

Inclusive Virtual Learning

15 TIPS FOR SUCCESS

01 CHECK-IN

Begin each session by asking the students about their emotional state. Checking in helps to establish a positive attitude towards the activities of the day.*



02 ESTABLISH A ROUTINE

Students perform better when there is a structure and a routine in place.

PROMOTE VIRTUAL SOCIAL INTERACTION

Let your students connect socially with their peers via video conference or chat during their time together.

04

03 PRIORITIZE FUN

Try to have a positive attitude for the activity that is being conducted. Show positivity and acceptance of the task in hands through your actions. Laughing, cheering, and participating provide encouragement and positive feedback. Create a fun environment by utilizing decorations, allowing students to dress up, or playing music during the activity.



05

CREATE SYNCHRONOUS LEARNING OPPORTUNITIES

Use distance learning that happens in real-time as much as possible but record lessons to provide to students who may not have access in real-time.



SWITCH IT UP

Consider switching from teacher directed instruction to student-directed instruction approach (e.g., project-based learning or flipped classroom).

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ENCOURAGE STUDENT/TEACHER ENGAGEMENT

07

Provide opportunities for students to engage with teachers directly and often. This will be crucial to keep students motivated. Additionally, students are more interested in seeing videos created by their teachers than shared videos created by other teachers.



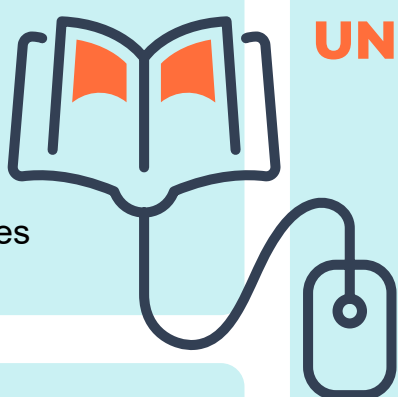
CONSIDER HAVING EVERYONE MUTED

Consider having everyone muted as they enter your virtual learning classroom. Usually, there is a setting titled "mute upon entry." This will alleviate any distractions if students enter a few minutes late. To ensure that everyone understands how to use the mute and other functions of virtual platforms consider having "technical difficulties troubleshooting and how to use" slides at the beginning of each class.

08

09 BE CONSISTENT

Be consistent with your lesson delivery, for example, if you have a "bellringer" at the beginning of each lesson, be sure that does not change.



CONSIDER A MEMORANDUM OF UNDERSTANDING

Consider a Memorandum of Understanding between the student and teacher which states the student agrees to maintain required class attendance, follow instructions provided by the teacher, follow strategies and routines provided by the health education teacher, follow classroom rules provided by the teacher and let the teacher know if they are feeling ill.

[\(Click for a contract example from Cherokee High School, Marlton, NJ\)](#)

10

11 ADAPT

Some students will require adaptations to the activity. You should provide activities that include adaptations based on the students' needs.

12 PROVIDE CLEAR DIRECTIONS

Provide clear directions about your expectations for online learning. Be specific about how they need to engage with you and with peers, work alone or with parent oversight, and submit work and complete tasks.

13 EXPECTATIONS

Set reasonable expectations for both learning and communication and ensure that there are multiple ways to communicate (e.g., email and video chats).

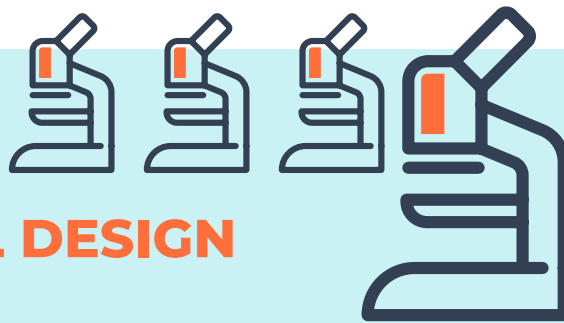
14 PLAN AHEAD

Plan for providing compensatory services to prevent disruptions in student learning and have a strategy to effectively implement a student's IEP and/or 504 plan.

15

IMPLEMENT UNIVERSAL DESIGN OF LEARNING

Implement Universal Design of Learning Principles in online special education such as using multiple ways to present content, assess progress, provide feedback, and engage students



ADDITIONAL RESOURCES

- * Google for Education: [Check in on emotional well-being during distance learning](#)
- National Center for Learning Disabilities (NCLD): [An Educator's Guide to Virtual Learning: 4 Actions to Support Students with Disabilities and Their Families](#)
- National Center on Health Physical Activity and Disability (NCHPAD): [Inclusive Virtual Wellness Toolkit](#)

