

## APS Parent Academy Video Blurb:

**This video was created by a panel of staff members from the Office of Special Education and the Special Education Parent Resource Center (PRC). It provides a brief overview of special education services and supports that are available in Arlington Public Schools during this time of distance learning. The video also shares several suggestions for creating a successful learning environment for students with disabilities at home.**

Office of Special Education and the Special Education Parent Resource Center:  
Update on Distance Learning

00:00

We would like to offer a warm welcome to all of you who have

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taken time to join us. My name is Kelly Mountain, and I'm one of

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the coordinators at the Special Education Parent Resource

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Center. We all know it has been an incredibly challenging time

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for all of us around the world, within our country and state, and

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in Arlington as well. All of us are experiencing changes at a

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rapid rate and the need to be flexible has taken on a whole

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new meaning. We know that those of us with children with unique

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talents and needs have had

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even more challenges and it has been a very, very difficult and

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frustrating spring for you all, especially. We hope this session

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will help to jump-start your students' learning

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as we move towards September 8th. And now I'd like to invite

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all of our presenters to introduce themselves as well.

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Erin, do we still

00:56

have you? You might

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be muted. Well, that is a sign of 2020.

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My name is Erin Donohue. I'm an Autism/Low Incidence Disability

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Specialist with the Office of Special Education. Thanks for

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having me today. Hi everybody, I'm so very glad

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you could join us. My name is

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Kathleen Donovan and I have the great privilege of

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working at your Parent Resource Center which is part

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of the Office of Special Education in the Department

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of Teaching and Learning.

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Hello, I'm Deborah Hammer and I'm also an Autism and Low

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Incidence Disability Specialist.

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Hi everyone, again. I'm Kelly Mountain and I'm

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with Kathleen at the Parent Resource Center.

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I'm thrilled to be co-presenting with my wonderful

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colleagues and this is sort of our "take-a-breath" slide. As

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Kelly mentioned, we found ourselves thrust into virtual

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learning in the spring - pretty unexpectedly - and we are

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here again. And here we go. We are working together to ensure

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that we as a community, support our children, and we know this is

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so challenging on so many levels, but having been in this

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district for a long time, I also know that

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the incredible talent, and expertise, and commitment, and

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dedication of our teachers, our administrators, our students, and

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of course, you our parents...will be what supports us and

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helps us be successful in this unbelievable endeavour.

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We have a lot of great information to share today. We

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know that each one of these topics could be a presentation

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in and of itself, but what we're hoping to do is help us figure

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out when we have something overwhelming, like trying to

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sort out virtual schools - where we can start.

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One of the best things I think we can do whenever we're faced

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with a large project is to break it down and to think about

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which parts of the tasks in front of us are within our realm

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of influence and control, and how do we navigate this to the best

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of our ability? So we've designed our session today to

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look at several things. First, as parents, how can we become

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familiar with school schedules and how can we sort out

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schedules at home? How do we structure the home learning

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environment to support success

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for children? And then, as families who have students who

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might be receiving special education supports, what are the

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unique needs that we really need to focus on, and interact and

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collaborate with IEP teams to ensure are supported? So that's

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what we're hoping to accomplish today, and we're looking forward

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to sharing this information. We hope this will be just the first

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of many resources that will take deeper dives and provide more

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information in the future.

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IEPs are tools to help students access learning. So

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let's begin first by understanding together what

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our virtual learning schedules will look like

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this fall. Deborah walk us through school schedules and

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will then share some strategies for how we can

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structure schedules at home. Some schedules may look

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different based on a specialized program and also

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your students' needs.

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So here's a sample Pre K schedule and all of these are

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available on the APS website, but they're just examples.

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They're going to vary depending on your child's

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teacher, their school, their age, and other factors.

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Here's an example of a K through 5 one and you can see that

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Mondays will be different from Tuesdays and Thursdays, and two

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And next we have a sample middle

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school schedule. And you can see that it's divided into

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synchronous and asynchronous learning, which means that

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they'll be spending some time live with their teacher an

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other times that they'll be working more independently.

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And here's an example of a high

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school one. But again, these are just samples, so it is going to

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vary. And Deb are these samples posted on line. They are they're

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on the APS website.

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And here is an example of a County wide program such as a

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mipa or functional life skills program. This is just the

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morning it actually got cutoff, but you can see an example of

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what that might look like.

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So students with iep's have different delivery models and

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they have those in school and they have that with online

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learning as well. And these are the different types of services

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that they might receive during the day. First we have

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consultation and monitoring and this is when a teacher or

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therapist works either directly with you as the parent or

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they're consulting with a classroom teacher to provide

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advice and support.

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For whatever instruction your child is receiving.

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Next, we have special education support in the general education

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setting. So if your child is taking an art class or a general

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education math class, for example, the teacher or

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therapist might push into provide some special Ed support.

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Next, we have special education support in a special Ed setting.

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This is going to be a teacher working either directly with

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your child, possibly one on one, but most likely in a small group

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or in a slightly larger self contained class setting to

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provide the instruction that your child requires.

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Next we have related services and this is if your child has OT

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or speech or any other related service like counseling on their

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IP. These are the therapists and specialists who will be working

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with them and that could look like working with him one on one

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or in a small group. Or they might push into whatever

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classroom setting their end.

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Finally, we have a support from our special education

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assistance. This is really vital. Are paraprofessionals

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will be doing a lot of training coming up in the next couple

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weeks and they are going to be providing either support with

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the special education teacher in the general education teacher or

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they might be working 1 on o

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requires from their iep will also be provided. An online

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learning and this might look like a movement break. Extra

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time to do a test or whatever else is written into the IDP

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and your child's case carrier will be reviewing those with

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you and what that might look like for them in online

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learning.

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So we have some tools for success to

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help your child be

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as. Productive and supported as possible in the home. And

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that's going to look a little different from the regular

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school year, but here's some ideas for how you can best

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support your child and have as productive and happiest school

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anxiety. And it can also help with those transitions which a

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lot of our students really struggle with. So that way they

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know we have this amount of time

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for learning. Or this amount of time for reading or this amount

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of time for a break. And there were lots of visual timers that

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are available. You can either purchase them as an actual physical

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timer like the sand timer that you see, or you can download

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them to a computer or iPhone or any other device and have these

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virtual timers and some of them are really cute like you see the

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one with a lion. It's a face that disappears. Some of them

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have other types of visual so.

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It's a little bit reinforcing on other ones uhm, countdown or

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change colors, or you can see the numbers and what works best

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is going to depend on the age and the interests of your child.

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Yeah, our next strategy or visual schedules, so I know that

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the first thing that I do every morning is check my phone to see

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what my schedule is and that helps me know where I need to be

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at a certain time. It helps me know how much time I might have

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for a lunch break or none at all. And it also helps me know

10:46

um, what comes next in that predicted the ability is really

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important for children with disabilities. So even though

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you're. Child may have a printed schedule that is from your

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teacher. They might require a little extra support and your

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child's case carrier or the therapist that they work with

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can help you craft one specifically for your child, but

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I want you to see a few different examples of what that

11:12

might look like. It might look like a picture schedule where

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they completed task and then you move it off the board or move it

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over and that can be done with

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Velcro or. Magnets or whatever else you have lying around the

11:27

house. Um, the pictures can be either photographs or they can

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be downloaded from Google images, or you can use software

11:35

like something like board maker and and if you go to board maker

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share you'll see a lot of different templates that are

11:44

already there for you and you can also have one that's

11:48

laminated or put into a plastic sheet in that you can cross

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things off you. Or you can have one on a device like a phone,

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computer or iPad.

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And those could be really great. I like I personally like 1

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called choice works, uh, which um cost a little bit of money,

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but it's very user friendly and can really help.

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Your child know what comes next. It also can read it

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aloud, so you can have it both visual and auditory

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annual. See an example of that one in the bottom right

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corner. But there are also other t

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a screen on the day and sitting. So you might want to put some

12:48

structured breaks into your child's Day. And there are all

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different types of brain breaks. They can be things like playing

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with a fidget, doing some exercises they can go to an app

13:01

like go noodle. There are many different types of.

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Brain break activities that are out there. So please consult

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with your child's teacher or an occupational therapist. Or you

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can even Google brain breaks for a certain age level and you'll

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see all kinds of websites and activities that you can make a

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menu for your child so that they can get the kind of sensory,

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intellectual and physical break that they need to keep going

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throughout the day.

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Now, uhm, I do want to stress that a break is different from

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free time. So a break should be structured. It should look like

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a particular activity. For example, if the activity is

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doing jumping Jacks, that's with the brakes. Should be if the

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brake is doing an extra yoga video, then it should just be

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the yoga video. It's not the child going off and having a

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snack or watching TV.

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Or doing something else that they can do in their free time,

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so break should be very structured. It should last for a

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very specific amount of time. You could set a timer for 3

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minutes or 5 minutes or whatever you structure the break for it,

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and then the child should immediately go back to the

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activity that they were they were doing before the break.

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So I really want to talk to you about flexibility. That's going

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to be our word for this school

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year. We all know that things don't always go as plan and.

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We're in a pandemic. We're all going to have to accept that

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things might change. Schedules might change, the expectations

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might change. The learning platform might change, but we're

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going to learn how to do this together. Your child's teachers,

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the paraprofessionals, the therapist, period, resource

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specialists, and your other specialists like our autism. Low

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incident specialists. We're all here to support you, so if

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you're feeling overwhelmed or anxious or stressed, please talk

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to somebody. Consult with us. We are happy to help you remember.

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Everyone is doing the best they can, the school, the teachers,

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your child and we know that you are doing the best that you can

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as a parent. So be kind to yourself kind to your kids. Be

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guy near teacher is because everybody is under a lot of

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stress with what's going on in the world. All the uncertainty

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and it can make things really stressful but it's OK. We want

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to just make this as smooth as

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possible. As happy as possible, learn as much as we can, but no,

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that if things don't go as expected, it's OK.

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So again, be kind to yourself.

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Dad, thanks so much. Those were great tools and

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strategies. Now Aaron will share some ideas on how we can

16:19

structure a home learning environment.

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Thanks so much Kelly. I know that this is a really huge topic

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and often a really big concern for our families. Um, there's no

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one right answer. Your home is different from my home and your

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neighbors home, so I think my number one piece of advice is

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really to work within your home, your family, and especially your

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learner, to devise a plan of what that's going to look like.

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First thing to consider is where to work, where are we

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going to find space in our homes, especially when

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everyone is working and learning within the same

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space. So one thing to consider is really thinking

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and working with your child. Do they want to be near you or

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do they want to be in their own space? So decide with your

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weren't learner where they will work the best and that

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may even change throughout the day. Having multiple work

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zones throughout your house.

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So once you considered whether they want to be closer separate

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to you, the next thing to think about is do I have multiple

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kids? Do we have siblings? Do we have neighbors, kids that are

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joining us? And if the answer to that is yes, then deciding

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should they be working together in the same space or not. And if

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they are, then maybe you consider how you can divide the

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divider. That can be done for pretty low cost. You can use a

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curtain or a shower curtain if you have a bookshelf. Or it

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might be one student working in.

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The dining room. Are they eating space and the other student

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working on the other side of the wall in the attached living room

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or bedroom? But really, thinking through having two students on

18:00

video calls at the same time can be problematic, insane in the

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same room. So that's one thing you really want to think about

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with multiple students and family members working in the

18:11

home together. Um?

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The next thing you really want to think about is where should

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my student be based on distraction levels? If your

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student is easily distracted, should they may be facing a

18:24

wall, um, rather than the room where everyone is operating

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and making lunches.

18:49

your apartment, you really can create a work Nook. You can use

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a table. You can fashion a desk out of just about anything, and

18:56

you can set up a space just about anywhere. It's really

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about looking around your home to find what you're not really

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using right now. It might be that underused eating room or

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even an underused bedroom. Oftentimes we sleep in our rooms

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and then they don't go use for the rest of the day. So that

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might be your perfect space.

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And then Lastly, we all know that storage is a constant

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battle. We live in Arlington, um. So one thing to think about

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is where you're going to find that storage space, because

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we're going to be working from home, we are going to have some

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materials that we're going to need to store, and we all know

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that having a plan for storage and easy Accessibility makes the

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learning process goes smoother. So really, number one, you could

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go up if you need to. If you have the money available, you

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could think about building up and adding just some inexpensive

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bookshelves to store items up your walls. If you don't have

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the opportunity to build in, up

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to. To bring in a larger bookshelf to store things.

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And while bookshelves are nice, it's not always a possibility.

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Another good idea is to grab a rolling storage cart with three

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tiers to set up your learners

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items. And if you don't have the time or the money to run out to

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grab a rolling storage cart, that's also not a big deal. You

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can find bins and boxes and collect all of your learners

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materials within those. Thinking about where you're going to put

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the Chargers where you're going to put your device is the

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pencil's the papers. Those can all be stored in just boxes and

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materials that we can find around our home. Another easy

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idea is just getting your learners materials in one of

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those kind of zippered binders.

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Those can also be used to store your device. Your pencil is your

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markers, your charger and

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everything. The big take home from this is really keeping all

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of those things together so that when you show up for learning,

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your materials are all in one place and your student is not

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having to get up from the device from the computer and moving to

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find those materials and then re

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joining the class. All right, uhm, I think the kind of closing

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thought on that too though guys is we all get on Pinterest were

21:01

looking and we see these beautiful homes and these

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beautiful workspaces. And rem

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good learning, it's really just, you know, a supportive home

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environment that's been planned and thought out.

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So the next thing I want to talk about is this idea of what is

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that workspace actually gonna look like? Uhm, so we've talked

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about devising a plan and kind of a few things to think about.

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Once you've identified that space in your home.

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But now we know that distractions are everywhere.

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We're all working. We're all in the same space all day long. So

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microphone to participate in lessons in the answer for your

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student might be absolutely yes. Another thing to consider, it

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might be something like noise cancelling headphones, and those

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are something you can work with your case carrier or a therapist

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in your students building to d

21:56

fit for your learner.

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Another option is something like white noise to reduce

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distraction that can be done through a fan that moves some

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air, keeps your student cool and focused. Also providing a bit of

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background noise that will increase focus and productivity.

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Some of our students work really well with music and that can be

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OK, but it also can be really bothersome. I know myself that I

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can't have music on in the background or I can't pay

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attention at all. So make sure if your learner really does like

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music that you've checked with everyone in your home to decide

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if that needs to be done through headphones or not. And I already

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talked in the previous slide a little bit about this, but

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dividers are a really good option to reduce distraction

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curtain shower curtains, h

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that kind of try folding boards can be a good option to really

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identify and section off a workspace. Adding a little bit

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of structure. And Lastly I say this all the time, but exercise

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really helps you know.

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Exercise can really increase focus and productivity, so

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getting out for a quick walk going up and down the stairs in

23:02

your apartment or condo building

23:04

can really. Bring a big impact in reducing that distraction and

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increasing the focus.

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Another thing to think about is lighting up, you know, can we

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set up a table lamp to help with writing in pencil work tasks,

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small reading lights and of course natural light. When

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possible, I want to talk quickly to about ergonomics. You know I

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am not a physical therapist and you know we have a lot of really

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good people on staff that can provide more insight into this

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then I can. But I think just in general some good guidelines or

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to try to keep your learners feet on the floor if possible

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and really aiming for kind of a 90 degree angle when typing or

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writing. But we don't all have perfect desks that are adjusted

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at the perfect height, and that's OK to some. Other options

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might be to add a pillow which removes feet from the floor, but

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that gives access to a hot to a taller table, which might work

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for some of our younger

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wiggle cushion is another great option. And Lastly organization

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more is to come later on in the presentation on this, but really

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organization is key and I had shared this before but really

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keeping those materials close together and close to the

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Learner. Is going to be.

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What brings success to this upcoming school year? And just

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as a note, there's going to be more information to come, but

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APS will be providing learning kits to all students, and those

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are going to be provided towards the beginning of the school

24:52

year. All right?

24:56

Thanks, Aaron. In addition to sorting out schedules on

25:01

home learning, we also want to be sure that we are

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considering the unique learning needs of our students

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who receive special education services.

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As we look at these six areas listed here, we know two things.

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This is not a comprehensive list of deeds and two each. One of

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these areas could be a presentation in and of itself,

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but we'd like to at least briefly touch on how families

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may address these needs at ho

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seating now. It's not always those blue chairs that are

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attached to the desks because we know that those don't work for

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most kids, so they might have a ball chair. They might have a

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cushion. They might stand up if you need. You don't have to

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have a standing desk. You can be as creative as maybe using a an

26:48

ironing board or something else that you have lying around your

26:52

house. To to think about creative seating. It might be on

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the floor, so those are some ideas and again, talk with your

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child's case carrier if they have an occupational therapist,

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consult with them and it might have

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that APS can help provide you with if necessary. Tactile a lot

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of our kids need to ha

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that might include Little Fidgets. Uh, there were all

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kinds of little things that you

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can. Buy at places like 5 below or world market. All kinds of

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little stretchy fidgets like this one I have in my hand. Or

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it could be a Fidget Spinner. Or it could be a squeeze ball. It

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might be something on a pen or pencil. Uhm, so every child is

27:38

different. Some kids like to play with things like Rubik's

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cubes, so they might have to experiment a little bit to see

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what works for them, but remember that it's not a Tory.

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It's a tool to help them focus. Stay calm and stay engaged in

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learning. So if they're playing

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with it. Tori and they're not paying attention to what's on

27:58

the screen. Then it's a toy if it's helping them to stay

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focused, be able to learn, then it's as a tool that's meeting a

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sensory need. Well, next go to the one on the right auditory.

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So, as Aaron already mentioned, a lot of our kids do better with

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headphones, possibly listening to music, possibly white noise.

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All those things can help somebody who is distracted by

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other noises around them.

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Want to make sure that things like televisions or turned of-

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during learning time so that that's not an auditory

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distraction. World a lot of our kids need to have something in

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their mouths. And that could be gum. It could be a specially

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designed oral stimulation toy or tool, uh, we have these uh

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jewelry which you see the boy and the orange and chewing on.

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And that is a plastic that is safe for kids to chew on because

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we don't want them chewing on their shirts or their hands o

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something that might harm them. And again that is something to

29:04

talk about with your child's case carrier or OT and they can

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help make recommendations.

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For your child, uh, something that might help them, and

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they're also movement breaks that might help them in. That

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could include a rubber band under their chair that they can

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rub their feet on, or a ball like a tennis ball under their

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foot. It could be hand pushups where they're pushing against

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their other hand, or pushing against the wall. So there are

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lots of little things, even in a small space. Even while learning

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that they might be able to do to help meet those sensory

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And keep them engaged in learning.

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Next, we're going to talk about

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behavior. So we all want our kids to be happy and be engaged

29:54

in an in learning, but we know the reality is that sometimes

29:58

they're not gonna want to. Uh, sometimes they may not want to

30:02

get out of bed, and sometimes they may not want to sit in

30:06

front of the computer. So here are just a few tips to help y

30:45

might be built into the learning day. That's something again to

30:49

talk with your child's teacher because they may have an

30:53

accommodation. Of having a certain amount of free time

30:56

again, you're going to need to use your timers, or it might be

31:01

something that happens after the learning day is finished. You

31:05

want to make sure that they know clear beginning and end of the

31:10

work time and to the break time. Uhm, so that there's less of a

31:15

difficulty with transitions between the two, and they know

31:19

that it will end that something that is a less preferred task.

31:24

Is going to transition into probably a more preferred one,

31:27

and again, back into that learning time and we want to

31:31

help them prepare for that

31:33

mentale. You always want to reinforce the expected behavior,

31:37

so if they are engaged in the learning following the teachers

31:41

direction, doing an activity, make sure to praise them and it

31:45

could be a verbal praise or it could be through a reinforcer

31:50

chart, a sticker chart, and sometimes those can just be

31:54

really simple. Or sometimes like you see the one on the bottom

31:59

left, it could tie into something that the child is

32:02

really motivated about, like.

32:04

Teen Titans Thomas the Tank Engine or anything else that

32:08

really motivates them. You might be able to print out a visual of

32:13

at an use that for your, reinforce their menu so that the

32:17

child knows that if they stay on task or do a certain number of

32:22

assignments or write a certain number of lines that they get

32:26

some kind of tangible reward that they enjoy. And again, talk

32:31

with your child's case carrier about how to structure that.

32:34

Or your child on the bottom right corner. You'll see it

32:39

calming menu and these are ways to help Deescalate us when we

32:44

feel stressed, overwhelmed, sad, or angry, they're gonna look

32:47

different for each person. Some people do deep breathing and for

32:52

younger children or children who have higher support needs,

32:55

taking a deep breath can be a challenge. So 2 tricks I use for

33:01

that. Or either blowing bubbles.

33:04

Or blowing up a balloon because that encourages a child to use a

33:09

deep breath. It could be something like just taking a

33:14

brief walk outside. It could be.

33:17



Um, smell it using an aromatherapy sense sometimes

33:20

lavender, orange, or other essential oils. Um, or just

33:24

smelling in orange can make us feel a little calmer. So

33:28

again, it's going to vary from child to child, but

33:32

having a visual coming menu will help your child be able

33:37

to pick the item at that moment that's best for them,

33:41

or you can support them in making that choice.

33:46

If a child is really upset, you can help them deescalate by

33:52

using a calm voice.

33:54

Quiet voice because when someone is upset and we get more upset,

34:00

it upsets them even more, so it's hard to remember. But think

34:06

NPR voice and that can really make kids feel a lot calmer

34:11

faster. Use your sensory supports, whether it's turning

34:16

off the lights, putting on some

34:19

com music. Having a weighted blanket having little stuffed

34:23

animal to hug all of these are things that can deescalate and

34:28

make your child and make you feel calmer too.

34:33

And also avoid threats you know, avoid yelling or saying You're

34:38

not gonna get dessert or anything like that, because that

34:42

tends to make people more upset. So in that moment, just remember

34:47

to keep us calm as possible.

34:50

And to continue to reinforce the expected behaviors that they are

34:57

still focused in front of the computer. So reinforce that.

35:01

Reinforce the desired behaviors and that will help everybody

35:04

feel better too.

35:11

Now I'm going to turn it over to Aaron and Kelly to give you

35:18

some additional supports.

35:22

Thanks so much debb. Uhm I wanted to take a few moments

35:26

just to talk to you about supporting our social emotional

35:29

needs of our students and learners at home. Here you're

35:32

going to see some of my most favorite things to talk about.

35:36

And like we said before these, in and of itself could have been

35:41

a whole presentation. So I'm just going to share with you

35:44

briefly today. So in the top left of your screen you're going

35:48

to see the emotions wheel. There are many of these that can be

35:52

found on the Internet on the web. This is one of my favorite

35:56

things to use with students in the classroom. It really shows

35:59

us how many emotions are out there and how many emotions that

36:03

we can experience within a day. We often tend to talk about

36:07

people feeling happy or sad and it's really so much more than

36:10

that. What I wanted to share today is really this idea that

36:14

letting our students in our

36:15

learners know that. All of those emotions that they feel are

36:19

really OK, uhm name and recognizing those emotions

36:22

throughout the day makes them become

more comfortable with

36:25

them. Makes them seem kind of, quote Unquote, normal, because

36:29

all emotions are OK in our normal think. It's really

36:32

important that in this very uncertain time, and in this

36:36

uncertain environment that we're taking time to connect with our

36:40

learner at home, this can look like a lot of different things.

36:44

Taking a walk together, spending some time Snuggling on the

36:48

couch. Or connecting over a book, even sharing a favorite

36:51

music, video, or dance time. It can be something little and

36:55

small. It doesn't have to include any spending of money,

36:58

it's really just 10 minutes to 15 minutes of day. One on one

37:03

really increases those positive connections and then increases

37:06

those positive emotions. Alot of our learners, that's cool have

37:09

safe spaces. They have safe people to go to if you can in

37:09

safe spaces. They have safe people to go to if you can in

37:13

your home. Creating an identifying that safe space

37:16

where we can all go, not just our learners, but even us.

37:20

That we can go and take a moment to kind of reset

37:24

and find our center UM.

37:27

That is really important and like I said before, in

37:30

identifying the workspace doesn't have to be something

37:33

fancy off the Internet. It really can just be a cozy corner

37:37

you know, beside a bed or a cozy corner behind the

37:42

couch. And last you know Deb shared this, but really,

37:46

focusing on and finding the positives in in the day and the

37:50

positive things that your student does. Because when we

37:53

focus on the positives we tend to see more of them. We know

37:58

that positive feedback and reinforcement really works.

38:01

The next thing I wanted to share with you is the zones of

38:06

regulation and there are so many people

In Arlington Public

38:09

Schools that are really kind of experts on this. The zones of

38:12

regulation is in most of our schools and it's a tool that a

38:17

lot of our teachers and occupational therapists are

38:19

using. So feel free to reach out to your students team if you

38:23

want to learn more. But one thing I wanted to share is this

38:27

idea that just like emotions, emotions are tied to this idea

38:31

of the zones. An all zones are OK, we move in and out of the

38:35

zone throughout the day. We might wake up and feel very

38:38

tired. A little bit lethargic, a little bit quiet and then we

38:42

would be in the Blue Zone. But then after you've had your

38:45

morning Cup of coffee, you might be feeling a little bit better.

38:49

And then you may have shifted into the Green Zone and really

38:53

be ready to learn and to engage and to be present.

38:56

And maybe you're late for a deadline. You're late for a work

39:00

task and then you get a little bit anxious and overwhelmed and

39:03

then you've shifted into the yellow zone and we all know,

39:06

kind of. When the red zone hits. That's when you know you've

39:09

forgotten something large and you kind of lose it. But what I

39:12

really want to drive home is that we, as adults, shift in and

39:15

out of these zones all day, and so does your student. And

39:19

they're all OK. One thing you can do is check in with your

39:23

learner to see kind of what zone there in and then also identify

39:26

as owns toolbox and that's going to be tools that you can use in

39:31

when you're in zones to reset yourself and maybe enter a

39:34

different zone so that you can re engage and be part of the

39:37

learning environment and those are all strategies that your

39:40

school based team can help you

39:42

with. And Lastly, I just wanted to talk about a few other ideas

39:46

and I am but not an expert on any of these. But these are

39:51

things that I have learned from other teachers and experts that

39:54

I've been working within the schools. Just a few ideas. You

39:58

know this idea of taking a moment to be mindful?

40:01

Incorporating meditation? There are a lot of really good apps.

40:04

There's a lot of material out there that you can access on the

40:08

Internet to incorporate this into your daily routine at home.

40:11

And I said this before and I'll

40:14

say it again. Exercise building in time to move your body to get

40:18

outside to soak up the sun. Light has such a positive impact

40:22

on our student social emotional needs and then just a couple

40:26

other ideas. Building in journaling, drawing art,

40:29

incorporating music, all give us really positive feedback and

40:32

feelings, and then once again you know. And this is really

40:36

difficult. But how are we going to build in social interaction

40:40

during this time?

40:41

And that's going to be something that you're going to have to



40:44

think about with your own family and what you're comfortable with

40:47

during this covid closure. And from there I will go ahead and

40:51

turn it over to Kelly.

40:54

Thanks Aaron, Great Great tips and you

know I totally agree

40:58

with what Aaron said about, uhm, the social interaction piece. We

41:02

know that we still have to be really careful about social

41:06

distancing, but you know keeping our kids connected with their

41:10

friends and family, whether it's face to face or virtually with

41:14

some of these really fun on line games, it's just really

41:18

important and it really helps to combat some of these areas of

41:22

social emotional need. I also wanted to just.

41:25

Remind everyone that each of our schools or our programs are

41:30

there, fully equipped with school counselors. Go

41:33

psychologists, and social workers. If you're concerned

41:35

about your student or just need some tips in helping to manage

41:45

professionals are going to be having office hours and will be

41:49

working with your students, teachers, and teams with regards

41:53

to students social emotional

41:55

needs. I also wanted to take just a minute because I'm I'm

42:01

sure you've heard a lot about social emotional learning or SCL

42:05

an what does that really look like? An SEL is going to be

42:11

infused within our kids curriculum and what it means.

42:15

Uhm, SCL is basically the process through which children

42:19

and even adults understand and manage our emotions set and

42:23

achieve our positive goals, feels and show.

42:26

Empathy for others. Um, establish and maintain

42:29

relationships. So anyway, it's a huge topic, but I just wanted to

42:34

let you know that a group of our psychologists have a developed a

42:39

wonderful presentation on SCL and it's also being offered

42:43

through the parent Academy. Like this presentation is and it will

42:47

be up and ready for you all to view soon. And I really

42:53

encourage you to view it explains what SCL is, how it's

42:57

being. Implemented within the schools, in the classrooms and

42:57

being. Implemented within the schools, in the classrooms and

43:01

then most importantly for you all as parents and caregivers is

43:05

what you can do at home to encourage a positive social

43:09

emotional development. OK, I'm so the next big area that we're

43:15

gonna talk about for a little bit is executive functioning and

43:20

I am going to turn this over to Aaron. We know that social

43:25

emotional functioning is a big deal for all of us, including

43:30

our students. And so Aaron's going to walk us through the

43:35

areas of executive functioning.

43:39

Hi, thanks again so much. I just wanted to take a moment to touch

43:44

briefly on the starred areas and those are going to be coming

43:48

over the next few slides, but I wanted to take a moment to

43:52

really highlight that executive

43:54

functioning covers. Really.

43:57

Much or most of the underlying skills that we need for really

44:01

accessing instruction and social, emotional learning. And

44:04

so I wanted to give visual so that you had just kind of

44:08

something to look at that covers all the different areas of

44:13

executive functioning. Today, though, we're really going to be

44:16

talking about the three starred areas, the planning and

44:19

prioritizing of tasks organization, and then also were

44:22

covered. Sort of. The emotional control and the underlying

44:25

social emotional skills.

44:27

So the first one that I'll be talking about is planning and

44:33

organization. This idea of using kind of what we would call paper

44:39

strategies to. To organize ourselves at home, I think the

44:43

number one thing that I want everyone to take away is that

44:47

planning and organization is really person student specific.

44:50

I think it's really important that we are working with our

44:54

learner and our school based teams and our families to devise

44:57

a plan to address planning and organization weaknesses. But

45:00

that said, here are some of my favorite ideas. These are stuff

45:04

these are a few things that I've even used with my student with

45:09

my own learner at home.

45:11

Um, so first will just kind of roll right through them.

45:14

In the top left you're going to see an example of a bullet

45:19

Journal. This is really any kind of Plain Paper Journal. It can

45:23

have lines. It can have small dots to form a different kind of

45:27

like grid on the paper. It also can just be blank paper. And the

45:32

great thing about the bullet Journal is that it is just that

45:36

it is a blank space that you can use to plan your day to record

45:42

assignment, to write schedules, to make list, to make notes.

45:45

Um, it can be just about

45:47

anything. We do know that for some people with disabilities

45:51

that the bullet Journal can be a really successful tool because

45:54

it doesn't have anything that you have to absolutely fill in.

45:58

You can make it what you need it to be. It's actually a tool that

46:03

I have used myself for many, many years to keep myself

46:06

organized and on task.

46:08

It's a tool that I love. You can see in the picture that they're

46:12

using it in conjunction with post it notes which post it

46:15

notes are a tool that I'm going to talk about in a moment too. I

46:19

love post it notes. I think that we can do just about anything

46:23

with them. Uhm, but post it notes can also be used in a

46:28

bullet Journal, so this is 1 idea to explore, especially if

46:32

you're you're learner has really pushed back at the idea of using

46:36

a very organized paper planner. This could be something to try,

46:40

um? You know, and while we're talking about all this, I really

46:45

want to encourage people to think about what you can use at

46:48

home. This isn't about ordering new tools. This isn't about

46:51

ordering the big calendar from Ethier. From Pottery Barn, this

46:54

is really about digging into your home and into your bins and

46:58

into your materials and using what you already have. Uhm, so

47:01

with that said, you can see I've got this kind of idea of this to

47:06

do doing done post it. Note scheduled con ban. This is what

47:10

I actually have used with my

47:11

girls. In a vertical frame, um, but this idea of putting tasks

47:15

on to post it notes and building your routine for the day. That

47:19

way is something that you can do really easily in your home. It

47:22

can be done on a wall. It can be done on a door. It can be done

47:27

on the frame in between a door in a wall. You can really find

47:31

your space and set this up with your learner at each and every

47:35

day. Uhm, another thing? Well, not paper is this idea of using

47:40

some of our smart devices and this may be something you have

47:45

in your home and it may not be, but our students are all

47:50

equipped. Equipped with computers, and with with either

47:53

of a Mac book or with an iPad. And with that comes this idea of

47:58

being able to build in task reminders to build routines into

48:03

prompt transitions as we're thinking about this planning and

48:06

organization prompting. Transitions is going to be

48:09

really important, so setting those reminders into a calendar

48:13

or building those reminders in advance on on an Alexa device or

48:18

something similar eliminates adults from having to do the

48:21

constant reminding in the constant prompting of

48:24

transitions. So that's another option and then kind of in the

48:29

bottom right there you'll see this really simple To Do List.

48:33



It's a daily planning sheet that you could do in conjunction with

48:38

your student. This is something that you can find on line that

48:42

you can hand write out, either in your bullet Journal on a post

48:46

it note on a sheet of paper, but it's this idea of identifying

48:50

high priority tasks, and then those secondary tasks and then

48:54

setting your goal for a day and then making the plan and then of

48:58

course at the end of the day you would come back and reflect on

49:03

what actually was completed, and this is a really good option for

49:06

students who maybe are not as

49:08

excited about A. Larger planner or for a younger student to get

49:13

easily overwhelmed. This is just a one she today kind of approach

49:19

to planning and organization.

49:21

So, continuing with planning and organization, I would like to

49:26

talk about what tools are available on our devices I

49:30

mentioned before, and as everyone knows, we have devices

49:34

that are essentially at this point now one on one for all of

49:39

our learners and.

49:41

We are really lucky that we have these devices, you know at our

49:46

disposal so wanted to take a moment and share some of

49:50

my most favorite apps in the online tools that I have used

49:54

with quite a bit of success with students that I have been

49:58

working with in the classrooms. So the first one that you'll see

50:02

is Microsoft one note and this is something that is already pre

50:06

loaded on student devices. It can be accessed either on the

50:10

cloud or directly on the device.

50:12

And what's great about that is that if you use it on the device

50:17

that automatically syncs and it can be accessed on the cloud.

50:21

It's really seamless with Microsoft products. It also

50:23

links directly with canvas, so we've had some teachers that are

50:27

using that and um, and it all kind of things together and

50:31

connects. Another great thing about Microsoft. One note is

50:34

that it can be shared between users, so different users can be

50:38

added so it can be monitored by an adult. It can also in by an

50:43

adult. In the student learners life, um, as you can see in the

50:47

photo, it also has the capability. When you have a

50:50

device that has a touch screen, it can be written on using a

50:55

smart pen. So Microsoft one note is an excellent tool and I

50:58

encourage you to take a look at it with your learner and see if

51:03

that might be something that would be a good option or a good

51:07

fit for them. The next is notion and this is another really

51:11

pretty great app that is available and it can be

51:15

downloaded directly to the

51:16

computer. It also is available

51:18

on line. What I really love about notion is that.

51:23

It allows your learner, um, with some assistance to set up direct

51:28

links to canvas pages in Google files. So if you have a learner

51:33

that gets really distracted by opening up the Internet and

51:36

going to the APS home page and then trying to log on through

51:41

our APS main system and then trying to find their canvas page

51:45

and then before you know it, they're they're down the rabbit

51:49

hole and all of a sudden they're reading their favorite article

51:53

on CNN. Hum and they forgotten that they need to go to canvas.

51:58

Notion is a really great tool to kind of eliminate that. So once

52:02

you get it all set up, um, you have your your kind of section

52:06

that says Earth Science and then in that section you have your

52:10

direct link to the Earth Science canvas page and you have your

52:14

direct link to your Earth Science. Google Google file

52:17

where you're storing all your documents in files and it really

52:21

kind of decreases or Ken decrease that distract ability

52:24

in getting down the Internet

52:26

rabbit hole. Um notion is also great because it can be shared

52:30

between users and, um, similar to Microsoft one note it has the

52:33

capability for color coding different folders, different

52:36

files, setting up To Do List things can be moved around, so I

52:40

encourage you also to check out notion. It's a really another

52:44

really good option and the last one I wanted to talk about today

52:48

is Google Keep and this is part of the Google Suite. So as you

52:53

can imagine, one of the biggest benefits of Google keep is that.

52:57

It's pretty seamless with Google product, some so.

53:01

When I say it seamless with Google products, I think one

53:04

thing to really highlight is that the notes that are taken

53:08

in Google Keep can be directly added to a Google file. So if

53:12

you're working with organization with your

53:13

student, a man really keeping things in one place, you can

53:17

take your notes in Google Keep. You can upload your

53:20

photos, you can add a voice reminder and all of those

53:23

automatically can be synced in sent to the Google Drive. It's

53:27

pretty awesome.

53:29

It also can be shared between Unar users and it also can be

53:33

accessed on line or on the

53:34

desktop. An as I've shared there

53:37

on the slide. You can set reminders that integrate with

53:41

your calendar, so that's one of those ways that you can prompt

53:44

transitions. You can set reminders that you have to join

53:48

a class at 10:10. All of that kind of works with in Google

53:52

Keep, but same as the other two. That products that I have talked

53:56

about that are available already on our APS devices.

53:59

And the last is that the speech detect integration is

54:03

really pretty good with Google keep. So if you have a student

54:06

who really prefers to use speech to text as an

54:10

acceptable option, it's pretty seamless. Also with Google

54:12

keep.

54:15

And if anyone has any more questions, these are all things

54:19

that you can ask. Are your school based team about and then

54:23

always feel free to reach out to me? So one other big thing is

54:28

this idea of preparing to access instruction. You know we are not

54:32

getting on the bus every morning. We are school day is

54:36

looking quite a bit different. So one thing we really want to

54:40

think about is building these routines. So first and foremost,

54:43

uhm, you know trying to stick to a routine everyday really will.

54:47

Increase this success so ensuring that those devices are

54:51

charged each night and ready to go for the morning. Perhaps

54:55

writing out a task list that is checked off every single night

55:00

so that when you end instruction you plug in your computer. You

55:04

close all your windows. You close your browser Zanu. Allow

55:08

your computer to recharge and be ready to go as I shared before.

55:13

Keeping devices and accessories in designated spots is also

55:16

going to be really important.

55:18

And possibly setting up a charging station so we're not

55:22

chasing chords all around the house. I know that that's a big

55:26

one in my home, that's constant battle is, you know, where is my

55:30

charger? My computer's dying during my Microsoft team skull,

55:33

uhm? I think we also want to encourage our families to really

55:37

practice using our various platforms and breakout rooms in

55:40

advance so that we are really getting comfortable with getting

55:44

on the computer as much as possible. But please know that

55:47

your teachers and the staff it you're building are really also

55:51

going to be spending a lot of time with our learners and our

55:55

students. Practicing these things were not expecting or

55:58

learners to come in proficient with these tasks. We know that

56:02



it's difficult and that it's a

56:03

learning curve. And it's going to include a lot of that. Those

56:07

unwritten rules in the hidden curriculum for how you're going

56:10

to access this online learning. We're not expecting you to do

56:13

that teaching at home, but practicing in advance does

56:16

always help. In that way, you also know how you can support

56:19

your learner. And the last kind

56:21

of. Big idea for this is really this idea of writing our

56:26

passwords down as a UN recently inflect the classroom and

56:30

finding passwords. Remembering passwords is always a really

56:32

difficult thing for our kids, so writing those passwords down in

56:36

a common place and then keeping them where they can be easily

56:40

accessed. So some ideas, maybe you type, you write your

56:44

passwords down and you take them to your device using once again

56:48

my handy post it note. So you write those passwords down in

56:52

that way your student has them right beside their mouse.

56:56

Or on the top of their device or the bottom of their device?

57:00

Another option is if you have collected all of your pencils

57:03

and kranz into a pencil box, you can take those passwords

57:07

to the inside of the pencil box and that way they are

57:11

always easily accessed. Another idea is to tape it in

57:14

the kitchen cabinet. That's my favorite place to put

57:17

passwords. Don't tell anyone. Uhm, but putting those

57:20

passwords inside a kitchen cabinet. That way the adults

57:23

in the in home also know where they can be accessed, uhm?

57:29

That way we're not scrambling to get on line when at the time

57:33

and fighting that password battle, so making sure those

57:36

devices are plugged in and charged is really going to be

57:40

helpful in accessing instruction.

57:43

So one of my other favorite things to talk about is this

57:48

idea of planning and prioritizing tasks, and you're

57:51

going to see kind of a lot of information on your screen, but

57:57

it's really just some quick chips to start thinking about

58:01

how to plan and prioritize tasks. One of my most favorite

58:05

things to do with students as this idea, and I also do it with

58:11

myself, is completing a brain

58:13

dump. And basically a brain jump is where you take everything

58:17

that you need to do and you get all of those tasks out onto

58:21

paper. If you prefer speech to text, you also can use your

58:25

voice and you can speak right into Google or into Microsoft

58:28

and get all of those tasks out. But that's the number one thing

58:32

you need to do.

58:34

And then after you do that, brain dump whether you put

58:37

them on post it notes or you put them onto a piece of paper

58:40

or on the computer. The next thing that you're going to do

58:43

is you're going to determine.

58:46

This idea of what is important and what is urgent. A man on the

58:50

next slide, I'll be able to show you what that Foursquare looks

58:54

like, but I like to use what I call a Foursquare or a Punnett

58:58

Square if you remember from biology to determine if tasks

59:01

are important or not. Important, urgent and not urgent. And once

59:05

you've sorted those tasks into one of those four categories,

59:08

then you're going to really have an idea of what are your high

59:12

priority tasks because we really want to think about helping our

59:15

kids get those things that are.

59:17

Most important and most urgent, done 1st and those are the

59:20

things same things that we do in our work lives. We try to tackle

59:24

the things that are really need to be done first.

59:28

And after you've done that, um, another strategy that you can

59:31

try is this idea of determining the effort to complete each

59:35

task. In. Some people will say, well, do the one that takes the

59:39

most effort. The most brain power, the one that's going to

59:42

be the most difficult for you to do, and I have to say, I don't

59:47

know that that's always the best. I think it's really person

59:51

in student specific. Another option is, rather than choosing

59:53

the one that is the most effort, sometimes you choose the one

59:57

that's the easiest or the shortest and the one that you're

01:00:01

going to complete the quickest.

01:00:03

Um and starting there so that you kind of get the ball rolling

01:00:06

and that you're completing things you know. Providing

01:00:09

yourself with positive reinforcement. So that's really

01:00:11

going to be up to you and up to your learner. Do you do the one

01:00:16

that the highest effort and also important, or the easiest? But

01:00:19

also important? I know last thing is really this idea of

01:00:23

being flexible, and I've talked about this earlier. Things are

01:00:27

constantly changing, our classes are constantly changing, our

01:00:30

workload is constantly changing. Our home environments are

01:00:32

constantly changing and we have to be willing to be flexible and

01:00:36

to Bend a little bit and also to change our plans as needed.

01:00:41

So kind of in closing with this one thing that I feel like is

01:00:46

really important is this idea of checking in in the morning,

01:00:50

checking in maybe midday and definitely debriefing at the end

01:00:54

of the day setting a time with your learner to prepare for the

01:00:58

day to go over these tests to go through this process together

01:01:02

and really think about what classes they have to attend

01:01:06

reviewing those assignments. Setting a daily plan and then at

01:01:09

the end of the day debriefing.

01:01:11

Reviewing what assignments were completed, what is left

01:01:14

to be done and then starting to think about inciting a

01:01:18

plan for the next day?

01:01:22

So here's just a little visual to support some of the things

01:01:26

that I talked about on the last

01:01:29

slide. The first you'll see it kind of on the left there would

01:01:34

surrounded in the purple border. Is this idea of what I was

01:01:38

sharing with the Foursquare model for determining what is

01:01:41

the most important and urgent important and not urgent? And

01:01:45

then moving down to the bottom not important and urgent and

01:01:48

then not important and urgent. And you'll see that this is a

01:01:52

really easy way to prioritize

01:01:54

your tasks. It is really easy to do if you've written all your

01:01:58

tasks out on post. It notes you can pop those into a four square

01:02:03

and move stuff around pretty easily. Once again another win

01:02:06

for post it notes. Uhm, you can use this on an app. This is an

01:02:10

app called focus. It's available to be downloaded on to a phone.

01:02:14

I would have to clarify if it's something that is used, had been

01:02:18

approved by APS, but as you can see you also can easily do this

01:02:22

on paper and it's a really good strategy for determining where

01:02:26

to start. Especially for our learners, you really have a hard

01:02:29

time determining what's the most important, because a lot of

01:02:31

times we like to do we like the best and um, not tackling those

01:02:35

things that are more difficult

01:02:36

for us. In dead talked a lot about the next one earlier time

01:02:42

timers, I am such a fan of setting timers. It really helps

01:02:47

our learners when they are planning and prioritizing, but

01:02:51

actually when they start so using a timer too.

01:02:56

When you start your homework or when you start in assignment and

01:03:00

then that way you can see the

01:03:02

time ticking away. Until your next break, which is what we

01:03:05

really all, it was always want to know when that's coming.

01:03:09

Um? The next thing I want to talk about is this idea of

01:03:14



breaking down large tasks and we see this as an accommodation on

01:03:17

a lot of IE. Peas are teachers are doing in this in the

01:03:21

classroom. They're really good at breaking down our larger

01:03:24

assignments, but sometimes it's really up to us to think

01:03:27

about how we're going to breakdown a larger task so that

01:03:31

we can achieve it. So here you can see I've done an example

01:03:35

actually using an app on the phone. It's called To Do List.

01:03:38

It's an app that I really like.

01:03:40

But this can also be done once again on paper or using post it

01:03:45

notes, but I've broken down how you can read the Odyssey into

01:03:48

subtasks so that you can help your learner accomplish that.

01:03:52

So I encourage you to think about supporting your student in

01:03:56

doing this at home, or working with your teacher or school

01:04:00

based team to discuss. And Lastly, I think estimating how

01:04:03

long a task will take.

01:04:06

Is an important task to when we are planning and prioritizing

01:04:09

tasks. Sometimes we think that things will take us 15 minutes.

01:04:13

I'm in actuality, they take us 30 so I always encourage

01:04:17

families and my students that after you've made a task

01:04:20

estimation that you actually come back and you log how much

01:04:23

time that actually took you so that you can be better prepared

01:04:27

the next time you complete a similar task so that you have

01:04:31

adjusted your time in your deck plan accordingly. So these are

01:04:35

some really just quick ideas in

01:04:37

quick tips. I'm always happy to talk more about it so you can

01:04:40

feel free to reach out to me or

01:04:41

your school based team. Karen, thanks so much. These were

01:04:45

really fantastic strategies and I can't wait to try some of them

01:04:49

myself. So the next area we're going to talk about now is

01:04:53

processing disorders in memory. Weaknesses an we're really,

01:04:56

really lucky. Uhm, I absolutely adore getting to work with my

01:04:59

partner and kindly Kelly Mountain, an one of my favorite

01:05:03

things of the many things that I love about Kelly is that she has

01:05:08

an incredible insight as a school psychologist to help us

01:05:11

understand this special consideration for our students.

01:05:13

Thanks Kathleen, uhm yeah, I just wanted to take a couple of

01:05:18

minutes to talk about processing and memory Anne for any families

01:05:22

that are kind of new to special education. It's kind of

01:05:27

overwhelming about what. What is processing processing areas and

01:05:30

basically when we talk about areas of processing, we're

01:05:34

talking about our thinking and reasoning abilities that we need

01:05:38

to learn. So that's not processing. And then when you

01:05:41

talk about memory

01:05:43

We're talking about how we input information, how we store it,

01:05:48

and then how we recall. So processing in memory are really,

01:05:53

really important. When we talk about learning, we know that all

01:05:57

of us process information differently, and some of us may

01:06:02

have actual disorders within our processing and memory skills. In

01:06:06

many of our students who have learning disabilities or other

01:06:10

special needs have processing or

01:06:12

memory disorders. How we process information impacts are learning

01:06:17

style and um, how we learn and and we need to think about what

01:06:23

what kind of learning styles are students have and what they make

01:06:29

might need to be more successful learners. So very quickly.

01:06:33

Auditory learners prefer spoken information or information

01:06:37

through their ears are visual learners will prefer more visual

01:06:41

information. Are kinesthetic

01:06:43

learners prefer? More manipulated manipulatives

01:06:45

perhaps, and are more hands on.

01:06:49

We can also pair uh or use several modalities at once

01:06:54

within instruction, and when we do that it's known as multimodal

01:06:59

instruction and most of us do much better with when we're

01:07:05

learning with multiple modalities. So since the

01:07:08

pandemic you all have probably had a good opportunity to

01:07:13

observe your student styles.

01:07:15

Um, if you have it, are you not sure? Talk to your students

01:07:20

teachers there, IE team members about their thoughts and it

01:07:24

might be though that your child's learning style is

01:07:27

changed a little bit while learning virtually. I talked to

01:07:31

several parents that they were really worried. You know their

01:07:35

entire life. They've been told that their kids are virtual. I

01:07:39

mean pardoning visual learners, and they are having a very

01:07:42

difficult time sitting in front of the computer screen.

01:07:46

Which is mostly visual. So talk to your team about

01:07:49

accommodations and strategies that have worked in the past,

01:07:52

but also talk to them about what's going on at home and what

01:07:57

they might need in this virtual

01:07:59

classroom. Uhm, basically what we want to do is we want to pair

01:08:05

are student strengths to compensate with any of their

01:08:08

weaknesses. Because what we know is that when we have processing

01:08:13

and memory issues, we're going to have trouble storing and

01:08:17

recalling information. We might be forgetful, we might be slow

01:08:21

to respond or complete assignments, and we're going to

01:08:25

have comprehension difficulties as well. So peering or

01:08:29

strengthen our weaknesses.

01:08:30

Can help. For example, if kids are having trouble recalling

01:08:34

information because of a memory deficit, we can give them a list

01:08:39

for example. So there are all kinds of accommodations that we

01:08:44

can use for our children that have processing our memory

01:08:48

issues. And just a couple of things on this next slide to

01:08:53

consider. Again, work with your students strengths. You know if

01:08:57

you really think your student is a visual learner and there's a

01:09:02

lot of lecturing going on, see if there can be a visual that

01:09:07

you can pair with that lecture. Also, make sure that when your

01:09:12

students are, you know, beginning an assignment that

01:09:15

it's clear. Make sure they understand that directions

01:09:18

before they even begin.

01:09:19

And then when they are done with an assignment, make sure that

01:09:24

they have thoroughly understood the directions and that is it's

01:09:27

truly completed. Lot of our kids with processing difficulties.

01:09:31

They might rush ahead. They might not see all the

01:09:34

directions, so it's really important to go that just take

01:09:38

that extra step to make sure we want to make sure that we are

01:09:43

avoiding all time to work or speed. Work with our kids with

01:09:48

processing issues or memory

01:09:49

concerns. Um, allow them tools to focus on concepts. We've

01:09:54

gotten some great tips from Aaron and Deb already, but kids

01:09:59

that can use, perhaps um Globes or Maps or little cubes to count

01:10:05

with. UM, they're using these tools to really focus on the

01:10:10

concept of perhaps adding or subtracting in math. Again,

01:10:15

user, multi, multi modal instruction was possible and

01:10:19

always allow for wait time for

01:10:21

response. And work completion. So those are just a couple of

01:10:26

tips. Again, work with your team. Work with your teachers

01:10:30

and um, to really try and understand what kind of learner

01:10:35

your child is and then to to help them based on their

01:10:40

strengths and their weaker areas. So I'm gonna turn on the

01:10:45

presentation over to Kathleen for a little bit. Who's going to

01:10:49

talk about the vital importance of communicate of.

01:10:53

Considering communication needs while we're in this virtual

01:10:57

learning Environment, Kathleen.



01:11:00

OK, so yeah, the final one of those six areas that we were

01:11:04

going to address today. As far as topics to consider is indeed

01:11:08

communication needs and I think you'll see two big words at the

01:11:12

top of the screen access and participation. Communication is

01:11:15

a fundamental basic human right and we need to be very clear and

01:11:19

concise in ensuring that everyone of our students has a

01:11:23

system that's a big value of a PS is to ensure that all

01:11:27

students have an effective communication system in a way to

01:11:30

communicate their wants and needs and desires.

01:11:33

Um, they need a communication supports that will help them

01:11:36

access instruction and also participate instruction.

01:11:38

Participate in an instruction so as you are supporting your child

01:11:42

at home and working with your iep team, we had a few ideas for

01:11:47

you to consider and this hopefully some of these tools

01:11:50

can be helpful not just with accessing virtual learning, but

01:11:54

just with effective communication in general. And

01:11:56

the first thing we want to do is to be sure that when kids are

01:12:01

receiving instructions that they are clear directions.

01:12:04

Um, the use of visuals can really help, and sometimes we

01:12:07

need to be mindful that we might need to simplify language. So

01:12:10

instead of perhaps giving a child two or three step

01:12:13

direction, maybe we just chunk that down, give them one at a

01:12:16

time, and really use simple language to be sure that they

01:12:19

are understanding what we're trying to communicate. And one

01:12:21

of the ways that we can do that is to use what we call

01:12:25

comprehension checks. And that's basically just checking in with

01:12:27

your child to make sure maybe having them repeat back. OK, so

01:12:30

tell me again what you're gonna get when you run upstairs and

01:12:34

I'm going to get my pencil in my

01:12:36

backpack. So we want to use those comprehension checks.

01:12:39

Kelly just talked a little bit about processing an using wait

01:12:42

time and it's important with students with communication

01:12:45

needs to give them the time and space that they need to be sure

01:12:49

that they've had a chance to process the language and

01:12:52

understand it and also giving them wait time for response.

01:12:55

Some kids are very quick to respond, other children we might

01:12:59

have to be a little more patient and give them time to help us

01:13:03

understand what they're trying to communicate. One of the most

01:13:06

wonderful assets, I think.

01:13:07

Many of our students with communication needs have are

01:13:11

their speech and language pathologist, so we have an

01:13:14

amazing team of speech and language therapist. Some many of

01:13:18

you may have a speech and language therapist on your

01:13:21

child's iep team, so we really encourage you to seek and

01:13:26

solicit their advice in their input on how in this virtual

01:13:30

learning environment the team and you at home can support

01:13:33

understanding, promote expressive communication and

01:13:35

also to promote social communication, because that's

01:13:38

going to be critical as well.

01:13:40

Some of our learners have special systems called

01:13:43

augmentative and alternative communication systems, and these

01:13:46

are often devices that children used to communicate. So it's

01:13:50

very critical for families and for students to work together

01:13:54

with the team to discuss. How can the device prepared to

01:13:58

ensure that child that child's participation. So, for example,

01:14:01

do we have a clear way for a child to answer a question using

01:14:07

their device? Uhm, making sure that you work through your uhm?

01:14:11

The technical components and elements of augmentative and

01:14:13

alternative communication systems with your team, such as

01:14:16

talking about the means of access, what kind of keyboard or

01:14:20

adapted keyboard needs to be in place? Do we need a touch screen

01:14:24

device or switch etc? So I'm sure that your child's case

01:14:27

carry will be reaching out to you to ensure that that's all in

01:14:32

place to start the school year and then finally one of the

01:14:36

things that we've learned a lot about augmentative and

01:14:39

alternative communication is the critical importance of modeling

01:14:41

use of the device.

01:14:43

And this was a great tip actually. In the next slide will

01:14:46

talk about tips from parents, but making sure that if your

01:14:48

child using a device that you are familiar with the system and

01:14:51

you can model the use of that device with your child.

01:14:55

So those are a few things to consider. An I mentioned just

01:14:59

talking with parents, some I had the very good fortune to

01:15:03

recognize very early in my career as a special education

01:15:06

teacher that I had an awful lot to learn from the parents of my

01:15:11

students. You have tremendous expertise about your child, your

01:15:14

child's first teacher, you know your child's best, and you know

01:15:18

your child best. End in this. Certainly in this virtual

01:15:21

environment you have tremendous amount of information to share

01:15:24

with the team, so.

01:15:26

As we were preparing for this presentation, I did reach out to

01:15:29

some of the parents in our community who had great ideas on

01:15:33

things that they've experienced it during this virtual learning

01:15:36

in the spring that they think might be helpful moving forward

01:15:39

in the fall, and some of those ideas, I'll let you read them on

01:15:43

the screen. But using music to teach concept, some kids respond

01:15:47

really well to that. Another mom suggested she has a child with

01:15:50

some visual issues as well as other learning issues, and she

01:15:53

was able to mirror what was on the screen until larger.

01:15:57

Screen in the home such as a television screen. We mentioned

01:16:01

that modeling communication.

01:16:03

And also focusing not so much with your child when you're

01:16:06

communicating on compliance, but focusing on helping them express

01:16:09

how they feel and your debit and Aaron. I think both touched on,

01:16:14

you know, the all of those feelings are OK. We really want

01:16:17

to value our child's communication, parents said. Ask

01:16:20

for help from your team. So if you need help with training to

01:16:24

use a device or training on a certain strategy, reach out and

01:16:28

let your team know what supports that you might need.

01:16:32

Another parent suggested you know we're going to have both

01:16:35

synchronous and asynchronous learning that Deb talked about

01:16:38

early in the presentation, but talk with your team about

01:16:41

opportunities for your child to engage with some of that

01:16:44

synchronous learning outside of the synchronous delivery

01:16:47

windows, and then finally, and I think this was great advice, was

01:16:51

collaborating with the team on different approaches and

01:16:53

suggestions acting early. If there are concerns, make sure

01:16:56

that you work them out and iron them out with the team early on

01:17:01

so that we don't wind up in a situation where a child does not

01:17:05

set up for success.

01:17:07

And finally, try not to get discouraged and disengage, so

01:17:09

thank you to the great parents who gave us that advice that I

01:17:13

know we're going to continue learning together during this

01:17:15

upcoming year. One of the other great, um, benefits. I think

01:17:20

that we have access to, um, our students. We really, oh sorry, I

01:17:24

know I was messing with my computer was not quite keeping

01:17:28

speed with the slides here, so let me just go back. We've

01:17:33

talked a lot about staff support and family engagement, but the

01:17:36

most important thing at the heart of the upcoming mission we

01:17:40

have in delivering virtual learning is indeed talking with



01:17:44

our students and supporting our students. And we're very

01:17:47

fortunate one of the.

01:17:48

Parents that I reached out to um had some suggestions from

01:17:51

her child and it was a great reminder. We have a phrase in

01:17:55

Special Education called nothing about me without me.

01:17:57

Uhm, so we're very fortunate that we have one of our young

01:18:00

students whose name is LJ, who shared some of his

01:18:03

perspectives based on the spring about what we should

01:18:06

all be mindful of as we plan for virtual learning. So I'm

01:18:09

going to help. This video works. See if we can get this

01:18:12

up here.

01:18:17

The biggest tip I have is making sure that families are

01:18:23

students. Gabby assignments and presentations in advance. Any

01:18:28

assigned reading passages, books to be downloaded, any power

01:18:33

points, videos? It is possible this way teachers don't have

01:18:38

time to take her door for student needs to follow along.

01:18:42

They can participate with their

01:18:44

parents. Very handsome motor pathways need to be taught

01:18:48

ahead of time. Sometimes friends leave different colors

01:18:52

are backgrounds to see having these materials in an editable

01:18:57

format is crucial to access.

01:19:00

A year

01:19:03

OK, so thank you so much to LJ for sharing his really wise and

01:19:07

important feedback with us and I think that's just a great

01:19:11

reminder again to talk with your child and talk with them. You

01:19:15

know, as they are able to tell you what worked well in the

01:19:19

spring. What was challenging so that you're ready then to

01:19:22

collaborate with your iep team,

01:19:24

uhm? The Parent Resource Center for many, many years has worked

01:19:28

with families and navigating the special education process. We

01:19:31

tell families all the time you know you are a critical member

01:19:34

of your child's iep team. Certainly during the school

01:19:37

closure in pandemic, you know one of the bright spots. I think

01:19:41

in Silver Linings is even even deeper. Understanding for

01:19:44

families of what school looks like for their child? What are

01:19:47

their strands? One of their success is an what are their

01:19:50

needs? So I think several of our presenters. I know Kelly

01:19:54

mentioned a little bit.

01:19:55

Earlier are going to be preparing to work with IP teams

01:19:59

to align eye peas for with this new virtual learning model and

01:20:03

to really look at, you know, is the IP. As it stands right now,

01:20:08

effective an set up to support your child, and if not what

01:20:12

needs to happen. Kelly and I. I think if we could share 1 tip,

01:20:17

the one tip we always share not just for this virtual learning

01:20:21

setting but any IP meeting is communicating with your IP team

01:20:25

in advance of meetings if

01:20:27

possible. Um, we're going to share our contact information at

01:20:30

the end of this presentation, but we actually have even a

01:20:34

little template that we designed during the virtual learning

01:20:37

pandemic closure so that families can share information

01:20:40

in advance with the iep team, because then, hopefully when you

01:20:44

do have your virtual meeting with your IP team, it'll help

01:20:48

the team. Be prepared to come to address and answer your

01:20:52

questions so we think about the IP process. I think it's really

01:20:56

well designed to ensure success.

01:20:58

So again, we start first with encouraging families to share

01:21:01

your input in your questions so that the team is prepared to

01:21:05

come an address. Those ideas and questions at the meeting be an

01:21:09

active participant. You've probably got a wealth of

01:21:11

information to share since you've been watching your child

01:21:14

be a virtual learner for several months now, so participate in

01:21:18

the development of the IP meetings as well as any

01:21:21

revisions or changes that need to happen throughout the year.

01:21:24

One of the other really important things that helps us

01:21:27

an informs our instruction.

01:21:28

Is when we take good data. So talk with your team about how

01:21:32

are you. How is the team going to collect data on your child's

01:21:37

performance? How do we know if things are going well and if

01:21:40

they are, that's great. How do we know things are not really

01:21:44

going well and maybe need to be tweaked a little bit. So talk at

01:21:49

the IP meeting about how that's going to happen and develop an

01:21:52

ongoing communication plan so that everybody can hopefully

01:21:55

have a regular method of communicating and checking in,

01:21:58

sharing feedback and information amongst all the team members.

01:22:01

I'm sharing input from your student. I'm encouraging

01:22:03

students to be part of the IP team developing effective

01:22:07

communication plan so that your team is structured for

01:22:10

success and hopefully structured to celebrate what

01:22:12

we hope will be great outcomes for your child this year.

01:22:17

OK, so we know we shared a tremendous amount of information

01:22:20

with you, um, and we also know that there's so many more topics

01:22:24

that we would look forward to addressing. But we wanted to let

01:22:28

you know where you can find these resources, so this

01:22:31

presentation will be part of the new parent Academy that's being

01:22:35

rolled out and will also, I'm sure, have links to it on the

01:22:39

parent Resource Center web page. There are a lot of resources

01:22:42

will be sure to put the handouts from this session and other

01:22:46

resources on our web page at

01:22:48

[www.apsva.us](http://www.apsva.us). Backslash PRC you can call us at

01:22:51

703-228-7239. Kelly's been checking that in our

01:22:54

assistant Emma and myself frequently so we'll get back

01:22:58

to you if you leave us a message and then finally you

01:23:02

can also reach us by email at [PRC@apsva.us](mailto:PRC@apsva.us). We do

01:23:08

look forward to continuing to develop more materials and to

01:23:12

work with you during the next few months of school.

01:23:17

So I just did just wanna close out and thank all of you for

01:23:22

being with us today. Um, keep in touch with us. Please let us

01:23:27

know how we can support you. I also want to just take a second

01:23:33

to thank Deb and air and they are such great resources to for

01:23:38

all of us and for our families and you know they have mentioned

01:23:43

that you know reach out to them if need be, but especially to

01:23:48

your. Uh, your your team. So again, thank you and um, let's

01:23:53

hope to have a really good start on September 8.