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Educator Update – November 19, 2020

Keeping Huron County Educators Informed

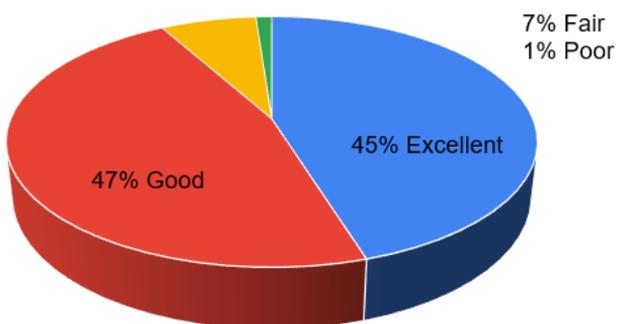
This Educator Update includes the following topics: Click to jump directly to an article.

1. [Feedback from Huron County Educators – Summary of Survey Data](#)
 2. [Importance of Exercise for Students](#)
 3. [Should You Have an Instructional Coach?](#)
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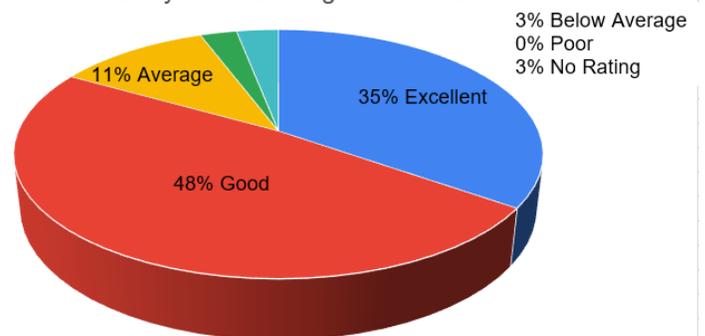
1. Feedback from Huron County Educators

Below are summaries of the results from two questions we asked Huron County Educators: the overall quality of the presentation by Sarah Ward on Executive Function, and the overall quality of the programs, services, and supports of the HISD. Thanks for all the helpful suggestions and comments we received from 262 respondents.

Sarah Ward Presentation



Overall Quality of HISD Programs and Services



Mission:

Huron Intermediate School District is dedicated to educational leadership, effective programs, and quality services in collaboration with community partners to educate all learners.

Vision:

Learn....Lead...Serve

2. Get Moving: Exercise is an Evidence-Based Practice (From START but applicable to MANY)

START - Statewide Autism Resources and Training

Exercise Resources

[AFIRM Module for Exercise](#) –

Evidence-based practice modules (free), including a description, planning, implementing, monitoring, and applying exercise in ASD.

[Autism and exercise: Are there special](#)

[benefits?](#) – Describes the benefits of exercise and gives strategies.

[Children and Teens with Autism Spectrum Disorder: Considerations and Basic Guidelines for Health and Fitness Professionals](#) –

for people who are designing exercise programs.

[5 Important Exercises for Kids with Autism](#) –

Describes how exercise can reduce stereotypic, hyperactivity, and aggression behaviors and provides example exercises

Physical activity has many benefits, including reducing stress, improving physical health, and creating an opportunity to communicate and socialize with others. In fact, exercise and movement is an intervention backed by research evidence for children, youth, and adults with ASD for improving their social, motor, and cognitive outcomes (Steinbrenner et al., 2020). Research also suggests that getting children and teens with ASD moving can increase attention and reduce challenging behaviors across a variety of settings. This finding is especially important in learning environments (Neely et al., 2015, Nicholson et al., 2010) whether that is at school or during remote learning at home.

Even small exercise breaks throughout the day can make a difference. One study found that giving students two 20-minute breaks during the morning as well as 1 to 5-minute breaks every hour significantly reduced problem behavior in the classroom (Cannella-Malone et al., 2011). These students were given many options for mini workouts, including walking, yoga poses, jumping rope, and simple strength exercises. Another study found that giving students with ASD 12-minute jogging/walking breaks around the school gym three times a week was effective in improving academic engagement upon returning to class (Nicholson et al., 2010).

A key to success with this evidence-based practice is to proactively and regularly schedule physical activity breaks, rather than just providing them when we think students need a break from academic instruction. While taking short exercise breaks throughout the day may seem like it takes away from instructional time, teachers will be earning that time back when the students are fully engaged and participating following the brief exercise period.

There are many resources online that can help you create and plan fun physical activity breaks. Keep it simple with a quick walk, yoga poses, stretches, or dance break; this may be all you need to get your student(s) refocused and ready to learn. These exercise breaks don't have to be long or require extensive equipment to have a meaningful impact. If adults do the exercises along with the students, it can reduce their stress and improve their focus too!

Written by: [Amy Matthews](#), Ph.D., BCBA - Project Director and [Samantha Howell](#), School Psychology Graduate Student. **References:** Cannella-Malone, H.I., Tullis, C.A., & Kazee, A.R. (2011). [Using antecedent exercise to decrease challenging behavior in boys with developmental disabilities and an emotional disorder](#). *Journal of Positive Behavior Interventions*, 13(4), 230-239. Lang, R., Koegel, L. K., Ashbaugh, K., Regester, A., Ence, W., & Smith, W. (2010). [Physical exercise and individuals with autism spectrum disorders: A systematic review](#). *Research in Autism Spectrum Disorders*, 4(4), 565-576. Neely, L., Rispoli, M., Gerow, S., & Ninci, J. (2015). [Effects of antecedent exercise on academic engagement and stereotype during instruction](#). *Behavior Modification*, 39(1), 98-116. Nicholson, H., Kehle, T.J., Bray, M.A., & Van Heest, J. (2010). [The effects of antecedent physical activity on the academic engagement of children with Autism Spectrum Disorder](#). *Psychology in the Schools*, 48(2), 198-213. Steinbrenner, J. R., Hume, K., Odom, S. L., Morin, K. L., Nowell, S. W., Tomaszewski, B., Szendrey, S., McIntyre, N. S., Yücesoy-Özkan, S., & Savage, M. N. (2020). [Evidence-based practices for children, youth, and young adults with Autism](#). The University of North Carolina at Chapel Hill, Frank Porter Graham Child Development Institute, National Clearinghouse on Autism Evidence and Practice Review Team.

3. Should You Have an Instructional Coach?

Sure, professional athletes, musicians, and many others continue to be coached even though they are already top performers in their professions, but what about teachers? How effective is educational coaching? Given the fact that it's time consuming, is it worth our while? Joyce and Showers (2002) summarized a meta-analysis of the effects of training (various levels of traditional professional development) and coaching on teachers' implementation in the classroom.

% of teachers who demonstrated:			
Training Included:	Knowledge	Skill Demonstration	Use in the Classroom
Theory and Discussion	10%	5%	0%
Plus Demonstration	30%	20%	0%
Plus Practice and Feedback	60%	60%	5%
Plus Coaching in Classroom	95%	95%	95%

Their research confirms that not only is coaching helpful, but without it professional development is ineffective. 95% of teachers who attended training that included theory and discussion, demonstration, practice and feedback, AND received in-class coaching implemented what they learned in their classrooms. On the other hand, only 5% of teachers who received comparable training without the coaching component implemented what they learned into their classrooms. Compelling evidence that coaching is worth our

time! Joyce, B., & Showers, B. (1982, October). The coaching of teaching. *Educational Leadership*, 40(1), 4–10. Joyce, B., & Showers, B. (2002). *Student achievement through staff development*. (3rd ed.). Alexandria, VA: Association for Supervision and Curriculum Development.

4. Persuading Reluctant Students to Turn on Their Cameras (from Marshall Memo 862)

In this *Edutopia* article, Boston teacher Liz Byron Loya says we can't force students to turn on their cameras during synchronous remote classes. The option to have the camera off should always be there, she says, giving students a sense of control and autonomy. But there are ways to persuade more students to show their faces. Words matter, says Loya, and "communication with our students needs to be rooted in *community, not compliance*." Her suggestions:

- *Build trusting relationships*. This applies to teacher-to-student and student-to-student relationships. "Students who know they are safe and cared for by their community will be more comfortable having their cameras on," she says.
- *Survey students*. Give them the opportunity, one-on-one or in a Google form, to say what's inhibiting them from being on camera during classes – and what would make them more comfortable.
- *Use icebreakers*. For example, what's the biggest yellow thing in your house that you can safely bring to the camera? Loya also suggests the YouTube videos *Within Reach* and *Pass the Pen* (see link to article below).
- *Play games*. One that works well in a remote setting is Rock-Paper-Scissors; so do Pictionary and Charades. See the link below to *25 Games to Play on Zoom*.
- *Use visual votes*. Check for understanding of a concept or topic with a thumbs up or down or Fist of Five.

- *Encourage popular students to be on camera.* Those with a high level of social capital may encourage others. You can identify those students by polling the class on which three classmates they'd most like to be in a breakout room with, or join in a group project.
- *Show empathy.* Share times when you, the teacher, haven't wanted to use your camera, and talk about how you prepare yourself for synchronous classes, even when you're not in the mood. "If you're self-conscious about looking prepared or about multitasking while on camera," says Loya, "talk about it. Sharing will bring out your humanness."
- *Greet students.* It's a good idea to arrive at classes five minutes early and greet students individually as you admit them, perhaps checking in about camera use.
- *Use the "Ask to Start Video" option.* As the host, teachers can click on a student's black screen, then click the horizontal "..." and select "Ask to Start Video." You can also send a private message via Chat encouraging students to turn their cameras on.
- *Encourage virtual backgrounds.* This is important for students who are self-conscious about what's in the background in their homes.
- *Provide no-face camera options.* Some students are very self-conscious showing their faces, and might be given the option of showing something else to "dip their toe" into using their camera.
- *Use activities where being visible is a criterion.* Perhaps a relevant element in a rubric involves being seen, and if it's known up front, students might be comfortable turning on their camera. "To avoid forced compliance," Loya suggests, "consider providing options for students to create their own rubric based on the objective."
- *Provide a video alternative.* The option of submitting a pre-recorded video demonstrating mastery of a skill or concept gives students more control over how they are seen, and can be kept private to the teacher. Students might also use TikTok, Vimeo, a private YouTube channel, or Instagram.

["Strategies to Encourage Students to Turn Their Cameras On"](#) by Liz Byron Loya in *Edutopia*, November 9, 2020

Feedback about the Educator Update is welcome! Email curriekm@huronisd.org with comments or suggestions.