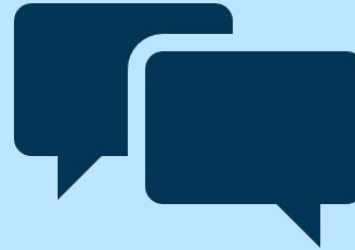


Welcome

Thank you for being here!

- We will get started in just a few minutes
- While you wait, please utilize the chat



In the chat, please:

- Introduce yourself and share where you are from
- What brought you to this web module today

A black and white photograph of four young children walking in a hallway. They are smiling and laughing, with their arms around each other. The hallway has a tiled floor and a wall with a patterned border. A large blue L-shaped graphic is overlaid on the image, framing the text.

Utilizing High Leverage Practices for Distance Learning

Module 3: Supporting Routines for Distance Learning
System Improvement Leads

Welcome!

Materials that may be useful:

- Pen or pencil
- Notebook



Your Presenters



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Improvement Facilitator



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Improvement Facilitator



SYSTEM IMPROVEMENT LEADS

INSPIRE • CONNECT • INNOVATE

The SELPA System Improvement Lead (SIL) Project seeks to increase positive outcomes for students with disabilities by inspiring Special Education Local Plan Areas (SELPAs) and Local Education Agencies (LEAs) to engage in a culture of continuous improvement. The SIL team is committed to connecting SELPAs and LEAs throughout the state to resources with a focus on: data use and governance, continuous improvement methodologies, and high-leverage practices. We are innovating with equity in mind to promote excellent educational outcomes for each and every student.

What are High Leverage Practices?

High Leverage Practices (HLPs) are critical strategies that focus on improving outcomes for students. There are 22 HLPs organized into 4 domains.

Collaboration

Assessment

Social
Emotional
Behavioral

Instruction

Agenda

1. Review objectives
2. Brief overview of previous modules
3. Introduction to self reflection tool
4. Review of how to use self reflections tool
5. Tips for including routines as a topic for check ins with families
6. Collaborate with other educators
7. Where to submit questions about this content and reminder about to access it in the future



Objectives

Educators will be provided with ..

- Tools to reflect on the effectiveness of distance learning routines and instruction
- A learning space to support effective routines and instruction



Review of HLPs for Distance Learning Modules 1 and 2

Module 1

- Setting up regular communication to support collaboration with parents, services providers, and other educators.

Module 2

- Organizing and facilitating effective meetings.

High Leverage Practices

Collaboration

- **HLP3: Collaborate with families to support student learning and secure needed services.**

Assessment

- **HLP4: Use multiple sources of information to develop a comprehensive understanding of a student's strengths and needs.**

Social Emotional Behavioral

- **HLP7: Establish a consistent, organized, and respectful learning environment.**

Instruction

- **HLP18: Use strategies to promote active student engagement.**
- **HLP19: Use assistive and instructional technologies.**

Reflecting on Routines and Instruction

Use the linked google folder to open the

- Distance Learning Lesson and Reflection Tool



Distance Learning Lesson and Routine Reflection Tool
Routine Reflection Tool
<p>What indicators am I using to assess if a distance learning routine is working for my student(s)?</p> <ul style="list-style-type: none"><input type="checkbox"/> Task completion<input type="checkbox"/> Homework submission<input type="checkbox"/> Presence during zoom or video lessons<input type="checkbox"/> Phone call follow through<input type="checkbox"/> Parent consultation<input type="checkbox"/> _____<input type="checkbox"/> _____<input type="checkbox"/> _____<input type="checkbox"/> _____
<p>When a distance learning routine isn't working I typically leverage the relationship I have with my students and/or their family by</p> <ul style="list-style-type: none"><input type="checkbox"/> Calling my student<input type="checkbox"/> Calling parent/guardians<input type="checkbox"/> Modifying assignments<input type="checkbox"/> _____<input type="checkbox"/> _____

Reflecting on Routines

Potential indicators of how distance learning is working for your students:

- Are you viewing completed work?
 - Are assignments turned in on time?
- Do your students make it to scheduled zoom lessons or phone check ins?
 - Notice their affect and body language

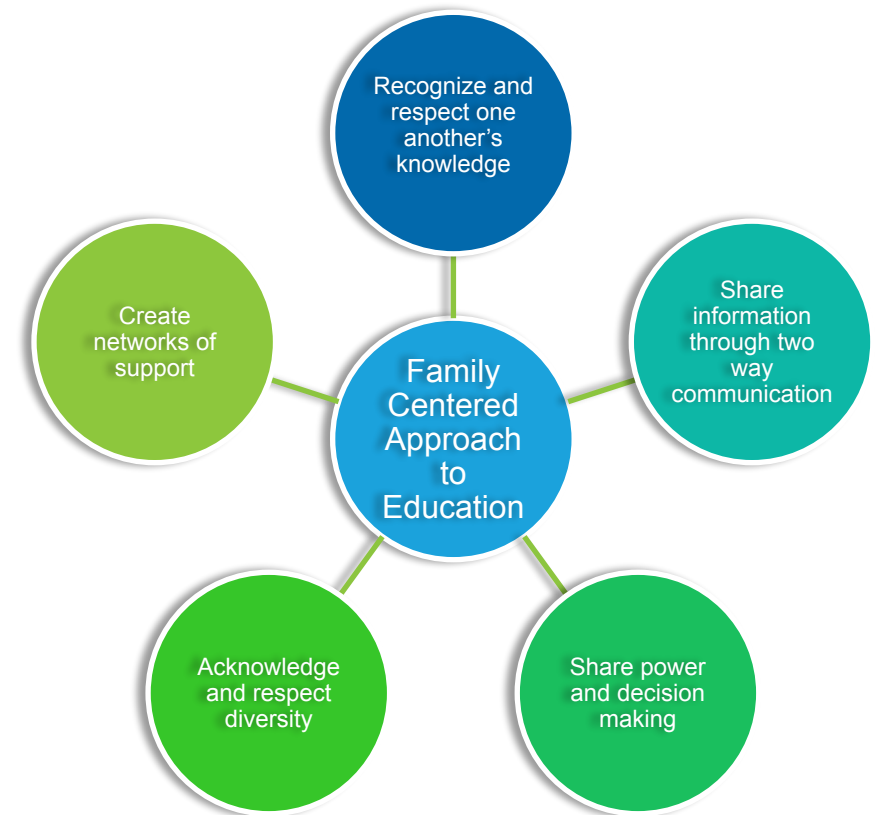


Reflecting on Routines- Checking in with Families

Families provide critical feedback about how things are working. Consider asking:

- How are you?
- What was working well?
- What didn't go so well?
- What do you need?

Reflection question: Does what your families share align to what you observe?



Reflecting on Routines

Families provide critical feedback about how things are working. More specific question to consider:

- Is the schedule you planned for your student(s) working?
- Are your student(s) able to engage in learning the way you intended or hoped?
- Is your student having behaviors that indicate a part of the routine isn't working for them?



Reflecting on Routines

Take a moment to think about how distance learning routines were working for your students

- What did you observe that indicated something **was** working?
 - *“I knew routines were working when.....”*

Share in the chat!



Reflecting on Routines

Take a moment to think about how distance learning routines were working for your students

- What did you observe that indicated something **was not** working?
 - *“I knew routines weren’t working when.....”*

Share in the chat!



Reflecting on Routines and Instruction

- Distance Learning Lesson and Reflection Tool



Distance Learning Lesson and Routine Reflection Tool
Routine Reflection Tool
What indicators am I using to assess if a distance learning routine is working for my student(s)?
<input type="checkbox"/> Task completion
<input type="checkbox"/> Homework submission
<input type="checkbox"/> Presence during zoom or video lessons
<input type="checkbox"/> Phone call follow through
<input type="checkbox"/> Parent consultation
<input type="checkbox"/> _____
<input type="checkbox"/> _____
<input type="checkbox"/> _____
<input type="checkbox"/> _____
When a distance learning routine isn't working I typically leverage the relationship I have with my students and/or their family by
<input type="checkbox"/> Calling my student
<input type="checkbox"/> Calling parent/guardians
<input type="checkbox"/> Modifying assignments
<input type="checkbox"/> _____
<input type="checkbox"/> _____

Reflection Tool

Gather input from your students and/or their families about routine challenges is critical. Barriers related to routines may include:

- A component of the lesson design
 - Strategies
 - Methods
- Method of turning an assignment in
- Lesson time
- Lesson modality (phone/zoom)
- Embedded (or not) reinforcement

Routine Planning- Making Adjustments	
Use this portion when problem solving for a challenge or barrier.	
1. Barrier or challenge	_____

2. Solution ideas:	_____

3. Solution to test/try:	_____
4. Who might I need to collaborate with	_____
5. Do I need to draft/create ant materials	_____
6. When am I going to test my solution idea?	_____
7. How will I know it worked?	_____

Reflection Tool- Example

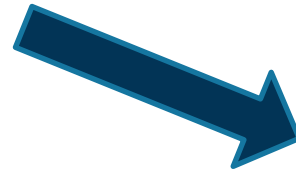
Routine Planning- Making Adjustments

Use this portion when problem solving for a challenge or barrier.



Collaboration- Practice!

We will be working through the *first 3* steps on the “Routine Planning- Making Adjustments” document



Step 1: Whole group

1. Spend a minute writing down barriers or challenges your students faced when accessing distance learning routines
2. Select one you would like to work with today

Routine Planning- Making Adjustments	
Use this portion when problem solving for a challenge or barrier.	
1. Barrier or challenge_____	<input type="checkbox"/>

Collaboration- Practice!

Step 2: Small Group

1. Introduce yourself
2. Round robin- share the barrier you would like to work with today
3. Select one barrier for the group to talk through steps 1-3
4. Select one other barrier to talk through (steps 1-3)

Routine Planning- Making Adjustments

Use this portion when problem solving for a challenge or barrier.

1. Barrier or challenge _____

2. Solution ideas: _____

3. Solution to test/try: _____



Collaboration- Practice!

In the chat, type in:

1. A solution you plan to implement



Reflecting on Instruction

Transitions to distance learning have often come with social changes or disruptions. One of the most important indicators of student well being and learning is engagement.



Reflecting on Instruction

Utilizing a structure to reflect on instructional components is a great way to:

- Collect data on instructional components
- Collect data on student need
- Pause and capture the things that are working well (which you may end up sharing with colleagues)
- Apply a systematic approach to addressing what isn't working

Distance Learning Lesson and Routine Reflection Tool
Lesson Reflection- Engagement
Lesson Title: _____
How do I know the lesson was or wasn't engaging? _____ _____
What do I think contributed to the engagement level during the lesson? _____ _____
Did lesson timing, material prep, structure of lesson, etc. contribute to why the lesson was or was not engaging? _____ _____
Based on how this lesson went I will (adapt the lesson, abandon this way of teaching this lesson for now, etc.) _____ _____

Reflection Tool- Example

Instruction Reflection –Engagement (example)

Collaboration- Practice!

We with the “Lesson Reflection-Engagement” portion of the document

Step 1: Whole group

1. Spend a minute thinking about a lesson you would like to reflect on today
2. Write down the name of the lesson

Distance Learning Lesson and Routine Reflection Tool
Lesson Reflection- Engagement
Lesson Title: _____
How do I know the lesson was or wasn't engaging? _____ _____
What do I think contributed to the engagement level during the lesson? _____ _____
Did lesson timing, material prep, structure of lesson, etc. contribute to why the lesson was or was not engaging? _____ _____
Based on how this lesson went I will (adapt the lesson, abandon this way of teaching this lesson for now, etc.) _____ _____

Collaboration- Practice!

Step 2: Small Group

1. Introduce yourself
2. Round robin- share the title of the lesson you will be reflecting on
 1. *Share how you knew it did or did not work and what you think contributed to it*
3. Brainstorm with your partner on what you might adapt to improve the learning experience of your students

Distance Learning Lesson and Routine Reflection Tool
Lesson Reflection- Engagement
Lesson Title: _____
How do I know the lesson was or wasn't engaging? _____ _____
What do I think contributed to the engagement level during the lesson? _____ _____
Did lesson timing, material prep, structure of lesson, etc. contribute to why the lesson was or was not engaging? _____ _____
Based on how this lesson went I will (adapt the lesson, abandon this way of teaching this lesson for now, etc.) _____ _____



Collaboration- Practice!

- In the chat share one “aha” or takeaway
- Complete the poll



Reflecting on Routines and Instruction- For Families



- What am I using to determine how our distance learning routines are working? What are our routine priorities?
- When a distance learning routine isn't working, in the moment I...
- When distance learning isn't going well, after we get through the rough moment, I...

Distance Learning Routine Reflection Tool
Routine Reflection Tool
<p>What am I using to determine how our distance learning routines are working? What are our routine priorities?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Emotional well being (calm, safe behaviors) <input type="checkbox"/> Using calm words throughout the day <input type="checkbox"/> Successfully utilizing breaks (play, movement, art, quiet time, etc.) <input type="checkbox"/> Waking up at the same time each day <input type="checkbox"/> Keeping track of school materials <input type="checkbox"/> Sticking to a schedule <input type="checkbox"/> Task completion <input type="checkbox"/> Homework submission <input type="checkbox"/> Presence during zoom or video lessons <input type="checkbox"/> Independent task completion <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____
<p>When a distance learning routine isn't working, in the moment I</p> <ul style="list-style-type: none"> <input type="checkbox"/> remind and support my student in using breaks <input type="checkbox"/> help my child use calming strategies to support problem solving <input type="checkbox"/> Allow my child abandon the task <input type="checkbox"/> Change the amount of work my child had planned to do <input type="checkbox"/> Make a plan with my child, for how to accomplish the thing that feels hard <input type="checkbox"/> Make changes to our schedule <input type="checkbox"/> Adding behavioral reinforcements <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____
<p>When distance learning isn't going well, after we get through the rough moment, I</p> <ul style="list-style-type: none"> <input type="checkbox"/> Take break (for myself) <input type="checkbox"/> Reach out to my child's team for support <input type="checkbox"/> Call a friend to talk it through <input type="checkbox"/> Abandon the learning that day and try again the next <input type="checkbox"/> Make changes <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____

Reflecting on Routines and Instruction- For Families



The second page of the family companion tool focuses on:

- Identifying barriers
- Making a plan

Routine Planning- Making Adjustments Use this portion when problem solving for a challenge or barrier.
Identifying an area for improvement
Barrier or challenge (what part of the routine isn't going how we'd like? And/or, what part do we want to improve?) _____
Solution ideas. By yourself, with your child, a friend, your child's teacher, etc. make a list of any potential solutions. *No idea is a bad idea. List all you can think of. <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____
Making a plan
1. Reflect on the above list and select one solution to try: _____
2. Does this solution require any additional planning or materials? If so, what? _____
3. Write down the names of anyone who may have ideas or be able to help, if needed _____
4. When am I going to test my solution idea? And, for how long (1 day, 3-5 days, etc.) ? _____
How will I know it worked? Use this space to write a goal or measure. a. <i>Example 1: I will make 3 break cards for my child to use throughout the morning so that they can leave the learning space without yelling or laying their head on the table. I will know it worked because there will be less tantrum like behavior.</i> b. <i>Example 2: I will email my child's teacher and let them know an assignment will be completed in chunks rather than all in one day, and ask them to send me smaller tasks.</i> _____ _____ _____

Resources



[Module Survey Link](#)



**SYSTEM
IMPROVEMENT
LEADS**

INSPIRE • CONNECT • INNOVATE

[HOME](#) [ABOUT US](#) [RESOURCES](#) [PROFESSIONAL LEARNING](#) [SIL SUMMIT](#) [CALENDAR](#)

Inspire

The System Improvement Leads Project inspires SELPAs and LEAs to engage in a culture of continuous improvement in order to improve outcomes for students with disabilities.



Thank You

SIL Website:

<https://systemimprovement.org/>

We Value Your Feedback:



Module Survey Link



@system_leads



@system.improvement.leads

