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S1 E1: Tips for Teaching Students with Disabilities in our New Online World

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Transcript

Lisa Dieker

Welcome to your Practical Access. I'm Lisa Decker.

Rebecca Hines

I'm Rebecca Hines

Lisa Dieker

And we're both professors at the University of Central Florida, but that's not the purpose of this podcast.

Rebecca Hines

No, we're our goal is to intentionally not sound like professors. We'll just be speaking as fellow educators and family members and community members all. Interested in the same cause.

Lisa Dieker

Yeah, and I think we're really interested in this talking about access for people with disabilities in general. But really, kids in K12 settings is what we hang out with the most. Would you agree?

Rebecca Hines

Well not only kids in K12 setting. But we both have family members with disabilities. So it's. Pretty much a lived experience.

Lisa Dieker

Yeah, so as. We get started today. Becky I. I think we have to address the elephant in the room. The world has changed dramatically and kids are online in ways that you and I both love. But we also worry about especially kids with disabilities. What are some of your thoughts? I mean what do teachers do right now when they've got a kid with a disability in an online environment? You're a great tech person were you thinking?

Rebecca Hines

Two things come to mind immediately. One is obviously the product, what, what, curriculum, what content are we going to put in front of kids? How are we going to do it on a dime? How are we going to do it quickly and nimbly, and to do that I think that you have to go with tools that already exist and there's no time to create new things. And the second thing is the process with which we roll out these products. I think there's going to be a lot of intention here, because the one thing I feel strongly is that we we're not going to go backwards. Blending learned is going to be changed forever in schools as people have to quickly assemble, but also realize the opportunities here.

Lisa Dieker

Yeah, yeah, and what do you think what is what's the tool that if you standing in front of a K12 online virtual classroom right now. What are you going to deliver first I, I mean like where do we start?

Rebecca Hines

If it were me. I would start with something like BrainPOP and. Anyone who's used BrainPOP knows that it's it's what you see is what you get. It is very it's animated. It's not intended to be like super funny.

Lisa Dieker

If you can put up with Moby right.

Rebecca Hines

If you can put up with Moby the robot. But but the good thing about that particular product is that the characters remain the same. The content is very good, there's written content in there, but very light written content. Every single word in there is purposeful and it's tied to state standards. You can Google your state and find out what aligns with the students that you're teaching, so I think it gives a lot of opportunities, has a lot of extra tools like notetaking sheets and quizzes so kids can practice with the content. I'd be looking at some things. Like that to supplement what I also am doing.

Lisa Dieker

Yeah, and I think that's a great one because I love that it's closed captioned. I think it comes in a Spanish version, so again, if you've got second language, of course we know you might have more languages than that sitting in front of you, but it's good to have that. Option and I do like that it's aligned with the standards and and kids might say, oh I'm a little bit bored watching the same character, but I think that's what you see. As the strength of that tool.

Rebecca Hines

It is a strength, especially for kids with disabilities, because lots of kids need to see it multiple times before they will remember it.

Lisa Dieker

I mean I could watch BrainPOP twice.

Rebecca Hines

If you were so willing.

Lisa Dieker

Got it, I love it. Well I think talk to me a little bit about you said process what what do you think in there?

Rebecca Hines

Well, so let's say. I was going to use something like BrainPOP or any of the other tools that we'll be thinking about. There is a structure as a teacher that, and you know me. Well enough to do this structure is. Not a word that comes out of my mouth often, but I would impose a certain structure because I don't think we can count on parents to understand how to use these tools effectively either. So coming up with a structure, a routine for my students log in every morning at this time, we'll watch it together, we'll take a break from people to rewatch it or to do something else with it. We'll touch base again at this time. I think that's one way to go with it, whether you're elementary or high school teacher

even. But the other thing I would say every single parent if they have the opportunity. Should look for ways to broadcast their computer onto the television screen.

Lisa Dieker

Interesting, and why would that be? I mean to me that's like alright me on a big screen. Not exactly what I was thinking about, yeah?

Rebecca Hines

Right, But you mentioned. For kids with disabilities, so how use you know. Personal example, my nephew is in a wheelchair. My nephew loves to see family members on the TV he watches literally my recorded videos over and over and over because he likes to see it on that TV. So similarly, I think we have kids who are going. To really miss. Those teachers, and they're going to really miss those kinds of interactions. Even so, if it's on the television, it feels much bigger, much more personal. I I play around with SAT prep at my own house with my typical high schoolers, and we always put it on the TV so that we can do it as a game and talk about the questions together etc. So I think process wise I would first make sure that I have something lined up schedule wise, and then second I would encourage parents to publish whatever we're doing on the television because that's that's fine.

Lisa Dieker

If they have this capability. Yeah yeah.

Rebecca Hines

If they have the capability and it's as easy as buying an adapter.

Lisa Dieker

Right, right? Or if you have AirDrop, you could do the AirDrop you could do through an HDMI cord.

Rebecca Hines

Right, so I would be pushing out something to parents to tell them that because I think it's going to make it easier for parents to sit their kids on the couch looking at tv.

Lisa Dieker

That's a choice.

Rebecca Hines

It's just a convention that where kids are used to sitting and and looking at and that that makes me sound 100 because not all kids today are gonna television, but.

Lisa Dieker

Yeah my son. Doesn't even have one in his house.

Rebecca Hines

I think. I think bigger is good. Yeah, well.

Lisa Dieker

And and again, I think our mantra always is parents and teachers you know, if you're worried about how to protect it on the TV, don't figure it out, let the kid do it. If you're over the age of four, you probably are ingrained to do that better. Yeah, yeah, we respect the financial status of all the families we're talking to today might not have that capability if you can that's a great way, if not, again, it's one tool to think about, you know, and it's funny 'cause one of the things we talked about process instruction. What am I go to use is YouTube and the reason is because A. it's simple, most of us could use it. And B. it closed captions automatically. Now you might get some words inappropriately, so you might want to check your captioning, 'cause I tend to talk fast, so I've had, you know, shuck, have a different letter in the middle and that's not exactly what you'd want to have happen, but I do think that something like that, why not give your instructions that way so that again, if a kid can't get online, they can go to the YouTube link and say, Oh yeah, you know I couldn't get online with Mrs. Diecker today, but I could hear her two-minute summary, or you went online with me. And you were a little distracted because somebody was making toast in the background, then capturing that through YouTube lets kids see it again. And don't you think? Kind of that repetition is what I think our kids with this. My own son has Tourettes and a learning disability and I'm telling you some days I'm like I felt like a parrot go brush your teeth, go brush your teeth. What am I supposed to go brush your teeth? And so again, I wish I kind of had a YouTube Alexa that could talk to my son nonstop, because sometimes it gets older, repeating it online, but having that backup plan. I think is important to them.

Rebecca Hines

Yeah, I'm definitely in the spirit of universal design, having all instructions both in written and video and or audio format, I think is critical right now.

Lisa Dieker

Yeah, and then my other go to is my last thought here in this podcast is, I think for outcomes we rely too much on text and written. And again, my son has a college degree. I'm proud to say woo hoo. Yet spelling is still a train wreck so asking him to write means we would be in at home butting heads using something like Flipgrid. Super simple teachers if you've never used it. I love the app on the phone. It's free to do a small number and then I can actually watch all my students and I can actually flipgrid back to them so they could tell you this is the scientific concept we've been talking about. This is what I believe happens in mitosis. This I then can flipgrid them back and say well could you talk to me a little further about that step because I'm not sure you got it right. So again, think about those audio tools and the capability of that it takes very little bandwidth for flipgrid, and again, it's one of my go tos that I love it as a UDL assessment tool instead of your standard paper, pencil or just writing something your text.

Rebecca Hines

And is that app based or computer?

Lisa Dieker

So both that's the great part. You can use it on your phone or you can use it on the computer so kiddos who don't have a computer could use it on their phone. Simply turn on the audio and most cities I believe are offering free bandwidth to school age kids and families. So again, if you haven't checked on

that teachers that might be something to help, and one of the things I was just reading, the best thing you could do right now is to know your individual kids' needs, and I think that's true for kids with disabilities, period. But I think in this online world who has Internet who doesn't? Who has a phone who doesn't? And that's been kind of our discussion.

Rebecca Hines

I would add my final product would be something similar which is seesaw. And if you use seesaw it's called self a digital portfolio.

Lisa Dieker

And that's it's not. It's not out in the playground going up and down. OK.

Rebecca Hines

The good thing? About using something like seesaw, if I've asked people if I've asked my students to complete something, maybe I've asked them to do something, uh, any type of project based I I would ask them to submit pictures of their progress every hour and it's going to be time stamped and then I can. It will automatically come to me to accept it or not. So that literally I could ask people every hour to be submitting something on seesaw and on my phone I can just flip through and accept so it gives me a way to stay connected. It's very informal. They can submit things through video, pictures, writing, etc. But I would be looking for something that allows me to check in constantly all day without having to log into something separate on my computer.

Lisa Dieker

And you could even. Look for IEP goals and objectives for kids with disabilities on seesaw. Could you show me evidence of? And again, because we know we're going to be in this world for at least more than a week in some states for the whole year, it's a great way to kind of monitor those goals and objectives.

Rebecca Hines

And I know in future podcasts we'll be talking specifically about how to look at those IEP goals and how to serve students with disabilities remotely.

Lisa Dieker

All right, well, thanks for joining us on Practical Access. As we said, we're professors at the University of Central Florida, but we plan to keep it practical.

Rebecca Hines

We'll see you next time.