

Q&A

Transitions to Online Learning: Inclusive Virtual Learning Practices for Diverse Learners Webinar (answers from participants & panelists are underneath each question)

1. Is it possible online inclusive class?
2. How do you deal with SEN students?
3. How can we support students in practical subjects?
4. What do we do if students do not have a para professional with them?
5. How do you support early years students?
 - a. We will answer this question in our webinar - Upcoming!
6. What's your best approach to combine online and offline activities for students in language acquisition classes?
7. How do you feel about modifying existing goals to make them more life skills focused?
8. How do you reach out and design lessons online with internet lagging, etc and such environmental factors when you're teaching and design lessons to enhance learning for each student
 - a. The panelists will address many solutions to these challenge
 - b. They are difficult and we hear you!
9. Strategies for High school students with executive functioning challenges who are struggling with motivations...some of whom are ASD
10. What particular learning tools or templates will enable teachers to better assess learning of their students
11. How do you keep children with learning differences engaged?
 - a. Being addressed right now...
 - b. Choice and voice...
 - c. All ideas will be shared via the recording of the webinar and follow up notes (Should arrive back to you in about 6 hours). Thank you!
12. As a specialist, how many sessions during the week do you have online with the student and also with parents (separately)? Is it during regular hours or in the afternoon and weekends also (specially for those parents working at home during "school hours")?
13. How do you help/support "regular" classroom teachers that simply can not cope with the amount of change that has recently exploded upon them? Have you had this happen at your current school?
 - a. Upcoming questions - Solutions and ideas will be shared.
 - b. Thank you for being with us!
14. How do you evaluate the end of the school year? There are students that repeat the year if they do not meet the ILP or ILP objectives in this distance Learning process?
15. Are people getting in to the zoom classes and how have you adapted your role to meet learner needs?

16. 16,What programs or applications or websites are useful and relevant for students with different learning needs?
- This is the focus of our last question and we will email you a synthesis of the ideas shared today following our webinar. Thank you for being with us!,
17. How are you working with parents whose native language is not English?
- Yes, we are sharing thinking from and with a multilingual perspective. All our schools are bilingual/multilingual.
 - I'm predominantly working in French with English as a second language. Many online resources come in English, if anyone has links to good resources in French that can be used online with SEND students and especially parents, please post these up!
18. Are you able to/how do you facilitate and maintain access to social opportunities with peers, especially for students with intensive needs?
19. How do you screen the borderline or tier 2 students from the whole group at the beginning of the school year?
20. For ASL and ESL students- Online teaching, learning and assessment is an effective way to rely on judging their content knowledge and skills building.
21. Has anyone sent out student weekly questionnaires where students can express their voice with respect to what is working well/not working so well with online learning?
- Yes, Korea International School gathered their elementary student leaders (fourth and fifth grade) to get their feedback. Students reported how hard it is to manage their time but felt that they were less distracted at home than at school. They also feel like they are getting more rest. The challenge now is to take their positive feedback about virtual learning and see how we can achieve that when we are back on a virtual schedule.
 - *on a traditional schedule,
 - Please share any resources and examples.
 - These will get sent to all webinar participants along with a recording of the webinar in about 6 hours. Thank you!
 - We sent out teacher and parent feedback forms - end of week 1 and then again end of week 5 . We are currently in week 6 - SEN students provide one-on -one feedback to the SRC team.
 - Metropolitan School of Panama is doing so weekly in secondary (Grades 6-12).
22. In the private school in which I work, the special education and English learner support services have a significant additional cost for our families. The parents are pushing back and demanding daily 1-1 support for their students more than once a day. Any tips for this?
23. Also, the teachers of students receiving these services have completely overloaded schedules to attempt to meet this one-one-one demand. Again, any advice for us to find a balance and justify the service?
24. The woman who mentioned the YouTube video on ADHD also mentioned some other resource. I missed it. Sounded like Pomodoros. What is that? T
- No worries - You will receive not only a recording of the webinar but a doc capturing all the recommendations shared today. Thank you for being with us!,

- b. Thanks. This is amazing. Thank you all for so generously sharing with the rest of us in all our corners of the world. My district has little funding to support us teachers. I'm not Special Ed but I see lots of these students with no training. I teach Spanish and Computers. Thanks again.,
25. What is the best way to engage different level 1st -3rd Graders in one hangout meeting? Is it better to work one on one?
26. How do you support a child with speech impairment during live lessons? The child loves sharing ideas but the teacher is also having difficulty because she could not lip-read as she does in a face-to-face interaction. Please suggest strategies to support student feedback during live lessons.
27. Special children need repeated work. Is it possible online? where they respond ? can they handle the system without any support?,
28. What role do you see the school psychologist playing in this learning journey
29. How can I differentiate visually?
- It sounds bad but google "CRAP" design. Contrast, Repetition, Alignment and Proximity. Great approach for all learners.
 - Without in-person redirection and proximity, what specific strategies can we use with distance learning to help engage students?
30. On a regular school day, student performance and engagement is mostly monitored by teachers. These days, during home learning, parents convey that due to work and splitting attention amongst all of their children, they cannot monitor their children's online performance and behavior very well. They ask teachers to monitor their children's online behavior. What advice would you give for teachers to draw the line between teacher role and parent role during home learning? Is there any online monitoring tool which you would like to recommend? I know, Google Classroom can help monitor student online behavior by making student screens visible to teachers.
31. What are your opinions on the best way for lesson delivery? We operate with daily lessons, for our secondary students this is four classes per day.
32. Are there any studies that point to weekly lessons or twice weekly lessons and how they work with students engaging in online learning? It seems like this would be an easy, if simplistic way, to reduce content and allow for more scaffolding. Thoughts?
33. If there is a student in the class who works with the Special Education teacher, is it feasible for the student to be a part of the regular online session without the educator?
34. Can you share an example of the compassionate grading policy? I support preschool and lower elementary students. Thanks!
35. A lot of time special education, they focus on learning and physical disabilities, but what about emotional disabilities? How do we help with engagement?
36. What do you suggest to assess students online during quarantine , since everything is delivered online now.
37. What is compassionate grading policy? Please share information

38. Online sessions kept the active students promotion and cast the lagging behind students in a far corner inaccessible due to their psychological status. How can we overcome this issue?,
39. Brain Break resources online?,
 - a. Look for resources which will be sent to you following the webinar along with a recording of the webinar as many are being shared by our panelists. Thank you for being with us!
40. How to work online with parents who are in denial about their children's needs?
41. Any tool or resource to help students plan their schedule for the day? Something that's easy to serve as reminders
42. I think this was answered. Will there be a written recording of this conversation?
 - a. We'll have live Close Captioned Video after the event
 - b. Thank you!
43. Suggestions to support High School students with Executive Functioning challenges
44. It have been integrating Online Collaborative Activities such as FishBowl Debate , JogSaw and Send a Problem for building Skills via Microsoft Teams by creating groups in Teams to discuss. Anyone else has also integrated them to virtual classroom?
45. How do we implement IEP's via distance learning?
46. Has anyone created a handbook with tips or tricks for parents specifically around working with students who have learning disabilities, language acquisition, or executive functioning issues?
47. What are your thoughts on the proper amount of time that students should be spending per day on online learning? How does it vary from grade to grade? Learner to learner?
48. Do you know how parents conciliate their work with the support they have to give to their children?
49. What exactly do you mean by creative assessments? And is there a way or website where we can check out these assessments for application.
50. Grade 11 Auditory processing - stronger enough academic but really struggling to access content now in this strongly auditory environment
51. I hear a lot of webinars talk about Seesaw. Is this platform suggested for students in secondary grades? It seems it's less of an LMS and more of an eportfolio. Any feedback is appreciated
 - a. It's generally used more in elementary settings but could easily work with older learners. Heavy on the visuals and easily accessible.
 - b. Thank you.
52. Are you able to give the list of accommodations that you felt would work in an online platform?,
53. Hi Lori, what type of rewards do you offer kids?
 - a. Hi. I base my rewards off of student interest. For instance, some of my kids love to play tic tac toe, others like me to read them a short story, some like a quick online game. I assess their preferences and go with those.
54. Do you think education as we know it will change forever due to COVID19. What positive change should we jump on, advocate for and make happen when "normal" school returns?
 - a. Lori: I believe that now we have had COVID, we should really reflect on what is important. It's not content. It's all our skills such as self-regulation, flexible thinking, our

executive functioning skills and social thinking skills...these are the skills that make us life-long learners.

55. How can we connect with any more of these webinars. So excellent. I appreciate all your work on this.
- a. Thanks. We post all the webinars here. <https://www.iss.edu/community/online-learning>,
 - b. The previous webinar are there. Very good resource bank being created through these ISS Online learning webinars
56. Hi there, where are you keeping the resources?
- a. Everything will be posted here <https://www.iss.edu/community/online-learning>
57. Is it advised to teach autistic children in mother tongue or English?
- a. Lori: Mother tongue if possible, however if there is no practitioner who can speak the language, then English or the 2nd language is appropriate.