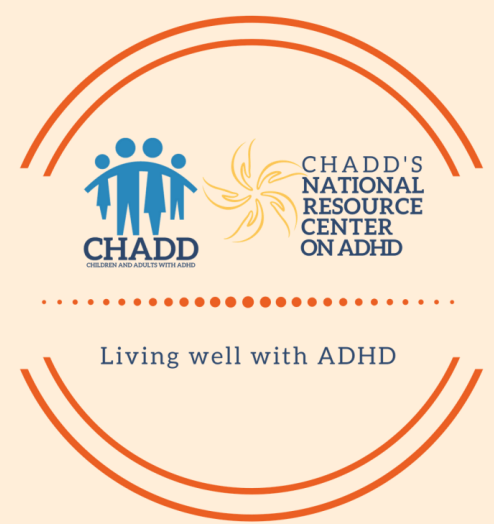
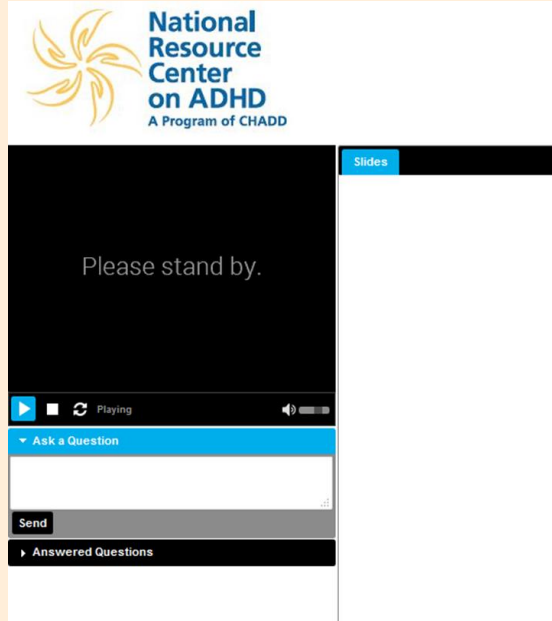


# Ask the Expert

Online Learning:  
Teaching Students How To “Work From Home”

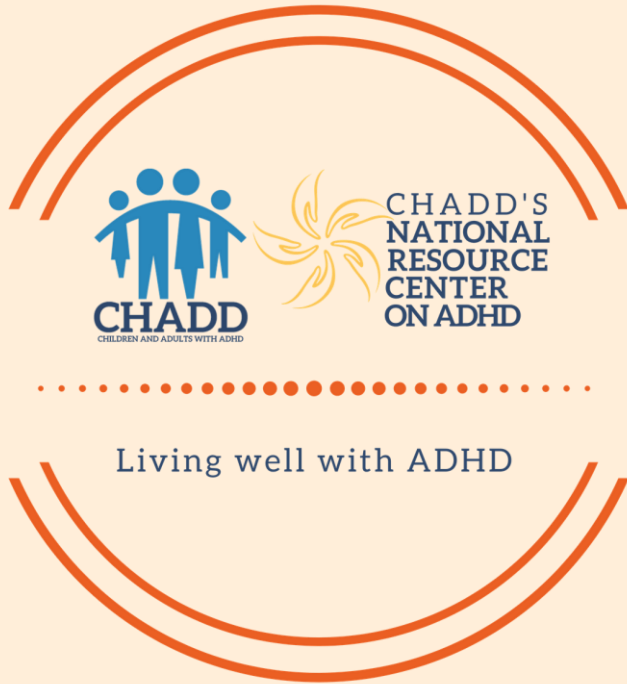
# A partnership between CHADD and the Centers for Disease Control and Prevention



Living well with ADHD

Visit CHADD on Social Media

The information provided by CHADD's National Resource Center on ADHD is supported by Cooperative Agreement Number NU38DD005376 funded by the Centers for Disease Control and Prevention (CDC). Its contents are solely the responsibility of the authors and do not necessarily represent the official views of the CDC or the Department of Health and Human Services (HHS).



# Resources, Information & Support

Monday– Friday, 1-5 pm Eastern  
866-200-8098

[customer\\_service@chadd.org](mailto:customer_service@chadd.org)

[chadd.org/nrc](http://chadd.org/nrc)



# Online Learning:

## Teaching Students How to “Work From Home”



**Ezra Werb M.Ed.**

# My Experiences

What does an  
Educational Therapist do?

## EDUCATIONAL THERAPY

"The ET approach is... to create change by alleviating fears, and boosting self-esteem by providing opportunities for incremental successes, thereby improving the attitude and behaviors related to learning and functioning in school, the workplace, and in the broader social-intellectual contexts of life."

-Maxine Ficksman & Jane Utley Adelizzi,  
The Clinical Practice of Educational Therapy: A Teaching Model

For more information, visit:



# What online learning often ends up looking like?



**Their whole social and entertainment world is online!**

# Learning Environments: Lack of Physical Movement/Space



**“Green Environment” = ADHD symptoms less pronounced  
(Armstrong, *Neurodiversity in the Classroom*)**

# Why is it challenging for students with ADHD?



**Initiating**

**Storing/Retrieving  
Information**

**Modulate energy/  
effort**

**Organization**



**Focus/select**

**Managing time/  
awareness**

**Planning  
ahead**

**Inhibition**

**Self-Monitor,  
correcting mistakes**

**Flexible/shift**



**So what can we do  
to support them?**



# **Online/digital tools offer an opportunity to foster independence**



**Seems like a contradiction, right?**

# Online/digital tools offer an opportunity to foster independence

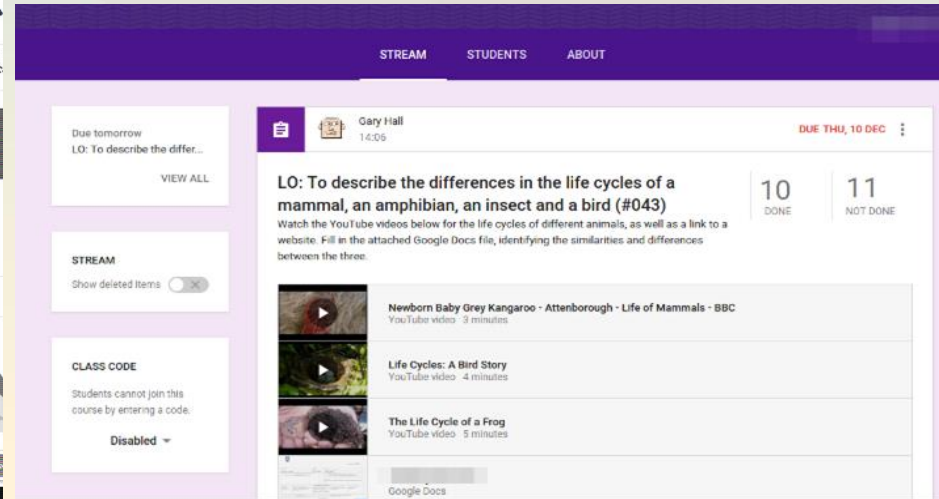
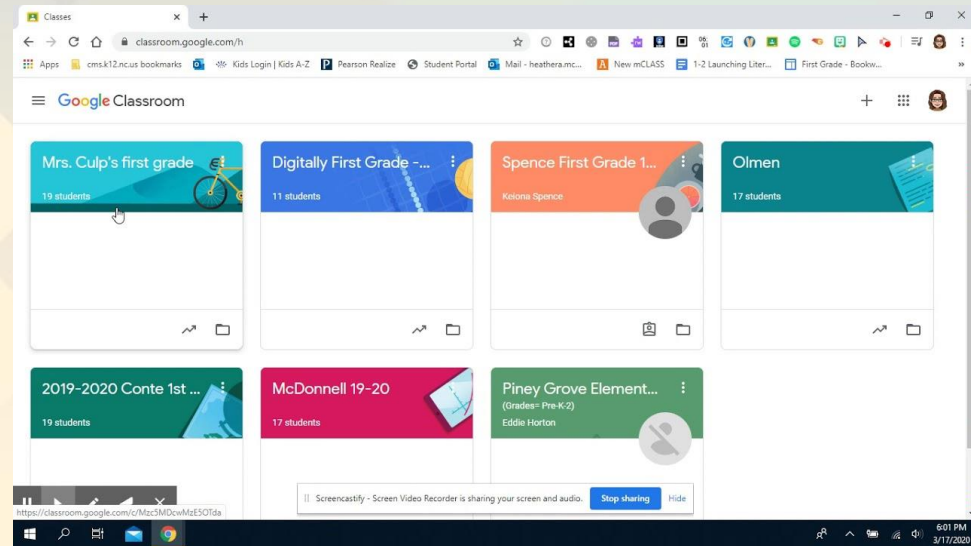


**This is WHY we need to first provide *support, modeling* and give *accommodations***

# Learning Management Systems (aka Online Classroom Portals)



# Give Students a Full Tutorial



**A week (or two) of testing it out/troubleshooting**

# Make Information Visually Clear (in “High-Definition”)

<https://www.nimh.nih.gov/health/topics/attention-deficit-hyperactivity-disorder-adhd/index.shtml>

RE-TITLE LINKS



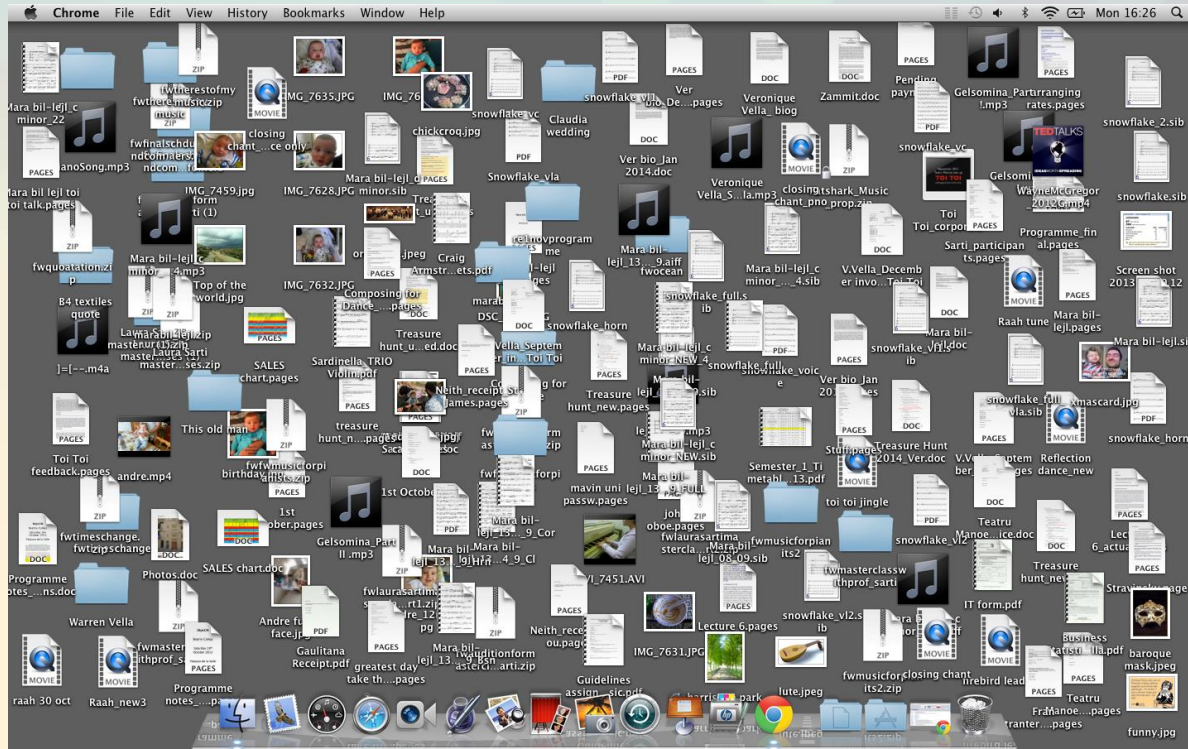
[CLICK HERE to see NIMH ADHD information](https://www.nimh.nih.gov/health/topics/attention-deficit-hyperactivity-disorder-adhd/index.shtml)

Use **ALL CAPS**  
text and **different**  
**colors** to highlight  
key important info.

Provide **MODELS**  
of expected work.  
Post **EXAMPLES** of  
work/projects

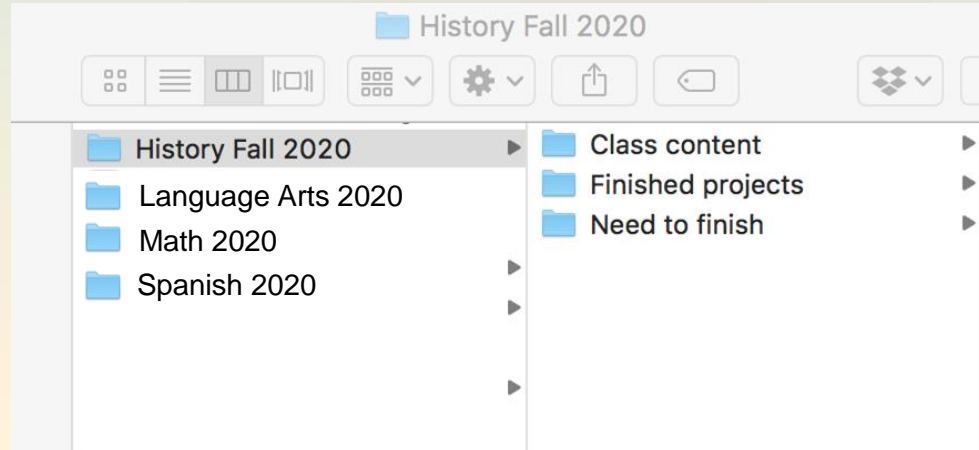
Be consistent in  
how you **FORMAT**  
your assignments,  
and how your  
students **SUBMIT**

# Organization of Desktop Folders



**Similar to their room... or their backpack, right?**

# Organization of Desktop Folders





# Timers and Self-Rewarding



# Use Digital Calendar

The screenshot shows the Google Calendar interface for Doug Belshaw. The main calendar view is in a weekly layout for August 13-19, 2012. The left sidebar shows a monthly calendar for August 2012 and a list of calendars including 'Doug Belshaw', 'Belshaws', 'Birthdays/Anniversaries', 'Car stuff', and 'Chases'. The right sidebar shows a 'To Do' list with tasks such as 'Turn in Program Planning' (20 points, Jul 12 at 11:59pm), 'Turn in Strategies for Planning and Winning Program Designs Module' (30 points, Jul 13 at 12pm), 'Turn in Strategies for Planning and Winning Program Designs PowerPoint' (30 points, Jul 13 at 12pm), 'Turn in Wellness Coaching and Group Dynamics Module' (30 points, Jul 27 at 12pm), and 'Turn in Wellness Marketing Module' (30 points, Jul 27 at 12pm). Below the 'To Do' list is a 'Coming Up' section with a 'View Calendar' button and a task for 'Wellness Coaching and Group Dynamics' (20 points, Aug 6 at 11:59pm).

Mon	Tue	Wed	Thu	Fri	Sat	Sun
13 In Durham uni libr.	14 9 Laura Hilliger re 11:15 Mark Griffiths 3p MozBadges call 4p Mozilla webmak 5p All-Hands call 8p Call with Chloe	15 Open Badges	16 Book train for h	17	18	19 TRANSFER WEB
20	21 9 Laura Hilliger (we 3p MozBadges call 4p Mozilla webmak	22 2:30p Call with Erir 5p Mozilla Open B	23 1p Nesta meeting 3p Mozilla Learning 8p Carla (weekly)	24 NESTA Scouts IT	25	26 BLUEHOST WEB

The 'To Do' list contains the following tasks:

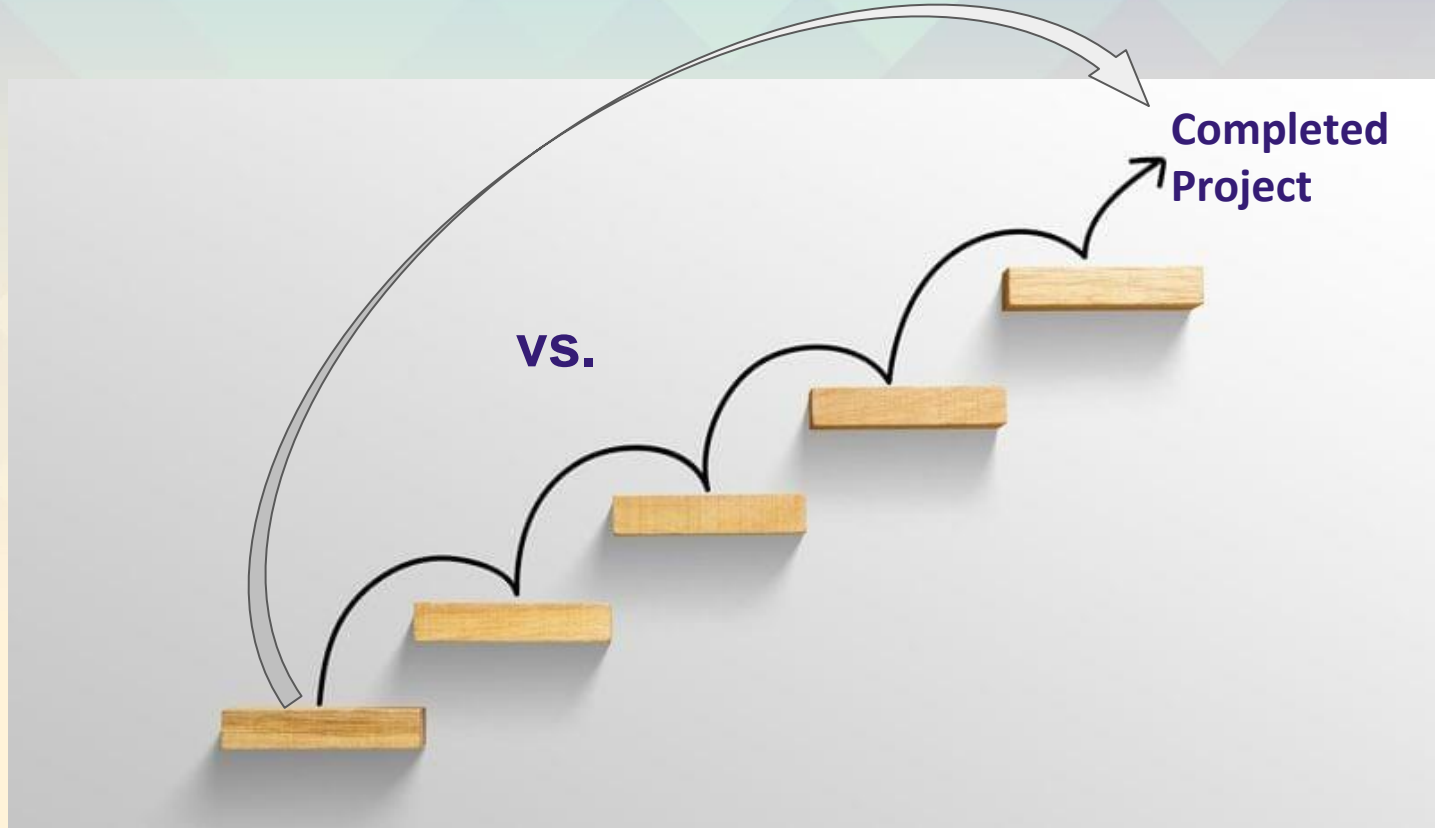
- Turn in Program Planning (20 points • Jul 12 at 11:59pm)
- Turn in Strategies for Planning and Winning Program Designs Module (30 points • Jul 13 at 12pm)
- Turn in Strategies for Planning and Winning Program Designs PowerPoint (30 points • Jul 13 at 12pm)
- Turn in Wellness Coaching and Group Dynamics Module (30 points • Jul 27 at 12pm)
- Turn in Wellness Marketing Module (30 points • Jul 27 at 12pm)

5 more...

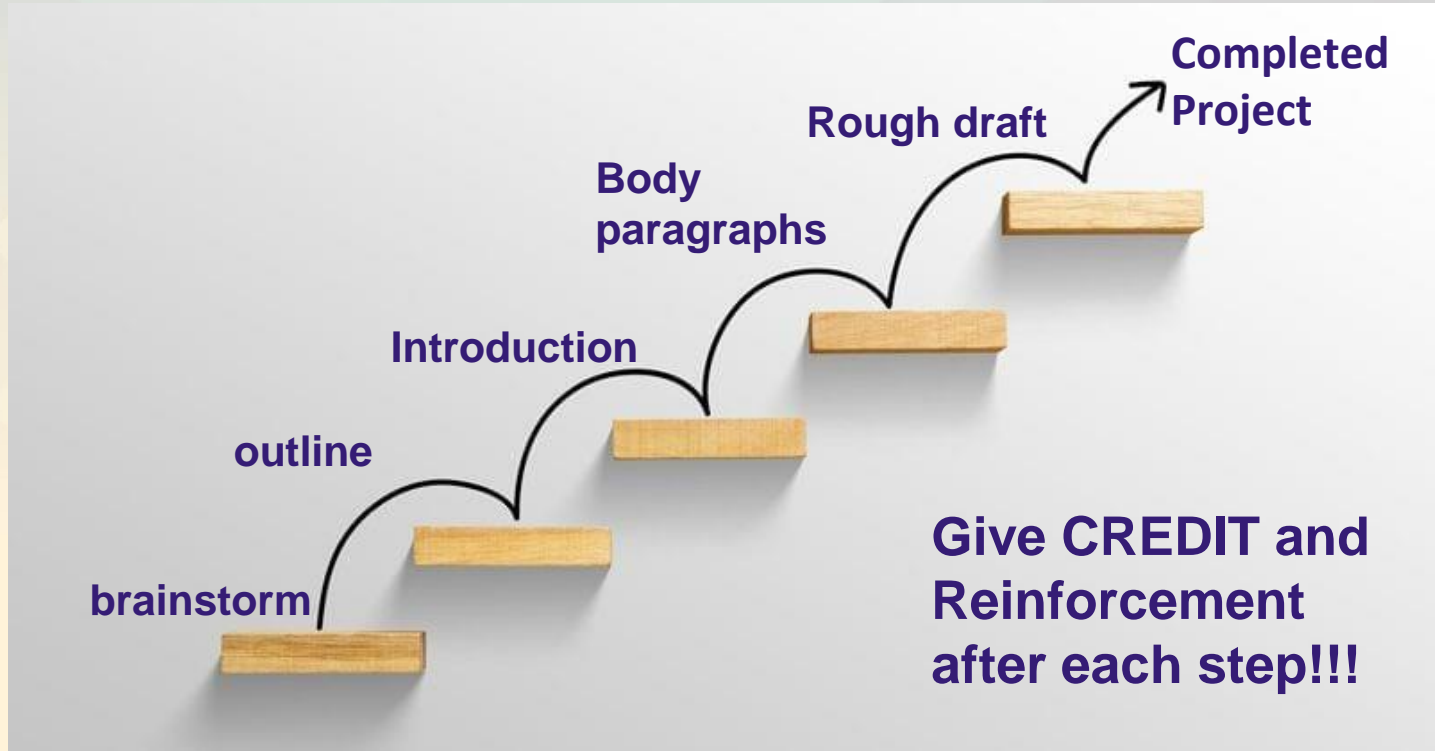
Coming Up [View Calendar](#)

- Wellness Coaching and Group Dynamics (20 points • Aug 6 at 11:59pm)

# Build in Incremental Steps to Assignments



# Build in Incremental Steps to Assignments

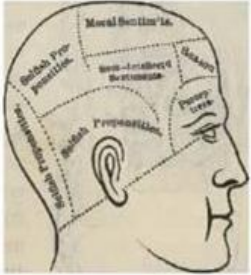


# Feedback/Communication with Students

Like A Historian - A resource collection

View Insert Slide Format Arrange Tools Table Help All changes saved in Drive

Arial 18 B I U A



## Historical Thinking

A collection of documents and historical thinking prompts ~ inspired by [SHEG](#)

Created by [Peter Pappas](#) and his EdMethods students at the [University of Portland School of Education](#)

Image from S. Wells, *New Physiognomy, or Signs of Character...*, NY, 1871

Peter Pappas 2:04 PM Today Resolve

What's SHEG?

Save Cancel

Spell |

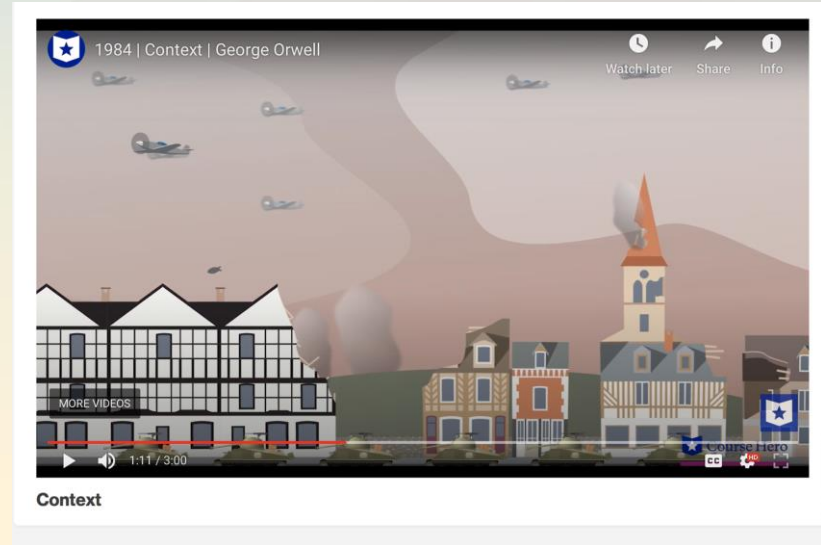
Reply Cancel

- **Positive Feedback**
- **Encouragement**
- **Constructive critique**
- **Engagement**
- **Connection**

# Alt. Ways to Intake Language

**\*Gene Wolfson**

**Course Hero**



**Audiobooks**

**Pre/Post-read Videos**

**“Safe YouTube”**

# Alt. Ways to Support Language

## The Outsiders



### The Socs

- \* Wealthy
- \* Fancy clothes
- \* Jocks and Cheerleaders
- \* Popular kids at school
- \* Spoiled

### The Greasers

- \* Didn't have much money
- \* Jeans and worn clothes
- \* Parents weren't around
- \* Didn't make great grades
- \* Got into fights



Greaser Hair – toughness, identity



## Symbols

Cars – wealth



Bob's rings – wealth, status



Two-Bit's switchblade – strength, power



## Women and Reform Movements

- In early 1800s, women involved in many different reform movements including suffrage, abolition (no slavery), and temperance (no alcohol)



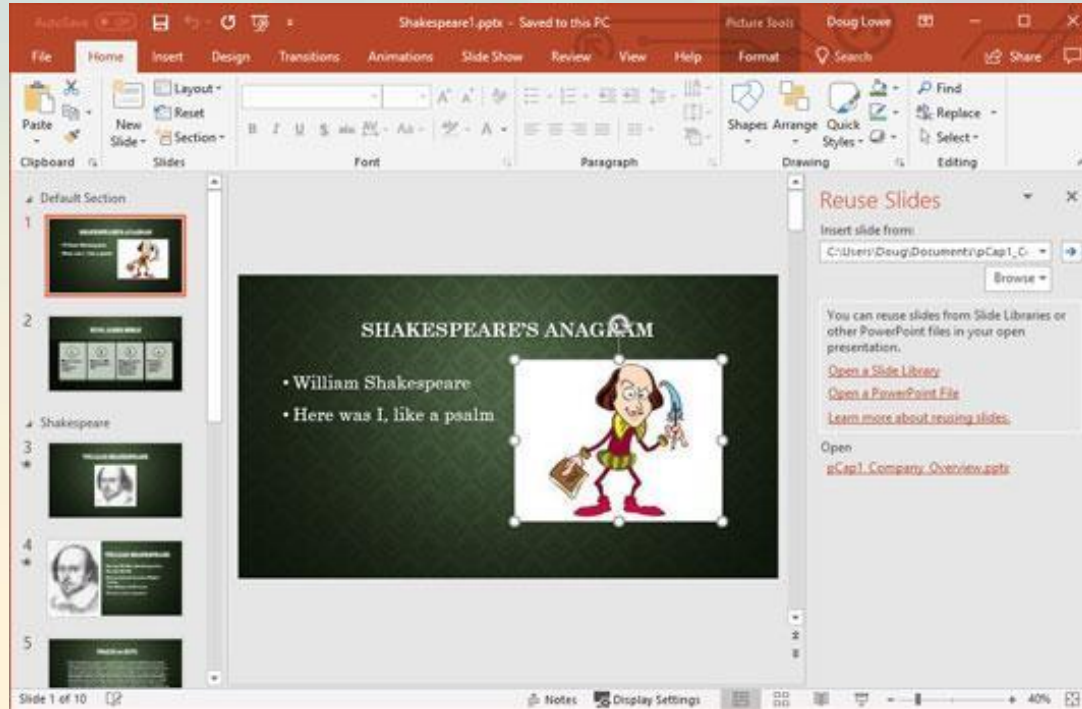
Right to vote:

Suffrage = Enfranchisement = Franchise

# Pre-reading Slideshows

# Alternative “Writing” Projects/apps

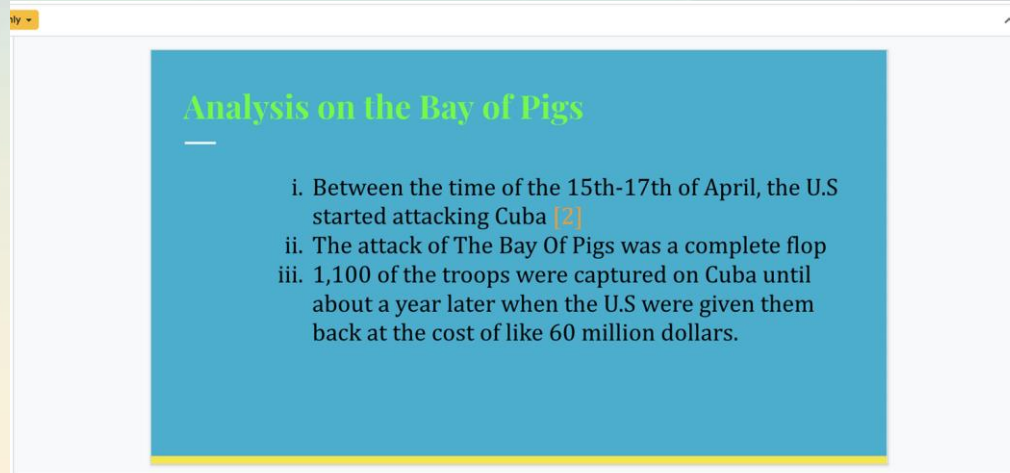
**Creativity!**



# Slideshows



# Alternative “Writing” Projects/apps



The image shows a screenshot of a presentation slide. The slide has a blue background and a yellow border. The title is 'Analysis on the Bay of Pigs' in yellow text. Below the title is a list of three points:

- i. Between the time of the 15th-17th of April, the U.S started attacking Cuba [2]
- ii. The attack of The Bay Of Pigs was a complete flop
- iii. 1,100 of the troops were captured on Cuba until about a year later when the U.S were given them back at the cost of like 60 million dollars.

Below the slide, there is a paragraph of text:

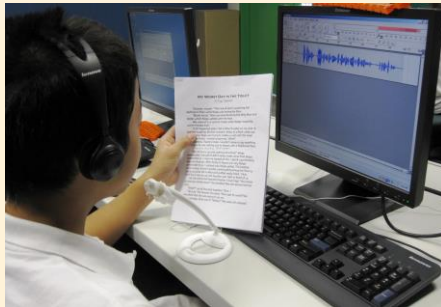
On April 15th 1961, the U.S sent 8 Bombers to try to launch an air attack from Nicaragua on to Cuba, specifically at a base near Havana and a base near Guantanamo Bay. Then, on April 17th, the U.S. sent the Trained Cuban Exiles from Nicaragua on to Cuba again, but this time it was launched on a specific location of Cuba known as The Bay Of Pigs. Apparently, Castro already knew what the U.S. was going to plan, and was already prepared for it, so in the end the attack was considered to be a complete failure due to the overall bad planning on

## Slideshows

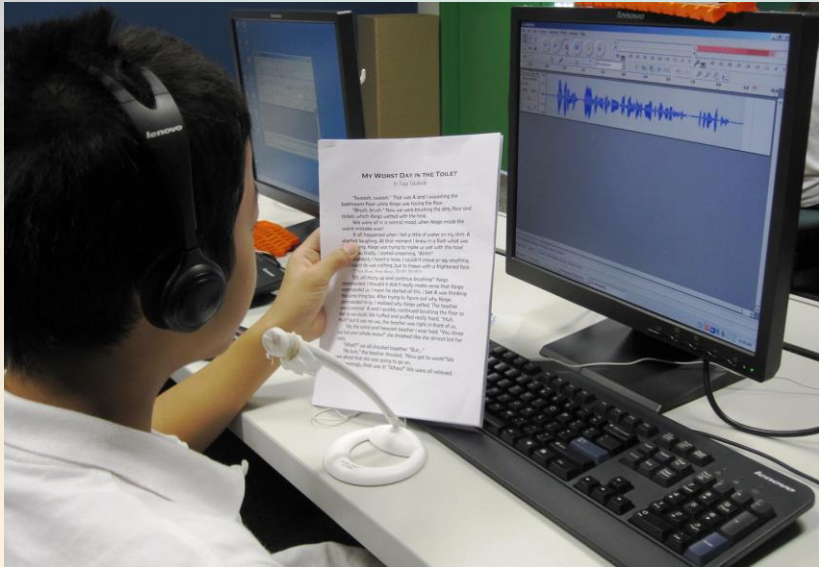
# Use their Interests and Strengths



## Dr. Robert Brooks' "Islands of Competence"



# Alternative “Writing” Projects/apps



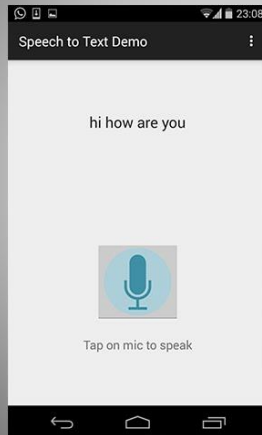
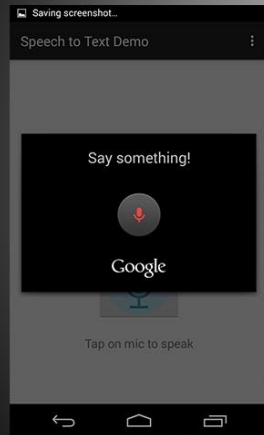
**Podcasting**

**Video Blogging**

**Creativity!**

# Alternative “Writing” app

**SPEECH TO TEXT**



**RECOGNITION**



# Foster Self-Advocacy



# Key Takeaways

**-Digital Organization/Clarity**

**-Time Management/breaks**

**-Chop up assignments**

**-Options for writing assignments**

**-Online resources for reading support**

**-Frequent feedback/communication**



# Key Takeaway

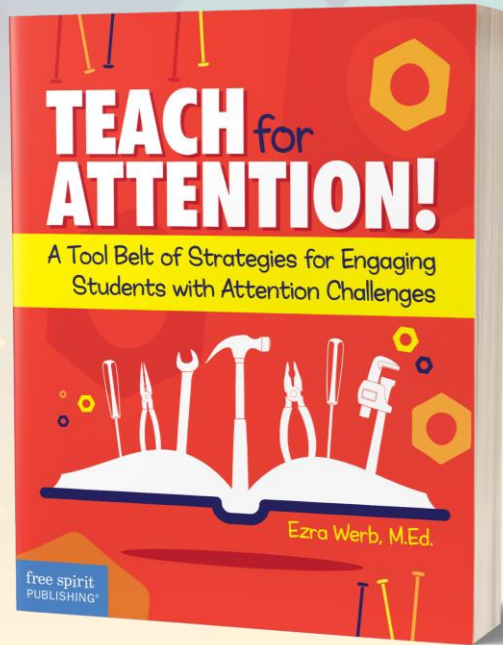


# Independence!

# References

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- **Armstrong, Thomas.** *Neurodiversity in the Classroom.*
- **Brooks, Robert.** “The Search for Islands of Competence.”
- **Ficksman & Adelizzi.** *The Clinical Practice of Educational Therapy.*
- **McCloskey, George.** “Applying an Executive Function Framework in Educational Therapy.” (chapter in the above book)
- **Werb, Ezra.** *Teach for Attention!: A Tool Belt of Strategies for Engaging Students with Attention Challenges.*
- **Wolfson, Gene.** “Using Audiobooks to Meet the Needs of Adolescent Readers.”



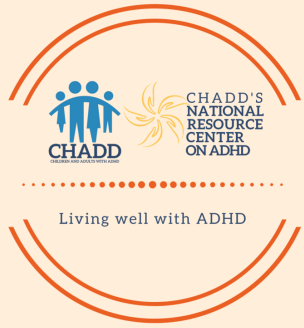


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**Freespirit.com**

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# Questions & Answers Forum





THANK  
YOU!

Online Learning:  
Teaching Students How To “Work From Home”



# TAKE OUR SURVEY



Online Learning:  
Teaching Students How To “Work From Home”