

Back-to-School Transition: Tools for COVID Complications

Elise Wulff, M.Ed.

MGH Aspire

www.mghaspire.org

Agenda

COVID Concerns and Learning Influence

Anxiety Management Tools

Executive Functioning

Supportive Structures for Remote Learning

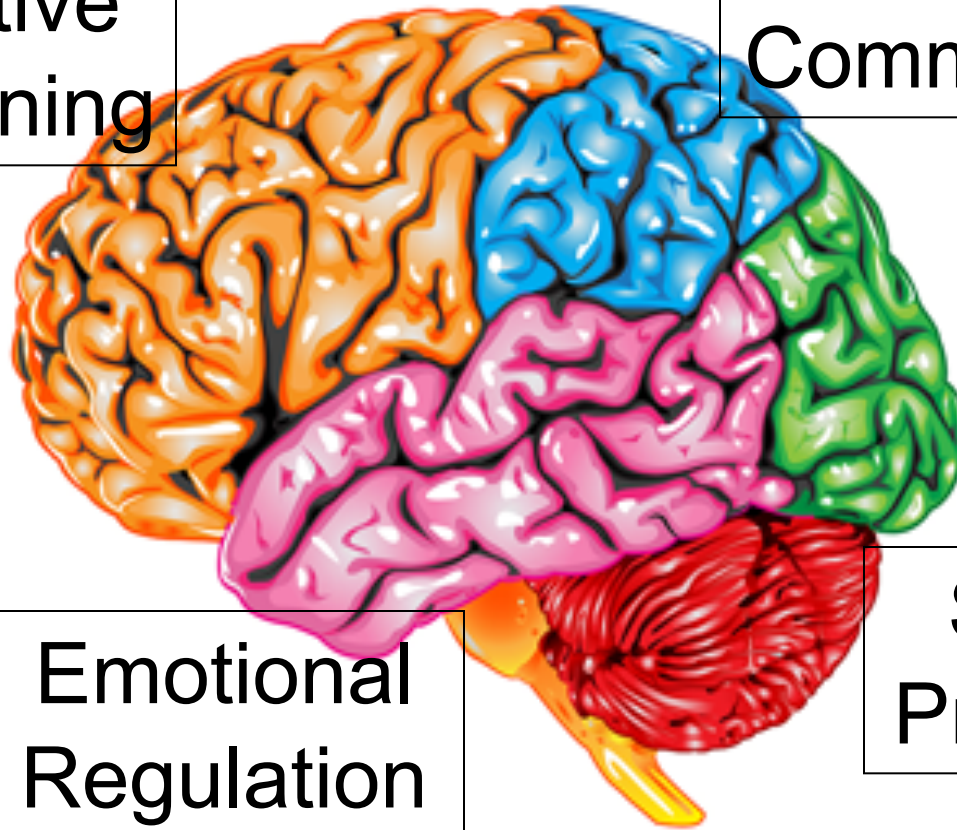
Home-Schooling Resources

Executive
Functioning

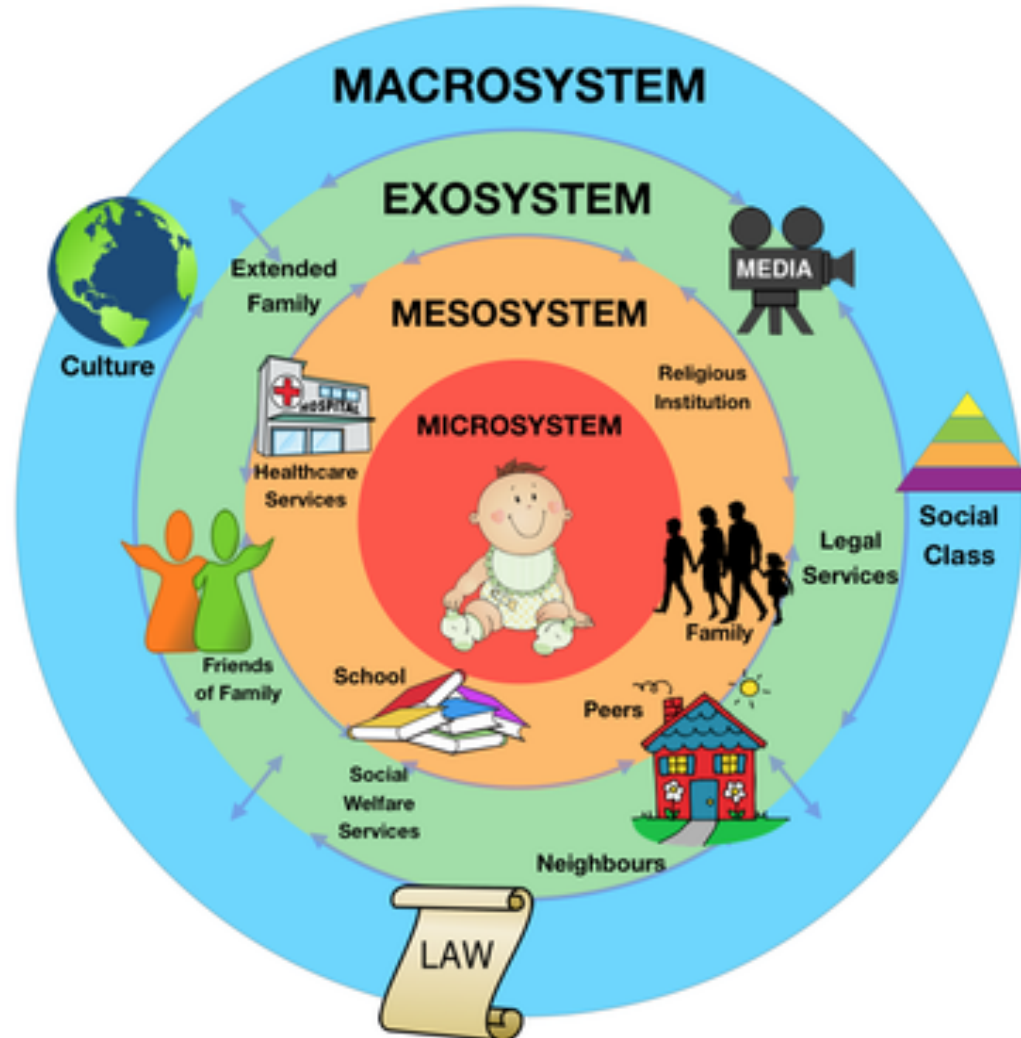
Social
Communication

Emotional
Regulation

Sensory
Processing



Bronfenbrenner's Ecological Systems Theory



Source: <http://ex3dfile.com/search/Bronfenbrenner+Bioecological+Model/>

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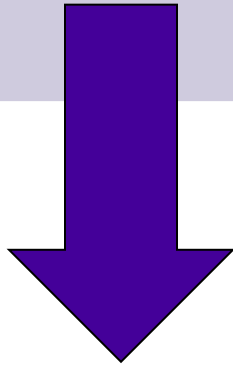
Priorities at School and Home



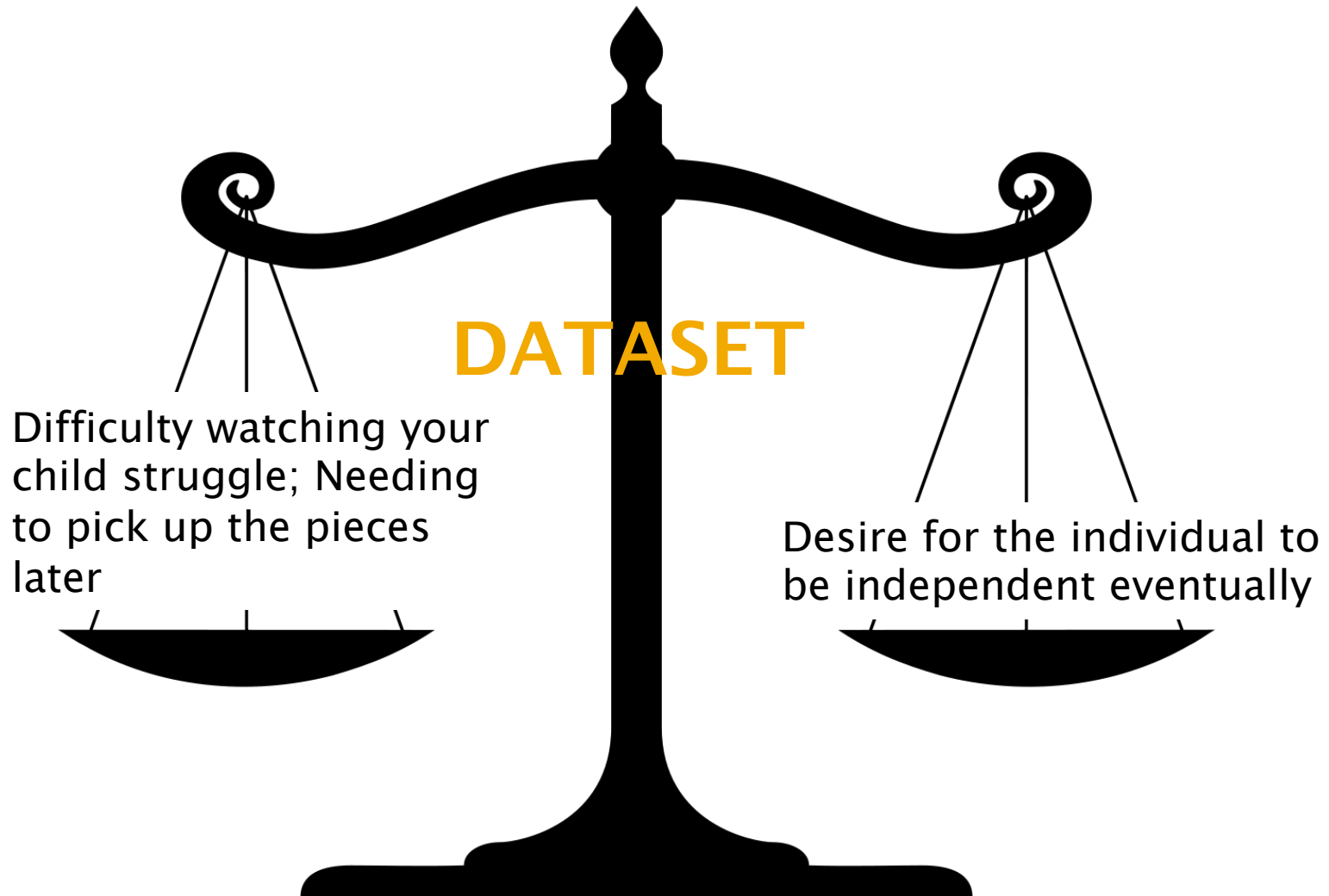
1. Safety
2. Self-Regulation
3. **Maintaining** core academic skills
 1. Reading
 2. Writing
 3. Mathematics
4. Connectivity
5. Access point for the future

Caregivers

- Personal loss
- Insecurity about ability to care
- Greater insight into child's academic or social skills or deficits (data set)
- Regression
- Shifting priorities
- Trauma



Anxiety

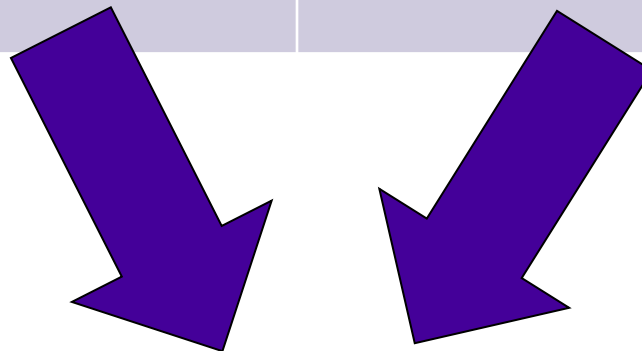


Establishing Expectations (at Home)



- **Expectations EVOLVE.**
- Set up a regular Family Meeting
- Prepare for expected questions ('Answer Books')
- Not everything goes in the schedule, but everything has a place in the schedule:
 - Chores
 - Personal Hygiene routines
- Capture the Conversation
 - Write it down
 - Check for agreement
 - Organization: Make it visual
 - Use the tool, don't rely on memory

Caregivers	School Staff
<ul style="list-style-type: none">• Personal loss• Insecurity about ability to care• Greater insight into child's academic or social skills or deficits• Regression• Shifting priorities• Trauma	<ul style="list-style-type: none">• Personal loss• Insecurity about ability to care (virtual platforms)• Greater insight into child's home presentation (data set)• Regression• Shifting priorities• Trauma



Anxiety

“Families already have many strengths including **resilience and existing strategies to overcome their challenges**. They know their family member ***better than anyone else*** and may have already established methods of effective communication. These existing methods and strategies should be **positively reinforced by professionals during consultations**. Good communication remains essential. **It is imperative to show interest and understand the other person’s perspective.**

Family members need to help individuals relax and self-soothe.”

-Yahya and Khawaja (2020)

- Pre-COVID what were your/your child's priorities?
- Your child's COVID experience:
 - Sleep? Eat? Communicate?
 - Discussions about COVID? Understanding of COVID?
- During COVID remote learning, describe:
 - A bad day
 - A great day
 - An average day
- Now, what are your concerns?
- What are you/your child's priorities?

Shared Experience

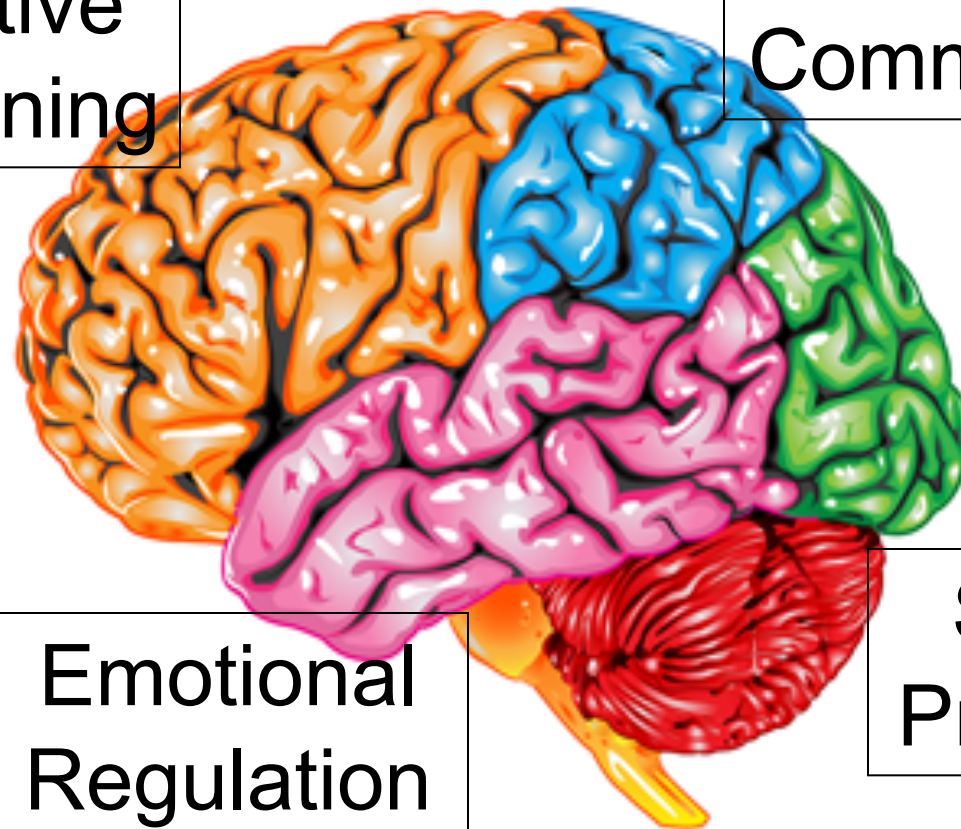
- Identify your needs and capabilities
- Communicate with the school liaison (how?)
- **Agree to mutually acceptable expectations**
- Ask for clarification
- Express outcomes with neutrality
- Ask for help

Executive
Functioning

Social
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Processing



- Set boundaries around the flow of information (news, media)
- Set up a regular home meeting time
- Prioritize self-care
- Structure Mind-Body Time
- Regular Self-Monitoring check-ins (non-contingent)

Build the Schema

Same

Similar

Different

Control what you can.



- **Prepare:** Gather the information you can specific to your school/program
- **Predict:** Use other available resources to make reasonable predictions about what your child might be asked to do or would encounter
 - Spaces, self-advocacy, activities that might feel different or may not exist
- **Prepare:** Use images, videos, social stories to help your child build some possible 'future pictures'
- **Practice:** Repeated role-play
 - Masks, hand-washing, sitting at/communicating from a distance, drinking and eating routines

Why I can't watch TV when I wake up in the morning:

In the morning, I will have a daily routine. This routine will help me start my day “on the right foot” by getting me clean and organized. This morning routine will help to warm up my brain for the day. And, my morning routine will keep me busy.

Television is a passive task, it does not help the brain wake up. It does not help the brain become more alert. In fact, television lets the brain “zone out.” Which is probably why I want to watch TV in the morning! It will be “relaxing.” There are other things I can do to have a “relaxing” start to my day.

I can watch television...

Mindset Shift During a Pandemic

I'm stuck at home → I get to be SAFE in my home and spend time with my family

I will get sick → I will self-isolate and wash my hands, this will significantly DECREASE my chances of getting sick

I will run out of items at home during self-isolation → I have prepared for this and I will use my items wisely. I have everything I NEED for now

Everything is shutting down, I'm panicking → The most IMPORTANT places, such as medical centers, pharmacies and grocery stores, remain open

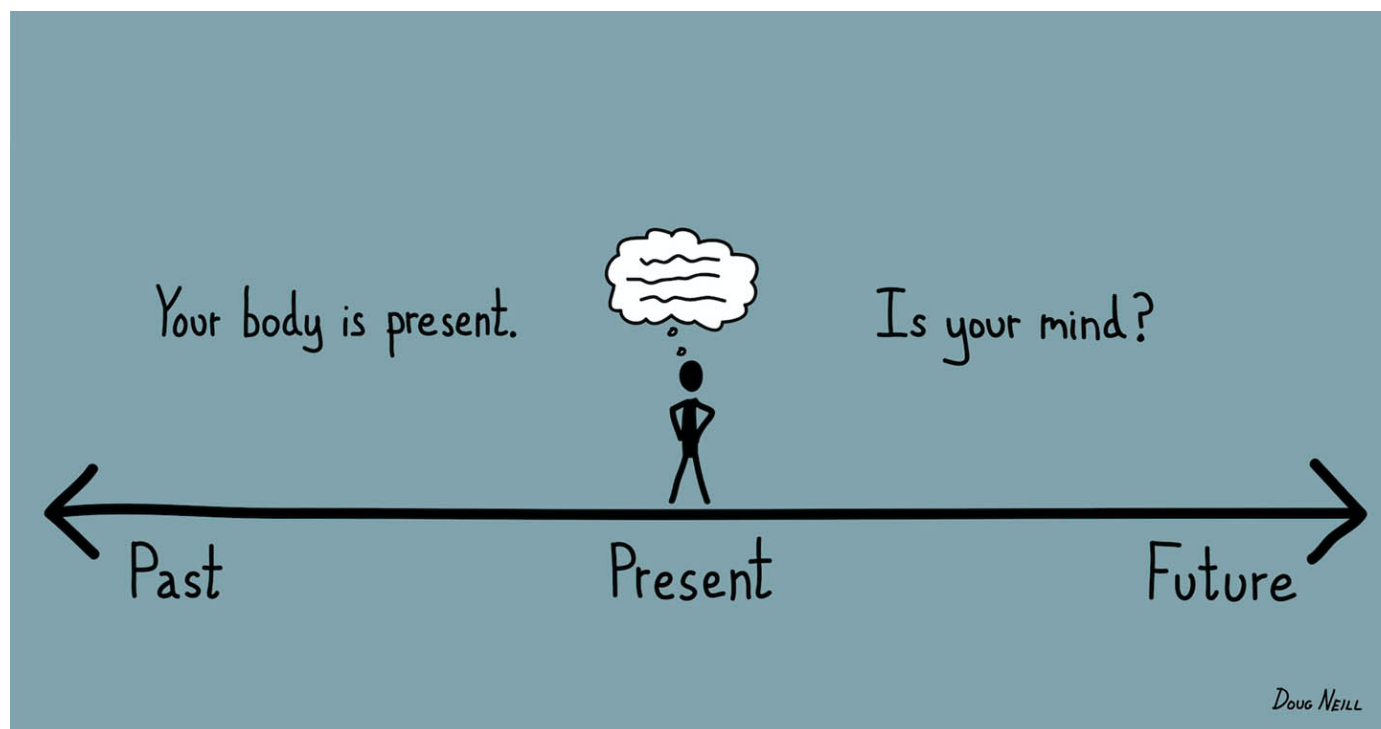
There is too much uncertainty right now → While I can't control the situation around me, I CAN control my actions. Doing breathwork, calling loved ones, getting enough sleep and proper nutrition, prayer, and doing activities I love at home will all help during this time


SumairaZ.com

When you don't know.



- Say, “I don’t know.”
- Comment on the question
 - “You’re thinking about _____.”
 - “I wonder if you’re...”
- Model emotional language
 - “Sometimes, when I think about _____, I feel _____.”
 - “It’s ok to feel _____.”



Mind-Body Practice

Mindful
Eating

Mandala
Coloring

Sense
Memory
Lab

Mindful
Walking

Tempo
Drawing

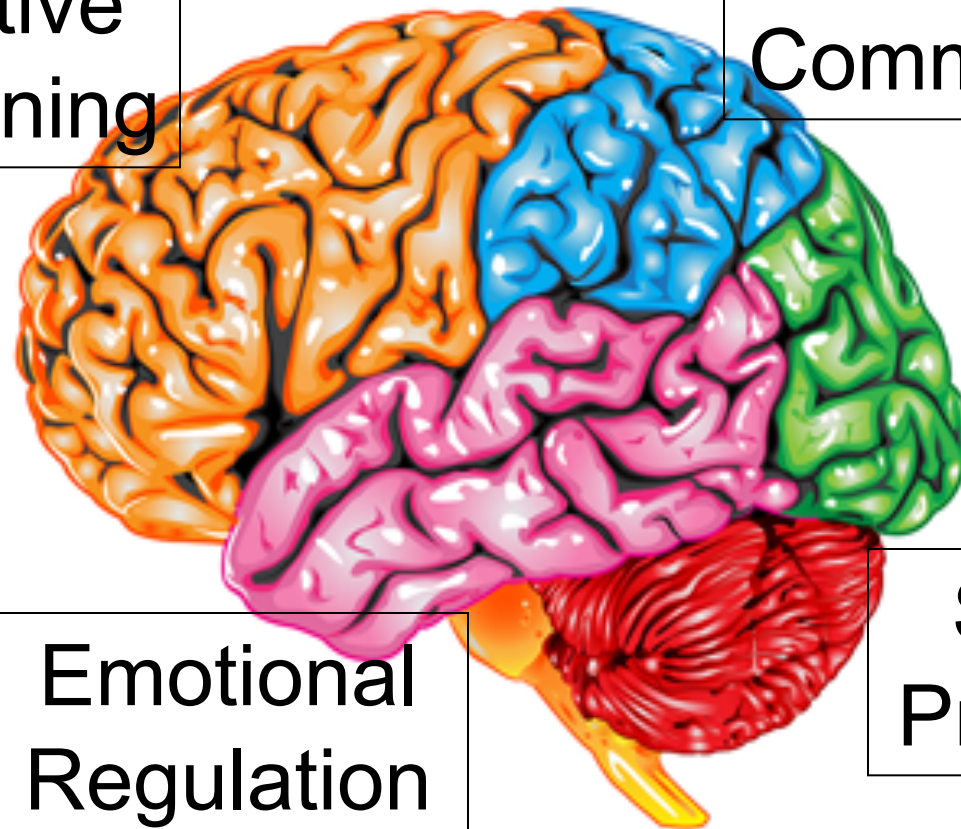


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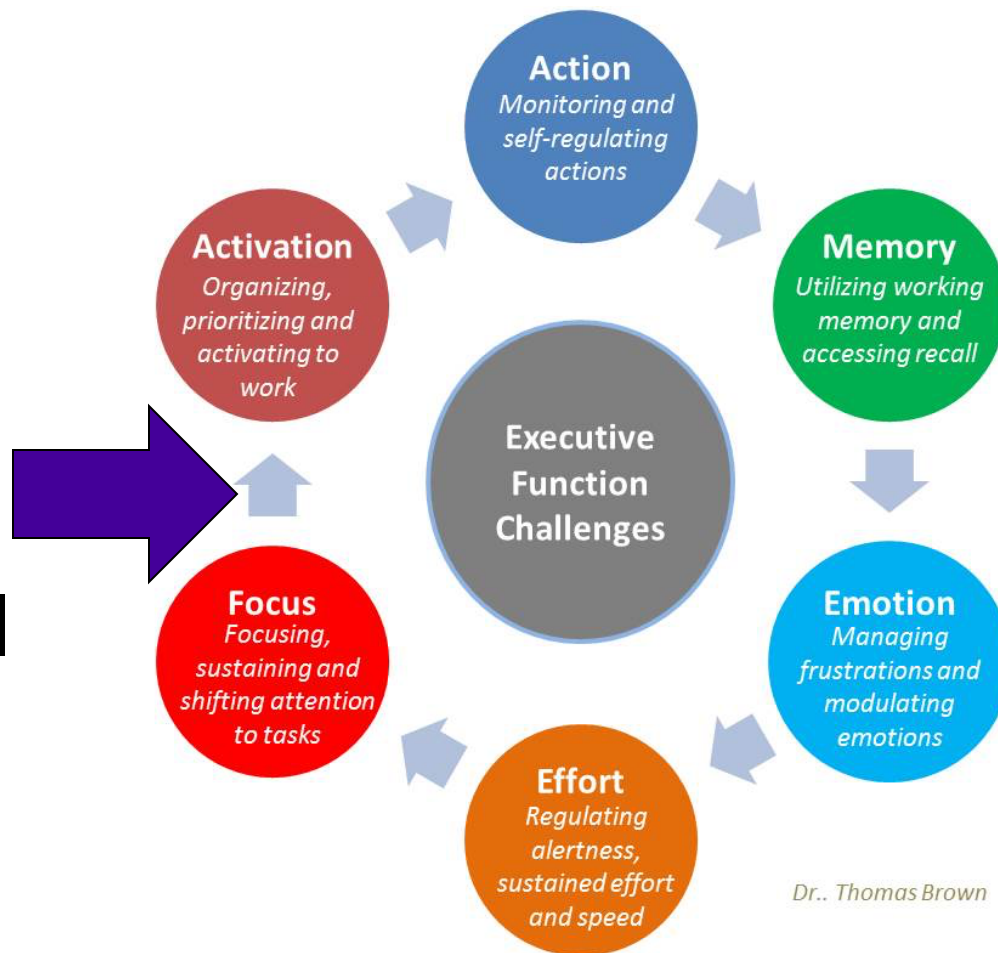
- No universal definition among professionals and researchers

One commonly cited definition:

***Orchestration of basic cognitive processes
during goal-oriented problem-solving.***

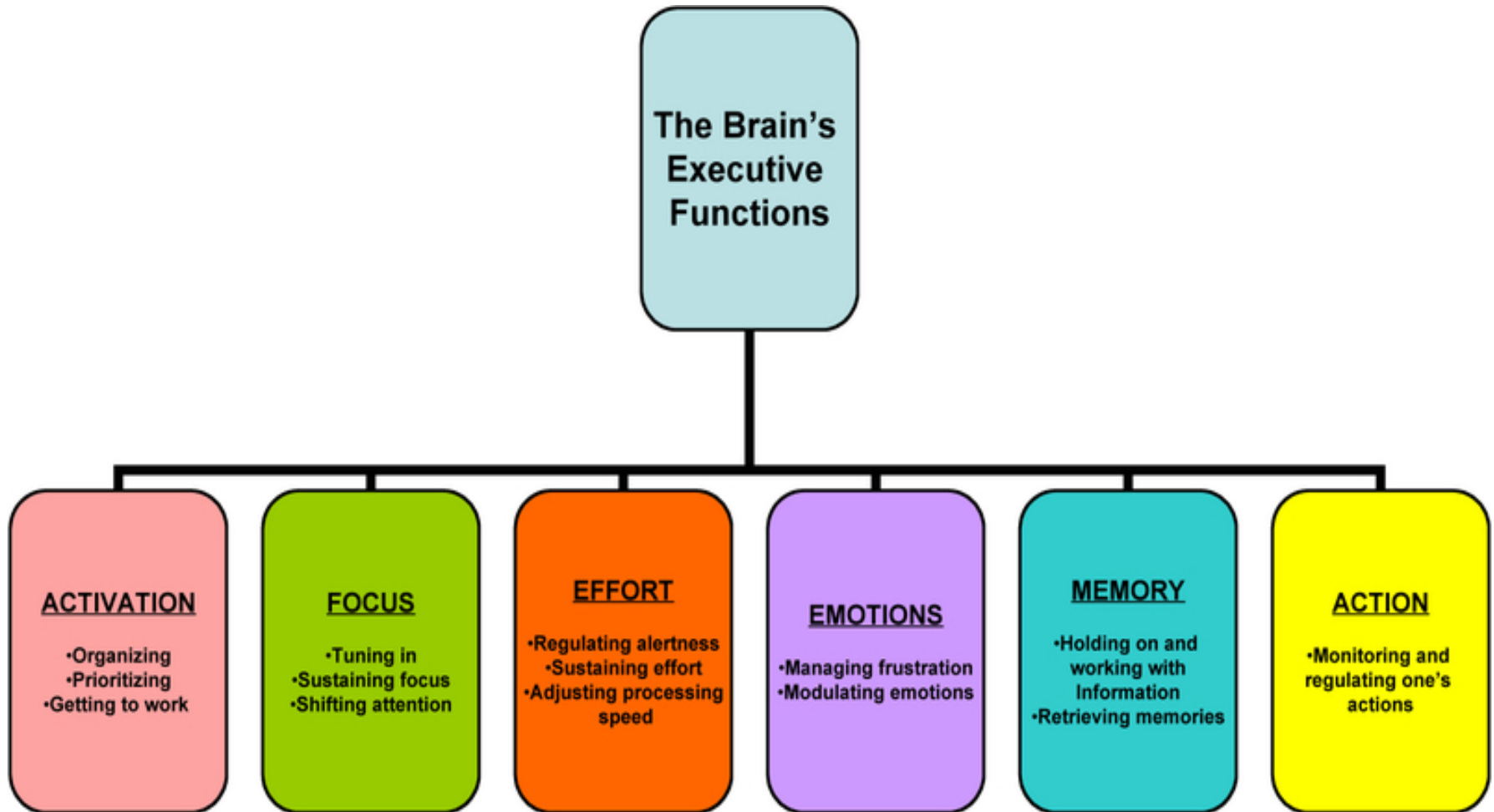
(Neisser, 1967)

Working Memory
Flexible Thinking
Inhibitory Control



Dr.. Thomas Brown

Source: <https://cogx.info/executive-function/>



Skill, not will.

In this case, it may be motivation. We still commit to teaching the SKILL.

Some questions to ask:

- *How does this child sense time?*
- *When IS this child motivated?*
- *How does this child prioritize?*
- *What do they tend to notice first?*

Game time!



Tiffany Haddish and Maya Rudolph, please co-host something



Oscars tackle the serious without losing the fun



Frances McDormand's Oscar stolen (and returned)

OSCARS 2018



Jordan Peele is first black screenwriter to win best original screenplay



Oscars tackle the serious without losing the fun



Tiffany Haddish and Maya Rudolph, please co-host something



All the red carpet looks



Frances McDormand's Oscar stolen (and returned)

Oscars winners list is still a boys club

Jet ski winner Mark Bridges had the best Oscar night

Adam West, Glen Campbell and others left out of Oscars' 'In Memoriam'

Keegan-Michael Key cheering for BFF Jordan Peele's Oscar win is friend goals

'The Shape of Water' concludes award season hot streak with best picture win

The full list of Oscar winners

Re-live the biggest Oscar moments

Jimmy Kimmel's best jokes and one-liners

Build INDEPENDENCE in Executive Functioning

Make the *abstract* concrete.

Supportive Structures

Prediction



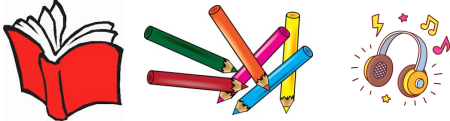
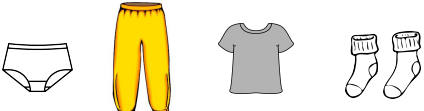

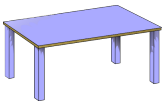
- Preview expectations
- Solve (more) problems before 'the moment'
- Caregiver planning

- TALK ABOUT TIME:
 - Use visual timers and be explicit about how and when you're using them (wall clocks, computer clocks, microwave clocks, watches, iPhone timers, sand timers)
- When approaching a task:
 - Prompt for an expected time interval: "I'm estimating that wiping down the table should take about 3 minutes. What do you think?"
 - "How long do you think that might take?... Ok, let's see..."



Routines and Schedules

Who	What	When	Where	Why	How
Elise	Morning Meeting	8:00am	The Kitchen Table	Connect with other students in my class and learn about them; Get a preview of the day	iPad, Zoom link
Orlie	Breakfast	8:15am	The Porch	Your body needs fuel to start the day	Dad will prepare it

Morning Choice	
Get Dressed* *Additional Morning Routines	
Breakfast	
Morning Meeting	
Math	

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Day			Mom – volunteer at school		Mom – Book club – 1 st /month	Tennis matches Basketball games Swim meets
@School	Send in lunch \$	L – gym	N – library L - lab	J – library B - library	B - gym	N – make-up tennis, 1 -2 pm
3:00 p.m.						
3:30 p.m.						
4:00 p.m.		J - Swim practice		J - Swim practice		
4:30 p.m.						
5:00 p.m.		N – tennis lesson	L – basketball practice	N – tennis lesson		
5:30 p.m.	B – play rehearsal		carpool w/Susie	B – play rehearsal	Girl Scouts	
6:00 p.m.				carpool w/ John		
6:30 p.m.						
7:00 p.m.		Bible study; choir rehearsal	L – b'ball practice	Mom - PTA meetings		
7:30 p.m.						
8:00 p.m.						
8:30 p.m.						
9:00 p.m.						

Sample Schedule



1. Wake-up and Morning Routine
2. Breakfast
3. Movement (30 minute walk or 30 minute activity)

Choices: _____, _____, _____

4. Math or Science (at the table, no screens)
 5. Reading
 6. Lunch and Break
- Break can be: _____ or _____
7. Writing (at the table, appropriate screens allowed)
 8. Community Project
 9. Free Choice Time

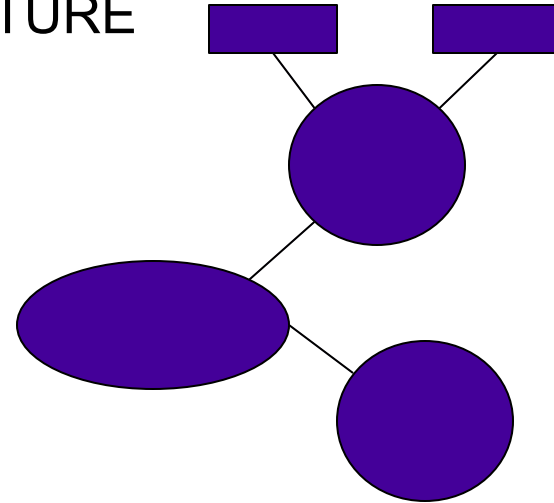
Sample Schedule



Time	Activity	Expectations
9:00am	Wake-Up	<ol style="list-style-type: none"> 1. Brush my teeth. 2. Make my bed. 3. Breakfast
10:00am	Walk or indoor exercise	Walk: Minimum of 30 minutes Indoor Exercise options: -Online Yoga -WiiFit -Apps...
10:30am	Snack	
11:00am	Work Time	Social Studies Math
12:00pm	Lunch	
1:00pm	Reading	
1:30pm	Writing	
2:00pm	Break	Break Options:
3:00	Social Time	Family Game Options:
4-6pm	Free Time	Free Time Options:
6:00pm	Dinner	
7-9pm	(Insert Here)	



- Summarize to Organize: The BIG PICTURE
 - 30-second summary
 - Comic Strip summary
 - 3 Images summary
 - Semantic mapping
- Make Connections to Remember:
 - A connection to something else you've learned
 - Something you didn't know before or have now corrected
- Share Your Perspective to Extend:
 - Something you liked and didn't like
 - A question you have now



CURRENT EVENTS

EXTRA! EXTRA! TELL US ALL ABOUT IT!

BIG NEWS IS HAPPENING ALL AROUND US... WE ARE RELYING ON YOU TO SHARE IT WITH THE WORLD. USE THE SELECTED ARTICLE, AND ANSWER THE QUESTIONS BELOW "THE WORLD WANTS TO KNOW YOUR THOUGHTS ON THE MATTER!"

NAME: _____ PARTNER: _____
DATE: _____

1. WHAT IS THE HEADLINE OF _____

2. IS THIS ARTICLE CONTROVERSIAL? (AN ARTICLE IS CONTROVERSIAL WHEN EXPLICITLY STATED WITHIN THE TEXT) _____


3. DOES THIS ARTICLE DEAL WITH A YES _____ NO _____

4. WHAT MORAL QUESTION IS MOST (1 POINT, POSER AS A QUESTION.) _____

5. DO YOU BELIEVE THAT BIAS WAS YES _____ NO _____
(DOES THE AUTHOR PRESENT BOTH POINTS OF VIEW?)

6. IF YOU ANSWERED YES TO QUESTION 5, BIAS? IF YOU ANSWERED NO, WHY DO I _____

MY 2020 COVID-19 TIME CAPSULE



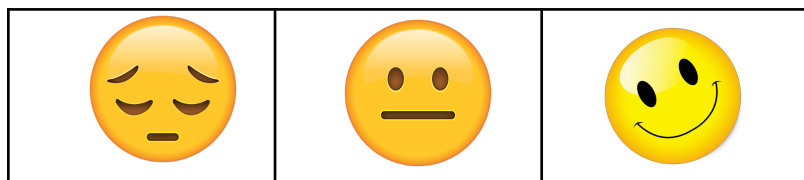
BY: _____



Daily Writing Prompts:

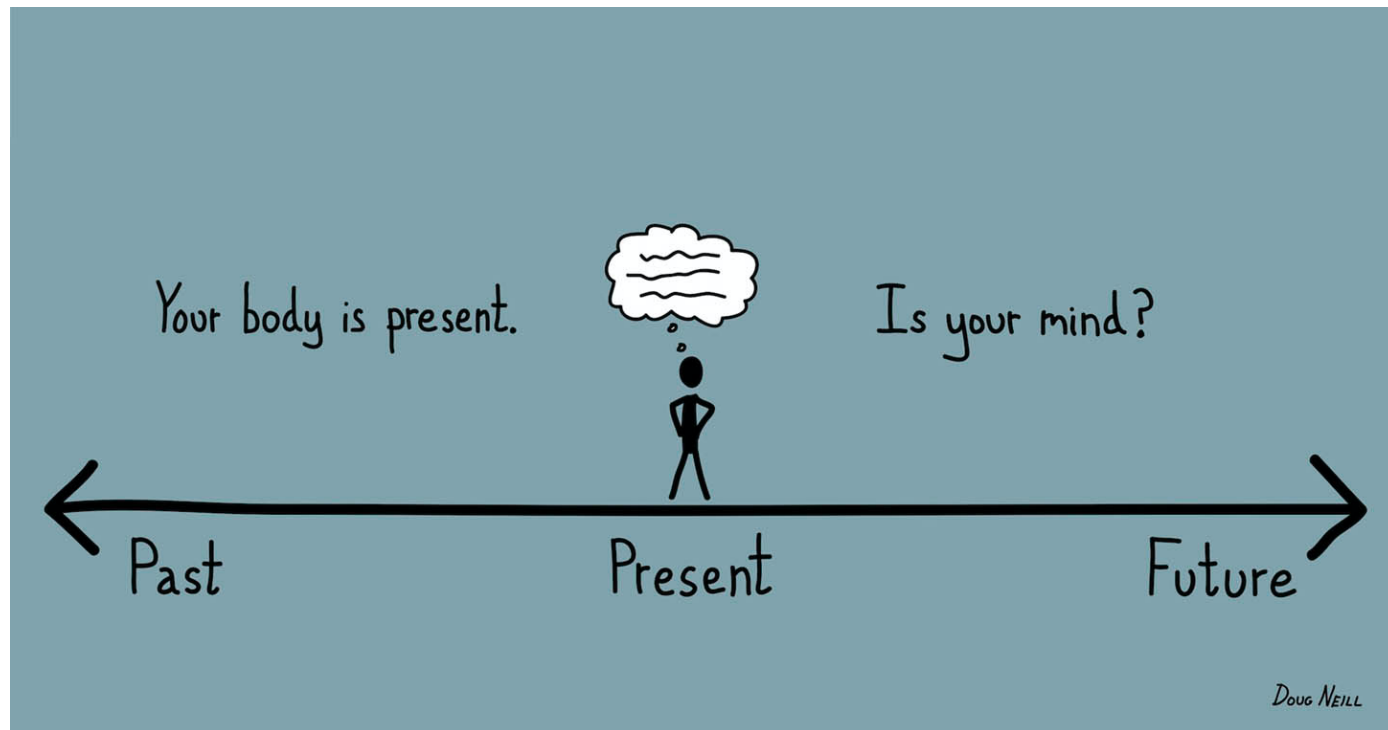
- Teacher's Corner
- ThinkWritten.com (\$5)
- Daily Teaching Tools
- Older Audience:
dailypost.files.wordpress.com

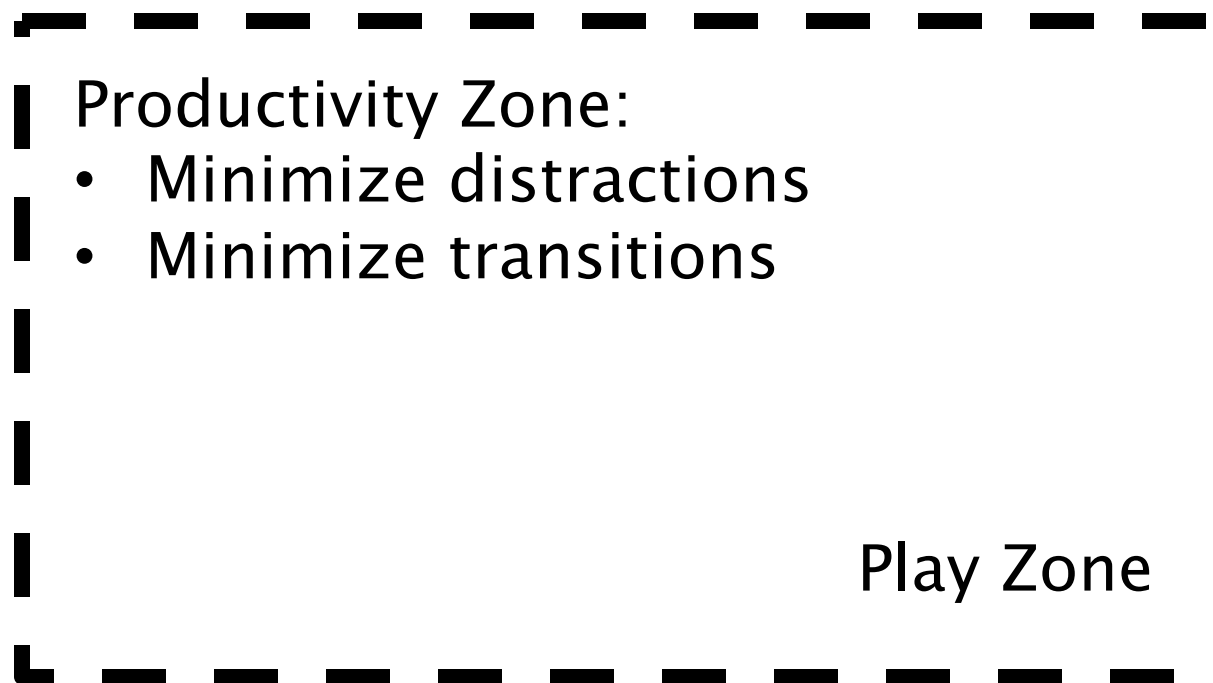
*Encourage your child to check-in regularly
(not just when they're struggling).*



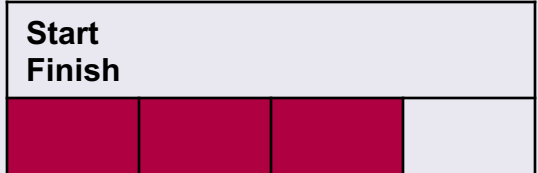
1	2	3	4	5
SO BORING	Mostly boring	Some new information	Interesting	FUN

?Highs and Lows?











Structuring Motivation

Bribe	Incentive	Visual Progress
<ul style="list-style-type: none"> Not a natural consequence/unrelated to the behavior Given in the moment Exclusively controlled by the 'adult' 	<ul style="list-style-type: none"> Natural consequence, logically related to the behavior Discussed ahead of time Access is a mutual agreement 	<ul style="list-style-type: none"> Shows progress towards an outcome Does not require an additional 'motivator' Fosters self-awareness and self-monitoring
<p>Example:</p> <p>"If you get off the floor of the grocery store, I'll buy you that cookie."</p>	<p>Example:</p> <p>"The schedule shows that you have Free Choice time as soon as you finish your chores."</p>	<p>Example:</p> 

Lists (Checklist, Sequence, Visual Guide)

Morning Checklist

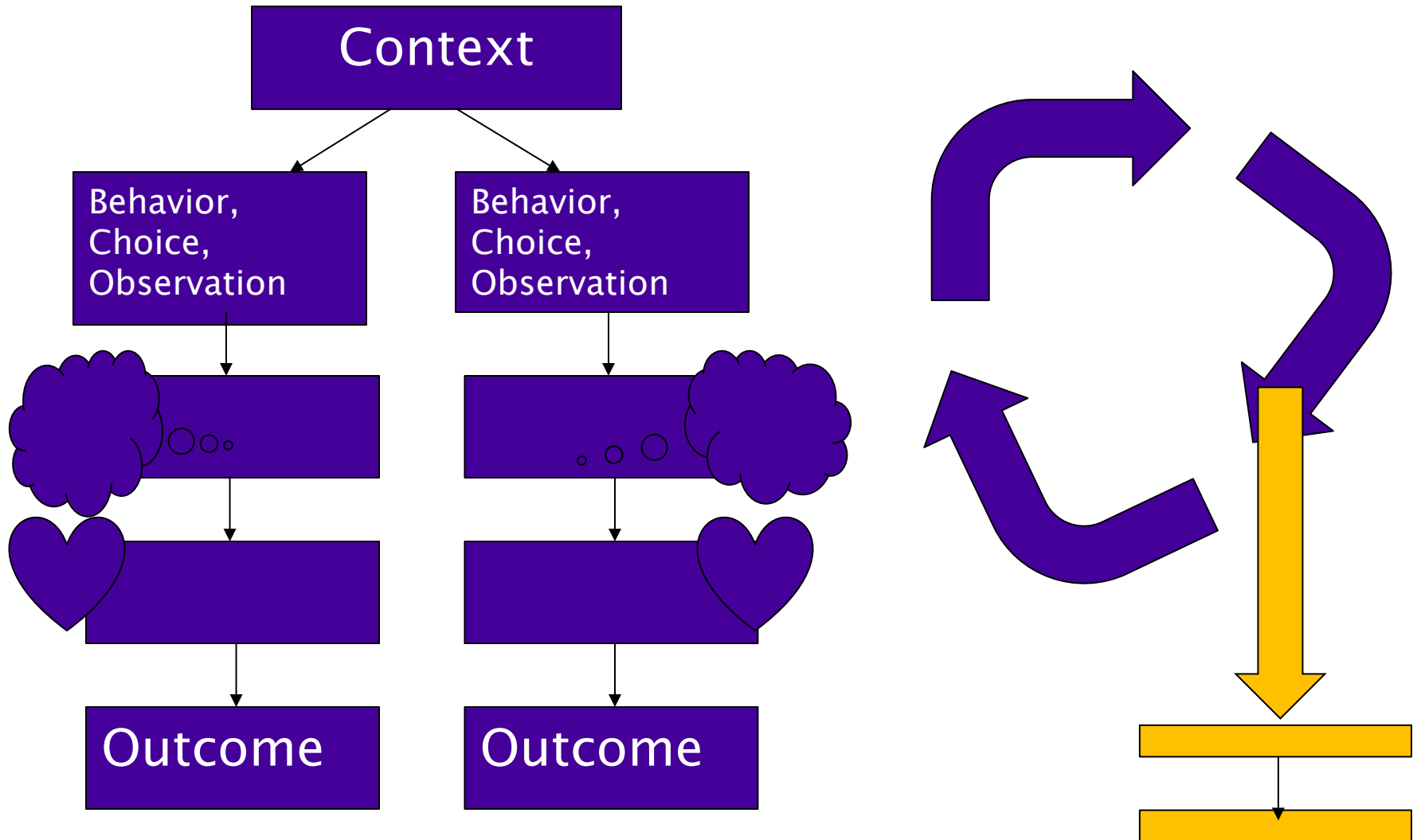
<input type="checkbox"/>		Go Potty
<input type="checkbox"/>		Brush Teeth
<input type="checkbox"/>		Brush Hair
<input type="checkbox"/>		Get Dressed
<input type="checkbox"/>		Make Bed
<input type="checkbox"/>		Eat Breakfast

1. Brush Teeth and Floss
2. Wash Face
3. Face Lotion
4. Deodorant

8:00am	Wake-up	
8:15-8:30	Bathroom Time	Brush Teeth Shower Wash
8:30	Get Dressed	
8:45	Breakfast	



Flowchart



Organized Images (“The Gestalt”)



Books on the shelf

Bed is made

- | |
|------------------|
| 1. Teeth Brushed |
| 2. Face Washed |
| 3. Pajamas on |

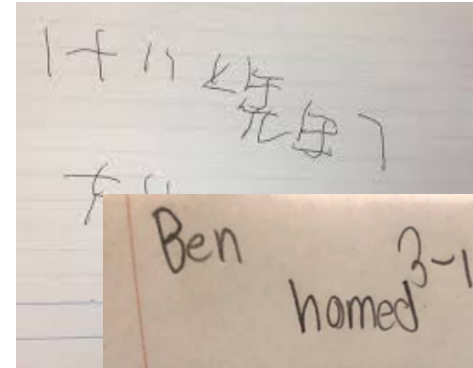
Nothing on the floor



Rubrics

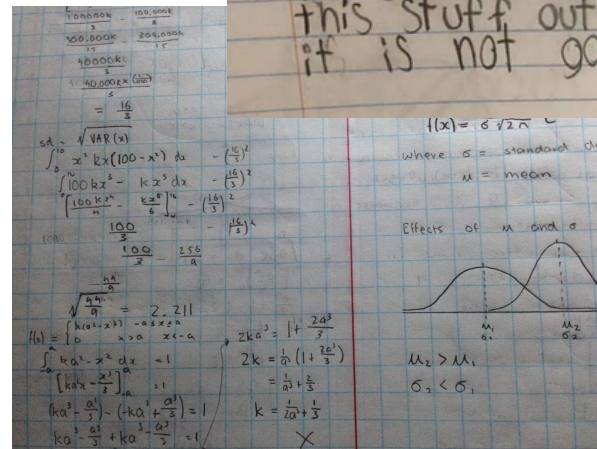
Quality Control Manuals

Clearing the Table	
	Leftover food placed in Tupperware
	Floor swept
	Dishes rinsed and placed in the dishwasher
	Table cleaned
	Chairs pushed in



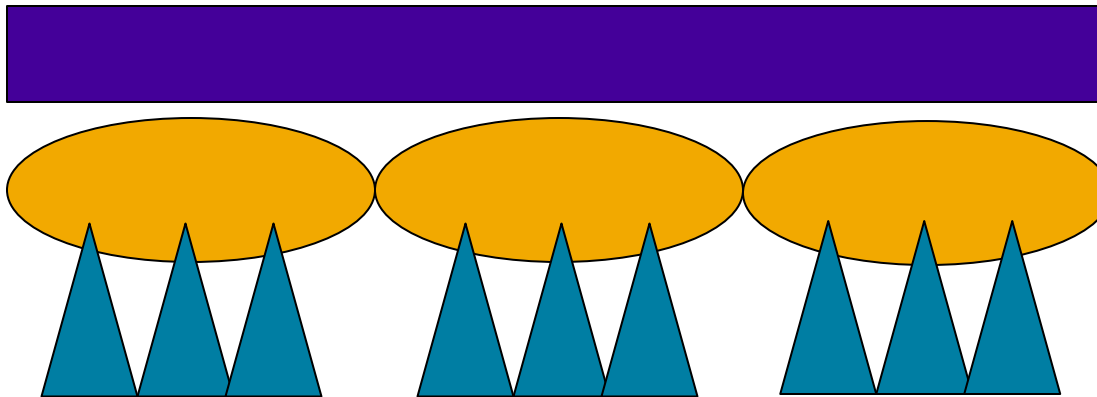
Ben
homed 3-16-20
School

It is not going good, my moms getting stressed out, my mom is really getting confused. We took a break so my mom can figure this stuff out, and I'm telling you it is not going good.



Give me the Big Picture

- Whole units, color-coded in linear order
- Build the filing cabinet BEFORE trying to file.
- Make it VISUAL and VISIBLE (Can it be written on the top of the page?)



The BIG
PICTURE is...

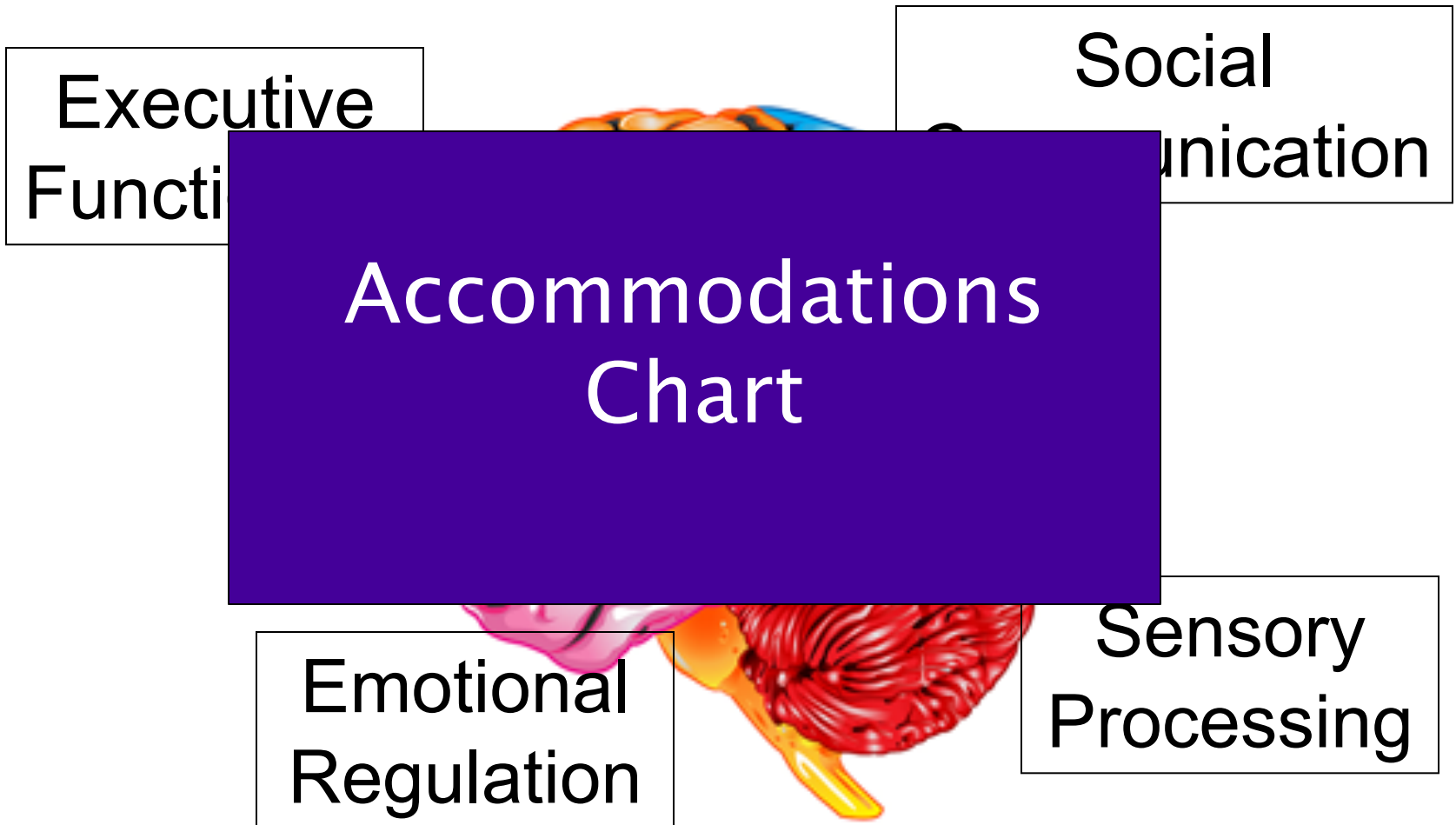
Activity Goal:
Teacher Perspective:

Academic Organizers: Independent Work and Projects



Prioritized Order	Assignment Color-code for preference	Materials Needed	Time
			Predicted: Actual:
			Predicted: Actual:
			Predicted: Actual:

Finished Product	1.
	2.
	3.
	4.
Materials:	5.



- Your child may be feeling multiple emotions at the same time.
- Speak positively about school and the people caring for your child.
- Pay attention to the messages you send with your face and body.
- You set priorities for the year for a reason.
- We are in a pandemic.
- Schools have experts. We're working on it.
- This will end.

wideopenschool.org: User-friendly and professionally vetted platform with academic and social-emotional tools, organized by age or developmental level.

outschool.com: Program that runs interest-based curriculum to fill the social access need. Their programming is not designed to specifically target social development. Great for self-esteem and keeping kids engaged for an extended period of time.

www.amazingeducationalresources.com: Massive database of resources for building homeschool curriculum.

Humanities Resources



12 Museum Virtual Tours

Bitesmedia.com

123 Homeschool for Me

BrainPop

ABCdatabasesuite

C-SPAN Classroom

ActivelyLearn.com

CILC.org

Adventures in Family: Virtual Field Trips

GuestHollow.com

American Archive of Public Broadcasting

Heifer International

HelpTeaching.com

An Author's Journey (WWII)

KidsPressMagazine.com

Awesomestories.com

www.iCivics.Org

Betterworlded.org (free trial)

iDialogue.com

Humanities Resources



www.joysunbear.com

Khan Academy

Lakeshore Learning

Madison Country Day School's
Library of US Women's History

Maryland Historical Society

National Constitution Center

GoogleEarth

Newsomatic.org

Newsicle.co

Rocketlit.com

Scholastic (dropbox link)

Sheppardsoftware.com

Social Studies School Service

www.sporcle.com/kids

Storyboard That

Take the Stage (Mass. PBS)

www.TeacherCreatedMaterials.com

<https://teachtopia.com/printable-cut-outs.html>

TeachRock.org

www.nytimes.com/section/learning

Humanities Resources



Time for Kids: time.com/tfk-free

Virtual Farm Trips:
virtualfarmtrips.com

Wisc-online.com

www.geohistorymap.com

Reading and Writing Resources



www.12storylibrary.com

Accelerating Young Minds

Achieve 3000

Actively Learn

American Archive of Public
Broadcasting

Newsomatic.org

Newsicle.co

Rocketlit.com

News ELA

Time for Kids: time.com/tfk-free

Wisc-online.com

Storyboard That

All Digital School

All Kids Network

Audible

InquirED

KOBI- Decoding

Learning A-Z/Raz-Kids

MetaMetrics- Decoding

Monster Phonics- Decoding

Writing Resources



No Red Ink

Quill.org

An Author's Journey

Essay Jack

Mentormywriting.org

Authorfy

Heron Books

Institute for Excellence in Writing

The Four Most Important Beliefs Adults Can Foster in Individuals in Their Care:



A feeling that they are appreciated/liked/valued for their neurodiversity (comprehensively).

What they do is different than **Who** they are.

A sense that they have some control over their lives. Mastery leads to pride.

A sense that they are increasingly autonomous.

Q+A

Helping children, teens and adults with high cognitive autism spectrum disorder or a related social profile achieve success.

- Program of MGH and MassGeneral Hospital for Children.
- Supporting individuals on the autism spectrum in the areas of self-awareness, social competency and stress management.
- Multi-disciplinary approach in small, well-matched peer groups.
- Locations in Lexington, Charlestown, Newton and Westwood; and over 50 employer sites throughout MA, NH and RI.

- Academic-Year Social Groups & Theme-Based Groups (all ages)
- Summer Programming
 - Adventure camp (children ages 5-14)
 - Teen & adult summer programs (ages 14+)
- Special Events Throughout the Year
- MGH Aspire Works
 - Internship program, employer consultation and training
- Parent Coaching
- Career Counseling
- Consultation Services
- Professional Development

MGH Aspire “3S” Model

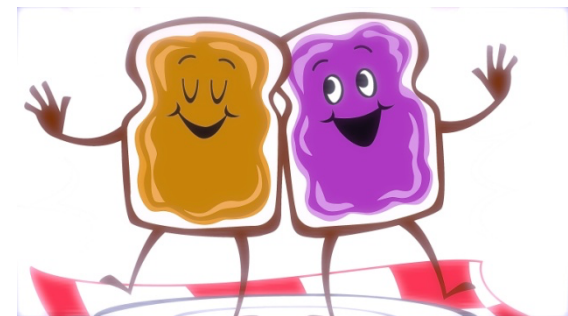


- Learn and apply skills to interact with others in expected ways across contexts
- Build relationships using shared experiences and common interests
- Improve capacity to identify strengths and develop strategies for challenges
- Engage in self-advocacy



- Develop strategies to manage stress and frustration
- Habitual practice using these strategies in real-life situations

- Recognize that social competency is needed in life
- Understand social strengths/challenges
- Develop social thinking and social skills
- Apply this knowledge in various contexts/relationships
- Show empathy for others
- Form positive relationships, work in teams effectively, deal effectively with conflict



- Understand stress is a part of life, neither good nor bad
- Know, recognize and predict internal and external triggers
- Link thoughts, feelings and behavior
- Manage stress responses (reactively and proactively)
- Develop and utilize a coping tool box of self-regulation and stress management strategies

- Know personal strengths and challenges
- Recognize and express likes, dislikes, passions
- Acknowledge and control habits
- Set goals
- Understand and manage emotions and behavior to achieve goals
- Recognize when effort/perseverance is required and be able to apply it

- To learn more about MGH Aspire:
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 - Call us at [781-860-1900](tel:781-860-1900)
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