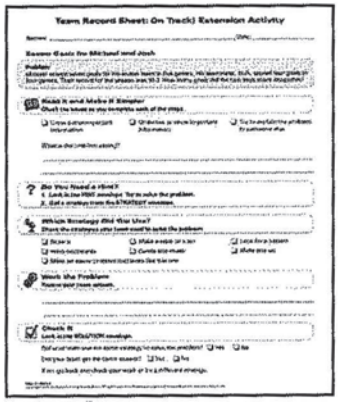
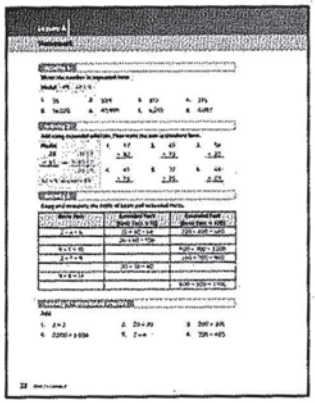




Distance Learning with TransMath

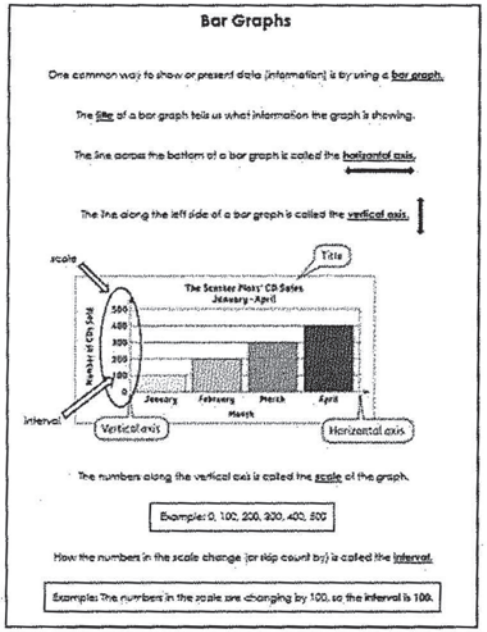
Learning Without Technology

Learning Without Technology: What can I keep?

PowerPoint Lessons	Interactive Text	Extension Activities	Homework
			

Learning Without Technology: What do I need to change?

- Communication plan
- Instructional plan
  - Group and/or individualized
  - Frequency (daily, weekly, biweekly)
  - Method (written, phone)
  - Preparation (printed materials)
  - Adjustments and supplements
- Explicit directions and expectations



Bar Graphs

One common way to show or present data (information) is by using a bar graph.

The title of a bar graph tells us what information the graph is showing.

The line across the bottom of a bar graph is called the horizontal axis.

The line along the left side of a bar graph is called the vertical axis.

The numbers along the vertical axis is called the scale of the graph.

Example: 0, 100, 200, 300, 400, 500

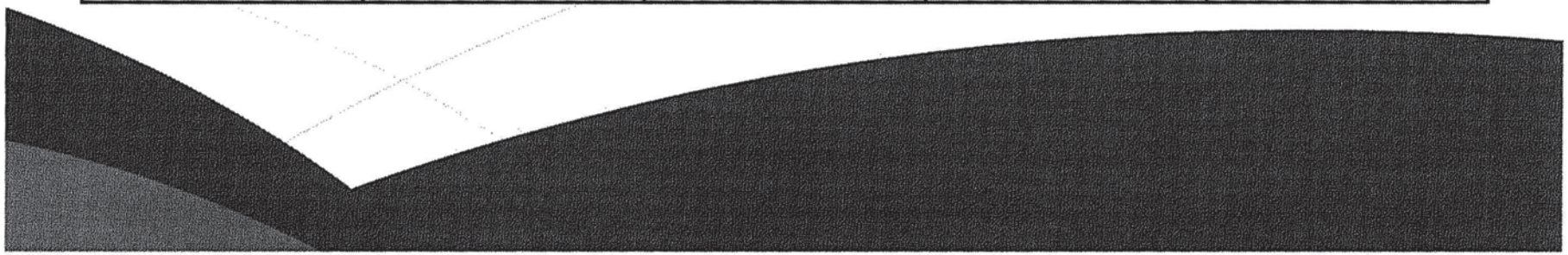
How the numbers in the scale change (or skip count by) is called the interval.

Example: The numbers in the scale are changing by 100, so the interval is 100.

Teacher-developed supplement

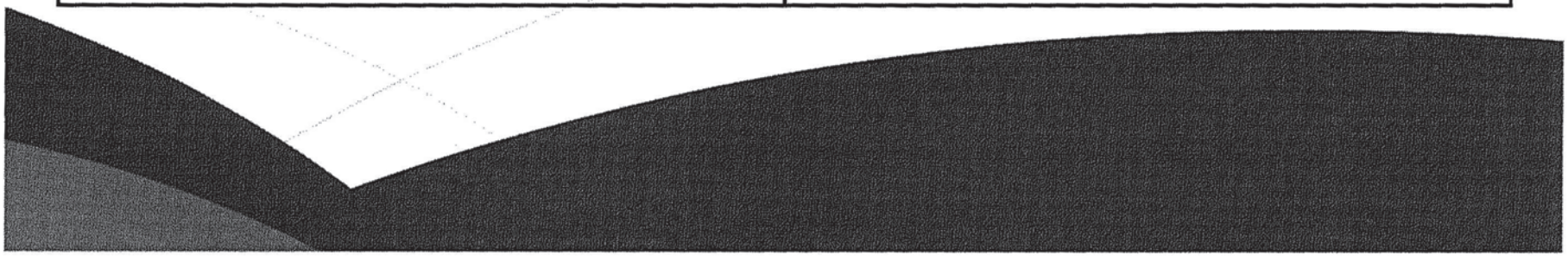
Learning Without Technology: Sample Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
Independent: Students review a lesson's printed click-through PowerPoints	Independent: Students complete "Skills Maintenance" warm-up	Independent: Students complete number concept portion of interactive workbook	Independent: Students complete problem solving portion of interactive workbook	Independent: Students complete homework page for reviewed lesson
Office hours: Student check-ins to review lesson and weekly expectations	Office hours: Student check-ins to review lesson, completed work, and expectations	Office hours: Student check-ins to review lesson, completed work, and expectations	Office hours: Student check-ins to review lesson, completed work, and expectations	Office hours: Student check-ins to review lesson, completed work, and expectations



Learning Without Technology: What are my outcomes?

Learning outcomes SHOULD be:	Learning outcomes should NOT be:
• FUN! • Maintenance of previously taught material, as well as instruction, guided practice, and independent practice of new material • Informal assessment of student understanding	• Frustration • Student mastery of all presented new material • Sending home packets of printable resources without guidance • Formal assessment of student understanding



Templates for Instruction

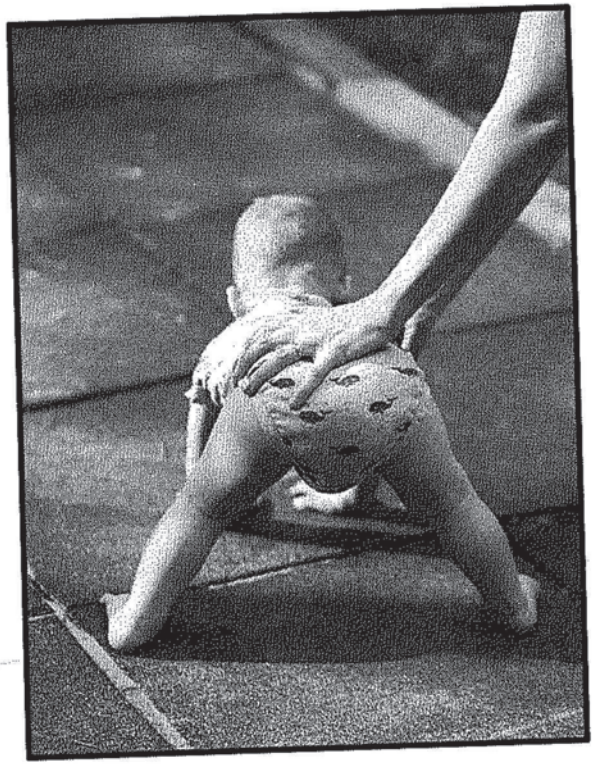


- Communication plan to families
- Pathway(s) of learning
- Instructional schedule
- Task expectations/checklists
- Templates for online presentation to students
- Templates for possible review and/or extension activities

Final Thoughts

Sometimes you fall when you are learning to walk.

- Don't give up
- Ask for help
- Think flexibly
- Keep learning



Need support? Contact us!



Region 1	Erica Jones ejones1@fcps.edu	Erin Schillinger elschillinge@fcps.edu
Region 2	Dottie Skrincosky daskrincosky@fcps.edu	Melissa Johnson mrjohnson3@fcps.edu
Region 3	Kelly Brady kkbrady@fcps.edu	Erin Woodward ewoodward@fcps.edu
Region 4	Erica Jones ejones1@fcps.edu	Tracy Puckett thpuckett@fcps.edu
Region 5	Dottie Skrincosky daskrincosky@fcps.edu	Eileen Mazzone epmazzone@fcps.edu

Directions for Accessing Behavior Supports to Enhance Online Learning

1- Watch the *Overview_Behavior Supports to Enhance Online Learning* Video

This overview highlights the resources which were developed to support teachers and students' families during this current situation with distance learning.

Please note: The links for the videos and resources reviewed in this video are not clickable, you must proceed to step two to access the links for the videos and resources.

2- Open the *Resources and Video Links_Behavior Supports to Enhance Online Learning* PDF

This document houses online and printable versions of all videos and related handouts which can be shared with students' families electronically or as printed documents.

The links for the videos and resources in this PDF are clickable and will bring you to YouTube and Google Drive, respectively.

Training Description: This training provides an overview of 5 quick tips that can immediately support teachers as they are developing their teaching methods to ensure the continuity of student learning and to provide families with resources that enhance distant learning in the home via quick tip videos and accompanying printable handouts and storyboards.

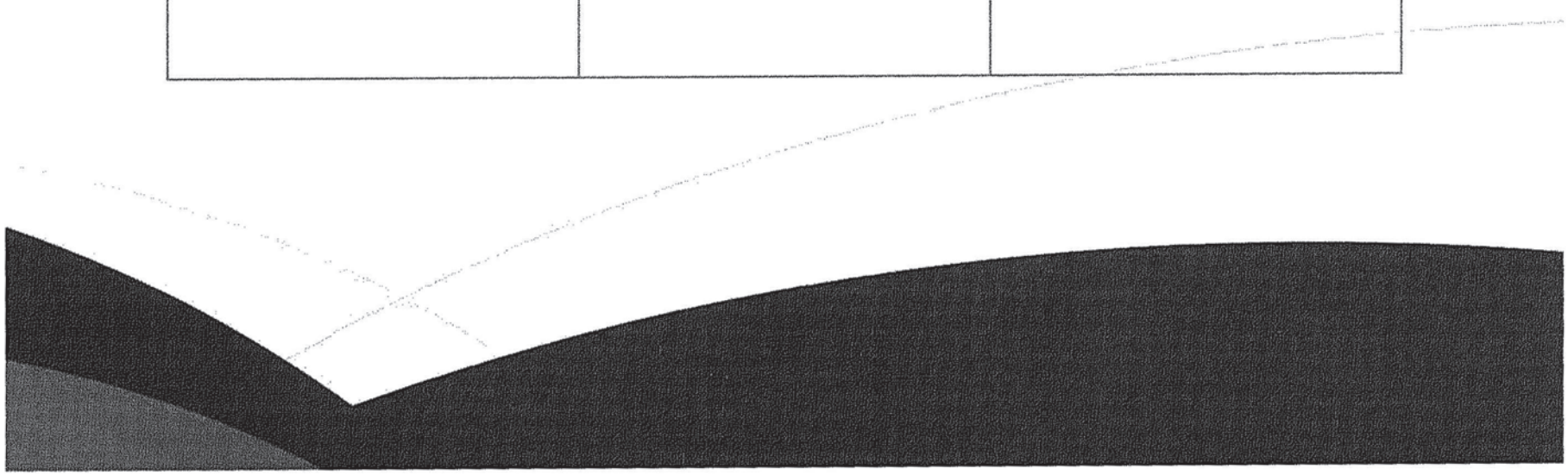
High Leverage Practices and Distance Learning

Supporting students with disabilities accessing the general curriculum through a distance learning format



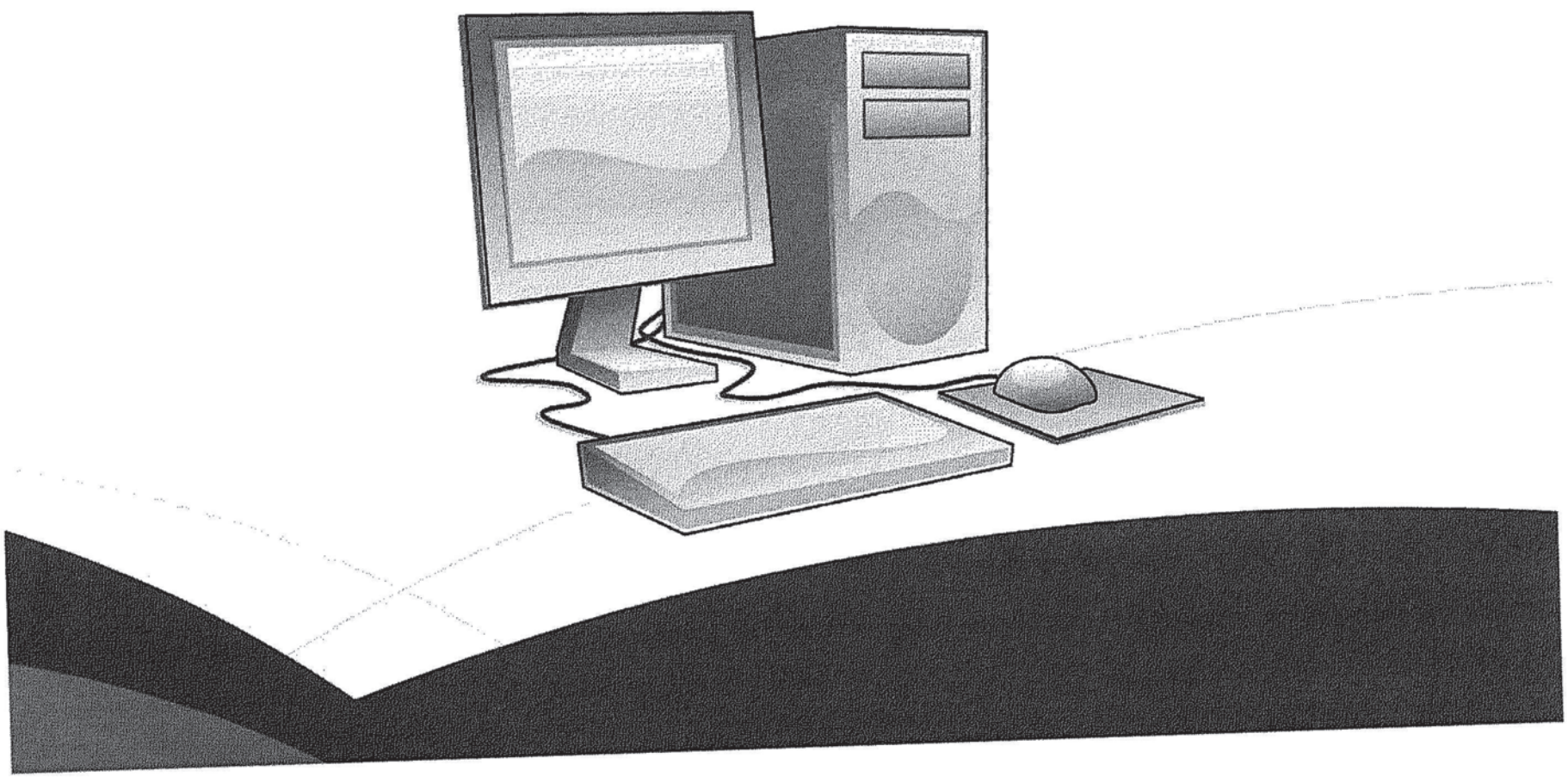
Virtual Office Hours

Thursday, April 2, 2020	Friday, April 3, 2020	Friday, April 13, 2020
2:00- 3:00	10:30-11:30	10:00-11:00



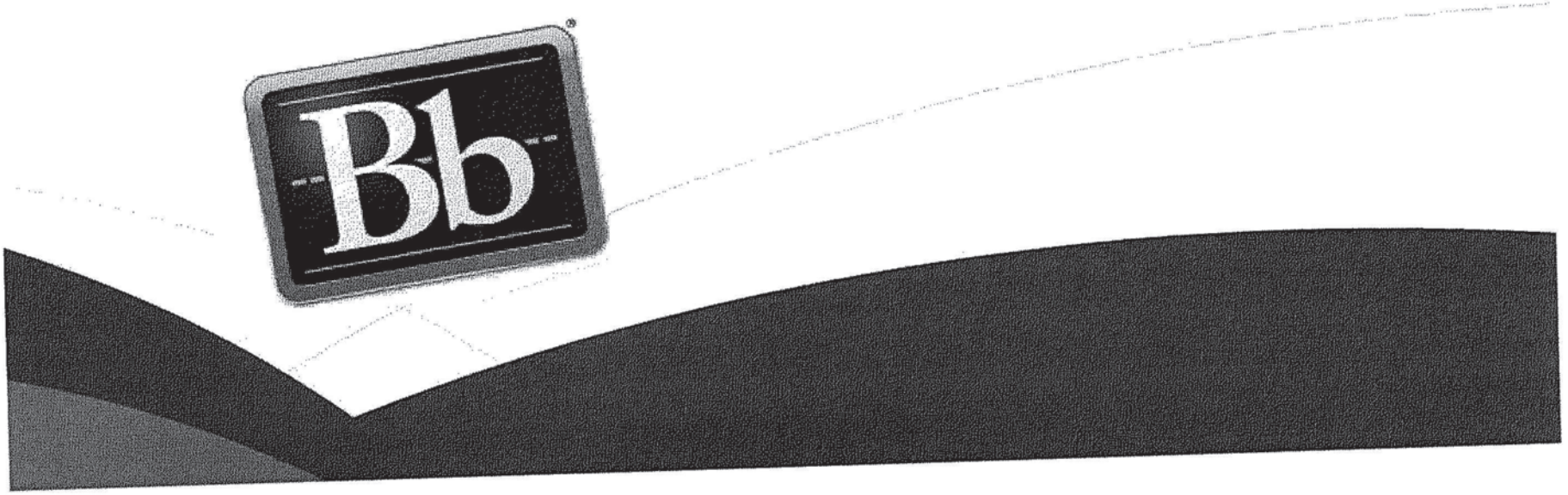
Grounding

Think about what topic you are most excited to teach through Distance Learning?



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/



DLP 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 course on a regular basis.)*

Resources include:

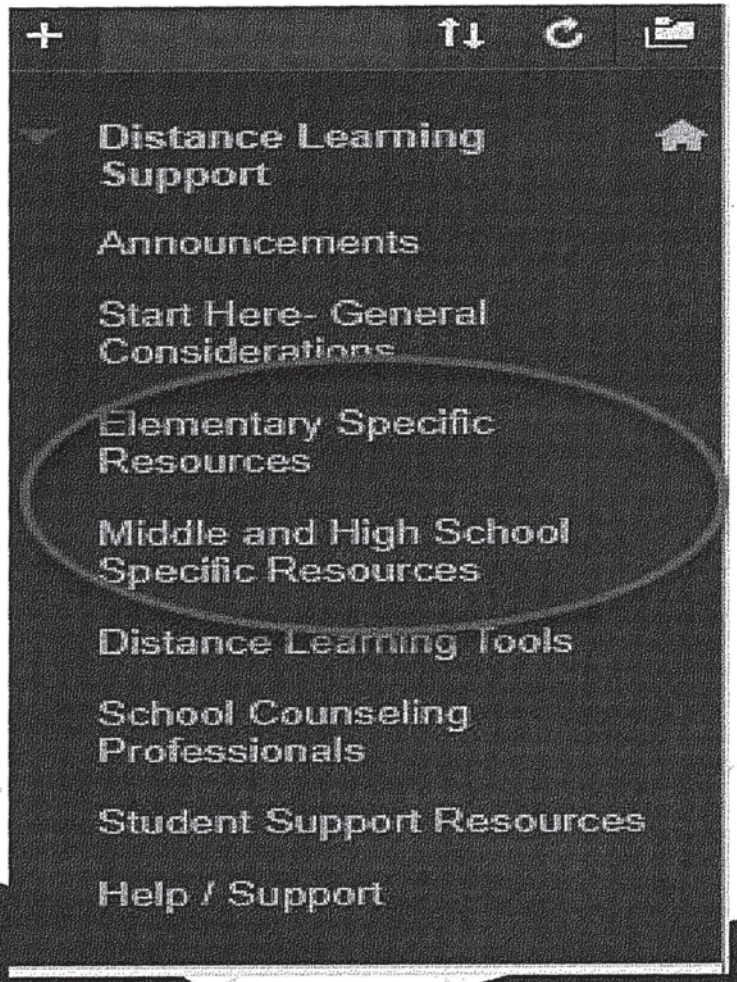
- Help documentation for suggested applications
- Materials to support instructional continuity in an online environment
- Content specific resources for elementary, middle, and high school
- Link to materials being provided to students



Distance Learning Resources

Virtual Professional Learning sessions to support the distance learning plan will be offered centrally on April 1, 2, and 3. A draft schedule is available at this link. Additional sessions to support Special Education will be added by March 30. Registration will open in MyPDE by the end of the day on March 30.

DLP Resources



- From the left-hand column select either *Elementary Specific Resources* or *Middle and High School Specific Resources* depending on your grade level

DLP Resources

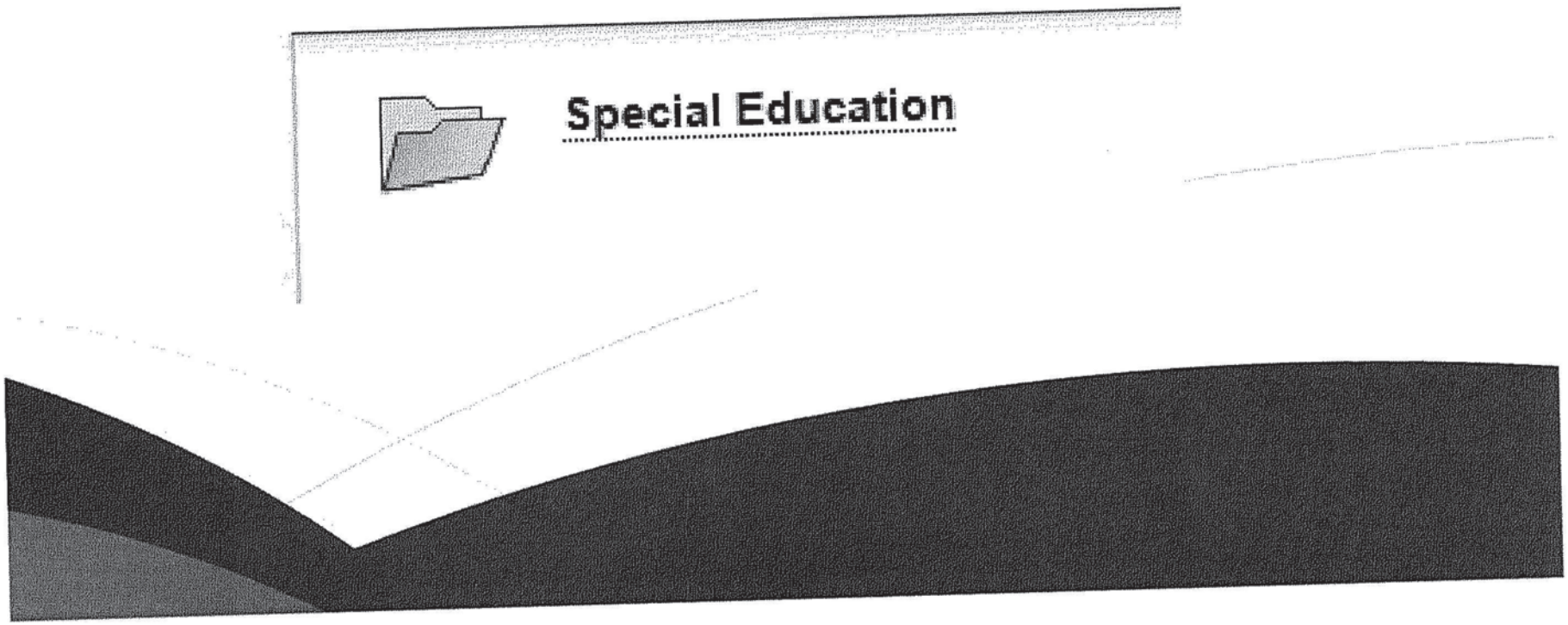
Distance Learning Packets

Note: Some PDF files will not fully load while using the Chrome browser. If a PDF does not fully open or appears blank:

- Change to a different browser such as Internet Explorer 11 or Edge
- Right-click on the link, choose "Save Link As" and save the file to your desktop or folder. Then, double-click to open the file.

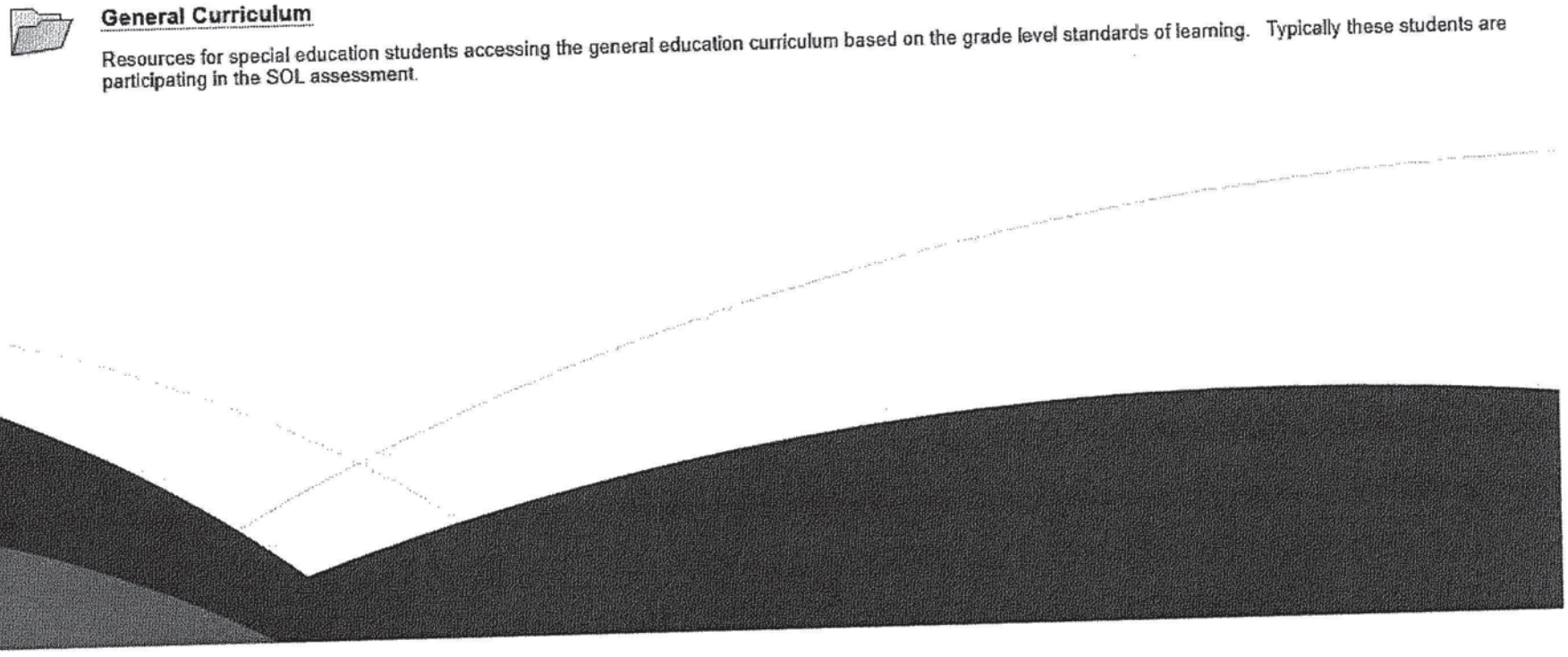
DLP Resources

In addition to the ISD weekly packets, there are supplemental Special Education Resources you might find useful



DLP Resources

From within the Special Education folder, click on *General Curriculum*



DLP Resources



English/ Language Arts



Math



Additional Resources

Included are additional supports for:

- Dually Identified Students
- Twice Exceptional (2E) Students



Shared Teacher Created Resources

Please feel free to add any resources you have created to the Google folder to share.

Learning Target

- ***I will…*** Learn to develop strategies for scaffolding instruction, providing explicit instruction, and providing feedback through a distance learning format

- ***So that I can…*** virtually support students with disabilities and their families who are accessing the general education curriculum

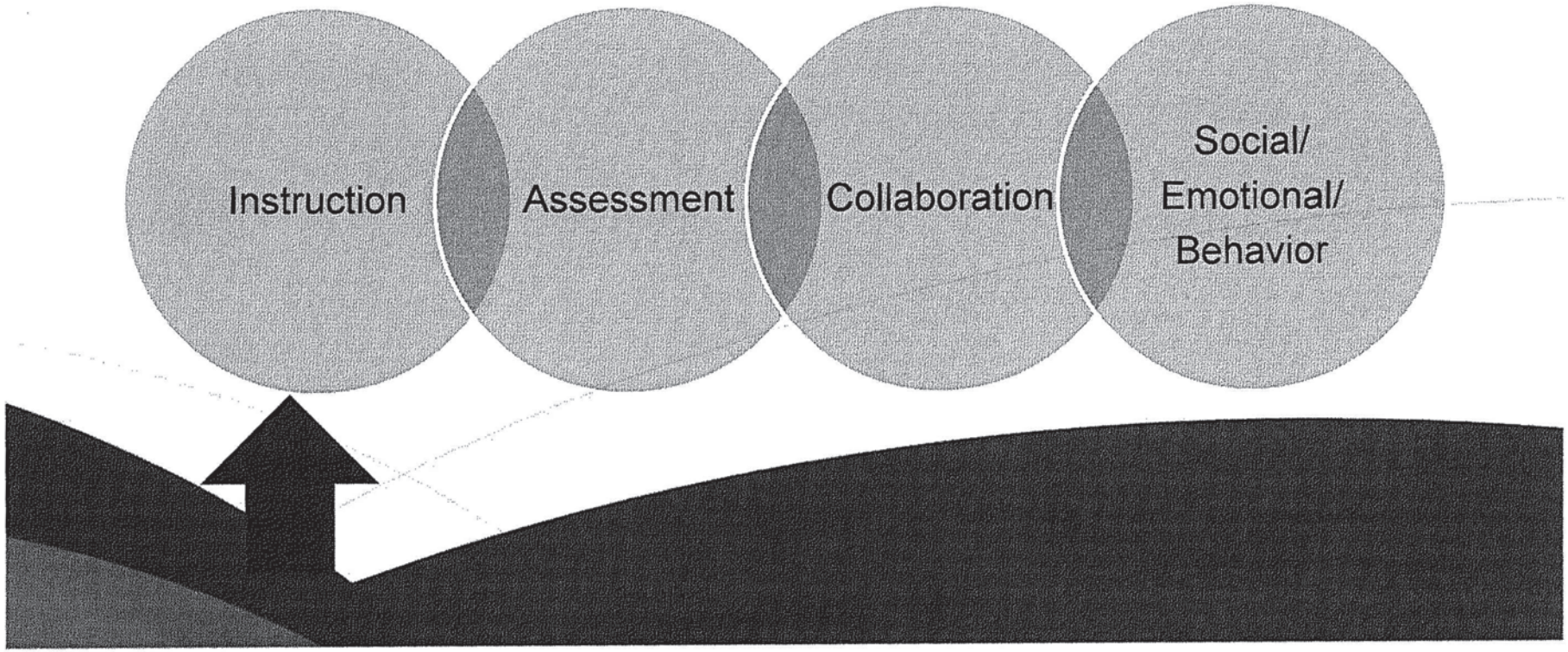
- ***I'll know I've got it when…*** I can differentiate the general education materials provided on blackboard to meet the needs of my students.



High-Leverage Practices

"High-leverage practices are a set of practices that are fundamental to support K-12 student learning, and that can be taught, learned, and implemented by those entering the profession."

(Windschitl, Thompson, Braaten, & Stroupe, 2012)

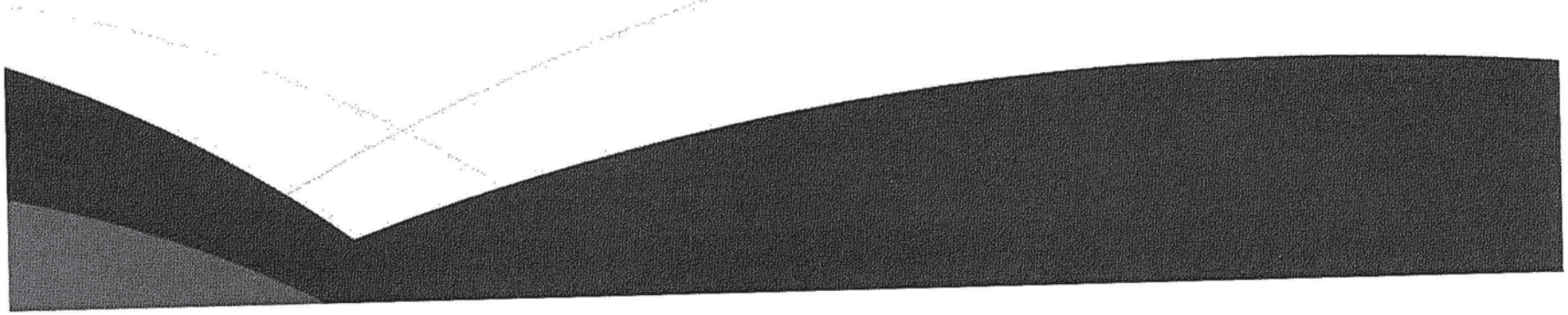


Systematically Design and Scaffold Instruction (HLP 12 and 15)



Systematically Design and Scaffold Instruction (HLP 12 and 15)

- Systematically sequenced instruction
- Teaching big ideas and main ideas before details
- Provide temporary assistance through visual, verbal, and written supports

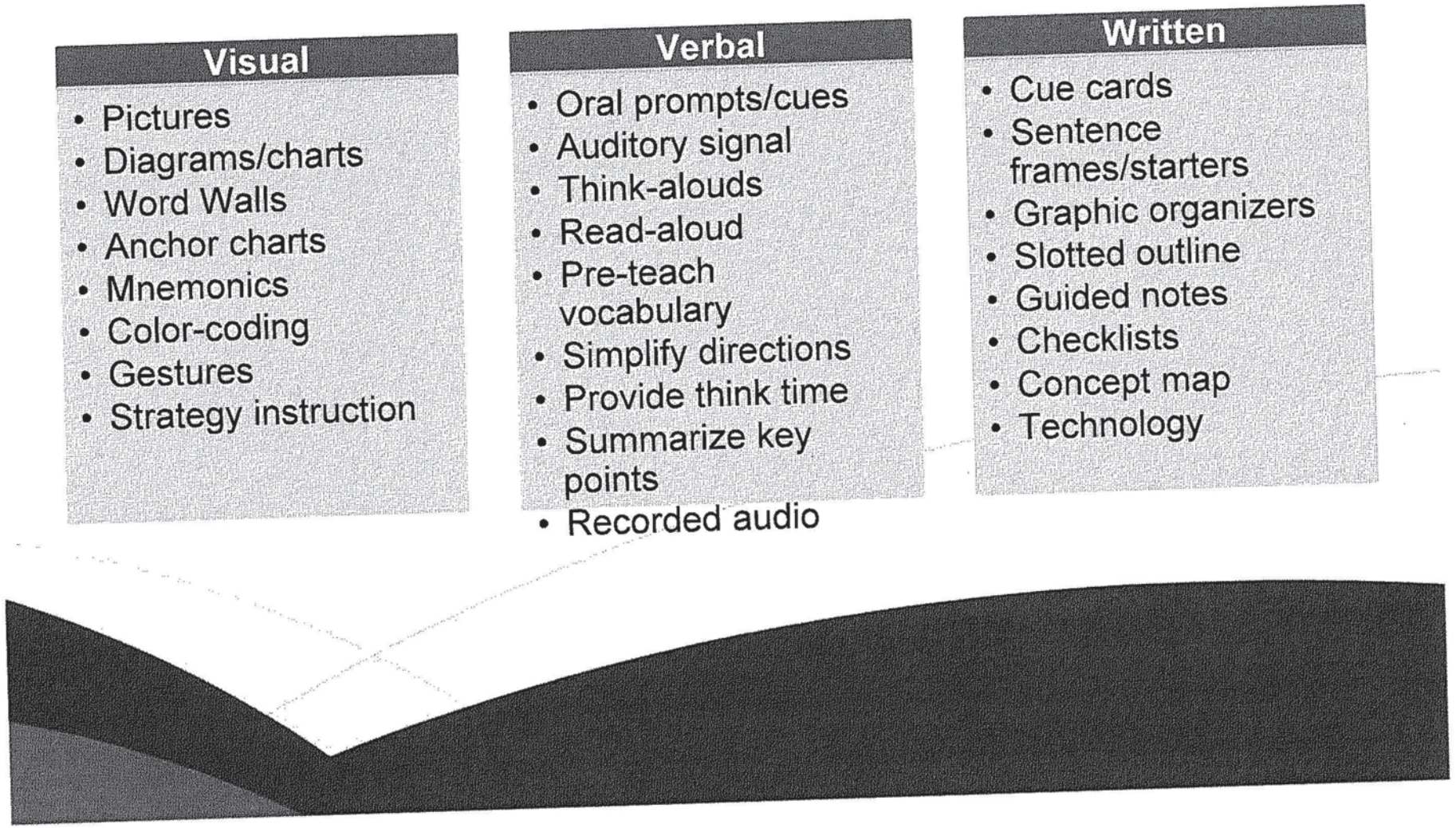


How: Integration with Distance Learning



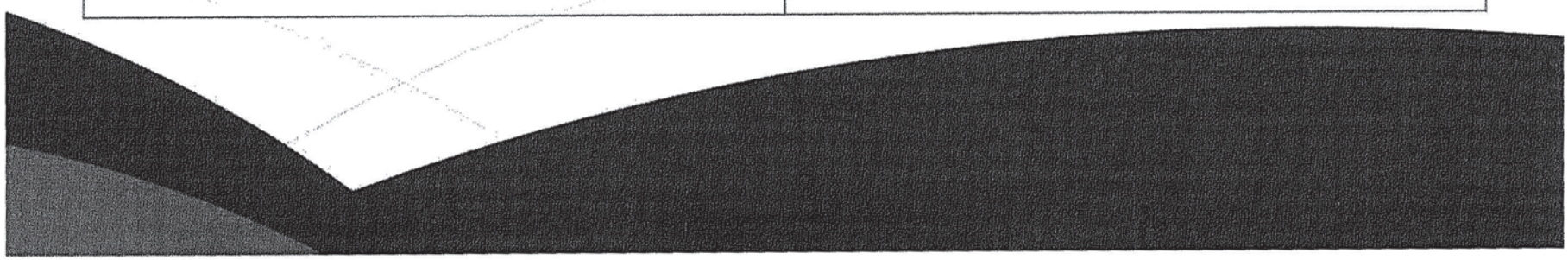
Systematic instruction and scaffolding may appear different during synchronous and asynchronous learning.

Examples of Scaffolds



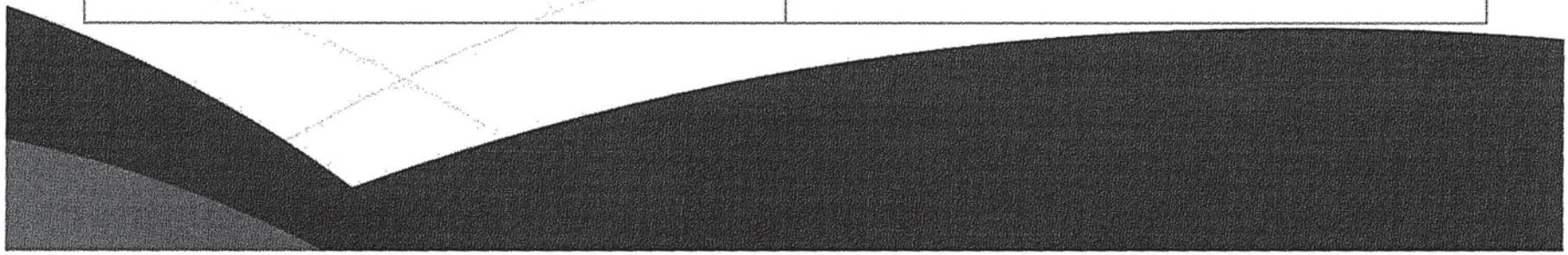
Visual Scaffolds

Synchronous	Asynchronous
• **Pictures** (clear, purposeful) • **Diagrams/charts** (simplistic, explicit) • **Anchor charts** (targeted, referable)	• **Color-coding** (purposeful, isolated) • **Manipulatives** (multisensory, representative) • **Organization/formatting** (clear, spacious, sequenced)



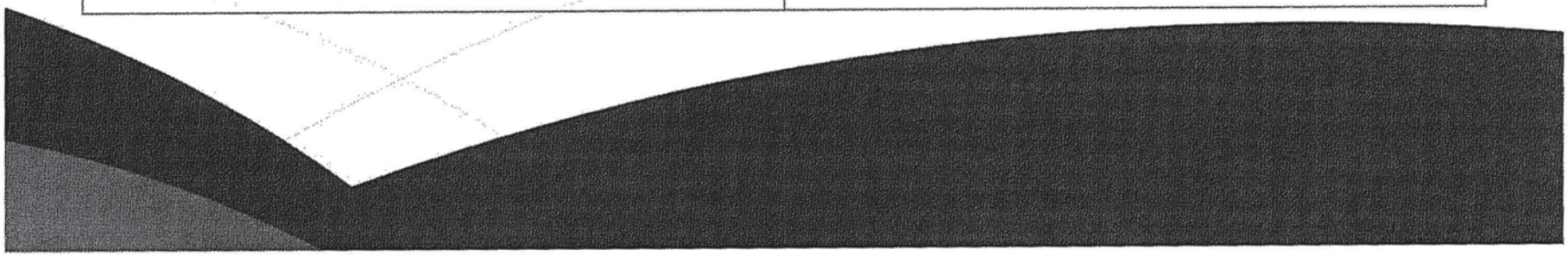
Verbal Scaffolds

Synchronous	Asynchronous
• **Think-alouds, read-alouds** (modeling, making text accessible) • **Summarize key points** (rephrasing, meaningful) • **Strategy instruction** (sequenced, explicit)	• **Prerecorded: think-alouds, read-alouds** (modeling, referencing) • **Vocabulary resources** (explicit, relative) • **Simplify directions** (functional, reduce language)

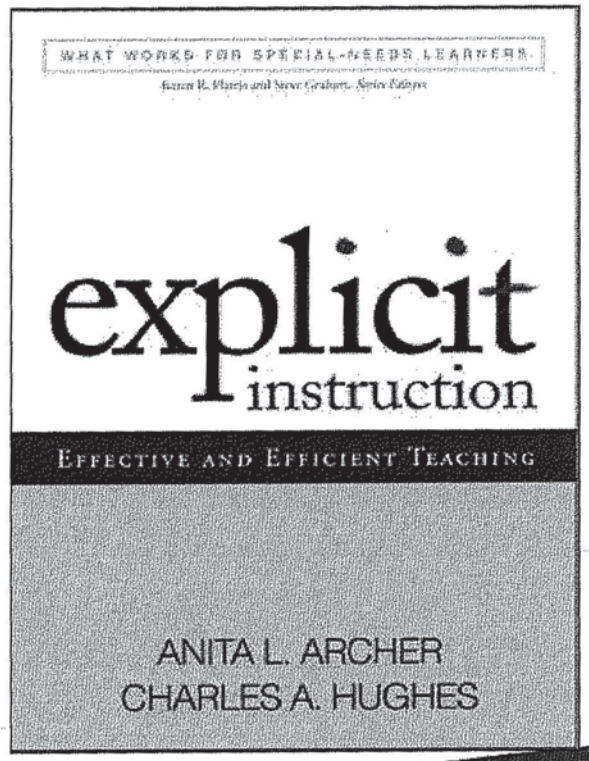


Written Scaffolds

Synchronous	Asynchronous
• **Concept map** (purposeful, established outcome) • **Graphic organizers** (clear, visually spatial) • **Sentence frames/starters** (models, flexible)	• **Cues/hint bubbles** (sequenced, relative) • **Guided notes** (simplistic language, targeted) • **Checklists** (simplistic, organized)

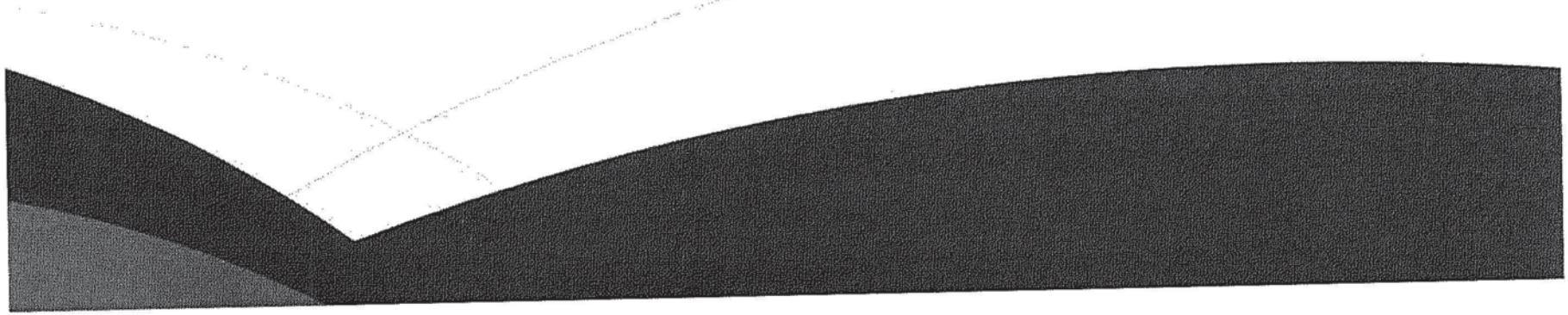


explicitinstruction.org

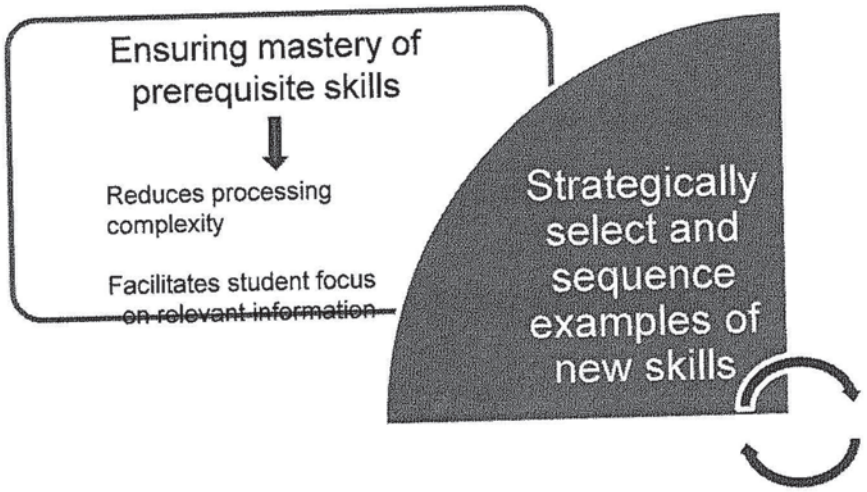


Use Explicit Instruction (HLP 16)

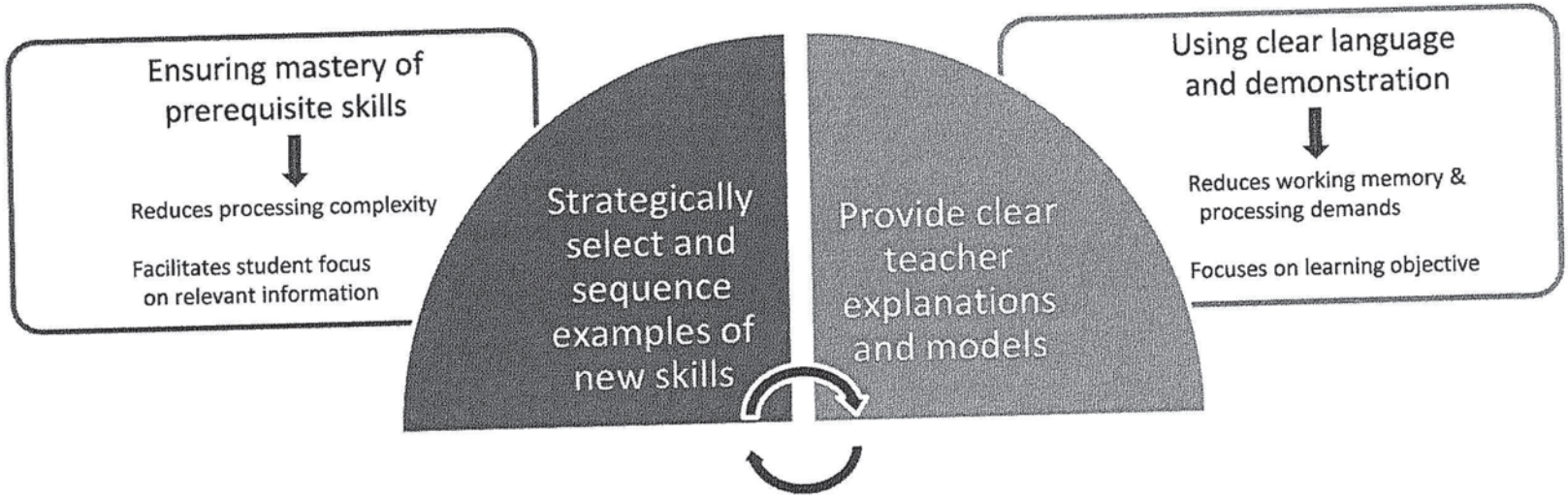
- New/complex content, skills, and concepts are made explicit by:
  - Modeling (I DO)
  - Guided Practice (WE DO)
  - Independent Practice (YOU DO)



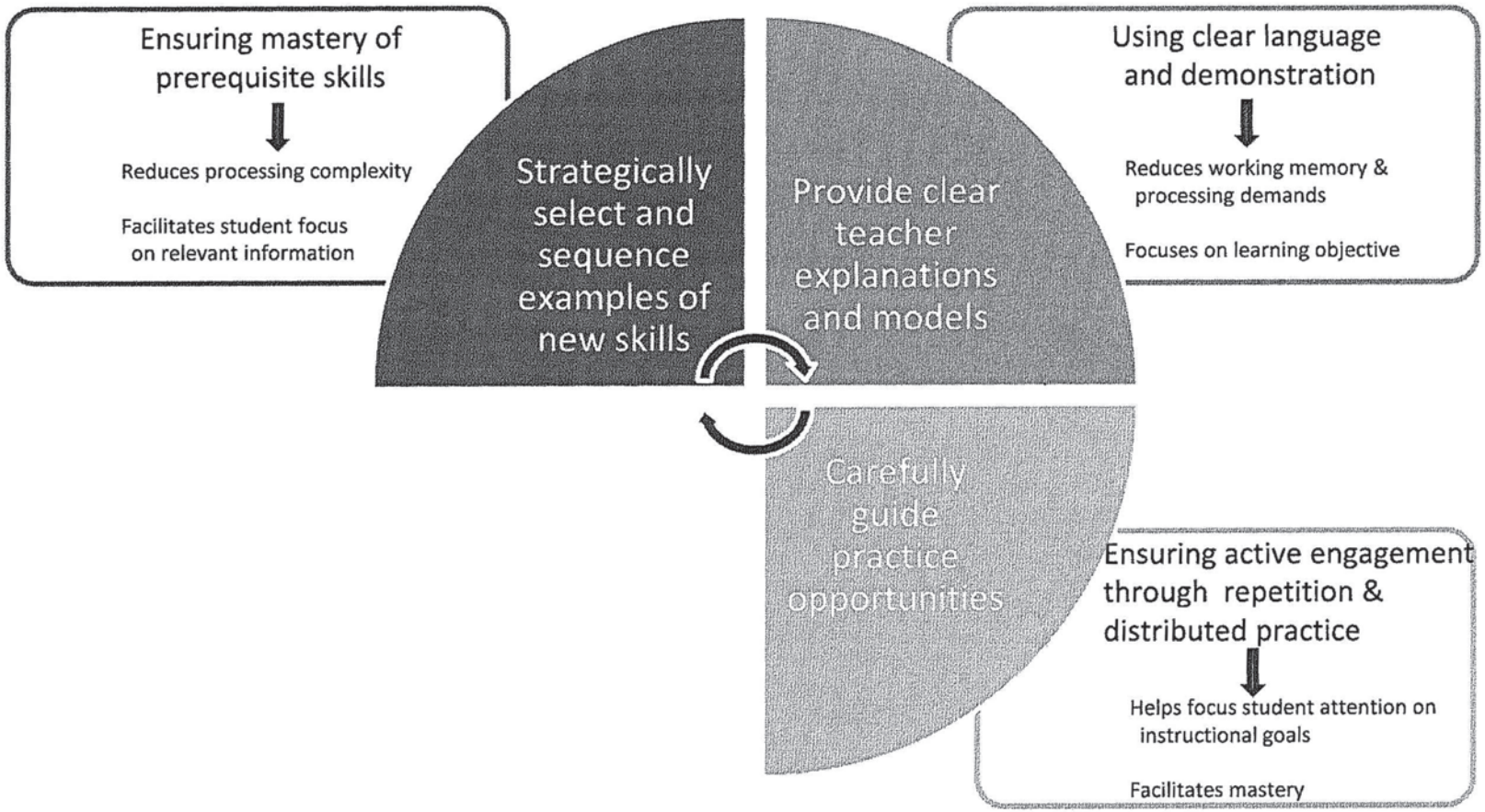
Features of Explicit and Systematic Instruction



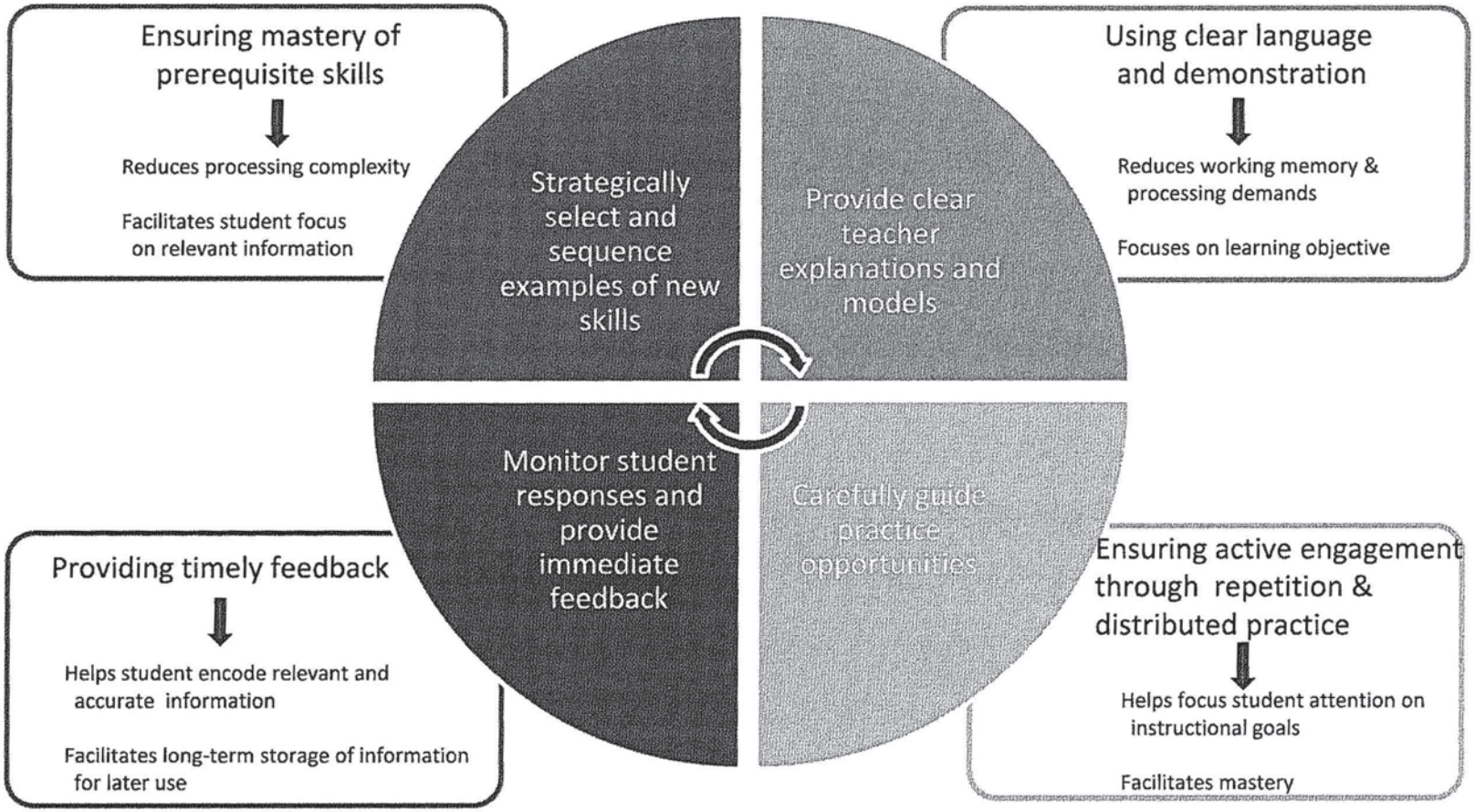
Features of Explicit and Systematic Instruction



Features of Explicit and Systematic Instruction

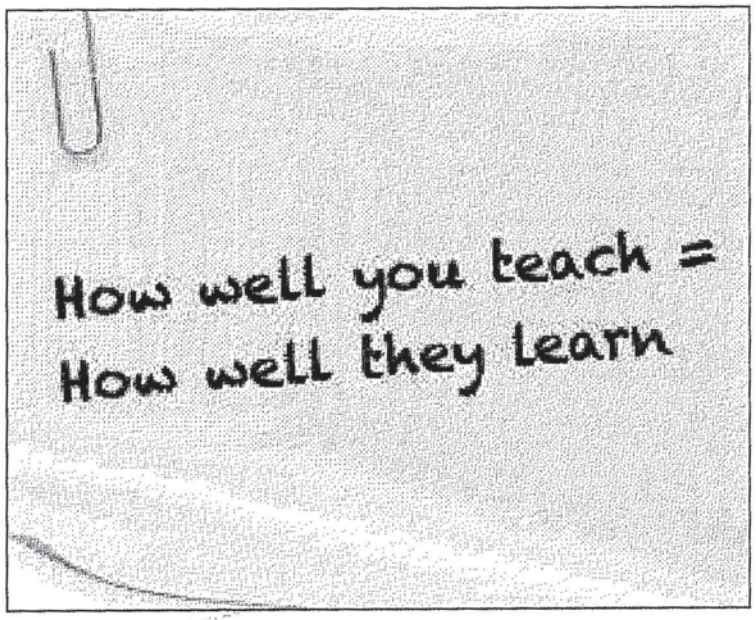


Features of Explicit and Systematic Instruction



Critical Points of Explicit Instruction

- Systematic
- Direct
- Engaging
- Success-oriented



Integration with Distance Learning

Synchronous	Asynchronous
• Office hours where you consult with students/families • Live lessons with clear demonstrations through gradual release of instruction (I do, We do, You do) • Allows for prompting/cueing • Promoting student engagement though tech tools , frequent oral/written responses,, partner/group work, etc. • Providing immediate feedback • Opportunities for repeated practice and generalization	• Pre-recorded lessons • Partner activities (can be completed independently, or parent/caregiver) • Leveled assignments for differentiated instructional levels. • Choice boards to provide a menu of learning activities • Independent activities geared for success: students are only practicing previously mastered skills • Opportunities for repeated practice and generalization • Feedback via email, phone consult, etc.

Provide multiple opportunities for practice and feedback (HLP 22)



Integration with Distance Learning

Synchronous	Asynchronous
• Office hours or live lessons where audio feedback is provided • Using technology tools such as embedded questions, response options, true/false, multiple choice, and short answers. • Written comments in chat or during live sessions	• Pre-recorded lessons with embedded feedback and guided models in lessons • Discussion boards with specific written feedback and self-check tools or resources • Using technology tools such as embedded questions,, true/false, multiple choice, and short answers within recorded lessons • Quizzes that provide feedback for incorrect responses and corrective actions • Emailed responses to student with specific guidance and feedback to meet students needs • Phone conversations that occur after tasks have been completed and engage in reflective discussion

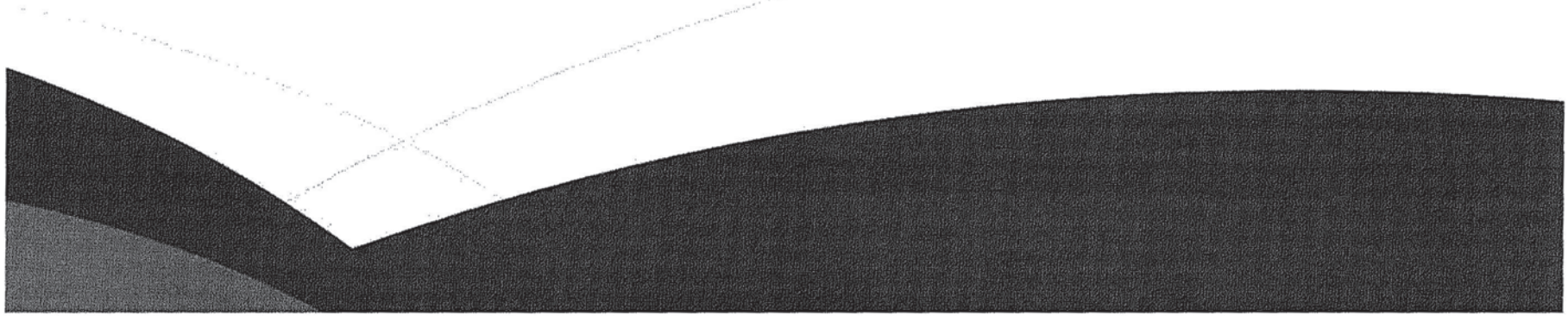
Provide clear, specific feedback that verifies and elaborates

Non example

"Great job on your personal narrative Brayden! Keep working on the language some more."

Example

"Brayden, the metaphor you used to describe the weather created a strong image for me. I wonder how you might use additional figurative language to enhance your reader's experience in the rest of your personal narrative?"



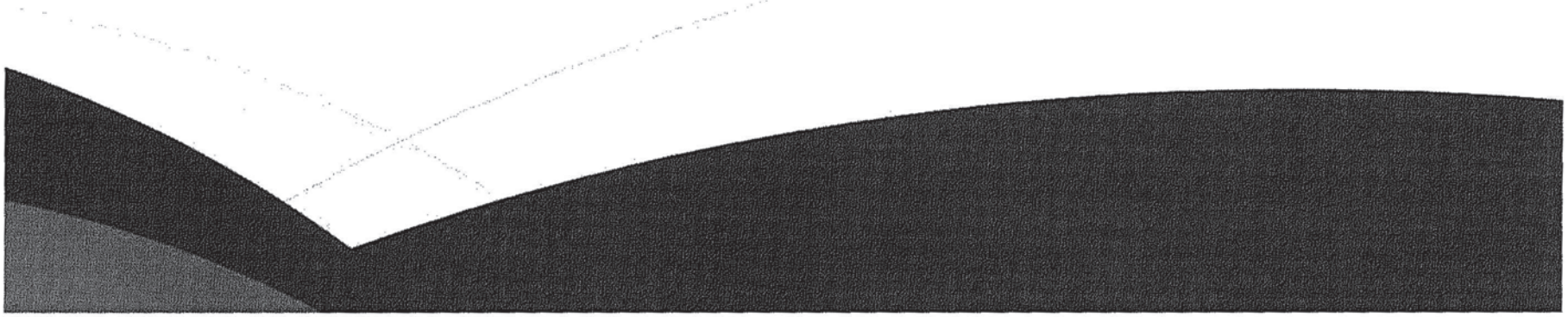
Provide feedback that is focused on the task or process, not the learner

Non example

"Elise, you are such a good artist! But, you need to be more precise when creating your geometrical figures."

Example

"Elise, nice work creating a visual representation of this word problem. That is a great strategy to solve for area and perimeter! It is a good idea to re-read the word problem to make sure that you've put all of the numbers in the right places."



Provide timely feedback, especially for struggling learners

Non example

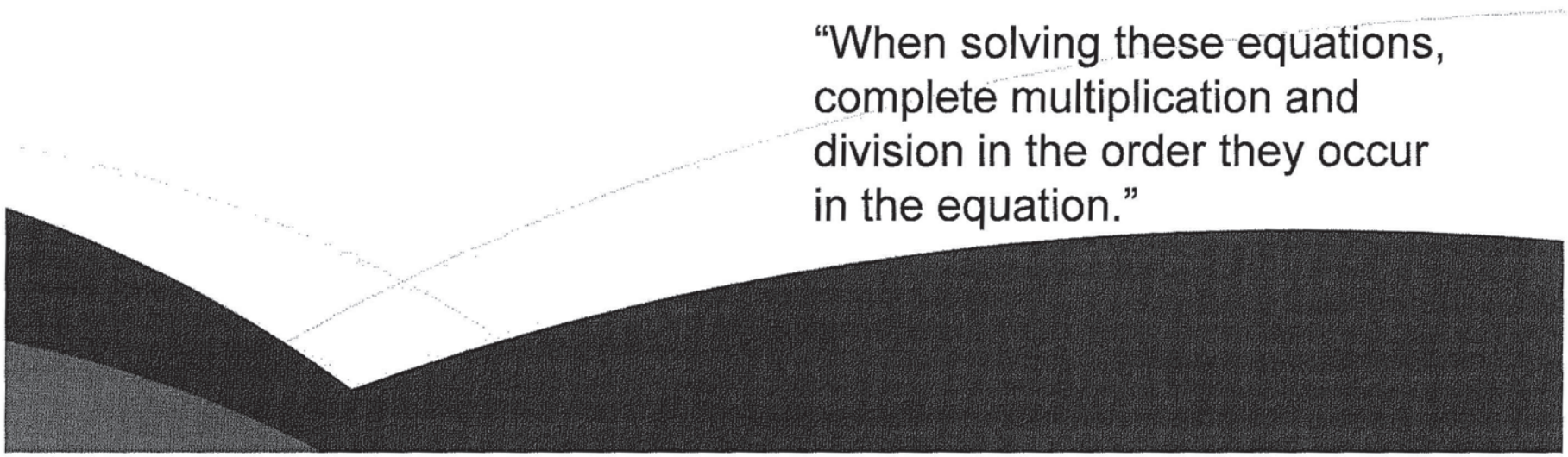
"Dawshawn, even though you used the PEMDAS strategy, you got all of these questions wrong on your paper."

Example

"Dashawn, talk me through your steps as you solve your first problem using PEMDAS."

THEN,

"When solving these equations, complete multiplication and division in the order they occur in the equation."



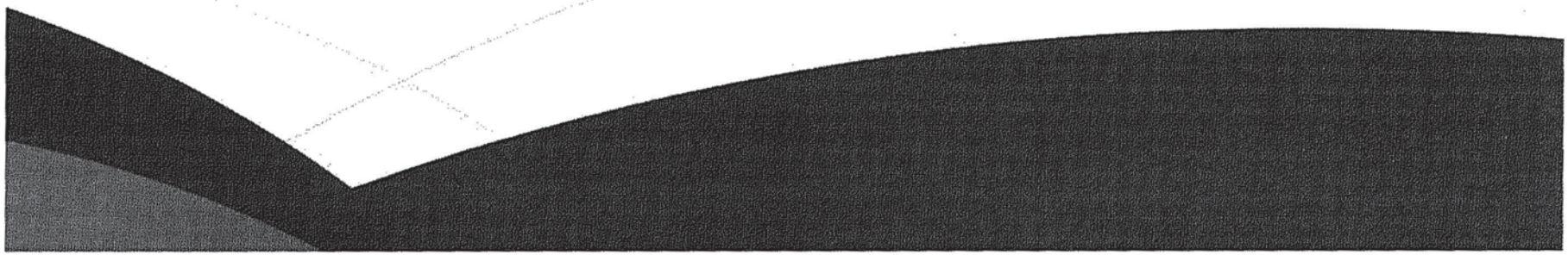
Use goal-directed feedback

Non example

"Melanie, I think you might need to re-read the story again. I am not sure you picked up on the right details when you read it the first time."

Example

"Melanie, before reading the story, let's take a look at the comprehension questions at the end. Are they asking about the characters? [pause for answer] No, they are asking about the main idea. So our goal, when reading, is to pay really close attention to the story's main idea. Please keep that in mind when reading."



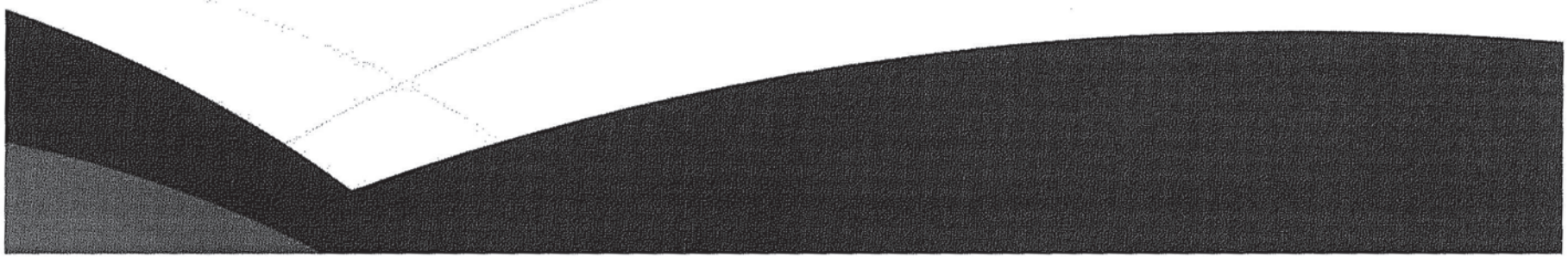
Focus feedback on misunderstandings rather than a lack of information

Non example

"Jon, I've marked the ones that are incorrect, please go ahead and fix it."

Example

"Jon, I notice that when estimating, you incorrectly rounded when the number ended in 5 on several practice problems. Let's go back and review our notes about rounding so that you know how to do this before you continue working on the rest of these."



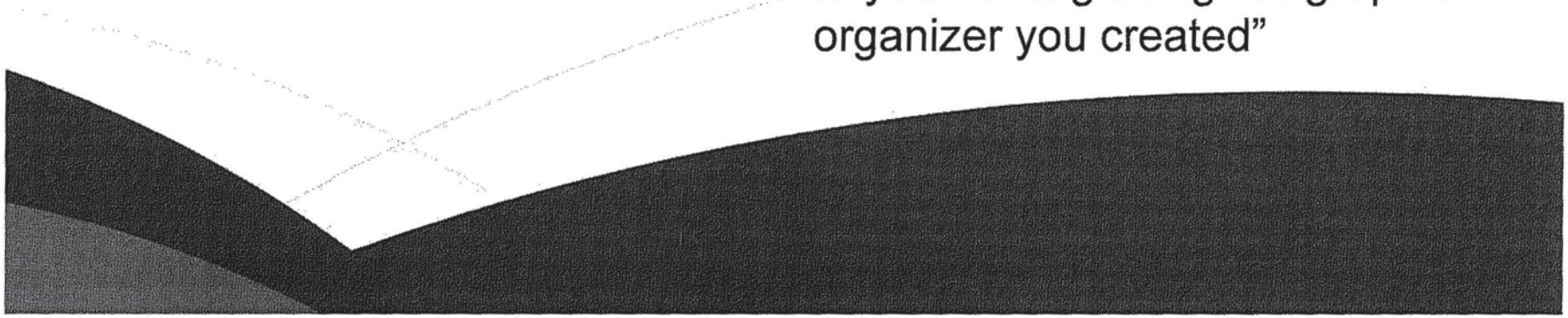
Consider student's developmental level and abilities when giving feedback

Non example

"Josie, your answers are really short. You need to write more."

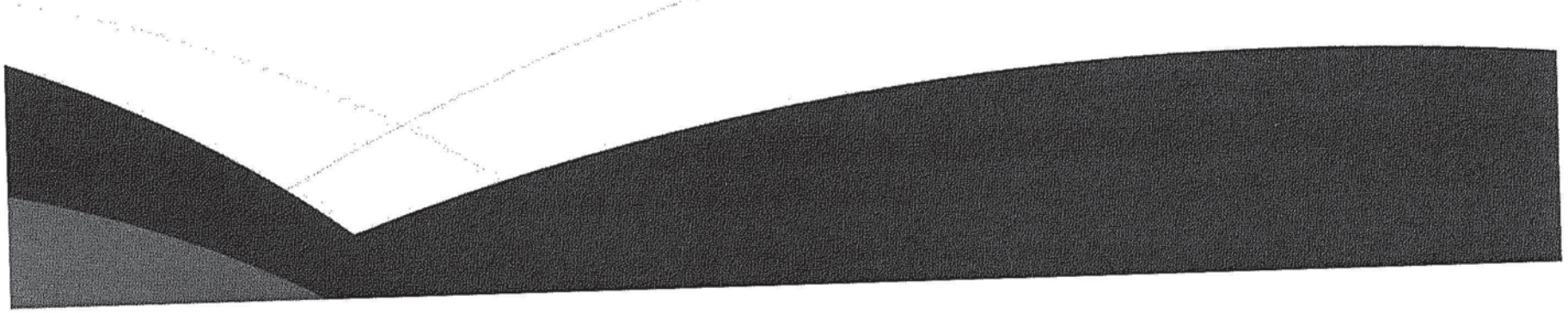
Example

"Josie, I can see that you have worked hard on this assignment.Your sentence structure and punctuation are great. Let's go through your story together and talk about how you might add more detail to your writing using the graphic organizer you created"



Data Collection and Distance Learning

- Document time spent supporting students
  - Asynchronous/Synchronous lessons -- how much time and who were they delivered to?
  - Phone connections with students/parents --- Date, time, content
  - Encourage students to "log" their work
    - What content skills were they studying?
    - How much time were they working each day



And remember, when teaching online….

- Share your enthusiasm for learning
- Take it slowly- it's ok to make mistakes
- Set clear expectations and routines
- Practice flexibility and patience
- Be supportive and have fun!

https://www.cec.sped.org/~/media/Files/Resources/Best%20Practices%20for%20Educating%20Online.pdf

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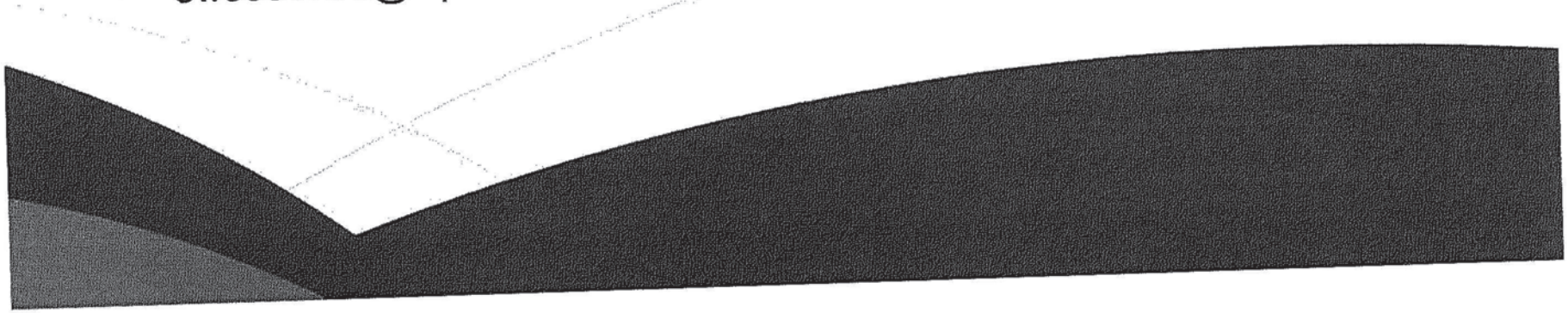
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References

Archer, A.L., & Hughes, C.A. (2011). *Explicit instruction: Effective and efficient teaching*. New York, NY: Guilford Press.

McLeskey, J., Barringer, M-D., Billingsley, B., Brownell, M., Jackson, D., Kennedy, M.,...Ziegler, D. (2017). *High-leverage practices in special education*. Arlington, VA: Council for Exceptional Children & CEEDAR Center.

McLeskey, J., Barringer, M-D., Billingsley, B., Brownell, M., Jackson, D., Kennedy, M.,...Ziegler, D. (2017). *High-leverage practices in special education*. TEACHING Exceptional Children, 49, pp. 355-360.

Riccomini, Paul J., Morano, Stephanie, & Hughes, Charles A. (2017). *Big ideas in special education: Specially designed instruction, high-leverage practices, explicit instruction, and intensive instruction*. TEACHING Exceptional Children, 50, pp. 20-27.

Smith, J. L. M., Saez, L., & Doabler, C. T. (2016). *Using explicit and systematic instruction to support working memory.* TEACHING Exceptional Children, 48, pp. 275-281.

Low-Tech Accommodations Toolbox

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.
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.
Assignment Notebook	Provides students with organization skills.	Use a student agenda; Create a student schedule; Create a wipe off schedule, put schedule in a plastic frame, use an erasable marker to check off tasks completed; Create a family schedule on paper.
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).

Accommodations	Description	Strategies/Resources for Home Access
Calculator Calculator or Arithmetic Table	This is used to aid with math calculations (+, -, x, & division)	Access calculator through phone or handheld calculator.
Clearly Defined Limits/Expectations	This provides the student with clear direction and understanding of expectations.	Give the student clear directions, for example, first you will complete 5 math problems then have a break. Provide the student with a schedule of tasks and review the schedule with the student.
English Dictionary	This is a book resource that lists words of a language and gives the meaning.	Use a dictionary if available.
Flexible Schedule Extended Time/Frequent Breaks	This provides additional time to the student to complete a given assignment(s) or for breaks within instruction.	If the student demonstrates fatigue, frustration, restlessness during an assignment a break may be needed. Set a timer to assist with giving students frequent breaks
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.
Math Aids *Access to colored shapes, number lines, and fraction circles.*	These materials are used to help a student with math.	Use of common household objects (buttons, beans, macaroni, pennies, etc.) can be used to support understanding of numbers and number operations.
Positive Reinforcement	An action immediately following a behavior that increases how often or how much of that behavior we see in the future.	Use frequent praise. Offer a choice activity if a student follows behavior/task.

Accommodations	Description	Strategies/Resources for Home Access
Presentation of Material/Assignment Interpret Translate Directions/Assignment/Provide Specific Verbal Prompts	This explains the directions for complete understanding. Suggested prompts to keep student on task: • "Keep working." • "Keep going." • "Focus." • "Stay focused."	You may read and explain the directions to the student so that they have a clear understanding. Refer to prompts indicated on the IEP accommodation (or 504 Plan test accommodation) page. You may also use the provided samples as needed.
Read Aloud Read Back Student Response/ Read Entire Assignment/Read to Student upon Request	This allows read aloud of the student's written response, material to a student, or word or text upon request from a student.	Read your student's written work aloud. A person at home may read the assignment.
Shortened Assignment	The student will have fewer tasks to complete for an assignment.	Contact your student's case manager if you have any questions or concerns.
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

Engaging Learners in Online Environments

Utilizing Universal Design for Learning (UDL) Principles



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Learning Target

I will...learn about universal design for learning (UDL) principles to enhance my online teaching practices.

So that...I can develop interactive online lessons to maximize learning and minimize barriers for my students.

I will know I've got it when..I can proactively plan lessons to incorporate multimedia tools to provide access for all students, enhance student learning through choice, and motivate students to individualize their learning.

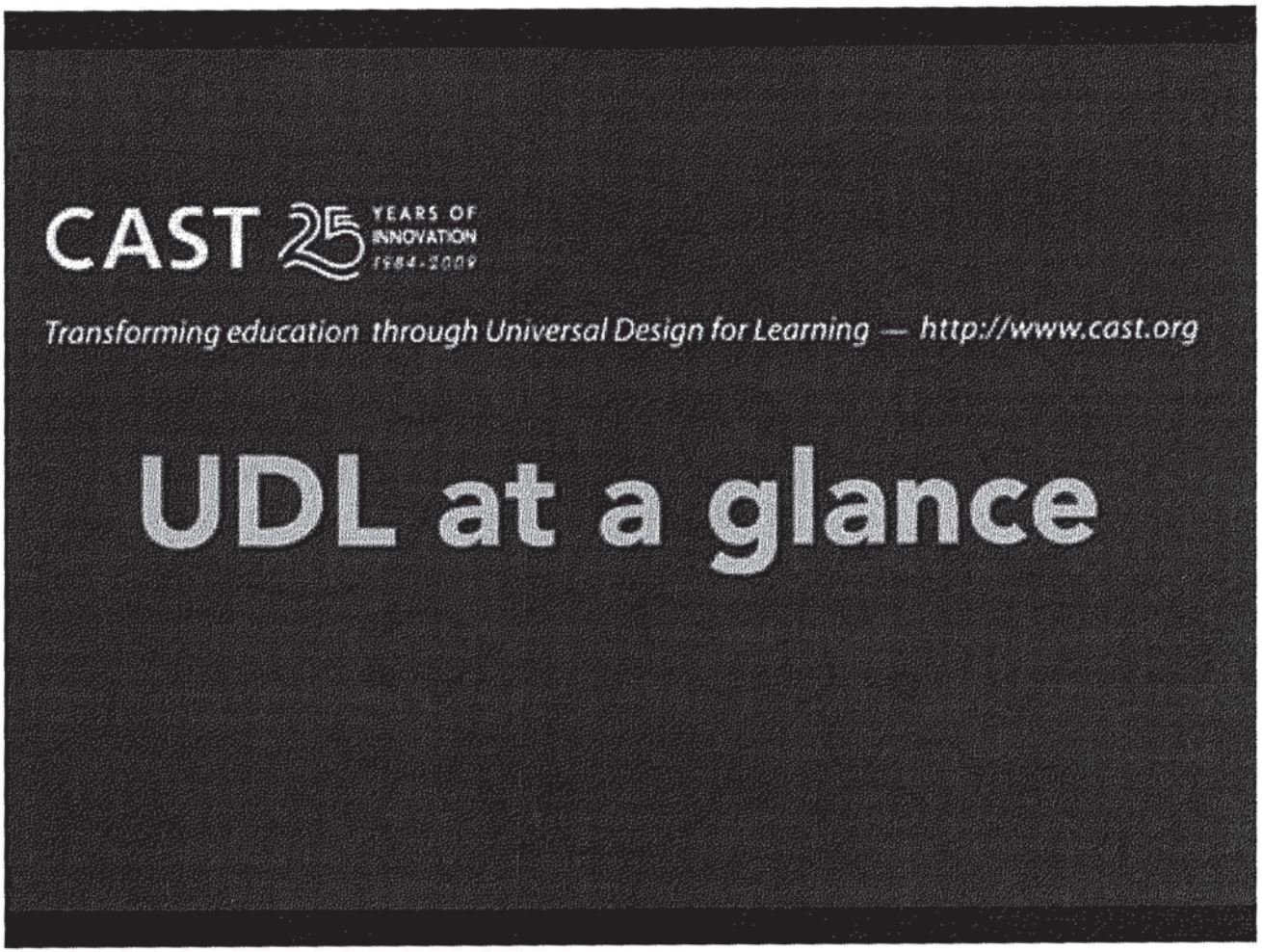
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What is Universal Design for Learning (UDL)

- An instructional design framework offering flexibility and adaptability
- Differentiate instruction for students with a range of learning differences
- Maximizes engagement
- Uses a variety of teaching methods to remove barriers

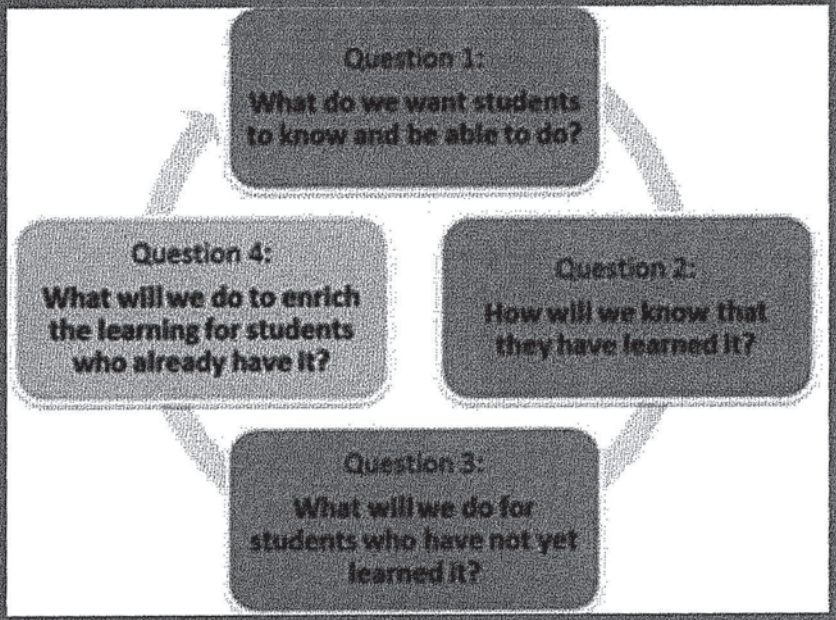
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UDL at a Glance



Critical Considerations for Distance Learning for Teachers

- What is it that all of my students need to know, understand, and do?
- How can I address the inherent barriers to online learning for all of my students?



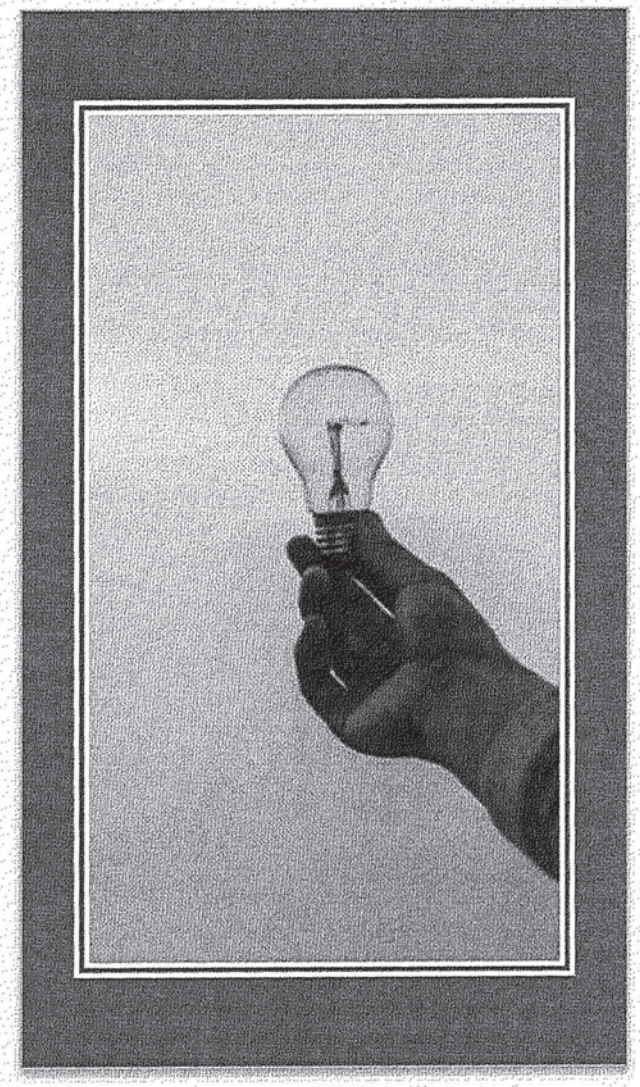
UDL Provides Multiple Means of:

- Representation
- Action and expression
- Engagement



Guiding Question: Representation

How can I represent my content in multiple ways to help my students comprehend the information?





Teacher Actions

- Provide students with a combination of multimedia slides
- Use multiple languages
- Make sure materials are accessible for student

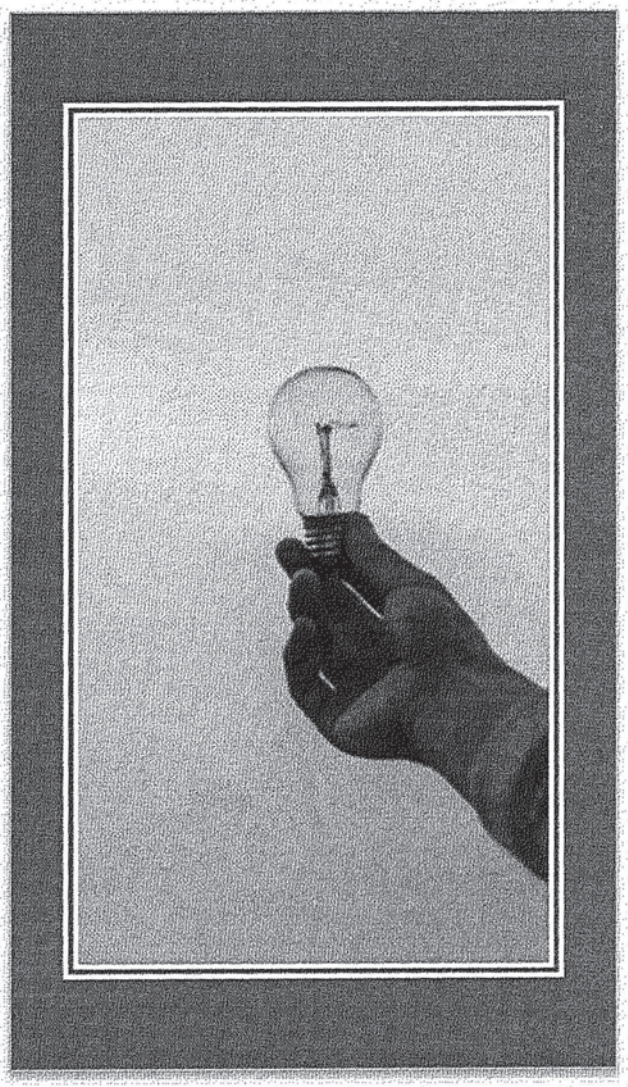
Examples

- Create a MULTIMEDIA slide deck- include a combination of slides with text, links to video clips, links to outside resources, audio recordings, and graphics
- Use multiple languages using google translate and other tools
- Pair auditory information with visual text for multi-sensory approach (e.g., anchor chart when talking)
- Ensure that materials are accessible for students. students should be able to understand, navigate, and interact with digital content.



Guiding Question: Actions and Expression

How can I provide my students multiple means of action and expression through distance learning?



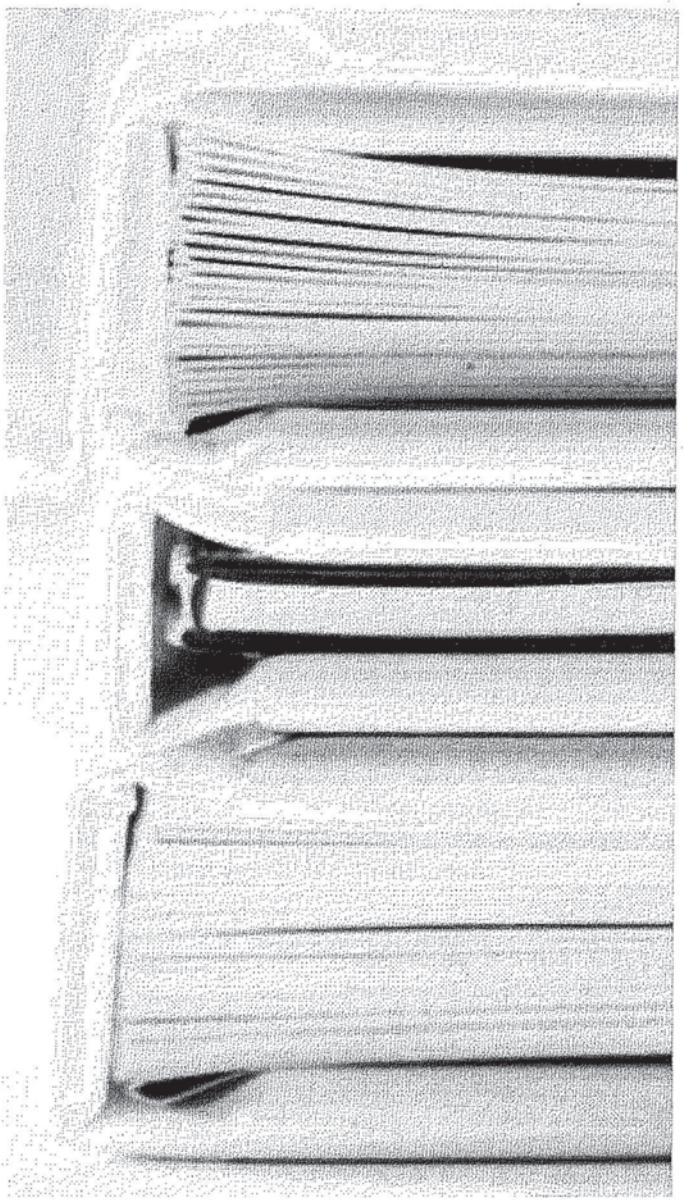


Teacher Actions

- Provide more than one way in which students can show their learning
- Students participate in setting their weekly goals

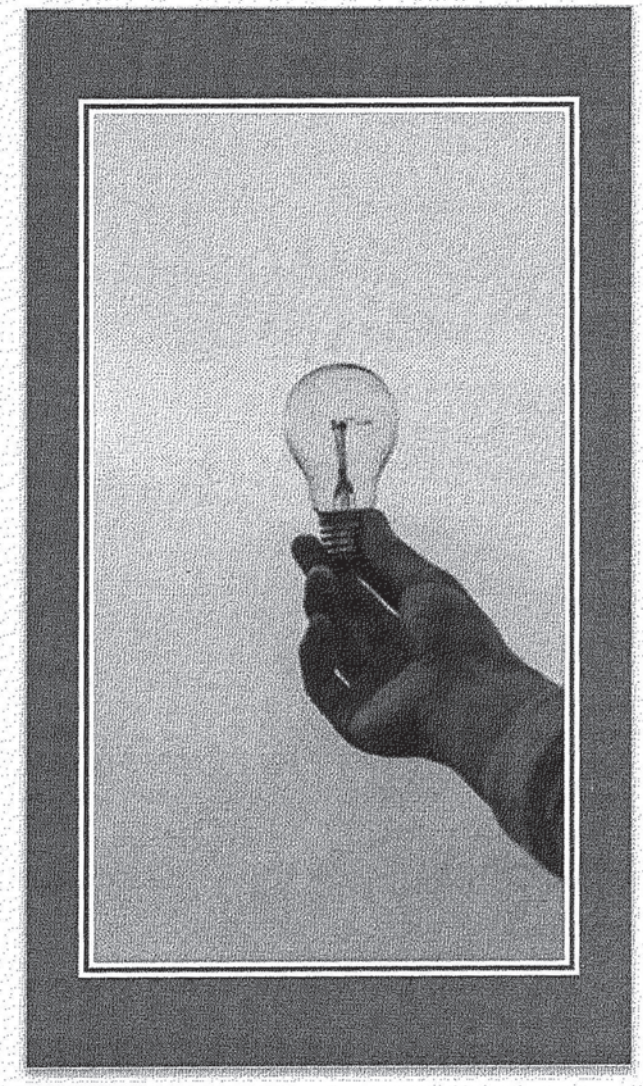
Examples

- Provide students choice of how to demonstrate what they know (e.g., create a model, create a video response, create a visual graphic/picture to represent concept, write a story or poem, develop a concept or mind map, etc...
- Provide individual virtual student conferences to set weekly goals
- Provide a written checklist of all students tasks to complete
- Provide a choice board for students to select 2-3 items to complete to demonstrate a skill or concept



Guiding Question: Student Engagement

How can I help students engage and persist in learning tasks through distance learning?



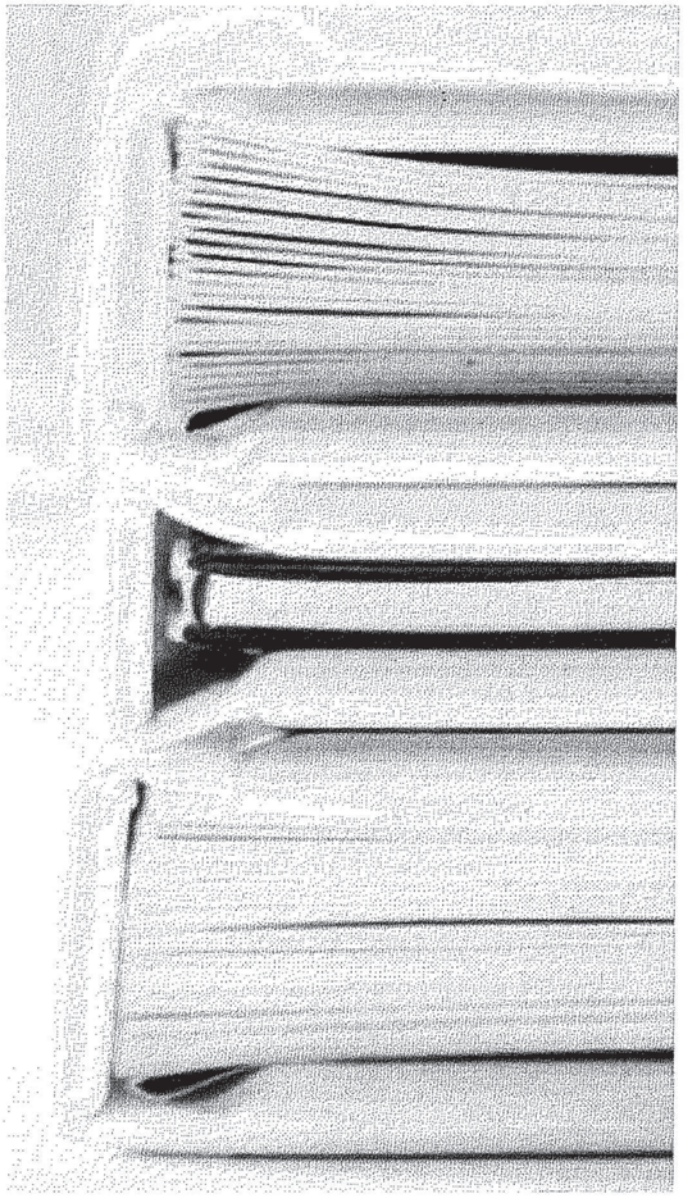


Teacher Actions

- Develop a rubric to clearly measure identified learning targets/outcomes
- Create opportunities for students to collaborate
- Create opportunities for utilizing online games for skill building
- Provide clear and specific feedback
- Make connections to real-world applications
- Assign a designated note-taker for each session and/or record your session for repeated practice opportunities
- Provide communication with students

Examples

- Task rubric
- Collaborate online
- Online Jeopardy
- Record your lesson for repeated opportunities and practice
- Rotate a student note-taker for each lesson (MS/HS)
- Morning meeting
- Teacher letter for the week
- Teacher video per week to outline outcomes for the week or day



Five Easy Ways to Get Started with UDL

1. Provide more than one way to get from point A to point B
2. Contextualize!
3. Provide options for resources
4. Provide options for assignments/student products
5. Build in opportunities for reflection



Retrieved and modified:
https://dl.sps.northwestern.edu/blog/2018/02/five-ways-incorporate-universal-design-learning-online-course/

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Need More Support?

Join us for virtual office hours!



April 2	April 3	April 13
2:00-3:00	10:30-11:30	10:00-11:00

Use this link to join during our virtual office hours! **https://tinyurl.com/vrbqfpn**

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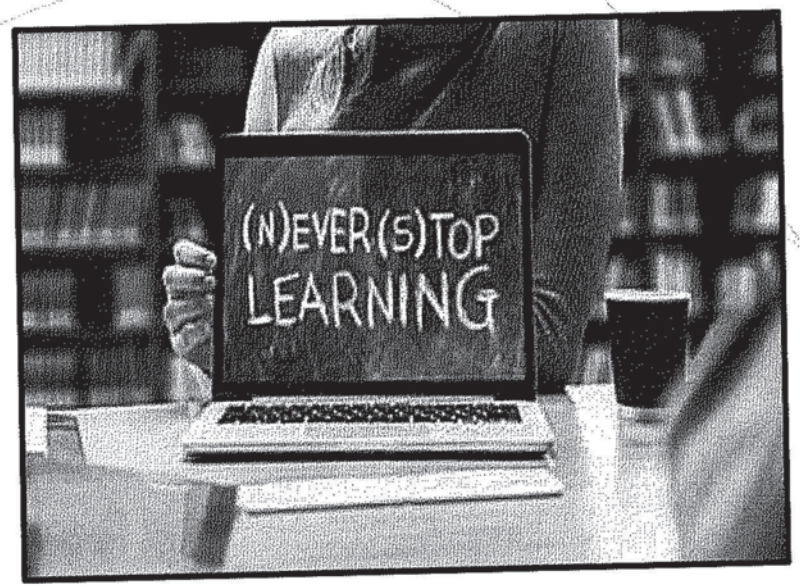
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Distance Learning

Research-based Programs

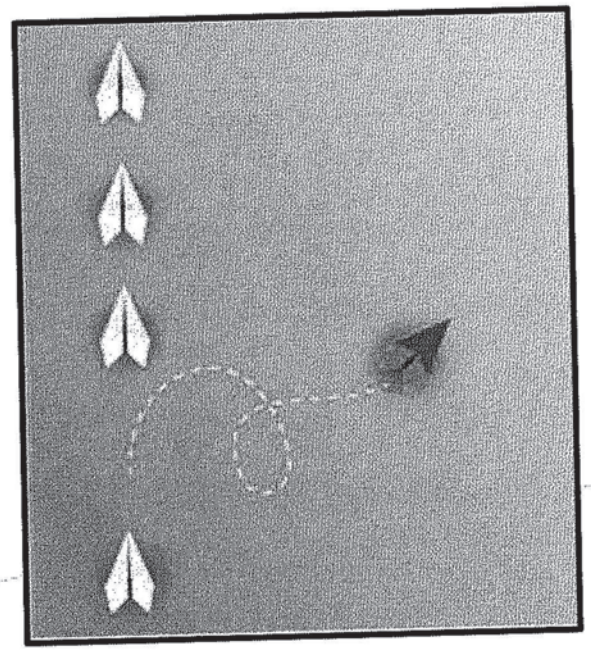


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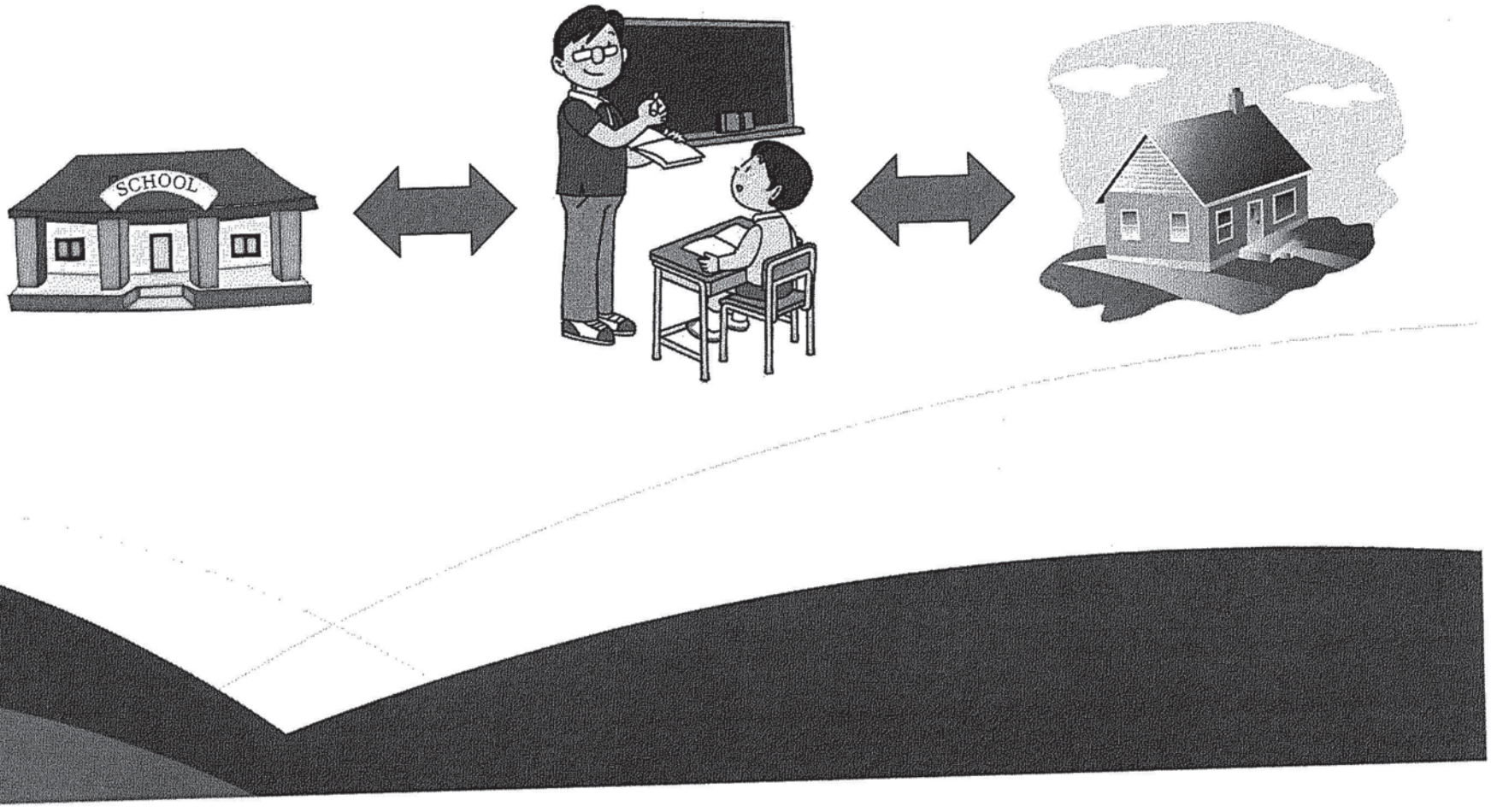
Things are changing...

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

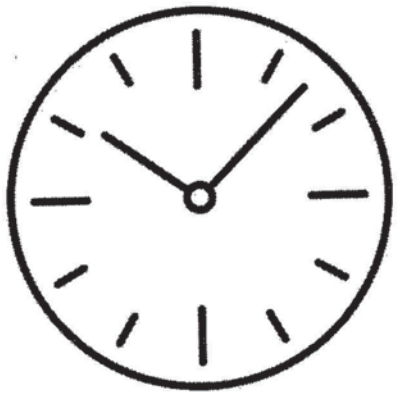


- As a decision is made to move forward with continued use of Research-Based Programs, please consider the following: time, student engagement and fidelity of implementation

- 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
- Individualized instruction time
- Alternate times to core instruction, NOT as a replacement for core instruction

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 "class"
  - Asynchronous: utilize Bb Collaborate to post 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

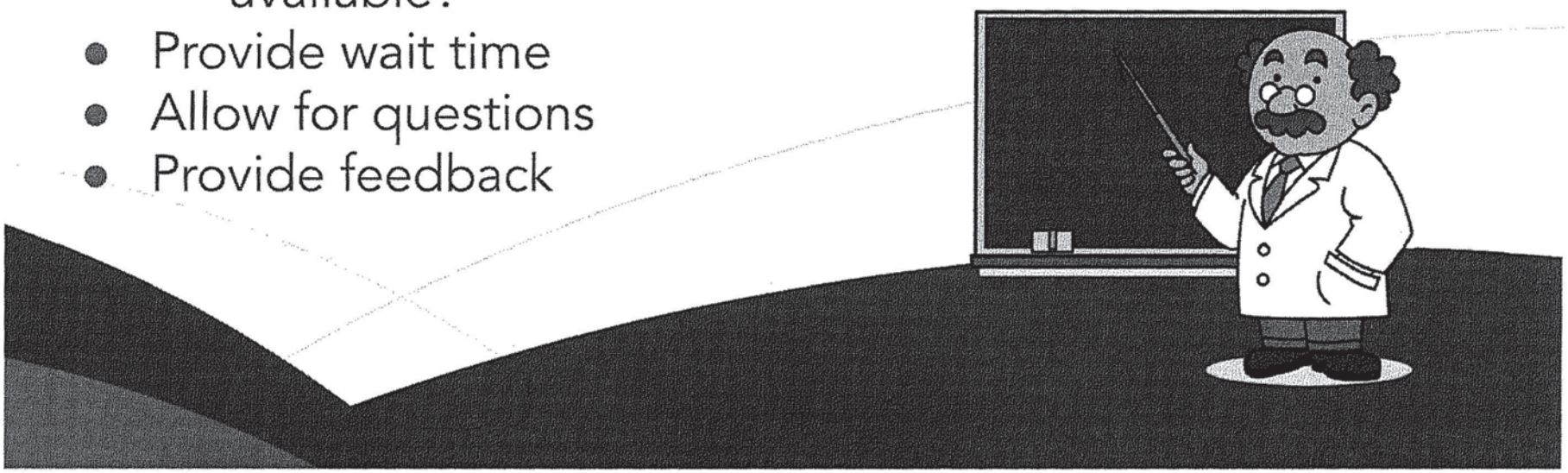
Considerations for Use



- 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
- Fundations
- Just Words

Please seek additional guidance on Blackboard.

Summary

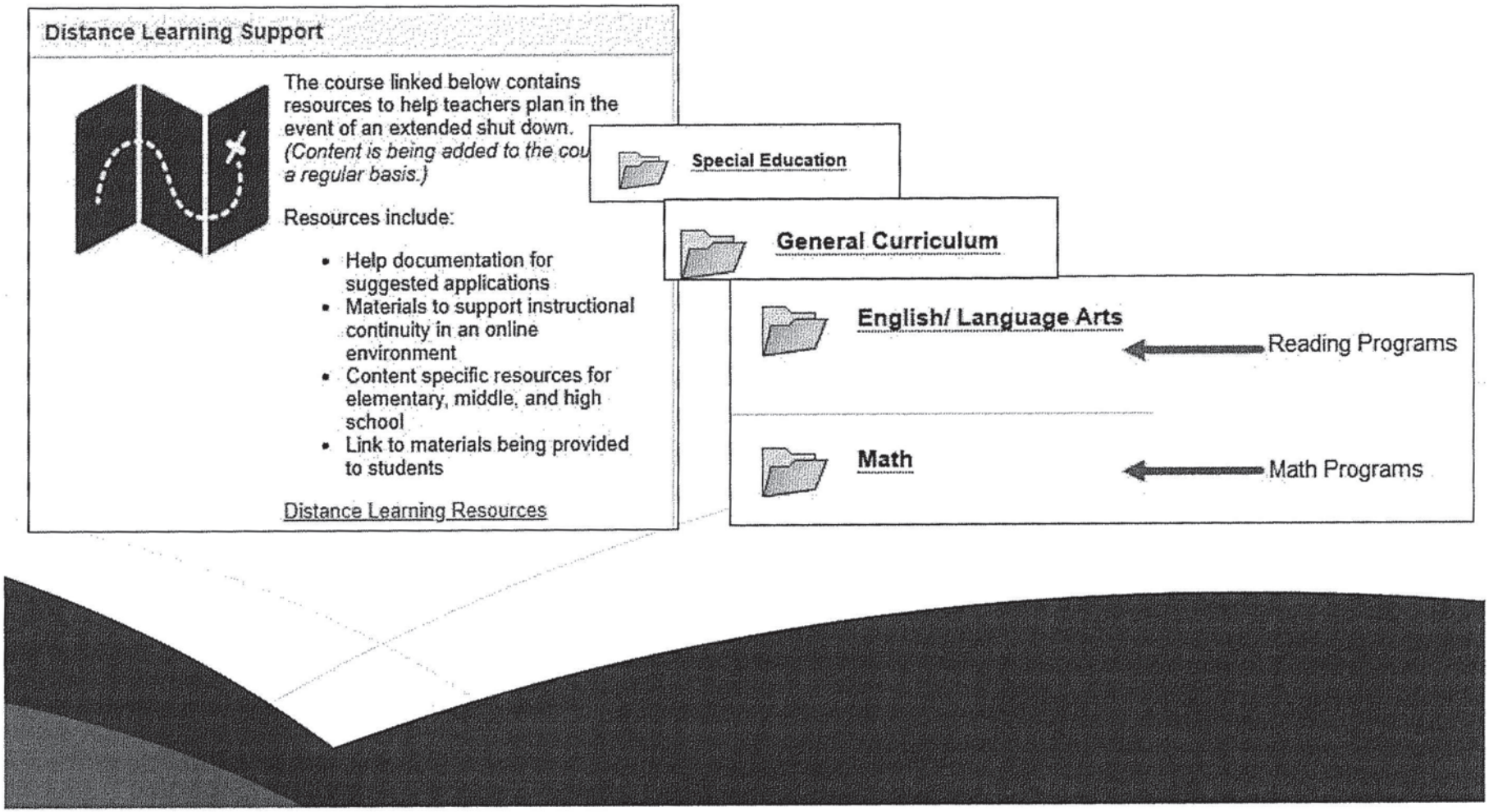
What it IS	What it is NOT
Continuing to use aspects of the programs students have already accessed	Starting new programs (exceptions may be made)
Flexible scheduling	Same amount of time provided during face to face instruction

Distance Learning Plan Resources

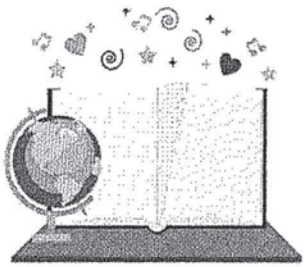
- All of the Distance Learning Plan (DLP) resources can be accessed through Blackboard 24/7
- Login with your FCPS credentials at https://fcps.blackboard.com/webapps/login/



Where to Find Resources



Resource Examples



- Voyager-Sopris products
  - Tips and tricks that describe how to use online tools to teach
- Exemplar videos
  - Videos demonstrating how to use specific programs through distance learning
- Student independent activities
  - Print materials to engage in independent learning

Need support? Contact us!



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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.

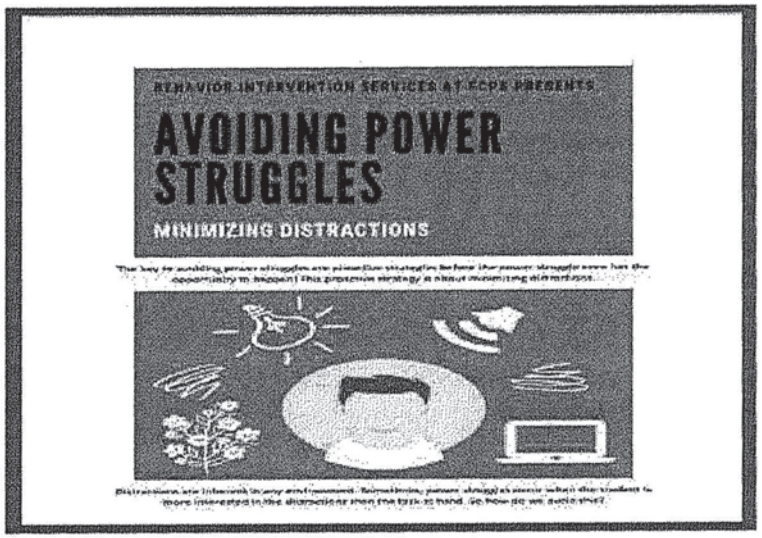
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Accessing Resources Overview

Quick Tip Videos



Storyboards (Handouts)



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

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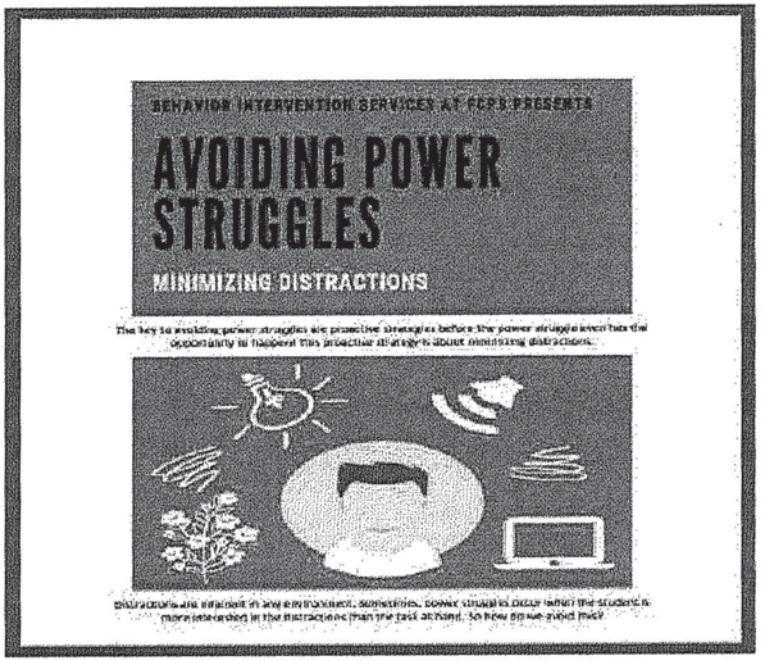
Accessing Resources - Video



Click here for access to your quick tip video

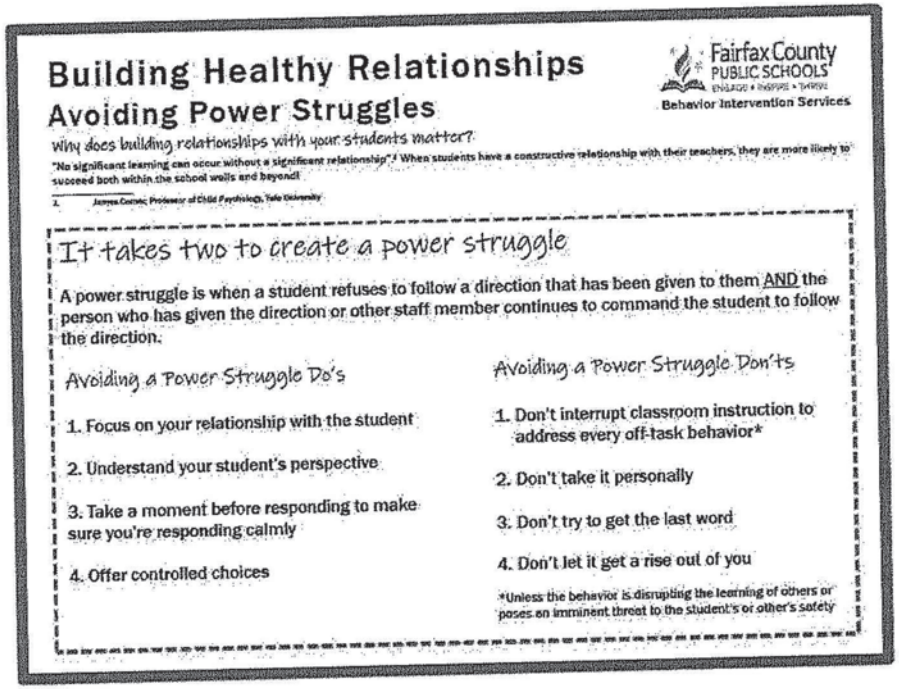
Accessing Resources – Storyboard

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

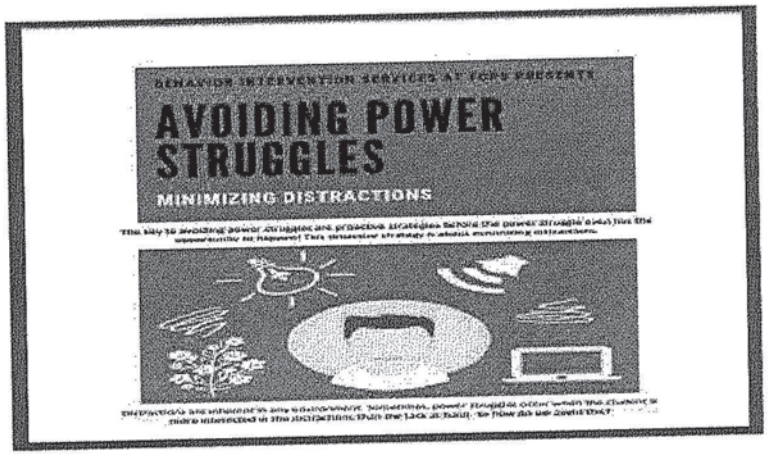
*Unless the behavior is disrupting the learning of others or poses an imminent threat to the student's or other's safety

Click here for access to your related handout

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#1. Avoiding Power Struggles by Minimizing Distractions

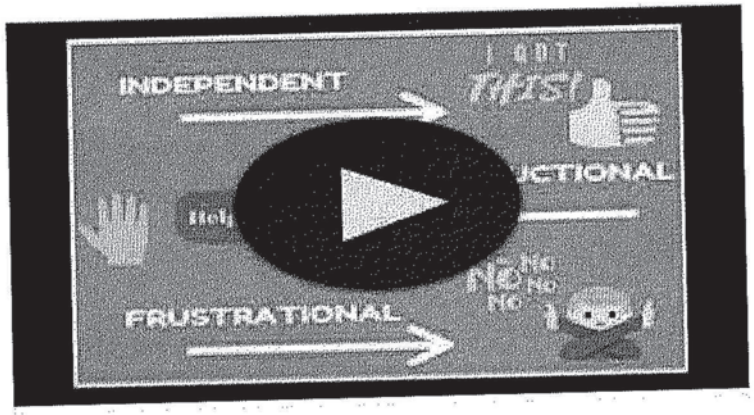


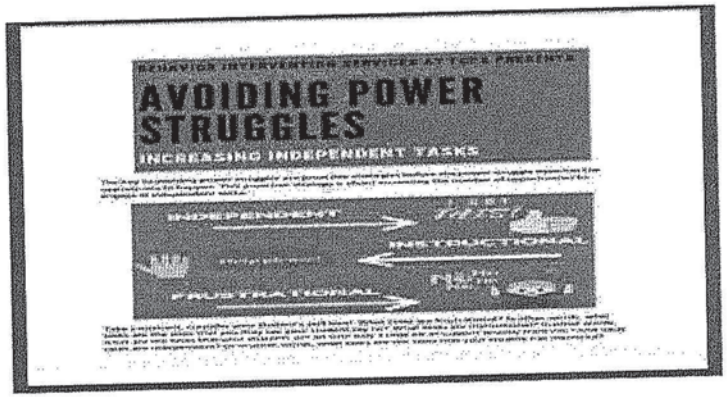


- Minimize distractions in your digital environment
- Remember, less is more
- Can share tips with families
- Example: a work area near a turned-on TV may cause a power struggle

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#2. Avoiding Power Struggles by Increasing Independent Tasks



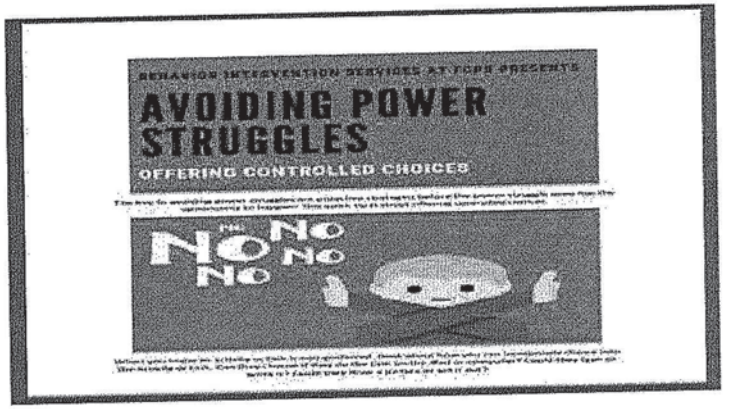


- Directions may not be followed due to perceived difficulty
- Increase number of independent (mastered) tasks to help students follow directions and complete tasks
- Can be incorporated into distance learning model and home environment

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#3. Avoiding Power Struggles by Offering Choices



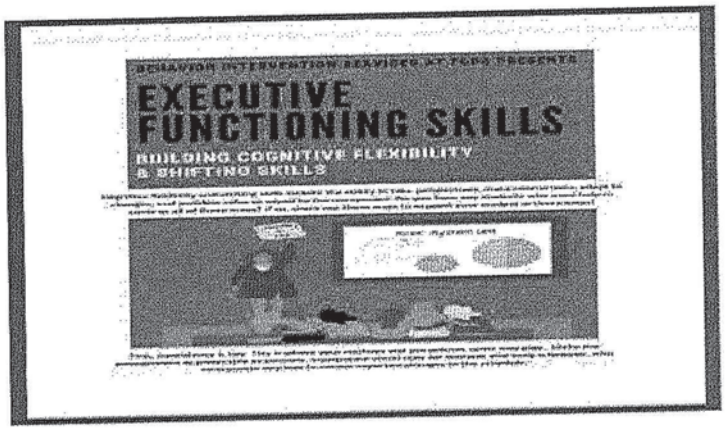


- Incorporate choices into your distance teaching model
- Share these strategies with students' families so they can integrate choice throughout the day in home

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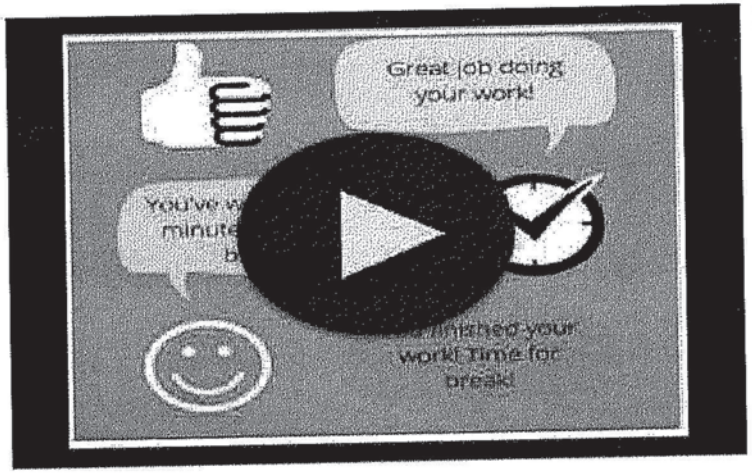
#4. Cognitive Flexibility & Shifting Strategies

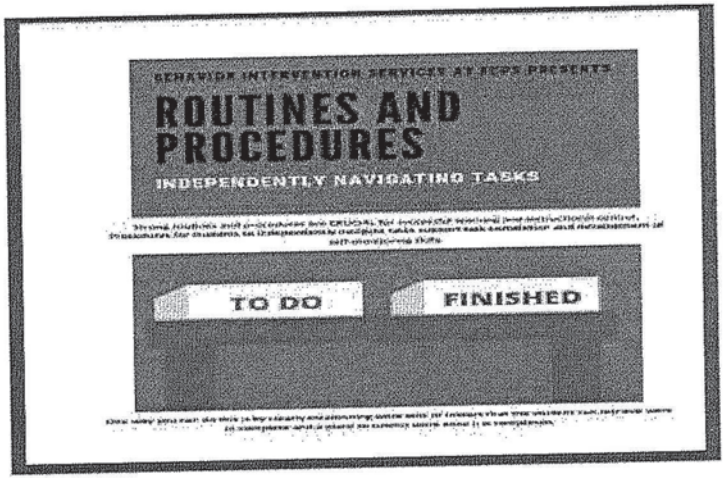




- Everything is different for our students, students' families, and teaching team in this distance learning model
- Support cognitive flexibility and shifting strategies to help cope with these changes

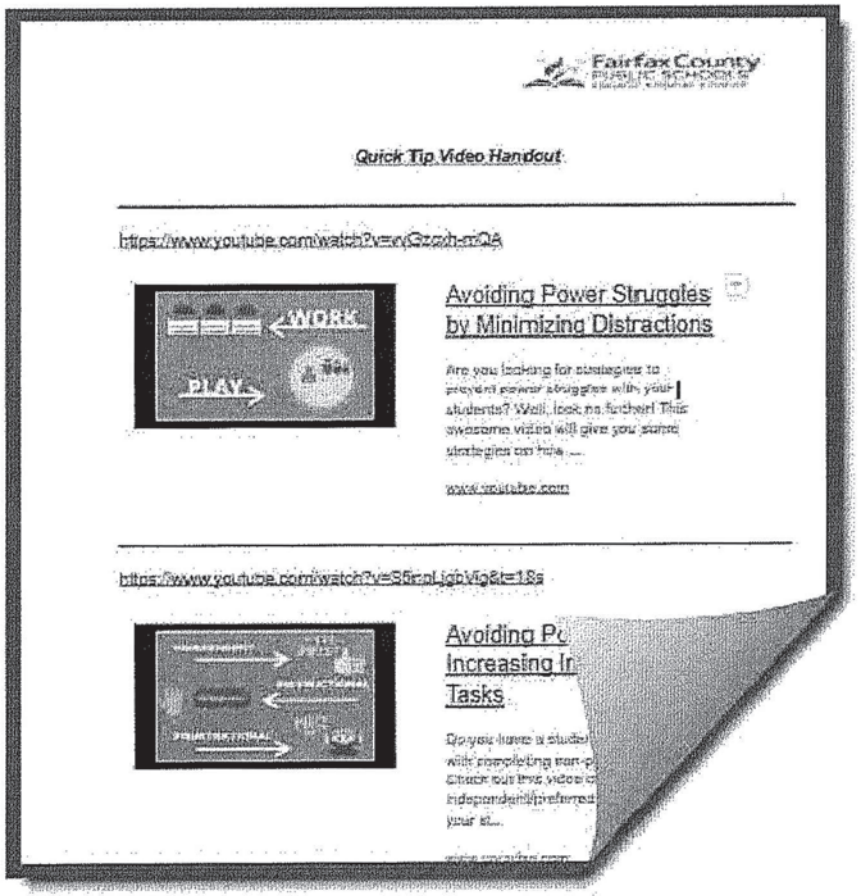
#5. Procedure for Independently Navigating Tasks





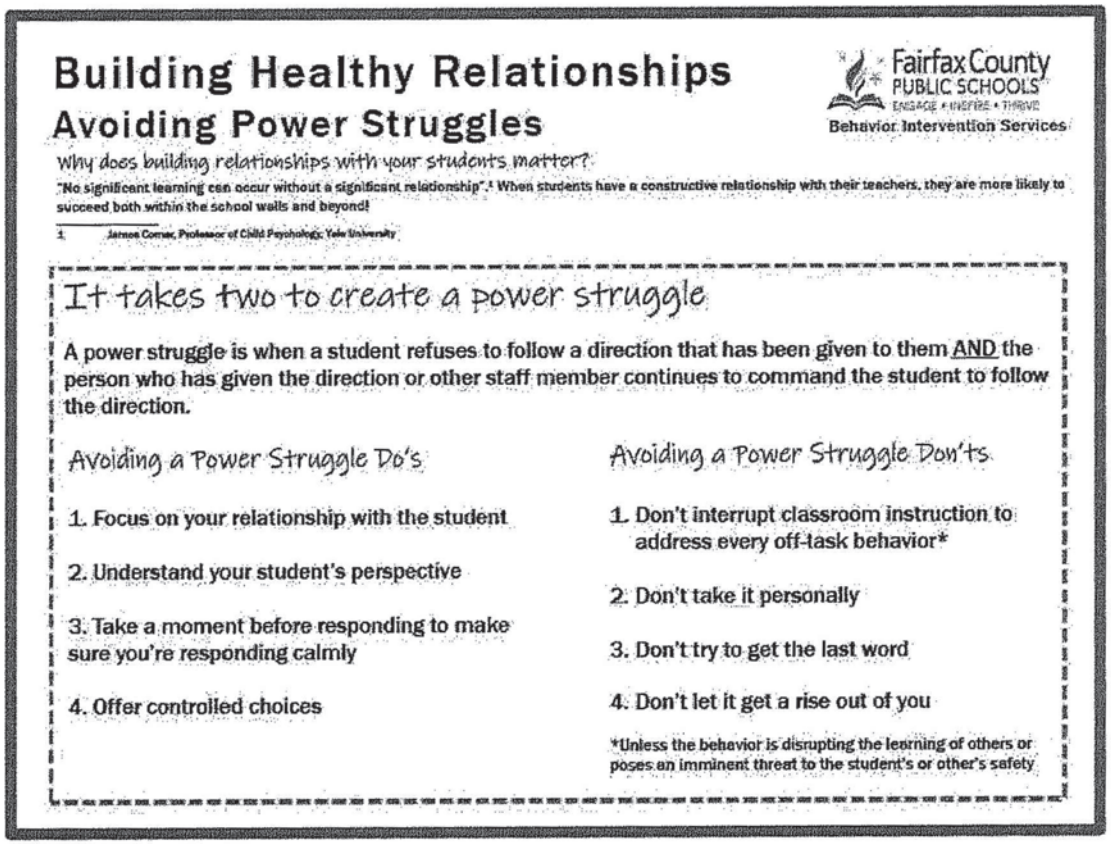
- Establish procedures for students to independently navigate tasks in your online environment
- Help students' families establish procedures for students to independently navigate tasks in their home environment

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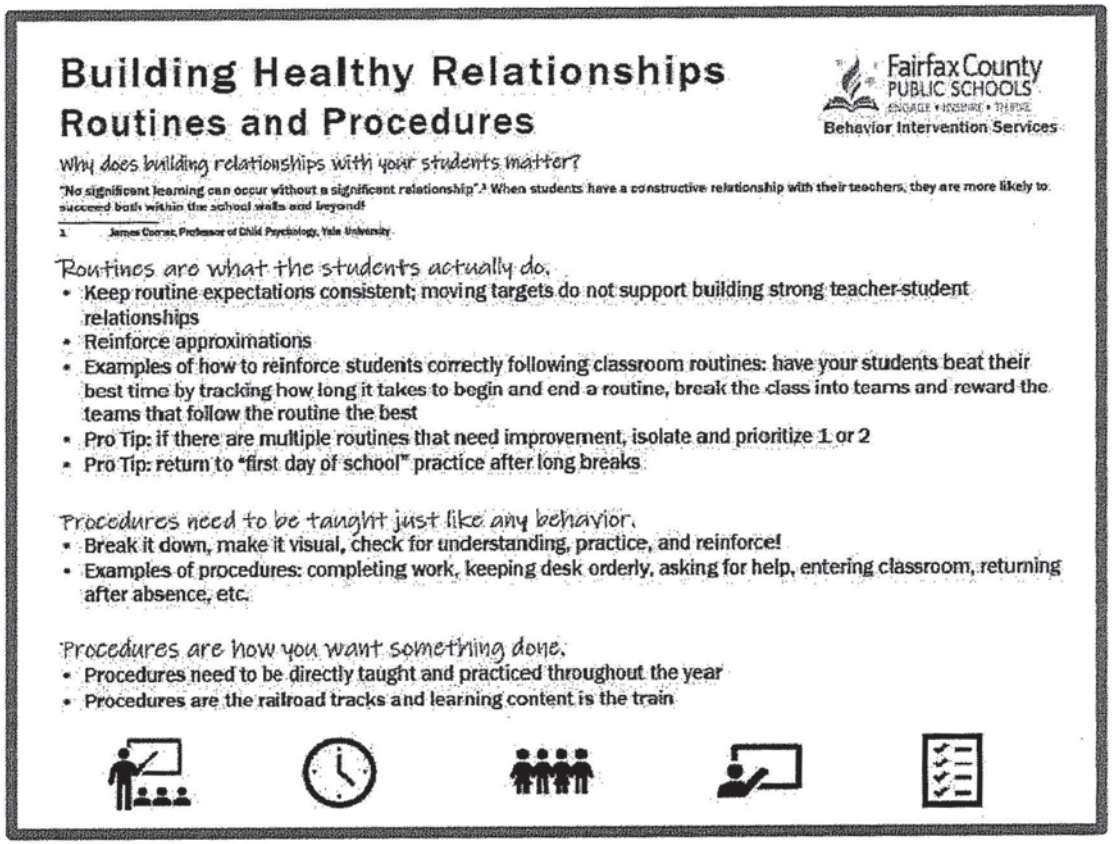
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*Unless the behavior is disrupting the learning of others or poses an imminent threat to the student's or other's safety

- 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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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.

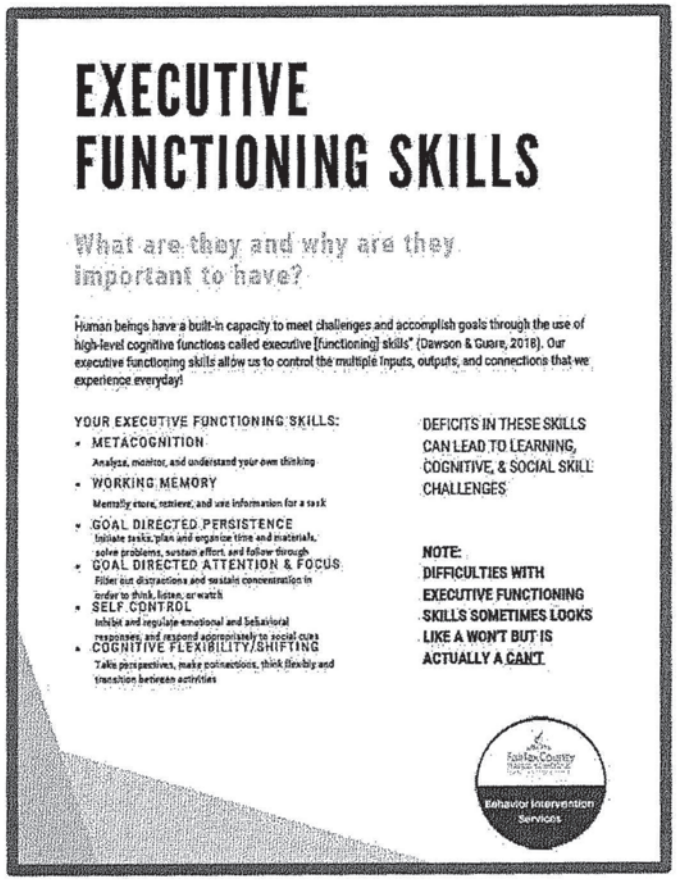
Procedures are how you want something done.

- 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

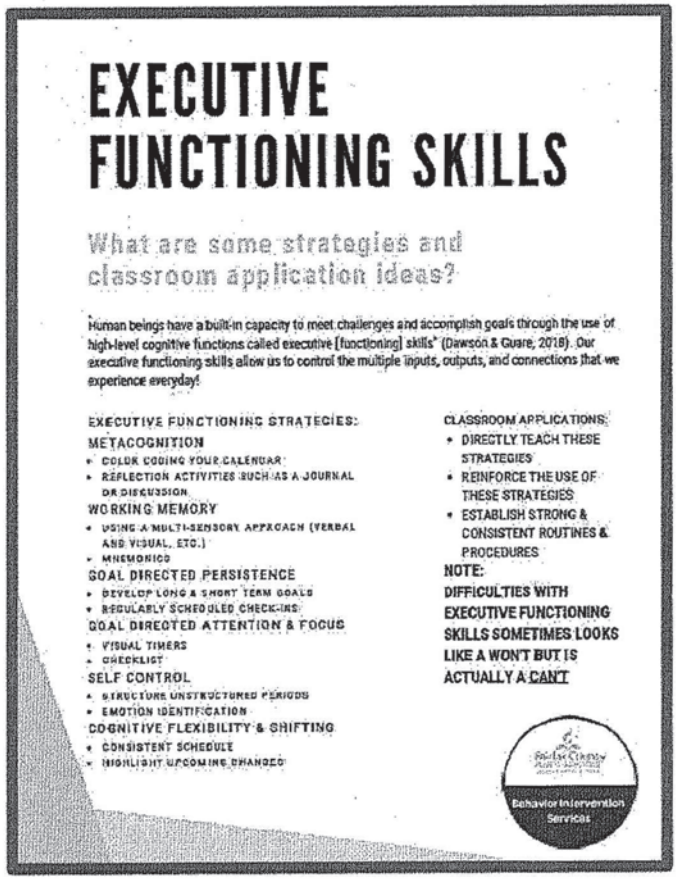
NOTE:
DIFFICULTIES WITH EXECUTIVE FUNCTIONING SKILLS SOMETIMES LOOKS LIKE A WON'T BUT IS ACTUALLY A CAN'T

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- 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

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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

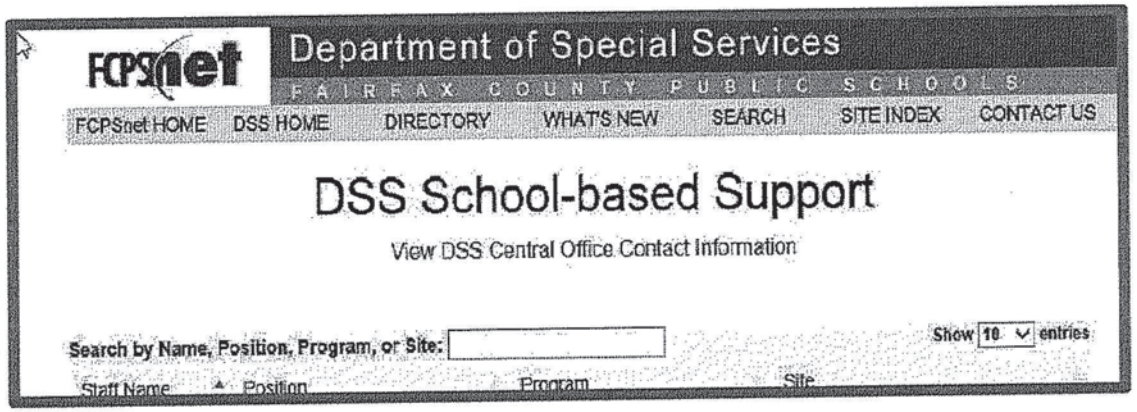
Behavior Intervention Services

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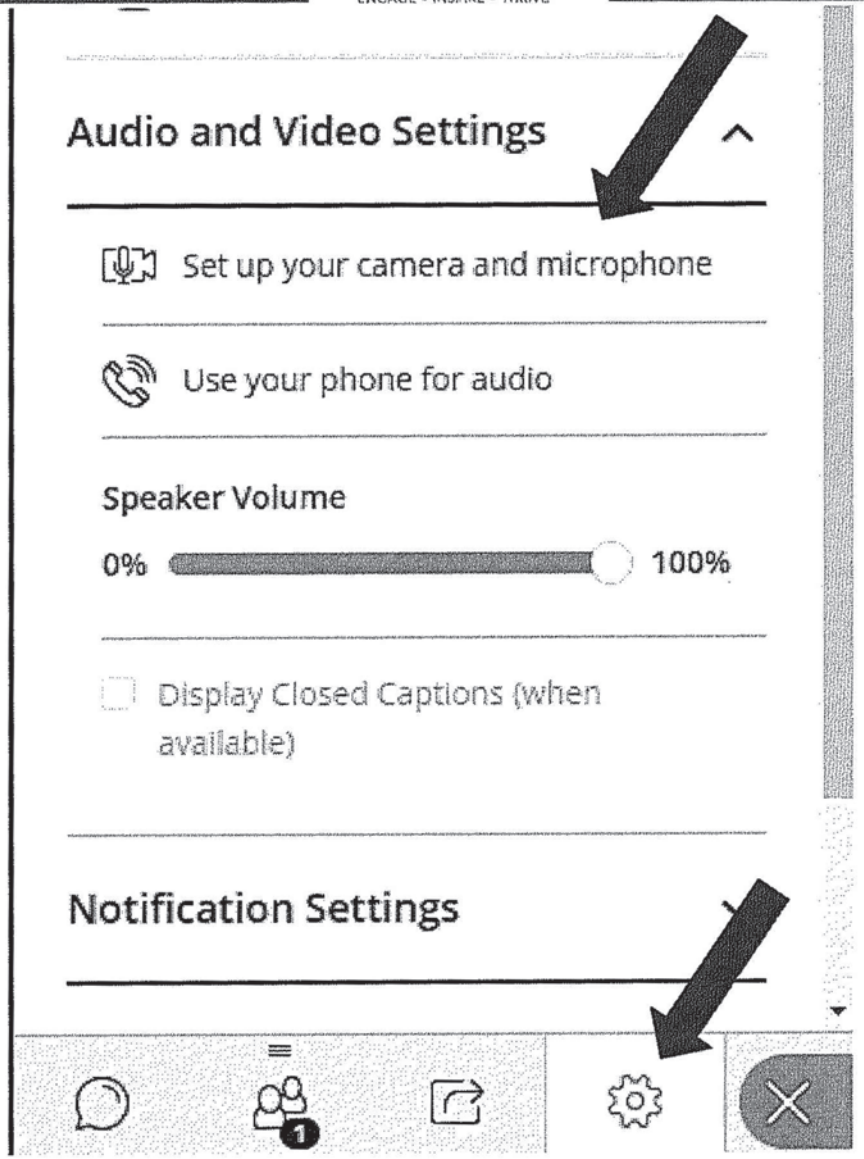
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Welcome to the OSEI Training! We will begin shortly. Please click on the gear icon and run the audio set-up on the top right hand corner of your screen.



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

OSEI – Spring 2020

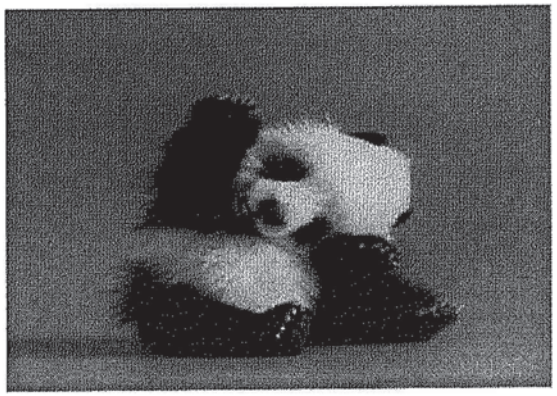
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Welcome Back

Room etiquette:

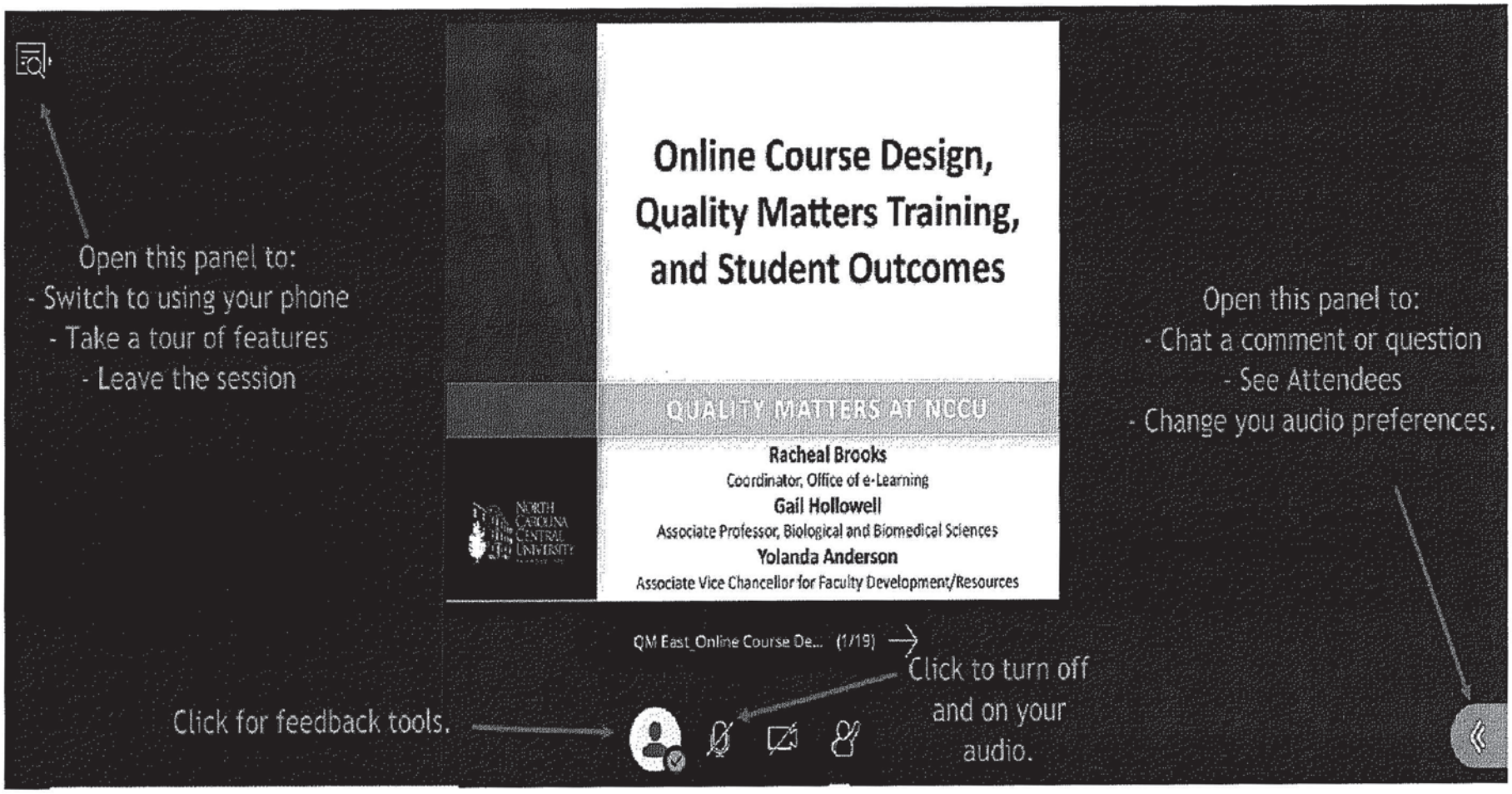
- Please make sure to mute your microphone
- Please save your questions for the office hours



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Tour of Basic Features



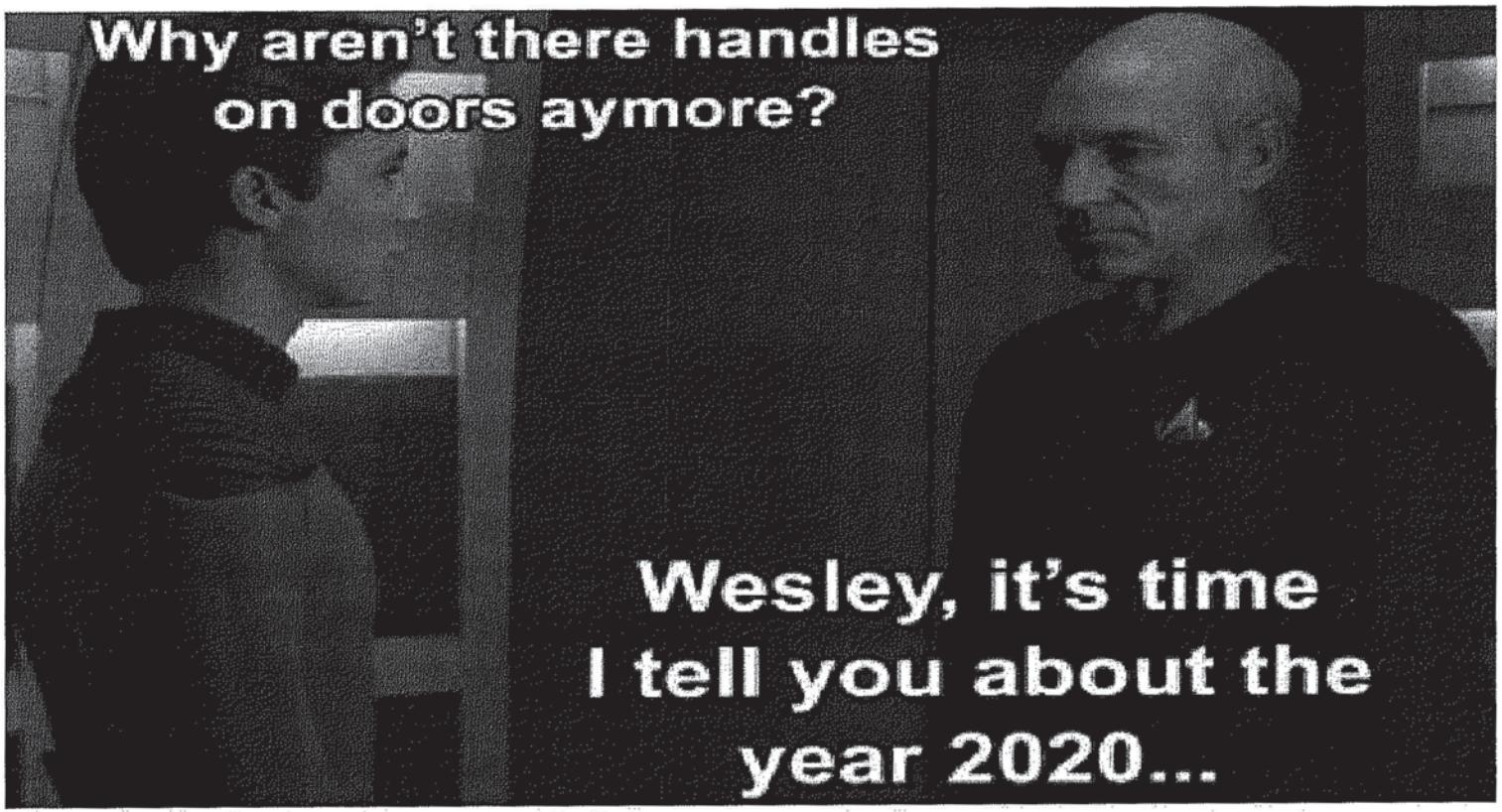
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Who to Contact?

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

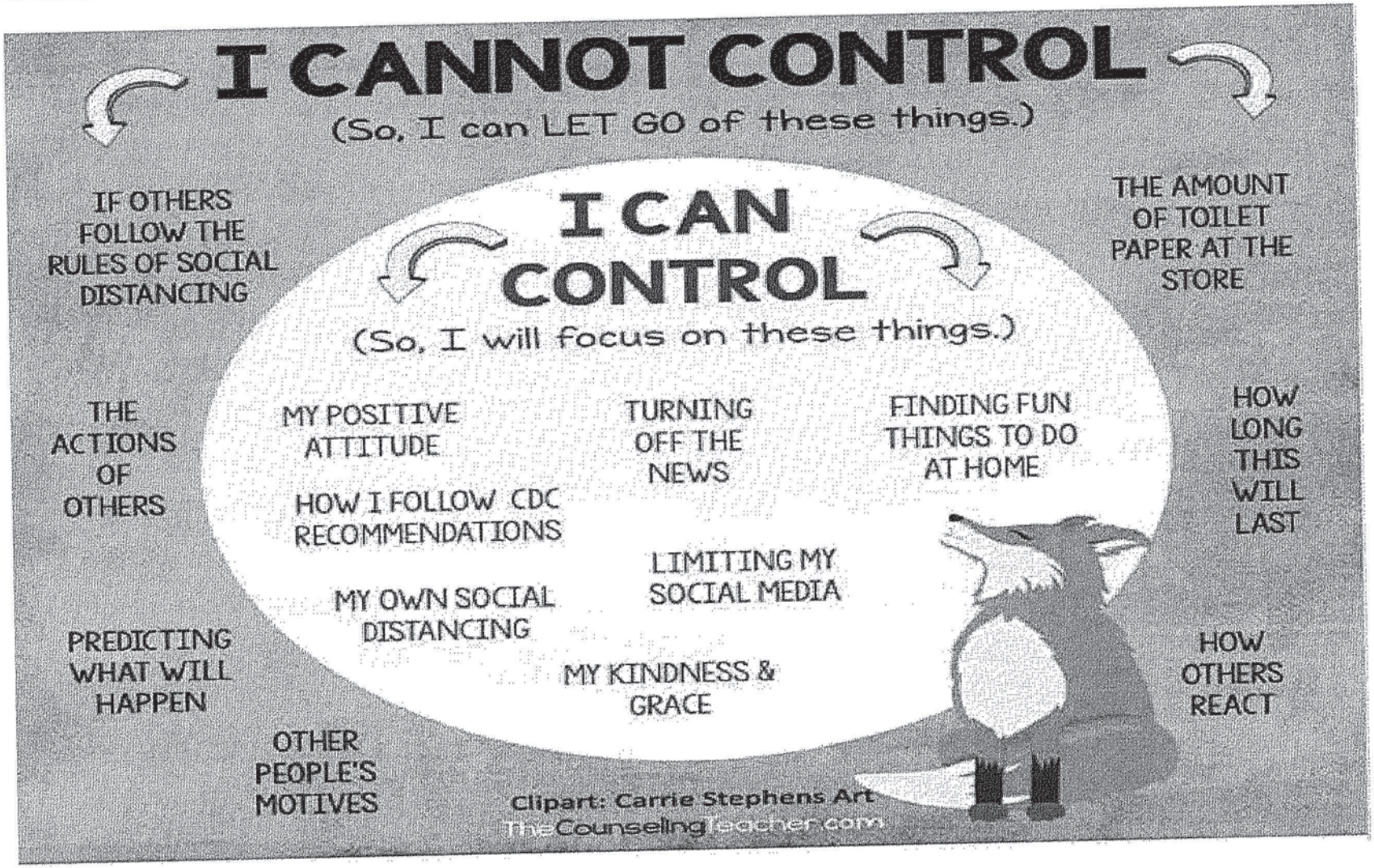
- Distance Learning Expectations
- Teleworking Tips
- High Leverage Practices
- Resources
- Supports

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Learning Targets

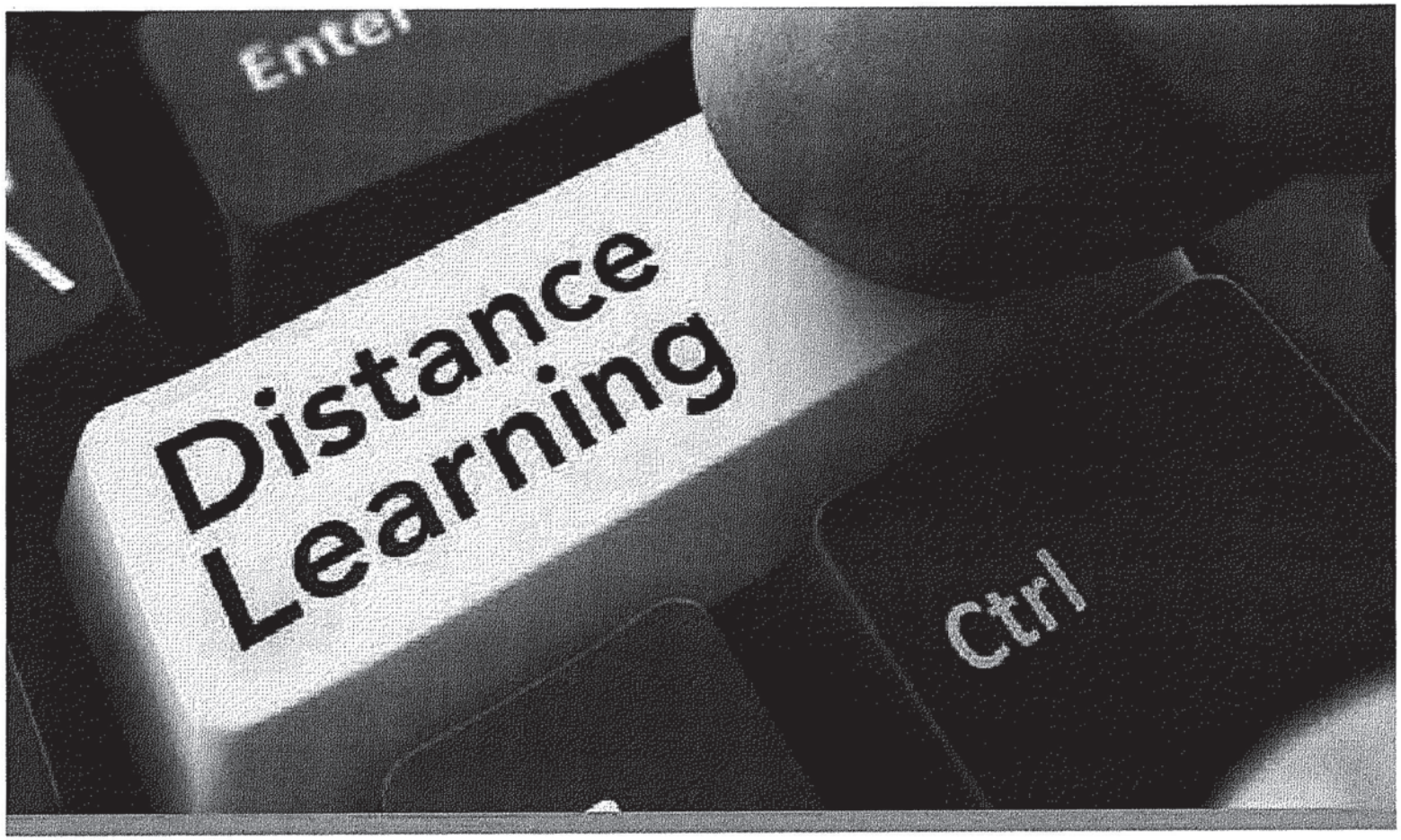
- **I will**……learn how to incorporate high leverage practices into distance learning.
- **So that**…..I can develop interactive lessons to maximize learning for students and minimize barriers for families
- **I will know I have done this when**….I can proactively plan lessons to incorporate multimedia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

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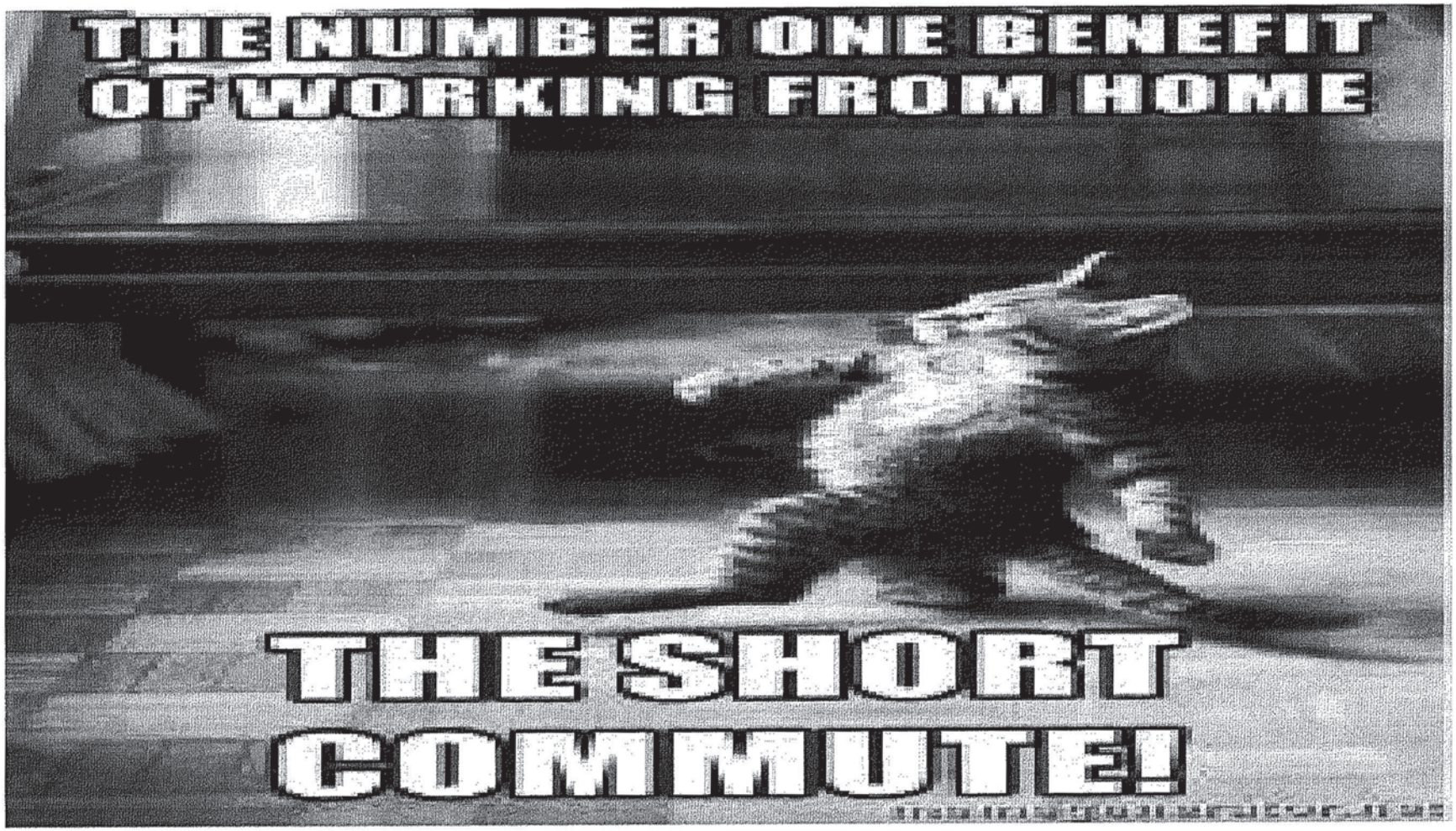
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High Leverage Practices

- 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

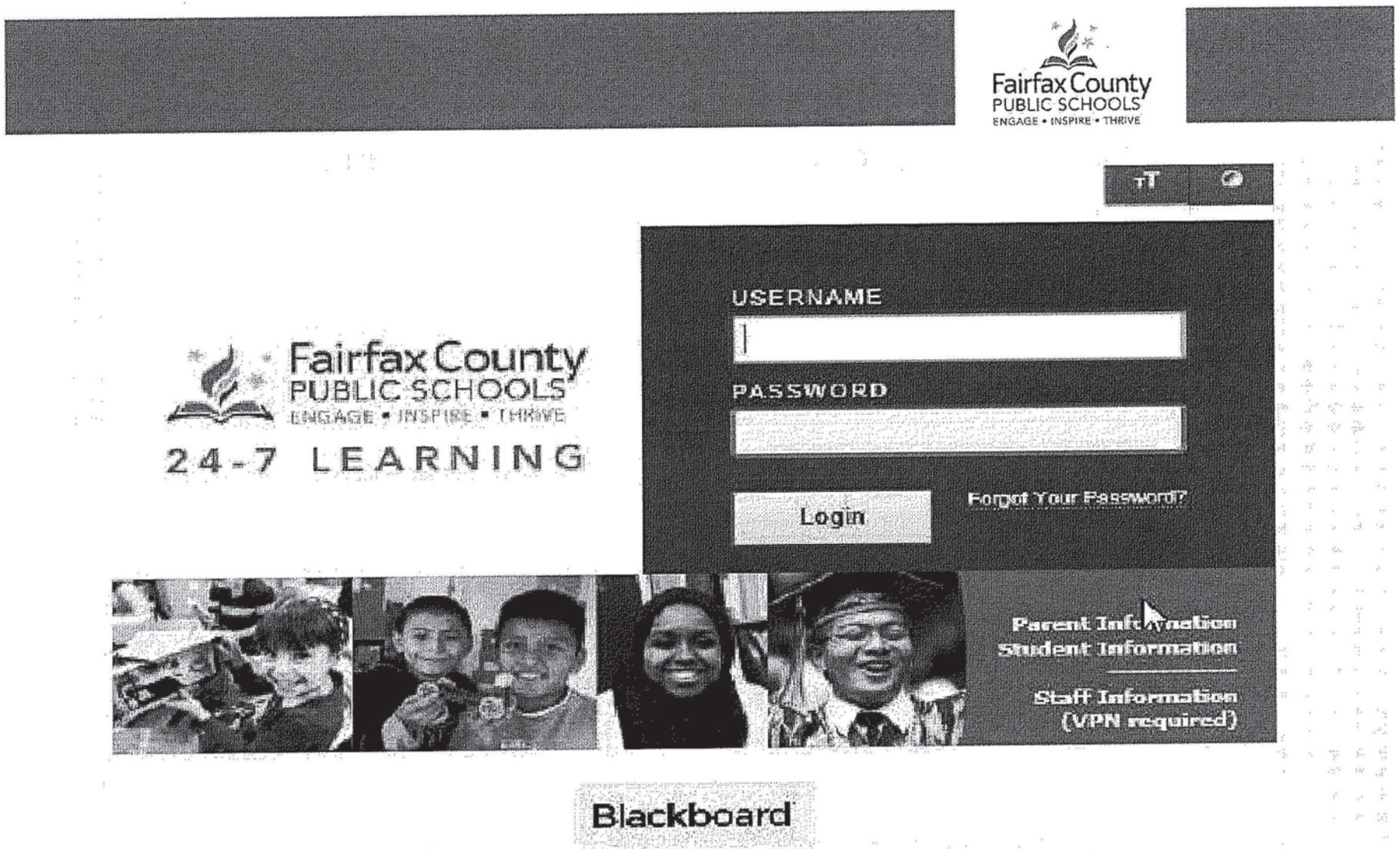
Documentation Log - Continued

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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Secondary Digital Learning Matrix

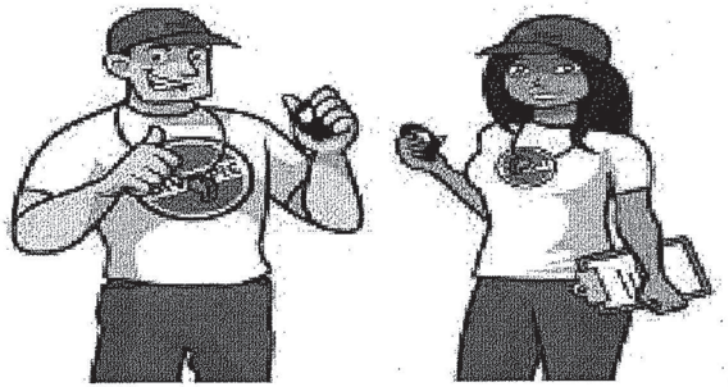
Lesson/Theme: Cross-Curricular - Secondary Independent/Job Skills

Curriculum Area	Materials	Lesson	Guided Practice *Pick 1-2 activities per day*	Follow Up Activity *Choose 1-2 per day*
Language Arts	Book: I Help (Tarheel reader.org)	Introduce Lesson: "Today, we will be learning about chores within the home." Presentation Link: https://youtu.be/HEJuQwVMB0s	Go find at least 3 items you use to do chores in your house. Point to/label items in the book and home setting Point to/label the chores in the pictures	Choose a chore and practice Take a walk through the house and identify household items used to complete chores (vacuum, dishwasher, stove, sink, etc.) Matching activity (chore associations)
Math	Dishes and silverware (up to 10 of each) Possible: • graph template • add/sub template • number line	Introduce Lesson: Today, we will be exploring math in the house. There are opportunities to use math in everything we do. Presentation Link: https://youtu.be/4kRi_3L5WqQ Additional Lesson Ideas: Sorting/Categorizing, More/Less	Dishes or silverware: • count items • sort (forks v. spoons v. knives) • identify more vs. less (plates v. cups) • Adding/subtracting silverware or dishes (knives plus forks or plates minus bowls	Graph the number of items in categories using template provided Number Line Addition and Subtraction practice Online math skills games
Science	Items for sorting:	"One chore you may have is taking out the garbage."	Sort items (real or printed) into categories:	Find items to recycle in your home.

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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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Adapted Curriculum Team CLTs

Secondary

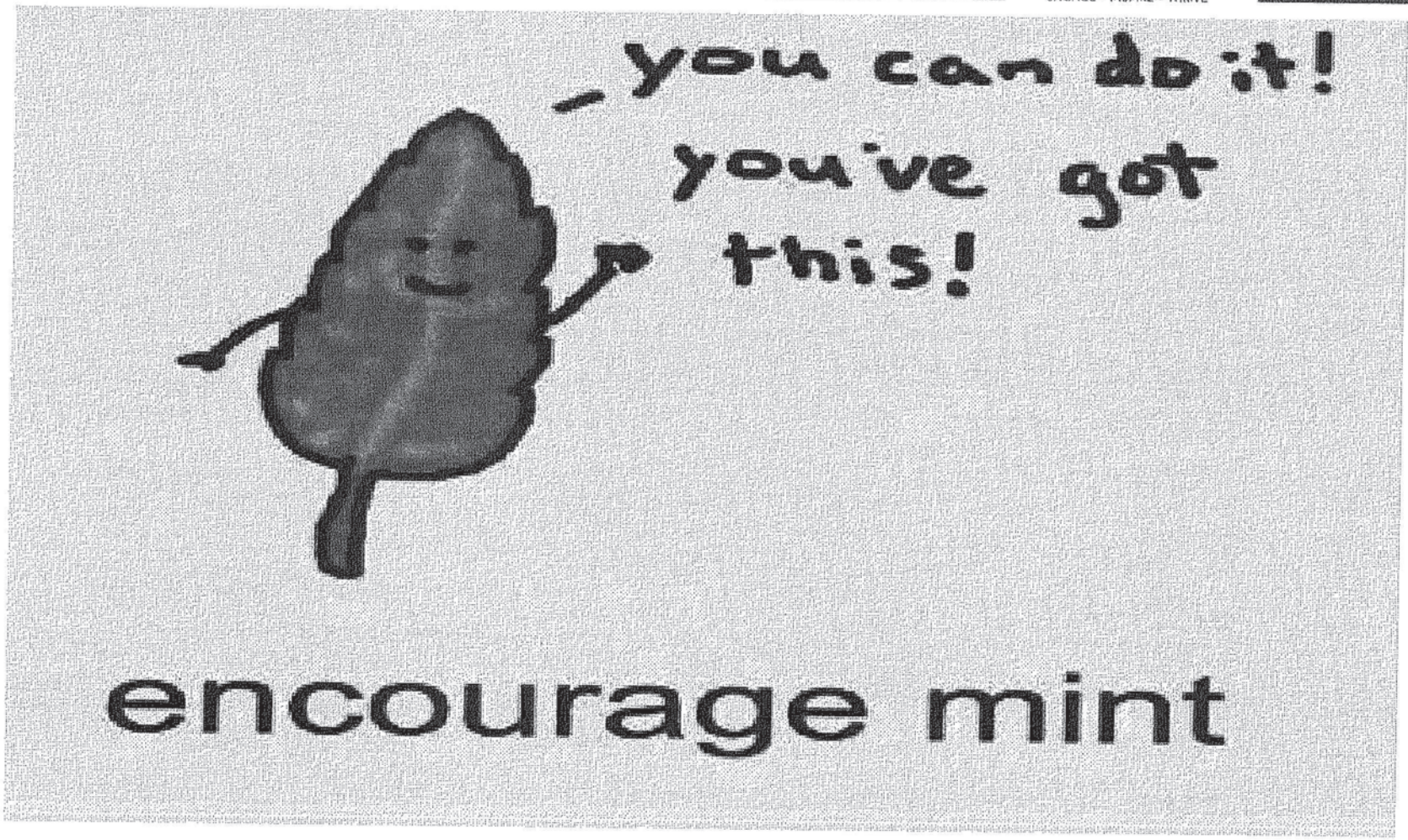
Monday-9:30-10:30 a.m. & 1:00-2:00 p.m.

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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Differentiation	ACT/ABA
Evidence-based programs	ACT
Behavior strategies and implementation	ABA/ACT
Daily schedules	Administrator
Staff Technology Concerns	SBTS, Administrator

Category & Contact Info	[illegible]	[illegible]	Recordings Trainings & Additional Resources
Accommodations and Universal Design for Learning (UDL) **Contact:** Accommodations Ellen Agosta emagosta@fcps.edu			**Recorded Training:** https://youtu.be/Y01deQxP4FI *Slides attached to email* **Handouts:** Accommodations Toolbox, Low-Tech Accommodations Toolbox *Attached to email* **Training:** Engaging Learners in Online Environments: Utilizing UDL Principles: https://www.youtube.com/watch?v=oAnjhxmoifA *Slides attached to email* **Handout:** Utilizing UDL Principles *Attached to email*
Adapted Curriculum **Contact:** Ellie Stack epstack@fcps.edu	**Required Training - Elementary Focus:** 2:00-3:00	**Required Training - Secondary Focus:** 10:00-11:00	**Recording of live training:** Adapted Curriculum Recording *Slides attached to email – one for ES one for Secondary. The recording is based on the secondary slides.*
Applied Behavior Analysis (ABA) **Contact:** Tina Wilkerson twilkerson@fcps.edu			**Required Training:** ABA-PAC Training Recording *See the Early Childhood section* **Required Training:** Adapted Curriculum Recording *See the Adapted Curriculum section*
Behavior Intervention Services **Contact:** Sara Cooner swcooner@fcps.edu			**Optional Training:** Behavior Supports to Enhance Online Learning *Slides attached to email* **Handout:** Getting Started *Attached to email* **Handout:** Resources and Video Links *Attached to email*
Early Childhood Class-based, Resource, and PAC **Contact:** Denise Forrest dbforrest@fcps.edu	**Required Training:** Region 1: 12:00 - 12:30 Region 2: 12:45 - 1:15 Region 3: 1:30 - 2:00 Region 4: 2:15 - 2:25 Region 5: 3:00 - 3:30		**Required Training:** Early Childhood Recording *Slides attached to email*

General Curriculum **Contact:** Ellie Stack EPStack@fcps.edu			**Required Training:** High Leverage Practices and Distance Learning

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Universal Design for Learning (UDL)

Tips for Teachers

Purpose

Universal Design for Learning is an instructional design framework offering flexibility and adaptability to meet the needs of increasingly diverse learners and maximizing engagement. (site)

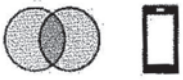
- Minimizes barriers for students to access content
- Provides flexibility for teachers to maximize learning for all students
- Uses a variety of teaching methods to remove barriers to learning and give all students equal opportunities to succeed.

Critical Considerations for Distance Learning for Teachers

1. What is it that all of my students need to know, understand, and do?
2. How can I address the barriers to learning for all of my students?

		
Critical Considerations	***Critical Considerations***	***Critical Considerations***
How can I represent the context to help all my students comprehend the information through distance learning?	How can I provide my students multiple means of action and expression through distance learning?	How can I help students engage and persist in learning tasks through distance learning?

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Teacher Actions for UDL Considerations		
Representation (Principle 1) 	***Action and Expression (Principle 2)*** 	***Student Engagement (Principle 3)*** 
Teacher actions: • Provide students with a combination of slides with text, links to video clips, audio recordings, and graphics • Use multiple languages • Make sure that materials are accessible for student	***Teacher actions:*** • Provide more than one way in which students can show their learning (art, poetry, songs, videos, google slides, FlipGrid) • Use graphic organizers to help students set goals • Create online concept maps with students as they acquire new knowledge	***Teacher actions:*** • Use rubrics to clearly define learning goals • Create opportunities for students to collaborate • Create opportunities to use online games for skill-building • Provide clear and specific feedback to help students reach their learning goals • Make connections to real-world applications of students' learning • Assign a designated note-taker each session • Provide consistent communication with students (either as a group or individually)

Tips for Proactive Lesson Planning

- Provide more than one way to get from point A to point B
- Build-in opportunities for reflection
- Contextualize!
- Provide options for resources
- Provide options for assignments/student products