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Revitalizing Special Education Teacher Preparation Programs: Innovative Tips for a Post-Covid World!

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Background

- The COVID-19 pandemic exposed weaknesses in the education system at all levels
- Teacher preparation programs were particularly affected in engaging and observing pre-service candidates, practicum experiences and internships
- Teacher preparation programs had not specifically prepared their candidates for the eventuality of remote and hybrid instructional models
- Early career teachers in particular seemed to struggle amidst the demands of the pandemic

(OCR, 2021; Hodges, Kerch, & Fowler, 2021;Cerna, Rutligiano, & Mezzanotte, 2020)

Problem #1: Inability to observe in classrooms





EXPLORE HLPs

FIND RESOURCES

ACCESS VIDEOS

EVENTS

HLP #15: Use Scaffolded Supports



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Home > HLP #15: Use Scaffolded Supports

HLP 15: Use Scaffolded Supports
Michael Kennedy

HLP 15
Provide Scaffolded Supports

#15 Use Scaffolded Supports

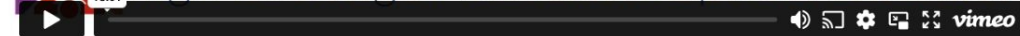
Video Transcript

User Agreement

[HLPs](#)



High-Leverage Practices in Special Education



Scaffolded supports are provided to students that are either pre-planned or provided "on the spot" and then faded and/or removed once they are not needed. A teacher, or team of teachers use data to make decisions about when the scaffolds need to be removed or kept in place. This video, HLP 19, Use Scaffolded Supports, is divided into two parts. Part 1 defines scaffolded supports and provides the rationale for their use. Part 2 shows teachers using key aspects of this HLP



Solution

[Autism Internet Modules](#)

OCCALI **AIM** AUTISM INTERNET MODULES Help ▾ Jennifer Lesh ▾ Search

Free, Online Professional Learning

Individuals with autism spectrum disorder (ASD) have unique strengths and challenges. Understanding the underlying characteristics of ASD and effective practices that support their needs is essential.

Designed for those who support, instruct, work with, or live with someone with autism, the Autism Internet Modules (AIM) guide users through case studies, instructional videos, pre- and post-assessments, discussion questions, activities, and more.

Recently Added Modules

- Cognitive Behavioral Interventions
- Music Mediated Intervention

Recently Updated Modules

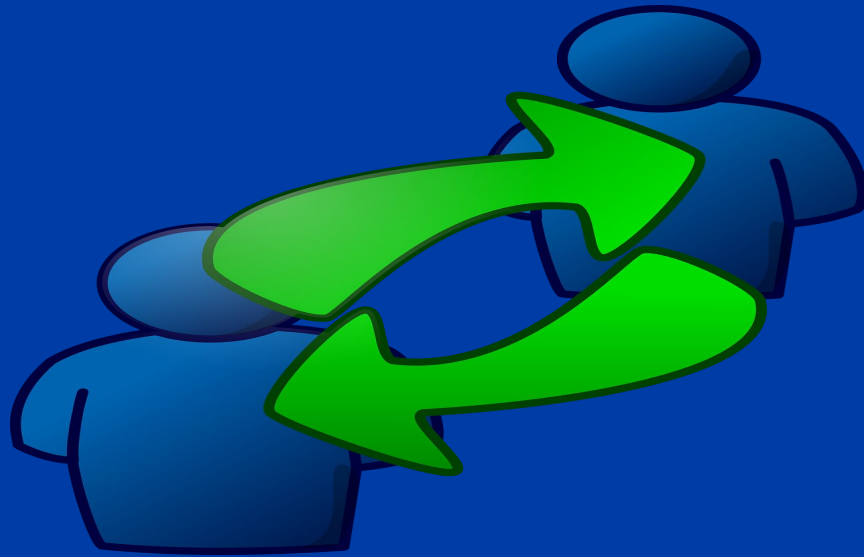
- Autism Spectrum Disorder and Medications
- Cognitive Differences
- Comprehensive Program Planning
- Customized Employment

Solution

FACETIME



Problem #2: Lack of Peer to Peer Interaction



Solutions

- Online Discussion Forums
- Collaborative Projects
- Peer Reviews
- Virtual Office Hours
- Breakout Rooms
- Online Polls and Quizzes
- Discussion Prompts
- Virtual Study Groups
- Guest Speakers
- Online Debates
- Online Collaborative Whiteboards
- Social Media Groups
- Peer Mentoring
- Virtual Field Trips
- Online Challenges:
- Digital Storytelling
- Reflective Journals
- Virtual Networking Events



Solution



padlet



Issues

Motivation

Difficulty with time management

Limited social interactions

Lack of technology and internet access

Feeling isolated

Difficulty staying engaged

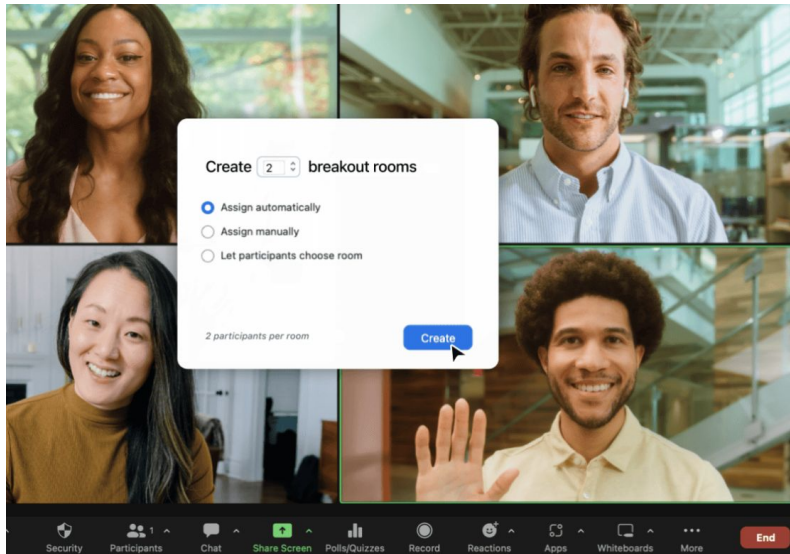
Technical literacy gap

Stress and anxiety

Lack of appropriate accessibility tools



Solution

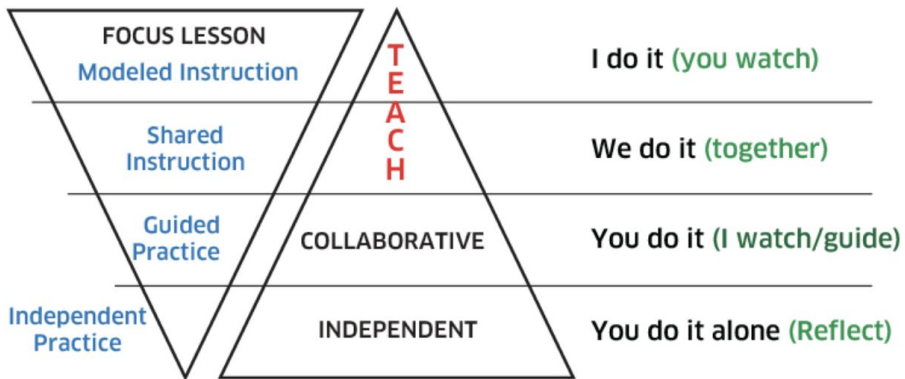


Solutions

I Do, We Do, You Do and Metacognition modeling

The Gradual Release Model

TEACHER RESPONSIBILITY



STUDENT RESPONSIBILITY

1. Planning:

"I need to think about how we have done these problems before and choose the best strategy."
...I know, I'll start by writing out the problem as an algebraic equation."

METACOGNITION

My knowledge of **myself** (my approach to maths problems); the **task** (what do I know about this type of problem); and **strategies** (different ways to solve them)

3. Evaluation:

"I need to think about how we have done these problems before and choose the best strategy."

TASK:

Mason and Jasmine have £5 between them. Mason has 90p more than Jasmine. How much money does Jasmine have?

2. Monitoring:

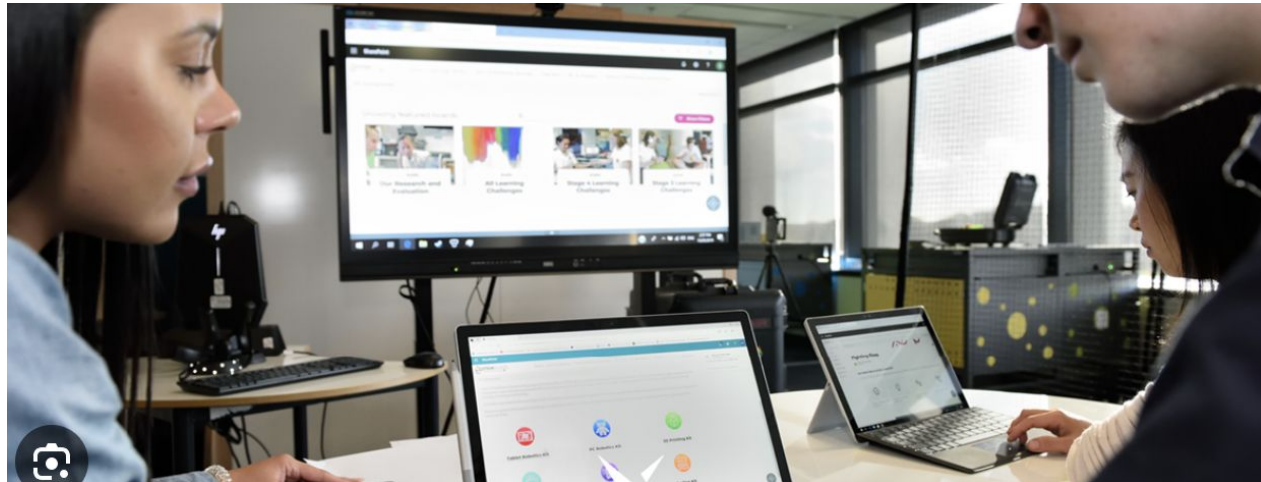
"Has this improved my understanding of the task?"
Yes, it now looks like a type of problem I'm familiar with: a simultaneous equation."

COGNITION

Translating the words into an equation

Problem #4 Unprepared for generative A.I. use

Solution



STRATEGIES:

- Introduce generative AI and its potential applications in special education.
- Have pre-service teachers explore different generative AI tools.
- Challenge pre-service teachers to design lesson plans that incorporate generative AI.
- Provide pre-service teachers with opportunities to reflect on their use of generative AI in the classroom.

ACTIVITIES:

Use a text-to-image generator to create visuals for students.

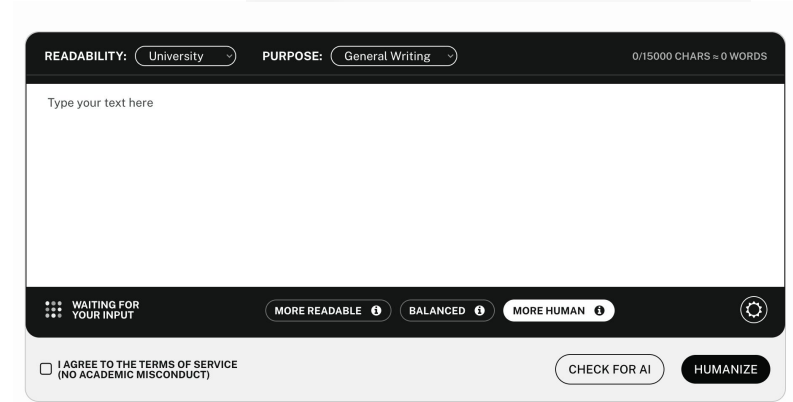
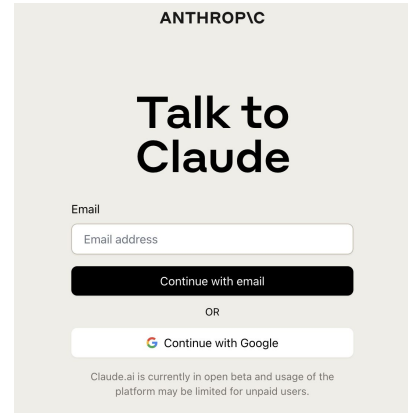
Use a chatbot to provide personalized feedback to students.

Use a translation tool to help students learn a new language.

Use a text-to-speech generator to help students with reading comprehension.

Solutions

Teach Anything



The importance of mental health

Issues

Isolation and loneliness

Increased stress and anxiety

Screen fatigue

Difficulty Concentrating

Reduced physical activities

Reduced access to support services

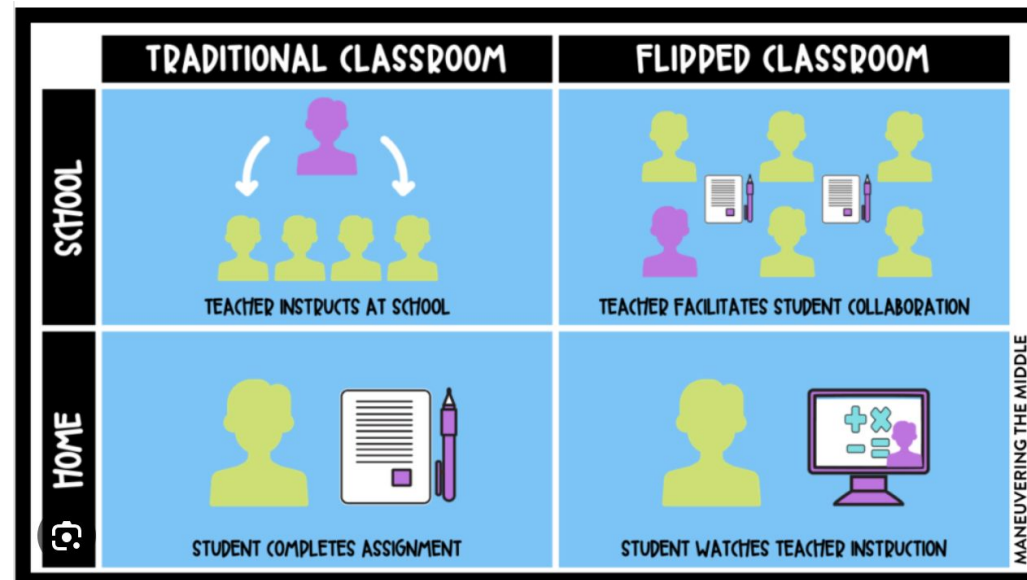
Fear of falling behind

Depression



Solutions

One on one check in meetings
greet each student as they enter
exercise breaks
Flipped classroom



▼ Recording Options

- Record Video
- Record Audio
- Record Screen
- Record Web Traffic
- Record Room

Thank you for attending!

Questions or comments?

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