

A Little About Me



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Center on Online Learning & Students with Disabilities

- Department of Education Funded
- Research on Online Learning and Students with Disabilities
- Teacher Development
- Content and Curriculum
- **Instruction**
- **Technology Tools**
- **Parent/Home Implications**



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Related Projects

www.centeronlinelearning.res.ku.edu/

<https://www.projectvoiss.org/>

<https://www.writingclassroom.org/>



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Agenda for the Session

- Online Learning Tools
- Considerations for Remote Learning
- Tips & Strategies



Resources found at - bit.ly/2GuwfmK



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Continuous Learning

1. Small Groups
2. Online
3. Remote/Packet Learning



State of KS -

<https://sites.google.com/ksde.org/kansascontinuouslearning2020/home>



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Content Management Systems



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Learning Management Systems



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Remote Learning



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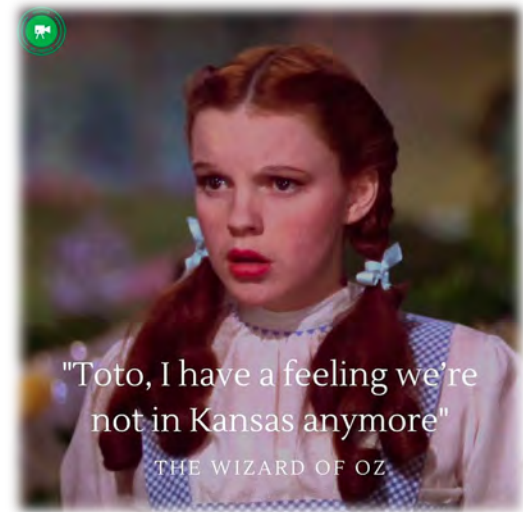
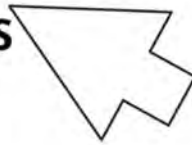
Paradigm Shift



Bricks



Clicks



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Tips & Strategies



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Time for School™



Say Hello



Listen To The Teacher



Share

Listen To The Teacher



USING VIDEO MODELING
TO TEACH SKILLS

USING VIDEO MODELING TO TEACH SKILLS





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EVIDENCE-BASED PRACTICES

Icon indicates practices with newly developed content (2015-2018) on AFIRM. Select the practice to access these modules and downloadable resources.

 Antecedent-based Intervention (ABI)	 Naturalistic Interventions (NI)	 Self-management (SM)
 Cognitive Behavioral Intervention (CBI)*	 Parent-implemented Interventions (PII)	 Social Narratives (SN)
 Differential Reinforcement (DR) Previously Differential Reinforcement of Alternative, Incompatible, or Other Behavior	 Peer-mediated Instruction and Intervention (PMII)	 Social Skills Training (SST) Previously Social Skills Groups
 Discrete Trial Training (DTT)	 Picture Exchange Communication System (PECS)	 Structured Play Groups (SPG)*
 Exercise (ECE)*	 Pivotal Response Training (PRT)	 Task Analysis (TA)

Video Modeling 101

- *Basic video modeling* involves recording someone besides the learner engaging in the target behavior or skill (i.e., models) – reviewed later.
- *Video self-modeling* is used to record the learner displaying the target skill or behavior - reviewed later.



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Video Modeling 101

- *Point-of-view video modeling* is when the target behavior or skill is recorded from the perspective of the learner.
- *Video prompting* involves breaking the behavior skill into steps and recording each step with incorporated pauses during which the learner may attempt the step before viewing subsequent steps. Video prompting may be done with either the learner or someone else acting as a model.



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NETFLIX



Favorite Video Sites

hulu

prime video



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Video Tips & Considerations

- Be Selective
- Provide a Mission
- Pause and Ponder



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Cognitive theory of multimedia learning

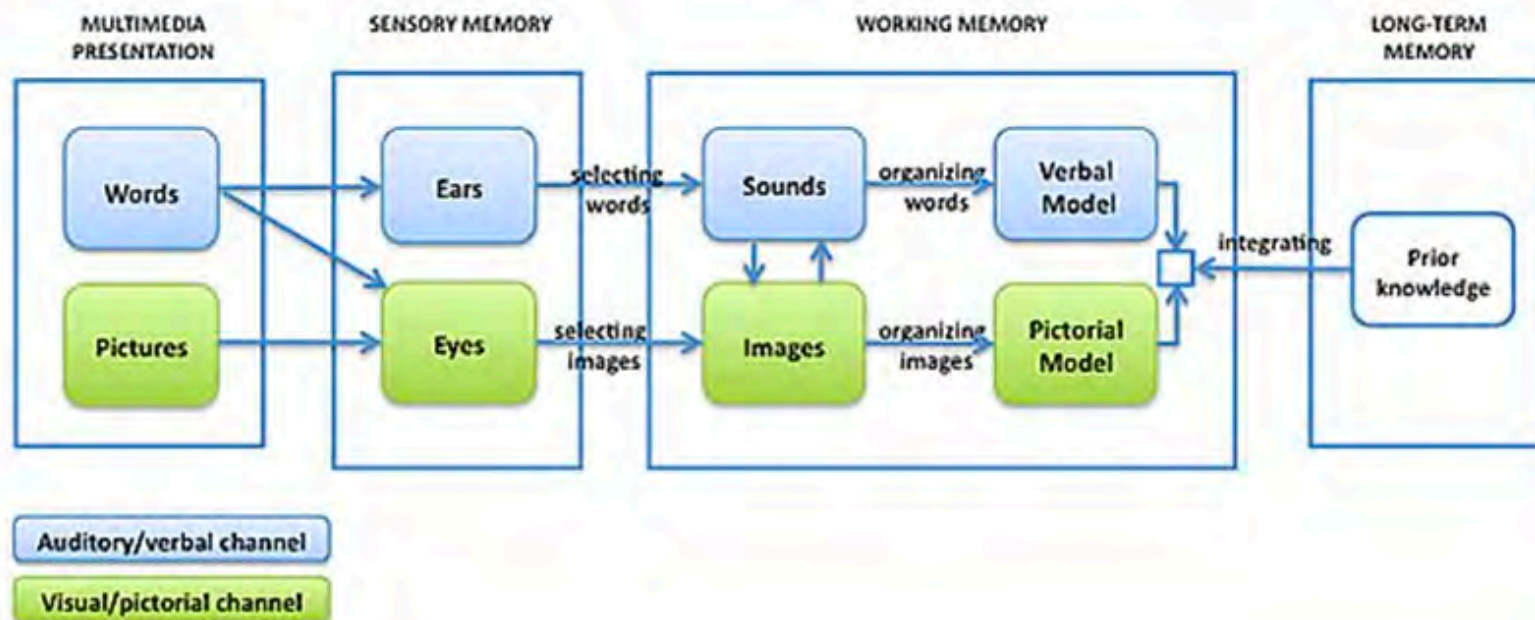


Figure from: <https://slideplayer.com/slide/9878856/> - Cathleen Cox

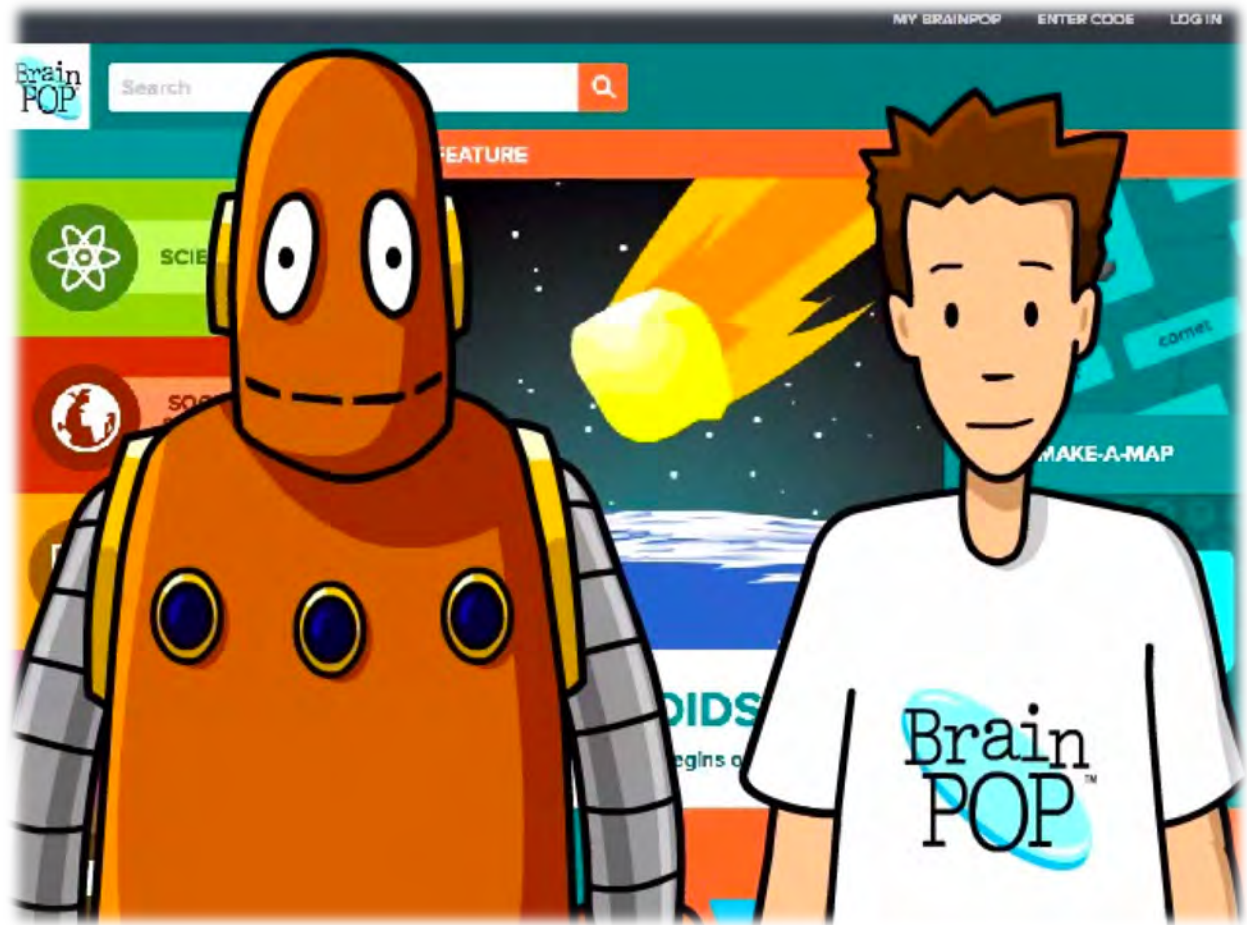
Cueing

1. On-screen text or symbols to highlight important information.
2. Change color or contrast to highlight ideas
3. Use symbols that draw attention to a part of a screen



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Matching Modality



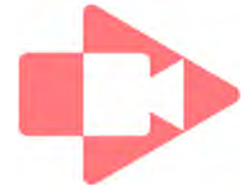
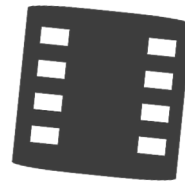
Video for Teaching



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<i>Vetting Criteria to Consider</i>	1	2	3	4
Illustrates the Idea/Concept 				
Clear Purpose to the Video				
Represents the Idea via Multiple Means Images, Audio, Illustrations, etc.				
Anchors the Idea/Concept for the Learner				
Offers a reduced Cognitive Load				
Quality of Video				
Quality of Audio				

Home Movie Aren't What They Used to Be!



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Barriers

- Text
 - Vocabulary
 - Comprehension
 - Fluency
 - Background Knowledge


Activity Resources

Tools: Off
Page 4 of 15

Have you ever noticed a whitish crust on the surface of soil? What is it?

The white crust forms when salt accumulates on the surface of the soil. The build up of salt in the soil is called **salinization**. In humid areas of the world, rain flushes the salt from the soil and carries most of it away in rivers and streams. But in arid places there isn't enough rain to flush away the salt.

When soil becomes salty, the roots of plants can't take up water effectively. If there is too much salt, the soil can even become toxic to plants!



Text/Transcript



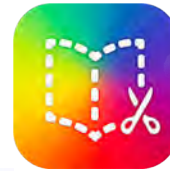
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Barriers & Solutions

- **Vocabulary**
- **Comprehension**
- **Fluency**
- **Background Knowledge**



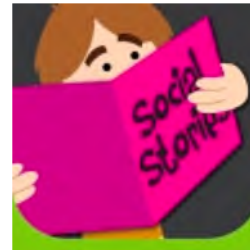
- Digital Text with Audio
- Preview the text
- Visual organizer – Graphic Organizer
- Video conference – small reading groups
- Digital Book that offer leveled text
- Visual supports
- Video supports



BOOK CREATOR



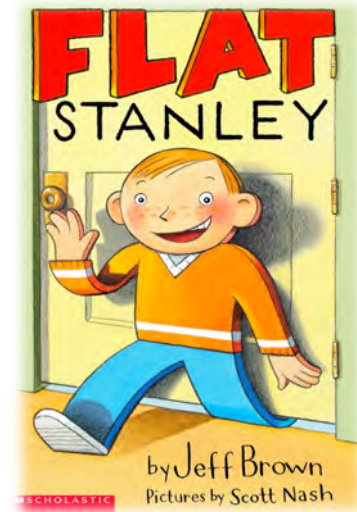
Tar Heel Reader
Books for beginning readers of all ages



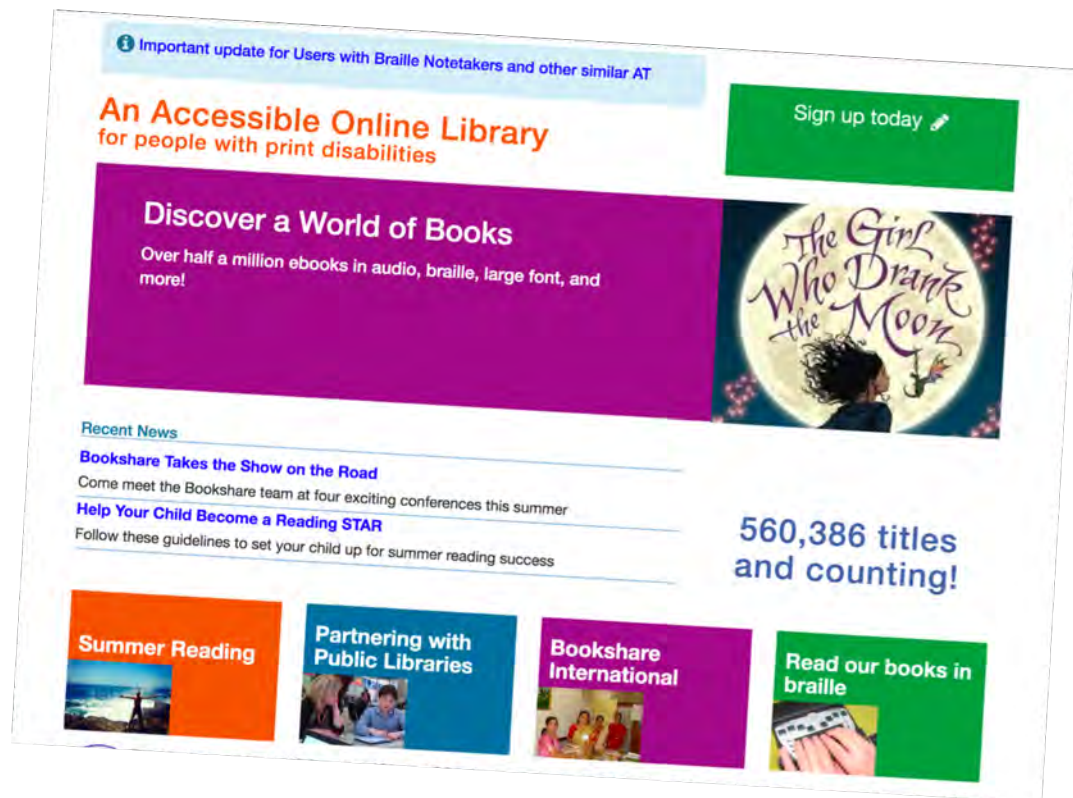
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Digital Books

- Leveled Books
- Relevant Images
- Personalized Voice
- Embedded Video



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<http://www.bookshare.org/>

The screenshot shows a Google Docs document titled "advance post for 4/9 - Google Docs". The toolbar is visible with several icons highlighted by red arrows. The labels for these icons are:

- Turn word prediction on/off**: Points to the word prediction icon (a head with a lightbulb).
- Access word or picture dictionary**: Points to the dictionary icon (an open book).
- Play/Pause/Stop text-to-speech**: Points to the text-to-speech icon (a speaker with sound waves).
- Add or remove highlights**: Points to the highlighter icon (a yellow pencil).
- Collect highlights or highlighted vocab words into separate Google Doc**: Points to the "Add-ons" menu item.
- Customize features such as speaking voice, # of predicted words**: Points to the "textHELP" button.

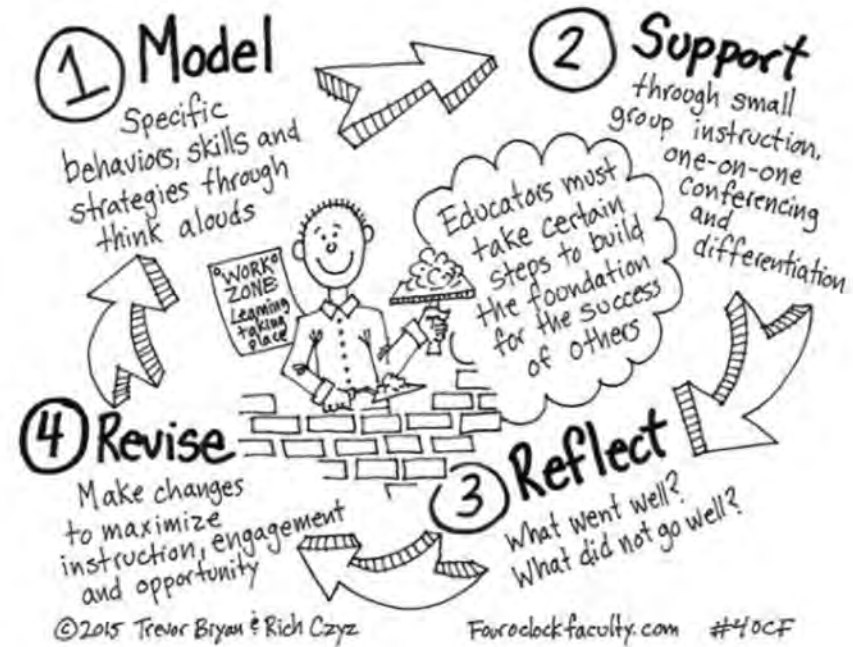
The document content includes the text: "Book it, Part 26: The Way to A...Better Day" and "Many children we work with do not see a link between their behavior and immediate positive consequences they can receive, let alone the connection between their behaviors and their long-term impressions on others. As SLPs, these students can be challenging in many ways, not only because it can be difficult for us to get them to participate in activities that improve".



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Barriers

- Worksheets
- Short Essays
- Multiple Choice



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Executive Functioning Skills

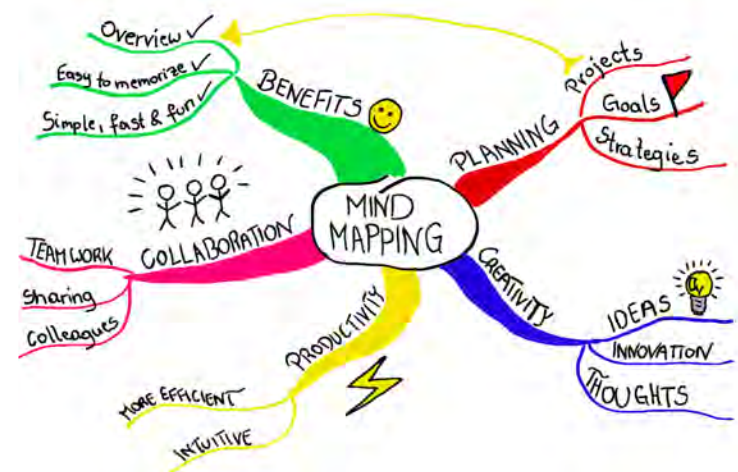
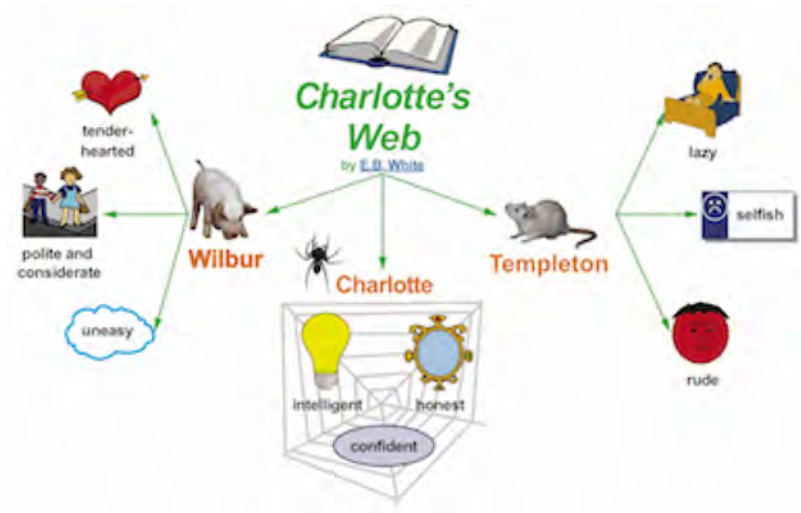
Organization

- ✓ Setting Priorities
- ✓ Task Initiation
- ✓ Task Completion
- ✓ Disorganized work space



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Graphic Organizers



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Organization



<https://www.goodkarmaapplications.com/visual-schedule-planner1.html>



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Things we Can Do as Parents & Educators

1. Establish Routines
2. Set rules
3. Write things Down – Address memory
4. Create deadlines – chunk
5. Work on One Task at a Time
6. Use a planner
7. Declutter - regularly



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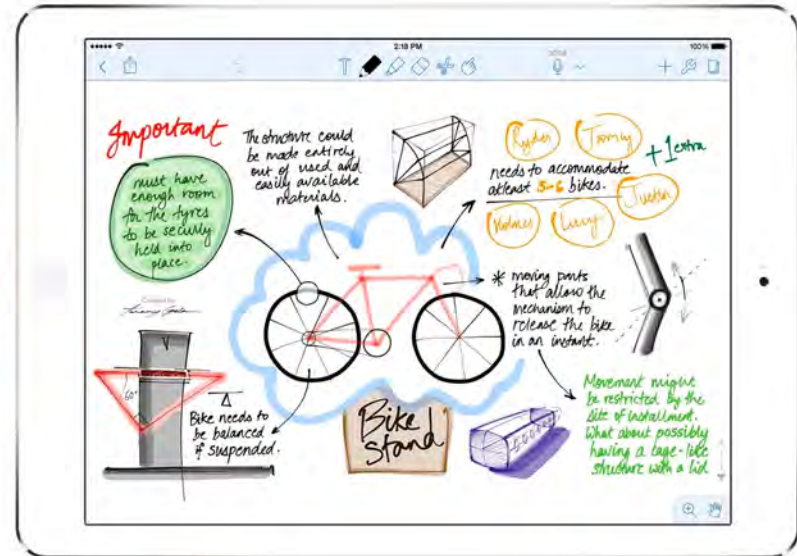
Planning - The Power of the Checklist

- Learners feel in Control – Prevent *I don't know what I am supposed to do...*
- Keeps learners on Task – know where they are on the Task
- Share the goals and details of assignment



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Checklist Planning Tools



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