



# ESLS RESOURCES

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OCTOBER 6, 2020

# SPECIAL PROGRAM CLASSROOMS

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- Follow CDC guidelines. Classroom standards should be followed whenever they don't conflict with guidelines
- Special programs are based on structured teaching, this includes the use of furniture and dividers
- Allowances can be made to general school guidelines when all other options have been exhausted provided it is a priority education need for the individual student





- To the greatest extent practicable (on a case-by-case basis), services will continue to be provided through eLearning to minimize the spread of the virus and protect the health and safety of staff and students
- Instruction will be delivered through eLearning including but not limited to whole group, small group, and personalized centers while adhering to health and safety guidelines
- CDC guidelines will be followed and proper PPE will be used when working in close proximity with students
- Educational Support Professionals (ESPs) will assist students with eLearning for those who return to buildings and those who remain at home

## THE NEW LOOK: SELF CONTAINED ESE CLASSROOM

# SPECIAL PROGRAM'S CONSIDERATIONS AND APPROACH

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- Our students' learning styles along with our staff's delivery of instruction will change and be different because of physical distancing and new safety guidelines.
- In order to safely and successfully navigate this transition it is important we emphasize:
  - Compassion
  - Mindfulness
  - Patience
  - Understanding





# SAMPLE CLASSROOM ARRANGEMENT AND GUIDELINES

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Create clearly defined centers/ small group learning areas that adhere to physical distancing

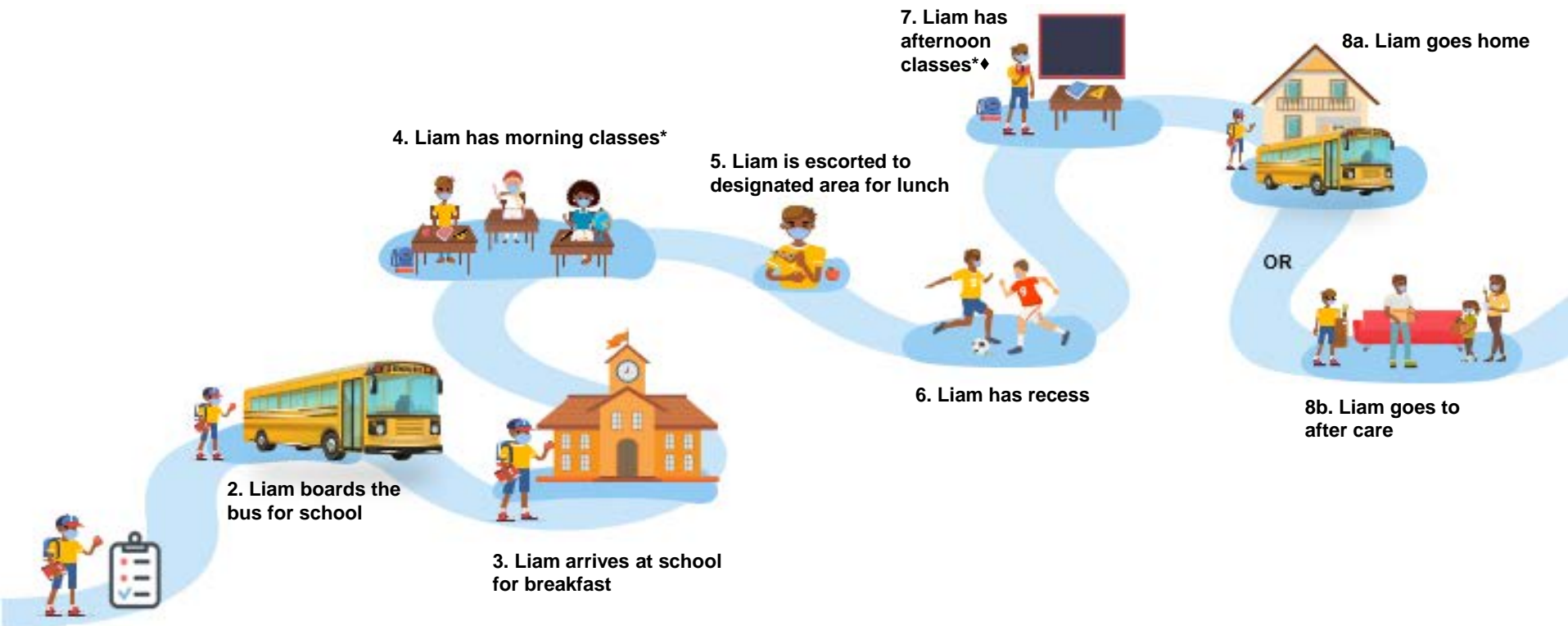


Remove toys that cannot be cleaned or sanitized  
Maintain physical distancing in small and large group activities

# ILLUSTRATION: DAY IN THE LIFE OF A STUDENT IN A SPECIAL PROGRAM AND PRE-K CLASSROOM

## In-Person Instruction

PPE will be available at schools in the event that students do not have the proper personal protective equipment



\*ESLS service providers (support facilitator, OT, PT, SLP, ESE counselors) will, to the greatest extent practicable (on a case-by-case basis), continue to provide services through eLearning to minimize the spread of the virus and protect the health and safety of staff and students

♦For identified IEP services with gen ed peers (i.e., specials or core instruction), SWDs will follow school procedures and schedules

# DAY IN THE LIFE OF A STUDENT IN A SPECIAL PROGRAM AND PRE-K CLASSROOM

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1. **Liam's parents review daily checklist:** Before Liam boards the school bus, Liam's parents review a daily checklist with him: Face masks, washed hands, and physical distance social story
2. **Liam boards the bus for school:** School bus attendant takes Liam to his assigned bus seat and prepares him for the bus ride
3. **Liam arrives at school for breakfast:** Liam is escorted to his assigned table in the cafeteria for breakfast. ESP reviews his daily schedule, reminds him about physical distance and wearing a mask
4. **Liam has morning classes\*:** ESP escorts Liam to his classroom. Once he arrives, he puts his belongings in his assigned area and sits in his assigned seat.
  - Restroom break and hand washing
  - Morning academic small group and individual instruction, including center rotations. Speech/Language therapist pushes into the classroom for therapy as described on his IEP
  - Restroom break and hand washing
5. **Liam is escorted to designated area for lunch:** Liam sits in his assigned seat and the ESP supervises him
6. **Liam has recess**
7. **Liam has afternoon classes\*♦:** Liam will remain in his class for afternoon academic instruction, small group and center rotations, and social skills and social emotional instruction
- 8a. **Liam goes home OR**
- 8b. **Liam goes to after care:** Stays at onsite aftercare or is transported to private care. Pre-planned aftercare activities grouped with school day peers when possible. Teacher communicates with parent regarding Liam's day



# SUPPORT FACILITATION SERVICES IN THE GENERAL EDUCATION SETTING

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## **CONTINUE**

Support Facilitators will, to the greatest extent practicable (case by case), *continue* to provide e-learning to minimize the spread of the virus to protect the health/safety of students and staff due to conditions such as number of students returning, size of classroom.

## **PARTICIPATE**

Support Facilitators will *participate* in general education classes through Microsoft Teams and Canvas. Support Facilitators may have their own Canvas courses.

## **PROVIDE**

For identified IEP services with gen ed peers (i.e., specials or core instruction), SWDs will follow school procedures and schedules and adhere to health and safety guidelines





- To the greatest extent practicable (on a case-by-case basis), services will continue to be provided through eLearning to minimize the spread of the virus and protect the health and safety of staff and students
- Instruction will be delivered through eLearning including but not limited to whole group, small group, and personalized centers while adhering to health and safety guidelines
- CDC guidelines will be followed and proper PPE will be used when working in close proximity with students
- ESPs and Job Coaches will assist students with eLearning for those who return to buildings and those who remain at home

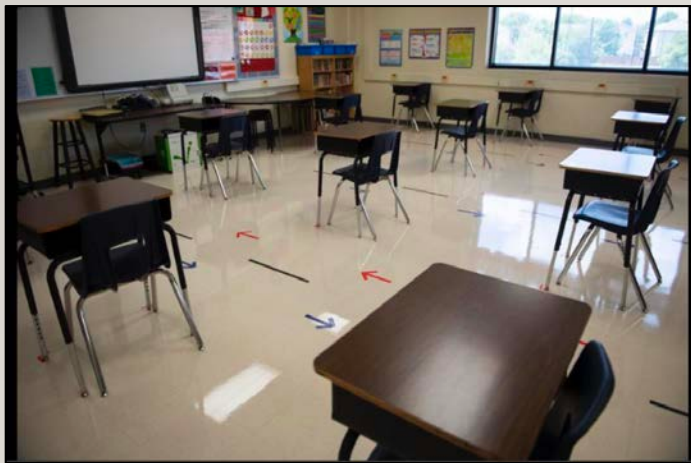
## THE NEW LOOK: TRANSITION DEFERMENT CLASSROOMS

# TRANSITION CONSIDERATIONS AND GUIDELINES

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- Students' learning styles along with our staff's delivery of instruction may need to be modified due to physical distancing and new safety guidelines
- Students may have their own Zone and use Canvas to access their assigned employment skill task
- Tape and furniture may be used to clearly mark students designated work-space
- Students will explore careers through Virtual career exploration (videos) or through Virtual Job Shadowing
- Now student schedules will include handwashing

# SAMPLE CLASSROOM ARRANGEMENT

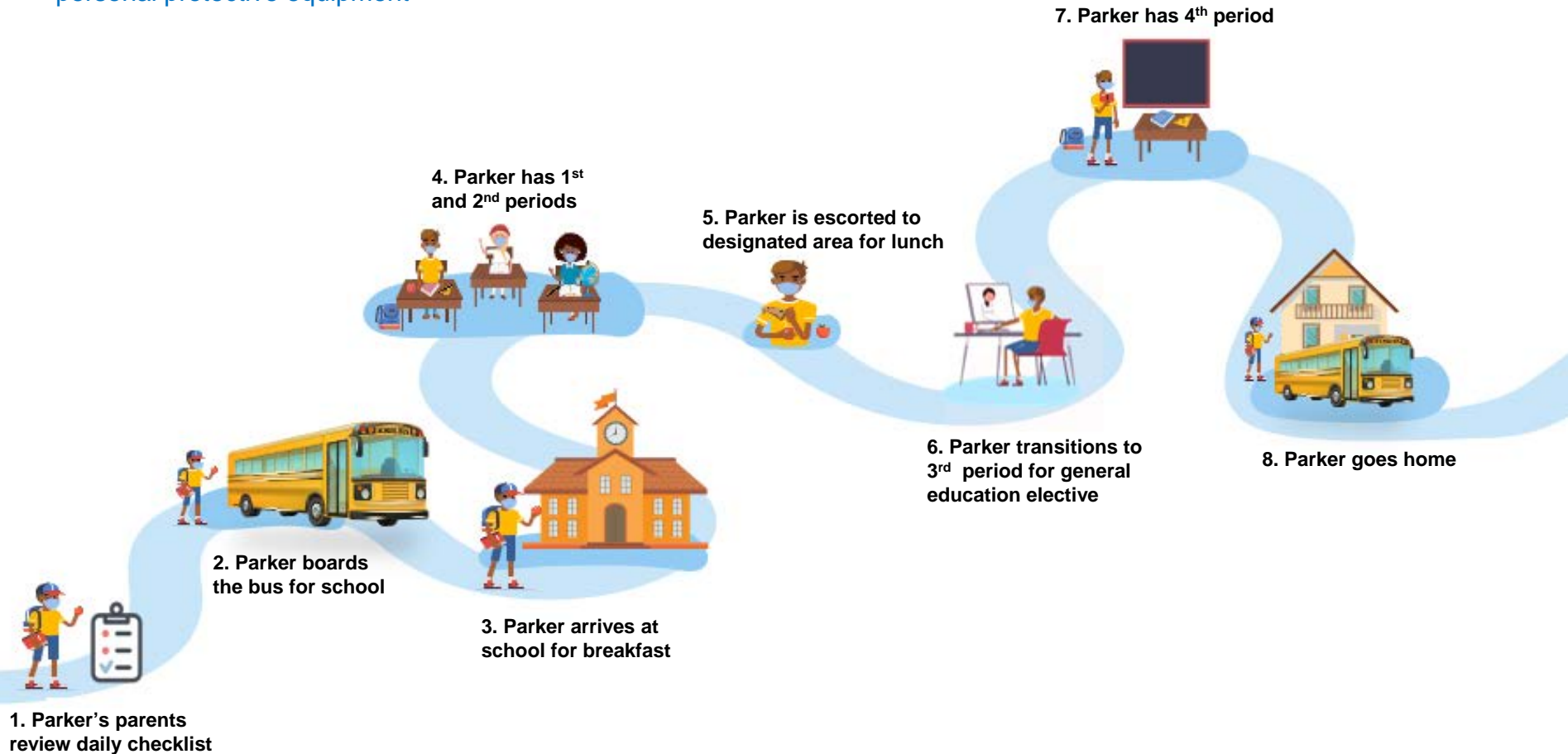




# ILLUSTRATION: DAY IN THE LIFE OF PARKER IN A HIGH SCHOOL TRANSITION DEFERMENT PROGRAM

## In-Person Instruction

PPE will be available at schools in the event that students do not have the proper personal protective equipment





# DAY IN THE LIFE OF PARKER IN A HIGH SCHOOL TRANSITION DEFERMENT PROGRAM

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- 1. Parker's parents review daily checklist:** Before Parker boards the school bus, Parker's parents review a daily checklist with him: Face masks, washed hands, and physical distance social story
- 2. Parker boards the bus for school:** School bus attendant takes Parker to his assigned bus seat and prepares him for the bus ride
- 3. Parker arrives at school for breakfast:** Parker is escorted to his assigned table in the cafeteria for breakfast. ESP reviews his daily schedule, reminds him about physical distance and wearing a mask
- 4. Parker has 1<sup>st</sup> and 2<sup>nd</sup> periods:** Mindfulness morning activity schedule review. Parker will follow daily schedule to participate in self-determination, life skills, employment skills, and career education
- 5. Parker is escorted to designated area for lunch:** Parker sits in his assigned seat and the ESP supervises him
- 6. Parker transitions for third period for general education elective**
- 7. Parker has 4<sup>th</sup> period:** Parker returns to class for instruction in adult living and career experience
- 8. Parker goes home**

# INCLUSION WITH RELATED SERVICES AND ITINERANT SERVICES

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*SLPs, OT/PT, DHH, VI, HH, Educational Interpreters, Audiologists, and ESE Counselors*

## **CONTINUE**

Related service providers and itinerant service providers will, to the greatest extent practicable (case by case), *continue* to provide e-learning to minimize the spread of the virus to protect the health/safety of students and staff due to conditions such as number of students returning, size of classroom.

## **PARTICIPATE**

Related service providers and itinerant service providers will *participate* in general education classes through Microsoft Teams and Canvas. Related service providers and itinerant service providers may have their own Canvas courses.

## **PROVIDE**

For identified IEP services with gen ed peers (i.e., specials or core instruction), SWDs will follow school procedures and schedules and adhere to health and safety guidelines

# PENDING ESE EVALUATIONS

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- The ESLS Division's evaluation specialists will utilize PPE to resume testing for students with open consents by **appointment only**.
- Evaluation specialists will work with school-based administrators and staff to secure a safe/sanitized workspace that allows physical distancing to conduct evaluations.
- **Notice to Parents Regarding Safety Processes for In-Person Evaluations** will be provided to parents at the time the appointment is made. Parent/guardian will need to provide signature to indicate receipt of notice.

# PERSONAL PROTECTIVE EQUIPMENT (PPE) & SIGNAGE

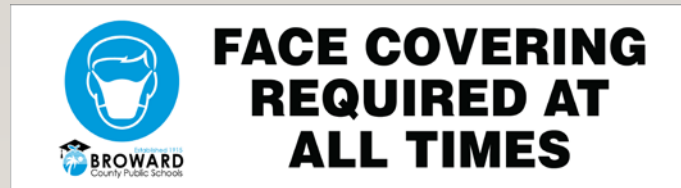
## Plexiglass shield installation:

- Single point of entry
- Main circulation
- Cashier desk
- Registrar
- Office manager
- Cafeteria



## Signage installation (every 6 feet)

- Physical distancing floor decals
- A – frame portable reminder signs at drop off and bus loop
- Bus step well vinyl stickers
- Feeling sick easel signs
- Feeling sick CDC poster reminders
- Face covering required posters
- CDC handwashing posters





# PPE STARTER PACKAGES PROVIDED TO ALL SCHOOLS

## **Basic PPE package for each classroom on campus includes:**

- 3-ply face coverings (in case anyone forgets their mask)
- 5 thermometers (per campus)
- 1 large hand sanitizer refill jug per classroom
- Cleancide wipes (400 count) per classroom
- 1 box of gloves per classroom

## **All self-contained ESE classrooms received the basic classroom PPE package; and an additional package with:**

- 3 reusable face shields
- 2 additional boxes of gloves
- 1 box of disposable gowns
- 5 clear face coverings (communicator masks)
- Medical grade scrubs for staff members

## Strategies for Staying Healthy



Wash my hands



Use hand sanitizer



Not touch my face



Respect personal space



Eat healthy food and drink water



Get good sleep









Tell someone if I feel sick

# SCHOOL LAYOUT AND PPE


- Hallways and walkways have been marked in six feet increments to model physical distancing
- Posters have been posted as reminders about physical distancing, wearing masks and hand washing
- Classrooms have been set up to adhere to distancing guidelines
- Sanitization stations and systems have been established for students to sanitize their hands several times a day
- Air filters have been upgraded
- Isolation rooms have been added to quarantine any student or staff member exhibiting possible COVID like symptoms
- Two nurses (or a nurse and a nurse tech) will be assigned to each school

**DON'T FEEL WELL?  
STAY HOME WHEN YOU ARE SICK**

 cough	 Shortness of breath or problem breathing	 chills
 sore throat	 loss of taste or smell	 muscle pain

**OTHER SYMPTOMS  
INCLUDE:**

fever, runny nose, diarrhea, feeling nauseous  
or vomiting, feeling tired, headache,  
and poor appetite

 **BROWARD**  
County Public Schools

# TEMPORARY DISTANCE LEARNING PLANS (TDLP)

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- As some students return to school buildings, TDLPs will remain in place to support the implementation of the IEP through eLearning.
- To the greatest extent practicable (on a case-by-case basis), services will continue to be provided through eLearning to minimize the spread of the virus and protect the health and safety of staff and students.
- TDLPs should be as closely aligned to the student's IEP as possible and should outline how the student's IEP will be implemented through a virtual platform.

## SCHOOLS WILL CONSIDER SEVERAL FACTORS TO DETERMINE THE EXTENT TO WHICH A STUDENT'S IEP CAN BE IMPLEMENTED AS IT WAS PRIOR TO SCHOOL CLOSURES:

The number of people in classrooms to allow for physical distancing and health/safety protocols as recommended by the CDC

The size of the therapy/service group in relation to the space allotted

Whether the provider is simultaneously providing services to students online

The unique needs of the student

The ability to provide FAPE via a virtual platform, etc.



# HOW WILL FAMILIES BE INFORMED?



Parent letters will be sent through EdPlan Connect



Individual questions/concerns regarding methodology (in-person vs eLearning) can be addressed to school-based teams



Additional correspondence or guidance may be necessary as dictated by the current public health crisis

# TIPS FOR TEACHING MASK WEARING

By

Natalia Morón,

ESLS Curriculum Program Specialist

Alicia Palelis,

ESLS Behavior Program Specialist



# SOME REASONS WHY STUDENTS WILL NOT WEAR MASKS:

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- Sensory issues (mask texture)
- Feeling like they can't breathe
- It's a change, something different
- It's bothersome
- Not appealing
- Feels invading



# I CAN DO THIS MASK WEARING IN 3 STEPS!

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Step 1: Select the correct mask

Step 2: Become friends with the mask

Step 3: Build endurance

For more details on the steps  
Check out the [LINK](#)  
[Autismelements20.blogspot.com](http://Autismelements20.blogspot.com)





# STEP 1: SELECTING THE RIGHT MASK



- ❖ Think of texture, shape and designs. Which one would work to your advantage?
- ❖ Include the student in the selection process.
- ❖ If the design is not appealing, try different shapes and textures until the student appears to seek or attempt to direct their attention to that mask. If the student likes a particular character, have those on the mask. Many places now sell masks with characters or designs.
- ❖ Make a mask - use a favorite fabric or print and sew it. Or use a paper mask and put stickers on it or have the student draw on it.
- ❖ It may take multiple attempts to find the right fit. But don't give up.
- ❖ You may want to have a few masks available to provide options for choice making. Provide them with a sense of control in wearing a mask.
- ❖ In Step 1, If the student doesn't put on the mask, it's OK to just have the student want to be near the mask. That is all!

# STEP 2: BECOME FRIENDS WITH THE MASK

- If the student refuses to get near the mask... DO NOT FORCE THE MASK ON THE STUDENT.
- Play games to get the student to feel comfortable with the mask.
- ALWAYS REWARD to encourage continuance of this mask related behavior.

Here are some ways to start making a mask appealing and have fun with the masks:

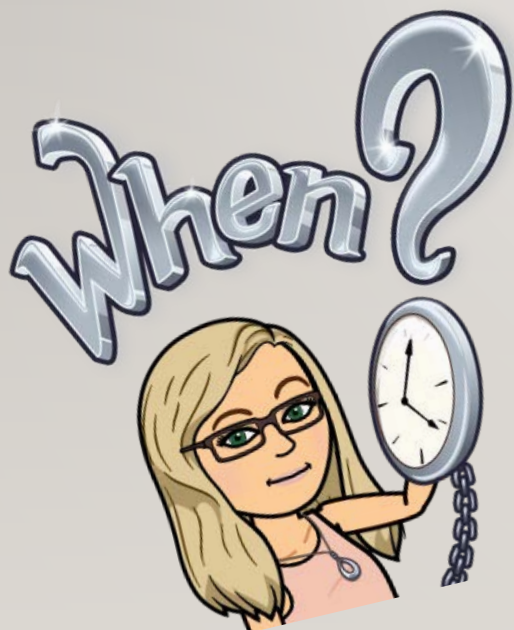
- Online Resources
- Masked Toys
- Photo on a stick
- Mirror/Selfies
- Scavenger Hunt
- Social Stories
- It's okay!
- Touch but don't wear: Some students just need to slowly build their feeling of comfort. Therefore, if this is the type of student you are working with, remember don't force the mask. Just slowly bring the mask to the scene.



# STEP 3: BUILD ENDURANCE



Now we need to build endurance in wearing the mask for a period of time.



- Beat the timer: Use different items to put on (sticker on nose, hand, gloves,...then mask) and use behavior momentum to increase the length of time to tolerate the mask.
- Scheduled Mask Time: Create a scheduled mask time.
- Masked game: Do preferred activities wearing a mask.
- Mask Cutting: Cut about one (1) inch off the outer sides of the mask, so that the mask still covers the nose and mouth, but not cheeks. Every few days or so cut less of the outer side of a mask to build tolerance to wearing a larger and larger piece of the mask until they can tolerate the whole mask on. Or even, just start with having one loop over the ear



# WE CAN DO IT!

- ❖ Using the above activities consistently will help the student to improve and increase their ability to wear a mask.
- ❖ You can use these same activities to teach students other important skills - feeding, tactile defensiveness, or non-preferred tasks
- ❖ There will be many obstacles that can be challenging, or the student's disability may have some hardships. But just like the phrase... "When there is a will, there is a way."
- ❖ Together and with a positive mindset we can help students master anything we put our minds to.
- ❖ This pandemic has created a new normal and thrown us in a loop of unknowns, but we got this!



Which step have you reached today?





# DON'T GIVE UP, DON'T EVER GIVE UP!

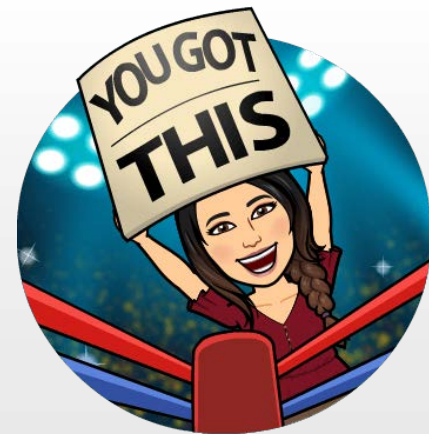
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## ASK YOURSELF...

- Did we give up when a student had to be potty trained?
- Did we give up when a student was starting to walk?
- Did we give up when a student struggled with language?
- Did we give up when a new concept is taught in school and the student struggles?

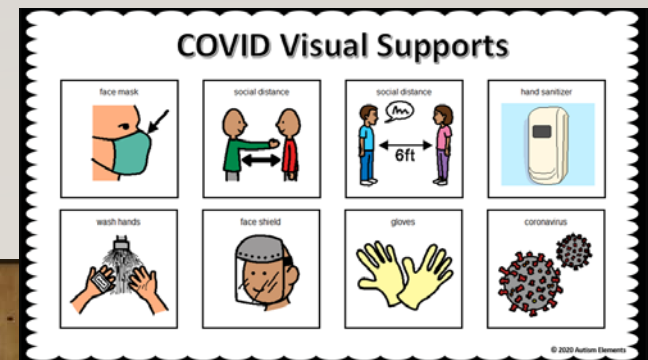
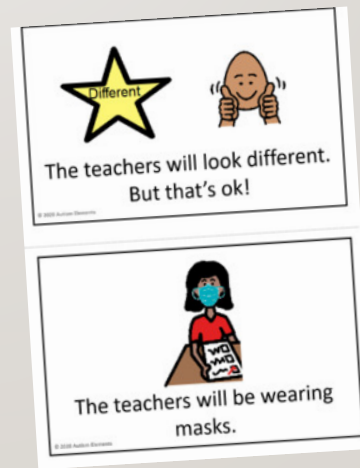
## DON'T GIVE UP...

- Meet the student where they are.
- Build from their baseline level on wearing mask.
- You could still need accommodations, but we can get there.
- Let's teach them to be OK with the masks.



# REMEMBER TO USE SOCIAL STORIES & VISUALS TO TEACH

- Read the social story daily on the expectations of when and why we must wear a mask.
- Use visuals to remind students of the expectations during COVID. Handwashing visuals, Hand sanitizer, Putting on a mask, etc.
- Review the social story at the end of the day to review how did students do with following the expectations - then reward and praise them!
- Visuals and social stories increase independence and reduce anxiety.



# THANK YOU!

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**THANK  
YOU  
FOR  
YOUR TIME  
AND ATTENTION**

KeepCalmAndPosters.com



# FACE COVERINGS SCHOOL BOARD POLICY 2170E

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- Emergency School Board Policy was adopted on August 19, 2020
- This policy is currently going through the process for formal adoption by the School Board
- Included within the emergency policy is the opportunity for exceptions to the policy for students, employees, vendors and visitors



# EXCEPTION FOR STUDENTS WITH DISABILITIES

## I.,A., I, B., (I) (PROPOSED CHANGE)

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“A face covering shall not be required for a student if the student’s IEP team or 504 team, after receiving a certification from a health care provider that the student has a medical, physical or psychological contraindication that prevents the person from being able to safely wear an approved face covering, authorizes the student to remove his/her face covering during an activity provided that the student maintains physical distancing [six (6) feet minimum] from other persons when not wearing a face covering;”

# WHAT DOES THAT MEAN WHEN REQUESTING A FACE COVERING EXEMPTION?

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Parent(s) must provide the school-based team with a certification from a health care provider that the student has a medical, physical or psychological contraindication that prevents the person from being able to safely wear an approved face covering.



Staff will follow School Board Policy 6004: Consideration of Outside Evaluations and take the following steps:

- Schools will seek an Authorization for Release of Information to speak with the health care provider
- School teams will determine the next steps and inform the parent

# HOW WOULD THE EXCEPTION BE DOCUMENTED ON THE IEP?

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- The IEP team may agree with the requested supplemental aid and **amend** the current IEP and add to the IEP. All documents will be forwarded to the parent(s).
- The IEP team may have questions or concerns and **schedule an IEP/Interim IEP** to discuss the request and determine if the requested supplemental aid(s) are added to the IEP.
- If the IEP team determines that the supplemental aid is **not necessary** and supported by student need in the school setting, **the parent will be provided a notice of refusal.**

# SOME CONSIDERATIONS WHEN DETERMINING IF AN EXEMPTION IS NEEDED

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- Do we have any data to support a need for a supplemental aid?
- Can the student wear the mask for portions of the school day?
- Can an area be designated where the student does not need a mask?
- Is there a disability specific need that must be considered?
- Can the setting accommodate the student without a mask safely?





## COLLABORATION OF PUBLIC AND PRIVATE INSTRUCTIONAL PERSONNEL 2020-2021 | SCHOOL YEAR

- To limit exposure and cross contamination, additional individuals in the classrooms on school campuses has been restricted to maintain public health to the greatest extent possible.
- NO Private Instructional Personnel (PIPs and RBTs) will be allowed on school campuses when students return to the brick and mortar setting for continued eLearning.

# PIP/RBT PACKETS 2020-2021

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Individuals who do not have an approved packet from the 2019-2020 school year must complete the entire packet approval process as well as an additional COVID-19 PIP/RBT acknowledgement form.

Individuals with an approved packet from the 2019-2020 school year can complete an abbreviated packet approval process.

# WHERE CAN I GO TO OBTAIN A PIP/RBT PACKET?

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- Contact your child's school to obtain a copy of the packet.
- A parent video is being developed and can be provided to you by your child's school soon.

# SUPPORTING BEHAVIOR UPON RETURNING: BACK TO BASICS

*DO WHAT WORKS, AND DO IT WELL!*

Presented by: Pam Terilli, Behavior Program Specialist

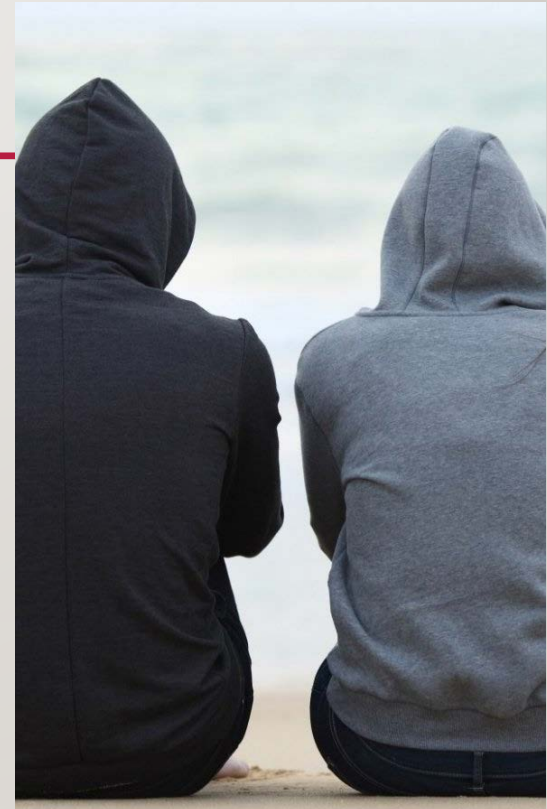




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Focus on Connecting with Students  
& Enhancing Relationships

A Good Relationship Increases the  
Effectiveness of Strategies to  
Improve Academic & Behavioral  
Performance



# HAVE MORE POSITIVE INTERACTIONS THAN NEGATIVE INTERACTIONS WITH STUDENTS!

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- *“Along with proactively teaching expectations, the single most effective step teachers can take to connect with students and improve overall classroom climate is to increase the number of positive interactions they have with each student relative to negative interactions.”*

~From the book, Coaching Classroom Management: Strategies & Tools for Administrators & Coaches

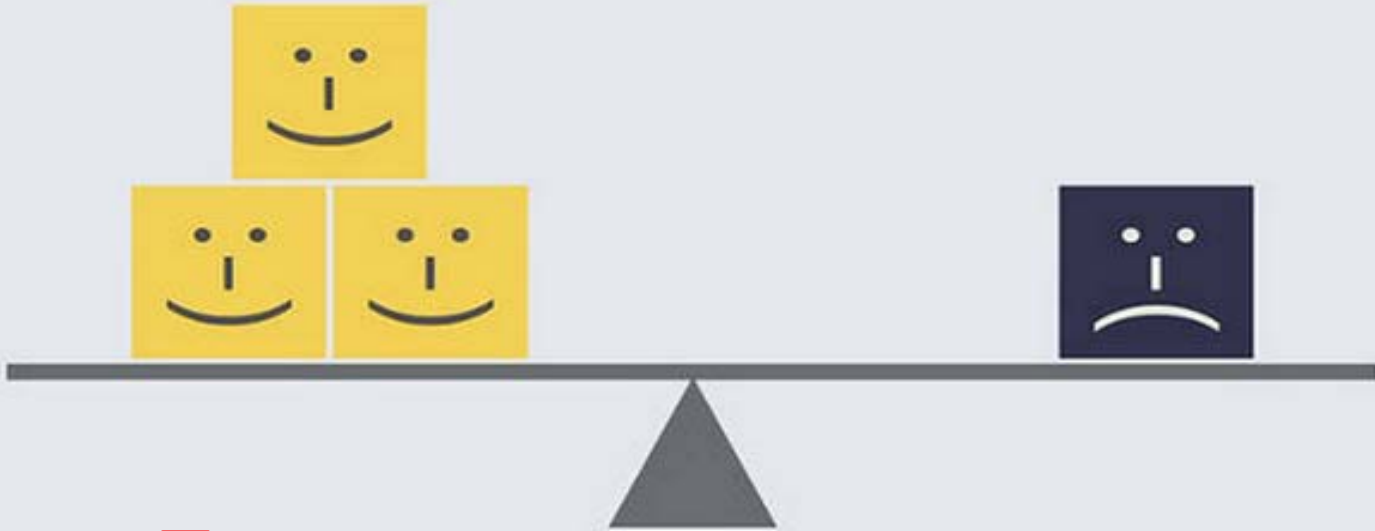
# POSITIVE VS. NEGATIVE INTERACTIONS

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Did the student receive attention while engaged in positive or negative behavior?

- Teacher attends to the student
  - Student was demonstrating appropriate behavior – POSITIVE
  - Student was NOT engaged in appropriate behavior – NEGATIVE

# 5 POSITIVES TO 1 NEGATIVE



5

Source: Fredrickson, Barbara (2009)

~~3~~ POSITIVES TO 1 NEGATIVE



2



## SUPPORT BEHAVIOR WITH ACTIVE SUPERVISION AND PROXIMITY

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- Active supervision & proximity incorporates:
  - **Scanning:** Frequent visual sweep of entire space
  - **Moving:** continuous movement throughout the room (while still keeping appropriate social distance)
  - **Interacting:** positively interacting with students, providing specific praise, precorrection or corrective feedback early if needed

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## SUPPORT BEHAVIOR BY OFFERING FREQUENT & VARIED OPPORTUNITIES TO RESPOND

- This is about increasing engagement during instruction
- When engagement increases, behavior problems decrease
- Get creative & use a variety of methods including:
  - Response cards
  - Thumbs-up/thumbs-down (e.g., thumbs up if you agree with the character's choice in the story)
  - Technology such as Nearpod





# SUPPORT BEHAVIOR BY USING A GROUP (CLASS-WIDE) REINFORCEMENT SYSTEM

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## “DEPENDENT” GROUP REINFORCEMENT SYSTEM

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- The whole group (class) earns a reward based on the performance of an individual or small group.



# EXAMPLE

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If the students on the left side of the room ALL have their masks on when the timer goes off, they earn a Dojo point for everyone in the class!

 2	 2	 2	 2
 3	 2	 1	 2
 1	 2	 2	 1
 2	 2	 2	 2

# “INTERDEPENDENT” GROUP REINFORCEMENT SYSTEMS

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- We ALL depend on each other!
- The whole group (class) receives a reward if the whole group meets a certain criterion.





# EXAMPLES

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- The whole class earns a special celebration if 85% or more submit their assignments in Canvas on time
- A timer is set during independent work time. When the timer beeps the teacher scans the room and if all students are maintaining a physical distance of at least 6 feet from one another, marbles are added to the class jar. When the jar is full, the whole group earns a special reward!

# “INDEPENDENT” GROUP REINFORCEMENT SYSTEMS

















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- Every man for himself!
- The criterion (expectation) is the same for all
- Each student earns a reward if the student meets the criterion



# EXAMPLE

When the timer goes off, each student who has his/her mask ON, earns a point

 Ava 2	 Bodhi 2	 Christopher 2	 Dana 2
 Daniel 3	 Emily 2	 Ethan 1	 Eve 2
 Finn 1	 Hamish 2	 Jade 2	 Keeley 1
 Kirra 2	 Kobe 2	 Luke 2	 Lyla 2



## SUPPORT STUDENTS MEETING INDIVIDUAL BEHAVIOR GOALS WITH A TOKEN OR POINT SYSTEM

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- Deliver a token or point when you observe the student engage in a targeted behavior
- The tokens or points are later exchanged for a back-up item or activity of value to the student
- Example: Every few minutes, you glance at the student and if she is in her designated area (within 6 feet of others), provide specific praise and deliver a token/point
- When X number of tokens are accumulated, provide the backup reward

# TOKEN BOARD AND BEHAVIOR CHECK-IN SHEET

Token Board

Student \_\_\_\_\_

Target behavior \_\_\_\_\_

Therapy Fun Zone

★

★

★

★

★

★

★

★

Behavior check-in sheet

<u>Behaviors to follow</u>	<u>I kept my mask on unless given permission to take off</u>	<u>I stayed within 6 feet from others</u>	<u>I washed my hands when entering the class</u>	<u>I ask for help when I need it</u>	<u>I have all of my supplies and homework</u>	<u>I do not argue with my teachers</u>
1 <sup>st</sup> period-						
Study Hall-						
2 <sup>nd</sup> period-						
3 <sup>rd</sup> period-						
4 <sup>th</sup> period-						



## SUPPORT BEHAVIOR BY PROVIDING PROMPTS AND PRECORRECTIONS

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- At the start of each learning activity (whether remote or in person), prompt or remind students of expectations for that routine
- Example: Before students enter, the teacher reminds them to sanitize their hands as they walk in and sit at the desk with their name on it.
- Example: Before returning from outside, the teacher reminds students that the expectation is to keep their masks on and reminds them what to do if they need a break to take their mask off





# 7

## RESPOND TO MINOR MISBEHAVIOR USING PLANNED IGNORING

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- Planned ignoring means purposefully withholding attention from a student when he or she exhibits minor undesired behavior for the purpose of getting a reaction (attention)
- e.g., During independent work, a student makes eye contact with the teacher and pulls his mask down and up repeatedly. The teacher pays no attention the student's behavior and proceeds with instruction



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## RESPOND TO PROBLEM BEHAVIOR WITH BRIEF, CONTINGENT, AND SPECIFIC ERROR CORRECTION

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- Effective error correction states the observed behavior, and tells the student exactly what he or she should do instead
  - Delivered in a brief, concise, calm, and respectful manner, typically in private
  - Disengage at end of error correction and redirection—avoid “power struggles”
  - ***Pair with specific praise after the student engages in appropriate behavior!***
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# NON-EXAMPLES

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- Shouting (“No!” or “Stop!”) - This is not calm, neutral, or specific
- A five-minute conversation about what the student was thinking - This is not brief
- A teacher loudly tells a student that he/she is not being responsible or safe - This is not calm or private
- After providing an error correction, a student denies engaging in the behavior; the teacher repeats the correction in an escalated tone and continues to argue with the student - This is a power struggle

# EXAMPLES

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- A student is using the laptop inappropriately by smacking the keyboard as if playing the drums. The teacher responds, “Please pat the table or your lap instead so the keyboard doesn’t break.” (Later) “Much better! Thank you for being responsible with the laptop.”
- A student has not started working within two minutes. The teacher responds, “Please begin your assignment.” (Later) “Nice job starting your assignment.”



# PANEL PARTICIPANTS

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- Sabrina Sheib, Principal, Riverside Elementary
- Jacqueline Carro, Principal, Sheridan Park Elementary
- Thomas Schroeder, Principal, Margate Elementary
- Debbie Forrester, ASD Coach, Margate Elementary
- Michelle Kefford, Principal, Marjory Stoneman Douglas High
- Sara La Rosa, Principal, Coral Springs Middle
- Colleen Stearn, Principal, Cross Creek School
- Maryna Trevisor, ESE Specialist, Cross Creek School