



Virtual
Schooling
with your
Special
Education
Student





Hello!

- Dr. Kathleen Hermsmeyer, Superintendent
 - Ms. Sherry Kosmal, Program Specialist
- Springs Charter Schools

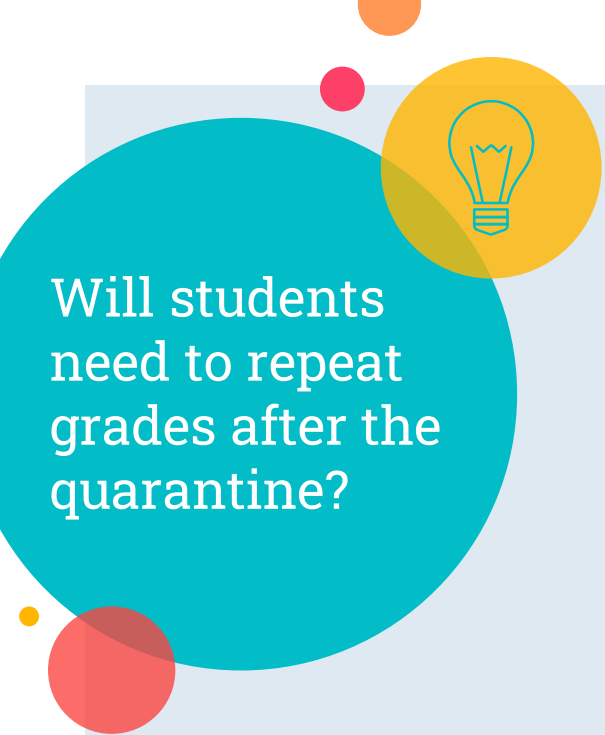


Moderated by:

Beth Burt, Parent & President of the Autism Society of CA



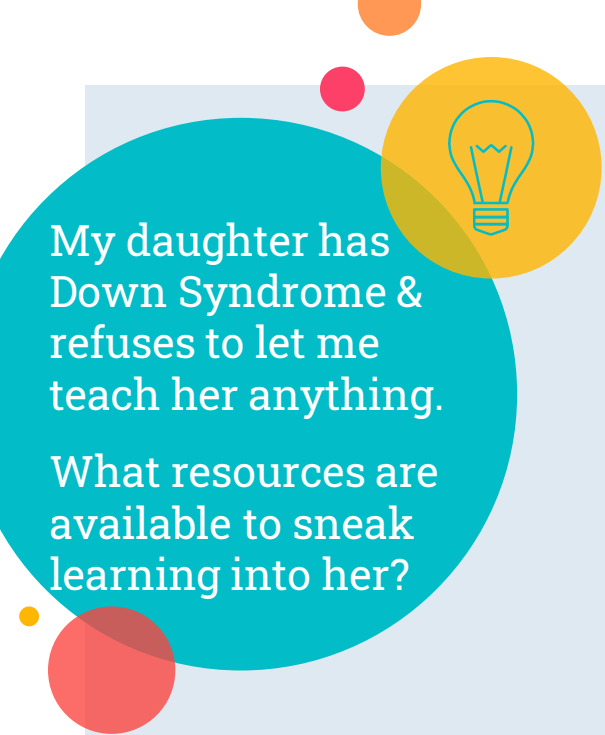
Frequently Asked Questions



Will students need to repeat grades after the quarantine?

- All students will be in the same boat, and all schools will be revising their Fall curriculum to account for the loss of learning and/or regression sure to occur for all students
- **Retention is not applicable during COVID19**
- Students on an IEP have individualized programs and retention is not typically applicable to them





My daughter has Down Syndrome & refuses to let me teach her anything.

What resources are available to sneak learning into her?



- Make activities **fun & engaging**, so they don't realize they are learning.
- Learning and school work will look different in comparison to peers

Reminder to parents:

"Learning" is different; change the mindset of parent expectations of what school should look like. Worksheets are not necessary. Puzzles, learning rhymes, matching games can be learning

(Example: Writing is a challenge. Don't expect a student to write when given a paper and pencil)

→ **Making Pudding Example:**

Gets a student engaged in making pudding, and then "fingerpainting" with the pudding to write words. This approaches writing indirectly in a kinesthetic way

→ **For All Students:**

Use a [Visual Schedule](#)

Use a [Token Economy](#) / [Positive Reward System](#)

→ **Use a "First, Then" System** (*see Resources below*)

→ **Provide 2 choices to increase motivation:**

You can either use the red pen or the blue pen





Sample Schedules


Intended to support the creation of routine,
not to be followed rigidly.

Be open to opportunities and your child's mood.


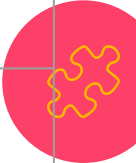
Sometimes the schedule should be ditched for the day



Morning Schedule Sample



Time	Subject	Activity Ideas	Notes	Done?
9:15 - 9:30	Daily Warm Up	Calendar Weather Other morning routines Morning songs	Might include movement, celebrations Review Visual Schedule for the day	
9:30 - 10:15	ELA Reading Writing	Read Aloud New Story & Discussion (15 min) Intro to activity for writing (15 min) Writing Activity (15 min)	Bathroom break, song shakeout or quick lap around house between activities	
10:15 - 10:30	Break	15 minute break Give a menu of 3 options	Ideas: 3 song dance party, game of connect 4, make a snack together, catch with dog, etc.	
10:30 - 11:30	Math	Math Warm up & Number Practice (20 min) Math Practice on Computer / Math around the house (20 min)		
11:30 - 11:45	Sensory Music	Sensory Time, Music & Movement (15 min)		





















Afternoon Schedule Sample












Time	Subject	Activity Ideas	Notes	Done?
11:45 - 12:30	Lunch	Wash hands before and after for hygiene practice (use a song)		
12:30 - 1:00	Centers	Rotate through 3 different activity centers - (10 min for each center)	Examples: Playdough and Stamps, Blocks, Lego, Lacing Activity, Sorting Activity	
1:00 - 1:15	Break	15 minute break Give a menu of 3 options	Ideas: 3 song dance party, game of connect 4, make a snack together, catch with dog, etc.	
1:15 - 2:00	Chores	Help Mom/Dad w/ a household task		
2:00 - 2:15	Read Aloud	Read aloud of a favorite book	Read alouds are very important to your child's academic growth. Try not to skip this daily activity.	
2:15 - 2:45	Elective	Social Studies or Science or Art Hands-on activity or video	Can move this to evening-fun for the whole family!	
2:45 - 3:00	Social Skills	Video modeling (YouTube) - How to have a conversation - How to greet someone	Can practice the skill for each day at dinner with family.	
3:00 - 3:30	PE	Walk outside Yoga Class Just Dance	<ul style="list-style-type: none"> → Cosmic Kids Yoga → Just Dance → Go Noodle 	




- Thursday

Homeroom 	Community 
Independent Work 	Bathroom 
1:1 table 	Sensory Break 
Reading Group 	Independent Work 
Computer 	Computer 
snack 	PM jobs 
Bathroom 	Adapted Art 
Choice Time 	Go home 
Lunch 	
Sensory PE 	

Teacher Name Individualized Class Picture Schedule for Student Name

Monday's Schedule	Activity	Pic
8:00 - 8:30	Classroom Jobs Mr. John Doe Students follow a step-by-step morning routine that should be posted on their screen.	
8:30 - 9:30	Independent Work Time (IWT) Ms. Jane & Mr. John Doe Students choose any paper pencil activity to complete at their desk. Students may also choose to work on a work task as well.	
9:30 - 9:45	Choose/Break Time Ms. Jane & Mr. John Doe Students are allowed to choose either a leisure activity or a supplemental educational activity.	
9:45 - 10:30	Music Mr. Doe & Ms. Bird & Ms. Music	
10:30 - 11:30	Recycling & Math Ms. Jane & Mr. John Doe Students will pick up recycling bins around the school. Student will count the number of bins collected and record data on their data sheet.	
11:30 - 12:25	Lunch	
12:28 - 1:30	Fitness Class Mr. Cool & Ms. Bird	
1:30 - 2:30	Social Skills Ms. Jane & Mr. John Doe	
2:45	Dismissal	




I have 2 special ed students & both need constant supervision.

How am I supposed to spend time with **both** while they learn?

Neither learn independently

- **Get rid of your traditional, “Teach lesson, child learns” mindset:**
 - >> Many children need 50-100 repetitions of a concept before it is learned <<
 - It’s about **frequent short learning experiences**.
 - Use mostly routine activities, with one or two novel things thrown in each week
- **Use of centers to keep both students engaged:**
 - One student can be in a hands on activity (play dough with letter stamps, puzzles, sorting picture cards, etc) while the other student doing independent activity with parent, then switch off
- Have a **variety of center ideas** so they can be rotated throughout the week
 - Keep it fun and engaging, integrate brain breaks
- I love to use Cut-n-pastes. They are available at all grade levels and concepts.
 - Integrates fine motor skills and fun learning
- **Use a schedule** (*sample below*) so you are working on activities for 15 to 30 min chunks of time with breaks embedded

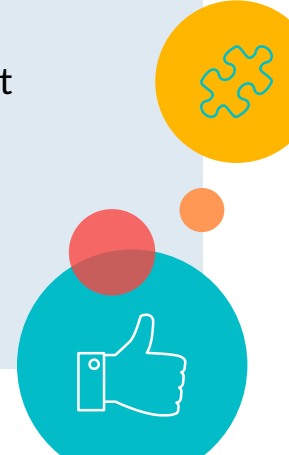


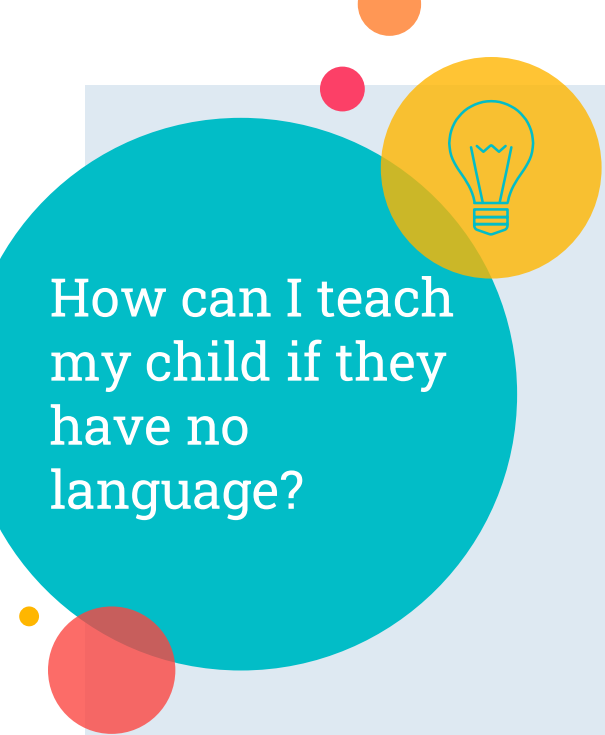


How long should we be doing educational activities?

I Do, We Do, You Do VIDEO

- > I Do (Parent Models)
- > We Do (Parent/Student Together)
- > You Do (Student Independently)

- See sample schedule (*below*)
 - Activities can ***and should*** be repetitive
 - Use “**I Do/We Do/ You Do**” Model.
It’s ok if it takes multiple repetitions to get to “You Do”
 - Remember to integrate breaks, transition time between activities.
 - Music is great for transitions.
i.e. “When this favorite song is over, it’s time for the next activity.”
- 



How can I teach my child if they have no language?

- Most students are able to communicate in some form such as a PECS (Picture Exchange Communication System).
Contact service provider on how to continue consistent use.
- Give students **2 options** (such as milk or yogurt) and wait for a reply
- Remember that **behavior is a form of communication**
- Look for **small wins**.
Keep a journal.
Maintain a schedule which helps both of you.



What do I do if my child refuses to work?



- Set **one space** for students to work/do school. **Stay consistent.**
- Use incentives and reinforcement tracker (task chart).
- Keep the same visual schedule as Sped Teacher if possible, use same reinforcements and language for prompts if possible.
- **Keep activities fun and engaging.**
May be different than what parent expects learning should look like.
- **Start with activities you know your child can do.**
Success is a great motivator :)
- Give a **menu of options** (3) for short 5 minute breaks.
Child can be part of deciding what the options are.
- Keep your cool, but don't give up...





“It takes one
fool to backtalk.
It takes two fools
to make a
conversation
of it.”

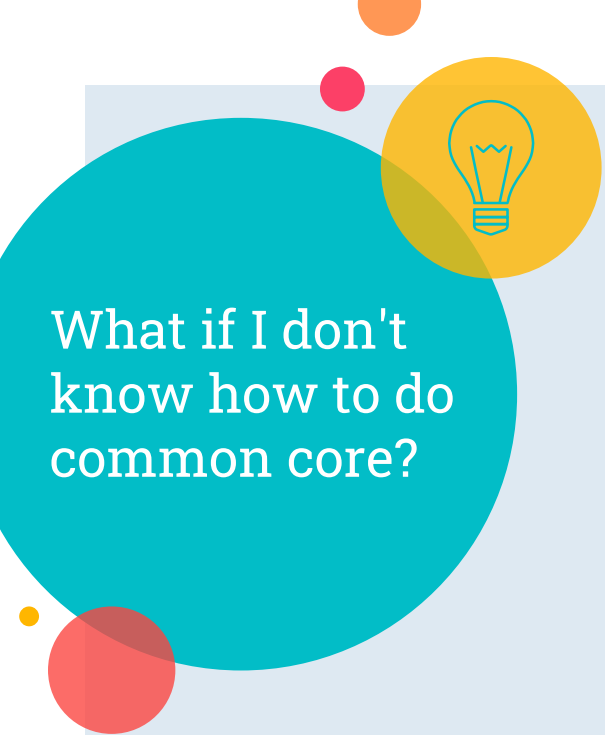
~ Fred Jones




What if I don't know what my child was learning in class?

- Hopefully, there is some teacher communication about what our student was learning.
If not, focus on the most important areas of learning:
Reading & Writing for a variety of purposes, Research projects, etc.
- Focus on your child's **IEP goals**.
- Reading A-Z Resources
Children have independent reading level & instructional reading level.
- Important to **integrate social stories** (*see Resources*).





What if I don't know how to do common core?

- Common Core standards are skills you already know & were taught :)
 - The **difference is the teaching process.**
However, you are not expected to teach Common Core processes.
 - Parents should be aware of what the student's IEP goals are.
Focus on working on IEP goals.
IEP goals are based on common core standards.
- 

FAQ Continued



What happens if my child regresses?

- Hold Harmless during COVID 19.
- Given this situation, the amount/ability for all students to learn is universal.

What about speech and occupational therapy services through the school?

- Speech and OT can still be provided depending on your school district.
- Social Stories and OT activity ideas provided

Where can I find ideas about how to teach and what to teach?

The district just sent home a packet of worksheets.

→ See Resources (below) for ideas for what to teach and other teaching tools






Help!

I tried all the advice and **nothing** is working!!

- Did you try long enough?
- Did you try without anger/annoyance?
- Were you confident?
- Did you expect too much?

Teachers often need to try a lot of things before something works. **Don't get discouraged.**

Also, sadly, the same working strategy might not work after a while. You have to **develop a bag of tricks**. Good teachers are always adding to that bag.



Resources





ONLINE PUBLIC EDUCATION NOW

Learning Continues at Springs Charter Schools!

www.SpringsCS.org/OPEN-Classroom

For those who need education right now, we have a **Free Public OPEN Classroom** available for all children grades K-8, and resources available for high school students.

- Through Springs Open Classroom, any family can access free daily online lessons, parent guides, and resources.
- This is an open and free community service.
- **You do not have to be enrolled in Springs Charter Schools in order to participate.** All you need to start is an email address.
- Curated, grade-level specific content aligned to CA Standards



Helpful Links



Distance Learning Activities for Students with Significant Needs:

https://padlet.com/amy_n_hanreddy/OnlineSigDis

- [First Then Instructions](#)
- [Calming Boards](#)
- [Cut and Paste](#)
- Board Maker (*good for nonverbal*)
- Symbolated Library (*good for nonverbal*)
[Paul V. Sherlock Center on Disabilities](#)
- Attainment - has great Science content (*good for nonverbal*)
- [ABC Mouse](#)
- [Starfall.com](#)
- [Letterland](#)
- Read and Tell
- Unique Learning
- Create a Word Wall
- Use Visual Timers
- [Testmoz.com](#)



Social Stories



<https://carolgraysocialstories.com/social-stories/social-story-sampler/>

<https://www.autism.org.uk/about/strategies/social-stories-comic-strips.aspx>

Make your own social stories:

<https://www.autism.org.uk/about/strategies/social-stories-comic-strips.aspx>

<https://www.andnextcomesl.com/2018/03/free-social-story-template.html>

[https://www.autismparentingmagazine.com/wp-content/uploads/guides/social-stories-for-autistic-children-guide.p](https://www.autismparentingmagazine.com/wp-content/uploads/guides/social-stories-for-autistic-children-guide.pdf)





Special Education Teachers & Providers can pre-record videos.

This allows for parent to be able to:

- > pause the video*
- > repeat information*
- > control how instruction is delivered.*

(provides flexibility due to behaviors)



Even More Resources



PE Resources:

You Tube - [Just Dance](#) / [Cosmic Yoga](#)

Sensory Activities:

*Example areas of need:
writing, typing, coordination
(scissor/ball), postural strength, or
fastener goals.*

Postural goals / shoulder girdle strengthening needs:

I will walk them through exercises to work on core strengthening.

If they need, I demonstrate, then have them do it. These can include chair push-ups/ wall push ups, animal walks or a whole variation of activities.

Fine Motor:

I have provided many of my parents with a list of common household items that can be used for fine motor strengthening & manual dexterity.

These include items like elastics, tennis balls, Play Doh, coins, clothes pins, etc.

I ask my parents to not go out and buy special items as I can just do exercises with a pencil or without any additional items - it is just more diverse and fun for the students to use different and creative items.





Writing/Pre-Writers

For pre-writers/ early writers, I have fun videos to introduce the letter/activity (songs etc) and then I lead the kid/parent through the activity, depending on the function of the student.

Certain items like getting them to write in salt/sand or create letters with Popsicle sticks is a good way to work on letter formation.

I often work with the parent to lead them through the increased progression of writing (tracing, imitation, copying etc).

I try to include multi-sensory activities with common household goods, especially for my kiddos with visual-perceptual difficulties.

Writing/Beginner/Intermediate

For writers that are beginner/intermediate, I send the parents specific paper to use while they are working on writing with me.

I will usually type on the screen (if they are working on copying) and then they copy it onto their specific paper.

I have them hold it up for me to see, but then I lead them through a self- editing technique to build their own awareness (which includes checking their own work and highlighting it).

That way the student tells me the number of errors they made & what they need to work on - we try to reduce that number each session.

For different problems I send different activities. For example: For students having trouble with fine motor precision, I send them mazes and have them work on not touching the walls of the maze.

For specific letter awareness, (like the letter p or y not falling below the line), we will write a tongue twister focusing on that letter.

I can use my white board to write part of a letter, and have them identify it. I know some of the platforms have games too.





Scissor Practice

I will send out cutting activities ahead of time for bilateral integration/scissor activities.

That way, I can lead the student through these online with specific modifications, depending upon what the student is working on.

Example:

I have a student put a book under their arm to stop them from moving the scissors and focus on the paper manipulation.

Typing

For typing- this is the harder one.

It is fine if a student has an external camera/webcam, where I can see their hands.

The hard part I find is if I don't have an external camera- then I need to have the parent there to give me feedback on the students hands.

I will provide modifications depending on the challenges the student is having, or given them specific typing activities to work on depending on which letters they are having difficulty with. Parents sometimes need to help with this if the student is still new to typing.

I have several typing websites I use, I don't have a screen share feature- but I am hoping that at some point I can get the students to screen share with me so I can see the types of errors they make.

I know that some of the OTs use a bingo way to work on typing/ keyboard awareness.





Thank you for joining us!



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