# Effective Practices Engaging and Supporting Diverse Learners in a Virtual Environment

**May 6, 2020**

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# Agenda

I. Introduction – Jane Taubenfeld Cohen

II. A Day in the Virtual Life of Third Grade - Tamar Benjamin

III. A Closer Look at Engagement Strategies – Mia Hyman

IV. Q & A

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# Session Objectives

**Participants will…**

- **Learn strategies to employ in a virtual classroom in order to meet a wide range of learners' needs**
- **Be prompted to think more creatively about how to structure virtual classroom learning**
- **Be provided various resources to support teaching and learning in the virtual classroom**

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# Who are our learners?

**Think about the learners who have been in your class all school year:**

- Visual learners
- Auditory learners
- Kinesthetic tactile learners
- Students with identified learning needs
- Students with attention difficulties
- Students with varied processing speeds
- Students who need routine
- Students who have anxiety
- Students who prefer to work alone
- Students who prefer group work

# Modes of Learning: Synchronous vs. Asynchronous

**Asynchronous learning allows:**

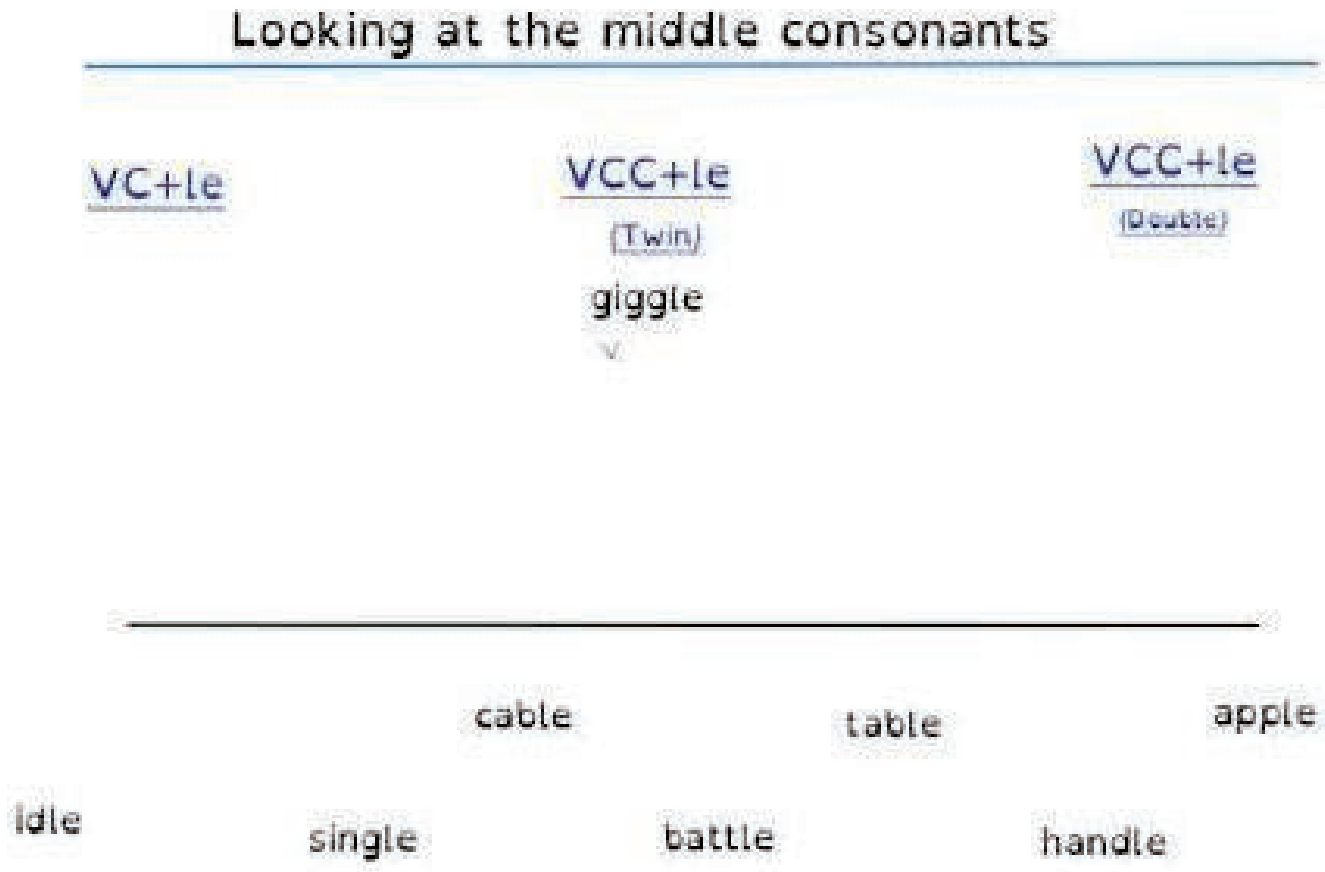
- ❑ Students to work at their **own pace**
- ❑ Students can rewatch videos to aid in understanding
- ❑ Students to not be distracted by peers on Zoom calls
- ❑ Students who need more "**think time**" aren't overshadowed by peers quick to answer on Zoom call
- ❑ Students with weaker internet connections won't miss key instruction if Zoom call freezes, etc

# An Asynchronous Schedule For All Learners

**Considerations to make when creating a schedule:**

- Clear directions that do not overwhelm
- Link all websites
- Checkboxes as a visual aid
- Change the **color** of key text

# Asynchronous Video Instruction



# Partnering With Parents

See **parents** as **learners** right now too

- Learning how we teach
- Learning how their children are as students
- Learning how to support their children/aid in instruction

**Communicate** openly with parents

- What they can expect
- How they can/should help
- Provide insights to how students learned in your actual classroom
- "Cheat sheets" for logging into websites/helping with trickier tasks

# Differentiation, Remotely

- Maintain **instructional groupings** when possible
- Consider how you will send different materials home
  - Emails to parents keeps **support/enrichment** groupings confidential
- **Modify** workload for students, if need be
  - Students who needed it before may not/others may now
- Provide **scaffolding** as needed to set students up for success

# Consistency is Key and Safe

Recreate as many **routines** and tasks as possible

- Students know these routines and types of tasks can lead to success

**Don’t rock the boat**

- Helpful for parents and students!

Set a **schedule** and maintain as best you can

- Routines help students and families know what to expect

# Considerations for Planning

Send tasks that **engage** all types of learners

Balance worksheet/workbook tasks with sorts or hands on math games

**Video recordings** via Dojo Portfolios or Google Classroom allow students to share answers and ideas without writing

Send virtual or other types of **manipulatives** when possible

Work should take the **same amount of time or less** than time it took in school

# Supporting Students From Afar

Reach out to parents of students who need more support frequently

**Modify** workload

Offer 1:1 times to keep them on task or help them in area need more support

Use support staff and other educators from school to do the same - **all hands on deck**

# Who Are Our Learners

Same learners that were in your room all year

You know what works and what doesn't - how can we **translate** to distance learning

**Remember** to:

- Be flexible
- Be creative
- Modify and adjust
- Be understanding
- Still be there for your students

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# Addressing Challenging Behavior During Online Sessions

- Now, more than ever, **preventative** strategies are key
- From a distance, it feels like we “can’t do anything” when a student engages in challenging behavior.
- Negative and disciplinary-style consequences are more challenging to implement, and may not be effective
- Focus on positive, preventative strategies instead

# Strategies & Supports To Address Challenging Behavior

1. Workspace
2. Visual Supports
3. Incorporating Interests
4. Active Participation
5. Self-monitoring systems
6. Practice and repetition

# 1. Workspace

## Things to Consider

- Partner with parents to have students create a workspace free of distractions
- *Does not have to always be in their room*
- Should be separate from where they play and do other things during the day
- *There is flexibility now that may not have existed when in the school building (seating arrangement, snacks, etc.)*
- Provide a checklist to parents of what a workspace should include and not include

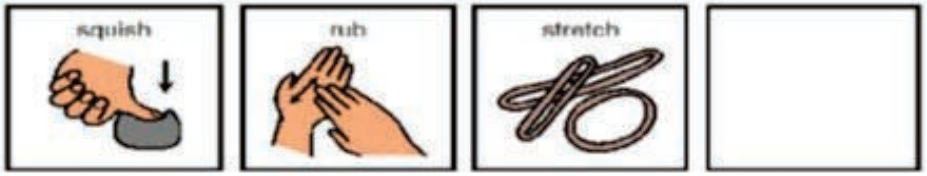
## CHECKLIST

- ❑ School supplies (one of each)
- ❑ Comfy seating option (pillow, chair, standing desk)
- ❑ Water bottle
- ❑ Separate space from sibling
- ❑ Remove clutter
- ❑ Quiet and calm space
- ❑ *LEAVE SOME BLANK*

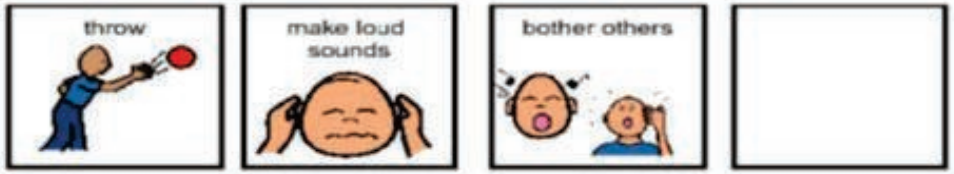
# Fidget (Focus) Tools

## Focus Tools

While at school, I can use focus tools to help me stay focused. Here are the best ways to use my tools:

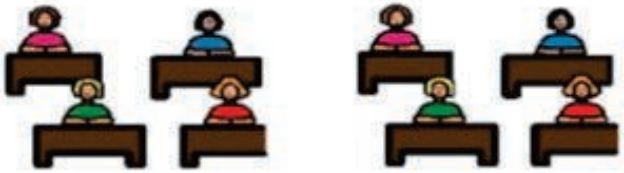



If my tool becomes a toy because I start to:




I'll pick a new tool that will help me stay focused.

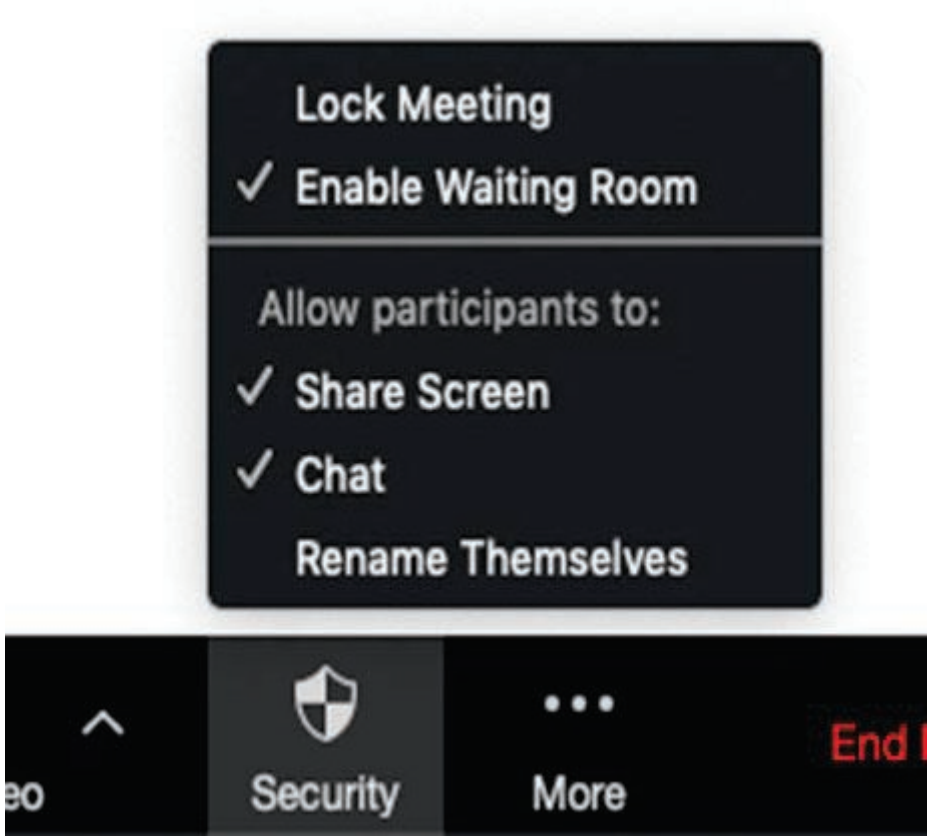
Tools are here to help me be a good listenter and stay focused while in class.



# Zoom Features

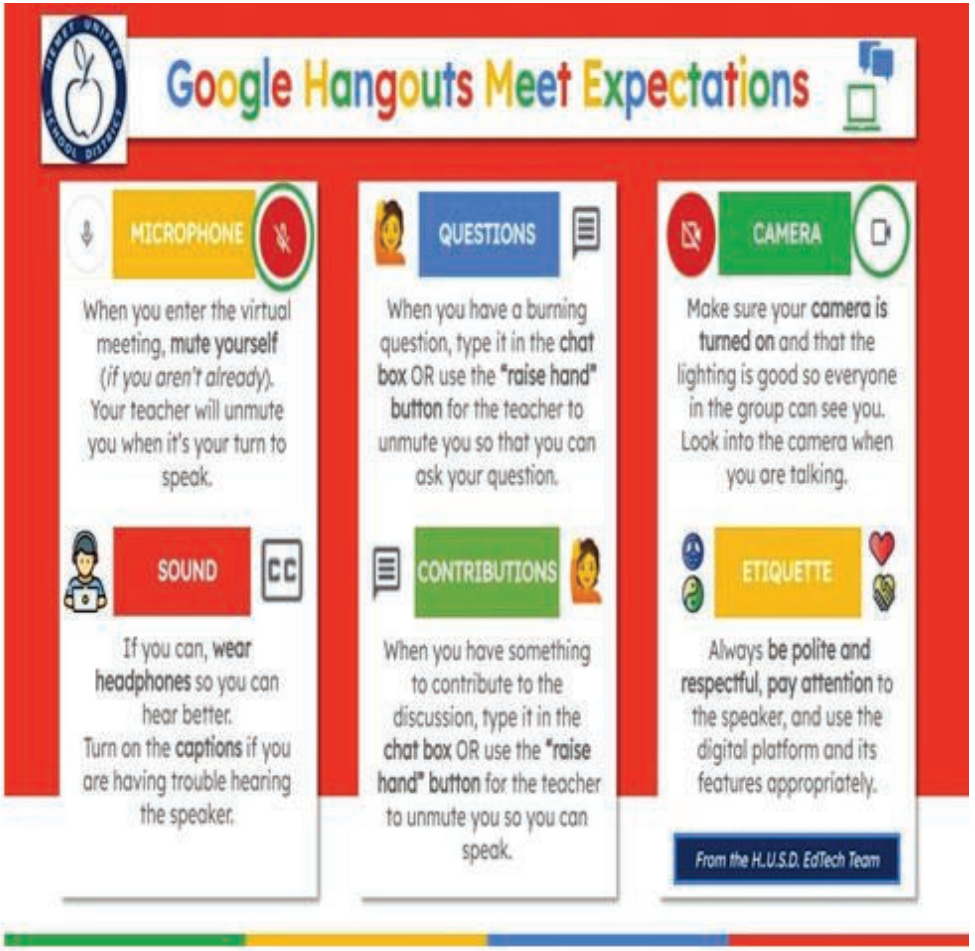
Student's ability to change their name. If you are the host on zoom go to the ***Security*** button and undo the *'rename themselves'* choice.

This is also where you can make sure students can't privately message one another during class time.



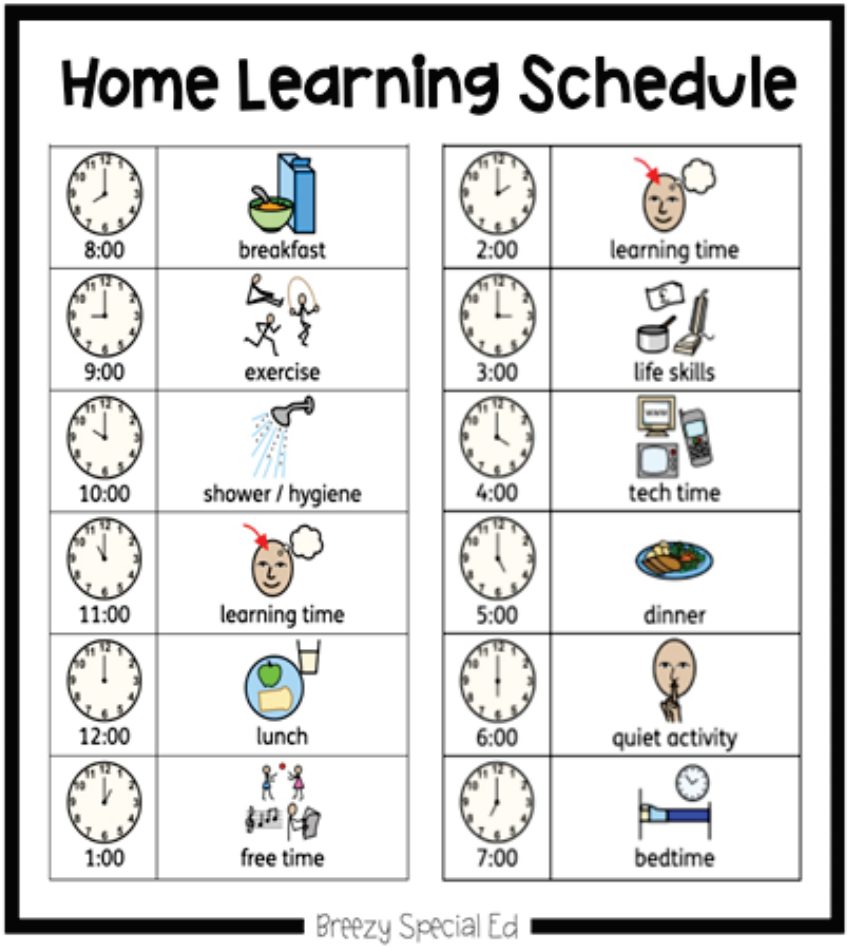
# 2. Visual Supports

- Your classroom has visual supports, both academic and organizational
- Create visuals to help students stay organized and be reminded of expectations
- Alphabet & number lines



# Visual Supports: Schedules

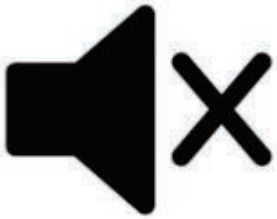
- Keep things routine at the beginning and end of class
- Send a question-of-the-day beforehand so students can prepare
- Send an email or text message (remindApp) of what materials they need for class



# Example Weekly Schedule: Start of Class

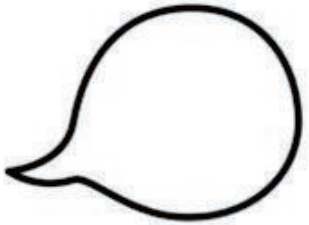
# Alon Zoom Expectations

Try your best to be on time



Stay muted unless you're talking

Turn video on



Ask for help when you need it

Use chat appropriately

Raise your hand to talk

Use video appropriately

Be respectful

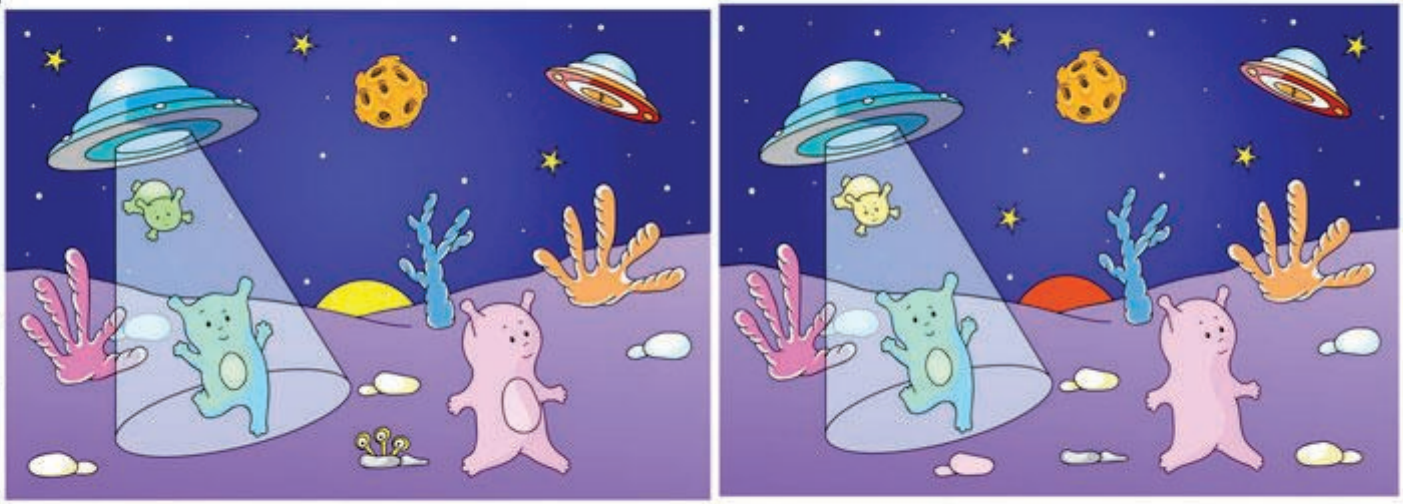
Stay on Zoom until a teacher says you can go

| Monday |
| --- |
| morning meeting, t'fillah |
| |
| Hebrew |
| |
| Daily 5 |
| |
| lunch and recess |
| Math |
| |
| PE |
| |
| Closing Circle |

Good morning Alonim!

Laura and Autumn are so excited to join us for closing circle today! Think of one thing you did over the weekend to share.

Try to spot 10 differences in these two images!



| Tuesday |
| --- |
| Dance troupe |
| morning meeting, t'fillah |
| |
| Tanakh |
| |
| Math |
| |
| Lunch and Recess |
| Social Studies |
| |
| 3/4 Art |
| |
| Closing Circle |

בֹּקֶר טוֹב אֲלוּנִים :-)

We are so happy to see you all! Today is Yom Hashoah, so we will join the middle school at 9:30 for T'fillah.

What is something you did over Passover Break?

# Visual Supports: Behavior Expectations

**Just like in class:**

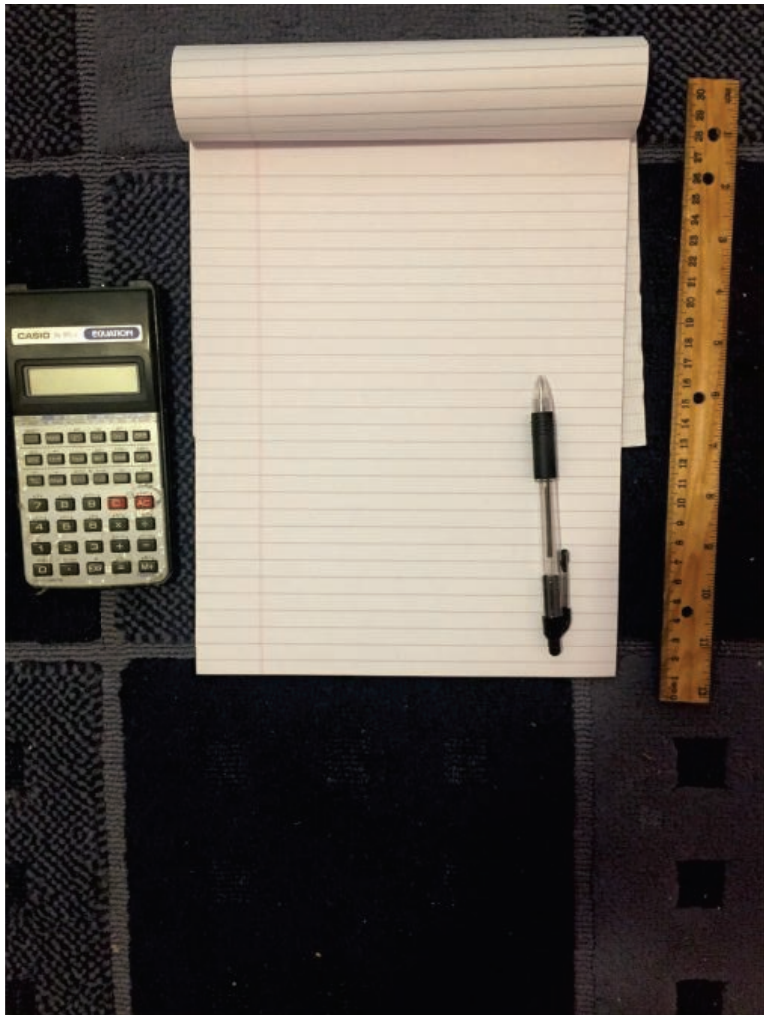
- Raise your hand to speak (No side chats)
- Be prepared
- Pay attention
- Be respectful
- Ask to be excused (bathroom)
- Leave only at dismissal

**Zoom Room**

- Be on time
- Video on and mute until called on
- Be dressed for class
- Choose a quiet room-no siblings or pets around during class time
- Keep background simple
- Chats are for class use

*Expectations for lessons (JEDLAB post by: Stella Jeruzalmi Stanway):*

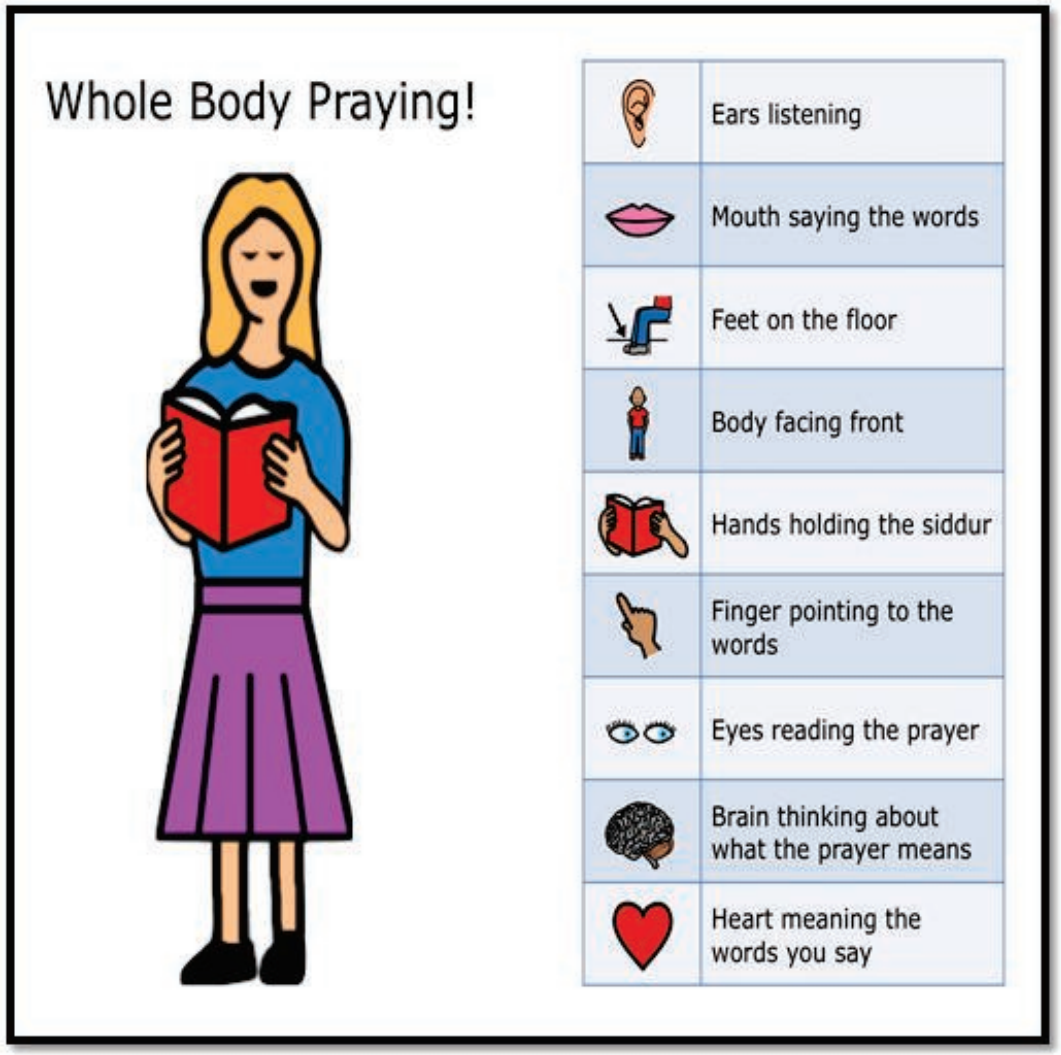
# Visual Supports: What I Need for Today's Lesson




Pictures of actual spaces and materials needed can go a long way

# Visual Supports

Illustrate rules with **visuals** to make them more concrete and accessible to non-readers



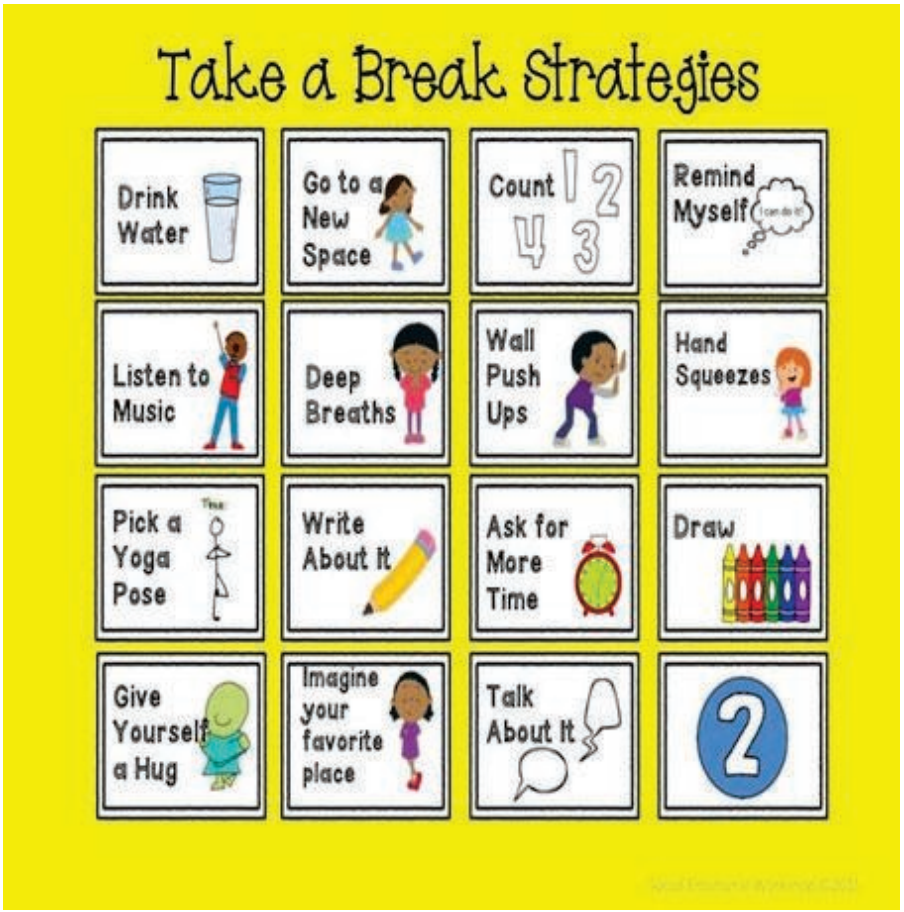
# Visual Supports

- Have student's check-in with an emoji or color
- Use a number scale or rating
- Brainstorm strategies with your students on how they can move from a blue heart to a red heart

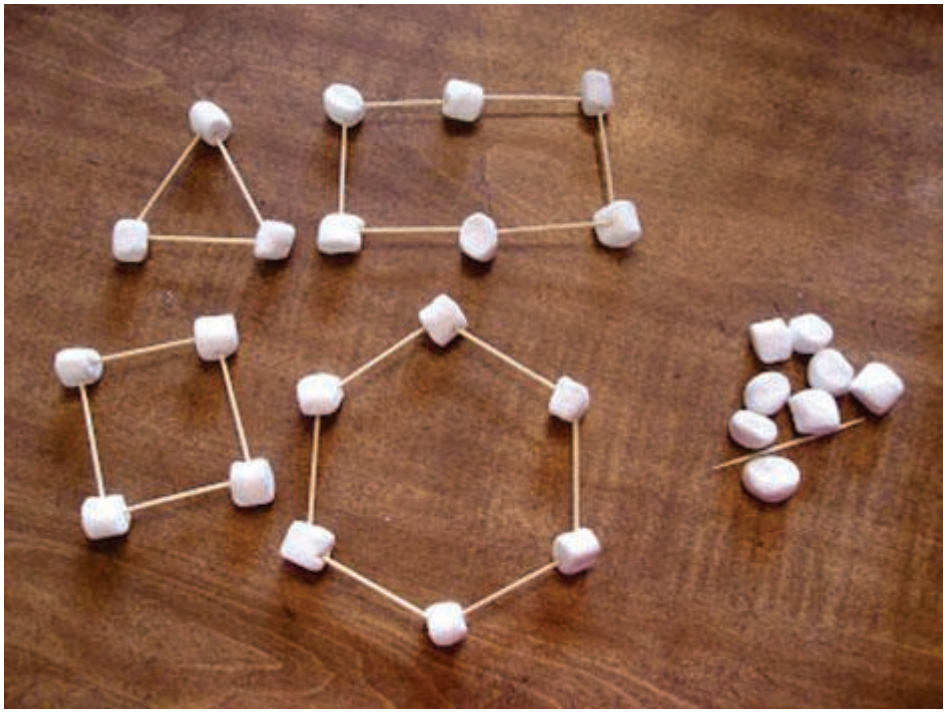
# Nonverbal Signs

**Students Can Let You Know When They Need a Break**

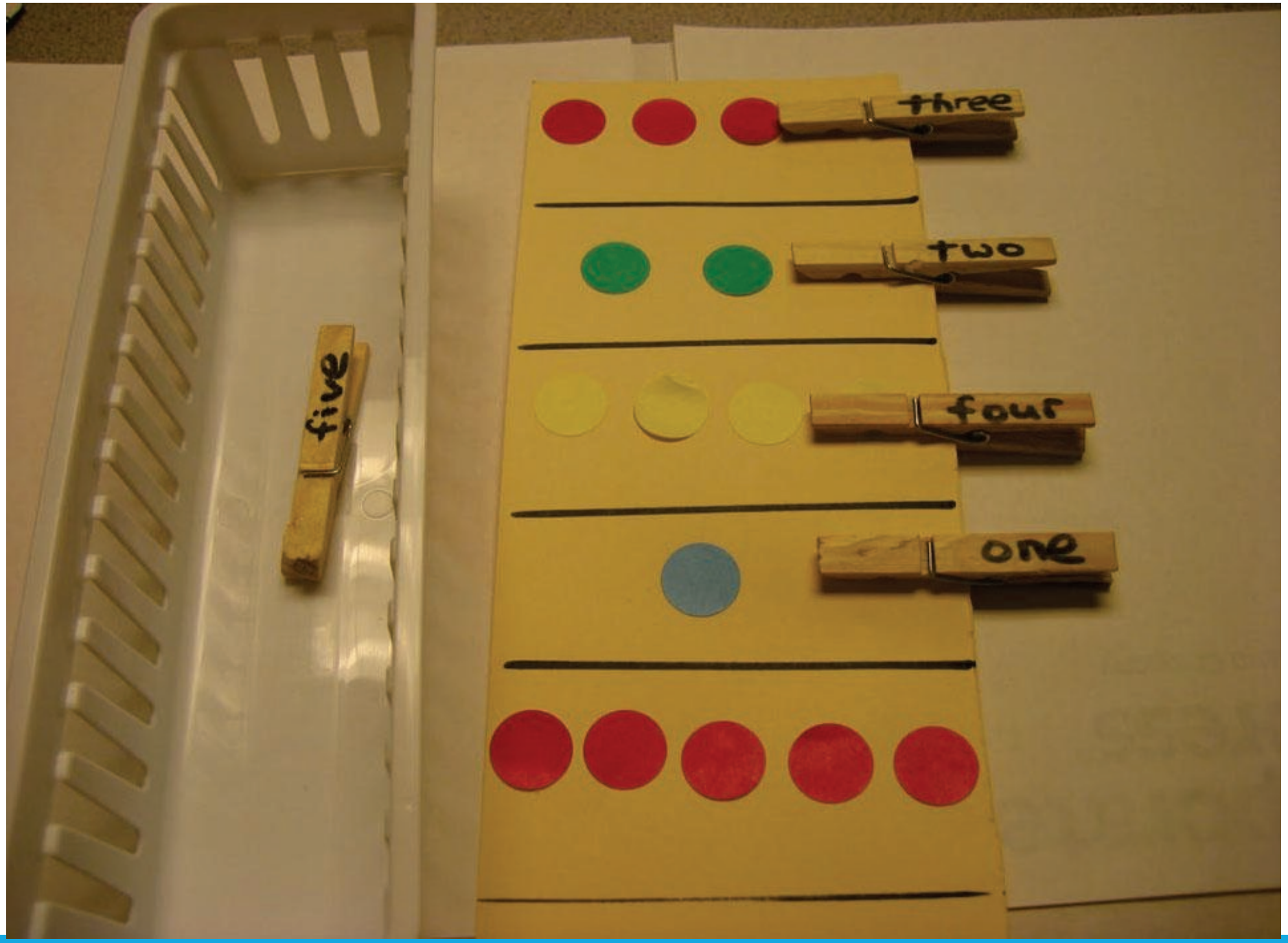
- Appropriate ways to escape or avoid a task or activity
- Nonverbal ways to share they need a break at that moment -> determine as a whole class
  - Head on desk
  - Flip card
  - Emoji in chat, privately, to the teacher
  - Place limitations on use by providing break-tickets

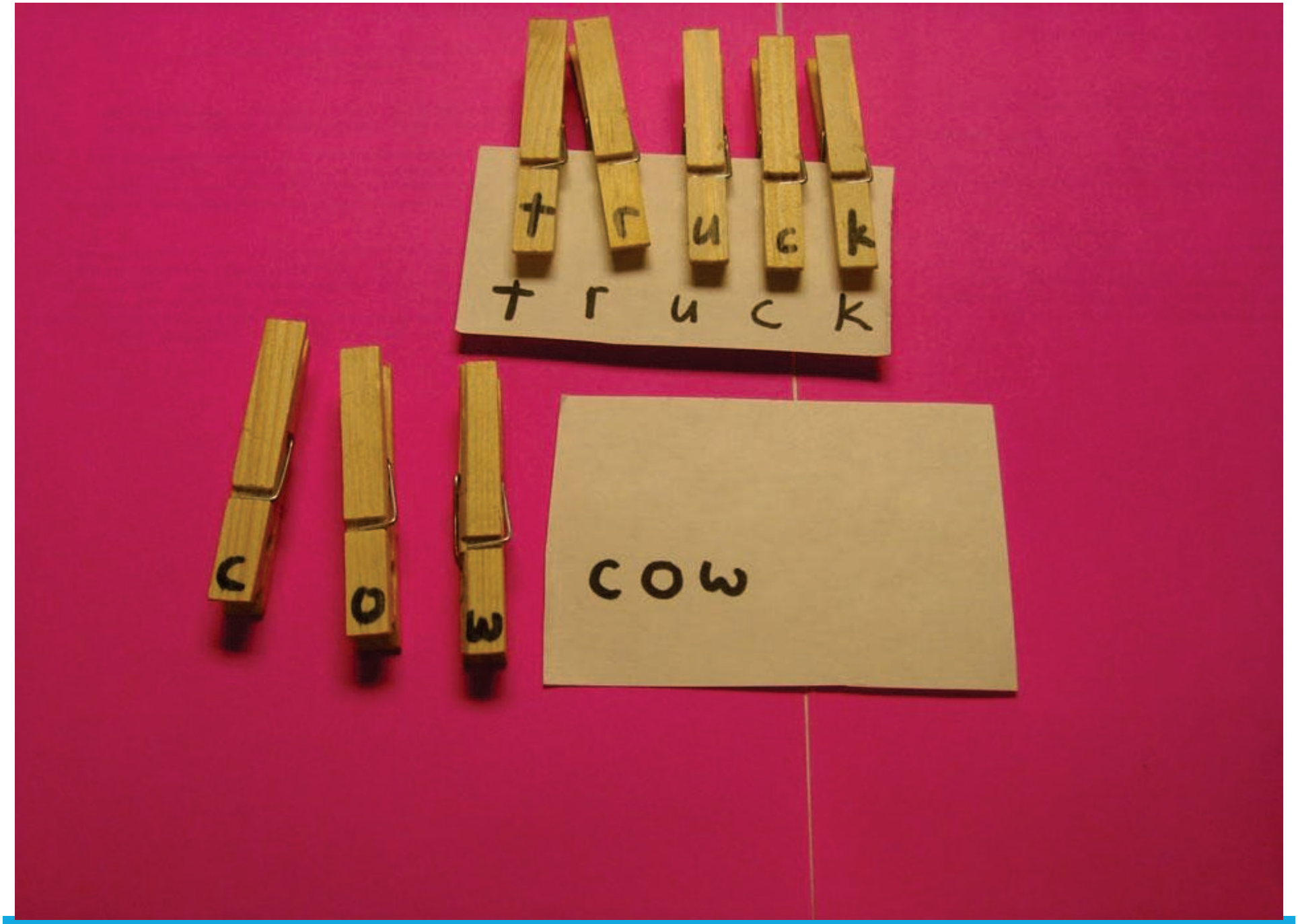


# Use of Manipulatives at Home



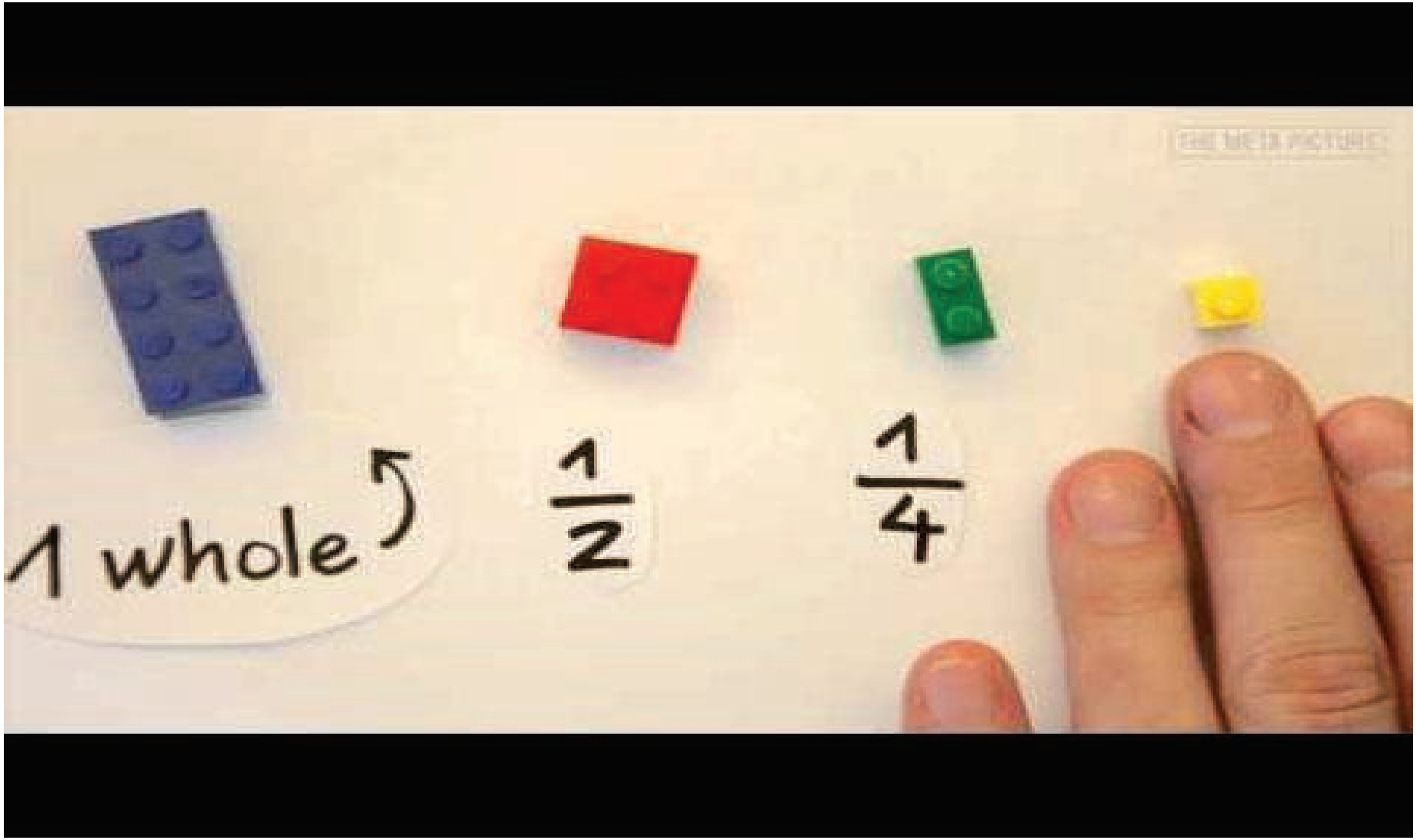
- Baking pans
- Paper clips
- Silverware
- Egg cartons
- Toilet paper/Paper towel rolls
- Pennies
- Legos
- Cups
- Board game pieces (dice, player pieces, cards)
- Beans/Rice/Pasta
- Toothpicks & marshmallows


three
two
four
one
five


truck
truck
cow
cow

house
rock
cat
bat
sat

# Use of video to explain concepts



# 3. Incorporate Interests

Moose Greeting:

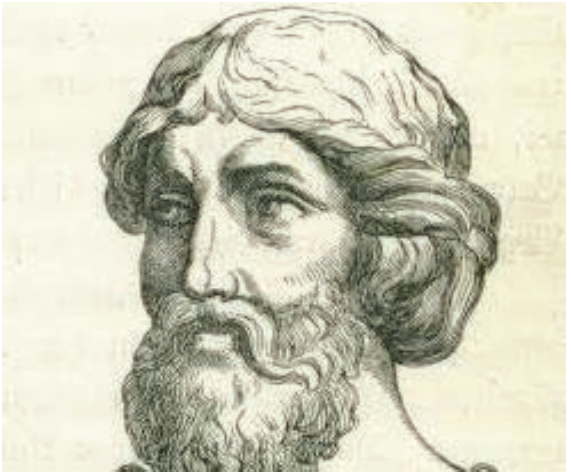
www.voki.com

Math Introduction:

# If you can't beat'em, join'em!

- Use the distraction. Are students going to be on phones or other devices? Then... encourage them to use the phone to text answers to you.

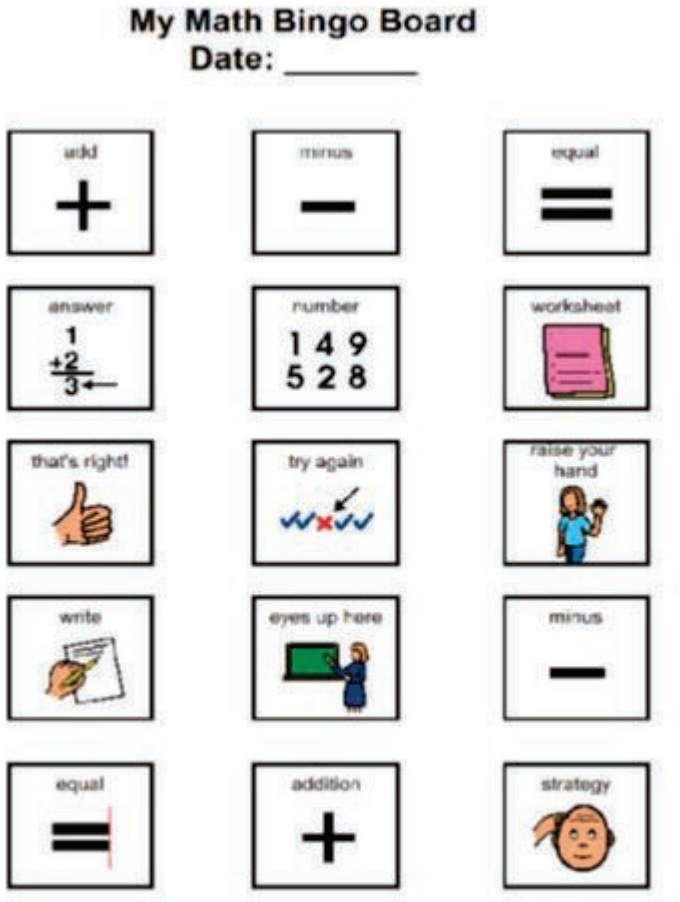
- Surfing the web — then challenge them: "Today we're going to learn about Pythagoras' Theorem. I'll give you 5 minutes to google it and try to figure out what it is and how it is spelled. Go!"



# 4. Active Participation

- Use emojis to respond to questions
- Use the chat function to have students respond with an *explanation mark* for *"I understand",* an *"@"* sign for *"I still need more explanation"* and a *"-" sign* for *I don't get it*
- Thumbs up or down OR a more creative body movement (hands on head or hands on shoulders)
- Use of YES and NO or TRUE and FALSE signs
  - Email signs to print
  - Have students tape them to rulers, paper towel rolls or sticks
  - Have students decorate them (added investment)

# Bingo Boards



# Accessing Attention in a Positive Way

- Provide a student with a special role at the beginning and end of class (read a book; tell a joke; take attendance)

- Have the student collect 'data' throughout the class as the *teacher's helper*

# Poll Sheets

**What's your Favorite Animal**

| CAT | DOG | HORSE |
|---|---|---|
| | | |
| | | |

**What's your Favorite Holiday**

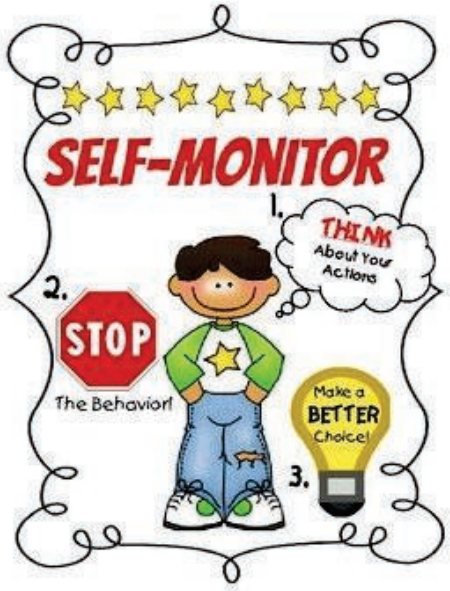
| Chanukah | Purim | Passover |
|---|---|---|
| | | |
| | | |

# Student Presentations

- A great time for student presentations
- Take the pressure off you talking the whole time, and instead, encourage students to present and teach

# 5. Advantages of Self-Monitoring

- Self-monitoring requires that students are **active participants** in the intervention, with responsibility for measuring and evaluating his/her behaviors.




- To accurately self-evaluate behaviors, the student must first learn the teacher's **behavioral expectations**. That ability of a student to understand and internalize the behavioral expectations of others is a milestone in the development of social skills.

- Self-monitoring data is typically economical to collect, even in a busy classroom, and can often be used to **document the success** of a behavioral intervention.

*Source: https://www.interventioncentral.org/self_management_self_monitoring*

# Self-Monitoring Forms

# Choice Board/Bingo Board – Daily Activities

**Bingo Board**

| | | | | |
|---|---|---|---|---|
| Date completed _____<br>Initials<br>**Read in Hebrew**<br> | Date completed_____<br>Initials<br>**math activity**<br> | Date completed _____<br>Initials<br>**School art Project**<br> | Date completed _____<br>Initials<br>**School physical fitness**<br> | Date completed _____<br>Initials<br>**Hebrew Activity**<br> |
| Date completed _____<br>Initials<br>**Speak Hebrew with someone in your home or Zoom**<br> | Date completed _____<br>Initials<br>**Listen to music of your choice**<br> | Date completed _____<br>Initials<br>**Play a board game**<br> | Date completed _____<br>Initials<br>**Write in your log/journal or blog**<br> | Date completed _____<br>Initials<br>**Play Outside**<br> |
| Date completed _____<br>Initials | Date completed<br>_ Initials | Date completed _____<br>Initials | Date completed _____<br>Initials | Date completed _____<br>Initials |

*Activities/tasks can be worth different points and the students can organize how they will reach the total number of learning points each day.

# Rating Sheet

Date: _____

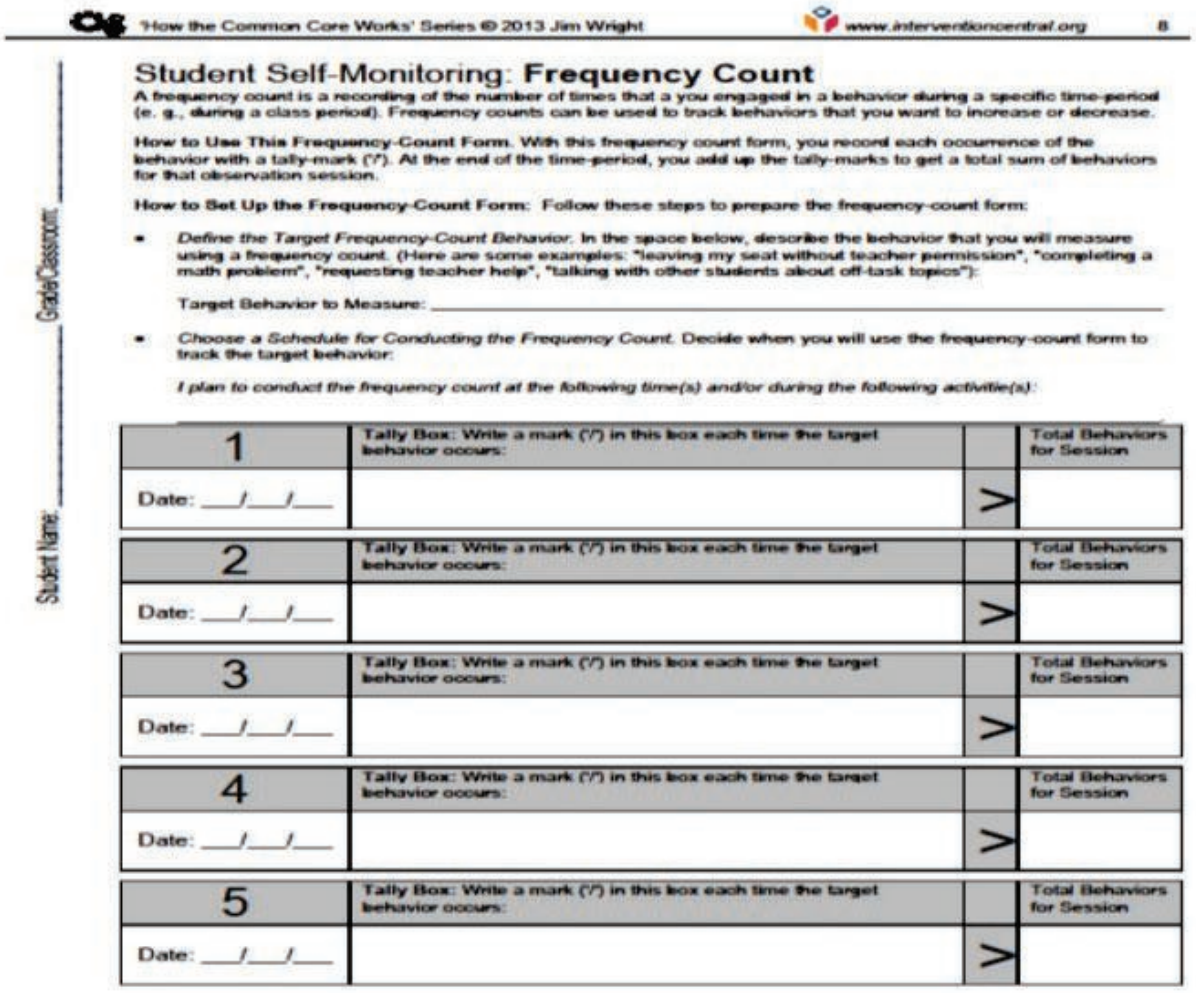
| *Expected Behaviors* | Period 1 | | Period 2 | | Period 3 | | Period 4 | | Period 6 | | Period 7 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **RATING** | Student | Teacher | Student | Teacher | Student | Teacher | Student | Teacher | Student | Teacher | Student | Teacher | |
| I completed my work | | | | | | | | | | | | | |
| I sat using whole body listening | | | | | | | | | | | | | |
| I followed directions | | | | | | | | | | | | | |
| I used my strategies if I needed a break | | | | | | | | | | | | | |
| **TOTAL POINTS for each class** | | | | | | | | | | | | **TOTAL POINTS for the day** | |

At the end of each period, I will give myself points for each expected behavior by putting a number in the corresponding box. My teacher will do the same thing in the 'teacher' box. I want to try and get as many points as I can, but I only will get the points if my number matches my teacher's number. Here is how many points I will receive for each expected behavior IF it matches my teacher:

0 --- I **did not do this** expected behavior any of the time
3 --- I did this expected behavior **most** of the time
5 --- I did this expected behavior **all** of the time

When I have _____ points, I can trade them in to do something special! My choice is _____

# Frequency Count





Student Name: _____ Grade/Classroom: _____

## Student Self-Monitoring: **Frequency Count**

**A frequency count is a recording of the number of times that a you engaged in a behavior during a specific time-period (e. g., during a class period). Frequency counts can be used to track behaviors that you want to increase or decrease.**

**How to Use This Frequency-Count Form. With this frequency count form, you record each occurrence of the behavior with a tally-mark ('/'). At the end of the time-period, you add up the tally-marks to get a total sum of behaviors for that observation session.**

**How to Set Up the Frequency-Count Form: Follow these steps to prepare the frequency-count form:**

- ***Define the Target Frequency-Count Behavior.*** **In the space below, describe the behavior that you will measure using a frequency count. (Here are some examples: "leaving my seat without teacher permission", "completing a math problem", "requesting teacher help", "talking with other students about off-task topics"):**

  **Target Behavior to Measure:** _____

- ***Choose a Schedule for Conducting the Frequency Count.*** **Decide when you will use the frequency-count form to track the target behavior:**

  ***I plan to conduct the frequency count at the following time(s) and/or during the following activitie(s):***

| | | | |
|---|---|---|---|
| 1 | Tally Box: Write a mark ('/') in this box each time the target behavior occurs: | | Total Behaviors for Session |
| Date: ___/___/___ | | > | |
| 2 | Tally Box: Write a mark ('/') in this box each time the target behavior occurs: | | Total Behaviors for Session |
| Date: ___/___/___ | | > | |
| 3 | Tally Box: Write a mark ('/') in this box each time the target behavior occurs: | | Total Behaviors for Session |
| Date: ___/___/___ | | > | |
| 4 | Tally Box: Write a mark ('/') in this box each time the target behavior occurs: | | Total Behaviors for Session |
| Date: ___/___/___ | | > | |
| 5 | Tally Box: Write a mark ('/') in this box each time the target behavior occurs: | | Total Behaviors for Session |
| Date: ___/___/___ | | > | |

# 6. Practice and Repetition

- In the school building we often have students stay back or take them out of the class to chat
- We can ask students to remain on Zoom for a bit longer or join us for “office hours” to practice certain behaviors and routines
- Repetition, practice and ongoing positive praise for appropriate behavior is still just as important (5:1 ratio)

https://psycnet.apa.org/fulltext/2014-43420-004.pdf

# Things You Will Only Say When Teaching Online

# My Challenge To You

Choose a strategy from one of the categories we discussed today and implement it in your next online teaching session:

1. Workspace
2. Visual Supports
3. Incorporating Interests
4. Active Participation
5. Self-monitoring systems
6. Practice and repetition

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