

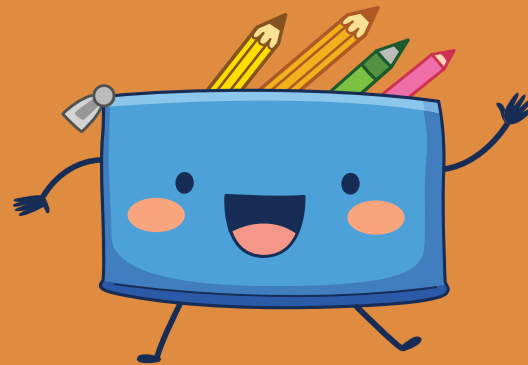
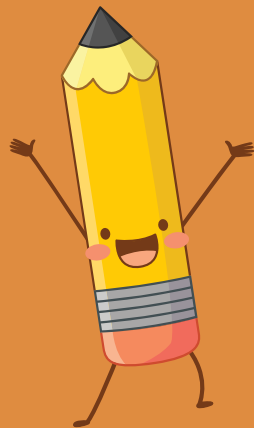
Half-way Hacks: Tools for Virtual Learning at Home

February 11, 2021

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Formed Families Forward



Who we are

Formed Families Forward is a family-led resource center in Northern Virginia. We focus on training and direct support to foster, adoptive and kinship families who are raising children and youth with special needs, and the professionals who support them.



What we do

- Trainings and Webinars
- Classes
- Consultations
- Events
- Resources
- Systems navigation
- Peer support groups
- Childcare/ COVID
- Videos on trauma and family engagement and accompanying fact sheets

All free of charge to the families that we serve.

Community Engagement

Participant in four NoVa Trauma Informed Community Networks (TICNs)

Family partner to Virginia Tiered System of Supports (VTSS), a VDOE project

Contact Us

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Half-Way Virtual Learning

Realities:

- Loss of academic learning gains in reading and especially in math
- Schools struggling with absenteeism, impacts ability to deliver cohesive content instruction
- Huge Demands on students including:
 - Paying attention in class to the right things, finding, completing, and turning in assignments, technology skills, managing time, sharing resources with others in home
- Social-emotional impacts including:
 - Lack of direct in-person interactions
 - Impacts relationships and social-emotional development





Topics/Areas

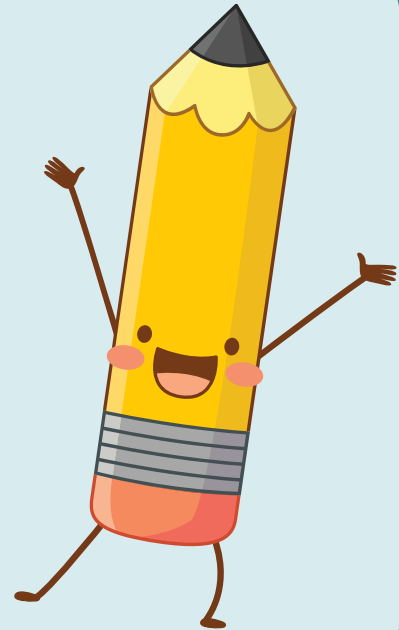
- Time management
- Materials management
- Social emotional and behavior supports for young children
- Social emotional and behavior supports for older children
- Academic progress monitoring
- Creating your own tools using Word/Excel
- Online accessibility programs



Time Management

- Create master class schedule for 2nd semester with breaks and downtime clearly marked. Laminate or use sheet protectors.
- For younger or children and youth with reading challenges, use picture symbols.
- In addition to master schedule, review DAILY schedule night prior or morning of to prepare for any unusual or unique schedule changes as well as any special activities, tests, or conferencing with teachers.
- Track assignments noting the class, when and how work was assigned, due date, when and how submitted. A basic table can be used.

Tools for Time Management



FRIDAY / February 12th

TODAY'S SCHEDULE

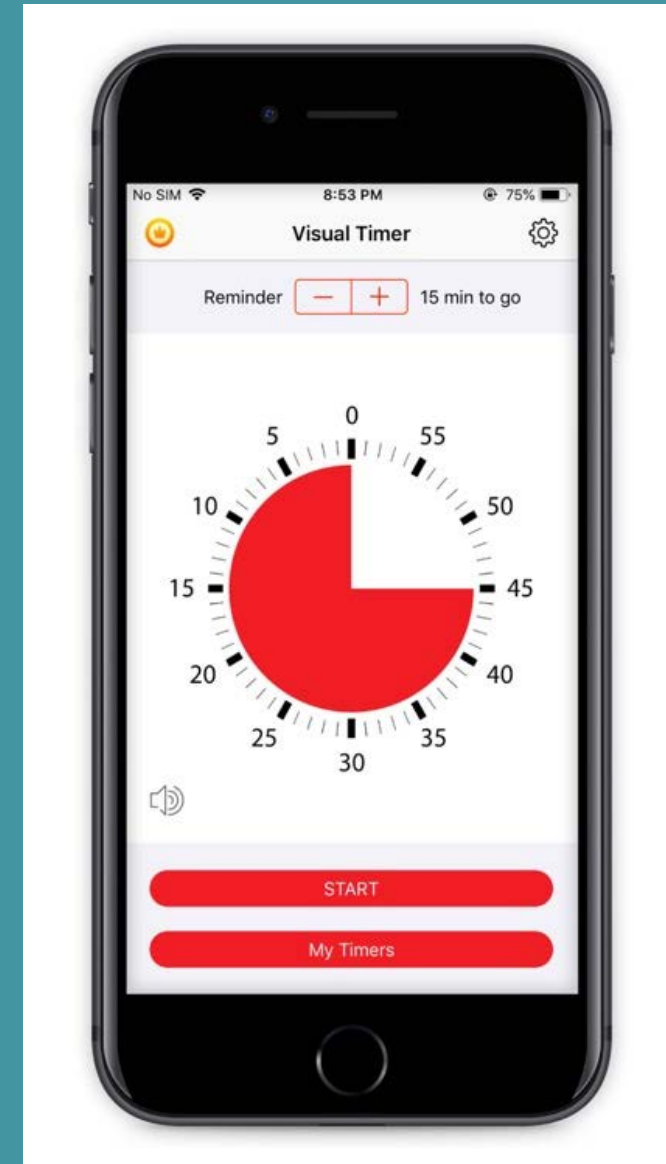
| | | | |
|------|-------|-----|-------|
| 6AM | _____ | 1PM | _____ |
| 7AM | _____ | 2PM | _____ |
| 8AM | _____ | 3PM | _____ |
| 9AM | _____ | 4PM | _____ |
| 10AM | _____ | 5PM | _____ |
| 11AM | _____ | 6PM | _____ |
| 12AM | _____ | 7PM | _____ |

TO-DO

-
-
-
-
-

NOTES

Planner Template © calendarlabs.com



Timers

- Apps on phone, device, or desktop.
- Many have sound that can be volume-adjusted or muted.
- Change colors to accommodate visual needs & preferences.
- Physical Timers have sand, colored oil, gel, lava-lamp-type material and other features to meet other sensory needs.
- Sand timers- small and can be transported anywhere, require no electricity.
- Some are strictly visual or auditory. Many are both.

Materials management

- Dedicate/Rededicate workspace for each child
- Color code materials needed for each subject, period/block
- Rolling carts, especially if no 24/7 dedicated surface area
- Desk shields/carrels
- Sticky/Post-It reminders on or near monitor, or on/in books and workbooks

Tools for Managing Materials





Social emotional and behavior supports for young children

- Cue Cards
- Social stories
- Regulation visuals, ex. Feelings thermometers, emotion cards, *First...then...* visuals
- Sensory supports



Tools for Social Emotional Learning with Younger Children

I can use words to tell people how I feel.

I say, "I am mad."

I'm mad!



or

"I don't like that."

I don't like that!



FEELINGS THERMOMETER

How do you feel?

What can you do about it?



ANGRY, FURIOUS, EXPLOSIVE

▶ Yelling, Stomping, Meltdown

- Vigorous physical exercise
- Breathe deep breaths
- Take a warm shower or bath



FRUSTRATED, ANNOYED, IRRITABLE

▶ Arguing, Refusing, Shutting down

- Meditate/pray
- Listen to favorite music
- Take a fast-paced walk



ANXIOUS, WORRIED, UNSETTLED

▶ Pacing, Avoiding, Clingy

- Talk to a family member/friend
- Pay attention to each of your 5 senses
- Focus on what you *can* control



SAD, NEGATIVE, LONELY

▶ Crying, Withdrawn, Slowed/Disengaged

- Set a positive goal for the day
- Call a friend or relative
- Journal about your feelings



HAPPY, CALM, CONTENT

▶ Smiling, Laughing, Engaged

- Help someone else
- Notice and enjoy your positive mood
- Engage in an enjoyable activity



Wisconsin Office of **Children's Mental Health**

children.wi.gov



happy



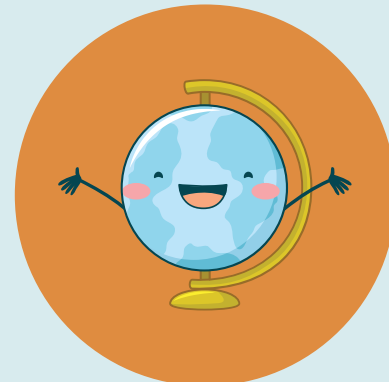
shy



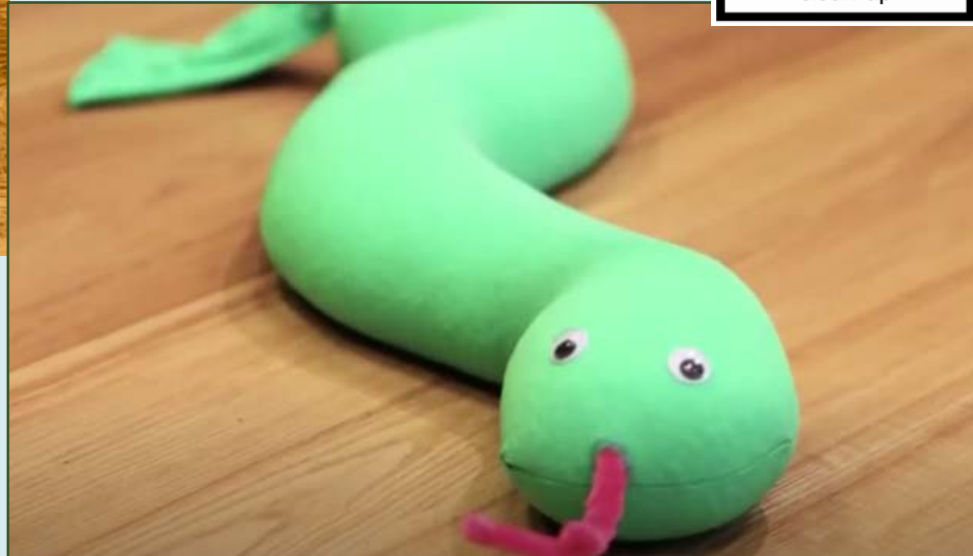
sad



angry



Tools for Social Emotional Learning with Younger Children

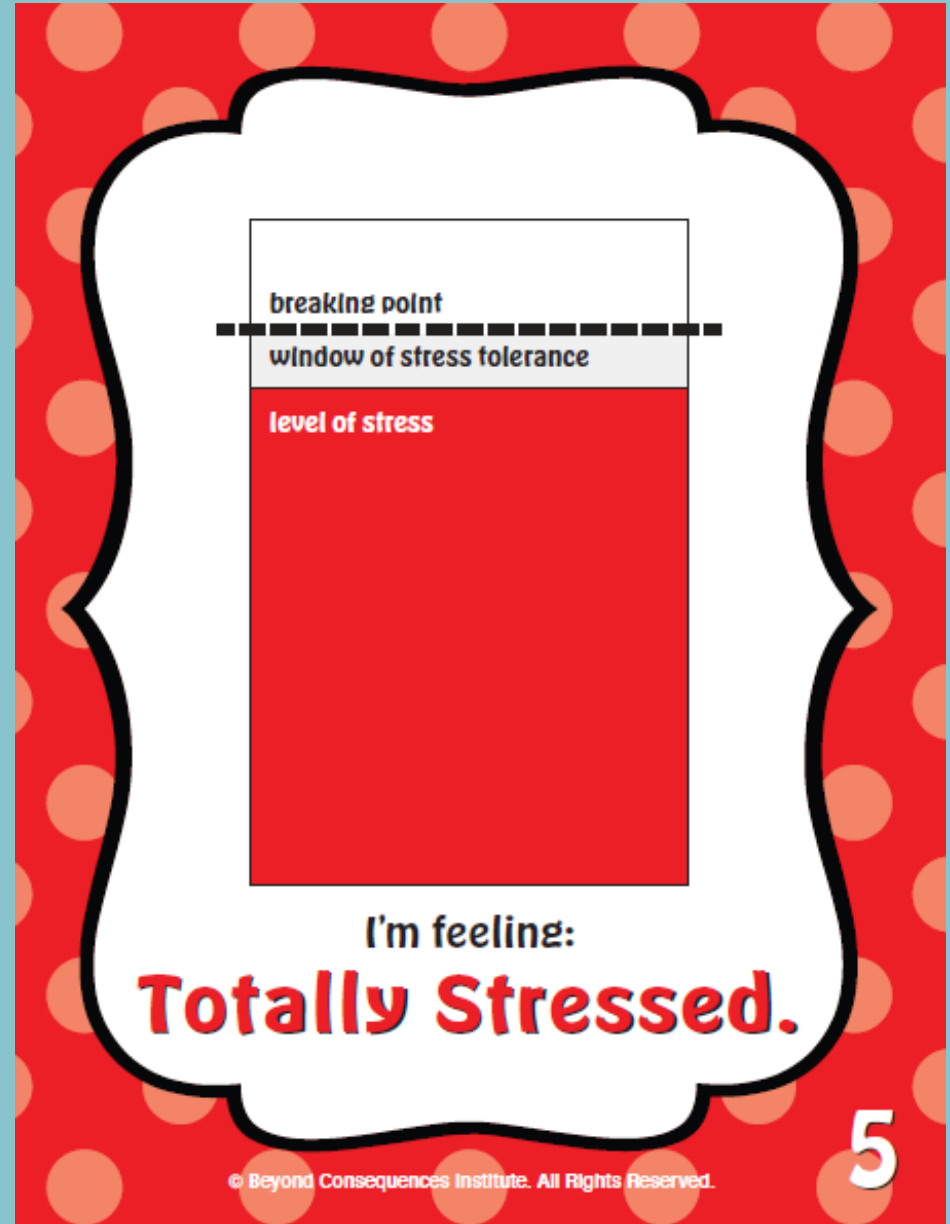


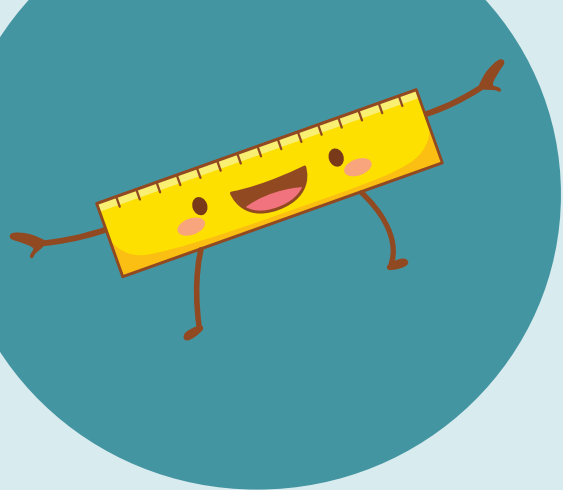
| | | | |
|--|---|---------------|------------|
| <p>First</p> <p>loop velcro dot</p> | <p>Then</p> <p>loop velcro dot</p> | | |
| <p>clean up</p> | <p>bath</p> | <p>shower</p> | <p>eat</p> |



Social emotional and behavior supports for older children

- Regulation Tools
- Token/*Working For* Boards
- Recognition/ incentive visuals
- Where possible, educators and families mirror and reinforce each other (ex., school/home contracts)





Social Emotional and Behavioral Support for Older Children

| | | | | |
|--|---|---|---|----|
| 1 | 2 | 3 | 4 | 5 |
| <p>I am working for</p> <div style="border: 1px solid black; width: 100px; height: 100px; margin: 0 auto;"></div> | | | | |
| 6 | 7 | 8 | 9 | 10 |

Template for Home/School Agreement

Purpose:

Dates of Agreement:

| Area: | Student Actions: | Parent/Caregiver Actions: | School Actions: |
|--|------------------|---------------------------|-----------------|
| Attendance | | | |
| Participation | | | |
| Readings and independent work in class | | | |
| Homework between sessions | | | |
| Group work | | | |
| Course Help | | | |

Recognition/Rewards: Student will receive _____, when _____, and by whom _____.

Behavior Contract Siblings

We, _____, agree to make an effort to get along with each other by:

- Showing each other respect in words and body by refraining from name calling, blaming, and physical fights
- Trying to first solve our problems ourselves by calmly talking it out
- Asking for assistance from an adult if we cannot work out a problem ourselves
- Respecting each other's space and privacy
- Taking turns nicely

If we successfully stick to the expectations of this contract, we will be rewarded by:

|

If we don't make the appropriate changes, we will have this consequence:



Academic progress monitoring

Contact with the school

- Who, when, and how often were you contacted? (Dates, times, frequency)
- Was the information timely? Useful? Overwhelming?
- How were your concerns addressed?
- What special education services were provided (how often and how much)?

What your child is working on

- Academic activities (online work, paper packets)
- IEP goals
- Life skills
- Social skills, behavior, self-regulation
- Physical activity
- Reading

Source: adapted from Michigan Alliance for Families

More Academic progress monitoring

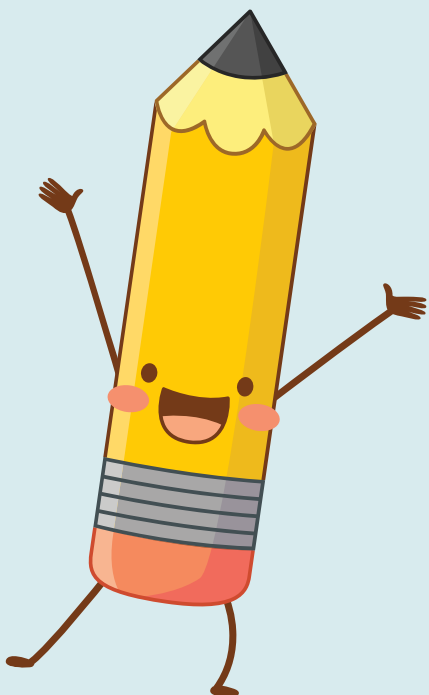
Possible obstacles or barriers

- Parent/caregiver work schedule
- Siblings, family obstacles
- Lack of internet access, technology issues
- Emotional well-being
- Behaviors that affect your child's ability to engage in learning
- English Language Learners

What worked or didn't work with learning

- What helped your child to be engaged and able to focus?
- Does your child need teaching separate from the online course?
- Issues that prevented your child from completing their work?
- Are assignments/materials engaging?
- Is the class moving too fast or too slow? Is class too frequent or too long?
- Motivators while learning at home?

Tools for Monitoring Progress



Multiple IEP Goal Tracking Sheet (download this and adjust as needed)

Directions:

- Enter the student's name
- Write out the goal or objective for the student. Shorthand is OK!
- Enter the date.
- To the right of the date are 8 boxes for 8 instructional trials. You could enter a symbol to indicate student response. Some possible symbols:
 - + : Independent Correct
 - : Incorrect
 - P : Prompted Correct
 - NR : No Response

| | | | | | | | | |
|-------------------|------|--|--|--|--|--|--|--|
| + Student's Name: | | | | | | | | |
| Goal / Objective: | Date | | | | | | | |
| | Date | | | | | | | |
| | Date | | | | | | | |
| | Date | | | | | | | |
| | Date | | | | | | | |
| | Date | | | | | | | |
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| | Date | | | | | | | |
| Goal / Objective: | | | | | | | | |
| Goal / Objective: | Date | | | | | | | |
| | Date | | | | | | | |
| | Date | | | | | | | |
| | Date | | | | | | | |

Family Check-In

Student:

Family members assisting with distance learning:

Teacher(s):

Date:

1. Revisit Family Support Plan

- Successes?
- Challenges?

2. Discuss goals from previous week

- Successes?
- Challenges?

3. Identify student goals for upcoming week:

| | Activity 1 | Activity 2 |
|---------|------------|------------|
| Goal 1: | | |
| Goal 2: | | |

(adjust # of goals and activities as needed)

4. Family support for upcoming week:

| Area of need | Resources, strategies, or actions |
|--------------|-----------------------------------|
| | |

| Graph # | Last Name | First Name | Grade | Tested Measure | Tested Grade | Tested Benchmark | Tested ROI | Start Date | Weeks Left | Week 1 | Week 2 | Week 3 | Week 4 |
|---------|-----------|------------|-------|----------------|--------------|------------------|------------|------------|------------|--------|--------|--------|--------|
| 1 | Ramirez | Marcus | 2 | Computation | 2 | 19 | 0.7 | 9/10/15 | 30 | 8 | 4 | 5 | |
| | | | | Maze | 2 | 25 | 0.8 | 2/19/16 | 15 | 7 | 9 | 6 | |
| | | | | WIF | 2 | 32 | 1.4 | 3/2/16 | 12 | 15 | 17 | 16 | |

• **Creating your own tools**

- Using Microsoft Word and Excel, families can create many customized tools for behavior, time management, reinforcement and rewards, and progress monitoring
- MANY templates available in Word that can be customized.
- Or created from scratch using adding text, Insert Table, Insert Smart Art, Shapes or Text Boxes. Also customize Excel Worksheets from scratch.

Other Accessibility Resources

Accessible Instructional Materials including Hardware, Software and Apps,

- AIM-VA- most school divisions have AIM-VA representatives or contact AIM-VA at GMU directly

Audiobooks-

- Learning Ally through AIM-VA
- Bookshare

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Please complete the evaluation!!!

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