

# NJCIE

N J COALITION FOR INCLUSIVE EDUCATION

## **Lunch and Learn - June 10, 2020: Partners in Planning for Student Success**

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# A Few Guidelines...



- Keep your phone or computer on mute unless asking questions
- If you have a question use the participant feature and raise your hand
- Questions and comments can be typed in the comment section
- We will leave time to answer questions at the end

# *Recognizing the Current Place in Time...*

We are in the midst of navigating an unprecedented set of circumstances for educators, families and students.



It's OK to feel anxious, frustrated, overwhelmed, unfocused, confused, etc., etc...



# *ESY Remote Learning: Different Things for Different Students*

- Across the state districts may be implementing ESY in different ways:
  - Technology-centered approaches
  - Low-tech approaches (packets, other physical materials)
- A common variable across all is the increased reliance on the support of parents in facilitating virtual learning.



# Educators and Parents as Partners: Now More Than Ever...

- We also must consider that for some students with disabilities, parent engagement to support learning from home may be more involved than for others.
- With our new reliance on caregivers to actively partner with teachers in supporting student learning, there is a need to identify instructional best practices and strategies for learning and engagement, then adapt for parents to use at home with their learner.



# *Working Together to Plan for Student Success*

- **Plan** Routines and Goals
- **Provide** Activities
- **Prepare** Materials



# Plan Routines and Goals

- To develop an IEP Goal/Skill Matrix for Home Routines, the teacher and parent should begin by reviewing routines and tasks that the family engaged in regularly.
- After identifying what the family does regularly as part of their daily activities, the staff members and parent/guardian can work together to select activities in which IEP goals may be generalized that will help meet the needs of the individual student.

**Example Home Routines/Activities Inquiry Sheet**

<i>Examples Routine/Activity</i>	<i>What Does It "Look Like"?</i>	<i>Possible Goals/Skills to Embed in Routine/Activity</i>
Morning Routine (include bathroom, wash hands, brush teeth, get dressed)		
Breakfast (include table setting and other chores child may assist with)		
Leisure Activities-- <i>Indoor</i>		
Lunch (include meal prep, table setting, other chores child may assist with)		
Leisure Activities-- <i>Outdoor</i>		
Family Time		
Dinner Time (include preparation, table setting, other chores child may assist with)		
Bath/Shower Time		
Bed Time		



# Plan Routines and Goals – Create a Schedule

## Creating the Schedule:

### Learning At Home Example Schedule

8 AM	<b>Breakfast:</b> <ul style="list-style-type: none"> <li>• Discuss plans/schedule and set expectations for the morning.</li> <li>• Make bed</li> <li>• Get learning materials ready and organized –books, pencil, papers, crayons, scissors, glue</li> </ul>
9 AM	<b>Reading:</b> 10-15 minutes –Chose a library book or take-home reader to read to a stuffed animal. <b>Writing:</b> 10-15 minutes -Write a letter to someone in your family or to someone in a care facility. Tell them about what you did yesterday or about what you read to your stuffed animal.
10 AM	<b>Math:</b> 10-20 minutes –Worksheet or activity <b>Math:</b> 10-20 minutes -Math Game <b>Writing:</b> 5 minutes –Write about what you learned playing the math game or completing the math activity.
11 AM	<b>Free Choice Time:</b> <ul style="list-style-type: none"> <li>• Science experiment</li> <li>• LEGO Challenge, Audible</li> </ul> <b>Gym Time:</b> Outside play, Kids Yoga, <a href="#">GoNoodle</a>
12 PM	<b>Lunch:</b> <ul style="list-style-type: none"> <li>• Discuss what has happened during the morning.</li> <li>• Discuss afternoon plans and set expectations.</li> </ul>
1 PM	<b>Craft/Art Activity:</b> coloring, drawing, creating, Lunch Doodles <ul style="list-style-type: none"> <li>• Draw a small shape (rectangle, square, triangle, circle) somewhere on your paper. Use that shape in a larger picture that covers your entire page. Ex: A circle could be a balloon, an eye</li> <li>• Draw a picture of you and a friend -playing in a pool, playing a game, playing at school, etc.</li> </ul>
2 PM	<b>Free Choice Time:</b> <ul style="list-style-type: none"> <li>• Science experiment/project</li> <li>• LEGO Challenge</li> </ul> <b>Gym Time:</b> Outside play, Kids Yoga, <a href="#">GoNoodle</a> <b>Social Skill Work:</b> FaceTime grandparents
3 PM	<b>Snack time</b>
4 PM	<b>Daily Chores:</b> Inside and outside the house <ul style="list-style-type: none"> <li>• Clean and straighten your room</li> <li>• Organize learning materials –throw away what is not needed, put away supplies.</li> <li>• Pull weeds, empty trash, set the table, feed and water pets</li> </ul>
5 PM	<b>Gym time:</b> Outside play, Kids Yoga, <a href="#">GoNoodle</a> . OR Electronic Time
6-8:30 PM	<b>Dinner</b> <b>Family Activities:</b> Movie, craft, game, puzzle, read together, discuss the day -what made you smile today?



# Provide Activities

- Examples of how their child's IEP goals might be reflected in what they are already doing during their day at home.
- This would be especially helpful for students with more complex support needs, who may also have difficulties with skill generalization.

Example Goal-Home Routine/Activity Matrix:

Student's IEP Goals		Breakfast Time	Morning Routine <i>(dressing, hygiene, etc.)</i>	Movement Break	Lunch Time	Afternoon Fresh Air	Chores/ Clean Up Time	Dinner Time	Family Time	Getting Ready for Bed
1	Count with 1:1 correspondence	Count out 4 napkins and place on the table for breakfast		Do 10 jumping jacks and 10 wall push ups			Get 5 pairs of clean socks from laundry basket, put in drawer			
2	Follow a written sequence of directions		Follow visual steps to complete morning routine		Use a recipe to help make lunch					Follow visual steps to get ready for bed
3	Use descriptive words in a sentence					Describe what you see while on a walk outside			Write an email to a friend describing something you did	
4	Tell time				Identify what time lunch is					
5	Compute using money values						Use coupons to help make grocery list	Help calculate cost for takeout food		
6	Write complete sentences (subject-verb) consistent with directions								Write a review of a favorite cartoon, TV show or movie	



# Example: K-3 Student

## Examples of Activities with Targeted Goals/Skills for Students with Complex Disabilities and Support Needs

Example Activities for Grades K-3   Students with Complex Needs					
Time of Day	Daily Activity	Subject	Skills	Virtual Activity	Technology-Free Activity
Morning	Hand Washing	Life skills, math	Sequencing, following directions, health and safety	<a href="#">Hand Washing</a> video modeling	<a href="#">Hand washing sequence strip</a> visual support <a href="#">Hand Washing</a> sample data sheet
	Breakfast	Life skills, math, reading, receptive and expressive communication	Sequencing, measuring, reading a recipe, reciprocal communication, following verbal directions, etc.	<a href="#">Cereal for breakfast</a> video modeling <a href="#">Making toast</a> video modeling <a href="#">Table manners</a> animated video <a href="#">Table manners</a> realistic video	<a href="#">Prepare Breakfast Together</a> a variety of recipes including visual supports. <a href="#">Table manners</a> Visual cues including non-examples
	Getting Dressed	Life skills	Sequencing, requesting, weather-appropriate choices, attributes (long sleeve vs. short sleeve), color, fasteners	<a href="#">Dress for the weather</a> interactive game <a href="#">Dress for the weather</a> video	<a href="#">Getting dressed</a> choice board <a href="#">Getting dressed</a> picture schedule
	Sorting	Math, life skills	Discrimination, sequencing, making requests, attributes	<a href="#">Color sort</a> interactive game <a href="#">Sorting socks</a> video modeling <a href="#">Color sorting</a> video	Sorting items allows a student to develop discrimination and fine motor skills (depending on the level of the student, activity may need to start with placing one type of item in a container) Make a <a href="#">sorting mat</a> for the desired activity (placing mat in a page protector will increase its durability).
	Calendar	Math, life skills, reading, writing, communication	Counting, patterns, weather, days of the week, months of the year	<a href="#">Let's make a calendar</a> interactive game	<a href="#">Calendar journal</a> example (This activity could be modified to meet the needs and instructional level of the individual student.)
	Share a story	Literacy	Reading aloud, either hard-copy or electronic stories, helps students develop early literacy skills, social skills, and life skills.	<a href="#">Parts of book video</a> Take time to discuss parts of the book when appropriate. <a href="#">Storyline Online</a>	<a href="#">Concepts of Print</a> teach parts of a book: cover, back, spine... Reading left to right Reading from top to bottom



# Example: 4-8 Student

Example Activities for Grades 4-8 Students with Complex Needs					
Time of Day	Daily Activity	Subject	Skills	Virtual Activity	Technology-Free Activity
Morning	Hand Washing	Physical education, health	Sequencing, following directions, health and safety	<a href="#">Hand Washing</a> video modeling	<a href="#">Hand washing sequence strip</a> simple visual support <a href="#">Hand Washing</a> advanced steps with visuals <a href="#">Hand Washing</a> data sheet sample
	Breakfast	Math, English language arts, life skills, transition skills	Sequencing, measuring, reading recipe, reciprocal communication, following verbal directions, etc.	<a href="#">Making oatmeal</a> video modeling	<a href="#">Making oatmeal</a> visual recipe <a href="#">Making oatmeal</a> visual recipe (multiple options; free to download)
	Hygiene	Science, physical education and health, life skills, transition skills	Sequencing, following directions, <a href="#">healthy</a> and safety	<a href="#">The Importance of Good Hygiene</a> video lesson	<a href="#">Using the restroom</a> visual support <a href="#">Brushing teeth</a> visual support <a href="#">Getting Dressed</a> choice board
	Sorting	Math, life skills	Sorting laundry allows a student to develop discrimination skills (Depending on level of the student, the activity may need to start with placing one type of item in the basket.)	<a href="#">Sorting Laundry</a> video modeling <a href="#">Sorting utensils</a> video modeling <a href="#">Sorting pictures</a> interactive game (requires free account) <a href="#">Sorting by size</a> interactive game	Sorting can be an activity completed at home guided by the individual needs of the student. Sorting coins, laundry, letters, colors, and mail are all functional ways that sorting can be incorporated throughout the day. Make a <a href="#">sorting mat</a> for the desired activity
	Share a Story	English language arts	Reading aloud and reading together, either hard-copy or electronic stories, helps students develop literacy skills, social skills, and life skills.	<a href="#">Parts of Book</a> video discussing parts of the book <a href="#">Storyline Online</a> stories read aloud <a href="#">Just Books</a> stories read aloud	<a href="#">Concepts of Print</a> teach parts of a book: cover, back, spine, reading left to right, and reading from top to bottom. <a href="#">Books</a> with visual symbols imbedded in text



# Example: 9-12 Student

Examples of Activities for Grades 9-12 Students with Complex Needs					
Time of Day	Daily Activity	Subject	Skills	Virtual Activity	Technology-Free Activity
Morning	Hand Washing	Math, reading, life skills, science	Sequencing, following directions, health and safety	<a href="#">Video Modeling Hand Washing</a> instructional video on how to wash hands	<a href="#">Hand Washing Data Sheet</a> Data tracking chart for hand-washing procedures <a href="#">Hand Washing steps with Visuals</a> picture sequencing of hand-washing procedures
	Preparing Breakfast	Math, English language arts, life skills, transition skills	Sequencing, measuring, reading recipe, reciprocal communication, following verbal directions, etc.	<a href="#">Cooking Waffles</a> video modeling	<a href="#">Waffle recipe</a> visual recipe (multiple options, free to download) <a href="#">Visual recipe for pancakes</a> visual recipe <a href="#">Communication board</a> example for students with limited communication.
	Getting Dressed	Math, reading, life skills, science	Sequencing, requesting, weather-appropriate choices, attributes (long sleeve vs. short sleeve), color, fasteners	<a href="#">Dressing Weather Appropriately</a> interactive game with scenarios	<a href="#">Getting Dressed</a> choice board Skills that could be addressed during this time: dressing for the weather, temperature, dressing for the activity, left/right, inside/outside, etc. Individualize this activity to meet the needs of the student and the home environment.
	Sorting	Math, life skills	Sorting household items allows a student to develop discrimination skills (Depending on the level of the student, the activity may need to start with placing one type of item in a container.)	<a href="#">Seasons Suitcase</a> <a href="#">Sort, Sorting Waste</a> and <a href="#">Break the Bank</a> are all interactive sorting games <a href="#">Sorting coins</a> video modeling	<a href="#">Sorting</a> items allows a student to develop discrimination and fine motor skills (depending on the level of the student, activity may need to start with placing one type of item in a container) <a href="#">Benefits of functional activities</a> is an article explaining life skills.
	Reading Time	All	Reading aloud, either hard-copy or electronic stories, helps students develop early literacy skills, social skills, and life skills.	<a href="#">Tarheel Reader</a> provides opportunities for assisted and independent reading. <a href="#">On-line books</a> read aloud with available signing.	DLM <a href="#">guidance document</a> assists with the Tarheel Readers <a href="#">Books with visual symbol text</a> provide an opportunity for students with limited communication to share in the reading. Select books by topic, and ask guided questions using <a href="#">storyboard</a> for students with limited oral communication skills. This is only an example of a storyboard.



# Resources for Planning

- For a toolkit with links to free resources for students with significant cognitive disabilities:  
[https://docs.google.com/document/d/1sYFOoqtmXfwtqvWBhhf2KvjCFnQu\\_zXcl8ljfPZq2p8/edit](https://docs.google.com/document/d/1sYFOoqtmXfwtqvWBhhf2KvjCFnQu_zXcl8ljfPZq2p8/edit)
- For a toolkit with links to free resources for students with autism, see:
- <https://afirm.fpg.unc.edu/sites/afirm.fpg.unc.edu/files/covid-resources/Supporting%20Individuals%20with%20Autism%20through%20Uncertain%20Times%20Article%20Only.pdf>



# *Prepare Materials*

- What materials can teachers prepare to support your students?
- Under the guidance of the teacher, paraprofessionals can also help to create resources



# *Use Visual Supports to Make Tasks Clear*

- Having fewer direct interactions with teachers can also make assignments feel even more overwhelming and daunting—particularly when several directions are given at once.
- Students may need tasks and directions ***broken down into smaller bites*** now more than ever.

Link to tasklist templates and examples for breaking down learning blocks:  
[https://drive.google.com/drive/u/1/folders/0B0UAKVLx\\_FutN05kanBJenVmZ0E](https://drive.google.com/drive/u/1/folders/0B0UAKVLx_FutN05kanBJenVmZ0E)

For home activity tasklist templates and examples, see:  
[https://drive.google.com/drive/u/1/folders/0B0UAKVLx\\_FutTmJpUktVV1RGTVU](https://drive.google.com/drive/u/1/folders/0B0UAKVLx_FutTmJpUktVV1RGTVU)

# Preparing Materials to Support Learning

- For students with complex needs or who communicate with picture symbols, sign up for a free trial of WidgitOnline to access materials.
- Go to <https://widgitonline.com/> to access a FREE 21 day trial.



The screenshot shows the homepage of Widgit Online. At the top left is the logo "Widgit Online" with a cloud icon. To the right is a "Log in" button. Below the logo is a graphic of a cloud connected to a laptop, tablet, and smartphone. The main heading is "Widgit Online" followed by the text "Create, print, share and translate symbol materials online". Below this is a paragraph: "Create visual, communication and learning supports in your web browser using over 18,000 Widgit Symbols and hundreds of easy-to-use templates." A blue banner asks "What kind of account do you need?" and features three icons: "Home" (a person at a computer), "Schools" (a person at a whiteboard), and "Organisations" (a desk with a computer). Below the banner is the text "Free 21-day trial available". Another section asks "What can you make with Widgit Online?" and lists three examples: "Visual Timetables", "Communication Books", and "EAL Materials", each with a small image and a brief description.

**Widgit Online** Log in

**Widgit Online**  
Create, print, share and translate symbol materials online  
Create visual, communication and learning supports in your web browser using over 18,000 Widgit Symbols and hundreds of easy-to-use templates.

What kind of account do you need?

Home Schools Organisations

Free 21-day trial available

What can you make with Widgit Online?

You can use Widgit Online to create both print and interactive materials from a range of easy-to-use templates or from scratch using our intuitive document writer. Here are some popular visuals created by the Widgit community using Widgit Online:

**Visual Timetables**  
Support structure and routine and reduce anxiety with visual timetables detailing a sequence of activities.

**Communication Books**  
Create communication books to help individuals express themselves and communicate their needs and wants.

**EAL Materials**  
Translate your symbol materials with the dual language add on and support students who speak English as an additional language.



# *Ideas for Helping to Prepare Materials: Creating Task Sequences and Schedules*

- Create **task sequences** with concise instructions and “**breaks**” interspersed, as needed.
- Teachers/paraprofessionals can **record** themselves explaining each or provide to families in written form, google doc, etc.
- **Picture cues** can be added to written schedules and task sequences as needed.



# *Preparing Materials: Video Modeling*

- Teachers/paraprofessionals can make videos of activities and skills for the student.
- This might include things like ***video task analysis of daily living skills*** a student is working on.
- Examples might include washing hands, brushing teeth, counting, completing household tasks, perform a chore, etc.

# *Preparing Materials: Video Modeling*

- Another kind of video modeling for students is ***peer modeling videos*** that include ***social skills*** for the student to practice.
- ***Peer modeling*** could be used for a variety of social interaction skills, as well as social activities like playing a game.

# *Preparing Materials: Video Modeling*

- Teachers/paraprofessionals can communicate directions to students by making ***video instructions*** to support written directions/text.



- Creating ***video demonstrations*** of tasks (with simplified directions) are valuable supports that teachers can offer.

# *Preparing Materials: Video Modeling*

- Videos can be uploaded to your district's online platform; or use Flipgrid, a free option; more information about this at:  
<https://info.flipgrid.com/>
  - Flipgrid educator's guide available at:  
<https://drive.google.com/file/d/0BzZGGEfOtEWqPcGUzcFd2RzRjYtQ/view>
- Keep in mind that many of these instructional videos and audio files will also be helpful to use when students return to school.

**For more on making video instructions, see: <https://www.iste.org/explore/4-tips-creating-awesome-classroom-videos-so-you-can-spend-more-time-teaching>**

# *Collecting Data to Help Teachers Monitor Student Progress*

- Paraprofessionals can attend virtual learning sessions and ***record observations*** on a data collection form during the session to monitor for engagement and/or specific behaviors.
- They can also provide ***anecdotal feedback*** to the teacher regarding specific student successes and challenges related to skills, and responses to virtual instruction.

# Choice Boards

- Choice boards give students the power and freedom to choose while holding them accountable for their work.










Homework Choice Board Example

Date completed _____ Initials _____ <b>Sweep the floor</b>	Date completed _____ Initials _____ <b>Spell first name</b>	Date completed _____ Initials _____ <b>Spell last name</b>	Date completed _____ Initials _____ <b>Move the laundry from washer to the dryer</b>	Date completed _____ Initials _____ <b>Use a piece of silverware when you eat</b>
Date completed _____ Initials _____ <b>Set the table</b>	Date completed _____ Initials _____ <b>Do activity for 5 minutes of your choice</b>	Date completed _____ Initials _____ <b>Have a conversation with a friend/family member</b>	Date completed _____ Initials _____ <b>Play a game</b>	Date completed _____ Initials _____ <b>Read a book (have a book read)</b>
Date completed _____ Initials _____ <b>Find 5 numbers written around your house/community</b>	Date completed _____ Initials _____ <b>Find 5 things that are red, blue, green, etc.</b>	Date completed _____ Initials _____ <b>Lift something that is 3lbs at least 5 times</b>	Date completed _____ Initials _____ <b>Draw a picture using at least 4 different colors</b>	Date completed _____ Initials _____ <b>Put shoes on</b>
Date completed _____ Initials _____ <b>Jump up &amp; down 20 times</b>	Date completed _____ Initials _____ <b>Load the dishwasher</b>	Date completed _____ Initials _____ <b>Identify shapes</b>	Date completed _____ Initials _____ <b>Help fold laundry and put items away</b>	Date completed _____ Initials _____ <b>Help make a snack / meal</b>
Date completed _____ Initials _____ <b>String beads, match &amp; fold socks</b>	Date completed _____ Initials _____ <b>Watch a show with animals and discuss animals</b>	Date completed _____ Initials _____ <b>Make a pattern with objects at home</b>	Date completed _____ Initials _____ <b>Clean off the table after a meal</b>	Date completed _____ Initials _____ <b>Brush your teeth</b>



# Self-Monitoring & Tracking Progress

- Adults can walk students through accurately completing a daily self-monitoring sheet to track their own progress.

Self-Monitoring Sheet			
Student's Name:			
Date:			
Today we read a story! This is what we read:	 I liked it!	 I didn't like it	 I am not sure
Today I answered questions about the story.	 I did it myself!	 I did it with help!	
Today I did math problems.	 I did it myself!	 I did it with help!	
Today I helped at home! Here is what I did:	 I did it myself!	 I did it with help!	
Parent/Guardian Signature:			

Link to Self-Monitoring Charts:

[https://drive.google.com/drive/u/1/folders/0B0UAKVLx\\_FutYTA2dzBIR1VIVkE](https://drive.google.com/drive/u/1/folders/0B0UAKVLx_FutYTA2dzBIR1VIVkE)



# Activity Resources

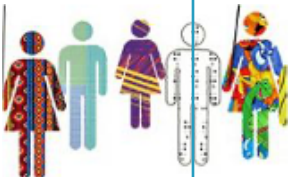
- For additional ideas about typical home activities in which academic goals may be embedded, see:
  - [Kitchen Classics](https://activelearningspace.us13.listmanage.com/track/click?u=67745b1000842aa001fcdfef07&id=81e0ff99f3&e=c29b81fb66)— <https://activelearningspace.us13.listmanage.com/track/click?u=67745b1000842aa001fcdfef07&id=81e0ff99f3&e=c29b81fb66>
  - [Bathroom Activities](https://activelearningspace.us13.listmanage.com/track/click?u=67745b1000842aa001fcdfef07&id=c8e15782f6&e=c29b81fb66)-- <https://activelearningspace.us13.listmanage.com/track/click?u=67745b1000842aa001fcdfef07&id=c8e15782f6&e=c29b81fb66>
  - [Outdoor Activities](https://activelearningspace.us13.listmanage.com/track/click?u=67745b1000842aa001fcdfef07&id=3d156169ba&e=c29b81fb66)-- <https://activelearningspace.us13.listmanage.com/track/click?u=67745b1000842aa001fcdfef07&id=3d156169ba&e=c29b81fb66>
  - [In the Shed or Workshop](https://www.activelearningspace.org/families/home-hacks/in-the-shed-or-workshop)-- <https://www.activelearningspace.org/families/home-hacks/in-the-shed-or-workshop>
  - [Family Room Activities](https://activelearningspace.us13.listmanage.com/track/click?u=67745b1000842aa001fcdfef07&id=d881271c68&e=c29b81fb66)-  
<https://activelearningspace.us13.listmanage.com/track/click?u=67745b1000842aa001fcdfef07&id=d881271c68&e=c29b81fb66>



# Templates and Resources

Please check NJCIE's website for new additions to the free resources available for download (finished products, templates to individualize and more):

- <https://www.njcie.org/online>





*Thank you and please enjoy  
the rest of your day!*

**Additional  
Questions/Comments?  
Please contact NJCIE:**

**[team@njcie.org](mailto:team@njcie.org)**

**[www.NJCIE.org](http://www.NJCIE.org)**

