



LINKING LEARNING AND THE ARTS

A Guide for Teaching Students with Disabilities in Remote Learning Scenarios

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Guide Introduction

Hi ArtsConnection Teaching Artists!

In the following pages you'll find a bunch of resources, advice, and example content that we designed based on the work we did as part of the Think Tank project in June 2020 exploring how to take what we do and translate it into successful remote learning for students with disabilities.

We started our process researching how remote learning was going already by:

- Reading all of the articles we could find written on the subject
- Researching and experiencing existing content available
- Interviewing teachers and caregivers about their experiences

We then took the information gathered and translated it into the work we do. As a group we came to a few conclusions:

- Virtual learning can offer exciting new opportunities for students:
 - Who require individualized engagement
 - Enjoy interacting on their screens / use screens as their main form of communication
 - Need to repeat an activity multiple times
- There needs to be a strong focus on students (and their caregivers) social and emotional wellbeing.
- Caregivers have become their child's therapists, and paraprofessionals, and therefore are essential to the learning process and need to be given the tools to participate.
- Additional planning and care needs to be given to the content and how it is presented:
 - A blended model of live interaction, pre-recorded (so it can be reviewed repeatedly) and away from screen activities seems ideal
 - Length - keep it short & to the point
 - Engagement is key - Fun! Exciting! Relevant!

We've tried to capture everything in an easy to digest version, that is as accessible as possible. We hope what we've created helps and inspires you in your own work!

Sincerely,

Kyla McKoll & the Students with Disabilities Think Tank Team!

Content Creation Guides

Digital Content

Asynchronous Work Guide

Not sure what to include in a pre-recorded video for SWD?

Think V.A.M.P.I.R.E.S.!

Visuals

Agenda

Modifications & Accommodations

Play (Joy, High Energy)

Interaction (engagement)

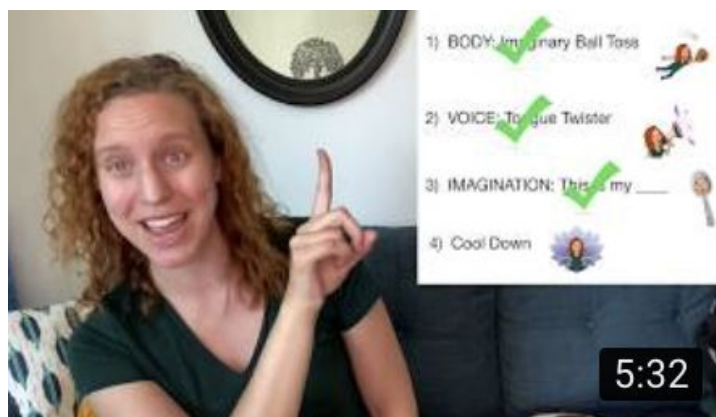
Rituals & Routines

Economy of language (pace/clarity/conciseness)

Subtitles

[Click the blue links above to go directly to the section you'd like to know more about.]

Putting them all together!



[Click here for a sample video lesson that has been fully \(or mostly...I mean, some of us are only human!\) VAMPIRES-ed.](#)

Visuals



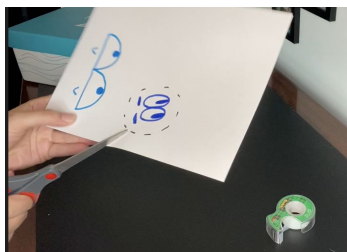
[CLICK HERE to see a short video for Visuals Examples](#)

- Add visuals to illustrate a concept, vocabulary word, demonstrate possibilities



[CLICK HERE for a PD on how to use imovie](#)

- Keep your background uncluttered
- Keep your movements in frame
 - use a close-up to show a specific movement or task if it would clarify



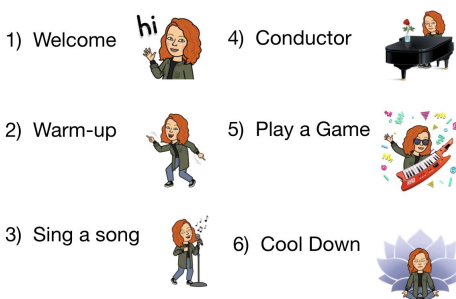
Agenda



[CLICK HERE to see a short video for Agenda Examples](#)

- Post or send an agenda

Sample agendas:



- Make it interactive — go back and check in with the agenda



- Post Sample Instructions in Google Classroom or email to students with video lesson:
Today we will be puppeteers. All you need are 3 household objects. If you have a piece of paper, a marker, and tape, that would be great as well, but not necessary.

In this video, we will:

1. *Remind ourselves what a puppeteer does*
2. *Find objects from around our home*
3. *Turn those objects into puppets*
4. *Practice bringing our objects to life!*

After watching this video, you can have someone take a picture or video of you making your puppet come to life and post it to your google classroom. I can't wait to see your awesome puppets!

-Ms. Laura

- Add a social story at the beginning of a residency to help students know what to expect
 - A social story - or social narrative - is a learning tool originally designed for students with ASD. The social story describes and shows what might happen during a specific social experience.
 - Your social story can be written/visual or a video

Sample pages from a visual social story:

We will rehearse and perform in the
Ballroom at BRIC.
(687 Fulton St, Brooklyn)



Enter on Rockwell Pl under the "Arts Media House" sign!

BRIC is close to these subway stations:

Nevins St.



Fulton St.



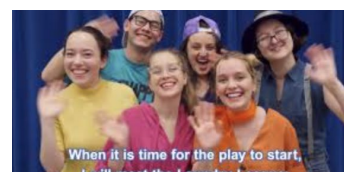
Dekalb Ave.



The inside of the theater looks like this.



[CLICK HERE to see a sample video social story for a play by Bluelaces Theater Company](#)



Modifications



[CLICK HERE to see a short video for Modifications Examples](#)

- What are other options of ways to engage in the lesson?
 - Show them! Say them! Write them!
 - A way to participate from standing or sitting
 - Other materials you could use if you don't have paper/glue/etc
 - Other ways to participate if you don't have any materials



Play



[CLICK HERE to see a short video of Play Examples](#)

- High energy & joy
- Keep it positive, low-pressure
 - Avoid giving highly complicated and mandatory tasks -- we're here to add fun, not more stress to their school.
- Make it fun, theatrical, entertaining
 - Add props, jokes, silly voices, physical gags -- you are fighting with highly produced netflix shows...how can you bring in your own artistry to make the video exciting to watch?
- Humor
 - ie my dog makes a frequent appearance in my videos...)
- Add music
- Add video samples of masterworks
 - A clip from a live theater production, a bunraku puppet in action, a famous painting, etc.

Interaction

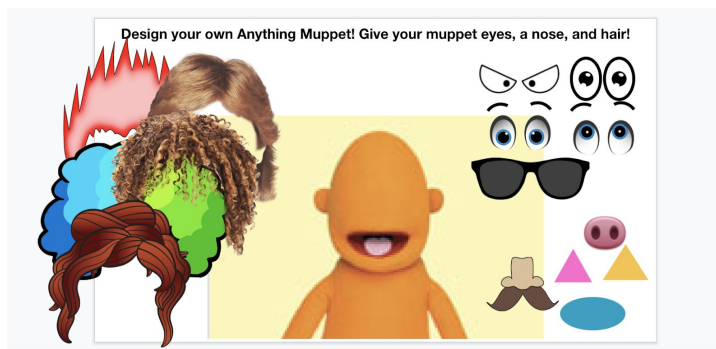


[CLICK HERE to see a short video for Interaction Examples](#)

- Pause for response
 - a la Dora the Explorer, Daniel's Tiger, Mr. Rogers etc
- Encourage students to gather materials or complete a task
 - I.e. Go on a scavenger hunt in your home to find 3 objects that could become a puppet! Pause the video and meet me back at this screen.
- Positive reinforcement
 - I.e. Great! Wow, that was amazing! You're rocking it!!
- Connection with students — speaking to them directly
 - Listen, I know you are an amazing dancer, so let's take this up a notch!
 - Provide instructions on how to engage with the video
 - Help parents/family members know how to help their student -- they are now the paraprofessional, but haven't been trained. Give them explicit instruction.
 - Worksheet or activity to do after the video
 - Google Slides
 - Interactive -- can drag images or add words
 - PDF
 - Writable/editable
 - Google Form
 - Great for quizzes
 - Easy for students to complete -- clicking buttons instead of typing
 - Can add visuals to the responses
 - Activity Version 1: PDF (pictured below in jpegs)



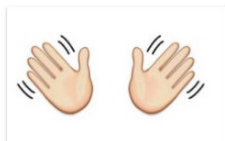
- Activity Version 2: [Google Slides](#) *example of a modification



Sample Google Forms Quiz

What does a Foley Artist do?

- ☐ Creates the dances



- ☐ Acts in a play



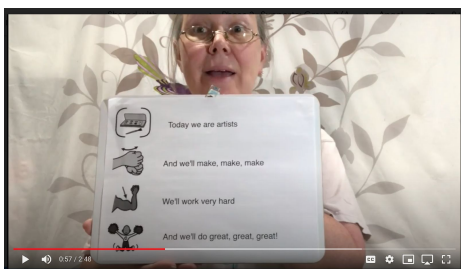
- ☐ Makes the sound effects for a movie or play



- ☐ Takes a nap



Ritual & Routine



[CLICK HERE to see a short video for Ritual & Routine Examples](#)

- Greeting
- Closing
- Structure of lesson
- Repetition of content/skills

Keep a routine consistent across your residency/videos -- for example: In a Careers in Theater and Film Residency, we decided to keep content to a review/activity of jobs we've learned in class. For the video series: First, I start with a greeting and explain what job we're working on today with a definition of that job. Then I go into the main activity. Last, I end with the phrase "I love you, I miss you, and I hope to see you soon" -- includes rituals from in the classroom and sets up new rituals/routines that can keep consistent in this new learning space.

[Click here to jump to our all about Remote Rituals section](#)

Economy



[CLICK HERE to see a short video for Economy Examples](#)

- Economy of language
 - Cut out unnecessary words; For example:
 - Version 1: Musical theater is a classic example of a genre of American theater. Musical theater actors need to be aware of lots of different things - they have to be triple threats -- they have to be great singers and they need to know how to dance. They also have to be great actors. There are lots of aspects that go into making a musical.
 - Version 2: In musical theater we sing, dance, and act to tell a story.
- What is essential in the lesson?
 - Do/explore one thing in the lesson / on the topic, not EVERYTHING THAT COULD BE DONE
- Clear, single-step instructions
 - First, next, then, last
 - They might use the I DO / WE DO / YOU DO model in their classroom, which you can adapt for your arts lesson.
- Speak slowly and clearly
- Keep it short and sweet!
 - 2-5 minutes
 - Think about the Netflix mentality: am I going to hunker down to watch a 5 hours movie? Absolutely not. But will I binge 5 hours of 40-minute episodes...maybe?

Subtitles



[CLICK HERE to see a short video for Subtitles Examples](#)

- Add subtitles — access to Deaf/hard of hearing, visual learners, those who can't understand your speech, helps with learning to read, etc
 - Try playing back your video with the sound off - can you still follow your lesson?
- Add title cards to create clarity -- separating sections of your video, for example
- Offer subtitles in alternate languages (for students and parents)



ADDING SUBTITLES: How-to link

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Synchronous Work Guide

For synchronous work (live classes) use Vampire for the lesson plan and then...

Then E.N.H.A.N.C.E.!

ENGAGE

NOTIFY

HOST

ACCESSIBILITY

NOMINATE

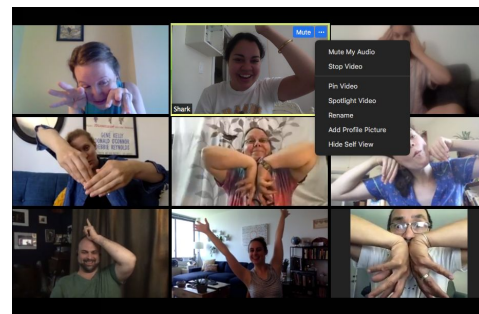
COMMUNITY/ CAREGIVERS

ENDING

[Click the blue links above to go directly to the section you'd like to know more about.]

Engage

- The goal of the live class should center on student engagement
- Use household items and keep space restrictions in mind
- Add moments to encourage student voice and feedback
 - Through chat
 - Renaming their screen name
 - Add an adjective or animal to your name like Shark and then have students act out their animal as a warm up game. [Watch this clip for an example of the animal name warm up](#)
 - Turning on mics/videos
 - Helping those that may need technical help turning this feature off & on - host & co-hosts can also do this for your students.
- Make it an invitation for fun not an expectation for getting work done
 - Meeting students where they're at and not focusing on content

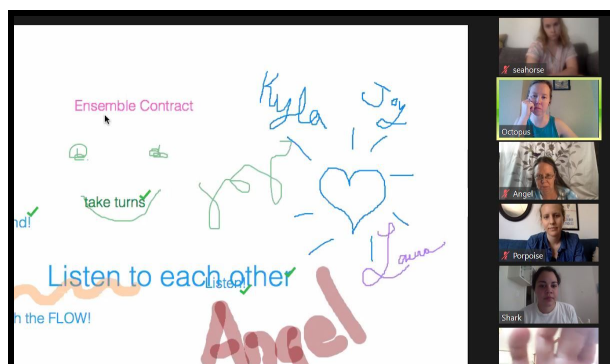
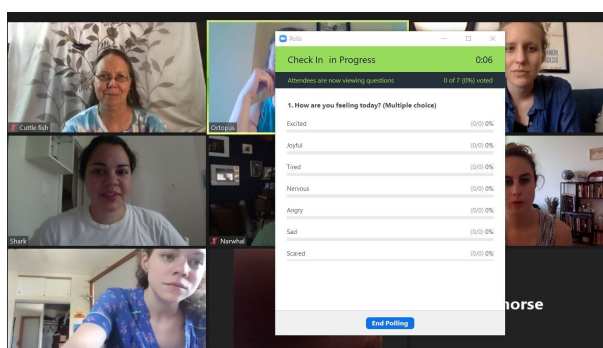


Notify

- Give plenty of notice to students about the live class
 - date/time
- Notify students, caregivers/parents and staff again of the live class an hour before so it's at the top of their emails.
- Share the agenda or lesson plan before so they can be prepared for what is expected to happen.
 - The agenda could be a short pre recorded message rather than a PDF of the lesson plan

Host

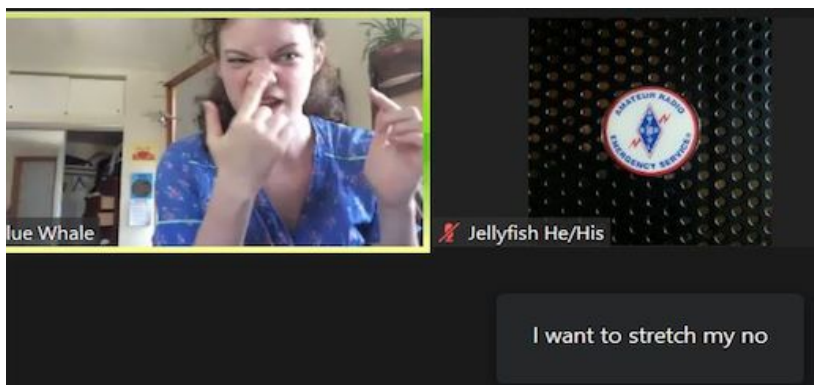
- Arrive early: Log in early to help troubleshoot any technical issues.
 - Think of it as setting up a classroom 15 minutes before the class arrives by moving chairs/ desks/ setting up materials. By logging in early you can make sure your desktop is ready to share, & your presentation is uploaded.
- Greet students/staff by name when they log in
 - Acknowledge that they showed up
 - Have an icebreaker or task to do at the beginning of class to use that time while students are logging on
 - Try using the whiteboard feature as a warmup or the poll feature on zoom as shown in these examples.



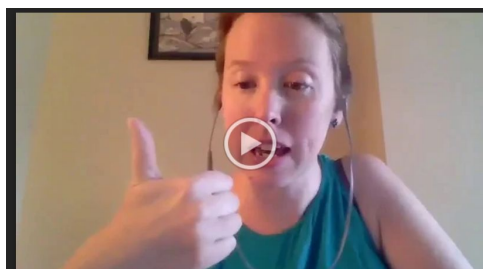
- Make sure there's a way to make a copy or record the event so folks can have access to it after.
 - This helps students that couldn't make the class still have access to the lesson
 - Repetition is always helpful for SWD so having a copy that can be re-watched is great!

Accessibility

- Use closed caption, translations, interpreters when needed during the live class. - Send an email ahead of time to see if there are any specific needs from students or caregivers.



- Zoom - a participant can type or use a Captioning service: [REV Live Captions](#)
 - Google Meet - has an automatic captioning option
- Do an '[Access Check](#)' at the top of the live class and throughout to see if needs are being met. (Audio, Visual, other needs?). Make sure you do it Verbally, and in the Chat.



From Me to Everyone: 11:48 AM
Access Check: Is the volume ok? Is the speed of the speaker ok? Do you need anything else from your teachers today?

From Narwhal to Me: (Privately) 11:49 AM
Got it! Thanks!

[Check out this video for an example of an Access Check](#)

- Accommodate and modify your lesson plan to meet students needs for successful outcomes
 - Use the technology requested by the school, teachers, students.
 - If they use google meet for day school then use google meet for your residency. Keep it consistent.
- Expect technical issues and handle them with ease
- More information about access checks and creating accessible meetings can be found here: [NYC Government Guide for Creating Accessible Virtual Meetings](#)

Nominate

- Nominate co hosts
 - By having additional support you can focus on teaching the lesson and not having to completely stop if there's a minor technical issue.
 - Nominate a program manager, co-teacher, or someone on school staff that can assist with admitting folks from waiting rooms, monitoring break out rooms, and technical issues so you can focus on teaching.
 - You can nominate a co-host to type out captions or record the session, monitor the chat.
 - Student lead activities
 - Zoom stage managers
 - ask a student to lead the opening or closing ritual

[Check out this video example of one way to nominating students to lead](#)



Community

- Live classes can be a great way to create a space to come together as a group to connect
- Allow extra time for greeting and goodbyes to incorporate social connection.
 - They probably haven't seen their friends and having extra time to see each other is an important if not an essential element of live classes.
- Add rituals to open and close live classes
 - [Follow this link to Rituals - Going Deeper](#)
- Think of ways you can foster support even after the live class - to stay connected - try Peardeck or other options to offer direct responses to student work.
- Do your students have caregivers ? [Be sure to engage them in the lesson - click here for more ideas.](#)

Ending

- It is important to have a closing ritual to end a live session
 - Otherwise it will be like “no you hang up”, “no no no you hang up”.
 - This closure of an ending helps to cement work created and offer resolution.



=[Check out this video example of an Ending Ritual](#)

- Avoid zoom out
 - Aka too much screen time
- Keep Live sessions between 20 - 60 min
 - If over 30 mins make sure to have at least one break to be off screen to stretch, go to the bathroom, get some water or materials.
 - Put up a timer on the screen so students know how long they have left.
 - Plan an activity to transition back from the break. [Check out this video example.](#)



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Non-Digital Content

There may be multiple barriers for students to participate in digital learning opportunities (such as lack of device, unstable/no internet connection, device is in use by another person, etc.). Students with access to technology may also be feeling overwhelmed with the amount of screen-time they are spending. Or students with disabilities may be too comfortable on their screens and struggle to find ways to move away from those screens - to connect with the world around them. So think about incorporating activities when students can be away from their screens. Below is a guide of some elements to incorporate into your non-digital remote work and a collection of activities designed specifically for students with disabilities to engage with arts learning at-home away from their screen.

Away from Screens Activities Guide

When designing non-digital remote activities try to make it...

- **PHYSICAL**
 - Activating Gross and Fine motor skills
 - Crossing the midline
- **COMMUNICATION**
 - Verbal
 - Non-Verbal
- **TEAMWORK OR COLLABORATION**
 - With family members or caregivers
 - With peers
- **FULL BODY EXPERIENCES**
 - Physical
 - Tactile
 - Sensory
- **SKILL BUILDING**
 - Vocabulary building
 - Matching
 - Problem-solving

Activity Ideas

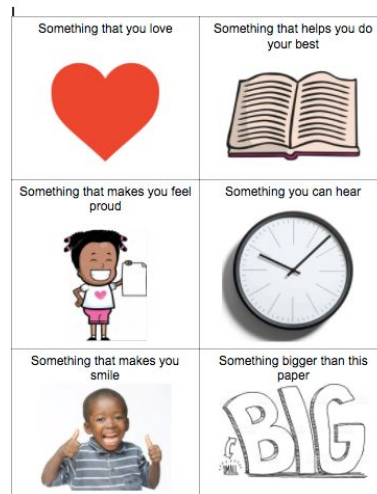
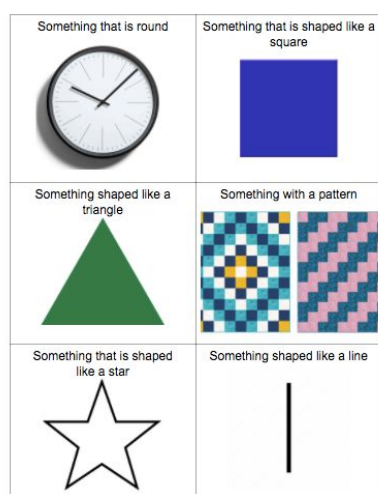
Scavenger Hunt

Send your students on an indoor or outside scavenger hunt! Use activity as an opportunity to increase student vocabulary, visual recognition of named objects/colors, matching, and directional skills.

Click the links to access four different examples.

- 1) [Alphabet Scavenger Hunt](#)
- 2) [Mindfulness Scavenger Hunt](#)
- 3) [Shapes Scavenger Hunt](#)
- 4) [Scavenger Hunt Bingo](#) (City-Themed)

Skills: Categorize and classify, vocabulary building, pattern

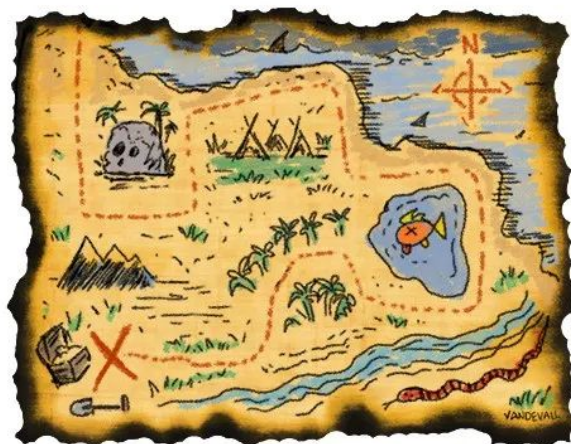


Adventure Map with Envelopes

Send your students a map with a set of numbered envelopes. Envelope one should name the goal and “objects” they can use (these can be real or imaginary). Each envelope contains a different dramatic play exercise that they must complete in order to get to meet their goal.

[Click here for an example.](#)

Skills: Fine-motor skills, gross-motor skills, collaboration, verbal/non-verbal communication, eye contact, listening comprehension



Art Kit

Send home some art supplies with easy to follow instructions. Art kits should include materials that are familiar and easy to use but not so much so that they fail to generate excitement. Directions should be no longer than 1-2 pages and include visuals.

[Click here for a directions template.](#)

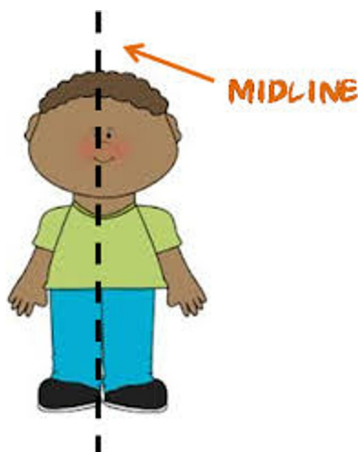
Skills: Following directions accurately, fine-motor skills

Crossing the Midline Challenge

Challenge your students to see how many different ways they can cross the midline. Bonus: Put on some music, and try to make a dance using some of these midline crosses.

[Click here for a list of examples.](#)


Skills: Crossing the body's midline





Choreography Puzzle (credit: Laura Borgwardt)


Using a 30-label sheet, create a worksheet in two columns. The left column should have the lyrics of a song written out. The right column should include a rectangle in line with the lyric.


[Click here for a list of examples.](#)


Right hand on hip 


Shake hips side to side 


March 


Hip circle 


Hands up 

Step together step touch 

Hands flick away 

Shake hips side to side 


Left hand on hip 


Hands on heart 


"HAKUNA MATATA" CHOREOGRAPHY PUZZLE


1. Match the choreography puzzle pieces with their correct lyrics
2. Check against the key to make sure you got it right!
3. Practice doing the dance together as a group.


| | |
|---|--|
| Hakuna Matata, what a wonderful phrase | |
| Hakuna Matata | |
| Ain't no passing ca-razel | |
| It means no worries for the rest of your days | |
| It's our problem-free | |
| Philosophy | |
| Hakuna Matata! | |


Step Touch 


Step Touch 


Side 


Side 

3 Step Turn 

3 Step Turn 

Monkey 

Monkey 

Choreographer's Choice! 

BE THE CHOREOGRAPHERS!!

Group Name: _____

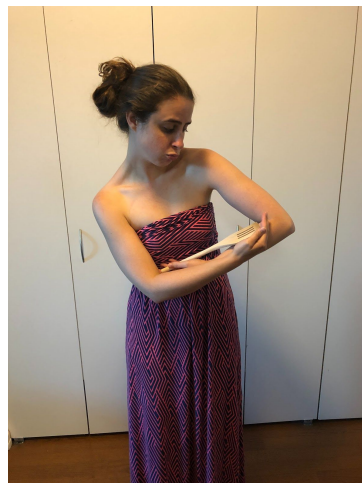
| LYRICS (the words) | CHOREOGRAPHY (the dance) |
|--|---|
| Look, there she goes. That girl is so peculiar. | <input type="checkbox"/> <div style="border: 1px solid black; width: 100px; height: 30px;"></div> |
| I wonder if she's feeling well. | <input type="checkbox"/> <div style="border: 1px solid black; width: 100px; height: 30px;"></div> |
| With a dreamy, far-off look And her nose stuck in a book, | <input type="checkbox"/> <div style="border: 1px solid black; width: 100px; height: 30px;"></div> |
| What a puzzle to the rest of us is Belle. | <input type="checkbox"/> <div style="border: 1px solid black; width: 100px; height: 30px;"></div> |
| Oh, isn't this a- | <input type="checkbox"/> <div style="border: 1px solid black; width: 100px; height: 30px;"></div> |
| mazing. It's my fav'rite | <input type="checkbox"/> <div style="border: 1px solid black; width: 100px; height: 30px;"></div> |
| part because you'll | <input type="checkbox"/> <div style="border: 1px solid black; width: 100px; height: 30px;"></div> |
| see. | <input type="checkbox"/> <div style="border: 1px solid black; width: 100px; height: 30px;"></div> |

Skills: Motor skills, confidence, artistry, patterns, counting

Object Relay

Version One: Have your student find three household objects that they can hold. They have 3 minutes to brainstorm how many different ways they can transform that object into something totally different than what the object is used for (For example: wear a hanger like a tie, use a hanger like a bow and arrow, etc.).

Version Two: Before your synchronous class or in a small group with family members, ask each person to bring the same household object such as a paper towel roll, hanger, sock, or a spoon. One at a time has a student pretend to use the object in a new way. After they have shown how to use the object, have the student call out the next student and "virtually" pass it to them. Have that next student pretend like they grabbed the item from the previous student. Encourage students to get inventive on which direction or which way they pass an item. Encourage the student receiving the item to react appropriately.



Skills: Creative thinking, decision-making skills, attention to detail, passing

Poem in the Mail

Send your students 40-50 words cut from a magazine or newspaper. Encourage them to use those words to create an original poem.

- Modification #1: If you don't have student mailing addresses, send words via email. You can either send a pre-created document or encourage students to contribute to a larger list.
- Modification #2: Have envelopes available at school that students and families can pick up when/if they go to school for meal distribution.
- Modification #3: Send the teacher a PDF with words that they can directly send out to students.

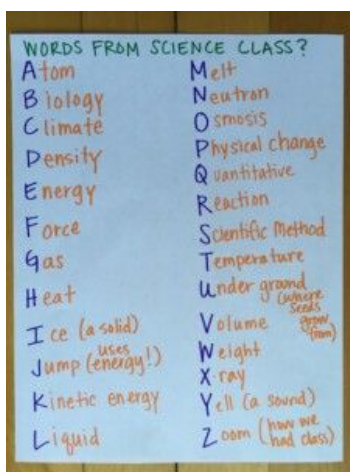
Skills: Fine-motor skills, reading

Alphabet Relay

Have your students write out the alphabet A through Z on the left hand side of the page ([or use this template](#)). Given them a few topics and see how many words they can associate with that topic. Possible topics might include:

- Summer
- School
- Things I Like or Enjoy
- Things in my House
- TV Shows
- Foods

Skills: vocabulary building, problem-solving



Art Matching Game

Send home pictures of famous art works and have them try to match like pieces.

Bonus #1: After the student has made a match, have them describe 1-3 things they observe.

Bonus #2: If the photo includes people, have the student make up a sentence that the person(s) featured might say.

- [Click here for image cards print out \(need to be cut out\).](#)
- [Click here for examples on ways that people have brought paintings to life.](#)

Skills: Matching, fine motor skills

Picture, Picture

Find a dynamic picture in a book or magazine. See if you can recreate that picture with other members of your family.



Skills: Observation, copying with body

The Mirror Game

This game is played in pairs. One person is the leader and the other is the follower. It is the leader's job to move part of their body as if they are looking in a mirror. The followers are the mirror and must follow the leader so closely that an observer would not be able to tell who is leading and who is following. Don't forget to also mirror facial expressions! This game can also be played with one leader and multiple mirrors.

[Click here for a video example from YouTube.](#)

Balloon Paddle Activity

This activity is a combination of a visual arts project, the constructing a paper plate paddle, and subsequent activities that can be done with it. The art project can be done by nearly any skill level, so it is well suited for families or other settings with multi-level learners. The accompanying activities practice common IEP goals such as hand eye coordination, spatial awareness, turn taking and cooperation. PDF Instructions include an annotated guide for adjusting the art project for learners with more advanced cognitive abilities.

[Click here for the PDF instructions](#)

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Beyond Lesson Content

Caregivers

“Parent involvement in the lesson is needed but they often don’t know how to help - we need to offer them clear ways to engage”
-NYC public school teacher for SWD

In this section, you will find resources and creative inspiration to affect both caregivers and students outside of school lesson content. Through our research we discovered that now, more than ever, it is important to provide activities that support mental, emotional and physical well-being. Because parents are taking on dual roles of teacher and caregiver it is important to speak to their needs as well as their children. Teaching artists’ lessons can help parents/caregivers encourage learning opportunities throughout the day such as learning from daily chores to learning from our daily emotions. The recurring theme that we heard when interviewing teachers regarding lessons is that Teaching Artists can help support caregivers and students by making content Short, Focused and Fun!

Supporting Caregivers

How can we help take pressure off of parents and caregivers?

- Promote and Encourage Self-Care for Mental and Emotional Well-being
 - Create Guided Mindfulness Meditations that both parent/child can listen to either live or pre-recorded.
 - Mindfulness Free Apps for Inspiration: Stop,Breathe & Think,10% Happier,Headspace,Smiling Mind
 - Encourage Movement/Stretching in your lessons.
 - Get them out of chairs if possible!
- Find activities that create joy for both parent & child
 - Ex. Listening to different genres of music, having a dance party to favorite songs, reading a book or poem out loud, playing a favorite game
- Create activities that center around daily tasks to help promote screen free learning



- Find an activity that creates joy for both parent & child
 - Ex. Listening to music, having a dance party to favorite songs, reading a book or poem out loud, playing a favorite game
 - Offer ways to age up or down the activity to include siblings. Example Activity: [Balloon Paddle Game](#)
- Encourage learning from daily tasks.
 - TA creates an activity centered around a daily task to help promote screen free learning. Example Activity: [Using Socks to build ELA Skills](#)



The 4 C's of Creating Content to Engage Caregivers

For when they may be acting as the student's paras or classroom aides

CAMERA PLAY

- Play with the camera and use it whenever you can.
- Try to engage the eye of the Caregiver & the student's.
- Make it fun for the caregiver to play along with their child.
 - [Ex: Link here to Angel's Searching for an Art Space](#)

COLLABORATION

- Collaborate whenever possible with caregivers and parents. Make sure that the lessons relate directly to the student's needs.
- Be clear with instructions so the caregiver can support the lesson.
 - Try to send along written instructions ahead of time for the caregiver, or address them directly in your video.
 - [Example Instruction Sheet - Change the Setting Game Sheet](#)
- Try to make the activity something that family members can also participate in.
 - [Example Activity: Link to Change the Setting Game](#)



CONTEXT

- Videos should have clearly marked Length of Activity and Materials Needed.
 - Caregivers have little time to be distracted from daily routines, or search for materials - it honors their time to let them know upfront what's needed.
 - [Link to Sock it to Me Laundry Time](#)

CIRCLE OF FEEDBACK

- Model the Circle of Feedback for the caregivers:
 - Include Caregivers Teacher,,TA and Students in the Circle
 - Caregivers need to be included as equal participants
 - Everyone in the circle gives and gets Feedback to one another
 - Remember Feedback steps :
 - Ask questions as to goals.
 - Give Glows /Roses /Values
 - Then Grows /Thorns / Challenges and Suggestions
 - Directly ask for feedback from the student & or their caregiver in order that we can practice and hear some actual direct responses.
 - [ELA Skills Building With Socks Video](#)
 - [ELA Skills Building with Socks Written Document Guide](#)

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Social & Emotional Needs

One thing we heard over and over from the teachers and the caregivers we interviewed was the need to focus on students' emotional and social growth. Students, and their Caregivers, are overwhelmed, and stressed out. So it's important to take some time to focus on those moments of breath, social interaction, building community, mindfulness, and check-ins as part of your lessons.

Rituals - Going Deeper

“Routines and rituals are different things. Routines provide predictability, which give us safety. The goal of a ritual is connection. Rituals hold a place for unity and togetherness.”

Leticia Valero

WHY Rituals?

- Remote learning is physically isolating. Rituals help us connect and feel togetherness.
- Engaging in the same activity at the start of every lesson signals our brain that it is time to focus/shift our attention to learning in class.
- Rituals provide a high level of reinforcement through repetition, which is useful for building verbal and physical skills
- Some Examples of Greeting Rituals:
 - Ringing a Singing bowl or a chime
 - Taking deep breaths together
 - Striking a pose to show how your brain/body/heart are feeling
 - Sharing a highlight from the previous week



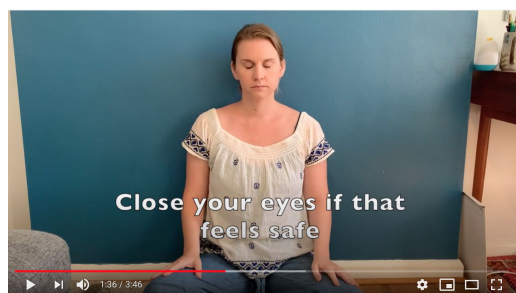
Why & How to incorporate Rituals can be found in this video by ArtsConnection Teaching Artist Rosalind Lilly.

- [Rituals in Virtual Learning Spaces Video](#)

Promote and Encourage Mental and Emotional Well-Being

Mindfulness

- Free Apps: Stop, Breathe & Think, 10% Happier, Headspace, Smiling Mind
- Mindfulness helps us train our brains to be aware of our feelings, our bodies, and our environment in the present moment.
 - Can help both teachers and students to reduce stress and anxiety, strengthen attention and focus, support social and emotional growth, and better resolve the inevitable conflicts that arise.
 - Research indicates that brain training involving mindfulness practices can “strengthen areas of the brain responsible for attention, emotional control, and problem solving... There is even emerging evidence that mindfulness-based brain training produces permanent structural changes in the brain.”
- Try Breathing together to build Mindfulness!
 - Invite students to close their eye or turn off their camera.
 - Have students all inhale together as a group while you count out loud.
 - Have students lift their arms as they inhale and then lower while exhaling.
 - Invite students to close their eyes, or have a soft gaze while breathing.
 - Invite students to hold their palms open on their lap while breathing together.



Example Video: [Breathing Break to support emotional learning for SWD MS/HS by ArtsConnection Teaching Artist Rebecca Strimaitis](#)

It is crucial to help students be themselves through emotional learning activities. This video helps SWD identify and check-in with their emotions. This activity can be practiced by both caregiver and child together.

[Breathing Break for SWD MS/HS transcript](#) This can be used as a guided visualization.

Start Each Class with Movement/Stretching & Mental Health Check In

Check Ins:

- Mental/Personal Check-In: Ex. Using your thumbs show me how you're feeling today. Thumbs up, down, middle, 2 thumbs-up, etc
- Use a Poll to check in with the students.
- Have students type in the chat - words, emojis, colors to describe how they're feeling

Quick Warm-Ups:

- Wacky Jacks-(similar to jumping jacks but more free form with body movement) Count to 10
- Hang in Forward Fold (seated or standing) roll up in slow motion counting up or down from 10
- Big Hands/Little Hands, Big Face/Little Face, Combine. Big Body, Big Face, Big Hands/Little Body/Face/Hands
- Stand/Sit Tall as a Mountain with a rainbow shining throughout your body and shining through the top of your head
- Together as a group - 'Fall into the camera" Fly away from the Camera"
- Hand Warm Ups
- Copy my: Silly Faces - Big Faces - Squished Face
- Pass the stretch - each person does a stretch and then passes it to a friend.
- Offer Creative Movements live or pre-recorded short series that students can do with you or before each lesson.
 - Example Video: [Move and Stretch!](#)
[SWD Lower Elementary by ArtsConnection Teaching Artist Rebecca Strimaitis](#) Rebecca's sample video is a Routine Warm-Up for her activity: Move and Stretch! The warm-up is created to center and transition students to creatively move and stretch!
- Provide Partner stretches for the caregiver and their child to do together.
 - This video offers many examples of seated and standing partner stretches. <https://www.youtube.com/watch?v=QHht9Xvf1fA>



Help Students Be Themselves

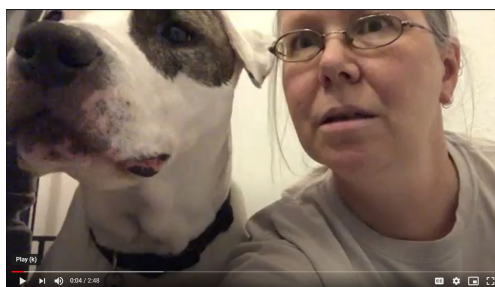
Many SWD thrive on routine and in-person engagement. In these remote learning scenarios both of these elements have been upended! This may lead to students feeling uncomfortable and out of sorts. There are some ways that we can set students up for success and help them feel comfortable which will lead to more engagement and learning.

Here are our recommendations:

- **Be authentically you!** - Share your own space, how you're feeling, be a bit silly. The more you are you the more they'll feel they can be themselves.
- **Build Connections!**
 - Take a moment to speak each student's name so they know that you can 'see' them (both in synchronous and asynchronous)
 - Add visuals of the people to remote learning classroom such as pictures of teachers, classmates, etc to keep building that community
 - Acknowledge / call out students for work that may have been submitted from the previous class
- **Provide a structured lesson** - that is organized and predictable. By setting up structure, students know what to expect which helps create a sense of security. As teaching artists we are a part of a team of adults that can help guide that structure.
 - Create a "How-To" video/list of how to set up an online learning environment at home. ([Ex. Hints for Setting Up a Learning Environment](#))
 - Help students and parents write out a list of daily activities/schedules similar to what they would see and follow at school. ([Ex. Sample Schedule to Send to Caregivers](#))
- **Offer Sensory Experiences**
 - Create a "Calm Down Kit" filled with sensory items such as homemade stress balls, mind jars and clutching fidget bags.
 - Encourage students to use tactile materials around their homes.

Example Video: [for creatively setting the space, energy, and excitement](#)

In this video Angel creates a routine warm-up to begin her lesson, Art Time



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Plan Ahead

We all know careful planning is important when working with students with disabilities in particular. Planning ahead becomes even more important for remote work. Here are some important things to know ahead of time so you can plan appropriately for teaching remotely.

Agenda / Guiding Questions - Remote Planning Meetings

- What virtual learning platform(s) is your school using for distance learning?
- Are all classes in this residency using the same platform(s)?
- In order to create/upload content and be interactive with student learning, can the Teaching Artist have a school email set up to be able to access the platform (i.e Google Classroom)?
 - Will I be able to interact or contact my students via this platform?
- Who are my students?
 - Age/Grade Level, Strengths, Challenges, Names (can I have a roster?)
- Who are the caregivers? (would like to know demographic with need for assistance)
- What are their access needs?
- What technology/device are they using for classroom participation?
- What is the expectation of class / lesson format?
 - Asynchronous lessons:
 - Video? If yes, how long?
 - PDF
 - Google Slides
 - Primary languages?
 - Other?
 - Synchronous lessons:
 - Live interactive group class?
 - If yes, how long? (20 min, 45 min, 60 min? etc.)
 - Class size per session? (One large group or smaller groups)
 - How many per week?
 - What other adults (DOE/School or AC staff) will be present?
 - Are students allowed to be in breakout rooms alone or need supervision?
 - How will they be participating and/or supporting? (i.e. Hosting, Letting in students from the waiting room, creating and supporting break out rooms, tech troubleshooting, modeling activities, etc.)

- Blended Model (Asynchronous & Synchronous):
 - Office Hours for support (paired with Asynchronous lesson)
 - Live Google meet-up for sharing/group critique/culminating performance etc.?
- Specific product of the online lesson, a series of short videos, one hour live classes on zoom, or a mix of both?
- What is the expected schedule for uploaded class content?
- Does the school already have signed video/photo release forms from each student that allows the TA to record an online class with students for them to have access to and playback? If not, could they?

Click on the example google form below and edit questions for your own planning meeting. Remember to keep the google form short and the answers needed short and simple.

[Digital Planning Meeting - Google Form Example](#)

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Full Video Lesson Examples

- [Move and Stretch! SWD Lower Elementary by ArtsConnection Teaching Artist Rebecca Strimaitis](#)
- [Breathing Break to support emotional learning for SWD MS/HS by ArtsConnection Teaching Artist Rebecca Strimaitis](#)
- [Using Socks to build ELA Skills by ArtsConnection Teaching Artists Anne Pasquale](#)
- [Careers in Theater - 'Lights, Camera, Action' by ArtsConnection Teaching Artist Laura Borgwardt](#)
- [Careers in Theater - Puppets! by ArtsConnection Teaching Artist Laura Borgwardt](#)
- [Make a Snake - by ArtsConnection Teaching Artist Jojo Gonzalez](#)
- [Let's Play Captain by ArtsConnection Teaching Artist Kerry Warren](#)

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Places to Find Virtual Professional Development for Remote Learning with SWD

NYC Arts in Education Roundtable

www.nycaieroundtable.org

CUNY Creative Arts Team

<https://creativeartsteam.org/professional-development>

National Guild for Community Arts Education

<https://nationalguild.org/>

American Alliance for Theatre and Education

<https://aate.memberclicks.net/>

Kennedy Center: VSA

<https://www.kennedy-center.org/education/networks-conferences-and-research/research-and-resources/vsa-research-and-resources/>

Seachange Collective

<https://www.seachangecollective.org/workshops>

NYSCA

<https://arts.ny.gov/programs>

CAST Professional Development

<http://castprofessionallearning.org/>

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