Managing School at Home

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Improving lives through learning

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First…

- Thank you for all you are doing…
  - Parents
  - Teachers
  - Supporters
- Self-care is important right now – see the link below for tips!
- And, a reminder that there are many community members with less resources (not on a webinar) who need our help.
  - I encourage all of us to do as much as we can for these families.
  - #payitforward

https://www.facebook.com/eebarton/posts/10222554304395111

Overview

- Thoughts on and tips for managing school at home.
- Update on IDEA and the CARES act.
- Resources.
- Q&A.

Current Reality

Thoughts

- Drinking from the fire hose right now?
- This is NOT home school; priority should be physical and mental health and safety.
- Yours, your family and friends, community.

https://www.challengesuccess.org/parents/pdf-tips/

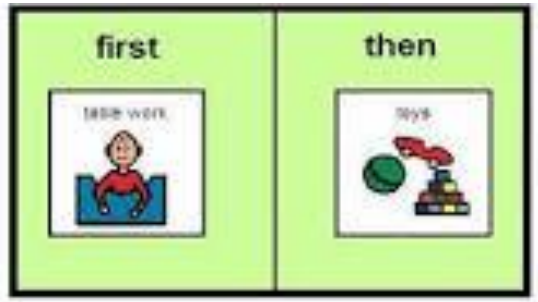
Thoughts

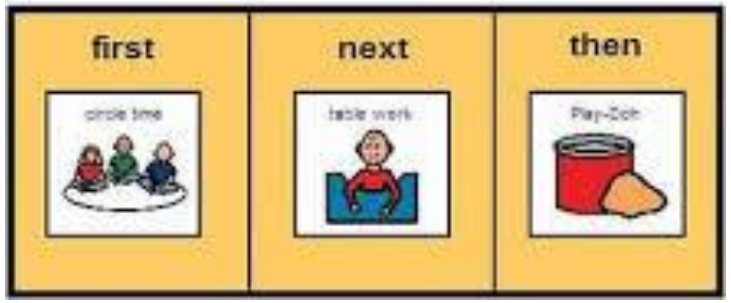
- If that is all you can focus on for now, that is fine (at least for the short term).
- PDF -- playtime, downtime, and family time are critical right now!
- For many of our older students, staying connected with friends is also key.
- Functional skills, chores, helping community members are also great uses of time.
- If you can do more and manage school or learning, this presentation

https://www.challengesuccess.org/parents/pdf-tips/

Tips

- Structure and routine are important.
- Start SMALL!
- Using a visual schedule can help.
- First – then. For older learners a checklist or schedule could work.
- Use preferred activities as reinforcers.
- Activities should be brief and fun.
- Involving multiple family members, peers adds variability and support.





https://cdn.vanderbilt.edu/vu-web/lab-wpcontent/sites/96/2020/02/12211533/First-Then.pdf

Challenging Behavior

- For some of you, you may need support in managing challenging behavior.
- The Barton Lab has many great resources!

https://lab.vanderbilt.edu/barton-lab/fbsapp/

https://www.facebook.com/theBartonLab

Prevent Strategy

Setting Clear Behavior Expectations

Choose 3-5 appropriate behaviors your child can engage in without support.

VANDERBILT UNIVERSITY

State behavior expectations positively. For example, say "use walking feet" instead of "no running."

Point to visual and say, "remember, we use walking feet inside to stay safe."

Examples:
Keep your body calm;
Use listening ears;
Clean up your space

Create a visual for each expected behavior. Post them around your home and refer to them often.

Review the expectations daily and provide examples and non-examples of the expected behaviors.

Scroll down for more resources!

You're keeping your body calm while you play. I'm proud of you.

Model and practice the expectations with your child using consistent language.

Provide positive descriptive feedback often to increase the likelihood of that behavior in the future.

When it's time to clean up, show your child the visual and clean up one toy. Describe what you're doing. Then say, "it's your turn to clean up."

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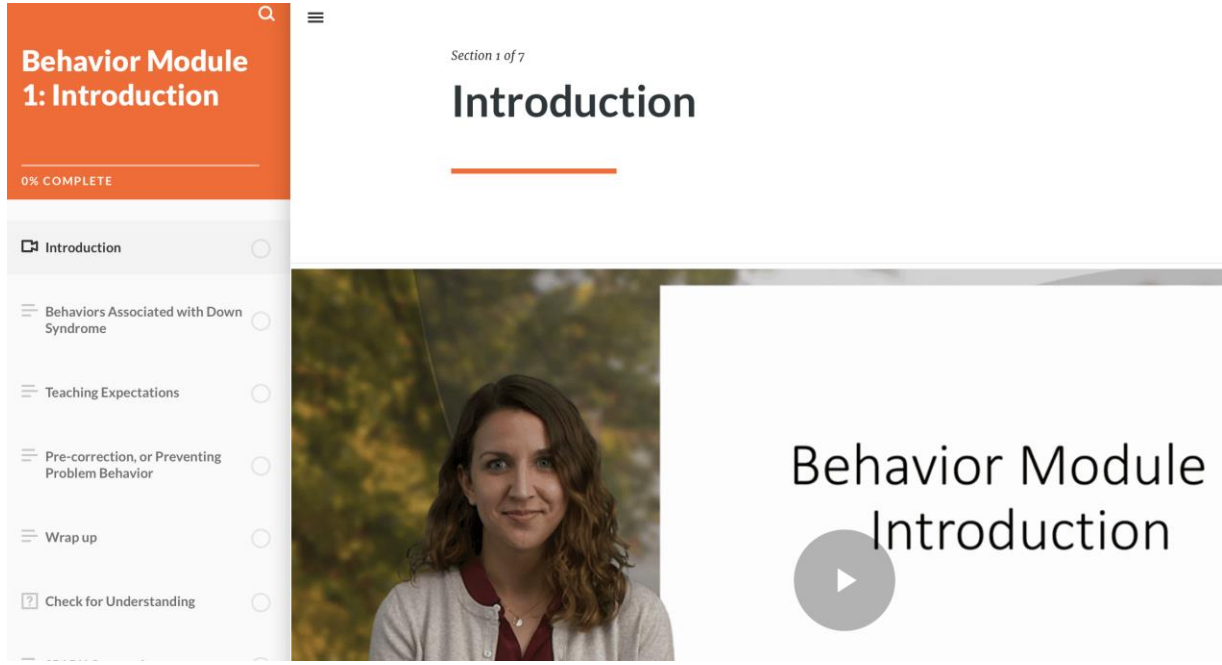
Additional Behavior Modules

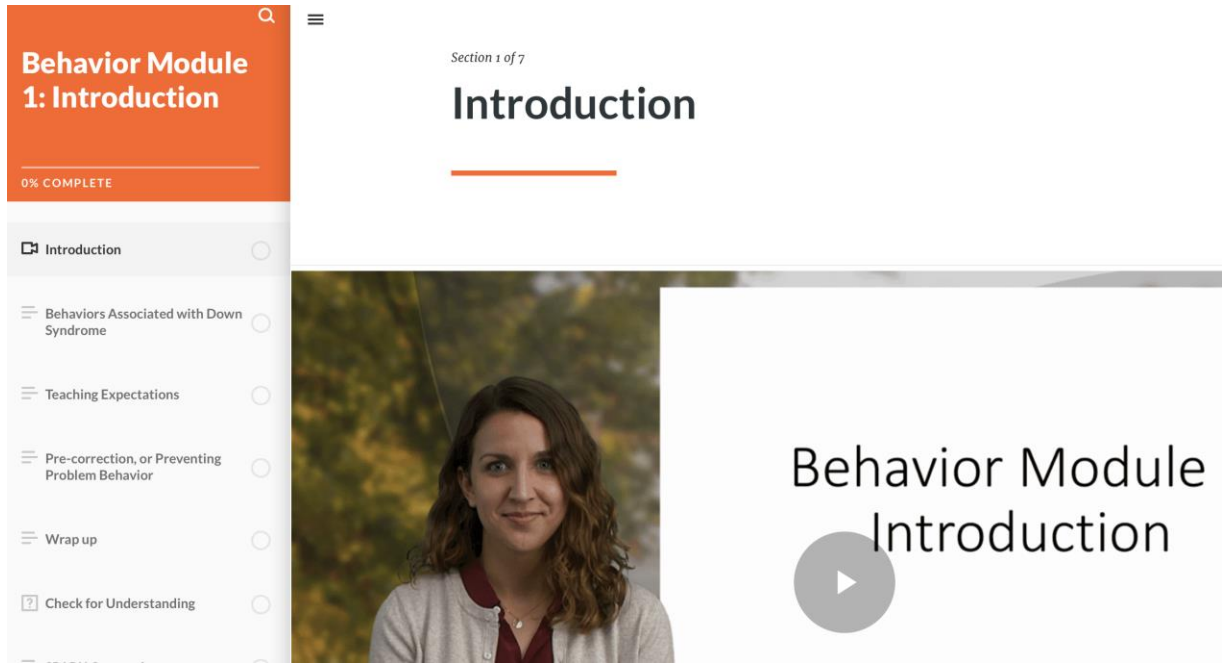
- Brief modules developed as part of a research project.
- We are training paraprofessionals to deliver reading and math intervention for students with intellectual and developmental disabilities.
- These modules are designed to enhance the skills paraprofessionals have related to behavior management.
- May be useful for parents during schooling at home.



https://ies.ed.gov/funding/grantsearch/details.asp?ID=2209

Additional Behavior Modules

- Note-each one has a ‘SPARK connection’ that is related to the reading intervention. These will not be directly applicable to you.
- Note – These are A LOT.
- Remember, this is not the expectation.
- However, I’m providing because many families have expressed interest.



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Additional Behavior Modules

- **Behavior Modules**
- Module 1: https://rise.articulate.com/share/XLgrO8z9uxIUeCnMa1mBfgxy2qYGxyB3
- Module 2: https://rise.articulate.com/share/-DqHYqTdX4vBeEtRs08L_VtyPw-9ftxX
- Module 3: https://rise.articulate.com/share/bUGr6qoGiF24N7wyDfVIf9KCtLZpmtE4
- Module 4: https://rise.articulate.com/share/VZVO0udHWUpghrBaknwoPAbhe0MRNJqp
- Module 5: https://rise.articulate.com/share/Yi4cTQYbcRIb2zW_nurM7CJBLlQf26gK

Additional Behavior Modules

- **Behavior Modules**
- Module 1: Teaching behavioral expectations and pre-correction
- Module 2: Setting up students for success with behavior specific praise
- Module 3: Visual schedules and choice making
- Module 4: Token systems
- Module 5: Strategies for fading or intensifying behavior supports

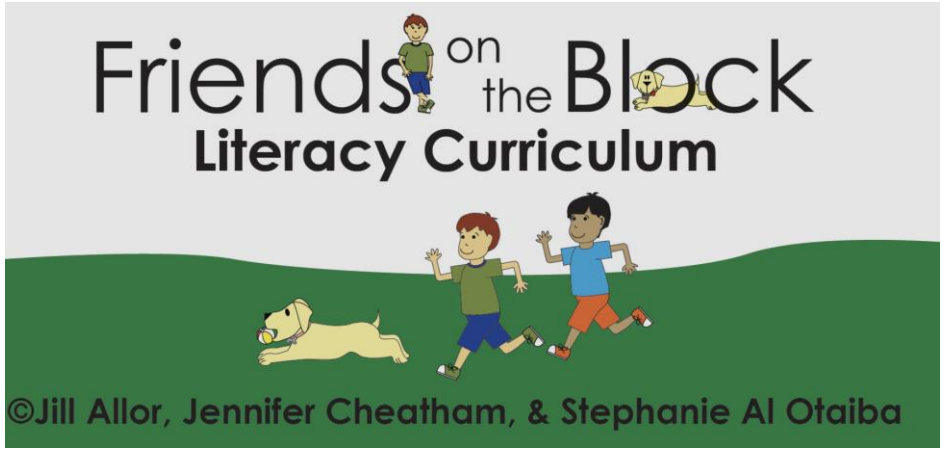
Reading

- Conducting read-alouds, reading together, or supporting independent reading are all excellent ways to focus on academics!
- Don’t overdo it.
- Keep reading time with you ***fun***!
- Spend more time on increased access to literature (read alouds, discussion of stories).
- For more basic skills (e.g., letter sound knowledge) your role should be more review than primary instruction.

http://ncsi.ceec.ed.org/new-heights-in-literacy-instruction-for-students-with-intellectual-disability/

Friends on the Block

- Evidence-based early reading program for students with intellectual and developmental disabilities.
- Developed by colleagues from Southern Methodist University.



https://www.friendsontheblock.com/

https://blog.smu.edu/simmons/general/how-to-help-young-readers/

Dialogic Reading

- Evidence-based practice that parents can implement at home.
- **PEER**
  - **P**rompt child to say something about book.
    - "What is this?" [point to firetruck]
  - **E**valuate the response.
    - "Truck!" "You are right!"
  - **E**xpand the response.
    - "This is a red firetruck!"
  - **R**epeat prompt.
    - "Can you say firetruck?"

https://www.readingrockets.org/article/dialogic-reading-effective-way-read-aloud-young-children

Dialogic Reading

- **Types of prompts**
  - *Completion*
    - Blank at end of sentence. Usually used with rhymes.
  - *Recall*
    - Can you tell me what happened to the train?
  - *Open-ended*
    - Often focus on pictures.
  - *Wh-*
    - Who, what, where, when, why
  - *Distancing*
    - Relate to outside of book

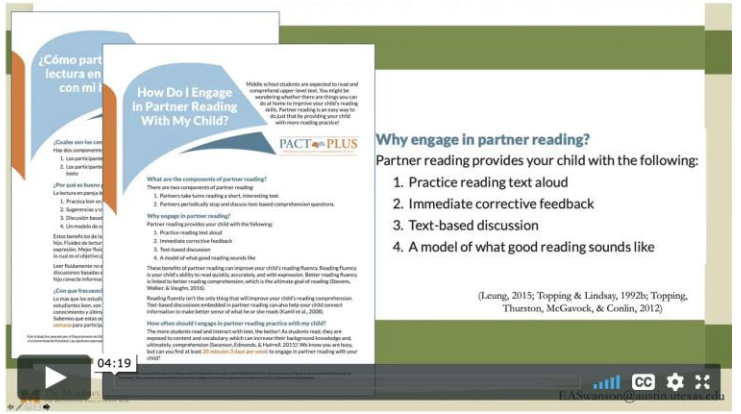
https://www.readingrockets.org/article/dialogic-reading-effective-way-read-aloud-young-children

Children and Adolescents with More Advanced Reading Skills

- newsela
  - https://newsela.com/
  - Free access through this academic year!
- Focus on fluency, comprehension, and vocabulary.
- Select texts where child can read about 9 out of 10 words or more correctly.
- Repeated reading
  - Cold read – guided practice – Warm read – Graph
- Get the Gist
- Partner Reading
- Building academic vocabulary
- Reading multisyllabic words
- Great motivation video!

Reading With Your Middle School Aged Child

Video 1

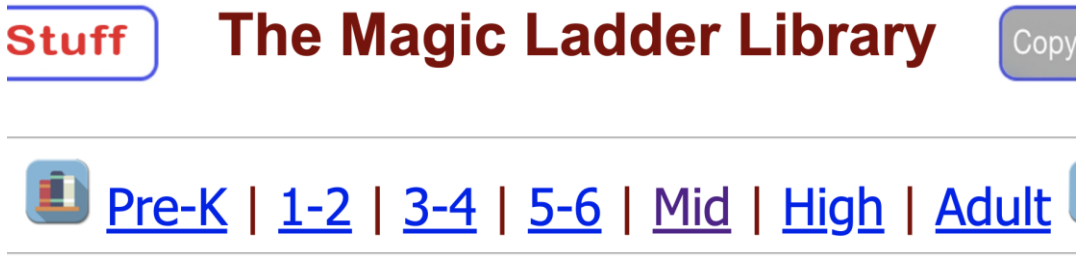


Video 2

https://www.meadowscenter.org/library/resource/helping-your-kid-with

Children and Adolescents with More Advanced Reading Skills

- envisionIT – Transition curriculum
- https://nisonger.osu.edu/research/envision-it/what-is-envisionit/
- Free, evidence-based, standards-aligned, college and career readiness curriculum for 21st century students in middle and high school.
- https://drive.google.com/drive/folders/0B-1fYtMRn4_qM0R4YUhZM2dwYXM
- Magic Ladder Library
- https://mlc.learningstewards.org/

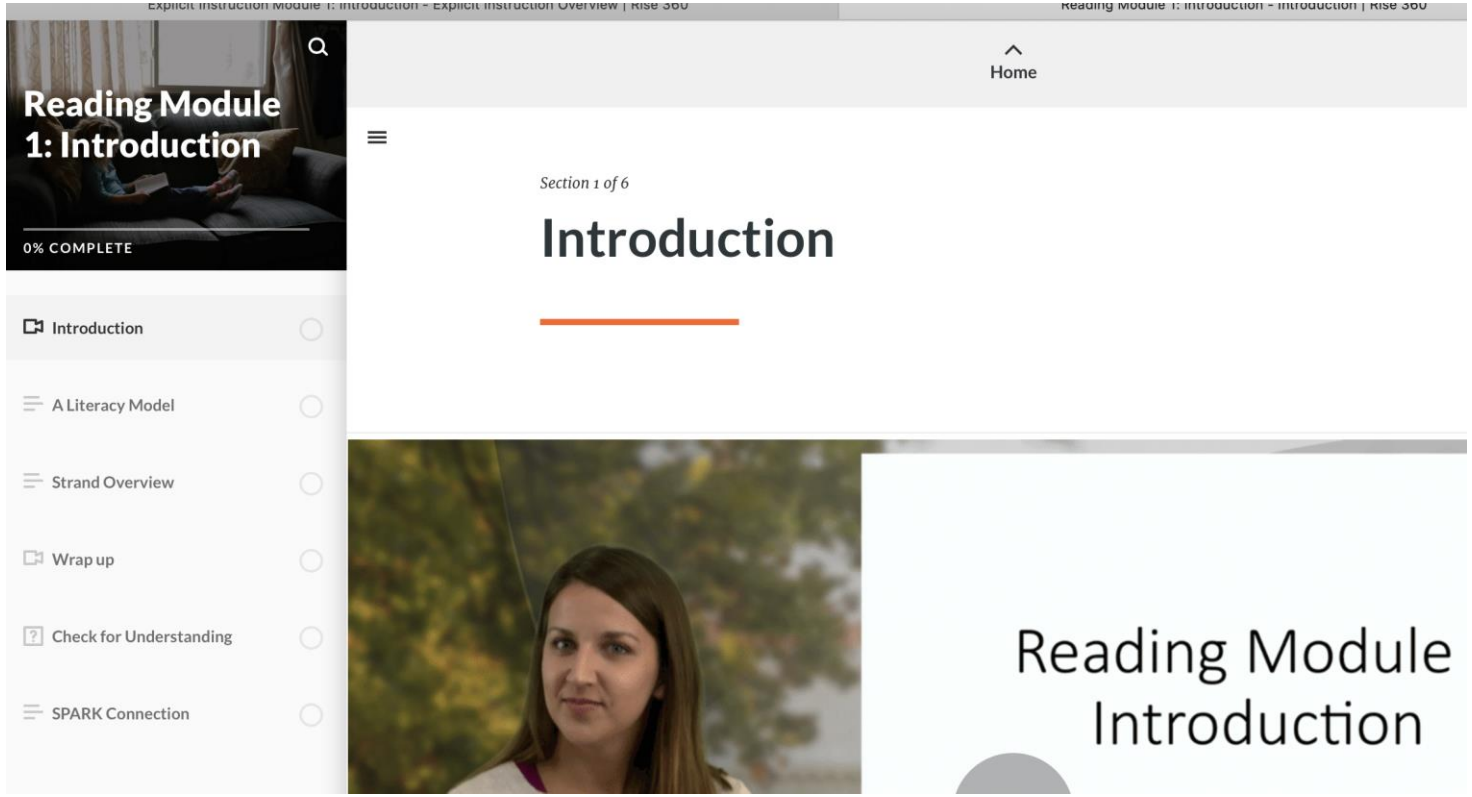


Children and Adolescents with More Advanced Reading Skills

- Vocab Support
  - http://www.vocabsupport.com/
  - Free, downloadable resources for middle school science vocabulary
- Mystery Science
  - https://mysteryscience.com/

Additional Reading Modules

- More SPARK Modules



https://ies.ed.gov/funding/grantsearch/details.asp?ID=2209

Additional Reading Modules

- [ ] Module 2: Phonological awareness
- [ ] Module 3: Alphabetic principle
- [ ] Module 4: Decoding
- [ ] Module 5: Sight Words
- [ ] Module 6: Vocabulary
- [ ] Module 7: Fluency
- [ ] Module 8: Comprehension
- [ ] Module 9: Writing

Reading Modules

- **Reading Modules**
- Module 1: https://rise.articulate.com/share/FSTyWsJ9-wcf95xmNw6PqfXZ_xRG-5Sk
- Module 2: https://rise.articulate.com/share/0MxFGnhmXP6w8ySvZm5HhvWTTD8LIlGv
- Module 3: https://rise.articulate.com/share/ppZsUgi_7vANL3lgDHaIJfb6qLhMN0Oy
- Module 4: https://rise.articulate.com/share/GZYC9AjE8uLQ9C6PSytoSxJroL8bnj94
- Module 5: https://rise.articulate.com/share/UN7EQuwcn605QRTBGSLkTnqkA9lFw3lA

Reading Modules

- Module 6: https://rise.articulate.com/share/QrUkR63eqen-f0X1QqmE0N72Kw9sBnAx
- Module 7: https://rise.articulate.com/share/G-FMx9Nk7IUz0vMSgkJOuBFmd7Li2OkI
- Module 8: https://rise.articulate.com/share/coNV7TbfUchF8_2Dyn7iG-npQZrspz-T
- Module 9: https://rise.articulate.com/share/Cpv1Ec1unXhY1HstIwSAJIOfKu7jnU3l
- Module 10: https://rise.articulate.com/share/q4UnftcamWR-Z4BVjCWJWsfgyKrGAmjo

Explicit Instruction

- If you do decide to provide more instruction than review or practice, these modules may be useful.
- Explicit Instruction is systematic, direct, engaging, and success oriented (Archer & Hughes, 2011).
- Explicit instruction has been validated in research involving both general and special education students.
- The model moves instruction through an “I do, we do, you do” sequence.

Explicit Instruction

- [ ] Module 2: Optimizing instructional time
- [ ] Module 3: Reviewing prior skills and knowledge
- [ ] Module 4: Providing clear models
- [ ] Module 5: Examples and non-examples
- [ ] Module 6: Providing guided and supported practice
- [ ] Module 7: Eliciting responses
- [ ] Module 8: Feedback
- [ ] Module 9: Independent practice

Explicit Instruction

Explicit Instruction Modules

Module 1: https://rise.articulate.com/share/up1Ue0woGstezqQcOHpssOuofR5sskpx

Module 2: https://rise.articulate.com/share/wH_tPNwqTp1s8CKzv27PyPw7ByA-4NYI

Module 3: https://rise.articulate.com/share/cJnagUoJF0wvFuUxSiIiNOHArlm9BPoU

Module 4: https://rise.articulate.com/share/SPQS5_8Z8UdMMj_92vr2HZTJUzENccKw

Module 5: https://rise.articulate.com/share/eebuJbWBUAQmiyMXs0I2WcJcEmHzgTDZ

Explicit Instruction

- Module 6: https://rise.articulate.com/share/WE0GCi0rB1EwZWs-_VttHlIFjnun4k1d
- Module 7: https://rise.articulate.com/share/zAcXvnHRvGmrUMQW8WyZw5b6mhLnkWhM
- Module 8: https://rise.articulate.com/share/SmQFyaOKE_TanQwB-uNnmDuw88kGjZi5
- Module 9: https://rise.articulate.com/share/K5ja7NnwqiBGMyfZAw90EefdRnas3e3H
- Module 10: https://rise.articulate.com/share/a2zLQVZRawLvgssm9qIlpudsIqFgnS-0

Remember…

- Teachers are just as thrown into this as you are. Patience and communication are important.
- Do not try to do too much.
- If expectations from teachers are too much, let them know.
- Keep the focus on maintaining a comfortable, happy experience.

Shifting gears…IDEA and the CARES Act

- The CARES Act has provided Secretary DeVos with discretion to make recommendations for requirements of IDEA that could be waived for a period of time due to COVID-19.
- Two primary points for parents:
  - Schools currently have to provide any services that are provided to students without disabilities to those with disabilities.
  - However, we need to recognize that IDEA was not designed for this current situation.

Shifting gears…IDEA and the CARES Act

- The Council for Exceptional Children has recommended to the Secretary that it may be reasonable to adjust some timelines and that some flexibility may be needed in delivering a free and appropriate public education (FAPE).
  - https://cec.sped.org/news/CEC-Response-CARES-Act
- Parents should consider contacting congressional leaders and the Secretary to advocate for students with disabilities.
  - http://cqrcengage.com/naspweb/app/write-a-letter?0&engagementId=507621&fbclid=IwAR3OZOizuGcExGfXNE-aHEa6uoyqwR3K7og2S5A40_MC3hKyUOQ7NrPDE2k

Shifting gears…IDEA and the CARES Act

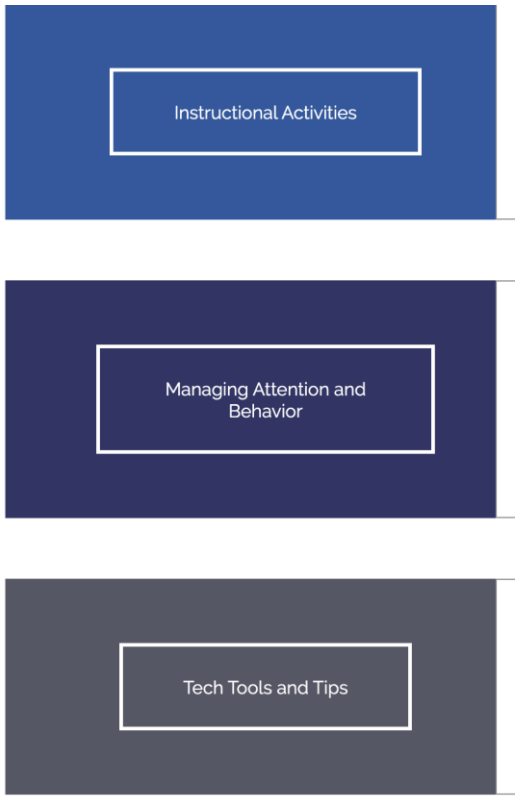
- We also need to advocate for increased IDEA funding to support schools when we return.
- You can use this link to compose an email to your congressional members:
  - http://cqrcengage.com/cek/app/onestep-write-a-letter?8&engagementId=507027
- To stay up to date, follow Mitch Yell on this blog:
  - https://spedlawblog.com/author/mitchellyell/

Stanford Resources

- Resources for Remote Learning
  - https://www.challengesuccess.org/resources/covid-19-resources-for-remote-learning/
- PDF Tips
  - https://www.challengesuccess.org/parents/pdf-tips/

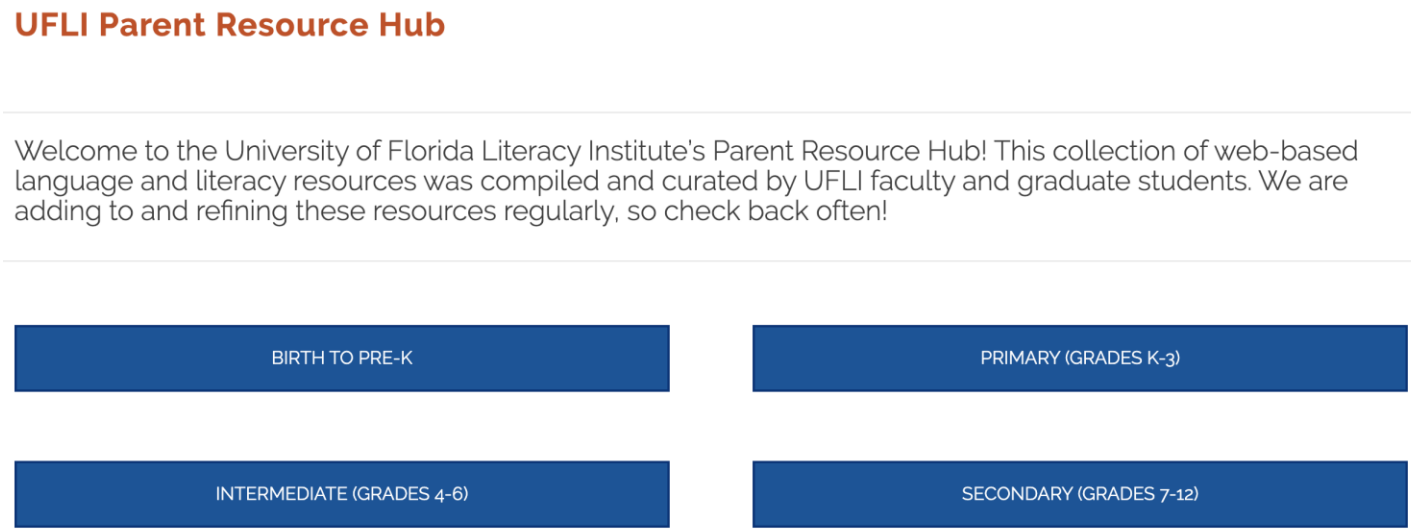
University of Florida Resources

- Virtual Teaching Resource Hub
- https://education.ufl.edu/ufli/virtual-teaching/main/
- Instructional Activities
- Managing attention and behavior!!!***



University of Florida Resources

- Resources for Remote Learning
  - UF Literacy Institute
  - https://education.ufl.edu/ufli/parent-resources/
  - *Intermediate and Secondary!



National Organization Resources

- National DS Congress
  - https://www.ndsccenter.org/programs-resources/covid-19-resources/online-learning/
- DS Foundation of Orange County
  - https://www.dsfoc.org/
- DS Resource Foundation
  - https://www.dsrf.org/programs-&-resources/learn-at-home-5196/
- DS Association of Middle TN
  - https://www.somethingextra.org/pandemic-resources/

Other Organizations
(Good for Parents and Teachers)

- Wide Open School
  - https://wideopenschool.org/
- Educating All Learners
  - https://www.educatingalllearners.org/
- Distance Learning for Special Education
  - https://sites.google.com/view/distance-learning-specialed/home?authuser=0

Other Organizations

- TIES Center
  - https://publications.ici.umn.edu/ties/building-engagement-with-distance-learning/effective-specially-designed-instruction-within-the-distance-learning-environment
- National Center on Accessible Educational Materials
  - http://aem.cast.org/about/events/2020/03/supporting-accessibility-in-distance-education.html?utm_source=CAST+Newsletter&utm_campaign=093f2ac65a-EMAIL_CAMPAIGN_2018_07_18_02_58_COPY_01&utm_medium=email&utm_term=0_7396dac1a2-093f2ac65a-55680037

Other Organizations

- National Center on Intensive Intervention
  - https://intensiveintervention.org/intervention-resources/literacy-strategies
  - https://intensiveintervention.org/intervention-resources/behavior-strategies-support-intensifying-interventions
  - https://intensiveintervention.org/intervention-resources/mathematics-strategies-support-intensifying-interventions

Resources to Share with Teachers

- National Center on Intensive Intervention
  - https://intensiveintervention.org/implementation-support/course-content
- IRIS Center
  - https://iris.peabody.vanderbilt.edu/
- DBI-by-Design
  - Office of Special Education Programs Funded Model Demonstration Center
  - Professional development for special and general education teachers to support literacy needs of elementary and middle school students with ID.
  - Email chris.lemons@Stanford.edu

What's Next?

- It is unlikely that schools will return to normal this academic year.
  - Do as much as you can OR move into a closer-to-summer mode if that is what you and your family need.
- Hopefully, we will be returning to some version of in-person school in the fall.
  - Funding for IDEA to support this will be very useful.

(Scan to download PPT)

https://www.dropbox.com/s/i6c652bvd7yuzki/Managing_School_at_Home.pptx?dl=0

What's Next?

- Should we remain in some form of school-at-home in the fall, members of my research team and many colleagues are working on ways to support families and teachers.
- And, schools are working to improve their service delivery.
- If you have thoughts, suggestions for resources, please email me.
- Follow me on Twitter @teamlemondog for updates.

(Scan to download PPT)

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Question and Answer Session
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Thank you!

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