

e-learning in challenging times

5 Ways to Support Students with Complex Support Needs



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Dreams Form Goals @DreamsFormGoals · Apr 6
6thGrade #GenEd mass media assignment #adapted for my son who can't read or write. #Teacher used video msgs; son typed dictation and used #BoardMaker, cut items, and placed in correct order. He learned with his peers while still working on personal goals. #Inclusion #UDL



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focus on families

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What do you need from teachers right now?

"Communication. Just a check-in and a small update would be helpful."

"Communication! I'd love to better understand what is actually expected from my child right now."

"Communication - it has been lacking from my school. The teachers are posting in different platforms and leaving me out of emails to my kids so I have trouble keeping track of everything. It is very overwhelming for me when there are so many teachers at the high school level."

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create a communication schedule

STUDENT: _____

E-LEARNING COMMUNICATION PREFERENCES

MY CONCERNS RELATED TO E-LEARNING:

<input type="checkbox"/> BEHAVIOR	<input type="checkbox"/> LEARNING
<input type="checkbox"/> ANXIETY	<input type="checkbox"/> HEALTH
<input type="checkbox"/> COMMUNICATION	<input type="checkbox"/> OTHER:

IDEALLY, I WOULD LIKE TO COMMUNICATE WITH MY CHILD'S EDUCATOR/S:

<input type="checkbox"/> DAILY	<input type="checkbox"/> AS NEEDED
<input type="checkbox"/> 1-2 X EACH WEEK	

I PREFER TO COMMUNICATE VIA:

<input type="checkbox"/> PHONE:	<input type="checkbox"/> OTHER:
<input type="checkbox"/> E-MAIL:	

I WANT MY CHILD'S TEACHING TEAM TO PHONE OR COMMUNICATE DIRECTLY WITH MY CHILD ON A REGULAR BASIS:

<input type="checkbox"/> YES	<input type="checkbox"/> NO
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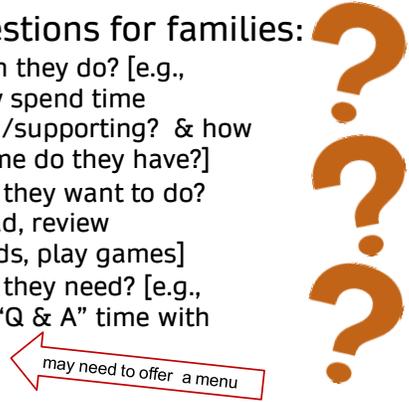
I PREFER MY CHILD TO COMMUNICATE VIA:

<input type="checkbox"/> PHONE:	<input type="checkbox"/> SKYPE/FACETIME
<input type="checkbox"/> E-MAIL:	<input type="checkbox"/> OTHER:

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Key questions for families:

- What can they do? [e.g., Can they spend time teaching/supporting? & how much time do they have?]
- What do they want to do? [e.g., read, review flashcards, play games]
- What do they need? [e.g., visuals, "Q & A" time with teacher]



may need to offer a menu

6

think "Frozen"



- Be very clear with families about:
- what is being sent home & why
 - how they can adapt/support work that is being sent home [be specific]
 - exactly what they can LET GO [Note: For some families, this will be EVERYTHING related to school]

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plan an ideal day with the family
[create schedule for student, if needed]

e-learning daily schedule: Deon

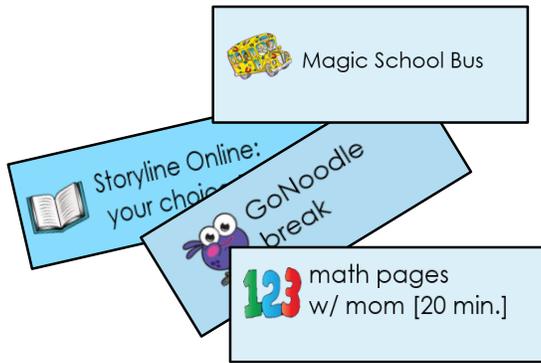
8:30-9:30		get up & eat breakfast
9:30-10:00		school starts: teacher check in
10:00-10:30		Storyline Online: your choice
10:30-11:00		GoNoodle break
11:00-11:30		math pages w/ mom

Encourage families to choose times that work for their child.

Review regularly: What's working? What isn't? What can be revised?

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or provide materials/choice boards so students can arrange their own schedules:



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phone home

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What do you need from teachers right now?

“It’s not so much what I need, but what my kids need: face to face time with their beloved and missed teachers--normalcy in the form of even a few minutes of virtual chatting with their teachers. Reassurances and cheering on from their teachers.”

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For students with complex support needs, regular direct contact (maybe daily) may be necessary:

- to provide continuity for students
- to give parents a break from direct support
- to teach directly/gather data
- to provide novelty/joy in student’s day



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Create a ritual in your call. For example:

- check in (e.g., How are you?; What's new)
- brain break/movement
- read aloud/mini-lesson (e.g, show & tell)
- student led share (if possible)
- good news/gratitude/meditation

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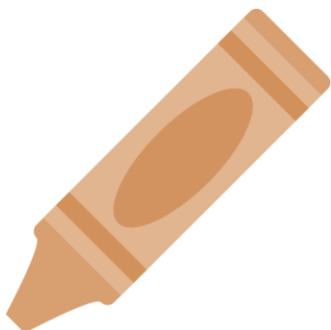
If regular calls will work for your student, get the whole team involved:

- co-teachers
- paraprofessionals
- therapists
- social workers
- counselors
- special area teachers, if appropriate



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make something



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Provide materials to:

- teach new schedule/routine
- help families support goals/learning
- support & translate general education/inclusive work
- create new activities & possibilities for students and their families



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literacy supports



all photos from:
 Kluth & Danaher (2013) From Text Maps to Memory Caps.
 Kluth & Danaher (2017) From Tutor Scripts to Talking Sticks.

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checklists



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Humphrey's Helper



fill his  with food 1 tbsp. of pellets	<input type="checkbox"/>
put 1 small slice of  in the cage	<input type="checkbox"/>
change the water 	<input type="checkbox"/>

breakfast 	<input checked="" type="checkbox"/>
brush teeth & make bed	<input type="checkbox"/>
get dressed 	<input type="checkbox"/>
brush hair 	<input type="checkbox"/>



How to solve a problem:

- Define the problem (in writing or by talking to a parent/teacher or friend). Be as specific as you can.
- Brainstorm a few (2-5) possible solutions (by writing them down, drawing them out, or discussing them).
- Evaluate these options.
- Consider the possible outcomes, challenges, benefits or consequences of each identified option.
- Cross off any solutions that can be easily eliminated after you consider all options.
- Select one option from your remaining list of solutions. (Keep in mind that you don't need a perfect solution, just a solution that will work.)
- Create a plan to solve your problem.
- Evaluate the outcome (e.g., Did you solve the problem successfully? Would you do anything different next time?).

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choice boards



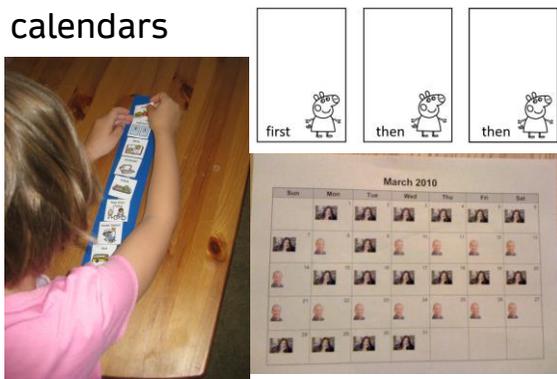
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games



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schedules/
calendars



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communication tools



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social supports



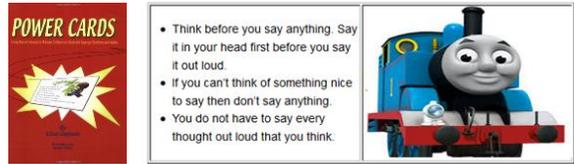
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Thomas the Tank Engine

Thomas the Tank Engine loves being a helpful and nice engine but sometimes it is difficult for him to be nice to everyone. At the end of a long day of running the tracks, he is often tired and it is difficult for him to be nice to his friends. But Thomas has learned it is important to smile at his friends and say nice things to everyone even when he is tired. He has learned that if he can't say something nice, it is better to smile and say nothing at all. Thomas stops and thinks before he says anything.

Just like Thomas, it is important for kindergartners to think before they talk.

Reference: Gagnon, E. (2001). Power cards: Using special interests to motivate children and youth with Asperger Syndrome and autism. Autism Asperger Publishing Co: Shawnee Mission, Kansas.



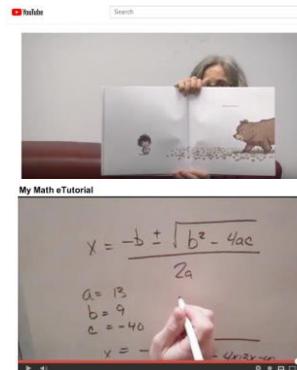
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partner with paras



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direct services



- read alouds
- daily rituals [e.g., calendar, songs]
- mini lessons [designed by teachers]

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cut, paste & print

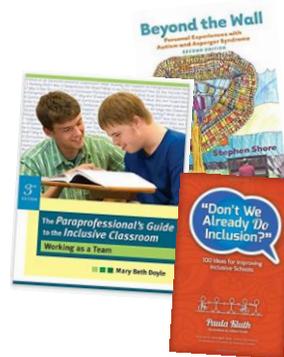


- create adaptations for general education [designed by teachers]
- create adaptations for e-learning/home

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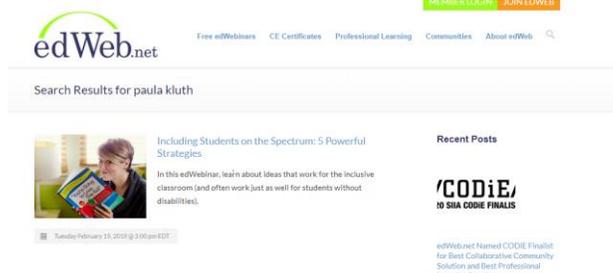
professional development

- videos
- webinars [e.g., EdWeb]
- websites
- online book club [create on Facebook or Instagram]



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<https://home.edweb.net/>



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www.broadreachtraining.com/index-videos

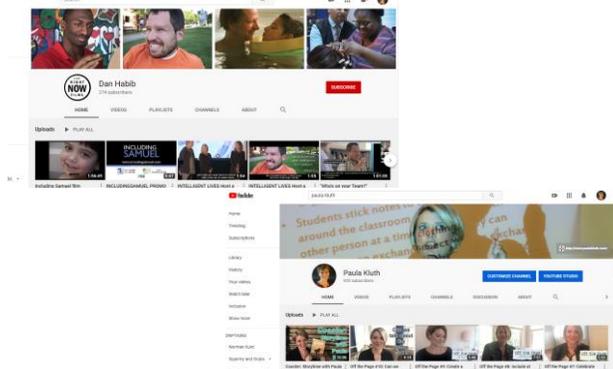


<http://amy-laurent.com/>



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YouTube channels: Inclusive Education



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bring the IEP home*



*and standards-based instruction

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create connections

- Help families connect goals to daily life at home.
- Start with their current routines and experiences.
Add new ideas/suggestions for routines and experiences if they are interested.

count with 1:1 correspondence

Count out the correct number of spaces after every roll. 	Give everyone two scoops of fruit at breakfast. 	Get 5 pairs of socks out of the basket and put them away. 
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focus on experiences

- In addition to/instead of focusing on student performance, give parents ideas for providing experiences or opportunities for learning.
- Teachers can focus on goals such as: "After hearing a passage, Tim will demonstrate comprehension by ___", families can focus on daily activities that support that goal such as reading 2 chapter books as a family during this period of time.



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Women's Studies Unit:
Assess the response of individuals, groups, and the government to societal challenges to understand how systems change and evolve over time.

What families can do

What teachers do



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go big: try weekly vs. daily work

tic-tac-toe boards

- Provide choices.
- Connect students to standards.
- Boards can serve as a substitute for adapting daily work.

Go online or use any books you have at home- find a poem you like and write it on the sidewalk in chalk. 	Print out lyrics to a song you like. Highlight important words. Draw some pictures about the song on the lyrics sheet. 	Read a poem aloud and record it on our Flipgrid poetry slam. 
Watch this video about poetry: https://www.brainpop.com/english/writing/poetry/ 	Write your own "I am" poem using this tool: https://oakdome.com/K5/lesson-plans/word/i-am-poem.php 	Find a poem on www.poetryfoundation.org Create a different title for the poem & add another line. 
Use e-mail or Google Docs and send your favorite poem to a friend in your class. 	Go on a poetry walk & write a short poem with someone in your family. 	Create a poem using virtual magnetic poetry: http://play.magneticpoetry.com/poem/Kids/kit/ 

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innovation day

- It's a perfect time to dive deep with students.
- Projects are the ultimate in UDL.
- Many goals can be integrated into projects.



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Stump The Teacher

Home Video Tutorials Who Am I? Presentations/Resources

Friday, March 4, 2016

Innovation Day 2011

As a teacher you have good days and you have bad days and if you are lucky you have a great today was one of those great days. We held our inaugural Innovation Day for the 4th grade in building. Throughout the day we had over 100 4th grade students working on self chosen and area based learning projects. One of the hallmarks of the school's work is and the principle that has motivated us has been we are encouraged to be innovative in every aspect of our work. Teachers spent over 100 our work with students. Last January, which is a 7th grade teacher and team had entered the innovation day idea with the theme of "go big". The projects with a great sense of fun, about a month ago.

The 4th grade teams began talking about doing a better day but decided to do it with the entire school instead of just one team. To get things rolling we had to introduce the entire school to the idea. Our students have been inspired. To avoid being bored about their school day projects or being a they would have an entire day to use their learning area a big day. We had them that they need an entire school day to work around and they wanted to do their own version of their learning a big day vision. An entire day talking about the day, the students started getting excited.

We had a student:

- Writing and performing his own guitar solo
- Creating a model out of eraser of the Statue Tower
- Writing the new Hobbitus before short story
- Creating a Rube Goldberg machine
- Designing and creating a replica ball of Herman Arthur (out of fabric and cardboard)
- Creating a kite to balance on being a cable
- Painting a still life on canvas of a nature scene
- Writing and performing a one-man comedy act
- Researching and presenting on the concentration camps of the Holocaust
- Creating a wood highlight tree of basketball movies and plays
- Building a model of the Leaning Tower of Pisa
- Writing a biography of his favorite teacher Mr. Stappertford (---ok, I made this one up!)
- Creating a video documentary of Innovation Day
- Building a model of big ben
- Choreographing and performing a dance
- Researching Walt Disney and creating a model of the Epcot Center
- Creating a model of numerous World War II battles
- Building a model of the Epic Tower
- Researching and creating countless Power Points, posters, and Photo Stories

examples:

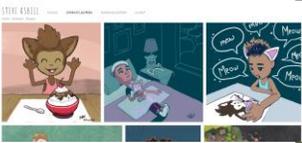
- massive mural
- make a huge Rube Goldberg machine
- big photo essay of "shelter in place"
- LEGO sculpture using all blocks
- making a series of videos (e.g., dances)
- write a review of every episode of a favorite cartoon
- learn to draw a bird

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focus on fascinations



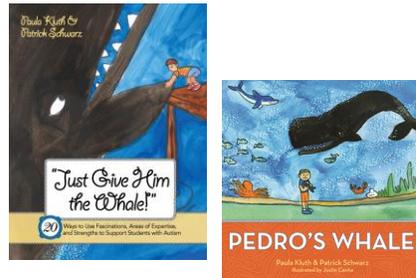
<https://www.steveasbell.com/>



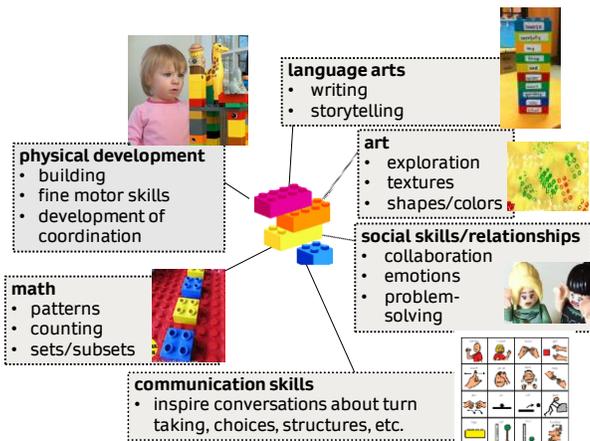
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“Just Give Him the Whale”

What does Pedro's story mean for our work?



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YouTube: Using Fascinations [Off the Page]



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encourage play

- Help families connect learning goals to games they may have (or provide some, if possible).
- Find out what your families are already doing in play/family time & connect goals to those activities.

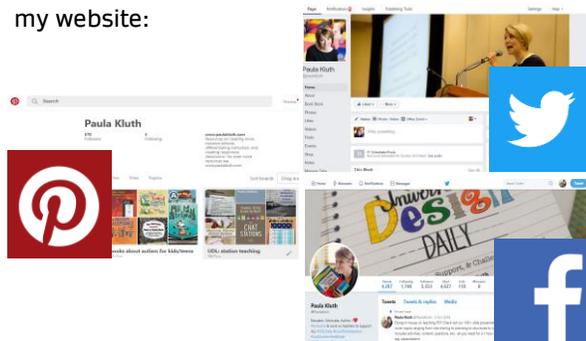


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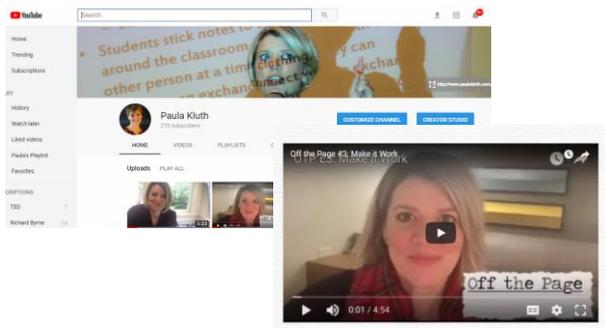
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Want to learn more about inclusion, collaboration & UDL? Visit me on social media or on my website:



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YouTube: Off the Page tips you can view, post & share



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