Maximizing Student Engagement Virtually For Students with CVI
Housekeeping

Mute

Chat window for questions OR raise your virtual hand

Today’s objective

Recorded

Resources at the end!
Today’s webinar & guest panelists

Jaime Pack-Adair will be presenting on student engagement in the virtual classroom.

Panelist:

Dorinda Rife, CLVT, COMS
ASDB Low Vision Specialist
5 Steps To Providing Virtual Instruction to Students w/CVI

● Prepare the parent/caregiver
● Set the Student up for Success
● Tips for Providing Virtual Instruction
● Areas of Instruction to Address
● Resources
Coaching and Preparing the Parents/Caregiver

- Meet with the parent
- Environment for Visit
- Include siblings if appropriate
- Outline objectives of session
- Explain the activity
  - Teacher Led
  - Parent Led
- Share observations/give feedback

*The purpose is to coach the family*
Setting up for Success

Consider the following during a visit:

- Positioning
- Environment
- Lighting
- Length of Activity
- Engagement
Set up the Environment for the Student
Dorinda Rife

- Instruction on iPAD/Computer
  - Black/Dark background behind device
  - Fill the screen with visual material (eliminate background/foreground)
  - Provide wait time
  - Limit Screen Time Activity
  - Share materials with parent for home use
Tips for Virtual Instruction
Connect with students

- Use photos during visits
- Sharing a screen in zoom
  - Teacher can provide full-screen photos taken earlier
  - Household objects- Lemons or Red Apples
Photos and slides
Joy Doodle

Draw simple or complex pictures and you can
Save a video of the drawing once complete.
So many applications here, really for each phase.
Environmental Considerations Continued

This is an opportunity for teachers to work with parents and students in their homes!

- Think of the home as you would a classroom. What adaptations and supports will make the student’s environment conducive to visual learning at the student’s level?
Environmental Considerations Continued

○ Parents can take pictures and/or videos of particular home environments for review. Teachers take a look and offer suggestions.

○ Ask parents: what’s the most challenging part of your day? Look at supports for that time together.
3 Compensatory Activities

1. Object Box

Create an object box using black material and a basket
Present the object in the box before the activity
2. Sound Walk
   ○ Parents can walk with their child (carry, wheelchair, etc) around the house and identify various sounds
   ○ Examples include microwave beeping, washer, doorbell, door shutting, etc

3. Create an Active Learning Space
   ● Curtain rod in a doorway
   ● Pegboard
   ● Toys on strings from a doorway
Active Learning Space in a Doorway

Students can sit or stand to play with hanging objects in the doorway

Great for the kitchen doorway, living room space

Attach items with string and use a pushpin to hold
Choose A Theme

- Select an object to talk about
- Choose one usually found at home:
  - Books
  - Shoes
  - Favorite Toy
  - Stuffed Animal
  - Food
- Be prepared
  - Tell parents ahead of time the theme and the object they will be using
  - Have the same item ready
Engagement with Toys during Playtime

- Encourage students to hold the toy
- Explore the toy
- Coach parent to teach child to play
- Provide observations
Create Movement Opportunities for Concept Development

Select a song that encourages active participation—such as:

- Body Parts/Awareness
- Up/Down, High/Low
- In/Out
- Stop/go (use instruments)
Use Instruments to Play with Singing or Moving

Select common household items

Cup and Spoon

Spoon and Bowl

Cardboard box (drum)

Two spoons to bang together

Shaker Bottle
Resources

https://cec.sped.org/Tools-and-Resources/Resources-for-Teaching-Remotely/Webinars/EarlyChildhoodOnline/EC-RBM

https://www.pathstoliteracy.org/blog/category/cvi