Teaching Special Education Online During COVID-19

Presented by:
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Objectives

1. **Identify** the necessary **tools** and **strategies** for online instruction;
2. **Adapt** traditional in-classroom **lessons** into meaningful online instruction;
3. **Develop a strategy** to **monitor** learning **goals**;
4. **Create processes** to effectively manage online instruction.
Part I: Get Ready

1. Setup (prepare for your first session from home);
2. Communication Planning (who, how, and frequency);
3. First Time Online (conduct your first session from home)
Setup

Prepare for your first session from home
Technology

In preparation for your first session at home, we recommend the following to ensure the greatest success.

**A working laptop and webcam**
(iPads or tablets are good backup options)

**Headset**
(Optional but recommended to have keyboard and mouse)

**High speed Internet connection**
(Wifi can work but is less dependable)
Software

K-12 School Verification Form

Zoom is temporarily lifting the 40-minute time limit on free Basic accounts for schools affected by the Coronavirus. Here's how to get access for your school.

Step 1
Sign up for a free Basic account [here](#) using your school's email address.

Step 2
Fill out the below information for your school to remove the 40-minute time limit for anyone on your school's domain after verification. Personal email addresses such as Gmail, Yahoo, or Outlook are not eligible.
Therapy Games: Bowling

The Janitor who became an overnight acting sensation was a story of from rags to riches.

- The Janitor became famous and made lots of money
- The Janitor needed a new job
- The Janitor needed more rags
- The principal was an actor

Restart
Unmute

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Live Support

@kellygrillo
SELF-CARE

Schedule

Get Up

Professional

Blanket/Socks

Patience
Communication Planning

Who, how, and frequency of communication outside of sessions
# Mr. Smith’s sample daily routine

<table>
<thead>
<tr>
<th>AM Routine</th>
<th>Lunch/Midday</th>
<th>PM Routine</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exercise + Mindfulness</td>
<td>Lunch bunch, get up and walk around</td>
<td>Parent notes in message board</td>
</tr>
<tr>
<td>Shower</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eat + Coffee</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hydrate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Real world moment - wrangle my own kids and</td>
<td>Real world moment - keep my own kiddos entertained and</td>
<td>Real world moment - snack time for my own kids (maybe even lock them in</td>
</tr>
<tr>
<td>get them going</td>
<td>focused on their own learning ;)</td>
<td>a room - j/k don’t really do that)</td>
</tr>
<tr>
<td>Review of schedule, announcements, and learning objectives</td>
<td>Check and connect</td>
<td>Homework/study skills planner checks</td>
</tr>
<tr>
<td>Message parents with session schedules,</td>
<td>Post to my classroom communication app something</td>
<td>Message colleagues, collaborate on zoom video call</td>
</tr>
<tr>
<td>zoom video office hours, and reminders</td>
<td>cool from my virtual classroom</td>
<td></td>
</tr>
<tr>
<td>Make personal connections</td>
<td>Review AM formative assessment/log-in/metrics data</td>
<td>Review PM formative assessment/log-in/metrics data</td>
</tr>
</tbody>
</table>
First Time Online

Conduct your first session from home
What you need to do to prepare for your first live, online session.

1. Create a schedule that both you and your student/families can see.

2. Send reminders.

3. Prepare your materials beforehand to avoid searching during the session.

4. Document thoroughly during or immediately after.

5. Send a follow up email to the family with next steps, assignments, and deadlines.
What student(s) need to do

To join a live, online session:

1. At the time of our scheduled session, make sure you have a quiet place with a working computer, high speed internet, webcam, and headset (optional).
2. Open Google Chrome or Mozilla Firefox Internet browser and click https://zoom.us/my/{{insert your zoom meeting id number}}.
3. You may be prompted to allow access to your microphone and camera for the Zoom virtual classroom. Please make sure to click Allow when prompted.
Part II: Get Set

8 Strategies for Online Instruction

1. **Engage** with your **students**.
2. **Set** clear **expectations**.
3. **Create** a **supportive** learning **environment**.
4. Foster **personal relationships** and have **fun**.
5. Use a **mix of existing tools** readily available.
6. **Breakout rooms** for individual and group **activities**.
7. **Smaller chunks** and pattern of activity.
8. Provide **prompt feedback**.
1. Engage with your students

- Be present
- Be authentic and personable
- Enthusiastic body language, expression, and tone of voice
- Have materials ready beforehand
- Have grace and be patient
2. Set clear expectations

WRITE THE LARGEST NUMBER YOU CAN:
3. Create a supportive learning environment and get personal

Amy Gambrel
@amy_gambrel

Just recorded a video to check in with my students. I’m hoping to hear back from them soon! Thanks @Flipgrid for making communication fun & easy!
“The absolute most precious thing happened in my session this morning. I was finally able to get two of my students lined up together in a session. I have known that they would do well together because they are equally just so kind and have incredible attitudes. Both have autism, so the conversation needed some facilitation. During our chat, it comes out that these students live in the same town- FOUR MINUTES from each other! I got to watch these two incredibly sweet teenagers exchange phone numbers and plan to meet up at the park eventually. This is so significant.”

- Lacey, Online SLP
5. Use a mix of existing tools readily available
Check-ins

Thank you for making a copy of this Forms template! Feel free to customize to make it work for you and your students. If you have questions, contact me at mari.venturino@gmail.com or @MsVenturino. I'd love to hear how it's working with your learners!

Here's my blog post on how I use this with my students:
https://mariventurino.com/2017/10/13/daily-check-in-with-google-forms/

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* Required

Good morning or good afternoon!

Name *

Your answer
6. Breakout rooms for individual and group activities
7. Smaller chunks and pattern of activity

1. Prepare
2. Teach
3. Apply
4. Reflect
8. Provide prompt feedback

Instruction

Assessment (Formal or informal)

Feedback

Adjust Instruction

Teacher Response

Adjust Learning Focus

Student Response
Part III: GO!

1. What does high-impact online instruction look like?
2. What are examples that I can use tomorrow?
3. What tools exist that model best practices of teaching online?
## High-impact instruction

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
</tr>
</thead>
</table>
| **01** | **Write the learning outcomes**  
  - students will be able to..  
  - write 2 - 4 learning outcomes. |
| **02** | **Create the assessment/s**  
  - write rubrics, quizzes and tests before activity planning  
  - use low-stakes formative, self-assessments and self-reflections of learning |
| **03** | **Create or curate learning materials and activities**  
  - using a combination of resources that you curate and resources that you create  
  - Engage students by setting the stage, providing tips/tricks and hints to learning |
| **04** | **Sequence learning materials and activities to create a learning experience**  
  - Put the learning in a predictable pattern or sequence  
  - Use examples like, “get ready, get set, go and reflect” and “watch, think, dig deeper, discuss” |
| **05** | **Write instructions for students/Provide audio as needed**  
  - Include steps, use numbering  
  - Post Due dates clearly  
  - Add a check-in to verify that students understand the learning agenda/expectation |
## Matanzas High School Learning Focused Lesson Plan

How do exemplary scholars describe in multiple formats the process in which DNA builds proteins?

<table>
<thead>
<tr>
<th>Teacher Name: Amanda Pearce / Dr. Grillo</th>
<th>Course: Biology 1 Blocks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dates: October 16 – 30, 2018</td>
<td>Topic: DNA/RNA/Protein Synthesis/Biotechnology</td>
</tr>
</tbody>
</table>

### Standards:

**SC.912.L.16.9:** Explain how and why the genetic code is universal and is common to almost all organisms.

**SC.912.L.16.3:** Describe the basic process of DNA replication and how it relates to the transmission and conservation of the genetic information.

**SC.912.L.16.4:** Explain how mutations in the DNA sequence may or may not result in phenotypic change. Explain how mutations in gametes may result in phenotypic changes in offspring.

**SC.912.L.15.5:** Explain the basic process of transcription and translation, and how they result in the expression of genes.

### Spiraled Standards:

**SC.912.N.1.1-Science Process/Tools**

**SC.912.N.3.4-Cell Theory/Microscopes**

**SC.912.L.14.3-Types of Cells/Structures/Nucleus/Pro/Eukaryotes**

### Success for students after the lesson looks like...

- Students will have scholarly vocabulary such as translation, transcription, messenger DNA and protein synthesis being spoken with peers.

### Lesson Essential Question

- Explain how DNA is used to make proteins.
- Describe the basic process of DNA replication.
- Explain why DNA replication has a role in the transmission and conservation of genetic material.
- Demonstrate the process of DNA replication given a DNA strand.
- Explain how and why the genetic code is common to almost all organisms.
Let's Begin...
Describe what you know about a cell, where does the word come from, what is the function of a cell and where can I go to learn more about cells?

Introduction to Cells: The Grand Cell Tour

Watch
Think
Dig Deeper
Discuss
NO INTERNET
Dear Team,

As we all know, time spent reading increases all areas of literacy and students’ ability to problem solve, work together and think critically about the world!

Sharing a story that is meaningful to you, for families to consider reading together, is a great strategy to reduce stress and to take a break from TV/social media coverage of Coronavirus.

Here is a wonderful site that's compiled read alouds: https://www.indypl.org/blog/for-parents/free-video-read-alouds

One of my favorites is “As fast as words could fly” (see https://www.storylineonline.net/books/fast-words-fly/ ) you all know I believe technology can set anyone free, this young man becomes an excellent typist despite his station in life. A wonderful book with so many positive messages all of us can have a takeaway!

Thank you for your dedication to our students and their families, and for finding ways to share literacy to alleviate stress and connect to them in a personal way!

Let me know if you need anything during this time!

In Advocacy,
Dr. Grillo
Flexible Teaching

No two students are alike

Low and no tech options exist

Offer choices on how students demonstrate knowledge

Share content in multiple formats

Allow students to curate and share
character theme song

**my**
character's name is...

**traits**
my character has...

**my**
character looks like...

if my character were a song
it would sound like...
Student Journal Assignment
During Covid19 Pandemic

Context for a History Classroom: Your unique daily observations will serve as primary sources to the people in the future. Be authentic. Be honest. Be reflective. Pay attention to the details.

Note: This assignment was created for a high school history class, but it could be used across content areas and adapted across grade levels. We hope you are inspired to make a copy and revise it for your context.

Student Directions: Your job is to chronicle the changes you observe as your community, the country, and the world respond to Covid19. Each day, take note of what you are seeing and hearing on the news, among your friends, within your family, and in your community. Feel free to use video, written language, poetry, sketches, or other means of expression as you document your experience during this global pandemic. The questions below are to guide your thinking. You do not need to respond to all of them. In fact, you are encouraged to ask your own. When we return to school, you will be asked to turn in your journal of daily observations.

Guiding Questions:

1. What did the government announce/declare/implement today?
   ○ Does it make sense?
   ○ Does it impact your life? Why or why not?
   ○ How did your family respond?
Use of Choice Boards

1. Choice boards are a nice way to address learner variability and technology concerns.
2. These tools can be posted to ANY learning management system.
3. You can send home version for all student populations, especially if you include both low and high-tech “options” for students who might not have access to high-speed internet.
WYLIE'S CHOICE & Reflection BOARD

FREE TIME
45 Minutes

Letters of Love
45 Minutes
Productive Outside Play

Game On

Number Fun
Emotion Collage

Read On!

Candy Land

How To Video...

Winston's CHOICE & Reflection BOARD

FREE TIME
45 Minutes

Fraction Fun

Game On!

- Choose from games list
- Make up your own game!

Emotion Collage
- How do you feel now?
- How did you feel then?
- Why?

FREE TIME

- Discovery Ed (Science/Video)
- Discovery Ed (Social Studies)
- Google Slides: Transform writing or how to video into slides

Game On!

- Pick up sticks
- Clean narrow car
- Take racket for walk
- Trampoline
### Activity 1: Try our first choice board.... Twitter & UDL

<table>
<thead>
<tr>
<th>Traditional Low-Tech</th>
<th>Progressive Mid-Tech</th>
<th>Modern High-Tech</th>
<th>Student Proposal</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Read Chapter 2 and Educators Guide to Twitter</strong></td>
<td><strong>Attend a #UDLchat on Twitter Wed 1st / 3rd of month @ 9:00 PM Eastern AND attend the Webinar on UDL OR complete the MAST module on the UDL Lesson Plan</strong></td>
<td><strong>Find a selection of Twitter Chats that address UDL and increased/flexible learning environments</strong></td>
<td><strong>Self-Study on the use of Twitter and UDL</strong></td>
</tr>
<tr>
<td><strong>Take notes on your readings and post a summary to the course Chapter 2, UDL and Twitter Class Discussion.</strong></td>
<td><strong>Have evidence of participation by posting some key ideas to the Twitter Chat tagging @kellygrillo &amp; #access4all</strong></td>
<td><strong>Create an infographic that identifies the Twitter Chats Date &amp; Times and who would benefit from attending</strong></td>
<td><strong>Tell me what you have learned by synthesizing and developing a product for other educators.</strong></td>
</tr>
<tr>
<td><strong>Self-Check</strong></td>
<td><strong>Post to the Chapter 2, UDL and Twitter Class Discussion share ways that Twitter can support educators that want to develop themselves</strong></td>
<td><strong>Distribute the infographic on Twitter tagging @kellygrillo &amp; #access4all</strong></td>
<td><strong>Publish this educational tool for the world to use via a web tool of your choice. ALSO tweet this URL out tagging @kellygrillo &amp; #access4all</strong></td>
</tr>
</tbody>
</table>
Students use Seesaw's creative tools to capture learning. Start by browsing ideas ready to use in your classroom!

- Summarize Today's Lesson
- Draw and Diagram
- Capture and Reflect

Accurate depiction of the author's life and times. It takes place during the 1860s and 1870s, one of the novel's major themes is the American Resolve, which are also discussed in the book. I've noticed to start reading the book and how interesting to learn more about how people lived during the 1860s. I also hope we can read one of the scenes in the movie version of the novel because I know it's been made into a movie at least twice.

Activity Library

Community

- Connie Blanda: Properties of Rocks (152 likes)
- Dana England: Number Sentences (460 likes)
- Amy Koo: Make these Towers the Same Height (280 likes)
- Leah Mather: Frog Life Cycle Labelling (351 likes)
- Michelle Schwinger: Singing Activity: Doggie, Doggie (32 likes)
Daily Reading Routine

1. 🌌 Talk as a family about the reading routine you want to follow every day. Discuss these questions:
   - When is the best time for you to read?
   - What are some of the books you would like to read at home?
   - What ideas do you have for making reading really at home?
2. 📚 Tap the add button.
3. 🖋 Write your name by the stars.
4. 🎨 Draw a picture of when you plan to read everyday.
5. 🔊 Tap the mic and share your reading routine.
6. ✅ Tap the check to add to your journal.

💡 Family Why:
Research shows the importance of reading every day. Have a reading routine and look for lots of other daily reading moments. Car/bus/train trips, errands, stores, doctor/dentist offices, recipes, text and emails are all opportunities for reading. Make reading a priority and you will find it is easy to build your child's reading skills and stamina this summer.

Teacher Notes (not visible to students)
Help students and families create strong reading routines at home. Encourage students to build an independent reading practice and
MAKE A CHOCOLATE PAINTING

Create some yummy art which you can eat with your friends!

HINTS AND TIPS

- You don’t need to plan your design. Just make it up as you go along.
- Make your pattern as wiggly as possible. The messier the better!
- Leave it in the fridge for at least an hour. It’s worth the wait.
- Next time, why not try using milk chocolate for the background?

WHO IS JACKSON POLLOCK?
Part IV: Reflect

1. How do we know when we are doing well as teachers?
2. How do we know when to adjust our processes?
3. What if I am not feeling connected with my students/families in this transition?
4. How do we seek support or help?
Time for an adjustment?
Getting Support

1. Stay Connected
   - Follow us on Twitter
     - @kellygrillo
     - @eLumaTherapy
     - @cecmembership

2. Involve others
   - Co-plan with other teachers and share ideas/materials.
   - Assign students to create content and learning activities.
   - Use existing tools.

3. Consult districts leaders
   - Districts are gathering tool and setting up action plans.
   - Be on the lookout for supports that are offered to you for free.
   - If you hit a snag, stay calm and ask a district leader or technology coach.
Free Resources

CEC + eLuma Webinar: Teaching Special Education Online During COVID-19 Slide Deck

CEC + eLuma Webinar: Teaching Special Education Online During COVID-19 Resources

Best Practices for Educating Online

CASE Considerations for Special Education Administrators