Distance Learning for Students with Learning Challenges

Presented by The Shefa School & UJA-Federation of New York
in partnership with The Jewish Education Project & Prizmah, Center for Jewish Day Schools

April 23, 2020
1. Introduction
2. Prioritize routines, expectations, and boundaries
3. Support executive functioning
4. Foster active engagement
5. Lean into being @home
6. Remember to be patient and flexible
7. Q&A and crowdsourcing
Prioritize Routines and Expectations

- “First 6 Weeks of School” all over again!
- Explicitly taught, modeled, and practiced expected “online” behaviors

<table>
<thead>
<tr>
<th>Shefa Zoom Rules</th>
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<tbody>
<tr>
<td>Sit in a quiet and appropriate place in your home</td>
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<td>Be on time</td>
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<td>Be prepared</td>
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<td>Wear appropriate clothing</td>
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<td>Stay focused and don’t distract others</td>
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<tr>
<td>Raise your hand if you have a question/comment</td>
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<tr>
<td>Use the bathroom symbol if you have to go</td>
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<td>No pictures or videos</td>
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Behavior Management

- Co-hosts + Breakout rooms
- Natural Consequences/Follow up with students who are struggling
- Partnering with parents

Joining Breakout Rooms...

Breakout Room 1
It may take a few moments.
Executive Functioning

- Parent communication
- Be explicit, be specific directions and reminders
- Repeated practice —> more organized
- Consistent expectations
- Flexibility for everyone!
Focus on Active Engagement

Synchronous classes supplemented by asynchronous work
Multisensory Strategies and Techniques

- Screen sharing
- Presentations with visuals
- Videos
- Read alouds
- Hands on learning
- Mix it up! Use multiple modalities in one lesson or throughout the week
Consistency in Routines and Structures

- Sometimes what is familiar is better
- Carry over routines and structures from school
- Consistent language around expectations and behavior
Low Tech is OK!

- Reading lists on white boards
- Independent work on paper
- Paper in sheet protector- acts as white board
Incorporate Movement

A tragedy is an event that causes a lot of suffering

Stand Up/ Sit Down
Stand up if the event is a tragedy, sit down if it is not.
- a plane crash
- a wedding
- a drowning
- a war
- a birthday party
- getting a new puppy
Class Preparedness and Materials

- Send parents and students information about materials and resources needed **before** class time.

6th grade Science @ 9:25 AM

Dear Sixth-Graders,

A quick reminder to bring any **supplies** you need for your **visual model** for the Pollination Project (ie. scissors, glue, paper, materials). We will be working on it during class time.

Thank you. See you guys soon!

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Fabia Khan
Middle School Science
The Shefa School
Class Preparedness and Materials

- Make sure students are prepared for class with necessary reference sheets and/or resources.
  - Word lists
  - Visuals/ Diagrams
  - Definitions
  - Reading
  - Worksheets
Previewing and Prompting

- Preview lessons at the start
- Visually present agenda
- Prompt students before calling on them
- Allow whole group “think time”

Agenda 4/20

Do now: 100 chart/counting backwards

Lesson: Place Value

Worksheet: Sum/Difference

3+2  7-3
6+4  9-5

3 min. Annotate Time!

HW: Place value
Student Participation: Use Zoom Interactively

- Application of Zoom Features
  - Break rooms for small group work
  - Chat box to answer & ask questions
  - Emoji reactions on Zoom
  - Annotate on screen
Student Participation: Use Zoom Interactively

- Other tools for student participation
  - Google classroom
  - Kahoots
  - Phet.colorado.edu simulations
  - Exit tickets
Lean Into Being at Home

- Scavenger hunt around the house
- Virtual field trips
- STEM projects with everyday materials
- Get Creative, be flexible!
Remember to be patient and flexible...

- It’s going to be different - that’s OK!
  - Planning is different (and harder). Curriculum content may need to change.
  - Content will take longer to teach and for children to grasp.
- Check in about materials patiently (even though it’s every day).
- Students may feel disconnected from their friends.
  - Give them time to get acclimated to class and socialize each day.
  - Facilitate social opportunities between and after classes.
- Students (and grownups) may be anxious, stressed, or grieving.
  - Remember that when students (and adults) are distracted or frustrated.
  - Give space to speak about what is on their mind.
  - It’s OK to take time to respond to random questions about coronavirus.
  - Be prepared to connect people to more help.

...with your students, families, colleagues, and yourself!
Questions? Ideas?

Please post your questions and share your solutions in the Chat.

If you would like to save the Chat, open the Chat, click on the 3 dots, and press Save Chat: