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Teachers - Be Aware of the ZOOM Safety Features

If your school system supports your use of zoom, these are some safety features you may want to implement...

In light of the recent difficulties with “ZOOM bombing” we felt it necessary to share some of the security measures we use. We have used zoom successfully in our work with colleagues and students (see “Using the Zoom App: A Great Tool to Support Home Instruction and Your Child’s Executive Function Needs” on www.instituteonexecutivefunctioning.com), but we understand that safeguards must be followed in order for a zoom meeting to be secure. While we cannot guarantee that a zoom meeting will not be hacked, we follow these security measures to make hacking more difficult. In addition, thinking through the process prior to sending the invitation, will help set the stage for student learning.

As the teacher, keep the following in mind:

1. While planning your online lesson...

- How will you communicate with parents and students the guidelines you will have in place for using ZOOM (i.e. How to use the App?, How will the Waiting Room feature be used?, What are the expectations of the student while in the waiting room and during instructional time?, What is the procedure for submitting work?, etc.) How will you communicate these guidelines to students and parents? (Via email? On a website? etc.) What procedure will you use to end the meeting?
- Who is the audience?
- What is the goal of this meeting?
- What materials will students need for the meeting?
- What is the meeting time frame? (this needs to be developmentally appropriate) Make sure you send the correct date and time. For example, when you are scheduling a meeting, it will come up with today’s date. Be aware of AM and PM.
- What are the rules for participating in this meeting?
- How will the teacher check for understanding during the meeting?
- How will the camera help you determine student attention and focus on the speaker?
- How will students respond?

2. *When **communicating** the time and purpose of the lesson to your students...*

- Send the ZOOM invitation to your students the evening before the lesson is to take place stating the time frame for the lesson, and the materials needed. This will allow the student time to **plan a schedule** for the next day and **organize the materials** needed for the lesson. **You may suggest to the student they use a separate bin for each subject to help organize materials.**
- Reset the password with one that is user friendly for the audience.
- Enable certain features:
 - Private chat – this allows **communication** to take place so that the student can ask questions or for you to check for understanding with a student
 - Waiting Room - Once admitted from the waiting room, instruct attendees to mute their audio upon entry, adjust their screen so that their full face is in view, and review classroom rules for using zoom (these procedures help support communication of expectations and social emotional behaviors)
 - Record the meeting and post on the classroom website if possible (this helps **support working memory**).
- Disable certain features:
 - Do not enable students to join before the host
 - Disable the cohost feature
 - Do not enable the share feature, file transfer, and annotations unless approved by you).
- Once meeting has started, lock the meeting.

3. *During instructional time be sure to establish **a routine (to help with cognitive flexibility and shifting) and rules (to support attending, focusing, initiation, and self-regulation)**.*

- **Review the materials needed or the lesson and provide time for the student to check his or her materials.** You may want to post a **checklist of the materials** during this process to provide visual input for the student,
- **review rules and expectations** including how to ask a question, etc.
- provide a brief overview of the **lesson sequence**
- cue your students when **transitioning** between activities and allow time for the transition to take place
- check for attending, focusing, and understanding by establishing a visual cue for the students to use to show that they are on track
- use tools such as timers to provide a **time management** frame, and
- after summarizing your lesson, remind the student what time and how an assignment needs to be submitted for grading.