



CONVERSATION WITH THE COUNSELORS

Tips for Student Focus and Engagement during online learning

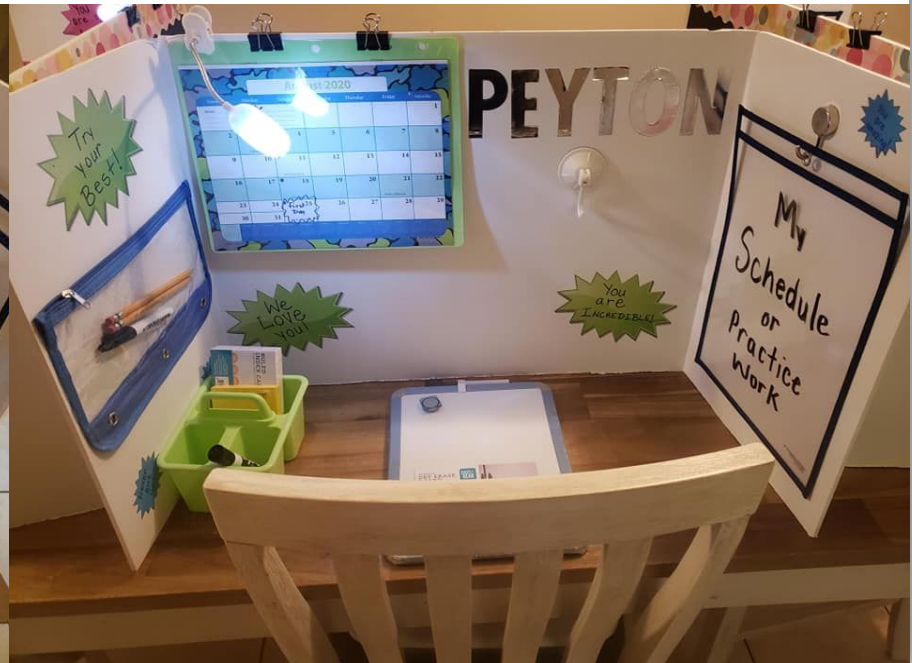
Anne Blackney, Courtney Camacho, Melissa Costa, & Julie
Fitzgerald



CREATE AN ENVIRONMENT CONDUCTIVE TO LEARNING

- ❖ Designate an individualized study space.
- ❖ Consider the learning style/sensory needs of your student. (quiet vs. noisy, sitting vs. standing, bright lights vs. dim)
- ❖ Have materials accessible, organized, and ready to use (i.e. laptop is charged).
- ❖ Use binders/folders to organize assignments and projects.
- ❖ Post daily academic schedule (creates routine, familiarity, and predictability).
- ❖ Create checklists for self-monitoring.
- ❖ Timers may help some students remain on task.

Creative ideas for study spots (made from Dollar Tree Trifolds and materials)

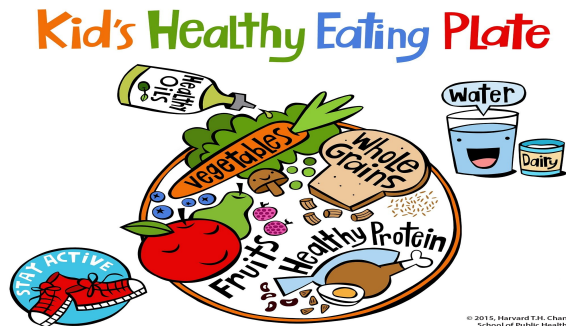


SET THEM UP FOR SUCCESS

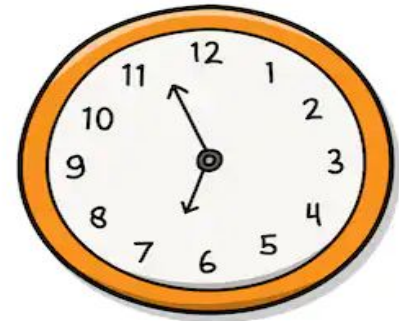
- ❖ Adequate sleep (bed times and routines are important).
- ❖ Have consistent snack/meal times.
 - Hunger/poor nutrition/sleep deprivation impede learning
- ❖ Observe what time of day is your student most attentive/productive?
 - When possible, have student tackle more challenging work at that time.



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BE REALISTIC

- ❖ You know your child best.
 - Read verbal/non-verbal cues. Ask them,
 - “Do you need a brain break or to get out some wiggles?”
- ❖ Be proactive. Intervene before the stress escalates
 - Have your student take a break (i.e. get water, take a few deep breaths, go outside for 10 minutes)
- ❖ Consider developmental needs: How long are they able to focus?
 - A 10 year old may be able to attend for 20/30 minutes, but a 6 years old may only be able to focus for 10-15 minutes.
- ❖ Divide long-term assignments into smaller, manageable pieces.
- ❖ Be available to answer questions/monitor your student.
- ❖ Be flexible. Some days are going to be better than others. Learn from mistakes and maintain a sense of humor.

COPING STRATEGIES

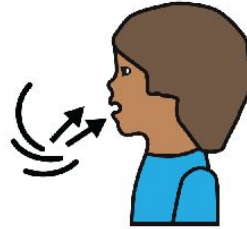
Think of a happy memory



Draw



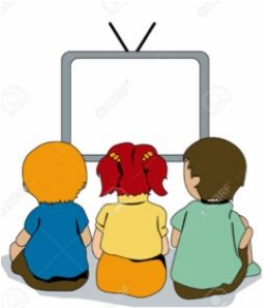
Take a deep breath



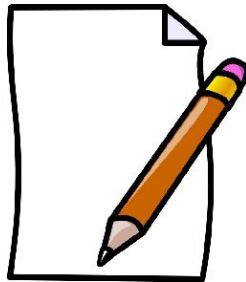
Count backwards
From 10

1098
7654
321

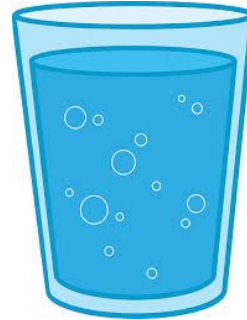
Watch a funny video



Write your worry down



Get a drink of water



Tense and relax your body



COPING STRATEGIES (cont.)

Squeeze a stress ball



Go for a walk



Think of your favorite thing to do



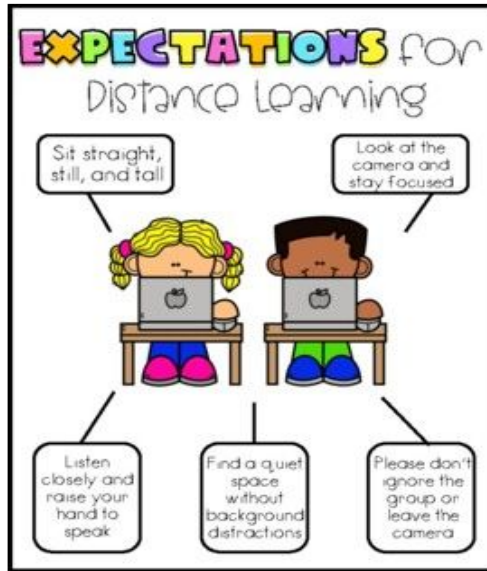
Think of your favorite place



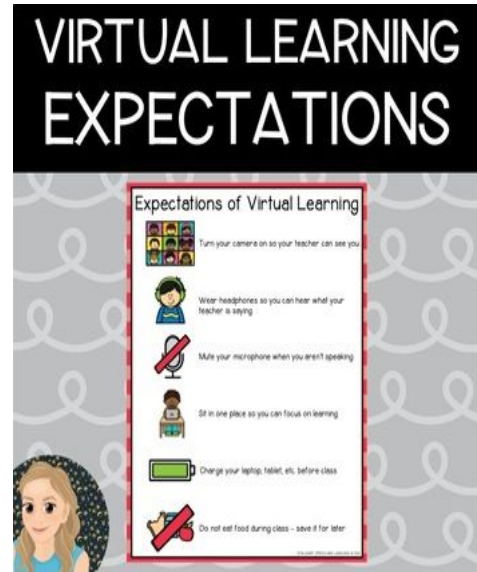
Google Meets (Live Class Meeting) Guide

- ❖ Log in 2 minutes before your scheduled class time. Please make sure you are utilizing Google Chrome as your browser and logged in with your child's school issued gmail account.
- ❖ Enter the meeting with your camera turned on so your teacher and classmates can see your smiling face.
- ❖ Please make sure that you mute your microphone when directed by your teacher and raise your hand before unmuting when you have a question or something to share.
- ❖ Maximize your learning experience by eating and using the restroom prior to the class meeting.
- ❖ If the connection is spotty, please exit the meeting and try to reload.

Examples of Visuals for Virtual Learning Expectations



Created by "Sweet Firstie Fun" TpT



Created by "Stalwart Speech and Language" TpT

ASSESS MOVEMENT/SENSORY INPUT

- ❖ Schedule motor breaks-(running in place, dancing, jumping jacks, GoNoodle etc.)
- ❖ Try fidget tools/“focus squishies” for sensory input if they can be used appropriately.
- ❖ Try a standing desk or fidget band around the base of a chair for motor output.
- ❖ Sugarless gum may help some students to focus.

Brain Breaks

Quick activities to get the blood pumping and wake up your brain!

Prescription: Select an activity when kids start to lose their focus...

Hop on 1 foot for
1 minute

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Jump the River
jump back and forth
across a rope

Do 10
Jumping Jacks

Spin around 5
times

Sing
Head, Shoulders,
Knees and Toes

Have a quick race
around ____.

Do a headstand.
Hold position for
1 minute

Do 10
Cartwheels

Do 10
Summersaults

See how long
you can balance
on 1 foot.

Have a Skip, Hop,
Gallop Race

Do a wheel-barrow
RACE. (1 kid walking on
hands while someone holds
their legs.)

Dance and sing
to a favorite
song

Shake the 'sillies' out.
(start by shaking each part of your
body until everything is shook
out!)

Do 10
Cartwheels

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Movement is key to turning our
kids 'ON' to learning.

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Gongo Line!

Cupid Shuffle

Ants Go Marching

Gha-Cha SLIDE

Pantomime

50 Jumping Jacks!

Heads UP 7-UP

Push-Up/Sit-Up

Crab Walk *around the ROOM.*

Simon Says

Doodle Time

Tic-Tac-Toe

Bingo!

Macarena

Stretching

Dance Party!

Mirror-Mirror

Brain Break Resource:

GoNoodle on Youtube is a great resource for music/video movement prompts.



REWARD EXPECTED BEHAVIORS

- ❖ Positive Praise - “I can see you put a lot of work into this/I like the way you’ve been working hard!”
- ❖ If _____ then _____. (If you complete your assignment, then we will take a walk outside)
- ❖ Stickers/tokens can be used to motivate younger children
- ❖ At the end of the week, a reward can be earned such as special time with mom/dad, access to favorite toy/game, special meal/dessert, or an inexpensive prize.



TEACH POSITIVE SELF-TALK

- ❖ Using your own name- “_____You’ve got this!”
- ❖ “The harder I try, The higher I fly!”
- ❖ “Bit by bit and I won’t quit. I’ll count to 10 and try again!”
- ❖ “No need to blow, if I go with the flow.”

“The brain is designed to change in response to patterned, repetitive stimulation.” Charlie Applestein, M.S.W. charlieap@comcast.net



REACH OUT FOR HELP

- ❖ Utilize the teacher's office hours to get further explanation of a concept or assignment
- ❖ Reach out to school counselors for support and resources
- ❖ Connect with other adults-family/friends/coworkers who are going through similar experiences for support and ideas



We are all in this together! Please know you never have to go through this time alone. It's okay to ask for help if you need it!



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COUNSELOR CONTACT INFORMATION

Counseling Corner - Google Classroom code: i7ol3oa

Anne Blackney - ablackney@foxboroughrcs.org - 508-698-7334

Courtney Camacho - ccamacho@foxboroughrcs.org - 508-698-7382

Melissa Costa - mcosta@foxboroughrcs.org - 508-698-7332

Julie Fitzgerald - jfitzgerald@foxboroughrcs.org - 508-698-7242

Join us for follow up Q&A related to this presentation on 9/21/20 from 2:30-3:30. Zoom information to be posted on FRCS website.

