

# Distance Learning Quick Tips for Teachers

*Brought to you by the TCSOS BCBA's*

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## Provide Guided Notes.

Guided notes will help your students stay focused and on track. Typically, guided notes will have blank spaces for “fill in” or multiple choice answers. This is a good way to provide opportunities for participation!

[http://www.specialconnections.ku.edu/?q=instruction/universal\\_design\\_for\\_learning/teacher\\_tools/guided\\_notes](http://www.specialconnections.ku.edu/?q=instruction/universal_design_for_learning/teacher_tools/guided_notes)

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## Post Your Lesson Plans.

Posting your lesson plans ahead of time allows parents and students the opportunity to prepare for the day’s activities.

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## Have an Aide Take Notes.

It may be helpful for an aide to take notes during live lessons with the teacher. Notes can also touch on how the teacher presented the lesson or any nuance in the live session so if a parent is trying to recreate the lesson they have extra guidance. These notes can be e-mailed to parents allowing them to review what was covered during class and possibly generate conversations around topics covered, reinforcing the content.

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## Priming/Front Loading.

Make sure to let your students know what is coming next! This includes using a visual schedule, using timers for transitions (i.e. subject-to-subject, break out rooms) etc.

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## Generate a List of Zoom Procedures and Review it with Students.

Prior to the first day of school, create procedures for how to ask/answer a question, how to turn the microphone on/off, etc. Go over procedures regularly. You may also want to generate procedures for your aides as well.

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## Keep Slides Fun and Engaging!

Keep the words to a minimum. Use pictures and videos whenever possible! If you can put in places for students to interact or choose answers that’s awesome. You can also present a slide with information then repeat it right after with words missing and use it as a choral responding opportunity to solidify the lesson.

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## Provide and Label Materials for Home.

Use aides to help prep weekly materials for your students. Try labeling materials with the subject and the day of the week it will be used. This helps students and/or caregivers to be able to locate the correct items quickly (ex: “Wednesday, ELA”). This also falls under the recommended “priming/front loading” criteria. Use labels your students are familiar with, such as the icons used on their visual schedule.

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## Provide Positive Feedback (Reinforcement).

Remember to praise your students for being present and participating! Give attention to the behaviors you want to see continue! We can be creative and use token board; check out this awesome resource: <https://www.pbisrewards.com/> and search “distance learning incentives”.

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## Give “Brain Breaks”.

It can be difficult to sit in front of a computer for any amount of time when engaging in activities that are non-preferred. Giving “brain breaks” helps reduce fatigue and frustration by shifting their focus and can increase attention and productivity. Stand up, stretch, have a brief dance party, enjoy a GoNoodle video, etc.

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You've Got This! 😊