



## Franklin Regional School District

# Providing Appropriate Instruction to Students with Complex Needs while Navigating Changing Pandemic Restrictions

Allison Harris, MA  
Richard E. Regelski, Jr. Ed.D.



1

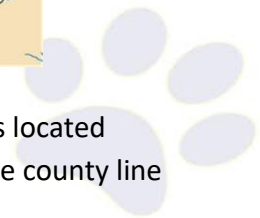
1



## Franklin Regional School District



Murrysville is a municipality in Westmoreland County. Murrysville is located roughly 20 miles east of Pittsburgh, on U.S. Route 22, just east of the county line that separates Westmoreland and Allegheny counties



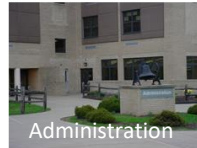
2

2



## Franklin Regional School District

### Franklin Regional School District Buildings



3

3



## Franklin Regional School District

### Enrollment (School Age)

Source: December 1, 2020 Child Count

	LEA	State
Total Enrollment	3,301	1,698,870
Total Special Education Enrollment	495	307,594
Percent Special Education	15.0%	18.1%
<b>Percent of Special Education Enrollment by Disability</b>		
Autism	15.4%	12.1%
Deaf-Blindness	---	0.0%
Emotional Disturbance	4.2%	8.5%
Hearing Impairment Including Deafness	---	0.9%
Intellectual Disability (Mental Retardation)	4.4%	6.2%
Multiple Disabilities	---	1.0%
Orthopedic Impairment	---	0.2%
Other Health Impairment	24.4%	17.4%
Specific Learning Disability	36.0%	39.2%
Speech or Language Impairment	11.9%	14.1%
Traumatic Brain Injury	---	0.2%
Visual Impairment Including Blindness	---	0.3%

4

4



## Franklin Regional School District

### Today's Objective

To reinvent the delivery of instruction to students with complex needs in a public school setting.



5

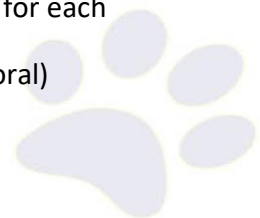
5



## Franklin Regional School District

### March 2020

- Technology was not utilized with students with complex needs like it was in other settings
  - Google Meet, Google Classroom, Google Calendar
- Staff, students, and parents had a large learning curve
  - Sign-ins, navigating the computer, following schedules
- Most Daunting Task - ensuring the individual needs were met for each student
- Wide range of levels and needs (academic, social, and behavioral)
- Consistency between all (K-12) grade levels
  - Met as a group to come up with the best plan.



6

6



## Franklin Regional School District

### Organized and User Friendly Schedules for ALL

- Many moving parts
  - Teachers (regular education and special education), support staff, related services, etc.
- Schedules had to be clear and concise
  - All information in one spot for each student
  - Minimal flipping between pages
  - Google Calendar had all links for meetings
- The 7 hour school day was not going to be feasible for most families...How do we get around this?
  - 1-1 instruction on IEP goals with LSS/AS teachers 45 minutes, 3x a week for each subject
  - 2 hours per day with a paraprofessional to work on general education classwork and reinforce lessons completed with the LSS/AS teacher
  - Constant contact with the general Education teacher to ensure the students were completing their work and understanding the content. 1-1 meetings with the general education teachers were set up as needed

7

7



## Franklin Regional School District

### Trainings

- Paraprofessionals
  - Many were not proficient or comfortable using technology
  - Required training on using Google, sharing screens, troubleshooting
- Students
  - Set expectations early
    - Attendance, work completion, how to ask questions/contact teachers
- Parents
  - Many were not proficient or comfortable using technology
  - Provided training on using Google, sharing screens, troubleshooting
  - Individual programming for their child
  - Behavior techniques

8

8



## Franklin Regional School District

### Google Classroom

- Utilized as supplemental work and independent work
- Leveled Groups based on needs
- Prompts for parents to assist in helping their child



9

9



## Franklin Regional School District

### Early Learners

Stream **Classwork** People Grades

[+ Create](#) [Meet](#) [Google Calendar](#) [Class Drive folder](#)

#### Daily Schedule

Attendance before 10am	Posted Apr 5, 2020
Morning: Activities of Daily Living	Edited May 10, 2020
Breakfast and Lunch	Edited May 10, 2020
Verbal Behavior in the Natural Environment	Edited May 21, 2020
Manding and Social Skills	Edited May 17, 2020
Science & Nutrition	Edited May 21, 2020
Reading	Edited Apr 26, 2020
Math	Edited Apr 26, 2020
Intensive Teaching/VS Mapo Skills	Edited Mar 28, 2020
Afternoon Chores	Edited May 10, 2020

[View more](#)

Stream **Classwork** People Grades

#### Leisure Activities

Leisure Activities	Edited Mar 27, 2020
--------------------	---------------------

#### Parent Resources

Teaching Procedures for Intensive Teaching	Posted Mar 28, 2020
Accessibility Apps	Posted Mar 28, 2020
Boardmaker to Go	Posted Mar 24, 2020
Supporting Individuals with Autism through ...	Posted Mar 28, 2020
Behavior Management	Posted Mar 28, 2020

10

10



# Franklin Regional School District

## Daily Schedule to Promote Verbal Behavior

Subject	Assignment	Link for Files	Academic Applications and Teaching Target For Students Being Instructed Via Intensive Teaching
Morning Activities of Daily Living	<b>-Shower</b> <b>-Get Dressed in clean clothes</b> <b>-Brush Teeth</b> <b>-Deodorant</b> <b>-Brush your hair</b> <b>-Other (Makeup, lotion, trim nails, shave)</b>	<a href="#">Morning ADLs</a> <a href="#">Classroom Assignment</a>	<b>Testing (Labeling)</b> Parent would say "What is it" and show them the item/action/adjective  <b>ITEMS:</b> Shampoo, conditioner, body wash, sponge, razor, soap, pants, shirt, socks, underwear, toothbrush, toothpaste, towel, mirror, water, faucet, deodorant, brush, hair, parts of all items <b>ACTIONS:</b> Brush, scrub, twist, squeeze, rub, rinse, wipe, put on <b>ADJECTIVES:</b> hot, cold, clean, dirty, wet, dry, tangled  <b>Listener Responding (Receptive)</b> Parent would say "Touch the _____" or "Find the _____"  Shampoo, conditioner, body wash, sponge, razor, soap, pants, shirt, socks, underwear, toothbrush, toothpaste, towel, mirror, water, faucet, deodorant, cap, lid, brush, hair  <b>Motor Imitation</b> Parent would say "Do this" and the student would imitate the movement  Brush, scrub, twist, squeeze, rub, rinse, wipe, put on  <b>Echoic (Repeating)</b> Parent would say "Say _____" and the student would repeat the word  Shampoo, conditioner, body wash, sponge, razor, soap, pants, shirt, socks, underwear, toothbrush, toothpaste, towel, mirror, water, faucet, deodorant, cap, lid, brush, hair  <b>Intraverbal (Fill ins and WH Questions)</b> Parent will ask the following questions/fill in and the student will respond with what is underlined or a logical response  <b>Fill in Phrases</b> Soap and water Scrub a dub dub Brush your hair or teeth  <b>WH Questions</b> What washes your hair? What are some things you wear? What do you brush your teeth with? What do you put in your armpits? What do you use to shave? What do you wear on your feet? Tell me something that is wet. Tell me something that is tangled What do you use to dry your hands?  <b>Manding</b> You can sabotage their task by hiding an object that they need. Wait for them to ask for the object. If they do not ask, prompt them by saying what they need and wait for them to echo what you said.

11

11



# Franklin Regional School District

## Task Analysis: Morning Routines

Use the Restroom	Wash Your Face	Brush Your Teeth	Brush Your Hair	Put on Deodorant
<input type="checkbox"/> Knock <input type="checkbox"/> Turn on the Light <input type="checkbox"/> Close the Door <input type="checkbox"/> Use the Bathroom <input type="checkbox"/> Wipe <input type="checkbox"/> Flush <input type="checkbox"/> Wash Hands <input type="checkbox"/> Dry Hands <input type="checkbox"/> Open the Door <input type="checkbox"/> Turn off Light	<input type="checkbox"/> Bring Soap and Washcloth to the Sink <input type="checkbox"/> Turn on the Water <input type="checkbox"/> Wet the Cloth <input type="checkbox"/> 2 Pumps of Soap on Washcloth <input type="checkbox"/> Rub Your Face (forehead, cheeks, chin) <input type="checkbox"/> Rinse your Face <input type="checkbox"/> Squeeze Water out of Washcloth <input type="checkbox"/> Turn off the Water <input type="checkbox"/> Put Soap and Washcloth away	<input type="checkbox"/> Get the Toothbrush, Toothpaste and a Cup <input type="checkbox"/> Put the Paste on the Brush <input type="checkbox"/> Turn on the Water <input type="checkbox"/> Wet the Brush <input type="checkbox"/> Brush the Left Side <input type="checkbox"/> Brush the Right Side <input type="checkbox"/> Brush the Front <input type="checkbox"/> Spit <input type="checkbox"/> Fill the Cup <input type="checkbox"/> Rinse your Mouth <input type="checkbox"/> Spit <input type="checkbox"/> Rinse the Toothbrush <input type="checkbox"/> Turn off the Water <input type="checkbox"/> Put the Toothbrush, Toothpaste and Cup Away	<input type="checkbox"/> Pick Up the Brush <input type="checkbox"/> Brush the left Side 5x <input type="checkbox"/> Brush the Right Side 5x <input type="checkbox"/> Brush the Back 5x <input type="checkbox"/> Brush the Front 5x <input type="checkbox"/> Put the Brush Away	<input type="checkbox"/> Pick up the Deodorant <input type="checkbox"/> Take the Lid Off <input type="checkbox"/> Twist Deodorant if Needed <input type="checkbox"/> Pull Right Side of the Shirt Away From the Body <input type="checkbox"/> Rub the Deodorant in the Armpit 3x <input type="checkbox"/> Pull Left Side of the Shirt Away From the Body <input type="checkbox"/> Rub the Deodorant in the Armpit 3x <input type="checkbox"/> Put the Lid back on the Deodorant <input type="checkbox"/> Put the Deodorant Away

12

12



# Franklin Regional School District

## Daily Schedule to Promote Verbal Behavior

Subject	Academic Applications and Teaching Target for Students Being Instructed Via Intensive Teaching
The Kitchen	<b>Tacting (Labeling)</b> Parent would say "What is it?" and show them the item/action/objective. <b>ITEMS:</b> refrigerator/freezer (handle, shelves, buttons, ice maker, door), dishwasher (buttons, handle, rack, soap dispenser, door, silverware holder), microwave (door, buttons), sink (faucet, bowl, hot, cold, handle, drain), Cabinet, counter, window, Stove (buttons, burner, oven, handle, rack), lightswitch. <b>ACTIONS:</b> wash, squeeze, rinse, dry, open, close, turn on, push, pull, on, off <b>ADJECTIVES:</b> hot, cold, clean, dirty, wet, dry
	<b>Listener Responding (Receptive)</b> Parent would say "Touch the _____" or "Find the _____". <b>ITEMS:</b> refrigerator/freezer (handle, shelves, buttons, ice maker, door), dishwasher (buttons, handle, rack, soap dispenser, door, silverware holder), microwave (door, buttons), sink (faucet, bowl, hot, cold, handle, drain), Cabinet, counter, window, Stove (buttons, burner, oven, handle, rack), lightswitch. <b>ACTIONS:</b> wash, squeeze, rinse, dry, open, close, turn on, push, pull, on, off <b>ADJECTIVES:</b> hot, cold, clean, dirty, wet, dry
	<b>Motor Imitation</b> Parent would say "Do this" and the student would imitate the movement. wash, squeeze, rinse, dry, open, close, turn on, push, pull, on, off
	<b>Echoic (Repeating)</b> Parent would say "Say _____" and the student would repeat the word. <b>ITEMS:</b> refrigerator/freezer (handle, shelves, buttons, ice maker, door), dishwasher (buttons, handle, rack, soap dispenser, door, silverware holder), microwave (door, buttons), sink (faucet, bowl, hot, cold, handle, drain), Cabinet, counter, window. <b>ACTIONS:</b> wash, squeeze, rinse, dry, open, close, turn on, push, pull <b>ADJECTIVES:</b> hot, cold, clean, dirty, wet, dry
	<b>Intraverbal (Fill ins and WH Questions)</b> Parent will ask the following questions/fill in and the student will respond with what is underlined or a logical response. <b>WH Questions</b> Where do we put the milk? Where do we put the cereal? What do you eat? What do you use to dry your hands? What do you use to cook food? What washes your dishes? Where do you put the plates?
	<b>Manding</b> "You can sabotage their task by hiding an object that they need. Wait for them to ask for the object. If they do not ask, prompt them by saying what they need and wait for them to echo what you said. Example - "Go wash the dish" but the soap or sponge is gone. Example - Hide their snack, drinking cup or fork when they go to eat

13

13



# Franklin Regional School District

## Advanced Learners

High School Life Skills Support Group 2	Stream	Classwork	People	Grades
Daily Schedule				
Daily Schedule				
Attendance before 10am	Edited Apr 16, 2020			
Morning Routine	Edited Mar 26, 2020			
Breakfast and Lunch	Edited Mar 27, 2020			
Reading Comprehension: RE 40	Edited Jun 2, 2020			
Social Skills: RE 25	Edited May 31, 2020			
Writing: RE 6	Edited May 31, 2020			
Math: RE 7	Edited May 31, 2020			
Science & Nutrition: RE 8	Edited May 31, 2020			
Work Readiness: RE 1	Edited May 31, 2020			
Afternoon Chores	Edited Mar 26, 2020			
Physical Education: 2:30-3:00: RE 1	Posted Mar 26, 2020			
Leisure Activities	Posted Mar 26, 2020			
Virtual Log	Posted Apr 5, 2020			

14

14





# Franklin Regional School District

## Direct Instruction

- 1-1
- Scripted
- Hand signals
- Difficult with groups with choral respondings
- Data collection stayed consistent

**Lesson 13**

**C INFERENCE**

Read the passage and answer the questions.

- Circle the W if the question is answered by words in the passage. Then underline those words.
- Circle the D if the question is answered by a deduction.

When you walk, your body is doing thousands of things every minute. Your heart is beating, your leg muscles are pulling, your blood is moving. If your cerebrum had to think about doing all these things, it wouldn't have much time for anything else. This is why you have the cerebellum and the brain stem. They regulate all the body parts you never think about. The cerebellum helps you keep your balance. The brain stem controls the digestive, circulatory, and respiratory systems.

1. When you walk, your heart is beating, your leg muscles are pulling, and your blood is moving. Name three other things that your body is doing.

The Brain is thinking  
The Stomach is digesting  
The Lung are pumping oxygen

2. Why doesn't your cerebrum think about all these things?

It wouldn't have much time for anything else.

3. What does the cerebellum help you do?

It help with motor functions

4. Which systems does the brain stem regulate?

digestive, circulatory, respiratory

5. Tell which part of the brain you use for the following things:

a. breathing: brain stem  
b. reading: cerebrum  
c. thinking: cerebrum  
d. keeping your balance: cerebellum  
e. pumping blood: cerebrum

Copyright © Macmillan/McGraw-Hill, All rights reserved. Lesson 13 57

15

15



# Franklin Regional School District

## Attendance and Grading

- Attendance
  - Daily FRSD online form
  - Daily Virtual Work Log for LSS/AS Class
- Grades
  - Participation
  - Attendance
  - Response Data from 1-1 meetings

**Daily Virtual Work Log: Group 2**

Please fill this out everyday to earn credit for your daily assigned work

Name \_\_\_\_\_

Your answer \_\_\_\_\_

Date \_\_\_\_\_

mm/dd/yyyy

Check every activity you completed today...

☐ Morning Routine

☐ Made Breakfast or Lunch on my Own

☐ Reading Comprehension

☐ Math

☐ Social Skills

☐ Work Readiness

☐ Science

☐ Writing

☐ Afternoon Chores

☐ Physical Education

How are you feeling today?

☐ Happy

☐ Proud

☐ Silly

☐ Curious

☐ Kind

☐ Excited

☐ Nervous

☐ Angry

☐ Sad

☐ Frustrated

☐ Scared

☐ Sleepy

Is there anything you want me to know?

Your answer \_\_\_\_\_

Submit

16





## Franklin Regional School District

### What We Learned...

- More training was needed (teachers, related services, paraprofessionals, parents, students)
- Better online programs were required to continue to supplement learning
- Individual schedules needed to be easier for the students
- Streamline passwords across platforms
- More planning time was needed



17

17



## Franklin Regional School District

### Silverlining....

- Accelerated the use of technology while meeting the needs of individual students
- Parents felt more comfortable running programs, using prompts, and teaching in the natural environment (home) while managing behaviors
- Paraprofessionals were more comfortable with technology
- Teachers were forced to think outside the box



18

18



## Franklin Regional School District

### August 2020

- Introduction of New Technology
  - Zoom
    - New for staff, families, and students
  - Schoology
    - New for staff, families, and students
    - Used for in-person, hybrid and virtual students
  - Kami
    - User Friendly
    - Easily Installed
  - Supplemental Programs
    - First In Math
    - Readworks
    - Freckle Math and Reading
    - XtraMath
    - Scholastic



19

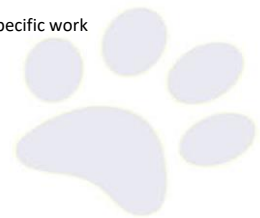
19



## Franklin Regional School District

### The Return to the Classroom

- Students in the LSS/AS classrooms were offered 5 days in person
  - IEP teams met and discussed student individual needs to determine how instruction would be delivered (in-person, hybrid, virtual)
- Staff needed to be ready to switch between instructional models without much warning due to quarantines of staff and students
  - Use of Schoology to have all information readily available to all students no matter what setting they are receiving their instruction
  - Leveled groups in schoology for supplemental work and individually assigned folders for IEP specific work



20

20



## Franklin Regional School District

### Schoolology Classes

- Set up shared class for sharing resources/lessons
- Leveled folders in each subject based on needs
- Includes both independent work and parent-led work
- Individually assigned folder with IEP specific assignments
- Uploaded work into each class by the week
  - Helped students navigate with only 1 published folder per week

Home > Reading/Math/Functional Academics SANDBOX: Section 1

Add Resources Options

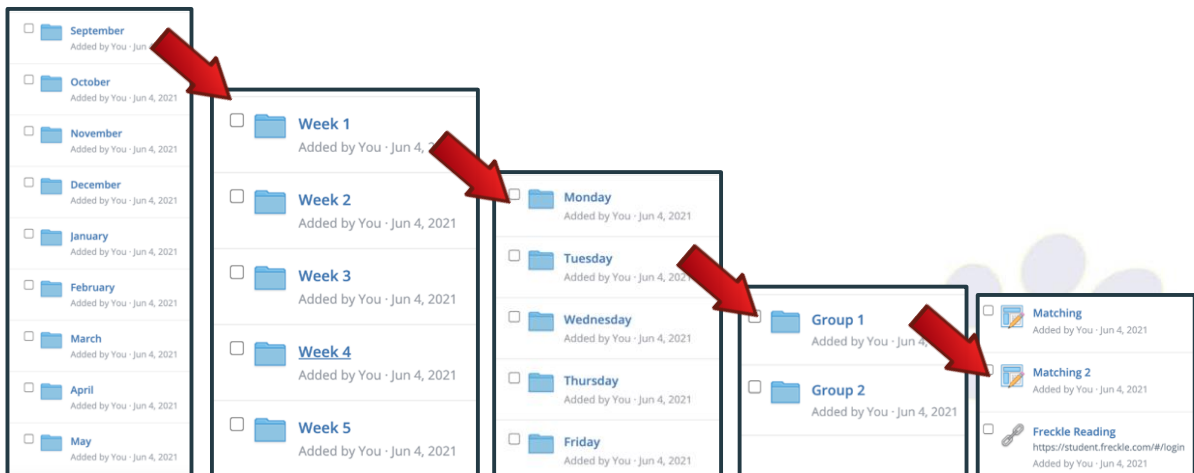
<input type="checkbox"/>	Title
<input type="checkbox"/>	<div>Reading</div> <div>Added by You · Jun 4, 2021</div>
<input type="checkbox"/>	<div>Math</div> <div>Added by You · Jun 4, 2021</div>
<input type="checkbox"/>	<div>Functional Academics</div> <div>Added by You · Jun 4, 2021</div>
<input type="checkbox"/>	<div>Cooking</div> <div>Added by You · Jun 4, 2021</div>
<input type="checkbox"/>	<div>Soft Skills</div> <div>Added by You · Jun 4, 2021</div>
<input type="checkbox"/>	<div>Science &amp; Nutrition</div> <div>Added by You · Jun 4, 2021</div>

21



## Franklin Regional School District

### Breakdown of the Courses



22



## Franklin Regional School District

### Individual Schedules

- All information in the same document
  - No longer used Google where the links were on the calendar
  - Expectations set for daily work with breaks embedded
  - Gave 1-1 paraprofessionals a daily "to do" list
  - Gave parents a skeleton to make the day more manageable

Virtual Schedule					
	Monday	Tuesday	Wednesday	Thursday	Friday
7:22-8:00	Open Period				
8:00-10:00	<b>Support with Mrs. Shook</b> <a href="#">Shook Zoom Link</a> <ul style="list-style-type: none"><li>American History Schoology</li><li>PVC/Science and Nutrition Schoology</li><li>PE Schoology</li><li>Intensive Teaching (remediate IEP goals)</li><li>Manding</li><li>ADL Chains</li></ul>				
10:35	BREAK				O&M at 10:35
11:00	LUNCH				
11:30	<b>Math in Schoology</b> (Complete with family support if available) <ul style="list-style-type: none"><li>Group 1</li></ul> <b>Reading in Schoology</b> (Complete with family support if available) <ul style="list-style-type: none"><li>Group 1</li></ul>		<b>Speech with Mrs. Norris</b> <a href="#">Norris Zoom Link</a>	<b>Math in Schoology</b> (Complete with family support if available) <ul style="list-style-type: none"><li>Group 1</li></ul> <b>Reading in Schoology</b> (Complete with family support if available) <ul style="list-style-type: none"><li>Group 1</li></ul>	
12:00	<b>OT with Mr. Chad</b> (Every other week) <a href="#">Mr. Chad Zoom Link</a>	BREAK		<b>Vision Mrs. Jen Zoom Link</b>	<b>Vision Mrs. Jen Zoom Link</b>
1:00-1:45	<b>Foundations Seminar Independent Work</b> (Complete with family support if available) <ul style="list-style-type: none"><li>Verbal Behavior</li><li>Social Skills</li><li>Activities of Daily Living</li></ul>				
1:58-2:20	<b>Direct Instruction with Ms. Harris</b> <a href="#">Harris Zoom Link</a>				

23



## Franklin Regional School District

### Benefits

- Instructional Models
  - In-person
    - Replace centers in the classroom (students are no longer allowed to move around the classroom and share materials)
    - Easier to track time on task and work completion
  - Hybrid
    - Can move from in-person to virtual without extra work for the teacher or student
  - Virtual
    - Students are getting the same instruction as the students in person
- Flawless back and forth between all instructional models
  - Movement between models based on student needs decided by the IEP team
- 1-1 Schedule with teacher stayed the same for the students in all instructional models

24

24



## Franklin Regional School District

### Results

- **Direct Instruction**
  - Students were able to participate the same as they do in person
  - Using Kami allowed them to work in their workbooks
  - Progress made
- **ABA Intensive Teaching**
  - Card sort system shared between all staff
  - Students made large gains on all goals
- **ADLs/Work Exploration**
  - Taught parents how to prompt while the instructor took data
  - New chains developed based on home needs (dishwasher, cleaning, leisure activities)
  - Progress made
- **Behavior**
  - Parents were taught about reinforcement systems and were able to manage behaviors easier with help from the instructor
  - Present parents were available to administer reinforcement
- **Social Skills**
  - Modeling and role playing were easily implemented in all settings
  - Progress made



25