

Executive Function During E-Learning

How to encourage your student to be more independent during remote schooling



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Preview...

Optimizing Independence

- Pinpoint the changes
- Observing how your student learns.
- How to individualize

Structural Support

- Taking space and work spaces
- Finding tricks for automaticity

Getting to Work

- Expectations from ourselves and others
- What you CAN do
- Being your honest self, warts and all

Optimizing Independence

Independence at School vs. at Home

Olden days

- Direct contact instruction
- 1:1 support
- Organic prompts
- Peer models
- Structure created by the teacher
- IEP implemented and met by teachers, therapists and support staff

E learning

- Remote instruction
- Structured support through an auditory format
- Independent work time in the natural/LRE
- Structure created at home in tandem with school expectations
- IEP implemented by parent/caregivers with school guidance

We can take the structure of a child's IEP and needs, and apply it to the home environment

**Validity and
necessity of**

**Respect the personhood of your
child and their individual needs**

**instructional time
and academic
growth**

How to Support Your Child at Home

What are their strengths versus areas of need?

- Learning Style - auditory, visual, kinesthetic/tactile
- Personality
- Academic
- Independence level

I'm not a teacher, how can I help while I'm working as well?

***Choose one at a time:**

- Visual Schedules
- Expectations list
- Materials checklist and prep
- Structuring a supportive environment

Structural Support

Structuring the Environment to Support Your Student

What environments does this student need to learn

- Seating
- Walls vs. Open space
- Materials - for school and for regulation
- General environment - volume

What interactions does this student need to learn?

- Visual reminders
- Breaks - fidget/focus tools
- Timers
- Outlined notes
- iPad scribe



**CHAIR TOO BIG
DOES NOT ALLOW FOR
PROPER SEATING
POSTURE**

**PILLOW BEHIND BACK
STOOL FOR FOOT
SUPPORT
ALLOWS FOR
90/90/90 POSITION**



Getting to Work

Teaching & Learning

I do, we do, you do.

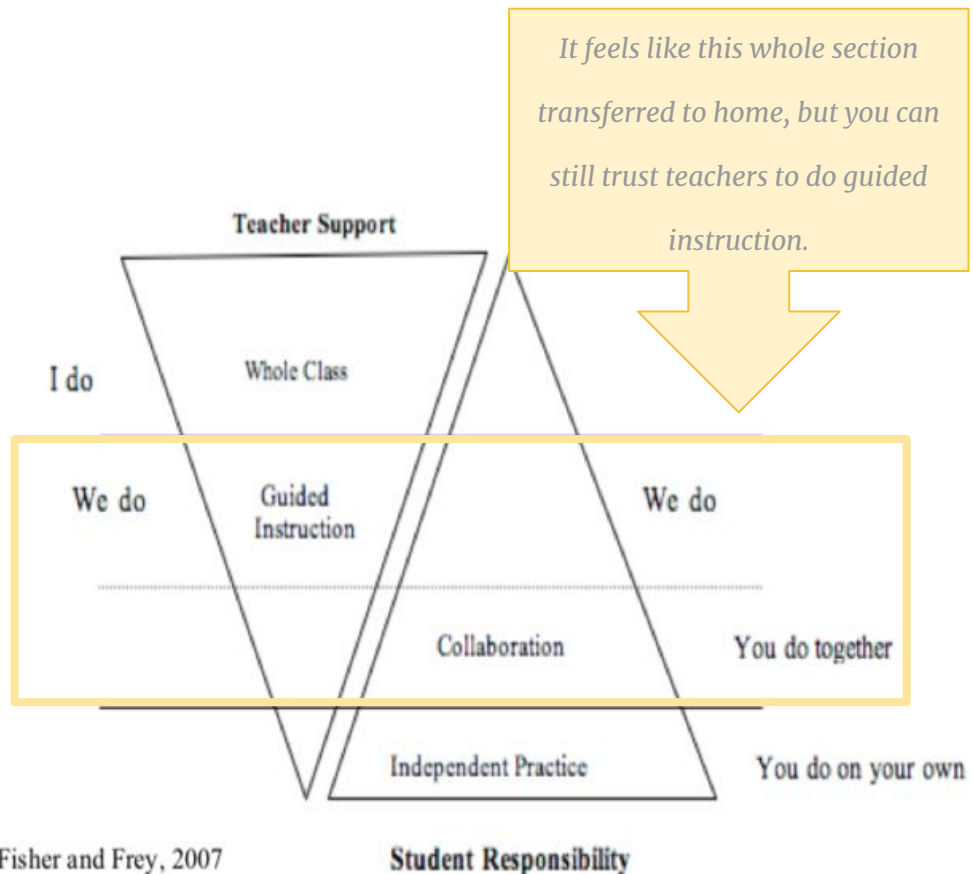
Steps to learning:

1. Introduce a new idea (Tell)
2. Explicit instruction of the steps (Show)
3. Do some examples in class (Guide)
4. Practice at home (Generalize)

With e-learning, the teachers and kids have a “flattened” experience of the show and guide steps.

How are *you* feeling?

Parents seem to feel responsible for filling in the gap, but...



Initiation and Prompting

- Reminding them to “pay attention”:

Types of attention:

Selective- “Focus, no distractions”

Sustained - “Keep going”

Alternating - “Switch to the other window..”

Divided - “A and B”

- Showing “how to”:

*This will be hard unless you saw the lesson,
don't feel like you're supposed to do this.*

- “Teach it to me”

Less is more to increase rigor

Emotional patience.

Slowly increase your involvement (see chart)

- “I don't know, let's email the teacher”

Not knowing is okay!

Models independent advocacy!

PROMPT HIERARCHY (to teach a new skill)

Most
Intrusive



Full Physical (FP)
hand-under/over-hand assistance



Partial Physical (PP)
lightly guiding or
tapping student to perform task
some physical contact



Model (M)
perform the target skill first or
show the student what to do



Verbal (VE)
use voice to tell child to perform the
correct response
give a verbal hint, repeat instructions



Visual (VI)
placing correct choice closer to child
checklist, visual schedule



Gestural (G)
indicate with a motion (like pointing) what
you want them to do



Independent (I)
performed on their own with no cues or
prompts! (This is the goal!)



Least
Intrusive



Editing & Corrections

Teachers: Content

Teachers correct work, both live interactions and homework.

They are looking for holes in the learning process, misunderstanding, and technical errors.

Teachers know how to redirect in the moment to learn the correct content.

In person adult(s): Physical, Time and Space

Observation and physical work.

Adults can encourage to keep going (and DISCOURAGE bad behaviors)

Adults can (theoretically) find the examples or information more efficiently

Adults can show how to ask for help.

Review...

Optimizing Independence

Things *have* changed
with e-learning

What's your student's
learning Style

Individual needs:
Physical & emotional

Structural Support

Take physical space

Interactions with
adults

Timers, automatic
cues

Getting to work

We aren't the
teacher

Being that internal
voice for your kids

We show them how
to be learners

It's successful to just be okay.

Any questions?